How is Gen Z career readiness shaped by their backgrounds & what can we do?

Dasha Karzunina
Senior Consultant

Group GTI

Methodology

2021 sample

79,214
respondents

2,150+
UK institutions

Conducted Oct 2020– May 2021

Age 12 - 25

Capturing gender, ethnicity, sexuality, SE status & disability

Data weighted by gender

a **UK case study**

Youth unemployment rates in OECD countries (Apr – June 2021)

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UK 13%	**Spain** 38%	**Germany** 8%
EU 18%	**G7** 11%	**OECD** 14%
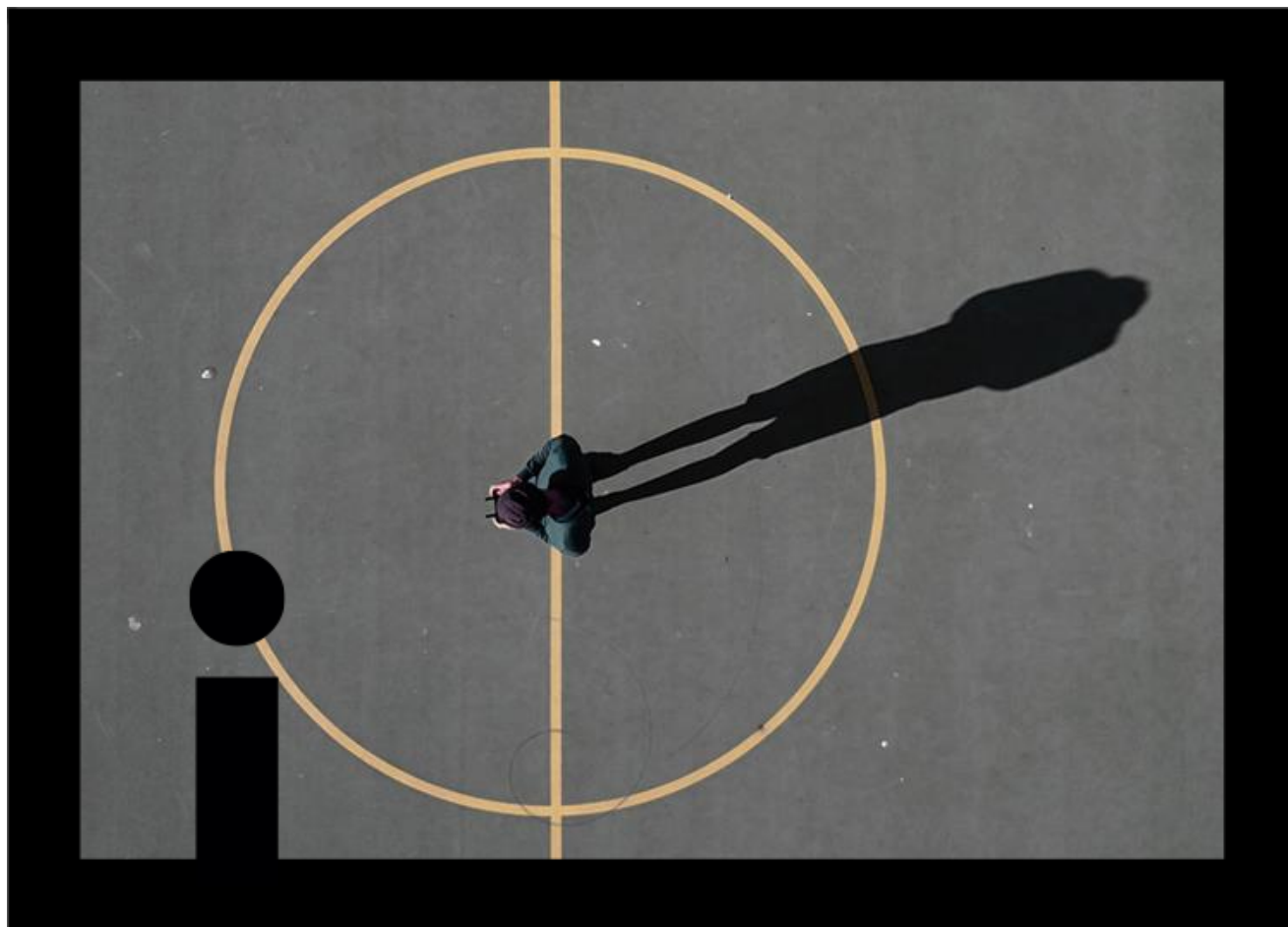
**Impacts
of the pandemic
on career
thinking**
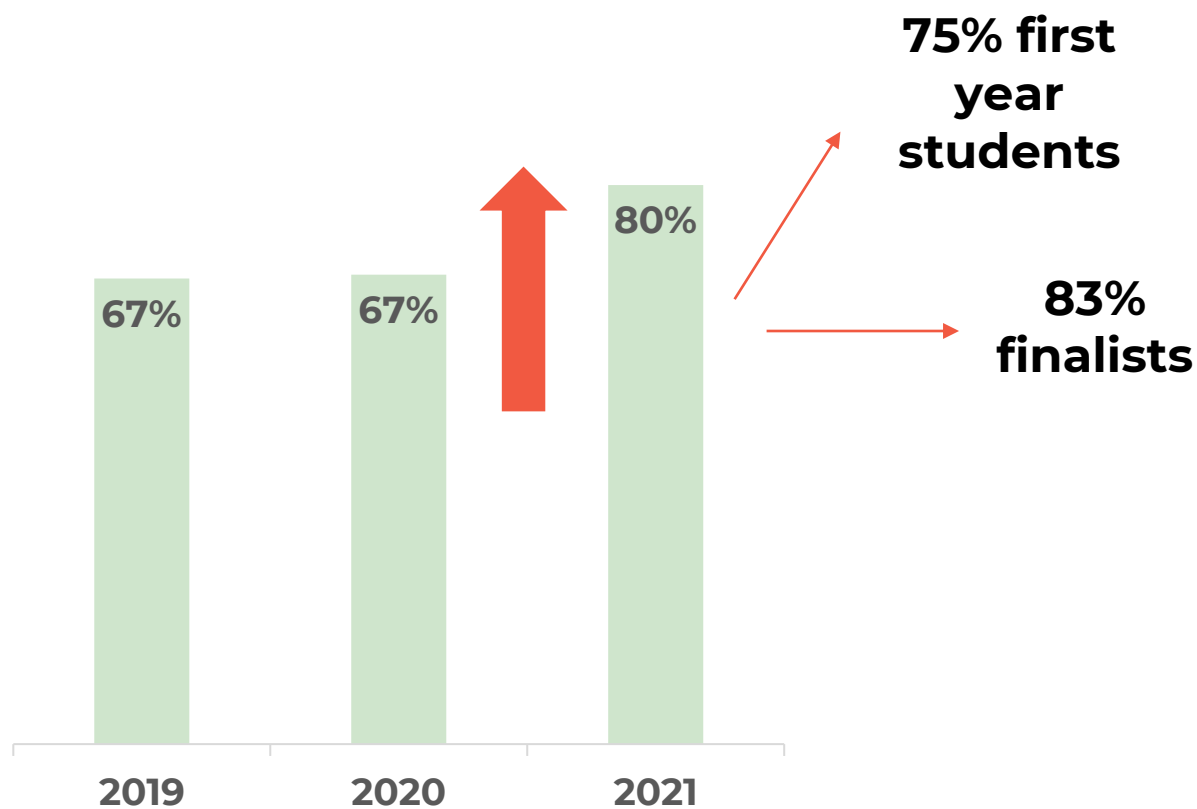
"I feel like my career options are determined by my social background..."

37% White
42% Total
54% BAME Lower SE
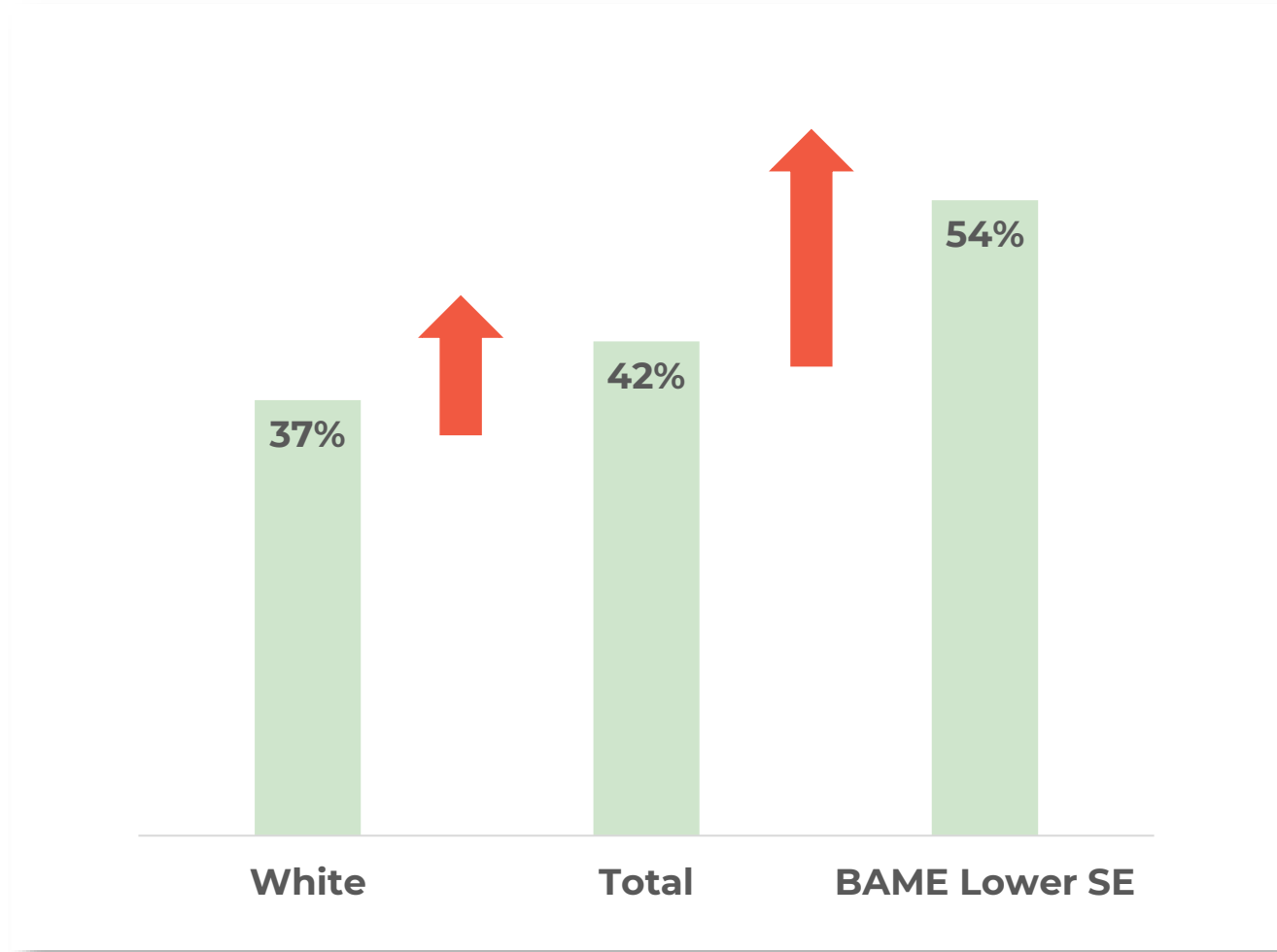
1 in 2

BAME lower SE students feel their careers are determined by their backgrounds – this is true for the impacts of Covid-19 too

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As a result of Covid-19, are you more likely to...?

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Look for a job that allows flexible working	Look for a job that allows working from home	Look for a graduate job straight out of uni	Choose to live/ work nearer my family home	Do a postgraduate degree	Start my own business	Go travelling after university
46%	34%	26%	17%	16%	-15%	-22%

Top sectors in 2021

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Sector	2021
IT & Technology	26%
Public sector	24%
Engineering, design & manufacture	19%
Media & Advertising	18%
Retail	15%
Consulting	15%
Scientific research & development	15%
Banking, insurance & financial services	13%
Consumer Goods - Manufacturing & Marketing	13%
Investment banking & investment	12%
Accounting & financial management	9%
Law Solicitors	9%
Charity & not-for-profit	7%
Logistics, transport & supply chain	6%
Construction, civil engineering & surveying	5%
Law Barristers	4%
Energy & Utilities	3%
Hospitality, leisure & tourism	1%

■ 2021 ■ 2020

IT & Tech continues to be the most popular sector, followed closely by the **Public Sector**.

Banking and **Retail** have seen the biggest increase this year.

Students are **diversifying** their sector choices.

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UK skills career readiness challenges

Young people that go to university

<50%

Graduates per year

~800,000

Graduate schemes available

~46,068

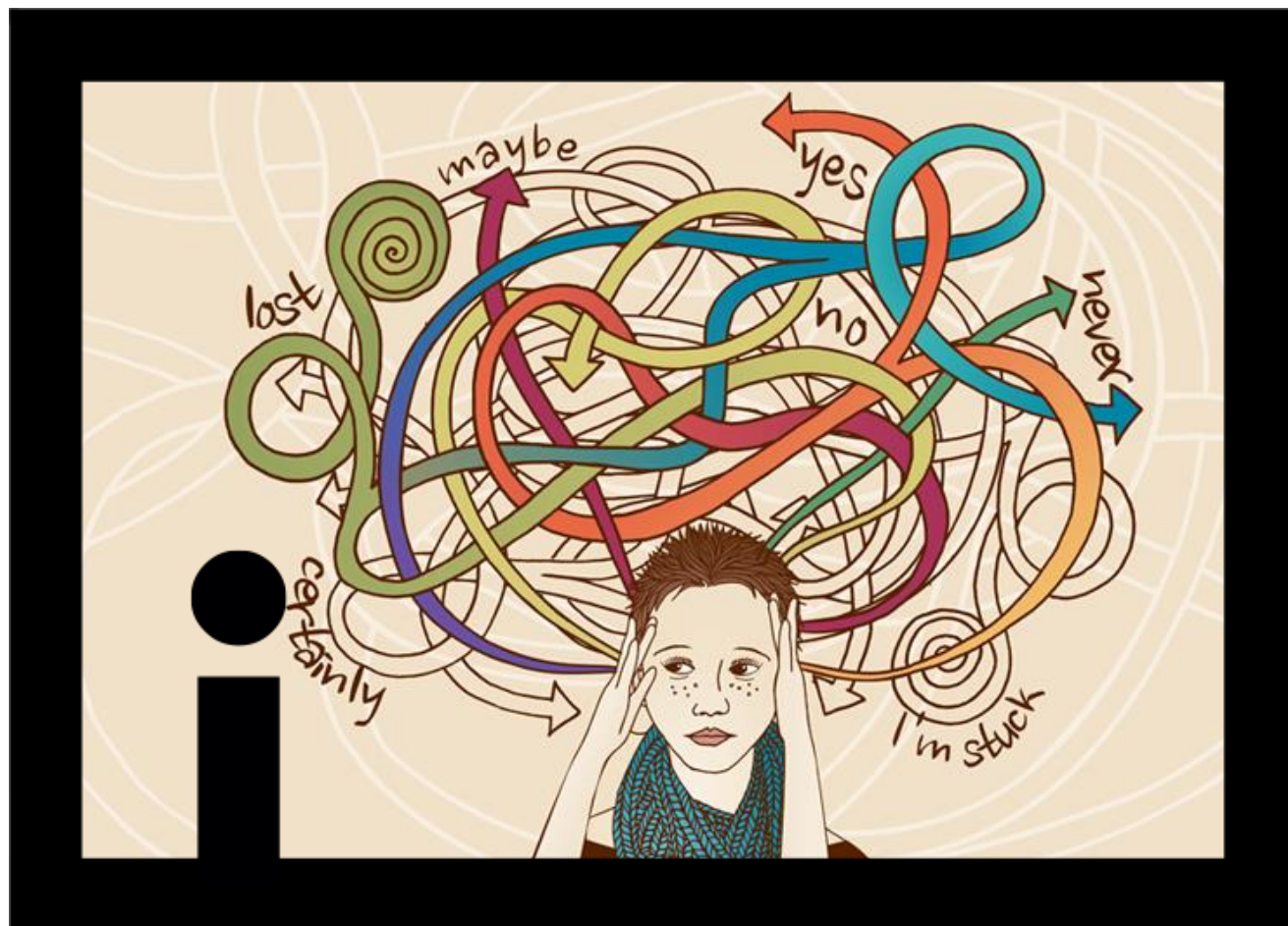**Mean applications per grad scheme**
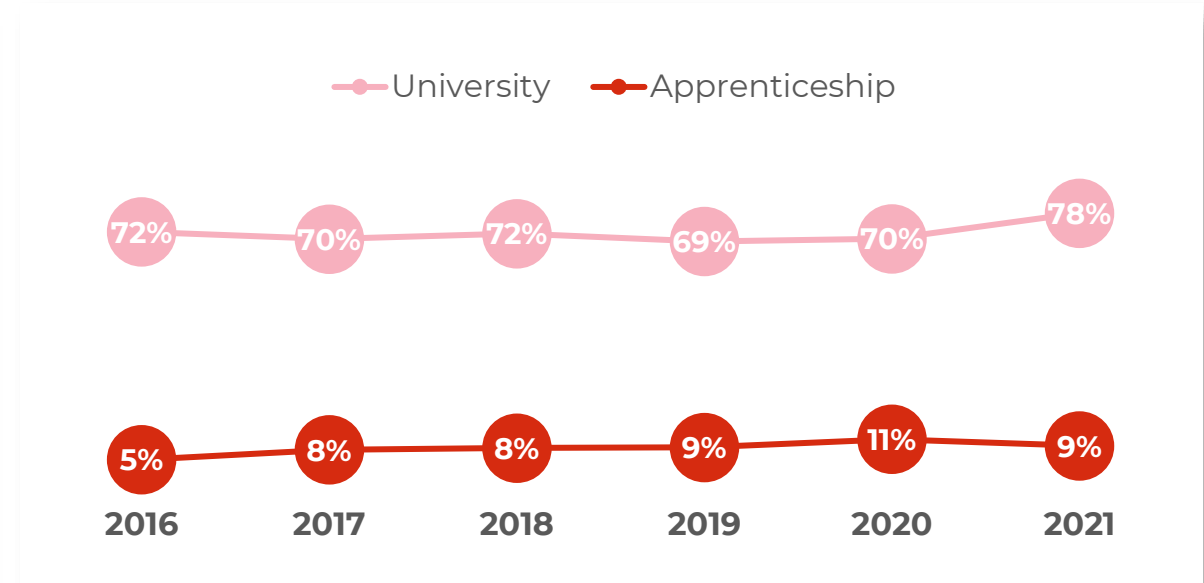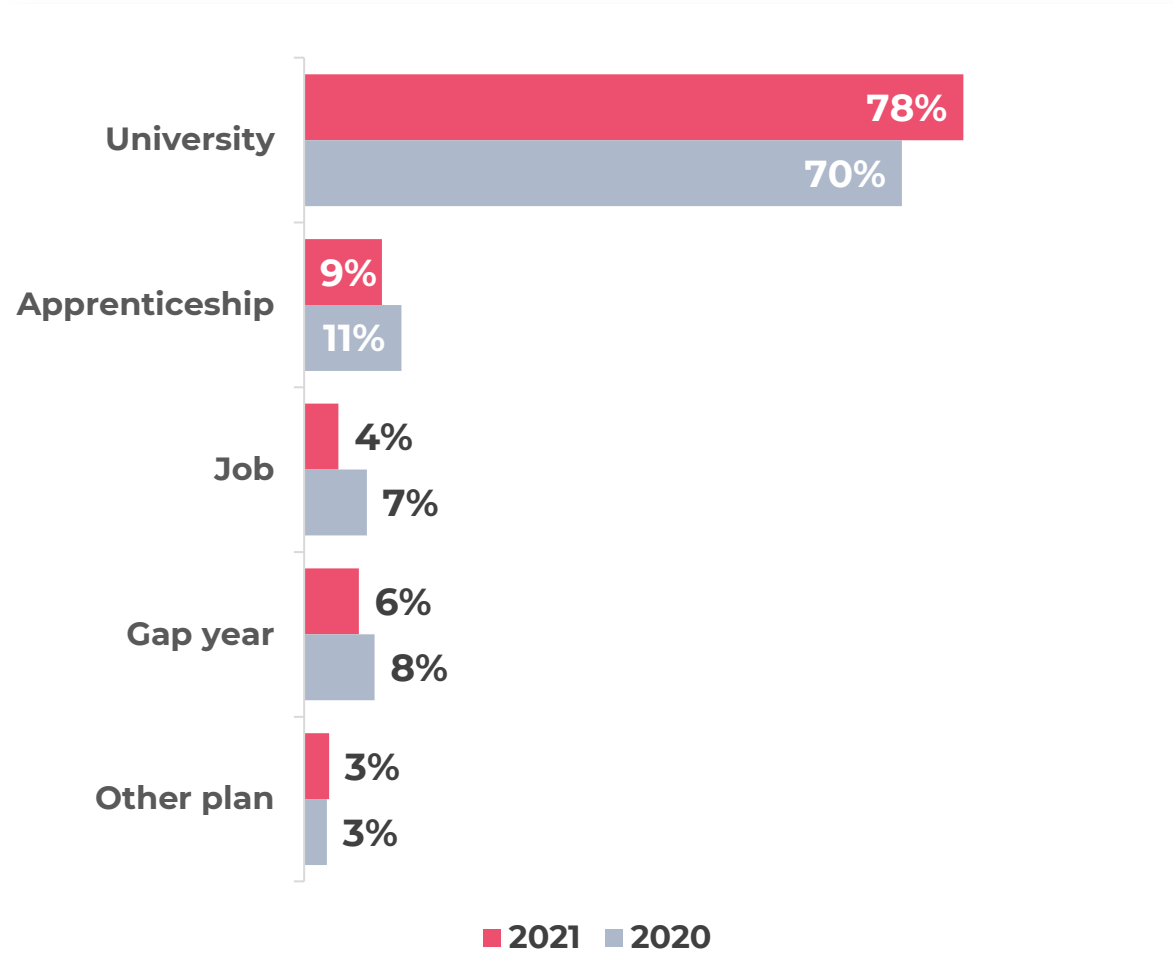
60

Decline in grad recruitment in 2020

↓12%

Skills of the future:
- **Numerical & technical skills**
- **Resilience**
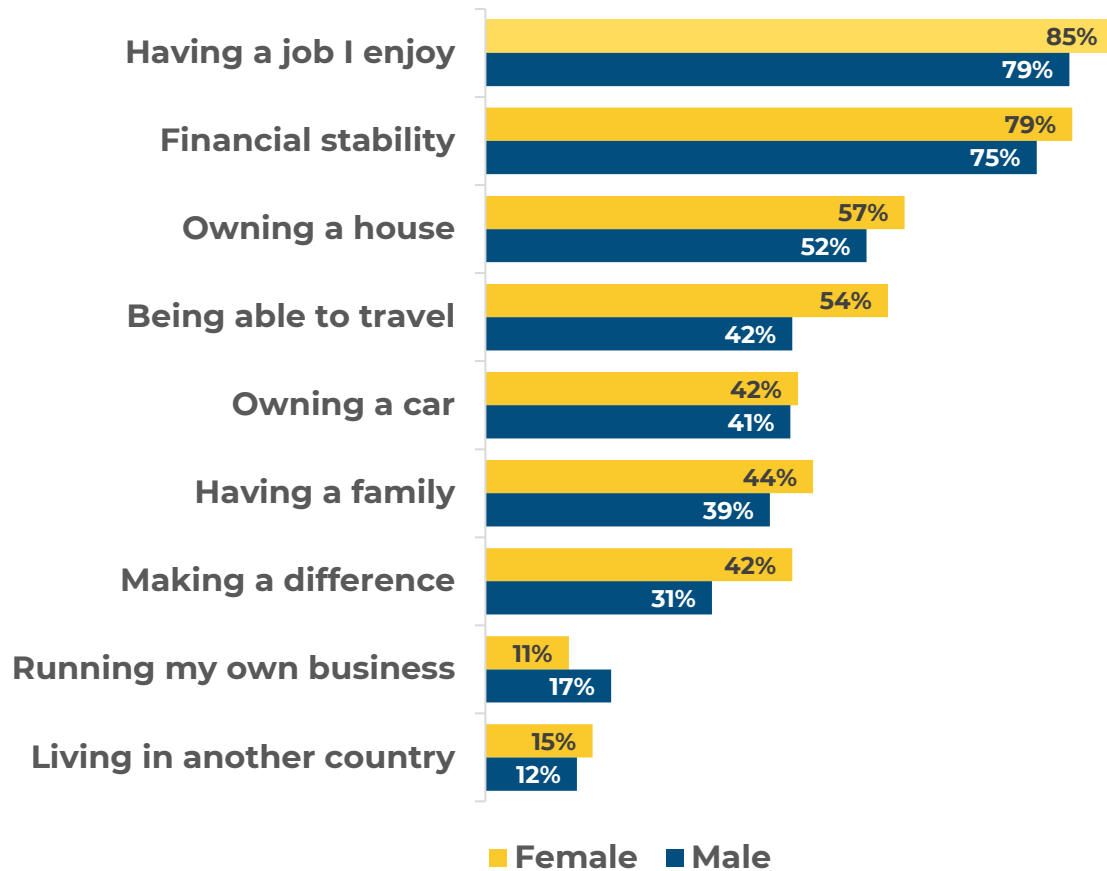- **Emotional intelligence**

What's happening in schools?

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Future aspirations (in 10 years time) & causes students care about

Future aspirations

Aspiration	Female	Male
Having a job I enjoy	85%	79%
Financial stability	79%	75%
Owning a house	57%	52%
Being able to travel	54%	42%
Owning a car	42%	41%
Having a family	44%	39%
Making a difference	42%	31%
Running my own business	11%	17%
Living in another country	15%	12%

■ Female ■ Male

Causes

Cause	Low socio-economic	High socio-economic
Social justice	53%	45%
Climate change/ sustainability	30%	51%
Healthcare/ NHS	41%	34%
Poverty	43%	30%
Education/ schools	31%	28%
Economy	17%	21%
Law and order/crime	22%	17%
Politics/ government	11%	21%
Other cause	5%	5%

■ Low socio-economic ■ High socio-economic

IT & Technology popularity by year group and gender
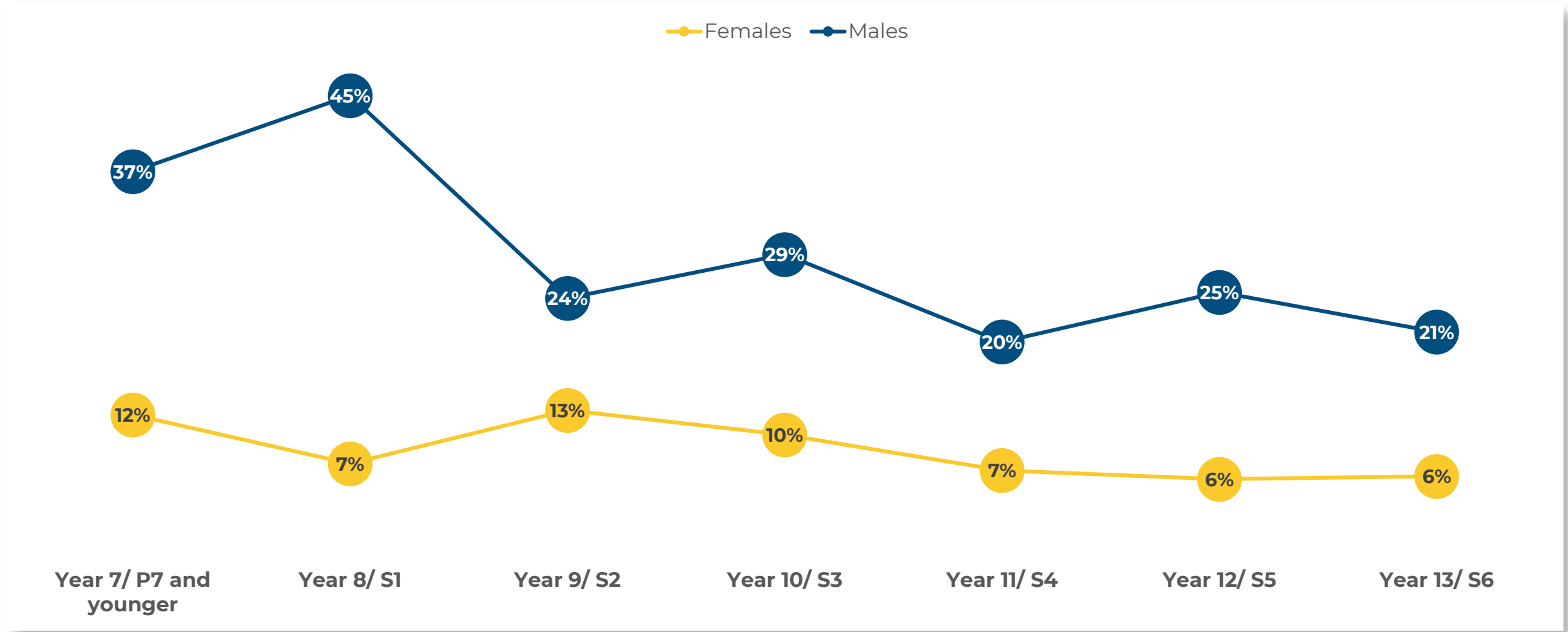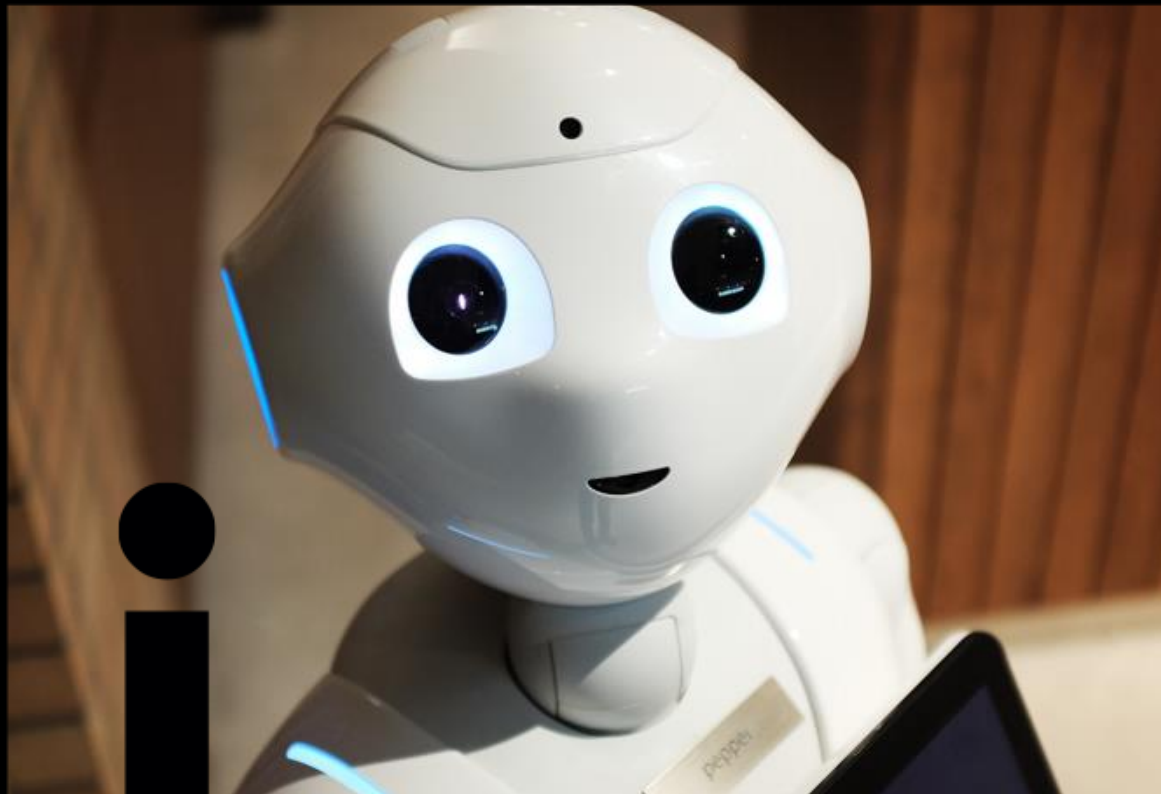
Females **Males**

	Year 7/ P7 and younger	Year 8/ S1	Year 9/ S2	Year 10/ S3	Year 11/ S4	Year 12/ S5	Year 13/ S6
Males	37%	45%	24%	29%	20%	25%	21%
Females	12%	7%	13%	10%	7%	6%	6%

Careers in a virtual era
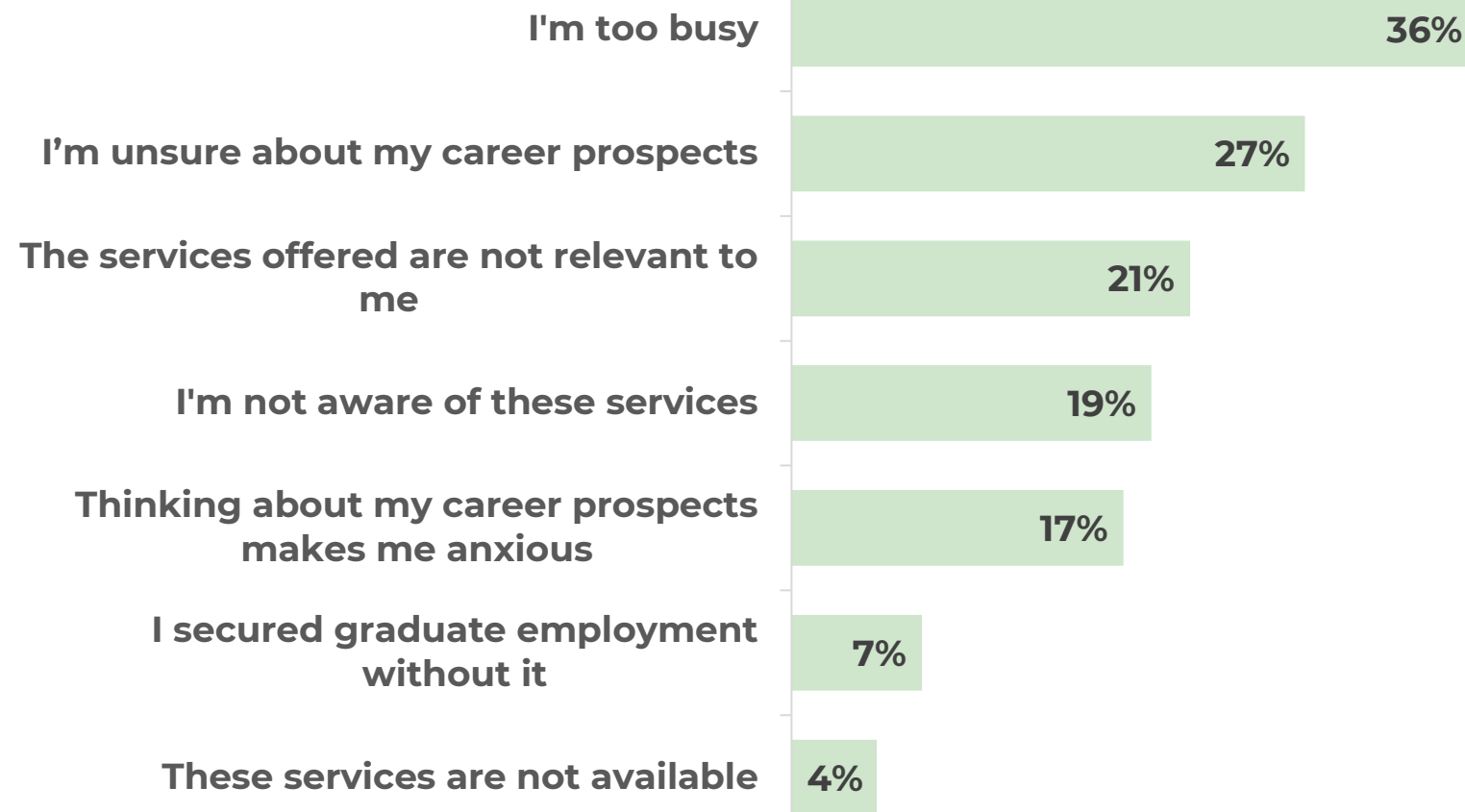
Are the below ways of engaging better face-to-face or virtually?

Face-to-face | Virtual

- Insight/ open days: 63%
- Careers fairs: 59%
- Working with student societies: 42%
- Career skills workshops: 38%
- 1-2-1 career advice meeting: 36%
- Joint research with department: 33%
- Brand ambassadors: 20%
- Guest lecture: 13%
- Employer presentation: -5%
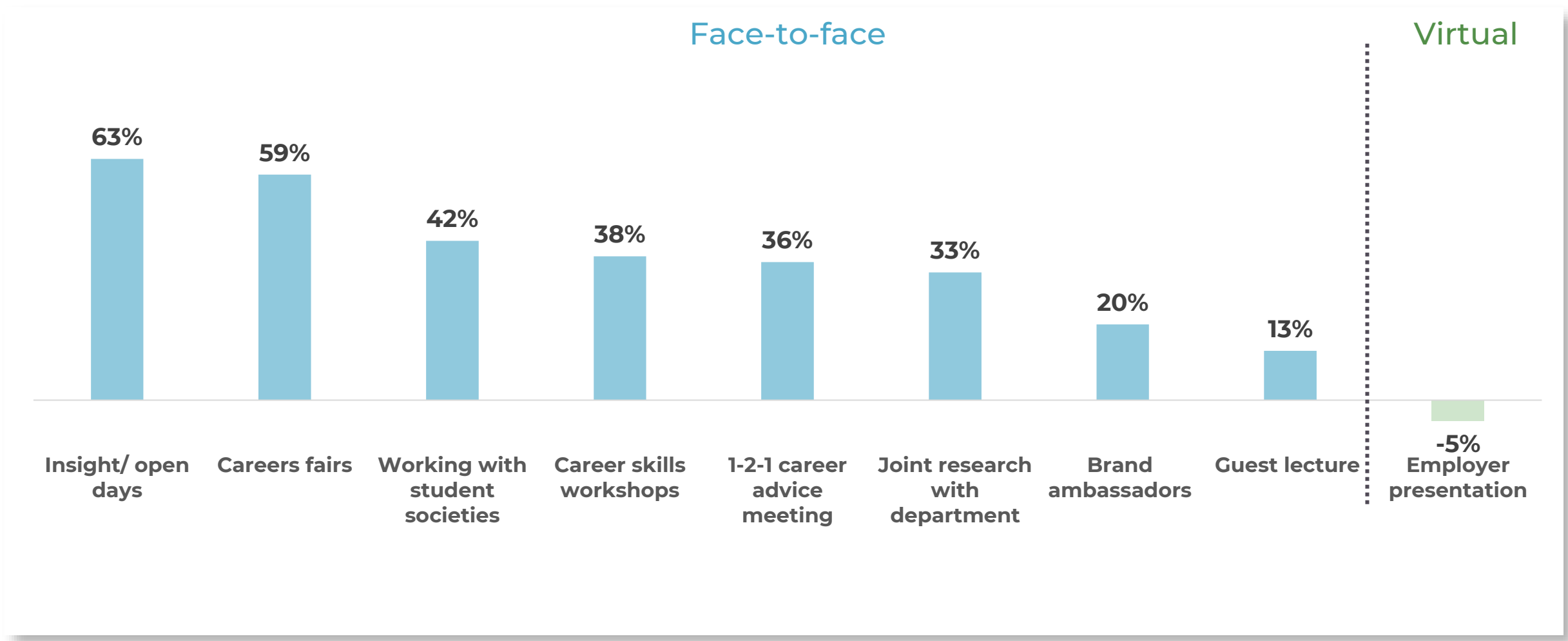
Do you have any of the following work experience?

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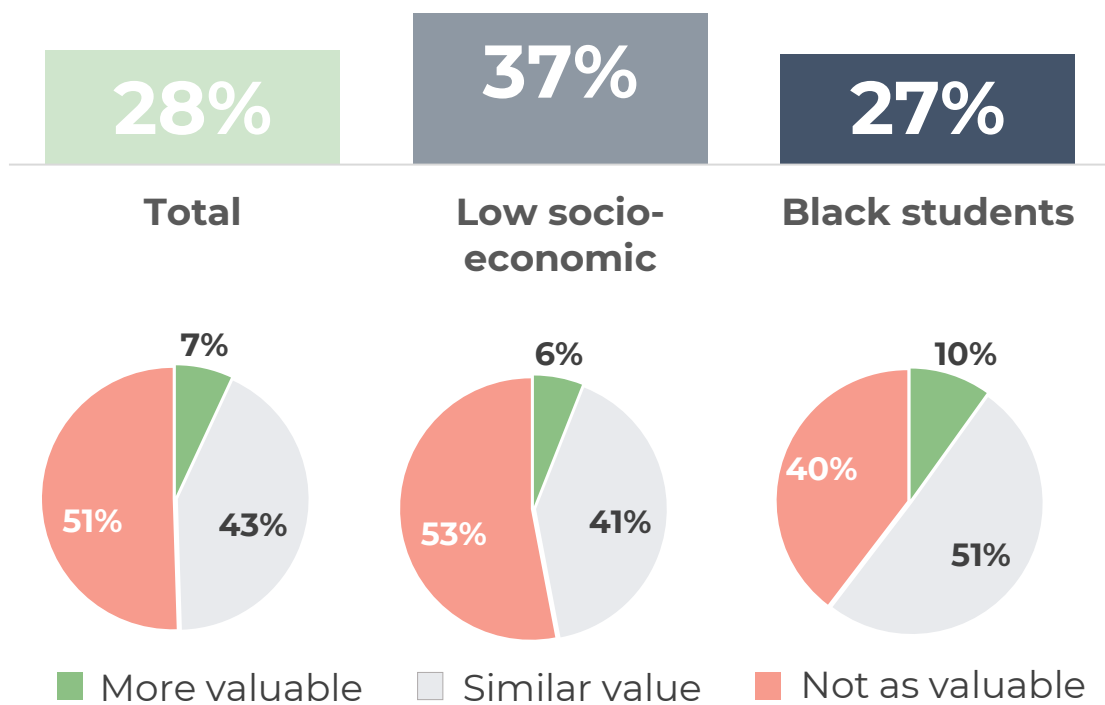|	Low socio-economic	High socio-economic
Part-time job	60%	55%
Voluntary/ charity work	47%	52%
Internship	21%	39%
Leadership role	24%	34%
Employer insight day/week	18%	20%
Placement year	13%	11%
Running my own business	9%	8%
Other work experience	7%	5%
None of the above	5%	4%
Legal vacation scheme	2%	3%
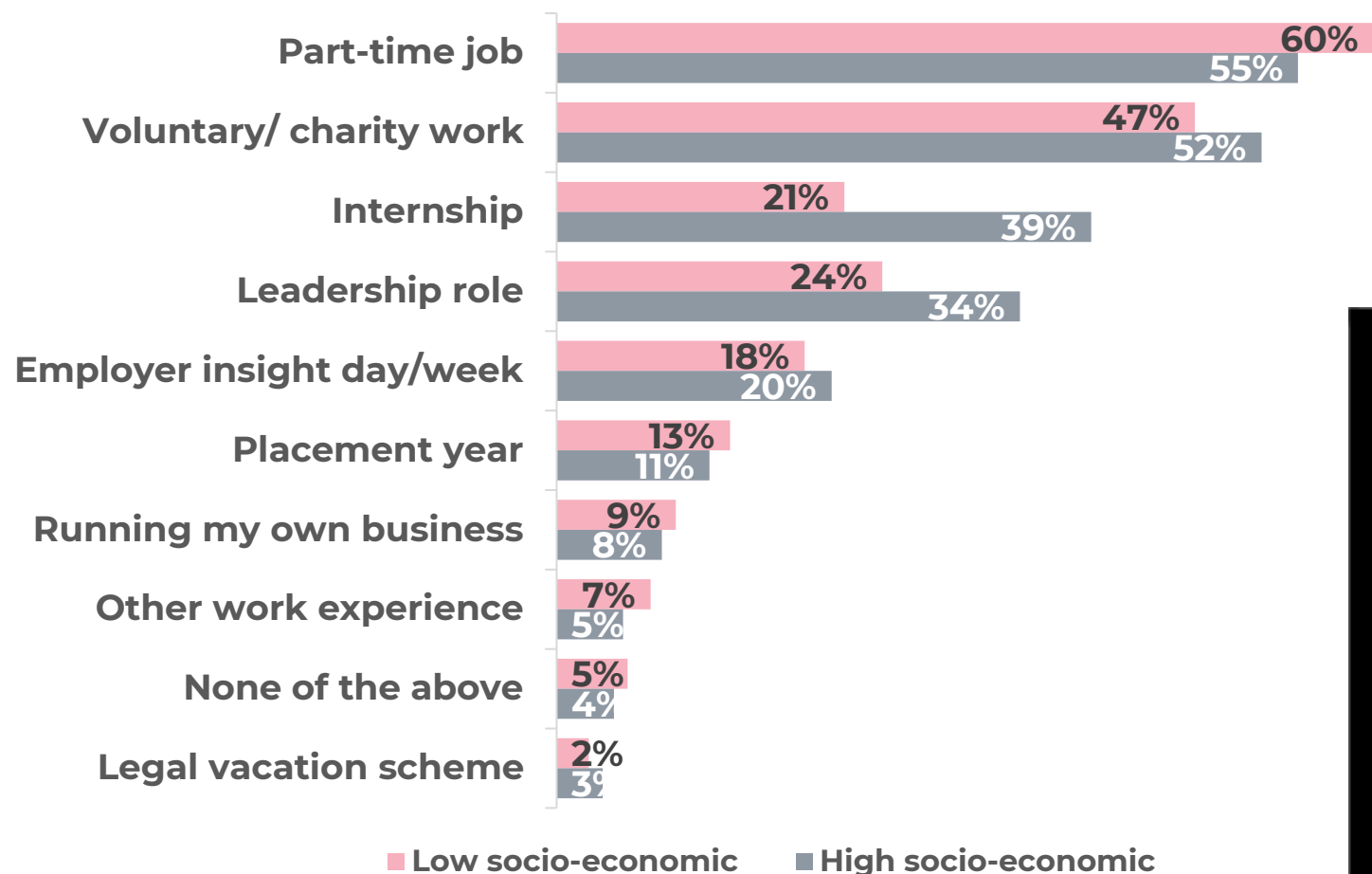
Students from a higher socio-economic background are

18%

more likely to have done an internship than students from a lower socio-economic background.
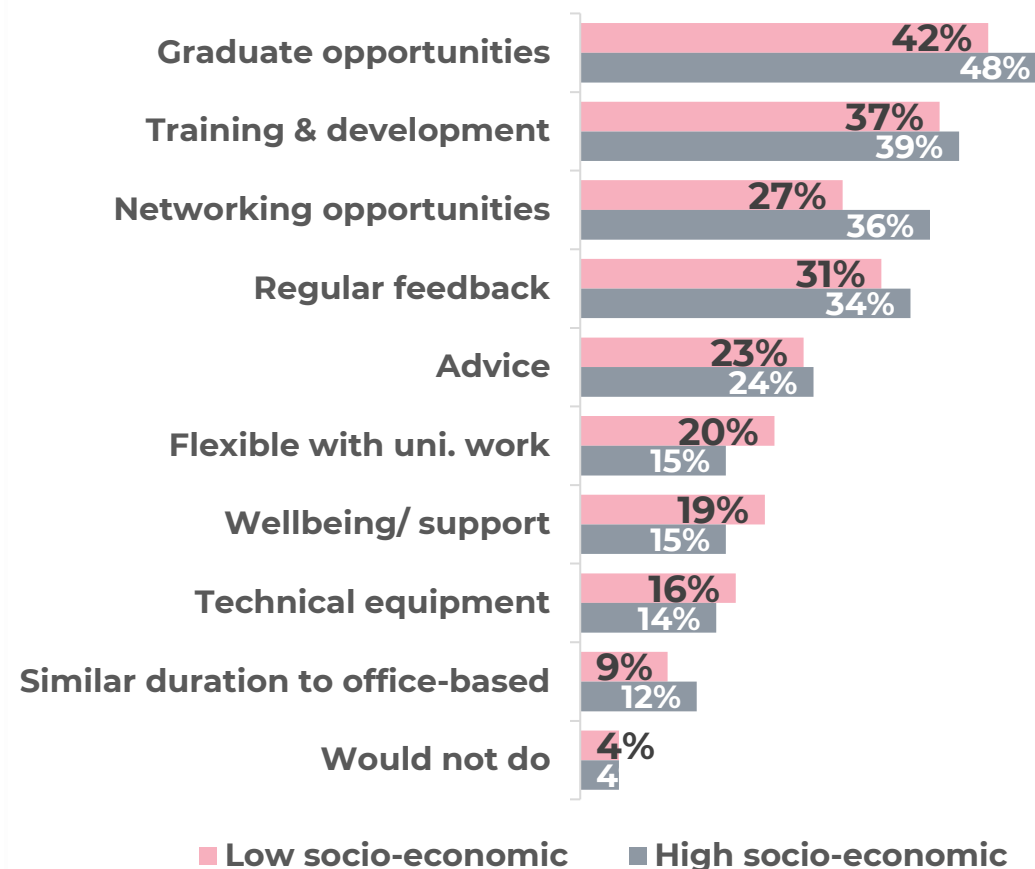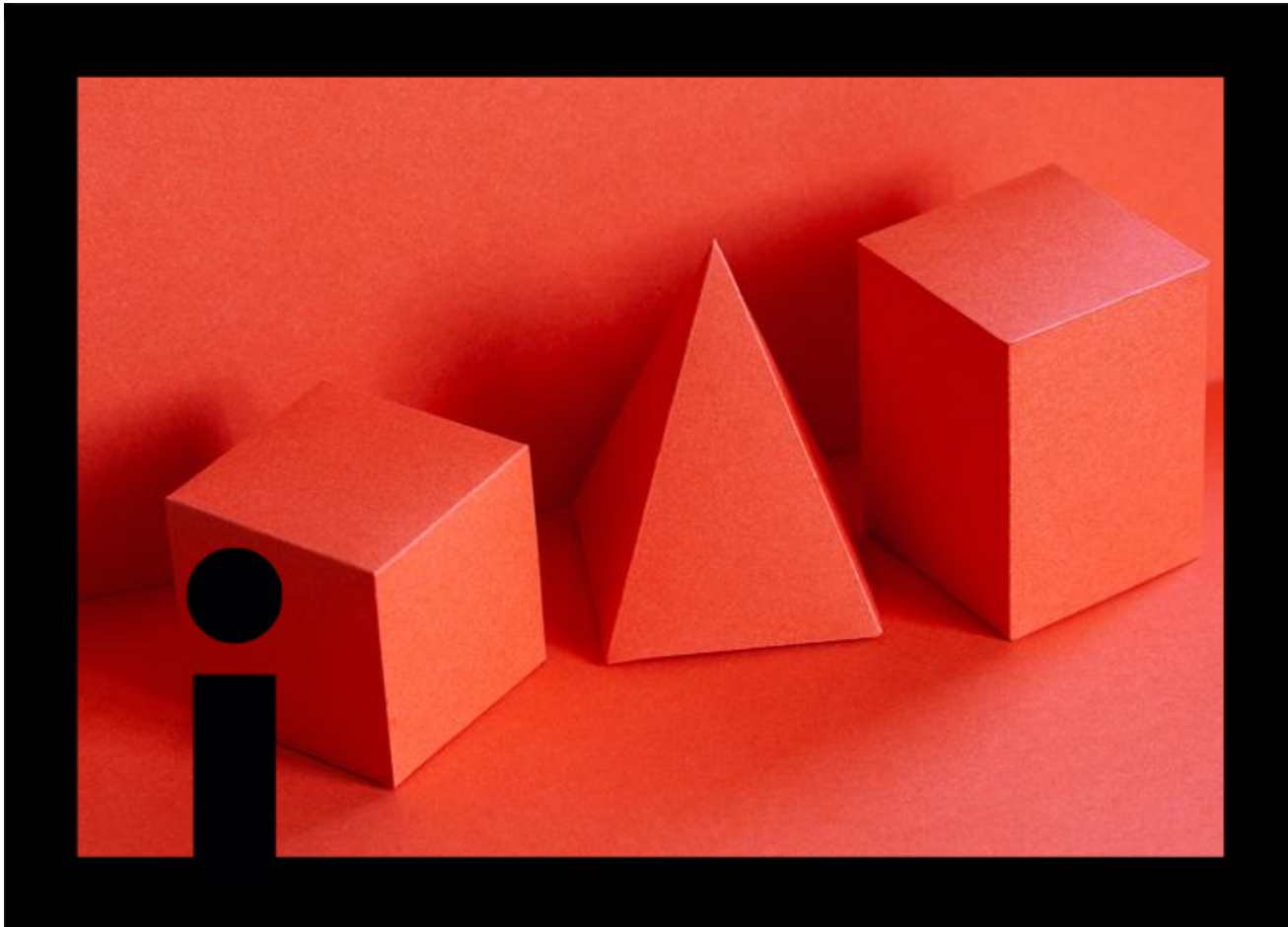
Virtual working
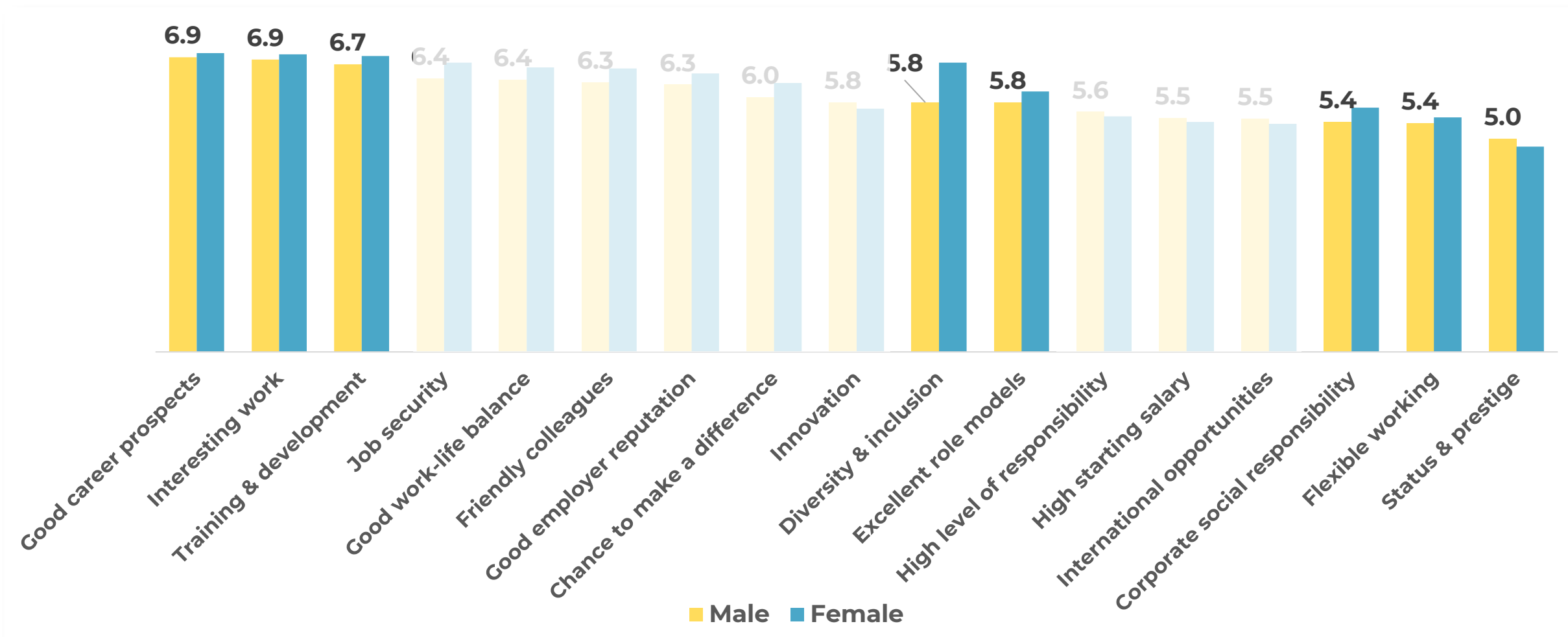

...have completed a virtual internship

Total	Low socio-economic	Black students
28%	37%	27%

...compared to face-to-face internship

Total: More valuable 7% | Similar value 43% | Not as valuable 51%

Low socio-economic: More valuable 6% | Similar value 41% | Not as valuable 53%

Black students: More valuable 10% | Similar value 51% | Not as valuable 40%

Legend: 🟩 More valuable   ⬜ Similar value   🟥 Not as valuable

What's more important to you in a virtual internship?

	Low socio-economic	High socio-economic
Graduate opportunities	42%	48%
Training & development	37%	39%
Networking opportunities	27%	36%
Regular feedback	31%	34%
Advice	23%	24%
Flexible with uni. work	20%	15%
Wellbeing/ support	19%	15%
Technical equipment	16%	14%
Similar duration to office-based	9%	12%
Would not do	4%	4

Legend: 🟥 Low socio-economic   ⬛ High socio-economic

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Employer priorities

Employer brand priorities
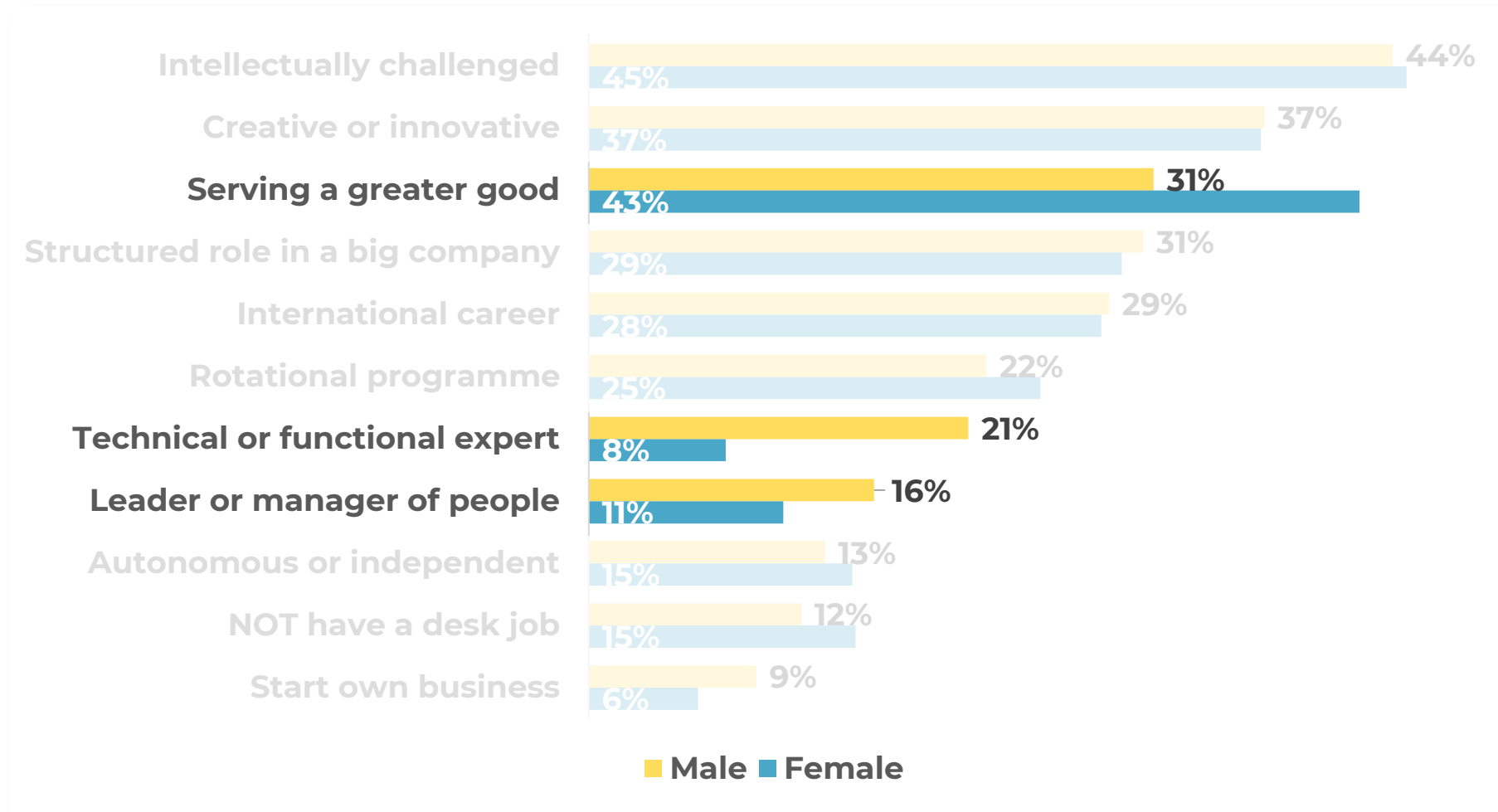
| | 6.9 | 6.9 | 6.7 | 6.4 | 6.4 | 6.3 | 6.3 | 6.0 | 5.8 | 5.8 | 5.8 | 5.6 | 5.5 | 5.5 | 5.4 | 5.4 | 5.0 |

Good career prospects, Interesting work, Training & development, Job security, Good work-life balance, Friendly colleagues, Good employer reputation, Chance to make a difference, Innovation, Diversity & inclusion, Excellent role models, High level of responsibility, High starting salary, International opportunities, Corporate social responsibility, Flexible working, Status & prestige

■ Male ■ Female

Skills confidence & support required

What are the skills you're most confident in?

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Total

Skill	Percentage
Problem-solving	38%
Teamwork	38%
Communication	34%
Adaptability	31%
Attention to detail	29%
Initiative/ Self-driven	26%
Organisation	26%
Leadership	23%
Creativity	22%
Resilience	22%
Technical/Data Skills	13%
Innovation	10%
Commercial Awareness	7%
Entrepreneurship	6%

Low socio-economic   High socio-economic
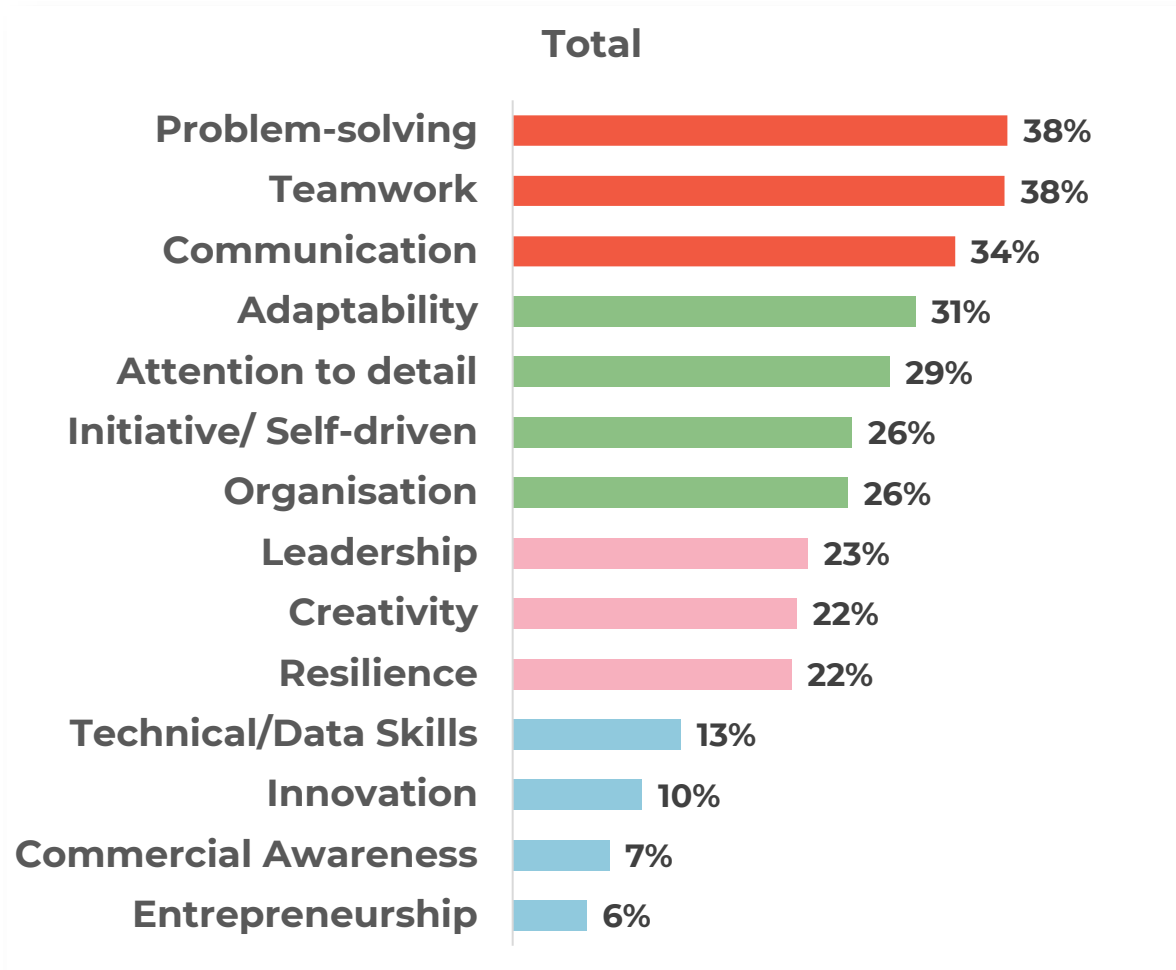
What support do you expect from your graduate employers?

Finding a mentor/ buddy
- 49% (White)
- 55% (BAME)

Relocation support
- 33% (White)
- 36% (BAME)

Remote working
- 29% (White)
- 34% (BAME)

Financial advice
- 24% (White)
- 33% (BAME)

Support with mental wellbeing
- 33% (White)
- 33% (BAME)

Help to make new friends
- 24% (White)
- 24% (BAME)

Support with physical wellbeing
- 12% (White)
- 17% (BAME)

No support
- 6% (White)
- 3% (BAME)

Other support
- 2% (White)
- 2% (BAME)

■ **White** ■ **BAME**
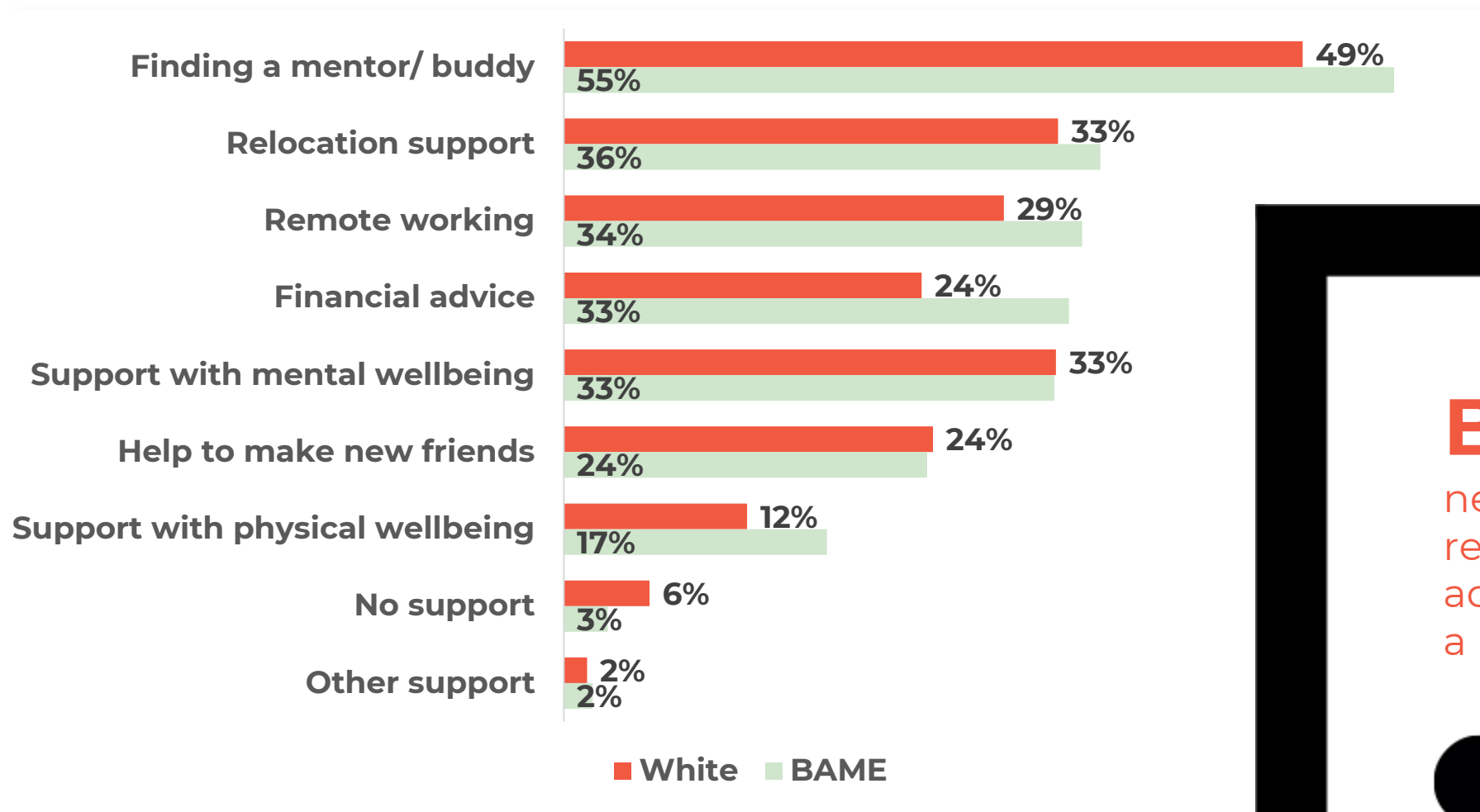
BAME students need more support with remote working, financial advice as well as finding a mentor

Cibyl bespoke projects with universities - examples

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Key takeaways

i **EDUCATE STUDENTS** ON THE VARIETY OF SECTORS & OPPORTUNITIES AVAILABLE **i** ENGAGE STUDENTS IN CAREER DEVELOPMENT & CAREER INEQUALITY EARLY IN THE PROCESS **i** USE VIRTUAL WORK EXPERIENCE TO INCREASE OPPORTUNITIES FOR MINORITY GROUPS & FEMALES **i** COMMUNICATE THE VALUE OF VOCATIONAL TRAINING **i** USE RESEARCH & DATA TO ADDRESS INEQUALITIES

Thank you

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🏠 www.cibyl.com

@ dasha.karzunina@cibyl.com

in linkedin.com/in/dkarzunina