

**Workforce Development: Career Development, Preparation and Readiness of
Undergraduates to Join the Workforce
The Case of Sociology and Social Anthropology and Psychology
Students in Addis Ababa University**

**Emebet Mulugeta
Graduate Student of Social Work
Addis Ababa University**

Research Advisor:

**Alice K. Johnson Butterfield, Ph.D.
Jane Addams College of Social Work
University of Illinois at Chicago**

Thesis Presented in Partial fulfillment of Masters of Social Work (MSW) Degree

**July 2006
Addis Ababa**

Table of Content

List of Tables	i
Acknowledgment	ii
Abstract.....	iii
Introduction	1
Problem Statement.....	4
Objective of the Research	5
Significance of the Study	6
Limitation of the Study	6
Literature Review	7
Workforce Development.....	7
Education and Training.....	7
Core Work Skill for All	8
Life Long Learning for All	9
Learned Competencies.....	9
Integrated View of Learning and Working	10
Constituencies and Partnership.....	10
Career, Career Development and Career Centers.....	11
Career and Career Development.....	11
Career Development	12
Process of Career Development	12
Career Development and Career Centers.....	13
Rationale for Career Centers	14
Transition from School to Work Environment	14
The Change in Society and Work Environment	15
Theoretical Model of Career Centers.....	17
Trait and Factors Theory	17
Development Theory	18
Evolution of Career Centers.....	20
Approaches to Career Development.....	20
Types of Career Service for Career Development	21
Types of Career Counseling Services	22
Research Design and Methodology	25
Research Design	25
Study Area and Study Participants	25
Instrument for Data Collection.....	26
Sampling Techniques and Sample Size	27
Process of Data Collection.....	27
Reliability test.....	28

<i>Finding and Discussion</i>	<i>29</i>
<i>Findings from Prospective Employers and Recent Graduates who Join the Workforce</i>	<i>29</i>
Challenges Faced by Employers When Hiring Fresh Graduates	32
<i>Findings from Graduating Class Students of the Target Departments</i>	<i>35</i>
<i>Independent Sample Test and ANOVA</i>	<i>67</i>
<i>Discussion</i>	<i>68</i>
<i>Conclusions and Recommendations.....</i>	<i>79</i>
<i>Implication on Social Work</i>	<i>85</i>
<i>Reference</i>	<i>87</i>
<i>Annex</i>	<i>I</i>
<i>Annex A. Tables</i>	<i>I</i>
<i>Annex B. ANOVA TEST and Independent Sample Test</i>	<i>VIII</i>
<i>Annex C. Checklists and Student Questionnaire</i>	<i>XIII</i>
<i>Student Questionnaire.....</i>	<i>XVI</i>

List of Tables

Table 1 Source of Information	36
Table 2 Basis for choosing field of study in high school	37
Table 3 Personal Choice.....	38
Table 4 Discussion or consultation	38
Table 5 Reason for not discussing or consulting.....	39
Table 6 Choice of department in AAU	39
Table 7 Personal Choice.....	40
Table 8 Choosing a different department if given the choice	40
Table 9 Discussion or consultation	41
Table 10 Reason for not discussing the issue.....	41
Table 11 Voluntary or paid work while in AAU	42
Table 12 Reason for not working.....	43
Table 13 Relevancy of experience	43
Table 14 Importance of internship program students.....	43
Table 15 Field practice/Practicum Courses work by Department.....	44
Table 16 Research courses/s by Department.....	45
Table 17 Field work / practice by Department.....	45
Table 18 Project proposal writing by Department	46
Table 19 Experience of project implementation	46
Table 20 Experience of project monitoring and evaluation	47
Table 21 Knowledge and skill to work with individuals by Department.....	48
Table 22 Report writing skill by Department.....	49
Table 23 Basic skills	49
Table 24 Course/s on the prevention of social problems by Department	50
Table 25 Course/s on guidance and counseling by Department	51
Table 26 Course/s on gender issues by Department	52
Table 27 Relevant of the students	52
Table 28 Assessment of personal interest, skill and ability	53
Table 29 Occupational exploration/information	53
Table 30 Chance to discuss with people who are working in the same field.....	54
Table 31 Prepare plan for your future career	54
Table 32 Skill to evaluate options and make decisions.....	55
Table 33 Criteria to decide on job offer	55
Table 34 Know how to look for job openings.....	56
Table 35 Mechanisms that will be used	56
Table 36 Job searching skills	57
Table 37 Most important services for respondents	58
Table 38 Member of any professional association.....	66
Table 39 Reason for not joining a professional association.....	66

Acknowledgment

I would like to express my sincere appreciation to my advisor Alice K. Johnson Butterfield, Ph.D, from Jane Addams College of Social Work, University of Illinois for her unlimited effort and support throughout the years and in advising me on my thesis work. This study was also made possible due to the immense encouragement and professional guidance of all the faculty members, Dean Abiy Tasse (Ph.D), Melesse Getu (Ph.D), James E. Rollin (Ph.D), and Nathan N. Linsk (Ph.D) in the process of undertaking this study.

Special thanks goes to all the key informants and the group discussants from all the regions who were very cooperative in providing the relevant information. Most of all I would like to appreciate all the graduating class students from the Departments of Sociology and Social Anthropology and Psychology without whom the study would haven't been realized. I would also like to acknowledge the Office of the Associate Vice President for Research and Graduate Programs for providing the thesis fund.

My special thanks also goes to W/ro Serkalem Bekele who spent her precious time in developing the SPSS program and supporting me with the data processing.

I would also like to take this opportunity to extend my deepest regards and appreciation to my beloved parents without whose support and love; I wouldn't be 'who I am and where I am now'. Final thanks go to all my friends for their professional and moral support in due course of the study.

Thank you all.

Abstract

The central focus of the paper is to review and analyze the existing status of workforce development. Students do not get services that can shape their career future and are not exposed to the work environment to exercise their academic training. Therefore, it is apparent to ask *where does one prepare to enter to the workforce: Is it before or after graduating from the university that students learn about the work environment?*

Both qualitative and quantitative data is collected from undergraduate students, employing agencies and recent graduates who join the workforce. Respondents were randomly selected from the departments of Sociology and Social Anthropology (SoSa) and Psychology by using stratified random sampling technique with fair representation of both sexes. Key informants' interview and group discussion guides were employed to collect information from possible employing organizations and young adults who join the workforce recently while structured questionnaire was used to collect firsthand information from undergraduate students. Different competency models were reviewed and used with some modification to fit the purpose of the research.

The finding of the study has clearly revealed the existing gap between supply (university education) and demand (employers' expectation) and lack of career services to guide students in the process of their career development. This in general affects the effort of the university in producing competent workforce. Therefore, it is commendable that the university should give emphasis on the issue and work with the respective departments to meet the demands of employers as well as incorporate learning-for-work in the education system so that students will have a smooth transition from school to work environment. It is also suggested that the university should strengthen and establish career services in all the campuses.

Introduction

In a developing country like Ethiopia, workforce development must get proper attention to fight poverty, alleviate the existing multifaceted social problems and to bring sustainable development. Workforce development helps individuals to join the world of work through building their competency and making significant contribution to the society. Access to education and training are means to produce competent workforce. Thus, training, education and/or learning especially at tertiary level (college and university level) should be directed towards achieving this goal without which failure in maximizing individuals' capacity to contribute their share of responsibility is apparent.

Cognizant to the realization of the need of producing competent workforce and meeting this demand, the government of Ethiopia has designed policies, strategies and programs for different levels including higher education. To this end, the government has given higher priority on education to bring about sustainable development that is in line with societal needs. As it is clearly stated in the Education and Training Policy of Ethiopia, the objective of education is to cultivate the cognitive, creative, productive and appreciative potential of citizens by appropriately relating education to environment and societal needs (1994).

Education enables individuals and society to make all rounded participation in the development process by acquiring knowledge, ability, skills and attitudes. One of the aim of education is to strengthen the individual's and society's problem solving capacity, ability and culture starting from basic education and at all levels.... Education does not operate in isolation, rather it has to be integrated with research, practice and development to contribute towards an all rounded development of society (1994).

The policy also forwarded ways on how to achieve this objective. It has designed strategies related to curriculum, educational structure, teachers' capacity and nexus between education, training, research and development. Among other major strategies included are the creation of mechanisms by which teachers, professionals from major organizations of development and beneficiaries participate in the preparation, implementation and evaluation of the curriculum and making higher education at diploma, first degree and graduate levels research oriented and directed towards enabling students become problem solving professional leaders in their field of study and in overall societal needs (1994).

It is also suggested in the policy document that education should include field practice and practicum courses to enable students become competent in the workforce. Students being the major participants of the process should give feedback on the curriculum with other concerned stakeholders. "Education does not operate in isolation; rather it has to be integrated with research, practice and development to contribute towards an all rounded development of society" (Education and Training Policy, 1994).

The government has also incorporated capacity building as one of the building blocks for the effort of poverty reduction in its main strategic document entitled "Sustainable Development and Poverty Reduction Program" (SDPRP). It is clearly stated in the document that:

Capacity building is a systematic combination of human resources, working systems and institutions that would enable a country to achieve its development objectives. Thus, every development program must consider ways of developing human resources, building and strengthening institutions and establishing effective working systems and practices in an integrated and holistic manner...capacity building needs to be a continuous process if it is to ensure accelerated economic growth. This aspect

of capacity building brings to the forth the need to focus on the capacity to build capacity itself thereby necessitating institutions be created for this purpose (SDPRP, 2002, pp.49-50).

In view of achieving the expected change, the document has also emphasized the need of collaborated effort through deploying comprehensive approach that involves the state, the public and private sector to this endeavor. In relation to building capacity the same document states that:

The strategy addresses this concern by highlighting the need to give special attention to institutions whose primary function is capacity building. To undertake capacity building on sustainable basis, these institutions must be created in sufficient number and quality and should continually be evaluated and strengthened along with the development agenda of the time and the demands of the future. In short, capacity building is Ethiopia's instrument for fast track economic and democratic transformation (SDPRP, 2002, p. 50).

The focus of the document is not only on the quantity of the institutions or the number of individuals who will benefit from the program but stresses the importance of the quality of the institutions to produce the desired human resources to meet future demands.

Capacity building is a means to fight poverty and this call for a competent human resources and institutions that should put effort towards achieving this means. However, it is also clear that the formal education institutions at any level by itself cannot result in having the desired output. Owing to this fact, all stakeholders (government, private, business and civil society organizations) need to invest and work on preparing individuals to be more equipped and ready for the world of work. Therefore, it is crucial and timely to see the

capacity, preparedness and readiness of the graduates of the Addis Ababa University (AAU) while joining the world of work for poverty reduction and sustainable development.

Problem Statement

For a country like Ethiopia where the economic and social development is stagnant, it would not be an easy task to produce a competent workforce. Rich and developed countries have also difficulties in producing a workforce that fit to the fast changing demand of the 21st century work environment. It is a well known fact that to produce a competent workforce, education plays a major role. Nonetheless, in the Ethiopian context, it has not been possible to meet the set objective despite the existence of the Education and Training Policy (1994). The policy has also clearly stated that

... The country's education is entangled with complex problems of relevance, quality, accessibility and equity. The objectives of education do not take cognizance of the society's needs and do not adequately indicate future direction. The absence of interrelated contents and mode of presentation that can develop student's knowledge, cognitive abilities and behavioral change by level, to adequately enrich problem solving ability and attitude, are some of the major problems of our education system (1994).

Workforce development helps individuals in their career development by addressing the issue of career choice and how individuals relate themselves to the world of work and their contribution and their expected role. It prepares individuals in managing change such as transition from school to work environment. Workforce development is an issue that requires proper planning, human and financial resources as well as collaboration with concerned stakeholders.

Workforce development programs enable individuals to be prepared and ready to join the labor market and can occur in any educational institution or work setting. None the less, workforce development has not been addressed by any institution in Ethiopian. In addition, the existing education system seems to fail to meet the objective despite the fact that the government has indicated the role of education in producing the required workforce capable of meeting the demands of the society.

It is therefore to this avail that this paper makes its central focus of reviewing and analyzing the existing status of the issue of workforce development. Students do not get services that can shape their career future and are not exposed to the work environment to exercise their academic training. Therefore, it is important to ask *where does one prepare to enter to the workforce: Is it before or after graduating from the university that students learn about the work environment?*

Objective of the Research

The overall objective of the research is to assess learning-for-work and the transition of students to work environment.

Specific objective of the research is to

- ✚ Assess students skill to translate knowledge into practice,
- ✚ Assess the gap between the existing/present undergraduate education system and future work,
- ✚ Assess the competency of undergraduates for joining the workforce and its implication on competent workforce ,
- ✚ Assess institutional responses to provide individuals the opportunities to acquire the appropriate competence for work, and
- ✚ Assess undergraduate job searching skill.

Significance of the Study

The study is exploratory and is believed to contribute to the area of workforce development in the Ethiopian context. It will also help to;

- Facilitate the work of the Community Work and Life Center which is a collaborative effort of different stakeholders including the university and employers,
- Serve as a base for future in-depth researches and expansion of the research to other departments and other Universities, and
- Serve as a base for a department specific program design.

Limitation of the Study

The study like most researches has its limitations. The first limitation is lack of contextualized reference materials and expertise on the research topic. The very fact that the research has limited scope has been a hindering factor and the finding cannot be generalized.

Literature Review

Workforce Development

In developed countries, workforce and career development is given due attention while students are in high school and continue up to the tertiary level. The learning-teaching process focuses on learning-for-work and preparing students to enter to the workforce. Hence there are "... national and organizational responses in providing individuals the opportunities to acquire the appropriate competence for work" (Jacobs, 2002, p. 8). Workforce development is a key for the well-being of nations, it is not something that needs one time effort but it is rather a continuous process. In the same document Jacobs (2000) defined workforce as

a programmatic response to a societal need and, as such, should not be limited in scope to a specific organization or should be designed so that only one or another set of individuals succeed. Rather, workforce development seeks to bridge the individual, organizational, and societal interests in ways that meaningfully benefit each other (pp. 13-14).

Partnerships and collaboration are basic requisites because workforce development programs are provided for the purpose of achieving individual, organizational and societal goals.

Education and Training

Education and training is an individual and societal benefit. It enables individuals to get access to work, sustain employment and be self-sufficient. It has an implication on the employability and productivity of individuals while on the other hand it increases people's mobility in the labor market and choices of career opportunities. In modern time, the primary

focus of education and training is on individuals so that they become responsible for developing their own skills.

The relevance of knowledge about facts is diminishing, while the need to learn how to access, analyze and exploit information and transform it into new knowledge is increasing. It is only by giving the individual the desire, and tools, including financial means, that he or she will be able to live and work in the knowledge and information society (ILO, 1996, p.16).

Education and training has moved from passive and teacher oriented approach to learning for life and work centered around the individual. Individual learn learning- to-learn so that they can learn by themselves. According to the ILO document, there are requirements that education and training should meet and these requirements are basic education for all, core work skills for all and lifelong learning for all. For the purpose of this paper, core work skills for all and life long learning for all are given special emphasis for the very fact that they are issues of great concern for workforce and career development.

Core Work Skill for All

According to the ILO document core work skill are the non-technical skills that everybody will need in order to have satisfactory performance at work and in society irrespective of where the individual works and lives. They build upon and strengthen the foundation skills developed in basic education. They include learning-to-learn skill, listening and oral communication skill, problem solving skills and creativity, personal effectiveness (self-esteem, goal setting and motivation, and team work) and organization effectiveness and leadership skills. It can also include labor market "navigation" skills, job search skills, skills to represent oneself to prospective employers, skills to identify career options and

opportunities and skills to identify and evaluate job and education and training opportunities (ILO, 1996)

Life Long Learning for All

The 21st century is characterized by lifelong learning for all irrespective of their sex and age. The framework emphasizes that “learning occurs during the entire course of an individual life”. Centrality of the learner, catering to the diversity of learner needs and motivation to learn are the unique characteristics of education and training in this century. According to the ILO document

Lifelong learning ensures that the individuals' skills and competencies are maintained and improved as work, technology and skill requirement change, answer the personal and career development of workers; results in increases in aggregate productivity and income; and improves social equity.

It focused on empowering individuals to be their own career planner. Individuals are responsible for their learning and self-development.

Learned Competencies

Some of the learned competencies expected from employees according to many competency models are planning and organization skills, decision making and leadership skills, management skills, information management skills, research and investigation skills, client management and relationship skills, oral and written communication skills, teamwork and team building skills, valuing skills, critical thinking skills, ethic and tolerance skills, and personal and career development skills. According to many literatures, these skills are usually facilitated through educational institutions. Career centers therefore, can play a role in providing career education services to the clients to improve their competencies and make

them able to market themselves. But employers should also establish a system for human resource development within their organizations to support individuals gain the necessary skill.

Integrated View of Learning and Working

In the old days, working and learning were not integrated activities. Those who were in the process of learning, especially young adults, were dealt in school settings only while the work environment was considered as an issue of human resource development. Learning (school setting) and working (organizational setting) were considered as something which could not be addresses together but there was a linear process where working was followed by learning.

However, for the purpose of effectiveness and efficiency, there arises a need to integrate the two. Jacobs (2000) explained the shift using **system theory**. Integration suggests that a system view be taken as a means of ensuring increased understanding. System theory provides an appropriate way to view such events. The previous conceptualizations have their focus on single complex phenomena, such as human performance in organizational setting. Further understanding of work and learning depend on understanding complex systems, such as organizations, and the interrelationships among complex systems - including countries, organizations, labor unions and groups of people (p.18).

Constituencies and Partnership

Students are the primary clients of university career centers and therefore the goal, program and activities of the center should be in line with the needs of the students. Career center must be able to establish partnership and network with its constituencies like private/business sector, government, civil society organizations, etc to provide career planning

and placement service. This can be realized through creating job opportunities, increasing student's exposure to employers, collecting information on trend and employers needs, encouraging dialogue and a working community relation.

Career, Career Development and Career Centers

Career and Career Development

Many writers on career development have tried to define career and career development. In their writings, they also tried to show the difference between career and job. Before going in depth on the discussion of career development and the role of career centers in career development, this section dwells on definition of terminologies.

Career: Schutt (1999) cited Hettinger (1996a) while defining career as

Life style concept that involves a sequence of work or leisure activities in which one engages throughout a lifetime. A career is unique to each person and is dynamic and unfolding throughout life. Career includes not only occupations but prevocational and postvocational activities and decisions as well as how persons integrate their work life with their other life roles such as family, community and leisure pursuits. A career may include many occupations and jobs (p. 6).

He also cited Ross (1995) in defining career as the “sum of a person’s experiences over the course of a lifetime.... This concept recognizes that our jobs don’t exist in isolation from the rest of our lives. In a single career, someone may have been a student, a plumber, an engineering technologist, a mother and a semi-retired consultant.” (p.6). But on the contrary **job** is defined as “a group of similar paid positions requiring some similar attributes in a single organization” (Super 1976 as cited in Herr and Cramer 1996, p.6). Career and job are two different things having different meanings that are contrary to what most people think

about the two. Career is a process encompassing almost all aspects of individual's life while job is just one specific component and is part of a career.

Career Development

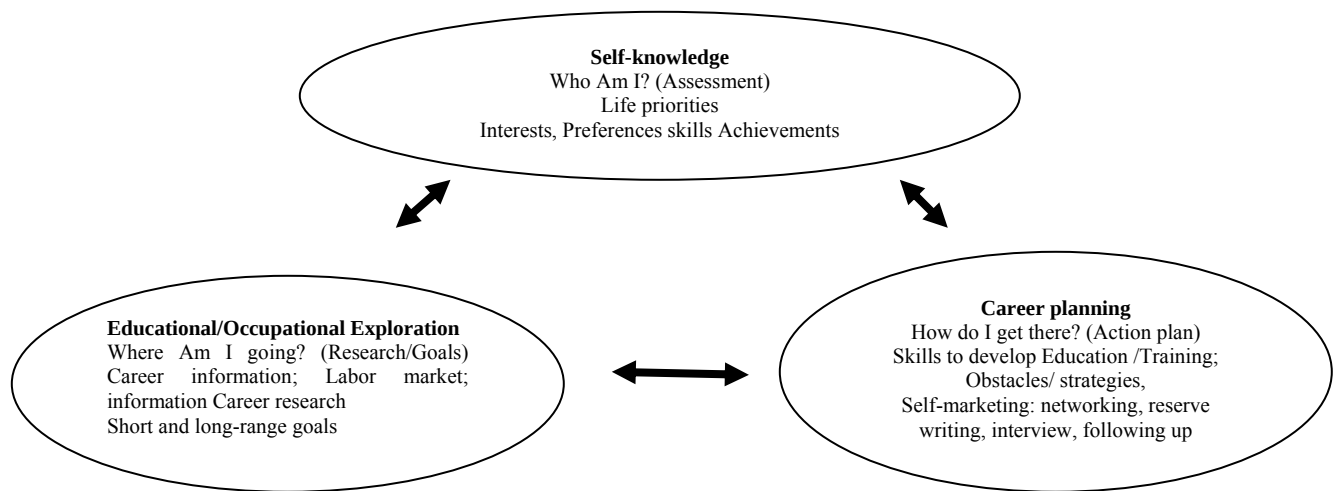
Career development is seen as a process of individual development rather than just getting employment or a job as it was perceived before two decades according to many literatures.

[career development includes] the lifelong behavioral processes and the influences on them that lead to one's work values, choices of occupation (s), creation of career pattern, decision-making style , role integration, self-identity and career-identity, educational literacy, and related phenomena. Career development proceeds smoothly, jaggedly, positively, negatively - whether or not career guidance or career education exists. As such, career development is not an intervention but the object of an intervention (Herr and Cramer 1996 as cited in Don Schutt in 1999, p.6).

There is a general misconception or misunderstanding among people about career development and the role of career centers as having limited role of finding a job or employment opportunity while forgetting the other pertinent role such as continuous learning and personal and self development

Process of Career Development

Nowadays, career centers do not follow what Schutt (1999) referred as “linear model of assessing skills and matching them with job openings”. It does not end once the individual get a job because career development is lifelong process. The following chart illustrates the process of career development.



(Source: Schutt, 1999 p.7)

The focus of career development is on individual's ability and interest to make career decisions. Once individuals learn how to assess their skills and experiences to translate into the world of work and learn to use the resources available, it is the individual's responsibility to make a sound decision with due consideration of their potentials and limitation as well as their roles in their family, community and society at large. Schutt (1999) highly stressed individual's responsibility in career development and personal decision making as the final goal. The role of career centers and staffs working in the center is mainly providing facilitative and supportive services to individuals to go through the process of teaching themselves.

Career Development and Career Centers

Career centers within schools, colleges, universities are designed to give individuals an opportunity to assess themselves, get career information, career placement and follow-up. Modern career centers help individuals to make a “personally meaningful career plans” and be “more self-directed and proactive in their own promotions and advancements to make their needs known, (and) to empower themselves” (Hansen, 1997 in Schutt, 1999, p.5). Career

centers are not for career staff to make the decisions for clients but to assist them find their career choices by considering their skills, potentials and abilities as well as their challenges and make sound decisions about their future career plan.

Previously career centers aimed to assess client's interests and abilities and match them to an appropriate field of study or to an appropriate employment or work position. The end result was to find placement for individuals. But as the world of work change and shift from industrial society to a society driven by technology and information, the whole notion of career centers also changed. Now the objective of career centers is not simply finding placement or employment for individuals but it is rather assisting them to identify their interest and skill and apply it to the work environment. "When the modern career center gives its clients the tools to succeed, when it teaches and assists in career development instead of job placement, it fulfills the mandate it has received from the modern world of work" (Schutt, 1999, p.2).

Rationale for Career Centers

Transition from School to Work Environment

When youth become adults there are many life transitions and one is a transition from school to work environment. This transition needs a lot of thinking and planning with a support of professionals rather than a sporadic or unplanned decision. When students graduate from the university, the next step is obviously getting employment or continuing their education. Getting employment is not an easy one because it requires occupational information as well as the skills of job searching. This is a major challenge for most of the students who are graduating from the universities.

Career centers thus provide services by creating mechanisms of smooth transition by linking them to the employment industry. Linking students is an activity that allows students to get exposure to the work setting while they are in the university. It is not something that can be done when students are about to graduate. It should start when students join the university in partnership with other constituents.

It is with this rationale that the Community Work and Life Center (CWLC) is established in the Addis Ababa University. Until the CWLC was established under the Dean of Students within the Main Campus in July 2005, job-readiness or job placement programs were non-existent in Ethiopia. All universities did not have an information system or workforce preparation program designed to assist students in gaining appropriate skills and connecting to employers prior to their graduation.

The objective of the Center is to address the issue of capacity building for professionals entering the workforce in Ethiopia. The CWLC targets the student population at Addis Ababa University and provides educational and job searching services aimed at workforce readiness and connecting qualified graduates to appropriate employment opportunities. The Center helps students' transition from an academic community to the professional workforce and also learns skills needed to seek and secure employment of the workforce. The Center also integrates workforce preparation with life skills development.

The Change in Society and Work Environment

The trend of work is changing from time to time drastically in the last 20 years. The work environment has changed in terms of job market structure, source of employment, types of occupation, and expected competencies from employees. Schutt (1999) explained this by contrasting the two eras which he referred as the Mass Production Era (beginning from 1965

to the end of 1980's) and the Knowledge Service Era (from 1980's to the present time). The Mass Production Era according to him was predominantly "corporation-centered and manufacturing-based" while the Education-Service Era is "technology and information driven system". The first era require people with technical skills where as the latter demands individuals who can compete in the labor market and use information and knowledge to different work settings.

He elaborated further on major career development issues of the two eras and the role career centers can play. He explained that in the Mass Production Era the concern of individuals was to get the first single job because they can stay in the job as long as they wish. But in the 1980's change in technology and the emphasis on few competent employees left many people without job. This transition demanded that employees should assess their abilities and the experiences they get from their previous job and apply it to the future employment demand as well as getting new knowledge and skill to re-enter into the workforce. It is here that career centers can contribute to youth to guide their career choices and develop their competencies to become competitors in the job market and to adults to assess their existing potentials and apply it to the changing demand and different environment.

Schutt summarized the importance of career centers in today's and tomorrows work environment as follow:-

In general, career centers can assist individuals in making career decisions and developing plans that consolidate past experiences, identify existing personal (likes, dislikes, interests, skills, abilities, past work successes, and aptitudes) and situational (family demands, economic needs, geographic preferences, future dreams) variables, and use this information to chart a course for the future that examines skills and

interests applicable across possibly many different jobs or occupations. While the outcome might be individuals' naming a single job or occupational area, the goal should be to help them identify a number of opportunities and to integrate lifelong learning into the plan (1999, p.15).

Today's work environment demands more from employees in terms of their skills, abilities and transferable knowledge to different work settings. The work environment technology and information system has an implication on employers' expectation from their employees since being a degree holder is not enough. Employees who are aware of the changing technology, who have information on different issues, who are open minded, sensitive and creative, who can work in multiple work environment, and who have an ability to use and transfer knowledge in different environment are needed.

This is also visible in the Ethiopian context. Now in the free market economy people are employed in short term basis and are encouraged to be self employed. The labor market requires individuals who can create jobs rather than those who wait for a ready made job. Previously, many people were employed in government offices which guarantee them employment until retirement.

Theoretical Model of Career Centers

Trait and Factors Theory

The theoretical model used for career services during placement, occupational or vocational counseling/guidance offered in all educational settings in the old days was based on trait and factor or matching model according to Her, Rayman and Garis (1993). The basic assumption here is to match individuals who are looking for employment to vacant available position. It is to make a link between the individual to a job or employment. To this effect

vocational or occupational guidance occur at one specific point in the individuals' life because the individual needs to enter the labor force after graduation or when the individual is dissatisfied by the work he/she is doing and want to change job. During the 1950's until the current time, an additional conceptual perspective began to influence the provision of vocational or occupational guidance regardless of setting.

Indeed, in the 1960's the term *career guidance or career counseling* began to be preferred to the earlier terms vocational or occupational guidance or counseling to symbolize some of the shifting perspectives on how career behavior is influenced and how it changes over time (p.15).

Even though placement of individuals is still part of a career service, it is not consider as an end by itself but is part of the process of helping and assisting students in their learning, experiencing and developing self concept.

Development Theory

Expectations of student from career service are diverse as their needs also differ from one person to another. Different students require different services mainly based on their developmental level whether they are in freshman, sophomore or in senior years or other characteristics such as women, adults, or people with disability and therefore “theoretical approaches to the prediction and description of how career behavior unfolds have taken a decidedly developmental character” (Herr et.al., 1993). Edwin, Jack and Jeffery cited King and Fields (1980) argument on classic analysis of perspectives on student development based on four areas of emphasis namely intellectual development, identity development, interpersonal development and value development.

All the theories explain individual's development with due emphasis of not considering them as independent issues which might not be the right approach. However, for the purpose of designing career service program geared towards meeting the demand of student and bringing about the desired outcome i.e. career behavioral change, intellectual and identity development are chosen. It is believed that they will explain it most appropriately showing the developmental process of individuals and can be related to career planning and placement services.

Intellectual development emphasizes a person's capacities as thinker and learner, including the process by which a person gathers information, synthesizes it to create new meaning, and evaluates its merit and potential. In addition, identity development focuses on the development of one's sense of self - discovering who you are and identifying the type of person you would like to become. Intellectual development of individuals require a sense of self while at the same time to have an identity the individual should have the intellect to think, learn and synthesis information to evaluate its outcome.

Looking at the shift on perspectives and theories has an implication on the service delivery. Trait and factor theory focused on matching individuals to jobs while development theory focuses on student development as the main goal. When centers used trait and factor theory as a framework or model, the services were given for clients at one time and also the theory fails to explain the dynamic process of career behavior as something which is part of one's life.

To achieve what career centers put as an objective - that is, career development of an individual - services and the approaches used should focus on enabling the person to analyze what already exists within him/her and the context in which the person is living and empowering the individual to make an informed decision looking through the options

available as well as live with the outcome. It is only when career services facilitate the developmental process that the impact on the individual is visible.

Evolution of Career Centers

Colleges and universities in developed countries provide different services besides the traditional learning–teaching process as early as the 1920's. They incorporated counseling and placement services to students. Nonetheless, these two services were independently provided for the students until early 1960's. *“Student placement was linked to business, to economics, to employment, not to psychology, emotions and personal development”* (Edwin, Jack & Jeffery, 1993, p.2). Counseling and placement were not integrated and have been realized as entities independently. But since the late 1950's and early 1960's, the functions of counseling center and placement offices become integrated and “... an organizational entity known as the career development and placement center or service was formed” (Bishop 1966 as cited by Herr et al., 1993, p.3). Hence, placement services were not considered as something that aims at linking employers to students at the end of their college life

Approaches to Career Development

Different approaches have been used by different colleges and universities to meet the career development needs of students. These mainly includes (1) courses, workshops, and seminars that offer structured group experiences in career planning; (2) group counseling activities that are generally less structured and emphasize broader, more effective aspects of human and career development; (3) individual counseling opportunities that accentuate divers theoretical orientations to career concerns; (4) placement programs that culminate the career planning decision making process; and (5) computerized placement services” (Herr and Cramer, 1996 as cited by Schutt,1999, p. 95). The literature and research findings reveal that

these services are found effective to meet the demands of students, whether young or adult, who are planning to enter or re-enter the workforce.

Types of Career Service for Career Development

Guidance and counseling is becoming a widely recognized service or activity world wide. In a society where there is option for people and different means of accessing the options, people need to choose. In this essence, in order to be able to chose among the options as well at the means of accessing, people need to get advice, guidance, and counseling to make an informed decision based on knowledge, skill, interest and ability. According to many writers on career development like Green (1986) and Hale (1974), the types of career services at the campus level include service like career advising, career planning, career education and career counseling.

Career Advising Career advising is academic advisement done by a faculty member to students in order to help them translate career choices into educational goals and programs and help them relate academic majors to potential career opportunities. It is “brief immediate assistance provided by paraprofessional staff with an emphasis on information giving and receiving” (Rayman 1996 cited in Schutt 1999, p.73).

Career Planning Career planning is the process of helping students relate to the outcomes of self-evaluation to information currently available about the world of work. The emphasis here would involve decision making about specific occupations or corporations as well as seeking employment which might also include the acquisition of skills pertinent to job seeking, resume preparation, and interviewing behavior (Herr et. al., 1993).

Career Education Career education, which is vital to the process of career development seems to enhance the relationship between education, work, and society. It strengthens the career development of individuals (Green et al., 1986). According to Hoyt, career education’s

main focus, is on providing students with skills and attitudes necessary for adapting to changes in the occupational society including “(a) basic academic skills (b) decision-making, job-seeking, job-getting, and job-holding skills; and (c) good work habits and a personally meaningful set of work volume” (Green et al., 1986, p.215).

Orientation Activity It constituted most of the widely used group procedure that helps for preparing clients to receive individual counseling. Pre counseling orientation sessions encourage client to come for individual counseling as well as for post counseling services. It addresses more students at one time and disseminates general information such as placement or employment opportunities for those who are seeking the service.

Career Counseling Green et al., (1986, p.214) defined career counseling as “services and activities provided to assist students to help themselves gain self-understanding, evaluate interests and abilities, and determine vocational objectives”.

Schutt’s (1999) explanation is also in line with the above definition. It is establishing a relationship, formal assessment and interpretation teaching, coaching, and information giving in the context of one-to-one relationship. However, in real life situation or practice, there is no clear demarcation between career counseling and career advice. Professionals who are working in the area should be competent to provide the service in order to meet the objectives of a career center. While professionals are working on career assistance with clients, there are sometimes clients who may have other “conflicting life related issues” which is also a common incidence.

Types of Career Counseling Services

Career centers provide counseling services for students as one of their major objective. According to Shutt (1999, pp.151-152) “The foundation of career center service is counseling. Counseling services, however, enable the career center to embrace a developmental process

approach to career choice and empower clients with the knowledge and skill to classify and implement career plans”. Counseling service can be delivered in different forms including individual counseling, intake counseling, assessment and group counseling.

Intake Counseling In most cases this is the first counseling service individuals get to identify their needs and pressing concerns so that they get quick information on a “walk-in basis” or referred to the appropriate career center services or get an appointment for in-depth counseling. However, it should be noted that intake counseling can not replace individual counseling. Rather, it is the first step for in-depth individual counseling services and group-based counseling services.

Individual Counseling Individual counseling is the most commonly used counseling services rendered for students with concerns. It gives a sense of importance and personal touch to the counseling process. “...The career center must maintain its ability to respond to client's issues on an individual basis. Without individual counseling services, the career center loses its image as a student service unit and may be viewed by clients as unresponsive and can easily become out of touch with current career issues presented by clients” (Herr et al., 1993, p. 152).

Counseling by Appointment This kind of counseling addresses complex career concern of individuals which can affect their career choices in the later stage. A counseling service whether individual counseling, counseling by appointment or group based counseling service should be followed by follow-up counseling sessions.

Group Counseling It is the most used among all group guidance activities as illustrated by many literatures and research findings. In group counseling, the group process can provide some benefit to the group members which individual counseling does not. It shows the individual ability in various group relationships and allows each group member to get

feedback from others. It is also assumed to have the benefit of group experiences. Group dynamics principles (helping groups to function most productively) should be applied to group guidance and counseling. Individual and group processes are considered as having unique contribution and values to the whole approach. They are complementary to each other in the counseling process.

When discussing about providing these services to clients, it should be noted that, the type of service given to the student population should be categorized by the type of the client and the demand. For example, services given to a freshman and a senior should not be the same. For a freshman, career counseling is enough and appropriate while for a senior it should also include placement counseling.

Research Design and Methodology

Research Design

Both qualitative and quantitative data is collected from employing agencies, graduating class undergraduate students of Sociology and Social Anthropology (SoSa) and Psychology Departments, and recent graduates who join the workforce. Secondary data is also collected. Published and unpublished journals, books and research papers related to the study topic were reviewed before deciding on the instrument for the survey. During the design of the questionnaire, the Transitional Government of Ethiopia Education and Training Policy was also considered. It was after this that the researcher was convinced of using a competency model that can assess the expected competencies from graduates.

Study Area and Study Participants

The study area for this paper is Addis Ababa University Main Campus while the targets are fourth year undergraduate students from the Departments of Sociology and Social Anthropology and Psychology. The two departments are selected purposely:

- Personal interest
- Graduates from the two departments work as “social worker” and has an implication to the social work profession.

Participants for the study also include representatives from employing organizations from both governmental and non governmental organizations (GOs and NGOs) and young people who recently joined the workforce from the three target regions, Addis Ababa, Amhara Region, and Oromia Region.

Instrument for Data Collection

Key informant interview and group discussion guides were employed to collect information from possible employing organizations and from young adults who recently joined the workforce. A structured questionnaire was used to collect first hand information from target undergraduate students. The information generated from the key informant interviews and focus group discussions was the basis for the designing of the structured questionnaire. The questionnaire was then developed after the key informant interviews, and focus group discussions were held with the representatives of the organizations and young adults who recently joined the workforce.

Competency models were reviewed and used with some modification to fit the purpose of the research. Among the different competency models reviewed two more or less similar competency models are used in combination. These are the models developed by Bowling Green State University Career Center and Patrick (1999). The basic learned competencies adopted and used for the study include areas related to planning and organization skill, decision making and leadership skill, management skill, information management skill, research and investigation skill, client management and relationship skill, oral and written communication skill , teamwork and team building skill, valuing skill , critical thinking skill, ethic and tolerance skill, and personal and career. All the major competency areas have specific elements under them so that the students see each element and give reliable responses to each of them. A Likert Scale was used to assess the competencies. The scale increments were from 1-5, with 1 scoring the highest and 5 the lowest.

Sampling Techniques and Sample Size

The sample size was determined through discussion with the advisor/s. Because of resource limitations, only 20% of the total 265 students from the target departments are taken. Both sexes are also represented in the sample. Sample students were randomly selected from each department by using a stratified random sampling technique to provide equal chance for members to be included in the research. Depending on the size of student population, the number of students to be represented from each department and sex groups was determined proportionally.

Process of Data Collection

Since the research is designed to utilize both quantitative and qualitative data, 53 questionnaires were distributed to 53 students from SoSa and Psychology departments. In addition, 15 key informant interviews were held with 10 representatives of employing organizations and 5 recent graduates. The questionnaire was pre-tested before the final survey question was distributed to the target students. To get reliable information from the participants, all the questionnaires are filled in the presence of the person who is carrying out the study. This helped to clarify and explain questions on the spot so that students could give correct information. Focus group discussions were also held with the respondents to get clarification on some of the relevant issues. Before finalizing the study, findings of the study were presented for small group of students from the two target departments who participated in the survey. They were allowed to give feedbacks and explain some of the issues. These helped to confirm the finding of the survey and also to enrich the recommendations.

Reliability test

After the competency instrument was modified from the original source, it was tested for reliability. Here α (cronbach) was used. α (cronbach) is a model of internal consistency based on the average inter-item correlation. Twenty students were taken as sample to pretest the questionnaire for reliability. The result from the reliability test for planning and organization skills is α (cronbach) .9478; design and planning skill is α (cronbach) .9487; decision making and leadership skill is α (cronbach) .9022; management skills is α (cronbach) .9344; financial management skills is α (cronbach) .8970; information management skill is α (cronbach) .8970; research and investigation skill is α (cronbach) .9572; client management and relationship skills is α (cronbach) .9602; oral and writer communication skill is α (cronbach) .9283; communication skills is α (cronbach) .9083; teamwork and team building skill is α (cronbach) .8488; human relations and interpersonal skills is α (cronbach) .9556; valuing skill is α (cronbach) .8929; critical thinking and problem solving skills is α (cronbach) .9268; critical thinking skills is α (cronbach) .9343; ethic and tolerance skill is α (cronbach) .9381; personal and professional management skills is α (cronbach); personal and career development skills is α (cronbach) .5395 and professional development skill is α (cronbach) .9166.

After testing the questionnaire for reliability, more questionnaires are distributed for more students after slight modification.

Finding and Discussion

Findings from Prospective Employers and Recent Graduates who Join the Workforce

Employers from governmental and non-governmental organizations (NGOs) from Addis Ababa (Region 14), Oromia Region (Region 3) and Amhara Region (Region 4) were asked to identify knowledge, skills and competencies they expect from graduates during employment. Similarly recent graduates from the two departments were also included in the study in order to get information on the challenges they face when they join the work environment. In addition, they were also requested to share their experiences on how they managed to get a job (job searching skills) and what their supervisors expected from them. The most frequently raised expected knowledge and skills during the key informants interviews' and the focus group discussions are summarized as follows.

Project Design The ability to write sound and practical project proposal, to implement projects, supervise and monitor daily activities and evaluate the progress are the issues that were raised by all the respondents from the government organizations as well as NGOs. According to the employers, knowledge on project cycle, from planning to implementation and evaluation, is the major selection criteria for individuals who are applying for the different positions. Previously, those applicants who competed for higher positions were required to know or have the skill on proposal writing and the whole project cycle. At the present time everyone who graduates from universities at the BA degree level are required to know designing project proposal and the preceding project cycle.

Research Graduates should have the basic research skill. They are expected to carry out baseline surveys or needs assessments in the communities with which they are working. They

are expected to prepare questionnaires and checklists for interview or focus group discussions and analyze information that serves to design projects for intervention.

Reporting Writing Record keeping and report writing is a major skill employers demand from employees. Through written exams, applicants are tested for their ability to write reports. Individuals who can keep records and write reports are needed for accountability. Because of the cost-effective approach adopted by different organizations, employees are expected to implement projects and write reports by themselves. The standard of the reports expected by donor organizations, especially for those working in non-governmental organizations, is high. Therefore these organizations want to hire individuals who have a good command of English.

Prevention and Rehabilitation Work The staff contacted in the different organizations work directly or indirectly in the area of prevention, rehabilitation, and reintegration of people in difficult circumstances. Most of the graduates from the two departments are expected to work in these areas. Hence, the employers highly expect the graduates to work with different vulnerable groups to bring about sustainable change in the lives of children, youth, adults or elderly people who are deprived of their basic rights or are unable to access the basic services.

Guidance and Counseling Another important issue raised by the employers was lack of qualified people who can provide guidance and counseling services. To work with vulnerable groups, employees should at least have the basic skills on guidance and counseling that will enable them to work with individuals, groups and communities

Gender Issues In a society where there is gender inequality, the knowledge of gender issues is crucial for anyone who is believed to contribute to change and development. Gender know-how and sensitivity to the issue is a criteria for employment. Applicants are required to relate developmental issues to gender and be able to design gender sensitive projects and implement

them taking into account gender imbalance in terms of division of labor, access and control over resources and decision making power.

HIV/AIDS The problem of HIV/AIDS has a negative impact on the development of the country. The number of people affected and infected with HIV/AIDS is escalating at an alarming rate that becomes a priority on the agenda of the country. Therefore, all individuals working in social development programs are expected to know about the issue and be able to work towards achieving the country's goal and work effectively with people affected and infected with the problem. They are expected to work without discrimination and stigmatization.

Policy Documents Graduates of the university are expected to know about policy documents especially those that are related to their field of study. Since policy documents are the basis for any program that is being implemented in the country, awareness about the documents is a prerequisite and mandatory for graduates. Most importantly, graduates of these departments are expected to know about the Constitution of the country, the national policies and programs including major international instruments ratified by the country. Respondents stressed the necessity of having adequate awareness on national policy documents such as the Constitution of the Democratic Republic of Ethiopia, Sustainable Poverty Reduction Strategy Program (SPRSP), Developmental Social Welfare Policy, Gender Policy, HIV/AIDS Policy and Education Policy, and international instruments such as the UN Child Right Convention, CEDAW (Convention on the Elimination of Discrimination Against Women). Even if graduates do not take courses on each and every policy documents, they are expected to update themselves on the above mentioned policy documents because of their relevancy and importance in their area of future work.

Computer Literacy Graduates are expected to have basic computer skill when seeking employment. Employees are expected to write project proposals and reports using Ms Word and Excel programs. Today's workforce requires individuals who are able to do things on their own with minimal support.

Prospective employers also forwarded their expectation from university graduates regarding basic learned competencies. Among these, planning and management skills, decision making skills, information management skills, client management skills, communication skills, valuing and problem solving skills, and critical thinking and creativity skills were the most repeatedly raised expectations. While the employers' states that these skills could further be developed after the graduates join the workforce, they still expect them to have these basic competencies because of their importance and relevancy for effective work with different groups, creating teamwork and healthy work environment. In addition, they note that graduates academic knowledge only will not make them competent in the work environment and point out the following challenges encountered when hiring fresh graduates from the universities.

Challenges Faced by Employers When Hiring Fresh Graduates

Employers mentioned their concerns regarding hiring fresh graduates during the key informant interview and the FGDs and stressed the need to take measures to solve the problems. The challenges stated were:

- *Lack of concern for the community* Some of the graduates are assigned to the department without their interest. This has negatively affected their job performance after graduation. They are doing the job because they have no other alternative. A staff who is not interested and motivated to work with specially marginalized individuals, families and communities,

can not bring the expected change in the lives of these vulnerable sectors of the society. In some cases, they do not serve the clients with respect and dignity which the profession requires.

- *Lack of ethical standard* There is no ethical standard to govern, rule or hold graduates accountable when they act unethically. According to the opinion of respondents, this is a major drawback. At the same time, students are not aware of the ethical considerations of working with people.
- *Inability of graduates to transfer theoretical knowledge into practice* The inability of fresh graduates to use the knowledge they get from the university in the real work environment is the most challenging issue for those who supervise and assist them. Some even question whether the learning-teaching process enables graduates to transfer the academic education to the world of work. Even students who have very high grade point average (GPA) are not up to the required standard. They lack practical knowledge, i.e. knowledge that can be applied to work environment. They are not equipped with the skills that enable them to use their knowledge and work effectively.

Employers also underline their concerns regarding the work environment which is not conducive to fresh graduates. They remark that it is not only the responsibility of educational institutions to make graduates competent but organizations who hire fresh graduates should also contribute in equipping them with the necessary skill that enables them to be productive in the work settings. In line with this reasoning, they indicate areas which they thought are hindrances to the effort of producing competent workforce.

- *Lack of a system for human resource development in organizations* The lack of a system through which organizations can orient new graduates about the work environment was noted by all respondents. When they join the workforce, graduates are not properly oriented,

mentored or supervised. In most cases, they are not even provided with job descriptions and do not know what is expected of them.

- *Lack of partnership and linkage* Lack of linkage between the University and employing agencies was a point raised by representatives from the different organizations. There is no involvement of employing agencies in the learning–teaching process. The University works in isolation while trying to produce students who in a few years time will join the work environment. Courses given to students are not based on the needs of employing agencies, and therefore there is a huge gap between what is produced by the university (supply) and what is needed by the employer (demand).
- *Lack of job searching skill* The respondents also express their concern about the graduates' know-how about finding a job. The job market is based on competition and those graduates who do not know how to market themselves or who do not have personal contacts fail to get employment and spend months or years without being employed. This has a negative impact on the economy of the country. First and foremost, government invests so much money on each student university education and not utilizing this human power is a waste of resources. Secondly, in a country where there are very few people who get the opportunity to go to the university, and where there is a need for educated manpower, not utilizing these human resources is a great disadvantage. Lastly, it is very discouraging to the graduates who spend so much time, energy and resource into their education but after graduation remained unemployed for longer period of time.
- *Value attached to the fields'* One major issue raised in the discussion which calls for the attention of all concerned stakeholders was the value attached to the profession of SoSa and Psychology. When organizations post vacancy announcements, they call for all applicants with social science background regardless of their major area of study even if the required

knowledge and the responsibilities stated are specifically related to the professions of sociology or psychology. This creates a low profile/image among the public about the importance of the disciplines and the specific contribution of these disciplines to the development of the country as well as the responsibility attached to the professions. Consequently, the misunderstanding of considering that the job can be done by everyone who graduates with a social science degree has a detrimental effect on the growth of the profession.

Findings from Graduating Class Students of the Target Departments

Profile of Respondents

Students who participated in the research are freshman and preparatory background students from the departments of Sociology and Social Anthropology (52.8%) and Psychology (47.2%). Regarding their sex and age compositions, 32.1% of the respondents are female students and 67.9% are male students between the ages of 20 to above 30 years, the majority (79.2%) being in the age cohort of 20 to 25 years. Among the students only 7.5% are married while the rest 92.5% are single.

Data gathered on the educational background revealed that the majority of the respondents, 67.9 % attended government school while only 18.9% and 13.2% attended public and private school respectively. Most of the students (81.1%) studied social science while they were in high school where as only 17% of the respondents studied natural science in high school. Looking at their high school grade average almost half (47.2%) scored between 81-90 and 35.8% scored between 71-80% and 9.4% scored between 91-100. Their cumulative grade point average (GPA) in the University are between 2.00 – 2.50 (28.3%), 2.6 – 3.0 (43.4%) and 3.1- 3.5 (28.3%).

Prior Information about the Departments

More than half of the respondents (31 students) reported of having information about the department before joining AAU while the rest did not have any information.

Table 1 Source of Information

Source of Information	Frequency	Percent
Friends	9	29.0
Relatives	9	29.0
Teachers	5	16.1
Siblings	4	12.9
Media	3	9.7
Mother/father	1	3.2
Total	31	100.00

Among those who reported of having some information about the department, 29% each specified that they get the information from friends and relatives while 16.1%, 12.9%, 9.7% and 3.2% heard from teachers, siblings, media and parents respectively.

Career Guidance

An area of emphasis for the paper is to assess whether students had the opportunity to get career guidance that assists them to make an appropriate choice for their future career. In this regard, information was collected on how they select their field of study in high school and also when joining the university. The following nine tables elaborate the process of selection and influence of people in the selection.

Table 2 Basis for Choosing Field of Study in High school

Choice of department	Frequency	Percent
Personal choice	32	60.4
Influenced by friends	6	11.3
Influenced by friends	6	11.3
Influenced by teachers	5	9.4
Influenced by parents	1	1.9
Influenced by siblings	3	5.7
influenced by relatives	3	5.7
I was assigned to it	2	3.8
I just picked it up without knowing about it	1	1.9
Total	53	100.00

Information gathered on how they chose their field of study in high school revealed that more than half (60.4%) of the respondents selected in their field of study on their own personal choice while 34% were influenced by friends, teachers, relatives, siblings, and parents. Only 3.8% and 1.9% respectively were placed by the University or have just picked it up without having basic information about the discipline.

Those who select the field of study on their own without influence used different criteria like assessing their dream (39.4%), personal strength (36.4%) and weakness (9.1%) and thinking academically good students chose the field (9.1%) and easiness of the field (6.1%).

Table 3 Personal Choice

Personal Choice	Frequency	Percent
It was my dream to study that field	13	39.4
I was good at it/ personal strength	12	36.4
I was not good at the other field /weakness	3	9.1
I thought academically good students chose it	3	9.1
It was easier than the other field	2	6.1
Total	33	100.00

Discussion or Consultation in High School

Out of the total 53 respondents, only 29 students had discussed or consulted someone informally before choosing their field of study in high school.

Table 4 Discussion or Consultation

Discussion or consultation	Frequency	Percent
Friends	11	37.9
Teachers	7	24.1
Mother/father	5	17.2
Relatives	4	13.8
Siblings	2	6.9
Total	29	100.00

Among the 29 respondents, 11 had discussed the issue with friends, 7 with teachers, 5 with parents, 4 with relatives and 2 with sibling. From the data it is seen that most students discuss or consult their friends when selecting their field of study. Respondents who did not have any kind of discussion were also asked to state their reasons.

Table 5 Reason for not Discussing or Consulting

Reason for not discussing or consulting	Frequency	Percent
I had no one to discuss it with	11	45.8
I already knew what I wanted to study	7	29.2
I did not think it was important to disuse	4	16.7
Others	2	8.3
Total	24	100.00

The most common reasons for not discussing or consulting with anyone are because of having no one to discuss with (11 students), knowing my area of interest (7 students), and not considering it as an important issue to be discussed with other people (4 students).

Basis for Choosing Departments in AAU

Respondents were also asked if they had taken their high school experience into consideration and gave serious thought about their choice or whether they were influenced by individuals without getting proper information.

Table 6 Choice of Department in AAU

Choice of department in AAU	Frequency	Percent
Personal choice	22	41.5
Influenced by friends	16	30.2
Influenced by relatives	6	11.3
I was assigned to it	3	5.7
Influenced by teachers	2	3.8
Influenced by siblings	2	3.8
I just picked it up without knowing about it	2	3.8
Total	53	100.00

Only one third of the students reported of being influenced by friends, 30.2% by relative, 11.3% by teacher and 3.8% by siblings in choosing the departments. The influence was mainly based on giving information related to developing interest towards the area or giving information on better employment opportunity after graduation. The rest 41.5% chose the department without being influenced by anyone.

Table 7 Personal Choice

Personal Choice	Frequency	Percent
It was my dream to study that field	10	45.5
I was good at it/ personal strength	9	40.9
I was not good at the other field /weakness	3	13.6
Total	22	100.00

Among the respondents who use their personal judgment to select the department, 45% analyzed their dream, 40.9% considered personal strength and the remaining 13.6% considered their weakness.

Table 8 Choosing a Different Department if given the Choice

Choosing a different department if given a chance	Frequency	Percent
Yes	14	26.4
No	39	73.6
Total	53	100.00

After looking into their choice of the departments, respondents were asked if they would have chosen a different department if they had all the needed information to make an informed decision like the major subjects to be given, expectation from the students and what they will be after graduation, etc. 26.4% reported that they would have chosen a different field of study while the remaining 73.6% reported of being satisfied with their field of study.

Discussion or Consultation when Joining AAU

Among the total respondents, 40 students reported that they had discussed what they should study when they joined the university with someone whom they think can give them proper information. The rest of the students made sporadic decisions.

Table 9 Discussion or consultation

Discussion or consultation	Frequency	Percent
Friends	18	45
Teachers	8	20
Relatives	6	15
Siblings	5	12.5
Mother/father	3	7.5
Total	40	100.00

Most of the respondents had discussion with friends (45%), while some had discussions with teachers (20%), sibling (12.5%), relatives (15%), and parents (7.5%). Among those who had a chance to discuss, only 17.5% were able to participate in a formal orientation program held by the university. In the focus group discussions, many of the students explained that even if the university organized an orientation program it was not enough in terms of providing appropriate information and addressing all students.

Table 10 Reason for not Discussing the issue

Reason for not discussing the issue	Frequency	Percent
I had no one to discuss it with	7	53.8
I already knew what I wanted to study	4	30.8
I did not think it was important to disuse	2	15.4
Total	13	100.00

Reasons stated by the students for not discussing or consulting anyone to support them in their decision are because of having no one to discuss (53.8%), already deciding what to study (30.8%), and not knowing the importance of discussing it with anyone (15.4%).

Internship Program

Work experience while students are in the university was one of the issues raised by employers. They are expected to have at least a few months of work exposure to understand the work environment.

Table 11 Voluntary or Paid Work while in AAU

Voluntary or paid work while in AAU	Frequency	Percent
Yes	17	32.1
No	36	67.9
Total	53	100.00

Students were asked if they ever had a chance to work (paid or voluntary work) while studying at AAU and accordingly only one third (33.9%) reported of having the opportunity to work in government and non governmental organizations and in AAU with children, youth (students), women and elderly people while 66.1% did not have a chance to work. However, further explanations of the reasons for working revealed that the reason is not always to get work experience. Most of the students, who had a chance to work, stated their reason as getting work experience (44.4%), earning an income (33.3%) and getting work experience and earning an income (22.2%).

Table 12 Reason for not Working

Reason for not working	Frequency	Percent
Tried but could not get work	18	51.4
Never thought about it	11	31.4
Thought it was impossible	6	17.1
Total	35	100.00

Reasons for not working as reported by the respondents was because of inability to get work whether paid or voluntary (18 students), never thought about work experience (11 students) and inaccessibility of work for those students who have no personal contacts with employing organizations (6 students).

Table 13 Relevancy of Experience

Relevancy of experience	Frequency	Percent
Yes	14	77.8
No	4	22.2
Total	18	100.00

Respondents were also asked to acknowledge the relevancy of their work experience to what they are studying now and only 22.2% said that the work they were doing has no relevance or contribution to their education. In the focus group discussions, those who reported of not getting relevant experience from their work explicitly stated that they have worked in AAU library.

Table 14 Importance of Internship Program Students

Importance of internship program students	Frequency	Valid Percent
Yes	43	91.5
No	4	8.5
Total	47	100.00

Relevance of internship program to the students in general was the question raised for all students. Almost all (91.5%) acknowledged the importance to internship program while only few did not see its importance.

Field Practice/Practicum Course/s

The study has also attempted to assess students' skill in translating their academic knowledge into practice and in this regard information was gathered from the students whether their course/s include practical experience.

Table 15 Field Practice/Practicum Courses Work by Department

		Practicum courses				Total	
		Yes		No			
		Frequency	Percent	Frequency	Percent	Frequency	Percent
Department	SoSa	-		28	100	28	52.8
	Psychology	25	100	-		25	47.2
Total		25	100	28	100	53	100.00

Assessing the courses they have taken in relation to field practice or working on projects with clients, respondents from the two departments reflected different views. All students except two from the department of psychology have had a chance to work with clients where as the academic courses of the department of SoSa did not include field practice or working with clients.

Research Courses

Knowledge on research is expected from graduates according to prospective employers. Information was gathered from students to know if they had taken research course/s and whether the course/s include field practice to make the education practice based.

Table 16 Research Courses/s by Department

		Research courses/s				Total	
		Yes		No			
		Frequency	Percent	Frequency	Percent	Frequency	Percent
Department	SoSa	27	51.9	1	100	28	52.8
	Psychology	25	48.1	-		25	47.2
Total		52	100	1	100	53	100.00

From the responses it is clearly shown that all the students from the two departments take research as a course, but only students from the department of SoSa have the experience of doing a research. The research courses include working on a research project in groups. During the FGD, participants have confirmed that they have learnt a lot from the practical experience more than what they learnt from classroom lectures.

Table 17 Field Work / Practice by Department

		Field work / practice				Total	
		Yes		No			
		Frequency	Percent	Frequency	Percent	Frequency	Percent
Department	SoSa	5	17.9	23	92	28	52.8
	Psychology	23	82.1	2	8	25	47.2
Total		28	100	25	100	53	100.00

Required Knowledge and Skills for Employment

One of the major variables of the survey questionnaire was employers' expectations from graduates in terms of knowledge and skill. These include knowledge on project cycle, report writing, basic computer skills and fluency in English, awareness on different policy documents, prevention and rehabilitation of social problems, guidance and counseling skills and gender sensitivity.

Project Cycle

Knowledge on project design and project cycle was one variable assessed by the research.

Table 18 Project Proposal Writing by Department

		Knowledge on project proposal writing				Total	
		Yes		No			
		Frequency	Percent	Frequency	Percent	Frequency	Percent
Department	SoSa	15	50	13	56.5	28	52.8
	Psychology	15	50	10	43.5	25	47.2
Total		30	100	23	100	53	100.00

With regard to project proposal writing, almost half of the respondents have the knowledge of writing a proposal regardless of their department. On the other hand from the FGD held with students, it was understood that most of the students did not have the knowledge of proposal writing at the beginning but later they have acquired the skills through the assistance they get from teachers, peers and relatives. In view of assessing their level of knowledge about project proposal and what it should contain 76.7% of those who reported of having knowledge on how to write a proposal seem to have clear information while the rest know only some part of the elements of a project proposal.

Project Implementation and Evaluation

As indicated by the respondents, project implementation and evaluation is not something that most students have practiced.

Table 19 Experience of Project Implementation

Experience of project implementation	Frequency	Percent
Yes	5	9.4
No	48	90.6
Total	53	100.00

Regarding experience on project implementation only 9.4% reported having the experience on project implementation. They get the experience from their work practice while they were in the university which in turn indicates the importance of internship program. The table below (Table 20) presents respondents experience on project monitoring and evaluation.

Table 20 Experience of Project Monitoring and Evaluation

Experience of project monitoring and evaluation	Frequency	Percent
Yes	3	5.7
No	50	94.3
Total	53	100.00

Monitoring and evaluation was an issue raised by employers. They explain that most graduates lack experience on project monitoring and evaluation. Only 5.7% of the students have the experience which confirmed the concern of the employers. In general terms, their academic course/s did not incorporate any aspects of monitoring and evaluation. Thus, they did not have a chance to acquire the knowledge.

Knowledge and Skill to Work with Individuals

Prospective employers ranked graduates knowledge and skill to work with individuals and families as high priority. Therefore, an attempt was made to inquire whether the respondents have the required skill to work with these targets. Accordingly, recent graduates who join the workforce confirmed that their job in most cases demand this skill since they are working either with children, youth or women.

Table 21 Knowledge and Skill to Work with Individuals by Department

		Knowledge and skill to work with individuals and families				Total	
		Yes		No			
		Frequency	Percent	Frequency	Percent	Frequency	Percent
Department	SoSa	20	55.6	8	47.1	28	52.8
	Psychology	16	44.4	9	52.9	25	47.2
Total		36	100	17	100	53	100.00

With regard to working with individuals and families, most students expressed that they are able to work with individuals and families after graduation. This finding was also confirmed during the small group discussion held with them. Further elaborating, they explained that during their academic education in the two departments they have been able to develop skill on how to work with individuals and families although it is not been translated into practice. Nonetheless, they strongly believe that they will improve their skill once they join the workforce.

Report Writing

Most of the students do not have report writing skill that is required by employers. The main underlying factor is lack of any course related to writing skills. In the group discussions, students also indicated that lack of individual and group projects is also another contributing factor for the low level of skill in report writing.

Table 22 Report Writing Skill by Department

		Report writing skill				Total	
		Yes		No			
		Frequency	Percent	Frequency	Percent	Frequency	Percent
Department	SoSa	4	33.3	24	58.5	28	52.8
	Psychology	8	66.7	17	41.5	25	47.2
Total		12	100	41	100	53	100.00

Only 12 respondents reported having the skill to compile and write report. Report writing was raised as an important skill by most of the employers as well as those graduates who recently join the workforce. Graduates who joined the workforce recently reported of having serious limitations when they were asked to write reports by immediate supervisors.

Computer Literacy and English Language

Basic computer skill and good spoken and written skill of English language are criteria for hiring employees. In majority of the NGOs, the media of communication is English for the preparation of proposal, periodic progress reports, communication with donor agencies, review and evaluation, etc. Thus, it is one of the most essential requirements to get an employment opportunity.

Table 23 Basic Skills

Basic skills	Yes		No		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Basic computer skills	37	69.8	16	30.2	53	100
Express oneself in English	51	96.2	2	3.8	53	100.00

The data gathered on basic computer skill revealed that the majority (69.8%) can use a computer while about one third (30.2%) cannot use a computer. Regarding English language skills, 51 students felt of having good spoken and written skill in English whereas only 2 students admitted of having difficulty in expressing themselves in English.

Policy Documents

Another issue is the knowledge of respondents about national and international policy documents. Accordingly, a little more than half (52.8 %) have the knowledge of national policies mainly education, health, economic, HIV AIDS and gender policies. However, regarding international policies and instruments only 20.8% have some basic knowledge on UN Convention on the Rights of the Child (UNCRC) and the Millennium Development Goals. Even if graduates do not take courses on each and every policy documents, they are expected to update themselves on major national and international policy documents because of their relevance and importance to their area of future work.

Prevention of Social Problems

Table 24 summarizes student's knowledge on the prevention of social problem and the rehabilitation and reintegration of victims of the prevailing social problems.

Table 24 Course/s on the Prevention of Social Problems by Department

		Course/s on the prevention of social problems				Total	
		Yes		No			
		Frequency	Percent	Frequency	Percent		
Department	SoSa	21	58.3	7	41.2	28	52.8
	Psychology	15	41.7	10	58.8	25	47.2
Total		36	100	17	100	53	100.00

In relation to courses incorporated in the curriculum of the two departments, many students from the department of SoSa and some from the Department of Psychology reported that the courses include prevention, rehabilitation and reintegration of people affected by social problems. The finding has also reflected that the capacity of the students in relating what they have studied in one course to different situation have shown variation. Among students who reported of the inclusion of different intervention components in the academic courses, most of them felt juvenile delinquency and people with disabilities were the focus of the courses. However, from the focus group discussions (FGDs) it was understood that the courses on the two mentioned areas have enabled them to relate them to other social problems as well.

Guidance and Counseling

Table 25 presents students knowledge on basic guidance and counseling services by department.

Table 25 Course/s on Guidance and Counseling by Department

		Course/s on guidance and counseling				Total	
		Yes		No			
		Frequency	Percent	Frequency	Percent		
Department	SoSa	12	32.4	16	100	28	52.8
	Psychology	25	67.6	-	-	25	47.2
Total		37	100	16	100	53	100.00

All the respondents from the department of psychology have taken many courses on guidance and counseling which that equips them with the necessary skills to provide the service to clients. With regard to students from the department of SoSa, they have taken few courses related to counseling and guidance. Hence, most of the students from this department

felt to have inadequate knowledge on guidance and counseling to give effective services for clients.

Gender

With regard to gender related knowledge, there is a significant difference between respondents from the two departments.

Table 26 Course/s on Gender Issues by Department

		Course/s on gender issues				Total	
		Yes		No			
		Frequency	Percent	Frequency	Percent	Frequency	Percent
Department	SoSa	28	100	-	-	28	52.8
	Psychology	-		25	100	25	47.2
Total		28	100	25	100	53	100.00

All students from the department of SoSa have taken a course on gender while the students from the Department of Psychology did not take any course on gender. Since gender is a cross-cutting issue that has to be streamlined in any development program, the knowledge and skill of graduates on gender will have a great impact on their contribution to the workforce as well as in their effort to market themselves to prospective employers.

Table 27 Relevancy of Research, Project Cycle, Policy Documents, Prevention of Social Problems, Guidance and Counseling and Gender for the Students

Do you think the above issues relevant to you	Frequency	Percent
Yes	48	90.6
No	5	9.4
Total	53	100.00

Finally, respondents were also asked to tell about the relevance of the knowledge and skills required by the employers as indicated on Tables 16 to Table 24. Accordingly, 90.6%

confirmed that all the skills and knowledge are timely especially on project cycle and policy document.

Career Development Competencies

One issue investigated by the study was student's competencies regarding their career development. It provides special emphasis on their competency in planning their career development in general and self-knowledge, related to exploring occupational and educational opportunities, career planning and job searching skill in particular.

Self-knowledge

Table 28 Assessment of Personal Interest, Skill and Ability

Assessment of personal interest, skill and ability	Frequency	Percent
Yes	30	56.6
No	23	43.4
Total	53	100.00

In relation to self-knowledge, the data shows that 56.6 % of the respondents have assessed their interest, skill and ability when joining AAU where as 43.4% have not assessed themselves when joining AAU.

Occupational Information and Career Research

Table 29 Occupational Exploration/Information

Occupational exploration/information	Frequency	Percent
Yes	26	49.1
No	27	50.9
Total	53	100.00

Almost half (49.1%) report that they have done occupational exploration like employment trends in their field of study, requirements for employment and job descriptions related to occupation to some extent. However, they have done the assessment after joining

the departments. During the FGDs held with students, participants elaborated that they have assessed occupational information since they are about to graduate and need the information.

Table 30 Chance to Discuss with People Who Are Working In the Same Field

Chance to discuss with people	Frequency	Percent
Yes	15	28.3
No	38	71.7
Total	53	100.00

The study has also attempted to examine the opportunity respondents have to discuss with those who are working in the same area so that they would be able to compare their skills with the actual expected skills when they join the work environment. Accordingly, only 28.3% reported having the chance to discuss. However, from the FGDs held with students, it was understood that they had the chance to discuss the issue when they informally met people who graduated from the department. This was not an intentional but more a coincidence.

Career Planning

Career planning is one element of career development. It includes preparing a plan for a future career and the skill to evaluate options and make decisions.

Table 31 Prepare Plan for Future Career

Prepare plan for your future career	Frequency	Percent
Yes	17	32.1
No	36	67.9
Total	53	100.00

When asked whether students have done any future career planning, only 32.1% reported that they have thought about their future career. Further examination of the data has also shown that they have set a flexible plan regarding the time to continue their education, to get married, etc. The majority 67.9% concentrates on finishing their education and getting

their degree. The later group did not give any consideration because they felt that it is not timely to think and plan about career plan before graduation.

Table 32 Skill to Evaluate Options and Make Decisions

Skill to evaluate options and make decisions	Frequency	Percent
Yes	30	56.6
No	23	43.4
Total	53	100.00

The information gathered from the respondents on skills to evaluate work opportunity and make a well-thought decisions reveals that 56.5% have the skill while the rest do not have the skill. They explained in the FGDs that they do not have relevant information that enables them to make a decision regarding work opportunities related to the kind of job they will get and what is expected of them.

Table 33 Criteria to Decide on Job Offer

Criteria to decide on job offer	Frequency	Percent
Future dreams	24	47.1
Economic benefits	10	19.6
Type of work	9	17.6
Geographic preference	2	3.9
Family demands	1	2
Others	5	9.8
Total	51	100.00

The research has made a point of looking at the kind of criteria used by the students after graduation in selecting a job. According to the findings, there are different criteria used by respondents in accepting on job offer. The majority accept a job if it is in line with their

dream (47.1%). Others report that they will mainly consider economic benefits (19.6%), the types of work (17.6%), and geographic location of the organization (3.8%).

Job Searching Skill

One area investigated was students' know-how in looking for job openings as well as prospective employers after they graduate.

Table 34 Know how to look for job openings

Know how to look for job openings	Frequency	Percent
Yes	29	54.7
No	24	45.3
Total	53	100.00

The result shows that 54.7% have some idea of how and where to go while the rest 45.3% do not know what to do or where to go to look for job openings.

Table 35 Mechanisms that will be Used

Mechanisms that will be used	Frequency	Percent
Newspaper advertisements	21	70
Through family /siblings/friends/relatives contact	4	13.3
Know someone who is working in an organization	4	13.3
Others	1	3.3
Total	30	100.00

Those who report having the information use newspapers as the main source of information to locate vacancy announcements. They also plan to contact people they know who are working in different organizations.

The next step in the process of joining the workforce is to apply for job where there is vacancy announcement. There are basic pre-requisites essential to be fulfilled by graduates. These include the skill to write an application letter and their résumé and prepare themselves for interviews and written examinations.

Table 36 Job Searching Skills

Job searching skills	Yes		No		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Application letter writing	22	41.5	31	58.5	53	100
Resume writing	26	49.1	27	50.6	53	100
Interview skill	18	34	35	66	53	100.00

Only 41.5%, 49.1% and 34% reported of having the knowledge to write an application letter, prepare resume and prepare oneself for an interview or written examination respectively. During the FGD, students were asked to identify basic contents of an application letter, résumé and how they would prepare themselves for an interview with prospective employers. Following this participants were probed to assess their capacity of fulfilling the above criteria. From the discussion, it was evident that the students need support since most of them have a misunderstanding about the issues, especially in the areas of résumé writing and interviewing.

Most of the students express that résumé writing is not a difficult exercise since they don't have work experience; they think that a résumé includes only their personal background and educational background. Regarding preparing oneself for an interview, they think that the employers' expectation from them is just to be on time and attend the interview. They do not consider the importance of preparing for the interview such as being presentable, assessing information regarding the organization on essential factors, including the program, services, and target population.

Finally students were asked if they need support on their career development and all of the students expressed their appreciation if provided with this kind of support because it will make life easier for them.

Table 37 Most Important Services for Respondents

Most important service for respondents	Frequency	Percent
Career/ occupational information	23	44.2
Job searching	18	34.6
Career planning	9	17.3
Others (Financial support)	2	3.8
Total	52	100.00

The assessment on most essential career service manifests that 44.2%, 34.6% and 17.3% of the respondents identified occupational information, job searching skill and career planning as most important services respectively if given the opportunity of getting support. It is evident that the students' burning issue at this time is information related to occupational and job searching skill as they will be graduating soon and obviously face with the problem.

Learned Competencies Expected from Graduates

The last major component of the survey is the assessment of learned competencies which are considered important and compulsory for every graduate. The main purpose of this part of the assessment is to know whether graduating class students from the department of SoSa and Psychology have the necessary competencies which can enable them to be productive and proficient in the workforce.

These competency areas are selected because they can be applied to every situation and work environment. It should also be remembered that the students used their subjective judgments when they respond to the questions.

Planning and Organizational Skills

Planning and organizational skill required from individuals include skills related to conducting meetings, developing goals for group projects and identifying and prioritizing tasks to be accomplished to reach the goal.

The ability to conduct meetings and motivate other members while working on group projects was the first question raised to the students. The majority of the students attempted to do the job with different levels of success. Out of the total, 14 students conducted meetings on their group projects and have accomplished the task while 11 students tried to conduct meetings but could not manage to bring their group members towards the same goal. To the contrary 9 students have never tried to conduct meetings and they are not sure whether they have the skill or not. Only 2 students think that they do not have the skills even if they tried it. Seventeen students have never tried it but they still feel that they are able to conduct a meeting. [Refer Annex A: Table 1]

Regarding developing goals for group projects, the responses are more or less similar to conducting meetings. More than half (26) of the students reported that they have never tried it but among them, 17 felt that they could be able to do it. During the discussion, they said that they have an ability to organize groups and have good communication skill which can help them in organizing groups to reach a goal. [Refer Annex A: Table 2]

Another major issue examined by the study was the ability of the respondents to identify and prioritize tasks to be accomplished. One third of the respondents felt that they have adequate skill (32.1%), 24.5% have tried to identify and prioritize the task but indicated the need of additional support while 30.2% reported having the feeling that they will be able to do it if given a chance. [Refer Annex A: Table 3]

Decision Making and Leadership

Decision making and leadership skills were variables examined by the study. These include assessing the required skills to make effective decisions by evaluating options, facilitating participatory decision making and assessing pros and cons of decisions. Only 8 students (15.1%) have tried to make decision by following the steps of decision making like evaluating options and assessing the pros and cons of decision. Most respondents (37.7%) have never tried but have the confidence to do the task since they have applied the steps in decisions regarding personal matters. [Refer Annex A: Table 4]

When asked if they have experience of facilitating group in decision making and evaluate the effectiveness, only 10 students (18.9%) reported of doing it successfully it in their group project assignments they did over the years in AAU. [Refer Annex A: Table 5]. Regarding accountability to the decision made by students, 19 students reported that they take full responsibility for their decisions without blaming others. Another 15 students have tried but they confessed that it is sometimes difficult to take full responsibility especially when the outcome is negative. [Refer Annex A: Table 6]

Information Management Skill

Information management skill is also an area of interest for the study. Employers expect their employees to collect information from different sources, collect and analyze information and use it creatively to solve problems or accomplish a given task. With regard to collecting information, only 11.3% have the skill. They further explain that they are able to collect information from key informants and written documents while others use either one source of information or do not have the skill at all. [Refer Annex A: Table 7]

Another major component of information management is the ability to use information to solve problems or accomplish a task. Only 22.6% (12) of the students have tried and

successfully accomplished the task. The majority of the respondents are not sure of their ability to use information to solve a problem. Only 6 students reported the skill to collect information, while 12 students reported the ability to use information to solve problems or accomplish a task. [Refer Annex A: Table 8]. When comparing the number of respondents who have the skill to collect information (11.3%) with those who can use information to solve problems (22.6) there is a difference. This is mainly due to the fact that some of the students can work with already existing information to solve a problem even if they lack the skill of collecting information themselves.

Research and Investigation Skill

Research skill is required by the employers according to the key informant interview. Due to the reason that it is a major competency skill, employees should acquire it to be successful in the workforce. Respondents were asked to analyze their skill in research. They were asked question related to the process of conducting needs assessment like using variety of sources of information, formulating question relevant to clarifying a particular problem and identifying, prioritizing and analyzing problems and needs.

According to the result, 24.5% of the respondents replied that they have tried to use different sources of information to investigate a problem and were able to do it successfully. They also reported they had the opportunity of undertaking research during their internship or field practice. On the other hand, one third indicated that they have also tried to locate sources of information but were not sure about their ability to identify the proper source of information. [Refer Annex A: Table 9]

Information was also gathered from respondents about their capacity of formulating questionnaires to obtain relevant information. The results show that 26.4% were successful and 32.1% have tried but were not very sure if the information gathered is appropriate or

reliable. [Refer Annex A: Table 10]. Regarding identifying, prioritizing and analyzing needs and problems of a given situation, 15 respondents (28.3%) have attempted to exercise the different components of the research and successfully accomplished it. [Refer Annex A: Table 11]

Client Management Skill

Client management skill includes the ability to identify and recruit clients, build a positive relationship based on trust through effective change of information and follow up of progress of clients and appreciate and encourage change that clients achieve. Among the respondent, only 9 students had a chance to participate in the recruitment of clients. Another 13 students have partially participated in the process. [Refer Annex A: Table 12]. After clients are recruited, the next step is creating a relationship. Building a relationship with a client is not an easy task. It requires the skill of working with individuals and having a good communication skill. Respondents who had experience with client recruitment were asked whether they were able to build a positive relationship through the exchanging of information and seven respondents (13.20%) indicate that they were able to achieve the desired relations. [Refer Annex A: Table 13]

Recognizing client achievement was the last element of client management, and information on the opinion was collected. Twelve students (22.6%) confirmed that they were able to recognize their achievement while 54.8% report of having no experience with client progress and follow up. [Refer Annex A: Table 14] During the FGDs, respondents further elaborate that client recruitment is a very challenging task because of the large number of people who need support when compared with the available resources. In addition, building a relationship is also a challenging exercise for people with no experience.

Communication Skill

Communication is the basic skill requirement for all individuals regardless of occupation. In this regard, the assessment focuses on identifying student's communication skill relates to organizing and presenting ideas effectively for formal and spontaneous speeches, preparing written materials, listening and responding to verbal and non verbal messages and responding appropriately to positive and negative feedbacks. Out of the total, only nine students (17%) were able to organize and present ideas informally or formally to individuals and groups whereas 30 students do not have the adequate skill. They further explained that they have drawbacks especially when the presentation is formal and is for larger audience. Few students (5) have reported that they have tried but could not present their ideas effectively although they prepare themselves before the presentation before of lack of exposure to present in front of a group. [Refer Annex A: Table 15]

Regarding preparing logical and meaningful materials, more students report of having the skill. Among the total students, 30.2% confirm that they would be able to do it, 28.3% have tried and they were able to prepare materials to some extent. Only one student did not have the skill while 11 students (20.8%) have never tried to write and were not sure whether they would be able to do it. [Refer Annex A: Table 16]

Listening is one basic element of communication. Respondents were asked if they are able to respond not only to verbal messages but also to non-verbal messages such as facial expression and body language. About 23 (43.4%) students reported of having the skill to listen carefully and understand and respond to body language as well, while 5 students (9.4%) lack the skill even if they have tried it. Seven students (13.2%) did not consider the non verbal messages as important and never paid attention before. [Refer Annex A: Table 17]

Responding to positive and negative feedback is one crucial skill in communication. The data in this regard revealed that 37.7% (20 students) responded to both positive and negative feedback without being offended, while 16 students (30.2%) tried to respond to the feedbacks but have difficulty of accepting negative feedback and 15.1% never asked for feedback. [Refer Annex A: Table 18]

Valuing Skills

Information on valuing skill in terms of assessing a course of action and its long range effects on the general welfare of society and skills in making decision that will maximize both individual and collective benefits was also gathered from the respondents based on their previous experience in the university.

Few respondents reported that they have assessed an action in terms of its long term effect on society positively, 34% each tried to assess somehow and had never tried it but expressed their confidence of doing the assessment. The rest have also tried to do but couldn't accomplish because it is difficult to think in terms of societal benefit (5.7%) and made no attempt (17%). [Refer Annex A: Table 19]

In relation to decision making skills, the data shows that more respondents have the skill to make a decision that will maximize both individuals and collective good. From the experience of group project exercise they did in AAU, 15% of the respondents have done it well and 32.1% have tried and done it somehow. They sometimes are faced with conflicting values or forgetting collective benefit when making decisions. On the other hand, eighteen students (34%) have never tried but felt they could do it. [Refer Annex A: Table 20]

Critical Thinking Skills

The ability to critically think is a required skill for every employee who works in a challenging situation. Most importantly, on one hand these students after graduation will be

working at different levels with huge responsibility of bringing about sustainable change that guarantees social justice while on the other hand they will join a workforce which is very challenging. Therefore, this requires the ability to think critically and use their creativity in discharging their responsibility. Twenty six percent have the skill to identify critical issues to make a decision to solve a problem, 37.7% have the skill but need some support while 18.9% think that they could do it and 15.1% have no skill to think critically and make a decision and solve problems. [Refer Annex A: Table 21]

Creating an innovative solution to complex problems was another element that was investigated by the study. Accordingly, 20.8% have tried and succeeded. Twenty eight percent have tried but faced challenges. One third of the respondents have never tried but still believed to do it without any problem and 3.8% could not do it even if they tried, while 15.1% were not sure whether they have the ability to do it or not. [Refer Annex A: Table 22]

Personal and Career Development Skill

The survey has made a point of inquiring whether students have the ability to work on their career development plan. The focus was to know if respondents have analyzed and learned from life experiences both from one's own and others; accept the consequences of one's action; and research, develop, and implement plan of continuing professional development. In general the result shows that 43.4% respondents have learned from life experiences while 24.5% have been trying. [Refer Annex A: Table 23]

In relation to accepting consequence for their own action, only 22.6% accept the consequence. The others expressed during the group discussion that they usually blame others rather than accepting and living with the consequence. [Refer Annex A: Table 24]. The study has also attempted to look into the opinion of continuing their education. According to the result fourteen respondents (26.4%) they thought about continuing their education which has

an impact on their professional development, 35.8% have not yet thought about their future career development but have the skill to do so and will wait until they join the workforce. [Refer Annex A: Table 25]. From the focus group discussion, almost all participants want to continue their education but because of financial problems they might not be able to fulfill their wishes. Most have responsibilities to fulfill before considering further education but they will try to educate themselves through reading and short term training.

Respondents were also asked if they have ever thought of joining professional association for creating contact and network with professionals having similar profession as a means of developing their future career.

Table 38 Member of any Professional Association

Are you a member of any professional association	Frequency	Percent
Yes	18	34
No	35	66
Total	53	100.00

Among the respondents only 18 students (34%) are members of a professional association while the remaining do not belong to any professional association. The sole reason for not joining any professional association is because of not knowing about the existence of professional association (62.9%).

Table 39 Reason for not Joining a Professional Association

Reason for not joining a professional association	Frequency	Percent
I don't know any professional association	22	62.9
I have never thought about it	9	25.7
I don't see importance	4	11.4
Total	35	100.00

Independent Sample Test and ANOVA

Independent Sample Test and ANOVA Test was done on the competency level of the students to assess if there is a significant difference on the independent variable between the two departments and sex.

Based on the ANOVA Mean Difference between Departments, only research skill and communication skill have significant difference at 0.05 level. [Refer Annex B: Table 1: ANOVA Mean Difference between Departments]. The ANOVA Mean Difference between Sex has no significant difference at 0.05 level for all the variables for both the departments. [Refer Annex B: Table 2: ANOVA Mean Difference between Sex].

The Independent Sample Test also confirmed the result of ANOVA Test. Based on the Independent Sample Test of Mean of Variables between Departments, there is significant difference on research skill, communication skill, and valuing skill at 0.05 level. The rest of the variables have no significance difference between the two departments at 0.05 level. [Refer Annex B: Table 3 Independent Sample Test of Mean of Variables between Departments].

Further, mean comparison of variables across sex for all variables using Independent Sample Test was done. And the result shows no significant difference at 0.05 level. [Refer Annex B: Table 4 Independent Sample Test of Mean of Variables Between Sex]

Discussion

The skills identified by the employers are all necessary skills that students should be able to acquire by the time they graduate from the university. In almost all the required skills, one third of the respondents reported not having the chance to practice it even if most of the skills can be acquired with group projects. Therefore, it is important that the university should give emphasis on the need and work with the respective departments to incorporate the skills as part of the curriculum and major subjects so that students have the chance to practice and learn from the experience before they leave the university.

Career Guidance

Choices on field of study and department are usually made by the students without having proper information. The findings have shown that students both in high school and also at the university levels chose their area of study with little or no information. Most of the students do not get proper orientation which will allow and prepare them to make an informed decision and as a result their choice is sporadic. In most cases, friends play a great role in influencing their choice/decision. While choosing and deciding their career future, the usual practice of students is to have informal consultations or discussions with friends and relatives who might not have a clear understanding about the suggested profession.

Overall, they do not get career guidance or have professional support that can contribute to their success in the future. It is also noted that almost half of the students do not know anything even about the existence of the department until they join AAU. This can therefore indicate that they did not analyze their ability, potential, interest and skill prior to joining a department. At AAU, students get orientation on different departments but the orientations are not adequate in allowing or preparing them to evaluate their personal strength and weakness which in turn has an impact not only on their career development but also in

producing a competent workforce for the country. Thus the impact on their career development has already been reflected by the study in which almost one fourth of the students expressed their dissatisfaction in their choice. They also remarked that they would have chosen a different department based on their interest, skill and potential if given a chance.

Field Practice/Practicum Courses

Individuals learn more from real life experience or when they get first hand information. Learning which is limited to classroom lectures could not meet the objective of education that is geared towards producing competent graduates who are prepared and ready to join the workforce.

When organizations hire employees, they expect the graduates to have not only academic knowledge and a certificate but also to have some kind of related experience so that their organization will not waste time and resources after they join the organization. It is, therefore, important to note that learning-for-work should occur at educational institution. However, in the case of AAU the reality is not the same for all the departments. Looking at the Psychology Department, students have a chance to exercise what they have learned in the classroom course on practicum. They are sent to different settings to practice what they have learnt. In the case of the department of SoSa, it is not part of the curriculum and therefore does not include practicum courses. Sometimes, students take the initiative of practicing what they have learnt in the classroom setting in the work environment when the opportunity is available to them.

From the finding there is an indication of willingness and collaboration from the side of governmental and non governmental organizations to give opportunities for students to practice while they are in the university following a classroom based teaching.

Gap between Supply and Demand

The expectation of employers and the capacity of new graduates to meet the need of employers does not correspond. According to the response of the employers, knowledge on project design (project proposal writhing, project implementation, and monitoring and evaluation), report writing and major national and international policies are mandatory for securing employment.

In a country where there are recurrent manmade and natural calamities coupled with abject poverty, a large segment of the population are living under a deplorable situation which calls for the maximum deployment of these graduates who could contribute a lot in assisting these groups of people. Most importantly, it is also very decisive that graduates from the two departments who will be working with socially marginalized individuals, families or communities should acquire the skill and knowledge on prevention of social problems and rehabilitation and reintegration of individuals affected by a social problem. It is equally important that all graduates need to have the skill to mobilize communities that enables them to wok with them. Since the current focus of both governmental and non governmental organizations in urban and rural areas is to work closely with communities in order to attain sustainable development, the effective utilization of local resources (both human and financial resources) communities should be the ultimate goal. In addition, experience of organizations working with communities and the findings from the key informant interview has shown that those projects or programs which secured high level of participation and involvement of the community were more effective and sustainable. Therefore, graduates knowledge and skill on community mobilization is necessary.

Another major gap identified by the study between demand and supply is the graduates' skill in guidance and counseling. Guidance and counseling service is provided in many of the

organizations contacted for the study. Employers expectation regarding the service is high and it is, therefore, paramount that graduates need to have the skill especially if they are planning to work with organizations who provide service to individuals or families living under difficult circumstances.

Nonetheless, the high demand in terms of human resource to provide such services could not be addressed by the few graduates from psychology department. As a result, employers are forced to hire graduates from SoSa in order to fill the gap but, unfortunately, those graduates fail to meet the service gap in terms of guidance and counseling. The existing gap is becoming a cause of concern for all employers because the failure of graduates working with individuals may mislead the clients or the services provided could be inappropriately implemented which cannot be corrected.

Gender and HIV/AIDS are also cross-cutting issues for many organizations and therefore every employee is expected to have knowledge on these thematic areas. All interviewed employers underlined the importance of knowledge on gender so that employees/graduates will be able to carry out gender sensitive projects and narrow the gap in terms of division of labor, resource ownership and management and decision making between men and women. In addition, employers also need employees who can work with computers and have a good command of spoken and written English.

Overall, here are many competencies that graduates should have to successfully join the workforce. Some of the competencies identified by prospective employers of these graduating class students were identified. However students do not have the basic skills necessary for their career development and growth because of lack of assistance in the area which emanates from the academic focused education system of AAU.

Transferable Knowledge

Education at the university level should be transferable to the work environment. Graduates who do not have the skill or who are not equipped with the tool to apply academic knowledge they gained from AAU to work environment will not be competitive in the world of work. Most of the students do not get a chance to exercise major competency areas. With regard to the competency levels, half of the respondents believed that they could do the different tasks without trying it. This illustrates that students do not have a chance to exercise some basic skills that is required by the workforce prior to joining the world of work.

Planning and Organization

Planning and organizational skill is one competency area needed by employers. Almost one third of the respondent reported that they never had a chance to practice their skill regarding planning and organization but they have the feeling that they could do the job. However, it is very difficult to measure feelings as well as to forward conclusive remark based on subjective judgment. Despite the fact that planning is a big concept embracing a complicated process, graduates are expected to plan activities based on the need and priority of stakeholders. Given the limited time and resources available at hand, it is apparent that individuals who cannot plan, implement and accomplish according to their plan can not be considered competent.

Decision making

Today's work environment requires people who are capable of making decision without being pressured. Decision making requires looking through alternatives and considering the pros and cons of a decision in order to make sound and bias free judgment. Graduates should have the skill to evaluate solution to make decisions and to solve problems and should be able to take full responsibility for positive or negative decision. In this line of

reasoning, the findings indicate that only a few students have the skill on decision making in general, while most students have never tried but have strong belief of making sound decision based on their personal experience.

Information Management

The skill to manage information is a requirement in the 21st century. Employees must have the skill to generate information and compile it for different use. Information is key for the success of any intervention and development program but from the result it can be safely concluded that students do not have the skill to do so. This can, therefore, indicate the failure of the academic education in providing students with the ability and skill to manage information.

Client Management

Client management requires building a trusting relationship to maintain contact, follow up progress and achievement and also designing new approach when faced with challenge. According to the opinion of key informants, after graduation the student will be working in most cases with vulnerable and disadvantage group and will be expected to do a baseline survey before initiating any kind of intervention. Therefore they should be able to have some kind of experience in research.

A large majority of the students who graduate from SoSa or psychology department will work with clients at least for few years before they hold high level positions of coordination or policy making. Therefore, all of them should have the knowledge to work with clients at grassroots level and if possible gain the experience of working with them. In general, client management is a necessary skill highly stressed by employers since graduates of SoSa and psychology in most cases work with clients.

Research

Research skill is very basic for students especially those who will be working in areas where conducting needs assessment to identify problems of different target groups is a day to day job. Research skill can not be developed by academic education only but should be practice-based. The Department of Psychology has limitation in this regard while the department of SoSa provides its students both with classroom-based and practice-based education. Thus, students could not be able to carry out needs assessment or baseline survey after they join the workforce unless they are provided with the opportunity of practical training while they are still at AAU.

Communication Skill

Listening, participation and speaking are most needed skills for individuals. In small groups or large audience, people are expected to convey clear messages, to listen carefully and respond to questions and give constructive feedback. This skill required not only when individuals join work environment but it is also required for the purpose of marketing oneself to prospective employers since the difficulty to express oneself both formally and informally is a major hindrance in their career future.

The findings have confirmed that only few were able and confident to present ideas in formal or informal settings while the majority was not confident about their ability. Most of the students have also admitted their ability to prepare written materials rather than presentation in front of audiences. The main factor that could be attributed to the limitation in addressing a big gathering is lack of experience or lack of exposure and the fear of addressing big audiences (stage fear). Education at AAU does not encourage or aim at improving student's ability to give presentations either in classroom settings or through organized clubs that can contribute in developing their ability.

Valuing Skill

Valuing skill is the skill which is most lacking among the respondents. Very few of the respondents have the skill to assess a course of action in terms of its long range effects on the general welfare of society, held discussion that will maximize both individual and collective goods and identifying one's value in relation to important life decisions. Despite the complicated nature of the issue, it is the basis for making beneficial decisions to individuals and society which are important for their work after graduation.

Critical Thinking Skill

Employees having critical thinking and creativity are needed in the workforce. Employers want their staff to identify critical issues and assess the appropriateness of an action or behaviors when making decision or solving problems. They should be able to analyze complex problems and come up with valid and workable solution. On the basis of the above rationale, graduates should be able to think critically in every situation. In a dynamic work environment, people are faced with new ideas, concepts as well as challenges. Identifying critical issues, analyzing the issue from different perspectives, and coming up with innovative solutions to make a sound choices and decisions is of great importance. Students in these regard are generally poor. This could be attributed to the learning teaching process that does not allow or prepare them to think critically. They are taught what is already known in their field of study and in most cases are not encouraged to wider the scope of critical thinking and applying it to different situation. Creativity and being innovative is not given due attention in their study. Group projects, assignments and exams do not include issues which force students to critically think as well as help them to translate their academic knowledge to a different environment.

Problem Solving Skill

A competent graduate is someone who sees a problem before it occurs and try to prevent it. In addition, when faced with a problem, he/she should have the ability and the skill to identify, think alternative solutions, plan, implement and follow up the progress. All the above mentioned skills contribute to the persons ability in solving problems together with clients. Besides the skills and competencies expected from fresh graduates who seek to work in any organization, all respondents who participated in the key informant interview as well as focus group discussion stressed the importance of having individual or personal vision about their professional growth and development and ethics towards their profession. Graduates should be eager to learn from others and from their experiences and gain new knowledge and skill. They should work hard and try their best to use all their potentials to the maximum.

Personal and Career Development Skill

Graduates are required to have the skill for self-directed and continuous learning. Those gradates who are able to assess themselves (abilities, skill, interest, potential and weakness), learn from life experience, translate knowledge from school to work environment, and who are able to match their personal ability to job situation are considered to be successful. They should also make an effort to widen their knowledge and skill by participating in different short and long term trainings and professional associations that contribute to their growth and maturity.

On the whole, the finding has manifested that the majority of the students have not paid due attention to their career development. They are preoccupied on the day to day routine of their academic education and do not think about their future or have the knowledge of setting goals or preparing plan to meet the goal. This is one major grey area which needs serious consideration because for individuals to be competitive in the workforce and be

productive, they should be equipped with the skill to plan their own career development so that they will direct their own life successfully.

Career Development

Career development is a process and it is not a one time activity. It starts with an assessment of the self followed by an exploration of occupational opportunities to making decision and finally goes to implementation and evaluation of the plan or the decision. When looking at the respondents, half were able to assess themselves as well as the occupational opportunities available, one third of the students thought about their future career plan while the rest do not have any plan besides finishing their education. From the findings, it can be assumed that the respondents are not well prepared about their career development which will in turn have its own impact on their ability to find employment after graduation. In general, students do not get support and guidance from professionals through the process to shape their career development. They are left without any support. They should get help on self assessment, future career planning including the ability to search for a job, to explore occupational opportunities, make a decision and live with it.

Self marketing

Around half of the students have the skill to market themselves for prospective employers. They can write application letters, resume and prepare themselves for an interview but the remaining who do not have the skill could obviously be faced with challenge particularly in joining the workforce immediately after graduation. Job searching skills in general are poor among the students. Most of them have never written a resume and do not have a clear idea on how to prepare a resume. Similarly, it was also observed from the finding that they do not have the information on how to prepare for an interview and/or the need of getting background information on the agency or organization. Students do not also have a

link to prospective employers which is a challenge for most students after graduation. However in most cases, students use personal contacts to get a job or use advertisements as main source of information to compete for a job.

Conclusions and Recommendations

The recommendations forwarded are based on the major findings of the study. The focus of the recommendation revolves around the improvement of the capacity of graduates regarding their career development, directing the learning teaching process towards practicable education and improving the service given by the university.

Establishing and Strengthening Career Services

Lifelong learning should be a major development direction for any educational institution whether in high schools or colleges/universities since it enables individuals to skill and/or re-skill themselves to fit to the changes that takes place in relation to technology and workplace. Hence, career services should be available at high school as well as at the university levels.

High school is the time where students' future career is shaped and therefore career services that provides support at this critical time is important. It is therefore commendable that in order to provide the service, an outreach career service program should be arranged in high schools so that students will have a clear plan regarding their future and make an informed decision about their career. At the university level, the service will helps students to analyze their potential and challenges so that they will be successful in the university as well as in the workforce.

The education system in Ethiopia at this time makes the situation of the students very challenging. Students do not have time to think about the choice of department in AAU since there is no freshman program. On the other hand, they may also have difficulty to adapt to the new environment and be mentally and emotionally ready for university life. Therefore, continuous orientation programs especially at the beginning of each academic year, career

advisement, career education and career guidance and counseling should be available in the campuses, if the university aims to achieve its goal of producing citizens who can be competent in the workforce and contributing members of the society.

University students should also be able to have access to services that will enable them to perform well academically and develop the basic skills that are identified by employers. However, developing these skills and competency seem to be neglected by the departments and therefore it is suggested to provide the services either through the career center or to incorporate it within their formal education. Regarding the career center, it can organize short term trainings to equip the students with the basic skills by creating linkage with employers. To effect this, the university should give attention and allocate enough budget to strengthen the capacity of the Community work and Life Center (CWLC). The CWLC that provides career services to students is under the auspices of the Dean of Students. As to the other option, the department has to consider the issues as important and incorporate it as either credited or non credited course.

Career Development

Students need professional assistance and guidance to develop their career. Student services should be available within the compound of the university to help students develop self awareness (personal interests, skills, potentials, weaknesses); assess occupational opportunities (employment trends, expected competencies in the field, requirements for employment and job descriptions related to the area); prepare a career plan (career research, goal setting and means of accomplishing goals); and develop job searching skills (identifying prospective employers, preparing résumés, preparing for interview). Therefore the existing career center, the Community Work and Life Center, should facilitate the career development of students by professional staff while they are still at AAU.

Placement services

Providing placement services is a common practice in many countries to help students in their academic education through exposure to real work situation. This kind of exposure will give students a chance to practice and relate their classroom based education to the workforce they will join after graduation. Getting exposure to the world of work should not be left to be arranged by students who have personal contacts but should be made available to all students who need the service. Therefore, it is commendable for university and the respective departments to arrange placement services for students based on their field of study and interest. The Community Work and Life Center should play a major role in coordinating the placement service in collaboration with the university and the respective departments.

Cooperative education

Cooperative education is an opportunity for students to apply classroom theory to “real world” professional projects, and gain advanced academic credit. This is accomplished by developing a three-way learning agreement between a student, employer, and faculty and is designed in a way that offers mutual benefits for each participant, incorporating mutual accountability. The university in general should try to provide student with firsthand experience while they are still in the university in order to make the transition from the world of school to the world of work easier and practical. The university must create partnerships with employing organizations so that students have access supervised field practices which are credited or non-credited by the departments.

Job Searching Skills

Students should be equipped with the skill of job searching before they leave the university. It is useless to invest in students for many years to make them competent for the

workforce and leave them without the tools to join the work environment. Therefore seminars, short-term training on application and résumé writing and interview shadowing should be available to the students within the campus. They should be able to get information on how to search for job as well as practice some of the techniques. Therefore, AAU in collaboration with other organizations or individuals should be able to provide the service under the existing career center.

Role of Social Workers in Career Services

Social workers can play a major role in the Community Work and Life Center in areas of services such as supervising and/or conducting career counseling for individuals and groups, providing career consultation and referral services, providing and disseminating information related to career/occupational and social/personal development, facilitating and conducting career related seminars, workshops and class presentation, communicating with students, staff and the community about service delivery and fund raising and resource linkage to the center and the clients.

Creating Linkage and Partnership between the University and Industry

University-industry linkages should be created to facilitate the learning teaching process. Partnership among all stakeholders is necessary to make academic education transferable to work atmosphere. It will also help students to be exposed to the work environment which in turn can assist them in searching of job after graduation. The role of the university should not be limited to training professionals but to review the outcome of training in enabling graduates to become productive and active participants in the development of the country. To this effect, creating linkage with possible employers will help students to secure jobs and facilitate an easy transition, while on the other hand it creates an opportunity/forum for the university to make its presence felt among employers. Furthermore, it will also create a

means for employers to contact graduates through the university without much effort. Therefore, such linkage and partnership is beneficial to both employers and employees. The linkage and partnership will also have positive impact on the teaching process because the organizations who hire the graduates will have a chance to work closely and exchange feedbacks on the teaching learning process with the departments.

Curriculum Revision

The university should also be capable of producing graduates who use their creativity and potentials in creating jobs and become self-employed. In view of realizing this option, the university should expose students to different opportunities which can enable them to assess their interests and strengths and have a goal after graduation to minimize dependency on employment agencies.

From the overall finding of the study it can be concluded that no proper attention has been given in identifying the expectation of employers from the graduates, to identifying the gap between supply and demand and revising the educational system. It is therefore commended that departments should hold regular consultation meetings or carry out needs assessment on employers' expectation from graduates of AAU. Each department should create a forum where the employers get the chance to comment on the curriculum.

The courses should also be able to address the pressing issues of the country. To this end, the departments should put an effort to make the curriculum address the changing perspective of the 21st century and to make it in line with the developmental goals of the country. The teaching curriculum should also base itself on major national policies and programs like the Sustainable Poverty Reduction Strategy Program, Developmental Social Welfare Policy, etc. Practicum courses should be made part of the university curriculum.

Credited or non-credited courses should be included in each department's curriculum to make the learning-teaching process student centered.

Professional Associations

The role played by professional association in relation to increasing the competence level of its members is found to be very low. Therefore, professional associations have to provide different services to their members such as disseminating recent information and research findings as well as make consultation with the respective departments in the university to improve the quality of education. The associations should also provide trainings to their members to enhance their skills as well as acquire new skills that will make them more competent in the workforce.

Ethical Standards

The absence of ethical standards for the different disciplines is also one drawback in making staff accountable to their work. Thus, it is suggested that all concerned individuals from the respective departments should get together and work on ethical issues that all professional from the discipline should be guided to increase the quality of work and service delivery.

Policy and Program

Policies and programs should focus on creating a favorable atmosphere for the investment on human resource development and training by concerned stakeholders. It should also give special emphasis in introducing practice and learner based strategies within all educational institutions and introducing a system for the supervision of quality and relevance of education and training programs to the need of the country.

Implication on Social Work

In the Ethiopian context social workers are literally referred as individuals who do not have social work background and practice as long as they are graduates from the universities in BA degree in any field (like education, language, political science, etc). This is mainly attributed to the problem of finding professional staff at least with related fields like sociology and psychology to go and work outside of Addis Ababa.

The worst scenario is the naming of non professionals who work with children, youth or with or without short term and on job trainings as “social worker”. These so called 'social worker' are usually young people who have completed grade 12 and assigned to work with disadvantaged or vulnerable groups. In general terms the assignment and huge responsibility of working with vulnerable individuals, groups and communities are becoming beyond their capacity.

It is therefore of paramount importance to consider the capacity of the non professional staff in relation to the support provided to the clients. Clients who are need of professional services are not able to benefit from the service due to lack of skill and ability of the non professional staff who are working with them. As a result, it is usually perceived as a service which does not bring an impact in changing the lives of vulnerable individuals and groups. This being the case, it has created low profile to the profession of social work and its contribution to the overall development of the country.

Finally in order to get better insight, it may worth to give some highlights on how and when this practice came into being. The general perception of considering social workers as anyone who has at least completed grade twelve and working in human service giving organizations has been going on since the last two decades when the Community Development Training Center at Awasa was closed. This was actually a turning point which

created great gap in the service delivery system that was used to be filled by community development workers who were graduates with college level diploma.

At that time social workers and community development workers had been engaged in the limited service giving organizations. However the mushrooming of NGOs in the country engaged in catering services for disadvantaged sectors of the society has brought about high demand of social workers. None the less, due to lack of resources coupled with the non existence of social worker's training at college/university level, organizations are forced to fill this crucial need by employing young adults who are non professionals.

As mentioned earlier, the misconception that anyone can become a social worker has great implication on the profession in creating a low profile. Most importantly, the recognition to the discipline among the public affect the quality of service delivery which is basically emanates from the common belief that any graduate from social science can work as 'social worker'. This has also its own contribution to the under development of the discipline.

Therefore, it is important to consider the above issues and influence responsible government organizations about the role of social work in the developmental endeavors of the country. Although the opening of social work at graduate level is one step ahead, the absence of undergraduate program will still create great a gap in service delivery. In order to fill the existing gap it is high time to consider the opening of undergraduate social work program. Therefore social workers should coordinate themselves either through the existing professional association like Ethiopian Society of Sociologist, Social Workers and Anthropologists (ESSSWA) or establish a separate association of social workers to advocate for the profession and the reestablishment of the undergraduate program.

Reference

- Bowling Green State University Career Center, *Competencies Defined/ BGSU Career Centers*. Retrived on December 10, 2005
- Compton, Beulah R., Burt Galaway and Barry R. Cournoyer (2005) *Social Work Processes*; Brooks/Cole
- Curtis, Bill (1997) *Developing Organizational Competence*, Vol.30, No. 3, <http://www.teraquest.com>
- Danzger, H.Herberst (1988) *Undergraduate Education in Sociology as Career Training: The Case for an Internship Program*, Teaching Sociology, Vol. 16, No.1, 41-48. Retrieved September 4, 2005 from <http://www.jstor.org/>
- Fretwell, Barbra J. (2000) *Promoting Organizational Competence: A Solution to Increasing Employers Moral and Customer Satisfaction*
- Ferguson John L.; Dickey Frank G. (1962) *Career Planning, Job Placement, and Follow up*, Review of Educational Research, Vol.32, No.4, 377-383. Retrieved September 4, 2005 from <http://www.jstor.org/>
- A Fact Sheet (2000) *The Workplace*, Vol.1, Issue 3, <http://www.aces.edu/departement/crd>
- A Guide to Workforce Planning in the US Department of Interior* (---) Retrieved January 26, 2006
- Gabris, Grdold T. (1989) *Exploring the Relationship between Intern Job Performance, Quality of Education Experience, and Career Development*, 484-503
- Gerity, Patrick E. (1999) *Competencies for Community College Workforce Training and Development Professionals*, The Catalyst, Vol XXVII, No. 2, 6-10

- Green, Rudolph V. (1986) *A Learning Skills and Counseling Model for Developing Countries*. Journal of Negro Education, Vol. 55, No. 2, 214-221. Retrieved May 22, 2006 from <http://www.jstor.org>
- The Government of the Federal Democratic Republic of Ethiopia *Implementation Capacity Building Strategy and Programs* Unofficial Translation, (February 2002), Addis Ababa.
- Herr, Edwin L.; Rayman, Jack R.; and Garis, Jeffery W . (2000) *Collaboration, Partnership, Policy, and Practice in Career Development*, The Career Development Quarterly, Vol. 48, 293-300
- International Labor Organization (ILO), *Learning and Training for Work in the Knowledge Society* (1996) Last update 21 March 2002.
- Ministry of Finance and Economic Development, (2002) *Ethiopian Sustainable Development and Poverty Reduction Program*.
- Pritchard, David H. (1974) *Career Guidance from a Federal Vintage Point*. Peabody Journal of Educational Research , Vol.52. No.1, 18-26 (October, 1974) Retrieved May 22, 2006, from <http://www.jstor.org>
- Ryan, Ann Marie (----) *A Career Theory for Technical Communicators: How Career Center Theory Informs Training and Education*, 264-265
- Sampson, Jameas P. Jr (2000) *International Collaboration in Translating Career Theory to Practice*, The Career Development Quarterly, Vol. 48, 332-339
- Schuut, Don (1999) *How to plan and Develop a Career Center*, Ferguson
- Transitional Government of Ethiopia *Education and Training Policy* (April 1994) Addis Ababa

Wright, E. Wayne (1963) *Group Procedures*. [Electronic version]. Review of Educational Research: Vol. 33, No. 2, Guidance, Counseling and Personnel Services (April 1963) 205-213.

Annex

Annex A. Tables

Table 1 Conduct meetings

Conduct meetings	Frequency	Percent
I have tried it and I can do it	14	26.4
I have tried it and I can somehow do it	11	20.8
I have never tried it but I feel I can do it	17	32.1
I have tried it but I cannot do it	2	3.8
I have never tried it so I don't know	9	17
Total	53	100

Table 2 Develop goals for group project

Develop goals for group project	Frequency	Percent
I have tried it and I can do it	15	28.3
I have tried it and I can somehow do it	9	17
I have never tried it but I feel I can do it	17	32.1
I have tried it but I cannot do it	4	7.5
I have never tried it so I don't know	8	15.1
Total	53	100

Table 3 Identify and prioritize tasks to be accomplished

Identify and prioritize tasks to be accomplished	Frequency	Percent
I have tried it and I can do it	17	32.1
I have tried it and I can somehow do it	13	24.5
I have never tried it but I feel I can do it	16	30.2
I have tried it but I cannot do it	1	1.9
I have never tried it so I don't know	6	11.3
Total	53	100

Table 4 Understanding the steps involved with effective decision-making

Understanding the steps involved with effective decision-making	Frequency	Percent
I have tried it and I can do it	8	15.1
I have tried it and I can somehow do it	13	24.5
I have never tried it but I feel I can do it	20	37.7
I have tried it but I cannot do it	4	7.5

Understanding the steps involved with effective decision-making	Frequency	Percent
I have never tried it so I don't know	8	15.1
Total	53	100

Table 5 Facilitate groups in the decision making process

Facilitate groups in the decision making process and evaluate the effects and effectiveness	Frequency	Percent
I have tried it and I can do it	10	18.9
I have tried it and I can somehow do it	13	24.5
I have never tried it but I feel I can do it	21	39.6
I have tried it but I cannot do it	5	9.4
I have never tried it so I don't know	4	7.5
Total	53	100

Table 6 Take responsibility for decisions

Take responsibility for decisions	Frequency	Percent
I have tried it and I can do it	19	35.8
I have tried it and I can somehow do it	15	28.3
I have never tried it but I feel I can do it	8	15.1
I have tried it but I cannot do it	5	9.4
I have never tried it so I don't know	6	11.3
Total	53	100

Table 7 Maintain and record statistics

Maintain and record statistics	Frequency	Percent
I have tried it and I can do it	6	11.3
I have tried it and I can somehow do it	10	18.9
I have never tried it but I feel I can do it	25	47.2
I have tried it but I cannot do it	2	3.8
I have never tried it so I don't know	10	18.9
Total	53	100

Table 8 Apply information creatively to specific problem or task

Apply information creatively to specific problem or task	Frequency	Percent
I have tried it and I can do it	12	22.6
I have tried it and I can somehow do it	13	24.5
I have never tried it but I feel I can do it	16	30.2

Apply information creatively to specific problem or task	Frequency	Percent
I have tried it but I cannot do it	2	3.8
I have never tried it so I don't know	10	18.9
Total	53	100

Table 9 Use variety of sources of information

Use variety of sources of information	Frequency	Percent
I have tried it and I can do it	13	24.5
I have tried it and I can somehow do it	16	30.2
I have never tried it but I feel I can do it	13	24.5
I have tried it but I cannot do it	2	3.8
I have never tried it so I don't know	9	17
Total	53	100

Table 10 Formulate questions relevant to clarifying a particular problem

Formulate questions relevant to clarifying a particular problem	Frequency	Percent
I have tried it and I can do it	14	26.4
I have tried it and I can somehow do it	17	32.1
I have never tried it but I feel I can do it	11	20.8
I have tried it but I cannot do it	2	3.8
I have never tried it so I don't know	9	17
Total	53	100

Table 11 Identify, prioritize and analyze problems and needs

Identify, prioritize and analyze problems and needs	Frequency	Percent
I have tried it and I can do it	15	28.3
I have tried it and I can somehow do it	16	30.2
I have never tried it but I feel I can do it	11	20.8
I have tried it but I cannot do it	2	3.8
I have never tried it so I don't know	9	17
Total	53	100

Table 12 Recruit clients

Recruit clients	Frequency	Percent
I have tried it and I can do it	9	17
I have tried it and I can somehow do it	13	24.5
I have never tried it but I feel I can do it	16	30.2

Recruit clients	Frequency	Percent
I have tried it but I cannot do it	1	1.9
I have never tried it so I don't know	14	26.4
Total	53	100

Table 13 Build client relationship through effective exchange of information

Build client relationship through effective exchange of information	Frequency	Percent
I have tried it and I can do it	7	13.2
I have tried it and I can somehow do it	10	18.9
I have never tried it but I feel I can do it	21	39.6
I have tried it but I cannot do it	4	7.5
I have never tried it so I don't know	11	20.8
Total	53	100

Table 14 Recognize client achievement

Recognize client achievement	Frequency	Percent
I have tried it and I can do it	12	22.6
I have tried it and I can somehow do it	12	22.6
I have never tried it but I feel I can do it	15	28.3
I have tried it but I cannot do it	3	5.7
I have never tried it so I don't know	11	20.8
Total	53	100

Table 15 Organize and present ideas effectively for formal and spontaneous speeches

Organize and present ideas effectively for formal and spontaneous speeches	Frequency	Percent
I have tried it and I can do it	9	17
I have tried it and I can somehow do it	17	32.1
I have never tried it but I feel I can do it	13	24.5
I have tried it but I cannot do it	5	9.4
I have never tried it so I don't know	9	17
Total	53	100

Table 16 Prepare logically written materials

Prepare logically written materials	Frequency	Percent
I have tried it and I can do it	16	30.2
I have tried it and I can somehow do it	15	28.3

Prepare logically written materials	Frequency	Percent
I have never tried it but I feel I can do it	10	18.9
I have tried it but I cannot do it	1	1.9
I have never tried it so I don't know	11	20.8
Total	53	100

Table 17 Listen carefully and respond to verbal and non verbal messages

Listen carefully and respond to verbal and non verbal messages	Frequency	Percent
I have tried it and I can do it	23	43.4
I have tried it and I can somehow do it	11	20.8
I have never tried it but I feel I can do it	7	13.2
I have tried it but I cannot do it	5	9.4
I have never tried it so I don't know	7	13.2
Total	53	100

Table 18 Respond appropriately to positive and negative feedback

Respond appropriately to positive and negative feedback	Frequency	Percent
I have tried it and I can do it	20	37.7
I have tried it and I can somehow do it	16	30.2
I have never tried it but I feel I can do it	5	9.4
I have tried it but I cannot do it	4	7.5
I have never tried it so I don't know	8	15.1
Total	53	100

Table 19 Assess a course of action

Assess a course of action in terms of its long range effects on the general welfare of society	Frequency	Percent
I have tried it and I can do it	5	9.4
I have tried it and I can somehow do it	18	34
I have never tried it but I feel I can do it	18	34
I have tried it but I cannot do it	3	5.7
I have never tried it so I don't know	9	17
Total	53	100

Table 20 Make decisions that will maximize both individual and collective goods

Make decisions that will maximize both individual and collective goods	Frequency	Percent
I have tried it and I can do it	8	15.1
I have tried it and I can somehow do it	17	32.1
I have never tried it but I feel I can do it	18	34
I have tried it but I cannot do it	3	5.7
I have never tried it so I don't know	7	13.2
Total	53	100

Table 21 Identify critical issues when making a decision or solving a problem

Identify accurately the critical issues when making a decision or solving a problem	Frequency	Percent
I have tried it and I can do it	12	22.6
I have tried it and I can somehow do it	20	37.7
I have never tried it but I feel I can do it	10	18.9
I have tried it but I cannot do it	3	5.7
I have never tried it so I don't know	8	15.1
Total	53	100

Table 22 Create innovative solutions to complex problems

Create innovative solutions to complex problems	Frequency	Percent
I have tried it and I can do it	11	20.8
I have tried it and I can somehow do it	15	28.3
I have never tried it but I feel I can do it	17	32.1
I have tried it but I cannot do it	2	3.8
I have never tried it so I don't know	7	13.2
No response	1	1.9
Total	53	100

Table 23 Analyze and learn from life experiences

Analyze and learn from life experiences - both one's own and others	Frequency	Percent
I have tried it and I can do it	23	43.4
I have tried it and I can somehow do it	13	24.5
I have never tried it but I feel I can do it	10	18.9
I have never tried it so I don't know	7	13.2
Total	53	100

Table 24 Accept the consequences of one's action

Accept the consequences of one's action	Frequency	Percent
I have tried it and I can do it	12	22.6
I have tried it and I can somehow do it	22	41.5
I have never tried it but I feel I can do it	11	20.8
I have tried it but I cannot do it	4	7.5
I have never tried it so I don't know	4	7.5
Total	53	100

Table 25 Research, develop, and implement plan for continuing professional development

Research, develop, and implement plan for continuing professional development	Frequency	Percent
I have tried it and I can do it	14	26.4
I have tried it and I can somehow do it	7	13.2
I have never tried it but I feel I can do it	19	35.8
I have tried it but I cannot do it	2	3.8
I have never tried it so I don't know	11	20.8
Total	53	100

Annex B. ANOVA TEST and Independent Sample Test

Table 1: ANOVA Mean difference between departments

Dependent Variable	Source	Sum of Squares	df	Mean Square	F	Sig.
Planning and Organizational Skill Decision Making skill	Between Groups	30.918	1	30.918	.386	P>.05
	Within Groups	4084.290	51	80.084		
	Total	4115.208	52			
Information Management Skill	Between Groups	.463	1	.463	.006	P>.05
	Within Groups	4256.519	51	83.461		
	Total	4256.981	52			
Research Skill Client Management Skill	Between Groups	2.812	1	2.812	.161	P>.05
	Within Groups	891.867	51	17.488		
	Total	894.679	52			
Communication Skill	Between Groups	315.636	1	315.636	4.331	P<.05
	Within Groups	3716.817	51	72.879		
	Total	4032.453	52			
Valuing Skill Critical Thinking Skill	Between Groups	187.007	1	187.007	2.675	P>.05
	Within Groups	3565.069	51	69.903		
	Total	3752.075	52			
Personal and Career Development Skill	Between Groups	302.493	1	302.493	4.995	P<.05
	Within Groups	3088.714	51	60.563		
	Total	3391.208	52			
Planning and Organizational Skill Decision Making skill	Between Groups	1.671	1	1.671	.208	P>.05
	Within Groups	410.404	51	8.047		
	Total	412.075	52			
Information Management Skill	Between Groups	87.623	1	87.623	1.771	P>.05
	Within Groups	2523.924	51	49.489		
	Total	2611.547	52			
Research Skill	Between Groups	.883	1	.883	.016	P>.05
	Within Groups	2853.947	51	55.960		
	Total	2854.830	52			

Table 2: ANOVA Mean difference between Sex

ANOVA Mean difference between Sex						
		Sum of Squares	df	Mean Square	F	Sig.
Planning and Organizational Skill Decision Making skill	Between Groups	72.737	1	72.737	.918	P>.05
	Within Groups	4042.471	51	79.264		
	Total	4115.208	52			
Information Management Skill	Between Groups	57.107	1	57.107	.693	P>.05
	Within Groups	4199.874	51	82.350		
	Total	4256.981	52			
Research Skill Client Management Skill	Between Groups	1.942	1	1.942	.111	P>.05
	Within Groups	892.737	51	17.505		
	Total	894.679	52			
Communication Skill	Between Groups	80.113	1	80.113	1.034	P>.05
	Within Groups	3952.340	51	77.497		
	Total	4032.453	52			
Valuing Skill Critical Thinking Skill	Between Groups	.049	1	.049	.001	P>.05
	Within Groups	3752.026	51	73.569		
	Total	3752.075	52			
Personal and Career Development Skill	Between Groups	45.887	1	45.887	.700	P>.05
	Within Groups	3345.320	51	65.595		
	Total	3391.208	52			
Planning and Organizational Skill Decision Making skill	Between Groups	.267	1	.267	.033	P>.05
	Within Groups	411.809	51	8.075		
	Total	412.075	52			
Information Management Skill	Between Groups	.207	1	.207	.004	P>.05
	Within Groups	2611.340	51	51.203		
	Total	2611.547	52			
Research Skill	Between Groups	.093	1	.093	.002	P>.05
	Within Groups	2854.737	51	55.975		
	Total	2854.830	52			

Table 3: Independent Samples Test of variables based on department

Independent Samples Test of variables based on department								
		Levene's Test for Equality of Variances		t-test for Equality of Means				
Dependent variables	Assumptions	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Planning and Organizational Skill	Equal variances assumed	.895	p> .05	.621	51	.537	1.5300	2.46242
	Equal variances not assumed			.613	45.195	.543	1.5300	2.49771
Decision Making skill	Equal variances assumed	.081	p> .05	-.074	51	.941	-.1871	2.51380
	Equal variances not assumed			-.074	47.057	.942	-.1871	2.53944
Information Management Skill	Equal variances assumed	1.976	p> .05	-.401	51	.690	-.4614	1.15068
	Equal variances not assumed			-.396	45.742	.694	-.4614	1.16583
Research Skill	Equal variances assumed	4.823	P< .05	-2.081	51	.042	-4.8886	2.34903
	Equal variances not assumed			-2.029	39.290	.049	-4.8886	2.40973
Client Management Skill	Equal variances assumed	2.387	p> .05	1.636	51	.108	3.7629	2.30058
	Equal variances not assumed			1.603	42.243	.116	3.7629	2.34712
Communication Skill	Equal variances assumed	6.248	P< .05	-2.235	51	.030	-4.7857	2.14137
	Equal variances not assumed			-2.180	39.589	.035	-4.7857	2.19550

Valuing Skill	Equal variances assumed	4.246	P< .05	-.456	51	.651	-.3557	.78057
	Equal variances not assumed			-.445	40.810	.658	-.3557	.79849
Critical Thinking Skill	Equal variances assumed	3.079	P> .05	-1.331	51	.189	-2.5757	1.93572
	Equal variances not assumed			-1.297	39.410	.202	-2.5757	1.98529
Personal and Career Development Skill	Equal variances assumed	.100	P>.05	.126	51	.901	.2586	2.05839
	Equal variances not assumed			.127	50.986	.900	.2586	2.04286

Table 4: Independent Samples Test of Mean of variables between Sex

Independent Samples Test of Mean of variables between Sex								
		Levene's Test for Equality of Variances		t-test for Equality of Means				
Dependent variables	Assumptions	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Planning and Organizational Skill	Equal variances assumed	.550	P> .05	-.958	51	.343	-2.5098	2.62000
	Equal variances not assumed			1.001	35.195	.324	-2.5098	2.50769
Decision Making skill	Equal variances assumed	.576	P> .05	-.833	51	.409	-2.2239	2.67052
	Equal variances not assumed			-.889	37.274	.379	-2.2239	2.50027
Information Management Skill	Equal variances assumed	.296	P> .05	-.333	51	.740	-.4101	1.23123

	Equal variances not assumed			-.336	32.106	.739	-.4101	1.22146
Research Skill	Equal variances assumed	.008	P>.05	-1.017	51	.314	-2.6340	2.59062
	Equal variances not assumed			-1.022	31.879	.314	-2.6340	2.57733
Client Management Skill	Equal variances assumed	.475	P>.05	-.026	51	.979	-.0654	2.52412
	Equal variances not assumed			-.027	36.007	.978	-.0654	2.39481
Communication Skill	Equal variances assumed	.244	P>.05	-.836	51	.407	-1.9935	2.38339
	Equal variances not assumed			-.845	32.287	.404	-1.9935	2.35923
Valuing Skill	Equal variances assumed	.473	P>.05	.182	51	.857	.1520	.83623
	Equal variances not assumed			.171	27.160	.866	.1520	.88946
Critical Thinking Skill	Equal variances assumed	.047	P>.05	-.064	51	.950	-.1340	2.10576
	Equal variances not assumed			-.062	30.046	.951	-.1340	2.14568
Personal and Career Development Skill	Equal variances assumed	1.630	P>.05	.041	51	.968	.0899	2.20171
	Equal variances not assumed			.034	21.112	.973	.0899	2.65636

Annex C. Checklists and Student Questionnaire

Checklists for Key Informant Interviews

Name:

Organization:

Position:

Educational background:

Year of experience:

What are the major areas in which your organization is working on?

Is there demand for recent graduates of Sociology and Social Administration?

Is there demand for recent graduates Psychology?

In what areas does a graduate of Sociology and Social Anthropology work?

In what areas does a graduate of and Psychology work?

Roles and Responsibilities of recent graduates

What is meant by a competent workforce?

What are the positions that recent graduates hold in your organization?

What are the assigned responsibilities of recent graduates of Sociology and Social Anthropology?

What are the assigned responsibilities of recent graduates Psychology?

What is the highest position that a person with an undergraduate degree can assume in 5 years? In 10 years?

Expected knowledge and Competencies of recent graduates

What is your expectation from recent graduates?

What knowledge's do recent graduates have in their study?

What are the expected competencies of undergraduates?

What challenges do recent graduates face when they first join the workforce?

What knowledge gap do recent graduates when they first join the workforce?

Employment process and opportunities

How do recent graduates get employed in your organization/employment procedures?

What are the standard procedures for becoming employed?

How do you rate the competitiveness of recent graduates in comparison with people without a formal education who have experience in the work force?

What challenges do employees face when employing recent graduates?

What challenges do recent graduates face when employed for the first time?

Education System:

Is the existing education system in line with the current issues of focus of the country/policies (HIV/AIDS, PRSP,...)?

Is the performance of recent graduates in line with the needs of the country?

Do recent graduates have the skill to translate knowledge into practice?

How can recent graduates compare abstract learning with the realities of the organizational life/experiences?

How well are the courses designed to address the issues of urban and rural areas?

Does the education allow recent graduates to work with individuals, families and communities? This is unclear

Are the areas of protection, prevention and rehabilitation addresses regarding different issues? This is unclear

Is university education/training determined by the employers needs, country's need or available resources (institutions, professionals ...)?

Academic achievement

Is academic achievement directly related to employment opportunity?

Is undergraduate competence /professional competence/ directly related to employment opportunity?

Is job performance related to higher GPA (age, prior work performance, sex) in university?

Organizational Responses:

What are the clients needs and expectation from the graduates?

Is there needs analysis (organizational needs analysis) for professional development in your organization?

Are there efforts to define the needed competencies for undergraduates?

Are there national/organizational responses to provide individuals opportunities to acquire the appropriate competence for work?

Recent Graduates who Join the Workforce

Name:

Organization:

Position:

Educational background:

Year of experience:

What are the major areas that your organization is working on?

Is there demand for recent graduates of Sociology and Social Anthropology and Psychology?

In what areas does the graduate of Sociology and Psychology work?

What is your ambition?

In what areas would you like to work in the future?

Roles and Responsibilities of recent graduates

What is meant by a competent workforce?

What positions are held by recent graduates held in your organization?

What are the assigned responsibilities of recent graduates of Sociology and Social Administration and Psychology?

What are the highest positions you believe you can assume in 5 or 10 years?

Expected knowledge and Competencies of recent gradates

What was your supervisors' expectation from you?
What knowledge do you get from your undergraduate study?
What are the expected competencies of undergraduates?
What challenges do you face while joining the workforce?
What knowledge gap do you have after joining the workforce?

Employment process and opportunities

How do you get employed in the organization/employment procedures?
How do you rate your competitiveness in comparison with people with experience in the work force?
What challenges do you face when employed for the first time?

Education System:

Is the existing education system in line with the current issues of focus of the country/policies (HIV/AIDS, PRSP,...)?
Is your performance in line with the needs of the country?
Do you have the skill to translate knowledge into practice?
How can you compare abstract learning with the realities of the organizational life/experiences?
Are the courses designed to address the issues of urban and rural areas?
Does the education allow you to work with individuals, families and communities?
Are the areas of protection, prevention and rehabilitation addresses regarding different issues?
Is education/training determined by the employers needs, country's need or available resources (institutions, professionals ...)?

Academic achievement

Is academic achievement directly related to employment opportunity?
Is undergraduate competence /professional competence/ directly related to employment opportunity?
Is job performance related to higher GPA (age, prior work performance, sex) in university?

Organizational Responses:

What are the clients needs and expectation from you?
Is there needs analysis (organizational needs analysis) for professional development in your organization?
Are the efforts to define the needed competencies for undergraduates?
Are there national/organizational responses to provide you with opportunities to acquire the appropriate competence for work?

Others

Is life skill related to professional competence?
Does it have an implication on future career development?

Student Questionnaire

CODE :

Background Information

Personal Information

1. Name: _____
2. Department 1. Sociology and Social Anthropology 2. Psychology
3. Year : 1. III 2. VI
4. Cumulative GPA
1. 2-2.5 2. 2.6-3.0 3. 3.1-3.5 4. 3.6-4.0 5. Others _____
5. Age 1. 18-20 2. 20-25 3. 25-30 4. > 30
6. Sex 1. Female 2. Male
7. Marital status
1. Single 2. Married 3. Divorced/ Separated /Widowed 4. Other _____
8. Place of origin: _____
9. Where did you attend your elementary school education? _____
1. Big city 2. Small town 3. Rural area 4. Others _____
10. Where did you attend your high school education? _____
1. Big city 2. Small town 3. Rural area 4. Others _____
11. What kind of school was it /high school?
1. Government 2. Public 3. Private
12. What was your average grade while you were in high school?
1. 50-60 4. 81-90
2. 61-70 5. 91-100
3. 71-80 6. Others _____

Family Background

13. Parental status
1. Mother and father alive 3. Father alive 5. Others _____
2. Mother alive 4. Mother and father dead
14. With whom are you living?
1. Mother and father 3. Only father 5. Relatives
2. Only mother 4. Siblings 6. Others _____
15. What is the educational status of your mother?
1. Cannot read and write 4. Grade 5-8 7. Diploma
2. Can read and write only 5. Grade 9-12 8. Degree
3. Grade 1-4 6. Certificate 9. Others _____
16. What is your mother's occupation?
1. Government employee 4. Petty trade 7. Pensioner
2. NGO employee 5. Farming 8. Dependent on children
3. Trade 6. Unemployed 9. Others _____
17. What is the educational status of your father?
1. Cannot read and write 4. Grade 5-8 7. Diploma
2. Can read and write only 5. Grade 9-12 8. Degree
3. Grade 1-4 6. Certificate 9. Others _____

18. What is your father's occupation?

- | | | |
|------------------------|----------------|--------------------------|
| 1. Government employee | 4. Petty trade | 7. Pensioner |
| 2. NGO employee | 5. Farming | 8. Dependent on children |
| 3. Trade | 6. Unemployed | 9. Others _____ |

19. Do you have brother/s or sister/s who have attained diploma, degree or above?

1. Yes 2. No

ANSWER QUESTIONS 20- 22, IF THE ANSWER TO QUESTION 19 IS YES.

20.A. If yes, what level of education is the highest they reached?

- | | |
|----------------|-----------------|
| 1. Certificate | 3. Degree |
| 2. Diploma | 4. Above degree |

20. B. What is the professional background?

- | | |
|-------------------------|--------------------|
| 1. Similar to mine | 3. Natural science |
| 2. Social science field | 4. Others |

21. What is his/her occupation?

- | | |
|------------------------|-------------------------|
| 1. Government employee | 4. Private organization |
| 2. NGO employee | 5. Others _____ |
| 3. Trade | |

22. How do you describe your relationship?

1. Very close 2. Close 2. Note very close 4. Not close at all

Personal Inclination/Interest

23. What was your field of study while in high school?

- | | |
|------------------------------|-----------------|
| 1. Social science (Art) | 3. Vocational |
| 2. Natural science (Science) | 4. Others _____ |

24. What did you want to study or become while you were in high school? _____

25. Why? _____

26. What was your 1st, 2nd and 3rd choice while choosing the departments in AAU?

- 1st. _____ 2nd. _____ 3rd. _____

27. Why? _____

28. Did you know about Sociology/Psychology departments before you joined AAU?

1. Yes 2. No

29. If the answer is yes, from where did you get the information?

- | | | | |
|------------------|-------------|--------------|-----------------|
| 1. Teachers | 3. Siblings | 5. Relatives | 7. DNK |
| 2. Mother/Father | 4. Friends | 6. Media | 8. Others _____ |

30. Did you want to study Sociology/Psychology before you join the departments?

1. Yes 2. No

31. If yes, why _____

32. If no, why _____

33. Did you know anyone who was a graduate of Sociology/Psychology before you join the department?

1. Yes 2. No

ANSWER QUESTIONS 34-36, IF THE ANSWER TO QUESTION 33 IS YES.

34. Who was the person?

- | | | |
|------------------|-------------|-----------------|
| 1. Teachers | 3. Siblings | 5. Relatives |
| 2. Mother/Father | 4. Friends | 6. Others _____ |

35. Do you think your choice is influenced by the person/s?
 1. Yes 2. No
36. If yes, in what way did the person/s influence you?
 1. By giving information and making you develop an interest to work in the area
 2. By forcing you to chose the department
 3. By giving you information on the employment opportunity after graduation
 4. Others _____

Career Guidance

High School

37. On what basis did you chose your field of study?
 1. Influenced by teachers 5. Influenced by relatives
 2. Influenced by parents 6. Personal choice
 3. Influenced by siblings 7. I was assigned to it
 4. Influenced by friends 8. I just picked it up without knowing about it
 9. Others _____
38. If the answer is 'personal choice' what did you take into account?
 1. I was good at it/Personal Strength 4. It was my dream to study that field
 2. It was easier than the other field 5. I thought academically good students chose it
 3. I was not good at the other field/Weakness 6. Others _____
39. Did you have any kind of discussion or consultation with anyone when choosing your field of study in high school?
 1. Yes 2. No
40. If yes, was it formally or informally?
 1. Formal orientation 2. Informal discussion 3. Others _____
41. If yes, with whom did you discuses?
 1. Teachers 3. Siblings 5. Relatives
 2. Mother/Father 4. Friends 6. Others _____
42. If no, why didn't you discus about it?
 1. I already knew what I wanted to study and therefore did not think it was important
 2. I did not think it was important to discuss
 3. I had no one to discuss it with even if I had a chance to discuss it
 4. Others _____

AAU

43. On what basis did you chose the department (Sociology /Psychology)?
 1. Influenced by teachers 5. Influenced by relatives
 2. Influenced by parents 6. Personal choice
 3. Influenced by siblings 7. I was assigned to it
 4. Influenced by friends 8. I just picked it up without knowing about it
 9. Others _____
44. If the answer is 'personal choice' what did you take into account?
 1. I was good at it /Personal strength 4. It was my dream to study that field
 2. It was easier than the other field 5. I thought academically good students chose it
 3. I was not good at the other field/Weakness 6. Others _____
45. Do you think you would have chosen a different department if you had a proper career guidance?
 1. Yes 2. No

46. If yes, how ? _____
47. Did you have any kind of discussion or consultation with anyone when choosing your department in AAU?
1. Yes 2. No
48. If yes, was it formally or informally?
1. Formal orientation 2. Informal discussion 3. Others _____
49. If yes, with whom did you discuss?
1. Teachers 3. Siblings 5. Relatives
2. Mother/Father 4. Friends 6. Others _____
50. If no, why didn't you discuss about it?
1. I already knew what I wanted to study and therefore did not think it was important
2. I did not think it was important to discuss
3. I had no one to discuss it with even if I had a chance to discuss it
4. Others _____

Prior work experiences

51. Do you have prior college or university education (certificate, diploma, degree) before you join the department?
1. Yes 2. No
52. If yes, what was the level?
1. Certificate 2. Diploma 3. Degree 4. Others _____
53. Did you have work experience before you join AAU?
1. Yes 2. No

ANSWER QUESTIONS 54-70, IF THE ANSWER TO QUESTION 53 IS YES.

54. If yes, how long did it take you to get a job?
1. 3 months 2. 3-6 months 3. 6 to 12 month 4. > 1 year 5. Others _____
55. If yes, how did you get the job?
1. Personal efforts (advertisements)
2. Recommended by a family/siblings/friends/relatives
3. Know someone (family/siblings/friends/relatives) who works in the organization
4. Assigned to the organization after graduation
5. Others _____
56. Did you write an application letter yourself?
1. Yes 2. No.
57. If no, why?
1. It was not a requirement 3. Somebody else had written it for me
2. I copied it from someone else 4. Others _____
58. If yes, did you know how to write an application letter?
1. Yes 2. No
59. If yes, where did you get the skill?
1. From formal education 4. From Friends
2. Personal readings 5. Others _____
3. From family/relatives
60. Did you write a resume or curriculum vitae yourself?
1. Yes 2. No.

61. If no, why?
1. It was not a requirement
 2. I copied it from someone else
 3. Somebody else had written it for me
 4. Others _____
62. If yes, did you know how to write a resume or curriculum vitae?
1. Yes
 2. No
63. If yes, where did you get the skill?
1. From formal education
 2. Personal readings
 3. From family/relatives
 4. From Friends
 5. Others _____
64. Did you face challenges while looking for a job?
1. Yes
 2. No
65. If yes, what were the challenges?
- a. _____
 - b. _____
66. How did you overcome the challenges?
- a. _____
 - b. _____
67. Does your previous work experience relate or have any relevance to what you are studying now?
1. Very relevant
 2. Somewhat relevant
 3. Not relevant at all
68. What contribution does your prior work experience have on your present study?
1. Helped me to participate in class
 2. Helped me in my writing skill
 3. Others _____
69. If yes, where and how long did you work?
- Place _____ Length of time _____
70. What was your responsibility?
- a. _____
 - b. _____

Department objective

71. What is the objective of department /Sociology OR Psychology?
- _____
72. Do you know the expected result of the department at the end of the academic years?
1. Yes
 2. No
73. If yes, specify _____
74. What skills and knowledge did you gain as a result of your academic education?
- a. _____
 - b. _____
75. In what areas do you want to work after graduation if given a chance?
- a. _____
 - b. _____
76. With what groups of people (could be individual, families and communities) do you want to work after graduation?
- a. _____
 - b. _____

Internship programs

77. Have you ever had a chance to work (could be voluntary or paid work) while you are in the university?

1. Yes 2. No

78. If no, why?

1. Was not interested 4. Tried but could not get work
2. Never thought about it 5. Others _____
3. Thought it was impossible

ANSWER QUESTIONS 79-89, IF THE ANSWER TO QUESTION 77 IS YES.

79. If yes, how did you get the chance?

1. Through the university 4. Through family/relative contact
2. Through teachers 5. Through agencies
3. Through friends 6. Others _____

80. What year were you in when you were practicing?

1. 1st year 2. 2nd year 3. 3rd year 4. 4th year

81. Why did you work?

1. For money 2. For experience 3. Others _____

82. Where did you work?

1. NGO : _____
2. GO : _____
3. AAU : _____
4. Others : _____

83. For how long did you work?

1. 1-3 months 4. More than a year
2. 4-6 months 5. Every school break
3. 9-12 months 6. Others _____

84. Does it have any relevance to your current study area?

1. Yes 2. No

85. If yes, how? _____

86. If no, why? _____

87. What major knowledge or skill did you get out of the work?

- a. _____
b. _____

88. What were the groups that you work with?

1. Children 5. PLWHA
2. Youth 6. Elderly
3. Women 7. Mentally ill
4. People with disability 8. Others _____

89. What were your major duties and responsibilities?

- a. _____
b. _____

90. Do you think internship program is useful for all students while in AAU?

1. Yes 2. No

91. If yes, how? _____

92. If no, why? _____

Academic education

93. State 5 course (in terms of their priority) that you think are **very relevant and important** in acquiring knowledge and skills./Please do not include common courses/

- 1st . _____
- 2nd . _____
- 3rd . _____
- 4th . _____
- 5th . _____

94. State 5 course (in terms of their priority) that you think are **least relevant and important** in acquiring knowledge and skills. /Please do not include common courses/

- 1st . _____
- 2nd . _____
- 3rd . _____
- 4th . _____
- 5th . _____

95. Have you taken a course which included field practice or field work?

1. Yes
2. No

96. If yes, which of the courses included field practice or field work (actually visiting and working in organizations)?

- a. _____
- b. _____

97. What knowledge or skill did you get because of the field work which you have not learned from the class room lectures?

- a. _____
- b. _____

98. Have you taken research course/s?

1. Yes
2. No

99. If yes, does the course include doing a research?

1. Yes
2. No

100. What knowledge or skill did you get because of the field work?

- a. _____
- b. _____

RELEVNT SKILLS IDENTIFIED BY EMLOYERS

Project Proposal

101. Do you know how to write project proposal?

1. Yes
2. No

102. If yes, where did you get the skills?

1. From my academic study
2. From readings
3. From friends, relatives
4. Prior work experience
5. Field work/Internship
6. Others _____

103. If yes, what should a project proposal contain?

1. Goals/objective
2. Activities
3. Expected Results
4. Budget breakdown
5. Time breakdown
6. All
7. Others _____

1. Yes 2. No

7. Others _____

106. Do you have any experience of project implementation?

117. If no, why?

120. If yes, how?

125. What should be included in a report?

c. _____ d. _____

128. What major international policies do you know?

1. DNK any 2. Specify a. _____ b. _____
c. _____ d. _____

129. Which of the following groups are considered to be the most disadvantaged and vulnerable groups of society in the Ethiopian context?

1. Children 4. Elderly 7. All
2. Women 5. People with disability 8. Others _____
3. Youth 6. Orphans

130. If you know about policy documents, how did you know about it?

1. Classroom teaching in AAU 4. Friends/Relatives
2. Personal readings 5. Internship programs/Voluntary work
3. Media 6. Others _____

Prevention and Rehabilitation/Reintegration

131. Did you take course/s on the prevention of social problems?

1. Yes 2. No

132. If yes, what were the social problems you discussed?

1. HIV/AIDS 4. Juvenile delinquents
2. Street children 5. People with disabilities
3. Commercial sex work 6. Others

133. If yes, please specify two major issues you discussed in class

- a. _____
b. _____

134. Did you take course/s on the rehabilitation/reintegration of individuals, families or communities affected by social problems?

1. Yes 2. No

135. If yes, what groups of society did you discuss?

1. HIV/AIDS 4. Juvenile delinquents
2. Street children 5. People with disabilities
3. Commercial sex work 6. Others

Guidance and Counseling

136. Have you taken course/s on guidance and counseling?

1. Yes 2. No

137. If yes, how many

1. 1 3. 3 5. 5
2. 2 4. 4 6. More than 5

138. Did you think you have the necessary counseling and guidance skills to work with individuals?

1. Yes 2. No

139. Did you think you have the necessary counseling and guidance skills to work with families?

1. Yes 2. No

140. Did you think you have the necessary counseling and guidance skills to work with communities?

1. Yes 2. No

141. Does the course include working with real clients?
 1. Yes 2. No
142. If yes, with what kind of clients did you work with? _____
143. For how long did you work with them? _____
144. What did you learn out of the experience that you could not have learned from class based lectures? _____

Community Mobilization

145. Do you take course/s on community mobilization or issues related to community mobilization (URBAN & RURAL)?
 1. Yes 2. No
146. Do you think you have the knowledge and skill on working with communities?
 1. Yes 2. No
147. Do you think you have the knowledge and skill on working with community based organizations like Idirs,...?
 1. Yes 2. No
148. IF yes, where did you get the knowledge and skill?
 1. Classroom teaching in AAU 4. Friends/Relatives
 2. Personal readings 5. Internship programs/Voluntary work
 3. Previous experience 6. Others _____

Gender Issues

149. Did you take course/s on gender issues?
 1. Yes 2. No
150. If yes , do you have the basic knowledge on basic gender concepts which includes
 1. Division of labor 4. Violence against women
 2. Control over resources 5. Others _____
 3. Decision making power
151. Do the courses include gender mainstreaming in programs and activities?
 1. Yes 2. No
152. Do you think gender has an impact on development of a country?
 1. Yes 2. No
153. If yes, why? _____
154. If no, why? _____
155. Does you education include gender and its impact on development?
 1. Yes 2. No
156. If yes, how? _____

HIV/AIDS

157. Did the course/s you take have a component on HIV/AIDS issues?
 1. Yes 2. No
158. Do you think you have the skill to work with people affected and infected with HIV/AIDS?
 1. Yes 2. No
- 159 If yes, where did you get the skill? _____

160. Do you think the above topics relevant if included in the curriculum?

1. Yes 2. No

161. If yes, how _____

162. If no, why? _____

163. Any comment on the above issues related to employers expectation:

CARRER DEVELOPMENT COPMETIECIES

Self knowledge (Who am I?)

164. Have you assessed your interest, skill and ability when joining the department?

1. Yes 2. No

165. Have you assessed your deficit while joining the department?

1. Yes 2. No

166. Have you discovered your personal interest and skills when choosing the departments?

1. Yes 2. No

167. Have you allowed others to make your career choice?

1. Yes 2. No

168. What do you want to achieve in life?

a. _____

b. _____

Educational and Occupational Exploration (Where am I going?)

169. Have you done any occupational exploration /Information regarding your field of study?

1. Yes 2. No

170. Do you know the employment trend in your field of study?

1. Yes 2. No

171. Do you know what qualifications are required for employment?

1. Yes 2. No

172. Do you know the job descriptions related to your occupations?

1. Yes 2. No

Career research

173. Did you have the chance /opportunity to compare your skill sets with those who are working in the same occupation?

1. Yes 2. No

Goals

174. What is your goal after graduation?

175. What will be your goal after 5 years?

Career Planning (How do I get there?)

176. Have you done action plan (could be formal or informal) regarding your future career?

1. Yes 2. No

177. Do you think you have the skill to evaluate work opportunities or options and make decision?

1. Yes 2. No

178. On what basis would you make the decisions, what criteria would you use?

- | | |
|--------------------------|-------------------|
| 1. Economic befits | 4. Future dreams |
| 2. Geographic preference | 5. Family demands |
| 3. Type of work | 6. Other _____ |

Job searching skills/Self marketing

179. Do you know where to go to look for job openings/Do you know possible employers?

1. Yes 2. No

180. If no, how do you plan to get a job?

- a. _____
b. _____

181. If yes, how do you plan to get a job?

1. Personal efforts (advertisements)
2. Through family/siblings/friends/relatives contact
3. Know someone (family/siblings/friends/relatives) who works possibly employing organization
4. Others _____

182. Do you know how to write a cover letter or application letter?

1. Yes 2. No

183. If no, how do you plan to write it?

- a. _____
b. _____

184. If yes, where did you get the skill?

- | | |
|--------------------------|-----------------|
| 1. From formal education | 4. From Friends |
| 2. Personal readings | 5. Others _____ |
| 3. From family/relatives | |

185. Do you know how to write a resume / curriculum vitae?

1. Yes 2. No

186. If no, how do you plan to write it?

- a. _____
b. _____

187. If yes, where did you get the skill?

- | | |
|--------------------------|-----------------|
| 1. From formal education | 4. From Friends |
| 2. Personal readings | 5. Others _____ |
| 3. From family/relatives | |

188. Do you know how to prepare for an interview / written exam?

1. Yes 2. No

189. If yes, how do you plan to prepare yourself?

- a. _____
b. _____

190. Do you have the basic computer skill?

1. Yes 2. No

191. Can you express yourself properly in English?

1. Yes 2. No

192. If there is a center which provide services mentioned above which one do you think are the most important ones? PRIORITIZE

1. Career/occupational information 3. Job searching
2. Career planning 4. Others _____

193. Have you heard of a career center before?

1. Yes 2. No

194. If there is one what would you expect from a career center?

- a. _____
b. _____

LEARNED COMPETENCIES

Do you have the following learned competencies?

1. I have tried it and I can do it 4. I have tried it but I cannot do it
2. I have tried it and I can somehow do it 5. I have never tried it so I don't know
3. I have never tried it but I feel I can do it

Planning and Organizational Skills

195. Follow up with others to evaluate progress of tasks _____
196. Conduct meetings _____
197. Motivate others on group projects _____
198. Facilitate brainstorming activities _____
199. Develop goals for group projects _____
200. Work effectively with group members _____
201. Identify tasks to be accomplished _____
202. Prioritize tasks _____
203. Facilitate discussions on planning processes _____
204. Give constructive feedback _____

Design and Planning Skills

205. Identify alternatives courses of action _____
206. Set realistic goals _____
207. Follow through with a plan or decision _____
208. Manage time effectively _____
209. Predict future trends and patterns _____
210. Accommodate multiple demands for commitment of time, energy, and resources _____
212. Assess needs _____
213. Make and keep a schedule _____
214. Set priorities _____

Decision-Making and/or Leadership Skills

215. Understand the steps involved with effective decision-making _____
216. Facilitate groups in the decision-making process _____

- 217. Implement sound decisions _____
- 218. Take responsibility for decisions _____
- 219. Evaluate the effects and effectiveness of a decision _____
- 220. Be able to make decisions without feeling pressured _____
- 221. Remain flexible with decisions _____
- 222. Explain to others unpopular decisions _____
- 223. Motivate others toward common goals _____
- 224. Use effective coaching-mentoring skills with peers _____
- 225. Evaluate situations to make decisions and solve problems _____

Management and Administration Skills

- 226. Analyze tasks _____
- 227. Identify people who can contribute to the solution of problem or task _____
- 228. Identify resource materials useful in the solution of a problem _____
- 229. Delegate responsibility for completion of a task _____
- 300. Motivate and lead people _____
- 301. Organize people and tasks to achieve specific goals _____

Financial Management Skills

- 302. Develop a budget estimating expenses and income _____
- 303. Justify the budget to others _____
- 304. Work within a budget _____
- 305. Keep accurate and complete financial records _____

Information Management Skills

- 306. Sort data and compile information _____
- 307. Maintain and record statistics _____
- 308. Compile and rank information _____
- 309. Apply information creatively to specific problems or tasks _____

Research and Investigation Skills

- 310. Conduct needs assessment _____
- 311. Use a variety of sources of information _____
- 312. Apply a variety of methods to test the validity of data _____
- 313. Identify problems and needs _____
- 314. Prioritize problems and needs _____
- 315. Analyze problems and needs _____
- 316. Identify information sources appropriate to special needs or problems _____
- 317. Formulate questions relevant to clarifying a particular problem, topic, or issue _____

Client Management and Relations

- 318. Recruit Clients _____
- 319. Coordinate counseling for clients _____
- 320. Client progress _____
- 321. Recognize client achievements _____
- 322. Conduct client survey _____
- 323. Maintain knowledge of potential clients, current client satisfaction _____
- 324. Build client relationships through effective exchange of information about _____

325. Client business objectives and college service delivery capability _____

Oral and Written Communication Skills

326. Organize and present ideas effectively for formal and spontaneous speeches _____

327. Effectively participate in group discussions _____

328. Prepare logically written materials _____

329. Listen carefully and respond to verbal and nonverbal messages _____

330. Respond appropriately to positive and negative feedback _____

331. Debate issues without being abrasive to others _____

332. Possess courteous telephone skills _____

Communication Skills

333. Give presentations _____

334. Listen with objectivity and paraphrase the content of a message _____

335. Use various forms and styles of written communication _____

336. Speak effectively to individuals and groups _____

337. Express one's needs, wants, opinions and preferences without offending
the sensitivities of others _____

338. Identify and communicate value judgments effectively _____

339. Convey a positive self image to others _____

340. Ability to listen and read instructions and then to carry out those instructions _____

341. Respond to instructions /comprehend what has been read _____

342. Utilize e mail _____

Teamwork and Teambuilding Skill

343. Motivate team members to work toward common goals _____

344. Understand strengths and weaknesses of members and use strengths
to build team development _____

345. Collaborate on projects _____

346. Support one another for reaching goals and accomplishments _____

Human Relations and Interpersonal Skills

347. Keep a group "on track" and moving toward the achievement of goal _____

348. Maintain group cooperation and support _____

349. Delegate tasks and responsibilities _____

350. Interact effectively with peers, superiors, and subordinates _____

351. Express one's feelings appropriately _____

352. Understand the feelings of others _____

353. Use argumentation techniques to persuade others _____

354. Make commitments to people _____

355. Be willing to take risks _____

356. Analyze behavior of self and others in group situations _____

357. Demonstrate effective social behavior in a variety of settings
and under different circumstances _____

358. Work under time and environmental pressures _____

Valuing Skills

359. Assess a course of action in terms of its long-range effects on the

- general human welfare _____
360. Make decisions that will maximize both individual and collective good _____
361. Identify one's values in relation to important life decisions _____

Critical Thinking, Problem-Solving and Conflict Resolution Skills

362. Anticipate problem before they occur _____
363. Define the problem and identify possible/apparent causes _____
364. Identify possible alternative solutions and select the most appropriate ones _____
365. Facilitate group members in identifying and valuating possible solutions _____
366. Develop plans to implement solutions _____
367. Handle several problems at one time _____
368. Understand the steps involved with critical thinking _____
369. Recognize if a problem needs to be addressed _____

Critical Thinking Skills

370. Identify quickly and accurately the critical issues when making a decision or solving a problem _____
371. Identify reasonable criteria for assessing the value or appropriateness of an action or behavior _____
372. Adapt one's concepts and behavior to changing conventions and norms _____
373. Create innovative solutions to complex problems _____
374. Analyze the interrelationships of events and ideas from several perspectives _____

Ethics and Tolerance Skills

375. Define and explain ethical behavior _____
376. Practice ethical behavior in difficult situations _____
377. Accept others' opinions and actions in a non-judgmental way _____
378. Interact with and appreciate people from diverse cultural, social, and religious backgrounds _____
379. Interact with and appreciate physically or mentally challenged individuals _____
380. Interact with and appreciate people who are in disadvantaged situation _____

Personal and Professional Management Skills

381. Work effectively under pressure _____
382. Manage time and stress effectively _____
383. Ability to set goals and priorities in work _____
384. Seek additional opportunities for professional development _____
385. Regularly participate in a healthy combination of activities for stress management _____
386. Evaluate personal and professional strengths and weaknesses _____
387. Take initiative in job related duties _____

Personal and Career Development Skill/ Self-directed and continuous learning

388. Analyze and learn from life experiences-both one's own and others _____
389. Relate the skills developed in one environment (school, for instance) to the requirements of another environment (work) _____
390. Match knowledge about one's own characteristics and abilities to information about job or career opportunities _____

391. Identify, describe, and assess the relative importance of one's needs, values, interest, strengths, and weaknesses _____
392. Develop personal growth goals that are motivating _____
393. Identify and describe skill acquired through formal education and general life experiences _____
394. Identify one's own strengths and weaknesses _____
395. Accept and learn from negative criticism _____
396. Generate trust and confidence in others _____
397. Take risks _____
398. Accepts the consequences of one's actions _____
399. Market oneself to prospective employers _____

Professional Development

400. Research, develop, and implement plan for your continuing professional development _____
401. Read broadly, remaining aware of events affecting personal and professional goals _____
402. Attend conferences and training programs relevant to personal and professional goals _____
403. Participate in professional training programs relevant to personal and professional goals _____
404. Pursue advanced degrees and professional certification/licensure _____
405. Are you a member of any professional association?
1. Yes 2. No
406. If no, why?
1. I don't know any professional association.
2. I don't see the importance
3. Others _____
407. If yes, what professional association?
1. ESSSWA 2. Psychologist Association 3. Others _____

COMMENT:

Declaration Letter

I, Emebet Mulugeta, confirm by my signature that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have duly acknowledged.

Student Name: Emebet Mulugeta

Signature _____

Advisor's Name: Alice K. Jhonson

Signature _____