Christian Genz (Ed.)

**Transnational Career Service
Conference 2014**

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Transnational Career Service Conference 2014

Project Reports | Workshops | Results

TECHNISCHE UNIVERSITÄT
CHEMNITZ

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Preface

From 20 to 22 March 2014, the Transnational Career Service Conference as the highlight of the project Transnational Career Service took place at Technische Universität Chemnitz. About 60 career service professionals from nine European countries got together to pursue one goal: to strengthen the bonds between Career Services from all over Europe in order to provide students with even more opportunities for a successful career entry. In sessions of project reports and workshops, the participants exchanged their experience and ideas on joint transnational projects. In addition to the different ways of promoting the students' employability skills through individual career counselling and soft-skills workshops, the question of how to finance these services was discussed.

Published in the first section of these conference proceedings are the project reports given by European career service experts. The second section includes summaries of workshops on methods and exercises in soft-skills trainings, on helping students with English applications, and on ways to finance career services. The third section provides an overview of two speeches on funding possibilities of career services while the fourth and last chapter features the results of the workshop "The Future Career Service". The appendix shows the Career Art provided for the Transnational Career Service Conference.

The success of the Transnational Career Service Conference would not have been possible without the help of many. Firstly, we would like to sincerely thank our project partners of the Technical University of Liberec and the University J. E. Purkyně Ústí nad Labem in the Czech Republic. During two years of great cross-border cooperation, we have learned and profited from each other immensely. Secondly, we extend our thanks to all the speakers and participants of the Transnational Career Service Conference, who contributed to its success with their reports, workshops, experience, discussions and

ideas. Thirdly, we want to thank the former head of Career Service and Transnational Career Service, Professor Dr. Cornelia Zanger of the Technische Universität Chemnitz. Last but not least, we would like to express our gratitude to the City of Chemnitz. Thank you for perfecting the experience for the conference participants with the guided city tour as well as the official welcome in the town hall. You all made our event successful and memorable.

Of course, without the speakers also putting their reports and workshops into writing, we would not have been able to publish these conference proceedings. Thank you very much.

True to the motto of the conference: *Sharing Knowledge and Experience*, we hope you will find these papers stimulating and inspiring.

Group Picture: Participants of the Transnational Career Service Conference

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1   Greeting

Dear participants of the Transnational Career Service Conference,
Dear interested readers,

Inventiveness and entrepreneurship – these characteristics of Chemnitz and Saxony in general are the foundation for the tradition and the scientific success of Technische Universität Chemnitz, and they have been so since 1836. With more than 10,000 students and over 2,300 staff members, Technische Universität Chemnitz today is a prospering, future-oriented and modern technical university with high scientific skills and great innovation potential. The profile of Technische Universität Chemnitz is based on interdisciplinarity as well as on intensive networking on a national and international level. It links technical and natural sciences with social sciences, humanities and economics in order to generate excellent research and to create attractive degree programmes.

Our motto "Wissen.schafft.arbeit" means that the scientists and students at Technische Universität Chemnitz face the economic and social challenges today and in the decades to come. It means that they define innovative fields of research and that they develop sustainable solutions which enhance technology and knowledge transfer, and support job creation. (cf. Technische Universität Chemnitz, 2014a)

At the Technische Universität Chemnitz, we educate highly qualified graduates who will discover the region of South-West-Saxony to be an attractive and dynamic labour market.

During industrialization, this region was called the Manchester of Germany. It was then that the foundation was established for today's industrial structure of textile manufacturing, metal working, and mechanical and automotive engineering. Today, we can observe achievements with above-average growth rates in new technologies

as well: electronics, electrical engineering and environmental engineering. (cf. Initiative Südwestsachsen e.V., 2000)

The Technische Universität Chemnitz is significantly involved in the success of the region through its outstanding research projects, its independent institutes as well as cooperation with non-university research facilities. An excellent example is the Smart Systems Campus at our university. The technology park offers an ideal environment for research and development to start-ups, renowned companies in microsystems technology and two Fraunhofer Institutes – particularly due to the proximity to the university.

But where is the connection between all this and the proceedings of the Transnational Career Service Conference in March 2014, which focuses on profession and career entry? The answer lies in our Career Service. It serves as a bridge between the TU Chemnitz and the Saxon economy and raises awareness for the local and regional economic potential. After all, what good is it to us if our highly qualified graduates emigrate to the South or the West because they are not aware of all the exciting opportunities right on their doorstep?

In the end of the year 2009, Dr. Christian Genz and his team took up their work for the graduates of TU Chemnitz and the region of South-West-Saxony. Then as now, the motivation for this important work is expressed in the mission statement of the Career Service: „We want to find a suitable job for each graduate of Technische Universität Chemnitz and support a smooth transition from student to working life," (Career Service, 2014). This goal is promoted by a wide range of counselling services and events as well as strategic networking.

From the beginning onwards, our Career Service offers were in high demand both by companies and students – an indicator for its success. Today, the Career Service has a network with more than 100 partner companies willing to pay for our services. These companies understand that it is important to secure highly qualified future specialists and executives even before they graduate. The Career Service offers them different channels of communication and different types of events to reach this objective. In workshops and

through individual counselling, the students seize the chance to prepare for a successful career entry. They take the opportunity to get in contact with companies, be it during information evenings on campus or during company visits.

Let me give you some numbers: Since 2009, the Career Service has conducted more than 2,500 individual career counseling sessions. Nearly 3,000 students participated in 260 workshops and 48 company visits. Every year, more than 1,000 students benefit from our services. Interestingly, the Career Service is frequented by a high number of students from all faculties. This is a strong indicator for the quality of the services provided, as graduates of each faculty face different challenges. Technical sciences graduates mainly have a need to present their qualifications in an appealing way and need to become aware of their prospects with „hidden champions" in the region. Students of Humanities, Social Studies and Economics rather choose career counselling services and additional qualifications. The Career Service caters to all these needs.

In this increasingly globalised world, it is also important to expand the focus of our activities to international cooperation. And this leads us back to the Transnational Career Service Conference. Our universities as well as our graduates and business partners are closely involved in international exchange and international competition.

The Technische Universität Chemnitz emphasizes internation-alization: It co-operates with over 100 partner institutions world-wide. The university is involved in international organizations in order to advance the global knowledge society. It furthers the international exchange of students and scientists and promotes cross-border research projects. Thanks to this strategic internationalization, Technische Universität Chemnitz is proud to welcome a constantly growing number of students and scientists from abroad. (cf. Technische Universität Chemnitz, 2014b)

The Transnational Career Service project is an important element of the internationalization of our university. Since 2012, the staff have

been working together closely with our project partners in the Czech Republic, the universities of Ústí nad Labem and Liberec, to succeed in the objective "*career without borders*". Later on, you will have the time to learn details about this unique project in Saxony as this conference is also meant to present the achievements of the past two years. Hopefully, the Transnational Career Service project will form the basis and inspiration for future collaboration, to further the regional and international career advancement of your as well as our graduates.

I now wish you, dear reader, a most interesting reading experience when consulting with international Career Service experts on a variety of topics important for the success of Career Services today.

Prof. Dr. Andreas Schubert, Vice-Rector for Knowledge and Technology Transfer, Technische Universität Chemnitz/Germany

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2 Technische Universität Chemnitz: The Transnational Career Service – A Review
(Christian Genz/Ronald Herzog/Katharina Wohlgemuth)

2.1 Situation at the Outset: From Career Service to Transnational Career Service

Since 2009, the Career Service of Technische Universität Chemnitz (TUC) has been supporting students in launching their career while at the same time securing skilled personnel for the regional economy. As a service provider, it prepares students for the start of their career through information, individual counselling and additional qualifications as well as job and internship offers. Every year, more than 1,000 participants benefit from the services of the Career Service with its network of more than 100 partner companies.

Image 1: Our Core Competences

Source: Own illustration.

The Transnational Career Service started in May 2012 as a complementary project with the motto *Career without Borders*. Its objective was to support the students with their transnational career entry and to promote the exchange of future skilled personnel within the European border region Saxony/Czech Republic. In the labour market, there is often a low demand for students of Humanities and Social Studies. At the same time, this group has above average language skills and a higher level of intercultural competence than students from other faculties. However, those students often lack the

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hard skills required by companies. An internship in a Czech company, therefore, not only offers valuable work experience but also increases the attractiveness of the students for Saxon companies in the cross-border region.

In addition, the project provided an important contribution to the integration process of the region, as students and graduates can gain work experience in Czech and German companies. On both sides of the Saxon-Czech border, interfaces between universities and businesses were created. They were supposed to initiate, facilitate and expand transnational activities.

Project partners of this first Transnational Career Service project were the University Jan Evangelista Purkyně in Ústí nad Labem (UJEP) as well as the Technical University of Liberec (TUL).

The objectives of this cooperation were:

a) Setting up and expanding transnational structures to facilitate the transition from university to work life.

b) Initiating activities for the improvement of the students' employability at Czech universities and initiating the transnational exchange between career services and institutions with a similar range of career-related services.

c) Increasing the students' and graduates' employability, e.g. through workshops on intercultural awareness, through company visits and ensuing internships with or final theses for companies beyond the border.

d) Expanding job prospects for graduates of the partner universities in the Saxon-Czech border region by reducing information deficits.

e) Promoting the cooperation between economy and universities on a transnational level within the EU, as well as the expansion of a company network.

Image 2: Poster – Transnational Career Service

Source: Own illustration.

Image 3: Poster – Main Aspects of the Transnational Career Service

Source: Own illustration.

2.2   Our Achievements

The following paragraphs describe the different elements of the project, the implemented activities as well as their outcome.

2.2.1 Career Service Support – Setting up Career Services at UJEP and TUL

At the beginning of the project, the TUL and UJEP provided only a few services regarding application and career entry. For this reason career professionals from Chemnitz and representatives from the Czech universities worked together to expand these services. Through workshops, employees of TUC presented fields of activities of the Career Service and gave new impetus for their implementation at the Czech locations.

The following events took place with 16 representatives of different faculties at UJEP:

- 22.01.2013 Kick-Off-Workshop

- 19./20.02.2013 Workshop "Career Counselling"

- 20.03.2013 Workshop "Extracurricular Qualification"

- 18.04.2013 Workshop "Recruitment Services"

- 29.05.2013 Workshop "Information, Marketing, Social Media Marketing"

- 09.07.2013 Summary

- 09.09.2013 Observation in Chemnitz

- 24.09.2013 Workshop "Student Life Cycle, Student Recruitment, Career-Service Event Management"

- 25.09.2013 Final presentation of concept of UJEP

During the last meeting, the workshop participants provided a concept for the implementation of a Career Service at UJEP. In the course of the following months, this concept will be implemented.

Representatives of TUL partially participated in the workshops at UJEP. In addition, the following workshop was also part of the Career Service Support activity:

- 15.04.2014 Kick-Off-Workshop, Workshop "Student Life Cycle, Student Recruitment, Career-Service Event Management"

2.2.2 Transnational Job and Internship Network

An important element for the project's motto *Career without Borders* was the development of a Transnational Job & Internship Network. Job and internship offers were exchanged via social networks and the website of the Career Service at TUC provided its content for Czech students and companies in German, English and Czech. In addition, the Transnational Career Service supplied further information about career prospects in the Czech Republic.

The cooperation with employers was an important task within the project. Career Service employees got in contact with regional companies in order to bridge the gap to students and graduates.

To offer the best support, we applied two different strategies: On one hand, the Transnational Career Service actively and directly communicated internships, jobs, and theses offers and searches for interested and suitable candidates for current vacancies. On the other hand, the staff provided opportunities for direct contacts between students and employers.

By continually maintaining the job and internship portal and by organizing information events and visits to companies, the Transnational Career Service project indirectly supported the students' search for vacancies. The students received information and learned methods and competences which enabled them to use the offered networking opportunities and to independently open up further career opportunities in the partner region.

During the project period, three excursions to German companies were offered for altogether 68 students of all three partner universities: Continental Automotive GmbH, KARL MAYER MALIMO

Textilmaschinenfabrik GmbH, and KOMSA Kommunikation Sachsen AG. Also 5 Czech companies were visited with a total of 92 students of TUC. The participating companies were: ŠKODA AUTO a.s. in Mladá Boleslav, PULS s.r.o. in Chomutov, Krajský úřad Ústeckého kraje (Regional Authority of the Usti Region) in Ústí nad Labem, VÚTS, a.s. in Liberec, and the nuclear power plant in Temelín.

2.2.3 Transnational Student Support

The Transnational Career Service offered students information about career orientation and preparation, counselling and extracurricular qualification with a transnational focus on the Czech Republic.

Individual counselling for students regarding application and career entry on a transnational level included supporting the search for a suitable company in the partner region, information about intercultural aspects and the check of application documents.

Additionally, transnational workshops on application and intercultural business competence were developed and offered to prepare students for their internship or career entry in the border region.

The following events took place at TUC:

- 51 counselling sessions regarding the career entry in the Czech Republic or Germany
- 16 workshops with 193 participants
- 15 information sessions with 284 participants

In the Czech Republic, 171 students participated in the information events, which showed their great interest in Career Service offers and career entry in Germany. The events were held on these topics:

Image 4: Overview of information sessions at the Czech partner universities

Information events at TUL	Information events at UJEP
• Career perspectives in Germany/Saxony, 27.02.2013 • Applying and Working in Germany, 22.10.2013 • Applying and Working in Germany, 23.10.2013	• Career perspectives in Germany/Saxony, 20.02.2013 • Applying and Working in Germany, 21.10.2013

Source: Own illustration.

Central element of the Transnational Student Support were the Career Days. They raised the students' awareness for job opportunities in the neighbouring country and were held in Chemnitz (April 2013) and in Liberec (December 2013).

First, about 60 students of UJEP and TUL came to Chemnitz in April 2013 to learn about career opportunities in Germany and the Czech Republic. Around 40 international students of TUC took part in the programme which offered different choices for the participants. Out of three workshops, the students could each choose two. The workshops were delivered on the following topics: International Business Etiquette, Working in Germany, and Intercultural Training with a focus on Germany and the Czech Republic. An evening programme with an intercultural quiz, belly dancing, and karaoke offered an opportunity for the students to socialize.

On the second day during the Career Slam, regional companies and institutions presented valuable information about ways to enter the German and Czech job market. The students could ask questions in personal conversation with the companies' representatives during the Career Brunch. The Career Days in Chemnitz were completed by visits to local companies: Continental Automotive GmbH, KARL MAYER MALIMO Textilmaschinenfabrik GmbH, and KOMSA Kommunikation Sachsen AG. As the first transnational job fair for students in the Saxon-Czech border region, the Career Days were a

unique event. The high number of participants confirmed the interest of international students in the German job market.

The second Career Days took place at TUL in the beginning of December 2013. From TUC, 18 students went to Liberec in the Czech Republic to set new impulses on a potential international career. During the job fair T-Fórum, the participants learned about international career entry and had the opportunity to network with company representatives. They were prepared for this experience through a workshop about fair etiquette. As the group was comprised of students with different cultural backgrounds, the visit to Liberec was a platform for intercultural as well as inspirational exchange.

2.2.4 Transnational Career Service Conference

Another key aspect of the project was the organisation and implementation of the Transnational Career Service Conference. The results of this international conference are published within these conference proceedings.

2.3   Outlook: "Transnational Career Service 2"

The interest in the Transnational Career Service project from both students and companies confirmed that it is important to continue employability-activities for students in the German-Czech border region; the demand is there. Until the end of 2014, the project will be continued. The focus of the follow-up project will be on Career Service Support, Transnational Job and Internship Network, and Transnational Student Support.

2.3.1 Career Service Support

The cooperation with the partner universities UJEP and TUL will be continued. Both universities will receive further support with their respective Career Service activities. At TUL, this concerns the ongoing delivery of the workshop programme for employees, as there is still a demand for training regarding career services.

At UJEP the cooperation is aimed at either directly implementing the newly developed model or at adjusting it to the university beforehand and then subsequently implementing the project.

As in the previous project, the employees of the "Transnational Career Service 2" will support their Czech colleagues with the conceptual design and the establishment of their own Career Service. The project staff in Chemnitz will continue to support further needs assessments regarding career-service activities at the partner universities in the Czech Republic.

This is the foundation for the conceptual design and the modification of career-service activities at UJEP and TUL. It includes sustainable financing, internal networking at the universities, cooperation with companies and regional networking, marketing and public relations, further education and quality assurance.

2.3.2 Transnational Job & Internship Network

In the area of the Transnational Job & Internship Network, the already existing transnational job portal should be maintained and updated in order to offer students of both countries opportunities for a career entry. Supporting the students with their search for transnational internships, jobs or final theses continues to be a core objective.

A further important task is to raise the students' awareness for opportunities in the border region. At the same time, it is vital to attract more companies e.g. for taking part in information sessions, excursions and internship as well as job offers.

2.3.3 Transnational Student Support

The module Transnational Student Support is the key element of the follow-up project "Transnational Career Service 2" and combines the implementation of individual career counselling, workshops, information sessions, and excursions to Czech companies. Topics include international career entry, application procedures and details, career entry opportunities and job search, in korder to prepare the students for their internship or career entry in the border region. The

aim is to offer students of the TUC counselling regarding application and job entry on a transnational level.

Additionally events like counselling days and information session will be offered at the Czech partner universities as well.

2.4   Summary

To summarize: The project Transnational Career Service was a full success, particularly in regard to student participation. The number of students of all three universities partaking in the project was much higher than the planned numbers in the original project proposal. In order to guarantee a sustainable support of the students' career development in the Saxon/Czech border region, however, continuing the close cooperation between all stakeholders even beyond the follow-up project is imperative.

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3 University of Jan Evangelista Purkyně Ústí nad Labem and its Commitment to the Competitiveness of the Region

(Jiřina Jílková/Alice Reissová)

The University of Jan Evangelista Purkyně is the only public university in the Ústí region. It is situated in the northwestern Bohemian city of Ústí nad Labem and was established in 1991. It consists of eight faculties which are the Faculties of Social and Economic Studies, Art and Design, Production Technology and Management, Environment, Philosophy, Education, Science and Health Studies. The university is developing dynamically and keeps up-to-date by following latest trends, participating in many projects, boosting efficiency of education and improving its services. A deeply important trigger for success is the cooperation with universities from all over the world. International relationships support students' opportunities of studying or working in a foreign country and, of course, there are a lot of modules in English for the foreign students who decide to study at this university. (cf. UJEP, 2014)

Jan Evangelista Purkyně University proudly provides comprehensive librarian and information services by its very modern Research Library. Students can take advantage of studying abroad thanks to Erasmus+ which the university takes part in. A huge number of events take place at this university such as sports tournaments, Erasmus international days, musical festivals, balls and many others, including extracurricular lectures. Efficiency of the education and experience given to the students are proven in the fact, that most of the former students of the university are usually very successful in their professional life.

Despite the huge effort from the university, the situation in the northwestern part of Bohemia is not satisfactory. The Ústí region is suffering from a high rate of unemployment: The registered unemployment rate is above 11 % (cf. MPSV, 2014) and other demographical and social problems exist as well. Generally, the labour market situation for the youth is getting worse and worse.

However, this region has many potential opportunities which have not been properly discovered yet. This was the reason for the University of Jan Evangelista Purkyně to participate in a project called Transnational Career Service under the leadership of the TU Chemnitz, namely its Career Service, and with the partnership of the TU Liberec.

Image 1: Registered unemployment rate (End of March 2014, in %)
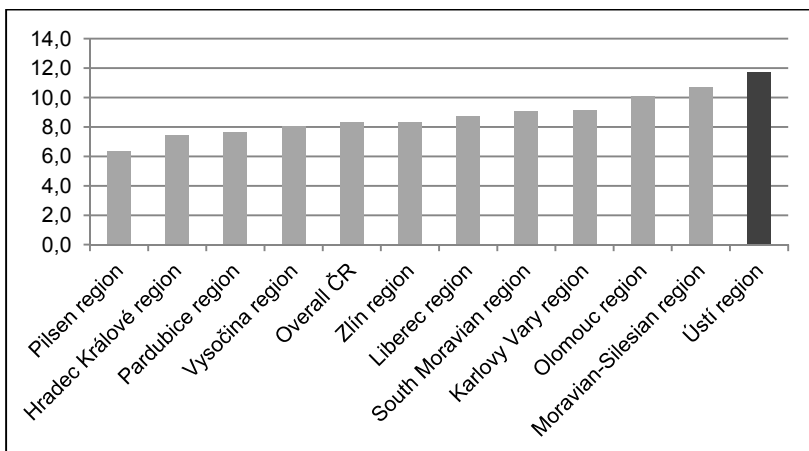
Source: cf. MPSV, 2014.

What purpose does the Career Service have? Firstly and mainly it is focused on supporting employment. It also provides students with useful information and advice. This is followed by placement and preparation. Last but not least, the Career Service organizes many events, like excursions, workshops, seminars etc. (cf. TUC, 2014) It provides a better connection between university, students and the professional working world. It is also of great benefit to companies, as they have the chance to employ more qualified and skilled employees. Our vision is to create a common cross-border area of job opportunities. Positive results in the employability of students also have positive financial effects.

Our concept of Career Service, as one of the results of the project, is based on these key elements: clarity, accessibility, coordination, efficiency and prevention of the atomization of activities. Although it is based on the experience of our partners, it still respects unique conditions within our university. The more students are ready for their professional life the better it is for the future welfare. Currently, the universities are dealing with a very similar issue: many students think that the university degree is everything they need to find their well-paid dream jobs. However, the reality is very different.

Annually thousands of students graduate from their universities, which shows that obtaining a degree hardly ensures anything. Most of the employers prefer practical knowledge and experience which the Career Service could provide for the students. The next important requirement is fluent communication in a foreign language, as the German language is often requested in this region. Students are encouraged to participate in as many events as possible for their own good. They can choose whether to participate abroad or in the Czech Republic.

Image 2: Career Service

cross-border cooperation

low unemployment rate

Career Service

experience for students

better job opportunities
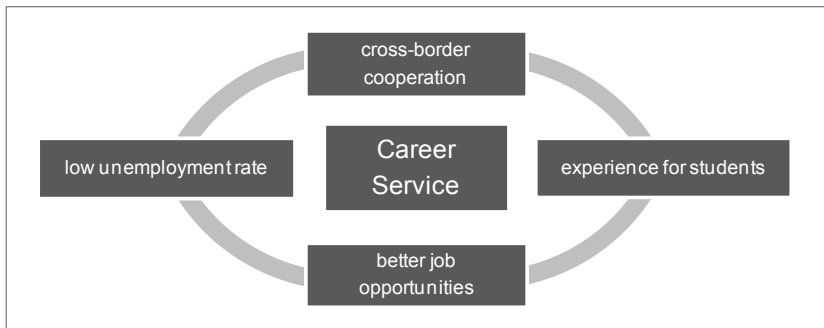
Source: Own illustration.

All the mentioned factors are the reason why the University of Jan Evangelista Purkyně is very grateful for the cooperation of such prestigious partners as TU Chemnitz and TU Liberec. This flawless

cooperation has been based on warm and friendly relationships, perfect communication, exchanging know-how and experience. Students, employees and, of course, the university itself are looking forward to ongoing cooperation and everyone hopes that this is just the first step to deepen the connections between these universities.

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4 The Technical University of Liberec and the Transnational Career Service – How to Complete a Mosaic of Career Service
(Jaroslav Demel)

4.1 About the University

The Technical University of Liberec (TUL) developed from the college "University of Mechanics", established in 1954 in Liberec, which offered programmes like e.g. Mechanical Technology, Design and Construction of Textiles, and Glass and Ceramics Machinery. The university's roots in the traditional textile industry were the reason for the first division into the faculties of Mechanical Engineering and Textile Engineering in 1960. Another four faculties were added until the mid 1990s: Education, Economics, Architecture, and Mechatronics and Interdisciplinary Engineering Studies. In 1995, the college was renamed Technical University of Liberec when it received the status of a university. TUL offers study research activities and international cooperation. (cf. Neisse University, 2014) The Institute of Health Studies, and the Centre for Nanomaterials, Advanced Technologies and Innovations have completed the university into its present form. 65 study programmes with more than 160 study branches (cf. Study Possibilities at TUL, 2014) attract students from all over the Czech Republic.

Education is offered on all levels with the following possible degrees: Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Science, and Doctor of Philosophy. The university is a holder of ECTS Label and Diploma Supplement Label.

Now a medium sized and dynamic university, TUL combines forms of a technical and a university education and has a history of acquirements in the areas of technology, science, research, humanities, and arts as well as more interdisciplinary study branches. One example of TUL's achievements with global importance is the industrial manufacturing technology of nano-textiles. With all this, TUL has a high significance in not only the

region of Liberec but the Czech Republic in general. Students, who start at TUL look forward to high-quality education in a pleasant environment. TUL is proud not only of its academic achievements but also its social, cultural, and sports background, which is unique in the Czech Republic. Furthermore, TUL can satisfy all of the students need for accommodation with its modern halls of residence. (cf. About the University, 2014)

4.2 Reasons for the Participation in the Project Transnational Career Service

"The Faculty of Economics […] was officially established in 1992, under the decision of the Accreditation Commission of the Czech Government. However, the tradition of economic courses taught at the Technical University of Liberec (established 1953) is much older. The courses were part of the programmes taught at the Faculty of Mechanical Engineering and the Faculty of Textile Engineering" (Faculty of Economics – Erasmus, 2011).

The graduates of the faculty are able to find work in economics, specifically in the fields of business administration, banking and financial services, public administration, and managerial informatics, for both corporate and non-profit organizations. „The faculty cooperates with dozens of institutions and some of them have become its partners" (Faculty of Economics, s.a.).

The cooperation of the faculty with the external environment is realized through mutual marketing and PR Support: It is a functioning model of partnership. It helps students with their search for opportunities for practical training and work experience. An additional support system for job placements abroad, and support for linking job opportunities offered by organizations from the private and public sectors with the demand of students and graduates (portal www.praxipolis.cz), constitute a solid base to complete a mosaic of career services.

The best practice example was found in the project Transnational Career Service, a partnership initiated by the Career Service of

Technische Universität Chemnitz (TUC) in cooperation with the University of Jan Evangelista Purkyně Ústí nad Labem (UJEP). This was the main reason to participate in the project.

4.3   Career Service Events

During the life cycle of the project, several events took place to strengthen the connection between the three partner universities and inform students about different possibilities to start their career in the Czech-Saxon border region. Some of them took place at TUL, others were held at either TUC or UJEP.

The first information session, "Career Perspectives in Germany/ Saxony," was held in February 2013. We considered it a success that more than 100 students were interested in learning about working and living conditions in Germany and especially Saxony. After a short introduction of the Career Service as well as the Transnational Career Service, both the students and we received valuable information on the most important Saxon industries and companies, their development and economic success, the number of employees and possible incomes as well as, of course, current job opportunities. To top it off, the audience learned about living conditions in Germany and especially Chemnitz. Our students were very enthusiastic about the project and many stayed to ask questions.

Our next opportunity to meet in person with our partner universities were the Career Days in Chemnitz, which took place in April 2013 in Chemnitz. We sent about 30 students, who were all looking forward to an interesting programme. On the first day, several workshops took place. In the evening, the delegation of the Career Days had the opportunity to socialize. The second day brought us the Career Slam. Companies and institutions provided information on how to successfully enter the Czech and German job market. The agenda ended with visits to local companies.

In October 2013, we again welcomed a German delegation, which held lectures on "Applying and Working in Germany", both in English

and German. Our students received tips regarding job search and networking in Germany as well as how to design their application documents. Our students were very interested in the topic and asked a lot of questions afterwards.

For the second round of Career Days, a group of about 20 students from Chemnitz came to visit in the beginning of December 2014 to take part in the job fair "T-Fórum". There, they received information on international career opportunities, and got into contact with decision makers from different companies. In order to make a good first impression on the company representatives, a workshop on "Fair Etiquette" was offered beforehand. Altogether, the Career Days were a complete success and a great opportunity for intercultural exchange.

The last time we had the pleasure of welcoming our Career Service colleagues from TU Chemnitz was in April 2014. During a workshop for employees of TUL, we received valuable information about Student Recruitment, Student Life Cycle, and Event Management.

The highlight of the project certainly was the Transnational Career Service Conference, held 20th to 22nd March 2014 in Chemnitz, where international Career Service experts got together to talk about their experience and find ideas for future projects as well as financing possibilities. During the conference, we gave a presentation about our very own experience with the project as well as our web portal Praxipolis. For us, the conference meant to further strengthen the bonds with our partner universities in Chemnitz and Ústí nad Labem, and to establish new contacts with other universities as well.

Our participation in the project was a very interesting and eventful one. We learned a lot about the way a career service works, and already helped a great number of students with information about career entry in the Czech-Saxon border region. The work with and support from both our partner universities was excellent and the Transnational Career Service Conference gave us new energy and

impetus to continue establishing a Career Service at TUL. We are looking forward to new challenges and further projects in the future.

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II   Project Reports

One of the most central objectives of the Transnational Career Service Conference was to provide a platform for exchange for international career service experts. Career advisors from all European countries deal with related issues and face similar problems. The first day of the conference offered this opportunity for exchange: Several experts shared their experience with the following topics:

- Career Counselling for Students

- Extracurricular Qualification for Students

- Recruitment Services and Career Service Finance

- International Cooperation

The ensuing discussions provided further valuable insight. The subsequent papers are a summary of these project reports.

1 International Career Counselling – IRUN Best Practices
(Ruth Girmes/Patrycja Supik)

1.1 The International Research Universities Network (IRUN)

IRUN is a network of ten broad-based European research-led universities; the participating universities are well known for the international quality of their research and education. The aim of IRUN is to further improve the quality of research and teaching at the universities involved by exchanging researchers, lecturers and students.

Member universities are:

- Jagiellonian University Krakow (PL)

- Peter Pazmany Catholic University Budapest (HU)

- Radboud University Nijmegen(NL)

- University of Barcelona (E)

- University of Duisburg-Essen(D)

- University of Glasgow (UK)

- University of Ljubljana (SLO)

- University of Münster (D)

- University of Poitiers (F)

- University of Siena (I)

1.2 The Career Services Working Group within IRUN

IRUN Career Service Group was established in 2010, during the IRUN Annual Rector's meeting in Barcelona. The aims of the group are to foster international exchange of good practices on labor market and vocational counseling by combining the national expertise on labor market intelligence with intercultural aspects of the working life. This is the core objective for forming bilateral

partnerships. The most important effect is to considerably enhance the services available for students and graduates of the IRUN members.

The current joint projects include different types of exchange, where an appropriate and free of charge infrastructure (Skype, video, joint web page etc.) is needed, such as:

- Skype meetings of staff in career services

- Online counselling for students and graduates

- Online information material (www.uni-muenster.de/CareerService/netzwerke/irun.html)

- Live video presentations - webinars

- Internships

Image 1: Webinar "Performing well in Job Interviews"
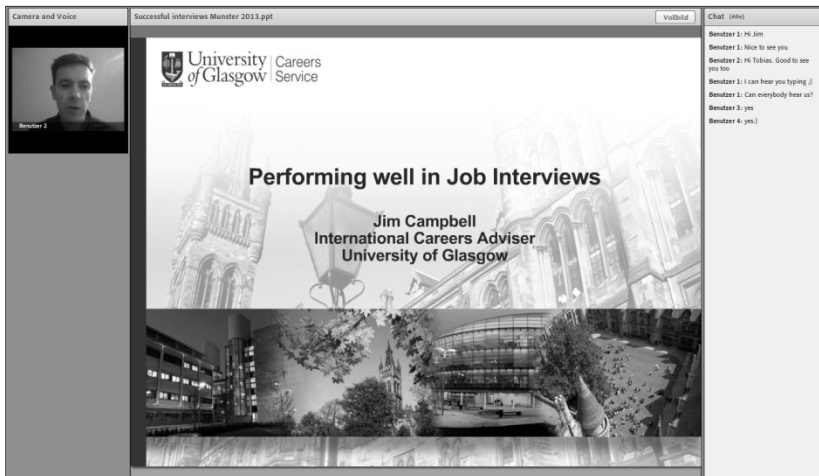
Source: Own illustration.

1.3   Example: Challenges abroad – Ljubljana

Image 2: Online Event via Skype, around 150 participants, 26th Feb. 2014

09.00 – 09.10	Introduction
09.10 – 09.40	Opportunities of including into mobility programmes ERASMUS+
09.40 – 10.10	Mobility progammes at University of Ljubljana and presentation of career counseling
10.10 – 10.50	Presenting possible ways of financing mobilities abroad
10.50 – 11.05	Coffee break
11.05 – 11.15	Research: How do employers look at experiences abroad?
11.15 – 12.00	Round table: »International experiences – advantage at the labour market«
12.00 – 12.45	Fair of student associations and other organisations which enable possibilities and/or provide information about challenges abroad
12.45 – 13.15	Entering the European labour market with the help of Eures
13.20 – 14.00	Challenges in: a) Germany b) United Kingdom c) Netherlands

Source: IRUN, 2014.

The subjects of the projects are mainly concerning:

- Training on job applications
- Application checks
- Information on labor markets and job seeking

- Career orientation, especially intercultural aspects (concerning culturaly based values, financial issues, social security, flexibility, regulated professions etc.)

The necessary resources for all kinds of cooperation are:

- Similar principles of service (professionalism, confidentiality, reliability etc.)

- Experience in all fields of career guidance

- Cultural awareness/intercultural training (as an expression of quality and expertise)

- Ability and willingness to cooperate on different levels (CS colleagues, students, international offices, faculties, company representatives etc.)

The effects and outcomes from the clients' perspective are country-specific knowledge about particular labor market issues, easy access to the target job market and society, inspiration and ideas, individual approach and feedback. For the IRUN partners it generates new knowledge and experience with foreign students/graduates, and it provides the opportunity to share ideas with colleagues abroad.

1.4   One Example of a Bi-Lateral Agreement within IRUN

The individual career counseling sessions project that is run by the Jagiellonian University in Krakow and the University of Duisburg-Essen started in March 2012 and immediately gained a significant interest among students. To date, nearly 60 people have benefited from this kind of service.

JU students and alumni can communicate via Skype with a career adviser in Germany while sitting at the Careers Service Office in Cracow, and vice versa. German students from Duisburg-Essen can learn more about the Polish labor market, while talking to a career adviser from Poland. Every session is run on an individual basis and is, of course, confidential. Usually, it lasts from 20 to 30 minutes. Participants ask about possibilities for working abroad, ways of

finding job or internship offers as well as reliable information on employers, qualifications and competences expected from candidates. They are also interested in legal issues and labor law. Moreover, they ask the adviser to check their CVs and letters of application they plan to send to foreign employers. They also have questions about their further professional development. While registering for the sessions, students are asked to send issues they are interested in, so the adviser can prepare for the session beforehand. However, many questions are only raised during the session, so it is also possible to have a next appointment or continue it via e-mail. In addition, before or after the session, students and graduates can look through the materials on the Polish/German labor market in the Careers Service Office. Then, they fill in the evaluation survey. So far, the evaluation analysis has shown that participants of the project are very satisfied and that their expectations have been fully met.

Because the project of individual career counseling sessions via Skype has become very successful, it is now offered on a regular basis. There are also similar projects with other Careers Services – from the University in Ljubljana and the Radboud University in Nijmegen – which could significantly extend the range of the project. Each Careers Service offers vocational counseling on-site. However, the possibility to talk to the adviser, who is perfectly familiar with the local labor market of the particular country, cannot be overvalued. It is a perfect opportunity to get first-hand information and use practical tips. Thanks to such cooperation, the students and alumni benefit hugely, as well as the advisers, who exchange experiences, share good practices and learn from each other.

Image 3: Ruth Girmes and Patrycja Supik

Source: Own processing.

Further information: www.irun.eu.

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2 Enhancing Students Employability through the Use of ICT in a Cross Medial Approach to Career Development: Does it Benefit the Students?
(Susan Holdsworth)

2.1 Abstract

This session will introduce the concepts that form a blended learning approach to an accredited career planning module. It will consider the impact of the development of a virtual organization, J²CO which allows students to be monitored and supported during the "application" process. J²CO is a virtual oil and gas extractive organization and was designed for Environmental Sciences students. Two additional organizations, "Simpson's", a supermarket chain, and "OCN", a consultancy firm, were subsequently designed for use by other University of Leeds students.

I will consider the longitudinal research conducted by Barber, Carpenter, Holdsworth and Pitts (2013) to find out if graduates who had taken this module found it had supported their career development over a ten year period, focusing on this occasion only on those graduating in 2013.

2.2 Introduction

The impact of the Dearing Report on Higher Education (1997) cannot be overstated with regard to the methodology informing the delivery of careers guidance in Higher Education Institutions (HEIs) in the UK. The report noted that over the twenty years prior to 1997:

- The number of students had much more than doubled

- Public funding for higher education had increased in real terms by 45 per cent

- The unit of funding per student had fallen by 40 per cent

- Public spending on higher education, as a percentage of gross domestic product (GDP), had stayed the same

The report voiced concern that "progression routes", i.e. graduate jobs, were not increasing to match the number of graduates.

"But the huge increase in the number of graduates means that, as a proportion, there are many fewer jobs with formal graduate training programmes. Five years ago the Association of Graduate Recruiters (AGR) recruited an estimated 80% of graduates available for work. Today the figure is 50%. Graduate expectations have not yet caught up with this." (Hawkins, 1995)

Dearing also concluded that preparation for effective competition in that marketplace was patchy across the sector, and by default, thinly spread, as the numbers of Careers Consultants employed in the HE sector had not increased concomitantly with growing student numbers.

I will look at the response of the University of Leeds Careers Centre to the Report, with particular reference to the development of a faculty-specific module developed incrementally and collaboratively by Careers Consultants and academic staff in the School of Earth and Environment which uses ICT to aid student learning with regard to completing graduate application forms.

2.3   Learning by Doing: Preparing Level 2 Environmental Studies Students for Success in the Graduate Recruitment Process

The British government and the major commercial and manufacturing organisations, as well as the universities themselves, had fed in to the Dearing Report and were involved in driving the new skills agenda, encouraging higher education to ever more vocationally/market orientated provision, and the "Learning Society" and "Knowledge Economy" were phenomena which Careers Consultants were coming to terms with. These changing contexts raised many questions for the development of students' skills outside the academic curriculum.

As a response, Careers Consultants designed a mock organisation called "Romco", an international oil company with interests in bio-

chemicals. The company was world-wide and offered a broad range of opportunities for graduates.

As part of their assessment the Environmentalists were asked to choose a position within the organisation, and fill in the application form for it, showing that they had researched the organisation thoroughly and the role they had applied for.

They were then interviewed for the position by a Careers Consultant, and given feedback on the application form and their performance at interview. This counted for 30% of the total marks awarded.

The increasing use of online application forms, and students' concerns about completing them, prompted the development of Romco's successor, our virtual organisation J²CO, on our website, which is the focus of the accompanying presentation. Students are instructed to visit the website and familiarise themselves with the size and scale of the petro-chemicals giant. There are a substantial number of graduate jobs they can apply for, ranging from environmentally specific opportunities to generalist vacancies such as Marketing or Human Resource Management. J²CO also has a Charitable Trust which seeks to build good relationships with the community and to ameliorate environmental impact for those students interested in not-for-profit careers.

Each student has to select a position and apply for it. Substantial research on the website is required for an effective application to be made. Students were invited to access the virtual company J²CO via the url: http://careerresources.leeds.ac.uk/j2co/.

Feedback from the students at the end of each module indicated they found the exercise gave them an insight into the complete graduate application process of researching an organisation in depth and matching their skills and abilities to it, identifying an appropriate role within the organisation, and then matching their skills to the role. The subsequent interview with a Careers Consultant then tested their suitability further.

In response to suggestions from the Environmental Studies students (not all of whom want to work for a petro-chemicals giant) we developed two further virtual sites:

- The supermarket chain "Simpsons":
  http://careerresources.leeds.ac.uk/simpsons/

- The consultancy OCN:
  http://careerresources.leeds.ac.uk/OCN/

These two sites are also available to students from Leeds on other career planning modules.

2.4 The Impact Made on Students Who Used the J²CO Virtual Site

When this module began in 1997 the use of a virtual organisation to facilitate effective graduate applications was distinctly original.

In 2013 the module had been running for sixteen years with around 250 students a year enrolled on those modules, so there were a significant number of graduates who had engaged in these modules over a lengthy period. As we know, this module provides students with access to a virtual online company, J²CO, developed by the Careers Centre, which allows them to search across a wide range of job types, and complete online applications for those jobs, in a safe and supportive environment.

In conjunction with the School of Environment it was decided to conduct research into whether those graduates who had taken the module had found it easier to access the types of opportunity they wanted because of the preparation for the application process undertaken.

During the summer of 2013, Dr. Colin Pitts, School of Earth and Environment (SOEE), Susan Holdsworth and Gill Barber (Careers Centre), supported by Dr. Angela Carpenter, a Research Scholar in the SOEE, surveyed graduates who had previously undertaken the career planning module using the online survey tool Survey Monkey. They were asked about how much they could remember of the

module content, whether they agreed or disagreed that various components of the module had proven useful to them, and also about how/if they had made use of any of the skills taught on their subject-specific module in obtaining employment or in the jobs they had gained after graduation.

2.5 The Methodology

Graduate contact details were obtained using a combination of the University's Banner database which records details of students whilst at Leeds, including non-University e-mail addresses, and information obtained from the Alumni Office which maintains contact with past students. The latter only holds contact details for students opting in to the database and so lists of former graduates are incomplete.

Surveys were developed for graduates in different sub-sets based on year of graduation. Graduates from 2008, 2009 and 2013 were asked specific questions about module content, together with an open question on whether the modules had benefitted them since graduation. 2013 graduates, who had only recently left the University, were also asked whether they would be making use of any of the skills taught in the near future while 2008 and 2009 graduates were asked how they had already used those skills.

Table 1: Breakdown of surveys by year of graduation and proportion of respondents

Student Cohort	% Response rate
2010	40.9
2008/09	37.2
2006/07	16.7
2003-05	17.0

Source: Own data.

2.6 Focus on the Relevance of the Virtual Application Form Using Data from Cohort of 2013 Only

Table 2: I found the opportunity to complete the online application form and receive feedback on it helpful: 82% of respondents = positive response
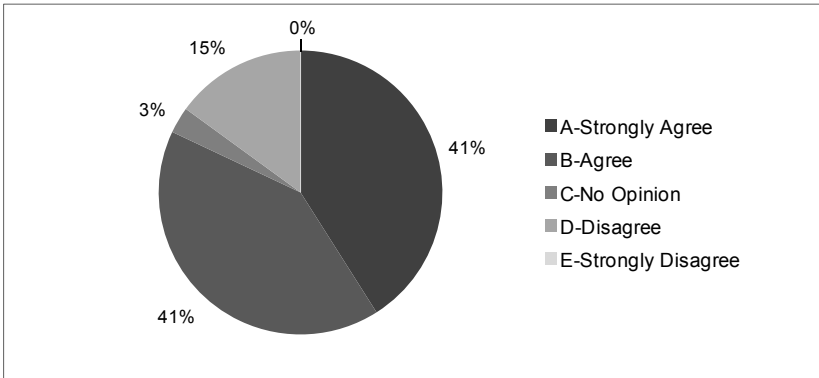
Source: Own illustration.

Table 3: I found the opportunity to observe the online applications of my peers helpful: 85% respondents = positive response
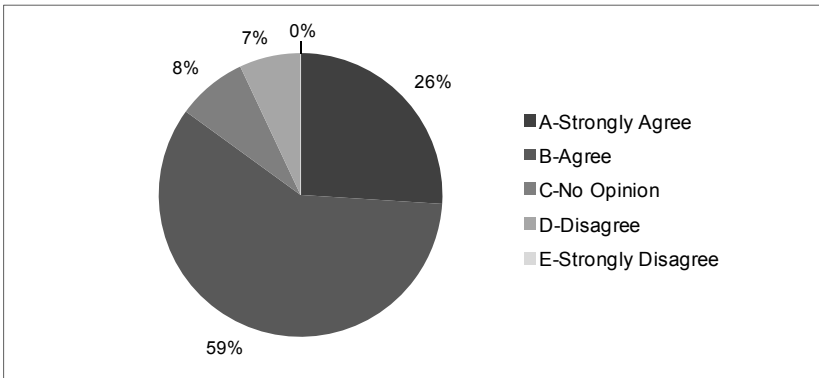
Source: Own illustration.

Table 4: I found the opportunity to be interviewed and receive feedback on my performance useful: 96% respondents = positive response
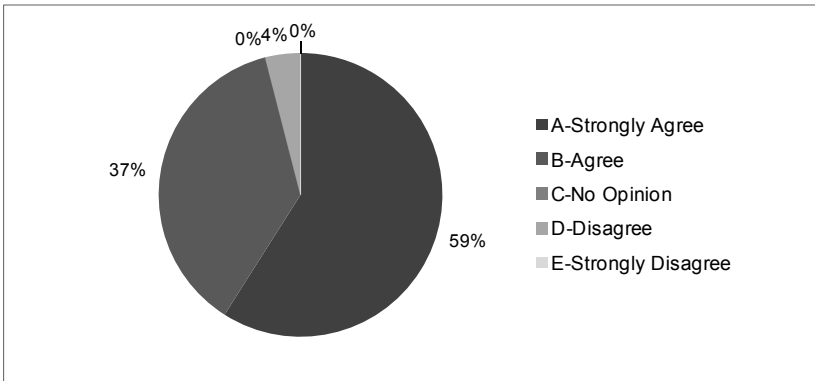
Source: Own illustration.

Table 5: I developed an understanding of my own skills and attributes: 93% respondents = positive response
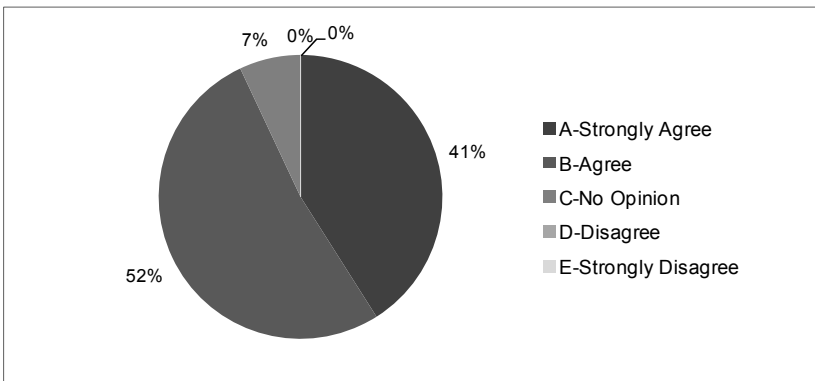
Source: Own illustration.

It is clear from these results that recent graduates clearly find the process of using the online application form a positive and useful experience.

Free text responses were optional, and again, positive in tone:

"Taught me what to expect in interviews and how to write a good application on which I have had good feedback on from various people."

"Having never previously applied for graduate jobs it allows you to know what to expect and realise the differences in the shop and bar application processes which I had done previously. It definitely gave me a head start in the job application process and extra confidence."

"More aware of strengths and weaknesses in application forms. Used feedback in an interview last summer to secure a summer job in an area I had no experience of but I had the skills to work successfully."

"It made the application to graduate schemes easier as I know what to expect (to a degree)."

"It has helped understand (sic) the job application process better."

(Feedback from participants)

2.7   An Employer's Comments:

Dr. Rob Shortland, Senior Geo-environmental engineer VHE Construction plc, Barnsley. (February 2014)

"I am pleased to let you know we have interviewed seven Environmental Sciences students as candidates (five from the University of Leeds and two from the University of […]) for two roles within VHE for next year.

I note from the interviews that the University of [...] candidates seem to be around 5 years behind Leeds with regard to the support they get from the department/university with regard to CV's covering letters application forms and finding a placement. They do not feel they get much support or advice where as that is not the feedback I am getting from the Leeds students."

Anecdotally, another graduate recruiter, Linda Hustler from Yorkshire Water, said something very similar in conversation with Dr. Pitts in January 2014.

It is encouraging that employers recognise that we prepare and support our Environmental Science students in finding opportunities and it is our intention to continue using J²CO, Simpson's and OCN to support students on the SOEE career development modules and other career planning modules across the University of Leeds.

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3   Career Counselling of International Guest Students
(Marina Brandt)

"We don't do placement, we help students to help themselves."

Cologne Business School (CBS) was founded in 1993 and is one of the first universities in Germany that introduced the Bachelor of Arts study program. Currently, about 1,200 students are enrolled at CBS. Bachelor, Master, MBA, and EMBA study programs like International Business, International Culture and Management and International Tourism Management are offered. Within the study programs, there are a variety of specializations ranging from Financial Management to Business Psychology. Overall, CBS' study programs are practice-related, cross-cultural and multilingual. Due to this fact, international students from all over the world come to CBS. Roughly a hundred of them come from the over 80 international partner universities. (cf. CBS, 2014)

The Mission of CBS' Relationship Management & Career Services is to add value to the university by creating and developing links with companies and helping students with career-related issues. Currently, in CBS' department of Career Services & Relationship Management three employees and one apprentice are supporting all national and international students. The team offers career counselling in one-on-one consultations, organizes career and networking events and maintains and permanently extends a network of around 800 companies worldwide (job offers, networking, fundraising, etc.).

3.1   International Students at CBS

CBS is an internationally oriented university. Each semester, about a hundred international guest students arrive on campus from our worldwide partner universities. Also, there are international students who complete their entire study program at CBS. In our Bachelor courses, roughly 10% are international students, but in our Master study programs, about 40% come from countries other than

Germany. In our MBA and Executive MBA programs, up to 60% are international students.

3.2 Support of International Students

At CBS, the international guest students stay either for one or two semesters. Many of them are interested in doing an internship while they are staying in Germany or in finding a student job to gain work experience. There are various things that motivate the students to look for an internship: Improving their knowledge of German, gaining some work experience in an international environment, and curiosity. They also have the chance to find out if working in a foreign country/culture is the right thing for them and if they want to start pursuing an international career after their studies (see 1.4 Working in Germany). Unfortunately, there are several problems that arise in the internship search: The students don't have sufficient German skills, they have to make sure, that their visa allow them to work in Germany and find out for how long that is the case, and lastly, they have a lack of knowledge about the German job market. If students only have a very limited time frame in which they can complete an internship this makes the internship search even more difficult. In this case, we advise them to also consider looking for a student job/student assistant job, which also counts as work experience in their CV later on.

Once they arrive on campus, the international guest students are invited to an info session informing them about the most important facts, such as:

- Why interning in Germany?

- Finding an internship

- Issues/problems

- Tips/contact persons

- Applying in Germany (cover letter, CV/resume)

Image 1: CV Template for international guest students

Source: Brandt, 2014.

After this initial info session, which prepares the international guest students for the job search, many start their internship search independently. However, others need further help and struggle with

finding an internship or student job successfully on their own. To provide further help, we offer personal one-on-one counselling sessions for the students. In these sessions, the students' application documents – CV and cover letter – are checked and corrected. We advise them to apply in English, even if they speak a little German in order not to make a wrong impression about their German skills. They are advised to use a German-style CV of which we provide a template especially geared towards and designed for this target group (see image 1). Other information material such as link lists for internship search engines in Germany (i.e. careerjet, 2014; eures.europa.eu, 2014; jobs.trovit, 2014), job agencies for students which they can get in touch with (i.e. Studitemps GmbH, 2014), or general guides on how to apply in Germany are provided for the students as well. They can access the CBS student portal, in which we have created specific folders for international students and their internship search to download the documents. The CBS Career Services online job board is also accessible for the international guest students.

There, we upload internship and job offers where speaking German is not a must. Often, these offers come from big international or multinational companies, where in some departments English is the working language. We encourage the international guest students to look out for international or multinational companies with branch offices in their home country/culture.

In order to advise international guest students on their internship or job search it is important to have knowledge about international companies in and around Cologne. Therefore, we offer the students information on such companies, provided by the Chamber of Industry and Commerce in Cologne (CCI Cologne) and gathered by our own experiences with companies and former international interns. The CCI Cologne offers lists on their website in which they provide contact information from companies offering internships for international students (see image 2 below).

Image 2: Link List - Internship offers for foreign students

Source: Bassett/Heider, 2012.

In addition to this offer, the CCI Cologne kindly provides the international guest students with a list of companies originating from their home country/culture or companies which have a branch office in their home country/culture. For these companies, students who speak the language of their home country or of a country they do business in are an asset. Even if these multinational/international companies do not have current internship offers, they might be interested in the student's application. Therefore, we encourage international guest students to get in contact with the companies and talk about a possible application for a student job or internship in order to evaluate their chances for being accepted before they apply. In many cases, writing a German-style application is a difficult task for international guest students. This is why we encourage them to research and contact the company before they actually apply in

order to find out about their chances and not to be too demotivated when the application is not successful.

If finding an internship in Germany is not very easy for the students, they can consider going across the border to the Netherlands. There, English as a working language is much more common than in Germany and so international students have bigger chances to find a matching internship. One website which is especially useful for the internship search in the Netherlands is www.stageplaza.nl.

3.3   Visa Issues

EU citizens are allowed to intern, job or work in Germany and all other EU states without any limitations. For non-EU citizens, the topic of work permit is a bit more complex. If students have to do a mandatory internship which is integrated in their course of study, they do not have to worry about any limitations or registrations. In case of a voluntary internship or a student job students are only allowed to work for 120 full days (or 240 half days) throughout one year in which they are staying in Germany. In this case, it is not relevant, if the internship is paid or non-paid. Both are counted into the 120 allowed working days. If students want to do a longer internship during their semester break and also work during their semester, the 120 allowed working days can be exceeded. The student has to get in touch with the Foreign Nationals Registration Office (Ausländerbehörde) in charge of them and ask permission to overstep the 120 allowed working days. The Foreign Nationals Registration Office then has to get in touch with the Federal Employment Agency (Zentrale Auslands- und Fachvermittlung) and clarify the issue. If permission is granted or not depends on various different factors which go beyond the scope of this article. (cf. Referat 52 der Universität Hamburg, 2014) Overall, we always encourage our students to talk to their employer, to the International Office of the university and to the Foreign Nationals Registration Office in charge of them, in case they are insecure about an issue concerning their visa.

3.4   Working in Germany

Many international students are interested in living and working in Germany after finishing their studies at Cologne Business School. After their studies, they have a period of 18 months in which they can look for an adequate job in Germany and extend their visa. Students can use this time to do an intern- or traineeship or for direct job entry. After 18 months, they can then apply for an EU Blue Card. The EU Blue Card is a new residence title for specific purposes, used in Germany since 2012. It is targeted at well-educated immigrants and aims to make Germany more attractive to live and work in for internationals. (cf. Verein für soziales Leben e.V., 2014)

Overall, helping international guest students is not an easy task. It is essential to keep them motivated and engaged so that they do not quit the search after the first declined application. By providing them with a good network and information material, they can be supported best.

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4 Tutorenprogramm für Schlüsselkompetenzen an der TU Dresden
(Nicole Strauss)

"Durch meine Tätigkeit als Tutorin konnte ich mich als Leiterin vor Gruppen ausprobieren und den Studierenden Wissen weitergeben – für mein eigenes Studium fand ich die Inhalte, die ich vermittelt habe, ebenfalls spannend."

4.1 Historie

Tutorenprogramme haben an der TU Dresden bereits eine lange Tradition. Durch das in den 90er Jahren von der Fakultät Erziehungswissenschaften angestoßene Projekt „Netzwerk studienbegleitender Hilfen" wurden von 1998 – 2009 didaktisch-methodische Schulungen für studentische TutorInnen bei der Zentralen Studienberatung der TU Dresden angeboten. Zur Zielgruppe gehörten Studierende, die andere Studierende anleiten. Dazu zählten die FachtutorInnen der Fakultäten, welche häufig Begleitveranstaltungen für Studienanfänger durchführen, Übungen anleiten oder Praktika begleiten, aber auch Mitglieder der Fachschaftsräte, des Studentenrates und MentorInnen aus verschiedenen Programmen. Neben den zwei- bis dreitägigen Workshops hatten alle TeilnehmerInnen die Möglichkeit, individuelle Beratungsangebote wahrzunehmen und weiterführende Informationsmaterialien zu nutzen. Das Tutorenprogramm für FachtutorInnen wurde ab 2009 vom Career Service, der sich zu dieser Zeit in der Aufbauphase befand, übernommen. Gleichzeitig konnte durch die Drittmittelfinanzierung des Career Service eine Erweiterung und Neugestaltung der Tutorenqualifizierung mit dem „Tutorenprogramm für Schlüsselkompetenzen" angestoßen werden.

4.2 Programmziele: Tutorenprogramm für Schlüsselkompetenzen

Mit dem Aufbau des Career Service an der TU Dresden und dem Pilotprojekt „Tutorenprogramm für Schlüsselkompetenzen" sollte ein

kompetenzorientiertes Angebot geschaffen werden, welches Studierende durch die Vermittlung studien- und arbeits-marktrelevanter Fähigkeiten und Fertigkeiten beim Studienverlauf und dem Berufseinstieg unterstützt. Durch die Schulung von Studierenden aus höheren Fachsemestern zu Schlüsselkompetenz-tutorInnen wurde ein innovatives und ressourcenorientiertes Angebot konzipiert, in welchem vor allem das Lernen in Peer-Gruppen und die Multiplikatoren- und Vorbildfunktion der TutorInnen im Vordergrund stand. Die Qualitätssicherung wurde im Programm durch umfangreiche Qualifizierungen und prozessbegleitende Maßnahmen erreicht.

4.3   Umsetzung und Durchführung

Die erste Projektphase war sehr stark von der Auswahl und Qualifikation geeigneter TutorInnen geprägt. Bei der Auswahl der TutorInnen sollten Studierende aus verschiedenen Fächergruppen gewonnen werden. Ein weiteres Auswahlkriterium war zudem eine gleichmäßige Verteilung männlicher und weiblicher TutorInnen. Es wurden Stellenausschreibungen für studentische TutorInnen an allen schwarzen Brettern der Fakultäten der TU Dresden veröffentlicht. Aus der dreifachen Bewerberzahl wurden 15 Studierende höherer Fachsemester per Bewerbungsgespräch für die Tutorentätigkeit ausgewählt. Diese TutorInnen nahmen zunächst an einer obligatorischen didaktisch-methodischen Qualifizierungsschulung teil. Die Schulung beinhaltete unter anderem Grundlagenwissen zum Rollenverständnis als Tutor, zu Gruppenprozessen, zur Kommunikation und Gesprächsführung, Planung einer Lehrver-anstaltung und Umgang mit schwierigen Situationen. Darauf aufbauend nahmen die TutorInnen fakultativ an drei von sechs möglichen Themenworkshops teil. Diese Workshops wurden von qualifizierten externen DozentInnen durchgeführt. Thematisch konnten sich die Studierenden zwischen „Lern- und Arbeits-techniken", „Zeit- und Stressmanagement", „Kreativitätstechniken", „Team- und Konflikttraining", „Grundlagen der Kommunikation" und „Rhetorik und Präsentation" entscheiden. In einer späteren Projekt-phase wurde der Workshop „Grundlagen der Kommunikation" und

„Kreativitätstechniken" zugunsten des sehr nachgefragten Themas „Projektmanagement" ausgetauscht.

Abbildung 1: Tutorenprogramm für Schlüsselkompetenzen/Workshop-situation 2013

Quelle: Fotoarchiv des Career Service.

Ziel der Themenworkshops war es, dass die TutorInnen einerseits einen inhaltlichen Wissenszuwachs zum jeweiligen Thema erhalten und auf der anderen Seite die erlernten Methoden mit den ausgebildeten DozentInnen reflektierten. Im Anschluss an die Themenworkshops hatten die TutorInnen sechs bis acht Wochen Zeit um zu einem besuchten Workshop ein eigenes Workshop-konzept mit passenden Materialien (Planungsskizze, Handout, Power-Point Präsentation) zu erarbeiten. Dieses Konzept wurde mit der Projektkoordinatorin detailliert besprochen und überarbeitet. Nach Abschluss der fast sechsmonatigen Qualifikationsphase führten die TutorInnen auf Basis eines studentischen Hilfskraft-vertrages drei eigenständige Workshops pro Semester durch. Die

Qualitätssicherung erfolgte durch Reflexions- und Feedbackgespräche, welche einzeln oder in kleinen Gruppen stattfanden. Darüber hinaus ergänzten Hospitationen und Team-Teaching-Elemente die Durchführung. Da die Studierenden meist 2-3 Semester als TutorInnen im Rahmen des Programms tätig waren, erfolgte in den nachfolgenden Semestern die Qualifizierung nur noch in kleineren Gruppen. Die neuen TutorInnen nahmen an den Workshops der erfahrenen TutorInnen teil und es wurden Lehrtandems zum aktiven Lehren und Lernen zwischen neuen und bereits erfahrenen TutorInnen gebildet.

4.4 Ergebnisse

Die qualifizierten TutorInnen ergänzten mit ihren Schlüssel-kompetenzworkshops zwischen September 2009 und Januar 2014 das Workshopprogramm des Career Service. Die Workshops richteten sich an Studierende aller Fachsemester und aller Fakultäten. Bei einer maximalen Teilnehmerzahl von 12-14 Studierenden standen das eigenständige aktive Ausprobieren von Methoden und die Reflexion von Lern-, Arbeits- und Organisations-prozessen im Fokus der Workshops. Dabei war die interdisziplinäre Zusammensetzung hilfreich, da die Studierenden von den unterschiedlichen Sichtweisen und Herangehensweisen der Fach-kulturen profitierten. Nach der umfangreichen Qualifikationsphase standen dem Career Service jedes Semester ca. 15 qualifizierte TutorInnen zur Verfügung, die etwa 40 Workshops pro Semester anboten. Pro Semester nahmen über 400 Studierende an den Schlüsselkompetenzworkshops des Tutorenprogramms teil. In den letzten beiden Projektjahren überstiegen die Anmeldezahlen für die Workshops das Angebot, die Auslastung der Workshops lag bei nahezu 100%. Im Wintersemester 2013/2014 nahmen 488 Studierende an insgesamt 43 Workshops teil.

Abbildung 2: Überblick zur Anzahl der TutorInnen, Anzahl der durchgeführten Workshops und TeilnehmerInnenzahlen
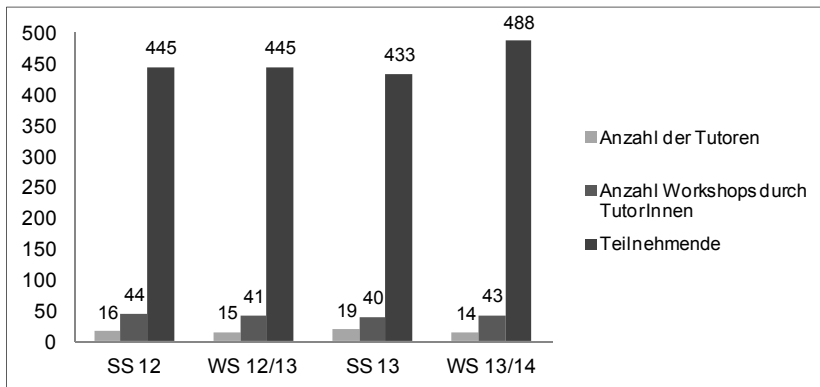
Quelle: Verarbeitung interner Daten.

Zur Qualitätssicherung im Rahmen des Tutorenprogramms für Schlüsselkompetenzen zählte die standardisierte Befragung aller WorkshopteilnehmerInnen mittels Fragebogen. Im Wintersemester 2013/2014 füllten 443 WorkshopteilnehmerInnen des Tutorenprogramms die Fragebögen aus. Die Studierenden wurden vorrangig über die Webseiten ihrer Fakultät und des Career Service auf das Workshopangebot aufmerksam. Besonders hervorzuheben ist, dass 20% der Studierenden auf Empfehlung ihrer KommilitonInnen darauf aufmerksam wurden. Das Workshopprogramm wurde damit als nützliches Element im Verlauf des Studiums weiterempfohlen. Die Gesamtbewertung der Workshops liegt mit der Note 1,5 nur 0,3 Punkte unter den Workshops, die durch externe DozentInnen im Career Service durchgeführt worden. Die TeilnehmerInnen hoben besonders hervor, dass die Workshops gut strukturiert waren und die Inhalte verständlich vermittelt wurden (MW = 1,3). Besonders wurden auch die Aktivierung der Teilnehmenden (MW = 1,1) und die Verknüpfung von Theorie und Praxis (MW = 1,4) hervorgehoben. Etwa 65% der Teilnehmenden waren mindestens im 5. Fachsemester, ca. 30% befanden sich im 1. – 4. Fachsemester. Fast 70 % davon waren in einem MINT-Fach immatrikuliert, etwa 30 % im

Bereich der Geistes- und Sozialwissenschaften. Der Anteil an Männern und Frauen war gleich hoch.

4.5 Fazit und aktuelle Entwicklung

In der Projektlaufzeit zeigte sich, dass sowohl von den Fakultäten wie auch von den Studierenden das Tutorenprogramm für Schlüsselkompetenzen als zusätzlicher Bestandteil zur fachlichen Ausbildung im Studienablauf geschätzt wurde. Der Career Service konnte sich als ein kompetenter Ansprechpartner für die Vermittlung von Schlüsselkompetenzen etablieren, welche die Studierenden sowohl im Studienablauf wie auch beim Berufseinstieg unterstützen. An der TU Dresden wurde im Projektzeitraum von keiner anderen Einrichtung ein vergleichbares Programm angeboten. Mit Ablauf der fünfjährigen ESF-Drittmittelförderung im Januar 2014 wurde auch das Tutorenprogramm für Schlüsselkompetenzen beendet. Eine Fortführung des Programms an anderer Stelle wäre wünschenswert.

Autor

Nicole Strauss, Mitarbeiterin des Career Service, Technische Universität Dresden/Deutschland

5 Career and Professional Development Programme – Best Practice Example of an Integrated Career Orientation and Application Training Programme
(Anne Rehmet)

Hereby I would like to share with my colleagues a best practice example of an integrated career orientation and application programme. I will present an encompassing overview of the programme, as well as share background information that might help to identify if and under which conditions such a programme might be adaptable for other institutions as well. Allow me to point out that this programme does not stand alone, but coexists and, thus, benefits from related service offers by other student services departments as well as courses taught by the university's faculty. Those who would like to get in contact with me are invited to do so at anne.rehmet@the-klu.org. I would love to hear about other success stories as well to further refine our offers.

5.1 External Preconditions

"The Kühne Logistics University, Wissenschaftliche Hochschule für Logistik und Unternehmensführung (The KLU), is a private, state-recognized university located in the harbor town of Hamburg, Germany.

Sponsored by the nonprofit Kühne-Stiftung, The KLU offers a broad spectrum of courses and research in logistics, supply chain and business management. Our BSc, MSc and PhD programs are distinguished by an international student body, an outstanding faculty, an intimate learning environment and extensive corporate ties. Our Executive MBA program, a seminar series and international summer and autumn schools provide excellent opportunities for professionals to expand their know-how.

The KLU is unique for its international faculty and research expertise in logistics and related aspects of business. It ranks among the top

universities in the 2012 Handelsblatt research ranking of business administration faculties in Germany, Austria and Switzerland."

(The KLU, 2014)

Thus, the objective was to design and implement a career orientation and application support system for a specialized, young, small, international, private university.

5.1.1 Advantageous Preconditions

Firstly, the KLU is educating young people to become high-achievers in research, business and industry related to management and logistics. Thus, the university's focus is already closely related to the field of professional skills training.

Secondly, several decision makers on KLU's high-level management (KLU's President, Chancellor, Head of Program Management) all gathered years of professional experiences in the corporate world. They were very much in favor of assisting the students in developing and integrating career orientation and application training at the KLU.

Thirdly, the KLU is a well-equipped private university. Thus, 1.5 Career Services staff members attend to currently (only) 130 Bachelor and Master students per year. Moreover, a budget is available to hire external trainers at a daily rate of approx. 1,000 EUR.

Fourthly and most importantly, the KLU's youth, the fact that it was just in its first reaccreditation process when I presented the idea of an integrated career orientation and application training programme, had the advantage of "being presented in the right place, at the right point in time". Since all study programs were being rearranged and ECTS points were reallocated, it was possible to fully integrate such a programme into the curriculum.

5.1.2 Preconditions, Which Could Be Viewed as a Bit More Challenging

Firstly, KLU's student body is rather diverse. Forty percent are from Germany. The other students are international students. Some have

up to five years of work experience, others virtually none. The language of instruction is English. However, there are hardly any native English speakers on campus. This results in all student services having to cater to this heterogeneous focus group.

Secondly, the KLU is a private university, which means that all students have to pay tuition fees that are considerably higher than at public German universities (per semester: BSc = 4.500 EUR, MSc = 5.000 EUR). Thus, private university students are viewed as paying customers, and can be very demanding at times.

5.2 Previous Career Support Experiences Leading to the KLU's CPDP Programme

In 2001 I began my career in Career Services. During my time with Jacobs University Bremen, my experiences as coach and trainer, my time with the KLU, as well as through information exchanges with colleagues from other universities around the world, I gathered an information basis which influenced the design of the Career & Professional Development Programme (CPDP).

5.2.1 A Sequence of Topics Building upon Each Other

In addition to my position at the KLU, I work as a certified coach and trainer/moderator. Especially when working as a coach with high school graduates on career orientation questions, it became obvious that a sequence of approximately five sessions of one hour each is optimal to collect sufficient information for the client to be in the position to make a first career decision.

Learnings: Single workshops are great, but they are like flash lights, vanishing into air. A sequence of topics building upon each other, resulting in a well-founded decision basis, is an asset to any career orientation programme.

5.2.2 Make It Compulsory, and Integrate It into the Curriculum

Prior to the KLU, I was responsible for Jacobs University Bremen's Career Services Center where it wasn't possible to integrate the Career Services offers into the curriculum. Thus, the extensive

Career Services workshops were voluntary offers. Time and energy were spent not only on the workshops themselves, but on their administration (students' registration), and marketing the services to the students, getting them to attend. Of course, we never reached all students. The feedback we received during graduating class' feedback was always the same: "The workshops were great, but we always had to steel the time to participate." Thus, by the end of the semester participation was low. Also, those students who might have benefited most, the weaker students, were not necessarily those participating. In retrospect, students told us that those workshops should have been compulsory for all.

Learnings: If it is one of the objectives to reach all, also the weaker students, the offers need to be compulsory. If the offer is integrated into the students' schedules, time does not need to be dedicated on marketing the services to the students, and to manage registration lists, having to cancel workshops due to too few registrations. If the programme is integrated, the offers don't need to compete with other courses for time slots.

5.3 KLU's Career & Professional Development Programme (CPDP)'s Parameters

The above described learnings, which resulted in an integrated career orientation and application skills programme, address the following parameters.

5.3.1 Reach All Students/Support Them in Their Ambassadorial Role

The KLU sees its current students as well as its alumni as KLU's ambassadors. Thus, especially when in contact with employers during their integrated internships and their Master thesis, it is of vital importance that students leave a good impression. They don't only secure their own future, but also smooth the way for their juniors as well as KLU's corporate relationship management. Thus, on the one hand, taking into consideration the intercultural and heterogeneous group of students at the KLU, structured support for all students had to be made available, to ensure that they would be in the position to

serve as the KLU's ambassadors. On the other hand, once students are prepared for this role, the university benefits from them only leaving the best impression.

5.3.2 KLU's Internship Program, the Linchpin of the Career Services' Offer

The linchpin of KLU's Career Services preparation track is the integrated Internship Program. All KLU students are required to participate in an internship. Master students' internships take place during the summer between their first and second year at the KLU, lasting at least 12 consecutive weeks. Bachelor students' internships take place either during the summer after their first or/and the summer after their second year at the KLU, lasting 12 consecutive weeks.

The first and part of the second semester is, thus, dedicated to assisting students to identify which internship would be a good fit. The time after the internship is dedicated to fine-tuning, and support-ing students in their transition processes into the labor market.

Image 1: KLU Students' Career Development Track
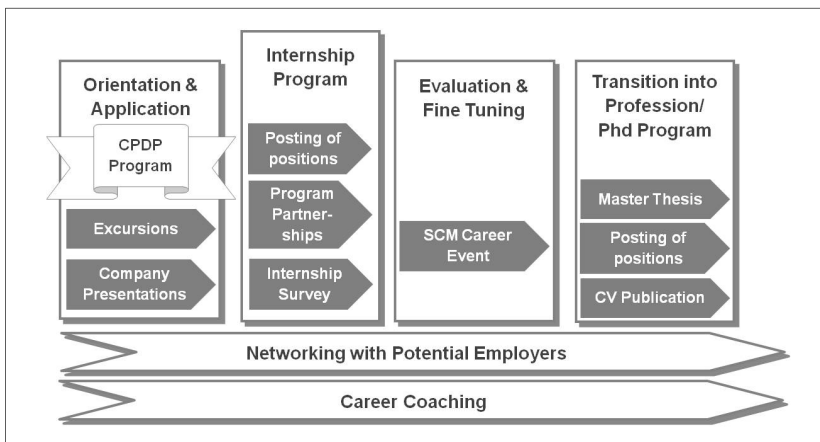
Source: CPDP, 2014.

5.3.3 Integration into the Curriculum

The CPDP trainings are a required prerequisite of the Internship Program. Since the programme is a pass/fail course, students must attend at least 75% of the trainings. Once they have participated in the CPDP, completed an internship related to their major area of study, and submitted a short internship report as well as a copy of their supervisor's internship reference, they have successfully completed KLU's Internship Program. They receive, thus, 10 ECTS points.

5.3.4 Helping Students to Help Themselves

Acquiring and completing an internship offers the opportunity to learn most skills necessary to land a job after graduation. Placing students into internships deprives them of this opportunity. Therefore, the mission of KLU's Career Development Office is to educate, facilitate connections, and empower students to identify and pursue their professional aspirations. We offer a step-by-step guided approach during the trainings. In addition, students may approach us for 1:1 career counselling sessions, and feedback sessions. Last but not least, we facilitate exchanges with business and industry via excursions, company presentations, internship/job postings, and a fair.

5.3.5 Summary of the CPDP's Advantages

The programme's advantages are as follows:

a) Ensuring a sound career orientation and application skills basis for all students.

b) Ensuring that students know who they are, what they want, and how to reach their goal.

c) Ensuring that students are in the position to fulfill their ambassadorial obligations.

d) Focusing the office's resources on managing a tangible set of trainings, instead of organizing and marketing flash-light workshops.

e) No competition with other course offers, as it is equal to them.

f) Students receive ECTS points for their participation. Nevertheless, the trainings need to receive great feedback from students, so that they would consider participation even without the credits. However, the credits surely help!

g) Reducing coaching and feedback time and resources to very few, individual questions.

h) Offering an additional asset, which can be a university's unique selling point, highly attractive to parents and career focused applicants.

i) Accumulating knowledge who the students are, and what they want.

j) Being in a more insightful position to offer match-making services between students and interested employers.

k) Creating a positive experience with Career Services' staff. This might pay off with regard to future alumni relations.

5.4 KLU's Career & Professional Development Programme (CPDP)

Participating in the CPDP will allow the students to identify a) who they are, b) what they want, and c) how to reach their goal. Under the protecting umbrella of the Internship Program, they will learn everything they need to know to achieve their personal career goals.

Image 2: KLU Career Preparation Track
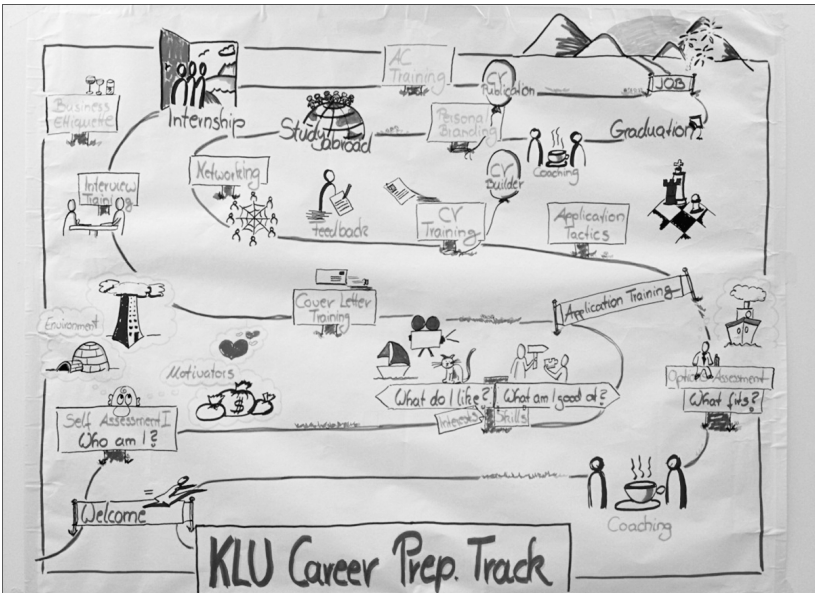
Source: CDPD, 2014 (Internal Workshop).

Image 3: CPDP's Sample Training Schedule

Date	Time	Training/Workshop	Trainer
19.09.13	09:30-13:30	Personality Assessment	Corinna Mertz
07.10.13	09:30-13:30	Skills & Interest Assessment	Corinna Mertz
01.11.13	10:00-13:00	Options Identification	Anne Rehmet
15.11.13	09:00-12:00	Application Tactics 1	Anne Rehmet
21.11.13	10:00-13:00	Application Tactics 2	Anne Rehmet
26.11.13	13:45-14:15	Internship Info Session	Anne Rehmet/ Nicole Wedell
28.11.13	10:00-13:00	CV Training	Anne Rehmet/ Nicole Wedell
02.12.13	10:00-13:00	Cover Letter Training	Anne Rehmet

Source: CDPD, 2014

5.5   CPDP Trainings' Descriptions

Personality Assessment

Your career is like a journey. In order to find the right path, you first need to know which goal you want to reach. The first step in identifying your goal is to understand who you are (your personality assessment). As a takeaway, you will not only have a clearer picture of yourself and your preferences, but you will also be in a position to clearly communicate this vision.

Skills & Interests Assessment

Apart from your degrees, there are certain skills that you enjoy using most and are best at. If you know what they are and can employ them, your work will be the right match. This also holds true for your interests. If you are interested in automobiles, it would be better to look for a job with BMW than with Coca Cola. Knowing your skills and interests is not only important for knowing what your dream profession could be, but is also a prerequisite for being able to persuade your future employer as to why you are the perfect match for a job.

Options Identification

Based on the findings of the two previous modules, all results will be merged and we will identify your first occupational options. Which positions would fit you best? Until you can name the career path you want to follow, you can't take the strategic steps necessary to position yourself as a competitive applicant.

Application Tactics: The Rules of the Game

Now that you know what position you are hunting for, you need to understand who makes the rules of the game. What kind of attitude and behavior are expected of you as a job or internship hunter? How do you create an action plan?

Application Tactics: Research & Application Channels

Which are the best resources for your internship/job hunt? Which application channels will be most successful or should be combined? The outcome of this module will be group presentations and

recommendations on a variety of research and application channels, as well as resources. The findings will be collected and combined into a reference file that the whole class can use.

CV Training

Your CV is your basic homework. This is the first piece of information most employers see about you. If you don't meet their expectations, you will impact your chances for employment negatively. In this workshop, we will train you to create a winning CV.

Cover Letter Training

Writing an outstanding cover letter is crucial for business school students, since the competition is tough. To be good is not enough. You need to be able to communicate your matching qualities in writing, in a focused and attractive form to readers. You need to grab their attention and persuade them to reply via email or pick up the phone to invite you for an interview.

Networking

This course provides the necessary networking skills for young professionals and helps participants in improving their social skills. The course covers a variety of situations and practice exercises, and is intended as a quick-start guide to life-long networking.

Interview Training

Presenting yourself at your best during job interviews is a crucial skill you need to master in order to build your career. Understanding the interview process and preparing ahead can have astounding effects on the way you feel and present yourself during a job interview.

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[Accessed: 26th February 2014].

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6 A Short Phenomenology of Extracurricular Qualifications

(Reinhard Hannesschläger)

It is, at times, a good idea to step back and look at a topic from the distance, to ask oneself: what are we actually talking about? One can find quite diverse opinions on whether extra-curricular qualifications are worth to be strived for: Most people appear to share the understanding that it is the extra-curricular activities and qualifications that make a person unique and interesting. According to an article in *The Telegraph* in 2010, however, "students applying to university should not waste their time on extra-curricular activities" because decision makers did not want "second-rate historians who happen to play the flute". (Collins, 2010) So when talking about extra-curricular qualifications, we want to ask: What are they and what are they good for in the context of higher education and career counseling?

6.1 What Education is Supposed to Achieve

The idea that humans are in need of more than pure knowledge of facts and a narrow set of skills required in the fulfillment of the tasks linked to a profession came up with the advancing specialization in knowledge and science. Of course, specialization on the professional level had existed before those times, too, but academic science had been more universal. It was Wilhelm von Humboldt who proclaimed academic science as possessing a value of its own, not being required to serve any other purpose. Any pressure from the outside, be it political or economical, would impede the development of sciences. In his opinion this meant that only when the university could secure economical independence, it would achieve freedom and independence in its academic pursuits, too. (cf. Hofmann, 2010) Thus no one would be able to tell the scientist or the student what knowledge is worth to be studied or researched and what is considered useless. This would help humans to become autonomous individuals, cosmopolitans and reasonable. Humboldt

was promoting a type of university education without a professional purpose.

But also the German Georg Kerschensteiner, an important pioneer of vocational education and action-oriented teaching, rejected a purely utility-oriented approach in education. Education should not just produce easily deployable workers; he considered civic education and sports to be essential components in the education of the young. Even though his target group was not primarily recruited from among the bourgeoisie, as it was true for most of Humboldt's students, he also stood up for a right to become in some way complete as human being, being more than just able to fulfill tasks. (cf. Kerschensteiner, 1966, 1986)

So, to put it short, one could say that Humboldt wanted to grant students the freedom to study what could contribute best to their personal development. He probably would not have wanted to call anything "extra-curricular", because if it helps in the pursuit becoming ideally human, it will just become part of the curriculum. Kerschensteiner, for his part, underlined the importance of activities that were – at least then – extra-curricular, in order to create capable and self-determined members of society.

Both Humboldt and Kerschensteiner suggest that there is a kind of danger that education could be focusing only on objectives predetermined by either a political or economic power and they both think that it is necessary to ensure the emancipatory effect of education.

The perception that there exists an antagonism between mere utility-oriented and an emancipation-oriented role of education still persists to this day.

6.2 Differentiation between Classifications of Qualifications

6.2.1 Key Qualifications

With the accelerating growth of technical knowledge in modern society, one began to understand that much of the knowledge that one acquires once is going to be outdated at an accelerating pace. It

was the German economist Dieter Mertens who coined the term key-qualifications. (cf. 1974, p. 36-43) He supposed that the modern society requires people to continue learning throughout their whole career and that it is necessary to acquire certain qualifications as key to the knowledge that is constantly growing and changing. What is considered essential at one point (filling in the correct information into a form and filing it correctly) can quickly become obsolete and be replaced by a new set of qualifications (for instance administering the same kind of information with the support of a computerized system).

Image 1: Extra-curricular qualifications are distinct from key- and cross-curricular qualifications, but they also overlap in many ways.

Key qualifications

Curriculum XY

1.
2.
3.
4.
5.

Cross curricular qualifications

Extra curricular qualifications?
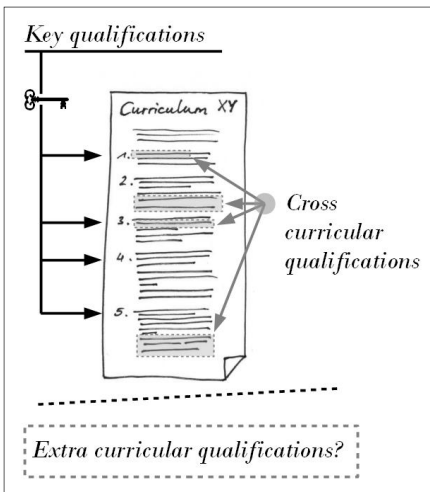
Source: Own illustration.

It is obvious that since the 1970ies, when the term first appeared, key qualifications themselves have changed, too. But first, it is important to understand the basic concept, namely, that education systems need to focus on the development and growth of competencies that enable students to continue learning and meeting new challenges throughout their career; and second, even though

some competencies have changed and new ones have come up over the years, key qualifications are still to a lesser degree subject to change than the knowledge content of the curriculum.

6.2.2 Cross-Curricular Qualifications

Many of the individual key qualifications are also found among the so called cross-curricular qualifications. The idea behind these is not that they open up the door to access the existing knowledge in the curriculum or the knowledge that might replace it in the future. These are qualifications that cannot be attributed to only one subject. A simple, traditional and essential example would be word and real life problems in mathematics teaching. The use of information technology, although usually taught in one subject, is also a subject that is more and more integrated with other subjects: language teaching, accounting, law, natural sciences and arts, to name just a few. As an example, business students need to be able to write (and print out) a commercial offer in correct language, clean and appealing typography and design, including correct calculation as well as the legally or commercially required information. The whole is greater than the sum of its parts. In this case key qualifications do play a role, yet we are talking about qualifications that are not a prerequisite but a result of a number of individual qualifications and of the ability to combine these effectively.

6.2.3 Extra-Curricular Qualifications

With a semantic approach, we would define the extra-curricular qualifications as skills that are not part of the curriculum. This also means that what might be an extra-curricular qualification for a student of informatics could be a core-competence in the curriculum for a student of literature. In addition to that, what is considered extra-curricular is changing over time, as can be seen with sports, ancient Greek or arts education.

So, traditionally we are thinking of extra-curricular qualifications as of something that we do for fun, self-motivated, not because we have to.

In his work *Philosophical Investigations*, Ludwig Wittgenstein wrote that "The meaning of a word is its use in the language" (§43). The use and thus the meaning of the term extra-curricular qualifications also has changed, it has become broader. Extra-curricular classes have been established to compensate for what might not have been achieved during regular lessons or in order to acquire additional knowledge that might be highly relevant on the labor market, but has not made it into the regular curriculum yet, or might be outdated even before it could have been included in an adapted curriculum. This could be seen as an expression of the synthesis of education as means of emancipation and of education oriented towards utility: The courses are addressing the students' individual needs, not to be understood as individual in the individualistic sense, but depending on where a student needs additional support in order to meet a standard required in an industry or in order to excel in a certain field that is, again, improving his or her chances on the labor market.

6.3   Extra-Curricular Qualifications in Career Counseling

When career services were established, it was most likely not part of the plan to offer this kind of complementary courses. It is rather an additional service that they offer, thus opening up a new market for themselves.

Let us therefore focus once more on the traditional understanding of extra-curricular qualifications. Which role can extra-curricular qualifications play when looking at them from the perspective of career counseling? Academic and professional achievements are still the most important factor in an applicant's profile, but the extra-curricular qualifications can enrich the overall picture. Whether and how an applicant includes this kind of information in a CV should be considered as thoroughly as in the case of any other qualification.

Image 2: Which key-qualifications might be associated with certain extra-curricular activities and qualifications?

Source: TH Wildau and Shutterstock, 2014.

The positive effects of adding information on extracurricular qualifications might be the following:

Implicit Information on Key-Qualifications and Soft Skills

Certain extra-curricular activities are usually associated with particular abilities and skills: attention to detail, working in a team, purposefulness, flexibility, creativity, etc.

But as with other pieces of information: the applicant should think well about what to include. What positive or negative attributions might different kinds of people have with regards to a certain qualification or activity? Do the skills that people usually associate with this kind of activity fit to the position that I am applying for? How can I draw peoples' attention to the positive skills that I want to point out?

Emotional Bridging

This might be true in two ways: with regard to a decision maker on the personal level and with regard to the organizational culture. At times it can be quite tricky: if people cannot relate to your hobby and

might even be prejudiced ("bodybuilders are rather simpleminded"), it can be a risk. On the other hand, if a decision maker happens to share your hobby or can relate to it for some reason, this information can be the entry ticket. If the company is in a region where a certain type of sport is common, the probability is high that this can make the decision makers think: "This person fits in well". In other regions, where people maybe cannot relate to this particular kind of sport, it might even be considered risky and too dangerous. If you decide to take the risk and include even unusual types of extracurricular activities, you might think of how you can use it to point out the positive effect of the activity during the job interview (for instance being focused and relieving stress in climbing have a positive effect on your everyday performance).

<u>Enhancement of Your Personal Profile</u>

If a person does not provide any information on his or her personal life, it might seem incomplete, or the applicant might be classified as a potential couch potato. But whatever you decide to include in your CV: it should be correct information, up to date and you should be able to tell the interviewer something good about it.

<u>What to Avoid</u>

In addition to what has been said above, avoid crowding in too much information. The main focus of the CV should still be your professional qualification. When it comes to extra-curricular courses, as mentioned above, you should also be careful not to sound trivial: Stating that you attended an extra-curricular class in MS Excel as student in business administration might cause the reader of your CV to ask him-/herself: Why didn't this applicant get it in the first place? Everything that is mentioned should point to an asset of yours and never should it reveal a weakness.

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7 Advertising Internships in Central and Eastern Europe
(Jan-Philipp Neetz)

7.1 Aims and Purposes of BAYHOST

BAYHOST is the Bavarian Academic Center for Central, Eastern and Southeastern Europe (CEE), located at the University of Regensburg. It serves 11 Bavarian universities, 19 universities of applied sciences and 7 art academies, was established in 2002 and is funded by the Free State of Bavaria. We strive to promote and intensify cooperation in research and teaching with universities in CEE and to establish new contacts with potential partners. An international network of alumni supports us in striving for these goals.

Image 1: BAYHOST Logo

Source: www.bayhost.de.

Serving as a contact agency, BAYHOST also offers several services to scientists and students including counselling, developing new forms of cooperation and model projects. BAYHOST also offers one year scholarships for incoming graduates from CEE and mobility grants to Bavarian students, amongst others for research-oriented field trips and internships.

7.2 Internship Service

One important demand that university graduates are facing when looking for a job is the ability to apply and transfer their knowledge into practical working life. The high expectations regarding a graduate's ability to be fully educated and ready to start from day

one of his or her employment make internships an integral part of most study programs in Germany. Whether the curriculum makes it mandatory or not: The ideal of most students and employers is to leave university with both theoretical and practical knowledge. Besides having a university degree they wish to round off their CVs with internships that give proof of their applicable competences. And while international experience is becoming another "must-have" in our demanding world, the most promising way to gain all these practical and soft skills at once is an internship abroad.

Since many of our clients are students and scientists who are somehow connected to the CEE countries – may it be because of their very field of specialization, through family roots or language-wise – we receive many inquiries concerning the difficulty to find an internship in the very field of studies. Internship search engines, contact agencies and platforms to look for companies and internship offers are various but most often limited either to Germany or Western Europe. Bigger companies and enterprises that have foreign branches also in CEE might even propose internships there but in a limited number and often in very limited fields of activity like translating, legal issues and – most often for German companies – automotive and engineering.

The German industry on the contrary is lacking qualified employees in the latter ones and welcomes incoming students and graduates with technical skills. Since our core issue at BAYHOST is the idea of cooperation through exchange, it goes without saying that the internship service is open for incoming students from the CEE countries as well. Unfortunately, quite often the lack of German language prevents motivated young professionals from entering the labour market. Therefore, BAYHOST together with partner organizations also intends to find new ways of bringing companies and students together. One idea would be to combine intensive language courses with a following internship at the company that pays for the preparatory language course.

At the moment our internship service is set up in order to help students to help themselves. However, BAYHOST is not offering

internships nor does it have access to a pool of vacant positions but promotes internships. Through a wide network of contacts to institutions, corporations and alumni in almost every CEE country we advise students where and how to apply in accordance with their skills and requests concerning the field of activity, time and country. The students fill in a questionnaire, a so-called 'intern profile' and send it together with their CV to BAYHOST. In return they will receive an offer for a counselling talk and – if available – field reports from former interns and proposals for internships that fit their demands. We also cooperate with companies and institutions that have a frequent demand for interns with regional experience, knowledge about the labour market or scientific community in a specific country and relevant language skills. They send us their internship proposals which will be published on our webpage.

7.3 Why Advertising is Necessary

Not every country – especially in CEE – shares the Germans' "obsession" with internships. It is sometimes necessary to contact companies and institutions and simply explain to them how internships work, as well as why and how internships can be considered to be a very useful instrument for both the company and the student. Also, a popular mistake is to confuse an intern with some sort of cheap or even free labour force. The intern is indeed offering his or her skills but also needs to be coached by a supervisor, has the right to expand knowledge and experience and gain from the internship as well. Often the companies are in favour of accepting interns but may not be ready to integrate them into daily working process or do not want to "risk" giving them responsibility.

7.4 Cross-Cultural Competences and Preparation

The cultural differences regarding working life, hierarchy and differing expectations of the employee and the intern are often challenging for both sides. While in Germany the hierarchy inside a company is often not as highly respected as in CEE, it is more promising for BAYHOST to officially contact a company first and ask

for internship possibilities and inform about requirements and the companies' duties whereas a student's request might be left unanswered. Therefore, our service includes a preparatory talk with the intern and the advisor at the company or institution if so desired. Also we established a guideline for companies where the most significant characteristics of an internship are described, free for download on our webpage. We experienced that the most common misunderstandings regarding the tasks and responsibilities of the intern can be solved by agreeing upon some aspects of the internship beforehand. Having an agreement on the working hours, duties and educational objectives is a good precaution for the intern against excessive demands as well as the feeling of being underused. As the latter happens more often, it is useful for the intern to have his stay abroad planned well and be prepared to come up with his own ideas or develop a project he can conduct on his own when feeling underused or left out by the employer.

Furthermore, it is necessary to remind intern and employer to be aware of all regulations concerning visa, employment permit and to bring an official letter from the student's university.

7.5 How to Advertise Internships in Central, Eastern and Southeastern Europe?

Besides the promotion of internships as a part of university education in CEE, we also want to attract students' interest for the region as a possible destination for their next internship. The most promising target group is of course students who have a regional focus in their studies or have a respective family background. Via newsletters, student fairs and our webpage we promote our internship service and encourage students to take an internship in CEE into consideration.

7.6 Our Service for Companies

We distribute internship or job offers for young students and graduates with cross-cultural competence via our webpage and newsletters. Company representatives are invited to come to student

job fairs or other similar events at Bavarian universities and present their company's internship program.

7.7 Some Numbers

A total of 45 Bavarian students took part in the internship service in 2013. The most popular countries mentioned as preferred destinations were Russia, Ukraine, Poland, the Czech Republic and the Western Balkans. During the last twelve months 42 incoming students took advantage of our counselling services. In 34 cases BAYHOST successfully promoted internships and mobility grants. More than 50 companies and NGOs have been contacted and 35 internship proposals communicated via BAYHOST. Altogether, we advised more than 700 students within the last years.

The internship service for students is free of charge and available in English and German language. The team of BAYHOST is proficient in Bosnian, Croatian, Czech, German, English, Polish, Russian, Serbian and Ukrainian language. Current internship proposals can be found on our webpage: www.bayhost.de.

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8   Ways to Finance a Career Service
(Sigrid Maxl-Studler)

Every Career Service has its own history, structure and target based on individual developments of the university. As a result of this circumstance, some Career Services do have to find ways to finance their services, others do not. Within the following field report different ways of financing are shown. The aim of this article is to present the concept of the Career Center at the University of Graz so that readers can find ideas for their own work. There does not exist one singular best way, in fact each university/Career Service has to find its individual practice.

8.1   Overview of Possible Ways

The University of Graz has more than 31,000 students, about 2,800 graduates per year and offers 100 studies at 6 faculties. The Career Center of the university has 3 employees who conducted some 900 guidance sessions in the year 2013 and about 30 trainings/events.

In order to finance the Career Service activities several ways come into operation:

- Funding by the university
- Earnings through students/alumni
- Funding by government/EU
- Revenue by other external partners
- Income through companies

In the following paragraphs detailed information is given, especially in the field of income through companies which is the second largest share after funding by the university.

8.1.1 Students/Alumni

In Austria students or alumni at other universities sometimes do have to pay for career services. Partly, Career Services are associations

so that customers have to be a member and pay an annual fee for the services provided. At the University of Graz, the university's students and alumni do not have to pay for taking part in trainings, events or guidance sessions. They can use all the services free of charge. During the past students from other universities or external people who were interested in the services took part for free as well. Because of the increasing number of this group it got harder for the university's students and graduates to get an appointment. As a result, the Career Service decided to charge those people who are not students or graduates of the University of Graz. Nowadays, they find the prices on the website or in a guidance folder and get a bill after using a service.

8.1.2 Government/EU

The funding by public authorities or the EU is a widely known possibility for career service activities. The Career Center of the University of Graz is part of a project in cooperation with a university in southeastern Europe with the aim to further develop their career service. Detailed information about EU funding was provided by other conference lectures.

8.1.3 Other External Partners

Through cooperation with other educational, cultural and administrative facilities further funds can be acquired. For example, in case of the Career Center at the University of Graz there exists cooperation with the University of Applied Science. Staff of the Career Center provides an assessment-center-training for their students. Moreover, the "Club International" of Styria is a contact point for all foreigners, especially skilled personnel, who want to work and live in Styria. Through this club all family members get support in regard to finding a flat, finding a suitable kindergarten as well as school facilities and more. In this context the Career Center of the University provides trainings in how to apply for a new job in Austria.

8.1.4 Companies

The income generated through companies is an important factor for career services in Austria in general. The advantage is that

companies are used to paying for services at universities. So the Career Center of the University of Graz provides a wide range of recruiting and employer branding activities. Due to its importance this topic is shown in more detail.

8.2   Services for Companies

The services provided for companies can be divided into "online services", "print services" and "events or further services". In order to promote these activities information can be found on the website of the Career Center. Moreover, an employee of the Career Center forwards a newsletter for company members every other month and provides information in meetings where she or he additionally delivers a printed guide with an overview of the services. In addition, the monthly newsletter "Uni Graz Business News", a collaboration among several departments of the university, includes one article of the Career Center activities with companies in order to show possibilities and offers.

Some of the companies prefer yearly packages or individual packages for their recruiting activity. So it is very important to give some advice on what fits together and can be successful as well as to be flexible in arranging packages and prices. Occasional offers can also be very helpful to promote the services.

The following image shows the services provided:

Image 1: Company Services
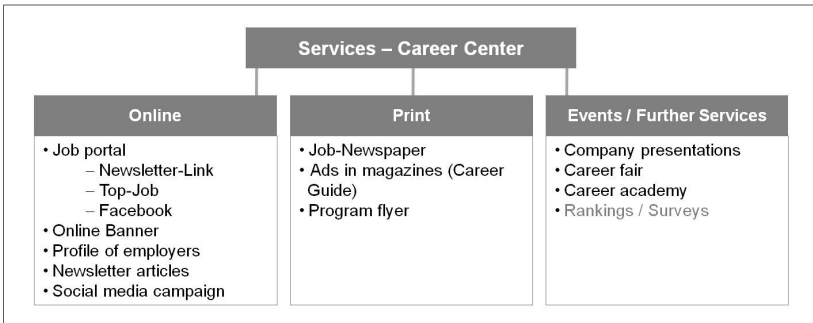
Source: Own illustration.

8.2.1 Online Services

Companies do have to pay for a job advertisement on the job portal, except for internships which are free of charge. Additionally to their job ad they can book a link in the student newsletter directly to the advertisement, a placement on the "top job corner" or a Facebook entry. All of these services can be automatically booked via an online form.

The website of the Career Center offers further marketing tools like online banners and the profile of employers. Last but not least, firms can book articles in the newsletter of the Career Center or a social media campaign on Facebook.

8.2.2 Print Services

Four times a year the Career Center team publishes a printed job newspaper with editorial content as well as job advertisements. The newspaper with an edition of 1,000 pieces is obtainable on campus and free of charge for students and graduates. Companies advertise their job offers against payment of a fee, except for internships.

The Career Guide is another printed 58 pages booklet, published once a year, with information about how to apply, job interviews, assessment center and more. It is again free of charge for students and graduates and handed out by the department for academic

affairs when graduates get their diploma. Employers do have to pay for ads.

Moreover, the back side of the program folder of the Career Center is obtainable for advertisement by companies.

8.2.3 Events/Further Services

Each year several company presentations are held at the university in order to recruit students and/or graduates. Therefore, firms book an individual package covering accommodation, technical equipment, catering organization and promotional activities.

Another event is the so called "Career Academy", which is a crash program during vacation time for selected students of a master's program. They get a training of essential competences, partly in cooperation with companies and organizations.

The biggest annual event is the job fair, taking place in November at the University of Graz. More than 50 companies and organizations present themselves in the main building of the university. Again companies are charged for their stands and further services like ads in the job fair magazine, online banners on the fair website, logos on promotional material and others.

In addition, the network of career services at 10 Austrian universities conducted a survey among students in order to find out which are the most popular companies in Austria as well as which image do those companies have. The results were summarized in a 90 pages report and sold among interested companies.

8.3   Conclusion

Especially in the context of services for companies it is very important to know which media and sources students and graduates use and, as a result, what the best ways for employer branding activities at the university are. Sometimes new services must be developed or older ones – respectively those with no demand – have to be canceled.

Thus it is always important to have an overview of the needs and wants of the students/graduates as well as of company members. Therefore, surveys and focus groups can help to gain insights and keep or get in touch.

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9 Resources and Experience in International Cooperation between Career Centers
(Bernd Kleinheyer)

9.1 Building an International Consortium for European Projects in Higher Education and Career Counselling

The needs of private business have long produced models of international co-operation within consortia and interest coalitions. As far as the public sector is concerned, this drive for cross-border co-operation started later and still needs awareness-raising regarding mechanisms and core processes. Against a background of cross-border co-operation in the public sector, this article aims to provide accounts of experience rather than organizational models. For practical reasons, it will follow a typical project cycle.

9.2 Experience Base

The recommendations made below are based on transnational consortium building experience in

- Education and training, career guidance
- Counselling, social inclusion
- Regional development
- Capacity building of public administrations and private-sector governance
- R&D, technology transfer, product development

9.3 A Consortium for Project Applications

Any public or not-for-profit service seeking synergies from transnational co-operation will need to address symmetry and diversity issues at various levels.

The classic inter-cultural agenda (well serviced by a host of theories, manuals and training opportunities) needs to be matched by

awareness on other 'inter' tasks: very often, intercultural issues (are perceived to) overlap with inter-organizational, inter-sectoral or inter-personal ones. Rather than extensively studying the specifics of partners' backgrounds and the 'systems' of education and social security etc. they operate in, it has proved effective to develop/promote a platform-building approach emphasizing the use of empathy, emotional intelligence and, putting it bluntly, trial and error. Whether this is a matter of education and training or socialization would be beyond the scope of this article. Research undertaken in Scandinavia has produced interesting results on this. (cf. Gertsen, 1998)

Globally speaking, engaging in consortia requires focusing on one issue from a diversity of perspectives. The emphasis is usually on purpose and output (project applications, delivery of results) and processes are organized accordingly. In such a highly result-driven environment, there is usually little room (and budget) for long-term awareness building and analytical brilliance. Sharing ownership in the project context is therefore mainly about 'constructing' a platform that organizes workload effectively and generates outcome, to a point where stress and overnighting are readily accepted.

9.4   Choice of Partners

Consortia are made of partners usually selected in an asynchronous process; some have worked together before, some have not. 'Casting' errors are so frequent that a look at selection criteria is worth the effort. Apart from carefully defining and investigating profiles, matches and the position of anchorpersons at partner institutions, initiators should not overload a consortium for the sake of looking impressive. It is true that most evaluators of project applications have become critical of proposals involving mere micro-level organizations with little leverage. It is also true, though, that the same evaluators 'dislike' broad consortia duplicating competences and profiles.

Upon establishing the desirable profiles of prospective partners, consortium builders should define first and second-level partner roles

(e.g. for dissemination/marketing etc). In this, a mix of old and new partners and principal reliance on long-term, established partnerships will always create momentum and opportunities for shortcuts. New target partners should be approached at events (where they can be spotted 'in action'). Any recommendations from third parties should be double-checked. Once the consortium is complete, harmonizing the self-drafted profiles from partners into a coherent consortium profile is crucial to a successful application. The ensuing proposal drafting process is usually an initial whistle test for the roadhold of a consortium where trust and closeness are built but do not come overnight.

9.5   Application Process 1: Teambuilding

In the drafting process, each partner should be assigned a specific role in line with what they are good at. Co-drafting, workload sharing, procedures and tools (dropbox handling, matrix listing sub-tasks, responsibilities and due dates) need to be defined beforehand. The following 'specialists should be identified:

- A final proofreader (content and wording/language)

- A specialist for the electronic submission tool

- A specialist that screens all call documents (eligibility of project and partners, deadlines, deliverables etc.) and watches over completeness

- A 'guardian of the Holy Grail' i.e. the person that ultimately compiles the draft

Regular skype-conferencing will spare some but not all travel. As regards the use of teleconferencing tools, smaller and simpler is usually better. Partners should allow for one or two warm-up sessions where general matters are discussed, especially if not everyone have met before.

9.6 Application Process 2: Communicating

As the drafting process unrolls (and pressure builds up), national or institutional stereotypes are bound to 'creep in'. In this case putting the burden on several shoulders by sharing roles where national stereotypes seem a risk, is a good idea - e.g. a German could share the 'watchdog role' with another partner (or hand over). Or a Southern European could share the 'improvizer' or 'messmaker' with others. As there is not 'one' way of drafting a proposal, workstyles should be negotiated every now and then.

On the inter-organizational level, internal procedures of partners (e.g. approvals, signatures, delays) should be thoroughly investigated. The most sensitive issue is of course budgeting which is why budget matters should be addressed upfront. Partners should make each other aware of their needs in relation to the tasks assigned. Projects that are calculated on the pure need e.g. for the funding of staff hardly generate enough momentum for the job to be performed professionally. Certain consortia are known to have spent more time over 'dividing up the cake' than over project planning.

Drafting is not limited to desktop work but increasingly requires maintaining a contact with the programme agency. Considering the rising level of competition, learning about a call's 'unofficial agenda' and competitors, attracting attention and lobbying for your application have become crucial success factors.

9.7 Application Process 3: Formalities

Most funding institutions have switched to electronic submission tools. Here, the pitfalls are registration, access codes and submission procedure (cf. specialist roles above). Applicants should allow for plenty of time to secure institutional IDs and electronic registrations for all participants. Existing access codes to electronic portals should be obtained beforehand.

The formal elements that need to accompany the proposal (letters of intent, memoranda, endorsements etc.) should be obtained early on, in some cases hardcopies are required. Moreover, each partner

needs (formal or informal) authorization from their Management to process the draft and to involve relevant departments (admin, finance, personnel, quality assurance etc.). This is a core procedure in consortium building and may represent a welcome opportunity for the co-ordinating institution to introduce itself to the partners' management hierarchy.

9.8 Application Process 4: Dealing with Failure

The bottom line is that most applications fail. Applicants most often receive an official evaluation of their proposal, which claims to disregard any political or other unofficial agenda. There is no point in arguing about this with the programme agency. It does make sense, however, to track those projects held in order to learn about one's own errors (that may not be in the substance of the proposal). Preparing the consortium for failure and for taking the project further is the task of the co-ordinator. This is where having a mix of old and new partners will pay off – putting a different 'spin' on an existing proposal in a new application will be more motivating than starting from scratch.

9.9 Project Delivery 1: Communication

Once the news about acceptance of the proposal has been received, a number of formal and technical issues need to be solved (signing, legal documents a.o.). To best use the drive thus created a kick-off meeting should follow soon. It should be reserved for socializing, outside PR and stakeholder relationship building. This meeting should have a communicative and flexible format (seating!).

The following meeting where real work will start will create a precedent for workstyles. Accurate and feasible meeting agendas will be appreciated by all partners if communicated with ease and without over-rigidity. A multi-annual project will require about two partner meetings per year. There are of course always reasons for meeting more often but co-ordinators should consider that personal agendas and budgets are so strained that only well-prepared and broadly agreed meetings are productive. There is a risk of

demotivation by frequent travel producing poor results. Partners should also consider that most transnational projects involve additional (and unpaid) workload incurred by participants, which is usually critically viewed by Management. Adding to this the less visible time budgets for regular mails, newsletters, skype conferences and uploads on dropbox, let alone the delivery of results may create serious strains on project collaborators. It may therefore make sense to make serious claims for resources at project outset. This goes against common practice by which central departments maintain a tight grip on resources brought in by the consortium project without diluting them to those performing the job. The best way to confront this issue is bringing it up in a cost-benefit overview to Management, proving that the institution will benefit overall.

As regards consortium meetings, non-speakers of English should be welcomed and assisted, but extensive translating should be avoided, e.g. by intelligent seating. Everyone speaking slowly in their own language (if participants are from similar language groups, e.g. latin, slavic) may be another option. All documents should be in English from the very start though.

Co-ordinators should seek contact with executing persons at the partner institutions but should not bypass their partners' contact persons. These target persons should be put in contact with a co-ordinator's in-house organization (e.g. accountant to accountant) so that over time, the project network expands into the lower or higher levels of all partner institutions.

9.10 Project Delivery 2: Management

Consortia need to share workload and responsibilities across organizations. All functions need to be built and cannot rely on existing processes. It is therefore vital to get specific commitments from partners on respective workload, roles, responsibilities and due dates e.g. in the form of an internal Memorandum of Understanding. This should be supported by a workpackage-based milestones and controlling system monitoring delivery and preparing reporting. This system is to be agreed not just between co-ordinators but between

all departments involved across all partner institutions. It is useful to have e.g. a 'rulebook' on budget and finance management harmonized or at least agreed with partners' internal requirements, e.g. travel expenses or refund procedures (strictly 'cash against documents'!).

9.11 Managing Results 1: Dissemination

During implementation a centralized contact and status database should be built for use during dissemination. To broaden backing of follow-up projects, it is important to keep programme agencies involved and aware of the project as it unrolls. In the same sense, appetizers e.g. short newsletters/posts/media clippings on outcomes may keep internal and external addressees and stakeholders (decisionmakers, ministries etc.) curious. Well ahead of any closing event, a well-prepared 'Where do we go from here …' section should be included in several steering meetings.

9.12 Managing Results 2: Follow-up

As discussed above, the consortium should be regarded as a valuable long-term resource worth nurturing beyond a present project. Meetings should therefore be allowed to reasonably digress from agendas if there is a drive to spin off ideas for future projects early on. For this, it is worth keeping a logbook and allowing for tête-à-tête at events. Inviting scouts from your own organization may also be fruitful.

Results should be profiled in a way that allows sequencing with prospective follow-up projects. It is true that a coordinator initiating this will not always be popular but in the long run earn high respect from partners. Existing resources like travel budgets can be used accordingly to prepare follow-ups.

Consortia often wrongly believe that inflating results will win them recognition. Quite to the contrary, it is all about producing and disseminating results tightly oriented on the original objectives – and about creating demand for more. The prospect of being able to

access new projects together will consolidate and deepen any existing consortium.

9.13 Recapping…

- Consortia talks are not about being right but about delivering results

- Core processes and procedures are to be agreed and compromised on

- Organizational overlaps and reach into partners' hierarchies is inevitable

- Consortia are too valuable to be left to rot

- People over procedures

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10   Cross-border Cooperation: Experience, Opportunities and Challenges
(Tomáš Siviček)

For almost two years, the University of Jan Evangelista Purkyně in Ústí nad Labem has participated in the project called Transnational Career Service under the leadership of the TU Chemnitz, namely its Career Service, and with partnership of the TU Liberec. This article presents some of our experience we have gained during this time, with focus on those aspects, we believe, are transferable to any cross-border or transnational cooperation project.

10.1 Border Which Connects

I have always been fascinated by nature and its ability to solve problems and to adjust to new and unusual situations. It can also serve as a source of inspiration on the way to fulfil our visions. From my perspective, a synapse is a symbol of issues and people's approach to them. In a simplified way, we can see (our) regions as neurons, and their real meaning, purpose and potential is shown only in the interaction with the neighbouring neurons. Without this, the cell will face lack of impulses, lack of stimulation, and lack of information. And my contribution is about connections. I consider the border not an obstacle (or "end of the world"), but rather a place (physical, mental, or virtual), where the important and inevitable connections happen; they create the synapse.

Image 1: Transformation of border regions

„Karma" of border regions	Know and understand
New centre	
Make connections	Unleash potential
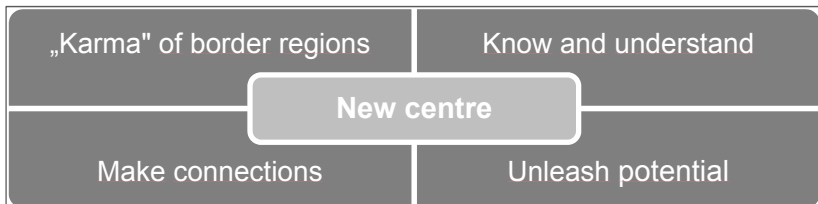
Source: Own illustration.

The previous statement is very often not shared by many people, even those living in the border regions. This is natural as, traditionally, the orientation or the gravitation of a centre often sets the border regions **outside of interest zones.** So, these regions are influenced by a certain "Karma" – not being interesting for investors, with slower structural changes and accompanied by low performance. (cf. Siviček, 2013)

Although there are numerous **similarities** regarding symptoms, it is necessary to know and understand the **story behind** the development and the current state. This analytical step allows seeing without "filters" in the form of stereotypes, prejudice ... and allows us to identify not only the weaknesses, but foremost unused opportunities. This has to be followed by preparing the conditions and environment for unleashing the potential.

But the main tool is **creation of as many synapses/connections** as possible. These connections not only unleash the potential, they serve as a **multiplier** and even **create new opportunities**. And this is what we have been doing for more than two years.

By changing the minds of people, **refocusing of interest and shifting of efforts** to these new channels, we create new centres of activities and eventually new poles of growth, leading at the end to higher employment and life standards.

10.2 Know the Region

The analysis of the development and the current state of the region in socio-economic terms helps to understand central issues of any project in broader context. It defines the general frameworks of activities, can help to identify stakeholders and to formulate the arguments. Since our project deals mainly with the labour market, let us highlight some facts.

10.2.1 Competitiveness

If we do (at least) a good job, it might improve the overall performance and the competitiveness of the region. But what is the situation right now? It is not surprising that Germany is the fourth

most competitive country in the world based upon the WEF's Global Competitiveness Index and it was able to improve its competitiveness (+2) even in time of crisis. The Czech Republic dropped by 7 places in comparison to the previous year to 46. (cf. Schwab, 2013, p. 30) According to the EU Regional Competitiveness Index created by the Joint Research Centre, the NUTS 2[1] region Severozápad is far behind (180) the NUTS 2 in Saxony. As we can see, the NUTS 2 region Leipzig is by far the most successful (73), followed by NUTS 2 Dresden (76) and NUTS 2 Chemnitz (92). (cf. Annoni and Dijkstra, 2013, p. 128)

10.2.2 Labour Market

The low competitiveness is accompanied by higher unemployment rates. We may say, the unemployment is a result of low competitiveness. In Saxony and in the region NUTS 2 Severozápad, the unemployment has belonged to crucial problems. In both cases, we can see some similarities in the history and the development. (cf. Novák et al., 2013, p. 15)

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[1] Classification of territorial statistical units according to the Eurostat, so called coherence region.

Image 2: Unemployment rate (1995, in %)

We could speak/write about the central planned economy and the structural problems for a long time. But, basically, in the early 90's both sides of the border inherited similar economic structures, which did not match the demand on the new markets and the future needs of the countries; and combined with the decline on the traditional markets. (cf. Novák et al., 2013, p. 36) Taking into consideration their location; they started with high unemployment rates and with problematic long term unemployment rates. (cf. Siviček, 2013, p. 12)

They differ in the way they handle the problems, transformational process and catching up the developed regions. While in the NUTS 2 Severozápad the structural change was relatively slow with unclear priorities. So, the situation when Severozápad registered relatively lower unemployment rates in comparison to Saxony has over the last

years turned just in favour of Saxony, even in case of long term unemployment. (cf. Novák et al., 2013, p. 43)

Image 3: Unemployment rate (2011, in %)
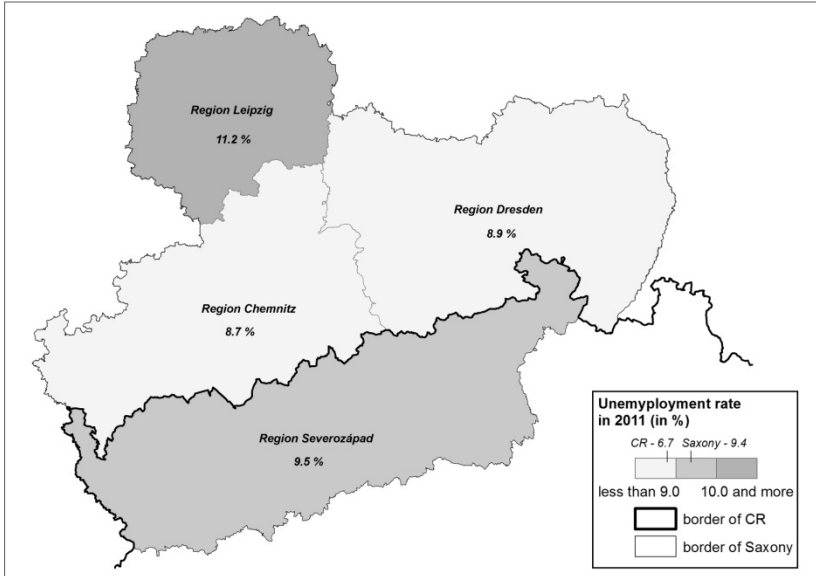
Source: Novák et al., 2013, p. 107.

In the Czech Republic, NUTS2 remains an outsider. Partly, it is also because of symptomatic failure of institutions (and politicians) to address the issue effectively, quickly and thoroughgoing. In case of the Saxony region, earlier reaction both at the federal level and state/regional level was very intense. The key element was the strengthening of the educational system, and not only increasing the number of students (without qualitative changes), and also including cooperation with companies and employers in this process. Finally, it brought results in the form of improved quality of education and graduates, increased potential and lower unemployment rates. (cf. Novák et al., 2013, p. 79)

10.2.3 Mobility

Among the suggested solutions we often find the improvement of labour market flexibility and within that higher mobility. Is it really a source of improvement? We have raised the question about the willingness to travel and focused on our graduates. Regarding the overall tendency and the propensity to move or travel, our study has confirmed that in the Ústí region (part of NUTS 2 Severozápad) low mobility is a part of the problem, when only 3 % of employees travel abroad. Our graduates have shown quite high propensity to travel abroad (including the possibility to move), and the level differs for men (38 %) and women (20 %). On the contrary, they lack the willingness to move within the Czech Republic (9 %, resp. 10 %), but still they are open to travel, when it is less than an hour of their time (31%, resp. 48 %). Generally, at the national level the mobility is low, too (also 3 %), although it has increased especially after the EU entry, when we take into consideration the migration. (cf. Šimsová, Reissová, 2013, p. 309)

10.3 Proven Potential

Since the percentage of university students in-the-population-year can soon reach almost 50 % or even more (and in some countries the graduates remain unemployed), we have start to prepare them for the competition in advance.

10.3.1 Our Experience

We are convinced that the sole knowledge about the study field is not sufficient now and in the future, and we have to help the students enhance their "portfolio" by improving other skills and supplement them with the extracurricular education as it is used at many universities including the best ones. What more, we expect that the Career Service will improve the quality of the student-university relationship accompanied by better perception of potential candidates, and also the employers-university relationship, enhancing the opportunities for further cooperation. Finally, the aspect of employability of students does not only affect the budget indirectly by higher attractiveness, but also directly, since it is among

quality criteria of evaluation of university performance monitored by the Ministry for Education.

Based upon these presumptions and goals, we have started the cooperation on the project Transnational Career Service with the aim of establishing a professional career service characterised by a strong international element.

The initial phase was concentrated on two main areas: firstly, on collecting of information on functioning and directing of existing Career Centres; secondly, on developing key skills for its operation. For this purpose, TU Chemnitz and its Career Service organised a series of workshops thematically covering all aspects of activities in a modern, interactive and engaging way. The effort headed to a composition of a concept of establishing a Career Service at our university, which was presented to the management.

The concept describes motivation and rational for this decision and outlines three stages on the way to a fully professional Career Service. It was developed and tailor-made, taking into consideration the experience of our partners, while respecting the differences at our university. The result tries to harmonise the efficiency, coordination and a certain level of centralisation with a presence at each faculty reflecting their special needs and allowing better visibility.

Implementation of the project confirmed that diversity is a very strong source of inspiration and functional complementarities leading to unique solutions. The diversity was present in a form of gathering different faculties with naturally diverse interests, experience and attitudes, and this "internal" heterogeneity was combined with the international element of German partners. The outcome was an amazing dynamics of generating ideas thanks to the synergy and multiplication effects.

10.3.2 Challenges

Still, there remain areas that require special attention, especially in respect to the project of Transnational Career Service. The vast

majority I would describe as an overall readiness of institutions and students.

At our university, establishing the Career Service has faced a wave of sceptical opinions, especially from the faculties, which register a high demand for their graduates or which have a compulsory internship as a part of study. Certain study fields like engineering do not really have a problem with the employability of their students. However, the concept is gradually getting more support. The complete implementation will depend on succeeding to gain external funding.

Our research has also revealed that there are discrepancies between expectations and experiences of students and employers. (cf. Reissová, Šimsová, 2013, p. 67) Thus, this imbalance on the labour market does not necessary mean that those graduates are well prepared, since employers expect also other aspects like presentational skills, solving conflicts and problems or others, and these are not fully incorporated within the curricula. This could also limit the willingness of companies to experiment further with internships. (cf. Smejkalová, Šimsová and Smejkal, 2013, p. 94) In the case of public institutions, they are less flexible and would require knowledge of the Czech language.

Based upon our research and high numbers of Erasmus scholarships granted, students of the Faculty of Social and Economic Studies have shown their openness and willingness to travel abroad. (cf. Šimsová, Reissová, 2013, p. 309) But not every single faculty can register similar interest. On the other side, we have to take into consideration the preparedness of students in terms of: foreign languages, where English dominates, but German is not so popular; and also in terms of having "basic" skills to adjust to a new environment.

Although we are somewhere in the middle of the implementation, and still facing several challenges, we are convinced about its necessity. We sincerely believe that our efforts to more competitive graduates will contribute to increased competiveness and

attractiveness of the universities in our region and the other regions as well. We believe we can (and will) shift from the "frontier" to the front-side.

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11 International Career Services on the Example of the German Chinese University of Applied Sciences (CDHAW)
(Christian-Andreas Schumann/Helge Gerischer)

11.1 The International Educational Cooperation Approach

The demand for individuals doing international work increases permanently. The practice partners expect the provision of highly qualified personnel for further growth. Single universities are already overwhelmed with the adequate provision of professionals. Therefore, greater cooperation networks must be created to ensure the participation of diverse stakeholders and to satisfy the right quality and quantity. After defining the objectives and contents of the international multi project, the governmental and institutional contract framework has to be signed to provide the resources, knowledge, and competences. The main activities according to Lientz and Rea (cf. 2002) were:

- Define the project: Higher education double-degree and non-degree programs, particularly in special kinds of engineering sciences, in a Sino-German faculty

- Identify the stakeholders: Chinese and German universities working on a German accredited high level and offering these specific subjects

- Fix the project organization: Competence network guided by an international board of directors, an academic senate and a group of coordinators and staff members, supported by consortia meetings and expert committees

- Develop the project plan: Joint project description for gaining support from government and university; detailed planning of activities, resources, facilities, communication, etc.

- Use technology for advantage: Design and implementation of communication and knowledge transfer facilities, platforms, applications, scheduling, etc.

- Manage international teams and work: Exchange and work planning including leaders, managers, coordinators, lecturers, staff, etc., integrated and scheduled in different meetings and working groups

- Manage vendors and consumers: establishing networks between interest groups of providers, stakeholders, students, employers for exchanging information and knowledge transfer

The result of the preliminary studies and work was the definition of the design of the CDHAW as a Sino-German University of Applied Sciences, serving as a complex international knowledge transfer and educational network.

11.2 The Explicit Characteristic of the CDHAW Model

The CDHAW is a sub-organization of the Tongji-University of Shanghai and was founded in 2004 as an education policy model project by the Ministries of Education of Germany and China. Since 2006 the CDHAW is represented in Germany by a consortium of universities of applied sciences (UAS). This consortium started with 12 UAS. Today, there is a network of 25 UAS from all over Germany.

The CDHAW offers majors in Automotive Engineering, Facility Engineering, Mechatronic and Logistic Business Administration and Engineering. These majors are designed according to the example of German UAS, they are accredited by a Germany accreditation body and guarantee a practical engineering education.

The aim of CDHAW is the introduction or establishment of the German engineering education model with a flagship function for the Chinese higher education. It shall provide a practical education for engineers with interdisciplinary knowledge, international expertise and problem solving skills for the industry and the economy of both

countries. In addition, the Sino-German scientific, economic and cultural exchange on the platform CDHAW shall be intensified.

The CDHAW matriculates ca. 200 Chinese students per year. The study programs include one year abroad in Germany at one of the partner universities. About 170 students of the CDHAW are going every year to one of the partner universities in Germany. In return the German universities are sending about 80 students to the CDHAW. About 700 Chinese and 300 German students are studying at the CDHAW.

11.3 The Curriculum for Business Administration and Engineering Study Program

The majors at the CDHAW are under-degree majors with 8 terms and 240 credit points (similar to ECTS). The relatively long study time is necessary for the high level of German (14 TestDAF points) they need to reach until the 6th term. During the 7th and 8th term the curriculum regularly includes one year abroad at one of the German partner universities. The 7th term is a study term. The students are visiting regular modules with the German students according to a special study plan in order to integrate them into the German study community. The 8th term contains an industrial internship in a German company followed by the bachelor thesis – ideally in the same company. The CDHAW students are finishing their studies in Germany.

In exchange, German students from the corresponding majors of the partner universities are getting the opportunity to spend their last academic year at the CDHAW in China and also finish their study there.

The concept of the curriculums of the CDHAW is described in the following graphic using the example of the curriculum of business engineering.

Image 1: Curriculum of the CDHAW major Business Administration and Engineering

Sem. 8 30 CP	Industry practice	Bachelor thesis
Sem. 7 30 CP	Advanced modules in Germany	
Sem. 6 31 CP	Integration modules / Logistic Business modules / Logistic modules	
Sem. 5 29 CP	Integration modules / Business focused modules / Logistic Engineering modules	
Sem. 4 30 CP	Integration modules / German / Business focused modules / Engineering modules	
Sem. 3 30 CP	Integration modules / German / Business focused / Engineering modules	
Sem. 2 31 CP	Integration modules / German / Engineering modules / Practical training	
Sem. 1 29 CP	Integration modules / German / Engineering modules / Practical training	

Source: CDHAW, 2014.

The preparation process for intercultural aspects starts already in the first study term in the German language courses at the German college and will be significantly supplemented by the CDHAW Career Service.

11.4 The CDHAW Career Academy

The Chinese culture is very different from the German culture. So the Chinese students have to be well prepared for the life in Germany.

Aside from their courses, the Chinese students also have the opportunity to visit application training in cooperation with companies offered by the Tongji Career Academy.

For German students it is difficult to find an appropriate internship as well. The CDHAW Career Academy supports them directly and indirectly in different ways.

Image 2: Service portfolio CDHAW Career Service
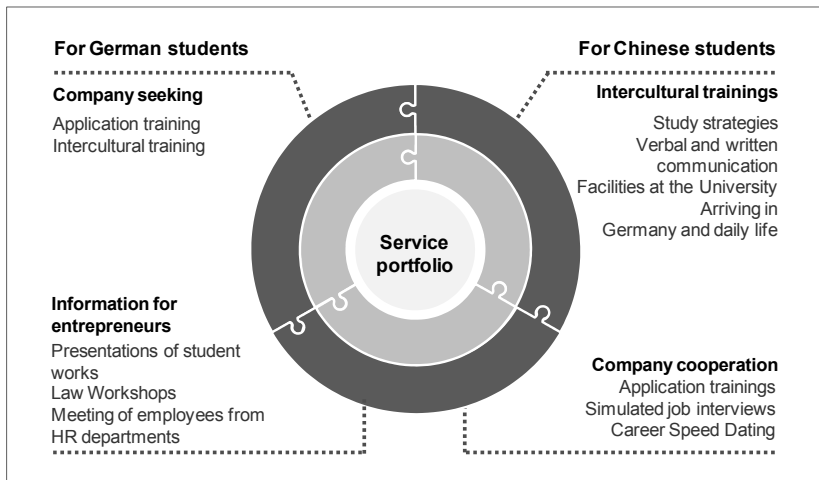
Source: CDHAW, 2014.

At the end of the study period in China, the DAAD Career Academy provides special intercultural trainings in block courses or workshops with the following contents.

Services for Chinese students:

- Study strategies

- Verbal and written communication (communication with authorities, consultation talks, e-mail, protocol, rental contract)

- Facilities at the University (language center, career services, student council, examination office)

- Arriving in Germany and daily life (Dorm life, university sports)

- Application trainings (practice oriented, German 20 – 30 hours, application training in cooperation with companies)

- Simulated job interviews (Simulated job interviews with representatives of companies)

- Career Speed Dating (20 minutes per interview with company representatives)

Services for German students:

In Germany, starting an application process 6 months before the internship begins is normal. In China, it often starts only 1-3 months before the internship. Chinese employees in the (German) companies often are not familiar with the practice that bachelor theses are written during the internship semester.

These are just 2 examples of intercultural differences. The CDHAW supports the German students in their search for internships. On the other side the CDHAW offers a lot of activities for the companies to make the CDHAW program and the opportunity to employ students for internships and bachelor theses attractive:

- Presentations of student works (German students present their practical semester tasks and topics of their bachelor thesis with their industrial supervisors in front of representatives of companies)

- Law Workshops (Lawyers inform entrepreneurs about law regarding foreign interns)

- Meeting of employees (Meeting of employees from HR departments to inform about internship in conjunction with a bachelor's thesis)

To provide all these services the Career Service of the CDHAW stays in very close cooperation with several German based industrial partners in Shanghai.

Image 3: Industrial partners of the CDHAW Career Service

Source: CDHAW, 2014.

11.5 The Career Service of the University of Applied Sciences Zwickau

The Job Factory Career Service (JFCS) of the UAS Zwickau exists since 2009 as a project of the Center of New Forms of Study under the direction of Prof. Dr. Christian-Andreas Schumann. The service profile of the JFCS covers a variety of different activities for the students under the main topics of application process and career counseling, qualification offers as well as company contacts.

Image 4: Service Portfolio JFCS
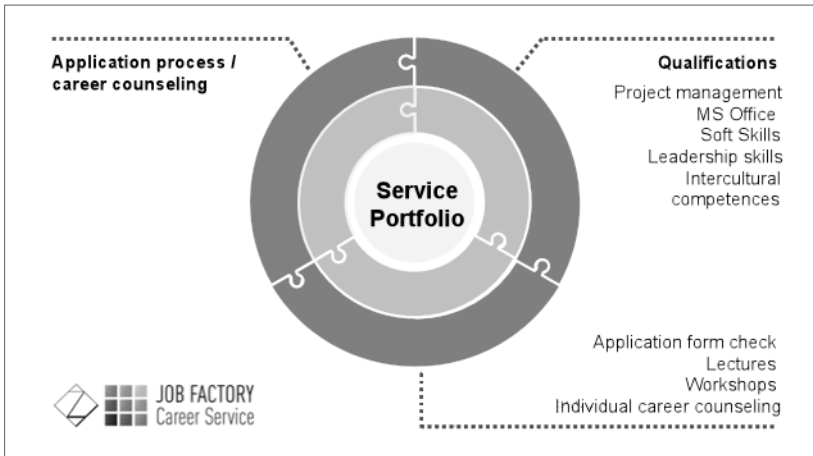
Source: Job Factory – Career Service WHZ, 2014.

Application Process and Career Counseling:

- Application form check (Application experts of the JFCS are checking application forms and provide individual counseling about content and layout)

- Lectures and workshops (The JFCS offers application trainings in the **form of workshops and lectures like online application trainings** or assessment center trainings)

- Individual career counseling (Students can arrange appointments for individual career counseling regarding their specific career chances and application strategies)

Qualifications:

- Project management (The JFCS offers a project management workshop which provides, beside the JFCS certificate, the preparation for the GPM (IPMA) Basis Certificate. The GPM examination is offered after the course)

- Microsoft Office (The MS Office course is an e-learning based course containing the main components of the MS Office suite)

- Soft skills and Leadership skills (Workshops for soft skills and leadership skills are partly in-class lectures and partly e-learning based)

- Intercultural competences (The workshops for intercultural competences are held by professors, foreign students and external lecturers, and impart knowledge about foreign cultures, e.g. countries like China, the USA, Brazil, Vietnam, Sweden, the Balkan states etc.)

Company Contacts:

- Job Board (The JFCS provides a job portal on its web page (http://careerservice.fh-zwickau.de/) where partner companies can publish job offers, internships etc.)

- Company specialists lectures (Specialists hold lectures about e.g. research topics and introduce their companies)

- Career Dinner (Companies invite interested students to a dinner in a restaurant and introduce their companies as well as career perspectives)

11.6 Synergies of the CDHAW Career Service and the JFCS

The career services at the two universities complement each other in various aspects. At the CDHAW the Chinese students receive a good preparation for their stay in Germany and their internship. The JFCS provides support on-site with application form checks and individual career counseling. Furthermore, they can use the job board to find a company for their internship.

In return the JFCS prepares the German outgoing students for their year in China e.g. in workshops for intercultural competences. This knowledge can be deepened during application trainings and intercultural trainings at the CDHAW.

11.7 Case Studies

<u>Simulated Job Interviews</u>

A simulated job interview is a very realistic way to prepare a student for a real job interview.

In case of the CDHAW, the student meets a German Human Resource adviser from one of the cooperating enterprises for an individual job interview. The interview is going to be recorded on video. After the interview the HR expert analyses the video together with the student.

With simulated job interviews the students get a feeling for this kind of situation, they have a very valuable experience and receive individual information about their weaknesses as well as suggestions to correct them.

<u>Career Speed Dating</u>

Another activity of the Career Academy was a career speed dating. 200 students and 65 companies participated. The actual idea came from partnership and dating services. Speed dating is already well known in China.

The advantage for students is that they can introduce themselves during short conversations and, where appropriate, be invited to more intensive talks. Besides the possibility to find an internship, for the students it is great training for job interviews.

The companies have the opportunity to meet a variety of talents in a short time and have the possibility to introduce their company. Furthermore, it is a way to discover prospective candidates and invite them to a detailed interview.

Not more than 20 minutes per interview are necessary.

Image 5: Career Speed Dating

Source: CDHAW, 2014.

Job Factory Career Service of the UAS Zwickau Summer Course

The JOB FACTORY - Career Service of the UAS Zwickau provided summer courses in project management open for German and also for the CDHAW students.

The students have the chance to try out what living and studying in Germany is like.

In addition to the courses the Summer Schools also offer the students enough time to get to know the country and the people. They organized trips to destinations such as Dresden, Berlin, Munich or Berlin by themselves.

In 2013, 19 Chinese students participated and got a hansel about the study and life in Germany. The summer school 2014 is already in planning.

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12 Internships and Placement: Electronic Platform and Tool for Quality Measures – Job and Internship Offers Management
(Gilda Rota)

The most relevant feature of the activity of the personnel responsible for Job and Internship Offers Management is the so-called intermediation aspect, or rather the intersection between the requests for personnel from companies and the requests by students and graduates to take part in internships and work experiences.

In initiating more than 15,000 internships a year and handling the management of a significant number of job offers, the Career Services of the University of Padua has adopted an agile and efficient system to automate and accelerate the procedure as much as possible.

Companies, institutions and organizations (both Italian as well as foreign) that want to propose internships and job offers are provided with a reserved area in the web portal which allows them to manage those offers and the applications of students and graduates. In order to access this reserved area the company, institution or organization must register their company data, including information such as company name, registered address, number of employees, business sector and the data of the referent for the selection.

At the conclusion of data registration by the company, the Career Services office receives an email notification, verifies that the activity of the company/organization is not in conflict with the policies of the university (for example, in the case of temporary work agencies or businesses which operate in the field of personnel selection for third parties for payment) and then approve the company data and subsequently send the access codes for the reserved area via email to the referent indicated by the company/organization.

The referent is the only person who can access the reserved area. He/she has access to the following operations:

- Propose/modify internships and job offers
- View the CVs of the candidates proposed by Career Services
- Communicate eventual hiring

On the basis of the necessity of the company/organization the Career Services office can generate extra passwords to send to new company referents or regenerate old passwords which have been lost or forgotten.

The insertion of internships or job offers on the part of the company is an extremely simple and guided process. A brief description of the desired profile is required (this description should be as clear as possible, as it will be published directly in the display visible to candidates) which is then followed by a more detailed description of specific skills and knowledge desired. Some fields must be completed (such as the academic training desired or the location of the internship/job). The majority of the fields are codified; that is, the choice is made from a list of pre-established options so as to minimize errors and permit for automatic links with corresponding fields from the CV.

The insertion of the offer in the display screen is not an automatic process, but rather passes through examination by the Career Services office: the successful insertion of the offer by the company within its reserved area is communicated to the office which then evaluates the pending offers and can decide to modify them or change their status from "pending" to "available". At this point the offer becomes public and students and graduates have the possibility to apply for it.

Besides the area reserved for the companies the portal also provides a reserved area for candidates. Students and graduates from the University of Padua receive usernames and passwords upon matriculation which allow them to make use of the services that the university puts at their disposal, among which are services related to internships and job placement. By identifying themselves with the

credentials provided to them by the university secretariat, candidates can access their reserved area where it is possible to apply for internships or job offers available in the system after they have uploaded their CV. Their applications are not automatically visible to the companies, but become visible only after positive evaluation of the staff of the Career Services office.

The third reserved area belongs to the office and the following operations can be carried out:

- Approval of company data with consequent sending of access credentials to the referent for selection

- Modification of the internships and job offers and their publication and removal from display

- Visualization of applications for each offer with the possibility of calling the candidates for an interview, accepting the candidates and proposing them to a company, or the rejection of an application (for each of these operations a notification is sent to the respective candidate, who is given constant feedback with regard to the state of their application)

- Carrying out matching between requests and offers, using the criteria requested by the internship or job offer and connecting them with the data in the CVs in order to individuate profiles from the database which are most in line with the needs of the company

The matching operation is the most delicate and interesting. One can simply click a button which pulls up the CVs which most correspond to the requests of the company, but the selection assistant from Career Services intervenes in the moment in which the requests are interpreted, adding details (and therefore narrowing the results of the search) or eliminating less significant research criteria (thus enlarging the number of possible results).

The criteria involved in matching are highly diverse and involve areas such as residence, academic background, IT skills (subdivided into

operating systems, applied software and programming languages) and linguistic and relational/organizational skills. Once matching is complete, Career Services has a list of candidates at its disposal. These candidates are informed of the possibility that their CV may be sent to interested companies/organizations with respect to the offer for which the matching was made and in line with the profile requested. Only when the candidate has officially given his/her approval does Career Services send the CV to the company. In this manner the privacy of the students and graduates is respected at each step of the selection process.

All of the operations carried out by Career Services staff within the portal are recorded in order to trace all operations and data back to the specific operator involved. Each operator is provided with a username and password and for each completed operation the date and name of the operator is recorded in order to maintain tracking of workflow.

Since 2009 in the section related to work abroad candidates have the possibility to record a 2-minute self-presentation video which can be linked to their electronic CV. The video can be recorded in multiple languages by the same candidate (English, French, German, Spanish), using only an Internet connection, a webcam and microphone. Technical instructions as well as suggestions on what and how to best present oneself are found on the page of the video recording. In the case where candidates do not possess the appropriate instruments they can reserve a room which is appropriately equipped by Career Services via a link on the video recording page.

Before the video is made visible, it is evaluated by Career Services for quality, both in terms of content as well as technical aspects (for example low audio/video quality) and the candidates may be contacted in order to make a new recording if necessary.

Image 1: Video CV recording
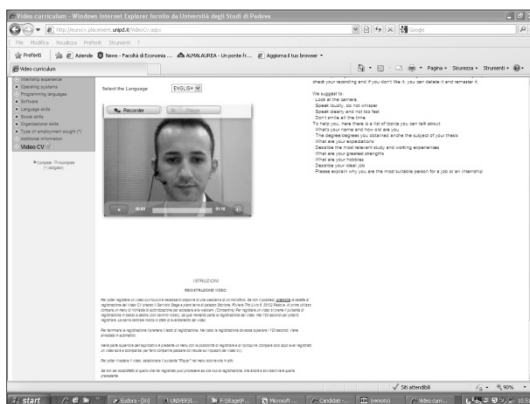
Source: Università di Padova, 2014.

The video is closely linked to the electronic CV, and thus it becomes visible to the companies only when Career Services has obtained specific authorization on the part of the candidates to make it visible in connection with a specific internship or job offer. In this phase as well Career Services guarantees the truthfulness and privacy of the information inserted within the portal.

The video presentation gives significant dynamism to the CV, allowing selection assistants the possibility to see the candidates directly and appreciate their linguistic abilities. In a similar way, the staff finds the video to be extremely effective in evaluating foreign language abilities, and it is used broadly and with much satisfaction in selections relative to competitions such as Leonardo and Erasmus Student Placement.

Within the section dedicated to work abroad companies have another valuable opportunity; thanks to remote interviewing, they have the possibility to hold an online interview with candidates who have made the best impression. Once these candidates have been identified, companies simply indicate (through a link within the reserved area of the portal) a maximum of three available

dates/times to propose an online interview to send to the pre-selected, individual candidates. Candidates are notified of the companies' interest via email and can confirm one of the proposals. Once done, the recording room where the online interview will take place is reserved. At the end of the interview a member of the staff of Career Services speaks with the company referent for evaluation and feedback of the interview.

Image 2: Remote interview

Source: Università di Padova, 2014.

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III   Workshops

The Transnational Career Service Conference also provided opportunity for further training on career-service related issues. Four simultaneous workshops took a practical approach to the following topics:

- Toolbox Soft Skill Trainings: Methods and Exercises

- Toolbox International Applications – Key to Teaching Successful Job Applications

- Crash Course Finance: Services, Pricing & Business Models

- Crash Course: How to Organise a Job Fair

The participants had the opportunity to learn new methods and techniques, generate new ideas and to network. The summaries of the first three workshops are provided in the subsequent papers.

1 Toolbox: Soft Skill Trainings: Methods and Exercises
(Ronald Herzog)

Many Career Services offer Soft Skill Trainings. Why are we doing this? According to the studies of the DIHK (2011) about 2,100 German companies were asked in an online survey what they expect from graduates. Companies of different sizes took part in the survey: 37% were small companies with less than 50 employees, 44% were medium-sized companies with up to 500 staff members, and 18% were big companies with more than 500 employees. About 58% of the participating companies do business on an international basis. The study outlines a list of employers' requirements. Among others the soft skills pointed out as important were:

- Communication skills

- Conflict management and feedback

- Team working skills

- Learning to learn

- Intercultural competence

- Eloquence

- Leadership skills

- Self-management

In the survey a lot of other points were listed but to put it in a nutshell, graduates with soft skills are rated higher than graduates with international experience or an overall excellent academic performance. (cf. DIHK 2011)

From the survey results it is evident that social and personal competences are very important for graduates in order to have successful job entries and careers. This is a strong argument for career services to provide workshops and trainings for students to improve their abilities in social interaction.

1.1 Categories of Soft Skills

In order to plan and provide a workshop programme for the students to acquire soft skills, at the Career Service of TU Chemnitz we work with the following categories:

Methodological Competence

- Methods, techniques and strategies with which you can optimize learning and working processes
- How to research, edit, process, present a topic
- Topics: elocution, MS Excel, time management, learning to learn, project management

Social Competence

- Skills for constructive social interaction
- Ability to adapt and harmonize your own goals with the team goals
- Topics: leadership in practice, critic management, team and conflict training

Application and Job Entry

- Knowledge and skills for the application process
- Topics: application training, assessment centre training, job interview, business etiquette, application photos

Target-Group-Specific Topics

- Other extracurricular hard and soft skills that foster the opportunities specific students have on the job market
- Topics: public relations and journalism for humanities scholars, marketing 2.0, time management for doctoral students, sales/distribution for non-economists

1.2 Principles of Teaching, Planning Tools and Formats

If you want to provide students with opportunities to learn soft skills you have to think about the way to do this. In our opinion, the following principles are important:

- Participation is voluntary: teaching concepts following the principles of adult learning and education

- Focus on participants, target groups, topic and content

- Learning objectives: to set learning objectives and make them clear

- Interaction: to get participants to interact, to animate them to think about the content

- Flexibility: be able to adapt your concept to the situation and your participants' demands

- Visualisation: use various media and materials

- Entertainment: humour, stories, competition, action

- Progression: structure the content and exercises from simple to complex, from known to unknown

(cf. Siebert, 1997, p. 97-179)

Before you plan a workshop consider the situation. A useful planning tool for workshop situations is the communication model introduced by Geißner (1986):

Image 1: Situation analysis
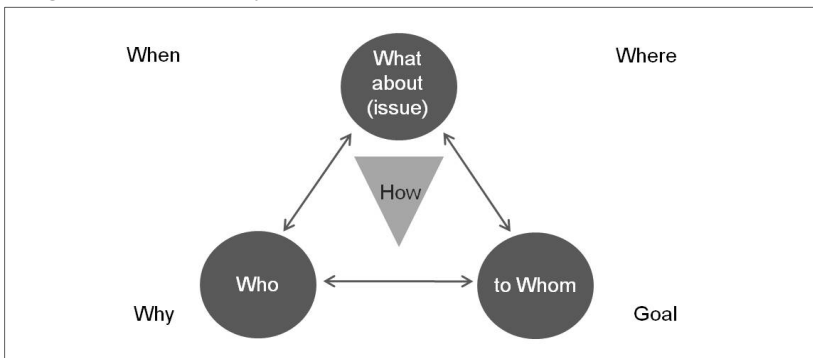
Source: cf. Geißner, 1986, p. 38/39.

In order to use Geißner's approach, you have to analyse and answer the questions the model poses. The following example shows possible answers for a project management workshop:

Who?	A professional trainer, an expert with know-how and experience in the field of project management in business
To Whom?	Students from several faculties with a different level of prior knowledge, graduates-to-be, self-motivated persons
What about (issue)?	Project management, how to write a proposal, how to plan, manage and evaluate projects
Why?	Project management is an important skill in business but is not included in (every) curriculum
Objective?	To make students fit for the job market
Where?	A seminar room at the university with enough space for group tasks and interacting
When?	After the regular lectures, afternoon, weekend, term break
How?	In a direct way, face to face, with various methods of further education

At the Career Service of TU Chemnitz we use different workshop formats. The duration of a session depends on the complexity of the topic. Of course you also have to factor in the availability of resources like finances, staff and time. In our programme workshops have a duration between four hours and four days. Here are some examples for different formats:

- Short workshops (4 up to 6 hours): Moderation Techniques, Applying in English

- One day-workshops (8 hours): Job Interview Training, Business Etiquette

- Two days-workshops (16 hours): Voice Training, Project Management, Leadership Training, MS-Excel Training

- Four days-workshops (32 hours): DGSS-Rhetoric Certificate

1.3 Methods in Soft-Skills Trainings

There are different ways to introduce a new topic and to teach or train soft skills.

From an individual case to awareness: New topics start with an exercise according to the ‚trial and error' method, afterwards the participants evaluate the exercise and deduce options, concepts, rules or learnings.

From awareness to the individual case: New topics start with input from the trainer about the options, concepts or rules, then the participants do an exercise ("trial and error").

(cf. Einecke, 2003)

Our experience shows that a mix of these two didactic ways is useful. However, to gain communication skills for example, the first way is often the better one. This is due to the fact that you can first analyse the individual strengths and weaknesses of the participants and then provide individual tools, tips and exercises for each of them. Following this principle, the feedback method will be important for the success of your didactic work. Feedback is a process in which the trainer or the participants explain in which way they perceive an action, behaviour or situation with the aim to optimise said behaviour, action or situation. (cf. Fengler, 2009, p. 24-26)

Additionally to oral or written feedback you can use video or audio recordings, so that the students are able to analyse their performance with their own eyes and ears.

As a teacher or trainer working in the field of further education it is important to use a variety of teaching methods. For the training of social interaction we use in large parts interactive methods.

Image 2: Interactive vs. less interactive methods
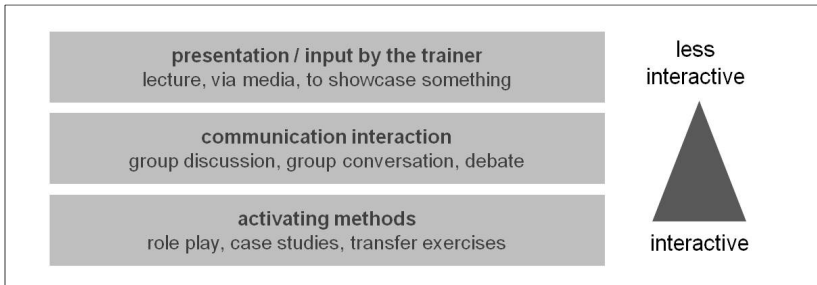
Source: cf. Brinker, 2003.

1.4   Methods: Best Practice for Soft-Skills Trainings

Here are some well-known but still effective methods we often use in our workshops.

Role play: Example – to play the recruiter or applicant in a job interview (Application Training); Benefits – to see issues from a different perspective, to show or train behaviour and action in social interaction.

Project work: Example – teams create a flying object with limited resources (Team & Conflict Management, Project Management); Benefits – to show/train behaviour and action in social interaction, to analyse working processes and team communication.

Case studies: Example – cases from business settings (Feedback Workshop); Benefits – to analyze (near to) real life situations to develop possibilities of (inter-)acting.

Transfer exercises: Example – lunch in a restaurant (Business Etiquette Workshop); Benefits – to bring training into real life.

1.5   Exercises

With the following list of exercises we would like to give you best practice examples of our work in the field of soft-skills trainings. Because of the complexity of the task, the description for the first exercise will be in more detail.

1.5.1 Building a Bridge

This exercise is adapted from Junga (s.a.).

Setting and task: The group is divided into two teams (3-6 members each). Each team has to build one half of a bridge in separate rooms without any means of communication between the teams (except for 3 short meetings between the team leaders). In the end, the two parts have to be fitted together. The bridge is supposed to go over a river of a width of 84 cm, have a height of 30 cm, and pass a static test (an object of 100g is put on the middle of the bridge).

- Material for each group: 2x A3 carton, 5 cards (rectangular), 5 cards (round), 5x DinA4 papers, 1x scissors, 1 ruler, 1 glue stick, 1 pencil

- Construction phase: 45 minutes, 3 team leader meetings of 2 minutes each (after 10, 20 and 30 minutes respectively, with notes and pens but without parts of the bridge etc.)

- Assembly and static test: After 45 minutes the teams get together and have to combine the two parts. Finally the static test is done

Goal: Building a bridge can train project management and communication skills. In real-life teams you often find defects in group communication and project management which can be pointed out with this exercise. Typical defects are:

- No serious check of the facts

- Lacking awareness of the big picture

- Acting (too) quickly before thinking and planning

- Imprecise task assignment

- No project plan
- No timeline
- Insufficient communication

As a result of the exercise and the ensuing discussion teams can achieve an agreement and define rules for working together.

1.5.2 Unknown Terms: Tell Me What It Means

This exercise I have learned and adapted from my teacher Dirk Meyer at MLU Halle-Wittenberg.

Setting: Two participants receive a card with the same unknown term on the front but different explanations on the back.

Their task is: "You are the expert. Explain your term to the group. Let them believe that you know what the term means." Subsequently, the audience gives feedback on the performance.

Goal: To train the participants to make a good overall impression, to train their vocal expression and body language, to overcome speech anxiety/stage fright.

Transfer: Communication, presentation, self-presentation and didactics.

1.5.3 A Warm Welcome with Proverbs

Setting: Each participant stands in front of the group with a card marked with a proverb.

The task is: "Enter the room and give a warm welcome to the group using only the words of the proverb." Subsequently, the audience gives feedback.

Goal: To train the participants to make a good overall impression, to train their vocal expression and body language, to overcome speech anxiety/stage fright.

Transfer: Communication, presentation, self-presentation and didactics.

1.5.4 Speak Like a…

This exercise I have learned and adapted from my teacher Prof. Dr. Ines Bose at MLU Halle-Wittenberg.

Setting: Each participant stands in front of the group with a text excerpt (fictional/from a newspaper/part of a dissertation etc.) and performs a (speech) role.

The task is: "Read the text and speak to the audience like a politician/sports caster/storyteller etc." Subsequently, the audience gives feedback.

Goal: To train vocal expression, to try different expressive patterns, to overcome speech anxiety/stage fright.

Transfer: Communication, presentation, negotiation, leadership.

1.5.5 Elevator Pitch

Setting and task: Each participant stands in the front of the group. They have one minute to tell something about their professional skills and goals. Subsequently, the audience gives feedback.

Goal: To train self-presentation and product-presentation, well structured speeches, and how to boil a topic down.

Transfer: Assessment centre, job interview, sales, marketing, presentation.

1.5.6 Magic Stick

A description (in German language) of this prevalent exercise is provided by Wolf (s.a.).

Setting: A group of 8 to 16 participants is divided into two groups standing in two even rows shoulder on shoulder, facing each other. The participants now have to angle their forearms (90°) while their upper arms remain attached to their sides, form fists and then point their index fingers at the persons in front of them. Their hands are alternating so that no participant has both hands next to each other. The index fingers of both rows of people are now forming an even

line. Now the trainer puts a long, thin and light stick on the line of fingers.

Task: The participants are asked to collaboratively put the stick on the ground. They have to follow some requirements: to always touch the stick with their index fingers and never lose contact, while never grasping the stick or pushing it down by force. After finishing the task, there should be a moderated evaluation and group discussion on the process.

Goal: To show aspects of group dynamics, group thinking and decision making processes, to show the importance of leadership.

Transfer: Leadership, team management, conflict resolutions.

1.5.7 Team Meeting: Annual Company Outing

Setting: This role play is used with the method called fish bowl, which means that the participants are divided into two groups – group 1 interacting in the centre of the room, surrounded by group 2 which takes on the role of observers. In this case, group 1 consists of 6 participants: a team leader, two uninterested people, two euphoric people with a lot of suggestions, and a sarcastic/ironic person.

Task for the team leader: "Your boss wants three suggestions for the annual company outing, which have to be provided by your team within 10 minutes". Subsequently, the observers give feedback on the performance.

Goal: To show aspects of group dynamics, group thinking and decision-making processes of a group, to show the importance of leadership.

Transfer: Leadership, team management, conflict resolutions.

1.5.8 Job Interview

Setting: The fish bowl method is used. One participant is acting as the applicant (CV and a job ad have to be provided beforehand), 2-4 participants act as recruiters (they have a list of questions to use during the job interview).

Task for the applicant: "Convince the recruiters of your professional skills and personality to get the job". Subsequently, the audience and the "recruiters" give feedback on the performance.

Goal: To train job interviews and conversation techniques.

Transfer: Job interview, communication, assessment centre.

1.5.9 Improvisational Theatre: Everyday Situations

This exercise is provided by Funcke (2006).

Setting: Groups of 3-5 participants improvise an everyday scene in front of an active audience which throws in random words.

Task: "Interact as a group in a fictional everyday situation. React to the words thrown in by the audience and use them in speech and acting." Subsequently, the audience gives feedback on the performance.

Goal: To train repartee, to overcome speech anxiety/stage fright.

Transfer:Communication, self-presentation.

1.5.10 Science Slam

Setting: Each participant gives a speech in front of the group. (For this exercise it is necessary to give the participants enough time for preparation – at least one day!).

Task: "You have 10 minutes to conduct a vivid and entertaining presentation on a scientific topic." Subsequently, the audience gives feedback on the performance.

Goal: To train scientific but vivid presentations, well-structured speeches, and how to boil a topic down, entertainment.

Transfer: Presentation, visualisation, assessment centre, dissertation, colloquium.

For a detailed evaluation of each exercise, video or audio recordings are useful.

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2 Toolbox: International Applications – Key to Teaching Successful Job Applications
(Jackie Pocklington)

An old joke about weddings goes: Why are weddings always so sad? ... The bride never marries the best man. – As sad as that may be, it is certainly the case that the best-qualified applicant for an offered position sadly does not always land the job because many well-qualified applicants have no clear understanding how to present their qualifications in a powerful, effective manner in their job-application documents and interviews

2.1 The Significance of First Impressions in the Job-application Process

The first thing job applicants should realize is that the hiring process is never carried out rigorously in a scientific/logical manner as we might expect say of Mr. Spock, the Enterprise's Science Officer of partial Vulcan heritage in the original Star Trek series. Rather, the judgment of personnel officers regarding their selections of an applicant is determined substantially by their instinctive gut feeling, primarily shaped by the first impressions that the job applicant makes on them whether through their reading the application documents (for which they may only devote 10-20 seconds each!) or when they are conducting job interviews. And although it is possible for these personnel officers to arrive at a different understanding after gaining this initial impression, a kind of primal inertia quickly solidifies this first assessment: In other words, in the brief duration of a job interview, personnel officers are much more likely to end up affirming this initial impression of the applicant than altering it.

Therefore, the key factor to success in the application process requires making powerful, positive first impressions during every contact made with a potential employer. Unfortunately, as most applicants have no clear concept of how to promote their qualifications effectively, generally they fail to make strong, positive first impressions in their application documents and job interviews.

Those applicants who can actually do this then are so exceptional that personnel officers become pleased to have finally found a promising prospect. Understandably these officers are reluctant (at least subconsciously) to have to downgrade their initial assessment. Although, they will undoubtedly continue to apply critical judgment throughout the rest of the application process, down deep in their hearts they want their initial positive impression to bear out. The reverse is however also true: Once a mediocre, weak or unfavorable first impression has been made on personnel officers, they become reluctant to alter this initial impression. After all, they are only human, not Vulcan.

2.1.1 Standard Preparation Procedure

To benefit from this understanding that first impressions play a prominent role in achieving success in the job-application process, applicants must first address two questions: 1) What makes a powerful impression on potential employers? And 2) How can this be achieved early in the reading of their application documents (the cover letter and resume), as well as in the job interview? These matters need to be clarified at the very onset of the application process, i.e. before any application documents have been conceived.

As a matter of course, applicants must first lay the foundation for a successful application process by determining what the requirements are for a particular position, whether advertised or a position applicants hope to gain through an initiative application i.e. not in response to a job ad. Usually this position or similar ones advertised in publications or on the Internet stipulate the job requirements. In the case of an initiative application, applicants can research the job market to determine the requirements for this or similar positions, and/or ask knowledgeable people who can specify these requirements.

In a next step applicants need to determine how well they can meet these requirements through their qualifications. Clearly to have a shot at being hired for a particular position applicants should be able to meet most of its requirements. As failing to meet any particular

requirement may become a KO criterion, it is critical to check out carefully how well applicants meet the requirements. In the case that a particular requirement is not met, applicants should provide a similar qualification. If, for example, an offered position requires leadership experience in the workplace, applicants can alternatively promote their leadership experience in volunteer work, in sports, at university etc. The point is to demonstrate not only that they have an alternative qualification which comes close to meeting the original requirement but that they are also confident that this omission will not seriously affect their otherwise strong application for the offered position. Additionally, applicants can determine if there are plausible requirements which go unmentioned in a job ad, like presentation skills for a position in marketing. Promoting qualifications that meet such requirements demonstrates their professionalism.

Matching requirements for an offered position with an applicant's qualifications

requirement a	↔	qualification a
requirement b	↔	missing qualification b?
		→ alternative qualification to b
requirement c	↔	qualification c
unmentioned requirement d?	↔	qualification d

2.1.2 The Basis for Making Powerful First Impressions in Job-application Documents and Interviews

Identifying the requirements of an offered position and then matching these with an applicant's qualifications is standard preparation for the job-application process. However, it is absolutely essential to distinguish these requirements/qualifications into two levels of significance: PRIMARY and secondary. Primary requirements uniquely define the duties of a specific position. These starkly contrast with secondary requirements which apply universally to a broad variety of professional positions. **Consequently, applicants can best achieve powerful, positive first impressions in their**

application documents and interview responses by always promoting their primary qualifications first. To understand this better, let us take an example.

As the significance of requirements can only be determined on the basis of specific positions, whether any particular requirement and corresponding qualification is primary, secondary or irrelevant depends on the position under consideration. Let us compare the requirements for the following two unique positions which Business Administration majors would be likely to apply for after graduation: Marketing Manager Assistant vs. Personnel Manager Assistant. Their common requirements are for example as follows:

- University degree in Business Administration or comparable degree
- Management/Leadership experience preferred
- Management of schedules/budgets
- Microsoft Office Package plus keyboard skills
- Organization skills
- Team skills
- Person/Soft skills
- English/Communications skills

Clearly the latter five requirements concern common skills of nearly all university-graduate positions: However, as these requirements hardly clarify the duties of the offered position, they are secondary in their significance for the application. Consequently, promoting one's corresponding qualifications impresses no-one because these skills are taught across the board in most university degree-programs. By contrast, the initial three common requirements above are specific to these two positions; as primary requirements they distinguish business-management positions from say engineering or labor positions.

The requirements listed below that uniquely distinguish these positions from one another are primary in significance:

Marketing	Personnel
• Specialization in Marketing	• Specialization in Human Resources
• Conducting market research, data mining	• Hiring skills/experience
• Designing/executing marketing campaigns	• Training personnel
• Customer-service experience	• Knowledge of labor relations, employment contracts

Clearly these primary requirements uniquely distinguish the assignments of these two management positions. In an application for one position applicants have to highlight the correct corresponding primary qualifications because the other qualifications are basically useless in an application for the other position. In other words in one application a particular qualification can be primary, yet irrelevant in an application for a different position. Those qualifications that correspond to the primary requirements of an offered position are the very qualifications that applicants need to promote in their application documents and interviews in order make a powerful, positive first impression on the potential employer.

2.2 Achieving Strong First Impressions in the Job-application Process

2.2.1 The Cover Letter

Once the primary requirements of an offered position have been determined, applicants need to look at how their corresponding qualifications can best be promoted to make a strong first impression on the reader. In the case of a cover letter, presumably the first contact applicants have with the potential employer, it is awkward to start off the letter with their primary qualifications. To begin with, the subject line identifies the position or area of work the applicants are seeking. Moreover, the first paragraph of a cover letter customarily explains what position they are applying for, how they found out about this opening and/or why they are motivated to work in this

position (and/or for this company). The fact that the second paragraph conventionally provides the first opportunity to promote the applicants' primary qualifications presents a dilemma because by then the reader is already gaining a first impression. However, even this late in the body of the cover letter there is one technique applicants can employ to achieve the desired powerful first impression: Bulleting their primary qualifications. When there is no further highlighting in the cover letter, the reader's attention is invariably attracted to the highlighted primary qualifications before looking at anything else: And therein lies the opportunity to make a strong, positive first impression. When you – my dear reader – turned to this page, did your eyes not first take a peek at the bulleted items on this page?

The following cover-letter excerpt concerns an application to a Brazilian automobile manufacturer:

I can offer you the following professional skills at your new assembly plant in Sao Paulo:

- Bachelor's degree in Mechanical Engineering with specialization in Automotive Engineering

- Research expertise/experience in automotive design

- Optimization of supply chain and work processes of production lines

- Portuguese skills from working at a [competitor's] Brazilian automobile assembly plant

2.2.2 The Resume

In the traditional resume applicants' primary qualifications were only to be found in the sections entitled "Education" and "Work Experience" located in the middle to lower half of this document. And although these items were bulleted, they were not the only information highlighted in the document. In other words, not only did this information appear late in the document, i.e. too late to make a powerful, positive first impression, it was often overlooked. However, with the advent of the leading sections entitled "Objective", which

clearly identifies the title of the position the applicants are applying for, and "Summary", a bulleted list of the applicants' primary qualifications, applicants are able to position their primary qualifications near the top of the document to gain the desired strong first impression. Naturally these primary qualifications appear again later in the Education and Work Experience sections to specify how they were acquired.

Summary for a Marketing position

- Bachelor's degree in Business Administration with specialization in Marketing and Management

- Preparation/Execution of direct Marketing campaigns

- Design of web sites with understanding of web marketing principles like SEO, PPC and email

- Employment of web analytics tools including HBX and Google Analytics

Summary for an Accounting position

- Bachelor's degree in Business Administration with numerous courses in advanced Accounting, Financing, Investment and Taxation

- Recording/Classifying/Reporting/Analyzing financial data in the Accounting Department of …

- Training/Experience operating SAP ERP for financial reporting

- Assistance in preparation/execution of department audits

2.2.3 The Job Interview

In the job interview applicants should again make a powerful, positive first impression, in this case by promoting their primary qualifications as soon as possible in that phase of the interview (which is not at the beginning of the interview) which focuses on the applicants' suitability for the offered position. Typically job interviews begin with small talk to break the ice, relax the applicants and gain

some impression of their social skills. In the next interview phase the company typically describes itself in broad strokes before depicting the offered position in detail. Although these initial phases of the job interview normally do not provide applicants with any opportunity to present their primary qualifications, applicants should ask questions about the company and the position based on research that demonstrates genuine interest and professionalism. When attention is finally turned to the applicants' qualifications, the real interview begins (self-presentation, personal/specialization-related history, examples) … and unfortunately this is the moment most applicants stumble because they are not prepared to promote their primary qualifications right from the start.

Typically the opening question in this phase of the interview equates to a broad invitation to make an opening statement, the grandest of opportunities for making a strong, positive first impression by promoting one's primary qualifications:

- Tell us about yourself. – How would you describe yourself? – How would your present supervisor describe you?

- Please describe your educational/professional background. – What are your qualifications? – What can you offer us? – Why should we hire you?

Unfortunately, as many applicants lack a clear understanding of what to say in response to such opening questions, they often aimlessly speak whatever comes to mind, thereby squandering the opportunity to demonstrate a tour de force of their primary qualifications. Therefore, applicants must prepare for this opportunity and then be sure to take advantage of it when it arrives.

Moreover, applicants must also be prepared for the case when the interviewer starts off this phase of the job interview by asking questions which clearly do not invite a discussion of their qualifications. If the question posed by the interviewer does not concern the applicants themselves or at least invite them to discuss their qualifications, within reason they should find a way nevertheless to provide a response that incorporates the promotion of their

primary qualifications. Let us look at the following introductory questions which do not invite a discussion of the applicants' qualifications and possible applicant responses.

"What are some of the responsibilities of a Personnel Manager Assistant?" – First of all, a Personnel Manager Assistant has to determine well in advance the development of the company's demand for employees. I acquired experience in this task when I served an internship in the HR Department of … [company title]. As a further responsibility a Personnel Manager Assistant oversees the job-application process, whether the required positions are filled internally or externally. In one of my courses at the … [university title] where I earned my Bachelor's degree in Business Administration, we simulated the job-application process by playing the roles of both the HR officer and the applicant.

"Why do you wish to work for us?" – First of all, you are the market leader in … [field of work]. Moreover, the position you are offering presents just the right challenges for me now that I have completed my Bachelor's degree in … [degree title]. Moreover, I have worked as a … [position title] for … [company title]. I am also well qualified for this position because … [further primary qualifications are promoted].

Through these examples it should become clear that applicants need to be prepared to deal with a variety of potential lead-off interview questions by generating a response that effectively promotes their primary qualifications. Once applicants understand what has to be done and have practiced this activity well, they should be able to go to a job interview with great confidence, or better stated, with an attitude! To be invited to a job interview means that the potential employer already thinks quite favorably of the applicants' qualifications. Applicants should realize that they possess a very strong hand of trump cards to play in the interview. Interviewers merely wish to determine whether the applicants' claims of qualification are credible (applicants should therefore be prepared to back up these claims with convincing examples), and whether the applicants can demonstrate drive, confidence and professionalism in

the way they conduct themselves. Assuming applicants eagerly and effectively utilize the opportunity provided in the interview to promote their primary qualifications, they will benefit from the so-called "halo effect": After making a powerful, positive first impression, inertia quickly takes hold in the mind of the interviewers making it difficult for them to find serious fault with the applicants.

2.3 Summary

Without oversimplifying the application process, it can be stated that making powerful, positive first impressions on potential employers by effectively promoting their primary qualifications early in their application documents and in job interviews greatly enhances applicants' chances for success. The key to success is to customize each application. For each particular targeted position, the applicants start the application process by identifying the primary requirements as well as their corresponding qualifications. Then they feature these primary qualifications by bulleting them in the body of their cover letter and in the Summary section of their resume. Finally, when the job interview turns to focusing on the applicants' qualifications, they must seize the opportunity to promote their primary qualifications as soon as possible even if the question asked does not appear to invite such a contribution. Applicants must always find a way to realize this. Through following this advice, applicants will be able to promote their primary qualifications as effectively as possible, substantially increasing their chances for success.

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3 Crash Course Finance: Project-based Funding of Career Services
(Christian Genz)

3.1 Current Situation

Many European career services face the same problem: The services provided for students, graduates and companies looking to recruit new staff are a good idea, as the growing demand shows. At the same time, many universities struggle to finance these institutions.

To make things worse, career services are not part of the core business of a university.

Image 1: Career Services as a part of the so called "Third Space"
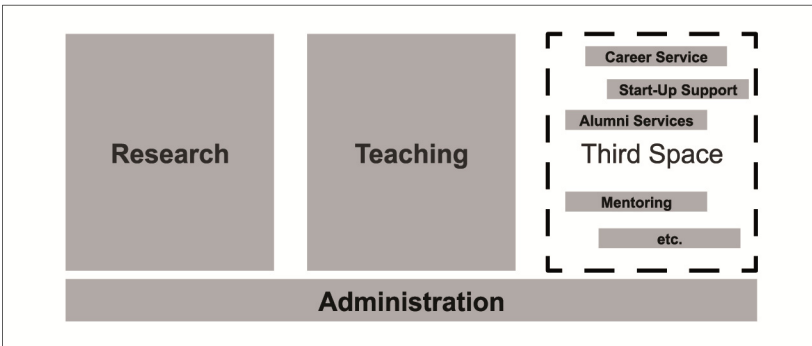
Source: Own illustration.

Career services and many other institutions like alumni service, start-up support etc. are not part of the two traditional pillars of research and teaching. They are not part of the administration either. As a result, there is no traditional budget to rely on and sometimes no understanding why a career service should be paid for at all. Especially during times of budget cuts, career services do not have a lot of internal support – they are merely nice to have.

3.2   Advantages

One possibility to overcome the obstacles of a lack of internal support and the restraints of university budgets are funded projects. Usually, universities have to finance just a fraction of their projects between 5 and 20 percent of the overall project costs. Other advantages are the project life span of up to three years and, of course, the possibility to enhance the career service abilities by hiring more staff. Apart from that, funded projects offer the possibility to do something that simply makes sense, reduces existing shortcomings or could not be done before.

3.3   Disadvantages

Especially the last point is easily forgotten when project life spans come to an end and the idyllic routine of helping graduates to start their career is disturbed. Universities still have no way to shoulder the large-scale budgets that funded projects live on. The solution is as simple as it is dangerous: We need a new project!

The danger comes from misunderstanding career services as research projects, which they are clearly not. With conventional research projects, a given question or problem is researched and afterwards, the project will be finished. The results lead to new questions and new project proposals. The only question arising with career services running short of money is: How can we somehow write a research proposal to keep the institution and the services that we created during the last years?

To avoid this addiction to project funding, it is necessary to have a financial basis for the career service and to understand funded projects only as a welcome addition.

Having a project financing of 100 per cent for an institution like a career service will lead to a serious interruption of services and staff attitude whenever the funding is running out. What is more, there is always the risk of not being successful with the next project proposal. Unfortunately, the result is a sudden and sharp decline in student services, leading to student protests and other negative PR.

3.4   How to Write a Career Service Project Proposal

In spite of all these shortcomings, fully funded projects are of course a means to an end. They enhance capabilities (staff, transport, marketing, external partners) and offer ways to improve the existing institution. Grants often total up to hundreds of thousands of Euro and improve the university's statistics of third-party funds.

The most important funding institution for career-service related projects on the European level is the European Union, with programmes like ERASMUS, and its European Social Fund. On the national or regional level, government departments like the Federal Ministry of Research and Education or the Saxon Ministry for Higher Education decide about the project proposals.

Several investments need to be made before the longed-for grant comes in. First and foremost, time is the number-one investment. Writing a good proposal takes time. Finding and convincing partners and gaining support within the funding institutions takes even more time and travel costs. Starting international projects may result in costs for translations. Reshaping the proposal according to the feedback of the funding institution and getting the go-ahead of all partners takes some more time. And, finally, one has to wait several months until the funding institution decides about the project proposal.

Taking into account the huge costs in time and/or money, it has to be clear why the effort is made in the first place. Possible answers to these questions typically include: Good ideas, relevant problems, more staff, more money for the university or simply money so I can fund my own job. As pointed out above, grants should not be the only source of income to avoid grant addiction.

The most important motivator for a project proposal should obviously be the content of the proposal itself. It is important to write proposals that relate to real problems in the real world. Many that are written just to make money do not succeed. The people reading research proposals within the funding institutions do so all day and gain lots of experience in filtering out.

Thus finding a suitable topic is the key element of successful proposals. It is important to know the current or coming funding trends when doing so. Topics that are en vogue with the European Commission's goals are more likely to find open ears than proposals that are just a shot in the dark.

Having a suitable topic in line with current funding trends also helps with finding the right funding guidelines. Officials will be more interested, which helps with gaining internal support within the university. This support is much more likely when there is already support from a government department, a government agency and the like.

Usually, these institutions demand a short project draft of a few pages with the most important ideas and milestones in order to understand what the project is all about. This can also be sent to potential project partners and serves as the basis for the final project proposal.

After gaining support from external and internal institutions, one often has to look for partners. This is especially the case with international proposals. However, convincing rectors from universities that have never heard of you and your university takes time and patience. Usually, the potential partners have questions concerning the project, the proposal, the financial details etc., so that it is not advisable to write international project proposals just a few weeks short of the deadline.

When everybody has agreed on the overall goals of the project, it is time to write the final project proposal with all details. The funding institutions usually hand out impressive checklists with all the documents that have to be handed in with the project proposal itself.

After getting all the documents, the proposal and all signatures, it is time to hand in the proposal and wait for the grant, which comes after four to twelve months. With bad luck, there is no grant because the proposal was rejected. However, this happens usually because there were not enough investments to pave the way for the proposal in the first place.

3.5 Internal Support

Internal support is a key element in writing a successful proposal. After all, the university decides on the proposals which it wants to hand in, especially, if there is a certain co-payment.

The following points can be used to convince the university management that a project proposal for a career service makes sense. Short term advantages can be the positive reception of better services from students, student council, companies, and ministries. Enhanced career service capabilities result in students' improved employability and a faster job entry, which gives the university a marketing advantage. After all, parents look at universities mainly as a stepping stone to later success. Thus, universities with a good graduate support are likely to attract more students.

In the medium term, enhanced career services create more social media activities and more and positive PR. Large career services can create their own marketing and enhance the university's marketing with companies. A well-working career service can also improve the university's standing in national and international rankings: Universities' support with job entry has been an item in rankings with a growing importance over the last years. Furthermore, a career service with lots of company contacts can start to earn money for the university.

A long-term argument for career services is of course that happy graduates turn into happy alumni who are potentially willing to donate money for the university that supplied them both with an excellent education as well as an all-round carefree package for the job entry.

3.6 Conclusion

The Career Service at TU Chemnitz has been writing project proposals successfully for more than five years. The success rate so far is about 85 percent. Two minor proposals were not successful because the funding possibilities did not seem attractive enough to lay the proper groundwork in advance of handing in the proposal.

However, there were other proposals that did not make it to the funding institutions because it turned out that either the topic was not suitable or something else lowered the chances of success. Nevertheless, writing project proposals to improve shortcomings and to support graduates entering their career is still a good thing – and it's fun.

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IV   Funding Opportunities for Career Services

1   The New EU Programme Generation ERASMUS+
(Frank March)

The new EU programme generation in the funding period 2014 – 2020 offers unique opportunities to get funding for different activities such as Career Services. But there are no experiences so far and there is no institutional funding for public or private bodies which provides services for students or graduates from H.E.I.s.

The programme structure in Europe unites ERASMUS+ and HORIZON. National Agencies provide counselling for project ideas and initiatives. These should be imbedded into one of the following strategies: Europe 2020, Education and vocational training 2020 and European Youth strategy. All strategies are focused on different targets – improvement of key competencies and skills, strengthening the quality in educational sectors and the promotion of the International/European dimension.

The new programme structure is an integrated one including Comenius, Leonardo, Erasmus, Grundtvig, Youth and Sport. The activities are orientated by key actions KA 1 – 3:

- Key action 1: Mobility of individuals (university students, vocational students, apprentices, young people in youth exchange and voluntary work), mobility of staff and people working in the youth sector

- Key action 2: Partnerships of organizations, institutions and initiatives for cooperation and support innovation and for the exchange of good experience

- Key action 3: Measures for the support of reform agendas and political dialogues, initiated at European level

ERASMUS+ in Germany is structured in several National Agencies (NA) according to the target groups:

- Comenius: NA-PAD (Pedagogical Exchange Service)
- ERASMUS – NA-DAAD (German Academic Exchange Service)
- LEONARDO – NA-BIBB (Federal Institute for Vocational Education)
- Grundtvig – NA-BIBB (Federal Institute for Vocational Education)
- Youth – NA-JfE (Youth for Europe)

All NAs are oriented to target groups and users for the actions.

1.1 ERASMUS+ in Key Action 1: A Mobility Tool for Students and Young Graduates

ERASMUS+ aims to modernize and improve higher education across Europe AND the rest of the world. It offers students and staff the opportunity to develop their skills and boost their employment prospects on the labor market. Good practices will be shared between universities and business in Knowledge Alliances.

New is that higher education institutions can participate from the experience from countries outside Europe, neighborhood countries, non EU Balkan countries, Asia, Africa and Latin America to develop their educational systems – a really new dimension.

The range of opportunities:

- Opportunities for students to learn abroad, including:
  - Studies, including at Master's level
  - Traineeships in businesses

- Opportunities for staff to undertake professional development activities, including:
  - Training or teaching
  - Attending workshops delivered by businesses

Cooperation between institutions:

- Deliver joint masters' programmes in a consortium of higher education institutions from participating countries

- Companies and higher education institutions can work together to share knowledge

Cooperation outside the EU in neighborhood countries, Africa, Asia, and Latin America through projects that increase an organisation's competencies or expertise through:

- Joint projects to modernize teaching methods, materials and curricula

- Structural projects, including the involvement of national authorities

Opportunities are available to the following organizations in participating countries:

- Students at higher education institutions

- Higher education institution staff (academic and non-academic)

- Private companies

- Higher Education Institutions in neighboring countries, non-EU Balkan countries, Asia, Africa, and Latin America can participate in projects that take place outside the EU

Further useful links for orientation:

European Commission:

- Erasmus EU commission: http://ec.europa.eu/programmes/erasmus-plus/index_en.htm

- Programme Guide: http://ec.europa.eu/programmes/erasmus-plus/documents/erasmus-plus-programme-guide_en.pdf

- National Agencies in Europe: http://ec.europa.eu/education/tools/national_agencies_en.htm

- HORIZON: http://ec.europa.eu/programmes/horizon2020/en

- Video about ERASMUS+: http://europa.eu/!Hw83nd

Germany:

- DAAD: www.eu.daad.de

1.2 Application for Career Services

Opportunities for project participation for Career Services:

- Mobility projects (graduates and staff)

- Development of regional consortia (student and graduates mobility initiatives)

- Development of strategic partnerships (various contents and strategies according to the calls and priorities)

- HORIZON strand – calls and ESF rules (high variety of opportunities expected)

Recommended network activities for Career Services:

- LEO-Net – a network of promotors/contractors of student and young graduates mobility, consortia, www.danube.or.at/leonet/

- ERACON – European Assoziation of ERASMUS coordinators, www.eaec.eu.com and www.eracon.info

- CareerCon – www.careercon.eu/

- CDOnet – Career development organisations network, www.cdonet.eu/

- EUE-Net – European University Enterprise network, www.euenet.eu/

- European and regional networks of consortia

Experience from Thuringia – activities and measures:

The university landscape in respect to Career Services is represented by a nonformal network of 9 H.E.I.s without any lobby of regional Ministry of Education. It acts as a small network of individualists and idealists. This group of people and Career Service offers courses and counselling for students and graduates/alumni, prepares contact fairs with companies at H.E.I.s, and cooperates with Career Service Netzwerk Deutschland e.V. (Bauhaus University Weimar).

Even a project initiative of Career Service was not brought through the Thuringian Rectors' Conference because of the financial situation in the Free state of Thuringia. This clearly shows that career service aspects are of no priority in the university policy in Thuringia.

1.3   Summary and Conclusions, Recommendations for Career Services Activities

- For Career Services there is no specific corridor for projects – not tailor made – but many chances to develop bids within calls for application in several strands inside the Erasmus+

- HORIZON and ESF programme lines can be used – but there is a lack of experience

- Networking opportunities are possible and common funding initiatives, too

- NAs will give additional guidance for project development in the future

- Note the prerequisites for participation (ECHE – European Quality charter in Higher Education)

- Use strategic partnership concepts and knowledge alliances for networking

- Erasmus+ supports internationalization of H.E.I.s

- Focus on quality – ECHE (European Quality charter in Higher Education)

- New electronic „instruments" will support the contractors/NAs – data bases – mobility tool

- Note the priorities published in the Erasmus+ Programme guide

- Mobility actions may be a well suited field for Career Services

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2 EU Funding for Career Service Activities
(Annemarie Reiche)

> *"Sometimes when you innovate, you make mistakes. It is best to admit them quickly, and get on with improving your other innovations." (Steve Jobs)*

To attract EU funding for career service activities you need to be innovative for a very simple reason: there exists no single funding programme that is specifically dedicated to fund career services. However, there are several funding programmes that would appreciate the implementation of career service activities in the work plans of funded projects. Typical activities are soft skill or entrepreneurship training that would strengthen many EU proposals.

The question is which type of funding programmes and projects may benefit from career service activities? What is the added value for consortia when embedding such activities? What kind of assistance can be offered to support research activities and business creation? What type of knowledge is valuable to third parties?

Before screening EU funding opportunities, the target groups – or so called beneficiaries of a funded action – should be clear. Career services are meant to mainly support master and PhD students, but also include researchers or scientific assistants working at higher educational institutions. The aim of career service organisations is to develop people's skills and get them into good jobs. Therefore, suitable funding programmes are needed that are directed at training, education and job creation. Programmes should support either the target groups themselves or the career service organisations as institutions.

Recently, a new funding period started that will last from 2014 to 2020. For simplification the majority of EU programmes will follow one single scheme and currently many calls are open. Thus now is the right time to get acquainted with funding opportunities and to develop good proposals!

This presentation will provide a brief overview of three funding programmes that might be applicable to fund career service activities and proposes a way forward to develop promising projects.

2.1   European Social Fund (ESF)

The ESF is Europe's main instrument for investing in Europe's human capital – its workers, its young people and all those seeking a job. National and regional authorities establish their own development programmes (in agreement with the European Commission) and evaluate and select projects for funding. The ESF priorities and objectives of each national and regional authority are described in so-called 'Operational Programmes'.

In Germany, at federal level, the ESF focus is on supporting job creation and entrepreneurship, while in the federal states, young people, skills and education are the priorities. Those priorities are of major importance for career service organisations to improve opportunities for employment, education and training of students, researchers, scientific assistants and others.

Which role can career service organisations play in ESF projects? Possible approaches for the implementation of career service activities might be:

- Promote founder's initiatives via provision of training in basic management, human resources and financial skills, guidance on legal and employment issues, mentoring & networking schemes

- Provide access to start-up capital (microfinance)

- Improve education systems in terms of quality and availability

The respective national and regional ESF websites are accessible from the general ESF website on ec.europa.eu/esf/home.jsp.
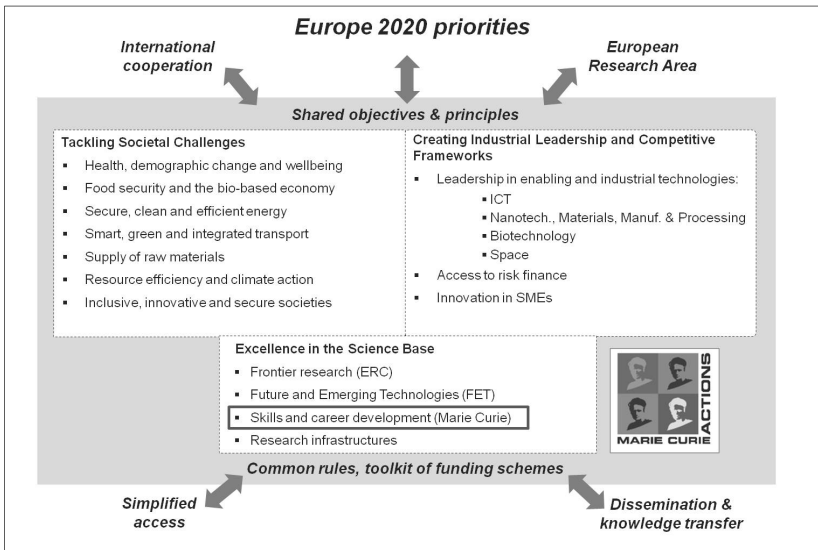
2.2 Horizon 2020

"Horizon 2020 is the biggest EU Research and Innovation programme world-wide with nearly €80 billion of funding available over seven years (2014 to 2020)." It encourages people to take great ideas from lab to market to generate more breakthroughs, discoveries and world-firsts. Research and innovation are the main drivers for Europe's economy and strongly supported by this programme. The aim of Horizon 2020 is "to ensure that Europe produces world-class science, removes barriers to innovation and makes it easier for the public and private sectors to work together in delivering innovation." (Horizon, 2014)

As shown in Image 1, Horizon 2020 is divided into three large areas:

1. Tackling Societal Challenges – projects should develop solutions to tackle societal problems

2. Creating Industrial Leadership and Competitive Frameworks – projects should develop key enabling technologies

3. Excellence in the Science Base – projects should focus on frontier research, future and emerging technologies and training

Image 1: Horizon 2020 structure

Source: cf. European Commission, adapted by PNO Consultants, 2014.

Which role can career service organisations play in Horizon 2020? Possible approaches for the implementation of career service activities might be:

- Provide administrative support and develop PhD programmes or other trainings such as soft skill and entrepreneurship training courses under the Marie Curie Programme

- Set up academic-industrial cooperation under the Marie Curie Programme

- Assess possibilities to support university research staff in enriching curricula with the latest developments deriving from EU funded projects

- Support dissemination and exploitation of results actions of H2020 research and innovation actions

More information is available on
ec.europa.eu/programmes/horizon2020/.

2.3 Erasmus+

Erasmus+ is the EU programme for Education, Training, Youth and Sport Exchange. It comprises three key actions:

1. Learning mobility for individuals

2. Cooperation for innovation and exchange of good practices

3. Support for policy reform

The main objectives for higher educational organisations in Erasmus+, which are in line with the objectives of career service organisations, are:

- Increase the skills and employability of students and contribute to the competitiveness of the European economy

- Improve quality in teaching and learning

Which role can career service organisations play in Erasmus+? Among others, two funding schemes of the second key action are of major interest for Career Service organisations: Strategic partnerships – between education/training or youth organisations and other relevant actors and large scale partnerships between education and training establishments and businesses (knowledge alliances). The following table provides key information on both schemes.

Image 2: Strategic partnerships vs. Knowledge alliances

Strategic partnerships	Knowledge alliances
Aim: To enhance stronger cooperation between Higher Education Institutions (HEI) and key stakeholders (enterprises, research organisations, social partners, local/regional authorities) to foster quality and innovation in HE.	**Aim:** To enhance structured and long-term cooperation between HEI and enterprises to develop innovative ways of producing and sharing knowledge in result-driven projects, particularly in emerging fields.
Main activities: - Develop, test, implement new joint curricula, joint study programmes, common modules, intensive programmes - Develop project-based cooperation with enterprises to study real-life cases - Exploit the potential of open educational resources, collaborative and personalised learning - Integrate various study modes (distance, part-time, modular)	**Main activities:** - Delivery of new multidisciplinary curricula responding to business needs - Stimulate entrepreneurship and entrepreneurial mind-set of students, academic and company staff - Facilitate the exchange, flow and co-creation of knowledge between HEIs and enterprises
Funding: 100 % | up to 150.000 EUR per year | 2 – 3 years	**Funding:** max. 75% | 500 kEUR-1.000 kEUR | 2 – 3 years

Source: Own illustration.

More information is available on ec.europa.eu/programmes/erasmus-plus/.

2.4   Idea Creation and Project Development

For an optimal exploitation of available funding opportunities career service organisations need to brainstorm ideas of participation and ask themselves the following questions. Who could benefit from already existing, but also from future services that might be developed as part of a funded project? Can such services be transferred to other sectors or countries, for example as best practices? Which services established in other organisations are of interest for a transfer into your organization? What can you offer in return?

Very often there are undiscovered possibilities for funding. The only way forward is to be creative and innovative in structuring, empowering and developing services for the envisaged target groups – and not to be discouraged when a proposal is rejected. Improve and resubmit it until your idea will be successful.

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V   The Future Career Service

(Imke Hans)

"What could a perfect Career Service look like?" was the overall question posed to the participants of the workshop "The Future Career Service". The workshop was designed by Ronald Herzog and Imke Hans of TU Chemnitz to serve as a platform for sharing ideas on best-practice models. The challenge as well as the potential lay in the truly unique environment and selection of participants: 16 representatives from very different institutions of Higher Education had gathered to answer this question. Among them were career advisors from universities with over 60.000 students as well as from exclusive private schools with no more than 300. The ratio between students and career service professionals they were faced with differed from 1:100 to over 1:10.000. Additionally, the participants came from several different countries and accordingly from partially very different education systems.

Thus the question posed is rather: Is there such a thing as one perfect Career Service model for all these situations? Which needs and issues are indeed transnational, or rather: 'trans-educational', and where does each educational institution have to find their very own path through the jungle of students' needs, institutional requirements, financial burdens, and the economy's demands? Which models can be adapted to other institutions and where can we as career service professionals profit from our colleagues' experience?

In order to discuss these questions, the workshop 'The Future Career Service' was designed for work in teams. In groups, the participants discussed one of four main topics each:

1.   'Mission Statement and Quality Management', e.g.: What is the purpose of Career Services today, what is our aim and how do we know we are still 'on track'?

2. 'Services for Students', e.g.: What kind of services do our students really need, where do these needs differ, which are 'nice to have'-services?

3. 'Services for Companies', e.g.: How can we offer attractive services to companies and remain unbiased at the same time, where can companies profit from our knowledge and expertise?

4. 'Financial Basis and Structure', e.g.: How could the perfect Career Service be financed? Which further means of funding do we have? Should the Career Service be a centralized institution or rather be integrated into different faculties?

After a lively discussion, the teams each presented their findings and thoughts on their topic, followed by a plenary discussion with more input from the remaining workshop audience. Subsequently, the results which the participants compiled on these four topics are briefly summarized, partially in the words of the participants. As certain aspects of these topics are intertwined or influence each other strongly, they cannot always be clearly separated. Some aspects might even contradict each other, giving evidence of the different perspectives career service professionals have to integrate into their daily work life and the different interests and demands which have to be balanced. As the workshop is not meant to offer a solution for the ideal career service itself but rather to provide impetus and food for thought and reflection, these antagonisms will be reproduced as they occurred.

1. Mission Statement and Quality Management

Career services are part of the universities. Their core clients were, are, and will be the students. Thus the career services need to focus first and foremost on student-oriented services. Their core aim is to help the students find out who they are, what they want and how to get it. Thus the most important task at hand is to help the students know and help themselves and to enable them to search and find their own paths as they will have to make career choices throughout

their entire lives. The career services function as the students' central partner for career orientation and career planning, with additional touch-points to the world before and after. This affects areas such as student recruitment as well as keeping contact with alumni, collaboration on high school level as well as with companies or different faculties or e.g. the international office.

In order to fulfill these core responsibilities, the career services depend on external partners in the corporate world as well as on collaboration e.g. with public and scientific authorities. For all these external partners, the career services function as gateways and exchange platforms. Moreover, the career professionals can take on the role as consultants for the corporate world. Companies and public institutions can profit immensely from their knowledge and experience, especially in regard to how to cooperate and interact with students, how to arouse their interest and what to offer them, etc. While offering these services – which have to result in financial engagement –, it is vital for the career service professionals to keep their integrity and remain unbiased.

Regarding their networking activities and the interaction with local and national companies, it is very important to the participating career service professionals that actual placement is not and should never be part of the services offered. The responsibility in regard to 'job matching' is rather delivering information than serving job offerings on a silver platter. Tasks such as skills development, though they are more often than not a very important part of our offers, do not necessarily have to be seen as a core responsibility of career services. The development of skills and competencies has to be the responsibility of the entire university, not 'just' one central institution.

Regarding quality criteria, it is evident to the participants that there cannot be binding or comprehensive criteria for all career services. Only one of the reasons is that inspecting the facilities or supervising check-up procedures on a larger basis will be almost impossible to accomplish. However, there is agreement that data management is a very important element of career service work and quality

management. Career services need to be accountable for their actions. Students and companies as well as any other partner or client need to be able to make informed decisions regarding their cooperation with and their use of the career service based on what the respective institution does and how it is rated by its partners.

Additionally, the workshop group touched on the issue of integrating e.g. e-communication, web2.0 and further trends in information and communications technology as future challenges and potential.

2. Services for Students

The range of services provided by different career services varies immensely, among other things depending on the counsellor to student ratio. The core services are career counselling as well as CV and application checks, both for national and international students and applications. The provision of an up-to-date job portal and the organization of job fairs where the students can meet future employers are among the central services as well, making networking a vital element of career service work. Most career services also offer soft-skills workshops, e.g. on leadership, communication or business etiquette, sometimes even (country specific) intercultural trainings.

Apart from these core services, there is a large portfolio of nice-to-have services that fewer career services choose to offer from time to time. A very time-consuming but at the same time very rewarding measure are mock interviews, often including recording the students and giving feedback on their performance. Some Career Services also offer consultation on legal issues such as insurances, taxes etc.; information which might eventually and ideally be integrated into the students' curriculum. Even visits to regional companies and training for specific business certificates are sometimes part of the range of offers.

Image 1: Flipchart 'Services for Students' (roots symbolize basic elements of career service work, leaves are 'nice-to-have' services)
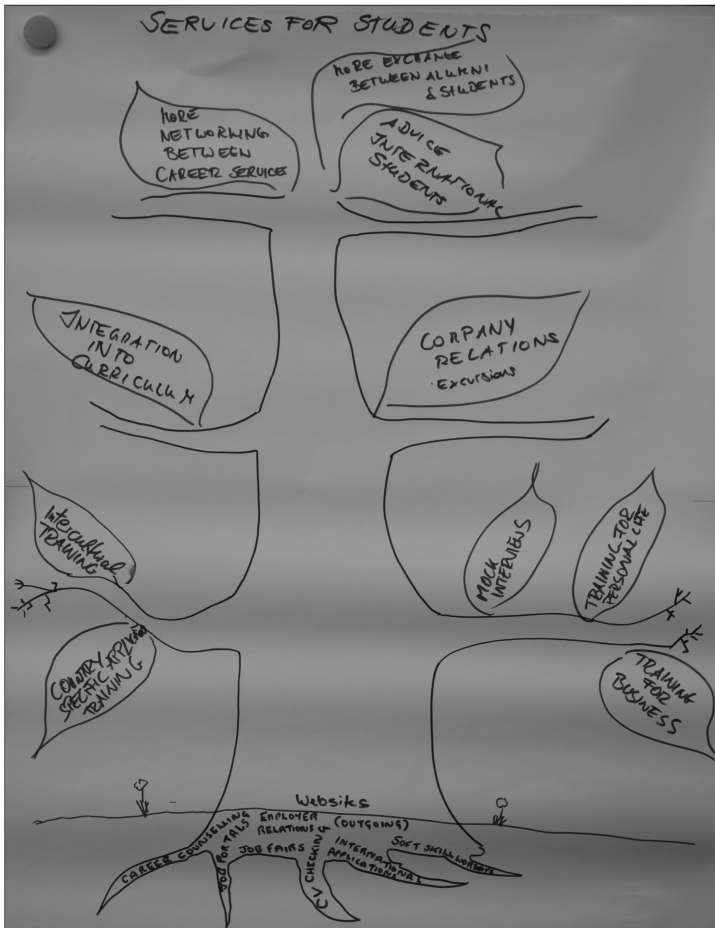
Source: Own illustration (Workshop Output 2014).

Nice-to-have services the career counsellors would like to offer are workshops and counselling for country-changing students, i.e. exchange students returning to their country and national students

trying to gain work experience abroad. Furthermore, the career service can function as a basis for exchange between alumni and enrolled students regarding their work experience at a specific company or destination, be it national or abroad. This way, the relation and information flow between alumni and alma mater are enhanced.

Regarding the acceptance of their services, all career services face the same problem: Students registering for workshops, information evenings or field trips and afterwards not attending them. Although the demand for these offers is usually quite high, low attendance rates often result in the companies losing confidence in the career services' ability. A solution might be cross-university work: If Career Services could recruit students from neighboring universities for their events, the attendance rates would rise and both companies as well as students would profit immensely.

3. Services for Companies

A major aim for all career services is to establish long-term cooperation with external business partners. These companies are highly valuable informants for the Career Service as they know best about their needs and expectations regarding future graduates.

As there are undeniable gaps between the rather generally educated language students or e.g. those of the social sciences on one hand, and the specific requirements of the regional job market on the other, these need to be bridged in order to match graduates' skills and the labour marked demands. The career service can help students prepare for those requirements, which in turn helps the companies find employees with the required abilities. A conceivable option would be offering short projects where students are trained in highly demanded skills for the duration of around a week. Using services like these, career services are in a better position to match the economy's demands with the students' and graduates' skills and qualifications. They can do so, among other things, by providing an up-to-date data base to help companies in finding future employees and to recruit students from an early stage onwards.

In this regard, one of the main tasks career services will constantly have to undertake is to try to open the minds of students and companies alike regarding skills and qualifications on one side and possible fields of work on the other. Both the students, especially from e.g. the humanities, as well as the companies need to broaden their perspective and put a much stronger focus on employability and employability skill sets rather than merely the students' major, whether it be in 'art history' or in 'value chain management'. A technical company looking only for engineers and business students in order to work in the sales department might try to fill the vacancy with a graduate of political science, to name but one example. With an on-the-job training, this graduate might be an excellent sales person with high communication and people skills.

Occasionally, companies might still not find the right employee among the university graduates. In these cases, and in order to provide an even better service for them, career services might consider strengthening their higher-education networks and using them for inter-university placement.

Considering these potential and customized services, the career services have many solid arguments for cooperation with companies and vice versa. This unique combination assures that they will not likely be replaceable by the companies' own facilities. However, there is also a general agreement that there needs to be a more professional and especially more 'systematic' relationship between the companies and the career services, with clear statements on how cooperation works between both institutions.

4. Financial Basis and Structure

This workshop group emphasized that the results of their discussion currently consisted of a summary of the status quo rather than solutions.

Currently, many career services are highly dependent on external funding, e.g. through the European Social Fund. Generally, the financial situation of most career services is precarious, to say the

least. The participants agreed that the perfect career service would be fully financed by the university, at least for the core staff who are in need of long-term security. Due to the precarious job situation with several short term contracts, career service counsellors often turn to jobs which afford them more financial security. Once a career counsellor leaves the university, however, skills, knowledge, network, contacts, experience etc. leave with him or her. This becomes especially relevant e.g. in regard to alumni work, as the career counsellor, 'the face of the career service', is a kind of brand manager. Via linked-in, Xing etc., they keep in contact not only with companies and officials but with former students – often lost to the university with the loss of the counsellor. The universities often do not seem to be aware of the incredible potential that lies within successful career service work.

In order to gain financial stability, several career services are offering services which companies have to pay for, e.g. through stalls at job fairs or information evenings. Sometimes, the students have to pay a certain amount of money themselves, e.g. a small fee for taking part in a soft skills seminar or a specific workshop. Apart from the charges and fees career services can take by cooperating with companies, the integration of selected workshops into a set curriculum could finance at least part of the skills development. Thus, one of the questions raised by the team was in how far intra-university cooperation could be established for financial support, not only between the career service and the different faculties but also for example with the international offices.

Regarding the ideal structure, it proved to be impossible to find one solution for all career services. As an example: One career service member explained that instead of their ratio of 5 counsellors for 50.000 students, they would prefer one additional counsellor in each of the 15 different faculties their university had. These additional counsellors would be able to add subject specific knowledge and ease the sometimes difficult cooperation with specific faculties. For universities with fewer students, the ideal career service might look quite different. Thus the perfect number of staff is not really

'definable', it depends on the amount of services offered and their acceptance as well as quality, the target groups, the counsellor-student-ratio and many further aspects.

Summary

The intention of this workshop was not to develop the one perfect career service. As said before, its purpose was to discover whether there are problems all career services deal with, solutions which all agree on or which can be individually adapted. Most of all, it was meant to give new impetus to the discourse on the needs and purposes of career service work and possibly a common strategic goal to work for.

The lively discussions led to one conclusion: As career service professionals, we agree that enabling the students to finding and following themselves and their career paths is the core responsibility we have. In order to do our work effectively, we need to offer a range of services and actively build solid, long-term relationships with external partners. The extent of the range of services offered as well as their quality depends on countless parameters, among them the ratio between career service professionals and students.

In an ideal career service, the purpose of these services should not have to be the financial support of our core work. We need to be able to do our work effectively. As career service workers, we are not only counsellors and teachers. We are editors. We are networkers. We are brand managers. We are event managers and we are fund-raisers. We are highly qualified people with several challenging jobs at the same time and our work holds huge potential for our students, for our universities and for our partners in the corporate world. In order to fully develop this potential, we need long-term security.

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VI   Appendix: Career Art

(Jana Hradcová)

Graphic designer Jana Hradcová's long-term focus is on visual aspects of educational programmes, especially in the social and environmental sphere. She graduated from the Faculty of Art and Design at Jan Evangelista Purkyně University in Ústí nad Labem at the Graphic Design Studio I under the guidance of professor Karel Míšek, PhD. She has worked on the graphic rendering of a range of educational programmes, teaching aids, nature trails and worksheets. She emphasises the selection of appropriate means of visual expression fitting the recipients and their social and cultural backgrounds. Comprehensibility and insight into the topic determine the final form of the work.

About the Project

Searching for a job becomes a pressing issue for university students in the last years of their study. It can easily shrink to just hunting down a "good position" while failing to consider the focus and direction of one's life, the dreams and long-term goals.

This project aims to offer the students a wider perspective of this task. The posters propose a method of approaching the decision-making process. The central issue is divided into segments offering further points of view via visual anagrams. The posters use basic black and white typography, which leaves the viewer's imagination to freely find focus in their own inner world. Each poster brings forward a segment of a method, leading to an invitation to make one's specific plans come to life.

Poster 1: How to find a job

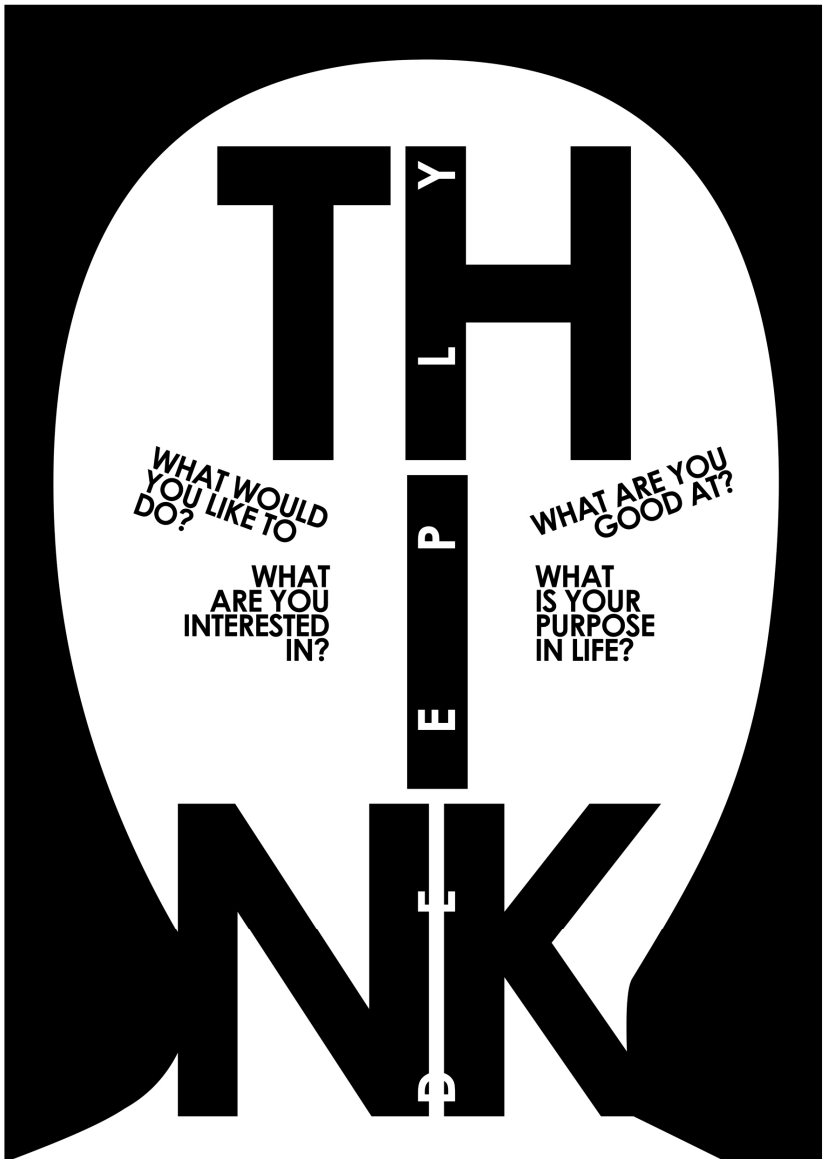**Poster 2:** What kind of job do you want?

Poster 3: We have a lot of job offers

Poster 4: What should I do?
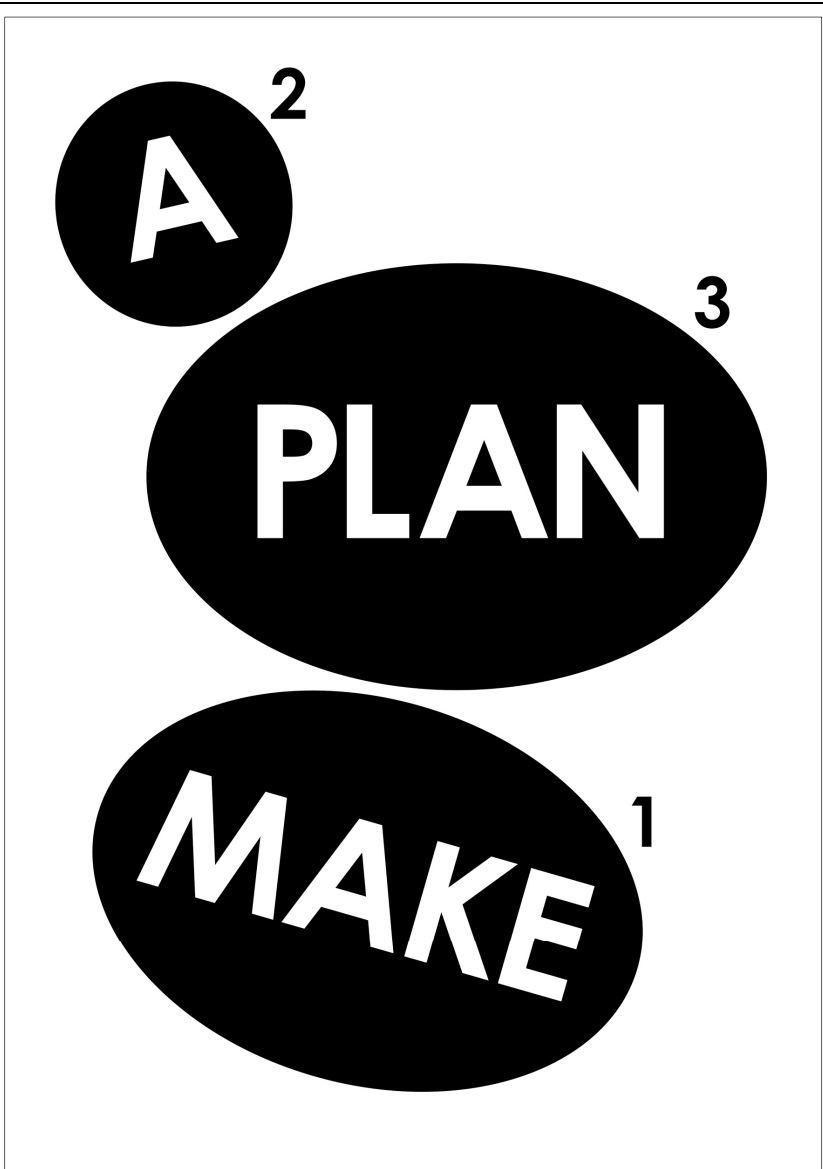
Poster 5: Think and be creative

Poster 6: Think deeply

Poster 7: Find your goal find yourself

Poster 8: Make a plan

Poster 9: Divide it into steps

Poster 10: Go and do it yourself