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FRAMEWORK FOR EMBEDDING EMPLOYABILITY INTO UNIVERSITY OPERATIONS POSSIBILITY FOR MAINSTREAMING ENTREPRENEURSHIP EDUCATION

IFUGAO STATE UNIVERSITY, PHILIPPINES

Integrating Talent Development into Innovation Ecosystems in Higher Education

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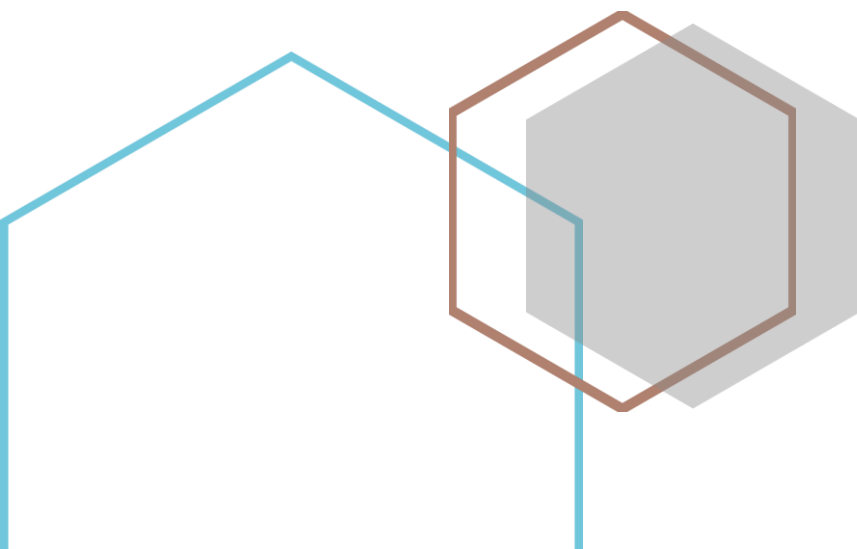




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The framework is a strategic document presenting the University plans and priorities for embedding employability across the key institutional activities – curriculum development and delivery, research and innovation and outreach. Its overall objective is to ensure that the University effectively promotes graduates' employability while contributing to national and regional developmental priorities.

The framework seeks to devise a feasible plan for including both external stakeholders (business, the citizen sector and the public sector) and students/recent graduates in employability strategies. It is focused on 'embedding' employability into various institutional activities rather than on devising ad hoc initiatives and measures for employability promotion.

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OBJECTIVES OF THE STRATEGY

- To establish IFSU Career Development Center (ICDC), include it in the organizational structure and guarantee financial and logistical support from the University
- To establish a Talent Co-Creation Laboratory (TCCL) as a component of the ICDC that will promote open innovation and stakeholder co-creation in innovation. This will enhance collaboration between practitioners/experts and interested students who want to pursue the same business.
- To establish an Internship and Traineeship Service as a component of the ICDC that will enhance specialization-related internships and traineeships of students. These internships and traineeships should serve as launchpads for employment.
- To review the curricula and integrate subjects related to entrepreneurship and innovation in various programs
- To empower and mobilize the alumni community to become more knowledgeable and involved in the activities of the University
- To establish a Student-Community Volunteering Service (SCVS) as a component of the ICDC to pursue sustainable volunteering activities and expose students to real community challenges.

CURRENT INEFFICIENCIES AND GAPS

Current inefficiencies and gaps in entrepreneurship education and innovation training

- Few academic programs at Ifugao State University, such as Agriculture and Business, have courses related to entrepreneurship and innovation
- Few of the students are engaged in business as entrepreneurs and managers after graduation.

Current inefficiencies and gaps in the learning process

- The education system is predominantly theoretical
- Lack of practical exposure and training opportunities

Current inefficiencies and gaps in student talent development

- Insufficient linkages with industry, business and the public sector to accommodate the need for internships and traineeships of the students
- Few students get involved in research and extension activities
- Lack of volunteerism among faculty and students.

Current inefficiencies and gaps in relations with external stakeholders

- Lack of effective engagement with alumni
- Low visibility of the University in the communities.



Current inefficiencies and gaps in career orientation

- Mock interview and job fair are needed to give first-hand experience
- Activities to improve the attitude of students must be undertaken.

Increasing the quality or number of entrepreneurship courses and innovation trainings

IFSU strives to include entrepreneurship and innovation related courses in almost all study programs :

- 1) Bachelor of Science in Business Administration
- 2) Bachelor of Science in Tourism Management
- 3) Bachelor of Science in Entrepreneurship
- 4) Bachelor of Arts in Political Science
- 5) Bachelor of Science in Psychology
- 6) Bachelor of Science in Nursing
- 7) Others

IFSU plans the following courses to be included in the curricula of the aforementioned programs:

a. Science, Technology and Innovation for Society

This course should focus on the interaction between science, technology and innovation with the social, cultural, political and economic context that develop and transform human lives. It should present specific examples of scientific and technological developments throughout human history.

b. Financial Literacy Education

This course should address the reality that a growing number of people lack financial literacy and management. It will involve studies on wise decision making in using financial resources and the proper use of money. Topics will include budget management, savings, credit, investment and business management.

c. Business and Business Start-ups/ Entrepreneurship, Business and Regional Development

The course will focus on the meaning and attributes of entrepreneurship and business management (e.g. innovativeness, risk taking and self-reliance). It will cover the process of transforming innovative ideas and technologies into market-ready products and business opportunities and will encourage would-be professionals to venture into lucrative entrepreneurial activities for economic prosperity.

Improving students' learning experience through practice-based



methodologies, extra- and co-curricular activities, or more practical training and internships

- IFSU plans to invite more experts and business practitioners as guest lecturers

IFSU will strive to bring more experts/business practitioners to teach entrepreneurship courses, to share the how's and what's of their career path, to inspire students to engage in business, and to act as their mentors. Most faculty members at the university do not have experience in running a business or providing consultancy that they could share with the students. If practitioners are engaged, students will be able to see a variety of possible career choices, improve their understanding of the matter, and find out interesting things about various careers.

- IFSU plans to enhance entrepreneurship education through the incorporation of more case studies in the lessons

Using real-life case studies provided by businesses will strengthen the teaching process and will foster an entrepreneurial environment for students. By delving into past cases, the students can pick up strategies which they can apply later on when they are engaged in business, for example, how to keep the business going, how to avoid bankruptcy, and how to sustain what they have. This is also an effective way to expose students to real life business situations and to develop their skills in problem-solving, analysis, creativity and decision-making.

Promoting student talent development by involving them in innovation and research activities in cooperation with external stakeholders (business, the community and the public sector) and other activities aimed at improving students' employability (including career orientation)

We have planned the establishment of the IFSU Career Development Center (ICDC). It will be composed of three services primarily aimed at improving students' employability and career development.

Guided by IFSU's vision and mission, the ICDC will support the University in its pursuit of quality education and employable graduates. The framework is created using a Venn diagram to show the reciprocal relationship of the services, which is represented by three overlapping circles. First, the Talent Co-Creation Laboratory (TCCL) will serve as a platform for collaboration and a meeting place between experts/practitioners and interested students to pursue innovation, business start-ups or career planning in order to support fast transition of the graduates to employment or entrepreneurship immediately after graduation. Second, the Internship and Traineeship Service (ITS) will connect interested students to internship and traineeship partners that will give them holistic exposure in their field of study and will prepare them to the challenges of work after graduation. Third, the Student-Community Volunteering Service (SCVS) will connect and expose students to community life and services, making them aware of real-life situations and challenges that will temper their idealism. Such exposure will also give them realistic insights on their life after graduation for

which they can better prepare for. Figure 1 presents the interplay of the 3 services under the ICDC and briefly states their purpose.

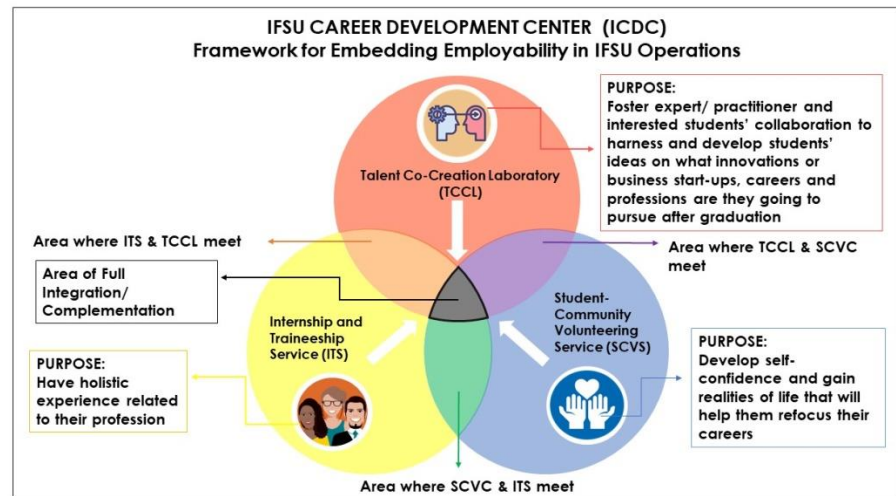


Figure 1. The IFSU Career Development Center Framework: 3 Component Services

When all three services are in place and working, IFSU will achieve a stage where the three components interact and complement each other. This is the Area of Full Integration/Complementation. Binding the three services together will create the overall purpose of the ICDC, namely career development. This will strengthen and facilitate the attainment of the services' objectives. Stakeholders from the different services may contribute their knowledge and expertise towards the development of ideas/concepts to maximize the resources, reduce inefficiencies and improve outcomes. Figure 2 shows the areas of integration in the ICDC and how these services may help each other.

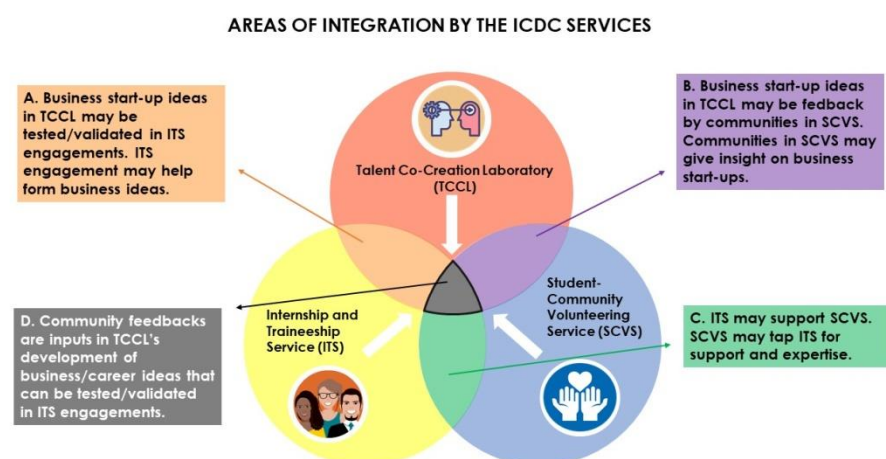


Figure 2. Areas of Integration of the three Component Services within the ICDC

a.1. Talent Co-Creation Laboratory

The first service in the ICDC is the Talent Co-Creation Laboratory (TCCL). Its main purpose is to foster collaboration between experts/practitioners and interested students, in order to harness and develop students' ideas on what innovation or business start-ups, careers and professions are they going to pursue after graduation. By working with experts/business practitioners, they will be able to clarify their ideas and concepts and prepare to pursue those after graduation. Agriculturists must become Agripreneurs, not mere employees; Computer/Information Technologists must become Technopreneurs; Human Resource Management graduates must become Human Resource Management operators and businessmen.

Activities: Student-practitioner collaboration

TCCL will foster student-practitioner collaboration, which will become part of the co-curricular activities of the students in their courses related to Entrepreneurship. To achieve the co-creation process, experts or practitioners in the areas of Agriculture, Information Technology and Human Resource Management will be invited to become mentors, to guide and support students in developing and pursuing their ideas. Strong collaboration between students and stakeholders can result in a mutually beneficial learning partnership. Working on co-creation initiatives will help the students harness their skills, apply their theoretical knowledge and learnings into practice, develop their confidence, and guide their career plans and decisions. In return, the stakeholders can get inspiration from the fresh perspective and creative ideas of students. Collaboration with the academic environment can also contribute to their continuing professional development, expand their intellectual resources and maintain a good reputation of their organization.

a.2. Internship and Traineeship Service (ITS)

The second service in the ICDC is the Internship and Traineeship Service (ITS). Its main purpose is to harness, expand and uplift internship and traineeship opportunities for students in the 3 programs - Bachelor of Science in Agriculture (BSA), Bachelor of Science in Information Technology (BSIT) and Bachelor of Science in Hotel and Restaurant Management (BSHRM) - for them to have holistic experience related to their profession.

IFSU strictly complies with the policies, standards and guidelines on student internship programs as issued by the Commission on Higher Education (CHED) under its memorandum order CMO No. 22, s. 2013 and CMO No. 104, s. 2017 and has an OJT Manual to assure an effective, efficient and safe OJT implementation. Career counselling and career orientation, internship assistance and job postings are provided to the students, and are also extended to the employees and alumni under the management of the Department of Student Services and Development (DSSD). IFSU has partnered with the Department of Labor and Employment (DOLE) to provide labor education which is part of the annual program of the placement and career development

services of the Guidance and Counseling Center, and a requirement for graduating students. It involves discussion on the labor market information, needed skills and competencies of the 21st century and advice and tips to land a job. It sheds light about the basic facts and realities that students should be aware of when they seek employment.

Activities: On-the-Job Internship and Traineeship

ITS will intensify and strengthen career services, and increase access to the on-the-job internships and traineeships being provided. This will help the students to find suitable employment or further training according to their specialization, qualifications and abilities. During their pre-deployment, students will be engaged in a seminar on personality development, CV writing and a mock interview. Providing students with practical experience related to their prospective careers will prepare them to become “work-ready” individuals and increase their rate of absorption in the industry.

Student-Community Volunteering Service

The third service in the ICDC is the Student-Community Volunteering Service (SCVS). SCVS will link students or student organizations with support organizations (for funding) and community or non-governmental organizations in need of volunteers. The objective is to allow students to develop self-confidence and gain understanding of the realities of life that will help them refocus their careers. The activities planned for this service are outreach programs.

Activities: Outreach Programs

SCVS will encourage and engage students or student organizations in volunteering activities addressing real-world challenges, starting from neighborhoods and local needs. IFSU will maximize its contribution to society and make its resources and expertise widely available through community outreach programs. The students get to work alongside the target communities and local officials/NGOs to enhance mutual understanding and identify issues in the community. The outreach programs will not be imposed upon people but will actually meet their needs. This kind of experiential learning is also crucial to the students’ personal development as it promotes self-confidence, leadership, teamwork and decision making. Their active involvement and exposure will lead them to a new perspective of the realities of life, of how they see the world and their role in it.

Volunteering initiatives will become part of students’ extracurricular activities. This means, for their participation students could get points that can be added to their grades. To create motivation, rewards and recognition will be given. This includes published results in the IFSU social media accounts and newspaper, reward such as Outstanding Volunteer Award and Certificate of Participation, and free food and transportation.

The purpose and activities of the TCCL, ITS and SCVS, which are all



components of the ICDC are laid out in Figure 3.

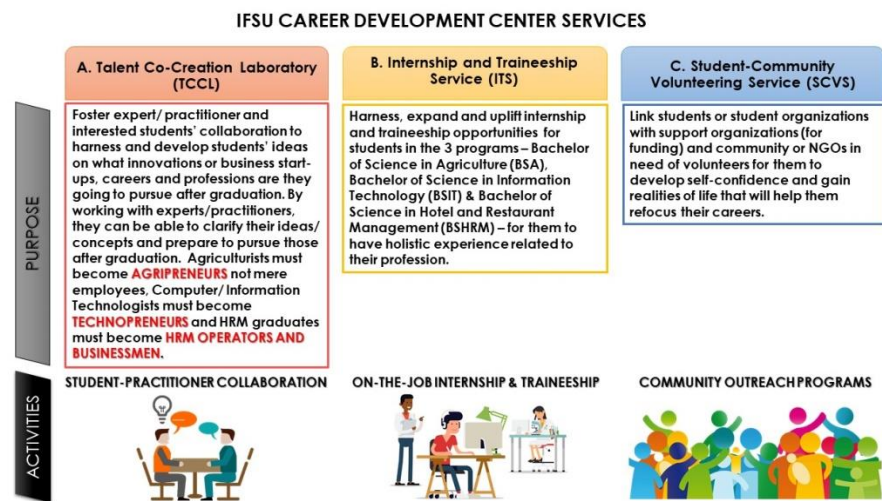


Figure 3. Purpose and Activities of the three Component Services in the ICDC

Steps towards IFSU Career Development Center

Figure 4 presents the step-by-step procedure to achieve the establishment of the ICDC. Each step is represented by a different color and has a box on the right side to indicate its current status. Steps 1 and 3 are fully achieved while Steps 2 and 4 are partially achieved.

Step 1 - Identification of Location in the Campus and Position in the University Organizational Structure

The ICDC will be housed at the IFSU Potia Campus Research, Development, Extension and Training (RDET) Building Center directly under the supervision and management of the Campus Executive Director. It will occupy the whole first floor of the building designed to support the three component services of the ICDC.

Step 2 - Setting up of the ICDC's Physical Components

The Project Team is currently working on the office design and set-up of the ICDC together with the Department of Infrastructure & Site Development and Department of Planning. Window blinds and partitions are already set up while the office equipment and supplies are still in procurement process.

Step 3 - Staffing the ICDC

There are currently 8 project staff members working on the project and funded by IFSU.

Step 4 - Setting up/ Adjusting University Policies/ Curricula/ Development Plan to enhance employability

Continuous curriculum development is mandated by the Commission

on Higher Education (CHED) since this will become the foundation for building education that will meet the demands of the society and the workforce. Some curricula of the undergraduate programs were revised to include subjects related to entrepreneurship and innovation.

Step 5 - Operationalization of ICDC

When Step 1 to 4 are fully achieved, the operations of the ICDC will begin. In order to maintain its functions, there is a need to sustain the ICDC to produce more employable graduates in the future. To achieve optimum efficiency and results, commitment, coordination and communication are needed among the students, employees and stakeholders. IFSU will empower active participation and teamwork for the successful implementation of activities.

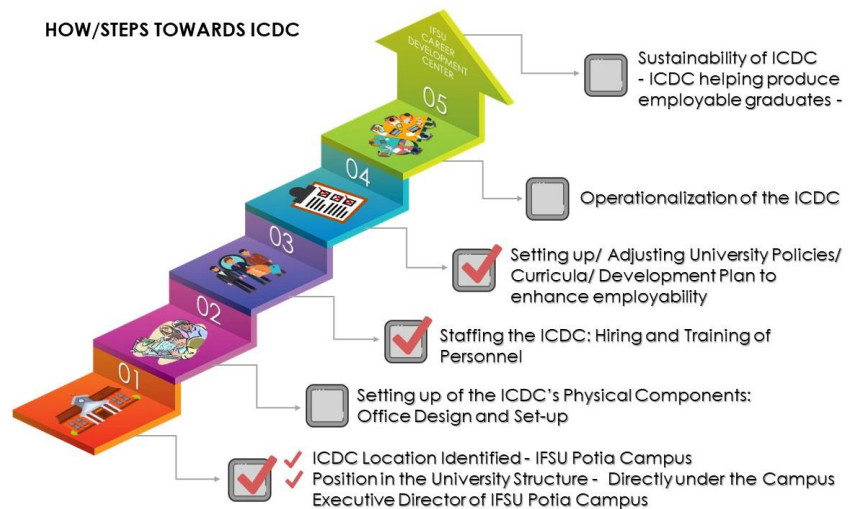


Figure 4. Steps towards the establishment of ICDC (and what was done to date)

Figure 5 below presents the layout and design of the ICDC. The ICDC is divided into five well ventilated rooms using partition walls, including the lounge and office. They are all designed to support the three components of the ICDC. Time limit will be observed for the following rooms to accommodate the students, mentors, faculty and staffs who wish to use them.

TCCL/ Ideation Room

This is where the students form their ideas. There will be whiteboards and flip charts, and students will be provided with sticky notes and pens. To ensure that there is enough space and that they work in a comfortable environment, only ten participants per brainstorming session will be allowed to enter the room. Overcrowding might stifle the creativity and focus of the students.

SCVS/ Discussion/Mentoring Area

This is where students and experts/practitioners can collaborate, discuss and/or hold meetings. The room is equipped with laptops (with internet

connection) intended to be used by students.

ITS/ Audio-Visual Room

This room provides audio visual resources, equipment and services such as an LCD Projector and a large screen intended for presentations. This is also designed for the purpose of reflection.

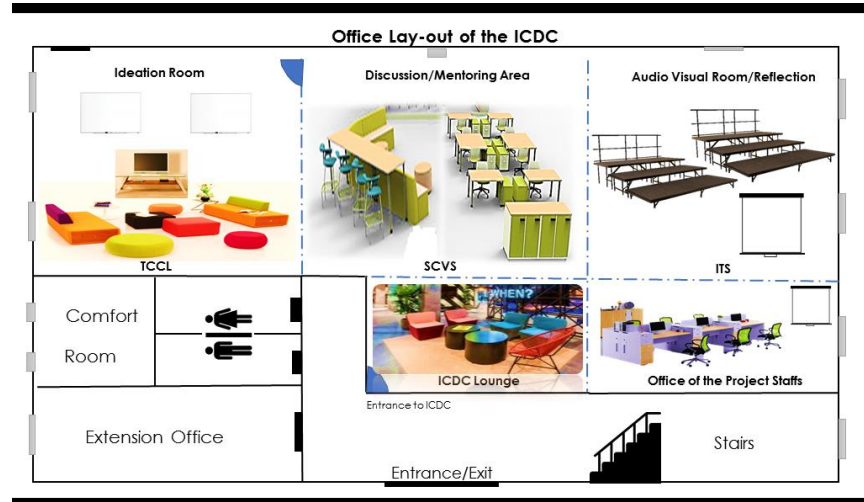


Figure 5. Office Layout of the ICDC

PRIORITY AREAS OF STUDY IN WHICH ENTREPRENEURSHIP COURSES SHOULD BE INTRODUCED

The priority areas are categorized according to academic program.

Bachelor of Science in Agriculture

- ✓ Animal Technology - Swine Production and Management
- ✓ Agricultural Crop Production
- ✓ Ruminant Production
- ✓ Flower Farming
- ✓ Plantation/Orchard Farming
- ✓ Dairy Farming
- ✓ Poultry Farming

Bachelor of Science in Hotel and Restaurant Management

- ✓ Hospitality Management
- ✓ Food and Beverage Operations
- ✓ Culinary Arts
- ✓ Restaurant Management
- ✓ Travel and Tour Operations and Management
- ✓ Conventions and Events Management
- ✓ Tourism and Hospitality



PRIORITY AREAS FOR RESEARCH, INNOVATION AND OUTREACH IN WHICH STUDENTS COULD COLLABORATE WITH EXTERNAL STAKEHOLDERS

Bachelor of Science in Information Technology

- ✓ Technopreneurship
- ✓ Digital Arts
- ✓ Web Technology
- ✓ Network Technology
- ✓ Enterprise Resource Planning.

The government provides a research fund of PhP150.00 per student that can be accessed through proposal submission. It is important to take note that proposals must be aligned to the research agenda being provided and will be presented during the Agency-in-House Review for approval. The students can work with faculty on their chosen topic in the research agenda which targets the following societal and sectoral goals:

Societal Goal: Poverty reduction and empowerment of the poor and vulnerable.

Societal Goal: Enhanced knowledge and skills, attitudes and values of Filipinos to lead productive lives.

Organizational Outcome MFO 2: Higher Education research to promote economic productivity and innovation:

1. Sustainable Crop Production

- Commercial rice, corn, heirloom rice, vegetable, legume, root crops species, dragon fruit, *arabica/robusta* coffee
- High valued crops (e.g. soybeans, cacao, etc.)
- Others

2. Sustainable Animal Production

- Grazing animals (cow/ carabao/ goat/ sheep)
- Chicken (commercial, native, other breeds)
- Swine (native pig, commercial breeds)
- Others

3. Inland Aquaculture/Fisheries

- Tilapia, loach/yuyu, dalag
- Native shells
- Others

4. Support to Agriculture

- Organic inputs for crop and animals



- Biofeeds/ fertilizer, bio-pesticides
- 5. Floral and Faunal Diversity
 - Wild food plants (vegetables, fruits)
 - Wild animals
 - Indigenous medicinal/ herbal plants, pesticidal plants
- 6. Reforestation/Afforestation Conservation Farming and Forest Protection
 - Plantation crops
 - Fast growing species
 - Species for wood carving
 - Indigenous medicinal, pesticidal plants, others
 - Agroforestry
 - Biocultural diversity
- 7. Engineering and Physical Science, Industrial Technology
 - Renewable energy, Ergonomics
 - Construction material sciences
 - Bio-fuel
 - Industrial technologies and innovation
 - Robotics, waste management, architecture & design
 - Information systems/multimedia
 - Network and communication technology
- 8. Small Scale Industry Development
 - Stone crafts
 - Loom weaving
 - Wood carving
 - Food processing technologies and innovation
- 9. Education, Languages, Social Sciences and the Humanities
 - Outcome based education
 - Student assessments
 - Teaching-learning processes
 - Appropriate instructional materials and strategies
 - Educational leadership and management
 - Alternative education/ distance learning
 - Tracer studies

- History and culture
 - Curriculum vs industry
 - Leadership, management and/or administration
 - Systems reform
 - Governance
 - S & T communication/ computing
 - Tourism, culture, IKSP arts
 - Societal issues
 - Policy reforms
 - Others
10. Peace and Order, Risk Reduction
- Disaster response & management
 - Public safety
 - Vulnerable sectors of society
 - Peace process
 - Justice systems
 - Vulnerability
11. Climate Change Mitigation and Adaptation
- Climate change mitigation measures
 - Climate change adaptation measures
 - Vulnerability
12. Health Care and Medicine, Alternative Medicine, Food Nutrition and Safety, Product Development
- Complementary and alternative medicine
 - Health leadership and administration, Sanitation, delivery, health care, functional food, food nutrition enhancement, malnutrition
 - Herbal plants
 - Health and wellness products
13. Gender and Development (GAD).

**Based on the 2017 Approved IFSU R & D Agenda*

The priority areas for the community outreach activities are based to the H-A-G-G-I-Y-O programs of the Department of Extension and Training in pursuit and support of the University's goals and objectives for sustainable extension and community engagement.



- H-ealth and wellness program
- A-griculture, food sustainability and natural resources program
- G-ender and development program
- G-ood governance, peace and order
- I-ndustry, livelihood and computer literacy program
- Y-outh empowerment program
- O-rganizational capability building program.

FINANCIAL AND ORGANIZATIONAL RESOURCES AVAILABLE TO ENABLE THE IMPLEMENTATION OF THE NEW ACTIONS

The Board of Regents has already approved the establishment of the IFSU Career Development Center (ICDC) with yearly budget allocation which can be accessed through the RDE external and internal funds. The University has also identified strategies for fund sourcing and improvement of financial management practices. Some of these are budget realignment, fund sourcing from government agencies and national leaders, and fund sourcing through sustainable Income Generating Projects (IGPs). Total sourced-out funds from partners increased by 51% for the past four years. Cognizant to the Republic Act 8292, otherwise known as the Higher Education Modernization Act of 1997, IFSU has committed to venture into IGPs to fill in budget gaps for any relevant expenditure that may occur.

HUMAN RESOURCES AVAILABLE TO ENABLE THE IMPLEMENTATION OF THE NEW ACTIONS

The University can cover the costs of personnel assigned in the IFSU Career Development Center (ICDC). For the faculty members who will be given an assignment in the ICDC, there will be a reduction on their teaching load. For instance, a faculty member is given 18 units. 12 units will be credited to the actual teaching load while the remaining 6 units will be allotted for workload other than teaching.

MANAGEMENT OF THE IMPLEMENTATION OF THE PROPOSED NEW ACTIONS

The University President should govern and manage the implementation of the proposed new actions with the help and assistance of the Campus Executive Directors (CED) who head the different campuses. The CEDs in turn will set the direction of Campus development (leadership), manage the campus resources (management of human resources, money and machines) and administer laws, rules and politics. Under the CED is the Center Director who will perform the overall leadership, management and administration of the ICDC, geared towards the attainment of the set goals and objectives. Each component of the ICDC will be headed by a Chairperson, who will be in charge of the implementation of the activities.



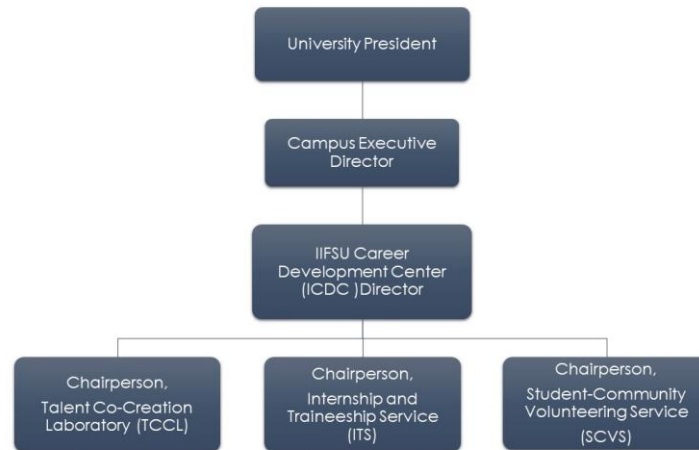


Figure 6. Organizational Chart of the IFSU Career Development Center (ICDC)

The Campus Executive Director should lead the process of institutional change. Other institutional structures/ offices/ staff members that will take responsibilities in relation to the proposed actions are:

Office of the Vice President, Research, Development, Extension & Training

- Department of Research and Development – reviews and validates the research and innovation output of the students
- Department of Extension and Training – guides and assists in the creation of outreach programs, increasing the volunteerism among faculty and students and engaging the established local partners in the project

Office of the Vice President, Academic Affairs

- Department of Students Services and Development – helps and supports the overall implementation of the project activities
- Department of Capacity Development – helps in planning and implementation of project activities aimed at intensifying the capacity development of students

Office of the Vice President, Planning, Finance & Resource Management

- Department of Planning and Information Management – facilitates in the planning and budgeting, procurement, monitoring and evaluation
- Department of Finance Services – assist in the financial activities
- Department of Communications, Public and

STAKEHOLDER ANALYSIS

International Affairs – manages information and public awareness, dissemination of information within the University, promotion and documentation of activities

- Department of Alumni Affairs – spearheads the tracking and profiling of the alumni who will engage and participate in the project activities.

The figure below presents the internal and external stakeholders of the University. For the Management and Administration, this includes the Board of Regents (BOR), University President, 4 Vice Presidents, University Directors of the Service Departments, Campus Executive Directors and College Deans. The BOR is the highest governing body in the IFSU System wherein the members are drawn from both the University and the private and public sectors. Others include faculty (teaching) and non-teaching staff members (admin aides, assistants or officers) and students. The External Stakeholders, on the other hand, consist of government (primarily the Commission on Higher Education), private industries, non-governmental organizations (this includes the civic and social organizations), the alumni body and the community.

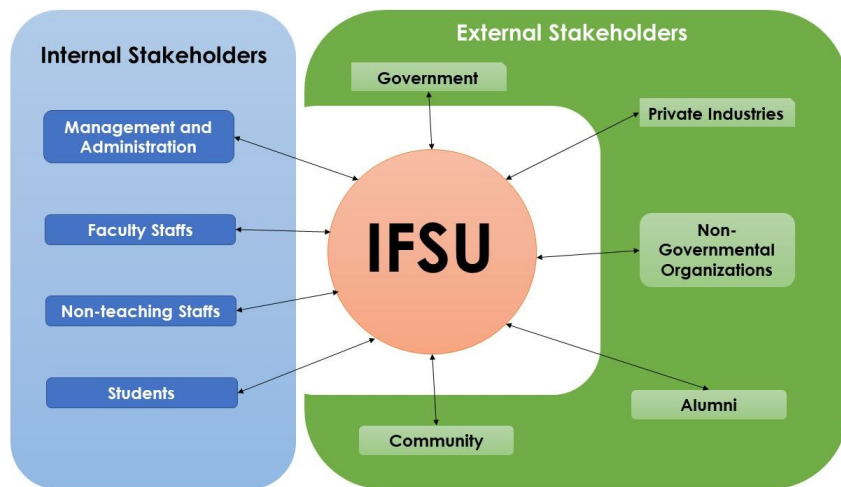


Figure 7. Composition of Stakeholders in Ifugao State University (IFSU)

| Stakeholder (group or person) | Stakeholder position toward the proposed actions – positive or negative | Stakeholder's level of influence – capacity, influence and power to oppose or facilitate the proposed actions | Stakeholder's level of interest in the change | Possible approaches to winning this stakeholder over or limiting its negative influence |
|---------------------------------------|---|---|---|---|
| Management and Administration | Positive | High | High | Holding a Board Meeting |
| Faculty members | Positive | Low | High | Providing whatever information, training, and/or other support they need to stay involved |
| Non-teaching staff | Positive | Low | Low | Providing whatever information, training, and/or other support they need to stay involved |
| Students | Positive | Low | High | Involving them in the decision-making and crafting a strategic plan |
| Government | Positive | High | High | Holding a Board Meeting |
| Private industries | Positive | Low | High | Sustained open forum discussion; Memoranda of Agreement/Memoranda of Understanding |
| Non-governmental organizations | Positive | Low | High | Sustained open forum discussion; Memoranda of Agreement/Memoranda of Understanding |
| Alumni | Positive | Low | Low | Open Forum discussion and meeting; effective engagement in school activities |
| Community | Positive | Low | High | Open Forum discussion and meeting |

Stakeholder Matrix Analysis

| | | |
|--|--|---|
| <p>A lot of power and influence</p> | <p>Latents</p> | <p>Promoters or opponents</p> <p>a. Management and Administration (promoter) b. Government (promoter)</p> <p><u>Possible actions to manage these stakeholders:</u> Board meeting</p> |
| | <p>Little power and influence</p> | <p>Apathetics</p> <p>a. Non-teaching Staffs b. Alumni Members</p> <p><u>Possible actions to manage these stakeholders:</u></p> <p>a. Providing whatever information, training, and/or other support they need to stay involved b. Open Forum Discussion and Meeting, and effective engagement in school activities</p> |
| | | <p>Little interest in the new actions</p> |

EXPECTED IMPACT OF THE NEW ACTIONS

The expected impact of the new actions on university performance, on the process of talent development, and on the employability of graduates is as follows:

- Increased employability of IFSU graduates to at least 55% in 2022, 65% in 2023 and to 75% by 2024
- Improved collaboration between expert practitioners and students at the university
- Students more informed about and preoccupied with innovation, business start-ups, entrepreneurship and career planning towards post-graduation careers
- Internship and traineeship partners that will truly provide holistic and complete set of experiences and exposure to students are approached and attracted as stable partners of the university
- Students going through various internship and traineeship programs are able to display and practice better work skills and introduce innovations
- Communities served through volunteer works are positive about the contribution of the University to local life.

RISK ANALYSIS

The following risks are associated with the implementation of this strategy.

- Failure of communication and promotional activities
- Ineffective coordination
- Insufficient quality of work by involved staff
- Insufficient interest on behalf of target groups (students and external stakeholders)
- Lack of skills and experience on the part of the students and external stakeholders to get involved in the implementation of the proposed actions
- Changing national priorities or government requirements.

The following strategies to mitigate or eliminate the identified risks are feasible:

- Failure of communication and promotional activities can be mitigated through additional planning and exploring new channels of communication, as well as by putting a specific person in charge
- Low motivation of faculty and staff to get involved in the implementation of the proposed actions can be avoided through

ensuring that faculty and staff perceive these activities as part of their job portfolios or else as something for which they will receive additional rewards

- Ineffective coordination can be avoided through frequent coordination meetings and the identification of specific responsible persons
- Insufficient quality of work by involved staff can be mitigated through internal quality reviews once a year, external quality assessments, including in the framework of the INNOTAL project; quality reviews will be planned in the sustainability strategy
- Insufficient interest on behalf of target groups can be mitigated as follows:
 - external stakeholders: using all opportunities for dissemination during other events and activities; creating synergies with other technology transfer activities; including the issue of student involvement in co-creation in discussions on modernization of curricula; disseminating information about external stakeholders' potential benefits from collaborating with the University in general, and students in particular.
 - students: gradually linking the innovation and co-creation activities more directly with studies
- Lack of skills and experience on the part of the students and external stakeholders to get involved in the implementation of the proposed actions can be mitigated through frequent collection of feedback on insufficient skills from the participants themselves and the organization of trainings focused on concrete areas where capacity is weak
- Changing national priorities or government requirements – this risk has to be accepted, but IFSU should continuously monitor the situation in order to be prepared; in case priorities change dramatically (which is unlikely), the strategy has to be revised to reflect the new priorities.

EXPECTED
IMPACT OF THE
NEW ACTIONS ON
THE AFFECTED
STAKEHOLDERS

Management and Administration

- Will help them craft a development plan that will address the issue of unemployment among graduates
- Will help them craft a development plan that will increase linkages and will enable more meaningful involvement of stakeholders in the activities of the university



Faculty members and non-teaching staff

- Improved teaching strategies
- Job enrichment and enhanced job satisfaction
- Development of skills other than teaching due to increased exposure to external stakeholders

External stakeholders

- More meaningful and beneficial engagement and stronger ties with the university that can translate into technology transfer, knowledge transfer and access to labour force better prepared for the realities of business
- More possibilities to influence developments in higher education

Students

- More realistic goals that are feasible to accomplish and improved understanding about how to shape their careers
- Expanded opportunities and networks
- Useful feedback on their performance which should help them to improve and compel them to harness their skills, talents and knowledge
- Opportunities to get experience with entrepreneurship, research and innovation ventures already while at school.

**SWOT ANALYSIS
OF THE PROPOSED
ACTIONS**

| Internal | Strengths | Weaknesses |
|----------|--|---|
| | <ul style="list-style-type: none"> - Increased absorption of graduates in the workplace - Accredited academic programs incorporating entrepreneurship and innovation courses - Increased flow of research activities and innovation trainings - Experienced and trained faculty members - Existing infrastructures and facilities in the different campuses - Improved and developed | <ul style="list-style-type: none"> - Likely resistance to necessary adjustment and workload - Fiscal uncertainty and other budget challenges - Communication gap among internal stakeholders - Organizational issues within the bureaucracy |



| | | |
|-----------------|--|--|
| | co-curricular and extra-curricular activities for student development | |
| External | <p>Strengths</p> <ul style="list-style-type: none"> - Expanding partnerships and engagement opportunities with private, non-profit, and public sectors - New sources of income/ financial grants through project development and increased research funding - Improved chances to attract and retain students' talents - Existing government initiatives for professional growth and development of faculty, staffs and students - Improved alumni relations - Government education reform agendas that are in line with this plan - Government efforts to assist the University for the enhancement of higher education - Internationalization and globalization trends in higher education in the Philippines | <p>Weaknesses</p> <ul style="list-style-type: none"> - Growing competition from nearby private and public universities - Difficulty in obtaining authentic feedback from external stakeholders, insufficient support and communication on the part of those stakeholders - Intellectual property rights, copyright and patent issues - State budget crisis due to graft and corruption in the government - Strong competition in the labour market |

