

11. Формування професійної компетентності студентів в процесі навчання економічним дисциплінам

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CAREERS AND EMPLOYABILITY SERVICE IN EUROPEAN UNIVERSITIES

The world of work is in a state of continual change: your career today may involve moving between a number of different job functions and employers, and those jobs and employers are themselves likely to change and develop during the time you are employed in them. Employers are therefore seeking graduates who are enterprising, resourceful and adaptable and who, as well as their degree, possess a range of skills which can be used in a wide variety of settings as well as in their careers. These are known as employability skills. Employability has been defined as “the capability of getting and keeping satisfactory work”.

A degree is not enough. Skills are the key to getting a job. You can't rely on your degree alone to automatically open doors after you graduate. It will certainly unlock doors – in other words it will make you eligible to apply for jobs that specify “must be a graduate”, and the subject or class of your degree may also be important to certain employers. But however good your degree class, however relevant your subject to the career that you'll be applying for, it is likely that you will be competing for this job with a number of other graduates who are equally well-qualified academically.

In some European Universities there are the Careers and Employability Services that work with students throughout their time at University to help them make decisions affecting their future career, to find opportunities for employment or further study and to apply for these opportunities. Students are encouraged to analyse their values, interests and abilities, helped to develop their employability skills, provided with information about careers and employers etc. All of these services are free of charge to students and recent graduates.

For example, the University of Kent is the leading academic institution in Kent and is one of the top thirty universities in the UK according to The Guardian's Higher Education League Tables . We have found some information useful for any graduate who wishes to improve his/her job application and interview skills.

Thus, at the University of Kent students were asked what questions they had been asked at graduate selection interviews by a variety of employers and for a range of jobs. We hope this survey is quite reliable and does give an idea of the key questions to watch out for, and to prepare answers to, at interview.

1. Why do you want this job? One of the most predictable questions and very important. You need to demonstrate that you have researched the employer and tie your knowledge of them into the skills and interests that led you to apply.

Try to find some specific feature on which the employer prides themselves: their training, their client base, their individuality, their public image, etc.

2. *Have you got any questions?* At the end of the interview, it is likely that you will be given the chance to put your own questions to the interviewer. Keep them brief. Ask about the work itself, training and career development: not about holidays, pensions, and season ticket loans! Prepare some questions in advance: it is OK to write these down and to refer to your notes to remind yourself of what you wanted to ask. Make sure you have researched the employer carefully, so that you are not asking for information which you should be expected to know already.

3. *Describe a situation in which you lead a team.* This is an example of a competency-based question. Many graduate positions involve people management, where you will be expected to plan, organise and guide the work of others as well as motivate them to complete tasks. Outline the situation, your role and the task of the group overall. Describe any problems which arose and how they were tackled. Say what the result was and what you learned from it.

4. *Describe a situation where you worked in a team.* Another competency-based question. Most jobs will involve a degree of teamwork. The interviewer needs to assess how well you relate other people, what role you take in a group and whether you are able to focus on goals and targets.

5. *What do you expect to be doing in 5 years time?* Try to avoid vague or general answers. This question allows you to demonstrate that you have done your research on the career routes open to you within the organisation and so you should try to be more specific – not necessarily tying yourself down to a particular route, but showing that you have at least a general idea of where you want to go.

6. *What are your weaknesses?* The classic answer here is to state a strength which is disguised as a weakness, such as “I’m too much of a perfectionist” or “I push myself too hard”. You could say that your attention to detail and perfectionism make you very single-minded when at work.

7. *Who else have you applied to/got interviews with?* What you can certainly say in your favour, however, is that the present employer is your first choice. You may even answer the question by explaining you have yet to apply to any other organisations for this very reason. Perhaps your application to the other firms is imminent, depending on the stage you are at in the recruitment cycle. Give examples that are: relevant – related to the business you are presently being interviewed for; prestigious – they will reflect well on the firm interviewing you; successful so far – do not list those firms who have rejected you.

8. *Why did you choose your university and what factors influenced your choice?*

If you had, in fact, no real choice in where you went to University - e.g. if you had to study close to home for financial or family reasons - you can talk about the more general issues you had to consider in coming to University and perhaps lead the question round to your choice of course rather than institution.

Your actual answer is less important than the evidence of decision-making, planning and logical reasoning skills that it should demonstrate. This is an opportunity for you to demonstrate these key skills.

9. *What are your strengths?* This allows you to put across your "Unique Selling Points" - three or four of your key strengths. Try to back these points up with examples of where you have had to use them. Consider the requirements of the job and compare these with all your own attributes - your personality, skills, abilities or experience. For example, team work, interpersonal skills, creative problem solving, dependability, reliability, originality, leadership etc., could all be cited as strengths. Work out which is most important for the particular job in question and make sure you illustrate your answer with examples from as many parts of your experience, not just university, as you can.

10. *What has been your greatest achievement?* To say that your greatest achievement was getting to University, or getting your degree, will do nothing to distinguish you from all the other candidates. Unless you have had to contend with exceptional difficulties to gain your academic qualifications - such as illness or major family problems - try to say something different that will make you stand out. This doesn't have to be an Olympic medal or an act of heroism. Ideally, it should give evidence of skills relevant to the job such as communication, initiative, teamwork, organising or determination.

Other common questions (in rough order of popularity) were: Why do you want to join our organisation? What would you do if ... happened? (hypothetical questions). Describe a situation in which you dealt with confrontation (for example a difficult customer). Describe a situation in which you influenced or motivated people. What other careers have you considered/applied for? Why did you choose your degree subject? Describe yourself (in one word). Are you prepared to be mobile? Describe a situation in which you used initiative (solved a problem, took responsibility, had to plan or organise something, had a difficult decision to make). What are your hobbies? What computing skills do you have? What is your usual role in a team?

In the University of Kent there also exist professional Careers Advisers who are available to help the students with all aspects of their career planning and decision-making, such as: making decisions about future career, planning your job search strategy, making applications and preparing for interviews. Students can ask the advisers absolutely any questions related to their future after University. The advice services are impartial, free of charge and open to all students of the University of Kent, whatever the year of study, and to Kent graduates for up to three years after graduation.

To sum up: once your degree has unlocked the door, you'll need the right mix of skills, abilities and personal qualities in order to turn the handle and give the door the push that will open it to you. What skills do employers expect from graduates? Employers look for a range of skills in graduate applicants, many of which are common to a number of different career areas. Those most frequently mentioned are communication, team working, leadership, initiative, problem-solving, flexibility and enthusiasm. Many skills overlap with one another. Leadership, for example, encompasses a number of other skills including cooperating with others, planning and organizing, making decisions and verbal communication. Verbal communication itself involves

various means of communication, some of which you may find easier than others - talking over the phone, making a presentation to a group or explaining something to a person with a more limited understanding of the topic. By improving one skill, you may also improve in a number of others.

Employers keep asking about “commercial awareness”: what do they mean?

Commercial awareness could be summed up as an interest in business and an understanding of the wider environment in which an organisation operates: its customers, competitors and suppliers. Why is it important? It is a major criteria for selecting candidates. A survey by the CBI and UUK in 2009 found that 35% of employers were dissatisfied with the business and customer awareness of graduates. The detailed understanding of the company, the issues facing the industry in which it operates, professional qualifications offered and job roles within the company was even more important at interview than answers to competency-based questions: it shows your commitment to the job you are applying for; it gives you more to discuss in an interview and it improves your knowledge of a particular industry or company and may allow you to spot career opportunities you hadn't previously considered. Therefore it helps with the career choice.

Література

1. Career and employability service. – Режим доступу: www.kent.ac.uk/careers/feedbackform.html
2. Creative career search. – Режим доступу: www.kent.ac.uk/careers/sk/CJ.htm.
3. Requirements to the Applications. – Режим доступу: www.kent.ac.uk/careers/applicn.htm.

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НАПРЯМИ РОЗВИТКУ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ ТА УМОВИ ЇЇ ФОРМУВАННЯ У МАЙБУТНІХ ФАХІВЦІВ ЕКОНОМІЧНОГО ПРОФІЛЮ

Умови трансформаційного періоду в економіці України, загальні зміни, зумовлені глобалізацією економічних і соціальних процесів, висунули нові вимоги до організації системи економічної освіти й професійної підготовки кадрів для економіки. На початку економічних реформ в Україні перед освітою поставили завдання формування економічного мислення у підростаючого покоління громадян, підготовка якомога більш економічно активного населення до роботи в ринкових умовах, розвитку вмінь використовувати економічний інструментарій для забезпечення власного добробуту й розвитку країни [1], адже на сьогодні існує в світі більш як 40 тис. професій, а щорічно виникає близько 500 нових, з яких значна частина пов'язана з економічною сферою і, звичайно, всі вони потребують кваліфікованих працівників [3].