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Scaffolding Framework for Supply Chain/Business Career Transition Through Experiential Learning

-From diverse learner backgrounds to role-ready career pathways

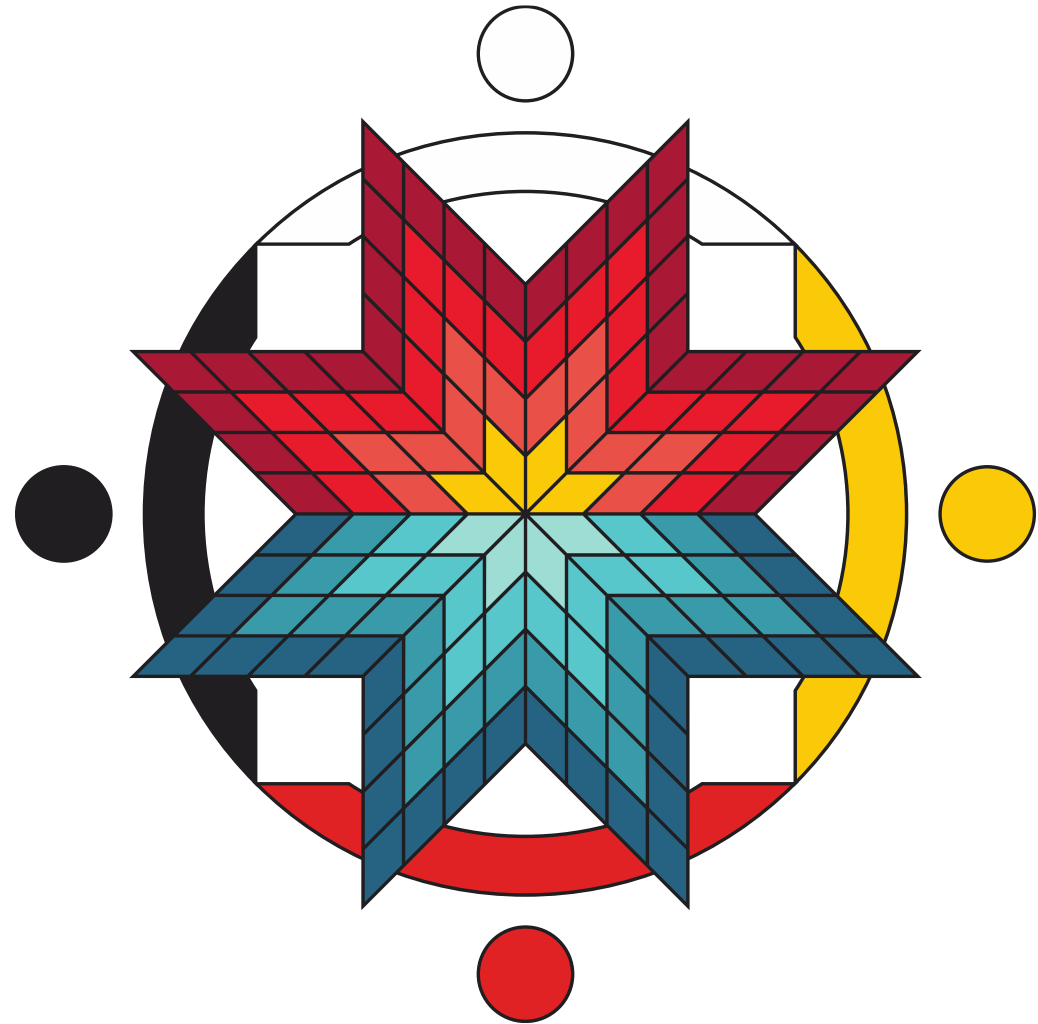
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Land Acknowledgement

George Brown Polytechnic is located on the traditional territory of the Mississaugas of the Credit First Nation and other Indigenous peoples who have lived here over time.

We are grateful to share this land as treaty people who learn, work and live in the community with each other.

[Learn more about our land acknowledgement.](#)



Agenda

- Opening and GBP context
- Case Study–Supply chain career transition from accounting
- Career Transition Framework, UDL, experiential learning, AI support
- GBP implications and closing



Why this matters at GBP

Postgraduate learners often arrive with:

- Different degrees and work histories
- Different levels of Canadian labour-market knowledge
- Different confidence in translating prior experience
- Similar goals: business, supply chain, analytics, operations, or management roles



A better career-readiness question

Instead of asking:

“Are students job-ready?”

Ask:

**“Ready for which role, from which starting point,
with which evidence?”**



Case setup: accounting to supply chain

Learner profile

- Bachelor's degree in Accounting
- 0–3 years of experience in financial reporting, internal audit, and compliance testing
- Excel, basic ERP exposure, financial analysis, process documentation
- Limited supply chain exposure through inventory counts and purchase-order review
- Goal: senior supply chain management pathway



Audience challenge

What first role would you recommend for this learner in Canada?

- A. Inventory Analyst
- B. Supply Chain Analyst
- C. Inventory Control Clerk
- D. Supply Chain Coordinator
- E. Purchasing Assistant
- F. Supply Chain Manager



The hidden problem

The learner has value — but the value is not yet translated.

- **Accounting language:**
reconciliation, audit, cost analysis, compliance
- **Supply chain language:**
inventory control, supplier evaluation, KPI tracking,
process risk



AI support layer

AI tools support career-transition analysis by helping to:

- Identify realistic Canadian job titles
- Filter roles by experience and certification requirements
- Compare learner skills with job-posting requirements
- Map transferable skills into employer language
- Project possible next-stage roles

Bottom line:

AI supports structure and scale; human judgment validates the pathway.



Role filtering

Realistic Stage 1 role options

- Inventory Analyst
- Supply Chain Analyst
- Inventory Control Clerk
- Supply Chain Coordinator
- Purchasing Assistant

Filtered out

- Roles requiring 3+ years of direct supply chain experience
- Roles requiring advanced supply chain certifications
- Roles too close to management-level responsibility



Skill transfer map

Accounting built skill → Supply chain application

- Financial analysis → supplier financial health assessment
- Cost accounting → inventory and logistics cost analysis
- Data reporting → supply chain KPIs and dashboards
- Audit/compliance → supplier compliance and contract verification
- Internal control → supply chain risk and process control



Built skills vs. new-learning skills

For an Inventory Analyst pathway:

Built skills to leverage

- Excel and reconciliation
- Inventory monitoring exposure
- Financial and cost analysis
- Process documentation

New-learning skills to build

- Inventory management principles
- WMS systems
- Inventory KPIs
- Supply chain terminology



Case decision: pathway, not just job title

- **Recommended Stage 1:**

Inventory Analyst

Strongest use of accounting and inventory-related exposure

- **Alternative Stage 1:**

Supply Chain Analyst

Broader and potentially faster pathway toward management

- **Stage 2 projection:**

Senior Supply Chain Analyst / Demand Planning Analyst

- **Longer-term direction:**

Supply Chain Manager/Senior Manager – Supply Chain Finance



Framework reveal

Stage 0 → Stage 1 → Stage 2

Stage 0: Current learner profile

Stage 1: Target entry-level role

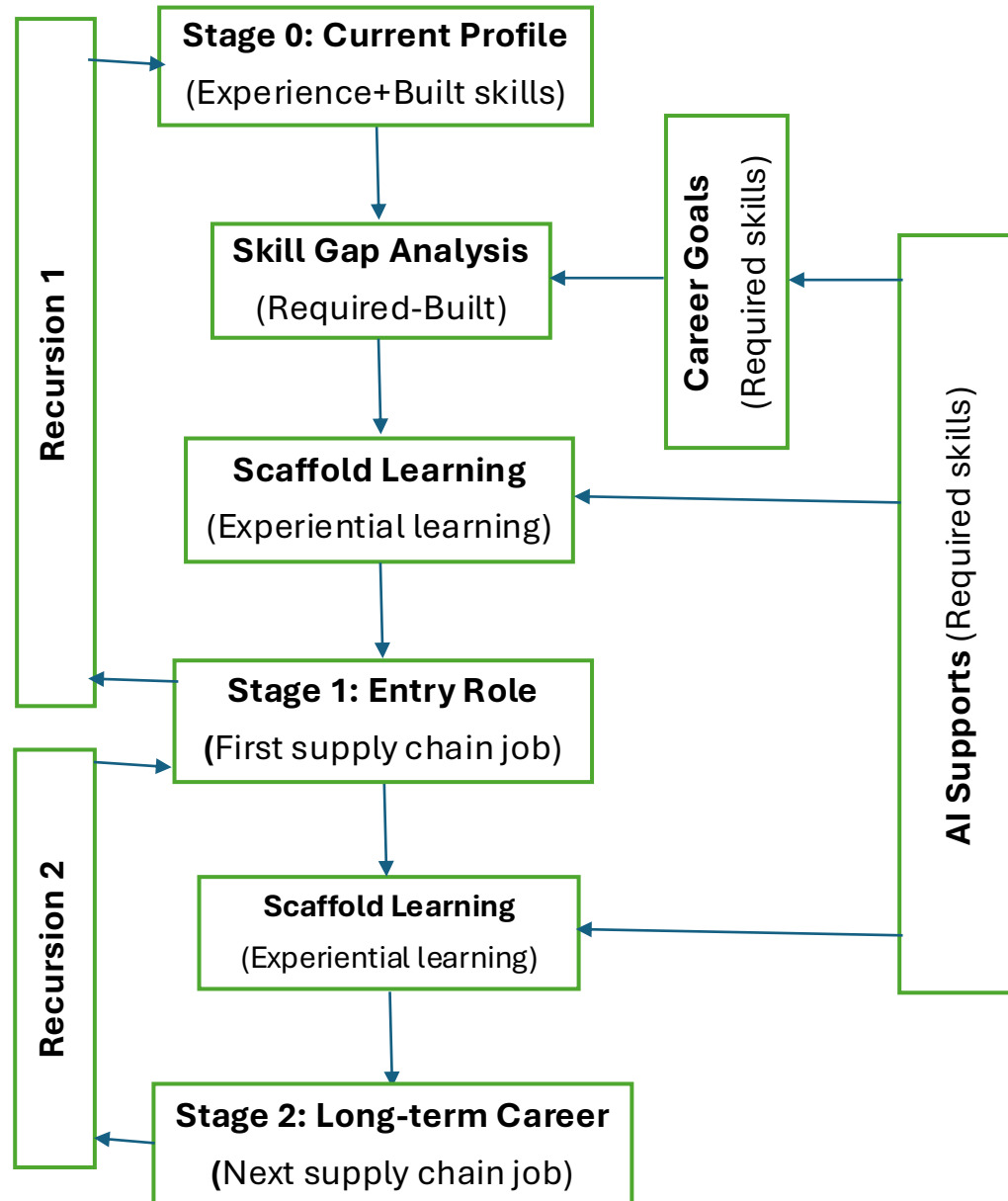
Stage 2: Longer-term career goal

Supported by:

- Skill-gap analysis
- UDL-informed scaffolds
- Experiential learning / WIL / co-op
- AI-supported job-title and skill analysis



Career Transition Framework



What each stage means

Stage 0: What the learner brings

Degrees, work experience, built hard skills, built soft skills, transferable capital

Stage 1: What the entry role requires

Job-title skills, tools, behaviours, evidence, Canadian employer language

Stage 2: Where the pathway can grow

Specialization, leadership, advanced tools, broader responsibility



UDL + experiential learning + WIL/co-op

- UDL helps us design for learner variability.
- Experiential learning/WIL/co-op helps students produce evidence of readiness.
- Scaffolding connects both.

From:

**exposure → guided practice → feedback →
evidence → independent performance**



Four scaffolds in practice

- **Diagnostic scaffolds**
Learner profile, resume review, skill inventory, target-role map
- **Developmental scaffolds**
Workshops, exemplars, skill resources, milestone feedback
- **Performance scaffolds**
Project briefs, deliverables, client communication, presentations
- **Transition scaffolds**
Portfolio, resume language, interview narrative, role-fit explanation



Experiential learning



What this means for GBP

A shared model for career-transition support:

- **Student Success**
Role mapping, skill translation, career narrative
- **Faculty**
Role-aligned projects, authentic assessment, scaffolded learning
- **WIL / Co-op**
Evidence-building experiences and employer-facing readiness
- **Leadership**
Scalable, inclusive, AI-supported pathway design

Closing line:

Career transition is not only a student issue.

It is a **learning-design and pathway-design issue.**



Questions and Discussion



Thank you!

