GLOBAL EMPLOYABILITY SKILLS RUBRIC

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1 GLOBAL EMPLOYABILITY SKILLS RUBRIC

Concept: Global Employability Skills Rubric model is developed to map the competencies of candidate at Beginner level and at an Enterprise level. This means the competencies will be mapped for a candidate with zero experience and is ready to join the industry to work as a beginner. Also, mapping competencies of a middle level to top level candidate with certain years of experience and who is looking to align his/ her competencies to move ahead in the career (may be in the same company or in another company).

Upon using this model, a candidate himself/herself, a trainer or/and the company can assess and map who should be best for which job.

Also, the model can be used for Global skilled candidates. This model has to supported by an AI tool for smooth conduction and analysis. The logic of AI implementation will be an extended study model to this current model.

The Global Employability Skills Rubric model is divided in 16 parts.

Global Employability Skills Rubric Model includes:

1	Personality
2	Knowledge
3	Understanding of the Company and Job
4	Relationship Intelligence
5	Mindset
6	Understanding towards ideas
7	Language Skills
8	Non-Verbal Skills
9	Stress Management, Orientation and other Skills
10	Emotional Intelligence
11	Openness and Acceptance
12	Trust and Respect
13	Professionalism
14	Gratitude
15	Self-Introduction & Resume Presentation
16	Education and Certifications

2 REVIEW OF LITERATURE

The need for a highly qualified and flexible workforce is critical given how the global workforce is constantly changing. The capacity to successfully manage the complexity of a globalized work market has become a critical factor in determining one's professional success as sectors and economies grow more intertwined (G. Dall'Alba, 2009). In this environment, the Global Employability Skills Rubric becomes an indispensable instrument, providing a thorough framework for evaluating and developing the skills necessary for prospering in the fast-paced, globally networked workplace. The purpose of this study of the literature is to investigate and evaluate the corpus of work that has been done on the Global Employability Skills Rubric, providing insight into its development, principles, and real-world uses. We will learn about the importance of employable skills in the modern global labor market, the creation and improvement of the rubric as a useful evaluation tool, and its influence on global education and training programs as we dig into the literature. As per one study on rubric for monitoring case discussions in class effectively captures students' progression of formal knowledge and employability skills in higher education. Higher education must track students' advancement in their formal knowledge and employable skills, which raises concerns about how to evaluate and track such development. By monitoring a comparable shifts in the development of formal knowledge and skills could be recorded. (U. Ramberg, Gudrun Edgren, M. Wahlgren, 2019). Case progressions effectively teach and test critical thinking skills in newly licensed nurses by providing realistic simulations of clinical scenarios without risking harm to real patients. (N. Gilboy, Daniel Kane, 2004). Case-based learning in nursing education enhances professional skills, such as clinical knowledge, multiple ways of thinking, professional self-concept, and professional caring, compared to traditional curricula. (Lina D. Kantar, A. Massouh, 2015). Also The key employability skills that senior secondary students need to succeed in the workplace are cognitive, non-cognitive, and technical skills. (Shubha Jayaram, Michelle Engmann, 2014). Professional education should focus on becoming, rather than just acquiring knowledge and skills, to better prepare aspiring professionals for the challenges of practice within their profession. (G. Dall'Alba, 2009) Supporting the same thoughts an article threw light on the importance of case studies in higher education that enhances key skills and employability, potentially leading to the embedding of Higher National Vocational Qualifications (NVQs) within academic curriculam (Alison Holmes, Stuart Miller, 2000). To prepare students future ready, the organizational concepts have evolved since the case method's inception in US business schools prior to World War I. They are now viewed as complicated, ambiguous, and protean rather than as machines. The "wicked" issues that aspiring managers will encounter in an unpredictable environment necessitate the development of reasoning skills and critical thinking. Although some students and faculty are resisting, the conventional approach to the case is still being used, and its usage as a tool to investigate and manage complexity and ambiguity is beginning to emerge (A. Rippin, C. Booth, S. Bowie, J. Jordan, 2002). The pilot test of an employability skills rubric showed high internal consistency and identified important skills and

measures related to the Summary of Performance requirement in Individuals with Disabilities Education Improvement Act. The study interrates reliability of the Employability Skills Rubric, degree of agreement among raters, feedback on the Employability Skills Rubric (Harvey, M., Bauserman, A., Bollinger, B, 2012). Employability skills are important for individuals to gain and maintain employment. A systematic research review found that there are common employability skills reported worldwide, which can be grouped into ten different skill sets (Husam, Helmi, Alharahsheh., Abraham, Pius, 2020). The review also identified similarities and differences in employability skills demand across different sectors and parts of the world (Fabian, Jintae, Froese., Lin-Ya, Hong, 2022). The University of Huddersfield has implemented a whole-of-institution approach to widen the reach of employability skills development for its undergraduates, particularly non-traditional students. The Romanian outsourcing sector in Romania needs a workforce with the necessary employability skills, including technical and soft skills, to remain competitive in the industry (Ulrike, Stefanie, Foerster-Pastor, Foerster-Metz., Nina, Golowko, 2017). In India, there is a challenge of unemployability due to a shortage of skilled labor, and the development of employability skills is influenced by factors such as the educational system and motivation (J., Vijayadurai., A., Subburaj, 2014). At last one study developed a set of rubrics to assess preservice teachers' Global Competence, which can be used in various contexts and situations to enhance their ability to teach effectively in diverse classrooms.using a modified Delphi method composed of five rounds to collect both qualitative and quantitative data. The employed rubrics in several contexts and situations such as: before and after an international experience, during or after a simulation or a workshop based on intercultural and real-world situations (D. Parmigiani, Sarah-Louise Jones, Chiara Silvaggio, Elisabetta Nicchia, Asia Ambrosini, Myrna Pario, Andrea Pedevilla, Ilaria Sardi, 2022).

3 METHODOLOGY

The research on the Global Employability Skills Rubric will use a mixed-methods approach, integrating qualitative and quantitative approaches to enable a thorough and nuanced examination of the research issues. The suggested research methodology would comprise of Review of Literature, conducted a thorough analysis of current literature on employability skills, global workforce trends, and the creation and use of employability skills rubrics. To inform the study framework, synthesize essential concepts, hypotheses, and findings from relevant studies. In-depth interviews and focus groups will be conducted during the qualitative phase. An in-depth interview with important stakeholders, such as employers, educators, and employees, to get qualitative insights regarding the Global Employability Skills Rubric's practical applicability and efficacy. And FGDs to promote participant engagement and find nuanced viewpoints on the rubric's applicability and impact are to be conducted. The observational diary method to collect the data and keep the track of development is to be incorporated. To assess and identify the underlying patterns a thematic analysis would be applied to uncover repeating themes, patterns, and

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narratives in qualitative data. The data from all the sources of collection would be integrated to validate and strengthen the study findings. Throughout the study process, ethical guidelines would be followed while collecting, analyzing, and reporting data. Also utmost care is to be taken to ensure participant confidentiality and informed consent.

The working Model of GLOBAL EMPLOYABILITY SKILLS RUBRIC:
GLOBAL EMPLOYABILITY SKILLS RUBRIC MODEL
The suggested use of this rubric involves a Half yearly analysis of the candidate with no experience and requirement based for candidate with experience looking for career growth.

Candidate: Shashank (Dummy) Current Employer : ABC (Dummy) Date : MM/DD/YYYY

S.N.	Performance Criteria	4 (Each level is distinct and progresses in a clear and logical order)	3 (Distinction between levels is apparent)	2 (Some distinction between levels is evident, but remain unclear)	1 (Little/no distinction can be made between levels of achievement)	Other Comments
1	**Personality**					
1.1	Thematic Appreciation Test – Interpretations					
1.2	MBTI Personality Type					
1.3	Ethical values					
1.4	Adaptability					
2	**Knowledge**					
2.1	Domain Knowledge					
2.2	Technical Knowledge					
2.3	Industry Knowledge					
2.4	Aptitude Skills					
3	**Understanding of the Company and Job**					
3.1	Understanding of the company's vision and mission					
3.2	Understanding of roles and responsibilities of the job					
3.3	Openness to work in changing roles					

	and add on responsibilities					
3.4	Capability to understand personality traits required as per job role					
3.5	Capability to understand career path					
3.6	Job related technical knowledge					
3.7	Capability to identify gaps in quality of work					
4	Relationship Intelligence					
4.1	Good relationship with seniors					
4.2	Good relationship with subordinates					
4.3	Good relationship with colleagues					
5	Mindset					
5.1	Positive thinking mind-set					
5.2	Realistic approach towards problems and solutions					
5.3	Logical thinking					
5.4	Critical thinking					
5.5	Design thinking					
6	Understanding towards ideas					
6.1	Capability to generate ideas					
6.2	Capability to understand other' ideas					
6.3	Capability to explain your own ideas to others					
7	Language Skills					
7.1	Understanding of English as Language skills					
7.2	Professional usage of					

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	English in all Speaking, Listening, Writing and Reading					
8	**Non-Verbal Skills**					
8.1	Body gestures					
8.2	Facial expressions					
8.3	Professional Body Language					
8.4	Professional Etiquettes					
9	**Stress Management, Orientation and other Skills**					
9.1	Behaviour					
9.2	Understanding of Stress					
9.3	Capability to do Stress management					
9.4	Problem oriented thinking process					
9.5	Solution oriented thinking process					
9.6	Decision Making					
9.7	Team Skills					
9.8	Logical reasoning					
10	**Emotional Intelligence**					
10.1	Understanding of Emotions					
10.2	Capability of handling emotions					
10.3	Sympathy					
10.4	Empathy					
10.5	Self-motivated					
10.6	Capability to motivate others all the time					
10.7	Capability to motivate others in difficult time					
11	**Openness and Acceptance**					
11.1	Risk bearing capability					
11.2	Initiative taking capabilities					
11.3	Capability to accept higher capabilities of others					
11.4	Capabilities to					

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	be proactive					
11.5	Capabilities to be reactive					
12	**Trust and Respect**					
12.1	Respect for others					
12.2	Presence of Mind					
12.3	Activeness in any creative work					
12.4	Activeness in sports					
13	**Professionalism**					
13.1	Professional attire					
13.2	Overall grooming					
14	**Gratitude**					
14.1	Respecting personal space					
14.2	Gratitude to the family					
14.3	Gratitude for previous opportunities at work					
14.5	Gratitude to management for the opportunities provided					
15	**Self-Introduction & Resume Presentation**					
15.1	Professional Resume					
15.2	Cover Letter					
15.3	Tell Me Something About You					
15.4	Strength					
15.5	Areas of Improvements					
15.6	Future Plans					
16	**Education and Certifications**					
16.1	Professional Degree relevant for the Job					
16.2	Additional certifications relevant to the industry					
16.3	Additional certifications relevant to the current opportunity					
16.4	Additional certification					

4 PROCEDURE TO CONDUCT GLOBAL EMPLOYABILITY SKILLS RUBRIC MODEL:

Model is developed to map the competencies of candidate at Beginner level and at an Enterprise level. This means the competencies will be mapped for a candidate with zero experience and is ready to join the industry to work as a beginner. Also, mapping competencies of a middle level to top level candidate with certain years of experience and who is looking to align his / her competencies to move ahead in the career (may be in the same company or in another company).

Upon using this model, a candidate himself/herself, a trainer or/and the company can assess and map who should be best for which job.

Also, the model can be used for Global skilled candidates. This model has to supported by an AI tool for smooth conduction and analysis. The logic of AI implementation will be an extended study model to this current model.

Therefore, a candidate himself/herself, a trainer or/and the company must conduct the following steps:

Step 1: Conduct quarterly analysis for a candidate without experience and as per requirements for a candidate with work experience.

Step 2: The candidate himself/herself, a trainer or/and the company must conduct the mapping for candidate

Step 3: Candidate must submit his/her resume to the trainer for assessment

Step 4: A Thematic Apperciation Test and MBTI test

Step 5: A step by step situation analysis to be given for each part of Performance Criteria

Step 6: Evaluate results and conclude

Step 7: Communicate results to the candidate

Employability Skills Rubric model will be modified from time to time as per the industry requirements.

5 BENEFITS OF THE "GLOBAL EMPLOYABILITY SKILLS RUBRIC MODEL":

- The model is unique to ensure competency mapping. This is an absolutely new and unique model.
- The model is novice and simple to be implemented.
- The model given detailed analysis about the candidate, and hence give relevant results.
- Model is developed specially for mapping candidate with no experience and candidates with experience who are looking for career opportunities.
- This will become a guiding assessment to state if candidate matches the requirements of the job.
- Also, the other way around, stating what competencies are needed to move ahead in the career.

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