

TNP III, version 4

Beslut dig for, om du vil bruge s eller z. Briterne foretrækker s, amerikanerne bruger z. F.eks. "organization", "localization", "formalize".

Brug HE eller H.E.

Brug MA (britisk) eller M.A.

Brug BA (britisk) eller B.A.

Brug etc eller etc.

Brug e.g. eller eg

Brug co-operation eller cooperation

Jeg har rettet local til regional de fleste steder — prøv at se, om det er helt i skoven

Normalt skriver man tal op til 100 med bogstaver i en tekst — undtagen hvor der skal lægges vægt på tallet.

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National Report: Thematic Network Project

In the Area of Languages III

Subproject one: Languages for the language-related industries and professions

National Rapport: Denmark

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Part I: Status quo

Preamble:

The labour market

The Danish labour market is characterized by a very large amount of small and medium-sized companies (SMEs). In contrast to the Euro-Stat definition of small and ~~medium-sized~~ medium-sized companies (max. 249 full-time employees), Danish Statistics operate with a maximum of 99 full-time employees. Approximately 98 - 99% of Danish companies belong to this category, which employs roughly 38% of the total work force. ~~Further~~ Furthermore, recent surveys indicate that small and ~~medium-sized~~ medium-sized companies generate approx. 35% of the total national export with companies of 1- 49 showing the fastest growth rate in the private sector.

From an employment point of view, studies and surveys of the employability of the academic work force in general have pointed to small and medium-sized companies as the most important group of *potential* employers for academics, despite the fact that Danish SMEs are reluctant to employ university graduates. Traditionally, most academics have been employed by major national or international companies or by the public sector.

Surveys and ~~s~~Statistics

The surveys and statistics referred to in this paper ~~have been were~~ conducted at different levels and for somewhat different purposes. Some surveys on the employability of graduates refer to the entire group of academics, others to graduates from the humanities, and others again specifically to language graduates. Although the surveys are not directly comparable in all areas, they all contribute to the purpose of this paper ~~as since~~ some of the general points made in the national surveys also apply to language graduates. The surveys referred to have been commissioned by a.o. the Ministry of Science, Technology and Innovation, Danish universities, the Confederation of Danish Industries, individually or in ~~colla~~ colla ~~re~~ re ~~collaboration~~. Surveys on the employability of language graduates exist primarily at ~~local a regional~~ local a regional level, often undertaken by ~~local regional~~ local regional universities.

The surveys fall into 4 main groups

- 1: National surveys of *the general employability of academics*, especially in relation to the private sector, undertaken by a.o the Ministry of Science, Technology and Innovation in March 2003. A similar survey was published in October 2003.
- 2: National surveys of *the employability of graduates from the humanities* (incl. language graduates) especially in relation to the private sector. ~~A major study.~~ The latest survey was published in April 2004, undertaken by xxxxxx
- 3: ~~Local-Regional~~ Local-Regional surveys of *the employability of language graduates* especially in relation to the private sector published in 2002.

4: One language-specific *national evaluation study of German* as taught at Danish universities. The study focuses on the quality of the study programmes and on [the](#) employability of graduates as seen by the public and private sectors. [This study was published in 2003.](#)

Statistics

The statistics referred to in section I.2 (Language-graduate employment in the language-related professions: status quo) are not directly comparable, since they are structured according to different principles and categories. Thus statistics on university language graduates are structured according to language, e.g. Anglo-Germanic, [RomanRomance](#), Slavonic etc, while the statistics on language graduates from business schools are structured according to types of job profile.

The statistics on the employment of university language graduates were presented in 2003 by ~~the~~ Union of Danish University Graduates from the Humanities² (Dansk Magisterforening) on the basis of input from Danish statistics 2002. These statistics include all university graduates, union or non-union members alike.

The statistics on the employment of language graduates from business schools are not normally accessible to the public but have been made available especially for this study by courtesy of their union, ~~Language and Communication,~~² in March 2004. The vast majority of business school graduates are members of ~~this~~ union. However, a few business school language graduates, especially those employed within [the](#) ~~teaching~~ [profession](#), may be members of other unions. Statistics on the very small group of ~~language~~ graduates who operate as free agents are not available.

I.1: Overview of the present situation of language-related industries and professions in the national labour market

Language training at the level of higher education takes place at either universities or business schools with English as the dominant foreign modern language followed by German and [RomanRomance](#) languages (mainly French and ~~Spanish~~) and Slavonic languages. While universities till the early 1990s almost exclusively targeted their students to take up professions within the government and public sector, primarily upper~~secondary~~[school](#) teaching, language

graduates from business schools were targeted towards language-related professions within the private sector. University curricula traditionally concentrated on language, literature and socio-cultural factors (-see TNPII), while business schools curricula focused on translation, interpretation and terminology in a business context.

Due to changes in the political environment and the high level of unemployment especially among new graduates, a new and much debated university act was implemented in 2003 to further the interaction between higher education institutions and the national labour market. The ~~u~~University ~~a~~Act of 2003 emphasises the need for a much closer ~~cooperation~~co-operation between research, curricula development and the labour market, introducing a.o. external boards of directors into the management of universities. Following the 3+2 structure of the Bologna declaration, the new ~~U~~university ~~A~~act of 2003 stresses the need for a higher degree of flexibility and modular structures in curricula as well as the need for an increased focus on career- and- job profiles in teaching and research.

I.1.1.: Language-related industries and activities present at the national level: Type and ~~organisation~~organisation

Over the past few years, the traditional job profiles of the two types of language graduates (~~u~~Universities and ~~B~~business schools) ~~have~~s undergone ~~a~~ substantial change to adapt to changes in the labour market. Due to the high level of unemployment, young university graduates no longer see themselves as targeted solely for language training and teaching jobs within the public sector, and business schools graduates supplement their language expertise with extra-linguistic competences in e.g communication, intercultural studies, computer science, European studies etc. to adapt to the changing demands of the labour market, see I.1.2

I.1.1.1. ~~The~~ Pprivate sector

Language graduates from universities:

Approx 26% of language graduates are employed in the private sector, especially ~~with~~in the service industries. Some language graduates are employed as editors, technical writers, documentation

specialists or localization ~~(hvad er det??)~~ experts, while others find employment as e.g. Human Resource officers or communication managers. For details on languages, type of employment and factual numbers of graduates see 1.2.

Language graduates from business schools:

Contrary to university graduates, business school language graduates have always been targeted towards the private sector, which is, to a certain degree, as yet is still more comfortable with business school graduates. Business school graduates have traditionally been responsible for business correspondence, translation, interpretation, some secretarial functions as well as independent case work at various levels. Business school graduates are also employed as e.g. technical writers and documentation specialists and localization experts.

1.1.1.2. Government and Public service

As mentioned above, language graduates from universities are traditionally employed within the framework of the public sector, especially teaching at~~within~~ upper-secondary level teaching schools ~~(gymnasium) (entat) or and at~~ graduate level teaching ~~(universities) (flertal)~~. Thus 75% , -or an overwhelming ~~total~~ majority of language graduates from universities are still employed at various levels of the teaching professions or in various kinds of public service, see I.2 for specific data.

A few business school graduates are employed in government and public service working as specialist translators and interpreters e.g. in ministries or government offices. Also, some business school language graduates are employed in secondary teaching.

I.1.2 Language-related professions

The ~~D~~ distinction between I.1.2.1 and I.1.2.2 becomes blurred as technical writers, editors, and terminologists may perform some degree of non-language related functions.

1.1.2.1 "Pure-play" language-related professions (e.g. translator, interpreter, technical writer, language-learning materials writer and editor etc)

For university graduates especially, language teaching represents a very important part of -the “pure-play” language—related professions. ~~The The t~~Teaching ~~of of~~ foreign languages may take place both in the public sector and in the private sector.

As concerns “pure-play” language functions, surveys indicate that business school graduates are preferred in the private sector due to their knowledge of business correspondence, ~~and~~ business genres ~~ands well as specialized~~ terminology.

Typical “pure-play” language-related jobs: teacher in secondary education or higher education, translator, interpreter, terminologist ~~(business school graduates only)~~, specialized in legal, technical or economic terminology (business school graduates only).

1.1.2.2 “Ancillary language-related professions (e.g. export assistant, multilingual web-site manager, jobs in international publishing etc.)

~~Type of organizations:~~

~~Ancillary language-related professions are typically found in the private sector~~Typically ~~the private sector~~, e.g. in publishing, media, banks, service- and production companies, international engineering companies, information technology providers etc. :

Surveys indicate that small and medium-sized enterprises (+99max. 99) often prefer a combination of qualifications, e.g. one or two foreign languages and communication, foreign languages and IT competences etc.

Typical ancillary language-related job profiles are: Editor, consultant, language coordinator, export assistant, marketing assistant, sales assistant, Human Resource officer, website manager, localization expert, personal assistant to C.E.O.s, independent case worker, language quality manager, documentation specialist, information officer (often in direct competition with journalists), media officer, data manager etc.

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I.2 Language graduate employment in the language-related professions: status quo (if existing data available)

Not all surveys and data on language graduates are comparable, since language graduates from universities and language graduates from business schools are registered as [two](#) different groups, please see comments on data and statistics in preamble.

While university graduates traditionally apply for jobs in the public sector, primarily within the field of secondary language teaching or research, business schools language graduates are targeted towards the private sector. In terms of registration, university graduates and business graduates are treated as [two](#) separate groups as pointed out in the preamble. Hence the statistics referred to below are not directly comparable e.g. when it comes to the level of detail in the registration of specific job profiles. Also, ~~the~~ statistics on university graduates operate with specific language groups, e.g. Anglo-Germanic, [RomanRomance](#) etc, which ~~the~~ statistics on business graduates do not. ~~Further~~[Furthermore](#), the (limited) number of language graduates operating as part-time or full-time freelancers or free agents is difficult to estimate.

Official government statistics, based on the total number of registered language graduates from universities, show the following figures for university language graduates employed [respectively](#) in the public and private sector [respectively](#). These data do not include language graduates from business schools. [Please note that the very small numbers of language graduates in Japanese, Chinese, Arabic, Greek etc. are not included in the statistics.](#)

Total number of university language graduates N = 4765

Public sector employment: university language graduates

* Anglo-Germanic languages, n = 3066

Teaching (primarily upper secondary level):	2117
Government institutions:	188

* [RomanRomance](#) languages: n = 1440

Teaching (primarily upper secondary level):	921
Government institutions:	124

* Slavonic languages n = 259

Teaching:	125
Government institutions:	44

Private sector employment: University language graduates

- Publishing and media: Anglo-Germanic languages 90, [RomanRomance](#) languages 55, Slavonic languages -12
- Telecommunication: Anglo-Germanic languages 33, [RomanRomance](#) languages 19, Slavonic languages 3
- Banks, service industries, Information Technology: Anglo Germanic languages 332, [RomanRomance](#) languages 161, Slavonic languages 32
- ~~Organization~~[Organisation](#)s: Anglo-Germanic languages 68, [RomanRomance](#) languages 37, Slavonic languages 11
- Industry: Anglo-Germanic languages 58, [RomanRomance](#) languages 28, Slavonic languages 10
- Others: Anglo-Germanic languages 180, [RomanRomance](#) languages 95, Slavonic languages 22

Business school graduates

The data on the jobs and careers of business school graduates have been supplied by courtesy of their union, ["Language and Communication"](#), in March 2004. The vast majority of business school graduates are members of this union and are traditionally employed in the private sector. As concerns type of employment and level of education, these statistics present a more detailed picture than the statistics on university language graduates as actual job titles have been registered. Please note that the limited number of business school language graduates employed in secondary teaching and research may be due to the fact that graduates within the teaching professions may be registered in other unions.

[Statistics do not offer an estimate of the \(limited\) number of self employed business school language graduates or those operating as free agents.](#)

Total number of union-registered language graduates from business schools, N = 4675

The statistics on business school language graduates operate with 8 main job profiles, of which profiles 1-7 are orientated towards the private sector.

Private sector employment: Business school language graduates

Group 1: Positions below level of actual training, e.g. book keeping, shop assistant, cashier

n = 362

Group 2: Traditional business communication, written and oral, in Danish and foreign languages, some secretarial functions, e.g. technical secretary, sales secretary, department assistant, claims assistant, booking assistant, etc

n = 1710

Group 3: Some secretarial functions, some degree of individual case work in specific areas, e.g. sales and marketing assistant, documentation assistant, logistics assistant, project assistant, sales supporter, IT support, customer support assistant

n = 731

Group 4: Top-level executive secretaries and personal assistants to C.E.O.s or management groups with a high degree of personal responsibility and a relatively high degree of individual case work. This group often handles confidential and delicate matters. Communication in foreign languages is normally included as part of the total job profile. E.g. Chief executive assistant, -personal assistant, board of directors' assistant, data management assistant, business unit chief assistant

n = 542

Group 5: High level consultants and coordinators with a high degree of individual case work, language proficiency at [an](#) expert level often in combination with sales & marketing, [i](#)nformation technology, and ~~organization~~[organisation](#)al or Human Resource competences, e.g. assistant coordinator, information coordinator, sales coordinator, communications coordinator, systems coordinator, knowledge management coordinator, web master, [W](#)web content supervisor, quality assurance consultant, plant controller

n = 581

GGGroup 6: -Translators and interpreters, often experts in e.g. legal or technical terminology. Some may be employed in state and government [institutions](#). Some translators and interpreters are organized in a small union exclusively for translators and interpreters (not included in the present study). Job profiles: “[pure-play](#)” language functions in translating and interpreting, e.g. legal and technical translation. Other job profiles: foreign language editor, language coordinator, language quality controller, documentation specialist

n = 309

Group 7: Management positions: e.g. project manager, section manager, supervisor, communications manager, sales manager, marketing manager, operations manager, administrative manager, - product manager, Human **R**esource manager, corporate communications manager

n = 336

Public sector employment: business school language graduates

Group 8: Teaching and research. Please note that some business school language graduates may be organized in various teachers’ unions.

Job profiles: e.g. Teaching in [within](#)-secondary education, teaching within [HEH.E](#) institutions, teaching within general education, [or](#) research.

n = 104

I.3 New developments and new professional demands in the language and language-related industries

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Overall, studies and surveys indicate that the demand for “[pure-play](#)” language specialists is diminishing, esp. within the private sector. Depending, of course, on the actual job profile, generalist competences and language-related competences are considered increasingly important by representatives from the private sector. Also, it is worth noticing that personal competences and

social skills are becoming increasingly important. Thus a national study on academics in the private sector undertaken in 2003 by the Danish Service Industries concludes that the professional match need only be 80% but the personal match must be 100%.

I.3.1 The impact of European integration and of globalisation: new directions, re-organisations

For businesses and organisations, globalisation and integration have resulted in an increased level of activity in international markets. As far as trade and industry are concerned, this development traditionally favours language graduates from business schools.

Globalisation has resulted in businesses and organisations- requiring a range of new, supplementary competences within e.g. intercultural communication, intercultural teamwork, negotiation skills, the use of especially English as a lingua franca, communication skills, skills in information technology, etc. The impact of this development on language-related job profiles is listed in I.3.2.

The growing tendency of many Danish companies to outsource their production, especially to countries in ~~what was formerly referred to as~~ Eastern Europe or to Asian countries may eventually lead to a demand for new language-profiles, although English is considered a global lingua franca. The foreign language most widely taught and used foreign language in a Danish context is English, with German, Spanish or French as a second foreign language in secondary education. Slavonic languages, ~~Russian (det er også slavisk!)~~, Italian, Chinese and Japanese and a number of other languages are taught at university level to a limited number of students. (+ uendeligt mange flere sprog)

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I.3.2 New professional demands and professional profiles in the language-related professions

I.3.2.1 Communications from international organisations

Depending on the language policies chosen, the inclusion of new members into the European Union will lead to demands for language specialists in languages not normally taught at Danish HEH.E. institutions.

I.3.2.2 Communications from (national) employers' ~~organisations~~ organisations and other ~~organisations~~ organisations

Surveys and interviews from 2002, 2003 and 2004 highlight the following set of required competences seen from the employers' and other ~~organisations~~ organisations' point of view.

Language and work-related competences ~~ANGUAGE AND WORK-RELATED COMPETENCES~~
required by employers:

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* ~~foreign~~ foreign-language competences

Respondents from the business world stress the need for a high degree of fluency especially in written language as translation is still an important aspect for many companies. Language graduates from business schools are generally preferred as they are familiar with special terminology yies, e.g. legal, technical and economic terminology iesy.

* ~~language~~ language proficiency, oral and written

* intercultural competences, ability to improve intercultural communication in a business context

* writing and communication skills, e.g.

~~e.g.~~ writing and editing texts for different media in the national and a foreign language

* professional and practical competences, e.g. ability to share knowledge, ability to translate theory into practice

* ~~e~~ eCompetences in general information technology as well as competences within special areas, e.g. technology-~~assisted~~ assisted translation

* general Internet competences, finding valid information on the Internet

Additional NEW CO ~~competences required by~~ ~~MPETENCES~~ ~~MOST WANTED~~

COMPETENCES ~~Employers:~~

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* understanding of the business world:

This point is made by employers in all surveys, whether national or ~~local~~regional. Employers find that university graduates in general lack an understanding of the conditions of the business world e.g. ~~B~~ottom-line ~~thinking~~awareness, an understanding of profit, respect for deadlines, the necessity of fast here-and-now decisions etc. ~~are points that employers find generally lacking in university academics~~

* personal competences. The increased focus on the personal competences of potential employees is reflected in the list below. Again, both ~~local~~regional and national surveys stress the importance of the personal competences and social skills of the employee. To a certain degree, professional competences can be taught by the employer. Personal competences, on the other hand, are a different matter. The most frequently listed personal competences are:

- enthusiasm
- flexibility
- team player, team spirit
- systematic, structured personality
- willingness to life-long learning
- ~~result~~-focused on results

1.3.2.3 Results of local/regional/national surveys

A national survey on the employability of university academics in general points out that to some degree language graduates ~~to some degree~~ compete with other types of graduates, e.g. those with other degrees in the humanities or with journalists, who also possess a set of general academic competences in combination with a knowledge of ~~the~~ information technology, culture and communication, and the media. In other words, the ancillary part of the language—related job profiles is not necessarily bound to language competences.

In support of this point, regional surveys of language graduates in English, German and French undertaken by ~~two~~local-regional Danish universities (Roskilde and Aalborg) indicate that some language graduates in the private sector find little use for their specific language—orientated competences, but-and rely on general academic or information technology competences only.

1.3.2.4 Outcomes of academic studies and research

Small and ~~medium-sized~~medium-sized enterprises have been identified as having the most powerful growth potential in the Danish business world. Also, small and ~~medium-sized~~medium-sized enterprises have no tradition for employing academics and are generally sceptical towards academics. There has been no research identified on how to integrate language graduates into SMEs, although the integration of academics in general into SMEs is the object of some studies and research referred to in this project.

1.3.2.5 Results and outcomes of TNP3 survey

~~Not to appear till~~

In preparation.

I.4 Contacts and co-operation between the language and language-related industries and HE institutions

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One of the main purposes of the University Act of 2003 is to secure an increased ~~cooperation~~co-operation between higher education institutions and the private sector in terms of the development of collaborative study programmes and research programmes. The problem of massive unemployment amongst certain groups of academics (for new graduates from the humanities up to 33%) can only be solved by creating jobs in the private sector.

Increased focus on flexibility, cross-disciplinary study programmes mixing e.g. language and economics and periods of study practice in the private sector as promoted by the University Act of 2003 are some of the ways to help secure the future employability of academics.

I.4.1 Through international ~~organisations~~organisations

Increased focus on establishing integrated study periods or trainee positions for students. For language students few such possibilities exist at present.

I.4.2 Through professional associations at the national or regional level

Conferences, meetings or networks involving representatives from professional associations and representatives from higher education help provide a forum for discussion. At present, ~~XX is a~~ forum or network ~~exists for~~ network of terminologists from the private sector and representatives from higher education institutions.

I.4.3 Through direct co-operation between HE institutions or departments and industry partners, regional or local training schemes, course-related work placements, etc. or other

Direct ~~co-operation~~ co-operation at this level may take place in connection with e.g. certain kinds of exams. Some language ~~institutes~~ departments, for instance, e.g. collaborate occasionally with industry ~~iesy~~ partners and arrange for students to write their M.A./MA or B.A./BA thesis as a kind of problem solving for a private company. Typical examples are: language data-bases and terminology data-bases.

I.5 Impact of language industry (~~had er det?~~) developments and new professional demands on existing HE language courses (status quo)

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I.5.1 Programmes and courses

Existing higher education language study programmes allow for both ~~specialists~~ and ~~generalists~~ approaches. Some programmes ~~mainly~~ cater mainly for the traditional, “pure-play” language professions such as language teachers, translators and interpreters, while others offer a combination of language and language-related competences in response to new professional demands, e.g. language and international marketing, language and communication, language and information technology, language and media, language and European studies etc.

I.5.2 Definitions of learning outcomes

As far as business schools are concerned, the vast majority of study guides at higher education level ~~offers~~ a list of competences and expected learning outcomes stressing the relevance of the individual programme in a job – and sketches a practice-related context within the private-business sector. As concerns universities, traditionally orientated towards teaching or research functions in

state and government, the translation of theoretical knowledge into business-related competences is still fairly new.

Study guides and study programmes which do not offer a list of expected learning outcomes are requested to do so in the near future in accordance with the new University law-Act of 2003.

I.5.3 Methods

In general, teaching methods in higher education are already undergoing important changes. While traditional class-room teaching and lectures still play an active part within some disciplines, supplementary methods are undertaken to encourage students to play a more active part in the teaching process and to train them for the conditions of the existing job market. SomeMany tests and exams may take the form of practice-related exercises as e.g. the construction of a data-base, pPower pPoint presentations of marketing or communication strategies, web writing and web design in relation to corporate identity, corporate communication etc. Likewise project work and team-based activities present an alternative to traditional methods of teaching.

FurtherFurthermore, individual or group-based student presentations, case-based discussions, individual or group exams, hands-on training, work-shops, synopsis presentations etc represent important elements of higher education teaching methodology.

I.5.4 Resources

As resources are scarce, higher education institutions are in the process of rethinking the traditional structure of language teaching and training. Traditionally, each individual language represents one organizationorganisation unit or department both in business schools and universities. However, in some cases, the smaller languages departments (e.g. German, French, Spanish and Italian) are involved in a reorganizationorganisation process in which e.g. theoretical and structural grammar is taught as a language-independent discipline common to all language students, to minimize teaching costs and to rethink traditional teaching methods, as in-is the case at the Aarhus School of Business. Other example of rethinking resources can be found at the Copenhagen Business School, which has recently established the cross-linguistic institute FIRST (French, Italian, Russian, Spanish, and German) to save resources and to unite forces in the area of languages with a relative small intake of students.

PART II: Needs and constraints

II.1 Improved co-operation between the language and language-related industries and HE institutions

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The implementation of the new University [Law Act](#) of 2003 and the introduction of a.o. external boards into the management of higher education institutions are expected to result in a general strengthening of the co-operation between higher education institutions and the labour market in general.

However, higher education institutions still face serious constraints especially at an ~~organization~~[organisational](#) and structural level. Curriculum innovation is a long-term activity which may require both time and funding as well as staff recruitment or re-training of staff before new ideas can be put into practice. ~~Further~~[Furthermore](#), curriculum innovations need to fit into an established ~~organization~~[organisational](#) context in which e.g. teaching hours and -semester plans need to be considered. Also, the need for increased flexibility -across universities and across disciplines as well as the introduction of new modular structures in curricula and study programmes represent a major practical challenge for higher education institutions as these changes may be difficult to implement over-night – or even within a time frame acceptable to the private sector not familiar with the [necessity-workings](#) of bureaucracy. Thus the *cultural differences* between the parties involved might represent a challenge not [to](#) be underestimated or overlooked.

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Other types of constraints can be identified. External factors such as geographical distances, demographic discrepancies or an uneven distribution of ~~-or~~ lack of ~~-~~ companies willing to take in student ‘practitioners’ may collide with some aspects of curriculum innovation and provide different conditions for the individual universities and business schools.

II.2 Identification of needs for curriculum innovation in response to new professional demands

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II.2.1 Programmes and courses

~~Local~~[Regional](#), language-specific surveys undertaken by Danish universities identify a range of needs for curriculum innovation. Although needs may [vary](#) from one language to another, the

following needs represent a high frequency on the needs list for both language graduates and employers. However, it is important to notice that some of the needs identified have already been implemented to a certain extent at most higher education ~~organisations~~ institutions in Denmark. However, few language courses contain the total number of needs identified. Also, the needs identified may depend on the individual combination of courses chosen by the individual student. Examples of needs identified:

- ~~I~~nformation Technology: structuring of databases, focused information seeking, IT presentation skills, and lay-out skills
- Text genres: Increased knowledge about genres, e.g. in connection with press releases, specific business genres (university graduates only), and writing for the web
- Journalistic competences, e.g. writing for different audiences, text editing in national and foreign languages
- ~~Organization~~Organisational competences, e.g. understanding the structure of an ~~organization~~organisation, understanding a business context, understanding business values and conditions, e.g. the importance of deadlines, ~~operational~~operational here and now solutions and the need for efficiency. This point is made by employers in all types of surveys on university graduates
- Communicative and social competences, e.g. teamwork, project work, ability to work under stress, ability to share knowledge, ability to work with non-academics
- Intercultural competences: working in international teams, international communication
- Pedagogical competences, e.g. knowledge sharing, working constructively in a non-academic context

In most of the surveys referred to in this project, employers mention *personal competences* as an extremely important factor when employing university graduates. Flexibility, openness, readiness to adapt to ~~organization~~organisational values and ~~organization~~organisational culture, stress handling, networking etc. are listed as important personal qualifications in this context. Higher education institutions may to a certain extent seek to incorporate these requirements into the structuring of study programmes and pedagogical practices such as project work and group presentations.

While most descriptions of study programmes offer a list of work-related competences gained from the specific programme or study, there is no tradition for listing the personal competences *personal*

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competences required on the part of the potential student. However, from Sep. 2004, the qualification profiles for language graduates enrolled at the Copenhagen Business School include a multifaceted list of competences: professional competences, general competences and *personal* competences.

II.2.2 Definition of learning outcomes

~~Where As concern~~ learning outcomes are concerned, both employers and employees stress that a direct, practical applicability of the disciplines and study programmes taught is essential. To some degree this point may collide with disciplines or parts of study programmes aimed at training students to undertake research at university level.

II.2.3 Methods

A variety of skills, e.g. concerning information technology and general presentation skills, are to be increasingly incorporated in the pedagogical process as standard requirements, e.g. presentations via ~~p~~Power ~~p~~Point or other programs.

~~Further~~Furthermore, higher education ~~organization~~organisations seek to incorporate realistic work-practise situations or work-related periods of study into their study programmes to facilitate the integration of theory and practice required by employers.

Personal, social, and communicative competences are strengthened by the increased focus on project work, study groups, workshops, group exams, while the ability to work under stress and within a limited time frame is tested e.g. by means of so-called 24-hours take-home exams in which the student is presented with a case or a problem to which he or she has to present a solution within 24 hours.

II.2.4 Resources

Cross-disciplinary teaching and increased use of information technology are essential factors in the HE world of constant cost cutting. When it comes to taking in students as trainees or practitioners, ~~Further~~Furthermore, the active participation of companies and ~~organization~~organisations ~~when itn~~ ~~comes to taking in students as trainees or practitioners~~ is essential for the implementation of the world of work into study programmes. In Denmark, there is no established tradition for companies

to take in language students as practitioners or trainees, ~~as this will often demands time and resources from the company in question.~~

II.3 Needs for future projects, studies and research

Formatiert: Schriftart: 12 Pt.

II.3.1. Needs for future projects, studies and research

Formatiert: Schriftart: 12 Pt.

II.3.1.1 Member state level

While ~~big major~~ companies of a certain size ~~traditionally~~ have traditionally employed academics for specific functions, primarily business schools graduates in economics or in foreign languages, national studies and surveys on university academics and their employability point to small and ~~medium-sized~~ medium-sized enterprises (SMEs) as a new market for academics in general.

In a Danish context this requires projects, studies and research of how to facilitate the integration of an academic culture into the culture of small and medium- sized enterprises, as SMEs have no tradition for employing academics. A national survey published in 2004 points out that 2 out of 3 major companies (100+) find it relevant to employ academics, as opposed to only 1 in every 10 for SMEs.

Danish studies of SMEs point to a dominant hands-on, here-and--now culture alien to academic theorizing, strategic planning and language policies. Surveys indicate, however, that the first academic employed in small and medium-sized enterprises becomes an important role model who may – or may not - help facilitate the future employment for other groups of academics in SMEs. The communicative skills and the personal and social competences of the individual academic are considered to play an important part in this process.

At member state level, the integration of academics into SMEs and other ~~organisations~~ organisations requires research on some of the following aspects relevant to language graduates:

- forms of short--term employment in a language--related context
- career paths in a language--related context-
- the effect of increased outsourcing in a language--related context, e.g. a need for linguistic competences in eastern European, Indian or Asian languages
- Free agents. Relevant aspects would include e.g.: How to operate as a free agent in a language context and how to rethink linguistic competences into a business context.

II.3.1.2 European level

Projects undertaken at a European level would need to secure a high degree of comparability between studies wherever possible. Also, research and study activities undertaken at a European level need to consider the role played by SMEs in a language context. ~~see as in~~ TNP3, subgroup 2.

II.3.2 Studies to be undertaken at

II.3.2.1 local/regional level (~~mener du begge??~~)

Studies are needed at a regional~~local~~ level to identify the ~~amount~~number of companies able to offer relevant study periods or trainee practices ~~serious to~~that are relevant for language students. ~~Further~~Furthermore, study programmes need to be very specific as regards the definition of work relevant competences in a language context. The degree to which individual companies are likely to fulfil the relevant criteria ~~are likely to will~~ vary across regions as companies with specific high-level language requirements are generally clustered around ~~the big~~ city regions, especially Copenhagen.

Formatiert: Englisch (Großbritannien)

II.3.2.2 Member state level

As above. See II.3.1.1 and II.3.2.1

II.3.2.3 European level

See II. 3.1.2

II. 3.3 Research to be undertaken at

II.3.3.1 Member state level

Same-considerations as for II.3.2.1. See also II.3.1.

II.3.3.2 European level

See II. 3.1.2

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Part III RECOMMANDATIONS

Formatiert: Schriftart: 12 Pt.

III.1 Recommendations: measures to be taken to bring about improved consultation and co-operation between higher education institutions and the world of work

As previously mentioned, a new and much debated university act is currently being implemented at Danish HE institutions. In the context of the TNP III project, and the relationship between HE institutions and the world of work, the new university law-act may become an important factor at the structural and political level as it aspires to bring together HE institutions, ~~and~~ HE programmes and the world of work ~~both~~-at a formal-~~and a structural-and practical~~ level.

It is important to bear in mind that some of the studies and surveys referred to in this study focus on the general employability of academics or graduates from the humanities (of which language graduates are a part), while other surveys focus specifically on language graduates. Consequently, some of the ~~comments and criticisms~~recommendations made by employers ~~in both types of surveys~~, e.g. that academics have -difficulty in keeping deadlines, demonstrate a lack of understanding of the business world, have problems with teamwork etc., reflect on the entire group of academics and may need to be incorporated at a general level in ~~most~~-academic study programmes.

Other recommendations to improve ~~cooperation~~co-operation between the academic scene and the world of work include:

- increased number of regular meetings between partners both in formal and informal settings in which ~~also~~-students should also be present,
- increased follow-up on career days, especially on the part of participating ~~organisations~~organisations and companies
- a higher degree of visibility, especially on the part of universities
- increased focus on competences and job profiles
- establishing a tradition for practice periods in a work-~~re~~-related context to connect theory and practice
- increased possibilities for cross-disciplinary studies
- increased focus on modularity and flexibility in study programmes
- introduction of academically trained teachers from the private sector into university study programmes

III.1.1 Measures to be taken at local/regional level

Recommendations at local /regional levels are identical to the measures identified at member state level, see below.

III.1.2 Measures to be taken at mMember State level

A national study of February 2004 suggests the following concrete measures be taken on the part of the 3-three main agents involved: The business world, the graduates, and the universities. It must be noted that the survey focuses on the general employability of university graduates from the humanities (including languages students and language graduates). However, minor, local-regional studies of language graduates point in the same direction, although they tend to be less specific. Graduates from business schools are not included in the survey.

The business world:

Recommendations regarding the future activities of the business world:

- Follow-up on career days. The meeting of companies and students at university career days should be followed up by the companies present at the occasion. Companies should invite interested graduates for follow-up information meetings within the company.
- Companies should facilitate the possibility for students to work in the company for a term
- Representatives from the business world to-should be employed as part-time, 'external' lecturers at HE institutions, securing that students gain an understanding of the conditions of the business world: the need for profit, decision-making under time pressure, concrete and realistic assignments, realistic expectations as concerns start salaries, etc
- Think in terms of project work, i.e. short term employment for graduates

Students and university graduates

The study recommends that university graduates:

- learn to think in terms of practical employability rather than in academic competences in a research context
- adjust their expectations jobwise and paywise as concerns their first job in the private sector
- demonstrate a genuine interest in the organizationorganisation and its values and activities when job hunting
- demonstrate a genuine interest in the job in question and make-look at the private sector as an active choice

Universities

The main point made by representatives from the business world is the need for a closer dialogue between universities and the private sector in general. Some of the activities and suggestions listed below are already in progress at both universities and business schools.

Suggestions:

- relate individual disciplines to the private sector
- initiate projects to be undertaken at a specific company. The company helps define relevant projects. Apart from reporting to the university and the company in question, the student should also report to other students on his/her experiences of the working conditions of the private sector
- closer ~~cooperation~~ co-operation between universities and experienced university graduates presently employed in the private sector
- increased implementation of study-periods in a practical, work-related context. Companies wish to take part in the selection of students working on their premises-
- formalized trainee programmes, depending on the resources and size of the company in question-
- no- introduction of economic compensation for students
- increased contact between students and the private sector, e.g. informal meetings, company presentations etc.

III.1.3 Measures to be taken at European level

At a European level, fora must be maintained to ensure ~~both~~ mutual inspiration as well as applicability and comparability of studies and research projects undertaken in the area of languages.

III.2 Recommendations: innovation in curriculum and methods

III.2.1 For language mediation industries (translation and interpreting, localiszation, sub-titling-ing.)

It is recommended that curricula and study programmes focus on how to increase the possibilities for periods of study practice of a qualifying and professional nature. In practise, this might pose difficulties as parts of the language mediation industries contain a number of free agents. As regards methods, hands-on training, work-related problem solving, the use of information technology are-is instrumental.

III.2.2 For multilingual communication and knowledge management (corporate communication, economic intelligence, public service communication)

The recommendations for curriculum innovation mirror the needs identified in section II.2.1. In the surveys referred to, all 3three parties: Hhigher education institutions, -representatives from the private sector, and the language graduates interviewed, stress the need for a higher degree of interdisciplinary studies combining e.g. language and economics, language and communication, language and project management, language and information technology, language and media, language and international marketing etc. It should be pointed out that this development is already reflected in some study programmes at both universities and business schools.

The focus on modularity and flexibility reflected in the University Act of 2003 is likely to increase the possibility of-for students to combine disciplines from different faculties and different universities in order to create a personal job profile in accordance with their individual interests. However, it should be pointed out that the different traditions relating to methodology in e.g. linguistic and economic disciplines may prove an interesting challenge both for students and university teachers if a wide range of cross-disciplinary combinations are to be opened for students.

III.2.3 For international commerce-related professions (export assistant etc)

As in III.2.2

Formatiert: Englisch (Großbritannien)

III.3 Recommendations for research

On the basis of local-regional and national surveys and in-depths interviews referred to in this sub-project, future research is needed in a variety of areas.

Language and the direct applicability of academic disciplines

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Respondents from the business world, employers as well as employees, stress the need for a high degree of interdisciplinarity and flexibility both for language graduates and for graduates from the humanities in general. From the employers' point of view, a clearer focus on the direct applicability of disciplines taught is needed. Thus research on the applicability of theoretical knowledge into the practical world of business might ease the employability of both language graduates as well as and academics as a whole in general.

Language and entrepreneurship

~~Further~~ Furthermore, increased focus on the availability and implementation of alternative career paths, e.g. part-time jobs, temporary project employment, free-lancing or the establishing of language service centres, might encourage language graduates to see new possibilities or enable them to set up small (hvorför små??) enterprises offering language and communication competences. National studies of entrepreneurship conclude that Danes generally, and academics especially, lack the spirit of entrepreneurship and that – in comparison to other countries - very few Danish academics even consider starting their own businesses.

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Language and quality control of practice periods

The increased focus on flexibility, modularity and periods of practice in a work related context presents a major challenge for higher education institutions as concerns quality control and quality assurance of the practical competences of the individual language graduate. The translation of visions and good intentions into concrete reality may prove difficult and time consuming when it comes to such practical matters as securing the quality and relevance of practice periods in study programmes over time. First, a certain amount of comparability between individual practice periods will be needed to secure that each language student is evaluated according to the same rules examinationwise. Second, the frequent ~~organization~~ organisational changes in the private sector may easily affect the conditions of the frame work established for periods of practice.

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Language and outsourcing

Also, the estimated impact of outsourcing on future language requirements may become an important factor for higher education ~~organizations~~ institutions. Will -English hold the fort as a global lingua franca or will a knowledge of other cultures and languages, e.g. Slavonic languages, Chinese or Indian, become increasingly relevant in a fragmented international business world in

Formatiert: Schriftart: Kursiv

which soft-ware may be developed in India, hard-ware produced in China, while sale and marketing ~~is-are~~ located in Europe?

Image of language studies

Formatiert: Schriftart: Kursiv

Finally, future research may ~~need considto er to~~ take into account the dreams and expectations of young people and consider what constitutes their choice of study. What is the stuff that dreams are made of for students and tomorrow's² work force? In a Danish context at least, traditional linear logic and causal thinking are challenged by students who also seek values outside a strictly utilitarian perspective. The possibilities ~~for-of~~ self-realisation and personal development may be counterproductive to common sense, job security and pension schemes. At Danish universities, language studies are less attractive than e.g. art history, psychology and architecture, which top the unemployment list. The need to integrate this point in research and discussions on tomorrow's work force and the programmes of higher education ~~organizations-institutions~~ was argued at a conference on young people and their expectations of the future at the University of Roskilde in 2003.

Annexes

A: Examples of good practice

~~The T~~raditions for integrating periods of study practice in the private sector is a long-established practice at the University of Aalborg.

The importance of profiling other languages than English has resulted in the establishing of FIRST (French, Italian, Russian, Spanish and German) at ~~T~~he Copenhagen Business School. By establishing one institute for 'minor' foreign languages a number of synergy effects are achieved especially as concerns marketing activities, as some employers have difficulties in seeing the need for ~~-other~~ foreign languages than English.

A combination of language studies and communication studies, e.g. language and communication, ~~or~~ language and intercultural market communication, ~~hasve~~ already been established e.g. at the business schools in Copenhagen and Aarhus.

The possibility to combine language studies with ~~different-various~~ types of information technology and programming exists in various forms at business schools and universities, e.g. as in the cand.-it.

study programmes in which a number of ~~HE-E~~ institutions join forces to offer graduates at BA level an MA study programme solely in IT-related disciplines.

As from Sep. 2004 the University of Southern Denmark offers BA graduates studies at the MA level in web communication.

B. Links and useful addresses

~~(hvorfør UNEV, der drejer sig om efter- og videreuddannelse?? Det har du ikke været inde på i dit papir. Måske skulle du understrege, at sitet ikke drejer sig om ordinære uddannelser)~~
www.UNEV.dk

Formatiert: Schriftart: 12 Pt., Englisch (Großbritannien)

Feldfunktion geändert

UNEV.dk [Continuing Education at Danish Universities – a Virtual Approach] was founded in November 2003, financed by the Ministry of Science, Technology and Research ~~(Udvikling)~~. ~~Despite the fact that it offers no formal education, the site is included to provide an example of the dialogue between universities and the world of work.~~ All Danish Universities (12) take part in the activities of UNEV.dk. An important part of the UNEV.dk vision consists in linking the development of high-level university competences to new types of learning and to present this in an virtual frame work, relevant to the world of work. The interplay between training/education, pedagogy, communication and IT plays an important part in the UNEV.dk profile.

The ~~UNEV~~IV.dk platform accesses information about e.g.:

- long-term and short-term training courses in a university context
- how to establish contact between university specialists and ~~organization~~organisations or private companies
- the latest research into the applicability of e-learning
- online dialogues between interested parties

UNEVIV.dk is currently (March 2004) conducting a study of ‘attitudes, expectations and demands concerning training and education’ to set up a clearer picture of the need for competences and skills.

www.danskhandelogservic.dk

Feldfunktion geändert

Studies, articles, comments on academics, academic competences, universities, study programmes and the needs of the private sector, especially ~~the those of the~~ commerce and service industries.

Dansk Handel og Service (~~oversæt navnet~~) has participated in the studies listed under references.

www.di.dk

Feldfunktion geändert

Comments, articles, resumes, press releases, reports on the relationship between universities and the private sector as seen by ~~the organization~~[organisation of Danish Industries](#), which has also participated in studies listed.

www.cbs.dk

Feldfunktion geändert

[Website for the Copenhagen Business School.](#)

www.asb.dk

Feldfunktion geändert

[Website for the Aarhus School of Business.](#)

www.aau.dk

Feldfunktion geändert

[Website for the University of Aarhus](#)

www.ku.dk

Feldfunktion geändert

[Website for the University of Copenhagen](#)

www.sdu.dk

Feldfunktion geändert

[Website for the University of Southern Denmark](#)

www.auc.dk

Feldfunktion geändert

[Website for the University of Aalborg](#)

www.ruc.dk

Feldfunktion geändert

[Website for the University of Roskilde](#)

C: interesting job profiles

Formatiert: Schriftart: Fett

Photocopies will be supplied

C: interesting job profiles, e.g on websites, papers

~~Photocopies will be attached.~~

Formatiert: Englisch (Großbritannien)

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UNEV.dk

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Statistikoplysninger fra Forbundet KØmmuniation og sprog, 2004

Kvalifikationsprofiler for kandidatuddannelserne i erhvervsprog, CBS gældende fra 2004

SDU—do IT og webkom, fra 2004

EVA : Danmarks evalueringsinstitut: Evaluering af de humanistiske tyskuddanneleser, 2003

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Formatiert: Tabstopps: 14,6 cm, Links

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