Learning
Σco
System

Classroom Culture

Attitude to Learning

Support Mechanism

Navigating the Success

(Bridging the Skill Gap by Shaping the Educational Environment)

Contents

85% of your Financial Success is due to your Personality and Ability to Communicate, Negotiate and Lead, Shockingly, only 15% is due to the Technical Knowlledge.

Lights

Action

Camera

MARKET ORIENTED DESIRED END RESULT OF ACADEMIC JOURNEY FOR PARTICIPANTS

The concept of 'employability' has been most usefully defined recently as 'the ability of an individual to secure and sustain employment and progress within the workplace', recognizing that different types of employment have different 'employability' requirements.

We need to raise the level of employability of our graduates by ensuring they have The important generic skills in team-working, reasoning and communicating that are required for many modern careers apart from good knowledge of their domain'.

Most sought-after skills by employers and the most useful skills for graduates.

· Domain Knowledge
· Basic literacy and numeracy
· The ability to work well with others
· Communication skills
· Self-motivation
· The ability to organize one's work
· Business and customer awareness and problem solving are amongst the key skills.
· A basic capability to use IT
· Dedication and commitment
· Internet

Job market emphasizes the need to see Academia treating student employability as a core part of their mission. So it is believed that it is reasonable to expect from stakeholders to take responsibility for how their students are prepared for the world of work'

Skills and attributes can be divided into categories based loosely on the 'hard and soft currencies. Their formulation pays attention to what people know and have done and also who they are.

Skills and experience broadly falls into hard currencies. Personal qualities and attributes such as interpersonal skills and time management together with factors such as appearance and how efficiently job applicants express themselves during the selection process are soft currencies which are also important to employers in evaluating candidates.

The students who are aware of the importance placed by employers on softer skills and who know how to demonstrate these skills are likely to be successful in finding employment – They are players who know how to play the game.

Sum of all EffortsS

"TALENT DEVELOPMENT A MUST FOR GRADUATION"

One driver, **"digital technology",** both exerts pressure for change (because the new technologies demand a new set of skills) and provides opportunities for transforming pedagogy (because it provides access to information, networks for communication, and new means of presenting learning). **"Globalization"** also exerts social and economic pressure, and provides opportunities for wider, richer learning.

On the other hand, **economic conditions, demographic pressures, diversity and environmental sustainability** are primarily felt as pressures rather than opportunities-though to respond to them, educators should come up with innovations that enrich learning and help them in dealing with specific challenges.

These pressures and opportunities require people to acquire new kinds of literacy as to be lifelong learners, because technology, politics, economics, and the environment are changing so quickly. **This demands a shift away from focusing on engagement in universities, to engagement in learning.** It also requires an examination of what sorts of environments and learning Ecosystem most conducive to learning are there, for the 21st century.

On the basis of Meta-Analysis of extensive researches and after consultation with multiple employers, experience of recruitment drives**,** along with the employer's feedback and Mock Interviews and, student's behaviour on the job, Office of Career Services **(OCS)** has compiled a document focusing on essential key critical requirements for grooming and launching of graduates in the competitive job market.

The requirements of learning today and foreseeable future, proposes a comprehensive framework, which attends to the latest thinking and research about innovation, and which will be of practical use to incorporate in an **"Effective Learning Ecosystem"** in higher education.

Furthermore, this document highlights the areas which are needed to be focused on to create a great learning experience for the participants and a **"wow factor"** for employers. It also addresses **learner ownership,** as then they will be able to apply their own insights about how to learn best, and become **"co-producers"** of learning rather than **"just consumers."**

"THE FIRST STEP
IS
YOU HAVE TO
SAY
THAT YOU CAN"
-Will Smith
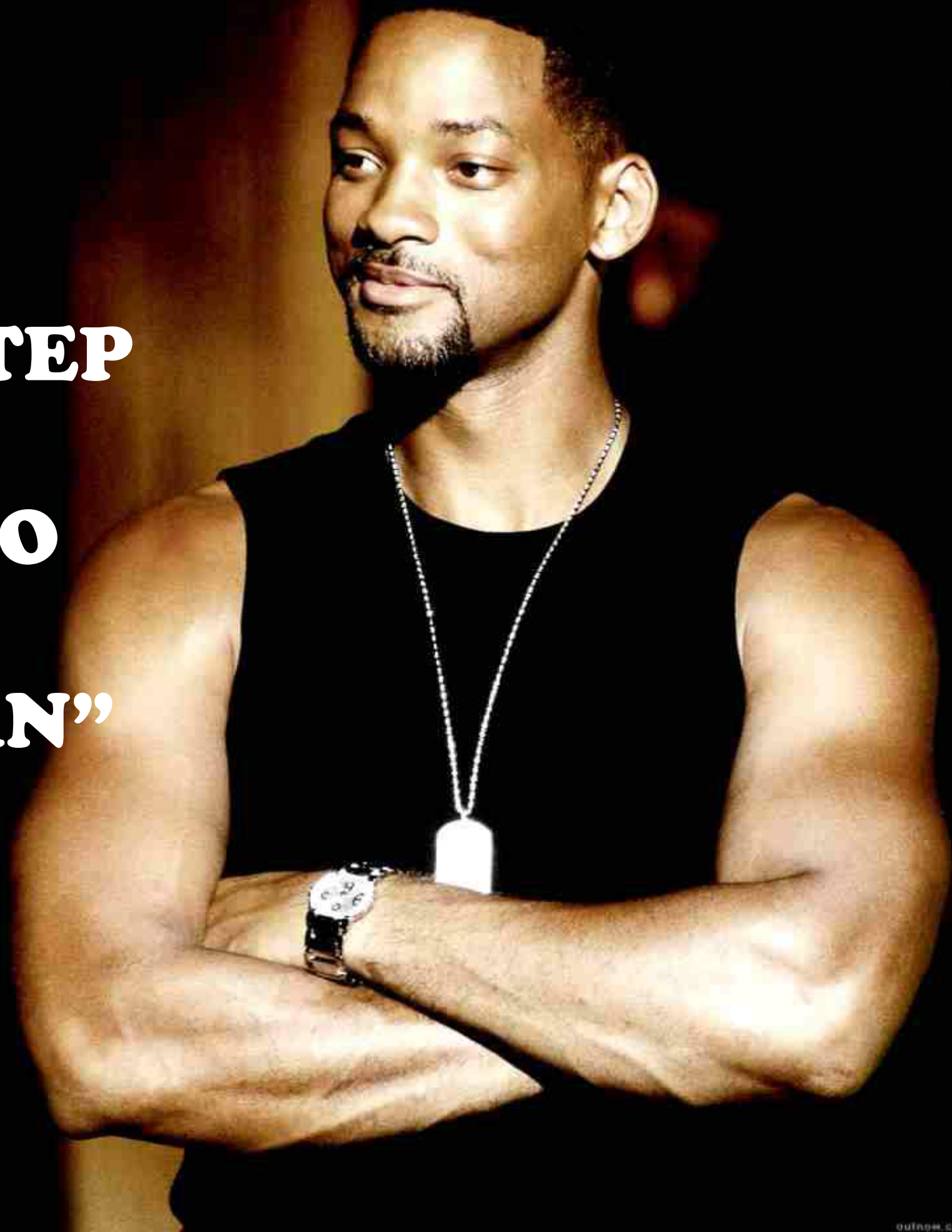
T he stakeholders should recognize the importance of education and skills, and invest heavily in learning experience in universities. However, there remains a **fundamental misalignment of needs and expectations that makes it hard to improve outcomes.** Employers struggle to find the skills they need, especially at entry level. **Fresh graduates in universities are unclear about how and why they should enter the job market and build a long-term career. <u>Teachers are generally unsure about labour market demands and how they should cater for it..</u>**

This document is based on an in-depth **Meta-Analysis** of various researches. We suggest multiple approaches to creating a "<u>**Learning Ecosystem**</u>" of progress from education into employment, and we outline the steps that educational stakeholders can take to define and then meet their common needs.

We hope it inspires ideas and actions that help to prepare the workforce of the future.

One of the primary aims of economic diversification is to create new jobs in the market to tackle unemployment rate among youth and ensure sustainable growth. However, if the graduates of any one university don't have the skills they need to be successful in these jobs, the graduates of other leading universities will continue to be the more attractive option for employers.

The universities need to create employment ready graduates.

Stakeholders understand that investing in skills, education and training is critical to developing a sustainable workforce, facilitating rewarding careers for young people and boosting the country's competitiveness. The skills gap, however, is getting bigger as knowledge economies demand more advanced competence.

Collaboration between all the stakeholders (Government, investors, educator, employers and young people themselves) is critical to creating a supportive **Learning Ecosystem** to preparing young people to continue to be the workforce of the future.

To increase youth employability, stakeholders need to address obstacle in the progression from education to employment, investing not only in education and preparation for employment, but also in education about opportunities in the 21st-century labour market. Initiatives must be driven by the emerging needs of employers, with all levels of the education system involved in meeting these needs in the life cycle of a student.

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"SOMETIMES YOU HAVE TO FORGET WHAT'S GONE, APPRECIATE WHAT STILL REMAINS, AND LOOK FORWARD TO WHAT'S COMING NEXT."

-WILL SMITH

NEXT STEPS

For the Employers: Engagement

- Get involved in universities,
  talking to students,
  providing advice and forming
  partnerships to help develop
  curricula and work experience
  schemes

- Collaborate within sectors to
  develop a clear, consistent set
  of needs to discuss with
  universities and the government,
  defining the technical and soft skills, as
  well as the behaviours
  and attitudes, that a graduate needs to
  have for you to hire them

- Invest and sign up to job training,
  work placements and internships.
  Support or create apprenticeships,
  creating fast-track schemes for
  participating students

For the Universities: Execution

- Invest in a clear picture of the future
  business landscape to ensure that the
  national educational infrastructure is
  designed to fit the national job profile of
  the future

- Focus on raising teacher training quality
  and introducing new approaches and
  techniques to teaching by creating an
  atmosphere of learning

- Adapt the curricula, developing a
  balance of practical skills and academic
  understanding that is relevant to the
  current and future job market, and
  integrating work experience

- Enhance curricular and extra-curricular
  opportunities to develop enterprise skills
  and mind-set

- Engage with parents and guardians to
  support young people's career decisions

For the Government: Enablement

- Mandate and push through educational
  initiatives with a clear strategy and focus

- Provide incentives to the employers to get
  more involved; for example, through
  apprenticeships and graduate training
  schemes

- Get the message out to young people that
  employment in the private sector is
  rewarding

- Invest in promoting the merits of
  entrepreneurship and establishing a
  business

- Invest in university's Infrastructure and
  Labs

YOU DON"T NEED A NEW YEAR TO MAKE A CHANGE...

ALL YOU NEED IS TODAY...

HERE'S TO THE CRAZY ONES, THE MISFITS, THE REBELS, THE TROUBLEMAKERS, THE ROUND PEGS IN THE SQUARE HOLES — THE ONES WHO SEE THINGS DIFFERENTLY — THEY'RE NOT FOND OF RULES — YOU CAN QUOTE THEM, DISAGREE WITH THEM, GLORIFY OR VILIFY THEM, BUT THE ONLY THING YOU CAN'T DO IS IGNORE THEM BECAUSE THEY CHANGE THINGS — THEY PUSH THE HUMAN RACE FORWARD, AND WHILE SOME MAY SEE THEM AS THE CRAZY ONES, WE SEE GENIUS, BECAUSE THE ONES WHO ARE CRAZY ENOUGH TO THINK THAT THEY CAN CHANGE THE WORLD, ARE THE ONES WHO DO.

— Steve Jobs
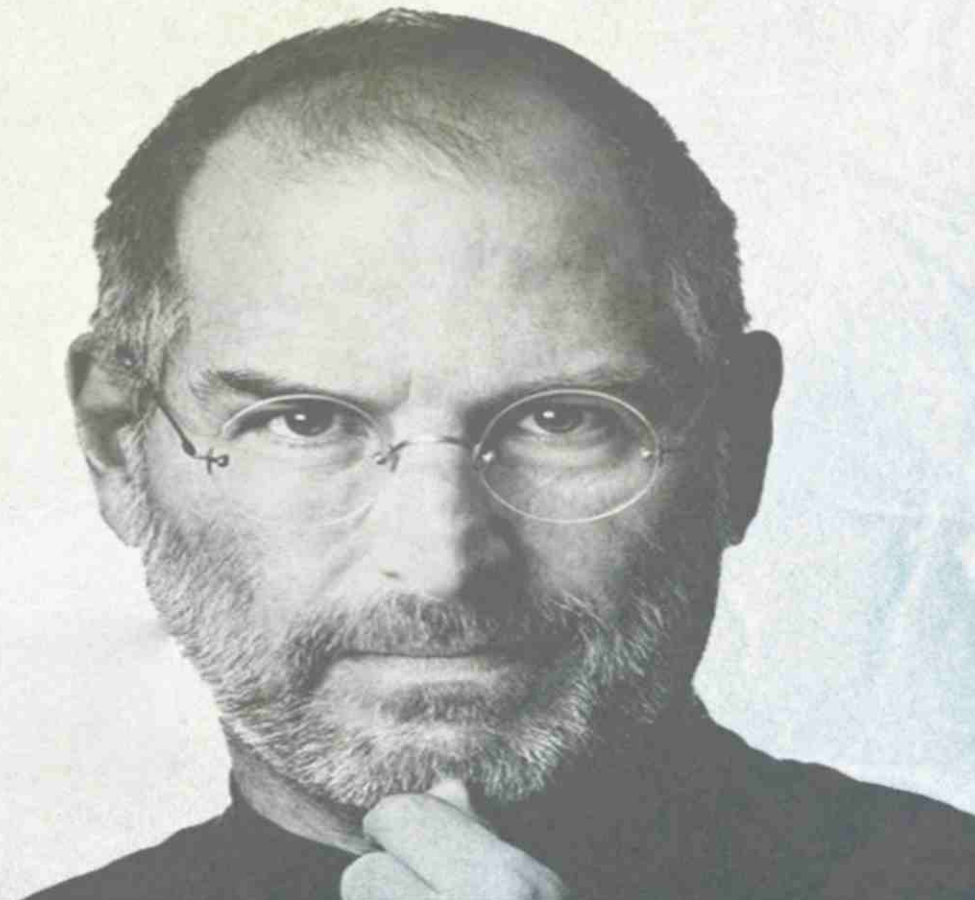
SETTING THE
STRATEGIC CONTEXT
FOR CHANGE

I f academia/universities want to remain competitive and aims to see the fast growing number of its young/fresh graduates entering and getting absorbed in the job market, it must ensure that its graduates have both the motivation and the skills to fill them.

The priority now is to prepare and equip young people for the workplace before they become job seekers, ensuring alignment between education and training and employers' needs.

Have
EMPLOYMENT
READY
GRADUATES

OCS
Office of Career Services

UMT

THE ROOTS OF EDUCATION ARE BITTER, BUT THE FRUIT IS SWEET

Aristotle

It is important to spend more strategically, focusing on human capital – not only in teaching students, but also in training their teachers while also focusing on checking and equipping universities with labs and other peripherals. Spending levels need to rise as a share of the budget. This is fundamental to ensuring the successful progression from education to sustainable employment, focusing on quality; relevance and 21st-century employability.

Education drives growth, competitiveness and stability. The OECD estimates that half of the economic growth in developed countries over the last decade has come from improved skills. A report commissioned by Pearson demonstrated a clear correlation between higher student scores in science and mathematics and an increase in the annual per capita GDP growth.

Focus should be in investing & developing learning, labs & other essential requirements

"We're here to put a dent in the universe. Otherwise why else even be here?"

~ Steve Jobs
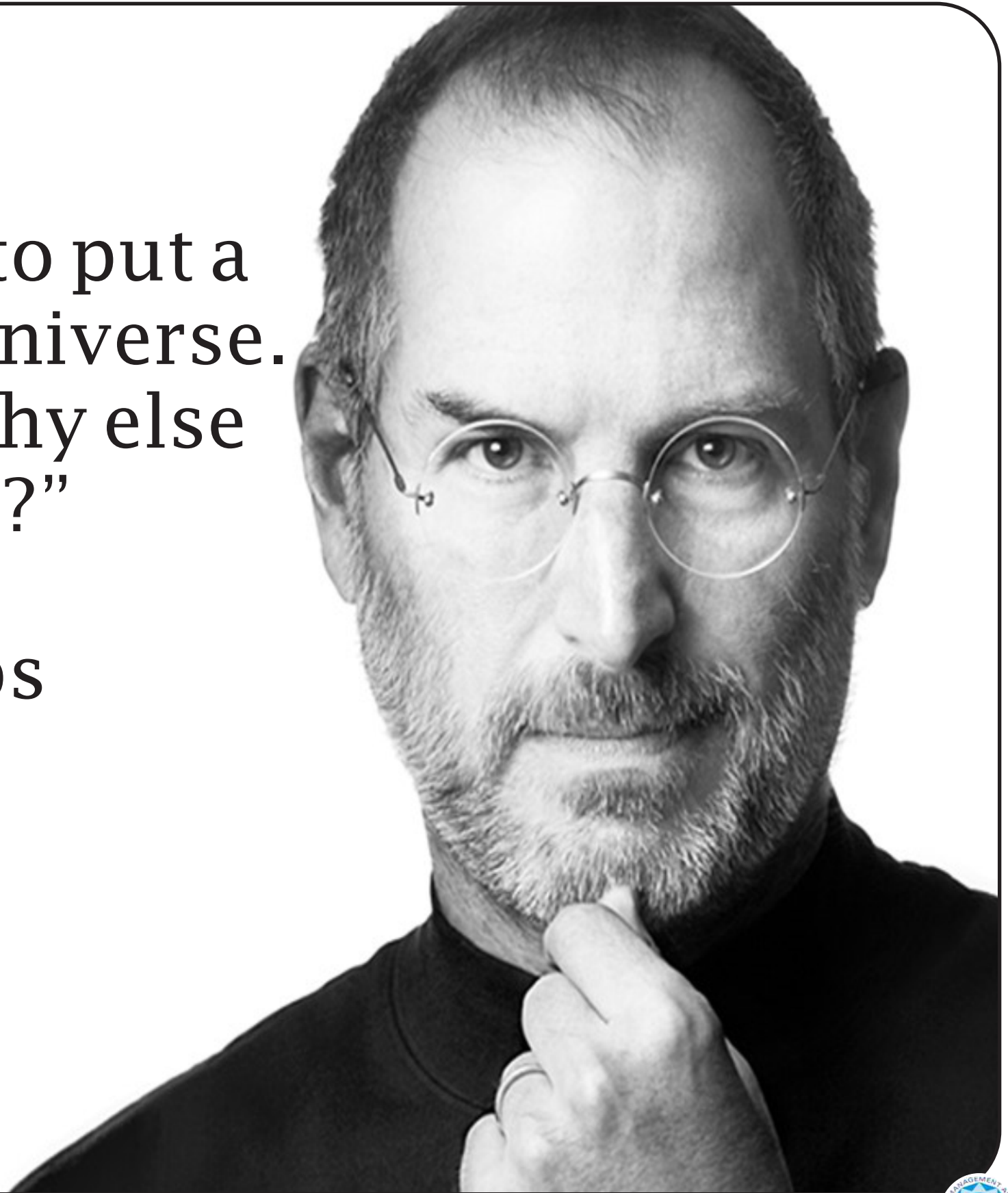
ROLE of OCS

ADVOCACY, ADVISORY, PLACEMENT

The University of Management and Technology (UMT) is one of the leading private sector universities of Pakistan that provides career development and placement services for both fresh graduates and alumni through dedicated staff members of the Career and Placement section in the **Office of Career Services (OCS).**

The mission of the Office of Career Services is to provide students with **support, resources and opportunities** with a view **to brush up required skills and subject matter refresher,** to make **optimal and informed career decisions. In addition to this office of career services is aggressively working on the following areas;**

- Career designing, **grooming and launching of UMT Participants**

- To **connect students with the industry** and Vice Versa

- To facilitate absorption and **rate of absorption of UMT graduates in the market**

- To do **yield management** (startup salaries)

OCS is fully geared up to **unlock the human potential in its participants enabling them to rise above and transcend beyond the limitations in becoming great.** To be great you need ambition so that human potential can be fully garnered, developed and exploited and bring to fruition through **innovation and creativity**. OCS is very aggressively engaged in multiple activities running in parallel and is very closely working with participants to make them focus on academic excellence with clearly defined objectives and overall grooming in innovation and creativity leading to potential for success in the real world.

OCS enhanced focus is on ADVOCACY, ADVISORY, and PLACEMENT to the stake holders. The main objective of this activity is to synchronize all the efforts and drive them in the market oriented direction. The primary responsibility of the Office of Career Services (OCS) at UMT is **to promote industry-academia linkages** and to **enhance the professional skills portfolio** for both students and alumni by organizing a wide range of career related activities.

Navigating through the job process successfully requires intense preparation and smart choices. OCS provides personalized services to help UMT participants/graduates get internships and jobs that match with their career aspirations and **serves as the pathway for employers to recruit UMT students**. But it is important to understand the key difference between employment and employability. Mere gaining of an academic degree does not guarantee an individual being employable. If that were to be so, all graduates would have had a decent shot at jobs across Pakistan, whereas the facts are otherwise

The root of the problem is well known to the all – industry and academia. However, despite being aware of the situation and efforts being put in, no observable change has been witnessed in the previous decade.

Some common pitfalls in students behavior are observed when they enter corporate world and hence addressing these will surely help these students in their growth and learning. Some of it are listed below - Ability to understand and focus on one's strengths without being overly concerned about the rat race. Understanding the importance of soft skills competencies and enhanced focus on these competencies like Communication, Problem Solving, Client Orientation etc. Choice between Compensation vs. Learning Opportunities.

The requirement is of two-fold: Accept these issues and start sensitizing and making students aware on these challenges. Secondly, partner with Industry or training partner to bridge this gap which will surely help to ensure more employable candidates.

Lack of Integration amongst Industry and Academia

OCS

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" THE BEST THING ABOUT
BEING A TEACHER
IS THAT IT MATTERS.

THE HARDEST THING
ABOUT BEING
A TEACHER IS THAT
IT MATTERS
EVERY DAY"

-TODD WHITAKER

The education is becoming one of the defining enterprises of the 21st century with the emergence of globalization and increasing competitiveness. In the fast changing and competitive world, academia and technology are the master keys for respectable survival and progress. Graduates should be determined to respond positively to emerging market needs, opportunities and challenges arising therefrom. **Highly groomed workforce has become a basic need to meet the challenges of contemporary era which is all about competitiveness and efficiency. The new emerging market scenario expects to see graduates as finished product with strong subject matter related knowledge.**

Quality teaching is considered as imparting knowledge of syllabus which will give hands on experience on industry practices. But fostering quality teaching presents higher education institutions with a range of challenges at a time when the higher education sector is coming under pressure from many different directions.

Institutions need to ensure that the education they **offer meets the expectations of students and the requirements of employers, both today and for the future.** Yet higher education institutions are complex organisations where the institution-wide vision and strategy needs to be **well-aligned with bottom-up practices and innovations in teaching and learning.** Developing institutions as effective learning communities where excellent pedagogical practices are developed and shared also **requires leadership, collaboration and ways to address tensions between innovators and those reluctant to change.**

One of the biggest problems facing the world today is the prolonged crisis of youth unemployment. These high levels of unemployment, especially among the youth, generate **a predictable cycle of frustration, social unrest and political instability.** Millions of students graduate every year but they lack the skills to bag an employment offered straight after graduation. The demand for well-groomed labour has been rising over the past several years.

Put simply, too many young people lack the skills needed in the professional world. Such skills shortages remain a major obstacle to the country's future economic growth. Yet, achieving this goal requires tremendous efforts to further strengthen the education system.

It is imperative for universities to understand the importance of the "emerging trends and challenges and changing dynamics of the job market in terms of required skill set". However, there remains a fundamental misalignment of needs and expectations that makes it hard to improve outcomes. Employers struggle to find the skills they need, especially at entry level. **Graduates in universities are unclear about how and why they should enter the job market and build a long-term career whereas, faculty is unsure about labour market demands.**

Realigning these needs and expectations requires much closer collaboration between all the stakeholders and concrete initiatives to ensure that the graduates coming through the universities are well equipped with desired skill set and motivated enough to compete in the ever changing demands of employers in today's competitive world. Hence there is great need to focus on maintaining **Morale, Motivation and Commitment** of students, as it is mandatory to send them to interviews with big confident smile on their faces.

Keeping in view, the above mentioned aspects, this paper will facilitate University of Management and Technology (UMT), to emerge as a first choice for employers in the industry. The paper provides a thorough investigation of the gap crisis in Pakistan, both from an employer's point of view and job seeker's point of view. The report ends with a list of solutions to help UMT and graduates to tackle this problem in the best way possible.

It is imperative for universities to understand the importance of the

"Emerging trends, challenges and the changing dynamics of the Job market in terms of required skill set"

Great need to focus on maintaining

MORAL MOTIVATION & COMMITMENT

of Students

"Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe Is great work. And the the only way to do great work is to love what you do. If you haven't fount it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it. And, like any great relationship, it just gets better and better as the years roll on. So keep looking until you find it. Don't settle".

YOUR ATTITUDE IS YOUR ALTITUDE

The purpose of this document is;

1. To highlight the need to develop **High Precision Career Guidelines** recommended to be maintained by UMT as an educational institute.

2. To facilitate UMT, meet the market expectations resulting in;

· Greater market absorption
· Higher salaries potential and
· Substantial career growth for its graduates.
· "Employers" University of Choice

3. To help UMT build its reputation as the most dynamic, vigorous and leading institute of learning all across Pakistan and also in international markets.

4. To orient stakeholders/UMT graduates to the challenges of professional world and jobs environment, and help them take informed career decisions as per their aptitude and development of right professional working attitudes. **YOUR ATTITUDE IS YOUR ALTITUDE.**

- Basic industry exposure and groom participants conceptually to trouble shoot any problem or to make innovative recommendations or suggestions on any scenario to their employers.
- To develop their leadership skills and shape up their personalities with multiple traits and soft skills which can enhance the probability of success in any interview with better than industry average compensation plan.

5. To work on all three parameters of the job market including;

- Technical Skills
- Human Interaction, Networking and Social Skills
- Intellectual/ Conceptual Skills (for Innovation and Creativity)
- Management and Leadership Skills

CREATING **WOW FACTOR** FOR EMPLOYERS
SUBJECT MATTER CONCEPTUAL CLARITY TO ARCHITECT AND COMMUNICATE SOLUTIONS IN ENGLISH
LANGUAGE TO EMPLOYERS WITH GOOD PLEASING MANNER AND PERSONALITY
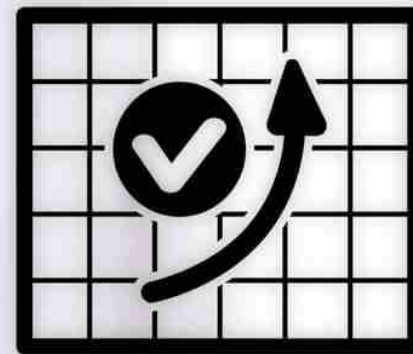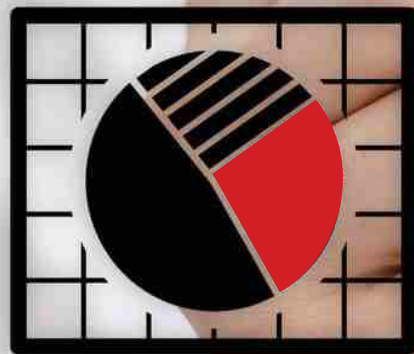
The deficit is **"Talent"**

challenge is talent creation

1. Skills in Demand
2. Skills in Supply

As the business requirements have changed and organizations have developed the tendency to move **from traditional-multi layered; to flat and flexible organizational structures**, it has entirely changed the outlook of companies in terms of their culture and demands for the types and qualification of human capital. Less hierarchal layers call for;

- Clarity of objectives
- Enhanced morale, motivation and commitment
- Extensive networking capabilities
- Innovative and creative approach to work
- Exceptional communication skills
- Inspirational leadership qualities
- Strategic thinkers
- Passionate and result driven attitude
- Ability to architect out of the box solutions.
- Increased, flexible and cross-functional cooperation
- Clear eagerness to help others
- Extension of responsibility leading to challenges by enriching job content.
- Better focus and more concentration on results to be achieved
- Ability to take initiatives
- Deep insight to link and reflect knowledge into action
- Proper alignment of actions
- Strong feeling of self-efficacy
- Trust building and
- A sense of continuous improvement/self-learning.
- Problem solving skills.

Innovation distinguishes between a leader and a follower.

Now days, good companies are looking for extremely **passionate** graduates with more **conceptual abilities,** who can provide them with **realistic and innovative solution**s in the form of **inspiring strategies and creative business models resulting in value addition for the company** intertwined with <u>strong leadership strategies at all levels.</u>

Instead of conventional methods of hiring, some companies also want the job seekers to upload a video, covering the following aspects including candidate's brief introduction;

- Identification of company's Unique Selling Proposition (USP)
- Exploration of "Innovative Ideas and Strategies" keeping in view the growing competition and company's current portfolio
- A proper roadmap for the implementation of given strategy/suggestions for the company.
- Communication strategy on recommendation mode.
- Value addition to the company.

Proper Roadmap for the implementation of Innovative Ideas and Strategies to develop Unique Value Proposition (UVP) for the company
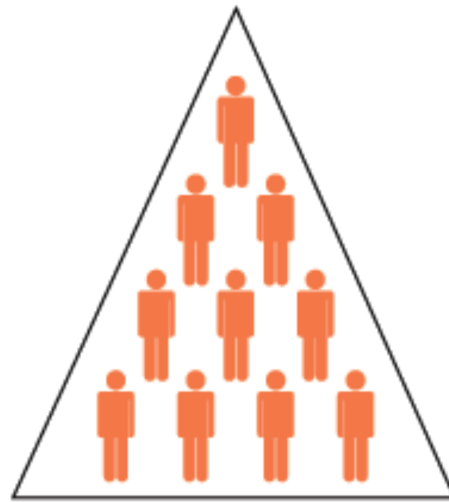
Task Orientation   **Result Orientation**

In today's ever changing competitive world, good companies look for the people who remain **focused, alert and aligned with their company roadmap,** and fully compliant and true to their **culture, shared values and principles**. Employers recognise and trust **leaders,** who can provide them with **results** to help them gain **competitive advantage and enhanced financial performance** through **operational efficiency, innovation and entrepreneurial outlook.**

The job market is becoming more demanding. Gone are the days when corporations used to recruit people on the basis of their technical skills only. Employers are looking for soft skills. Interestingly, "technical skills" were often seen as posing the least challenge, while "soft skills" are regarded as the most lacking. According to the findings of a recent report from **Bayt.com in 2016,** in terms of skills, the greatest challenge employers face is finding candidates with good **'soft skills',** rather than a shortage of 'technical skills'.

The report describes some of the causes for the skills mismatch, and reveals what employers mean when they say job seekers are not 'employable.'

According to this, report, employers when looking to hire people for various positions, rate multiple skills in the following areas, not necessarily in the order;

1. Communication Skills
2. Negotiation Skills
3. Leadership Skills
4. People Management Skills
5. Collaboration and Teamwork
6. Ability to Work Under Pressure
7. Personality and Demeanour
8. Creative Thinking
9. Efficiency
10. Adaptability and Managing Multiple Priorities
11. Technical Skills
12. Planning and Organising Skills
13. Critical Thinking and Problem Solving and
14. Strategic Vision.

Personal Selling Skills

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- **Exploration of "Innovative Ideas and Strategies" keeping in view the growing competition and company's current portfolio**
- **A proper roadmap for the implementation of given strategy/suggestions for the company (product, manufacturing, designs, operations. processes, operations, campaigns etc) .**
- **Communication strategy on recommendation made.**
- **Value addition to the company.**

Proper Roadmap for the implementation of Innovative Ideas and Strategies to develop Unique Value Proposition (UVP) for the company.

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SOMETIMES LIFE CAN **HIT** YOU IN THE HEAD WITH A **BRICK**. DON'T LOSE **FAITH**.

Contrary to employer's perspective, job seekers generally regard themselves as having a high degree of competency across most skills. Despite of their general positive view of their own skill level, students understand that communication skills and team-working are the skill most commonly sought by employers and research shows that majority of the job seekers believe that soft skills can give them a competitive advantage when looking for a job as opposed to technical skills, which is in line with the employers feedback. However when employers ask students or check their communication skills, generally they use their specific domain to ask them some probing and challenging questions. Therefore, good knowledge and grip over one's specific domain is imperative and can never be marginalised.

Generally students underestimate their skills or possess a general tendency to underestimate that their courses are focussed on subject specialisation that do not enable them to develop transferable skills to a great extent. Students believe that it is primarily their own responsibility to develop employability skills, although a large proportion also perceive that universities should play a substantial role in enabling them to develop 'employability skills' beyond the remit of subject and technical knowledge and expertise.

Use Your Communication Skills to Sell Your Technical Skills

A mong the myriad factors contributing to this market failure, one factor stands out: **a profound disconnect between the perceptions held by employers and the perceptions held by job seekers**. **But, looking beyond the skill set, employers say that graduates lack interest in developing their skills**

Lack of awareness about the emerging trends and practices in the industry and lack of conceptual development and personality development amongst university graduates are one of the alarming dilemmas of universities. Cramming textbook provides students with only a limited span of information. Students cannot afford to rely purely on textbook knowledge. They need to stay updated about not only of their specific field, but also all other related fields, which means everything from magazines, journals and publications of almost all kinds are important reads, to give them better comprehension of subject

According to the GCC 2016, report, graduates report that they don't know what employers are looking for, whereas, **"educational institutes do not teach students the skills they need to enter the job market"** topped the list of the main reasons graduates cannot find suitable jobs. Many corporations complain that Pakistani universities are not producing quality graduates, are they correct?

Intellectual Development for Maintaining Personal & Professional Life

Lack of Interest & Complacence

"Don't ever let someone tell you
you
you can't do something. you got
a dream, you got to protect it.
People can't do something
themselves, they want to tell
you, you can't do it. You
want something, go get it.
Period.
~ Chris Gardner,
The Pursuit of Happiness
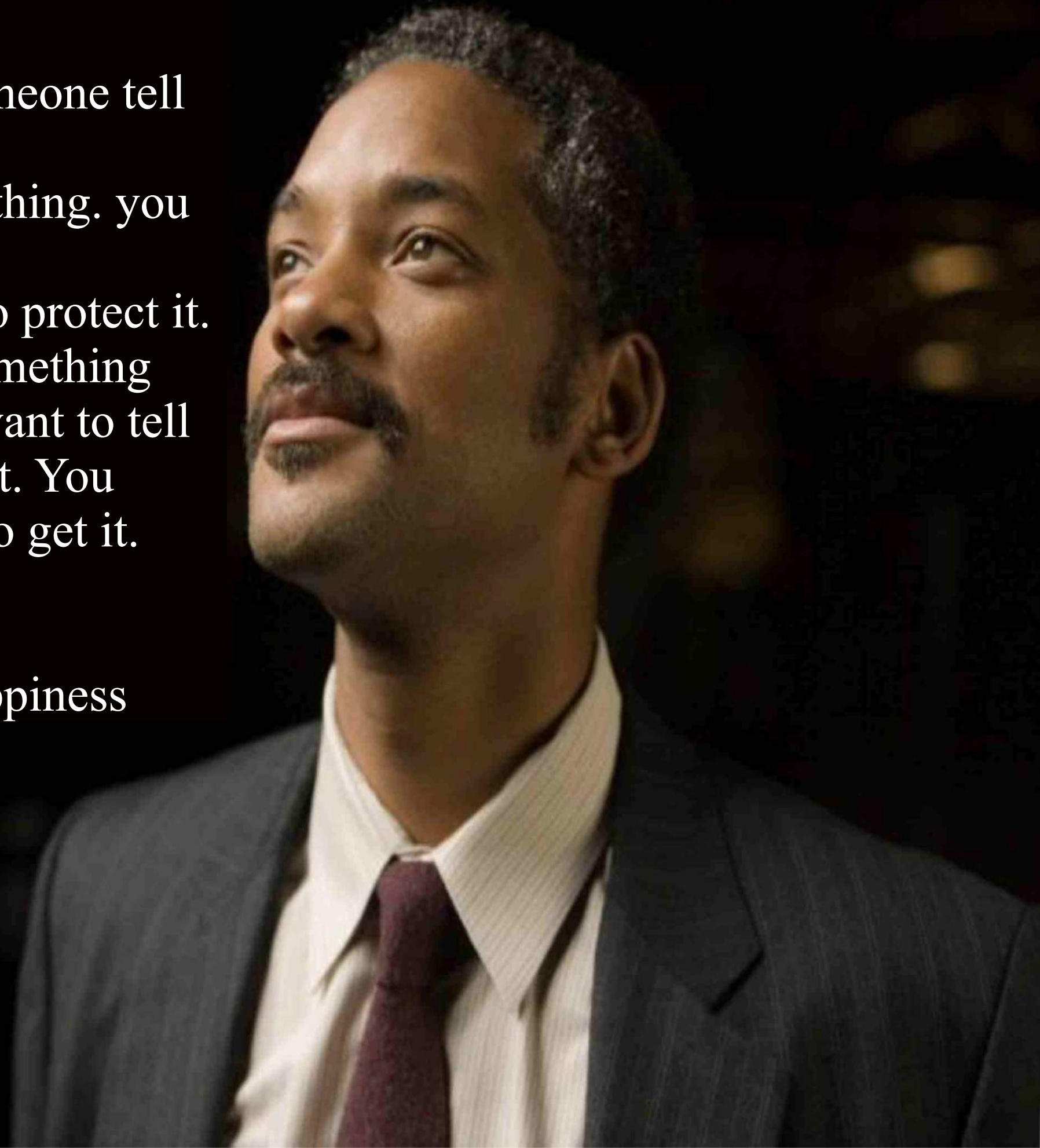
1. Isolated Case Studies Not Enough:
Skill is not something that can be learnt in the classroom. It is primarily learnt by gaining hands-on experience. And so even the case study method, which seeks to transform real time scenarios, is not going to work in isolation. Experts and analysts have for ages talked about why there should be more industry linkages with universities, but fail to mention that these corporations should not open their internships only for graduates but also for first, second and third year Bachelor's students. And a lot more emphasis should be placed on simulation tasking.

2. Programmes Need Better Integration With Technology:
As compared to the growing intersection of technology and business, students should be given extensive training on leading software used in the industry.

3. Networking in the New Age:
It goes without saying that the biggest asset that any graduate can have is his/her professional network. Only a small chunk of students currently believe that online social networks can yield any good in a substantial way. It is a digital age and students should use it to their personal and professional enhancement.

4. Brushing up Speaking Power:
Graduates need to brush up their speaking power with good command on their domain. One should be able to do mental and verbal permutations, combinations and mental iterations as they speak on subject

5. Combination of Local Case Studies and Less Warren Buffett Exploits:
Teaching American case studies in Pakistani classrooms will never help universities/institutions solve the disconnect. There is definite need to have local case studies as well. Therefore a mix of local and international case studies is recommended and there should be a gradual built up with simulations also.
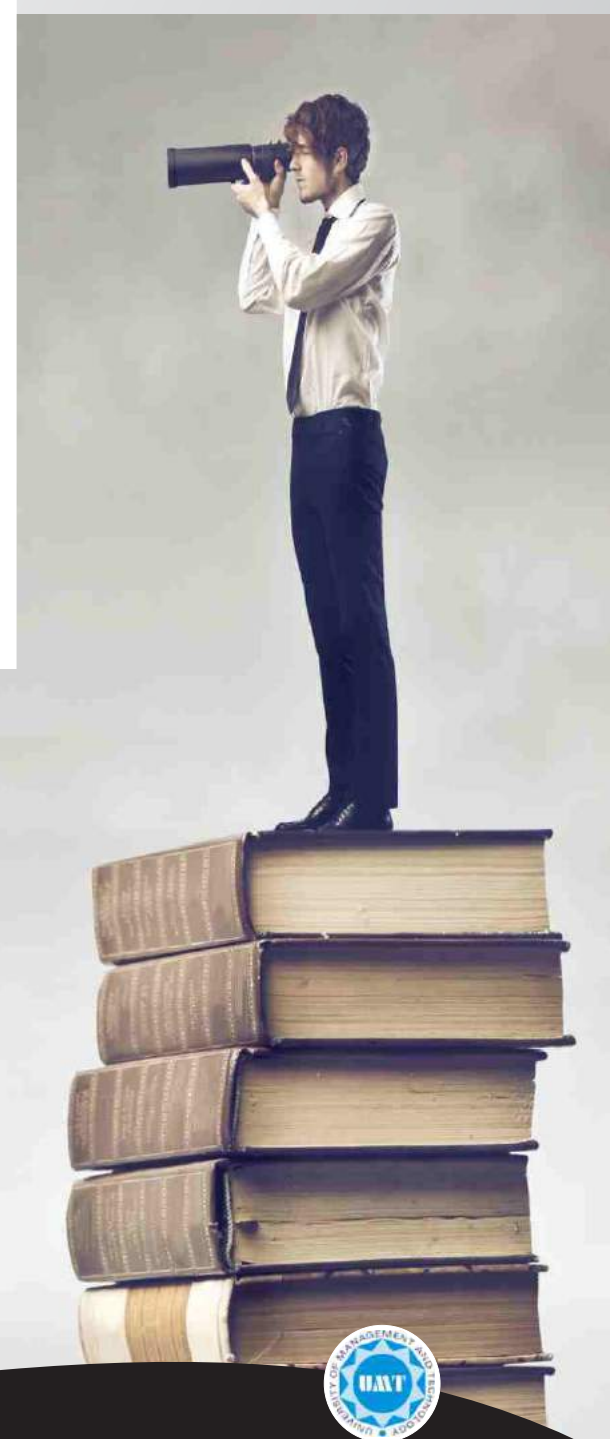
In summary the **LEARNING** experience ideally should **GROOM** students as **JOB CREATORS,** not the job seekers. This will be the **BEST UTILIZATION** of their learning and will **EMANCIPATE** them from **CORPORATE SLAVERY**

"People think focus means saying yes to the thing you've got to focus on. But that's not what it means at all. It means saying no to the hundred other good ideas that there are. You have to pick carefully."
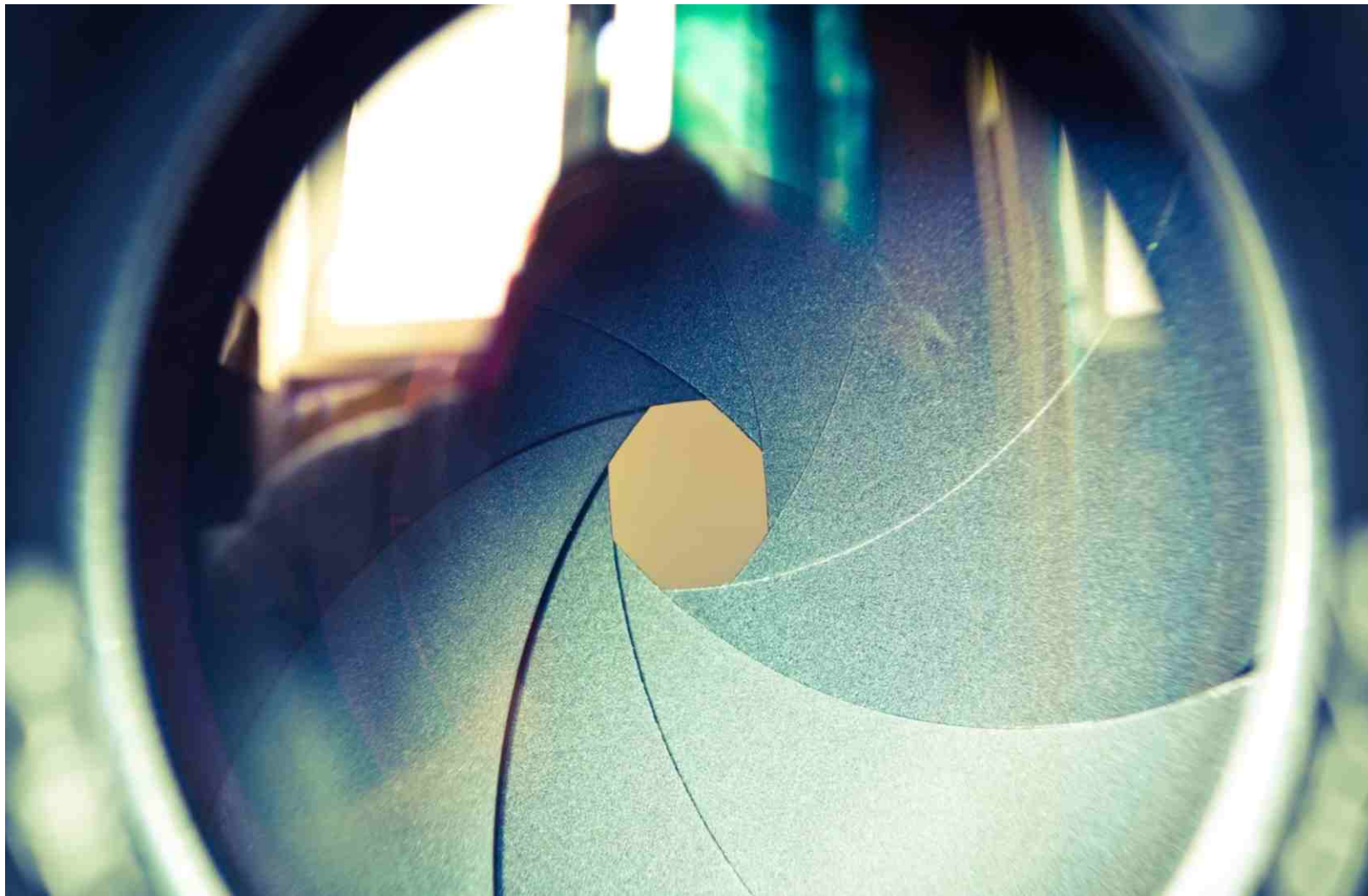
I t is recommended that institutions should look into the following areas to improve the quality of education and its image in today's competitive world;

1. Soft skills
2. Morale, motivation and commitment of graduates
3. Professional grooming of students
4. Intellectual/mental grooming of graduates.
5. Aligning curricula with employers' needs
6. Developing the workforce through experience and training
7. Providing information about careers
8. Encouraging a culture of innovation, creativity and entrepreneurship
9. Infrastructure.
10. Hostel infrastructure.
11. University facilities for students

Final Countdown!!

AN INSTRUCTOR GENERALLY SAYS 100-200 WORDS A **MINUTE** AND A STUDENT ONLY HEARS 50-100—HALF.

40%

WORSE YET, IN A TYPICAL LECTURE CLASS, STUDENTS ARE ATTENTIVE JUST 40 PERCENT OF THE TIME.

STUDENTS RETAIN ABOUT **70%** OF WHAT THEY HEAR IN THE FIRST 10 MINUTES OF CLASS —AND JUST **20%** DURING THE LAST 10 MINUTES.

ADDING VISUAL AIDS INCREASED RETENTION FROM **14%** TO **38%.**

ENGAGING THE ACTIVE LEARNER

A PICTURE MAY NOT BE WORTH A THOUSAND WORDS, BUT IT HELPS.

Learning Mathematics

engaging
education

1) From Apathy to Empathy

2) Student Motivation

3) High Precision Career Guidance Program

4) Advisory Notes by Office of Career Services (OCS)

The basic purpose of teaching is to enable learning. The most effective teaching is that which results in the most effective learning. Indeed, in a knowledge-driven society where information has an increasingly short shelf life, it is important for university teachers to focus on the long-term goal of preparing the students for life, equipping them with more than a finite and rapidly obsolescent body of knowledge, and developing their faculties for understanding, applying and creating knowledge, as well as their ability to constantly refresh and upgrade their knowledge. There are some other classifications of teachers' roles. This reflects the fact that teachers should support the overall cognitive and personal development of each student and so to contribute to social development of the society as a whole.

Beltran (2011) distinguishes the social side of teaching (creating learning conditions) and the task-oriented side of teaching imparting knowledge to the learners). Teaching role in the narrowest sense (teacher as a lecturer, teacher as an organizer, a partner in pedagogic communication, an expert in the subject field);Motivational role (motivating students to work, stimulating and maintaining their interests, teacher as a model for career guidance). The role of evaluator (performance assessment and evaluation of students' behaviour and personality)

Cognitive-diagnostic role;
•Regulator of social relations in the classroom as a group;
•Partner in the emotional interaction.

In order to fulfil all these complex roles, teacher should have appropriate competence that represent combination of traits, abilities, knowledge and skills. Having in mind the nature of the roles listed above, it is clear that **empathy is important integral part of teachers' competences, together with overall pedagogical competences, competence related to the course content, and communication competences. There is a need for studying teachers roles because their successful performance can improve the quality of educational process and thus contribute to the quality of human resources in society (Zlatovic & Petrovic, 2011).**

Class Room Culture

Empathy is often cited as a very important characteristic of teachers, which enable adequate communication between the participants of the educational process. Emotional competencies are essential for successful carrying out the various professional roles of teachers. Recent research findings in Serbia also suggest that the empathy is one of key teachers' capacities that enable building of such atmosphere in the classroom which makes **each student to feel pleasure, free, adopted, involved, respected and understood** (Bjekic, 2000; Radovaovic, 1993; Stojiljkovic et al., 2011). This is the reason why we have decided to investigate the relations between teachers' empathy and their professional roles performing.

The mediocre teacher TELLS.
The good teacher EXPLAINS.
The superior teacher DEMONSTRATES.
The great teacher INSPIRES.

"You never really understand a person until you consider things from his point of view … until you climb inside of his skin and walk around in it."

There is, as yet, no universally agreed-upon definition of the term **"Empathy".** Definitions differ depending on aspect that is emphasized by the authors. Definitions cover a broad spectrum, ranging from caring for other people and having a desire to help them (Hoffman, 1978), to experiencing emotions that match another person's emotions, to knowing what the other person is thinking or feeling (Davis, 1980). Empathy also means to be preoccupied by the thoughts and feelings of other people, putting you in their place, trying to think like them.

According to Baron Cohen and Wheelwright (2004), empathy is about spontaneously and naturally tuning into the other person's thoughts and feelings, whatever these might be.

There are two major elements of empathy;

1. The first is its cognitive component (understanding the others feelings and the ability to take their perspective).

2. The second one is the affective component (an observer's appropriate emotional response to another person's emotional state).

"the best teachers don't give you the answers. they just point the way and let you make your own choices, your own mistakes. that way you get all the glory. And you deserve it."

- mr. Schuester

A Rationale for Empathy in the Classrooms

Empathy has long been an intrinsic part of the education system. A student's emotions coming into the class affect the way, and how much they learn. Faculty must be able to connect to, and understand their students in order to best serve those students' needs "focused on nurturing learning rather than judging performance" (Hinton, 2008, p. 91). Teachers in the classroom face students from all different backgrounds, sometimes very different from their own.

Empathy Equals Intelligence

According to numerous studies, socio-emotional learning contributes to overall cognitive development in students of all ages. It has been recognized that understanding and managing emotions is **"Key to building healthy relationships and achieving academic, career and life goals."** As students master their own emotions and understand the perspectives of others, they will also be able to control, develop, connect, and motivate themselves more effectively.

Howard Gardner, who coined the Multiple Intelligence Theory, also recognized the importance of interpersonal intelligence. It is what allows for our ability to "Understand the intentions, motivations, and desires of other people." Empathy serves as a centrepiece for socio-emotional development, as it focuses on students understanding themselves and the perspectives of any number of others.

Teaching Include Empathy in Your Curriculum

• **Be an example**. Know that your students watch you. They learn from your character and behaviours as much as they do from your instructions. Be a consistent example of empathy, and exude a caring, compassionate, understanding attitude. They'll follow your lead.

• **Create the environment**. It's important that your students trust you and one another. If an understanding, trustworthy environment is established, then they're more likely to open up and display positive characteristics towards one another.

• **Include lots of stories.** Stories are perhaps the closest thing we have to "Walking around in someone else's skin." They make us more human and develop our ability to understand and sympathize with others' experiences.

• **Work on communication strategies.** Feelings are very different from words. It's important that attention is given to helping students find the words to explain their feelings, in both their speaking and their writing.

• **Offer collaborative group tasks.** As students work together on specific tasks or challenges, they experience a sort of group moulding that brings them together. Shared victory or failure gives them a collaborative experience that requires them to exercise those empathy muscles with their peers.

• **Identify shared values and differences.** Discussions and activities go a long way towards helping students see how they align or differ from others. Facilitate opportunities for students to be open with one another and safely discover what others' perspectives may be.

• **Free and structured play.** Playing on the playground and in the classroom builds bonds between groups that open up the lanes for mutual understanding.

• The age bracket with which all the universities have to deal is very prone to **"Juvenile Delinquency".** Therefore, the ecosystem of any university has to develop mechanisms whereby Juvenile Delinquency factors can be minimized/managed/absorbed with making students not to lose their focus on their learning and careers. The realization needs to be embedded in the learning experience of participants as it is a major threat towards the achievement of their dream careers.

Great Teachers should empathize with students, respect them & believe that each one has something special that can be built upon

Not only must teachers have empathy for their students in order to best teach them, they must develop this skill in their students. **"Expressing care for another is not an innate ability present more naturally in some people than others, but rather a skill that can be taught and nurtured through a supportive educational environment"** (McLennan, 2008, p. 454). In well-run classrooms where interpersonal skills are valued, teachers set guidelines and rules about how students are to interact with their peers because they know that their students learn best when they have positive relationships with those around them. Developing positive relationships requires empathy skills like listening to others, understanding verbal and nonverbal cues, and learning to understand, and appreciate the differences in others.

Students bring their lives into the classroom; they do not leave their problems and feelings at the door, and when classmates do not have the skills to understand and work with their diverse classmates problems can arise. **It is the educator's job to teach tolerance and empathy to students because it cannot be assumed that these skills are being addressed at home.** Teachers must take this into account as they work together with their students to build knowledge. **Students want and deserve more from their education, a deeper understanding and a richer enjoyment of life, and the ability to connect and build meaningful relationships with others. It will develop soft skills as required by employers.**

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T eachers have a lot to do with their students' motivational level. A student may arrive in class with a certain degree of motivation. But the teacher's behaviour and teaching style, the structure of the course, the nature of the assignments and informal interactions with students all have a large effect on student motivation.

"Positive strokes have positive effects, negative strokes have negative effects and the worst is no strokes at all."

"The Single Biggest Problem in Communication is the Illusion that it has taken place"

Positive Motivation

Positive Engagement

Valuing

Persistence

Learning Focus

Planning

Self-belief

Task management

Disengagement

Anxiety

Failure avoidance

Self-Sabotage

Uncertain control

Negative Engagement

Negative Motivation
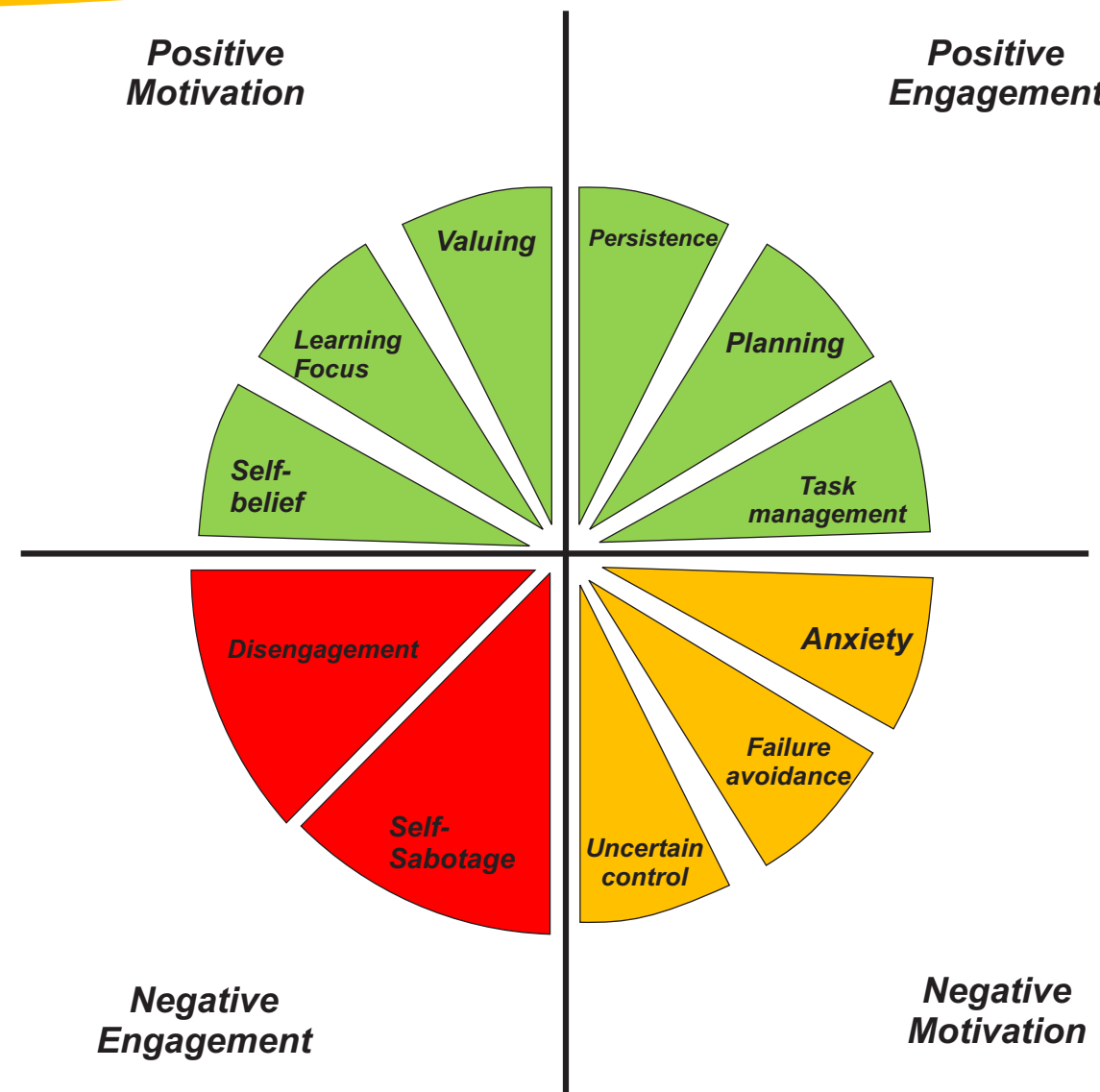
E ducational psychology has identified two basic classifications of motivation - intrinsic and extrinsic. This chapter will cover the following areas;

- Intrinsic Motivation
- A Model of Intrinsic Motivation
- Extrinsic Motivation
- Effects of Motivation on Learning Styles
- Strategies of Motivating Students
- Tips to Motivate Students to Become a Super learner

Morale, Motivation, Commitment and Feel Good is Prerequisite to LEARNING.

"I've never really viewed myself as particularly talented, where I excel is ridiculous, sickening work ethic. While the other guy is sleeping, I'm working. While the other guy is eating, I'm working."

- Will Smith
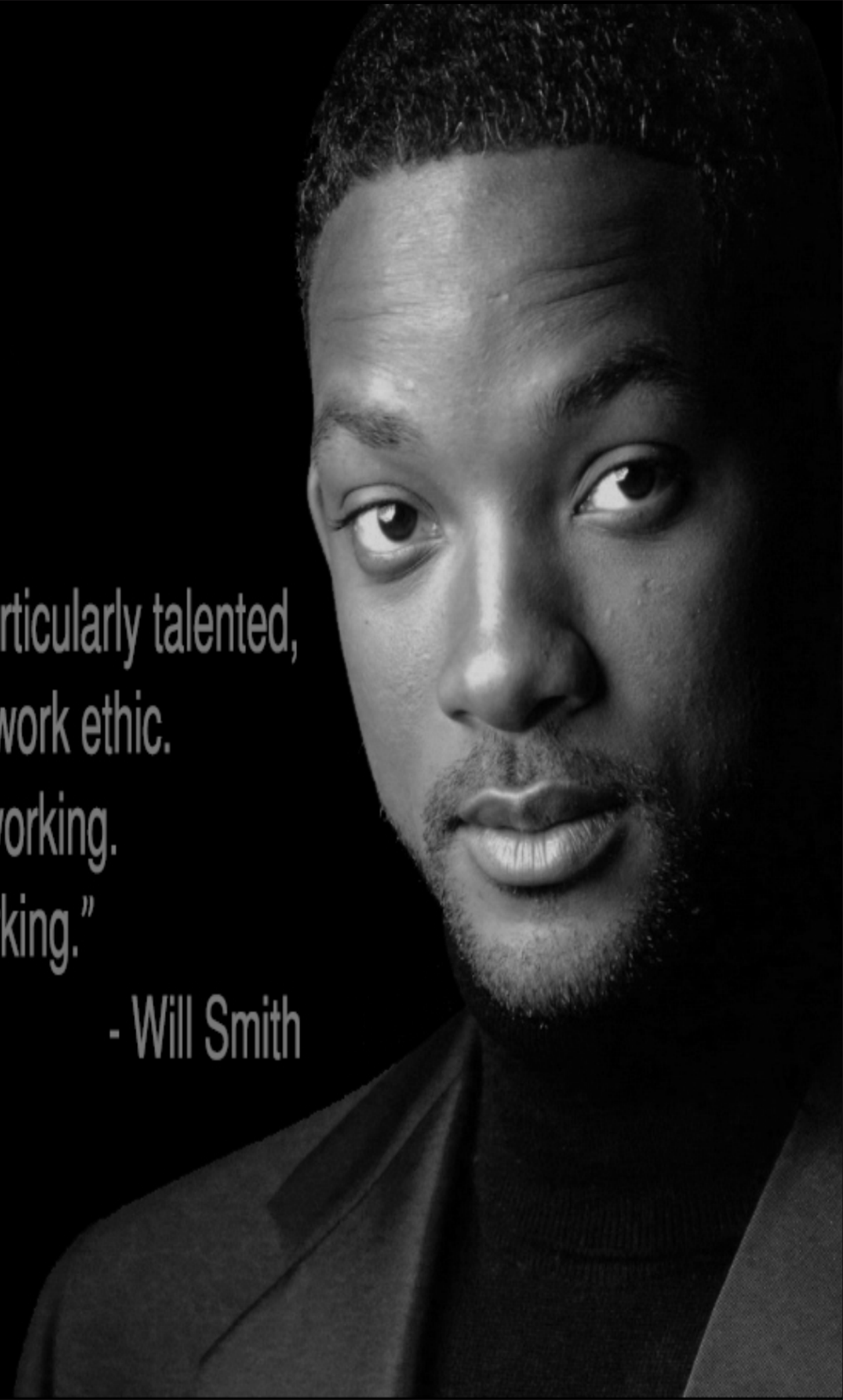
J ames Middleton, Joan Littlefield, and Rich Lehrer have proposed the following model of intrinsic academic motivation.

First, given the opportunity to engage in a learning activity, a student determines if the activity is one that is known to be interesting. If so, the student engages in the activity.
If not, then the student evaluates the activity on two factors—the stimulation (e.g. challenge, curiosity, fantasy) it provides and the personal control (e.g. free choice, not too difficult) it affords.

If the student perceives the activity as stimulating and controllable, then the student tentatively labels the activity as interesting and engages in it. If condition becomes insignificant, and the student disengages from the activity—unless some extrinsic motivator influences the student to continue.

If the activity is repeatedly deemed stimulating and controllable, then the student may deem the activity interesting. Then the student will be more likely to engage in the activity in the future.

If over time activities that are deemed interesting provide little stimulation or control, then the student will remove the activity from his or her mental list of interesting activities.

The challenge, then, is to provide teaching and learning activities that are engaging, stimulating and offer students a degree of reasonable control.
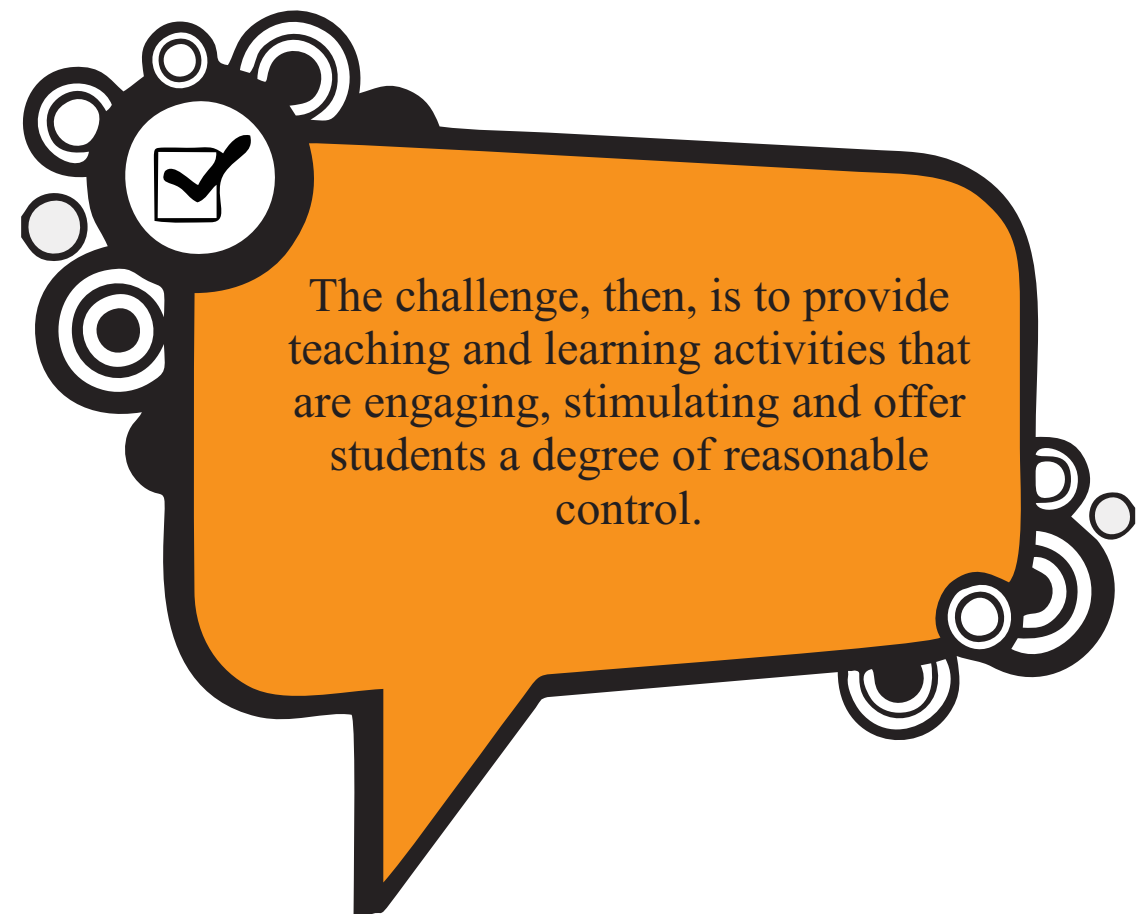
Extrinsic motivators include **parental expectations, expectations of other trusted role models, earning potential of a course of study, and grades** (which keep scholarships coming). Students who are extrinsically motivated might say things like the following.

- "I need a B- in statistics to get into business school."
- "If I flunk chemistry, I will lose my scholarship."
- "Our instructor will bring us donuts if we do well on today's quiz."

Advantages: Extrinsic motivators more readily produce behaviour changes and typically involve relatively little effort or preparation. **Also, efforts at applying extrinsic motivators often do not require extensive knowledge of individual students.**

Disadvantages: Extrinsic motivators can often distract students from learning the subject at hand. It can be challenging to devise appropriate rewards and punishments for student behaviours. **Often, one needs to escalate the rewards and punishments over time to maintain a certain effect level. Extrinsic motivators typically do not work over the long term. Once the rewards or punishments are removed, students lose their motivation.**

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Furthermore, research indicates that extrinsic rewards can have a negative impact on intrinsic motivation. In one series of experiments, psychologist Edward Deci had two groups of college student's play with a puzzle called Soma. One group of students was paid for each puzzle they solved; the other wasn't. He found that the group that was paid to solve puzzles stopped solving puzzles as soon as the experiment—and the payment—ended. However, the group that wasn't paid kept solving the puzzles even after the experiment was over. They had found the puzzles intrinsically interesting. Deci argued that the group that had been paid to solve puzzles might have found the puzzles intrinsically interesting as well, but the extrinsic, monetary reward had reduced their intrinsic interest

At the age of 30 he was devastated and depressed after being sacked from the company he started.

STEVE JOBS
Co-founder of apple inc. &
Co- founder of pixar animation studios.
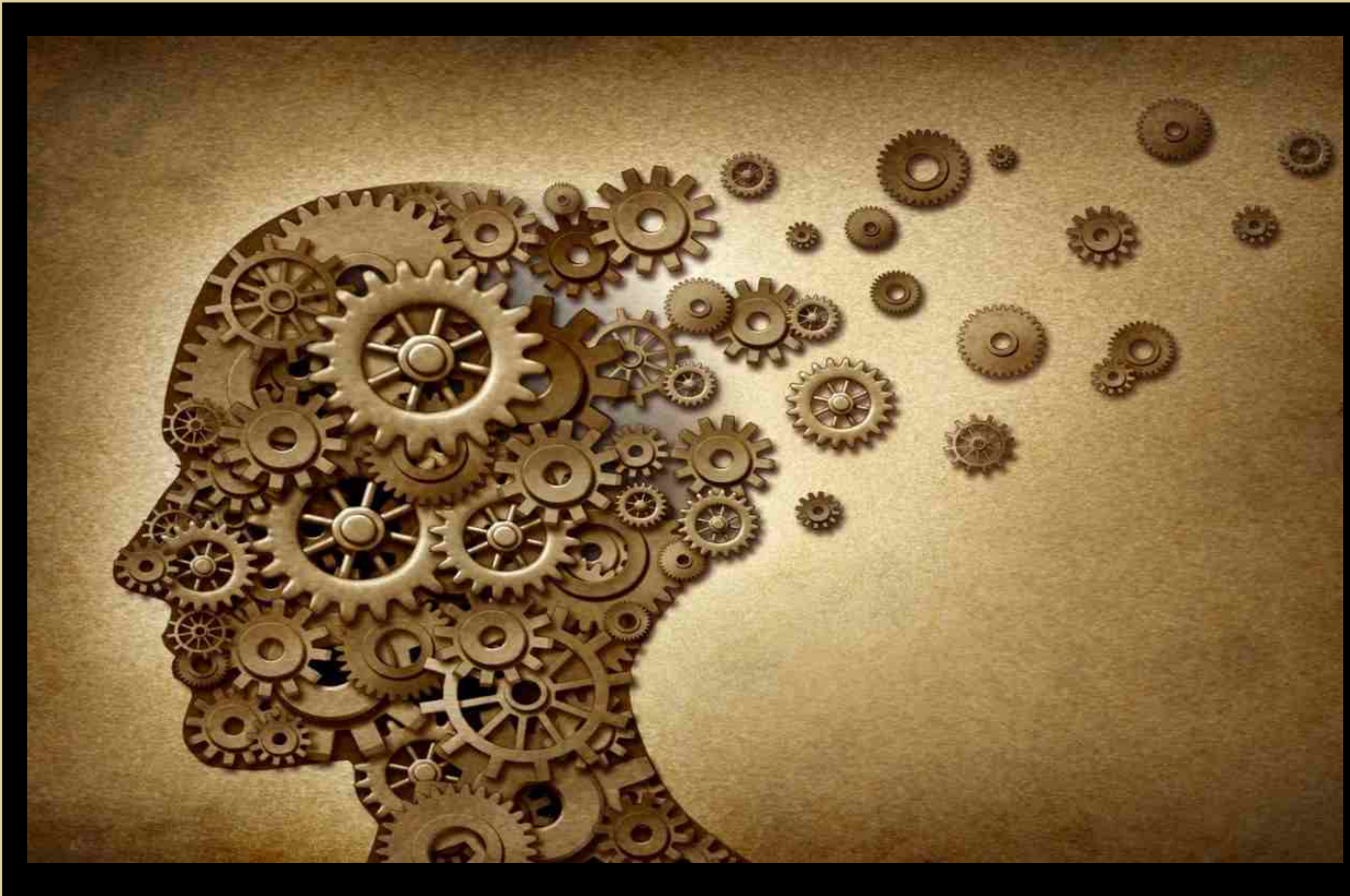
Deep learners respond well to the challenge of mastering a difficult and complex subject. These are intrinsically motivated students who are often a joy to teach!

1- Strategic learners are motivated primarily by rewards. They react well to competition and the opportunity to beat others. They often make good grades but won't engage deeply with a subject unless there is a clear reward for doing so. They are sometimes called **"bulimic learners,"** learning as much as they need to do well on a test or exam and then promptly forgetting the material once the assessment is over. **Handle strategic learners by avoiding appeals to competition. Appeal to their intrinsic interest in the subject at hand. Design your assignments (tests, papers, projects, etc.) so that deep engagement with the subject is necessary for success on the assignments. Do so by requiring students to apply, synthesize, or evaluate material instead of merely comprehending or memorizing material.**

2-Surface learners are often motivated by a desire to avoid failure. They typically avoid deep learning because they see it as inherently risky behaviour. They will often do what it takes to pass an exam or course, but they won't choose to go beyond the minimum required for fear of failure. Handle surface learners by helping them gain confidence in their abilities to learn and perform. **"Scaffold" course material and assignments by designing a series of activities or assignments that build on each other over time in complexity and challenge. Encourage these learners often and help them reflect on what they've learned and what they've accomplished.**

My students aren't motivated - how can I help them?

Teachers have a lot to do with their students' motivational level. A student may arrive in class with a certain degree of motivation. But the teacher's behaviour and teaching style, the structure of the course, the nature of the assignments and informal interactions with students all have a large effect on student motivation. We may have heard the utterance, "my students are so unmotivated!" and the good news is that there's a lot that we can do to change that.

Following are some research-based strategies for motivating students to learn.
Become a role model for student interest. Deliver your presentations with energy and enthusiasm. As a display of your motivation, your passion motivates your students. Make the course personal, showing why you are interested in the material.

1.Get to know your students
 You will be able to better tailor your instruction to the students' concerns and backgrounds, and your personal interest in them will inspire their personal loyalty to you. Display a strong interest in students' learning and a faith in their abilities.

2.Use examples freely
 Many students want to be shown why a concept or technique is useful before they want to study it further. Inform students about how your course prepares students for future opportunities.

3.Use a variety of student-active teaching activities
 These activities directly engage students in the material and give them opportunities to achieve a level of mastery.

4. **Teach by discovery**
Students find as satisfying as reasoning through a problem and discovering the underlying principle on their own.

5. **Cooperative learning activities**
Cooperative learning activities are particularly effective as they also provide positive social pressure.

6. **Set realistic performance goals**
Set realistic performance goals and help students achieve them by encouraging them to set their own reasonable goals. Design assignments that are appropriately challenging in view of the experience and aptitude of the class.

7. **Place appropriate emphasis on testing and grading**
Tests should be a means of showing what students have mastered, not what they have not. Avoid grading on the curve and give everyone the opportunity to achieve the highest standard and grades.

8. **Be free with praise and constructive in criticism**
Negative comments should pertain to particular performances, not the performer. Offer non-judgmental feedback on students' work, stress opportunities to improve, look for ways to stimulate advancement, and avoid dividing students into sheep and goats.

9. **Give students as much control over their own education as possible**
Let students choose paper and project topics that interest them. Assess them in a variety of ways (tests, papers, projects, presentations, etc.) to give students more control over how they show their understanding to you. Give students options for how these are weighted.

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__Pre-Requisite__
For Ensuring Excellent
LEARNING
EXPERIENCE
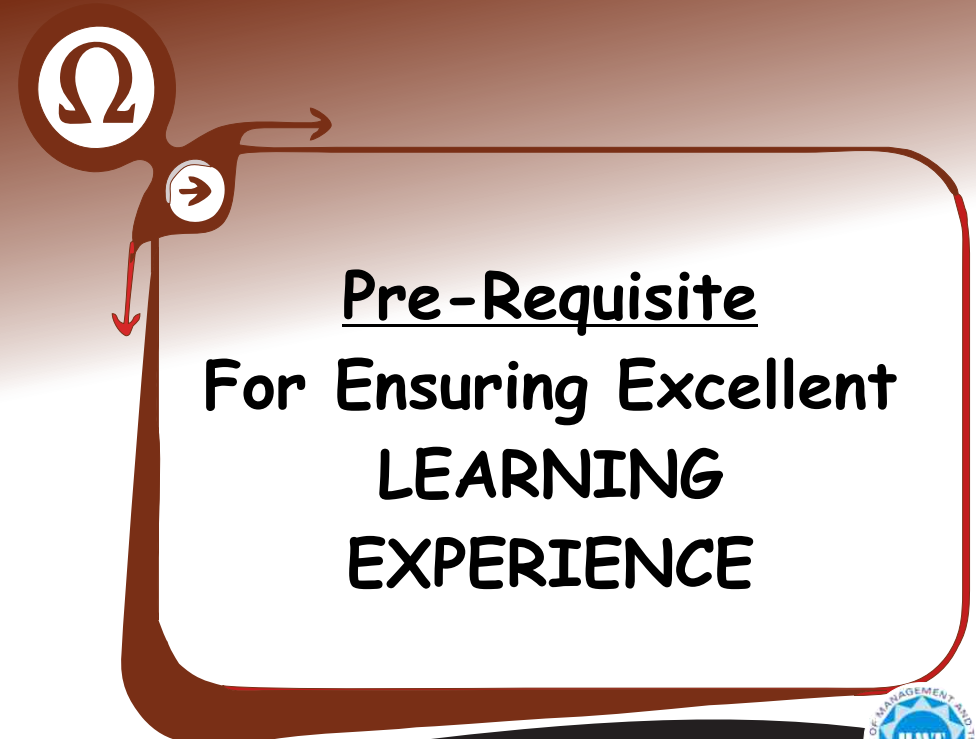
"we don't get a chance to do that many things, and every one should be really excellent. Because this is our life.

Life is brief and then you die, you know?

And we've all chosen to do this with our lives. So it better be damn good. It better be worth it."

How to Motivate Students to **BECOME A SUPERLEARNER**

Few teachers would deny the fact that motivated students are easier to teach, or that students who are interested in learning do, in fact, learn more. So how do teachers motivate their students? Here are some practiced, tried-and true strategies to get (and keep) your students interested in learning.

- Know your student's names and use their names as often as possible.
- Plan for every class; never try to wing it.
- Pay attention to the strengths and limitations of each of your students. Reward their strengths and work on their weaknesses.
- **If possible, set your room in a U-shape to encourage interaction among students.**
- Vary your instructional strategies; use lectures, demonstrations, discussions, case studies, groups, and presentations.
- **Review the learning objectives with your students.**
- Be sure students know what they are expected to learn, do, know, etc.
- **Move around the room as you teach.**
- Make your classes relevant. Be sure students see how the content relates to them and the world around them.

- **Be expressive. Smile.**
- Put some excitement into your speech; vary your pitch, volume and rate.
- **Give lots of examples**.
- Encourage students to share their ideas and comments, even if they are incorrect. You'll never know what students don't understand unless you ask them.
- Maintain eye contact and move toward your students as you interact with them. Nod your head to show that you are listening to them.

- Provide multiple opportunities for students to speak to the class.
- Be available before class starts, during break, and after class to visit with students.
- Return assignments and tests to students as soon as reasonably possible. Provide constructive feedback.
- Be consistent in your treatment of students.
- Make sure that your exams are current, valid, and reliable. Tie your assessment to your course objectives.
- Plan around 15-20 minute cycles. Students have difficulty maintaining attention after a longer period of time.
- Involve your students in your teaching. Ask for feedback
- Presentations
- Group discussions
- Career Planning, designing and discussing' for all the participants according to the industry.
- Basic Orientation of the freshmen – New Entrants and year 1 participants.
- Specific Industrial orientation for the 3rd year and above.

- Industrial visits under specific supervision.
- Training workshops through lectures (through guest speakers) and other methodology.
- Development of multiple groups in the class focusing on one particular industry each. They should know all about that industry e.g., Textile Industry, Steel Industry, Automotive, Glass, Consultants, Cement to name a few. The students are expected to understand the complete production process do internship on the shop floor, Understand Marketing, sales, finance procurement etc. of that particular Industry (Industry comprises of firms in a specific category so they may take any one company from the any industry). This activity may be spread over 2 to 3 semesters.
- Students should be asked to do gap analysis/ diagnose the company develop proper report with recommendations for improvement while taking full exposure and facing the heat! This activity may be spread over two semester say 6th and 7th and students from semester 1 should be taken as internees in that group.

It is recommended that the breakup of marks should be based on multiple factors like

Presentations
Class Participation
Project along with Dissertation
Group Discussions

" Everyone here has the sense that Right Now is one of those moments when we are Influencing the Future. "

Steve Jobs
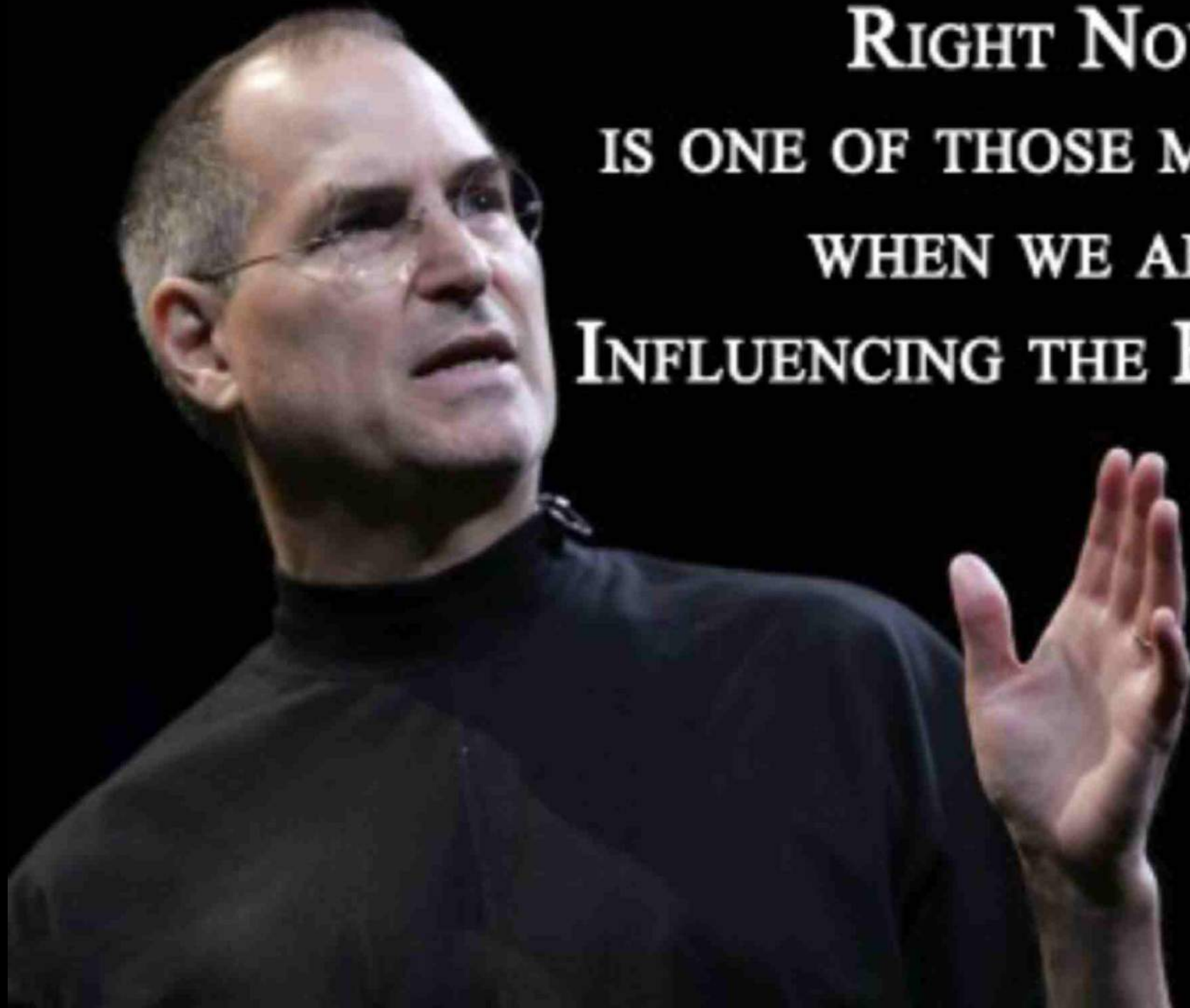
T o orient students to challenges of professional world and jobs environment and help them take informed career decisions as per their aptitude and development of right professional working attitudes. The idea is to give them:

1   Basic Industry exposure and groom them conceptually to trouble shoot any problem or to make innovative recommendations or suggestions to their employers.

2   To develop their leadership skills and shape up their personalities with multiple traits which can enhance the probability of success in any interview with better than industry average compensation plan.

3   To compete successfully with graduates from other universities

- The focus of program is to work on all three above parameters

  ➢ Soft skills
    - Initiative
    - Professionalism
    - Motivation
    - Integrity
    - The ability to deal effectively
      with pressure and unexpected obstacles
    - Communication skills
    - Strategic skills
    - Proven ability to perform
    - Core subject matter related knowledge, and
    - The ability to manage change
    - Technical skills
    - Human Interaction and networking skills
    - Intellectual/ Conceptual skills (for Innovation and creativity)
    - Management and social skills
    - Ability to architect solutions for complex problems.

JOB IS ALSO
DEFINED AS
JOINING
OTHERS
BUSINESS

SHAPING
LEARNING
TOGETHER

Job is also defined as joining other business which entails Responsibility. In today's competitive job market, **Responsibility** is operationally defined as **"Response as per your ability"**.

· To take jobs is like taking responsibility.
· The employer will assess your ability to take responsibility.
· Ability is the function of **Aptitude, Skill, Capability, Capacity and Talent**

Therefore in educational institutes today we need to develop: **Skill, Capability and Capacity**, **Work Ethics** and **Right Working Attitude.**

Once our students are fully prepared they will be able to compete with international and local companies, it will be like walk in the park. Therefore, in addition to the above mentioned initiatives, following are few recommendations to achieve the desired results;

1. UMT should make structured collaboration and partnerships between industry and academia to boost the relevance of specific courses, raise the standard of teaching, and create opportunities for UMT graduates to get genuine insights into potential careers and corporate expectations.

2. A complete workshop based program on **"Professional Development"** should be made compulsory for all graduates at UMT, as a part of their degree, by allocating it 1 or 2 credit hours since the start of their 1st semester in UMT or university courses for qualifying for degree mandatory.

3. UMT should enhance curricular and extra-curricular opportunities to develop enterprise and team working skills and mind-set of its graduates.

4. UMT needs to include initiatives that help faculty achieve their mission, encouraging them to innovate and to support improvements to student learning and adopt a learner oriented focus.

5 .UMT should have a setup similar to TEDx Events, where graduates can express whatever new ideas they have got in 4-5 minutes. Such events should be held bi-annually and UMT must invite other business universities for collaboration to let their graduates compete.

6. UMT needs to collaborate/approach/liaison with corporations to open their internships not only for passing graduates but also for first, second and third year Bachelor's students. The students at UMT, should be made to work right from the start so that by the time they have graduated, they already have enough work experience to feel at home in corporations.

7. Recruitment on LinkedIn has shown a significant boost of late. Apart from training candidates on how to write their resumes better, faculty at UMT needs to guide the graduates about the significance of networking and professional profiles on LinkedIn.

8. UMT should put more focus on **Lab Time** for all disciplines.

9. UMT should introduce a course exclusively on simulations for its graduates to equip them with real time exposure of the professional world.

10. UMT graduates can learn much more from local entrepreneurs and business leaders, in addition to Henry Ford and Warren Buffett, to have a holistic view of the local business environment, set of laws and mind sets, and resources in Pakistani context. Therfore a healthy mix of two may be developed

11. Each school in UMT should function as an incubator and allow its graduates to work in teams to come up with their ideas, with the leading ideas getting funding from angel investors linked to UMT.

12. One on one periodic consultations & feedback sessions with faculty at UMT.

13. A nice hostel should be provided to UMT students to help students grow in a good environment.

14. Students as well as faculty should keep in touch with the HR professionals of different organizations to stay abreast of latest industry trends. This will help students to avail an opportunity to create linkages with the working professionals in the job market. On the other hand, it would provide a platform to faculty to design their courses according to the need and real time practices of the employers.

15. Events like annual dinner should be arranged on timely basis in-order to provide students a chance where they can engage in social and networking activities with their fellow batch mates along with the esteemed faculty.

16. Students should ensure that they truly represent whatever they have stated on their Cvs.

17. According to LinkedIn (LNKDN, TECH 30) following most popular skills around the world should be made the part of the curriculum;

1. Cloud computing
2. Data mining
3. Mobile development
4. Network security
5. Middleware and integration software

18. The faculty members should get engaged in a **"Corporate Sector"** to align courses with industry.

19. Promote Alumni-based mentor ship Program

20. To combat the skill gap apart from revamping the curriculum, academia must also start sensitizing and making students aware on the industry challenges, as students are unaware of the skills they require and the corporate world many times does not have the resources to scout for and train employable candidates from various universities.

21. To be successful in the years ahead and to equip the students with the **academic and conceptual awareness**, institutions need to learn how to **continually improve, innovate, and compete for students, resources, inventions, and ideas**. They need to continually adapt to a rapidly changing global educational environment.

22. Institutions need to continually learn how to **incorporate new technology into teaching, research, and administration.**

23.In order to bring a desire to learn in students, universities need to develop capabilities in leadership, teamwork, decision-making, and communication. They need to learn how to plan for an unpredictable future.

24.To achieve meaningful results, teachers should be committed to providing quality programs and welcome accountability strategies.

25.For the effective and fair implementation, Deans of all schools need to evaluate and have a check in the class room in the form of a viva voce. Mock Interviews organised by OCS, will take place in the presence of Dean and Faculty to evaluate students. If the rejection/low evaluation rate goes above 30% then the Deans may take appropriate administrative actions, to promote effective learning of the students.

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Relevance is Critical to Pragmatic Learning Experience

SYSTEM
INTELLIGENCE

Road Map
Ideas for Clarity

- SQ Lite
- HTML
- COCOA
- CORE
- ANDROID
- X CODE
- IOS Developer
- JAVA
- C++
- I PHONE
- ORACLE
- ASP. NET
- COCOA

Talent Identification

The 2016 Corporate Recruiters Survey asked employers to identify those skills and traits they feel are the most important when evaluating master's graduates as potential new hires for their companies.

Among 12 traits that survey respondents were asked to rank as most important, a candidate's ability to fit within an organizational culture was ranked highest overall among all categories, followed by the ability to work in teams, and the ability to make an impact.

Across industries, these same attributes ranked among the top five most important. Leadership potential stood out as the highest ranked attribute within the energy and utilities sector, and ranked second most important in the health care and pharmaceuticals, manufacturing, and products and services sectors. Overall, the ability to build external networks, and the ability to work independently were the three lowest ranked traits.

By company size, small companies value the abilities to build external networks and work independently more so than large companies. Large companies value leadership potential and a candidate's ability to use data to tell a story more so than small companies.

Across world regions, fit with company culture was consistently ranked the most important candidate trait that employers seek. The ability to participate in and build strong teams was ranked second in importance by companies located in Asia-Pacific and the United States. For European companies, a candidate's ability to make an impact was ranked second in importance, whereas leadership potential was the second most important candidate trait among employers in Latin America.

Talent
Check

Table 1.1 Top 10 Performance Traits and Abilities Sought by Industries, Ranked in Order of Importance for Recruitment and Hiring of University Talent

	Industry**`							
	Consulting	Energy/Utilities	Finance/Accounting	Health care/Pharmaceuticals	Technology	Manufacturing	Non-profit/Government	Products/Services
1	Fit with Company culture	Leadership potential	Fit with company culture	Fit with company culture	Ability to make an impact	Ability to make an impact	Ability to make an impact	Fit with company culture
2	Ability to work in and build strong teams	Ability to work in and build strong teams	Ability to work in and build strong teams	Leadership potential	Fit with company culture	Leadership potential	Fit with company culture	Leadership potential
3	Ability to make an impact	Fit with company culture	Ability to make an impact	Ability to work in and build strong teams	Ability to work in and build strong teams	Fit with company culture	Ability to work in and build strong teams	Ability to make an impact
4	Adaptable	Strong business ethics	Leadership potential	Ability to make an impact	Leadership potential	Ability to work in and build strong teams	Adaptable	Ability to work in and build strong teams
5	Strong business ethics	Ability to make an impact	Adaptable	Strong business ethics	Ability to use data to tell a story	Ability to use data to tell a story	Strong business ethics	Adaptable
6	Leadership potential	Adaptable	Ability to use data to tell a story	Ability to use data to tell a story	Adaptable	Adaptable	Work independently	Work independently
7	Ability to use data to tell a story	Ability to use data to tell a story	Strong business ethics	Adaptable	Strong business ethics	Strong business ethics	Ability to build external networks	Ability to use data to tell a story
8	Insightful	Insightful	Insightful	Insightful	Insightful	Insightful	Leadership potential	Insightful
9	Work independently	Curiosity	Work independently	Executive presence	Curiosity	Curiosity	Insightful	Curiosity
10	Curiosity	Executive presence	Curiosity	Curiosity	Work independently	Executive presence	Ability to use data to tell a story	Work independently

"Education is not the filling of a pail. but the lighting of a fire."

William Butler Yeats

return. The only people who did this were management consultants. First-degree graduates were recruited on the university as research associates, encouraged to go to school and then recruited as graduates. Consequently, schools found their applicant pools and recruitment base dominated by consulting. They also found that **students with a consultancy background were more demanding, insisting, for example, on analytical "tool kits". The curriculum was therefore geared more towards consultancy with a strong emphasis on strategy.**

Few students joining consulting firms spend the rest of their lives there. Many are attracted by the high salaries, the lifestyle and the high-profile nature of the job, which allows them access to corporate life at the highest levels. Typically, many leave consulting for mainstream business after three or four years. But management consultants themselves know and almost expect this, and it is one reason for their being keen recruiters.

The Traditional Approach
The way more traditional employers assimilate new graduates is to place them in central staff positions with roles such as strategic planning, where they are close to the levers of power and where their breadth of view can be put to good use. Special induction and training programs are sometimes used, with a senior executive acting as a personal mentor. After a year or two they may be tested in line-management positions. **Problems arise if the firm treats them like first-degree graduates. Graduates have more to offer and expectations based on this have to be met.**

Pakistani Perspective

Job Market Pakistan
Current economic indicators in Pakistan are pointing to a challenging future outlook of the job market in the country. Inflation is on the rise since the start of 2011 and the government seems to have zero control over it. The balance between imports and exports of the country is severally lopsided with imports increasing heavily compare to exports. Textile industry, which makes up 39 percent of the whole economy, has suffered major losses in the last three years and the situation is worsening. Amid such economic condition, the matter of growing number of graduates in Pakistan becomes even more debatable and the debate has taken a turn to: **does the country need Entrepreneurs or Graduates in the prevailing situation**?

The people who strongly criticize the mushrooming of graduates, are of opinion that now Pakistan needs Entrepreneurs to overcome the current economic challenges. They advocate to encourage more and more people into more diverse fields which will lead to new inventions and technologies thus bringing in much needed revenue. **They claim that graduates are only useful if there is a "value" to satisfy the market.**

According to research, having profound knowledge of business processes and functions is the only way to compete in today's global economy. One of their impressive arguments is why Pakistan has not been able to produce world-class graduates in last 40 years? **They further add that the record growth of Pakistan's economy from the year 2003 to 2007 is greatly attributed to the business graduates.**
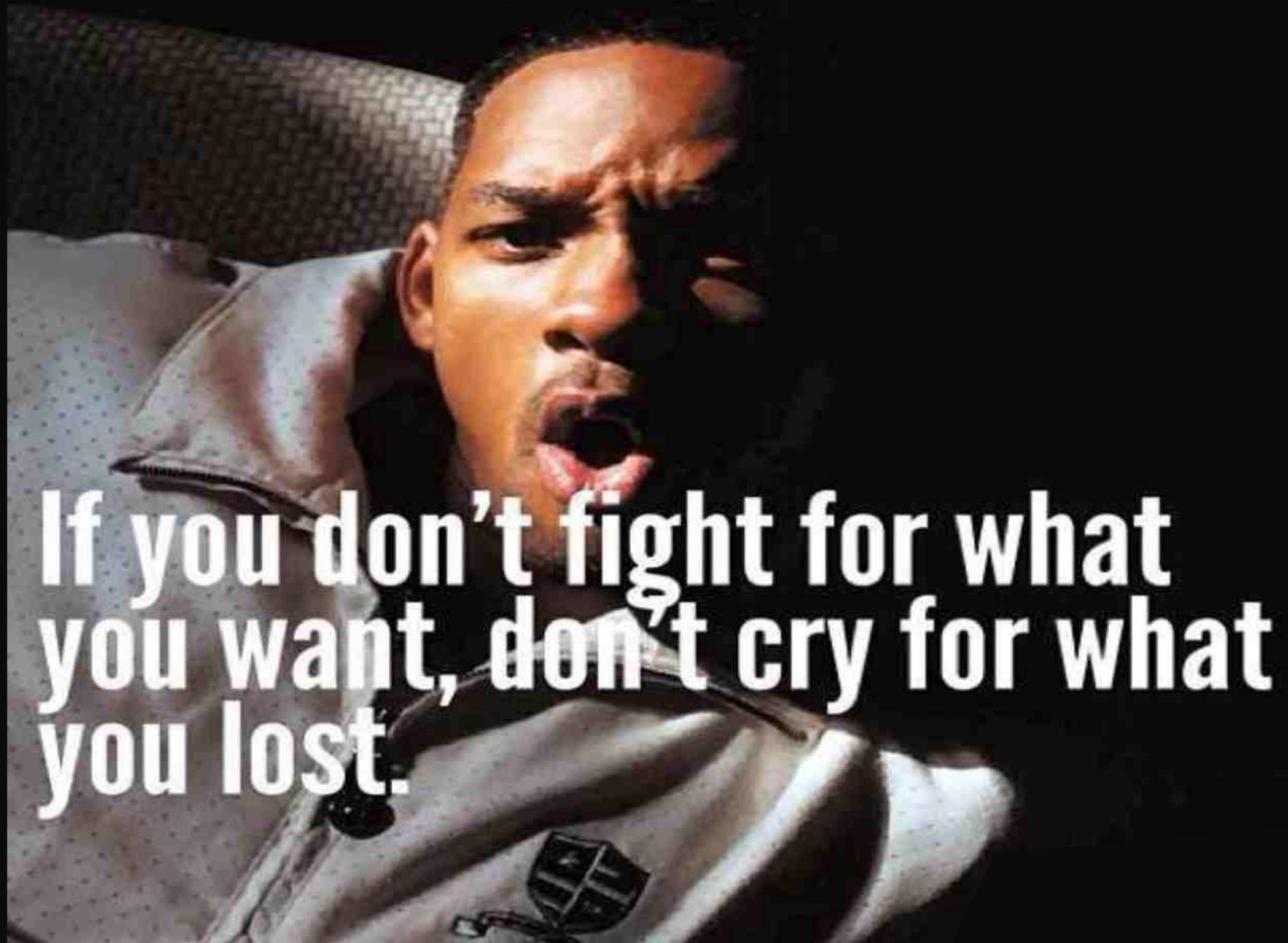
If you don't fight for what you want, don't cry for what you lost.

C urrently, job opportunities for graduates are much less than the demand by the graduates. Private universities are churning out graduates annually at a rapid pace as possible, but the demand for Masters' degree holder has been, more or less, dormant for last two years. **Especially students from universities in low and middle tiers suffer badly as employers are keen to hire graduates from the top universities only. Where top universities work diligently with their graduates to get a head start in their career, lower and middle tiered universities hardly put any efforts and attention to getting their students hired by reputable employers/industries in the country. This has resulted most students/graduates taking up jobs and careers irrelevant to their studies and below their educational credentials.**

Case Study

How does it feel when a potential employer puts students'/graduates' credentials aside during the interview and asks "tell him what he/she know and what he/she can do for their company"? Of course, it makes one feel disrespected at the hands of employer. **But it will be unfair to hold only the employer responsible for it. The schools/faculty equally share the responsibility for the treatment graduates are given in the local job market.**

The job market crisis for graduates demand that universities in Pakistan overhaul their programs to adequately fulfil the job market requirements. The curriculum should extensively consist of case studies and analytical skill building to equip graduates with the right knowledge, groom their intellect and tool them up. This is the approach top schools around the world have adopted and will rightly bridge the gap between the skills taught and needed in Pakistan.
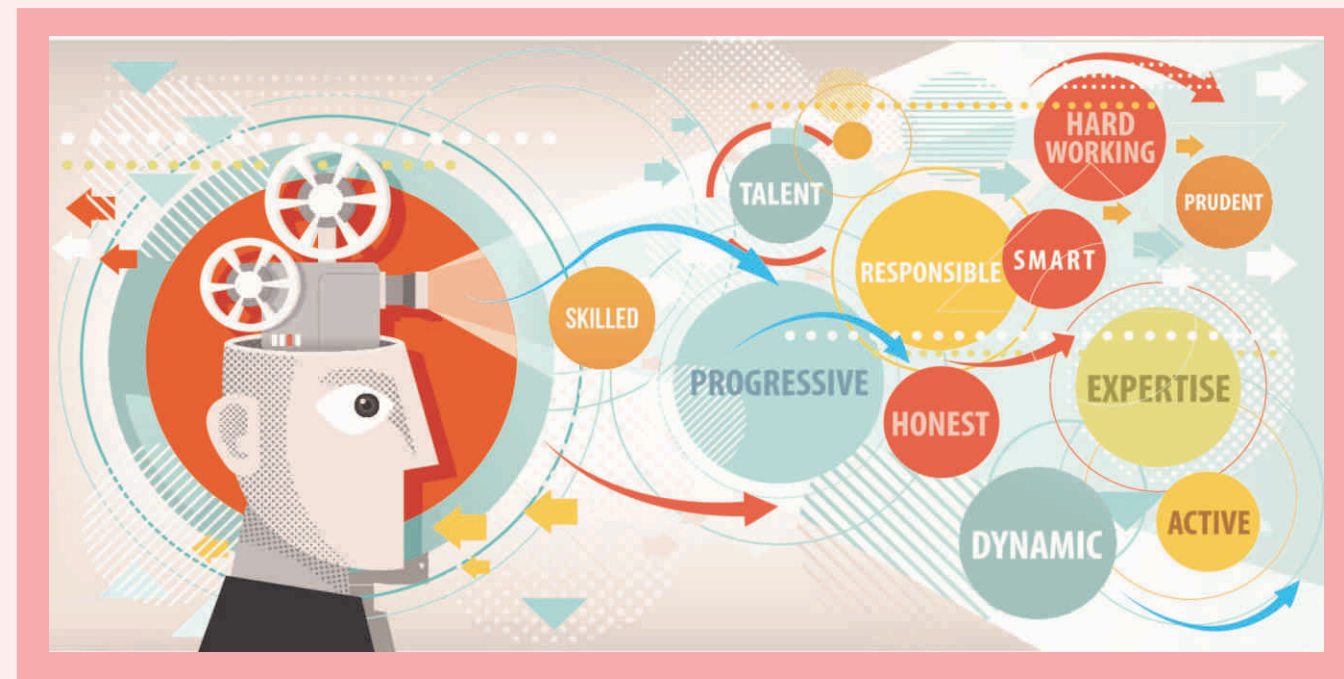
Relevant Skill Sets

Employers/recruiters, argue that graduates were originally designed to become good employees of large corporations, and that different skills are needed today to train people to work for different companies. As SME's are main drivers of employment and economics growth.

If you need the 'less traditional' skills in your team, it might be worth checking the syllabus of your graduates, and seeing if their courses actually addressed these issues.

Leadership Ability

The most desired quality that hiring managers were looking for is leadership**; hiring managers** say this was a key quality.

University programs may teach graduates core skills, but will not necessarily take them to the next level of developing their leadership skills. Even if you're not putting them in a leadership role immediately, a graduate with those skills will be of more benefit to your company than one without.

"Information is not knowledge. The only source of knowledge is experience."

Talent Identification

The 2016 Corporate Recruiters Survey asked employers to identify those skills and traits they feel are the most important when evaluating master's graduates as potential new hires for their companies.

Among 12 traits that survey respondents were asked to rank as most important, a candidate's ability to fit within an organizational culture was ranked highest overall among all categories, followed by the ability to work in teams, and the ability to make an impact.

Across industries, these same attributes ranked among the top five most important. Leadership potential stood out as the highest ranked attribute within the energy and utilities sector, and ranked second most important in the health care and pharmaceuticals, manufacturing, and products and services sectors. Overall, the ability to build external networks, and the ability to work independently were the three lowest ranked traits.

By company size, small companies value the abilities to build external networks and work independently more so than large companies. Large companies value leadership potential and a candidate's ability to use data to tell a story more so than small companies.

Across world regions, fit with company culture was consistently ranked the most important candidate trait that employers seek. The ability to participate in and build strong teams was ranked second in importance by companies located in Asia-Pacific and the United States. For European companies, a candidate's ability to make an impact was ranked second in importance, whereas leadership potential was the second most important candidate trait among employers in Latin America.
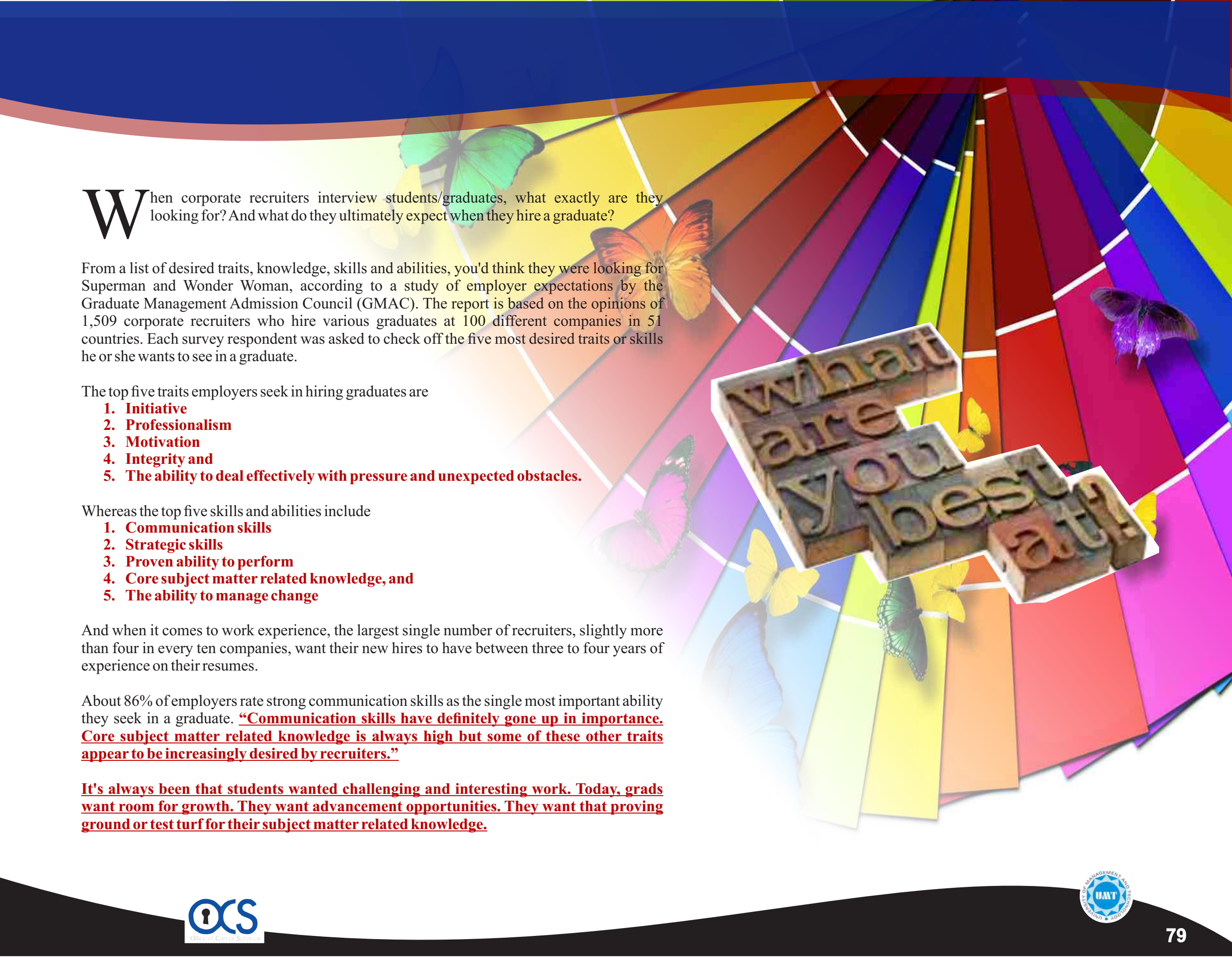
Talent
Check

Table 1.1 Top 10 Performance Traits and Abilities Sought by Industries, Ranked in Order of Importance for Recruitment and Hiring of University Talent

	Industry**`							
	Consulting	Energy/Utilities	Finance/Accounting	Health care/Pharmaceuticals	Technology	Manufacturing	Non-profit/Government	Products/Services
1	Fit with Company culture	Leadership potential	[illegible]	[illegible]	[illegible] an impact	[illegible] impact	[illegible]	[illegible]
Č	Ability to work in and build strong teams	[illegible] build strong teams	[illegible] strong teams	[illegible]	[illegible] company culture	[illegible]	[illegible]	[illegible]
Ċ	Ability to make an impact	[illegible] culture	[illegible]	[illegible] strong teams	[illegible] in and build strong teams	[illegible] culture	[illegible] strong teams	[illegible] impact
Ç	Adaptable	[illegible] business ethics	[illegible]	[illegible]	[illegible] potential	[illegible] and build strong teams	[illegible]	[illegible] build strong teams
D	Strong business ethics	[illegible] impact	[illegible]	[illegible] ethics	[illegible] data to tell a story	[illegible] tell a story	[illegible]	[illegible]
Ď	Leadership potential	[illegible]	[illegible] story	[illegible] story	[illegible]	[illegible]	[illegible]	[illegible]
Đ	Ability to use data to tell a story	[illegible] tell a story	[illegible]	[illegible]	[illegible] ethics	[illegible] ethics	[illegible] networks	[illegible] a story
Đ	Insightful	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
E	Work independently	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
ČĆ	Curiosity	[illegible]	[illegible]	[illegible] independently	[illegible]	[illegible] story	[illegible]

It is the supreme art of the TEACHER to awaken joy in creative expression and knowledge.

Albert Einstein

W hen corporate recruiters interview students/graduates, what exactly are they looking for? And what do they ultimately expect when they hire a graduate?

From a list of desired traits, knowledge, skills and abilities, you'd think they were looking for Superman and Wonder Woman, according to a study of employer expectations by the Graduate Management Admission Council (GMAC). The report is based on the opinions of 1,509 corporate recruiters who hire various graduates at 100 different companies in 51 countries. Each survey respondent was asked to check off the five most desired traits or skills he or she wants to see in a graduate.

The top five traits employers seek in hiring graduates are
1. **Initiative**
2. **Professionalism**
3. **Motivation**
4. **Integrity and**
5. **The ability to deal effectively with pressure and unexpected obstacles.**

Whereas the top five skills and abilities include
1. **Communication skills**
2. **Strategic skills**
3. **Proven ability to perform**
4. **Core subject matter related knowledge, and**
5. **The ability to manage change**

And when it comes to work experience, the largest single number of recruiters, slightly more than four in every ten companies, want their new hires to have between three to four years of experience on their resumes.

About 86% of employers rate strong communication skills as the single most important ability they seek in a graduate. **"Communication skills have definitely gone up in importance. Core subject matter related knowledge is always high but some of these other traits appear to be increasingly desired by recruiters."**

It's always been that students wanted challenging and interesting work. Today, grads want room for growth. They want advancement opportunities. They want that proving ground or test turf for their subject matter related knowledge.

Table 1.2:
Desired Traits Employers Seek in New Hires

5 ščⁿⁱšᵗ Trait in New Hires

Initiative

Professionalism

Motivation

Integrity

Ability to deal effectively with pressure/obstacles

Achievement/goal orientation

Innovation/creativity

Adaptability

Collaboration

Efficiency

Listening ability

Discipline

Persuasiveness

Cross-cultural sensitivity

Diplomacy/tact

Capacity and willingness to follow a leader

Empathy

Delegation skills

Source: GMAC 2011 Corporate Recruiters Report

Highly Rated Expectations of the Job Market

1. Deliver Value

The number one expectation is **value-value-value.** Employers recruit graduates' for a reason, compensate them well and give them strategic and leadership roles. Why? Because they expect graduates to contribute more to their company businesses and business results. During the term of employment, they want to see graduates to deliver value, often better than what they had expected.

This is the standard graduates are going to be measured against. Employers would like to see this in action as it serves them the confidence and incentive to keep hiring graduates. They would not like to be disappointed on this front
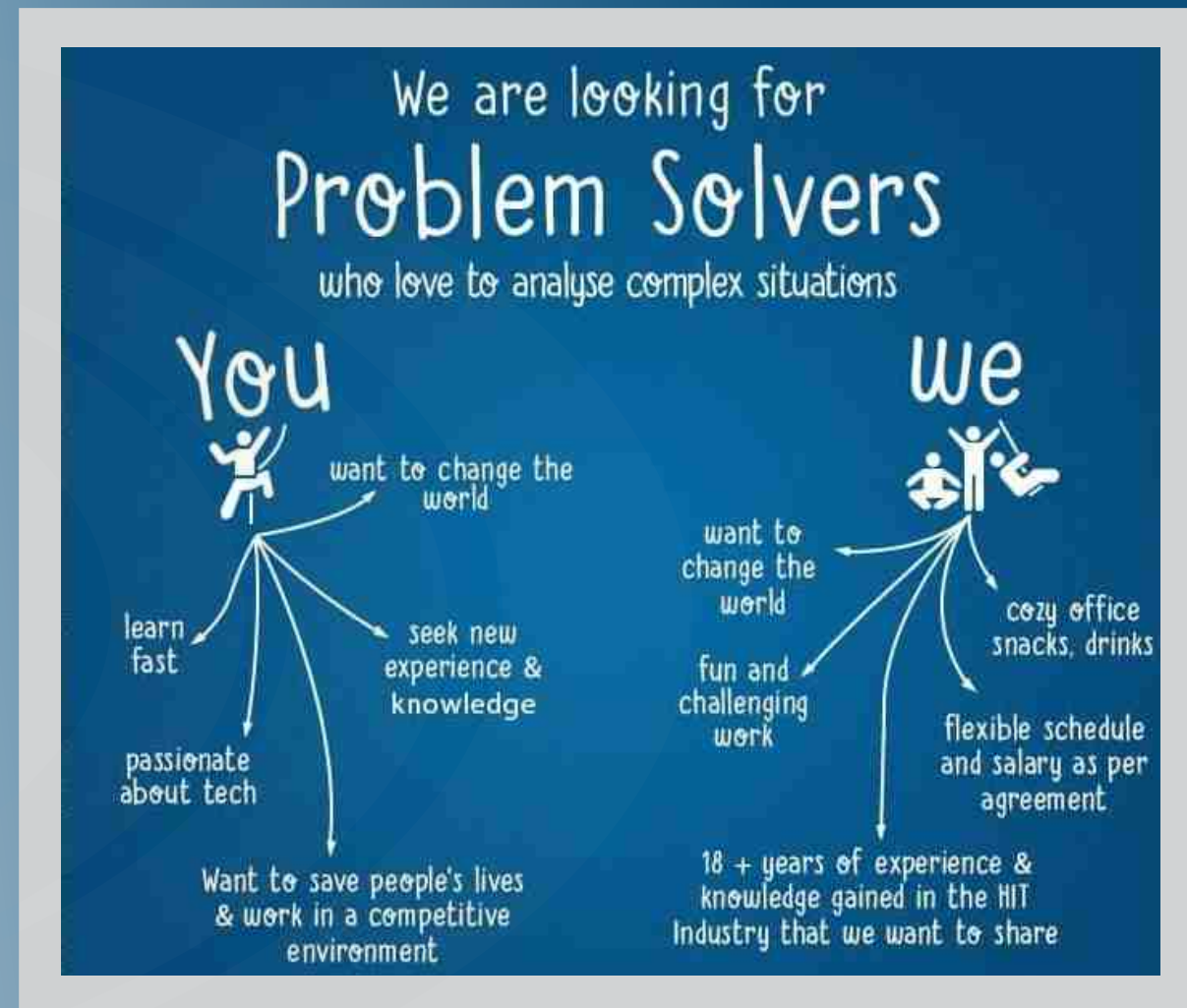
2.Hit the Ground Running

Now a days, graduates are recruited for important roles – roles in which the contribution from day one matters. Hence, they expect students/graduates to use all of their experience, knowledge, skills, learning ability and potential to hit the ground running. The world has changed significantly and quick results are a norm.

Employers are found hardly being patient/keen to invest time and energy to grow students/graduates into a role, though the university programs and internships might do that. Students/graduates are going to be judged based on their contribution from day one.

3. Experience in the Recruited Area

Employers tend to recruit graduates who can demonstrate solid proof of what they are looking for as otherwise it is a potential risk. Hence, based on the requirements of the role, they look for candidates who have similar or comparable experience in a particular field/ situation / turn-around situations / dealing with company growth and profitability.

We are looking for **Problem Solvers** who love to analyse complex situations

You
- want to change the world
- learn fast
- seek new experience & knowledge
- passionate about tech
- Want to save people's lives & work in a competitive environment

we
- want to change the world
- fun and challenging work
- cozy office snacks, drinks
- flexible schedule and salary as per agreement
- 18 + years of experience & knowledge gained in the HIT Industry that we want to share

This is one of the reasons why almost all employers seek some sort of connection between your past experience and their requirement. It could also be through your projects/internships/consultancy. If you are looking at switching careers, it is vital to show clear evidence of having taken necessary efforts, preferably through your grades in that area and fantastic results on the consultancy projects, internships and group exercises.

4. High Performance

There is a higher benchmark applied to graduates. This is often an unwritten rule amongst Employers about which students should be aware of. Employers always expect higher results from the top performers. Several executives, play down their qualification in order to lower down expectations and ease the pressure

5. Leadership in Action

Employers expect graduates to demonstrate **Leadership** in all possible ways. Often, not under the context of an authority or mandate to do so. Especially, working in global teams, matrix structure and remote offices, this is a valuable trait they look for. While, this has become the most popular topic on higher education and corporate boardrooms.

This is going to be absolutely necessary to thrive and contribute in the current job market context. Stakeholders must take extra efforts to develop and cement the leadership skills of students.

Key Critical Attributes Demanded by Employers from Graduates

In one survey, where a large group of employers were asked to list the most important selection criteria for graduate appointments (in addition to relevant academic qualifications, of course), the findings were as follows:

The most important quality for those employers is interpersonal and communication skills. This refers to your ability to communicate, interact and achieve goals with other people, and to act responsibly and professionally at all times. It includes listening skills, as well as positive body language, eye contact and gestures. Your verbal skills are rated by the way in which you ask or answer questions, give or receive instructions and speak to larger groups. Your written skills are evaluated by the clarity and comprehension in your CV and cover letter, and your ability to write letters, memos, reports etc.

The second most important quality is drive, commitment and knowledge of the industry. This refers to your ability to convince the employer that you understand the job contents, the outcomes you must deliver and the contribution you are expected to make to the business (and even the industry). You must display a passion for doing this job and be prepared to invest your best effort in making a success of it.

The third most important quality is analytical thinking and problem solving abilities. Especially in positions where academic qualifications are required, employers expect you to have the ability to apply theoretical knowledge in practice, solve difficult problems, or improve processes and outcomes.

In her book, "What employers want – The work skills handbook", Karen Holmes confirms these findings when she describes the following four skills as the most important ones for employers:

1. Communication
2. Team-working skills
3. Problem-solving and decision-making skills
4. Numerical and computer skills

This fourth skill refers to the confident use of electronic technology, rather than the understanding of typical mathematics. Employers value skills in electronic data-management, such as finding data, interpreting it, presenting it and storing/retrieving it. It also includes effective use of the internet, word processing, spread sheets, presentation software and databases.

The right attitude- The right attitude includes being passionate, focused, driven, committed, willing, determined, motivated, adaptable and devoted, as well as reliable and polite

Jeff Haden, in an article called "8 Qualities of Remarkable Employees", takes it further by distinguishing between great and remarkable employees. He says that great employees are reliable, dependable, proactive, diligent, great leaders and great followers ... They possess a wide range of easily-defined – but hard to find – qualities. A few hit the next level. Some employees are more than great – they are remarkable, possessing qualities that may not appear on performance appraisals, but make a major impact on performance nonetheless (not only performance of the employee, but performance of the whole company).

Hitting the Target

Dream Professional Life Style Achievement Criteria

"Great employees are reliable dependable, proactive, diligent, great leaders and great followers"

Eight Insights into the Employers' Search of Remarkable Graduates

Here are eight qualities of such remarkable employees:

1. They ignore **job descriptions.** The smaller the company, the more important it is that employees can think on their feet, adapt quickly to shifting priorities and do whatever it takes, regardless of role or position, to get things done. When a key customer's project is in jeopardy, remarkable employees know without being told that there's a problem and they jump in without being asked – even if it's not their job.

2. They're **eccentric**... Remarkable employees are often a little different: quirky, sometimes irreverent, even delighted to be unusual. They seem slightly odd, but in a really good way. Unusual personalities shake things up, make work more fun, and transform a plain-vanilla group into a team with flair and flavour. People who aren't afraid to be different naturally stretch boundaries and challenge the status quo, and they often come up with the best ideas.

3. But **they know when to dial it back.** An unusual personality is a lot of fun... until it isn't fun anymore. When a major challenge pops up or a situation gets stressful, the best employees stop expressing their individuality and fit seamlessly into the team. Remarkable employees know when to play and when to be serious; when to be irreverent and when to conform; and when to challenge and when to back off. It's a tough balance to strike, but a rare few can walk that fine line with ease.

4. They **publicly praise**... Praise from a boss feels good. Praise from a peer feels awesome, especially when you look up to that person. Remarkable employees recognise the contributions of others, especially in group settings where the impact of their words is even greater.

5. And they **privately complain.** We all want employees to bring issues forward, but some problems are better handled in private. Great employees often get more latitude to bring up controversial subjects in a group setting, because their performance allows greater freedom. Remarkable employees come to you before or after a meeting to discuss a sensitive issue, knowing that bringing it up in a group setting could set off a storm.

6. **They speak when others won't**. Some employees are hesitant to speak up in meetings. Some are even hesitant to speak up privately. Remarkable employees have an innate feel for the issues and concerns of those around them, and step up to ask questions or raise important issues when others hesitate.

7. **They like to prove others wrong** (especially doubters, pessimists and negative people). Self-motivation often springs from a desire to show doubters that they are wrong. Potentially, the kid without a college degree or the woman who was told she didn't have leadership often possesses a burning desire to pull other people down to his or her level. Remarkable employees are driven by a deep and personal belief in truth, honesty, positivity and perseverance

8. **They're always fiddling.** Some people are rarely satisfied (in a good way) and are constantly tinkering with something: reworking a time line, adjusting a process or tweaking a workflow. Great employees follow processes. Remarkable employees find ways to make those processes even better, not only because they are expected to... but because they just can't stop believing that continuous improvement is always possible.
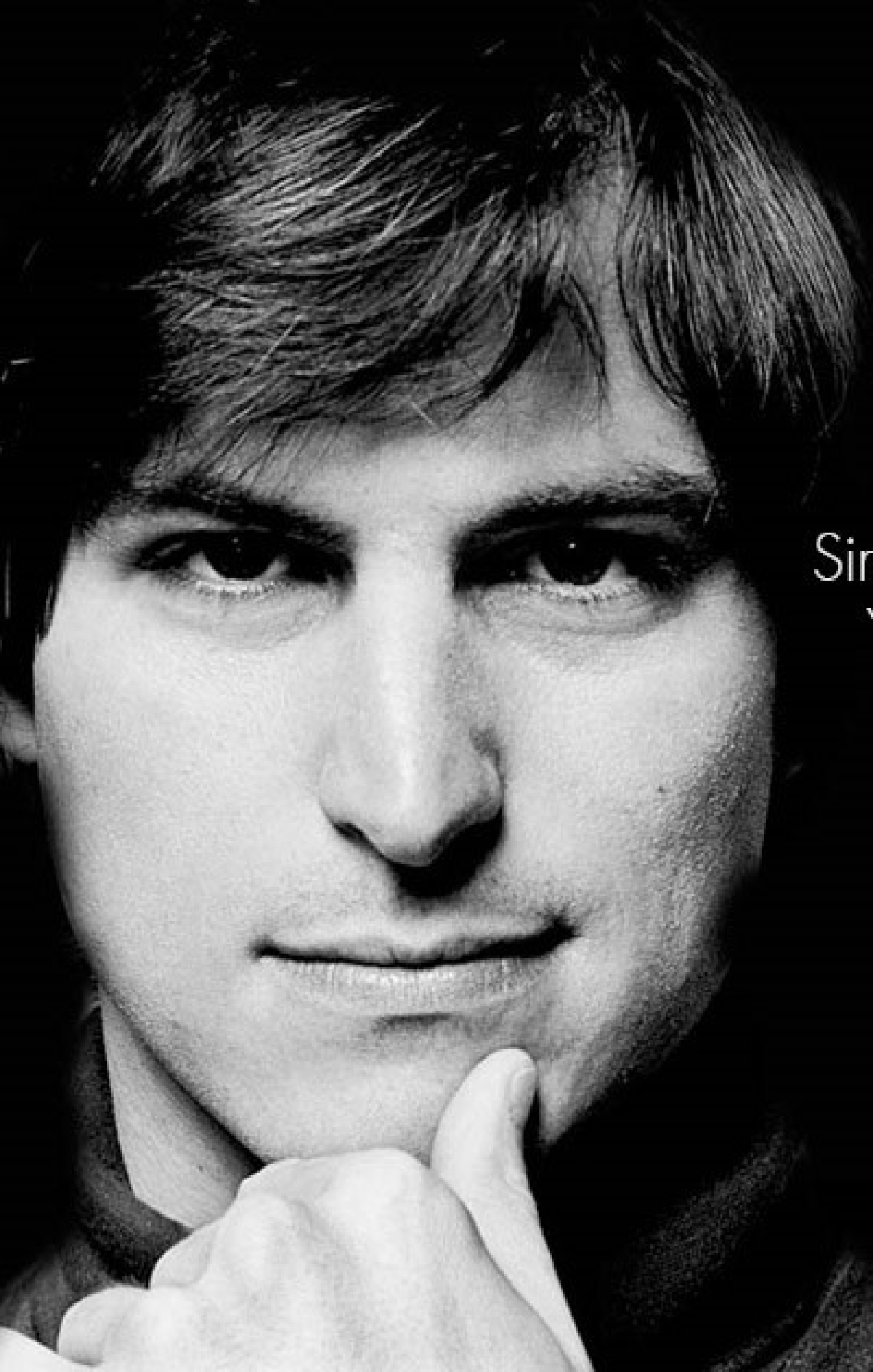
These eight qualities give us a further insight into what employers might value and what they look for in graduates.

8

Critical Insights

We all need

people who give us

Feedback.

That's how we Improve.

STEVE JOBS

Simple can be harder than complex: You have to work hard to get your thinking clean to make it simple.

But it's worth it in the end because once you get there, you can move mountains.