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WP3. Establishment/Enhancement of the Careers, Employability and Enterprise Services (CEES)

Training in the area of graduate's employability promotion and HEIs– company's cooperation creation

May 2nd-13th, 2022
Nice, France

The main focus areas

- Planning, managing and promotion of graduate's employability in cooperation with employers
- Introduction of the new services and support for students contributing to their higher employment after graduation through establishment/enhancement of the Careers, Employability and Enterprise Services at the HEIs

Counselling services of HEIs

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What might be assessed in career counselling

Acronym		Description
AQ	Adversity Q	ability to respond to change & challenges
CQ1	Creativity Q	capacity to be creative & adventurous
CQ2	Cultural Q	capability to function effectively across national, ethnic, & organizational cultures.
DQ	Diversity Q	ability to value differences in employees without attempting to make everyone alike & embrace differences as S not Ws
EQ	Emotional Q	capacity to perceive, assess & manage the emotions of one's self & of others
IQ1	Inclusive Q	combination of 5 elements: Fair, Open, Cooperative, Supportive, Empowering
IQ2	Intelligent Q	ability to learn or understand
PMKQ™	PM knowledg	measures the Knowledge Quotient in the field of project management.
PMTQ	PM technolog	ability to adapt, manage & integrate technology based on the needs of the organization or the project at hand.
SQ	Spiritual Q	Puts individual lives in larger context. Allows us to utilize our IQ & EQ in a unified way. SQ is truly a global intelligence.

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Career Guidance	Career Counselling
Helps people know where they want to go & marks out a roadmap based on the external conditions	helps one choose the right path based on the personality specific features
Aim-oriented TO GET THE JOB	Process-oriented TO FIND OUT who I am, what I am good at, what I can develop
In career guidance decisions/proposals are taken by the superiors or guides.	In career counselling, a decision is taken by the student with the help of the counsellor
Career guides can provide guidance and help students to make the right choice	Professional counsellor offers advice for choosing the best career for the particular student
No need for any psychometric tests and aptitude tests; guidance is done based on the external facts	Students need to take tests to assess their skills and interests; focus on personality
Subject/field experts required	Career-certified counsellors required

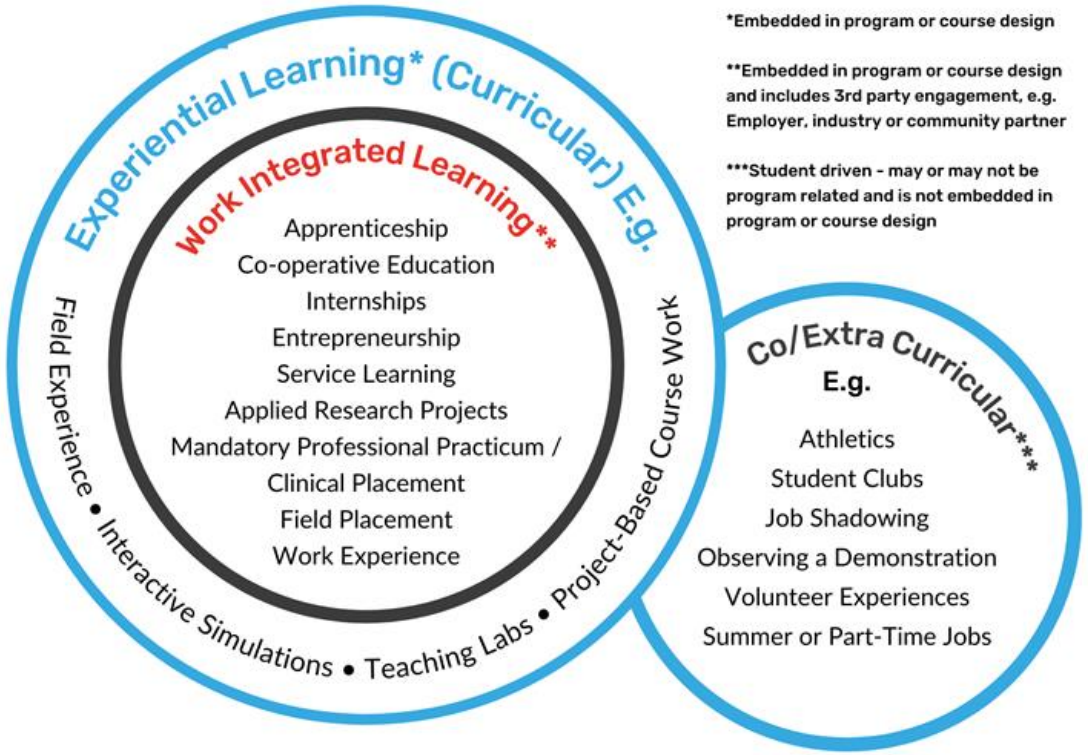
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Career services of higher education institution

- Typically located on college campuses, these centers are specifically designed to **assist students** with developing their job search skills, identifying and working toward career goals, finding suitable careers or graduate school programs, getting referrals to employers, boosting networking skills.
- Sometimes it can also serve as an **interface** between the university and commercial enterprises.
- WP3 - the establishment/enhancement of careers, employability and enterprise services

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Developing students' employability



- Many definitions, but with the common aspects:
  - Employability is linked to employment.
  - Graduates' attributes, skills and knowledge facilitate employability.
  - Individual characteristics, personal circumstances and other socio-economic factors also affect graduate employability.
- Employability entails much more than the ability to get that first job
- It is having the capacity to network and market oneself, navigate through a career and remain employable **throughout life.**
- It requires the ability to ask questions, acquire new skills, identify and evaluate options, understand rights at work including the right to a safe and healthy work environment, adapt successfully to changing situations and the courage to innovate.

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Promotion of employability through entrepreneurship education

EE in the European Union Entrepreneurship 2020 Action Plan:

- develop a culture of innovation, to search for knowledge and business opportunities, with a view to achieving sustainable economic growth and social well-being in all forms of enterprise
- the overarching concept emphasizes the role of civil society as an incubator for social entrepreneurship, which is crucial to the development of the general concept of entrepreneurship.
- disseminate and promote best practices in entrepreneurship, irrespective of their origin (public or private) or area of activity
- policies promoting entrepreneurship to be coordinated with education policies by involving teachers and starting to expose children to the concept from their first years at school
- taking action to prepare and train people, creating the right conditions for entrepreneurship and promoting the concept
- integrate all relevant groups in entrepreneurship policies at all levels – national, international

Type of learning	Learning outcomes	Description	Corresponding career orientation
Know-what competencies	• Knowledge about enrepreneurship • Business planning • Marketing skills • Financial skills • ...	**Professional skills:** Skills to solve isolated tasks in functional ways	Traditional: • Individual as a task-performing employee • Graduates need to demonstrate proficienc within a subject field
Know-how competencies	• Ability to learn from experience • Applying established knowledge to new contexts • Coping with uncertainty and ambiguity • Opportunity recognition	**Self-management skills** that enable individuals to learn, adapt, reinvent and develop themselves	„Protean“: Individual as an employee responding to changes in the work context through developing new knowledge and skills in independently and self-organized ways
Know-why competencies	• Entrepreneurial identity • Self-efficacy • Attitude	**Personal skills**: Role identity, personal motivations, beliefs and values give individuals direction in their careers	„Boundaryless“: individual constructs the career across the borders of a single organization

Source: Killingberg, N. M., Kubberød, E., Blenker, P. (2020) Preparing for a future career through entrepreneurship education: Towards a research agenda. Industry and Higher Education, Vol. 35(6), 713–724, https://doi.org/10.1177%2F0950422220969635

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Labour market relevance

Relevant dimensions:

1.HE policies and strategies relating to support for graduate employment (e.g. national HE strategies)

2.Institutional arrangements in support of graduate employment (e.g. curriculum design)

3.Provisions of and requirements for workplace learning/training (e.g. internships)

4.Preparation of graduates to enter the labour market at the level of qualification (knowledge, skills, competences)



- where we are?
- definition
- types
- differences



How is an Internship Different to an Apprenticeship?

An **apprenticeship**:

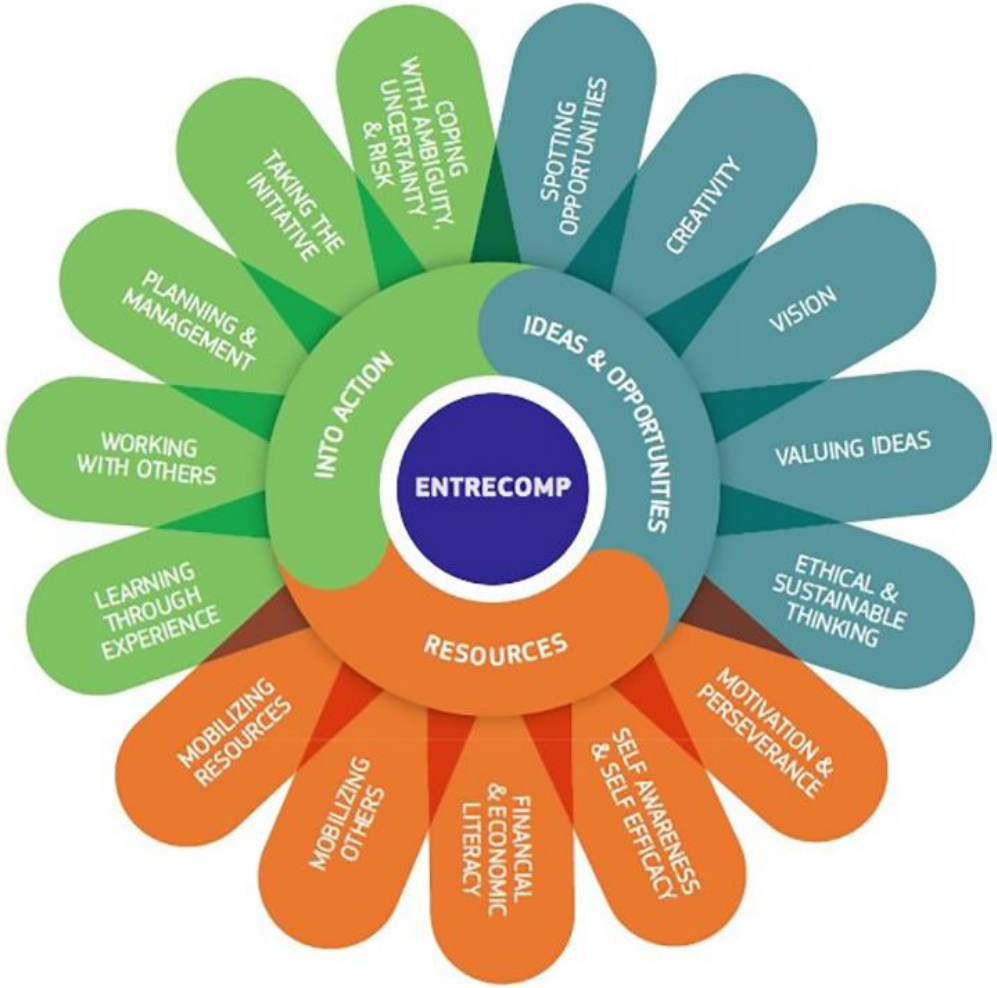
- dedicated *vocational programme*
- combines work-based training and study towards an NVQ (National Vocational Qualification) or foundation degree
- usually spend four days a week with their employer and then a day in the training centre, where they will work on building their portfolio to achieve their NVQ.
- traditionally, apprenticeships were reserved to trade occupations such as construction or planning.
- more recently, apprenticeships are offered in an increasing number of industries, from accountancy to marketing.

- apprenticeship is a **paid programme** - earn at least the national minimum wage
- typically, an apprenticeship last between **12 and 18 months**, though this depends on the level of the qualification.

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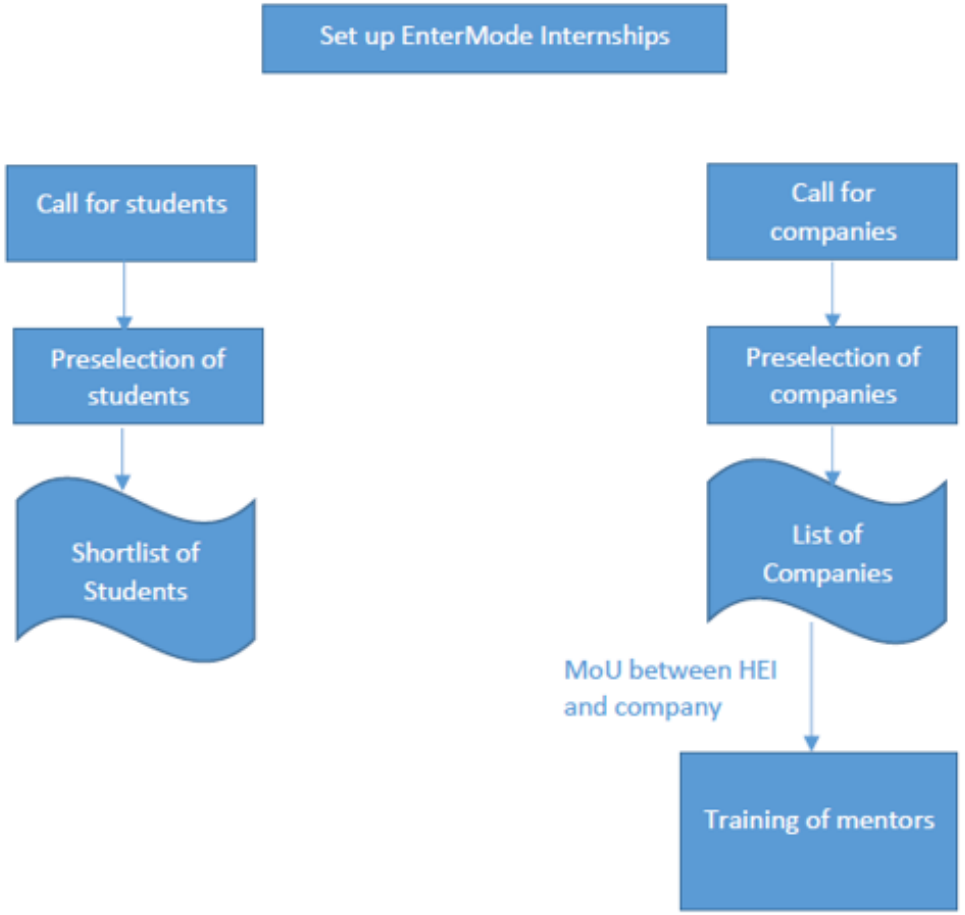
ENTRECOMP

The Internship Model for the Acquisition of Entrepreneurial Mind-Set and Competences by HE students' is focused on the main competence areas of entrepreneurship, using EntreComp, the Entrepreneurship Competence Framework



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The EnterMode Internship Guide



Steps to be followed by company mentors and students for the development of the internship plan are:

- Self-assessment
- Define challenge, connect challenge with a storyline
- Define resources to be given to the student,
- Select competences which will be developed during the internship and define the learning outcomes
- Fill in the Internship plan.

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Employability skills development as part of organised social activities



Employability skills (sometimes called 'soft' skills) refer to a set of transferable skills and key personal attributes which are highly valued by employers and essential for effective performance in the workplace. Unlike professional or technical skills, these employability skills are generic in nature, rather than job-specific, and are common to all work roles and workplaces across all industry types - for instance, communication and teamwork.

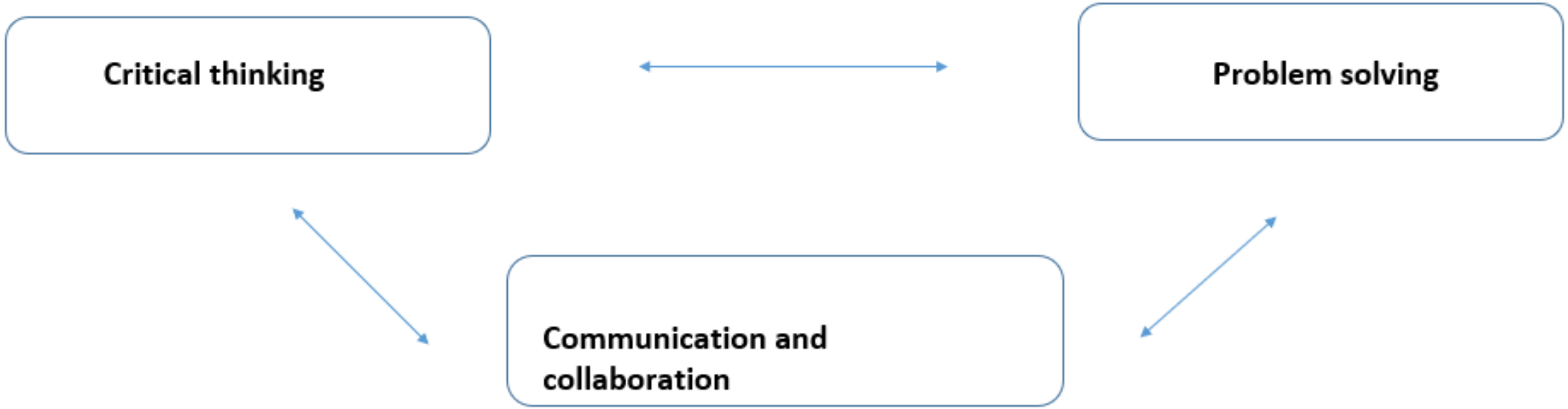


The development of employability skills may occur as a result of experiences outside of the teaching and learning domain as within it via extra-curricular activities or/and voluntary work. The extent to which institutions facilitate or provide such opportunities can impact upon students' employability learning.

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Simulations – Competitions

Simulations are increasingly often used in higher education settings. For instance, in STEM education (science, technology, engineering, and mathematics) (e.g., D'Angelo et al., 2014; Wu & Anderson, 2015), they are used to facilitate a deeper understanding of concepts and relationships between them, advance inquiry, problem solving, and decision making. Simulation-based learning also occurs in other fields, such as teacher education, engineering, and management (e.g., Alfred & Chung, 2011; Brubacher et al., 2015).



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What is gamification?

"Gamification is about taking something that is not a game and applying game mechanics to increase user engagement, happiness and loyalty!"

- Gamification is the **utilization of game design and principles** into non-game contexts.
- It can also be defined as a **set of activities and processes to solve problems** by using or applying the characteristics of game elements.
- It is considered a **motivation-based approach** that aims to increase target audience engagement and motivation, as well as improve learning benefits and the achievement of desired results via active involvement.



Elements	Examples	Benefits	Application examples
Achievements	•Points •Badges •Leaderboards	Learners feel satisfied and engaged when earning points and climbing on the top pf a leader bord. Leaderboards also promote competition.	•Assign tasks which earn points. •After completing a certain set of tasks, participants receive badges. •Keep track of who earns more points and badges and display it on a leaderboard.
Rewards	•Bonuses •Prizes •Resources	When scheduling rewards into the learning process, students feel motivated and committed.	•Give bonuses to learners when they complete a task ahead of time •Give prizes for achieving first place on the leaderboard •Give additional resources for completing extra tasks
Storytelling	•Quests	A story line engages participants and increases their curiosity. Completing quests increases their interest.	•Group tasks into quests and accompany them with an intriguing narrative.
Time	•Schedule •Countdown	When given a specific time frame to complete a task helps learners focus more on completing it.	•Apply a schedule for the completion of tasks. •If learners complete a task before time ends, they receive a bonus.
Feedback	•Immediate feedback	Giving positive feedback to learners increases their confidence and self-esteem.	•Monitor the progress of a learner at a given tasks and encourage them verbally to continue.
Personalization	•Avatars •Nicknames	Personalization gives a send of propriety to learners.	•Let learners design their avatars or use nicknames which will be displayed in the leaderboards.

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Mentoring Programmes for Students in Higher Education

- Essentially, mentoring is an interpersonal relationship that fosters support between a mentor and a protégé.
- The primary function of the relationship is to develop essentially the protégé's learning capacity by transmitting knowledge, organizational culture, wisdom, and experiences.
- Mentoring focuses not only on career function but serves also psychological functions (Kram,1983)

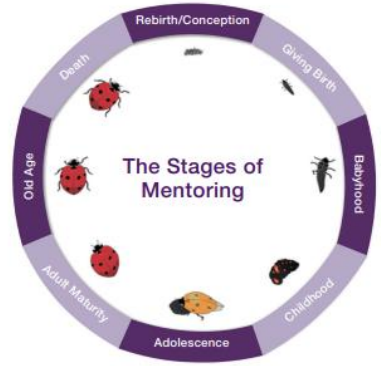


Figure 1: The stages of mentoring
(Source: Miller, 2005 adapted)

Career advancement
- Sponsorship
- Exposure and Visibility
- Coaching
- Assignments

Psychosocial functions
- Role modeling
- Counseling
- Acceptance
- Confirmation

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Benefits of Mentoring in Higher Education

For the mentees

- Self-confidence
- Reflection on practice
- Effectiveness
- Personal support
- Academic support
- Enhancement of productivity
- Firmer career plans
- Career development
- Support underrepresented students
- Networking



For the mentors

- Revived view of their role
- Job satisfaction
- Additional personal relationships
- Personal Development
- Proactivity
- Rejuvenated thinking
- Progress in research and knowledge

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Advantages of tracking graduates

HEIs

- Obtain relevant data on the professional and learning pathways of their graduates and information on the skills required in the labour market.
- Improve educational and support services. Design relevant new programmes and support services for their learners.
- Support evidence-based decisions
- Build a culture of quality and improvement. They improve the quality of their own organisations by incorporating processes based on real outcomes.

LEARNERS

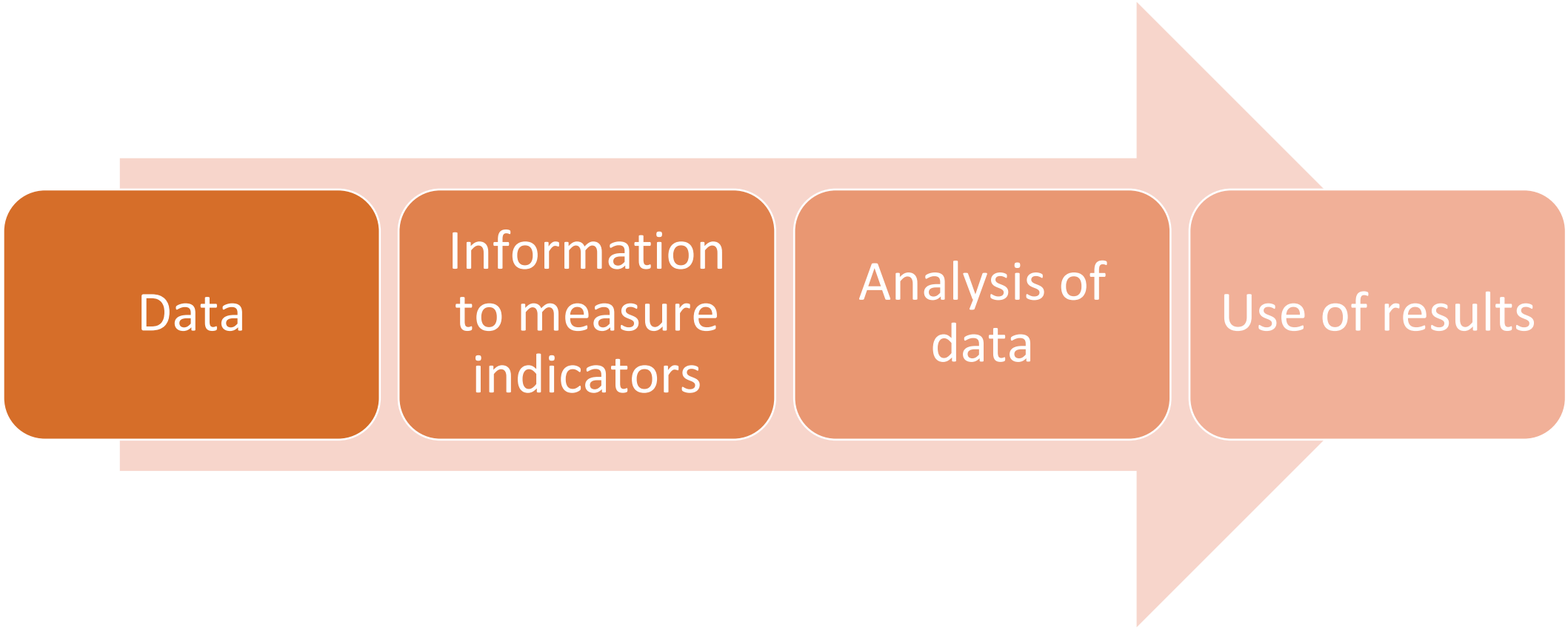
- Participate in quality assurance.
- Benefit from the creation of new curricula and services that are more relevant to their needs or from upgrading the quality of existing programmes.

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Graduate tracking policies and practices in the EU Member States

- European study on graduate tracking systems, 2020.

- Two thirds of the countries have system-level graduate tracking. System-level refers to national authorities
- Ongoing reforms indicate an increasing use of administrative data and a combination of administrative data and surveys to track graduates.
- The involvement and cooperation of key bodies, including those in charge of the policies and those holding the data and the methodological expertise, are key to successful tracking.
- Graduate tracking is generally well-embedded in higher education institutions across EU countries.


Data
Information to measure indicators
Analysis of data
Use of results

Designing innovative HEIs to answer the 21st century challenges

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Employability & entrepreneurship from a holistic approach



Complex & global reality- challenges working as a system



Comprehensive approach: To draw on expertise in various sectors in order to achieve the best possible solution to a problem

The University of the future's strategy

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Idea: to create the university of the future, to be able to answer the challenges of the 21st century and allowing students to have a good professional insertion.
Aim: eexcellence- to provide outstanding or extremely good quality in all the university missions, creating innovation and with an impact in the employability and in the society. To do that, 4 key elements



Multidisciplinarity
Integrating a cross-disciplinary approach in the curriculum and teaching/research and learning methods
Developing comprehensive answers to the major scientific and social challenges

Anchor in territory
Defining strategic areas based on the local needs and possibilities of the territory
Fostering regional growth by developing regional partnerships and ecosystems

Internationalisation
Developing international talent and improving international standards
Leading international changes and transformation in the strategic areas

Intensive-research
Connection education- research-innovation
Integrating the research in all disciplines and curriculums
Developing new structures, methods and groups for research

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University of the future's strategy



New educational model



Developing the 21st century' s education model based on new interactions between disciplines, coordination between research, teaching and innovation, a strong partnerships with the private sector and local authorities. Pedagogical transition work towards a modular offer to better meet the new challenges of training and always at the service of student success.

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Building entrepreneurial spirit

Discovering entrepreneurship

Entrepreneurial project contruction

Launching and carrying out entrepreneurial project

FEW FACTS

- Globalisation has increased the pressures on economies to **compete and innovate**, and a vibrant base of **creative and innovative entrepreneurs** is critical to being able to meet the challenges of globalisation as well as to take advantage of the opportunities that arise from it.

- **Entrepreneurs create employment and welfare**, and thus play an important role in the economic and social well-being of citizens.

- The level of progress towards **entrepreneurship education** is still very low and highly variable.

- **Only a minority of countries have well developed strategies**.

- **Entrepreneurial mind-sets and skills** are of particular importance to graduates of HEI, since they are key agents towards the development of the knowledge economy, foster innovation and boost economic development.
- Students need to be equipped not only with specific knowledge and skills of their area of study, but **transversal creativity, innovation and entrepreneurial skills.**

This may include:

- developing personal attributes and skills that form the basis of an entrepreneurial mind-set and behaviour, such as **creativity, sense of initiative, risk-taking, autonomy, self-confidence, leadership, and team spirit**
- raising the awareness of students about **self-employment and entrepreneurship as possible career options**
- working on concrete **enterprise projects and activities**
- providing **specific business skills and knowledge** of how to start a company and run it successfully.

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WHY UNIVERSITIES?

Universities should aim at strengthening innovation capacity and at **fostering innovation in higher education and business**.

They intend to:

- develop new, innovative and multidisciplinary approaches to teaching and learning;
- **stimulate entrepreneurship and entrepreneurial skills of higher education teaching staff and company staff**;
- **facilitate the exchange, flow and co-creation of knowledge**.

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TRIGGER partners



