Student Employment and Career Centre (SECC)
Today’s Agenda

- SECC Overview
- Career Readiness Competencies
- College and Industry Partnerships
- Curricular-Based Programming
- 2016-17 Highlights Report
The SECC contributes to student/alumni success by empowering students/alumni with the necessary tools, resources and supports to make a successful transition from education to career.
CareerLink is managed collaboratively by career centre staff across campus to provide support for your career development, employment and experiential learning needs

careerlink.usask.ca/
SECC Overview - Service Delivery Model

21,000+ Students

- Self-Help Services
- Brief Staff-Assisted Services
- Individual Case-Managed Services

5 - 10%*
20 - 25%*
65 - 70%*

*Percentages represent targets of the SDM
**Sampson, Reardon, Peterson, and Lenz (2004)
Career Readiness Competencies

- Career readiness is the attainment and demonstration of requisite competencies that broadly prepare [university] graduates for a successful transition into the workplace.

National Association of Colleges and Employers (NACE)
Professionalism/Work Ethic
Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from their mistakes.

Oral/Written Communications
Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

Teamwork/Collaboration
Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, sexual orientations, religions, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.

Critical Thinking/Problem Solving
Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

Digital Technology
Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.

Leadership
Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage their emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

Global/Intercultural Fluency
Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals’ differences. As a University of Saskatchewan graduate, demonstrating substantive knowledge of Aboriginal peoples, and their history, is also crucial.

Career Management
Identify and articulate one’s skills, strengths, knowledge, and experiences relevant to the position desired and career goals; and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to veto advocate for opportunities in the workplace.
Rating of Recent Grads’ Career Readiness Competencies

From the SECC On Campus Recruitment Survey 2017

www.usask.ca/secc
Career Competency Research Project

From the Edwards School of Business - SECC Career Readiness Research Report 2017
Career Competency Research Project

From the Edwards School of Business - SECC Career Readiness Research Report 2017
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From the Edwards School of Business - SECC Career Readiness Research Report 2017
College and Industry Partnerships

Career Talks - Don’t cancel that class! (73 presentations, 2016-17)

The SECC offers customized 50 minute sessions on career development and employment transition programming for colleges, department’s and groups on campus in the following areas:

- Meet your SECC
- Plan with a Pencil: Career Development for 1st and 2nd years / 3rd and 4th years
- What can I do with My Degree In ...? Learn How to Explore Career Possibilities
- Strengths and MBTI Workshops
- Networking 101
- Creating Top Cover Letters and Building Effective Resumes and CV’s
- Marketing Your Student Leadership Experience
- Effective Job Searching: A step by Step Approach
- How to Make the Most of a Career Fair
- The Power of LinkedIn
- Ace the Interview: Tips and Tricks
College and Industry Partnerships

Career Meet Ups (Up to 75 participants per session, 2017-18)

These events bring together a broad and diverse group to draw connections between industry, faculty, students and alumni. The SECC has partnered with Alumni Relations on these 9 events:

- Renewable Energy
- Environment and Sustainability
- Science, Technology and Research
- Government and Community-based Organizations
- Kinesiology; Engineering
- Healthcare
- Mining, Oil and Gas
- Entrepreneurship
- Agriculture and Bioresources
College and Industry Partnerships

Career Fairs (245 exhibitors and Approx. 2800 students, 2016-17)

Career fairs offer an excellent opportunity to market yourself and meet with some of Canada's top employers, develop your networking skills and gain a better understanding of career opportunities in the following multi-discipline and discipline specific events:

- Campus Career EXPO
- Accounting
- Pharmacy
- Agriculture and Bioresources
- Education
- Summer Jobs
College and Industry Partnerships

Engineering Professional Internship Program (EPIP – 91 placements, 2017)

EPIP is a conduit that connects quality students, faculty and employers through an established network of engineering professionals.

- An experiential learning program featuring:
  - 8, 12 or 16 month work terms / January, May or September placements

- Allows you to maintain your full-time student status, count up to 12 months of your experience toward your P.Eng designation and earn a competitive salary while gaining valuable engineering work experience

- Historical placements fall within these industries: Mining; Infrastructure, Transportation or Construction; Manufacturing; Consulting and Professional Services and Oil and Gas
Curriculum-Based Programs

College of Arts & Science (2 Departments, 4 courses, 261 students, 2014-18)

Partnering with the Department of Political Studies and the Dean’s Office, we have delivered over 60 hours of in-class sessions focusing on building students Essential Academic Skills and:

- Critical Thinking / Problem Solving
- Teamwork / Collaboration
- Oral / Written Communication Competencies

“...they are skills that go well beyond the scope of the course and will be relevant in your entire degree program (and afterwards)” – 3rd Year Political Studies Student

“Students drew on their Strengths Finder Action Items to select strategies for effective small group work, research projects, and academic planning. It was a valuable addition to the course, and to my student’s developing academic efficacy!” - Dr. Sandy Marie Bonny, College of Arts & Science
Curriculum-Based Programs

College of Pharmacy and Nutrition (3 courses, 104 students, 2015-18)

Program-wide series to assist faculty in achieving professional skills and management learning outcomes for the 2nd and 3rd year Nutrition students. Aligning with the national Integrated Competencies for Dietetic Education, focus was on:

- Professionalism / Work Ethic
- Teamwork / Collaboration
- Critical Thinking / Problem Solving
- Career Management Competencies

“It helped me realize that the skills I’ve developed in this program and my own personal strengths can be transferable to other professions” – 3rd Year Nutrition Student

“...my interest in working with Aboriginal people and in northern Saskatchewan has increased through identifying the many possibilities that exist in this field” – 3rd Year Nutrition Student
Curriculum-Based Programs

College of Graduate and Postdoctoral Studies
(3 courses, 164 Graduate students and Postdocs, 2014-18)

Collaborated with instructors of the **Graduate Professional Skills Certificate** to support learning goals designed to develop graduate students’ professional skills with specific focus on:

- Professionalism / Work Ethic
- Oral / Written Communication
- Teamwork / Collaboration
- Critical Thinking / Problem Solving Competencies

“It will help me interact with my lab members better because I will take a step back and see how I can use the knowledge about my personality preferences to have a positive impact and create a conductive work environment” – Graduate Student

“...spoke to a certain "version" of myself - particularly my professional persona. This makes it very useful to me as a tool to understand how I fit within my workplace + why I find certain roles comfortable or otherwise” – Graduate Student

www.usask.ca/secc
Curriculum-Based Programs

College of Law (20 - 1\textsuperscript{st} and 2\textsuperscript{nd} Year Law Students, 2017-18)

**Pilot partnership** with the Associate Dean Academic to foster students’ ability to establish clear and confident career goals, and enrich their understanding of broad Career Readiness Competencies as they relate to the **College of Law Graduate Attributes**. Preliminary data analysis reveals:

- 94% of participants agreed/strongly agreed that their understanding of their personal attributes will help them develop their career direction in the future
- 71% of participants agreed/strongly agreed that they felt confident in their ability to achieve their career goals (as opposed to 47% before the series)

“*Having a dedicated time to think about career direction and what I want to do with my degree when considering my strengths/personality*” – 1\textsuperscript{st} year Law Student

“*Learning to apply my strengths to actually talking about my career in law, why I chose it, etc. This will help with networking*” – 1\textsuperscript{st} year Law Student
Curriculum-Based Programs

Broad Themes to Shape our Direction:

Chaos and Happenstance - Nurturing attitudes that embrace curiosity, risk-taking, persistence, flexibility, optimism and uncertainty

Customized Connections and Communities – Creating hubs of connectivity, and fostering strong and authentic relationships with stakeholders

Ecosystem Rather than Place - Connecting key stakeholders, creating a sense of shared responsibility, and influencing campus culture

Moves and Mergers - Aligning with academic and non-academic structures (e.g. academic advising, teaching and learning, alumni relations, research)

Outcomes - Aligning with institutional goals, new measures of success, dynamic approaches to sharing data with key audiences
SECC 2016-17 Highlights Report

- 3rd highest viewed content on students.usask.ca after “Money” and “Academics”
- 51% of students logged into CareerLink (4% more than last year), and over 1000 alumni
- 3900 job postings
- 979 organizations posting jobs
- 2/3 of Saskatchewan’s Top 30 employers recruited on campus
- 1/3 of Canada’s Top 100 employers recruited on campus
- 62% of employers are likely to use competency-based skill sets in their hiring process/job descriptions
- 98% of students/alumni agreed or strongly agreed that the programming they attended is a valuable service
- 96% would recommend the program/service to other students/alumni

Access full report at - www.usask.ca/secc/employers
Questions