

Employability

A rose by any other name?



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Employability?

Attainment?

Attributes?



Experience?

Attitudes?

Aspirations?



Ambition?

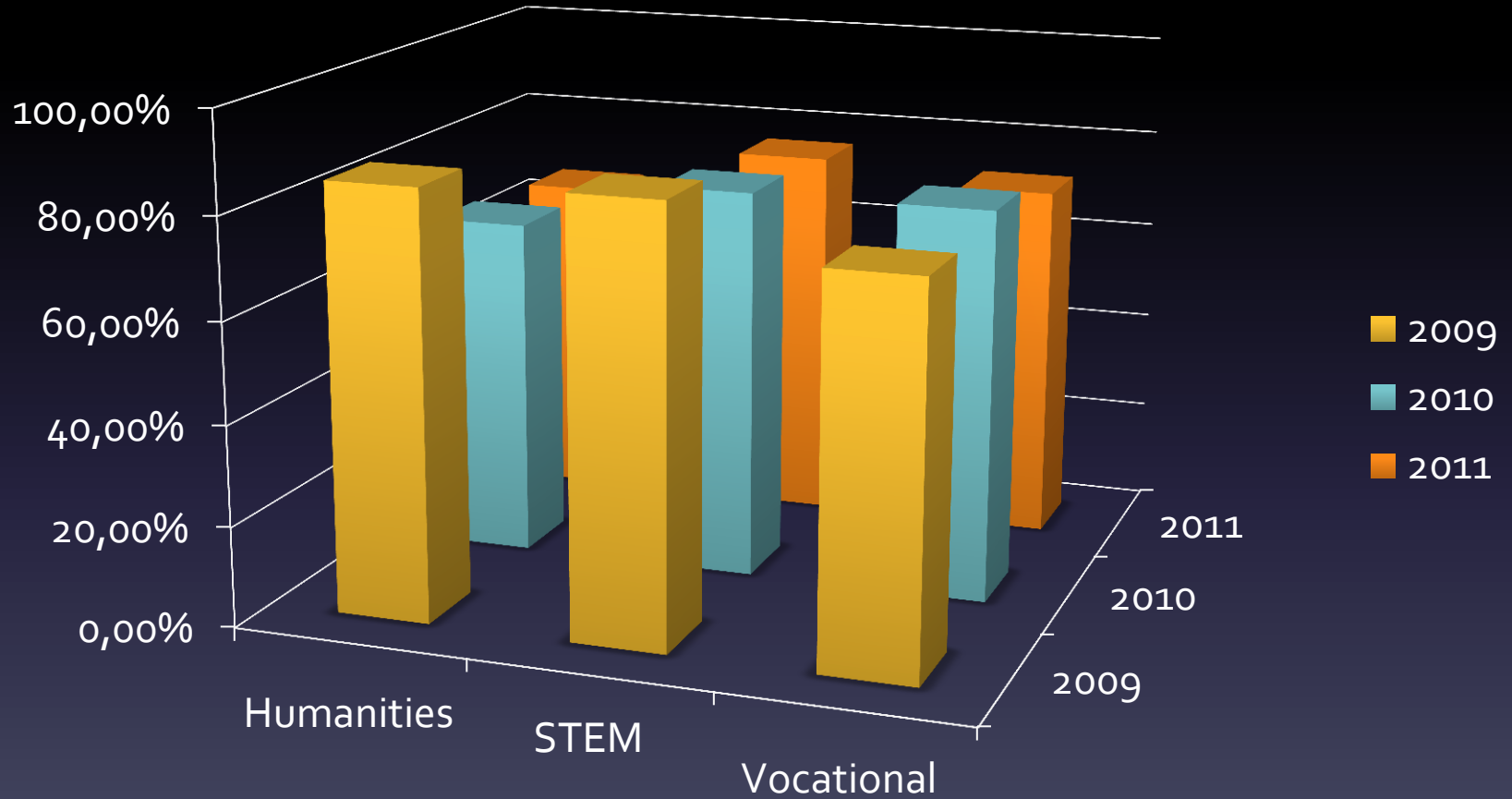
Definitions

Employability

A set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.

(ESECT based on Yorke 2006)

Measures & Metrics



Definitions & Opportunities

Employability is **not just about getting a job**. Conversely, just because a student is on a vocational course does not mean that somehow employability is automatic.

Employability is more than about developing attributes, techniques or experience just to enable a student to get a job, or to progress within a current career.

It is about learning and **the emphasis is less on 'employ' and more on 'ability'**.

In essence, the emphasis is on developing **critical, reflective abilities, with a view to empowering and enhancing the learner**.

(Harvey 2003)

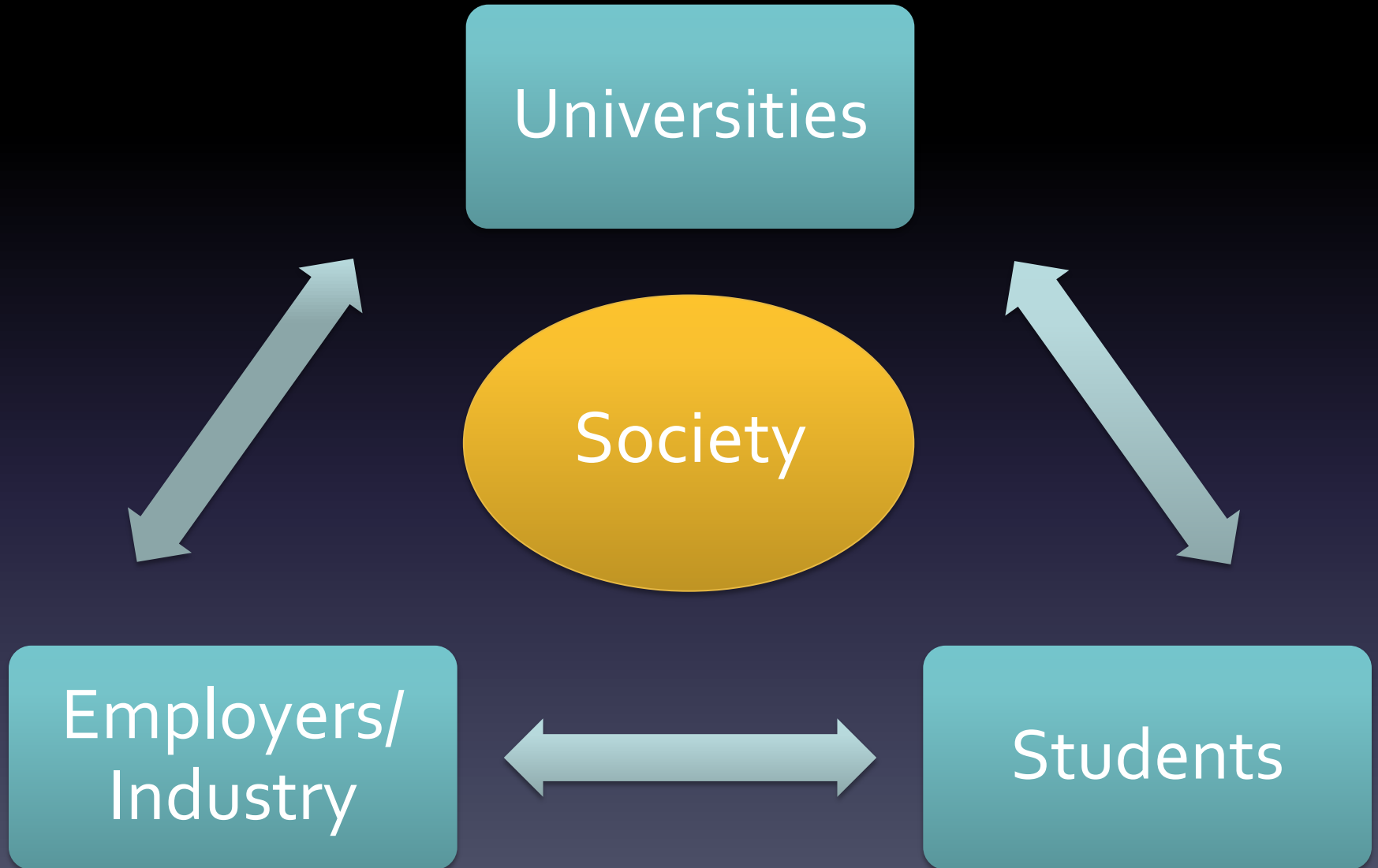
Beyond the headlines...



Perspective and Positioning

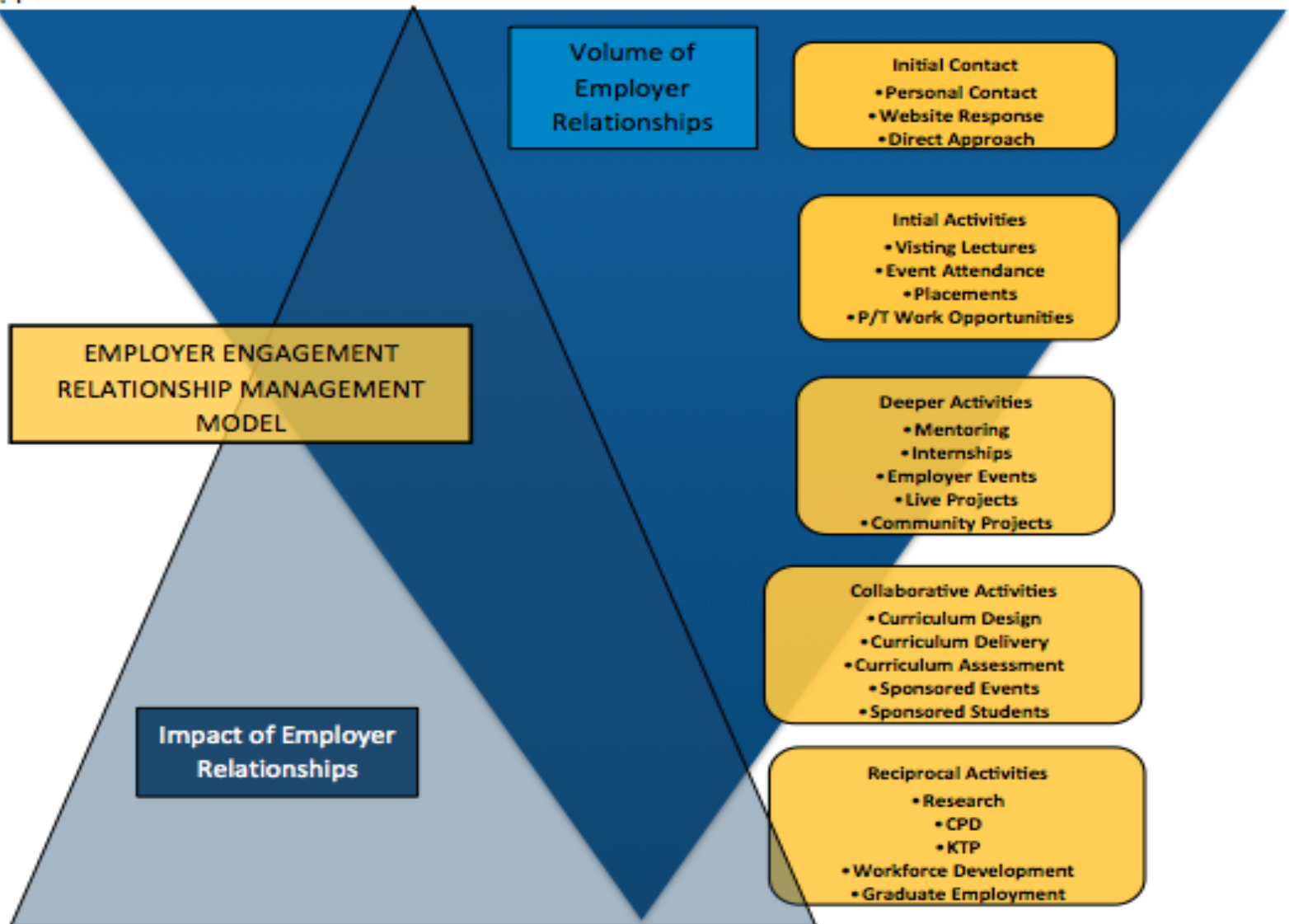
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- A graphic of four interlocking gears in green, red, blue, and yellow, arranged in a circular pattern. The gears are 3D and have a metallic texture.
- Where does employability 'sit' in your institution?
 - Who is responsible for it?
 - How is it communicated?

Why does it matter?



The employer journey

Appendix 1

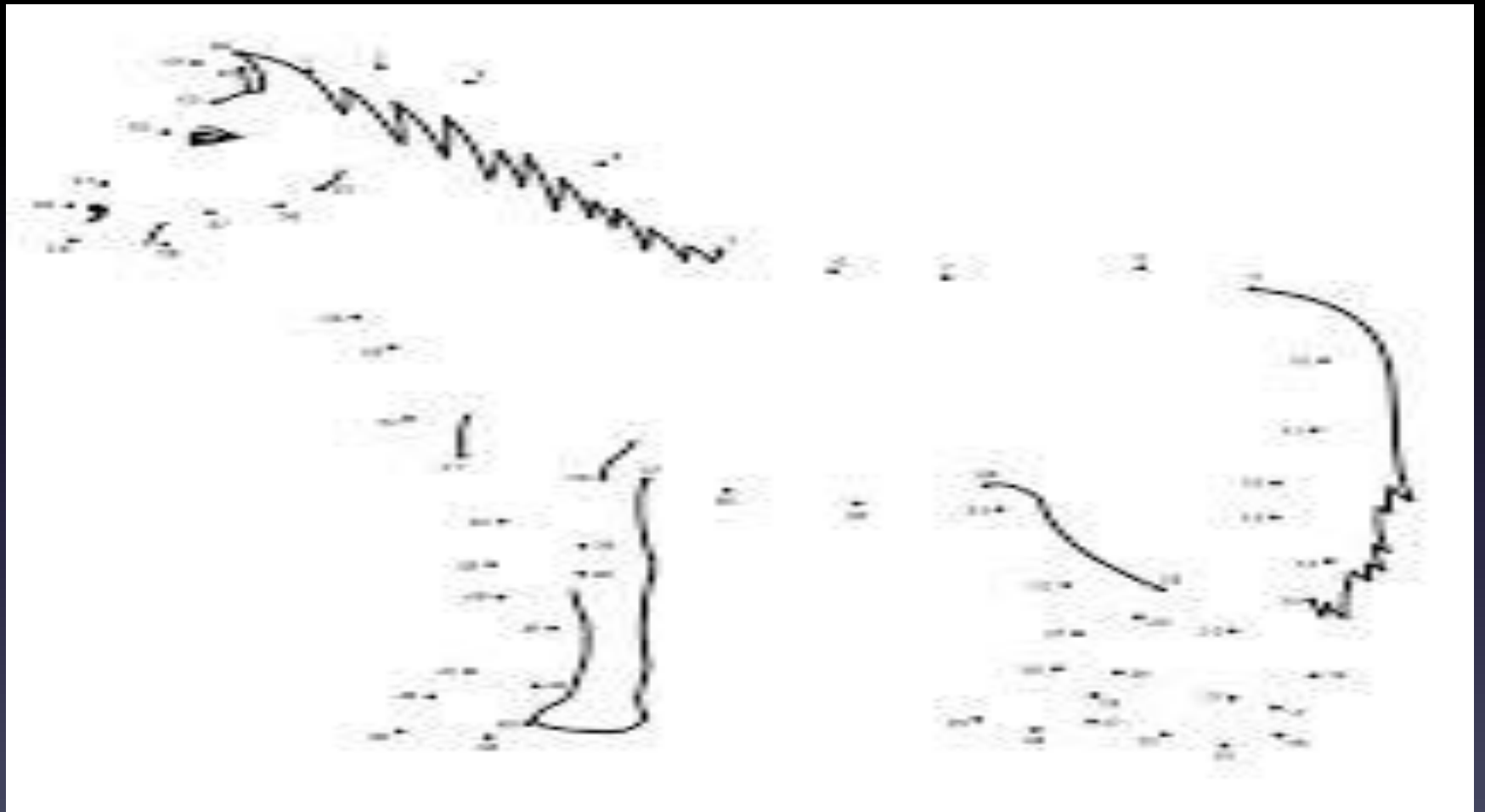


Institutional Position

- How does your institution position employability?
- Is the position explicit?
- Is it valued?



Your journey



The student journey



Stakeholders Continuum



Notify



Inform



Consult



Involve



Collaborate



Empower

Levels of Engagement

Motivation types – why should it matter?

Intrinsic

Any motivation that arises from the individual's positive reaction to the qualities of the task itself

Amabile:1996:115

High levels of 'internal' motivations lead to high levels of creativity

Extrinsic

Any motivation that arises from sources outside the task itself; these sources include expected evaluation, contracted-for reward, external directives or any similar source

Amabile:1996:115

High levels of 'external' motivations lead to a decrease in creativity

However whilst 'intrinsic motivation is conducive to creativity; controlling extrinsic motivation is detrimental to creativity, but informational or enabling extrinsic motivation can be conducive, particularly if initial levels of intrinsic motivation are high.'

Amabile:1984:119

Finding your why...

