Title: Enhancing the employability of Science graduates: increasing the awareness of staff and students to the needs of the employers

Perspectives: Definitions

Higher order skills:

Responsibility
- Something for which one is responsible or accountable; a duty, obligation, or burden
- Ability or necessity to answer for or be responsible for one's conduct
- Involving personal accountability or ability to act without guidance or superior authority: a responsible position within the firm.
- Able to make moral or rational decisions on one's own and therefore answerable for one's behavior
- Able to be trusted or depended upon; reliable
- The social force that binds you to your obligations and the courses of action demanded by that force

Understanding
- To perceive and comprehend the nature and significance of; grasp, apprehend
- A disposition to appreciate or share the feelings and thoughts of others; sympathy, tolerance and compassion
- Characterized by or having comprehension, good sense, discernment, knowledge, empathy or ability to interpret
- To learn something indirectly or secondhand; gather
- The capacity for rational thought or inference or discrimination; reason, intellect
- An agreement of opinion or feeling; adjustment of differences; harmony; anything mutually understood or agreed upon; as, to come to an understanding with another

Awareness
- Aware implies knowledge gained through one's own perceptions or by means of information
- The recognition of something sensed or felt; consciousness*
- Knowledge gained through intuition or intellectual perception; sensible
- Quickness to recognize and respond; alert
* A sense of one's personal or collective identity, including the attitudes, beliefs, and sensitivities held by or considered characteristic of an individual or group

Sensitivity
- The ability to respond to affective changes in your interpersonal environment
- Sensitivity to emotional feelings (of self and others); emotivity
- Mental or emotional responsiveness toward something
- Susceptible to the attitudes, feelings, or circumstances of others
- Receptiveness to impression, whether pleasant or unpleasant; sensibility
Empathy

- Identification with and understanding of another's situation, feelings, and motives
- The attribution of one's own feelings to an object
- Deep awareness of the suffering of another and the wish to relieve it; compassion
- The power of projecting one’s personality into (and so fully comprehending) a person or an object of contemplation
- The ability to perceive the subjective experience of another person
- (1) The affective capacity to share in another’s feelings, and (2) the cognitive ability to understand another’s feelings and perspective
- The ability to communicate one’s empathic feelings and understanding to another by verbal and/or nonverbal means
- Critical aspects: awareness of the state of being of another; understanding of this condition; a personal identification with the situation; appropriate affective response

Background skills:

Perspective: holding a perspective which acknowledges local, national and international issues

Cultural is:
- Knowledge of other cultures and times which fosters inter-cultural communication and an appreciation of cultural diversity, historical consciousness and a global perspective
- Ability to work in an international cross-cultural context
- Perception of or relating to the shared knowledge, ideals, rules and values of a society
- In a functional sense, the way people solve problems of adapting to the working environment and working or living together
- Historical significance: a knowledge of the social heritage (or tradition) that is passed on to future generations e.g. within a company
- In a structural sense, an understanding of patterned and interrelated ideas, symbols or behaviours (of people and/or societies)

Global is:
- Demonstrate an awareness of the local and global context of their discipline or professional area
- Possessing an interdisciplinary approach to learning the concepts and skills necessary to function in a world that is increasingly interconnected and multicultural
- A respect of local allegiances and cultural differences; consideration for the viewpoints of individuals, and local, national and international communities
- Embracing values such as virtuous citizenship, effective leadership and shared decision-making responsibilities
Ethical is:
- Knowledge of ethical issues and standards in the discipline
- Value equity and diversity
- Know how to be sensitive to the feelings and background of others and to respect their views and practices
- Being aware of legal and moral obligations and of community and environmental issues
- Knowing and practicing the professional ethics involved with one’s discipline
- Knowing how to make risk assessments and address health, safety and ethical issues
- Awareness of the social implications of scientific and technological development
- Aware of and able to take into account legal, ethical, social and environmental issues
- Awareness of professional and ethical responsibility

Social is:
- Perceiving the interrelationship and comparative importance of political organization, economic conditions and cultural aspects of a society
- Identify with the internal structure and external relations of the nodes of social activity and the articulation of various channels of social communication
- Awareness of social interaction, values, ideals, customs and other matters affecting human welfare
- Practicing standards of social justice, equity and morality
- Demonstrate a commitment and sense of responsibility towards oneself and one’s community

Historical is:
- Take into account the background issues with respect to e.g. a discipline
- The capacity to conceive and represent the unity and significance of a past event or era, with respect to a discipline, organisation, industry, society, etc
- Possession of historical sense, the meaning which is deduced from the circumstances of time, place, etc
- Knowledge/study of a record of past events pertaining to some entity, incident or phenomenon
- Identification of past experiences or memories from the past and using these to develop perspectives for the future

Interdisciplinary is:
- Possession of a wide general knowledge, including an appreciation of the philosophical and social context of their major disciplines
- Appreciation of a variety of perspectives, critical in addressing complex real-world problems, involving historical, socio-economic, scientific and political dimensions
- Drawing from the experience of participating in two or more fields of study
- Able to maintain collaboration with diverse stakeholders – other departments, organisations, industries, government bodies, etc – in order to assess and evaluate complex, multifaceted systems
- Capacity to actively engage in a broad range of disciplines to address technological, management, design, economic, political and behavioural issues inherent in a system
• Identify interactions and conflicts among diverse requirements, such as performance, cost, environmental, regulatory and cultural, to ascertain constraints and opportunities for improvement

**Political is:**
• Understanding the nature of leadership, the institutional setting, allocation and use of power, decision making, the role of the individual citizen, and political and social ideology
• Able to identify policies and/or solutions to a problem, from the standpoint of a democratic, benevolent decision-maker, for the aggregate welfare of members of a society
• Compliant with the strive towards liberation and cultural integrity in a society
• Possess a view about, or aware of, social relationships involving authority or power
• Conforming to a settled system of administration
• Able to make decisions based on, or motivated by, partisan or self-serving objectives
• Knowledge of, or interest in, the structure or affairs of government, politics or the state
• Understanding the political system and social issues and having a set of moral and ethical values

**Economic is:**
• Awareness of the operation and institutions of economic systems
• Able to make reasoned decisions on economic issues as citizens, workers, consumers, business owners and managers, and members of civic groups
• Understanding of the patterns and networks of economic interdependence
• From a problem-solving perspective: able to identify the **benefits** and **costs** of each conceivable response to a problem, then to express these in terms of one common unit of measurement – such as current dollars or assets and liabilities – and after analysing and comparing options, decide upon the optimal solution

**Legal is:**
• Possession of the legal boundaries of the discipline with respect to the individual and the community
• Act in accordance with, or conformity with, the law, or official or accepted rules
• Loyal: steadfast in allegiance to one’s homeland, government or sovereign; faithful and true to a person, ideal, custom, cause or duty; upholding the lawful authority
• Notion of “liberty means responsibility”: With freedom, independence and self-determination comes two fundamental rights – the right of individual personality and the right to communicate – as well as the responsibility for others’ freedom and the obligation to respect the liberty of others. Thus individual freedom includes a social and legal commitment, towards the community in which we live and work. This also requires one to reflect on the different values of others and practice such responsibilities in order to avoid conflict with others’ interests, particularly in the areas of self-determination, personal integrity, privacy and professional liberties. Source: [http://www.ucd.ie/law/bsl/selecture.html](http://www.ucd.ie/law/bsl/selecture.html)