CSCU9A3 Employability Workshop

DR EUNICE ATKINS

EMPLOYABILITY MANAGER,

FACULTY OF NATURAL SCIENCES/ CAREERS AND EMPLOYABILITY SERVICE

Thankyou and Acknowledgement to:

David Donaldson, Psychology   Andrew Tyler, Biological & Environmental Sciences

Doug Cole, Buckinghamshire New University/HEA

HEA Competency Framework

Careers and Employability Service (Student Hub, 2Z)

Many have helped, in particular:
- Emily Sandwell, Jo Speed, Katrina Forbes, Laura Mitchell
- Kate Pritchard : FNS Careers and Employability Consultant
- Emily Bell: FNS Employability Intern

Intended Learning Outcomes

❖ To gain an understanding of employability and the need of individuals to manage their own personal development

❖ To understand what competencies are and why they are important

❖ To gain an understanding of the professional skills sought by employers

❖ To describe and develop your competencies, (STAR; SMART and Reflective Practice)

❖ To gain an understanding of where and how you can develop your employability and how the University can support students transition from university into the workplace.

Format

Format
- ➤ Where are you now
- ➤ What employers are looking for
- ➤ Why and what skills are important
- ➤ How do you go about enhancing them

Where are you going with your career?

Graduation is in reality, not that far away!!!

Exercise!

Sit-Down if:

❑ You have never had a job or done any volunteering

❑ You do not know what you are going to do when you graduate

❑ You have never sought careers advice

❑ You have never attended a Careers and Employability Service Event

❑ You do not have a CV

❑ You think CVs are boring

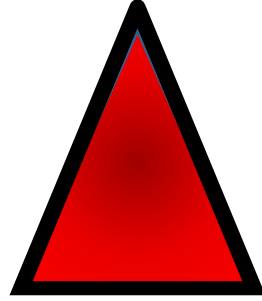❑ You do not have a Linkedin page

Intellectually curious students….

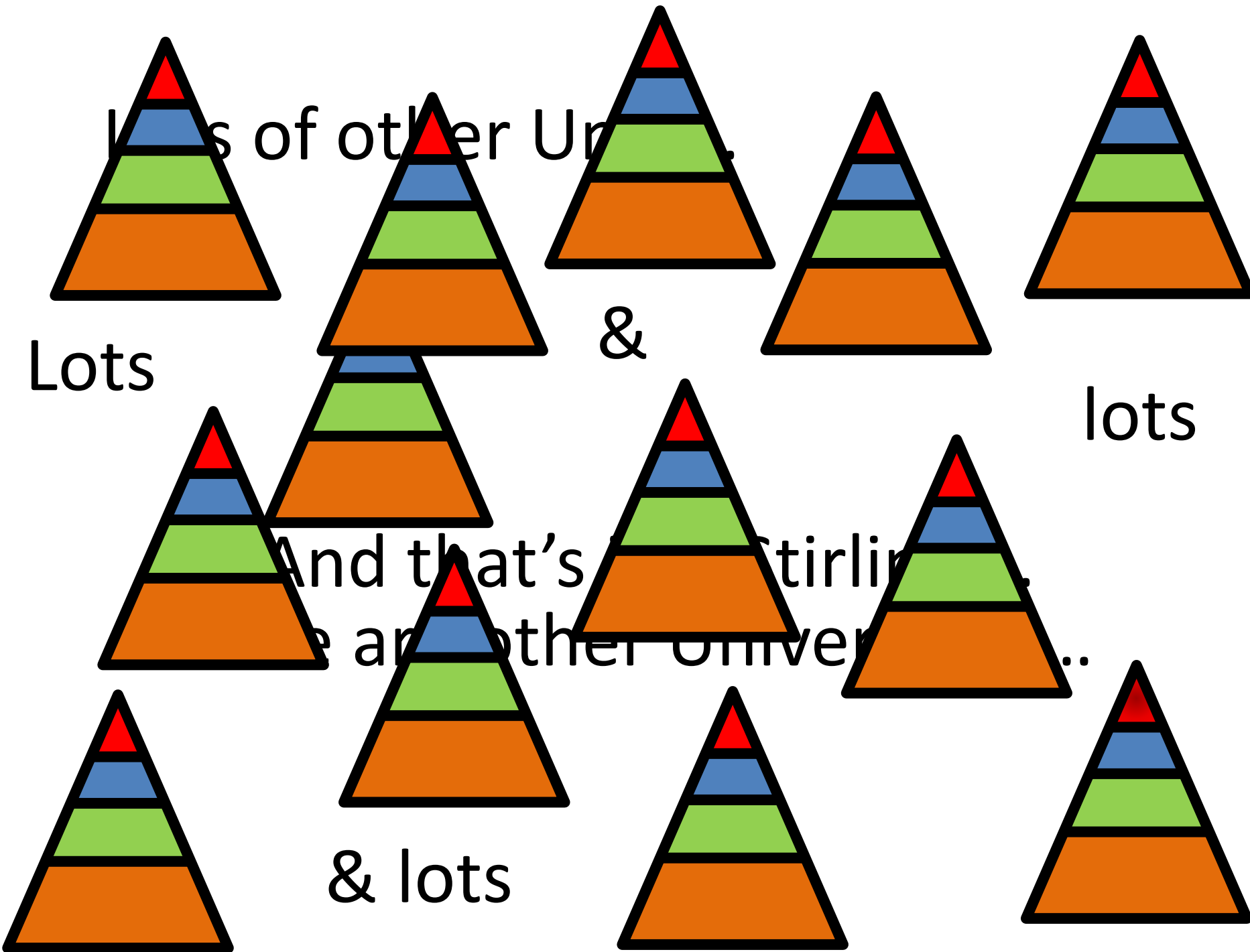- Are not good at engaging in career management
- Don't like self-promotion

Graduate Attributes

◦ Scholarly and skilled within and between disciplines

◦ Intellectually curious and research minded

◦ **Committed to personal and professional development**

◦ Engaged individuals with a global perspective

This is you now,
in second year….

Lots of other Units…

Lots

&

lots

And that's just Stirling…
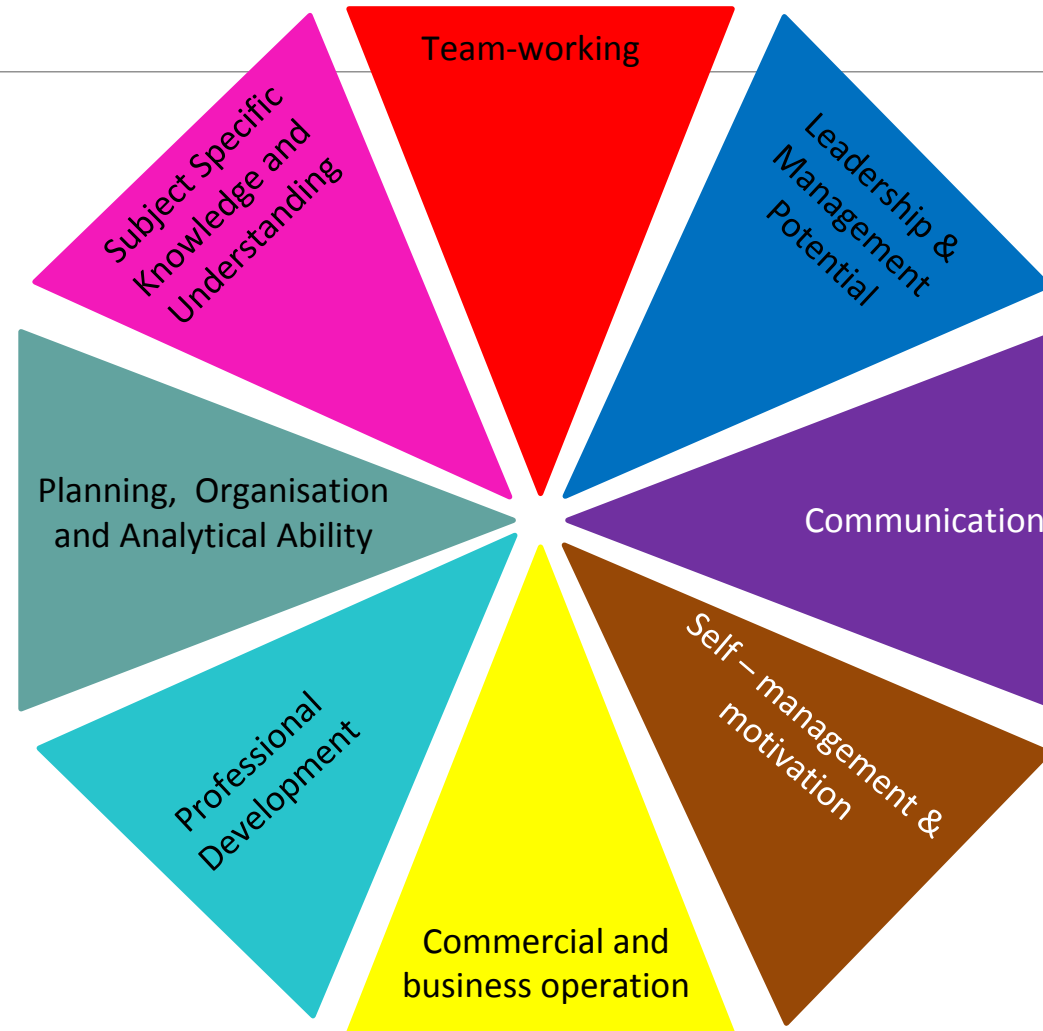e another University…

& lots

What are Competencies?

- The SKILLS (things you can do) and

- ATTRIBUTES (your character and personality traits)

Competencies
  - Reflect your experiences
  - What you will want to develop to pursue your goals- whatever they are!

- Employers look for evidence of competencies in their recruitement

A Competency Framework

How will employers assess your competencies?

- Assessed throughout whole application process
  i.e. Covering letter/CV/application form/assessment centre/interview etc.

- Important to provide evidence

- Competency and Strength based interviews are currently most common

What is employability?

"A set of achievements, understandings and personal attributes that make individuals more likely to gain employment and to be successful in their chosen occupations which benefits themselves, the workforce, the community and the economy"

Peter Knight & Mantz Yorke

Hawkins (1999) :
"To be employed is to be at risk, to be employable is to be secure."

Developing Employability Skills

Good qualifications

+

Well developed transferable skills

+

A range of experience

+

Commercial awareness

+

Motivation!

What are Employers Looking for? Part 1

- Imagination/creativity
- Adaptability/flexibility
- Time management
- Assumption of responsibility and for making decisions
- Planning, coordinating, organising and analytical ability
- Ability to use new technologies
- Attention to detail

- Willingness to learn
- Independent working/autonomy
- Working in a team
- Ability to manage others
- Ability to work under pressure
- Good written/oral communication
- Numeracy

What are employers looking for? Part 2

- Communication

- Team work

- Integrity

- Intellectual ability

- Confidence

- Character/personality

- Planning & Organisation
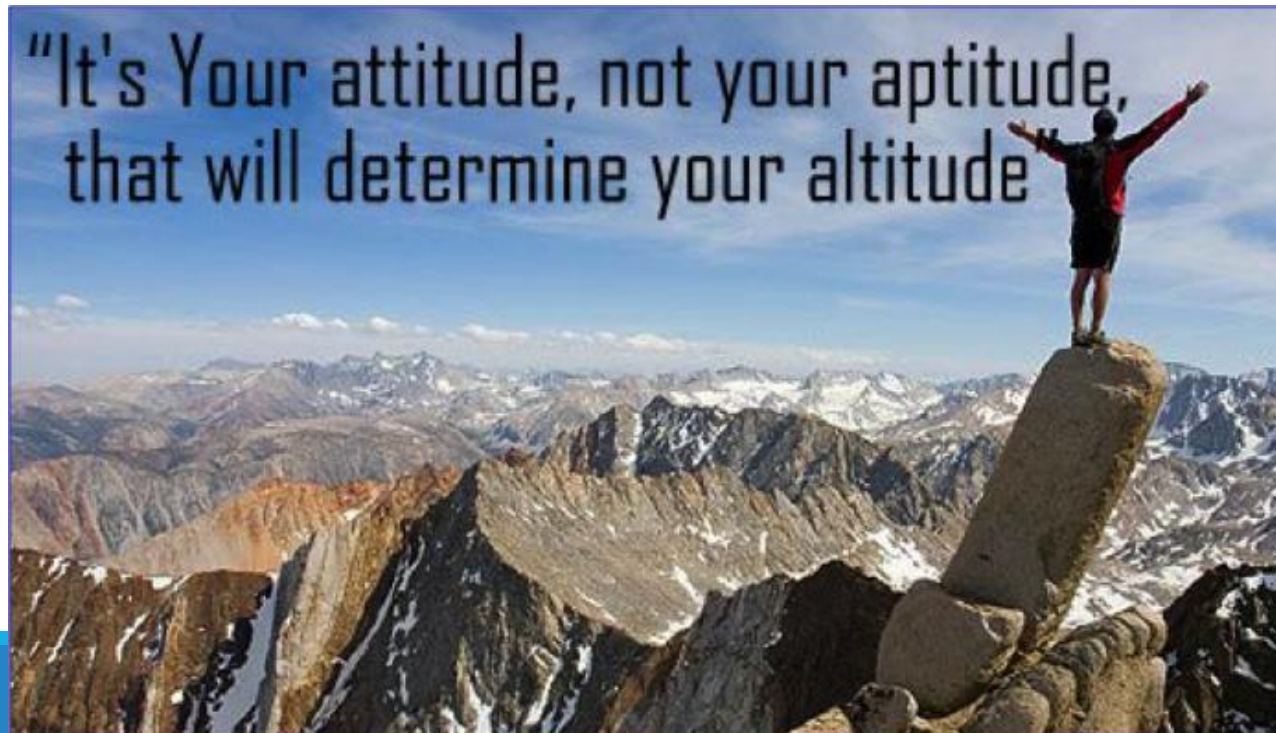
- Literacy

- Numeracy

- Analysis & decision-making skills

CBI/PEARSON Education and Skills Survey, 2016

- Growing demand for higher skills: 77% of businesses expecting to have more jobs for people with higher-level skills

- Employers look for graduates with the right attitude

"It's Your attitude, not your aptitude, that will determine your altitude"

Computing Science Jobs

Typically are generic at graduate level!

In reality:

- Software Development and Testing
- Systems Administration
- Database Administration
- Systems Architecture
- IT Management

- Most businesses have a need for computing science and the competencies developed during the degree widen career possibilities
- Other Jobs: Management, Analysis and Specification, Contract Negotiation, Marketting, etc. and a good knowledge of computing science is always valuable!

Job Advert: General Electric
Software Engineering 7-12 Month Internship

- cover all aspects of Software Engineering from software design and integration to testing.

Depending on skillset and role requirements, you will develop your programming languages skills in (but not limited to) Java, C, C++, C#, Python, Raspberry Pi and/or Arduino. You could be analysing requirements, designing an application or defining a test specification. You could be supporting with configuration management, database development and system monitoring and engaging with internal & external customers and third party vendors.

You will be guided by structured goals & objectives and will have responsibility to deliver on inspiring projects. We will support you throughout the year to ensure you make the best of your GE experience. Your manager will offer coaching and mentoring, and the Company will provide the opportunity to connect with other interns across the UK.

Candidate Requirements/Skillset

Essential

· Currently studying towards a Computer Science Related Degree - penultimate/final year

· Enthusiasm and interest for the functional area applied for

· Able to take ownership for projects and work to time limits

· Analytical

· Problem solver

· Clear communication

· Proficient in Microsoft Office

· Ability to work as part of a team

Desired

· Able to roll up your sleeves and get involved in challenging projects

· Well organised administration skills

· Inspired and curious

· Reliability and dependability

Where and how do you enhance your competencies

ENGAGE!!!!!!!!

- ❑ From your academic studies (CS: PD module)
- ❑ Work placements
- ❑ Work experience (jobs, placements, internships) : APPLICATIONS DEADLINES tend to be late Nov for the following summer
- ❑ Voluntary work
- ❑ Membership of university clubs and societies
- ❑ Attendance at events (conferences and industry events)
- ❑ Professional memberships (student) e.g. BCS, The Chartered Inst for IT (approx £60 for duration of course).
- ❑ Hobbies/interests

SEEK CAREERS ADVICE

- REGISTER with TARGETConnect: stirling.targetconnect.net to:
  - Book an appointment with a CES Consultant
  - Register for CES workshops and careers fairs
  - Part-time work and internships
  - Volunteering
  - Graduate Vacancies

- In person: contact the Careers and Employability Service (CES)

  Room 2Z: Student Services Hub

  Email ask@stir.ac.uk, or call 01786 466022

Student-led Facebook Page

https://www.facebook.com/be.job.ready

"Be Job Ready, Faculty of Natural Sciences, University of Stirling" **PLEASE "LIKE"**

Come and learn with the

Digital Eagles

UNIVERSITY of
STIRLING

where we will provide training
and support
to help you gain volunteering
experience

Look out for session next semester

Volunteer to work with children

Improve your training and presenting skills

Volunteer to work with older people

Enhance your CV with new skills

BARCLAYS

Learn to articulate (evidence) your competencies

Need to do this:

 CVs, LinkedIn Profile, Interviews, networking events…

Identifying and Evidencing Competencies

- ***"Identifying skills and poor interview technique are the greatest challenges for young jobseekers."***

HR Magazine, 2013

How do you include them in your CV , social media pages and articulate them in interviews etc?

ACTIVITY: Articulating YOUR Competencies

Think about a competency you are good at

Think about how you would write about it to convince someone that you are good at it

Thinking about your competencies

- Work individually or small groups

- Think about one competency you are good at
    e.g. teamworking, computing skills, communication, self-management etc.

- Explain this to someone as if you were answering an interview question e.g. "Tell me about your teamworking skills?"
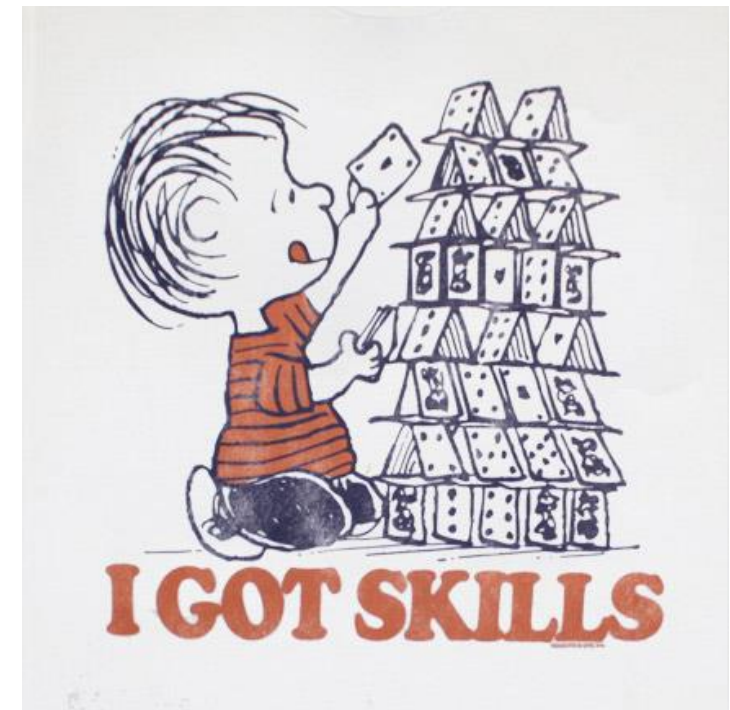
Activity!
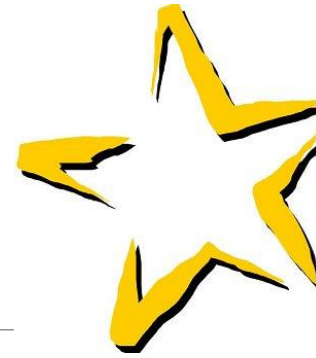# Articulating Skills-The STAR method

Now:

Take a page of paper

Draw a 4 pointed star

Write the first letter of STAR at each tip

I GOT SKILLS

Star Approach

Situation   Set the scene; describe a situation you were faced with:
when, where, who

Task   What did you need to achieve, what was the task ahead of you

Action   What action did **you** take? Your individual contribution

Result   What results did you achieve/ conclusions did you reach/ what
was the outcome?

Star Approach

Take 3- 5 minutes to write about your chosen competency for each STAR point

Situation — Set the scene; describe a situation you were faced with: when, where, who

Task — What did you need to achieve, what was the task ahead of you
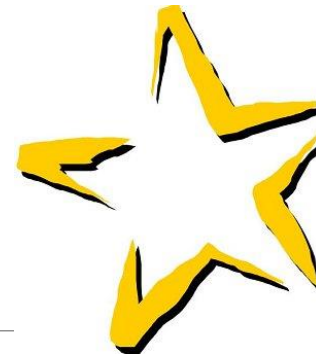
Action — What action did **you** take? Your individual contribution

Result — What results did you achieve/ conclusions did you reach/ what was the outcome?

HOME ACTIVITY

Look at the STAR

Develop a personal STAR for a given compentency….

........or two......or three......

THEN incorporate it into a short paragraph to articulate in an interview.

Make things work for you in applications

Show the "employer" how you match their requirements

Give evidence

Use strong and positive language and STAR to describe your skills:

❑ "I worked in a group to develop a Wiki"

OR

❑ "In first year, I successfully/confidently/effectively worked with (?led) a team of six students to develop a "Wiki" on social and professional issues in computing science. We developed this and made a joint presentation to our academic tutors which was assessed and received an excellent mark."

End of Session 1

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Sweets!

What about Quality Street?

❑ When you saw the sweets what did you think?

❑ When you got to pick one…what did you think?

❑ Why did you pick the one you did?

❑ If you didn't get the one you wanted:
   ❑ How did you feel?
   ❑ What did you do?

❑Experience affects our behaviour including decision making

Enhancing your Competencies through Reflective Practice

Reflection is what allows us to learn from our experiences: it is an assessment of where we have been and where we want to go next.
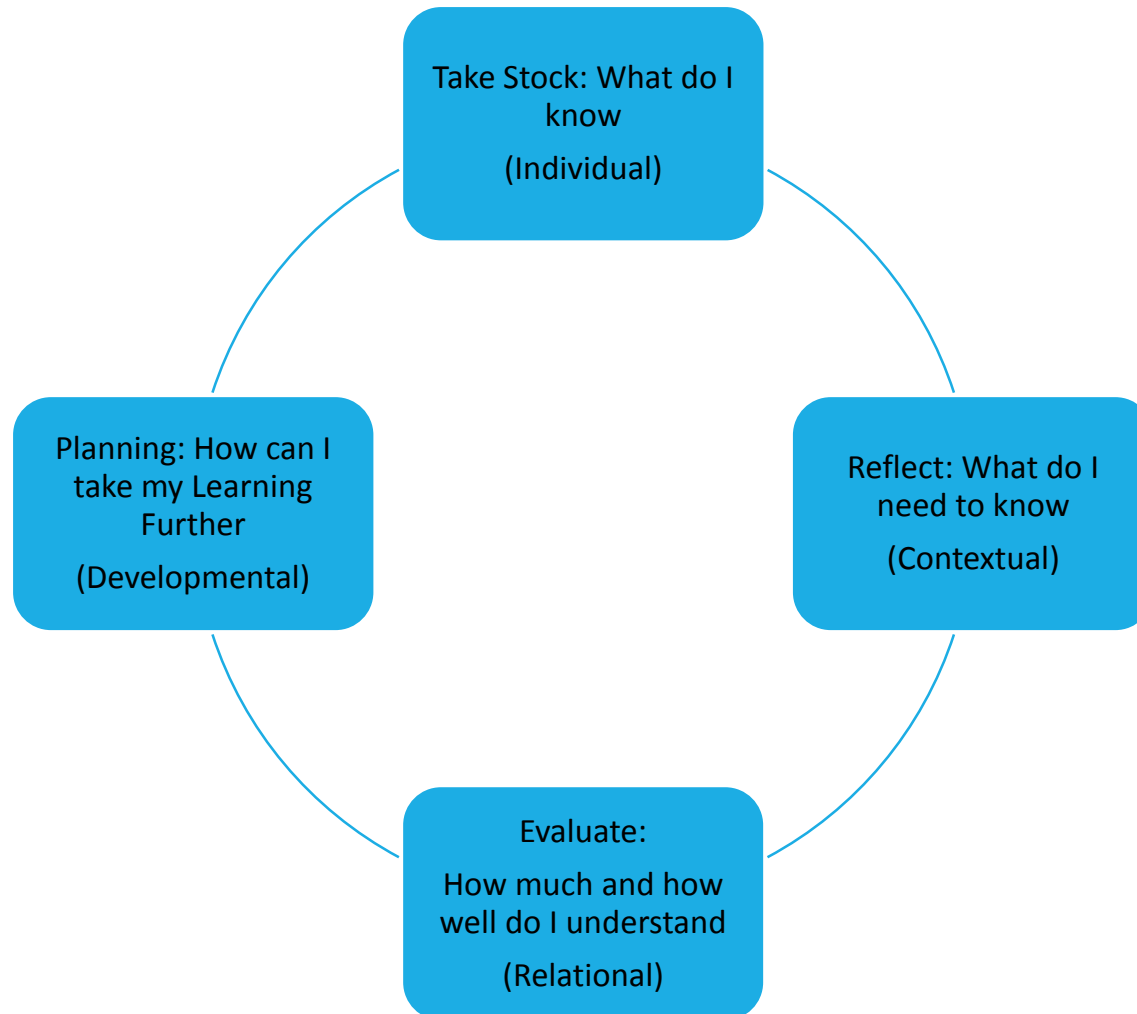**~ Kenneth Wolf**

Using reflective practice and why use it.

Reflection helps learners to:

• understand what they already know (individual)

• identify what they need to know in order to advance understanding of the subject (contextual)

• make sense of new information and feedback in the context of their own experience (relational)

• guide choices for further learning (developmental)
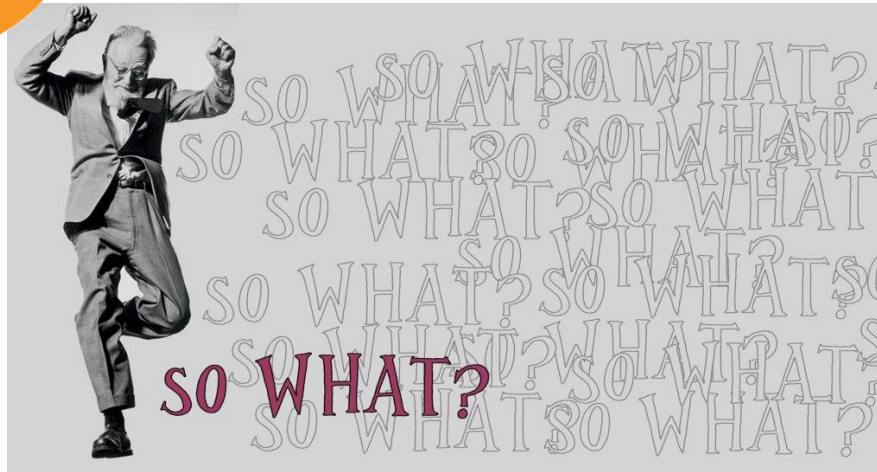
Learning Cycle

Take Stock: What do I know
(Individual)

Reflect: What do I need to know
(Contextual)

Evaluate:
How much and how well do I understand
(Relational)

Planning: How can I take my Learning Further
(Developmental)

Three Step Reflection Model:

What ?

So WHAT?

Now What?!!

BOUD, D. KEOGH, R. WALKER, D. (1985) REFLECTION: TURNING EXPERIENCE INTO LEARNING. LONDON: KOGAN PAGE.

Personal Reflections

Priorities?

Time management?

Motivation?

Communication?

Direction?

Strengths / Weaknesses?

Developing an action plan?

Reflecting

Learning Styles show preferences: not everyone is as reflective – some more action oriented etc, everyone can develop reflective practice.
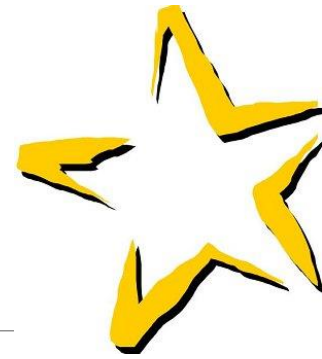
Reflection can be encouraged by:
- Structuring in time schedule
- Using journal, diary etc

Realistic assessment gives strength and benefits

Star Approach

Situation

Task

Action

Result

Reflection   Reflecting back on the situation, what did you

learn – about yourself and others – as the result of your

actions – what would you do differently, it anything, another

time?

Reflecting – A State of Mind

Learning Styles show preferences

not everyone is as reflective – some more action oriented etc
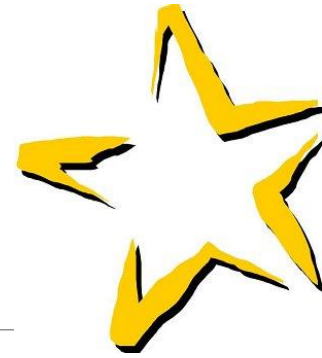
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realistic assessment gives strength

Star Approach

Situation

Task

Action

Result

Reflection   Reflecting back on the situation, what did you

learn – about yourself and others – as the result of your

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time?

Competencies: Organisation skills and Verbal communication

STAR …develop it over time as competencies are enhanced!

I took up running as a new year's resolution in order to increase my fitness levels. It became clear that in order to focus properly I needed a clear goal so I entered myself for the first Stirling marathon in 2016.

I created a training schedule for myself and began to run longer distances. As soon as my place was confirmed I began to try and find sponsors. I spoke to a number of people to try and raise money and managed to raise £1000 through friends and family. I then had the idea to try and gain corporate sponsorship. I approached a number of local businesses and agreed to wear a logo on my running clothes in return for sponsorship.

This was very successful and I raised a further £500. My achievement was featured in the local newspapers and I was awarded a medal from the Macmillan Appeal for my hard work.

Feedback on your assignment

❑ Feedback and Feedforward

❑ http://www.stir.ac.uk/academicpolicy/handbook/assessment/

❑ Allow three weeks for feedback

❑ Pick it up..read the comments...reflect on what you did and why the comment was there. Think about how you could have improved:

    ❑ Consider discussing

    ❑ with a friend....someone you trust...critical firend...your tutor

❑Next time you do an assignment, think about how to improve your submission based on the learning gained from the previous submission.

Competencies

How to develop them....

No-one is ever perfect...we are always learning and developing irrespective of experience, wisdom, age etc etc.

Think about what skills you wish to develop/enhance

EVEN if you don't know where to go with your career, you will still need to develop your "employability" skills

Developing Competencies using:
SMART Goals

Specific

Measurable

Attainable

Realistic

Timely

SMART GOALS

Specific: **Who** is involved? **What** do I want to accomplish? **Where**: Identify a location. **When**: Establish a time frame. **Which**: Identify requirements/constraints. **Why**: Specific reasons, purpose or benefits of accomplishing the goal.

Measurable: **How** much? **How** many? **How** will I know when it is accomplished?

Attainable: How are you going to do it? What action are you going to take?

Realistic: The goal is "do-able", It is action-oriented

Timely: You should establish a timeframe that must be realistic. Take time to "craft" it, write it down and re-visit!

Think back to STAR...marathon example

Specific   New years resolution; Increase fitness by running; By myself? With friend?

Measurable Start walking: running, increase distances weekly (less walking more running)

Attainable 0-5 k over 6 weeks, use NHS App

Realistic Start after back to university, second week of semester

Timely   Fun run on campus at Easter (April): Will give a result/happy ending

ACTIVITY

Think of a competency that you would like to develop further.

Use SMART Goals to write-up a plan

How to talk the talk: evidencing (RESULT with Happy Ending!)

Describing competency in team-working: On a CV……

Experience of working within groups including planning, co-ordinating and implementing.

Provide evidence from a situation: In second year helped out with StirHack and then developed a greater involvement in third/fourth year – on organising committee.

"As a result of effective management by students, the latest StirHack received excellent reviews from attendees. 2019 saw the highest numbers of attendees and gained sponsorship of £7,000. I was honoured to be part of the team."

How to talk the talk

In the interview… STAR (perhaps showing how you used SMART to achieve it!)

Connect with CES

🖥 stir.ac.uk/careers

f StirlingUniCareers

🐦 @StirlUniCareers

✉ careers@stir.ac.uk

UNIVERSITY of STIRLING

BE THE DIFFERENCE

Career Cafes

Wednesdays   12-2pm   Underground

Thursdays   11am-12pm   Oscars

Conclusion

Learn, Reflect, Do!

Questions???????

eunice.atkins@stir.ac.uk

Summary

- Employers use the language of competencies to describe the requirements of the role: they use them as criteria in recruitment.

- You will have gained and will be developing competencies from your personal life, education and other activities

- Consider examples of the competencies you have and evidence of them.

- Use STAR and Happy Ending in your CV etc

- Consider SMART to strengthen competencies throughout your time at university

- Engage with opportunities e.g. FNS Alumni Career Mentoring Scheme in 3rd Year, Internships

FEEDBACK

It will let help me reflect on this session and improve it for the future!

Thankyou!

Slides not used

Skills and Competencies

SKILL: An ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carry out complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills).

COMPETENCY: A measurable pattern of knowledge, skills, abilities, behaviours, and other characteristics that an individual needs to perform work roles or occupational functions successfully.

Competencies, therefore, may incorporate a skill, but are MORE than the skill, they include abilities and behaviours, as well as knowledge that is fundamental to the use of a skill

Reflection involves:

Slowing down……..

Pause to examine, analyse, inquire about complexities of life

active choice to pause and examine – not passive process

Cognitive processes – analysis, synthesis, evaluation

Many different forms and functions – many ways to reflect

Harry stared at the stone basin. The contents had returned to their original, silvery white state, swirling and rippling beneath his gaze.

"What is it?" Harry asked shakily.

"This? It is called a Pensieve,", said Dumbledore. "I sometimes find, and I am sure you know the feeling, that I simply have too many thoughts and memories crammed into my mind."

"Err," said Harry who couldn't truthfully say that he had ever felt anything of the sort.

"At these times" said Dumbledore, indicating the stone basin, "One simply siphons the excess thoughts from one's mind, pours them into a basin, and examines them at one's leisure. It becomes easier to spot patterns and links, you understand, when they are in this form."'

Student Focussed Teaching:
Learning Outcomes