

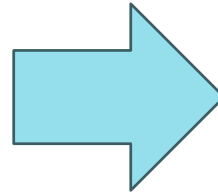
INTRODUCTION

About Me:

- Career Advisor, Centre for Career Development (CCD)
- Provide co-op and career-related support to Undergraduate students (like yourselves!) and campus-wide career development offerings, with a focus on the faculty of Health.
- Love chatting about non-linear career journeys, skills assessment & reflection, and great coffee.
- BHSc, Midwifery (McMaster) & HBORPT/BA Geography (Lakehead University)



Go from this



to this!



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LEARNING OUTCOMES



- Identify what your employment skills are
- Develop a body of evidence of your employment skills
- Analyze job descriptions to identify and articulate skills employers are seeking
- Wrap up (Q&A, feedback survey)

Please feel welcome to participate in a way that feels good to you!

The background is a solid teal color. It features several thick, stylized geometric shapes: a yellow L-shaped bar in the top left, a green L-shaped bar in the bottom left, a green diagonal bar in the bottom right, and a pink L-shaped bar in the bottom right. The text is centered in the upper half of the page.

WHAT IS A SKILL AND WHAT DO EMPLOYERS WANT

WHAT IS A SKILL, ANYWAY?

Skill: a demonstrated ability to do something well that can be technical (learned for a specific purpose) or transferable (skills used in multiple domains in your life)

MYTH: real skills come from paid work experience

FACT: skills can come from anywhere...

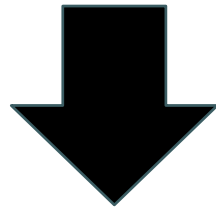
Can come from many places:

- Experiences: paid jobs, volunteering, student clubs, extracurriculars
- Personal projects, achievements, awards & recognitions
- Academic coursework, tutorials, labs



THE EMPLOYER PERSPECTIVE

Issue for employers/professors: limited time + high volume of applications/emails



Solution for applicants: Identify & prioritize relevant information, and be clear, concise – and specific!



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WHAT EMPLOYERS WANT

What employers are looking for:

- Relevant knowledge/skills/education/experience
- Emphasis on skills, accomplishments, and results (instead of duties performed)
- Personality/values – can they see themselves working with you?

What problems they may notice:

- Vague, confusing, or irrelevant content
- Lack of evidence for skills

Career Advisors often notice this, too!



Skills that employers want you to have

- Problem-solving skills
- Ability to work in a team
- Strong work ethic
- Analytical/quantitative skills
- Written communication skills
- Technical skills
- Initiative
- Detail-oriented
- Verbal communication skills
- Computer skills

Source: The National Association of Colleges and Employers (NACE) Job Outlook 2023 Survey

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LEVERAGING ACADEMIC SKILLS & SYLLABUS MAPPING

LEVERAGING YOUR ACADEMIC SKILLS

- Academics are the source of a wide range of skills and experience BUT...
- Coursework/labs/assignments/tutorials are often left off student resumes!
- Your education has equipped you with >1 year of specialized, domain-specific skills – if these are not articulated on your applications, employers are left to guess/read between the lines
- Labs are a prime example of experiential learning & technical skill development
- Academics also cultivate many valuable transferable skills

Tip: you have receipts of these skills...



SYLLABUS MAPPING

- Your course/lab syllabus provides written documentation of the skills and experience you have acquired during a given course or lab
- Skills I&A – your instructors have done some of the identification & articulation for you!



SYLLABUS MAPPING IN ACTION: KIN 202L

LEARNING OUTCOMES

By the end of this course students should be able to:

To learn the terminology and understand the variables used to describe and analyze both acute exercise and chronic exercise training

To reinforce the basic physiology, metabolism, structure/function and regulation of skeletal muscle and the cardiovascular/respiratory system

To understand the cardiovascular/respiratory, skeletal muscle and metabolic response to various types of acute exercise (e.g., progressive exercise, steady state, sprint/anaerobic, resistance).

To understand the terminology and definitions of fatigue and the physiological bases of fatigue with respect to various types of acute exercise

To understand the physiological and metabolic adaptations to various types of chronic exercise training (e.g., endurance, HIIT, resistance) at the molecular, cellular and systems levels

To understand how these adaptations improve exercise performance and/or delay the onset of fatigue

- **Theoretical knowledge**

Understanding of:

- Physiological and metabolic responses to exercise (at many levels...)
- Terminology & variables used to describe and analyze acute/chronic exercise training
- Terminology & definitions of fatigue
- Physiological and metabolic adaptations to chronic exercise training, how these translate to better performance, delayed onset of fatigue



SYLLABUS MAPPING IN ACTION: KIN202L

LEARNING OUTCOMES

By the end of this course students should be able to:

Assess the cardiovascular and respiratory responses when transitioning from rest to submaximal exercise and maximal exercise

Assess the integrated physiological responses of the body to different forms and intensities of exercise

Become proficient in the measurement and operation of relevant physiological variables and equipment

Integrate the principles of indirect calorimetry during rest and cycle ergometry exercise to evaluate energy expenditure and macronutrient catabolism

Explain the principles and basic interpretation of electrocardiography

Contrast individual physiological responses to absolute and relative exercise intensities

Interpret anaerobic exercise tests to determine power outputs and fatigue index

Recall the appropriate range of resting and maximal exercise values for selected physiological variables

- **Theoretical & applied knowledge**
- Experience assessing cardiovascular and respiratory responses to exercise
- Ability to assess integrated physiological responses to exercise
- Proficiency with measurement and operation of exercise physiology equipment and variables
- Understanding of the principles of indirect calorimetry, electrocardiography



SYLLABUS MAPPING IN ACTION: KIN 202L

Tentative Course Schedule

Week #	Lab #	Date Range	Lab Topic
1	-	September 2-6	NO labs
2	1	September 9-13	Resting Physiological Measurements
3	1	September 16-20	
4	2	September 23-27	Exercise Onset and Recovery Transitions
5	2	September 30- October 4	
6	3	October 7-11	Incremental Exercise to Maximal Effort
7	-	October 14-18	NO Labs
8	3	October 21-25	Incremental Exercise to Maximal

Learning Outcomes

By the end of this course students should be able to:

1. comprehend the concepts that unify the discipline and practice of neuroscience
2. understand the fundamental relationships between neural, motor and sensory processes
3. synthesize the fundamental concepts associated with information processing, motor performance and learning
4. perform technical skills that would be necessary in upper year neuroscience electives

What have you done so far?
Tip: a course/lab/project doesn't have to be "complete" to be included on your applications

- Course or lab-specific knowledge, skills, experiences
- Tools, methods, & techniques



SYLLABUS MAPPING TIPS



- Grab a physical or virtual pen/highlighter and identify relevant knowledge, skills, and experiences in your syllabus
- Identification is easy – articulation requires some extra work. Use your course notes, textbook, lab materials, and personal experience with the course to inform how you describe and provide evidence for your academic skills
- Consider keeping a personal skills log for each course

Why skills I&A is important

To be able to grab an employer's attention, applicants must **identify** the skills employers want and **articulate** how they have them.

Step-by-step

1. Identify what employers want
2. Identify if you have those skills/experiences
3. Support your claims to having those skills with evidence
4. Articulate that to the employer



Job description analysis

Employer: MedPoint Healthcare

Job Title: Kinesiology Student

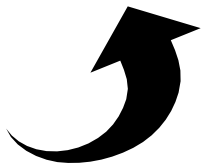
Work Location: AnyTown, Ontario

The Kinesiology Student is responsible for providing on-site assessments in the Fitness Assessment Room during comprehensive annual health assessments. They will safely and accurately complete estimated VO₂ max tests via a submaximal exercise bike test, and assess flexibility, strength, body composition, etc.

Job Requirements:

- Complete estimated VO₂ max tests via submaximal exercise bike test, safely and accurately
- Intake patient information, blood pressure, heart rate and signs and symptoms with a friendly demeanor
- Clearly describe the importance and significance of the tests while assessing the patient's health
- Well-developed organizational skills including attention to detail and the ability to prioritize work
- Communicate and coordinate with other health care professionals to ensure fluid workflow throughout the clinic
- If the student has specific expertise in a particular area the student may be assigned to an independent project

Both technical and transferable skills!



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The skills assessment chart

Skills employers want	Evidence I have it (Consider club experience, research papers, lab reports, essays)
Organizational skills	
Attention to detail	
Intake patient information, blood pressure, etc	
Communication skills	
Accurately complete estimated VO ₂ max test	

The skills assessment chart

Skills employers want	Evidence I have it (Consider your KIN 202/L experience, other academic courses/labs/assignments and extracurriculars)
<i>Organization skills, attention to detail and ability to prioritize</i>	<ul style="list-style-type: none"> Plan, organize and prioritize work (as a university student, you flex these skills daily)
Intake patient information, blood pressure and heart rate	<ul style="list-style-type: none"> Experience observing/demonstrating ECG tests and analyzing printouts to understand cardiovascular responses
<i>Communication skills:</i> Clearly describe importance of tests to patients, communicate and coordinate with other healthcare professionals	<ul style="list-style-type: none"> Presented lab project to class reporting findings/conclusions Greeter at AHSUM club events
Accurately complete estimated VO ₂ max tests	<ul style="list-style-type: none"> Theoretical knowledge of VO₂ max, with strong understanding of the normal values to expect during a test (predictive or actual maximal tests)

Going from Identification to Articulation

On a resume:

- **WHAT – HOW – WHY** formula

What

Action/achievement
verb + context

How

Tools,
approach/methodology,
software

Why

Purpose, accomplishment,
impact

E.g., Determined participant heart rates (**what**) using an electrocardiogram printout (**how**) in order to accurately assess cardiovascular responses to exercise (**why**)

In a cover letter/email:

Write it like a research paper:

Required skills + evidence
(show the correlation between X and Y)

Tell a narrative or anecdote:

E.g., During a lab for KIN 202L, I was tasked with...I used X approach using Y techniques to accomplish Z....In the end, I received an 85% on my lab report

In an interview:

- The **STAR** approach

Situation

Task

Action

Result

E.g., Tell me about a difficult lab assignment you had to complete. What approaches did you take? How successful were you?



★ The STAR approach

Situation	Background and context
Task	What you needed to do
Action	What you did and how you did it
Result	The outcome of your actions

★ The STAR approach

Situation

- Provide background and context
- Who, what, where, when...
- Be brief (you are just providing the context here)
- Example:
 - “Last summer, I was a volunteer at a day camp for 4 weeks...”

★ The STAR approach

Task

- Describe what **you** needed to do
- What goals did you need to reach?
- Include challenges and expectations
- Example:
 - “I was asked by my supervisor to co-facilitate a Play Day for a large group of 12-13 year olds that would last for the entire afternoon”

★ The STAR approach

Action

- Explain what you actually did and how you did it
- Include tools you used
- Focus on relevant talents
(skills/attributes/characteristics/competencies)
- Should be the longest part of your response
- Example:
 - “I started by researching what activities had been enjoyed in previous years by the campers, and kept track of them in an Excel sheet. I also consulted with counsellors and my co-facilitators to draft a schedule for the day and divide up responsibilities for the day, which would host 50 campers”



★ The STAR approach

Result

- Describe the outcome of your actions
- What did you accomplish?
- Did you receive any positive feedback or recognition?
- What did you learn?
- Example:
 - “Campers expressed that they enjoyed the day, felt included, and had fun! The counsellors complimented me on my level of organization and facilitation.”

★ The STAR approach

STAR Activity

Q: Give me an example of a time you took initiative.

Sample answer:

When working at McDonald's in the kitchen I found out from my manager that a bus full of school students were on their way back from a field trip and that they were stopping in for lunch. This was happening right in the middle of our normal lunch hour. I had already made sure that we had all of our inventory ready to go, but I needed to ensure that we would meet our standard service requirements. By utilizing my leadership skills, I delegated extra people from cashier to operate the cook stations. I also requested that employees not take their breaks during this time to accommodate the rush, and assured them that they could take them later. We are a good team and they were happy to change their routine for the day. I also reminded the cashiers to explain to waiting customers that we had higher than normal volume and to thank them for their patience. In the end, by 1:00pm we had served all of the customers within our standard service requirements, with no mistakes in the order. The staff were then able to take their breaks and we continued on with the day as usual.

★ The STAR approach

Q: Give me an example of a time you took initiative.

Situation	<ul style="list-style-type: none">• Working at McDonald's in kitchen• School field trip during lunch rush
Task	<ul style="list-style-type: none">• Ensure that standard service requirements were met
Action	<ul style="list-style-type: none">• Delegated people from cashier to operate cook stations• Requested that breaks not be taken during this time• Asked cashiers to explain to customers about higher than normal volume and to thank them for their patience
Result	<ul style="list-style-type: none">• By 1:00pm we served all of the customers, meeting service requirements• Delivered strong customer service, with no mistakes



PRACTICE REFLECTIONS..

- ❑ Was your answer ~90 seconds long?
- ❑ What is your central message?
- ❑ What skills were highlighted in your answer?
- ❑ Could you have provided more or less detail in any portion of the STAR response?
- ❑ What impression do you leave based on your answer?
- ❑ How was your body language/eye contact/tone?



MOVING FORWARD...

- Reflect on your academic experiences, seek new life experiences to explore your career options and build a strong skills inventory
- Consider starting a skills log/assessment chart and continue to build on it
 - <https://careerhub.uwaterloo.ca/sections/MyDegree/skills-development-worksheet.aspx>
- Save your syllabi!

- Seek support for building your application documents and interview preparation!

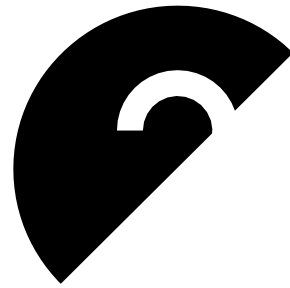


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WE WOULD LOVE TO HEAR FROM YOU





What questions come up for you?

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YOU+WATERLOO

Our greatest impact happens together.