

Facilitating the education-to-work transition

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Statements

Facilitating the education-to-work transition Coaching for employability unravelled

Niels Andreas van der Baan

1. *"Competent but unprepared new graduates are sitting ducks for psychosocial harm"* (Dornan et al., 2020).
2. It is equally essential to equip students with content knowledge of a specific field as it is to equip them with employability competences (This dissertation)
3. The ability to continuously learn and acquire new competences is pivotal for sustainable career development (De Vos et al., 2020).
4. Workplace learning does not occur spontaneously. We need to prepare our students for it (Grosemans et al., 2017).
5. *"We do not learn from experience. We learn from reflecting on experience"* (Dewey, 1933).
6. Reflection is the foundation of employability. It facilitates the education-to-work transition (This dissertation)
7. A coach is a catalyst for reflection (This dissertation)
8. During coaching sessions, the student decides what to work on, not the coach (This dissertation)
9. A (digital) portfolio in itself is not sufficient to enable students to develop their employability. It requires a structured coaching practice supporting the use of this (digital) portfolio. (Impact paragraph)
10. *"Graduation is not the end, it is just the beginning"* (Grosemans, et al., 2023).
11. Työ tekijäänsä neuvoo (The work teaches the worker; Finnish saying)