

WHO ARE THE MOST EMPLOYABLE STUDENTS?

The Graduate Employer Perspective

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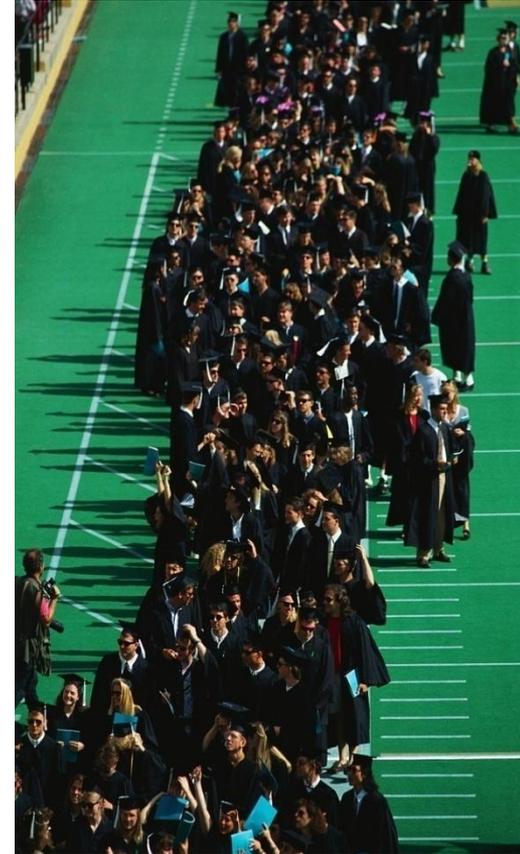


Session outline

- The graduate labour market – current situation, facts and figures
- Employment/employability benefits of a degree
- Financial benefits of a degree
- Does degree discipline make any difference?
- What do graduate recruiters look for?
- How can students develop these skills?
- Careers Service support @ Manchester?
- Employers' Views

Facts and Figures

- There are around 400,000 new graduates each year.
- According to the Association of Graduate Recruiters (AGR), just under 21,000 graduate vacancies will be available in 2011
- In 1968, there were only 250,000 University students in the UK ... today the figure is 2.4 million



The changing graduate market place

- Traditional “Graduate” vacancies advertised by the big blue chip companies represent a small percentage of the opportunities on offer
- More people working for smaller companies (99.2% of businesses in UK are Small/Medium Enterprises)
- The graduate job market has become even more competitive
- Recruiters can still struggle to fill vacancies
- A degree can offer more job stability

Changes in the workplace

- A degree opens up opportunities to work abroad (many companies have global recruitment strategies)
- More temporary contracts
- Need to be immediately effective in work
- Emphasis on managing your own career and life-long learning

A degree is not a guarantee of a 'good' job, graduates need to stand out from the crowd

Current picture snapshots

- Credit crunch... we did see a reduction in opportunities in 2008/2009 but the number of vacancies advertised in 2010 increased
- 2010 Careers Fairs – number of exhibitors was up on the previous year
- The UK's leading employers are expecting to **increase** their graduate recruitment by 9.4% in 2011
- We are starting to see the impact of public sector cuts – with fewer vacancies advertised/recruitment targets reduced – with further cuts anticipated

Employment/employability benefits of a degree

- A degree-level qualification may be a pre-requisite for certain careers (Teaching, Law, Journalism,)
- A degree may allow graduates to “fast track” within a profession (e.g. the Army, the Police)
- A degree in a specific subject area may be necessary for certain careers/professions (Doctor, Dentist, Engineer, Pharmacist, Nurse, Physiotherapist)
- We live in a “knowledge based economy”
- The Higher Education experience provides the opportunity to enhance employability skills

Financial benefits of a degree

- Average **graduate** starting salary in 2009* was £19,695 (DLHE), £25,000(AGR)
- people with degrees earned an average of £12,000 a year more than non-graduates over the past decade*
- The mid-point salary of graduates aged 22 to 64 was £29,900, compared with £17,800 for non-degree holders*
- Graduates better placed in the labour market to apply for senior/management roles
- Graduates have access to a wider range of opportunities
- Graduates have access to higher paid jobs

* *The Office for National Statistics*

Does degree discipline make any difference?

- Two-thirds (66%) of vacancies advertised are open to graduates from any degree discipline.
- Graduates from vocational degrees are not tied to a specific job area
- Many arts/humanities graduates take longer to discover what they want to do or wish to enter competitive career areas
- For many employers academic discipline is irrelevant - personal qualities and transferable skills more important

What do Employers Want?

A third of AGR members do not insist on a 2:1. Meeting their other requirements is more difficult than obtaining the necessary grades. Recruiters expect candidates to prove they possess transferable skills such as communication and teamworking to a high level.

Prospects Directory

What do Employers Want?

“there will be less reliance on purely academic ability and qualifications and more emphasis on innate talents – the “fire in the belly” – of each graduate recruit. More and more businesses are moving towards talent-based recruitment models and graduates will need to consider their emotional intelligence as much as their technical ability.”

Neil Cox, National Recruitment Manager, Baker Tilly

Employers' views



Enterprise recruitment manager, Abul Shama, comments:

“ERAC recruits graduates from any degree discipline, as we value the variety of skills that people can bring. Communication, teamwork, leadership and commercial awareness and a strong work ethic are all essential to success. These skills can be gained from part time work, volunteering, university project work, internships and even in social settings. The greater the experience, the better the candidate – just having a good degree is not enough!

What do Employers Want?

- Imagination and enthusiasm
- Customer focus
- 'Can do' attitude
- Ability to work in teams
- Ability to adapt
- Initiative
- Drive
- Analytical skills
- Self-management
- Cultural sensitivity
- Ability to use IT
- Managing learning and career
- Higher level problem solving skills
- Creativity
- Leadership
- Communication skills
- Commercial awareness
- Passion
- Project management

Key trends in graduate employability

- Work experience is increasingly important
- Attitude and work ethic are assessed
- Employers assess on behavioural competencies
- Students need to match their skills and experiences to employers' requirements
- *A degree alone is not enough!*

How can students develop these skills?



- Self-awareness is an important starting point
- Knowledge of the Labour Market
- An understanding of the target sector
- The ability to match one's own skills and experience to those of employers
- The desire to continually develop skills and experience in order to meet the needs of employers

Help your students to ...

Stand out from the crowd!

Encourage students to develop the skills employers look for.....

- Communication skills.
- Team working.
- Leadership.....motivating others!
- Problem solving.
- Handling responsibility.



Through.....

- Work experience and voluntary work.
- Hobbies/interests/sport(running clubs and societies).
- Travel...

Careers support at Manchester



We involve employers in a range of support activities offered to students, including:

- Manchester Leadership Programme
- Volunteering Opportunities
- Manchester Gold Mentoring Programme
- Career Management Skills modules
- Manchester Graduate Internship Programme (MGIP)

Careers support at Manchester: employer recruitment activities

- Autumn 2010 – 370+ recruiters attended one or more of our careers fairs
- 4,200+ organisations have advertised opportunities via our database between September 2010 and May 2011
- 91 company presentations took place over a six week period
- Around 20 workshops and skills sessions led by recruiters
- 180+ organisations supporting our mentoring programmes
- Events programme also includes employer presentations, talks, and Insight courses

Careers support at Manchester



One-to-one support:

- Student interviews
- Job seeking advice
- Application form/CV advice and feedback
- Mock interviews
- Video mock interviews
- Assessment centre advice

Employers' views



Shona Mckenzie
The Co-operative Group

David Westbury
AstraZeneca

Shona Mckenzie

Graduate Recruitment Officer

The Co-operative Group

Business Management or Finance Programme

- **Business Management:**
- 18 month programme
- Business Critical Projects across all businesses & functions
- Opportunity to drive own career path through project selection
- Examples of past projects & money saved within the business

- **Finance :**
- 3 year programme
- CIMA
- Finance projects across all businesses
- New Structure

Our process

Recruitment process

- Pre-selection minimum criteria
- Online application form (2,364 people)
- Online Psychometric Tests (298 people)
- First interview (153 people)
- Assessment Centre (79 people)
- Offers 19
- Alternative Offers
- Feedback

Our behaviours

- Our recruitment process is centred around a number of key behavioural competencies
- Competencies we have chosen:
 - Account for difference between average and superior performance
 - Align with our values
 - Encourage the appropriate culture for the Co-operative Group
 - Provide benchmarks for reviewing performance and assessing development needs
 - Provide basis for selection and evaluation of longer-term career potential

Our behaviours

– **Managing self**

- This assesses the graduates ability to recognise their own capability levels, motives and emotions and the triggers for those.
- Graduates need to be able to talk about when they have done something that has put them outside of their comfort zone.

– **Confidence**

- A graduate must demonstrate a belief in their ability to drive success and the resilience to deal with adversity.
- Presentations and seminar discussions can help graduates improve their confidence.
- They need to be able to verbalise how they have stretched themselves and pushed themselves out of their comfort zone.

Our behaviours

– Customer Focus

- A graduate must be able to demonstrate a genuine desire to understand customers, their needs and behaviour and how they exceed their expectations
- Work experience/industrial placements can help them develop this
- We expect a graduate to have conducted research on our organisation and know the key customer trends facing us in the external market

– Achieving

- Drive to get things done in an appropriate manner.
- We will often ask a graduate to describe something that they have achieved which they are proud of. This could be community related, personal growth, initiation of changes to university life, overcoming challenges etc. (NB. Not a degree)

– Influencing

- Graduates must be able to demonstrate that they are able to tailor their approach as well as using facts and logic
- We will often use exercises such as a Group debate to see their influencing skills in action

Our behaviours

Team Leadership

- The intention, desire and focus on choosing to lead, inspire and develop a group of people providing shared purpose, direct and co-ordination of actions.
- Graduates generally find this behaviour hard to demonstrate
- We are keen to explore whether they have held any positions of responsibility e.g. Captain, President, Chairperson

– Collaboration and Teamwork

- Graduates must be able to demonstrate that they can work collaboratively and support their peers, colleagues, co-team members over whom one has no hierarchical authority – underpinned by the belief that this will help the organisation achieve results
- Group work helps graduates build these skills
- We will usually measure this via a Group debate etc.

Our behaviours

– **Thinking**

- A graduate must be able to demonstrate the ability to make sense of data and understand what needs to be done, in order to make decisions and bring about business success.
- We will often explore how they tackled a project or test this behaviour via psychometrics, case studies or in trays

– **Commercial Awareness**

- Knowledge of the organisation, its competitors, relevant market trends, its opportunities and threats, its stakeholders, its current challenges, its recent developments, as well as broader PEST factors (political, economic, sociological, technological & legal)
- We will often explore this behaviour during the 1st interview stage, and again at assessment centre as part of their case study task.

How can graduates develop behaviours?

Education

Have they...

- Won any prizes/awards?
- Undertook any relevant modules
- Worked in a team?
- Led any presentations?
- Undertook any project work?
- What problems did you face and how did you overcome them?

e.g. Led a team of students on a research project

- Talk about how you set standards of behaviour - Achieving
- How you planned and delegated the work - Leadership
- How you overcame the problems – Influencing/Thinking
- Results achieved

How can graduates develop behaviours?

Work experience

Highlight any work experience, voluntary or part time jobs

- How was the company structured?
- How did it differentiate itself in the market?
- Did any legislation impact on the delivery of its services?
- What responsibilities did you have?
- What experience and skills did you gain?

e.g. Launching a new service

- How you went about it and why – customer focus
- How you won approval/budget – influencing skills
- Factors you took into consideration to overcome obstacles – thinking/managing self

How do graduates develop behaviours?

Activities and interests

Undertaking key roles in societies at university or school

- Have you raised money for charity?
- Organised an event?
- Responsible for making decisions/allocating budgets?
- Secured sponsorship?
- In a position of responsibility e.g. captain

e.g. Responsible for marketing an event

- Level of budget controlled – financial skills
- How you led the team – Team Leadership
- Targets achieved in terms of money raised and numbers attended -
Achieving



The Graduate Employer Perspective

David Westbury
AZ Operations Graduate Programme Manager

About AstraZeneca



- One of the world's leading pharmaceutical companies.
- Active in over 100 countries, with a growing presence in emerging markets, including Brazil, Russia, India and China.
- Around 60,000 employees: 47% in Europe, 31% in the Americas and 22% in Asia, Africa and Australasia.
- We invest over \$4 billion in R&D each year
- In 2010 our worldwide sales totalled \$33.3 billion
- We have graduate programmes across our R&D, Sales & Marketing, Finance, Commercial & Operations businesses
- The recruitment processes used for each of our programmes are broadly aligned and consistent
- In the UK we take graduates at sites in Cheshire & in London

As an employer, what are we looking for?



Ambitious candidates with the ability to develop ...

<ul style="list-style-type: none">• <i>Leadership and change management capabilities</i>	<ul style="list-style-type: none">• <i>Global cultural awareness and influencing skills</i>
<ul style="list-style-type: none">• <i>Broad cross-functional business awareness</i>	<ul style="list-style-type: none">• <i>Strong commercial and strategic acumen</i>

A real desire to make a difference and a drive to deliver maximum value

The potential to become outstanding leadership succession candidates



Candidates who are geographically mobile and are comfortable spending time working overseas

How, where & when do we look for these capabilities?



Applications shortlisted

Degree (Actual or anticipated) <- only place this is assessed
Skills, qualifications & experience relevant to our programme;

First Round Interviews (telephone or face to face)

Research - Knowledge of AZ, AZ Graduate Programme
Motivations & Career Aspirations
Self awareness of strengths & development needs
Future Potential – Drive, Judgement, Influence

On-line testing

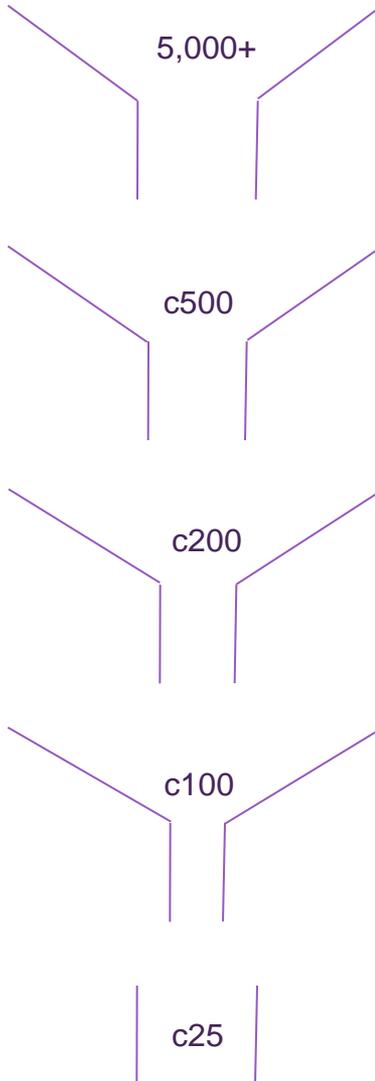
Critical Verbal / Numerical Reasoning
Emotional Intelligence

Assessment Centres

Leadership Capabilities
Change management capabilities
Management of self & others
Team working
Global / cultural awareness
Influencing skills
Technique
Personal impact

Work visas

This stage of the process is "skipped" if country restrictions apply or if first round interviews have identified suitable numbers of outstanding candidates to attend assessment centres



In summary ... what are we looking for?



- Candidates who can illustrate – via real examples – that they're already beginning to demonstrate some of the required capabilities are more likely to be successful at securing a role with AstraZeneca
- Educational examples can be strong but, on their own, they're unlikely to demonstrate the level of drive & ambition required to be successful senior leaders
- A 'can-do' attitude is important ... but a 'will-do' attitude is even better!

In summary ... what are we looking for?





AstraZeneca Operations Global Graduate Programme

David Westbury
AZ Operations Graduate Programme Manager



Additional reserve slides

(in the event of specific questions about the AZ Programme structure)

The AZ Operations Graduate Programme



- **Functional Areas**

- Supply Chain Management (Manufacturing supply points, External Sourcing, Quality)
- Global Quality Management
- Procurement
- Facilities Management & Engineering
- Information Systems

- **Geographic Locations**

- **CEMEA** (UK, Sweden, France, Belgium, Germany, Russia, Egypt)
- **Americas** (US, Puerto Rico, Brazil, Canada)
- **Asia Pacific** (China, Japan, India, Australia)



About Our Graduate Programme Structure

