



GRADUATE EMPLOYABILITY

PROFESSIONAL AND UNIVERSITY CLUSTER

**GRADUATE RECRUITMENT AND ATTRIBUTES
SURVEY DECEMBER 2023**



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Executive Summary

This graduate recruitment and skills survey is the first to combine the findings of membership of six industry bodies: Manchester Digital; Manchester Publicity Association; Data and Marketing Association; pro-manchester; Interactive Advertising Bureau; and Chartered Institute of Marketing.

Findings reveal how the use of particular words used when advertising graduate jobs, can result in the same pool of talent applying for those roles. Using techniques to reduce gender-coded words is a proven way to increase the number of applicants.

Round table discussion that explored these survey findings identified that student confidence is another barrier to graduate recruitment. It is known that students from less privileged backgrounds either lack the confidence to apply for certain graduate roles, or can often underperform during the recruitment process. For example, not understanding how assessment centres work, hence not applying or underperforming during one.

The survey and round table discussion was evidence of employers and universities collaborating very effectively. For example, mentoring, working on live client briefs, guest speaking, advertising graduate roles via university career hubs. There are many more examples and much more work to be done. It is intended that this survey and report provides more impetus as per the actions below.

Actions arising from the survey and Nov 2023 round table

A series of actions were identified to help industry employers and universities to make more impact.

1. **'Employ Me' project [name to be confirmed]**

Jointly delivered with industry, this will focus on successful on-boarding of graduates and their early career development.

Enabling more effective transitioning from full time student to full time professional

Best practice being shared between the HE sector and employers

2. **Graduate Recruitment Toolkit**

Useful to any sector and professional association. The toolkit will become a living document containing best practice, and links to useful resources, that is updated as the work of this cluster evolves.

3. **Feb 2024 Webinar**

For those who could not attend the Nov 2023 round table, in addition to those who contributed to on the day. The focus will be on key themes discussed in the round table, actions taken as above and measuring the impact of our collaborative work.



Dr Jeff McCarthy

Senior Lecturer Digital Marketing, Manchester Metropolitan University

Faculty Graduate Outcomes and Alumni Lead

Faculty Employability co-Lead

Lead and Founder: Global Universities Forum of Digital Capability and Employability

Methodology

For this report Manchester Metropolitan University Faculty of Business and Law collaborated with six professional bodies: Manchester Digital; Manchester Publicity Association; Data and Marketing Association; pro-manchester; Interactive Advertising Bureau; and Chartered Institute of Marketing. Each organisation circulated the survey to its members resulting in 61 completed and usable responses in total. Together they formed a 'Graduate Employability Professional and University Cluster'.

The survey is the first to combine the findings of membership of six industry bodies, adding significant value to the findings. The focus is on graduate recruitment and skills. The voices of respondents from creative industries, digital, media, publishing, tech, marketing and PR, hospitality and events, pharmaceutical, and finance are all heard in this survey. Data was also gathered from agency and client organisations.

Key survey findings were then discussed at a November round table event, hosted at Manchester Metropolitan University. Selected quotations are paraphrased in parts of this report, to add further insight or context to the findings.

The lead for this project was [Dr Jeff McCarthy](#), Manchester Metropolitan University. Jeff has Faculty of Business and Law leadership roles for Graduate Outcomes and Alumni, for Employability. He is also responsible for creating and growing the Global Universities Forum of Digital Capability and Employability, which this Cluster feeds into.

Special thanks should also go to the following people who were instrumental in delivering this project and subsequent round table:

[Cerys Jones](#), Head of Employer Engagement and Enterprise, Manchester Metropolitan University

[Emma Grant](#), Head of Talent and Skills, Manchester Digital

[Cindy Simmons](#), Managing Director, Manchester Publicity Association

[Anna Lancashire](#), Community Manager North, Data & Marketing Association (DMA UK)

[Rachel Tetlow](#), Senior Membership & Programmes Manager, pro-manchester

[Neeral Patel](#), Membership Services Manager, Interactive Advertising Bureau (IAB UK)

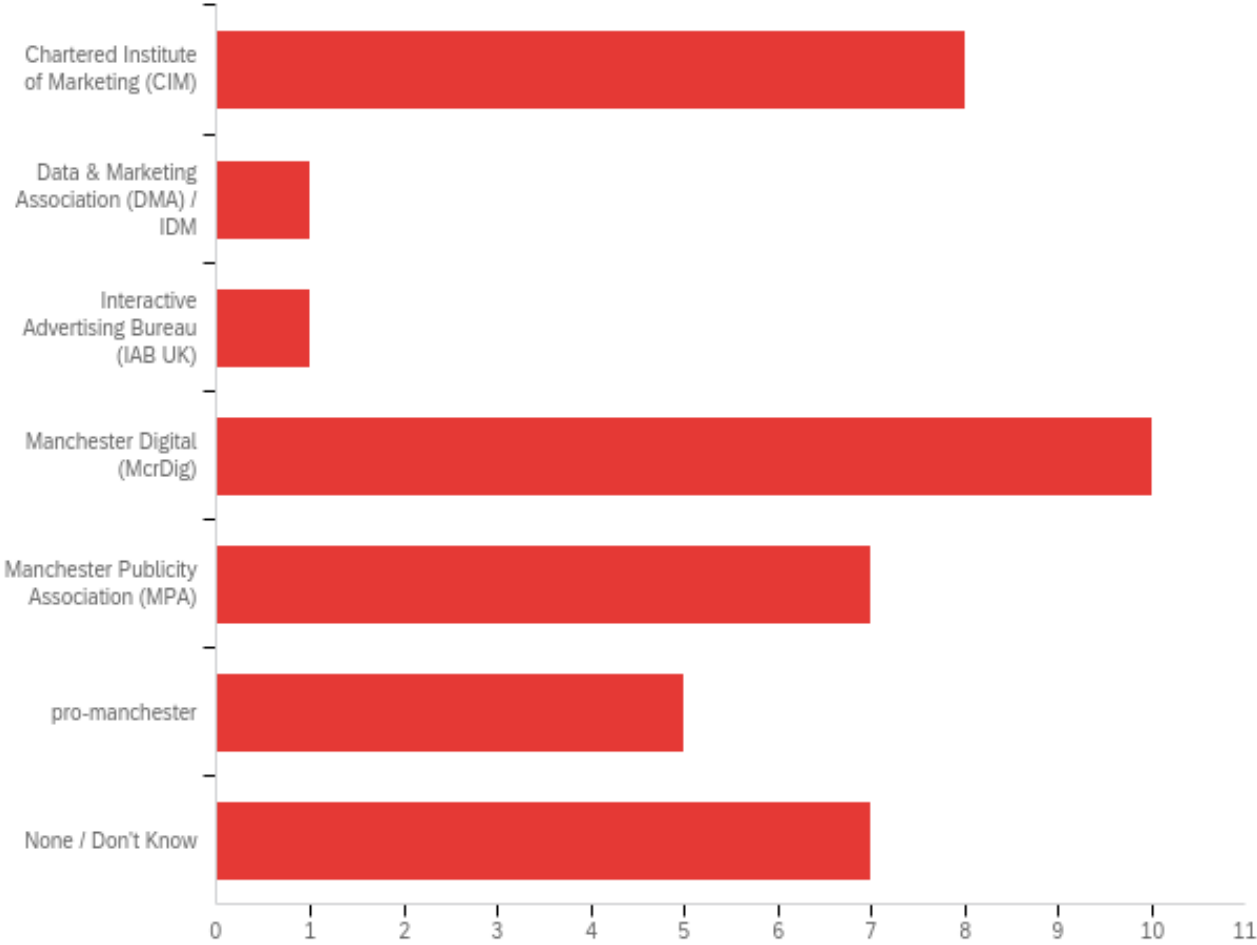
[Sali Midjek-Conway](#), Vice Chair Education North West Region, Chartered Institute of Marketing (CIM)

[Rachael Collins](#), Deputy Director Careers & Employability, Manchester Metropolitan University

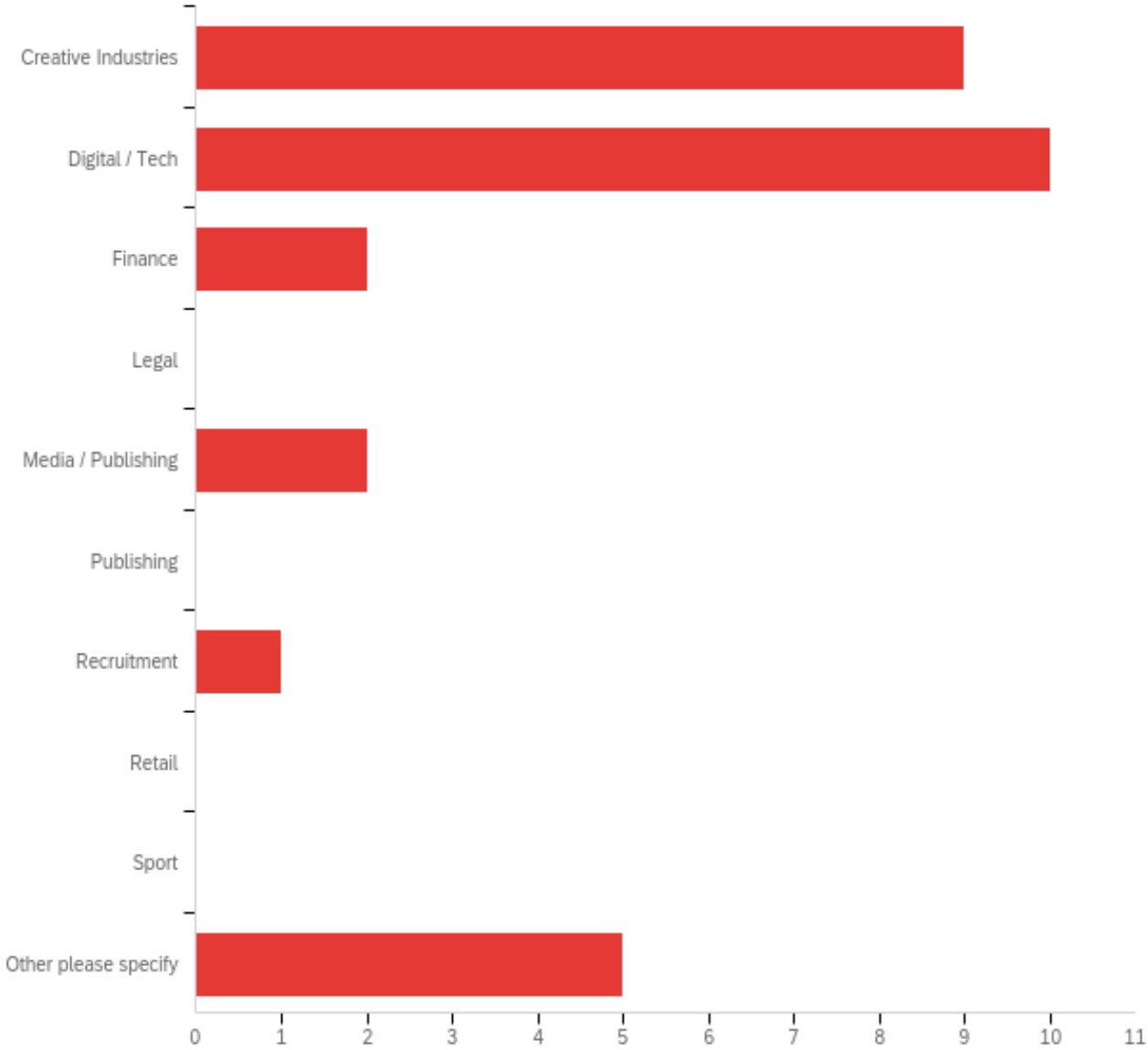
[Joanna Bodley](#), Senior Lecturer Digital Marketing, Manchester Metropolitan University

Findings

Q1 - Please confirm which professional body/association you or your company are a member of (tick all that apply)



Q2 - What industry do you consider your organisation to be in?



Q2_10_TEXT - Other please specify

Pharmaceutical

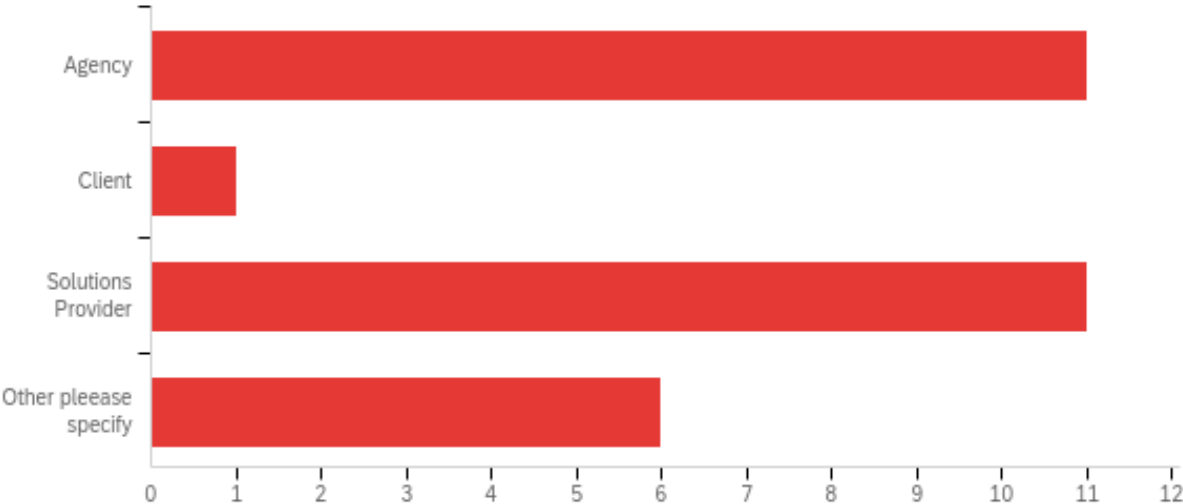
Event Marketing

Marketing and PR

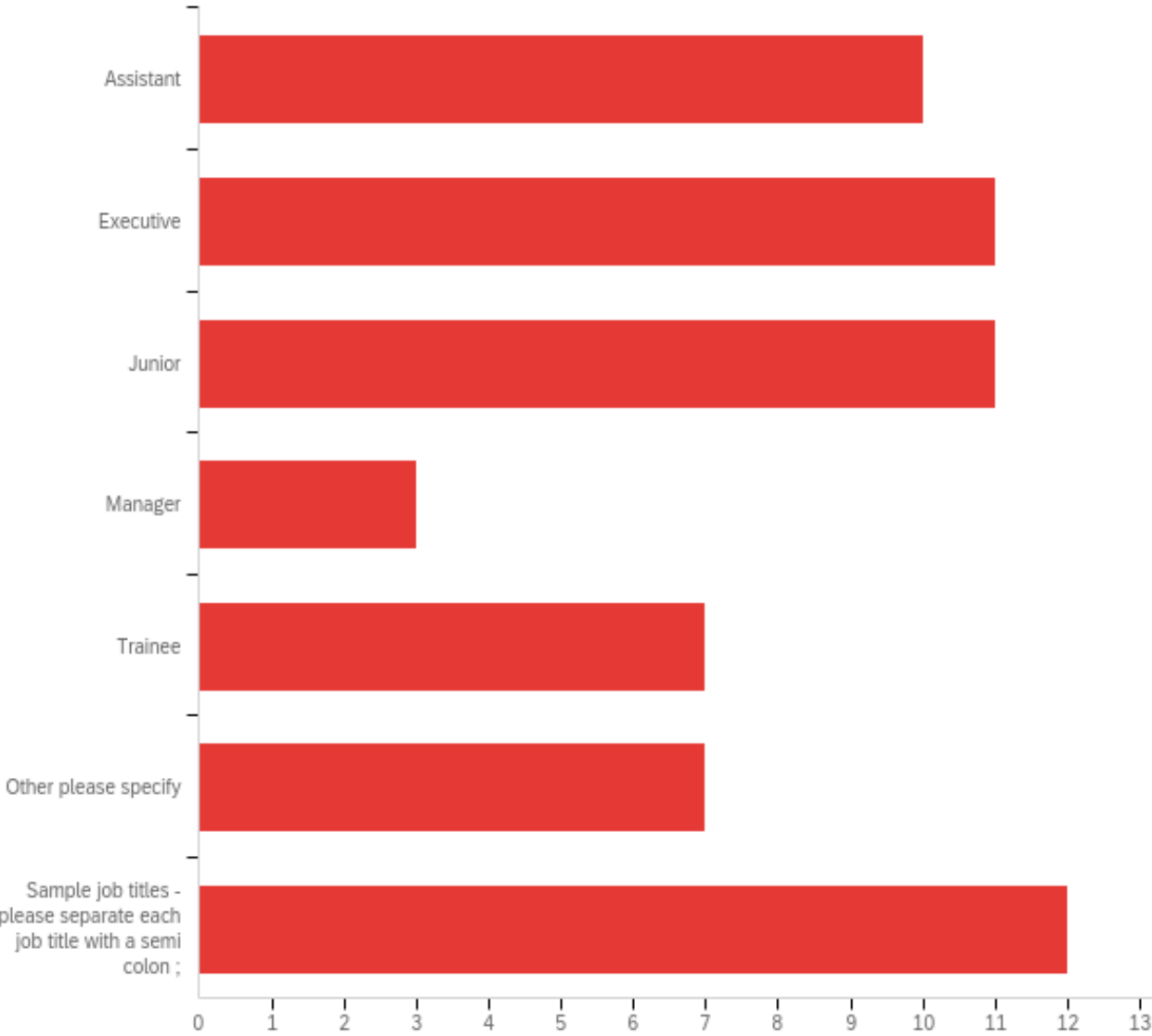
education

hospitality

Q3 - Do you consider your organisation to be:



Q4 - What words do you include in job titles for graduate recruitment? (Please tick all that apply, and provide example job titles in the bottom text field)



Q4_6_TEXT - Other please specify

- Associate
- Coordinator
- Graduate
- Graduate Scheme
- Graduate
- Graduate
- Graduate

Q4_7_TEXT - Sample job titles - please separate each job title with a semi colon ;

Change+ Analyst; Data+ Analyst; Tech+ Analyst; Project Analyst

We don't just call people consultants and then they get promoted to consultant 2, senior consultant, etc.

Junior Editor, Post-production Trainee

Associate Medical Writer and also Medical Communications Trainee

Junior Account Manager

Marketing Assistant; Training Marketing Executive

Marketing Assistant; Communications Coordinator

Trainee PPC Executive; Junior Account Executive

Marketing Assistant; Marketing Executive; PHP Developer

Assistant Trader; Assistant Account Manager

Graduate Software Engineer

Graduate Material Scientist; Graduate Software Engineer

The answers to Q4 go to the heart of attracting the right graduate talent when advertising vacancies. Graduates very often base their decision to apply for a job, based on the job title advertised.

It is essential that organisations know which job titles are likely to attract graduate talent, to increase their chances of recruiting graduates with the skills desired. As is seen in the next question (Q5), the descriptive wording used in job advertisements, and job descriptions, has a major impact on who will apply.

How inclusive is the language used when advertising graduate roles? What makes a good graduate job advert? One helpful resource for employers is the '[Gender Decoder](#)' which will find subtle gender coding in job adverts, helping recruiters to adapt the wording so it is more inclusive. For example, the answers to Q5 below contain 11 masculine-coded words (challenging, driven, ambitious...) compared to 6 feminine-coded words (enthusiastic, collaborative, warm...). The '[Gender Decoder](#)' can be accessed by employers using the Manchester Met [CareerHub](#).

Universities can help with this by equipping more of their graduates with the confidence to apply for such roles.

Q5 - What key or descriptive words do you use in your job descriptions / ads for graduate recruitment? (These could be related to skills, culture, attitude - such as Dynamic, Fun, Challenge, Strive...)

kickstart your career, challenge yourself, push yourself,

Attentive, technical, creative, conscientious, enthusiastic, collaborative, organised, communication, resourceful, critical.

first-class communicator, fast-track, passionate, dynamic, rewarding, challenging,

Confident, outgoing, focused, attention to detail, ambitious, driven, dynamic,

Determined, exciting, opportunity, learning, learn.

Ambitious, dynamic

Initiative, Energy, Self-Start, Super Organised, Positive, Driven

Hardworking but fun

Digital media is a very sociable and vibrant industry; therefore, a willingness to interact with colleagues and clients outside of work hours would be expected

motivated, challenge, curious, team player, personal drive

ambitious, proactive, passionate, pragmatic, collaborative

Marketing, dynamic

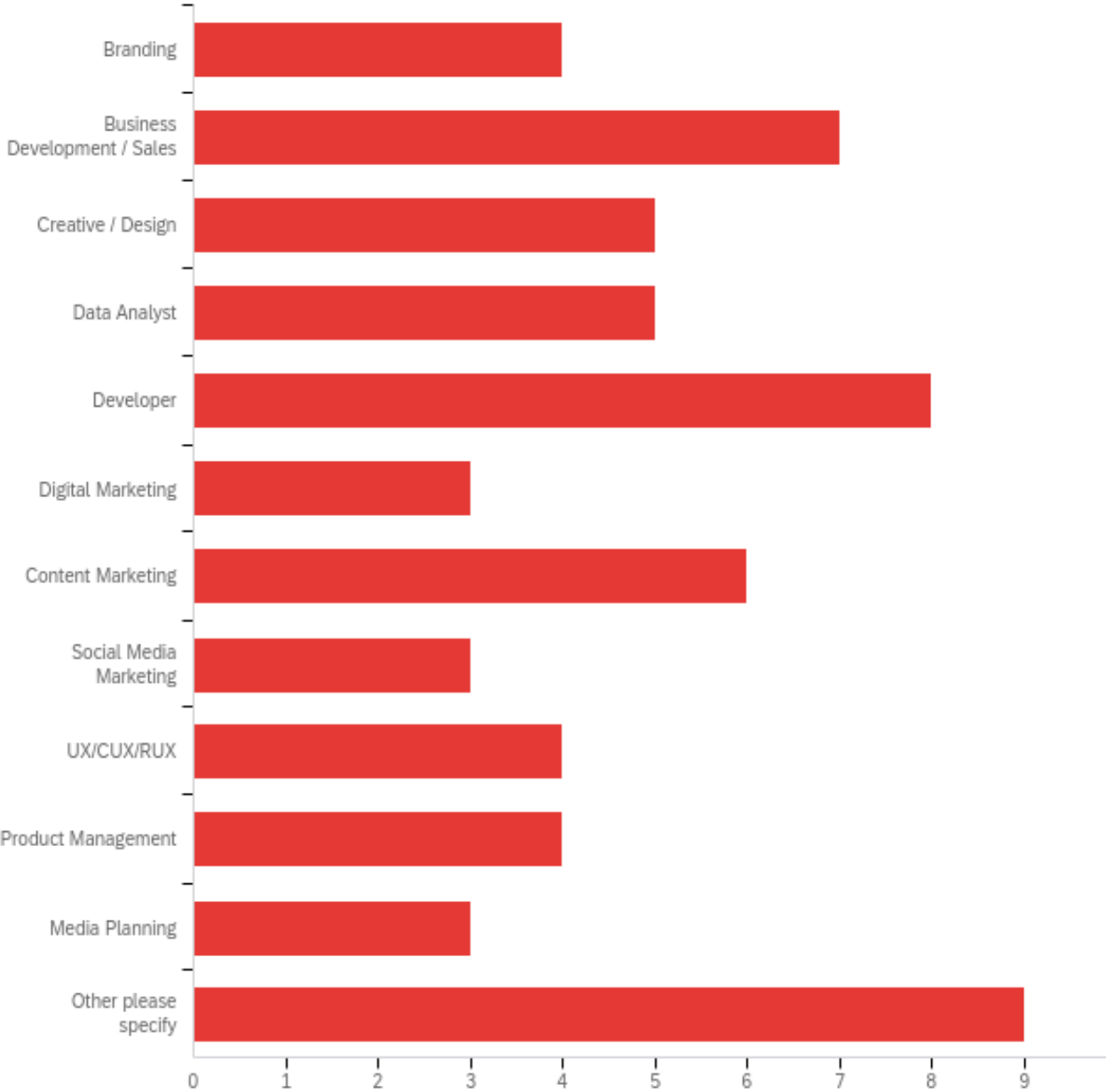
Enthusiastic; Research; Curiosity

Greenfield, Opportunity

Passionate, Ambitious, Team, Warm, Fun, Inspiring, Creative

enthusiastic, personable,

Q6 - What areas of expertise do you have difficulty in attracting graduate talent? (Select all that apply)



Q7_12_TEXT - Other please specify

accountants

Basic technical awareness. It seems like graduates these days don't have a lot of basic computer literacy, like making folders to organize files on their computer, using browser extensions, not just clicking on OK any time a pop up comes up on a website or a software program. Graduates are HUGE phishing risks for organizations

Animation, Video Editing, Production

Life Science

All the above

None

Plain old marketing.

None - we've had good success with our 2023 campaign

Client service

Q7 - How would you rate the level of difficulty for recruiting in those areas? (1 being easiest, 10 being most difficult)

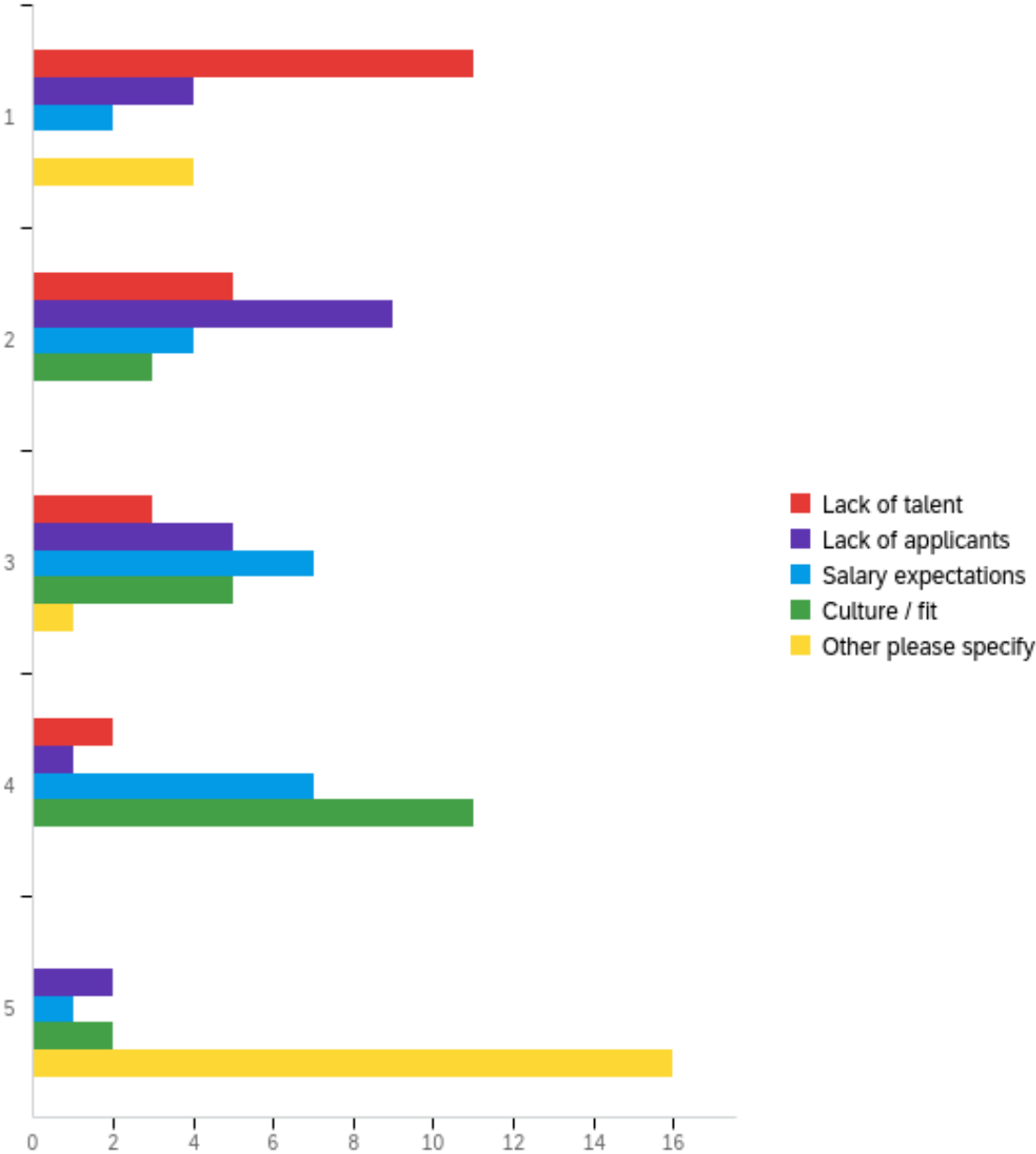
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Difficulty	1.00	10.00	6.74	2.09	4.37	23

Digital literacy is an area of increasing importance for Universities seeking to improve the graduate skills and early career prospects. It is the focus of a sector agenda framework based on digital capability, led by JISC. Manchester Metropolitan University has actively collaborated with each of the professional bodies in this report, in addition to other organisations such as iDEA Foundation which is specifically focused on digital literacy.

Our digital certifications offer students the opportunity to get certified in a variety of sought after skills, including: Word; Excel; Photoshop; Cisco; Project Management; Autodesk; IC3; Microsoft Fundamentals; with scope for more to be added as the need arises. Students complete a series of online training courses in their own time, complete a practice test to demonstrate their readiness for completing the real exam, and then complete the exam. Following this they receive their certification.

There is also work to be done, by all parties, to improve the attractiveness of graduate roles that are not necessarily discipline specific. For example, client services, business development.

Q8 - What are the reasons for these difficulties? (Please rank 1-5 with 1 being most difficult)



Below are more insights for Q8, arising from the round table:

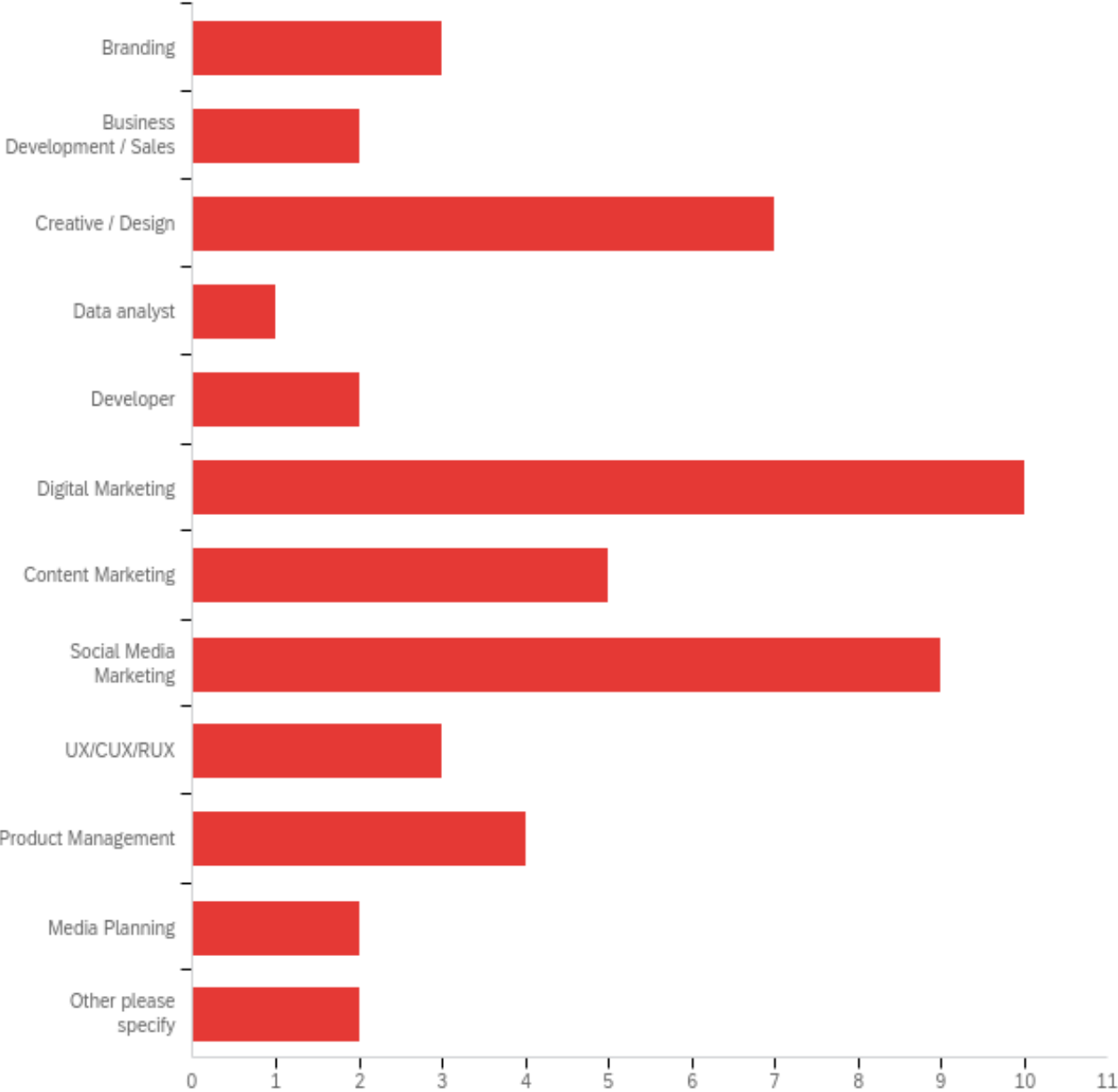
Lack of talent and lack of applicants appear to be linked. Employers spoke of the difficulties in attracting graduate talent and applications. The issue appears to be generating applications from the right graduate talent, rather than a lack of actual talent. Barriers to graduate recruitment (talent and applications) included location (e.g. not city centre), and lack of awareness. Several of the answers provided to Q12 offer the solution to these issues and more will be identified further to this survey and the actions arising from the round table.

Salary expectations can be an issue in relation to what graduates expect within a period of 12-24 months after joining a company. Employers confirmed that graduates can have unrealistic salary and promotion expectations, resulting the employer having to help the graduate understand what career progress will look like in that particular organisation. There is more work for universities to do to help graduates understand career trajectories and pathways. Further collaboration between employers and universities was agreed as the best approach to resolving this issue.

Culture / fit was discussed in more depth. Employers agreed 'fit' is a barrier to diversity. Assumptions are commonplace in more traditional recruitment processes. Some employers have started unconscious bias training that is compulsory for anyone involved in recruitment. Recruitment processes have been changed for some employers, for example to account for the neurodiversity they acknowledge is needed. As with the above barriers, collaboration with universities was agreed as a way to tackle this issue.

Further round table discussion linked to the above points is noted in relation to Q21 – Q24 later in this report.

Q9 - What areas of expertise do you find easier to attract graduate talent? (Select all that apply)



Q10_12_TEXT - Other please specify

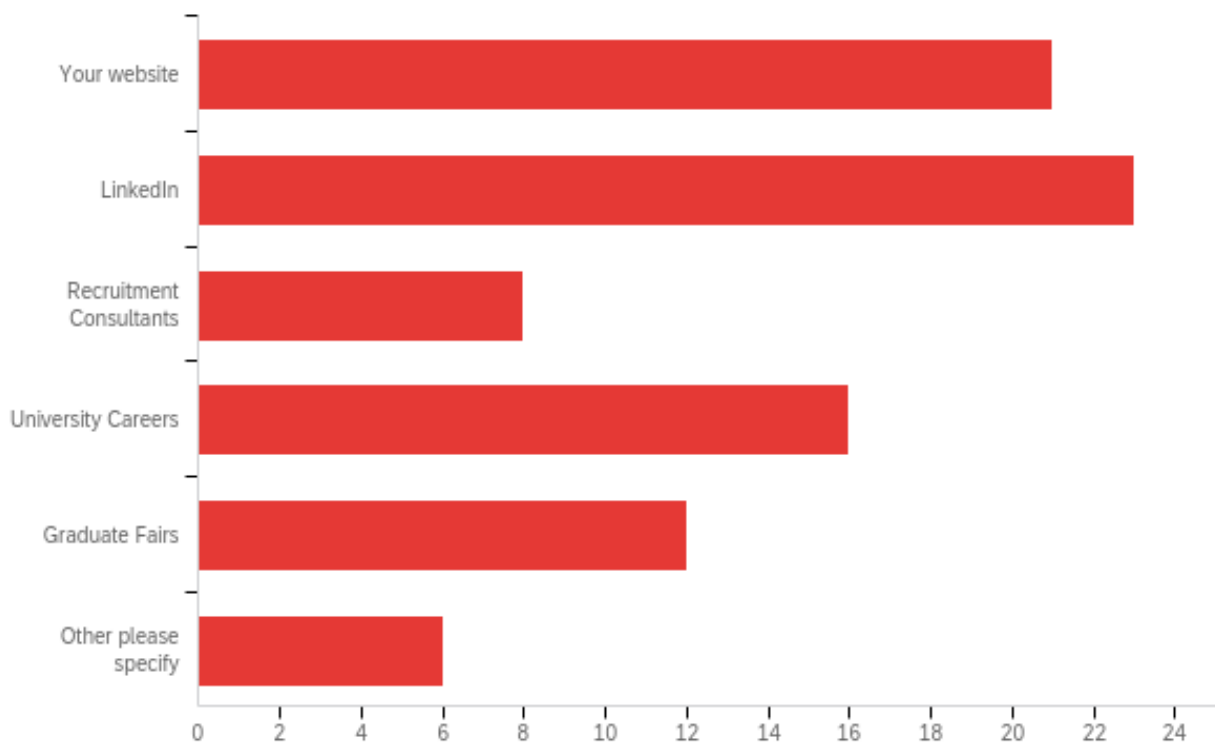
Life Sciences

We only do tech

Q10 - How would you rate the level of ease for recruiting in those areas? (1 being least, 10 being easiest)

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ease of recruitment	2.00	9.00	6.42	2.21	4.88	19

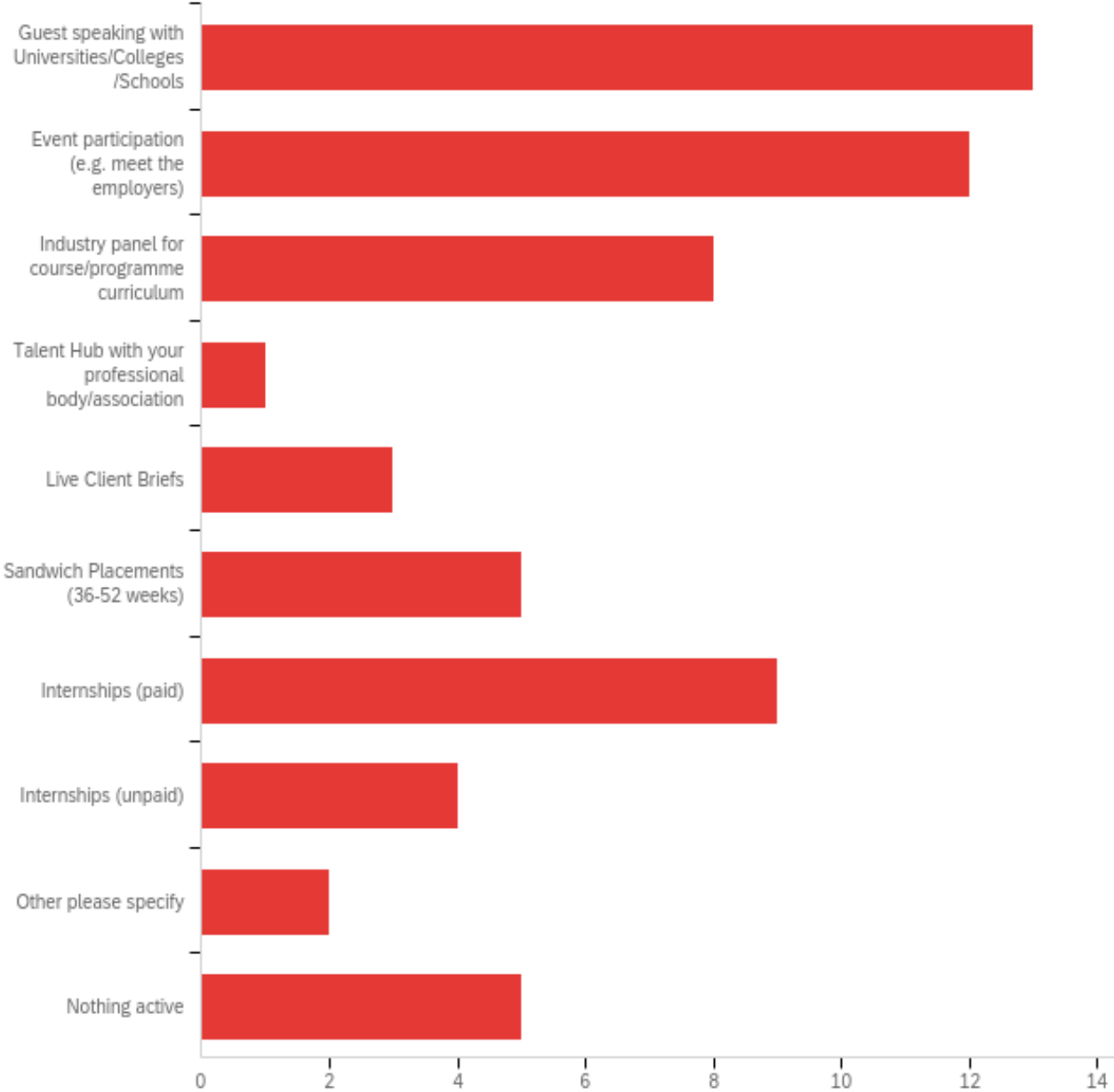
Q11 - Where do you advertise graduate vacancies? (Please tick all that apply)



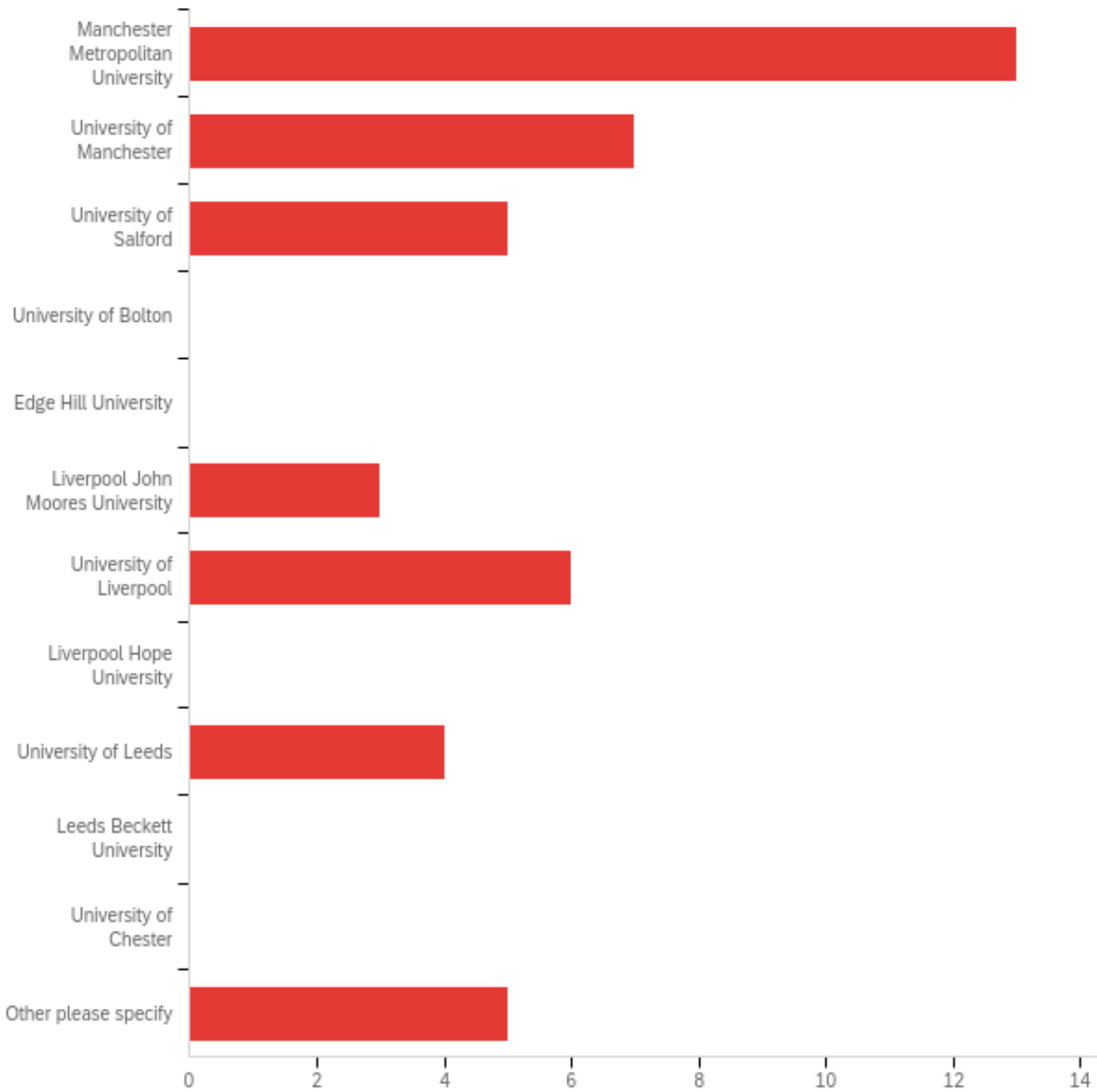
Round table discussion revealed that many employers across the six professional bodies may not be aware that they can freely advertise graduate vacancies via a university [Career Hub](#). For example, Manchester Metropolitan University provide a [freely accessible site](#) where graduate jobs can be advertised. Departments then work with Careers and Employability colleagues to ensure a number of roles are featured in a weekly alert to students applying for those roles.

LinkedIn is a key site for advertising graduate roles. More use of relevant hashtags such as #GraduateJobs could be used to increase reach. LinkedIn literacy and profile development sessions have become an area of increased focus at Manchester Metropolitan University. Some units now have LinkedIn embedded into assessments. The inclusion of employability literacy and articulation of skills and strengths in curriculum is likely to increase.

Q12 - How are you tackling any skills gaps in partnership with Universities? (Please tick all that apply)



Q13 - With which Universities do you partner? (Please tick all that apply)



Q14_12_TEXT - Other please specify

Currently none but have with Edge Hill and Blackburn College

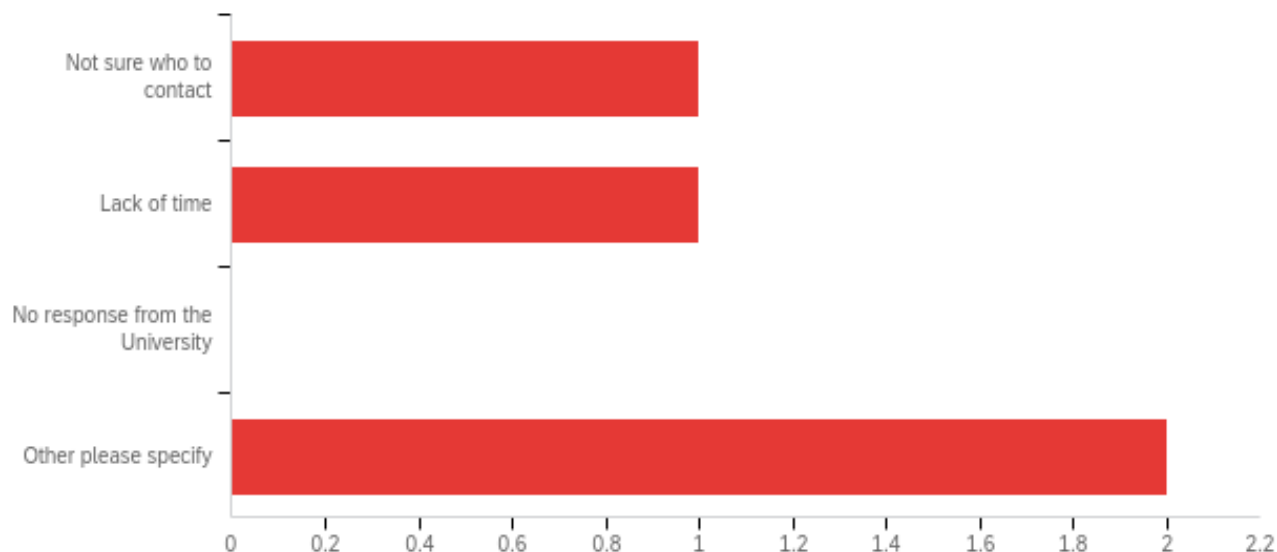
UCLAN, KCL, UCL, Birmingham, Warwick, Glasgow, Edinburgh, Dundee, Newcastle

We are a Partner to UA92, and also work with Lancaster University

University Of Central Lancashire

Most of the top Universities in the North West plus some others in Scotland where we have an office

Q14 - If 'Nothing active' please could you share why?



Q14_4_TEXT - Other please specify

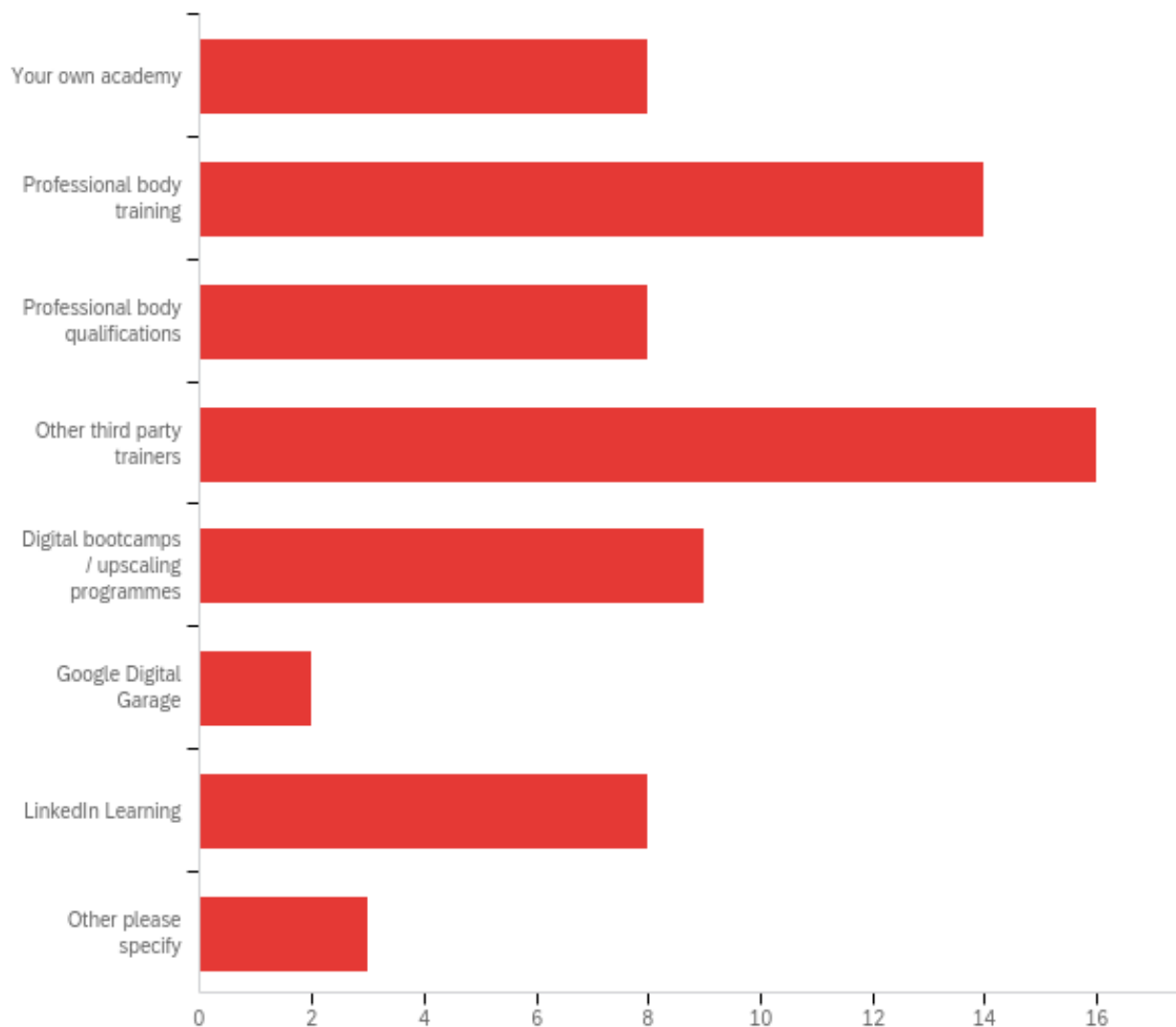
lack of time and lockdown was a very restrictive period as we could not have placements in the office/studio and we need hands on. The skills gap was too big for the interns to be of much help which drained resources from production. A more able intern would be valued.

Not company policy

Round table discussion demonstrated the importance of close links and collaboration between employers and outreach partnership teams at universities. For example, dedicated partnership roles at university careers services. This is an approach being increasingly developed and resourced at universities, however there is considerable variation in the level of careers support offered at each institution.

The award-winning Employer Partnerships Team in the Careers & Employability Service at Manchester Metropolitan University helps employers of all sizes and across all sectors engage with and recruit our student talent.

Q15 - How else do you tackle skills gaps? (Please tick all that apply)



The above responses, and text responses below, demonstrate the importance of lifelong learning, using a variety of appropriate providers.

Mentoring has increasingly been deployed by universities. At Manchester Metropolitan University mentoring has been found to make a particularly positive impact at final year and post graduate. Each of the six professional bodies involved in this survey have facilitated mentoring on some level and it is hoped this will expand. The vision would be that all students can have access to a mentor from their area of expertise.

Providers such as LinkedIn Learning are examples of the training that is accessible to graduates during their university education. Manchester Metropolitan University offer this for free via Career Hub. The university has also partnered with IAB to offer the '[IAB Informed Certificate](#)' via its award-winning [Rise programme](#).

Q16 - How do you hone and develop graduate talent once recruited?

Ongoing professional development through training and mentoring, in house and third party.

We have 2 graduate schemes, each has a blend of dedicate classroom based learning and on the job support to help graduates achieve development milestones and progress. We have 1 12 month grad scheme consisting of 2 months of training followed by 2 5 month placements in different teams. We also have another grad scheme that offers graduates a 16 week training programme.

put them on a personal development programme.

Varies on the developments of their specific needs individually.

Mentoring; regular appraisals

On the job. We pay for online training, but also by working alongside experienced senior staff.

Our graduates enter a three year programme designed to develop them to an Account Manager (or equivalent level) role within that timeframe. There's ongoing L&D throughout this

We train them in house and look at how they want to develop

On the job experience of the role. Good hands on management. Opportunity for independent management of projects.

Coaching, mentoring, learning on the job.

Mentoring and coaching, on the job learning, specific courses for specific skills.

Mentoring

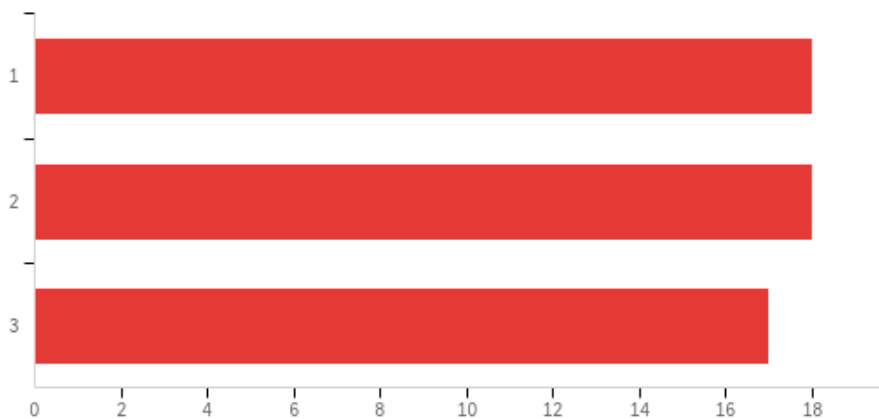
We have an excellent graduate development programme which has been the main reason many have applied to our role.

personal development programme

We provide a structured graduate programme offering both technical and behavioral development in the form of on the job learning and structured courses

IPA and linked in with on the job training

Q17 - How do you retain graduate talent? (Please give your top three)



Q18 - What are the top five hard skills do you look for in a graduate? (E.g. content marketing, search, data analysis, coding) Please rank with 1 being the most desired.



Q18_1_TEXT - Skill 1

Java

Video editing

Written communication

account management

Technology

Marketing strategy; principles

Design

We don't look for hard skills. Just an interest in the area for which they're applying

Content marketing

Marketing Insights

Java

Marketing. Theory, strategy, planning and project management

Technical coding skills

graphic design

Software

strategic marketing

Q18_2_TEXT - Skill 2

.NET

Camera Operating

Resilience

content marketing

Technical knowledge

Content marketing

Animation

Sales

Creative Development

Python

Organisational and PM skills

Ability to communicate

motion

Coding/Programming

planning

Q18_3_TEXT - Skill 3

JavaScript (ReactJS, NodeJS, Angular)

Content creation (story telling)

Maturity - e.g how to behave in a professional environment, how to dress for an interview

social media

Foreign language

3D Design

Coding

Content Management

Problem solving

Social media

Able to work under pressure/enjoy a challenge

communication

Data analysis

project management

Q18_4_TEXT - Skill 4

iOS & Android (Swift, Kotlin, Flutter)

Animation

power point and excel skills

Basic mathematics

Digital marketing

Internal Communications

Data Analysis

social media

DevOps

Q18_5_TEXT - Skill 5

Python

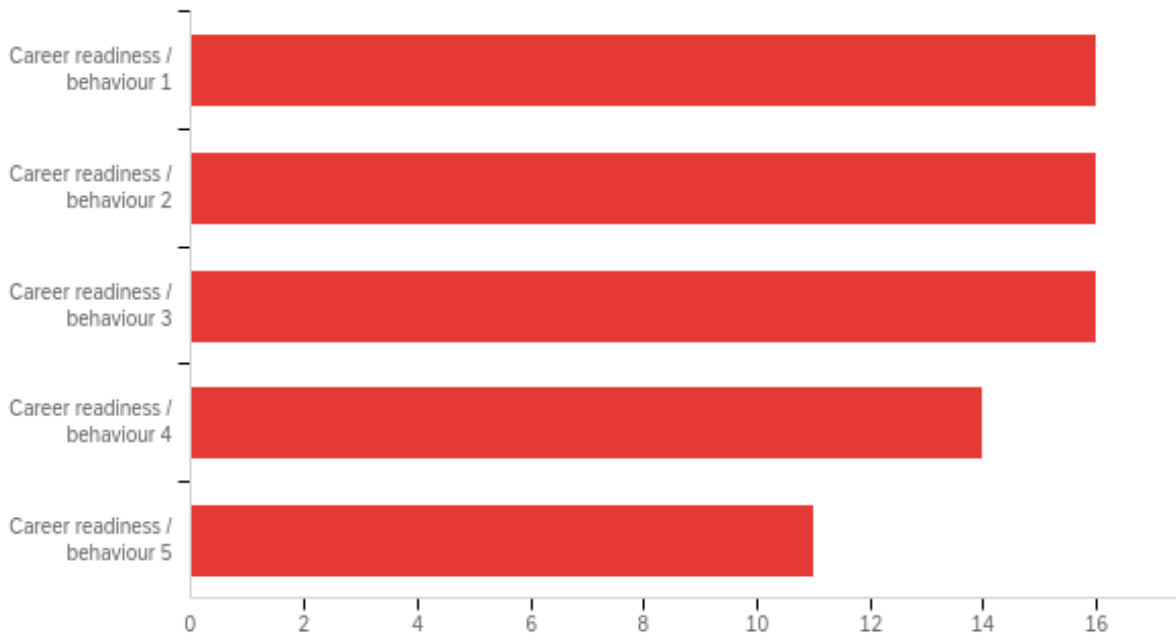
Graphic Design

Data analysis

Project Management

ideas

Q19 - What are the top five career readiness and behaviours do you look for in a graduate? (E.g. communication, curiosity, teamwork, positive attitude, adaptability, critical thinking) Please list in order of the most desired - with 1 being top.



Q19_1_TEXT - Career readiness / behaviour 1

Communication

technical ability

adaptability

communication

curiosity

Communication F2F

Positive Attitude

Positive Attitude

Positive attitude

Critical thinking

Integrity

Writing and communication

positive attitude

Attitude

understanding of industry

Q19_2_TEXT - Career readiness / behaviour 2

Flexibility

creativity

resourcefulness

teamwork

positive attitude

Written communication skills

Willingness to jump in and help

Communication skills

Teamwork

Curiosity

Collaborative

Can-do attitude and willingness to learn

communication

Communication

working on (multiple) live briefs

Q19_3_TEXT - Career readiness / behaviour 3

Self-independence

enthusiasm

communication

critical thinking

communication

Teamwork

Communication. Keeping everyone aware of your progress & if problems arise.

Teamwork

Hard working

Client Service

Proactiveness

Team work and flexibility

collaboration

Previous placements

eagerness

Q19_4_TEXT - Career readiness / behaviour 4

Teamwork

communication

teamwork

postive growth mindset

teamwork

Realistic ambition

Humilty.

Organisation skills

Willingness to learn

Learning Mindset

Curiosity

ideas

Problem Solving

Q19_5_TEXT – Career readiness / behaviour 5

Critical thinking

Well presented

self starter

adaptability

adaptability

Adaptable to change.

Client Focus

Communication

agility

being Pro-active

The vast majority of the career readiness behaviours stated above, are developing during university studies, regardless of subject discipline. However, an action for universities is to make graduates more aware of the importance of developing, demonstrating and articulating evidence of those behaviours during recruitment and in their graduate roles on employment.

At Manchester Metropolitan University we have started to offer skills sessions led by employers, to highlight the importance of these skills to students, and to help students to clearly articulate them.

Q20 - What is the one most important thing you look for in a graduate?

Being flexible and open-minded. Great soft skills. Readiness to learn new hard skills.

We look for talented and enthusiastic people who we know we will enjoy working with, who we are confident that will be worth our investment.

written communication skills

hunger to grow and develop

The Person as a whole.

Self awareness

A good attitude.

It really varies dependent on the discipline. PPC or Media we would look for numeracy / analytical skills. For Account Management it's communication skills

Attitude

Drive

Integrity

enthusiasm and culture fit

Communication skills!!

Soft skills

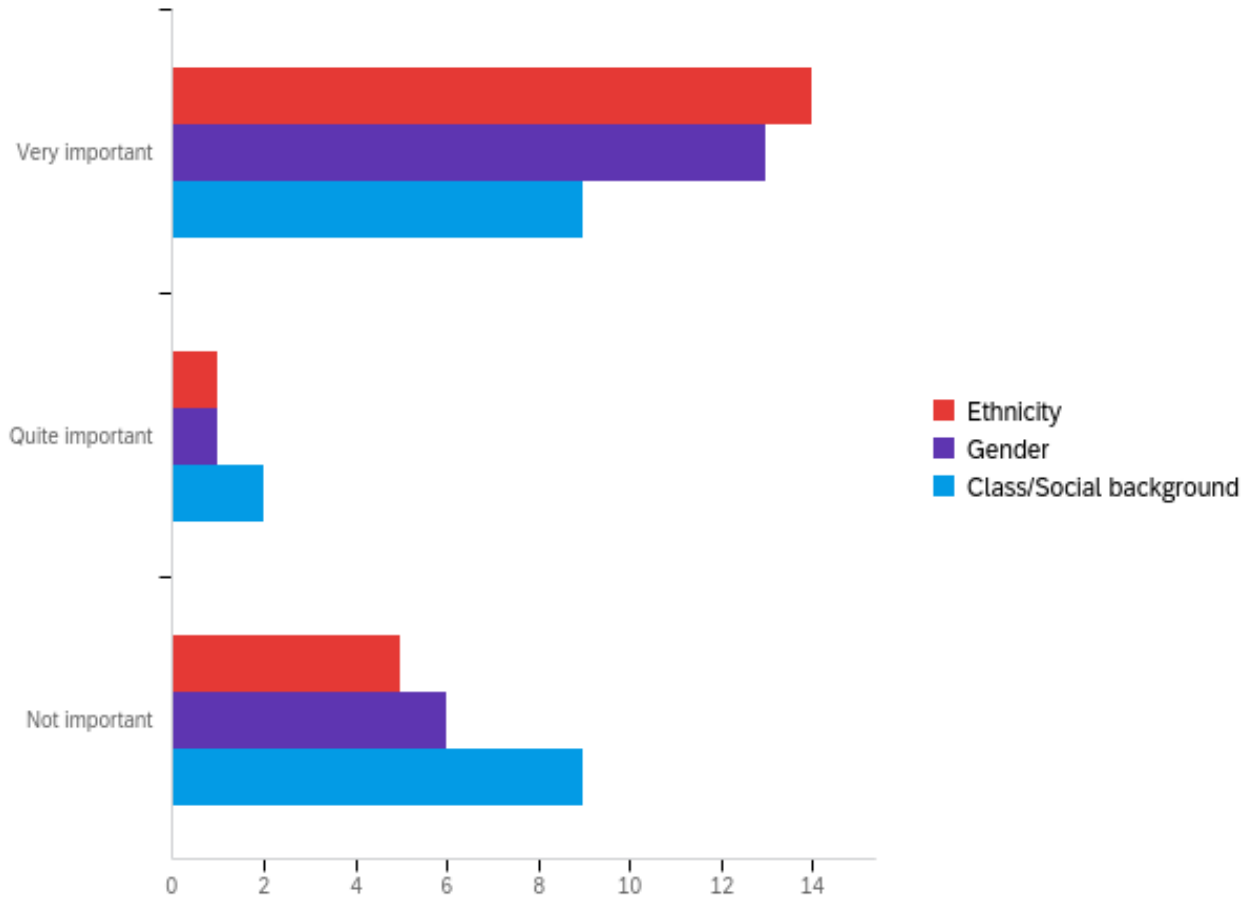
Company fit/culture add

positive attitude

Willingness and desire to work and develop within our sector

adaptability and appreciation that continuous learning and experience is key

Q21 - How important is attracting diverse applicants and graduates to your organisation, based on?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ethnicity	1.00	3.00	1.55	0.86	0.75	20
2	Gender	1.00	3.00	1.65	0.91	0.83	20
3	Class/Social background	1.00	3.00	2.00	0.95	0.90	20

#	Question	Very important	Quite important	Not important	Total
1	Ethnicity	70.00% 14	5.00% 1	25.00% 5	20
2	Gender	65.00% 13	5.00% 1	30.00% 6	20
3	Class/Social background	45.00% 9	10.00% 2	45.00% 9	20

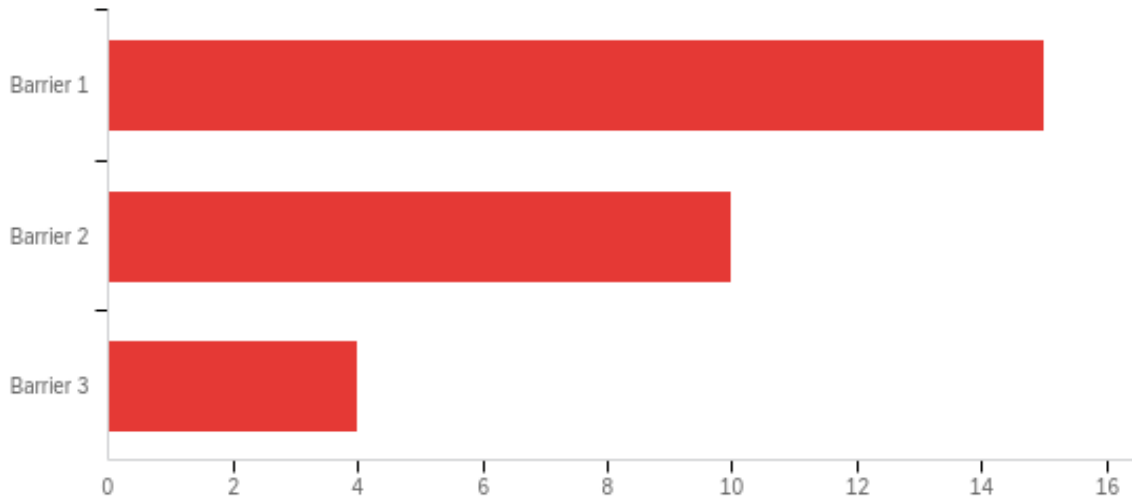
Q22 - What is your percentage split of employees by ethnicity? (If you record this)

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Asian/Asian British	0.00	20.00	7.40	7.36	54.24	10
2	Black/African/Caribbean/Black British	0.00	20.00	10.00	8.16	66.67	3
3	Mixed/Multiple	10.00	20.00	16.67	4.71	22.22	3
4	Other ethnic group	4.00	20.00	12.80	7.03	49.36	5
5	White/White British	20.00	100.00	75.50	23.29	542.25	10

Q23 - What is your percentage split of employees by gender? (If you record this)

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Men	0.00	78.00	45.00	23.93	572.53	15
2	Women	22.00	85.00	49.29	21.70	470.92	14
3	Non-binary / third gender	1.00	33.00	17.00	16.00	256.00	2

Q24 - What are the top three barriers do you face to increasing diversity? (Please rank with 1 being top barrier)



Q24_1_TEXT - Barrier 1

Lack of candidates within different groups

Historic institutional bias

Grass routes - lack of diversity in the degree courses

Skills

how they look

Lack of applicants

The market of employees is predominantly male.

Lack of awareness of career opportunities in the industry

Available candidates

Lack of data

Turnover

not looking hard enough

Interest in the sector

applications

Q24_2_TEXT - Barrier 2

lack of diversity of quality applicants

Students lack of awareness of the industry

attitude

The market of employees is predominantly white

Our location isn't easily accessible by car

Lack of diverse applications

Candidates

not looking hard enough

Clearances required

Q24_3_TEXT - Barrier 3

We are a niche company

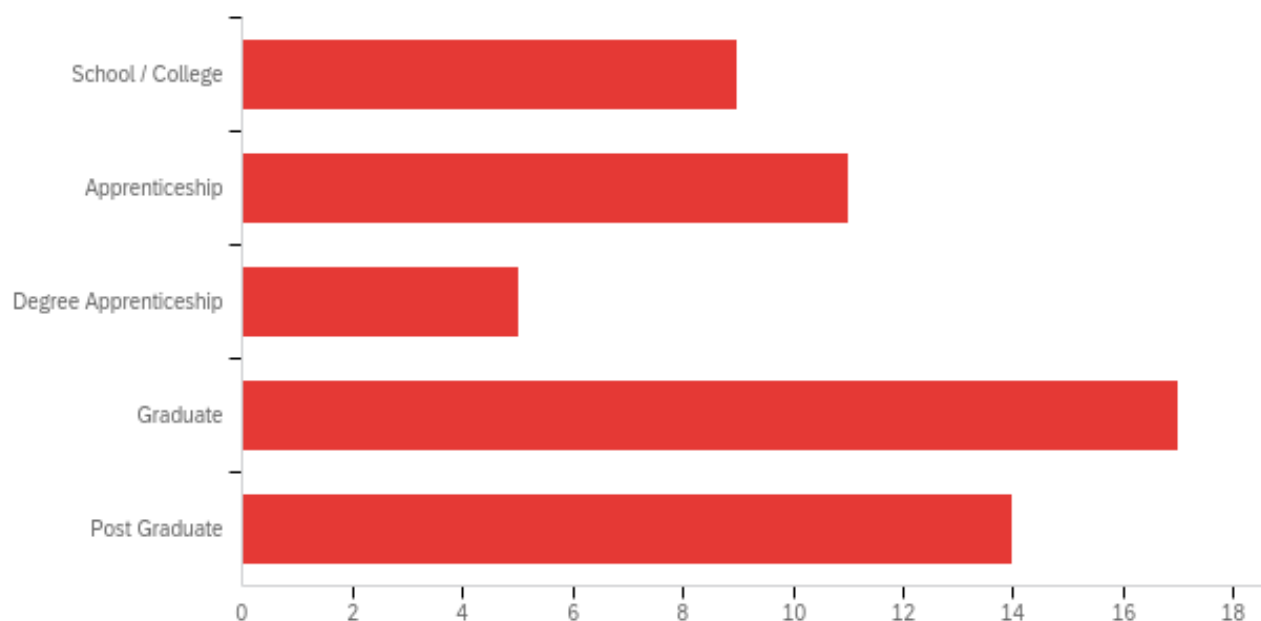
communication

not looking hard enough

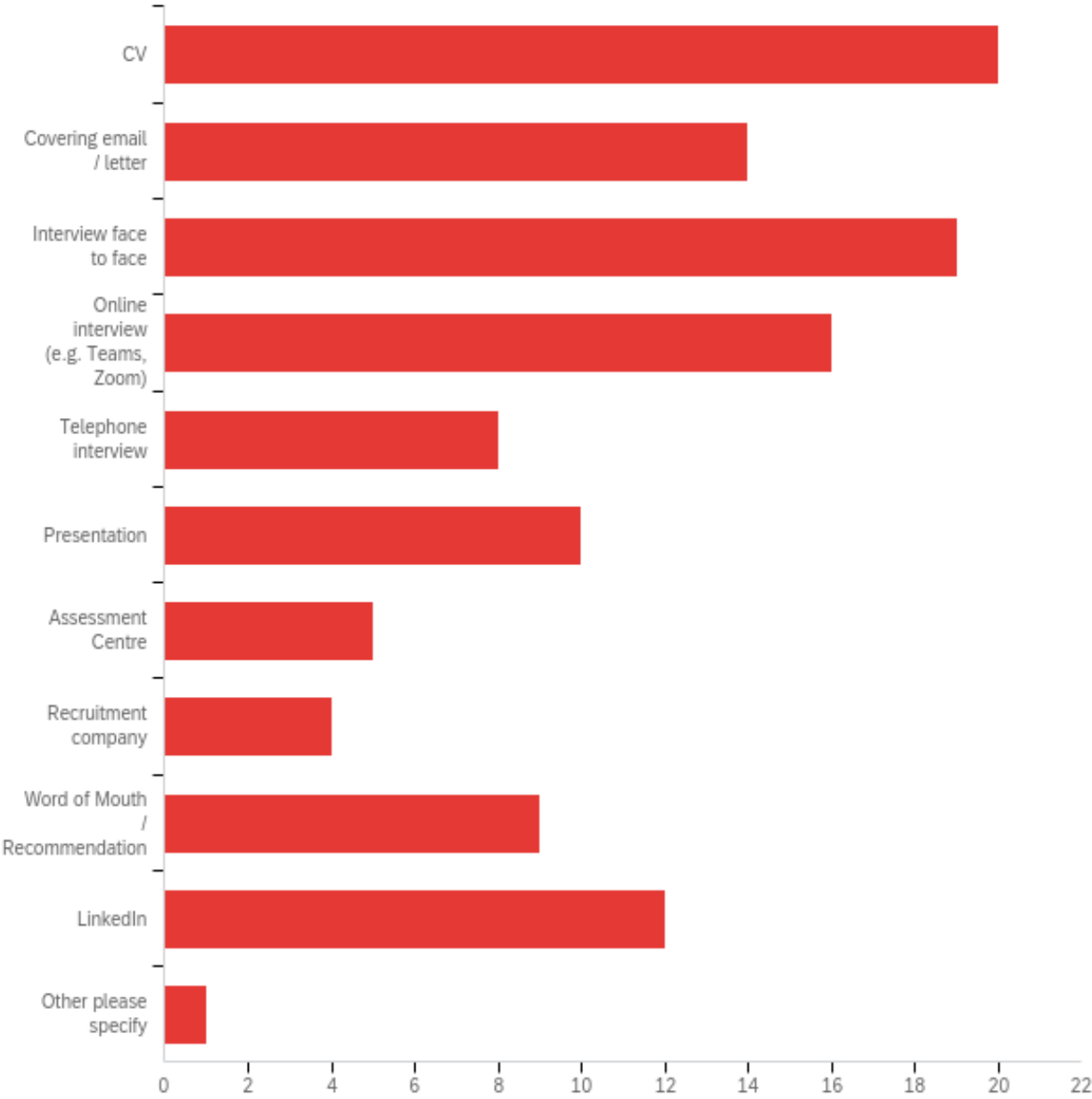
Round table discussion frequently returned to issues around diversity and Equality, Diversity and Inclusion (EDI). Often linked to Q8 where culture/fit was cited as a difficulty in attracting graduate talent. There was considerable agreement that representation matters, when tackling EDI. Regional accents and language were highlighted as a barrier to graduate recruitment, for example when an organisation may wonder if the candidate is 'polished enough' to be exposed directly to the client. Again, unconscious bias training was cited as one of the more effective ways to tackle this issue.

EDI is an ongoing process, and it is hoped this survey and round table provides a useful contribution to the EDI conversation and action. Examples of best practice were shared during the round table and this cluster will identify ways of showcasing these to the benefit of the wider member community of the six professional bodies involved.

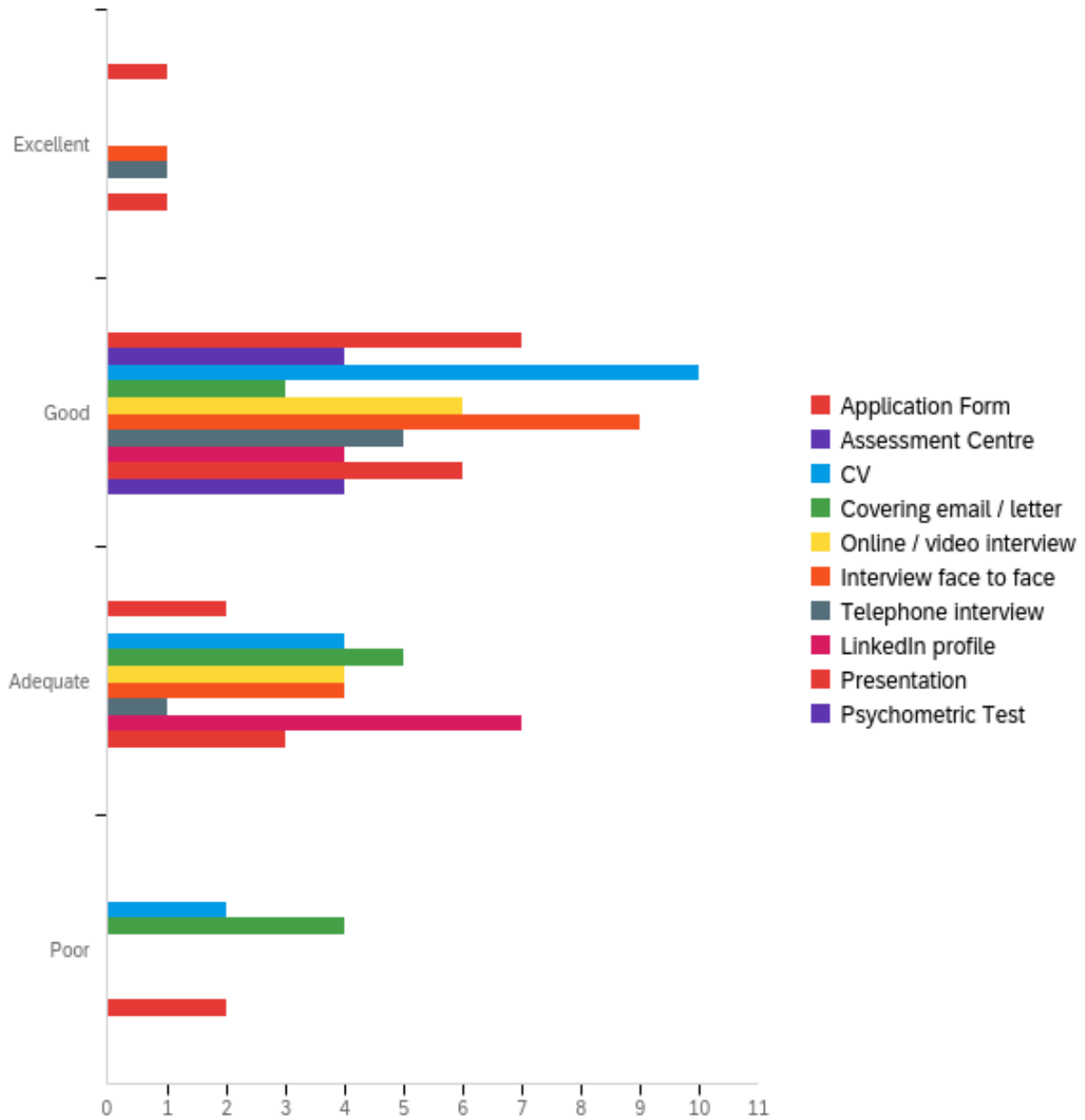
Q25 - What routes do you offer into your organisation? (Select all that apply)



Q26 - What graduate recruitment processes do you use? (Please tick all that apply)



Q27 - Can you tell us how graduates perform in the recruitment process?



During the round table, a key area for improvement in each of the above elements of the recruitment process, was the ability of graduates to articulate their skills and behaviours, and the impact of using them. As stated in the Executive Summary, a key action for addressing this issue will be the 'Employ Me' project. Universities such as Manchester Metropolitan University now provide Assessment Centre training to students. The other processes are provided via Careers and/or embedded in curriculum. A more focused 'Employ Me' project will help to tackle this more directly.

Q28 - If you could give a graduate one piece of advice on how to perform well at graduate assessments (any), what would it be?

- Be very attentive to details - Know the company you apply to - Check the interviewers' LinkedIn profiles and any data you can find on the Internet - Don't be late for your interview - Show that you are interested - Ask questions, show that the company's goal is something which is interesting and important to you - Be ready for a technical interview (e.g. have good Java knowledge if you want to become a Java engineer)

Ask questions and do research on the company you are applying for.

Apply for jobs that you actually want to do, you will be more enthusiastic at interview. You will research the business deeper and prepare more for the application/interview. Your interview/presentation will be better quality, you will show up looking and sounding like you want to be there. You will impress and stand out. If you only want to apply because you just want a stepping stone or experience make a choice - do I want this to be a good experience? If so, go for it with enthusiasm, half measures will not get you the opportunity you are seeking. Be sharp, look sharp - even if you think it is a relaxed creative role, bring an attitude that says 'I want this, I deserve this and I will make it worth your investment'.

Prepare for STAR format and competency based interviews

Be yourself

Expect to start at the bottom no matter how qualified you are.

Be prepared

Practice, practice practice!

Ask questions. And do preparation. If you're asked to bring something to demonstrate your capability, do that, and some more.

Understand the discipline within an agency that you're applying for, and why it would be well suited to you. The skills required in PR and very different from say PPC so we want to know why the individual is suited to that area.

Willingness to get involved

To imagine already being in the job and framing strengths, weaknesses, experiences....in a way that is relevant to the organisation and the role. So the interviewer can comfortably picture you fitting in and doing the work.

Be your authentic self.

Check your spellings!

You can't be EVERYbody's friend - so don't even try!

Make sure you've researched the business

Do your research - be prepared to discuss their business and what you think about it.

Don't Rush your application, Check thoroughly, avoid one-liners, Be Passionate, Sell Yourself and be prepared. Also the use of the STAR format when answering questions is good.

Positive attitude and research the roles available and company background

Q29 - What is the most common type of feedback you have to give to unsuccessful graduate candidates?

- Lack of soft skills (communication approach etc) - Lack of hard skills (e.g. Java, .NET etc)

Lack of technical experience, lack of demonstrable skills, poor presentation (technical and personal), transport concerns.

Candidates unable to articulate why they want to go in to that particular career

to be more confident in their communication, know what they want out of the interview process, ask for the job and feedback at the end.

Positive

Not researching the organisation or the role

That they didn't have the right level of work we were looking for.

Lack of preparation

Just lack of experience

Understand the organisation and its work a bit more before you interview. Focus on the role and demonstrating your match with the skill needs

Be more confident.

salary expectations to high

Check your spellings.

Research the company more

Experience and performance on the day

That they didn't know anything about us

To provide more detail and relevant answers on questions.

under prepared, salary expectations



Manchester Metropolitan University
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