Supporting Career Development; The role of University's Career Offices

A toolkit for Career Officers

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Introduction

Participating in a mobility experience increases the long term employability of students (Erasmus Impact Study 2014). However, at the same time, youth in Europe is facing huge challenges to find a job right after graduation due to the challenging labour market and the lack of skills and working experience. For employers, a mobility experience is generally considered an asset as 64% believe international experience is important, but eventually, the obtained transversal skills and knowledge are the aspects that matter the most (92%). Why are the skills gained through a mobility experience not clear and why does this lack of recognition still exist?

In response to this, the Erasmus Student Network (ESN) launched ErasmusJobs, an Erasmus+ KA2 project, to bridge the skills gap for the Erasmus Generation. The project is a collaborative cross-European partnership between ESN, Masaryk University, Leo-Net, Universidad de Alcala, European Institute for Industrial Leadership, Université de Mons, European University Foundation, Università degli Studi di Roma "Tor Vergata", and Expertise in Labour Mobility B.V.

The ErasmusJobs project aims to bridge the skills gap and enhance the transition from education to the labour market. Building on the core principle that a mobility experience reduces long-term unemployment, the project aims to clearly identify the skills gained during a stay abroad and make those more understandable by employers. In order to achieve that, ErasmusJobs brings together many stakeholders to ensure a future of employable Erasmus+ alumni.

In order to achieve this, the project is focused on identifying the skills obtained during an international mobility and translate these to the CV and labour market, creating tools to identify such skills and work on the recognition of skills with employers and the industry, creating a common understanding of how these skills can be mapped and raise awareness among employers and creating a platform for all involved stakeholders to advertise, recognise and recruit for specific transversal key competences.

Universities represent the contact point of the education system with the labour market. Since the development of the higher education model, it has been clear that universities cannot work independently concerning the companies. A prosperous higher education institution (HEI) has to construct its academic offer based on the job market needs. It has to keep updated the curse topics with the new trends in the industry. The best practices for the HEIs show that the higher quality of the education system is usually related to the direct involvement of companies and public administration in the course planning and management.

Career officers are the university's employees who work directly with companies to understand their needs and advise students about their career opportunities. The quality of the service offered depends on the capability to understand the skills requested for entering the job market shortly and provide services that may help fill the gap between the students' skills and the job market demand. In the last decades, the career service has radically changed, moving from a set of more standardized activities to a more student/company-oriented action that is more effective for increasing the probability of getting students.

Digitalization is changing the career officers' activities, offering the opportunity to increase the quality of the service provided and optimize the management of the resources allocated in career advising. In the last decades, there has been a massive growth of the services providers for career office activities. Nowadays, universities have to train their employees to select tools and platforms that are more useful for helping their students enter the job market.

This report tackles some of the main needs identified during the training organized for career officers organized at the University of Rome Tor Vergata (March 24th – 25th, 2021) in the framework of the ERASMUSJOBS project. The target audience of the document is Career Officers actively involved in the support of recent graduates and participants of the Erasmus+ programme.

Chapter 1 *"Reflections from the Labour Market on Career Development of International students"* tackles the reflection of the labour market and why it is important for universities in general, and career offices in particular, to build bridges with the labour market in a continuously globalising world that requires stronger entrepreneurial skills of recent graduates, identifying how Erasmus+ traineeships can contribute further to answering the needs to the labour market and explores how. Chapter 2 *"Evolution of career support"*, identifies more specifically the role of the Career offices and how this transformed from supporting recent immigrants to work in the early 1900's, to reflecting on the impact of digitalisation on methods to do career support. Chapter 3 *"Facilitation Career support for Erasmus+ students"* outlines two workshops that Career Officers can use in face-to-face or digital setting, followed by an overview of the Erasmus Jobs portal and other digital tools.

1 Reflections from the Labour Market on Career Development of International students

Student recruitment and other types of cooperation that leads to students engaging with company activities to gain practical skills may be perceived as a complex topic especially for those institutions and businesses that might not have implemented the idea before.

On the verge of major changes in society, influenced by the impact of COVID-19 crisis and the necessity to concentrate on the new ways of interaction and functioning, both the educational sector and the labour market are under pressure to change.

The cultural change should happen with a grassroots approach, stemming from the need of a society for new competences that have strong digital and entrepreneurial components. At the same time Higher Education is confronted with the fact that they have to prepare a different educational system for younger generations who in the light of the sought after digital and entrepreneurial skills may perceive the lack of the basic interpersonal skills for functional relationships.

Businesses feel the pressure by failing to find a mature and responsible employee just as quickly as it used to be in the past. Many talented young individuals out there are prepared to make use of their potential and cultivate it to a higher level should they have a chance to have a different approach in studies helping them with the integration on the labour market (European Parliament, 2020).

And, nonetheless, there are countless academics doing their best to help these young students in conditions that are swiftly and unprecedentedly changing. All of this can be improved once the **university** and **the labour market** starts to cooperate. Considering **University-Business Cooperation;** is not a "nice-to-have" perspective, but a necessary and essential component in the study programme in order to ensure graduates learn how to address societal challenges with viable business cases?

According to Quacquarelli (2018) in the Global Skills Gap in the 21st Century it is becoming more and more vital that universities prepare graduates for the world of work. This means that the development of soft skills, like teamwork and resilience, often become as important as the technical skills and knowledge acquired during a degree. Opportunities for internships, study abroad, extra-curricular activity and active learning can all contribute to the development of these and other skills universities want. (Quacquarelli,2018).

With employers' desire to hire students that are well-prepared for diverse work environments, higher education institutions need to more closely examine the link between intercultural preparation and workplace success (British Council, 2013a; Leppänen, Saarinen, & Airas 2014; Ripmeester, 2014).

Imagine you lived in a knowledge – driven society where everyone was eager to learn, thrilled by the idea to know themselves better and open to the improvement of their own skills in order to help society grow with the available. In order to reach this vision for the future, this would for sure require global talent and recruits to be talented individuals; bringing together the mindset of an entrepreneur and a researcher.

> **Entrepreneur**: The European Commission sees entrepreneurship as acting upon opportunities and ideas and transforming them into value for others, which can be financial, cultural, or social (European Commission, 2020).

> **Academic researcher/innovator**: Professionals engaged in the conception or creation of new knowledge, products, processes, methods and systems, and in the management of the projects concerned (European Commission, 2005)

How does one become a talented individual with excellent human capital? They need variety of options for employability, support for the development of entrepreneurial skills, gaining practical experience and the opportunity to create networks.

The role of Higher Education institutions

It is the social responsibility of HEI to boost the human capital, to unwrap it and give a variety of opportunities to have it developed further. They need further development of the university - industry links, new research, adapted teaching opportunities, possibilities to access resources and funding and nonetheless an integrated UBC may have a positive impact on the ranking of universities. [1]

Needs of the Business world

The labour market is confronted with a lack of skilled young individuals searching for employment due to skills mismatch. Training costs to onboard newly recruited employees are high, as businnesses need to overcome the skills gap, making the process of hiring new employees therefore a time and cost

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[1] For more information on this topic see *Commission communication on a european strategy for universities*, online**:** https://education.ec.europa.eu/document/commission-communication-on-a-european-strategy-for-universities

intensive process for employers that want to invest in improving employees' skills and their capacity for innovations.

It is the domain of the Higher Education institutions to address the gap in the skills that are being offered to the market and develop skilled human capital. HEI are well placed to bridge the skills gap; it is a social responsibility, shared with the world of business that should offer a variety of real life learning opportunities, complementary to classroom training.

University-Business Cooperation is about relationships

Based upon the results of the study *The State of European University-Business Cooperation Final Report - Study on the cooperation between Higher Education Institutions and public and private organisations in Europe*, introduced by Science-to-Business Marketing Research Centre, 2011, the following recommendations are being made

KEY finding: University-Business Cooperation is about relationships.

- **POSSIBLE action**: The focus of UBC should be on the relationships between the academic and the business Increasing and supporting the interactions between academics and business.
- **GOAL**: Fostering activities that encourage encounters between academics and business, in which they can exchange their ideas and build long-term relationships[2]

The cooperation between university and industry is a people's game, which should support people and foster relationships thus leading to technological, humanitarian and economic development.

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[2] Source: https://www.ub-cooperation.eu/pdf/final_report.pdf

The Labour Market in Europe and the role of Education

The world of work is constantly evolving and changing. Research to better understandwhat is going, is crucial for both businesses, Higher Education Institutions, academics, students and governments in today's global market.

According to Van Eerd and Guo (2020), World Economic Forum Annual Meeting:

- In 10 years' time, 50% of jobs will be changed by automation - but only 5% eliminated.

- 9 out of 10 jobs will require digital skills.

- Young, low-skilled and vulnerable people - all need help with upskilling.

It is believed that over the decade, 1.2 billion people worldwide will be affected by the rapid growth of technology, most of them being women. We are on the verge of revolution, which rather than eliminating jobs, will change them forever, requiring the employees to adapt to this technological progress and work alongside with it.

In the future, 9 out of 10 jobs will require digital skills, yet today 44% of Europeans aged 16-74 lack even basic digital abilities. In Europe, the impending skills gap will lead to 1.67 million unfilled vacancies for ICT professionals by 2025. (European Commission, 2017; World Economic Forum, 2020).

To support flourishing of not only digital skills among young individuals, universities are those who should take on the role of mentor in this area, as in the forthcoming future the motivation of academics and business representatives are very likely going to merge. Academics want new insight on their research and Businesses want an access to their knowledge.

ACADEMICS COLLABORATING WITH BUSINESS		HEI MANAGERS		BUSINESS COLLABORATING WITH HIGHER EDUCATION	
1 Gain new insights for research	7.8	Obtain funding / financial resources	8.2	Get access to new technologies and knowledge	7.6
2 Use my research in practice	7.7	Improve graduate employability	8.1	Improve our innovation capacity	7.6
3 Existence of funding to undertake the cooperation	7.1	Use the university's research in practice	8.1	Access new discoveries at an early stage	7.1
4 Address societal challenges and issues	7.1	Improve the reputation of the university	7.9	Obtain funding / financial resources	7.0
5 Improve graduate employability	7.1	Positively impact society	7.9	Provides access to better qualified graduates	6.8

Figure 1 How relevant are the following motivators for your cooperation with business / universities? Answered by academics, HEI managers and business. Scale: 1 = not at all, 10 = to a high extent || Legend: > = lowest

The following challenges were identified for universities and career offices in the international labour market (European University Association, 2021; .

- Willingness to engage in cooperation: particularly providing the key motivating factor for those involved.
- Focus on mainly intellectual capabilities of their students
- Focus on skills development
- Focus on graduates and employability in order to get the insight on the quality of education provided
- Focus on improved ranking which equals better graduate employment: students are making career focused study decisions[3]

In Europe, even though Universities have moved from their traditional scope in their strategies to be more impact oriented, both for their education and research activities, study programmes can still be observed as very theoretically oriented with limited interconnection with practice or with low focus on individual skills and that lead to limited inclusion of placements into curriculum which prevents the creation of a link to support entrepreneurial skills,

The current impact of the COVID-19 pandemic which caused a shift from in-person education to virtual and distant learning emphasised the need for more knowledge sharing and engagement. With students, the young brains, learning often from their homes, lacking the real educational interaction, the

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[3] **Source:** https://f.hubspotusercontent00.net/hubfs/2007157/i-graduate/ISB%20Whitepaper%20Jul%2021.pdf

traditional learning based on simple theoretical education is no longer apt and stimulating. The change in educational approach at the university level towards the university – to – business cooperation depends on the maximised communication, motivation, willingness and capability to share knowledge between the stakeholders in order to lead to a change in our society with a more entrepreneurial spirit in the jobs of future generations.

The entrepreneurial spirit can be defined as:

- Be proactive to identify the opportunities and follow them
- Have problem-solving mindset that is creative with resources
- be resilient and withstand adversity
- have a persistent and positive outlook

This would represent a young professional worthy of forcing the changes for the whole society and how the society is functioning. According to the literature review produced within the ErasmusJobs project by Gardel & Egli (2021); this matches with the skills gained through Erasmus+ mobilities and valued by employers.

How does a university switch from their usual ways of functioning into an institution providing the supporting atmosphere to motivate the young brains into becoming entrepreneurial?[4] Higher Education Institutions engaged in creative ways of working together with businesses may become the more attractive option for both domestic and international students, which will have an impact on the competitive higher education market, where Higher Education Institutions need to 'fight' for their place.

A university to industry cooperation may just start by a small preparatory step: the supervision of the thesis by the professional from the company or having a consultant for a business project. At the same time, it may be some common project financed by some European funds or a joint activity like having a professional explaining the practical issues from their own experience.

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[4] For more information on this topic see *What's cooking? / Cookbook for Employability* online: https://www.labourmobility.com/wp-content/uploads/2022/05/StudyQld_Cookbook-for-Employability-V8_AW.pdf

More in-depth cooperation of the universities – to – industry cooperation in the short term, as well as in the long term horizon, could develop in in common curricula or common research that would lead to the valorisation and management of common outputs.

Having common curricula, employers involved in curricula co-design, co-delivery or common management as seen in the picture below, presents some open space for businesses to have an eye on the most prosperous students and take them under their protection and supervision, paving the carrier mutually advantageous both for the student and the company.

Common research based on the company's assignment facilitates the progress of a company and if based on the university's request, it loops the educational institution closer to current trends. The cooperation in this area leads to the activities in more areas. It is very likely that an academic cooperating with a business in research would be open to involve more business colleagues in giving lectures, for example, and the businesses may gain on the innovation process and the competitive advantage by having an access to the latest research activities, thus such activities can be viewed as mutually beneficial.

"Valorisation activities relate to the commercialisation of knowledge emerging from a Higher education institution, such as 'commercialisation of Research & Development', 'academic entrepreneurship' and 'student entrepreneurship'. Management activities relate to illustrate a more strategic nature to cooperation between Higher education institution and business with the activities grouped into three categories: 'governance', 'shared resources' and 'industry support (European Commission, 2019).

UBC AREAS	UBC ACTIVITIES
Education	1. curriculum co-design (e.g. employers involved in curricula design with HEIs) 2. curriculum co-delivery (e.g. guest lectures) 3. mobility of students (e.g. student internships/placements) 4. dual education programmes (e.g. part academic, part practical) 5. lifelong learning for people from business (e.g. executive education, industry training and professional courses)
Research	6. joint R&D (incl. joint funded research) 7. consulting to business (e.g. contract research) 8. mobility of staff (i.e. temporary mobility of academics to business and of business people to HEIs)
Valorisation	9. commercialisation of R&D results (e.g. licencing/patenting) 10. academic entrepreneurship (e.g. spin offs) 11. student entrepreneurship (e.g. start-ups)
Management	12. governance (e.g. participation of academics on business boards and business people participation in HEI board) 13. shared resources (e.g. infrastructure, personnel, equipment) 14. industry support (e.g. endowments, sponsorship and scholarships)

Figure 2 recognized university – to – business activities

Nonetheless, there are other ways of building foundation for the university-to-industry cooperation. Even though it may not be recognized in the annual assessment of an academic or measured in the survey, the informal bonds are of equal importance to support the idea of entrepreneurial environment at the university.

Prof. Dr. Todd Davey, Arno Meerman, Dr. Victoria Galan Muros, Balzhan Orazbayeva and Prof. Dr. Thomas Baaken, the authors of the Final report on the state of University-Business Cooperation in Europe, a European Commission study conducted in 2016 and 2017, state that the broader notion of university-to-industry cooperation could also be understood as informal and formal social links:

- attendance at industry sponsored meetings,
- attendance at conferences,
- personal informal contacts,
- informal contacts, talks and meetings,
- ad-hoc advice and networking with practitioners,
- informal technology transfer,
- career talks, interviews, career fairs

According to the State of the University – Business cooperation in Europe Final Report there is a need to shift the assessment of universities away from the focus on publications to the focus on stronger cooperation with businesses (European Commission, 2018). A cultural shift needs to happen pushing

national governments to change their way of functioning in regards to funding, thus becoming the facilitator of the modern 21st Century's education with a win-win quality, where the outcome of such activity would have a significant impact on the society as a whole (European Commission, 2018).

Currently, the most common ways for **universities** to collaborate with businesses happens through student projects, dual education programmes, co-creation of curricula, lifelong learning, common research and development projects, mobility of staff and consulting. The most common ways for **businesses** to collaborate with universities also happens through mobilities and dual education programmes, but they also seek consulting, governance, support and involve themselves into shared resources (Ripmeester, 2014).

Some typical profile of an academic in cooperation with industry may be depicted as follows:
- they start their cooperation with business on their own initiative
- they cooperate with more than one company
- the companies are from their own area, region, country
- they plan the sustainable cooperation
- they are involved in more than one activity

On the other hand, the profile of the business to university cooperation would be:
- the one who finds the partner at the university to work on the set task
- the one who cooperates with more than one university
- the one who continues the cooperation with more activities
- the one who plans and maintains the cooperation

The advantages of such cooperation for universities would surface in innovation strategies which help build a competitive advantage over other HEIs and may advance the ranking by developing more research and development, whereas the organisation would gain on its social performance and gain greater credibility with its stakeholders.

For Business	Universities	Research	Students
- discover talented individuals - help improve their business profile - help progress and gain profit - access to the latest discoveries and innovation	- new ways for teaching - more practice embedded education - better graduate profile - better ranking - possible valorisation of research and development	- insight in the challenges of the sectors / employers - new ways of teaching, classroom simulations of real professional contexts - source for research, insights in the challenges of the sector / the labour market as well as specific needs for innovation - impact of their research on society - reputation - more professional realisation	- more practical learning, thus better developed skills - learning about one's own natural talents and career awareness - insight in the challenges and innovation needs in the professional sector - more attractiveness for the labour marked - becoming entrepreneurial

Table 1: Benefits for the different stakeholders involved

It is generally recognised that there are three types of barriers to university - to - industry cooperation; a lack of funding, a lack of university-business relations and problems with achieving stable results. Universities may experience limited resources for mobility experiences and on top of that many educational institutions lack employees with business experience, which would add to the feeling of internal obstacles to the cooperation.

The university management should be made aware of the importance of working with the labour market, now more than ever. Different initiatives and pilots can be developed by teaching staff and liaison officers. Good practices can find their way through the institution on a bottom up basis. However, the institution's management should formally support UBC in its many appearances, by creating a framework and putting the necessary earmarked resources at the disposal of the institutions' departments to build out UBC in each study programme. UBC initiatives can take place off-campus and on-campus.

Erasmus+ Internships and Job placements to improve interaction between education and labour market

An interesting idea in this concept is the scenario, where a Higher Education Institution becomes so profoundly involved in the industry that it becomes an unseparated part of the region/nation, serving as

an important facilitator of local or national changes in the areas involved. New ways of cooperation need to arise, and indeed, new ways of cooperation are being created. Even though it may seem that with COVID-19 it is difficult to start new activities, it is just the perception from the point of what we were all used to: the old ways of functioning.

Traineeship mobilities, which have been by far the most common way of interconnection between the stakeholders (university, students, companies or institutions) are undergoing major change. In the COVID-19 era, the perception of what a mobility experience entails, has changed. In the reaction to the spread of coronavirus, the European Union issued the instructions where it encouraged the Higher Education Institutions to be flexible and pragmatic to help the students from all geographical area to pursue their mobility activities, even remotely (European Commission, 2020).

In 2020, The European Council ensured that all the actions are clearly communicated and coordinated and according to its latest issue of Conclusions of 22 October 2021 (European Commission, 2021), it recalls the goal to transform Europe digitally, to gain digital sovereignty, particularly with the focus on digital skills and education in its **"Path to the Digital Decade".** In light of this development, each part involved in the goal of university-to-industry would first need to identify its resources such as financial resources and human capital, followed by the universities need to encourage financial incentives, support the staff undergo digital transformation and strategically encourage students to take part in internships in partnerships with the industry. Business on the other hand should redesign it's operations with in line with digitalisation processes, build stronger connections to university career centres and involve students in the digital transportation.

Talking about students and internships, in particular, for many years the European Commission has promoted the establishment of regional consortia for traineeship mobility and many successful consortia have been formed. The Erasmus+ University Consortia for traineeship mobility play a key role as a regional point of contact for different target groups: students, graduates, Higher Education Institutions, host organisations/companies and decision makers.

Moreover, the Erasmus+ University Consortia have considerable potential for creating added value: quality assurance of traineeships for both trainees and host organisations, quality services in an efficient and cost-effective manner or knowledge centres for international traineeship expertise.

The Career Offices connected to these consortia can play a key role in promoting and supporting active networking between Higher Education Institutions and companies, in helping to unlock more traineeship opportunities for young graduates, raising the quality of the traineeship experience for all

parties involved. They can facilitate dialogue and cooperation between the HEI members and different regional stakeholders (policy decision makers, regional employment agencies, regional companies), for which these consortia could act as a go between.

2 Evolution of the career support

The career service has been changing in the last decades, and the type, quality, and assistance requested by the job market and the students have been affected by the new skills demanded. An analysis of the historical development of the career service had to consider the following milestones (Dey and Cruzvergara, 2014):
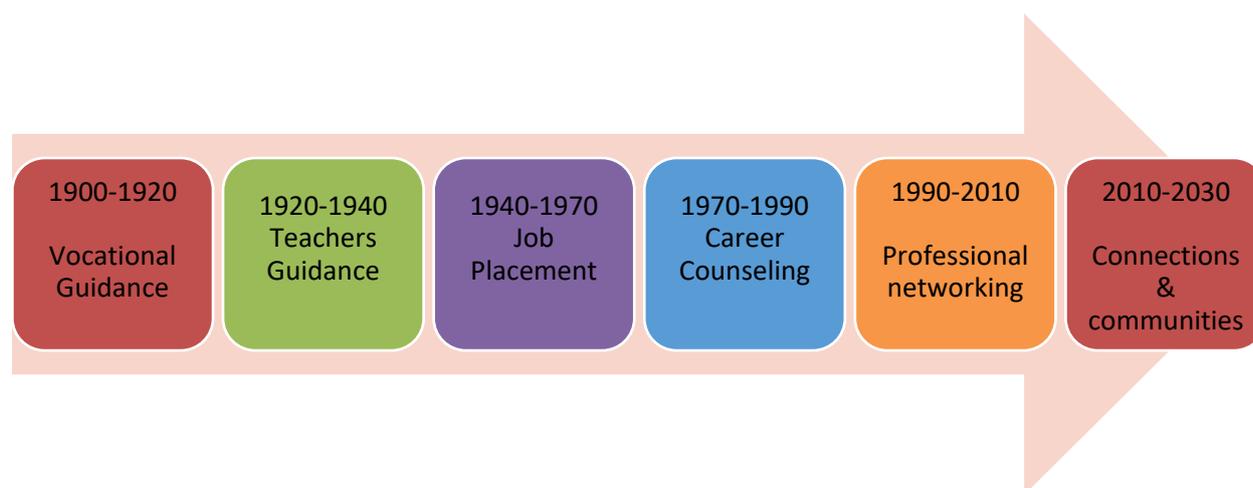
| 1900-1920 Vocational Guidance | 1920-1940 Teachers Guidance | 1940-1970 Job Placement | 1970-1990 Career Counseling | 1990-2010 Professional networking | 2010-2030 Connections & communities |

Figure 1. The evolution of the career service (Dey and Cruzvergara, 2014)

The first idea of vocation bureaus was born in the United States in early 1900 to help immigrants find a job upon arrival based on the skill and expertise they had in their home country. Job search at that time was relatively easy. It did not require specific skills because there was a lack of supply of human resources necessary for supporting the country's industrial development and employers.

The demand for new jobs was quite intense because the country's growth was fast, and everyone could find the occupation that fit the best with their skills and abilities. Employers typically offered directly training on the job for the new employees that allowed low-skilled individuals to get a job (Hirschman and Mogford, 2009). The vocational bureaus' role was only to collect job offers and provide them to all the people looking for a job without providing any additional service for the employees or the employers.

The job market in the period 1920-1940 has changed because the life quality standards had improved, and families started to invest in developing their children's skills by spending money in elementary and secondary school. At this stage, the role of education in preparing for the job market has changed.

Teachers assumed the role of education guidance for the students to help them get an opportunity in the job market (Pope, 2000). At this stage, the interaction of education with the job market was not a rule. Only some schools, especially in the bigger towns and cities where the number of students was high enough to justify the service, can offer a valuable service to their students. At this stage, the career advisory was provided directly by the teachers in charge to identify skills and abilities and advise pupils about job opportunities.

After 1940 the career service changed. It became an absolute job placement service in which the higher education institutions hire specialized employees that must help students enter the job market. Differently, concerning the previous scenario, the focus of the service became both the students' skills and attitudes and the current job offers in the market. Career services had to study the job market trends carefully and adjust the academic path based on the new job profiles requested by the industry. The service aims to create career planning that allows students to reach their target in the job market (Kretovicks, Honaker, and Kraning, 1999).

The job market in the 1970s-1990s has become more selective, and universities could no longer offer a first job opportunity to all the graduates. The previous mechanism that evaluated the career office only based on the number of graduates that obtain a job immediately after graduation is no longer sustainable. The service offered by universities at this stage was to provide academic programs that match the industry's needs and assist students in preparing themselves for their future careers and competing in the job market to have access to the job they want (Castella, 1990).

Starting from the 1990s, universities have increased their attention to the opportunities offered by professional networking and have begun planning and organizing events to strengthen relationships with key industry partners (Dey and Real, 2010). The development of technology and the rising of social networks also impacted career service activities that increased the university's reputation in the industry and focused more on creating a brand identity in the international job market.

In the XXI century, the perceived quality of the career series has reached the maximum. The success of a university cannot be independent of respect for the quality of the job market placement (Dey and Cruzvergara, 2014). The choice of the university is also affected by the network of companies involved and the capacity to help students develop their specific career paths. Each student has unique skills and expectations that the career office must consider in the mentoring activities. Successful universities can offer customized services by organizing career meetings and helping students create their network from a selected number of employers, alumni, faculty members, and public servants who are usually invited (in the presence or virtually) at the university.

The pandemic has affected career service activity by changing their way of interacting with students and employers due to the social distancing rules and the lockdown issues. In a few days, all the activities were obliged to move online. The digitalization of the service has sped up for both the career offices and the recruiters with new skills requested to support students in entering the job market. Online interviews have become a standard (at least for the first steps of the selection process). Students received counselling through virtual meetings with career officers and online tools offered on the university's website (mock job interviews, job search seminars, etc.). The new normal created for managing the emergency is expected to

Last also, after the end of the pandemic, the social distancing rules and career officers must consider the new scenario for the human resource selection procedure that will characterize the following decades (Caligiuri et al., 2020).

2.1 Digitalisation of Career Services for Erasmus+ Students

Due to the nature of Erasmus+ mobilities being depended on academic calendars or internship placements, Erasmus+ alumni return from mobilities at different times, making in person career support for Erasmus+ students at the sending institution more complicated. Furthermore, if students are not local to their sending institution but commute to campus or were living in student housing prior to their exchange, it is likely they will not be physically active on campus after completing their semester abroad.

Technology can help facilitate the job of a career office by offering new opportunities to engage with recent Erasmus+ graduates to improve the quality of the service offered to students and reduce the cost and the time spent supporting each student that requires the service. Career services solutions offered may be classified in three types of support:

- One to many;
- One to one;
- Many to one.

A detailed description of the role of digitalization in the different types of services provided by the career offices will be described in the following subsections.

2.1.1 One-to-many career service activities

A one-to-many allows organizing activities with one speaker, digital solutions allow for this interaction to happen simultaneously with different people connected from the comfort of their home through the

internet. The interaction is only one-way, and listeners may interact only by using chat and other discussion tools provided and supervised by the speaker.

The one-to-many solution fits standardized services that career offices have to repeat several times for the different cohorts of students for introducing to the career service. The solution is frequently used for organizing seminars about CV writing tips, rules for creating a customized motivation letter, an overview of the steps in a selection procedure, etc.

The online solution will allow to register for only one of the lectures and offer the students the opportunity to access and follow the seminar with a flexible schedule. The chance to organize MOOC instead of the standard face-to-face workshop will also allow students to select to attend only the topics that they do not know and fully customize the service based on their previous experience in the job market for the student.

The online solution represents a clear value-added solution for all the higher education institutions that have many students that are not living nearby or that have different campuses widespread in the area because by using the online tool; all the students will receive the same quality of the career service advisory independently concerning the possibility to reach the university every day. The cost and the time necessary for organizing the activities in a digital environment is significantly lower concerning the face-to-face scenario.

2.1.2 One-to-one career service activities

The one-to-one activities for a career office are fully customized based on the student's specific needs. They are the most valuable and time-consuming activities for the career offices. Officers' experience in understanding students' needs is the critical success factor for ensuring a high-quality service.

One-to-one interviews and meetings represent a standard tool used in the selection procedure by employers. In a virtual scenario, the interview style may differ from face-to-face. Students have to be trained to perform at their best, even in a virtual environment, because the average duration will be lower, the interaction with the interviewer will be limited, and the tools used during the interview (market simulation, case study, etc.) may be different.

The opportunity to use online solutions has also increased the companies' interest in hiring internationally. The competition in the job market has grown significantly, with more international candidates evaluated online for a job position in each country. In this new scenario, the success rate in a

job interview is expected to be lower, and so the advisory service could be requested by each student for a more extended period.

Digital solutions have also offered new tools for the selection procedures that companies currently use to select the best candidates by using artificial intelligence in the screening of the candidates and by creating challenges or hackathons online for evaluating the ability to do teamwork and compete in the real world scenario. In the former system, the main aim of the digital tool is to make a pre-screening of the applicants and reduce the time spent in the selection procedure.

The success probability of an application is influenced by the knowledge of the criteria considered by the AI for evaluating applications. In the latter, the digital framework allows the creation of a more interesting and innovative solution for testing the applicants' skills for which students have to be trained to perform at their best.

Digital tools help optimize the time scheduling activities for the career officers when the number of students is higher and when they do not live nearby the university facilities. Some of the activities could be effectively organized remotely, and the career officers may benefit from the opportunity of doing smart working for some days of the week.

2.1.3 Many-to-one career service activities

The many-to-one tools are helpful to increase the possibility of developing an international network and organizing (at reasonable costs) events useful for the student's career path.

The first innovation is related to moving conferences with industry leaders from face-to-face to online. The solution seems to be very effective to have more speakers involved who perceive this type of activity as less time-consuming and are interested in being involved. The agenda construction for such events is usually more accessible because delegates do not have to spend time traveling to reach the conference venue. The number and standing of potential speakers could be higher than in a standard event.

Some universities also use online tools to offer mentoring services to the students who want to enter or are just entered into the job marketing. The online solution makes it easier to identify professionals who want to help young graduates at the beginning of their careers. From the mentee's point of view, the digital solution typically allows faster interaction with the mentor but may not allow establishing a long-term personal relationship.

Online community and meet-ups are also solutions helpful to creating and maintaining an alumni association that could help the university in the placement activities. The community requires to organize events periodically among the members to assist in networking opportunities. The online solution seems to perform best when former students move abroad for their careers or, more generally, when they have busy agendas.

Activities organized online offer the opportunity to share them with other partner universities to maximize the number of students involved. A joint project based on career service activities managed online may be successful if the partners share knowledge and experience to offer their students the best service. A clear advantage of the digital solution is related to sharing the service cost that will provide a high-quality service by developing a joint activity for universities with limited budgets.

3 Facilitation Career support for Erasmus+ students

3.1 Workshop Guidelines

In order for recent Erasmus+ participants to understand how to better link the competences students have gained abroad, Career Offices need to be better equipped at supporting students in this process. This chapter aims at providing career officers with two workshop outlines that career officers can implement during a physical or online workshop.

These two workshops outlines will tackle the skills recognition and how to link this to your CV on the one hand, while addressing the processes of being interviewed through interview simulations in the second exercise.

The first exercise, titled "Erasmus+ on your CV" lasts 90 minutes, while the second workshop titled "Interview simulations", lasts 90 minutes as well. Both exercises can be combined to a 3 hour workshop.

3.1.1 Erasmus+ on your CV

This session aims to empower the participants with detailed knowledge on how to identify, assess and strengthen their skills gained during their mobility period and apply that knowledge in their personal and professional lives.

- Learning how to sell the Erasmus experience in professional context
- Showing the overlap between top skills of the labour market and soft skills
- Learning how to use the skills booklet and dictionary;
- Understanding the importance of mobility experiences in enhancing competences;
- Understanding the three ways of learning (formal, non-formal and informal);
- Understanding the differences between soft skills and hard skills:
- Being able to connect personal experiences with the theory explained;
- Being able to identify the skills gained through personal volunteering.

Duration:	Participants:	Preparation:
🕐 90 min	👤 20-30	●●●○○

Introduction

The facilitator opens the session and explains to the participants how the session will go. The facilitator introduces him/herself, sets some rules, explains the objectives of the workshop and the tools that he/she is going to use.

Short Ice-breaking Game

The participants introduce themselves (name, university study background, nationality, …) and point out the most important skill (can be either soft or hard) that they have gained because of Erasmus.

*The facilitator must write down the skills on a flipchart or online whiteboard

Soft Skills vs Hard Skills

Hard skills are abilities that can be easily measured and defined, they are accurate and technical related to the job position, they are often verbs of action. Soft skills are closer to your personality, they are less specific and can come in handy in various situations (transversal).	Papers with roles Chairs Watch / timer

The facilitator creates 2 (online) flipcharts: one for soft skills and one for hard skills. The participants need to write down different ideas on both flipcharts, using their experience and knowledge. The participants have 7 – 10 minutes to write down their ideas and 3 minutes to have a short discussion around them.

The facilitator can use the following guiding questions to make the discussion easier:
- Do you think that some skills can be placed on both sides?
- Why?
- Do you think that a hard skill can be a soft skill and the other way round? Why?

After the discussion is over, the facilitator explains the differences between soft and hard skills.
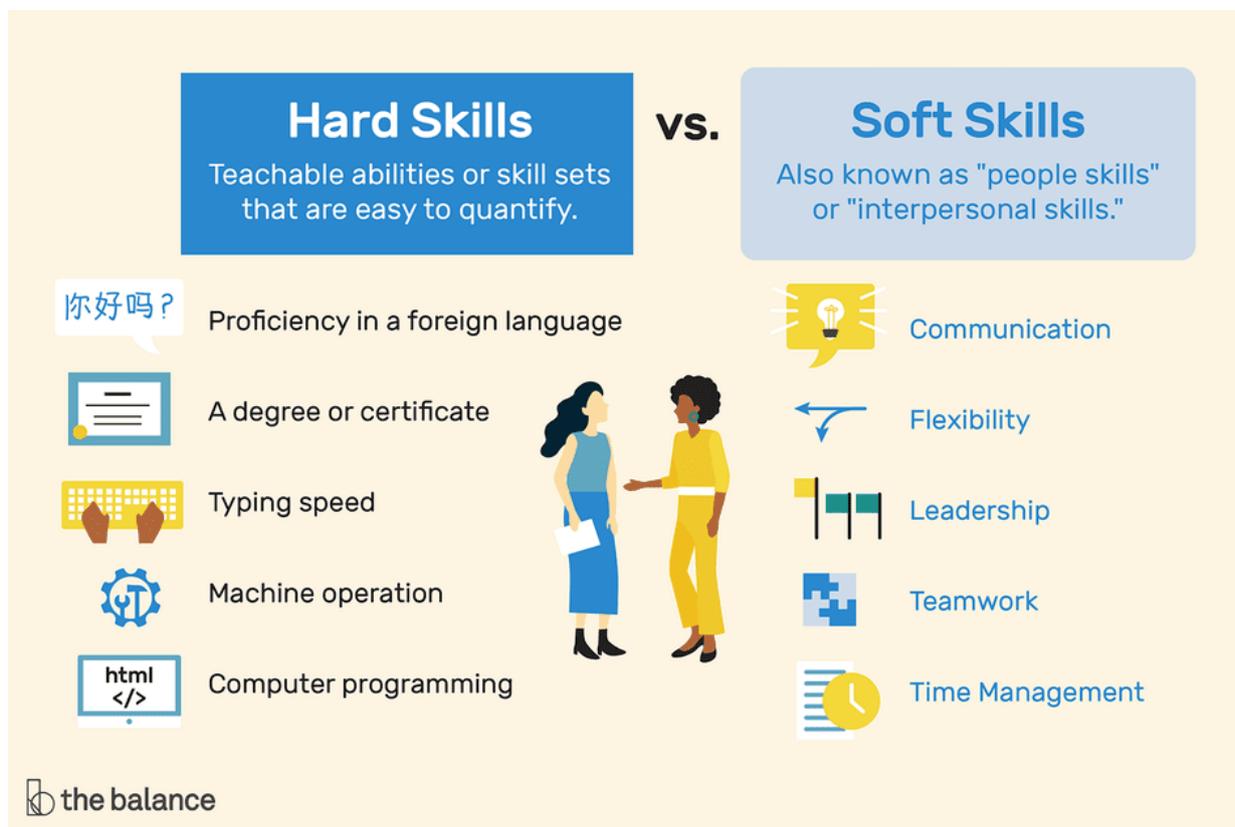
Figure 3 Hard Skills vs Soft Skills, the balance (2020)

Knowledge - Skills - Attitude Model

Divide the group and ask them to come up with definitions of knowledge, skills and attitude, providing us with some examples. The groups have 10 minutes to come up with **their** definitions and present them briefly. The participants can ask questions and comment on the outcomes of the teams. Once the presentations are over, the facilitator presents the KSA model, explains what competence development is and gives some examples.

Skill: The ability, coming from one's knowledge, practise, aptitude, etc., to do something well. An ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carry out complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills).

Competence: A cluster of related abilities, commitments, knowledge, and skills that enable a person (or an organisation) to act effectively in a job or situation. A measurable pattern of knowledge, skills, and behaviours that an individual needs to perform work roles or occupational functions successfully.

Knowledge: know what
theories, facts, concepts, information, description, etc

Skills: know-how
processes, operations, practical application, procedures, etc.

Attitude: individual traits
values, beliefs, personal and interpersonal behaviours, etc.

Project Management (competence ex.)

Knowledge

knowing the project process and its stages (setting goals and objectives, implementation, evaluation, reporting, etc.)

Skill

knowing how to use different project management tools how to measure the impact of the activities how to create a communication strategy/plan for a targeted group

Attitude

inspired to turn ideas into a project and execute it motivated to improve the competence

Erasmus Skills on your CV

Show a relevant job vacancy for the student group, and ask them to select the competences they feel are relevant to the vacancy that they gained through their mobility experience.

Participants are asked to select which competences they gained through mobility
 (see the handout on the next two pages).

Note: If they want, they can take an assessment through assessment.erasmusskills.eu, to assess their competences.

The participants have 15 minutes to work on this activity. After that, 3-4 participants will be asked to present their experience and to convince the recruiter they are the best person for the job. The role of the recruiter can be played by the facilitator, another participant or someone external.

This part of the activity lasts for 10 minutes, after which the audience can give feedback on the interviews, followed by the recruiter and facilitator.

> TIP   Share the EramusJobs CV and Interview Guidelines in the ErasmusJobs toolkit or visit the ErasmusJobs Competence Center

3.1.2 Identifying Competences

Select which competences you have gained through your mobility by visiting the ErasmusJobs Competence Center.

The competences centre contains a list of competences divided into clusters and identified through a process of HR mapping of youth workers and mobility students, and research carried out by the ErasmusJobs project activities that targeted students, recruiters and Higher Education Institutions.

The competences are aligned with the ever-changing labour market and its demands based on the global developments, as well as policy documents, mechanisms and processes such as Sustainable Development Goals, European Youth Work Agenda, European Skills Agenda, Skills Forecast and more.

Select those that you find most relevant to discuss in your recruitment process.

3.1.3 Interview Simulation Workshop

The main idea behind the simulation is to create a space for participants to practice describing their mobility/studying experience, verbalise the competences gained and developed and present themselves as a young professional. In order to do this, this document contains an explanation on how to set up a simulation, which roles to assign and how to debrief after the simulation is over.

Before the activity, ask the participants to prepare for the interview based on their own experience. Ask them to determine the opportunity that they would like to apply for and design their presentation accordingly by using their own personal experience. They don't necessarily need to share the opportunity with the recruiter (this can be done during the debriefing) but for the volunteers who have a lot of experience, it would be easier for them to put it in the context if they had an aim.

Duration:	Participants:	Preparation:
🕐 90 min	👤 10 - 15	●●●○○

Materials

Introduction

The facilitator opens the session and explains to the participants how the session will go and explains to them how the interview simulations will be executed, they reveal and define the main terms that will be used during the session and ask if anyone has any questions.

The facilitator divides the participants into two groups: recruiters and applicants. The recruiters receive their type, and the applicants theirs and they are supposed to prepare for the interview - recruiters think about their behaviour and prepare their questions, and applicants prepare how they will prepare themselves.

Interview simulations	
One recruiter and one applicant are matched and they do interviews in pairs (for example, if you have 20 applicants, you would have 10 pairs). They give each other feedback. Ideally, you would have time to repeat the interview	Papers with roles

simulation, this time implementing the feedback received. E.g. 5 minutes for an interview, 5 minutes for feedback, 5 minutes for reviewing and implementing feedback, 5 minutes for redoing it. The groups are switched - previous recruiters are now applicants and vice versa and the same process is repeated.	Chairs Watch / timer
De-rolling Participants are de-rolled from their recruiter and applicant roles and they assume their volunteer roles back. ● 'De-rolling' is simply how to get one out of character. This can be done in a few ways: ○ Get moving! Can be as simple as shaking out your body – your arms, legs, feet, hands. Alternatively, participants can simply close their eyes and take a few deep breaths. ○ You can have a quick energizer or take a quick break.	
Debrief Debriefing is the facilitation of learning from experience. Debriefing is the discussion that follows training activities to review and analyse what has just happened. Debriefing is a process of guided reflection carried out after a learning activity or a series of activities which allows participants to express their thoughts and feelings about the content and process of the learning experience. It is a time to step back and spend some time sharing feelings, experiences, drawing different ideas and arriving to some conclusions. **Examples of questions you can ask in the debriefing stage:** ● How did the simulation go? ● What strategy did you take? How did you decide on this or that? ● How did you feel during the activity? ● What did you learn from the process? ● What did you learn about yourself? ● How can you apply this experience/knowledge? ● Is there anything else you would like to learn or practice to feel more confident in a real life situation? ● If you would do it again, what would you do differently?	

There are two main roles the participants can get assigned - recruiters and volunteers. Recruiters are the ones who should ask questions according to the description of their role. Volunteers should think about the keywords, phrases, sentences that can help them achieve the goal according to the description of their experience. For each of the roles, there are two types. Therefore, the participants should be split into a maximum of four groups. If the number of the participants is small, they should still be split into two groups - one group will be recruiters and the other one applicants.

Once the participants are split into groups and they have an opportunity to discuss their roles and what they will do, participants from all groups should have an opportunity to take part in the interview simulations. This means that if there are four groups (two groups of the recruiters and two groups of volunteers), both types of the recruiters and both types of the volunteers should get their time to do the interview. For example, in the first simulation, there can be a recruiter from type 1 and a volunteer from type 1. In the next interview, there can be a recruiter from type 2 and a volunteer from type 2. In an interview afterwards, there can be another recruiter from type 1 and a volunteer from type 2, and so on.

Note: If it would make it easier for the participants, an opportunity they are applying for can be determined beforehand but it is not necessary as both recruiters and volunteers should focus on presenting their volunteering experience as an added value to their growth as a professional, as well as verbalise the competences and think of ways to use any form of validation they have been awarded.

3.1.3.1 Recruiters

The participants who get assigned the role of recruiters are the ones who should think about the potential question to ask the volunteer coming to an interview and hoping to get an opportunity that they are applying for. There are two types of recruiters (described below). Depending on the description of the type the participants were assigned, they should think of the questions to ask the interviewee. They should use the information provided in the description in order to think of the potential questions that will lead to the final outcome mentioned in the description.

Type #1

You are recruiters. You know a lot of non-formal and informal education but don't think that can be in the same range with a formal education and a university degree. For you, participating in international education and training events are a nice way to pass the time but for a job - not enough. You have your mind set on saying 'no' at the end of the interview, no matter what the person you're interviewing tells

you. Think of the questions you are going to ask and the reasons why international skills don't work for you.

Type #2

You are recruiters. You don't know much about Erasmus+ and International student mobility. To you, it is more or less the same as a regular education degree. You think someone can learn different things through international student mobility, but you don't know how it is possible to prove that you learned something through non-formal or informal education, so you are a bit cautious about the validity and reliability of any kind of certificate.

Note for recruiters:

- Type #1 is open to listening them out, however, they are stubborn and set in their ways and their mind can't be changed, while type #2 is sceptical and questions everything that the participants say due to their lack of knowledge.
- Examples of questions a recruiter could ask:
  - If the applicant says that they have leadership competence, a recruiter could ask them to give a practical example where they have developed this competence.
  - A recruiter can ask what type of learning opportunities applicants have utilised besides having a formal education.
  - A recruiter can ask what the applicant learnt from volunteering that they can apply in their work.

3.1.3.2 Applicants

The participants who get assigned the roles of applicants (or better explained, interviewees) aim to get the opportunity they are applying for. There are two types of recruiters (described below). Depending on the description of the type the participants were assigned, they should think of the best ways to prove their competences and use their volunteering experience as a stepping stone in growing as a young professional and standing out among the other candidates.

3.2 Facilitating Career Support digitally

The students frequently evaluate career officers and universities to select a university. A good track record in the placement may represent an advantage for the university to increase the number and the quality of the students enrolled. A preliminary evaluation of the quality of the service provided is based on:

- Information availability and content
- Ease of use or usability
- Privacy and security
- Entertainment and graphic style
- Fulfilment and readability

Technology is changing the job market, and the education system has to change to offer its students services that may support them in entering the job market. The career office activities have changed from a simple guidance service to a placement service in which the value-added perceived is mainly related to networking, connections, and alumni community.

The career officer's new and less standardized service may be provided using technology and digital tools to increase the quality of the service offered without requesting a significant increase in the budget expenditures.

The Covid-19 has sped up the innovation by forcing career services to use for the first time technology tolls for one-to-one activities, one-to-many events, and many-to-one tools. Digital solutions available for career officers' actions are growing over time, and universities have to select the tools that are more useful based on the students' skill skills, the target job market, and the type of activities jointly organized with the industry.

Online tools offer many solutions for the career office, especially those that work with a many Erasmus+ students and graduates that spend time abroad. Universities are investing resources to develop new websites that are appealing to students, and companies need to be updated periodically and customized based on the community's specific needs that have to be served.

In this chapter, we will present the ErasmusJobs.org portal, while also highlighting some of the digital tools that Career Officers might find useful to further support Erasmus+ graduates searching for jobs as well as help them improve the visualisation of their gained competences.

3.2.1.1 ErasmusJobs.org

The central element of the ErasmusJobs project is the development of a job platform specifically targeting graduated Erasmus+ alumni (seeking a job between 0-5 years after obtaining the degree). Building on the research conducted, the job platform highlights the competence profile of the students, hereby providing a more comprehensive overview of the students' knowledge and skills than a traditional CV would do. In addition, the platform will place emphasis on mobility experience, languages, volunteering and the informal and non-formal learning that such experiences teach and transversal skills gained through both the academic experience, as well as the mobility experience as such. The platform will capture a lot more than formal learning and professional experience, aiming to provide all stakeholders more tools to successfully enter, recruit or teach for the labour market.

At the same time, the platform aims to increase labour mobility around Europe, offering international opportunities to Erasmus+ alumni. With a focus on languages and emphasis on skills, the job platform will allow to explore, enter and recruit for international career paths.

Furthermore, the platform aims to provide a solution for the tracking of Erasmus+ alumni allowing integrated tracking of the formal degree, skills gained through non-formal learning, mobility experiences and the first job.

ErasmusJobs

ErasmusJobs.org brings together the Erasmus Generation and employers. Created by the Erasmus Student Network (ESN) in the ErasmusJobs project the website focuses on increasing the employability of students who have experienced a mobility exchange, highlighting its beneficial effects to future employers. The platform wants to facilitate the interaction and application process between Erasmus+ graduates and employers recruiting young people with an international mindset.

- Helps students in the creation of an attractive profile, highlighting skills gained through mobility experiences, volunteering and other extracurricular activities.
- The detailed profile will help employers to recruit talent with matching skills, educational background and experiences.
- The platform provides career offices and universities with a concrete tool to support students in the creation of a competence profile and the transition to the labour market.

The Comprehensive Competence Profile compiles competences gained abroad while also addressing expectations from employers.

More information **ErasmusJobs.org**

3.2.1.2 Case 1: Real-time services for hiring employees

The development of digital tools is no longer a choice because the current generation of students (generation Z) is globally oriented, influenced by social networks, highly demanding, eager to stand out, interested in feedback after the experience, and responsible for social issues. The type of service requested must be online, updated in real-time, and provide standard information about the job opening, the recruitment process stage and informal feedback, and the job or interview experience.

Handshake

How to: How does it work
Category: Career service opportunities
Job seekers: 9,000,000+
Career offices: 1,400+
Employers: 650,000+

Handshake was created in 2013 to ensure that all college students have equal access to meaningful careers. Job-seekers have to download the app, create their profile, interact directly with the HR of companies looking for new talents, and read reviews by past employees and applicants for the job.

Employers can customize their job offers with all the details they want to disclose, prioritize their criteria for screening applicants, and conduct online some of the interview stages.

Career officers can link directly with the system providing all the students the direct access to the platform with the school/university credentials and monitoring their application online.

3.2.1.3 Case 2: Talent acquisition process software

From the employer's point of view, recruiting directly on campus is expensive as it requires the employer to identify a team of recruiters that could visit a campus where there are potential candidates for their job positions. A standard team involved in a recruitment process includes recruiters involved in the interviews, a campus recruiting director, an operation manager, and a marketer. Frequently, companies will not have the opportunity to have a whole, entire team for the recruitment. Digital solutions are offered to companies to reduce the number of people involved in the selection process and standardize certain steps of the procedure to provide a high-quality service to applicants even with a low number of HR employees involved.

YELLO

How to: How does it work
category: Career service opportunities
User countries: 70 +
Languages: 15+
Employers: 300+

YELLO is software developed in 2008 used by employers and career offices for organizing and managing the interview process for hiring new resources in a company.

Recruiters may decide to use the software because it offers several real-time statistics on the job application processing that allow them to monitor each applicant's performance effectively and identify if there are problems or bottlenecks in the process.

Career officers may benefit from the tool, especially when organizing campus recruiting events. The tool allows us to easily schedule the interviews and all the events that will take place online or onsite.

more info: yello.co

3.2.1.4 Case 3: AfterCollege: Advanced job profiling tools

A career officer has to help students evaluate their skills (both hard and soft skills) and their expectations for the job market. Sometimes, a simple interview is not sufficient to fully collect all the information necessary to understand the candidate. The complete profiling of the job seekers may request several face-to-face meetings that, when the number of students increases, become economically unsustainable for the HEI. Artificial intelligence may help profile the students better by collecting additional information about the job description posted on the website they read, how much time they spent on each proposal, and which job they decided to start the application procedure.

> **AfterCollege**
>
> **How to:** How does it work
> **Category:** Career service opportunities
> Data as of to 2021:
> **Job seekers:** 5,000,000+
> **Career offices:** 2000+
> **Employers:** 25,000+
>
> AfterCollege is an example of an online tool that uses artificial intelligence to correctly identify the job profile that fits the best with student expectations. The profiling of the job seeker is based on the declared preferences and the behaviour in analysing and evaluating different job proposals.
>
> The AI tool will be able to interpret the time spent evaluating different job proposals and the positive or negative judgment on the previous job descriptions. It could help understand the real expectations of a first-time job seeker.
>
> more info: aftercollege.com

3.2.1.5 Case 4: Challenge and competition tools online

Companies are looking for innovation from outsiders that can be more suitable for identifying innovative approaches for problem-solving that are currently not evaluated by the current employees. A solution frequently adopted for determining the best candidates in the market is to present problems that have to be solved individually (challenge) or in a group (hackathon), and the winner and above the average participants usually have access to a preferred path for the selection procedure in the company.

To increase the number of participants in the challenge or the hackathon, usually, the call is disseminated through the web and social networks, and the more the participants have different backgrounds and experiences, the higher will be the probability of success in identifying innovative and "out of the box" solutions. Some websites offer a complete database of the upcoming event with the requirements for joining the project (like target degree and expertise, n° of team members, etc.)

Mindsumo
How does it work
Category: Online Assessment tools
Data updated to 2021:
Career offices: 2,500+
Challenges: 1,500+
Ideas and project developed: 200,000+

Mindsumo offers the opportunity for employers to frame a Challenge, launch the Challenge, and manage the results and the outputs of the challenge produced by different groups involved worldwide.

Job-seekers may benefit from joining the challenge to get in touch with the corporations, and if their output is considered of merit, it could represent an opportunity for a first job offer.

Career officers may use the tool to offer students an experience of a challenge and to interact in an international scenario with teams with different backgrounds and experiences.

More info: mindsumo.com

3.2.1.6 Case 5 – Advanced tools for the career service activities

Digitalization has also changed the approach to work for career officers that may use digital tools to increase the number of students served and increase the number of services offered to each student. Tolls requested usually have to be able to work on data about candidates, employers, and job offers to create customized statistics that may be useful to identify students that are performing better or worse in the selection procedure, employers that are more or less selective in hiring new employees and to understand the type of job and skills that are more requested or no longer requested by the market.

Gradleaders

How does it work
Career service opportunities
Data updated to 2021:
Countries: 259
Employers by year: 77,000+
Job opportunities by year: 1,300,000+

Gradleaders is a digital tool that allows supporting career services to manage and monitor their activities for a successful placement of students.

The solution allows for increasing the number of job offerings available for the students by considering more companies operating in different countries, helps in organizing virtual career fairs, and offers automated email campaigns and automated reports on placements for tour students.

More info: gradleaders.com

3.2.1.7 Case 6 – Tools for self-evaluation of CV

Companies are frequently suffering from an overload of requests for each job posted. The number of applications increases even more in job markets characterized by a high unemployment rate. The standard solution adopted is to use applicant tracking systems to screen the applications and exclude those that do not fit the job description based on automated text analysis. To increase the probability of success of students, the career office has to consider the impact of ATS on the job application, and some tools online may be helpful for testing if the CV of the applicant and the motivation letter is coherent or not with the job description posted by the company.

Jobscan

How does it work
Career service opportunities
Data updated to 2021:
Job seekers successfully hired: 1,000,000+

Job seekers may use Jobscan to analyse how their cv fits with the job description they want to apply for to avoid that Applicant Training systems usually used by corporations will exclude their cv in a pre-screening procedure. The software will analyse the keywords of the job description by using artificial intelligence software, and it will provide some advice on customizing the CV and the presentation letter based on the employer's needs.

Higher education institutions and career services organizations may improve employment outcomes for students and underserved populations and increase career coaching efficiency by using the tool.

Source: www.jobscan.com

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