

Career Development

Note: You can offer this program as one longer workshop (90 minutes) or two shorter workshops (30-45 minutes each).

Materials Needed: Copies of the downloadable Co-Curricular Transcript template

Opening Activity 10 minutes

1. *The Name Game*

- point of the exercise is to educate the participants on techniques to in remembering names
- if the group already knows each others name then have them make up new ones
- Goal of exercise is to meet 20 people and remember their name
- You meet people by wandering around the room, shaking hands and introducing yourself
- The person who remembers the most names in 5 minutes of meeting and greeting wins

Processing:

What techniques did you use to remember someone's name?

Why do you think you had problems not remembering the names you forgot?

Why is it important to remember names when meeting new people?

How does it feel when you meet someone again who cannot remember your name?

Memory Techniques 10 minutes

Here are some techniques offered by Jeff Edlelstein from POV's College Career Guide 1999.

1. Note Personal Traits

- Take a minute when first meeting someone to identify some noticeable trait about that person.
- When meeting a man named Barry with a mustache, you remember Mustache Barry.
- It is OK to remember non-flattering traits like Gap-toothed Matt or Fat Billy, but these should never be repeated out loud

2. Repeat, Repeat, Repeat

- Repeat someone's name as often as possible in the first initial conversations.
- Instead of saying, "Hi, my name is Harry Anderson," introduce yourself like, "Hi *Phil*, my name is Harry Anderson."
- Continue to repeat the name and do not be afraid to say Phil this or Phil that

3. Ask Questions

- Say you meet someone named Broc Rennewanz. Instead of being intimidated by the last name, ask questions about its originality.
- Maybe, "Where does Rennewanz originate from?" or "Are you related to the New Jersey Rennewanz?"
- All you need is one answer that will ring a bell the next time you meet.

4. Attach a Picture to the Name

- Kevin Trudeau, author of Mega Memory, suggests breaking down names in pictures, then stringing them together.

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- For example, MaryEllen Gillespie could be Marry Ellen the Gypsy.
 - Meet an executive named Hazel Mercer? Could be transformed to Hazy Elephant Mercenary.
5. Always ask for a Business Card
- Asking for a card is the simplest way to remember someone's name.
 - It is equally important, however, to have a card to hand back.
 - Remember, when it comes to networking, having someone remember your name is more beneficial than remembering theirs

Transition from being a student to a professional *20 minutes*

Being able to communicate your experiences as an undergraduate is essential to attracting potential employers. Internships, summer jobs, volunteer work, and extracurricular activities can make a prospective employee more marketable than his competition. The key is making these experiences apparent. Marianne Green, who is the Assistant Director of the Career Services Center at the University of Delaware, developed nine ways for students to communicate to employers their past co-curricular and career-related activities.

1. *Acknowledge the fact that your experience counts!*
 - You were never "just an intern" or "only a member of an organization"
 - If you discredit your experience then be assured that the employer will discredit it as well
 - It is not considered exaggerating or bragging if you accurately and positively interpret what you have accomplished as an undergraduate
2. *Use the vocabulary of your chosen field whenever possible in your resume and in the interview*
 - Every occupation has their own list of buzz words and special vocabulary that describes tasks and activities
 - Many organizations will review resumes by searching for key words and phrases
 - For example, if your chosen field uses a certain computer application, use the proper name of that application instead of just saying "computer experience."
3. *Quantify your actions whenever appropriate*
 - Use numbers to clearly express your experience
 - Relate to the employer the 20 articles you wrote for the school paper, the 7 leadership workshops you helped develop, or the 24 men you trained through new member education
 - If you have to estimate the number, then use qualifiers such as "up to," "more than," and "approximately"

The next five steps that we will discuss all relate to accurately interpreting your undergraduate experience. After the quick explanation of each point, we will do an activity that will help you in organizing your experience and identifying its value.

4. *Examine and narrate your out-of-class experiences through the "lens" of your career goal*
 - Select those tasks, activities, events, and situations that closely reflects your field of interest and primarily talk about these experiences
 - For instance, Bill is the house manager and is a management major. He would want to primarily focus on his duties of managing the house budget, organizing cleaning duties, and ensuring that

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the house is kept to code. Bill may not need to talk about his experience of fixing the broken toilet weekly on the second floor.

5. *Convey what you **learned** as well as what you did in your job, internship, or activity*
 - Though your internship experience may have been limited, what you may have observed during the experience could be just as marketable
 - You may have sit in on a board of directors meeting or shadowed a reporter for a day, it is appropriate to discuss with employers what you learned from the experience even though you may not have been directly involved
6. *Credit your contributions and impact*
 - What added value did you bring to your workplace, internship, or activity? How did your actions and tasks contribute to the mission of the organization?
 - Feel free to claim a share of the credit for the success your organization or company in which you were a part
 - Use the term “we” when referring to your in meeting or surpassing organizational goals
7. *Take stock of occurrences that spotlight your personal attributes*
 - Have on hand “talking points” to demonstrate to employers your ability to deal with problems, overcome obstacles, manage people, meet deadlines, handle multiple tasks, and so forth
 - Draw from your experiences in jobs or your organizations that have the same attributes tied to career success
 - Discuss with employers how you sharpened your conflict-resolution skills when dealing with feuding chapter officers or how you juggled your involvement in the Student Government with your involvement with the chapter and your classes.
8. *Control the way your information impacts employers through sequencing and amplification*
 - There are several ways to accurately communicate your experience in student organizations, jobs, or internships
 - One possible way is clustering your career-related experience in a separate category labeled “Related Experience”
 - Position this section at the top of your resume to ensure that it is noticed during the scanning/skimming process
 - Another way is to complete a form that is becoming very popular across the country...

From *Planning Job Choices 2001*

Co-curricular transcripts *25 minutes*

Co-curricular transcripts are a newer method that Student Affairs offices are using to help students organize their participation and experiences in campus life.

Just like how an academic transcript are a means to communicate to employers and graduate schools your academic experience, co-curricular transcripts communicate your extra-curricular experience

Your co-curricular transcript can be submitted with your resume and academic transcript to give employers the complete picture of your undergraduate experience.

Today we are going to create a personal co-curricular transcript for each one of you. You are by no means limited to the form that we will be using, but it should give you a good idea of how to create a co-curricular transcript when you are ready to start submitting resumes and applications to potential employers.

Directions to filling out form

1. Setting Goals

- In order to accurately communicate your undergraduate experiences and relate them to your career field, it is important to identify what career-related goals you would like to accomplish
- The co-curricular transcript gives you the opportunity to identify both short-term goals that identifies what steps you must take to accomplish your long term career goals
- Your long term career goals will help set the direction that will guide how you communicate your experiences to employers accurately and effectively

2. Description of Activities

- The second section allows you to describe in detail your experience in different organizations and clubs. You can also include in this section any volunteer work you may have participated in
- It is important that you provide a thorough description of your involvement and activities
- Remember our fourth point in interpreting your experience, “Examine and narrate your out-of-class experiences through the “lens” of your career goal, though it is appropriate to include as much information as you like

3. Educational Programming

- The last section provides room for you to describe educational programming (i.e. workshops, seminars, programs, or conferences) that you attended outside of your classroom experience.
- List the name of the event, the purpose of the program, and then finish by describing what learning outcomes you were able to take away from the experience
- This last section demonstrates your desire to learn important skills that extend beyond the classroom, which is one criteria that employers look for in prospective employees

Take the next 15 minutes to fill out the form. Remember that this form is just a template for you to organize your experience. Feel free to take this form and develop your own co-curricular transcript.

After 15 minutes, ask participants to share what they wrote for each section. Some possible processing questions to complete this section is:

- 1. Was this form difficult to fill out?*
- 2. Are you surprised by what you have actually been involved in through your undergraduate experience?*
- 3. Is there anything from this form that you feel is missing?*
- 4. Why do you feel it is important to communicate these experiences to employers?*

Finally, ask participants if they have any questions about the usage of co-curricular transcripts

Co-curricular Transcript

Goal Setting

Name-

Freshmen

Sophomore

Junior

Senior

Short Term Goals

Short term goals help identify what steps must be taken in order to be on the right track of accomplishing one's long term career goals. The time line of these short-term goals is determined by you.

My short term goals are...

Long Term Goals

Long term career goals set the direction that will guide how you will communicate your undergraduate experiences. Long term is determined by you.

My long term goals are...

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Organizing Your Extra-curricular Experience

This chart gives you the opportunity to accurately communicate all of your undergraduate out-of-class experiences to potential employers. You can feel out the fields in any order that you chose (chronological, level of importance, most career-related). The point is to be specific as possible as when describing your experience. Do not forget the points that we have already discussed about making your co-curricular activities marketable.

Activity 1

Organization/Ag

Position Held:

Description of
Involvement and
Activities:

Activity 2

Organization/Ag

Position Held:

Description of
Involvement and
Activities:

Activity 3

Organization/Ag

Position Held:

Description of
Involvement and
Activities:

Activity 4

Organization/Ag

Position Held:

Description of
Involvement and
Activities:

Activity 5

Organization/Ag

Position Held:

Description of
Involvement and
Activities:

Additional Educational Activities

This is where you can highlight any programs, workshops, conferences, or any other educational seminars that were held outside of your classroom experience. Name the purpose of the event and give a small description of about what you learned from the experience.

Program 1

Title of Prog

Purpose:

Description of
Learning
Outcomes:

Program 2

Title of Prog

Purpose:

Description of
Learning
Outcomes:

Program 3

Title of Prog

Purpose:

Description of
Learning
Outcomes:

Program 4

Title of Program

Purpose:

Description of
Learning
Outcomes:

Program 5

Title of Program

Purpose:

Description of
Learning
Outcomes:

Program 6

Title of Program

Purpose:

Description of
Learning
Outcomes:

Portfolios *10 minutes*

Going back to the nine ways to interpret your past by Marianne Green, we have finally come to the last one.

9. Showcase your skills and talents with a portfolio

- Assemble documents that demonstrate skills relevant to your career choice

According to Ball State University's Career Center, a portfolio sets you apart from other candidates, the items in your portfolio illustrate your style, ability, and creative potential, and items in your portfolio can support what you tell employers

In organizing a portfolio, it is best to start with a self-assessment that takes inventory of your knowledge, skills, and abilities. Just like your co-curricular transcript, you want to identify skills and experiences that closely relate to your career choice. You want to be able to demonstrate your strengths and more marketable skills during the interview.

Next, ask yourself what possible questions you could be asked during the interview. While listing possible inquiries, choose items for your portfolio to help answer the questions more accurately.

Some items that might be included in a portfolio are:

- A program from an event you planned
- Awards, honors, certificates for special training
- Items you have created such as a new member program, educational workshop for the chapter, or other programming
- Documentation of technical or computer skills that could benefit the employer
- Letters of commendation or thanks from people you have worked with
- Newspaper articles that address achievements
- Reports of career-related work experiences
- Sample lesson plans or other papers you may have prepared as a part of your training
- Pictures that demonstrate special skills you have or clients you worked with
- An official copy of your transcript and other official certifications from your discipline

The presentation of your portfolio should tell your story. Make it user friendly by organizing the items logically, easily decipherable, and contains a table of contents. Remember that your portfolio portrays to employers how you want them to think about you, so your portfolio should be presented in a very professional manner.

Taken from Ball State Career Center's web-site, www.bsu.edu/careers

Wrapping Up *5 minutes*

Today, we have examined many different methods that should help all of you to communicate and interpret your undergraduate Greek and campus experience to potential employers.

The development of co-curricular transcripts and portfolios are effective techniques that each of you can use in demonstrating to interviewers the value of your out-of-classroom experience.

If you find the information that has been presented here helpful and are interested in learning more, then please contact or visit your campus's Career Center. You can also find information concerning the topics we discussed and more all over the Internet.

If there is one point that I can leave you all with today, it would be that only you can bring meaning to your undergraduate experience. Take time to reflect back on your time as an undergraduate and identify those experiences that have value to your career-related and personal goals. You cannot expect potential employers to find value in your involvement in your fraternity or on campus unless you are fully able to communicate the significance of your experience effectively.