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# CAREER ESSENTIALS



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**You, your degree and the skills  
employers want to see**

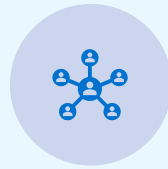
# Housekeeping



**Place to make  
notes and  
actions**



**Q&A Box (not  
the chat)**



**If I lose  
connection, stay  
with us**



**Recording and  
PP will be sent**



**Please complete  
the feedback  
form (2 mins)**



**Captions**

Respond at **[Pollev.com/emilypacker627](https://Pollev.com/emilypacker627)**



# Aim of the session

## **What will be covered in this session:**

- How and where you are developing skills from your university degree and extra-curriculars
- What the skills demands are from employers, now and in the future
- When and how skills are tested during the recruitment process


## **By the end of this session you will be able to:**

- Identify core skills that are being built in your university experience that are desirable to employers
- Recognise where desirable skills are being assessed in recruitment processes
- Identify areas of skills development in relation to specific career areas and future demand in the labour market


# Six areas of development for today




What are skills and why are they important?




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What skills are employers looking for?



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Where are skills tested in recruitment?




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How and where are you developing your skills?




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What is the future of skills demand?



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Manage your skills development

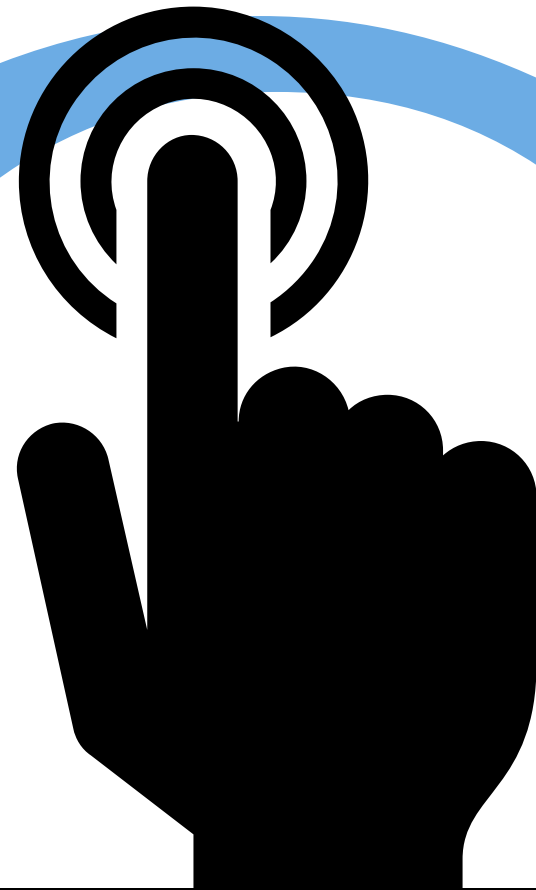


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**What are skills and  
why are they  
important?**



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**What one word comes to mind when you  
think of a skill?**

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# What are skills?



Skills are the expertise needed in order to do a job or task.



Job skills allow you to do a particular job



Life skills help you through everyday tasks.



Skills make you confident and autonomous and are essential for success.



Almost any skill can be developed



Successful career transitions are built on continuous skills development



# We can place skills into categories

## Attitudes and behaviours

Self-awareness

Positive thinking

Creativity

Emotional intelligence

Self-motivation

Resilience

Taking responsibility

## Technical Skills

IT and digital skills

Data handling and analysis

Job-specific technical skills (not IT)

Coding and programming

## Transferable skills

Time management

Problem solving

Teamwork

Presentation skills

Numeracy

Interpersonal skills

Writing

Listening

## Workplace skills

Career management

Leadership

Communication

Managing up

Dealing with conflict

Ability to work remotely

Negotiating and influencing

Commercial awareness



# Skills Audit Tool

## Self Assessment - Skills

Name:

Date of audit:

This skills audit resource is to help you recognise your skills and which you enjoy using. You can identify skills you need to, or would like to, work on and plan a skills development strategy to achieve your career goals. Use it termly or annually as part of your career development plan.

Skills can be developed in any area of life – academic, sports, student societies, work experiences or interests. Skills are equally valuable whether developed in paid or voluntary experience. Don't worry if you don't think you're good at a skill. If it's important to you and your career plans think about how you'll focus on developing it.

Skill	Skill level 1 – 10 (low - high)	Examples demonstrating the skill	Do you enjoy using this skill? 1 – 10 (low - high)	Would you like to develop this skill	Plan to develop this skill this term/year
<u>e.g.</u> Teamwork	5	Rowing/orchestra	8	Yes	student society committee, internship/work experience
<u>e.g.</u> Presentation	3	Report produced during vacation experience	2	yes	Faculty rep, introducing speakers, giving a talk
<b>Communications:</b> persuading, negotiating, influencing <b>Oral Communications</b> (debating, explaining, presenting, campaigning) <b>Written Communications</b> (writing, reviewing, briefing, report writing)					
<b>Teamwork/collaboration</b> (a team can just be two people working towards a shared goal)					

**Which skill do you feel you have the most confidence in (skills audit)**

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**What skills are  
employers looking for?**



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## **In this section**

**Common skills  
requirements from  
graduate  
employers**

**Skills requirements  
in the past year  
from the wider  
labour market**

**Where are skills  
tested in the  
recruitment  
process?**

# Which skills do you feel are most important to employers?

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## Most important

Problem  
solving  
(59%)

Resilience  
(58%)

Learning  
agility (51%)

Self-  
awareness  
(32%)

Commercial  
awareness  
(30%)

# Skills found lacking

1. Career management
2. Managing up
3. Negotiation/influencing skills
4. Leadership
5. Dealing with conflict
6. Job-specific technical skills
7. Commercial awareness
8. Business-appropriate communication
9. Data handling/data analysis
10. Self-awareness
11. Emotional intelligence

12. Time management
13. Presentation skills
14. Resilience (8)
15. Writing
16. Problem-solving
17. Numeracy
18. Staying positive / Positive thinking
19. Listening
20. Taking responsibility
21. Teamwork
22. Interpersonal skills
23. IT/digital skills



# Some skills are expected at hiring; some not

## Attitudes and behaviours

Self-awareness

Positive thinking

Creativity

Emotional intelligence

Self-motivation

Resilience

Taking responsibility

## Technical Skills

IT and digital skills

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## Transferable skills

Time management

Problem solving

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Interpersonal skills

Writing

Listening

## Workplace skills

Career management

Leadership

Communication

Managing up

Dealing with conflict

Ability to work remotely

Negotiating and influencing

Commercial awareness

# Skills needed on hiring vs develop on the job

**Resilience**

**Problem Solving**

**Commercial  
Awareness**

**Learning Agility**

**The three skills most  
important to develop in  
the role**

**The three most important  
to demonstrate in  
recruitment**

1.

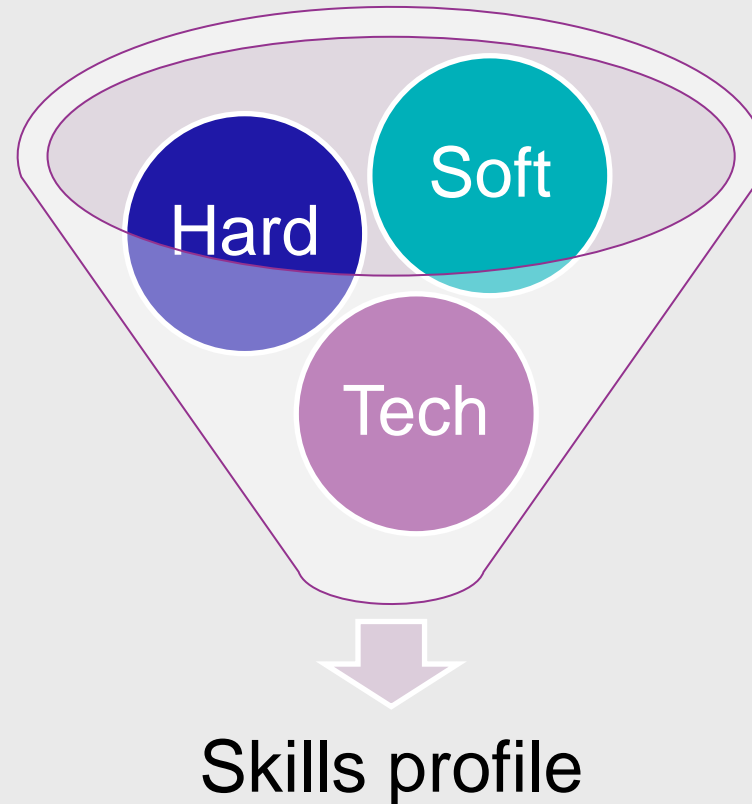
2.

3.

# Wider labour market

Top 10 in common skills (or pan job / industry) via City & Guilds  
Ranked by % increase in share of total jobs postings 2019 - 2020

1. Teaching
2. Leadership
3. Compassion
4. Innovation
5. Research
6. Empathy
7. Driver's License
8. Operations
9. Accountability
10. Mentorship



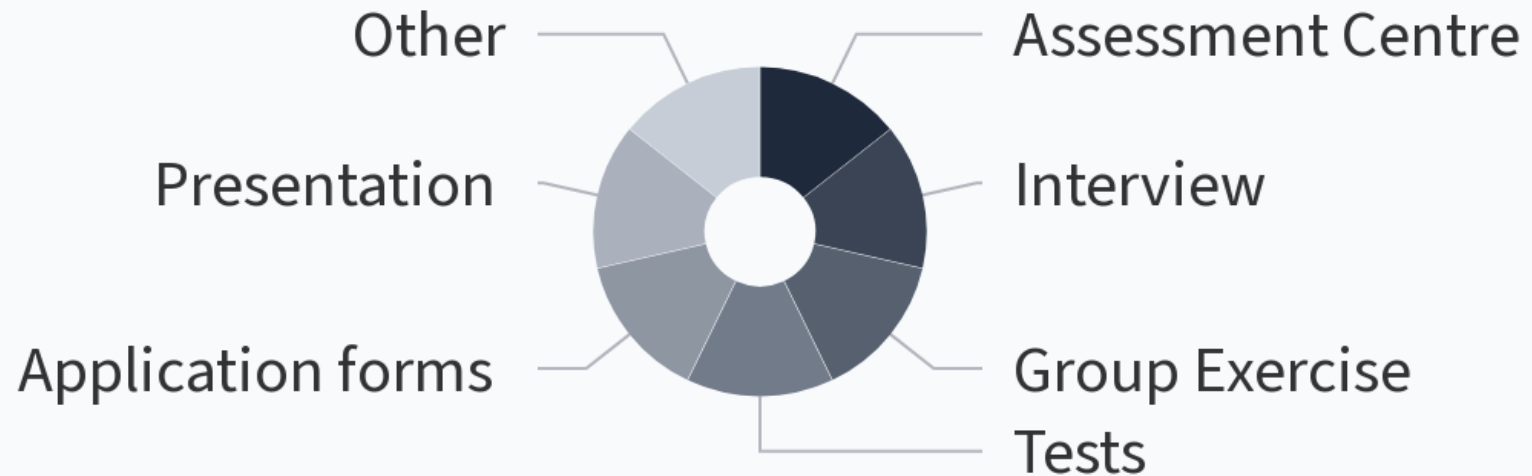
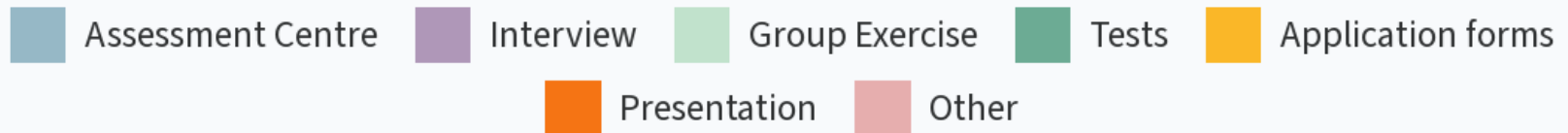
**Where are skills tested  
in recruitment?**



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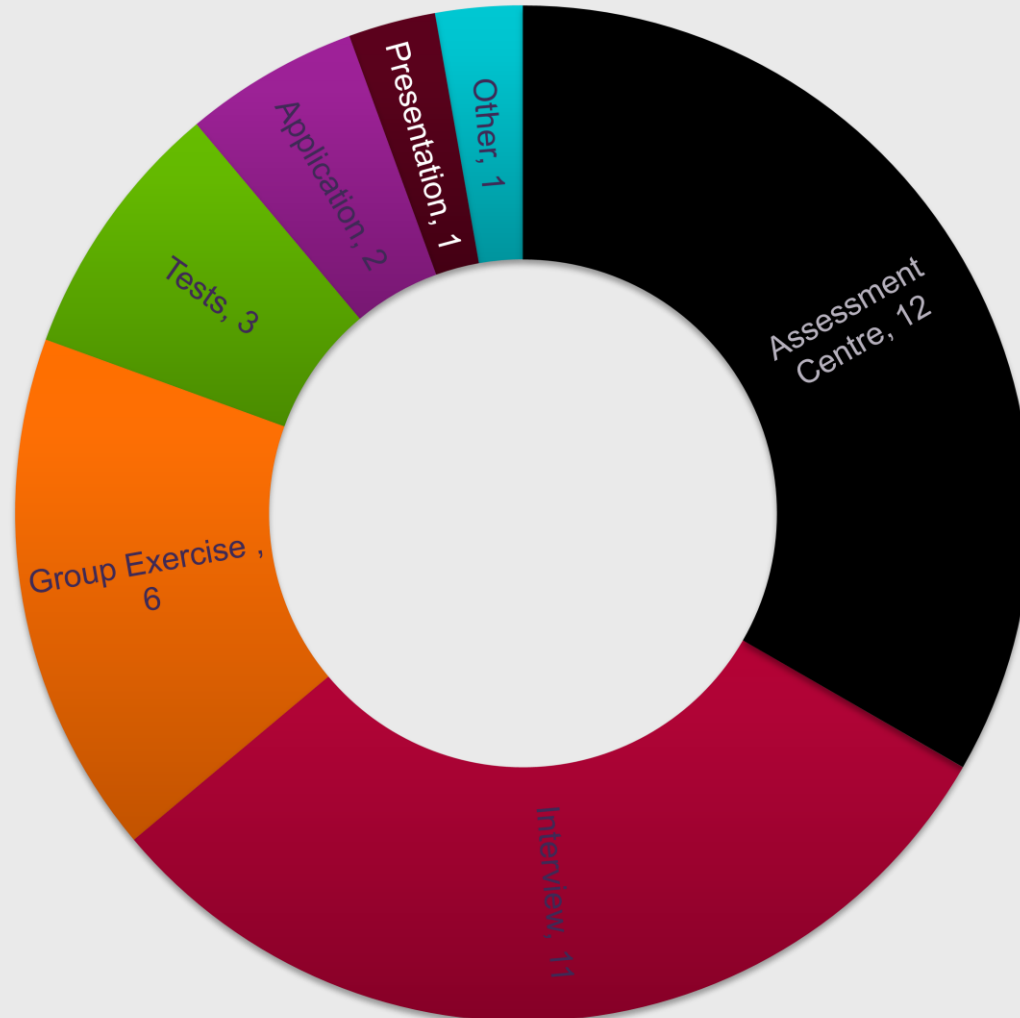


# At what stage of recruitment are the most skills tested?

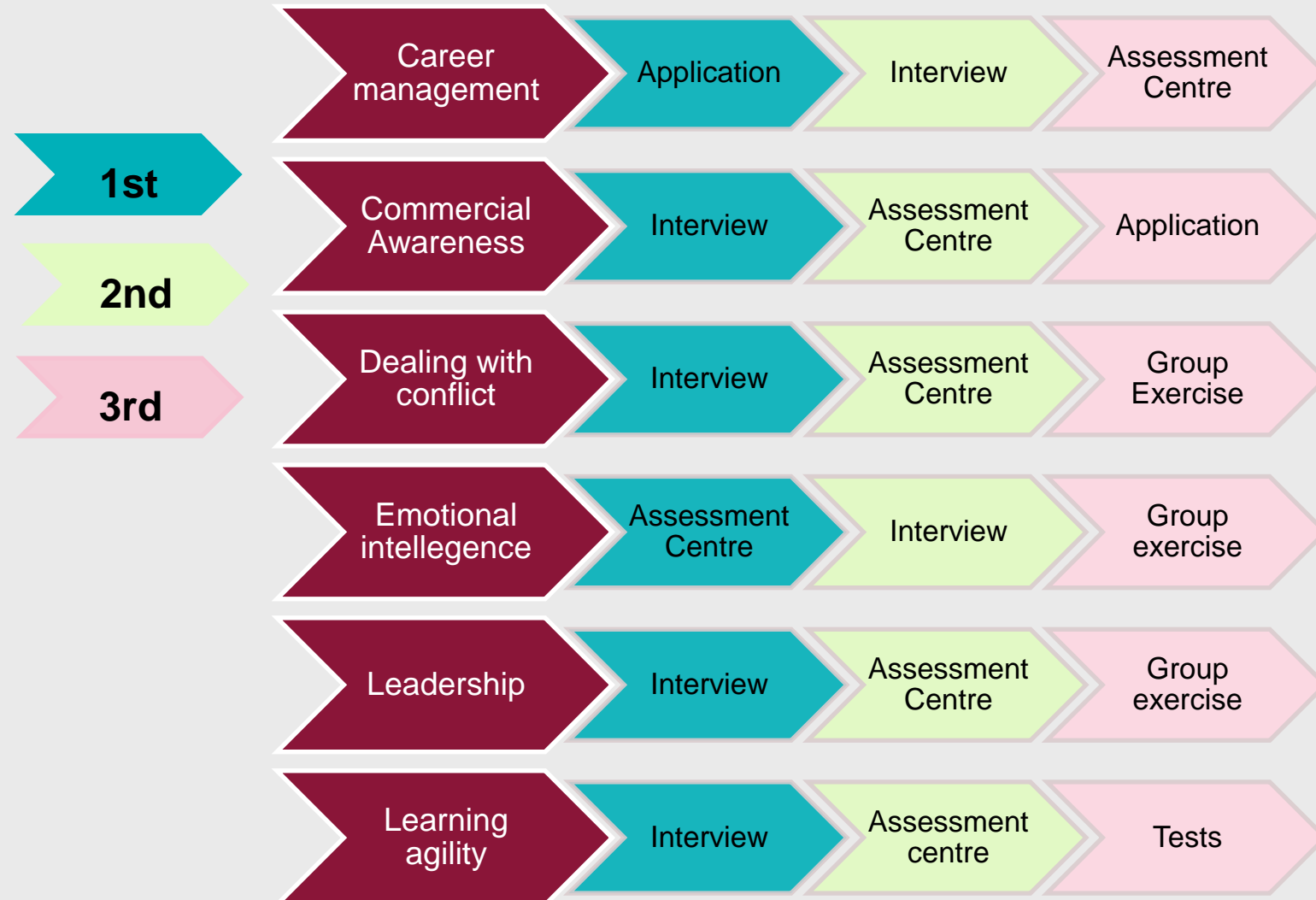


# Where are skills tested in Recruitment?

■ Assessment Centre ■ Interview ■ Group Exercise ■ Tests ■ Application ■ Other ■ Presentation

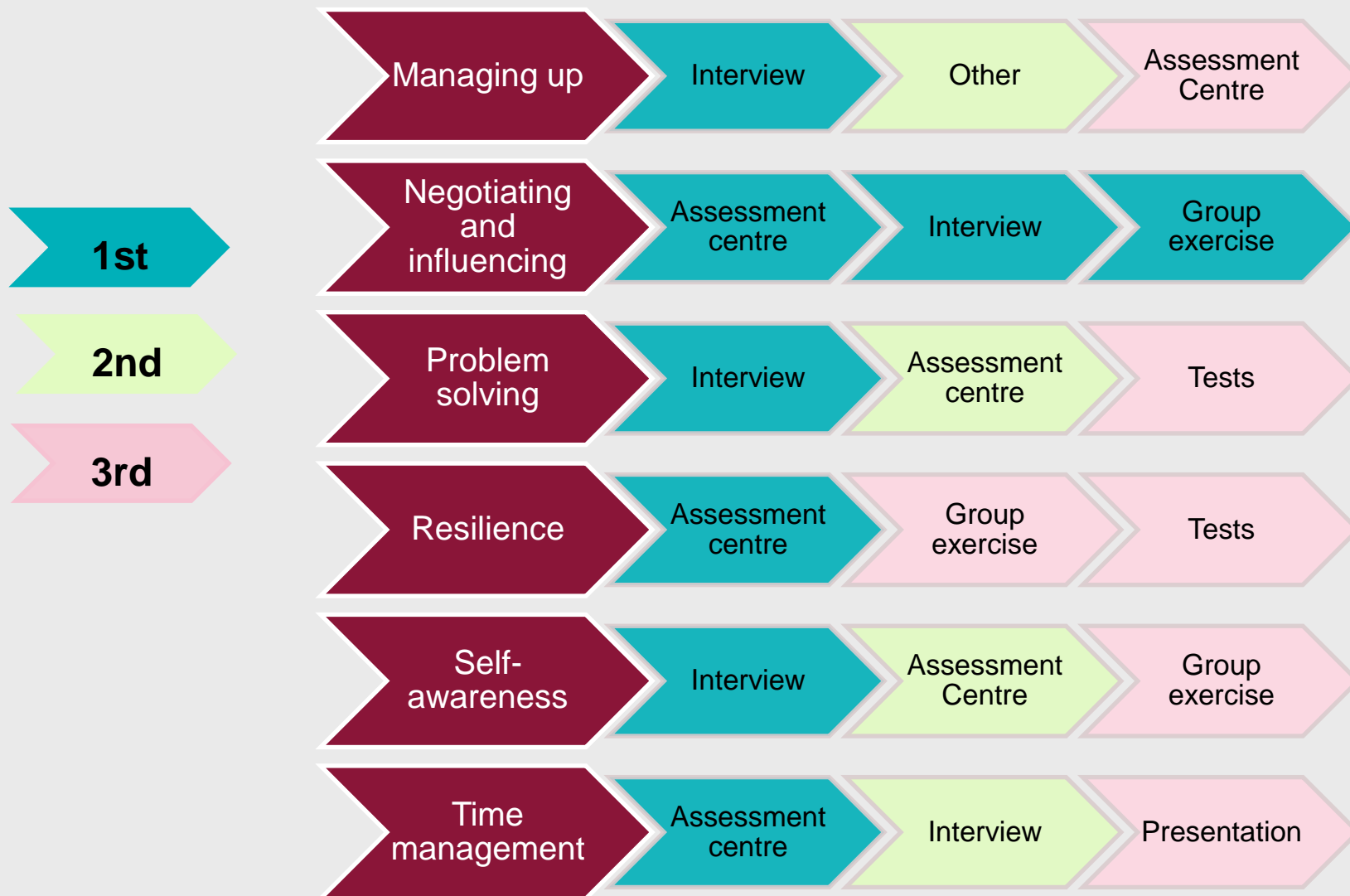


# Where are employers assessing particular skills?





## Where are employers assessing particular skills?



# How this can help your preparation



**Your application is a focus for  
your motivation and fit to the role**



**Prepare for later stages, earlier.  
How you talk about and  
demonstrate your skills is as  
important as your application**



**Focus on the skills required for  
the role and how you will evidence  
your potential – not just your  
achievements**



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**How and where are you  
developing your skills?**



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# Where do you feel you are currently developing your skills?

My degree study

Extra-curriculars (Sports & Societies)

Work & Volunteering

My own activities (i.e fundraising, clubs, competitions)

# Your skills and your degree experience

## Degree Study

Critical thinking

Debate

Reading

Experimentation

## Extra-curriculars

Society roles

Sports  
commitment

JCR

## Work & Volunteering

Summer work

Internships

Charity projects

## Personal Passions

Collecting

Sport  
competitions

Academic  
competitions

Entrepreneurship

Fundraising

# Your skills and your degree experience

## Degree Study

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Fundraising

# English Tripos

## The Cambridge English Course

The Cambridge English course is unique for combining full historical coverage with the chance to specialise and develop your own interests. In the first two years of your degree, you cover the full historical sweep of literature written in the English language from the medieval period to the present day. In your third year you have the freedom to pursue the interests you have developed, by choosing from a range of specialist topics and undertaking independent, guided research on topics of your own devising. The course embraces all literature written in the English language, which means that you can study American and post-colonial literatures alongside British literatures throughout; there are also options to specialise in either or both of these areas in your third year, and to study literature in other languages. The course also embraces all genres and periods, including writing by, for example, philosophers and essayists, as well as the more traditional genres of poetry, prose, and drama.

The course is divided into two parts. The first part gives you a strong foundational knowledge of literature across the centuries. The second allows you to explore your own interests in more depth. Manifold approaches flourish here – for example, in poetic and aesthetic theory, in postcolonial writing in English, in Renaissance texts as ‘material’ objects, in film and its links to literature – and we do not encourage any single method. Instead, we hope to instil in you the confidence to undertake self-directed study and develop unique and original approaches of your own. You will be encouraged to define your own questions, and to go about answering them using the analytical and intellectual resources you have developed.

Teaching is provided through lectures, seminars, and small-group supervisions and classes. You typically attend at least six hours of lectures or seminars, and two to three hours of individual, paired or small-group supervision each week. You normally write one or two short essays per week which you then discuss with your supervisor.

### Part I: A Broad Range, A Solid Grounding

‘Part I’ of the course occupies the first two years and introduces you to a broad range of literature written in the English language from 1300 to the present. This is divided into four periods and you study Shakespeare as a fifth topic. This structure ensures that you try many things – from medieval dream poems to Victorian melodrama to postmodern fantasy, say – but still get to know the major authors. There are few set texts, so you can focus on topics of particular interest within each period under the guidance of our distinctive teaching system. Uniquely, we do not have a syllabus; instead, students work with their supervisors to

**Autonomy**

**Independent**

**Decision  
making**

**Critical  
thinking**

**Debate**

**Time  
sensitive**



# How you are taught

## How We Teach

The Cambridge system is unique, and we teach in many ways, so you benefit from a rich combination of methods: from the intimacy of small group 'supervisions', to medium-sized seminar discussions, and larger lectures. We are proud of our commitment to teaching, and love working with our students as they develop their ideas.

### Supervisions

Each student has a director of studies who arranges weekly 'supervisions' in small groups, typically in pairs. The supervisions are led by lecturers, professors, and advanced PhD students who specialise in the area that you are studying – so you could find yourself discussing John Milton's poetry one-to-one with somebody who has just published a book on it. You will typically write a short essay for each supervision, which you will discuss, as well as considering the topic in general. This is an exciting form of teaching: intensive, exploratory and led by you. It offers potentially the most stimulating kind of education there is.

On the [Faculty web site](#), you will find information about the academics who teach English here at the University. We come from a variety of backgrounds within the UK and abroad - as do our students. We are united by our love of literature and our commitment to sharing that love through our teaching and research.



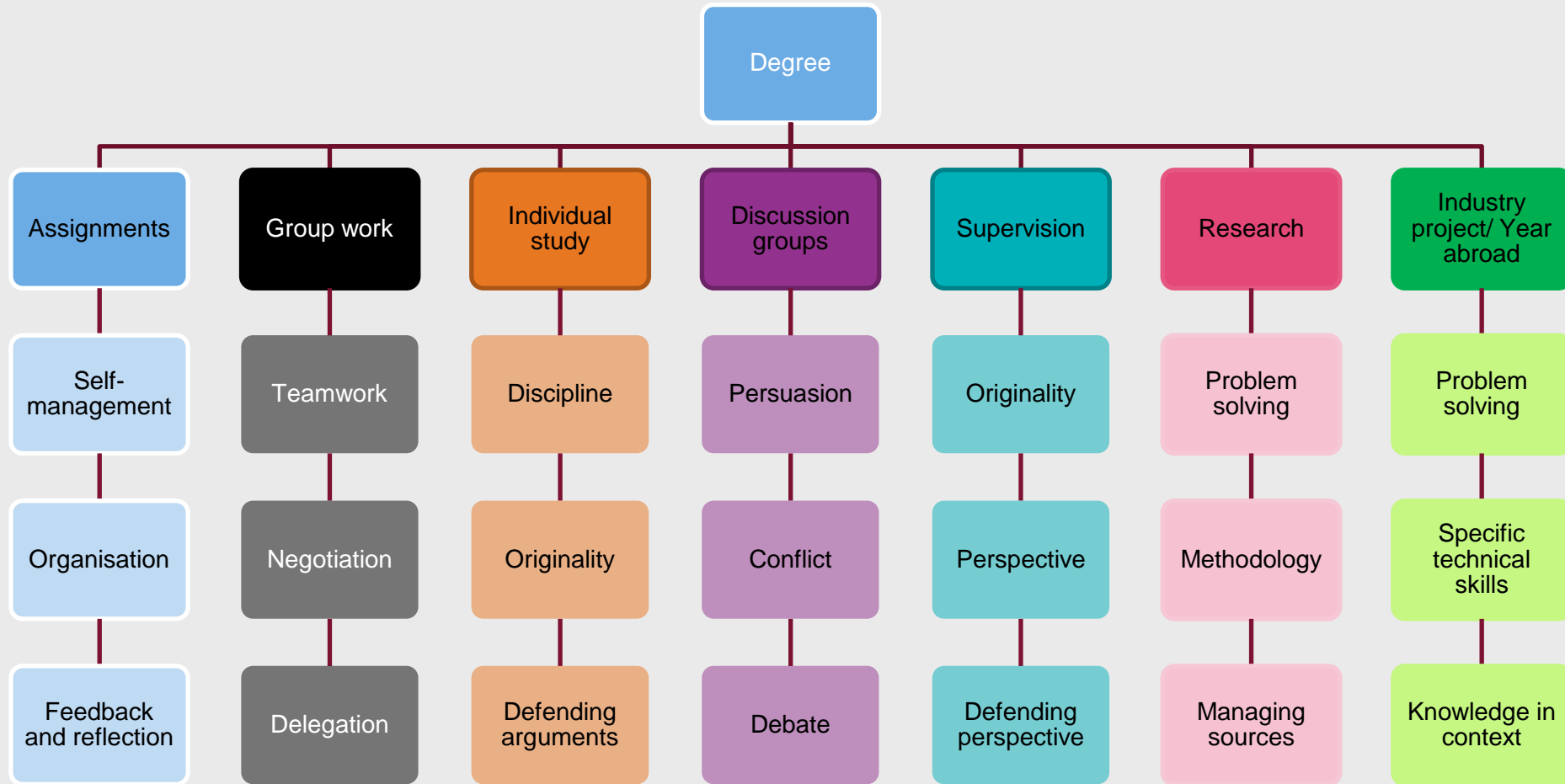
### Lectures

The Faculty puts on lectures which support your studies. There are no compulsory lectures, and you are free to attend lectures on any areas that interest you as well as those close to your current supervision topics. You could take a course which surveyed the background to many works – say, one lecturer sketching twentieth century attitudes to political change. Or several lecturers might offer ideas and information about one key work or subject – for example, four views on transatlantic conversations between twentieth-century writers. Lectures illuminate the whole subject panoramically and light up more focused intellectual passions.

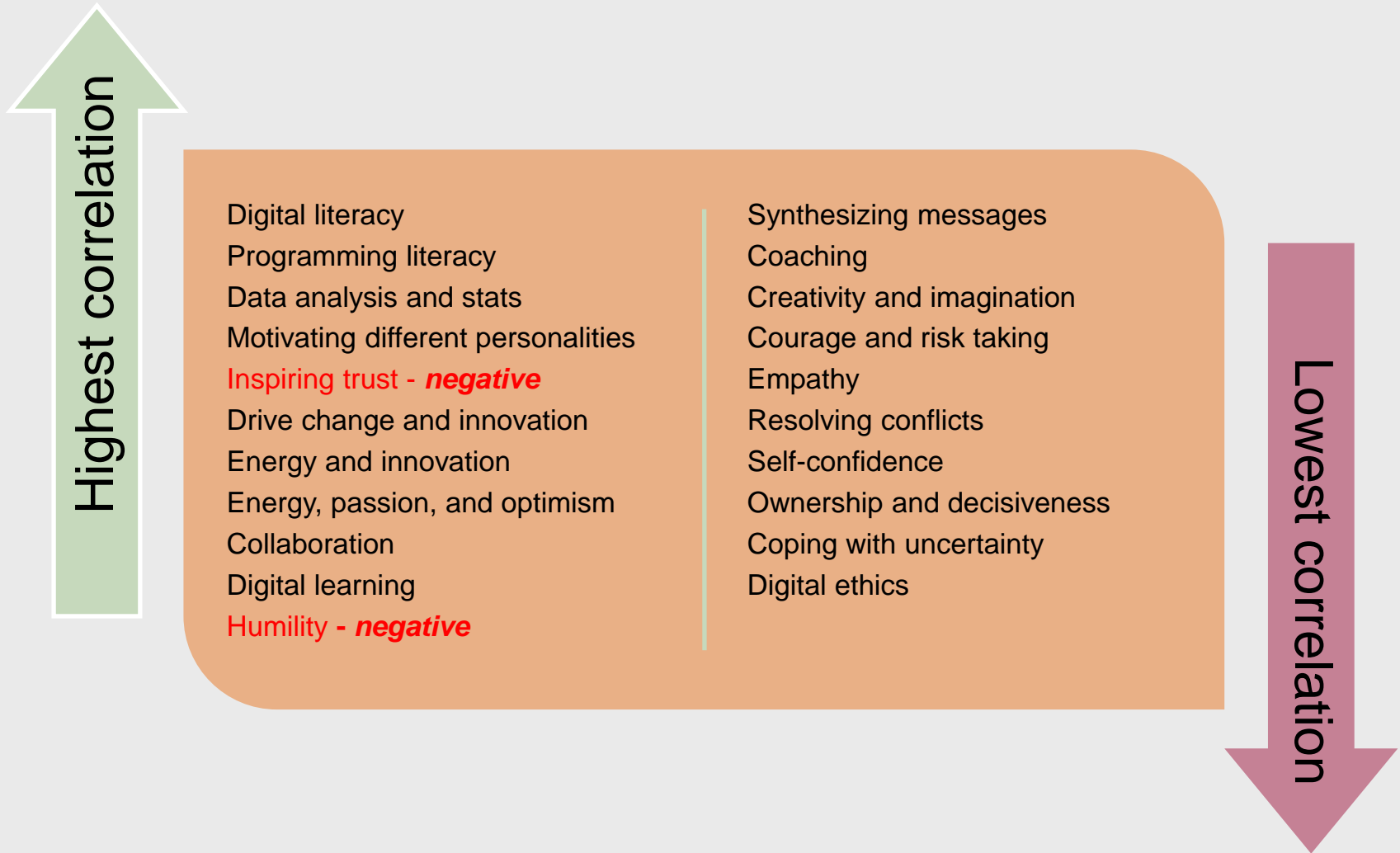
### Seminars

The faculty also runs seminars to extend your work on particular subjects, such as Shakespeare. Especially rewarding are the third-year seminars organised for students taking optional courses, in subjects such as Contemporary Writing, or Postcolonial and Related Literatures, or The History and Theory of Literary Criticism, in which small groups of students who have chosen to specialize in the field in question come together to discuss shared reading with the lecturers, and give presentations of their own.

# How and not *what* you are learning



# Some skills are learned; not taught



# Your skills and your degree experience

## Degree Study

Critical thinking

Debate

Reading

Experimentation

## Extra-curriculars

Society roles

Sports  
commitment

JCR

## Work & Volunteering

Summer work

Internships

Charity projects

## Personal Passions

Collecting

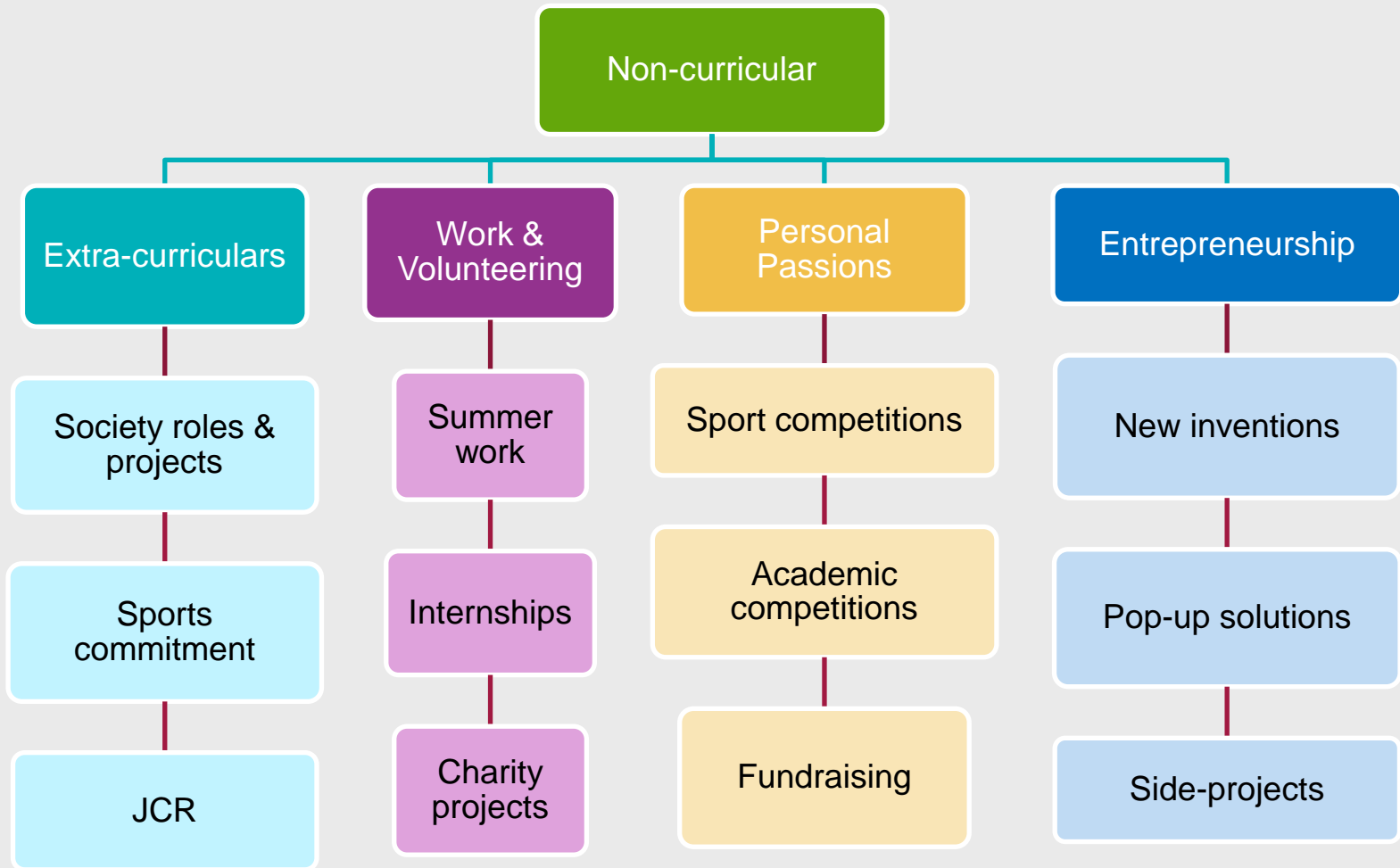
Sport  
competitions

Academic  
competitions

Entrepreneurship

Fundraising

# *What you are doing, and not where*



**Manage your skills  
development**



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# Key ways to manage your skill development

## Reflect

What and how are you learning on your degree?

Where are your strengths?

What does your involvement include?

What are you better at now?

What's missing?

## Industry

What does your industry look for?

Typical candidate profile?

## Timescale

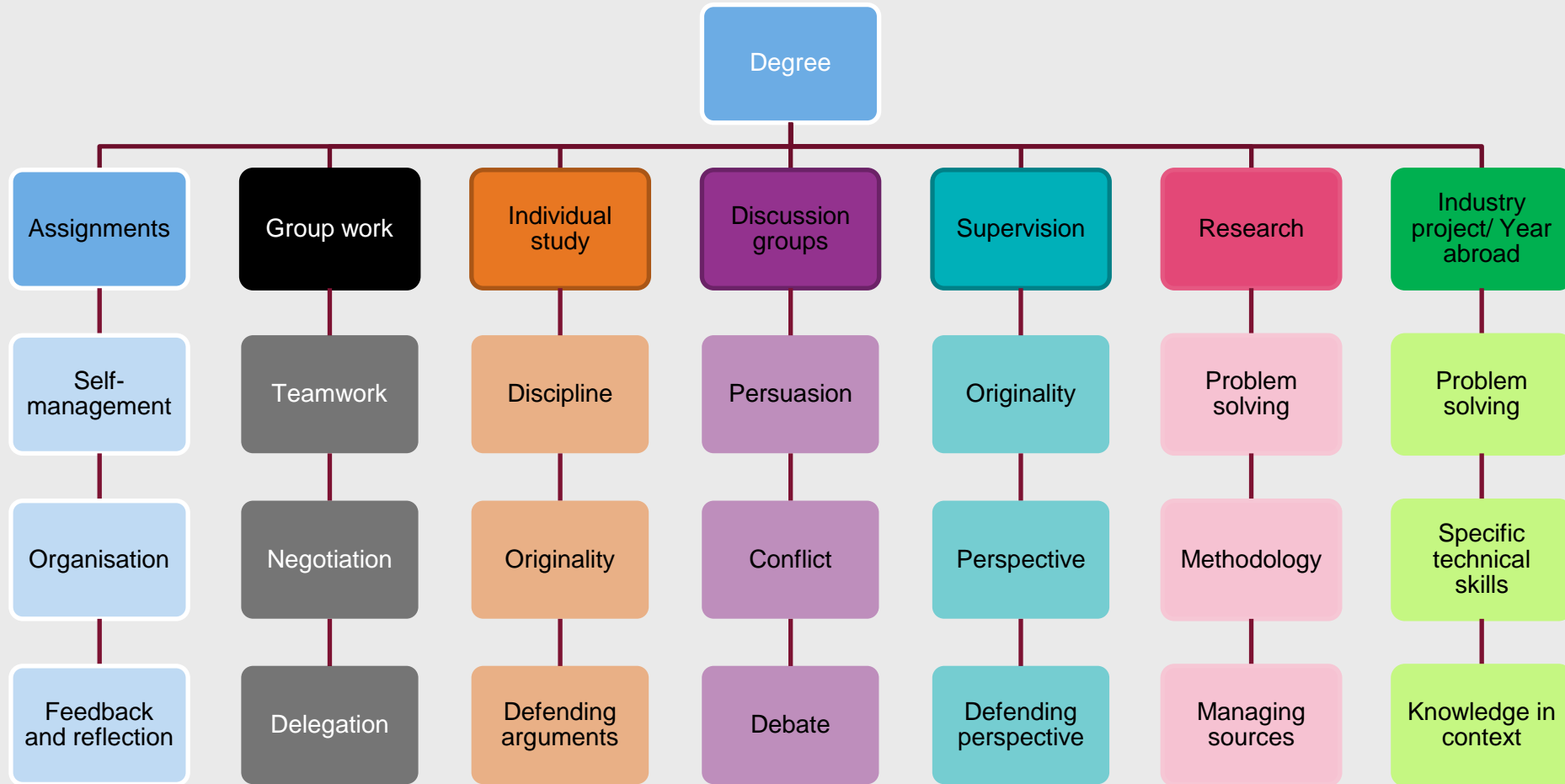
How long do you have to develop the skill?

How vital is the skill to your development right now?

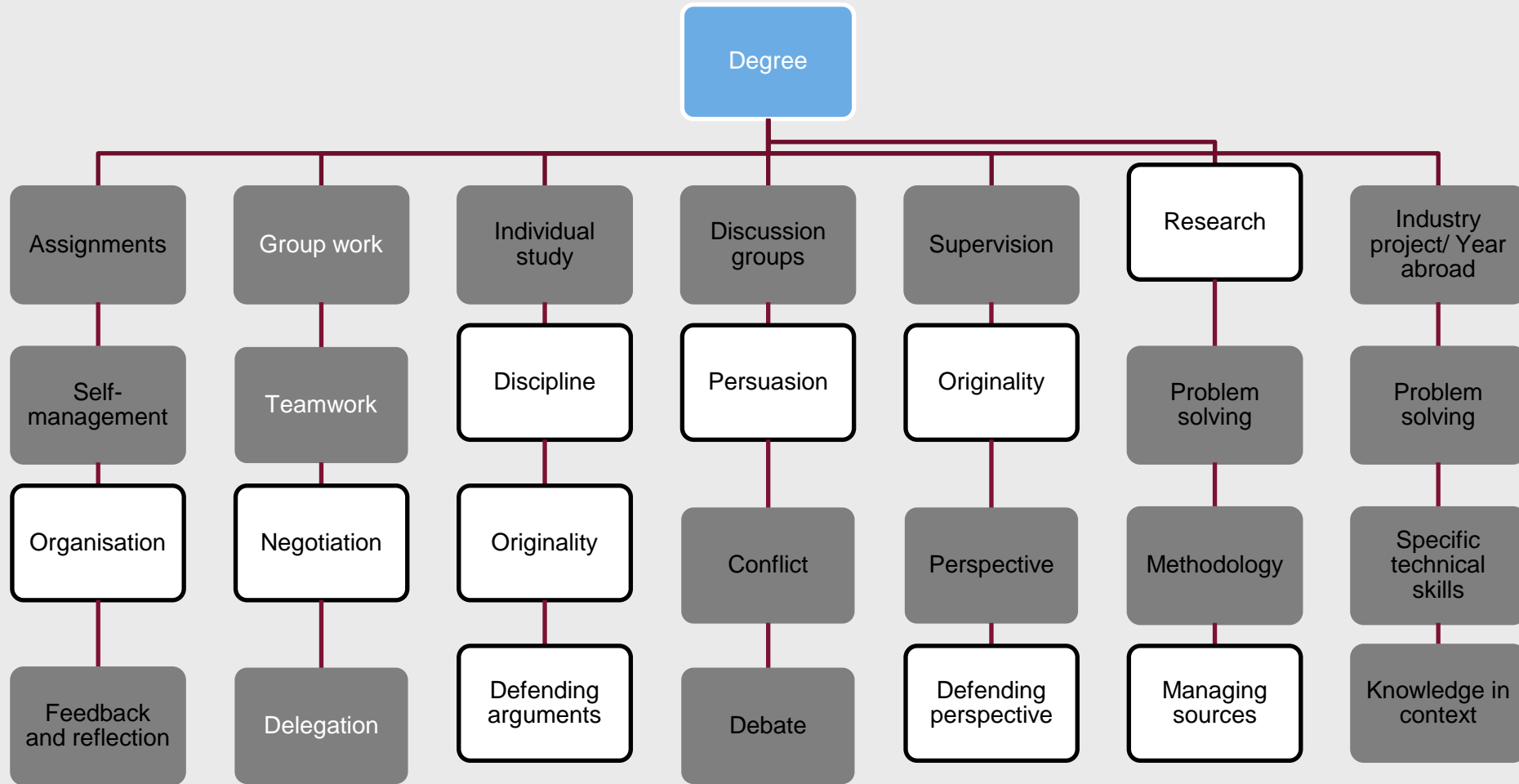
What future developments are you seeing?



# How and not *what* you are learning



# How and not *what* you are learning



# Ways to develop skills further

## Courses

LinkedIn Learning

Coursera

FutureLearn

Google Analytics  
Academy

## Open Access

YouTube tutorials

Lectures online

Lectures at  
Cambridge

Thought festivals

Virtual internships

## Informal

Hackathons

Datathons

Society projects

Society roles

Volunteering

Employer workshops  
& skills sessions

## Formal

Internships

Work experience

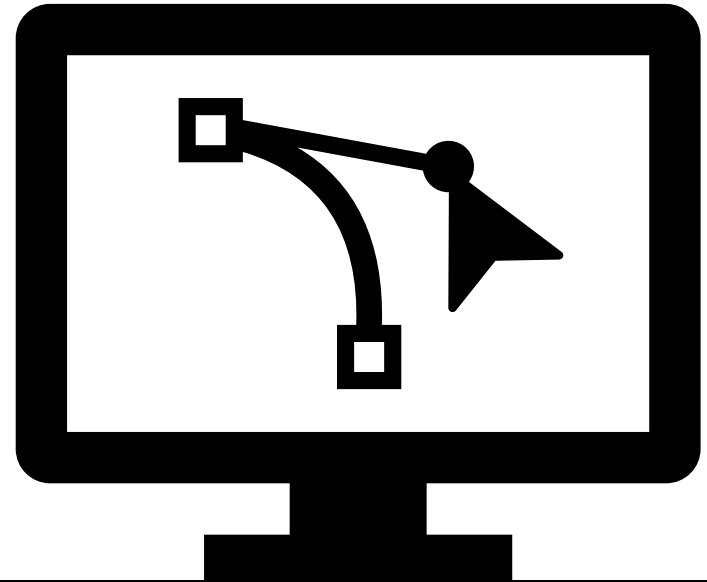
Mentoring

Competitions

Entrepreneurship

Committee roles

**What is the future of  
skills demand?**



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# What has the biggest impact on the need for skills in occupations?

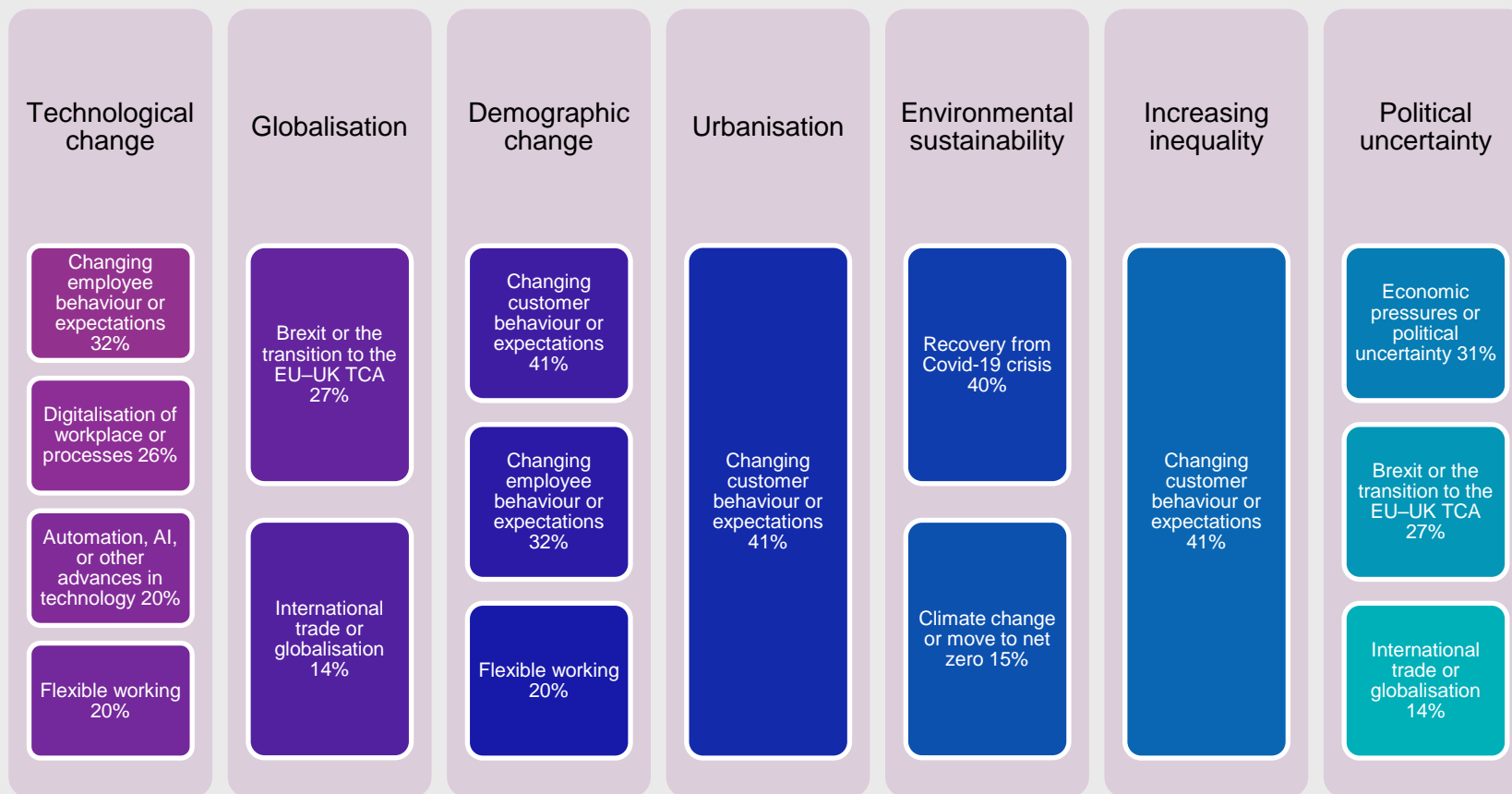
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# The Big 7 Factors



## Which of the following broad external trends, if any, will impact the skills your business needs in future?



# Skills in the wider labour market

Most important skills for top trending jobs for all industries in all regions, United Kingdom for 3 months ending May 2021/20.

3 months to May 2021



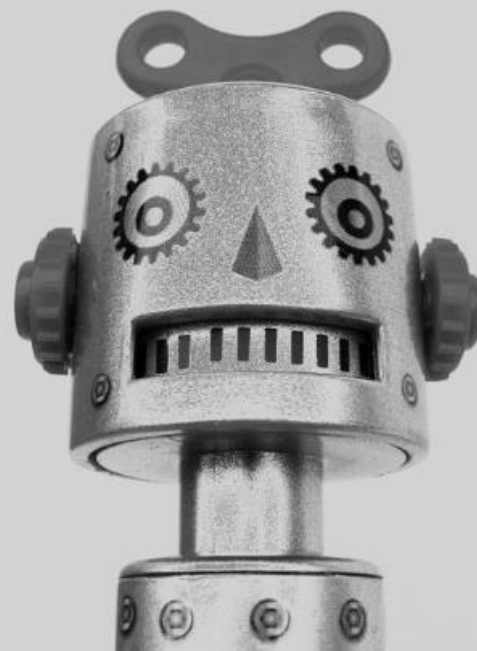
3 months to May 2020





**Sometimes when we think of the future...**

**Humans  
Need Not  
Apply**

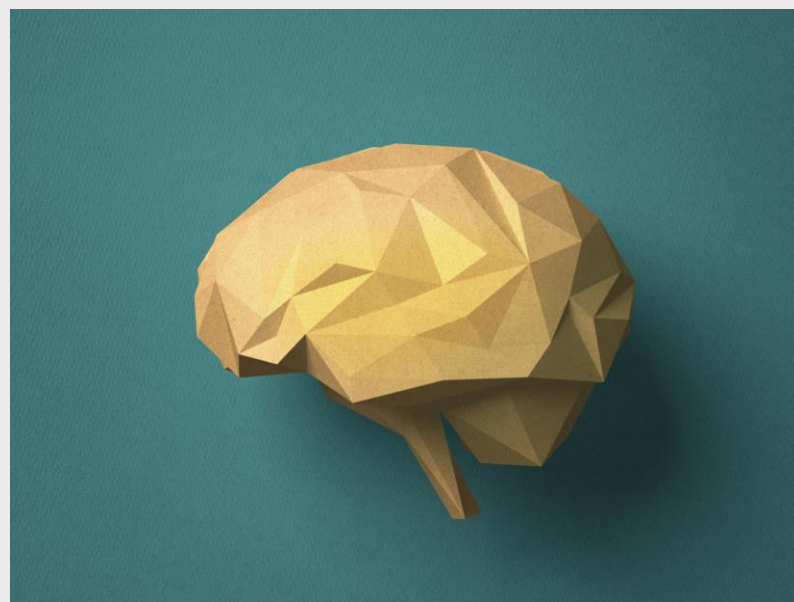


## What it really means

**“Occupations and their skill requirements are not set in stone. Occupations can be re-designed to pair uniquely human skills with the productivity gains from technology to boost demand for jobs”.**

## THE TOP 10 SKILLS, ABILITIES, AND KNOWLEDGE ASSOCIATED WITH RISING OCCUPATIONS (pg. 7 -8)

- **Judgment and Decision Making**
- **Fluency of Ideas**
- **Active Learning Strategies**
- **Originality**
- **Systems Evaluation**
- **Deductive Reasoning**
- **Complex Problem Solving**
- **Systems Analysis**
- **Monitoring**



# Top Skills for 2025 (WEF)

1. Analytical thinking and innovation
2. Active learning and learning strategies
3. Complex problem solving
4. Critical thinking and analysis
5. Creativity, originality and initiative
6. Leadership and social influence
7. Technology use, monitoring and control
8. Technology design and programming
9. Resilience, stress tolerance and flexibility
10. Reasoning, problem solving and ideation
11. Emotional intelligence
12. Troubleshooting and user experience
13. Service orientation
14. Systems analysis and evaluation
15. Persuasion and negotiation

Soft

Hard

Technical

# Thriving in the future means...



Develop skills that are uniquely human



Commit to lifelong learning and reskilling



Know that almost anything can be learned....relatively quickly



# What will you do next?

Undertake the skills audit

Reflect on my current activities and  
find strengths/weaknesses

Do more research into the skills are  
needed for my sectors

Look at further opportunities for  
skills dev. at Cambridge (and outside)

Book a chat with an adviser

# Questions?

<https://cam.joinhandshake.co.uk/surveys/1491>



# Useful links

- **List of Registered Clubs and Societies at Cambridge** *Find a full list of clubs and societies currently registered with the Junior Proctor*
- **List of sporting clubs and activities with UoC Sport**
- **Coursera** *Build skills with courses, certificates, and degrees online from world-class universities and companies.*
- **Google Analytics Academy** *Analytics Academy helps you learn about Google's measurement tools so that you can grow your business through intelligent data collection and analysis.*
- **Future Learn** *Learn 100% online with world class universities and industry experts. Develop hobbies, new skills and career-changing expertise with our flexible courses.*
- **Self-reflection tool-kit** *Includes the **Self Assessment – Skills audit**. This skills audit resource is to help you recognise your skills and which you enjoy using. You can identify skills you need to, or would like to, work on and plan a skills development strategy to achieve your career goals.*
- **Profiling for success** *Take personality and psychometric tests to analyse our skill strengths*
- **LinkedIn Learning** *Free to those with a **CRSID**. Enhance your skills with online video tutorials. Access to over 16,000 business, design & tech online courses.*
- **Careers Service YouTube Channel** *for advice from employers and recorded career planning tools*
- **Do-it** *for a wide range of volunteering roles*
- *Also consider: JCR roles in your college, student representative roles, skills sessions by employers, further lectures in your department and around the university, volunteering in your community.*
- *You can find a range of internships on Handshake as well as advice on finding internships here*



# References

- LinkedIn Economic Graph: Job Transitions skill matcher <https://linkedin.github.io/career-explorer/> (good for career changes)
- LinkedIn Economic Graph: Jobs and Skills Data <https://graph.linkedin.com/insights/labor-market> (useful for sector specific skills)
- LinkedIn Learning Blog: <https://www.linkedin.com/business/learning/blog/top-skills-and-courses> (good for navigating courses)
- Pearson: The Future of Skills: Employment in 2030 Website: <https://futureskills.pearson.com/>
- Pearson: The Future of Skills: Employment in 2030 Skills Glossary <https://futureskills.pearson.com/research/assets/pdfs/glossary-of-skills.pdf>
- Pearson: The Future of Skills: Employment in 2030 High level findings <https://futureskills.pearson.com/research/assets/pdfs/media-pack.pdf>
- City & Guilds Skills Index Report <https://www.cityandguildsgroup.com/-/media/cgg-website/documents/cg-skills-index-report-pdf.ashx?la=en&hash=B04AAEA0DBBF4F4A9203BBF024350A7C1B07257A>
- McKinsey & Co: McKinsey: These are the skills you will need for the future of work [https://www.weforum.org/agenda/2021/06/defining-the-skills-citizens-will-need-in-the-future-world-of-work/?utm\\_source=sfmc&utm\\_medium=email&utm\\_campaign=2748443\\_Agenda\\_weekly-2July2021&utm\\_term=&emailType=Agenda%20Weekly](https://www.weforum.org/agenda/2021/06/defining-the-skills-citizens-will-need-in-the-future-world-of-work/?utm_source=sfmc&utm_medium=email&utm_campaign=2748443_Agenda_weekly-2July2021&utm_term=&emailType=Agenda%20Weekly)
- McKinsey & Co: Defining the Skills Citizens will need in the future world of work <https://www.mckinsey.com/~media/mckinsey/industries/public%20and%20social%20sector/our%20insights/defining%20the%20skills%20citizens%20will%20need%20in%20the%20future%20world%20of%20work/defining-the-skills-citizens-will-need-in-the-future-world-of-work.pdf?shouldIndex=false>
- World Economic Forum: [https://www.weforum.org/agenda/2021/07/we-asked-young-people-about-work-and-skills/?utm\\_source=sfmc&utm\\_medium=email&utm\\_campaign=2752036\\_Agenda\\_weekly-6August2021-20210804\\_095303&utm\\_term=&emailType=Agenda%20Weekly](https://www.weforum.org/agenda/2021/07/we-asked-young-people-about-work-and-skills/?utm_source=sfmc&utm_medium=email&utm_campaign=2752036_Agenda_weekly-6August2021-20210804_095303&utm_term=&emailType=Agenda%20Weekly)
- WEF Future of Jobs Report <https://documentcloud.adobe.com/spodintegration/index.html?r=1&locale=en-us>

# Which skills did employers think were lacking? Most to least

Dealing with conflict

Negotiating/Influencing

Managing up

Career management

Leadership