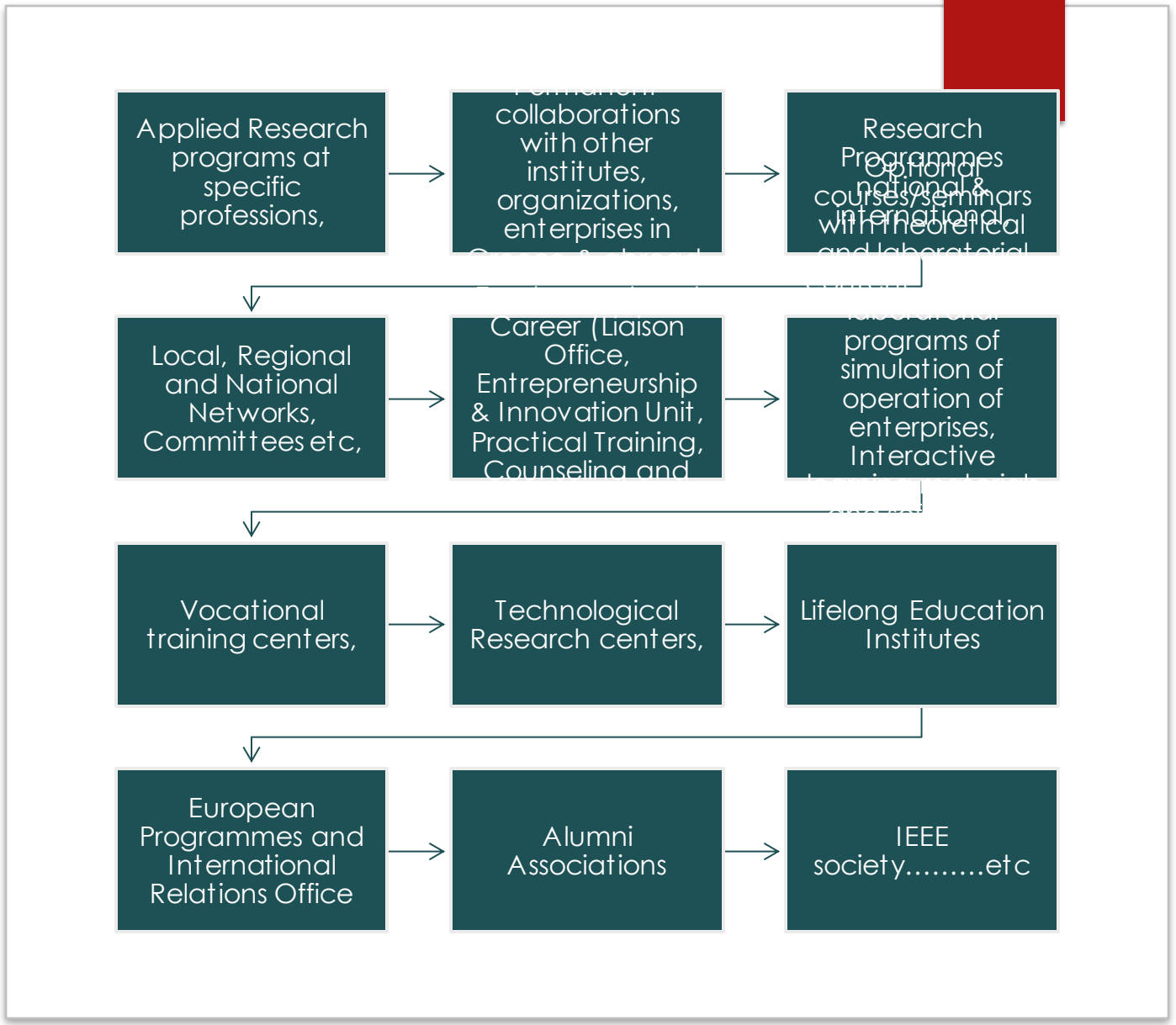
EDUCATIONAL TRAINING PROGRAM 1st day

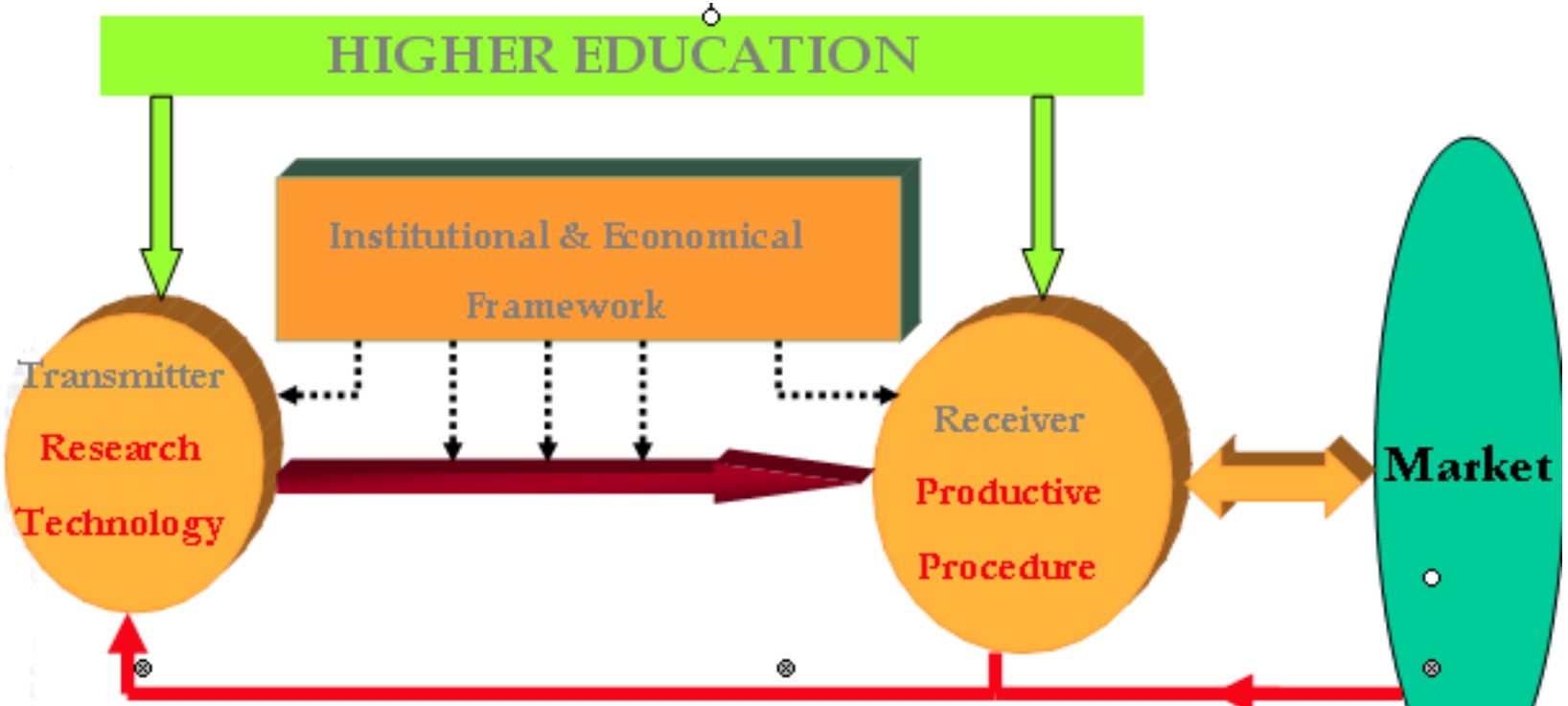
- 3."How to build long lasting relations between the University and the industry through Liaison Office's services- Communication with beneficiaries-alumni-IT tools etc" moderated by Maria Kaltsogianni.

COOPERATION BETWEEN UNIVERSITY & INDUSTRY

- 1st Strategic Objective: "Upgrading the quality of education and promoting social inclusion ."
- 2nd Strategic Objective: "Upgrading the systems of initial vocational training and vocational education and online education with the labour market“
- 3rd Strategic Objective: "Strengthening lifelong adult education”
- 4th Strategic Objective: " Strengthening human capital for the promotion of research and innovation"

COOPERATION BETWEEN HIGHER EDUCATION & INDUSTRY,MAPKET IS ACCOMPLISHED THROUGH A LOT OF WAYS:





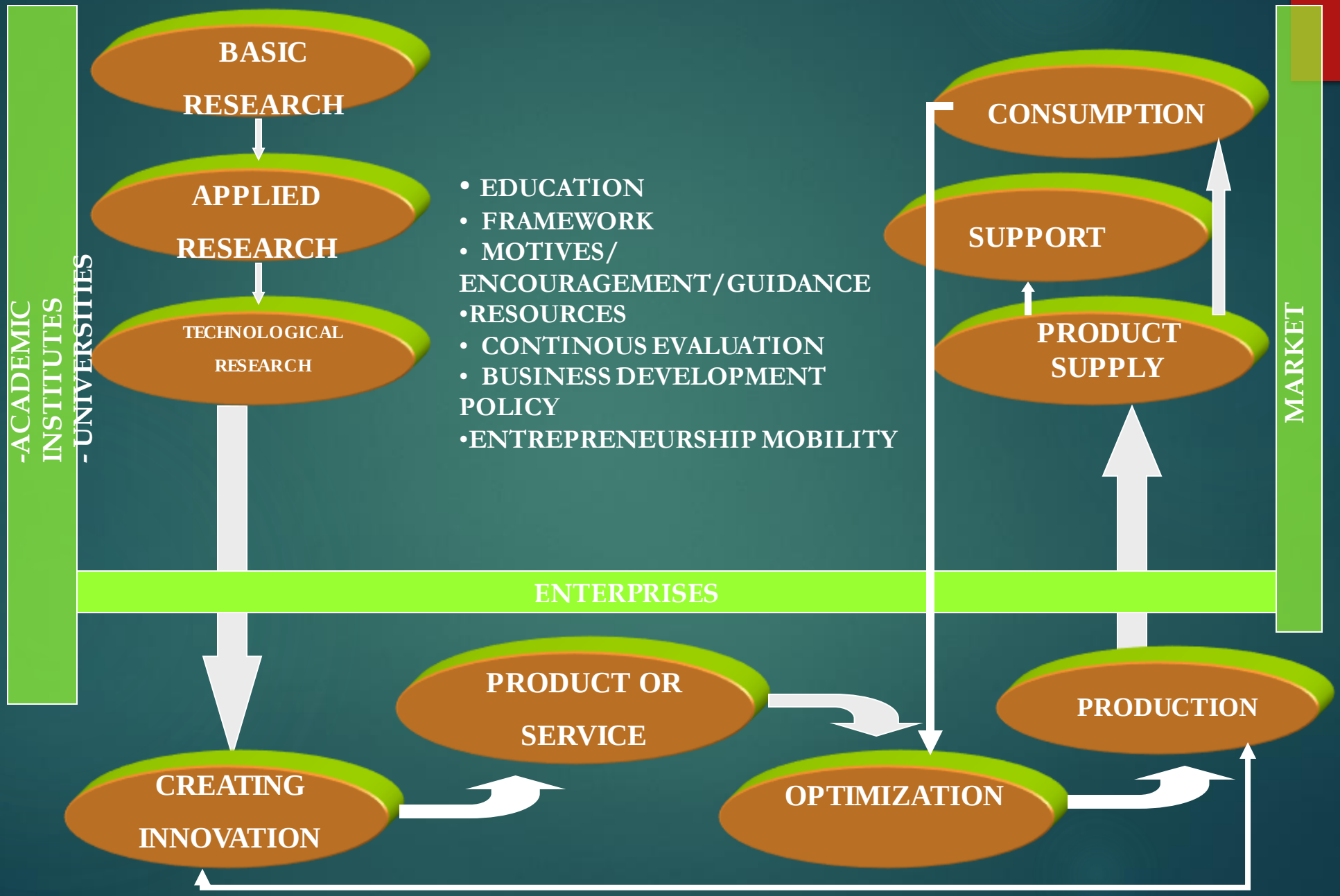
Requirements

- Compliance of policy and goals
- "Communication channel"
- Knowledge

Tools

- Good Education
- Proper frameworks
- Networking

Communication: ***Contribution to the common good***


-ACADEMIC INSTITUTES
- UNIVERSITIES
BASIC RESEARCH
APPLIED RESEARCH
TECHNOLOGICAL RESEARCH
• EDUCATION
• FRAMEWORK
• MOTIVES/ ENCOURAGEMENT/GUIDANCE
•RESOURCES
• CONTINOUS EVALUATION
• BUSINESS DEVELOPMENT POLICY
•ENTREPRENEURSHIP MOBILITY
CONSUMPTION
SUPPORT
PRODUCT SUPPLY
MARKET
ENTERPRISES
PRODUCT OR SERVICE
PRODUCTION
CREATING INNOVATION
OPTIMIZATION

CONNECTING HE & I

An industry in a globalized economy depends critically on innovation and its ability to increase productivity through innovation process. A significant part of the knowledge is produced in the academic research sector.

Universities, all over the world, exist to fulfill three main goals: educate future leaders of their communities, promote the advance of knowledge in every academic field (research), and propose an offer of continuous education to practitioners.

Various success stories- examples of technology transfer

- the industrial platform model (very successful in Taiwan),
- the entrepreneurial model of Stanford (Silicon Valley) and MIT, where the application of knowledge is an essential part of the institutional mission and is very careful assessed and explicitly encouraged etc.

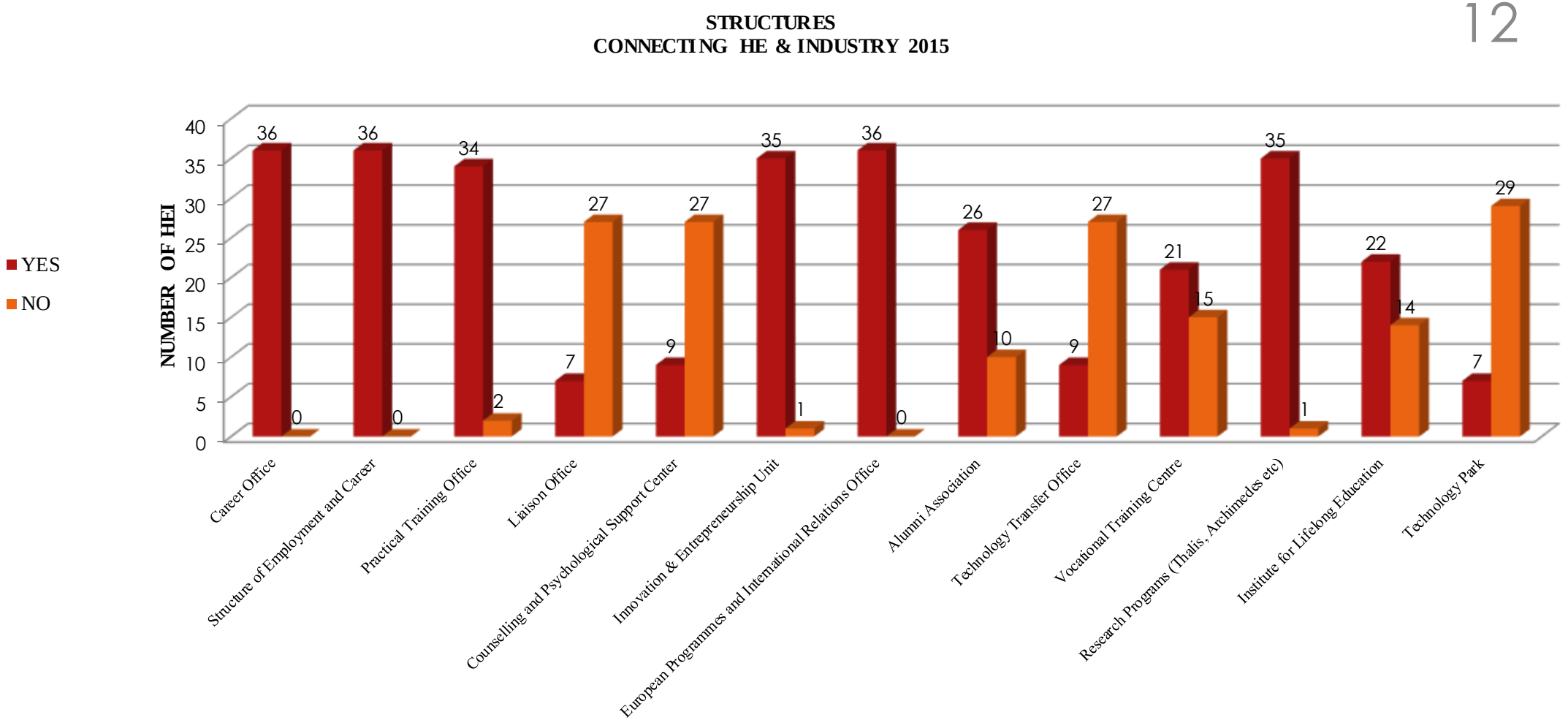
There are structures that aim to support the cooperation between HEI & Industry in Greece:

- **Liaison & Technology Transfer Offices,**
- **Science Technology Parks,**
- **Career Offices,**
- **Structures of Employment and Career,**
- **Practical Training Offices,**
- **Innovation & Entrepreneurship Units,**
- **Vocational Training Centres-Technological Research Centers-Institutes for Lifelong Education-Research programmes (Heraclitus, Thales and Archimedes etc),**
- **Entrepreneurship services,**
- **European Programmes and International Relations Offices,**
- **Mentoring programs, Alumni Associations, Horizontal Action bodies.**

- **Liaison & Technology Transfer Offices:**The purpose of these Offices is to support the members of the University community and the creation of appropriate partnerships for further development of innovative research results.
- **Science Technology Parks:**According to the International Association of Technology Parks (International Association of Science Parks, IASP), Science Technology Park is an initiative that has strong links with Universities and Research Institutes, is designed to encourage the creation and growth of knowledge-intensive businesses housed on site, supports the transfer of technology, entrepreneurship and local development and usually run by a small team of experts or a university.
- **Career Offices:**Have been operating the last two decades aiming to offer a source of up to date and accurate advice and information on a range of educational, career guidance and counselling issues, a meeting point between education and the labour market, an opportunity to get in contact with public sector bodies, in general, a bidirectional node between the Academic Society and the production sector to create partnerships, a contact point between Universities and other educational institutes throughout Greece and abroad.

- **Structures of Employment and Career:**established since 2008 in Higher Education and is responsible for organizing, supervising and coordinating all individual structures / programs relating to the connection of higher education to the Labour Market and Industry. Career Offices, Practical Training Offices, Innovation & Entrepreneurship Units, Counselling and Psychological Support Centres are separate parts of Structures of Employment and Career (S.E.C.) [2].
- **Practical Training Offices:**Practice is an important part of the Higher Education regarding the contact between students and the Labour Market. It is a way of linking theory with practice. The actual application of knowledge in labor market can be reached in the development of entrepreneur-graduates and creating new jobs.
- **Innovation & Entrepreneurship Units:**Introduction of entrepreneurship courses, Production of educational material for educational purposes, Visits to businesses and other organizations associated with the object of study of the students, Seminars for entrepreneurs and business executives, virtual enterprises and / or developing simulation exercises etc.

- **Vocational Training Centres-Technological Research Centers-Institutes for Lifelong Education-Research programmes (Heraclitus, Thales and Archimedes etc):**All these structures or programs play an important role in the HEI-I synergy and reinforce their cooperation through different kind of actions (seminars, creating innovation, targeted workshops and research etc.) [1].
- **Entrepreneurship services:**entrepreneurial activities, Organization of annual National Competitions for development of innovative and pioneering business plans, Workshops, Case studies, Virtual simulation companies Visits to enterprises, Business plans, Mentoring, Counseling and guidance to better understand the design of business activity, etc [1].
- **European Programmes and International Relations Offices:**contribute in their own way through special programmes or actions to the Higher Education and Industry cooperation emphasizing in the European dimension (Erasmus, Erasmus plus for young entrepreneurs, Leonardo, etc).
- **Mentoring programs, Alumni Associations, Horizontal Action bodies:**we can't doubt the supporting role.


STRUCTURES
CONNECTING HE & INDUSTRY 2015
YES
NO
NUMBER OF HEI
40
35
30
25
20
15
10
5
0
36
0
36
0
34
2
7
27
9
27
35
1
36
0
26
10
9
27
21
15
35
1
22
14
7
29
Career Office
Structure of Employment and Career
Practical Training Office
Liaison Office
Counselling and Psychological Support Center
Innovation & Entrepreneurship Unit
European Programmes and International Relations Office
Alumni Association
Technology Transfer Office
Vocational Training Centre
Research Programs (Thalis, Archimedes etc)
Institute for Lifelong Education
Technology Park

Practice is an important part of the Higher Technological Education regarding the contact between students and the Labour Market. It is a way of linking theory with practice

The actual application of knowledge in labor market can be reached in the development of entrepreneur-graduates and creating new jobs.

between Higher Education and the workplace. The intervention sought the essential connection between education and production to such an extent that the practical training is not only a request from Institutions

It contributes to achieve bidirectional communication between the Higher Education and the Labour Market, Industry.

Practical Placement in Higher Education
First steps in the labor market with the support of a new innovative structure

PRACTICAL PLACEMENT OFFICE

University of West Attica

- The undergraduate studies last 8-10 semesters.
- Lectures, laboratory sessions, practical training, Thesis.
- Practical training is either an obligatory six month training, usually performed at the 8^{th} or 10^{th} semester and under special institutional framework & laws or optional 2/3/4 month training.

Practical Placement in is supported by….

- National sources (since 1983)
- Operational Programmes co-financed by the European
- Union – European Society Fund
- Erasmus, Leonardo da Vinci
- PP is supported by the Operational Programme ‘Education and Lifelong Learning’ (2009 -2015) of the EU's National Strategic
- The company/industry is subsidized half the amount of the student salary.

Practical Placement

COMPULSORY EDUCATIONAL PROCESS, INTEGRATED INTO THE CURRICULUM OF ALL DEPARTMENTS

STATUTORY IN ACCORDANCE WITH THE APPLICABLE LEGAL AND REGULATORY FRAMEWORK

A PAID AND SUPERVISED PROCESS – UNDERTAKEN AFTER THE SEVENTH SEMESTER

DURATION

PLACEMENTS IN PUBLIC AND PRIVATE SECTOR

Practical Placement

- Bridge of theory and practice connects academic knowledge with job market
- Real-life experience connects students with the workplace
- Promotes graduate's entrepreneurship creates new jobs
- Guidance – pedagogical instrument for students clearer picture of the knowledge, work ethics they will need to acquire, in their career
- …. Aims to a smooth and professional oriented integration of graduates in the job market

Practical Placement Office

- Organized and operated as a new structure
- The work of the office is implemented under the framework of the Operational Program ‘Education and Lifelong Learning’
- The role of the office is to enhance - coordinate – support – promote PP at the Institute
- The office services result to a successful training

Practical Placement Office Services

Provides scientific, technical and administrative support to all the Departments

Provides information and services to all the key players involved – students, academics, business managers

Organizes information events

Provides counseling to students with special emphasis given to vulnerable students. Ensures a high level of service to students with special needs or have any type of disability

Practical Placement Office Services

Creates and ensures a network of potential collaborators

Information System:

Services related to practical placement offers / requests and easy access of companies and entrepreneurs, students and supervisors

Services related to the monitoring, evaluation and optimization of the results via measurable indicators and specific questionnaires

- Except the “practical training” there are numerous of services of Liaison Offices that empower the relation between the University and the Industry especially through employment sector.

Modern Communication Between Liaison Office And Beneficiaries Via Online Services And Social Media

THE EVOLUTION

The Clipboard Era
(up to early 1990s)

The Floppy Disk Era
(The 1990s)

The Internet Era
(The 2000s)

The Smart Phone Era
(2010-Present)

The Clipboard Era
(up to early 1990s)

- Clipboards
- Bulletin Boards
- Phones
- File Cabinets & Paper
- Resource Libraries
- **One Size Fits All**

The Floppy Disk Era
(The 1990s)

- Computers (non-networked)
- Computer-based Automation Systems
- **Web 1.0:** Online Job Boards
- File Cabinets & Paper
- Resource Libraries
- **One-Size Fits All**

The Internet Era
(The 2000s)

- Local Area Networks
- **Web 2.0:** Online Job Boards, Libraries & web-based Automation Systems
- Bulletin Boards
- Email & Phones
- File Cabinets &Paper
- **Limited Customization**

The Smart Phone Era
(2010-Present)

- Web/cloud-based Automation Systems, Information Services & Resources
- **Web 3.0:** Intelligent & Unique UI
- Digital Files and Archives
- Email, Text, Video, Chat
- Data, Analytics & Accountability
- **Hyper-customization**

Campus Recruiting in 2015 & Beyond: Agree or Disagree?
Online networking events and social media interactions will
replace face-to-face events such as career fairs.
81% Disagreed
Because all company and position information can found
online, career services will become consultants rather than
brokers. **73% Agreed**
Career Services will become the new entrepreneurs on
Campus by generating new revenue and showing ROI.
73% Agreed

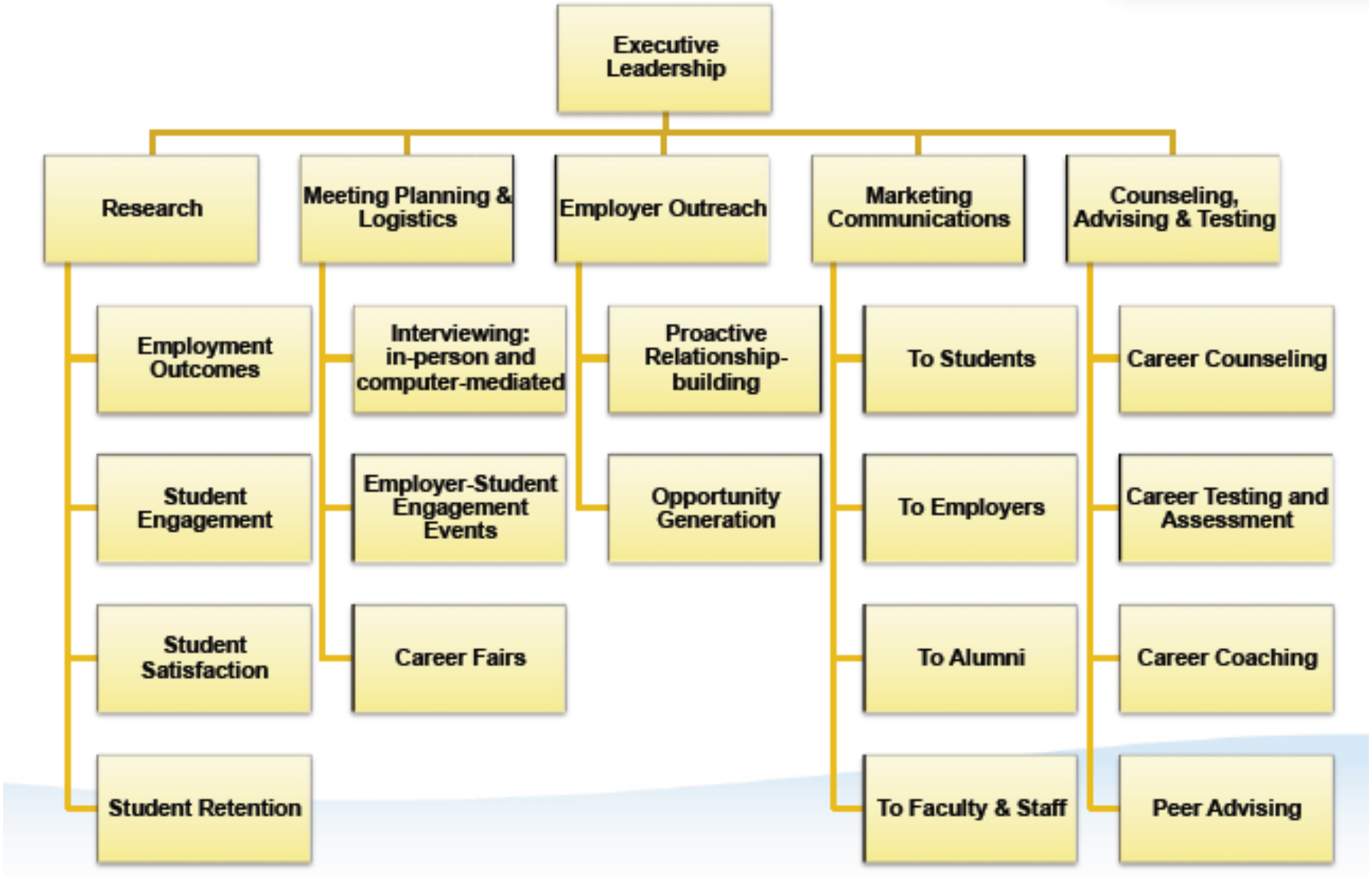
Source: 2011 NACE Conference – Grapevine TX

The career management landscape has changed

THEN: During the 20th century when employees occupied a permanent job, **workers could count on bureaucratic organizations to provide a grand narrative** about how their lives would unfold.

NOW: Today, **individuals can no longer plan to work 30 years developing a career within the boundaries of one job or even one organization.** Instead, during their lifetimes they may expect to occupy at least 10 jobs, more properly called assignments.

(Saratoga Institute)


Executive Leadership
Research
Meeting Planning & Logistics
Employer Outreach
Marketing Communications
Counseling, Advising & Testing
Employment Outcomes
Student Engagement
Student Satisfaction
Student Retention
Interviewing: in-person and computer-mediated
Employer-Student Engagement Events
Career Fairs
Proactive Relationship-building
Opportunity Generation
To Students
To Employers
To Alumni
To Faculty & Staff
Career Counseling
Career Testing and Assessment
Career Coaching
Peer Advising

Manage

- **EVENTS:** Career Fairs and other Career Events, On-campus Interviewing
- **INCOME:** Collection and Allocation
- **RELATIONSHIPS:** Students, Alumni, Employers, Faculty, Mentors
- **ADVISING:** Observations, Follow-up, Scheduling, Tracking
- **DATA:** Resumes, Job/Internship Postings, Applications, Observations, Demographics, Placement

Monitor & Measure

- **Analytics**
  - Student Activity
  - Employer Activity
  - Candidate Flow
  - Job Market Trends
- **Outcomes**
  - Employment & Graduate School Outcomes
  - User Satisfaction
  - Program Quality

Communicate

- **Students, Employers, Faculty, Staff, Alumni & Mentors**
- **Via email, text and social media**

Integrate

- **Partner Information Services & Resources such as . . . .**

Career Services Automation Tools help Career Centres

Career service information/resources

Career Exploration

Job Search Preparation

Job Search

Employment Research

Social Media

- LinkedIn
- Facebook
- Twitter

Testing & Inventories

- Increasingly, career centers on university and college campuses are making use of the World Wide Web to help their users with a myriad of career related needs. This technological service delivery mode has many advantages.
- Imagine this scene: You are looking at a walk-in Career Center at a college or university. There is a line of people waiting at the front desk getting helped by the paraprofessional staff with part-time job referrals, resume assistance, internships, and cooperative learning experiences. Every table and chair in the Center is filled with people. Some of the paraprofessional staff are helping undecided students with card sorts and the Self Directed Search. In the rooms off to the side, students are practicing their job interviewing skills through Mock Interviews. The staff, comprised of paraprofessionals, has received extensive training in working with undecided students using the comprehensive resource library, and in conducting numerous types of assessments.

- The place is literally abuzz with activity. What you were just visualizing was the University Career Center of twenty years ago. Today, however, that picture is very different. Today, there is no longer a line at the front desk. The students that are using the Career Center are on computers that run the perimeter of the Center. Many are accessing the Center's very well developed Website, online databases, social media etc on which they can retrieve career information, take assessments, get their resume critiqued, or search for a part time job. Although the Center continues to be staffed with a large paraprofessional staff, there is an equally large "Tech Team" whose job it is to make sure that our computer resources are state of the art. Computers are changing virtually every aspect of our lives and doing so at a fast rate. People no longer use computers only at their places of work and/or education, they are online at home and are being joined by more and more folks every day.

In examining the professional literature that address the topic of the future of career centers, technological advances are always at the top of the list of transforming influences. Mackert and McDaniels (1998) have commented on career centers' futures in terms of maximizing a center's potential through the use of computers and the Internet. With the emergence of online career services, it is critical to examine student usage of our career centers versus their usage of our centers' websites.

The Career Center's website began as a single page that simply provided information on location, hours of operation, phone numbers, and a listing of services. Today, it is a fairly sophisticated site and includes over 2000 pages of information. Some of the services provided on the website include part-time and work study job referrals, internship and co-op information, and resume writing and critiques. Career Centers also hold a Virtual Job Fair each year where students can post their resumes online : employers can then search all posted resumes to screen individuals to later interview and students can research those employers participating in the Fair to evaluate their interest in them as potential employment possibilities. In addition, the website offers a host of self exploration inventories and assessments where students can learn more about their interests, skills, and abilities. The assessment pages are linked to other areas of the website which list information regarding majors and occupations so that students can use this knowledge for decision making.

This issue of less and less walk-in students as a consequence of a website is an important one for career center professionals to consider. Although the above data is limited to just one career center, it is hypothesized that this is a trend among centers that have added or are contemplating adding a website to their services. What are the implications of more computer users and less walk-in students? What can we do to encourage students using the online career services to come in and talk to the paraprofessional staff of the professional career counselors?

Advantages of Career Services via the World Wide Web, Social Media

The overarching advantage is convenience - career services information is available 24 hours a day, seven days a week. Thus, students can access career services at two in the morning in their pajamas if they like.

Another advantage, is that the information can be accessed from anywhere In the world where there is a computer with an Internet connection.

Third, the WWW provides students with **easy sorting** and searching capabilities; Specific Career information can be quickly retrieved in this manner. Fourth, **the information on the career center website is easy to update** and can be done As frequently as needed.

A fifth advantage is a **drastic reduction in paper resources**. Since the information is stored on the World Wide Web, paper, printing, and copying costs are cut immensely.

The variety of information - assessments, resumes, job searches, online presentations, etc.-**located in essentially one place** comprises the sixth advantage noted here. In essence, web-based career services Provides a comprehensive environment at your fingertips. Likewise, a career Center website on the WWW can present thousands of pages of information in One place. Eighth, an Internet career services system provides the ability to link and refer users to other sites, thus providing even more information. Relatedly, the ninth advantage is that **repetitious tasks are reduced** and staff time is freed up for other activities. And tenth, career services via the Internet allow center users to do some of the work without the help of others, giving them a sense of ownership of their progress.

In addition, to theses distinct advantages, there are a number of critical issues that career center professionals need to think about as they use technology in their centers.

- What Are Appropriate Career Services for a Website?
- Are All Students The Same?
- Are We Upholding Our Ethical Responsibilities?
- How Can We Provide Both High Tech and High Touch?
- Should a Holisitic Approach be the Focus?
- What Are the Staffing and Financial Concerns?
- What Do We Really Know About Outcome?
- Implications for Evaluation and Practice

Liaison Office Online Services

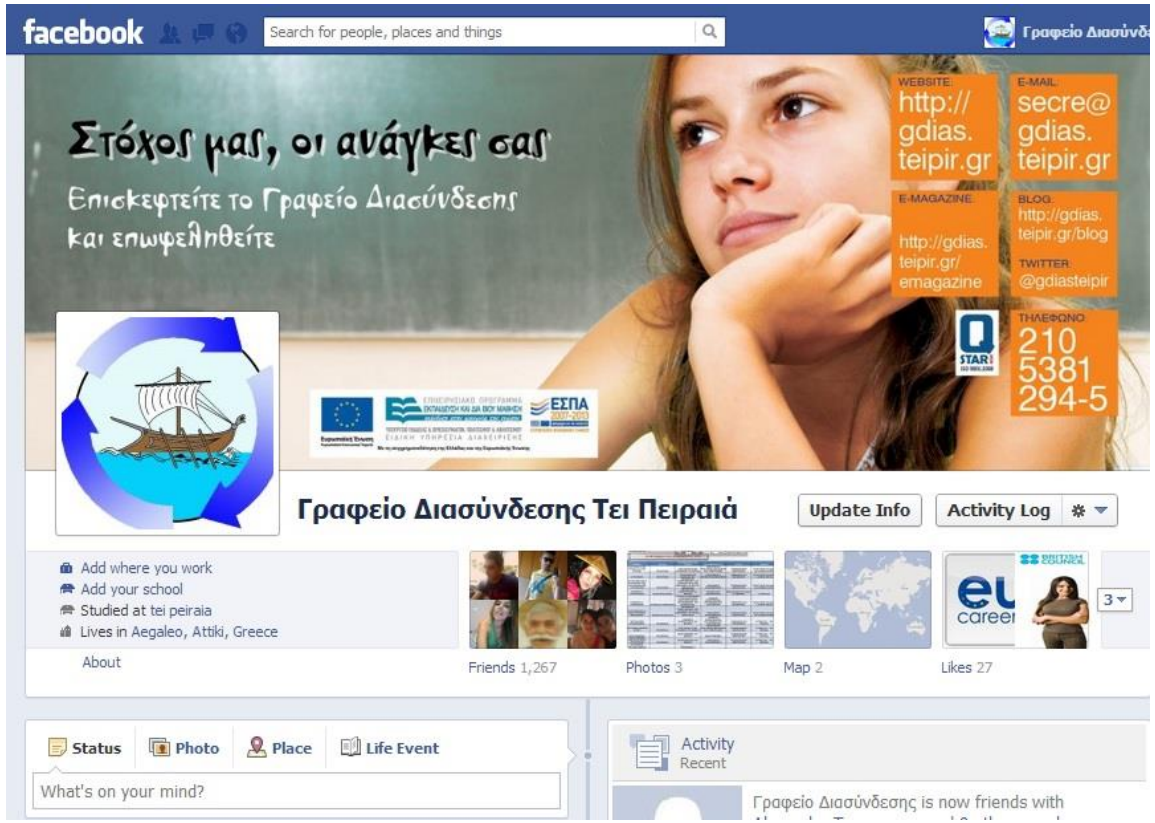
- First website 1997
- Collective information
  - Counseling Services
  - Education
  - Employment
  - Job Announcements

emagazine

- First emagazine 2005
- Main Focus Categories
  - News
  - Employment
  - Education
  - Counseling

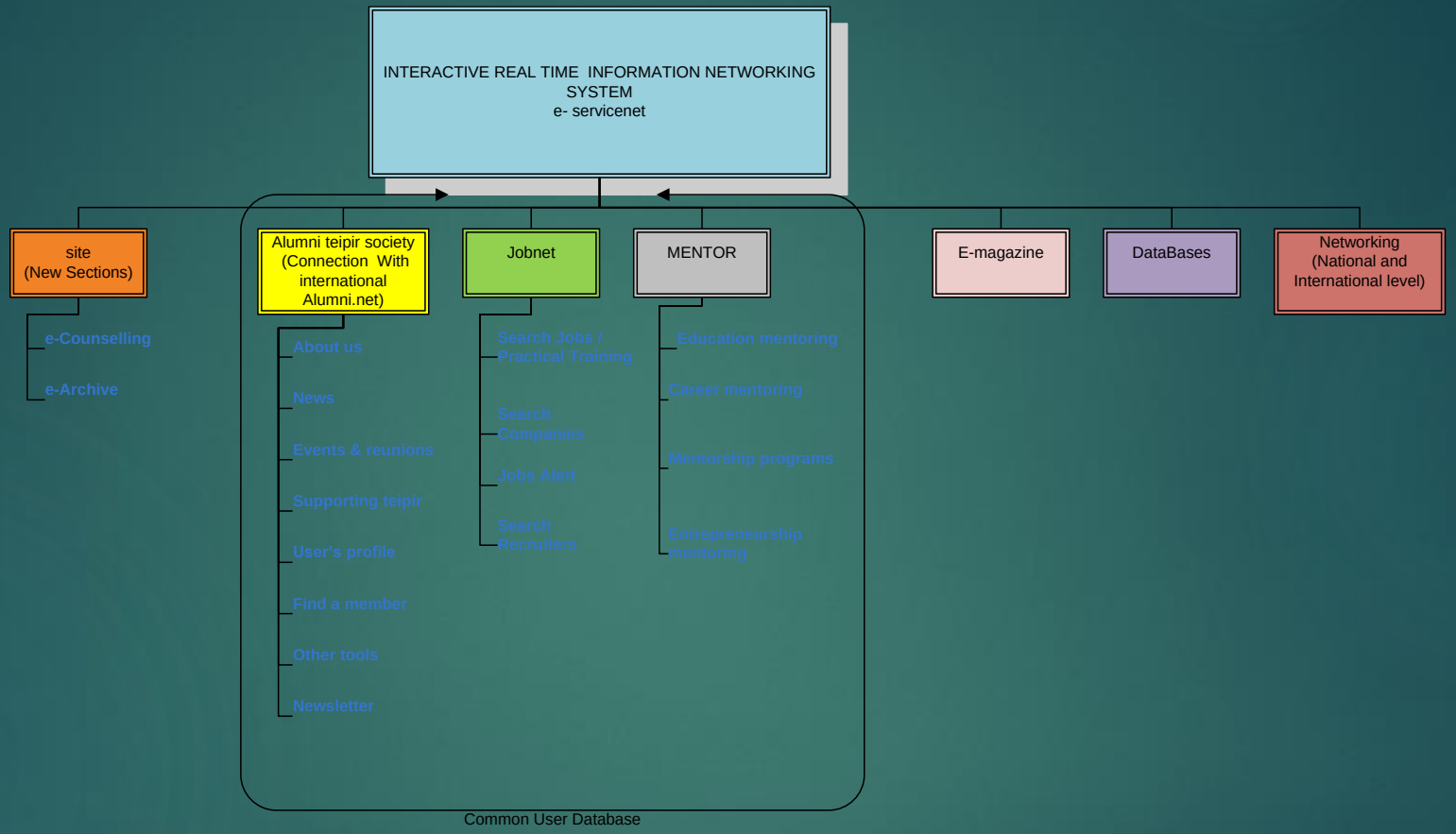
Social Media

- Facebook
- LinkedIn
- Twitter
- YouTube
- Google+



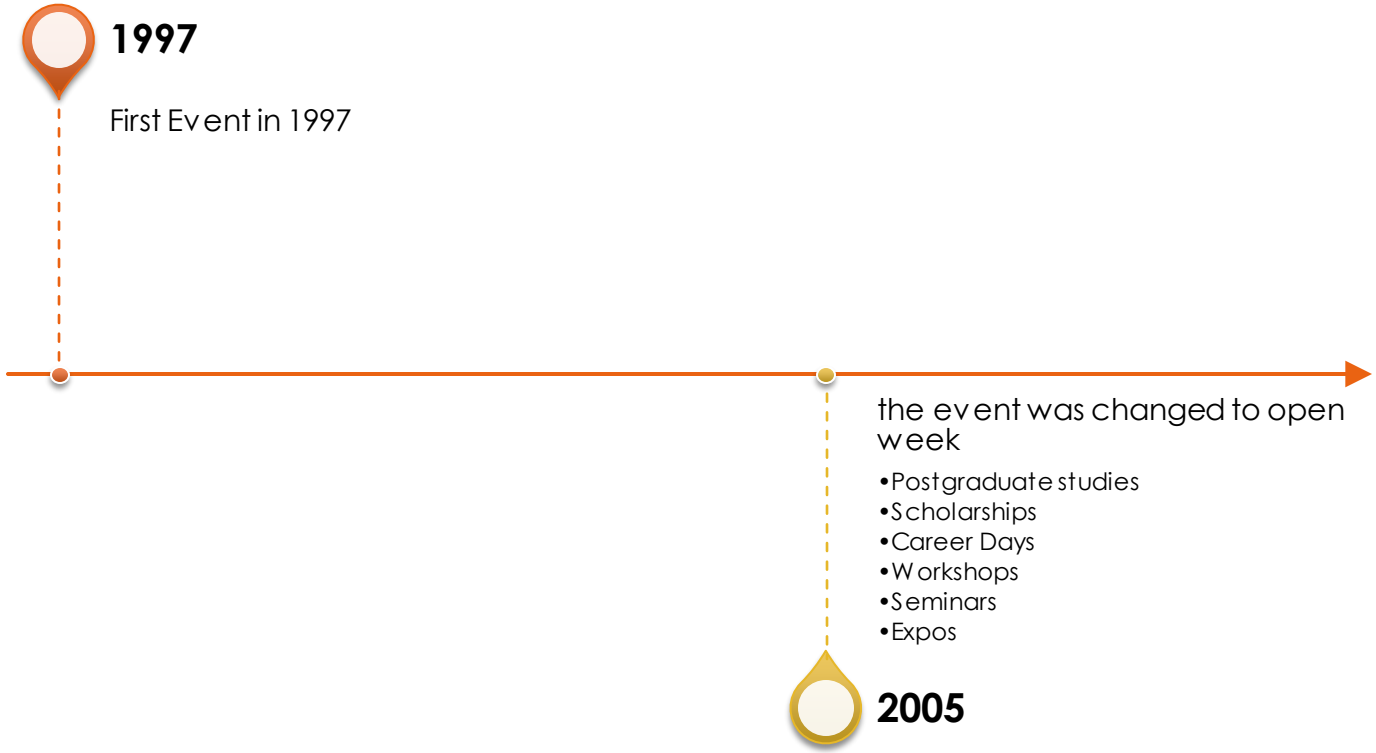
Career & Job Description Guides

- Information on Institute Departments & Degrees
- Career Counseling
- Case studies
- Scholarships
- Job Profiles / Characteristics
- Research (Market, Employability etc.)

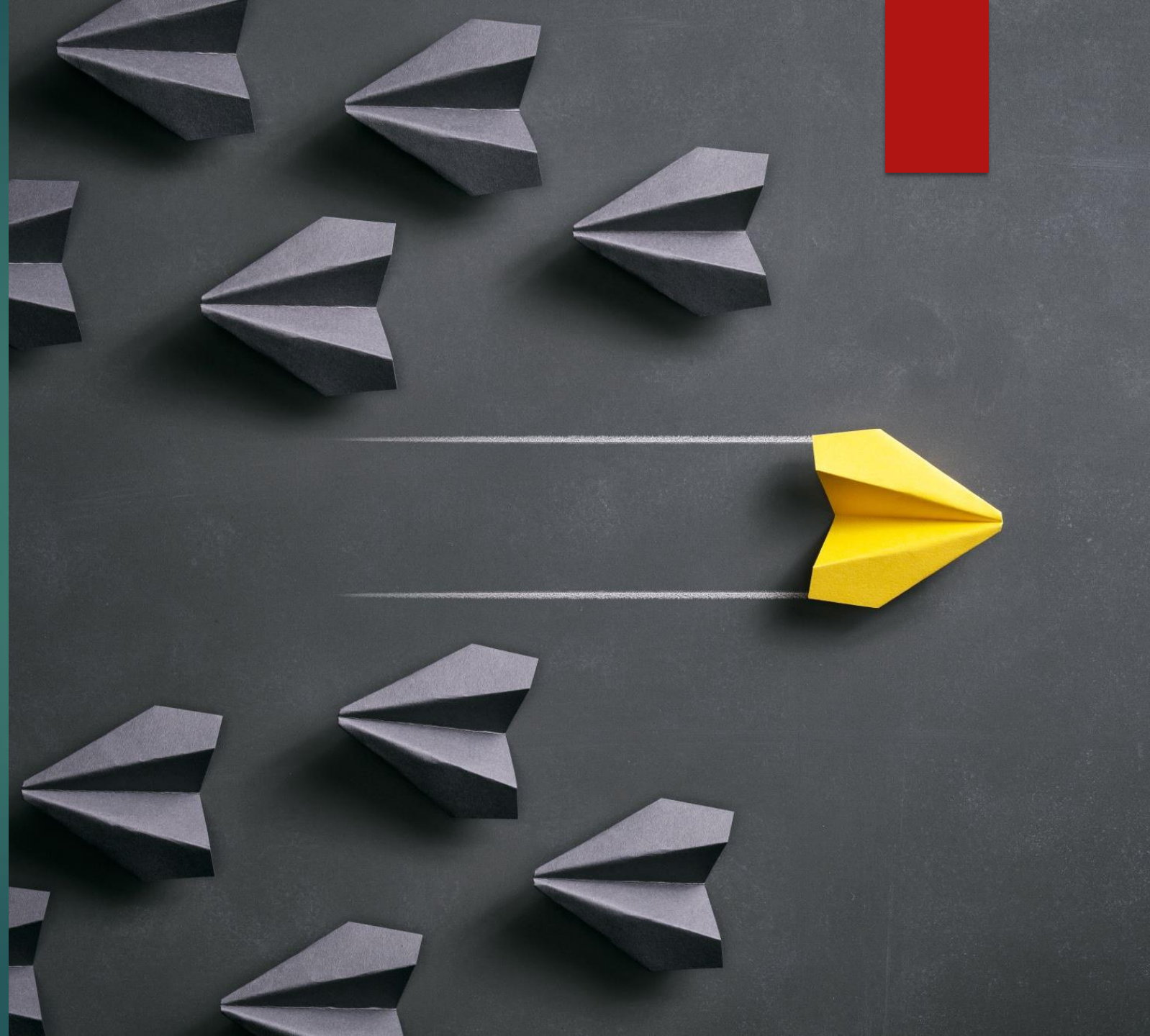


* (RSS, dig, stumbleupon), forum, community board etc.

δι@σύνδεση events



Taking the Next Step



Alumni Website

- Bringing together Alumni students
- Increases social connectivity
- Returning Alumni to Liaison Office
- Sharing of knowledge / experiences
- Assists entrepreneurship

Mentoring Website

- Interviews were helpful but always limited
- Success stories come to life
  - Role model
  - Encouragement
- Involving academic society
- On line counseling
- Psychometric tools

Social Media

Students & Alumni tendency to use social media

- Fun
- Ease of finding information

Enterprise tendency to use social media

- Searching profiles of applicants
- Using connections according to profiles
- Checking background information

Using Social Media for Benefits

Increase social circles

Connections between mentors and mentees

Connections between alumni to promote people with similar qualifications

Additional tools

- Webinars (interactive / recorded)
- eBooks
- Online CVs

The College students of 2020

- ✓ **See their educational futures built almost entirely around technology**
- ✓ Are going to **expect more connectivity and creativity** from colleges
- ✓ Are **restless with traditional forms of learning** and eager to incorporate into their education the electronic tools that have become omnipresent in their lives (smartphones, laptops, iPads, iPods, etc.)

The College of 2020: Students: Chronicle Research Services. By Martin Van Der Werf and Grant Sabatier, June 2009.

The Career Center of 2020 has the opportunity to demonstrate its value as:

- **Consultant** rather than gatekeeper
- **Partner** rather than provider
- **Technology Innovator** rather than follower
- **Entrepreneur** rather than administrator
- **Revenue Producer** to support new initiatives

The opportunity . . . .

Thank You