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Developing Resilience Through Work Placement in UCC

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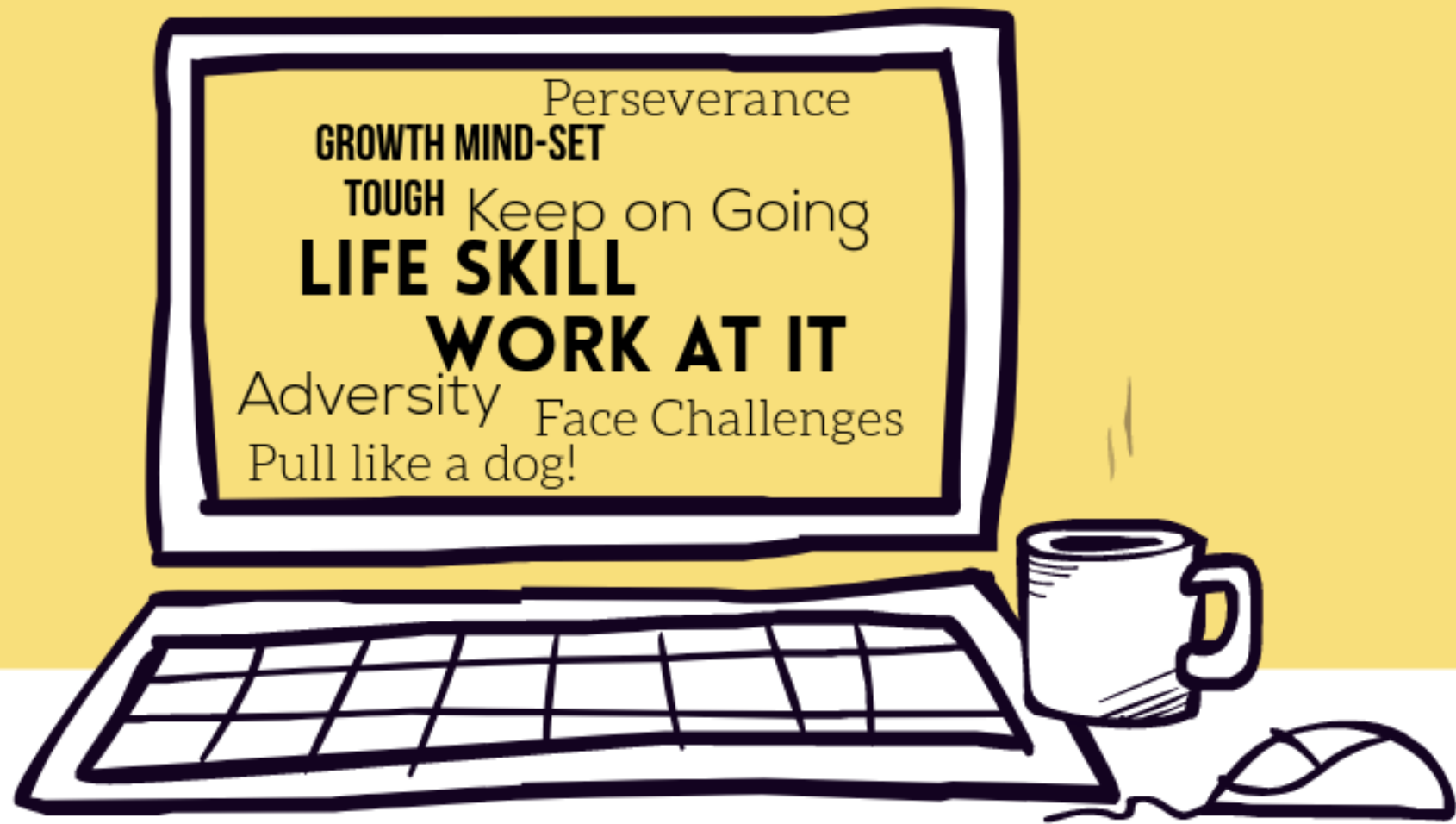
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Let's brainstorm...
Resilience.



In Our Experience.



More hand-holding of students through the process in the past few years.



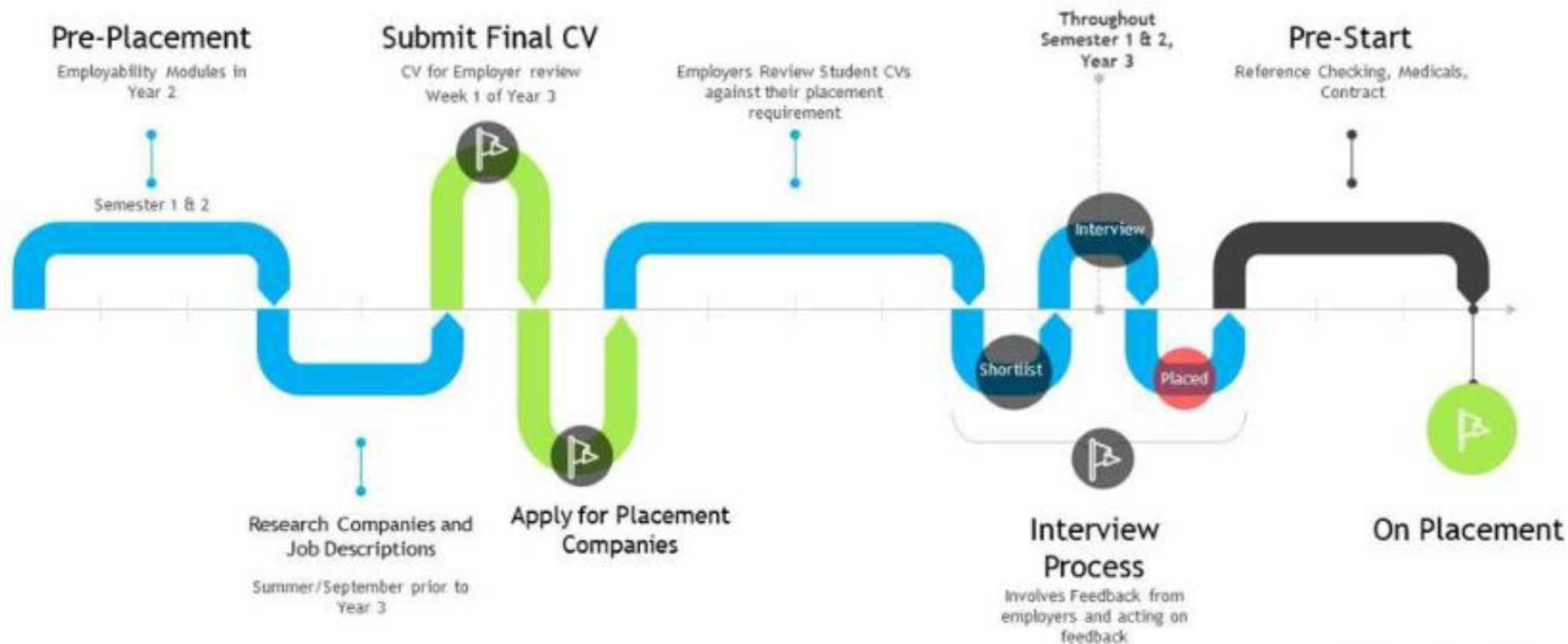
More competitive environment for students looking for placement. More room for failure.



Increasing conversations around the importance of resilience as a skill in the workplace



Work Placement Process - The Student Journey



The diagram consists of two main circular areas, one teal on the left and one maroon on the right, separated by a large black ampersand. The teal area is labeled 'Grotberg & Resilience' and contains three smaller teal circles with the text 'I have', 'I am', and 'I can'. The maroon area is labeled 'Dweck & Growth Mindset' and contains three smaller maroon circles with the text 'Fixed Mindset', 'Growth Mindset', and 'Self-theory/Self-belief'.

Grotberg &
Resilience

&

Dweck &
Growth
Mindset

Fixed
Mindset

Growth
Mindset

Self-
theory/Self-
belief

I have

I am

I can

My
mindset
matters!



Rose

Rose starts to find the task unusually tough, quickly becomes dispirited, worries she is becoming slow. She tells classmates that the task is boring and disengages from it.

My
mindset
matters!



Nigel

Nigel starts the task with gusto. He finds it tough but his interest is heightened. His initial attempts go nowhere but he tries a new strategy and shows curiosity and tenacity and steadily makes progress.



Deliberate practice - let your reach exceed your grasp.



Enter our hero.....Challenge



Why do
we do
what we
do?



Encourage
students to
reflect on skills,
strengths,
values before
applying

1

To help
students
explore
students'
mindset

2

To encourage
students to
engage with the
placement
interventions

3

**It's important to lay the base before working
through the recruitment process - prepare to fail!**

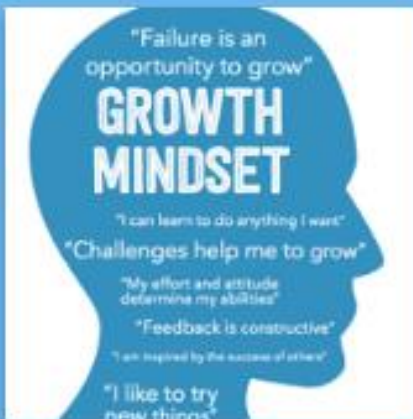


How do we do what we do?



By Providing
a Safe Place
to Fail

"...A SAFE AND OPTIMAL LEARNING CONTEXT
THAT ALLOWS IMMEDIATE FEEDBACK AND
GRADUAL REINEMENT BY REPETITION."
ERICSSON, K. ANDERS



By Being
Explicit about
Growth Mind-
set Theory



By Employing
Practical
Interventions



1 Pre-placement Practical Interventions



2

Recruitment Process Practical Interventions

1 Improve communication and interpersonal skills through interactions with employers, alumni and at career events.

1



2 Develop 'grit' through a solution focused attitude to interview performance by engaging positively with employer feedback.

2



3



3 Build inner strength, reflecting at key points in the recruitment process, using supports and safe environment to facilitate change.

4



4 Write logs/journals throughout process, identifying key learning and skills development.

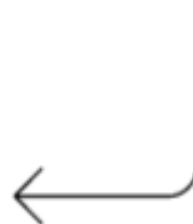


Growth Mindset Interview Questions.

What is your
greatest failure?
What did you learn
from it?



Tell me about the time you set an
extremely hard goal for yourself. What
did you do to achieve it? Walk me
through the process and the purpose?



If you never had to worry
about money, how would
you spend your life?



Case Study: Johnny, Finance student, Year 3

Key Data



◊ Studying Finance, In Year 2, due to go on placement Year 3

◊ CV contains basic information such as Leaving Certificate grades, few dates. Contains grades in Finance for year 1. Has run his own business since a young age (chicken/egg business)

◊ CV scored 18/20 in pre-placement module.

◊ Flagged at 4th placement interview by employer feedback – not open communicator, passive aggressive attitude in interview.

◊ Previous Interactions with student and Placement Manager highlighted discomfort from student in answering questions about his CV.

The Problem

- Although the student wrote a good Cv, his interview performance has not been positive
- Feedback from employers has been less than positive and he comes across as being unwilling to discuss his education, work experience freely in an interview or with the Placement Manager.

What possible self-theories, attitudes and beliefs might this students bring to interview/the recruitment process?

The Intervention

- Student and Placement Manager meetings one to one to discuss issues.

What interventions might the Placement Manager apply in the meetings?

The Outcomes

- Difficult Disclosure around his education experience and his work experience. (Seeing Value)
- Frank discussion around his work experience, language around this experience and acceptance of perceptions of his ability to work as part of a team.
- **Practice Interview + 2 additional interviews = Placement**



Case Study: Digital Humanities and Information Technology Students, Year 2

Key Data



◊ Combination Degree from Arts and Computer Science Faculties

◊ 3/4 year degree programme with year abroad option or placement option Year 3

◊ 2017 CAO Points 379

◊ Course is 3rd or 4th CAO option for students having applied unsuccessfully to Computer Science, BIS or Bcommerce

The Problem

- Low Student Engagement in Year 2 Pre-Placement workshops
- Feedback from Employers in interview with students – students state they have not covered certain skills/areas in their course (data analytics, web design)
- There is a low rate of student application to large well known ICT companies from the class

What possible self-theories, attitudes and beliefs might these students bring to class?

The Intervention

- Student and Placement Manager meetings one to one to discuss issues. Follow up meeting with Course Directors to discuss feedback and implement change.

What interventions might the Placement Manager apply in the meetings?

The Outcomes

- Course content and language change to reflect business language
- Pre-Placement engagement tracking and rubric to frame student engagement and progression through Year 2

**Employer Point
of View:**
resilience is a
future growth
area.



**Student Point of
View:** support
required in a safe
environment



**Placement
Manager Point of
View:** instruction
needs to be more
explicit.



On Reflection

"We do not learn from experience...we learn from reflecting on experience." Dewey



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CREATED
USING



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make it awesome

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