FUTURE-READY REPORT 2018/19
Organisational & Personal Growth
For The New Economy
Director’s Message

Dear Students and Partners,

Welcome to our 2nd Future-ready Report!

As global competition heats up and emerging technology disrupts industries, there is a need to groom professionals who can thrive in these complex work environments. Today, there is a pressing need to embrace lifelong learning, as well as adapt and be agile in an ever-changing economy.

At CFG, we serve as a hub of connectivity, supporting the talent acquisition needs of industry partners whilst nurturing our fresh graduates to be ready for the workforce of the future. We engage with students and employers on a daily basis, listening to their concerns, challenges and aspirations. This allows us to understand the evolving needs of the new economy and start meaningful discussions on how to support growth together.

In this second edition of the Future-ready Report, we set out to explore what employers, students and working professionals can do to maximise both organisational and personal growth in the new economy.

Through this report, stakeholders may get a better sense of key workplace culture factors that can attract, retain and motivate millennial talents; as well as the essential future-ready skills which any individual can hone, by leveraging on a growth mindset.

We hope that readers can critique, apply or build upon the knowledge which we have collated, so as to create better value for their customers or service to the public; and ultimately make a positive impact on our community and society.

We would like to thank all contributors — from students and alumni to industry partners and faculty professors — who generously shared their valuable time and insights, without which this report would not be possible.

Our best to you,

JOAN TAY

JOAN TAY
Director of the Centre for Future-ready Graduates
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A Culture of Growth

By: Alvin Low and Joanne Chua
Millennials, widely defined as anyone born between 1981 and 1996, will comprise three-quarters of the global workforce by 2025. In Singapore, millennials already make up 22% of the resident population and form the largest generation of workers comprising 1.2 million individuals.

### TIDE OF THE MILLENNIALS

A younger workforce brings with it dynamic ideas and invigorating energy to the workplace which help organisations to thrive in the volatile, uncertain, complex, and ambiguous (VUCA) marketplace. However, millennials typically hold higher expectations of their employers. A Gallup poll in 2016 found that millennials were the most likely generation to switch jobs, with 60% of them open to a new opportunity at any one time. In Deloitte’s Global 2018 Millennial Survey which polled 10,455 millennials across 36 countries, 44% of respondents reported that they expected to leave their current employer within 2 years if another opportunity arose.

With employee disengagement and high turnover in this millennial generation coming at a hefty cost to organisations, the challenge for employers is twofold: First, organisations need to consider how the future of work will impact their business strategy, and then align their talent development strategy accordingly. Second, organisations need to improve their workplace culture in order to attract, engage, and retain millennial talent in a meaningful way.

### THE FUTURE OF WORK

The future of work in the 4th industrial revolution will be ‘fluid and boundary-less’, where individuals transition between employment, studying or upgrading their skillsets, taking a vacation or sabbatical, and even running their own businesses.

Staying at a job for a long time may not be in line with their family and lifestyle goals; and organisations have to adapt to this change.

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**– Associate Professor Song Zhaoli, NUS Business School**

In an independent research study conducted in 2017 and commissioned by global recruiting firm Robert Half, the top three qualities brought to the workplace by millennials were found to be: a greater emphasis on soft skills (according to 57% of respondents), increased flexibility (48%), and an increased emphasis on collaboration and transparency (44%).

“"In terms of attracting and retaining top millennial talent, employers will need to adapt — and fast. Millennials thrive in a flexible and transparent workplace, and remuneration is not always their top priority, so employers will need to adjust their hiring practices and tailor their talent management programs to attract the workforce of the future,” concluded Matthieu Imbert-Bouchard, Managing Director of Robert Half Singapore.

With these in mind, what are the fundamental workplace culture factors that organisations need to place increased emphasis on, in order to better attract, motivate, and retain millennials, and the upcoming “Gen Z” of fresh graduates?

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### Millennial Expectations of Workplace Culture

Our past student surveys have shown that millennial talents most valued a workplace culture of “Purpose”, “Growth”, “Well-being”, and “Trust”. These were defined in the inaugural edition of our Future-ready Report 2017 as follow:

<table>
<thead>
<tr>
<th><strong>Purpose</strong></th>
<th>Millennials want to be engaged in meaningful work that resonates with them personally.</th>
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<tbody>
<tr>
<td><strong>Growth</strong></td>
<td>Millennials want to work for organisations that support their desire for continued life-long learning and personal development.</td>
</tr>
<tr>
<td><strong>Well-being</strong></td>
<td>Millennials cherish work-life integration, where they have the flexibility to choose when or where to work, in order to achieve both personal and professional goals.</td>
</tr>
<tr>
<td><strong>Trust</strong></td>
<td>Millennials value a culture where leaders are transparent and consistent in their conduct, and authentic in their interactions. This enables psychological safety at the workplace where employees feel engaged, committed, and valued.</td>
</tr>
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</table>

Separately, we conducted an exploratory survey of 306 industry professionals in 2016, comprising 181 leaders (with supervisory responsibilities) and 125 staff from 198 organisations, to get a sense of how industry professionals perceived their company’s culture to be. Our analysis showed that industry professionals perceived “Trust”, “Collaboration”, “Purpose” and “Autonomy” to be the most salient characteristics of their workplace culture.

While “Purpose” and “Trust” were largely aligned with what millennial talents valued, there was a gap between what millennials desired versus the prevailing workplace culture in organisations, particularly with regard to the “Growth” factor.

> I would enjoy working in an organisation where there are ample opportunities for growth…

At the same time, I look forward to attending training sessions so as to keep myself abreast of the latest market trends and remain relevant in the workforce.

— Xie Honglun, Real Estate major, School of Design & Environment, NUS
Learning should never end hence, it is important that the workplace provides opportunities for life-long learning and personal development.

Without continual upgrading, we could get bored with our positions in a couple of years...

– Lye Yun Min, Mechanical Engineering major, Faculty of Engineering, NUS

EMPLOYERS AND INDIVIDUALS ARE EQUALLY ACCOUNTABLE FOR GROWTH

So what more can employers do to cultivate a culture of growth? According to A/Prof Song Zhaoli, “Employers and employees both need to take on an entrepreneurial approach in developing their knowledge, skills, and attitudes (KSA). With regards to attracting, managing, and retaining millennial talent, it is important for leaders and managers to ‘create a playground for them to test their ideas’, and understand their perspectives using a collaborative stance. Both employer and employee need to adopt the right mindset for it to work effectively.”

A/Prof Song recommends that socialising the new employee to the company using a person-centred approach as opposed to a company-centred approach, is particularly important in the first 6 months. This means allowing and creating opportunities for the employee to air their initial concerns, discuss their expectations of the role, plan their progress, and communicate openly with their manager about their thoughts without being penalised. He states, “The potential for innovation and creativity is pronounced during this period, and companies should pay more attention to diversity management by celebrating differences and recognising individual contributions.”

Aside from organisational initiatives and best practices, individuals must also take a proactive approach in order to thrive and succeed. A/Prof Song stresses that a key requirement for a boundary-less career is curiosity and lifelong learning. An individual must develop a sense of exploration and get used to stepping outside of their comfort learning. To succeed in the future, one will need multidisciplinary skills to manoeuvre around the new and emerging fields of study and work, plus possess the ability to connect the dots and make sense of the signals.

His advice to undergraduates is, “Blending personal interests with work is also extremely important to have a fulfilling career. Be it history or philosophy, one must see the connection between their current interests and future work. Industries will increasingly favour those with unique knowledge and skillsets, and one must be willing to continuously learn and upgrade themselves.”

For further guidance on how individuals can continue to grow at the workplace, see our section on “Future-ready Skills — Taking Charge of Your Personal Growth” on page 20.
WORKPLACE Culture Initiatives In The Age Of Millennials

To shed more light on industry best practices, we interviewed various key local employers to showcase how organisations are adapting their workplace culture, to meet the challenges of attracting, retaining, and motivating millennial talents.
THREE MOST VALUED WORKPLACE CULTURE FACTORS AT CHANGI AIRPORT GROUP (CAG)

• We value collaboration and teamwork, focusing on the importance of a one-CAG mentality where employees from different divisions come together and work towards a common goal.

• We also seek to foster an innovative and open culture where employees are encouraged to come up and experiment with new ideas.

• We take a holistic approach to ensure that every member of our organisation feels valued, has a sense of belonging and find meaning in their work.

WHAT ARE SOME KEY WORKPLACE CULTURE INITIATIVES?

In recent years, CAG has embarked on a workplace transformation journey to redesign our corporate offices. We incorporated innovative design elements to achieve the concept of ‘Home Away from Home’, creating a sense of home and transforming the way the organisation works together as one. Physical walls were broken down to create a more collaborative and open culture. More communal spaces, surrounded by abundant greenery allowing natural skylight were built to encourage work discussions over coffee. There are monthly ‘Fun Fridays’ events, where we see our staff coming together to bond over food and themed activities. CAG also rolls out many initiatives to promote healthy living and encourage team bonding.

We rolled out a post–transformation survey and received very positive feedback from our employees that the new workplace created a stronger sense of community across different divisions, and that they are proud of the new workplace.

ARE THERE AVENUES/PROGRAMMES TO ENCOURAGE INTRAPRENEURSHIP AND INNOVATION AMONG STAFF?

CAG has also set up platforms and initiatives to foster a more innovative culture such as the Learning Festival. The theme of last year’s Learning Festival was centred on innovation. It was a week-long festival, packed with workshops and talks by high profile speakers from the industry as they shared interesting insights and behind-the-scenes stories on innovation and getting started.
THREE MOST VALUED WORKPLACE CULTURE FACTORS AT DBS

- Our DBS PRIDE! values - Purpose-driven (Create impact beyond banking); Relationship-led (Collaborate to win for DBS); Innovative (Embrace Change); Decisive (Think. Act. Own.); E! (Everything Fun!) - guide our employees in the way we conduct business and behave as responsible corporate citizens. ‘Fulfilled’ encapsulates how we want employees to feel working at DBS.

- Our Group CEO, Piyush Gupta, regularly engages employees through the DBS Open, a quarterly virtual townhall accessible via live webcast where staff can tune in and have a conversation with top leadership.

- DBS recruits and selects based on merit (such as skills, experience or ability to perform the job), regardless of age, race, gender, religion, marital status and family responsibilities, or disability.
WHAT ARE SOME KEY WORKPLACE CULTURE INITIATIVES?

We support upskilling and career progression through DBS Academy, as well as our talent development programmes. Our talent development programmes are based on our ‘Triple E’ framework which fosters an impactful learning environment for employees and helps them develop their careers. The framework consists of:

**EXPERIENCE** – Internal mobility, job rotations, cross-functional projects and other experiential learning opportunities broaden our people’s skillsets across business/geographies and enables them to take on larger roles.

**EXPOSURE** – Coaching, mentoring and networking to learn from the collective experience of peers and seniors at work and through interactions with leaders, expand their horizons.

**EDUCATION** – Focused and relevant learning solutions and new ways of learning inculcate an innovative mindset and enables our people to build necessary skillsets.

In 2017, taking DBS Academy virtual, we launched DBS Horizon as a virtual university supported on a cloud-based learning management system. This propels our aspirations to facilitate learning anytime, anywhere and tailored to individual learning goals. Our Internal Mobility programme encourages employees to explore moving across roles, businesses and geographies within the bank. Staff who complete two years in their roles can apply for an internal transfer if they have the right skills and experience.

We empower our employees to drive their own career development. The iGrow@DBS digital portal provides employees with self-help enablers to build relevant skillsets for their next career move. Employees use iGrow to map out their future career development using a 4D approach: they determine their profile through profiling assessments; discover opportunities within the bank; develop skills and knowledge through DBS Academy and Learning Roadmaps; and then decide on their career plan.

ARE THERE AVENUES/PROGRAMMES TO ENCOURAGE INTRAPRENEURSHIP AND INNOVATION AMONGSTAFF?

To establish a 25,000-person start-up culture within the bank and encourage employees to adopt a digital mindset, DBS piloted the DBS Digital Mindset Master Class & Hackathon. DBS was the first organisation in Singapore to build hackathons into its talent development programme, with employees creating prototypes alongside start-ups. These hackathons serve as a sandbox for employees to experiment and utilise lean start-up methodology and human-centred design to identify and act on opportunities quickly.

DBS has invested in innovative and collaborative working and learning spaces for its employees including DBS Academy and DBS Asia X. Spanning 40,000 sq ft, over 10,000 training sessions are conducted each year at DBS Academy, our in-house learning centre which provides access to a wide selection of courses such as scenario-based leadership development programmes and digital master classes.

DBS Asia X is a purpose-built innovation facility for our employees to come together, design and develop iconic customer journeys and work in close collaboration with start-ups and the broader FinTech community. We also have social hubs or social gathering spaces in all our offices to encourage interaction, exchange of ideas and bonding between employees.

The DBS HotSpot Pre-Accelerator, the first pre-accelerator programme created by an Asian bank, is designed to help very early stage startups develop their ideas by offering them a SGD25,000 entrepreneur award, workspace and access to leading industry mentors including angel investors and DBS executives. Unlike other accelerators, DBS HotSpot does not require startups to have an existing prototype or operating business. Importantly, DBS staff can take advantage of the programme to launch their own startups, all while remaining full DBS employees.

In 2017, DBS was recognised by Aon Hewitt as ‘Asia Pacific Best Employer (Regional)’ for the second year running.
THREE MOST VALUED WORKPLACE CULTURE FACTORS AT GOVTECH

• We live and breathe our ABC values! Our Agile, Bold, and Collaborative values guide the innovative spirit in us to create user-centric products and services for citizens, businesses and public officers.

• We take pride in our diverse and inclusive work environment. Our multi-disciplinary team with a wealth of experience across various fields (ranging from business, data analytics, design, applications development to governance).

We collaborate with community partners, such as SG Enable for inclusive initiatives. GovTechies such as Associate Quality Engineer, Lim Zui Young, who is visually impaired, have been instrumental in attracting interns from SG Enable’s programme into our talent programmes, and providing a supportive environment.
• Having half of our senior leadership team comprising of women, we hope that this serves as an inspiration to female tech talents who aspire to join this industry.

WHAT ARE SOME KEY WORKPLACE CULTURE INITIATIVES?

We empower our employees to take charge of their career development by providing them with a suite of professional development and upgrading opportunities, such as sponsorships for undergraduate and postgraduate scholarships, professional skills development and job rotation opportunities.

GovTechies can also attend bite-sized learning, such as Brown Bag sessions, community meetups and lunchtime talks, to learn about the trends and developments in the fast-paced tech industry.

We are also big on work-life harmony, and in place are schemes such as:

• Flexible Work Arrangement (FWA), which includes flexi-hours, telecommuting, part-time employment, etc.

• A half-day Back-to-School time-off for parents with any school-going child/children aged seven years and below, for the first day of school in the new year.

• Whole-of-Government (WoG) family-friendly initiatives, such as quarterly Eat-with-Your-Family Days to promote family cohesion, Weekly Blue Sky Fridays to encourage staff to leave the office on time for more time with loved ones or pursue personal interests, etc.

Play@GovTech, our recreation club, organises activities to create a holistic sense of well-being for GovTechies. These activities include health talks, monthly health treats, fitness classes, annual health checks, sports and games. Individual enthusiasts and hobbyists can also form their own special interest groups within the organisation.

GovTech is a strong advocate of Corporate Social Responsibility (CSR). We provide GovTechies with Corporate Volunteer Programme Leave, to initiate or participate in volunteer project for any social or environmental cause. Some of these ground-up

initiatives include fundraising for the Children’s Cancer Foundation, Cheshire Home, Children Society, and Yellow Ribbon Project; preparing food for distribution to needy families at Willing Hearts, and organising outings for children of the Ang Mo Kio Family Service Centre.

ARE THERE AVENUES/PROGRAMMES TO ENCOURAGE INTRAPRENEURSHIP AND INNOVATION AMONG STAFF?

We see innovation as a critical enabler in leading the digital transformation of public services, and in determining GovTech’s growth and success. To build an innovative and collaborative culture in GovTech, we have a series of programmes to spark collaboration on ideas, experiments and solutions for problem statements.

Two signature innovation programmes are ‘GovTech’s Innovation Challenge’ and ‘GovTech’s 100 Xperiments’, which enable us to push the boundaries in improving what we do and to find new and better ways of doing things. These programmes enhance GovTechies’ innovative mindsets and skillsets, and also enable cross-disciplinary collaboration to create impactful outcomes.
Innovate or Stagnate

By: Dr Ann-Marie Lew and Doris Chia
According to a recent CFG survey of 2,440 NUS students, 23.7% of respondents expressed an intention to pursue entrepreneurship or self-employment as a career option after graduation. Separately, a global survey commissioned by GoDaddy, a top internet domain registrar and web hosting company, revealed that 74% of Singaporean millennials surveyed, indicated plans to build their own business within the next decade.

With a growing number of graduates embracing the idea of striking out on their own, how are educational institutions and workplaces capitalising on the enterprising mindset and wellspring of creativity in this millennial generation?

PART 1: NOC - THE ENTREPRENEURSHIP JOURNEY

The NUS Overseas Colleges (NOC) programme provides a unique opportunity for students to gain global exposure and nurture their budding entrepreneurial ambitions. NOC has a presence in leading entrepreneurial hotspots across the globe — Beijing, Israel, Lausanne, Munich, New York, Indonesia, Shanghai, Silicon Valley, Stockholm and Toronto. NOC students intern with startups in these cities for 6 to 12–months, while concurrently attending entrepreneurship-related courses at prestigious partner universities.

Many NOC alumni have gone on to start up successful companies, some of which have been acquired by MNCs. We feature 5 NOC students and alumni who have benefitted from this programme:

Darius Cheung (Faculty of Science Alumnus; NOC Silicon Valley, CEO of 99.co)

Kenny Chong De Wei (Faculty of Science Alumnus; NOC Israel)

Lim Jie Ai (Faculty of Science Alumnus; NOC Israel)

Lee Zhihan (Faculty of Engineering Alumnus; NOC Stockholm; Bagosphere Co-Founder)

Vincent Yeo Yong Kwang (Year 2 NUS School of Computing; NOC Singapore)

owell

BACKGROUND / MOTIVATION

HOW DID YOU GET INTERESTED IN ENTREPRENEURSHIP?

Jie Ai: When I interned at BLK 71, NUS Enterprise before Uni, I had the opportunity to interact with entrepreneurs sitting in the space. I loved the energy and comradeship I witnessed, where each entrepreneur put heart and soul into something they believed in and were more than happy to help each other out via connections, tips, or support. This was my first experience with entrepreneurship, and I loved it.

Later, as I got deeper into the start-up ecosystem participating in events and competitions, and even during NOC, I realised that I really enjoyed the start-up energy, adaptability, and process of ideation and innovation.

Zhihan: It didn’t come naturally. In 2006, while studying in the Engineering Science Program at NUS, I got interested in volunteering overseas. In my trips to rural Laos and Thailand, I was introduced to the challenges of poverty in the region. I was particularly taken by the young children and people I met, who expressed hope and optimism for a better future for themselves and their families.

In a world that was changing rapidly, however, I asked myself — how do we adapt to change, and

live and thrive in a world of today, and how so for disadvantaged, marginalised people? I didn’t have the experience, the tools and the mindsets to understand and solve that problem. But I realised that I could have control over what I wanted to learn, and that I could shape my education in a way that could help me answer that. And that was how I found entrepreneurship. Entrepreneurship is a little bit like engineering. It is solving problems through arranging scarce resources in a way such that we can continue to tackle these problems for a long time.

**Kenny:** Fulfilment has always been the priority for me and I have always been inspired by ideas and people who actually do it. I believe for me to get there, starting my own venture might be the fastest way. Besides, now is the best time for me to take a risk, and I'm in a good position to do it, before I have all the obligations. Why not?

**BENEFIT**
(of a NUS education/NOC programme)

**WHAT ARE YOUR KEY LEARNINGS ABOUT ENTREPRENEURSHIP FROM NUS/NOC?**

**Vincent:** Two key learnings I have gained are:

1. Empathise with and understand who you are serving in your business.

   The top reason why start-ups fail, as reported by CBinsights, is that there is no real market need. This is because founders did not do their homework properly, such as doing interviews and background research that seek to yield important insights about the specific key customer and user segments.

   Many aspiring entrepreneurs tend to get excited about their business ideas and either proceed further based on untested assumptions of customers’ problems, or have overlooked the underlying needs and behaviours that could render the start-up’s value proposition ineffective. As an entrepreneur, it is therefore critical to consider your customers and their problems with deep empathy.

2. Persevere with a growth mindset.

   Many aspiring entrepreneurs quit trying to do a start-up after having experienced what seemed to be a ‘failure’ (e.g. the first start-up idea did not work out and was rejected by investors or closed after a period of operation). They are confronted with doubts about their own capabilities and some choose to have a fixed mindset, telling themselves ‘I’m not cut out for this.’ They subsequently quit, not perceiving that entrepreneurship is a learning process whereby such learning will lead eventually to returns should we stay in the direction of our aspirations, learn from our mistakes and act more wisely in our next endeavour.

   During my internship as a web developer or when I was participating in hackathon and pitches, I was confronted with those same doubts, as I was a Year 2 Information Systems student with minimal experience in coding and business skills. I experienced what people commonly term as ‘failure’ i.e. my coding was critiqued, my pitches did not win etc. However, I am grateful to have persevered because I got to learn much more and become bolder by first acknowledging my mistakes and weaknesses, and then learning and changing my strategies. My coding has improved greatly and I can develop and present pitches better now.

**WHAT SKILLS AND MINDSETS HAVE YOU DEVELOPED AS A RESULT?**

**Darius:** I learnt an enumerable range of hard and soft skills, but mindset is most important. These are some principles:

1) Stone-soup – Have a vision and recipe, and ask everyone for an ingredient. You can make a pot of soup from nothing and everyone wins;

2) Relentless – ‘Showing or promising no abatement of severity, intensity, strength, or pace’, is one of the company values I set for 99.co;

3) Defiance – ‘If someone can do it, I can; if no one has done it, I will be the first.’;

4) Building a company supersedes building a business, and that supersedes building a product.

**WORKPLACE CULTURE**

**WHAT KIND OF CAREER AND WORKPLACE CULTURE ARE YOU ATTRACTED TO?**

**Kenny:** An environment where I’m empowered to innovate and think out of the box. When I was working in Israel (a country with a low power distance index), my superiors treated me as equals and they gave me the freedom to work and even start on projects that I never thought I would embark on. I believe that every single individual in the ecosystem should be empowered with opportunity, only then will a working culture thrive.
HOW CAN WORKPLACES ENCOURAGE A CULTURE OF ENTREPRENEURSHIP?

Vincent: Three main ideas: Firstly, the leaders need to take the initiative to inspire. They are in the position to be role models and lead by example. Leaders need to find new ideas and to think and do things differently. Also, they can share how other start-ups innovate and how the team can learn from them.

Secondly, invest in the growth of the team. Take time to understand each of the team members, in particular their motivations, and allocate resources such as time to grow and support them in their tasks.

Thirdly, involve the team in the strategic directions and operations of the company. By doing so, new insights from different levels (strategic, business, and functional) of the organisation can create innovation opportunities. When team members have a greater sense of ownership, they are likely to innovate more.

ASPIRATIONS

WHAT KIND OF CONTRIBUTION (AND IN WHICH FIELD) DO YOU WANT TO MAKE AS AN ENTREPRENEUR?

Jie Ai: The foodtech space is an untapped ground of potential to impact people’s lives in a positive way. From functional food, to microbiome and personalised nutrition, to stealth nutrition — there are countless exciting opportunities and markets.

WHAT PROBLEMS DO YOU WANT TO SOLVE IN THE WORLD?

Zhihan: Together with two other co-founders, we have set up BagoSphere which offers short and career-focused education to disadvantaged youth in the Philippines. By 2030, there may be 400 million workers potentially displaced due to automation, and education may not keep up with the changes at the workplace. Our goal is to skill, upskill and reskill 1 million young people.

Darius: Our mission is to help the 99% make the best decision on their biggest investment in life — the home.

PART 2: INTRAPRENEURSHIP — INNOVATING AT THE WORKPLACE

Although many millennials express thoughts of embarking on entrepreneurship after graduation, the majority of survey respondents may not eventually act on them. What the findings do suggest, is that we can expect a significant number of millennials who are entering the workforce seeking to express their creativity in a professional setting.

Growth at the workplace entails the freedom to create and lead projects. The cultivation of entrepreneurial thinking within the workplace i.e., ‘Intrapreneurship’, is increasingly important in order for companies to maintain their competitiveness.

WHAT IS INTRAPRENEURSHIP?

Intrapreneurship is broadly defined as, ‘The pursuit of entrepreneurial activities within an existing organisation, including development of new and innovative business undertakings, strategies, and processes.’

The concept of intrapreneurship is not new and has been widely studied for at least two decades.

For an individual, intrapreneurship provides several advantages over entrepreneurship in terms of financial risks and resources. Entrepreneurs often have to invest financial capital out of their own pocket or assume loans to kick-start and sustain a new business venture. An array of factors such as ineffective business strategies and dire economic circumstances may cause the venture to fold, and consequently lead to the loss of financial capital or incurring of debts.

In comparison, intrapreneurs are able to tap onto the financial resources of an established organisation with minimal risk on the personal end, while receiving a stable monthly salary as an employee. In addition, other resources such as manpower, facilities, networks, and expertise are also readily available to intrapreneurs.

Besides the availability of resources, intrapreneurship is also associated with other individual outcomes. For instance, Gawke, Gorgievski, and Bakker (2017) validated a cyclical model involving intrapreneurship, psychological resources, and employee engagement.

Their analyses showed that higher levels of intrapreneurship behaviours boosted employees' psychological resources in terms of optimism, resilience, and self-efficacy. These heightened psychological states in turn improved the degree of employee engagement which further facilitated their involvement in intrapreneurship behaviours, forming a complete and repeating cycle.

**WHY INTRAPRENEURSHIP MATTERS?**

The cultivation of intrapreneurship within the workplace not only benefits the individuals involved. It can also spur the organisation to greater heights through innovation, increased profitability, and retaining of talents. In some cases, it may mean the difference between survival and bankruptcy.

The importance of intrapreneurship is well-illustrated in the case studies below:

**PANASONIC**

Well-known as a consumer electronics giant, Panasonic expanded into vertical farming technology in 2014, when they started growing vegetables in a warehouse in Singapore for sale to local grocers and restaurants. With LEDs replacing sunlight, the vegetables are grown all year-round, and a higher yield is achieved by stacking the growing beds to the ceiling. Panasonic’s indoor agriculture project is part of its Factory Solutions division, which creates industrial machines and systems.5 Leveraging on the division’s experience in engineering and manufacturing, Panasonic sees this as a profitable extension of their business.

**APPLE MACINTOSH COMPUTER**

In a 1985 media interview, Steve Jobs, the co-founder of Apple Computer asserted that, “The Macintosh team was what is commonly known now as intrapreneurship... a group of people going in essence back to the garage, but in a large company”.6 Driven by his passion to develop innovative products, Jobs formed an intrapreneur team with twenty other Apple employees in the early 1980s to work on creative ideation.7 The team was independent from other lines of functioning and Apple’s management, giving the members ample creative space and freedom. Consequently, the first Apple Macintosh computer was developed. Subsequent generations of Macintosh made its name in the consumer market, making Apple one of the key market players.

**KODAK DIGITAL CAMERA**

Steven Sasson, an engineer who was working at Kodak developed the first prototype of a digital camera in 1975.8 He was confident that imaging technology would advance at a rapid rate and it was a timely opportunity to venture into a new product market. With subsequent improvements, Sasson together with his colleague, Robert Hills, developed the first Digital Single-lens Reflex (DSLR) camera in 1989. However, he faced strong objections from the marketing team to launch the DSLR as it was believed that the introduction of this new product would cannibalise their main product line - traditional film cameras. This failure to embrace new ideas led to Kodak’s downfall once digital cameras disrupted the market, and they subsequently declared bankruptcy in 2012.

CULTIVATING INTRAPENEURSHIP AT THE WORKPLACE

The above case studies clearly illustrate how intrapreneurship, or the failure to embrace it may impact the organisation. How may organisations cultivate intrapreneurship within the workplace? This can range from straightforward initiatives such as starting a new business project, to complex ideas such as establishing an independent incubator team as in Apple’s case. One key ingredient that is common and of utmost importance to all types of intrapreneurial initiatives is the need to establish a supportive culture for it to grow. According to a white paper published by Deloitte, there are seven recommended steps to build the culture for intrapreneurship to flourish. These are: support, autonomy and responsibility, motivation and incentives, compensation, resources, communication, and structure and processes.9

<table>
<thead>
<tr>
<th>Support</th>
<th>Provision of intangible support that encourages sharing of novel ideas and offering of advice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autonomy and Responsibility</td>
<td>Allowing the freedom and space for creativity through reduced bureaucracy.</td>
</tr>
<tr>
<td>Motivation and Incentives</td>
<td>Addressing intrinsic motivation of intrapreneurs through acknowledgement of ideas and tolerance of failure.</td>
</tr>
<tr>
<td>Compensation</td>
<td>Compensation should include long-term goals such as profit-sharing to motivate optimal risk-taking.</td>
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Research has also found organisational culture to be crucial in influencing intrapreneurial behaviours. For instance, Alpkan and colleagues (2010) revealed that support from management and tolerance for risk-taking were positively related to innovative behaviours within the organisation.10 In a similar vein, Rigtering and Weitzel (2013) showed that a trusting relationship between the manager and employee predicted higher levels of innovative behaviours.11

In a hyper-competitive VUCA environment, change is the only constant and innovation is vital for advancement. Intrapreneurship is one way that enables organisations to tap into millennials’ entrepreneurial potential to promote innovation. The task to cultivate an intrapreneurial culture within the organisation may not be easy but the benefits outweigh the costs. These initiatives will spark personal growth and organisational effectiveness to sustain a competitive edge and enhance value to customers, while making an enduring impact on society.

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Future-ready Skills

By: Jasbir Singh

Take Charge of Your Personal Growth
In the inaugural Future-ready Report, CFG featured several character skills which employers deem essential when hiring talent such as curiosity, resilience, empathy and insight, among others. The findings correspond with other research from leadership consulting firms like Egon Zehnder’s which note that employees with ‘high potential’ display these four key traits: Curiosity, Engagement, Insight, and Determination.¹

These traits can be cultivated with conscious effort, an openness to err, and a desire to make a bigger impact. This article outlines what you can do to start cultivating them now so that you don’t just survive but thrive at the workplace.

CURIOUSITY

Demonstrating curiosity is a signal for potential because such individuals seek out growth and learning beyond the confines of any one domain. They expect others — including the team and organisation — to embrace novelty and adapt swiftly as the marketplace transforms. Curious employees want to understand the wider context in which the business operates in order to contribute on a broader scale.

Many organisations refer to this as ‘Learning Agility’. When asked about what she looks for in hiring fresh graduates, Ruth Lim, Talent Acquisition Lead at MSD spoke about this trait as, “the hunger to get out of their comfort zone, even to domains they were not hired for so as to learn through new experiences in the business.”

Curious professionals not only jump into new experiences. They take the time to reflect on their experiences, how effective they were in it and what they can do to be better. A tool at their disposal in this regard is feedback. Curious professionals welcome feedback and do not view feedback as a definitive judgment of their abilities.

Just like nobody would want to be on a plane where the pilot ignores important feedback blinking on the dashboard, no employee would want to be on a team being led by a leader averse to feedback that can help the team achieve their goals.

Cultivating Curiosity

1. Practice putting a ‘Growth Mindset’ spin into missteps. For example, “This is what I learnt from this error, and the next time I will do it differently using what I learnt today.”

2. Keep a learning notebook to document lessons learnt from your daily successes and failures.

3. Enrich yourself in your down time. Find great podcasts², insightful websites, etc. that enrich and entertain at the same time.

Growing It At Work

1. Put your hand up for new projects outside your current role or skillset.

2. Embrace change and display enthusiasm to understand and contribute to the change.

3. Ask for feedback and act on it.

² The author recommends the following podcast for enrichment and entertainment value: Business Wars (by Wanderly), HBR Ideacast, The Economist: The Week Ahead
ENGAGEMENT USING EMPATHY

This skill is an indicator for potential because it signals one’s ability to connect with the hearts and minds of others to deliver shared objectives and achieve mutual benefits. An employee may be smart and highly productive, but if he or she cannot inspire others to act, he or she will not be able to lead them. In those situations, the organisation may look to that employee as a strong individual contributor but not as a future leader.

According to Scott Hensarling, Senior Partner at Korn Ferry Hay Group, people who display the ability to connect to the hearts and minds of others are, “relentless in their pursuit of understanding people’s ‘come from’ and ‘go to’ — where ‘motives and drivers’ meet ‘agenda and aspiration’.” That constant flex of awareness and empathy leads to a predictive compass for navigating stakeholders and scenarios. Future leaders are obsessive in the pursuit of understanding and predicting others.

Cultivating Engagement

1. Be curious about the interests, motivations, and priorities of the people you work with. Look out for what makes them most engaged.

2. Be aware of the impact your words, energy, body language, and intentions have on others.

3. Before taking an idea to anyone consider their preferred communication style, needs, and interests.

Growing It At Work

1. Make friends across the organisation, utilising lunch hour, break times, and company socials to do so.

2. Lean in to collaborate across the organisation by proactively contributing to others without expecting anything in return.

3. Seek opportunities to lead project teams and while focusing on the end result, be deliberate about achieving high levels of engagement and motivation in the team you are leading.

INSIGHT

Insight is an indicator for potential because it signals one’s levels of self-awareness and ability to think strategically in the face of complex challenges. These are the individuals that can be counted on to connect the dots and create clarity for others amidst a sea of new information.

Roger Martin’s research, articulated in his seminal article ‘How Leaders Think’, found that the world’s best leaders, from Jack Welch (General Electric) to Izzy Sharp (Four Seasons Hotels) share a common trait — integrative thinking. At its core, young professionals who display strong insight are integrative thinkers who see the big picture and look for connections that others may not be looking for.

To be able to connect the dots and see the big picture, one must go in search of it using one’s soft skills such as curiosity and empathy. Curiosity, to have the organisational awareness of what is going on in the rest of the business; and empathy, to understand what’s important to customers, bosses, and other stakeholders. According to Microsoft CEO Satya Nadella, empathy is the foundation for meaningful insight and innovation.

He says, “Although many regard empathy as a soft skill, not especially relevant to the hard work of business, it is a wellspring for innovation, since innovation comes from one’s ability to grasp customers’ unmet, unarticulated needs.”
Cultivating Insight

1. Hone your organisational awareness: Be inquisitive about new developments and upcoming challenges across the business.
2. Use empathy to understand the needs of all your stakeholders.
3. Block out ‘thinking time’ on your calendar.

Growing It At Work

1. When problem solving:
   - Take a step back, consider the big picture; and
   - Create integrative, ‘both-and’ solutions rather than ‘either-or’ solutions.
2. Create clarity for others in ambiguous situations. Articulate a common understanding of the status quo, and the next steps. Where the next steps are unclear, state the actions to be taken to attain clarity.

DETERMINATION

This is reflected by one’s fortitude to fight for difficult goals, bounce back from setbacks, and be an energising and motivating force for the organisation.

Talent managers are on the lookout for talent fuelled by a clear purpose, not just for their individual productivity gains but also for the potential impact such talent can have on the organisation. Dan Cable in his article ‘Make Work Engaging Again’, recaps the value of purpose in a business context – specifically at a university fundraising centre. When scholarship students came in to thank the fundraisers for the money, fundraisers became more persistent and made more calls on their shifts. Also, because they were more personally connected to the greater purpose behind their work, each call was more effective — they raised an average of $9,704.58. In contrast, fundraisers who did not speak to such scholarship recipients only raised $2,459.44 in the same amount of time.

Purpose comes not from your task but what you choose to connect your work to, as aptly illustrated by this parable:

3 BRICK LAYERS

A passer-by asks bricklayer #1:

“HELLO SIR, WHAT ARE YOU UP TO TODAY?”

Bricklayer #1, looking a little annoyed, responded:

“Well can’t you see, I’m laying bricks. Hmph!”

The next day, the passer-by sees bricklayer #2 at work and says:

“GOOD MORNING SIR, WHAT ARE YOU UP TO TODAY?”

The bricklayer, looking a little bemused, responded:

“Well, can’t you see? I’m building a wall.”

The next day, the passer-by sees yet another person working, and asks the same question:

“GOOD MORNING SIR, WHAT ARE YOU UP TO TODAY?”

Bricklayer #3 responds:

“Yes sir, it is a good morning indeed. I’m building hope. When we are done, this is going to be a church!”

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CONCLUDING THOUGHTS

If there is only one takeaway from this article, let it be this: your potential is neither predefined nor finite. Growing it requires persistence, deliberate self-reflection, and honesty. Embrace the journey and take ownership of your growth.

If you are keen to learn more about how to maximise your growth potential, sign up for the enhanced Roots & Wings 2.0 module, offered by NUS Department of Psychology in partnership with CFG.

CFG EARLY CAREER PLANNING & PERSONAL DEVELOPMENT MODULES

We have developed from the ground-up, two courses focused on student development: Career Catalyst and Roots & Wings.

Career Catalyst is a career preparation module designed to help freshmen undergraduate students take personal ownership for creating a career path. We empower them to pursue their own career convictions with guidance on personal branding, networking and professional imaging, and how to maximise future internships. By providing early preparation, we ensure students will be better prepared for their eventual careers.

ROOTS & WINGS

In partnership with the Department of Psychology, CFG offers a self-awareness and interpersonal effectiveness module called Roots & Wings. The programme comprises a series of deep dive experiential learning ‘modulets’, based on future-ready soft skills and healthy mindsets that employers consider important for the workplace. Examples of modulets include ‘Cultivating Resilience’, ‘Collaboration’, and ‘Cultivating the Self’, which students can customise and stack depending on an assessment of their needs.

http://nus.edu.sg/cfg/students

Scan the QR code to explore more about the CFG range of future-ready resources.
**CASE STUDY**

**FUTURE-READY SKILLS IN THE BUILT ENVIRONMENT SECTOR**

The CFG future-ready skills provide a practical framework for both students as well as industry professionals seeking to continually grow and improve on their soft skills. In a study conducted by NUS undergraduate Miss Eileen Ng for her final-year dissertation (titled “Future-Ready Graduates for Industry 4.0: Transformations of Mindsets and Competencies of the Construction Industry”) and under the close guidance of Professor Low Sui Pheng from the NUS Department of Building, the importance of these character skills in the Built Environment sector was explored.

30 professionals from the Built Environment sector and 33 students from the Project and Facilities Management (PFM) programme at NUS participated in this 2017 research. Intriguingly, the analysis surfaced several gaps between the industry professionals’ expectations of the soft skills capabilities of graduates, and the students’ rating of their own proficiencies. The industry professionals who were interviewed underscored the development of these soft skills in particular as being essential for graduates to stand out and thrive in the industry: Resilience, Curiosity, Adaptability, Entrepreneurial Thinking, Pursuing Convictions, and Vision.

What does this finding hold for educational and institutional policies? The researchers recommend that while there are active plans in Singapore for Industry 4.0, it is important that the government considers the existing drivers in soft skills development, and seeks to overcome any barriers to their implementation. This is to ensure that educational policies are comprehensive and holistic, in order to build a strong pipeline of talent for the new world of work. In addition, they recommend that educational institutions, especially PFM-related courses, could tailor modules, lesson plans, and mentorship programmes to offer more opportunities for soft skills development. Guidelines for teaching to better suit the needs of employers in order to remain relevant in times of change, can also be made available.

The implications of this formative work also includes a call to action for students. The researchers urge undergraduates, particularly those in PFM, to explore the needs and expectations of employers with regards to the soft skills necessary for Industry 4.0. This will enhance their employability, regardless of the organisation they choose to join. It also ensures that they will remain relevant and agile in a world of disruption and change; and better position themselves to take up future leadership positions to contribute meaningfully to society at large.

**Bio-Profile of Student**

Eileen Ng graduated from the NUS Department of Building in 2018 with Honours (Highest Distinction). She is currently doing her concurrent degree programme, M.Sc (Project Management) with a specialisation in Finance. Eileen is deeply passionate about the built industry as well as the disruptive trends that revolutionise the way we see and do things.
Hub of Connectivity

By: Anthony Caravello
Internships provide students with growth that cannot be found in the classroom. The hands-on interaction gives them a flavor of different industries and real-world experience to test out their classroom learning. NUS students went on over 6,000 internships in the academic year 2017/18.

NUS students who have gone on internships share that they glean valuable real-world learnings from their stints such as collaboration, networking, client-engagement and technical skills, plus unique insights on the industry, company, or profession.

GLOBAL INTERNSHIP PROGRAMME

CFG administers the Global Internship Programme, which connects students with internship opportunities overseas. Popular regions include Southeast Asia and East Asian countries, but NUS students have also been to diverse destinations. These range from developing countries such as Samoa and South Africa, to developed cities in the United States of America and the Netherlands, among others.

NUS CO-OPERATIVE EDUCATION PROGRAMME

This is an internship programme at NUS that formally integrates academic studies with relevant work experience, where students complete multiple industrial attachment stints alternating with regular academic semesters over their 4–year candidature at NUS.

The pilot Co-Op run was launched in 2018 for three departments: Information Security and Business Analytics (both under School of Computing), and Data Science & Analytics (under Faculty of Science).

Research conducted for the 2017 Future-ready Report found that students with overseas experiences had higher scores on Resilience, Curiosity, Insight, Adaptability, Entrepreneurial Thinking, Pursuing Convictions, and Vision. Exposure to overseas study or internship programmes provides ample opportunities to develop such key competencies for students, which may explain the findings. It might also be a case that students who scored higher on these competencies were more likely to seek out overseas experiences.

The NUS Overseas College (NOC) also has an internship programme to support the development of students. NOC students participate in a one-of-a-kind full year internship programme whereby they get to experience taking classes at prestigious universities whilst interacting with famous start-up founders, angel investors, and other inspiring role models to learn the secrets of their success.

At CFG, we serve as a Hub of Connectivity linking students, alumni, faculty, employers and industry partners. By doing this, we are able to offer solutions that help to boost the growth of our students.
Ms Liu Xinlu, a NUS Environmental Studies Biology student, embarked on a summer vacation internship with Conservation International in Indonesia in 2017.

“The internship with Conservation International (CI) was challenging and fulfilling. I had the opportunity to understand the role of CI as a non-governmental organization (NGO) and how it engaged different stakeholders. I am honoured to be entrusted an independent project, to evaluate the watershed status in Batang Gadis watershed using the Freshwater Health Index as a tool. The learning curve was steep but I was lucky to receive helpful guidance from my supervisor as well as from my colleagues.

During my internship, I had the opportunity to work with government agencies, local communities, academics, and other NGOs. At the same time, I met people with a similar passion for environmental conservation and were deeply inspired by their dedication. Their diverse background and experience also shed light on the different career paths in the field of my interest.

Before this internship, although I was pretty sure that I wanted to pursue a career related to environmental protection, I had very little idea what were the options and opportunities out there. The internship gave me insights into conservation in action and the dynamics of NGOs. In this way, it helped me to reflect on what I want to do in the long term, what are my abilities at this point in time, as well as what capacity I need to build up in the future. At the same time, it also helped to clarify what I don’t want to do. All of these thoughts and reflections helped me to make better career decisions. Indeed, after the internship, I have made major changes in my career decisions to better align my career with my passion and interest.

I am very grateful for the financial assistance given by NUS. Without the assistance, it would be financially challenging for me to afford this adventure. I would definitely recommend future NUS students to take on this internship, or any other internship that suits their interest. These internships are great opportunities for students to gain exposure and insights into the industry of their passion.”
## VACATION INTERNSHIP PROGRAMME

*Duration:* May–August (up to 3 months) and December–January (up to 5 weeks)

NUS students from all Faculties may opt to participate in the CFG Vacation Internship Programme (VIP) by accessing the NUS TalentConnect portal.

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## SEMESTER INTERNSHIP PROGRAMMES

*Duration:* January–June and July–December

Notable six-months internship programmes are as follow:

<table>
<thead>
<tr>
<th>Faculty of Engineering (FoE)</th>
<th>FoE’s Industrial Attachment takes place from January–June and July–December of each year. More details can be found at: <a href="http://www.eng.nus.edu.sg/undergraduatstudies/internship/">www.eng.nus.edu.sg/undergraduatstudies/internship/</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Computing (SoC)</td>
<td>SoC has two main types of semester internship programmes which take place from January–June and May–October of each year: (1) The Advanced Technology Attachment Programme (ATAP) (2) Industry Internship Programme. More details can be found at: <a href="http://www.comp.nus.edu.sg/studentlife/intern/">www.comp.nus.edu.sg/studentlife/intern/</a></td>
</tr>
<tr>
<td>Communications &amp; New Media (CNM) Department</td>
<td>CNM’s Compulsory Internship Programme takes place from January–July and July–November of each year. More details can be found at: <a href="http://www.fas.nus.edu.sg/cnm/current-students/undergraduate/internship/information-for-students">www.fas.nus.edu.sg/cnm/current-students/undergraduate/internship/information-for-students</a></td>
</tr>
<tr>
<td>Faculty of Arts &amp; Social Sciences (FASS)</td>
<td>The FASS Internship Programme enables FASS students to work for 12–16 weeks during the Regular Semester period, for more than 16 hours a week. More details can be found at: <a href="http://www.fas.nus.edu.sg/studentlife/internships/fassip.html">www.fas.nus.edu.sg/studentlife/internships/fassip.html</a></td>
</tr>
<tr>
<td>Life Sciences Department</td>
<td>The Applied Project in Life Sciences is for Bachelor of Science (Honours) students to participate full-time in a six-month-long project in an applied that culminates in a project presentation and report. More details can be found at: <a href="http://www.lifesciences.nus.edu.sg/info/lsm4299_guide.pdf">http://www.lifesciences.nus.edu.sg/info/lsm4299_guide.pdf</a></td>
</tr>
<tr>
<td>Faculty of Science (FoS)</td>
<td>The Undergraduate Professional Internship Programme (UPIP) runs from January–May, May–August and August–December. More details can be found at: <a href="http://www.science.nus.edu.sg/students/upip">http://www.science.nus.edu.sg/students/upip</a></td>
</tr>
</tbody>
</table>
CFG organises a diverse range of interactive industry events each year, giving students and employers the opportunity to connect, exchange insights, and explore working together.

For the updated calendar of events, please visit: WWW.NUS.EDU.SG/CFG/EVENTS
Postgraduate Career Fair
9 October 2018
Attended by more than 700 postgraduate students each year, the Postgraduate Career Fair showcases around 30 major organisations seeking to connect with and recruit from our diverse pool of Masters and PhD talents.

Public Service Networking Day
7 September 2018
This is a key platform for government agencies to meet and network with students exploring a career in the public service. At this event, students learn about major government initiatives and access a diverse range of job and internship opportunities.

NUS Internship Day
20 September 2018
NUS Internship Day is a one-day event solely dedicated to the promotion and celebration of internships. It is an ideal platform for introducing students to valuable internship programmes.

ArtsConnect
11 October 2018
Featuring prominent industry heavyweights from the arts and creative sectors, this networking event attracts students keen to join the Arts & Culture sectors as practitioners, interns or volunteers.

SG Homegrown Fair
24 October 2018
Back for its second year, SG Homegrown is a career fair exclusively for local-grown enterprises — be it ListCos, SMEs or startups — to recruit talented students for their organisation.

<<
Company Visits

CFG partners with some of the most dynamic companies to organise tours of their key offices, innovation labs and other operations, giving first-hand insight into the workings of these organisations. Examples of previous company visits included tours of Airbus, Pepsico, Schneider Electric, Unilever and GSK, among others.

Strategic Collaborations

NUS welcomes industry partners to collaborate with us on a range of engagements including research projects, grants and scholarships, event sponsorships and guest lectures, among others. Email hire@nus.edu.sg to explore any forms of engagement.

Career Talks

Organised throughout the academic semesters, CFG facilitates recruitment talks, industry talks, and networking events to help employers share about their organisation and recruit top NUS talent for internship and graduate job positions.
Look out for the \textbf{NUS Career Fest 2019}

\textbf{29 January & 1 February 2019}

NUS Career Fest is our largest on-campus recruitment event. The 2018 event hosted up to 10,000 students and alumni, 272 exhibiting employers covering 21 industries, and more than 100 executives supporting our students with vocational activities and talks. Some of the highlights included C-Suite Coffee Talks sponsored by Odgers Berndtson and The Coffee Roaster where students could interact with industry CEOs in an intimate 15-person setting; and the Human Library where students spoke to individuals from various walks of life to discuss topics such as resilience and student entrepreneurship.
At NUS, we see lifelong learning as the key to ensuring that our students and alumni stay updated on the developments and disruptions that globalisation and digital technologies are bringing to the workplace. We are therefore very happy to commit to a 20-year enrolment for our highly talented students.

This is part of our new NUS L³ programme, which will enable our alumni to acquire new skills and knowledge to better prepare them for their current jobs, new responsibilities, or alternative careers. NUS L³ is a bold initiative, the first of its kind in Singapore. It represents our strong commitment to our students and alumni, as well as our ambition to be their anchor for lifelong learning.

– Professor Ho Teck Hua, NUS Senior Deputy President and Provost

**NUS Lifelong Learners (NUS L³)**

For NUS alumni, the NUS L³ programme allows them to access courses that are offered to current NUS students, in addition to those designed specifically for adult learners. These courses are delivered through blended-learning pedagogies that combine traditional teacher-led classroom instruction with independent student learning outside the classroom using online materials. Course takers may even choose to stack up these courses into qualifications such as Graduate Diplomas, or even Bachelor’s or Master’s Degrees.

For more information, please check: [http://scale.nus.edu.sg/AlumniLifelongLearning/index.html](http://scale.nus.edu.sg/AlumniLifelongLearning/index.html)

**The School of Continuing and Lifelong Education (SCALE)**

For the general public, SCALE provide opportunities for working adults to acquire new knowledge and skills from Asia’s leading university — NUS. SCALE will work closely with the 16 schools of NUS, leveraging on their collective expertise and knowledge, to bring about practice-based education, applied research and innovative programmes, through the Executive & Professional Development (EPD) Unit.

Be more than ready.
Be future-ready.

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E: hire@nus.edu.sg