Making a job, not taking a job

Student confidence – helping them to help themselves

<table>
<thead>
<tr>
<th>73% Effective Communication</th>
<th>Top three skills competencies that employers look for at the recruitment stage</th>
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<tbody>
<tr>
<td>64% Numeracy</td>
<td></td>
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<tr>
<td>61% Team Player</td>
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Employers stated few applicants 50% have the required attitude, motivation or personality

Defining the role of the University (Barnett)

Traditional: State funded – public institutions
Modern: Entrepreneurial – customer and product focused
Civic – societal needs and opportunities

Defining the role of the student

Learner? Customer? Product?

Expectations of a Degree

Student University
Government
Employers Society
No clear Mandate |
No template
Minimal local experience

Desired Outcomes

Student:
- Build self-confidence
- Enhance learning
- Develop soft skills
- Maximise CV
- Recognise opportunity
- Explore real initiative and leadership opportunities
- Realise own worth beyond academia

University Opportunities:
- Better student experience
- Outreach
- Entrepreneurial role
- Civic role

Employer/society:
- Added value to their product and/or service
- Access to university as a resource and/or partner
- Low-risk, low-cost operational development

NOT ABOUT CHEAP/FREE LABOUR

CREATING OPPORTUNITIES TO IDENTIFY AND PRACTICE NEW PROCESSES THAT COULD ADD VALUE
### Creating the opportunity

| Question | 1) What does the client want?  
| 2) What can the student(s) do?  
| 3) What can the student(s) deliver?  
| 4) Can a strategy be agreed? |

| Value | 1) What value will the client gain?  
| 2) Initial student value(s)?  
| 3) Increased student value(s)?  
| 4) Evidence of increased values. |

| Confidence | 1) Recognise the personal opportunities.  
| 2) Recognise the situational opportunities.  
| 3) Make a commitment.  
| 4) Action, not talk. Just do it. |

| Reflection | 1) Protagonist.  
| 2) Narrator.  
| 3) Perspective.  
| 4) Third person perspective. |
Development and Timeline

First year:
Performance analyst for Ebbsfleet United FC.

Second year:
Ebbsfleet manager and coach sacked.
Development of processes and infrastructure.
3 × paid, part-time work with Cheers Mate Productions.

Third year:
Coaching staff re-appointed at Ebbsfleet.
Ebbsfleet, 2 × paid, part-time work – cameraman and coder.
3 × paid, part-time work with Cheers Mate Productions.
4 × unpaid, part-time work with Chatham Town FC and Charlton Ladies FC.

This year:
Ebbsfleet, 2 × paid, part-time work – cameraman and coder.
Cheers Mate Productions, paid, part-time work available for any student (and have employed a graduate, full-time)

Extending the model

Pseudo-company:
Chatham Town and Charlton Ladies: Student pseudo-company will deliver performance analysis. Experienced analysts will lead delivery, manage and train the others.

Charities and community groups:
Always need help. Students, families and their employers can all identify situations where value can be added.

Funding:
Parish and local councils.
Help charities access grants and lottery funding.
Large housing associations.
Development and deprived area funding.