Organizational Learnings in a Journey towards Excellence in Graduates’ Employability

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Facts and Figures

1. 18 years of experience in private higher education in Morocco; 4500 alumni
2. Next to the Casablanca international airport and the biggest industrial area in Morocco (~1400 industrial units)
3. 5 academic units in 2015, 6 in 2016 (Healthcare)
4. Around 850 enrolled students. Goal for 2012: 3000 enrolled
5. 50% female – 50% male, 15% international students
6. Success and progress rate 92%, retention rate 90%

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Context of our Employability Program

1. Insights on priorities from faculty, students and parents:
   1. Employability
   2. Orientation
   3. Language & Communication
   4. Self-confidence
   5. Technical Skills

MundiaTawjih
Mundiatawjjih for Future Proof Graduates

Continuing personal and professional development

First job

Future-Proof education
Talent detection and development
Career without borders language and culture
Internships
Extra-curricular activities

Academic and vocational guidance, individual coaching
The 5 pillars of employability programme

1. **Engage** students and teaching staff in the employability program activities.

2. **Align** employability perceptions of employers, students, academic staff (Intervisions, Focus groups).

3. **Embed** employability and sense of urgency for it at all levels within the university.

4. **Measure**, evaluate, integrate supervising in academic staff performance management (Lecture time vs contact time).

5. **Have channels for information sharing** on employability activities with stakeholders.
Plan, Decide, Search, Acquire Process

- Analyse ME & Professional Environment
  - Professional Objectives
  - Target Market
  - Analyse Market

- Communication Strategy
  - Network
  - Bringing Message
  - Other search methods
  - Approach decision makers

- Interviews
  - Internship
  - Job Search Groups

Intervisions

Coaching/ Supervision

Personal Marketing Plan
Learning process for employability skills:
20%-50%-30%

20%: through formal training on employability competences

50%: through experience (Internships, extra-curricular activities..)

30%: through feedback (ask questions), coaching
The three levels of the employability programme

- **Micro:** Students  
  - 2014

- **Meso:** Academic Staff, Employers  
  - 2014-2017

- **Macro:** Regional, National Replicate & Scale-up  
  - >2018

**LE MEILLEUR EST EN VOUS**
An iterative process to align and embed employability in the organisation

Students

Professors/Supervisors

Employers

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Employability Programme KPIs

A. Micro:
1) 100% of students have their transition University-Career strategy ready a year ahead of graduation
2) At least 50% of our supervised internships are aligned with students career goals and lead to a first job before graduation.
3) Remaining 50% have their first job within 6 months after graduation.
4) 80% of students are confident they can find an adequate job on their own

B. Meso:

   Academic Staff:
   30% of the academic staff is engaged in the employability programme through supervision of internships from design to graduation, Intervisions, focus groups.

   Employers:
   At least one Intervision involving employers, students and academic staff
Some results achieved so far

1) All our graduating students have their “personal marketing plans” ready one year ahead of graduation. Their search of internships matches their marketing plan.

2) All our graduating students understand the importance of early networking, positioning and having a communication strategy, all the way down to the design of the subject of an email.

3) All our graduating students understand the efficiency of targeted searching and the inefficiency of “spray and pray” strategies. Intervision sessions help in this aspect.

4) Our teaching staff supports our students in formulating their wishes, dream jobs and naming them, which is key for a successful search.

5) Our teaching staff has an increasing understanding of the importance of a trust relationship and of reducing the power gap with the student for the effectiveness of supervision and personal coaching,

6) Our teaching staff delivers dashboards to follow the monthly progress of internships and their alignment with career entry objectives.

7) 100% success for students who follow the whole process.
Summary and Conclusions:

• Employability is a lifelong learning process that requires adaptability and flexibility.
• At Mundiapolis University in Casablanca, we aim at preparing students for this through:
  • Embedding employability focus in the whole organization.
  • Integrating of employability skills development and assessment in the curriculum.
  • Developing job-oriented partnerships with employers early, at the level of definition of internships, their supervision and evaluation.
  • Pushing down the development of employability skills to freshman year and to high school.
  • Integrating learnings from coaching and internships in the curriculum through a continuous improvement process.
Paradigm shift

Teach to learn, to formulate problems, find solutions autonomously and communicate effectively

Develop research and employability skills
Listen to customers

University degree is to secure entry into career with sustainable advancement perspectives

Paradigm shift

Design and implement an employability programme
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7 Days to forget 80%

The “forgetting curve” was developed by Hermann Ebbinghaus in 1885.
Process for Employability Embedding in the Organisation

1. Explain
2. Engage
3. Execute
4. Exchange
5. Sync
6. Evaluate