**Identifying employability capabilities**

**Workshop plan**

|  |  |
| --- | --- |
| **Duration** | 1 hour |
| **Venue** | Tables are set up for groups of 4 or 5 |
| **Participants** | This workshop is fine for up to 40 students and staff in a single session. |
| **Resources needed** | Flipchart paper  Felt tip pens  Post-it notes  Timer  [Research summaries](#_Research_Summaries)  [Graduate profile attributes diagram](#_Graduate_profile_attributes) (*draw onto flipchart paper or print on A1*)  [Graduate profile survey](#_Graduate_profile_survey) |
| **Aim** | To explore the capabilities and attributes that graduates need and to identify how well tertiary institutions currently prepare future-ready graduates. |
| **Learning outcomes** | By the end of the workshop participants will be able to:   1. Discuss global trends and their implications for the future of work. 2. Identify the capabilities graduates will need if they are to thrive in their future lives and careers. 3. Relate capabilities to their institution’s Graduate Profile. 4. Identify any gaps in their efforts to develop the capabilities “Future-Ready Grads” will need. |
| **Lesson narrative** | Graduates are expected to emerge from university with the essential capabilities needed in their future careers and lives. But what exactly are these capabilities? What does a *'future ready'*graduate actually look like?  In this workshop, we invite participants to identify the specific knowledge, skills and attributes that will allow our future graduates to establish successful careers in a rapidly evolving workplace. We also introduce the University of Auckland Graduate Profile (GP). The session will culminate with a discussion on gaps in our programmes, teaching and assessments. |
| **Beginning** |  |
| **00 – 05 minutes** | Welcome and introductions.  Briefly explain GP attributes. For University of Auckland participants, further information on GP attributes is available on this [site](https://www.auckland.ac.nz/en/students/forms-policies-and-guidelines/student-policies-and-guidelines/graduate-profile.html), print off supporting handouts if needed.  Split into groups of 4 to 5.  Hand out flipchart paper and markers. |
| **Main section** |  |
| **05-15** | Group activity  Hand out [*research summaries*](#_Research_Summaries) (1 per group member).   * Group members to consider their assigned research summary and identify the work / employment trends that they think will affect graduates over the next 3 to 5 years. * Group members to consider environmental changes and changes to work practices. * Group members to share their thoughts, one group member to scribe. * Group to briefly share ideas with whole group. |
| **15-25** | Individual activity  Hand out post-it notes (several blocks for each group).   * With trends identified, group members to identify the capabilities or attributes that graduates need. * Group members work individually. * Group members to write one capability/attribute per post-it note. * To complete as many as possible in 5 minutes. * It’s a race! |
| **25-40** | Group activity  Hand out [*graduate profile attributes diagram*](#_GP_Survey). If you are not working in the university of Auckland, this diagram will need to be developed using your institution’s profile.   * In turn, group members to map their capabilities / attributes on the diagram and explain their choices. |
| **40-45** | Individual activity  *Hand out* [*graduate profile survey*](#_Graduate_profile_survey)*.*  With capabilities / attributes identified and mapped to the GP, group members to consider their programmes and how well each theme is taught / developed.   * Group members to complete GP survey. * Group members to share and compare survey results with rest of group if they wish to. |
| **45-55** | Whole group discussion  Drawing on survey results and other workshop activities, prompt group to consider the implications on teaching and/or institutional practices. Collect feedback on whiteboard. |
| **Ending** |  |
| **55-60** | Questions.  Close. |

**Lesson run sheet**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Time in minutes** | **Participant Activity** | **Facilitator Activity** | **Resources** | **Learning Outcomes** |
| 00-05 | Participants to introduce themselves. | Facilitate introductions and welcome participants. | Flipchart paper and markers. |  |
| 05-15 | Complete group activity. | Rove and facilitate activity. | Research summaries. | 1 |
| 15-25 | Complete individual activity. | Rove and facilitate activity. | Post-it notes. | 2 |
| 25-40 | Complete group activity. | Rove and facilitate activity.  Capture conclusions – which are usually that the graduate profiles are very good and capture the essentials of employability. | Flipchart paper and markers.  Post-it notes. | 3 |
| 40-45 | Complete GP survey. | Rove and facilitate activity. | GP survey. | 3 |
| 45-55 | Whole group discussion. | Facilitate discussion.  Capture conclusions – which are usually that we could be doing a lot more and a lot better but we find it difficult. | Nil. | 3 |
| 55-60 | Listen. | Summarise workshop and draw themes and concepts together.  Invite questions. | Nil. | 1-3 |

**Research summaries**

World Economic Forum (2016)

Consulted with 371 global employers representing 13 million employees.

* The most in demand work specialisms did not exist 10 years ago. 65% children in primary school will enter jobs that do not yet exist.
* Drivers for change; nature of work / flexibility 44%, middle class in emerging markets 23%, climate change / natural resources 23%, geopolitical volatility 21%.
* Significant shifts over 3 to 5 year timeframes – business model disruption impacts on skill disruption almost immediately.
* The top three essential skills needed for a career in the upcoming Fourth Industrial Revolution are complex problem solving, critical thinking and creativity.
* Advocates rethinking education systems, incentivising lifelong learning and multi-sector partnerships.

Committee for Economic Development of Australia (2015)

* 40 per cent of Australian jobs that exist today, have a moderate to high likelihood of disappearing in the next 10 to 15 years.
* Hollowing out of employment with low skill and highly specialised skilled jobs less affected by automation.
* Rise in self-employment and freelancing – represents 1/3 of workers now and rising.
* Innovation is the key and we need to innovate in the ways we invest in innovation.

Foundation for Young Australians (2017)

* Analysed 2.7 million job ads for 4,600 skills
* Identified 7 job cluster: the generators, the artisans, the carers, the coordinators, the informers, the technologists.
* Future Australians will have 17 employers and 5 careers.
* Tertiary institutions are preparing people for jobs that will not exist when they graduate.
* Skills are more portable than we think. In training for one job you are developing skills for other jobs.
* Some skills / attributes are common to most clusters e.g. communication, problem solving, team work, digital literacy.

Dorr (2017)

* Exponential growth in price–performance of technologies.
* We are rubbish at predicting the future – “Dynamic nonlinear phenomena are deeply unintuitive” (p.328).
* Identifies three fallacies: the linear growth fallacy, the all other thing equal fallacy and the arrival fallacy.
* The future is not just a moving target but an accelerating one (p.328).

**University of Auckland Graduate profile attributes diagram**

Solution seeking

Communication and engagement

Independence and integrity

Critical thinking

Social and environmental responsibilities

Knowledge and practice

Scholars, Innovators, Leaders, Global Citizens

**Graduate profile survey**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Theme** | **To what extent does your programme develop the capabilities you identified as important?** | | | | | | | | | | **Comments** |
| Disciplinary knowledge and practice | 0  Not at all | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  Fully |  |
| Critical thinking | 0  Not at all | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  Fully |  |
| Independence and integrity | 0  Not at all | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  Fully |  |
| Communication and engagement | 0  Not at all | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  Fully |  |
| Solution seeking | 0  Not at all | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  Fully |  |
| Social and environmental responsibilities | 0  Not at all | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  Fully |  |
| Blank for you to add new themes: | 0  Not at all | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  Fully |  |
| Blank for you to add new themes: | 0  Not at all | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  Fully |  |