

EMPLOYABILITY REPORT WORK SAMPLE

Topic: “Discuss some of the challenges facing new graduates in seeking employment upon graduating from University and outline some of the things that you can do to overcome these challenges”.

There are a lot of challenges to face when transition from graduating from university into the work. But the major issues lie in the fact that university education doesn't prepare an graduate students for real life experience. Sure, one can have the knowledge, but getting and holding a job in the field required an entirely different set of skills especially soft skills which most graduate's student lacks. Getting you first job as a university graduate is a huge move into life adults – where you're responsible for your own actions, have to counts on yourself and take risks.

Relationship in the professional world are very different from university. In university. You build relationship with people you want to – and for the most part with people around your same age. Relationship evolve naturally through interaction in class, form extracurricular activities on campus, through friends. And there's typically very little pressure to keep up relationship you don't enjoy.

However, once a graduate student enters the professional world, they find themselves in a very difficult position with a very different experience of building relationship. It no longer building for fun, or have nice people around you, it's now business and strategic. As Bridgstock (2009) noted, knowledge and skills important for employability comprise generic skills, career management skills and discipline-specific knowledge required for performance in a work situation. Generic skills, which are also known as 'soft skills' (Andrews and Higson 2008), 'core skills', 'transferable skills' and 'key competencies' (Mayer, 1992), are the key skills and capabilities transferable to a wide range of tasks and contexts beyond the university setting (Gilbert, Balatti, Turner, and Whitehouse 2004; National Skills Task Force [NSTF] 2000). Throughout this paper we will use the term 'generic skills' to describe those key transferable skills and capabilities. Kearns (2001) considered generic skills to be an essential component of employability at some level. These skills may be gained by students through formal and/or informal learning.

Most graduates are enthusiastic and full of hope being's wo believe that they are going to get their dream jobs. Well for some recent graduate students do get the job earlier than others do, but some of them have a setback because of the they real world professional experience, industry knowledge and connections/relationships. When you're at university quite often it is easy to coordinate your life between study, part-time job, friends, family and leisure. However, this can become much harder when you're sitting at desk for forty-hour week and travel considerable amount of time to and from work. It suddenly become more difficult to find time catch up with mates during the week and be flexible with day-today routine

Though these challenges can offer new graduating students' coms difficult while they transition to the professional world, the right opportunity is out there for everyone. However, it is vital to put time, effort and concentration into searching for the right position. Application should always be tailored and relevant to that specific role so your Resume can speak for itself and accepting the position that is right for you.

References

- Andrews, J. &. (2008). Graduate employability, 'soft skills' versus 'hard' business knowledge: A European Study. *Higher Education in Europe*, e, 33(4), 411–422.
- Bridgstock, R. (2009). The graduate attributes we've overlooked: enhancing graduate employability through career management skills . *Higher Education Research & Development*, 28(1), 31–44.
- Okolie, U. C. (2020). Enhancing graduate employability: Why do higher education institutions have problems with teaching generic skills? *Policy futures in education (1478-2103)*, 18 (2), p. 294.
- Pang, E. (2019). Competencies for fresh graduates' success at work: Perspectives of employers. *Industry & higher education (0950-4222)*, 33 (1), p. 55.