Exploring the complexities of cooperation: issues and approaches in improving the partnership between the Careers Centre and the Faculties at the University of Prishtina

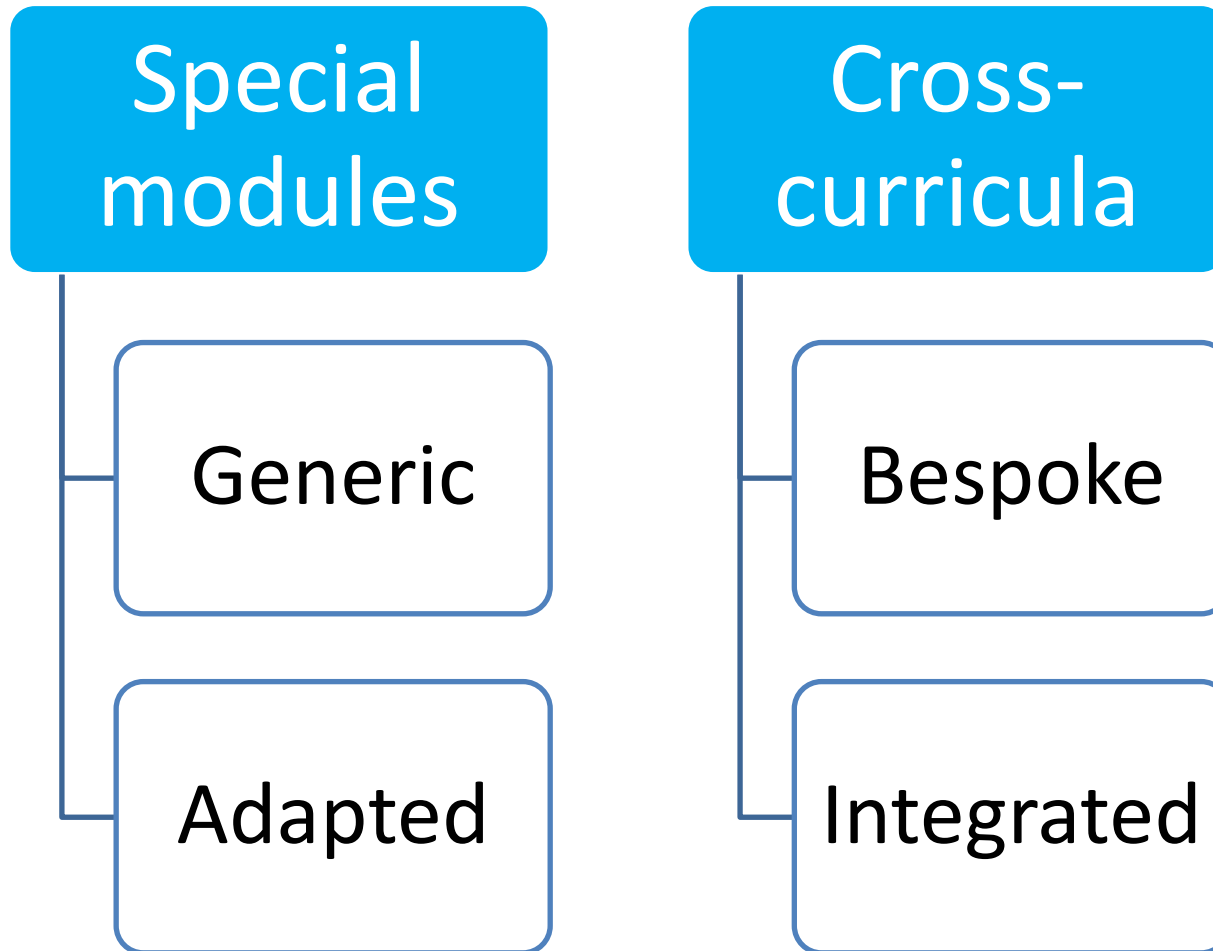## EAIE – FEDORA Summer University of Ioannina, 16 June 2011

Dave Stanbury

d.r.stanbury@reading.ac.uk

Some strategic options for the University of Prishtina

Delivery strategies

Special modules
- Generic
- Adapted

Cross-curricula
- Bespoke
- Integrated

Adapted from Watts, A. G. (2006) *Career Development Learning and Employability*, York: Higher Education Academy, p. 17.

Three models of cooperation

- Central specialist provision
  - CDC staff develop and deliver
- Integrated
  - CDC staff Faculties jointly develop and deliver
- Consultancy
  - CDC supports Faculties to develop courses which embed CMC
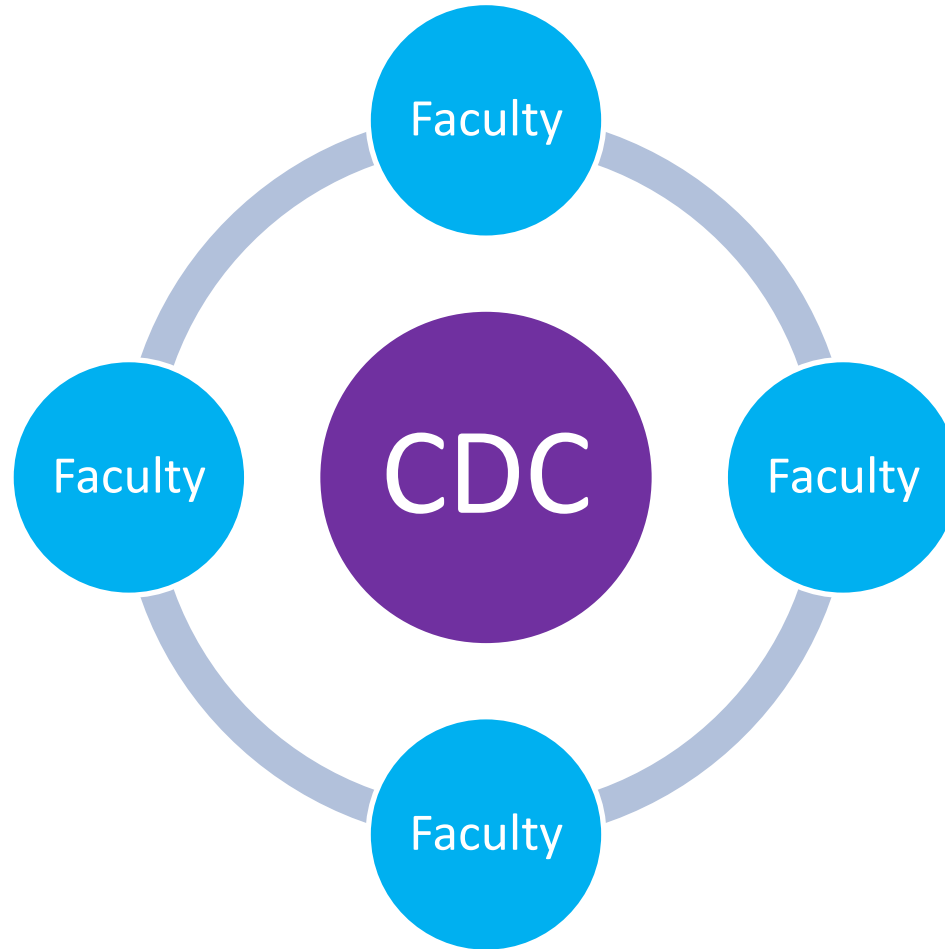 - Delivery mainly by Faculties

Adapted from Watts, T.G. (2006) *Career Development Learning and Employability*, York: Higher Education Academy, p. 27.

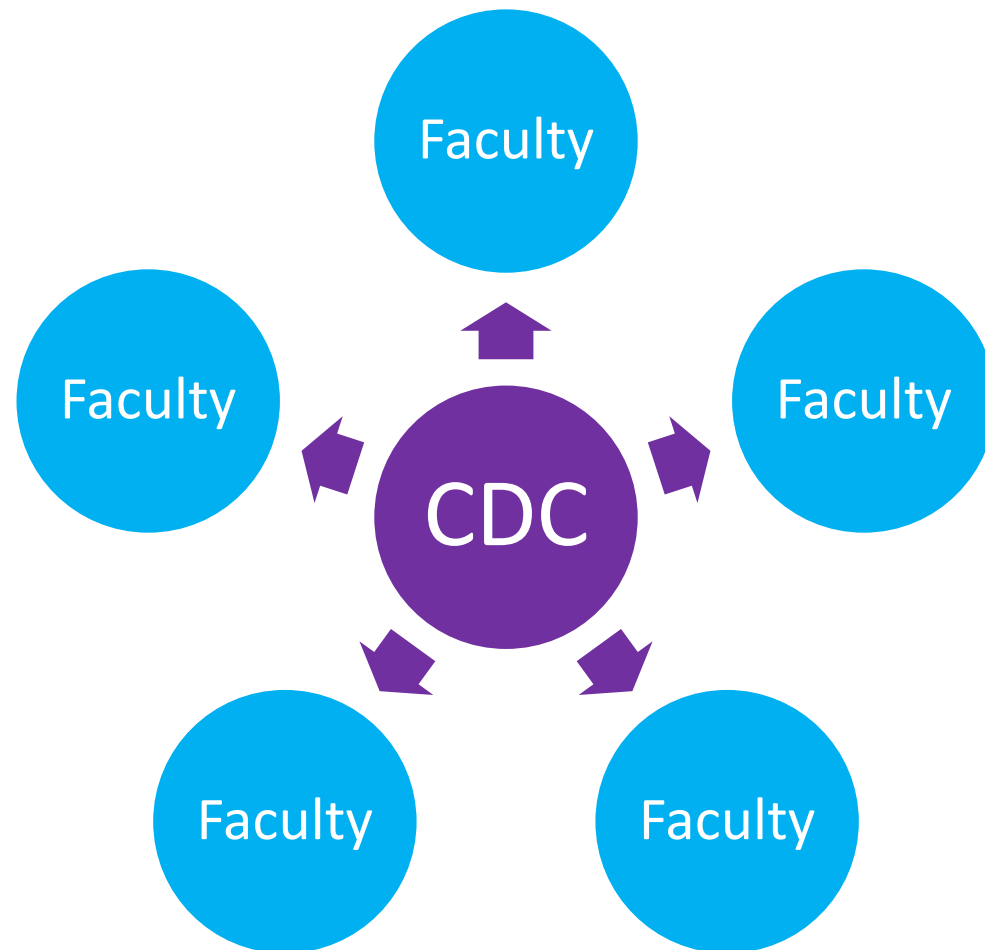# What role does the CD want to play?

The choice?
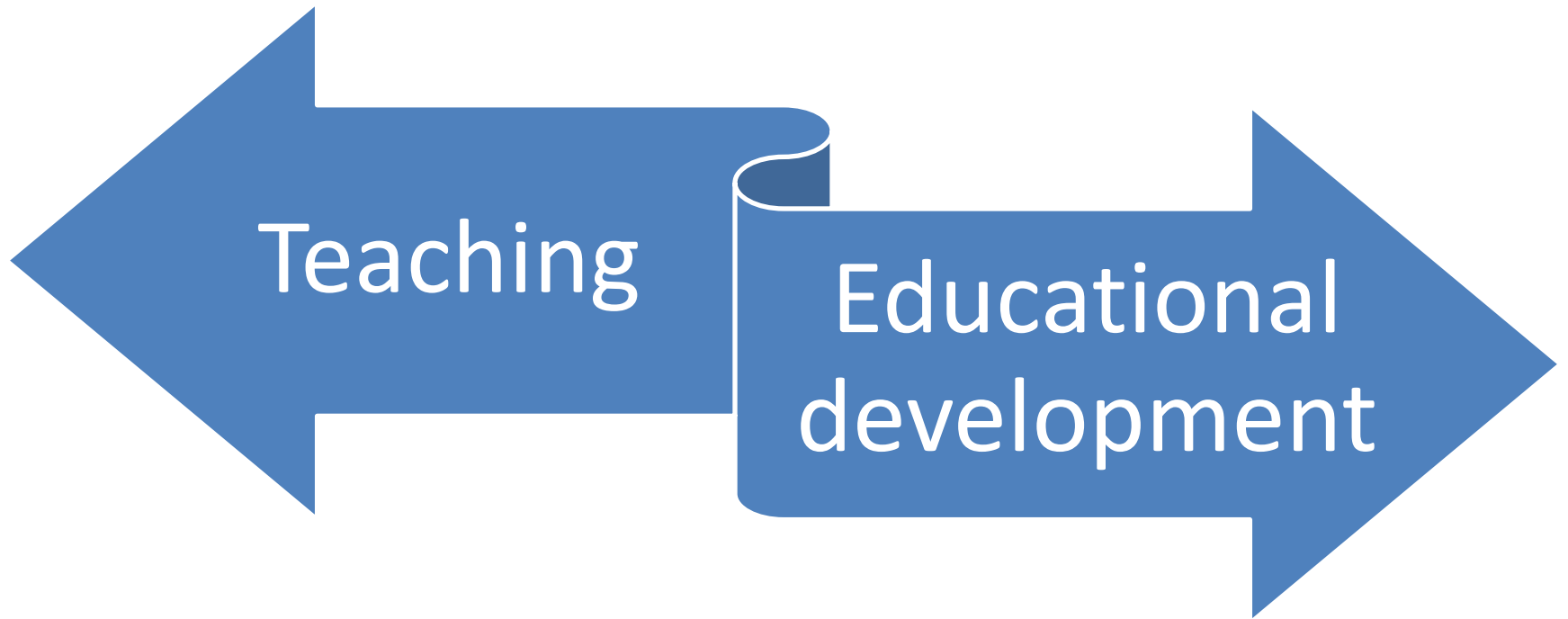
CDC delivering CMC modules

Any careers centre that tries to be solely responsible for delivering CMC in the Faculties will be constrained by limited delivery resources

CDC as consultants

A careers centre that supports Faculties to deliver CMC by designing and piloting content, as well as training academics, reaches more students indirectly through the Faculties

Consultancy

Advantages

- ✓ Faculties responsible for enhancing THEIR programmes
- ✓ CDC resources targeted more strategically
- ✓ CDC grows organically from the discipline

Challenges

- CDC staff need to act as educational developers
  - Learning new skills set
- Faculties need to find staff to really engage with CDC
- Keeping labour market information that students get from Faculties up-to-date

Bringing academics on-board with CMC

Many shared goals

CMC for employment

- Critically evaluate options
- Be creative
- Identify gaps in knowledge
- Research new knowledge
- Solve problems
- Communicate persuasively
- Manage time effectively
- Work ethically
- Work in teams
- Drive and ambition

Pedagogic capabilities for learning

- Critical subject understanding
- Creative learners
- Self-directed learners
- Able to synthesize learning from across the degree
- Communicate clearly
- Have good time-management
- Ethically aware
- Motivated

Development promoted by

1. Constructivist pedagogies
2. Integrative learning
3. Volunteering and placements
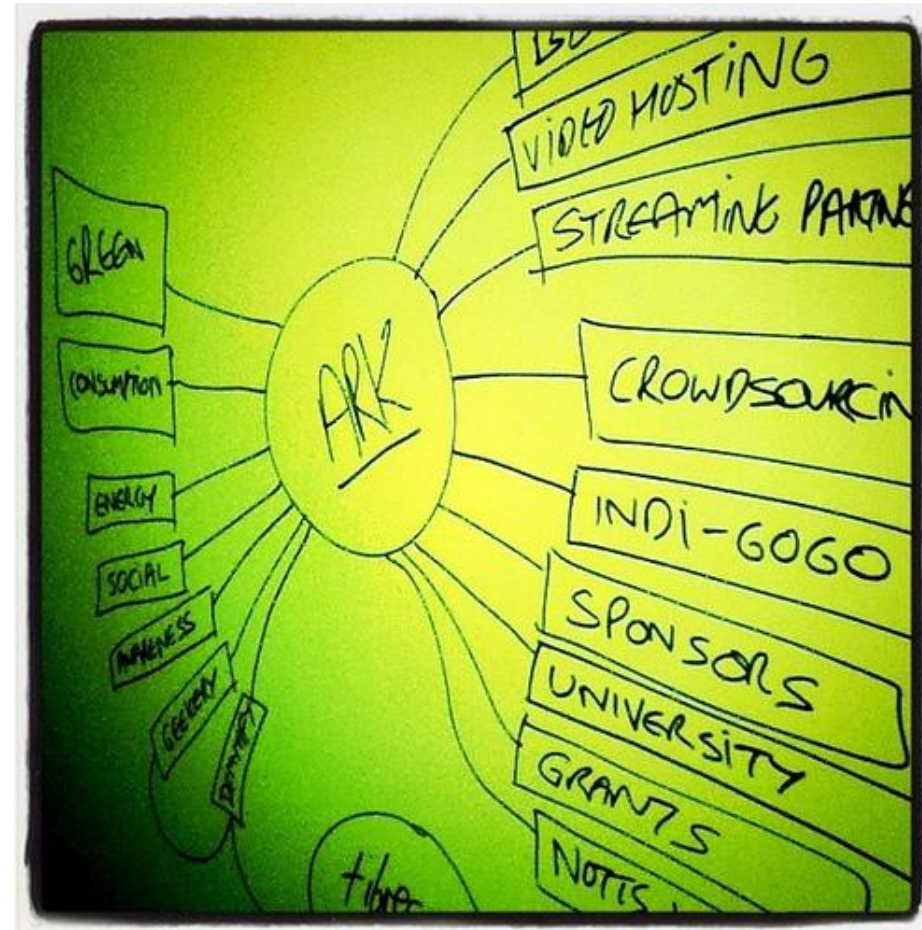
Pascarella, E. N., & Terenzini, P. T. (2005). *How College Affects Students: Volume 2, A Third Decade of Research*, San Francisco: Jossey-Bass. p. 608-611

Ill structured problems

1. Promote employability
   - Knight and Yorke, 2003
2. Characterise professional careers
   - Schön, 1987
3. Promote higher cognitive development
   - Moon, 2004

Promote shared agenda & mutual respect

Complementary expertise

Faculties

- Pedagogic expertise
- Knowledge of the discipline curriculum
- Understanding of students (attitudes, issues, learning styles) on a particular course
- Able to identify points where CMC and the discipline naturally arise

CDC

- Guidance expertise
- Knowledge of career development theory
- Understanding of the labour market and sources of careers information
- Able to identify employers and relevant to work related learning, and ways of 'tuning' the curriculum
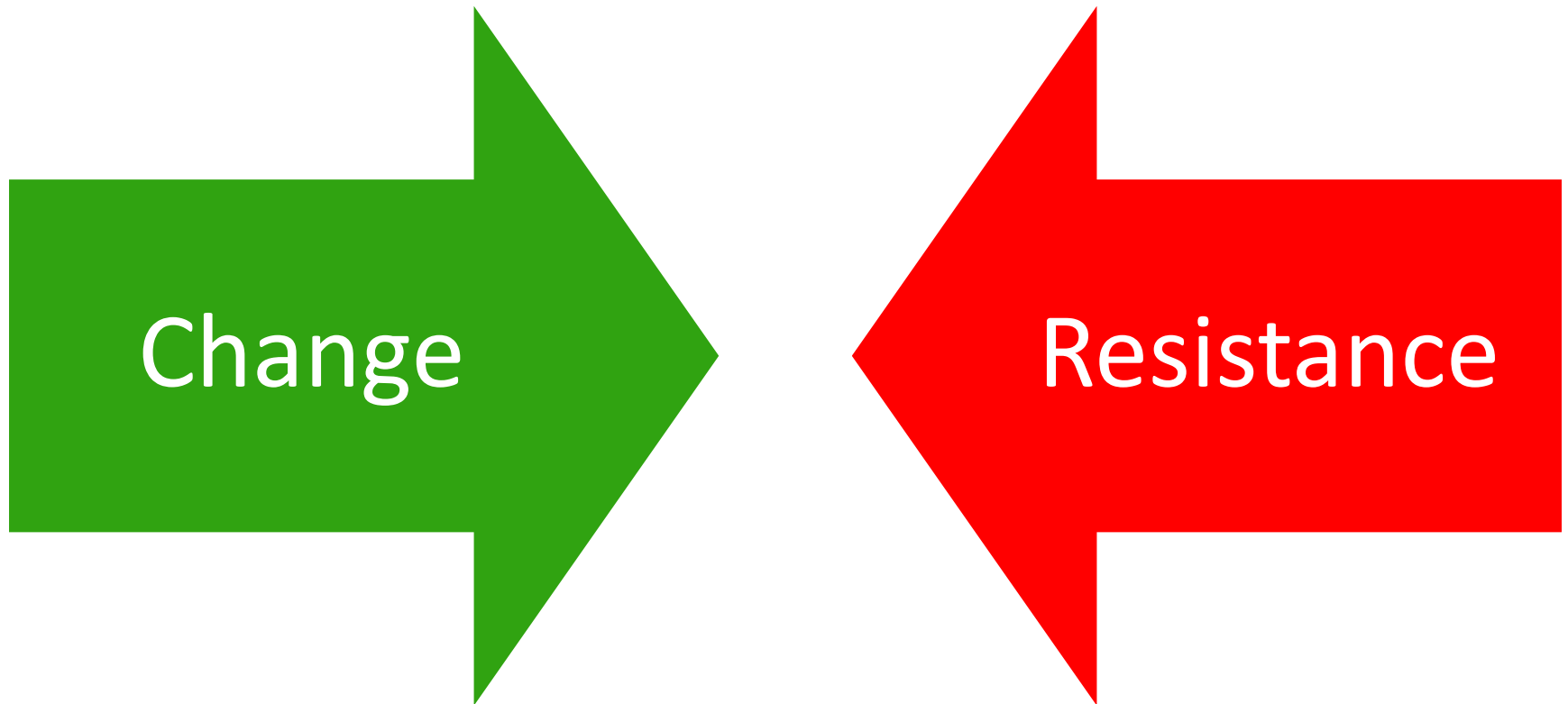
Shared responsibility
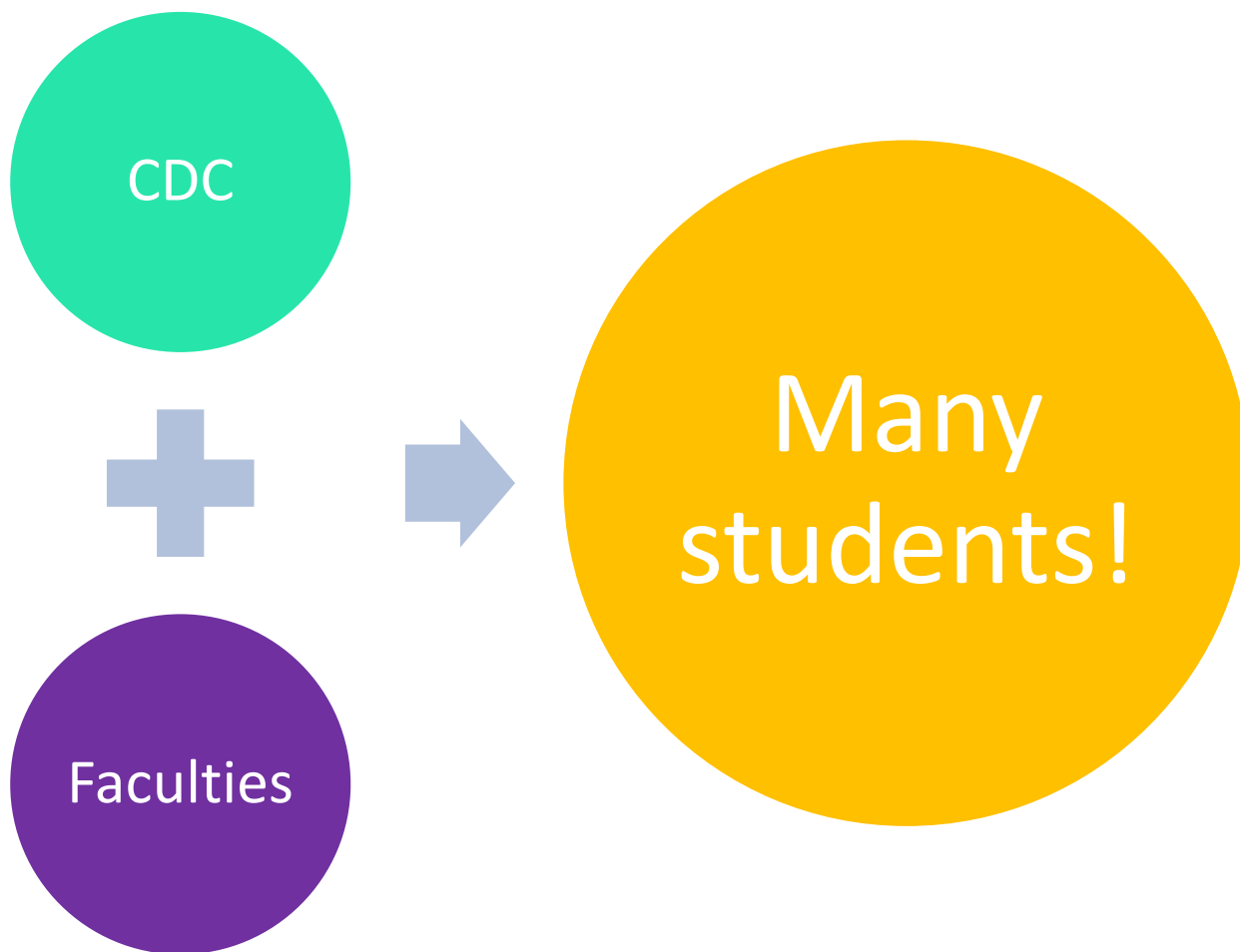
Challenges that we all face

Romer's Rule

'...organisms generally evolve by changing just enough to maintain, as near as possible, their existing state.'

Change

Resistance

Knight, P. T. And Yorke, M. (2003) *Assessment, Learning and Employability*, Maidenhead: Open University Press, p.59.
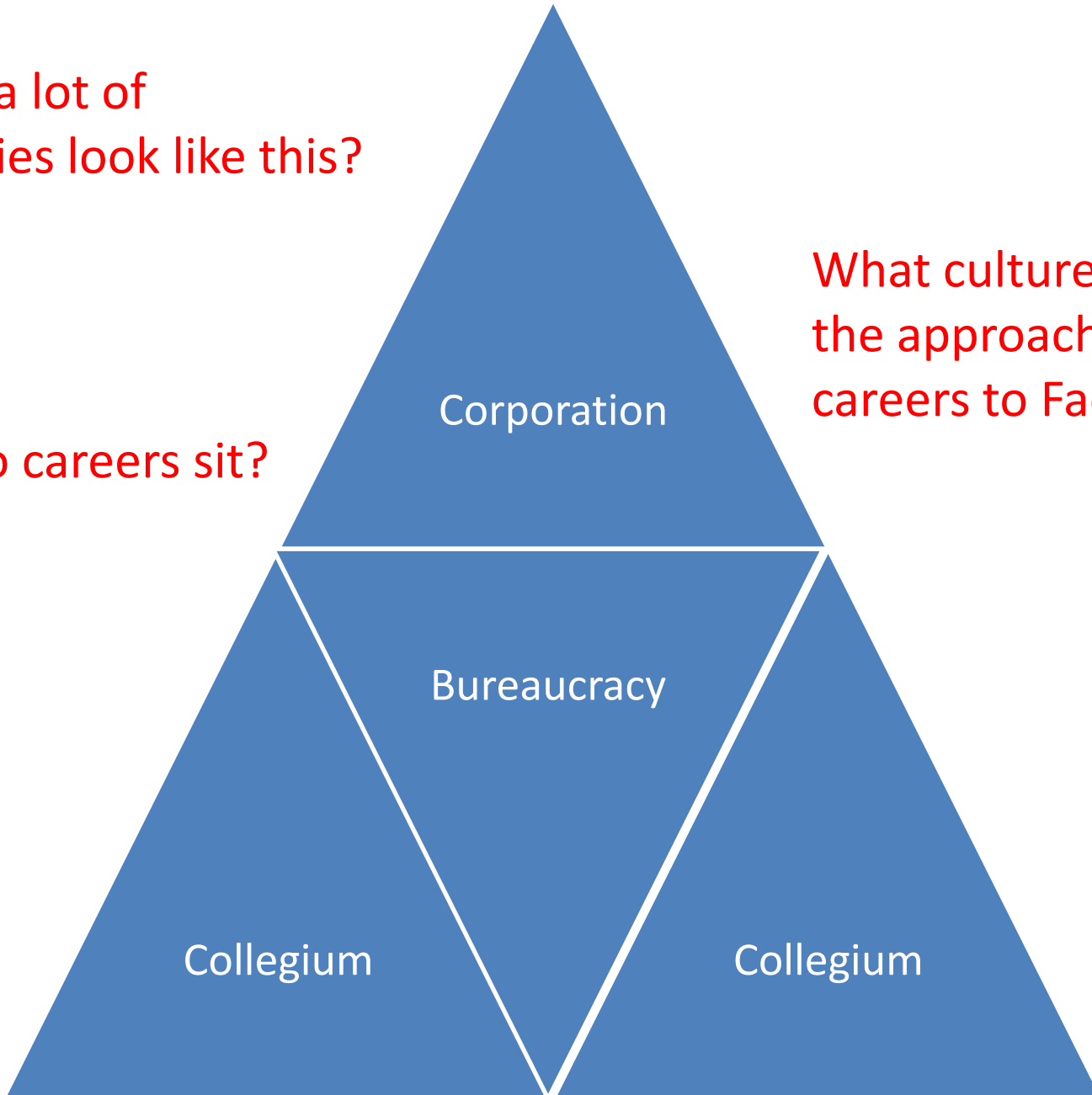
HE organisational types

- Bureaucracy
  - Emphasise regulation, formal procedures
- Corporation
  - Power and authority central to operation
- Enterprise
  - Puts service to the client at centre
- Collegium
  - Prizes academic freedom
  - Values academic arguments

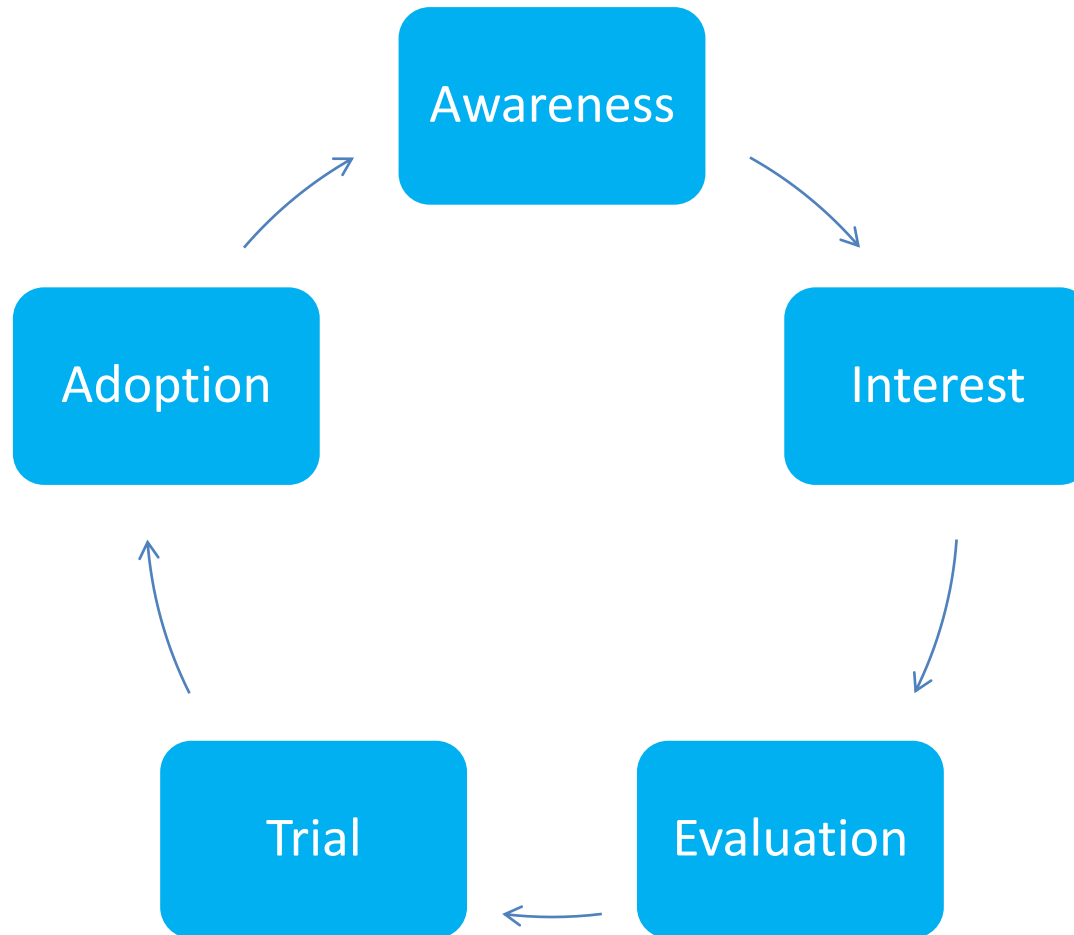McNay in Land, R. (2004)

Cooperative attitudes

Successful relationships

1. **Willingness** to work together when you don't have to
2. Looking for ways of helping them
3. Process is more important than the product
4. Ongoing contact and communication
5. Trust and friendliness

Cooperation grows slowly

- Why?
  - Learning isn't instantaneous
  - We change as we learn
- We need a constructivist stance to cooperation
- We need to go on shared learning journeys
  - Read the same journals
  - Grapple with the same intellectual challenges
- Conversations are key

Roger's mental stages

Rogers (1967) , process for conceptualising mental adaption to new ideas, described in Land, R. (2004)

Influence instead of power

- Influence comes from:
  - Relationships
  - Expertise
  - Information
- Information about
  - What do our graduates do?
  - Students / graduate feedback
  - Employer feedback
  - Innovative CDC practice in the Faculties at Prishtina
  - Innovative CDC practice at other universities

Both are needed

- **Top**
  - Sets a direction of travel (and time frame)
  - Broad and capable of being flexibly adapted
  - Enables units to cooperate
- **Bottom**
  - Uses grounded experience to find practical ideas
  - Shares ideas and good practice
  - Creates communities of practice

Top down

Bottom up
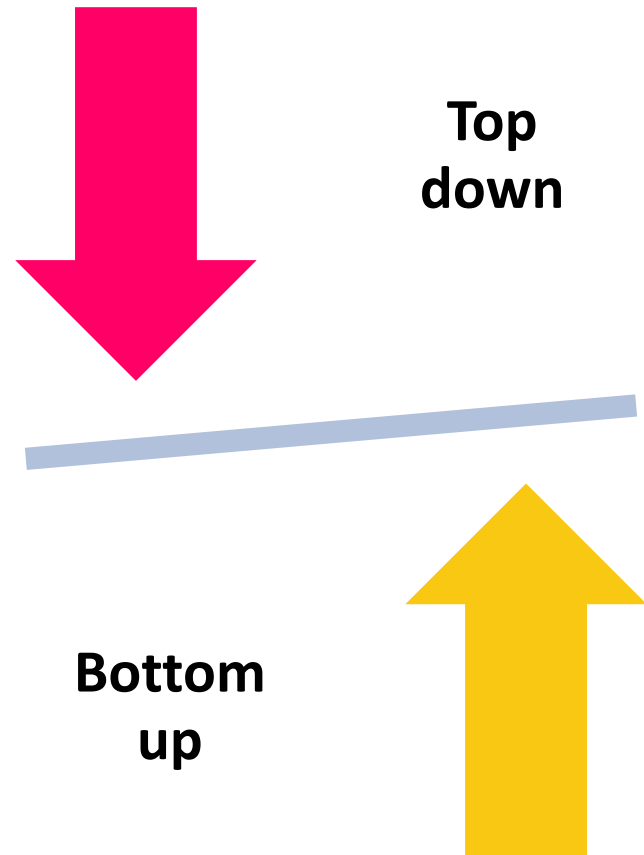
It's about sharing the work

Image: wolfpix CC

Finding a transforming vision

"We know why we are doing employability; we are doing it for the next generation."

END

Further info

Stanbury, D. (2010) 'The kindness of strangers: how careers educators and the wider academic community can help each other', Vol 52, Issue No 2, 2010, *Journal of Education and Training*

Dave will be based at the University of Essex from July, promoting employability and internationalisation – please keep in touch!

Image©Goosta CC-ASA

Extra surplus content

How a single module could be extended across the curriculum

Different examples

Agriculture: Reading Uni

Autumn term 3rd year: mini careers fair

Summer term 2nd year: CMC module

Summer vacation optional work experience

Summer term 1st year: CMC module

Chemistry: Reading Uni

Final year – Research project

Part 3 – Industrial Placement

Part 2 – Employability (CMS)

Part 1 – CH1CC1 "Chemical Concepts in Context", 10 credit

# Show things that the Faculties can do

European Community Law module, Middlesex Uni

- Second year module (joint Law and Business degree)
- Taught through problem based learning and group work
- Students were assigned the role of the company's legal team NewFoods plc, a producer of specialist food products.
- Their task was to <u>identify the problems</u> and evaluate how the situation was compatible with EC law.
- Students were provided with fictional background documents on the company, the export markets and some specific direction to decided EC cases.

Tasks and materials (Law)

- The task was to examine the potential obstacles to the company expanding into 3 fictitious export markets.

- The task is set out in an internal memo asking the legal team to look into any potential pitfalls.

- Course materials are a mixture of documents (newspaper articles, government circulars and press releases) about the company's expansion plans and a series of measures introduced by the three countries

Middlesex University

Hence overlapping pedagogies
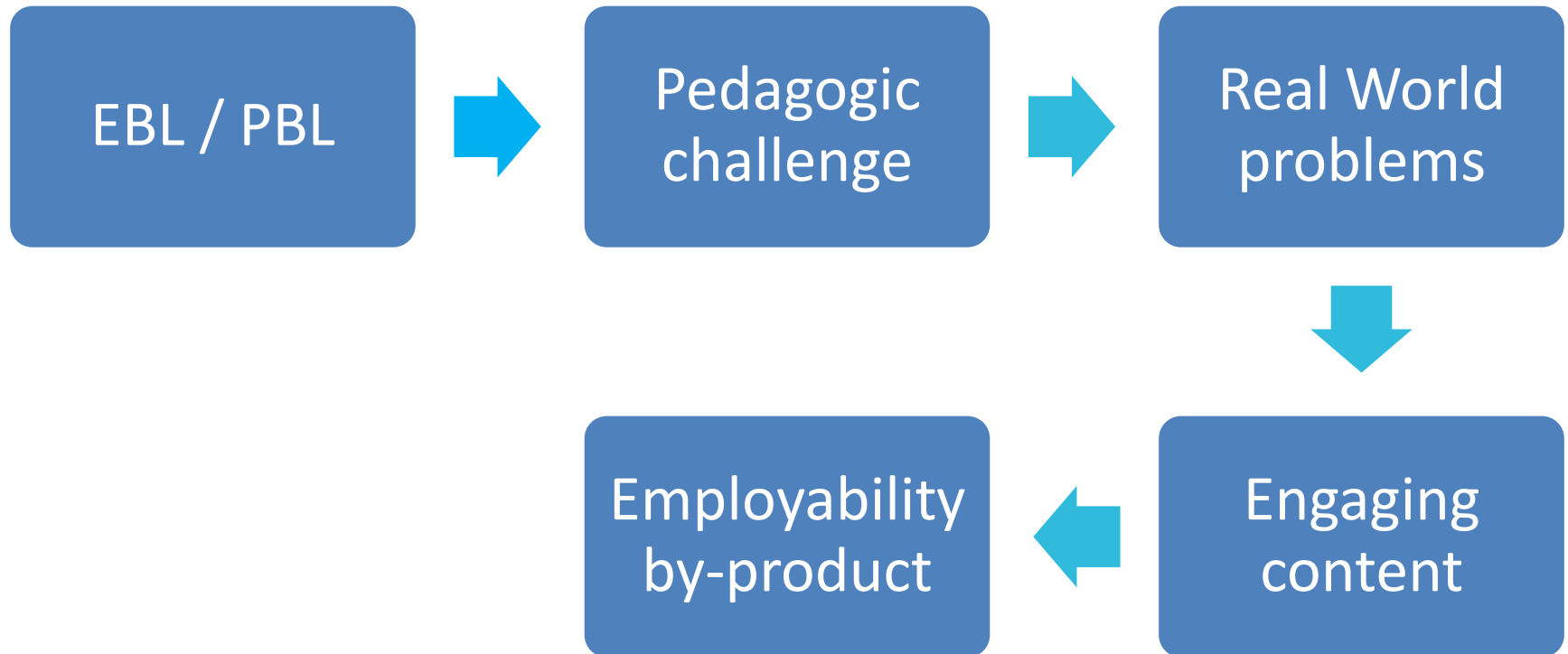
Management degree PBL example

- Second year marketing module
- Taught by academics and staff from the mobile phone company O2
- Students have to solve ill structured business problems set by O2
- These are real problems and use confidential company information
- Assessment: a report with recommendations and presentation

Example: University of Reading

Literary Festival, Middlesex University

- Students from 2nd and 3rd year modules collaborate to run a two day literary festival for university and local community (has run for 14 years)
- Have to
  - Apply knowledge of literature to choose appropriate speakers and themes
  - Find speakers, arrange talks, publicise event
- Develop range of employability skills and attitudes, e.g.
  - Team work, planning, resilience, resourcefulness
- Gain knowledge of cultural industry and contacts
- Learn to apply subject knowledge to world of work

'Literary Festival' in Day. H. (2010)

Gaining Influence: Employer Engagement

- We wanted to persuade the University to encourage Faculties to develop CMC by involving employers in the curriculum
- An academic found examples of good practice across the University of Reading
- The Careers produced a booklet of case studies with analysis and advice
- Influential because it was research based
- Persuasive because they were 'home-grown' examples

Graduate competencies

1. Academic skills
2. Professional working skills
   - Adaptability, flexibility, team work, leadership
3. Career development
   - Career planning, opportunity awareness, job seeking, self presentation skills etc.
4. External awareness
   - Knowledge of working cultures, enterprise, ethics
5. Personal development planning
   - Reflection, action planning, self-awareness, time-management
6. Experience of work
   - Learning from life, volunteering, work experience, paid jobs

University of Essex (2011)
http://www.essex.ac.uk/ldev/muse/employability.aspx

Image©Goosta CC-ASA