In the age of industry 4.0, the world and workforce are changing very quickly, and our universities are under significant pressure to evolve to meet these challenges. In an increasingly competitive space, students are choosing providers who will give them the flexibility and outcomes required for this new world. This presentation will introduce the way that Western Sydney University (WSU) have employed Industry 4.0 technologies to automate and expand the reach of services in turn promoting higher levels of student engagement & success. The sustainable practices ensure that the services can scale across our complex environments achieving more with less.
Welcome

Jackie Simpson

Over 25 years of experience in assisting clients to achieve their career goals and dreams through the transformative process of education. She has extensive experience in designing, delivering, managing and evaluating student focused programs in higher education, community and secondary school environments. Drawing on a wide range of classic and contemporary career development theories such as those of John Holland, Donald Super, Norm Amundsen, John Krumbolz and others, Jackie partners with students to assess their interests, values and preferences both through formal assessments such as MBTI and informally through experiential activities and interviews.

Madoka Koba

Madoka is the Client Support Manager for Asia Pacific and has been supporting CareerHub clients for over 3 years. She enjoys engaging with clients assisting them solve their day to day challenges within the CareerHub space. Madoka has a love for reporting & BI analysis working with many customers to help understand the impact they are bringing to students and the associated institutional ROI. All of our customers know Madoka very well and see her as the ultimate trusted advisor, being there to help guide them through a challenge to successful resolution.
Challenges Facing Higher Education Today

- Operating in a global market remains crucial for institutional success.
- Students expect a more lucrative return on investment (ROI).
- Rising tuition costs and lack of reliable, long-term funding.
- Increasing need for public engagement and links with local businesses.
- The need and demand for new technologies are on the rise.
Today's higher education also:

- Increasing university focus on employability agenda
- Demand for interactive online services - available 24/7 across
- Demand to increase scalability
- Very little funds to purchase software.
- No time to train or hire technical specialists.
WSU Point of Difference

77.7% of Western domestic students come from Greater Western Sydney

- 66% ARE FIRST IN FAMILY
- A GLOBAL CITY
- THIRD LARGEST ECONOMY
- EXPLOSIVE POPULATION GROWTH
- VARIED SOCIOECONOMIC CONDITIONS
- MULTICULTURAL

- 10 CAMPUS
- 4 CAREERS ADVISERS
- 80% STUDENTS WORK PT
- 45,000 STUDENTS
Western Sydney University delivers through CareerHub - online career service platform.

CareerHub brings all these activities together in the one place.
UNDERSTAND SELF

LO1 Identify and articulate knowledge, attributes and transferable skills developed by one's degree and life experiences
LO2 Identify and articulate interests, values and personal style
LO3 Identify and articulate strengths, limitations and areas requiring further development
LO4 Understand how external influences and personal priorities may impact on career options

EXPLORE OPTIONS

LO5 Demonstrate knowledge of general labour market trends and career options
LO6 Relate self-awareness to knowledge of different opportunities
LO7 Demonstrate understanding of the requirements of employers who recruit graduates
LO8 Demonstrate awareness of alternative career opportunities including entrepreneurship, self-employment and innovation

TRANSITION TO WORK

LO13 Demonstrate readiness for a workplace experience
LO14 Demonstrate understanding of effective opportunity search strategies
LO15 Apply strategies for opportunity generation
LO16 Apply understanding of recruitment/selection methods to written applications
LO17 Demonstrate ability to present oneself effectively in selection interviews

PLAN AND CONNECT

LO9 Identify the key elements of career related decision making
LO10 Identify challenges and obstacles to success and strategies for addressing them
LO11 Build networks and connect with professionals in one's field
LO12 Develop and implement a short/medium term career development action plan

Adapted from the DOTS Model - Tony Watts/AGCAS 2005/6
The Tornado – Responding to Change
Curate Career development activities into programs

UNDERSTAND SELF

This one is a big deal. If this part isn’t right, then the whole thing falls over! Knowing who you are, what you value and what motivates you is crucial to effective career decision making. This section goes back to basics, focusing on identifying your interests, skills, influences, strengths and limitations to build a picture of what makes you... well you. The story of you is complex and fascinating and this section will help you to tell it and own it. Be warned, this section requires some introspection, but having a good understanding of self sets a strong foundation for a long and fulfilling career.

U1: IDENTIFY AND ARTICULATE KNOWLEDGE, ATTRIBUTES AND TRANSFERABLE SKILLS

IDENTIFY YOUR GRADUATE ATTRIBUTES

Time: 30 mins  Points: 5
Submit ‘UNDERSTAND SELF: Identify your graduate attributes’

IDENTIFY YOUR TRANSFERABLE SKILLS

Time: 30 mins  Points: 5
Submit ‘UNDERSTAND SELF: Identify your transferable skills’

U2: IDENTIFY AND ARTICULATE INTERESTS, VALUES AND PERSONAL STYLE

IDENTIFY CHARACTER STRENGTHS

Time: 30 mins  Points: 5
Submit ‘UNDERSTAND SELF: Identify character strengths’

SEEK FEEDBACK ON CHARACTER STRENGTHS

Time: 1 hour  Points: 10
Submit ‘UNDERSTAND SELF: Seek feedback on character strengths’

CONDUCT A SKILLS AUDIT

Time: 30 mins  Points: 5
Submit ‘UNDERSTAND SELF: Conduct a skills audit’

DEVELOP TRANSFERABLE SKILLS

Time: 30 mins  Points: 5
Submit ‘UNDERSTAND SELF: Develop transferable skills’

IDENTIFY PERSONALITY STRENGTHS

Time: 1 hour  Points: 10
Submit ‘UNDERSTAND SELF: Identify personality strengths’

U3: IDENTIFY AND ARTICULATE STRENGTHS, LIMITATIONS AND AREAS REQUIRING FURTHER DEVELOPMENT

IDENTIFY CHARACTER STRENGTHS

This online questionnaire will help you to discover your character strengths and identify areas that may require development.

SEEK FEEDBACK ON CHARACTER STRENGTHS

Ask three different people about your character strengths and compare their perspectives with the results of your VIA Character Strengths Survey.

CONDUCT A SKILLS AUDIT

Identity areas of strength and areas requiring further development using a short self reporting skills audit

DEVELOP TRANSFERABLE SKILLS

Recognise your transferable skills and skill-gaps, and to create a plan for developing and/or improving them.

IDENTIFY PERSONALITY STRENGTHS

Identify the strengths and weaknesses of your personality type using the 16 Personalities test.

U4: UNDERSTAND HOW EXTERNAL INFLUENCES AND PERSONAL PRIORITIES MAY IMPACT ON CAREER OPTIONS
Curate Career development activities into programs
Observe student responses and provide feedback

UNDERSTAND SELF: Seek feedback on character strengths

Self-reflection can be difficult, so it is valuable to get feedback on your character strengths and weaknesses from others. Self-awareness is often tested by employers during interviews. It is often framed as an interview question such as: "How would your previous boss describe you?" or "What would your colleagues say is your greatest strength in a team situation?"

According to the VIA Institute on Character, character strengths are "our core capacities for thinking, feeling, and behaving in ways that can bring benefit to us and others." The VIA Survey is a simple self-assessment that takes less than 15 minutes and provides a wealth of information to help you understand your character strengths.

If you have not already taken the VIA Strengths Survey please do so now. Save these results and use them to complete this activity.

This page will timeout if you do not click 'Submit' or 'Save Draft' within 30 minutes. Clicking either option after 30 minutes will make you lose your answers.

We encourage you to continually save your responses as a draft to ensure what you have entered is not lost.
Were the results of your VIA Character Strengths Survey the same as your interview results? Why do you think this is/is not the case?

Seeking feedback is a valuable skill that requires practice. How did you find the process of interviewing your contacts? Was it easy or difficult? Why?

How might knowing about your character strengths assist you in the future?

---

Comments about your submission
You may receive feedback on what you have entered into this form submission. If you do, this will be shown below. There is no need to write anything in this space.

* This activity:

Feedback on your submission
You do not need to enter any information here. This is being used by Careers Advisors.

---

Submission ID | Feedback on your submission
---|---
105997 | No, because the way people see me in person and the questions that are asked by a computer reflect different strengths. It was easy because I already knew these people, but the difficulty was getting them to take it seriously in the first place, which may be why my top strength is humour I guess.

105585 | Some people have different perspectives of one another. Not everyone has the same opinion.

105285 | Asking a different range of people whether it is a personal or professional who know who you are.

Feedback on your submission
Hi Andrew, you listed Perspective in your top three strengths according to your VIA survey in your previous submission. It’s interesting that your contacts picked up on Perspective and Teamwork also. Seeking feedback is a valuable exercise and you are correct, definitely from both people you know personally or professionally. Knowing your strengths can also assist you in pursuing and moving onto new opportunities you would be great at. Paryn

Feedback on your submission
Hi Christopher, your bravery and self-regulation traits are demonstrated by you seeking feedback from people to complete this activity. Well done. Knowing your strengths can definitely assist you in figuring out where to go in life, particularly when seeking and applying for employment opportunities. Paryn.
Automate Processes

- Automates customised response
- Groups students according to choice
- Add them to a workflow of activities
Can be used as an assessment item

Working in Professions (200914)  Jackie Simpson

ASSESSMENT REQUIREMENT 2

Complete 8 from the following activities to satisfy the requirements of Assessment 2, No. 2.

1. 4 from Networking
2. 4 from Job Applications

These activities will support the portfolio requirements for this course.
Networking is the development of personal, professional or academic relationships to assist you with your career development. You might be surprised to know that you already have a network. Your family, friends, co-workers, and lecturers are a network of people that may be able to support your career progression. Identifying your existing network is a good starting point, then you can work at growing your network.

There are many different ways you can expand your network. You can meet people in person. You can network online on websites such as LinkedIn and Facebook. You can also network during industry-related events, such as the employer events hosted by Western Sydney University Careers.

As a result of successful networking, you can get first hand information about what’s happening in your field of interest, job specific advice, job hunting tools, and employment opportunities. Many job opportunities do not get advertised simply because the employer already knows someone that is the right fit for the role. You have probably heard the saying ‘It’s not what you know, it’s who you know’. You could be one of those people who gets a job as a result of successful networking!

One way to network successfully in person is to have a prepared elevator pitch. An elevator pitch is a brief persuasive speech that you can use to spark interest from potential employers. It is a way to share your expertise, interests, credentials and goals quickly and effectively with people who do not know you. An elevator pitch should last no longer than 20 to 30 seconds (a short elevator ride—hence the name).
INSTRUCTIONS

1. Read the ‘A quick guide to writing your elevator pitch’ article by Lawrese Brown (idealisticareers.org).

2. Check out this short video on ‘Job Search Tips (Part 12): How to give a great elevator pitch’. You can’t escape that it is an American video, however the information is all just as relevant here in Australia.

ACTIVITY

Imagine you are stuck in an elevator with a person who can offer you your dream job! This is a great opportunity to introduce yourself and deliver your elevator pitch. How can you spark interest and persuade this person to consider hiring you? What might you tell them about yourself in 20 to 30 seconds?

After reading the information and the example elevator pitch in the article, write your own elevator pitch. You may want to address the following:

- Who you are
- What you do
- What your goals/ strengths are
- Where/ how you expect to achieve your goals

Note: Remember your elevator pitch has a time limit of 30 seconds so ensure that it is clear, concise and to the point.

* Paste your final elevator pitch here.
<table>
<thead>
<tr>
<th>Submission ID</th>
<th>Elevator Pitch</th>
</tr>
</thead>
<tbody>
<tr>
<td>121582</td>
<td>My name is Petrina Chand. I'm a final year student studying Bachelor of Medical Science, majoring in Biomedical Science. My strengths are that I'm determined and passionate. My future goal/career is to get into Doctor of Medicine and become an inspiring Dermatologist.</td>
</tr>
<tr>
<td>120738</td>
<td>Hello, my name is Mustafa. I am a student at Western Sydney University. I am currently studying Accounting and am realising that it is my passion and that I would want a career in the field so I could learn and challenge myself and hopefully succeed. I have great customer service experience in case I need to speak with clients and also have previous admin/excel experience so I think I will learn fast at the job and will hopefully achieve my goals and the company's goals throughout this job position.</td>
</tr>
<tr>
<td>120680</td>
<td>My name is Abbie Williams. I am in my third year studying a Bachelor of Information Systems at WSU. I am passionate about what I put my mind to, have willingness to improvise. I am flexible and adaptable to new/changing environments. My qualities also include being a great listener and strong communication skills and teamwork. I value honesty, loyalty and trust. I value the sense of every person having a fair and equal say and the right to feel safe and comfortable in a team based setting. My interests/hobbies are going to the movies and watching foreign TV series. I enjoy saving up and travelling the world. I am interested in crime documentaries. My hobbies also include spending time with my family playing board games and bonding over dinners, playing with my dog, going out for breakfast and visiting the beach. Thank you for your time.</td>
</tr>
<tr>
<td>120081</td>
<td>Good Morning/Afternoon my name is Jackson Fairbrother, I currently work as ... and am looking to get into ... My goals are strengths are (tailor it to the business) and look to achieve these goals in an efficient manner. If you had the time I would love to grab a coffee and hear of your story.</td>
</tr>
<tr>
<td>120071</td>
<td>Hello, I am Mahfuzur Kazi, student of Western Sydney University. I have acquired knowledge from my Bachelor business degree majoring in Accounting. I have learnt to solve problem, work with team, get things done on time, great work ethics, follow instructions. I would love to apply these experience to your institution that I have gathered over the years.</td>
</tr>
</tbody>
</table>
Monitor progress
6. Provide quality control

**EVALUATION**

- I am submitting this activity as part of:
  - Career Launch

- Help us improve this program by telling us how you found the activity.
  - This activity was interesting: Neither agree/disagree
  - This activity was useful: Neither agree/disagree
  - I learnt something new: Neither agree/disagree

- Approximately how long did you spend on this activity?
  - 1 - 1.5 hours
## Outcomes

<table>
<thead>
<tr>
<th>Previously</th>
<th>Now</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passive learning – reading resources</td>
<td>Active learning – undertaking activities</td>
</tr>
<tr>
<td>Random choosing of resources</td>
<td>Curated experience</td>
</tr>
<tr>
<td>No knowledge of the learning</td>
<td>Heightened understanding of the student experience</td>
</tr>
<tr>
<td>Curriculum engagement was usually through occasional guest lectures</td>
<td>Scalable online resource that can be embedded into subjects</td>
</tr>
</tbody>
</table>
Introduction to Symplicity & CareerHub

Madoka Koba, Support Manager, Asia Pacific
Symplicity Student Services Suite
Empowering institutions to foster a positive, unified student experience

A unique offering of Professional and Strategic Consulting Services are available in our suite

CareerHub Skills and Engagement Careers Services Platform
UniHub Engagement, Skills Tracking & Career Readiness at institution-wide level
CareerHub Central: Multi-Posting Job Platform
Accommodate Disability Services Management
ADVOCATE Conduct, Student Wellbeing & Intervention Management
RESIDENCE Housing Management
CSM Careers Services Management
**Workflows**
- Organised core capabilities into structure

**Forms**
- Create Customised processes

**Student Interface / work groups**
- Access through Central Landing Page
- Contextual interface based on Organisational Requirements

**Integration**
- Leverage student data
- Connect with strategic partners

**Appointments & Events Management**
- Create, manage and track student engagement

**Resources**
- Develop key resources

**Reporting Capabilities**
- Transactional Reporting
- Progress Tracking
SUCCESS STORY

QUT improves student event engagement by 5x
Queensland University of Technology, Australia

“Symplicity’s solution has transformed the way we manage and track student event attendance leading to higher student engagement, reporting and student satisfaction whilst reducing operational costs.”

DR. ALAN MCALPINE - ASSOCIATE DIRECTOR, STRATEGIC PARTNERSHIPS, STUDENT SUCCESS GROUP, QUT

Challenges

- Low visibility into student events engagement
- High costs in maintaining multiple, inconsistent event management tools
- Poor student experience
- Inconsistent interfaces for students to find events

Solutions

- Unified event management across the university
- Security model enables events to be kept private or shared across university
- A collaborative approach using events

Results

- Increased student engagement by 491%
- More effective IT operations with less costs
- Centralised place to track student engagement
- Improved business intelligence for engagement tracking with increased visibility
- A single site for students to engage with events
- Enables unified staff training
- Ability to track skill development campus-wide
Thinking Outside of the Box: Strategies for Innovation

- **Workshops**
  - Thu 30 May 2019, 4:00 PM to 5:00 PM
  - Arlington

### Session
- Thu 30 May 2019, 4:00 PM to 5:00 PM
- ![Book](#)

### Description
Thinking outside of the box can be one of the most difficult things to do. Free yourself from assumptions, misconceptions, and inherited approaches to solving problems. In this workshop you will work in small teams in a series of exercises designed to attack difficult and unusual problems. Teams will compare solutions and approaches to unlock the power of creative thinking and collaboration. The workshop is based upon the principles of design thinking and rapid prototyping to develop novel approaches to solving problems and creating approaches that improve upon past thinking. 4 hours.
Drastic Increase in Student Engagement Tracking

Shift from a departmental to an enterprise-wide approach at Queensland University of Technology
University of Edinburgh innovates with a new approach to student skill development

Scotland, United Kingdom

### Challenges

- Ineffective and low engaging student skill development system
- Limited ability for students to effectively search for activities based on skills
- Limited collaboration abilities with other university sections and externally
- Unable to track and monitor activity and skill development

### Solutions

- Allows skills to be added to any engagement point like events, videos, activities or documents
- Added widgets to interface for skill development opportunities search
- Students only see content relevant to them
- Flexibility to build multiple interfaces
- Highly configurable, secure system

### (Expected) Results

- Activity engagement increased enormously
- Centralised place for students to find and reflect on skill development opportunities
- Ability to effectively measure and monitor skill improvement
- Higher engagement rates through user-friendly interface and use of widgets
- Increased collaboration between people, departments and providers, internally and externally

“Once the full functionality is available, MyDevelopmentHub will offer a step-change in provision for students and staff”

STEVE NORMAN - CAREERS CONSULTANT, UNIVERSITY OF EDINBURGH
USC provides a platform for students to seamlessly access support and services

**Challenges**
- Difficult to track event attendance
- Department initiatives going unnoticed

**Solution**
- Kiosk integration with UniHub
- Developed multi-work group sites and created new student content sites
- Reduced admin overhead
- All student services accessible through a single platform

**Results**

"The CareerHub solution will provide a single platform for students to access key services across ten support departments, improving student engagement on campus and reducing process overheads."

Nikki Hinshelwood – CRM ADMINISTRATOR, STUDENT SERVICE AND ENGAGEMENT, USC
Introducing

UniHub®
Track Key Engagement Tied to Skill Development and Career Readiness with UniHub

**Track All Activities**
Tag key activities with expected skill development and categories

**Increase Engagement**
Students are encouraged to engage with activities

**Introduce Gamification**
Promote more engagement with gamification

**Manage Opportunities**
Manage internal university opportunities and curate from other sources

**Tailor the Student Experience**
Recommender algorithms work to present students with relevant activities

**Encourage Improvement**
Students are prompted to reflect on skill development
How do you measure impact?
Would you like to connect?

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