



21ST CENTURY LEADERS.

Building employability through higher education.

February 2018

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FOREWORD



Ian Myson

Director of Higher Education Partnerships, CMI

This report looks at what employers want from new managers, what they expect of new graduates, and how higher education can best develop graduates that meet those expectations.

For CMI, the questions of how best to prepare young people for work, and how we can develop more highly-skilled managers and leaders, are fundamentally linked. They are both questions of national importance.

Management and leadership under-performance is increasingly acknowledged as a major factor in the productivity gap between the UK and its international competitors. Addressing that is vital if the country is to succeed in global markets and thrive in a post-Brexit world. It's a huge challenge: forecasts have shown the UK economy needs 1.9m new managers and employers are struggling to fill the roles they have available.

Of course, that means huge opportunities for today's students. Preparing them to seize those opportunities means not only preparing business and management students to become 21st century leaders, but graduates from all walks.

Many universities are starting to widen access to management, enterprise and leadership modules beyond the walls of the business school, providing a wider range of students with chances to develop practical management skills.

The report showcases innovative practices across higher education which are helping to develop the practical skills and behaviours needed by employers. Among the innovations are of course the new degree- and master's-level apprenticeships.

CMI has played a key role in the emergence of these employer-led standards, which are opening up new pathways to develop 21st century leaders. We now work with 120 universities globally and over 33,000 students a year, helping to build employability and meet employer demand for graduates with management skills and professional behaviours.

I'm grateful to CABS and ISE for their partnership in this research. We look forward to continuing to work with them and with partners across both the higher education and employer communities to meet the challenges identified in this report, and to deliver the 21st century leaders we so urgently need.

A handwritten signature in dark ink, appearing to read 'Ian Myson', with a horizontal line underneath.

21ST CENTURY LEADERS: APPROACH AND AIMS

This report explores the interplay between employers, higher education institutions, students and other learners, and the role of professional bodies in championing learners' professional development to the highest possible standards.

It follows from our 2014 report which identified the need for more "work ready" graduates with professional skills and behaviours, and identified gaps between business schools and employers. That report influenced several subsequent strands of work for CMI and our partners, including a follow-up piece of research into how business schools can support small businesses, and, importantly, the development of the new Trailblazer management and leadership apprenticeship standards, which have since been rolled out with ever-growing numbers of universities, learners and employers.

This report looks at what employers expect of first-time managers; at what they expect of new graduate recruits; and at what they perceive of business school graduates' skills and behaviours. The analysis shows where employers perceive current strengths in those emerging from university and where more might be done to ready students to become managers and leaders.

About this research

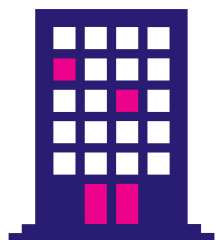
Our approach was mixed-method, allowing us to compare employers' perspectives with those of current business and management students. It comprised:

- **A survey of 1,045 managers** – 55% were from small and medium enterprises (SMEs) and 45% were from large organisations (250 or more employees). The survey was run in parallel among CMI members and through the research agency Populus.

- **A survey of 837 current business and management students** – we asked the students how their universities are helping build their employability, about their experiences of the workplace and their plans for moving into work. 55% were first year students, 23% were in second year, and 22% were in their third year or beyond. Respondents were drawn from CMI's student members and through Populus.

- **Best practice case studies with 13 universities** – we interviewed faculty staff and current students, resulting in short case studies on how universities are developing students' employability and giving them opportunities to build professional management and leadership skills.

KEY INSIGHTS



What employers want from 21st century leaders

The top five skills and behaviours that employers seek in first time managers:

- Taking responsibility (60%)
- People management skills (55%)
- Honest & ethical (55%)
- Problem solving & critical analysis (52%)
- Collaboration & team-working (48%)

There is an expectation from many employers that graduates should be developing their abilities in these areas. 62% of the managers surveyed expect new graduate recruits to have professional management skills.

62% OF THE MANAGERS SURVEYED EXPECT NEW GRADUATE RECRUITS TO HAVE PROFESSIONAL MANAGEMENT SKILLS



How do managers rate business school graduates?

Asked to assess the skills and behaviours of business school graduates, managers say the top strengths they see are:

- Managing innovation and digital technologies (83% somewhat or very strong)
- Curiosity and willingness to learn (79%)
- Inclusive and ability to work with different cultures (78%)
- Honest and ethical (78%)
- Financial skills (72%)

The weakest scoring areas are seen as being managing people, having difficult conversations, and taking responsibility. While these skills will be developed through experience in employment, they are clearly areas much in demand among employers for new managers.

66% OF MANAGERS SAY THEY WANT DEGREES TO COME WITH PROFESSIONAL ACCREDITATION

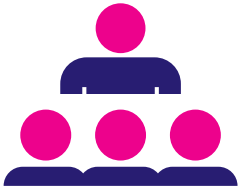


Improving employability: demand for more management opportunities

The debate about improving employability and building management and leadership skills is not just about business and management students. 70% of managers say they want all students to have access to management, enterprise and leadership modules to improve employability.

Many employers also recognise the value added by professional bodies working with universities to build employability: 66% of managers say they want degrees to come with professional accreditation.

70% OF MANAGERS SAY THEY WANT ALL STUDENTS TO HAVE ACCESS TO MANAGEMENT, ENTERPRISE AND LEADERSHIP MODULES



Student perspectives: learning to lead

There is clear student demand for professional accreditation. 75% of business and management students say that they looked for professional accreditation when choosing degrees.

Business and management students say that their universities support them most in developing collaborative and team working skills, in taking responsibility, and being self-aware. The least-supported areas, in their eyes, are having difficult conversations, managing innovation and digital technologies, and the areas of risk-taking and risk management.

Students also want more information, engagement and opportunities to get experience from employers. Only 12% strongly agree they get sufficient information about employment from employers, and around a third of business and management students (31%) disagree that work experience is embedded in their course.

CMI-accredited courses show a five point improvement in National Student Satisfaction Survey scores over three years, against a four point fall for non-CMI accredited business/management courses.

75% OF BUSINESS AND MANAGEMENT STUDENTS SAY THAT THEY LOOKED FOR PROFESSIONAL ACCREDITATION WHEN CHOOSING DEGREES



Employer expectations and engagement levels

Employers recognise the value of work experience and its importance for creating work-ready graduates, with 85% looking for graduates to have work experience.

But levels of engagement in making that happen appear lower: only 29% report that they work with business schools to provide work placements or internships. 57% of managers say that work experience is primarily the responsibility of universities: only 17% agree it's primarily employers' own responsibility, with 26% saying instead that it's up to students. More collaboration is needed.



Apprenticeships: opening new pathways into management

Degree and master's level apprenticeships are starting to provide learners with new routes into management careers. The new standards provide learners with an integrated experience of university education, practical learning at work, and the chance to attain professional status. Around 1,200 Chartered Manager Degree Apprenticeships have started programmes so far.

Current business and management students look favourably at these new options: 79% think they would be viable options for those considering taking a degree, while 48% say they would choose an apprenticeship over a degree if they had the choice. Unsurprisingly given the different funding models, 65% feel an apprenticeship could be better value.

48% OF STUDENTS SAY THEY WOULD CHOOSE AN APPRENTICESHIP OVER A DEGREE IF THEY HAD THE CHOICE

EIGHT RECOMMENDATIONS FOR DEVELOPING 21ST CENTURY LEADERS



1. Give all learners management and leadership skills to improve employability

Opportunities to develop management, enterprise and leadership skills should be made accessible to students in any discipline, as well as those on business and management courses. To deliver the 21st century leaders that a modern economy needs, employability should be part of every student's experience.

Few undergraduates may go straight from graduation into fully-fledged management roles: but many will start management traineeships or take on supervisory positions, while others will look to ready themselves for their first management job a few years down the line. Whichever path they follow, early chances to develop the skills wanted by employers will help graduates in managing themselves and their work effectively in their early career stages, and better prepare them for full management roles.

This also means improving the provision for learners beyond the traditional demographic of young university students. The new degree and master's level apprenticeships in particular provide new opportunities for people to improve their skills at any age, while meeting employer needs.

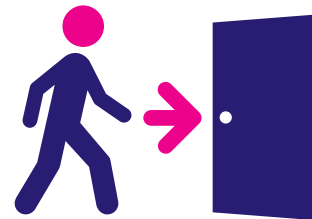


2. Develop practical, professional skills and behaviours

Universities and business schools should address the areas of relative weakness identified by managers' assessments, such as people management skills and professional behaviours like taking responsibility.

Universities increasingly identify these types of skills and behaviours in statements of graduate attributes, with other much-needed qualities like reliability, resilience and adaptability. Delivering on these aspirations requires a coherent approach across courses, incorporating more work experience and the delivery of aspects of courses in a workplace setting, to help students learn in a way that is rooted in the real world and meets employer needs. The universities and business schools profiled in this report show ways in which employer links can strengthen the education experience.

As Roger Delves, Dean of Qualifications at Ashridge Executive Education, told us: "spend minimum time introducing theory and maximum time exploring it."



3. Improve opportunities to get experience of work

There is clear demand from employers and learners alike for work experience, and evidence that it improves learner outcomes. The challenge is two-fold. Universities must put a renewed focus on providing work placements; and employers need to provide more access to the workplace for students.

Providing more experiences of work is broader than simply offering traditional work experience placements or internships. Other options like site visits, employer guest lectures and the integration of workplace scenarios into courses all offer opportunities to build experience and understanding and reinforce time spent on placements, while part-time work or voluntary placements are also valuable.



4. Make students more aware of the skills they've acquired

Too often students underplay the skills they've acquired through their courses or through additional activities like part-time work, voluntary positions and community or social projects. Universities should help them reflect on, and maximise, the skills, behaviours and experience they've gained and support them in using this knowledge throughout the job-hunting and selection process.

Keeping a record of professional development can even inform students' choice of career path, prior to starting their graduate job search.¹ These records should be the basis for ongoing records of continuing professional development as students move into work and transition into leadership roles, providing them – and employers – with evidence of their ongoing development and effectiveness. Getting students to record their development creates habitual behaviour, thereby setting best practice and benefiting their career progression.

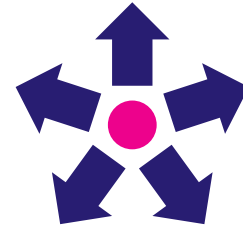


5. Meet learner and employer demand for professional standards through dual accreditation

Universities and business schools should respond to student and employer interest in professional accreditation to support employability.

Dual-accredited programmes and professional modules answer to student demand for value and employability from their courses. With professional accreditation a significant factor for students' course choices, it could be a significant differentiator. They also align students and graduates with a professional body that can support their further career development.

Furthermore, they demonstrate to employers the relevance of courses and they benefit universities in TEF assessments, as they are explicitly recognised in the TEF criteria.



6. Expand the reach of degree apprenticeships

Degree and master's apprenticeships offer new, highly practical and flexible routes into employment. They offer apprentices new opportunities to learn, develop practical skills and gain professional capabilities and status. They offer early-stage career support, alongside a pathway for upskilling existing managers, helping to embed habits of learning and development.

Of course the Apprenticeship Levy remains relatively new and the evidence points towards low levels of knowledge about the standards now available and the funding opportunities – among employers, potential apprentices and their parents alike. Universities can play a leadership role in educating and informing employers and other stakeholders about the opportunities now available.

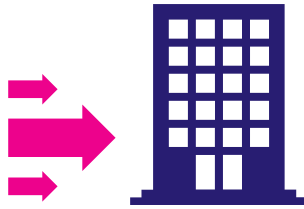
¹ Enhancing graduate prospects by recording and reflecting on part-time work: A challenge to students and universities, Industry and Higher Education, Carl Evans and Mark Richardson (2017)



7. Build partnerships to improve employability

Employability is an issue of national importance. Employers, higher education institutions and professional bodies must work more closely together to share responsibility for narrowing the graduate skills, behaviours and expectations gaps. Policy makers too need to maintain their focus on employability outcomes and ensure that institutions embed this agenda over the long term.

Effective action also needs stronger local partnerships to match graduate skills with employer demand. They could come in many forms, like networks of local universities, employers and stakeholders like professional bodies, encouraging employer demand for graduate employment and work experience; initiatives to match the best possible candidates to local opportunities, and ensuring these opportunities are more widely available than currently.² For instance, Lancaster University seeks to match student's skills with employer demand via such practices as staging mock assessment centres and networking opportunities, helping students to understand employers' expectations, while Cardiff Metropolitan School of Management partners in particular with local SMEs.



8. Prepare students for opportunities and independence in SMEs

Business schools should liaise with small- and medium-sized enterprises (SMEs) to prepare graduates for potential careers in small businesses, developing the skills and behaviours needed by those employers. There are 5.7 million SMEs in the UK in 2017 (up from 4.9 million in 2014³), accounting for 16.1 million jobs or 60% of private sector employment.⁴

A total of 36 business schools have already been awarded the Small Business Charter in recognition of their excellent support for small businesses and work in developing student entrepreneurs.

SMEs in turn should seek to collaborate with business schools by offering to speak to students, giving them exposure to the SME sector, offering students work placements or internships, and increasing their understanding of how business schools can help them.

² Graduate retention: meeting local skills needs, Universities UK (2017)

³ Business Statistics, House of Commons Briefing Paper (2017) researchbriefings.files.parliament.uk/documents/SN06152/SN06152.pdf

⁴ Federation of Small Business, accessed 15 February 2018 <https://www.fsb.org.uk/media-centre/small-business-statistics>

THE CHALLENGE

Supporting student employability and helping prepare them to be the leaders of the 21st century are urgent challenges for the HE sector – and have national significance.

HE institutions are increasingly being held accountable for employability outcomes, not least with the roll-out of the government's Teaching Excellence and Student Outcomes Framework (TEF), and workplace skills were the focus of new education secretary Damian Hinds' first speech in January 2018. For employers of course, struggling to find people with the right abilities, the question is how effectively graduates can be prepared for work and how best to develop the talent of a new generation of employees and leaders.

The demand for 21st century leaders: more and better managers

The management profession is growing rapidly, set to rise from 3.3m in 2014 to 3.8m in 2024.⁵ Combined with replacement demands, this growth means that the UK economy is expected to need some 1.9m new managers over the period.

While we need more managers, we also need better managers. Management and leadership is an important dimension of the UK's productivity crisis, according to the Bank of England and others.⁶ As the OECD puts it: "Skills and productivity are the real sources of strong, inclusive and sustainable growth."⁷

Poor management accounts for as much as a quarter of the UK's productivity gap to the USA, for example. And IIP UK have estimated the cost of poor management to be as much as £84bn annually.

Challenges this complex demand long-term solutions, but they also demand urgent action. Their effects on employers today are clear. In CMI's 2018 Future Forecast survey, three-quarters (78%) of managers said that Brexit uncertainty was creating issues in recruiting skilled new talent – a figure that rises further, to 82%, when it comes to hiring new managers.⁸ The shortage of higher-level skills has been compounded by high employment levels and is projected to continue until 2020-2022.⁹

Many fear that the situation could worsen if, as the UK leaves the EU, there's a fall in highly skilled immigration. Research from the CBI and Pearson suggests 61% of employers are not confident about accessing high-skilled employees in the future and 69% expect to need more employees with leadership and management skills, making it one of the most in-demand areas alongside growth skills like technology.¹⁰

⁵ Working Futures 2014-2014, UK Commission for Employment and Skills (2016)

⁶ Productivity Puzzles, Andy Haldane, Chief Economist, Bank of England (2017)

⁷ Getting Skills Right, OECD (2017)

⁸ The Future Forecast for 2018, CMI (2018)

⁹ Supply and demand for higher-level skills, Universities UK (2015)

¹⁰ Helping the UK thrive, CBI/Pearson Education and Skills Survey (2017)

The challenge for higher education

The higher education sector can claim to be one of the UK's greatest assets. Its business schools, management courses and universities overall are ranked among the best in the world.¹¹ They generate the knowledge and skills that fuel our economy and provide the basis for our nation's intellectual and cultural success. According to the Chartered Association of Business Schools, UK's business schools contribute £13.5bn to the UK economy annually through their teaching, research and wider impacts.¹²

Yet the sector is under intense public scrutiny. High tuition fees, rising student debt and poor outcomes for some graduates in the labour market make many young people wonder: is a degree still worth it? The most recent survey of student experience by the Higher Education Policy Institute found that more than a third of undergraduates feel they have received poor value.¹³

Higher education fees became a hotly debated topic during the 2017 General Election. That's been followed by the Prime Minister's announcement in February 2018 of a new review of university fees in England, highlighting "serious concerns" about costs and refocusing attention on employability outcomes.

In response to these trends, the government has placed the TEF centre stage on the UK higher education policy agenda. The government has stated that the TEF will help "drive UK productivity by ensuring a better match of graduate skills with the needs of employers and the economy".¹⁴

By including employability in the TEF, the government is signalling that it expects higher education institutions to raise their efforts to develop work-ready graduates and help them transition into the kind of work to which their knowledge and skills most closely match.¹⁵

The role of professional bodies

It is in this context that professional bodies like CMI are increasingly working closely with universities and business schools. Professional bodies occupy a unique space: able to provide additional independent accreditation of degrees, and adding value to learners through professional recognition and development opportunities which carry value with employers. That offers evidence to employers of students' skills but also directly benefits universities in their TEF assessments, because professional body accreditation is explicitly recognised in the TEF criteria.

The original *21st Century Leaders* report in 2014 highlighted employer demand for graduates with more practical skills and professional accreditation of their abilities. In the years since, CMI has worked with 120 universities globally to deliver on that agenda – helping students to build their networks, enriching their university experience, and providing them with pathways for ongoing professional development beyond university. That report also influenced the content of the new management and leadership apprenticeships, including those at degree and master's levels.

Graduates will typically follow two main routes into management and leadership jobs. Some will go directly into trainee roles, moving rapidly into supervisory and management responsibilities. Others will follow another technical or professional route first, before becoming a manager as a secondary stage in their development. Universities and business schools have roles to play in preparing students for both routes, as of course do professional bodies, supporting professional development at all career stages.

¹¹ Student Academic Experience Survey, Higher Education Policy Institute (2017)

¹² Are business schools fit for the future? Professor Simon Collinson, Chair, Chartered Association of Business School (2017)

¹³ Student Academic Experience Survey, Higher Education Policy Institute (2017)

¹⁴ Teaching Excellence Framework: Year two and beyond, UK Government (2016)

¹⁵ The government's Success as a Knowledge Economy white paper adds that higher education has a "paramount place in an economy driven by knowledge and ideas", with the power to "generate know-how and skills that fuel our growth".

The growth of business and management studies

Business and administrative studies was the subject area with the highest number of students in 2016/17, accounting for one in seven students, according to the latest data from the Higher Education Statistics Agency (HESA).¹⁶

Employability outcomes compare well. 64% of UK graduates who took a first degree in business and administrative studies in 2015/16 had secured full-time employment within six months of graduation, above the average for all subjects combined, which was 56%. Around 15% of business and management students pursue further study or a combination of work and further study, which means that, according to the HESA data, in the region of 6% of business graduates are still seeking employment after six months.

Recent Higher Education Funding Council for England (HEFCE) analysis on the relationship between the extent to which a subject is vocational and

the employment outcomes of its graduates shows that business studies has a lower than average “occupation subject concentration ratio” (OSCR). This experimental rating is based on the proportion of first degree graduates that are employed in the three most common highly skilled occupations associated with a given subject,¹⁷ so to a great extent this indicates the diversity of roles that business students take on after graduation.

Pay with progression

HESA found that business and administrative studies graduates typically earned less compared to peers in most other subject areas, but progress more quickly in terms of salary growth. The median starting salary for business and administration first-degree leavers who graduated in 2015/16 was £20,000 (a rise from 2008/09 at £18,000). This was £1,000 lower than that for all subject areas combined.¹⁸

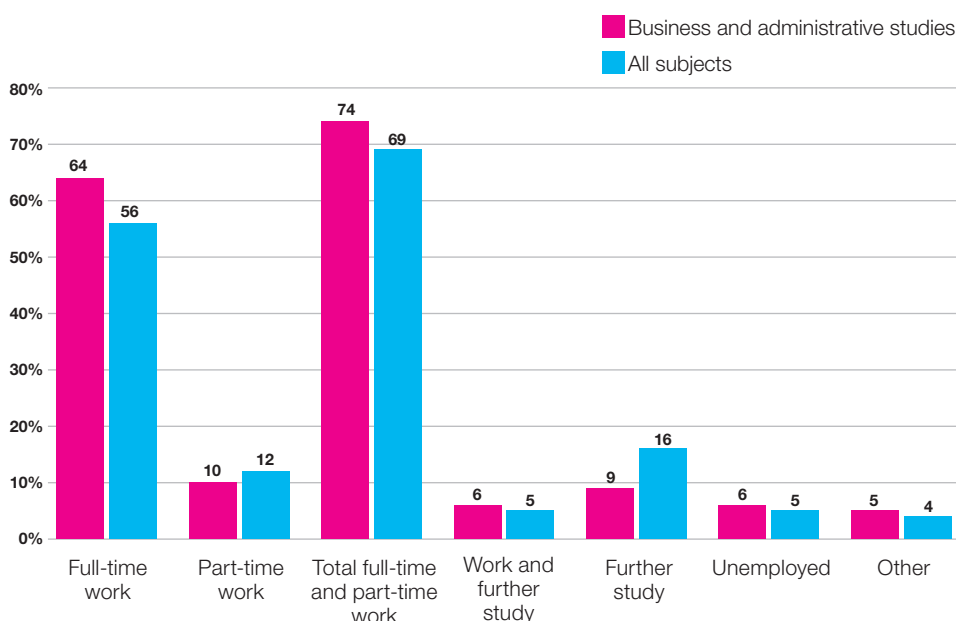
However, longer term employment prospects are better for business school students than any other subject.

After five and 10 years, a higher proportion of business graduates are in work than any other subject, according to Longitudinal Education Outcomes (LEO) data.¹⁹ After 5 years business graduates also have the highest median salary.²⁰

Postgraduates with a master’s or MBA qualification are far more likely to command a premium in salary for their efforts. The median salary of people who had obtained a postgraduate qualification in 2012/13, and were in full-time paid employment in 2016 (£45,500), was 39% higher than that of leavers with a postgraduate qualification in all subject areas.²¹

A business school would seem the natural place for an employer to go to recruit a graduate for a management position. With management and administration as the largest undergraduate courses across the UK (228,205 full-time and part-time students) and also with 98,295 postgraduate students, the economic and social impact of further improving the employment prospects of these students would be immense.

Destination of UK full-time first degree leavers, 2015-16



¹⁶ Destination of Leavers from Higher Education (DLHE) Survey, HESA (2015-16)

Table E – Percentage of UK domiciled full-time first degree leavers by subject area and activity. Note: this data sourced from DLHE survey was completed by graduates approximately six months after graduation.

¹⁷ Vocational degrees and employment outcomes, HEFCE (2018)

¹⁸ DLHE Survey, HESA (2015-16)

¹⁹ How business school graduates fare after graduation, CABS (2017) <https://chartereddabs.org/business-school-graduates-fare-graduation/>

²⁰ What LEO tells us about our business school graduates, CABS (2017) <https://chartereddabs.org/leo-tells-us-business-school-graduates/>

²¹ DLHE Survey, HESA (2015-16)

1. SKILLS AND BEHAVIOURS FOR THE FUTURE

We asked managers about the behaviours and skills they look for when employing first time managers – and about how they assess those attributes among business school graduates entering the workforce today. The gap between the two sets of answers points towards areas ripe for further work to prepare graduates for the workplace.

Managers expect graduates to have management skills

Asked about their expectations of graduate recruits in general, 62% of managers agreed that graduates should be able to demonstrate professional management and leadership skills on recruitment.

Overall, 61% told us that graduates lack the interpersonal skills needed to manage people, similar to the 65% who held this view in 2014.

To better understand those expectations, we looked at precisely what employers want in new managers, and how the skillsets of business school graduates specifically are regarded.

What do employers look for in first time managers?

We asked managers to rate the importance of a range of skills and behaviours. The capabilities assessed draw on the skills and behaviours embedded in CMI's qualifications frameworks and recently-developed management and leadership apprenticeship standards – as well as a review of graduate attribute statements from selected universities.

Asked to pick the top three skills that they look for in first-time managers, the most common responses are managing people (55%), problem-solving and critical analysis (52%) and developing collaborative relationships and networks (48%).

Managers in large organisations and SMEs typically gave similar responses about the most sought-after skills. There was a slightly bigger emphasis for SMEs on communication skills, where large employers emphasised people management skills, the ability to develop collaborative relationships and team-working.

How do managers rate business school graduates?

Figure 1 sets out employers' ratings of the skills of business school graduates, using a net score for each area²² – compared with the responses given for the skills required of first-time managers.

Business school graduates are rated very highly across many areas. Their abilities to manage innovation and digital technologies, financial skills, project management skills and building and maintaining networks are rated most highly.

However, two areas emerge as significantly weaker in employers' eyes. "Having difficult conversations" scores net -38 while managing people scores -35.

The contrast with employers' requirements of new managers on these two scores is clear. While it is natural to expect people to improve their people skills in the workplace as they acquire experience and engage in ongoing professional development, they represent a clear opportunity to build graduates' employability by helping them become even better prepared for the workplace and for future management opportunities.

Interestingly, the senior education leaders we interviewed often raised concerns about the Facebook generation's communication and team-working skills. This generation may be digital natives with innate technical abilities, say educationalists, but many lack the personal communication skills required to flourish in the modern workplace.

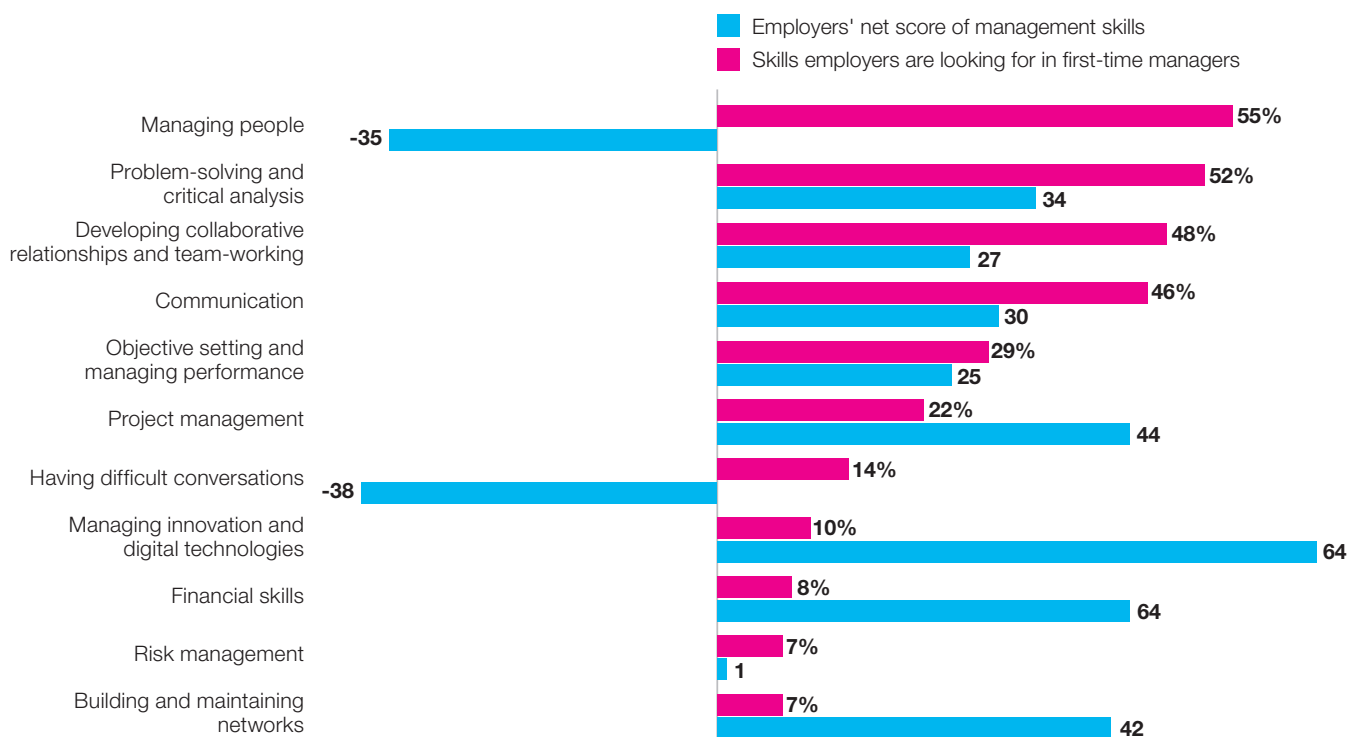


Figure 1: Skills sought in first time managers, and net ratings of business graduates

²² The net score is arrived at by deducting negative scores ('very weak' and 'somewhat weak') from positive scores ('very strong' and 'somewhat strong').

Assessing management behaviours

The second half of our analysis of employer needs and graduates' strengths or weaknesses addresses standards of professional behaviours.

The most sought-after behaviour, picked by 60%, is taking responsibility. Being honest and ethical is the second most desired characteristic (55%) whilst 43% seek decision-making skills. More than a third (37%) seek those who are "curious and willing to learn".

Figure 2, below, again compares expectations of new managers and assessments of current business school graduates. Employers rate business school graduates highly across most areas, with no area receiving a net negative score. Curiosity and willingness to learn top the list (with a net score of +59), followed by inclusiveness and the ability to work with other cultures, and honesty and ethics (both net +56). In a globalising, diverse economy and an ever-changing, fast-moving business environment, these are increasingly important qualities.

However, the most sought-after characteristic in new managers – that of taking responsibility for their work – is the lowest rated behaviour for business school graduates.

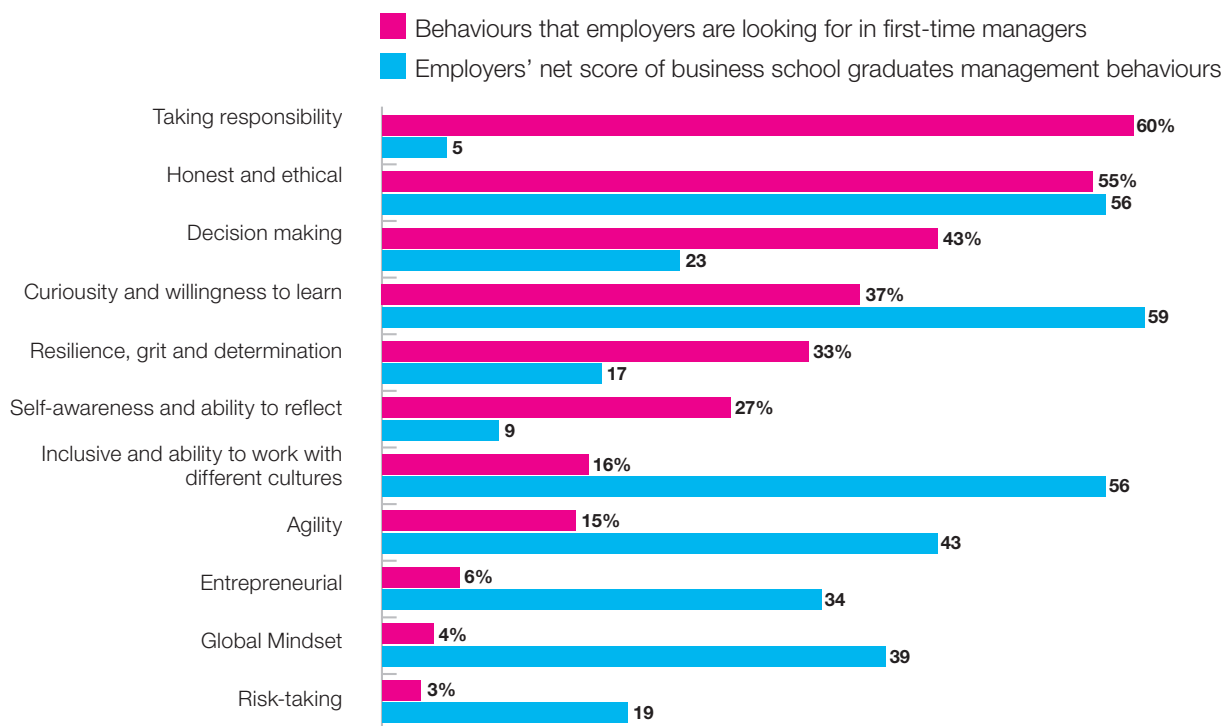


Figure 2: Behaviours sought in first-time managers, and net ratings of business graduates

THE MOST SOUGHT AFTER
BEHAVIOUR, PICKED BY 60%,
IS TAKING RESPONSIBILITY

ANALYSIS

The rise of “character” in education

Until recently, skills research and policy has concentrated mostly on abilities that are essentially cognitive in nature. However, cross-disciplinary research has established that a range of other ‘non-cognitive’ skills, behaviours and personal qualities have become important to both success in work and careers, and in navigating life more generally.

A recent survey conducted by the Association of Graduate Recruiters – now Institute of Student Employers – for example, showed particular concerns around graduates’ abilities to “manage up”, deal with conflict, negotiate and influence.²³ And the original 21st Century Leaders report identified a demand for “work-ready” graduates who had a range of well-developed personal skills.

The debate has moved into schools. In 2014 the UK government launched a package of measures to support the development of “character education” for children and young people via schools in England and Wales, recommending that schools invest more time and capacity in focusing on developing pupils’ character traits and attributes.

And according to a recent Department for Education report, “certain character traits or attributes such as resilience, self-regulation and emotional and social skills can play a significant role in enabling children and young people to achieve positive health, education, employment and other outcomes”. Desirable character traits “are valued by employers”.²⁴

Typically this is attempted by teaching knowledge of ‘virtues’ – such as compassion, honesty, persistence and resilience – helping children reason why a particular virtue brings benefits to them and those around them, showing how those virtues can be practised, and observing and learning from others who put the virtues into action.

Employers might reasonably ask why the learning should stop after school-age education. A growing number of HE institutions are focusing attention on building “graduate attributes”. These are defined differently from one institution to another, but generally include components that relate to the mastery of subject-specific knowledge, study skills, digital literacies and character qualities such as curiosity, initiative, persistence, resilience, adaptability and leadership.

Many of the behaviours identified as priorities for employers in this study – honesty and ethics, inclusivity, resilience and so forth – can be read as part of the ‘character’ debate. But they are also firmly embedded at the heart of what chartered professional bodies do, through the promotion of professional standards of competence, through qualifications and assessment, and through their commitment to upholding ethical standards of practice.

²³ Development Survey, Association of Graduate Recruiters (2017)

²⁴ Developing character skills in schools, UK Government (2017)

CASE STUDY



Making modern work-ready leaders

Lancaster University Management School has devised a Future Global Leaders module with themes of leadership, enterprise, ethics and analytics that will roll out across undergraduate degrees from this year. The initiative, which says that managers should be able to make rational decisions, spot opportunities and form a professional identity, is a direct response to the evolving requirements of employers.

“The type of organisations students want to work with say they need better leadership skills,” says Rory Daly, Head of Careers at the Management School. However, says Daly, it is difficult in an interview for younger students to identify occasions when they’ve shown leadership, while group projects often only test teamwork skills.

Lancaster’s whole approach is, says Daly, “underpinned by employability – we’ll be working with students on communication skills, confidence and applications”. Strategies include hosting networking opportunities and staging mock assessment centres “so they have the composure to stand out in those kinds of settings”. This work is supported by employers themselves, who will have their own role to play in fostering work-ready skills and behaviours: “Every organisation is different, so they need to continue to train their own people.”

Bogdan Costea, Professor of Management and Society at the university, says that it is the educator’s role to respond to employers’ demands “in the most substantial way”.

But, he continues, “we need to ensure we are still pushing the boundaries of thought.” While education must match employer needs, students do not come to university just to learn administrative skills. “We must take problem-solving from the practical to the conceptual level,” says Costea.

For example, he says that in a globalised economy, we should also encourage “old-style proper study incorporating international travel”.

CASE STUDY



Developing a modern workplace mindset

Responding to an increasing requirement for strong character traits, the University of Derby works with partners in Athens, Malaysia, Barcelona and Munich to offer a BA in Business Management (dual-accredited by CMI) to expose students in each country to new ways of thinking that they will need in their careers.

“Students at partner institutions traditionally have more of an academic focus. This collaboration can help them to adopt a workplace mindset,” explains Gail Thrippleton, UK and international partnerships manager.

“In order for young business graduates to succeed in the global network, they need to understand how cultural norms and practices vary from one country to another. CMI resources are an excellent source of information on many aspects of global leadership and management,” adds Programme Leader, Christine Harrop-Griffiths.

A global perspective is fostered through UK-based summer schools for the university’s partner institutions. A Student Leadership Challenge in July 2017 saw international students compete to devise Snapchat marketing campaigns with winners judged by panel members including the Managing Director of Unipart, Asia, and University of Derby and CMI staff.

CMI has also provided resources for international challenges and sent business leaders overseas to offer insights and inspire students. In March 2018, undergraduates studying applied operations management as a module in their second year will also be eligible for an overseas exchange as part of a further commitment to producing graduates with the character to thrive in international employment.



Othman Yeop Abdullah
Graduate School of Business
Universiti Utara Malaysia

Raising standards internationally

Approaches to employability and the development of management and leadership skills are increasingly being adopted overseas.

Othman Yeop Abdullah Graduate School of Business (OYAGSB) Programme Leader at Universiti Utara Malaysia (UUM) wants the training its business graduates receive to have wider international relevance. So, it has partnered with the CMI to recognise its MBA programme. “We wanted the course to have cross-cultural value and this reflects the experience of the faculty,” says its Dean, Professor Zeljko Sevic. Some 300 learners are expected to receive Chartered Manager status and a Level 7 Diploma in Strategic Management and Leadership over a three-year period. It highlights the importance of impact and it reinforces ethical, reflective practice as necessary attributes of a manager and leader. UUM is now looking for recognition of its DBA programme.

Professor Sevic admits that such shared responsibility for upskilling graduates had its challenges: “There were some difficulties in mapping our qualifications onto a British framework,” he says. The existing courses in Malaysia were also assessment-heavy. “However, through joint efforts of the programme directors and CMI colleagues, the mapping was successful. We have modified the way we assess and have shared good practices with CMI, for example balancing formative and summative assessment and gradually moving away from examination-driven assessment.”

Awareness of British qualifications in Asia still needs improvement. “We want to continue to raise the profile of such professional development, particularly in China and the Gulf,” says Professor Sevic. To raise awareness, OYAGSB and CMI recently hosted an event with two CMI Companions (one of them being Professor Dato’ Seri Dr Mohamed Mustafa Ishak, UUM Vice Chancellor) to launch the Asian Chartered Management Leadership Programme. This helped to open discussions about international skills matches and accreditation, with 150 employers.

2. STUDENT EXPECTATIONS AND AMBITIONS

The students we surveyed have clear aspirations to lead. Many have clear ideas about their careers. Yet we found that most managers regard today's graduates as having unrealistic expectations about the world of work – in contrast to those students' self-assessments.

Students want to lead

When asked about their career aspirations, a majority (88%) of business and management students say they would be interested in leading a team of people (see Figure 3). Becoming the leader of a company was a career aspiration for 84%.

The scores on both measures were slightly lower for students in the later years of their degrees.

Significant numbers are also open to a more entrepreneurial route. Being self-employed and setting up your own business was of interest to around two thirds of students, whichever their current year of study.

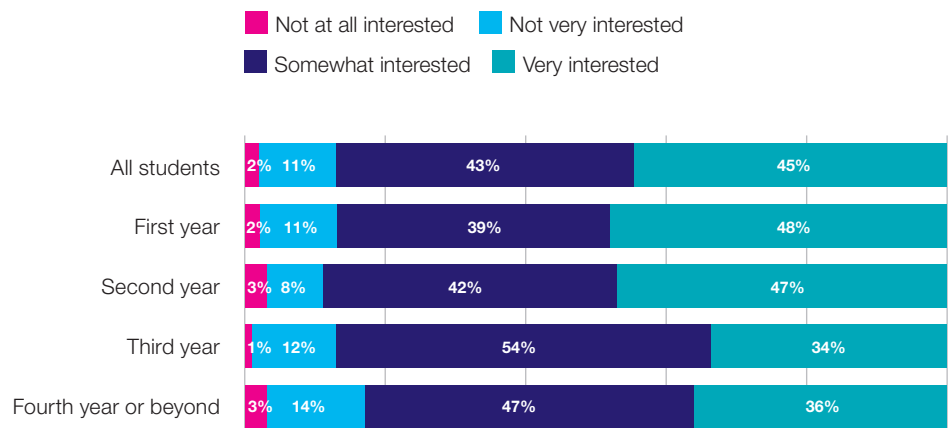


Figure 3: Leading a team of people

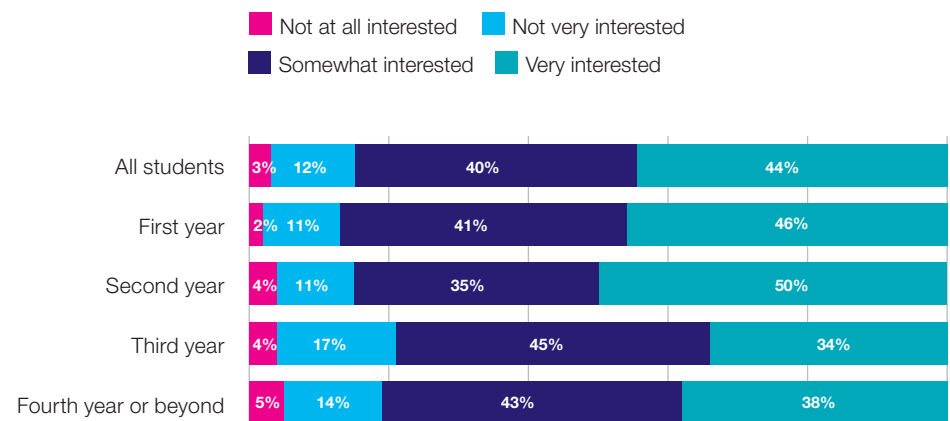


Figure 4: Becoming the leader of a company or organisation



Exposing students to entrepreneurship

Sixty-eight per cent of students want to start their own business. Yet a third of employers view being entrepreneurial as a weak skill amongst business school graduates.

In 2017 the University of Kent took the innovative step of allowing four students to take a self-employed placement year between the second and third year of their degrees. Despite the challenges of scaling such initiatives, a further 15 can be supported on this programme in 2018. “We teach entrepreneurship so we should support it,” declares Debbie Kemp, Head of Employability and Placements at Kent Business School.

To be eligible, students must complete 12 hours of extra-curricular workshops in which they develop a business idea. This helps identify those whom the opportunity is most valuable for. The students receive weekly coaching from an ‘entrepreneur in residence’ for six months while they set up and run their own businesses, with monthly telephone calls thereafter.

In addition, the university employs third year students as placement ambassadors to share the benefits of working with SMEs with those who might be unaware. The opportunities are usually a “harder sell but provide great practical experience”, says Kemp.

The challenge in offering the right work experience placements is staff resource. “One-to-one consultation delivers the best results, and this requires more staff in the team,” says Kemp. In particular, the degree of mentoring needed for a self-employed placement year far exceeds the two telephone calls and one visit usually offered during a placement with an employer.

Student perspective

“I’d been working on my business in my own time for a year before I was offered the opportunity to do a self-employed placement year,” says business management undergraduate Rayyan Petkar.

Petkar set up YoungFundr, a crowdfunding platform that enables individuals to support new businesses in 2016: he has been working with the University of Kent’s entrepreneur agent since 2017.

For Petkar, a self-employed work placement was an opportunity to put what he’d learned into practice. “Most of the course content that we’ve learned has helped to run my business,” he explains. “In particular marketing modules that look at how to differentiate a business, project management and entrepreneurship – but you learn so much when you have to do everything for yourself.”

As an undergraduate, he’s aware that the world of work is changing and “entrepreneurship is prevailing”. He wants to build his business into something bigger and believes self-employed placement years are the right opportunity for students who are “highly-motivated”. He’s grateful for the university’s efforts to get work experience right, explaining: “You get to where you want to, according to your ability to action your plans.”

Students' plans are generally short term

39% of business and management students say they have a long-term career plan. 31% only know what they want to do in the next couple of years, while 30% don't know what to do yet.

As Figure 5 shows, this is remarkably consistent across the different years of study.

The large majority (76%) plan to work full-time in the UK after graduation, although 15% expect to work overseas.

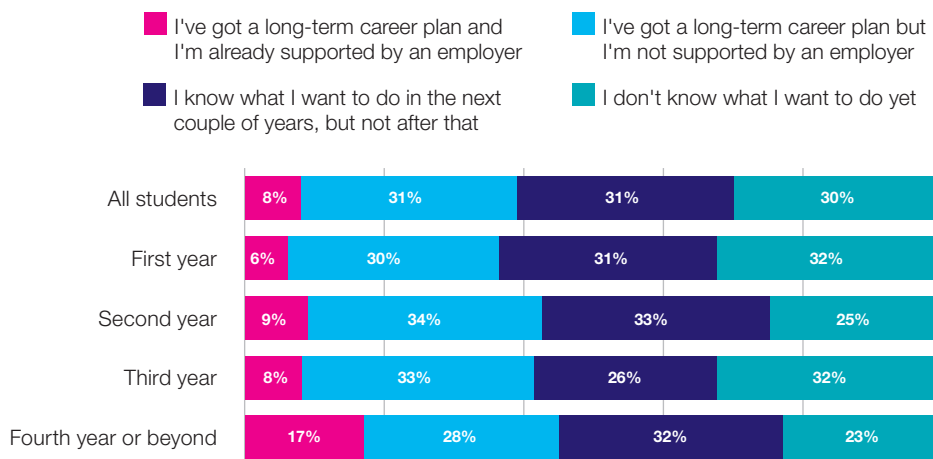


Figure 5: Career plans

THE LARGE MAJORITY (76%) PLAN TO WORK FULL-TIME IN THE UK AFTER GRADUATION, ALTHOUGH 15% EXPECT TO WORK OVERSEAS.

Do graduates have unrealistic expectations of work?

85% of students feel their university is helping them to have realistic expectations about the world of work.

Managers appear to disagree. More than three quarters (77%) agree that graduates have unrealistic expectations – a number very little changed since 2014 (79%).

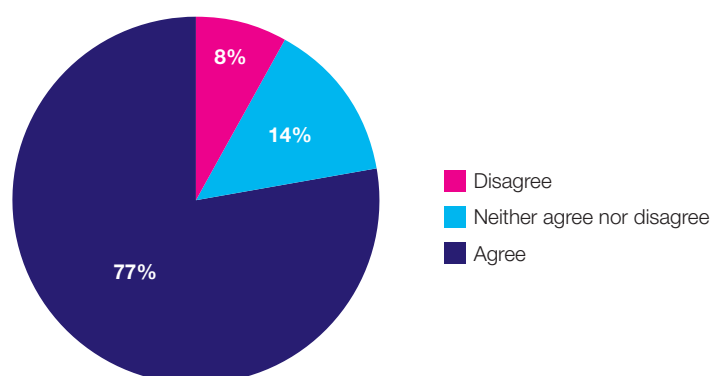


Figure 6: Employers' assessment that graduates have unrealistic expectations about the world of work

85% OF STUDENTS FEEL THEIR UNIVERSITY IS HELPING THEM TO HAVE REALISTIC EXPECTATIONS ABOUT THE WORLD OF WORK.

ANALYSIS

Generation Z and career expectations

There has been much commentary – academic and otherwise – that Generation Z have a weaker work ethic and are less career motivated than earlier generations, tending to place greater value on their work-life balance. Typically defined as those born in the mid-1990s to the early 2000s they are today's undergraduates and graduate recruits. Dismissed by some critics as the “snowflake generation”, the student population has been characterised as possessing low levels of resilience, which may be a challenge to the development of the characteristics that employers are looking for.²⁵

CMI's Management 2020 report concluded that the generations now at the start of their management and leadership careers are creative and open-minded, multicultural aware, technologically savvy, confident, able to collaborate, and ethical.²⁶ It highlighted But there was evidence of a strong sense of entitlement and lack of decision-making skills which contributed to unrealistic expectations regarding the world of work.

Other research among Millennials by Gillian Maxwell and Adelina Broadbridge gives an important nuance to such perceptions.²⁷ They found that enjoyment of employment, both in initial career entry and in long-term careers, is the most prominent theme among this generation, with opportunities for development, and protean career progression emerging as key themes too. Their research concludes that these expectations are only unreasonable if employers do not acknowledge and consider ways to try to address them.

In written evidence to the Commission on the Future of Management and Leadership, created by the All-Party Parliamentary Group on Management and CMI, Dr Mark Pegg, chief executive of the Leadership Foundation for Higher Education, said of Generation Y: “There is a clear shift in this generation towards action learning, to collaboration, to sharing thinking on difficult problems, to embracing the power of the team in distributive learning, with leadership starting earlier in their career and functioning at every level. They have a stronger desire to learn transferable skills and best practice from other sectors.”

²⁵ Undergraduate Resilience Research, University of Leeds (2018) http://teachingexcellence.leeds.ac.uk/wpcontent/uploads/2018/01/LITEbleasdalehumphreys_fullreport_online.pdf

²⁶ Management 2020, CMI (2014)

²⁷ Generation Y's employment expectations, Gillian Maxwell and Adelina Broadbridge, Studies in Higher Education (2017)

Appetite for two-year degrees

A useful insight in the light of recent Department for Education announcements about increasing the number of two-year degrees: a fifth of students (21%) say they wish they had taken a two-year degree course to get into work more quickly. However, almost three-quarters – 73% – disagreed with that statement.

Employers also appear uncertain about the value of two-year degrees. 47% agree that having more two-year degrees would increase employability as it is a quicker route into work, though 24% disagreed; 30% were neutral. There are obvious tensions: shorter degrees would have implications for the ability of universities to embed employability modules and work experience, for example

What do young people expect from employers?

More than three quarters of students (79%) believe employers should train them on professional skills towards management and leadership roles once they have been recruited as a graduate. In contrast, employers are more likely to disagree with this.

While 77% of students think they should take charge of their own continuing professional development when they are in the world of work, 89% of employers think that graduates should be leading the way on their own development.

Expectations of progression

Over three-quarters (79%) of students think they will be in their first managerial role within four years.

There is an important challenge for universities and careers services to work with employers and representative bodies to ensure that students have clear and realistic expectations as they move into work.

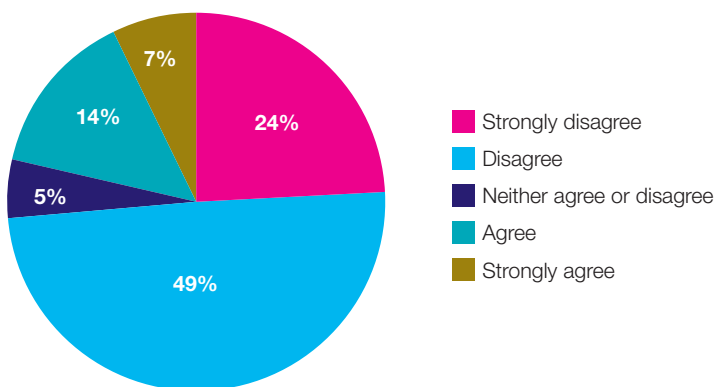


Figure 7: I wish I had taken a two-year degree course to get into work more quickly

OVER THREE-QUARTERS (79%) OF STUDENTS THINK THEY WILL BE IN THEIR FIRST MANAGERIAL ROLE WITHIN FOUR YEARS.

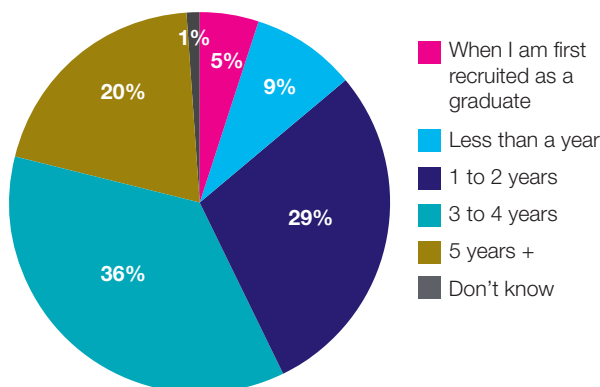


Figure 8: Students' expectations on when they will first have a managerial role

CASE STUDY



Widening the opportunities for developing management and leadership skills

Queen's University, Belfast is one of the first in the UK to teach a Level 7 Certificate in Strategic Management and Leadership as a six-month stand-alone course. The course is open to all students in the graduate school and so enables students to work in multi-disciplinary groups to simulate a realistic working environment. Entry is via an application process that involves individuals defining their leadership ethos.

Margaret Topping, Dean of the Graduate School, highlights the benefits of a broad-based intake to the programme. "As soon as a qualification becomes absorbed into the curriculum of a particular degree programme, the study groups become homogenous, but there is a strength in diverse groups when it comes to skills such as problem-solving," she says.

Within the course, employers such as BT are putting genuine business problems to the students. To further expose students to the realities of working life, Topping would like to see more SMEs provide interesting case studies too. "They are often more affected by social and economic trends," she adds. "Currently, a common thread for the challenges set by employers is Brexit. For SMEs in Northern Ireland, there are both significant challenges and opportunities that come with the fact that we will share a land border with Europe, post-Brexit."

For Topping, a focus on employability is every bit as important for post-graduate students as undergraduates, as only a minority remain in academia. "It's really important that we are equipping postgraduate students with practical skills that enhance what they can offer in other employment contexts. Having a postgraduate degree is already a marker of higher-level critical and intellectual skills; if we add to that a professional qualification such as those offered by CMI, that's a very potent combination."

Topping calls for a focus on employability at doctorate-level study too. "Original research has to remain at the core of a PhD – that's what defines it. However, we should be considering the importance of broader skills training so that we can prepare students for leadership and management or innovation and enterprise activity. I believe the way to do this is to embed real-world local and global challenges that require multi-disciplinary research perspectives into our training programme."

Student perspective

Toyah Warnock and Patricia O'Lynn are PhD students in the graduate school, and are both taking the CMI-accredited Level 7 programme – this has also led to them becoming CMI Student Ambassadors, working with the CMI Northern Ireland Board. They study chemistry and education respectively, exemplifying QUB's approach to supporting management and leadership across different disciplines.

O'Lynn said: "The CMI accredited programme has done a huge amount for me. I was able to complete research funding bids successfully because I understood how to show strategic alignment, and I've been able to apply risk management techniques to help manage my own studies. Plus it's helped me secure roles including at a primary school and on the Northern Ireland Judicial Appointments Committee, which are helping me develop invaluable experience."

Warnock highlights the value of connecting with CMI's wider member community. "Being able to meet and talk to experienced managers from CMI's networks is fantastic and a great way of understanding practical solutions to challenges I might face, as well as finding new opportunities. It really builds on the experience I'm getting as a CMI Student Ambassador."

The pair are considering their next steps for after their PhDs. They are keen to become Chartered Managers and may start a business together. "We may have met our future business partner through CMI!"

3. STUDENTS' PERSPECTIVES: DEVELOPING WORK-READY SKILLS AND BEHAVIOURS

The employability of graduates depends on universities and employers effectively preparing students for the world of work. We looked at students' perspectives on their experiences.

Opportunities to develop work-ready skills and behaviours

Using the same lists of professional management skills and behaviours discussed in Chapter One, we asked students how far they regard their university as helping them develop those attributes.

Overall, students are positive about their experiences: the full results are presented in the graphics in the appendix, with the top- and lowest-rated below. 'Don't Know' responses have been excluded in the results.

The best supported skills, according to students, are:

- collaborative relationships and team-working (67% supported 'very much')
- communication (59%)
- problem-solving and critical analysis (59%).

The best supported behaviours are:

- taking responsibility (65%)
- self-awareness and ability to reflect (61%)
- being inclusiveness and working with others (59%).

The least supported skills are:

- having difficult conversations (42% say this is rarely or not at all supported)
- managing innovation and digital technologies (28%)
- risk management (26%).

And the least supported behaviours are:

- risk-taking (26% rarely or not at all supported)
- agility (25%)
- being entrepreneurial (23%).

The scores reinforce some of the points to emerge from the managers' assessments of skills. For example, where employers rate "having difficult conversations" as the weakest management skill, students say that this is the skill that is most rarely taught.

Another area that is little developed was identified in previous research by the ISE, which found that employers perceive graduates as lacking in both self-awareness and the ability to "manage up". Relatively low numbers regarded this as being a skill they developed: 13% said their university course did not give them the skills to manage up and 31% were not sure.²⁸

There are several implications. First, business schools may want to assess which skills they develop. Secondly, do students reflect accurately what they are learning – and if so, are they able to showcase their skills clearly to potential employers? Thirdly, employers need to examine the extent to which they need to invest in the development of graduate recruits and support their development towards management roles.

²⁸ Annual Survey, ISE (2017)

Professional accreditation and employer links enhance the perceived value of higher education

It's clear that for many business and management students, there is an expectation that university will directly support their future career. Three quarters of the students surveyed (75%) say they looked for courses with professional accreditation when applying for university, although only 24% said they had enrolled on their course as a result of its professional accreditation. That could point to the ultimate importance of other factors but also – given the relative newness of innovations like professional accreditation – may also suggest that the appetite for professionally-accredited courses was not matched by demand.

More than a third of students (34%) say great links with leading employers was a reason for enrolling on their degree, although the most common reason for business and management students picking their degree course is simple interest in the subject (70%)

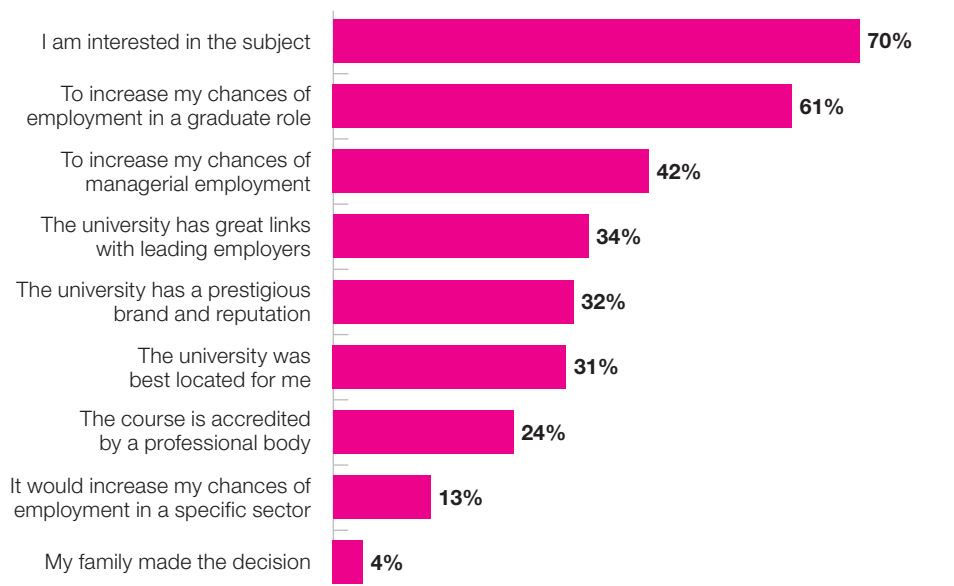


Figure 9: Reason for enrolling in degree

THREE QUARTERS OF THE STUDENTS SURVEYED (75%) SAY THEY LOOKED FOR COURSES WITH PROFESSIONAL ACCREDITATION WHEN APPLYING FOR UNIVERSITY

Assessing university-employer links

Business students generally have positive views about their university's links with employers. 91% agree or strongly agree that the university is well connected with local businesses, and 95% that the university understands the needs of business. However, strongly agree responses are smaller, at 27 and 29% respectively.

Students want more access to employers

The main reason employers should work with higher education is to offer job placements and internships, according to over three quarters of students (78%).

However, 31% say work experience is not embedded within their course. And 28% say employers don't provide sufficient information about employment – only 12% strongly agree that they do get such information.

While 72% of students say entrepreneurship is taught during their course, 79% say their course is focused on the agenda of big business.

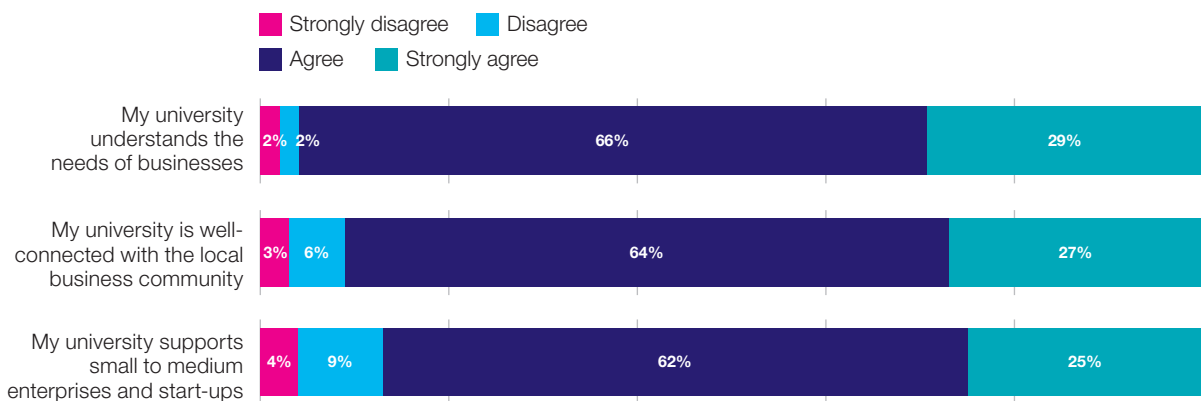


Figure 10: Employers and universities working together

CASE STUDY



**Lord Ashcroft International
Business School**

Bringing universities, employers and students in line

"Textbooks can be out of date as soon as they are written," says Sally Everett, Deputy Dean of Lord Ashcroft International Business School at Anglia Ruskin University (ARU). This can leave a curriculum at odds with the needs of employers. "The core pillars of management education stay the same, but issues such as ethics, social responsibility and digital technology are coming to the fore," adds Everett.

The university aligns its objectives with those of employers through a series of innovative events and collaborations. Each year it hosts an employability conference including workshops and talks run by successful individuals and organisations: attendance is compulsory for first and second year undergraduate students, and they are given a week off of their standard subject timetable to ensure they have the time and space to focus on core business skills and career development. Previous workshops have included 'networking' and 'first impressions' by Brindlesticks Theatre Company; assessment centres by Enterprise plc; global entrepreneurship by Google and work/life balance by The Rising Network.

A core employability module which explores areas including psychometric testing and interview techniques has seen NatWest lend its expertise, while an overarching skills audit is shaped by an employer forum and input from university partners which include local businesses and the likes of Co-operative Group and UPS.

Students are also invited to join senior management in the Business School to make the university's aims relevant via a student advisory board that includes those affiliated with professional bodies such as CMI. Anglia Ruskin University have had two CMI student ambassadors who attended the CMI Student Ambassador Conference to hear about management and leadership issues from keynote speakers: they fed back to the faculty at ARU.

Student perspective:

Gupta Ganesh, Business Management BSC (Hons) Gupta Ganesh is an aspiring employee of the Association of Tennis Professionals who has gained a great deal from ARU's collaboration with businesses and professional bodies such as CMI. He explains: "It's been great to receive specific CV templates and elevator pitches. In terms of CMI, the affiliate services such as mentoring and magazine information could be a distinguishing factor for my career."

Work placements enhance employability

There is a strong body of evidence that work experience placements during undergraduate study can be highly effective in helping students in their future careers. Placements allow individuals to enhance their employability by developing skills, such as team-working and problem-solving.²⁹

Of the students surveyed who have done a placement or internship, a large majority (79%) say it has improved their employability.

According to Ruth Brooks and Paul Youngson, placement students' employment outcomes are better. They are more likely to work full-time in an appropriate level graduate role, leading to the final positive impact of a higher starting salary.³⁰

This is corroborated by the experience of the University of Kent where all students in the university's business school are offered a placement year, and it is compulsory for those studying at its Medway campus. Academic grades typically improve between five and 15% after work experience, reflecting improved time-management skills and self-awareness. Some 70% of returning students also have post-graduation job offers.

PLACEMENTS ALLOW INDIVIDUALS TO ENHANCE THEIR EMPLOYABILITY BY DEVELOPING SKILLS, SUCH AS TEAM-WORKING AND PROBLEM-SOLVING

CASE STUDY



Cardiff
Metropolitan
University

Prifysgol
Metropolitan
Caerdydd

Future-proofing workplace learning

Cardiff Metropolitan University's Cardiff School of Management led on two ground-breaking projects (Elevate Cymru and Recognition of Prior Learning) that recognise the knowledge that Welsh workers gain from SMEs, and it partners with employers to offer work-based learning opportunities for students.

Employers are able to work with Cardiff School of Management to accredit their existing courses and make HE accessible to a wide range of learners who can then progress to further study, such as a Foundation Degree in Applied professional Practice. This involves reflection, research and a negotiated project.

To make the concept work, business schools must offer employer-based delivery and assessment of skills. Learner recruitment is supported by partnerships with professional bodies such as the National Training Federation for Wales and Chartered Association of Business Schools.

Employers can gain from working with business schools in this way because it enhances staff retention, management and leadership skills and the organisation's overall development.

²⁹ Business graduate employability – where are we going wrong? Denise Jackson, Higher Education Research and Development (2013)

³⁰ Undergraduate work placements: an analysis of the effects on career progression, Ruth Brooks and Paul Youngson, Studies in Higher Education (2016)



Showcasing wider employment opportunities

In 2015, Cardiff University Business School committed to teaching business and management skills in the context of wider social improvement and economic development. It called this its Public Value Strategy. “It is our responsibility as a large, successful business school,” says Andrew Henley, Professor of Entrepreneurship and Economics, and Director of Research, Engagement and Impact.

In practice, students are taught to consider business challenges in the context of wider social issues such as technological change and environmental sustainability. This is a future-oriented approach with the explicit objective of improving employability: “It reflects the way leadership and management is going,” says Henley.

The definition of a ‘small business’ is applied to social enterprises and not-for-profit organisations, meaning that opportunities to work with local communities are incorporated into the curriculum. In 2016, 250 students studying Market Research as part of their degree programmes worked with 30 local businesses in order to boost trade in the Grangetown region of Cardiff, by developing campaigns to encourage shopping locally.

Responsibility passes between students for various ‘Grangetown Engagement Projects’, facilitating peer-to-peer learning. And while local employers benefit from access to highly skilled undergraduates, the collaboration also helps to support the development of managers and leaders. And large employers are involved, too: companies such as Google have offered their digital expertise to students and community partners at local business forums.

Outside of the curriculum, students can work with academic staff to enter the social enterprise competition run by not-for-profit organisation, Enactus UK. Students are currently developing their skills by helping to support agricultural managers in Eritrea, Africa.

This is knowledge-sharing and social responsibility at its best. The strategy saw Cardiff University’s Business School awarded a Small Business Charter Award by the Chartered Association of Business Schools in November 2017.

Possible career barriers

Students see the primary barrier to gaining a role as a first-time manager as having enough experience or evidence of impact (Figure 11), identified by 73%. That adds to the imperative to seek experience in the workplace but students should also look to maximise their exposure to leadership positions through voluntary and community positions. While doing so they should be supported in reflecting on the value of such experiences, and in learning to articulate the value of such experiences, to employers.

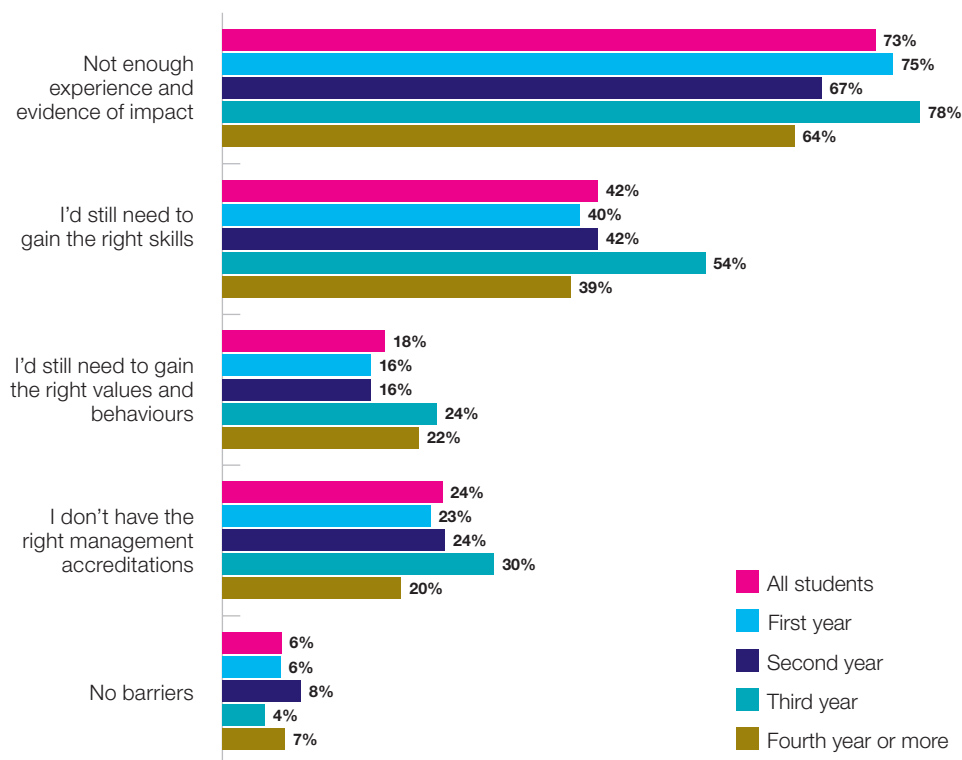


Figure 11: Students' perceived barriers when they begin looking for employment as a first-time manager

STUDENTS SEE THE PRIMARY BARRIER TO GAINING A ROLE AS A FIRST-TIME MANAGER AS HAVING ENOUGH EXPERIENCE OR EVIDENCE OF IMPACT

ANALYSIS

Maximising the value of experience

As universities and employers wrestle to determine an appropriate approach to providing valuable work experience, academics Carl Evans and Mark Richardson have noted that increasing numbers of full-time students undertake self-initiated, part-time work concurrent with their studies, primarily driven by financial necessity.

According to Evans and Richardson students undertake work activities that help them develop just the range of transferable skills and behaviours that employers want. Yet, when it comes to presenting those skills to prospective employers in either graduate job applications or at interview, students often fail to make the most of them; instead they focus on their academic studies.³¹

For these students and those who have participated in work placements or internships, support may be needed for them to gain better appreciation of the skills they have developed through their part-time work or placements to be able to describe to prospective employers how these might apply to a particular position after they graduate – something that existing CV writing and review tools within their university careers services could accommodate.

³¹ Enhancing graduate prospects by recording and reflecting on part-time work: A challenge to students and universities, Industry and Higher Education, Carl Evans and Mark Richardson (2017)

Supporting students' careers

For many students, the university careers service is their window on the world of the work. According to our survey, the main support that universities offer in the way of career development remains careers fairs and advisors, say students – and the primary support that universities offer with job applications remains CV writing (used by 85% of students) and interview preparation (68%).

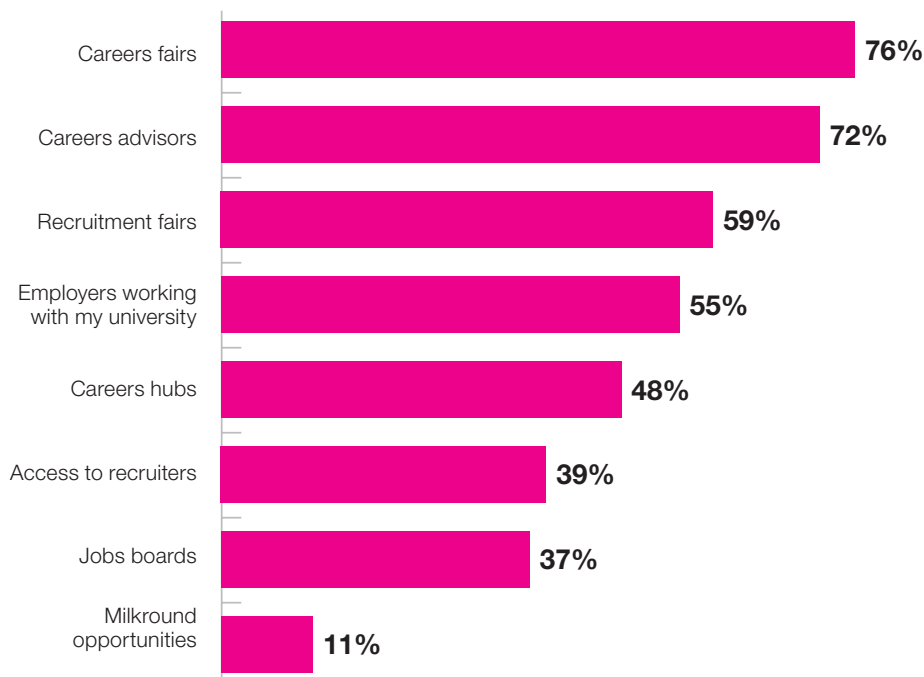


Figure 12: Students' views on the way in which their university is supporting their career development

THE MAIN SUPPORT THAT UNIVERSITIES OFFER IN THE WAY OF CAREER DEVELOPMENT REMAINS CAREERS FAIRS AND ADVISORS, SAY STUDENTS – AND THE PRIMARY SUPPORT THAT UNIVERSITIES OFFER WITH JOB APPLICATIONS REMAINS CV WRITING

Improving careers guidance

As part of the government's new "career strategy", Universities UK is working with the North East LEP, and four universities in the region, on a pilot focused on career guidance support targeted at improving graduate outcomes for students from disadvantaged and hard-to-reach backgrounds – there is evidence to suggest that undergraduates from disadvantaged backgrounds are less likely to use university careers services relative to their advantaged peers. The government has also made it clear it will expect higher education institutions to do more to make sure that students from disadvantaged backgrounds make best use of their university careers services. This may include offering mentors, access to alumni networks or specialist careers outreach programmes.

The pilot will also be exploring the potential to adapt and extend the Gatsby Benchmarks – which provide a framework for good careers guidance in schools – to universities. The benchmarks include the stability of careers programmes, access to career and labour market information, exposure to employers and workplaces and personal guidance.



Making learning experiences real

At Ashridge Executive Education (AEE) the focus is on experiential learning, says Roger Delves, Dean of Qualifications. “The way you engage students is by getting them to do things – to spend a minimum time introducing theory and a maximum time exploring it.”

In management education, experiential learning comes in three forms: face-to-face learning, virtual education and workplace-based learning. Within a marketing module, for example, students could be set exercises such as visiting different retail outlets to assess their layouts. Within leadership modules, they could be tasked with interviewing managers within their own organisation and applying the findings to the theories students have learned.

“To be effective, experiential learning must be relevant to a student’s experience and appropriate to the standards,” says Delves. CMI is a valued end-point assessor for AEE because the assessments enable learners to question their own management approach as well as their employer’s.

For students progressing towards Master’s apprenticeships, the experiential tasks become more complex and demanding. “At Master’s level we look at how challenges and skills overlap,” says Delves. The objective, he says, is that there be a “visible, measurable and permanent” change in an individual’s management practice.

Often the greatest effect is on students’ and apprentices’ unconscious competencies, says Delves – “the skills you use everyday that you don’t know you’re using”.

And how should employers measure the impact of all this on apprentices, for example? Well-structured performance reviews should reveal all, says Delves. “After a structured intervention, employers should look for an increase in scores on measures of management skills.”

4. EMPLOYERS AND UNIVERSITIES: OPPORTUNITIES FOR CLOSER COLLABORATION

There are many signs of innovation and collaboration between employers and the HE sector to improve employability. Yet many employers still perceive barriers to engaging with HE, which need to be addressed.

Engagement between employers and business schools

We asked managers if, and how, their organisation works with business schools. For almost half – 46% – the answer was that there are no links. The most common areas of engagement were on training and developing staff (23%), followed by offering job placements or internships to students: yet this remains a minority, with a total of 29% reporting that they offer either placements or internships.

While up from 22% in 2014, that remains much lower than the 85% who want graduates to have work experience. Given the importance of work placements for developing practical skills, this represents a significant challenge to employers and a priority for increasing their engagement.

Figure 13 shows engagement levels in comparison between large organisations and SMEs.

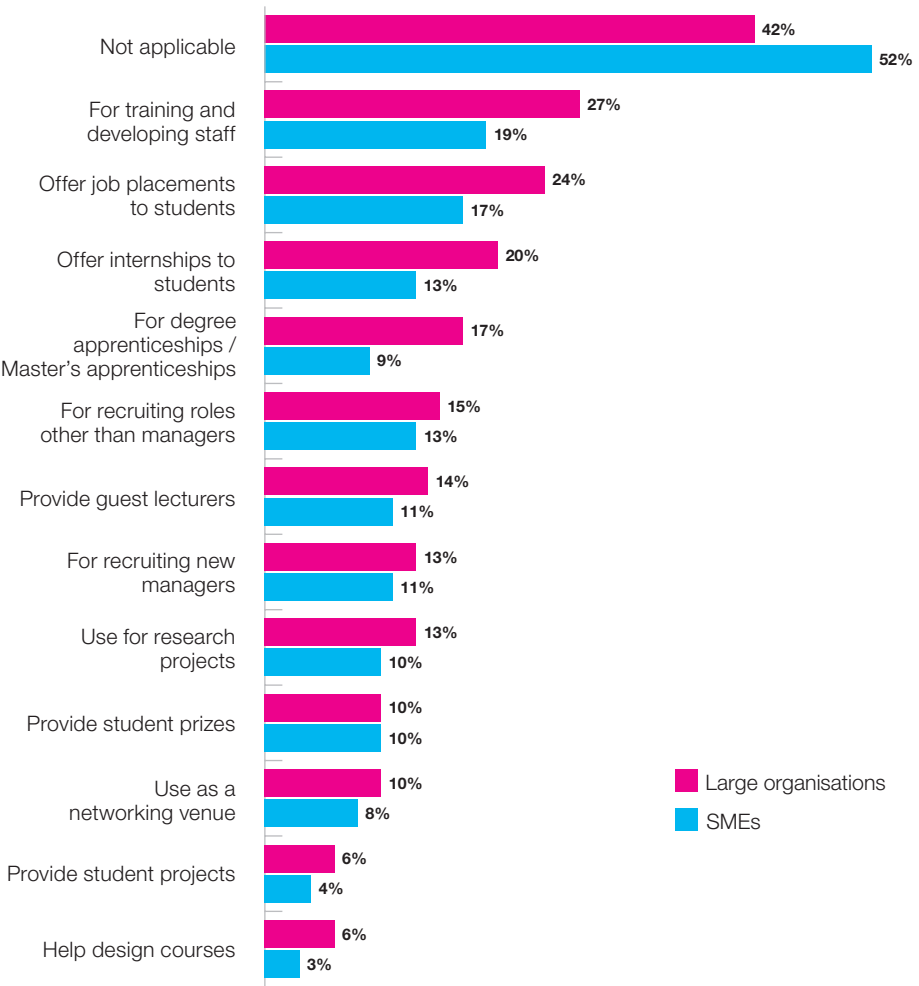


Figure 13: Comparing ways in which SMEs and large organisations work with universities

Barriers to collaboration

Managers report a variety of perceived barriers to increased working with business schools.

The top issue identified by 31%, is a view that business schools are too theoretical. Similarly, 27% say they they do not understand businesses' needs. Around one in four employers also report the absence of an obvious point of contact, although that is slightly lower than what was reported in 2014 (then 34% of SMEs and 31% of large organisations).

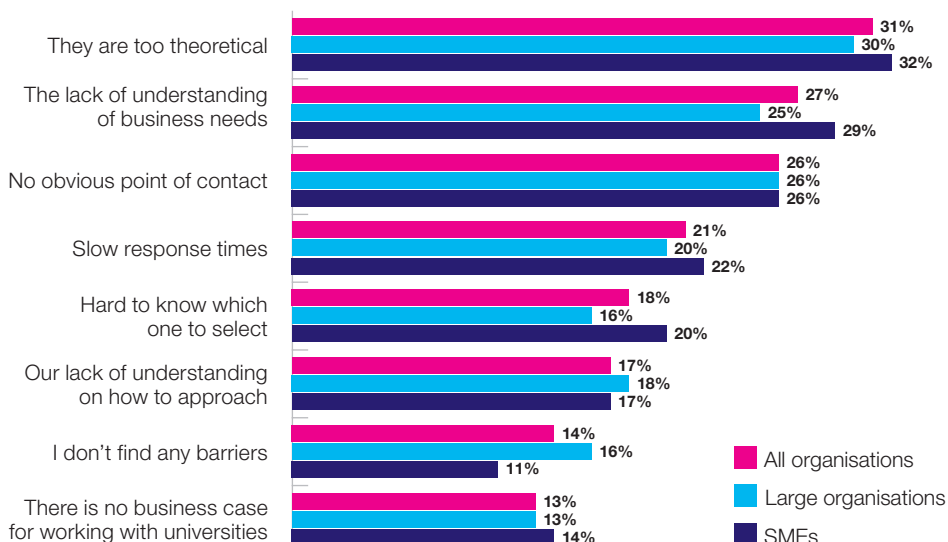


Figure 14: Key barriers to working with universities

CASE STUDY



Building for the careers of tomorrow

Dundee is a city that is regenerating itself. In the future, sectors such as design and creativity will feature prominently, not just traditional industries like finance and professional services. "Not everyone wants to go into the corporate world," says James Robertson, Marketing Manager at the School of Business, University of Dundee.

What this means in practice is that graduates must acquire transferable skills relevant in the local employment market, as well as the conventional core business disciplines such as finance. "Many of our graduates are passionate about starting their own business," says Robertson.

The university has chosen to dual-accredit four of its business degrees with CMI, in order to emphasise general leadership and management skills, as well as modules such as innovation and entrepreneurship, marketing and strategy. Those graduating in 2018 in BSc Business Management, BSc International Business, MSc Management and MSc International Business will have CMI accreditations.

To support the business aspirations of students from other disciplines such as art and design, 200 students who are not studying the accredited courses will be given access to CMI information and resources.

Robertson would like to see businesses in all sectors establish a connection with universities: "employers in various innovative fields should work with local universities to offer industry-specific knowledge and placement opportunities."

Using technology to make work placements easier

One key opportunity for increasing engagement is in helping businesses to manage work placements and internships, especially through increased use of technology.

Research on work-integrated learning programmes (WILs) has highlighted that many employers find it difficult to provide meaningful work experience for students, especially the supervision of students while in the workplace.³² Some organisations are unable to locate a suitably skilled student or one who can attend the workplace at the particular time required in their business cycle.

But employers could benefit from creating off-site WIL and “virtual” WIL options which address the logistical challenges of accommodating work placement students. The benefits could be particularly valuable to small businesses, where resource constraints can be a particular barrier to work placements.

“Virtual” WILs are designed to make the process as time effective for participants as possible, by using technologies such as Skype, email, blogs and online chat forums. At Coventry University, for example, employers and students converse via video link, while the University of London’s Global MBA is delivered through an online platform.

Integrating work experience and management modules in more courses

Employers strongly endorse the value of work experience. 85% agree it supports employability though, as highlighted above, only 29% currently work with business schools to offer work experience placements or internships. There is also strong endorsement from employers for giving all students – not just those on directly-related courses – opportunities to develop employability skills. Some 70% agree that management, enterprise and leadership modules should be integrated into all degree subjects.

A majority of managers (66%) also agree that students should seek courses that also offer professional accreditation. As noted in Chapter Three, this is clearly a significant driver for students’ choices too, with three quarters (75%) reporting that they looked for professional accreditation when choosing their course.

Some universities are starting to embed these ideas in their approach to employability, like Coventry and Queen’s University, profiled in this report. They are examples of universities providing employability support across faculties, departments and subject areas, with imaginative approaches, such as teaching and learning through multi-disciplinary groups; offering students an additional route to skills acquisition alongside work experience; internships and placements.



**UNIVERSITY
OF LONDON**

Online learning to meet the new needs of learners

The changing nature of the future workforce has inspired international, digital execution of a Global MBA at the University of London.

The University launched the Global MBA in 2017 via its online learning platform. “The flexibility of the Global MBA benefits those that have a full-time career that they don’t want to leave”, says Peter O’Hara, Global MBA Market Development Manager for the University of London. For added flexibility, the course can be completed in one year, but students have

up to five years to finish it if they wish, with multiple entry points throughout the year.

To current leaders, the flexibility and speed of this Global MBA is a selling point: “In addition to those that are successfully at the top of their career and studying to stay relevant, we are also seeing a large proportion of students keen to quickly progress their career and skills for promotion at work”, says O’Hara.

Another important part of this MBA is its accessibility. Those who do not meet all of the entry requirements (a minimum of three years management experience and a minimum of a second class honours degree), can progress to the MBA by completing a specifically designed study pathway online.

To facilitate skills acquisition as part of the Global MBA itself, each module has an online tutor support forum as well as various other discussion groups and activities which support networking and collaboration among students and tutors alike. In addition, the University also has international partnerships permitting students, in some countries, face-to-face tuition.

In order to be widely applicable, the programme offers specialisms in law, accountancy, entrepreneurship and innovation, and finance. “This is a key way employability can be broadened and for a candidate to stand out in a competitive industry” says O’Hara.

³² Employer understanding of Work-Integrated Learning and the challenges of engaging in work placement opportunities, Denise Jackson, David Rowbottom, Sonia Ferns and Diane McLaren, Studies in Continuing Education (2017)

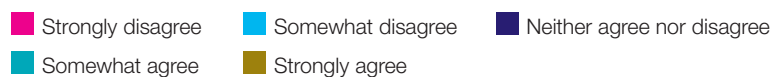


Figure 15: Management, enterprise and leadership modules should be integrated into all degree subjects to improve employability

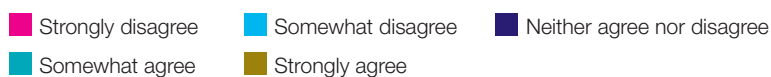


Figure 16: Embedding work experience within courses would make students more employable



Giving students a competitive edge – whatever they're studying

At Coventry University, postgraduate students have the opportunity to study a Global Professional Development module. This currently applies to 50% of postgraduate courses and will apply to almost 100% from October 2018. "A professional management qualification ensures students have the edge in a competitive employment market," says Senior Academic Lead and Module Leader, Susan Barnes.

The interdisciplinary approach also has the additional benefit of enabling students to network outside of their usual degree discipline, which enhances the student experience.

Studied for one semester and embedded into the degree, tasks include writing a consultancy report that analyses a case study posed by a 'real-world' employer. At the end of each course, employers present awards to students whose reports show a focus on innovation and originality. This benefits the CV of the successful award winners.

Student perspective

Monica Dinu, who studied an MA in Diplomacy, Law and Global Change at Coventry University, admits that, as a humanities student, the opportunity to do a professional development module was "interesting and unexpected". But she knew it would be helpful when applying for jobs. "I think universities should offer something more to help employment, but as a student you should be willing to make the effort. To work on problem-solving for real business issues has shown me what it takes, and I enjoyed working with students from subjects such as engineering and psychology to see how they're thinking."

Responsibility for professional development at university and beyond

We asked both managers and students to indicate who they thought should be primarily responsible for a range of activities relating to the development of students' skills at university and as those students transitioned to work.

While many areas will of course require collaborative action to be effective, they do suggest some potential 'blind spots' about who should be taking main responsibility.

For example, more than half of employers (57%) say that universities should be responsible for ensuring students have work placements with only 17% saying that is primarily the employer's responsibility – with 26% putting the onus on students themselves. Clearly, employer engagement is essential to make work placements a reality.

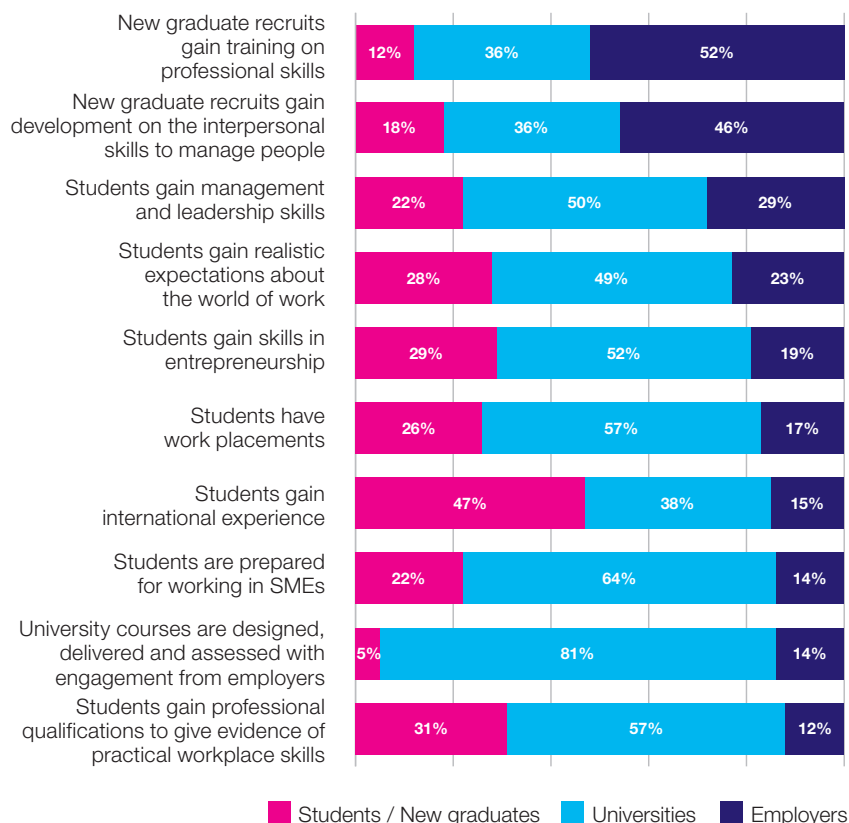


Figure 17: Employers' views: who should be primarily responsible for ensuring that...

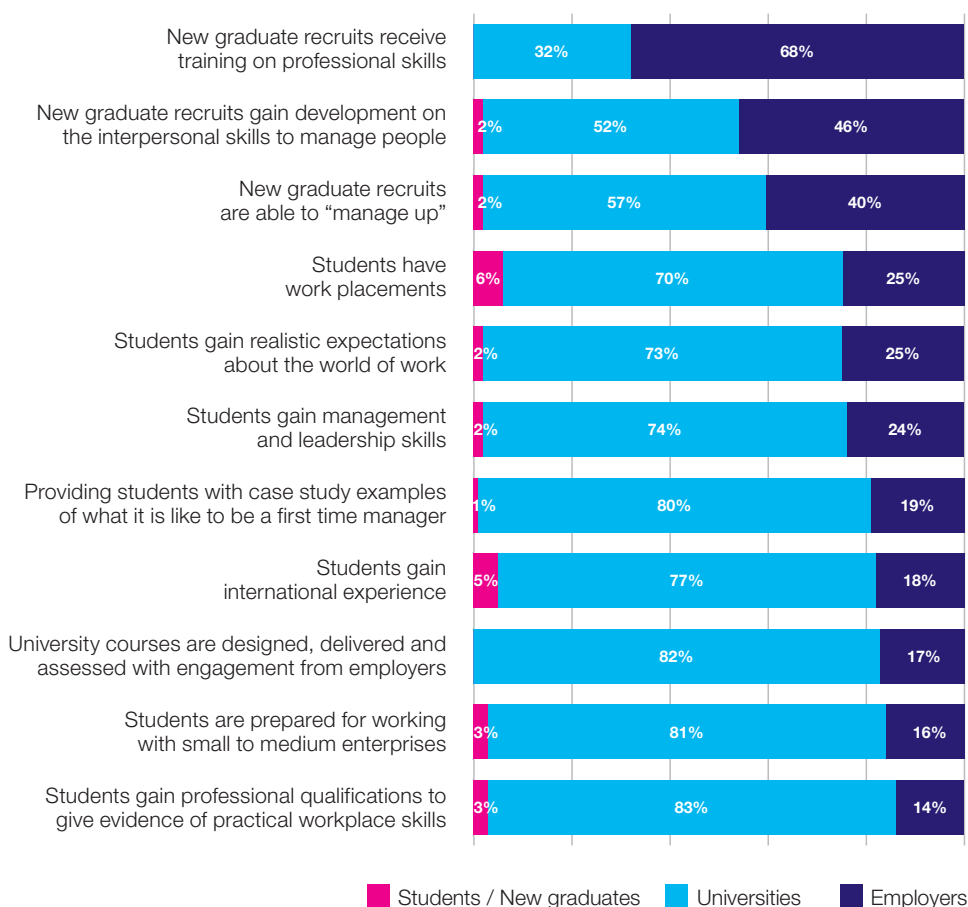


Figure 18: Students' views: who should be primarily responsible for ensuring that...

5. MANAGEMENT DEGREE APPRENTICESHIPS

The trailblazer apprenticeships policy has resulted in the creation of degree and master's level apprenticeships which combine the best of academic, vocational and professional educational pathways. Building on the research and recommendations of the first 21st Century Leaders report in 2014, employers, universities and CMI worked together to develop the new management and leadership apprenticeships which are now offered by an increasing number of universities.

New and emerging degree apprenticeships – creating new pathways

Launched in September 2015, degree apprenticeships are part of the Government's transformation of apprenticeships in England which has aimed to "put employers at the heart of the system's design and delivery"³³ to ensure quality, while also shifting funding to employers through the new Apprenticeship Levy. These new programmes encompass higher level skills, can be used for all ages and are aligned to professional recognition.

In the management and leadership field, a full suite of apprenticeship standards has been developed, starting at Team Leader (level 3), Operations Manager (level 5), the Chartered Manager Degree Apprenticeship (level 6), and the Senior Leader Master's Degree Apprenticeship (level 7). With skills policy a devolved matter, these developments have been led in England and backed by the Apprenticeship Levy funding.

Our survey of current business and management students found that almost two-thirds (62%) think that degree apprenticeships are better "value for money" than a university degree – unsurprisingly, given that they are Levy funded. Had they the choice, almost half (48%) believe they would have chosen an apprenticeship over a degree.

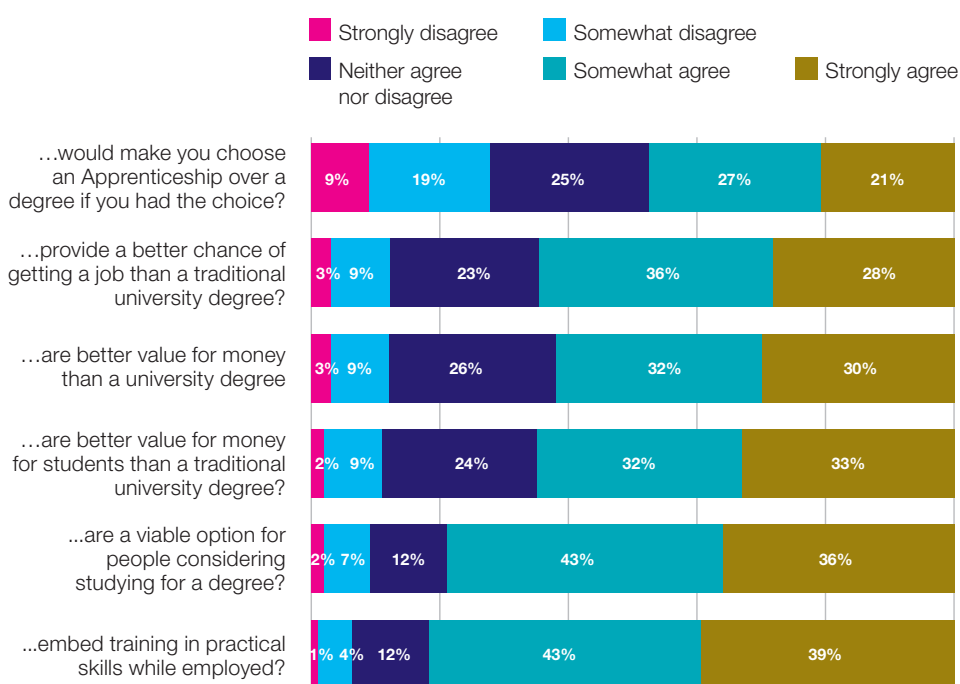


Figure 19: Students' views that Degree Apprenticeships...

³³ English Apprenticeships: Our 2020 Vision, HM Government (2015)

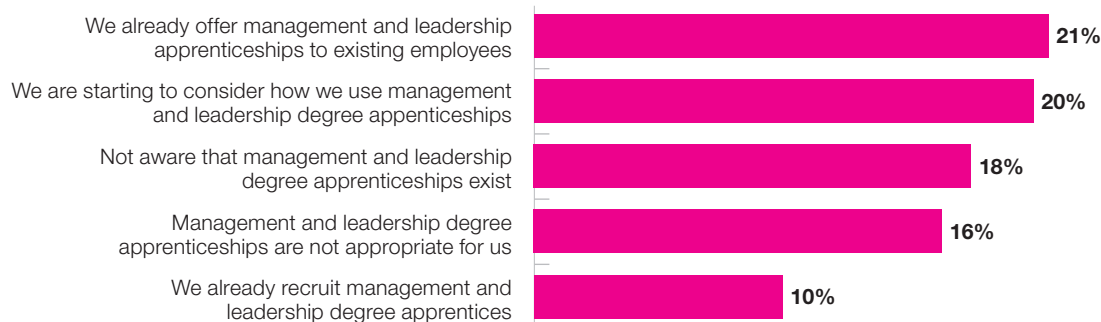


Figure 20: Employers' use of new management and leadership degree apprenticeships

Rolling out the new apprenticeships

Already the uptake of these high-quality new apprenticeships shows strong employer and individual demand for professional management skills. Universities UK data indicates that the Chartered Manager Degree Apprenticeship is the fastest growing degree apprenticeship with over 1,200 degree-level apprentices registered to date. According to CMI data from December 2017, in total 2,943 apprentices were on management apprenticeships across the three standards linking through to professional recognition.

Initial demographic data is available for 1,000 of these degree apprentices, and shows that these new routes are being successfully accessed by the socially-disadvantaged and young people. Analysis of this data shows that:

- 51% of the new Degree Apprentices are under the age of 30
- 44% of the apprentices come from the most socioeconomically challenged regions
- 52% are female and 48% are male.

It is apparent that the new apprenticeships are driving innovation in delivery across universities and business schools – like at Manchester

Metropolitan University and Henley Business School, for both new entrants and existing employees.

According to Universities UK, degree apprenticeships require a high level of coordination within institutions,³⁴ and are more successful when they align with institutional objectives and academic staff recognise their benefits. For universities, having a team specifically working on degree apprenticeships makes them easier to implement, as it provides the expertise and focus needed to navigate the requirements of development and delivery.

In previous research conducted by UUK, institutions identified some lack of support from academic staff, uncertainty over how to deliver degree apprenticeships, and a mismatch between degree apprenticeships and other institutional priorities as potential obstacles to implementation.³⁵

While there is clear employer demand emerging for the management and leadership apprenticeships it is of course as yet too early to chart their impact on career earnings. However, the indications from existing data on higher apprenticeships is encouraging. Data from the Longitudinal Educational Outcomes dataset points towards early salary benefits (see Figure 21) and earnings of as much as £50,000 more over the course of a career compared to graduates from non-Russell Group universities.

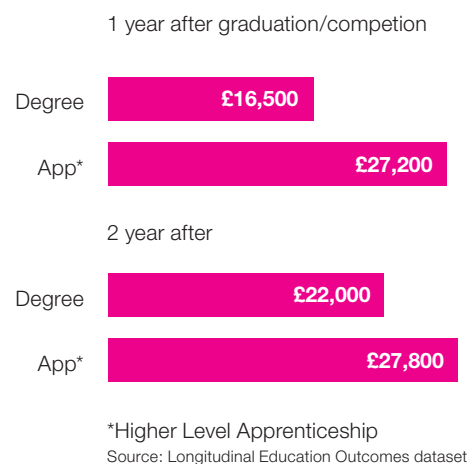


Figure 21: Average pay, apprenticeship vs degree

Apprentices learn key business and management skills competencies like operational strategy, engaging a team, project management and business finance, while working for their employer. They are committed to spending at least 20% of their time on training and development. This can range from university lectures to online seminars, through to practical work-based projects and assignments. Most importantly, by working at the same time it means they can apply their new skills immediately and start to make a difference for their employer.

³⁴ Degree Apprenticeships: Realising Opportunities, Universities UK (2017)

³⁵ The future growth of degree apprenticeships, Universities UK (2016)

CASE STUDY



Developing new pathways into management careers

Manchester Metropolitan University is one of the UK's leading universities for the development of management and leadership degree and masters degree apprenticeships. The University is collaborating with employers to provide higher-level development opportunities for more than 600 apprentice students, almost 200 of which are enrolled on the Chartered Manager Degree Apprenticeship. More are set to follow on the Senior Leader Master's Degree Apprenticeship, incorporating the University's AMBA-accredited MBA.

The Chartered Manager Degree Apprenticeship programme looks in depth at the roles and responsibilities of modern managers. Liz Gorb, Director of Apprenticeships at Manchester Met, says: "the programme is designed to support apprentices in developing both academically and professionally, creating confident communicators who are able to create effective working relationships."

Manchester Met runs both open and closed programmes for the Chartered Manager Degree Apprenticeship, with new entrants comprising around 25% of open programme recruits so far. The benefits for either group are clear. "The apprenticeship gives people the opportunity to take a reflective look at their practices and allow them to apply academic theory to improve their management. It also puts an emphasis on the behaviours defined by the apprenticeship standard, such as positivity, openness, resilience, flexibility and commercial awareness. We support them in that through specialist workshops and our employer liaison tutors, who do regular workplace visits."

Apprentices' studies will draw on disciplines including business planning strategy, creative thinking, accounting and finance, human resources, leadership, marketing and data analysis.

The University has designed the programme to integrate the apprentices' learning with their own workplace, and whenever possible, management projects will be negotiated to include live, real-world business scenarios. Optional pathways offer a focus on the skills

needed in particular sectors, including hospitality, retail and fashion, while there are also accelerated programmes for education, health and social care and public sector management.

The apprentice's perspective

19-year-old Aimee Holden is in the first year of a four-year Chartered Manager Degree Apprenticeship programme at Stateside Foods in partnership with Manchester Met. She will attend university for 24 days a year, studying towards a BA (Hons) Business Management Professional. Alongside her degree she will also earn the CMI Level 5 Diploma in Management and Leadership – and ultimately be eligible to apply for Chartered Manager status.

Aimee explains why she decided to embark on the innovative new programme: "I wanted to go to university, but also thought that starting work would help me to grow and develop as a professional. When I discovered that I could combine both, especially with a forward-thinking employer like Stateside Foods, I knew it was the right option for me."

"I'm able to study a full honours degree, so will ultimately have the same qualification as students on a traditional course, while having all the benefits of being employed, like a full-time salary."

She expects the apprenticeship to be a great platform for her career. "The fact that I can apply what I learn straight away when I return to work after our study days makes such a difference. The programme is really practical and relevant to work, where we are able to rotate around different departments. It's just what the company needs, and we are really respected by our colleagues for the ideas we're able to contribute."

Many new-entrant apprenticeships are being used to address employer's needs in areas like technology and IT, though a number are focusing on management. Williams says: "Stateside is a great example of an employer that's taking a long-term view, building their management capabilities at an early stage. They have flexibility for apprentices to rotate around the organisation and find the area that really enthuses them, all underpinned by a grounding in academic theory. That's a fantastic way to start a management career."

CASE STUDY



Forging new alliances between employers, higher education and professional bodies

Henley Business School (HBS) is developing skills through tailored degree apprenticeship schemes. Employers can fund these through the Apprenticeship Levy.

Dr Tim Sellick, Executive Director of Degree Apprenticeship Programmes says: "The schemes are an opportunity for employers, higher education providers and industry bodies to develop long-standing partnerships."

While Henley initially launched its apprenticeship provision with the Chartered Manager Degree Apprenticeship, with CMI's support, it is developing programmes that are accredited as Level 5 and Level 7 qualifications in Operations Manager and Senior Leader standards. Its strategy is to engage with middle managers with prior experience. "The programmes enable middle managers to boost employability at this point in their careers," Sellick says. This in turn is a valuable investment because it future-proofs an organisation. Interestingly, he believes that, post-Brexit, apprenticeships will be increasingly relevant in systemically important sectors such as health (By 2020, the NHS must be drawing 2.3% of its workforce through apprenticeships) and finance.

By tailoring its education programmes to closed cohorts of 50 students, Henley Business School can make sure the business challenges and solutions it teaches are specifically relevant to an organisation. The cohort is described as 'diagonal' – a number of apprentices are taken from different professional levels of the organisation. This has a secondary benefit as it helps boost communication skills and strengthens working relationships between teams and ranks. As part of its work with the NHS, for example, speakers from other parts of the organisation are invited in to contribute to the programme.

Henley Business School also collaborates with the professional services firm EY on "high-quality management insight" – visiting speakers are invited from the organisation to talk about their own experiences and provide the view of a consultancy that works with different clients. This boosts teaching quality and employability benefits. And Sellick insists the collaboration benefits businesses such as EY, too: "It's advantageous for them because their clients are asking them about putting the Apprenticeship Levy into practice."

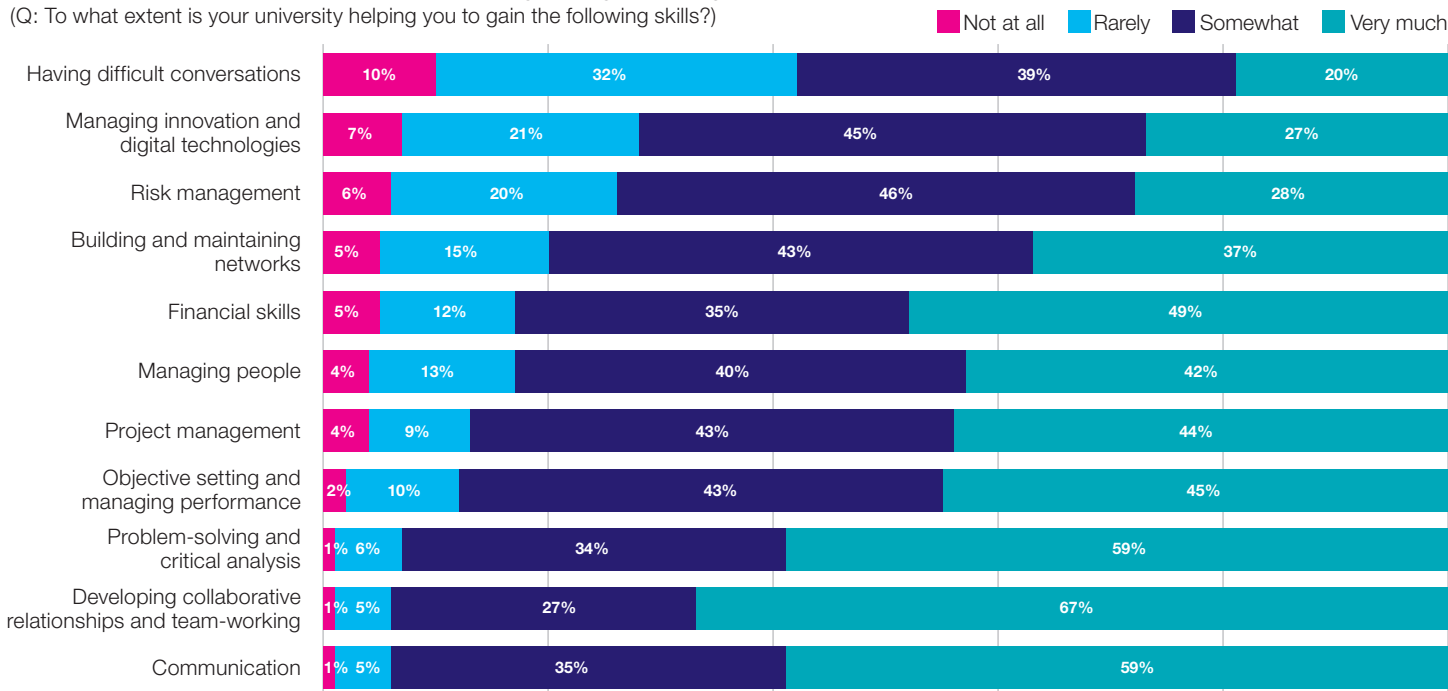
APPENDIX

MANAGEMENT SKILLS AND BEHAVIOURS GAPS

We asked students to assess the extent to which their universities are helping them gain management skills and behaviours, drawn from the management and leadership apprenticeship standards and a review of graduate attributes created by HEIs on what graduates should develop through the course of their study and engagement in student life. We also asked managers to rate business school graduates according to these same criteria. 'Don't Know' responses have been excluded in the results below.

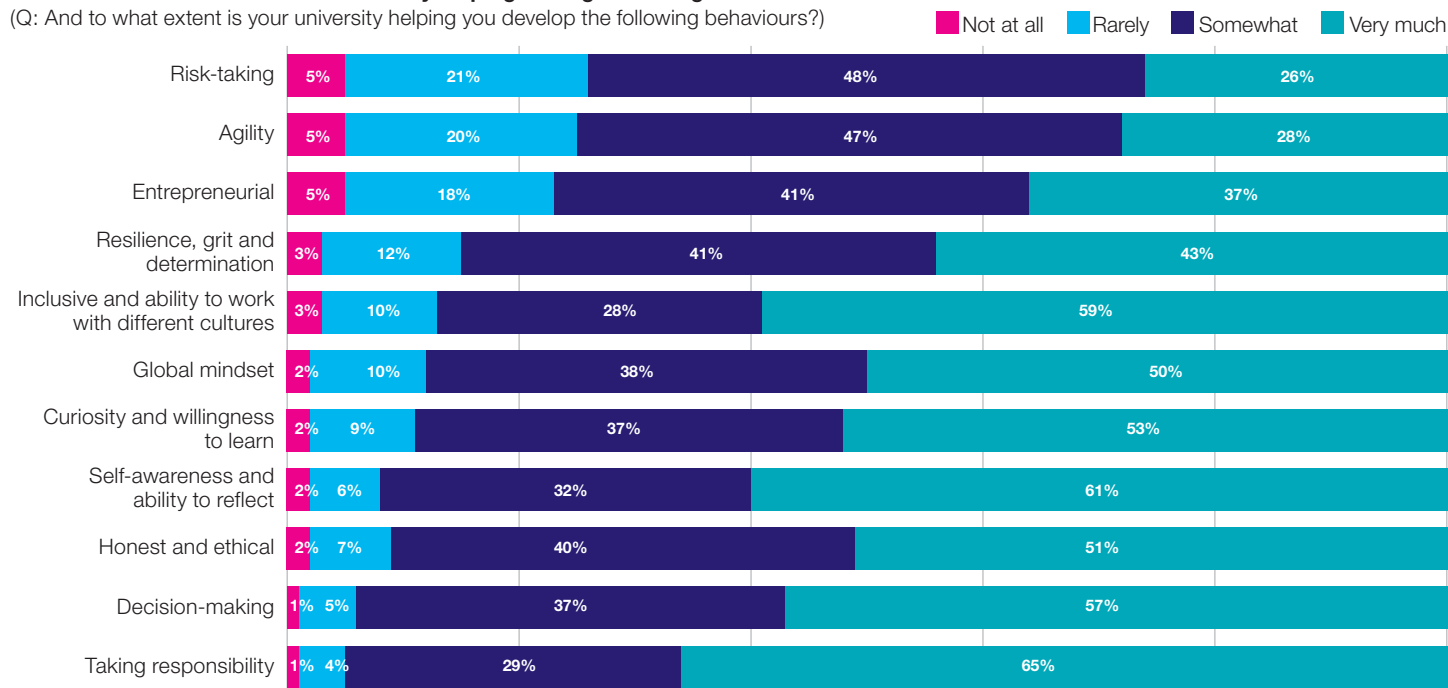
Students' assessment of their universities helping them gain management skills

(Q: To what extent is your university helping you to gain the following skills?)



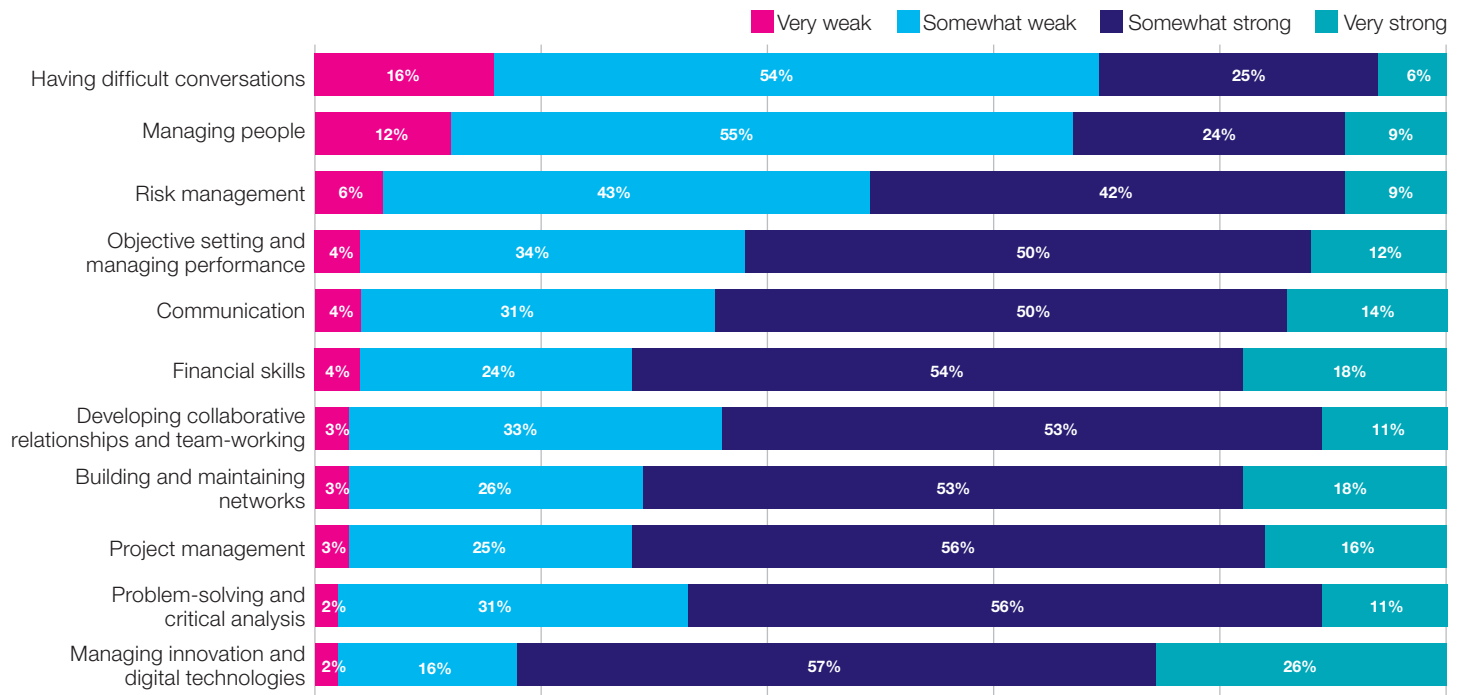
Students' assessment of their university helping them gain management behaviours

(Q: And to what extent is your university helping you develop the following behaviours?)



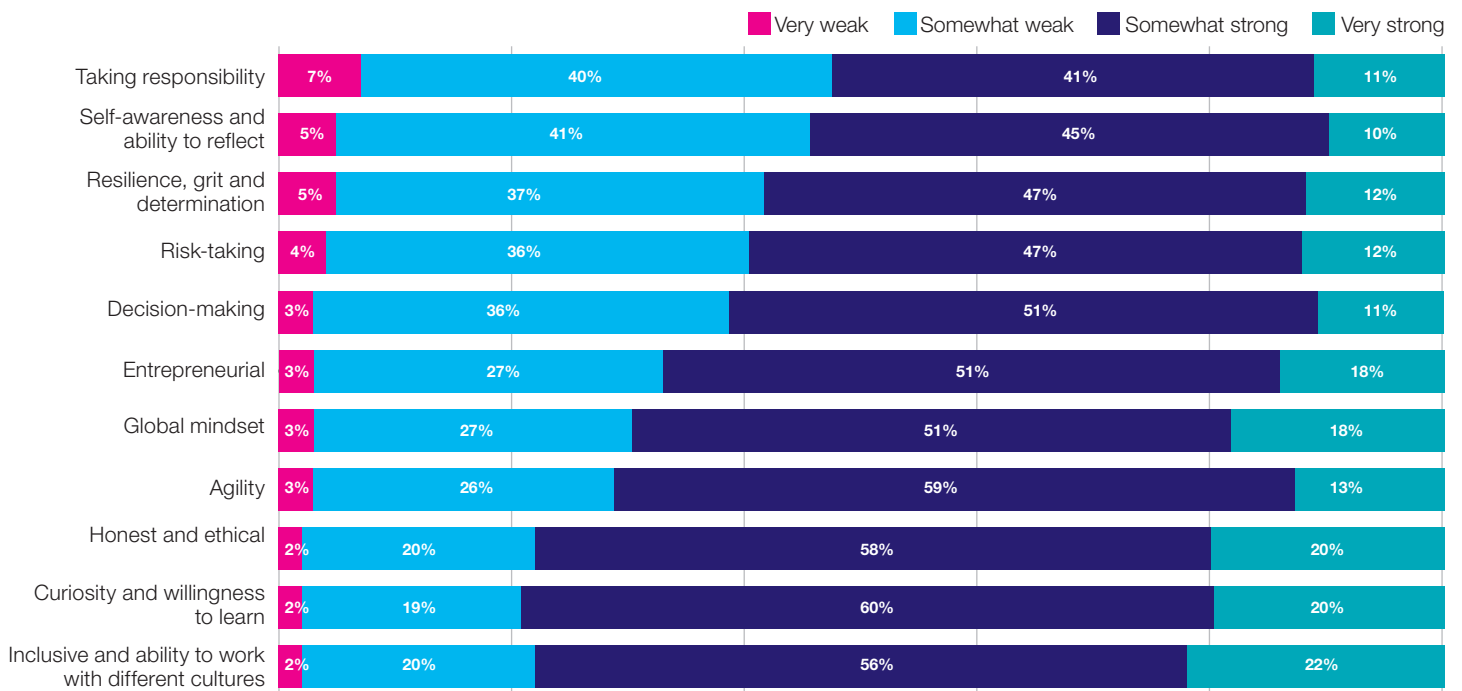
Employers' assessment of business school graduate skills

(Q: Thinking specifically about the skills of business school graduates in the UK: in your experience, how strong or weak are their following skills?)



Employers' assessment of business schools graduates management behaviours

(Q: And how do you rate business school graduates in the UK on the following behaviours?)



SUPPORT FOR HIGHER EDUCATION

Become a Partner

We work with universities to deliver dual accredited programmes that produce work-ready graduates. Gaining a degree with a professional qualification sets graduates on a CMI accredited course apart, helping them develop the skills they need to become tomorrow's leaders.

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We offer membership to all students and staff on CMI accredited courses with the added support of ManagementDirect. This provides both students and staff with an online resource to support their development and management skills.

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As part of our partnerships we help universities engage with their students through a range of curriculum enrichment programmes designed to apply the theory of management practice and supplement teaching.

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We understand that developing staff is as important as developing graduates. We offer a range of programmes and networking opportunities to our partners to keep their staff up-to-date on the latest developments in management.

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Our Chartered Manager Degree Apprenticeship offers on-the-job experience and a professional pathway to Chartered Manager alongside a traditional degree.

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Chartered Manager is the most prestigious achievement in the management profession and demonstrates a commitment to the highest standards in management practice.

For more information on all the services available visit www.managers.org.uk/partnerresources

CMI annually measures its impact on higher education, from engaging students through a range of curriculum enrichment programmes to working with universities to deliver dual accredited programmes.



90% of HE partners say that CMI has a high level of impact on student employability.



97% of HE partners say their CMI partnerships has a positive impact on student achievement.³⁶



82% of students believe that a CMI qualification will make them more employable.



81% of students say that CMI resources have supported their academic journey.



69% of students say that CMI resources give them the confidence to better tackle academic and employment challenges.

³⁶ Making an impact, higher education partnerships that deliver results, CMI (2017)

RESEARCH METHODOLOGY

The respondents were drawn from a general management audience. The results provide a valuable picture of what employers consider to be the skills needed of new managers; expectations of new graduates in general; managers' perceptions of current business school graduates, specifically; and insights into managers' views on the extent and value of university collaboration to their organisation.

The survey was run in parallel among CMI members and through the research agency Populus, and 1,045 responses were received.

The business and management students survey was administered during the period 22 December 2017 to 15 January 2018. Participants were informed that their responses would be confidential. In the results, students revealed their motivations, attitudes and beliefs regarding their choice of degree; their assessment of the support provided by their universities; and their views on the employer links available to them.

The survey comprised of 837 current business and management students and respondents were drawn from CMI's student members and through Populus. A high proportion were first year students; as a result results were assessed by year of study and

differences noted in our commentary, though in most instances we found largely consistent responses regardless of year of study.

The case studies were based on semi-structured interviews with staff at 13 universities, who were approached on the basis of their involvement in management education or employability initiatives at their respective institutions. Many are partners of CMI, offering their students the chance to attain professional accreditation alongside their degree. We also interviewed a small number of students about their experiences as part of the case studies.

Chartered Management Institute

The Chartered Management Institute (CMI) is the only chartered professional body for management and leadership, dedicated to improving managers' skills and growing the number of qualified managers. Our professional management qualifications span GCSE to PhD equivalents, including the unique Chartered Manager award, which increases earning potential and improves workplace performance.

CMI has led the way in developing a suite of trailblazing management apprenticeships with a 40-strong group of employers. These range from Level 3, team leader, through Level 5, operations manager, to the Chartered Manager Degree Apprenticeship. A Master's degree level apprenticeship is in development. CMI is a registered apprentice assessment organisation. We provide employers and individual managers with access to the latest management thinking and with practical online support that helps them to embrace change, create high-performing teams and keep ahead of the curve. With a member community of more than 157,000 managers and leaders, we promote high standards of ethical practice through our Professional Code of Conduct, and help managers to build their expertise through online networks, regional events and mentoring opportunities.

Visit www.managers.org.uk/21CenLeaders for more information, and follow us on Twitter @CMI_managers #21CenLeaders

Chartered Association of Business Schools

The Chartered Association of Business Schools (CABS) is the voice of the UK's business and management education sector. They support members to maintain world-class standards of teaching and research, and help shape policy and create opportunities through dialogue with business and government.

The UK's business schools contribute over £13b to the UK economy annually through their teaching, research and wider impacts. They teach more students than any other subject in UK universities. Business and management graduates go on to lead global businesses or become entrepreneurs, contributing to our dynamic economy. Business school research has an impact across society and helps to turn our capacity for invention into viable businesses. Our members consist of 120 business schools and higher education providers, as well as affiliate stakeholders, corporate members and international partners.

For more information visit: www.charteredabs.org

Institute of Student Employers

The Institute of Student Employers (ISE), formerly the Association of Graduate Recruiters (AGR), is an independent, not-for-profit member organisation that was established in 1968.

As the UK's leading independent voice for student employers, the ISE vision is that every businesses success is maximised by full access to student talent.

The ISE achieves this by bringing together employers, the education sector and supplier partners, providing leadership and support in all aspects of student recruitment and development.

For more information: <http://ise.org.uk/>

Chartered Management Institute

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