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SRHE 2016: ‘Exploring Freedom and Control in global higher education’

Exploring the processual nature of Human Resources Graduate Employability (HRGE): a line manager perspective

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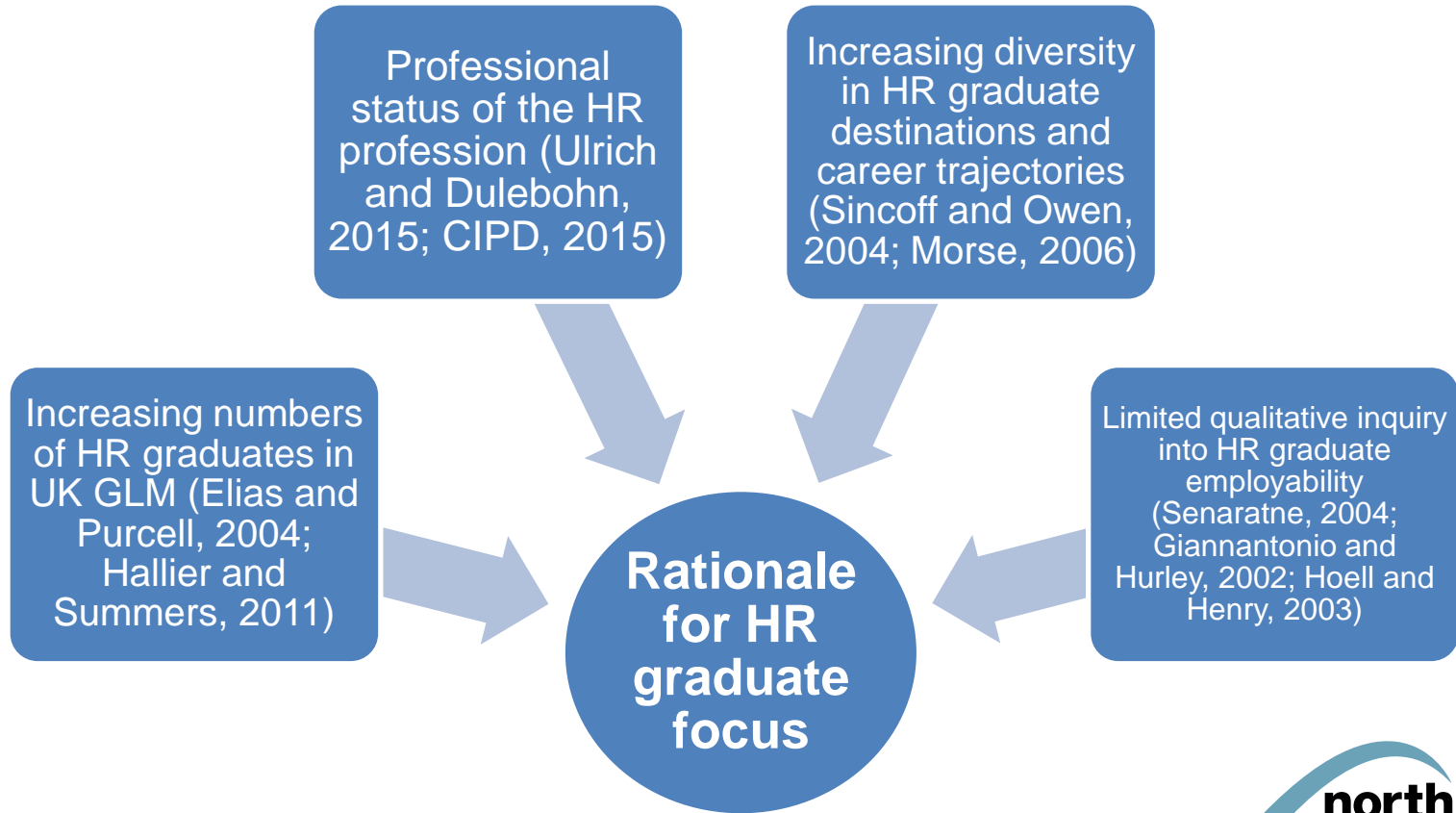
Overview of research topic

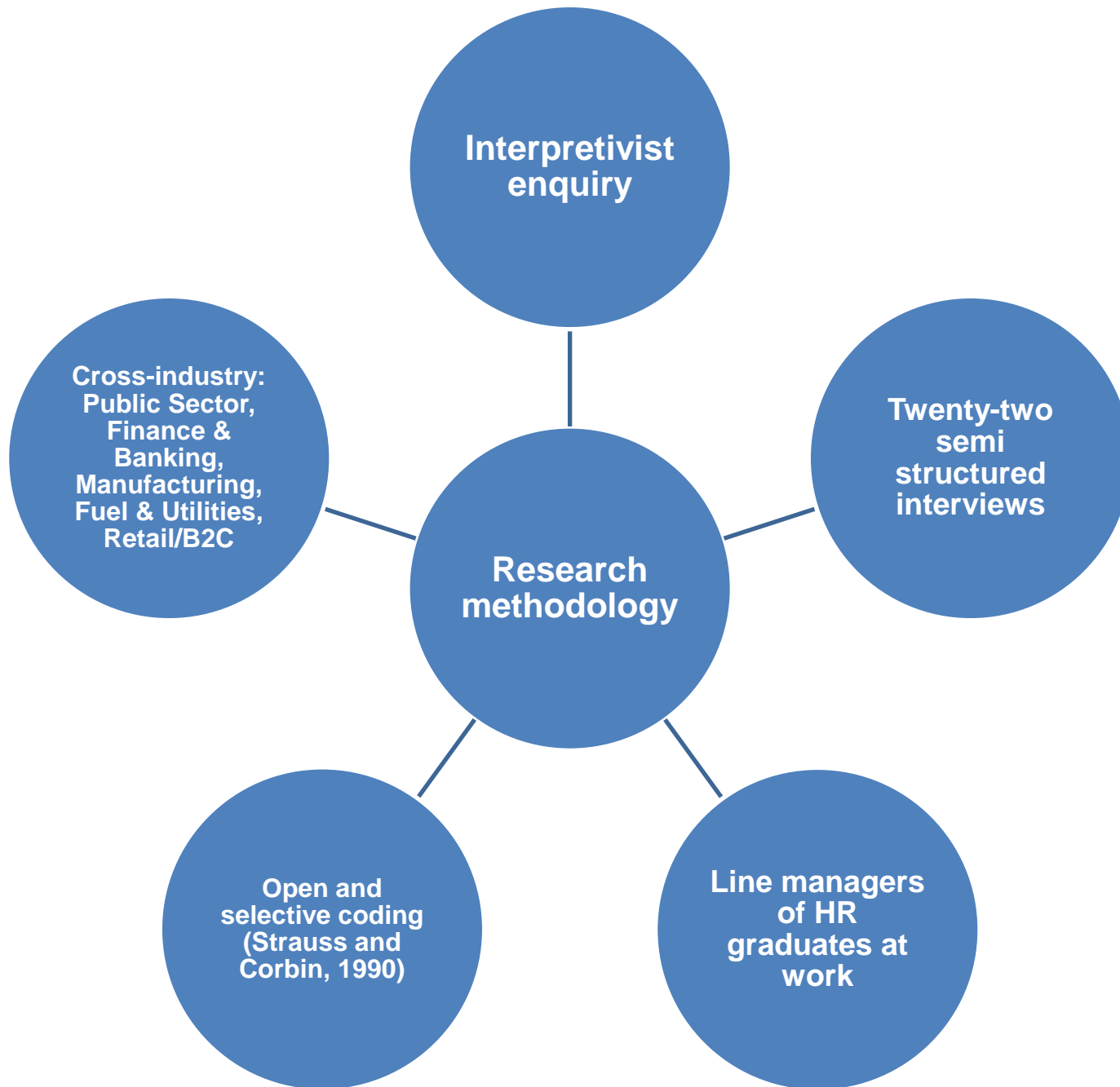
- Widely acknowledged ‘skills gap’ claimed by UK graduate employers (Brown and Hesketh, 2004; Cramner, 2006; Jackson, 2014).
 - Higher Education Institutions (HEIs) under increasing pressure from employers and Government to produce ‘employable’ graduates in a changing Graduate Labour Market (GLM).
 - Increasing attention being paid to employability initiatives by UK HEIs (Sewell and Pool, 2010; Helyer and Lee, 2014; Finch et al., 2016).
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Theoretical underpinning

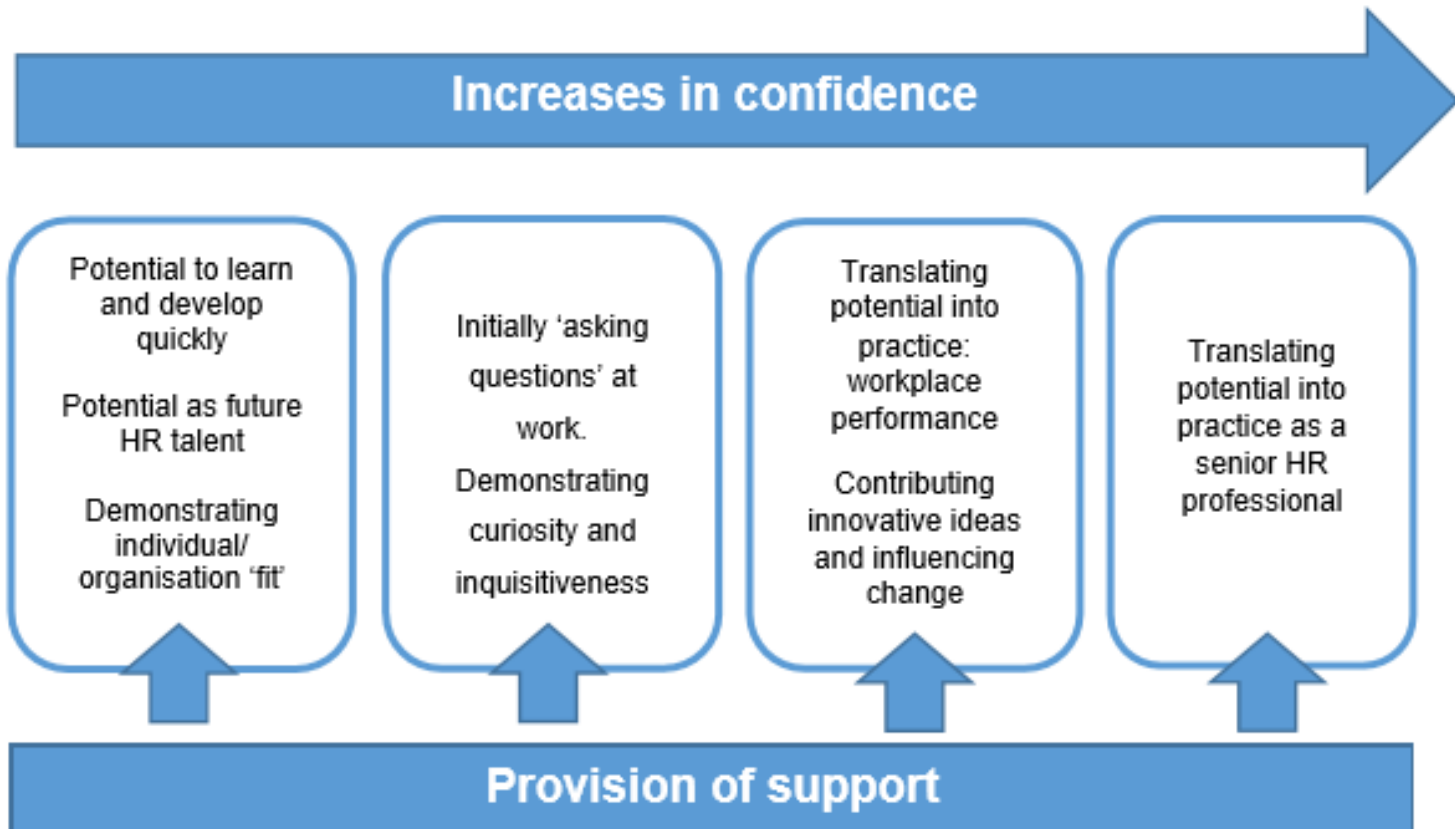
- Dominant GE approaches: human capital theory (HCT) (Schultz, 1971; Becker, 1993) and skills-focus.
- Holmes's (2001, 2013, 2015) conceptualisation of GE as 'processual' rather than 'possessed', and graduate identity formation.
- Influence of university-workplace transitions, adjustment and socialisation of new graduates (Tomlinson, 2007, 2015).
- Impact of workplace characteristics (Jackson, 2014).
- **Utilising Holmes's processual approach for exploring employer perceptions of GE.**

Research context: Human Resources (HR) graduates





Research findings: the processual nature of line managers' perceptions



Research findings: processual influences on line managers' perceptions

Workplace relationships

Attitude

Behaviours of aspiring HR professionals

Final thought...

**Are we teaching what the workplace actually
requires?**



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