‘Socializing’ employability

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ASET PRN

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• A set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy. (ESECT based on Yorke 2006)

• Employability is not just about getting a job. Conversely, just because a student is on a vocational course does not mean that somehow employability is automatic. Employability is more than about developing attributes, techniques or experience just to enable a student to get a job, or to progress within a current career. It is about learning and the emphasis is less on ‘employ’ and more on ‘ability’. In essence, the emphasis is on developing critical, reflective abilities, with a view to empowering and enhancing the learner. (Harvey 2003)
‘Socializing Employability’ - definitions

- My definition involves socializing employability as the theoretical understanding and application of employability as an ethical practice.
- ‘Socializing employability’ – involves a shift in thinking and understanding from skills, ability and employment outcomes to a relational approach focused on process, context and affects of behaviour.
- Key considerations are: power, responsibility, inclusion and exclusion, and need.
- The shift is in moving away from employability framed by neo-liberal, marketized practices to a practice embedded in a social ethic of care. As such employability practices start with a concern for others rather than the market.

Inspiring tomorrow’s professionals
Theoretical underpinnings

• Challenges the assumption of the separation of public and private life and therefore individualization.

• Responsibility – Privileged irresponsibility (Walker 1998, Tronto 1993)

• An expressive collaborative-model
  – “An expressive collaborative model looks at moral life as a continuing negotiation among people, a practice of mutually allotting, assuming, or deflecting responsibilities of important kind, and understanding the implications of doing so” (Walker 1998, 69)
Relational - Power; Responsibility, Inclusion and Exclusion, Needs

- Those attentive to the need for a skilled, qualified workforce (recognizing the need for employability)
- Those with responsibility to ensure a skilled, qualified workforce (assumes responsibility for employability work)

AND

- Those required to assure employability (actual employability work)
- Those required to be responsive to the needs of the market (the students’ response).