

Earning and Learning:
Undergraduate Student Employment and The Importance of Relevant Work

by
Benjamin Green

A capstone project submitted in partial fulfillment of the requirements for the degree of
Master of Arts in Teaching

Hamline University
Saint Paul, Minnesota
May 2021

Capstone Project Facilitator: Jana Lo Bello Miller

Content Expert: John Washington

Overview

This project was created to fulfill the capstone requirement for Hamline University's degree of Master of Arts in Teaching. The guiding research question of the project was: *How can employers be more involved with their part-time undergraduate student employees' academic and career goals, to help them make the most of their work-study experience?* I addressed this question in the context of my current employment at MiTech, Miami University's walk-up laptop support and technology store, where I supervise a dozen part-time employees, all of whom attend the University and many of whom study computer science or similar fields. My approach for this project was to find a way to combine my previous teaching experience, which included two years at Hamline from 2012-2014 pursuing my teaching certification in elementary education as well as three years teaching in Brooklyn Park, MN and Detroit, MI, with my current employment supervising undergraduate student employees (having left teaching in 2016) to create an effective teaching tool for employee training at MiTech.

In creating this project I was able to address two distinct needs: the practical need for a more focused training program at MiTech, and the gap I identified in the literature about part-time student employment, which showed a lack of research into ways that employers can better support the academic needs of their part-time student employees. I felt this was an especially important question because of the inequity inherent in part-time employment during college: not all college students need to take on a part-time job due to differences in financial situations, and the ones who do give up valuable time from their studies, putting themselves at an academic disadvantage. By identifying ways for employers to better support their student employees in their academic and career goals I

hope to address and mitigate this inequity, potentially even turning work experience into a powerful advantage.

My project took the form of a guidebook for my MiTech student employees to guide them through their first semester of employment. The book has three sections: a “getting started” section to be completed during their first few weeks of employment designed to help with goal setting, a “skills” section to be completed throughout the semester as they identify and learn new skills, and a “looking forward” section to be completed at the end of the semester to help focus their experience toward future career and academic benefits. Through the creation of this guidebook I hope to turn their first semester of employment into a sort of curriculum, with end goals in mind that they would work towards throughout the course of the semester. I would support the learning experience by guiding them through the activities in the book, first through an early in-person meeting to review the goals they set in the first section, then through direct instruction during the middle section as they learn the skills that will be crucial to their success in the job as well as support their development in the field of technology, and lastly through a final meeting to evaluate their progress and the connections they were able to make to their future career goals through the creation of a résumé. Part of the process of making this into a curriculum is ensuring that I *teach* rather than *train* my student employees, by which I mean I don’t simply want to train them in the skills necessary to meet my expectations and succeed at MiTech, but also to teach them skills that will aid them beyond their employment, by supplementing their academic experience and supporting their future plans.

To create this guidebook I drew from some of the existing research on undergraduate part-time employment, with a specific focus on the relevancy of that employment. The project's goal of making connections between part-time employment and academics and future career goals was guided by findings from Barron & Anastasiadou (2009), Gbadamosi et al (2015), and Wenz & Yu (2010). Barron & Anastasiadou (2009) suggested that students who could directly relate their part-time work experience to their academic pursuits gained improved academic knowledge and motivation, employment prospects, and job skills. Gbadamosi et al (2015) reported that students achieved greater job and academic satisfaction when their job had a beneficial impact on their studies, and when they were able to see a potential career path that led directly from their part-time employment. Wenz & Yu (2010) even noted higher GPAs for students whose employment related to their field of study. You will see that the project incorporates these findings through attempts to make connections between job and academics and through an effort to connect their work experience at MiTech to their future career path through the implementation of a résumé building exercise.

The overall project design also draws from research by Chu, Creed, & Conlon (2019) suggesting that student employees found greater satisfaction when the work supervisor recognized the employee's dual role as a student and offered greater flexibility accordingly. By maintaining an open channel of communication and not only respecting but also taking an active role in their academics, the guidebook makes an effort to acknowledge and respect this dual role. Meanwhile, Liyanagamage, Glavas, & Kodagoda (2019) explored coping mechanisms used by part-time student employees, and these likewise highlighted the importance of open communication through the use of emotional

sharing. This expectation of emotional sharing would be set early on in the initial one-on-one meeting at the end of the first section of the guidebook.

Finally, the skills section of the project draws from Bloom's Taxonomy, which organizes different cognitive skills into a tiered hierarchy, with higher-level skills representing greater mastery of a topic (Armstrong, 2010). As students learn the skills necessary to succeed at MiTech, they move up from the lower tiers of the taxonomy (remember, understand, and apply) to the higher tiers (analyze, evaluate, create), demonstrating higher levels of mastery with the skills required.

I hope that my attempts to answer the research question – *How can employers be more involved with their part-time undergraduate student employees' academic and career goals, to help them make the most of their work-study experience?* – can serve as an example to other employers of part-time student employees by demonstrating ways that employees can take a direct, instructional, mentoring role in their students' academic and career success. I look forward to making use of this guidebook in my own employment at MiTech in the coming semesters, and helping my student achieve maximum success in their fields and careers.



MITECH STUDENT-EMPLOYEE GUIDEBOOK

A GUIDE TO YOUR FIRST SEMESTER

GREEN, BENJAMIN
MITECH
Miami University

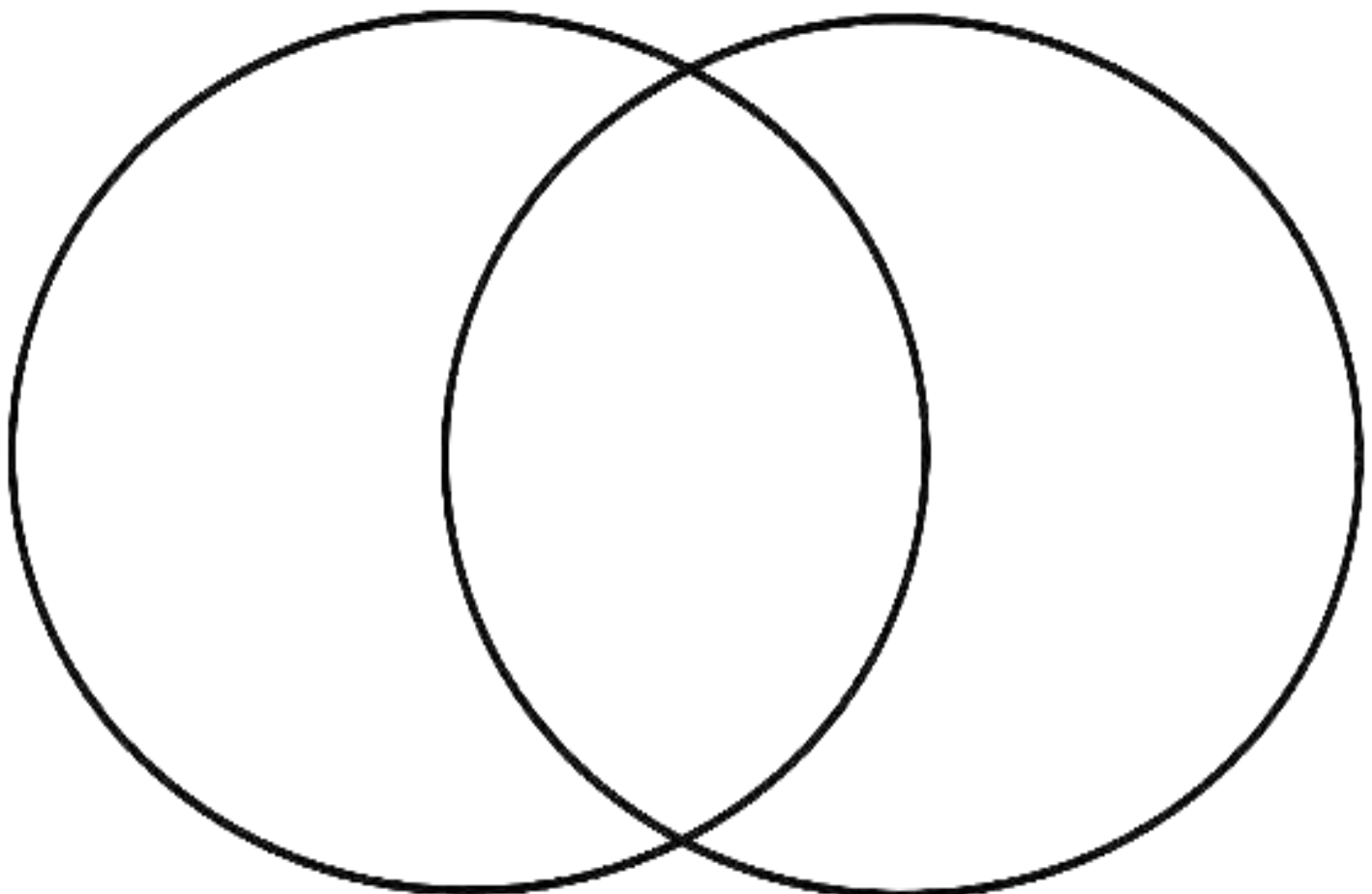
Take a few moments now to add on to your list from the previous page (don't remove anything) without worrying about the timer anymore. Here are some general categories that may remind you of new things to add that you may not have thought of the first time:

- Specific devices you know how to use
- Specific software/apps you know how to use
- Websites you've designed, or even just successfully navigated
- Social media experience
- Familiarity with search engines
- Digital media you've created

Now, look back on your complete list and sort those skills by whether you can see using them (or have already used them) in your academics, career, both (the middle space), or neither (outside the diagram completely). Use shorthand or abbreviate to make it fit. Then when you're done, underline any that might also be relevant in your hobbies or leisure activities.

Academics

Career



Individualized Education Plan (IEP)

Employee's Name: _____ Employee's Major: _____

Anticipated Dates of Employment: _____

List of courses with connections to computers/technology:

Student employee's strengths (job skills and technology skills)

Student employee's weaknesses (job skills and technology skills)

Goals for employment:

How can Brick & Ivy full-time staff help you achieve those goals?

How can Brick & Ivy full-time staff support your needs as a student of Miami University?

Skills

The next section of this guidebook will focus on the skills you learn through your employment here at MiTech. These skills will include both computer-related technology skills and more general job skills. As such, they will likely have relevance to both your academic and career goals, although some may be more relevant in one area than the other.

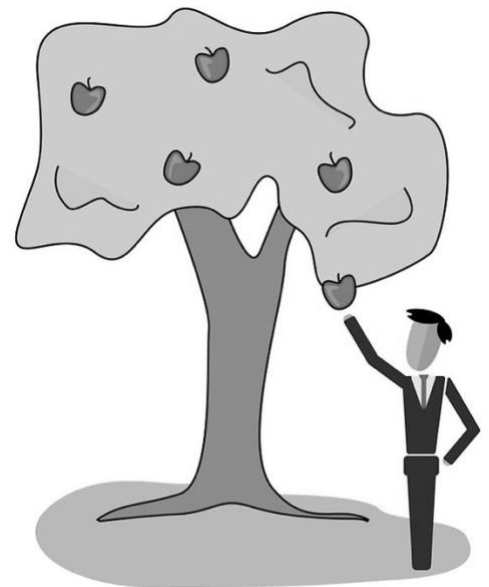
This section should be completed over time throughout your semester, serving as an accompaniment to your actual on-the-job training and experiences. This section will include some how-to guides for various skills, both technological and general. It will also serve as a journal for you to record the skills that you've learned and what worked and what didn't so you can improve with every successive time you encounter each situation.

There will be a lot of skills to master over your first semester of employment, and we do not expect you to be able to do everything right away. You can always ask for help! The goal will be for you to gain independence over time, mastering skills as you go. But we also want to give you the opportunity to hit the ground running so that you can start getting something out of this job right away. With that in mind, we've come up with some examples of "low hanging fruit," or skills and tasks that can allow you to make a maximum impact right away without necessarily having to expend all your time and energy learning complex skills (those come later).

The "low hanging fruit" when it comes to technology skills includes many of the issues and situations that you will encounter most frequently. When it comes to laptop issues, students tend to have a lot of the same problems, so equipping yourself with the tools to deal with these most common problems is a great way to prepare yourself to deal with the majority of the issues that you will see. The technology skills listed in this section are not an exhaustive list, but rather a starting point that will allow you to have a positive impact right away.

In addition, there are a variety of general job skills that you will have a chance to use during your employment that are likely to come up again in your future career, wherever it may take you. This section will serve as a chance for you to document some of those skills as you learn them, as many future employers will be interested to know what kind of experience you have in these areas.

Over the next few pages, we are going to identify some "low hanging fruit" that you can start working on immediately so you can have an impact right away and get a head start learning and implementing these important skills. As you progress through the next pages of the guidebook you will record skills as you master them.



Low Hanging Fruit

On the next page you'll find a diagram of a tree with three fairly straightforward tech procedures that you'll certainly come across and likely perform regularly while employed here. All three have instructions on the following pages, and the full-time employees will be happy to walk you through them when you first encounter them. When you perform each procedure for the first time, record the date. Record a second date when you feel you've "mastered" the procedure to the point where you no longer need assistance or instructions.

These tech skills (SMC reset, PRAM reset, and DNS settings) are examples of low-hanging fruit, not just because they're fairly simple (and are thus opportunities for you to get started helping customers right away!) but also because they'll come up *a lot*. Learning how to perform these fixes will allow you to start helping customers quickly and often.

You'll also notice that there are three blank apples. Oftentimes, our student employees naturally begin to specialize in certain procedures that they just happen to encounter often. Maybe you already know how to perform certain repairs and fixes, or maybe you'll just see certain things a few times and quickly learn how to do them, quickly gaining a level of expertise that allows them to be low hanging fruit for you when they might be more difficult or not come as naturally to someone else. When you come across some of these examples of support you know how to offer and feel confident performing on your own, add them to the tree as well. Try to come up with at least one to two additional ideas for low hanging fruit if you can't come up with three. If you come up with more than three, feel free to use the back of the page to add additional apples.

Once you've added your own apples to the tree, record the procedure for these tasks the same way the PRAM, SMC, and DNS procedures are recorded. Try to put detailed notes for the purpose of the procedure (how/when you needed to use it), the materials and procedure itself, and any additional comments on how it went, what you'd like to do better next time, etc. Use the back of the pages if more space is needed.

Ideas for additional apples (other issues you may encounter and assist with):

Updating Windows drivers

Updating operating system

Proctorio issues

Sound/video not working in Zoom, etc

Microsoft Office installation

Bluetooth connection issues

Checking in/out loaner laptops

Transferring a data to a new laptop

Transferring a user profile to a new laptop

Transferring data to a new cell phone

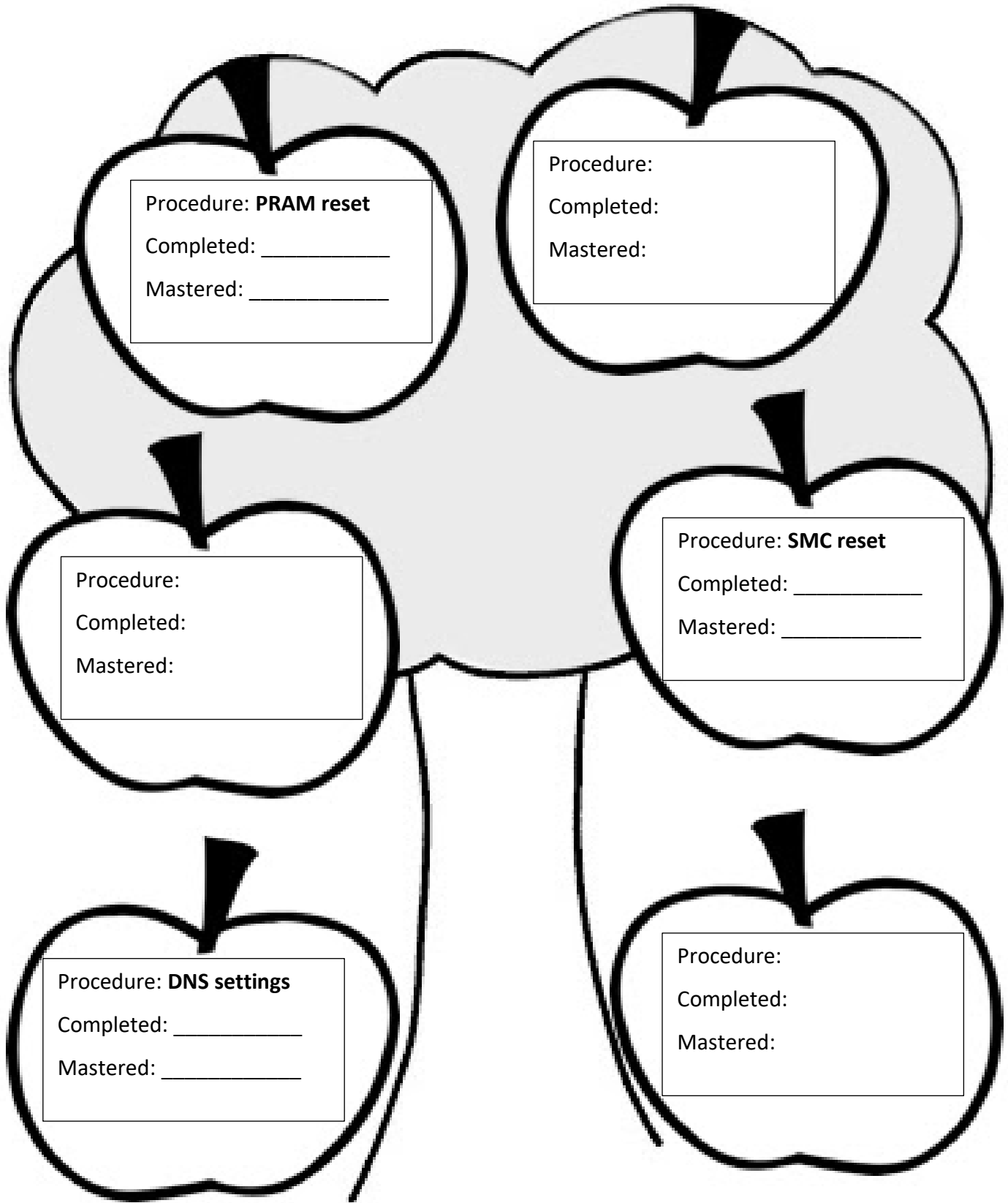
Activating a new cell phone

Miami password and two-factor verification

Creating hardware tickets

Reimaging loaner laptops

Low Hanging Fruit



Procedure: **PRAM reset**
Completed: _____
Mastered: _____

Procedure:
Completed:
Mastered:

Procedure:
Completed:
Mastered:

Procedure: **SMC reset**
Completed: _____
Mastered: _____

Procedure: **DNS settings**
Completed: _____
Mastered: _____

Procedure:
Completed:
Mastered:

Procedure: PRAM reset
Purpose:
Resets the Parameter Random Access Memory (pronounced P-ram), a type of temporary memory that saves system settings. This is a multi-purpose fix for Apple laptops that we can perform at the counter. It solves a variety of issues involving core functions of the computer that might be acting up.
Supplies and Equipment:
<ul style="list-style-type: none">• Apple Power Adapter
Procedure:
PRAM reset: <ul style="list-style-type: none">• Power down the laptop and plug it in.• With the laptop powered down, simultaneously press and hold command+option+P+R+power. Continue to hold all five buttons.• On older laptops, the screen will remain blank while you hold down the keys. It may flash slightly or chime while you hold. If it does, hold until it flashes/chimes three times, then let go and power on the laptop. If you do not see or hear any flashes or chimes, hold for 60 seconds.• On newer laptops, the laptop may appear to turn on the moment you press the keys. If this happens, continue to hold all five keys and it should shut down again. Continue holding all five keys and it will eventually power back on and proceed to the sign in screen. On these laptops it's especially important to press all five keys at the exact same time.• Power on and sign into the laptop normally and check to see if the problem is resolved.
Notes:

What problems have you been able to resolve using PRAM reset? Did you find the procedure effective?

Procedure: SMC reset
Purpose:
Resets the System Management Controller, which can fix a variety of lower level functions of the laptop including battery, fan, and lights. In effect, you are removing and re-inserting the laptop's battery without actually having to do it physically.
Supplies and Equipment:
<ul style="list-style-type: none">• Apple Power Adapter
Procedure:
Generally, Apple recommends performing a PRAM reset before an SMC reset if you're not sure which is required. The laptop must be plugged in for an SMC reset to work. SMC reset: <ul style="list-style-type: none">• Power down the laptop and plug it in.• On older laptops, hold down LEFT shift, control, and option for ten seconds (if the laptop turns on automatically, see the final bullet). Add the power button and continue to hold all four keys (including power) for an additional ten seconds.• On newer laptops, you may need to hold all four keys simultaneously. The laptop will appear to power on. Simply continue to hold until it powers off again, then hold for an additional ten seconds (or until the laptop powers on and starts up fully a second time).• Release all four keys and power on the laptop normally. Check to see if the problem is resolved.
Notes:

What problems have you been able to resolve using SMC reset? Did you find the procedure effective?

Procedure: Change DNS settings

Purpose:

A common problem we encounter on Windows-based laptops is trouble connecting to Wifi. Sometimes the laptop simply won't connect to some or all networks, other times it connects but webpages won't load. Changing the DNS settings can resolve some of these issues.

Supplies and Equipment:

- Windows power adapter

Procedure:

- Open up the Control Panel by searching for it in the laptop's search bar or finding it in the start menu.
- Find the option for "Network and Internet" and click on it
- Select "Network and Sharing Center"
- On the left side of the window, select "Change Adapter Settings"
- Right click Wifi and scroll down to "Properties"
- In the menu, search for the option "Internet Protocol Version 4 (TCP/IPv4)." Highlight it and select "properties."
- Check the box for "Obtain DNS server address automatically." If this is the box that is already checked, then the DNS settings are *not* the issue. It could be a network block, which Kelly can look up using the student's MAC address. You can find the MAC address by clicking the wifi icon, selecting "properties" under any of the listed networks, and finding the "physical address" of the laptop. You can also try resetting their MUNet password – even if their password is correct, resetting it can solve some network issues.

Notes:

Did resetting DNS settings solve the problem? Was the procedure effective?

Student-selected Low Hanging Fruit #1: identify and master a task and record the procedure below.

Procedure:

Purpose:

Supplies and Equipment:

-
-
-

Procedure:

-
-
-
-
-
-

Notes:

Student-selected Low Hanging Fruit #2: identify and master a task and record the procedure below.

Procedure:

Purpose:

Supplies and Equipment:

-
-
-

Procedure:

-
-
-
-
-
-

Notes:

Student-selected Low Hanging Fruit #3: identify and master a task and record the procedure.

Procedure:

Purpose:

Supplies and Equipment:

-
-
-

Procedure:

-
-
-
-
-
-

Notes:

Advanced Tech Skills

Once you've mastered some of the low-hanging fruit, you'll find things start to flow much more smoothly for you on a day-to-day basis, allowing you to start branching out and mastering new skills. This is a great time to start working towards the goals you set at the start of your employment, perhaps bringing in outside skills that you may be learning in class or be interested in mastering for your future career. For example, perhaps you'd like to get experience using Ubuntu or Linux. Maybe you'd like to try shadowing our hardware technicians downstairs. If you're primarily a Mac user perhaps you'd like to work on mastering Windows, or vice versa. Maybe you're interested in helping with our store website or designing marketing material for our laptops and other product. Talk to Kelly or Ben to get started!

There are also some more advanced skills that will come up while you're here that will take a bit more effort than the low hanging fruit we discussed previously. In the next few pages there are guides for some advanced procedures you may find yourself helping with: Boot Camp and browser hijacks. In addition, some of the issues you encounter will be completely unexpected and unique! That's part of the fun and frustration of working in a technical support position.

Boot Camp is a useful tool that we use when Apple users need to run Windows in order to have access to various software that's not compatible with MacOS. This comes up most often with students at the Farmer Business School, but it's also something that we see in architecture and interior design, engineering, and Geographic Information Science, or GIS. Each of these majors requires windows-based software at some point, and Boot Camping is one of the easiest ways to run that software on a Mac. It allows the user to partition their hard drive, separating it into a dedicated Mac portion and a separate dedicated Windows portion. Windows can then be installed on the second portion, allowing users to cycle between operating systems simply by restarting their computer.

Browser hijacks are a fairly common type of adware. We seem to see them most often with Apple computers, and unlike most Windows-based viruses and malware they cannot be removed simply by running a virus scan. There are a bunch of different versions but all of them operate in the same way – a program installs itself (typically by bundling with other software) on your computer to track your search data and advertise accordingly. It modifies your browser settings to redirect all your searches and locks them so that you can't change them back unless you can get rid of the program and all of its files entirely. To remove these hijacks can be an exciting battle, and you will need a variety of weapons to defeat the enemy, but it's very satisfying when you finally achieve victory!

These procedures require a lot more steps than the low hanging fruit we've discussed up to this point, so there are a lot more opportunities for unexpected issues to arise where you might have to think on your feet. Don't hesitate to ask for help if you need it, we're happy to walk you through your first few encounters until you get comfortable! At the end of each of the following procedures, take notes on what went well, what might have surprised you, what you want to do differently next time, and any questions you might want to remember to ask Kelly and Ben before your next encounter.

Procedure: Boot Camp

Purpose:

Partitions an Apple hard drive into a dedicated MacOS partition and a separate dedicated Windows partition, allowing the user to install Windows on an Apple machine and run various Windows-only software commonly required for certain majors.

Supplies and Equipment:

- Apple Laptop with an Intel-based chip (Boot Camp does not work with the Apple M1 chip)
- Ethernet cord and power adapter
- Windows 10 ISO file and product key (each Miami student can access one free copy)

Procedure:

- Plug the laptop in to both power and ethernet (not required, but procedure will go faster with ethernet and it's a long procedure that may drain the laptop's power).
- Check the laptop's free space available – in the apple menu at the top left of the screen, choose "About This Mac" and "Storage." Different majors have different recommendations for the amount of space needed, but the most common minimum amounts of free space are:
 - Architecture and Interior Design: 120GB
 - Engineering: 120GB
 - GIS: 100GB
 - Business: 60GB
- If you do not have enough free space available, you may need to save some files to external storage and delete some files and applications to make space. Some laptops with smaller hard drives simply may not be able to reach the space needed.
- In a web browser, go to www.miamioh.edu/kivuto and sign in with the student's Miami email.
- Add Windows 10 to cart for \$0 and purchase. Have the student take a picture of the product key displayed with their phone.
- Click "get started" (under the product key) and choose the option for "Microsoft's ISO Software Download Site" under "Mac Users." Choose the 64-bit download and appropriate language. Save the file to the laptop's desktop.
- Open "Boot Camp Assistant" by searching for it in Spotlight Search (command+space). Proceed through the prompts, selecting the correct folder destination for the ISO file (if you saved it to the desktop it should fill automatically) and choosing the partition size using the sliding scale and the recommended amount for the student's major. Click "Install" and wait.

- Upon completion, the Installer will boot into Windows. Proceed through setup steps, inputting the product key that the student took a picture of earlier. The student can create a profile using a Microsoft account, or they can simply choose a domain account instead to login without an online profile (recommended for simplicity).
- Once setup is complete, installation software will automatically run to update drivers for running Windows via Boot Camp. Proceed through the installer, accepting terms as needed. The laptop will reboot when completed.
- In the search field at the lower left of the screen, search for “check for updates.” Use this feature to install all Windows updates, then restart the computer when prompted.
- Windows 10 is now fully installed! Show the student how to switch between startup modes: restart the computer and hold the option key on startup, then select the desired startup disk (Mac or Windows) when prompted.
- By default, the laptop will now start in Windows mode. To switch the default startup disk back to MacOS, restart the computer by holding option and choose Macintosh HD. Once on the desktop screen, select “System Preferences” from the Apple menu, then find the option for “Startup Disk.” Unlock the options using the padlock icon on the lower left, then select the Macintosh HD icon as the default startup disk. Lock the padlock again to save your changes.

Notes:

Date performed: _____

Procedure: Browser Hijack (Trovi, Searchmine, etc)

Purpose:

Certain adware designed to steal search data often piggybacks on other installations and causes a student's web browser to behave erratically, and can be very difficult to remove. You can recognize a browser hijack if searches (either on Google directly or using the search bar) are being redirected to a different search engine (Bing, Yahoo, Trovi, Searchmine, etc). Miami may block some of these webpages, resulting in network errors when attempting a Google search.

Supplies and Equipment:

- Flash drive with Malwarebytes
- Infected Apple laptop (this issue only seems to affect Macs, so far)

Procedure:

- Insert a flash drive with Malwarebytes on it (you may have been given a flash drive at the start of your employment, or else you can borrow one from Kelly, Ben, or another student). If a flash drive is not available, Malwarebytes can be downloaded at Malwarebytes.com
- Open and run the installer for Malwarebytes, then proceed through setup. Choose the free version and do not enter the student's email.
- Once installed, choose the option to "scan" the computer, and "quarantine" any threats that have been found. Restart the computer and re-run the scan.
- After restarting the computer again, open Chrome and go to settings.
- Under "extensions," remove any extensions that the student does not recognize and remember downloading intentionally. Extensions with names related to "search" are especially likely to be malicious. Mac-cleaning extensions can also be potential culprits.
- Back in settings, choose "search engine" and "manage search engines," and see if you can restore Google to the default browser. You will likely not be able to do so yet. You will also likely not be able to delete any malicious looking search engines from the menu, but you can try (if you see Bing, Yahoo, DuckDuckGo, and Ecosia, they do not need to be deleted as long as they are not stuck as default).
- Under "Advanced," choose "Reset Settings," then see if the default search engine has been restored to Google. It likely will not be yet.
- In System Preferences under the Apple menu, look for an icon called "Profiles." If one exists, open it and select and delete any profiles found using the minus button.
- Open the student's Applications folder using the Finder menu (face icon on dock). Delete any suspicious looking applications that the student doesn't remember downloading, especially those with names involving "search" or Mac cleaning, or whose names match the extensions deleted from Chrome.

- Under the “Go” menu on the top bar, find “Go To Folder...” and visit the following four folders:

~/library/launchagents

/library/launchagents

/library/launchdaemons

/library/Application Support

In each folder, delete any plist files whose names match the extensions or applications deleted at previous steps. Files with the following names can all be deleted:

ProApps, iLife, com.adobe.fpsaud.plist, installmac.AppRemoval.plist, myppes.download.plist,
mykotlerino.ltvbit.plist, com.myppes.net-preferences.plist

Note: when deleting plist files, if you’re not sure if something should be deleted it’s better to leave it for now. You can cause uncorrectable errors by deleting the wrong files. You can always go back and delete something later if your first attempts to correct the problem are unsuccessful.

- Run Malwarebytes again, then restart the computer. Check Profiles (in System Preferences) and Extensions (in Chrome) to make sure nothing has re-installed itself. If it has, repeat previous steps.
- In Chrome settings, attempt to reset the default search engine to Google, or use “reset settings” to restore defaults. This should successfully restore the correct search engine. If it doesn’t, repeat previous steps.
- Restart the laptop and double check profiles, extensions, and Chrome settings to ensure all are clear now. If the laptop is not connecting to the Internet at this point, go to System Preferences > Network > Advanced > Proxies and uncheck any options to ensure proxies aren’t blocking access.

Notes:

Date performed: _____

Expecting the Unexpected

What else have you encountered while working here? It's impossible to predict every issue you're going to face. On this page, record some of the more unique issues you come across. What troubleshooting steps did you take? Were you able to resolve the issue? Use the back for additional space if needed.

Date: _____ Description of problem:
Steps taken to resolve the issue:
Date: _____ Description of problem:
Steps taken to resolve the issue:
Date: _____ Description of problem:
Steps taken to resolve the issue:
Date: _____ Description of problem:
Steps taken to resolve the issue:

Additional Job Skills

In addition to the all-important tech skills we've discussed so far, you will also be learning and practicing additional job skills that are not specifically related to tech. These skills are important as they will be relevant to future employers no matter where you end up.

In this section we will be talking about some specific job skills that you will be able to practice and hopefully master during your employment with MiTech. Four of these skills will be highlighted on upcoming pages: cash register, sales, answering phones, and talking to upset customers and parents.

The **cash register** is fairly straightforward, but it's an important skill to practice. You never know when you might have to make change! Of course, our cash register will do that for you, assuming it's working properly. The most important **sales** you'll come across are laptop sales, and customers will often ask the same questions: does my student need a Mac or a Dell? What's the benefit of purchasing from you? What are the differences between each model? Where do the prices start? You'll need to familiarize yourself with the product to be ready for these questions and others, too!

Answering phones can be a bit unpredictable, as the customer could have questions about sales, a repair, or a variety of other things, so you'll need to be prepared for a lot of questions. Of course, we're available to help if you're not sure how to answer something. And unfortunately, eventually you're going to find yourself **talking to an upset customer or parent**. When that happens, remain calm, listen to their problem and try to sympathize with it, and try to offer a solution without necessarily promising a specific result or timeframe, as doing so is likely to get you into more trouble with them down the road. You can absolutely transfer a customer to a manager if needed.

On the next page you'll find places to record your experiences with each of these four job skills. You don't necessarily need to record your *first* encounter with each skill, but try to record an early and interesting example (for instance, if you answer the phone and the customer simply asks to speak with Kelly, that doesn't necessarily need to be recorded). The following page has tips and tricks for each of the four skills that can help you master each one.

Next, there's a page to record additional tasks and skills that you encounter on the job here. Every day you'll find yourself performing various odd jobs and tasks that you might not expect, so try to be aware of what you're doing and record them so that you don't forget! Each of these skills is an important part of your time here, and you'll want to be able to articulate to future employers exactly what you did and what you learned from it.

Additional Job Skills

Cash register Date: _____ **Sales** Date: _____

What did you ring up?	What did you sell?
What went well?	What went well?
What could you do better?	What could you do better?
Questions for Kelly/Ben:	Questions for Kelly/Ben:

Answering phones Date: _____ **Talking to upset customers/parents** Date: _____

What did the customer need?	Why was the customer upset?
What went well?	What went well?
What could you do better?	What could you do better?
Questions for Kelly/Ben:	Questions for Kelly/Ben:

Additional Job Skills	
Cash register	Sales
<p>Hit SALE or type SA to start a sale, then ring each product up. You can scan either a SKU (8 digit number) or XREF (12 digit number), depending on which is on the price tag.</p> <p>When ringing up laptops, we scan by serial number and link each device to the user by swiping their ID.</p> <p>Students can pay with credit card or MULAA (or cash, when the pandemic ends). When using MULAA, the student may wish to check their balance before paying. Type BI, then swipe their ID. Staff can pay via payroll deduction as well, but only for purchases below \$500.</p> <p>RT allows you to print additional copies of the customer's receipt, which may be needed so you can scan it into their invoice.</p>	<p>The campus is split between Apple and Windows somewhere between 60-40 and 70-30 in favor of Apple. We service them at about the same rate, so neither is necessarily more reliable.</p> <p>Business school students are encouraged to use Windows models. They can also use an Intel-based Apple computer with Boot Camp, but this is NO LONGER AN OPTION with the new M1 chip, so steer them toward Intel Macs.</p> <p>XPS is Dell's sleeker, more light-weight model, but it only has USB-C ports. The Latitude is thicker but it has HDMI, USB, USB-C, and SD, giving the user more options.</p> <p>The MacBook Air is thinner than the Pro because it doesn't have a fan, which means when it runs hot it has to slow down. The Pro also has a touchbar, while the Air does not, and the Pro has more powerful processors.</p>
Answering phones	Talking to upset customers and parents
<p>Have a greeting ready to go and get used to saying it each time. Some examples:</p> <p>"This is (name), how can I help you?"</p> <p>"Thank you for calling MiTech, this is (name)."</p> <p>Try to avoid starting a conversation with "hi" or "hello."</p> <p>Outgoing calls on our phones require 8-1-area code, or simply 8-8- for local calls.</p> <p>To transfer somebody within the university, extensions always begin with 9.</p>	<p>Be very careful not to make any guarantees. Telling a customer that something is definitely going to be done by a certain date is a recipe for disaster. Give ranges and make it clear that unexpected delays do happen.</p> <p>Listen to the customer's problem and try to sympathize with it. Often, they just need somebody to hear that they are frustrated and understand where they are coming from.</p> <p>You can always pass these customers to a manager if needed.</p>

Additional Job Skills

Many of the job skills you've listed (and others you haven't thought of yet) fit under the following categories. See if you can come up with at least one (and more if possible) example for each category. You can also add additional categories for other skills that might not fit into the existing ones. There will be overlap between the categories – it's okay to list a skill twice, and it's okay to add skills and experiences you haven't already mentioned!

Additional Job Skills – list some of the skills and tasks you've mastered in the appropriate categories.	
Adaptability	Creativity
Communication	Customer Service
Initiative	Leadership
Marketing	Organization
Problem Solving	Sales
Teamwork	Time Management

Looking Forward

The following section should be completed towards the end of your first semester here at MiTech, and it's something you can revisit in future semesters if you continue to work here (we hope you will!). In this section, we will focus on ways to take the experiences and skills we've talked about in the previous pages and make them appeal to future employers. The primary way we will do this is through résumé building.

There are two primary types of résumés: chronological and functional. Both types include both work experience and job skills, but they come at it from different directions. A chronological résumé lists work experience in chronological order and then includes skills as subsets under each job, with a particular focus on achievements and results. A functional résumé highlights job skills as the primary focus, with work experience listed secondarily (perhaps as examples of when the skills were used) or not at all. While chronological résumés are typically preferred by employers, a functional résumé can serve as an alternative option for career changers or people with limited job experience. The two types can also be combined to create a combination résumé, which typically lists skills at the top, highlighting why the candidate might be a good fit for the job opening, and then lists work experience separately below.

All versions of the résumé present the same information to employers, they just do so in different ways. In this section we are going to break down the sections of your résumé one-by-one and figure out how we can include your experience and skills at MiTech in the most appealing way possible.

Of course, any good résumé should be specific to the job that you are applying to, so keep in mind that this section is just the beginning. What you produce here should be a generic starting point for future résumés, but it isn't going to be your final product and should be edited before submitting it as part of an actual job application.

At the end of the previous chapter you listed some of the additional job skills that you've learned here in MiTech, and categorized them into broader categories of job skills. These categories are commonly sought after by employers and should definitely make an appearance on your résumé if they apply to you – and you already have a head start since you've already begun to link your experience here at MiTech to these desirable skills!

On the next page, you will begin to put your résumé together by returning to those skills and putting together a profile or summary that includes some of the skills that are most important to who you are as a job candidate.

Résumé Building – Profile

A profile isn't appropriate on all résumés, but it can be when you have limited work experience to highlight, as is often the case when applying to a first job out of college. A profile appears at the top of your résumé and serves as a summary of yourself and your qualifications, so that your potential employer can quickly get a sense of what you might bring to the table. Like other sections of your résumé it should be edited based on the job description in order to highlight skills and qualifications specific to the job. If the job description includes desired qualifications and skills, this would be a great place to include them. For now, we're going to create a generic version of a profile that can be used as a starting point.

Because your profile is going to describe you, it's going to need to be full of both adjectives and nouns. The adjectives will be both superlative (words like "excellent" or "superb" to make yourself stand out) and specific (words that highlight specific skills, such as "creative" or "organized"). The nouns will stand in both for yourself and for the skills that you wish to highlight. For example, if you want to highlight your communication skills, you can refer to your "strong communication" skills or to yourself as a "strong communicator." In order to make your profile flow smoothly and not sound too repetitive, you will likely need to include words of all these various types.

Review the adjectives and nouns in the boxes below. Circle the ones you think would describe you most effectively, and add any others that you can think of.

Adjectives			
Superlative		Specific	
driven	dedicated	professional	creative
superb	strong	effective	adaptable
excellent	outstanding	organized	detail-oriented
proven	high-level	top-tier	advanced
		multifaceted	versatile
			resourceful
Nouns			
Self		Skills	
communicator	marketer	creativity	communication
professional	leader	problem solver	professionalism
team player	planner	organizer	adaptability
quick learner			organization
			initiative
			leadership
			customer service
			problem solving
			teamwork
			sales
			time management
			attention to detail

Résumé Building – Profile

Now it's time to start linking together some of the nouns and adjectives in the boxes above. Look at the words you've circled and start putting nouns and adjectives together that will highlight your diverse range of skills. For example, you could describe yourself as "A dedicated professional with excellent adaptability and a proven track record of effective customer service." You don't want to be redundant, so once you call yourself "a professional" (using the self-describing noun), you no longer need to use the adjective "professional" or the skill word "professionalism."

Try to make sure that the most important words from the previous page that you circled and added yourself are included at least once. To do that, you may notice that certain words only appear in only one of the boxes – for example, if you want to highlight your organizational skill you can call yourself "organized," refer to yourself as "an organizer," or mention your "organization skills," but if you want to mention your "initiative" you pretty much have to list it as a skill. As such, there are only so many ways to write your profile in order to make it all come together.

To start bringing it all together, we're going to complete some "profile mad libs," by filling in the blanks below with the appropriate types of words and thus linking together some phrases that can serve as your profile building blocks. There's some flexibility here - if the mad lib calls for a "superlative" adjective, make sure to choose one from that box. If it calls more generally for an "adjective," you can choose one from either of the adjective boxes. Of course, you don't only need to use the skills relevant to your current position. If there are skills from a previous job you want to include, or other skills like foreign language proficiency, feel free to include them as well!

Profile Mad Libs				
A(n)	_____	_____	with	_____
	(adjective)	(self)		(superlative adj) (skill)
A highly	_____	_____	dedicated to	_____
	(specific adj)	(self)		(superlative adj) (skill)
An expert	_____	with proven strengths in	_____	and _____
	(self)		(skill)	(skill)

You can also highlight your tech skills here! Try a few more, including some of your best tech abilities.

Profile Mad Libs	
An IT service professional adept at	_____ and _____.
	(tech skill) (tech skill)
A tech guru proficient with	_____ and fluent in _____.
	(tech skill) (tech skill)

Résumé Building – Personal Information

At the top of your résumé you should include your name in large letters, along with your contact information: phone number, email address, street address (or at least city and state), and maybe even a website if you have one. There are a few ways you can lay this information out:

Résumé Building – Personal Information	
<hr/> <p style="text-align: center;">(name)</p> <hr/> <p style="text-align: center;">(phone number) • (email) • (address)</p>	
Résumé Building – Personal Information	
<hr/> <p>(first name)</p> <hr/> <p>(last name)</p>	<ul style="list-style-type: none">• <hr/><p style="text-align: center;">(phone number)</p>• <hr/><p style="text-align: center;">(address)</p>• <hr/><p style="text-align: center;">(email)</p>

You also want to include your education information, though it can go either near the top or the bottom of your résumé depending on what you want to highlight. If you have any academic honors or other achievements you can list them in this section, as well as relevant coursework. Use some different font styles here to make it easy to read, for example:

MIAMI UNIVERSITY, *Oxford, OH*

Bachelor of Arts, expected May 2022

Major: Engineering • Minor: Computer Science

- Relevant Coursework: Intro to Business, Marketing Design
- National Merit Scholarship Finalist
- Student Council: Treasurer

Résumé Building – Education			
<hr/> <p>(Institution)</p>	<hr/> <p>(City, State)</p>	<hr/> <p>(degree)</p>	<hr/> <p>(date of completion)</p>
Major: _____ • Minor: _____			
•	_____ (relevant coursework)		
•	_____ (additional honors/achievements)		
•	_____		
•	_____		

Résumé Building – Work Experience

Finally, you need a section for work experience. Depending on whether you're doing a chronological or functional résumé, your work experience might be featured prominently in the middle of the résumé or might simply appear at the end after a more prominent dedicated skills section. Because a technology-related position is something that will be impressive to a lot of employers, it might be a good idea to take the chronological approach and highlight it more prominently.

You'll want to have consistent formatting throughout your résumé, so you should come up with a similar layout to your education section, though the exact layout can vary somewhat depending on what you want to highlight:

MiTech – Brick and Ivy Campus Store, *Miami University, Oxford, OH* *January 2021 - present*

Technology Student Employee

- (Responsibilities, Skills, and Experience)

Technology Student Employee, *MiTech*

Miami University, Oxford, OH

January 2021 - present

- (Responsibilities, Skills, and Experience)

MiTech, Miami University

January 2021 - present

Technology Student Employee responsible for walk up support for the Miami student body

- (Skills & Experience)

If you have any other job experience, you should find a way to include it as well with similar formatting, in chronological order starting with the most recent:

DATS Engineering Lab, Miami University, Oxford, OH

Summer 2020

Engineering Research Assistant

- (Responsibilities, Skills, and Experience)

Sunshine Ridge Sleepaway Camp, Idaho Springs, CO

Summer 2018 – Summer 2019

Senior Camp Counselor

- (Responsibilities, Skills, and Experience)

Résumé Building – Job Skills

So, let's talk about those skills that have been such a major focus of this guidebook. Your profile, should you choose to include one, will focus on some general skills and proficiencies that you wanted to highlight. Now it's time to get specific, listing technology related skills and showing evidence wherever possible. If you chose not to include a profile on your résumé, some of those skills can be listed here as well.

The strongest résumés are evidence-based, with numbers or specific results to back up the skills you claim to have. "Helped students with laptop problems" is not nearly as strong a statement as "helped over 250 Miami students by providing walk-up technical support and software assistance." Luckily, we can check to see exactly how many students you've helped – assuming you've been making tickets properly! Have Kelly or Ben pull your ticket data from Repairshopr. How many students have you helped while you were here?

Date: _____
Number of students helped (from Repairshopr): _____

You've also helped with the sale of a number of expensive items: laptops! "Sold over \$30,000 worth of laptops" is a pretty impressive statement, and actually not that hard to reach! In Filemaker we can search your initials to find all of the invoices you've created, and you should be able to quickly calculate the total dollar amount of those sales.

Date: _____
Total dollar amount of laptops sold (from Filemaker): _____

What other evidence-based facts and figures can you come up with that reflect your accomplishments here at MiTech?

Evidence-based facts and figures

Evidence-based facts and figures

Evidence-based facts and figures

Résumé Building – Job Skills

Quantifiable skills are great, but if you limit yourself to only those skills you're neglecting to mention all sorts of other things you've learned how to do and would bring to the table for future employers. For these other skills you still want to be as specific as possible. To do that, you want to include what you did and *how you did it*. If you helped someone specific, or you can point to a specific result, those should be included as well. So that brings us to who, what, how, and a result, wherever possible.

What are some specific things you helped with while you were here? The first is filled out for you using one of our examples from the previous pages (you can do the same using the computer sales example). Use the back if needed.

Who	What	How	Result
250 Miami Students	Helped with laptops	By providing walkup technical support and software assistance	Resolved their issues

Résumé Building – Job Skills

Now, turn some of those skills from the table on the previous page into full sentences. You can bring in some of the superlative and specific adjectives and job skills from the start of our résumé building activities here, too!

Job Skills – who, what, how, result
Helped over 250 Miami students with their laptops by providing high-level walkup technical support and advanced software assistance to resolve a variety of technology issues.

Résumé Building – Job Skills

If you need additional bullet points or want to highlight additional skills, you can also add proficiencies. For example, by now you're able to troubleshoot in both Windows and Apple operating systems and are proficient in both, as well as with the Microsoft Office Suite and our ticket-building and invoice-creation programs, FileMaker and Repairshopr. Perhaps you've also used WinPrism for inventory and shipping web orders. Feel free to include any of these proficiencies, but only if you really do feel comfortable with them!

In some cases it might make more sense to create a functional résumé, where you highlight your skills first and leave your work experience for the bottom. If you would like to try this approach, you'll instead list your job skills at the top of your résumé, underneath your contact information and profile. You'll want to name each skill, perhaps using some of the skill words from the mad lib exercise from earlier, and then provide evidence for each, perhaps mentioning the job in which you performed the skill.

RELEVANT JOB SKILLS:

- **Proven sales ability;** sold over \$30,000 worth of Apple and Dell laptops to Miami students, families, faculty, and staff
- **Effective problem solver;** helped over 250 Miami students resolve laptop issues by providing high-level walk-up support and advanced software assistance
- **Versatile and technologically proficient;** fluent and comfortable in Windows, Apple, and Office 365
- **A team player;** worked alongside other student employees and full-time staff in a fast-paced setting

If you include your skills in this way you may still want to list your jobs at the bottom of the résumé, but they don't necessarily need bullet points beyond the name and location of the company, your job title, and the time spent working there:

MiTech – Brick and Ivy Campus Store, Miami University, Oxford, OH

January 2021 - present

Technology Student Employee

Whatever approach you decide to take, you now have everything you need to start putting your résumé together! Start with your heading with your contact information, followed by your profile. You can then include your work experience and education in whatever order feels right to you, with your relevant job skills either listed under the appropriate job experiences or listed in a separate skills section near the top. Start putting your résumé together, and bring it with you to your final end-of-semester meeting with Kelly or Ben. Speaking of which...

Wrapping Up – Self Reflection

What kind of an impact has your experience at MiTech had on your academic experience here at Miami? Do you feel that your academic life was more difficult because of the time spent working here? Or have the skills you've learned here made you a more effective student? Has any of what you've learned here at MiTech proven useful in your academic work, or conversely, have you been able to use any of what you've learned in class here at MiTech?

Reflection – academic connections

How about your career goals? Have they changed at all after your experience here at MiTech? Could you see yourself working in a technology-related field? How will your experience at MiTech help you in a future career?

Reflection – career connections

Wrapping Up – Exit Interview

Finally, it's time to schedule a final meeting with Kelly and/or Ben to go over your first semester. Bring this book with you, making especially sure to bring your reflections from the previous two pages and your résumé, as we will discuss these with you in particular.

Meeting with Kelly and/or Ben
Date:
Time:
Location:

We'd also like to know what we can do better! If you have any suggestions to improve MiTech, or to help us do a better job supporting your needs as a student or as an employee, we would welcome your ideas.

What worked well for you here at MiTech? What can we do better?

It's been a pleasure working with you, and we hope to see you next semester!

REFERENCES

Armstrong, P. (2010). Bloom's Taxonomy. Vanderbilt University Center for Teaching.

<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

Barron, P., & Anastasiadou, C. (2009). Student part-time employment. *International*

Journal of Contemporary Hospitality Management.

<https://doi.org/10.1108/09596110910935642>

Chu, M. L., Creed, P. A., & Conlon, E. G. (2019). Development and initial validation of a

Work-Study Congruence Scale for university students. *International Journal for*

Educational and Vocational Guidance, 19 (2), 257-274.

<https://doi.org/10.1007/s10775-018-9379-0>

Gbadamosi, G., Evans, C., Richardson, M., & Ridolfo, M. (2015). Employability and

students' part-time work in the UK: Does self-efficacy and career aspiration

matter?. *British Educational Research Journal*, 41(6), 1086-1107.

<https://doi.org/10.1002/berj.3174>

Liyanagamage, N., Glavas, C., & Kodagoda, T. (2019). Exploring mixed emotions and

emotion-regulation strategies of students balancing higher education with

employment. *Journal of Education and Work*, 32(1), 21-35.

<https://doi.org/10.1080/13639080.2019.1605156>

Wenz, M., & Yu, W. C. (2010). Term-time employment and the academic performance

of undergraduates. *Journal of Education Finance*, 358-373.

<https://doi.org/10.1353/jef.0.0023>