Title: *Enhancing the employability of Science graduates: increasing the awareness of staff and students to the needs of the employers*

**Personal Skills: Definitions**

**Higher order skills:**

**Self-awareness**
- Feeling confident about yourself and what you can do
- Knowing what skills you have and what to expect from others and from yourself
- Focused, purposeful
- Awareness of your own individuality
- The capacity to be aware of oneself and one’s environment, evaluate alternative courses of action without actually engaging in them, identifying consequences of such actions and their potential affects on one’s behaviour
- Perception of one’s responsibility and value, professionally to their job and personally to their family – respect for one’s own knowledge, talent and skills, and how results are achieved, not only for ourselves but for others as well

**Self-management**
- Skills and behaviours relating to your capacity to manage yourself and your reactions to challenges in work and life
- Personal effectiveness: having self-esteem, managing your time and responsibilities and being confident in your own capabilities
- Professional effectiveness: being responsible for tasks and projects as well as yourself and other people
- Managing stress: applying strategies to control stress and get on with life by coping with difficulties and making the most of your life and what you have
- Self-help, overcoming procrastination, engaging in activities that promote health
- Able to apply a series of questioning on oneself in order to better understand what one is learning

**Flexibility**
- Being adaptable and willing to do lots of different kinds of work
- Ability to work with others – people with different values, backgrounds, views, levels of understanding, etc
- Skills relating to your capacity to learn effectively in a range of different environments
- An ability to adapt to a changing environment and learn new skills
- Displaying such traits as cooperativeness, pliability, resilience and manageability
- Responsive to change
- Maintaining effectiveness in varying environments and with varying tasks, responsibilities or people
- Able to adjust your style of operation to the needs of the situation
Independent Learner
- Able to recognise gaps in knowledge and acquire it independently
- Capacity and desire to continue to learn
- Resourcefulness: having drive, using your initiative and planning ahead
- Experience in the learning process through which knowledge is gained and disseminated
- Working out your preferences to maximise your learning
- Lifelong learning: recognise and accept continuous learning as being central to one's capacity to realise potential and live a fulfilling life; a propensity to continue learning, including self-management
- Proactive, self-starter
- Using multiple approaches when learning or teaching new things
- Information gathering and organisation: knowing how to find information, identifying essential information and finding ways to structure or classify multiple pieces of information
- Active learner: working with new material or information to grasp its implication. Working examples: determining the impact of a new policy on your organization; learning a management technique and applying it to your organization; and thinking about the implications of a leadership style on your group’s effectiveness

Reflection
- Able to revert the mind to that which has already occupied it; having thoughts and opinions arising from continued or attentive consideration; contemplation
- Conscious of your actions and state of mind
- The capacity for rational judgment, especially in view of a moral rule or standard
- Reflect upon your true self to identify and accept your flaws, positive attributes and how you want others to perceive you; learn from your flaws, identify how to improve on them and at the same time appreciate your good qualities
- The ability to accept, acknowledge, generate, manage, recognise and reconcile descriptions of one’s own conduct (behaviour)

Goal Skills
- Ability to plan and achieve goals (both personal and professional)
- Motivation: a desire to achieve a goal and the ability to induce oneself or others to perform a task in order to achieve a goal or objective
- Tenacity: staying with a position or plan of action until the desired objective is achieved or no longer attainable; continue trying to achieve your goal despite obstacles
- Able to set realistic and achievable goals in a clear, precise manner in order to meet your own and others’ expectations
- Understand the difference between, and able to develop, strategic (long-term) goals, short-term objectives, operational plans (activities required to achieve the goals) and procedures for monitoring performance

Commitment
- Being dependable, trustworthy and putting everything into your work
- Dedicated, loyal
- The trait of sincere and steadfast fixity of purpose
• Willingness to commit an obligation to your work, organisation and organisational goals; allegiance
• Possess a determination to achieve success, perseverance
• Ability to focus on the target of work or non-work related commitments: work related targets are organisation, projects, career or professional goals; non-work related targets are family, personal goals or improvement
• A state of attachment that defines the relationship between an individual, group or organization and an entity (commitment target). This relationships takes different forms (affective, continuance, normative and instrumental) which share certain common aspects, such as focus, strength, terms and durability of commitment (i.e. the extent to which a person or group is attached toward a target)

Background skills:

Time Management
• Ability to manage time effectively
• Prioritisation: able to decide on the more important tasks and focus on completing these in order to maximise performance and results
• Analysing how you spend your time, knowing when you perform your best and using this time to your advantage, increasing your effectiveness by taking regular breaks and minimising routine distractions and stress
• Demonstrate ability to organise, delegate and schedule
• Managing one’s own time and the time of others: for example, using a planner to schedule obligations and following the planner to allocate your time and others

Goal Setting (source http://www.mindtools.com/pages/article/newHTE_06.htm)
• Able to set goals on a routine basis to decide what you want to achieve, and then move step-by-step towards the achievement of these goals, and in doing so choosing where you want to go in life.
• By knowing precisely what you want to achieve, you know what you have to concentrate on to do it and what is merely a distraction
• Have long-term vision and short-term motivation: focus your acquisition of knowledge and organise your resources
• Able to set sharp, clear short-term goals, measure and take pride in your achievement of those goals - recognize your ability and competence in achieving the goals that you have set
• Gain an overall perspective from setting lifetime (long-term) goals in order to shape all other aspects of decision making and setting personal goals (a series of smaller targets/lower-level plans culminating in daily tasks/achievements)
• Capable of: deciding what is important for you to achieve in life; separating what is important from what is irrelevant; motivating yourself to achievement; and building your self-confidence based on measured achievement of goals

Planning
• Looking ahead and preparing in advance, anticipating problems, structuring tasks and setting deadlines. Taking a thorough approach, including attention to detail
• Able to prepare a plan that helps you to deal effectively with any problems or distractions that may occur, as well as perform in a positive and focused frame of mind, in achieving a goal or completing a task
• When given a task, is able to determine and document, the best approach and the time required to carry it out. Approaches the task in an organised and professional way and highlights revisions to the plan in a timely manner, based on the work already done and new factors. Ensures that the work is carried out in a way that conforms to the rules of the organisation. Delivers on time and works equally effectively on multiple tasks when necessary.
• Develop a strategy, or alternative strategies, for a definite course of action or to accomplish an objective
• Develop approaches for implementing an idea; scheduling and coordinating

**Monitoring**
• Periodically review longer term plans and modify them to reflect your changing priorities and experience
• Review (organizational, personal or professional) goals and budget, then develop a plan to attain goals, based on the review and within the budget
• Assess how well one is doing (yourself or others) when learning or teaching new skills
• Assess how well a development is meeting objectives, within time, resource and budget constraints, when implementing a project
• Identifying the key causes of problems and things that must be changed to achieve a goal

**Self-appraisal**
• Objectively analysing one’s own situation, skills and qualities
• Recognising your strengths and weaknesses and acknowledging areas for improvement as a positive step in your personal development
• Display a confident but realistic judgment of one’s capacity to achieve
• Pride in accomplishments, self-esteem and acknowledgement of one’s ability to perform
• Review of one’s progress to identify learning and career opportunities and set goals to facilitate personal and professional growth
• As a learner, reflect upon prior knowledge when coming across new information and applying it to newly acquired knowledge as much as possible – relates to self-management