

# INTERNATIONAL CONFERENCE

1st & 2nd July 2009

Catholic University of Portugal · Porto, Portugal



EMPLOYABILITY  
& ENTREPRENEURSHIP:  
**TUNING UNIVERSITIES  
& ENTERPRISES**

## “Identificar Competências dos Graduados para o Mercado do Trabalho na Sociedade de Conhecimento”

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<http://feg.porto.ucp.pt/eetue/>

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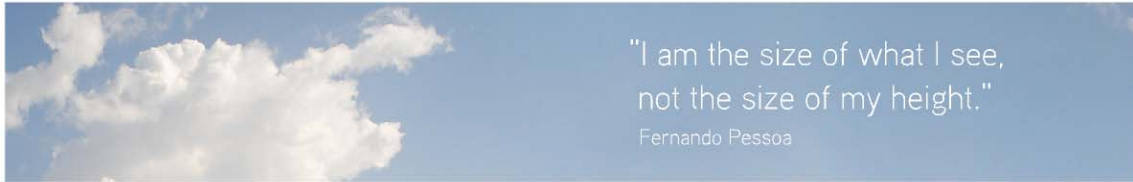


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- Fundación Universidad Empresa
- UECONVERGE project
- Internship programmes & international mobility
- Study “Undergraduate and graduate career commitment”

<http://feg.porto.ucp.pt/eetue/>

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# Working with business and academia since 1973

Private non-profit organization

Equal representation on a Board of Trustees that represents **500.000 companies, 16 universities** and **385.000 undergraduate and graduate students**

Chamber of Commerce and Industry of Madrid - Madrid Business Confederation  
16 Universities with 30 campuses in Madrid



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## Addressing the challenges and opportunities generated in the framework of university-business relations, with a special focus on:

- **Education**  
academic and career orientation for secondary students, customized training programmes for companies and institutions, course management for universities and business, UE Converge
- **Job Market and Career Development**  
internship programmes for students and graduates, career reorientation for PhDs and researchers, job fairs, job opportunities guide and website, job placements for junior profiles, studies and reports
- **Entrepreneurship**  
business incubator, on-campus workshops, annual seminar for university/vocational training students, graduate programme
- **Innovation**  
information and advisory services for SMEs, HR for RD&I, RD&I contract and project management, workshops

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# International activities

- Members of the European University Association (EUA)
- Agreements with over 25 universities in
  - Italy / United Kingdom / Sweden / France / Germany / Finland / Portugal
  - USA / Syria
- Promotors of the International GAIA Programme for recent graduates
  - Internships in international offices of Spanish companies
- Active role in the creation of university-business foundations in
  - México → FESE (operational since February 2009)
  - Chile
  - Argentina
  - Colombia

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Working  
with...



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## Working with...

- City Council of Madrid
- Regional Government of Madrid
  - Department of Education (DG Universities and Research)
  - Department of Employment and Women (DG Employment, Regional Employment Services)
  - Department of Economic Affairs
- Ministry of Science and Innovation
- Ministry of Education
- Ministry of Industry, Tourism and Commerce
- Ministry of Economy and Revenue
- Ministry of Employment and Immigration
- Ministry of Foreign Affairs and Cooperation
- Ministry of Public Works
- European Union

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## UECONVERGE PROJECT

A privileged observatory of knowledge sharing  
between business and universities

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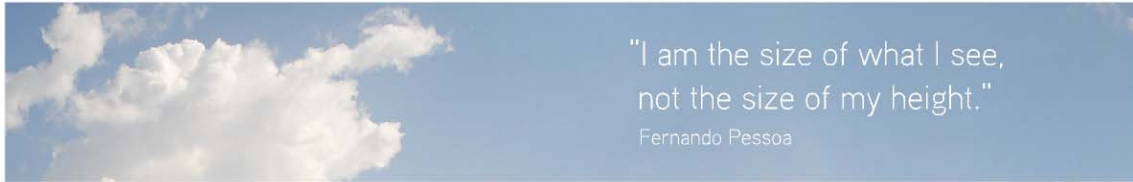


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# ueconverge.com: Why?

Bologna Process / European Higher Education Area / Knowledge Society Job Market Requirements

- Universities are redesigning their higher education degrees, study contents and teaching methods
- Employers profile requirements have changed in the framework of globalization and knowledge society
- Skills and competences have acquired key priority in the knowledge society job market



- New degrees and study contents must not only provide academic knowledge, but also guarantee the acquisition of adequate skills and competences for employability and career development in the knowledge society
- Universities need first hand information from employers
- Employers need to transmit their profile requirements to Universities



“Three out of every four companies have never contacted a University”  
Ángel Gabilondo, Minister of Education

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# ueconverge.com: How?

- On-line platform
  - Information/Background documentation:
    - Bologna Process and European Higher Education Area: Bologna Declaration and UE Communiqués 2001-2007
    - Spanish Education Administration: recent legislation regarding EHEA
    - Reports and Studies: Reflex, Tuning, Trends and others regarding the Spanish Higher Education System
    - Press area: news coverage of the Bologna Process in Spain
  - Questionnaires:
    - By experts from the participating Universities and FUE / For HR managers and experts
    - Issues addressed:
      - General and specific graduate skills/competences required by employers
      - Level of skills/competences held by graduates entering the job market
      - Gaps between employer needs and graduate skill/competency levels
      - Employer needs regarding curricular internships and stages
  - Results:
    - Access to preliminary results of each questionnaire is provided for participating Universities, companies and institutions

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# ueconverge.com: Who?

- Institutional support
  - Madrid Chamber of Commerce
  - Madrid Business Confederation (CEIM)
  - Regional Government (DG Universities and Research, Department of Education)
- Participating parties
  - Expert Committee
    - 1 representative from each of the 16 Universities of Madrid, supported by internal teams of experts in specific knowledge areas
    - 1 representative of the Fundación Universidad-Empresa, supported by staff members
    - 1 representative of the Regional Government (DG Universities and Research, Dept. of Education)
  - Employers:
    - 220 HR managers and/or experts from companies and corporations, business associations,
    - NLOs and research institutions (large, medium and small) representing 25 economic sectors and currently employing over 685.000 people.

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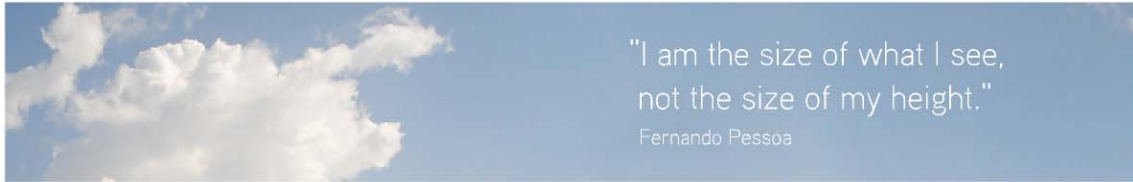


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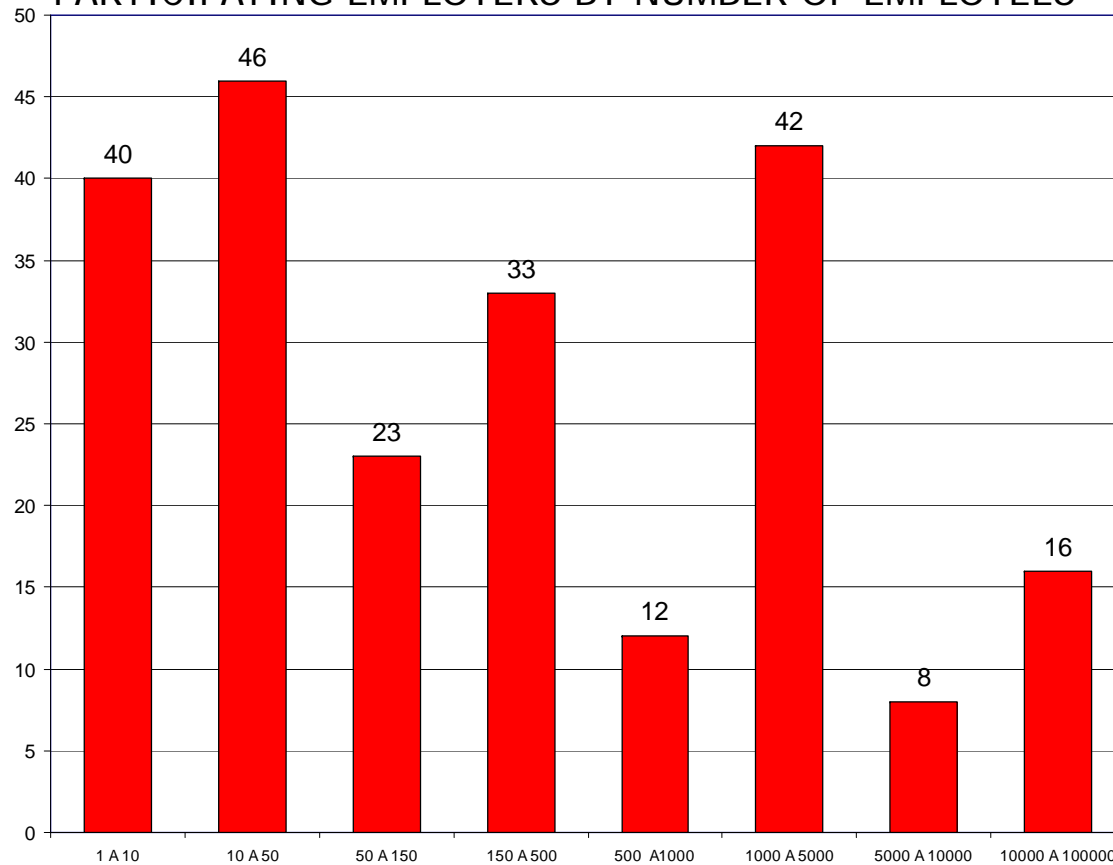




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## OVER 200 PARTICIPATING EMPLOYERS

PARTICIPATING EMPLOYERS BY NUMBER OF EMPLOYEES



TOTAL NUMBER OF  
EMPLOYEES  
REPRESENTED: 687.000

39.1% small enterprises  
25.5% medium enterprises  
35.4% large enterprises

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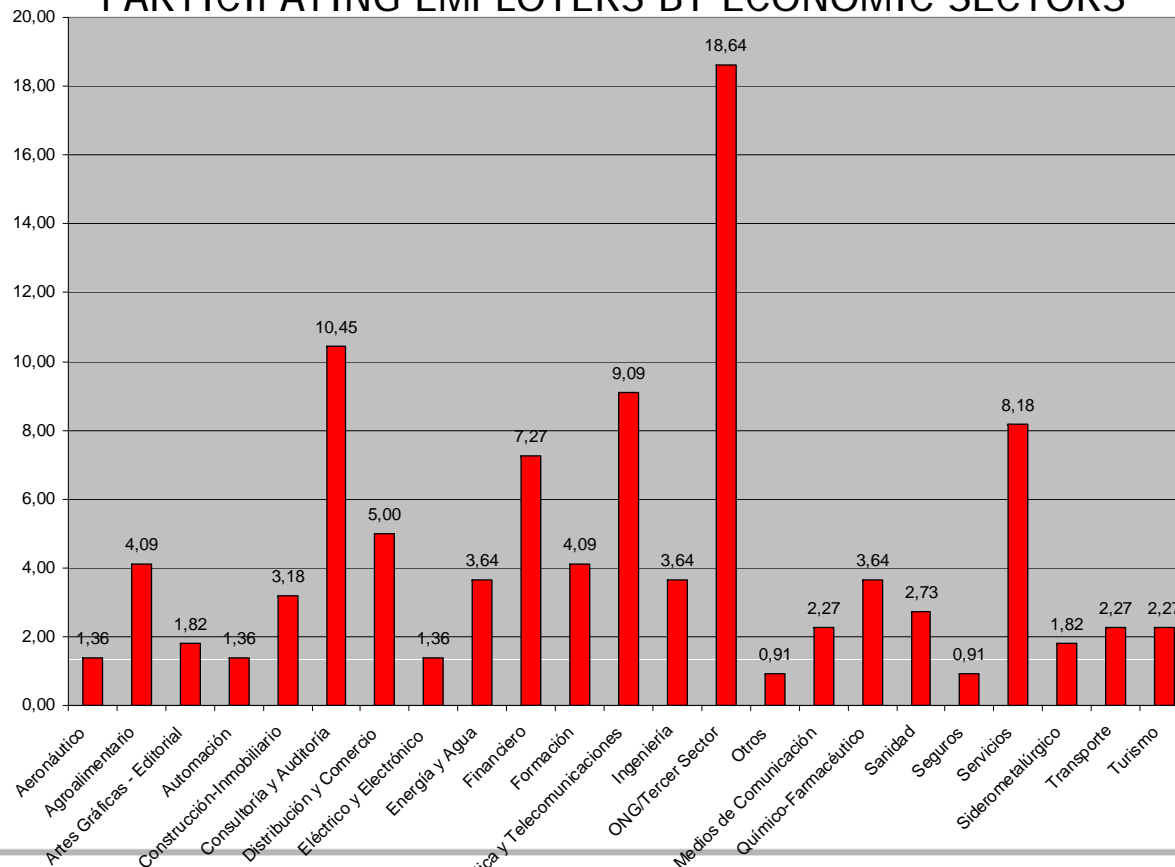




**EMPLOYABILITY  
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# OVER 200 PARTICIPATING EMPLOYERS

**PARTICIPATING EMPLOYERS BY ECONOMIC SECTORS**



TOTAL NUMBER OF SECTORS: 25

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## A privileged forum for knowledge sharing and cooperation between business and universities: ueconverge.com

### PHASE 1

- **Analysis of general skills and competences** all graduates should possess: 21 instrumental, personal and systemic skills and competences, based on Reflex and Tuning; computer and language skills and competences; knowledge of organizational and methodological aspects of a business or corporation

### PHASE 2

- **Analysis of specific skills/competences and knowledge requirements** by academic subject areas (68 degrees).

### PHASE 3

- **Analysis of internship programmes** as a needed or necessary training experience in the framework of the new higher education degrees and study content

### All questionnaires seek to identify:

- Employer requirements
- Graduate level of skills/competences and knowledge
- Gaps between employer needs/graduate levels

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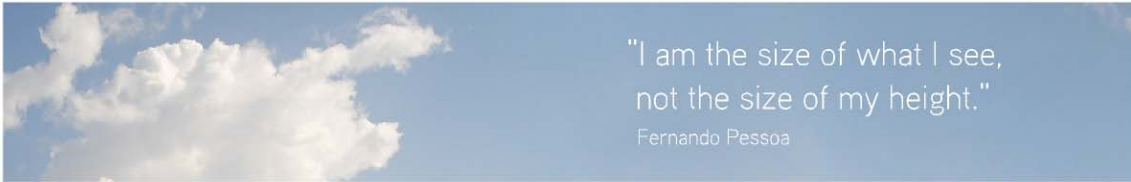


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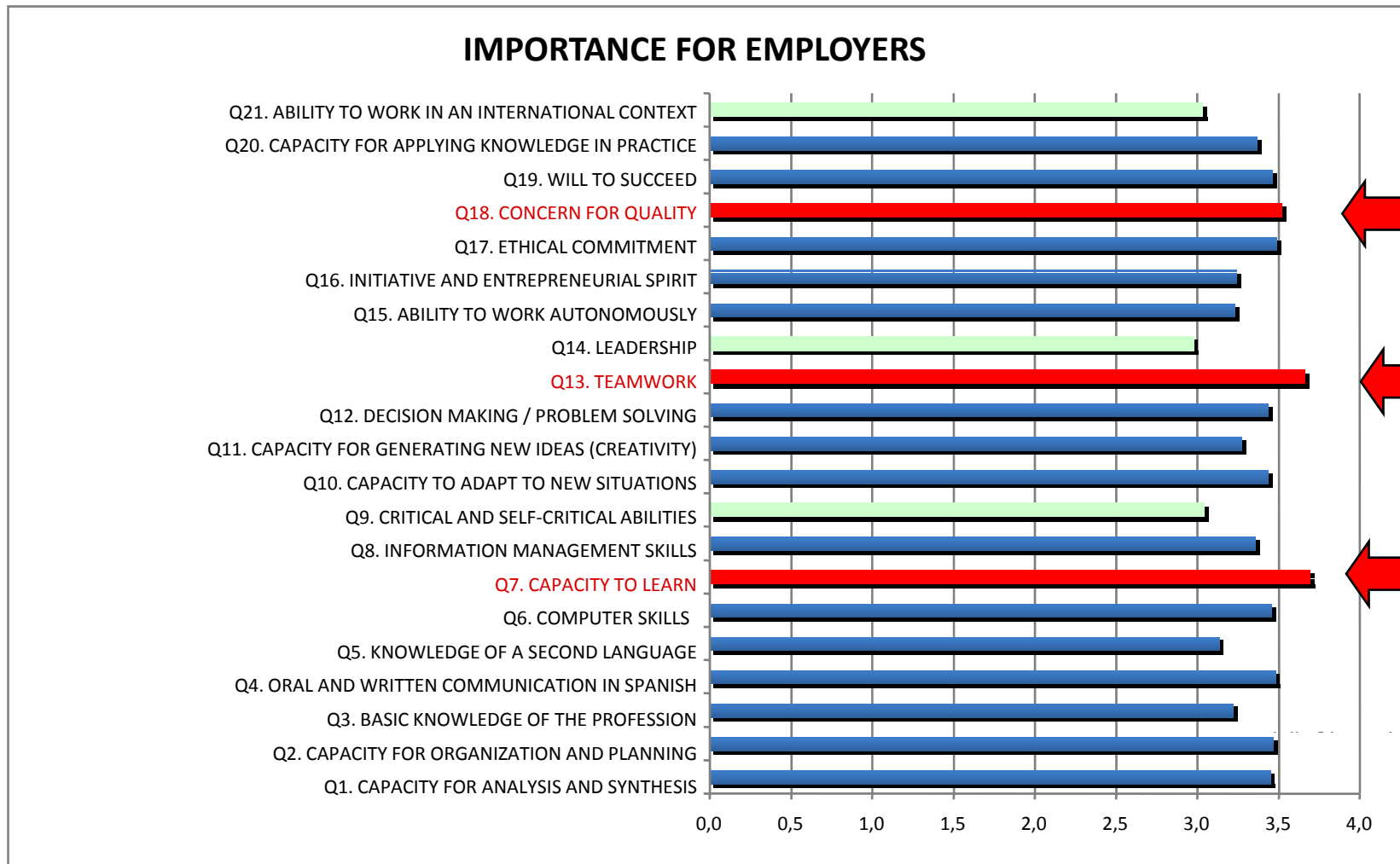
Partners:





# PHASE 1: RESULTS QUESTIONNAIRE 1

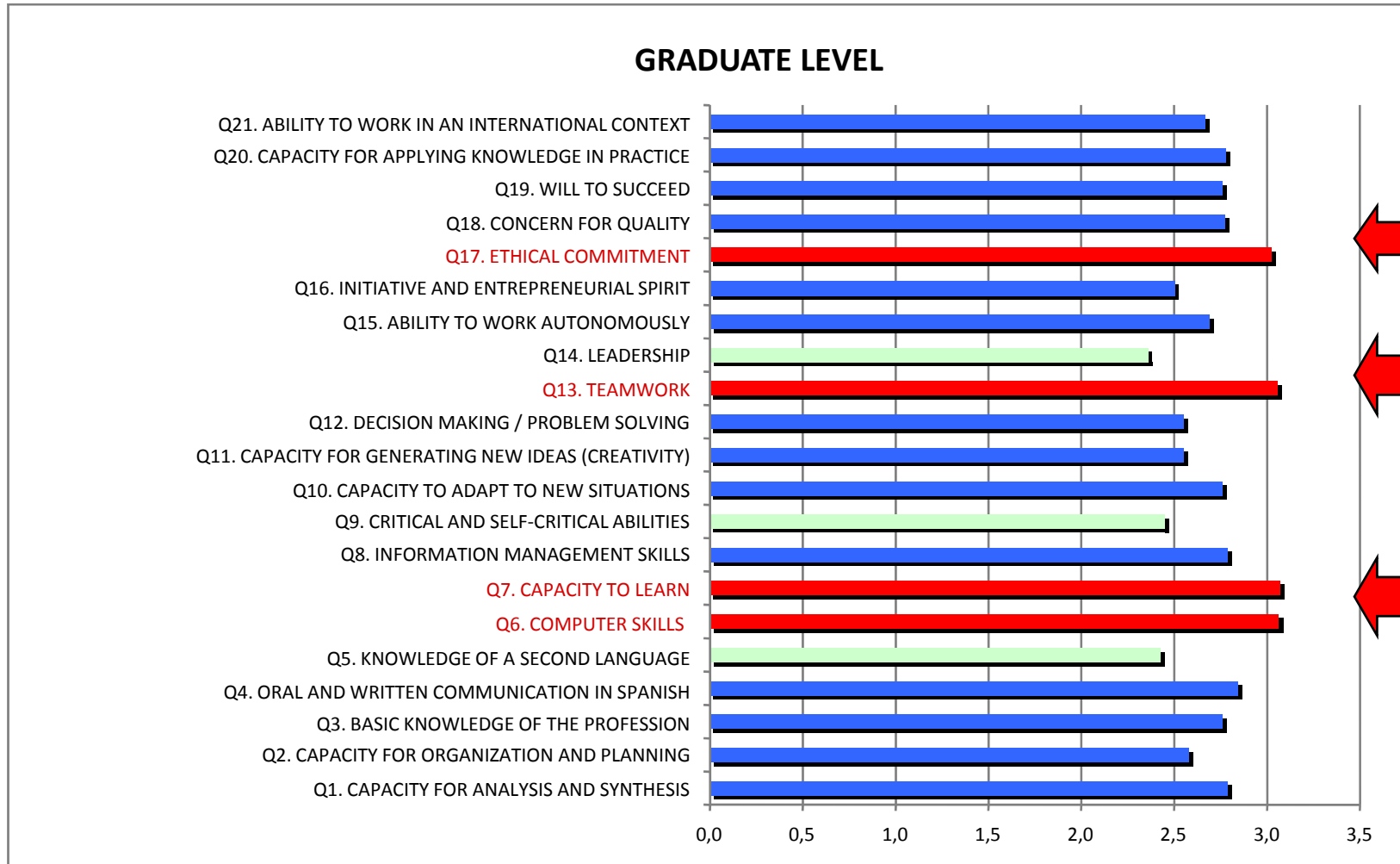
Instrumental, personal and systemic skills/competences





# PHASE 1: RESULTS QUESTIONNAIRE 1

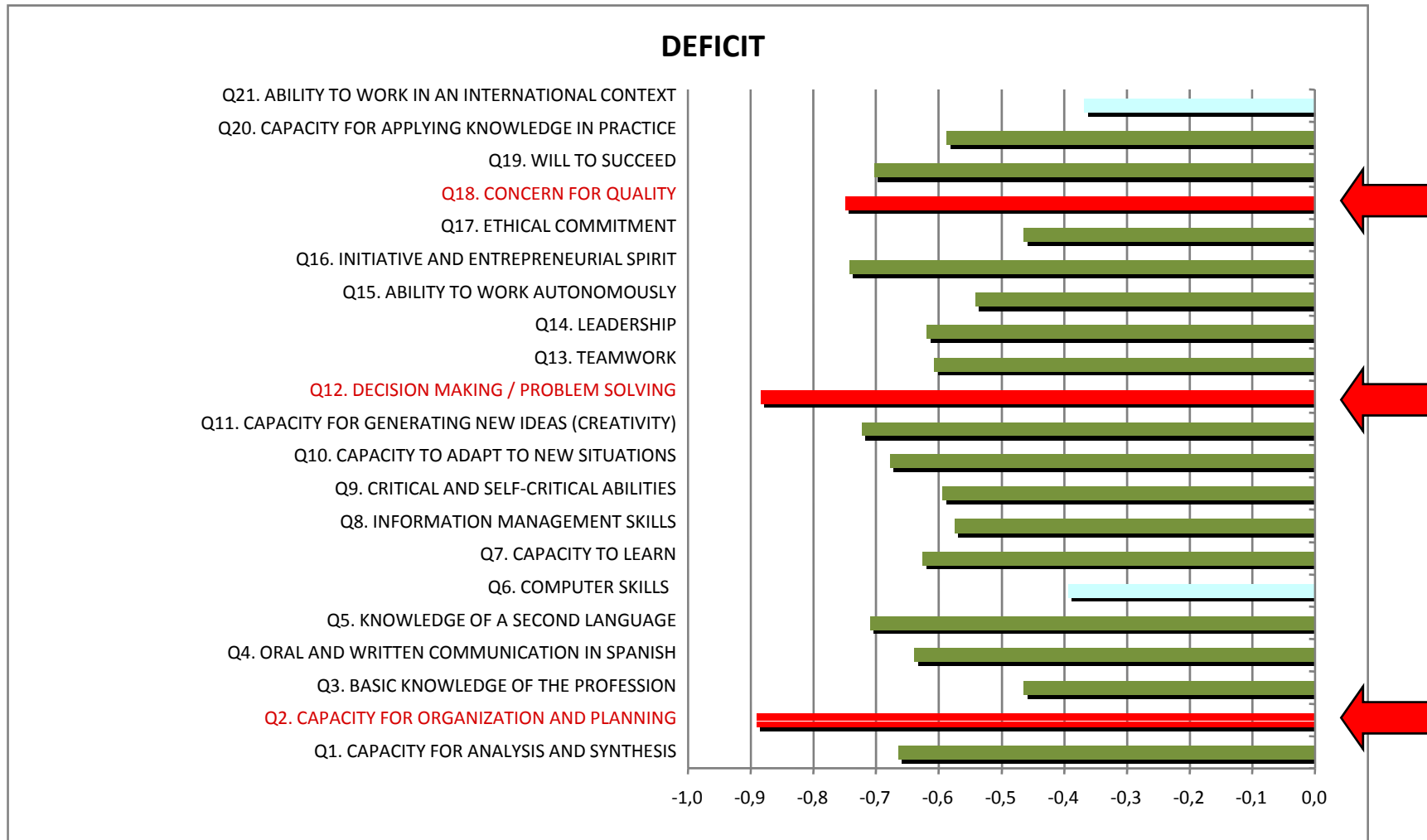
Instrumental, personal and systemic skills/competences





# PHASE 1: RESULTS QUESTIONNAIRE 1

Instrumental, personal and systemic skills/competences





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# PHASE 1: RESULTS QUESTIONNAIRE 1

Instrumental, personal and systemic skills/competences

<b>MOST IMPORTANT FOR EMPLOYERS</b>	<b>HIGH GRADUATE LEVEL</b>	<b>LEAST IMPORTANT FOR EMPLOYERS</b>	<b>LOW GRADUATE LEVEL</b>	<b>LARGEST GAPS</b>	<b>SMALLEST GAPS</b>
Teamwork	Teamwork	Leadership	Leadership	Decision making & problem solving	Computer skills
Capacity to learn	Capacity to learn	Critical/self-critical abilities	Critical and self-critical abilities	<u>Concern for quality</u>	Capacity to work in international context
Concern for quality	Computer skills	Capacity to work in international context	Language skills	Capacity for organization and planning	Basic knowledge of the profession

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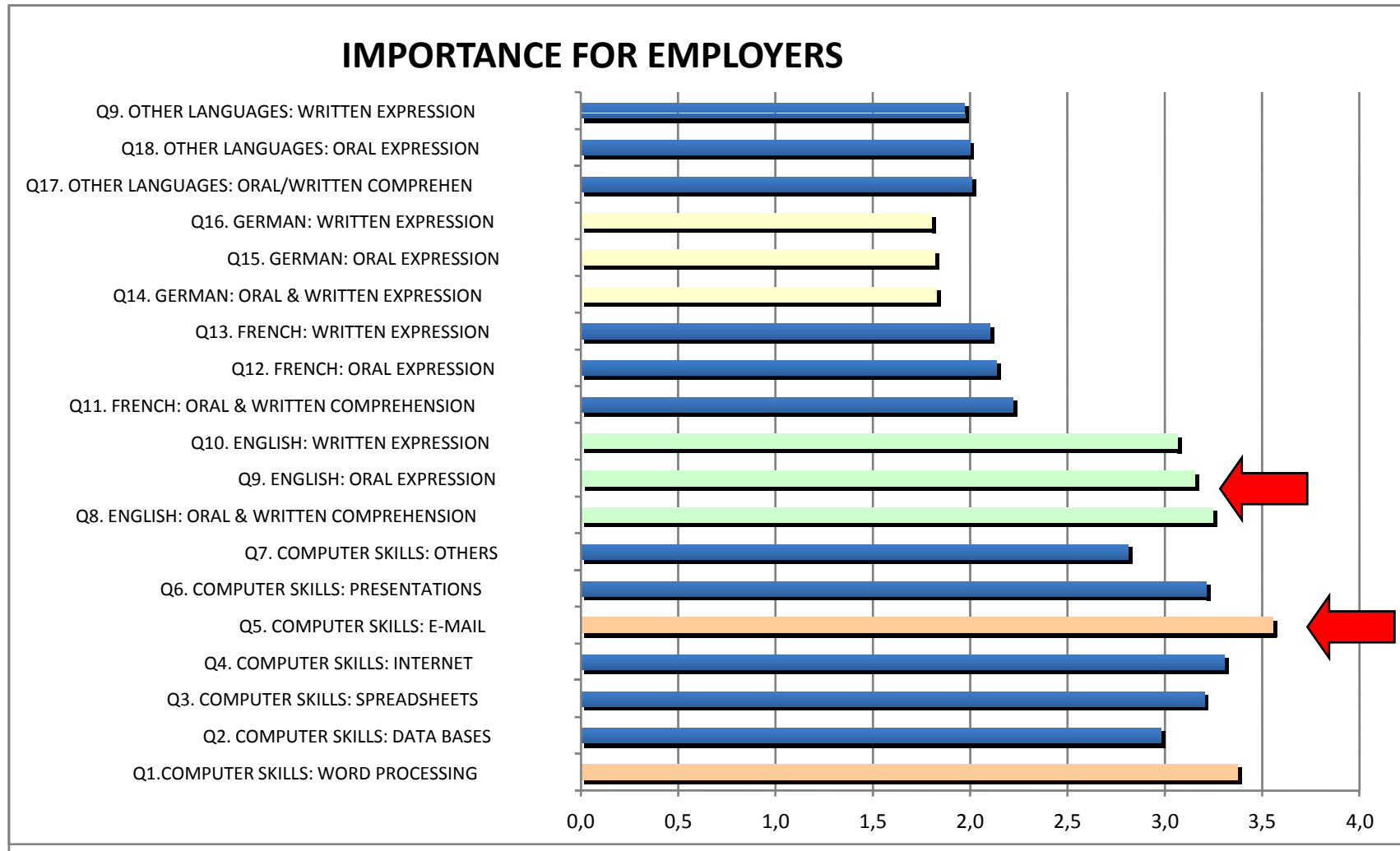
Partners:





# PHASE 1: RESULTS QUESTIONNAIRE 2

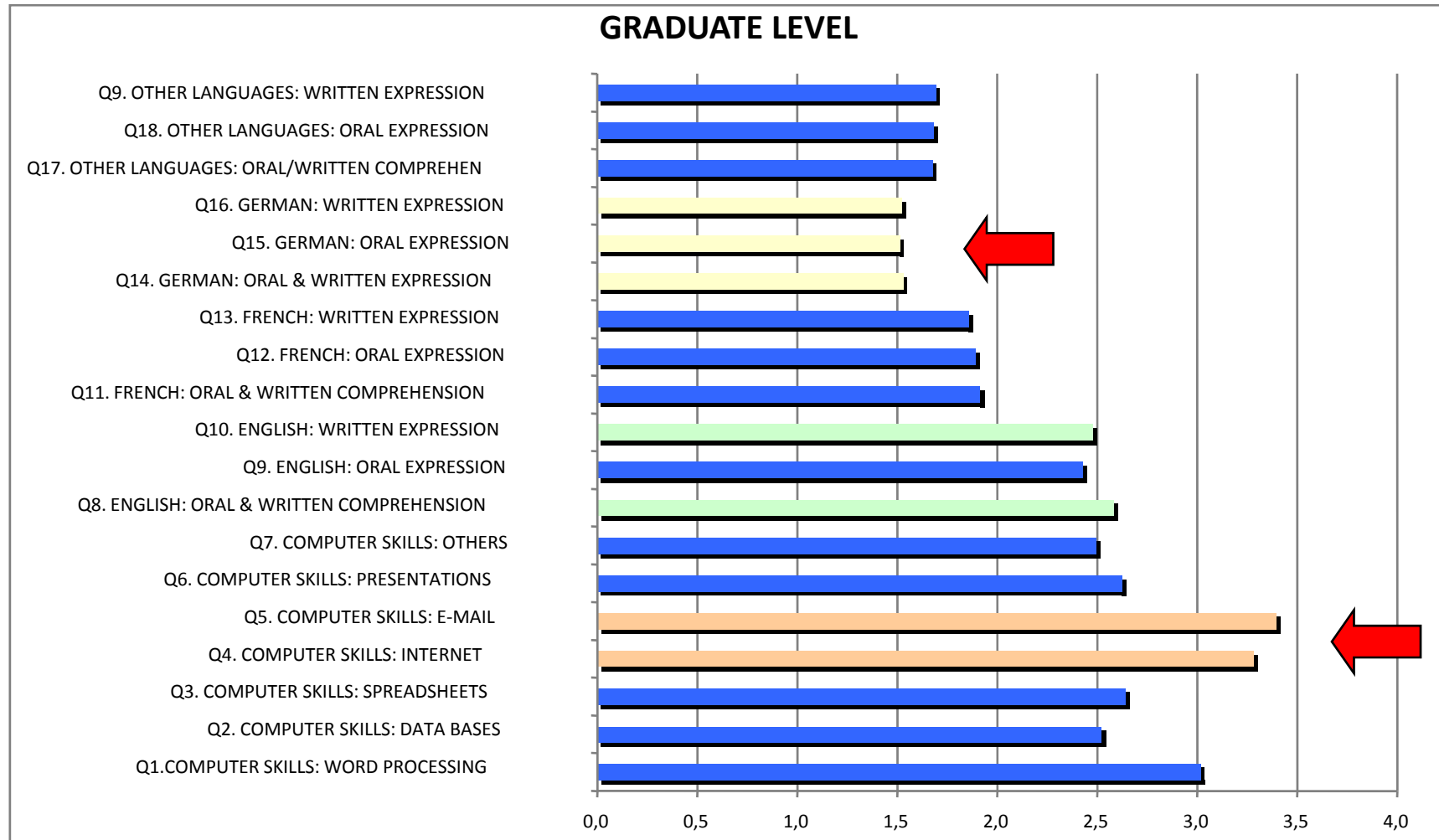
## Computer and language skills and competences





# PHASE 1: RESULTS QUESTIONNAIRE 2

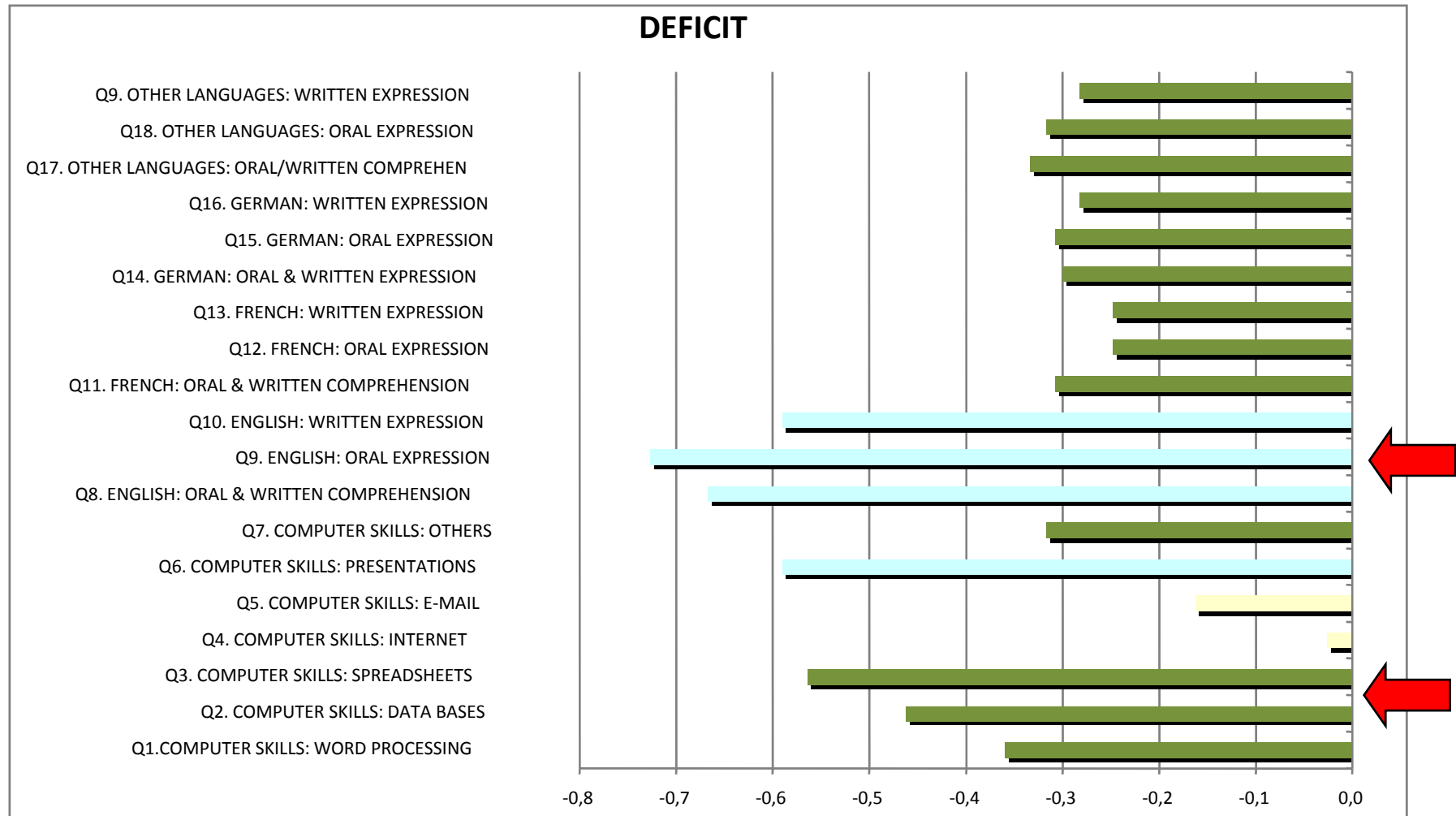
## Computer and language skills and competences





# PHASE 1: RESULTS QUESTIONNAIRE 2

## Computer and language skills and competences





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# PHASE 1: RESULTS QUESTIONNAIRE 2

Computer and language skills and competences

<b>MOST IMPORTANT FOR EMPLOYERS</b>	<b>HIGH GRADUATE LEVEL</b>	<b>LEAST IMPORTANT FOR EMPLOYERS</b>	<b>LOW GRADUATE LEVEL</b>	<b>LARGEST GAPS</b>	<b>SMALLEST GAPS</b>
E-mail/Internet  Word processing	E-mail/Internet  Word processing	Data bases  Other applications	Data bases  Other applications	Presentations  Data bases  Spreadsheets	E-mail/Internet
English: Oral and written comprehension  Oral and written and expression	English: Oral and written comprehension  Written expression	German: Oral and written comprehension  Oral and written and expression	German: Oral and written comprehension  Oral and written and expression	English: Oral and written comprehension  Oral and written and expression	French: Oral and written and expression

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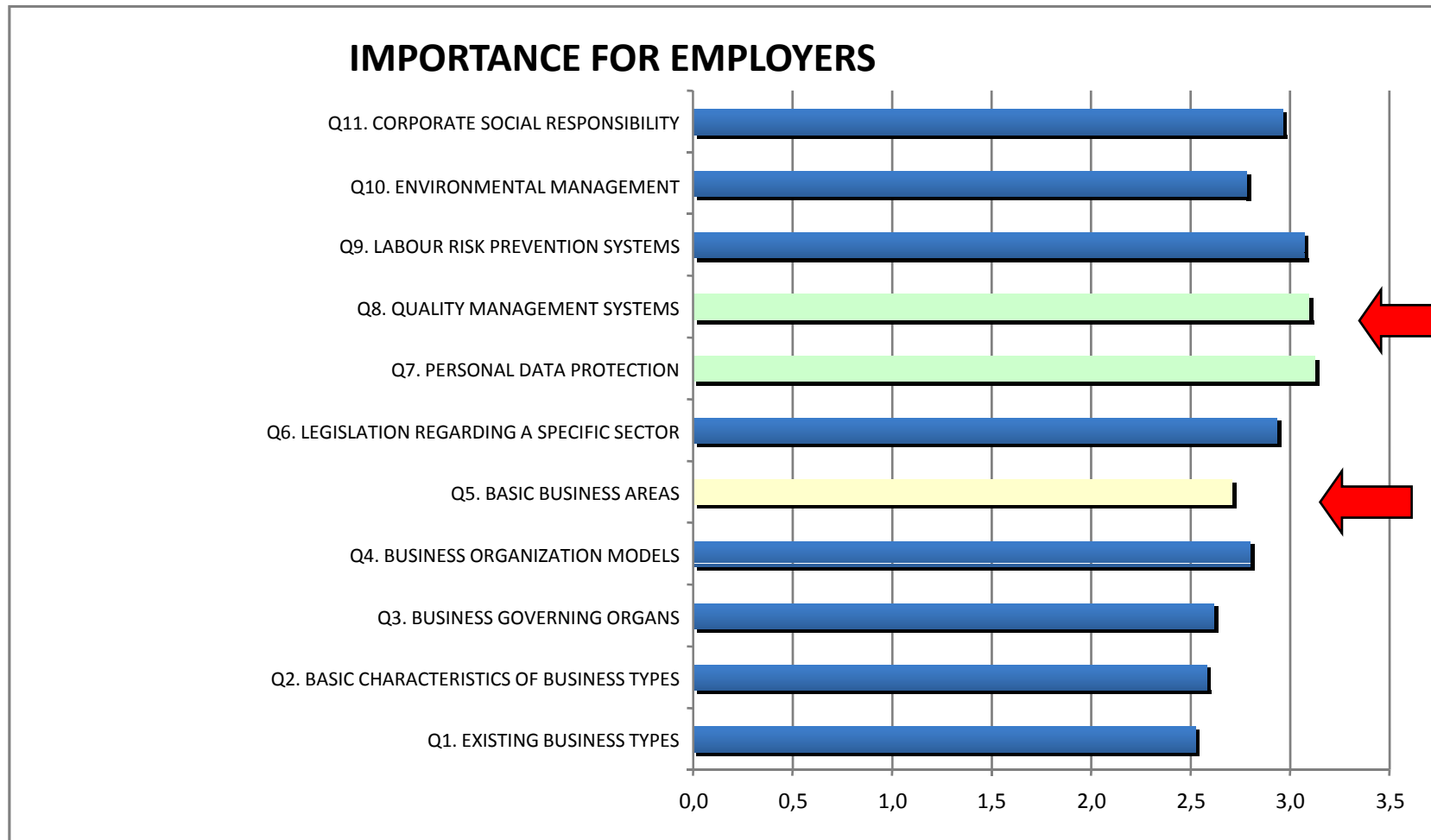
Partners:





# PHASE 1: RESULTS QUESTIONNAIRE 3

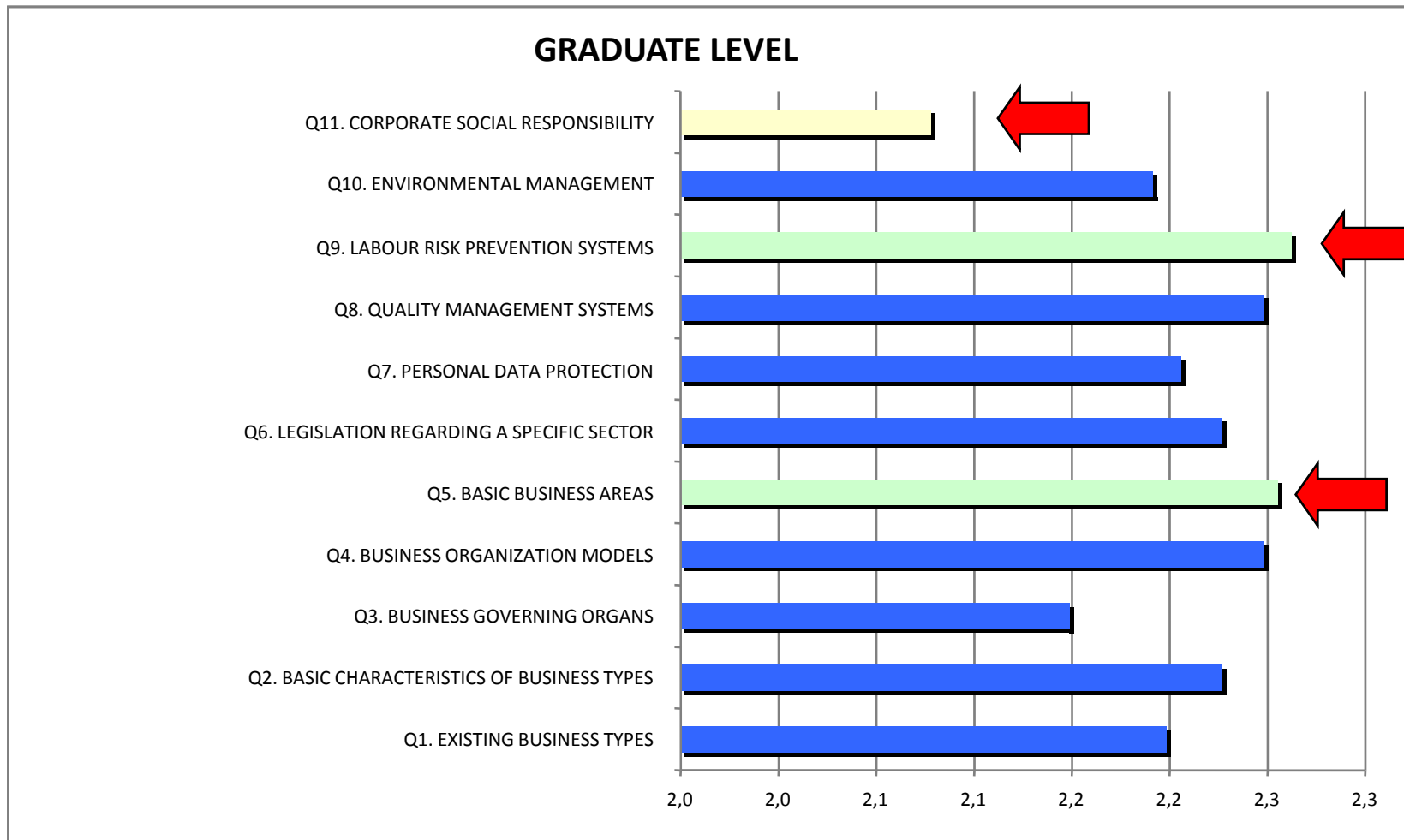
Knowledge of organizational & methodological aspects of a business or corporation





# PHASE 1: RESULTS QUESTIONNAIRE 3

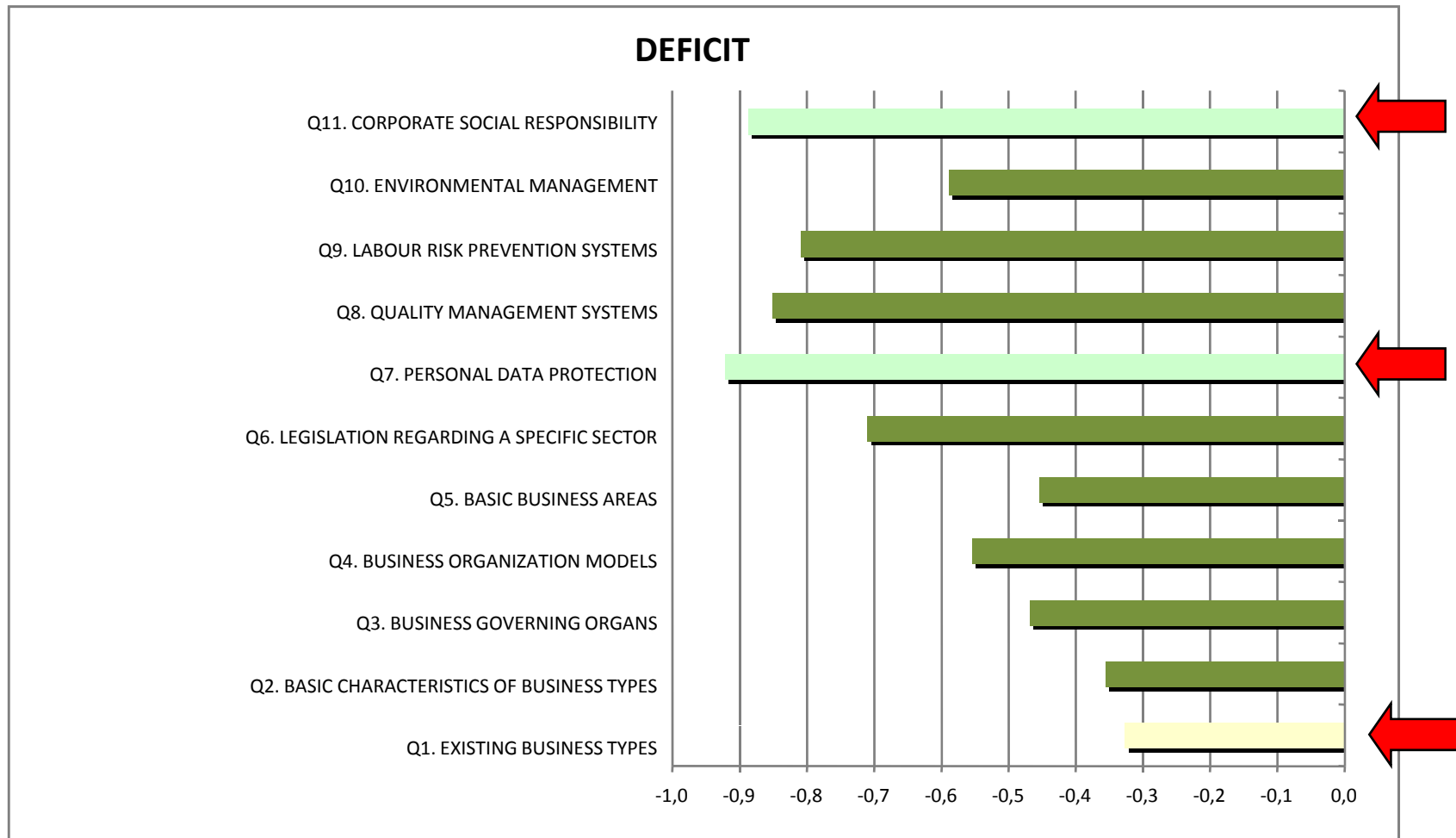
Knowledge of organizational & methodological aspects of a business or corporation





# PHASE 1: RESULTS QUESTIONNAIRE 3

Knowledge of organizational & methodological aspects of a business or corporation





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# PHASE 1: RESULTS QUESTIONNAIRE 3

Knowledge of organizational & methodological aspects of a business or corporation

<b>MOST IMPORTANT FOR EMPLOYERS</b>	<b>HIGH GRADUATE LEVEL</b>	<b>LEAST IMPORTANT FOR EMPLOYERS</b>	<b>LOW GRADUATE LEVEL</b>	<b>LARGEST GAPS</b>	<b>SMALLEST GAPS</b>
Quality management Systems  Personal data protection	Basic business areas  Labour risk prevention systems	Types of business and principle characteristics	Corporate social responsibility	Personal data protection  Corporate social responsibility	Types of business and principle characteristics

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## PHASE 2: SPECIFIC SKILLS/COMPETENCES AND KNOWLEDGE REQUIREMENTS

- 5 debate channels → 68 degrees/study areas
  - Arts & Humanities → 14 degrees/study areas
  - Architecture & Engineering → 14 degrees/study areas
  - Experimental Sciences → 10 degrees/study areas
  - Life Sciences → 9 degrees/study areas
  - Social & Legal Sciences → 21 degrees/study areas
- Specific questionnaire for each degree/study area
  - Employer requirements
  - Graduate level of specific skills/competences and knowledge
  - Gaps between employer needs/graduate levels

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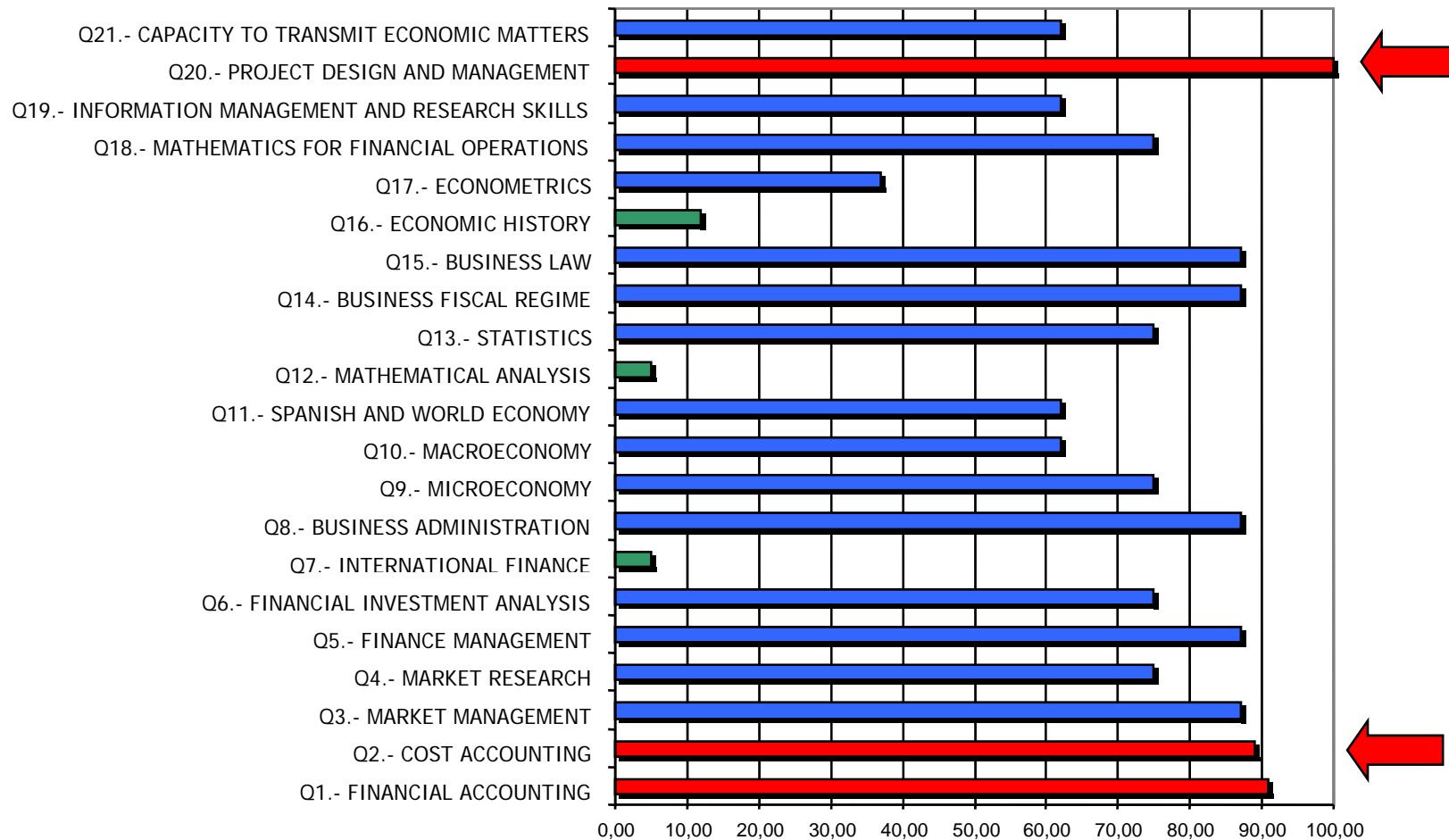
Partners:





## PHASE 2: SPECIFIC SKILLS/COMPETENCES AND KNOWLEDGE REQUIREMENTS

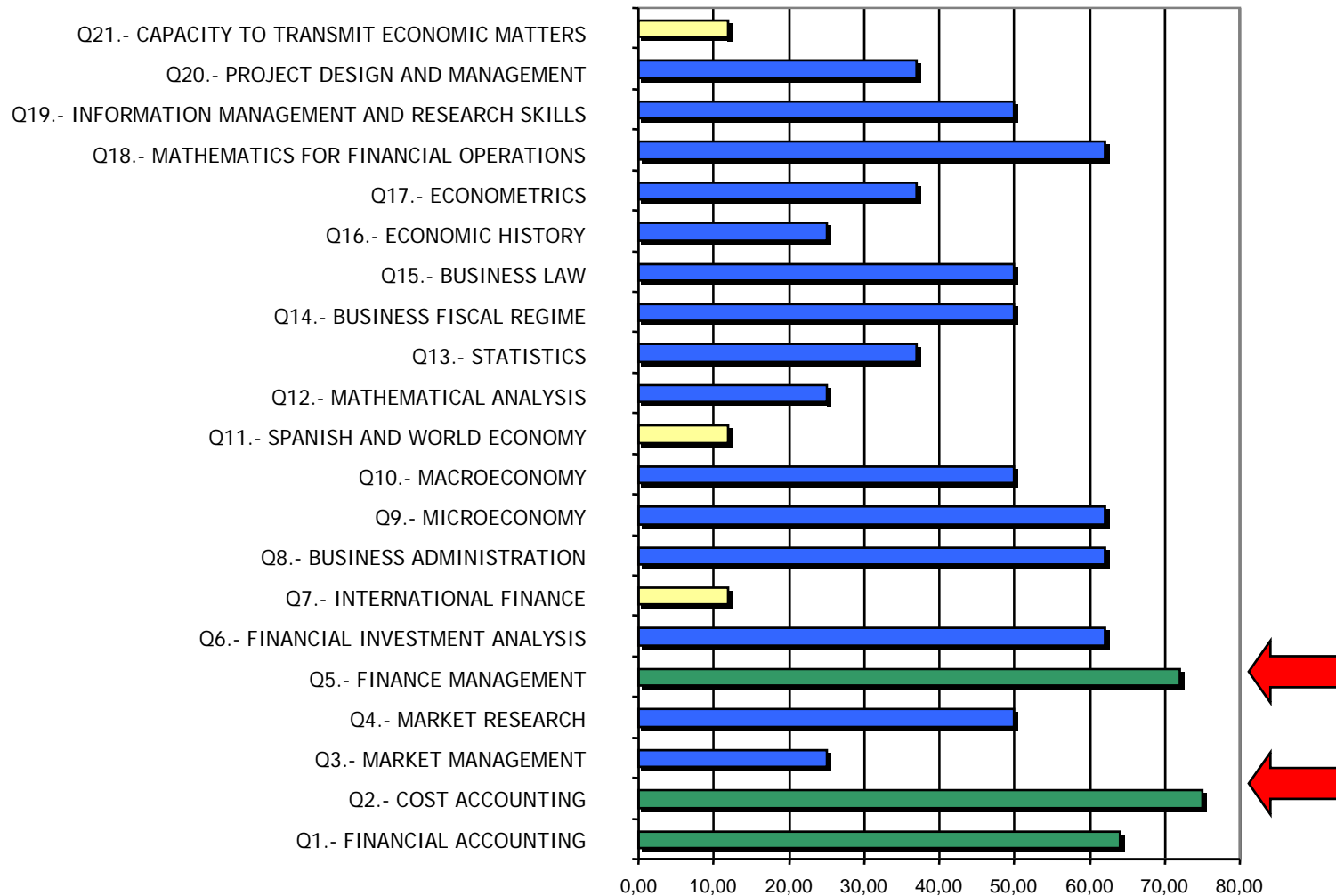
EXAMPLE: BUSINESS ADMINISTRATION . IMPORTANCE FOR EMPLOYERS





## PHASE 2: SPECIFIC SKILLS/COMPETENCES AND KNOWLEDGE REQUIREMENTS

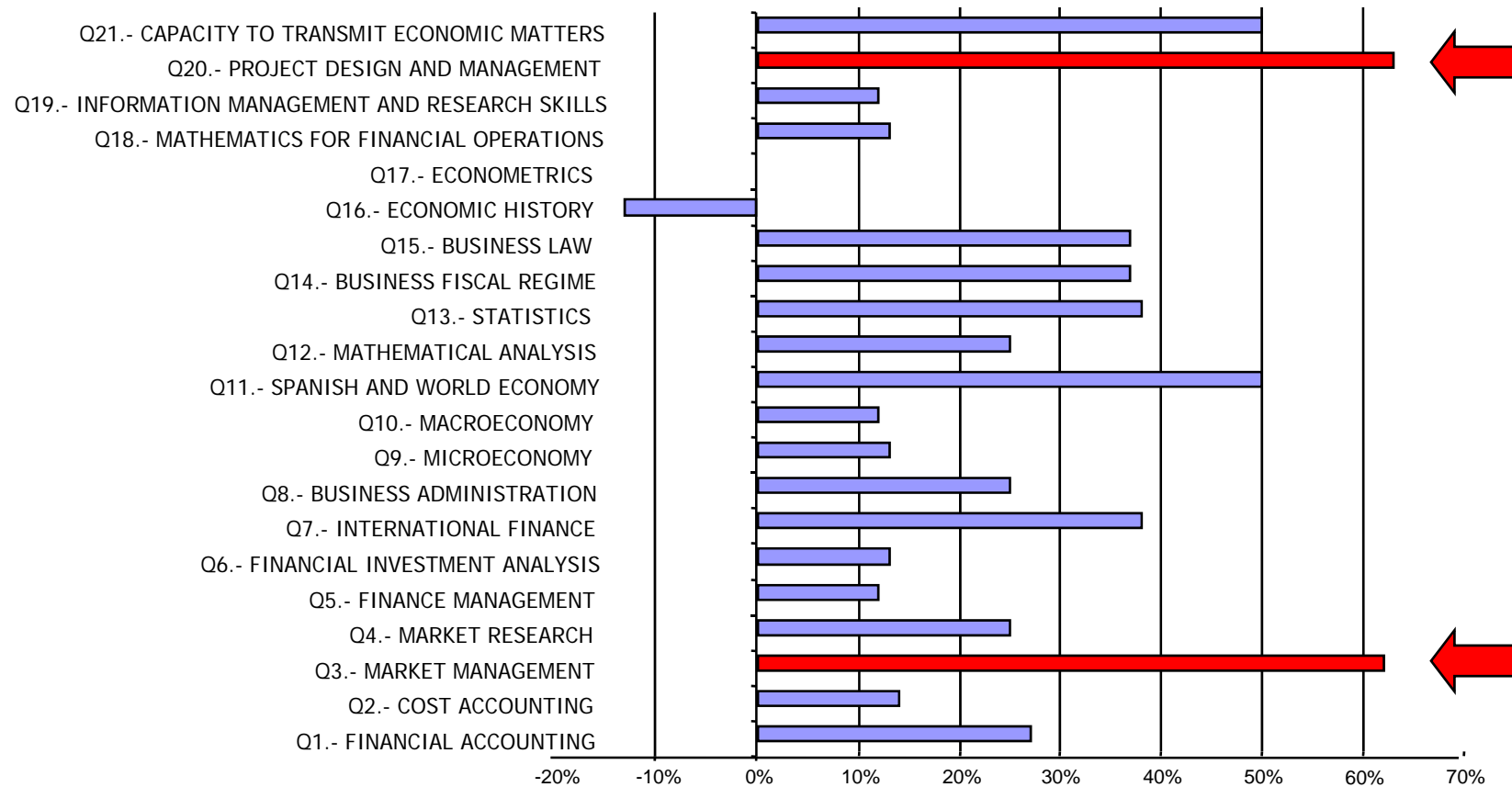
EXAMPLE: BUSINESS ADMINISTRATION . GRADUATE LEVEL

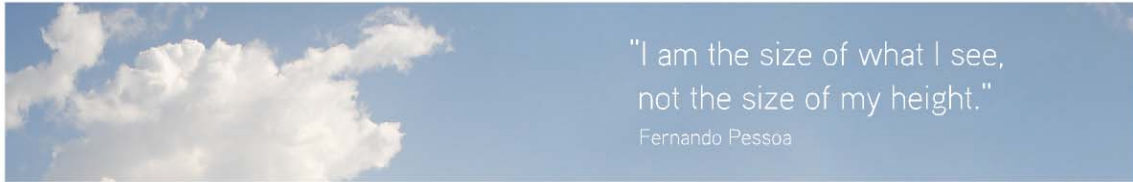




# PHASE 2: SPECIFIC SKILLS/COMPETENCES AND KNOWLEDGE REQUIREMENTS

EXAMPLE: BUSINESS ADMINISTRATION . DEFICIT





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## PHASE 2: SPECIFIC SKILLS/COMPETENCES AND KNOWLEDGE REQUIREMENTS

EXAMPLE: BUSINESS ADMINISTRATION . RESULTS

<b>MOST IMPORTANT FOR EMPLOYERS</b>	<b>HIGH GRADUATE LEVEL</b>	<b>LEAST IMPORTANT FOR EMPLOYERS</b>	<b>LOW GRADUATE LEVEL</b>	<b>LARGEST GAPS</b>	<b>SMALLEST GAPS</b>
Project design & management	Finance management	International finance	International finance	Project design & management	Economic history
Cost Accounting	Cost Accounting	Mathematical analysis	Spanish & world economy	Market management	
Financial Accounting	Financial Accounting	Economic history	Capacity to transmit economic matters	Capacity to transmit economic matters	

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# PHASE 3: RESULTS QUESTIONNAIRE 1

## Internship programmes

Practical professional training is important	99%
Students should have working experiences through company internships	96%
Internships should be mandatory	82%
Credits should be given for internship experiences	92%
Students/graduates should receive a stipend during their internships	82%
Stipends should be paid by the host company	62%
Minimum and maximum internship duration	6 - 12 months
Minimum and maximum weekly hours for internships	20 - 40 hours
Internships coinciding with the academic year	88%
Internships should focus on the acquisition of generic and specific competences	84%
Participating companies/organizations that offer, or would be willing to offer, student internships	95%

<http://feq.norpo.urn.pt/estue/>

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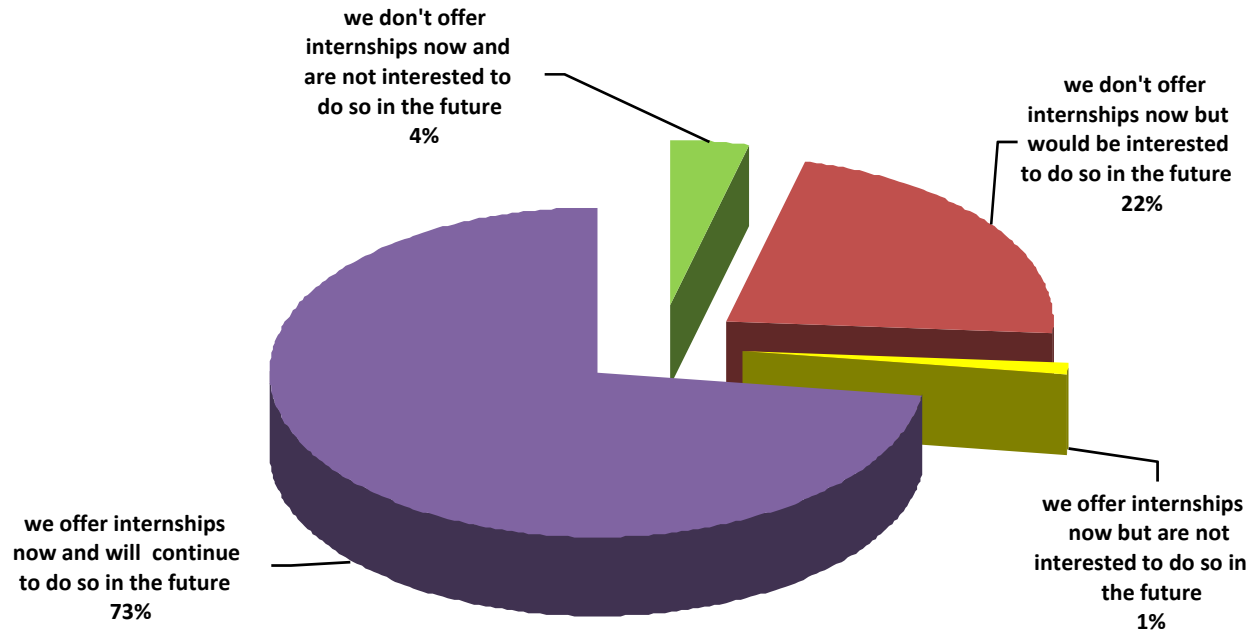




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# PHASE 3: RESULTS QUESTIONNAIRE 1

## Internship programmes



Company interest in offering student internships in the future

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## A privileged forum for knowledge sharing and cooperation between business and universities: ueconverge.com

### PHASE 4

- **Incorporation of results** in the evaluation and design of new degrees and course contents by the universities of Madrid

### PHASE 5

- **Expansion of the platform** to other Spanish universities (regional ueconverge platforms following the Madrid experience) and **global national results**

### PHASE 6

- **Develop an interactive university-business marketplace for joint ventures and cooperative actions** based on social networking technologies (web 2.0): applied research, consultancy, RD&I job opportunities, spin-offs, research grants, sponsorships, etc.

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## Student and Graduate Internship Programmes

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## Student and Graduate Internship Programmes: **our role**

- Recruitment and pre-selection process of student and graduate candidates
- Recruitment of host companies and institutions
- Counseling & orientation for candidates and host companies and institutions
- Support in the design and coordination of mandatory postgraduate programmes
- Legal and financial administration (tripartite agreements, insurance policies, taxes, company invoices, grant payments, etc.)
- Marketing and promotion to different target groups (students, graduates, universities, business, ...)
- Customization of programmes to meet specific company requirements (special recruitment needs, special training schemes, for example)

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# Student Internship Programmes

- Admission subject to prior completion of at least 50% of total degree credit load
- Internships in companies, institutions or business associations located in the metropolitan area of Madrid
- 3 to 6 months, during the academic year or special summer programmes
- Part-time (20 to 25 hours/week), morning or afternoon shifts
- 400 € minimum monthly grant
- Financing from host companies covers the cost of intern grants and special seminars and activities



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not the size of my height."  
Fernando Pessoa



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# Graduate Internship Programmes

- Maximum age 30 years old, under 6 months experience in degree field, Spanish and foreign graduates
- Internships in companies, institutions or business associations located in Spain and abroad
- 12 to 18 months, full-time
- 800 to 1500 € monthly grant
- Mandatory postgraduate courses (University postgraduate programmes specifically designed for the different internship programmes, 160 to 300 hours, classroom and/or on-line)
- Upon completion of the programme (academic courses and internship) graduates receive a postgraduate degree granted by the participating university



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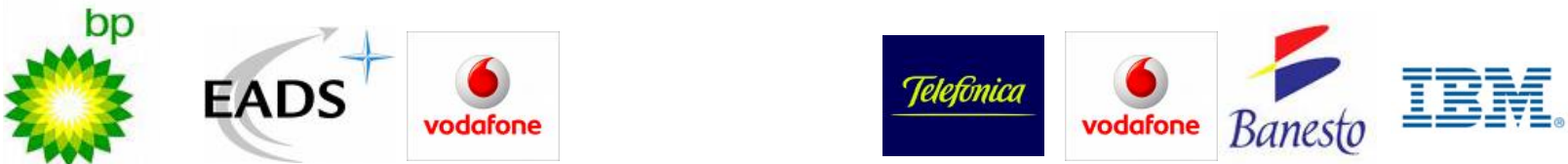




# Student and Graduate Internship Programmes: transnational mobility



- Transnational mobility : Foreign students in Madrid
- Transnational mobility: Spanish graduates abroad / Foreign graduates in Spain & other countries



Placements for students and graduates from 25 countries world-wide

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1st & 2nd July 2009

Catholic University of Portugal · Porto, Portugal



## EMPLOYABILITY & ENTREPRENEURSHIP: TUNING UNIVERSITIES & ENTERPRISES

Study

“Undergraduate and graduate career commitment”

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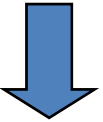
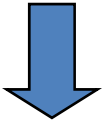
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Companies know the graduate profiles they need

... but ...

¿What do graduates look for in a company?

¿What should companies do to attract and retain these profiles?



STUDY ON UNDERGRADUATE AND GRADUATE CAREER COMMITMENT

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## Objectives

- Analyze the level of commitment and the career expectations of Spanish undergraduates and graduates and identify:
  - ¿How they perceive their professional career?
  - ¿What steps they plan to take to initiate their professional career?
  - ¿Which are their prime motivations when evaluating a job opportunity and a particular company?
  - ¿How do they perceive internships?
- Contribute, with the results obtained, to a better definition and adjustment of HR recruitment and retention policies in order to reinforce young professionals' commitment levels.

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# Characteristics of the study

Undergraduate students

Recent Graduates

Companies

Last year students

Looking for job or internship opportunities

Hosting internships

Quantitative Study

Personal interviews (2008) / online questionnaires (2009)

Quantitative / Qualitative Study

Focus group and questionnaires (2008) / online questionnaires (2009)

In-depth interviews and questionnaires (2008)

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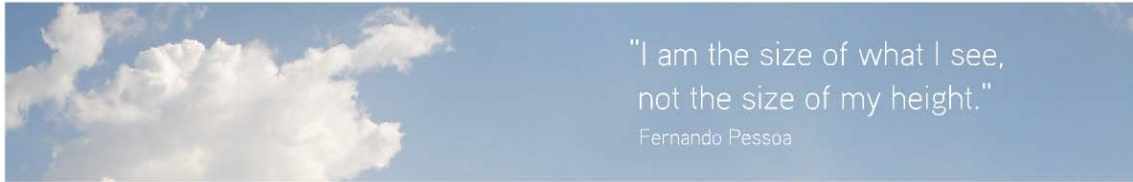


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## Students and graduates want to develop their professional careers and maintain a balance between their personal and professional lives

¿What do you most value in a job offer?	2008	2009
Career development opportunities	8,8	8,9
Interesting / satisfying work	8,8	8,9
Learning opportunities within the company	8,6	8,9
Balance between personal and professional life	8,7	8,8
Good work atmosphere	8,8	8,6
Promotion opportunities	8,5	8,5
Attractive salary	8,8	8,2
Security in the job post	8,4	8,0
Convenient work hours / vacation time	8,5	7,9
Social projection of the work carried out	7,8	7,2
Company mission, values and culture	7,6	7,2
Company prestige	7,8	7,1
Convenient location / proximity to home	7,6	6,5

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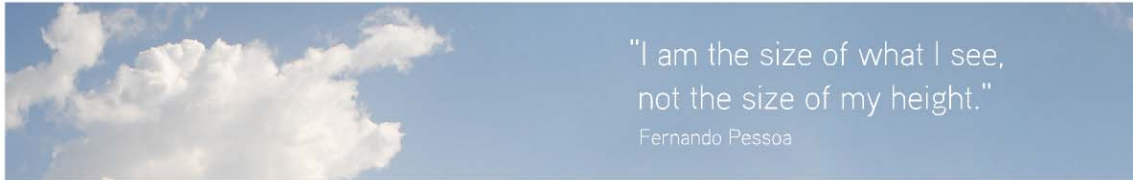


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## Students and graduates want to be part of a group, feel useful and experience new situations in a continuous learning environment

¿What do you expect from a job?	2008	2009
Continuous learning opportunities	8,6	9,0
Feel useful / Feel like I am contributing	8,7	8,9
New experiences	8,5	8,6
Good relationships with my colleagues	8,5	8,6
Become part of a group	8,3	8,5
Challenges / Personal improvement	8,5	8,4
Professional success	8,6	8,3
A chance to innovate and/or experiment	8,2	7,9
Feel accepted by my colleagues	8,2	7,9
Render a service for others	8,2	7,7
Independence / Autonomy in my work	8,5	7,6
Offer orientation to others	8,2	7,6
Become prestigious in my field	7,9	7,2
Receive admiration and recognition	7,6	6,7
Direct / Lead others	6,6	5,2

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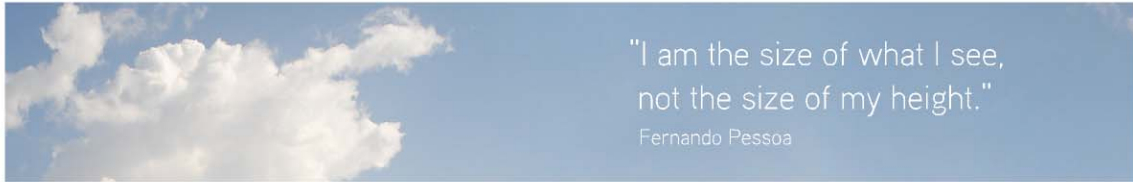


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## Students and graduates want to work within a team and accept responsibilities

My ideal job is in a company where ...	2008	2009
I can continue to study	75,4 %	83,4%
I will be given responsibilities and the opportunity to take decisions and account for what I do	73,3%	82,7 %
I can work with others	59,6%	78,0 %
I can travel	64,8%	68,6 %
I can be creative in an innovative and changing environment, even if my job security is lower	61,1%	64,6 %
I can grow in my profession, even if the salary is lower	61,6%	63,9 %
I can lead others, rather than be lead	57,0%	62,3 %
I can have more free time, even if the salary is lower	65,0%	62,1%
I can develop my entire professional career	61,5%	56,6 %

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## Recommendations for employers

- In times of crisis, HR policies should focus less on recruitment and more on reinforcing motivation and commitment, in other words, helping people bring out the best of themselves.
- Management of young talent should include, amongst other items, orientation and mentoring actions: designation of a colleague / coworker that will accompany and support the young professional in his integration process and his learning experiences; company welcome policies and programmes. Fostering appropriate team environment is also vital.
- Young professionals want to receive further training and look for challenges that will contribute to their career development. They will commit to employers who offer a learning environment, innovative jobs and a share of responsibility.

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# Recommendations for employers

- Although job mobility is not a worry and job security is not a priority, young professionals would like to develop their entire career in the same company. Internal promotion policies and plans are therefore of utmost importance.
- When evaluating a job offer, the possibility of balancing private and professional lives is more important to young professionals than salary levels. Commitment reinforcement programmes should include conciliation policies.

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**Obrigado pela sua atenção**

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