

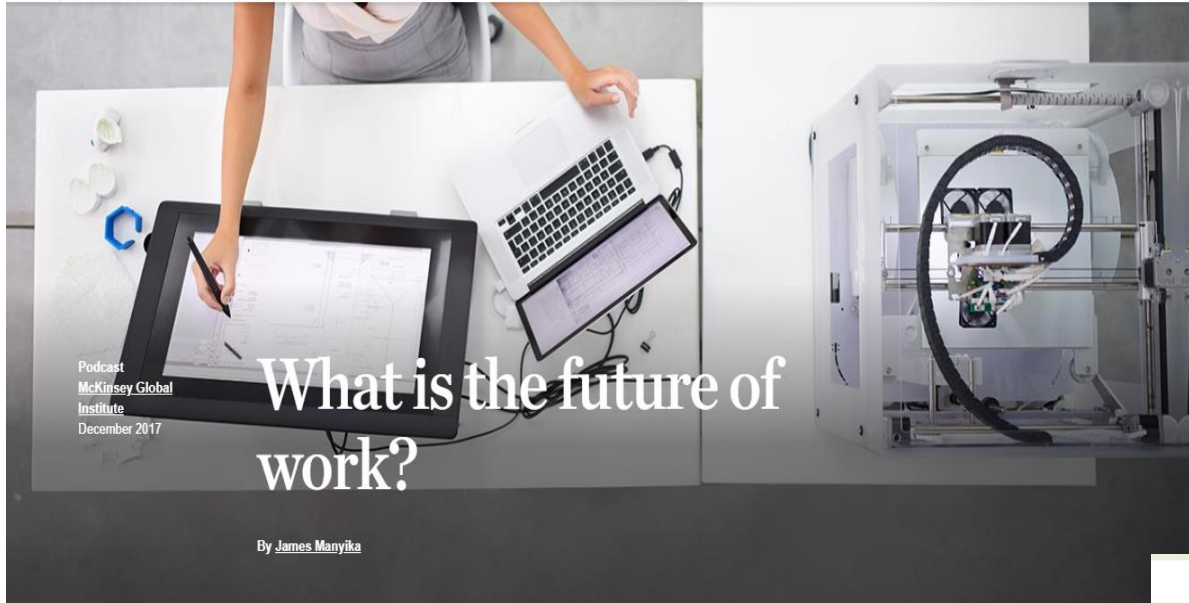
“Agile and Responsive Graduates”

Our students leave with a clear sense of their **own careers and employability journey**, how **to express that** and **take ownership** of that journey for themselves.

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Podcast
McKinsey Global
Institute
December 2017

What is the future of work?

By [James Manyika](#)



Workforce of the future

The competing forces shaping 2030



www.nwc.com/people



Search



Deloitte establishes Future of Work Center of Excellence in Singapore to address global workplace challenges



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Issues Future of Work

We are at the beginning of a fourth industrial revolution, one that promises to alter the world of work permanently. Is your organization prepared?

How well is the careers and employability journey working for all currently?

For individuals.....

Nothing in common:

The career aspirations of young Britons mapped against projected labour market demand (2010-2020)

For business.....

HELPING THE UK THRIVE

CBI/PEARSON EDUCATION AND SKILLS SURVEY 2017

JULY 2017

For society...

**EMPLOYERS ARE FROM MARS,
YOUNG PEOPLE ARE FROM VENUS:
ADDRESSING THE YOUNG PEOPLE/
JOBS MISMATCH**

Sarah-Jayne Blakemore, professor in cognitive neuroscience at University College London, is the author of a groundbreaking new book, *Inventing Ourselves: The Secret Life of the Teenage Brain*, in which she explains the development of the brain during the precarious, enriching and crucial years of adolescence.

In a sense, your book is a defence of adolescents. Why, as a society, do we demonise our teenagers?

Bringing academics into the conversation

- **Definitions**

Does everyone have the same understanding of key terms used in our space?

- Careers
- Employability
- Employment

- **Useful theories/models and research (career and others)**

- What has been helping academics “get” the process of career development so that they can understand where they can contribute best?
- What should we be aware of when designing for long term applicability and usefulness for the students from our 21st century starting point?

- **Institution specific elements (King’s- KASE, Extracted/Added, DFA)**

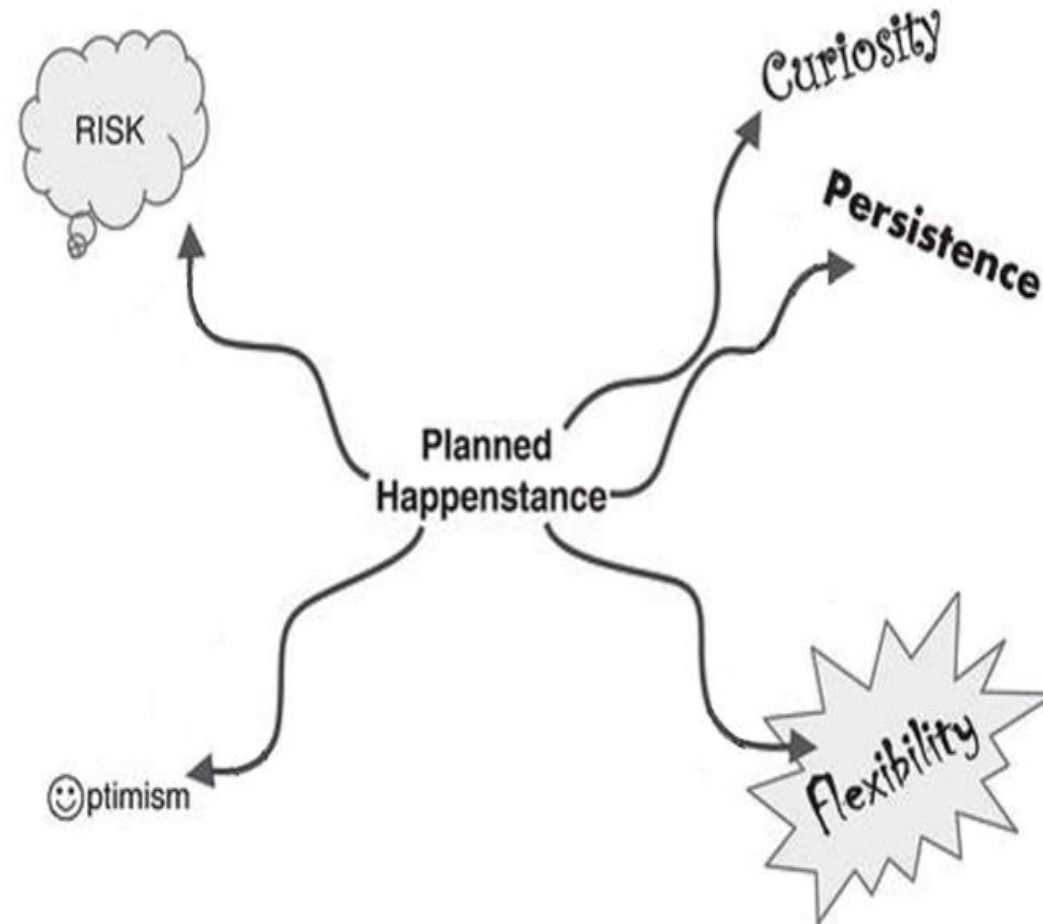
Are there key initiatives in institutions that draw everything together for the student?

How does “career learning” work for students?



Career Exploration
Model-based on
work by Archer,
L. & Zecharia, A.
Through Both Eyes
2014

Developing "Agile and Responsive" graduates for an uncertain world?



Planned
Happenstance
Careers Theory
(Mitchell et al.
1999)

Illustration
adapted from
work by
Blackford,S.

[https://bioscienc
ecareers.org/?s=
planned+happen
stance](https://bioscienc
ecareers.org/?s=
planned+happen
stance)

Embedding Employability technique: Curriculum Design

Identify Outcomes

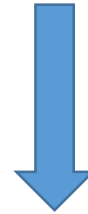


Determine Assessment Tasks and
Criteria

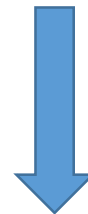


Plan Learning Activities

- What long-term results do I hope for?



- What would students have to do to convince me that they achieved/met the learning outcomes?

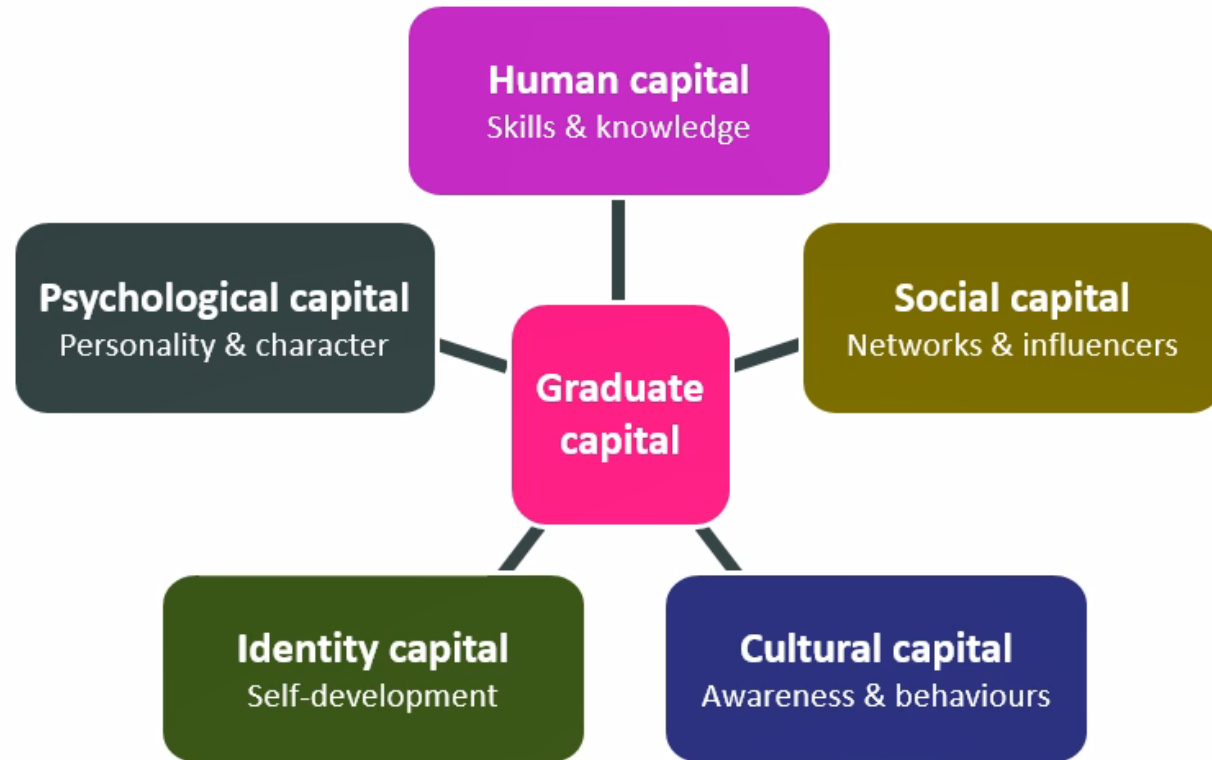


- What should students do during the module to practice for the tasks?

“Who will I be?” not “What job will I do?”.



Learning = Resourcing



How programmes can positively impact “ C&E learning gain” for individuals

Employability- what programmes can do to develop/support

- Backward curriculum design- broadens the applicability of the learning
- Ensure students know what skills they are developing (KASE)- programme handbooks
- Situating qualifications (In...With.. From)
- Develop standalone or in curricular experiential opportunities that gives credit for exploration phase

Careers- what individuals need to move forward

- An understanding and confidence in what they can offer (**KASE & curriculum design**)
- Ability to see links between what's out there and themselves (**Discover & Focus**)
- Confidence and opportunity to translate interest into meaningful next step (**Action**)
- Ability to reflect on experiences and review and refine (**Kolb & Gibbs learning cycles**)

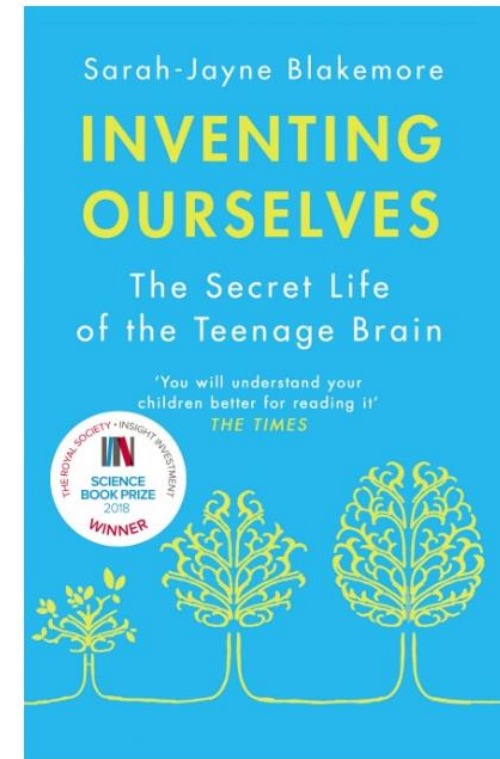
Embedding Employability Technique: KASE framework

- Knowledge
 - The ability to learn in depth
- Attributes
 - e.g resilience, tolerance for ambiguity and uncertainty, curiosity
- Skills
 - Analytical, organisational, research, communication, technology, career management
- Experience
 - Related or otherwise, experiences prepare for work

Is there a hidden impact of these on the development of career management skills of individuals ?

The prefrontal cortex is less well developed in adolescents than was previously realised. This impacts on abilities connected with:

- Abstract thinking
- Decision making
- Planning
- Social cognition



Could we be...?

Harnessing the power of teenage behaviour better (1)

Typically regarded as risky and negative.

? **Risky and positive**

Asking questions in class

Going beyond what was asked in a question

Volunteering to give a presentation

? **Sensitive to social factors= socially beneficial**

How might they be able to positively influence each others learning and decisions?

Recognising the impact of dominant discourses on careers management in action? (2)

Model II espoused theory

- values valid information
- free and informed choice
- internal commitment to choice
- constant monitoring

Effect on learning- allows for reflection and change as awareness increases, celebrates difference

Encourages Double loop learning

Argyris, C., Schön, D. A. (1996)

Model I theory in use

- Promotes winning all the time
- Being in control
- Feelings of vulnerability kept hidden
- Defensive responses

Effect on learning-counterproductive as no reflection and generally a face saving action. Results in “barriers to learning” being created?

Single Loop learning-inhibits DLL

With that in mind, Should we talk about these things more?

External factors-Opportunity Structures (Roberts, 1977)

“You can do anything...”-Not all dream jobs are always available!

Scaffolding techniques- how could we do that better in our space?

- **In.....** (my subject knowledge is central to being able to work in this area and is my principle activity)
- **With.....**(my subject knowledge is important to my suitability/success in this sector but is not my principle activity)
- **From.....** (my subject knowledge is not directly relevant to my day to day activities in my role but I apply learning from my degree more broadly)

Links:

- <https://www.pwc.com/gx/en/services/people-organisation/publications/workforce-of-the-future.html>
- <https://www2.deloitte.com/content/dam/Deloitte/global/Documents/HumanCapital/dttl-hc-english-opentalenteconomy.pdf>
- <https://www.towerswatson.com/en/Services/your-business-issues/future-of-work>
- <https://www.mckinsey.com/featured-insights/future-of-work/what-is-the-future-of-work>
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- http://www.cbi.org.uk/index.cfm/_api/render/file/?method=inline&fileID=DB1A9FE5-5459-4AA2-8B44798DD5B15E77
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/604170/Graduates_career_planning_and_its_effect_on_their_outcomes.pdf
- https://sciencegrrl.co.uk/assets/SCIENCE-GRRL-Stem-Report_FINAL_WEBLINKS-1.pdf
- <https://www.chronicle.com/article/What-Will-Students-Remember/244633>
- <http://infed.org/mobi/chris-argyris-theories-of-action-double-loop-learning-and-organizational-learning/>
- https://www.ted.com/speakers/sarah_jayne_blakemore
- <https://www.theguardian.com/science/2018/mar/25/sarah-jayne-blakemore-secret-life-teenage-brain>