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A State-of-the-Art Professional Development Course for Master's Students at Royal Holloway, University of London

Enterprise Educators UK

Improving Graduate Employability through Enterprise
Education

March 16th, 2021

Dr. Lucy Gill-Simmen

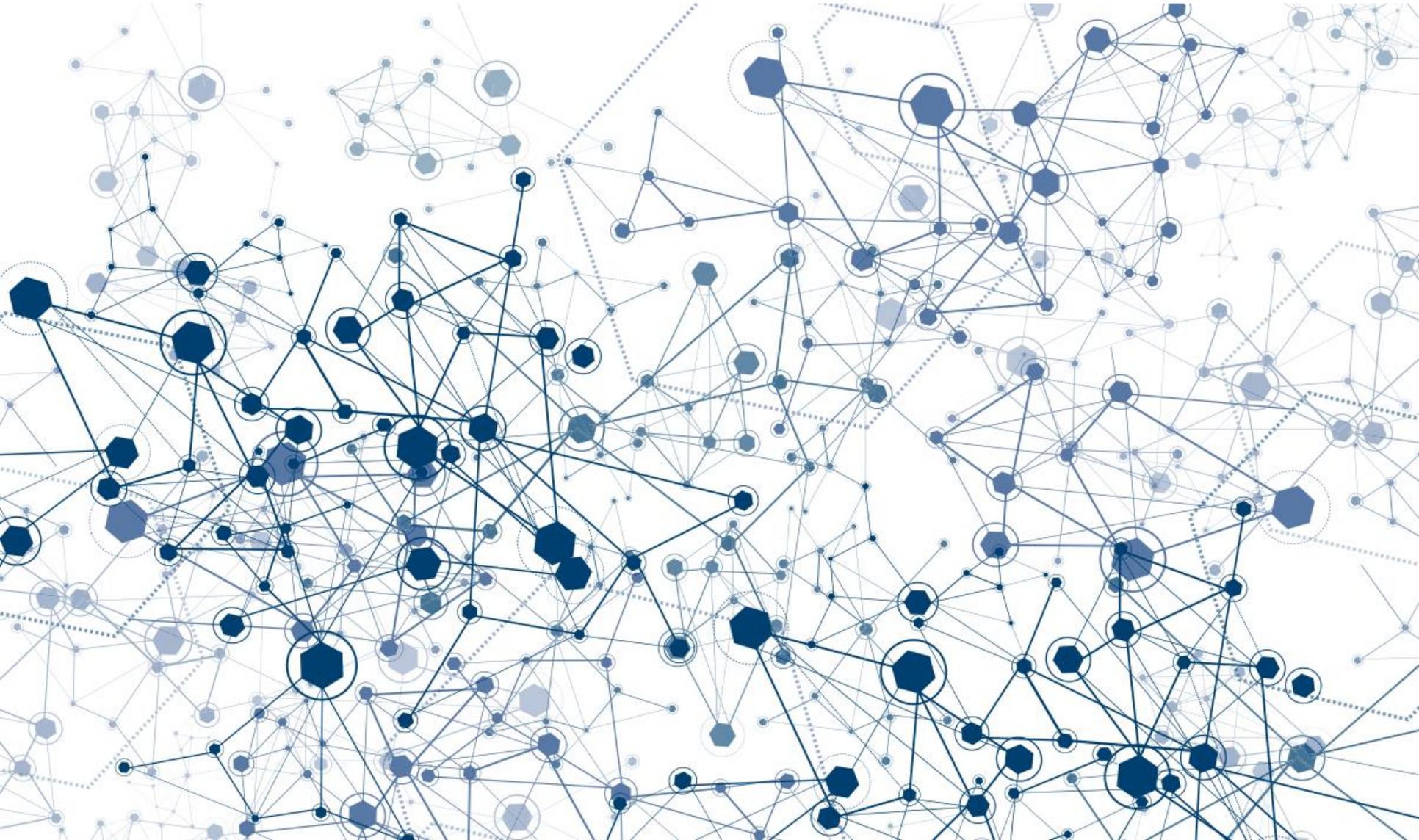


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Let's Connect!



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Today's Agenda

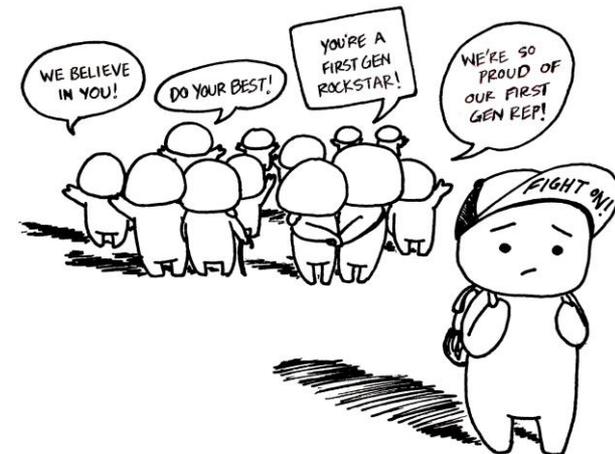
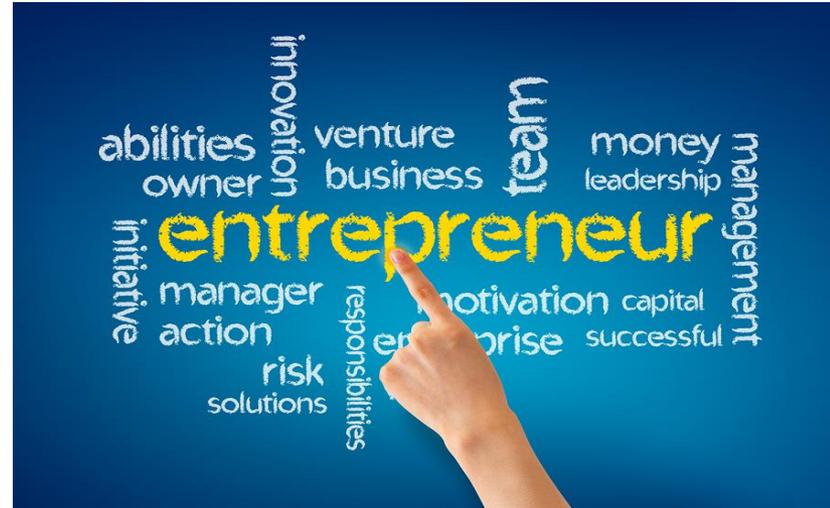
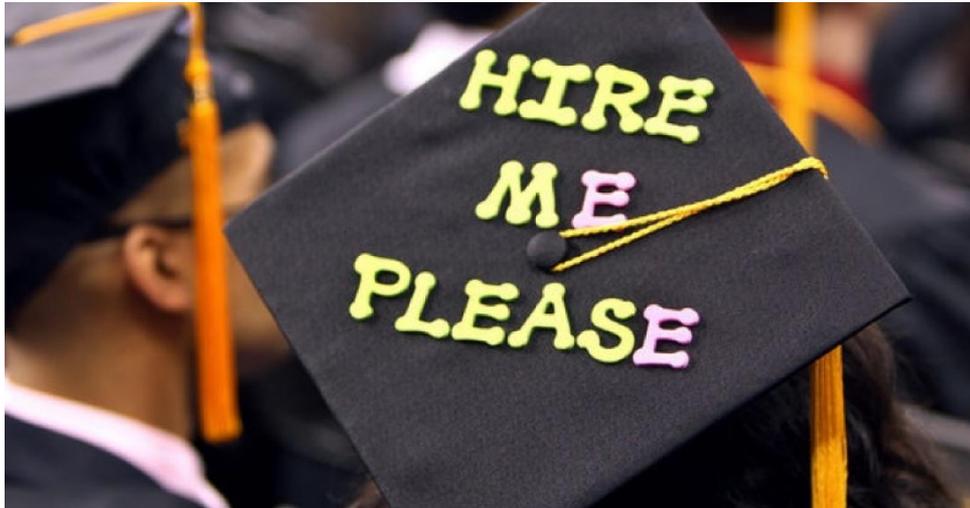


1. The student body – who are Gen Z?
2. The world of work cycle
3. Minding the gap
4. Employability research study
5. Designing a Professional Development Course

Students Studying Business & Management



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Future Proofing Students of Today – Who Are They?



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‘Gen Z is the most diverse generation yet. Often labeled Digital Natives, current 18-20 year-olds are also known as eBay babies and “information curators” resorting to their Google reflex to interpret the world. Interestingly, rather than the *me-centric* spirit attributed by some to Millennials, the Z Generation is considered more *we-centric*’.

Seemiller, C., & Grace, M. (2016). *Generation Z Goes to College*. New York, NY: Jossey-Bass.



The Personas of Gen Z

Gen Z

See the social engagement habits and interests of Gen Z. Understand how to approach analyzing such a large group to produce actionable results.

World Changers

Giving back is a priority for many members of Generation Z. LGBTQ+ advocacy along with rescue adoption top the list of causes they care about.

Adventurers

Members of Gen Z are more likely to travel internationally. Learn more about their interests and travel preferences.

Entrepreneurs

Members of Generation Z are ready to start and promote their own businesses. Learn more about Gen Z entrepreneurs here.

Twitch Fans

Video games are seen as cool by many Gen Z men. They promote their own Twitch channels and show interest in a variety of game titles.

YouTubers

Gen Z YouTube subscribers are also interested in fitness and fashion, sharing workouts and outfits of the day on other social sites.

LGBTQ+

Members of Generation Z identify as LGBTQ+ more often than any other generation. Learn more about their interests here.

Fashionistas

Learn more about Generation Z fashionistas, their favorite brands, and their interests that set them apart from the rest of Gen Z.

Are We Really Teaching for Employability?



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Birth Years	1995-2010
Life Paradigm	Make a difference
View of Authority	Work with them
View of Relationships	Collaboration, resolution
Value System	Open-minded
View of Career	Place to solve problems
View of Technology	Live it
View of Future	Solve it!

The World of Work Cycle – Mind the Gap



Instructional Design –
serving practice
through education

Universities/
Colleges

Student
Body
(Gen Z)

MIND THE GAP

Entrepreneurial,
intrapreneurial,
workplace
requirements

World of
Work

Employability skills,
work ready, adding
value to society
through social &
commercial
enterprise

Research – Minding the Gap



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RESEARCH QUESTIONS

What skills and competences are required to succeed in the world of work ?

How do we strengthen the integrated pedagogy of theory and practice?

How do we reflect the world of work in our teaching?



METHODOLOGY

Adopted a grounded theory approach, using in-depth interviews around grand tour questions.

Interviews with a series of business practitioners across the UK from a number of different sectors.

Transcribed interviews, using qualitative data analysis, identified a number of emergent themes using axial coding.

Findings



Modern Day Skills & Competencies

Discipline-
Specific

Technology-
Driven

Communication
oral/written

Human-Centric

Self-
Orientation

Problem-
Solving

Empathy

Storytelling

Listening

Persuasion

Teaching Focus on The Self and The Human – The Gamechanger for Gen Z



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Instructional Design Considerations



THE GEN Z PERSONA

HUMAN CENTRIC INSTRUCTIONAL DESIGN

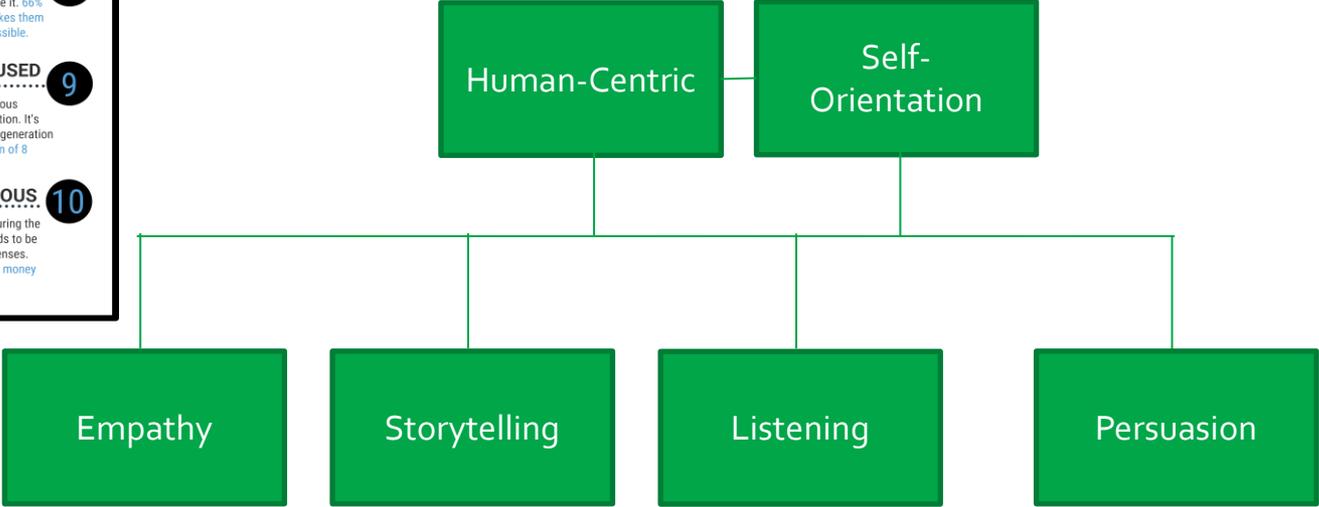
- Inclusive
- Authentic
- Adapted to:
 - learning styles
 - abilities
 - cultural style

GENERATION Z

The Next Generation



- 1 SOCIAL**
Gen Z is naturally social and spend 7.6 hours per day socializing with friends and family.
- 2 MULTI-TASKERS**
Gen Z prefers to work on multiple tasks at the same time. On average, Gen Z will work off of 5 screens at once.
- 3 ENTREPRENEURS**
Gen Z desires independent work environments. 72% of teens want to start their own business someday.
- 4 EDUCATED**
Gen Z is constantly learning. 1 in 2 will have a college education.
- 5 PHILANTHROPISTS**
Gen Z wants to do good in the world. 93% say that an organization's impact on society affects their decision to work there.
- 6 DIGITAL NATIVES**
Gen Z are the first true natives to the digital era. This generation spends 15.4 hours per week on their smartphones.
- 7 INTERACTIVE**
Gen Z likes to interact with people. 34% are most concerned with boosting their people management skills.
- 8 TECH-SAVVY**
Have a question? Google it. 66% say that technology makes them feel that anything is possible.
- 9 LESS FOCUSED**
Gen Z needs continuous updates and stimulation. It's no surprise that this generation has an attention span of 8 seconds.
- 10 CAUTIOUS**
As a result of growing up during the Great Recession, Gen Z tends to be more careful with their expenses. 57% would rather save their money than spend.



How did I respond? Pedagogical Innovation



- Recent research reports a higher inclination of employers to hire those students who have **learned experientially**, rather than those with traditional education (Isaak, Devine, Gervich, & Gottschall, 2018; Wurdinger & Allison, 2017).
- Most university students in business expect **real-time experiential learning opportunities** to gain professional competence and desire **in-depth discussions** with corporate practitioners for real-time insights (Asthana, 2006; Spanjaard, Hall, & Stegemann, 2018).

Asthana, A. (2006). Multimedia in Education. *Encyclopedia of Multimedia*, 13, 533–540.

Isaak, J., Devine, M., Gervich, C., & Gottschall, R. (2018). Are we experienced? Reflections on the SUNY experiential learning mandate. *Journal of Experiential Education*, 41(1), 23–38.

Spanjaard, D., Hall, T., & Stegemann, N. (2018). Experiential learning: Helping students to become 'career-ready'. *Australasian Marketing Journal*, 26(2), 163–171.

Wurdinger, S., & Allison, P. (2017). Faculty perceptions and use of experiential learning in higher education. *Journal of E-learning and Knowledge Society*, 13, 1.

Professional Development Course Design



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There are many approaches to acquiring and enhancing employability skills but for students who have diverse learning styles, a traditional “stand-and-deliver” process for teaching the course would be particularly unsatisfactory.

We adopted **experiential learning for a more inclusive and interactive approach**; a process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting and co-create their own learning (Kolb & Kolb, 2006).

Given the desire to adopt an experiential approach to learning, it made sense to look to **art and arts education** for idea stimulation since the arts have traditionally implemented a more experiential approach to learning compared to business and management.

The arts-based, non-traditional methods we chose to adopt engage Sternberg’s (1997) **triarchy of critical thinking, creative thinking, and practical thinking**.

Kolb, A.Y. and Kolb, D.A., 2006. Learning styles and learning spaces: A review of the multidisciplinary application of experiential learning theory in higher education. In Learning styles and learning: A key to meeting the accountability demands in education (pp. 45-91). Nova Science Publishers New York.

Sternberg, R.J., 1997. A triarchic view of giftedness: Theory and practice. Handbook of gifted education, 2, pp.43-53

Professional Development Course Design



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Teaching Focus on The Self and The Human – The Gamechanger for Gen Z

SKILL	PEDAGOGY	DELIVERY
Self-orientation	Using amateur dramatics to develop self-confidence and self-awareness	Acting classes delivered by the Department of Drama, Theatre and Dance
Critical thought processes	Using analysis of art to develop critical thinking skills	Field Trip to Tate Modern, facilitated by two professional art critics
Empathy	Live case study analysis & storyboarding	A refugee from Syria recounts her story of survival and her path to success as an entrepreneur
Emotional intelligence – understanding Equality, Diversity, and Inclusivity in the workplace	Listening to a first-hand experience of what it's like to work as a black employee in a predominantly white employment setting. Reflecting upon, what does it take to make someone feel as if they belong?	Delivered by a practitioner working for a well-known brand (undisclosed)
Listening & Responding/Reacting	Listening and reflecting upon a series of real-life situations and scenarios	Delivered through a series of TED Talks and/or The Moth podcast
Persuasion	Learning to pitch, lessons from the experts	Forbes Practitioner
Story-telling	How to write, tell and sell great stories. Using storytelling frameworks, e.g. Freitag's Pyramid	Practical class delivered by faculty from the University's Department of English

Paradigm Shift – Debunking What’s Gone Before



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Educating for Employability

Human first, the rest will follow.





Questions?
Want to find out
more?
Interested in
collaborating?
Meet in the Breakouts

Thank You For Your Attention!

Acknowledgment:

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