

# IST 1 – Employability

Dr Erika Darics & Dr Nur Kurtoglu-Hooton



**Employability  
at large**

**Employability  
at partners**

**Employability  
in TEFE**

**References**

# What is employability?

- review of 187 studies
- Aspiration
  - Autonomy
  - Career management
  - Communication skills
  - Creativity
  - Critical thinking skills
  - Customer awareness
  - Digital literacy
  - Efficiency
  - Emotional intelligence
  - Enterprise and entrepreneurship
  - Ethics
  - Flexibility and adaptability
  - Giving and receiving feedback
  - Independent thinking
  - Initiative and self-direction
  - Inter-personal skills
  - Language skills (particularly second language skills)
  - Multi-tasking
  - Numeracy
  - Opportunity awareness
  - Positive attitude
  - Presentation skills
  - Problem solving
  - Professional knowledge
  - Research skills
  - Resilience
  - Self-management
  - Social intelligence
  - Team working
  - Time management
  - Willingness (and capability) to learn
  - Work ethic
  - Writing skills

Artes et al. 2017

**Lack of clarity**  
list of skills, understandings, attributes

- 1 innate vs. learnt?
- 2 attributes/skills alone or being aware of them and turning them into personal capital?
- 3 existence or perception of...?

...a set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy (Yorke, 2004, p. 7).

## Why is it complex? Why do we need it?

Happenstance

Unmatched expectations

25 Dying Professions You Should Avoid

**Skills in Demand**

- Techniques
- Communication
- Utilisation
- Globalisation
- Complexity
- Highly specialised
- Geographical change

**Top 10 skills**

in 2020	in 2015
1. Complex Problem Solving	1. Complex Problem Solving
2. Critical Thinking	2. Critical Thinking
3. Creativity	3. Creativity
4. People Management	4. People Management
5. Teamwork and Collaboration	5. Teamwork and Collaboration
6. Emotional Intelligence	6. Emotional Intelligence
7. Judgment and Decision Making	7. Judgment and Decision Making
8. Strategic Thinking	8. Strategic Thinking
9. Negotiation	9. Negotiation
10. Cognitive Flexibility	10. Cognitive Flexibility

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attributes

① <sup>attribute</sup> *innate* vs. <sup>skill</sup> *learnt* ?

Williams 2010

② *attributes/skills alone or being  
aware of them and turning them  
into personal capital ?*

Rust and Froud (2016)

③ *existence or perception of...?*



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# Why is it complex?

# Why do we need it?

PROFESSIONS  
25 Dying Professions You Should Avoid  
By Dean Casper and updated on April 25, 2020



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employment rates

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≠ employment rates

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Happenstance

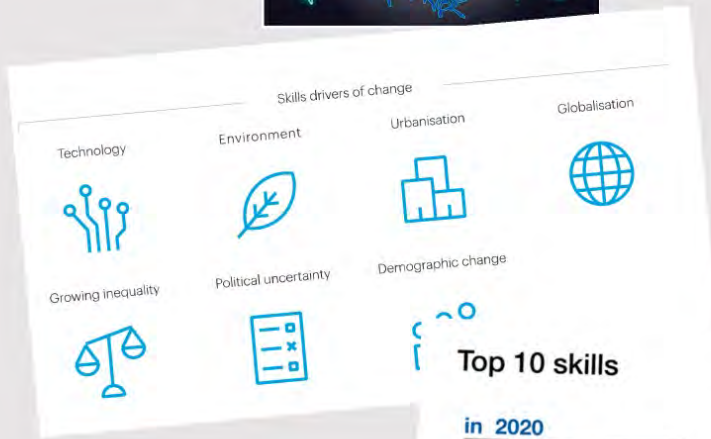
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8. Service Orientation	8. Service Orientation
9. Strategic Thinking	9. Strategic Thinking
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PROFESSIONS  
**25 Dying Professions You Should Avoid**  
By Dana Cloutman, updated on April 29, 2020



**Top 10 skills**

**in 2020**

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility



Source: Future of Jobs Report, World Economic Forum

**in 2015**

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity





PROFESSIONS

# 25 Dying Professions You Should Avoid

By [Dave Copeland](#), updated on April 29, 2020



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Skills drivers of change

Technology



Environment



Urbanisation



Globalisation



Growing inequality



Political uncertainty



Demographic change



**Top 10 skills**

# Top 10 skills

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25 Dying Professions You Should Avoid

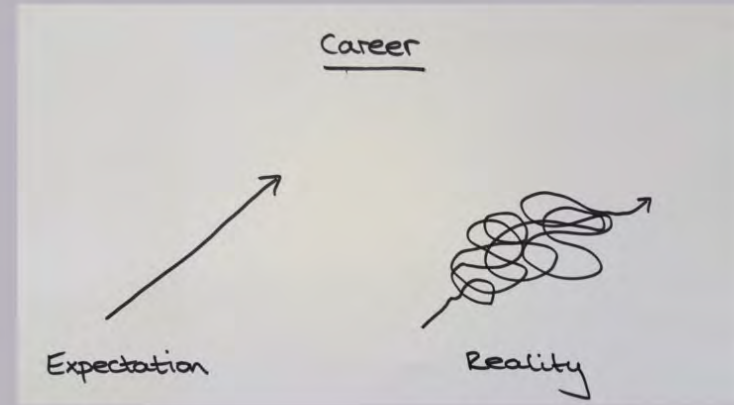
**Top 10 skills**

in 2020	in 2015
1. Complex Problem Solving	1. Complex Problem Solving
2. Critical Thinking	2. Critical Thinking
3. Creativity	3. People Management
4. Profile Management	4. Oral Communication
5. Collaborating with Others	5. Negotiation
6. Emotional Intelligence	6. Quality Control
7. Judgment and Decision Making	7. Service Orientation
8. Strategic Thinking	8. Judgment and Decision Making
9. Negotiation	9. Active Learning
10. Cognitive Flexibility	10. Creativity



## Happenstance learning theory

Mitchell et al. 1999,  
Krumboltz, 2009



Every situation can be seen as presenting potential opportunities, if individuals can recognize them and then take action to capitalize on them.

'Students have little awareness of the importance of skills to their employability, and that more needs to be done to increase awareness of the skills they have developed during their degree'

Petrova & Ujma, 2006



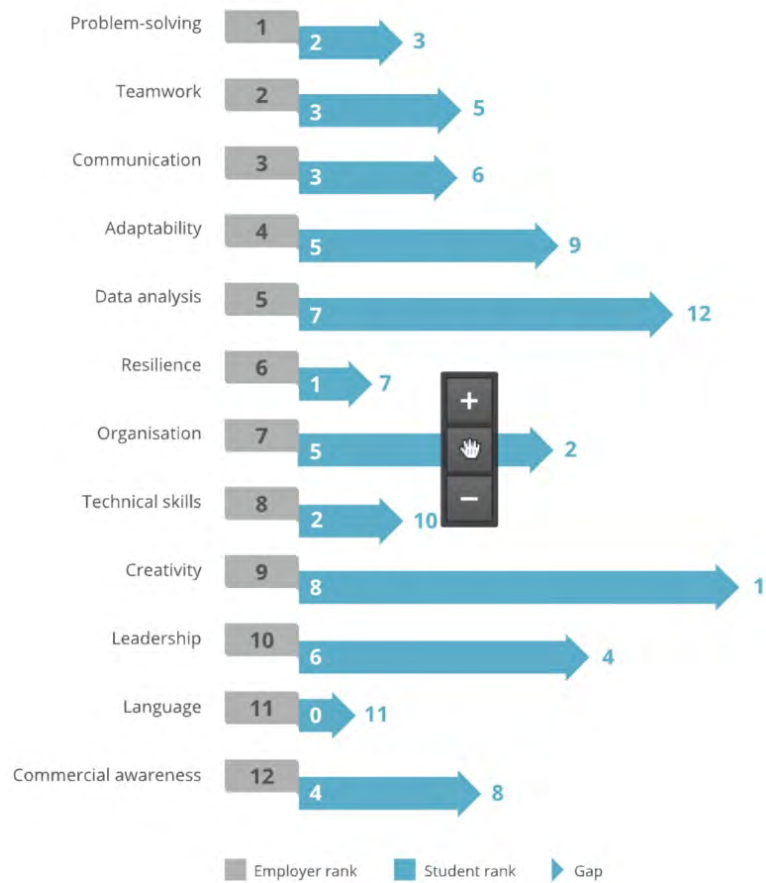
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Henry Aspinall  
Head of Partnerships, Work Ready

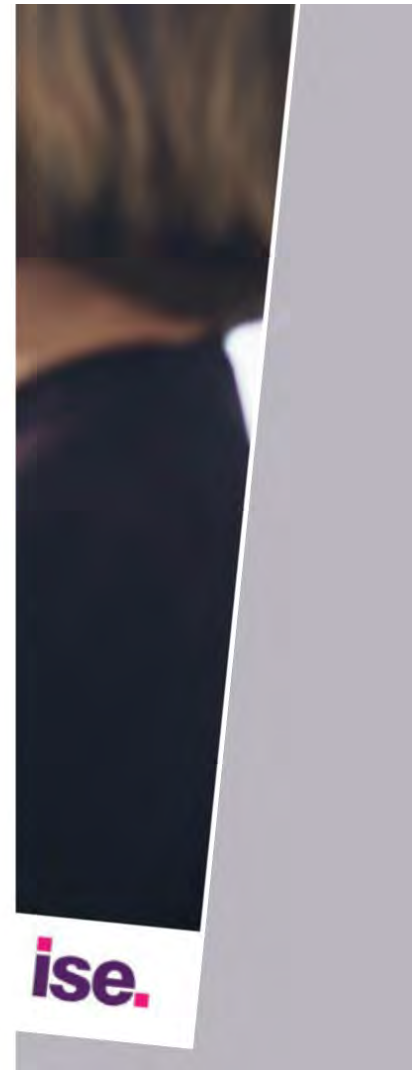




### IMPORTANCE OF CORE SKILLS: STUDENTS VERSUS EMPLOYERS



Source: QS Global Employer Survey 2018 and QS Applicant Survey 2018



'Students have little awareness of the importance of skills to their employability, and that more needs to be done to increase awareness of the skills they have developed during their degree'

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**References**

# Poland

# Slovakia

# Czech Republic

# Spain

# Germany

**Jagiellonian University** – a research-oriented institution, with a strong academic, rather than practical orientation.

**Definition: Employability skills**  
 a universal competences, habits and qualities that help to function effectively in the work environment, other than but supplementary to content knowledge/expertise in a given field (e.g. communication skills, interpersonal skills, teamwork, critical thinking, problem solving, planning, stress-management, self-presentation skills, work ethics, etc).

**Implementation:** Employability skills not taught under a single umbrella term, or to a strategic and pedagogical model, selective courses developed for teacher trainers, practical English and discipline-related courses. Teaching and evaluation of employability skills are difficult to evaluate in a consistent, principled way, measure or quantify, context-/individual-specific, developed over time and with experience, observation, [self-]reflection, case studies, analyses, group projects.

**TEFE**

What is your university's employability agenda? Currently, there is no one.

**EMPLOYABILITY**

How is employability defined? Generally, it is defined as the ability to obtain and perform a job. It is a combination of personal and professional skills, which are developed through education and training. It is a process of continuous learning and development, which is supported by the university and the employer.

**TEFE**

Does your university have employability in its mission statement and/or strategic plan?

At Jagiellonian University, employability is not explicitly articulated in the university vision, neither in its mission statement nor in its strategic plan. However, it is mentioned in the university's strategic plan for the period 2015-2020. The university's strategic plan for the period 2015-2020 states that the university will focus on the development of its students' employability skills. The university's strategic plan for the period 2015-2020 also states that the university will focus on the development of its students' employability skills.

**TEFE**

What is your university's employability agenda? How is employability defined?

Employability is defined as the ability to obtain and perform a job. It is a combination of personal and professional skills, which are developed through education and training. It is a process of continuous learning and development, which is supported by the university and the employer.

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**TEFE**

Employability agenda – where are we?

Employability is defined as the ability to obtain and perform a job. It is a combination of personal and professional skills, which are developed through education and training. It is a process of continuous learning and development, which is supported by the university and the employer.

**TEFE**

In your teacher training programme, how do you define, identify, teach, and measure employability skills?

Definition – ES are not explicitly defined. Teaching ES – in the form of guiding students to develop professional identity (again not clearly defined). Similar notion to that articulated by SK: preparing civic-minded, well-trained, caring and thinking individuals to be English language teachers of English language learners wherever they may be, inside or outside the Czech Republic. Measurement – nothing at the institutional level, at the programme level – various diagnostic, awareness-raising, self-reflective tools that are used in teaching methodology classes and students' teaching practice.

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Who is responsible for the management of the implementation of that employability agenda (if there is one) at programme level?

Nobody. Usually not used by education students. Why? To be employed at a public school, an official exam 1) you pass, permanent position 2) you don't, list To be employed at private schools, send curriculum and they call you.

**TEFE**

In your teacher training programme, how do you define, identify, teach, and measure employability skills?

In general, we do not do it and there is a high demand for teachers that we are not prepared to do it.



**Jagiellonian University** – a research-oriented institution, with a strong academic, rather than practical orientation

Definition: **Employability skills**

= universal competences, habits and qualities that help to function effectively in the work environment, other than but supplementary to content knowledge/expertise in a given field

(e.g. communication skills, interpersonal skills, teamwork, critical thinking, problem solving, planning, stress-management, (self-)presentation skills, work ethic, etc);

**Implementation:** Employability skills not taught under a single umbrella term, or to a strategic and co-ordinated agenda, but developed during a range of courses during the programme (e.g. psychological and pedagogical module, elective courses dedicated for teacher trainees, Practical English and discipline-related courses) Teaching and evaluation: Employability skills are difficult to evaluate in a consistent, principled way, measure or quantify, context-/individual-specific, developed over time and with experience, observation, (self-)reflection, case studies analyses, group projects



What is your university's employability agenda?

Currently, there is no...

**University's 10-year plan (2014-2024):** "Our country can only build its prosperity through its educated and clever people whose, with their knowledge and competencies, gladly use those skills in their homeland and not abroad." "...to innovate the study programmes on offer...to best prepare our students, also with regard to the fierce competitiveness of the workplace."



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**TEFE**

What is your university's employability agenda? Currently, there is no one.

**EMPLOYABILITY**

How is employability defined? Generally, it is defined as the ability of a graduate to find and secure employment in their field of study. It is a combination of personal and professional skills, such as communication, teamwork, problem-solving, and self-management. It is also defined as the ability of a graduate to find and secure employment in their field of study.

**TEFE**

Does your university have employability in its mission statement and/or strategic plan? Yes, it is included in the mission statement and strategic plan.

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## ***EMPLOYABILITY***



**What is your university's employability agenda?**

*Currently, there isn't one.*

**How is employability defined?**

Currently: Employability is getting as many graduates as possible employed (in whatever area that might be). Statistics are limited to full-time, Slovak employment.

Under the new accreditation, employability should be defined by the potential employer.

**University's 10-year plan (2014–2024):** "Our country can only build its prosperity through its educated and clever people whose, with their knowledge and competencies, gladly use those skills in their homeland and not abroad." "...to innovate the study programmes on offer...to best prepare our students, also with regard to the fierce competitiveness of the workplace."

**Faculty's 5-year plan (2015–2020):** The faculty "will develop activities to support graduates' employability in the marketplace." "The result of the educational process should be a graduate who is able to think critically, independently search for sources and analyse them; creatively and innovatively approach a problem, using acquired knowledge to find a solution; and respond to new challenges in learning and working processes with flexibility."

**How is the institution's strategic plan of employability implemented within your teacher training programme?**

Context: All students have double majors, i.e. English and German, Philosophy, History, Geography, Slovak Language and Lit, etc. All students are also required to take common core courses that the university has determined are necessary. Thus: The English Language Teaching programme makes up only 1/3rd of any study programme. Within those ELT courses, the teacher is responsible to implement employability skills within each course: content and method

**In your teacher training programme, how do you define, identify, teach, and measure employability skills?**

\In the past (even up to last year), the objective was to prepare students to teach at Slovak state schools. All aspects of employability were dependent on that one aim. Currently, there is no research upon which to base this. No discussions have taken place addressing this. The unspoken understanding is that we are preparing civic-minded, well-trained, caring and thinking individuals to be English language teachers of English language learners wherever they may be, inside or outside Slovakia. We teach by example. We have not measured it.



# Czech Republic

# Spain



Under the new accreditation, employability should be defined by the potential employer.

Students are also required to take control over their courses if the university has determined this necessary. Thus, the English Language Teaching programme makes up only 1/3rd of any study programme. Within those LT courses, the teacher is responsible to implement employability skills within each course, content and method.

In your teacher training programme, how do you define, identify, teach, and measure employability skills?

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Does your university have employability in its mission statement and/or strategic plan?

At USB, employability is not explicitly articulated in the university vision, neither is it explicitly emphasised as part of the university mission statement/its values

USB Long-Term Plan 2016-2020 [Long-Term-Plan\\_2016-2020\\_EN.pdf](#)  
 "It is the mission of the University of South Bohemia in České Budějovice (hereinafter "The University of South Bohemia" or "USB") to develop a high level of education, promote independent knowledge and creative activities in research and development and actively fulfill its social responsibility in the field of economic, social, cultural and environmental sustainability. These are the foundations upon which our visions and values rest."

5 strategic areas: **education, research, internationalisation, openness and management.**

Employability indirectly contained in education:

1.2 asserts the need of "moving from theory to practice"

1.3 which mentions the need to "to ensure their interdisciplinary nature, their differentiation and ensuring diversity in their study focus for the future profiling of the student", and "Ensuring a balance between the depth (theoretical grounds), breadth (general knowledge and corresponding transdisciplinary competencies) of studies in order to increase the rate of graduate employment on the labour market"

And also referred to in the strategic field **openness** (points 4.1 and 4.2)

The university aims to support systematic cooperation with employers on all innovative levels, both in the field of education and in the field of research and innovation. The university aims to promote building relationships with graduates and coordinate the establishment of technical and organisational conditions for the operation of a university-wide Alumni Club"



What is your university's employability agenda? How is employability defined?

- No employability agenda at the moment
- Employability still means getting as many graduates as possible employed (in whatever area that might be). As in SK, statistics are limited to full-time, Czech employment.
- In the Czech Republic, there is no national policy/framework that would guide universities on developing employability skills (that we know of or could find) although the situation is changing at the level of policy



Employability agenda – where are we?

Nationally

- The development of skills is addressed at the level of economy and its outputs (incl. Labour force survey), Ministry of Youth, Education and Sport (MYES) + the Czech School Inspectorate align with the OECD agenda, Skills Strategy (incl. PIAAC survey focusing on literacy, numeracy, and problem solving in technology-rich environments) + Lifelong learning (incl. Adult Education Survey) - prioritised.
- CZ did not take part in: the Skills Beyond School survey, Assessment of Learning Outcomes in Higher Education (AHELO)

Employability at HE institutions:

- HE institutions are increasingly starting to acknowledge the importance of the employability agenda.
- ES are, however, rarely integrated into HE study programmes nor are developed at the level of policy and university strategy. The development of employability skills is assumed to be an automatic by-product of any study programme. ES are not strategically integrated into the "profiling of students".
- USB, for example, in 2018 conducted a data gathering exercise to find out information about employment of its alumni. The response return was, however, low. In 2020, the uni has changed the strategy to contacting employers – the data collection is still in progress

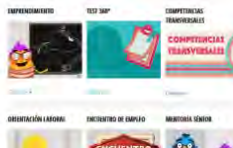


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- Teaching ES – in the form of guiding students to develop professional identity (again not clearly defined). Similar notion to that articulated by SK: "preparing civic-minded, well-trained, caring and thinking individuals to be English language teachers of English language learners wherever they may be, inside or outside the Czech Republic"
- Measurement – nothing at the institutional level; at the programme level - various diagnostic, awareness raising, self-reflective tools that are used in teaching methodology classes and students' teaching practice



What is your university's employability agenda? How is employability defined?



Who is responsible for the management of the implementation of that employability agenda (if there is one) at programme level?

Nobody  
 Usually not used by education students



In your teacher training programme, how do you define, identify, teach, and measure employability skills?

In general, we do not do it and there is such a





## What is your university's employability agenda? How is employability defined?

- No employability agenda at the moment
- Employability still means getting as many graduates as possible employed (in whatever area that might be). As in SK, statistics are limited to full-time, Czech employment.
- In the Czech Republic, there is no national policy/framework that would guide universities on developing employability skills (that we know of or could find) although the situation is changing at the level of policy



## Employability agenda – where are we?



## Employability agenda – where are we?

### Nationally

- The development of skills is addressed at the level of economy and its outputs (incl. Labour force survey). Ministry of Youth, Education and Sport (MYES) + the Czech School Inspectorate align with the OECD agenda. Skills Strategy (incl. PIAAC survey focusing on literacy, numeracy, and problem solving in technology-rich environments) + Lifelong learning (incl. Adult Education Survey) - prioritised.
- CZ did not take part in: the Skills Beyond School survey, Assessment of Learning Outcomes in Higher Education (AHELO)

### Employability at HE institutions:

- HE institutions are increasingly starting to acknowledge the importance of the employability agenda.
- ES are, however, rarely integrated into HE study programmes nor are developed at the level of policy and university strategy. The development of employability skills is assumed to be an automatic by-product of any study programme, ES are not strategically integrated into the “profiling of students”.
- USB, for example, in 2018 conducted a data gathering exercise to find out information about employment of its alumni. The response return was, however, low. In 2020, the uni has changed the strategy to contacting employers – the data collection is still in progress

## Does your university have employability in its mission statement and/or strategic plan?

- **At USB, employability is not explicitly articulated in the university vision, neither it is explicitly emphasised as part of the university mission statement/its values**

- USB Long-Term Plan 2016-2020 [Long-Term Plan 2016-2020 EN.pdf](#)

"It is the mission of the University of South Bohemia in České Budějovice (hereinafter "The University of South Bohemia" or "USB") to develop a high level of education, promote independent knowledge and creative activities in research and development and actively fulfil its social responsibility in the field of economic, social, cultural and environmental sustainability. These are the foundations upon which our visions and values rest."

5 strategic areas: **education, research, internationalisation, openness and management.**"

- Employability indirectly contained in **education**:

1.2 asserts the need of "moving from theory to practice"

1.3 which mentions the need to "to ensure their interdisciplinary nature, their differentiation and ensuing diversity in their study focus for the future profiling of the students", and "Ensuring a balance between the depth (theoretical prowess), diversity and breadth (general knowledge and corresponding transferable competences) of studies in order to increase the rate of graduate employment on the labour market"

- **And also referred to in the strategic field openness (points 4.1 and 4.2)**

"The university aims to support systematic cooperation with employers on all imaginable levels, both in the field of education and in the field of research and innovation. The university aims to promote building relationships with graduates and coordinate the establishment of organisational conditions for the operation of a university-wide Alumni Club".





## In your teacher training programme, how do you define, identify, teach, and measure employability skills?

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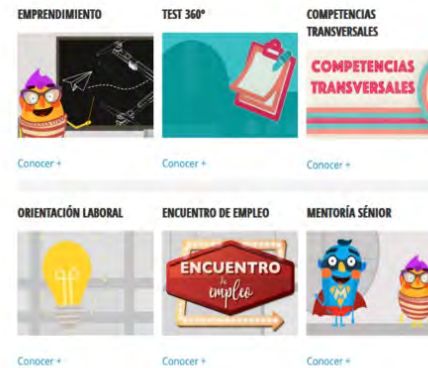


# Spain

- CZ did not take part in: (AHELO)
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What is your university's employability agenda? How is employability defined?



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EMPLOYABIL





Who is responsible for the management of the implementation of that employability agenda (if there is one) at programme level?

Nobody

Usually not used by education students

**EMPLOYABILITY**

Why?

To be employed at a public school,

- an official exam 1) you pass, permanent position
- 2) you don't, list



To be employed at private schools, send curriculum and they call you



In your teacher training programme, how do you define, identify, teach, and measure employability skills?

## *EMPLOYABILITY*

In general, we do not do it and there is such a high demand for teachers that we are not required to do it.



# Poland

# Slovakia

# Czech Republic

# Spain

# Germany

**Jagiellonian University** – a research-oriented institution, with a strong academic, rather than practical orientation.

**Definition: Employability skills**  
 a universal competences, habits and qualities that help to function effectively in the work environment, other than but supplementary to content knowledge/expertise in a given field (e.g. communication skills, interpersonal skills, teamwork, critical thinking, problem solving, planning, stress-management, self-presentation skills, work ethics, etc).

**Implementation:** Employability skills not taught under a single umbrella term, or to a strategic and pedagogical model, selective courses developed for teacher trainers, practical English and discipline-related courses. Teaching and evaluation of employability skills are difficult to evaluate in a consistent, principled way, measure or quantify, context-/individual-specific, developed over time and with experience, observation, [self-]reflection, case studies, analyses, group projects.

**TEFE**

What is your university's employability agenda? Currently, there is no one.

**EMPLOYABILITY**

How is employability defined? Generally, it is defined as the ability to find and secure employment. It is a combination of personal and professional skills, which are necessary for the successful completion of a job. It is a combination of personal and professional skills, which are necessary for the successful completion of a job. It is a combination of personal and professional skills, which are necessary for the successful completion of a job.

**TEFE**

Does your university have employability in its mission statement and/or strategic plan? At Jagiellonian University, employability is not explicitly articulated in the university vision, neither in its mission statement nor in its strategic plan. It is mentioned in the university's strategic plan, but only in a general sense, as one of the university's goals. It is also mentioned in the university's mission statement, but only in a general sense, as one of the university's goals.

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**TEFE**

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# IST 1 – Employability

Dr Erika Darics & Dr Nur Kurtoglu-Hooton



**Employability  
at large**

**Employability  
at partners**

**Employability  
in TEFE**

**References**

## **Internationalisation & Employability**

What attributes are developed through mobility?

## Internationalisation & Employability

What attributes are developed through mobility?

**Table 1. Priority ranking of global competencies by employers (from Diamond *et al.*, 2011).**

<i>Global competencies</i>	<i>Mean ranking</i>
An ability to work collaboratively with teams of people from a range of backgrounds and countries	8.2
Excellent communication skills: both speaking and listening	7.5
A high degree of drive and resilience	5.6
An ability to embrace multiple perspectives and challenge thinking	5.4
A capacity to develop new skills and behaviours according to role requirements	4.6
A high degree of self-awareness	4.4
An ability to negotiate and influence clients across the globe from different cultures	4.0
An ability to form professional, global networks	3.9
An openness to and respect of a range of perspectives from around the world	3.6
Multi-cultural learning agility (for example able to learn in any culture or environment)	2.4
Multilingualism	1.7
Knowledge of foreign economies and own industry area overseas	1.7
An understanding of one's position and role within a global context or economy	1.6
A willingness to play an active role in society at a local, national and international level	0.5

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**Employability  
at large**

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