



Embedding employ**ABILITY** thinking: An overview

Professor Dawn Bennett



Australian
Learning &
Teaching
Fellows



Curtin University



Employability is more than skills. We focus on ABILITY

Employ**ABILITY** is

“the ability to find, create and sustain meaningful work across the career lifespan.”

Bennett, D. (In press, 2018). *Developing employABILITY thinking across higher education*. Canberra: Australian Government Department of Education and Training.



Our focus is the development of EmployABILITY thinking

Employ**ABILITY** thinking engages students in their cognitive and social development as capable and informed individuals, professionals and social citizens.



EmployABILITY is *not*

- limited to skills
- the same as employment
- a process that stops at graduation
- a job
- developed exclusively in the workplace (WIL)

Employ^{ABILITY} thinking is a strength-based, metacognitive approach delivered by the non-expert within the existing curriculum.



EDUCATOR GUIDE

Helping students to learn from their experiences with critical reflection

What is critical reflection?

Critical reflection will help students get the most from their learning experiences, from a teamwork assignment through to a formal work placement or an activity that didn't work out.

Students need to learn how to challenge their conscious and unconscious values, beliefs and assumptions. Fisher (2010, p. 321) defines these as follows:

- Values constitute principles to live by, i.e. what is important to the individual (e.g. living in harmony with nature);
- Beliefs indicate a particular understanding of the way the world works, i.e. what the individual thinks is "true" (e.g. human beings depend on the environment);
- Assumptions reflect premises or understandings that underpin values and beliefs, i.e. what the individual takes for granted (e.g. I can think rationally about my relationship with nature).

Why engage students in critical reflection?

The purpose of reflection is to learn from an experience. Critical reflection enables all aspects of an experience to be taken into account so that opportunities for learning are maximised. By reflecting critically, we can better understand how our thinking and behaviour enables or constrains our own practice, and the practice of others.



STUDENT RESOURCE

Take the quiz! What's your attitude to feedback?

Are you a feedback seeker or a feedback avoider? Take this quiz to find out. Answer the questions and make a note of whether you responded a, b or c. Then, tally the scores!

1. What am I looking for in feedback?

- Feedback is a good way to benchmark myself against others.
- I look for confirmation and acknowledgement of how I think I have done and to know that I am doing okay.
- I look for ways to improve on my previous performance, and to maximise my performance on the task.

2. How do I process feedback?

- I only focus on the negatives and sometimes I take it personally - to mean that I am not capable.
- I focus on the mark and ignore the feedback if I think I have done well enough.
- I look at a range of ways I can get support when I don't understand. I look at what I can do to improve.

3. Where do I seek feedback from?

- I avoid seeking feedback as I am nervous about what I will be told and don't know if I can handle it.
- I get feedback within the structure of my module/program.
- I actively seek feedback as I want to know how to do better and I am not embarrassed to ask. I know where to get support within and beyond my module/ programme.



EXPERT GUIDE FOR EDUCATORS

Evidencing the graduate experience to staff and students

Professor Jess Vanderlelie

Please share in 100-150 words what your expert topic is and why the topic is important. This document is aimed at an academic audience and can be written from your point of view as our 'featured expert'. Please note the suggested title and image above is a placeholder only and we encourage you to make suggestions! If you have a

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How does this relate to employability?

Please share in 100-150 words how your topic relates to employability.

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Our challenge is to overcome the challenges for educators:

- Lack of time
- Lack of resources
- Lack of expertise

Home About Community ▾ Expert in residence Projects News Educator resources Publications Events Newsletter ▾ 🔍 👤

Profile Notifications Settings Student website Log Out

Engage your students in employability!

Free self-assessment tool for students
now available at
student.developingemployability.edu.au



Employability is the ability to find, create and sustain work and learning across lengthening working lives and multiple work settings.

Employability development is the process of teaching students to think. It involves the cognitive and social development of learners as individuals, professionals and social citizens.

Employability is not a job. It does not come with the graduation certificate. It requires work throughout the career lifecycle.

FEATURED NEWS



New Career Story added to the Student Starter Kit!

This new career story features a musician who has been part of the music industry for a long time working in many different contexts. The account is a great resource for students understanding the imp... [Read More](#)

LinkedIn Community of Practice

We have a vibrant Community of Practice on LinkedIn. Ask questions, post resources and ideas, or just be part of the conversation!

You can access our community [here](#).

You can access past expert-in-residence forums [here](#).

[Join our online community](#)

PROJECT EVENTS

Residency, Leeds University
December 18 - December 20

Residency at Southampton University with Professor Carol Evans
January 1, 2018 - January 31, 2018

State Road Shows
March 1, 2018 - April 30, 2018

[View All Events](#)

RECENTLY ACTIVE MEMBERS



EmployABILITY thinking parameters

- Free of charge;
- No extra time, resources or expertise for teachers;
- Validated measure in an online tool completed in <20 minutes, creating a student personalised profile report;
- Resources online, to enable greater access;
- Formative tool and resources;
- No surveys: students must get out more than they put in;
- Agentic approach to enable strategic and just-in-time learning;
- Resource-rich platforms for educators and students;
- Research enabled.



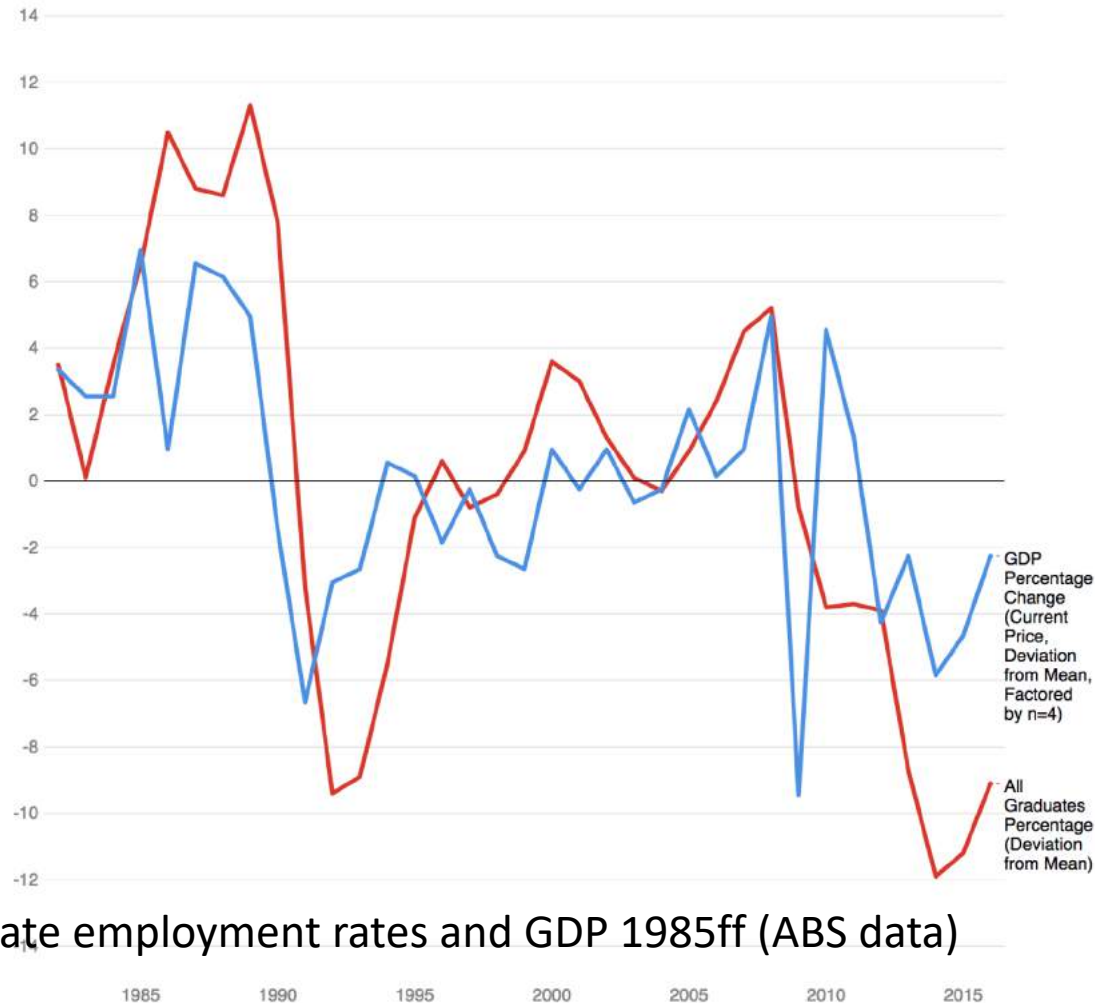
Why is employABILITY so important now?

- Shifting large corporations and more SMEs
- Virtual workplaces
- Self-directed, highly cognitive work
- Distributed organisations
- Flexible patterns of work
- Multiple concurrent employers/clients
- Home-based, isolated work



Graduates are as employable as ever

Full time Graduate employment vs. GDP Percentage Change



Australian graduate employment rates and GDP 1985ff (ABS data)

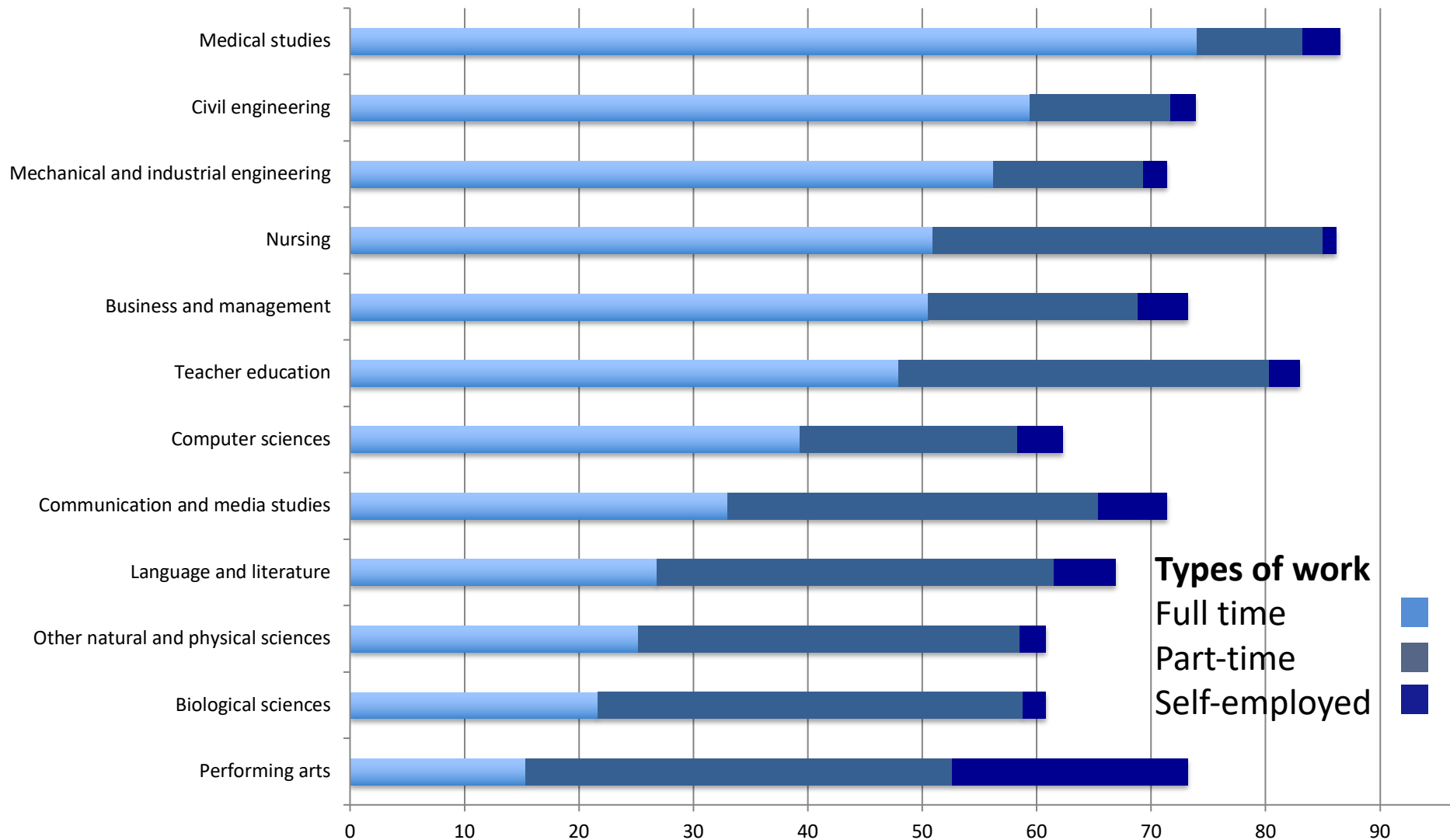
Source: Labour Force Survey, ABS • Created with Datawrapper



developing
Employability



However, graduates' work is increasingly complex



Australian Destinations Survey 2013, raw aggregated data provided by the Australian Government (Bennett, Richardson & MacKinnon, 2017)



Students start by completing the online tool

Welcome to the EmployABILITY student starter kit

[Learn more](#)

Personalised employABILITY profile

When will I be employable?

A better question is, "When will I be able to do the work I want to do?" Use your personalised employABILITY profile to help answer this question.

How am I doing?

People strive to be employable—self and career literate—for the whole of their working lives. Being aware of your strengths and weaknesses across the six *Literacies for Life* can help you target areas in need of development and extend areas of strength, so that you can stay ahead.

Your employABILITY profile may change each time you re-assess your abilities, particularly when your goals and career paths change. It is perfectly normal for people to self-assess lower than before in one or more domains; employability is fluid.

As you reflect on your employABILITY profile, identify areas of concern and target these for development. Use the employABILITY student resources linked with your profile, work with career advisors at your institution, and talk with peers, lecturers and industry practitioners.



Understand employABILITY for yourself



Personalised employABILITY profile

How do I read my results?

To read your results, first look at the model below and explore the interactive [Literacies for Life model](#).



Students decide whether or not to include their responses in the research database.

Responses are anonymised; each participating institution has ethical approval to work with the anonymised data from their students.

Research is cohort- or program wide and, in some cases, longitudinal.



The online tool incorporates a validated measure known as Literacies for Life[©] (L4L), Bennett (2017)

The measure is grounded in social cognitive theory and includes the following considerations:

- Self-management and decision-making (self and career, self-efficacy, academic self-efficacy, self-esteem;
- Professional identity construction related to academic work and future work;
- Person-centred conceptualisations of self and employability including the citizen-self;
- Emotional intelligence; and
- Self-assessment of learner and graduate skills/attributes.

Students also respond to five open-ended questions about work experience, work and study intentions, their degree program and their motivations.

Basic literacy

Career thinking; belief in yourself and your abilities.

Rhetorical literacy

Interpersonal skills; disciplinary and digital knowledge, skills and practices.

Personal and critical literacy

Problem solving, decision making, goal setting and goal achievement.

Emotional literacy

Interactions and relationships.

Occupational literacy

Career thinking, lifestyle and flexibility.

Ethical, cultural and social literacy

Ethical, culturally and socially acceptable behaviours and values.



The profile tool creates a personalised profile report

Personalised employABILITY profile



How do I use this profile?

First, explore the interactive [Literacies for Life model](#). Next, use this personalised employABILITY profile to explore each of the *Literacies for Life* in turn.

Your profile includes reflective questions and links to employABILITY student resources. There is no right or wrong way to use the resources; take your time and focus on what is interesting and important to you right now.

The questions and challenges are designed to help you understand and develop each literacy. Each one refers to a crucial facet of graduate success.

Answer the reflective questions alone or with peers, and use your responses as the basis for discussion with career advisors, lecturers and people in industry.

! Make it count!

Each employABILITY student resource includes a section titled **Make it count!** The **Make it count!** section prompts you to take what you developed in the resource and transfer it to your studies, everyday activities, career planning, CV or professional portfolio.

Collect evidence at every opportunity and add it to your portfolio and CV so that you can find what you need when it comes to

! Unsure about professional portfolios?

There are many free portfolio websites and programs, such as Adobe Portfolio. Your institution may also have a commercial portfolio platform which you can access for

! Sources of advice

Great sources of advice: The university's careers service and student support office, program coordinators, counselling services and trusted members of your personal and professional network.

Would it help to read about careers in your field? If so, [click here to find career stories](#). Before you read the career stories, make a note of the things you would like to look out for.

Student starter kit: Personalised employABILITY profile

Profile prepared for: Sample student report
Date: 22/03/2018

Literacies for Life
Developing Employability Initiative
Curtin University, Australia

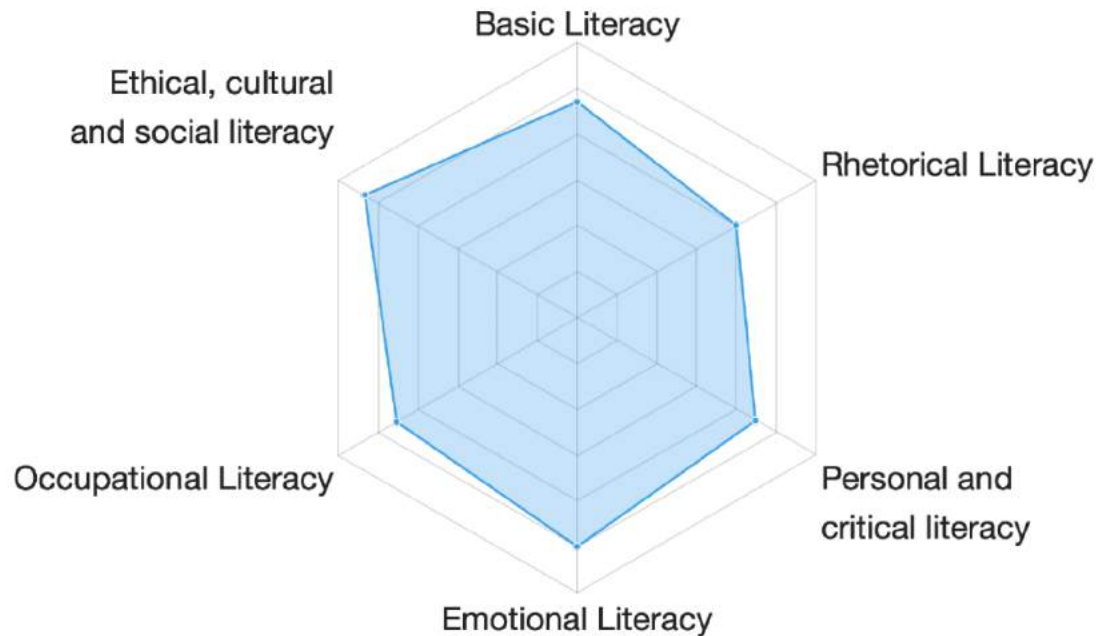


EmployABILITY thinking is illustrated as a simple chart

My results

The radar or web chart below illustrates your self-assessment in each of the six *Literacies for Life*, arranged radially around a central point. The closer the shading comes to the outside of the chart, the higher you self-assessed in that literacy

Your self-assessment relates to your confidence. It will change according to your circumstances and experiences, so use it as a prompt for analysis and action rather than as a score card.





Open responses are populated on the relevant page

Basic literacy 3: Using digital technologies for work and learning

Digital literacy involves finding, using and disseminating information in a digital world.

- *How confident are you in learning and using the digital technologies associated with your studies?*
- *How proficient are you at using digital sources to gather reliable information about career opportunities?*
- *How confident are you when interpreting large datasets?*
- *How aware are you of your online presence and the messages it gives to others?*

Beside your studies, what are *you* doing to enhance your employability?

You answered a similar question in the self-assessment tool. This is what you wrote.

I am attending industry events aimed at students to broaden my knowledge and meet professionals in the industry



Resources are embedded to ensure easy access

aspects of your employABILITY?

- *To what extent will your university program prepare you for graduate life?*
- *What new opportunities can you access through your institution?*

EmployABILITY development is a partnership.
What are **you** doing to develop your employability?

Think of something you could do in the next 30 days and commit to it!

Note the common themes and remember to collect evidence as you go.

- Refine and retain great assessment pieces
- Ask for testimonials and references when you work or volunteer
- Collect certificates
- Digitise media releases

And remember, keep the evidence in your portfolio.

These text boxes link to
embedded resources

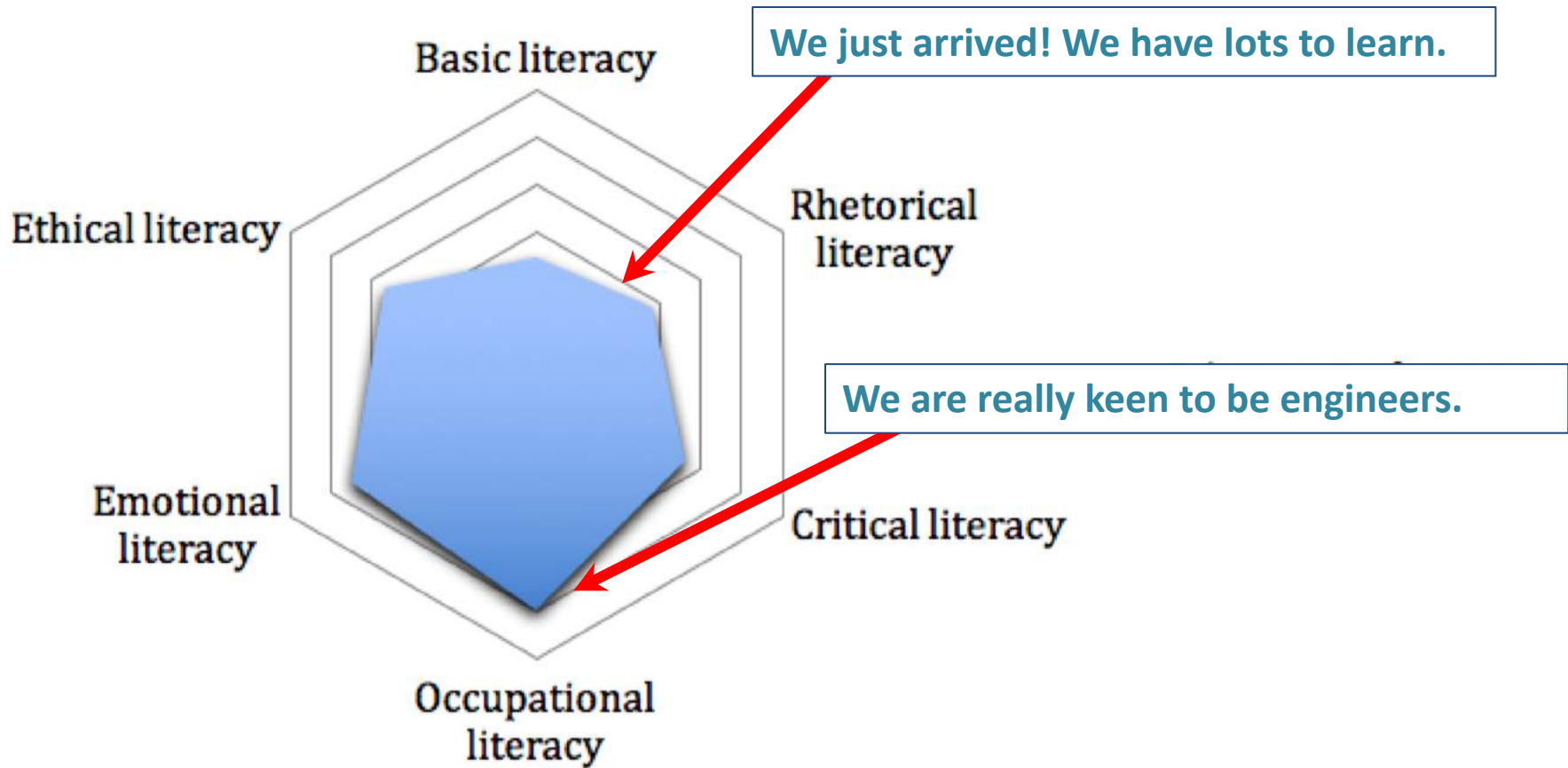


What are your
employability strengths?

Notes



Cohort summaries for teachers illustrate student thinking

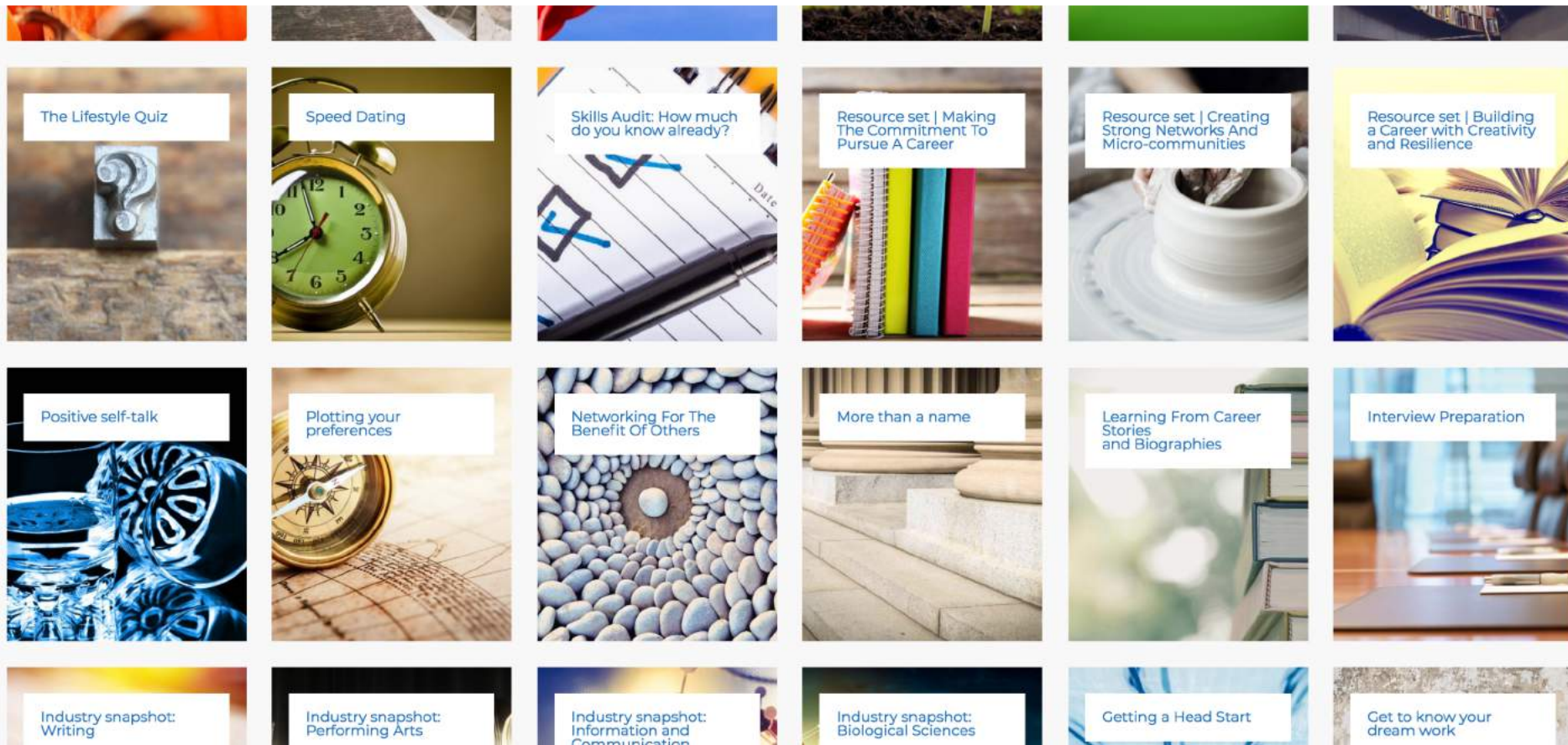




We created separate spaces for educators and students

Educator site: <https://developingemployability.edu.au/>

Student site: <https://student.developingemployability.edu.au>





There are 70 student resources and almost 60 educator guides on the two sites. Everything is shared under a Creative Commons license.

Data from the tool is creating a unique picture of student thinking and confidence. Collaborators are encouraged to join the international cohort of researchers.



STUDENT RESOURCES

Volunteer challenge

Many students are involved in community activities. What can you learn from these experiences, and how can volunteering contribute to your self-concept/sense of self? Volunteering is a great way to gain skills and experience; it also builds valuable networks and helps you to consider the shape you would like your future work to take.

When volunteering, reflect on your experiences: what do you like and dislike, what abilities did you bring or develop and what skills were required? These reflections can reveal crucial work and lifestyle preferences, and they can highlight the relevance of new skills and learning.

Consider:

- Hours of work
- Working with people (clients, children, aged people, diverse cultural groups etc.)
- New skills
- Stress
- The experience of being 'managed'
- Working as part of a team
- Monotony
- Building new networks
- Finding new passions

STUDENT RESOURCES

Developing employABILITY
Volunteer Challenge

Did you know?

95% of employers agreed that volunteering can be a credible way of gaining real-work experience to add to your resume. In fact, as long as the volunteering work is relevant to the role or industry you want to work in, "85% of hirers believe that it's just as credible as paid work". ([SEEK](#))

It is extremely useful to include on your résumé volunteer activities that range from community and mentorship, to administration. Here are some examples of activities in which you might become involved:

- Create a list of local community-based organisations (everything from community bands to summer camps for children). Are professions in your field of study involved in these organisations and, if so, in what ways are they involved? Is there a role for you to play in these organisations?
- Volunteer to lead activities at a local community centre, home for seniors, pre-school, etc. Seek professional guidance in planning these activities and keep a journal of your successes and failures.
- What community outreach activities are organised by professional organisations in your area (schools, colleges, theatres, choirs, community legal services, community kitchens)? Is there a way for you to become involved in these activities?
- Organise one or two activities that will benefit the community in which you live. Seek support for these activities by preparing a grant application and by soliciting local businesses for one-time funding.
- Find out what volunteer initiatives are run at your university or college. Often, these are run by the careers service or the student union / guild.

STUDENT RESOURCES

Developing employABILITY
Volunteer Challenge

Make it count!

Make every experience count by taking the time to reflect on it. Start with these simple questions and then move to the deeper reflection to follow.

- What was great?
- What do you never want to do again?
- What new things did you learn?
- What do you need to learn?

How does the experience influence your career and life planning?

Looking back, Looking in, Looking out and Looking ahead:

- What process did you follow to meet the goals set by the organisers?
- What skills and experience did you bring to the volunteer work?
- How did the experience make you feel?
- What do your feelings tell you about what you like and dislike, and what you value?
- What did you learn from watching other people work?
- What might other people like and dislike about working with you?
- What will you do or learn before volunteering again?
- What will you do differently, and what difference will this make to the outcome?

This resource was developed by Glen Carruthers (Wilfrid Laurier University) and Dawn Bennett (Curtin University).

Developing Employability is led by
Professor Dawn Bennett, Curtin University, Australia.
The work is supported by the Australian Government
Department of Education and Training.

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You can view a copy of the license [here](https://creativecommons.org/licenses/by-sa/4.0/).

Every student resource includes a 'make it count' box which challenges them to take their learning forward, collect evidence or reflect.

The screenshot shows the 'Explore employABILITY student resources' page. It features a navigation bar with categories: All Iteracies, Basic Literacy, Emotional Literacy, Occupational Literacy, Personal and Critical Literacy, and Rhetorical Literacy. Below this is a sub-category for 'Ethical, cultural and social literacy'. A teal banner prompts users to 'Not sure which resources to start with? Complete the EmployABILITY self-assessment tool to receive a personalised profile'. The main content area displays a grid of resource cards, including 'Are you an entrepreneur?', 'Building positive relationships in life and work', 'Career panel: How did you get here?', 'Career story: Accomplishing your goals', 'Career story: Adapting to change', 'Career story: Being true to yourself', 'Career story: Breaking career barriers', 'Career story: Building a career with creativity and resilience', 'Career story: Changing career', 'Career story: Developing your personal brand', 'Career story: Finding a career path', and 'Career story: Following your passion'.



The 10-step employABILITY process

1. **Register** with the [EmployABILITY Development initiative](#);
2. **Engage** with the LinkedIn [Community of Practice](#) and the careers service;
3. **Upload the student online self-assessment tool** to LMS;
4. **Incorporate the tool** as an assessment item, required reading or class activity;
5. **Identify a single employability touchpoint** where employability thinking can be made explicit (one point per unit);
For a teamwork activity or assignment, add the [teamwork resource](#);
For a placement or industry visit, add this [careers panel resource](#);
For a reflection, add this [critical reflection resource](#);
For a mock job application, add this [cover letter resource](#).
6. **Students create a personalised employability profile** using the [online self-assessment tool](#), (15-20 minutes).
The tool is part of the [Student Starter Kit](#);
[Create your own personalised profile](#) (write “test” where it asks for a student number).
7. **Use the resources** at each touchpoint;
8. **Pass on the process** to a lecturer who will teach at least some of the students the following semester;
9. **Encourage students to reflect** on, review and re-create their profiles and thinking each semester;
10. **Engage with the data** to identify areas of need and interest and to underpin educational research.



How to incorporate employABILITY thinking

EmployABILITY thinking touchpoints are places in the existing curriculum where students make links between their learning and their future lives and work. The touchpoints need no extra time, resources or expertise.

First, we look for a touchpoint

On successful completion of this unit students can:	
1	Interpret spatial design and place making through conjectures in response to site opportunities and constraints
2	Generate ideas and concepts as the basis for designing small projects in terms of space, form and structure
3	Explore, interpret and synthesis space, form and inhabitation, recognising human culture as manifest in the built environment



Example 1: first year planning students

In this case, we can use an existing reflection task as an employABILITY thinking touchpoint.

Assessment

Assessment schedule

	Task	Value %	Date Due	Unit Learning Outcome(s) Assessed
1	Reflection	0 percent	Week: 2 Day: Wednesday 7 March Time: Noon.	1,2
2	Investigation	50 percent	Week: 10 Day: Monday 30 April Time: 4 pm	1,2,3
3	Presentation	50 percent	Week: 14 Day: Monday 28 May Time: 4 pm	3



Example 1: first year planning students



We can upload an educator guide for lecturers and tutors.

EDUCATOR GUIDE

Maximise learning with critical reflection

What is critical reflection?

Critical reflection will help students get the most from their learning experiences, from a teamwork assignment through to a formal work placement or an activity that didn't work out.

Students need to learn how to challenge their conscious and unconscious values, beliefs and assumptions. Fisher (2010, p. 321) defines these as follows:



Example 1: first year planning students

STUDENT RESOURCE

We can upload the student resource.

Learn from your experiences with critical reflection

Should I use this resource?

Yes! Critical reflection will help you get the most from your learning experiences, from a teamwork assignment through to a formal work placement or an activity that didn't work out. Critical reflection strategies can be the key to better results and more confidence. They can save you lots of time by focusing your energies on what matters. The ability to reflect critically is also often tested in interviews by recruiting firms and employers, so pay this some attention!

What is critical reflection?



Example 1: first year planning students

Strategy 1: Strands of reflection

The resource gives students 6 templates for critical reflection, each of them linking the reflective task with their future lives and work.

This strategy uses a model originally developed for surgeons. The model relates to critical incident analysis. When using this template, organise your reflection into the four, broad strands with a heading for each.

Factual strand: <i>Description of event</i>	<ul style="list-style-type: none">• What happened?• What did you feel like, think and do?• What were the key moments (positive and negative)?• Why were those moments key?
Retrospective strand: <i>Reflect on the experience as a whole</i>	<ul style="list-style-type: none">• In retrospect, what would you change, and why?• What did you learn about yourself?• What did you learn about other people?• What new understandings arose from the experience?
Sub-stratum strand: <i>Understand your values, beliefs</i>	<ul style="list-style-type: none">• What have you learned about being a member of your profession or discipline?



Example 1: first year planning students

The templates are informative and use plain English.

Strategy 3: Critical reflection using Smyth's reflection on action

Strategy 3 uses Smyth's (1989) framework for 'reflection on action'. The framework prompts us to understand our experiences at an individual level and in relation the broader context.

In this example, the questions broaden the approach to incorporate our experiences before, in, and after action. Each heading on the left-hand-side might form a separate paragraph, or you may choose to create headings for each perspective.

Describe	<ul style="list-style-type: none">• What did I do?• What did other people do?
Inform (analyse)	<ul style="list-style-type: none">• Why was I there?• What was I feeling at the start?• What went well, and not so well?• What was I feeling afterwards?
Confront / reflect	<ul style="list-style-type: none">• What was I hoping to achieve?



Example 2: second year pharmacy students

We look for a single touchpoint.

through the assurance of learning processes in each unit.

On successful completion of this unit students can:

1	Discuss and demonstrate effective communication strategies to counsel patients and collaborate with health care professionals
2	Discuss risk management in the provision of pharmaceutical services and demonstrate accuracy in fundamental pharmaceutical calculations
3	Recognise the signs, symptoms, and complications of common dermatological, eye/ ear disorders and minor wounds presenting in community pharmacy and deliver effective patient-centred care in the provision of prescription and non-prescription medicines
4	Discuss and evaluate the provision of pharmaceutical services within the Australian legal and ethical framework



Example 2: second year pharmacy students

5	26-Mar-18	5	Medicines & Poisons Act 2014 (SA)	5. OTC counselling role-plays
6	2-Apr-18			
7	9-Apr-18	6	Medicines & Poisons Regulations (SA)	6. OTC counselling role-plays, dispensing authority prescriptions and safety net scenarios
8	16-Apr-18	7	Medicines & Poisons Regulations (SA)	7. Free dispensing practice, OTC counselling
9	23-Apr-18			
10	30-Apr-18	8	Pharmacy Act & Regulations (SA)	8. OTC counselling role-plays Portfolio Assessment 2: Pre-dispensing checks for legalities and PBS compliance, 1 dispensing activity
11	7-May-18 S2/S3 course due	9	Code of Conduct & Code of Ethics (SA)	9. OTC counselling role-plays and wound care
12	14-May-18	10	Privacy & Confidentiality (SA)	10. Mock Part A of exam – OTC case scenarios & ethics case Portfolio Assessment 3: Counselling assessment 10 mins

The role-play activity will work well.



Example 2: second year pharmacy students

We upload a student resource based on international students' accounts of WIL placements.
We ask students to consider people from other cultural backgrounds when they do their role-play activities.

Finding other cultures at home

Scenario 1

Below, an international male student refers to the supervisor in a GP-based pathology lab where he is a 1st year nursing intern. The student describes how the practice sessions at university differed from those in the workplace. In particular, he found it difficult to work with older clients.

This student perceived older generations with great respect; however, he found that clients were easily annoyed when he asked lots of questions. The student reflected on the difference an approachable supervisor would have on his ability to manage client liaison.

... when you're practising with each other [in class], you kind of know the person... [but] on the placement you usually handle all the generations. You have different beliefs and values in the younger generation, so it's kind of difficult really because what they're saying might not be, you might not understand, not [be] on the same page ... they kind of get agitated a lot, quite easily, so it's something that I have to kind of look closely ... so with all my powers and



Example 3: second and third year music students

We look for a touchpoint and find an industry visit.

2. 13 March	Beginning to understand the project and analyzing the project brief.	Live performance	
3. 20 March	SITE VISIT- CITY RECITAL HALL Today's class will be at City Recital Hall to meet with the CEO, and to ask questions directly. You are encouraged to meet in your groups following the visit. Further details will be provided in Week 2. This will be your <u>only</u> opportunity and to ask questions directly. You are encouraged to meet in your groups following the visit.		
4. 27 March	Introduction to project management fundamentals, with emphasis on scoping and defining the project.	Productive feedback and group communication styles	Coach attends (in lieu week 3).



Example 3: second and third year music students

STUDENT RESOURCE

Developing employABILITY
Career panel - How did you get here?

Sample questions

- | | |
|---|---|
| 1. What do you wish you had learned when you were an undergraduate? | 11. What do you most love about what you do? Why? |
| 2. Where do you want to be in five years' time? | 12. What are the negatives of being employed full-time? |
| 3. What do you want to be doing in five years' time? | 13. If you could go back in time to when you were 20, what would you do? |
| 4. What was your first paid job? | 14. What do you do to relax? |
| 5. Since you started in your career, what was your worst ever experience? | 15. What do you recommend we do whilst we are studying, to get ahead? |
| 6. If you won the lottery this week, what would you change about your work? | 16. What is your dream job? |
| 7. What did you do in the year after you graduated? | 17. What in your profession do you hate doing, and how do you avoid it? |
| 8. What skills do you think all people in your profession need? | 18. Do you have any regrets about your career so far? |
| 9. What attributes do you think all people in your profession need? | 19. If you had the keys to Dr Who's TARDIS, where would you go and why? |
| 10. What graduate study do you recommend, and why? | 20. Who are your heroes? And, who is the most useful person you've met in your career, and why? |

We upload a student resource which requires students to create 3 questions of their own before the visit. This becomes a ticket!



Careers Panel Ticket: What do you *really* want to know?

To gain entry, write your three panel questions here or add them to your phone:

1. _____
2. _____
3. _____





Example 4: The group assignment

Summative assessment

We look for a touchpoint and find a group project.

Assessment	Type	Weighting	GQ/LO	Due
Group plan 2500 words	Group	10%	1, 2, 4,	Week 5
Individual statement 1500 words	Individual	20%	1, 3, 4, 5, 6	Week 9
Group Project Report 5000 words (or equivalent) including Group work assessment (10/50)	Group	50%	1, 2, 4, 6*	Week 12
Group presentation 20 min	Group	20%	2, 4,	Week 13

Formative assessment

Task	Type	Assessor	Purpose	Timing
Group work survey	Individual	Self and peers	To provide an indicator of group effectiveness and detect any group dysfunction.	Week 6



Example 3: second and third year music students



STUDENT RESOURCES

We provide a teamwork resource and ask students to use this when forming and working with their groups. The resource includes a self-assessment.

Creating a high-achieving group

‘Creating a high-achieving group’ is a simple activity that will help you to pinpoint strengths, identify possible future directions, and perhaps learn a bit more about yourself. The activities listed in each



Top tips for employABILITY development

- Consistently engage students; make it explicit!
- Consistently engage staff; make it explicit.....
- Start by embedding one touchpoint per unit
- Follow the 10-step process every semester (every 6 months)
- Link individual initiatives to create an integrated program
- Adopt a metacognitive, institutional definition of employability
- Share good practice, including co-curricular
- Look for opportunities such as program reviews and common cores



Articles are housed on the educator site.

Journal articles

- 2017** Macarthur, S., Bennett, D., Hennekam, S., Goh, T., & Hope, C. (2017). [The rise and fall, and the rise \(again\) of feminist research in music: "What goes around comes around"](#). *Musicology Australia*, 39(2), 73-95.
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 - Burwell, K., Bennett, D., & Carey, G. (2017). [Isolation in studio music teaching: The secret garden](#). *Arts and Humanities in Higher Education*. Published online first October 2017.
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 - Bennett, D., Reid, A., & Rowley, J. (2017). [Student musicians' experiences of reflexivity during internships: Personal narratives and complex modalities](#). *International Journal of Music Education*, 35(3), 460-475.
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 - Pitman, T., Roberts, L., Bennett, D., & Richardson, S. (2017). [An Australian study of graduate outcomes for disadvantaged students](#). *Journal of Further and Higher Education*. Published online first July, 2017.
 - Blackley, S., Bennett, D., & Sheffield, R. (2017). [Purpose-built, web-based professional portfolios: Reflective, developmental and showcase](#). *Australian Journal of Teacher Education*, 42(5), 1-17.
 - Bennett, D., & Chong, E. K. M (2017). [A Singaporean study of pre-service music teachers' career intentions and self-beliefs](#). *International Journal of Music Education*. Published online first.
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 - Ghaziah, G., & Bennett, D. (2017). [Malaysian educational reform: Does the focus on generic skills align with the needs of music graduates?](#) *International Journal of Music Education*, 35(4), 588-600.
 - Hennekam, S., & Bennett, D. (2017). [Creative industries work across multiple contexts: Common themes and challenges](#). *Personnel Review*, 46(1), 68-85.
- 2016** Rowley, J., & Bennett, D. (2016). [ePortfolios in Australian higher education arts: Differences and differentiations](#). *International Journal of Education and the Arts*, 17(19). Open access.
- Blom, D., Bennett, D., & Stevenson, I. (2016). [The composer's program note for new classical music: content and intentions](#). *Frontiers in Performance Science*, Nov(7).
 - Hennekam, S., & Bennett, D. (2016). [\[Self\]managing complexity: Managing work in the Netherlands creative industries](#). *International Journal of Arts Management*, 19(1), 31-41.
 - Bennett, D. (2016). [Developing employability and professional identity through visual narratives](#). *Australian Art Education*, 37(2), 100-115.
 - Reid, A., Bennett, D., & Petocz, P. (2016). [Creative workers' perceptions of worth: Understanding identity and motivation in a complex workforce](#). *Australian Journal of Career Development*, 25(1), 33-41.
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Thank you! Please be in touch

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Professor Dawn Bennett



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