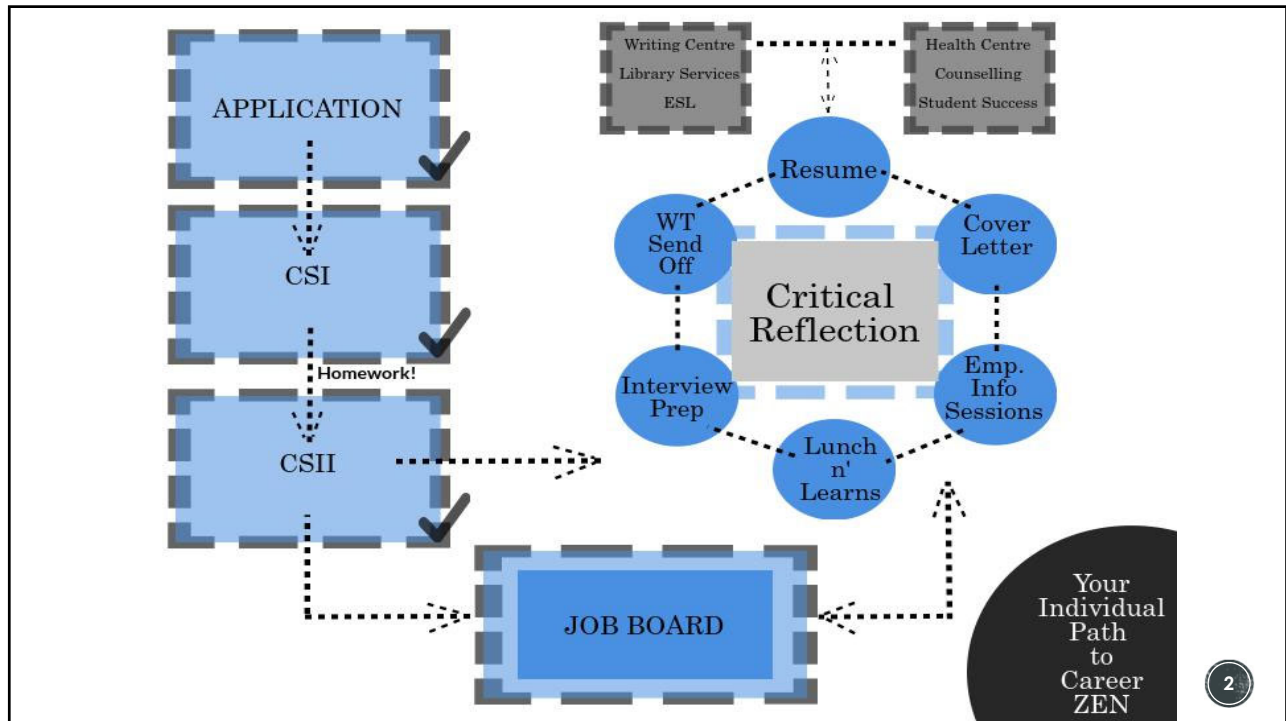


Welcome to Career Bridge

Welcome to Your Co-op Future!



Today's session will cover...

- **Who are we?**
 - What we do
- **What is Co-op?**
 - What Co-op is not
- **What is the Co-op experience?**
 - Student Ambassadors
- **What might Co-op look like for you?**
 - Setting Co-op sequencing plan
- **The Big Picture**
 - Identifying Your Skills
 - The Elevator Pitch

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Your Co-op Team

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How Much Does a Polar Bear Weigh?

...enough to break the ice. Let's get started.



What is Co-op?



“Co-operative Education is internationally recognized as the **preferred way to earn a degree** because Co-op students graduate with an educational experience that blends academic learning with practical application. Co-op students are **uniquely positioned** to achieve their career ambitions because they will have **applied their academic knowledge in the real world**, developing technical and professional skills, networking, and innovating.”

-Stacey Gaudette-Sharp (Co-op Coordinator and fantastic person)



The Details

- Optional academic program
- **PAID** full-time work terms
- Work terms are at minimum 4 months in length, but can be 8, 12, or 16 months
- Receive special designation on degree with 12 months of Co-op
- Apply and sequence work terms in whatever way suits you
- Maintain full-time student status while on work term



... And A Few More Details

- Available to students in the schools/faculties of:
 - Arts and Science
 - Health Sciences
 - Fine Arts
 - Graduate Studies
- Study permit holders are eligible, too!
- Need workplace accommodations?
Let's chat
- Combined degrees can do Co-op!



What Are The Fees?

- There are no fees to:
 - Apply to Co-op
 - Access the job board
 - Participate in workshops
 - Apply for jobs
 - Interview for jobs
 - Utilize the Career Bridge resources
- Only when you **register for a work term** are you assessed tuition and fees
 - Tuition and fees are not due until the end of the work term



What Is The Co-op Experience?

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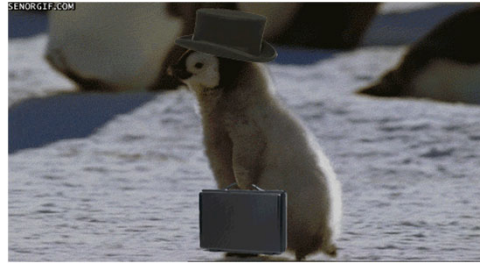
The Co-op Experience

- Learn to make realistic and informed academic *and* career choices
- Develop professionally and advance your job search skills
- Learn how to transition successfully from University to the workplace
- Experience real-world application of your discipline
- Develop valuable research skills for future work experience or graduate school
- Build valuable contacts with employers

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Co-op Is About Reflection & Feedback

- Reflection and feedback during each work term
 - Learning Objectives
 - Monthly Reports
 - Site Visit
 - Employer Evaluation
 - Final Report/Presentation
- Professional development sessions



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What Co-op is Not

Don't get it twisted

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Co-op Is Not...

- Not a summer job
 - Co-op positions are available in every semester
- Not just any job
 - These positions are discipline specific
 - Co-op is about career development and life-long learning
- Not a job placement service
 - It is your choice what you apply to
 - You'll engage in a competitive application process
 - We'll support and assist each step of the way
- What about the Careers office?

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Co-op office

- Serves students enrolled in the Co-op program
- Is an academic program
- All jobs vetted as having an academic connection
- Full-time, temporary, paid positions
- Positions start at the beginning of each semester
 - Spring, Fall, Summer

Careers office

- Serves all U of L students, including graduates/alumni
- Not an academic program
- Positions can start anytime
- Position categories include:
 - Full-time
 - Part-time
 - Summer
 - Temporary
 - New grad

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What Might Co-op Look Like for Me?

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Co-op Ambassadors

“Always pass on what you have learned.”
- Yoda

Where Might Co-op Fit In Your Degree?

- Here are some things to consider:
 - Plan for at least one opportunity that will be more than 4 months
 - Consider a fall or spring Co-op
 - Don't save Co-op until the end of your degree
 - Refer to your PPG and consult Academic Advising

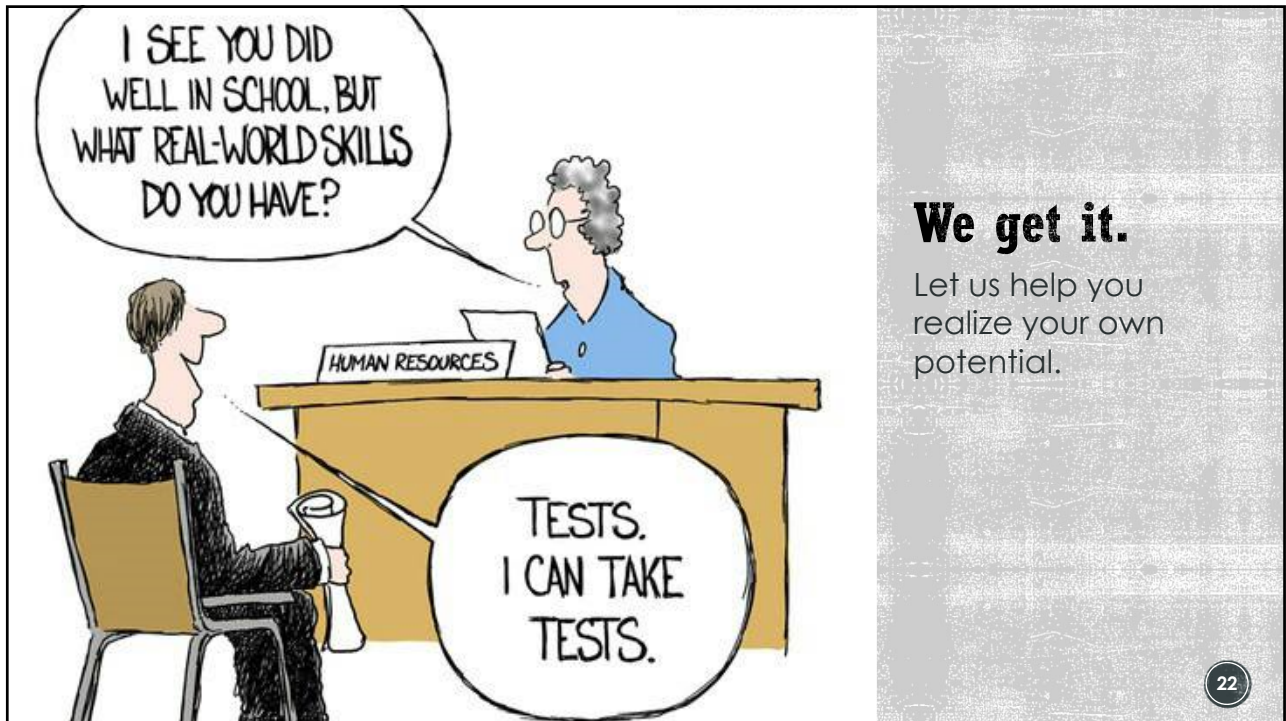
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Questions?

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21 Take 5



Co-op is Awesome.

...but how do I start to build my skillset? How does my degree intersect with my skills?

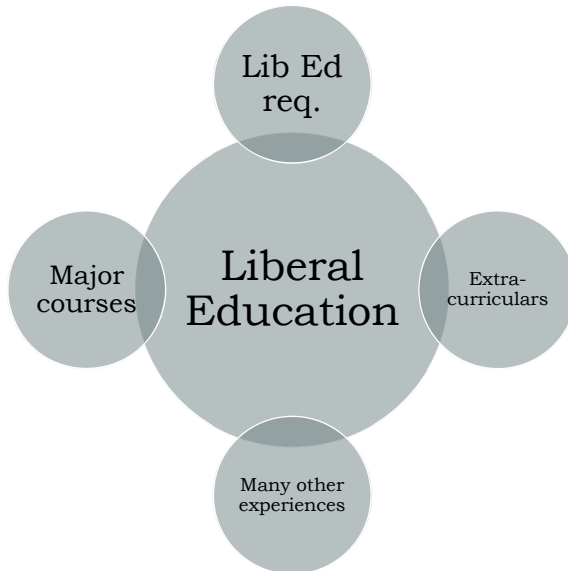
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The Big Picture

- We need to start thinking about your degree in holistic terms
- As a liberal education institution, the U of L specializes in providing an academic experience that allows you to explore other disciplines outside your major

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Your Liberal Education



All of your academic experiences combine to form skills, training, and knowledge that are broad, diverse, and uniquely your own.

No part of your degree or experience is more or less valuable than another.

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The Value of the Lib Ed Requirement

Let's discuss!

The skills that you develop as a result of the Liberal Education Requirement are important to employers!

- Critical Thinking
- Communication (Written, oral, presentations, public speaking)
- Group Work
- Research
 - how to conduct research
 - appropriate resources
 - Referencing correctly
- Synthesizing Data
- Solving Complex Problems
- Creativity
- Time-Management
- Prioritization

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So what?

Conference Board of Canada Employability Skills 2000+

The skills you need to enter, stay in, and progress in the world of work—whether you work on your own or as a part of a team.

These skills can also be applied and used beyond the workplace in a range of daily activities.

Fundamental Skills The skills needed as a basis for further development

You will be better prepared to progress in the world of work when you can:

COMMUNICATE

- read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)
- write and speak so others pay attention and understand the points of view of others
- listen and ask questions to understand and appreciate the points of view of others
- share information using a range of information and communications technologies (e.g., voice, e-mail, computers)
- use relevant scientific, technological, and mathematical knowledge and skills to explain or clarify ideas

MANAGE INFORMATION

- locate, gather, and organize information using appropriate technology and information systems
- access, analyze, and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)

USE NUMBERS

- decide what needs to be measured or calculated
- observe and record data using appropriate methods, tools, and technology
- make estimates and verify calculations

THINK AND SOLVE PROBLEMS

- assess situations and identify problems
- seek different points of view and evaluate them based on facts
- recognize the human, interpersonal, technical, scientific, and mathematical dimensions of a problem
- identify the root cause of a problem
- be creative and innovative in exploring possible solutions
- readily use science, technology, and mathematics as ways to think, gain, and share knowledge, solve problems, and make decisions
- evaluate solutions to make recommendations or decisions
- implement solutions
- check to see if a solution works, and act on opportunities for improvement

Personal Management Skills The personal skills, attitudes, and behaviours that drive one's potential for growth

You will be able to offer yourself greater possibilities for achievement when you can:

DEMONSTRATE POSITIVE ATTITUDES AND BEHAVIOURS

- feel good about yourself and be confident
- deal with people, problems, and situations with honesty, integrity, and personal ethics
- recognize your own and other people's good efforts
- take care of your personal health
- show interest, initiative, and effort

BE RESPONSIBLE

- set goals and priorities balancing work and personal life
- plan and manage time, money, and other resources to achieve goals
- assess, weigh, and manage risk
- be accountable for your actions and the actions of your group
- be socially responsible and contribute to your community

BE ADAPTABLE

- work independently or as part of a team
- carry out multiple tasks or projects
- be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
- be open and respond constructively to change
- learn from your mistakes and accept feedback
- cope with uncertainty

LEARN CONTINUOUSLY

- be willing to continuously learn and grow
- assess personal strengths and areas for development
- set your own learning goals
- identify and access learning sources and opportunities
- plan for and achieve your learning goals

WORK SAFELY

- be aware of personal and group health and safety practices and procedures, and act in accordance with them

Teamwork Skills The skills and attributes needed to contribute productively

You will be better prepared to add value to the outcomes of a task, project, or team when you can:

WORK WITH OTHERS

- understand and work within the dynamics of a group
- ensure that a team's purpose and objectives are clear
- be flexible: respect, and be open to and supportive of the thoughts, opinions, and contributions of others in a group
- recognize and respect people's diversity, individual differences, and perspectives
- accept and provide feedback in a constructive and considerate manner
- contribute to a team by sharing information and expertise
- lead or support when appropriate, motivating a group for high performance
- understand the role of conflict in a group to reach solutions
- manage and resolve conflict when appropriate

PARTICIPATE IN PROJECTS AND TASKS

- plan, design, or carry out a project or task from start to finish with well-defined objectives and outcomes
- develop a plan, seek feedback, test, revise, and implement
- work to agreed-upon quality standards and specifications
- select and use appropriate tools and technology for a task or project
- adapt to changing requirements and information
- continuously monitor the success of a project or task and identify ways to improve

Source: http://www.conferenceboard.ca/Libraries/EDUC_PUBLIC/esp2000.sflb

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Reassess YOUR Skills

Does your current resume reflect your Liberal Education?

So, what are your skills?

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Take Out Your Skills Assessment Sheet

We are going to choose specific examples (courses, experiences, activities, interests etc.) and identify the technical and job-ready skills you are developing

To start, consider the courses you have taken:

- Choose one course in your major
- Choose one Lib Ed Requirement course

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Technical Skills vs. Job-ready Skills

Each course and experience will provide you with:

- **Technical Skills** – specific, quantifiable, teachable abilities
 - Reading, writing, research, software, techniques, knowledge

- **Job-ready Skills** – less tangible, difficult to quantify
 - Communication, prioritization, leadership, time management

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Step 1: What Technical Skills Are You Developing In Your Courses?

Writing Skills:

- Lab Reports
- Academic papers
- Reflective Journals
- Social Media

Research Skills:

- Peer-Reviewed Journal Articles
- Primary Resources (museums, archives, experts in the field)
- Data collection
- Data entry (Excel, SPSS)

Lab Skills:

- Titrations
- Pipetting
- WHMIS
- PCR Analysis

***Hint* Every major has technical skills!**

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What Job-ready Skills Are You Developing In Your Courses?

Communications Skills:

- Presentations
- Public Speaking
- Writing
- Editing
- Social Media

Organizational Skills:

- Effective time-management
- Organization of tasks or assignments
- Planning
- Strategizing

Problem Solving and Analysis Skills:

- Critical thinking
- Capable of understanding complex problems
- Understand how to break a problem down into manageable tasks
- Creativity
- Problem solving
- Able to work as part of a group
- Able to work independently
- Numeracy, process, experimental design

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Step 2: What Skills Are You Developing In Your Other Experiences? (work experience, volunteering, clubs, applied or independent studies)

Empathy/Conflict Management:

- Managing conflict in a healthy way
- Helping others
- Going above and beyond

Event Planning:

- Developing budgets
- Organization and planning
- Volunteer Coordination
- Flexibility/Adaptability

Leadership/Coaching/Management:

- Working as part of a team
- Taking initiative
- Taking on additional responsibility
- Mentorship
- Providing and accepting critical feedback
- Sound decision-making

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Step 3: What Liberal Education Skills Are You Developing And What Is An Example?

- **Self-awareness and Confidence**
- **Communication**
- **Leadership and Teamwork**
- **Empathy and Conflict Resolution**
- **Organization and Prioritization**
- **Critical Thinking and Problem-solving**

Looking for an extra challenge? Identify your own skills for each category and come up with an example for each

Let's take some time to work on your Skills Assessment Sheet

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The Elevator Pitch: An Intro to Networking



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What Is An Elevator Pitch?

- The job-getting process (applications, interviews, and networking) are really about **self-promotion**
- You must learn to think and speak confidently about yourself, your skills, experiences, and talents
- An elevator pitch is a **quick, impactful speech (20-30 seconds)** that will spark interest in an employer to accept your application, or to meet with you for a longer conversation

Source: <https://www.mindtools.com/pages/article/elevator-pitch.htm>

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Scenario

You attended a Co-op "Eat and Learn" session about Volunteering in the Community. The speaker is Diana Sim, Executive Director of Volunteer Lethbridge.

- You want to speak with Diana about volunteering
- What are you going to say?

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An Elevator Pitch to Diana Sim about volunteering

1. Identify your objective:

- What do I hope to communicate and/or gain during this conversation?
- How much time will I have?
 - Is this a simple meet and greet, where you will only have a few minutes?
 - Do you want the employer to accept your resume?

Example: *Objective:* To learn how to join Volunteer Lethbridge and to inquire about larger volunteer projects (i.e. building a house, planning an event etc.)

Source: <https://www.mindtools.com/pages/article/elevator-pitch.htm>

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An Elevator Pitch to Diana Sim about volunteering

2. Introduce yourself and explain who you are:

- Introduce yourself with a handshake and a genuine smile
- Describe your field of study and any relevant interests
- Give an opening statement to start the conversation

Example: "Hi! My name is _____, I am a first year _____ student. Thank you for coming to speak today. I really enjoyed your presentation, especially when you talked about the need for University students to volunteer."

Source: <https://www.mindtools.com/pages/article/elevator-pitch.htm>

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An Elevator Pitch to Diana Sim about volunteering

3. Communicate Your USP (Unique Selling Position):

- Highlight something relevant that makes you unique - a special quality, an interest or passion, or a skill or experience
- If you can, support your statement with a specific example
- Your pitch should excite YOU first. Be enthusiastic about your interests!

Example: I get so much value out of volunteering. My favourite experience was a Habitat for Humanity project in my home town. We finished the inside of the house in two months. I learned so much from that experience, as I worked alongside people of all ages, skills levels, and backgrounds. It was amazing to see what we could accomplish when we worked together and communicated well.

Source: <https://www.mindtools.com/pages/article/elevator-pitch.htm>

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An Elevator Pitch to Diana Sim about volunteering

4. Engage With a Question:

- It is important to engage the listener and to keep the conversation going
- Ask an open-ended question (not one that would result in a yes or no answer)

Example: “What large volunteer projects are in Lethbridge? Are any of them currently looking for volunteers?”

Source: <https://www.mindtools.com/pages/article/elevator-pitch.htm>

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The complete elevator pitch looks like this...

Hi! My name is _____, I am a first year _____ student. Thank you for coming to speak today. I really enjoyed your presentation, especially when you talked about the need for University students to volunteer.

I get so much value out of volunteering. My favourite experience was a Habitat for Humanity project in my home town. We finished the inside of the house in two months. I learned so much from that experience, as I worked alongside people of all ages, skills levels, and backgrounds. It was amazing to see what we could accomplish when we worked together and communicated well.

What large volunteer projects are in Lethbridge? Are any of them currently looking for volunteers?"

Source: <https://www.mindtools.com/pages/article/elevator-pitch.htm>

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Ride the elevator to the top!

Practice, practice, practice!

- Write your pitch first
- Say it out loud several times so it is natural and genuine
 - Don't use your notes
- Time yourself. Remember, no more than 20-30 seconds

Let's reintroduce ourselves

- Knowing what you now know, would you choose a different interesting fact this time?

Source: <https://www.mindtools.com/pages/article/elevator-pitch.htm>

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Giving Your Elevator Pitch at Co-op Session II

- In small groups you will each give your elevator pitch
- Don't forget, the facilitator may respond to your question and ask you a follow-up question that you will need to respond to

Scenario: You are at the campus Career Fair. You notice that an employer related to your discipline has an "I ♥ Co-op" sign on their table. You decide to introduce yourself.

- What are you going to say?

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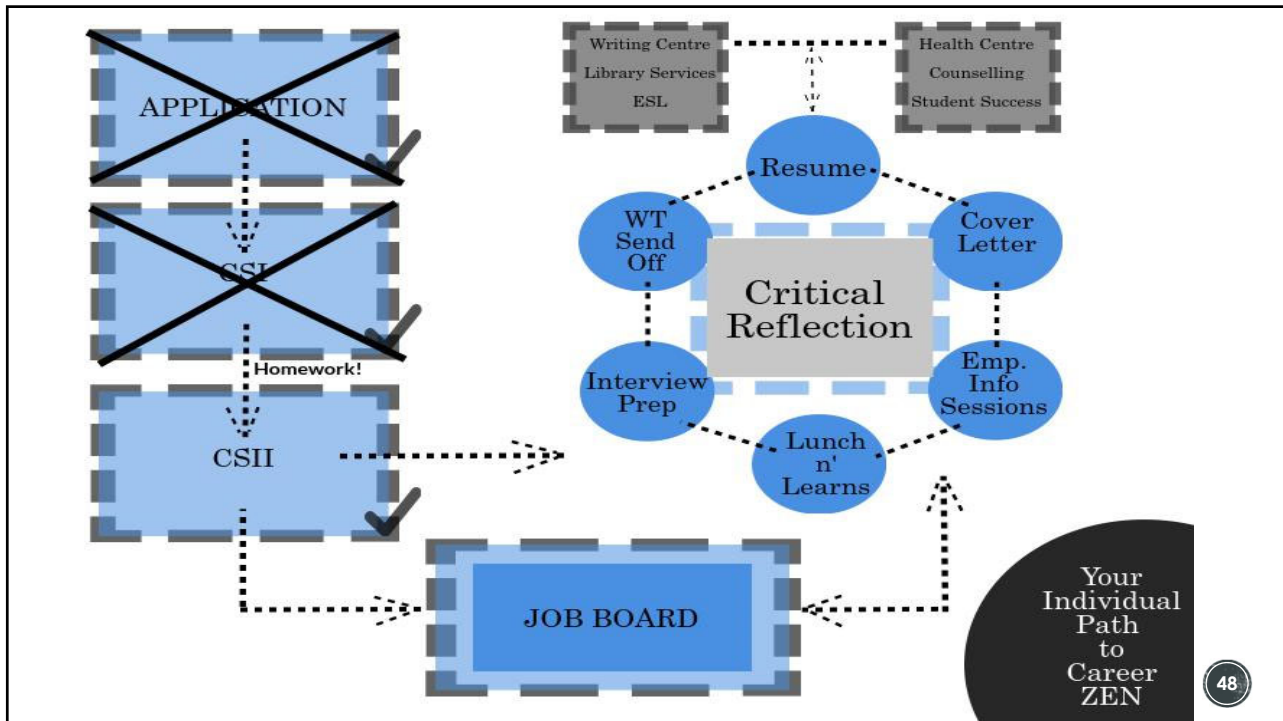


Questions?

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What's Next?



Homework

- Upload your homework to the Career Bridge portal (<https://MyExperience.uleth.ca>)
 - Where might Co-op fit in your degree?
 - Skills Assessment
 - Elevator Pitch
- RSVP to Co-op Session II
- A copy of the homework and PowerPoint will be shared with you via email

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Need help? We've got you covered.

Simply e-mail artsci.coop@uleth.ca for assistance.