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## “EMPIRICAL STUDY ON EMPLOYABILITY SKILL”

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### ABSTRACT:

*According to India Skill Report 2018, In India, more than 70 percent Industrial Training Institute (ITI) pass out trainees are unemployable having highest skill gap. Annually more than 3,60,000 MBA students pass out from 4000 B Schools from India 61% remain unemployable due to skill gaps and lesser experience. Core graduate student like B.A., B.Com, B.Sc. etc having highest no of vacancies but remain vacant due to lack of skill or go for professional courses for getting more skills. Job is the equilibrium point for Job seekers and employers. If skill requirement and skill availability matches, it will increase chances of Job. But when it doesn't match create skill gap and it is due to lack of employability skill, knowledge, potential, experience etc.*

*In this research paper we had tried to study about Employability, Employability skill, Different research on Measurement of Employability skill and Different Model available on Employability skill.*

**KEYWORDS:** *Employability, Skill, Employability skill, Employability skill in India, Measurement, Employability skill model*

### 1. STUDIES ON DEFINITION OF EMPLOYABILITY

According to **The Confederation of British Industry (CBI)** have defined Employability is a set of attributes, skills, and knowledge that all labor market participants should possess to ensure they have the capability of being effective at the workplace – to the benefit of themselves, their employer and the wider economy”



**Hillage (1998)** suggest that “Employability as being capable of getting a job and fulfilling all the work in the job. Employability depends on the knowledge, skills, and attitudes of individuals and the way they use and present these assets”

**Garavan (1999)** defined “Employability as the new form of psychological contract between employers and employees.”

**Yorke and Knight (2003)** have defined it as a set of achievements-skills, understandings and personal attributes-that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.

**Harvey (2004)** defined “Employability the ability of the graduate to get a satisfying job”

According to **Sanders and de Grip (2004)** “Employability as the capacity and the willingness to be and to remain attractive in the labour market, by anticipating changes in tasks and work environment and reacting to these changes in a proactive way

**Fugate (2004)** suggest that “Employability as a form of work specific active adaptability that enables workers to identify and realize job opportunities”

**According to Yorke (2006)** have suggested it as “a set of achievements, understandings, and personal attributes that make individuals more likely to gain employment and be successful in their chosen careers”.

## **2. STUDIES ON DEFINITION OF EMPLOYABILITY SKILL**

According to **INTERNATIONAL LABOUR ORGANISATION (ILO) (2000)** Employability skills as the skills, knowledge and competencies that enhance a worker’s ability to secure and retain a job, progress at work and tackle with change, secure another job if he/she so



wishes or has been laid off and enter more easily into the labour market at different periods of the life cycle.

**Robinson (2008)** defined “Employability skills are basic skills necessary for getting, keeping and doing well on a job.”

**Overtom (2000)** said that Employability skills as Transferable core skills groups that represent essential, functional and enabling knowledge, skills and attitudes required by the 21st century workplace necessary for career success at each and every levels of employment and education.

**Mantz & Yorke (2004)** defined Employability skills are A set of achievements, understandings and personal attributes that make individuals more likely to gain employment and to be successful in their chosen occupations

**U.S. Department of Education** (Source: <https://cte.ed.gov/initiatives/employability-skills-framework>) Employability skills as general skills that are necessary for success in the labor market at all employment levels and in all sectors

According to **Australian Chamber of Commerce and Industry & Business Council of Australia (2002)** Employability skills as skills required not only to gain employment, but also to progress within an enterprise so that achieve one’s potential and contribute successfully to enterprise strategic directions. Employability skills are also known as generic skills, capabilities or key competencies

**Rothwell and Arnold (2007)** said that Employability skills as the ability to survive in a job

According to **The Conference Board of Canada (1996)** Employability skills as individual quality required by the employer. These skills can be applied in various fields of work.



According to **National Centre for Vocational Education Research (2008)** Employability skills as a set of skills that allow individuals to get, to keep and to succeed in employment; including group work skills and work habits, interpersonal skills, learning, thinking and adaptability skills.

**Rasuls (2012)** suggest that Employability skills can be defined as a foundation for graduates to successfully get a job and to develop their career.

**Buck and Barrick (1987)** said that Employability skills are the attributes of employees, other than technical skills competence, that make them asset to the employer. It include problem solving, decision making, reading, basic arithmetic and other basic skills and other high-order thinking skills; and dependability, a positive attitude cooperativeness, and other affective skills and traits.

**Ruhizan (2011)** suggest that Employability skills are the skills required of an employee apart from the knowledge and skills related to the workplace

**Mohammad Sattar (2009)** defined Employability skill is a non-technical ability and a job skill that is equally important to technical skills and should be possessed by every person involved in the industry.

**Yahya (2004)** suggest that Employability skills as non-technical skills and competencies sought by employers.

**Lankard (1990)** defined Employability skills comprise of personality, interpersonal skills, as well as good attitudes and behavior.

According to **National Centre for Vocational Education Research (2008)** defined employability skills as a set of skills that allow individuals to get, to keep and to succeed in employment; including group work skills and work habits, interpersonal skills, learning, thinking and adaptability skills.



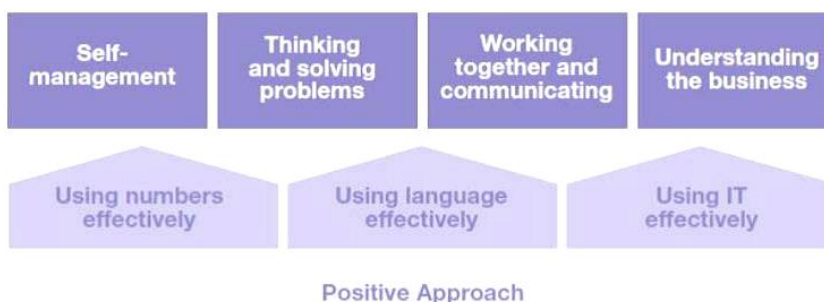
**The Conference Board of Canada (CBC) (2002)**, refersemployability skills as comprising three key skills groups; a) Basic Skills; referring to the skills needed as a basis for future development, b) Personal Management Skills; referring to personalskills, behaviours and actions that drive a person to develop their potential, c) Team Skills; referring to skills and attributes that are needed to contribute productively to a company.

According to **Johannes et al. (2008)**, from society perspectives, an employability skill is an opportunity indicator for people to get jobs. For employers, employability is an indicator of the opportunity to balance the supply and demand throughout the changing of the organization. While from the perspective of the individual or employee, employability skills is an indicator of the opportunity for him to get a good job in the world of jobs.

**DR M NISHAD NAWAZ, DR.B.KRISHNA REDDY (2013)** Employability skills are the non-technical skills and knowledge necessary for effective participation in the workforce. Employability skills include skills such as problem solving , communication, self-management, and teamwork. Employability skill also referred to as generic skills, capabilities, enabling skills or key competencies

**Sherer and Eadie(1987)** defined Employability Skills aren't job specific, however area unit skills that cut horizontally across all industries and vertically across all jobs from entry level to chief executive officer.

**UK Commission for Employment and Skills (UKCES)(2009)** provides a useful overarching definition of employability skills as ‘the skills almost everyone needs to do almost any job.



[UKCES definition of employability skills]



### **3. STUDIES ON MEASUREMENT OF EMPLOYABILITY SKILLS**

**KRISHNARAJ G SELVANAYAGI (2015)** in their research “A Study On Employability Skills Of Textile Technology Students” have taken Communication Skill, Problem Solving Skill, Positive Attitude Skill, Awareness of Trend Skill, Teamwork Skill, Interpersonal Skill and Leadership Skill for represent Employability skill. These studies carried out from the point of view of students as well as Experts.

**Sokkalingam S R M (2014)** in their research “Study on the employability skills of MBA students in engineering colleges taken 6 skills to represent Employability skill. These skills are Stress Coping, Communication Skills, Leadership Skills, Team work and problem solving, Time Management, Self-efficacy.

**Mehendale, Anand (2014)** in their research “Study of implementation of basic employability skills amongst secondary school students” they developed different skills like Reading Skills, Writing Skill, Listening Skills, HOT Skills , Ethics and Value, Self-Motivation, Entrepreneurial Skills, Self confidence to represent employability skill.

**FazlindaAbHalim, Ab Rahim Bakar, RamlahHamzah and Abdullah Mat Rashid (2013)** in their research “Employability Skills Of Technical And Vocational Students With Hearing Impairments: Employers’ Perspectives” they have taken response from the employer to know employability skill and that skills are Personal Qualities, Basic skills, Interpersonal Skills, Resource Skills, Thinking Skills, Information Skills, System Skills, Technology Skills.

**MohdYusof Husain, Ramlee Mustapha, Syed A. Malik, Seri Bunian**

**Mokhtar, SyahrizamBuyamin (2012)** in their research “Model of Engineering Students’ Employability Skills : Confirmatory Factor Analysis” have taken Critical and Problem Solving Skills, Lifelong Learning and Information Management Skills,



Communication Skill, Team Work Skills, Technology Utilizing Skills, Entrepreneurship, Leadership, Ethic and Moral Social Skills, Spirituality Skills for Employability skill.

**Neetima Agarwal (2012)**, in their research “Communication, Teamwork, Work Psychology, Critical thinking & Problem solving, Initiative, Enterprise & Self-management, Learning & Adaptability, Planning & Organizing, Technology” carried out in which Communication, Teamwork, Work Psychology, Critical thinking & Problem solving, Initiative, Enterprise & Self-management, Learning & Adaptability, Planning & Organizing, Technology are the skills for Employability.

**Fitri Sehar Kazilan, Ramlah Hamzah, Ab. Rahim Bakar (2009)** in their research “Employability Skills Among the Students of Technical and Vocational Training Centers in Malaysia” have surveyed vocational students. In their research find out Basic skills, thinking skills, resource or capability skills, information skills, interpersonal skills, system and technology skills and personal quality skills for their response for Employability skill.

**Divya Shukla (2012)** in her study entitled “Employability Skill Among Professionals – Chargin Of Hr Executives In Indian Labor Market: A Study On Engineering Graduates Of Bhopal” “The objective of the study was, to identify the level of employability skill among students. Its differences based on the respondents’ demography details and to facilitate suggestive measure in this regard. Tools such as used t-test. In this study suggested that redesigning of the university curriculum with more apprenticeship and live industry projects will facilitate the pre job training which will surely enhance the employability among graduates.

**Vani Bhagwath et al (2013)** in her study entitled “EMPLOYABILITY SKILLS OF MBA STUDENTS IN DELHINCR” The main objective of the study was, to throw light on the employability skills required for management graduates and to assess the employability skills of MBA students in particular in the National Capital Region of Delhi. The purpose of this study was to assess the employability skills of MBA students of the selected management institutions operating at NCR. The research design used for this study was a



descriptive-correlational research design. The study concluded that, the institutions can do updating the curriculum or course content, enhancing their intellectual capital, Adopting optimal HR policies.

**Chithra. R** (2013) in her study entitled “Employability Skills -A Study On The Perception Of The Engineering Students And Their Prospective Employers” The purpose of the study was to know the perception of Employers as well as the employees towards employability skills required for entry level engineering graduates in multinational software companies. It is an exploratory study. Two different questionnaires were developed to assess the perception of skill set required by employers and graduate students. The study reveals that there is significant difference between the perception of students and their employers. The study concluded that, the students with work experience have better awareness of the employability skills than the students with no work experience. Improve the skills and application of knowledge through specific training will enable the workers to perform their jobs in the best possible manner and that is the need of the hour.

**Rajanibala J. Shah** (2014) in his study entitled “A Study On Factors Affecting Employability Skills Of Management Students “The purpose of the study was, to study the present scenario of market expectations for management students and to find the factors of employability for them. The statistical tools used were exploratory factor analysis and ANOVA. The findings revealed that major factors are analytical skills and self-understanding, general management and work culture, leadership and problem solving ability and communication. The study suggests that, the management institutes should start continual training and workshop programs for familiarizing the students about the current need and market expectations by the different employers of different sectors.

LITERATURE REVIEW (SUMMARY)			
SR. NO	LITERATURE REVIEW	EMPLOYABILITY SKILLS	SAMPLE SIZE
1	A Study On Employability Skills Of Textile Technology Students (KRISHNARAJ G SELVANAYAGI, 2015)	Communication Skill, Problem Solving Skill, Positive Attitude Skill, Awareness of Trend Skill, Teamwork Skill, Interpersonal Skill and Leadership Skill.	218 Final Year Textile Tech Students, 110 Textile Experts





			(Academic & Industry)
2	Study on the employability skills of MBA students in engineering colleges (Sokkalingam S R M,2014)	Stress Coping, Communication Skills, Leadership Skills, Team work and problem solving, Time Management, Self-efficacy	500 MBA Students
3	Study of implementation of basic employability skills amongst secondary school students (Mehendale, Anand,2014)	Reading Skills, Writing Skill, Listening Skills, HOT Skills ,Ethics and Value, Self-Motivation, EntrepreneurialSkills,Self confidence	867 Students from Std 9 <sup>th</sup> and 10 <sup>th</sup>
4	Employability Skills Of Technical And Vocational Students With Hearing Impairments: Employers' Perspectives(FazlindaAbHalim, Ab Rahim Bakar, RamlahHamzah and Abdullah Mat Rashid,2013)	Personal Qualities, Basic skills, Interpersonal Skills, Resource Skills, Thinking Skills, Information Skills, System Skills, Technology Skills	23 Employers
5	Model of Engineering Students' Employability Skills : Confirmatory Factor Analysis (MohdYusof Husain, Ramlee Mustapha, Syed A. Malik, Seri Bunian Mokhtar, Syahrnizam Buyamin, 2012)	Critical and Problem Solving Skills, Life long Learning and Information Management Skills, Communication Skill, Team Work Skills, Technology Utilizing Skills, Entrepreneurship, Leadership, Ethic and Moral Social Skills, Spirituality Skills	252 Engineering Students
6	An Analysis of Employability Skills and Associated Training Needs in the Information Technology Industry (NeetimaAgarwal,2012)	Communication, Teamwork, Work Psychology, Critical thinking & Problem solving, Initiative, Enterprise & Self-management, Learning & Adaptability, Planning & Organizing, Technology	500 Employees of IT Industry
7	Employability Skills Among the Students of Technical and Vocational Training Centers in Malaysia (Fitrisehara Kazilan, Ramlah Hamzah, Ab. Rahim Bakar, 2009)	Basic skills, thinking skills, resource or capability skills, information skills, interpersonal skills, system and technology skills and personal quality skills	450 Vocational students



#### **4. EXISTING EMPLOYABILITY MODELS**

Besides differing perspectives on definition of employability, different employability scales have been developed. This section discusses the number of employability models that approach the concept from different perspectives viz. career self-efficacy, competency, individual attributes, environmental support etc.

##### **Beatrice Van der Heijden (2002)**

Heijden (2002) has found certain prerequisites essential for life-long employability. For the study, sample is taken from eight different organizations and it has been classified based on respondent's age i.e. starters (20-34 years), middle aged (35-49 years) and seniors (50+ years) and level of functioning in the organization (middle level and higher level). The author highlighted various parameters to be taken into account while calculating or assessing potential employability of individual and these parameters are actual job transfer, labour market aspects organizational characteristics, employee willingness and managerial perceptions & attitude. Also, his study concluded that older the employee, the lower is his/her employability. For the starters, possession of large number of professional skills, acknowledgement by the supervisor and faith in the growth potential by the supervisor is must to be qualified for a transition to another job. However, for seniors, the opinion held by their supervisor with respect to his/her degree of adaptability is a critical factor of employability.

##### **Kinicki and Ashforth (2004)**

Fugate et al (2004) conceptualized employability as psycho-social construct where it is a set of three dimensions namely, personal adaptability, career identity and social & human capital.

Personal adaptability is the willingness and ability of individuals to alter their knowledge, skills, abilities, dispositions, behaviours and other personal factors in order to meet environmental demands. Various personal constructs integrated within adaptability are optimism, openness, propensity to learn, self-efficacy, internal locus of control etc. The second dimension of employability model, career identity refers to how individuals define themselves within a certain job context. The various constructs under career identity are



role identity, occupational identity and organizational identity. The third dimension is human and social capital. Human capital refers to the variables like age, education, training, skills, work experience and knowledge which affects an individual's career advancement. Whereas, Social capital refers to the size and quality of the support network that an individual possess to capitalize on. McArdle et al. (2007) conducted a longitudinal study with unemployment context to test this model empirically. The researchers found support for this employability model.

### **Fugate and Kinicki (2008)**

Fugate and Kinicki (2008) offered a dispositional approach to employability. Their employability model builds on the theoretical foundation of Fugate et al. (2004) and Fugate (2006). Dispositional employability is viewed as a multidimensional and psycho-social construct which has been defined as a collection of individual characteristics that help employees to proactively adapt to their job or career environment.

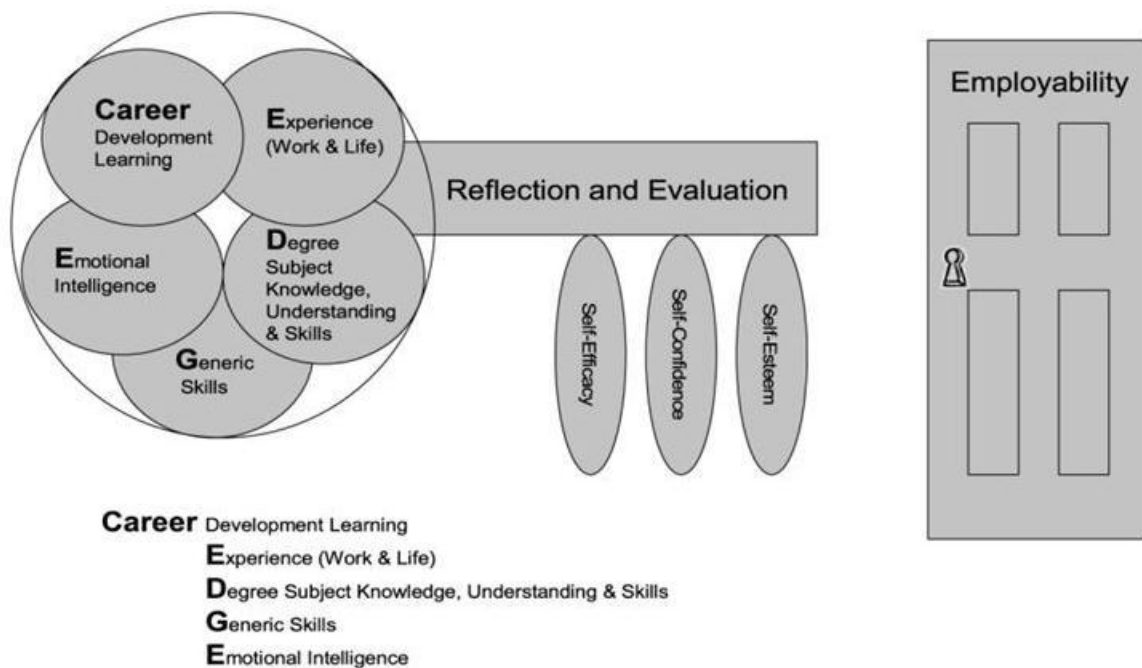
Dimension of employability	Definition
<b>Openness to change at work</b>	Individuals that are open to changes at work are receptive and willing to change, and/or feel that changes are generally positive once they occur.
<b>Work and Career resilience</b>	Individuals with work and career resilience possess combination of attributes such as (i) are optimistic about their career opportunities and work (ii) feel that they have control over the destiny of their careers (iii) feel that they are able to make genuinely valuable contributions at work
<b>Work and Career proactivity</b>	People's tendencies and actions to gain information potentially affecting their job and career
<b>Work Identity</b>	Degree to which individuals define themselves in terms of their job, organization or industry. It is characterized by the interest in what one does, how well it is done and the impression of others.
<b>Career motivation</b>	Taking control of their own career management and setting of work/career related goals.

Dimensions of dispositional employability (Source: Fugate and Kinicki, 2008)



### Pool and Sewell (2007)

The authors have given Key to Employability model . They defined employability as a set of knowledge, skills, understanding and personal attributes that helps an individual to select occupation of their choice and be successful in the same. Their model is based on five components which are (i) subject knowledge, understanding and skills, (ii) generic skills, (iii) emotional intelligence, (iv) career development learning and(v) work and life experience. It has been suggested to give opportunities to the students to access and develop above mentioned five components and then reflecting and evaluating these experiences will result in increased level of self-efficacy, confidence and self-esteem, which are critical connections to employability.



Key to Employability Model (Source: Pool and Swell, 2007)

### Van Dam`s (2004)

The author examined various antecedents and consequences of employability orientation` using a process model. The term employability orientation` has been defined as the attitude of an employee towards the various interventions designed by organization in order to improve employee`s performance which in turn will improve organizational performance. The antecedents of worker`s attitude towards career changes and development actions are individual orientation & perception of employment circumstances, tenure in the



organization, career development support and perceived organizational support. Personality traits like openness (being open to any change) and Initiative (actions those are self-started and proactive) are viewed as important precursors to employability orientation. The author also highlighted the importance of mediating variables such as career anchors and organizational commitment. These mediating variables play an important role in mediating the relationship between employability orientation and antecedents variables. The results of the study confirmed that employability orientation is positively related to initiative, openness and career anchors of variety & managerial competence; and is negatively related to continuance commitment, tenure and career anchors of security & technical competence.

#### **Van der Heijde and Van der Heijden (2005)**

The authors have developed an employability model based on the theoretical framework of Van Dam (2004) and Fugate et al (2004). The model given is domain-independent and has five dimensions, which are (i) occupational expertise (ii) anticipation and optimization (iii) personal flexibility (iv) corporate sense (v) balance. Occupational expertise refers to the domain-specific knowledge and skills. The next two dimensions i.e. anticipation & optimization and personal flexibility are related to adapting to change. These are important for graduates to proactively prepare themselves for changes and uncertainties in work environment. The dimension corporate sense is related to networking, social skills etc. The last dimension balance refers to maintaining balance between employer's interest and personal interest. The authors supported their model in an exploratory study.

#### **Coetzee (2008)**

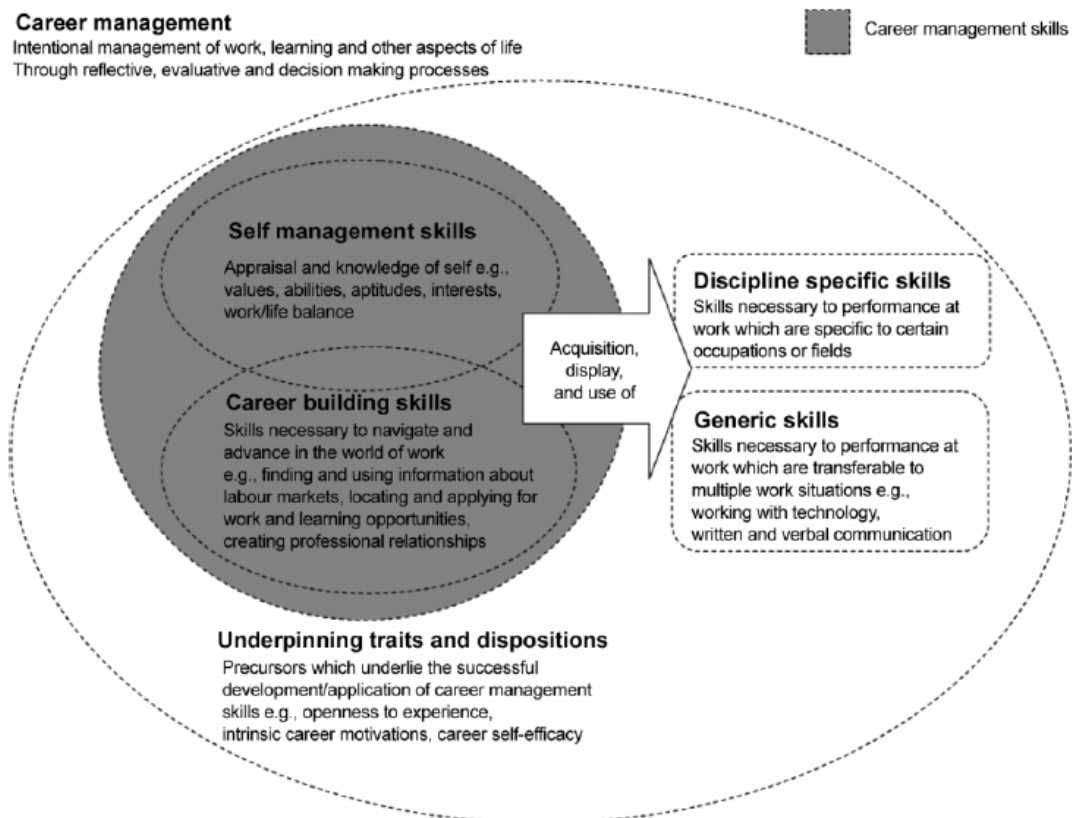
The author focused on the importance of psychological career resources or meta-competencies as it aids in mastering the specific competencies required for enhancement of employability. The PCR (Psychological career resources) model is based on Coetzee (2007) which comprises of four broad dimensions such as career preferences & career values, career enablers, career drivers & career harmonizers. The author defined meta-competencies as the skills and abilities which help people to be self-directed learner and proactive in managing their career. These skills and abilities are like identity awareness,



behavioural adaptability, self-esteem, emotional intelligence and sense of purpose. Career preferences and career value leads to the decisions taken about career. Career enablers are transferable skills like creative skills. Career drivers are defined as motivation and commitment level, self-efficacy etc. The career harmonizers relates to the psychological attributes that help to increase flexibility and resiliency.

### **Bridgstock (2009)**

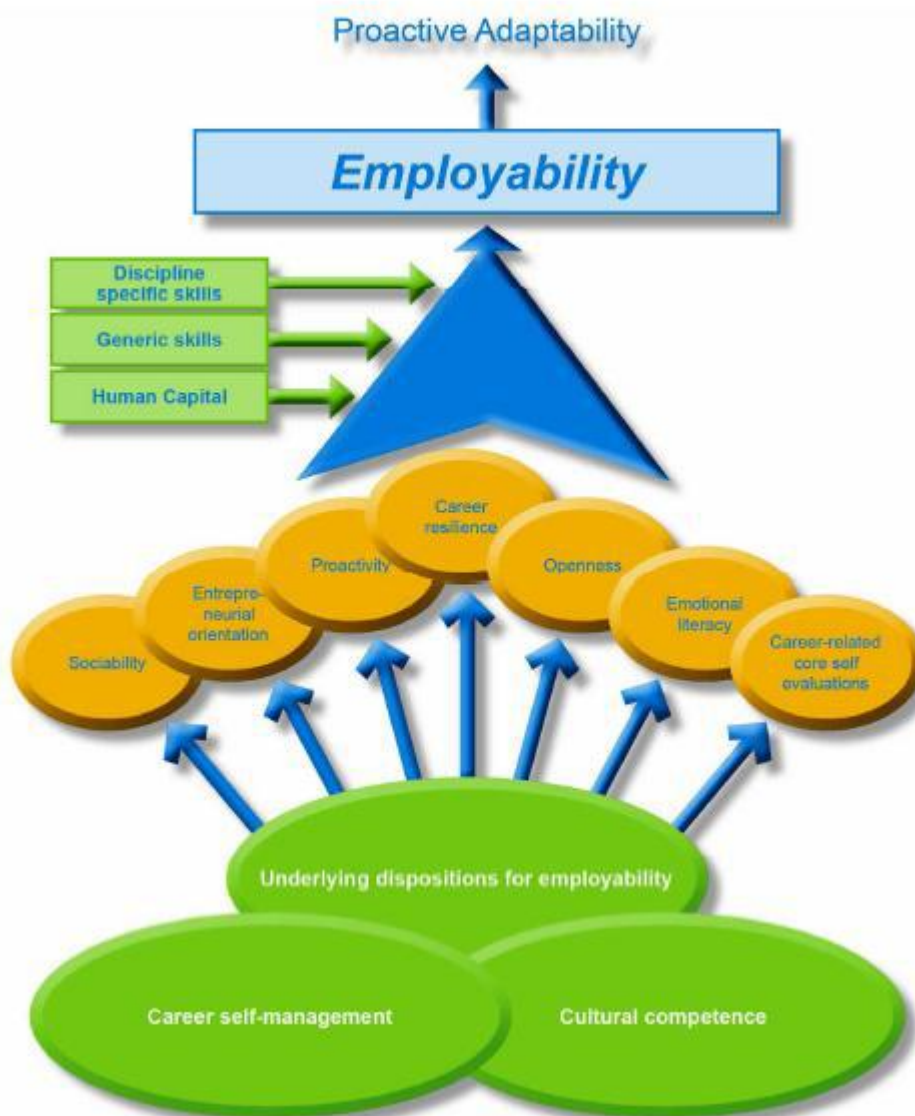
The author has given a conceptual model that provides insight into the attributes required for employability of graduates. The employability skills are classified as career management skills (self-management skills and career building skills) and knowledge (generic and domain-specific skills). The model is depicted in Figure First, Self-management skills are referred as individual's perception and judgment of their own values, abilities, interest and goals. Second, Career building skills includes the skills required for identifying, obtaining and maintaining job; and finding and using data about careers, market. Last, Generic skills refer to the transferrable skills and domain-specific skills are the skills required to perform specific job effectively.



Conceptual model of employability attributes (Source: Bridgstock, 2009)

**Mareli Bezuidenhout and JS Basson (2011)**

The authors have given Graduate Employability Model. The model contains various individual attributes required to be employable and they are depicted in Figure and the definition of attributes are shown in Table. In this model, human capital, generic and discipline-specific skills are not included in the development of a measure of graduate employability and they are taken as a given in an individual.



Graduate Employability Model (Source: Bezuidenhout and Basson, 2011)



Graduate Employability Model		
Employability dimensions	Employability sub-dimensions	Definitions
Career self-management drive		Career self-management drive refers to a tendency to proactively manage one's career by regularly collecting career-related information so as to enhance knowledge of the self and the external environment, including the world of work.
Cultural competence		Cultural competence refers to a person's effectiveness in understanding and effectively working with people across different groups.
Personal dispositions for employability	Career-related core self-evaluations	Career-related core self-evaluations is a broad, higher-order trait consisting of (a) self-esteem, (b) locus of control, (c) generalized self-efficacy, and (d) emotional literacy, and relate to the basic evaluations that people make of themselves regarding their self-worth within the career context.  Emotional literacy in this context is the adaptive use of emotions and refers to the extent to which individuals perceive themselves as able to recognize, understand and manage emotions in themselves and in other people.
	Entrepreneurial orientation	Entrepreneurial orientation refers to a preference for innovation and creativity, a propensity to take risks, a need for achievement, tolerance for ambiguity, and a preference for autonomy in exploiting opportunities that exist in the career environment.
	Sociability	Sociability refers to being open to establishing and maintaining social contacts and utilizing formal and informal networks to the advantage of one's career.
	Career resilience	Career resilience is a personal disposition that facilitates a high degree of adaptability, flexibility, self-confidence, and competence regardless of adverse career circumstances
	Proactivity	Proactivity refers to a person's disposition towards engaging in active role orientations and implies future orientated and self-initiated action to change and improve oneself or one's situation.
	Openness to change	Openness to change refers to the extent to which individuals seek out new experiences and are willing to consider new ideas.

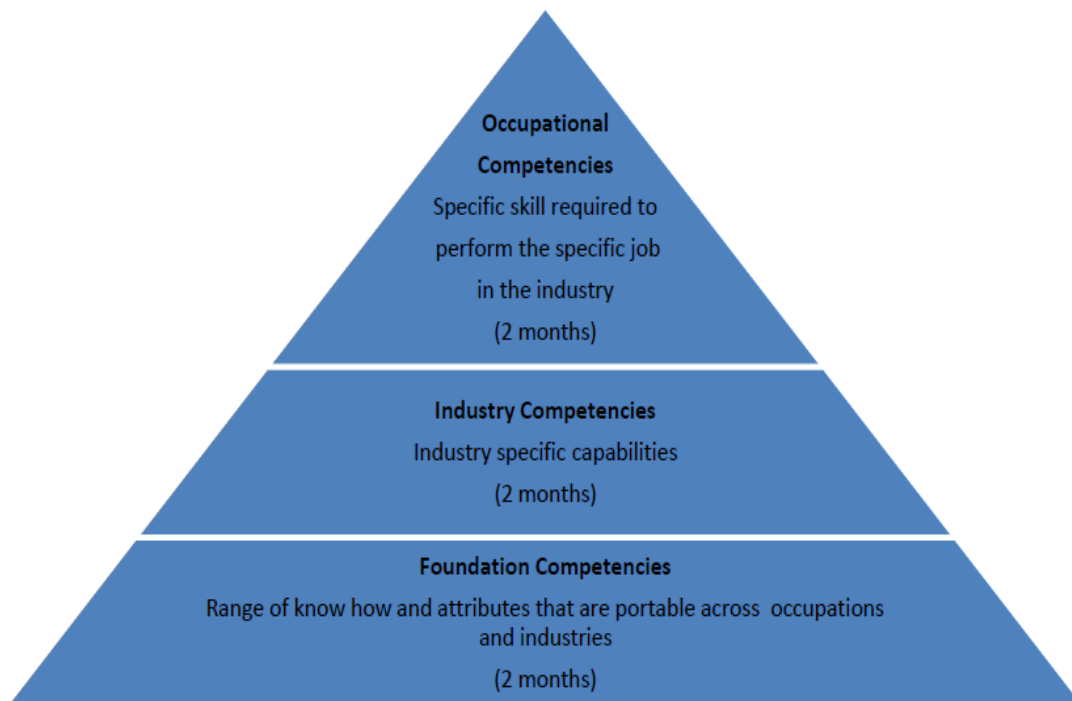
### Sirajul Haque (2013)

The author has proposed a model for employability to improve the abilities and potential of university graduates and that leads to reduction in unemployment status in the country. The author has studied various secondary sources of data like annual reports of Ministry of human resource, higher education commission, academic journal of human resource management and employability programs introduced by three countries like Singapore, Australia and Malaysia. The model proposed is based on the employability programs of Singapore and Malaysia. The proposed employability model for university graduates is represented in Figure. In order to implement the employability model, the author suggests that university graduates should be placed under employability program after their graduation. In the first two months, they will build upon the foundation competencies. For





the next two months, they will learn industry specific competencies. Finally, in the last two months, they will be trained for job-specific competencies. The drawback for the model is that the author has not listed any competency as such.



Employability Model for University Graduates (Source: Haque, 2013)

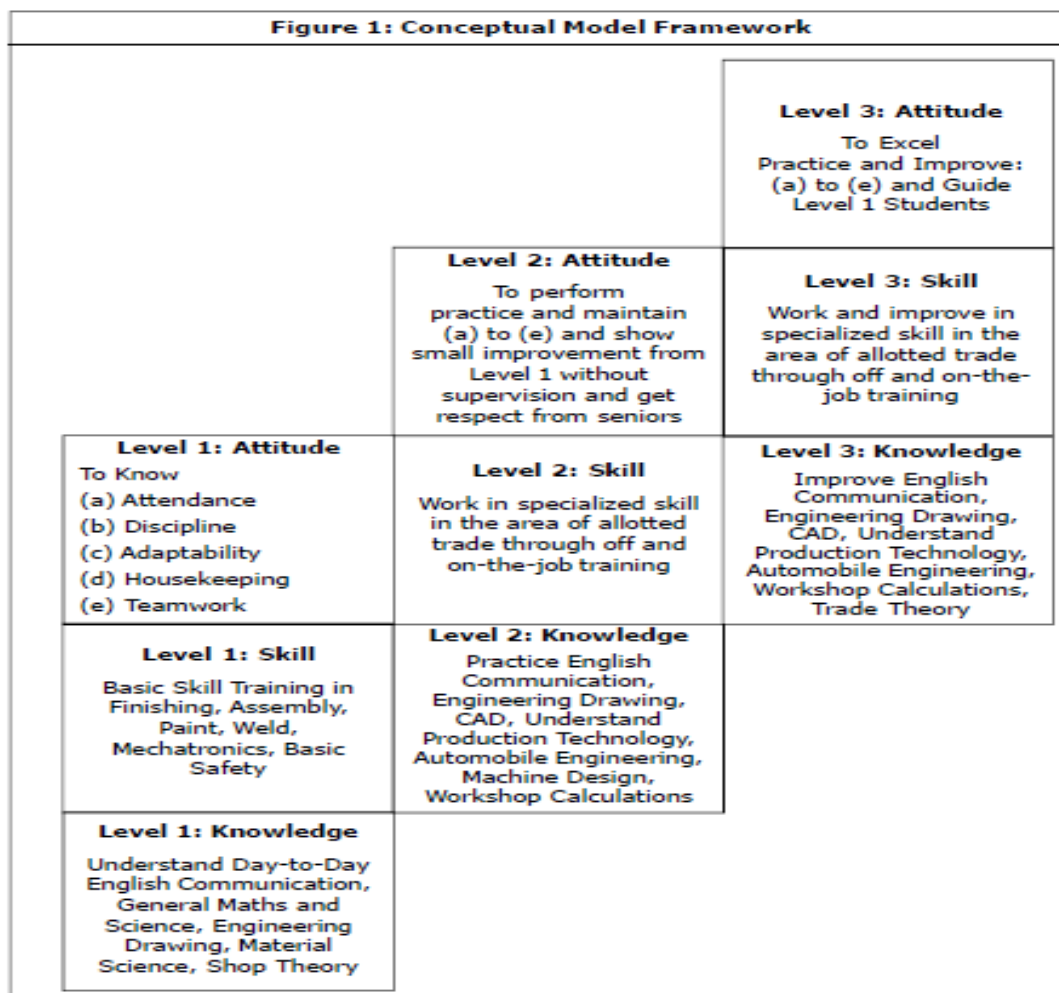
### **Rajnish Kumar Misra and Prachee Mishra (2011)**

The authors have developed an instrument to measure employability skills of individuals who apply for jobs in the industry. The author has taken the feedback of 348 respondents and used the techniques EFA and CFA in order to develop an employability scale. The author has given a 19-items six factor employability model. The six factors are like skill up-gradation and career growth; task-orientation among employees; blue-eyes boy of bosses i.e. employability is known to superiors and professionals through proven track record; professional networking; concern for time; and love for challenge in taking assignments. The author mentions that the instrument can be further validated in order to make it more robust.



**K M Nagendra, S Radha, C G Naidu (2013)**

The authors have given conceptual framework of Attitude-Skill-Knowledge (A-S-K) model for the purpose of enhancing employability skills through training and vocational training program. This framework is based on the Capability Maturity Model (CMM) that is used for software development. It has got 3 levels to be achieved during 3 years of Technical and Vocational Training (TVT) program. It is represented in Figure. The authors mention that smaller sample size could be the limitation of the study



Conceptual model framework (Source: Nagendra et al, 2013)

**Mohd H. Yusof, R Mustapha, S A M S Mohamad, M S Bunian (2012)**

The authors conducted a study to validate a model to measure employability skills of engineering students. Confirmatory factor analysis has been used on a sample of 280. The various factors of the measurement model of employability skills are Communication, team work, leadership, long-life learning & information management, critical thinking & problem



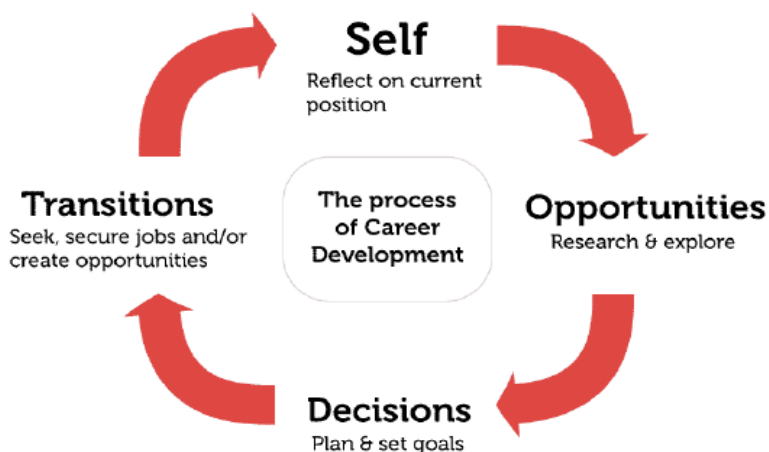
solving, entrepreneurship, ethic & moral, technology utilizing skills and social skills. This study is limited in the context of education in Malaysia. Further studies may be done in order to validate the model using larger sample size.

### Law & Watts (1977)

The authors developed DOTS model of employability that is used for career guidance and career development (Figure 2.6). This framework has been used in higher education for long, particularly in the UK. This framework is based on following four components:

- a) Self-awareness
- b) Opportunity awareness
- c) Decision-making
- d) Transition learning

Self-awareness is the individual's ability to identify and articulate own motivations, skills and personality. Second, opportunity awareness is the ability to research and being knowledgeable of opportunities available. Third, decision-making is the ability to make a right plan for career and taking right decision accordingly. Last, transition learning is related to seeking and securing opportunities/job.



DOTS model of employability (Source: Law and Watts, 1977)

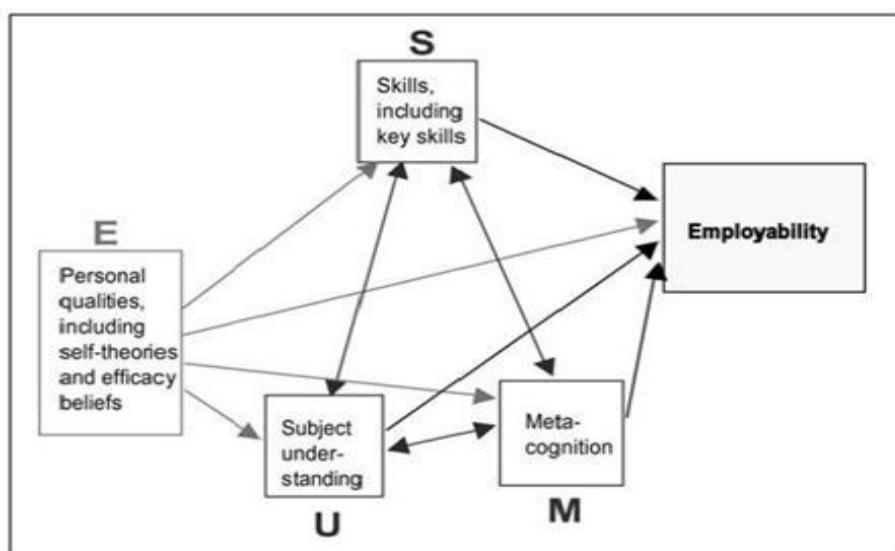


### Peter T Knight and Mantz Yorke (2002)

The authors conducted a study to identify how the curriculum helps the graduates to be employable. It lists what a graduate can learn while pursuing studies or degree course that is further required to be employable. They have given USEM model which is an acronym for:

a) Understanding b) Skills c) Efficacy beliefs d) Metacognition

Understanding is related to appropriate subject knowledge, apprehension and application of same. Second, Skills covers both subject specific skills and generic skills. Third, Efficacy beliefs relate to self-theories like awareness of own self and abilities. Last, Meta-cognition is the individual's ability to reflect and regulate own learning and behavior.



USEM model (Source: Knight and Yorke, 2002)

## CONCLUSIONS

This paper has reviewed the literature related to the concept of employability, employability skill with a view to study the current stage of research. As evident from it, the term employability, employability skill has been explained in multiple ways and in wide variety of contexts. It also highlighted existing models of employability. The present study is an effort in the direction to fill above mentioned research gaps and propose a model that can quantify employability skill.



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