Higher Education and Employers: Partnering to Prepare the Workforce of the Future

The Challenge

Test Finds College Graduates Lack Skills for White-Collar Jobs
Forty Percent of Students Seen Ill-Prepared to Enter Work Force; Critical Thinking Key

By LYNN O'SHAUGHNESSY / MONEYWATCH / January 20, 2015, 12:01 AM

New college grads: Who employers want to hire

11% of business leaders strongly agree that college prepares students for success in the workplace.

January 20, 2015

College Students Think They're Ready for the Work Force. Employers Aren't So Sure.

14% of the general public strongly agree that college prepares students for success in the workplace

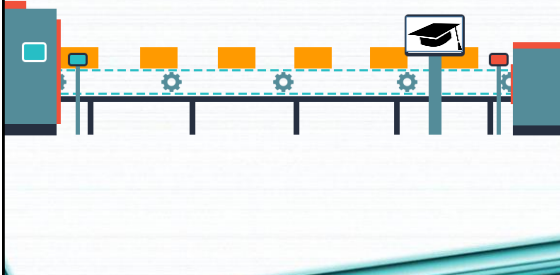Well-Prepared in Their Own Eyes

January 20, 2015
By Scott Jaschik

WASHINGTON -- It turns out that college students are being well-prepared for their future careers -- at least in their own minds. Ask employers, and it's a very different picture.

The Higher Education Perspective

The Higher Education Perspective

What people think we do...

The Higher Education Perspective

What is closer to the truth...

ALL YOU CAN EAT
BUFFET

And so the results are inconsistent…

Students begin and end a different levels
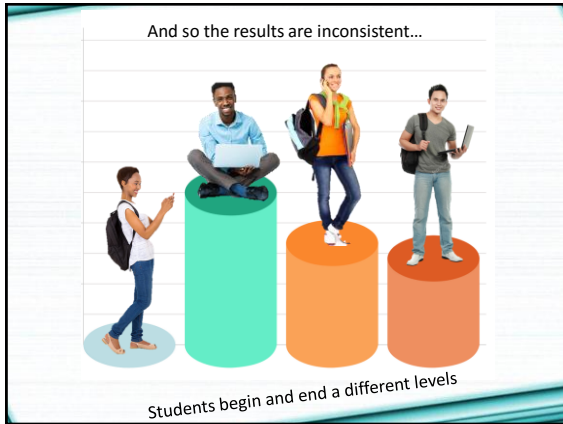
And, even some who develop desired skills, may not be able to articulate or demonstrate these skills.

REMEMBER WATCHING SATURDAY MORNING CARTOONS WITH A BIG BOWL OF CEREAL?

So, how can you tell
who you should hire?

"In his classic study of student learning at Harvard, Richard Light (2001) highlights a surprising finding: 'I assumed the most important and memorable academic learning goes on inside the classroom, while outside activities provide a useful but modest supplement. The evidence shows the opposite is true…When we asked students to think of a specific, critical incident or moment that had changed them profoundly, four-fifths of them chose a situation or event outside the classroom (p.8)."

(In Felton and Associates, 2016)

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Job (on-campus)

Teamwork	10%
Decision Making	10%
Problem Solving	10%
Workflow Planning	10%
Verbal Communication	11%
Information Processing	9%
Quantitative Analysis	7%
Career-Specific Knowledge	6%
Computer Software Skills	9%
Writing and Editing Reports	6%
Selling and Influencing	8%

0% — 65%

Job (off-campus)

Teamwork	16%
Decision Making	18%
Problem Solving	18%
Workflow Planning	17%
Verbal Communication	17%
Information Processing	15%
Quantitative Analysis	12%
Career-Specific Knowledge	11%
Computer Software Skills	12%
Writing and Editing Reports	8%
Selling and Influencing	22%

0%

Slide 2

Experiences

- Assessing Effectiveness
- Leading a Meeting
- Facilitating a Presentation
- Recruiting Members
- Managing a Budget
- Setting Goals
- Planning a Project or Event
- Mentoring Peers
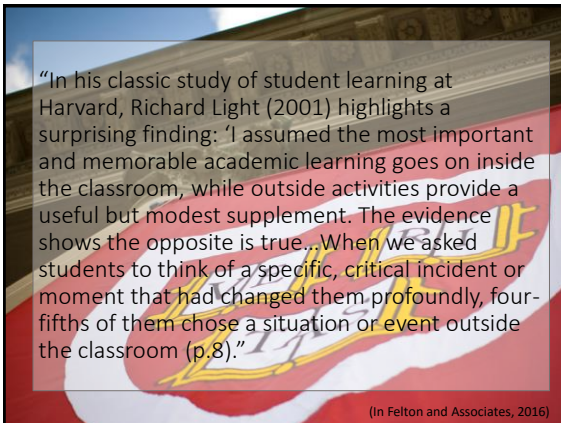- Collaborating with Others

Slide 3

Cocurricular and Extracurricular

The terms "co-curricular" and "extracurricular" are often used interchangeably. The definitions laid out below were established after considering a variety of options. Developing and using standard definitions help ensure a common language around our collaborative work and help explain the value of programs that were not necessarily intended to produce student learning but which are nonetheless valuable in creating a sense of engagement and connection with the institution.
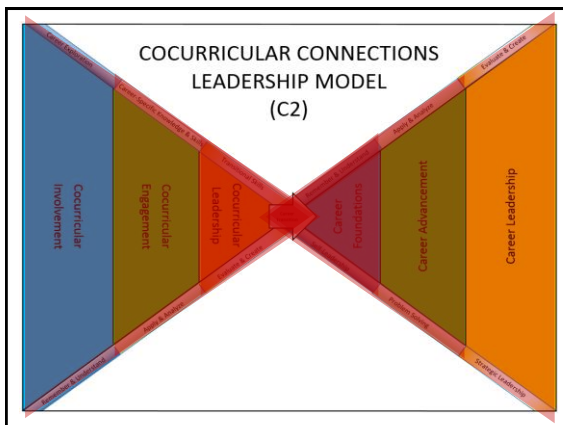
COCURRICULAR: Experiential learning opportunities that contribute to gaining skills and abilities that are part of the core competencies and/or outcomes established by the institution and its governing bodies (*such as the Texas Core Curriculum*).

EXTRACURRICULAR: Experiences that provide the opportunity to engage with the institution and that connect students to others within the community in meaningful ways.

Partnerships

Partnerships

Career Centers	Employers
Students	Leadership Programs

COCURRICULAR CONNECTIONS LEADERSHIP MODEL (C2)

Slide 1

Cocurricular Connections (C3) Leadership Model
Developmental Tasks

This model suggests developmental tasks for each stage. These tasks are aligned with the thinking skills required to accomplish them.

	Cocurricular Involvement	Cocurricular Engagement	Cocurricular Leadership	Career Transitioning	Career Advancement	Career Leading
	Remember and Understand	Apply and Analyze	Evaluate and Create	Remember and Understand	Apply and Analyze	Evaluate and Create
Critical Thinking/Problem Solving	Become aware of problems the group is working to solve, observe problem-solving processes.	Analyze the impact of possible solutions on the work of the group and apply selected solutions.	Lead the group in developing and evaluating possible solutions to important issues.	Remember previous decision-making processes, considering what was effective and what was ineffective.	Apply technical knowledge of the job to develop solutions, analyzing the impact on valued goals.	Evaluate the relative importance of issues and collaboratively create solutions to the most important ones.
Effective Communication	Clearly communicate one's own thoughts and ideas to individuals and small groups.	Apply communication and persuasion skills to accomplish important tasks.	Clearly articulate a compelling vision that is appropriate to many internal and external audiences.	Leverage listening skills and be selective about opportunities to communicate thoughts and ideas.	Articulate leadership's vision, goals and objectives to a wide variety of audiences. Use effective listening to understand issues that inhibit goals.	Use language to empower, motivate and inspire. Practice active listening to deeply and accurately understand issues that inhibit goals.
Teamwork/ Collaboration	Observe how the group functions and identify personal skills that can advance the group's work.	Apply personal skills and facilitate the contributions of other team members based on knowledge of their abilities.	Build a supportive team culture where collaboration is valued and supported.	Identify one's own strengths and weaknesses and seek opportunities to improve oneself.	Apply knowledge of the strengths of individuals and provide resources to help others improve and develop.	Evaluate the strengths and weaknesses of the overall team to identify needs and gaps in team skills.
Digital Technology	Learn specific technology the group uses to accomplish its goals.	Apply one's understanding of technology to improve the work of the group.	Evaluate the impact of new and existing technologies to help the group accomplish its goals.	Learn technology specific to the industry, understand that, depending on the industry, comfort with technology may be a strong asset of newer professionals.	Demonstrate effective adaptability to new and emerging technologies.	Leverage personal knowledge and the expertise of others to efficiently solve problems, complete tasks, and accomplish goals through technology.
Leadership	Practice strong self-leadership, following through on any commitments to the group and manage one's time effectively.	Apply the vision and goals established by the leadership to the work of the group.	Create a compelling vision, goals and objectives, and evaluate the group's progress.	Translate leadership skills from previous experiences, managing expectations about one's potential for impact in an entry-level position.	Use interpersonal and leadership skills to coach and develop others, using empathetic skills to guide and motivate, as well as to organize, prioritize, and delegate work.	Create an environment that is conducive to leadership development at all levels, providing mentoring and professional development.
Professionalism/ Work Ethic	Observe the culture of the group. Build a reputation of trustworthiness based on competency, honesty and reliability.	Model professionalism and teach standards and expectations of the group to new members.	Model professional and ethical behavior and hold one's self and others accountable.	Observe professional standards of the work environment and industry. Practice strong self-leadership to build professional reputation.	Model professionalism and teach standards and expectations of the group to new members.	Model professional and ethical behavior and hold one's self and others accountable.
Career Management	Become aware of skills that can be gained from this experience.	Proactively seek out growth and development opportunities.	Translate skills gained from learning experiences to one's desired career.	Identify and articulate the skills, strengths, knowledge, and experiences relevant to the desired position.	Demonstrate proficiency and an understanding of how one's work contributes to strategic goals.	Develop knowledge of the career field, establishing one's self as a leader.
Global/ Intercultural Fluency	Learn about the diversity within the group, seeking first to understand, then to be understood.	Leverage diverse perspectives and strengths within the group to accomplish group goals.	Proactively attract a diverse team and actively work to ensure equal participation.	Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions.	Pay close attention to imbalances of power within the organization. Ensure that all are engaged equally.	Consciously cultivate a team with diverse viewpoints and perspectives. Leverage diversity to improve outcomes.

Slide 2

	Cocurricular Involvement	Cocurricular Engagement	Cocurricular Leadership	Career Transitioning	Career Advancement	Career Leading
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Putting It All Together

Peer Involvement Advising

A peer-led program which exposes students to opportunities for personal growth and development outside of the classroom that are compatible with their personality, interest and educational goals.

Restructuring Leadership Programs

INFLUENCE TEAMWORK
ORGANIZATION DECISION MAKING COMMUNICATION

A program designed to help you translate your out of class involvement into transferable skills.

Growing
Student
Employees

Iowa Grow
University of Iowa

Slide 1

IOWA GROW
Guided Reflection on Work

How is this job fitting in with your academics?

What are you learning here that's helping you in school?

What are you learning in class that you can apply here at work?

Can you give me a couple of examples of things you've learned here that you think you'll use in your chosen profession?

Slide 2

Lumberjacks GROW

What are you learning in your job that's helping you in school?

What are you learning in class that you can apply at your job?

Does your job give you the opportunity to develop the skill of speaking with and listening to others? If so, what have you learned?

Has your job taught you anything about serving as a member of a team? If so, what have you learned?

Has your job taught you anything about influencing people, motivating others or selling to others? If so, what have you learned?

Has your job taught you anything about setting priorities or planning complex initiatives? If so, how?

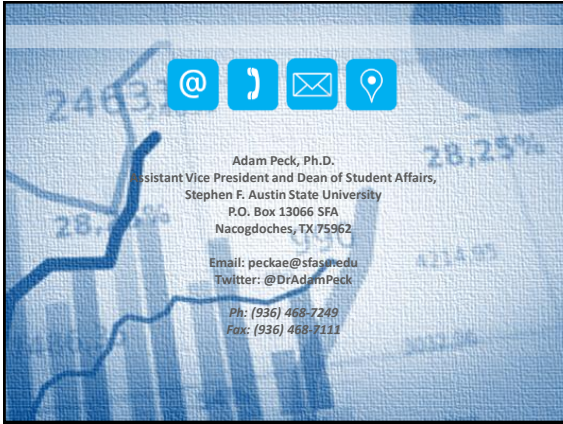Has your job taught you anything about making decisions or solving problems? If so, how?

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Slide 3

" What do you think?