

STEP
BY
STEP



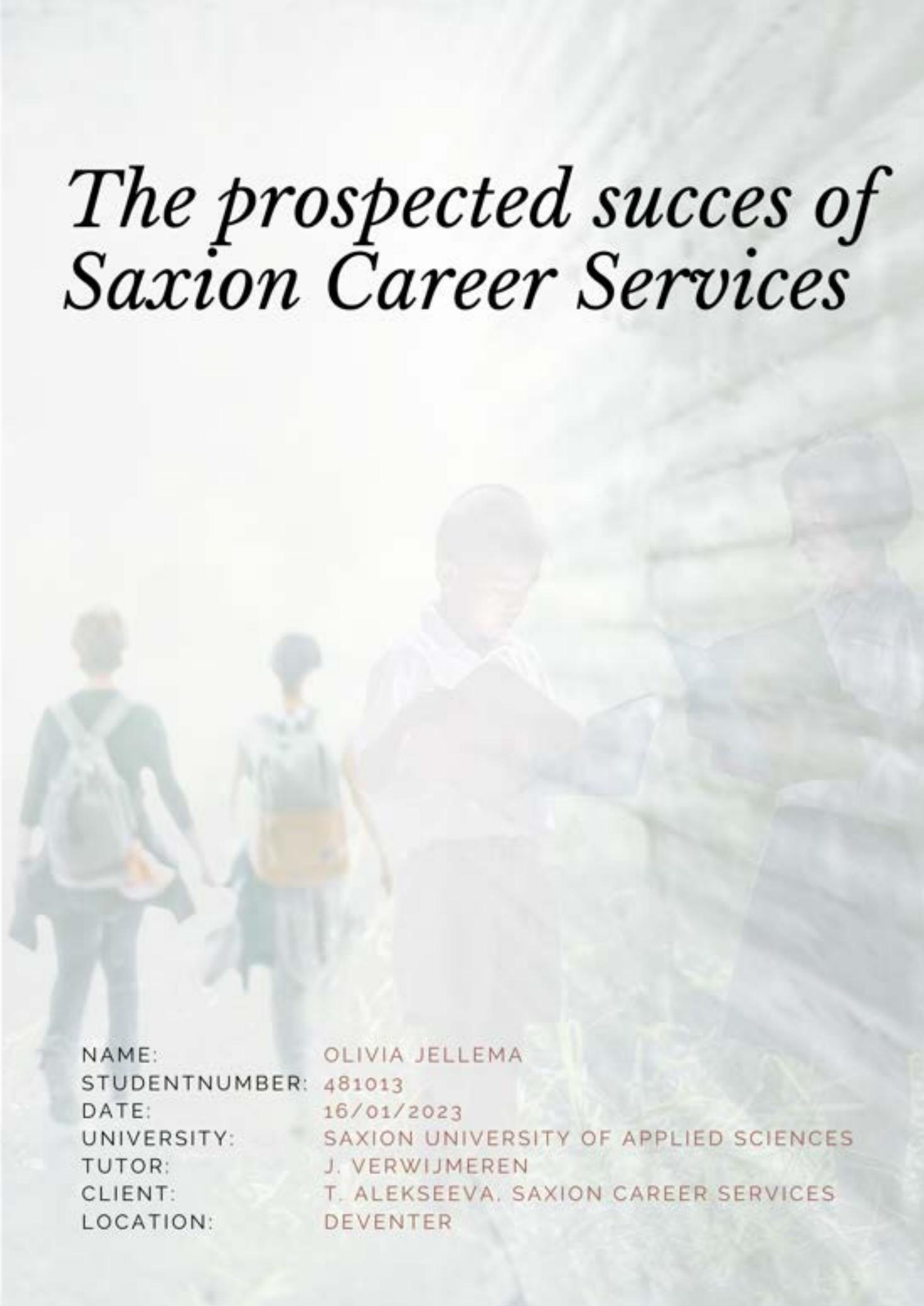
Communication plan

*The prospection
of Saxion
Career Services*

BY OLIVIA JELLEMA



The prospected success of Saxion Career Services



NAME: OLIVIA JELLEMA
STUDENTNUMBER: 481013
DATE: 16/01/2023
UNIVERSITY: SAXION UNIVERSITY OF APPLIED SCIENCES
TUTOR: J. VERWIJMEREN
CLIENT: T. ALEKSEEVA, SAXION CAREER SERVICES
LOCATION: DEVENTER

Preface

In front of you you find my thesis with the subject of the wishes and needs of students studying at Saxion University in regards to the offered services by Career Services. I have written this thesis as a final academic document of my study program of Tourism Management.

The document is intended for the project team of Saxion Career Services as well as its direct partners. Other parties that can benefit from this document are the 12 academies within Saxion, as well as Saxion Part-time school. Other universities offering similar services to develop their students' career might also be interested in the outcomes of my research, as a lot of the information is applicable to their students as well.

During the period between September 2022 and January 2022 I have enjoyed working and brainstorming with the entire team of Career Services, with in particular Rosanne Eeftink, who I have worked with closer during this time.

I want to thank Tatiana Alekseeva on behalf of Career Services, for offering me the opportunity to research the wishes and needs of other students at Saxion University, and for the guidance I have received during the entire process. As a student who has switched between studies myself, it has been a more than eye-opening project.

In addition much appreciation goes out to each student who has voluntarily participated in the survey. Without them, it would have been impossible to provide my client with an overview of what the students of Saxion University's wishes and needs are.

In particular I want to pay my gratitude to Joris Verwijmeren, my tutor throughout the past semester, for his knowledge and contribution which has absolutely helped me in delivering the best possible final product.

Moreover, I want to thank my study career counsellor Marieke Rijpma for taking the time to have genuine conversations with me about what direction I liked for my thesis and after, but also the occasional coffee breaks during the semester where she was always able to inspire me with encouraging and motivating words when this was much needed.

Lastly I would like to thank my peer group for the weekly meetings, where we were able to help each other out with our projects, yet also got the chance to relieve some stress at the same time.

Olivia Jellema
Deventer, 16/01/2023

Management summary

This professional product is created for Saxion Career Services, as a supporting service of Saxion University. The client is looking for ways to enhance communication towards students and a way to put their wishes and needs into practice.

Saxion Career Services is a supporting service of Saxion University, where students can join activities which support their career path. Workshops that are offered include but are not limited to resume writing, intercultural sensitivity and how to start your own business. Other activities are networking events with professionals from the field and a career café where students can engage with Saxion Alumni. The team of Saxion Career Services has started a few years ago and is built up from various other departments within Saxion, such as International Office, Businesspoint, student deans, an HBS teacher, study career counsellor and a student psychologist. Since starting Saxion Career Services, no valid research has been done to surface the actual wishes and needs of students in regards to how they would like to receive the support, and whether or not students are even aware of the fact that the service exists. Moreover, Career Services wants to grow and learn from the way other universities tackle the support of students in regards to career development.

This document provides Career Services with ways on how to develop in order to provide students with the intended support. The information is gathered for Career Services by means of asking the following management question 'How can Saxion Career Services successfully fill in the wishes and needs of her students in regard to study support?'. The answer is collected by several analyses, amongst which are a trend analysis, target group analysis, best practise analysis and an analysis amongst the students for their actual wishes and needs regarding study support. The research questions that are formulated to obtain the needed input are": "What are trends and developments regarding education and career development?" "What are characteristics of university students who could wish to make use of career support?" "How do other universities offer career support to their students?" and "In what way do university students wish to make use of career support at Saxion?".

The answers to these research questions are gathered by the means of several research methods. The main research method is a case study, focused on the specific case of Career Services at Saxion University. Data regarding the best practice analysis as well as the wishes and needs research is gathered by using the stages of the customer journey as a research model. These stages focus on the entire journey a customer goes through when purchasing an item, or in this case, the stages a student goes through when participating in activities of Career Services. For the best practice analyses a selection of universities is analysed by the means of document analysis and thus qualitative research. The data of the wishes and needs of the students is gathered through quantitative research by the means of an online survey. A total of 224 students have participated in the survey, coming from all 12 academies as well as the Saxion Part-time school. No students were excluded from participating in the survey, for the best total overview.

The analysis of the research's findings show that the current target group mainly consists of Generation-Z students, divided between Dutch and International students. The job market moves to a skill-based market, according to the trend analysis. Besides that, interactive learning creates a more dynamic learning environment. Generation Z learned to believe what influencers share through social media platforms, over using encyclopaedias.

The survey amongst students shows that merely 15% of the questioned students are familiar with the services offered by Career Services. The other 85% has either never heard of Career Services or is not familiar with what activities can be undertaken as offered by Career Services. On average students find a time of 1,5 hours perfect for a workshop or activity, and are most interested in workshops with themes such as a job interview, internship abroad or networking. Ideal for students is to attend activities at the same location as where their study is situated and in the afternoon. With this little awareness the phases of retention and advocacy of the student wishes and needs are not researched.

Apart from applying the knowledge on what the students want and need, the best practice analyses provided insight into how other universities tackle their career support. Noted during the best practice analyses is that universities of applied sciences are not keen on giving away their information publicly, where scientific universities have even created separate websites and platforms for sharing the needed information with their students and any outsider who happens to come across their website. Several universities use a special platform, such as 'Careerzone' of Leiden University, or 'Avans Extra' at Avans Hogeschool. Some universities collaborate with the student platform Jobteaser, to provide companies a place to share openings of internships, thesis projects and even starter positions. The activities offered at other universities correspond for the vast majority with Saxons' Career Services, with some interesting sessions regarding for example negotiating working conditions as offered by Radboud University. Many of the universities make use of the broad alumni network which they have created over the previous years.

A communication plan has been made for Career Services based on the results of the conducted research. Within this communication plan 9 actions are recommended to undertake in regards to information provision, new found collaborations and partnerships , branding and marketing. Incorporating the planned actions in the timeframe of 1 academic year, with the focus on the first 6 months, to the activities of Career Services will have a favourable impact to the students' study support.

Table of contents

1. Introduction	9
2. Trend analysis	11
2.1 Internal developments	11
2.2 Societal developments	11
2.3 Global trends and developments	12
3. Characteristics university students	15
3.1 Millennials vs Generation Z.	15
3.2 Profile average student of Generation Z.	15
4. Best practises	18
4.1 Awareness	18
4.2 Consideration	19
4.3 Decision	21
4.4 Retention	22
4.5 Advocacy	22
5. Students wishes and needs	25
5.1 Awareness	25
5.2 Consideration	26
5.3 Decision	27
5.4 Retention	28
5.5 Advocacy	29
6. Internal analysis	31
6.1 Internal analysis	31
6.1.1 Career Services as an organisation	31
6.1.2 7S McKinsey	31
6.2 SWOT	33
6.3 Confrontation matrix	34
7. Organisational prerequisites	36
8. Communication plan	38
8.1 Goal of communication plan	38
8.2 Target group description	38
8.3 Key messages	39
8.4 Channels	39
8.5 Material	40
8.6 Marketing activities	41
8.7 Planning	44
8.8 Evaluation	45
8.9 finance	46
8.9.1 Budget	46
8.9.2 Operating budget	47
8.10 Conclusion	48
Bibliography	49

Appendices	54
Appendix I - Characteristics generation Z	55
Appendix II - Benchmark Universities	57
Appendix III - Survey English & Dutch	58
Appendix IV - Survey outcome, division academies	80
Appendix V - Survey outcome, familiarity compared academies	81
Appendix VI - Stakeholder map Career Services	82
Appendix VII - Planning in chronological order	83
Appendix VIII - PDCA model	84
Appendix IX - PDCA model modernised	85

List of tables and figures

Table 1. perception career services.	26
Table 2. SWOT analysis	33
Table 3. Confrontation matrix	34
Table 4. Advised activities	41
Table 5. Planning, priority of actions	44
Table 6. Estimated operating budget.	47

1. Introduction

This research was created based on the question of Tatiana Alekseeva on behalf of Career Services on how Saxion Career Services could develop, in such a way that the wishes and needs of Saxion students are kept in mind. In order to be able to grow and develop into the organisation that Career Services aspires to be, it is important to fully understand the wishes and needs of the students that will make use of the services. With the current situation Career Services offers workshop activities, however they are not aware whether or not this actually is according to the wishes and needs of the students, as no research has been done before. Another aspect of this is that students seem to be unaware of the fact that Saxion Career Services actually does offer activities supporting career development.

Some very important criteria as mentioned by the client are that the advice aligns with the mission and vision of Career Services. This includes that the advice is based on the wishes and needs of the students. The red thread of the plan, as expressed in vision, choice of activities and communication is *inclusion*. This is right away also the most valued criteria of the final product (T. Alekseeva, personal communication, September 14, 2022).

During a previous research of students at Saxion University, Brouwer et al (2021) the findability and blackboard environment of Saxion Career Services were looked at. From this research it was concluded that the visibility of Career Services could be improved by improving the blackboard environment as well as adding a 'go to' button on the home page of MySaxion, the latter is now available. Students however still seem to be unaware of Career Services and how or where to find them.

Coming forward from this problem a management question is drawn up as following:

'How can Saxion Career Services successfully fill in the wishes and needs of her students in regard to study support?'

This management question is supported by 4 research questions:

- What are trends and developments regarding education and career development?
- What are characteristics of university students who could wish to make use of career support?
- How do other universities offer career support to their students?
- In what way do university students wish to make use of career support at Saxion?

To answer the question coming from this problem, several steps are undertaken. This professional product consists of 4 analyses and one piece of advice. The analyses are done on the following topics:

- ❖ Trends and developments
- ❖ Target group analysis
- ❖ Best practices
- ❖ Wishes and needs of Saxion students

The piece of advice comes in the form of a communication plan which entails an overview of recommendations based on the prior analyses. This thus entails who the target group is, how they wish to be contacted, at what time and which message to use, as well as how to incorporate best practices of other universities. Besides this, a communication plan also includes an important element which is the evaluation of the prior steps (University of Kansas, 2022).

STEP
BY
STEP



Trendanalysis



2. Trend analysis

In this chapter a number of trends and developments are presented. This is a combination of internal, societal and global trends and developments, and the way these trends relate to the communication plan and/or to career services.

2.1 Internal developments

The Saxion Career Services started with a project to develop the career services into the career centre. In line with the 2018 sector agreements of the Ministry of Education, Culture and Science (vereniging Hogeschool, n.d.), Saxion University of Applied Sciences created a Plan Quality Agreements in which plans are set out to be achieved by 2024 to strengthen project education, invest in facilities, continuing study support and student initiatives (Saxion, 2022). Investing in study support through services offered by career services could lead to an increase of study success. This however heavily relies on subsidies from the government.

2.2 Societal developments

Stress of choosing

While in high school, students of havo and vwo need to choose their faculty plan in the third year generally (OCO, 2022). Some students know right away what they wish to become when they enter the job market. Other students however have more stress about this, the subjects a high school student chooses in their third year opens and closes certain doors. An example of this is that it is not possible to become a dentist when a cultural or economical package is followed. Kids tend to make a choice based on what their friends and classmates will do, rather than knowing what they want for their own future (NOS, 2021). The Free University of Amsterdam has created a tool to help narrow down from all possible study routes, to those fitting with the student's personality (Vrije Universiteit, 2022). The communication plan contributes to the brand awareness of career services, which provides a helping hand for students who feel that they have chosen the wrong study route, or who wish to see a professional regarding any uncertainty of their study route.

Student burnout

A study of the university of Rotterdam in 2019 shows that out of the 115 questioned students 46% risked betting a burnout. Amongst the same age group of 15–24-year-olds who work full time only 12% had this same risk (Hogeschool Rotterdam, 2019). Another study, done in 2019 prior to the COVID-19 pandemic, shows that this number has increased to 57%. The amount of stress that these students are under restricts their daily ability of functioning fully. Other aspects are emotional exhaustion and the serious risk of burnout (Litjens & Ruijfrok, 2019). Apart from that, the number of students in percentage that either switch or drop out of the first year of their studies is increasing over the past few years (onderwijskennis, 2021). Another study argues that COVID-19 has helped decrease the number of students that have dropped out. This relates to the corona pandemic, where more students were able to continue their studies as the study credit requirements were loosened during the pandemic (vereniging Hogescholen, 2021). Ensuring that students know where to find the help they might need, can significantly help in decreasing the numbers of students with a burnout, as they can be helped prevent the dropout if both parties are aware of each other.

Student loan

Since the shift of student funding to student loans by the government in 2015 (RTLnieuws, 2015), financial inequality has increased. Where students from before study year 2015 received approximately €13.000,- for the entire duration of their studies or €297,- per month when living on their own (duo, 2022), students now have to come up with this money themselves, on top of the interest loaded student loan. The tuition fee has been increasing steadily over the past 17 years, with an exception in the year 2021-2022 where tuition fee was cut in half due to COVID-19 (Advalvas, 2022). According to kennisbundel in 2019 a total of 21% had financial issues, where they could barely or not even pay the bills by the end of the month. Results of financial worries are lower study results, due to having to work more to pay for the study, missing classes, having concentration issues and considering dropping out of the study (kennisbundel, 2021). What the effects of the COVID-19 pandemic are on the financial situation of students is not clear yet, student platform StudeerSnel.nl however indicated that 20% has lost their jobs due to COVID-19, 27% has needed to use savings and 15% has increased their study loan with DUO (Garretsen, 2021). It is unsure how this will develop in the future. Offering financial support is not one of the branches of Career Services, however financial stress is a contribution to study related stress which can build up.

Gap year

Finding the right study route and thus career path is a serious struggle for many students. 1 out of 3 students would have chosen a different study if they would have to choose again today. Taking a gap year after high school can actually be beneficial to the study choice and career path, as one really gets to know themselves while taking a gap year. Activities that students undertake during a gap year consist of travelling abroad, doing a volunteer project, taking language courses, self-development or staying home to work parttime or fulltime, to save up money (Rubin, 2021). Career Services responds to this, by offering talent related workshops.

2.3 Global trends and developments

Skill development

Markets focus more and more on the development of a students' skillset. Having a specified skill set increases job opportunities and a growing curve within a company or work field (Niet, de, 2022). Globally companies start to drift away from only focussing on diplomas more and more and give priority to their own assessment of the interviewee's skill set. This is currently mainly seen in countries such as the United States of America and Australia, where companies have their own certification system (Huntr, 2022). It is not unthinkable that such change might happen within the Netherlands as well. The communication plan will show ways of including skill development into the portfolio of the offered programme.

Interactive learning

Interactive learning is the practice of engaging students in the learning process, often accompanied by the use of technology (Echo360, 2022). The dynamics in the classroom alter as well since students are no longer treated as observers. Instead, they participate actively and are included in the debate (Bouchrika, 2022). Interactive education has been shown to be successful. Beaman and Wheldall (2000) discovered that when teachers use more encouraging verbal cues, students pay more attention to the tasks at hand. Receptivity to the learner's actions during the learning process is another key component of interactive learning (Moreno & Mayer, 2007). This trend connects to the communication plan as this is a trend which could be an evolving trend also in university level education. Career Services could play into this with the way they offer activities and workshops.

Assessment existing education

The Nederlands-Vlaamse Accreditatieorganisatie, NVAO, or the Dutch Flemish Accreditation organisation was set up in 2005 as a unity between the Dutch and the Flemish governments. The NVAO is an organisation that guarantees the quality of education within the Netherlands and Flanders. Decisions of NVAO lead to recognition of degrees and titles, and where needed funds education. The goal of NVAO is to contribute to the improvement of higher education within the Netherlands and Flanders to comply with international measures (Nederlands-Vlaamse Accreditatieorganisatie, 2022). By the implementation of this accreditation, education becomes better and eventually the job market. Which benefits both current students as well as companies, when they consider hiring graduates.

Social media

That the current generation is connected with their phones is no surprise anymore. About 98% of the generation z population owns a cellphone (Demirsoy, 2021) and uses this on a daily basis. Where Facebook has seen better days, the rise of another social media platform continues. In 2021 TikTok reached 1 billion monthly active users. The platform is increasingly investing in developing as an advertisement platform, which makes it easier for businesses and brands to sell on the platform. On average users of TikTok spend 89 minutes per day on the app, and 90 percent of the users log in every day. TikTok claims that 47% of users have purchased items that they have seen on the app and that 67% of purchases were made because of tiktok's inspiration, when users were not planning on purchasing anything (Gomez, 2022). The increased use of social media comes back in the communication plan in relation to the way that students wish to be informed on new activities.

Social commerce and content creation

Social commerce is purchasing and selling products or services through social media platforms directly. Consumers generally discover products through in-feed ads, discovery pages, story ads, influencer and creator posts as well as livestream feeds and hashtags. A trend within ecommerce which is growing, is the so called 'livestream shopping' on social media, where the user purchases an item that is being promoted during a livestream on a social media platform. This can be compared to a clothes store employee wearing their apparel and product placement during a tv show. It is expected that revenues will triple by 2024. Moreover, short-form videos become more and more popular and seem to be able to keep the attention span of users better than longer videos (Gomez, 2022). This is also very applicable to the students, studying at Saxion, as the majority of students fall within generation Z.

STEP
BY
STEP



Student characteristics



3. Characteristics university students

Out of the total of approximately 26.000 students that study at Saxion University the majority fall in the generation categories of Millennials, born between 1981 and 1995 (Stokes, 2020) and Generation Z, born between 1996 and 2010 (Schukei, 2022).

3.1 Millennials vs Generation Z.

Millennials

The characteristics of millennials, who are born between 1981 and 1995 and are therewith of a smaller representation at Saxion University are slightly different. Howe and Strauss (2007) explain the millennial student characteristics in their book as follows: the millennial student has the feeling that they are special and are compromised because they were raised with the mentality that everyone is a winner by participating. Their parents, as being the ‘helicopter’ parent, shelter their offspring, with the so called parent-driven scheduled lifestyle which results in the students being limited in independent creative thinking and decision making skills. On the other hand, these students are very team oriented as they are not as comfortable to work independently.

Gen-Z

Generation Z were born between 1996 and 2010, right in the middle of the digital era. These students grew up with smartphones, meaning information available always and everywhere. This group is the most diverse and believe that diversity is beneficial to society, and make sure their voices are heard when it comes to inequality. With technology being overly available, their attention span is shorter, therefore in order to properly learn new things it helps to make use of visuals, ensure variety, and create a learning environment which is (inter)active (Schukei, 2022).

While the majority of the students studying at Saxion university fall within the group of generation Z, the characteristics of this generation are explained into deeper detail. While the millennials are still a quite important generation, the new generation currently studies at Saxion and will continue to start studying until it is time for generation Alpha to embrace their study careers starting from about 6 years from now, when the first of generation Alpha turn 18 and will go to university (Schnetzer, 2022).

3.2 Profile average student of Generation Z.

With approximately 26.000 students, Saxion University has quite a variety of students. To get an understanding of the characteristics of these students, the average student of a university of applied Sciences is described below based on a few criteria relating to a DESTEP analysis (Eelants, 2020). For this profile the focus lies with the demographics, economical and social steps of the DESTEP analysis.

Age;

The last official research on the average age of students graduating from university in the Netherlands was conducted in 2005, the situation has not significantly changed. The average age of students studying at university in the Netherlands lies between 18 & 24, whereas the average age to graduate university is 23,4 years old (Centraal Bureau Statistiek, 2005). A research about the living situation of students shows that the average age of students in 2020 was 22 years and 2 months, it is not defined whether this is by the start of their study, halfway or by the time they graduate, this is the average of all students of year 2019 - 2020 (Hooft van Huijsdijnen et al., 2020). Most of these students are therefore part of Generation Z, born between 1996 & 2010.

Gender;

The division between men and women is quite even when it comes to students enrolled at university. There is however a slightly larger amount of women studying at university than there are men, this difference is 52% against 48% (CBS, 2022).

Housing;

When it comes to the living situation of students that study at a university of applied sciences, in 2021 about 45% of students move out of their parents house to live in student housing or private student housing, compared to 58% in 2017 (Groen & Houtsma, 2021).

Money;

Students find many ways to pay for their study, some students have the luck of their parents supporting them. Two third of students have a part time job to pay for their study, of students that live at home 71% have a job, compared to 65% of those who live independently. In 2021 68% of students received a certain stipend from their parents, compared to 53% in 2015 and 58% in 2017 (Groen & Houtsma, 2021). On average a university student has an income of €392,-. On average students younger students work 13 hours a week, students who are older on average work 23 hours a week. Students under the age of 21 mostly work in a store or hospitality, so restaurants, cafe's or a hotel, students older than 21 more often find a side job fitting their study route. 65% of students have a study loan, of which 49% has a debt of more than €10.000,-. (Groen & Houtsma, 2021).

Characteristics;

Generation Z is also called Digital Natives, Multitasking generation or iGeneration. Being between the ages of 13 and 26 right now, they have grown up in multiple crises. These are the economic crisis of 2007/2008, the climate crisis and most recently the COVID-19 crisis. This causes this generation to grow up on saving, climate crisis, lockdowns yet also growing technological developments (Studentenmarketing, 2021).

While growing up with unlimited access to the internet, this generation has learned how to responsibly believe what they see. Do not trust everything and everyone right away. These students have the tendency to believe the judgement of friends, peers or influencers above classical advertisements. This aligns with this generation feeling the need to personalise information, such as content creation by installing the algorithm on social media (Studentenmarketing, 2021). With this generation word-of-mouth commercials are thus a more effective marketing strategy.

Reaching Gen-Z

As students from this generation are harder to reach through the classical commercial ways, the way to reach them is through sustainable marketing. To this belong marketing through peers, or collaborating with influencers that are known amongst the target group. The target group is well reached through social media such as YouTube, Instagram, Facebook and TikTok. Collaborating with strong parties here is a successful way of creating brand awareness. Ways of collaborating are through influencers, bloggers or vloggers. Important is knowing where to find the target group (Studentenmarketing, 2021).

Generation Z is no longer finding answers in hardcopy encyclopaedias, yet booming under this generation is finding all the answers on google. Working With Search Engine Optimisation as well as the right keywords, leads to a higher position in google and can possibly result in a better market position (Studentenmarketing, 2021). Seemiller and Grace (2019) have described the learning preferences of Generation Z in their book 'Generation Z: A Century in the Making'. Of which an infographic was created by Routledge (2020) as can be seen in appendix I.

STEP
BY
STEP



Best practices



4. Best practises

The customer journey is a widely used research model amongst the commercial industry. The model is used to gain insight in the way of thinking of the customer during certain stages. This model is chosen as it surfaces information in different stages and perspectives.

When looking at the customer journey there are 5 stages. The model is built up of different stages, from the first moment of awareness, to the final moment of brand ambassadorship (IOdigital, 2022).

- 1. Awareness
- 2. Consideration
- 3. Purchase
- 4. Retention
- 5. Advocacy

For the analysis of the best practices amongst universities and universities of applied sciences a benchmark has been created amongst 23 institutions. With the use of document analyses, it is determined what best practices are in terms of all of the above stages of the customer journey. The customers in this context are the students of the institutions and the products are services offered in terms of career prospects.

The analysis comes forward from the information which is publicly available to students as well as outsiders, from the websites of said institutions. Excluded is the information which can only be accessed after a log in, on the institutions' online learning environment. Other information comes from an interview with a career counsellor of one of the researched universities. The universities researched are both of the university level as the university of applied sciences, the latter category Saxion University also belongs to.

Per phase first an explanation of what this phase of the customer journey entails is given. This is explained based on the customer journey that is often used in commerce and marketing (IOdigital, 2022). After this explanation, it is given what this phase means for Career Services. In order to analyse what best practices are, the researched universities are researched based on these phases, both through the online analysis of a benchmark, as through in person interviewing where possible. Lastly, per phase the best practices of the researched universities are shown.

4.1 Awareness

Within the customer journey, the awareness phase shows the prospect to have a specific problem or need, however it is not aware of what exactly this problem is (IOdigital, 2022). The term awareness in relation to Career Services offered by institutions comes down to the students realising they wish to make use of services that can help them increase their talents as well as prepare and orient for their career path, yet they are not yet fully sure what type of. This also includes transparent information for students.

Information provision

Different universities have other approaches to creating awareness amongst their students. A significant difference appears in the public information provision. Remarkable is that the information that can be found publicly is significantly more in Universities than in Universities of Applied Sciences. Universities of Applied Sciences tend to keep most of their available information hidden behind institution login whereas many universities provide information publicly on their institution website.

Several universities have their own organisation, with names such as 'Student Career Services', 'Careerzone' 'Avans Extra' or similar. These names are quite clear about what is being offered. In the moment that students are not fully aware yet that they are in need of help, they might be triggered to look into what these departments have to offer with a recognisable name. Being able to firstly see information in an accessible manner is plausible to be helpful in determining what the student's problem might be. Most of the researched universities have a system of study counsellors that are the first point of contact for students whenever help is needed. Different forms of study counselling are offered. Study career counsellors are expected to be aware of the career support offered by the universities, and are also the first person to help the student determine what type of help/support they need.

The information that is provided by universities differs a big deal when it comes to clarity. To start off, not all universities have their information available in both Dutch and English. This decreases the value of equality, as not all international students speak Dutch (Solanki, 2019). Three websites that are rather clear are those of Wageningen University (2022), Leiden University (2022) and University of Groningen (2022). All of these have a clear overview of what they offer or have a very extended website that is publicly available. These websites are easy to find from the homepage, and carry a navigable menu to easily go from one page to another.

Erasmus University Rotterdam (2022) has photos of their career advisors on the website, this helps with the first impression and increases the accessibility of the service, as the faces look inviting and friendly. Their webpage also gives options of questions that students might have. On the side of the page there is a drop down menu with options for students to choose from.

The students of Leiden University can find all career service related activities and topics on a separate website, called LU Careerzone. Here students can find general topics such as talents and skills, competences tests, personality tests, yet also job openings through the Leiden University Job Portal. The Leiden Careerzone also offers an array of workshops and events which are shown in a calendar. In this calendar workshops and events are portrayed in multiple options. It is possible to see only workshops and events that fit the students specific study route, or their academy, however it is also possible to find general workshops and events here, as well as activities offered for other academies or study routes. This invites students to familiarise themselves with other studies and look further than their own borders (Universiteit Leiden, 2022).

4.2 Consideration

Within the customer journey, the consideration phase is where the prospect does more research and looks at different approaches to resolve the problem or to meet their needs (IDigital, 2022). In relation to Career Services offered by institutions this means that the students are aware of what the problem is, and they will think about what type of solution would meet their needs and fix the 'problem'. In this phase different options are weighed out, this contains types of workshops or activities as well as events that are offered by institutions to support students.

Activities & workshops

The universities offer different types of resolutions to the problems of students, in the form of individual working sessions, workshops or events. Activities organised by many universities are activities surrounding *resume writing*, checking *LinkedIn* or sessions on how to write a *motivational letter*. These activities are found at University of Twente (2022), University of Amsterdam (2022), Radboud University (2022), University of Groningen (2022), Erasmus University (2022) and Leiden University (2022) as well as many other universities.

Besides sessions on how to write a resume with a motivational letter to start a career, many of the previously mentioned universities also organise activities regarding learning what to do during a *job interview*. These sessions are supplemented by *skill* development, where the students' talents are boosted (WageningenCareerSupport, 2014).

As a follow up to these first steps in the process of preparing for a job and the job interviews, Radboud University also offers sessions on how to *negotiate working conditions*, as they find importance in students knowing that it is normal to negotiate terms of a new job, and this is found difficult by many that newly enter the job market (Radboud Career Services, 2022). These are important skills to possess according to the College of American Pathologists (2022) as negotiating salary and secondary working conditions helps in knowing your value as an employee.

Another recurring activity throughout several universities is the topic of self exploration. Ajzen (1991) argues that 'kind of' knowing what you want is as motivating as not knowing at all what you want in a future career decision. Therefore knowing what type of personality you are, and what you want in the future is helpful in exploring further steps of the future. This is supported by Radboud University (2022), University of Amsterdam (2022), Windesheim (2022), Wageningen University (2022), Rijksuniversiteit Groningen (2022), Avans Hogeschool (2022), Erasmus University (2022) and Leiden University (2022) as all of these universities offer similar workshops to students to help in finding out talents, skills and what students want to do in the future.

One absolutely outstanding university is Leiden University. Leiden University has their own platform on which they offer workshops in many different themes. Leiden University, or the LU Careerzone, offers workshops adjusted per academy and/or study route to ensure that each student gets to make use of the expertise of the career professionals to the best extent. Leiden University also offers their workshops in both Dutch and English, this helps international students to develop career skills (LU Careerzone, 2022).

Events

In order to help out students on a larger scale than individual time, many career services organise events. Radboud University (2022) and University of Twente (2022) both organise an annual 'career day' where students are introduced with speakers from several professions. University of Twente also organises Business Days multiple times per year. Another event organised by the University of Twente is the event called 'create tomorrow', during this event students gather and are challenged to find the best solution for real business problems. The goal is to find groundbreaking solutions, which are awakened by speakers, entertaining and interesting cases. Students are divided over teams, and the team with the most innovative idea wins the first prize which is €1000,- (University of Twente, 2022).

At the University of Amsterdam a yearly 'Career Skills Week' is organised in february, for this the university invites companies to teach students skills which are valuable for the future. During this Career Skills Week multiple career and skill related workshops are offered. Besides the University of Amsterdam organising workshops, activities are also organised by study and student associations (University of Amsterdam, 2022).

Organising meetings and events where students are introduced to professionals from the different fields show to be a recurring theme throughout universities, this gives students a view from the workfield which accomplishes what teachers share in lectures. This also right away offers opportunities to network. At Wageningen University they also organise such an event. Hereby they invite a different company each edition, to make sure that different professions get to be involved (Wageningen University, 2022).

Another event organised for the development of a students career as well as their networking opportunities, are the Business Days Twente, organised by students and professors of University of Twente in collaboration with the Mayor of Enschede as well as the deputy of the province Overijssel (Business Days Twente, n.d.-a). This organisation has a set up in the form of several events, of which are the Lunch Lecture, the Career Fair and the Workshop weeks where students can participate in activities related to career development, personal development, skill development as well as network with a students next internship placement, thesis project or side job (Business Day Twente, n.d.-b).

4.3 Decision

Within the customer journey, the decision phase is where the prospect has found a solution to the problem. He or she will compare the different options and will use this to decide on the final purchase (IDigital, 2022). In relation to Career Services offered, this means that the student now makes the decision on which service offered by the university they will make use of. This includes the registration process and the execution of the ‘purchase’.

What some universities use are platforms for students to come and find different solutions to their problems. One of these platforms is Jobteaser (2022), this platform is, amongst others, used by Tilburg University and University of Twente. Rijksuniversiteit Groningen makes use of the platform Brightspace, a digital platform which allows universities to incorporate educational information in one space (D2L, 2022). Radboud University on the contrary does not make use of a pre existing platform, however they have developed their own platform, named Career Central (Radboud University, 2022) where they offer students a hand in getting forward in their career by offering job openings, internship placements or networking modules to network with alumni or professionals in the field.

Once a student has found themselves an activity they wish to participate in, or wish to plan individual sessions, this can be done by scheduling them. How to book an individual meeting, a group session or workshop happens in different ways. Some universities make use of registration forms, which are connected to google forms, which provides the university with a list of registered students and for which activity they have registered (Radboud Career Service, 2022a). The majority of universities require students to log in with their student ID before it is possible to register for an activity. The University of Twente (2022a) makes use of the platform Jobteaser, through which they have a planning service on the website. Here the student firstly selects a counsellor, then an activity and lastly see's when this is available to book an individual appointment. By registering with a student number it is easy to keep track of appointments for universities. University of Leiden has an entire separate website with a complete overview of what they offer in activities, here students can select from which academy they wish to follow an activity, this way it is also possible to crossover to another domain if the student is interested in this. By selecting the activity, the student is redirected to register for the right time and date by sharing their name, student number, faculty, study route, phase of the study and what the personal goal is that the student wishes to achieve by participating in this specific workshop (University of Leiden, 2022).

Jobteaser

Jobteaser is a platform offering the connection between students and companies and/or organisations, which universities can use as their platform to help students connect to career services, internship companies but also job openings for jobs besides the studies or as a first job after graduating. Currently the platform operates in 7 countries already, being France, Spain, Germany, United Kingdom, Belgium, Italy and the Netherlands. Jobteaser collaborates with around 750 educational institutions (Jobteaser, 2022).

The platform offers their services to universities and their students without any charges. Companies sharing their vacancies for internships or jobs have the option to choose for a free placement on the platform, where they have to register their openings for each participating university one by one, or they can decide to have Jobteaser spread the vacancies over the participating universities by paying a fee, depending on the desired spread. Jobteaser will then do the work for the company, by making the vacancies available for all selected universities (Jobteaser, 2022).

When a university makes use of the platform, the students create an account where they are able to upload their resume, either per contact moment with a company, or have it saved in their account for easy access. Students are then able to search for their desired company or opening, whether this is an internship placement or a side job as well as a fulltime job. Jobteaser offers the possibility to get in contact with these companies. The platform also provides the possibility for students from one study route to also view openings intended for other study routes to increase the amount of possible openings per student (L. Gilbos, personal communication, December 8, 2022) Not charging any subscription fee to universities and students, as well as offering free placement to companies makes this an attractive platform for universities to consider using.

4.4 Retention

Within the customer journey, the retention phase is where the prospect has now made use of the offered product and is a so-called 'first-time buyer'. At this stage in the customer journey, the focus should lie with future purchases (IOdigital, 2022). In relation to career services, this means focussing on getting the student to further use other services offered by the university.

Many universities offer their workshops, activities and events multiple times per academic year. This supports the student in following multiple activities. In case a student starts off with a workshop to get to know themselves and their skills and talents, they could make the choice to follow up on this with a workshop networking, a workshop job interview or a workshop resume writing. The student could however also choose to start off with a workshop on LinkedIn and follow this up with a workshop on exploring qualities to enhance their LinkedIn page. To ensure that students do not have to miss out on workshops because they are offered once per academic year, many universities offer similar or the same workshop multiple times per academic year.

4.5 Advocacy

Within the customer journey, the advocacy phase is where the prospect becomes an 'advocate' or ambassador for the brand, in this stage they give a review, share their experience with friends or family and with that participate in the most powerful marketing strategy, being word-of-mouth marketing (IOdigital, 2022). The phase of advocacy in relation to career services is often combined with alumni of the institution. Universities all act differently upon alumni students, who have graduated from at least a bachelor's degree.

Post study support.

While graduating generally means that students will no longer return to the university where they have followed their bachelor or masters degree, several universities offer programmes to continue to give students support after they have graduated. University of Oxford (2019) classifies alumni as 'former students who have matriculated', this is a former student of an educational institution who often, yet not always, is referred to as a graduated student.

Alumni network

Some universities remain offering their career services to alumni after graduation, for what period of time differs per university. The Technical University of Delft (2022) offers alumni services for different stages of being alumni. During the first year after graduation alumni can make use of the services free of charge, when being an alumni for 1 - 5 years workshops cost a contribution of between €15,- and €45,- per workshop, there is a separate portal for alumni to register for these workshops. The University of Twente also offers an alumni portal for alumni students to login to. The University of Twente takes their alumni network very seriously and even has an alumni associate per faculty, where alumni students stay connected to their study route and the current students. At Windesheim University students can make use of the career services for up to 6 months after graduating, without any charges (Windesheim, 2022).

Alumni events

Alumni have often obtained a job after graduating from university, and could therefore have a busy schedule. Gathering alumni together is therefore easier when this is done during events. These might occur yearly, or multiple times a year. University of Twente (2022) organises a yearly alumni talk, where on the first Friday of October prominent alumni give an inspiring view into their profession's future. They also reflect on their career and their study time at University of Twente. Each lustrum the University of Twente organises an alumni day where alumni get together surrounding actualities and nostalgia (University of Twente, 2022).

Tilburg University (2022) focuses their alumni events more in a direction similar to 'ted talks', sharing ideas in short powerful talks of less than or up to 18 minutes (TED talks, n.d.). At Tilburg University these topics range from 'Music & Emotion' to 'documenting the Holocaust: Our Story' or '#OnlineHaters: Why internet discussions escalate'. At the Career Central platform of Radboud University alumni have the possibility to participate in the 'Alumni Career Night' which is an event of close to 3 hours where students can follow webinars either in English or Dutch, about the future possibilities, triggering recruiters, secondary terms and conditions or networking (Radboud Career Services, 2022a).

Note

A remarkable outcome of this best practice analysis is that out of all the available online information, most of the information is visible at universities. The universities of applied sciences tend to keep their information hidden behind a private login. It is unsure why universities of applied sciences keep this information private. An overview of all the collected data regarding the best practices of the researched Universities can be found in appendix II.

STEP
BY
STEP



Student wishes and needs



5. Students wishes and needs

In this chapter the wishes and needs of students are described. Just like the best practices, the wishes and needs of students were also analysed based on the customer journey. In order to obtain knowledge on what the wishes and needs of Saxion students are, a survey has been conducted amongst a part of the population of Saxion, the questions that were asked in the survey are to be found in appendix III. A total of 224 students of 12 academies and the part-time school of Saxion have responded and filled in the questionnaire, of which 39 did not answer any valuable questions, and another 35 students completed the survey a little over halfway. A total of 148 have fully completed the survey. The 35 students that have completed the survey approximately halfway still provided very valuable information, and are therefore considered in the analysis. The majority of the students responding are between 18 and 22 years old. The respondents were approached and reached through several social media channels, being Facebook, Instagram, LinkedIn and Whatsapp as well as personally approached at the locations of Saxion in Deventer and Enschede.

5.1 Awareness

Out of the 224 students that answered the questions, rounded off, 38% is male, 60% female, and 2% is non-binary or prefers not to say. The respondents are divided between the 4 years of a bachelor and the two years of a master. There were no specific responses from students following an associate degree, or these students have filled in 'bachelor year 1' / 'bachelor year 2'. The division of academies is to be found in appendix IV. When asked to what extent students are familiar with Career Services, in total 84,3 % answered to be slightly familiar or not familiar at all with Career Services. 5,4% claims to be moderately familiar, and only 10,2 % is very to extremely familiar with career services. In total 91,9% have never made use of any activities offered by career services. When comparing gender to awareness, there is only a slight, yet insignificant difference in awareness. When comparing study years, the students that indicated to have made use of career services are not particularly more familiar with career services. The students that have made use of career services made use of the CV check, career café or a study coach meeting.

To what extent is the one academy more familiar with Career services than the other academy?

As to be seen in appendix V the academies of Human Resource, Hospitality Business School and International business are the most familiar with Career Services, even though these academies are still rather unfamiliar with the services. For this analysis the academies with less than 10 respondents were left out of consideration as these numbers do not represent the entire studies in this relation. Out of all the respondents the male respondents seem to be slightly more familiar with Career Services than female respondents. It is unsure if there is a reason for this difference.

Besides that, the master students are rather more familiar with Career Services than the bachelor students. This difference could come from a few master students that were asked to answer the survey, who have previously made use of career services. Other master students were approached to answer the survey through my tutor, it is unsure whether or not these students have previously made use of career services. Out of the bachelor students the third and fourth year students are slightly more familiar with career services than the first and second year students.

What is Career Services perceived as?

All students were asked to share their impression of what career services might entail. Those thoughts are captured in Table 1.

Table 1. perception career services.

Number	Code in NL	Code in ENG	count	Percentage
1	Geen idee	No clue	48	24,6%
2	carrière ontwikkelen	Career development, with activities	20	10,3%
3	hulp met zoeken naar stage	Support in finding internship	12	6,2%
4	Hulp met zoeken naar werk na studie	Support in finding a job	34	17,4%
5	Hulp bij netwerken	Support with networking	6	3,1%
6	Hulp bij vervolgstudie	Support with further study	2	1,0%
7	iets met carrière'	something with career'	12	6,2%
8	Loopbaan	Career development	9	4,6%
9	cursussen / workshops	Courses / workshops	8	4,1%
10	Hulp tijdens studie carrière	Support during study career	4	2,1%
11	Hulp bij carrière	Support with career	36	18,5%
12	Toekomstkeuzes	Future choices	3	1,5%
13	Deelname van studenten	Student participation	1	0.5%
Total			195	100,0%

This shows that about a quarter of the respondents has no idea on what Career Services might entail. The other given answers are mostly still not exactly what Career Services offer, they do get closer however with answers as 'career development', 'support with networking' 'courses / workshops' and 'career support'. With 84% of respondents not being familiar with Career Services, it shows that students are not yet aware of the existence of Career Services at Saxion, yet can imagine what services are offered.

5.2 Consideration

Interest in workshops

From the answers given in the survey the students on average were most interested in the workshops 'job interview', 'internship abroad', 'working abroad', 'career event'. Students were least interested in the workshops 'resume writing', 'self exploration' and 'entrepreneurship'. There were no workshops that students are absolutely not interested in, the differences between the most interesting workshops and the least interesting workshops are not that significant that some workshops should not be offered anymore.

The job interview workshop receives just slightly more interest from international students than from Dutch students. The opposite goes for the workshop professional writing, Dutch students show more interest in this than international students. Network events also present a slightly higher interest with international students than with the Dutch students. Studying abroad however is then again more of interest with the Dutch students, this is understandable as studying in the Netherlands for international students already is 'abroad', the same presents in the workshop internship abroad.

Apart from the workshops and activities asked about in the survey, only 2 respondents suggested new topics that they would like to see added to the list of activities offered by Career Services. These are *something with abroad, philosophy and psychology*. The latter two however, are rather topics that students would be able to follow as a minor during their studies.

Duration workshops

Apart from the question very specifically mentioning ‘time in scheduled hours of 45 minutes per scheduled hour’ many students still filled in 1 hour or 2-3 hours. During the analysis this showed to be rather confusing, because it is not possible to retract whether the students here meant 1, 2 or 3 scheduled hours of 45 minutes, representing 45, 90 and 135 minutes, or if they meant clock hours, representing 60, 120 or 180 minutes.

Other students were very clear about the amount of minutes, where they for example mentioned 60 minutes or 120 minutes, which is 1 or 2 clock hours. As this differs from the scheduled hours I have decided to convert 60 minutes into the value ‘maximum 2’ scheduled hours and 120 minutes into maximum 3 scheduled hours. In this conversion there would then be time for a coffee break, as that is something that some students mentioned as an important factor.

From the survey it becomes clear that students on average, with 33,9% of the total, wish to follow workshops for 2 scheduled hours of 45 minutes, so in clock hours this equals 1.5 hours. 18.8% think 1 scheduled hour, or 45 minutes is sufficient for workshops. 6,7% believe that it should last for 3 scheduled hours, or 2 hours and 15 minutes. A total of 7 students wish to follow workshops or 4 or 5 scheduled hours, this last group however also mentioned that this regards to an event, rather than a workshop. There is no significant difference between Dutch or international students, there is however a slight difference with the students of the second year of the bachelor. They have averaged at 1,64, so just over 1,5 scheduled hours, where the average is 2 scheduled hours. Students that have previously experienced what career services offer, answered with slightly longer time, this difference however is not significant.

Focus Group 14/12/2022

During the timeframe of this research, a focus group was organised with a group of 6 students, the researcher and two employee's of Career Services. During this focus group a few topics were discussed in line with this research. Discussed topics were workshops offered by Career Services, and what the students' thoughts on these are, and what could be different. Outcome of this was that students prefer activities to be interactive, rather than only receiving information from someone sending this. Another outcome of this is that international students have different needs when it comes to workshops regarding resume writing, or job applications then Dutch students, as within the Netherlands this topic is discussed in high school already, whereas the international students mentioned that they had never made a resume before moving to the Netherlands. When it comes to networking, it was mentioned that this should not be a workshop, however more an event. Theory or information behind ‘how to network’ could be written in the form of blog posts, of a knowledge video or 5 - 10 minutes for the students to view in their own time. In regards to brand awareness, introducing career services was mentioned to happen during the introduction week for new students, as well as during the HOI week.

5.3 Decision

Channel

From the survey it shows that students are most interested to find information about Career Services through MySaxion, followed by their study coach and via social media. The least interesting forms according to these students are via offline communication such as posters or flyers, through a separate website and via a blackboard environment. Via e-mail and a physical walk-in location fall in the middle of this. This type of information sharing regards basic information about what career services entails, as well as what is organised by Career Services.

Social media

When comparing which social media platforms are found the most interesting, a webpage on saxion.nl shows to be the number 1 platform of receiving information. LinkedIn comes in as the second interesting. The platforms that are perceived as least interesting are Facebook, Tiktok, Youtube and Whatsapp. This type of information sharing regards to sharing shorter posts or updates on activities that are organised by Career Services.

Study career counsellor

When asked which mode of information delivery suits the students best, the students mostly prefer receiving information through their study career counsellor. Receiving information by walking into a physical office and talking to a representative is also found interesting. Knowledge clips are found slightly less interesting, however still interesting. The latter types of information sharing received higher scores than the social media channels. It shows that students wish to receive information from someone they are familiar with and that is accessible in communication.

Timing

Upon asking whether students prefer to follow workshops in the morning, afternoon or evening the average comes down to students preferring to follow workshops in the afternoon. The least favourite time to follow a workshop is in the evening. Between academies there are some differences to this. The academy of Creative Technology prefers to follow workshops in the morning, over following them in the afternoon, the difference however is not that big. With Human Resources the difference between the morning and afternoon is quite small. The academy Business, Building & Technology is rather clear about preferring the afternoon over the morning and evening. Life Science, Engineering & Design is equally okay with following workshops in the morning and evening, yet still prefer the afternoon the most. Students from Education, Health & Wellbeing least prefer the workshops in the morning, they mainly prefer the afternoon, followed by the evening.

Location

As Saxion is divided over three locations, being Apeldoorn, Deventer and Enschede, students were asked where they prefer to follow workshops. Students were asked a series of questions in this regard. Outcome of these questions are that students prefer to attend all workshops physically at their preferred location. Some students also wish to follow some workshops online and some at location. Following all workshops online is perceived as less attractive. The least preferred is travelling to another location of Saxion than where the study is based. There is no significant difference between Dutch or International students when it comes to travelling to another location. A slight difference is found for the preference of studying at the student's 'own' location, international students agree to this statement slightly more than Dutch students.

Internal research academies

A research executed in collaboration of Saxion Career Services, Business Support Organisation and Saxion Business Point internally published in november 2022 the internship processes amongst all academies of Saxion were researched. Not all academies responded to the questions asked. From the research it was concluded that academies do not work together with other academies regarding internship processes, preparation or internship companies. According to the academies, students are able to approach their study career counsellor when they wish to receive information regarding any services involved surrounding internship placements. The students are said to be supported mainly through study career counsellors and internship coordinators when it comes to finding their internship placement. Currently the openings for internship placements are shared mainly through blackboard, yet also through Centuri web or e-mail. Other platforms used are a private facebook page, excel sheets, Discord, LinkedIn or upon meeting with an internship coordinator. When a vacancy is filled, whether or not by a Saxion student is irrelevant, many academies mention that they do not undertake any action to 'close' the vacancy. Others make sure the students are no longer able to see these vacancies. Apart from one academy, all academies that responded indicated that a contract in some form is signed between students and their internship placement, this is done in variable ways. Most of the academies have indicated to see the benefits in one general place where internship vacancies can be placed and found.

5.4 Retention

As the research is done during a point in time where 84% of respondents or 156 out of 185 students that have answered this question, are not yet aware that the service offered actually exists, the retention phase of the customer journey is not yet applicable to this target group. After growing the awareness of career services as well as adjusting the offered products to the wishes and needs of the students this phase can be researched properly amongst the students that will then be the current target group in order to perceive an overview of how career services can have participating students become returning students or even brand ambassadors.

5.5 Advocacy

Since the main focus of this research is to surface the wishes and needs of the students in terms of offered products and services, the research did not yet focus on how students wish to stay in contact with Career Services after they have graduated from their studies. The phase of advocacy is therefore not yet thoroughly researched and analysed.

At the end of the survey, after the students had answered questions on several topics offered by Career Services. The students were however asked to what extent they now would like to make use of the offered service themselves, if they now would recommend the offered services to classmates or friends who also study at Saxion, when needed. The students were also asked to what extent they would now recommend others to begin their study career at Saxion, because of the services that are offered.

I would now like to make use of Saxion Career Services

Out of the 149 students that answered this question, 35%, 53 in total, were not sure if they would make use now, either because they may not feel the need to use the offered services, or because they prefer to prepare in different ways. 51% of the students, 76 in total, did say that they now would like to make use of the offered services. Only 20 people answered that they would not want to make use of Saxion Career Services themselves now.

I would now recommend Saxion Career Services to classmates/friends

Out of the 149 students that answered this question, 48%, 72 in total were not sure if they would recommend Career Services to their classmates or friends, likely because they have not yet experienced the services themselves. 36% of the students, 55 in total, did say that they now would recommend the offered services to their classmates or friends. Only 22 respondents answered that they would not want to recommend Saxion Career Services to classmates or friends.

I would now recommend others to study at Saxion, because of what Saxion Career Services offer

When it comes to recommending new students to start their study career at Saxion, the offered services at Saxion do not seem to be the final push needed to choose Saxion. Almost half of the respondents answered that they neither agree nor disagree to the question if they would now recommend Saxion as a university to study at, because of the offered services. Approximately 27%, 41 in total, did however say that they would recommend others to study at saxion. For a similar percentage, 29%, 44 in total, the offered services of Saxion are not a consideration factor to recommend Saxion as a university to study at.

STEP
BY
STEP



Communication plan



6. Internal analysis

Within this communication plan the outcomes of the conducted research are translated into actions that are adapted to Saxion Career Services and are advised to be applied.

6.1 Internal analysis

The Saxion Career Services started with a project to develop the career services into the career centre. In line with the 2018 sector agreements of the Ministry of Education, Culture and Science (vereniging Hogeschool, n.d.), Saxion University of Applied Sciences created a Plan Quality Agreements in which plans are set out to be achieved by 2024 to strengthen project education, invest in facilities, continuing study support and student initiatives (Saxion, 2019). Investing in study support through services offered by career services could lead to an increase of study success.

6.1.1 Career Services as an organisation

Goal

Career services contribute to preparing all students for jobs of today and the future (part of 'excellent education' and training to become young professionals), inspiring entrepreneurship, the relationship with the work field, talent development, talent retention for the region and encouraging lifelong learning. In addition, Career services can be used as a Unique Selling Point for attracting future students.

For students: through a digital learning environment, online and onsite activities, workshops, events, individual career, and career interviews, both self-orientation and work field orientation (Career Services teams environment, Personal communication, 2022).

Mission

The ambition is to develop a Saxion Career Centre with high-quality, accessible, attractive career services for students to support and inspire them for the (preparation for the) next step in their study career/career. In this way they develop their personal and professional identity and are stimulated to take charge of it (Career Services teams environment, Personal communication, 2022).

Vision

The vision of the new Career centre is: "As a Career Centre, we are open, accessible, findable, and knowledgeable. We support and inspire with activities for all students, we offer tools for academies, and we support the connection of the work field and students" (Career Services teams environment Personal communication, 2022).

6.1.2 7S McKinsey

The 7S model by McKinsey (Kaplan, 2005) is used for an internal analysis of a company. This analysis shows where the company stands currently and allows it to determine whether the hard and soft elements are present. The hard elements are the structure, strategy and systems, the soft elements are staff, skills, style and significant values. An organisation can only function effectively if all the S's are in harmony. The input for the 7s analysis is built up from personal communication (Career Services teams environment, personal communication, 06 December 2022).

Strategy

The mission and vision as described above align with the goals set for the internal team as well as for the students. There is no need for a strategy on how to handle competitors, as there are no competitors within the organisation.

Structure

The structure of Saxion Career Services is built up from an internal project team, which is built up from an multidisciplinary team. The project leader currently is also a dean at Saxion. The other members of the career services team come together as representatives of other departments within Saxion, and one full time employee. The team comes together with a student dean, student psychologist, a representative of the International Office, a representative of the Centre of Entrepreneurship and a representative of Business Point. The structure here is rather flat, as all parties collaborate and work together and even the project leader works alongside the rest of the team, rather than standing above it. Decisions are made in a democratic manner by discussing topics in a 6 weekly team meeting.

Systems

The systems that are used by career services are still somewhat under construction, as there is no real booking system yet for students to register for activities or workshops. Currently most of the registrations are monitored by keeping up an excel file with all the dates and activities that students enrol for.

Skills

As the project team is built up from a multidisciplinary team, with team members from many different expertises, the skills within this team are at a high level. Each team member has their own perspective to add to the team, and can supplement others' suggestions with their own competences. With expertises such as from the business point, being a student dean, being student psychologist, each team member has their own perspective to add to the final overall picture.

Staff

The staff all together is highly motivated to be as helpful to the students as possible. All team members work on university level and have their own expertise and amount of hours that they put into the work of career services. Each staff member takes on their own role and is able to work this out independently or within the team.

Style

The current project leader came into place as the intended project leader could not fulfil the job due to personal circumstances. The leadership style therefore is rather coaching and democratic as the project leader tends to inspire team members, rather than imposing who needs to do what.

Shared Values

Unique selling points of Saxion Career Services entail the multidisciplinary team with all its expertise which complements each other. The team possesses skills which can possibly help many students in making the right choices and preventing switches of studies or perhaps even dropouts. Besides the group workshops that are offered to multiple students at the same time, career services also offers customised support to students who need it.

6.2 SWOT

Coming forward from the internal analyses as well as the other research, an overview of the internal strengths and weaknesses and the external opportunities and threats is created in table 2.

Table 2. SWOT analysis

Internal	Strengths	Weaknesses
	Flexibility	Lack of brand awareness
	Multidisciplinary team	International information provision
	Spread knowledge	Marketing presence
	Diversity	Content transmission
	Clear vision	Lack of record keeping
External	Opportunities	Threats
	Scope for growth	External parties offering similar services
	Collaborations	Business Days Twente
	Skill development trend	Decreasing subsidies

Strengths

Career Services finds strength in being flexible and a multidisciplinary team with the ability to teach students skills from multiple perspectives, as is described in the project team is built up from members with various backgrounds. This also counts for the team possessing variable skills that can be combined to create the most valuable activities for students of different study routes. Being a multidisciplinary team also offers career services the strength of being diverse for both national and international students. By taking decisions in a democratic manner, The clear vision of Career Services to be open, accessible, findable and knowledgeable shows the goodwill to wanting to become the best they can be. The current team of Career Services possesses over the language skills to inform students in both Dutch and English by the way the team is built up.

Weaknesses

Weaknesses that are found within Career Services are the lack of awareness of the existence of the service by students as is discovered in the wishes and needs survey. The International students are currently partially left behind as not all information is available in English, according to the analysis of documentation, done by the students of Saxion university (Brouwer et al, 2021) . The findability of the information is something to be improved upon, as the information is not easily accessible to students. As students are not fully able to find career services, the transmission of information does not happen optimally.

Recordkeeping

As the registration for activities currently happen by google forms, some data is collected of who registers for which activity, however, there is no recordkeeping of all past activities and participants. This shows a weakness because this causes a lack of background information and awareness on which students return to the service. For this reason it is also not possible to see if students return for different services, and if so, which service they then attend.

Communication

Within any organisation communication is difficult, especially within an organisation of 3 locations and about 26.000 students. This combined with still being in the build up phase and building up the network, is a part of the reason for the unfamiliarity of the name of Career Services amongst students.

Opportunities

With only approximately 15% of students being aware of Career Services, there is great scope to grow the organisation over the coming years. Besides growing as an organisation, collaborating with Universities in the area as well as companies lies within the line of opportunities for Career Services. Responding to the trend of skill development is another opportunity for Career Services to pick up where the academies within Saxion focus on their own specialty. With the trend of skill development lining up with the wish for interactive activities by students, this is a growing opportunity for Career Services.

Threats

Threats for Career Services are found in other companies outside of Saxion, offering similar or the same services that have better marketing strategies and are thus easier to be found by students. Other than that, the Business Days Twente, as organised by students of Twente University in collaboration with the province, the city of Enschede and many large and prominent companies within the region attracts students throughout the region and offers similar services as Career Services, yet on a larger scale. The services of Career Services are partially funded by subsidies from the government to improve education, as mentioned in the Plan Quality Agreements. These subsidies however are not endless. Reduction of subsidies is a threat to Career Services, as it can impact the available budget.

6.3 Confrontation matrix

Table 3. Confrontation matrix

		Opportunities			Threats			total															
		Scope for growth	Collaborations	Skill development trend	External parties offering similar services	Business Days Twente	Decreasing subsidy																
Strengths	Flexibility	1	1	1	2	3	4	6															
	Multidisciplinary team	1	1	1	3	3	4	5															
	Diversity	1	2	1	2	2	4	6															
	Clear vision	1	2	2	3	3	4	3															
	Lack of brand awareness	4	4	3	5	4	5	-7															
Weaknesses	Marketing presence	5	4	3	5	5	5	-7															
	Content transmission	5	5	3	4	4	5	-8															
	International information provision	4	4	4	4	4	4	-6															
total		2	0	6	-4	-4	-11																
<table border="1"> <tr> <td>1</td><td>=</td><td>++</td></tr> <tr> <td>2</td><td>=</td><td>+</td></tr> <tr> <td>3</td><td>=</td><td>+ / -</td></tr> <tr> <td>4</td><td>=</td><td>-</td></tr> <tr> <td>5</td><td>=</td><td>--</td></tr> </table>									1	=	++	2	=	+	3	=	+ / -	4	=	-	5	=	--
1	=	++																					
2	=	+																					
3	=	+ / -																					
4	=	-																					
5	=	--																					

From this confrontation matrix in table 3 as above several conclusions can be drawn. The internal strengths and weaknesses are confronted with the external opportunities and threats. The focus is divided between marketing communication and the abilities of the internal project team.

Strengths of the project team vs. external opportunities.

When it comes to strategic options, it shows that the flexibility of the team, combined with the multidisciplinary knowledge pair well with the opportunities of growing and collaborating with outside partners. This also goes for the collaborations that can be set up with inside departments, such as the academies.

Weakness of brand awareness and marketing vs threats of external parties.

When comparing the weaknesses with the threats, it becomes clear that the lack of awareness amongst students as well as other internal parties combined with a small marketing presence in combination with external parties and decreasing subsidies shows the absolute need for a change. Some external threats come forward from them being better equipped with marketing and promotions. Or the parties are better aware of how to reach the target group. The majority of the weaknesses can be solved by increasing awareness of Career Services amongst students and academies.

7. Organisational prerequisites

In this chapter the organisational prerequisites for a successful marketing communication are described. A look is taken at the stakeholders, as seen in the stakeholder map in appendix VII, and what needs to be changed to make the outcome of this communication plan successful.

The main stakeholders are the following:

Internal stakeholders

- Saxion OSS
- Student deans
- Student psychologists
- Internal project group
- Representative of the International Office
- Representative of the Centre of entrepreneurship
- Saxion Marketing department

External stakeholders

- (international) students
- Study career counsellors & Saxion Academies
- Companies in Overijssel
- Dienst Marketing & Communication

Lewin's change management

The change model as described by Lewin (Hussain et al., 2018) entails a 3 step process of Unfreeze, Change and Refreeze. The model is often explained by the analogy of a block of ice where the current situation is a square block of ice and the desired situation is a spherical shape. The ice cube's first step is to 'Unfreeze', which translates to preparing the organisation for the upcoming change regarding the reason for change. The next step is Change, where processes become changed where regular communication regarding the benefits of change keep being communicated. Once people are used to the new situation, it is time for the Refreeze step, during this process the made change is maintained. This is supported by providing training and support to manage changes as well as identifying barriers to sustain the change.

When it comes to Career Services, the stages of Unfreeze, Change and Refreeze refer to:

Unfreeze

Unfreezing needs to be done amongst students, academies and Career Services internally. The Unfreezing stage in this regard refers to letting go of the way daily activities happen now, being that Career Services offer their service, yet students mostly are unaware of this. How this unfreezing is recommended to take place is described below per stakeholder.

Change

The change needed regards to the way that Career Services communicate with students as well as what they communicate to students. Increasing visibility throughout Saxion is a major change. Besides the visibility, the other important change is where the academies become aware of the benefits of the services and they refer their students to Career Services. Changing the involved stakeholders is explained below.

Refreeze

The stage of refreezing happens after the changes are implemented. It is a priority to maintain awareness as soon as this is created. Maintaining the awareness amongst academies and study coaches as students stay at Saxion for 4 years, and each year a new batch of students starts their study.

Internal changes

In order to go from the current situation to the desired situation change is necessary. The advised change internally is to apply an overall platform, for all academies where the services of Career Service are offered, as well as vacancies for internships, thesis placements and starter jobs. This could be filled in by the platform Jobteaser. Arranging this will cost time and collaboration of academies. Therefore it is of benefit to Career Services to increase communication with the coordinators per academy in order to ensure all academies are on board with applying Jobteaser as a university wide platform. Taking away the known way of working of the individual academies takes time and can be started off by presenting the benefits of the overall platform.

External

With study career counsellors being the first point of contact of students, there are some changes in communication required there as well. This however mainly lies with the academy coordinators and can happen simultaneously while incorporating Jobteaser. As the internal research of november 2022 shows that study career counsellors are still quite unaware of the services offered by Career Services, it is critical to 'unfreeze' that, by creating awareness amongst career counsellors.

After analysing the complete wishes and needs of students, roles per stakeholders have become much clearer as far as the implementation goes. With the increased amount of international students, due to global developments, an increase in English activities and career support is neccesary. This could impact some stakeholders regarding spoken languages.

Students

Changing students' behaviour is not yet necessary, the thing needing change regarding students is the awareness. This can be achieved by applying the communication plan and increasing the online information throughout the multiple platforms used by Saxion. Once students become more aware of the offered services, the change strategy can be re-evaluated to analyse if any change is needed.

Companies

From the research done in 2022 (N van Seeters, personal communication, October 26, 2022) results show that communication with companies in the area takes place differently per academy. This results in the possibility that one company works together with several academies, without these academies being aware of this. In the long term there will be minor adjustments for the companies needed. In the short term it is essential for companies to create a profile and overview of available vacancies on an overall platform, such as Jobteaser. Even though this could be achieved in a quite short period of time per company, it is a necessity for the platform to become successful.

8. Communication plan

8.1 Goal of communication plan

The implementation of the communication plan is directed towards several goals. These are split up between internal goals, and external goals, wherewith the external goals are divided between the students, being the clientele and communication goals. Since the overall goal of this communication plan is to establish brand awareness, there are currently no quantitative goals set up (Career Services, personal communication, 22 December 2022). The goals of this communication plan for Saxion Career Services are as follows:

Internal

- Career Services wish to support and guide students with their career During and after obtaining their bachelors degree in a fitting manner, keeping their wishes and needs in mind.

Clientele

- Students are aware of the platform of Career Services, what is offered and where they are able to find the support needed. This goes for all students of Saxion, both national and international.

Communication

- All academies of Saxion are aware of the platform that Career Services offers, which tools they can apply within their studies and how referring students to Career Services benefit the academy.

8.2 Target group description

The target group of Saxion Career Services are the students of Saxion university, throughout all three locations. Most of the students are a part of the Generation Z. The students come from various backgrounds.

Dutch students

The students coming from the Netherlands, mostly between the age of 18 and 22, live in the regions where they either live in their student city or still live at home with their parents. Many of these students have a side job next to their study where they are able to start learning the skills they might need later in life.

International students

One of the major pillars of Career Services inclusion. This also relates to the inclusion of international students. The population of international students at Saxion University come from many different backgrounds. Some students already have a history with multiple jobs and know how to start their career in the Netherlands after studying, whereas other students have never worked before starting University, or are very unfamiliar with how to prepare for their future careers.

Characteristics

The students of this generation are used to information being available anywhere and anytime and are used to multitasking. These students are adaptable as they have grown up in multiple crises. The generation Z students believe influencers and word-of-mouth. Learning preferences entail flipped learning, where students prepare learning by doing assignments ahead of learning activities or learning by example; where demonstrations on how to do the task helps them to complete the task themselves, rather than only receiving the theoretical explanation. Passionate educators in the form of workfield professionals that share their real-life experience are perceived as examples to look up to. This generation also thrives on interactive learning, where theory is combined with practice during contact moments. From research it shows that students prefer to follow career enhancing activities in the afternoon. And preferably at the location where students follow their studies as this is familiar.

8.3 Key messages

The research shows that the activities that are offered by Career Services actually align with what the students wish to follow substantially. The information provision for Internationals should however become equally available in English as it is in Dutch, as the information provision for International students currently lacks.

The key message that is to be spread amongst the students comes down to increasing awareness of the activities offered by Career Services and how to find these. Including in these messages it is recommended to show what students could gain professionally and personally from making use of career services. This information should be fully accessible in both Dutch and English equally, even if an activity is meant for Dutch speaking or English speaking students only. Only being accessible for one language only should not be the case generally as including the international students is a priority.

In order to achieve optimal awareness within Saxion as an organisation, it is recommended to start off communication with each academy separately to properly introduce Career Services to these academies. Starting this off could happen by the means of an introductory meeting of about half an hour with the department heads of each academy. If this is successful, it can be followed up by meeting prominent study coaches per academy to see how both can be of help to one another. Once the academies know exactly what Career Services entails and how it can help students, the focus can shift to informing study coaches per study to make sure they know how to refer students to Career Services.

8.4 Channels

Public information

In collaboration with the Service Marketing and Communication the information provision towards students should be increased to where all information is clearly collected at one location, preferably one page. Students have indicated that they prefer to find information through MySaxion, through their study coach and through a separate webpage on the homepage of Saxion.nl. The best way to get to this, is to create one page where students can come to, through different links. This starts with having the information on there being a Career Service on Saxion.nl, this should obtain the basic information of what a Career Services entails and how students using the services benefits students. This must be available in at least Dutch and English and should contain the same information to upkeep inclusion and ensure that international students can just as easily read into the possibilities as Dutch speaking students.

Private information

As the services are available to students of Saxion only, students need to register before they are able to make use of most of the services. As this regards personal information including student numbers, names, e-mail addresses and possibly additional information, this should be kept after student login. This could be offered by the means of either a blackboard page, in the near future brightspace, or by leading directly to Jobteaser as a platform. As it is possible to create a page for Career Services in Jobteaser, which right away contains the planned events, registering options and possibly more tips and tricks that can be shared with students, so it can be used as preparation for specific workshops. The same is possible with a blackboard page, this should then be upgraded to match the information on a general page of saxion.nl and be supplemented by adding the reservation system, as used within other departments of Saxion, bookings. This way it becomes simpler to keep track of students that register as well as whether or not students are returning students.

Platform

Additionally to providing the available information to students through the above mentioned channels, it is valuable to Career Services to build a connection between the academies by introducing a platform that can be used throughout all of Saxion's academies. Recommended is to use Jobteaser for this, as Jobteaser can be used for multiple purposes which also benefits Academies. This is for the purpose of sharing information about companies that offer internship placements, thesis spots or even starters positions. Moreover, Jobteaser holds space for students to upload their resume and apply to a company with only one click. This could plausibly save academies a lot of time, which contributes to academies spreading the word on the platform towards the students, yet also be able to spread knowledge on Career Services as this information will be findable within the same platform.

Influencers

Lastly, collaborating with students that have a large social media platform within Saxion is a beneficial channel on creating brand awareness. This could be students who already collaborate with Saxion for branding purposes, or that are student ambassadors for any other department. At the start of including students into informing students about the possibilities of Career Services, it is recommended to approach student buddy's, class representatives and students that participate in student boards as these students have a shorter line between the academies and their fellow students. In the long term having a group of Career Services Student Ambassadors helps to create a shorter line between Career Services and students directly.

8.5 Material

From the focus group that was held during the time of the research, as well as from the survey amongst students, it became clear that students find it valuable to take on information that is shared by a guest speaker, often a professional in the field. As networking is something that can mainly be learned by doing, rather than receiving theory on, it is recommended to increase the focus on networking events to be practical and interactive events. To attract students of different study routes, the networking events can be adjusted to study routes by the means of 'domain seasons' as Saxion works with the domains 'economy, management and organisation', 'behaviour, education, healthcare and wellbeing', 'ICT and media' and 'Life Science, Design and Technology'. In collaboration with these academies, each quarter a networking event could be organised with the focus on one of these 4 domains, or once per semester and focus on two combined domains.

In line with the trend of skill development and interactive learning the workshops should no longer be 'sending information' yet rather be interactive, where students can work on new skills at the same time as they learn about this. When it comes to workshop activities such as workshops for job application, this could be fulfilled with having students roleplaying or even combine this with professionals from outside of Saxion.

8.6 Marketing activities

Before starting any major branding campaigns it is important that first the information provision is right in order. For that reason a basic timeline is given in Table 4 below, on which steps are to take, how long they are expected to take, and which department is best to take on this task.

Table 4. advised activities.

Priority	Activity	What needs to happen?	Department	Expected duration	Total expected hours	Expected hours CS
1	Create webpage on Saxion.nl	Creating a new web page on Saxion.nl with all the information about Career Services that can be publicly heard, including an introduction to all the activities offered by Career Services	Service Marketing and Communication	3 months	432	6
2	Meet with all academies	Introductory meeting with each of the academies	Project team Career Services	1 hour per academy, twice a year + 2 hour of preparation	90	30
3	Update Blackboard page	Updating new Blackboard page with all the information about Career Markets that can be publicly heard, including an introduction to all the activities offered by Career Markets	Marketing and communication & Project team Career Services	1 month per department. Total 2 months	268	144
4	Creating platform Jobteaser	Create a University profile on Jobteaser with all companies that Saxion collaborates with, including internship placements, thesis projects, starter job openings as well as including the individual services offered by Career Services and e-learning modules	Market and Match, academies, Business point, project team Career Services	1 day (of 8 hours) per week, during a time period of 6 months. Total 6 months	960	292
5	Adjust activities	Adjust existing workshops to increase interactivity	Project team Career Services	40 hours	40	40
6	Start up collaboration with Saxinfluencers	Find students with a significant following, to enthusiastically create and share videos about Career Services	Project team Career Services	2 hours per week during the 40 weeks of the academic year	80	80
7	Open days	Ensure to be present during open days for future students and their parents, to see what Career Services has to offer	Project team Career Services	Multiple times per year, according to academic calendar. Average of 9 times per academic year, or 3 times per location, 8 hours per open day	72	72
8	Introduction week	Be present during the introduction week for first year students to introduce Career Services	Project team Career Services	40 hours	40	40
9	Marketing campaign	Once all the background projects are finished, branding Career Services together with the new platform is the next step	Marketing and communication & Project team Career Services	2 months	268	8
Total					2230	606

1. Saxion.nl webpage

As finding the information that is now available online seems rather difficult to students, the first priority should be to create a webpage on Saxion.nl with all the background information on Career Services as to who the team is, what the service does and how students can benefit from making use of the service. Creating this webpage should be accommodated by the service Marketing and Communication, as they have the expertise on how to create this type of webpage for Saxion University (M. Heineman, personal communication, December 20, 2022). Building a new webpage on average takes between 2 - 5 months, as this will only be a page on behalf of Career Services, 3 months should be feasible (Romano, 2022).

2. Academy meeting

In order to get the academies on board to collaborate with Career Services to improve the processes of offering support in regards to career improvement and herewith plausibly reducing student dropouts and burnouts amongst students, it is imperative to introduce academies to the services and possibilities of Career Services. This can be achieved by setting up a meeting with one or two people responsible per academy, with one or two team members of Career Services, this can be a meeting of about 30 minutes per academy. This comes down to 6,5 hours for the 12 academies plus the part-time school. The last hour can be dedicated to preparing a short introductory presentation to visualise what Career Services entails.

3. Blackboard page

Currently the majority of information regarding career services is to be found on the blackboard page and this is not yet in its optimal function. It is helpful to optimise this as well, next to the new to be developed webpage. The information that is currently available for Dutch speaking students, should be translated to English to ensure that all students at Saxion are able to search for and find information in a language that they understand. Additionally, the blackboard page could be expanded with a built in booking service so that it becomes possible to track the registrations of students for activities for future reference. This is however a short-term solution, as blackboard will be replaced by the new student platform, Brightspace, in the next few years (SaxNow, 2022). If and how the information could be transferred to Brightspace is subject to be examined by then.

4. Jobteaser

As was mentioned in the chapter of the wishes and needs of students, there currently is not a platform that is used Saxionwide where students can familiarise themselves with information about companies that could possibly be their future internship company, or the organisation where newly graduated students will start their working career. In order to create a united source of information and possibilities for students, it is beneficial to incorporate Jobteaser as an overall platform. On this platform it is also possible for students to directly apply for vacant functions for internships, thesis projects or starters positions, to handle contracts and to store resumes online for easy application (L. Gilbos, personal communication, December 8th, 2022).

Besides this, the platform can contain self-learning information for students to prepare for workshop activities or events organised by Career Services. Complimenting the already existing information can work to intrigue students to want to know more of the services offered by Career Services. To bring additional e-learning to students who might not be in the position to take the step to register for an event or session yet. Offering online micro learning modules, or short videoclips, can help students visualise what they can take away from Career Services. These micro learning videos could be about topics such as 'introduction to networking', 'How to: answer questions during a job interview', or even about 'do I know what I want?'. Creating a series with a standardised topic script helps to create consistent information. The responsibility of creating these micro learning videos can be transferred to project groups of studies such as Creative Business, or as a project during a multistudy semester such as the Smart Solutions Semester.

Introducing the platform to all the companies that Saxion works with is something that can be picked up by the business point in collaboration with the project team of Career Services. The total team of Career Services, should decide what information is needed from companies, in agreement with representatives per academy. Contacting these companies, receiving their information and processing the information to become 'platform ready' will take several months. The service Match and Market can start on building the platform adjusted to the wishes of Career Services whilst the company data is collected. Introducing this platform is a long term solution for not only Career Services, but also for the unity of Saxion overall.

5. Activity adjustment

Since the workshops currently often consist of information sending and receiving, the activities are not optimally interactive. As trends show and students indicate, interactive learning works better for the current students. Therefore all current activities, as well as the activities that are planned out already, should be shaped in such a way that it is at its most interactive. This helps the students learn and remember the learned information better. This is something that will not take that long, since many of the workshops can be used over and over again and already exist in some form. Taking about one full time week worth of time is expected to be sufficient in adjusting the activities to become more interactive.

6. Saxinfluencers

The current generation of students is very familiar with listening to influencers on what to buy or what fashion to follow. Since the students of today are more likely to believe information that is given to them in an informal way, the line between students and Career Services can become shorter and more accessible by making use of student influencers. This group can consist of students who already work with other departments of Saxion or who have a large follower platform. In the long term Career Services can start with building up a student ambassador group who share information and actively participate in activities of Career Services. As student ambassadors are on a voluntary basis, this is something that can happen all throughout the year and has no end-date. Meetings and guidance from Career Services are needed to make sure everyone is at the same line. About two hours per week are sufficient for this. This can consist of a team meeting with all Saxinfluencers of 30 minutes per week, and individual guidance budgeted at approximately 1,5 hours per week, flexibly spread according to the needs.

7. Open day

Future students visit open days to perceive an impression of what the study of their interest entails by visiting open days. During these days the future students can come into contact with lecturers and students of all participating studies, where the students get a glimpse of the atmospheres per study. This occasion also perfectly lends for the introduction of Career Services to the future students and their parents. By being present at the open day, students can come over for a talk and receive information on what Career Services offer, so that the future student is already familiar with how they can improve their skills and career activities besides their studies. Having some current students, or the student ambassadors present during the open days makes the step smaller to have a conversation, and they can share their own experience as well as achievements regarding their career development. Saxion organises the open days on all three locations multiple times per year.

8. Introduction week

Once first year students start their journey to become a young professional in their study field at Saxion, they receive a lot of information. Some academies work with student buddies, where a second or third year student shares the most important information to know when starting at Saxion. For the studies where this is the case, this student could be asked to also introduce Career Services. For the studies that do not work with student buddies, this will be the responsibility of a team member of Career Services, to introduce the activities and the services in classes. As the introduction week lasts 1 - 5 days according to which study route, introducing would take maximum 1 full time week including the preparation of a short introductory presentation as well as planning which class will be introduced at which time.

9. Marketing campaign

Once all the above steps have been completed, and Career Service now has a solid new base to invite students to make use of the services, it is time to start marketing the brand to all the students. This is a responsibility of marketing and communication in collaboration with the project team of Career Services as well as in collaboration with representatives of the academies to ensure that this happens as effectively and efficiently as possible. A marketing campaign would be valuable to last for about 3 - 4 weeks. This leaves about 2 - 3 weeks of preparing by the marketing and communication department, in collaboration with the project team.

8.7 Planning

The 9 activities as mentioned above are based on a certain prioritisation of how important the activities are to be carried out first. In table 5 a planning of these activities is created based on when which activity should start and when it should be finished to give the communication plan the best possible outcome. In the appendix VII a planning in chronological order of time is added, to see which activities should start when and which activities are the first to start with.

Table 5. Planning, priority of actions

Planning - priority

Priority	Activity	Department	Duration	When to start	When to finish
1	Create webpage on Saxion.nl	Service Marketing and Communication	3 months	6-2-2023	8-5-2023
2	Meet with all academies	Project team Career Services	15 hours, twice a year	20-2-2023	no end
3a	Update Blackboard page content information in both languages	Project team Career Services	1 month	6-3-2023	10-4-2023
3b	page - apply changes in a marketing attractive manner	Marketing and communication	1 month	10-4-2023	8-5-2023
4	Jobteaser - meetings, collecting input & building platform	academies, Business point, project team Career Services	6 months	6-2-2023	7-8-2023
5	Adjust activities - interactivity and language	Project team Career Services	1 week	27-2-2023	6-3-2023
6	collaboration with Saxonfluencers	Project team Career Services	continuously	6-2-2023	no end
7	Open days - preparation & execution	Project team Career Services	continuously	6-2-2023	no end
8a	Introduction week - preparation	Project team Career Services	3 days	24-4-2023	1-5-2023
8b	Introduction week - execution	Project team Career Services	2 days	29-8-2023	31-8-2023
9a	Marketing campaign - create contents of campaign in tekst and goals	Project team Career Services	3 weeks	8-5-2023	29-5-2023
9b	Marketing campaign - create front end of campaign	Marketing and communication & Project team Career Services	5 weeks	5-6-2023	10-7-2023
9c	Marketing campaign - publish online	Marketing and communication & Project team Career Services	2 months	28-8-2023	30-10-2023

8.8 Evaluation

Where Career Services is still in the process of growing and developing, it is important to evaluate what gets done and whether this works or changes need to be made. For the evaluation the PDCA cycle is used. Since its creation in the 1950s, the Plan-Do-Check-Act Cycle (Deming, 1950), as seen in appendix VIII, has served as the de facto improvement paradigm. Deming believed that processes should be continuously measured, evaluated, and improved. The modernised version has however added 3 additional steps which can also be applied to the case of Career Services (marketingmodellensite.nl, n.d.). The modernised, 7 step cycle as is used, can be found in appendix IX.

Plan

The modernised version of the PDCA cycle plan phase consists of 3 steps.

1. Problem definition
2. Current situation
3. Cause and effect analysis

Problem definition

As is defined in the SWOT analysis, the major weakness comes forward from the lack of brand awareness amongst the intended target group. The survey amongst the intended target group showed that merely 15% of students are aware of Career Services as a result of missing brand awareness.

Current situation

Coming forward from the impact matrix, it becomes clear that the weaknesses currently by far overpower the strengths. It shows that the lack of marketing and communication towards students really results in the missing brand awareness. With external parties organising activities and promoting this, Saxion students could be using those services instead of the services that Saxion itself offers. It is however not possible to trace if this really is the case.

Cause and effect analysis

In order to surface the cause and effect of the problem, the question 'why?' can be repeated 5 times. This is done for the problem of Career Services.

Only 15 % of students are familiar with Career Services.

Why?

Because they have never heard of Career Services.

Why?

Because students do not find the right information about Career Services.

Why?

Because the information that is available, is not shared with students, so more effort is needed to find this.

Why?

Because study coaches do not share basic information about Career Services.

Why?

Because the information is not maintained in only 1 easy accessible place.

Do

The main priority is to create awareness amongst students so students know what Career Services has to offer and how students can benefit from these services. Simultaneously to increasing awareness amongst students, the connection with academies within Saxion should be laid. Lastly the new Saxion wide platform Jobteaser is advised to be introduced to the portfolio of Career Services to ensure that students can find the information in a central location. How this can be achieved is by executing the activities as described in the planning in the planned order.

Check

Career Services currently does not have any numerical goals set to achieve (M. Groote Schaarsberg, personal communication, December 27, 2022). The way of checking whether the implementation of the communication plan has resulted positively, is by starting to keep track of statistics of the students that apply to activities offered by Career Services, and whether students return to multiple activities. This mainly applies to the first year after the advised actions are implemented. Once the webpage and jobteaser are built, it is also possible to keep track of the statistics of visitors to the platforms. When this is done by student login, it is even possible to track which academies visit more and which less.

Numerical goals can be set based on the numbers of this first year after implementation. From this basis, short term of 3 years and long term goals of 10 years can be set in agreement with the team of Career Services and the growth that seems feasible then. Since numbers of students who make use of the services are not the only way of analysing whether or not the implementation has been successful, it is recommended to repeat a research amongst students again regarding the topics of student awareness as well as the student wishes and needs to make sure that these are still applicable years from now.

Act

The project team of Career Services should act upon applying the activities within this communication plan. These can be considered as a new standardisation. If the evaluation of the to be set goals shows that any changes need to be made, these can be implemented by outsourcing a repeated research to a thesis student of the hospitality business school, or human resource management. This ensures that the offered activities align with the then current trends and developments in the workfield as well as keep up with the actual wishes and needs of the students who study then, as these can change each year.

8.9 finance

In this chapter, the financial impact of implementing this plan is described. As the information written up in this plan mainly regards internal services of Saxion itself, and there is no real monetary value to be attached to these, the financial part will be described mainly expressed in expected hours of work.

8.9.1 Budget

Saxion Career Services, as a department of Saxion University does not have a set budget per year which can be mapped out for certain activities or internal improvement, if any budget is needed for activities, this can be requested. Within the project team, one team member has a full time contract of 36 hours per week. The project manager of Career Services has indicated that these hours can be considered as flexibly employable hours to be used for the execution of this project (M. Groote Schaarsberg, personal communication, December 21, 2022). As stated in the collective bargaining agreement for University, the salary is considered to be between €3.018,- and €4.569,- per 40 hour full time workweek. This averages at €3414,15 per month at a full time employment of 36 hours per week (Vereniging Hogescholen, 2022). This will be counted as the base salary per 36 hours. Additionally, costs for Saxion Career services are the employer's charges, which come down to approximately 30% of the gross salary, consisting of the following costs (Loket.nl, 2022):

- 8% holiday allowance
- Payroll tax
- Health insurance
- Employee insurance
- National insurance contributions
-

Adding the average of 30% employer's charges to the base salary of €3414,15,- the employee costs all together accumulate to a total of €4.438,40 per 1 FTE of 36 hours. This is the monetary value that will be counted for the hours worked. Converted to an hourly rate, this comes down to € 30,82 per hour. Saxion University does not apply any value added taxes to services that are applied to inhouse fulfilment (M. Yasar, personal communication, December 23, 2022).

8.9.2 Operating budget

As described in the timeline, the prioritised actions have an expected duration. As career services work based on hours, rather than a monetary budget, an estimate per action is given in table 6. A distinction is made between which department shall take on which responsibilities. Where applicable, the hours for career services are mentioned separately from the total. The hours for the other services are not exactly split up, since the amount of hours is a rough estimation, and the departments will need to collaborate on many actions.

Table 6. Estimated operating budget.

Priority	Activity	Department	Expected duration	Total expected hours	Expected hours CS	Total expected costs	Expected costs CS
1	Create webpage on Saxion.nl	Service Marketing and Communication	3 months	432	0 €	13.314,24 €	-
2	Meet with all 2 academies	Project team Career Services	1 hour per academy, twice a year + 2 hour of preparation	30	30 €	924,60 €	924,60
3	Update blackboard page	Marketing and communication & Project team Career Services	1 month per department. Total 2 months	288	144 €	8.876,16 €	4.438,08
4	Creating platform Jobteaser	Market and Match, academies, Business point, project team Career Services	1 day (of 8 hours) per week, during a time period of 6 months. Total 6 months	960	192 €	29.587,20 €	5.917,44
5	Adjust activities	Project team Career Services	40 hours	40	40 €	1.232,80 €	1.232,80
6	Start up collaboration with Saxinfluencers	Project team Career Services	2 hours per week during the 40 weeks of the academic year	80	80 €	2.465,60 €	2.465,60
7	Open days	Project team Career Services	Multiple times per year, according to academic calendar. Average of 9 times per academic year, or 3 times per location, 8 hours per open day	72	72 €	2.219,04 €	2.219,04
8	Introduction week	Project team Career Services	40 hours	40	40 €	1.232,80 €	1.232,80
9	Marketing campaign	Marketing and communication & Project team Career Services	2 months	288	8 €	8.876,16 €	246,56
Total				2230	600 €	68.728,60 €	18.676,92

As can be seen in the budget above, the total expected hours of work to be put into implementing the communication plan, all together come to a total of 2230 hours. These hours are divided between the project group of Career Services, to which 36 hours a week can be planned flexibly, and between service Marketing and Communication in collaboration with Match & Market. Career Services will need to take the responsibility of an estimate of 600 hours. The action that is expected to take up the most time, is the creation of the platform Jobteaser. It is however simultaneously the hardest action to predict how long it will eventually take. This has a lot to do with the response rate of collaborating companies in the region, and how fast they create a profile if they agree to work with a new platform. In total the implementation of the actions in this communication plan are expected to fall around €69.000,-. This amount is based on the salary including employers costs. The planned hours that are directly linked to the team of Career Services come down to approximately 600 hours, or €19.000,- for 1 entire academic year.

With 36 hours of flexible planning per week, one employee could work 2 days, or 16 hours per week on implementing the communication plan on behalf of Career Services. As this employee works 36 hours a week, it is feasible to use 2 of these days for the implementation of the communication plan. As the amount of hours might vary per week, some weeks only 1 day will be needed, where other weeks even 4 days may be needed. Tasks such as creating material for the marketing campaign need to happen in collaboration between Career Services and Marketing and Communication, where Marketing and Communication takes care of the planning, creating and spreading of marketing material, based on the wishes of Career Services.

Jobteaser

As previously mentioned, setting up a university profile on the platform Jobteaser is free of charge for Universities. It is expected to take about 6 months of 1 fulltime employee to set up this platform, however in practice there will be multiple Saxion departments as well as academies involved in the successful creation of the platform. These hours however should not fully fall within the budget of Career Services.

Variable costs

Additional expected costs are costs such as material for specific events, or a gratitude gift for guest speakers. According to the project leader of Career Services, guest speakers receive a small present as a way of thanking them for volunteering their time, with a value of around €15,-. If the guest speaker needs to travel, this is covered by Career Services at €0,19 per km (M Groote Schaarsberg, personal communication, December 13, 2022).

Revenue

As the execution of the activities and workshop are financed by Saxion University by the means of funding the team, there is no need in requesting a payment from the participating students in the standardly offered activities (T. Alekseeva, personal communication, September 14, 2022). Activities where a contribution from the students is requested, is solely for the purpose of covering and thus no profit is made with the services from Career Services. This will remain the same after implementing the communication plan.

Financial feasibility

The total amount of general working hours per academic year, based on 36 hour workweek, is 1440 hours. Considering that the team of Career Services has 1 FTE, of 36 hours per week, that can be used flexibly for various activities within Career Services, the expected workload of approximately 600 hours over 1 academic year seems feasible, as this comes down to an average of 15 hours per academic workweek. While the expected workload is feasible for 1 full-time employee, it is not said that this has to be executed by only one person. The workload can be divided between the team members, where it fits best with each persons' qualities and knowledge.

8.10 Conclusion

Implementing the steps in this communication plan is expected to total up to approximately 2230 hours. This includes the hours outsourced to the service Marketing and Communication as well as the outsourcing of the creation of the platform Jobteaser.

As described within the best practices, the platform Jobteaser is a platform which does not charge Universities any fees to be created. Therefore choosing to apply this platform to the portfolio of Career Services in collaboration with the 12 academies and the saxion part-time school is a wise decision. In the long term it could be subject to research if Jobteaser can be integrated to the new student platform, Brightspace for optimal function.

'How can Saxion Career Services successfully fill in the wishes and needs of her students in regard to study support?'

Following the steps of the communication plan all together contributes to fulfilling the wishes and needs of students studying at Saxion University, in regards to study support. Applying the trends and developments to the offered activities ensure that the activities are tailored to the wishes and needs of the current students of Saxion University.

Bibliography

- Advalvas. (2022, June 1). *Kamer kan verhoging collegegeld tegenhouden, maar doet dat niet.* Retrieved 13 September 2022, from <https://www.advalvas.vu.nl/nieuws/kamer-kan-verhoging-collegegeld-tegenhouden-maar-doet-dat-niet>
- Ajzen, I. (1991). The theory of planned behaviour. *Organizational behavior and human decision processes*, 50(2), 179-211.
- Aspin, D. N. & Chapman, J. D. (2000). Lifelong learning: concepts and conceptions. *International Journal of Lifelong Education*, 19(1), 2-19.
- Beaman, R., & Wheldall, K. (2000). Teachers' Use of Approval and Disapproval in the Classroom. *Educational Psychology*, 20(4), 431–446. <https://doi.org/10.1080/713663753>
- van den Berg, L., & van Gaalen, R. (2021, May 18). *Hoe vergaat het studenten in het leenstelsel?* Centraal Bureau Voor De Statistiek. <https://www.cbs.nl/nl-nl/longread/statistische-trends/2021/hoe-vergaat-het-studenten-in-het-leenstelsel?-onepage=true>
- Bouchrika, I. (2022, October 4). *39 Interactive Learning Statistics: 2021/2022 Data, Trends & Predictions*. Research.com. <https://research.com/education/interactive-learning-statistics>
- Business Days Twente. (n.d.-a). *About | Business Days Twente*. Retrieved January 4, 2023, from <https://www.businessdaystwente.nl/about>
- Business Days Twente. (n.d.-a). *About | Business Days Twente*. Retrieved January 4, 2023, from <https://www.businessdaystwente.nl/about>
- Brouwer, L., Hagen, A., Karabacak, G., Groot Ulen, S., de Wilde, S., & Dam Wichers, M. (2021). *Lab Ontwerpen van loopbaaninterventies*.
- CBS Statline. (2022, July 7). *Leerlingen en studenten; onderwijssoort, woonregio*. Retrieved December 20, 2022, from <https://opendata.cbs.nl/statline/>
- Centraal Bureau voor de Statistiek. (2005, September 5). *Hoger beroepsonderwijs*. Centraal Bureau Voor De Statistiek. Retrieved November 16, 2022, from <https://www.cbs.nl/nl-nl/achtergrond/2005/36/hoger-beroepsonderwijs>
- Chen, J. (2022, August 11). *8 Social media trends to watch in 2022*. Sprout Social. <https://sproutsocial.com/insights/social-media-trends/>
- College of American Pathologists. (2022, July 6). *Working Hard for the Money: The Importance of Salary Negotiation*. Retrieved December 12, 2022, from <https://www.cap.org/member-resources/articles/working-hard-for-the-money-the-importance-of-salary-negotiation>
- Deming, W.E. (1950) Elementary Principles of the Statistical Control of Quality. JUSE
- Demirsoy, Mustafa Kivanc (2021, June 10th). *Ninety-eight percent of Gen Z members own a smartphone*. Retrieved at 16 november 2022 from: <https://www.linkedin.com/pulse/ninety-eight-percent-gen-z-members-own-smartphone-demirsoy/>
- Dienst Uitvoering Onderwijs (DUO). (2022, January 3). *Hogescholen en universiteiten - Hoger onderwijs - DUO Open Onderwijsdata*. duo.nl. Retrieved September 27, 2022, from https://duo.nl/open_onderwijsdata/hoger-onderwijs/adressen/hogescholen-en-universiteiten.js

- D2L. (2022, July 27). *Brightspace*. Retrieved December 12, 2022, from
<https://www1.d2l.com/en-eu/brightspace/>
- Echo360. (2022, April 8). *What is interactive learning?*
<https://echo360.com/what-is-interactive-learning/>
- Eelants, M. (2020, January 29). *DESTEP-analyse*. Marketingmodellen.com. Retrieved January 11, 2023, from <https://www.marketingmodellen.com/destep-analyse/>
- Erasmus University Rotterdam. (2022). *Career Services*. Retrieved December 7, 2022, from
<https://www.eur.nl/en/education/practical-matters/advice-counselling/career-services>
- Garretsen, F. (2021, March 2). *Bijbaan kwijt, studievertraging en kosten: ‘Elke maand lastig om mijn studie te betalen’*. AD.nl.
<https://www.ad.nl/geld/bijbaan-kwijt-studievertraging-en-kosten-elke-maand-lastig-om-mijn-studie-te-betalen~a35e1370>
- Gomez, R. (2022, January 9). *11 social media trends you need to know in 2023*. Sprout Social. Retrieved September 22, 2022, from <https://sproutsocial.com/insights/social-media-trends/>
- Groen, A., & Houtsma, N. (2021, June 29). : *Leenstelsel vergroot verschillen tussen studenten*. Nibud. Retrieved December 21, 2022, from
<https://www.nibud.nl/nieuws/nibud-leenstelsel-vergroot-verschillen-tussen-studenten/>
- Hogeschool Rotterdam. (2019, May 13). “*Veel studenten hebben heftige problemen door iemand met verslaving in directe omgeving.*” Retrieved September 21, 2022, from
<https://www.hogeschoolrotterdam.nl/hogeschool/nieuws/newsitem/veel-studenten-hebben-heftige-problemen-door-iemand-met-verslaving-in-directe-omgeving/140413/>
- Howe, N., Strauss W. Millennials Go to College. Great Falls, VA: American Association of Collegiate Registrars and Life Course Associates, 2003; 70-84.
- Hooft van Huijsdijnen, L., van Hulle, R., van der Lelij, M., & Marchal, B. (2020). Landelijke Monitor Studentenhuisvesting 2020. In *ABF Research* (No. r2020-0001LH). ABF Research. Retrieved January 4, 2023, from
<https://denhaag.incijfers.nl/handlers/ballroom.ashx?function=download&id=89>
- Hox, J. J., & Boeije, H. R. (2005). *Data Collection, Primary vs. Secondary*.
- Hussain, S. T., Lei, S., Akram, T., Haider, M. J., Hussain, S. H., & Ali, M. (2018). Kurt Lewin's change model: A critical review of the role of leadership and employee involvement in organizational change. *Journal of Innovation & Knowledge*, 3(3), 123-127.
- Huntr. (2022). Huntr - Job Application Tracker & CRM. Retrieved 15 September 2022, from
<https://huntr.co/>
- IO Digital. (2022). *Customer journey: from brand awareness to brand advocacy in 5 steps*. IO Digital. Retrieved September 16, 2022, from
<https://www.iodigital.com/nl/history/raak/customer-journey-from-brand-awareness-to-brand-advocacy-in-5-steps>
- Jobteaser. (2022). Over - JobTeaser. Retrieved December 9, 2022, from
<https://www.jobteaser.com/nl/about-us>
- Joshi, A., Kale, S., Chandel, S., & Pal, D. K. (2015). Likert scale: Explored and explained. *British journal of applied science & technology*, 7(4), 396.
- Kaplan, R. S. (2005). How the balanced scorecard complements the McKinsey 7-S model. *Strategy & leadership*.

- Kences, Kenniscentrum Studentenhuisvesting. (2021, October 7). *Landelijke monitor studentenhuisvesting 2020*. Kences. Retrieved December 20, 2022, from <https://www.kences.nl/publicaties/landelijke-monitor-studentenhuisvesting-2020/>
- Kennisbundel. (2021, June 1). *Financiële problematiek onder hbo-studenten*. Kennisbundel Schouders Eronder. <https://www.kennisbundel.nl/kennisbank/artikel/financiele-problematiek-onder-hbo-studenten/>
- Litjens, B., & Ruijfrok, N. (2019). Analyse Studentenwelzijn. In *Interstedelijk Studenten Overleg*.
- Loket.nl. (2022, December 23). *Alles wat je moet weten over werkgeverslasten*. Retrieved January 8, 2023, from <https://www.loket.nl/kb/alles-wat-je-moet-weten-over-werkgeverslasten/>
- LU Careerzone. (2022). *Career Services*]. Retrieved December 13, 2022, from <https://careerzone.universiteitleiden.nl/career-services>
- Managementmdellensite.nl. (n.d.). *PDCA-cyclus*. Retrieved January 11, 2023, from <https://managementmodellensite.nl/pdca-cyclus/>
- Moreno, R., & Mayer, R. (2007). Interactive Multimodal Learning Environments. *Educational Psychology Review*, 19(3), 309–326. <https://doi.org/10.1007/s10648-007-9047-2>
- Niet, de, P. (2022, August 15). *Wat is arbeidsmarktcommunicatie?* Academie Voor Arbeidsmarktcommunicatie. Retrieved September 19, 2022, from <https://www.arbeidsmarktcommunicatie.eu/blog/wat-is-arbeidsmarktcommunicatie>
- NOS. (2021, April 29). *Pushende ouders, te jong kiezen: veel decanen niet blij met profielkeuze*. Retrieved 18 September 2022, from <https://nos.nl/artikel/2378737-pushende-ouders-te-jong-kiezen-veel-decanen-niet-blij-met-profielkeuze>
- Nederlands-Vlaamse Accreditatieorganisatie[NVAO]. (2022). *Over ons*. <https://www.nvao.net/nl/over-ons>
- OCO. (2022, May 8). *Welke vakken krijg je op het vwo (atheneum en gymnasium)?* Retrieved 12 September 2022, from <https://www.onderwijsconsument.nl/welke-vakken-krijg-je-op-het-vwo-atheneum-en-gymnasium>
- Onderwijskennis. (2021, September 3). *Toegankelijkheid: goede studievoortgang voor alle studenten in het hoger onderwijs*. Retrieved 12 September 2022, from <https://www.onderwijskennis.nl/artikelen/toegankelijkheid-goede-studievoortgang-voor-alle-studenten-het-hoger-onderwijs>
- Radboud Career Service. (2022a). *Alumni Career Night | Career & Alumni services (Bijeenkomst)*. Retrieved December 21, 2022, from <https://www.ru.nl/careerservice/student/workshops-events/@1366536/alumni-career-night-career-alumni-services/>
- Radboud Career Service. (2022b). *Career Service*. Retrieved December 21, 2022, from <https://www.ru.nl/careerservice/>
- Radboud Career Service. (2022c). *Workshop Arbeidsvooraardengesprek | Radboud Career Service (Workshop)*. Retrieved December 7, 2022, from <https://www.ru.nl/careerservice/student/workshops-events/@1320119/workshop-arbeidsvooraardengesprek-radboud-career/>
- Radboud University. (2022). *Career Central Radboud Universiteit*. Radboud Career Service. Retrieved December 12, 2022, from <https://www.ru.nl/careerservice/career-central/>

- Romano, J. (2022, September 22). *How Long Does It Take To Build a Website? Here's What to Expect*. Wix Blog. Retrieved January 6, 2023, from <https://www.wix.com/blog/2022/09/how-long-does-it-take-to-build-a-website/>
- Routledge. (2020, March 13). *Understanding Gen Z Students*. Retrieved December 19, 2022, from <https://www.routledge.com/blog/article/understanding-gen-z-students>
- Rowett, P. (2021, August 9). Customer Journey Mapping for Tourism Brands. Retrieved September 12, 2022, from <https://tourismeschool.com/blog/customer-journey-mapping-tourism-brands/>
- RTL nieuws. (2015, January 20). *Leenstelsel komt er definitief: dit verandert er*. Retrieved 14 September 2022, from <https://www.rtlnieuws.nl/nederland/politiek/artikel/1395756/leenstelsel-komt-er-definitief-dit-verandert-er>
- Rubin, J. D. (2021). *Gap Year 2020*. Retrieved 13 September 2022, from <https://drive.google.com/file/d/1F1pc3Oy-5-IRGhWx6k02rUMwd6y6n5iu/view>
- Saxion. (2019). *Kwaliteitsafspraken*. Hogeschool Saxion. Retrieved October 17, 2022, from <https://www.saxion.nl/over-saxion/organisatie/kwaliteitsafspraken>
- Saxion. (2022). *Studiebegeleiding - Saxion*. Hogeschool Saxion. Retrieved December 14, 2022, from <https://www.saxion.nl/studeren-bij/voorzieningen/studiebegeleiding>
- SaxNow. (2022, December 21). *Brightspace vervangt Blackboard, 'alle studenten en docenten krijgen ermee te maken'* | SaxNow. Hogeschool Saxion. Retrieved January 3, 2023, from <https://www.saxnow.nl/nieuws/2022/december/brightspace-vervangt-blackboard-alle-studenten-en-docenten-krijgen-ermee-te-maken>
- Schnetzer, S. (2022, November 14). Generation Alpha: Daten, Fakten und Wissen über die Generation. Simon Schnetzer. Retrieved December 17, 2022, from <https://simon-schnetzer.com/generation-alpha/>
- Schukei, A. (2022, September 14). *What You Need to Understand About Generation Z Students*. The Art of Education University. <https://theartofeducation.edu/2020/12/14/what-you-need-to-understand-about-generation-z-students/>
- Seemiller, C., & Grace, M. (2019). *Generation Z: A Century in the Making*. Routledge.
- Solanki, M. (2019, June 12). *International students don't feel at home in the Netherlands*. IamExpat. Retrieved December 12, 2022, from <https://www.iamexpat.nl/education/education-news-1>
- Stake, R. E. (1995). The art of case study research. Sage.
- Stokes, B. (2020, July 27). *Who are Europe's Millennials?* Pew Research Center. <https://www.pewresearch.org/fact-tank/2015/02/09/who-are-europe-s-millennials/>
- Studentenmarketing. (2021, June 6). *Hoe bereik je studenten en wie zijn zij?* Retrieved December 20, 2022, from <https://studentenmarketing.nl/blogs/hoe-bereik-je-studenten-tegenwoordig-en-wie-zijn-zij/2021-04-09>
- Technical University Delft. (2022). *Courses*. Retrieved December 11, 2022, from <https://tudelftsde.opleidingsportaal.nl/>
- TED Talks. (n.d.). *Our organization*. Retrieved December 23, 2022, from <https://www.ted.com/about/our-organization>

United Nations. (2016, January 1). *THE 17 GOALS | Sustainable Development*. Retrieved 14 September 2022, from <https://sdgs.un.org/goals>

Universiteit Leiden. (2022). *Cursussen - Universiteit Leiden*. Events. Retrieved December 7, 2022, from <https://www.student.universiteitleiden.nl/cursussen?pageNumber=1>

University of Amsterdam. (2022, September 9). *UvA Student Careers Centre - student.uva.nl*. My UvA. Retrieved November 25, 2022, from <https://student.uva.nl/onderwerpen/uva-student-careers-centre>

University of Groningen. (2022, November 17). *Career Services*. Retrieved November 28, 2022, from <https://www.rug.nl/careerservices/?lang=en>

University of Kansas. (2022). *Chapter 6. Communications to Promote Interest | Section 1. Developing a Plan for Communication | Main Section | Community Tool Box*. Community Toolbox. Retrieved December 1, 2022, from <https://ctb.ku.edu/en/table-of-contents/participation/promoting-interest/communication-plan/main>

University of Leiden. (n.d.). *Cursussen - Universiteit Leiden*. Workshops En Cursussen. Retrieved December 6, 2022, from <https://www.student.universiteitleiden.nl/cursussen?pageNumber=1>

University of Oxford. (2019, May 6). *What does "Alumni" mean?* Retrieved December 7, 2022, from https://uni-of-oxford.custhelp.com/app/answers/detail/a_id/1171/%7E/what-does-alumni-mean%20

University of Twente. (2022a). *Career Services voor studenten*. Universiteit Twente. Retrieved December 6, 2022, from <https://www.utwente.nl/nl/ces/career-services/>

University of Twente. (2022b). *Planner*. Career Services. Retrieved December 21, 2022, from <https://cs.planner.utwente.nl/>

Vereniging Hogescholen. (2022). *Collectieve Arbeidsovereenkomst voor het hoger beroepsonderwijs 2022-2023*. Retrieved January 7, 2023, from <https://www.aob.nl/wp-content/uploads/2022/09/Cao-hbo-2022-2023.pdf>

Vereniging Hogescholen (n.d.). *Kwaliteitsafspraken*. Retrieved 12 September 2022, from <https://www.vereniginghogescholen.nl/kwaliteitsafspraken>

Vrije Universiteit Amsterdam. (2022). *De Studie Inspirator: eerste hulp bij (studie)keuzestress*. Retrieved 13 September 2022, from <https://vu.nl/nl/onderwijs/meer-over/studie-inspirator-eerste-hulp-bij-studie-keuzestress>

Wageningen Career Support. (2014, September 22). *Wageningen Career Support | Ondersteuning en advies in je loopbaan | Home*. Retrieved December 7, 2022, from <https://www.wageningencareersupport.nl/>

Windesheim. (2022). *Windesheim alumni*. Retrieved December 19, 2022, from <https://www.windesheim.nl/over-windesheim/alumni>

Appendices

Appendix I: Characteristics generation Z	55
Appendix II: Benchmark Universities	57
Appendix III: Survey English & Dutch	58
Appendix IV: Survey outcome, division academies	80
Appendix V: Survey outcome, familiarity compared academies	81
Appendix VI: Stakeholder map Career Services	82
Appendix VII: Planning in chronological order	83
Appendix VIII: PDCA model Deming	84
Appendix IX: PDCA model modernised	85

Appendix I - Characteristics generation Z

UNDERSTANDING GEN Z STUDENTS

9 FINDINGS ON STUDENT LEARNING PREFERENCES TO HELP IMPROVE YOUR CLASSROOM

1

INFORMATION LITERACY

With a wealth of information available online, for them, research is less about acquiring new knowledge and more about accessing a quick answer to complete an assignment. They need help to unlearn misinformation and understand that not everything they read online is accurate, safe, and helpful.

2

APPLIED LEARNING

Many indicated that applied learning makes learning enjoyable for them, more than any other factor. They want real-world knowledge and skills that will help them when they enter the workforce.

3

INTRAPERSONAL LEARNING

Intrapersonal learning was one of the least-preferred learning styles, with 25% indicating that it was not an effective learning method at all. Many like the notion of independent learning where they control the timing, pace, and environment.

4

HYBRID CLASSROOMS

Many are social learners and like to learn next to, but not with, others. Hybrid classrooms allow them to engage in self-directed, independent learning leading up to a handful of in-person sessions with an instructor and other learners.

5

FLIPPED LEARNING

A flipped classroom where they can complete assignments ahead of time might give them the opportunity to become more knowledgeable and confident about class content before being asked to participate during class.


6

LEARNING BY EXAMPLE

They like seeing sample exemplary work, participating in practice sessions, watching demonstrations, and working through example problems with the instructor so they are clear about the expectations of an assignment and feel comfortable attempting to complete it.


7

VIDEO-BASED LEARNING

Learning and acquiring new information is one of this generation's primary uses for video-based content. Nearly 90% of Generation Z college students go to YouTube to learn new knowledge.


8

LEARNING ENVIRONMENTS

They prefer a flexible and mixed-use space, in addition to quiet learning environments where they can tune out with headphones. But, their social nature means that they like to be in close proximity with other students to learn, as long as those students aren't distracting.


9

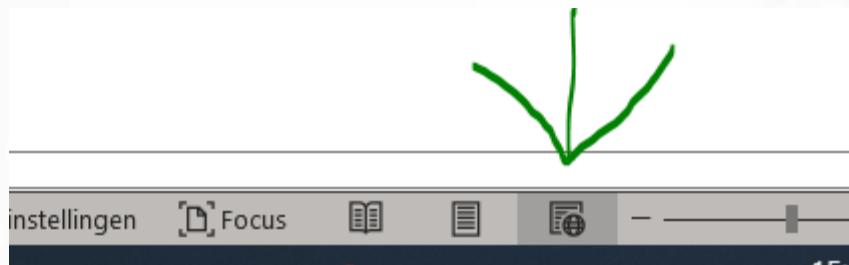
PASSIONATE EDUCATORS

Many see their instructors as facilitators who aid in learning instead of experts who impart their wisdom to their students; storytellers, sharing their real-life experiences and bringing the content to life; and caretakers, as they want to feel cared about by the educators in their lives.

Source: Routledge (2020).

Appendix II - Benchmark Universities

This appendix was unfortunately not possible to convert into a format that fits in this file. For that reason it is possible to have a look at the complete benchmark by clicking this [link](#). Within this spreadsheet file, there are two more links that are the input for the spreadsheet. In order to open these, it is recommended to download those to word, and view the document through a web layout as below. This ensures that the document is visible in its full purpose.



Appendix III - Survey English & Dutch

Survey in english

Dear participant,

Indien gewenst kunt u deze enquête in het Nederlands beantwoorden via bovenstaande knop.

I kindly ask you to fill out this questionnaire that regards the wishes and needs of students studying at Saxion University on behalf of Saxion Career Services. Participation is voluntary. In order to participate, your permission is required. Before you decide if you want to do this, I will explain why I would like you to fill out this questionnaire. Please read this information carefully.

This research is a part of my thesis research for the bachelor Tourism Management of Saxion University of Applied Sciences. You will be asked to answer a series of questions, there is no need to prepare this in any way or to have any background knowledge about Saxion Career Services.

I do not collect any personal data in this survey. The stored data cannot be traced back to individual participants. For this survey I ask for demographic information (age, gender level of education etc.). In order to protect your data and to limit privacy risks as much as possible, as a student I comply with the requirements of the General Data Protection Regulation (GDPR/AVG).

If you participate in this study, you can always change your mind and withdraw. I will then use your data up until the moment you withdraw. If you object to this you can email me with the data below and I will remove your data if possible. There are no costs for you to participate in this research and there is no compensation for participating in this research. On the next page you will see a statement of consent. This form provides you with information on how I process the data you enter in this questionnaire.

By digitally signing this form, you give me permission to use (anonymously) the data you have entered. Whether or not you participate in this survey has no effect on your further study progress and no assessment will be given for it. Click through to the next page for the statement of consent to give your permission to participate in this study. After signing, you can proceed to the questionnaire.

- I have read the statement of consent and agree to the terms and conditions set out therein.

1. What is your age?

2. What is your gender

- Male
- Female
- Non-binary / third gender
- Prefer not to say

3. In which year of the study are you?

- Year 1, bachelor
- Year 1, associate degree
- Year 2, bachelor
- Year 2, associate degree
- Year 3, bachelor
- Year 4, bachelor
- Year 1, master
- Year 2, master

4. Of which academy is your study programme a part of?

- Governance, Law and Urban design
- Creative Technology
- Healthcare
- Human Resource
- Education, health & wellbeing
- Pedagogy & Education
- Business, Building & Technology
- Hospitality Business School
- International Business School
- Life Science, Engineering & Design
- School of Commerce and Entrepreneurship
- School of Finance & Accounting
- Saxion Parttime School

5. To what extent do the following apply to your study programme?

	Strongly disagree	Somewhat disagree	I don't know	Somewhat agree	Strongly agree
I have to do a practical assignment during my study programme.	0	0	0	0	0
I have to do at least one internship of at least 10 weeks during my study programme.	0	0	0	0	0
I have the possibility to study abroad during my study programme.	0	0	0	0	0
I have to collaborate with other study routes during my study programme.	0	0	0	0	0

6. To what extent are you familiar with Saxion Career Services?

	Not familiar at all	Slightly familiar	Moderately familiar	Very familiar	Extremely familiar
To what extent are you familiar with Saxion Career Services?	○	○	○	○	○

7. What do you think Saxion Career Services entails?

8. Have you ever made use of the offered activities from Saxion Career Services?

- No
- Yes _____

9. To what extent do the following activities or workshops attract you, to follow/attend.

	Not interesting at all	Slightly interesting	Moderately interesting	Very interesting	Extremely interesting
Workshop resume writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshop job hunting (learning how to search for a desired job)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshop job interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career event (networking)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Workshop entrepreneurship	<input type="radio"/>				
Workshop professional writing	<input type="radio"/>				
Workshop study abroad	<input type="radio"/>				
Workshop internship abroad	<input type="radio"/>				
Workshop intercultural communication	<input type="radio"/>				
Workshop working in the Netherlands if you are not Dutch	<input type="radio"/>				
Workshop working abroad (not your own home country)	<input type="radio"/>				
Workshop self exploration / Who am I?	<input type="radio"/>				
Workshop post study	<input type="radio"/>				

Other, please specify in the following text field

10. If other workshops attract you, please specify

11. For the following statements, please specify to what extent you disagree / agree

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
My academy offers support for my career/study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am ready to apply for an internship, thesis project or job, in terms of communicating with external parties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I miss support in regards to my study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I am ready to enter my workfield after finishing my study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. I receive help from my academy / study to find an internship placement. If yes, in which way?

No

Yes, through.... _____

13. To what extent would you be interested in receiving information about Saxion Career Services, through the following channels?

	Not interesting at all	Slightly interesting	Moderately interesting	Very interesting	Extremely interesting
Blackboard environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A separate website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MySaxion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offline communication (flyers, posters etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online (social media)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Per e-mail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Through my study coach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Physical walk
in at location

14. To which extent would you be interested in receiving information about Saxion Career Services through the following (social) media channels?

	Not interesting at all	Slightly interesting	Moderately interesting	Very interesting	Extremely interesting
A separate website, complete with all information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A webpage on Saxion.nl	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instagram	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tiktok	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LinkedIn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youtube	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whatsapp	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. To which extent do the following times suit you for an activity?

	Not interesting at all	Slightly interesting	Moderately interesting	Very interesting	Extremely interesting
In the morning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the afternoon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the evening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Would you be willing to travel to another saxion location to attend an event or workshop?|

No

Maybe

Yes

17. What is the preferred duration of an event or workshop organised by Career services, you would attend? (in scheduled hours of 45 minutes per scheduled hour)

18. Indicate for the following statements to which extent you (dis)agree.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I wish to follow everything physically at my preferred location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I wish to follow some workshops online and some at location

I wish to follow all workshops and events online

19. To what extent do the following modes of information delivery suit you?

	None at all	A little	A moderate amount	A lot	A great deal
By walking into a physical office and talking to a representative	<input type="radio"/>				
Through knowledge clips (short video of a few minutes)	<input type="radio"/>				
Through an organised clickable website	<input type="radio"/>				
Through my study coach	<input type="radio"/>				

20. Language What is your preferred language for receiving information & workshops?

Dutch

English

21. Now that you have somewhat insight into what Saxion Career Services organises, to what extent would you use and recommend

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I would now like to make use of Saxion Career Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would now recommend Saxion Career Services to classmates/friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would now recommend others to study at Saxion, because of what Saxion Career Services offer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Survey in Dutch:

Geachte deelnemer,

If wished you can switch to answer this survey in English, through above button.

Ik verzoek u vriendelijk namens Saxion Career Services deze vragenlijst over de wensen en behoeften van studenten van Saxion Hogeschool in te vullen. Deelname is vrijwillig. Voor deelname is uw toestemming nodig. Voordat u besluit of u dit wilt doen, zal ik u uitleggen waarom ik graag wil dat u deze vragenlijst invult. Lees deze informatie zorgvuldig door.

Dit onderzoek is een onderdeel van mijn afstudeeronderzoek voor de bachelor Tourism Management van Saxion Hogeschool. U wordt gevraagd een aantal vragen te beantwoorden, het is niet nodig dit op enige wijze voor te bereiden of enige achtergrondkennis te hebben over Saxion Career Services.

Ik verzamel in deze enquête geen persoonlijke gegevens. De opgeslagen gegevens zijn niet te herleiden tot individuele deelnemers. Voor deze enquête vraag ik om demografische informatie (leeftijd, geslacht opleidingsniveau etc.). Om uw gegevens te beschermen en privacyrisico's zoveel mogelijk te beperken, voldoe ik als student aan de eisen van de Algemene Verordening Gegevensbescherming (GDPR/AVG).

Als u deelneemt aan dit onderzoek, kunt u zich altijd bedenken en terugtrekken. Ik gebruik uw gegevens dan tot het moment dat u zich terugtrekt. Als u hiertegen bezwaar maakt kunt u mij mailen met onderstaande gegevens en zal ik uw gegevens zo mogelijk verwijderen. Er zijn voor u geen kosten verbonden aan deelname aan dit onderzoek en er is geen vergoeding voor deelname aan dit onderzoek. Onder aan deze pagina vindt u een

Door dit formulier digitaal te ondertekenen geeft u mij toestemming om de door u ingevoerde gegevens (anoniem) te gebruiken. Het wel of niet meedoen aan deze enquête heeft geen invloed op je verdere studievoortgang en er wordt geen beoordeling voor gegeven. Klik door naar de volgende pagina voor de toestemmingsverklaring waarmee u toestemming geeft voor deelname aan dit onderzoek. Na ondertekening kunt u verder met de vragenlijst.

- Ik heb de toestemmingsverklaring gelezen en ga akkoord met de daarin opgenomen voorwaarden.

1. Wat is je leeftijd?

2. Wat is je geslacht?

Man

Vrouw

Non-binair

Dit zeg ik liever niet

3. In welk studiejaar zit je?

Jaar 1, bachelor

Jaar 1, associate degree

Jaar 2, bachelor

Jaar 2, associate degree

Jaar 3, bachelor

Jaar 4, bachelor

Jaar 1, master

Jaar 2, master

4. Onder welke academie valt je studieroute?

Bestuur, Recht & Ruimte

Creatieve Technologie

- Gezondheidszorg
- Mens & Arbeid
- Mens & Maatschappij
- Pedagogiek & Onderwijs
- Business, Building & Technology
- Hospitality Business School
- International Business School
- Life Science, Engineering & Design
- School of Commerce and Entrepreneurship
- School of Finance & Accounting
- Saxion Parttime School

5. In hoeverre zijn de volgende statements van toepassing op je studie?

	Volledig mee oneens	Een beetje mee oneens	Neutraal	Een beetje mee eens	Volledig mee eens
Ik moet praktische opdrachten doen tijdens mijn studie programma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ik moet minstens 1 stage doen van minimaal 10 weken lang tijdens mijn studie programma

Ik heb de mogelijkheid om tijdens mijn studie in het buitenland te studeren

Ik moet met andere studies samenwerken tijdens mijn studieprogramma

6. In hoeverre ben je bekend met Saxion Career Services?

	Volledig onbekend	Een beetje onbekend	Neutraal	Een beetje bekend	Volledig bekend
--	-------------------	---------------------	----------	-------------------	-----------------

In hoeverre ben je bekend met Saxion Career Services?

7. In hoeverre trekken de volgende activiteiten / workshops je aan om te volgen / bij te wonen?

	Geheel oninteressant	Een beetje oninteressant	Neutraal	Een beetje interessant	Erg interessant
--	----------------------	--------------------------	----------	------------------------	-----------------

Workshop CV schrijven

Workshop hoe vind ik een baan?	<input type="radio"/>				
Workshop sollicitatie gesprek	<input type="radio"/>				
Carrière evenement (netwerkevents)	<input type="radio"/>				
Workshop ondernemerschap	<input type="radio"/>				
Workshop professionele communicatie	<input type="radio"/>				
Workshop studeren in het buitenland	<input type="radio"/>				
Workshop stage lopen in het buitenland	<input type="radio"/>				
Workshop interculturele communicatie	<input type="radio"/>				
Workshop werken in Nederland	<input type="radio"/>				

	Volledig mee oneens	Een beetje mee oneens	Neutraal	Een beetje mee eens	Volledig mee eens
Workshop werken in het buitenland	<input type="radio"/>				
Workshop Wie ben ik? / Wat zijn mijn talenten?	<input type="radio"/>				
Workshop na de studie?	<input type="radio"/>				
Anders, namelijk...	<input type="radio"/>				

8. Wanneer andere workshops je aantrekken, welke?

9. Geef bij de volgende statements aan in hoeverre je het hiermee (on)een bent

	Volledig mee oneens	Een beetje mee oneens	Neutraal	Een beetje mee eens	Volledig mee eens
Mijn academie biedt studieondersteuning aan	<input type="radio"/>				
Ik ben volledig klaar om te solliciteren voor een stage, afstudeerproject of baan, wanneer het gaat om communicatie met deze partijen.	<input type="radio"/>				

Ik mis ondersteuning bij mijn studie	<input type="radio"/>				
Ik heb het gevoel dat ik klaar ben om na het afronden van mijn studie, het werkveld in te gaan	<input type="radio"/>				

10. Ik ontvang hulp van mijn academie / studie bij het zoeken van een stageplaats. Indien ja, op welke manier? (Is hier een platform voor?)

Nee

Ja, via... _____

11. In hoeverre zou je geïnteresseerd zijn om via de volgende kanalen informatie over Saxion Career Services te ontvangen

	Geheel oninteressant	Oninteressant	Neutraal	Een beetje interessant	Heel erg interessant
Blackboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Een aparte website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MijnSaxion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offline communicatie (flyers, posters etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<input type="radio"/>				
Online (social media)	<input type="radio"/>				
Per e-mail	<input type="radio"/>				
Via mijn studie coach	<input type="radio"/>				
Een fysieke locatie, waar ik kan binnenlopen	<input type="radio"/>				

12. In hoeverre zou je het interessant vinden om via de volgende (sociale) media kanalen informatie te ontvangen over Saxion Career Services?

	Geheel oninteressant	Oninteressant	Neutraal	Een beetje interessant	Heel erg interessant
Een aparte website, met navigeerbare informatie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Een pagina op Saxion.nl	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instagram	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tiktok	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LinkedIn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Youtube	<input type="radio"/>				
Whatsapp	<input type="radio"/>				

13. In hoeverre is de volgende tijd passend voor jou, om een activiteit/workshop te volgen?

	Geheel oninteressant	Oninteressant	Neutraal	Een beetje interessant	Heel erg interessant
In de ochtend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In de middag	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In de avond	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Wat is de tijdsduur van een evenement of workshop, georganiseerd door Career Services, wat jou het meeste aantrekt? (in roosteruren, van 45 minuten per geroosterd uur)

15. Geef voor de volgende statements aan in hoeverre je het hier mee (on)eens bent.

	Volledig mee oneens	Een beetje mee oneens	Neutraal	Een beetje mee eens	Volledig mee eens
Ik wil graag alles fysiek op de locatie van mijn voorkeur volgen	<input type="radio"/>				
Ik wil graag deels fysiek en	<input type="radio"/>				

deels online
bijwonen

Ik wil het liefst
alle workshops
en
evenementen
online bijwonen

16. In hoeverre passen de volgende manieren van informeren/inlezen in informatie bij jou?

Absoluut niet	Niet heel erg	Neutraal	Een beetje	Heel erg goed
---------------	---------------	----------	------------	---------------

Door bij een
fysieke locatie
binnen te
lopen, en met
iemand te
spreken

Door het kijken
van kenniscips
(korte
informatieve
videos van
enkele
minuten)

Door het
doornemen
van een
website, met
verschillende
paginas

Via mijn studie
coach

17. In welke taal wil je de informatie & workshops graag ontvangen/volgen?

Nederlands

 Engels

18. Nu dat je wat inzicht hebt gekregen in wat Saxion Career Services organiseert, in hoeverre zou je hier zelf gebruik van maken, en dit aanraden aan anderen?

	Volledig mee oneens	Een beetje mee oneens	Neutraal	Een beetje mee eens	Volledig mee eens
Ik zou nu gebruik maken van het aanbod van Saxion Career Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou Saxion Career Services nu aanraden aan klasgenoten/vriend en	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou anderen nu aanraden om aan Saxion te studeren, vanwege het aanbod van Saxion Career Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix IV - Survey outcome, division academies

Of which academy is your study programme a part of?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hospitality Business School	50	22,3	22,3	87,9
	Business, Building & Technology	47	21,0	21,0	65,6
	Human Resource	27	12,1	12,1	37,5
	Healthcare	21	9,4	9,4	25,4
	Creative Technology	19	8,5	8,5	16,1
	Governance, Law and Urban design	17	7,6	7,6	7,6
	Education, health & wellbeing	13	5,8	5,8	43,3
	Life Science, Engineering & Design	10	4,5	4,5	94,6
	School of Commerce and Entrepreneurship	6	2,7	2,7	97,3
	International Business School	5	2,2	2,2	90,2
	School of Finance & Accounting	4	1,8	1,8	99,1
	Pedagogy & Education	3	1,3	1,3	44,6
	Saxion Parttime School	2	,9	,9	100,0
	Total	224	100,0	100,0	

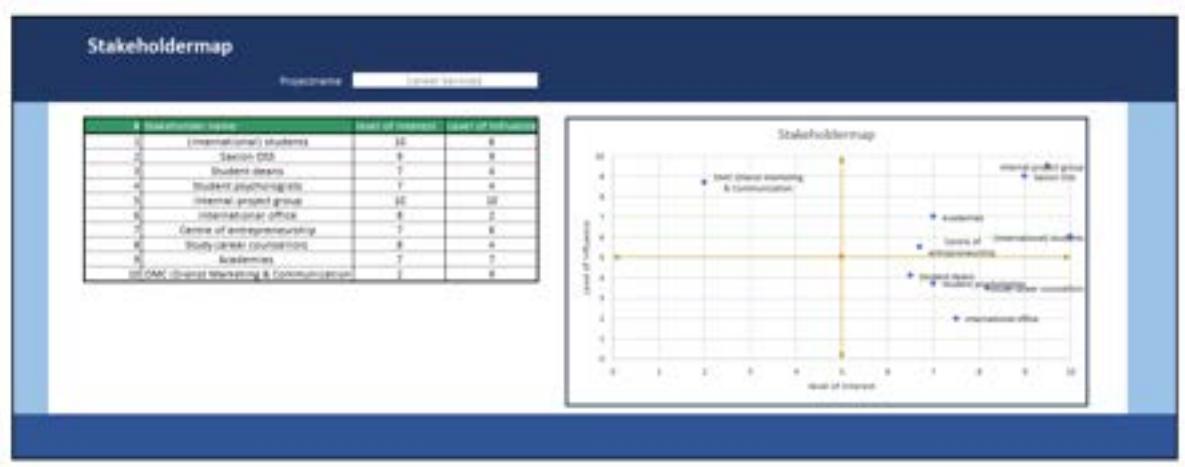
Appendix V - Survey outcome, familiarity compared academies

Report

To what extent are you familiar with Saxion Career Services?

Of which academy is your study programme a part of?	Mean	N	Std. Deviation
Human Resource	1,96	24	1,546
Hospitality Business School	1,67	43	1,017
Governance, Law and Urban design	1,67	15	1,447
Education, health & wellbeing	1,42	12	,900
Creative Technology	1,41	17	1,064
Healthcare	1,25	12	,452
Business, Building & Technology	1,24	37	,830
Total	1,57	185	1,082

Appendix VI - Stakeholder map Career Services

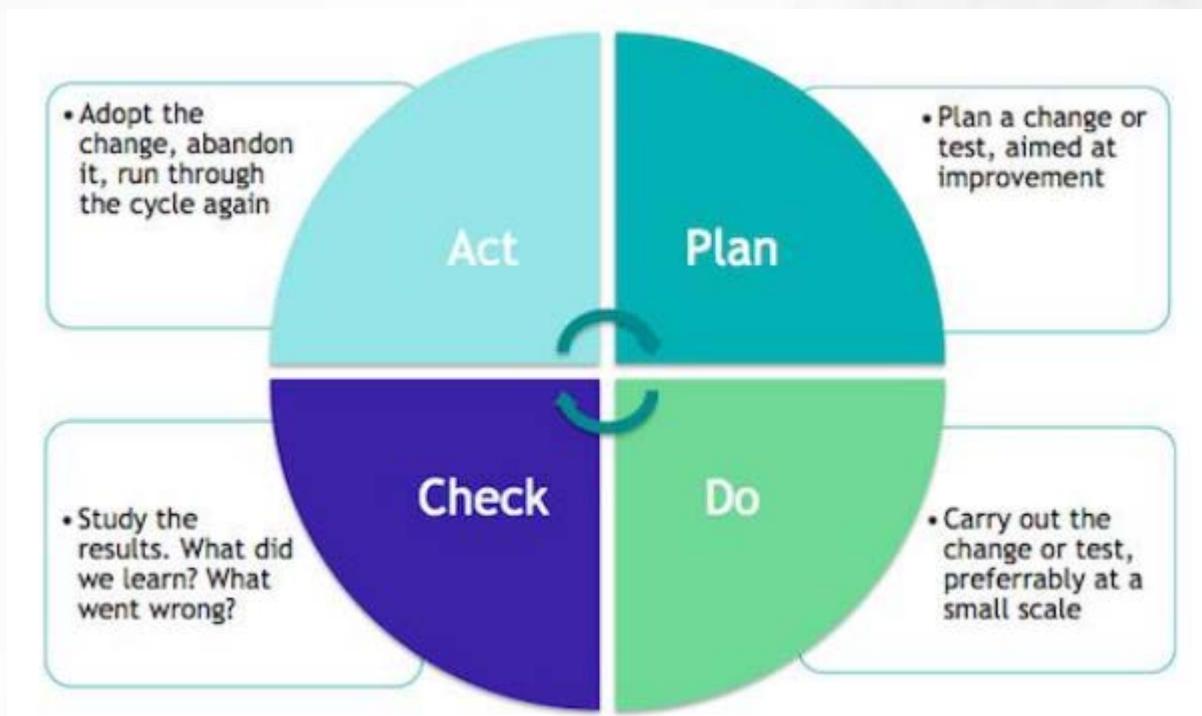


Appendix VII - Planning in chronological order

Planning chronologically - time

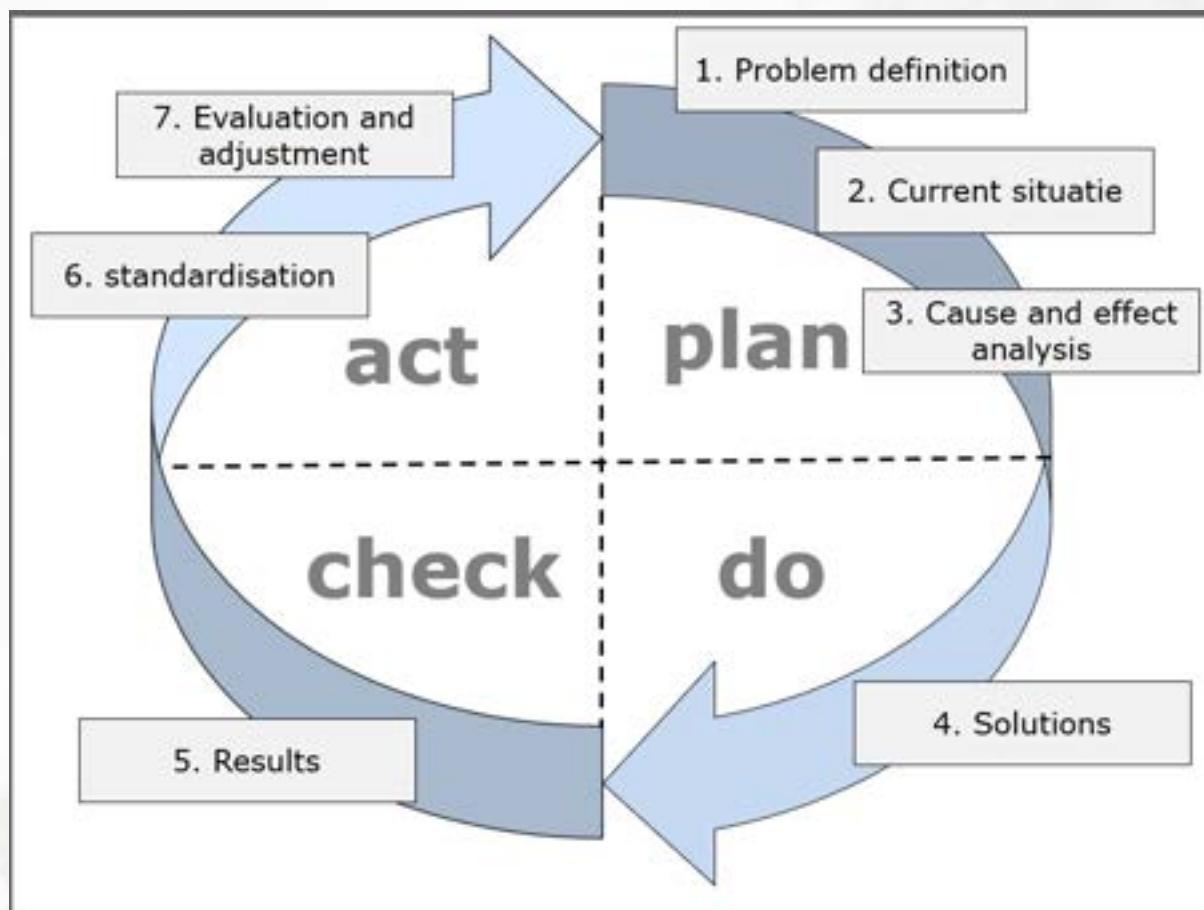
Action	Activity	department	duration	start date	end date
1	Create webpage on Saxion.nl	Service Marketing and Communication	3 months	6-2-2023	8-5-2023
4	Creating platform Jobeaser - meetings, collecting input & building	Market and Match, academies, Business point, project team Career Services	6 months	6-2-2023	7-8-2023
6	Start up collaboration with Saxonfluencer	Project team Career Services	continously	6-2-2023	no end
7	Open days - preparation & execution	Project team Career Services	continously	6-2-2023	no end
2	Meet with all academies	Project team Career Services	15 hours, twice a year	20-2-2023	no end
5	Adjust activities - interactivity and language	Project team Career Services	1 week	27-2-2023	6-3-2023
3a	Update Blackboard page content information in both languages	Project team Career Services	1 month	6-3-2023	10-4-2023
3b	Update Blackboard page - apply changes in a marketing attractive manner	Marketing and communication	1 month	10-4-2023	8-5-2023
8a	Introduction week - preparation	Project team Career Services	3 days	24-4-2023	1-5-2023
9a	Marketing campaign - create contents of campaign in tekst and goals	Project team Career Services	3 weeks	8-5-2023	29-5-2023
9b	Marketing campaign - create front end of campaign	Marketing and communication & Project team Career Services	5 weeks	5-6-2023	10-7-2023
9c	Marketing campaign - publish online	Marketing and communication & Project team Career Services	2 months	28-8-2023	30-10-2023
8b	Introduction week - execution	Project team Career Services	2 days	29-8-2023	31-8-2023

Appendix VIII - PDCA model



Source: (Deming, W.E. 1950)

Appendix IX - PDCA model modernised



Source: (marketingmodellsite.nl, n.d.)

STEP
By
STEP



Substantiation

*The prospection
of Saxion Career
Services*

BY OLIVIA JELLEMA



The prospected success of Saxion Career Services



NAME: OLIVIA JELLEMA
STUDENTNUMBER: 481013
DATE: 16/01/2023
UNIVERSITY: SAXION UNIVERSITY OF APPLIED SCIENCES
TUTOR: J. VERWIJMEREN
CLIENT: T. ALEKSEEVA, SAXION CAREER SERVICES
LOCATION: DEVENTER

Table 3.1 what is to be found where

Assessment criterion	Relevant information within professional product	Relevant information within substantiation
The professional answers the client's question with an appropriate and substantiated professional product	<p>The answer to the clients question can be found in the professional product under the following chapters:</p> <p>Questions: Chapter 1: introduction Answer: Chapter 2: Trend analysis Chapter 3: Characteristics of university students Chapter 4: Best practise analysis Chapter 5: Students wishes & needs analysis Chapter 6: communication plan</p>	<p>More information on the background of the client and the reason for research is described in: Chapter 1: introduction</p>
The professional identifies the most important (internal and external) trends and developments and clarifies their influence on the issue.	<p>The relevant internal, external and global trends & developments can be found in: Chapter 2: 'Trend analysis'</p>	
The professional collects knowledge in a responsible way to support a decision and valuates this knowledge	<p>The conclusions of the research are described in: Chapter 3: Characteristics of university students Chapter 4: Best practise analysis Chapter 5: Students wishes & needs analysis Chapter 6: communication plan</p>	<p>The methodology and reasoning behind the chosen research strategies are described in chapter 3. The conclusions of the analysis are found in the professional product, as this is relevant to the client.</p>
The professional justifies how the wishes of the stakeholders have been taken into account in the final product.	<p>The involved stakeholders are briefly mentioned in chapter 7, hereby change management is applied, keeping wishes of stakeholders into account.</p>	<p>The stakeholders involved in this project are identified in chapter 2.1: Stakeholder analysis.</p>
The professional substantiates the extent to which the made choices are socially responsible (e.g. with regard to ethical, intercultural and sustainability aspects)	<p>Within the entire communication plan, chapter 5, the social responsibility is considered.</p>	<p>The analysis of the societal impact of the created product is found in: Ch: 2.2</p>
The professional demonstrates the financial feasibility of the professional product.	<p>The financial feasibility is demonstrated in chapter Chapter 8.9 Finance</p>	

Declaration of own work

I hereby declare that:

- I am fully informed about the Professional Product PF criteria;
- all the work I have conducted to fulfill these criteria is entirely my own;
- I have not been assisted by any other person, except the coaching offered within HBS guidelines.

Name: Olivia Jellema
Date: 16/01/2023

A handwritten signature in black ink, appearing to read "OJellema". The signature is written in a cursive style with some loops and variations in letter height.

Signature:

Table of Contents

1. Introduction	7
1.1 The client	7
1.2 Reason for research	7
2. Overview stakeholders	8
2.1 Stakeholder analysis	8
2.2 Societal impact	9
3. Methodology	11
3.1 Required knowledge	11
3.2 Knowledge collection	11
3.3 Research methods	12
3.3.1 Case study	12
3.3.2 Quantitative research	13
3.3.3 Qualitative research	14
3.3.4 Customer Journey	15
3.3.5 Research criteria	16
3.4 Operationalisation	16
3.5 Survey distribution	16
3.6 SPSS analysis survey	16
4. Discussion	17
4.1 validity	17
4.1.1 Construct validity	17
4.1.2 Internal validity	17
4.1.3 External validity	18
4.2 reliability	19
Bibliography	20
Appendices	22
Appendix I - Stakeholder map Career Services	23
Appendix II - NGWI permission	24
Appendix III - DESTEP Analysis	25
Appendix IV - Overview universities best practise analysis	26
Appendix V - Customer Journey	26
Appendix VI - Operationalisation survey	28
Appendix VII - Survey outcomes	29
Appendix VIII - Correspondence Academy Education and pedagogy.	50
Appendix IX - newsletter Academy Education and pedagogy.	51

List of tables and figures

Table 1. Data collection per question

11

1. Introduction

1.1 The client

Saxion University of Applied sciences is divided into three locations, Apeldoorn, Deventer and Enschede. During the academic year 2021-2022 Saxion had 28.756 students and 3.051 teachers including interns (Saxion, 2022). The OSS, 'Onderwijs en Student Support', supports students of Saxion in becoming their best self and bringing out the most of their talents, while also supporting the process of the study with deans and psychological help where needed. The Saxion Career Services, as a part of OSS supports students during their entire study career in multiple ways. Core activities of the Saxion Career Services are the organisation of events and workshops on several topics, including job interviews, international communication, networking etc. The events and workshops are organised for students of all Dutch and international studies to join. The team of Saxion Career Services consists of 15 members of which 6 are closely involved, the latter are teachers, advisor, student psychologist, student dean and a marketing & communications employee (T. Alekseeva, Personal communication, September 14, 2022).

1.2 Reason for research

Saxion Career Services works together closely with other professionals within Saxion who support students with several aspects of their study, including student physiologists, the international office, centre of entrepreneurship and the business point. In order to grow as an organisation, Saxion Career Services is working on transitioning to the new 'Career Centre'. The holdback with this transition lies with the lack of information on what the wishes and needs of students are in regard to study support, this because no research has been done to expose the actual wishes and needs yet. As the wishes and needs are not yet explored, Saxion Career Services cannot yet offer the right contents to the proposed target group. A clear overview of the wishes of needs of students is thus needed. Once this is known, it is a priority to indicate the right ways of communicating the activities towards the students. Besides that, there might be issues with the current way of communicating information towards the students, therefore it is necessary to find the bottlenecks within the career services communication.

The issue is not an entirely unique problem, as other universities also wish to offer their students the best support, it is however a problem in its own form as Saxion University is rather underdeveloped in this regard. In the current situation not enough students are reached with the offered events and workshops as well as other study related support. Within the desired situation students are aware of how to find their way to support during their study in regard to career paths, internships, and beyond (T. Alekseeva, personal communication, September 14, 2022).

2. Overview stakeholders

In this chapter the most important concepts are explained, concerning the research questions. The used search engines and search words are described. In the literature review concepts are used that are of importance to understanding the subjects.

2.1 Stakeholder analysis

Several stakeholders are involved and impacted by this project. For this project both internal and external stakeholders are considered. To gain a clear overview of the level of impact per stakeholder and the level of influence, a stakeholder map was created as is to be seen appendix I.

The main stakeholders are the following:

Internal stakeholders

- Saxion OSS
- Student deans
- Student psychologists
- Internal project group
- Representative of the International Office
- Representative of the Centre of entrepreneurship
- Saxion Marketing department

External stakeholders

- (international) students
- Study career counsellors & Saxion Academies
- Companies in Overijssel
- Dienst Marketing & Communication

Internal stakeholders

All these stakeholders have their own unique role in relation to the project. Saxion Career Services is built up of and works closely together with the student deans, psychologists, international office and the business point on creating content for students in regard to their career path as well as organising workshops. These together make up the internal project group. Currently career services rely heavily on study career counsellors per study to spread information on personal development, talent development and career enhancing workshops. The marketing department of Saxion is also responsible for sharing content to students through MySaxion and designing this, they are therefore of importance to the execution of the project.

External stakeholders

Students

The target group consisting of all students from Saxion University are a stakeholder to this project in a way that they are the intended 'customers' of the services. As currently students have a hard time finding the services offered by Career Services (T. Alekseeva, personal communication, September 14, 2022), they are a stakeholder that needs quite some indirect change management. When done right and students are aware of the complete offer of services, the students automatically become brand ambassadors. It is therefore important to accommodate them as stakeholders.

Dienst Marketing & Communication

The service Marketing & Communication, DMC, is responsible for creating and sharing requested content on the websites of Saxion as well as internal promotions or through social media channels. The same goes for sharing the information about Career Services. In the past DMC has given resistance to publishing information on career services. During the timeframe of this research career services met up with a team member of DMC who agreed to work on the blackboard environment of career services. As Career Services is mainly dependent on DMC to share and promote, DMC has a large influence on career services and eventually on the execution of this communication plan.

Study Career Counsellors & Saxion Academies

The student's first point of communication when a problem occurs surrounding their studies are their study career counsellors. Each student gets assigned a career counsellor who will guide them for their entire duration of the studies (saxion, 2022). Part of the task of study counsellors is to help students with steps towards their career as well as during the students' career at Saxion. From personal communication it becomes clear that career counsellors are generally very busy, and unaware so far regarding Career Services. As students are able to come to career counsellors for support, it is rather helpful when the career counsellors are aware of the services that are offered by Career Services. A part of this awareness lies in the communication with the academies.

Companies in Overijssel

Companies in Overijssel, and the rest of the country, do not have such a specific role, other than continuing to offer internship placements to students as well as perhaps hiring students after doing their graduating project for a company. If the advice of incorporating Jobteaser as a platform is adapted, the partner companies would need to make some slight adjustments to the way they recruit their interns or thesis students.

2.2 Societal impact

In this chapter the societal impact of the project is described. Finalising and implementing the project can create a great societal impact on both students and the other involved stakeholders. To define the societal impact the UN's sustainable development goals will be taken into account.

Being able to offer the right support to the approximately 26.000 students that study at Saxion, is expected to contribute to less switching of studies within Saxion as well as students quitting the studies because they realise this direction is not for them. This positively benefits the students as feeling that you're not in the right place demotivates and could eventually contribute to other problems. With the correct help prior to and during one's study, it can thus contribute to achieving the 3rd sustainable development goal, good health, with in this case the focus on student health (United Nations, 2016).

In line with the 8th Sustainable Development Goal 'Good jobs and economic growth' the Dutch government also has adopted the concept of Lifelong Learning, or LLL to keep developing. Lifelong Learning as defined by Aspin & Chapman (2000) refers to the enhancement of performance by improving knowledge, skills and competence during one's entire life, based on motives that can be personal, societal or employment related. The project thus contributes to offering knowledge on how to develop as a person and how to enhance learning and life skills and indirectly better job opportunities and economic growth. Development of quality support also contributes to achieving quality education, goal 4 of the sustainable development goals (United Nations, 2016). This relates to the communication plan in a way that helps students in learning skills that are different from their own chosen study route. This contributes to the skill development of students.

Besides that, the results of the Dutch government replacing the student funding with a student loan system, financial problems have increased since 2015, especially amongst students who do not come from a wealthy background (CBS, 2021). According to Joensen & Mattana (2017) students from less wealthy backgrounds experience more pressure to work harder to graduate in the nominal time. These students can especially benefit from having access to study support. This is a positive step towards sustainable development goal 10, reduced inequalities (United Nations, 2016) as the interpretation of the communication plan helps in creating brand awareness, and eventually helps students being included and gaining social benefits.

Literature review

Soenens et al. (2012) in their research regarding psychologically controlling teaching, PCT, which is the practice of forcing pupils to act, think, and feel a certain way through the use of tactics that are frequently subtle and obtrusive, have researched whether relationships exist between psychologically regulating instruction and both student outcomes and perceived antecedents. Concluded from this research is that pressure from school, teachers or parents towards a student while attending a study, plays a relative role in the process of becoming burned out. By executing the communication plan, and thus creating more awareness of the offered services amongst students, this effect can be inverted to create less pressure paired with studying.

Negative impact

Since a part of the problem is the lack of reachability to students, and in the same time the hardship in finding the right information through channels from a student perspective, a negative impact could be the feeling of inequality by other Saxion services if they feel that funding might be taken away from their projects in order to carry out the advice which will be given, as Saxion does not have a defined budget for the growth of Career Services. Some might argue that money which is directed towards the support of students' career path is not put into the education itself. This could have a negative impact, how this unfolds is however not predictable, as quality study support is partially intended to reduce student dropouts which result in less income through tuition fees in the first year, however also less loss of money if students actually finish their study time at Saxion, rather than switch to other universities. There are project funds available that can be requested in order to finance any changes (T. Alekseeva, personal communication, September 14, 2022).

Contribution to societal impact of the communication plan

When the client and the involved stakeholders implement the advised actions of the communication plan based on the undertaken research, the market share of Saxion Career Services amongst the students of Saxion University will grow. Students will become more aware of the services that are offered by Career Services which helps the students who need it to develop personally as well as professionally. With the implementation of the created communication plan and the awareness of the wishes and needs of students the future can be monitored and applied on a more regular basis. All this together helps achieve the goal of Saxion Career Services, which is to help and support the students of Saxion University that need support in developing their career.

3. Methodology

In this chapter, the study's methodology is covered. Examples include the methods used to gather data, make observations, select samples, and adjust for elements that influence the outcome. Distinction is made between the knowledge that is required, the way that it is required, and which research types are used. Permission to execute the planned research is granted by the tutor, as added in appendix II.

3.1 Required knowledge

The research is set up to obtain an insight into the current situation at Saxion Career Services, as well as how other universities tackle the provision of career services. Within this chapter the methodology of this research is explained. Coming from the problem as described in paragraph 1.3, a management question is drawn up:

'How can Saxion Career Services successfully fill in the wishes and needs of her students in regard to study support'

This management question is supported by 4 research questions:

- What are trends and developments regarding education and career development?
- What are characteristics of university students who could wish to make use of career support?
- How do other universities offer career support to their students?
- In what way do university students wish to make use of career support?

To answer the question coming from this problem, several steps are undertaken. This professional product consists of 4 analyses and one piece of advice. The analysis are done on the following topics:

- ❖ Trends and developments
- ❖ Target group analysis
- ❖ Best practices
- ❖ Wishes and needs of Saxion students

The advice comes in the form of a communication plan which entails an overview of recommendations based on these analyses. This entails the latest trends and developments in the context of education and career development, who the target group is, how they wish to be contacted, at what time and which message to use, as well as how to incorporate best practices of other universities. Besides this, a communication plan also includes an important element which is the evaluation of the prior steps (University of Kansas, 2022).

3.2 Knowledge collection

In table 1 as below, the division of the research questions with the corresponding sub questions are found. Per question is determined with which type of data collection the data is collected.

Table 1. Data collection per question

Research question	Data collection method
Research question I	
I: What are trends and developments regarding education and career development?	Deskresearch
Sub questions	
I.I What are internal trends and developments?	Desk research
I.II What are societal developments?	Desk research
I.III What are global trends and developments?	Desk research
I.IV What is the societal impact of this project?	Desk research
Research question II	
II: What are characteristics of university students who could wish to make use of career support?	Desk research

Sub questions	
II.I Who is the current group of students attending university?	Desk research
II.II What is the profile of the average generation Z student?	Desk research
Research question III	
III: How do other universities offer career support to their students?	Desk research
Sub questions	
III.I What do other universities do in the phase: Awareness	Desk research
III.II What do other universities do in the phase: Consideration	Desk research
III.III What do other universities do in the phase: Decision	Desk research
III.IV What do other universities do in the phase: Retention	Desk research
III.V What do other universities do in the phase: Advocacy	Desk research
Research question IV	
IV: In what way do university students wish to make use of career support?	Field research
Sub questions	
IV.I What are the wishes and needs of students in the phase: Awareness	Field research
IV.II What are the wishes and needs of students in the phase: Consideration	Field research
IV.III What are the wishes and needs of students in the phase: Decision	Field research
IV.IV What are the wishes and needs of students in the phase: Retention	Field research
IV.V What are the wishes and needs of students in the phase: Advocacy	Field research

3.3 Research methods

The above mentioned research questions and sub questions are answered by the means of several types of research methods. The overall research method is a case study, which is divided into quantitative and qualitative research.

3.3.1 Case study

The management question is answered through conducting research. For this research the method of a case study is selected. As Stake (1995) defined a case study is “*the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances*”. This case study focuses on Saxion Career Services, and the wishes and needs of its students in particular. Benefits of conducting a case study is that it turns priorly created opinions into facts (Gaille, 2018) and is relevant to all the parties that are involved. According to Verhoeven (2019) a case study takes place in its natural environment. In this case, that is at the three locations of Saxion University. A case study lends perfectly for conducting mixed method research, which is combining quantitative and qualitative research (De Boer, 2016) and is a type of triangulation, wherewith use is made of combining multiple research methods to boost validity as well as use multiple ways of understanding the research topic (Kobayashi, 2019).

For this research use is made of multiple sources of information and data gathering methods. The main methods of data collection are desk research and field research. These two topics are also divided over several ways of collecting data. The research is divided into quantitative and qualitative research. The primary research has provided information gathered by me, whereas the secondary data is gathered through previously conducted research (Hox & Boeije, 2005), being information that is available through various sources. Within a case study it is possible to make use of intensive or extensive research, where the intensive research means from the inside while working alongside the organisation and the extensive research is done by the means of surveys. As the aim of this research is to discover the wishes and needs of Saxion students by the means of a survey, use is made of the extensive approach (Swanborn, 2000, p. 14-15). Information regarding the wishes of needs of students is gathered by the means of a survey.

Student characteristics

Knowing the characteristics of the target group is vital to understand what their wishes and needs are. Therefore the characteristics of the students are researched with topics deriving from a DESTEP analysis. The DESTEP model, as seen in appendix III, is used for research on macro level (Eelants, 2020). As not all parts of the DESTEP are relevant to the client, the parts used to research the characteristics of the target group are Demographics, Social and Economical.

3.3.2 Quantitative research

Survey

The information that was missing at Saxion Career Services, are the actual wishes and needs of the students that study at Saxion and are thus the probable target group. Getting their input is therefore the main focus of this research and was done by the means of a survey. Conducting a survey allows to collect quantitative data that can be subjected to analysis (Qualtrics, 2022).

Subjects of survey

The subjects of the survey questioning respondents about wishes and needs of career support, are students that study at Saxion University. Each enrolled student was allowed to fill in the survey, the only criteria was for the respondent to be registered at Saxion University. The participating students are enrolled in a bachelor degree, including , a master degree or a degree at the saxion part-time school.

Sampling

As it is near impossible to receive input from all approximately 26.000 students registered at Saxion university, a sample of the population was approached to fill the survey. With a 7% margin error and a confidence level of 95% the sample size should be 195 respondents. An oftentimes used sampling method to approach the desired target group of the survey would be by making use of a convenient sample. According to Verhoeven (2019) with a convenient sample the researcher approaches people randomly, often done on the street, without any priorly determined system. As the intended outcome of this research only regards students that study at Saxion University, the sampling method of convenience sampling does not fully apply here. By distributing the survey in various ways, where the client as well as other involved parties have reshared the social media posts, snowball sampling, a form of non-probability sampling where one subject helps recruit the next participant (Simkus, 2022) was used.

Survey set-up

The survey is built up in a structured way, to make sure the most important data is collected first. The software program used to set-up and collect data for this survey is Qualtrics, as this is provided by Saxion University (Qualtrics, 2022). Most of the questions have closed ended answering options based on the likert scale (Joshi et al., 2015) so the respondents answered questions based on to what extent they agree with certain statements by given answers based on a scale of fully disagree to fully agree. Other closed ended answering options where the questions are in regards to to what extent students agree with certain statements that describe their study support or the workshops that are offered. With these closed ended questions insights are gathered on the wishes and needs of the students. Open-ended questions have regarded the respondents age, their perception of career services, what other workshops students are attracted to and what the wished duration of the workshops are. Respondents first answered the question 'to what extent are you familiar with career services' after this, they filled in the open-ended question of what the students perception is of career services. This was done to get a partial insight into the reason why students are unfamiliar with career services. The open-ended question on what workshop would interest students further was asked to receive suggestions of workshops that career services could add to their program. The desired duration of the workshops was also asked by means of an open-ended question, as this allowed students to add a short explanation of why they prefer the duration that they answered.

Survey distribution

As provided by Saxion University, the survey was set up by the use of the program Qualtrics. This program allows a researcher to track the amount of responses as well as in which way the participants came to the survey. The survey was shared through the researchers own network first, use is made of the snowball effect where it was posted on different social media outlets, and asked to share with others saxion students (Verhoeven, 2019). Participants of the survey, as well as the client have re-shared those posts with their network. This resulted in snowball sampling. After the survey had been online for approximately two weeks, and the desired number of respondents had not yet been met, another approach of the convenient sample was introduced, by visiting the Saxion locations in Deventer and Enschede to personally approach students face to face with the question to fill in the survey. With this approach of spreading the digital survey all present students were given the opportunity to voluntarily participate in the survey, or refuse to in case they did not wish to participate (Verhoeven, 2019). Through this way of approaching students, another 136 students have shared their wishes and needs.

3.3.3 Qualitative research

Document analysis

Re-inventing the wheel is a waste of time, it is therefore useful to learn from the way other universities tackle similar issues, by the means of a best practice analysis. Best practice is defined by Gartner (2022) as “*a group of tasks that optimises the efficiency (cost and risk) or effectiveness (service level) of the business discipline or process to which it contributes. It must be implementable, replicable, transferable and adaptable across industries*”. Memari (2018) claims that it goes without saying that sharing best practices is a great method to raise an organisation's efficiency and effectiveness. Sharing best practices can aid businesses in bridging knowledge gaps, increasing productivity, fostering leadership, and more. The best practice analyses of this research was created by document analyses and was executed amongst universities who also offer career services in any similar form to Saxion. The base of this document analyses are the steps from the customer journey. The information was gathered by firstly creating a benchmark so that all universities are looked at from the same perspective. This data was collected in a document, and by the means of the steps of the customer journey analysed and scored on which universities excelled in that stage.

Best practise analysis

The secondary research will thus consist of a case study. Information to be gathered regards how other universities provide their students with support during their studies in the form of a best practice analysis. In order to find information on this, I use google search engine and search for keywords as ‘loopbaanbegeleiding’ ‘loopbaanbegeleiding hogeschool + university name’ ‘studieloopbaan’ ‘study support’ ‘study support university’ ‘career counselling’ as well as use google scholar to find research on student support. The results of the latter are not limited to the Netherlands. The aim of the case study is to gain insight in ways of working of other universities and perhaps use this as a starting point for Saxion Career Services. The information for the best practice analyses was collected in the form of a benchmark,

Sample best practise

Within the Netherlands there are 37 accredited universities (Dienst Uitvoering Onderwijs (DUO), 2022), of these several were selected for the analysis. Criteria for selecting which universities are relevant to the research are firstly based on the type of University. Both University of applied sciences and scientific Universities are relevant to the case. Secondly, Universities that offer only study routes that are not offered at Saxion were disregarded, this was the case for theological universities and university of art studies. After this, 25 universities remained, an overview of which can be found in appendix IV. These universities remained the sample of the best practice analysis in regard to the offered career services. Not all universities share as much information on their public websites as others, therefore use is made of the information that is available. The best practice analysis is set up by the use of the Customer Journey as a research model.

3.3.4 Customer Journey

Customer Journey research model

Coming from the hospitality industry, the guest journey is a commonly used research model to describe a cycle, for example, booking a holiday. In order to apply the guest journey to this project, the model is adjusted into a fitting research model regarding a student's career path. According to the Tourism School (Rowett, 2021) the hospitality guest journey consists of the following phases:

- Dreaming
- Planning
- Booking
- Experiencing
- Sharing

This perfectly aligns with the customer journey as described by the online communications experts of IO digital (2022), as they map the customer journey out in five stages:

1. Awareness
2. Consideration
3. Decision
4. Retention
5. Advocacy

The latter 5 stages are the basis of the research topics, both in regard to the best practice analyses as for the analysis of wishes and needs of the students. What the stages mean in terms of the research is extensively explained in the professional product in chapters 4 and 5.

Explanation customer journey

According to the Marketing Science Institute (2014), research on the most effective approaches to model the consumer decision journey process should be a top priority for both academics and practitioners. Many businesses have already made use of the customer journey as a research model to surface the 5 stages of the steps that customers take in the purchase of a new product. The customer journey, as seen in appendix V is a general overview of the steps each customer undergoes in regard to any organisation, company or other purchase Lucassen (2022). Using the customer journey as a research model, or customer journey mapping as it is also called (Grillmayr, 2022), helps in understanding the perspective of customers and present essential offers and information throughout the entire journey of the customer experience.

Relevancy customer journey

The customer journey is chosen as a fitting research model as this is relevant to the information that Career Services currently misses. The customer journey can be applied to several parts of the organisation, in this case to both the best practise analyses as the wishes and needs analyses as this allows the outcomes to be looked at from the same perspective for the steps that the students undertake, and with a guideline to compare steps within Saxion and other universities. Priority is given to the first three stages of the customer journey in regards to the student wishes and needs analysis, as the steps of retention and advocacy are not yet that relevant as Career Services has indicated that students currently have trouble finding the offered services, the priority thus lies with identifying the wishes and needs of students throughout the stages of awareness, consideration and decision.

Application customer journey in analysis

The steps of the customer journey as research analysis are used in both the wishes and needs of the students as in the document analysis. The subjects of a document analysis are any university in the Netherlands that has the title University or University of Applied sciences. A selection is made based on the information that a university has available on their website as well as how relevant the university is for Saxion. For the wishes and needs analysis priority is given to the first three steps of the customer journey, being awareness, consideration and decision, as the steps of retention and advocacy are currently not yet fully applicable. The customer journey is still the right model to research the wishes and needs of students, since it is possible to measure whether students would make use of Career Services if they are aware of it, in case they were not yet prior to participating in the survey. By setting up the research by the use of the customer journey, a template is created for a follow-up research in for example 5 or 10 years, when the same research could be repeated to reveal whether or not the application of the communication plan has worked out successfully.

3.3.5 Research criteria

Desk research

For the literature research Google Scholar search engine is used, as well as the academic literature platform Elsevier. Besides that, the websites of other universities in the Netherlands are used for input of the best practice analysis. As much of the needed information regards Dutch universities, and Dutch students, a lot of the searching is done in Dutch. Some of the literature is searched in English. All sources are assessed using the AAOCC criteria, defining whether sources are of authority, accurate, objective, current and the coverage. This entails, whether sources are reliable, still accurate and up to date and who published the article. After reading the first article other sources are found due to the snowball effect of finding relevant sources resulting in finding more academic research.

Outcomes

The outcomes of all the analyses together form the basis for the advice, being the communication plan. To make sure that the most efficient and useful advice is given, the outcomes of the best practice analysis will be combined with the outcomes of the wishes and needs analyses of the students. This method of research is triangulation and increases the reliability of the research (Verhoeven, 2019).

Interview

As a part of increasing the value of the research it was planned to make use of interviews with other universities of applied sciences. According to Verhoeven (2019) conducting an interview contributes to the value of a research as a part of triangulation. Unfortunately the universities that were approached for the interviews were unable to meet before the deadline of this thesis project. One university was able to make time and an interview took place, from this interview however there was no valuable outcome of information. For this reason interviews are not a part of the thesis.

3.4 Operationalisation

With operationalisation the worked out model is set up into a measurable instrument. The measure instrument is a supportive use of collecting data (Verhoeven, 2019). The operationalisation of this research is based on the customer journey as a research model as it aligns with the stages of the customers, in this case the students of Career Services. The target group of Career Services is researched by means of gaining insight in their wishes and needs as these are the students that are the future customers of Career Services. The operationalisation of the survey is to be found in appendix VI.

3.5 Survey distribution

In order to obtain knowledge on what the wishes and needs of Saxion students are, a survey has been conducted amongst a part of the population of Saxion, as described in paragraph 3.3. The survey was set out during the period between October 11th, 2022 and December 16th, 2022. A total of 224 students of Saxion have responded and filled in the questionnaire, of which 39 did not answer any valuable questions, and another 35 students completed the survey a little over halfway. A total of 148 have fully completed the survey. The 35 students that have completed the survey approximately halfway still provided very valuable information, and are therefore considered in the analysis.

3.6 SPSS analysis survey

The outcomes of the survey are analysed by the analysis software SPSS. By using this, it is possible to see relations between outcomes of certain demographic characteristics of students. The answers given were compared between different aspects per question, based on what is relevant per question. The demographic characteristics are gender, academy, study year, and national versus international students. With some questions there is no significant difference between these factors. The outcomes per question are to be found in appendix VII, results of connections that were discovered are also covered in the appendices.

Conclusions

The conclusion of the analysis answers the research questions. As the outcomes of the analysis and research questions are of much importance to the client, the research questions have been answered in the professional product under chapters 2, 3, 4 and 5.

4. Discussion

In this chapter the research is assessed to what extent it is valid and reliable. For this assessment the research is evaluated through the points of reliability and validity as discussed in the book 'Doing research' by Nel Verhoeven (Verhoeven, 2019).

4.1 validity

To determine the validity of the research several topics are looked at. The extent to which systematic mistakes can be made shows to what extent the research is valid. Verhoeven (2019) states that systematic mistakes can happen when a researcher constantly measures different values than expected. There are three types of validity, being construct validity, internal validity and external validity.

4.1.1 Construct validity

Construct validity according to Verhoeven in her book 'doing research' (2019) regards that measuring what you intend to measure. The sources that are used during the research are assessed by using AAOCC criteria. There is no overview of all the sources based on the AAOCC criteria, however this has been assessed while weighing out different sources right away. An example of a source with which I have struggled, is the average age of students in the Netherlands, the most recent source I could find for a while, dated from 2005. For this I have consulted the librarian of Saxion, who has agreed that this was the most recent source available. Later on, when looking for another item I stumbled across an academic source that related much to this topic which I was able to use, as it dated from 2020. This last source confirmed that the information of the 2005 source was still applicable, and thus accurate. Other examples of AAOCC criteria used are going back to the original source when I found a news article or an article which is not of academic origin. By finding the original source, the accuracy and relevancy were confirmed.

For finding the right sources, search engine google scholar was used often as well as databases that required university login. For the theory behind research methods, multiple sources on the same subjects were compared to create the best fitting definition of models for this research topic. The survey was drawn up based on the theoretical framework of the customer journey model in combination with the information that was currently missing based on conversations with the client. To make sure that the survey measured what it needed to measure, it was approved by both the client as well the thesis supervisor with the use of face validity. This increases the construct validity. By using literature based research and comparing this throughout multiple sources, it can be concluded that the construct validity is of sufficient level.

4.1.2 Internal validity

Target group analysis

For the target group analysis use was made of a well-known research method, the DESTEP analysis (Eelants, 2020). For the focus of this research only the DES steps, or Demographic, Economical and Social are of importance, for that reason the Ecological, Technological and Political steps were not analysed. These steps of the analyses provided valuable information, from which a profile of the average Saxion student could be drawn up.

Best practices

A benchmark was set up to research interesting universities within the Netherlands. For this both Universities as Universities of applied sciences were considered as these share almost identical target groups. Out of a list of all universities in the Netherlands 23 were selected to analyse based on location, size and a first impression. The universities that solely focus on one study direction were excluded, as well as the arts universities as Saxion University does not offer such study directions. Other universities that were excluded, were excluded based on having no information available on their website regarding career services. This was used as the base of the document analyses for the best practices, as this ensured a unanimous research amongst all the universities. From this benchmark the 6 most interesting universities based on available information were pitched to a part of the Saxion Career Services team. Out of all assessed universities, 4 universities were chosen to approach for an interview to extend on the available information. These universities were University of Amsterdam, Radboud University, Windesheim and University of Twente. Only Windesheim was able

to meet within the timeframe of this thesis research, as unfortunately the information coming from this interview was not valuable, this interview was disregarded. The other universities would only have openings from the end of January 2023 onwards, which is too late for the timeframe of this thesis. The interviews were planned to increase validity as a part of the triangulation that is used in this thesis. The absence of the other interviews did not decrease the internal validity, as the document analyses still provided sufficient information.

Survey

The outcomes of the research are partially based on the survey done amongst a selection of students from Saxion University. The criteria of answering the survey were that the student needs to be enrolled at Saxion University. There was no age limit and no student group was excluded from participating in the survey. The survey was spread amongst students in different ways. A link to the survey was shared on the researchers social media outlets, as well as LinkedIn. On the latter platform it was shared by the client as well as the thesis supervisor to reach students outside of the researcher's own network. Besides this, students that had participated in the career impact week that took place a few weeks prior to the survey were approached. Lastly, students were approached in person to participate in the survey during the exam week at saxion locations in Deventer and Enschede. Each student was approached in the same way, with the same introduction to the survey.

Analysis on the received responses was done by using SPSS and bivariate analysis, a type of analysis where two variables are compared to one another (IBM, 2021). Factors considered were whether or not students have previously made use of the services, and whether or not students were already familiar with Career Services. Circumstances that could have affected the survey outcome are that the students were approached during their exam week.

One academy which was hard to reach is Education and Pedagogy. Those have been approached personally to answer the survey, correspondence as seen in appendix VIII . The academy has agreed to share the survey with their students through their newsletter before christmas, this however was only spread on January 13th as seen in appendix IX. For this reason it was no longer possible to apply the results to the analyses. Overall it can be concluded that the internal validity of the research is sufficient.

4.1.3 External validity

Best practices

The 25 remaining universities out of all 37 universities within the Netherlands gave an insight into what best practices on the topic of career services are. Some universities offered more information publicly available than other universities, this was however not a problem since the outcome was not to have the entire customer journey cycle of each university, yet it was the intent to perceive the best practices of each phase, and this was achieved to quite an extent. The external validity of the best practice analyses could have been higher, as many universities of applied sciences did require a student log-in and thus this information could not be considered for the analysis.

Survey

For the survey students of Saxion University were approached in several ways. As there are approximately 26.000 students at Saxion University, a part of this population was expected to fill in the survey. Because not all students were approached with the survey it is possible that the external validity has reduced slightly. However, thanks to the amount of respondents, the results can be generalised. Based on the results of the survey, the wishes and needs of the target group could be determined. If the same research were to be done again with different students within the same university, the outcome is expected to be similar. The asked questions do not only relate to this specific case, they could also be used for other universities when researching the wishes and needs of their students. Even though the answers specifically answer the question of Saxion Career Services, the outcomes could be applied to career services of other universities. Within the survey, participants were asked whether or not they have previous experience with the services that Career Services offer. This was asked to analyse whether or not this would make a difference in the outcome. From the analysis it showed that there was no difference in the wishes and needs of students that have previously used the services and the ones that have not yet made use of the services. Based on the above arguments it can be determined that the external validity is of medium value.

4.2 reliability

The reliability of the research concerns the possibility of random mistakes being made (Verhoeven, 2019). It is possible that during this research random mistakes were made.

Best practises

As the customer journey is an often used method of researching the steps in this cycle, it is a reliable research method. The information researched and analysed by the means of this research method, are collected directly from the source, being the researched universities. As these are the original sources publishing the information regarding the steps they take and activities they offer in regards to study and/or career support, the information is reliable. If any mistakes are made within this part of the research, it stems from the direct source. This makes the best practice analysis by the means of the customer journey a very reliable part of the research.

Survey

The survey was partially conducted during exam week at Saxion University, which could possibly have tempered with the focus span of students that participated in the survey. The survey was built up of mainly closed questions. For these, the likert scale was used, so respondents could easily answer the questions. The open questions that were part of the survey were not mandatory and were there to measure what students associated with the concept of 'career services'.

To create the best survey, it was discussed amongst the peer group as well as a complete outstanding saxion student, who falls within the target group. After both moments the survey was adjusted according to the given feedback. A team member from the client also looked at the survey, and agreed that this composition of questions would surface the desired information. If the survey were to be repeated, a similar outcome is likely.

Participant error could have occurred when the students would have overall already had an experience with Career Services, or if they know another student who has an experience with Career Services. The opinions on this could then be altered as they were already familiar with Career Services. The students that were approached in person for answering this research, were approached during different times of the day on different days. The first respondents responded to the survey that was shared online through links on several media outlets, as well as through direct contact via a messaging service. Other students were approached at location and filled in the survey by scanning a qr code. The on site surveys were answered during the exam week, and asked to students that were present at location Deventer or Location Enschede. As not all students were present at one of the locations while the survey was asked to fill in, it is possible that other students would have a different opinion on the asked topics.

The students that were approached in person were introduced by the researcher with the following sentence each time: "May I disturb you for a moment. I am a fourth year tourism management student, doing my thesis research for Saxion Career Services, which is a service offered by Saxion. Would you mind helping me with the research towards wishes and needs of students, by filling in this survey?". By introducing the researcher and the survey topic in the same way each time without explaining what Career Services entails or which services are offered, respondent bias was prevented.

The total of 224 students are divided over 12 academies and the parttime school, of which some academies are more represented than others. The survey was shared, on the researchers request, amongst students of the academy Education and Pedagogy, as this academy was quite underrepresented. This request took place before the data was analysed, to give these students time to respond. This was, however, only shared in the academy's newsletter on January 13th. For this reason these 20 responses, additional to the analysed 224, could not be processed anymore. In case that the outcomes would differ a big deal, this could matter to the research outcome. However, in relation to this research the outcomes did not differ significantly from one academy to another, so there was no problem in that. The outcomes of the survey were analysed using SPSS software, to be able to measure variables. This increases the reliability of the research.

Bibliography

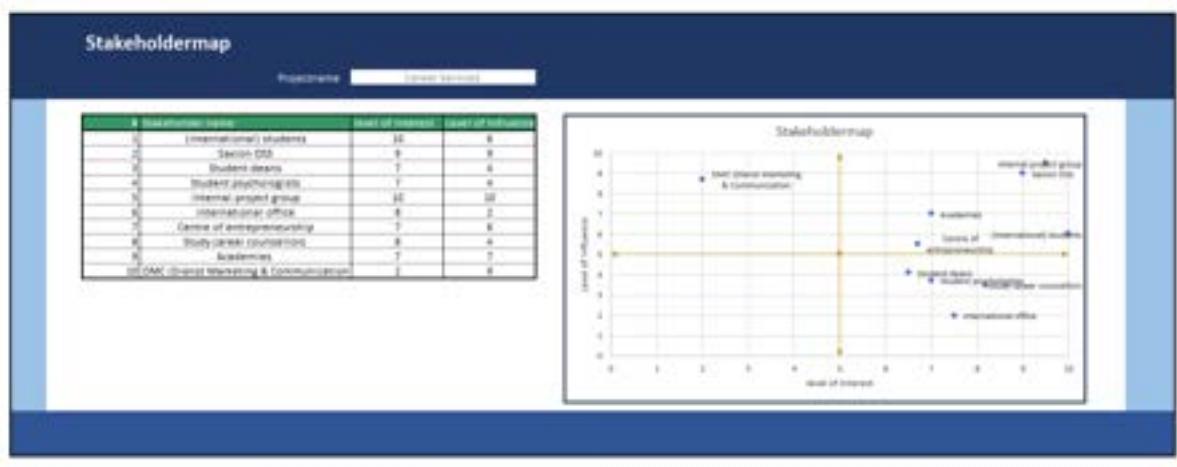
- Aspin, D. N. & Chapman, J. D. (2000). Lifelong learning: concepts and conceptions. *International Journal of Lifelong Education*, 19(1), 2-19.
- Boer, F. de (2016). Mixed Methods: een nieuwe methodologische benadering? *KWALON*, 11 (2)
- CBS Statline. (2022, July 7). *Leerlingen en studenten; onderwijssoort, woonregio*. Retrieved December 20, 2022, from <https://opendata.cbs.nl/statline/>
- Dienst Uitvoering Onderwijs (DUO). (2022, January 3). *Hogescholen en universiteiten - Hoger onderwijs - DUO Open Onderwijsdata*. duo.nl. Retrieved September 27, 2022, from https://duo.nl/open_onderwijsdata/hoger-onderwijs/adressen/hogescholen-en-universiteiten.js
- Eelants, M. (2020, January 29). *DESTEP-analyse*. Marketingmodellen.com. Retrieved January 11, 2023, from <https://www.marketingmodellen.com/destep-analyse/>
- Gartner. (2022). *Definition of Best Practice - Gartner Information Technology Glossary*. Retrieved December 27, 2022, from <https://www.gartner.com/en/information-technology/glossary/best-practice>
- Gaille, B. (2018, August 25). *12 Case Study Method Advantages and Disadvantages*. BrandonGaille.com. Retrieved January 13, 2023, from <https://brandongaille.com/12-case-study-method-advantages-and-disadvantages/>
- Grillmayr, I. (2022, November 29). *Why is customer journey mapping important? | Smaply Blog*. Retrieved January 10, 2023, from <https://www.smaply.com/blog/customer-journey-mapping-value>
- Hox, J. J., & Boeije, H. R. (2005). *Data Collection, Primary vs. Secondary*.
- Hussain, S. T., Lei, S., Akram, T., Haider, M. J., Hussain, S. H., & Ali, M. (2018). Kurt Lewin's change model: A critical review of the role of leadership and employee involvement in organisational change. *Journal of Innovation & Knowledge*, 3(3), 123-127.
- IBM. (2021, February 28). *Bivariate Correlations*. Retrieved January 10, 2023, from <https://www.ibm.com/docs/en/spss-statistics/27.0.0?topic=features-bivariate-correlations>
- IO Digital. (2022). *Customer journey: from brand awareness to brand advocacy in 5 steps*. IO Digital. Retrieved September 16, 2022, from <https://www.iodeigital.com/nl/history/raak/customer-journey-from-brand-awareness-to-brand-advocacy-in-5-steps>
- Joensen, J. S., & Mattana, E. (2017). Student Aid, Academic Achievement, and Labor Market Behavior. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3028295>
- Joshi, A., Kale, S., Chandel, S., & Pal, D. (2015). Likert Scale: Explored and Explained. *British Journal of Applied Science & Technology*, 7(4), 396–403. <https://doi.org/10.9734/bjast/2015/14975>
- Kobayashi, A. (2019). *International Encyclopedia of Human Geography*. Elsevier Gezondheidszorg.
- Lucassen, S. (2022, August 25). *Wat is de customer journey en hoe breng je hem in kaart?* ICM Opleidingen & Trainingen. Retrieved September 27, 2022, from <https://www.icm.nl/extra/wat-is-de-customer-journey-en-hoe-breng-je-hem-in-kaart/>
- Marketing Science Institute. (2014, April 15). 2014-2016 research priorities. Retrieved from <http://www.msi.org/articles/marketers-top-concerns-frame-2014-16-research-priorities/>

- Memari, E. (2018, May 9). *9 Benefits Of Sharing Best Practices In An Organization*. eLearning Industry. Retrieved December 27, 2022, from <https://elearningindustry.com/sharing-best-practices-organization-9-benefits>
- Qualtrics. (2022, November 21). *What is a Survey? Benefits, Tips & Free Tool*. Retrieved December 28, 2022, from <https://www.qualtrics.com/experience-management/research/survey-basics/>
- Rowett, P. (2021, August 9). Customer Journey Mapping for Tourism Brands. Retrieved September 12, 2022, from <https://tourismeschool.com/blog/customer-journey-mapping-tourism-brands/>
- Saxion. (2022). Cijfers en feiten - Saxion. Retrieved September 7, 2022, from <https://www.saxion.nl/over-saxion/organisatie/cijfers-en-feiten>
- Simkus, J. (2022, January 10). *Snowball Sampling: Definition, Method and Examples - Simply Psychology*. Retrieved January 10, 2023, from <https://www.simplypsychology.org/snowball-sampling.html>
- Soenens, B., Sierens, E., Vansteenkiste, M., Dochy, F., & Goossens, L. (2012). Psychologically controlling teaching: Examining outcomes, antecedents, and mediators. *Journal of Educational Psychology, 104*(1), 108.
- Stake, R. E. (1995). The art of case study research. Sage.
- Swanborn, P.G. (2000). Case-study's. *Wat, wanneer en hoe*. Den Haag: Boom Onderwijs.
- United Nations. (2016, January 1). THE 17 GOALS | Sustainable Development. Retrieved September 14, 2022, from <https://sdgs.un.org/goals>
- University of Kansas. (2022). *Chapter 6. Communications to Promote Interest | Section 1. Developing a Plan for Communication | Main Section | Community Tool Box*. Retrieved November 13, 2022, from <https://ctb.ku.edu/en/table-of-contents/participation/promoting-interest/communication-plan/main>
- Verhoeven, N. (2019). *Doing Research: The Hows and Whys of Applied Research*. Boom Lemma.

Appendices

Appendix I - Stakeholder map Career Services	23
Appendix II - NGWI permission	24
Appendix III - DESTEP Analysis	25
Appendix IV - Overview universities best practise analysis	26
Appendix V - Customer Journey	27
Appendix VI - Operationalisation survey	28
Appendix VII - Survey outcomes	29
Appendix VIII - Correspondence Academy Education and pedagogy	50
Appendix IX - newsletter Academy Education and pedagogy	51

Appendix I - Stakeholder map Career Services



Appendix II - NGWI permission

**Permission data collection**

Pagina 1 / 1

General information¹

Name student 1	Olivia Jellema
Student number student 1	481043
Name student 2	Klik of tik om tekst in te voeren.
Student number student 2	Klik of tik om tekst in te voeren.
Name student 3	Klik of tik om tekst in te voeren.
Student number student 3	Klik of tik om tekst in te voeren.
Name student 4	Klik of tik om tekst in te voeren.
Student number student 4	Klik of tik om tekst in te voeren.
Name lecturer	Joris Verwijmeren
Module	Young Professional semester
Test	YPS-Professional Product PF
Academic year	4
Quarter	2

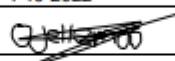
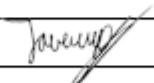
Brief explanation of planned data collection

For this research I will collect data on the wishes and needs of students that study at Saxion University. The aim of this research is to surface what students actually wish in regards to study support during the entire duration of their studies. This research is set out by Saxion Career Services, whom will also be turning the advice, coming from this research into offerable products.

Agreement lecturer

I do not foresee any (risk of) violation of the Netherlands Code of Conduct for Research Integrity (NGWI) or the General Data Protection Regulation (GDPR) during the planned data collection. I therefore grant permission to carry out the data collection as proposed. This permission is valid for six months after signing this form.

Signatures

Date	4-10-2022
Signature student 1	
Signature student 2	
Signature student 3	
Signature student 4	
Signature lecturer	

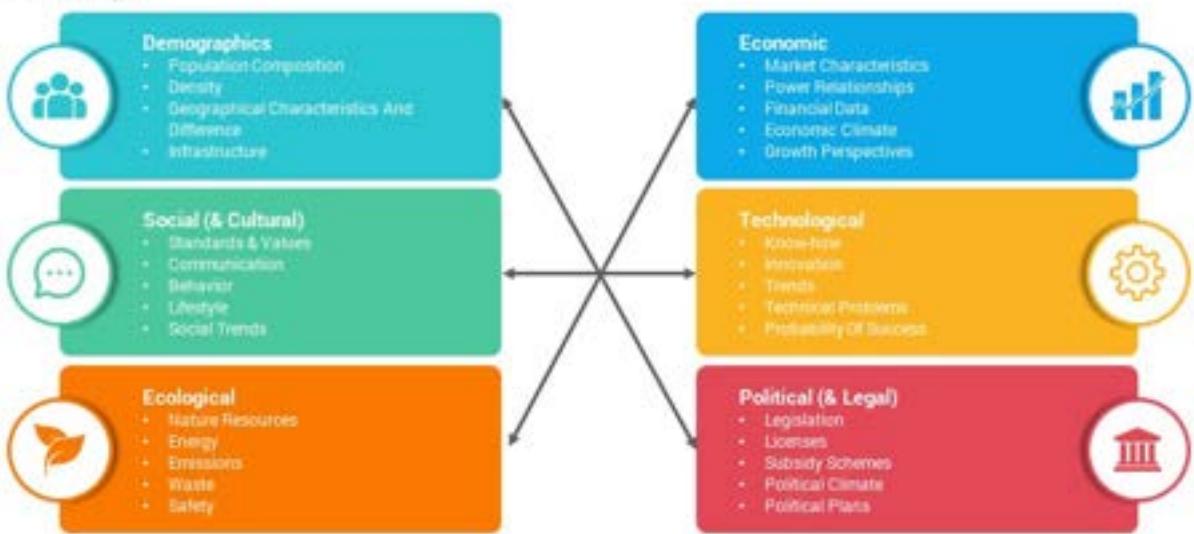
¹ If the research is carried out by fewer than four students, part of the form may remain empty. If the research is carried out by more than four students, a second copy of this form may be attached with the details of the other students.

saxion.nl

Appendix III - DESTEP Analysis

DESTEP Analysis

DESTEP Analysis



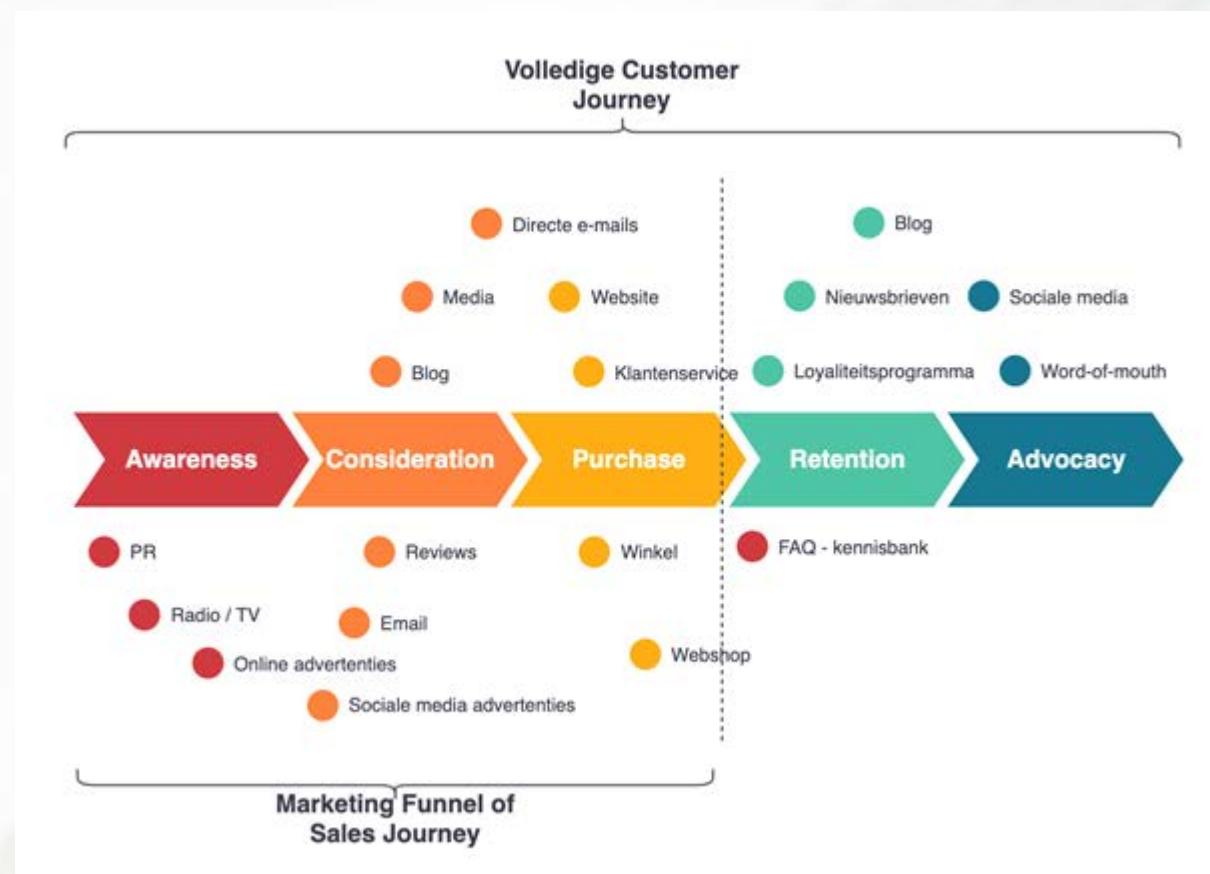
Source: Eelants (2020)

Appendix IV - Overview universities best practise analysis

1. NHL Stenden Hogeschool
2. Hogeschool van Arnhem en Nijmegen
3. Wageningen University
4. Radboud Universiteit Nijmegen
5. Hanzehogeschool, Hogeschool van Groningen
6. Rijksuniversiteit Groningen
7. Zuyd Hogeschool
8. Universiteit Maastricht
9. Avans Hogeschool
10. Breda University of Applied Sciences
11. Fontys Hogeschool
12. Hogeschool van Amsterdam
13. Universiteit van Amsterdam
14. Saxion Hogeschool
15. Christelijke Hogeschool Windesheim
16. Universiteit Twente
17. Hogeschool Utrecht
18. Universiteit Utrecht
19. Hogeschool Rotterdam
20. Hogeschool INHOLLAND
21. De Haagse Hogeschool
22. Erasmus Universiteit Rotterdam
23. Technische Universiteit Delft
24. Universiteit Leiden

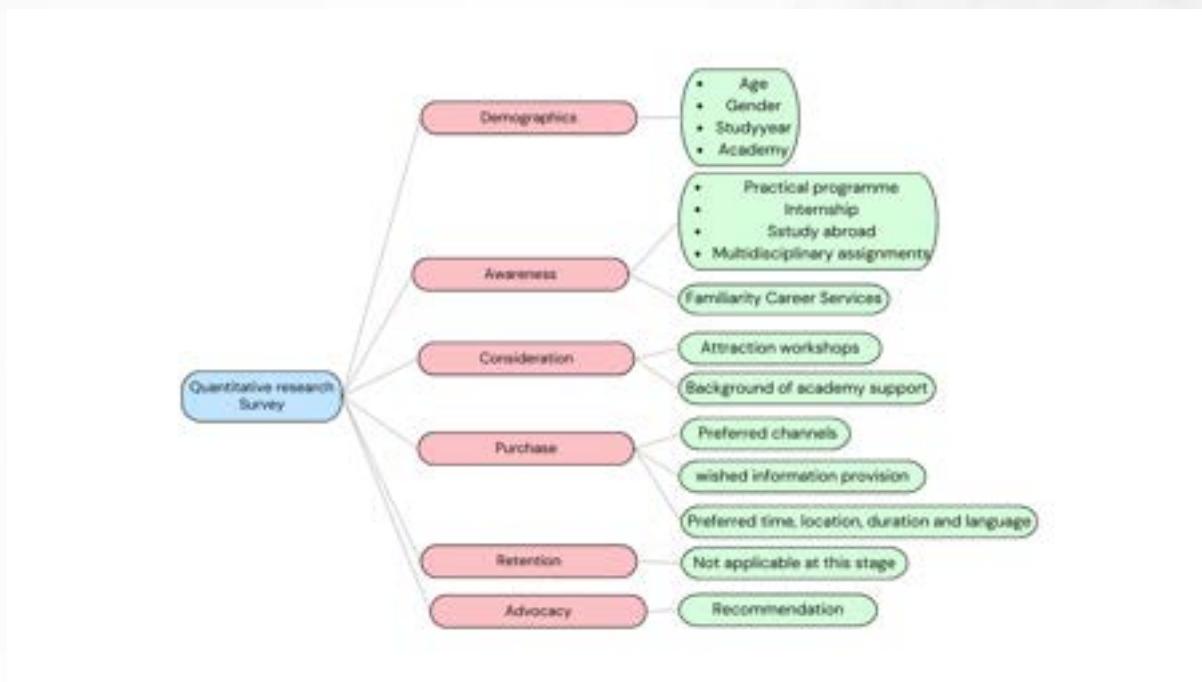
Source: Dienst Uitvoering Onderwijs (2022)

Appendix V - Customer Journey



Source: Lucassen (2022)

Appendix VI - Operationalisation survey



Appendix VII - Survey outcomes

A total of 224 students of Saxion have responded and filled in the questionnaire, of which 39 did not answer any valuable questions, and another 35 students completed the survey a little over halfway. A total of 148 have fully completed the survey. The 35 students that have completed the survey approximately halfway still provided very valuable information, and are therefore considered in the analysis.

Awareness:



User Language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	EN	45	20,1	20,1	20,1
	NL	179	79,9	79,9	100,0
	Total	224	100,0	100,0	

What is your age?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16	2	,9	,9	,9
	17	11	4,9	4,9	5,8
	18	32	14,3	14,3	20,1
	19	38	17,0	17,0	37,1
	20	33	14,7	14,7	51,8
	21	24	10,7	10,7	62,5
	22	30	13,4	13,4	75,9
	23	15	6,7	6,7	82,6
	24	8	3,6	3,6	86,2
	25	6	2,7	2,7	88,8
	26	3	1,3	1,3	90,2
	27	5	2,2	2,2	92,4
	28	1	,4	,4	92,9
	30	1	,4	,4	93,3
	31	1	,4	,4	93,8
	32	1	,4	,4	94,2
	35	3	1,3	1,3	95,5
	37	2	,9	,9	96,4
	38	1	,4	,4	96,9
	39	3	1,3	1,3	98,2
	40	1	,4	,4	98,7
	47	1	,4	,4	99,1
	48	2	,9	,9	100,0
Total		224	100,0	100,0	

What is your gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	85	37,9	37,9	37,9
	Female	134	59,8	59,8	97,8
	Non-binary / third gender	3	1,3	1,3	99,1
	Prefer not to say	2	,9	,9	100,0
	Total	224	100,0	100,0	

In which year of the study are you?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Year 1, bachelor	54	24,1	24,1	24,1
	Year 2, bachelor	76	33,9	33,9	58,0
	Year 3, bachelor	25	11,2	11,2	69,2
	Year 4, bachelor	54	24,1	24,1	93,3
	Year 1, master	13	5,8	5,8	99,1
	Year 2, master	2	,9	,9	100,0
Total		224	100,0	100,0	

Of which academy is your study programme a part of?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Governance, Law and Urban design	17	7,6	7,6	7,6
	Creative Technology	19	8,5	8,5	16,1
	Healthcare	21	9,4	9,4	25,4
	Human Resource	27	12,1	12,1	37,5
	Education, health & wellbeing	13	5,8	5,8	43,3
	Pedagogy & Education	3	1,3	1,3	44,6
	Business, Building & Technology	47	21,0	21,0	65,6
	Hospitality Business School	50	22,3	22,3	87,9
	International Business School	5	2,2	2,2	90,2
	Life Science, Engineering & Design	10	4,5	4,5	94,6
	School of Commerce and Entrepreneurship	6	2,7	2,7	97,3
	School of Finance & Accounting	4	1,8	1,8	99,1
	Saxion Parttime School	2	,9	,9	100,0
	Total	224	100,0	100,0	

To what extent do the following apply to your study programme? - I have to do a practical assignment during my study programme.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	16	7,1	8,6	8,6
	Somewhat disagree	17	7,6	9,2	17,8
	I don't know	18	8,0	9,7	27,6
	Somewhat agree	60	26,8	32,4	60,0
	Strongly agree	74	33,0	40,0	100,0
	Total	185	82,6	100,0	
Missing	System	39	17,4		
Total		224	100,0		

To what extent do the following apply to your study programme? - I have to do at least one internship of at least 10 weeks during my study programme.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	26	11,6	14,1	14,1
	Somewhat disagree	2	,9	1,1	15,1
	I don't know	12	5,4	6,5	21,6
	Somewhat agree	18	8,0	9,7	31,4
	Strongly agree	127	56,7	68,6	100,0
	Total	185	82,6	100,0	
Missing	System	39	17,4		
Total		224	100,0		

To what extent do the following apply to your study programme? - I have the possibility to study abroad during my study programme.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	22	9,8	11,9	11,9
	Somewhat disagree	11	4,9	5,9	17,8
	I don't know	8	3,6	4,3	22,2
	Somewhat agree	35	15,6	18,9	41,1
	Strongly agree	109	48,7	58,9	100,0
	Total	185	82,6	100,0	
Missing	System	39	17,4		
Total		224	100,0		

To what extent do the following apply to your study programme? - I have to collaborate with other study routes during my study programme.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	36	16,1	19,5	19,5
	Somewhat disagree	26	11,6	14,1	33,5
	I don't know	39	17,4	21,1	54,6
	Somewhat agree	42	18,8	22,7	77,3
	Strongly agree	42	18,8	22,7	100,0
	Total	185	82,6	100,0	
Missing	System	39	17,4		
	Total	224	100,0		

To what extent are you familiar with Saxion Career Services?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not familiar at all	133	59,4	71,9	71,9
	Slightly familiar	23	10,3	12,4	84,3
	Moderately familiar	10	4,5	5,4	89,7
	Very familiar	13	5,8	7,0	96,8
	Extremely familiar	6	2,7	3,2	100,0
	Total	185	82,6	100,0	
Missing	System	39	17,4		
	Total	224	100,0		

Have you ever made use of the offered activities from Saxion Career Services? - Selected Choice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	170	75,9	91,9	91,9
	Yes	15	6,7	8,1	100,0
	Total	185	82,6	100,0	
Missing	System	39	17,4		
	Total	224	100,0		

Consideration:

To what extent do the following activities or workshops attract you, to follow/attend. - Workshop resume writing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interesting at all	19	8,5	10,3	10,3
	Slightly interesting	42	18,8	22,7	33,0
	Moderately interesting	43	19,2	23,2	56,2
	Very interesting	70	31,3	37,8	94,1
	Extremely interesting	11	4,9	5,9	100,0
	Total	185	82,6	100,0	
Missing	System	39	17,4		
	Total	224	100,0		

To what extent do the following activities or workshops attract you, to follow/attend. - Workshop job hunting (learning how to search for a desired job)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interesting at all	16	7,1	8,6	8,6
	Slightly interesting	11	4,9	5,9	14,6
	Moderately interesting	48	21,4	25,9	40,5
	Very interesting	74	33,0	40,0	80,5
	Extremely interesting	36	16,1	19,5	100,0
	Total	185	82,6	100,0	
Missing	System	39	17,4		
	Total	224	100,0		

To what extent do the following activities or workshops attract you, to follow/attend. - Workshop job interview

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interesting at all	7	3,1	3,8	3,8
	Slightly interesting	12	5,4	6,5	10,3
	Moderately interesting	41	18,3	22,2	32,4
	Very interesting	76	33,9	41,1	73,5
	Extremely interesting	49	21,9	26,5	100,0
	Total	185	82,6	100,0	
Missing	System	39	17,4		
	Total	224	100,0		

To what extent do the following activities or workshops attract you, to follow/attend. - Workshop entrepreneurship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interesting at all	23	10,3	12,4	12,4
	Slightly interesting	34	15,2	18,4	30,8
	Moderately interesting	42	18,8	22,7	53,5
	Very interesting	59	26,3	31,9	85,4
	Extremely interesting	27	12,1	14,6	100,0
	Total	185	82,6	100,0	
Missing	System	39	17,4		
	Total	224	100,0		

To what extent do the following activities or workshops attract you, to follow/attend. - Workshop professional writing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interesting at all	19	8,5	10,3	10,3
	Slightly interesting	22	9,8	11,9	22,2
	Moderately interesting	46	20,5	24,9	47,0
	Very interesting	70	31,3	37,8	84,9
	Extremely interesting	28	12,5	15,1	100,0
	Total	185	82,6	100,0	
Missing	System	39	17,4		
	Total	224	100,0		

To what extent do the following activities or workshops attract you, to follow/attend. - Workshop study abroad

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interesting at all	15	6,7	8,1	8,1
	Slightly interesting	20	8,9	10,8	18,9
	Moderately interesting	42	18,8	22,7	41,6
	Very interesting	53	23,7	28,6	70,3
	Extremely interesting	55	24,6	29,7	100,0
	Total	185	82,6	100,0	
Missing	System	39	17,4		
	Total	224	100,0		

To what extent do the following activities or workshops attract you, to follow/attend. - Workshop internship abroad

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interesting at all	17	7,6	9,2	9,2
	Slightly interesting	17	7,6	9,2	18,4
	Moderately interesting	38	17,0	20,5	38,9
	Very interesting	53	23,7	28,6	67,6
	Extremely interesting	60	26,8	32,4	100,0
	Total	185	82,6	100,0	
Missing	System	39	17,4		
	Total	224	100,0		

To what extent do the following activities or workshops attract you, to follow/attend. - Workshop intercultural communication

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interesting at all	16	7,1	8,6	8,6
	Slightly interesting	25	11,2	13,5	22,2
	Moderately interesting	47	21,0	25,4	47,6
	Very interesting	65	29,0	35,1	82,7
	Extremely interesting	32	14,3	17,3	100,0
	Total	185	82,6	100,0	
Missing	System	39	17,4		
	Total	224	100,0		

To what extent do the following activities or workshops attract you, to follow/attend. - Workshop working in the Netherlands if you are not Dutch

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interesting at all	25	11,2	13,5	13,5
	Slightly interesting	19	8,5	10,3	23,8
	Moderately interesting	54	24,1	29,2	53,0
	Very interesting	51	22,8	27,6	80,5
	Extremely interesting	36	16,1	19,5	100,0
	Total	185	82,6	100,0	
Missing	System	39	17,4		
	Total	224	100,0		

To what extent do the following activities or workshops attract you, to follow/attend. - Workshop working abroad (not your own home country)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interesting at all	10	4,5	5,6	5,6
	Slightly interesting	20	8,9	11,1	16,7
	Moderately interesting	38	17,0	21,1	37,8
	Very interesting	69	30,8	38,3	76,1
	Extremely interesting	43	19,2	23,9	100,0
	Total	180	80,4	100,0	
Missing	System	44	19,6		
	Total	224	100,0		

To what extent do the following activities or workshops attract you, to follow/attend. - Workshop self exploration / Who am I?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interesting at all	28	12,5	15,1	15,1
	Slightly interesting	27	12,1	14,6	29,7
	Moderately interesting	48	21,4	25,9	55,7
	Very interesting	52	23,2	28,1	83,8
	Extremely interesting	30	13,4	16,2	100,0
	Total	185	82,6	100,0	
Missing	System	39	17,4		
	Total	224	100,0		

To what extent do the following activities or workshops attract you, to follow/attend. - Workshop post study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interesting at all	22	9,8	11,9	11,9
	Slightly interesting	16	7,1	8,6	20,5
	Moderately interesting	45	20,1	24,3	44,9
	Very interesting	75	33,5	40,5	85,4
	Extremely interesting	27	12,1	14,6	100,0
	Total	185	82,6	100,0	
Missing	System	39	17,4		
	Total	224	100,0		

To what extent do the following activities or workshops attract you, to follow/attend. - Other, please specify in the following text field

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interesting at all	39	17,4	21,1	21,1
	Slightly interesting	6	2,7	3,2	24,3
	Moderately interesting	127	56,7	68,6	93,0
	Very interesting	10	4,5	5,4	98,4
	Extremely interesting	3	1,3	1,6	100,0
	Total	185	82,6	100,0	
Missing	System	39	17,4		
	Total	224	100,0		

For the following statements, please specify to what extent you disagree / agree - My academy offers support for my career/study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	3,6	4,7	4,7
	Somewhat disagree	15	6,7	8,8	13,5
	Neither agree nor disagree	43	19,2	25,1	38,6
	Somewhat agree	83	37,1	48,5	87,1
	Strongly agree	22	9,8	12,9	100,0
	Total	171	76,3	100,0	
Missing	System	53	23,7		
	Total	224	100,0		

For the following statements, please specify to what extent you disagree / agree - I am ready to apply for an internship, thesis project or job, in terms of communicating with external parties.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	25	11,2	14,6	14,6
	Somewhat disagree	26	11,6	15,2	29,8
	Neither agree nor disagree	44	19,6	25,7	55,6
	Somewhat agree	52	23,2	30,4	86,0
	Strongly agree	24	10,7	14,0	100,0
	Total	171	76,3	100,0	
Missing	System	53	23,7		
	Total	224	100,0		

For the following statements, please specify to what extent you disagree / agree - I miss support in regards to my study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	13	5,8	7,6	7,6
	Somewhat disagree	37	16,5	21,6	29,2
	Neither agree nor disagree	55	24,6	32,2	61,4
	Somewhat agree	58	25,9	33,9	95,3
	Strongly agree	8	3,6	4,7	100,0
	Total	171	76,3	100,0	
Missing	System	53	23,7		
Total		224	100,0		

For the following statements, please specify to what extent you disagree / agree - I feel that I am ready to enter my workfield after finishing my study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	16	7,1	9,4	9,4
	Somewhat disagree	29	12,9	17,0	26,3
	Neither agree nor disagree	42	18,8	24,6	50,9
	Somewhat agree	56	25,0	32,7	83,6
	Strongly agree	28	12,5	16,4	100,0
	Total	171	76,3	100,0	
Missing	System	53	23,7		
Total		224	100,0		

I receive help from my academy / study to find an internship placement. If yes, in which way? - Selected Choice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	81	36,2	47,4	47,4
	Yes, through....	90	40,2	52,6	100,0
	Total	171	76,3	100,0	
Missing	System	53	23,7		
Total		224	100,0		

Decision:

To what extent would you be interested in receiving information about Saxion Career Services, through the following channels? - Blackboard environment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interesting at all	20	8,9	13,4	13,4
	Slightly interesting	22	9,8	14,8	28,2
	Moderately interesting	33	14,7	22,1	50,3
	Very interesting	62	27,7	41,6	91,9
	Extremely interesting	12	5,4	8,1	100,0
	Total	149	66,5	100,0	
Missing	System	75	33,5		
	Total	224	100,0		

To what extent would you be interested in receiving information about Saxion Career Services, through the following channels? - A separate website

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interesting at all	28	12,5	18,8	18,8
	Slightly interesting	28	12,5	18,8	37,6
	Moderately interesting	47	21,0	31,5	69,1
	Very interesting	34	15,2	22,8	91,9
	Extremely interesting	12	5,4	8,1	100,0
	Total	149	66,5	100,0	
Missing	System	75	33,5		
	Total	224	100,0		

To what extent would you be interested in receiving information about Saxion Career Services, through the following channels? - MySaxion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interesting at all	9	4,0	6,0	6,0
	Slightly interesting	13	5,8	8,7	14,8
	Moderately interesting	26	11,6	17,4	32,2
	Very interesting	74	33,0	49,7	81,9
	Extremely interesting	27	12,1	18,1	100,0
	Total	149	66,5	100,0	
Missing	System	75	33,5		
	Total	224	100,0		

**To what extent would you be interested in receiving information about
Saxion Career Services, through the following channels? - Offline
communication (flyers, posters etc.)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interesting at all	27	12,1	18,1	18,1
	Slightly interesting	34	15,2	22,8	40,9
	Moderately interesting	41	18,3	27,5	68,5
	Very interesting	41	18,3	27,5	96,0
	Extremely interesting	6	2,7	4,0	100,0
	Total	149	66,5	100,0	
Missing	System	75	33,5		
	Total	224	100,0		

**To what extent would you be interested in receiving information about
Saxion Career Services, through the following channels? - Online
(social media)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interesting at all	13	5,8	8,7	8,7
	Slightly interesting	14	6,3	9,4	18,1
	Moderately interesting	33	14,7	22,1	40,3
	Very interesting	66	29,5	44,3	84,6
	Extremely interesting	23	10,3	15,4	100,0
	Total	149	66,5	100,0	
Missing	System	75	33,5		
	Total	224	100,0		

**To what extent would you be interested in receiving information about
Saxion Career Services, through the following channels? - Per e-mail**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interesting at all	17	7,6	11,4	11,4
	Slightly interesting	20	8,9	13,4	24,8
	Moderately interesting	40	17,9	26,8	51,7
	Very interesting	48	21,4	32,2	83,9
	Extremely interesting	24	10,7	16,1	100,0
	Total	149	66,5	100,0	
Missing	System	75	33,5		
	Total	224	100,0		

To what extent would you be interested in receiving information about Saxion Career Services, through the following channels? - Through my study coach

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interesting at all	15	6,7	10,1	10,1
	Slightly interesting	8	3,6	5,4	15,4
	Moderately interesting	37	16,5	24,8	40,3
	Very interesting	61	27,2	40,9	81,2
	Extremely interesting	28	12,5	18,8	100,0
	Total	149	66,5	100,0	
Missing	System	75	33,5		
	Total	224	100,0		

To what extent would you be interested in receiving information about Saxion Career Services, through the following channels? - Physical walk in at location

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interesting at all	22	9,8	14,8	14,8
	Slightly interesting	17	7,6	11,4	26,2
	Moderately interesting	38	17,0	25,5	51,7
	Very interesting	45	20,1	30,2	81,9
	Extremely interesting	27	12,1	18,1	100,0
	Total	149	66,5	100,0	
Missing	System	75	33,5		
	Total	224	100,0		

To which extent would you be interested in receiving information about Saxion Career Services through the following (social) media channels? - A separate website, complete with all information.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interesting at all	24	10,7	16,1	16,1
	Slightly interesting	15	6,7	10,1	26,2
	Moderately interesting	53	23,7	35,6	61,7
	Very interesting	44	19,6	29,5	91,3
	Extremely interesting	13	5,8	8,7	100,0
	Total	149	66,5	100,0	
Missing	System	75	33,5		
	Total	224	100,0		

To which extent would you be interested in receiving information about Saxion Career Services through the following (social) media channels? - A webpage on Saxion.nl

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interesting at all	12	5,4	8,1	8,1
	Slightly interesting	11	4,9	7,4	15,4
	Moderately interesting	40	17,9	26,8	42,3
	Very interesting	70	31,3	47,0	89,3
	Extremely interesting	16	7,1	10,7	100,0
	Total	149	66,5	100,0	
Missing	System	75	33,5		
	Total	224	100,0		

To which extent would you be interested in receiving information about Saxion Career Services through the following (social) media channels? - Instagram

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interesting at all	28	12,5	18,8	18,8
	Slightly interesting	17	7,6	11,4	30,2
	Moderately interesting	38	17,0	25,5	55,7
	Very interesting	48	21,4	32,2	87,9
	Extremely interesting	18	8,0	12,1	100,0
	Total	149	66,5	100,0	
Missing	System	75	33,5		
	Total	224	100,0		

To which extent would you be interested in receiving information about Saxion Career Services through the following (social) media channels? - Facebook

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interesting at all	52	23,2	34,9	34,9
	Slightly interesting	33	14,7	22,1	57,0
	Moderately interesting	38	17,0	25,5	82,6
	Very interesting	18	8,0	12,1	94,6
	Extremely interesting	8	3,6	5,4	100,0
	Total	149	66,5	100,0	
Missing	System	75	33,5		
	Total	224	100,0		

To which extent would you be interested in receiving information about Saxion Career Services through the following (social) media channels? - Tiktok

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interesting at all	59	26,3	39,6	39,6
	Slightly interesting	23	10,3	15,4	55,0
	Moderately interesting	32	14,3	21,5	76,5
	Very interesting	28	12,5	18,8	95,3
	Extremely interesting	7	3,1	4,7	100,0
	Total	149	66,5	100,0	
Missing	System	75	33,5		
	Total	224	100,0		

To which extent would you be interested in receiving information about Saxion Career Services through the following (social) media channels? - LinkedIn

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interesting at all	27	12,1	18,1	18,1
	Slightly interesting	8	3,6	5,4	23,5
	Moderately interesting	40	17,9	26,8	50,3
	Very interesting	50	22,3	33,6	83,9
	Extremely interesting	24	10,7	16,1	100,0
	Total	149	66,5	100,0	
Missing	System	75	33,5		
	Total	224	100,0		

To which extent would you be interested in receiving information about Saxion Career Services through the following (social) media channels? - Youtube

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interesting at all	49	21,9	32,9	32,9
	Slightly interesting	28	12,5	18,8	51,7
	Moderately interesting	38	17,0	25,5	77,2
	Very interesting	27	12,1	18,1	95,3
	Extremely interesting	7	3,1	4,7	100,0
	Total	149	66,5	100,0	
Missing	System	75	33,5		
	Total	224	100,0		

To which extent would you be interested in receiving information about Saxion Career Services through the following (social) media channels? - Whatsapp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interesting at all	47	21,0	31,5	31,5
	Slightly interesting	22	9,8	14,8	46,3
	Moderately interesting	38	17,0	25,5	71,8
	Very interesting	29	12,9	19,5	91,3
	Extremely interesting	13	5,8	8,7	100,0
	Total	149	66,5	100,0	
Missing	System	75	33,5		
	Total	224	100,0		

Timing

To which extent do the following times suit you for an activity? - In the morning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interesting at all	26	11,6	17,4	17,4
	Slightly interesting	22	9,8	14,8	32,2
	Moderately interesting	31	13,8	20,8	53,0
	Very interesting	52	23,2	34,9	87,9
	Extremely interesting	18	8,0	12,1	100,0
	Total	149	66,5	100,0	
Missing	System	75	33,5		
	Total	224	100,0		

To which extent do the following times suit you for an activity? - In the afternoon

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interesting at all	7	3,1	4,7	4,7
	Slightly interesting	10	4,5	6,7	11,4
	Moderately interesting	47	21,0	31,5	43,0
	Very interesting	66	29,5	44,3	87,2
	Extremely interesting	19	8,5	12,8	100,0
	Total	149	66,5	100,0	
Missing	System	75	33,5		
	Total	224	100,0		

To which extent do the following times suit you for an activity? - In the evening

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interesting at all	39	17,4	26,2	26,2
	Slightly interesting	32	14,3	21,5	47,7
	Moderately interesting	29	12,9	19,5	67,1
	Very interesting	31	13,8	20,8	87,9
	Extremely interesting	18	8,0	12,1	100,0
	Total	149	66,5	100,0	
Missing	System	75	33,5		
Total		224	100,0		

Would you be willing to travel to another saxion location to attend an event or workshop?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	37	16,5	24,8	24,8
	Maybe	76	33,9	51,0	75,8
	Yes	36	16,1	24,2	100,0
	Total	149	66,5	100,0	
Missing	System	75	33,5		
Total		224	100,0		

What is the preferred duration of an event or workshop organised by Career services, you would attend? (in scheduled hours of 45 minutes per scheduled hour)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	,00	2	,9	1,4	1,4
	1,00	42	18,8	29,6	31,0
	2,00	76	33,9	53,5	84,5
	3,00	15	6,7	10,6	95,1
	4,00	5	2,2	3,5	98,6
	5,00	2	,9	1,4	100,0
	Total	142	63,4	100,0	
Missing	System	82	36,6		
Total		224	100,0		

Indicate for the following statements to which extent you (dis)agree. - I wish to follow everything physically at my preferred location

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	1,3	2,0	2,0
	Somewhat disagree	15	6,7	10,1	12,1
	Neither agree nor disagree	37	16,5	24,8	36,9
	Somewhat agree	63	28,1	42,3	79,2
	Strongly agree	31	13,8	20,8	100,0
	Total	149	66,5	100,0	
Missing	System	75	33,5		
Total		224	100,0		

Indicate for the following statements to which extent you (dis)agree. - I wish to follow some workshops online and some at location

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	10	4,5	6,7	6,7
	Somewhat disagree	20	8,9	13,4	20,1
	Neither agree nor disagree	50	22,3	33,6	53,7
	Somewhat agree	46	20,5	30,9	84,6
	Strongly agree	23	10,3	15,4	100,0
	Total	149	66,5	100,0	
Missing	System	75	33,5		
Total		224	100,0		

Indicate for the following statements to which extent you (dis)agree. - I wish to follow all workshops and events online

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	42	18,8	28,2	28,2
	Somewhat disagree	34	15,2	22,8	51,0
	Neither agree nor disagree	48	21,4	32,2	83,2
	Somewhat agree	20	8,9	13,4	96,6
	Strongly agree	5	2,2	3,4	100,0
	Total	149	66,5	100,0	
Missing	System	75	33,5		
Total		224	100,0		

To what extent do the following modes of information delivery suit you? - By walking into a physical office and talking to a representative

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None at all	6	2,7	4,0	4,0
	A little	21	9,4	14,1	18,1
	A moderate amount	41	18,3	27,5	45,6
	A lot	51	22,8	34,2	79,9
	A great deal	30	13,4	20,1	100,0
	Total	149	66,5	100,0	
Missing	System	75	33,5		
	Total	224	100,0		

To what extent do the following modes of information delivery suit you? - Through knowledge clips (short video of a few minutes)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None at all	10	4,5	6,7	6,7
	A little	26	11,6	17,4	24,2
	A moderate amount	42	18,8	28,2	52,3
	A lot	50	22,3	33,6	85,9
	A great deal	21	9,4	14,1	100,0
	Total	149	66,5	100,0	
Missing	System	75	33,5		
	Total	224	100,0		

To what extent do the following modes of information delivery suit you? - Through an organised clickable website

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None at all	10	4,5	6,7	6,7
	A little	23	10,3	15,4	22,1
	A moderate amount	56	25,0	37,6	59,7
	A lot	40	17,9	26,8	86,6
	A great deal	20	8,9	13,4	100,0
	Total	149	66,5	100,0	
Missing	System	75	33,5		
	Total	224	100,0		

To what extent do the following modes of information delivery suit you? - Through my study coach

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None at all	7	3,1	4,7	4,7
	A little	15	6,7	10,1	14,8
	A moderate amount	38	17,0	25,5	40,3
	A lot	66	29,5	44,3	84,6
	A great deal	23	10,3	15,4	100,0
	Total	149	66,5	100,0	
Missing	System	75	33,5		
Total		224	100,0		

What is your preferred language for receiving information & workshops?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dutch	115	51,3	77,2	77,2
	English	34	15,2	22,8	100,0
	Total	149	66,5	100,0	
Missing	System	75	33,5		
	Total	224	100,0		

Retention:

As the research is done during a point in time where 84% of respondents or 156 out of 185 students that have answered, are not yet aware that the service offered actually exists, the retention phase of the customer journey is not yet applicable to this target group. After growing the awareness of career services as well as adjusting the offered products to the wishes and needs of the students this phase can be researched properly amongst the students that will then be the current target group in order to perceive an overview of how career services can have participating students become returning students.

Advocacy:

Now that you have somewhat insight into what Saxion Career Services organises, to what extent would you use and recommend - I would now like to make use of Saxion Career Services

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	9	4,0	6,0	6,0
	Somewhat disagree	11	4,9	7,4	13,4
	Neither agree nor disagree	53	23,7	35,6	49,0
	Somewhat agree	60	26,8	40,3	89,3
	Strongly agree	16	7,1	10,7	100,0
	Total	149	66,5	100,0	
Missing	System	75	33,5		
Total		224	100,0		

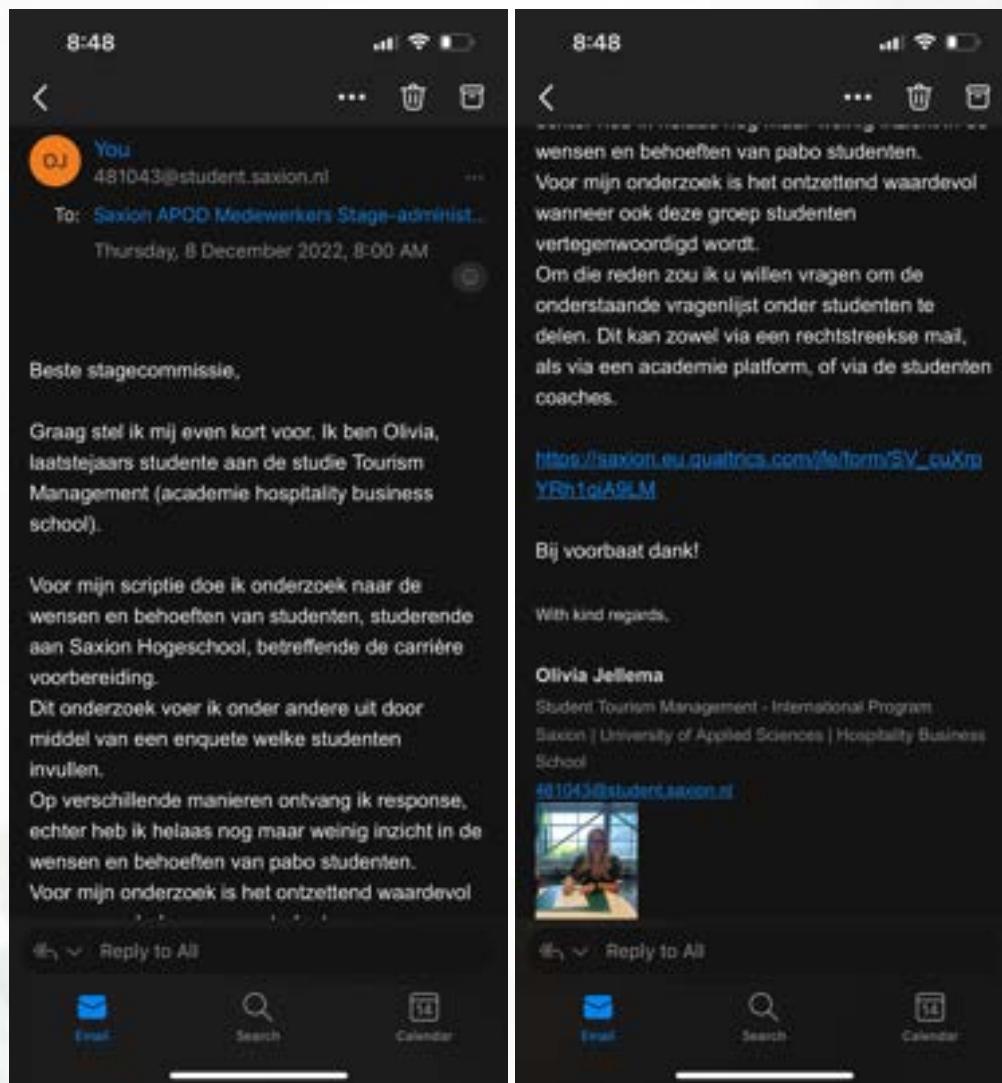
Now that you have somewhat insight into what Saxion Career Services organises, to what extent would you use and recommend - I would now recommend Saxion Career Services to classmates/friends

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	3,6	5,4	5,4
	Somewhat disagree	14	6,3	9,4	14,8
	Neither agree nor disagree	72	32,1	48,3	63,1
	Somewhat agree	45	20,1	30,2	93,3
	Strongly agree	10	4,5	6,7	100,0
	Total	149	66,5	100,0	
Missing	System	75	33,5		
	Total	224	100,0		

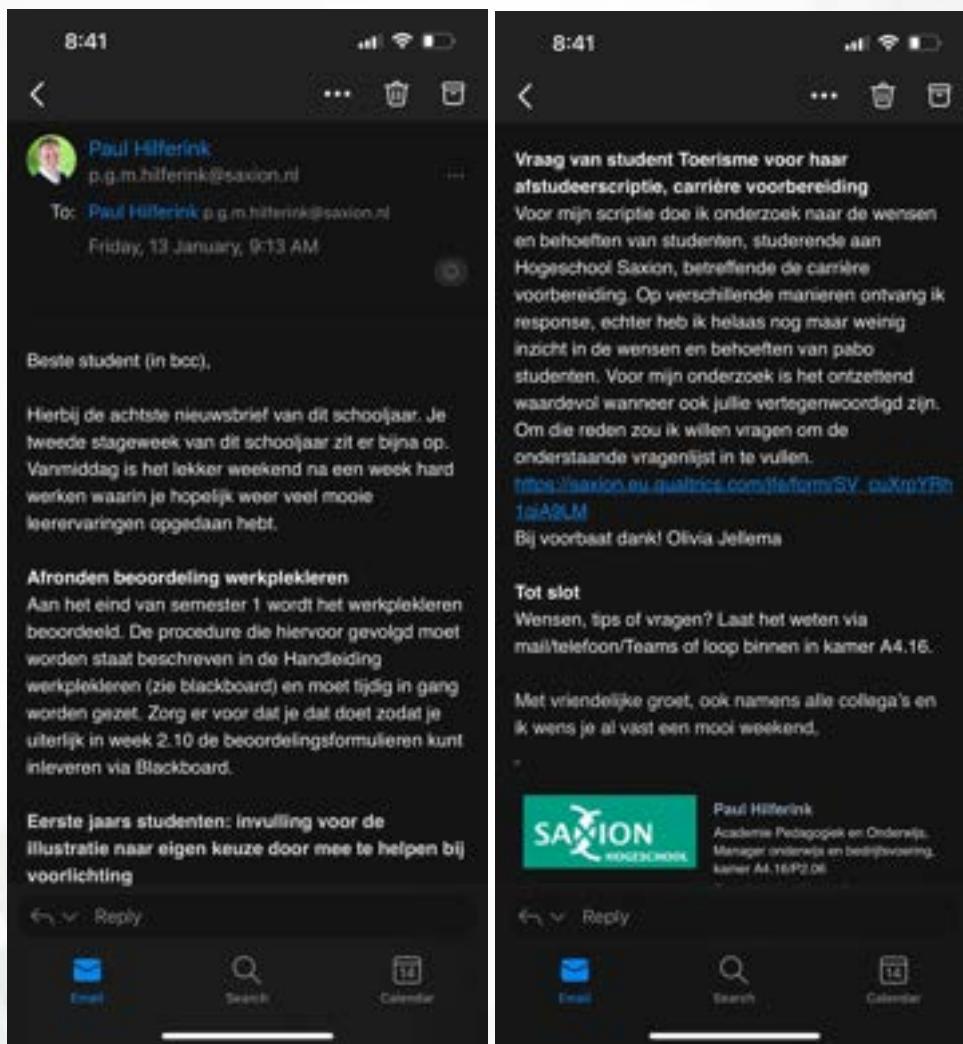
Now that you have somewhat insight into what Saxion Career Services organises, to what extent would you use and recommend - I would now recommend others to study at Saxion, because of what Saxion Career Services offer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	23	10,3	15,4	15,4
	Somewhat disagree	21	9,4	14,1	29,5
	Neither agree nor disagree	64	28,6	43,0	72,5
	Somewhat agree	37	16,5	24,8	97,3
	Strongly agree	4	1,8	2,7	100,0
	Total	149	66,5	100,0	
Missing	System	75	33,5		
	Total	224	100,0		

Appendix VIII - Correspondence Academy Education and pedagogy.



Appendix IX - newsletter Academy Education and pedagogy.



8:41

Paul Hilterink
p.g.m.hilterink@saxon.nl

To: Paul Hilterink p.g.m.hilterink@saxon.nl

Friday, 13 January, 9:13 AM

Beste student (in bcc),

Hierbij de achtste nieuwsbrief van dit schooljaar. Je tweede stageweek van dit schooljaar zit er bijna op. Vanmiddag is het lekker weekend na een week hard werken waarin je hopelijk weer veel mooie leerervaringen opgedaan hebt.

Afronden beoordeling werkplekleren

Aan het eind van semester 1 wordt het werkplekleren beoordeeld. De procedure die hiervoor gevuld moet worden staat beschreven in de Handleiding werkplekleren (zie blackboard) en moet tijdig in gang worden gezet. Zorg er voor dat je dat doet zodat je uiterlijk in week 2.10 de beoordelingsformulieren kunt inleveren via Blackboard.

Eerste jaars studenten: invulling voor de illustratie naar eigen keuze door mee te helpen bij voorlichting

✉️ Reply

Email Search Calendar

8:41

Vraag van student Toerisme voor haar afstudeerscriptie, carrière voorbereiding

Voor mijn scriptie doe ik onderzoek naar de wensen en behoeften van studenten, studerende aan Hogeschool Saxion, betreffende de carrière voorbereiding. Op verschillende manieren ontvang ik response, echter heb ik helaas nog maar weinig inzicht in de wensen en behoeften van pabo studenten. Voor mijn onderzoek is het ontzettend waardevol wanneer ook jullie vertegenwoordigd zijn. Om die reden zou ik willen vragen om de onderstaande vragenlijst in te vullen:

https://saxon.eu/qualtrics.com/jfe/form/SV_pkxmt7h1oA9LM

Bij voorbaat dank! Olivia Jellema

Tot slot

Wensen, tips of vragen? Laat het weten via mail/telefoon/Teams of loop binnen in kamer A4.16.

Met vriendelijke groet, ook namens alle collega's en ik wens je al vast een mooi weekend.

SAXION HOOGESCHOOL
Academie Pedagogiek en Onderwijs,
Manager onderwijs en bedrijfsvoering,
kamer A4.16/P2.06

✉️ Reply

Email Search Calendar