

Project Summary for IAL Website

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Project Title:	Measuring Employability & Life-long learning Mindsets needed for Careers in the 21st century
Project Number:	GA19-08
Year of Approval:	2021
Funding Source:	WDARF
Objectives and intended outcomes of the project:	<p>We aim to develop a suite of psychological measures of the new, more proactive and entrepreneurial “employability-oriented” career mindsets and behaviours and the spirit of lifelong learning that are needed for greater career resilience in Singapore’s future century workforce. In doing so, we seek to provide a baseline measure for subsequent profiling/monitoring of our pre-workforce, tertiary students’ new career mindsets and lifelong learning attitudes. Additionally, we aim to understand:</p> <ul style="list-style-type: none"> • how our undergraduates’ pre-University education/experiences (e.g., MOE’s Education & Career Guidance and other co-curricular activities) relate to the development of employability (beyond only employment) mindsets and results in more career self-management behaviours at University (e.g., through participation in experiential learning through internships, overseas exposure, intercultural exposure, and immersion in community work, broadening of human capital, etc.); • how young undergraduates’ career lifelong learning mindsets compare with that of more mature adult learners who have chosen to return to university for upgrading. <p>The outcomes of this research can provide us with a multidimensional, leading indicator of the workforce’s psychological career readiness and resilience, lifelong learning and enterprising spirit needed in the 21st century context of work; and an opportunity to understand how early ECG initiatives in the General Education system can shape career attitudes during university years to prepare them for a better transition into the 21st century work environment.</p>
Project Team	
Principal Investigator:	Associate Professor HO Moon-ho Ringo
Summary of Project (up to 300 words)	

Today, with the coming of Industry 4.0, higher learning institutions need to prepare students with skillsets relevant to the future workforce. It is thus timely to understand the role of institute of higher education in shaping the employability and life-long learning mindsets and behaviours of both young and mature undergraduate learners, just before they enter or re-enter the workforce; and also provide a “baseline” measure to profile and track our undergraduates’ career and lifelong learning “mindsets” and their motivation to develop both breadth and depth of skills (i.e., more “T-shaped”) as they progress from their university studies into the workforce. The proposed research addresses a research gap in Singapore’s transformation of its traditional education system into a system for lifelong learning for employability. Today, the implementation of Singapore’s systematic Education and Career Guidance (ECG) ends at pre-university polytechnics & junior colleges. There is a lack of measures for profiling / monitoring /tracking of our pre-workforce, tertiary students’ (traditional vs.) 21st century career & lifelong learning, employability mindsets in our autonomous universities. We adopt a cohort-sequential design to follow up a group of freshmen and university graduates for about 2 years to:

- 1) elucidate how contemporary career mindset and lifelong learning attitudes shape the development of career self management competencies, career capital and activities students seek out to develop their employability;
- 2) find out which type of pre-university experiences and university pre-university experiences can help in enhancing employability;
- 3) understand how early ECG initiative in the general education system shapes the career readiness/resilience and lifelong learning mindsets by comparing full-time university students and part time adult students.
- 4) explore and identify if there are different types of learners and derive the unique socio-psychological profiles.

(283 words)