

Using 'Me in a Minute' to promote skills in articulating employability strengths

Brianna L. Julien¹, Shannyn Genders¹, Minh Nguyen¹, and Louise Lexis¹

Corresponding author: Louise Lexis (L.Lexis@latrobe.edu.au)

¹ Department of Microbiology, Anatomy, Physiology and Pharmacology, School of Agriculture, Biomedicine and Environment, La Trobe University, Melbourne, Victoria, Australia.

Abstract

Evidence indicates that undergraduate students value the Me in a Minute video strategy as a mechanism for developing employability articulation skills. However, an in-depth analysis of students' ability to create a Me in a Minute video that effectively articulates employability strengths has not been conducted. An assessed Me in a Minute module (assignment) was implemented in a third-year capstone subject within undergraduate non-specialist health science degrees to support students in developing their employability articulation skills. Module assessments included a preparatory mid-semester self-evaluation, a Me in a Minute video, and an end-semester reflection consisting of Likert-scale and open-ended responses. This study aimed to determine students' ability to create an effective and professionally delivered Me in a Minute video, as well as student perceptions of their employability skills and the module activities. Student work (preparatory evaluation task, video and reflection) was analysed quantitatively and qualitatively. Mid-semester, students highly rated their discipline knowledge and skills, as well as their transferable skills and personal attributes. Analysis of videos showed that students had aptitude for drawing on relevant experiences but generally struggled to substantiate their claims with tangible evidence. Less than half of the videos were assessed to be professional artefacts. Despite these findings, students highly valued the module and felt the activities supported them in developing their ability to articulate employability strengths. In conclusion, the Me in a Minute video strategy is perceived positively by health science students, but further support is needed to help them develop skills in evidencing achievements and professional presentation.

Keywords

career
development
learning,
employability
skills
articulation,
transferable
skills, personal
attributes

Introduction

It is widely recognised that there is a workforce soft skill (Indeed, 2024) or suitability (Ross, 2023) gap, with many employers holding the view that university graduates are underprepared for the world of work (Resume.org, 2025). It is, therefore, not surprising that universities have long been under pressure from governments and employer groups to produce career ready graduates who are equipped for the challenges of the 21st century (Department of Education, 2025; Clarke, 2018; Oliver, 2015b). Universities have responded to this external pressure by increasing their attention toward explicitly focusing on student employability. A commonly cited definition of employability is 'a set of achievements – skills, understandings and personal attributes – that make graduates more likely to

gain employment and be successful in their chosen occupations, which benefit themselves, the workforce, the community, and the economy' (Yorke, 2006). Tomlinson and Nghia (2020) expand on this and describe employability as 'a complex interaction between broader structural influences and individuals' own agency... [and that] is ultimately bound up in context and wider conditions of the labour market, society, educational structures, and influences in individuals' own lives.' Higher education institutions have long attempted to close the skill gap by focusing on embedding and sign-posting soft skills in the curricula, otherwise known as generic skills, transferable skills or graduate capabilities (Bridgstock, 2009; Clarke, 2018; Oliver, 2015b; Furze, 2025; Tomlinson, 2008; Tuononen et al., 2022). There is consistency in the desirable graduate capabilities sought by employers and industry bodies, and articulated by universities, including communication, teamwork, critical thinking, problem-solving, self-management, digital literacy and global citizenship (Hajkowicz et al., 2016; Jorre de St Jorre & Oliver, 2018; National Association of Colleges and Employers, 2016; National Network of Business and Industry Associations, 2015; World Economic Forum, 2025). Possession of personal attributes and behaviours beyond discipline knowledge and skills, such as resilience, curiosity, passion and empathy, are also considered fundamental to career success (Clarke, 2018; Deloitte Access Economics, 2017; Fugate et al., 2004; World Economic Forum, 2025). Although personal attributes are relatively constant throughout life, individuals can be encouraged to develop attributes such as adaptability and flexibility to attain essential career-related skills (Clarke, 2018), and can cultivate personal attributes through use and experience (Bleidorn et al, 2019; Hagel et al., 2019).

Teaching transferable skills alone does not produce graduates equipped to gain and maintain fulfilling employment (Bridgstock, 2009; Bridgstock et al., 2019). Career-ready graduates need opportunities to develop transferable skills, personal attributes, and career management competencies including the ability to set informed career goals, search for learning and job opportunities, network, and understand the labour market (Bridgstock, 2009; Jackson & Wilton 2016; Oliver, 2010, 2015b). Career management competencies can be achieved through career development learning (CDL), which can be defined as follows, and is the focus of the present article:

Learning about the content and process of career development or life/career management. The content of [CDL] in essence represents learning about self and learning about the world of work. Process learning represents the development of the skills necessary to navigate a successful and satisfying life/career (McMahon et al., 2003, p. 16).

Career management competencies extend to graduates possessing the skills to effectively *articulate evidence of their capabilities* to potential employers, or to create their own employment (Bridgstock, 2009; Oliver, 2015b). For students to competently articulate their employability skills, they need to understand the graduate capabilities, their importance, and how to use, evidence and transfer them across situations (Jorre de St Jorre & Oliver, 2018). Watkins and McKeown (2018) argue that students can learn to articulate their skills to employers by practicing, and that such opportunities should be embedded into students' learning experiences. The outcome is that students can reflect on their skills, draw on evidence to support their development and be proactive about furthering their skill set. Similarly, Jorre de St Jorre and Oliver (2018) found that assessment design and consistent student-focused communication are important for engaging students in the development of graduate capabilities and in the curation of evidence for employability. Aligned to this, Kovalcik (2019) put forth a framework and approach for developing employability skills articulation iteratively, initially through skills naming and defining, and moving to skills awareness and identification, connecting to skills while building evidence, and finally, skills articulation and transference. Kovalcik (2019) argues that reflection is vital for connecting to skills while building evidence. Kovalcik's paper draws on Eyler and colleagues' (1996) service-learning pedagogy which emphasises the 4C's of Critical Reflection – continuous, connected, challenging and contextualised. More recently, Heymann et al. (2022) have proposed a framework of reflective practice, and an online learning platform to support it, that fosters employability skill development. Their conceptualisation of reflective practice in the employability context emphasises this as a recurring process of examination and exploration that leads to action (e.g., goal setting and continued reflection). Although limited, there is evidence to suggest that students can be taught to articulate employability skills. A study by Tomasson Goodwin et al. (2019)

investigated 3,400 students in 44 courses and found that, after a written reflection assignment using the Situation-Task-Actions-Result (STAR) technique, graduates retained the ability to articulate their employability skills six months post-course. Brumm et al. (2006) also used the STAR technique, supporting agricultural and biosystems engineering students to reflect on their experiences and prepare for behavioural-based interviews. Although anecdotal, the authors report that the curriculum helped students focus and reflect on their experiences, contributing to development of employability skills. Lackner and Martini (2017) reported that psychology students' self-reflection on significant learning experiences throughout their degree improved mock interview performance. Joy et al. (2015) reported on an initiative that explicitly communicated to students the graduate capabilities that were being addressed in course assessments, and then had students reflect on the transferable skills they had developed in the course. Survey analysis showed that most students found the activity helpful, with some students commenting that they were more aware of their skills and felt more prepared to articulate their skills to employers. Considered together, these findings are promising and indicate that students can be taught how to articulate their employability skills. This should act as encouragement for educators considering embedding CDL in curricula designed to enhance students' articulation of employability skills.

Originating from Deakin University (Oliver, 2015a), the Me in a Minute video strategy is an innovative approach to engage students in their understanding of personal achievement in relation to employment, supporting their ability to articulate this to employers. Drawing on Deakin's graduate learning outcomes (Discipline specific knowledge and capabilities; Communication; Digital literacy; Critical thinking; Problem solving; Self-management; Teamwork; Global citizenship), students are supported to produce a one-minute video pitching their knowledge, experience and capabilities to prospective employers (Jorre De St Jorre et al., 2017). A preliminary study investigating student perceptions of Me in a Minute showed that it helped students engage in reflection, and improved understandings of how to articulate evidence of achievements relating to employability (Jorre De St Jorre et al., 2017). The Me in a Minute strategy is an appealing authentic activity, as the video can be posted on a student's LinkedIn profile and included as evidence in an ePortfolio. The strategy has been adopted by other universities, for example, at The University of Newcastle (2021), RMIT University (2018), Griffith University (Vanderlelie, 2019) and St Michael's Grammar School (2018), indicating widespread support among educators. Additionally, a Me in a Minute educator resource is available on the Australian Innovative Research Universities (IRU) website (2025), highlighting its value in fostering employability skills development. The IRU comprises seven Australian universities (Flinders University, Griffith University, James Cook University, La Trobe University, Murdoch University, University of Canberra and Western Sydney University) committed to inclusive excellence in education and research that advances communities (Innovative Research Universities, 2025).

This study

To our knowledge, an in-depth analysis of students' ability to create a Me in Minute video that effectively articulates employability strengths has not been conducted. The present study aimed to explore this notion, along with student perceptions of a career development learning module that incorporated the Me in a Minute strategy.

This study focused on an assessed career development learning module that incorporated the Me in a Minute strategy, for third-year human physiology students in undergraduate non-specialist Health Sciences degrees. The objectives of the study were to determine students':

1. Ability to evaluate their discipline knowledge and skills, transferable skills, and personal attributes, and articulate these in written (mid-semester) and video (end-semester) format.
2. Ability to create a professionally delivered Me in a Minute video.
3. Perceptions of their employability skills and video, and module activities.

Context and participants

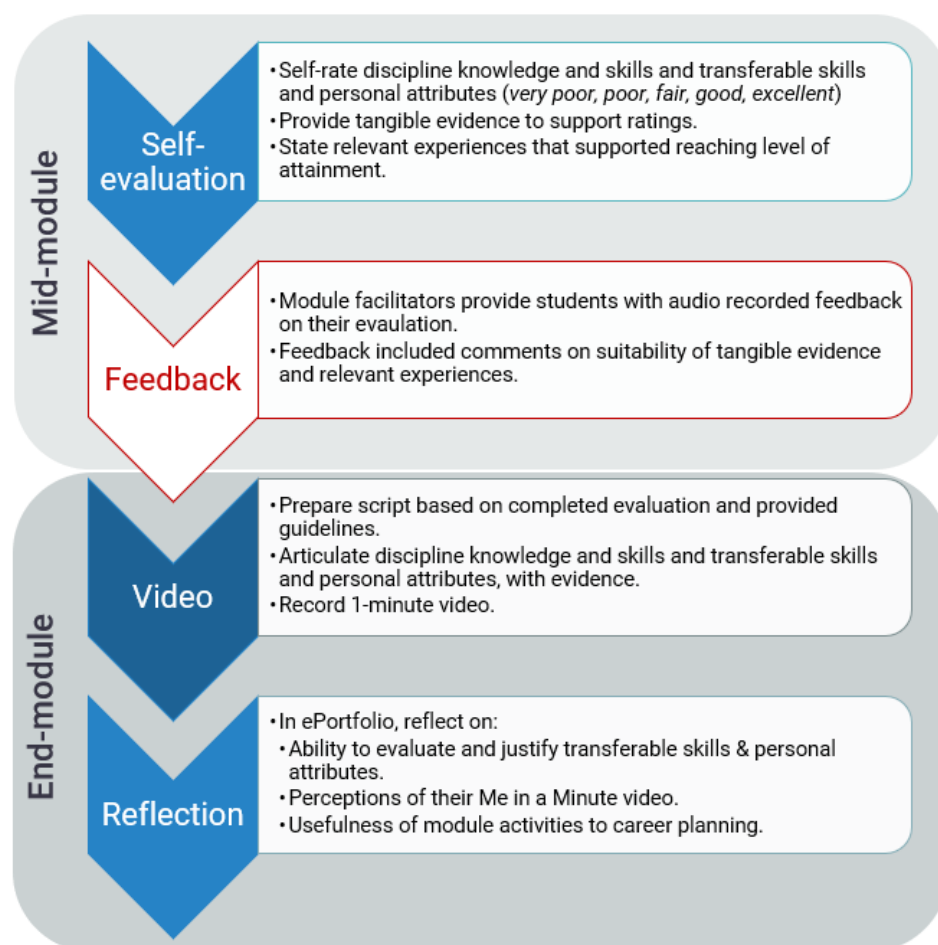
The Me in a Minute module was embedded into a second-semester third-year human physiology capstone subject delivered over 12 weeks and contributed 10% of the final subject grade. For context, a full-time student takes eight subjects across a calendar year. One hundred and two students, enrolled in the subject, participated in the study. Students were enrolled in a Bachelor of Health Sciences (96%), Bachelor of Commerce/Bachelor of Health Sciences (1%), and Bachelor of Arts/Bachelor of Health Sciences (3%). Most students had attempted career development learning modules in their previous core subjects (Julien et al., 2023; Lexis et al., 2021; Lexis et al., 2023).

The study was conducted with approval of the institution's Human Research Ethics Committee (HEC18127). Students were sent a communication via the Learning Management System inviting them to participate in the study. If students did not wish to participate by having their work analysed after formal grades for the subject were released, they had the option of quickly and anonymously opting out of the study by sending a brief email to a co-investigator who had no contact with the students. No students opted out of the study.

Overview of module learning activities and assessment

The module assessment comprised three components; a mid-semester self-evaluation of disciplinary-specific knowledge and skills, transferable skills and personal attributes, worth 20%; an end-semester 1-minute Me in a Minute video presentation, worth 76%; and end-semester reflection activities completed in a PebblePad ePortfolio worth 4% of the module (Figure 1). The student guide, comprising instructional content for students, details of each assessment and the marking rubric can be found in Appendix 1.

Figure 1: Chronological overview of mid-module and end-module activities



Mid-module self-evaluation

Mid-way through semester, students completed a self-evaluation of their disciplinary-specific knowledge and skills, transferable skills, and personal attributes. Students were instructed to refer to the transferable skills and personal attributes in the institution's Career Ready Advantage™ Capability Framework (La Trobe University, 2025 (see Figure 2 and Table 1)). The Career Ready Advantage™ Capability Framework (La Trobe University, 2025) was developed in consultation with industry and introduced to highlight for students the skills and attributes sought by employers. The skills and attributes included in the framework are consistent with those most mentioned as being achieved by graduates across Australian higher education providers (Oliver & Jorre de St Jorre, 2018).

The evaluation activity was intended to help students identify their discipline knowledge and skills, transferable skills and personal attributes strengths, and relevant experience, to help them focus the content for their video. Students were encouraged to reflect on their academic experiences at university and their extra-curricular activities, including but not limited to part-time work, volunteering, coaching and other community activities.

Students were required to rate their (1) discipline knowledge and skills and (2) transferable skills and personal attributes (very poor, poor, fair, good, excellent) and provide tangible evidence to support their ratings. They were also required to state the relevant experiences that had supported them in reaching their level of attainment. Students were awarded full marks if (1) their self-ratings were highly consistent with the tangible evidence provided and (2) they listed experiences that would logically support development of their discipline knowledge and skills and transferable skills and personal attributes. To support students with completion of this task, they were provided with a 45-minute instructional video that guided them through how to complete each section of the evaluation, including sharing example experiences and tangible evidence for each of the transferable skills (including sub-sets) and personal attributes. Examples of tangible evidence included, but were not limited to high grades, academic prizes, positive feedback or awards from employers, metrics to show achievement of employment outcomes and achievement awards in the non-academic setting. Students received recorded verbal feedback from module facilitators on their evaluation activity.

Figure 2: Career Ready Advantage™ capability framework (La Trobe University, 2025)

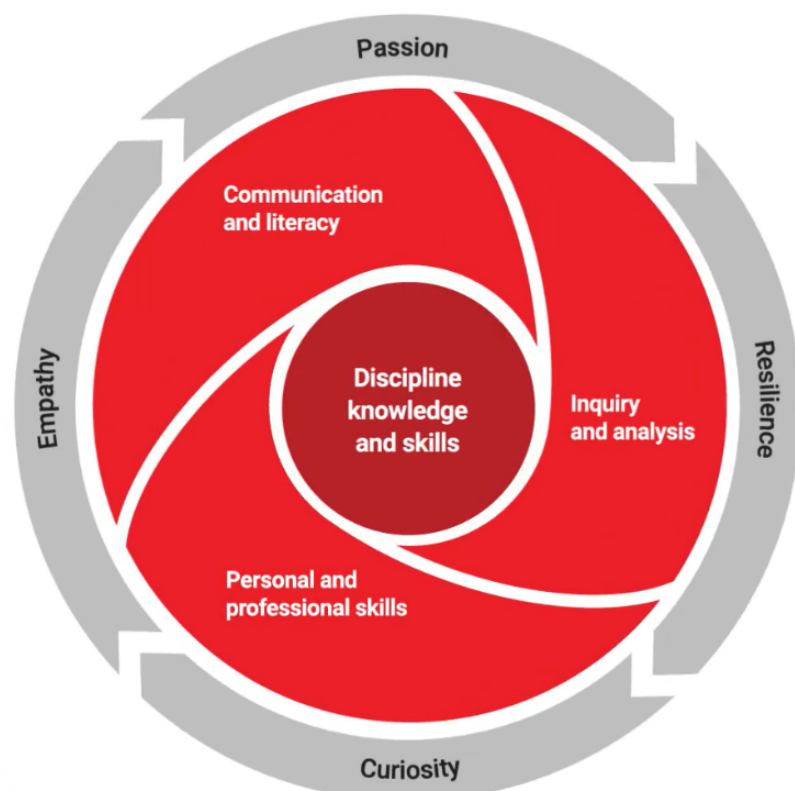


Table 1: Transferable skills and personal attributes in the career ready advantage capability framework (La Trobe University, 2025). Transferable skills and their sub-sets (bullet points).

Transferable skills	Definition
Communication and Literacy: <ul style="list-style-type: none"> Communicating and influencing Digital literacy Cultural intelligence and global mindset 	Skills to confidently engage, build relationships, and work effectively with diverse groups of people.
Personal and Professional: <ul style="list-style-type: none"> Adaptability and self-management Ethical and social responsibility Leadership and teamwork 	Skills that will support you to be a leader and contribute to a team in an adaptable and ethical way.
Inquiry and Analysis: <ul style="list-style-type: none"> Critical thinking and problem solving Research and evidence-based inquiry Creativity and innovation 	Skills that will enable you to interpret data, and use evidence, and create innovative solutions to challenging situations.
Personal attributes	Definition
Passion	Motivated and passionate about your work.
Resilience	Able to bounce back after failure and adapt as you face challenges.
Curiosity	Curious to learn.
Empathy	Able to see things from the perspective of others.

Me in a Minute Video

Students were required to produce a 1-minute video pitching their knowledge, experience and capabilities to prospective employers. Suggested content and structure were provided (Table 2). Students were encouraged to focus the video on the strengths they had identified through the mid-semester evaluation and to incorporate feedback received. Students were advised that the video script was up to them to write and were provided with guidelines on what to cover in the video, based on the preparatory resources provided to students on the Deakin blog (Deakin University, n.d.) (Table 2). The resources included tips on how to script and record videos, and links to Me in a Minute videos produced by Deakin University students on the blog (Deakin University, n.d.). The videos were assessed using a rubric marking scheme, with marks allocated for professionalism (10%), language and delivery (10%), video length (5%), video introduction and dream career (20%), and transferable skills and personal attributes strengths (50%). The final 5% was allocated to students' completion of the end-module reflection.

Table 2: Guidelines provided to students regarding the content to cover in their video

Content and suggested structure
Introduce yourself (first and last name), state the course and major (if relevant) in which you are enrolled, and the year level.
Name your dream career and explain why this is the case.
Mention the key transferable skills and personal attributes required for the career that you have developed strengths in (address at least two transferable skills and one personal attribute).
Describe the experiences that have helped you to develop these capabilities (developed through your course or extra-curricular activities) and provide tangible evidence to support your claims.
Describe what makes you the perfect candidate.
Finish with a few words to leave a positive impression.

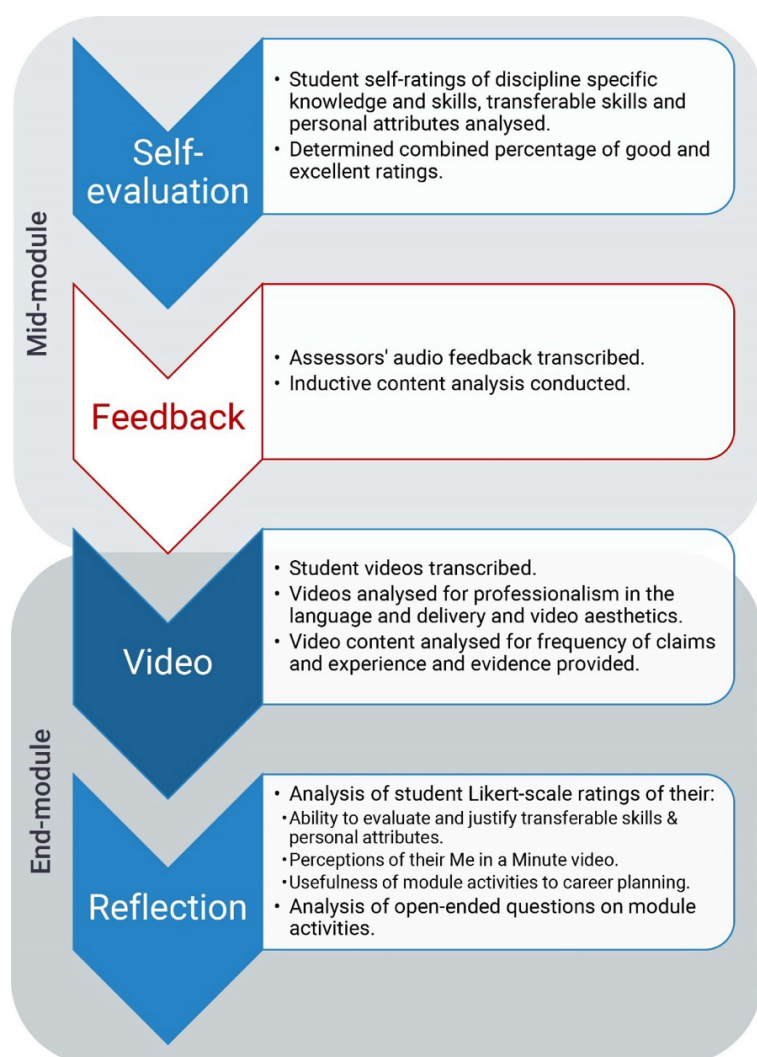
End-module reflection

Facilitators designed a simple end-module assessment comprising reflective prompt activities, which can be viewed in the student guide (Appendix 1). The assessment comprised closed-ended (Likert-scale) and open-ended questions that focused on student perceptions of the module activities, their perceived employability skills and suggestions for improvements to the module. Specifically, the closed-ended questions focused on (1) the degree to which students found the module activities helpful for evaluating their discipline specific knowledge and skills, transferable skills and personal attributes; and (2) students' self-rating of their knowledge and employability skills in focus during the module. The open-ended questions, focused on career planning, were: (1) What aspects of the module have been most helpful for your career planning? and (2) Please suggest any practical changes that you believe could help support your career planning. Students were given full marks if they attempted the closed-ended questions.

Research study design and data analysis

This study utilised a mixed methods concurrent triangulation design in which a researcher collects and analyses quantitative (numeric) and qualitative (text) data concurrently (Creswell et al., 2003). The rationale for this approach is to attempt to confirm, cross-validate or corroborate findings within a single study resulting in well-validated and substantiated findings (Creswell et al., 2003). To address the objectives of the study, the following were analysed: (1) students' mid-module self-evaluation, and assessor feedback; (2) students' Me in a Minute videos; and (3) students' end-module reflection (Figure 3).

Figure 3: Overview of mid-module and end-module analysis conducted in this study



Mid-module self-evaluation

The students' Likert-scale ratings (*very poor, poor, fair, good, excellent*) of their discipline knowledge and skills, transferable skills and personal attributes were analysed. The mean percentage of each component of the Likert-scale for each skill/attribute was determined, with the combined percentage of *good* and *excellent* ratings presented. No inferential analysis was conducted. The assessor's audio feedback was transcribed and deidentified. Inductive content analysis (Vaismoradi & Snelgrove, 2019) was conducted on the assessor feedback, with a description of the findings provided.

Me in a Minute video

Video professionalism

Videos were assessed for professionalism on a 5-point Likert-scale (*very poor, poor, fair, good, excellent*) using the rubric used to assess student work (see the student guide in Appendix 1). The level of professionalism of the videos was determined by two criteria: (1) the language used and presentation delivery; and (2) the quality of the recording in terms of video, audio, and the background appearance. Videos with high levels of professionalism were considered suitable for promoting students to employers or industry. The mean percentage of each component of the Likert-scale for both assessable components was determined, with all ratings presented. No inferential analysis was conducted.

Video transferable skills and personal attributes

The student video recordings were transcribed, and the transcripts deidentified. Deductive and inductive content analysis (Vaismoradi & Snelgrove, 2019) was conducted on the video transcripts. The video transcripts were analysed for the frequency in which students: (1) claimed to have strengths in each of the transferable skills and personal attributes (deductive analysis); (2) provided relevant experiences to support development of the capabilities (inductive analysis); and (3) provided tangible evidence to support their claims (inductive analysis). Transferable skills and personal attributes were coded, and the frequency for each category was determined. Relevant experiences were coded by one member of the research team (SG) and categorised into types of experiences, and the frequency for each category was determined. Tangible evidence was coded and categorised into types of evidence, and the frequency for each category was determined.

End-module reflection

Quantitative and qualitative analysis were conducted on students' end-module reflection. Quantitative analysis was conducted on the closed-ended questions (5-point Likert-scales) which addressed: (1) student perceptions of the degree of helpfulness (*strongly disagree, disagree, neutral, agree, strongly agree*) of the module activities for learning about transferable skills and personal attributes, and articulation of skills and attributes with evidence; and (2) Students' self-ratings (*very poor, poor, fair, good, excellent*) of their knowledge and career management skills that were a focus of the module. The mean percentage of each component of the Likert-scale for all prompts was determined, with all ratings presented. No inferential analysis was conducted.

Inductive content analysis (Vaismoradi & Snelgrove, 2019) was conducted on the open-ended questions:

1. What aspects of the My Career module have been most helpful for your career planning?
2. Please suggest any practical changes that you believe could help support your career planning. Frequency of responses within the themes identified are presented quantitatively to show how often they were mentioned.

Results

Student career plans

Most students wanted to undertake a career in allied health (72%) or the health industry (7%), with others wishing to pursue medicine (3%), research (3%) and nursing (3%). Of the students wishing to pursue allied health, physiotherapy was the most popular (67%), followed by occupational therapy (10%), audiology (6%) and prosthetics and orthotics (6%); less than 3% of students wished to pursue speech pathology, orthoptics, osteopathy, radiology and podiatry.

Mid-module self-evaluation

Student work

Ninety-eight percent of students rated their disciplinary knowledge and skills as good or excellent. Similarly, students highly rated their transferable skills and personal attributes (Table 3).

Table 3: Mid-module student ratings of their transferable skills and personal attributes

Transferable skills	Good and excellent ratings (%)
Communication and Literacy:	
▪ Communicating and influencing	97
▪ Digital literacy	94
▪ Cultural intelligence and global mindset	86
Personal and Professional:	
▪ Adaptability and self-management	93
▪ Ethical and social responsibility	88
▪ Leadership and teamwork	98
Inquiry and Analysis:	
▪ Critical thinking and problem solving	83
▪ Research and evidence-based inquiry	84
▪ Creativity and innovation	79
Personal attributes	Good and excellent ratings (%)
Passion	94
Resilience	94
Curiosity	95
Empathy	88

Note: Ratings provided on a 5-point Likert scale: very poor, poor, fair, good or excellent.

Assessor feedback

Thirty-four percent of students were advised to include more relevant experiences in their video, and 79% of students were advised to include more tangible forms of evidence to support their claims. For the minority of students who provided a combination of appropriate experiences and evidence, they were specific and directly linked to each other. For example, one student indicated that they had demonstrated creativity and innovation through the experience of completing a science communication assignment where they ‘worked tirelessly’ to create a podcast on infantile botulism to educate a lay audience on the disease. The student had used ‘sound FX’ [sound effects] to create voiceovers to make the podcast present as authentic. The evidence provided to support their claim of excellence was that they had received an A grade for the assessment piece. Another student indicated that they had demonstrated good critical thinking and problem-solving skills through the experience

of ‘writing a literature review on the influence of exercise in regulating muscle glycogen in [subject].’ This was evidenced through achieving a high mark (81%) from the assessor who had focused on this research topic throughout their career.

Regarding students who needed to hone their experiences and evidence articulation, overall, there was a general lack of detail provided. Some students thought that because they had engaged in an activity, it translated to skill development, which isn’t necessarily the case. For example, one student stated that they had demonstrated good leadership and teamwork skills through university experiences by ‘working in groups to complete an assignment’. Another student indicated that they had demonstrated communication and literacy skills through both university and work experiences by ‘talking with people’. Similarly, another student stated that they had demonstrated good communication and literacy skills through part time work experience, with ‘payslips’ presented as the evidence to support the claim.

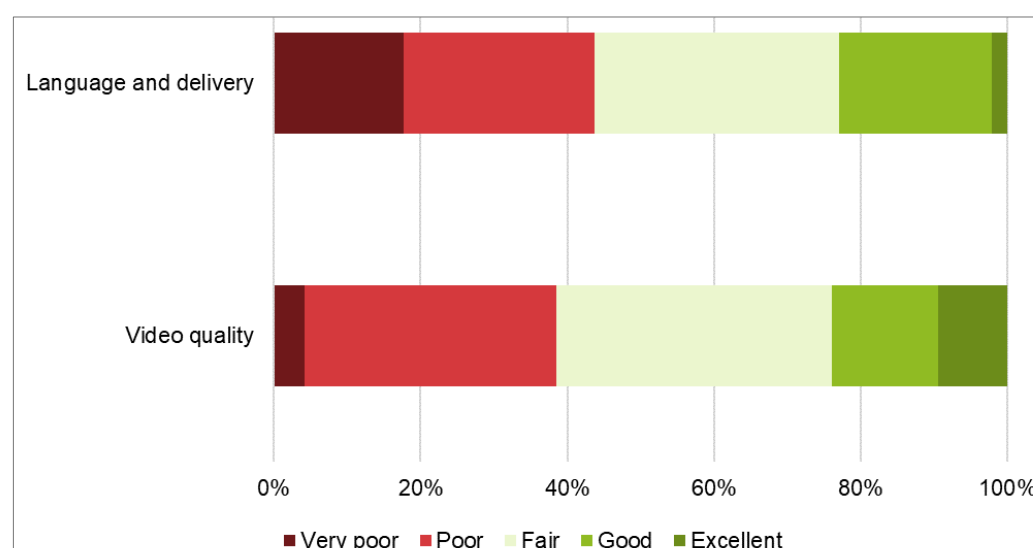
Me in a Minute video

Video professionalism

The ratings given to the professional quality of student videos are presented in Figure 4. The most common rating for video quality was fair. The video quality of 24% of videos was rated as good or excellent, with 39% rated as very poor or poor. The submissions rated as excellent had high resolution, good sound quality and lighting, an attractive and professional background, good framing of shots, and the student dressed in professional attire. In contrast, the videos rated as very poor or poor had students dressed in unprofessional attire and had unprofessional backgrounds. Unprofessional backgrounds were typically untidy spaces or in the students’ bedroom, with unprofessional attire overly casual, for example, wearing a hooded sweatshirt. Other factors influencing low ratings included poor video framing and camera angle, an unstable camera, and issues with the resolution of the video, lighting, sound, and editing.

The most common rating for the language and delivery used in videos was fair. The language and delivery in 23% of videos was rated as good or excellent, with 44% rated as very poor or poor. Students whose language and delivery were rated as excellent spoke to camera with good eye contact and presented as polished and confident. Their language was highly fluent and audible, with vocal expressiveness ensuring that the presentation was compelling. Those participants whose work was rated as very poor or poor spoke too quickly, too quietly or in a monotone voice. Other reasons for poor ratings included lack of eye contact, and either reading directly from a script and sounding stilted or having no script and sounding unfocused.

Figure 4: Professionalism of the Me in a Minute videos



Note: Ratings provided on a 5-point Likert scale: very poor, poor, fair, good or excellent.

Video transferable skills

The frequency with which students cited the transferable skills and their sub-sets as strengths are presented in Table 4. Across the cohort, students identified all three transferable skills as strengths, with communication and literacy, and personal and professional cited more often than inquiry and analysis (Table 4). Communicating and influencing, leadership and teamwork, and critical thinking and problem solving were the most cited sub-sets of communication and literacy, personal and professional, and inquiry and analysis, respectively (Table 4). Digital literacy, and ethical and social responsibility were the least cited sub-sets of communication and literacy, and personal and professional, respectively; no student referred to creativity and innovation as a strength (Table 4).

Table 4: Frequency with which students cited the transferable skills and their sub-sets as strengths

Transferable skills	Cited (Frequency)	Subsets	Cited (Frequency)
Communication and literacy	93	Communicating and influencing	63
		Cultural intelligence and global mindset	19
		Digital literacy	11
Personal and professional	104	Leadership and teamwork	67
		Adaptability and self-management	30
		Ethical and social responsibility	7
Inquiry and analysis	42	Critical thinking and problem solving	26
		Research and evidence-based inquiry	16
		Creativity and innovation	0

Note: The frequency of sub-sets cited are presented in descending order for each transferable skill. A single student may have provided more than one sub-set of a transferable skill.

When students claimed to have a transferable skill, at least 95% identified relevant experiences that had supported development of the skill (Table 5). In contrast, less than 25% of students cited relevant tangible evidence to support their claims (Table 5).

Table 5: Transferable skills claims, and relevant experience and evidence

Transferable skills	Claims to have skill (Number of students)	Relevant experience provided (Number of students)	Tangible evidence provided (Number of students)
Communication and literacy	71	71	12
Personal and professional	76	75	18
Inquiry and analysis	37	35	7

The types of experiences and evidence presented, and the frequency in which they were cited by students are shown in Table 6a and 6b, respectively. Employment was the most cited experience for the development of communication and literacy, and personal and professional skills; coursework was the most cited experience for the development of inquiry and analysis (Table 6a). The most cited tangible evidence to support claims of transferable skill development was that students had received high marks for various assessments throughout their course (Table 6b).

Table 6a: Types of experiences cited by students as promoting development of transferable skills

Transferable skills	Experience type	Cited (Frequency)
Communication and literacy	Employment	32
	Coursework	19
	Group work	17
	University co-curricular employability programs	10
	Volunteer work	5
	Transition to remote learning	4
	Research project	3
	Personal experiences	1
	Extracurricular activities	1
Personal and professional	Employment	31
	Group work	22
	Transition to online learning	14
	Research project	12
	Coursework	12
	Extracurricular activities	9
	Volunteer work	5
	University co-curricular employability programs	2
	Personal experiences	2
	External studies	1
Inquiry and analysis	Coursework	11
	Employment	10
	Research project	9
	Groupwork	3
	Volunteer work	1
	University co-curricular employability programs	1
	Transition to online learning	1

Note: The frequency of categories is presented in descending order. A single student may have provided more than one relevant experience for a claim. Transition to remote learning refers to the response to the COVID-19 pandemic.

Table 6b: Types of evidence provided by students to support claims of development of transferable skills

Transferable skills	Evidence type (Category)	Cited (Frequency)
Communication and literacy	Excellent marks	12
	Excellent marks	14
Personal and professional	Managerial position	3
	Extracurricular achievement	1
Inquiry and analysis	Excellent marks	7

Note: The frequency of categories is presented in descending order.

Video personal attributes

Across the cohort, students identified all four personal attributes as strengths: passion (62 students); empathy (34 students); curiosity (24 students); resilience (17 students). In many cases, there was significant overlap with the experiences and tangible evidence provided, therefore, only tangible evidence data is presented for personal attributes. All students who cited curiosity as a strength, provided relevant tangible evidence to support their claim. More than half of students provided relevant tangible evidence to support the attributes of resilience and empathy, and 37% of students provided relevant tangible evidence to support passion as an attribute strength. The most cited evidence for passion and empathy was employment, with tertiary studies, and transition to remote learning during the COVID-19 pandemic the most cited evidence to illustrate curiosity and resilience, respectively (Table 7).

Table 7: Types of evidence cited by students to support claims of personal attributes

Personal attribute	Evidence type (Category)	Cited (Frequency)
Passion	Employment	10
	High marks	7
	Volunteer work	6
	Personal experiences	2
	Extracurricular activities	1
Resilience	Transition to remote learning	7
	Completed previous degree	3
	Employment	2
	Personal experiences	1
Curiosity	Undertaking tertiary studies	24
	Excellent marks	2
	Volunteer work	1
	Personal experiences	1
Empathy	Employment	10
	Volunteer work	4
	Personal experiences	4
	Placement	2

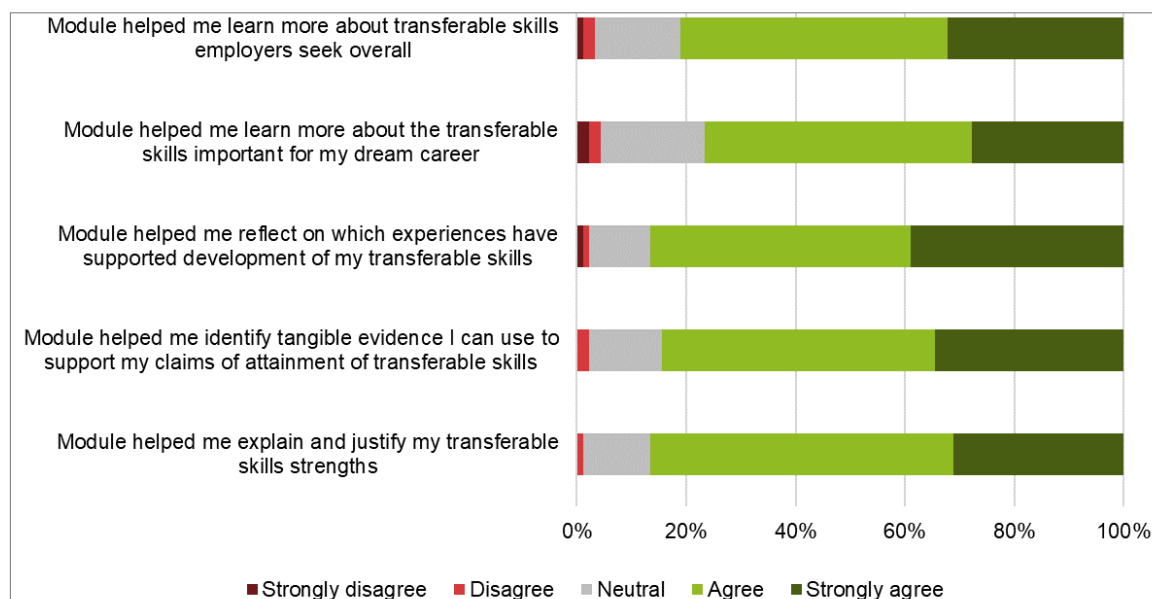
Note: The frequency of categories is presented in descending order. A single student may have provided more than one relevant category for a claim.

End-module reflection

Student perceptions of module activities

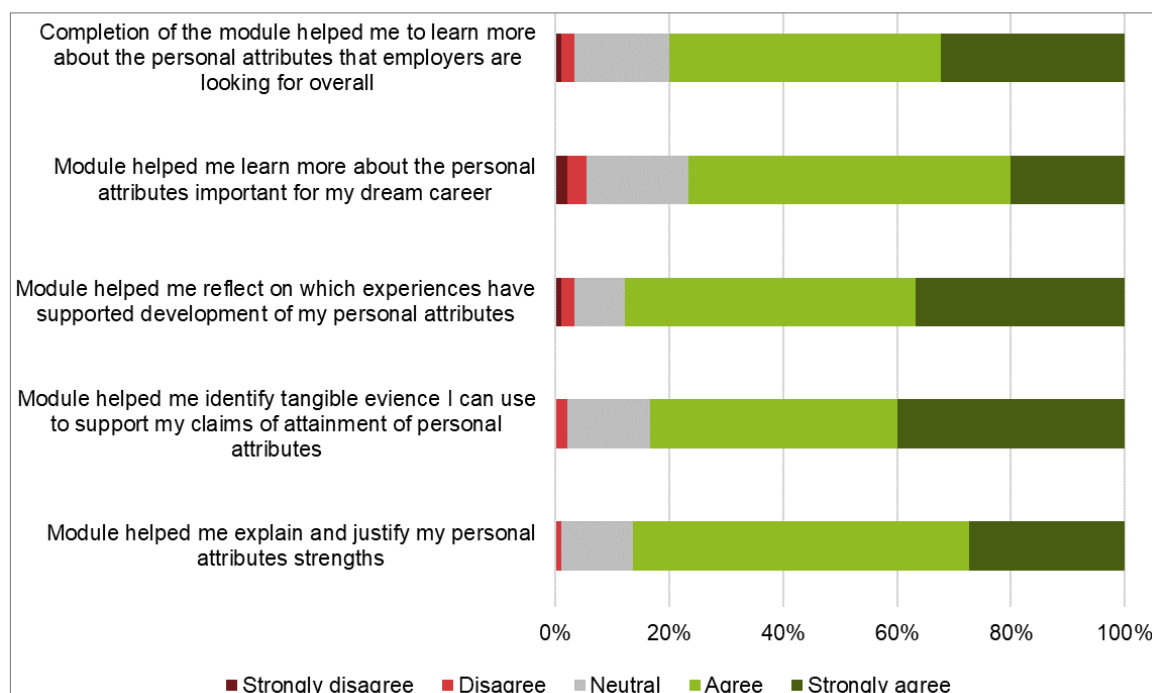
Most students agreed or strongly agreed that the module helped them learn more about the transferable skills and personal attributes that employers seek in graduates, and specifically, those that are important for their preferred career. Most students thought the module helped them to: reflect on experiences that had supported development of their skills and attributes; identify tangible evidence to support their claims; and explain and justify their transferable skills and personal attributes strengths (Figures 5 and 6).

Figure 5: Student perceptions of the knowledge and skills developed relating to their transferable skills



Note: Ratings assessed on a 5-point Likert scale: strongly disagree, disagree, neutral, agree or strongly agree.

Figure 6: Student perceptions of the knowledge and skills developed relating to their personal attributes

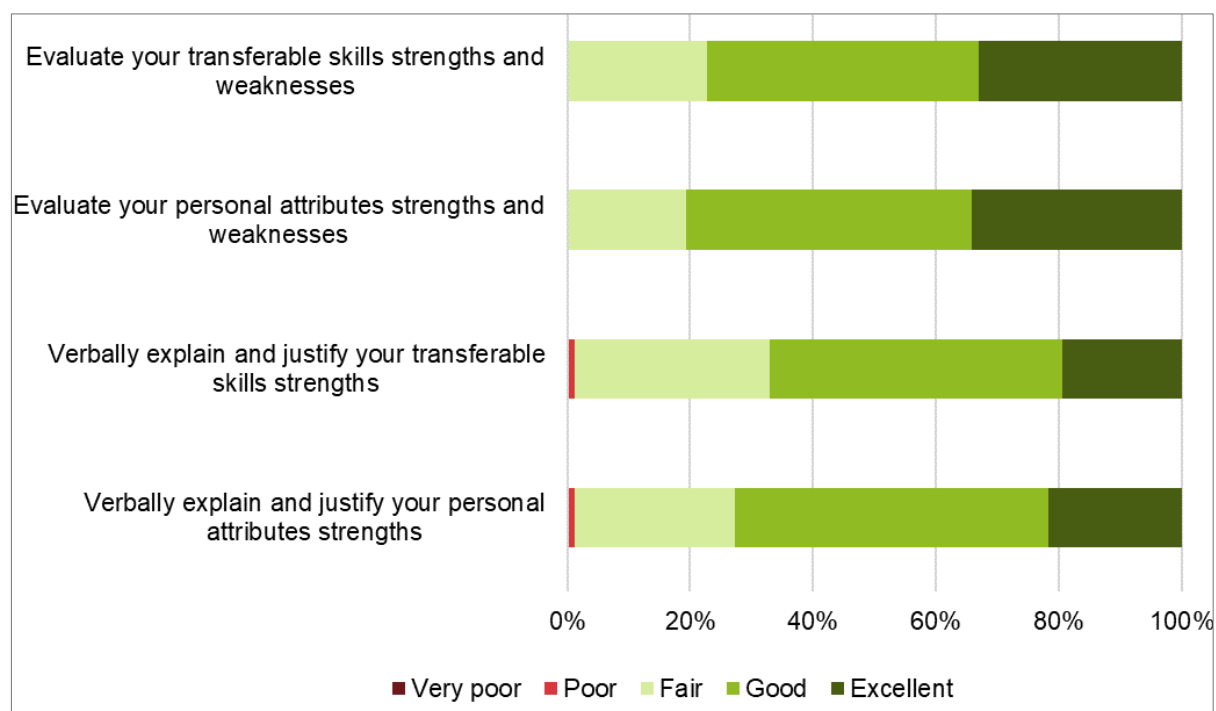


Note: Ratings assessed on a 5-point Likert scale: strongly disagree, disagree, neutral, agree or strongly agree.

Student perceptions of their knowledge and career management skills

Most students thought they could evaluate their transferable skills and personal attributes strengths, and verbally explain and justify their strengths end-module (Figure 7).

Figure 7: Student perceptions of their ability to evaluate their transferable skills and personal attributes strengths, and verbally explain and justify their strengths



Note: Ratings assessed on a 5-point Likert scale: very poor, poor, fair, good, excellent.

Two-thirds of students were proud of their Me in a Minute video, with another third non-committal (22% strongly agree; 44% agree; 33% neutral; 1% disagree; 0% strongly disagree). Twenty-seven percent of students planned to post the video to their LinkedIn profile, with the remainder of students noncommittal or intending not to post it (11% strongly agree; 16% agree; 36% neutral; 27% disagree; 10% strongly disagree).

Aspects of the module that have been most helpful for career planning

Sixty-nine students provided open-ended responses to what they thought were the most helpful aspects of the module, with most comments citing the prompting of reflection on relevant experiences, and the development of transferable skills and personal attributes (Table 8).

Table 8: Themes identified from student responses (N=69) to the open-ended question ‘What aspects of the module have been most helpful for your career planning?’

<p>Reflecting on experiences, and development of transferable skills and personal attributes (62%)</p> <ul style="list-style-type: none"> • The My Career Module helped me to think about and identify skills that allied health careers require, as well as what skills I have so far, and how I need to improve them moving forward in order to achieve my goals. They also pushed me outside of my comfort zones. For example, I would have never thought of making a one-minute video summary of my skills and attributes. (Student #08) • Having to evaluate and identify experiences that have helped me to develop transferable skills and personal attributes that are relevant to my dream career was the most helpful part of this module for my career planning. (Student #10) • Evaluating transferrable skills and personal attributes. This section allowed to reflect on myself, which skills I may lack. It is great because it I am able to work on my weaker skills. (Student #36)
<p>Activities promoted preparation for job interviews (13%)</p> <ul style="list-style-type: none"> • I recently had to do a professional interview for placement, and during the interview before completing this assignment, I found even though I had prepared beforehand I was lost on how to word skills I had. This module has made me feel more confident that next time I could reflect on this model, especially now that I know I have tangible evidence to use. (Student #02) • The most helpful aspect has been gaining the understanding of selling myself to an employer/university appropriately and honestly. (Student #62) • Having to reflect and decide on my top 2 skills would be the most useful thing I have gotten out of this module. it gives me something to focus on in future interviews. (Student #66)
<p>Activities facilitated learning about careers (10%)</p> <ul style="list-style-type: none"> • It has enabled me to further understand the requirements of jobs, industries, and what field I want to move into. (Student #08) • Really helped me think about what skills a physio would need in a workplace setting...It made me critically analyse the physio's at my work and see what they were good/effective at with patients and what would be improved. (Student #20) • It made me realise...the expectation of the industry I want to work in. (Student #83)

Note: Percent of students who mentioned this aspect. Representative quotes provided.

Practical changes that could help support career planning

Sixty students provided responses relating to practical changes that could help support career planning, with most comments citing personal career adaptive behaviours, rather than changes to the module itself (Table 9).

Table 9: Themes identified from student responses (N=60) to the open-ended question ‘Please suggest any practical changes that you believe could help support your career planning?’

<p>Taking personal responsibility using career adaptive behaviours (30%)</p> <ul style="list-style-type: none"> • Further positioning myself into a specific sports science based role to understand the field more and grasp a more optimised approach during my Masters. • A practical change that I believe could support my career planning would be to go out volunteering or look for a job in the allied health industry, as I consider myself having little knowledge/experience working in this field.
<p>No changes needed (15%)</p> <ul style="list-style-type: none"> • Everything in this module is very practical to have in the future when seeking employment in the health sector. • Good job keep it up!
<p>Work experience opportunities (8%)</p> <ul style="list-style-type: none"> • Work experience, I believe that it would be really advantageous as it would give students the opportunity to identify whether or not the career they desire to enter is the ‘right fit for them’ (Student #57) • The ability to have a choice of 4-6 week placement opportunity to work with a health professional in the field we are looking to pursue so we get a taste of the work and see if we truly enjoy it as well as learning and developing our skills for that type of workforce ‘(Student #22)
<p>Industry engagement (7%)</p> <ul style="list-style-type: none"> • Have a seminar where health professionals talk about the important skills required to be successful in the industry. Another suggestion would be to hold an information session where a variety of health professionals, maybe even past students, attend this event and students can talk to the professionals they’re interested in as a career to gain valuable insight, advice and guidance of what that career entails. (Student #21) • More time with allied health professionals in the course (giving speeches and seminars) (Student #30)

Note: Percent of students who mentioned this aspect. Representative quotes provided.

Discussion

The main findings of this study show that mid-semester, students highly rated their disciplinary knowledge and skills, along with their transferable skills and personal attributes. Facilitator feedback on the mid-semester evaluation task indicated that a majority (two-thirds) of students provided relevant experiences, however, only a small minority of students provided tangible evidence to support claims. As evidenced in the video analysis, most students were able to draw on relevant experiences that supported development of their transferable skills strengths (e.g., university studies, casual work), but most failed to provide tangible evidence to support their claims (e.g., evidence provided generally lacking in detail with some students indicating that mere completion of an activity was evidence of skill development). In contrast, a slight majority of students successfully evidenced claims of personal attributes strengths. Less than half of the students were able to demonstrate solid professional video production skills and use of effective language and presentation skills. Despite the data revealing a general lack of competency in evidencing transferable skills and video production skills, students highly valued the module and thought that the activities had supported them in developing skills relating to articulation of employability strengths.

Students' employability skills claims and performance

Transferable skills and personal attributes strengths

In the present study, mid-module, students highly rated their transferable skills and personal attributes. Although these skills and attributes were not specifically rated by assessors, we hypothesise that the ratings are most likely an overinflation of student capabilities. The tendency for students to overestimate their own performance across disciplines has been documented (León et al. 2023).

In the Me in a Minute videos, students identified all three transferable skills as strengths, with personal and professional cited most often. Far fewer students claimed to have strengths in inquiry and analysis in comparison to communication and literacy, and personal and professional skills. This is surprising given that students were in their third year of a health sciences degree, and in the final subject of a human physiology and anatomy major with a strong focus on inquiry and analysis. This finding may indicate that there is a disconnect between students' understanding of the scientific curricula experienced, and development of their inquiry and analysis skills, and supports the call from employability scholars for consistent student-focused communication regarding graduate capabilities and their development (Jorre de St Jorre & Oliver, 2018). Reflecting on Kovalcik's (2019) framework, it is likely that students need more time in the phase that promotes connection to skills while building evidence. Passion was the most cited personal attribute strength, followed by empathy and curiosity, with only 17 students citing resilience as a strength. Given that cultivation of personal attributes can be a focus of adaptable and flexible attitudes to career building (Clarke, 2018), future iterations of the module could provide more scaffolding aimed at helping students reflect more deeply on their understanding of personal attributes strengths, or alternately to develop a plan for growth.

Articulation of employability skills strengths

The end-module reflections revealed that most students felt confident in evaluating their transferable skills and personal attributes strengths and weaknesses, and in verbally explaining and justifying their employability strengths. In contrast, video analysis data showed that a slight majority of students successfully evidenced their personal attributes strengths, while most students failed to present tangible evidence to substantiate their claims of transferable skills strengths. These results suggest that students have a somewhat overinflated sense of their ability to articulate their employability skills. The findings of Jackson and Edgar (2019) resonate with those of the present study, indicating a disconnect between students' perceptions of their ability to articulate their employability skills, and professionals' perceptions of student ability. Jackson and Edgar's (2019) optional career development initiative for business and physiotherapy students encouraged students to draw on work experiences when articulating achievements and capabilities to employers. Survey data showed that students demonstrated reasonable confidence in applying for graduate roles, yet industry professionals' feedback on mock job applications indicted that there was significant room for improvement. These findings are consistent with the high ratings of transferable skills and personal attributes described above, and align to continuing reports that new graduates have an exaggerated sense of their work-readiness (Gray, 2025; Hart Research Associates, 2015).

Provision of relevant experiences to support claims

Students were proficient in citing relevant experiences that had facilitated development of transferable skills. The most cited experience for development of communication and literacy, and personal and professional skills was employment, with coursework the most cited experience for inquiry and analysis. Although less frequent, students also cited co-curricular employability programs, volunteer work, group work, transition to remote learning (because of the COVID-19 pandemic) and participation in research projects for each of the transferable skills. These findings resonate with those of Lackner and Martini (2017) who found through student reflections that psychology students' significant learning experiences included those associated with the academic curricula, as well as paid

work, volunteer work, extra-curricular activities, leisure-based experiences and personal development.

Provision of tangible evidence to support claims

A majority of students in the present study failed to provide tangible evidence to support their transferable skills claims. This was despite students receiving feedback on the mid-module evaluation activity stating that they needed to provide stronger forms of evidence in their final video. Of note, students did better at citing tangible evidence to support personal attributes strengths, than for transferable skills strengths. For each transferable skill, attainment of high marks in university assessment was the most frequently cited tangible evidence, with only a few students citing evidence not associated with the academic curricula. This is a surprising finding given that employment was the most cited experience for communication and literacy, and personal and professional skills. This indicates that students may benefit from additional scaffolding such as regular and ongoing cycles of reflection (Heymann et al., 2022) or exposure to techniques such as past-behaviour storytelling (Lin-Stephens et al., 2022), possibly earlier in their degree program, that promotes connection to skills while building evidence, and skills articulation and transference (Kovalcik, 2019). In the present study, there was a broader range of evidence cited for personal attributes, with employment the most cited tangible evidence for passion and empathy, and university studies the most cited for curiosity and resilience. Other common evidence included volunteer work and personal experiences with examples including the ability to bounce back from 'unemployment and homelessness', 'rehabilitation both physically and mentally', and 'mental health issues'. To improve students' ability to draw on tangible evidence, future iterations of the module could have students explicitly focus on the STAR technique, as it was reported to succeed at teaching students to articulate their employability strengths (Tomasson Goodwin et al., 2019). Similar to the findings of the present study, Jackson and Edgar (2019) found employability articulation skills to be lacking in business and physiotherapy students, and that engagement with career development workshops outside the curriculum was low. This observation supports the edicts of employability experts that CDL should be incorporated as assessable components of the curricula (Bridgstock, 2009; Bridgstock et al., 2019; Jorre de St Jorre & Oliver, 2018), as was done in the present study.

Video professionalism

Fewer than half of the videos were assessed to be professional artefacts (i.e., received good or excellent ratings for professionalism, and language and presentation delivery), indicating that there is room for improvement in these areas. Students who were rated poorly for professionalism tended to be dressed in overly casual attire, had unprofessional backgrounds, or had issues with filming, lighting, sound or editing. Students who were rated poorly for language and delivery tended to have issues with speech, such as talking too quickly, too softly, or in a monotone voice, or they may have been reading from a script. Lack of attention to detail in producing a professional video is consistent with students' perceiving the product as less important than the process, and with a minority planning to use the video to promote themselves. Consistent with the findings of the present study, it has previously been noted that skills associated with online technical aptitude and professionalism are deficient in many undergraduate students (Bridgstock, 2019). When the Me in a Minute strategy was originally introduced at Deakin, the students were supported by professional staff to record their videos in bespoke studios with professional video and sound equipment. For institutions lacking such resources to support students, the results of this study underscore the importance of incorporating activities that foster technical aptitude and professionalism within CDL curricula.

Student perceptions of their Me in a Minute video

Drawing from the end-module reflection, two-thirds of students were proud of their video, with most of the remaining students noncommittal. Only a minority of students intended to post the video to their LinkedIn profile. Similarly, in a study by Jorre De St Jorre (2017), only 43% of students had shared their video on LinkedIn, despite a large majority of students having profiles. It appears that, overall,

students in both studies were not using their Me in a Minute video authentically as intended. 'A possible explanation may be related to barriers to using social media sites in general. Users can be reluctant to use social media due to, for example, questionable business models and practices relating to use of data and privacy and safety concerns regarding sharing personal information (Chang et al., 2017; Healy et al., 2023; Mutambik et al., 2022).

Student perceptions of module activities

Jorre de St Jorre and Oliver (2018) describe articulation of employability skills as the final step in a process that starts with students understanding graduate capabilities and their importance, and how to use and evidence them. Drawing from the end-module reflection Likert-scale responses, most students in the present study thought that through the module they had learnt more about the transferable skills and personal attributes that employers seek in graduates, and specifically those important for their preferred career. Furthermore, most students thought that the module activities helped them reflect on experiences, and articulate skills and attributes strengths using tangible evidence to support claims. These findings indicate that the module activities provide a strong foundation for students to articulate their skills and attributes.

Students could see the potential for broader application of the skills they developed in the module with qualitative analysis of open-ended responses showing that one of the most helpful aspects of the module was that students felt better prepared for job interviews. Students thought the activities had helped them gather relevant content, improved their understanding of how to approach an interview, and enhanced their confidence. These findings are promising and indicate students have gained relevant knowledge and confidence because of the module. Video analysis data suggests that students may not be as prepared for job interviews as they believe, given that a key aspect of an interview is to articulate employability strengths. Consistent with our conclusion when discussing provision of tangible evidence, this further supports scaffolding ongoing reflection throughout a course.

Qualitative analysis revealed that the most helpful aspect of the module was the opportunity for students to reflect on their relevant experiences and develop their transferable skills and personal attributes. Indeed, others report that self-reflection on experiences and skills is vital for maintaining awareness of skills and attributes 'through recurrent self-examination and self-exploration that leads to activities including goal setting, planning and ongoing evaluation of new experiences (Heymann et al., 2022; Joy et al., 2015; Lackner & Martini, 2017; Richards & Reid, 2025; Tomasson Goodwin et al., 2019). Identifying one's own skills and attributes, and the experiences that led to their development, is the foundation for being able to articulate these to potential employers and others. Findings therefore indicate that, upon completion of the module, the self-reflection journey prior to creating the video was perceived as more meaningful to students than the video product. This is consistent with viewing careers and employability learning more broadly as a 'psycho-social process' and not an outcome (Healy, 2023). This concept is aptly illustrated in the following student reflection:

Having never had to film myself for anything similar in the past, I was forced to analyse the transferrable skills that I have gained from both studies and in work. In addition, I had to learn some new skills from editing to polishing my CV to speechwriting. By the end of this module, I had a good idea how to present those skills to my future employer in an organised manner. These skills such as presentation and organising thoughts are crucial for future employment to make myself competitive in the work force. (Student 69)

Overall, the findings on student perceptions of the Me in a Minute video strategy are in strong agreement with Jorre De St Jorre (2017) who reported that students were overwhelmingly positive about the strategy, valuing the videos as a medium for helping them prepare for interviews, and promoting their employability. The students reported finding more value in the process of creating the video, than in the use of the video itself. They felt that the steps taken to create the video had provided a worthwhile opportunity for them to reflect on their experiences, skills, and capabilities, and had helped them learn how to articulate these clearly and succinctly. Although few studies have

been conducted on teaching students to articulate employability skills through a one-minute video pitch, taken together, the findings indicate that students highly value a Me in a Minute video task, and the journey (process of working toward completing the video) appears to be more important to students than the destination (Me in a Minute video).

Limitations

Students' ability to articulate their employability skills before they commenced this module was not assessed; therefore, it cannot be determined whether the activities undertaken by students led to improvements in these skills. Incorporation of a pre-module assessment would allow us to make pre-post comparisons.

The tools used to assess the quality of the Me in a Minute videos and for self-evaluation and reflection were developed by the facilitators/research team. These tools could be improved with input from students in the target sample group and industry representatives. A more rigorous process could be used to create the Likert scales used to gain insight into student perceptions, particularly semantic validation with the target sample to ensure the language used in the scale items is being interpreted as the researchers intended, and assessment for reliability and validity (Hair et al., 2019).

While this module required students to engage in reflective practice, students were not directly taught how to reflect. However, as students in their third year of bachelor degree studies, they will have been exposed to reflective practice in their time at university and video guidance on completing the mid-semester evaluation was provided. Lack of explicit instruction on reflecting and use of a particular model of reflection may explain the variability seen in student self-evaluations of their skills. Incorporating a framework or tool to guide reflection may result in better insights for educators and better performance by students in reflecting on their own skill/attribute attainment.

It is possible that participant bias could have influenced responses to the open-ended questions. Responding to these questions was optional (no marks associated) and the students who had particularly strong positive views may have been more inclined to respond, potentially skewing the results. This is reflected in the predominance of positive feedback, with very few negative comments provided.

Future research and implications for practice

It would be beneficial to evaluate the effects of further scaffolding to support students in identifying tangible evidence emerging from university studies as well as non-curricula activities including employment. This support should start earlier in the degree program to provide students with a chance to practice this skill multiple times. Similarly, future iterations of our work could include further scaffolding to help students develop their professional presentation skills, both in person and in digital forms.

The findings of the present study indicate that fellow educators in higher education could benefit from incorporating a scaffolded Me in a Minute activity into their curriculum. Future research could focus on students from a range of discipline areas to identify ways the module could be adapted to best support students from different cohorts.

Conclusion

As higher education institutions and society at large grapple with the challenges of rapidly evolving technology and an adapting workforce, the ability of university graduates to aptly articulate their repertoire of skills and attributes becomes even more essential.

This study investigated students' ability to create an effective and professionally delivered Me in a Minute video, as well as student perceptions of their employability skills and the module activities. Analysis of videos showed that students had aptitude for drawing on relevant experiences but generally struggled to substantiate their claims with tangible evidence. Less than half of the videos

were assessed to be professional artefacts. Students highly valued the module and felt the activities supported them in developing their ability to articulate employability strengths. It is concluded that the Me in a Minute video strategy is a valuable career development learning activity, but further support is needed to help students develop skills in evidencing achievements and professional presentation.

Conflict of Interests:

The authors declare no conflicting interests regarding the publication of this manuscript.

Use of Artificial Intelligence:

The authors declare that no generative artificial intelligence (AI) or AI-assisted technologies were used to generate content, ideas, or theories when writing this work.

CRedit authorship contribution statement

Brianna L. Julien: Conceptualisation, Methodology, Investigation, Visualisation, Writing – Original Draft, Writing – Review & Editing, Project administration. **Shannyn Genders:** Formal analysis, Visualisation, Writing – Review & Editing. **Minh Nguyen:** Formal analysis, Writing – Review & Editing. **Louise Lexis:** Conceptualisation, Methodology, Formal analysis, Investigation, Writing – Original Draft, Writing – Review & Editing, Supervision, Project administration.

References

- Bleidorn, W., Hill, P. L., Back, M. D., Denissen, J. J. A., Hennecke, M., Hopwood, C. J., Jokela, M., Kandler, C., Lucas, R. E., Luhmann, M., Orth, U., Wagner, J., Wrzus, C., Zimmermann, J., & Roberts, B. (2019). The policy relevance of personality traits. *The American Psychologist*, 74(9), 1056–1067. <https://doi.org/10.1037/amp0000503>
- Bridgstock, R. (2009). The graduate attributes we've overlooked: Enhancing graduate employability through career management skills. *Higher Education Research & Development*, 28(1), 31–44. <https://doi.org/10.1080/07294360802444347>
- Bridgstock, R. (2019). Employability and career development learning through social media: Exploring the potential of LinkedIn. In J. Higgs, S. Cork, and D. Horsfall (Eds.) *Challenging future practice possibilities* (pp. 143–152). Brill Sense. https://doi.org/10.1163/9789004400795_012
- Bridgstock, R., Grant-Iramu, M., & McAlpine, A. (2019). Integrating Career Development Learning into the Curriculum: Collaboration with the Careers Service for Employability. *Journal of Teaching and Learning for Graduate Employability*, 10(1), 56–72. <https://doi.org/10.21153/jtlge2019vol10no1art785>
- Brumm, T. J., Mickelson, S. K., & White, P. N. (2006). Integrating behavioral-based interviewing into the curricula. *NACTA Journal*, 50(2), 28–31. <https://www.jstor.org/stable/43766916>
- Chang, S. E., Liu, A. Y., & Shen, W. C. (2017). User trust in social networking services: A comparison of Facebook and LinkedIn. *Computers in Human Behavior*, 69, 207–217. <https://doi.org/10.1016/j.chb.2016.12.013>
- Clarke, M. (2018). Rethinking graduate employability: The role of capital, individual attributes and context. *Studies in Higher Education*, 43(11), 1923–1937. <https://doi.org/10.1080/03075079.2017.1294152>
- Creswell, J. W., Plano Clark, V., Gutmann, M. L., & Hanson, W. E. (2003). An expanded typology for classifying mixed methods research into designs. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 209–240). SAGE
- Deakin University. (n.d.). Stand out to employers with Me in a Minute. *Me in a Minute*. <https://blogs.deakin.edu.au/meinaminute/>
- Deloitte Access Economics. (2017). *Soft skills for business success: Building Australia's future workforce*. <https://www2.deloitte.com/au/en/pages/economics/articles/soft-skills-business-success.html>
- Department of Education. (2025). *Job-ready Graduates Package*. Australian Government. <https://www.education.gov.au/job-ready>
- Eyler, J., Giles, D. E., & Schmeide, A. (1996). *A practitioner's guide to reflection in service-learning: student voices & reflections*. Nashville, Vanderbilt University.

- Fugate, M., Kinicki, A. J., & Ashforth, B. E. (2004). Employability: A psycho-social construct, its dimensions, and applications. *Journal of Vocational Behavior*, 65(1), 14-38. <https://doi.org/10.1016/j.jvb.2003.10.005>
- Furze, A. (2025, February 17). Universities focus outside the classroom to create job-ready graduates. *The Australian Financial Review*. <https://www.afr.com/work-and-careers/careers/universities-focus-outside-the-classroom-to-create-job-ready-graduates-20250217-p5lcpu>
- Gray, K. (2025 January 13). *The Gap in Perceptions of New Grads' Competency Proficiency and Resources to Shrink It*. National Association of Colleges and Employers. <https://www.nacweb.org/career-readiness/competencies/the-gap-in-perceptions-of-new-grads-competency-proficiency-and-resources-to-shrink-it>
- Hagel, J., Brown, J. S., & Wool, M. (2019, August 30). *Skills change, but capabilities endure*. Deloitte Insights. <https://www2.deloitte.com/us/en/insights/focus/technology-and-the-future-of-work/future-of-work-human-capabilities.html>
- Hair, J. F., Gabriel, M. L. D. S., da Silva, D., & Braga Junior, S. (2019). Development and validation of attitudes measurement scales: fundamental and practical aspects. *RAUSP management journal*, 54(4), 490-507. <https://doi.org/10.1108/RAUSP-05-2019-0098>
- Hajkowicz, S., Reeson, A., Rudd, L., Bratanova, A., Hodgers, L., Mason, C., & Boughen, N. (2016, January). *Tomorrow's digitally enabled workforce: Megatrends and scenarios for jobs and employment in Australia over the coming twenty years*. CSIRO. https://www.csiro.au/~media/d61/files/16-0026_data61_report_tomorrowsdigitallyenabledworkforce_web_160204.pdf
- Hart Research Associates. (2015, January 20). Falling short? College learning and career success. *Association of American Colleges and Universities*. <https://dgm81phvh63.cloudfront.net/content/user-photos/Research/PDFs/2015EmployerStudentsSurvey.pdf>
- Healy, M., Cochrane, S., Grant, P., Basson, M. (2023). LinkedIn as a pedagogical tool for careers and employability learning: a scoping review of the literature. *Education + Training*, 65(1): 106–125. <https://doi.org/10.1108/ET-01-2022-0004>
- Healy, M. (2023). Careers and employability learning: pedagogical principles for higher education. *Studies in Higher Education*, 48(8), 1303-1314. <https://doi.org/10.1080/03075079.2023.2196997>
- Heymann, P., Bastiaens, E., Jansen, A., van Rosmalen, P., & Beausaert, S. (2022). A conceptual model of students' reflective practice for the development of employability competences, supported by an online learning platform. *Education+ Training*, 64(3), 380-397. <https://doi.org/10.1108/ET-05-2021-0161>
- Indeed. (2024, August 21). *Skillfully Aligned: Closing the gap for a future-proofed workforce*. <https://d341ezm4iqaae0.cloudfront.net/assets/sites/6/2024/07/27021808/Indeed-Skillfully-Aligned-2024-AU.pdf>
- Innovative Research Universities. (2025). *IRU Employability Assessment Toolkit downloads*. <https://iru.edu.au/employability-assessment-toolkit/>
- Innovative Research Universities. (2025). *Purpose*. <https://iru.edu.au/purpose/>
- Jackson, D. A., & Edgar, S. (2019). Encouraging students to draw on work experiences when articulating achievements and capabilities to enhance employability. *Australian Journal of Career Development*, 28(1), 39-50. <https://doi.org/10.1177/1038416218790571>
- Jackson, D., & Wilton, N. (2017). Perceived employability among undergraduates and the importance of career self-management, work experience and individual characteristics. *Higher Education Research & Development*, 36(4), 747-762. <https://doi.org/10.1080/07294360.2016.1229270>
- Jorre De St Jorre, T., Johnson, L., & O'Dea, G. (2017). Me in a Minute: A simple strategy for developing and showcasing personal employability. *Proceedings of the Australasian Society for Computers in Learning in Tertiary Education*, Australia, 117-120. <http://2017conference.ascilite.org/wp-content/uploads/2017/11/ASCILITE-2017-Proceeding.pdf>
- Jorre de St Jorre, T., & Oliver, B. (2018). Want students to engage? Contextualise graduate learning outcomes and assess for employability. *Higher Education Research & Development*, 37(1), 44-57. <https://doi.org/10.1080/07294360.2017.1339183>
- Joy, R., Shea, R., & Youden-Walsh, K. (2015). Meeting the challenge of work and life using a career integrated learning approach. *Proceedings of the Atlantic Universities' Teaching Showcase*, 19, 76-79. <https://ojs.library.dal.ca/auts/article/view/6843>
- Julien, B. L., Lexis, L., & Church, J. E. (2023). A career research module promotes career exploration and understanding of the labour market and transferable skills. *Journal of Teaching and Learning for Graduate Employability*, 14(1), 31-52. <https://doi.org/10.21153/jtlge2023vol14no1art1498>
- Kovalcik, B. (2019). Developing Employability Skill Articulation in College Students: A Framework and Practitioner Approaches for Co-curricular Educators. *The Journal of Campus Activities Practice and*

- Scholarship, 1(2). https://cdn.uconnectlabs.com/wp-content/uploads/sites/209/2025/05/JCAPS_Kovalcik_DevelopingEmployabilitySkillArticulation.pdf
- Lackner, C., & Martini, T. (2017). Helping University Students Succeed at Employment Interviews: The Role of Self-Reflection in E-Portfolios. *Teaching & Learning Inquiry*, 5(2), 3-15. <https://journalhosting.ucalgary.ca/index.php/TLI/article/view/57474/43241>
- La Trobe University. (2025). *Career Ready Advantage Award*. <https://www.latrobe.edu.au/students/opportunities/careers>
- León, S.P., Panadero, E. & García-Martínez, I. (2025). How Accurate Are Our Students? A Meta-analytic Systematic Review on Self-assessment Scoring Accuracy. *Educational Psychology Review*, 35, 106. <https://doi.org/10.1007/s10648-023-09819-0>
- Lexis, L., Thomas, J., Taylor, C. J., Church, J. E., & Julien, B. (2021). Informational interviews help undergraduate students at the mid-point of non-vocational STEM degrees confirm their career aspirations. *Journal of Teaching and Learning for Graduate Employability*, 12(2), 299-315. <https://doi.org/10.21153/jtlge2021vol12no2art1318>
- Lexis, L., Weaver, D., & Julien, B. L. (2023). STEM students see the value of LinkedIn as a career development tool and continue to use it in the long-term post-assignment. *Journal of Teaching and Learning for Graduate Employability*, 14(1), 53-70. <https://doi.org/10.21153/jtlge2023vol14no1art1510>
- Lin-Stephens, S., Manuguerra, M., Tsai, P-J., Athanasou, J.A. (2022). Stories of employability: improving interview narratives with image-supported past-behaviour storytelling training. *Education + Training*, 64(5), 577–597. <https://doi.org/10.1108/ET-08-2021-0320>
- McMahon, M., Patton, W., & Tatham, P. (2003). *Managing life, learning and work in the 21st century: Issues informing the design of an Australian Blueprint for Career Development*. Miles Morgan. https://cica.org.au/wp-content/uploads/Managing-Life-Learning-and-Work-in-the-21-Century-MMcM_WP_PT.pdf
- Mutambik, I., Lee, J., Almuqrin, A., Halboob, W., Omar, T., & Floos, A. (2022). User concerns regarding information sharing on social networking sites: The user's perspective in the context of national culture. *Plos one*, 17(1). <https://doi.org/10.1371/journal.pone.0263157>
- National Association of Colleges and Employers. (2016). *Job Outlook 2016: The Attributes Employers Want to See on New College Graduates' Resumes*. National Association of Colleges and Employers. <https://www.nacweb.org/career-development/trends-and-predictions/job-outlook-2016-attributes-employers-want-to-see-on-new-college-graduates-resumes/>
- National Network of Business and Industry Associations. (2015). *Common Employability Skills: A Foundation for Success in the Workplace*. https://web.archive.org/web/20180219004419/http://nationalnetwork.org/wp-content/uploads/2015/05/Common_Employability_Skills-03-30-152.pdf
- Oliver, B. (2010). *Benchmarking partnerships for graduate employability*. Australian Learning and Teaching Council (ALTC) Teaching Fellowship final report. <https://ltr.edu.au/resources/Oliver%20B%20Curtin%20Fellowship%20report.pdf>
- Oliver, B. (2015a). *Assuring graduate capabilities: evidencing levels of achievement for graduate employability* ALTC National Teaching Fellowship final report. Office for Learning and Teaching, Australian Government. https://ltr.edu.au/resources/Oliver_Report_2015.pdf
- Oliver, B. (2015b). Redefining graduate employability and work-integrated learning: Proposals for effective higher education in disrupted economies. *Journal of Teaching and Learning for Graduate Employability*, 6(1), 56. <https://doi.org/10.21153/jtlge2015vol6no1art573>
- Resume.org. (2025, May 6). *Recent College Grads Are Hard to Manage and Always on Their Phones; Many Managers Avoid Hiring Them*. <https://www.resume.org/research/recent-college-grads-are-hard-to-manage-and-always-on-their-phones-many-managers-avoid-hiring-them/>
- Richards, A., and Reid, A. (2025). Reflections on reflection: Supporting employability learning in the higher education context. *Journal of Teaching and Learning for Graduate Employability*, 16(1), 75-92. <https://doi.org/10.21153/jtlge2025vol16no1art2062>
- Ross, J. (2023, October 4). Graduate 'suitability gap' exacerbates professional shortages. *Times Higher Education*. <https://www.timeshighereducation.com/news/graduate-suitability-gap-exacerbates-professional-shortages>
- St Michael's Grammar School. (2018, June 20). *Me in a Minute*. <https://www.stmichaels.vic.edu.au/community/news/me-in-a-minute/>
- RMIT University. (2018). *Elevator Pitch*. RMIT University. <https://web.archive.org/web/20200210211709/http://www.graduate-careers.org/2016/04/28/elevator-pitch/>

- The University of Newcastle. (2021). *Me in a Minute Resource kit*. The University of Newcastle.
<https://web.archive.org/web/20210305202532/https://www.newcastle.edu.au/current-students/careers/how-to-apply-for-a-job/me-in-a-minute/resource-kit>
- Tomasson Goodwin, J., Goh, J., Verkoeyen, S., & Lithgow, K. (2019). Can students be taught to articulate employability skills? *Education+ Training*, 61(4), 445-460. <https://doi.org/10.1108/ET-08-2018-0186>
- Tomlinson, M. (2008). 'The degree is not enough': students' perceptions of the role of higher education credentials for graduate work and employability. *British journal of sociology of education*, 29(1), 49-61. <https://doi.org/10.1080/01425690701737457>
- Tomlinson, M., & Nghia, T. L. H. (2020). An overview of the current policy and conceptual landscape of graduate employability. In T. L. H. Nghia, T. Pham, M. Tomlinson, K. Medica, & C. Thompson (Eds.), *Developing and utilizing employability capitals: Graduates' strategies across labour markets*. Taylor & Francis Group. <https://doi.org/10.4324/9781003004660>
- Tuononen, T., Hyytinen, H., Kleemola, K., Hailikari, T., Männikkö, I., & Toom, A. (2022). Systematic review of learning generic skills in higher education—Enhancing and impeding factors. *Frontiers in Education*, 7. <https://doi.org/10.3389/feduc.2022.885917>
- Vaismoradi, M., & Snelgrove, S. (2019). Theme in qualitative content analysis and thematic analysis. *Qualitative Content Analysis*, 20(3). <https://doi.org/https://doi.org/10.17169/fqs-20.3.3376>
- Vanderlelie, J. (2019). *Development of students professional identity through Me in a Minute presentations*. Griffith University. <https://app.secure.griffith.edu.au/exlnt/entry/3765/view>
- Watkins, E. K., & McKeown, J. (2018). The inside story on skills: The student perspective. In: F. Deller. J. Pichette and E.K. Watkins (Eds.), *Driving academic quality: Lessons from Ontario's skills assessment projects* 81-92. https://heqco.ca/wp-content/uploads/2020/04/Driving-Academic-Quality_10_FINAL.pdf#page=87
- World Economic Forum. (2025, January 7). *The Future of Jobs Report 2025*. https://reports.weforum.org/docs/WEF_Future_of_Jobs_Report_2025.pdf
- Yorke, M., & Knight, P. (2004). *Employability in higher education: what it is-what it is not*. York: The Higher Education Academy. https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/hea/private/id116_employability_in_higher_education_336_1568036711.pdf

Appendix 1

My Career module: Me in a Minute Student guide and marking rubric:

<https://doi.org/10.26181/19074422>