

Industry_Business_Employers_Career Development Learning and

1. Industry, Business and Employers - Career Development Learning and WIL

About this project

Employers and industry are vital collaborators in helping prepare graduates with well developed career development and generic transferable skills. These skills will help to maximize the effective transition of graduates into employment and the workplace. For this project it is vital that we obtain relevant information and successful strategies currently being used in work integrated learning programs so that more effective and sustainable collaborative models can be implemented. Collaboration between employers and universities has always been an important element of graduate preparation, this project aims to capture and distill elements that can enhance the benefits for all involved.

This scoping study will use applied research to identify effective programs and initiatives in work integrated learning which ensure an effective contribution to career development learning. Good practice and innovative approaches including service learning in the wider community and industry engagement will be presented at a Symposium and will form the basis for the development of guidelines, benchmarks and resources for best practice.

It may be useful to visit the project website <http://www.usq.edu.au/nagcascarrickproject/> and keep the two sites open simultaneously to enable you to revisit definitions and the survey structure. You may find it easier to print the pdf copy of the questionnaire to keep as a record.

Note: There is no capability to review or revise your responses once you "submit" your survey

Martin Smith
for NAGCAS CARRICK Project Team

2. Definitions

Career development: Career development is the lifelong process of managing learning, work, leisure and transitions in order to move towards a personally determined and evolving future. It applies to people of all ages. (CICA 2006)

Career development learning outcomes include:

- * Self awareness
- * Opportunity awareness
- * Decision making
- * Transition learning

(These components are further explained at the project website for interested respondents <http://www.usq.edu.au/nagcascarrickproject>)

(AGCAS, 2005, Adapted from Watts, A. G. (2006). Career development learning and employability. Heslington, UK: The Higher Education Academy.)

Work Integrated Learning (WIL):

Work-integrated learning (WIL) involves real-world experiences providing opportunities for students to apply theoretical knowledge, develop and consolidate transferable skills, career development competencies, reflect on practice, and develop an understanding of the relevant profession or related sectors. (Much adapted QUT website definition)

WIL can be implemented in many different formats and may include or be known by the following terminology: Work based learning; Work experience; Practice/ Practicum; Clinical Placement /Practice; Community based learning/project; Co-operative Education; Professional skills program; Work/Job shadowing; Work Experience/Vacation Work; Internship; Apprenticeship; Sandwich Course; Industry Project, Cadetship/Traineeship; Enterprise Project; Experiential learning; or other term used in your institution. WIL may occur in industry, in the community or in the university and whether the activity is real or simulated.

3. Section A: Program/s overview and information

Responding employer, organisation, business

1. Name of respondent/employer:

2. What is the size of your organisation, industry, business?

Select the one that best describes your organisation.

- small
- medium (10 – 50)
- large (above 50)
- international
- multinational
- mainly Asian Pacific region
- Other

Other (please specify)

3. Who are your main university/educational partners for WIL programs?

List up to 5 below.

1.
2.
3.
4.
5.

4. If your organisation offers a WIL experience to University students can you provide the field and title of the course of the students involved in the experience?

List up to 3.

1.
2.
3.

5. From 1,2, or 3 from above, identify the most successful university WIL program and provide a brief description of the program.

6. Based on your observations, how effective is the work placement program in supporting employability skills and career development of students?

- Very effective
- Effective
- Somewhat effective
- No effect
- Not sure

Other (please specify)

7. How do you or your organisation interact with the university or educational institution — in planning or administering the work placement program or supervising students?

8. Is the staff of the university (educational institution) receptive and proactive in supporting and sustaining the partnership and/or collaboration? Choose from the following.

- Very receptive
- Well developed implementation strategies and templates
- Consistent and effective communication
- Regular contact and supervision
- Inconsistent communication
- Irregular communication and supervision
- Limited contact
- No contact after initial arrangements made
- Communication with one contact person
- Communication with a number of representatives
- Other

Other (please specify)

9. What do you or your organisation hope to achieve by involvement in work-placement or work integrated learning programs?

4. Students and career development learning in the workplace

Work placement is an invaluable opportunity for students to develop and enhance career development learning, generic and transferable skills. These are important experiences, attitudes and skills students acquire (as well as the specific technical skills) in real work settings. The following questions address the specific elements of career development learning as identified in the definition (see section 2 or definitions noted on the project website at <http://www.usq.edu.au/nagcascarrickproject/>)

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1. Please describe strategies you or the organisation use to support the career development and employability skills of students.

2. Do you or your organisation use any of the following strategies with students in WIL or work placement?

- individual mentoring
- regular review session
- pre and post performance meetings
- ongoing informal reflection
- regular discussions
- regular performance feedback and discussions
- inclusion in all workplace staff meetings
- allocation of responsibility for specific tasks
- responsible for problem or project
- opportunities to work in a team
- Other

Other (please specify)

3. How do you expect the work placement program will help meet the needs and goals of your organisation?

4. Program effectiveness and success factors

	Very effective	Effective	Needs improving	Not effective	Not sure
Effectiveness for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helping students with transition issues (e.g. ethics and communication in the workplace)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectiveness for university/educational institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectiveness for the employer/organisation/business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

5. What changes could be made to improve work placement programs and to enhance the career development learning and employability skills of students?

6. Are there any features of the WIL (or work placement) program that you feel are special and innovative and add to the success and effectiveness of the program?

7. When interacting with students in WIL (or work-placement) do you try to develop their generic employability skills and career development competencies?

- Yes
 No
 Not sure

Other (please specify)

8. What are the main career development and generic employability skills that you try to address when interacting with students?

(The next question will provide an opportunity to respond in greater detail to elements of the career development skills)

9. In strengthening student self awareness, does your program or interaction address the following?

	Definitely	Mostly	Somewhat	To be given more attention	Don't know
Identify knowledge, abilities and transferable skills developed by one's degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify personal skills and how these can be deployed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify one's interests, values and personality in the context of vocational and life planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify strengths and weaknesses, and areas requiring further development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a self-reflective stance to academic work and other activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Synthesise one's key strengths, goals and motivations into a rounded personal profile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

10. In developing student awareness of opportunities in the world-of-work and in career does the program or your interactions address the following?

	Definitely	Mostly	Somewhat	To be given more attention	Don't know
Demonstrate knowledge of general trends in graduate employment and opportunities for graduates in one's discipline	jn	jn	jn	jn	jn
Demonstrate understanding of the requirements of graduate recruiters	jn	jn	jn	jn	jn
Demonstrate knowledge of typical degree-related career options and options in which one is interested	jn	jn	jn	jn	jn
Other (please specify)	<input type="text"/>				

11. To develop the decision-making skills of students do your interactions or the program address the following?

	Definitely	Mostly	Somewhat	To be given more attention	Don't know
Identify the key elements of career decision-making, in the context of life planning	jn	jn	jn	jn	jn
Relate self-awareness to knowledge of different opportunities	jn	jn	jn	jn	jn
Evaluate how personal priorities may impact upon future career options	jn	jn	jn	jn	jn
Devise a short/medium-term career development action plan	jn	jn	jn	jn	jn
Identify tactics for addressing the role of chance in career development	jn	jn	jn	jn	jn
Review changing plans and ideas on an ongoing basis	jn	jn	jn	jn	jn
Other (please specify)	<input type="text"/>				

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12. In developing student skills for making effective transitions into and through the workplace, do you or your program address the following?

	Definitely	Mostly	Somewhat	To be given more attention	Don't know
Demonstrate understanding of effective opportunity-search strategies	jn	jn	jn	jn	jn
Apply understanding of recruitment/selection methods to applications	jn	jn	jn	jn	jn
Demonstrate ability to use relevant vacancy information, including ways of accessing unadvertised vacancies	jn	jn	jn	jn	jn
Identify challenges and obstacles to success in obtaining suitable opportunities, and strategies for addressing them	jn	jn	jn	jn	jn
Demonstrate capacity to vary self-presentation to meet requirements of specific opportunities	jn	jn	jn	jn	jn
Demonstrate ability to present oneself effectively in selection interviews and other selection processes	jn	jn	jn	jn	jn
Identify challenges and obstacles to adapting successfully to new environments, and strategies for addressing them.	jn	jn	jn	jn	jn

Other (please specify)

13. Please describe other strategies you or the organisation use to support the career development and employability skill learning of students.

5. Other innovative programs

Information and contact details for other successful work placement programs would help in this scoping study.

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1. Please provide information and contact details of other successful work placement programs we should consider?

Program	<input type="text"/>
Contact Name	<input type="text"/>
Contact email or telephone number	<input type="text"/>
University partner (if known)	<input type="text"/>

2. Do you have any other comments about how education—industry partnerships can be strengthened to enhance career development learning in work-integrated-learning programs?

6. End of Survey

Thank you again, we appreciate your interest and involvement. The continued collaboration and contact with industry and business is critical for the development of skilled graduates.

You can find out more about the project and symposium at <http://www.usq.edu.au/nagcascareerproject/>

If you have additional programs and information to contribute to this project please return to the survey and submit additional responses.

For information contact Martin Smith (NAGCAS CARRICK Project Leader, University of Wollongong) email: martin@uow.edu.au or Anna Lichtenberg (NAGCAS CARRICK Project Manager) at a.lichtenberg@ecu.edu.au

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