



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

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14th European Congress of Work and
Organizational Psychology

EAWOP

May 13-16, 2009

Santiago de Compostela, Spain



Sponsored by:



Programa Operacional Ciência e Inovação 2010

MINISTÉRIO DA CIÊNCIA, TECNOLOGIA E ENSINO SUPERIOR

FCT Fundação para a Ciência e a Tecnologia

MINISTÉRIO DA CIÊNCIA, TECNOLOGIA E ENSINO SUPERIOR Portugal





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Opportunities to strengthen the link between Higher Education Institutions and Working World: A test of competing models

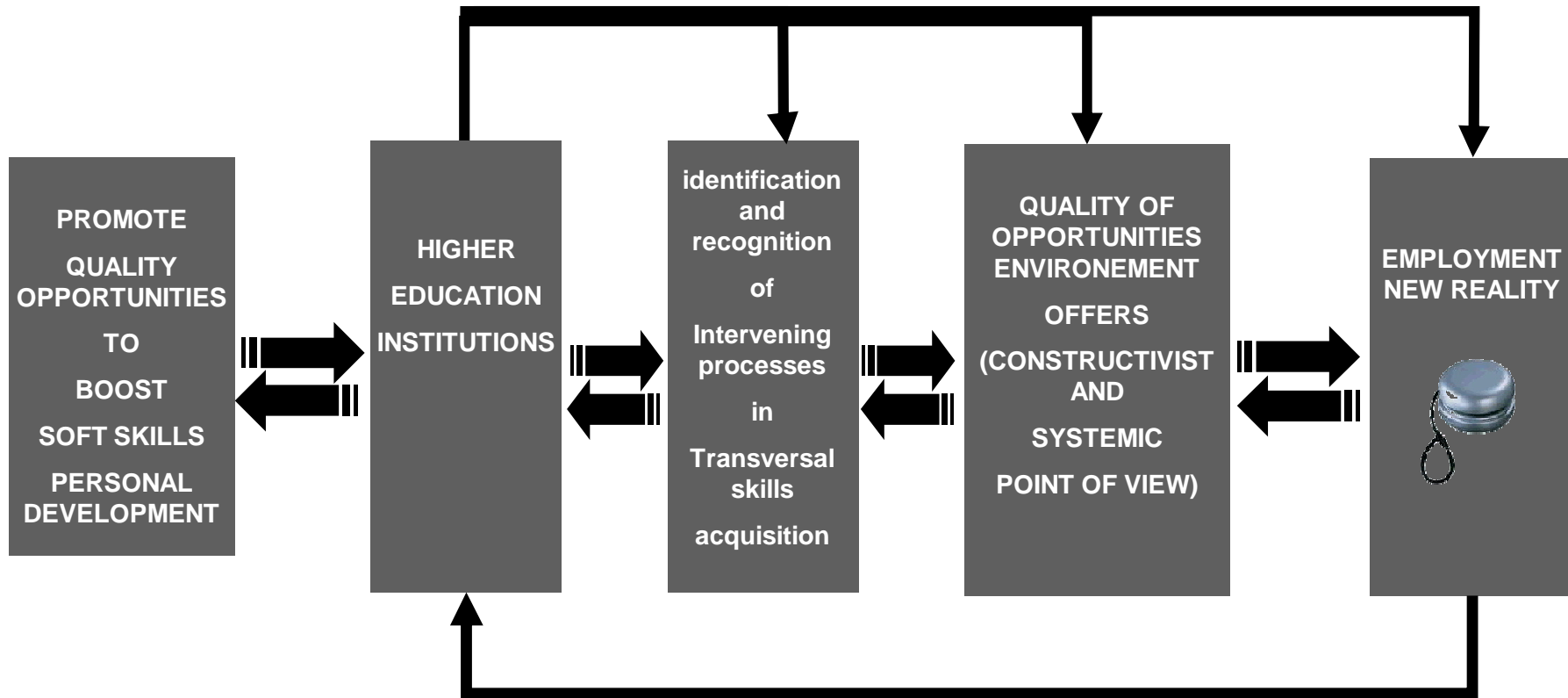
Rocha, M., Oliveira, E. D., Martins, A., Sá, R. & Couto, A. (2008)

Portuguese Catholic University (Porto)
School of Management and Economics
Management and Economics Investigation Center





Conceptual Framework





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Conceptual Framework

WORK, VOLUNTARY AND ASSOCIATIVE PERSONAL EXPERIENCES

SAVICKAS' INITIAL MODEL OF A VOCATIONAL CAREER DEVELOPMENT

TRANSVERSAL SKILLS BASED UPON SALFORD'S UNIVERSITY MODEL

PERSONAL EXPERIENCES INFLUENCE CAREER DEVELOPMENT AND THE PROCESS OF TRANSVERSAL SKILLS ACQUISITION;

CAREER DEVELOPMENT IS CONSTRUCTIVELY BASED, I. E., IT IS BUILT BY SEQUENTIAL STAGES;

CAREER DEVELOPMENT ALSO INFLUENCES THE ACQUISITION OF TRANSVERSAL SKILLS.



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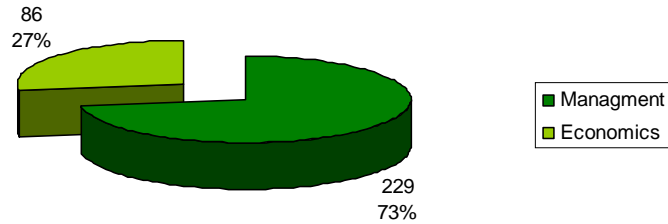
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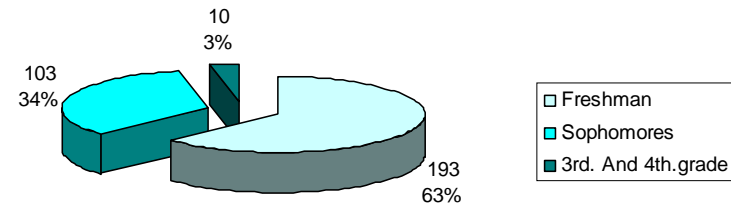
Sample

AGE BETWEEN 17-24 YEARS (M=19.33, SD=1.61)

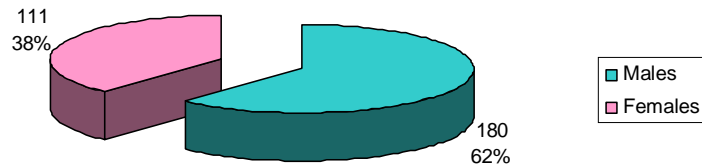
TYPE OF COURSE



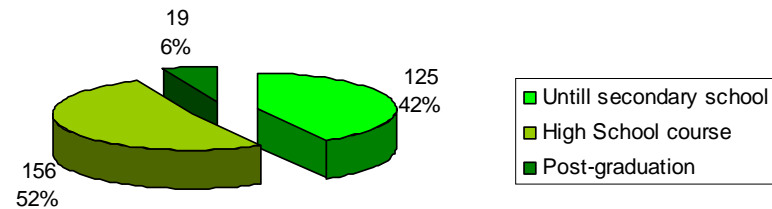
GRADE



SEX



FATHER LITERARY QUALIFICATIONS





Questionnaires

STUDENT CAREER CONCERNS INVENTORY (SAVICKAS, 2002; ADAPT. GONÇALVES, COIMBRA, CRESPO & RAMOS)

CONFIDENCE: "Hoping to have a good future" – 5 items – $\alpha=61.2$

CONVICTION: "Assuming seriously my goals" – 15 items – $\alpha=86.3$

COOPERATION: "To make relationships with different kinds of people"- 10 items - $\alpha=76.7$

EXPLORATION: "Interviewing people with professions I like" – 6 items - $\alpha=71.3$

INVESTMENT: "Decide what I want to do in my life" – 7 items - $\alpha=76.3$

1st.Order: $\chi^2=210.29$, $df=80$, $p=.00$ CFI=.94, RMSEA=.07;

Normative 2nd.Order: $\chi^2=242.14$, $df=86$, $p=.00$, CFI=.93, RMSEA=.07;

Alternative 2nd.Order: $\chi^2=231.00$, $df=84$, $p=.00$, CFI=.94, RMSEA=.07



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Questionnaires

KEY SKILLS SELF-ASSESSMENT SURVEY (SALFORD KEY SKILLS PROJECT, 2006;
ADAPT. OLIVEIRA & MEIRELES, 2007)

Personal and work organization: "I identify my priorities (what is most important to do, in what order)" – 6 items – $\alpha=78$;

Problems resolution: "I usually know when a problem exists and can explain what the problem is" – 4 items – $\alpha=49$;

Creativity: "I seek and welcome new information and ways of performing duties" – 4 items – $\alpha=61$;

Integrity and ethics: "I use sound ethical practices in carrying out operational duties" – 4 items – $\alpha=60$;

Written communication: "I am confident that I can produce written material, e.g. essays, which express my ideas clearly" – 4 items – $\alpha=73$;

Oral communication: "I am confident in discussions and make relevant points" – 7 items – $\alpha=80$;

Team work: "I enjoy working as a member of a team" – 13 items – $\alpha=83$;

1st.Order: $\chi^2=675.08$, $df=288$, $p=.00$ CFI=.90, RMSEA=.06;

2nd.Order: $\chi^2=983.11$, $df=315$, $p=.00$, CFI=.82, RMSEA=.08;



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Questionnaires

INDIVIDUAL SKILLS PORTFOLIO PROJECT QUESTIONNAIRE

(OLIVEIRA & MEIRELES, 2007)

Information about time spent in the following extracurricular experiences:

WAGED WORK EXPERIENCIES

NON REMUNERATED VOLUNTEER WORK EXPERIENCIES

ASSOCIATIVISM EXPERIENCIES

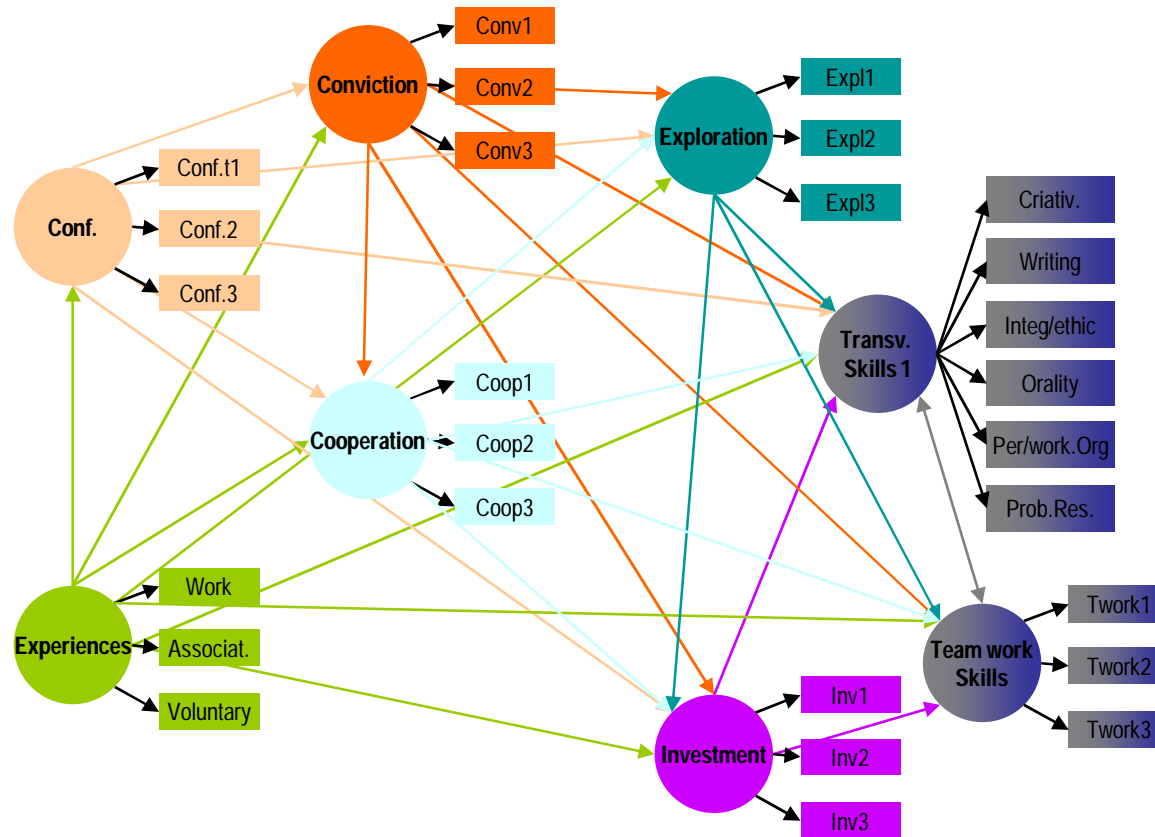
OTHER LEARNING EXPERIENCIES (EX. THEATER, MUSIC, SPORTS)

COMPLEMENTARY LEARNING EXPERIENCIES (EX. LANGUAGES, COMPUTERS)

MOBILITY EXPERIENCIES ABROAD (EX. LEONARDO D'VINCI, ERASMUS PROJECTS)



Hypotheses





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Aim and hypotheses

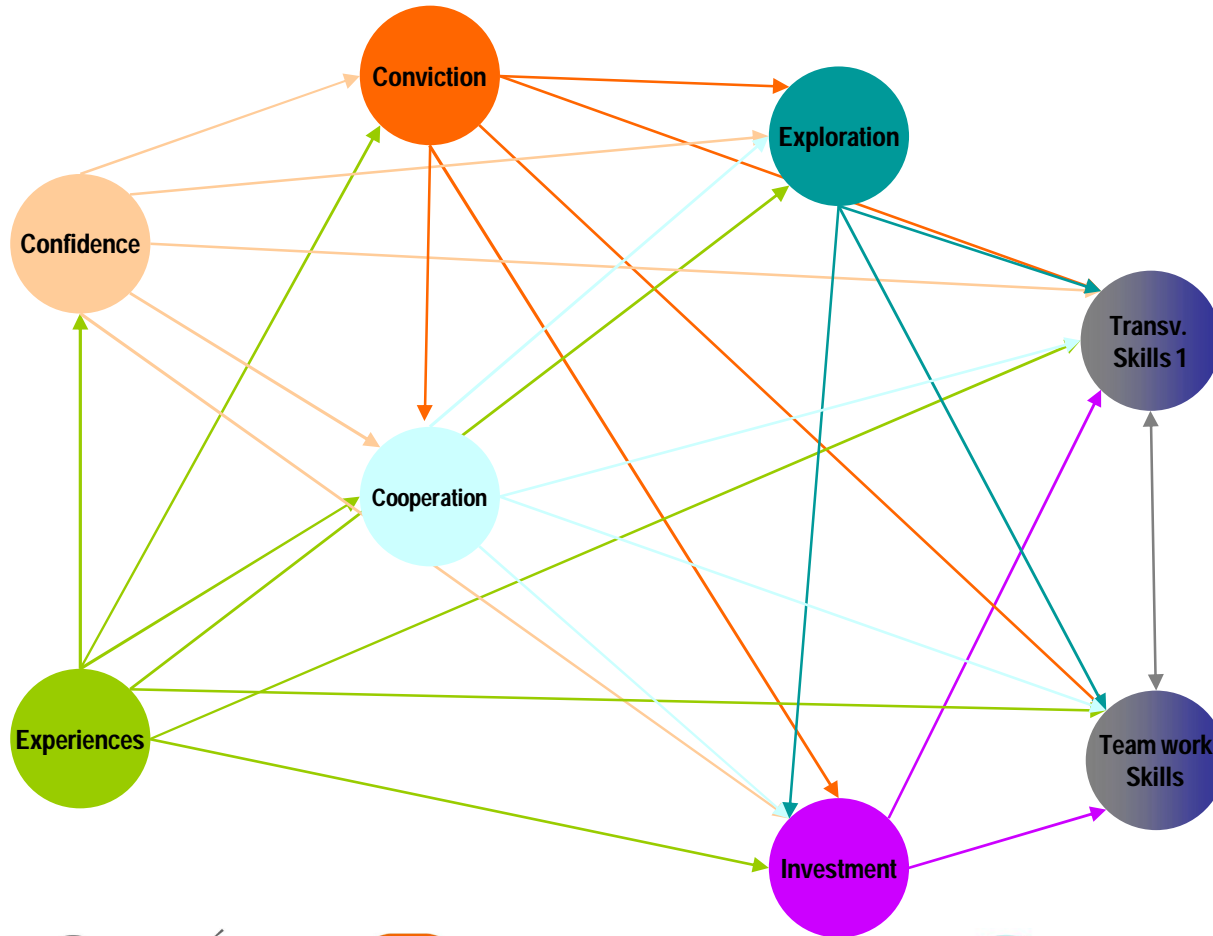
PERSONAL EXPERIENCES WILL HAVE DIRECT EFFECTS INTO BOTH DEVELOPMENTAL CAREER DIMENSIONS AND THE TRANSVERSAL SKILLS ACQUISITION

DEVELOPMENTAL CAREER MODEL DIMENTIONS WILL HAVE DIRECT RELATIONSHIPS WITH TRANSVERSAL SKILLS ACQUISITION

IS THERE A NEED TO TEST CONCURRENT MODELS?

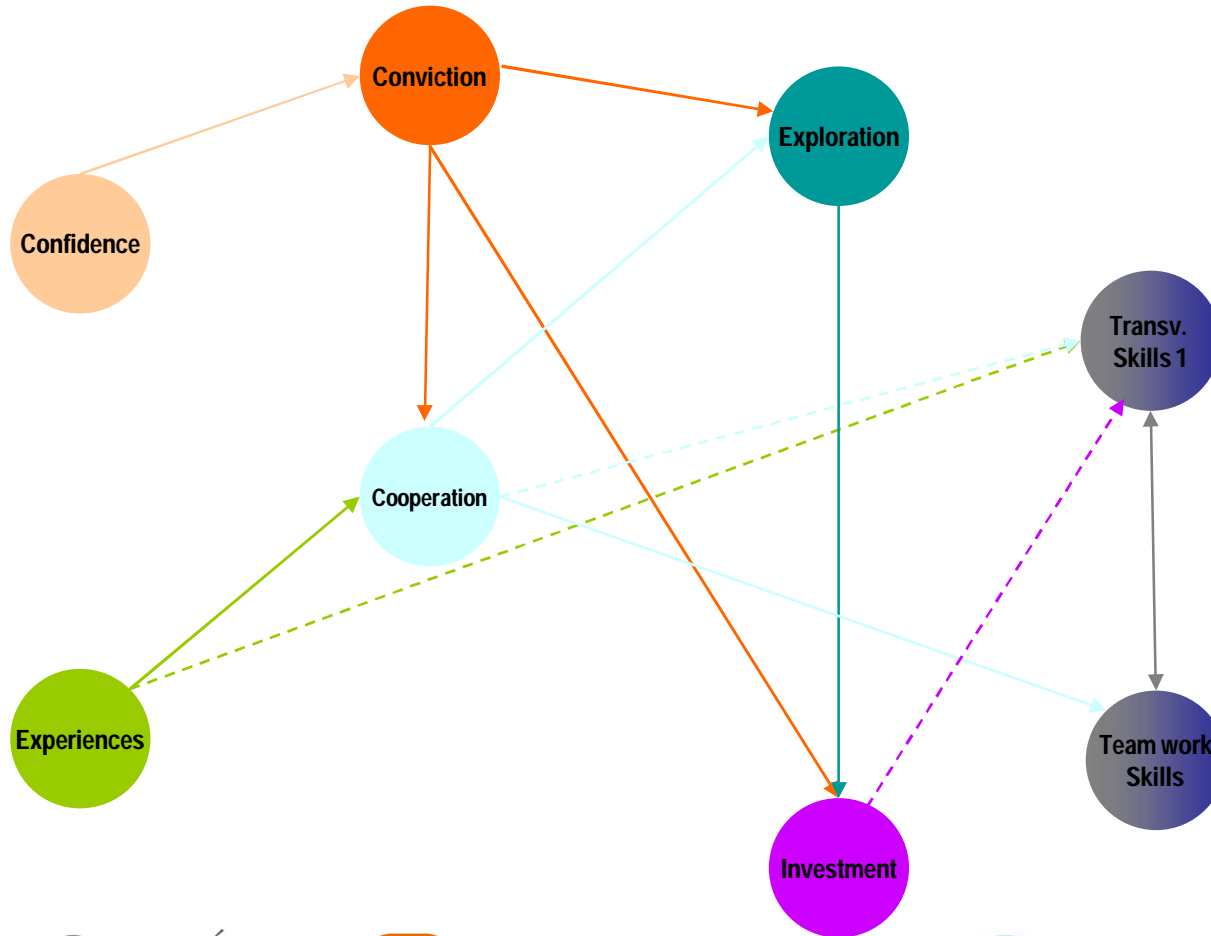


Testing the initial model





Removing the non-significant paths prejudices the χ^2 of the remaining model?



ALL THE WALD COMPARISON VALUES WERE SIGNIFICANT, EXCEPTION MADE TO THE PARAMETERS BETWEEN TRANSVERSAL SKILLS AND: (1) PERSONAL EXPERIENCES, (2) COOPERATION AND, (3) INVESTMENT.

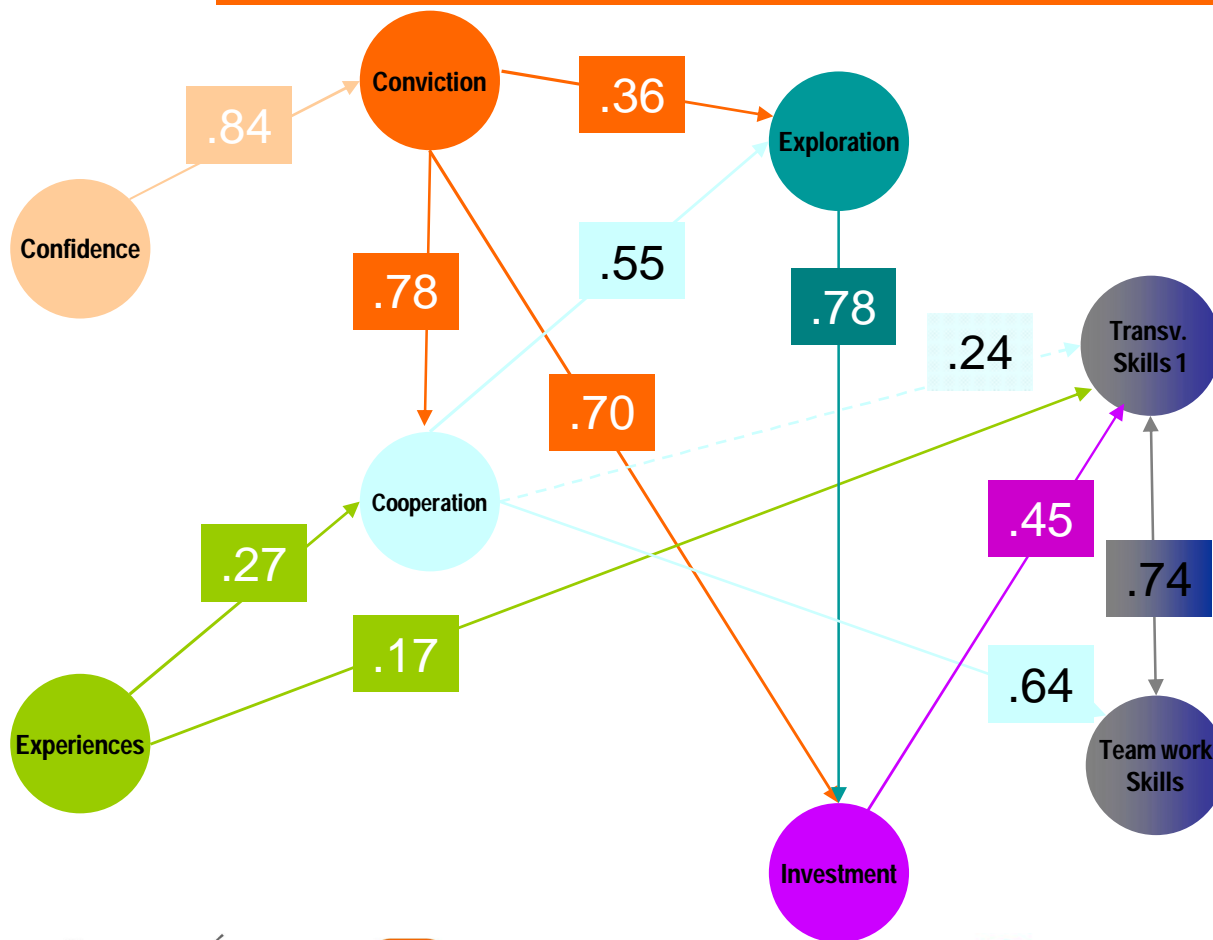
IT CAN BE CONCLUDE THAT REMOVING THE NON-SIGNIFICANT PARAMETERS DOESN'T DAMAGE THE MODEL χ^2 VALUE .

Wald comparison

$\chi^2=20.896$ $df=16$; $p=.18256$

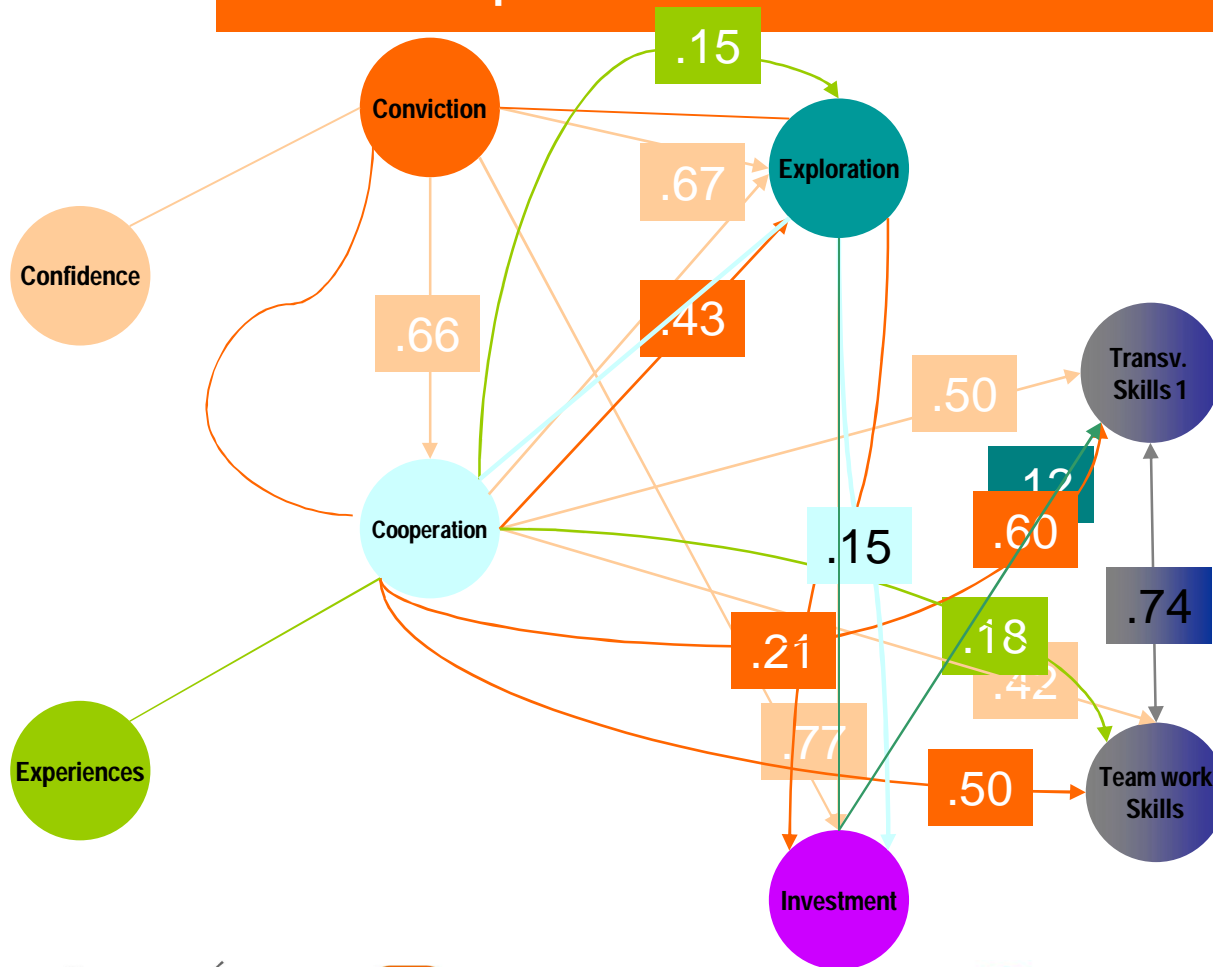


Final model: parameters direct effects



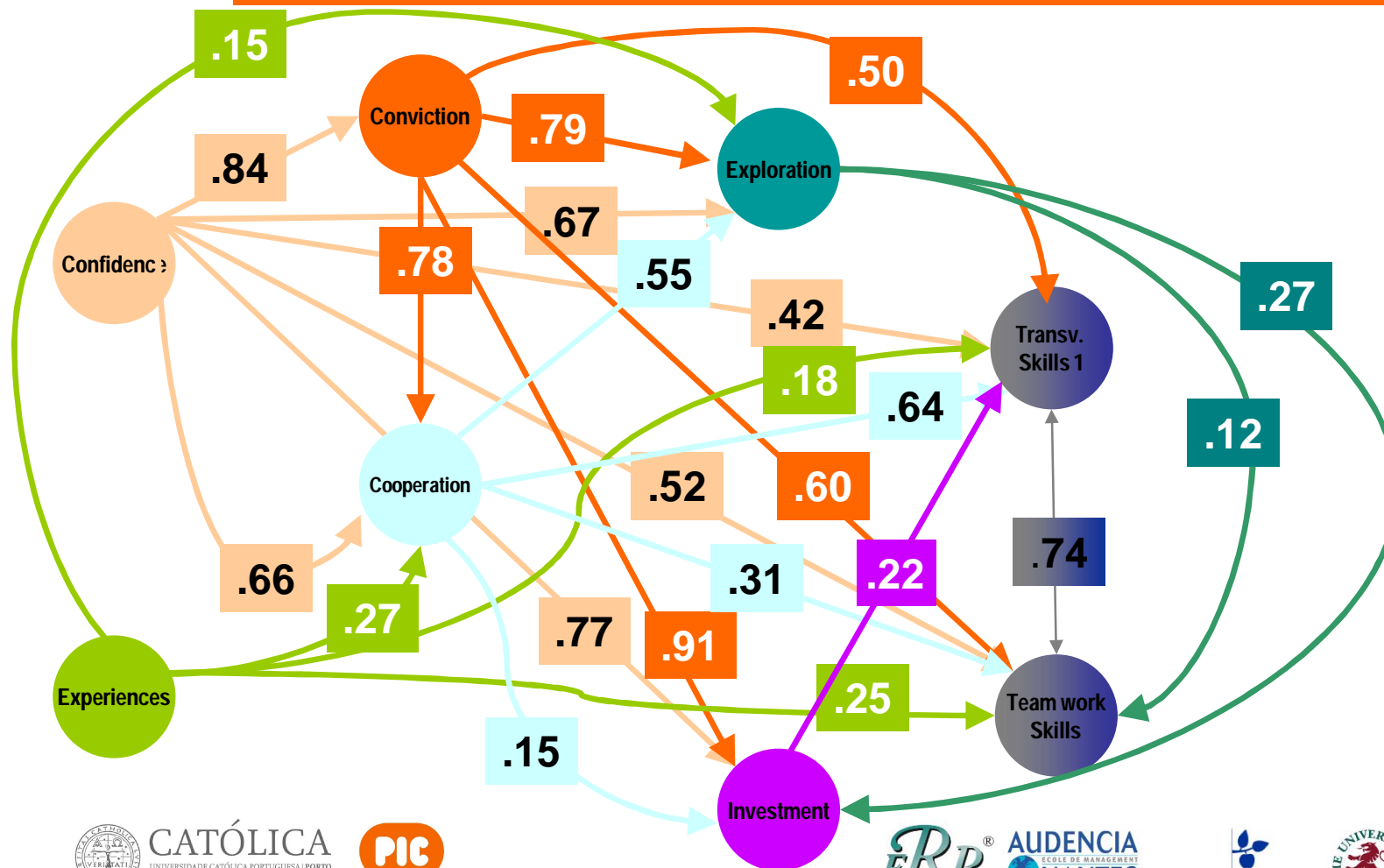


Final model: parameters indirect effects





Final model: parameters total effects



$\chi^2=547.132$
df=312;
p=.000.

Fit indexes
CFI=.93
SRMR=.05
RMSEA=.06



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Final Remarks

TO PROVIDE STUDENTS MEANS TO DEVELOP/BUILT CAREER DEVELOPMENT THROUGH GENERAL APPROACHES, BOTH SECONDARY AND HE

TO PROVIDE HE STUDENT'S QUALITY EXTRACURRICULAR EXPERIENCES

QUALITY EXTRACURRICULAR EXPERIENCES WILL PREDICT CAREER DEVELOPMENT STYLE QUALITY, IN ORDER TO....

...DEVELOP/UPDATE MARKET VALUED SKILLS BEYOND ACADEMIC/TECHNICAL ONES

IT WOULD BE VERY INTERESTING TO TEST, NOT THE TIME SPENT IN EACH EXTRACURRICULAR ACTIVITY, BUT THE QUALITY THEY REPRESENT TO EACH STUDENT....

...AND ALSO TO TEST OTHER MODELS, WITH A LARGER SAMPLE, IN ORDER TO SCRUTINIZE OTHER DIMENSIONS SUCH AS THE RELATIONAL QUALITY WITH SIGNIFICANT OTHERS (TEACHERS, CLOSE PEERS, PARENTS, ETC., IN THIS MARKET VALUE SKILLS EQUATION).