

*Employability and University Education:
Multiverse and Crossroads*

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Employability and University Education: Multiverse and Crossroads

1. The environments (the multiverse)
2. Employability, Skills, Competencies
3. Diversity in economics and management teaching?
4. Research and Employability



EMPLOYABILITY

- *High school students, and their parents, decided they needed to go to college more for employment readiness than educational enlightenment*



EMPLOYABILITY

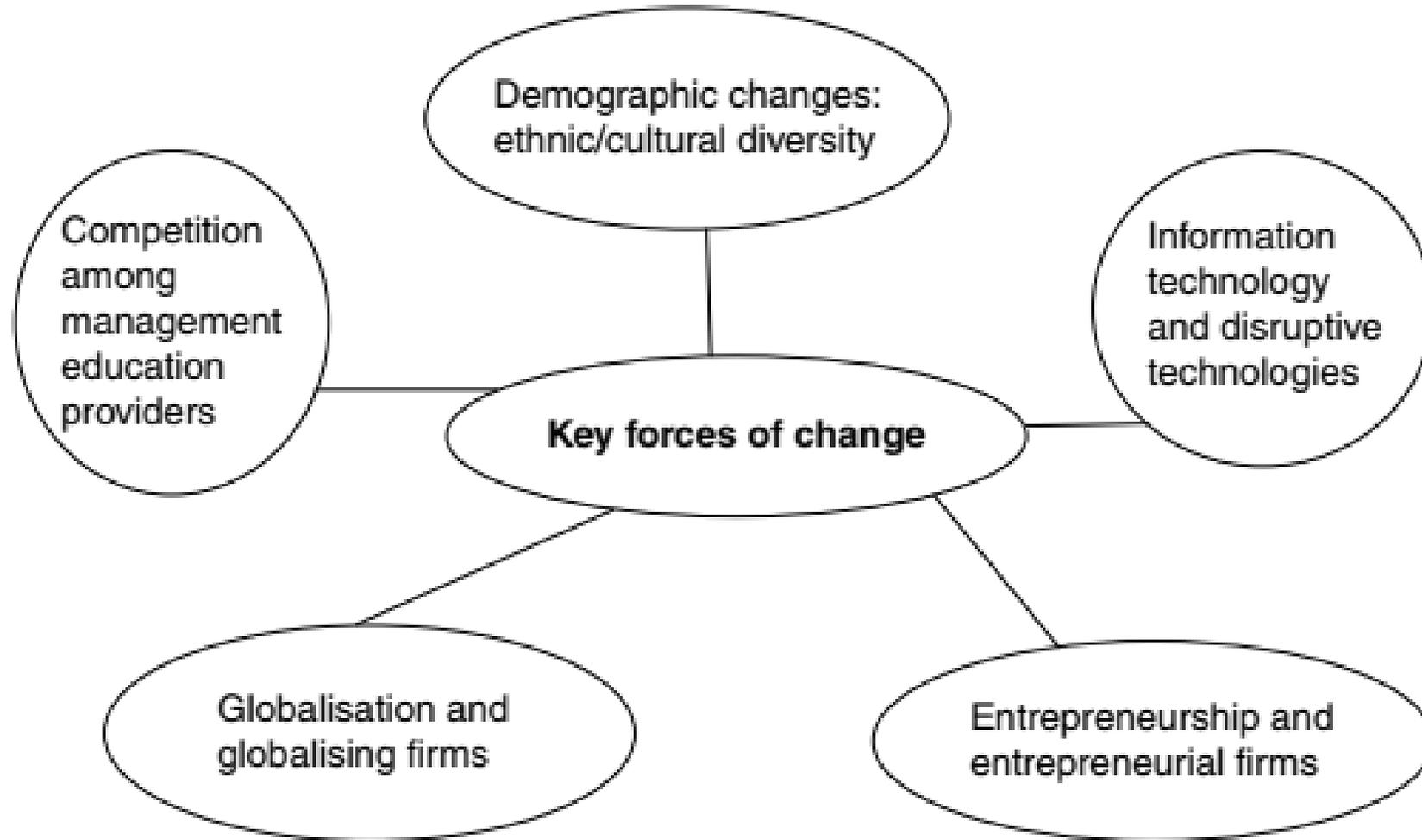
- Defining what “**employability**” means can be difficult, especially when the term is continually evolving due to the unknown workplace of the future or the aftermath of COVID-19.
- **Employability** : a learning and teaching framework that focuses on students “**having the requisite skills to obtain or create work**” and to “**find work**”.
- Additionally, employability skills are best defined as non-technical skills that prepare students for the 21st century unknown workforce. For instance, in the literature, employability skills have been identified to include : creativity, critical thinking, problem-solving, metacognition, communication, collaboration, information literacy, technology literacy, citizenship and social responsibility ...
- Other employability skills are time management, conflict management, cultural awareness, responsibility, etiquette and good manners, courtesy, self-esteem, sociability, integrity/honesty, empathy and work ethic, as well as self-management, lifelong learning, and ability to demonstrate initiative and enterprise.

The environments

-

The multiverse

Key driving forces



Employability and Entrepreneurship

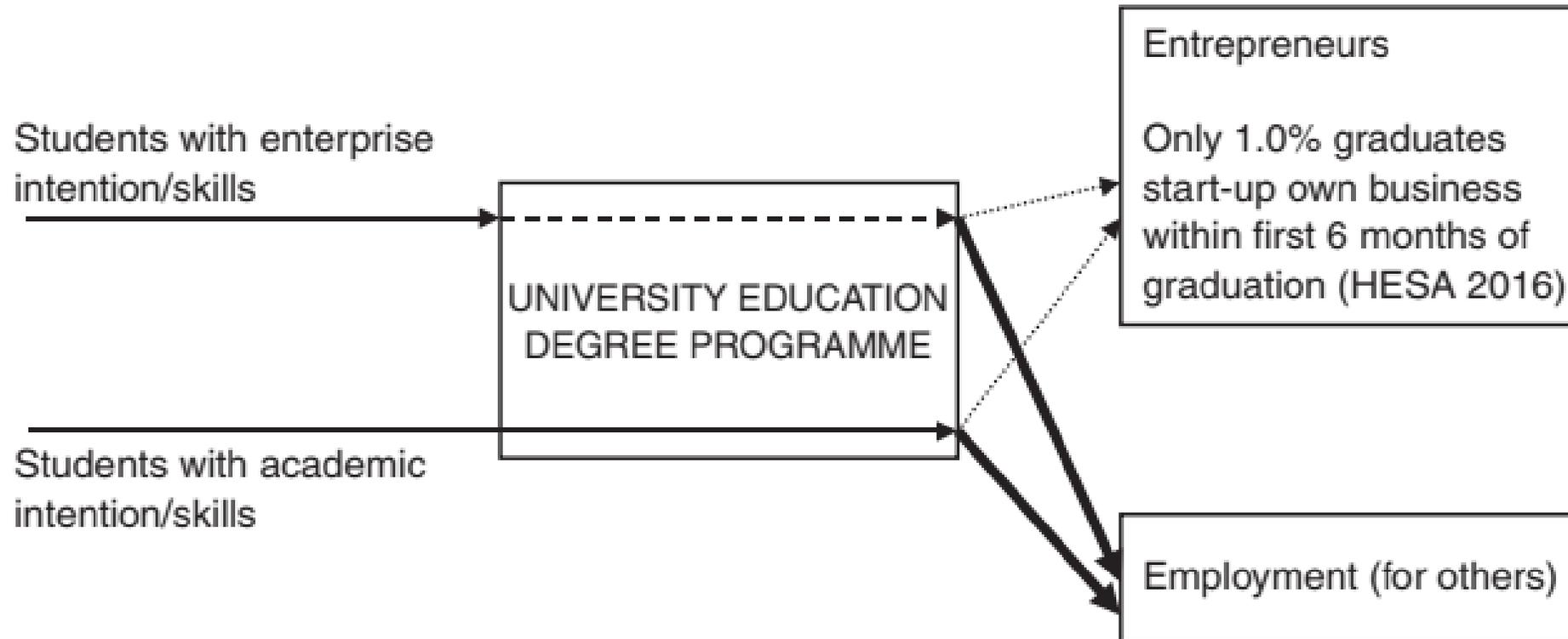
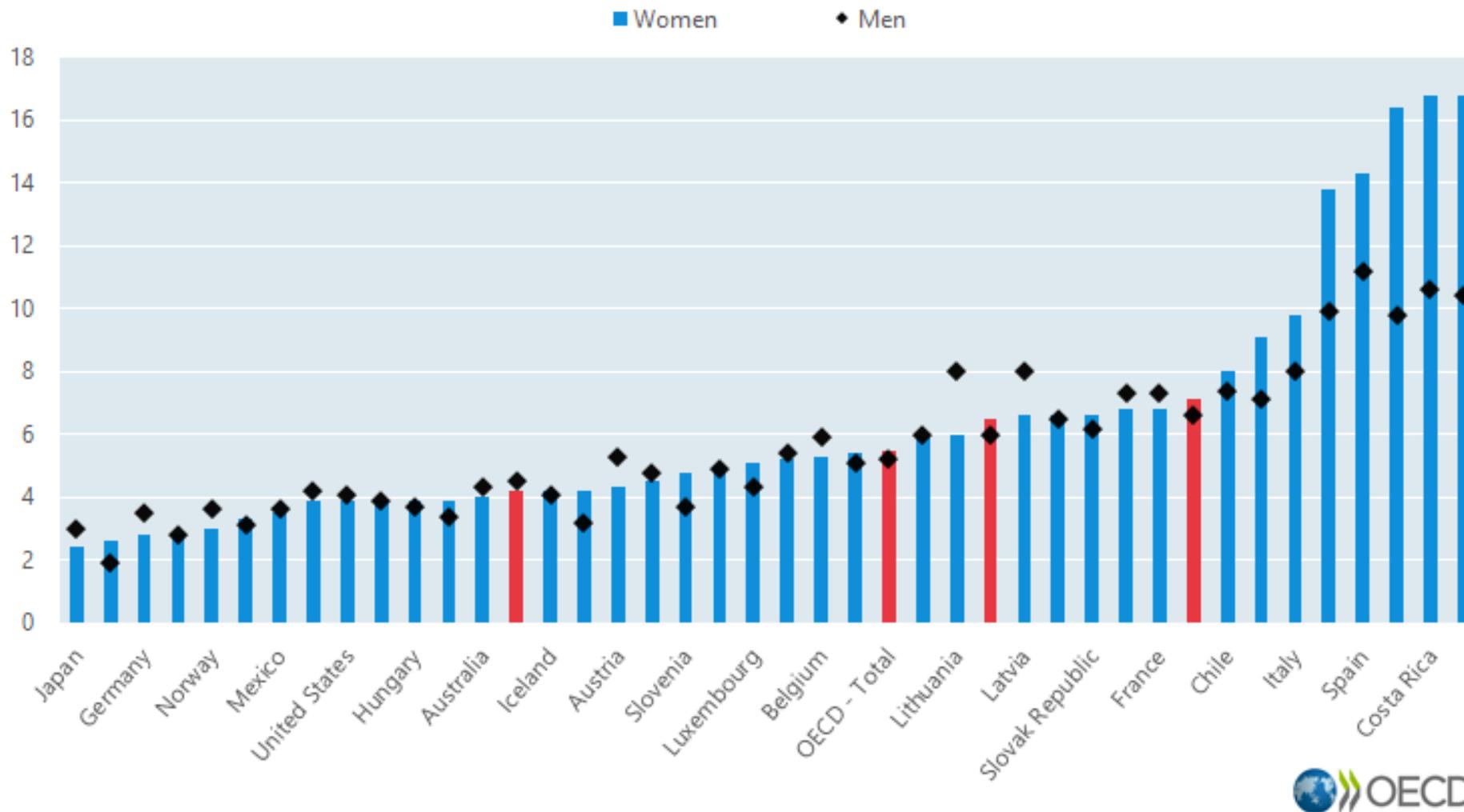


Figure 3.5 Destination of university graduates in the UK (six months after graduation).

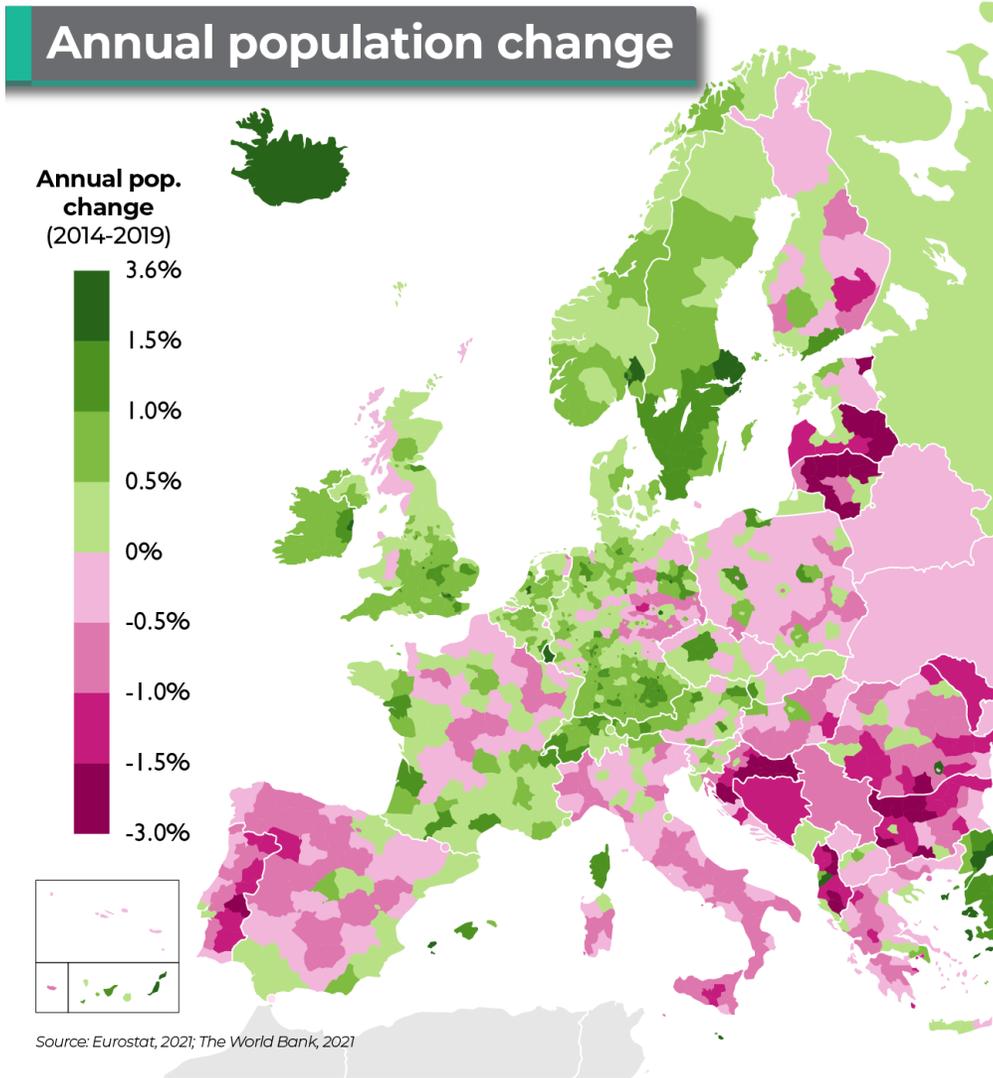
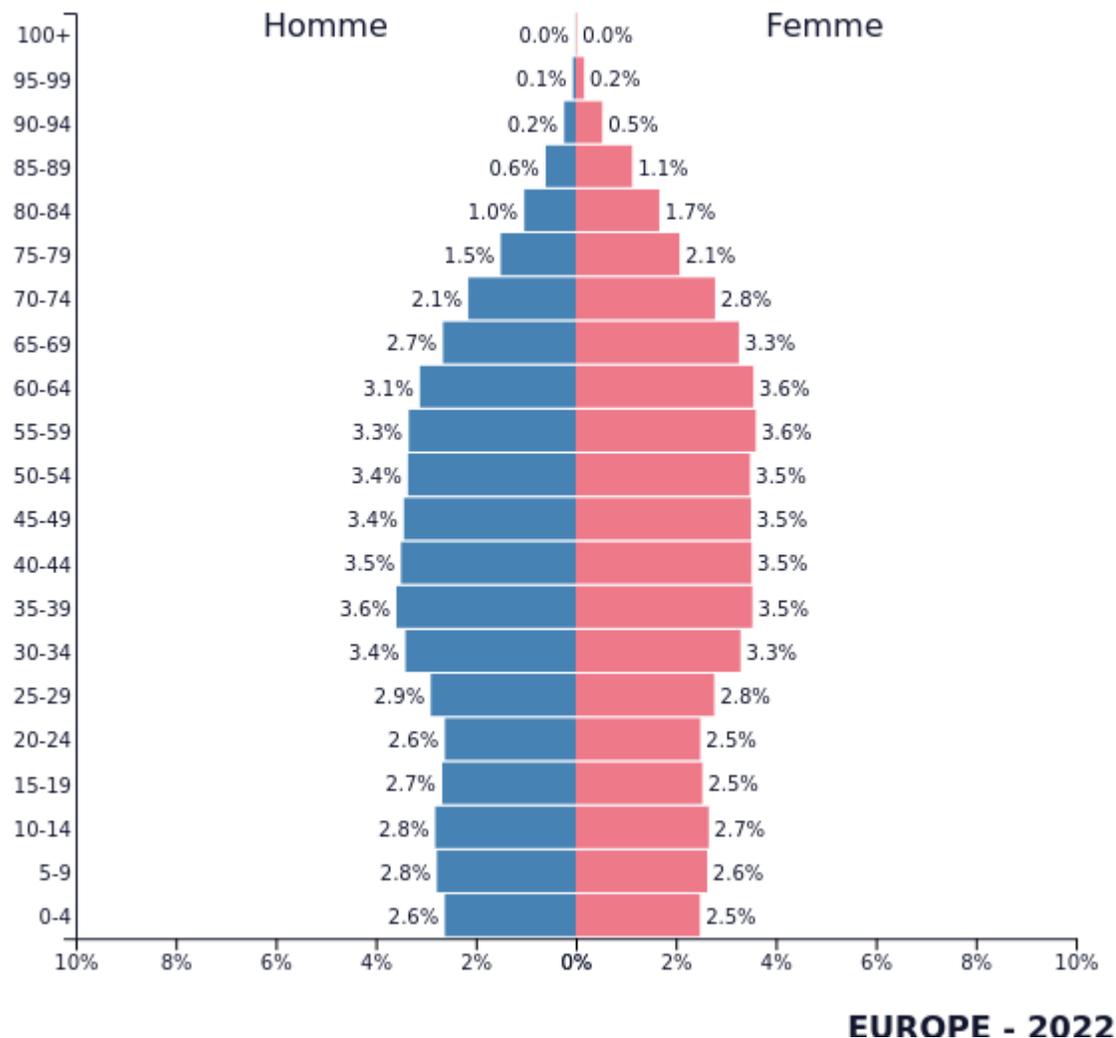
Source: adapted from: Jayananda and Mulholland (2014).

Unemployment rates and demographics

Unemployment rates for women and men in January 2022 (1)
Percentage, seasonally adjusted



Unemployment rates and demographics



New players in the game

- Moocs and others...
- AI...
- LinkedIn, Google, Amazon Old wine in new bottle ?
(remember Steve Jobs at Apple Re-maunch...)
- When Google declares its mission as “organizing the world’s knowledge” ...

New players in the game

Ghemawat (2017) Strategies for Higher Education in the Digital Age, California Management Journal

- Clay Christensen once used to think so: *“If anyone can beat the odds against being disrupted, it is our remarkably capable and committed colleagues in higher education.”*
- Another celebrated expert Clay Shirky takes a very different view:
- *We have several advantages over the recording industry, of course. We are decentralized and mostly non-profit. We employ lots of smart people. We have previous examples to learn from, and our core competence is learning from the past. And armed with these advantages, we’re probably going to screw this up as badly as the music people did.*
- I hope Christensen is right, but I fear that Shirky may be.

Implications?

- Not the same game everywhere, but internationalisation...
- Students, parents and firms will adapt their expectations

Is it the right moment to ...?

- Go back to university – universal teaching
- Radical innovation
- Reshape bachelor – master degrees

Employability
Skills
Competencies

What determines employment and salaries

1. Number of people employed

In simple terms, the more people employed in an occupation, the more likely there will be jobs in every location.

2. Employment growth

Historical employment growth information tells you how many new jobs have been created. Projected growth information can reveal how many additional jobs there might be in the future.

3. Skills shortages

There may be good opportunities in an occupation for people with the skills and experience that are in 'short' supply. Shortages vary by location and change over time.

4. Job turnover

Depends on the previous answers + Fun / personal development / work-life balance etc.

A question of **demand** and **supply** !

The top 10 disruptive trends

1. Economics cycles/recessions
2. The influence of government on business
3. Increasing demands upon leaders
4. Big Data (and related IA, ...)
5. Accessing **high-quality talents**
6. **Differences in working styles across generations**
7. Cyber security
8. **Work life balance changes in expectation**
9. Risk of dismantling of Europe
10. Tools for helping people collaborate across locations

(300 managers, France and Germany, 2018)

The Skills (r)evolution

Depth of disciplinary expertise	Deep disciplinary expertise is the ability to integrate and rigorously apply the knowledge, understanding and skills of a recognized discipline defined by scholarly activity, as well as familiarity with the evolving practice of the discipline.
Critical thinking and problem-solving	Critical thinking and problem-solving are the questioning of ideas, evidence and assumptions in order to propose and evaluate hypotheses or alternative arguments before formulating a conclusion or a solution to an identified problem.
Communication (oral and written)	Effective communication, in both oral and written form, is the clear exchange of meaning in a manner that is appropriate to the audience and context.
Information and digital literacy	Information and digital literacy is the ability to locate, interpret, evaluate, manage, adapt, integrate, create and convey information using appropriate resources, tools and strategies.
Inventiveness	Inventiveness is generating novel ideas and solutions.
Cultural competence	Cultural competence is the ability to actively, ethically, respectfully and successfully engage across and between cultures. In the Australian context, this includes and celebrates Aboriginal and Torres Strait Islander cultures, knowledge systems, and a mature understanding of contemporary issues.
Interdisciplinary effectiveness	Interdisciplinary effectiveness is the integration and synthesis of multiple viewpoints and practices, working effectively across disciplinary boundaries.
An integrated professional, ethical and personal identity	An integrated professional, ethical and personal identity is understanding the interaction between one's personal and professional selves in an ethical context.
Influence	Influence is engaging others in a process, idea or vision.

The Skills (r)evolution

Table 18.1 Main employability skills

Communication	Initiative and enterprise
Teamwork	Problem-solving
Learning	Planning and organizing
Technology	Self-management

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Situation in France

Competencies (skills) are becoming central !

France compétences (<https://www.francecompetences.fr/>)

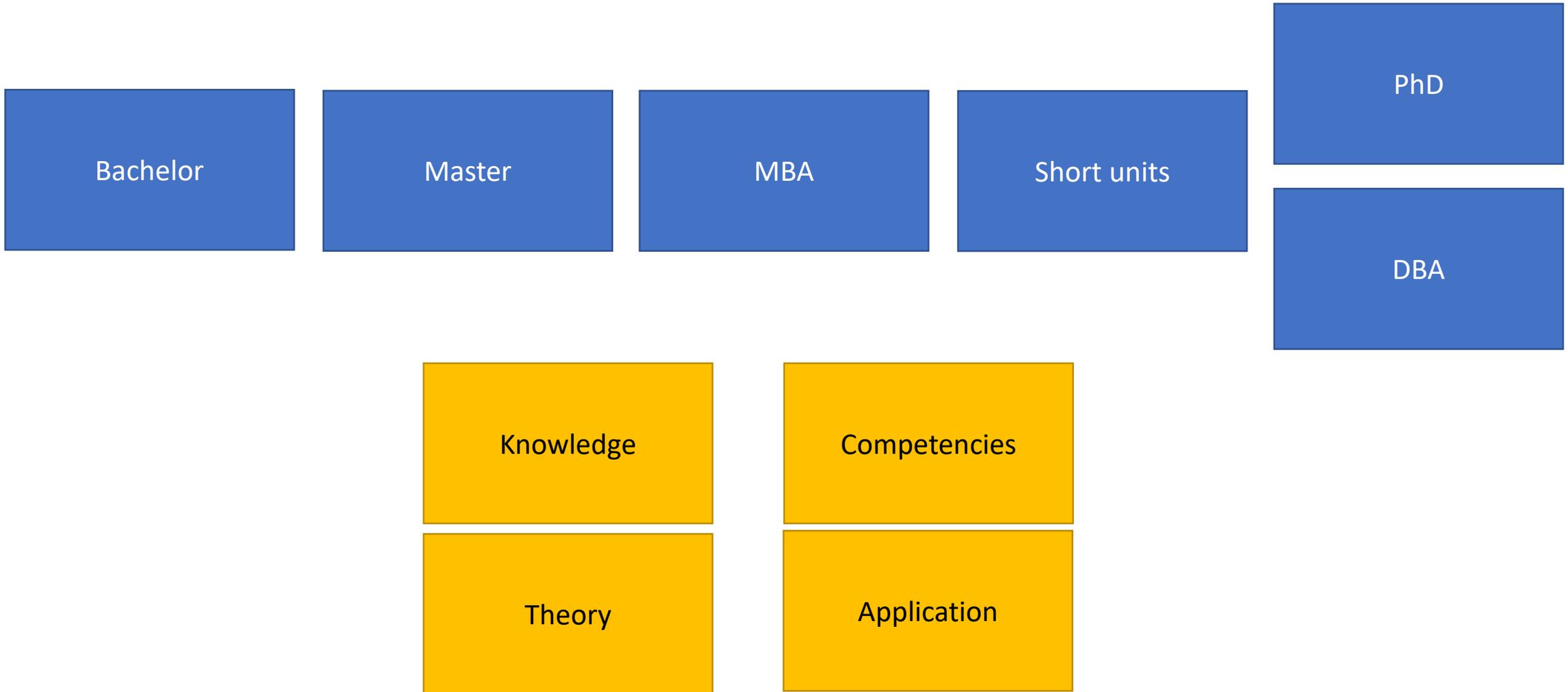
Shift of power from ministry of higher education to ministry of employment /work..

- Access to finance for universities and business school (work-based learning)
- Accreditation (right to deliver a degree) based mainly on soft skills
- Implication for students unclear at this moment (success rate etc.)
- Not only country doing this move (knowing and doing in the US)

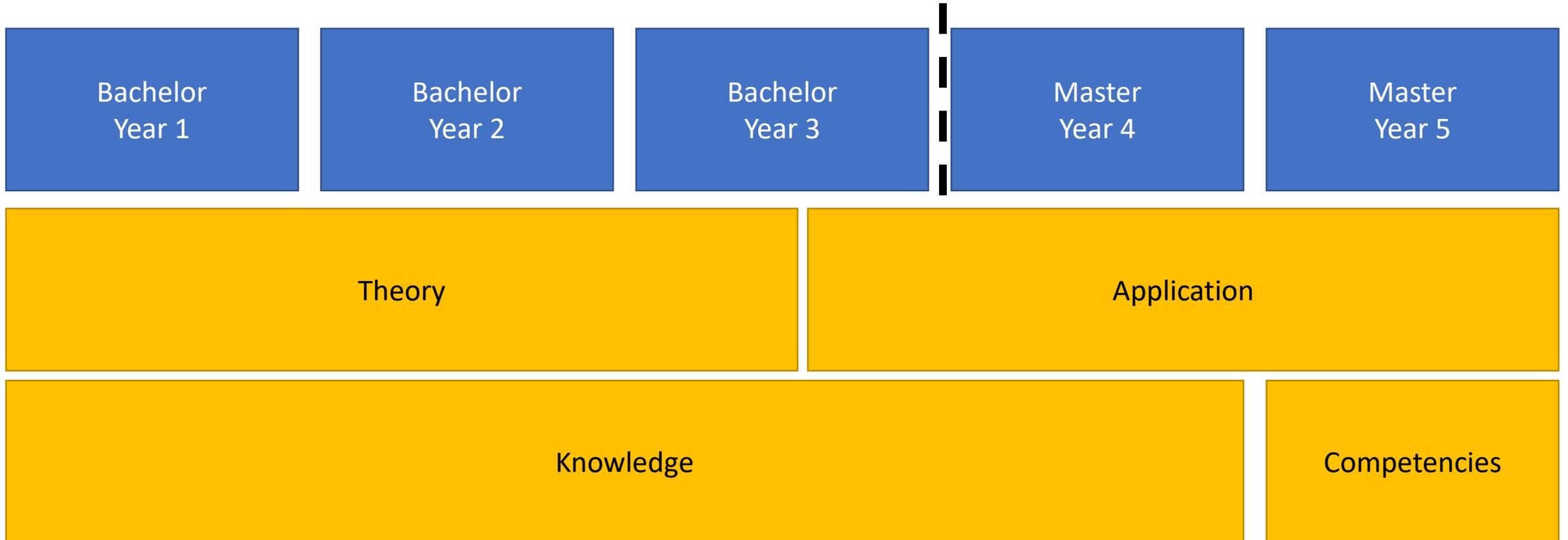
Major implication for education in Economics and Management

- What we teach at bachelor and master level ?
- What we propose to firms?
- What does it mean to be manager or middle manager
- How we grad them / assign them task / syllabus –?
- How do we organise work base learning or internships?

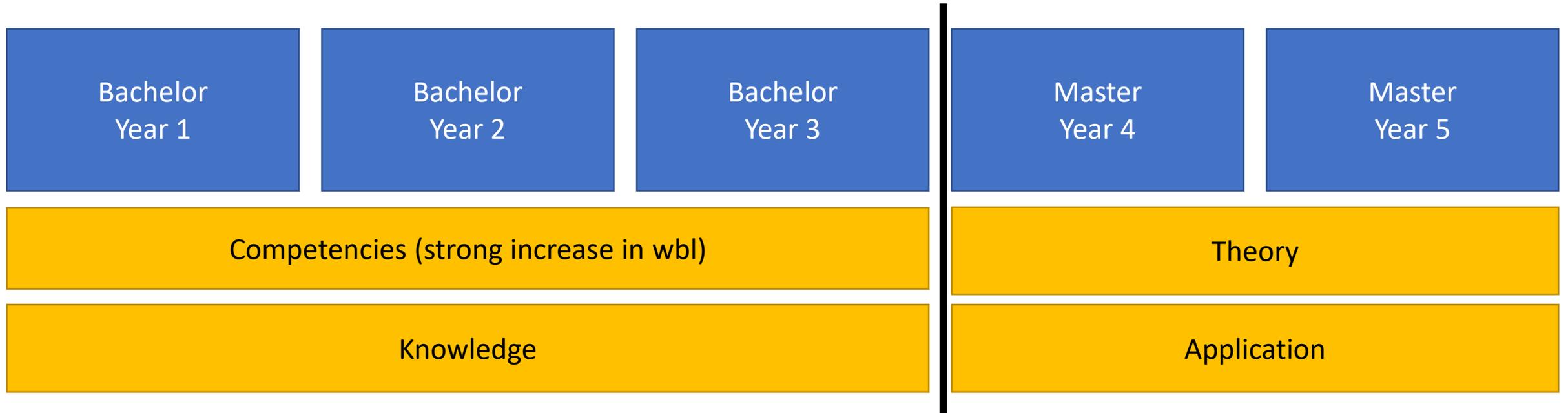
Our building blocs



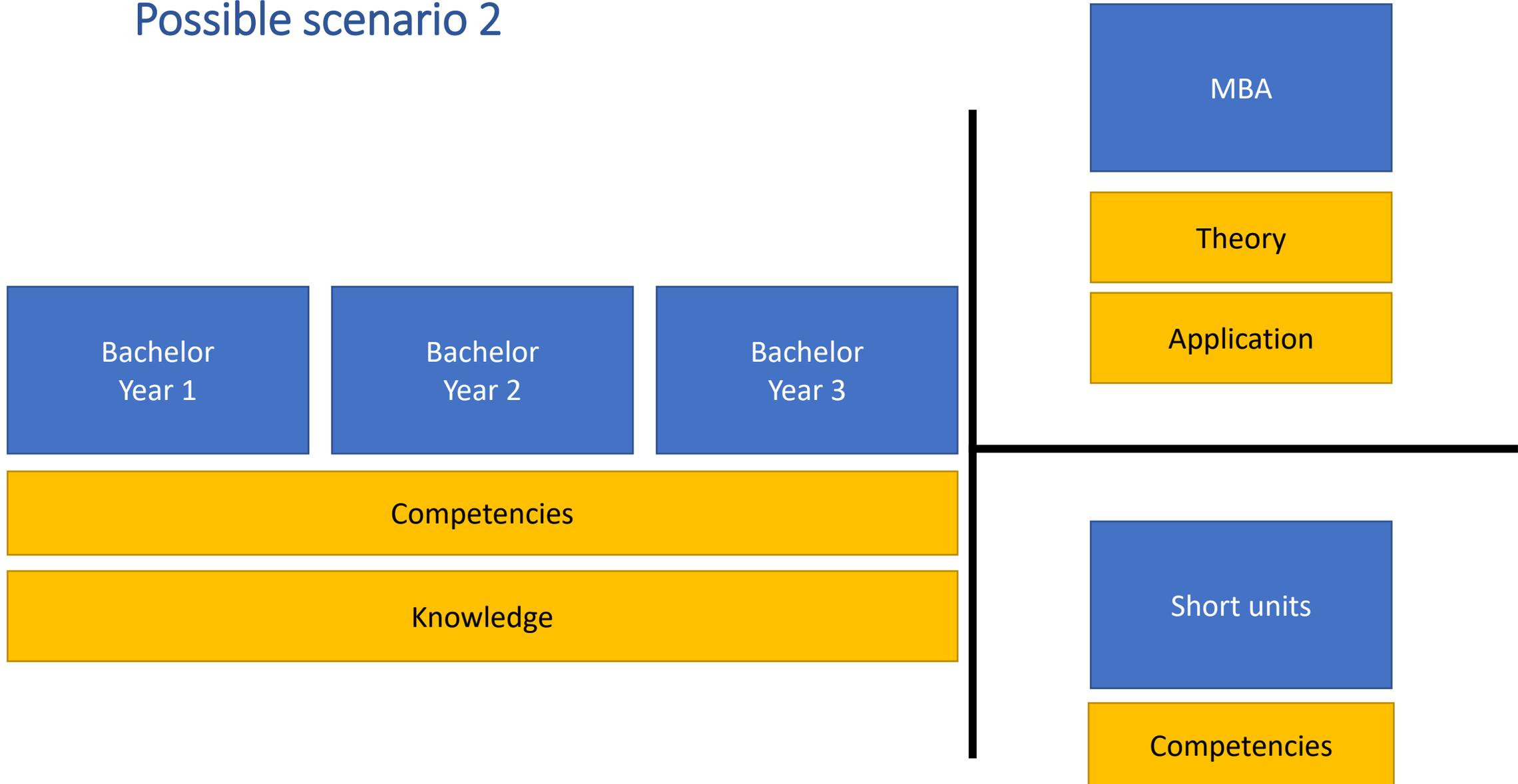
The classical (French way) of organising bachelor and master degrees



Possible scenario 1



Possible scenario 2



*Diversity in economics
and management
teaching?*

Lecorche, V. & Schaeffer, V. (2021). La place de la formation à l'entrepreneuriat dans les programmes de MBA : une analyse lexicométrique des outils de communication. *Revue de l'Entrepreneuriat*, 20, 17-43.

- Analysis of major MBA around the world
- Content analysis of all public document on official websites

MBA	Financial Times	The Economist	Bloomberg Businessweek	Forbes
Harvard (USA)	1	4	1	2
INSEAD (FRA)	4	8	3	1
Chicago Booth (USA)	9	1	2	6
Stanford (USA)	4	13	7	1
Wharton (USA)	3	10	5	7
Kellogg (USA)	14	3	3	6
Columbia (USA)	6	12	6	4
London BS (GRB)	2	24	2	1
IESE (ESP)	7	14	7	2
Haas (USA)	10	6	9	8
HEC Paris (FRA)	16	5	10	3
MIT Sloan (USA)	8	15	4	9
IE University (ESP)	12	17	4	5
Tuck (USA)	23	3	14	5
Yale (USA)	17	19	11	11
IMD (SUI)	20	32	5	2
Fuqua (USA)	21	20	8	12
Esade (ESP)	19	21	11	10
Darden (USA)	32	2	12	16
Anderson (USA)	25	9	13	17
Leonard Stern (USA)	18	11	24	18
Cornell (USA)	28	23	16	10

Seven Active and Experiential Learning Opportunities

Disruptiveness, Risk, Time Investment and Extent of Experiential Learning	Pedagogical Innovation	Key Points Defining the Learner Experience
Low	Teaching cases in a new way	Grapple with messier cases with ethical, political, social, environmental issues, practice issue-and-interest spotting
	Preparing incident report	Summarize issues, interests, impacts of an event on stakeholders
	Role playing	Rotate roles: management proposing a solution with impacted stakeholders questioning its adequacy
	Completing interview assignments	Interview a manager and summarize “lessons learned” about law, strategy and sustainability in the world of practice
	Writing cases & Imagining solution or next steps	Research and prepare a case and teaching note about a specific business or imagine and describe the solution or steps to managers of the business could take next
	Undertaking change experiments	Identify an externality, Ideate options for improvement, calculate costs and benefits, Persuade stakeholders including managers, Execute an implementation plan, measure outcomes, and reflect upon and summarize lessons learned
High	Preparing a sustainability report	On behalf of one’s educational institution or a local partner institution, gather data on stakeholder opinion and organizational impacts, externalities and progress toward improvement. Preparing a public report of findings

My 2 cents ...

- A director of a famous French Business school once told me:
« you know that what we teach them has no importance... you know it? They come for something else, and so do employers »
- Importance of places and learning experiences
Lecorche, V. & Burger-Helmchen, T. (2019). L'influence du lieu dans l'acquisition de compétences entrepreneuriales : le cas du séminaire BEST. *La Revue des Sciences de Gestion*
- Importance of balancing applied ready to use knowledge and competencies with more depth broad theories (economics vs management)
- Opportunities for humanities, liberal arts etc to become central at university level ?

My 2 cents ...

- Case of University of Strasbourg
- 2 “professional experiences” during 3 years of bachelor
- Competence oriented program...
- A difficult evolution (even in economics and management)

COMPÉTENCES & CONNAISSANCES			
Compétences disciplinaires	Au minimum 24 ECTS par semestre, répartis aux UE disciplinaires. Chaque composante veillera à ce qu'au moins une UE disciplinaire aborde les problématiques liées au développement durable (telles que la transition écologique, la durabilité) et aux enjeux sociaux (tels que l'interculturalité, l'intégrité scientifique, la lutte contre les discriminations). La maîtrise de la langue française entre en compte dans l'évaluation des compétences disciplinaires.	Au minimum 24 ECTS par semestre, répartis aux UE disciplinaires. Chaque composante veillera à ce qu'au moins une UE disciplinaire aborde les problématiques liées au développement durable (telles que la transition écologique, la durabilité) et aux enjeux sociaux (tels que l'interculturalité, l'intégrité scientifique, la lutte contre les discriminations). La maîtrise de la langue française entre en compte dans l'évaluation des compétences disciplinaires.	En lien avec le programme national un tiers du programme prendra appui sur des connaissances et compétences locales spécifiques. Chaque composante veillera à ce qu'au moins une UE disciplinaire aborde les problématiques liées au développement durable (telles que la transition écologique, la durabilité) et aux enjeux sociaux (tels que l'interculturalité, l'intégrité scientifique, la lutte contre les discriminations). La maîtrise de la langue française entre en compte dans l'évaluation des compétences disciplinaires.
Compétences linguistiques*	Pour chaque parcours de licence : - Au moins 1 UE de langue vivante étrangère par semestre pour non-spécialistes (3 ECTS par UE) ; - Et au moins un enseignement disciplinaire obligatoire dispensé en langue étrangère soit en L1 ou en L2 ; - Et au moins un enseignement disciplinaire obligatoire dispensé en langue étrangère en L3	Pour chaque parcours de LP-L3 : - Au moins 1 UE de langue vivante étrangère par semestre pour non-spécialistes (3 ECTS par UE).	Pour chaque parcours de BUT : - Au moins 1 UE de langue vivante étrangère par semestre pour non-spécialistes (3 ECTS par UE) ; - Et au moins un enseignement disciplinaire obligatoire dispensé en langue étrangère soit en BUT1 ou en BUT2 ; - Et au moins un enseignement disciplinaire obligatoire dispensé en langue étrangère en BUT3
Compétences numériques	Pour chaque parcours de licence : - Au moins un enseignement de développement des compétences numériques	Pour chaque parcours de LP : - Au moins un enseignement de développement des compétences numériques	OF, PN -
Compétences méthodologiques	Au 1 ^{er} semestre, cette compétence peut faire l'objet d'un enseignement autonome (3 ECTS) ou être intégrée dans un ou plusieurs enseignements disciplinaires. Les compétences rédactionnelles et de communication à l'oral peuvent être intégrées à cette UE.	Dans le cas d'une LP en 180 ECTS, les préconisations Licence s'appliquent.	OF, PN

PRÉPARATION A L'INSERTION PROFESSIONNELLE			
Projet professionnel de l'étudiant	Entre le S2 et le S6 chaque parcours propose un Projet Professionnel de l'Étudiant (PPE) et connaissance du monde économique et professionnel (3 ECTS par UE).	Dans le cas d'une LP en 180 ECTS, les préconisations Licence s'appliquent.	Le Projet et Professionnel de l'Étudiant (PPE) est construit sur l'ensemble de la formation pour permettre à l'étudiant de s'interroger sur l'adéquation entre des souhaits professionnels immédiats et futurs.
Mise en situation professionnelle, projet tutoré, stage/alternance*	Au minimum une UE en L2 et L3. Ces UE pourront correspondre à : - Un stage professionnel court en lien avec le cursus de formation (minimum 3 à 4 semaines L2) - Un stage long, ou un stage de recherche ou une période d'alternance. - Un projet tutoré/mission professionnelle. Une initiation à la recherche avec la rédaction d'un mémoire - Une UE étudiant entrepreneur - Tout autre dispositif lié à la professionnalisation. La valeur de chaque UE sera au minimum de 3 ECTS. Elle peut combiner plusieurs des activités mentionnées. Ces mises en situation professionnelle peuvent faire l'objet d'UE autonomes ou être intégrées dans plusieurs UE disciplinaires.	Stage obligatoire d'une durée de 12 à 16 semaines en LP-L3. Les UE stage et de projet tutoré sont non consensuels.	600 heures de projets tutorés sont réparties sur les trois années, avec chaque année un minimum de 150 heures et un maximum de 200 heures. - Pour les spécialités secondaires, au moins 50 % des heures étudiants sont consacrées aux enseignements pratiques et aux mises en situation professionnelle. - Pour les spécialités tertiaires, au moins 40 % des heures étudiants sont consacrées aux enseignements pratiques et aux mises en situation professionnelle. - Les stages sont répartis selon le schéma suivant : 3 à 12 semaines les 4 premiers semestres, 12 à 16 semaines la dernière année.

Research and Employability

On the Relationship Between Research and Practice and Employment

Tuck School

The first-year courses were taught by Dartmouth instructors from fields such as law and political science, history, sociology, rhetoric and oratory, economics, and public speaking; the second-year courses drew heavily on outside business people, such as an export merchant, an attorney, an insurance company president, and an accountant.

Edward Tuck was pleased as he wrote to President Tucker in February 1902, “I am glad that it will be the aim of the school to bring students in touch with practical businessmen.

Bennis and O’Toole (2005) argued that “the dirty little secret at most of today’s best business schools is that they chiefly serve the faculty’s research interests and career goals, with too little regard for the needs of other stakeholders” (p. 103)

On the Relationship Between Research and Practice and Employment

Ghoshal (2005), for example, argued that “bad management theories are, at present, destroying good management practices”

“Our field runs the risk of having great answers to less and less interesting problems”

“the traditional paradigm of business schools, with its strong focus on analytical models and reductionism, is not well suited to handle the ambiguity and high rate of change facing many industries today”

(Kurt Lewin’s astute observation that nothing is as practical as good theory)

On the Relationship Between Research and Practice and Employment

Pfeffer and Fong (2004) argued that to be a smaller version of McKinsey or some other consulting firm seems like a losing proposition. It is only by rediscovering some core purpose more consistent with a professional ethos that business schools may be successful in standing apart from their many various competitors.

James March argued that “researchers who pursue immediate relevance are likely to produce knowledge that is both redundant with what managers already know and useful only over a limited time and under limited conditions”

He further argues that managers are not stupid. They recognize or can be led to recognize that the primary usefulness of management research lies in the development of fundamental ideas that might shape managerial thinking, and not in the solution of immediate managerial problems.

On the Relationship Between Research and Practice and Employment

		Considerations of Use?	
		No	Yes
Quest for Fundamental Understanding?	Yes	Pure Basic Research (Bohr)	Use-inspired Basic Research (Pasteur)
	No		Pure Applied Research (Edison)

Figure 1: Stokes's quadrant model of scientific research

Source: *Pasteur's Quadrant: Basic Science and Technological Innovation* (p. 73), by D. E. Stokes, 1997, Washington, D.C.: Brookings Institution. Copyright 1997 by the Brookings Institution. Reprinted with permission.

		Relevance? (Considerations of Use?)	
		No	Yes
Rigor? (Quest for Fundamental Understanding?)	Yes	Basic Disciplinary Research (e.g., Chemistry)	Professional Schools (e.g., Business)
	No		Consulting Firms (e.g., McKinsey)

Figure 2: Business school research

Source: *Pasteur's Quadrant: Basic Science and Technological Innovation* (p. 73), by D. E. Stokes, 1997, Washington, D.C.: Brookings Institution. Copyright 1997 by the Brookings Institution. Reprinted with permission.

Implications

Teaching

- Improve the blending of clinical and research-based faculty and topics.
- Adopt a problem-centered teaching approach, using real world challenges.
- Bring in speakers from industry and government to add richness and context.
- Make students co-creators of the educational content and the learning experience.
- Foster student teamwork on real cases; reward student leadership and creativity.

Research

- Tackle big, relevant problems requiring a long-term commitment.
- Partner with thought leaders in industry, government, and consulting.
- Stimulate and fund field research—get researchers out in the real world.
- Validate and challenge guru advice and popular books—set the agenda.
- Participate in key industrial, national, and global dialogues about business.