

Preparing Students for the Transition to Work

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Service de planification de carrière



Transitions

Transitions, of all kinds, are more successful when supported by knowledge, experiential learning, support, reflection, and self-confidence



*Students need to be **career ready** which means, attaining and demonstrating requisite competencies, which will allow them to succeed in the transition to the world of work*

*Critical Thinking/Problem Solving – Communication –
Teamwork/collaboration – Leadership – Professionalism/work
ethic – Digital Technology – Career Management –
Global/Intercultural Fluency*

(NACE)National Association of Colleges and Employers

They are everywhere!

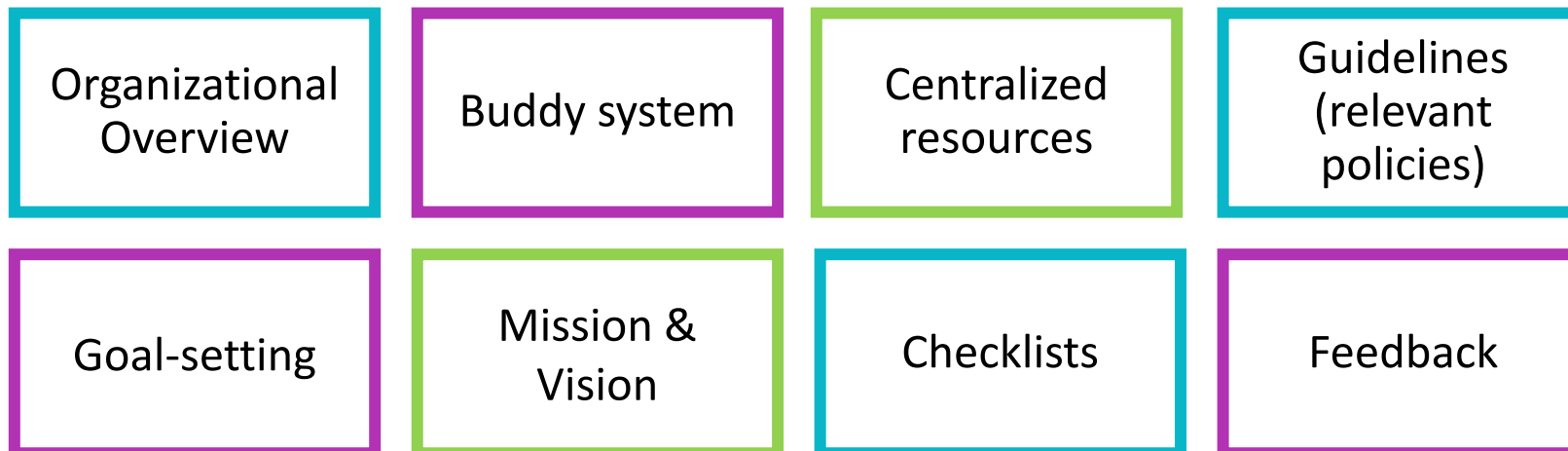
We can find students working in almost all corners of the university, in our classrooms, departments, units, student unions, libraries, labs, dining halls, administrative offices, and our athletic center.

*CaPS in partnership with **ALE** (funded by Québec Government through the Deputy Provost Office) have been working hard to develop creative ways of infusing more in depth and meaningful connections, learning and competency building into our on-campus jobs.*

The outcome is two great initiatives that will do just that!



Onboarding is a process “where new employees acquire the necessary knowledge, skills, and behaviours to become effective organizational members...” (Bauer & Erdogan, 2011).



***NOTE:** Only undergraduate students are in scope for this pilot. Job-specific/technical training is out of scope

How does it Benefit Student Employees?

PURPOSE

Understanding why one's work matters
E.g., connecting to a purpose

PROCEDURE

Providing policy/procedure training resources
E.g., time-sheet submission

BELONGING

Connecting to community
E.g., new hire workshops

ENGAGEMENT

Onboarding Central



Resources for Student Employees



Student Employees

Resources for Supervisors



Supervisors

Current Approach

RESOURCE	TOPICS
STUDENT EMPLOYEE TOOLKIT	Employee Handbook (e.g., professional expectations)
	Competencies (e.g., problem-solving, leadership)
	Policy Information (e.g. harassment policy)
FAQs & HOW TO GUIDES	Processes (how to get paid with timesheets, etc.)
	FAQs (ROEs, Hiring seasons, Reference letters)
SUPERVISOR TOOLKIT	Onboarding Checklist
	Supervisor Handbook (best practices)
FACE-TO-FACE	Community-Building Onboarding Event

The aim of the project is to evaluate and enhance some on-campus jobs (starting with some work-study positions as our pilot) making them high impact experiences. This will be achieved by creating guidelines, trainings and supports for both the student staff and supervisors.

Goals

Align work-study opportunities with experiential learning processes

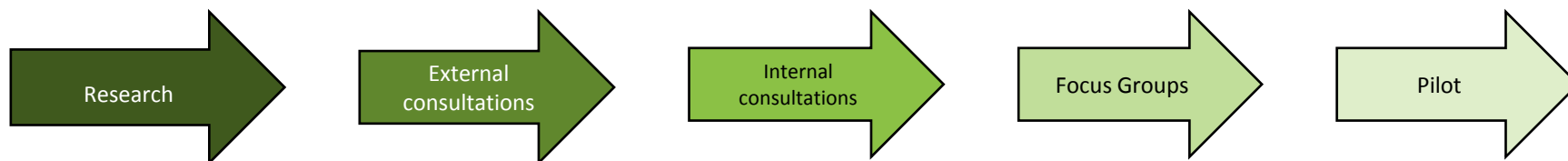
Provide defined learning outcomes for work-study positions

Enable students to develop and identify career readiness competencies

Promote and connect students with available on-campus skills and career development training

Provide supervisors with support and resources

Process



Proposed Components

Students

Workshops
(mandatory &
optional)

Student Reflection
Handbook

On-line resources

Agreement

Jobs

Standardized robust
Job descriptions

Defined
competencies/
Learning outcomes

Standardized time
requirements

myInvolvement

Supervisors

Trainings (optional)

On-line resources

Supervisor Handbook

Supervision
guidelines

Proposed Requirements/Commitments

FLY POSITIONS

Fly positions are high impact experiences whereby students are given the opportunity to learn by doing, to develop strong transferable skills, to gain career awareness, and to grow as professionals

- Position must be minimum of one academic semester
- Minimum of 10 hours per week during the academic year and a minimum of 15 hours per week during the summer
- Job description must follow FLY guidelines
 - Clearly defined tasks and responsibilities
 - Identify career readiness competencies associated with position
 - Identification of specific skills and qualifications required
 - Description of learning outcomes that student will benefit from as a result of the position

FLY SUPERVISORS

FLY supervisors are guides that help develop, and mentor student staff, through organized, thoughtful, and intentional training, and consistent supervision

- Review roles, responsibilities and expectations with student(s)
- Organize on-boarding (tour of office, meeting the staff, other logistics and information around office hours, pay schedules,...)
- Review learning outcomes and help student set goals using the FLY workbook
- Provide in-person supervision (minimum 3 meetings per semester)
- Complete career development and evaluation worksheets

Proposed Requirements/Commitments

FLY Employees:

Students selected for a FLY position will be committing themselves to a high impact learning experience which will require commitment to learning and demonstration of self-reflection

- Full time student
- Available to work a minimum of 10 hrs./week
- Attend a CV and cover letter workshop or a one-on-one session with career advisor prior to applying to FLY positions
- Actively participate in goal setting, skill development, and supervisory activities
- Complete FLY reflection handbook
- Attend mandatory training sessions
- Sign agreement with supervisor



Sample training sessions for supervisors

Standard Trainings

- How to find the best student for the job!
- How to provide effective feedback to your student staff

Train the Trainer Series

Helping others reflect:

- Mindful involvement
- Mid-way Check-in
- Unpacking: post experience reflection



For Supervisors...

Sample training sessions for student staff

Standard FLY sessions (mandatory)

- Mindful reflection: Beginning your job with intention
- Unpacking: Post experience reflection

Career development

- CV & Cover Letter writing
- Interview skills
- PACE program

Professional development (skills based)

- Social Media: Best practices
- How to be an effective communicator
- The nuts and bolts of workshop facilitation

Personal development

- Time management 101
- How to deal with procrastination



Proposed FLY Handbook

Table of contents

What is the FLY program?

- Purpose
- Framework/competencies
- Components of program
- The Commitment

Your work plan

- Responsibilities/tasks
- Learning outcomes
- Competency development
- Goal setting
 - Job
 - Personal/career growth

Reflection

- Mindful involvement
- Mid-way check-in
- Post reflection
- Monthly/weekly reflection

Supervision

- Supervision worksheets

Appendices

- Competencies list
- Action verbs list
- Co-curricular record general information
- Skills 21 links and information
- McGill 101 - highlights
- Contract agreement
- Supervisor – supervisee work sheets
- Notes

Questions

