CIHE

LEADERSHIP FOR BUSINESS AND HIGHER EDUCATION

Bringing Higher Education & Industry Together to Support Employability

David Docherty
Chief Executive, CIHE

CIHE
LEADERSHIP FOR BUSINESS AND HIGHER EDUCATION

The Marriage Market

- Talent
- Tools
- Tethering

- The more you need of each, the more you want a relationship with a university.

CIHE

LEADERSHIP FOR BUSINESS AND HIGHER EDUCATION

The Thick of It

- We are at the beginning of a revolution in communications, digital and IT (CDIT).
- We are at the beginning of a mass higher education system funded primarily in England by graduates.
- We are in the middle of a new engagement between business and HE.
- We may be in the thick of it, but there's **a long way to go**, **a lot to learn** and **fresh thinking required**

CIHE
LEADERSHIP FOR BUSINESS AND HIGHER EDUCATION

The Shock of the New

From employees to leaders:

'Traditional methods of leadership no longer work'
Jeremy Darroch, CEO, SKY

From skills to expertise:

"One of the most crucial roles for universities is to enable graduates to learn how to learn. The majority of technical skills will be defunct by the time young people are into their careers."
Gavin Patterson, CEO BT Retail, Director BT Group

CIHE LEADERSHIP FOR BUSINESS AND HIGHER EDUCATION

The Shock of the New (2)

From discipline to interdiscipline:

'The era where we can afford multidisciplinary groups is becoming unaffordable. **We need universities to develop graduates with interdisciplinary skills, or who can lead interdisciplinary teams**.'
Anne Morrison, Director of the BBC Academy

From local to global:

'I think we're starting to see a particular generation where they think of themselves as quite literally world citizens. I don't mean conceptually. I mean they see the world as boundary less: **that they are able to move, shift, work anywhere, and do anything**."
(HR Director, Prudential)

CIHE
LEADERSHIP FOR BUSINESS AND HIGHER EDUCATION

Give us the tools…

- ‘It is the job of universities to top up the hopper of ideas.’
  Ric Parker, Director of Research and Technology, Rolls Royce
- Turning university inventiveness into jobs and profits is one of the most pressing issues for growth.
- This means changes in industry as much as in universities.
- Rule One: Protect the research base.
- Rule Two: Develop mass-deployed networked and brokering services – particularly for the c50,000 innovation hungry companies.
- Rule Three: Inspire, reward and celebrate enterprise and entrepreneurship

CIHE
LEADERSHIP FOR BUSINESS AND HIGHER EDUCATION

Stay With Me

- Universities are:
  - the anchors for cities and towns across the UK. Biggest employers, sources of inward investment, attractors of talent;
  - natural tethers for industrial clusters and networks.
  - Universities are symbols of civic pride.

CIHE
LEADERSHIP FOR BUSINESS AND HIGHER EDUCATION

Ask Not What a University can Do for You.

- Business has to take responsibility for the marriage:
  - Be more honest about what ‘employability’ is and means. (You hire people, not a bundle of skills.)
  - Engage directly with students through mentoring and work placements.
- Develop the ability to absorb university inventiveness.
- All marriages take work.

CIHE
LEADERSHIP FOR BUSINESS AND HIGHER EDUCATION

‘Soft Skills’ is a muddled concept

- A skill is a repeatable process in a predictable environment. It can be taught through continuous practice.
- Expertise is the application of theory to practice. It can be taught through continuous exploration and reflection.
- Expert businesses will be the most successful in a knowledge-based economy.

CIHE
LEADERSHIP FOR BUSINESS AND HIGHER EDUCATION

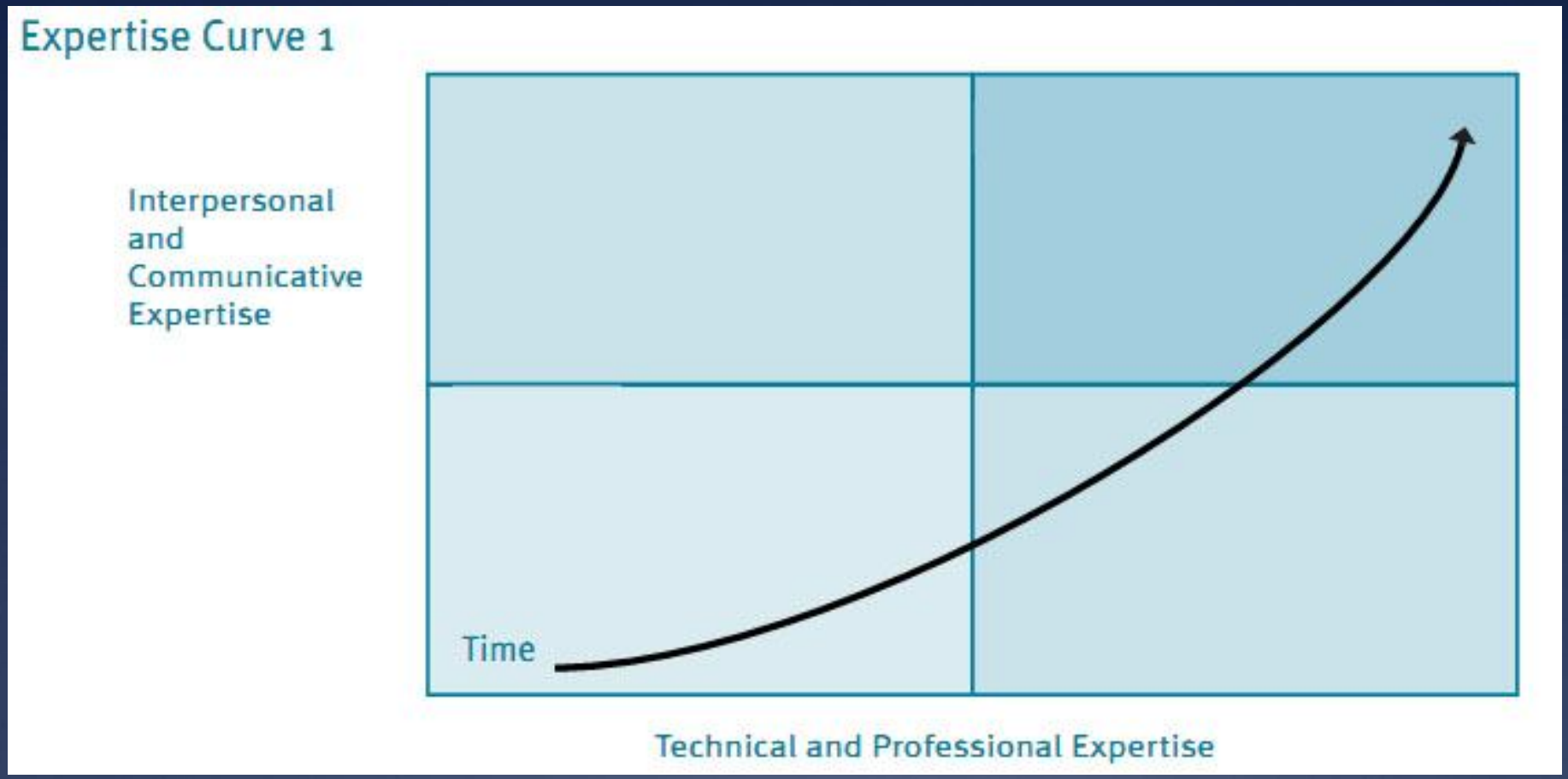
Professionals are experts

- Deep knowledge of theory
- Deep experience of application
- Clear view of business benefit
- Growth of experience
- Contemporary and global outlook

CIHE

LEADERSHIP FOR BUSINESS AND HIGHER EDUCATION

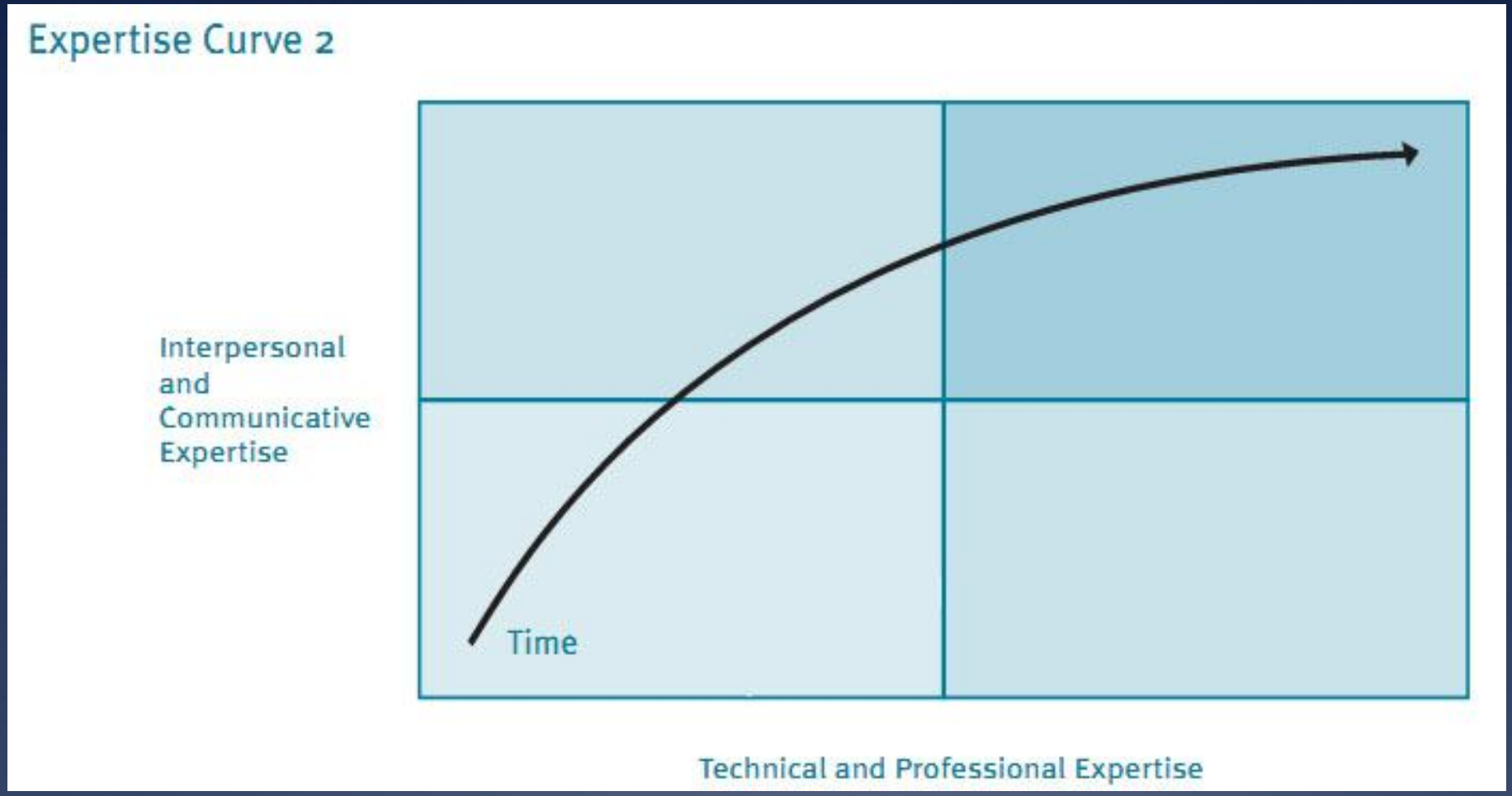
Educating Leaders



CIHE

LEADERSHIP FOR BUSINESS AND HIGHER EDUCATION

Educating Team-Players



Global Attributes

CIHE

LEADERSHIP FOR BUSINESS AND HIGHER EDUCATION

"I think we're starting to see a particular generation where they think of themselves as quite literally world citizens. I don't mean conceptually. I mean they see the world as boundary less: that they are able to move, shift, work anywhere, and do anything." (Prudential)

"I think cultural dexterity is important: an ability not to impose one's own culture on another, to be sensitive to other cultures and how to do business in different environments."
(PWC)

CIHE

LEADERSHIP FOR BUSINESS AND HIGHER EDUCATION

Global Competencies	Mean Ranking
An ability to work collaboratively with teams of people from a range of backgrounds and countries	8.2
Excellent communication skills: both speaking and listening	7.5
A high degree of drive and resilience	5.6
An ability to embrace multiple perspectives and challenge thinking	5.4
A capacity to develop new skills and behaviours according to role requirements	4.6
A high degree of self-awareness	4.4
An ability to negotiate and influence clients across the globe from different cultures	4
An ability to form professional, global networks	3.9
An openness to and respect of a range of perspectives from around the world	3.6
Multi-cultural learning agility (e.g. able to learn in any culture or environment)	2.4
Multi-lingualism	1.7
Knowledge of foreign economies and own industry area overseas	1.7
An understanding of one's position and role within a global context or economy	1.6
A willingness to play an active role in society at a local, national and international level.	0.5

CIHE

LEADERSHIP FOR BUSINESS AND HIGHER EDUCATION

Global Perspectives on Graduates

What do Chinese Employers want from Graduates?

- Encouraging others
- Ability and willingness to learn
- Foster positive relations with others
- Multi-skilled: someone who can work in different ways

Source: Effective Education for Employment: A Global Perspective. Playfoot and Hall 2009

CIHE

LEADERSHIP FOR BUSINESS AND HIGHER EDUCATION

Global Perspectives on Graduates

What do South African Employers want from Graduates?

- Responsibility for oneself and others
- Team worker
- Good communicators
- Risk Taker
- Problem solver

Source: Effective Education for Employment: A Global Perspective. Playfoot and Hall 2009

CIHE

LEADERSHIP FOR BUSINESS AND HIGHER EDUCATION

Global Perspectives on Graduates

What do Brazilian Employers want from Graduates?

- Adaptability
- Problem-solving
- Relationship skills
- Manage peers, teams and processes
- Receptive to others and change.

Source: Effective Education for Employment: A Global Perspective. Playfoot and Hall 2009

CIHE

LEADERSHIP FOR BUSINESS AND HIGHER EDUCATION

What are businesses doing with their talent?

International Graduate Development Programme (IGDP) at BG Group

- Structured two year programme to give young professionals management skills and hands on experience in different locations
- Candidates do at least one international assignment and also will work in one of BG's many international locations on completion
- *"It's a truly multi-cultural company – there are people from all around the world here and there's a great interaction between them. You can see there are people from everywhere – Oman, Egypt, the UK, Kazakhstan – and it's good to have several nationalities in the same team"*

CIHE
LEADERSHIP FOR BUSINESS AND HIGHER EDUCATION

The Bottom Line

‘The most important contribution Stanford makes to Silicon Valley is to replenish the intellectual pool every year with new graduate students.’

Gordon Moore, Co-Founder of Intel

CIHE

LEADERSHIP FOR BUSINESS AND HIGHER EDUCATION

www.cihe.co.uk

@theCIHE

@DavidDocherty1

www.cihe.co.uk/linkedin