
Employability through networking: a way forward

Bilal Ahmad Pandow*

The University of Kashmir,
Hazratbal, Srinagar, Jammu and Kashmir 190006, India
Email: ibilalhussain@gmail.com
*Corresponding author

Ali Salem

Middle East College,
Muscat, Oman
Email: alisalem.cfc@gmail.com

Abstract: The social networking is fast replacing traditional means of networking, especially now it has become inevitable in the context of employment. In the present context, this study tries to unveil some of the significant determinants of employability in the Middle East scenario. For the purpose, three determinants, namely networking, knowledge, and social capital, are identified during the group discussion, and the same were tested empirically later in the study. A total of 370 questionnaires were circulated online, but only 263 responded to the study. The confirmatory factor analysis and structural equation modelling were used to perform variable modelling and recommendations are made based on the findings.

Keywords: networking; knowledge; social capital; employability.

Reference to this paper should be made as follows: Pandow, B.A. and Salem, A. (2020) 'Employability through networking: a way forward', *Int. J. Technology Transfer and Commercialisation*, Vol. 17, No. 1, pp.56–67.

Biographical notes: Bilal Ahmad Pandow is a Researcher at the University of Kashmir until recently he was a Senior Lecturer in the Department of Management Studies, Middle East College, Muscat. He has an MPhil in Finance, Master in Finance and Control and PGDCA. He is also a certified micro-finance trainer with the Asian Development Bank Institute and the World Bank Tokyo Development Learning Center He is a lead guest editor for a special issue on 'Corporate Finance and Accounting' in the Journal of Finance and Accounting, published by Science Publishing Group, USA.

Ali Salem started his career as a teacher in economics after his Master from France in 1992, then became an adviser. He worked also for UNDP and UNICEF and contributed to promote Education. In 2003, he started doctoral studies at University of Brussels and earned his degree in International Development. He moved to Canada in 2008 and started teaching economics in French at La Cité collégiale. His research interests mainly include economics, management and education. In 2015–2018, he was teaching in Oman and received his PG Certificate from Coventry University in International Higher Education Practice. He is currently teaching in Canada.

This paper is a revised and expanded version of a paper entitled 'Employability through networking: a way forward' presented at Majan International Conference 2018 – Promoting Entrepreneurship and Technological Skills: National Needs, Global Trends on 31 December 2017.

1 Introduction

The recent moves in learning and labour market strategy have resulted in universities being positioned under aggregative pressure to produce employable graduates (Bridgstock, 2009). Also, there are implications for the environment of delivery and teaching in higher education. Particularly there is a strain between alumni as a state subsequent in the accomplishment of a progression, and employability as a valuation of the financial worth of a student at that time (Glover et al., 2002).

Similarly, Smith (2010) has discussed three tools for improving employability in these turbulent and volatility labour markets context, i.e., identity work, training, and networking. There have been studies conducted that reveals that the direction and self-knowledge related to self-awareness may deliver a source of inspiration, boosting graduates to aggressively engage in job hunt in the labour market (McArdle et al., 2007). Besides, it has been argued in the literature that employability can be implanted in any academic curriculum in education without conceding core institutional autonomy (Knight and Yorke, 2002).

2 Literature review

2.1 Networking

On top of the traditional way of networking, social or social-media networking is underpinned by a myriad of websites and applications, allowing a vast number of people across the globe to interact and gather around shared interests. Family members, friends, students/teachers, business people, etc. would meet online to create and reinvigorate various e-social environments (Kadushin, 2012). Social networking is becoming a critical success driver increasingly in social and professional life, and it is covering hundreds of different fields such as business and management, history, and culture, politics, etc. (Neher, 2010). Many e-tools such as Facebook, Linked-In, WhatsApp, Twitter, Instagram, Snapshot, etc., have been successfully facilitating the connection between billions of people worldwide.

Teachers in higher education are using these e-tools to socialise daily, and so are their students, usually called 'internet or digital generation'. It would have been then beneficial if both parties were making use of these social media e-tools realistically to enhance their communication and impact the teaching and learning environment positively (Junco, 2014). In fact, platforms are being used, but not that much as many experts would draw the attention that "in the past five years social networking sites have drastically gained in popularity, but many users have yet to discover the true power behind effective social networking. Surprisingly, few academics and educational administrators use free social networking sites even though online communities such as Facebook.com originated with

an academic focus” (King, 2015). Social networking could be an academic cross-platform way out to get higher education students involved in a variety of engaging activities for their performance (Al-Tarawneh, 2014). An increasing number of scholars are highlighting the importance of social media e-tools in teaching and learning practices (Rosmala, 2012). If taken into consideration and applied properly, social networking should lead to enhancing students’ social capital as well.

2.2 Social capital

Students in higher education are often encouraged to work on their social capital while studying or at least after graduating as it is never too late. The concept is based on the ‘photo’ they would like society to look at (Mosquera et al., 2011). It tells partially the society and specifically the employers who these students/graduates are. How are students relatively making use of their time? What type of people are they connected to? How are they selecting them? Are students socialising with interesting and invaluable people? How do they feel about themselves? (Canevelo and Crocker, 2011) The side we would like to focus on here in this paper, is the students’ ability to get connected with people who are close to their interest and future career. As we know, social networking is a broader world; students should be eager to network with teachers, professionals, experts etc., from the field they are planning to head to and work with. Experts are very much advising to take that direction in order to meet exciting personalities among whom students can find out the existence of very influential people (O’Hearn, 2015). The professional world is nowadays open to receive a massive influx of information, which make it therefore specifically a unique interface to meet and greet young educated people. Students can socialise online via this large variety of e-tools or even through physical meetings where we can see professionals more than happy to share their social information contacts (Fishbein, 2014). Hence there is certainly no excuse for students to avoid getting connected in order to enhance their social image. Many HR senior managers are impressed by interviewees, who would show both educational knowledge and their ability to social network with people in the fields they would like to work in. It shows and reflects knowledge, interest, enthusiasm, and motivation. These types of interviewees are unfortunately rare at present. What they are doing in terms of social networking with people close to their specialisation is adding value to their resumes (Clark, 2014). It is also allowing them to leverage their recognition concerning the society they are part of (Simon and Renger, 2011). Many employers would consider the ability of social networking as a skill per.se. (Harris, 2011). It is part of students’ investments, hoping for an inevitable return along with a certain knowledge of the market.

2.3 Knowledge of the market

On top of social networking and getting their social capital enhanced, higher education students would also need to learn about the segment of the market they are targeting to increase their chance of employability. They could, for instance, have a look at the market outcomes and align their majors to them as it will help them to go the right way (Baker et al., 2017). It then is of significance for students and graduates of higher education to know the nuts and bolts of the organisations and their needs they would like to work for (Thune and Støren, 2015). For instance, they can find out the core

competency the industry is looking for. Higher education students and graduates should also get new knowledge, such as the size of the market of their interest as compared to the rest. They might want to know the market contribution to the GDP in percentage whether it is part of the first, the second, and maybe the third sector. How the market is evolving, or what are the trends over time? What are the challenges students might face? (Gill and Lashine, 2003). Are there journals, articles, etc., about the market and what is the content focus on? Are there seminars, workshops, etc., on the targeted industry and what would the future outlook look like? Besides, it would not be a bad idea to inquire about the taxonomy of companies that are operating in the targeted market. For instance, companies could be classified by the type of products they are making and selling and their size in terms of numbers of employees, turnover, the amount of value added created, the share of the market, etc. (Craft, 1999). Higher education students should consider knowing the 'kings and the queens' of the market as well, at least by their names. They need to find out and try to get acquainted with key persons in as many companies as they could and have an idea on what their days look like. Here, pieces of training, internships and/or volunteering experiences would be helpful (Kelly and Stevenson, 2017). Students are finally urged to handle live projects and help companies to solve problems within a win-win innovative and entrepreneurial setting (Babinska and Witczak, 2016).

2.4 Employability

As the concept of employability is now increasingly embedded in higher education's institutions (Norton, 2016), social networking, although helpful (Adler, 2017), would not lead most of the time and directly to that goal. The argument raised here through this paper is that social networking is first of significance for higher education students or graduates' social capital and knowledge of the market. These two intervening variables should ultimately show their positive implications for employability. On the one hand, potential employers would definitely look for candidates who would successfully pass their writing test (if any) showing their higher education experience aligned with what Yorke stated in these terms "Although a student's experience of higher education cannot guarantee a 'graduate level job', the nature of that experience influences the chances of success" (Yorke, 2004). On the other hand, they expect candidates to be more articulate during their interviews, and that would not happen without a bridge between the quality of learning and employability (Knight and Yorke, 2003). Employers are also looking for impressive candidates during interviews where they would expect some questions on the organisations they intend to work for (Raskin, 2016). Also, the researcher has observed and recommended the business training during the students are studying. While the focus should be given on providing more skill based learnings in the educational institution in Oman to increase their employability (Pandow and Salem, 2019). Now, what if a candidate was even ready to provide a full description of the entire segment of the market of his interest? What if a candidate can demonstrate his enhanced social capital? Reinforcing the idea that the candidate is interested in working for the targeted organisation will certainly make a difference (Mayhew, 2017). Higher education students/graduates should reach the level of being able to sell themselves in a very professional manner. Social image and knowledge of the market are key factors here and a good number of employers would not hesitate to hire candidates on the spot!

3 Research gap

There have been a plethora of studies conducted on employability in the past and also evaluated the various factors affecting it. However, most of these studies followed a similar set of constructs, which were identified by previous studies. Most of the researchers have used the replica set of constructs and scales for different regions and countries without conducting preliminary interviews. In the Middle East context, the number of studies conducted is limited, and most of them have used a similar set of variables and the scales for their research. Also, the other vital gap that was found is that many of the researches have used regression analysis to assess the impact on the employability. This has limited the study as the extrapolation could be premeditated as a summated power of the forecasters rather than calculating the individual forecast power of every single forecaster.

3.1 Contribution of the study

The present study is unlike the rest of the previous researches conducted in a similar sphere as it ascertains a list of the factors of employability with the help of networking using a focal group practice. The study safeguarded to reduce the researchers' prejudice to choose among a set of random theories found appropriate and then to assess them. The focus group discussion also validated the point that factors that are significant to Middle East youth may not be as significant to people of other regions, as has been stated in the literature analysis. This study also tries to highlight precisely the factors affecting the employability and its linkage with networking, social capital, and knowledge.

3.2 Research objectives

The main aim of the study is to ascertain the significant factors that affect employability. The other objectives are mentioned below:

- 1 to examine the relationship between networking and employability
- 2 to examine how social capital affects employability
- 3 to assess the impacts of knowledge on employability
- 4 to examine if networking has an impact on social capital and knowledge.

4 Methodology

The hypothetical-deductive approach through a structural equation model is used in the study, in a population of 12,551 of which 263 respondents from various departments responded to our questionnaire, which was sent online using Google forms. The conceptual model designed by the researchers is having one independent variable (networking), two mediating variables (social capital and knowledge of the market) and finally, one dependent variable (employability).

4.1 Research design

The study was conducted to investigate the significant factors affecting employability. After focus group discussions, the present study scaled down to only three factors. After conducting a literature review, the study found that different studies have reinforced each of the anticipated factors as a contributor to the employability of the youth in Sultanate of Oman. The next step was to get a realistic confirmation of the same. The study used the measurable approach with survey approach to fulfil this objective. To administer the survey, the study used questionnaire technique, and an instrument (Table 2) was developed in the course of the study while keeping an eye on the available literature.

The instrument contains 14 items representing networking (3 items), knowledge (3 items), social capital (4 items), and employability (4 items).

4.2 Sample design

The distribution of respondents is provided in Table 1.

Table 1 Distribution

<i>Variables</i>	<i>Particulars</i>	<i>N</i>	<i>% age</i>
Gender	Male	114	43
	Female	149	57
Networking	Face-to-face	17	6.5
	online	244	93.5

Note: Distribution of respondents from the survey.

Table 2 Construct and measures

<i>Employability through networking</i>	
Networking N1	I see networking as a way to socialise
N2	I see networking as a way to express myself
N3	I see networking as a means to be recognised
Knowledge K1	Networking is getting me extra jobs skills
K2	Networking is improving my interpersonal skills
K3	Networking is helpful to know the segment of the market I would like to work in
Social capital S1	Networking has allowed me to interact with influential people
S2	Networking has allowed me entry into the professional world
S3	Networking is adding value to my resume
S4	Networking has given me improved recognition
Employability E1	I am getting positive response from potential employers
E2	Employers see me as a knowledgeable individual
E3	I am being viewed as a worthy candidate
E4	I have received some job offers

4.3 *Data collection*

The data was collected through a self-administered questionnaire. In total, 370 questionnaires were mailed to the respondents out of which only 283 were received back. After deleting responses with more than three missing answers and removing outliers, only 263 remained. The respondents were distributed on various demographic factors like gender, age, education, and occupation. Besides, the respondents were asked where they usually attend social networking. Almost, 73% respondent mentioned educational institutions/colleges, followed by 11% clubs, 9% mentioned NGOs, while rest prefer private firms, government offices, and others.

4.4 *Sampling technique*

In this paper, we have used judgmental sampling as the questionnaire was mailed to various people online. However, no pre-set condition was laid to select the respondents. The questionnaire was also shared on social media sites like G+ and Facebook. Also, we shared it on various android apps like WhatsApp, IMO, and Viber.

5 **Results and discussions**

The majority of the respondents for this study 57% are females. Also, most of the respondents are engaged with online social networking, and the same can be observed from Table 1. The study has been conducted in the Muscat, capital of Sultanate of Oman, in two leading higher educational institutions that draw students from almost all the regions of the country. For this study, we have used the Smart-PLS software for the data analysis. Besides, based on the focal group discussion, the researchers have set the questionnaire and below mentioned hypotheses.

5.1 *Hypothesis development*

- H1 Networking is profoundly and positively related to the social capital.
- H2 Networking is profoundly and positively related to knowledge of the market.
- H3 Knowledge of the market is positively impacting and moderating the employability.
- H4 Social capital is positively impacting and moderating the employability.

5.2 *Construct reliability and validity*

The Cronbach's alpha analyses the indicators for latent variables that exhibit convergent strength, hence present reliability. By convention, a suitable scale should possess greater or equal to 0.80 as is the case here having a value of 0.867. Also, the average variance extracted (AVE) reflects the average commonality for each latent element in a reflective model. In an adequate model, AVE should be greater than 0.5 (Chin, 1998), and in the present study, we have 0.717. In a model satisfactory for exploratory purposes, composite reliabilities should be higher than 0.6 and the composite reliability 0.910 as is mentioned

in Table 3 which is the case for this study which is considered worthy for confirmatory research.

Table 3 Construct reliability and validity

	<i>Cronbach's alpha</i>	<i>Composite reliability</i>	<i>Average variance extracted</i>
Employability	0.867	0.910	0.717

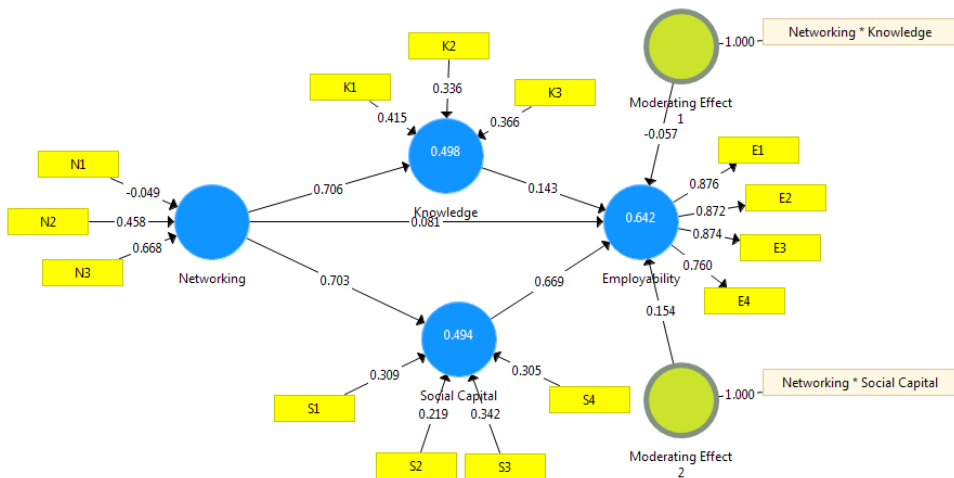
The path coefficients are standardised path weights that consequently vary from -1 to +1. The weights nearby 1 reveals the most robust paths, while those near to 0 reflect the weakest path. In the above, the path coefficients of knowledge and social capital have the strongest path followed by networking. The moderation effect 2 also has a significant impact on the employability; however, the moderation effect 1 has a negative impact on the employability, as can be seen in Table 4.

Table 4 Path coefficients

	<i>Employability</i>	<i>Knowledge</i>	<i>Social capital</i>
Networking	0.081	0.705	0.703
Knowledge	0.143	-	-
Social capital	0.669	-	-
Moderating effect 1	-0.057	-	-
Moderating effect 2	0.154	-	-

The path coefficients as represented in the model can be observed in Figure 1.

Figure 1 Partial least squares model (see online version for colours)



There is an indirect effect of the networking through social capital which has an effect on the employability to the tune of 0.47 with a p-value of 0.000 showing the high degree of significance, while the networking through knowledge and in turn on employability does not have a strong effect as can be seen in Table 5. This makes us accept the H4 hypothesis and at the same time, reject the H3 hypothesis.

Table 5 Indirect effect

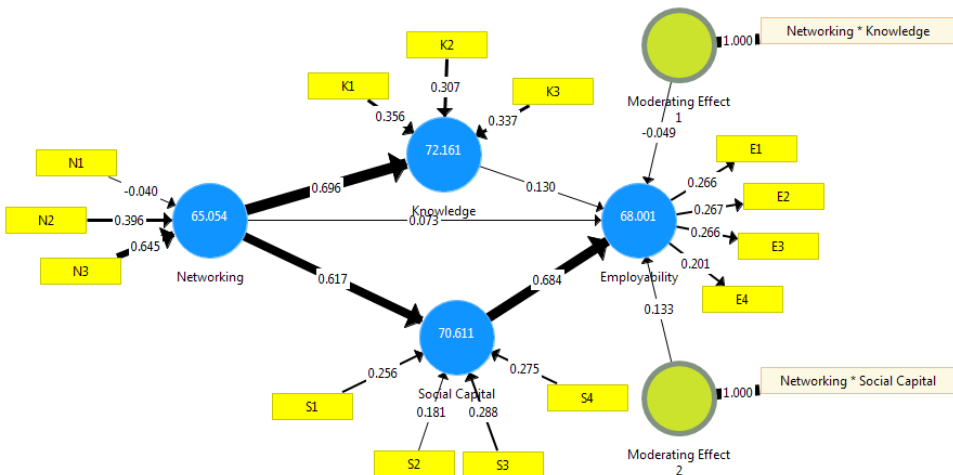
	<i>Specific indirect effects</i>	<i>P values</i>
Networking → knowledge → employability	0.101	0.049
Networking → social capital → employability	0.470	0.000

The measurement loadings are the normal path weights linking the factors to the pointer variables. The loadings usually vary from 0 to 1. The more significant loadings mean a stronger and reliable dimension model. By convention, for a well-fitting model, path loadings should be above 0.70, and in the case of this study, it can be observed that the loadings of all the variables are above 0.70 except N1 as can be seen from Table 6.

Table 6 Outer loadings

	<i>Employability</i>	<i>Knowledge</i>	<i>Networking</i>	<i>Social capital</i>
E1	0.876			
E2	0.872			
E3	0.874			
E4	0.760			
K1		0.906		
K2		0.891		
K3		0.888		
N1			0.678	
N2			0.876	
N3			0.947	
S1				0.826
S2				0.825
S3				0.893
S4				0.849

Figure 2 Importance performance map analysis model (see online version for colours)



The importance-performance map analysis of the model reveals that the path coefficient of the networking and knowledge is at 0.696, which is statistically significant, having an LV performance indicator of networking at 65.054 and knowledge at 72.161. While as the path coefficient of networking and social capital is at 0.617, which also is statistically significant, having an LV performance indicator of social capital at 70.611 as can be seen in Figure 2. Thus accepting the H1 and H2 hypothesis. This is also substantiated by the p-values mentioned in Table 7.

Table 7 Path coefficients

	<i>Mean</i>	<i>Sd</i>	<i>T stat</i>	<i>P values</i>
Knowledge → employability	0.156	0.076	2.028	0.043
Networking → employability	0.084	0.083	1.047	0.296
Networking → knowledge	0.711	0.038	18.538	0.000
Networking → social capital	0.710	0.038	18.653	0.000
Social capital → employability	0.720	0.075	9.602	0.000
Moderation 1	-0.042	0.084	0.722	0.471
Moderation 2	0.142	0.082	2.000	0.046

As can be seen from Table 8 the R squared for the employment latent variable is 0.735, which is good and significant and depicts the reliability of the model used in this paper.

Table 8 Indirect effect

	<i>R swardde</i>	<i>R squared adjusted</i>
Employability	0.735	0.729
Knowledge	0.498	0.496
Social capital	0.494	0.492

6 Conclusions

The primary goal of the study was to highlight the significant factors that affect the employability of the youth in the Sultanate of Oman. From a diverse set of predictors that were thought to be critical in the development of employability, only three were found to be of significance. The study reveals that networking does play a positive and significant role in knowledge and building the social capital of the people. Besides, social capital does have a positive and significant impact mediating the two variables of networking and employability. However, the study also found that there is no significant impact of the knowledge variable in mediating the two variables of networking and employability. Hence based on these findings we recommend the educational institutions especially the higher education establishments to encourage students for more social networking by organising guest lecturers, taking students for industrial tours, making internships mandatory in their curriculum and promoting students to undertake live projects. The implementation of all these recommendations would surely fetch the results and would increase the employability of the students especially in the Middle East region where the governments are working hard to see their youth getting employed.

7 Future directions and limitations

This study is beneficial in the area of higher education. However, it has its limitations. The first and far most important limitation of the study is that of the sample size. The study that has a population in tens of hundreds needs a substantial sample size to validate the outcomes. However, due to time and financial restrictions, it was not possible to go beyond a convinced number for the present study. This is one of the points that researchers occupied in this arena shall consider for future research. Besides, the sampling technique that slightly restricts the study is one such area where future researchers can improve upon using probability procedures. Also, another limitation is that these findings are based on the expressed attitudes of the respondents who are exposed to frequent mistakes characteristic in human nature.

References

- Adler, L. (2017) *New Survey Reveals 85% of All Jobs are Filled Via Networking Performance-based Hiring Learning Systems*, USA [online] <https://www.linkedin.com/pulse/new-survey-reveals-85-all-jobs-filled-vianetworking-lou-adler> (accessed 21 December 2017).
- Al-Tarawneh, H. (2014) *The Influence of Social Networks on Students' Performance*, Vol. 5, pp.200–205 [online] <https://pdfs.semanticscholar.org/a3a2/492eb9dc2cfcf36848261ae2df5948d55f2e.pdf> (accessed 23 June 2019).
- Babinska, D. and Witczak, O. (2016) 'Developing students' knowledge, skills and social competences in international marketing research – cooperation of academia and business', *Journal of Economics and Management*, Vol. 26, No. 4, p.41.
- Baker, R., Bettinger, E., Jacob, B. and Marinescu, I. (2017) *The Effect of Labor Market Information on Community College Students' Major Choice*, National Bureau of Economic Research, Michigan.
- Bridgstock, R. (2009) 'The graduate attributes we've overlooked: enhancing graduate employability through career management skills', *Higher Education Research & Development*, Vol. 28, No. 1, pp.31-44.
- Canevelo, A. and Crocker, J. (2011) 'Interpersonal goals, others' regard for the self, and self-esteem: the paradoxical consequences of self-image and compassionate goals', *European Journal of Social Psychology*, Vol. 41, No. 4, pp.422–434.
- Chin, W.W. (1998) 'The partial least squares approach to structural equation modeling', *Modern Methods for Business Research*, Vol. 295, No. 2, pp.295–336.
- Clark, A. (2014) *Ways You Can Show Networking Strength on a Resume and Cover Letter* [online] <https://www.business2community.com/human-resources/ways-can-show-networkingstrength-resume-cover-letter-0934768> (accessed 3 July 2014).
- Craft, D. (1999) *Company Profiles for Students. The Gale Group*, Cengage Gale, UK, ISBN 10: 0787629367, ISBN 13: 9780787629366.
- Fishbein, M. (2014) *How to Build an Awesome Professional Network*, March, Createspace Independent Pub, ISBN-10: 1497316650 ISBN-13: 978-1497316652.
- Gill, A. and Lashine, S. (2003) 'Business education: a strategic market-oriented focus', *International Journal of Educational Management*. Vol. 17, No. 5, pp.188–194.
- Glover, D., Law, S. and Youngman, A. (2002) 'Graduateness and employability: student perceptions of the personal outcomes of university education', *Research in Postcompulsory Education*, Vol. 7, No. 3, pp.293–306.

- Harris, B. (2011) *Get Hired: Learn Six Employer Secrets That Can Improve Your Cover Letter, Resume, Networking Skills, and Job Interview Results to Help You Get Hired*, Createspace.
- Junco, R. (2014) *Engaging Students Through Social Media: Evidence-Based Practices for Use in Student Affairs*, 1st ed., Jossey-Bass, USA.
- Kadushin, C. (2012) *Understanding Social Networks: Theories, Concepts, and Findings*, Oxford University Press, Oxford.
- Kelly, J.S. and Stevenson, K. (2017) *Cases by Outstanding Marketing Students: DePaul University 2016–2017*, Midwest Marketing Education Foundation, Chicago, Illinois.
- King, M.D. (2015) *Why Higher Ed and Business Need to Work Together*, *Global Education Industry* [online] <https://hbr.org/2015/07/why-higher-ed-and-business-need-to-work-together> (accessed June 2015).
- Knight, P. and Yorke, M. (2003) *Assessment, Learning and Employability*, Society for Research into Higher Education and Open University Press, London.
- Knight, P.T. and Yorke, M. (2002) 'Employability through the curriculum', *Tertiary Education & Management*, Vol. 8, No. 4, pp.261–276.
- Mayhew, R. (2017) *What Factors Affect Expectations in an Interview?* [online] <http://work.chron.com/factors-affect-expectations-interview-18029.html> (accessed 4 January 2017).
- McArdle, S., Waters, L., Briscoe, J.P. and Hall, D.T.T. (2007) 'Employability during unemployment: Adaptability, career identity and human and social capital', *Journal of Vocational Behavior*, Vol. 71, No. 2, pp.247–264.
- Mosquera, R.P., Uskul, A. and Cross, S. (2011) 'The centrality of social image in social psychology', *European Journal of Social Psychology*, Vol. 41, No. 4, pp.403–410.
- Neher, K. (2010) *Social Media Field Guide: Discover the Strategies, Tactics and Tools for Successful Social Media Marketing*, Boot Camp Digital Publishing, USA.
- Norton, S. (2016) *Embedding Employability in Higher Education for Student Success*, Higher Education Academy, UK.
- O'Hearn, A. (2015) *How to Meet the Right People to Get You Your Dream Job* [online] <https://www.inc.com/aaron-ohearn/why-you-haven-t-met-the-right-people-to-get-your-dream-job.html> (accessed 10 February 2015).
- Pandow, B.A. and Salem, A. (2019) 'Evaluating inclination of youth to start enterprise: a study in Oman', in *Creative Business and Social Innovations for a Sustainable Future*, pp.133–142, Springer, Cham.
- Raskin, D. (2016) *The Dirty Little Secrets of Getting Your Dream Job*, Simon and Schuster, New York City.
- Rosmala, D. (2012) 'Study of social networking usage in higher education', *Procedia-Social and Behavioral Sciences*, Vol. 67, No. 67, pp.156–166, Elsevier.
- Simon, B. and Renger, D. (2011) 'Social recognition as an equal: the role of equality-based respect in group life', *European Journal of Social Psychology*, Vol. 41, No. 4, pp.501–507.
- Smith, V. (2010) 'Enhancing employability: human, cultural, and social capital in an era of turbulent unpredictability', *Human Relations*, Vol. 63, No. 2, pp.279–300.
- Thune, T. and Støren, L.A. (2015) 'Study and labour market effects of graduate students', *Interaction with Work Organisations During Education: A Cohort Study. Education + Training*, Vol. 57, No. 7, pp.702–722.
- Yorke, M. (2004) 'Encouraging the development of employability', *ESECT*, Vol. 1, No. 1, p.730, York.