Individual Case Study and Intervention Design

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Abstract

The employment patterns of graduates (particularly university graduates) have garnered interest from many areas of life over the years. Higher education is sometimes viewed as the backbone of future human resource supply since it develops higher levels of knowledge and competence. For many students, companies, and career services professionals in higher education, the focus is on graduate courses (often employer-designed rotational courses aimed to give a breadth of experience and some extra, generally professional training). However, many graduates from graduate degrees will not enter the work market. Internships are often regarded to increase students' employability and academic advancement. The purpose of this essay is to integrate the USEM, CareerEDGE, and The Solent Capital Compass models in order to assess, evaluate, and reflect on Katrina, a recent college graduate. Case studies and interventions in design.

Keywords

Career; Work Experience and Employability.

1. Introduction

Employability refers to the ability of an individual to obtain initial employment, maintain employment, and obtain new employment when needed [17]. Yorke separates it into employability potential and employability potential [15]. Over the years, employment patterns among graduates (particularly college graduates) have attracted attention from all quarters. As an institution that produces higher levels of knowledge and expertise, higher education is often viewed as the nucleus of the future supply of human resources [23]. For many students, employers, and career services in higher education, the focus is on graduate programs (usually employer-designed rotation programs designed to provide a wide range of experience and some additional, usually professional training. However, many graduates will not enter the labour market under the graduate program. It is now widely accepted that placements can enhance students' employability and contribute to their academic development [2]. This essay will combine the USEM model, CareerEDGE model and The Solent Capital Compass model to analyze, evaluate and reflect on the case of Katrina, a graduate of higher education, and design intervention measures.

2. Case study of A University Graduate

As a college grad, I tend to look at the relationship between work experience and the employability of college grads. So I selected Katrina, who is also a graduate of international higher education, to be the focus of this case study. In this interview, I designed questions to understand his academic and professional background. I found out she's a Chinese international student. Currently a graduate student in Great Britain. She studied business administration and human resource management in a QS top 200 school for her undergraduate study, and her postgraduate continued to study human resource management in a QS top 100 school. As a college graduate who is about to enter the job market, both Katrina and Scherer

believe that a smooth integration into the labour market is essential for subsequent careers [24], so Katrina found internships and part-time jobs related to her major from undergraduate to postgraduate.

From the perspective of academic qualifications and work experience, Katrina did indeed accumulate work experience that fits her major, but in the next interview, I found that the industry Katrina ultimately wants to engage in is not in the direction of corporate human resource management. While Katrina has work experience and studies related to her major, the problem she faces is that she lacks work experience in the industry she is interested in. This is quite different from traditional occupations. Today, driven by changes in society, education and the labour market [26], the transition to work is increasingly unpredictable and individualised [9]. Since individuals are responsible for their own profession, they increasingly expect to change careers to align their professional activities with their own interests [8]. Although Katrina was confused and confused about her employment and interests in her early career, but in After experiencing the school's career planning education and work experience, Katrina changed her career preferences and planning, from the direction of corporate human resource management to the direction of academic research and civil servants. This is also in line with Brooks that graduates may choose unbounded careers (such as voluntary work, internships, placements, temporary jobs that explore options, etc.) due to changes in interest during higher education studies or work with boundaries [26]. No possibility of employment was found in the field. While Katrina has work experience and studies related to her major, the problem she faces is that she lacks work experience in the industry she is interested in.

In the interview, I found that Katrina's perspective on experience is more focused on the traditional perspective, that is, defining experience as knowledge and subjective experience. The traditional view is that experience is a backward-looking experience, as a theory of experience that promotes experience [12]. When I mentioned what I have learned or acquired from past experience, Katrina unconsciously responded with knowledge and experience of knowledge and skills. But the point is that not all experiments will lead to the knowledge gained by the experience. Dewey has previously proposed a future-oriented learning theory to help educators and learners develop the ability to address challenges through survey methods and an open understanding of knowledge [6]. The theory is to be ready to react to differences and differences creatively, which includes the ability to act imaginatively in uncertain circumstances. Dewey believes that experience is not primarily connected to knowledge, but to human activities and life [4] [6]. Life is a constant interaction of the individual and his surroundings. The experience includes not only knowledge but also emotion, aesthetics and ethics [3]. Cognition and communication are also important factors [3]. Katrina also noted the importance of communication skills, including non-violent communication (NCAC), a communication skill. The idea was proposed by Marshall B. Rosenberg, and its purpose is to enable us to understand and value each other's needs by establishing connections, and then to find ways to meet the needs of both parties together. In other words, the NVC provides specific skills to help us make connections and make friendship and support a reality [7]. This is a type of communication skills, and the listening skills it emphasizes are also very important skills in career counselling. And this type of skill is difficult to gain from the knowledge taught in school. Because it requires not just theoretical knowledge, but practice is also very important. For example, as I am about to graduate, I chose leadership as one of the general competencies in my undergraduate course. However, the school's leadership, teaching still remains at the analysis of theories and doctrines, and the assessment of students' abilities also remains in the application of case analysis and doctrine. The pupil has not really learned this technique. As a matter of fact, soft skills require more practice (work experience). Only theoretical students are unable to master such general competencies.

As far as employability is concerned, in addition to the general skills mentioned above, Gaizer once proposed active employability and interactive employability in seven operational versions of employability [1]. These two skills are very important for employability. Active employability is the market capacity of accumulated human, social and cultural personal capital, and a clear concern for the individual's responsibility for his employability. In relation to policies to promote lifelong learning, labour market flexibility and the provision of labour market information [14]. Interactive employability takes into account the interaction between personal characteristics and the labour market, and the relative ability of individuals to achieve meaningful employment in relation to observed or predicted labour market performance. The policy focuses on worker accommodation and activation and prevention plans [13]. A similar advisory was issued by Yorke and Knigh. They believe that employability competencies are a series of accomplishments, including competencies, understanding and personal suitability [15]. These skills make graduates more likely to be employed and successful in the chosen occupation, which benefits them, the workforce, the community and the economy. In this interview, Katrina mentioned her father's assistance in her career. It is in fact an aspect of the market capacities of individual human, social and cultural capital. Katrina mentioned that this work experience is very rare without the help of her father, based on the background that she is an international student and can only do short-term internships. With regard to interactive employability, in the course of the communication process, I found that Katrina would take the initiative to learn more about the labour market information of her career development directorate. Although the labour market information in the Chinese market is not open and transparent, she can still obtain relevant information from her parents, classmates, and people who previously worked in this industry. In fact, it can also be classified as active employability, because understanding this information implies an aspect of the individual human, social and cultural capacities of the capital market.

Based on the above three backgrounds of Katrina's academic qualifications and work experience, her own cognition and views on occupation, and employability, I think that we can use the employment model to reflect on and evaluate Katrina's experience, and find out if there is any help. The employment model provides a framework for students to reach their full potential and become grads with added value. There are three main employment models: the USEM model, the CareerEDGE model and the Solent Capital Compass model. The USEM model was proposed by Knight and Yorke, which aims to theorise learning outcomes using employability frameworks [11]. The model is mainly divided into four aspects (show as Figure 1): Understanding (understanding of subjects, knowledge domains or specific subjects), Skills (including key skills and soft skills), Efficacy beliefs (students' self-theories and personal qualities) and Metacognition (including students' self-awareness and the ability to reflect and take action).
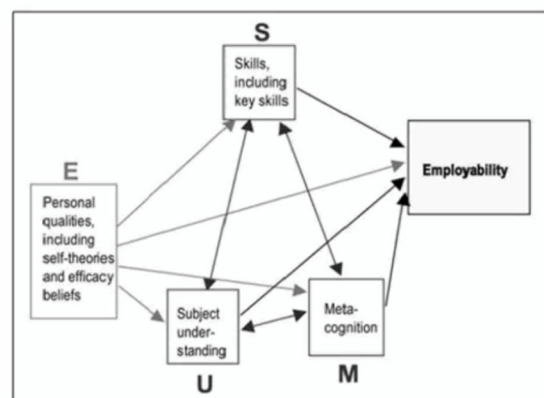

Figure 1. USEM Model
(Adapted from Knight and Yorke, 2002)

The CareerEDGE template was proposed by Darce Pool and Sewell (Figure 2). The aim is to provide a clear and doable statement to help students develop an employability skills framework [18]. The model includes five components: Career Development Learning (CDL), Experience (work and personal life), Specialized Knowledge, Skills and Understanding, Soft Skills and Emotional Intelligence. The template can be used to explain this concept to researchers, career guidance professionals, students, their departments and employers. By reflecting and evaluating these experiences, students can attain a higher level of self-efficacy, self-confidence and self-esteem.
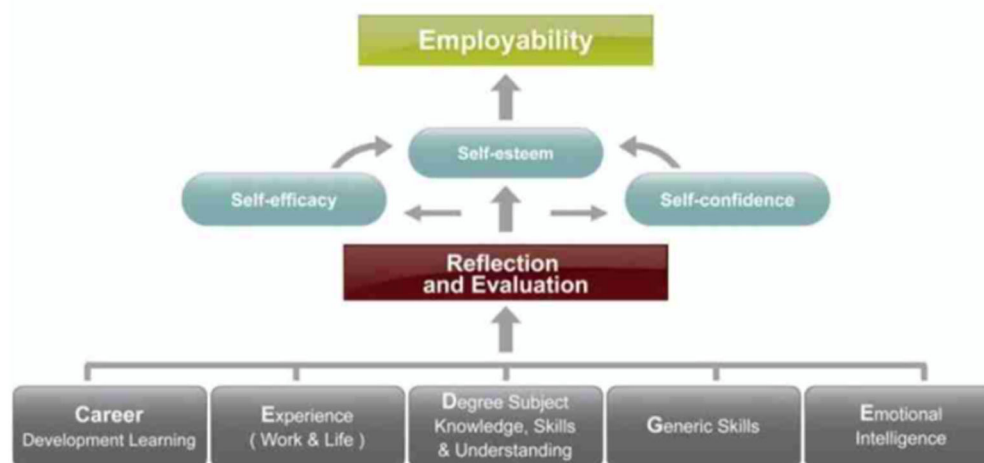

Figure 2. CareerEDGE Model
(Adapted from Dacre Pool and Sewell, 2007; 2017)

Combining the USEM Model and the CareerEDGE Model can get some specific assessment categories: specific knowledge, critical thinking, communication, problem solving, creativity and innovation, basic knowledge, planning and organization, independent learning, and initiative and entrepreneurship. Using these specific categories to evaluate Katrina's employability, we can find that she has specific knowledge and basic knowledge (from university to graduate school and has been studying human resource management), critical thinking (frequent self-reflection), and certain communication skills (nonviolent communication skills she learned in her job). But some abilities are still unclear, because the designed problem does not involve communication in this area, such as problem-solving ability, creativity and innovation, planning and organization, self-learning ability, initiative and entrepreneurial spirit. These elements will be further elaborated and improved during the follow-up meeting.

The Solent Capital Compass model (see Figure 3) primarily assesses the experience, skills and capabilities required for graduates' employability. This model can not only assess and reflect on students' employability, but also provide a focus for students who are about to enter the labour market. This model primarily helps me think in the case of Katrina, and how to help Katrina in the follow-up so that she can better achieve self-efficacy. Through The Solent Capital Compass model, I found that Katrina is in the analysis of opportunities (knowing what opportunities there are outside, the lack of transparency in the Chinese job market, and the excessive amount of information in the job market that Katrina cannot start), personal skills (the ability to solve problems, creativity and Innovation, planning and organization, self-learning ability, initiative and entrepreneurship, etc.), experience (work experience related to the industry of interest), industry knowledge (understanding the type of industry or organization, and how the industry operates), and social capital (Explore your own network of

relationships) and psychological capital (resilience, confidence, and the ability to overcome setbacks) are lacking. When designing the next class, I will provide Katrina with relevant help in these areas.
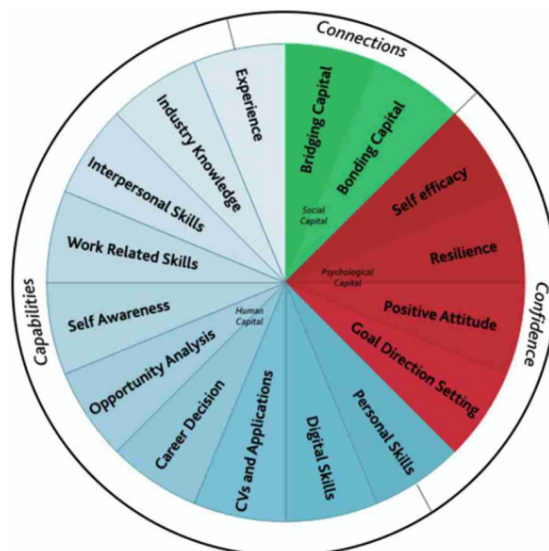

Figure 3. The Solent Capital Compass model
(Adapted from Southampton Solent University, 2013)

3. Intervention Design

In Part 1, I evaluated and reflected in the basic skills of Katrina and the aspects that can provide help through the three employability models (USEM Model, CareerEDGE Model, and The Solent Capital Compass model). Based on the reflection and evaluation in Part 1, I posted that intervention measures can be designed in the following areas: Opportunity analysis (knowing what opportunities there are outside, Chinese job market information is not transparent enough, and the amount of information in the job market is too large for Katrina to start.), personal skills (problem-solving ability, creativity and innovation, planning and organization, self-learning ability, initiative and entrepreneurial spirit, etc.), experience (work experience related to the industry of interest), industry knowledge (understanding the type of industry or organization, And how the industry works), as well as social capital (exploring one's own network of relationships) and psychological capital (resilience, confidence, and the ability to overcome setbacks). I will arrange three face-to-face meetings to help Katrina follow up.

For the first meeting after this interview, first of all, regarding opportunity analysis, I will collect market information from civil servants in the Chinese market and the academic research industry for information intervention. It was a 20- to 30-minute meeting. In terms of public service labour market information and academic research, I will be collecting information on departments, degrees, ages, genders, wage levels, and skills between 2008 and 2020. This requires logging on to the Chinese government website to check the current labour market supply and demand analysis reports published by the Ministry of Labour and Social Security over the years. Second, what Katrina must understand is the entrance examinations for these two industries. In China, officials and university researchers undergo special reviews. If Katrina wants to get into these two industries, he needs to understand not only the information on these two industries, but also the content of the review. This intervention can greatly expand Katrina's industry information in these two industries, and analyse opportunities from it (for example, in terms of current professional and work experience, Katrina will be more suitable in which department in these two industries to conduct Career development.) The information

you know can not only help Katrina enter these two industries, but also help Katrina have a clear plan for long-term career development.

For the second meeting after this interview, I would like to conduct a lesson plan to allow Katrina to explore her personal skills and needs. The meeting will take between 45 and 60 minutes. In this meeting, I will design interview questions newly, and conduct research on Katrina problem-solving skills, creativity and innovation, planning and organizing, self-learning ability, initiative and enterprise, and so on. After exploring personal general skills and abilities, I will use Maslow's hierarchy of needs (shown in Figure 4) to design course activities. Needs analysis can help me better explore and meet Katrina's core needs in designing the course. In Maslow's hierarchy of needs, physiological needs are the weakest and most urgent needs, such as food, water, air, sleep, gender [27]. In the process of professional development, the quality of life required by Katrina is also a part of concern, which determines how much effort she will put in to meet this need. To meet the needs of this part, this meeting will once again allow to exchange information on the salary levels of civil servants and academic research on the Chinese market. Safety needs are also lower-level needs, including personal safety, life stability, and Freedom from pain, threats or diseases, physical health, and possession of one's own property are related to one's sense of security [27]. In this regard, I need to collect in advance possible changes in professions from public servants and university research industries, if they are stable, and so on. The needs of love and belonging (often referred to as "social needs") belong to greater needs, such as the needs of friendship, love and affiliation [23]. Esteem needs belong to higher-level needs, including not only the personal feeling of achievement or self-worth, but also the recognition and respect of others for oneself, such as: achievement, fame, status, and promotion opportunities. In order to meet Katrina's needs in this regard, in addition to taking her to explore the career development of related positions and departments, but also to understand whether her family and friends support her to enter this industry. Because if they don't support it, I'll need to add related meetings in the future to help Katrina resolve the conflict between career and membership. The need for self-realization is the highest need, including the needs for the highest standard of living. This is a need derived from the first four needs, like self-realization, full potential, etc.[20]. When the four present needs can be met, self-actualisation will be derived. To help Katrina realize that need, I need to design related activities to explore its potential.
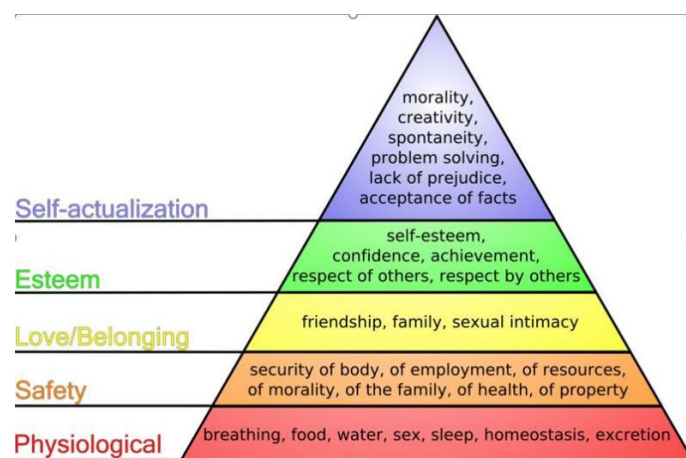

Figure 4. Maslow's hierarchy of needs
(Adapted from SimplyPsychology, Mcleod, 2018)

For the third meeting, I will test Katrina's social capital and psychological capital. According to Holland's trait and factor theory [9], work experience provides fertile ground for understanding whether roles and organizations "match" with your abilities, interests, and values. Continuing to explore Katrina's past work experience will help Katrina determine to what extent its capabilities and interests align with the values of the target industry. From this, we can basically judge Katrina's ability to withstand pressure and motivation in the target industry. During this meeting, I will review in depth the more detailed aspects of Katrina's work experience, such as the type of leadership model, organizational culture and preferred work model. Social capital is a very important resource for post-secondary graduates and employees who have some work experience. Krumboltz, Mitchell and Jone mentioned in social learning theory that work experience provides opportunities to establish relationships between networks and workplaces, including establishing role models and establishing a new work-based community [25]. Students learn how to manage interpersonal relationships in the workplace by interacting and watching each other. Work experience provides opportunities to learn interpersonal and technical skills, attitudes and behaviours related to the role and work environment directly through training and indirectly through others. On this basis, I will continue to explore the social network, developed by Katrina in her work experience at this meeting. It will help Katrina find people to help her in the target industry in the future.

4. Conclusion:

In this interview, Katrina and I explored how her work experience impacted her. During this interview, I found that although Katrina has work experience consistent with her major, she is not consistent with her work experience in the industry of interest to her. Analyzing Katrina's employability through three employability models (USEM model, CareerEDGE model and The Solent Capital Compass model) and found that she is in opportunity analysis, personal skills (problem solving ability, creativity and innovation ability, planning and organization, self-study Ability, initiative and entrepreneurial spirit, etc.), experience (work experience related to the industry), industry knowledge (understanding the type of industry or organization, and how the industry works), as well as social capital (exploring one's own interpersonal network) and psychology There is still a lack of capital (resilience, confidence and the ability to overcome setbacks). Therefore, in the intervention measures, I conducted three conference designs for these aspects, mainly inclined to continue to explore Katrina's industry market opportunities, personal skills, and social capital and psychological capital, and how to use this information to create a more suitable entry for Katrina. Employability within the industry of interest.

5. Appendix:

The following is a transcript of this interview with Katrina (Z is me, and K is Katrina.).

Z:Hello, Katrina. I am very pleased that you are here to participate in this interview. Today I am going to interview you on issues related to work experience. I will summarize this interview and develop custom interventions in three business days. The results from the interview will be used in my course search. The search will be described under an alias. Would you agree with me to complete and record this interview, and apply the results to my post-interview course search?

K: Yes. I got it. I agree.

Z: Could you tell me about your academic background first?

K: I am an international student from China. Both my undergraduate and postgraduate studies are in the UK. My undergraduate major is human resource management and business

administration. As a graduate student, I chose to continue my further study in human resource management.

Z: Have you tried to improve your employability during the entire process of receiving higher education? For example, doing internships or part-time jobs.

K: Yes, I have tried to find some internships and part-time work experience to enrich my resume. During my undergraduate and graduate studies, I chose a state-owned enterprise and a consulting company to work on different modules in human resource management. In the first state-owned enterprise, I was mainly responsible for salary and welfare, and in the second private enterprise, I was mainly responsible for recruitment.

Z: I heard that it's hard to find a job in a state-owned enterprise. How did you get this opportunity to enter a state-owned enterprise?

K: Yes, it is really not easy. I got the help of my father to successfully enter the state-owned enterprise for a short-term internship.

Z: Yes, it is really not easy. I got the help of my father to successfully enter a state-owned enterprise for a short-term internship. The internship market in China is not easy for international students to find suitable jobs, especially short-term jobs. You know, since I am an international student, I can only return to China to accumulate work experience during the holidays.

Z: What skills do you think you have learned from your work experience？

K: I think the fastest thing I improve is my communication skills. Nonviolent communication is a very effective method. Secondly, I also felt some of the knowledge I learned in human resource management in the process of work, such as why pay and benefits management, how to do well in employee care, and learned about the needs of different employees in various positions during recruitment.

Z: Which ability do you think is the most important in employability after experiencing these work experiences?

K: I find that soft skills, such as communication skills, leadership, and information processing skills, are more important than hard skills, such as the need for research or the major I am studying. This does not mean that hard skills are not important, but I find that soft skills may help a person to have a smoother career and develop better.

Z: In the process of accumulating work experience, do you think there are any people or things that have helped you a lot?

K: The first is the teachers in the employment center of the school. They helped me a lot in revising my resume. And helped me to conduct a professional personality test, let me know which occupations I might be suitable for in terms of occupation. The second is my parents. They have always respected my choice in my career choice, and made some pertinent suggestions to me on this basis. They also helped me in finding work experience. After entering work, the teacher who took me to study also taught me a lot. They are old employees of the company and helped me quickly adapt to the company's culture and office rhythm.

Z: Do you think this work experience is helpful to your future career planning and employability?

K: There is a certain degree of help. Although my career plan is to continue academic research or enter the civil service industry, these work experiences have helped me gain a certain understanding of real life, rather than being limited to the school environment. The only thing I feel regretful is that I didn't start to realize the importance of career planning until I entered university, and even for a long time I was confused and didn't know what my direction was. This led me to realize that I was really interested in academic research and civil service work after I entered the work internship.

Z: As an international student, have you learned about the labor market before? Which aspect of the information do you know more or which country do you know more about?

K:Yes, I have learned about the labor market, but I feel that I don't know enough about it. I'm sure I made the right decision. And I continue to understand this information, and will make some changes based on the newly obtained information. I know both the labor market in China and the UK, but I know more about the Chinese market. Because I am more inclined to set my career development direction in China. However, I found that China's labor market information is not as open and transparent as the British labor market information. When learning about the labor market in the UK, I can find all kinds of data on special websites, and the school has a special career center to help me analyze it. But in China, most of the labor market information I know comes from my parents, classmates, and people I know who have previous employment experience in related industries.

Z: Do you reflect on your career development in your daily life

K: Yes it is. Although it is irregular, I will reflect on it frequently. I will reflect on what I have gained during this period of work? What is the connection with the knowledge I have learned? Or is this really the direction I am interested in? What industry would I be more interested in? What industry is my personality suitable for? Am I interested in an industry that suits my personality?

Z: The above is probably all the questions today. Thank you very much for attending this meeting. I will send the analysis results to you within three days and carry out the follow-up course design to help you.

K: I am very happy to be present at this meeting. Thank you very much for your help. I look forward to the next meeting.

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