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Advancing a Sustainable Career Model for Political Science Students: Implications for Career Development Research and Practice

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Abstract

This paper aims to assist lecturers, universities, and their administrators in improving the relevance of political science undergraduate degree programs in the context of globalization and the Fourth Industrial Revolution era. This paper will reflect on how to tailor the political science degree to achieve a sustainable career and improve students' employability in the future. The latest theoretical frameworks incorporating the concept of "sustainable" career development were used in advancing the model of employability in the political science field. The author relies on a qualitative approach and the literature review with implications for practice in advancing the notion that competency-based approaches with the development of specific skills are vital in ensuring relevance and sustaining career opportunities for modern political science students in the future. Educators should rethink how they deliver political science degrees, keeping in mind the emerging trends in technology, pedagogical approaches, and HR practices in the respective job markets. This paper offers insight into how to tailor an exciting political science program for the future of work.

Keywords: political science, career development, competencies, skills, sustainability, employability, higher education, 21st century

Introduction

Higher education is changing (Ahmad, 2015). More and more new methods are being used to incorporate students learning styles and modern technologies (Ahmad, 2018b, 2019a, 2020a, 2020f). The change is happening across various disciplines (in teaching ethics, law, family business, CSR) and engaging millennials (Ahmad, 2018a, 2019b, 2020b, 2020d, 2020e). Scholars are reimagining the future of higher education, proposing new student support models (Ahmad, 2020g, 2021). In this scheme of things, in my viewpoint, political science is a very important subject. However, the political science curriculum in a regular university is predominantly theoretical, emphasizing political thought, history, and philosophy, where less emphasis is placed on practical skills (Ahmad, 2020c). Due to the lack of practicability and skills, many political science majors question their level of employability. Therefore, the universities must prioritize teaching students the necessary skills they will need for the future of work and Industry 4.0. One recommendation is that lecturers should seek to create scenarios and test students' practical skills of

problem-solving and critical thinking as opposed to testing their memory. Others contend that we need to rethink outdated models of career development and advance more modern approaches and theories of sustainable career development to ensure employability in the context of an increasingly globalized and technology-driven society. Furthermore, competency-based approaches provide useful mechanisms for university institutions, employers, and undergraduate students to measure and assess the relevance of political science degrees and the ability to access and sustain various career paths over a lifetime.

In this paper, the author conducts a review of the literature pertaining to the relevance of degree programs in preparing students for the future of work in the political science discipline. An author examines, in detail, early and more recent models of career development and evaluates their relevance in the present work context. The latest theoretical frameworks incorporating the concept of "sustainable" career development are also analysed and used in advancing the model of employability in this field. The author relies on a qualitative approach to the literature review with implications for practice in advancing the notion that competency-based approaches with the development of specific skills are vital in ensuring relevance and sustaining career opportunities for modern political science students into the future.

The enhancement of special competencies such as advanced analytical, strategic, critical thinking, and social skills are recognized as increasingly important for students to attain. Research and appraisal competencies, especially related to public policy and decision-making, are also in demand. Universities are also experimenting with simulation and scenario-based exercises to provide practical-based work experiences and enhance active learning pedagogies in political science teaching and learning methods.

This paper examines how some of the top universities in the world and work organizations, through their career development and HR initiatives, are applying such approaches in preparing students and young graduates for sustainable employability in their chosen political science field. The author hopes that the findings will provide some direction for crafting best practices and recommendations which can be implemented to prepare students for the future.

The Relevance of Political Science Degree Programs

Many graduates and parents of graduates of political science programs are incognizant of the relevance of this degree within the place of work. This ignorance has landed many students in an unpropitious position as they lack the 'know-how' to apply themselves to the job market. With little doubt, many past and upcoming graduates of political science are baffled with the questions of 'What life will be like after university?', 'What is the next step?', 'Where do I go from here?'

Currently, several student-university discourses have been taking place on how these tertiary institutions can advance preparing students of political science for the world of work. Educating students about history, philosophy, and government systems are essential for their development as mature human beings. This is integral for establishing a good citizenry, but more essential to this is the idea of developing a productive workforce. Early perspectives on political science discipline contend that little change has occurred in the curriculum over the past century.

For instance, the American Political Science Association (2011) asserts that while there has been some shift in focus away from knowledge and information gathering towards the attainment of skills, little attention has been paid to the overall structure of political science programs in terms of exposing students about the process of government and political systems. "Structural and attitudinal impediments" such as cultural and incentive-based factors, the lack of supporting institutional framework to implement, promote and sustain new practice-oriented teaching methods are seen as influencing factors and a significant change in the political science curriculum (Ishiyama et al., 2006).

Others express a more radical view that political science as a discipline has witnessed a serious decline in rigorous scholarly engagement in the current neo-liberal setting. Such an environment fosters or facilitates the "rise of careerism" with too much focus in higher education structure on career and personal pursuits at the expense of larger public outreach and social obligations (DiMaggio, 2018).

Higher education institutions may want to rethink their approach to teaching political science within their larger obligations to society. The delivery of an education which focusses on an active engagement in pressing political and social issues, the pursuit of rigorous research agendas, and applying sound theoretical and methodological principles to advance the causes of democracy

and society is seen as preferable to a "fixation on prestige, ranking and careerism" (DiMaggio, 2018).

However, is this a realistic perspective with respect to the role of political science in the 21st century? A more recent review of the state of political science in universities in the current context and implications for career development and future work prospects demonstrate the range of complex issues grappling the discipline. Conducted by the American Political Science Association (2011), research illustrates the challenges of balancing the needs of providing students with competitive in-demand degree programs while preparing them to fulfill their obligations in addressing wider societal, civic, and international concerns.

In a 21st-century context, changing demographics, diversity, and inclusion issues can impact the teaching and learning quality and, by extension, the perceived effectiveness and relevance of current political science programs (American Political Science Association, 2011). As a result, in evaluating these issues, it is important to probe how existing curriculum programs and supporting capacity-building frameworks may be modified and enriched to make them more relevant while at the same time increasing student outcomes.

For instance, the American Political Science Association (2011) review supported by data-driven statistics indicated that in terms of enrolment and demographics in the US, Latinos led with the highest concentration of students pursuing undergraduate studies majoring in political science (45%) followed by African American (39%) and then Whites (38%) and with more women at just over 57% in 2009.

With respect to diversity in discussions and assignments, it was found that student feedback on experiences of the various political science programs was adequate. Generally, high levels of accommodation of diverse views and perspectives, application of theory to practical problems, and the application of policy-oriented courses seem to make it relevant to concerns of a growing diverse student population (American Political Science Association, 2011).

Such findings have profound implications for the future direction of teaching and learning pedagogies and, more importantly, the incorporation of relevance and inclusiveness into political science programs. The report outlines a number of interesting recommendations on how best to modify the current curriculum to enable undergraduates to obtain an enhanced perception of inclusiveness and relevance of their political science studies in the 21st-century setting.

These revolve around as (1) increasing the range and variety of teaching methods and techniques, (2) reorganizing and restructuring the syllabus to unlearn outdated concepts, relearn, learn and test new concepts which test and support the diversity and inclusiveness model; and (3) internationalizing the curriculum in terms of integrating new methodologies, technologies, learning materials, and resources to modernize and enable it to meet global standards.

More importantly, higher education institutions (HEIs) will have to address human resource concerns in terms of leadership development, hiring and retention, the provision of mentoring initiatives for its increasingly diverse graduate student population. Finally, in terms of a 21st-century capacity-building framework, there needs to be a greater push at collaboration and partnership with external bodies to obtain funding to drive the mandate to develop innovative teaching frameworks and models for political science departments in order to meet the challenges and embrace the opportunities of the discipline in the future (American Political Science Association, 2011).

However, there can be no doubt that more current literature research focuses the study on the utility of a political science degree, on its relevance in the workplace setting, and the impact it will have on students' career development path throughout a lifetime. In one study conducted in Canada on the impact of the degree in the workplace setting in the non-governmental organization (NGO) sector, it was found that while still useful, desirable, and in demand, many Canadian employers felt that students lacked the right skill sets appropriate for work.

Statistics and data compiled from the study indicated skill deficiencies, most notably competencies and attributes such as flexibility, adaptability, planning, time management, critical thinking, and analysis. From the graduates' perspective, those who worked in an NGO sector also perceived that their political science education did not contribute significantly to enhance their workplace skills and called for a deliberate shift in focus on the structure of the curriculum to integrate these skills (Robinson, 2013).

Another study indicated that of those considering pursuing a legal career, around 43% of respondents recommend a liberal arts, political science degree as highly appropriate and relevant, as it gives a solid knowledge base in social sciences, exposure to cultural and diverse social issues along with skills training opportunities in critical thinking, communication, and creativity, along with studies about current political processes (Hill, 2010).

Others study the relevance of the degree program from the perspective of its modern-day appeal and student motivation for enrolment. One recent survey tries to probe students' motivations and perceptions about enrolment (Bunte, 2019). Are they signing up primarily for developing valuable skills or gaining a practical understanding of how the real world functions? The quantitative-based study revealed that students prefer enrolling in political science courses to gain a better practical understanding of how the real-world functions. This took precedence over opportunities to develop skills. Although skills are important, the study emphasizes that students were attracted to the courses not merely for skills attainment learning technical and science-related disciplines geared towards specific career paths. Rather, courses, if structured as "generalist" with the objective of providing students with general competencies such as adaptability and employability, were of far greater relevance for coping in current uncertain working environments (Bunte, 2019).

However, others counter this position by advancing the view that political science skills will gain increased relevance from an economic standpoint in a globalized and interconnected world. While conceding that many university students embark on studying the discipline in ascertaining how the world works, the processes and structures of political systems to contribute to society provide a closer study on how industry and companies can derive value from the skills of political science graduates (Leitner, 2018). In fact, there is a high place for a political scientist to contribute in significant ways to the economy.

Specific examples in a business, economic, and work context include (1) ability to create or change new rules and regulations, (2) present varying views and perspectives, such as scenario planning, and partake in the final decision-making process; and (3) making offer/counter offer, reconciliation, negotiate deals and on arbitration matters (Leitner, 2018).

Since numerous job opportunities exist in varying professions in the corporate business sector, legal, trade union movement, NGO's and government, it is becoming increasingly evident that the creation of modern models of career development will be integral to the growth of sustained employment and increased societal relevance, via skills and competencies, self-development, personal and professional opportunities for political science students over their career life (Gatt et al., 2018).

Advancing Modern Theories of "Sustainable" Career Development

Most recent literature on career development frameworks has seen the emergence of the notion of "sustainable" careers given the present context of technology, globalization, etc. (De Vos et al., 2018). Much of the literature seems to focus on the need to provide students and young graduates entering the workforce with career competencies in order to future-proof their careers and better guarantee employability and career fulfillment over a lifetime.

This model utilizes a systematic and dynamic approach in investigating the factors which will influence or impact the sustainability of career design and development in multifaceted and evolving work circumstances. It asserts that the three key components of "person, time and context" are crucial elements in ensuring sustainable careers, with "happiness, health and productivity" being important indicators of sustainability (De Vos et al., 2018). The crucial mechanism for this conceptual model is the application of systematic perspectives to the dynamic interplay or interaction of these elements to create a basis for sustainable careers.

For instance, "career shocks," defined as unexpected career events, can be used to study the impact of the interaction of these three dimensions. Contextual factors are especially important in studying the effect of sustainability and for future research and planning in coping and managing career transitions. Secondly, evolving categories of work and employment arrangements can also impact the dimensions. Factors such as working groups, industry type, age grouping, demographics, diversity issues, inclusiveness, and work environment all affect the context in which careers evolve over time. Thirdly, changes relating to age, psycho-social, values, and societal perspectives will change over time and impact sustainability over a person's long career life span.

Therefore, HR practitioners and HE institutions must adopt future-oriented research, planning, and design approaches to enable careers to become sustainable over time. This model outlines specific recommendations on how individuals and institutions can adapt and cope with events or changes which affect career goals:

1. The use of a research model and analytical tools. Applying longitudinal research and time-sensitive analytical models will help understand cycles of adaptation and build more robust career sustainable frameworks in a dynamic and evolving environment.

2. Most importantly, prospective, reflective, and retrospective studies are critical in gaining insights into potential pitfalls or causal factors why non-sustainable careers may develop over time. This will enable the better design of future career development initiatives using qualitative research methods to "future-proof" careers in a dynamic and evolving work environment.

Even more recent literature research investigates the role which career competencies, success, and shocks have in determining long-term career employability and sustainability. For instance, Blokker et al.'s (2019) research advances and builds on the above model of sustainable careers by emphasizing the importance of moderating or mediating factors.

It is assumed that higher career competencies lead to greater career success and employability, but little is known about the impact of "career shocks." The essential takeaway from the authors' study is that in line with career constructionist theory (CCT), it is important to distinguish between different types of success (subjective/objective/perceived) and employability (internal/external) and career shocks (positive/negative) as they all impact on the interactions in this model of sustainability.

Applying Elements of Competencies, Success, and Shocks in "Sustainable" Career Development Model

In terms of theory, an early element of CCT is defined as the role of competencies in obtaining success and employability. It largely entails a process of designing and building a career, utilizing resources to cope with demands, challenges, and opportunities of career life. In addition, there is continuous adaptation, integration, and development to navigate existing work circumstances to maintain and sustain long-run employability.

With regards to elements of career competencies, this involves all those "knowledge, skills and abilities" essential to career development, but enhanced by the individual incorporating a wide range of "reflective, behavioural and communicative" skills to assist, guide, and motivate one's career pursuits (Blokker et al., 2019). Other related activities such as the application of adaptive behaviours, vocational abilities, techniques in adding value to their organization, and acquiring a positive perception of their internal and external employability are considered in the range of competencies.

Elements of career success are defined as all those accomplishments which result from work activities over the long term. However, we need to distinguish

between "perceived, subjected or self-evaluated success and objective career success," which are measurably verifiable attained success (Blokker et al., 2019). According to the theoretical framework of CCT, those with high levels of competence will be perceived "as more employable and enjoying higher career success."

Career shocks are defined as unexpected, infrequent, extraordinary events that can positively or negatively impact an individual's career path, goal, objective, and development. In accordance with CCT, it can provide the impetus for young career individuals to reassess, re-evaluate, and revise their career development process in terms of requirements to improve or enhance their career objectives. Some argue that positive shocks tend to motivate, inspire and create confidence in realizing preferred career goals. In contrast, negative shocks tend to severely hinder and undermine the career decision-making process and overall development process.

The framework asserts that career shocks are an important mediating factor in career success and employability. Career shocks can severely impact, so it is necessary to provide young with vital coping strategies, incorporating other soft skills such as flexibility, adaptability, resilience, lifelong and counseling training programs in order to navigate the current uncertain career environment. In terms of practical implications - the incorporation of competencies, success, and shock factors into a model of career sustainability provides unique, insightful information for career development and HR professionals in generating workable approaches to success and employability over time.

Competency-Based Approaches in Facilitating Sustainable Careers for Political Science Students

Therefore, the question arises: To what extent can lecturers, university administrators, and human resource professionals facilitate the training and development needs of political science students to advance their career development prospects and ensure sustainable employment opportunities? This paper suggests the notion that competency-based approaches with the development of specific targeted skills will be crucial in ensuring the relevance and sustained employability for modern political science students in the future. The author will examine what these competencies are and how they are being tested and integrated into the curriculum in select university institutions across the globe.

There is an abundance of current literature replete with recommendations, strategies, and blueprints on how best to implement novel career management initiatives in the current work environment. Some propose approaches to emphasize diversity (Mershon & Walsh, 2016), self-management (Wilhelm & Hirschi, 2019), and work-integrated methodologies (Jackson & Wilton, 2019); others suggest the redesigning and customizing workloads integrated with organizational management involvement in sharing responsibilities as the solution to future job security (Kossek & Ollier-Malaterre, 2019). Furthermore, others see the need for learning and work institutions to focus on formalized institution led training and development to improve networking, career placement, and mentoring opportunities as a direct pathway for upward career mobility (Blicke et al., 2011; Lišková & Tomšík, 2013).

This author, however, proposes to hone in on the application of innovative competency-based approaches being deployed in institutions to ensure more sustained employment for graduates. This author speaks specifically to the integration of technology and newer pedagogical methods to increase the acquisition of in-demand workplace skills in the 21st-century work setting. The world has begun to witness the emergence of technology-driven simulation, and scenario-based instructional delivery, e-learning, blended active learning programs encroaching on political science degree programs.

Also, there is an emphasis on training in specific competencies relating to the development of "political skills" research and appraisal methodologies in particular to meet the demand for public policymaking, decision making, and highly developed analytical, cognitive, social, and networking capabilities to fill growing high demand job opportunities in private corporations, international relations and diplomacy fields (Cullen et al., 2018).

Public Policy Decision Making Skills

There is the view that political science degrees need to be given more focus in the context of the changing job market and the emphasis on applied degrees. There is currently too much reliance on voluntary internships for career development. It is recommended that institutions design specific career models to meet the current job market, which emphasize a combination of marketable competencies such as empirical research methods and statistical analysis in addition to training and instruction in career building techniques comprising interviewing, networking, candidate portfolio management, and mentoring (Collins et al., 2012).

One of the skills identified as lacking in the work world connected to political science and public administration discipline is critical appraisal competencies for evidence-based policymaking (Lapointe et al., 2015). Such skills are considered vital in deciding on the best policy options and for problem-solving. In a recent comprehensive study on the integration of public policy appraisal skill training into the curriculum across universities in Canada, a number of challenges and recommendations were identified for the enhancement of more effective training in these institutions (Lapointe et al., 2015).

Research studies continue to illustrate the severe gap between the demand and supply of policy analysis skills within the Canadian government services, the bureaucratic capacity constraints, competencies required, and lessons for management in terms of better analyzing recruitment issues for improving such capabilities within its civil services (Dobuzinskis & Howlett, 2018; Howlett, 2015; Lindquist & Desveaux, 2007).

Barriers include the lack of systematic and transparent methodologies, which often lead to many variations in teaching effectiveness across institutions in Canada. Other challenges include low availability and access to research, reliability of findings, timing and cost issues, leading to the risk of bias in research and decision-making. The authors recommend prior to embarking on practicing evidence-based policymaking, the practitioners must acquire specific training competencies in "searching, selecting, appraising, synthesizing, and communicating findings" before joining the workforce, i.e., in university (Lapointe, 2019).

Efforts to overhaul public policy programs and invigorate them with new innovative approaches to teaching are taking place at universities in North America. Recommended methods such as critical appraisal steps utilizing appraisal checklist steps including systematic and validated tool methodology, knowledge synthesis, and scoping review methods are being experimented with to fulfill the demand in the context of present work environment characterized by information overload, high risk of bias, and information asymmetry in the transfer process (Lapointe, 2019). Here the author presents a review of the work at four North American universities to address these various competency-based issues to better prepare students in their career development paths.

Table 1

Competency-Based Approaches - Simulated Exercises

Competency-Based Approaches	Value Creation Initiatives	University or Higher Education Institution	Link (s)
SIMULATED EXERCISES & ROLE PLAY METHODOLOGIES	Simulated Legislative Process: The simulated legislative process is creating an environment that is reflective of the real course. This will help students gain an understanding of how laws are made, draft effective policies to redress specific issues, and apply their critical thinking and problem-solving skills in the process.	Heidelberg University	<u>Heidelberg Political Science Program</u>
	Use of "LegSim"- a web-based virtual simulated legislature, where a student receives the opportunity to role-play legislators, develop policy proposals and participate in the decision-making process to enact laws	University of Washington	<u>University of Washington use of "LegSim" Simulation</u>

	<p>Drake University use of Simulations - Ability to connect to "Model United Nations" (MUN), "Model European Union" & "Model Arab League" simulations which provide students with opportunities to gain practical exposure in negotiating laws and policies relating to international, global issues and to interact with political science students in other countries with diverse and varying cultural backgrounds.</p>	<p>Drake University</p>	<p><u>Drake University Simulations</u></p>
	<p>Undergraduate Political Science students utilize simulation sessions to gain networking, group work, and interaction while at the same time using internships as a valuable resource for career development.</p>	<p>Clark University</p>	<p><u>Clark University Participation in MUN Simulation</u></p>

Role Play and Simulation Exercises

Questions have arisen about the continued lack of program structure, transformation, and direction of the current political science curriculum. Some universities, however, have begun to adopt transformative approaches by experimenting with classroom experience using professional building courses, practical internships, and incorporating innovative teaching and learning practices used by British and American Political Science Associations. In particular, there is the growing use of simulation exercises to increase collaboration across disciplines and departments (Engel, 2016).

One specific way in which this has been accomplished is the use of Model United Nations (MUN), a practice-oriented simulation exercise to facilitate deep learning and enhance professional competencies in political science and

international relations fields. This innovative technology-enhanced simulation learning method links key learning objectives to four levels of knowledge, namely facts, concepts, procedural and metacognitive competencies.

Lessons learned so far from its application in North American university institutions are that this novel active learning pedagogy is effective in enhancing real-world experiences such as increasing negotiation skills, cooperation, and leadership which are useful in preparing students for career life in diplomacy and foreign affairs (Engel et al., 2017).

A somewhat slight variation in the application of MUN simulation exercises in the British higher education system has focused on engaging students as "co-producers of knowledge" (Obendorf & Randerson, 2012). For instance, MUN has been used as a primary teaching tool in the politics and international relations programs at the University of Lincoln in the UK over the last decade.

They found that this simulation-driven teaching and learning approach applied in the British HE context was valuable in enhancing "engaged research" and developing students' competencies as "producers of learning and knowledge." In addition, this blending of research skills with the practice of diplomacy is becoming increasingly important in developing students' future career prospects (Obendorf & Randerson, 2012).

More recent research examines the establishment or extension of a similar type of curriculum in the UK, focusing on the use of simulation type "action" based teaching approaches as an alternative to traditional classroom political science instruction. The creation of a "Policy Commission" serves to foster approaches that facilitate action-based learning in politics through various activities, which include allowing students to direct and control simulation exercises, volunteering, participating in political campaigns, community and non-governmental organizations (NGOs), and becoming members of action learning groups (Blair et al., 2018).

Students' participation in the recent implementation of the Policy Commission experiment at a select UK university over the period 2013-2016 led to some interesting findings. Students had an increased awareness of the importance of "problem analysis, project management, and communication and presentation skills" on their future career prospects.

On a practical level, participation in the Commission allowed students to engage actively, network, and contribute with players on policy and decision-making

processes in the community and political fields. This had a positive impact on enhancing their future career prospects (Blair et al., 2018). There is no doubt that the implementation of role-play simulation methods in political science education continues to positively impact students' decision-making, engagement, and motivation levels (Duchatelet et al., 2019; Duchatelet et al., 2016).

Table 2

Competency-Based Approaches – Public Policy Decision Making Skills

Competency-Based Approaches	Value Creation Initiatives	University or Higher Education Institution	Link (s)
ENHANCING PUBLIC POLICY DECISION-MAKING SKILLS	Stanford University Public Policy Program emphasis is on the development of design systems and decision-making schemes to enhance analytical, critical appraisal skills, implementation of public policy programs involving complexities, and providing solutions in a value-added and ethical-based manner.	Stanford University	<u>Stanford University Public Policy Program</u>
	Vanderbilt designs their program primarily to provide their students with required analytical, research, and related statistical and policy analysis skills. This is geared towards providing students with a wide range of career development opportunities in law, government, politics, and the private sectors.	Vanderbilt University	<u>Vanderbilt Public Policy Studies</u>
	Elon University uses an interdisciplinary, research-oriented, and problem-solving approach to acquire skills necessary to conduct systematic, rigorous, and logical research. Experiential and internship exposure is also used to gain practical, real-world experience.	Elon University	<u>Elon University Political Science Policy Studies Program</u>

	Rice University's undergraduate political science curriculum emphasizes the public policy component via the use of knowledge-based, critical thinking, empirical analysis, and communication skill competencies to provide options in a wide variety of careers.	Rice University	<u>Rice University Political Science Public Policy training</u>
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Innovative Pedagogical Approaches to Delivering Political Science Education

The use of Immersive Virtual Reality (IVR) is being tested to investigate its usefulness in increasing motivation and practice in the training transfer process for employees (Schmid et al., 2018). The increased use of virtual communication tools and virtual learning technologies seems to be the future direction of learning and training in the higher education and career development fields. Following is the summary of select university institutions currently experimenting with such technology-enhanced and innovative pedagogical approaches.

Table 3

Competency-Based Approaches - Technology and Pedagogical Methods

Competency-Based Approaches	Value Creation Initiatives	University or Higher Education Institution	Link (s)
ENHANCED TECHNOLOGY & INNOVATIVE PEDAGOGICAL APPROACHES	Use of Innovative Teaching & Learning methods including simulation exercises, group work projects, and research methods to build skills for careers in international relations and politics	University of Leicester	<u>Politics & International Relations BA Program</u>

<p>Multi-disciplinary degree: The Political Science major is referred to as Human, Social and Political Sciences (HPS). The institution makes provisions for students of Political Science majors to customize their degree. This can be customized based on specific interests or areas of study or engaging in different areas of study.</p>	<p>University of Cambridge</p>	<p><u>Cambridge Multi-disciplinary approach</u></p>
<p>Fieldwork: Not limited to merely assisting, but they act as collaborators in research. This is useful because it allows students to grasp skills necessary for the workspace in the context of research and problem-solving.</p>	<p>Massachusetts Institute of Technology</p>	<p><u>MIT Fieldwork</u></p>
<p>Teaching Practical skills: Students are given hands-on training on skills that are required for the public sector. It increases the employability of the students, thus placing them in a more propitious position which is a shortcoming of only doing theoretical-based work.</p>	<p>Cornell University</p>	<p><u>Cornell University-Teaching Practical Skills</u></p>
<p>Internship programs: Many students who are well recognised for excellent performances within such places are often given full-time job opportunities</p>	<p>National University of Singapore (NUS)</p>	<p><u>NUS Internship Programs</u></p>
<p>Bi-disciplinary degree - study money and power: Political Science majors also study Economics. Political Science covers the aspect of power through participation in politics, while economics</p>	<p>King's College</p>	<p><u>Kings College Bi-Disciplinary Degree</u></p>

	speaks to monetised power. Engaging students in both disciplines is interesting because it teaches students about the two most outstanding ways one can have and maintain control.		
	Internship programs: Often, students leave tertiary level institutions with no form of work experience. Reliance on the theory-based knowledge they would have attained is insufficient for what is required by the workplaces.	Australian National University	<u>ANU Internship Program</u>

Conclusion

A number of external factors impede the employability and relevance of political science majors as they compete within the sphere of the job market. These may include the drastically reduced supply of labour due to globalization and the onset of the Fourth Industrial Revolution. It is, however, important to recognize that there are internal issues within the pedagogical framework of political science. Universities ought to engage in more in-depth discourses on how to effect the relevant changes within this agenda to make political science majors more attractive on the job market.

Additionally, these changes ought to be prioritized and with much urgency to keep up with the constantly evolving world. Meanwhile, the students should not depend on on-campus learning but take a pledge of lifelong learning. The application of a "sustainable" career development framework utilizing a competency-based framework for developing specific skills and competencies relevant for 21st-century political science careers can go a long way in ensuring long-term employability and professional advancement for future students.

This paper also finds that universities experimenting and implementing scenario-based, role-play simulation exercises via internal delivery methods or external interaction with other student groups through the Model United Nations concept are better able to prepare students to gain real work exposure in

networking, group work, negotiation, and legal arrangements, which are useful in the growing fields of international relations and diplomacy.

More importantly, new pedagogical approaches, such as the interdisciplinary, multi-disciplinary, mentoring, and internship methods, are useful in advancing career development prospects for students. In particular, technology-enhanced learning with the adoption of virtual learning environments and virtual communication tools is fast becoming a major driving force in delivering higher education degrees on a global scale.

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