

Careers Professionals and Academics: Working Together to Increase Employability



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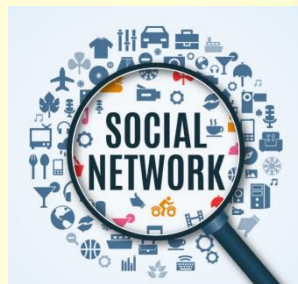
A **brief history** of your career



Now- share your “brief history” with a partner, and swap over. You have 2 minutes



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Modern careers are more complex than ever



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Matching theory (Parsons, 1908)

Community interaction theory (Law, 1981)

Systems of influence (McMahon, Patton, Watson, 2005)

Opportunity structure theory (Roberts, 1995)

Exploration stage- Life development theory (Super, 1990)

Chaos theory (Bright & Pryor, 2005)

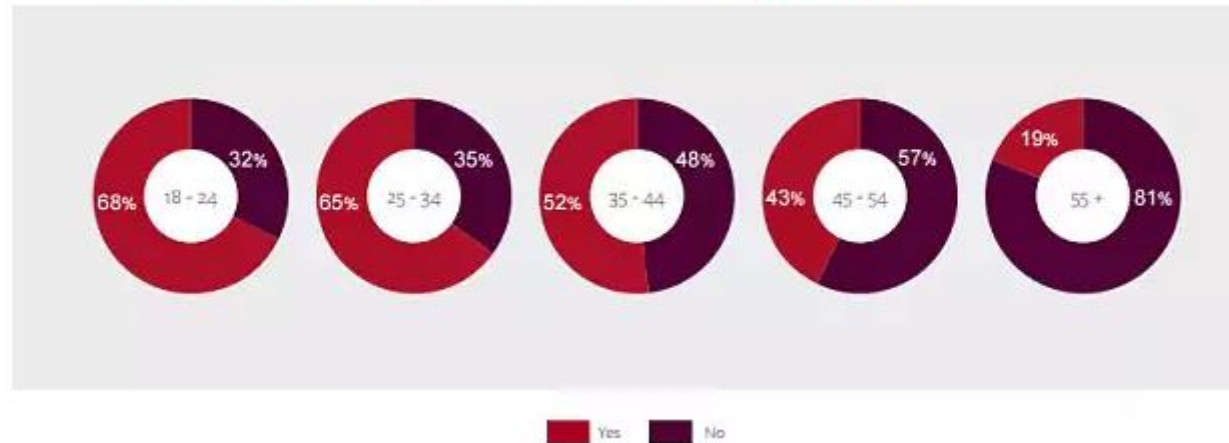
Planned happenstance (Krumboltz & Levin, 2004)



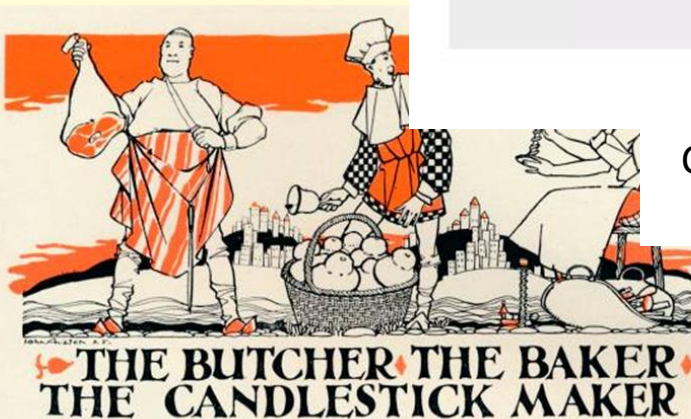
Why is career thinking such a challenge?



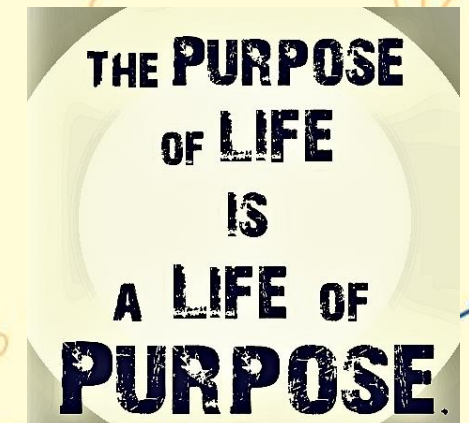
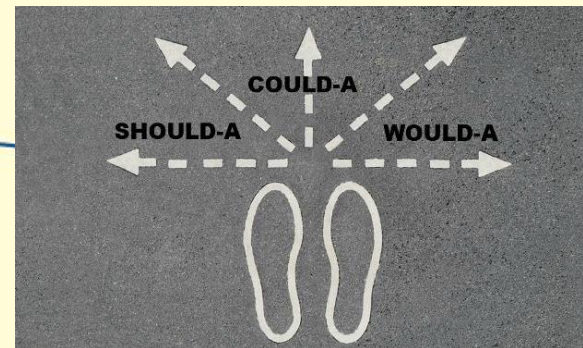
Workers seeking a career change, by age



Career Change Report (2015) London School of Business & Finance

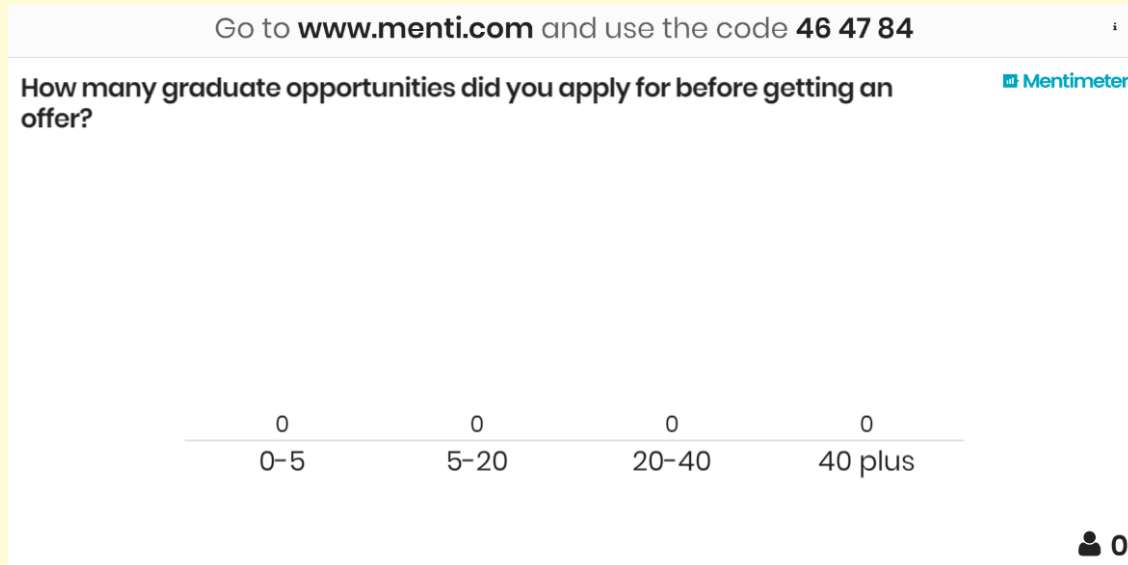


Why is career thinking such a challenge?



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A very different world of graduate recruitment...



- 68 applications per graduate vacancy (ISE, 2016)
- Most students looking for a graduate job make over 25 applications (Graduate-jobs.com research 2013)
- For every five applications submitted, only once will graduates receive notification from an employer that their application has been unsuccessful. (Graduate-jobs.com research 2013)

A changing recruitment strategy

How did you apply?



Go to www.menti.com and use the code **46 47 84**

What was your job seeking approach?

Mentimeter

0	0	0	0
Clear career plan & started applying whilst studying	Clear career plan & started applying after graduating	No clear career plan & started applying whilst studying	No clear career plan & started applying after graduating

0

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- 94% employers using social media to recruit- (Highfliers 2017)
- 93% employers using LinkedIn specifically

3 major indicators of positive graduate outcomes;

- Paid work at university
- Making graduate applications whilst studying
- Having a career plan upon leaving university (IFF research 2017)

The impact of technology

- 70 % of employers use social media to screen candidates, up from 11 % in 2006 (Harris Poll survey for CareerBuilder 2017)
- 54 % have decided **not to hire** a candidate based on their social media profiles
- 57 % are less likely to interview a candidate they **can't find** online
- video interviews are now used by 42% of employers compared to just 6% four years ago (ISE, 2016)



The world of work is changing

David Lee

“We had a hundred years to move from farms to factories, and then 60 years to fully build a service economy. The rate of change today suggests that we may only have 10 or 15 years to adjust...


We have a factory mindset of standardisation of work...we have created narrow job definitions such as cashier, taxi driver and then ask people to form entire careers around singular tasks”



Innovation Leader -
UPS

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| From Industry 1.0 to Industry 4.0

1.0 | 1784 | based on mechanical production equipment driven by water and steam power 

2.0 | 1870 | based on mass production enabled by the division of labor and the use of electrical energy 

3.0 | 1969 | based on the use of electronics and IT to further automate production 

4.0 | tomorrow | based on the use of cyber-physical systems 

What can we do?

- Roughly half of students access their careers service
- A comparable amount seek advice from academic staff
- Careers practitioners provide support around career decision making and 21st Century job seeking techniques.
- Academics provide specialist expertise in their field of interest (IFF Research, 2017).



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Some examples of collaborative practice from Exeter, Birmingham & Plymouth



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Student Employability & Academic Success



Jenny Clark, Careers Consultant

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Email: cc-careers@exeter.ac.uk

<http://www.exeter.ac.uk/greenconsultants/>



- Extra-curricular or a 2nd year 15 credit module for Geography students
- 3 day training programme
- 5 day/35 hour on-campus project working in teams
- 15 day/150 hours internship during the summer. For credit-bearing students to be completed by 30/07/2018, for non-credit bearing completion by 24/09/18



- Meeting clients
- Working up a project brief
- Conducting audits- water, waste, energy and carbon
- Organisational analysis
- Change management "How to make friends and influence people"
- Presenting results and recommendations

James Shears



Company:
Vinci Construction PLC
Environmental Assistant
MSc Sustainable Development

"It was an experience that I am extremely grateful to have had been given"

Green Consultants allowed me to gain confidence and skills in behaviour change; environmental audits including waste, energy and carbon; and key sustainability issues.

I had never thought about construction as an industry to enter before; I had not envisioned that sustainability would be such a big issue in construction.

Due to the Green Consultants training and my specialisation I was offered an internship with VINCI, in which I researched the implementation of a new waste reporting strategy that will greatly increase the reliability of waste reports, and help drive improvement in construction waste management.

Amirul Islam



Costain Group PLC
Environmental Advisor
BSc Geography

"It was a great experience, I met loads of people and made connections - really helped with my dissertation and future career on CSR and environmental management!"

11 week Costain Internship:

- Site visits and see projects on Crossrail, Thames tideway, London Bridge redevelopment
- Environmental Regulation (such as PAS 2080, ISO24001, circular economy),
- Products and services (cup recycling, resource recovery of plastics, solar panels, v2g technology)
- Organised a sustainability week around resource efficiency (involved inviting speakers, organising EV test drives, marketing posters) a
- Test drive new fully EV Volvo double decker bus!

"Above all, the programme helped me to realise that consultancy was the career path for me"

Georgie Kleinschmidt



Companies:
Committee on Climate Change
ARUP
Environmental Assistant
MSc Sustainable Development

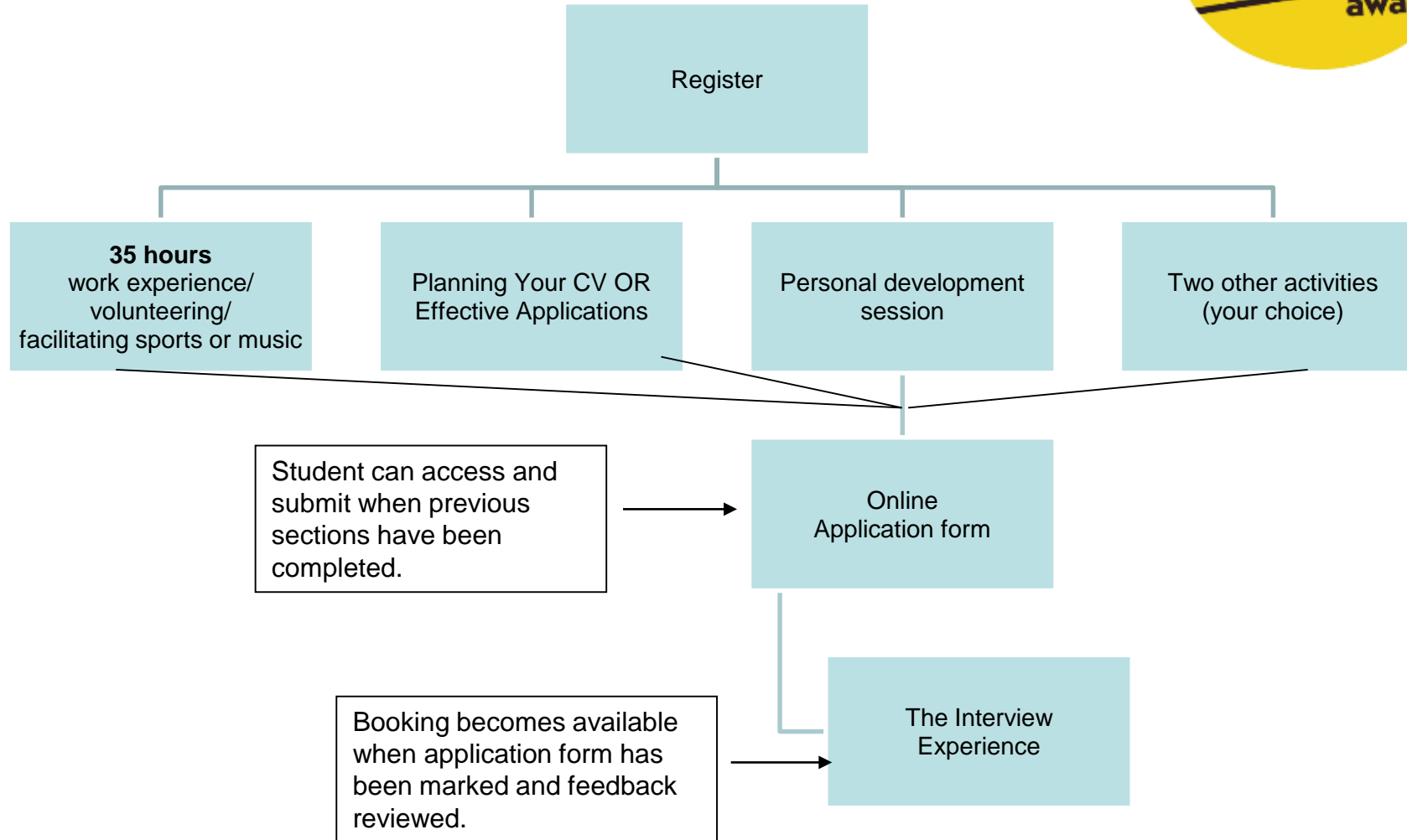
5 week CCC Internship:

- Helped to develop their fifth Climate Change Risk Assessment
- Attended meetings with the Committee and a conference on agricultural sustainability.

1 week ARUP Internship:

- Development of waste management scheme in Oman
- Economic benefits of environmental conservation
- Air quality at Heathrow Airport
- Redevelopment and heritage

The Exeter Award



Creating an employability ecosystem

Graduate skills

+

Career Management Skills
(CV/application writing, interview skills etc.)

+

Work-Related Learning / Work Experience

+

Enterprise skills, Commercial Awareness,
Self-efficacy

=

Graduate employment

The University of Birmingham: A collaborative approach to improving graduate employability in Earth Sciences

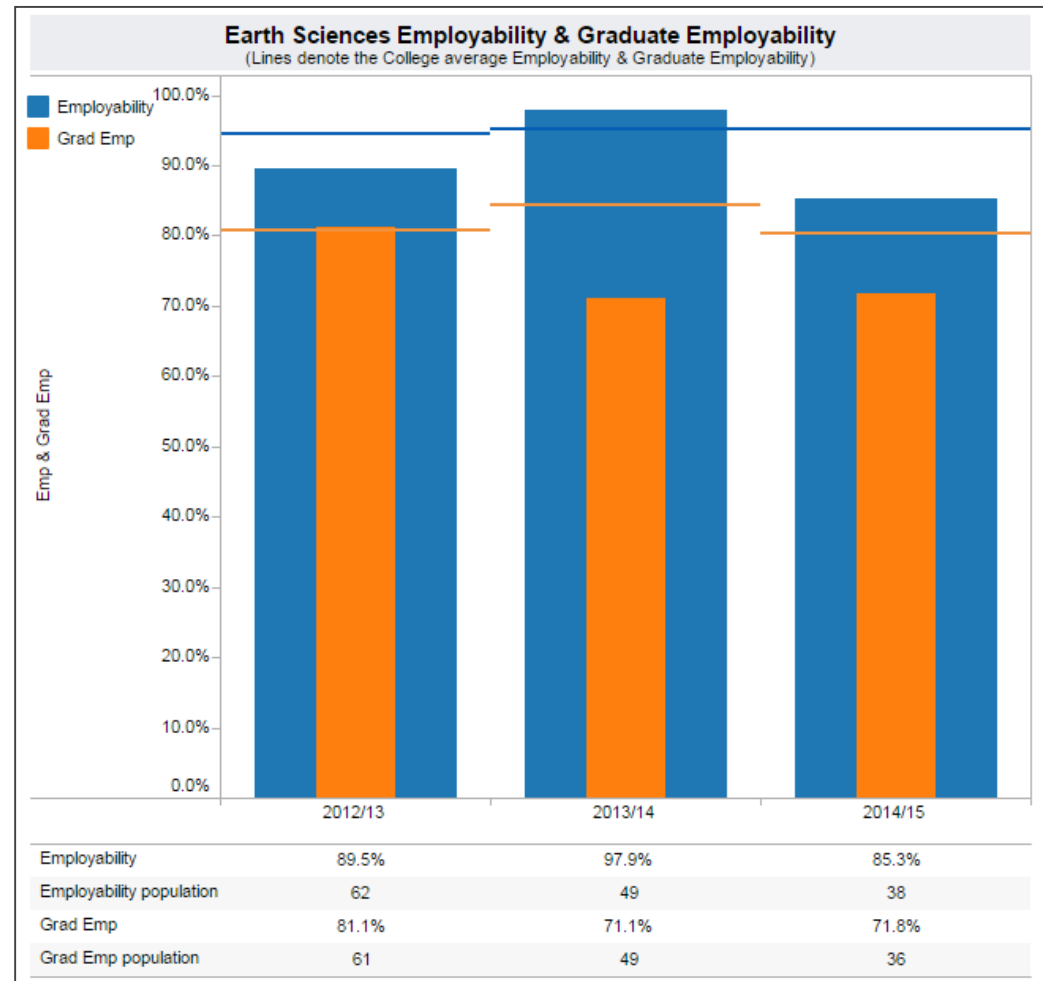
Jim Realì – Careers Advisor

College of Life and Environmental Sciences

Earth Sciences – graduate destinations from DLHE

- 2013-14, grad employability dipped significantly for ES – became a target department

(NB - Data not available until May 2015 – too late to have meaningful impact on cohort graduating in 2014/15.)



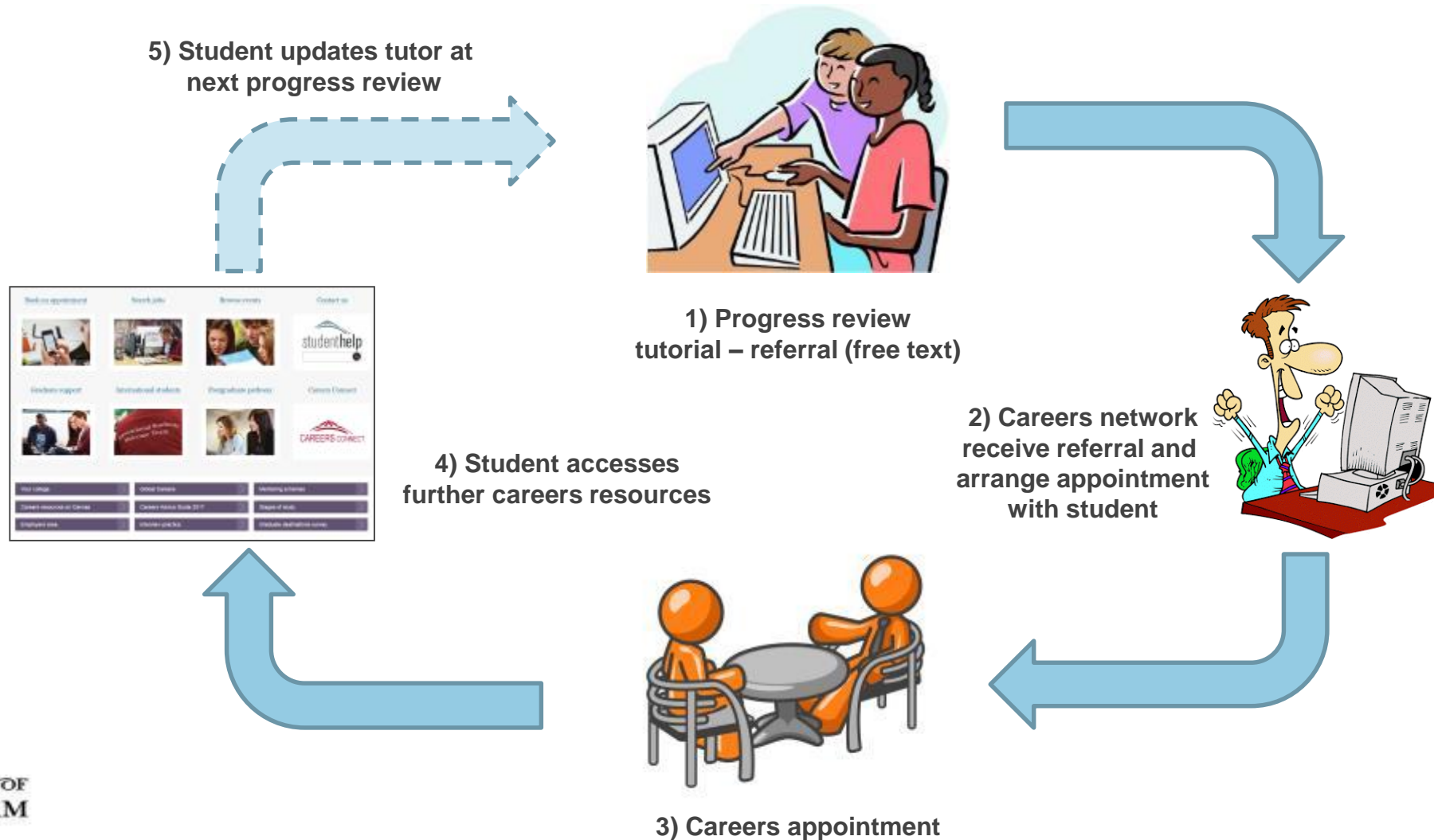
Objectives

- Increase student engagement through partnership with academics
- Early identification of students at risk of failing to secure graduate employment
- Increase visibility and awareness of Careers Network
- Improved graduate employability outcomes

Proposed solution

Targeted, individual referral to careers services by personal tutors from within progress review meetings. (1:2:1 meetings, twice per term.)

The process



Supporting academic colleagues with the process

- Presented mechanism to staff at school meetings
- Supporting material – A5 reference cards and college guides distributed
- Highlighted potential contribution to improving student satisfaction, with implications for NSS / BSS and also longer-term TEF outcomes
- Referral mechanism simplified, using pre-defined referral reasons in place of free text

Referring your students to Careers Network

During your discussions with students in tutorials and progress reviews, you may identify a potential need for the student to receive more specific advice and support from Careers Network directly.

Careers Network has set up an online referral form to help make the referral process quicker and easier. If there are any queries about the form or process, please do not hesitate to contact a member of the LES Careers Network Team.

<https://uobasops.formstack.com/forms/lescnreferrallform>

1. During your conversation with the student, should you both agree additional support from Careers Network would be beneficial, just open the above link and ask them to complete the form (should only take 1-2 minutes).
2. Students will need to select one "main reason" option for contacting Careers Network and their contact details.
3. Once submitted, the student will be emailed directly to outline the support available which best suits their needs, giving options on how to move forward.
4. All referred students will be followed up each term throughout the year to check in on their progress to date and if any further support is needed.



www.intranet.birmingham.ac.uk/careers

ES pilot Results

- 97 referrals between October 2015 and March 2016
- 23 tutors referred students (academic feedback that system easy to use)
- Over 90% of the referred students attended appointments
- DLHE improvement for ES in 2015-16 figures:
 - Increase of approximately 7% in graduate employability for Earth Sciences (all courses);
 - BSc Geology increased from 70.6% to 77.4%

Pilot success: mechanism applied cross-college 2016-17

- Senior academic colleagues supportive
- Earth Sciences aware of benefits – cascaded to rest of college (ES as best practice case study)
- System is scalable - applicable to the whole college
- Not just appointments – also other careers activities

Successful pilot resulted in implementation across whole college 2016-17 (366 referrals) and 2017-18 (163 referrals to Dec 2017).

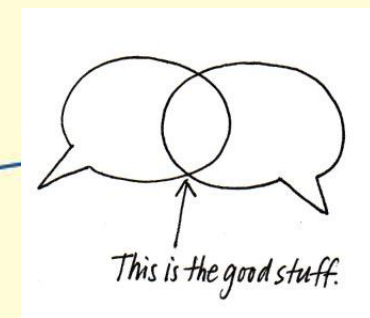
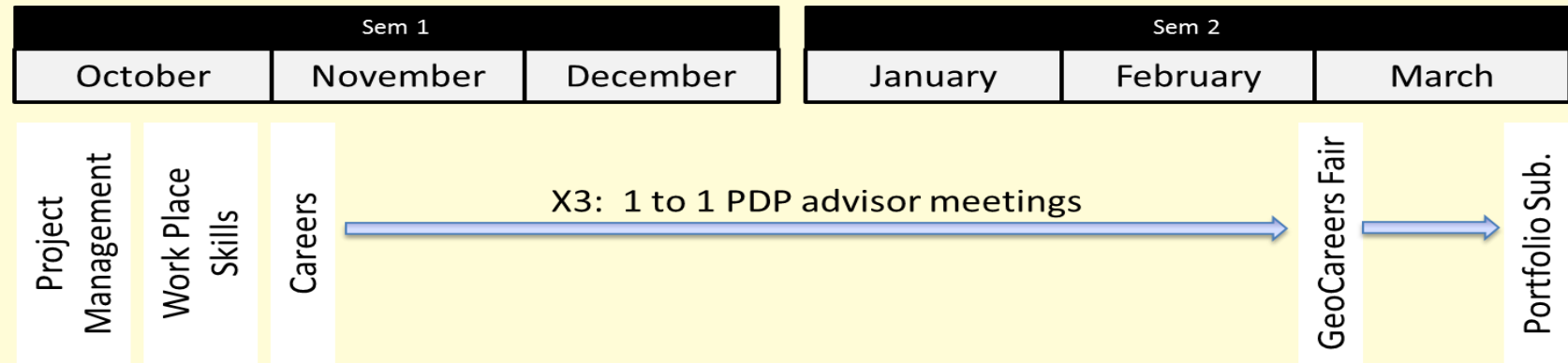
What have we learned?

- Referrals can have a positive effect, but can't contact each student personally – automation (with personalisation) required
- Engaged academics help drive student careers activity
- Engaged academics require a basic knowledge of Careers Network services – provision of tailored reference resources is essential
- Early interventions (autumn) appear to encourage most further engagement

However... departmental concerns exist in ES, identifying room for improvement

- **Delivery of careers content in personal tutorials: *inconsistency in extent to which tutors refer 'at-risk' students.*** Autumn 2017: only half of Earth Sciences tutors referred any students.
- **Staff balancing careers with other responsibilities:** Communicating careers-related information may seem low priority. Emphasised in school-level meetings in which the focus is often entirely on research. Even TEF is discussed from a research-centred perspective in such settings. ***Many academics therefore feel that it is not their place to consider careers and may not stay abreast of non-academic career opportunities relating to their teaching areas.***

Plymouth Earth Sciences Employability Programme



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Plymouth Environmental Sciences Employability Programme

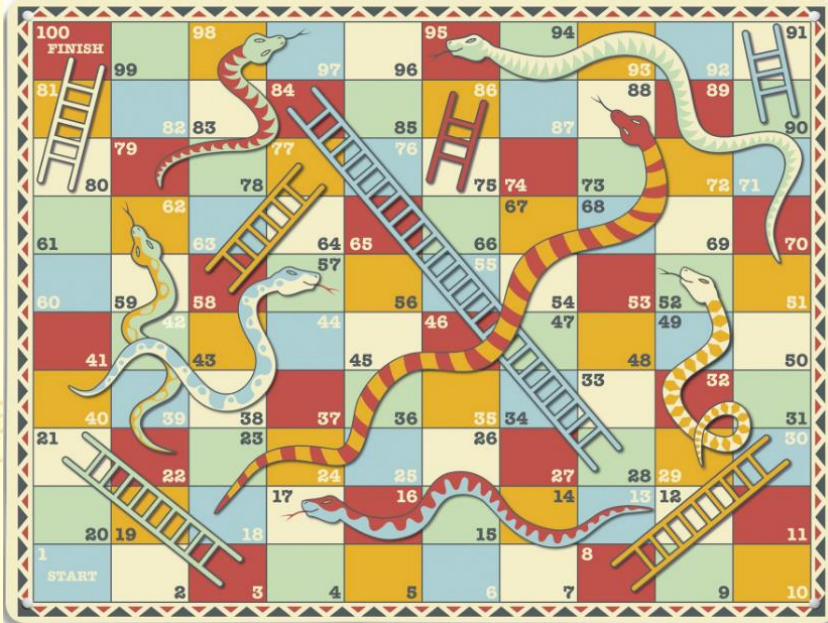


- Sharing research on “career readiness”
- Career management measurement tools
- Session on articulating skills specifically from the training

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The by-products of collaboration



- Identifying those “at risk”
- Increased engagement with C&ES due to assessment
- Prolonged engagement post graduation
- Engagement with other academics
- Engagement with stage 1 careers fair prep
- Support for a tutorial programme
- Course design
- A bespoke approach
- Employability embedded in the curriculum

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Moving towards a new model of collaboration

- The #1 reason students don't access their careers service?-They don't know what they want to do (2016, Unite Student Insights report)
- Not just “recruitability”
- Employability PLUS careers
- Decision making in a complex world
- Employability is everyone's responsibility

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- Consultancy: extensive experience of delivering curricular, non-curricular and employer-led activities to assist in the effective design, delivery and scheduling of activities.
- Best practice: We oversee initiatives and across the institution and are keen on interdisciplinary learning. We have intensive exposure to best practice initiatives across the UK plus access to thought leaders in the field. We can provide case studies and make introductions, internally and externally.
- Data: We can provide a host of Labour Market Information and data relating to graduate employability across the UK and insights on graduate mobility and globalised recruitment.
- Contacts: We have access to a vast range of employer contacts and have significant goodwill built up with employer partners. We also have great alumni contacts

	Helpful to meeting the objective	Harmful to meeting the objective
Internal Factors	<p>Strength</p> <p>What are the main strengths?</p>	<p>Weakness</p> <p>What areas may need development?</p>
External Factors	<p>Opportunities</p> <p>What outside factors may help you embed this good practice?</p>	<p>Threats</p> <p>What outside factors might affect you from achieving your goal?</p>

Q&A



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