

# ON CAMPUS EMPLOYMENT: ROUTE TO TOP SKILLS ACQUISITION

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# AGENDA

- Introductions and Overview
- Current Literature
- History of On-Campus Employment at Memorial
- Current Project and Methodology
- Findings from Analysis
- The Skills Employers Want
- Conclusion
- Q & A

# WHO IS IN THE ROOM?



# THE “SKILLS GAP”



- Current Discourse
- “Awareness Gap”
- “Human Skills”
- How can we bridge the gap?

# HISTORY OF ON CAMPUS EMPLOYMENT AT MEMORIAL U

- **Memorial University Career Experience Program (MUCEP)**
  - Started in 1992 to offset increasing tuition costs
  - Positions are 40 or 80 hours in duration
  - Revamped in 2005 to include learning and reflection agreement
  - Funding from 1992 – 2017 \$960,000 (with \$90,000 allocated to Grenfell Campus)
  - Funding in 2018 saw an increase of \$300,000, with new funding amount \$1,170,000 annually.
  - From 2010-2018 the highest number of positions went to:
    - Faculty of Science 21.9%
    - Faculty of Humanities & Social Sciences 15.6%
    - AVPA Students (Residence, Student Life, Wellness & Counselling 9.1%

# HISTORY CONT.

- **International Student Work Experience Program (ISWEP)**
  - Started in 2007
  - 5% (@\$30 per course) is directed towards providing campus specific employment opportunities for international students.
  - Follows same guidelines as MUCEP
  - 40 or 80 hours in duration per semester

Start of MUCEP: Sections 1 & 4  
End of MUCEP: Sections 2, 3 & 4

	Section 1: (Beginning of MUCEP Position)		Section 2: (End of MUCEP Position)
	Tasks/Activities	Skill Development	Student Comments
1.			
2.			
3.			
4.			
5.			
6.			

Start of MUCEP: Sections 1 & 4  
End of MUCEP: Sections 2, 3 & 4

**Section 3:**

To be completed by the student at the end of the placement.

A) List any career interests that may have emerged/became solidified as a result of this MUCEP position.

B) Please describe the skill that was most enhanced for you as a result of this MUCEP position and why.

C) How will you apply this new or enhanced skill to your next employment opportunity?

**MUCEP LEARNING AND REFLECTION AGREEMENT**

Section 1: (To be completed in week 1)		Section 2: (To be completed at end of semester)
<b>Skills</b> (Adapted from Employability Skills 2000+, The Conference Board of Canada)	<input checked="" type="checkbox"/>	<b>Student comments/personal insights</b> (Please provide examples where applicable)
<b>Fundamental Skills</b>		
Communication	<input type="checkbox"/>	
Management of information	<input type="checkbox"/>	
Researching and using numbers	<input type="checkbox"/>	
Analytical thinking and problem solving	<input type="checkbox"/>	
Adaptability	<input type="checkbox"/>	
<b>Personal Management Skills</b>		
Demonstration of positive attitudes and behavior	<input type="checkbox"/>	
Continuous learning	<input type="checkbox"/>	
Being responsible	<input type="checkbox"/>	
Working safely	<input type="checkbox"/>	
<b>Teamwork Skills</b>		
Working with others	<input type="checkbox"/>	
Project participation	<input type="checkbox"/>	
<b>Other Skills</b>		

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**Section 3:**

- a) What activities did you seem to pick up/learn most rapidly?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- b) Which activities gave you the most satisfaction?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- c) Of all the duties that you did well, what did you feel you did best?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- d) How will you apply this work experience and the corresponding skills developed to your academic learning?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- e) Are there any goals or career interests that have emerged or have become solidified for you?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Section 4:**

Employer Signature	Student Signature
Date	Date

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[HTTPS://WWW.MUN.CA/STUDENT/FACULTY-STAFF/MUCEP\\_LEARN\\_REFLECT\\_FRM.PDF](https://www.mun.ca/student/faculty-staff/mucep_learn_reflect_frm.pdf)





# CURRENT PROJECT AND METHODOLOGY

- **An analysis of 3,676 Learning and Reflection agreements collected between 2005-2018 was completed**
- **Text analysis was completed using Canadian made “Voyant Tools” whose project leads are from McGill University and University of Alberta**
- **Open-source web-based reading and analysis program for digital texts**
  - Sinclair, Stéfan and Geoffrey Rockwell, 2016. Voyant Tools. Web. <http://voyant-tools.org/>.



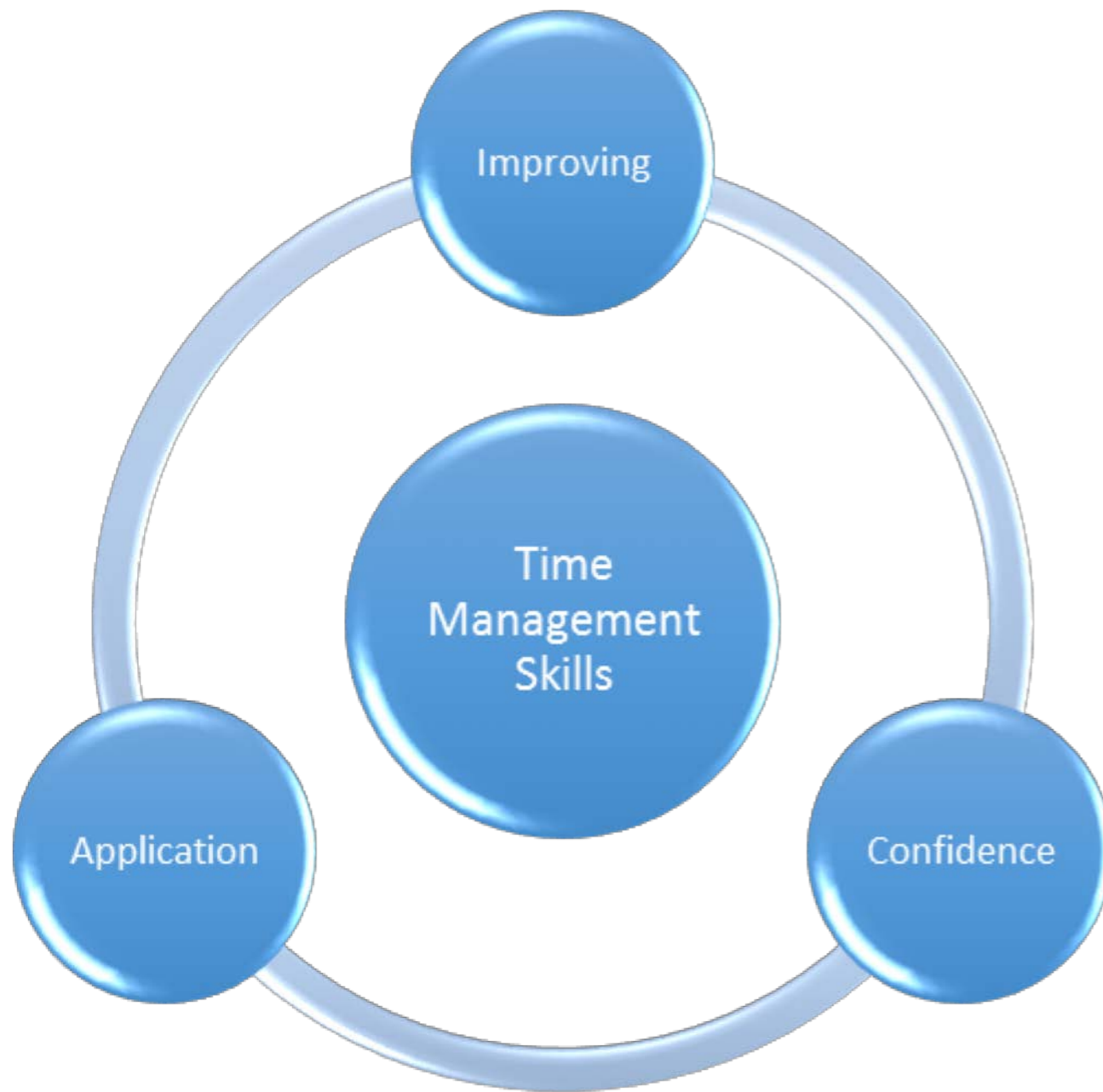
# WHAT DID THEY ACTUALLY GAIN?

## Top Five Skills

1. Time Management
2. Communication
3. Professional Skills
4. Research
5. Team and Independent work



# 1. TIME MANAGEMENT



**“The skill most enhanced was time management. Being my first MUCEP it helped me manage time between my studies and my hours.”**

**“Time management skills was the most enhanced as I am enrolled in a very intensive program so it was not always easy to find extra hours to work. I had to really manage my time well to be able to also work part-time.”**

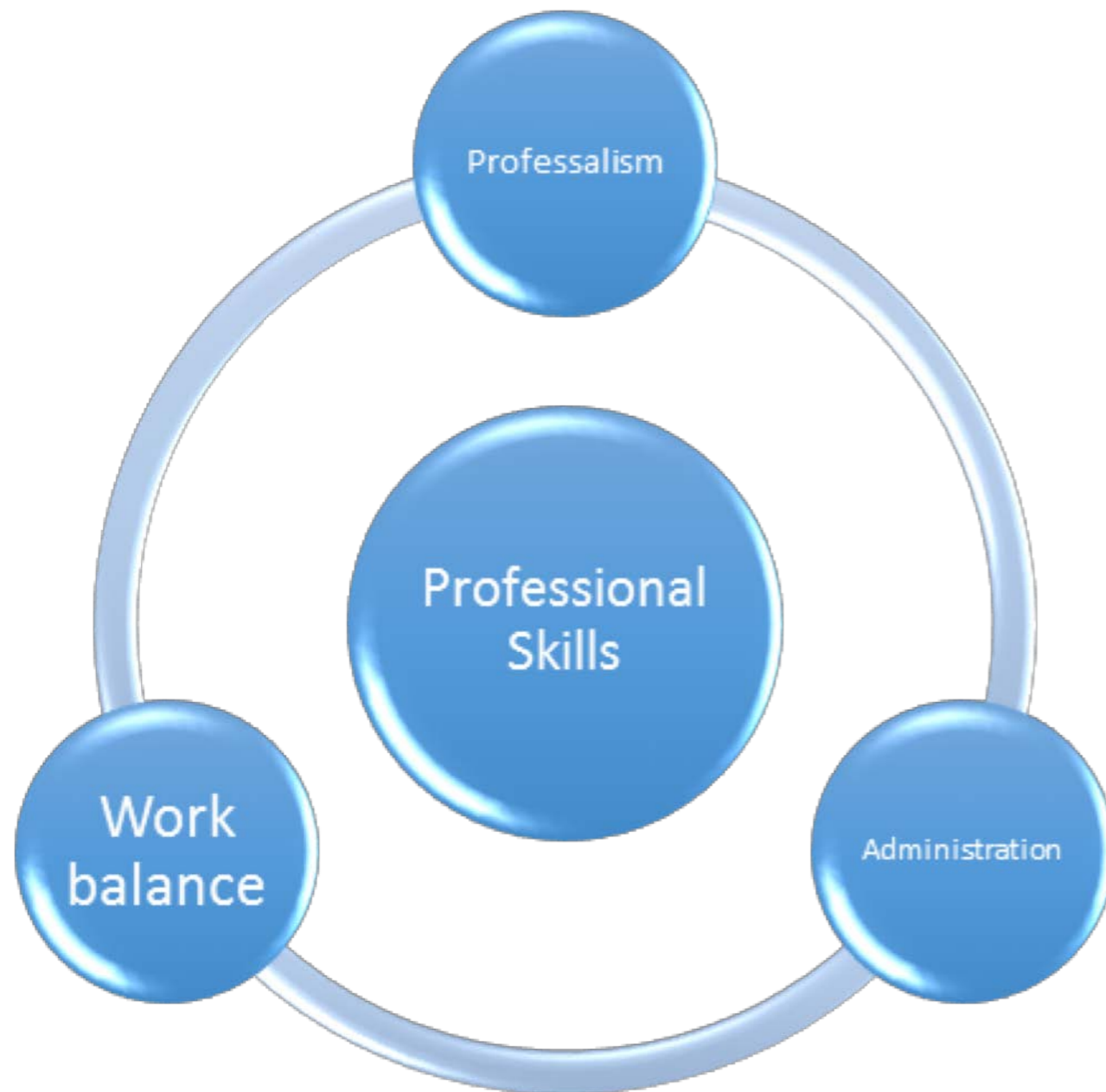
# 2. COMMUNICATION SKILLS



**“Communication was most enhanced for me. I had to use effective communication skills to help out students who were at times frustrated with their issues.”**

**“Communicating with not only the public, but also with my coworkers. Doing school programs forced me to get out of my comfort zone and talk to a larger group of students. I have also learned how to communicate more effectively and in a professional**

# 3. PROFESSIONAL SKILLS



**“I believe professionalism was a big thing this semester, as I'm used to having a more reserved position where I work in the background MUCEP-wise. This semester allowed me to "test-drive" my ability to be professional.”**

**“Administrative skills was most enhanced since I kept confidential records and demonstrated high level of professionalism which also includes problem-solving skills.”**

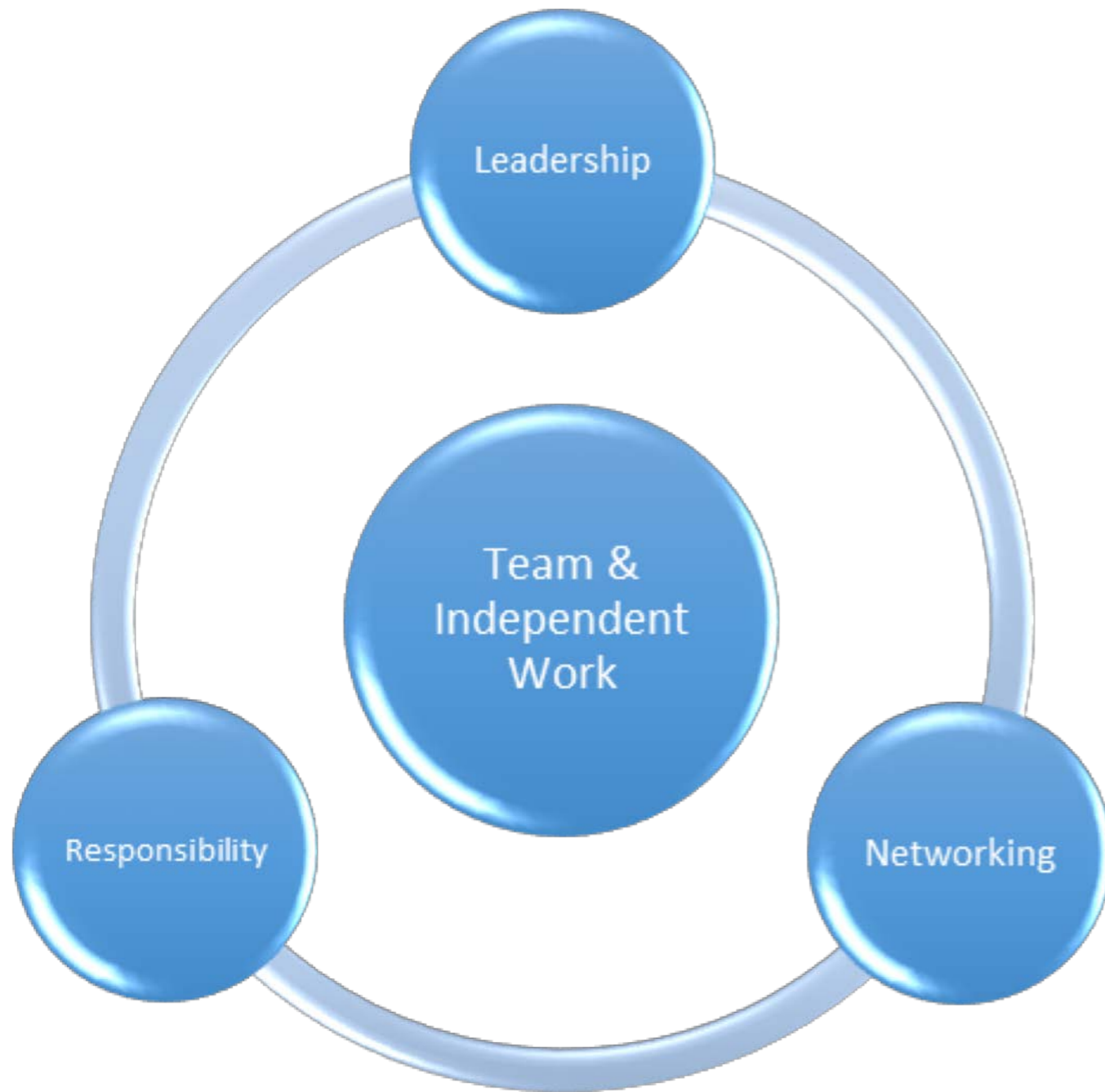
# 4. RESEARCH SKILLS



**“Ability to conduct independent research. I worked to enhance my ability to gather data and keep it well-organized, as well as developed a research methodology that was reproducible.”**

**“I mostly developed my research skills. I learned to be persistent with searching for information online and to check a variety of different sources using different keywords to obtain the results I am looking for.”**

# 5. TEAM AND INDEPENDENT WORK



**“A skill that was most enhanced was working independently. Working independently taught me how to follow instructions carefully, be aware of my surroundings and actions, and to ask questions when given the opportunity. I have become more confident in my ability to work without supervision.”**

**“The skill that was most enhanced as a result of this MUCEP position is teamwork skills, as all tasks involved working with others in a respectful and cooperative manner.”**



## **TOP 10 Skills Students Thought They Would Gain**

- 1. Communication (Oral & Written)**
- 2. Data entry**
- 3. Management**
- 4. Professional Skills**
- 5. Time Management**
- 6. Interpersonal Skills**
- 7. Team & Independent Work**
- 8. Computer Literacy**
- 9. Research**
- 10. Organizational**

## **Top 10 Skills Students Actually Gained**

- 1. Time Management**
- 2. Communication (Oral & Written)**
- 3. Professional Skills**
- 4. Research**
- 5. Team and Independent Work**
- 6. Organizational**
- 7. Management**
- 8. Data Entry**
- 9. Interpersonal Skills**
- 10. Computer Literacy**

# WHAT SKILLS EMPLOYERS WANT!

**Business Council of Canada Top 5 Skills 2018:**

- 1. Collaboration/teamwork/interpersonal/relationship building skills**
- 2. Communication Skills**
- 3. Problem-Solving Skills**
- 4. Analytical Capabilities**
- 5. Resiliency**

**<https://thebusinesscouncil.ca/wp-content/uploads/2018/04/Navigating-Change-2018-Skills-Survey-1.pdf>**

# WHAT SKILLS EMPLOYERS WANT!

## CACEE Campus Recruitment Report – Recruiters Summary 2013

1. Communication (Verbal)
2. Teamwork
3. Analytical Skills
4. Strong Work Ethic
5. Problem Solving Skills

[https://www.cacee.com/\\_Library/docs/2013\\_CACEE\\_Campus\\_Recruitment\\_Report\\_-\\_Recruiter\\_Summary\\_Final.pdf](https://www.cacee.com/_Library/docs/2013_CACEE_Campus_Recruitment_Report_-_Recruiter_Summary_Final.pdf)

What's  
next





# REFERENCES

## **Business Council of Canada**

**<https://thebusinesscouncil.ca/wp-content/uploads/2018/04/Navigating-Change-2018-Skills-Survey-1.pdf>**

## **Voyant Tools**

**Sinclair, Stéfan and Geoffrey Rockwell, 2016. Voyant Tools. Web. <http://voyant-tools.org/>.**

## **CACEE Campus Recruitment Report**

**[https://www.cacee.com/\\_Library/docs/2013\\_CACEE\\_Campus\\_Recruitment\\_Report\\_-\\_Recruiter\\_Summary\\_Final.pdf](https://www.cacee.com/_Library/docs/2013_CACEE_Campus_Recruitment_Report_-_Recruiter_Summary_Final.pdf)**

## **A Good Job**

**McClennan, G.S., Creager, K, Savoca, M. (2018). *A Good Job: Campus Employment as a High-Impact Practice*. Sterling, VA: Stylus Publishing.**

# THANK YOU FOR COMING! QUESTIONS/COMMENTS?

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