RECRUITING TRENDS 2020
Closing the Skills Gap: Job Ready vs. Career Ready
FRIDAY, JAN. 10, 2020 • 7:30–11:30 A.M. • THE UNIVERSITY OF TAMPA, VAUGHN CENTER, 9TH FLOOR

WHY ATTEND?
IDENTIFY recruiting trends specific to Florida and the Southeast for 2020 and beyond
DISCOVER successful talent management strategies for your organization
UNDERSTAND how a conceptual framework can extract employability assets from curriculum
NETWORK with talent management colleagues from the Tampa Bay Region

REGISTRATION INFORMATION:
Cost: $35 per attendee. REGISTRATION DEADLINE IS JAN. 7.

PROGRAM OVERVIEW
The University of Tampa’s Office of Career Services and event partner, University of South Florida Career Services, will be hosting the 10th Annual Recruiting Trends Program. Back by popular demand, Phil Gardner, Ph.D., director of the Collegiate Employment Research Institute (CERI) at Michigan State University, will share the latest data from the recently released recruiting trends survey. Participants will get a firsthand look at the most recent recruiting trends (nationally and locally) influencing the college labor market. Gardner and CERI are nationally recognized for their research on the transition from college to work, employment readiness of college graduates and assessment of learning in the workplace.

A former academic, Kate Daubney, Ph.D., has created two key innovations while at King’s College London: a conceptual framework for extracting employability assets from the taught curriculum, re-imagining the concept of embedded employability; and a careers learning gain framework that helps students understand how career interactions enable them to progress on their career journey, while generating service delivery impact data.

KEYNOTE SPEAKER
Phil Gardner, Ph.D.
Director of Research
Collegiate Employment Research Institute
Michigan State University

Kate Daubney, Ph.D.
Head of King’s Careers & Employability at King’s College London, for The Careers Group
FRIDAY, JAN. 10, 2020  •  7:30–11:30 A.M.  •  THE UNIVERSITY OF TAMPA, VAUGHN CENTER, 9TH FLOOR

7:30 a.m.
Full buffet breakfast and networking

8:15 a.m.
Recruiting Trends 2020:
Phil Gardner, Ph.D.

BREAK

Closing the Skills Gap:
Job Ready vs. Career Ready:
Kate Daubney, Ph.D.

11:15 a.m.
Final comments, continuing education units and wrap-up

Closing the Skills Gap:
Job Ready vs. Career Ready

SPONSORED BY:

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University of South Florida, Career Center
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Special Thanks to our event sponsor!
Overview

Frank Recruitment Group are the market-leading experts in niche IT staffing.

Established in Newcwastle upon Tyne in 2006, we’ve opened 19 offices across the world.

We have teams of multilingual recruiters delivering outstanding permanent and contract professionals to a rich variety of businesses.

Our Client Management team offer a high-touch, value add service to our customers who have multiple technology needs.
Global offices

19 global locations

- London
- Newcastle
- Berlin
- Cologne
- Munich
- Barcelona
- Amsterdam
- Warsaw
- New York
- Philadelphia
- Tampa
- Dallas
- Denver
- Scottsdale
- San Francisco
- Irvine
- Charlotte
- Singapore
- Melbourne

In 2018 we placed with 6200+ clients in 48 countries
Our Specialisms

We operate eight brands, each aligned to a different area of technology resourcing.

- **Nigel Frank International**: Global leaders in Microsoft recruitment
- **masonfrank international**: Salesforce specialists
- **Anderson Frank**: NetSuite specialists
- **Nelson Frank**: ServiceNow experts
- **Jefferson Frank**: AWS, DevOps & Big Data experts
- **Pearson Frank**: Java, Web, Mobile & PHP recruitment
- **Washington Frank**: ERP, HCM & ITSM solutions – including Workday
- **FRG Technology Consulting**: MarTech, Crypto and Machine Learning specialists
Sourcing Strategy

Our proven methods for sourcing outstanding candidates include:

Exclusive Personal Networks
Consultants build strong relationships in their niche markets, including passive candidates.

Event Attendance
Over 220 live events attended every year, including sponsorship of key conventions and awards – Dreamforce, Microsoft Inspire, Women in IT Awards.

Wide Digital Footprint
SEO and content marketing specialists ensuring we maximise our presence and reach remote candidates.

Innovations that grow the Market
Two global tech academies offering fast track training to consultants and developers, delivering unique talent to our customers.

Jobs By Email
Over 35,000 subscribers to our direct mail service and 200,000 unique visitors to our branded job sites every month.

50-strong team of Data Acquisition specialists based in our Newcastle office, and used by our customers as required.
Working with You

We assign an account manager as your primary point of contact. This experienced member of our sales team will be responsible for establishing:

- Key stakeholders
- Your preferred methods of communication
- Critical timelines
- Technical requirements
- A 360 profile of your organisation

### Account Management Structure

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Strategy / Oversight / Innovation / Continuous Improvement / Partnership</td>
</tr>
<tr>
<td>Account Manager</td>
<td>Stakeholder Engagement / Planning and Forecasting / Performance Management / Reporting / Market Intelligence / Job Spec Standardisation / Role Pricing</td>
</tr>
<tr>
<td>Delivery Team</td>
<td>Expertise / Talent Pooling / Candidate Care / Campaign Management / Longlisting / Feedback / Brand Promotion / Local Knowledge / Multilingual</td>
</tr>
<tr>
<td>Central Services</td>
<td>Invoicing / Reporting / Compliance</td>
</tr>
</tbody>
</table>
Recruiting Trends
2019-2020
KEEPING AHEAD OF DARKENING CLOUDS

“THERE’S SOMETHING HAPPENING HERE, WHAT IT IS AIN’T EXACTLY CLEAR.”
BUFFALO SPRINGFIELD
Subtle Changes in Who Responded

- Size
  - Larger Employers -- down

- Industrial Sector
  - Business, Professional and Scientific Services --
  - Financial Services
  - Education and Health Services

- Location
  - Globally Oriented – down
  - Nationally Oriented -- down
Historical Pattern: New Norm?

Year-Over-Year Change in BA/BS Hiring

<table>
<thead>
<tr>
<th>Year</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>10%</td>
</tr>
<tr>
<td>2012</td>
<td>7%</td>
</tr>
<tr>
<td>2013</td>
<td>7%</td>
</tr>
<tr>
<td>2014</td>
<td>7%</td>
</tr>
<tr>
<td>2015</td>
<td>16%</td>
</tr>
<tr>
<td>2016</td>
<td>15%</td>
</tr>
<tr>
<td>2017</td>
<td>19%</td>
</tr>
<tr>
<td>2018</td>
<td>15%</td>
</tr>
<tr>
<td>2019</td>
<td>8.5%</td>
</tr>
</tbody>
</table>
Drivers Shaping College Labor Market

- Retirements
  - ~ 30% -- very important
- Turnover
  - 60% -- very important
- Growth Projections (new wording)
  - 70% -- very important
- Trade/Tariff Policy
  - 20% -- very important to hiring intentions
- Global Economic Outlook
  - 18% -- very important to hiring intentions
## Hiring Intentions; 2019-2020

<table>
<thead>
<tr>
<th>Degree</th>
<th>Number of Employers</th>
<th>New Hires 2018-19 (avg.)</th>
<th>New Hires Anticipated 2019/20 (avg.)</th>
<th>Change from 2018/19 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate</td>
<td>554</td>
<td>11.3</td>
<td>14.6</td>
<td>29</td>
</tr>
<tr>
<td>Bachelor</td>
<td>1434</td>
<td>26.5</td>
<td>29.2</td>
<td>10</td>
</tr>
<tr>
<td>MBA</td>
<td>271</td>
<td>7.8</td>
<td>7.2</td>
<td>-8</td>
</tr>
<tr>
<td>Master</td>
<td>560</td>
<td>10.3</td>
<td>9.8</td>
<td>-4</td>
</tr>
<tr>
<td>PhD</td>
<td>129</td>
<td>3.7</td>
<td>4.3</td>
<td>17</td>
</tr>
<tr>
<td>Professional</td>
<td>118</td>
<td>5.2</td>
<td>6.3</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>1535</td>
<td>37.0</td>
<td>41.4</td>
<td>12</td>
</tr>
</tbody>
</table>
Associate’s Degree

- Highly favored in this market
- Applied technology, health technology, computer/IT
- Certain certifications (can be regionally specific)
Bachelor’s Degree

- Better outlook than expected
- Everyone is in play – especially “All Majors”
- Ag & NR weathering the storm pounding Ag sector
- Engineering having a bumpier ride – especially in manufacturing area
- Not clear how biological & physical sciences will fare
MBA & Master’s Degrees

- After several years of modest growth, employers cutting back on MBAs
- Master’s degree grads in Health & Education fine
- What is going on with MBAs
  - In this survey – degree substitution
  - Declining enrollments – in face-to-face programs
  - Rapid expansion of on-line, less expensive options
Size: Makes a Difference

- Size employers: keep on growing, favoring associates and bachelors, and mixed on MBAs
- Mid-size firms are being very cautious: 1,500 to 3,999 cutting BA hires (3%) and 4000 to 9,999 up a modest 8%
- Very large firms – more growth oriented with BA up 10%
- MBA outlook among mid-size and large firms – not good
Industrial Sector

- Strong push by Education and Health – mirrors national numbers
- Manufacturing – mixed – auto iffy – and electronics, fabricated metals, and petro/chemicals absent. Food, defense, heavy equipment carrying the load.
- Finance: numbers are kind of crazy since hiring has been constrained of late. Bank numbers are up and insurance strong. Absent personal financial services.
- Non-profits, government, accommodation & food, and wholesale – struggling.
- Construction, especially non-residential and heavy, strong
- BPSS – okay – just fewer responses
Geography: No Place Like Home

- Globally – having troubles
- Nationally – being cautious
- Regions – really positive

Region 4: Atlantic South

- Key sectors: BPSS, Manufacturing, Construction, Health, Education & Government
- Size: <100 – 27%  100 to 500 – 22%  Mid-size – 24%  Large – 26%
- Associates: 41%
- Bachelors: 10%
- MBA: -4%  Masters: -21%
Academic Majors: Play Together

- All majors – strongest hiring across the board
- Profile – composition of hiring pool based on percentage pulled from various academic disciplines
- 25% to fill 75 to 100% will engineers (down from over 30% past two years)
- 15% to fill 75 to 100% will business majors – mostly in accounting
- Despite the profile, hiring is positive. Couple weaknesses – Engineering (25% to 75% of hires) and Sciences
Clouds Blowing In

- **Retirements**: Most important – 30% plan to decrease BA hiring, overall 9% increase in BA hiring; Least important – 24% plan to decrease BA hiring; Overall BA hiring up 23%

- **Turnover**: Most important - 52% plan to increase BA hiring, 6%; Least important - 48% plan to increase BA hiring, 10%

- **Growth**: Very important – BA hiring 12%; Least important – BA hiring 3%

- **Trade/Tariffs**: Very important – NC in BA hiring; Least important – BA hiring 6%

- **Global**: Very important – BA hiring -1%; Not important – BA hiring 10%

- **Clues**: degree substitution, salaries, sector representation

- See pull back in sectors likely to take brunt of early recession

- No big red flags of pending doom at this time
Internships and Co-ops

- Wide range of WIL opportunities available
- Internship opportunities – robust
- 70% indicated that they will pay
- New forms of internships: micro, mini, virtual, interdisciplinary, and project-based: aware – 22%, 34%, 26%, 22%, 65%
- Mini: clarify career interests – 63% A
- Mini: not sufficient to meet experience – 78%A
- Mini: benefit in assisting in project – 46% A
- Virtual: allow students to gain skills – 46% A
- VI: understand of organizational culture – 28%A
- VI: enhance virtual team project – 43%A
Future of Recruiting

- Managing Recruiting
  - Adoption of Cognitive Systems: 35% Fast 42% Average 23% Slow
  - 75% changed recruiting processes in last 24 months
  - Impact: time to hire 70% Increase # Candidates 74% Quality of Candidates 48%
  - Systems Use: Applicant Tracking, University Portals, Job Boards, Employee referral, Employment Branding
  - Like to see next 5 years: Mobile Recruiting, Recruitment Apps, Recruitment Data and Analytics, Applicant Tracking

- Managing Careers
QUESTIONS & THOUGHTS

TO DOWNLOAD COMPLETE REPORT AND EXECUTIVE SUMMARY, VISIT
WWW.CERI.MSU.EDU
Mindset: Introducing the Rest of the Morning
Thank you attending Recruiting Trends see you again in 2021!
Closing the Gap: Career-ready to Job-ready

Recruiting Trends January 2020

Dr Kate Daubney
Head of King’s Careers & Employability
King’s College London/The Careers Group ~ London, UK
@careerampersand
Today

- Higher education and employer perspectives

Mind the Gap!

- Mapping the value of experiential learning
- Surfacing the employability value of higher education
- Careers vs. Employability?
- Re-envisioning the talent pipeline?

Matters arising

- Recruitment: Who and How
- Development: What and Why
- Higher Education: Change or ...what?

Lights, Camera, Action!
MIND THE GAP
<table>
<thead>
<tr>
<th>Skill</th>
<th>Have</th>
<th>Lack - Unexpected</th>
<th>Lack - Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing up</td>
<td>5%</td>
<td>14%</td>
<td>80%</td>
</tr>
<tr>
<td>Dealing with conflict</td>
<td>12%</td>
<td>18%</td>
<td>70%</td>
</tr>
<tr>
<td>Negotiation/influencing</td>
<td>17%</td>
<td>14%</td>
<td>70%</td>
</tr>
<tr>
<td>Commercial awareness</td>
<td>23%</td>
<td>12%</td>
<td>66%</td>
</tr>
<tr>
<td>Resilience</td>
<td>31%</td>
<td>19%</td>
<td>50%</td>
</tr>
<tr>
<td>Business communication</td>
<td>34%</td>
<td>21%</td>
<td>45%</td>
</tr>
<tr>
<td>Self-awareness</td>
<td>39%</td>
<td>21%</td>
<td>40%</td>
</tr>
<tr>
<td>Time management</td>
<td>56%</td>
<td>19%</td>
<td>25%</td>
</tr>
<tr>
<td>Problem-solving</td>
<td>73%</td>
<td>8%</td>
<td>19%</td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td>77%</td>
<td>6%</td>
<td>17%</td>
</tr>
<tr>
<td>Teamwork</td>
<td>87%</td>
<td>4%</td>
<td>9%</td>
</tr>
</tbody>
</table>
CAREERS

• A journey
• Bespoke and personal
• ‘What do you want to become?’
  • No longer a single outcome
  • Flexible, adaptable, fluid, iterative
  • Portfolio, non-linear
• Exploration and discovery of options and potential
  • Interests, passions, aptitudes
• Building self-awareness
• Career journeys start anywhere from clueless to certain

Personal, a journey, building a map
EMPLYABILITY

• The luggage for the career journey
• The assets that enable the execution of a career plan
• Abstract and universal, linear
• Developed through study as well as through work, hobbies, volunteering etc.
• To be applied in the workplace
• Break down to
  Knowledge
  Attributes
  Skills
  Experiences

Abstract, the assets, the luggage
So just to be **really** clear....!

**CAREERS**

Personal, a journey, building a map

**EMPLOYABILITY**

Abstract, the assets, the luggage

“Career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace”
Career Ready vs. Job Ready
"We are creating Career-Ready Graduates!

" I know who I am and where I'm heading
" I'm strongly reflective and self-aware
" I have had experience of the working world
" I know what the value of my academic curriculum is to my future life
"I am a Career-Ready graduate?"

"I know who I am and where I'm heading

? I’ve come to college because I don’t know what else to do

? All my friends are here, and I don’t want to miss out

? Graduation is years away, nothing to worry about yet

? College is way harder than I expected, just graduating is all I’m worried about"
"I am a Career-Ready graduate?"

"I know who I am"

"I'm strongly reflective and self-aware"

"I know where I'm heading"
“I am a Career-Ready graduate?”

“I have had experience of the working world
"I am a Career-Ready graduate?"

"I know what the value of my academic curriculum is to my future life"
“I am a Career-Ready graduate?"

“I DON’T know what the value of my academic curriculum is to my future life.”
"We are creating Career-Ready Graduates!

"I know who I am and where I'm heading

"I'm strongly reflective and self-aware

"I have had experience of the working world

"I know what the value of my academic curriculum is to my future life

"I know who I am was when I started this degree and I need some help to figure out where I'm heading

"I'm aware that I need to learn to be strongly reflective and self-aware because employers need that and it would help me plan my career

"I have had some experience of the working world, but its relevance is relative to my career choice

"I DON’T know what the value of my academic curriculum is to my future life
"We want Job-Ready Graduates!

...but we don’t all want the same graduates with the same levels of job-readiness"
"We want Job-Ready Graduates!

"...and while we are looking for the same components..."
We want Job-Ready Graduates!

...we aren’t doing an effective job of connecting those components to who the student is now, not who we want them to become...
Summary

- Universities believe they are creating career-ready graduates
- Careers services know the reality of the gap in Career Readiness (career decision-making and employability)
- But Job Readiness is not the same as Career Readiness from an employer point of view
- And as employers, you mean different things by ‘job ready’!
MATTERS ARISING

- What does experiential learning look like from a career journey point of view?
- Experiential learning: what does it show, and what might it not show?
- Careers, yes! Employability, huh?
- Surfacing employability in the curriculum: the ugly, the bad and the good
- Digging underground: revisiting the talent pipeline
What does experiential learning look like from a career journey point of view?

“Where do I get my internship?”
What does experiential learning look like from a career journey point of view?
<table>
<thead>
<tr>
<th>DISCOVER</th>
<th>FOCUS</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAREERS: Who am I and where am I going?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMPLOYABILITY: What do I need to get me there?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THE BIGGER PICTURE: What is the working world I am going to enter?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

© Kate Daubney, University of London and King’s College London
If I do some work experience, I will...

<table>
<thead>
<tr>
<th>DISCOVER</th>
<th>FOCUS</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Careers: Who am I?</strong></td>
<td>...explore and discover my career options and reflect on what I've learned about myself</td>
<td>...try out some of my career choices and reflect on how what I've learned focuses my ideas</td>
</tr>
<tr>
<td><strong>Employability: How can I develop?</strong></td>
<td>...discover why employers want to employ graduates and begin to understand the wider value of my degree</td>
<td>...identify the relevant employability assets I have used in a sector of interest and how I might develop other relevant assets</td>
</tr>
<tr>
<td><strong>What is the bigger picture?</strong></td>
<td>...experience and understand more about the expectations of the working world from first hand experience</td>
<td>...gain experience of and develop some of the key employability assets of a successful graduate</td>
</tr>
</tbody>
</table>
What does experiential learning look like from a career journey point of view?

“Where do I get my internship?

Why should I get an internship?
MEANINGFUL WORK EXPERIENCE

LEARNING GAIN (C&E)

OUTCOMES (Student)
MEANINGFUL WORK EXPERIENCE

LEARNING GAIN (C&E)

Causal Pipeline

OUTCOMES (Student)
Meaningful Work Experience

Learning Gain (C&E)

Causal Pipeline

Outcomes (Student)

Correlated
Student Increasing Level of Responsibility for Career Learning

Meaningful Work Experience

Learning Gain (C&E)
- Causal Pipeline
- Correlated

Outcomes (Student)
- Career Decision Making
- Confidence-Building
Experiential Learning: What does it show...? and what does it not show?
Careers, yes!

Employability, huh?
<table>
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</thead>
<tbody>
<tr>
<td><strong>CAREERS: Who am I and where am I going?</strong></td>
<td>I’ve got a really good understanding of myself and have a plan to put into action</td>
<td></td>
</tr>
<tr>
<td><strong>EMPLOYABILITY: What do I need to get me there?</strong></td>
<td>I’m not aware of what I have to offer, or how my degree is going to help with my future</td>
<td></td>
</tr>
<tr>
<td><strong>THE BIGGER PICTURE: What is the working world I am going to enter?</strong></td>
<td>I can analyse and apply relevant commercial insights to achieve my career choice</td>
<td></td>
</tr>
</tbody>
</table>

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<th>FOCUS</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAREERS: Who am I and where am I going?</strong></td>
<td>I’m uncertain about who/what I might become? What’s out there for me?</td>
<td></td>
</tr>
<tr>
<td><strong>EMPLOYABILITY: What do I need to get me there?</strong></td>
<td></td>
<td>I’m confident identifying and articulating what attributes and skills I have developed</td>
</tr>
<tr>
<td><strong>THE BIGGER PICTURE: What is the working world I am going to enter?</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I am a Career-Ready graduate?

I DON’T know what the value of my academic curriculum is to my future life
Surfacing employability in the curriculum:

The ugly

The bad

The good
There isn’t enough room in the curriculum!

It’s not academically rigorous!

It’s not relevant to my students!

It’s dangerous and sinister!

Teaching employability is not my job!

There isn’t enough time in the syllabus for extra stuff!

It doesn’t belong in the academic space!
Accredited internship

EMPLOYABILITY MODULES

CAREER PLANNING

INPUT FROM EMPLOYERS

CORE

CORE

CORE

CORE

CORE

CORE

OPTION

OPTION

OPTION

OPTION

OPTION

OPTION

OPTION

OPTION

OPTION

INPUT FROM
EMPLOYERS
“Jam on jam...”

CAREERS

EMPLOYABILITY
MODULES

CAREER PLANNING

Accredited internship
Accredited internship

EMPLOYABILITY MODULES

CAREER PLANNING

INPUT FROM EMPLOYERS

OPTION

OPTION

OPTION

OPTION

OPTION

OPTION

OPTION

OPTION

OPTION

CORE

CORE

CORE

CORE

CORE

CORE

CORE

OPTION

!!!
...because traditionally “embedding” means “adding”
Surfacing employability in the curriculum:

The ugly

The bad

The good

EMPLOYABILITY = SOCIAL MOBILITY
Surfacing employability in the curriculum:

The ugly

The bad

The good

Surfacing employability in the curriculum:

The ugly
The bad
The good
My work!
My impact!!

If I’m teaching the content, then I know it’s academically rigorous
More work! 
Same impact!!

Same work... 
More impact?!
More work!  
Same impact!!

Same (academically rigorous) work...  
More impact?!
Teaching employability is not my job!

What is the employability value of what you teach?
There’s employability value in what I teach?
How can I use this document?

This document is a Subject Benchmark Statement for history, that defines what can be expected of a graduate in the subject, in terms of what they might know, do and understand at the end of their studies.

You may want to read this document if you are:

- involved in the design, delivery and review of programmes of study in history or related subjects
- a prospective student thinking about studying history, or a current student of the subject, to find out what may be involved
- an employer, to find out about the knowledge and skills generally expected of a graduate in history.
Contents

1. Introduction
2. Defining principles
3. Nature and extent of Dietetics
4. Graduate and key transferable skills
5. Core dietetic knowledge, understanding and skills

Graduate and key transferable skills

Communication and interpersonal skills

Research and investigation skills

Intellectual and professional skills

Core dietetic knowledge, understanding and skills
This is the Extracted Employability of the curriculum...

5.3.2 Critical, integrated and applied knowledge and understanding of:

i. physiology and biochemistry
ii. clinical medicine, disease processes and pharmacology with respect to dietetic and nutrition interventions
iii. theories, concepts and principles of research and evidence-informed practice
iv. communication and education methods

4.9 The study of philosophy fosters the development of a range of personal attributes that are important in the world of work, strengthen the graduate’s ability to engage in lifelong learning, and contribute to the wider community. These include:

- the ability to motivate oneself
- the ability to work autonomously
- the general management of one’s own work to time limits
- a flexible and adaptable mind able to face new situations

4.3 Subject skills are those that relate closely to the subject knowledge and/or are an integral part of any Psychology degree, forming part of psychological literacy; these skills are described in paragraph 4.4. Generic skills are transferable skills that are not so closely tied to the subject matter of Psychology; these are covered in paragraph 4.5. While the distinction between subject and generic skills is not clear-cut, Psychology training allows subject-specific understanding to lead to enhanced generic skills, as noted in section 4.2. In addition, many of the subject-specific skills, including research design, methods and measurement, and statistics, have direct application in professions outside Psychology, and many of the generic skills are essential in the work of a professional psychologist.

3.16 Geography is intrinsically a field-based subject. Field experience is an essential part of geographical learning and all geographers require the opportunity to plan, undertake and report significant fieldwork during their programme. Students are familiar with, and practise, methods and strategies of field research in human and/or physical geography, taking a critical view of the challenges and opportunities of field-based research.
...because we know employers value the same things...

**KNOWLEDGE**
- ‘The ability to learn in depth’; ‘learning agility’; ‘learn it all’ (not ‘know it all’)

**ATTRIBUTES**
- e.g. resilience, tolerance for ambiguity and uncertainty, curiosity, creativity

**SKILLS**
- Analytical, organisational, research, communication, technology, subject-related, career management

**EXPERIENCE**
- Related or otherwise, experiences prepare for work and support good career planning

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A new model for Embedding Employability

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Extracting Employability from the curriculum gives us...

- Richer, more relevant language of employability that already exists in curriculum
- Language that students, academics and employers all recognise
- Richer language for academic learning outcomes
- Academic learning outcomes are also employability-led learning outcomes
- Aligned assessment then naturally has employability value too

!! But if we don’t tell students it’s there, they won’t know!
And what does all this mean for employers...?

I’ve developed ‘Communication skills’

Which ones?
...Cross boundaries of understanding, Influence, Persuade...

Structure ideas, Present arguments...
As a historian, I:
• Have a forensic eye for detail
• Can construct narratives from evidence
• Summarise effectively around different arguments
• Set the big picture against finer detail

How has your degree prepared you to be a tax auditor?
I’m really enjoying the chance to develop the client relationships, but I didn’t realise how well suited I would be to strategy and project management. That goes back to my history degree...

How do you see your career with us developing?
Digging Underground: Revisiting the Talent Pipeline
Where is it all leading?

“What are qualifications actually for?”

“to get more qualifications so I can get a job...?”
Connecting curriculum learning to careers:

- I like problem-solving...
- I like creating things...
- These subjects use processes...
- These communicate ideas...

Connecting curriculum learning to careers
From one extreme to the other...

**Student life**
- The student as consumer
- Clear tasks
- Flexitime
- Quest for perfection
- Peers

**Employee life**
- The employer as consumer
- Ambiguous tasks
- Working week
- Quest for efficiency
- Hierarchies

© Stephen Isherwood, Institute of Student Employers
A broader base of engagement
Summary

- Meaningful work experience from causality to confidence-building
- Getting in and getting on: the value of self-awareness
- Careers and employability – relative readiness
- Extracting employability from the curriculum to develop all students’ employability
- Exploring readiness together with the student
Lights, Camera, Action!
Who are you recruiting?

What does the data tell you?

- What are the most popular degree subjects or disciplines (e.g. Humanities, Social Sciences) for the roles you recruit to?
- What are you seeing strongly demonstrated by graduates of these subjects?
- What you can say to potential recruits that will help them connect their love of subject to your aspirations in recruitment?
- What can you get to know about these subject areas to help you build stronger recruitment processes?
- And where are those subject graduates higher up in the organisation? What mark have they left because of their academic journey?
Who are you recruiting?

*What do the academics tell you?*

- Find out what is currently being added to traditional curriculums
  - Students like novelty and relevance
  - Academics who are excited about their subject are likely to be good to engage with
- Genuine interest is a powerful form of engagement
  - Effective questioning works well
  - You don’t need to be an expert – you just want to tap into their passion
Who are you recruiting?

What do the CVs tell you?

• How could you look at work experience patterns differently?
  • Analysing types of work experience will reveal more about the level of career decision-making
  • Are their correlations in types of experience and success in assessment activities?

• How can you interpret that information usefully for potential recruits?

• Are you actually getting the right match of career-readiness and not just job-readiness for your roles?
What can you do?

Who are you recruiting?
How are you recruiting?

Early candidate engagement in developing their potential

Different ways for students to engage with the organisation
- In-person role-related
- Digital engagement
- In-person not role-related

Differentiating student engagement by experience type
What can you do?

How are you recruiting?
How are you developing?

- History
- Accounting
- Accounting
- History
How are you developing?
What can you do?

How are you developing?
What questions should universities be asking themselves?
Effective partnership in developing other routes to work
Outreach and collaboration
<table>
<thead>
<tr>
<th>DISCOVER</th>
<th>FOCUS</th>
<th>ACTION</th>
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<tr>
<td>CAREERS: Who am I and where am I going?</td>
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<tr>
<td>EMPLOYABILITY: What do I need to get there?</td>
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<tr>
<td>THE BIGGER PICTURE: What is the working world I am going to enter?</td>
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Show the way
Thank you for listening!

Dr Kate Daubney
Kate.Daubney@kcl.ac.uk
@careerampersand

To explore recruiting King’s students, email: employers@kcl.ac.uk
Philip D. Gardner is Director of the Collegiate Employment Research Institute and also serves as Executive Director for the Career Services Network at Michigan State University. Dr. Gardner has been with MSU for 30 years after receiving degrees from Whitman College (BA in Chemistry) and Michigan State University (Ph.D. in Resource & Development Economics/Public Policy). His major areas of research include the transition from college to work, early socialization and career progression in the workplace, workforce readiness, and other areas related to college student studies. MSU’s nationally recognized annual college labor market study is done under his direction each fall. He served as senior editor of the Journal of Cooperative Education and Internships. In the spring of 2009 he served as a Fulbright specialist to New Zealand on work-integrated learning.

Long Bio:
Philip D. Gardner
Director
BA: Whitman College
MS, Ph.D. Michigan State University

Raised in the intermountain west, outside Spokane, Washington, and attended Whitman College, majoring in Chemistry with a strong interest in History and Literature. Before attending graduate school, served in the army in Southeast Asia and Japan. In graduate school studies focused on developmental and resource economics, organizational development and public policy. Served for 18 months with Thailand’s Ministry of Agriculture’s Land Reform Office. After six years on the faculty at the University of California, Riverside (Graduate School of Administration and Crop and Soil Science), returned to Michigan State University to lead the research efforts for the Collegiate Employment Research Institute.

His research interests include:
1. Transition from college to work and early workplace socialization.
2. Student engagement, learning and competency development.
3. Labor market dynamics for college educated employees, especially early career development.
4. Impact of the first and second year of college on commitment to learning.

Among his teaching assignments, he has worked with sophomores in a seminar on career and academic decision-making; often referred to as “Why Am I here!”. In addition to membership in various professional organizations, he served as senior editor for The Journal of Cooperative Education and Internships.

He is involved with his local community, having recently completed 12 years on the Haslett School Board.
Dr Kate Daubney has worked in careers for over 17 years and is Head of King’s Careers & Employability, the careers service of King’s College London and one of the services of The Careers Group. The team at King’s is large, almost 50 staff across Careers Consultants, Employer Engagement and Student Careers Engagement, and work is strongly supported by data analysis. Kate’s careers client specialisms include postgraduate researchers and post-docs, and globally mobile and mid-career professionals, and since becoming a head in 2015, she has developed interests in adapting institutional strategic priorities to innovate service provision.

A former academic, Kate has led two key innovations at King’s:

1) A conceptual framework for extracting employability assets from the curriculum that gives students, academics, employers and careers professionals a common accessible language for articulating graduate employability; and
2) A Careers Learning Gain framework that helps students become more self-aware of their career planning journey and how careers service interactions enable them to progress; this also offers a way to measure impact of careers interventions.

Kate has found her background as an academic useful in developing strategies, plans and language to effectively engage academics, who can be reluctant or feel anxious about introducing employability in the academic learning space. She is also now applying the ‘extracted employability’ concept to school and further education curriculums, and is exploring how those pre-HE curriculums might be reviewed to enable young people to understand better how their qualifications at all levels prepare them for work. She also contributed to a public policy briefing on the challenges created by innovation in public opinion and education.