



Enhancing Employability for Chemists through Personal Marketing and the Language of Industry

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Outline of Presentation

- Previous work
- Proposal
- Review
- Activities
- Pilot
- Evaluation
- Dissemination
- Acknowledgements



Previous Work

*Chemistry Skills *Transferable Skills *Personal Development



????



EMPLOYABLE GRADUATES

The Project

*Chemistry Skills *Transferable Skills *Personal Development



CAREERS SKILLS



MORE EMPLOYABLE GRADUATES

- Instruction, Activities, Professional input
- Higher Education Academy, University of Strathclyde, January 2012

Review & Research

- Students
- Staff / IP Team
- Industrial Partners



Feedback from partners: 1

- ‘Students would benefit from some practice of ‘thinking outside the box’ exercises that would hopefully increase confidence in recruitment activities.’
- ‘To achieve high class graduates, it is no longer enough to be “subject experts”.’
- ‘Graduates require to have necessary subject skills, but also need to be able to identify how, when and where they developed their transferable skills.’

PILOT SCHEME

Feedback from partners: 2

- ‘The technical training that Strathclyde University provides for the undergraduate chemists, along with the development of transferable skills, set a very strong foundation for a successful transition to industry.’
- ‘The students were more prepared with an array of examples and great improvement in how well structured these answers were.’



Activities:

5 skills areas*

1. Employability skills
2. Organisations, business and ethics
3. Marketing (and self-marketing) skills
4. IT skills
5. Job seeking, personal, communication and interview skills

**With overlap between the 5 areas*



Activities:

1. Employability skills

- Student Ambassador skills (University of Strathclyde)
 - identifying baseline skills
- Self marketing / skills recognition instruction
 - interview activity, CV building
- Recruitment specialist
 - CV instruction
- Team building skills
 - assessment centre activity



Activities:

2. Organisations, business and ethics



- Organisations structures
 - International environments
 - Corporate structures
 - Team work
- Ethics
 - Business ethics
 - Personal ethics



Activities:

3. Marketing skills

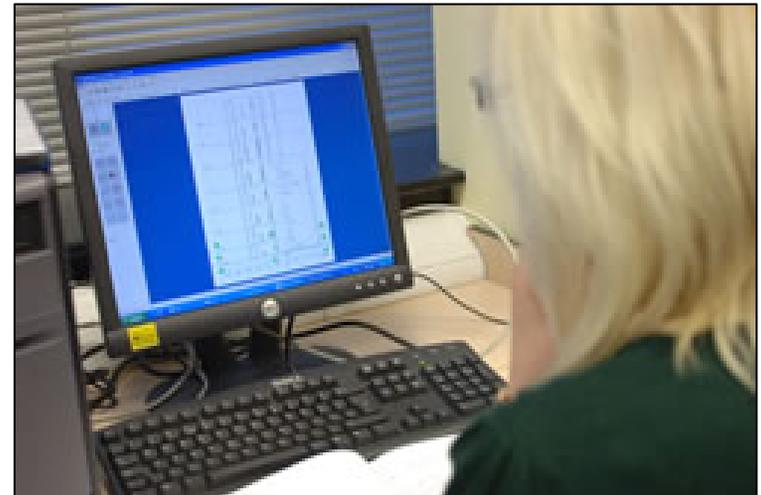
- Introduction to marketing concepts
- Professional PR presentation
 - student presentation
- Personal profile raising
 - application forms



Activities:

4. IT skills

- Social marketing
 - For businesses
 - Personal perspective
- Creation of personal webpage / wiki
- Activity: review of personal social marketing pages



Activities:

5. Job seeking, personal, communication and interview skills

- Interview practice (video)
- Rating competencies
- Psychometric testing



Pilot

- Delivery: October / November 2012
- Audience: ~40 final year honours students
- Format: Careers Skills Class (20 credits)



Benefits to Students



- Increased confidence
- Increased awareness of business processes
- Increased recognition of their personal skills
- Better communication of their personal skills
- Easier transition to the workplace
- Benefits to employers!

Next steps

- Evaluation
- Students
 - Immediately
 - In the future
- Industrial partners
- HESA statistics (within time)



Dissemination

- Widely within our institution
- Conferences
- HEA website
- HEA workshop
- Publication
- Direct contact



Acknowledgements



- Christine Barr
- Lesley Garety
- Catherine Higgins
- John Liggat
- Rohit Mahesh
- Scott Martin
- Christine Matthewson
- Sally Nicholson
- Kenneth Shand
- Alex Sharp
- Karen Youngson
- Higher Education Academy
- University of Strathclyde



Finally

‘We must produce graduates who can think critically, have an analytical approach, can interpret data and information, tackle unfamiliar and open-ended problems and apply all the **chemical** knowledge that they have acquired.’

‘In addition, the modern graduate must master a range of ‘professional’ or key skills. These include communication, team working skills, time management, information management, independent learning.’

TL Overton (2001) Teaching **Chemists** to Think: From Parrots to Professionals, *University Chemistry Education*, **5**, 62-68.

Any questions?

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