

# Chapter 5

## Developing Employability Skills: The Need to Focus on Attitudes and Habits for Lifelong Learning

**Deepak Maun**

 <https://orcid.org/0000-0002-9489-9920>

*O.P. Jindal Global University, Sonipat, India*

**Mohit Yadav**

 <https://orcid.org/0000-0002-9341-2527>

*O.P. Jindal Global University, Sonipat, India*

**Ashutosh Pandey**

 <https://orcid.org/0000-0002-8255-8459>

*FORE School of Management, New Delhi, India*

**Thi Minh Ngoc Luu**

 <https://orcid.org/0000-0002-5972-7752>

*International School, Vietnam National University, Hanoi, Vietnam*

### **ABSTRACT**

*This chapter explores the disconnect between traditional university learning and the demands of the modern workplace, particularly in the Global South. While universities emphasize knowledge and technical skills, they often overlook the development of essential attitudes and habits for lifelong learning. The chapter argues that universities should adopt a more heutagogical approach, emphasizing self-directed learning and fostering learner autonomy. The authors present a case study of an elective course focusing on self-directed learning and development of useful habits. They emphasize the importance of cultivating attitudes like growth*

DOI: 10.4018/979-8-3693-4014-1.ch005

*mindset and grit, along with habits like focus and self-reflection. Through the case study, the authors demonstrate the benefits of integrating attitudes and habits into curricula, better preparing students for the demands of the fast-evolving job market.*

## **INTRODUCTION**

In this chapter, we argue that there is a disconnect between the teacher-directed learning model in universities and the self-directed learning model required in the modern workplaces.

The modern university is still primarily steeped in “pedagogical practices”; i.e. range of instructional strategies and methodologies aimed at facilitating learning in a structured environment with the teacher as the primary source of knowledge and authority in the learning process (Hase & Kenyon, 2000). As opposed to the university, workplace has no “expert” teacher to guide an individual or create curriculum and administer assessment (either formative or summative). The adult learner is mostly on her own to ‘figure things out’ within practical context of work and workplace. This requires heutagogical practices, i.e. where learners are required to set their own learning goals, choose their personalized learning paths, and evaluate their own progress (Hase & Kenyon, 2000).

We further make an argument that the universities focus primarily on the development of (domain) knowledge and (technical and interpersonal) skills (for example, see Sawheny, 2022 with clear focus on “skills for employability”). While domain knowledge and skills are crucial for employability at the time of graduation, to succeed in the fast-evolving world of work and remain employable in the long term, one needs the right attitude and habits, not just to stay ahead of the curve but also maintain sanity and well-being (David & Barney, 2023). Collectively, these four are a part of the KASH (Knowledge, Attitude, Skills, Habits) framework. The four components are crucial for personal and professional development and the framework is often used in the context of leadership development, organizational development, and talent management.

The relevant attitudes and habits, necessary for being an independent, self-directed learner (crucial in workplace), are rarely discussed formally inside university classrooms. These almost never make it to the list of learning objectives of university courses or degree programs. The expectation is that the students will develop these outside of the structured curriculum on-their-own. Thus, attitudes and habits are relegated to the realm of implicit learning, with the hope that they will be passively absorbed through osmosis, rather than intentionally cultivated and nurtured through structured activities.

24 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: [www.igi-global.com/chapter/developing-employability-skills/369217](http://www.igi-global.com/chapter/developing-employability-skills/369217)

## Related Content

---

### Learning Media Ethics in a Multicultural Context: A Student-Centered Perspective

Abeer AlNajjarand Mohammad Ayish (2024). *International Journal of Teacher Education and Professional Development* (pp. 1-18).

[www.irma-international.org/article/learning-media-ethics-in-a-multicultural-context/347912](http://www.irma-international.org/article/learning-media-ethics-in-a-multicultural-context/347912)

### A Critical Review of EFL Teacher Supervision Models

Ismael Louber (2019). *International Journal of Teacher Education and Professional Development* (pp. 1-11).

[www.irma-international.org/article/a-critical-review-of-efl-teacher-supervision-models/217455](http://www.irma-international.org/article/a-critical-review-of-efl-teacher-supervision-models/217455)

### LEADing in a Different Way: Examining Teaching Philosophies in Alternative School Settings

Gelsea Pizzuto (2020). *Handbook of Research on Leadership Experience for Academic Direction (LEAD) Programs for Student Success* (pp. 225-237).

[www.irma-international.org/chapter/leading-in-a-different-way/250790](http://www.irma-international.org/chapter/leading-in-a-different-way/250790)

### Identity Shifts: From ESOL Teacher to Adolescent Literature Professor

Michael D. Boatright (2022). *Teacher Reflections on Transitioning From K-12 to Higher Education Classrooms* (pp. 267-278).

[www.irma-international.org/chapter/identity-shifts/301954](http://www.irma-international.org/chapter/identity-shifts/301954)

### Implementing Task-Based Language Teaching in Saudi EFL Classrooms: An Analysis of Teacher Beliefs and Practices

Nouf Aljasir (2024). *International Journal of Teacher Education and Professional Development* (pp. 1-21).

[www.irma-international.org/article/implementing-task-based-language-teaching-in-saudi-efl-classrooms/354736](http://www.irma-international.org/article/implementing-task-based-language-teaching-in-saudi-efl-classrooms/354736)