

Student

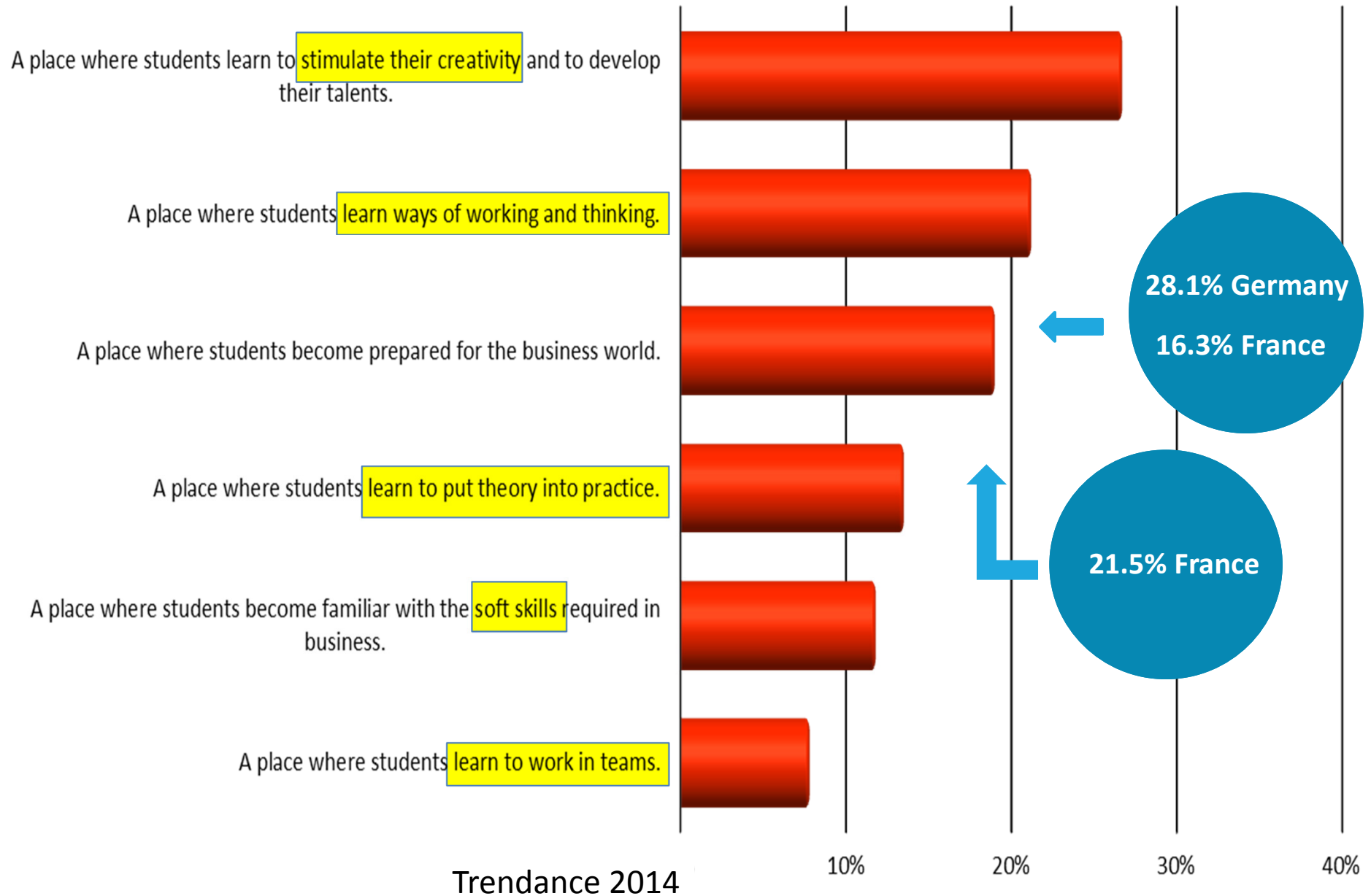


Graduate

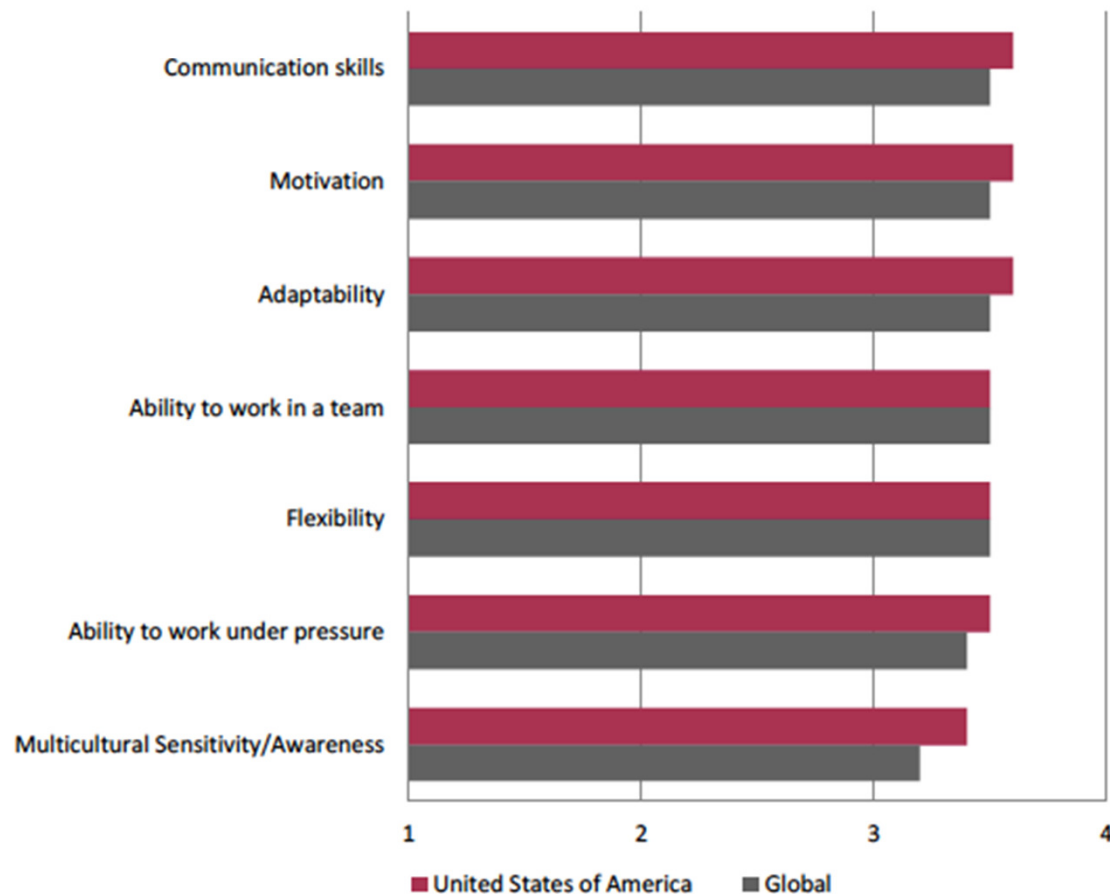


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Ce que les recruteurs attendent des universités



Employability skills according to US managers



2'500 recruiters / 20 countries

Question: In your view, how important is it for the long term employability of graduates that they have the following personal qualities: Scale from (1) Not important to (4) very important



Educating for the new world of work

OECD, the Australian Curriculum Assessment and Reporting Authority, the World Economic Forum

- collaboration
- creativity
- critical thinking
- curiosity
- debating
- dexterity
- empathy
- entrepreneurship
- ethical reasoning
- knowledge-creation
- negotiation
- problem-solving
- relationship-building
- resilience.

KPMG, 15 june 2017

21st century skills

- Creativity & Innovation
- Critical thinking and problem solving
- Communication
- Collaboration
- Information management
- Effective use of technology
- Career & Life skills
- Cultural Awareness

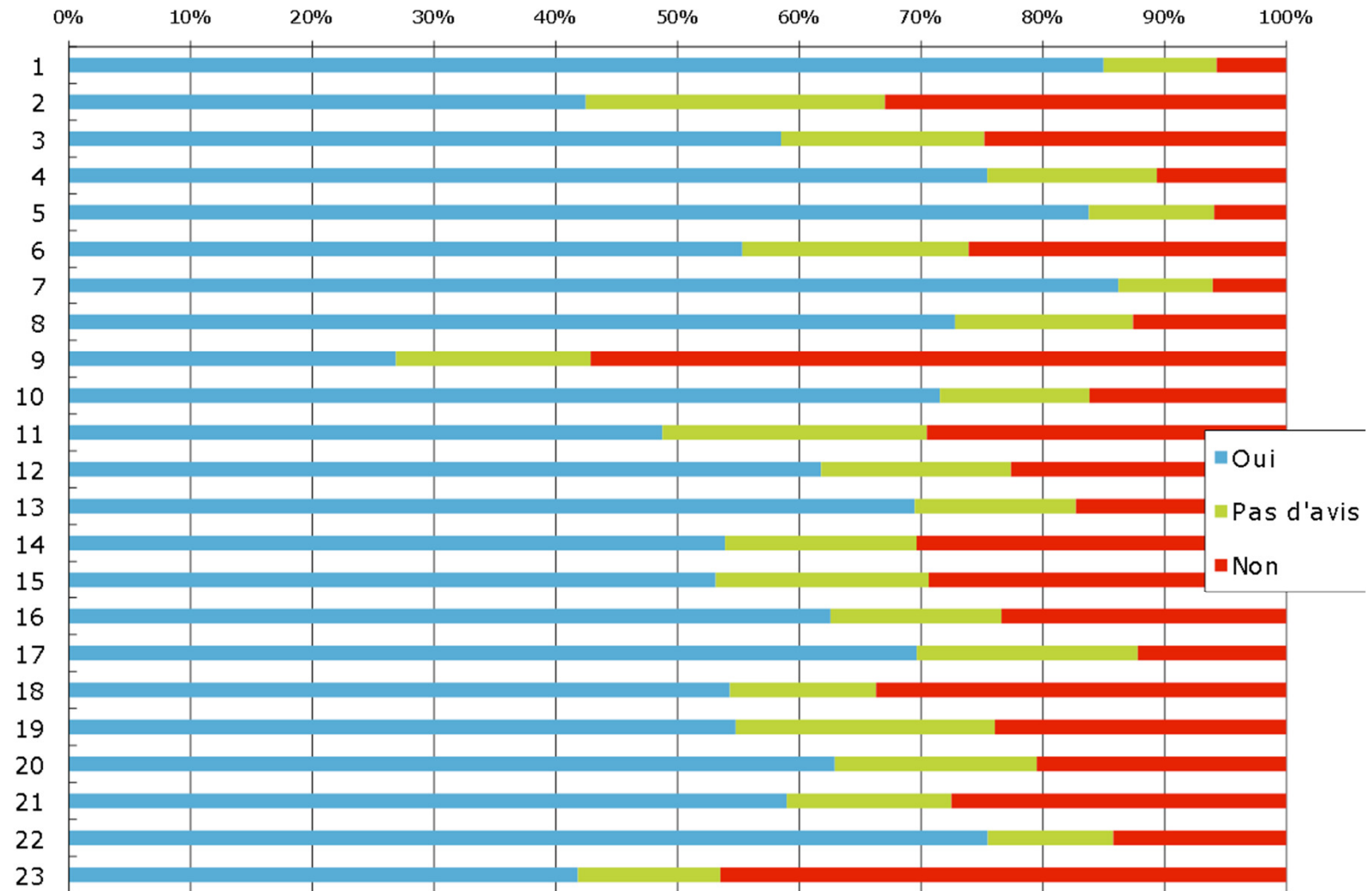
According to employers, a mix of technical and soft skills are most important for success in an entry level position.

*Which 3 of the following skills do you believe are most important for succeeding in an entry level position?
Among All Respondents*

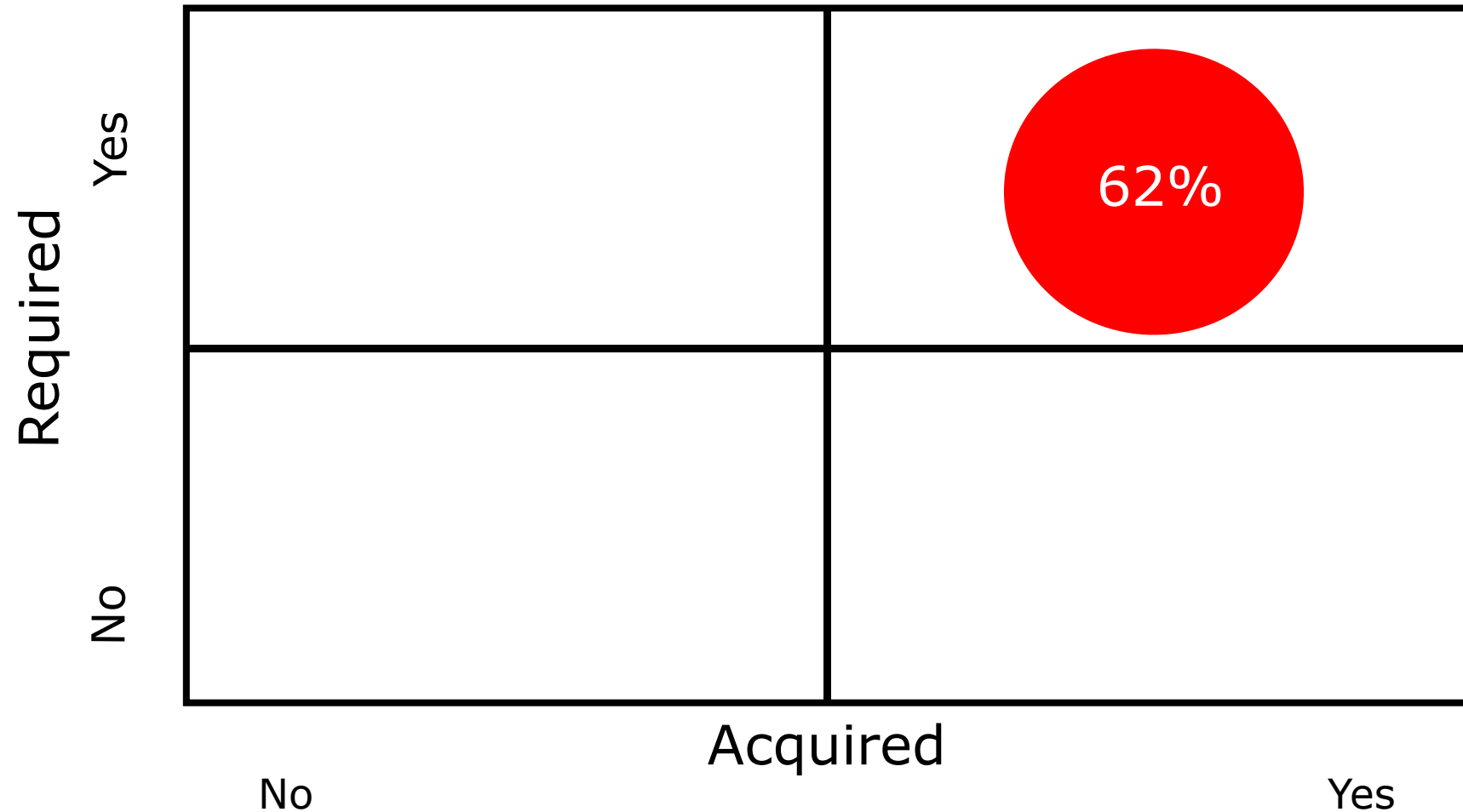
			<u>Employers</u>	<u>Educators</u>	<u>Students/ Recent grads</u>
Soft skills	Ability to work collaboratively/in a team	➡	39%	34%	48%
	Critical thinking, ability to analyze issues	➡	37%	55%	47%
	Decision making and leadership	➡	32%	30%	31%
	Written and verbal communications/presentation skills	➡	32%	47%	39%
	Creative thinking		32%	26%	26%
Technical skills	Business development and sales skills		25%	14%	13%
	Information technology/digital/computer skills		25%	23%	18%
	Data analysis/analytical thinking		22%	18%	15%
	Specific technical or professional skills		20%	21%	24%
Other skills	Continued learning		14%	14%	19%
	Social media skills		12%	9%	8%
	Coaching and mentoring		11%	9%	11%

1'003 respondents Project PreparedU Bentley University

23 competences surveyed



Expected and acquired competences



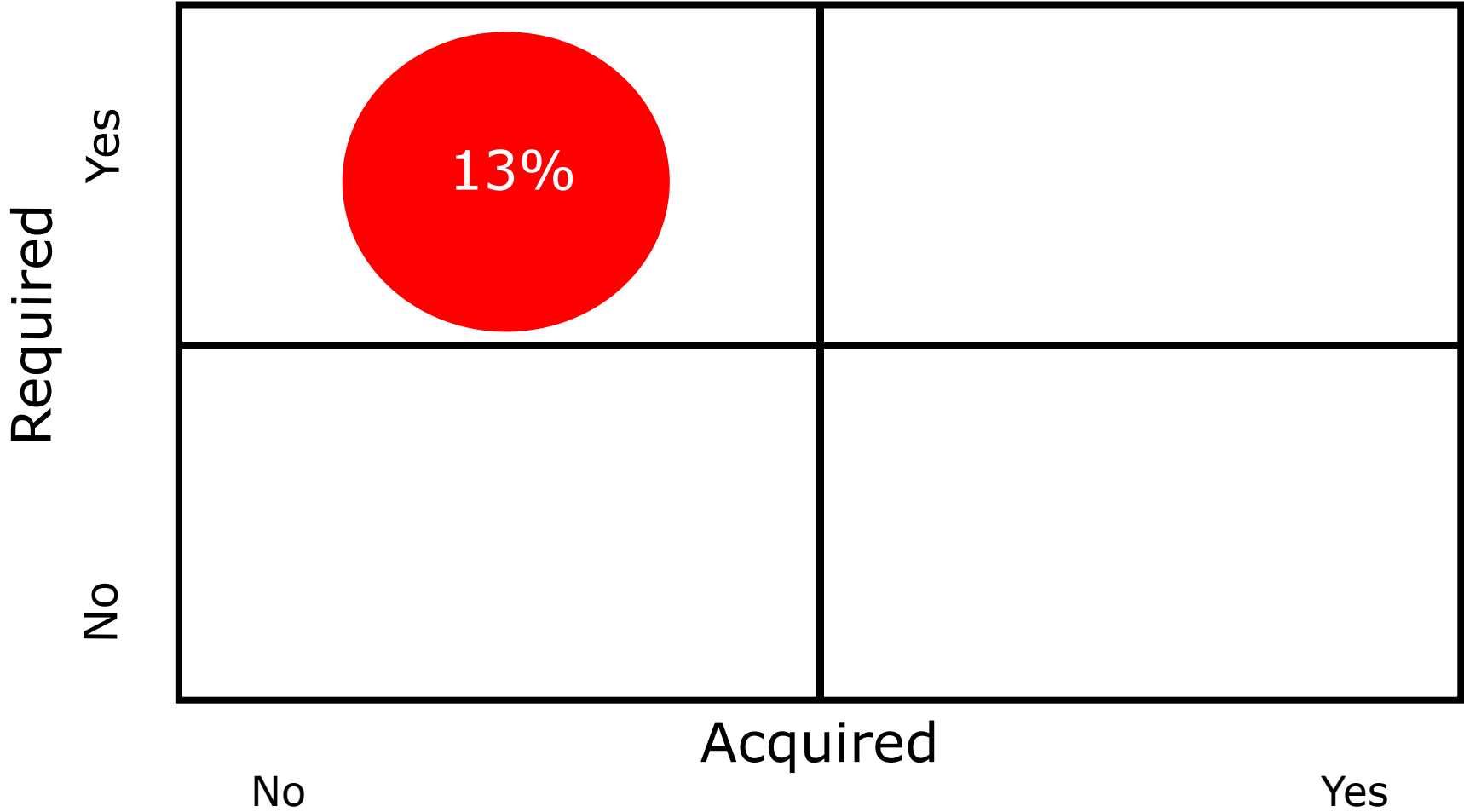
Results based on 667 Unil students 5 years after graduation OFES national survey

Competences Fit

- Extended basic knowledge
- Ability to learn quickly
- Identify and compensate own “deficiencies”
- Analytical mind
- Work under pressure
- Efficient time management
- Coordination of own activities
- Apply knowledge to new problems

>75%
answers

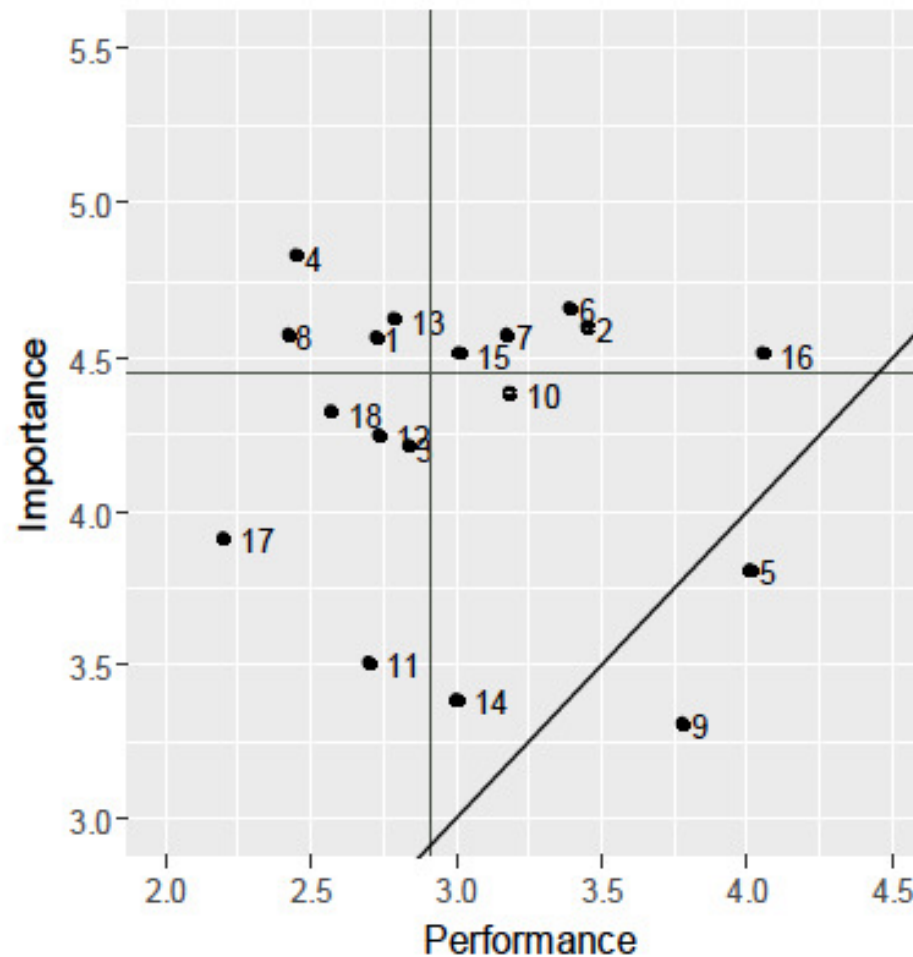
Expected competencies but not acquired



Missing competences

- Collaborate in a fruitful manner
- Take into consideration other's point of view
- Oral presentation in public of ideas, projects, products
- Explain one's own point of view
- Use computers & Internet

>20%
answers



- 1 - Adaptability
- 2 - Communication skills
- 3 - Generate new ideas
- 4 - Responsibility for own decisions
- 5 - Presentation skills
- 6 - Independent work
- 7 - Team work
- 8 - Attitude towards work and colleagues
- 9 - Achievements in education
- 10 - Good planning and organizing skills
- 11 - Clarity about career objectives
- 12 - Goal orientation
- 13 - Work motivation
- 14 - Mathematical skills
- 15 - Problem solving skills
- 16 - Computer skills
- 17 - Relevant work and life experience
- 18 - Emotional intelligence

Employers expectations

Creativity

Reflexivity

Ability to solve

To know how to work in teams

To know how to learn & LLL

To be able to communicate

Entrepreneurship competences

Strong knowledge and ability to use it

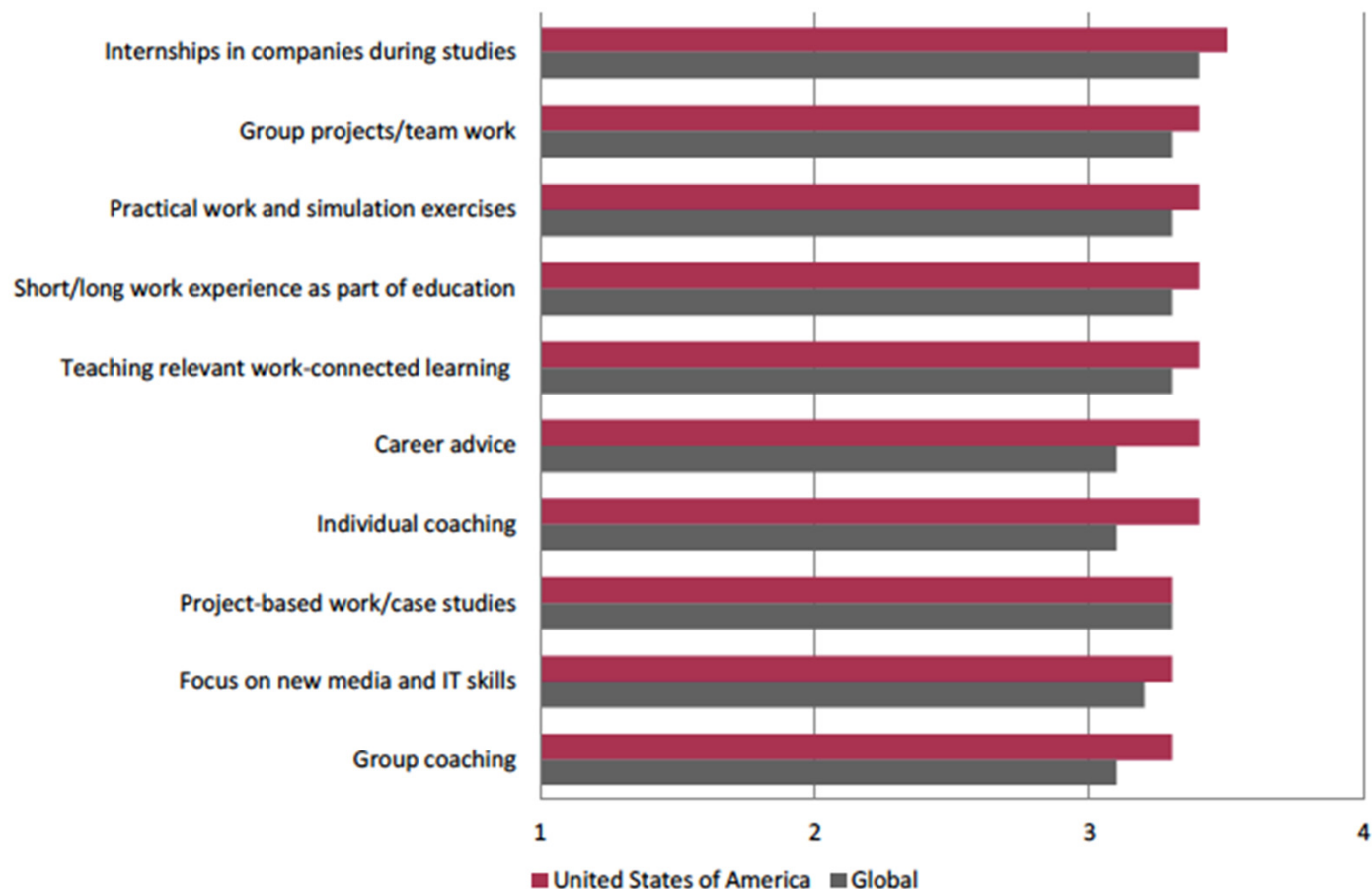
Cultural understanding

« Technology literate »

Dublin Descriptors

- Knowledge and understanding
- Applying knowledge and understanding
- Making judgements
- Communication
- Lifelong learning skills

US managers demand a lot from their universities



Question: How can universities in your view help students to improve and adapt their personal qualities throughout their career? Scale from (1) less helpful to (4) very helpful

