

## Teaching Graduate Employability

presented by  
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Enterprise



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## Interactive delivery

- Example of an icebreaker exercise
- Why we use these methods
- The benefits of experiential learning



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## Interactive delivery

- Set the theme for the day
- Focus students' attention
- Surprises them
- Reengages and energises them
- Can act as a summary



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## Why we use interactive methods

- Research has shown experiential learning to be extremely powerful
- Retention of learnt material is much higher
- Multi sensory experience
- Able to constantly check learners' understanding




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## Programme content

- **Employability and Entrepreneurship, What are they?**
  - An introduction to:
  - The **CareerEDGE model of Employability**
  - The Employability Development Profile (**EDP**)
- What are Employability Skills? (Interactive activity) what are they and how they might be developed through the curriculum.
- The **DOTS Model for Career Development Learning**




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## Employability & Entrepreneurship: What are they?

- Employability – ‘...is having a set of skills, knowledge, understanding and personal attributes that make a person more likely to choose and secure occupations in which they can be satisfied and successful.’
- Enterprise – A business or business skills
- Entrepreneurship - The desire, motivation and skills necessary to start and manage a successful business.
- [Copies of the relevant academic papers are on our website](#)




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## Background to the CareerEDGE model of graduate employability

- The need for a coherent, practical model of graduate employability.
- Something that could be understood by students, academic staff, careers practitioners, employers and parents.

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## Definition of graduate employability

'Employability is having a set of skills, knowledge, understanding and personal attributes that make a person more likely to choose and secure occupations in which they can be satisfied and successful.'

(Dacre Pool & Sewell, 2007)

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## The CareerEDGE Model of Graduate Employability



Dacre Pool & Sewell (2007)

Career Development Learning  
Experience (Work & Life)  
Degree Subject Knowledge, Understanding and Skills  
Generic Skills  
Emotional Intelligence

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## The Employability Development Profile (EDP)

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## The CareerEDGE Employability Development Profile (EDP)

- A framework for discussions about employability with students
  - Personal Tutors
  - Careers Guidance Practitioners
  - Academic Tutors
  
- Evaluating employability interventions?




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## Current uses for the EDP at UCLan

- Careers Guidance Interviews
- Planning Your Career elective module
- Tyn Dwr (outdoor education)
- UCLan Futures Award
- International projects




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### Some statistical analysis

- Using the EDP with large groups of students, we have been able to show statistically significant enhancement of self-perceived employability
- More importantly there were large effect sizes
- The statistics confirm that there are five conceptually distinct factors
- We will be publishing our findings over the next year

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### Embedded or 'Bolt-on' ?

- It is increasingly accepted that embedding employability and entrepreneurship into the curriculum is the best approach.
  - How can we help course developers and teachers to achieve this?
- Is there a role for the 'bolt-on' approach?
  - How can this be funded? Who teaches it? How can we assure students get appropriate access?

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### Conclusions

- The world is facing a challenging economic climate
- The clear economic imperative for effective employability and entrepreneurship education has never been greater
- We believe that through this collaborative approach there is a massive potential benefit to our students, graduates and indeed our societies.

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## References

- [Dacre Pool, L & Sewell, P \(2007\). The Key to Employability. Developing a practical model of graduate employability. Education + Training, Vol 49, No 4, pp 277-289.](#)
- [Sewell, P.J & Dacre Pool, L. \(2010\). Moving from conceptual ambiguity to operational clarity: employability, enterprise and entrepreneurship in higher education. Education + Training, Vol 52, No 1, pp 89-94.](#)

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## The 'Ideal Graduate'

Employability skills  
1<sup>st</sup>

Positive attitude  
2<sup>nd</sup>

Relevant work  
experience/industry  
placement 3<sup>rd</sup>

Degree subject  
4<sup>th</sup>

Degree results  
5<sup>th</sup>

University attended  
6<sup>th</sup>

CBI 'Future Fit' Report 2009  
[www.cbi.org.uk](http://www.cbi.org.uk)

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## What are employability skills?

- Communication skills
- Teamworking
- Potential for leadership
- Decision-making
- Ability to prioritise
- Personality, energy and enthusiasm
- Problem-solving
- Business-awareness
- Interpersonal skills

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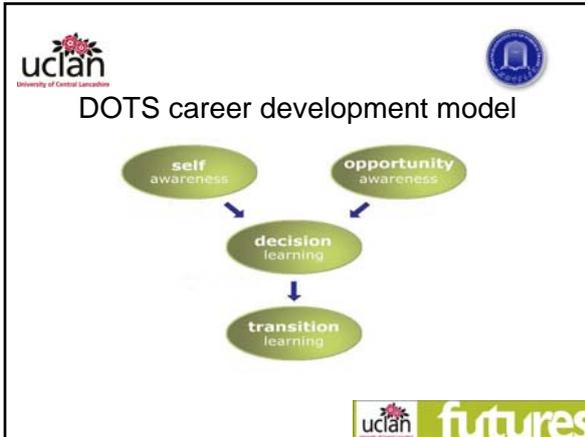
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You might think that you know yourself...???

- But what about those aspects of you that you try to deny?
- ...or that you take for granted and do not value?
- What can you do to enhance your self-awareness?

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## Activity

Ask the to the person next to you:

- What sort of a person do people say that you are?
- If you were to get a new job, what would it have to offer you apart from money to make you want to do it?

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## The johari window...

	Known to self	Not known to self
Known to others	1. Your open public face OPEN	2. 'Blind' spot OPAQUE
Not known to others	3. Your private world HIDDEN	4. Unknown self UNKNOWN

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## What might you try to reduce your 'blind spot'?

- Talk to trusted friends
- Counsellor/career counsellor
- Self-Assessment exercises
  - Work through exercises and reflect on the outcomes

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### Self Awareness: What does it actually mean?

- What are you good at (your skills)
- What do you love doing? (your prime skills)
- What are you passionate about? (your values)
- Who do you want to be? (your self actualisation)

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### Values

What are the things in life that are really important to us?

- Family
- Friends
- Good standard of living
- Health
- Money
- Knowledge
- Security

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Cross out two that are less important  
than the others

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Of the eight that are left, cross out two that are less important than the others



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Of the six that are left, cross out two that are less important than the others



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Now you have your top four values

Put them in order of priority for you



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Think about your life, your career choice and your dreams. Are you aligned with your values?

**If not... What needs to change?**

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### The importance of personality

Three useful frameworks

- Psychoanalytic
- Trait
- Type

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### Psychoanalytic theories

- Psychoanalytic
  - *Conscious vs unconscious*
  - *Freud, Jung and others*
  - *Motives for actions are often hidden*
    - *even from ourselves*
- Stress on the importance of early childhood experiences
- Suggest that our personalities are like an 'Iceberg'

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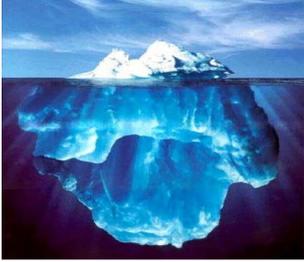
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## The Iceberg metaphor



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## Trait Theories

- People have more or less of particular characteristics
- These characteristics can be measured
- Psychologists largely agree that most behaviour can be explained by five key personality traits

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## The five key traits are...

- Extraversion-Introversion
- Emotionality
- Conscientiousness
- Agreeableness
- Openness to experience

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## Type theories

- Are about preferences
- There are lots of Type Assessments
  - Myers-Briggs
  - Type Dynamics Indicator
  - Keirsey Temperament Sorter
  - Cognitive Styles Inventory




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## Career Drivers

What is a career driver?

*'A career driver is an inner force which determines what you want and need from your working life.'*

(Francis, 1994)




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## Career Drivers

- Material rewards
- Status
- Creativity
- Search for Meaning
- Power/Influence
- Affiliation
- Autonomy
- Security
- Expertise




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## Holland's Career Interests

<b>REALISTIC</b> People interested in working with objects, machines, tools, plants, or animals, or to be outdoors. Often have physical/practical skills.	<b>INVESTIGATIVE</b> Like to observe, analyse, learn, and solve problems.
<b>ARTISTIC</b> Enjoy using artistic, innovative skills, and working in unstructured situations, using imagination and/or creativity.	<b>SOCIAL</b> Like to work with people to inform, teach, help or cure them. Also those who are skilled with words.
<b>ENTERPRISING</b> Like to work with people, especially influencing, persuading or leading them, to achieve the employer's goals.	<b>CONVENTIONAL</b> People who like to use data and carry out tasks in detail or follow through instructions. Often have clerical and numerical ability.




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## Career Interests

- The 3 letter 'Holland' code
- Can be matched against thousands of jobs using the *"Dictionary of Holland Occupational Codes: A Comprehensive Cross-Index of Holland's RIASEC Codes"* with over 12,000 Occupations




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## Conclusions

- Self-awareness is a critical element of career Development learning.
- It can be effectively taught in interactive ways using a range of resources and materials that are widely available.
- It is important that the students are supported through the process.
- It is also important to provide opportunities for reflection and application.




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Opportunity Awareness

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The hidden jobs market

- Creative job searching
- Taking an active rather than a passive approach
- Not waiting for vacancies and opportunities to appear via the usual channels
- Not being a 'victim' of a difficult job market or a 'competitive industry'

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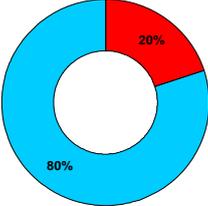
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Understanding how the job market works - 80:20 rule



Where people look

- Informal sources - e.g. word of mouth, networks
- Publicly advertised

Source: The Windmills Guide to Finding a Job.

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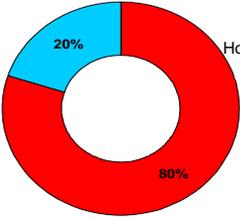
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## Understanding how the job market works – 80:20 rule

How opportunities are communicated



Source	Percentage
Informal sources e.g. word of mouth, networks	80%
Publicly advertised	20%

Source: The Windmills Guide to Finding a Job.




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## How to start

- Do your research. Find out as much as you can about the sort of job you want
- Think about who is in your personal network
- Identify employers that you want to work for
- Make a speculative approach
- Get your foot in the door




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## What is networking and what can we gain from it?

- Develops and maintains relationships
- Presents new opportunities
- Insights into your chosen career
- Establishes business contacts
- Creates referral networks
- Gets you 'plugged in' to your community
- Meet like-minded people
- Accelerates professional development




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### Central concepts

- The belief that there are more helpful people in the world than unhelpful people
- It is a two-way process
- 'Pay it forward'

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### Decision Learning

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### Career decision-making

- Making effective decisions is about understanding what is important to you
- To develop confidence in your decisions, you need to understand a lot about yourself - how you think and what you want from life

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## Key Decision theories

- Sampson's CIP Model
  - Decided
  - Undecided
  - Indecisive
- Type theory
  - Thinking type
  - Feeling type

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## Decision making tools

- Force-field analysis
- Six Thinking Hats
- Type theory

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## Decision making tools

- Force-field analysis
  - Look at your handout

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### Decision making tools

- Six Thinking Hats - De Bono (1985)
  - White
  - Red
  - Black
  - Yellow
  - Green
  - Blue



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### Decision making tools

- Type theory
  - Thinking Type preference
  - Feeling Type preference
- Type verification activity



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Transition Learning



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## What do students need to know about?

- Setting goals and action planning
- Putting a CV together
- Written and on-line applications
- Telephone and face-to-face interviews
- Psychometric testing
- Assessment Centres

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## Career planning

How do you know when you've got there if you don't know where you're going?

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Successful careers are like job interviews or exams....

***“By failing to prepare you are preparing to fail”***



Benjamin Franklin,  
American Politician  
1706-1790

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## SMART planning

- Specific
- Measurable
- Attractive
- Realistic
- Timed




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## Example of a simple action plan

SMART goal: to find a job as an entertainer on a cruise ship

What steps do I need to take?	By when?	What resources do I need?	How will I know I've achieved it?
Find the names of 10 cruise lines	End of this week	Internet	Enough info to provide me with a variety of job sources
Look on their websites to find the sorts of jobs they advertise – pay/experience/conditions	April 6th	Internet	I will have a collection of possible vacancies to apply to
Decide where I want to work and write applications	April 18 <sup>th</sup>	Internet, application forms. Help from careers to complete	10 applications completed and sent off
Might be working with children. Apply for CRB disclosure	ASAP, possibly 2-6 weeks	Access to online CRB application, money, references	Will receive CRB

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## What are Assessment Centres?

Assessment Centres are defined as: 'A series of multi-exercise programmes designed to identify the recruitment and promotion potential of personnel.'

*Aaron Wallis Recruitment and Training Ltd 2007*




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### Why use this method?

- They allow the employer to see the candidates' actual behaviour in a work-like situation
- They are a fantastic opportunity for the candidate to get to know the company and hiring managers before making the decision that the business is the right one for them

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### What are they like?

- Half a day to two days long
- To be one of eight candidates
- Ice breaker
- Presentation task
- Role play
- Group exercise
- In-tray exercise
- One-to-one interview
- Meal with selectors

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### The interview part

- Researching the company
- Dressing well
- Preparing answers to 'standard' questions
- Competency based interviews
- Using the STAR technique

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## Conclusion

- Employers have increasingly sophisticated selection methods
- In a global job market your students need to be well prepared to compete effectively
- You can help students prepare for and be more effective in these recruitment processes
- In order to be **really** effective, it's important that students go through all four of the DOTS elements



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