



Why and How to Implement the Student Job Model at Your Workplace: A Hands-on Guide

Presented by The European Student Job Network

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This guide presents the reader with the main benefits of employing students and boosting their access to employment through the student job model.

You will find recommendations and practical advice about the student job model. This includes clarifications, reflection and case specific examples, that provide answers and suggestions for why and how to implement the model in your workplace and your national context.

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Introduction

This guide is based on experiences from Foreningen Nydansker's insights and experiences with the Danish practice of hiring student employees based on the belief that students can provide an important resource in contributing to the development of companies and organizations. The content of the guide is informed by the consortium's joint explorations and discussions of the Danish student job model.

The aim of the publication is to inspire companies in the partner countries and the rest of Europe to adapt and implement the Danish student job model, with the aspiration to boost students' access to the labor market in order to minimize youth unemployment. By sharing examples from companies and student workers, we highlight central points of consideration and provide recommendations on why and how to employ students at your place of work.

Guide to the Reader

This guide is for employers and students. Are you curious to examine the content of this guide, and find the sections relevant to you? Then follow this guide.

Clarification of the Concept A short explanation of the meaning and functioning of a student job.

The Danish Case An in-depth description of the Danish practice of hiring student employees, and the structural conditions with significant importance for the student job model.

Employment Cases Three Danish examples of student employment from employer and student perspective.

Value Pack An overview of the benefits of the student job model for employers, students and the surrounding society.

Scaling to Europe Suggestions for important considerations regarding the implementation of the Danish student job model in the national context of the consortium partners (Spain, Italy, Belgium).

Changing with the Students Three European cases of students sharing their thoughts about the student job model.

Q&A A list of doubts and challenges and suggestions for how to overcome them.

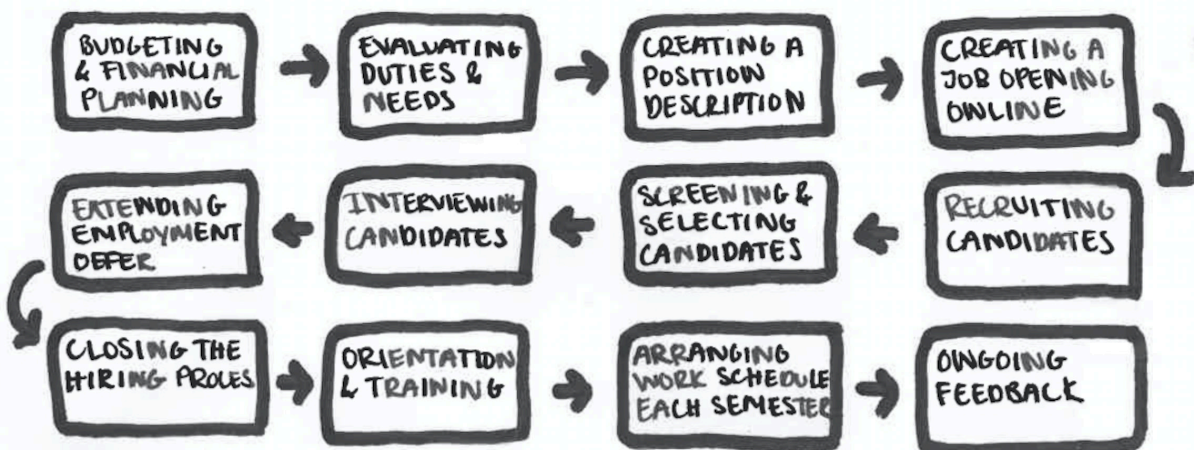
Clarification of the Concept

Student jobs present a model for decreasing youth unemployment as well as fostering employability throughout Europe. Among university students in Denmark, it is a widespread practice to supplement knowledge and competencies from university studies with experience from the labor market. In Denmark, many students have a job relevant to their field of study, typically with a weekly maximum of 15 hours, an hourly wage, and contractual independence from the student's education institution. *Now you are probably wondering, what exactly is a student job, and how is it set up?*

A student job is...

A part time job during enrollment in a higher education institution. The job is either task- or area-relevant to the student's field of education. The job is paid and contract based, similar to a fixed-term employment contract with varying durations, but limited to the period of the student's enrollment.

A typical student job employment process...



Value Pack

Hiring student workers can benefit both students and employing organizations and companies. Are you wondering what could be advantages of student employment in both a short-term and long-term perspective?

For students...



Paid employment and acquisition of workplace skills through a practical and applicable approach to education.



Development of qualifications, strengthening of network and references, increasement of competitiveness and job opportunity on the labor market.

For employers...



Workforce to support core services and handle ad hoc assignments, charcterized by cost-effectiveness, flexibility concerning work hours, and the ability to offer new ideas and perspectives to the workplace.



Recruitment strategy, targeted workforce with relevant skills and experience and a strengthened commitment.

For society...



A more qualified student work force and a more inclusive attitude towards students in the labor market can decrease youth unemployment.

The Danish Case

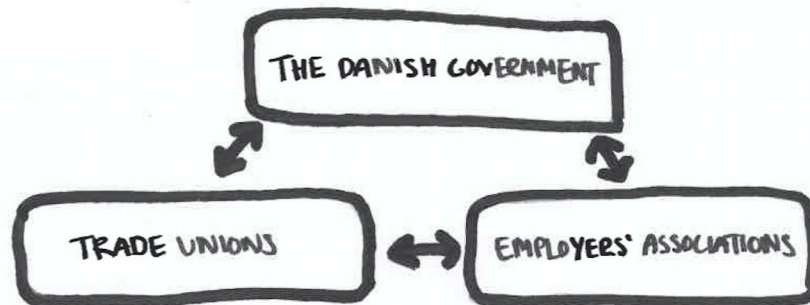
To get further acquainted with the concept of student jobs, we will provide you with an insight into the configuration of the Danish labor market. Student jobs are a widely accepted practice in Denmark, and conceivably obtainable in many other European countries with the correct adjustments to the specific national or local context. The structural conditions that enable national embeddedness in Denmark, will most likely speak to the conditions that could conversely pose barriers in your context. *Don't worry - we will get back to this. For now, approach this as a model for inspiration.*

The Danish Flexicurity Model: A Combination of Flexibility and Security

In comparison to other EU-countries, it is less difficult for Danish employers to hire and fire employees. At the same time, unemployment insurance funds and active employment politics create a safety net for the employees. The high mobility between jobs with a comprehensive income safety net is referred to as Flexicurity. Within rapid structural change, presenting challenges such as labor shortages as well as skill gaps and sectorial mismatches, the degrees of flexibility and security are essential components in securing the state of the Danish labor market. In order to elaborate upon the Danish model, we concentrate on three key attributes.

1. Active labor market policies in tripartite cooperation

In Denmark, there is a clear division of responsibility between the government and the social partners in relation to labor market policies. The collaboration is a tripartite cooperation between the state, employers' organizations and trade unions. The tripartite cooperation is an integrated part of national employment policies and applies to areas regulated by legislation, such as unemployment insurance and the work environment. The social partners, employers and employees, have a large degree of influence on the regulation of employment policies, without comprehensive governmental interference or legislation regarding wages and working conditions. The influence of social partners contributes to the creation of a dynamic labor market with an active labor market policy.



2. Collective agreements

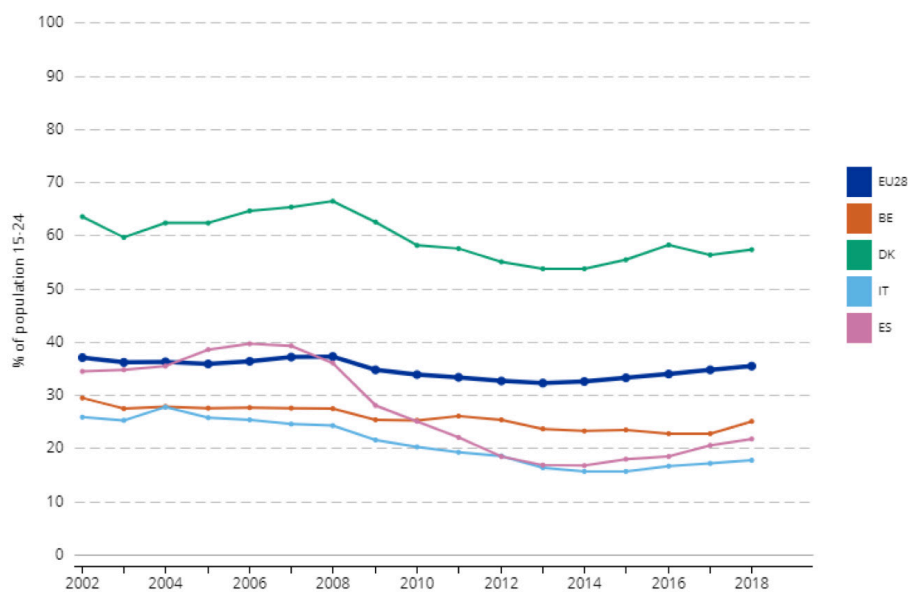
A prerequisite for the associations and unions is that the partners are held accountable in relation to the agreements made. Wages and working conditions are primarily defined by and regulated through collective agreements with little intervention from the state. The agreements are supported by a welfare system financed by taxation ensuring universal social coverage.

3. High degree of association and organization

In Denmark 67 percent of the working population is organized in unions. The high degree of organization of employers and employees in associations and unions is paramount to the Danish model. The associations and unions represent the broad interests of members by making accords concerning salary and employment conditions through collective agreement negotiations. The model holds the partners accountable in relation to these agreements. The agreements include regulations on dismissal of employees, the right to take collective industrial actions, the role of trade union representatives, etc. The system is based on a voluntary approach and has created a strong sense of ownership where the social partners play a central role in society.

Youth Employment

In Denmark, youth employment follows the national trend of high employment rates. According to the European statistics office Eurostat, about 57 percent of the Danish population between 15 and 24 years of age are in employment. This is 22 percentage points more than the European average. The figures can be explained based on the Danish culture for student jobs.



Most students have a student job in Denmark. According to a study presented by the Danish think tank DEA, 89 percent of the country's students have a student job during their bachelor's degree and 71 percent during their master's degree. The rate of student jobs can be ascribed to a strong culture of early youth employment, furthering an early acquaintance and cognizance with the labor market. Moreover, the Danish state educational grant for students also has a significant effect. The educational grant is currently 820 EUR monthly before taxes for students who are not living with parents and who are over 20. This supports economic independence amongst students in a country where the average age of moving away from their parental home is 22 years. The early prospect of economic independence can also act as an incentive to gain further sources of income, as possible through a student job.

A study conducted by The Danish Evaluation Institute shows that student relevant jobs largely increase job opportunities and the chances of shaping a fruitful career in Denmark. In the analysis, this emerges as large differences in relation to employment and wage conditions, corresponding to several pay levels. Within a year of graduation, a wage difference of up to 535 EUR (4.000 DKK) monthly becomes present, as well as a 17 percentage points larger chance of employment.

In Denmark, student jobs have become a screening tool for employers based on the belief that work experience creates an expanded knowledge of how to apply one's qualities and resources in the labor market. According to a recruitment analysis consisting of data concerning the recruitment processes in 754 Danish companies, devised by the Danish nation-wide consultancy agency Ballisager, 73 percent consider a student job an essential factor when hiring graduates. As a commentary on the study, the head counselor at the Career Management Center at Copenhagen Business School, Anne Malberg Horsarger, has emphasized the importance of gaining relevant job experience as a student. According to Horsarger's statement in a news article in Politiken, most employers see grades as an expression of student commitment and not as an expression of capacity or scope for taking action. Hence a profile reflecting work experience, often outweighs the importance ascribed to grades.

In conclusion, the student job model is an expression of several incentives among organizations and companies. It is a long-term investment in building a competent workforce with relevant skills and a strengthened commitment. The model also provides the given workplace with a more affordable workforce, as they can differentiate the salary for student workers, who have not yet finished their education. While the student job model, for the student, gives their education a career perspective. Moreover, it provides students with the opportunity to create a more extensive network within their field early in their career. According to the study conducted by DEA, undergraduate students with a student job finish their studies before students without a student job. The same study shows that a student job decreases the chance of dropping out. A student job provides the opportunity to gain relevant work experience and foster a career while still studying. Through a student job, a student can expand their network and gain practical experience, and as a graduate become more attractive and competitive on the labor market.

Employment Cases

Student employment is most likely a novel idea at your workplace. Which is why you still may be wondering how the concept actually works in practice - here we present you with some concrete examples.



In IBM, student workers are seen as a valuable resource, and according to IBM, hiring student workers is as beneficial for the company as it is for the students themselves.

In IBM Denmark, around 10 % of all employees are students, and the students contribute to the daily work both by being an incredibly flexible workforce, but also by pushing the permanent staff to reflect on things with their eagerness to learn and ask questions. This is particularly important in an innovation company such as IBM that makes a living by developing and innovating.

Student workers in IBM are paid by the hour, and while they are studying, they often have very flexible time tables. This means that the weekly hours of the student can be adjusted up or down according to the needs of IBM as employer and of the student as the employee.



According to Cecilie, she succeeded in landing her dream job due to the series of student job positions she had during her time of studies. Cecilie is now working as a development consultant and executive coordinator in Børns Vilkår, a Danish NGO working with child rights. While she was studying Political Science, she worked in various different positions, hereunder as a student worker with the faculty of Political Science at University of Copenhagen, as a student worker with the Ministry of Education, and as a student worker with Børns Vilkår, where she ended up also being offered a full-time job after having graduated.

Cecilie advises other students to take advantage of the fact that it is possible to try out different kinds of positions while studying, thus having the opportunity to learn more about what they wish to work with after their studies, and to develop competencies relevant for this field.



Simon is employed in a physiotherapy and fitness center while studying physiotherapy. He works in the reception and supports administrative tasks, and also plans training programs and facilitates training sessions. Simon is hired to work 15 hours a week with a salary determined in accordance with national collective agreements for this area of work. Termination of the contract can happen from his or employers side in accordance with a national act protecting salaried employees. He works 8 hours every Monday, where he does not have any classes, and 3,5 hours every Wednesday and Thursday afternoon after classes at his school.

Through his employment, Simon has gained insight into tasks and responsibilities he will most likely be occupied with as an employed graduate of physiotherapy. Simon emphasizes how he has familiarized himself with his field of study and potential career through his student job. This is a way of building confidence in your choice of education and future livelihood, according to Simon.

Scaling to Europe

We believe the student job model is scalable to many European countries. Yet, you might be wondering how an implementation of the model could be obtained in your local or national context. Read along, as each partner from the consortium identifies barriers specific to their context, and presents strategies for adaptation.



Considerations regarding scaling to Belgium

How can we promote scaling the student job model to Europe, and specifically to your national context?

With programmes like the Erasmus+, which targets the fields of education, youth, and sport, concepts like the Danish student job model have a platform to be promoted and seen around the EU. Online workshops and events that are organized within the duration of the project, serve the purpose of making this specific model more visible. These EU funded projects are a starting point to promote concepts like this, but certainly, to reach a big(ger) amount of people and the specific target group, a strategy needs to be put in place.

One of the upsides of the Danish Student Model, is that it just involves companies and students, no further institutions, governments or the public education system. Thus, just these two groups need to be targeted. This said, this model of student jobs is latent and deeply rooted in Denmark, which allows the independence from any public system. Taking this into account, when thinking about transferring this model to other European countries, where this model is unknown, it wouldn't be entirely realistic without the involvement of a third party advocating for and supporting the model in collaboration with universities and companies.

In the longer term, these cases of local projects aimed at disseminating the model, could present best practices that can inspire a more organic adoption of the model among companies.

In this process, first of all, companies need to be aware of the existence and the benefits of the model, so they can offer and promote it amongst students. With this purpose, and to promote this model, business and company fairs would be a good setting. In these fairs, companies try to promote themselves to students or freshly graduated people, and students attend to explore the possibilities in the labour market for once they graduate, and are looking for a job. These kinds of fairs would be ideal for the purpose of showing companies the benefits of implementing the student job model. Informative sessions could be done in situ at these kinds of events but also through networking, getting in touch with as many companies as possible to offer them post-fair, individual or collective informative sessions. If and once companies showed interest, they should start campaigns in universities promoting their company and the possibility for students to do a student job while they are enrolled in university.

Once companies start to announce their offer, and students start to see this option as a possibility to gain experience in their field of studies, informative sessions with students should be organized by, for example, The Student Job Network, in case of sustainability of the project in the future. These sessions with students would serve to showcase the procedures and know-how of this model.

The third step would be to connect students that are interested in the model and in having a student job, and the companies that are offering this option either virtually or organize a network session with companies and students in-situ. The promotion of the Danish Student Model could be also done with a social media campaign, connecting with a wide range of companies and university platforms, with informative sessions.

How do we guide and support employers in implementing the model and accommodating students' needs?

First, companies need to understand the value of such a model, to generate their interest in implementing it in their companies. Once they see the added value of a student that works in their company for a certain number of hours a week, the process of implementation can be started. Believing in the model and being convinced is the most important first step of the process. Afterwards, keeping in constant touch with companies is of key importance to support them in the process of implementation. They should be provided with information about the model, adapted to the local language. This information should be given in the form of documents explaining the model and its benefits, good practices and success stories, as well as the first steps of implementation, how to connect to students, etc. The same should be done for students, explaining the benefits for them, how to connect to companies etc. A kind of "one stop shop" (also in an online version) could be implemented for companies and students to gather all the information they need.

What are typical doubts and challenges from the perspective of employers as well as students? What do you propose employers and students do to overcome these barriers?

For companies: One of the doubts for companies is how to make such a model part of the company, part of its core values and philosophy, and how to change the mindset of the workers of the company. To solve these doubts, they would need our support at least in the beginning stage of the process. Another important topic for companies is how they can engage with students that do not know about the model yet, and also how the contract of such an engagement would look like, as well as the process of onboarding of the student and their accompaniment. The main question is, "who is responsible for the student and the follow-up of their work"? For this, the structure of the company has to be adapted.

For students: Since this model has no official agreement with universities, they ask themselves how they can make their studies compatible with a student job. Some universities are not flexible in their schedule and lots of courses are mandatory, which will be expanded upon in the following.

To summarize, one of the main advantages of the model is that even though in Denmark the universities do not have an agreement with the companies whatsoever, companies and universities have adapted to each other throughout the years progressively in an indirect way. In Denmark, courses in university are mostly/often flexible so students can decide when and which courses to attend. This education system is not in place in every European country, where courses are full time and mandatory, to which extra work and papers have to be added. How can a 15-hour fit in such a calendar? It is the whole system that is prepared (Denmark) or not prepared to hold such a model. Some university degrees or even full systems are full-time and inflexible, and being present during the courses is mandatory. This makes it more difficult to reconcile studies with a job on the side, which means they cannot afford living by themselves. Consequently, there will be less demand for student jobs, and less urge to change the system. If students can't work they can't afford to live by themselves, so many students may decide to study in the same city where their parents live to be able to live at home, which again means, students do not necessarily need to work to pay rent, which is a vicious cycle.

Is there a real "need" for changing the system in all countries? The obvious response is yes because of the low employment rates for young people after graduation. But is there a "need" to work while studying? A variable that could play a role in the case of some students that do not work during their studies, is the mindset towards this time of their lives. Some students may approach the studies as a period of leisure and socialising, and working 15 hours a week may not be an attractive option for them. This, added to the fact that lots of them still live with their parents and do not need to worry about having to pay rent, decreases the urge of looking for a job. All of these variables need to be taken into account when trying to adapt a specific model that works well in one country, to a different country. We all live in the EU, but each country has their own cultures, needs, mindsets, ways of living and systems in place. Sometimes, improvements are necessary and enriching, but lots of nuances need to be taken into account, and sometimes palpable changes take time. Of course, a first and small step is always needed to change the bigger picture.

Considerations regarding scaling to Italy

How can we promote scaling the student job model to Europe, and specifically to your national context?

Training institutions and employment agencies can serve an important part as intermediaries between students and employers and as key actors in supporting the implementation of the student job model in Italy - especially those with cross-functional and cross-sector connections. Firstly, the feasibility of the strategy of implementation for these actors depends on the targeted employers. In the beginning, it is recommended to focus on bigger companies with internal training and/or structured HR departments with the capacity to take care of onboarding procedures. The focus should be on making the student job model more attractive for operational profiles at first, mainly because companies with this profile will see rather quickly how a student employee can contribute to the work process.

This initial experience can function as a best practice or a concrete case history proving the real possibility of implementation. This experience can be the source of inspiration for companies working with non-operational profiles. Moreover, bigger companies will most likely have a higher capacity for accommodating the needs of students in Italy, why it is recommended for these companies to hire around four to five students at the same time and reframe the work process according to someone contributing to the work process only two to three days a week.

An interesting way for training institutions and employment agencies to test the student job model is to create a technical specialization course with student job characteristics. This will allow for a greater flexibility in planning tests and student management, while requiring a stronger commitment and effort in promoting a program that is completely new.

It is recommended for intermediary organizations to target the most requested professional profiles (i.e. see <https://excelsior.unioncamere.net/>, <https://atoka.io/it/>, <https://www.istat.it/>). Moreover, training institutions and employment agencies should direct information requests collected by companies. In some cases, there is a mismatch between the competencies in demand from employers, and the professional profiles that are regarded as attractive by persons seeking employment. The student job model can present a method of counteracting this mismatch, as profiles in demand can be promoted to student employers as an opportunity to gain experiences in a paid job with real perspectives.

How do we guide and support employers in implementing the model and accommodating students' needs?

As an intermediary organization, it is necessary to support Italian companies in the initiating process of hiring students, because the student model presents challenges to the standard model of hiring junior staff in the company. In IFOA, the strategy for supporting employers in implementing the model is to convince three or four companies to engage and commit to a first test. This may serve as an example for other training institutions and employment agencies wanting to promote the student job model. In IFOA's work with promoting the student job model and supporting employers in the implementation, the focus will be on designing a learning path for the students in the companies involved. The content will be co-designed in strict cooperation with the company. This will guarantee the company that its future student employees will master the skills they are looking for. At the same time, it will show possible students that this path can lead to future employment and career development.

In IFOA, the plan is to arrange a course with a total duration of six months: The first month will be entirely in the classroom, and the students will learn general information on the professional profile, they will get in touch with their tutors, and they will carry out a learning module focused on soft skills to give them some tools to quickly enter the business dynamics. From the second month, the students will start working in the company two days a week. In this way, for 5 months the students will continue to train in parallel in the classroom (24 hours a week) and in the company (16 hours a week), and they will be able to complete the path with a very intense professional training and with a relevant knowledge of the professional environment.

Other training organizations and employment agencies like IFOA can find inspiration in this way of organizing and implementing the student job model in their regional settings for local companies. It is recommended that these training organizations and employment agencies work to support the companies' teams in setting up the student job path to provide them the profiles they are looking for and not finding.

What are typical doubts and challenges from the perspective of employers as well as students? What do you propose employers and students do to overcome these barriers?

The main barriers concern economics, organizational planning, and cultural shifting. Economically, employers do not offer a standard salary to someone in training, i.e. someone who has not completed their education and hence has the sufficient skills to be hired as a part time worker. At an organizational level, it can be difficult to locate enough companies that are willing to try out this new student job model. It is therefore recommended to test the model in a number of companies, around three to four, that can then serve as inspiration for other companies. These companies can function as a kind of front-runner companies showing other companies the feasibility of the student job model. With regards to cultural shiftings, in Italy the standard practice is training followed by professional experience. The student job model would require employers to challenge this status quo. First, companies need to be convinced about the model, then with a successful example of implementation it will be possible to scale it up. In regards to the students, they are - according to own completed interviews - already convinced, as the model presents a path allowing them to get some money and work experience.

A concern voiced by many companies is the management of the student employee when starting to work in the company. There are concerns about the skills that young people lack when they enter the world of work, and about the maturity of the students. Having the possibility of a third-party partner who is an intermediate, is a great resource for carrying out the project successfully. This could for instance be a training organization or employment agency that can support the company in any type of problem with the worker.

Considerations regarding scaling to Spain

How can we promote scaling the student job model to Europe, and specifically to your national context?

In general it can be said that the student job model is seen in a very positive way for all Spanish stakeholders, but also regarded as quite difficult to be developed in the Spanish society. To promote the scaling of the student job model to Spain, the following points should be considered:

- To limit the number of student workers per company due to the high unemployment rate in Spain.
- To create a single legal and unified agreement for implementing the student job.
- To establish an internal mentorship program for each of the student workers to be matched up with a co-worker from day one.

We collected some of the most interesting opinions and suggestions for the improvement of the model and its adaptation to Spain:

- Most of the participants agreed on the lack of autonomy of young Spanish students and their lack of responsibility to organize themselves. Spanish culture makes students very dependent on their parents and the Spanish administration.
- A structural change in Spanish society is needed.
- Many young people do not have the desire to work while studying (this opinion was given by a participant of 24 years old, who is currently working and studying at the same time. His opinion was based on his own experience taken in consideration by his colleagues at the university).

In order to overcome some of these barriers some proposals could be taken:

- Promoting a stronger linkage among students and employers. A good starting point could be to carry out meetings and one-to-one interviews with students and employers from the very beginning of their university studies. This would contribute to strengthening a solid collaboration among all the stakeholders of the labour market, and produce a stronger involvement of employers in the part time jobs of students.

- To foster that the period of part time student jobs in the Spanish university system could be developed during all the different phases of the studies and not only at the end of each degree. This will be, for sure, a real challenge.
- To advocate the benefits of different education models, such as SJ. All stakeholders should understand how this is a win-win situation for everyone, students and employers. This can be done with the promotion of this model with the organization of online events (in universities, business schools, but also high schools) in which students and employers from Denmark (and similar countries with this reality) can give their testimony and share their experiences.
- To create synergies and networking among Danish and Spanish universities with the aim of sharing this kind of best practices. In addition, it could be an idea to implement job shadowing between Spanish and Danish employers and students. Sometimes, the best way to understand something is to see how others have successfully achieved it.
- With the aim of improving the lack of autonomy and interest noticed in Spanish students, a solution could be to implement a transversal subject to all bachelor degrees, covering different topics as job orientation, how to approach the labour market to students, employability, innovation etc. A similar subject is taught in the VET education system.

How do we guide and support employers in implementing the model and accommodating students' needs?

Some of the entrepreneurs claimed that they would prefer the support of a tutor because training and assisting a person would mean "losing" their time for the development of their tasks and duties in their companies. In addition, most of the participants said that they did agree with the number of hours (15 per week), because it will be easy to allocate tasks to the students, but depending on the type of work.

What are typical doubts and challenges from the perspective of employers as well as students? What do you propose employers and students do to overcome these barriers?

One of the main concerns of the employers is linked to the lack of autonomy of Spanish young students, mainly caused by the strong family ties in Spanish society.

It could be said that, in general terms, some of the employers doubted the capacity of the students to organize themselves not only to look for a job but also to contact a company in order to get a student job.

Moreover, another barrier also mentioned by some employers is financial compensation. If the employer can employ interns that they do not have to pay, it is less attractive for them to hire a student worker that they will have to pay.

Furthermore, many students are working while studying - but in a field not related to their studies. For that reason, the possibility of being employed in a student job is good, because in many unskilled jobs, the students will have to accept long shifts (more than 12 hours a day) with late-night work, whereas in a student job, the terms will be better.

Changing with the Students

Hopefully you are gaining clarity of the student job model and how to approach the proces of adaptation and implementation in your context. Yet, you might still be in doubt about the students' stance on the model. We have asked them, and present you with three common impressions.



Name: Seyma

Nationality: Belgian

Education: Political Science (MA), Political Science and Public Administration (BA)

Fields of interest: NGOs in policy making, advocacy, and human rights.

Impression of the student job model:

“When I heard about the Danish student job model, my first reaction was excitement. I had never heard about this model before. To me, it seems like a big opportunity not only for Danish students but also international students in Denmark. It allows them to earn money while improving their social and professional skills. In the Belgian case, this implementation can be a good chance for students in the Belgian education system as well. However, it is important to notice that even though it can vary from department to department, most of the universities have tight schedules for their bachelor students. Moreover, some students have compulsory lab courses which means that it may be difficult allocating many hours to a student job.”



Name: Francesco

Nationality: Italian

Education: Digital Marketing

Fields of interest: Social media marketing, graphics, brand identity, and communication.

Impression of the student job model:

"To me, the student job model sounds like something we would like to have in Italy. During my studies, I have longed for some more practical elements, as university studies can get a bit too theoretical for me. Also, with the student job model, it is not only about earning money, but also about getting your foot in the door of a company. In this way, the onboarding phase is probably much more gradual, and this makes things easier both for us students and for the company. The big effort is probably to convince the company - students are already convinced!"



Name: Estrella

Nationality: Spanish

Education: Human Resource Development

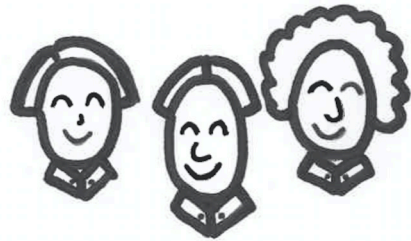
Fields of interest: Strategic management of human resources.

Impression of the student job model:

"This model sounds very interesting, I would definitely consider seeking a student job during my studies at the university if this was more common in Spain. Especially if it would provide an opportunity to remain in the company after graduation. At the same time, I am a bit unsure and doubtful about how the student job model would work in Spain and transfer to our reality. The implementation of the model would definitely need pioneering employers who take initiative, and with support from local organizations who have knowledge about the model."

Q&A

Are you still in doubt about certain elements regarding the model? Or do you need the last speech of persuasion? Here you may find answers to your own questions, or those you might be posed from students.



Questions from employers

Q: What are the advantages of hiring a student employee?

A: Students with an education relevant to your field of work can present an adaptive, eager, and docile workforce. A student employee is cost-effective, and often willing to take on more tedious assignments in order to gain experience. Students also bring an outsider perspective, which can possibly shed light on outdated work processes and bring renewed energy to the workplace. In the long term, hiring students can present a method to seek out skilled employees to offer permanent positions after graduation. Former student employees have a strengthened commitment and bring targeted knowledge and experience to the workplace.

Q: How do I settle my doubt as to whether students have the sufficient degree of autonomy to function as a viable workforce?

A: Many students have gone on university exchange or completed internships, and have thus managed to navigate in processes that require a large degree of initiative and independence. Moreover, the expectations for an intern are similar to the ones for a paid employee regarding their ability to show individual autonomy in the workplace. If you choose to have confidence in a student to show the capacity to live up to your expectations in an internship, consider doing the same in the case of a student employee - especially if you align these expectations early and ongoingly in the period of employment.

Q: Why should I hire a student employee instead of an intern?

A: As opposed to internships, a student job is characterized by continuity, which provides the opportunity for the student to achieve a more in-depth understanding of the tasks and processes specific to the workplace. The continuity of the employment promotes the student employee's performance and commitment, and thus your gains from their workforce. In the long term, hiring a student employee can be considered a method of recruiting as it presents a way to seek out skilled students, who could possibly continue in a permanent position after finishing their education.

Q: How does the student job model differ from the dual vocational education and training system?

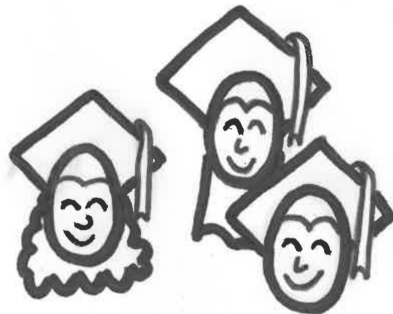
A: A student job is a paid and contract based employment during the regular course of education. There is contractual independence from the student's education institution, and it is as such only a contractual relationship between the employer and student employee. The employment is similar to a fixed-term employment contract - with varying durations, yet limited to the period of the student's enrollment.

Q: How can I define tasks for a student worker who is with us only a few days a week?

A: It is very important to consider which tasks are manageable for students that can simultaneously provide relief for staff and free their time for other duties. This could be ad hoc tasks such as taking minutes, booking calendars, etc. Furthermore, in order to increase the long term gains of employment, we encourage prioritizing detailed orientation and training in new job duties for student workers. Treat student workers like regular staff, whenever possible, include them in staff discussions, email threads, meetings, decision making and provide them with the opportunity to choose which services, projects and assignments they would like to support.

Q: How can I organize the tasks for student employees within a non-operational field or if the tasks in our workplace are of a more administrative character - e.g. office work?

A: When a student is employed in a company, it is highly recommended that the student and the employer plan and organize the tasks of the students in detail, in order to ensure that the tasks fit with the terms and structure of the student position (i.e. that the student will only work approximately 15 hours a week). In addition to this, pairing the student with project teams can be beneficial in order to ensure that the student will always have a team of colleagues to turn to in case of questions or need for help. The student job may be presented with a large amount of ad hoc tasks that are easy to carry out even though the student is not present in the office every day. This will also be of help to the permanent full-time staff.



Questions from students

Q: How can I arrange my work schedule around my studies and a part-time job?

A: It is very important to structure a realistic work schedule. We encourage arranging personal work schedules at the beginning of each semester, when course plans are distributed. Consider if you would like to request less or more work hours during breaks or exam periods. Take initiative and responsibility of your duties and tasks!

Q: How is it ensured that I am not abused in a student job by an employer expecting that I am working extra hours that are not paid?

A: One of the benefits of a student job in comparison with e.g. an internship is that in a student job, the student will be paid by the hour. In this way, all working hours will be fully compensated.

Q: How do I balance having a student job while fulfilling the academic level required by my university?

A: Balancing your academic commitments and work duties require time-management skills. You need to plan a work schedule with your employer that allows you to complete your assignments for your studies during the semester, which in many cases is best realized with fixed weekly work days. If your classes end early one day and start late another, consider choosing these time slots. Moreover, you should consider if your work schedule needs adjustments during more busy periods, such as midterms and final exams. Be proactive and take initiative to evaluate the planned agreement ongoingly if you experience that the agreement is unattainable. This said, remember that gaining experience related to your field of study can be a source of inspiration and motivation, as well as a way to acquire relevant skills that can actually improve your effort to meet the academic requirements during the time of university enrollment.

Q: What are my chances of regular employment in the company I am working in as a student worker once I have finished my studies?

A: It is not a guarantee that the company will hire you after you graduate - it will depend on staffing needs etc. - but you will definitely have improved your chances of landing a job in the company if you have been a valued student worker, and if you have proved that you can deliver on tasks etc. Starting your career in a company as a student worker will mean that you will be an internal candidate for full-time positions after you have graduated, and therefore it can be a good 'way in' in a company, and your chance to show the company that you are a good candidate for a full-time position. Even if the company you have worked in as a student worker will not have a position for you after you graduate, other employers will see the value in your work experience, and in this way, your student job will in any way improve your chances of employment.

