2nd Day-"How to measure the success of a Career and Liaison Office-Tracking analysis of beneficiaries (Career path monitoring research, Labour market research, technology transfer & innovation research, exercise good and bad practices etc)", moderated by Maria Kaltsogianni.

- **"TRAINING OF** Career, Liaison, Technology Transfer & Innovation Office **STAFF"**

- **UNIWA**

- **EDUCATIONAL TRAINING PROGRAM**

- **1-6/8/2019**

Success is an inside job.

To be successful we must first think that we ARE successful. Everyone measures it differently.

- Some measure it by how much they make.

- Others measure it by their and corresponding title.

- Then you have the people who measure it by the things that they have such as the size of their their art and jewellery.

- Others measure it by the state of their health.

- Achieving would be considered success. It surely wouldn't be wrong to define success that way.

- "Success is a measure of how well one has utilized the resources available"

- "...success doesn't have to be seen as a one-dimensional tug-of-war between achievement and happiness."

- "Lasting success is emotionally renewing, not anxiety provoking."

- **Aspects of a Successful Career/Liaison Service**

- **1. <u>Clarify</u> Staff Responsibilities**

- **2. <u>Review</u> Resource Room Design**

- **3. <u>Develop</u> Career Resource Collection**

- **4. <u>Develop</u> a Plan for Operating the Career Resource Room, Including Staff Training and Supervision**

- **5. <u>Develop</u> Resource Guides**

- **6. <u>Use</u> Screening Instruments**

- **7. <u>Develop</u> and <u>Use</u> Individual Learning Plans (ILPs)**

- **8. <u>Evaluate</u> Services and Work Towards Continuous Improvement**

PROFESSIONAL STANDARDS ACCORDING TO NACE

I. Mission

II. Program Components

- Career Advising/Counselling

- Career Information / Education advice

- Employment Services

- Graduate School Services

- Experiential Education and Career Exploration

III. Program Management

IV. Organization

V. Human Resources

- Leadership by Career Services Managers

- Professional Positions

- Pre-professional Positions

- Student Employee and Volunteer Positions

- Support Staff and Technical Positions

VI. Financial Resources

VII. Facilities and Equipment

VIII. Technology

IX. Campus and External Relations

X. Employer Relations and Recruitment Services

XI. Legal Responsibilities

XII. Equal Opportunity, Access, Affirmative Action, and Diversity

XIII. Ethics

XIV. Program Evaluation, Assessment, and Research

I. MISSION

Career services must support the mission, academic and experiential programs, and advancement of the institution to promote student learning and student development. Within this context, the primary purpose of career services is to assist students and other designated clients in developing, evaluating, and/or implementing career, education, and employment decisions and plans.

II. PROGRAM COMPONENTS

The key program components of the career services function must be clearly defined, designed, and implemented in alignment with:

- the career development perspectives and needs and the academic and occupational interests of students and other designated clients.

- current research, theories, and knowledge of career development and learning

- contemporary career services practices.

- the needs of external constituents, economic trends, opportunities, and/or constraints.

- institutional priorities.

- technological advancements.

- resources.

- Career services must work collaboratively with academic divisions, departments, individual faculty members, student services, employers, and other relevant constituencies of the institution to enhance students' career development.

III. PROGRAM MANAGEMENT

An institution must appoint, position, and empower a leader or leadership team to manage career services and align career services with the mission of the institution and the needs of the constituencies served. If career services are offered by several units, the institution must designate a leader or leadership team that will be responsible for coordinating the institution's programs and services for students.

Programs and services must be structured purposefully and managed effectively to achieve stated goals.

Review processes for policies, procedures, and budgetary issues must be defined and occur on a regular basis.

IV.ORGANIZATION

The external and internal organization of career services, including its place within the institution, must support its mission.

To help ensure student learning and development, career services must be purposefully structured to achieve stated goals. Such structure must include current policies and procedures, organizational charts, clearly stated expectations for services delivery, and written performance expectations for all employees.

V. HUMAN RESOURCES

Career services must have an adequate number of qualified professional and support staff to fulfill its mission and functions. Career services must embrace fair employment practices and must be proactive in attracting and retaining a diverse staff. Career services must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory.

Career services must be staffed by persons who, in combination, provide the core competencies to perform primary program functions effectively.

Functions	Core Competencies	Knowledge
Management and administration	Needs assessment and satisfaction measures; program design, implementation, and evaluation; strategic and operational planning; program integration and integrity; staffing; staff development and supervision; budget planning and administration; political sensitivity and negotiation skills; synthesization, interpretation, and reporting of current and longitudinal information.	Systems theory; organizational development; research design; statistics; accounting and budgeting procedures; revenue generation; principles; purchasing; staff selection; supervision; performance appraisals; information systems management; customer service; marketing.
Program and event administration	Needs assessment; goal setting; program planning, implementation, and evaluation; budget allocation; time management; problem solving; attention to detail.	Systems, logistics, and procedures; project management; customer service.
Research and student learning/development outcomes	Identification of relevant and desirable student learning and development outcomes; outcome-oriented programming; research-based evidence of program impact on student learning and development outcomes.	Student and adult development theory; research/assessment procedures; evidence-based decision making; statistical procedures.
Career advising/ counseling and consultation	Needs assessment and diagnosis; intervention design and implementation; test administration and interpretation; counseling; feedback; evaluation; advising; empathy, and interpersonal sensitivity; work with individuals and groups; use of career, occupational, and employment information.	Career development theories; adult development theory and unique issues for special populations; statistics; counseling processes; evaluation of person-job fit; job analysis; career decision making; behavior management; job search, interviews, and resumes.
Teaching/ training/educating	Needs assessment; program/workshop design and delivery; researching, evaluating, and integrating information; effective teaching strategies; career coaching; career mentoring; work with individuals and groups; work with diverse populations; use of technology for delivery of content.	Setting learning objectives; designing curricula and learning resources for specific content areas; experiential learning; career development and job-search process; learning styles.
Marketing/ promoting/ outreach	Needs assessment and goal setting; written and interpersonal communication; public speaking; domestic and international job and experiential learning opportunity development; relationship development and management; effective use of print, web, and personal presentation methods; sales and closing techniques; development/fundraising strategies; marketing principles/strategies.	Customer service; knowledge of institution and its academic programs; career services; employer, alumni, and faculty needs and expectations; recruiting and staffing methods and trends.
Brokering/ connecting/linking	Organizing information, logistics, people, and processes toward desired outcomes; consulting; building and managing advisory boards; interpersonal skills.	Systems and procedures; candidate/resume referral; recruiting and experiential learning operations; human resource selection practices.
Information management	Organization and dissemination; storage and retrieval; computing systems and applications; data entry and analysis; acquisition of appropriate career resources; web design and management.	Library/resources center organization; computer systems and applications; specific electronic management information systems.

Professional staff members must have the requisite qualifications and competencies to perform effectively in their defined roles with career services constituency groups and other specialized functions.

Career services must develop and maintain job descriptions for all staff members and must provide regular performance appraisals.

Career services must have a regular system of staff evaluation and must provide access to professional development opportunities, including in-service training programs and professional conferences/workshops.

Salaries and benefits for staff must be commensurate with similar positions within the institution, in similar institutions, and in the relevant geographic area.

All staff members must be trained in legal, confidential, and ethical issues related to career services.

Career services professionals must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect career services.

Leadership by Career/Liaison Services Managers:

Effective and ethical leadership is essential to the success of all organizations. In career services, that leadership comes from members of the management team, including the director, associate directors, and assistant directors.

The institution must appoint, position, and empower career services leaders at various levels within the administrative structure to accomplish the stated mission and goals.

The institution must determine expectations of accountability for leaders and fairly assess their performance.

Leaders in the career/liaison services unit must exercise authority over resources for which they are responsible to achieve their respective missions.

Career/Liaison services leaders must:

articulate a vision for their organization.

set goals and objectives based on the needs and capabilities of the population served.

promote student learning and development.

prescribe and practice ethical behavior.

recruit, select, supervise, and develop others in the organization.

manage financial resources.

coordinate human resources.

plan, budget for, and evaluate personnel and programs.

apply effective practices to educational and administrative processes.

communicate effectively.

initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area.

Career/Liaison services leaders must continuously improve programs and services in response to changing needs of students and other constituents, and evolving institutional priorities.

Careers/Liaison services leaders must be advocates for the advancement of career services within the institution.

Career/Liaison services leaders must participate in institutional decisions about career services objectives and policies.

Career/Liaison services leaders must participate in institutional decisions related to the identification and designation of students and others served.

Professional Positions (career counselors and advisers, employer relations coordinators, consultants):

Career/Liaison services professional staff members must hold an earned graduate degree in a field relevant to the position they hold or possess an appropriate combination of educational credentials and related work experience.

Professional staff members must have the requisite qualifications and competencies to perform effectively in their defined roles with students, alumni, faculty, administrators, and employers, as well as in highly specialized functions, such as career and employment counseling, employment opportunities, cooperative education, internships, work-study, graduate school advising, computer technology, and so forth.

Pre-professional Positions:

Paraprofessionals, interns, and graduate assistants must be carefully selected, trained in helping skills and institutional procedures, closely supervised, and evaluated regularly.

Student Employee and/or Volunteer Positions:

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be trained on how and when to refer those in need of assistance to qualified staff members and have access to a supervisor for assistance in making these judgments.

Support Staff and Technical Positions:

Each organizational unit must have administrative and technical staff adequate to accomplish its mission.

Such staff must be technologically proficient and qualified to perform their duties, knowledgeable of ethical and legal uses of technology, and have access to training.

VI. FINANCIAL RESOURCES

Career/Liaison services offices must have dependable sources and adequate funding to ensure achievement of its mission and goals.

Each career services office should have a funding strategy that outlines projects, programs, and related activity that can be further enhanced with additional outside funding sources. This should be undertaken in collaboration with the institution's development office.

VII. FACILITIES AND EQUIPMENT

Career services must have adequate facilities and equipment to fulfill its mission and to perform its functions effectively.

Career services professional staff must have private offices, allowing them to perform career advising/counseling and/or other confidential work. In addition, there must be support staff work areas; a reception and student waiting area; career resource center; storage space sufficient to accommodate supplies and equipment; and necessary office equipment, including computers for staff and student use.

Career services must provide students and employers with private interview facilities and adequate conditions and equipment to function professionally. The number of employment interview rooms must be adequate to meet employer and student needs. An employer lounge or an accessible lunch area should be made available.

large group meeting rooms that have an appropriate level of technology to support service delivery. Information technology specific to enhancing awareness of employment opportunities and networking must be available for students and staff to support career services functions. Equipment and facilities must be secured to protect the confidentiality and safety of records.

VIII. TECHNOLOGY

Career services staff must be well-informed about the array of career-based technological applications that are in current use.

Specific technological applications for career services that must be considered include:

career services web sites that provide updated information regarding mission, location, staffing, programs, and services available to students and other designated clients, as well as contact information. The web site should be integrated within the college/university technological infrastructure and include links to appropriate sites both within and external to the institution.

computer-based assessment and computer-assisted career guidance systems that support the mission of career services.

computer-based and/or online recruiting and employment systems that support the career services mission for part-time employment, cooperative education, internship, and professional employment. These systems include online opportunity listings and student resume data bases.

IX. CAMPUS AND EXTERNAL RELATIONS

As an integral function within the institution, career/liaison services must develop and maintain productive relationships with relevant campus offices and key stakeholders at the institution and externally.

X. EMPLOYER RELATIONS AND RECRUITMENT SERVICES

Employers are both vital partners in the educational process and primary customers for college/university career services. Each career services office must develop policies and practices to ensure the highest quality employer relations and services.

XI. LEGAL RESPONSIBILITIES

Career services professional staff members must be knowledgeable about accepted and current professional practices and must be responsive to those obligations and limitations imposed on the operation of their program areas by relevant civil and criminal laws, institutional policies, and any contractual commitments.

The particular areas of the law that career services must be aware of and seek advice about from legal counsel include, but are not limited to:

Family Education Rights and Privacy Act,,regarding disclosure of student information contained in education records;

privacy of data maintained in electronic form by the career center or by another entity acting at its request;

defamation law regarding references and recommendations on the behalf of students;

equal employment opportunity laws regarding employment referral practices of the career services office and others employed by the institution that refer students for employment;

affirmative action regulations and law, regarding special programs for special student populations;

liability issues pertaining to experiential learning programs;

work authorization practices in countries other than where the student holds citizenship;

institutional policy regarding safety standards and practices for students traveling to work or participating in university-sponsored experiential activities;

laws regarding contracts governing service provided by outside vendors;

laws regarding grant applications;

laws regarding eligibility to work in the United States; and

any other state or federal employment or student-related statute.

XII. EQUAL OPPORTUNITY, ACCESS, AFFIRMATIVE ACTION, AND DIVERSITY

Career/Liaison services must ensure that services and programs are provided on a fair and equitable basis.

XIII. ETHICS

All career/liaison services staff members must be aware of and comply with the provisions contained in the institution's human subject research policy and other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

XIV. PROGRAM EVALUATION, ASSESSMENT, AND RESEARCH

Systematic and regular quantitative and qualitative program evaluations must be conducted in support of career services' mission, goals, and student learning and development outcomes. Although methods of assessment vary, a sufficient range of measures must be employed to maintain objectivity and comprehensiveness. Data collected must include responses from students, employers, and other affected constituencies.

CORE PROGRAM EVALUATION(NACE):

- annual review of goal completion.

- quantitative evaluation via user data for programs and services.

- career services-wide qualitative student satisfaction and feedback surveys.

- program-specific qualitative assessment via student satisfaction and feedback surveys.

- student needs-based surveys.

- graduating student (first destination) and alumni surveys.

- benchmarking-comparative surveys.

- empirically based outcome research.

EVALUATION(NACE):

- review of the strategic plan, mission, human resources needs, diversity efforts, and other areas covered in this document;

- regular feedback from participants on events, programs, and services;

- systematic needs assessment to guide program development;

- first destination surveys at or following graduation;

- employer and student feedback regarding experiential learning programs;

- alumni follow-up surveys administered at specific times following graduation; and

- reports and satisfaction surveys from students and other constituencies interacting with career services, including employers and faculty.

- **Evaluation results must be used in revising and improving programs and**

- **services, and in recognizing staff performance.**

PURPOSE & BENEFITS OF EVALUATION

The core purpose of evaluation is to **improve programming and services to our student clients.** In addition to this purpose, other benefits of evaluation include:

To better understand the value provided by university career services and to demonstrate how these services contribute to student and graduate success;

To understand and demonstrate how the career centre contributes to the overall strategic goals of the university;

To inform quality improvement initiatives;

To inform decision making with data;

To provide accountability to clients, funders, and any other stakeholders;

To recognize successes;

To be proactive in establishing a rigorous assessment of services, recognizing that government or other stakeholders could impose measurements that may not be in line with career centre goals.

What should a university career centre be evaluating?

Often, career centres are expected to measure their success based on graduate employment rates. There may be several reasons to track graduate employment, but as an indicator of career centre success this measure is insufficient, and possibly misguided. Why? Equating graduate employment rates with career centre effectiveness does not take into account that

students' experiences with the entire university (not just with the career centre) impact their future career successes

graduate employment rates reflect not only the students' entire educational and extra-curricular experience, but also other variables such as labour market conditions and other student variables (such as whether students choose to participate in activities and use services).

Current State of Practice:

Evaluation is not new to career centers. Some of the common evaluation activities that have been occurring include:

Usage Statistics

- For example, many career centers

- track phone calls, emails, and walk-in traffic of students/alumni, employer/recruiters, faculty/staff

- track appointment usage, including demographics (i.e. gender, year of study)

- track workshop and special event attendance

- track website visits to web sections and use of web tools

Feedback on Satisfaction

- For example, many career centers collect satisfaction data from

- Workshops: feedback forms given to all participants

- Events: through online or print questionnaire

- Resume Critiques/Interview Practice Sessions: through feedback forms/surveys

- Online feedback forms for web events

- Counselling: periodic surveys of clients

INDICATIVE MEASURES

-Number of company contacts / year

-Number of graduates counselled (% of total number of students at university)

-Number of job offers per year (% of total number of students at university)

-Placement quota internships

-Placement quota graduate positions

-Number of graduate positions and internships offered / year

University/Departments / faculties/Country

-Number of employees in the career center

-Total number of students at university/-Total number of graduates

FLOW INDICATORS

67: CODE *	**68:** NAME OF INDICATOR *	**69:** UNIT OF MEASUREMENT *	**70:** PRICE OBJECTIVE
6421	Number of Offices that is created or strengthened	NUMBER	1
	Total Number of Liaison Office related activity' profited students/graduates	NUMBER	14700
8009	Events (Meetings, Sessions, Conventions, Forums, Expo Attendance, informative meetings)	NUMBER	15
	Organised attendance in Meetings and congresses. demonstration – promotion Visits	NUMBER	20
	Development and Disposal of Printed Advertising and promotional material	NUMBER	20
	Dissemination Activities	NUMBER	2
8004	Studies- Researches	NUMBER	4
	Companies that profited from the employment sector's services (applications of companies)	NUMBER	3700
	Students /Graduates' CVs promoted in work places	NUMBER	4500

	C. PROJECT MONITORING INDICATORS			
026: CODE INDICATOR	027: NAME INDICATOR	028: MEASUREMENT UNIT	029: TARGET VALUE	030: REALIZED TILL REPORTING PERIOD
	Job places created during the action (equivalent years)	Number	6,4	1,4
	Number of Liaison Offices that are created or reinforced	Number	1,00	1,00
	Beneficiary students/graduates	Number	14.700,00	4.942
	Studies - expertise -researches – evaluations	Number	4,00	0,00

SUBPROJECT QUANTITAVE DATA

051 CODE.	052: DESCR. OF DISTINGUISHING	053:	054: UNIT	055: APPROVED	056: REALIZED	057: PROGRESS PERCENTAGE
1	PERMANENT ADMINISTRATIVE/ TECHNICAL STUFF	20.500,00	Person/months	14,60	3,93	26,92
2	PROFESSORS	19.250,00	Person/months	7,70	3,35	43,51
3	EXTERNAL PARTNERS	121.582,30	Person/months	93,20	17	18,24
4	PROVISIONS/SERVICES	91.061,70	%	100,00	5,55	5,55
5	OTHERS	10.650,00	%	100,00	88,14	88,14
6	INDIRECT	13.152,20	%	100,00	14,86	14,86

A. ECONOMIC PROGRESS PROJECT

YEARLY / SEMI PUBLIC EXPENDITURE DISTRIBUTION

68: YEAR	69: SEMESTER	070: INITIAL PLANNING		071: REALIZED		072: PREDICTION	073: DEVIATION
		EXPENDITURE	ELIGIBLE EXPENSES	EXPENDITURE	ELIGIBLE EXPENSES		
2007	A	0,00	0,00	0,00	0,00	0,00	0,00
	B	0,00	0,00	0,00	0,00	0,00	0,00
2008	A	0,00	0,00	0,00	0,00	0,00	0,00
	B	0,00	0,00	0,00	0,00	0,00	0,00
2009	A	0,00	0,00	0,00	0,00	0,00	0,00
	B	0,00	0,00	0,00	0,00	0,00	0,00
2010	A	0,00	0,00	0,00	0,00	0,00	0,00
	B	0,00	0,00	0,00	0,00	0,00	0,00
2011	A	0,00	0,00	8.313,00	8.313,00	0,00	-8.313,00
	B	104.055,00	104.055,00	42.807,25	42.807,25	0,00	61.247,75
2012	A	92.366,10	92.366,10	0,00	0,00	92.366,10	92.366,10
	B	43.417,50	43.417,50	0,00	0,00	96.352,25	43.417,50
2013	A	18.178,80	18.178,80	0,00	0,00	18.178,80	18.178,80
	B	18.178,80	18.178,80	0,00	0,00	18.178,80	18.178,80
2014	A	0,00	0,00	0,00	0,00	0,00	0,00
	B	0,00	0,00	0,00	0,00	0,00	0,00
2015	A	0,00	0,00	0,00	0,00	0,00	0,00
	B	0,00	0,00	0,00	0,00	0,00	0,00
074: TOTAL		276.196,20	276.196,20	51.120,25	51.120,25	225.075,95	225.075,95

REGULATION (EC) No. 1828/2006 OF COMMITTEE - ANNEX XXIII - ROJECT MONITORING - SECTION D. SUB-PROJECT PARTICIPANTS- SEMESTER PARTICIPANTS

TRANSFERRED INDIVIDUALS FROM ENTERING INDIVIDUALS FROM COMING OUT INDIVIDUALS TRANSFERRED INDIVIDUALS IN NEXT

TOTAL PARTICIPANTS TOTAL WOMEN

TOTAL WOMEN TOTAL WOMEN INDIVIDUALS THAT COMPLETED THE ACTION INDIVIDUALS WITH CERTIFICATION INDIVIDUALS THAT ABANDONED

WOMEN THAT COMPLETED THE ACTION WOMEN WITH CERTIFICATION WOMEN THAT ABANDONED TOTAL (1+3) - (5+7) TOTAL (2+4) - (8+10)

DISTRIBUTION PARTICIPANTS ACCORDING TO THEIR JOB STATUS

<u>OCCUPIED</u>
SELF-EMPLOYED
TEACHERS
CIVIL SERVANTS
<u>UNEMPLOYED</u>
LONG-LASTING UNEMPLOYED (I) <25 OF YEARS AND <6 MONTHS UNEMPLOYED
LONG-LASTING UNEMPLOYED (II) >25 OF YEARS AND >12 MONTHS UNEMPLOYED

<u>INACTIVE INDIVIDUALS</u>
INDIVIDUALS ATTENDING TRAINING PROGRAM
DISTRIBUTION PARTICIPANTS ACCORDING TO AGE
YOUNG PERSONS OF (15-24 YEARS)
AGE OF (25-54 YEARS)
ELDERLY OF (55-64 YEARS)
DISTRIBUTION PARTICIPANTS ACCORDING TO VULNERABILITY
INDIVIDUALS DISABLED
IMMIGRANTS
INDIVIDUALS WITH CULTURAL PECULIARITIES (ROMA)

INDIVIDUALS WITH RELIGIOUS PARTICULARITIES (GREEK MUSLIM)
OTHERS HANDICAPPED INDIVIDUALS (TRAFFICKING VICTIMS, JAILED, RELEASED, UNDERAGE OFFENDERS, FORMER DRUGS USERS ETC)
DISTRIBUTION PARTICIPANTS ACCORDING TO EDUCATIONAL LEVEL

GENERAL OBSERVATION

- "Having useable data is great, but the key is to act on the findings," "Closing the loop by determining the actions we need to take to grow and improve. The reports we compile based on our annual assessment include findings, student learning outcomes, and actions we need to take."

- "Assessment often tends to be about bare-level customer satisfaction," "Career services needs to assess what students are learning and how well we're teaching them what they need to achieve success in their career development."

- For career centers struggling with assessment, proper planning and possibly narrowing the view might lead to better efficiency and results. Developing a long-range assessment plan over five years and conducting periodic internal self-studies is recommended.

Application of professional standards in career services

Good methodologies:

- promote self-assessment and self-regulation initiatives using professional standards as key factors in fostering improvement in programs, services, and processes;

- honour institutional uniqueness and recognize that information is not always comparable across institutions because of differences in location and local economic conditions; student characteristics, abilities, and preparation; variety and quality of academic programs; and missions of the institutions and their career services offices. Any analysis of data must include explanations of such qualifiers;

- include qualitative as well as quantitative approaches;

- lead to internal improvement;

- encourage methodical, meticulous, and reliable collection and presentation of information that will provide evidence of quality, and promote analysis and synthesis of information; and

- demonstrate external and internal accountability.

ANALYZING THE TECHNOLOGICAL EDUCATIONAL INSTITUTE OF PIRAEUS GRADUATES' EMPLOYABILITY

Career Path Monitoring Research 2012

The Career Path Monitoring Research 2012 survey, conducted by the Liaison Office of the Technological Educational Institute (T.E.I.) of Piraeus and funded by the Ministry of Education under the European Community Support framework :
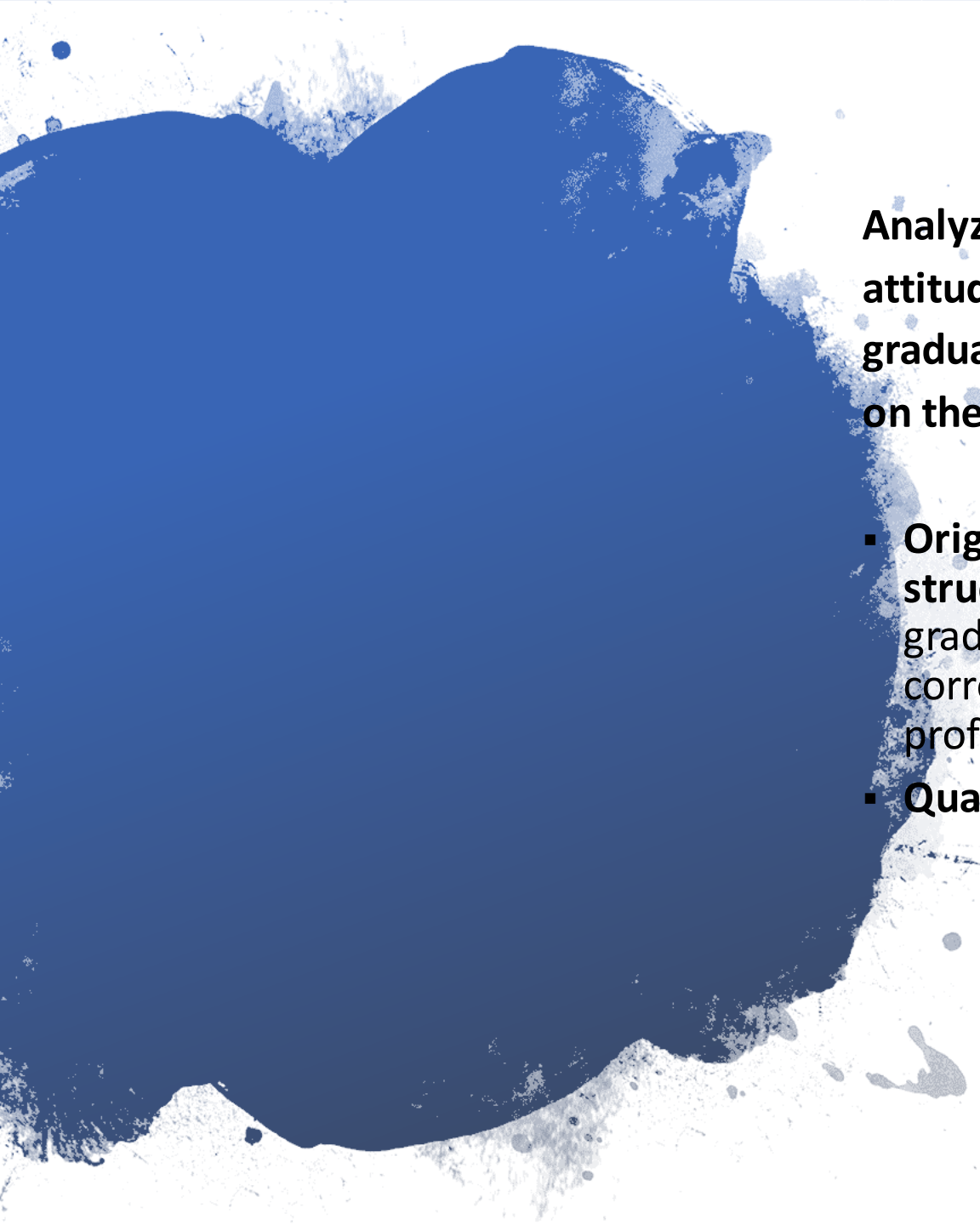
hard evidence about the relationship between personal & educational characteristics, education choices & experience and access to opportunities in labour market.

Through undergraduate study into careers: the survey

- AMBITIOUS-tracking large sample of respondents.

- INNOVATIVE-Web-based, sample drawn from known population so biases can be taken account of, monitors decisions and attitudes in real time, not retrospectively.

- COMPREHENSIVE-investigate the parameters of integrating graduates in different in each case labor market, taking into account both quantitative (e.g. employment rate) and qualitatively criteria (e.g. job satisfaction).

- -INDEPENDENT-impartial relevant analysis

What I'm going to talk about…

- Objectives and Contribution, Survey population, Methodology, questionnaire structure.

- Analysis and Results-Who are the respondents? What is the progress of graduates (employees and non-employees) – bases on quantitative and qualitative criteria - the given period of the survey? What is revealed about graduate employment/unemployment, graduate pay and earnings? How far are graduates obtaining skills and knowledge that enhance their career opportunities and leads to employment that uses (rewards) their knowledge & skills? How should we redesign, the curriculum, in order to develop an effective relationship between Liaison Office – T.E.I.Piraeus - Alumni - Professional Associations for the effective promotion of graduates in the labor market?

Analyze the existing differentiations in graduates' attitudes towards employment, detect and record graduate's personal & educational characteristics effects on their employability issues.

- **Original empirical data collected through electronic structured questionnaire answered on line,** from 1168 graduates from 2002-2011(stratified random sampling) corresponding to two broader specialties and 10 professions.
- **Quantitave Research & Qualitative Insights.**

ANALYSIS AND RESULTS

FIGURE 1: Alumni gender
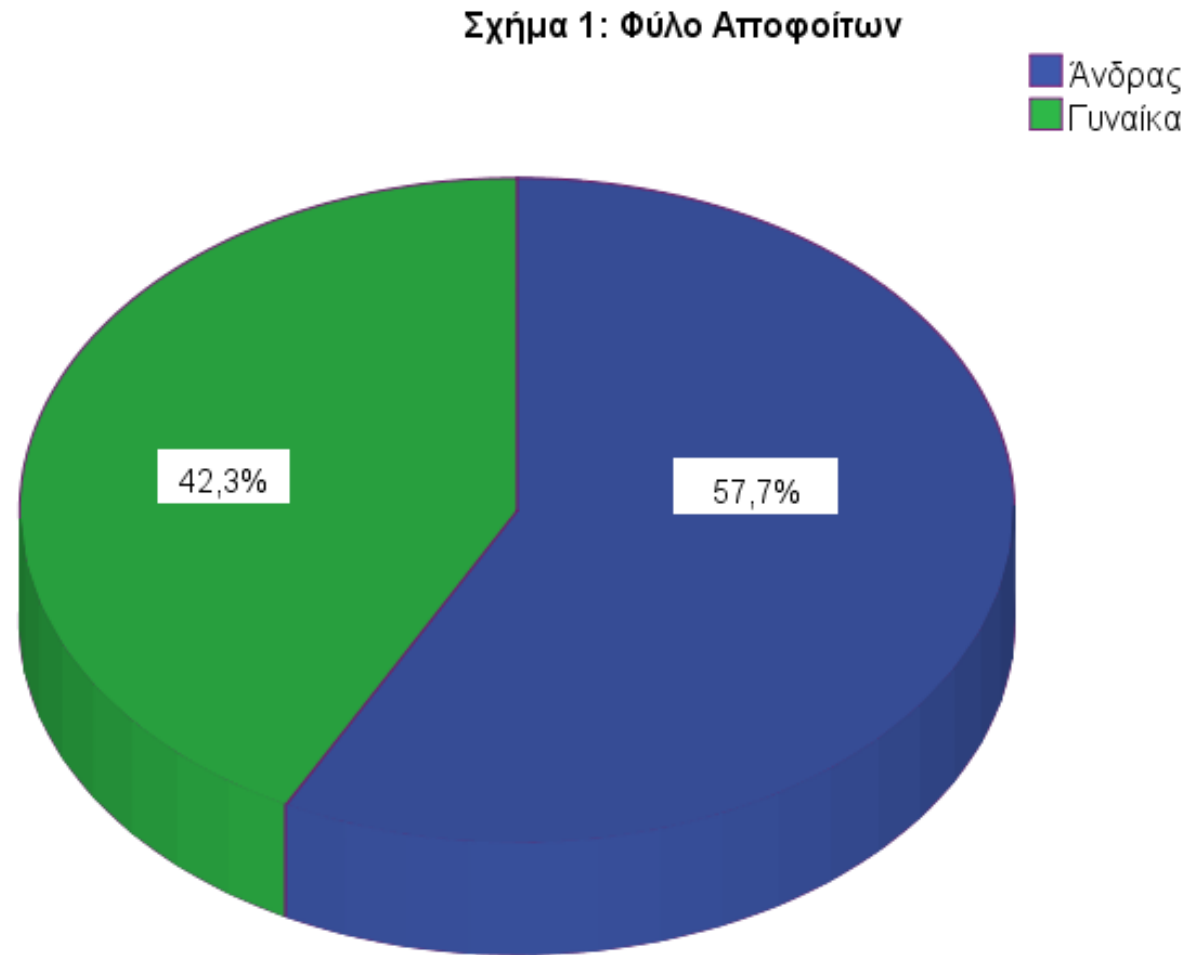

Σχήμα 1: Φύλο Αποφοίτων

Άνδρας
Γυναίκα

42,3%   57,7%

FIGURE 4: Distribution of Graduates by Department

Σχήμα 4: Κατανομή Αποφοίτων ανά Τμήμα
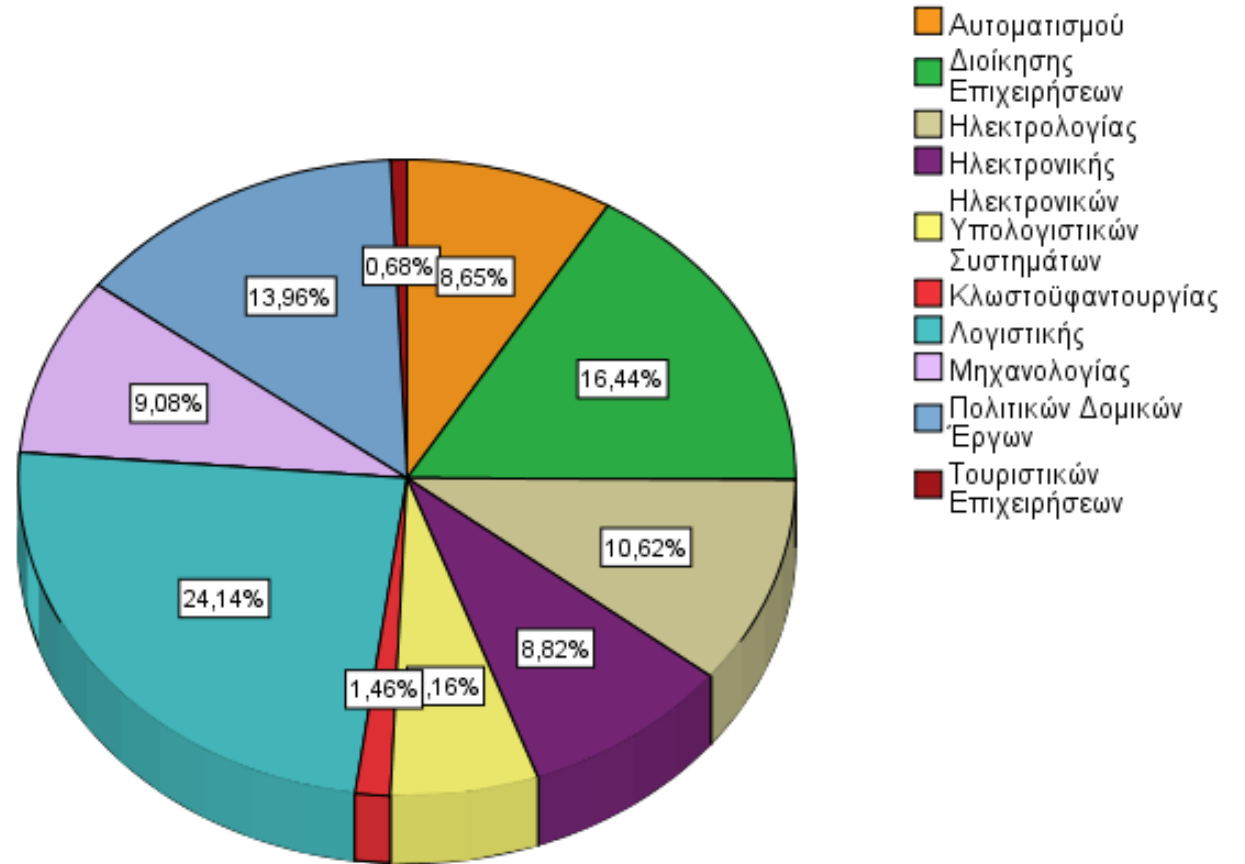
FIGURE 2: Marital status of Graduates
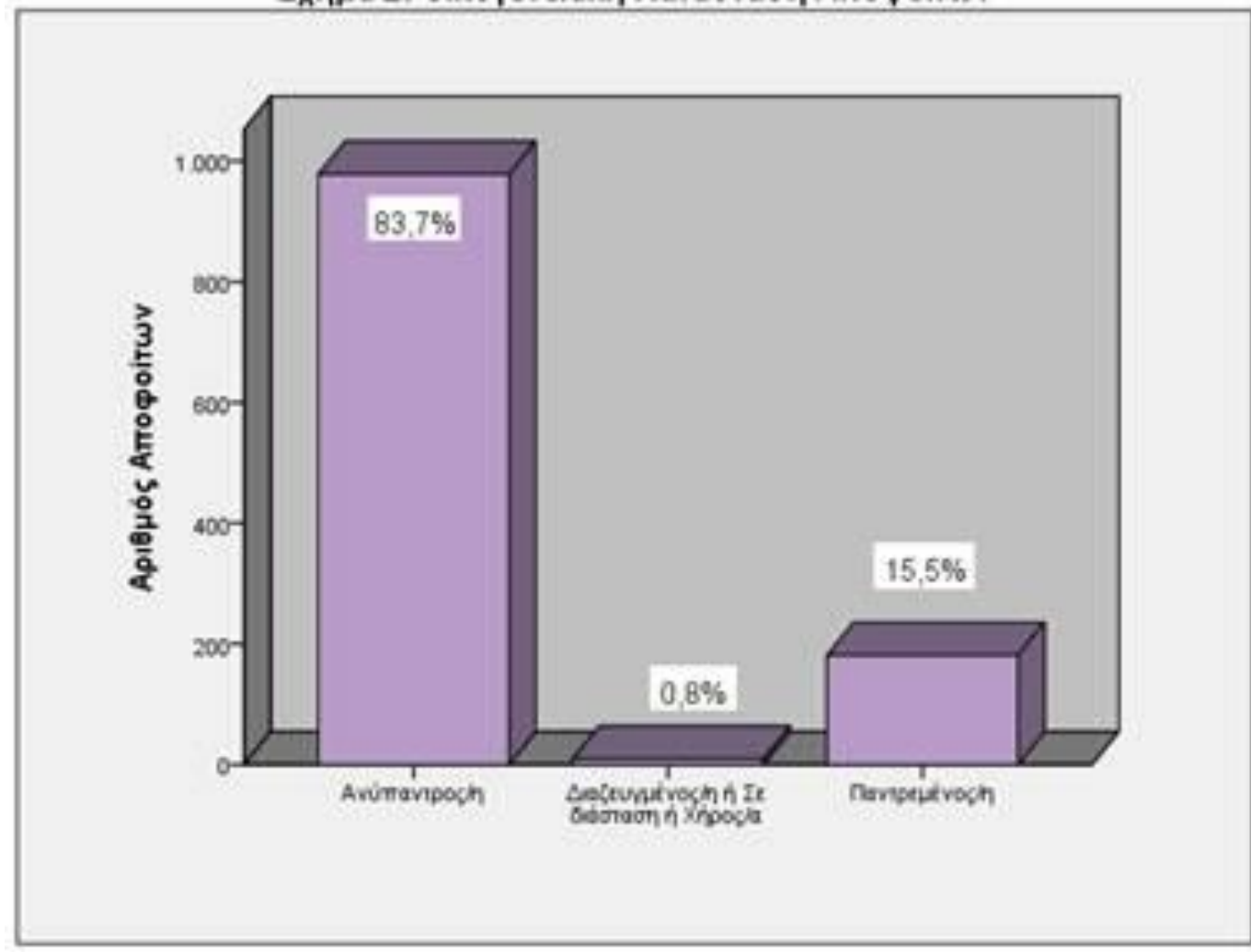
FIGURE 7: Degree grade Alumni - 49.6% graduated with a degree of "Good", 49% with "Very Good" while a very small percentage of the 0 , 8%, with "Excellent".

Σχήμα 7: Βαθμός Πτυχίου των Αποφοίτων
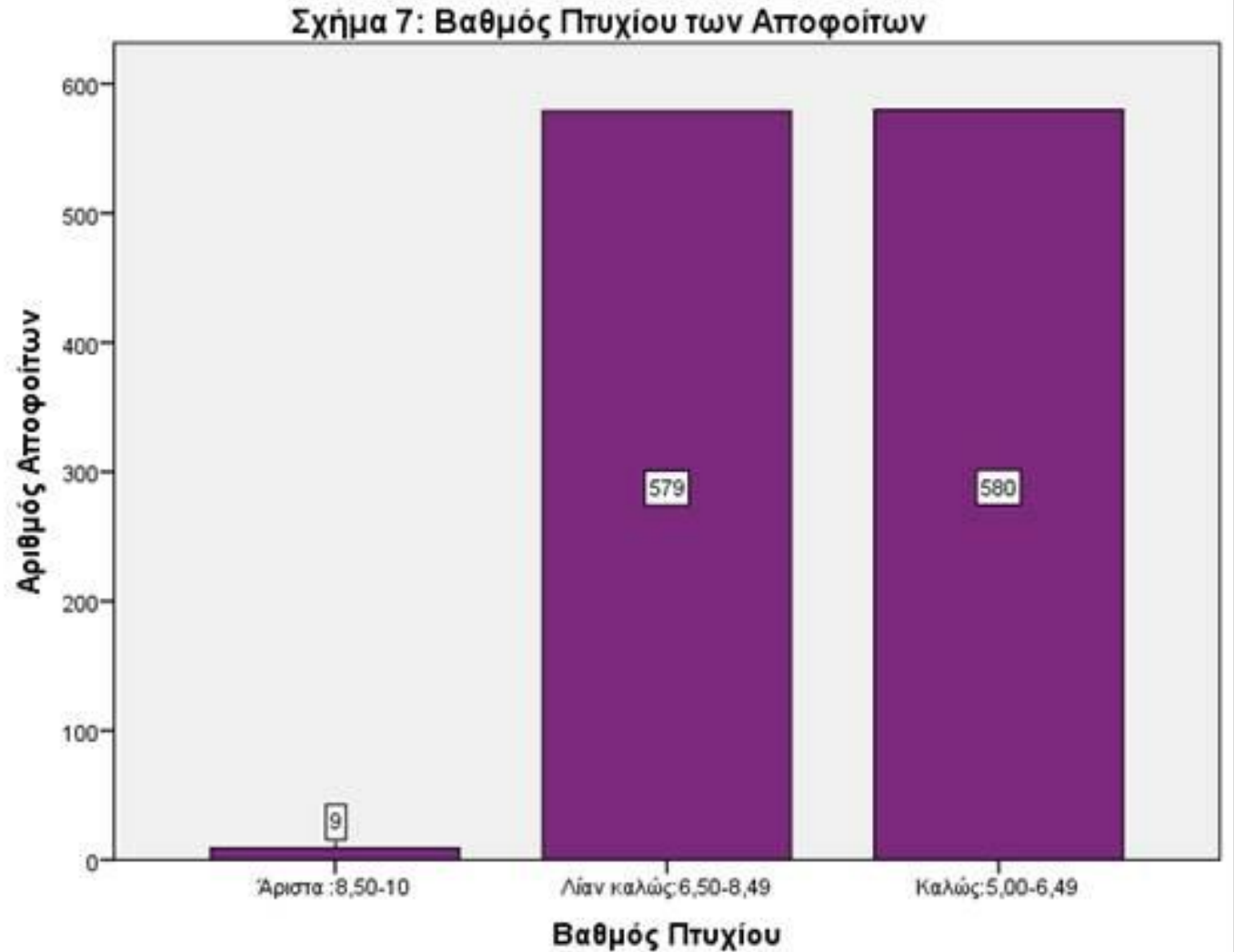
EDUCATIONAL CHARACTERISTICS

a large percentage of graduates who participated in the survey, namely 82.4%, have not done postgraduate studies, the majority however of those who continued their studies were aiming in finding employment.

the number of participants who speaks English exceeds 98.9%, French 21.5%, German 10.9%, Italian 8.7%, Spanish 5.6%, Russian 1.9%, and Albanian, 1,7 %.

The level of computer knowledge in basic software programs, internet etc appears to be quite high (99.6% and 98.8%).

only 36.8% of respondents have attended a course of continuing education / training.

FIGURE 13:Employment status of graduates (61.6% had at least the time of the survey, some form of employment, dependent or not-52.5% employees & 9.1% self-employed-34.8% of graduates were unemployed and 3.6% inactive)
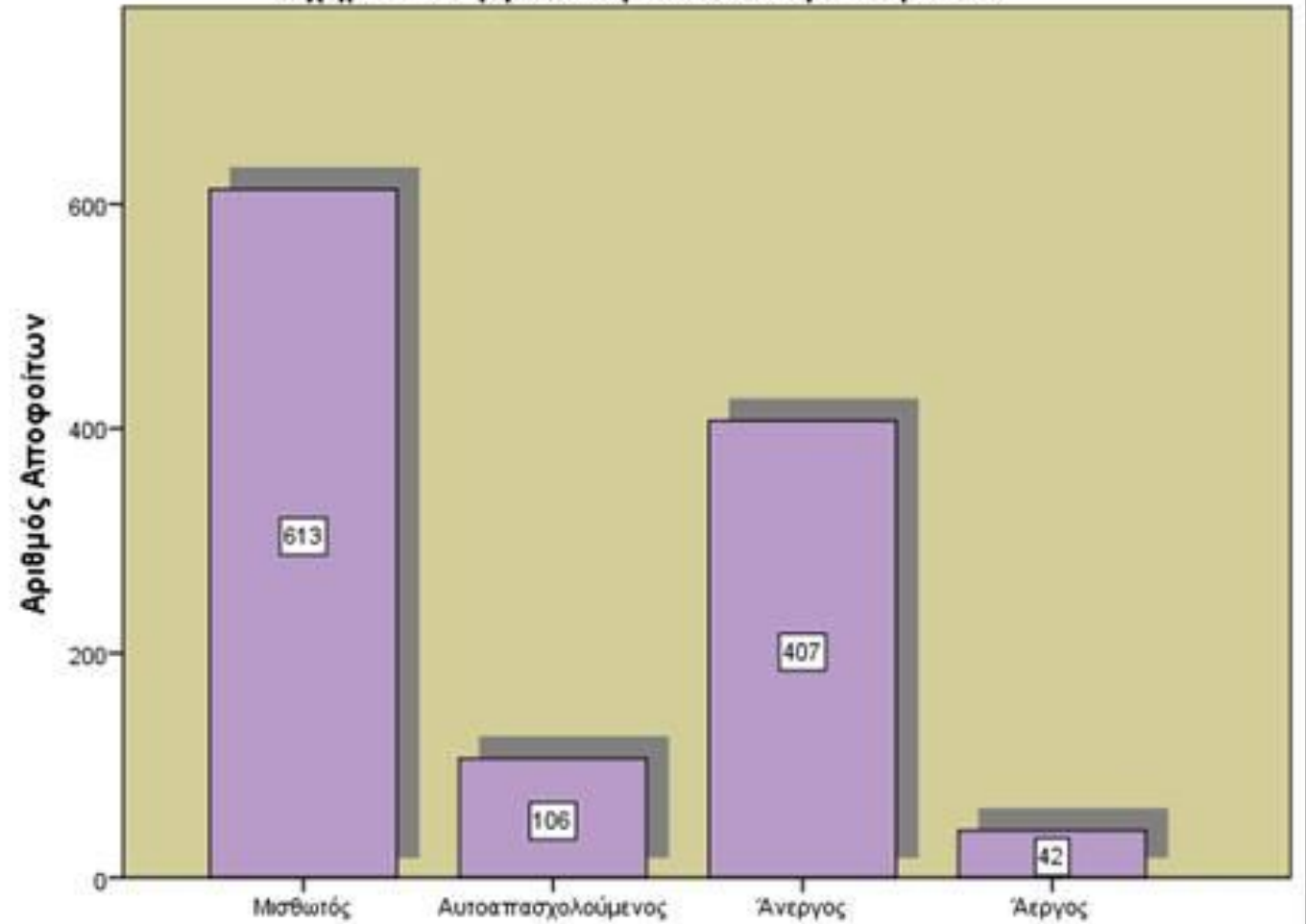
The lowest unemployment is presented in Automation, Electrical and Mechanical Engineering with less than 30%, while the highest is presented in the Department of Civil Engineering, Textiles and Tourism Management.

Department of Mechanical, Electrical, Electronics and Computer Systems, Automation Engineering has the highest employment ratio with more than 64.4%.

Graduates have joined an economy struggling to escape from recession.

FIGURE 14:Type of Employment of Graduates (full-time employees and employees in the public sector 10.1%, 89.9% in the private sector)

Σχήμα 14: Είδος απασχόλησης των Αποφοίτων
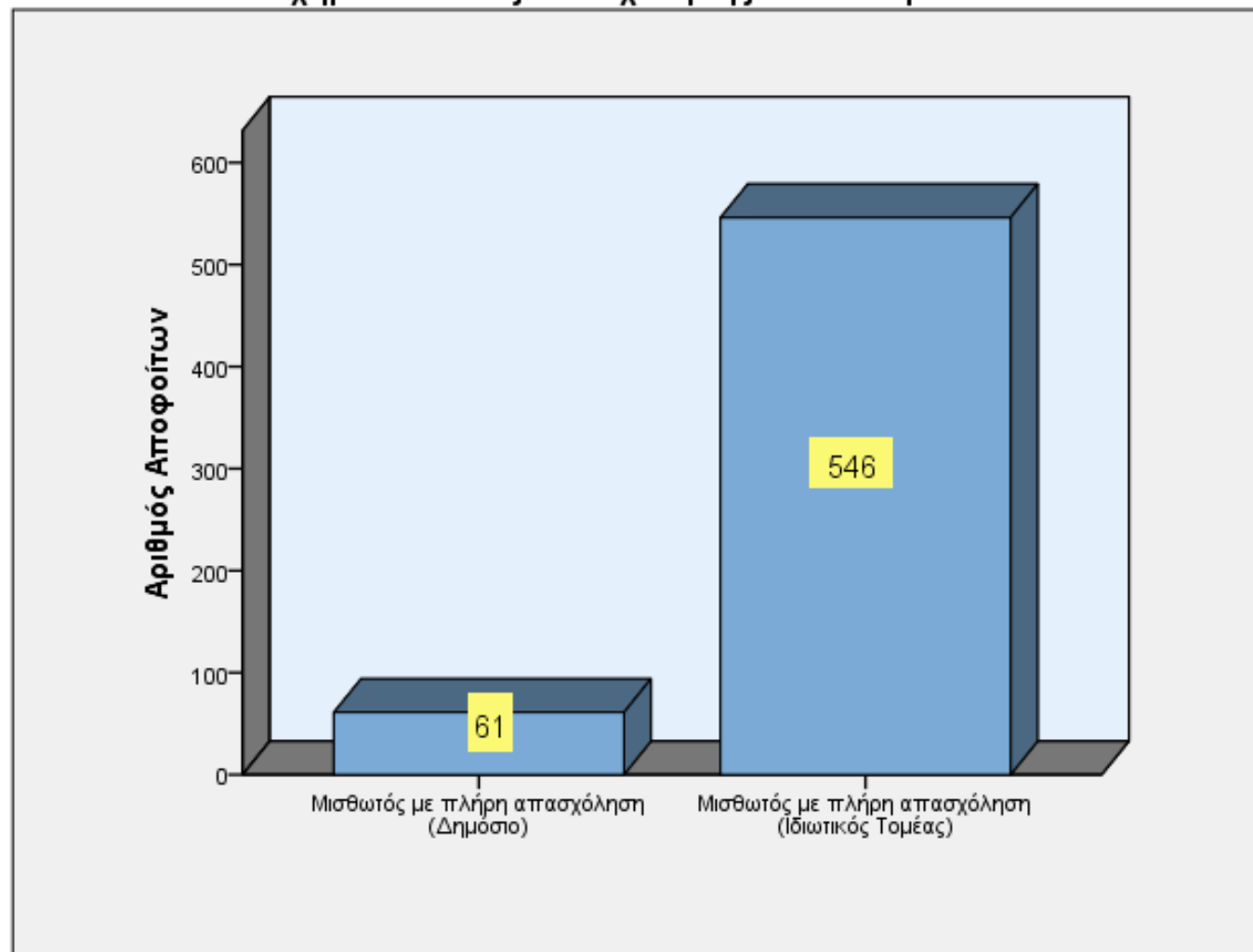
FIGURE 15: Relevance of employment and field of study
(A large percentage of these, 76.1% are moving to scale with a plus sign, from "Medium" to "Too much," while also a significant percentage, 24%, ie one eighth of these appears working in a different field than their degree).

Σχήμα 15: Σχετικότητα αντικειμένου σπουδών και θέσης απασχόλησης

FIGURE 16: Means of finding current job per department ("Family Friendly Environment" 34.65%, "advertisements" 30.87%, Finding work through internships 13.46%,finding a job through another process, participation in "Competitions" in the government or the wider public sector 13.46% & 6.08% respectively)

Σχήμα 16.1: Τρόποι εύρεσης σημερινής εργασίας ανά Τμήμα
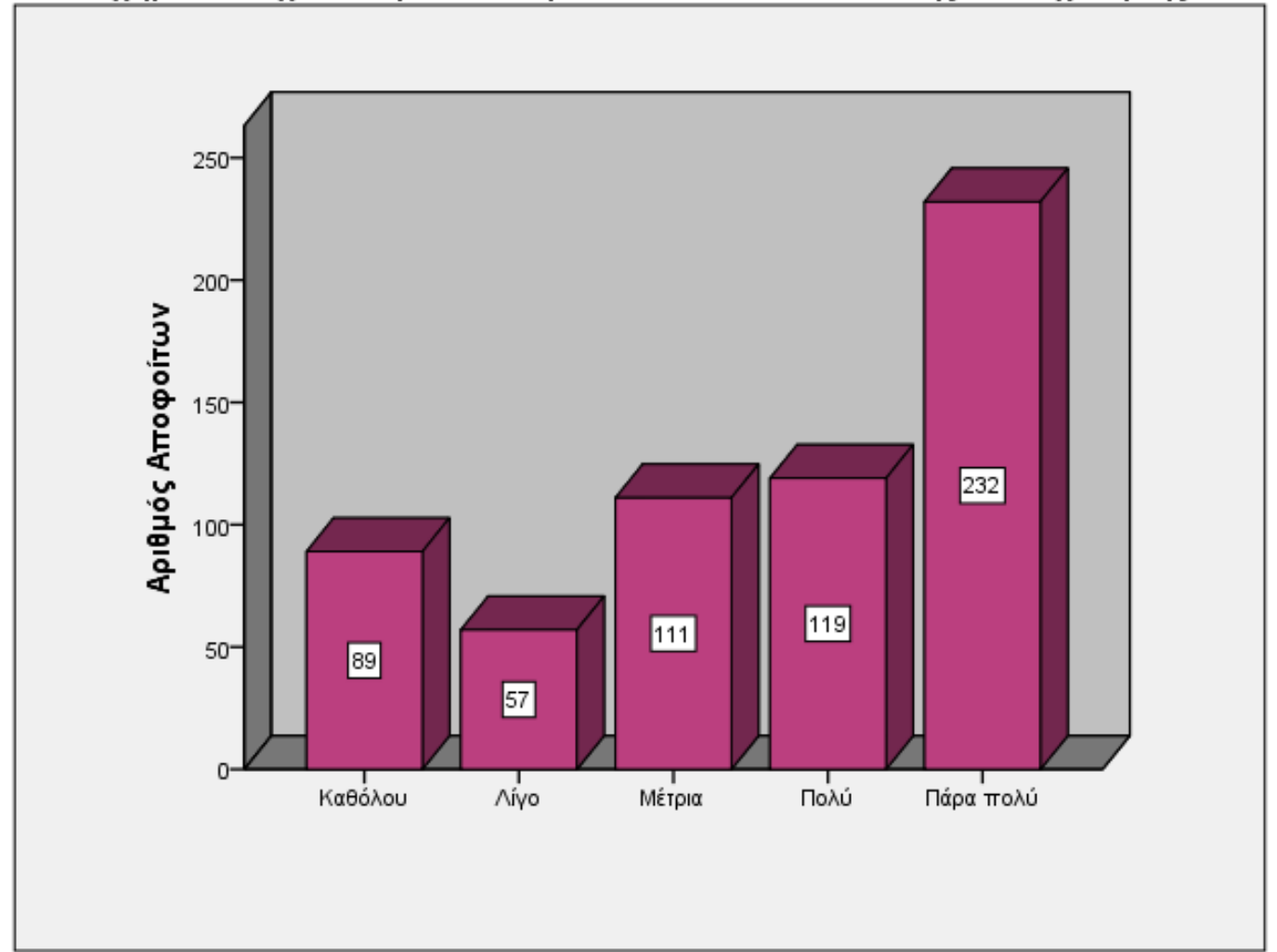
FIGURE 17: Rates of occupational mobility

FIGURE 18: Height of net salaries (33% were paid a net salary from 801 to 1100 Euros per month, 31% is paid a salary from 501 to 801 Euros and 9.7% paid less than 500 Euros. AE, EE, EE & ME are mostly paid from 1101 to 1500)

Σχήμα 18: Ύψος καθαρών αμοιβών
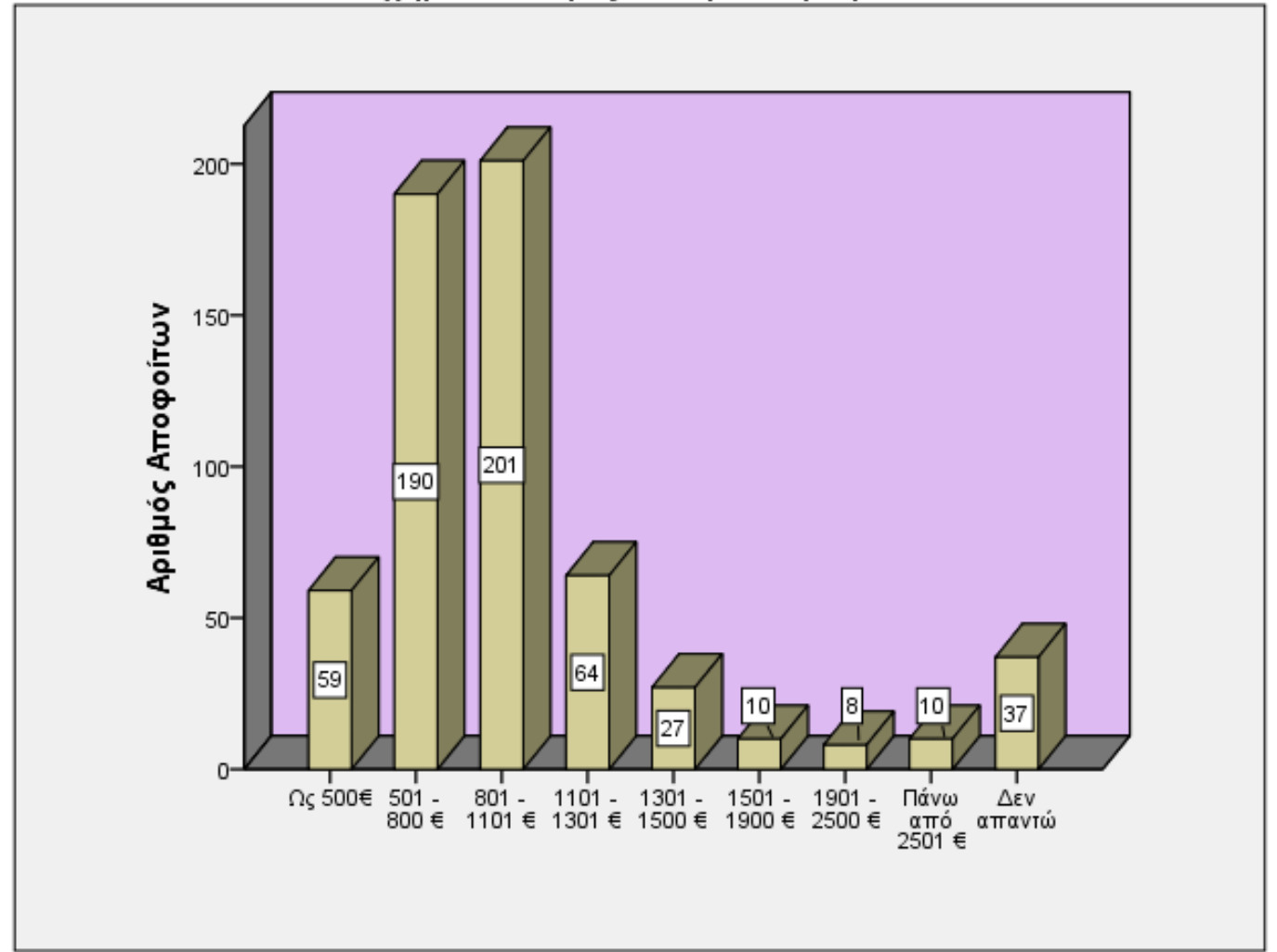
FIGURE 19: Satisfaction of the worksubject

Σχήμα 19: Βαθμός ικανοποίησης από το αντικείμενο εργασίας
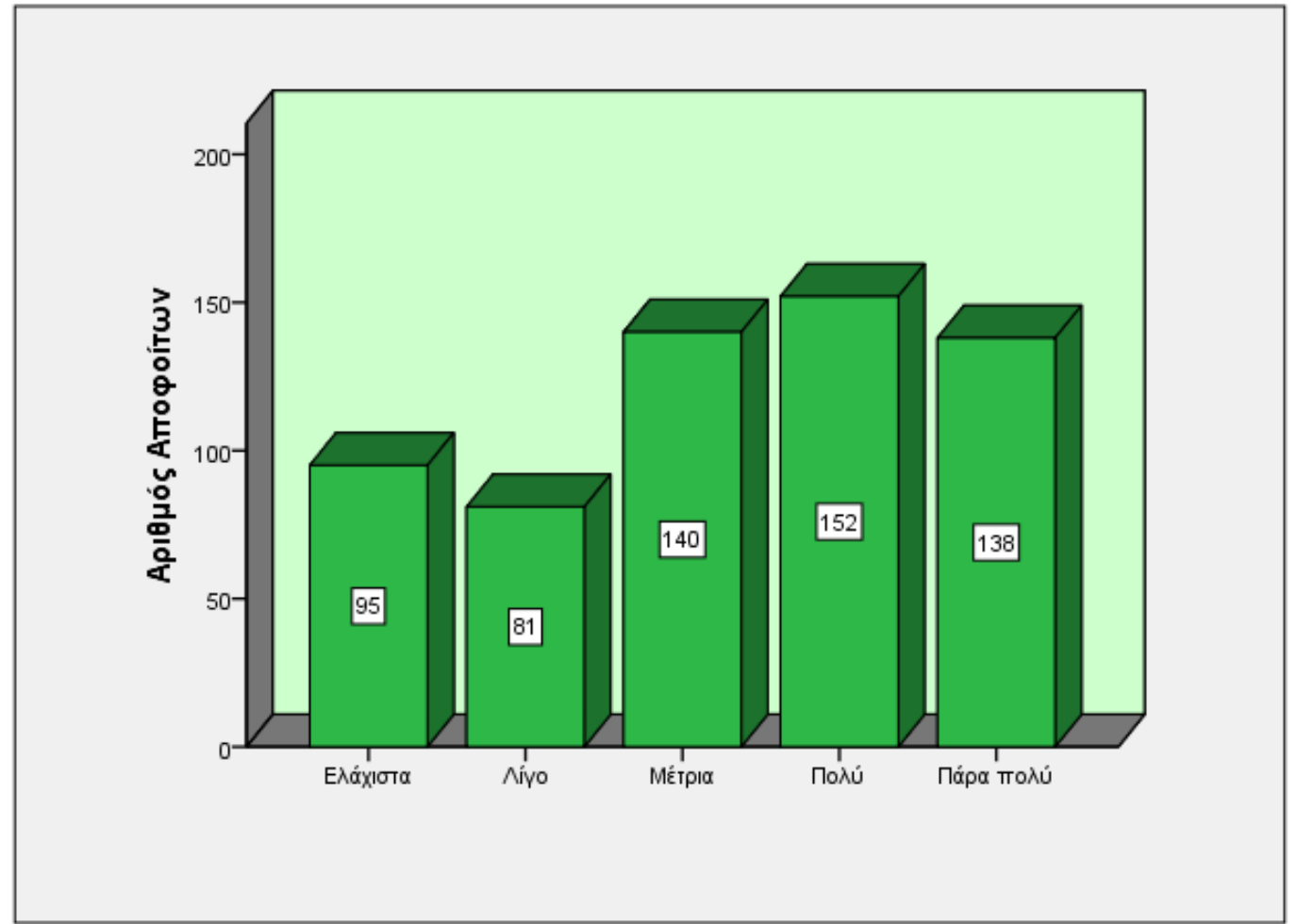
FIGURE 20: Degree of satisfaction from salaries

Σχήμα 20: Βαθμός ικανοποίησης από αμοιβές
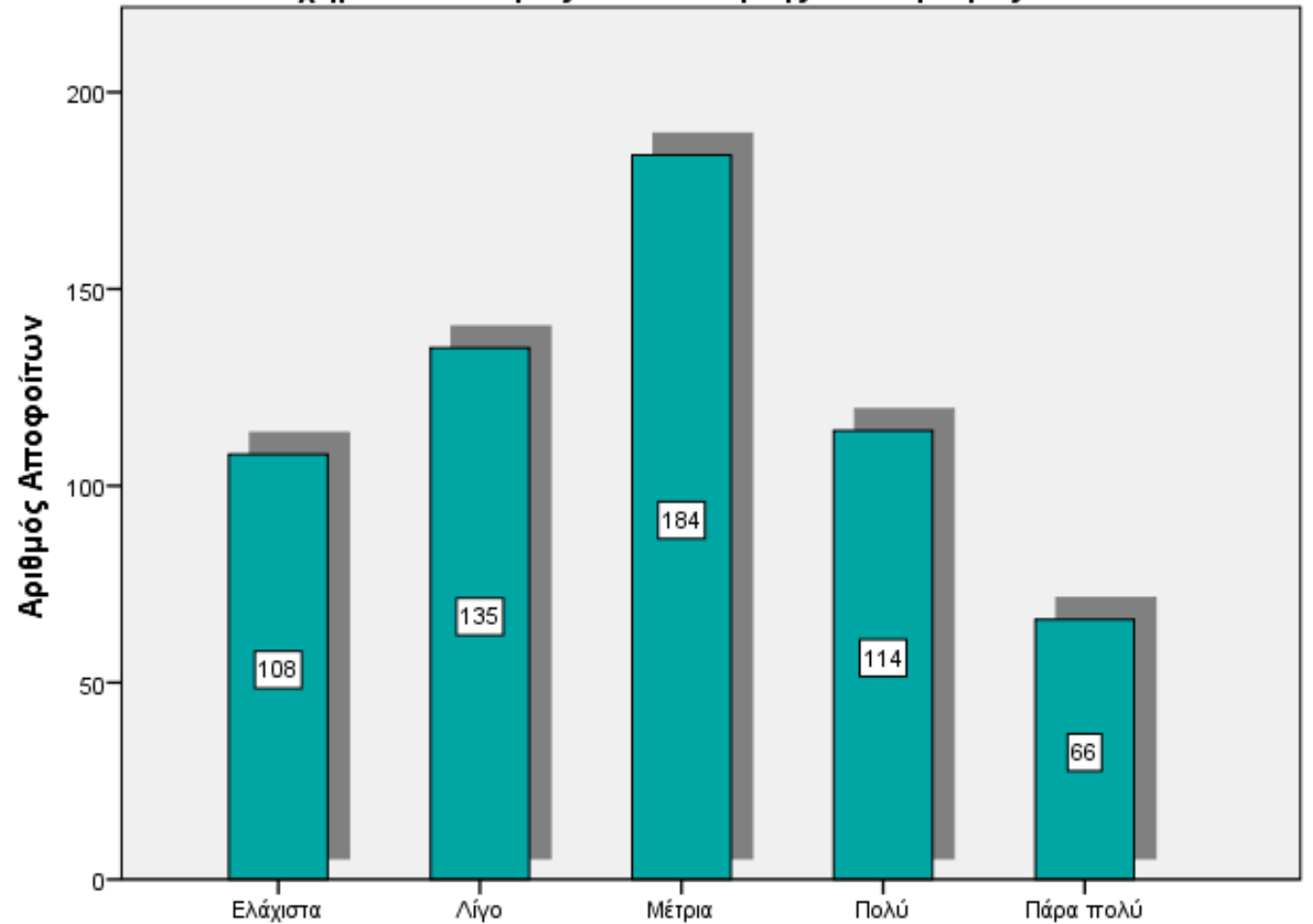
FIGURE 21.1a: Reasons for looking for another job (SF)

Σχήμα 21.1α Λόγοι αναζήτησης άλλης απασχόλησης ανά Τμήμα (ΣΔΟ)
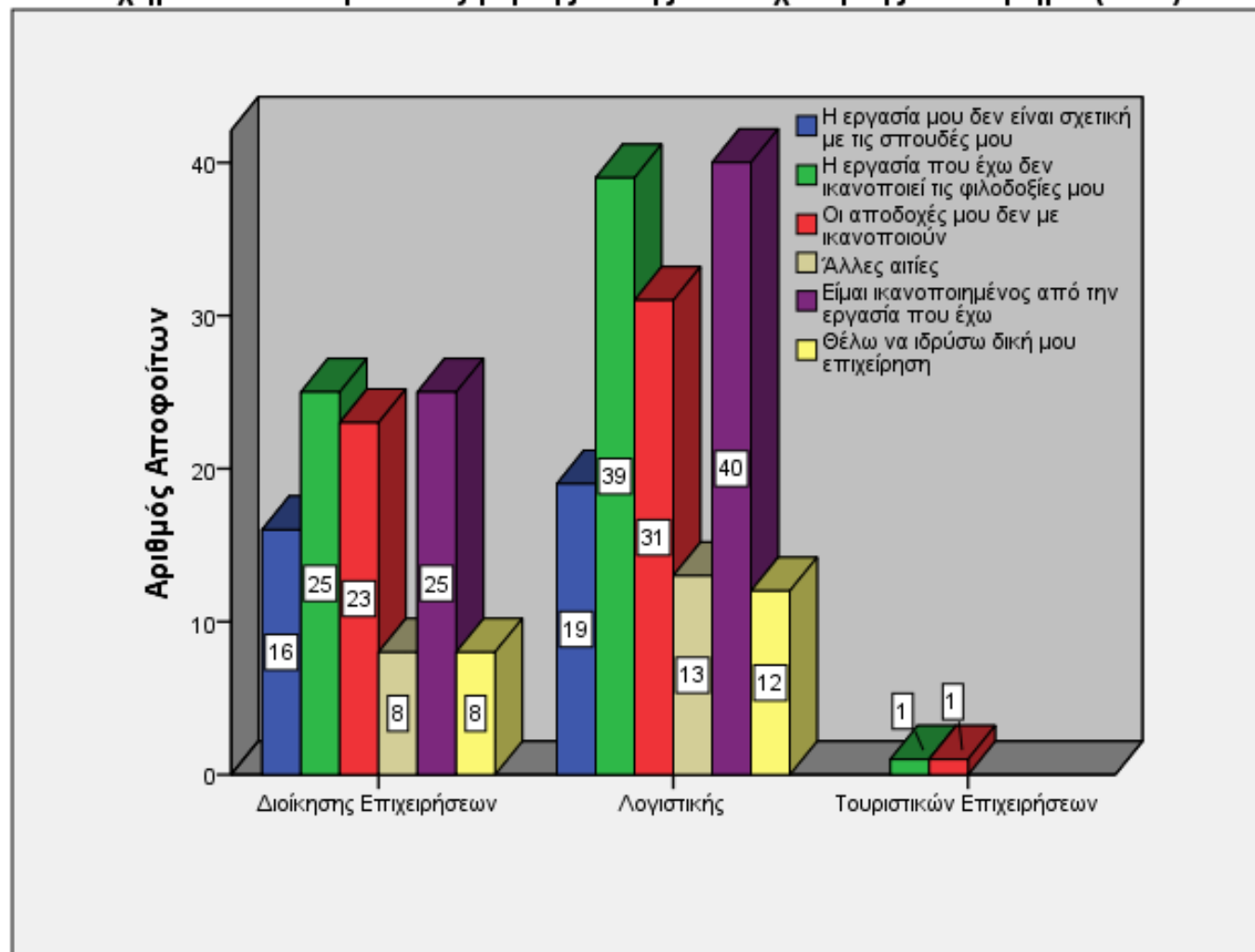
FIGURE 21.1b: Reasons for looking for another job (SAS)

Σχήμα 21.1β: Λόγοι αναζήτησης άλλης απασχόλησης ανά Τμήμα (ΣΤΕΦ)
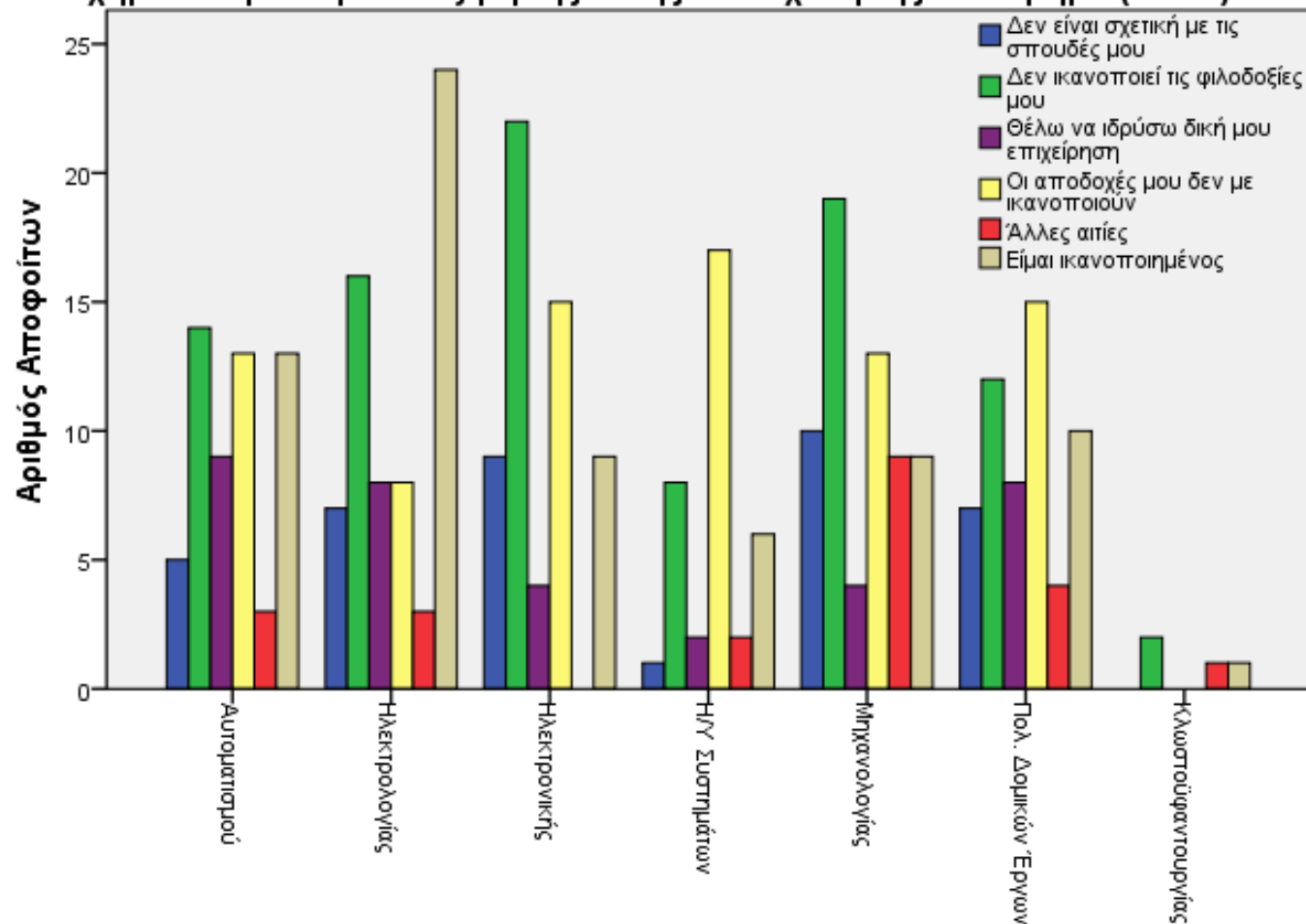
FIGURE 22: Employer Satisfaction from scientific training

Σχήμα 22: Ικανοποίηση εργοδότη από επιστημονική κατάρτιση
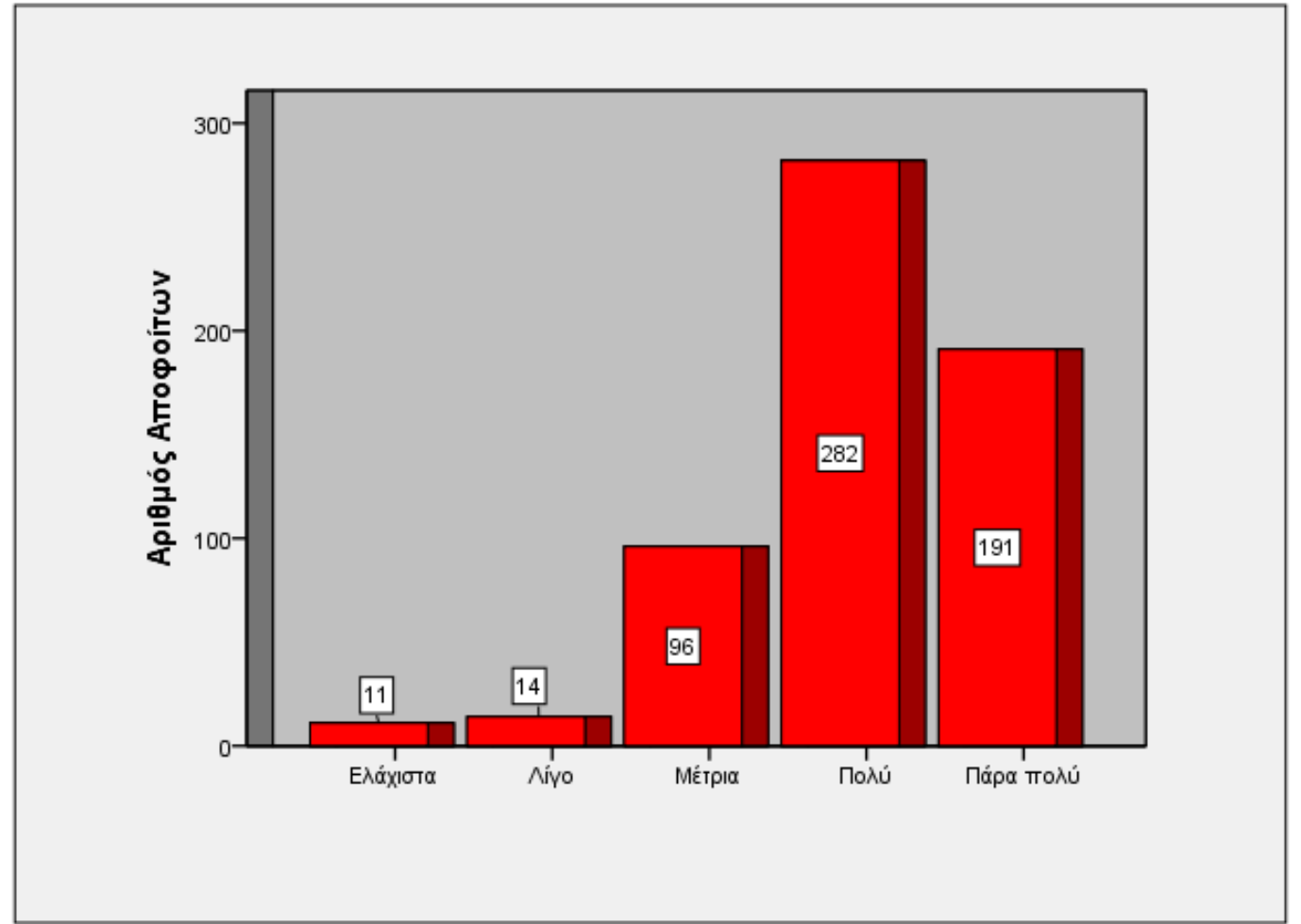
FIGURE 23: Satisfaction Degree with self employment

Σχήμα 23: Βαθμός ικανοποίησης από αυτοαπασχόληση

Καθόλου
Λίγο
Μέτρια
Πολύ
Πάρα πολύ

8,55%
10,26%
26,50%
28,21%
26,50%
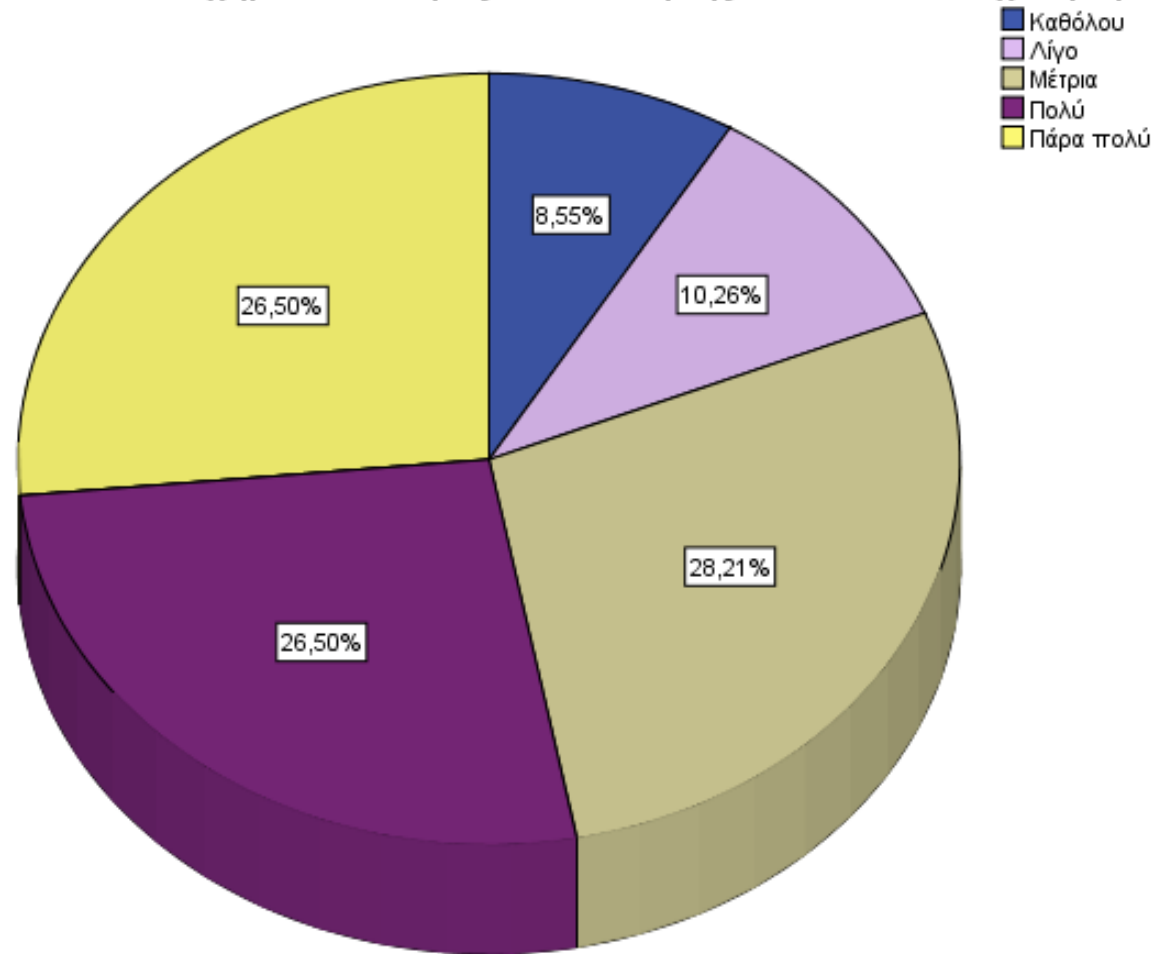
FIGURE 28: Months of unemployment after obtaining the degree

Σχήμα 28: Μήνες ανεργίας μετά την απόκτηση πτυχίου
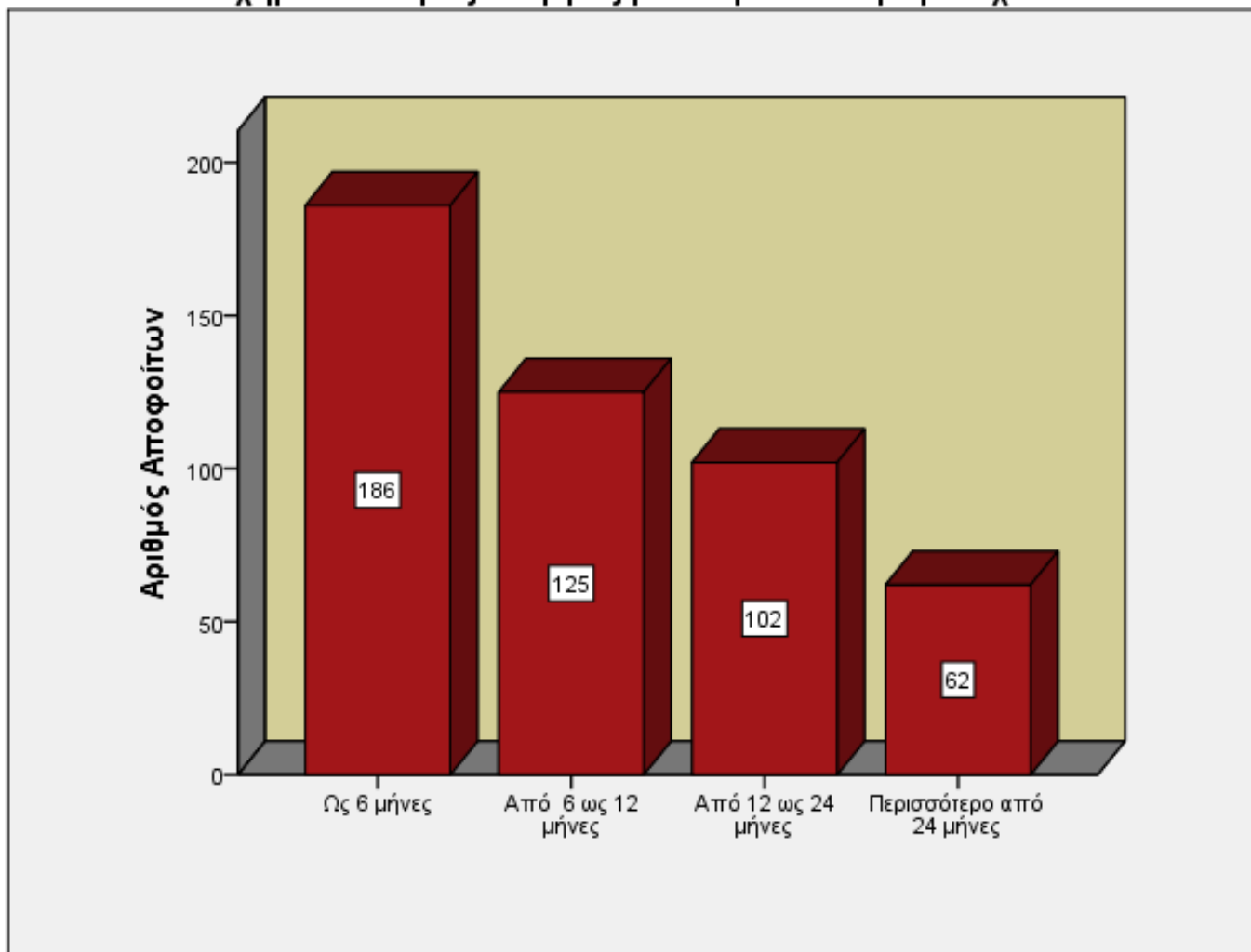
FIGURE 31: Type of sought work (unemployed)

Σχήμα 31α: Είδος αναζητούμενης εργασίας (άνεργοι)
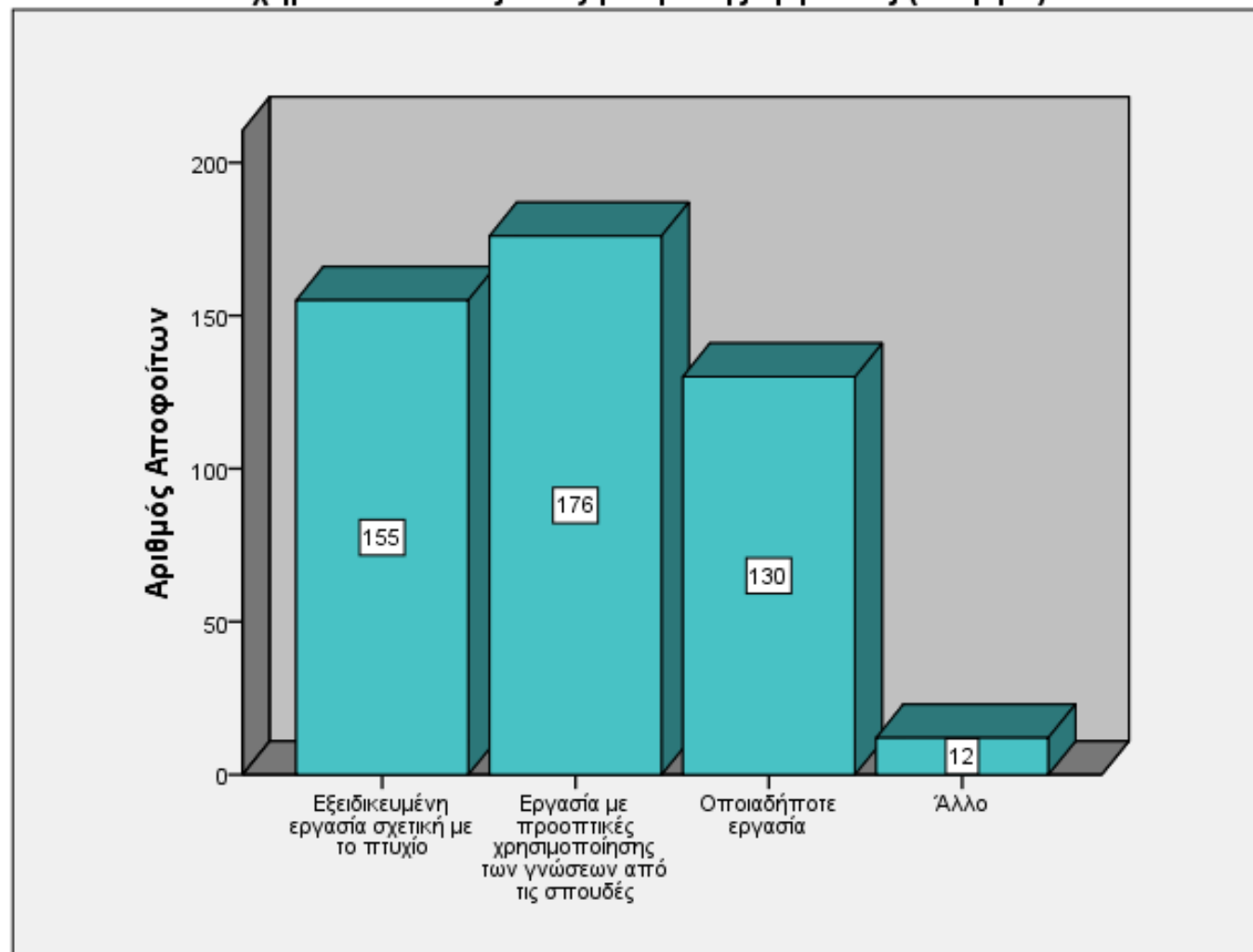
FIGURE 31b:
Type of sought work
(unemployed)
Greece/abroad

Σχήμα 31β: Είδος αναζητούμενης εργασίας Ελλάδα/εξωτερικό (άνεργοι)

Αριθμός Αποφοίτων

419

50

Ελλάδα

Εξωτερικό

FIGURE 33a: Reasons for unemployment Graduates (Greece)

Σχήμα 33α: Λόγοι ανεργίας αποφοίτων (Ελλάδα)
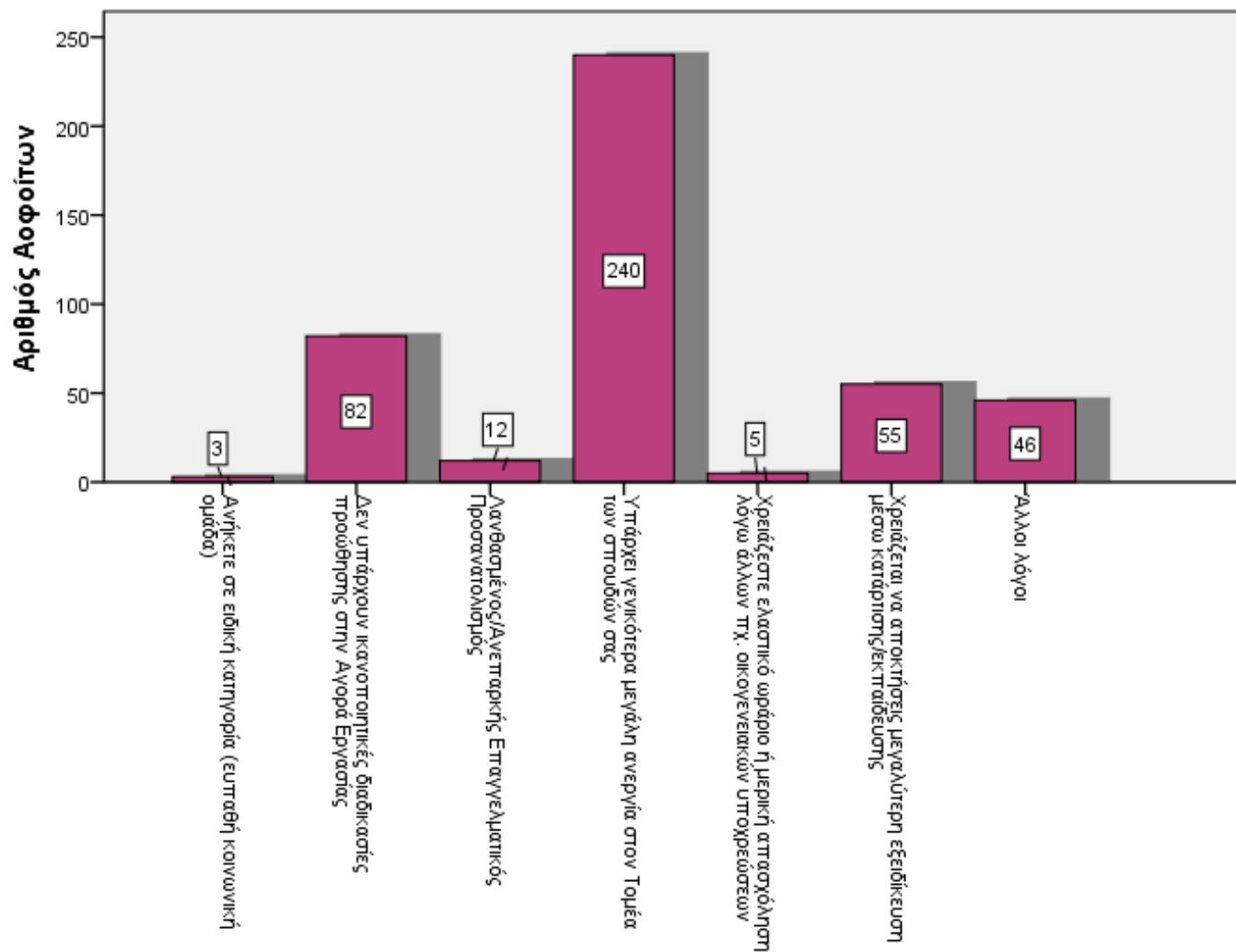
FIGURE 34: Reasons for Graduates inactivity (inactive)

Σχήμα 34: Λόγοι αεργίας αποφοίτων (μη οικονομικά ενεργοί)
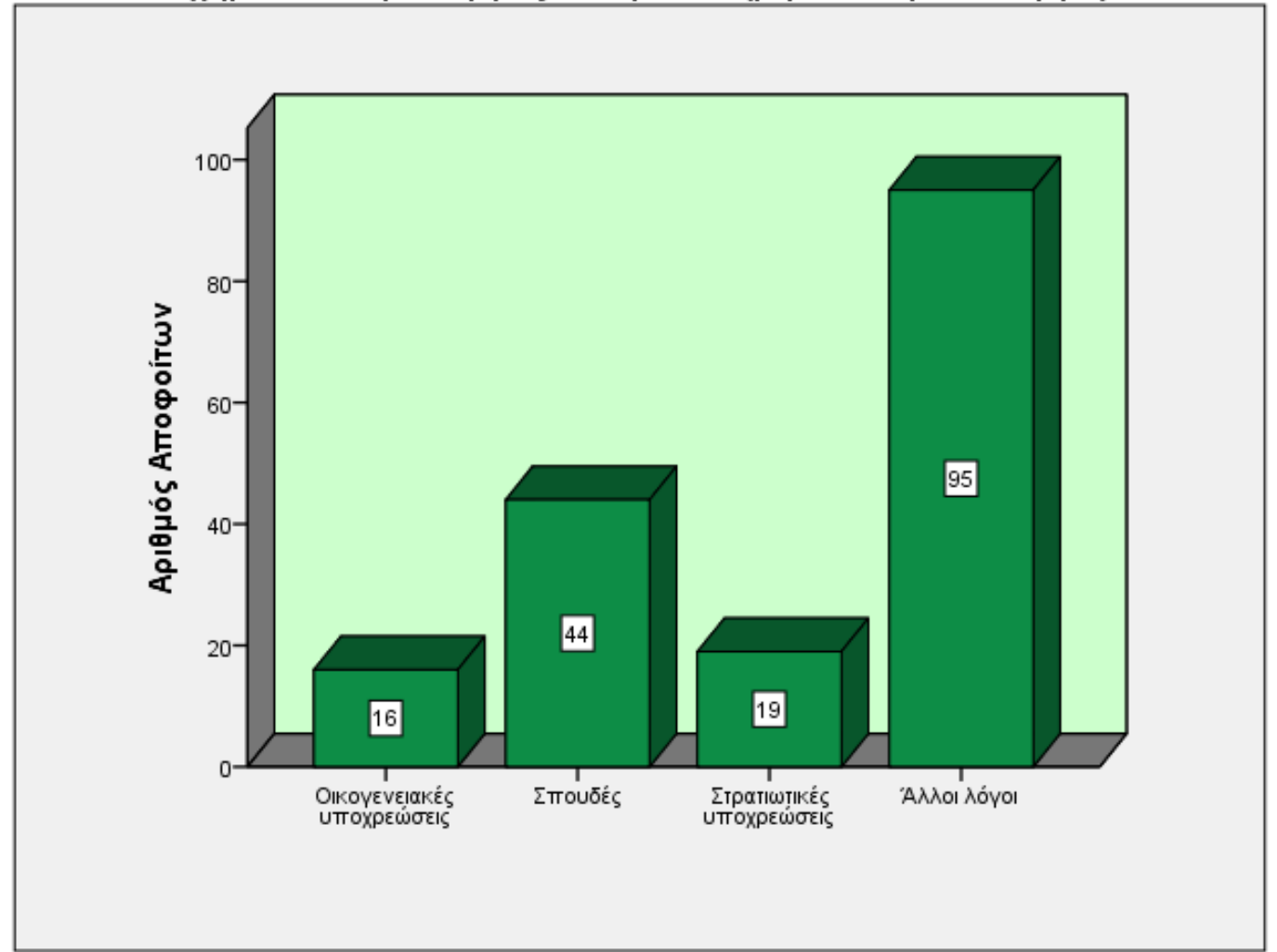
CORRELATIONS FIGURE 35: Gender * labor situation (From test in x2 we see that the correlation of gender and employment status is statistically significant.

Σχήμα 35: Συσχετισμός Εργασιακής Κατάστασης και Φύλου των Αποφοίτων
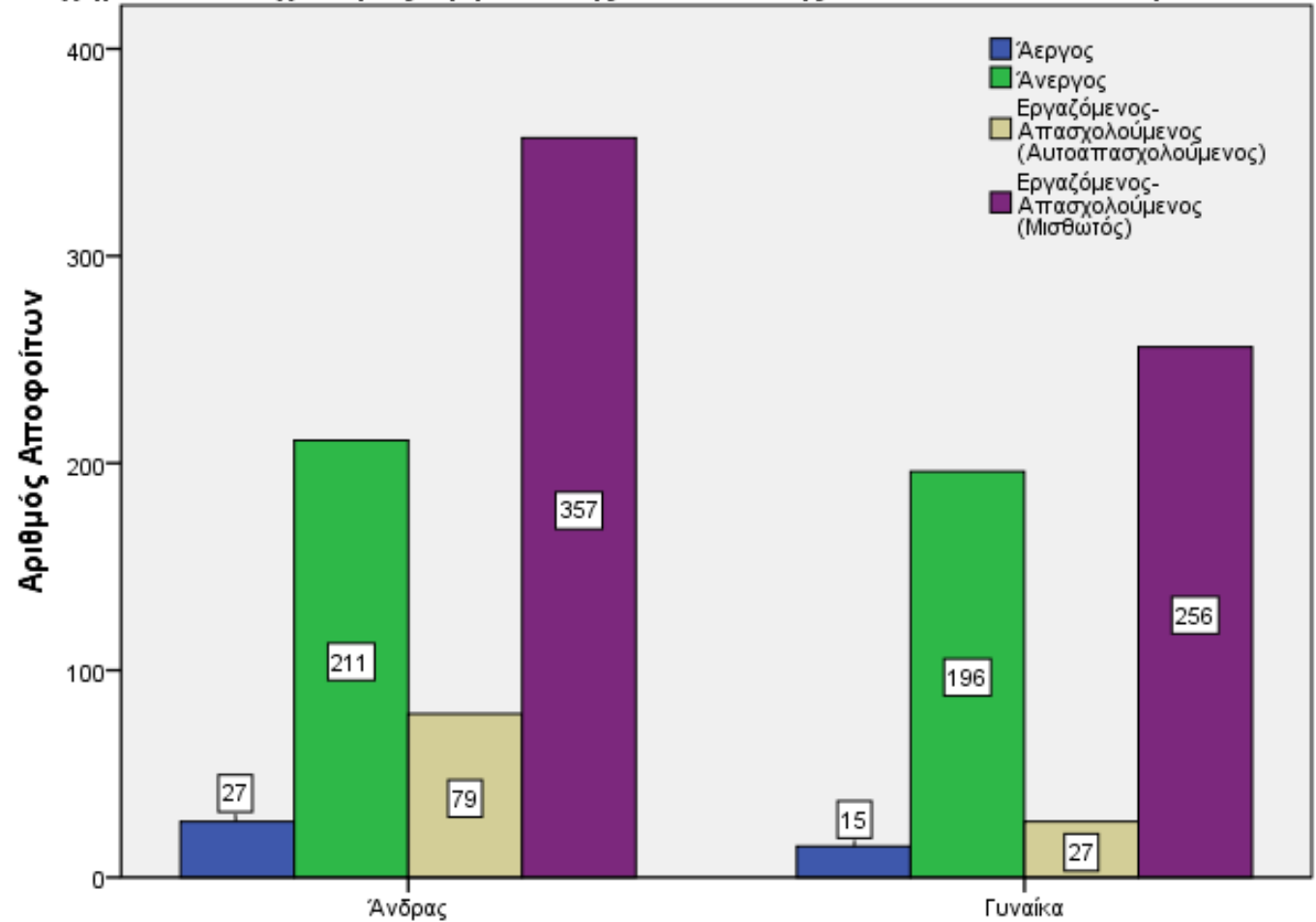
FIGURE 39: Department of graduation * matching of employment

Σχήμα 39: Συσχετισμός αντιστοιχίας αντικειμένου σπουδών - θέσης απασχόλησης και Τμήματος
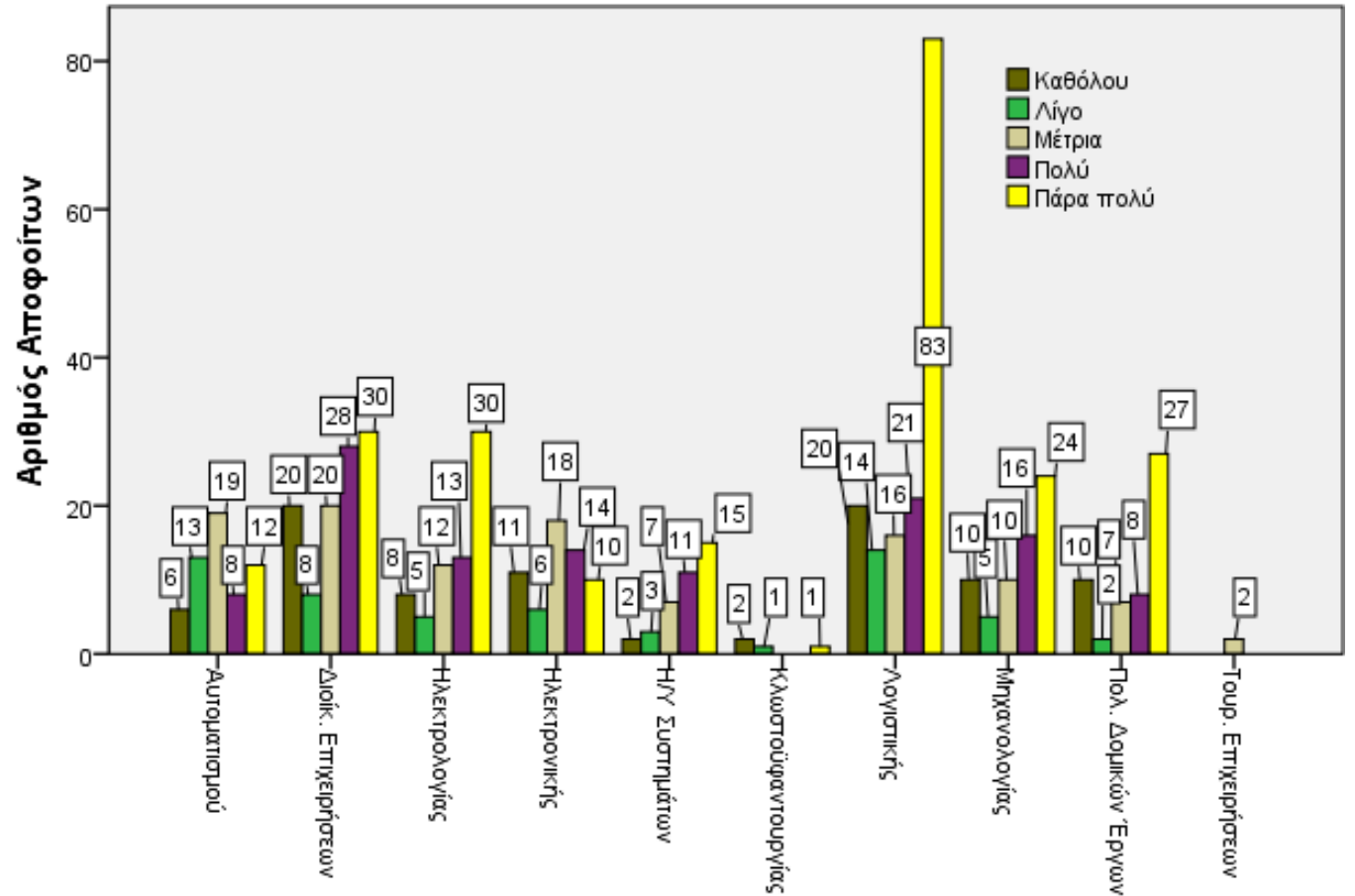
FIGURE 41: Department of graduation * Satisfaction from labor

Σχήμα 41: Συσχετισμός Ικανοποίησης από την Εργασία και Τμήματος
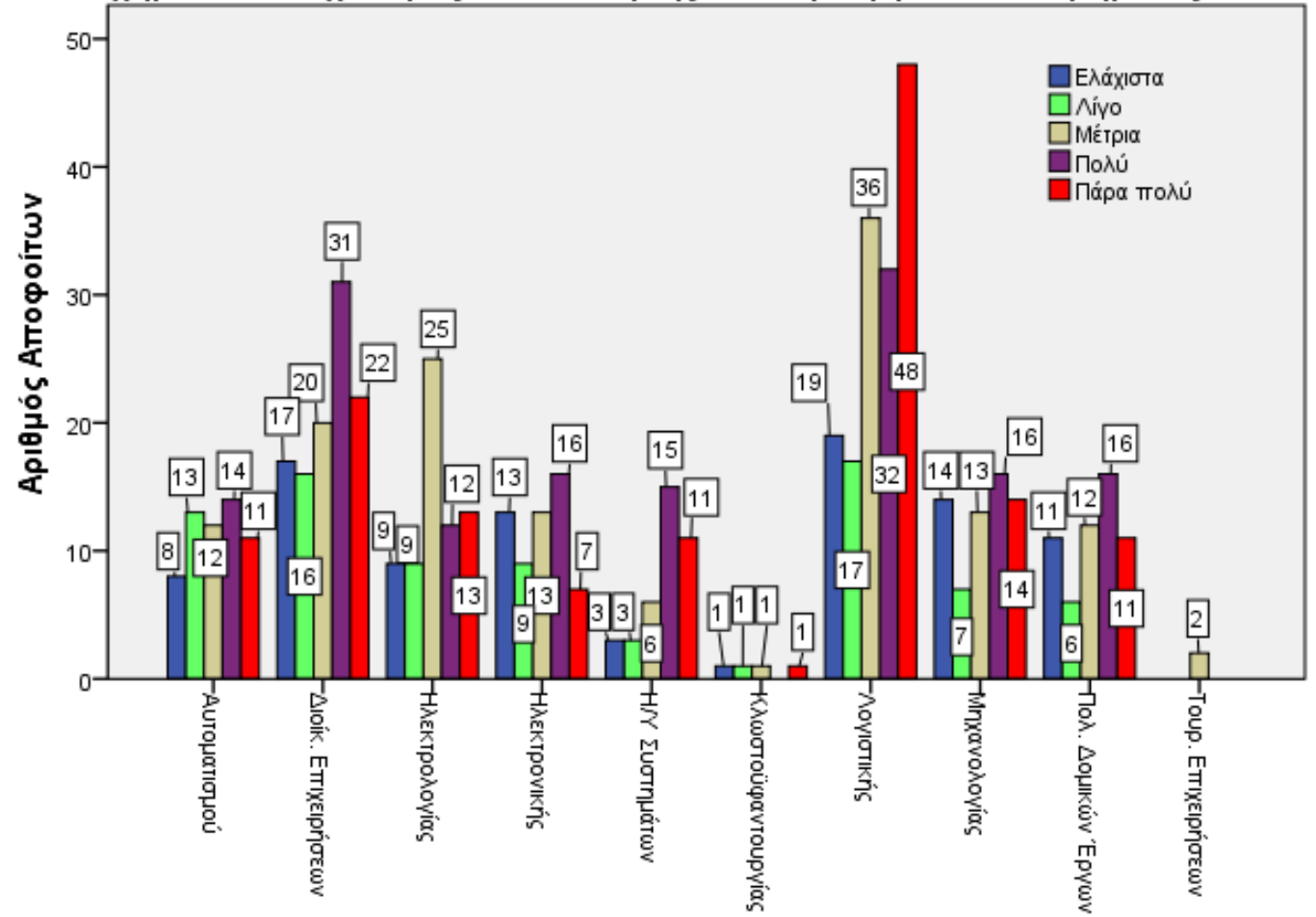
FIGURE 42: Department of graduation * Height of salaries

Σχήμα 42: Συσχετισμός Ύψους Αμοιβών και Τμήματος
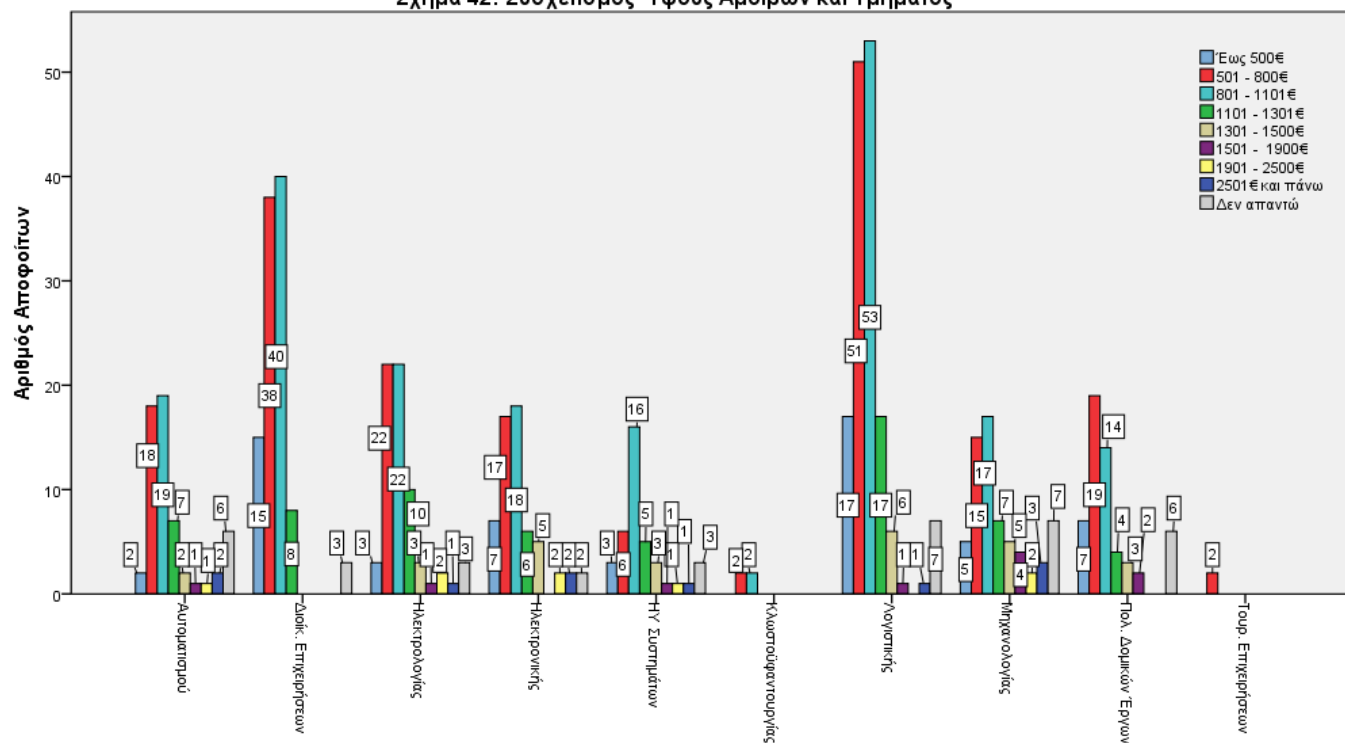
LABOUR MARKET STUDY 2012;CASE STUDY OF LIAISON OFFICE SEC T.E.I. PIRAEUS

PURPOSES OF THE PRESENTATION (1)

- To present the research methodology of the labour market study.

- To present the labour market study results.

Objectives and Contribution
The population of the survey
The Research Methodology
The questionnaire structure
Analysis and Results

Objectives and Contribution:

The findings also are deposited to T.E.I. Piraeus so as to utilize appropriately for the revision process of the undergraduate program study curriculum if needed.

Furthermore, the study's findings contribute to the optimization processes of services that the Liaison Office applies to cover any deficiencies and to better meet the needs of the beneficiaries.

- **Research population-**the companies that has several times collaborated with Liaison Office of TEI Piraeus either to fill vacant positions with qualified employees of the various departments or for participation in events etc.

- **Quantitave Research**

- **Qualitative Insights**

- **Random sampling**

- "Google doc" structured **questionnaire** answered on line.

QUESTIONNAIRE STRUCTURE:
Company Identity
Personnel Selection
Information
Working Conditions
Perceptions

COMPANY IDENTITY

When was the enterprise founded

Up to six months ago	2%
6 months to 1 year	0%
1 year to 2 years	2%
2 to 5 years	8%
5 to 10 years	20%
More than 10 years	70%

Country where the company is registered :

Greece	95%
Abroad	5%

Type of Business:

- **Traditional** **98%**
- **Web-based** **2%**

Enterprise Ownership Type:

- **Individual Enterprise** **23%**
- **Corporate Enterprise** **2%**
- **General Partnership** **9%**
- **Limited Partnership** **33%**
- **Limited Liability** **17%**
- **Recreation Shipping Company** **0%**
- **Anonymous Commercial & Industrial Company** **9%**
- **Multinational Subsidiary** **3%**
- **Independent Enterprise** **3%**
- **Member of a Group** **2%**

a. Number of workers:

- Up to 5   35%
- 5 to 10   21%
- 10 to 20   5%
- 20 to 50   8%
- 50 to 75   6%
- More than 75   26%

b. Number of disabled workers:

- **Up to 5**   **55%**
- **5 to 10**   **5%**
- **10 to 20**   **2%**

Enterprise Field of activity:

- **IT & Computer Retail**   **15%**
- **Business Consultants & Insurance Services**   **8%**
- **Trade & Agencies**   **9%**
- **Telecommunications**   **2%**
- **Industries**   **8%**
- **Manufacturers**   **2%**
- **Finance & Banking**   **2%**
- **Construction**   **14%**
- **Accounting Offices**   **6%**
- **Publishing & Media**   **0%**
- **Tourist Services**   **2%**
- **Other**   **35%**

Enterprise Country field:

- Abroad 55%
- Greece 2%
- Greece & Abroad 42%

Which of the services of the Liaison Office have you used?

- **Educational Information (Information on Masters, etc.)** 17%
- **Announcements of Internships / Work positions in Greece** 82%
- **Announcements of Internships / Work positions Abroad** 5%
- **Participation in events (Career Days, Workshop Labour Market etc)** 12%
- **Other** 6%

PERSONNEL SELECTION INFORMATION

Who decides to create new work positions?

- **Company Director** 52%
- **Board** 35%
- **Director of Human Resources** 14%

Does the nature of your business activities require qualified employees?

- **Automation Engineer** **29%**
- **Business Administration** **48%**
- **Electrical Engineer** **36%**
- **Electronic Engineer** **17%**
- **Computer Systems Engineer** **2%**
- **Textile Engineer** **2%**
- **Accounting** **38%**
- **Mechanical Engineer** **27%**
- **Civil Engineer** **8%**
- **Tourism Management** **3%**

- Minimum 2%
- Little 2%
- Moderately 20%
- Very 50%
- Greatly 27%

a. Identify the specialization your executives need to have at this stage

Would you recruit disabled people on any of these work positions ?

- Yes   53%
- No   23%
- Refuse to answer   24%

How hard is it to find the executives you need in today's market?

- Very Easily   15%
- Easily   21%
- Medium   38%
- Difficult   20%
- Very Difficult   6%

- **Liaison Offices**   **62%**
- **Employment Agency**   **20%**
- **Advertisements in print**   **48%**
- **Through clubs**   **9%**
- **Advertisements on the internet**   **65%**
- **Competitions**   **6%**
- **Friendly Environment**   **45%**
- **Other**   **8%**

How do you search for new executives for your enterprise in Greece?

How do you search for new executives for your enterprise abroad?

Through:

the TEI Career Office	23%
mobility programs (Erasmus, Leonardo, Socrates , etc.)	3%
AIESEC internships	8%
EURES	0%
advertisements / via internet	48%
my friend or family environment	17%
European or international contest	0%
another competition	0%
private employment agencies	12%
Other process	27%

Which of the following candidate qualifications is more important in order to recruit? (1)

- Degree

Not at all	12%
Little	15%
Medium	55%
A lot	12%
Too much	6%

- Masters

Not at all	14%
Little	20%
Medium	29%
A lot	32%
Too much	6%

- Specialized knowledge

Not at all	0%
Little	3%
Medium	11%
A lot	55%
Too much	32%

- Professional Experience

Not at all	0%
Little	6%
Medium 1	21%
A lot	30%
Too much	42 %

Which of the following candidate qualifications is more important in order to recruit? (2)

- Sex

Not at all	53%
Little	17%
Medium	20%
A lot	6%
Too much	5%

- Age

Not at all	20%
Little	35%
Medium	27%
A lot	18%
Too much	0%

- Recommendations

Not at all	11%
Little	12%
Medium	30%
A lot	36%
Too much	11%

- PhDs

Not at all	45%
Little	24%
Medium	21%
A lot	8%
Too much	2 %

- Other

Not at all	50%
Little	9%
Medium	6%
A lot	15%
Too much	20%

Do you use human resources management enterprises?

- No 47%
- Rarely 38%
- Often 12%
- Very Often 3%
- Regularly 0%

Do you think that tertiary institutions produce graduates trained properly for the needs of your enterprise ?

- Minimum 3%
- Little 17%
- Moderately 41%
- Very 29%
- Great 11%

If you believe that graduates of Higher Education have moderate or lower training please specify what you think can be the cause:

- Lack of basic infrastructure in the institutions   35%
- Teaching theoretical classes without practice   59%
- Absence of specialized courses   41%
- Incomplete knowledge of teaching staff   21%
- Low educational level students   21%
- Outdated teaching methods   30%
- Other   9%

How do you choose the specialization required for each job?

- **Required by Legislation**   **2%**
- **According to job specification**   **85%**
- **It has been suggested by consultants**   **0%**
- **Due to previous experience**   **12%**
- **Other**   **3%**

Which of the following specializations of TEI Piraeus could you potentially employ in your enterprise?

- Automation Engineer · 35%
- Business Administration · 55%
- Electrical Engineer · 41%
- Electronic Engineer · 17%
- Computer Systems Engineer · 47%
- Textile Engineer · 3%
- Accounting · 50%
- Mechanical Engineer · 36%
- Civil Engineer · 8%
- Tourism Management · 6%

WORKING CONDITIONS

Do you have a written manual specifying the responsibilities connected with every job specialty?

- Yes   67%
- No   15%
- No answer   18%

Do the duties of each position correspond to the degree of the worker ?

- ◦ No   0%
- ◦ Little 5%
- ◦ Fair   26%
- ◦ Very   52%
- ◦ Great   18%

Under what kind of contract are the employees of these disciplines recruited ?

- ◦ Fixed-term contract   32%
- ◦ Permanent contract   76%
- ◦ Project Contract / Freelance   24%
- ◦ Seasonal work   11%
- ◦ Part-time   12%

Are there specific working hours / shifts for all employees of your Enterprise?

Automation Engineer	Yes	32%
	No	18%
Electrical Engineer	Yes	41%
	No	12%
Electronic Engineer	Yes	27%
	No	14%
Textile Engineer	Yes	18%
	No	12%
Computer Systems Engineer	Yes	41%
	No	9%
Mechanical Engineer	Yes	35%
	No	11%
Civil Engineer	Yes	18%
	No	15%

Are there specific working hours / shifts for all employees of your Enterprise?

Business Administration	Yes	56%
	No	5%
Accounting	Yes	47%
	No	9%
Tourism Management	Yes	20%
	No	12%

Place and manner of work :

Automation Engineer

Office work	11%
Continuous presence in the field	14%
Out of Office	3%
Using special programs and / or PC	6%
Other	8%

Electrical Engineer

Office work	2%
Continuous presence in the field	15%
Out of Office	9%
Using special programs and / or PC	6%
Other	8%

Electronic Engineer

Office work	14%
Continuous presence in the field	11%
Out of Office	2%
Using special programs and / or PC	6%
Other	8%

Computer Systems Engineer

Office work	23%
Continuous presence in the field	6%
Out of Office	3%
Using special programs and / or PC	14%
Other	3%

The personnel salaries follow the branch / individual contracts of employment for graduates of TEI ?

Yes	82%
No	18%

Does any of the work positions require travel within the country and abroad?

Yes	59%
No	41%

The formal requirements of a job in relation to the guidelines above are :

Higher Education Graduate	**72%**
Master	**17%**
PhD	**0%**
Procedures to obtain professional certification	**14%**
Specific training	**38%**
Foreign Language	**76%**
PC Knowledge	**76%**
Personality characteristics	**66%**

Automation Engineer

Electrical Engineer

Higher Education Graduate	**85%**
Master	**12%**
PhD	**0%**
Procedures to obtain professional certification	**33%**
Specific training	**27%**
Foreign Language	**79%**
PC Knowledge	**85%**
Personality characteristics	**70%**

Higher Education Graduate	**83%**
Master	**13%**
PhD	**0%**
Procedures to obtain professional certification	**21%**
Specific training	**33%**
Foreign Language	**83%**
PC Knowledge	**88%**
Personality characteristics	**63%**

Electronic Engineer

Are there in your opinion possibilities for advancement in the following professional fields ?

Automation Engineer

No	2%
Little	2%
Fair	15%
A lot	27%
Great	11%

Textile Engineer

No	2%
Little	3%
Fair	14%
A lot	24%
Great	9%

Electrical Engineer

No	2%
Little	6%
Fair	11%
A lot	15%
Great	12%

Electronic Engineer

No	2%
Little	5%
Fair	6%
A lot	24%
Great	18%

Computer Systems Engineer

No	15%
Little	5%
Fair	11%
A lot	5%
Great	2%

Mechanical Engineer

No	8%
Little	6%
Fair	12%
A lot	12%
Great	2%

No	0%
Little	3%
Fair	15%
A lot	26%
Great	6%

Civil Engineer

No	0%
Little	6%
Fair	23%
A lot	18%
Great	14%

Business Administration

No	2%
Little	2%
Fair	20%
A lot	26%
Great	12%

Accounting

No	5%
Little	2%
Fair	14%
A lot	14%
Great	5%

Tourism Management

Do you think that the continuous training of workers is necessary?

Automation Engineer

No	**2%**
Little	**0%**
Fair	**5%**
Very Good	**26%**
Excellent	**24%**

Computer Systems Engineer

No	**2%**
Little	**2%**
Fair	**0%**
Very Good	**23%**
Excellent	**24%**

Electronic Engineer

No	**2%**
Little	**0%**
Fair	**2%**
Very Good	**18%**
Excellent	**35%**

Electrical Engineer

No	**2%**
Little	**0%**
Fair	**2%**
Very Good	**18%**
Excellent	**24%**

Textile Engineer

No	0%
Little	0%
Fair	2%
Very Good	21%
Excellent	23%

Tourism Management

No	3%
Little	0%
Fair	5%
Very Good	14%
Excellent	14%

Mechanical Engineer

No	3%
Little	0%
Fair	5%
Very Good	14%
Excellent	17%

Civil Engineer

No	0%
Little	2%
Fair	6%
Very Good	21%
Excellent	30%

Business Administration

No	0%
Little	0%
Fair	2%
Very Good	20%
Excellent	38%

Accounting

No	5%
Little	0%
Fair	2%
Very Good	18%
Excellent	12%

The financial rewards are commensurate with the qualifications of each employee ?

Minimum	0%
Little	3%
Fair	21%
Very	47%
Great	15%

Are you willing to finance the specialization / additional training of workers?

Yes	56%
No	21%

Do you plan to expand the activity of your business in the near future?

Yes	56%
No	32%

Are there prospects of your business expanding at European level? (1)

Automation Engineer

No	14%
Little	11
Fair	9%
Very Good	8%
Excellent	2%

Electrical Engineer

No	12%
Little	14%
Fair	11%
Very Good	3%
Excellent	5%

Electronic Engineer

No	11%
Little	9%
Fair	11%
Very Good	5%
Excellent	2%

Computer Systems Engineer

No	12%
Little	11%
Fair	9%
Very Good	9%
Excellent	6%

Are there prospects of your business expanding at European level? (2)

Textile Engineer

No	15%
Little	6%
Fair	5%
Very Good	2%
Excellent	0%

Mechanical Engineer

No	15%
Little	8%
Fair	8%
Very Good	5%
Excellent	2%

Business Administration

No	11%
Little	14%
Fair	11%
Very Good	3%
Excellent	9%

Are there prospects of your business expanding at European level? (3)

Civil Engineer

No	**14%**
Little	**11%**
Fair	**5%**
Very Good	**3%**
Excellent	**0%**

Tourism Management

No	**9%**
Little	**8%**
Fair	**8%**
Very Good	**2%**
Excellent	**0%**

Accounting

No	**15%**
Little	**14%**
Fair	**12%**
Very Good	**2%**
Excellent	**2%**
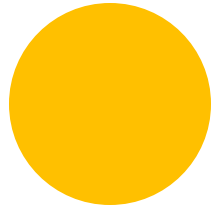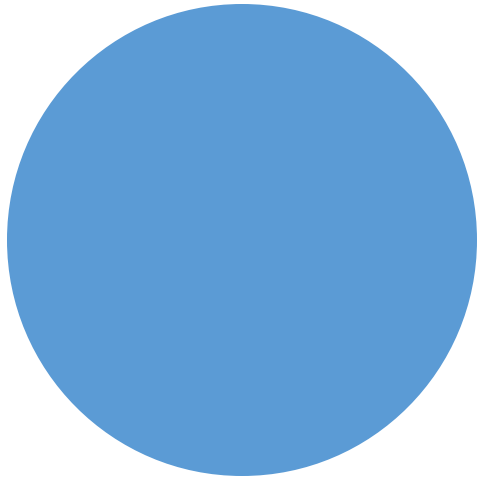
Do you think that in the next three years your company's needs will increase in specialized executives ?

No	8%
Little	23%
Fair	30%
Very	33%
Greatly	6%

How much has the economic crisis affected your enterprise ?

Not at all	0%
Little	6%
Fair	38%
A lot	36%
Greatly	20%

Has the number of employees been altered in your business over the last two years ?

Yes	76%
No	24%

If yes, specify the change of personnel in the following sections: (1)

Automation Engineer

Not at all	14%
Little	6%
Fair	9%
A lot	5%
Greatly	2%

Electrical Engineer

Not at all	11%
Little	5%
Fair	15%
A lot	5%
Greatly	5%

Electronic Engineer

Not at all	8%
Little	8%
Fair	9%
A lot	2%
Greatly	2%

If yes, specify the change of personnel in the following sections: (2)

Textile Engineer

Not at all	12%
Little	0%
Fair	2%
A lot	2%
Greatly	2%

Computer Systems Engineer

Not at all	9%
Little	9%
Fair	12%
A lot	3%
Greatly	5%

Mechanical Engineer

Not at all	12%
Little	2%
Fair	3%
A lot	9%
Greatly	5%

Civil Engineer

Not at all	12%
Little	0%
Fair	5%
A lot	5%
Greatly	2%

If yes, specify the change of personnel in the following sections: (3)

Business Administration

Not at all	2%
Little	9%
Fair	11%
A lot	11%
Greatly	5%

Accounting

Not at all	9%
Little	5%
Fair	9%
A lot	8%
Greatly	3%

Tourism Management

Not at all	11%
Little	2%
Fair	2%
A lot	3%
Greatly	0%

What do you think will be the arithmetic change in the personnel of your business in the coming months regarding the specializations of the T.E.I. ?

a. Increase the number of employees

Up to 5	64%
5 to 10	5%
10 to 20	0%
20 to 50	2%
50 to 75	2%
More than 75	0%

b. Reductions in the number of workers

Up to 5	50%
5 to 10	6%
10 to 20	2%
20 to 50	0%
50 to 75	2%
More than 75	0%

What are the criteria for the reduction of personnel ?

Salary / Cost of labor	39%
Effectiveness / efficiency	82%
Type of partnership / working relationship	27%
Marital status	11%
Behavior / personality traits	67%
Experience	9%
Other	6%

....AND WE HAVE QUALITATIVE INSIGHTS....
The whole analysis and research findings can be accessed and downloaded at
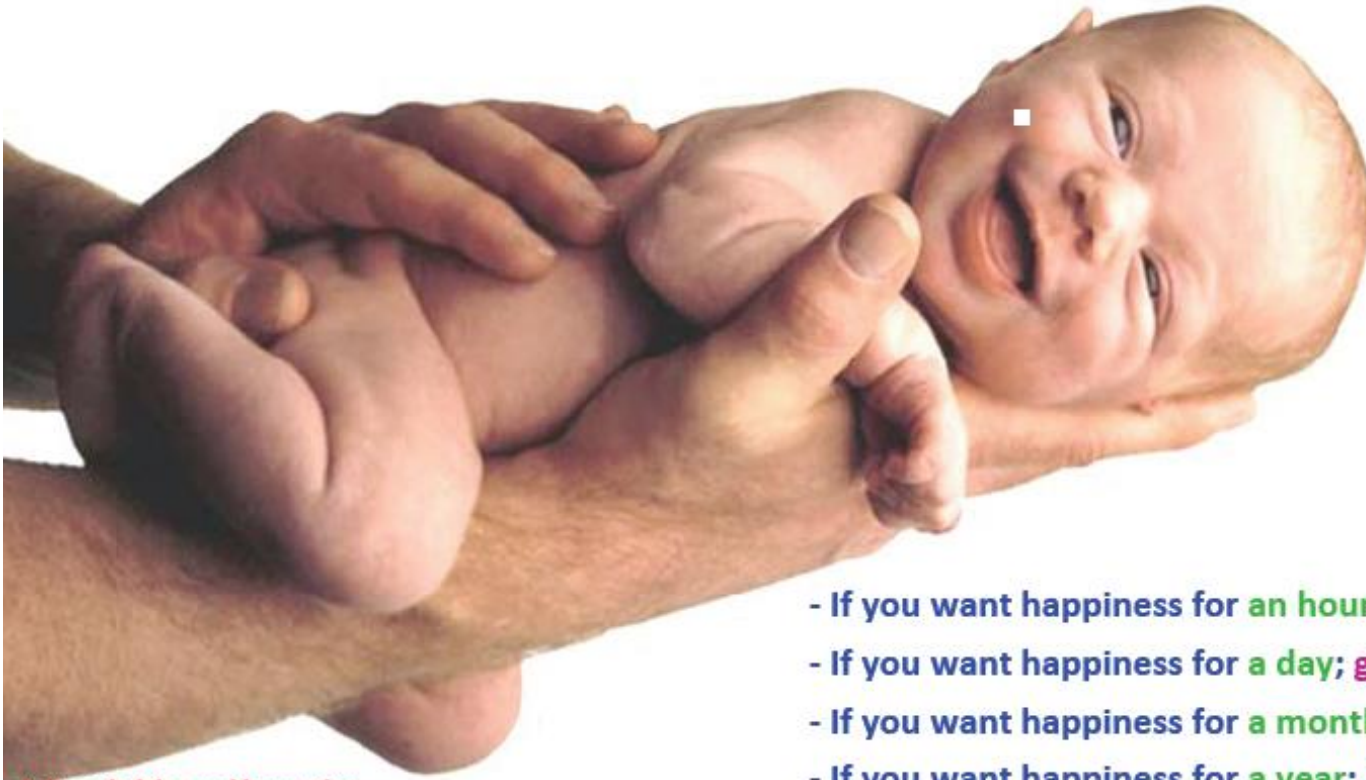www.gdias.teipir.gr

Do More with Less–The 3 R's acronym

- **R – Relationships**: Career staff must make efforts to build relationships with key players on their campus.

- **R- Resources:** This comes in the form of utilizing alumni, having a resources page devoted to websites, subscribing to searchable databases, and subscriptions etc

- **R – Reality**: For a center to operate effectively and have a positive impact on its campus, it must be realistic in its aims.

Happiness...

The secret of happines is giving instead of taking

- If you want happiness for an hour; take a nap.
- If you want happiness for a day; go fishing.
- If you want happiness for a month; get married.
- If you want happiness for a year; inherit a fortune.
- If you want happiness for a lifetime; help someone else.

Acknowledging and honouring
Everyone supporting others

Chinese Proverb