

1. Die Wettbewerbsfähigkeit der Telekommunikationsindustrie.

Analyse des Produktionsverfahrens in den Unternehmen, um Schwachstellen zu identifizieren.

Identifizieren und charakterisieren die Dienste.

Einschätzung der potenziellen Nachfrage nach Dienstleistungen.

Zusammenkünfte zwischen Anbietern und Nachfragern koordinieren.

2. Unternehmensberatung für Telekommunikationstechnologie.

- Bereitstellung von Lösungen für Unternehmen, die sowohl technisch als auch wirtschaftlich umsetzbar sind.
- Verbesserung der Geschäfts- und Produktionsprozesse.
- Identifizierung verschiedener Technologien und Alternativen.
- Unterstützung bei der Umsetzung der gewählten Technologien und Alternativen.

3. Internationalisierung der Telekommunikationsdienste.

- Bereitstellung von Lösungen für die logistischen Aspekte, die für den Handelsaustausch erforderlich sind.
- Beratung bei der Personalverwaltung.
- Unterstützung und Beratung bei der Logistik.
- Unterstützung und Beratung bei der Bestandsverwaltung.
- Verwaltung der entsprechenden Genehmigungen und Unterlagen.

4. Gründung neuer Unternehmen und Allianzen.

- Identifizierung der Möglichkeit, Unternehmen mit dem Ziel zu entwickeln, einen Mehrwert in der Dienstleistung zu erbringen.
- Analysieren der Opportunitäten und Bedrohungen in diesem Sektor.
- Entwickeln Sie die Fähigkeit zur Innovation.
- Projekten evaluieren und verwalten.
- Suche und Ermittlung potenzieller nationaler und internationaler Partner.

WETTBEWERBSFÄHIGKEIT

VERBESSERUNG DER FÄHIGKEITEN von KMU,
auf die Marktnachfrage zu reagieren:

- Qualifizierte Techniker.
- Die Projektleiter.
- Ausbildender

LÖSUNGEN...

- ✓ Verwalten Sie Ressourcen systematisch mit kompetenten Mitarbeitern.
- ✓ Universitäten und Fachschulen bilden Persona aus.
- ✓ Allianz zwischen chilenischen und deutschen KMU.
- ✓ Internationale Zusammenarbeit zwischen Handelskammern oder -verbänden.

TELEKOMMUNIKATION



Vergleichende
Vorteile



- Erreichen
- Behalten
- Verbessern

Wo kann man den
Sektor verbessern?

Management/Internationalisierung

Produktion/Techno

Finanzierung/Projekte

Personal/ Partner

Innovation/Bereiche

Mktg / Digitalisierung

Eine strategische **Grundhaltung**
Eine kontinuierliche **Orientierung** an
der Umgebung

KMU

ausgereifte
Organisationen

neue Vorhaben

Überlegungen zu den Merkmalen
von Exzellenz

Problematik oder Produktive Verbesserung im Telekommunikationssektor

- Geografische Gebiete
- Investitionen in Kapital
- Humanressourcen



GLOBALISIERTE WIRTSCHAFTSBEREICHE

MASSNAHMEN zur Verbesserung:

- Die **Struktur** der TELCO-Industrie.
- **Strategien** öffentlicher Institutionen.
- **Wettbewerb** zwischen Unternehmen.
- Marktbedingungen und -faktoren.
- **Transparenz** und klare Regeln.
- Angemessene **Steuervorschriften** .
- **Makroökonomische Politik** zur Förderung von Investitionen.
- Preis nach **Angebot und Nachfrage** .
- **Bildung** entsprechend den tatsächlichen Bedürfnissen des Sektors.
- **Qualifiziertes Personal** in der Implementierung von Technologien.
- Solide und **engagierte Verbindung** zwischen den Sektoren öffentlich und privat.

KMU



Schwierigkeit auf den Märkten
erfolgreich zu bleiben.



muss

Informationen über
Marktchancen und
Marktentwicklungen,
Handelsbarrieren

ihren Käufern
Kredite zur
Verfügung stellen

Erhaltung einer
ausreichenden Marge
zum Ausgleich von
Währungsschwankungen

über geeignete
Vertriebskanäle
verfügen

KMU SOLLTEN ...

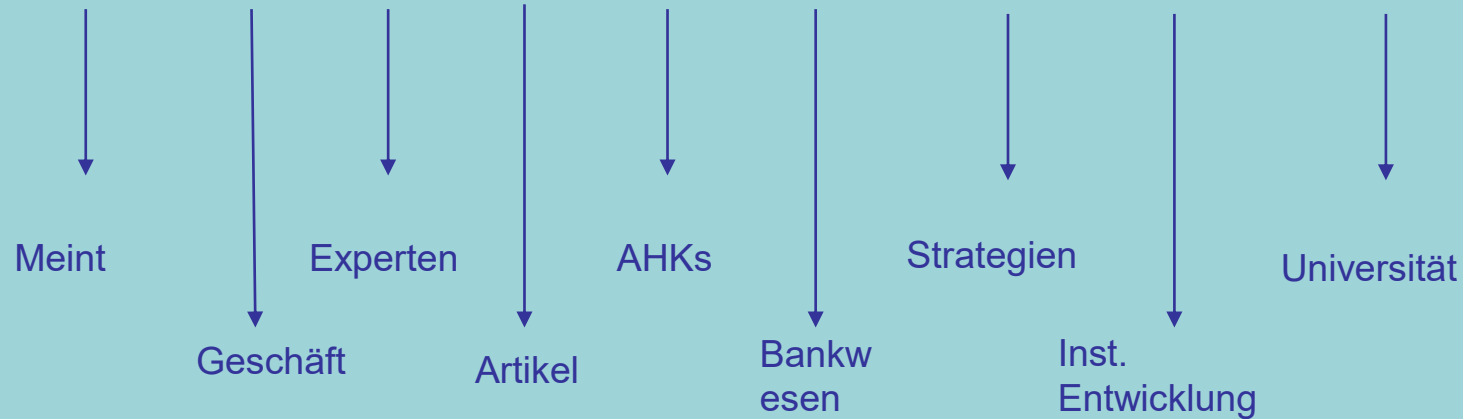


Die Strategie der Allianz auf dem
INTERNATIONALEN MARKT Allianzstrategie.

Allianzen auf verschiedener
Ebenen und Ziele.

DIE FRAGE!

Wie man Staat und den privaten Sektor motiviert?



Folgen . . .

WER KOMMT dann...

KMU-Unternehmen

Technologien

Maschinenbau

Kunden

Anbieter

Bildungsinstitut

Experten

Spezialitäten

Gesellschaft

Regierung



Technologische Plattform

WER KOMMT dann...

Kommen Sie auch!!!

Vielen Dank!!!

Technologische Plattform für die TELEKOMMUNIKATION

Wettbewerbsfähigkeit

Strategie

Internationalisierung

MSc . Ing. Harold Valenzuela Quevedo

Universität Leipzig – September 2022



Role of public agencies as intermediaries to foster HEI-business collaboration: the case of a New Zealand EDA

Jorge Chang Urrea


2022 Alumni Conference

Fostering University Business Collaboration for Employability Promotion

Leipzig, Germany, September 19, 2022

What is collaboration?

- **Collaboration** is a process through which several parties can explore their differences and search for constructive and mutually beneficial solutions that might not otherwise have been found (*Gray, 1989*).
- **Collaboration** consists in a series of interrelated activities undertaken by several organisations to address and solve shared problems and achieve common goals (*Melaville et al., 1993*).
- **Collaboration** involves combined activity by several agencies in order to increase public value by working together and not separately (*Bardach, 1998*).
- **Collaboration** is a mutually beneficial relationship entered into by several organisations with a commitment to a set of common goals, a jointly structure and shared responsibility. This relationship is based on trust and a shared vision (*Mattessich et al., 2001*).



Key results
of
collaboration

Find constructive and innovative
solutions

Increase value and growth

Achieve common goals

Build trust-based relationships

Role of the government in HEI-business collaboration

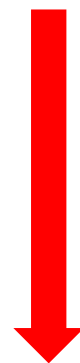
- **Foster and coordinate** HEI-private sector relations when public agencies are aware of the need of the business community (Lee & Yoo, 2007).
- **Improve** HEI-business collaborative environments, strategies, frameworks and mechanisms to enhance innovation, growth and competitiveness (Salem & Amjed, 2008).
- Governmental efforts can help **bridge** HEI-business collaboration gaps and provide political incentives for companies (Al-Agtash & Al-Fahoum, 2008).
- Government can **have an impact** on university policies and **provide** external inducements for universities to engage more actively in HEI-private sector collaboration (Welsh et al., 2008).

The example of a regional New Zealand Economic Development Agency (EDA) as **intermediary** to promote HEI-business collaboration



Economic Development Agency (EDA)

A regional
New Zealand
EDA as
intermediary



ChristchurchNZ™

Geographical location



A regional
New Zealand
EDA as
intermediary



Source: *ChristchurchNZ*

Why is *ChristchurchNZ* promoting HEI-business collaboration?

Main reasons

- **Christchurch** is the **second largest city** in New Zealand and the largest in the South Island (one third of the island's population live in the city).
- **Christchurch** is the **economic hub** of the South Island (it comprises around 40% of the island's GDP).
- **Christchurch** and the surrounding region has a **strong advanced manufacturing sector**, which during the last years has been boosted by fast-growing and innovative clusters (demanding high-skilled workers).



How is *ChristchurchNZ* promoting HEI-business collaboration?

- Constantly **analysing** and **engaging** with the innovation ecosystems of the city, especially the ones connected with local clusters.
- **Developing** processes to increase the number of high-value jobs through partnerships with local universities and businesses.
- **Finding** new ways to increase the competitiveness of local businesses.





ChristchurchNZ

EXPLORE
CHRISTCHURCH

How is *ChristchurchNZ* promoting HEI-business collaboration?

- **Conducting** regular research to analyse the situation of the city's labour market to know which economic sectors are experiencing skills shortages.
- **Working** closely together with two of the main education providers of the city to assess new options for skills development and to generate collaborative research projects (based on industry needs).
- **Promoting** entrepreneurship through partnerships with entities that help high-growth startups and innovators.

**EXPLORE YOUR
EDUCATION PATHWAY
IN CHRISTCHURCH
PLANNER**

Source: ChristchurchNZ

What are the projected outcomes of *ChristchurchNZ* for promoting HEI-business collaboration?


- The **creation** of approximately **600** long-lasting and high-value jobs between 2021 and 2025.
- The **creation** of around **1,600** short-term jobs between 2021 and 2025.



Thank you

Ngā mihi nui





**Impact of the Competencies of University Lecturers on
Employability Promotion: A Praxis Framework Based on
the Moderating Role of University-Industry
Collaboration**

**Presented by:
S. M. Misbauddin
Jashore University of Science and Technology, Bangladesh**

Contents

1. Background
2. Relationship of university lecturers' competence with students' employability
3. Conceptualizing lecturer competencies
4. Required antecedents for student employability promotion
5. Lecturer competency-driven employability promotion framework



Background

- ❖ The roles of universities, industries, and stakeholders in enhancing student employability are greatly recognized.
- ❖ Research on the holistic competencies of university faculty members is limited.
- ❖ Lecturers as early career academics need to have a blend of competencies to help students improve their employability skills.
- ❖ A framework should be developed to involve stakeholders in promoting employability.
- ❖ The lecturer competencies need to be integrated with the stakeholders' view for stimulating greater results.



Revisiting the concept 'Student Employability Promotion'

Employability can be viewed from three different perspectives (Bhatti et al., 2022; Lees, 2002).

Employer's perspective:

Employability is about someone having basic skills and experience.

Student's perspective:

Employability is about being attractive to employers, in terms of skills, knowledge and experience, and the articulation of these, so that they get recruited.

Revisiting the concept 'Student Employability Promotion' (Contd)

Employer's perspective:

Employability is about trying to develop students, through a variety of means to enhance their academic learning, broaden their perspectives and experience and enable them to actively enter the workforce.

Key Graduate Employability Skills

Mahajan et al.
(2021)

- digital competency
- business fundamental knowledge

Bhatti et al.
(2022)

- organisational skills
- problem-solving skills
- teamwork
- communication capabilities

Sato et al. (2021)

- consumer understanding and psychology
- business acumen,
- marketing
- network skills

Key Graduate Employability Skills

Ng et al. (2022)

- entrepreneurial skills
- work with team
- self-management

Senan & Sulphey (2022)

- Basic mathematical and statistical calculations
- Exercising leadership skills
- Negotiating acceptable solutions in different professional situations

Relationship of university lecturers' competence with student employability

- ❖ Educators need to be adept in delivering entrepreneurial courses that can ignite the entrepreneurial flair within graduates.
- ❖ 1% increase in the competence of lecturing team will lead to 0.66% increase in students' entrepreneurship intention (Iwu et al., 2019).



Relationship of university lecturers' competence with student employability (Contd.)

- ❖ The COVID-19 has necessitated new digital competencies of lecturers in online teaching and also blended learning through online and offline methods.
- ❖ Teachers should have the capacity to equip the students with generic and subject-specific employability skills e.g., leadership skills, communication, negotiation, teamwork, intrapersonal, and interpersonal relationship skills.



Conceptualizing the competencies of university lecturers

- ❖ Literature by some experts has recently studied the competencies of lecturers' role in the learning process in higher education (Rodríguez-García et al., 2019).
- ❖ Lecturers are considered to be the main actors who have a strong impact on student learning outcomes (Amhag et al., 2019).
- ❖ Employability depends on how students can internalize the job skills which make them prepared for job or entrepreneurial career.

Conceptualizing the competencies of university lecturers

- ❖ Educators need to have transversal competencies such as digital competencies and academic business coaching skills to make the students employable.



Notable Competencies of university lecturers (Contd.)

- ❖ Lecturer as an academic business coach
- ❖ Pedagogical competency
- ❖ Digital competence
- ❖ Competence to engage in academia-industry collaboration projects
- ❖ Capacity for knowledge transfer from industry to academia and vice versa



Notable Competencies of university lecturers (Contd.)

- ❖ Ability to work as entrepreneurship module trainers.
- ❖ Capability of using the requisite variety of methods (presentations, action Learning Sets, work experience, seminars, proctoring, tutorials, computer-assisted Instruction, independent study projects).



Explaining the key concepts of university lecturers (Contd.)



- ❖ **Ability to conduct blended teaching method:** During the COVID-19 period, a blended learning format became widespread due to health restrictions. This model, known as hybrid learning, combines face-to-face education with online attendance.
- ❖ **Capacity to promote the development of digital competence among students.**

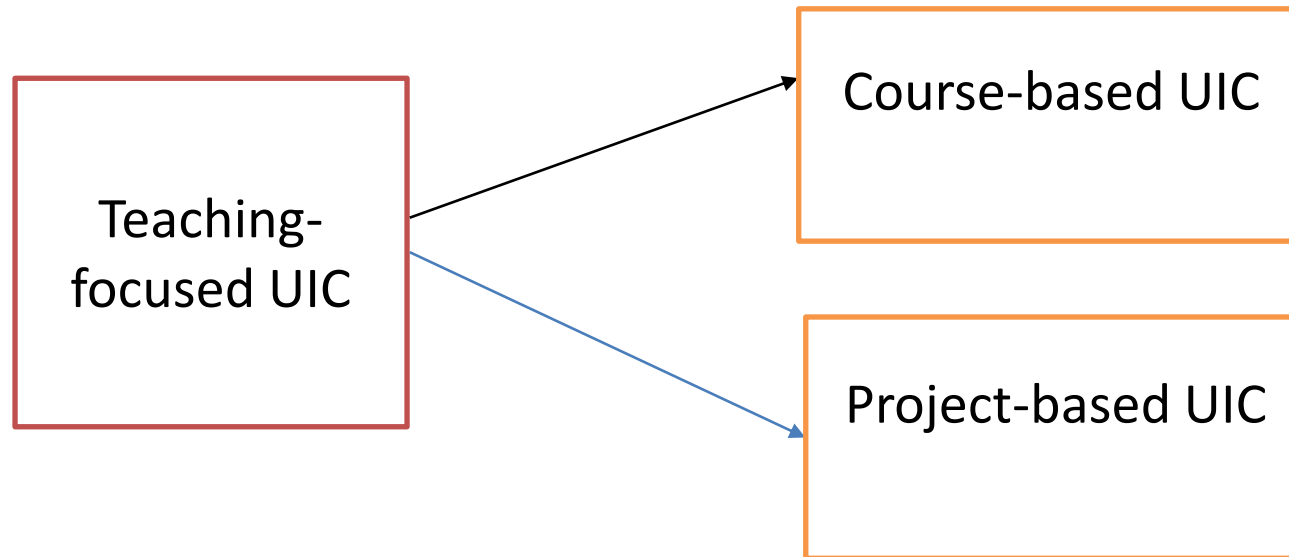
Explaining the key concepts of university lecturers (Contd.)



- ❖ **Ability to conduct Work-integrated learning (WIL):** A teaching practice that combines traditional academic study and exposure to the world of work. WIL encompass many forms of the program including work placements, internship, fieldwork, group project work, collaborative small group activities, sandwich year degrees, job shadowing, and cooperative education (Jackson, 2015).
- ❖ **Ability to conduct Problem Based Learning (PBL):** Murray et al. (2005) in their study found that PBL engages students to develop their Problem-Solving Skills, Communication Skills, Discipline Knowledge Building, and Personal and Interpersonal Development. Another study that has been done by Martin (2008) found that PBL enabled students to develop employability skills including lifelong learning skills and teamwork skills.

Competencies of university lecturers (Contd.)

- ❖ Capability to conduct two forms of teaching-focused UIC (University-Industry Collaboration): Course-based and project-based teaching collaborations, in enhancing two distinct types of employability competencies: generic and domain-specific employability competencies.



Competencies of university lecturers (Contd.)

- ❖ **Course-focused UIC:** It refers to collaborations between universities and corporations for teaching activities, developing curriculum, training students and academics, and setting up labs (Borah et al., 2021; Orazbayeva et al., 2019; Samuel et al., 2018).
- ❖ These include a) tailored degree programs, which are co-designed and taught by academics and industry staff around competencies which are wanted by the industry partner, and b) jointly organized courses, which are co-designed and taught by academics and industry staff around the research foci of their collaboration.

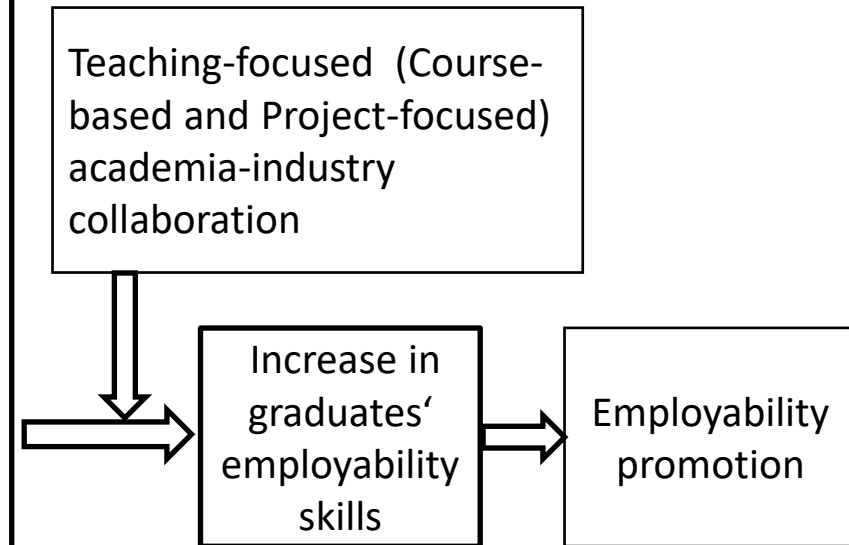
Competencies of university lecturers (Contd.)



- ❖ **Project-based UIC:** Two different forms of project-focused UICs:
 - a) student projects, which are part of the curriculum and are co-supervised by academics and industry staff,
 - b) thesis projects, which are co-supervised by academics and industry staff and are related to MSc and PhD dissertations (Kunttu, 2017).

Lecturer Competence Framework for student employability promotion

- Digital education competency
- Capability to act as academic business coach
- Pedagogical competency
- Competence to engage in academia-industry collaboration projects
- Ability to work as entrepreneurship module trainers
- Introduction of work-integrated learning (WIL) for students
- Starting Service-learning approach in pedagogy



Propositions from the lecturer competency framework

- Proposition#1: University lecturer competencies positively influence the graduate employability.
- Proposition#2: University lecturer competencies help increase the graduates' employability skills
- Proposition#3: Graduates' employability skills have positive association with students' employability.
- Proposition#4: Teaching-focused academia-industry collaboration has a moderating effect on the relationship between lecturers' competency and graduates' employability opportunity.

Propositions from the lecturer competency framework



- Proposition# 5: Lecturers' competency to act as academic business coach positively influences graduates' employability opportunity.
- Proposition# 6: Lecturers' digital education competency positively influences graduates' employability opportunity.
- Proposition# 7: Lecturers' pedagogical competency positively influences graduates' employability opportunity.
- Proposition# 8: Lecturers' ability to work as entrepreneurship module trainers positively influences graduates' employability opportunity

Propositions from the lecturer competency framework

- Proposition# 9: Lecturers' competence to engage in academia-industry collaboration projects has positive impact on employability.
- Proposition# 10: Lecturers' ability to Introduce work-integrated learning (WIL) for students has positive influence on employability.
- Proposition# 11: Lecturers' competency to start Service-learning approach in pedagogy positively influences graduates' employability opportunity.

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Thank You

S. M. Misbauddin
Lecturer, Department of Management
Jashore University of Science and Technology, Bangladesh
E-mail: sm.misbauddin@just.edu.bd
Web: <https://just.edu.bd/t/smmisbauddin>



FACE^{IT}

**Faculty Competencies Enhancement
International Training Program**



Agenda

1. Competencies
2. Operationalization
3. Resources
4. Barriers & limitations

GENERAL OBJECTIVE

To enhance the competencies of faculty at Higher Education Institutions (HEI) for fostering students' employability (skills, opportunities and knowledge)





COMPETENCIES

Classification

3 TYPES OF COMPETENCIES

Technical

- Student Centric Approach
- Ability to conduct service learning programs (SL)
- Ability to synthesize
- Time management
- Pedagogy
- Digital competence
- Approachability

Intrapersonal

- Critical Thinking
- Innovation & creativity
- Passion
- Problem solving
- Self-starter (initiative and proactiveness)
- Positive disruptor
- Stamina
- Patience
- Multi-tasking skills

Interpersonal

- Communication
- Networking
 - Industry
 - Academia
- Empathy
- Flexibility
- Leadership
- Multicultural skills
- Language skills



HOW?

International Training Program

Operationalization of the Training Program



Online Training Program

- Zoom/Team sessions
- Participants from all over the world
- 3 months long
- Selection of the best performers to the next phase
- Free of charge to all participants
- +100 participants



One physical event per year

- Two weeks in-person event
- One continent per year
- "Training the trainers event"
- 30 participants (by invitation only)



Impact and Follow-up

- Online Event
- 3 months long
- 30 participants (by invitation only)
- Designing training sessions for the next generation of trainers
- One physical event per region



RESOURCES NEEDED

Get this done!

3 TYPES OF RESOURCES

Material

- Digital platforms
- Travelling
- Funds
- Trainings
- Books
- Printing material
- Website
- Media
- Field trips & parties (networking)
- *Royalties (for us)*

Cognitive

- Academic experts
 - Methodology
 - Curriculum Designers
 - Training Designers
- Website Designers
- Social media managers
- Content creators
- Content managers
- Admin. Support

Social

- Universities & think tanks
- Governments (Ministries of Education & policy makers)
- Funding Organizations
- Private institutions
- Accreditation bodies
- Local communities & students



BARRIERS

The challenges

Internal

External

Controllable

- Localization of content
- Budget limitations
- Uniformity of instructors

- Resistance to change by participants
- Participants' mindset
- Internet issues
- Infrastructure
- Availability of time for participants

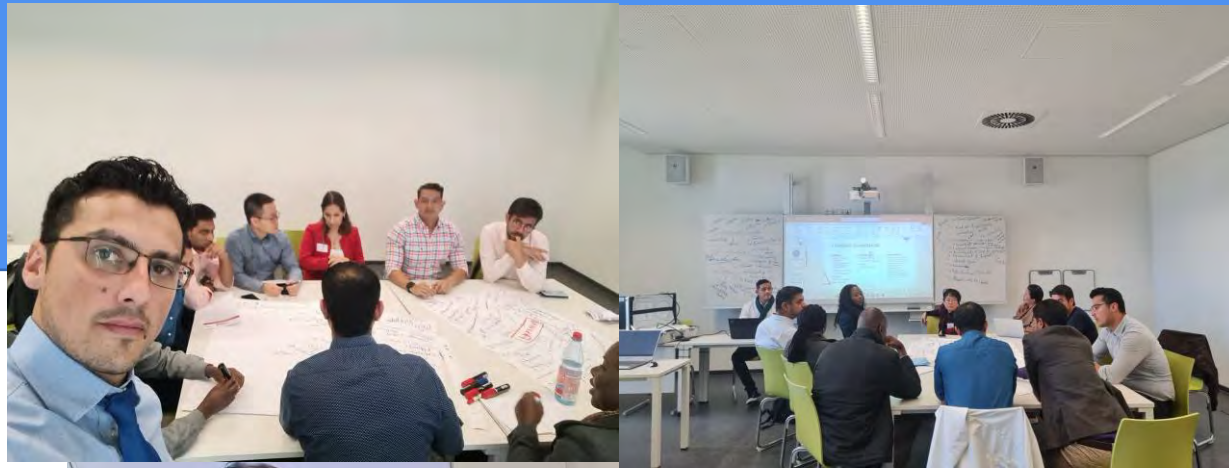
Barriers & Limitations

Uncontrollable

- Measurement of impact
- People with macbooks

- Travel restrictions
- Language barriers
- Bureaucracy
- Diversity of participants
- Time zone issues

TEAM





Thanks!



3/9/20XX



FACE^{IT}

**Faculty Competencies Enhancement
International Training Program**

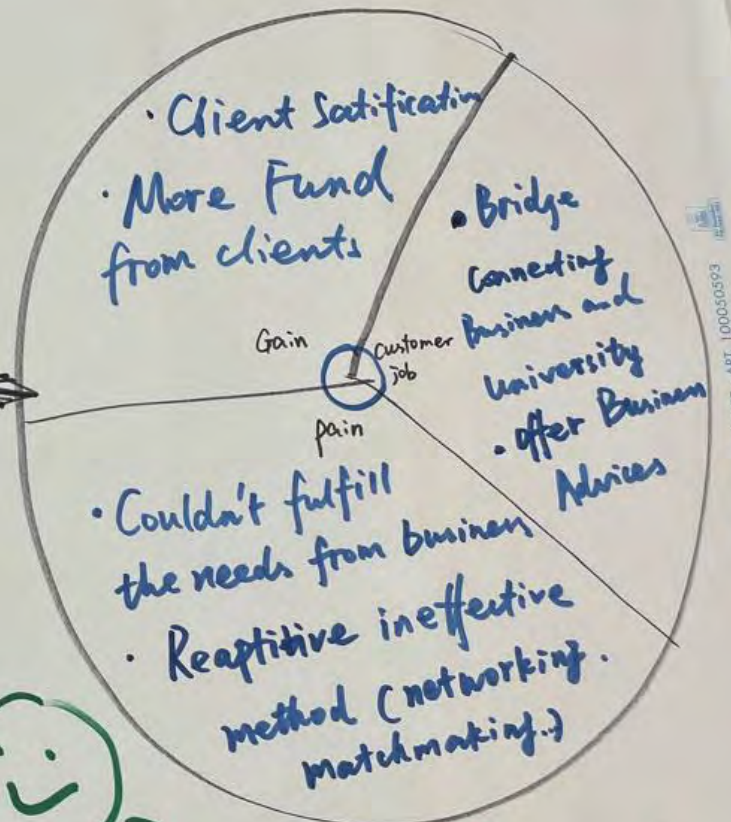
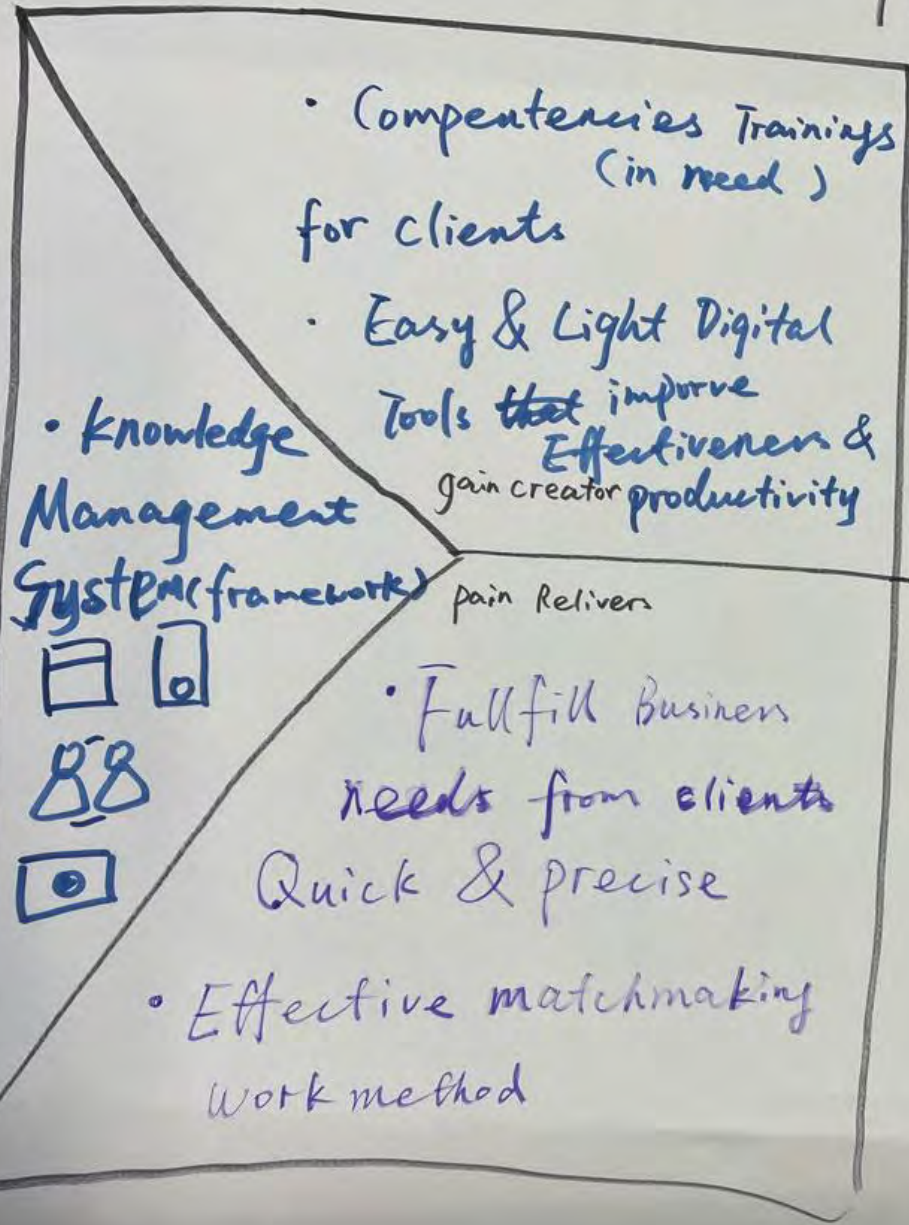
s e p t

small enterprise promotion + training

VOCATIONAL COMPETENCY TRAININGS



THE Value Proposition CANVAS



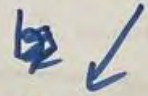
Business Association Chamber

Q1 What?

Link between business community and University graduates/job seekers

- Business Chamber | University graduates

USP = a) Platform/Website/App for gap analysis a)))



Communicate with university to develop training models

b) Develop training modules ^{for} inhouse / dot for university lectures

b) Benefit from the training models

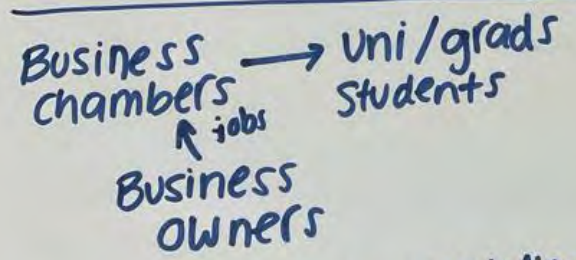
Key component;

Vocational competence certificate program

↳ This project is a framework

- Update skills
- employability
- what domains have this problem?
fields

* Why? People don't have the option to update their skills.] Agility
Adapt to the new market needs



- Networking
- dialogue
- MOU → what is needed
- specific skills for specific sectors
- outside unis
↳ copy & adapt frameworks

- » capacity building to associations
- » strengthen associations'

Support chamber of commerces' capacity in market oriented services