

Tools for universities

Dear Sirs,

we are pleased to provide you with a set of tools supporting cooperation of universities with entrepreneurs and other actors of the labor market. The tools were created using Google Docs and any university can place them on its Web site by submitting an e-mail request for a free access to the package in Google Docs system at: iped@kig.pl.

In the following bookmarks situated on the right side of this page you will find:

01. Research on the entrepreneurs' needs

The aim of this research is to identify the key needs and expectations of entrepreneurs regarding skills and knowledge of university graduates. Through the implementation of this research universities get the opportunity to adapt their educational offers to the expectations of different subjects of the labor market.

02. Research on the curriculum scope

Entrepreneurs' opinion about the curriculum scope is very important to our university. It allows a university to improve not only the curriculum but also the methods, so that they better meet the needs of different subjects of the labor market.

03. Research on the most expected forms of cooperation between universities and business

In practice there are many forms of cooperation between science and business. However, not all are appropriate for all universities and all types of businesses. This research will help to identify the most expected and desirable forms of cooperation between business and science.

All researches listed above are developed in Google Docs system, so that every university can edit the content of the questions according to its individual needs. Results of completed questionnaires can be presented in both numerical and graphical form. Universities interested in downloading the tools to place them on their Web sites are requested to contact by phone: +48 22 630 98 04 or e-mail: iped@kig.pl.

- [Business Needs](#)
- [Evaluation Course](#)
- [Building Graduate Profile](#)

1. WHAT TYPE OF GRADUATE IS NEEDED BY BUSINESS ?

WORK ATTITUDES

Attitudes

	1: Not needed	2: Some how needed	3: Needed	4: Highly needed	5: Extremely highly needed
Respect for the others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honesty – personal ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Loyalty to the company	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willingness to take tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsibility taking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MOST NEEDED SKILLS

Communication Skills

	1: Not needed	2: Some how needed	3: Needed	4: Highly needed	5: Extremely highly needed
Listens and understands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Builds climate of confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Team work Skills

	1: Not needed	2: Some how needed	3: Needed	4: Highly needed	5: Extremely highly needed
Accepts and supports leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helps and supports team members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Problem solving Skills

	1: Not needed	2: Some how needed	3: Needed	4: Highly needed	5: Extremely highly needed
Diagnoses and analyzes problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates practical approach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Planning and organizing Skills

	1: Not needed	2: Some how needed	3: Needed	4: Highly needed	5: Extremely highly needed
Manages time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self organization for work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Learning Skills

	1: Not needed	2: Some how needed	3: Needed	4: Highly needed	5: Extremely highly needed
Openness to new ideas and techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Propensity to gaining knowledge through spent time and personal efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Technology Skills

	1: Not needed	2: Some how needed	3: Needed	4: Highly needed	5: Extremely highly needed
Has willingness to upgrade technology skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses technology to seek, process and present the information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has willingness to upgrade technology skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses technology to seek, process and present the information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. WHAT SHOULD UNIVERSITIES DO TO FULLFILL THE NEEDS

	1: Not needed	2: Some how needed	3: Needed	4: Highly needed	5: Extremely highly needed
Inclusion of transversal and transferable skills and of fundamental notions of economics and of technology in curricula at all levels of qualification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Greater diversification of approaches to learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fostering entrepreneurship in knowledge exploitation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introduction of new teaching methods, e.g. experimental, distance learning, e-learning, blended learning methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activation of post-degree master in cooperation with different universities and with an active participation of the enterprises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activation of start-up and spin-off office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involvement of enterprises in university boarding meetings, research programmes, admitting committees, curricula definition, teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Definition of systematic and recurrent procedures of enterprises' consultation for curricula definition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activation of educational and training programmes aimed at promoting continuous training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activation of specific programmes aimed at guaranteeing to SMEs the access to university education and research activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activation of initiatives aimed at a better access to learning also through distance learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. HOW BUSINESS CAN COOPERATE WITH UNIVERSITIES

	1: Not needed	2: Some how needed	3: Needed	4: Highly needed	5: Extremely highly needed
Activation of enterprises consultancy services, aimed at a better exploitation of the results of the research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involvement of entrepreneurs in the didactic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activation of training programmes addressed to trainers in order to increase their entrepreneurial competences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activation of guidance services, aimed at promoting research and development results exploitation through the identification of possible market outlets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementation of strategies and devices for a professional management of intellectual properties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activation of partnerships, common projects and job sharing at local/national and or transnational levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activation of offices aimed at transferring technologies and knowledge from universities to enterprises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activation of portals for a better matching with the private sector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activation of projects enabling university students to work in or with an enterprise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activation of projects aimed at recognizing credits developed during stages and apprenticeship periods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Przełij

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Zabójca dżurów - Wspaniały kowalczak z uśmiechem - Drodzka kawa zaskak

Your OPINION about this COURSE is of great importance to our university so we can improve programs and methods that more appropriately meet the needs of the labor market. Please, for each of the following parameters, select the number on the scale that best matches your OPINION.

ORGANISATION OF THE COURSE

The number of hours of the course, comparing to the time required for in company training for this purpose is:

1 2 3 4 5

Not adequate at all Very much adequate

The teaching methods proposed in the course, in relation to your in company experience, are:

1 2 3 4 5

Not adequate at all Very much adequate

The assessment methods of the students' achievements, in relation to your experience in this area, are:

1 2 3 4 5

Not adequate at all Very much adequate

The prerequisites required for this course are:

1 2 3 4 5

Not adequate at all Very much adequate

ASSUMPTIONS AND OBJECTIVES OF THE COURSE

The knowledge provided in this course, from your enterprise needs point is:

1 2 3 4 5

Not adequate at all Very much adequate

The learning outcomes provided in this course, from your enterprise needs point, are:

1 2 3 4 5

Not adequate at all Very much adequate

The skills provided in this course, from your enterprise needs point, are:

1 2 3 4 5

Not adequate at all Very much adequate

The personal and social competences provided in this course, from your enterprise needs perspective, are:

1 2 3 4 5

Not adequate at all Very much adequate

COURSE CONTENTS

The course contents are:

1 2 3 4 5

Not adequate at all Very much adequate

The recommended reading lists are:

1 2 3 4 5

Not adequate at all Very much adequate

COURSE IMPACT

Summing up all the above partial scores, what is the possible impact of the evaluated course graduate on the company operational needs, present market competitiveness and future development, if he or she is employed by the company.

Company operational needs:

1 2 3 4 5

insignificant very significant

Present market competitiveness:

1 2 3 4 5

insignificant very significant

Future development:

1 2 3 4 5

insignificant very significant

If necessary, please indicate how to change the course to make it more useful for business and more exposed to practical needs of enterprises. Add any comments...

Prześlij

Dear Entrepreneur,
Our University is interested in your OPINION about possible forms of cooperation of our University with your Enterprise. Please indicate what types of cooperation with our University your Company is interested in.

BUILDING GRADUATE PROFILE**Consultation on the overall picture of the graduate profile needed by the company**

	1. not interested	2. little interested	3. somehow interested	4. substantially interested	5. very interested
Consultation on the overall picture of the graduate profile needed by the company	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultation on the detailed needs of the enterprise, concerning skills, knowledge and attitudes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultation on the most reliable methods of students achievements assessment forms from the point of view of the company needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultation on the course curricula that are fundamental on the building the graduate profile.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1. not interested	2. little interested	3. somehow interested	4. substantially interested	5. very interested
Providing in-company internships for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Providing some lectures by company managers or specialists for free.

	1. not interested	2. little interested	3. somehow interested	4. substantially interested	5. very interested
Providing some lectures by company managers or specialists for free. [1]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Providing lectures by company managers or specialists full paid by the university

	1. not interested	2. little interested	3. somehow interested	4. substantially interested	5. very interested
Providing lectures by company managers or specialists full paid by the university [2]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1. not interested	2. little interested	3. somehow interested	4. substantially interested	5. very interested
Organizing training center for students at the University in the area where the competence of company is high	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide in-company workshops and trainings for students for free	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ordering students' scientific works (e.g. bachelor's or master's thesis) that could be applied by the company (students can produce them for free)

	1. not interested	2. little interested	3. somehow interested	4. substantially interested	5. very interested
Ordering students' scientific works (e.g. bachelor's or master's thesis) that could be applied by the company (students can produce them for free) [3]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1. not interested	2. little interested	3. somehow interested	4. substantially interested	5. very interested
Providing dedicated financial support for the development of teaching equipment, methods or other important elements for teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[1] If yes, please indicate the general field

[2] If yes, please indicate the general field

[3] If yes, please indicate the general field

PARTICIPATION IN THE GRADUATES/STUDNETS EMPLOYMENT PROCESS

	1. not interested	2. little interested	3. somehow interested	4. substantially interested	5. very interested
Providing announcements on vacancies on the University web - page and boards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizing recruitment process with cooperation of University Office of Graduates Employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in employment fairs organized at the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contacting individual professors for their indications to find the most suitable students and graduates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide part-time jobs for University students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organize employment contests in cooperation with University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ORGANIZATIONAL FORMS OF COOPERATION

	1. not interested	2. little interested	3. somehow interested	4. substantially interested	5. very interested
One-to-one contacts, when needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attendance in Enterprise Advisory Council (other names possible)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be a formal benefactor to the University or other forms of sponsorship or patronage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other forms

	1. not interested	2. little interested	3. somehow interested	4. substantially interested	5. very interested
Other forms [4]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[4] please specify