Essential skills for young professionals holding a master degree of animal science

Lucile MONTAGNE and Catherine DISENHAUS

Agrocampus Ouest, UMR PEGASE, Rennes

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Introduction

Students

- Master level in animal sciences (~30/y)
- Multidisciplinary and multi ”level” courses
- An objective to balance education between scientific knowledge and know how

Young professionals

- First years after graduating
- Ability to post evaluate their training and education

SURVEY

Aims of the study

To determine the scientific, technical and personal skills mobilised by animal science postgraduate students during their first years of professional activities

To learn how to manage, realise and analyse qualitative (and quantitative) survey

Exercise realised by 23 2nd year of master level students (2012)

Methodology

- **First contact by mail (218 young professionals graduated between 2004 and 2011)**
- **53 persons were interviewed (voluntary bases and availability)**
- **Semi qualitative survey/semi open questionnaire (15-30 min). 3 parts:**

  curriculum since graduation

  description of their present job: professional structure, tasks, missions and projects

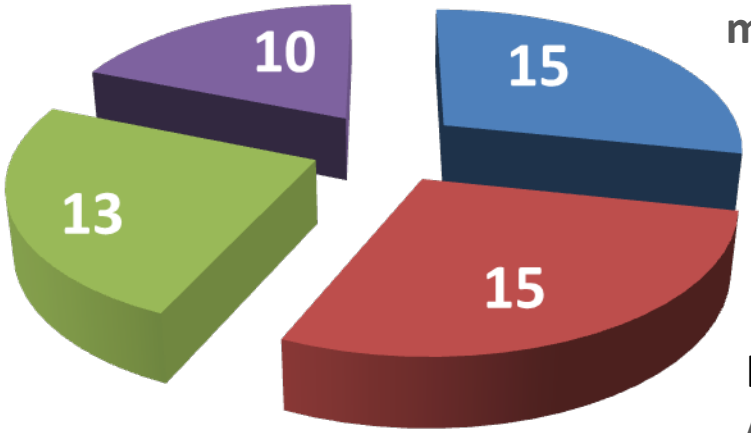
  skills needed (scientific, technical, personal)

Results: Description of professional organisations

Type of professional organisation (n/53 people)

advisory and transfer structures

public research institute
mainly INRA; PhD or not



co-operative or
associative structures

private companies (15/53)
Animal nutrition, genetic,…

Field of action (% of jobs)

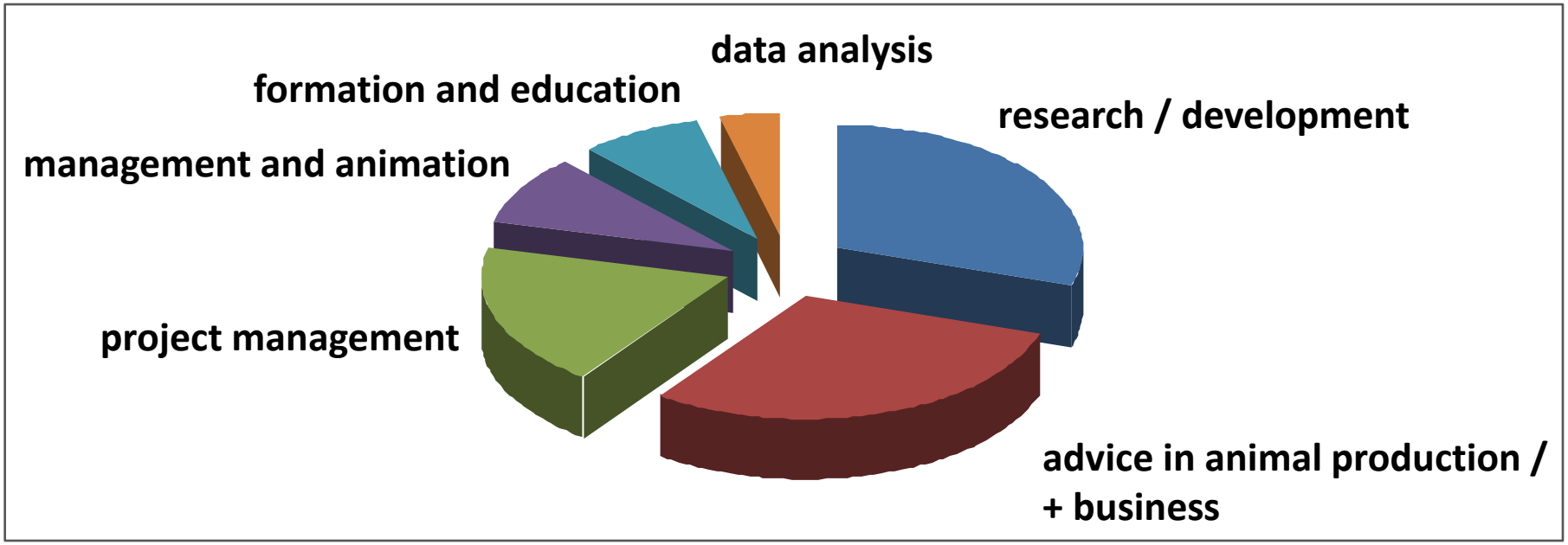
local	32
national	38
international	30

Size (% of jobs)

> 500 salaries	47
50-500	40
<50	13

Results : Description of the jobs

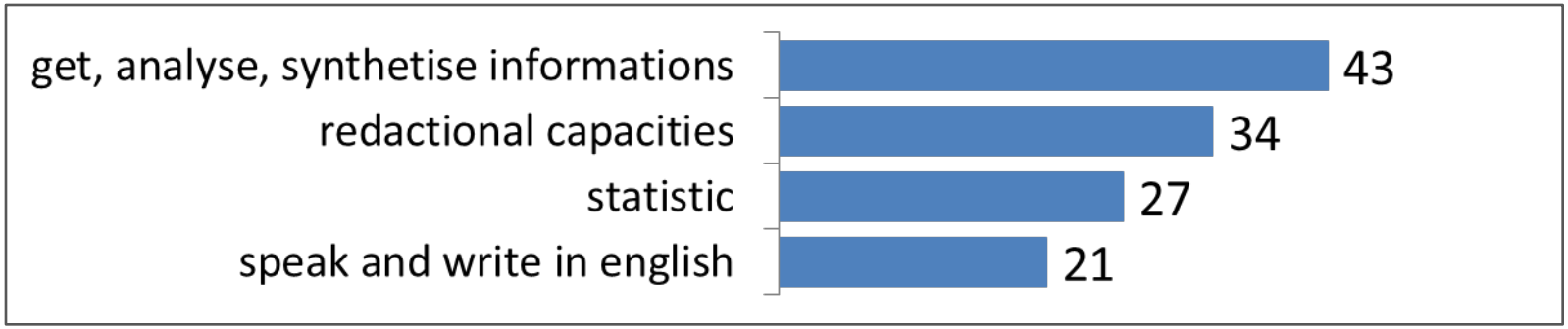
Missions and tasks (% of citation)



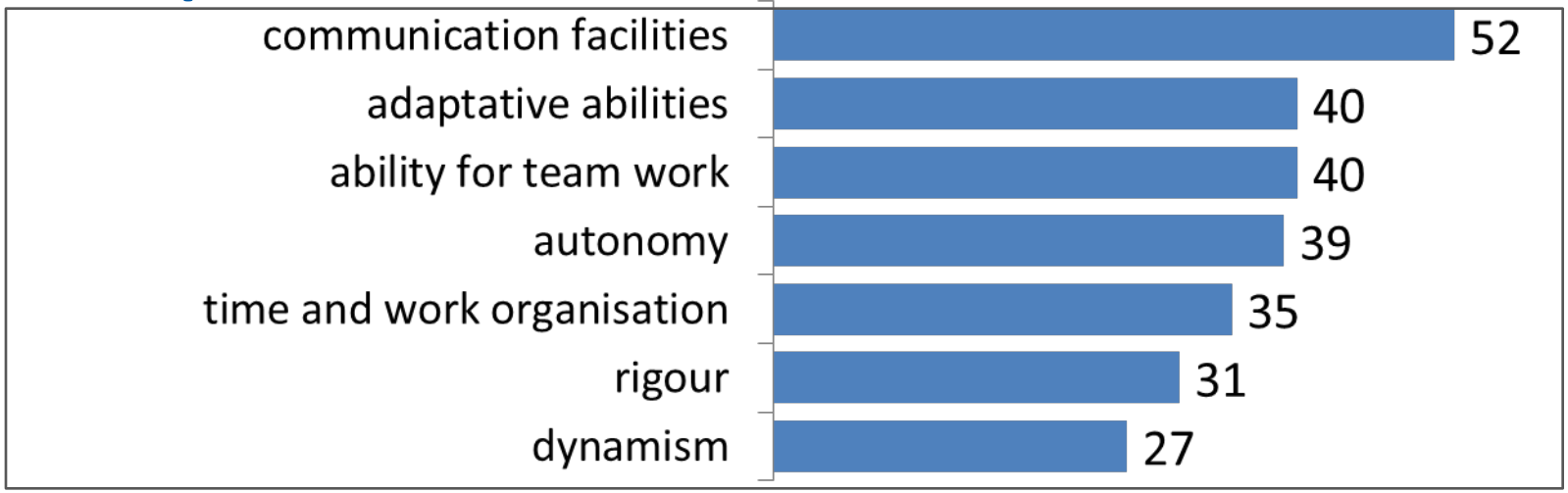
- These missions concerns all the thematic/discipline including in the generic term of “animal science”
- 42/53 people have at least 2 missions
- 41/53 considered to have activities corresponding to their initial expectation
- 52/53 get satisfaction in their job

Results: skills to realise missions

- **Scientific and technical knowledge : as an evidence !**
- **Know-how skills (n/53 people)**



- **Interpersonal skills (n/53 people)**



Results: skills to realise missions

Know-how and interpersonal skills were statistically independent of the job and of the professional structure.

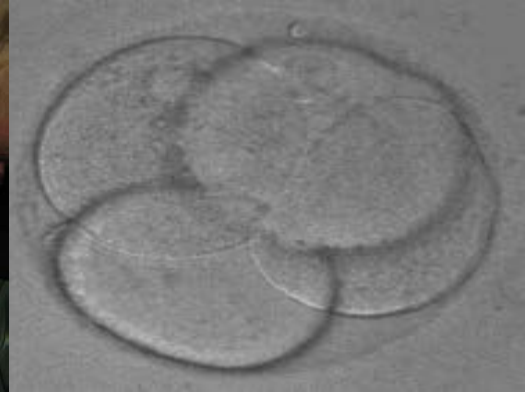
In conclusion

- **Panel was representative of the diversity of jobs and professional structures for our ex-students in the first years after graduation.**

- **Know-how and interpersonal skills were statistically independent of the job and of the professional structure.**
- **Development of interpersonal skills stays an important target in master course in animal science.**

- **Such study realised by students allows training in team working, communication, statistics, time management,….**
- **They enjoy this exercise but found it difficult… and surprising.**



Special thanks to

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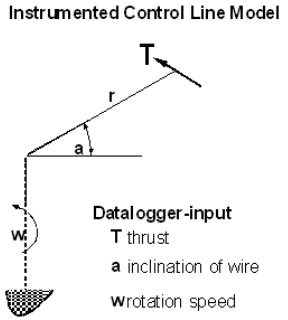

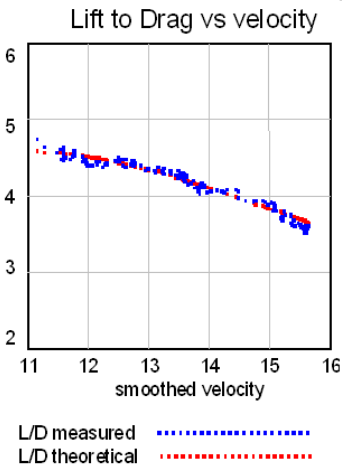

Thank you for your attention !