

*President's Message*

## Midwest ACE Offers New Opportunities for Leadership

Marie Artim, Enterprise Rent-A-Car

As we come away from a fantastic conference in Kansas City it is that much easier to realize ... this is a great time to be involved in the Midwest Association of Colleges and Employers!

Midwest ACE is a strong voice and solid representation for the professions of Career Services and Recruiting and we are continuing to learn and grow more each day that we work together. The annual conference is, of course, a great way to meet new people, strengthen professional relationships and friendships but, more important, it is an opportunity for professional development and continued education.

If you were one of the many members able to be a part of the Kansas City conference this year, thank you! If you were unable to attend this time, keep in mind there is more to come in the next several months including

expanded programming at the Trends Conference in November—we'd love to see you there!

In addition, the new responsibilities of our assembly members means regional and local programming will be coming your way so you can continue to develop skills and grow your network more frequently and easily.

If those benefits of membership were not enough, you'll soon be receiving a request to vote on two new positions for the Executive Board, Vice President-Development and Vice President-Technology. These new roles will not only help our association to prosper in the years to come but they will provide even more opportunity for YOU to get involved! When you become a more active member of the association through leadership positions or committee work, all that Midwest ACE has to offer is even more

apparent.

Your Executive Board, Assembly, Committee and Conference Chairs are working hard to continue to increase the value of your membership in Midwest ACE—a big thank you to them and to you!

Soon you will receive information about nominations and elections. Please take a moment and consider the benefits of becoming more involved! I can tell you from personal experience, nothing has been a bigger impact in my professional success. If I can be of any assistance in your future with this great association, please don't hesitate to ask! ■



Marie Artim

### Chicago to Play Host to Ninth Annual Conference

## "Trends Conference" Scheduled for November 21-22

By Laura Kestner, Assistant Director, Career Services Center, Marquette U.

The 2002 Trends in Recruiting Conference will be held Thursday and Friday, November 21-22 in downtown Chicago at the Crowne Plaza Silversmith Hotel and the National-Louis University campus.

In-depth professional development workshops scheduled for November 21 will add value to the conference for Midwest ACE members. Workshop topics will include:

- Leadership, self/peer motivation, and productivity
- Communicating effectively with co-workers, supervisors, and employees
- Advanced legal issues

The Thursday evening networking reception will be held in the beautiful

Crowne Plaza Silversmith Hotel lobby.

On Friday, November 22, Dr. Phil Gardner will unveil the results of the Recruiting Trends Report, prepared annually by the Collegiate Employment Research Institute at Michigan State U. This report provides extensive survey data necessary to understand and respond effectively to the ever-changing needs of an ever-changing workforce. All conference participants will receive a copy of the 2002-2003 Recruiting Trends Report.

Following the release of the "Trends" report, the conference committee has scheduled an employer reaction panel and workshops that

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### Attendance Figures

## Midwest ACE Annual Conference Numbers At-a-Glance

The 2002 Midwest ACE Annual Conference Committee have compiled the following statistics regarding the recent Midwest ACE Annual Conference.

Total Attendance:	413
New Professionals	
Workshop Attendance:	20
MBTI Workshop Attendance:	
Legal and Ethical Issues	
Workshop Attendance:	37
Exhibitors in Attendance:	16

### Reflect and Renew Events

Golf:	18
Tae Bo:	60
Baseball Game:	102
Fun Run:	130
Yoga:	66

# Outstanding Leaders Honored at KC Conference

By Jane Linnenburger, Midwest ACE Past President, Smith Career Center, Bradley University

Two distinguished Midwest ACE members were recognized with the association's highest honors at the Kansas City conference.

The J.W. Paquette Superior Leadership Award recognizes active Midwest ACE members who have made a consistent and significant leadership contribution to the association. This year's recipient, Kathleen Fisher, director of the career center at Marietta College, has had a long history of leadership with Midwest ACE starting with-



O. Ray Angle, recipient of this year's President's Award.

in the Liberal Arts and Sciences College Group.

Kathleen has served on almost every committee that has ever existed within Midwest ACE and has served as chair of most of them. She has also completed two terms on the Assembly and four terms on the Executive Board. In addition to serving as Secretary, President Elect, President and Past President, Kathleen has also given no fewer than 10 workshop presentations during Midwest ACE conferences.

Kathleen is always one to say, "Yes, I would be happy to help Midwest ACE", and she continues to share her leadership skills and enthusiasm to benefit the organization.

Ten years ago Midwest ACE created the President's Award for the recognition of an individual who rendered significant meritorious service during the year. O. Ray Angle was presented with this award for giving much of his time, energy and leadership to Midwest ACE.

During the past year, Ray entertained us as a workshop presenter at both the annual conference and the Trends Conference. He also helped others expand their skills by coordinating and hosting a Myers-Briggs summer workshop, and he served on the Professional Development Committee.

In addition to his position as director



Kathleen Fisher, recipient of this year's J.W. Paquette Superior Leadership Award.

of the career center at Millikin University he also completed coursework toward a doctoral degree. While doing all of these things successfully he also accepted the invitation to serve in two key Midwest ACE positions—co-chair a Professional Development Initiatives Task Force while at the same time serving as Program Committee Chair for the August 2002 conference.

Congratulation to these two outstanding leaders for Midwest ACE. ■

## Progress Report

# Diversity Advancement Committee

By Racquel White, Assistant Director, Duke University

The Diversity Advancement Committee currently consists of 20 members. We had a very good meeting where we discussed some future goals for this coming year and ideas for the 2003 Minneapolis Conference. Some of these goals and ideas include, but are not limited to:

- Collaborating with the Honors and Awards committee to recommend and implement an award which would recognize Midwest ACE members who have made a significant contribution to diversity, especially in Midwest ACE.
- Developing a Minority Recruiting Best Practice Tip Sheet for colleges and employers to be available through our listserv.
- Providing a campus guide to relevant student groups that use acronyms (ex. SHPE: Society of Hispanic Professional Engineers).

- Researching diversity demographics and hiring trends in the midwest by utilizing the U.S. Census, the Hudson Institute, and NACE, providing summaries to members upon request.
- Sponsoring at least two workshops again next year at the Minneapolis conference.

This past year the committee sponsored two workshop panels highlighting college and employer best practices and collaborative efforts which successfully reached out to diverse student groups.

The Diversity Advancement Committee looks forward to another exciting year as we plan for the 2003 Minneapolis Conference! ■

LaChelle Drayton, Chair  
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## The KC Workshops Were Outstanding!

By Jean Callary, Northern Illinois University, Midwest ACE Newsletter Editor

That's an editorial comment and it's okay for me to do that because, well, I'm the editor. But truth is its own defense, and I am confident that few would contest the fact that the Kansas City workshops were, indeed, outstanding.

Your newsletter writers did their best to cover each workshop, but the number of workshops outnumbered us and we regret that some were missed. On the other hand, your writers gathered so much information that it wouldn't all fit within one newsletter. Because of this abundance of information we have made two accommodations: Some arti-

cles have been saved for the December newsletter, and coverage of the Kansas City Conference speakers will be placed on the website with their own link. Please take a look at these reflections on the messages our keynote speakers brought to us.

The Midwest ACE website is an excellent place for everyone who gave a workshop to place copies of handout materials—especially if we were unable to have a writer at your session. Please forward that information to Jennifer Lenhart, your Midwest ACE webmaster, and she will make that information available to the membership. ■

### *A Personal Reflection on the Midwest ACE Fun Run/Walk*

## Running for The Fun of It

By Keisha Venson, Career Services Coordinator, Columbia College Chicago

It's 5:30am Wednesday morning—my alarm goes off. I jump right out of bed. I take care of the basics: wash my face, brush my teeth, dress for an early morning run. It's almost as if this is something I do everyday, always.

It, however, is not.

This was my second year attending the Conference, and I was determined to participate in the Fun Run/Walk. I was unable to participate last year because I became ill during the conference. This year, though, I had plans of my own. I was not only going to participate, I was going to challenge myself to do what I knew I could do—run the full distance. Having made this mental assertion before I ever got on the plane to come to Kansas City, it was no surprise to find myself, at 5:45am, taking the elevator down 39 floors to the lobby where a host of others were waiting to get started. I felt great.

The sky was clear, the air was cool and I was smiling. I was ready to do what I knew I could, knew I should. "I am 26 years old and there's no reason in the world why I shouldn't be able to run a mile without passing out." This is what I said as I walked with fellow participants to Mt. Morris Park.

It may not seem as if running a mile is a big deal. In fact, for me it never has been. I was hugely athletic at an early age. But when you haven't done it in probably ten years, it's a big deal and a

challenge. I later found out that I only ran about 6/8 of a mile by completing the lap twice, but that was good enough for me. I was pleased that I managed to keep my mind and body uniformly focused enough to complete what I set out to do. For me, it was about achieving short-term goals and renewing my sense of confidence and focus.

What I didn't expect was to return to Chicago—horribly stiff muscles and all—and boast about what I did. I mean, I was truly proud and, for reasons unknown to me, I became a new person as a result. I initially set out to run a mile, yet I changed completely. It's almost as if I subconsciously set that goal because I knew there were bigger, better things in store for me.

Listening to Kathy Humphreys speak about bonding, reconnecting with association members, and spending time alone to secure my own thoughts and plans of action allowed me to return home to Chicago with a fresh start in attitude and practice. I am determined to use what I experienced this year to achieve my goals and become the person I always knew I would be. What an amazing hour the Fun Run/Walk was! It surely clinched the start of a refreshed and renewed me. Although many others may have been renewing themselves with good old-fashioned sleep—and I can't say I blame you if you did—this, truly, is my personal story. ■

### *Experiential Learning Program Workshop*

## A Creative Approach to Managed Hiring

Presented by Kathy Hancock and Kathy Loverude, Hewitt Associates  
By Kathy Hancock, Recruiting Consultant, Hewitt Associates, LLC

Kathy Hancock and Kathy Loverude described the components of a program they implemented this past year that placed their new hires into a role (Customer Service Associate) that was related but different from the role they would ultimately fill (Business Analyst).

The Hewitt Experiential Learning Program was put in place in an effort to meet a critical business need that existed within the Hewitt Benefit Center (annual enrollment during the September - January timeframe) and to provide a training opportunity for those in the program.

In addition, due to higher retention of current employees and operational effectiveness efforts, there were not as many opportunities within the firm as originally projected. New hires placed into this program were provided with additional training and were assured that they had a position with Hewitt.

The presenters discussed the goals and objectives of the program, how it was marketed to both the business and the new hires, the importance of communication throughout the program, the challenges, the successes and the learning outcomes.

Some components of the Hewitt program included hosting weekly "infoshares" with the new hires to ensure that appropriate information was being released and all questions were being addressed. Additionally, weekly emails were sent out to the new hires informing them of status updates regarding their transition to their new role, training, and general questions and answers.

Although this program was ultimately a success, there were challenges along the way. Business challenges included Fair Labor Standards Act status, compensation, communication consistency, and morale of co-workers permanently in the role.

Challenges experienced with the new hires included their lack of business savvy, failure to see the big pic-

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## Proceed with Caution: Statistics at Work

Presented by Kathy Blau, Senior Program Director, Loras College  
and Maureen Huffer, Director of Career Services, St. Norbert College

By Michael Morley, Assistant Director, Career Services, Center for Career Management at the U. of Akron

**A**t last year's Midwest ACE Conference Kathy Blau and Maureen Huffer got into a discussion about generating placement statistics and the legal issues relating to disseminating the data to faculty and other offices on campus. That discussion led to a yearlong research project. They presented their findings and suggestions at this year's conference.

Between June 2 and June 14, 2002, a six question survey was sent through a targeted email to Midwest ACE, NACE (National Association of Colleges and Employers) and state consortia members. Sixty-eight individuals from 66 institutions completed the survey. The participants represented primarily Midwestern liberal arts institutions with undergraduate populations of 5000 students or less; most with centralized career service functions.

The Blau/Huffer survey revealed that all respondents participated in post-graduate or "placement" surveying, and some partnered with other offices at the institution. Surveys may have been done in coordination with commencement activities, three to five months after graduation, one year out, or prior to graduation with various follow-up in the next 12 months.

Information solicited included demographic, employment, graduate/professional status, and participation during college, as well as satisfaction indicators.

Survey results were used in a variety of ways. It was:

- Analyzed to identify employment trends and develop strategic planning initiatives
- Used to create reports and publications on graduating students to share with other campus offices
- Released to administration and state associations for national and statewide reports and surveys
- Available for an accessible database/spreadsheet for reports on students
- Utilized for office and staff assessment

Schools that responded to the Blau/Huffer survey expressed three general categories of concerns about graduate follow-up surveys:

- Collection and interpretation of data:

survey timeframe, data interpretation, sharing and use of data, collaboration with other offices, and response to graduate/parent venting.

- Use and perception of others: reinforcement of "Placement" myth, misinterpretation, inaccurate application of information, generalizations and fabrication of data, and expectations of career services.
- Resources: time, effort, and money spent on survey projects and lack of collaboration and tech support.

### Are there rules and regulations about surveying?

The NACE Principles for Professional Conduct do not provide specific recommendations regarding placement statistics, though principle number three relates to accuracy and disclosure of placement statistics, requiring that professionals must be truthful, maintain confidentiality, and exercise sound judgment.

The federal government has not addressed "job placement disclosure data" since 1990. The College Placement Council (the organization that would become NACE in 1995), in response to the implementation of Guaranteed Student Loan Default Regulations, requested that the Department of Education (DOE) issue guidelines regarding disclosure, promotional claims, and valid documentation. The DOE responded with four major requirements:

- The DOE does not specify the methods required to obtain job placement information.
- Schools that make job placement claims in their effort to recruit students must disclose the job placement data.
- Examples of valid documentation of successful job placement include completed survey forms, notes from telephone conversations, and information from recent graduates' employers.
- Non-placements include both graduates who are not employed and graduates who could not be contacted. Even if the school can document good faith effort to contact all students, graduates not contacted must

still be included in the placement rate calculation. Placement rate, therefore, is negatively impacted by both groups of students. (Reports of a 72% placement rate, for example, may not disclose that the 72% is of the 40% of the total students that were actually contacted, giving an inflated placement rate.)

Information from Rochelle K. Kaplan, General Counsel to NACE, suggests that career services ask themselves whether the employment data obtained in a survey meets the definition of "education record." Even if legal counsel determines that the information is not protected by FERPA (Family Education Rights & Privacy Act), ethical obligations to graduates would suggest that they be informed of how information will be shared. Faculty and administrators who want data on specific individuals should also understand that their interest in obtaining personal information may complicate your chances of obtaining usable data in the future.

### Who uses survey data, and why?

- Career services offices for counseling staff and academic advisors
- Accreditation and assessment offices for university administrators and faculty, offices (Institutional Research, Enrollment Management, Accreditation Review Committee), and academic disciplines such as Nursing, Business, or Education that require such data for program accreditation.
- Recruiting, Promotion, and Public Relations for marketing and public relations purposes (prospective students, Public Affairs, Development, Board of Trustees, and state-wide private college councils).

### More questions, and a few answers

Where does this discussion and the issue of providing statistics to various offices on campus leave the career service professional? How do we protect the students' personal information? Three case studies were considered that generated numerous questions and suggestions:

- What is the career development professional's role in creating statistics?

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## An Orientation to Midwest ACE and the Field of Career Services

By Marlene Smith, Director, Career Development Center, U. of Michigan-Flint

The 2002 Midwest ACE conference did an exceptional job of acclimating new and relatively new college and employer representatives to the profession and to the organization. In addition to meeting and networking with the Executive Board at a luncheon in their honor, the new professionals were provided a review of the fundamentals that one must embrace to be effective in the field of career services.

The workshop included discussion of

several topics important to the profession:

- Professional Ethics
- Principles of professional conduct published by the National Association of Colleges and Employers (NACE).
- Legal issues
- Hot topics
- Introduction to service opportunities in Midwest ACE

The discussion of “hot topics” included a panel discussion that focused on

building relationships with employers or colleges, marketing, building relationships with faculty, and college student recruitment techniques. Small group sessions followed the panel and dealt with many of these issues in greater detail.

The session was interesting, informative and a lot of fun. I would highly recommend this session to any professional new or relatively new to the field of career services. ■

### *Recruiting and Retaining Diverse Populations*

## Are You Ready to Relax, Relate & Release?

By Racquel White, Assistant Director, Duke University Career Center

The Diversity Advancement Committee workshop entitled, “Are you Ready to Relax, Relate & Release?” opened for discussion the successes and challenges for recruiting and retaining diverse populations.

The facilitator for this discussion was Alberder Gillespie of Collaborative Connections. Panelists included Jake Kirkland, U. of Nebraska - Lincoln; Tina Goschka, Michigan State U.; Brian Baylor, Caterpillar; Leondias Butcher, Medtronic; and Cynthia Wood, U.S. Department of State. These representatives described how their organizations define diversity, how they reach out to various groups, and what must be done in order to have a successful strategic plan for diversity.

The panelists agreed that their organizations view diversity in different

ways. The term diversity has become generic and can represent a multitude of definitions from race and gender to age and sexual orientation. Therefore, it is important to know which aspect of diversity an employer is considering; otherwise it can be like mixing apples and oranges. Many of the panelists were primarily focusing on race/under-represented groups.

Wood stated that diversity is important to their department because they represent America. Colin Powell, for example, has taken action steps to ensure that the department looks more like the faces of all Americans. Other employers such as Butcher stated that diversity impacts their bottom line, meaning the company’s profit and loss.

Kirkland indicated that their student of color advisory board has been very successful in reaching out to minority

students. The Minority Career Fair at Michigan State U. has also been instrumental in reaching out to minority students and getting them involved in their office.

Baylor said that Caterpillar starts to work with children early on as well as reach out to minority college students at their target schools.

The big question is how to develop a successful strategic plan for diversity. Butcher hit the nail on the head when he said that diversity must be on the same playing field with every other element of recruiting. There must be some metrics and data in place to analyze and measure success. When diversity is a company priority, it will be integrated into everything they do and will have some measurable data and statistics to show progress and improvements. ■

### Proceed with Caution: Statistics at Work

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- How are the questions asked—sometimes reversed to get the right answer?
- Who is distributing the surveys?
- What graduation list is being used to survey—summer, fall or spring?
- How are international students surveyed? If they are employed in their home country, how does the institution keep in contact with them?

Some suggestions for collecting data included the following:

- Obtain survey information before

they leave the campus. Make it a requirement of graduation.

- Conduct student and employer surveys.
- Make phone calls using a “script” to insure accuracy of reporting.
- Report the respondent rates and the results.

Huffer has decided that in 2003 she will add a comment to her survey which explains how survey information is to be used for assessment and educational

purposes, then ask for permission to share specific data, excluding salary information, with others. The goal is to still conduct surveys and share the information, but still protecting the graduates’ right to privacy.

This research and workshop makes it clear that general guidelines need to be developed on how reporting is done and how confidentiality issues are resolved. ■

## Talkin' About Y Generation: Reaching the New Generation of Students

Presented by Arlene Hill, Interim Associate Director, Indiana University

By Bill Froude, Associate Director, Career Planning and Placement Office, Miami U.

Are you ever surprised by the actions/priorities of today's college students? Have you ever said, "Students sure have changed since when I was in college"?

Arlene Hill presented a workshop on this topic to a large, enthusiastic audience of Baby Boomers (born 1946-1960) and Generation Xers (born 1961-1981) keenly interested in gaining a better understanding of what makes this new generation of students "tick."

According to generational theory, each generation is greatly influenced by the environment during the formative years. Of all the possible factors shaping a generation, the two most important are parenting style and prosperity.

Members of Generation Y (or Millennials—their preferred name) were born between 1982 and 2002, and the earliest members began arriving on college campuses in 2000 (thus the term Millennials). Millennials are the most racially and ethnically diverse American generation. One out of five has at least one immigrant parent, and one out of ten has at least one non-citizen parent.

Their parents are Baby Boomers who tend to be very supportive and fully involved in their lives. Millennials seek their parents' approval and advice when making decisions. Their childhood activities were scheduled, structured, and supervised. The Millennials are team-oriented from years of structured activities. They have short attention spans and a constant need for stimulation. They are skeptical, but respectful of authority figures. They feel pressure from home to succeed. They are high-achieving, sheltered, and conventional. Their values are tied with their parents' values (which have become more conservative over the years). Due to the support and attention of their parents, they feel special and self-confident, and they expect others to listen to their ideas/views.

The prosperity and technological advances of the past decade have greatly influenced this generation as well. Until recently, the economy was booming and prosperity was not ques-

tioned. Millennials' parents have been financially comfortable, so they have not needed to worry about money. They are excellent consumers. Millennials grew up with rapid technological advances and they embrace it. They are used to being more technologically savvy than their elders and they favor electronic sources.

Though generalizations, the above characteristics are a useful tool for career professionals and employers when deciding how to market/design services or employment opportunities for these students. Below are some key marketing concepts for this generation:

**PERSONALIZE**—market directly to the student as an individual

**SUCCESS**—stress how an activity/opportunity will help them to succeed

**EXPERTS**—promote your staff as experts (i.e., post your credentials)

**TEAMWORK**—highlight group activities and active participation opportunities

**PARENTS**—partner with parents (they have a great deal of influence)

**TECHNOLOGY**—promote products/services using the latest online technology.

Additional advice for career professionals: Start early, utilize students for ideas, plan group activities (workshops

are back), consider online workshops and job posting systems, and stress opportunities that allow students to gain the advantage and excel over peers.

Additional advice for employers marketing interviews and jobs: Demonstrate how the job makes a difference, explain how the job will develop "niche" skills, and show yourself or staff members as authority figures (i.e., known in the field). If you cannot get your interview schedule filled, critique and rewrite the job description to be certain you are highlighting the items that are appealing to Millennials. And beware; this generation has very high salary expectations.

The Millennial generation represents a large increase in U.S. population (the "boomlet"). It is estimated that every year between 2000-2010, there will be an increase of approximately 300,000 college students. As Baby Boomers or Generation Xers, we cannot ignore this new generation. It is wise to learn all we can about them as they begin to join our ranks in the world of work.

Two recommended books on this subject are *Millennials Rising: The Next Great Generation* by Howe and Strauss (2000), and *Generations: The History of America's Future, 1584-2069* by Howe and Strauss (1991). ■

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### A Creative Approach to Managed Hiring

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ture/economic situation, lack of understanding about the program, and being uncomfortable with the "unknown." Hewitt was able to work through each of these challenges in order to create a successful program.

Some successes that Hewitt achieved by filling this critical business need with highly skilled college graduates included reduced training time, high quality performance, client compliments/satisfaction, and providing the students with a glimpse of the big picture.

The goal of this presentation was to discuss the components of the Hewitt Experiential Learning Program in an effort to urge other employers to think about how they could come up with a

similar, creative approaches to managed hiring that would work in their organization. Additionally, Hewitt wanted to hear from the career center participants about what information could be shared with the students and the career centers up front to better ensure a successful program.

Overall, the presentation was a success! Lively discussion along the way by both colleges and employers enhanced the material provided by the presenters.

For more information about this program, contact Kathy Hancock at [kathy.hancock@hewitt.com](mailto:kathy.hancock@hewitt.com) or contact Kathy Loverude via email at [kathy.loverude@hewitt.com](mailto:kathy.loverude@hewitt.com). ■

## A Crash Course for Employers

Presented by Ellen Bartkowiak, Elmhurst Coll. and Laura Kestner, Marquette U.  
By Lynsey Schwabrow, Coordinator of Career Services, Missouri Southern State Coll.

Employers had the opportunity to attend a career development workshop designed specifically for them at this year's conference. Attendees gained a sneak peek into what career counselors really do for students and had the opportunity to explore their own career path at the same time.

Laura Kestner and Ellen Bartkowiak took employers on a wild and wacky ride through the career development process that students often struggle with. An interactive program demonstrated three popular assessment tools career counselors use with students: DiSC, Myers-Briggs Type Indicator (MBTI) and Holland's Party. These tools help students take a closer look at their own personality and behaviors. The use of such tools lets students know that help is available to them during their career decision-making process.

One difficult aspect of a career counselor's job is that a career decision cannot be made for a student;

learning about and knowing themselves can only be determined by the individual students. Five steps of career selection were discussed and demonstrated through the three assessment activities:

- 1) Know Yourself
- 2) Understand Career Fields
- 3) Try-On Careers
- 4) Make a Decision
- 5) Evaluate Your Choice

The DiSC assessment tool identifies strengths and weaknesses more definitively by challenging an individual to choose a limited number of traits he/she possesses. The goal is ultimately to discuss with a career counselor how these individual traits can be applied in a work situation, preparing a student to identify their strengths during an interview.

The MBTI assesses an individual's personality profile to determine strengths and weaknesses, which in turn assists students in selling themselves to employers by identifying their

most positive characteristics.

Holland's Party assessment tool instructs individuals to choose their top three interest categories, thereby establishing a three-letter Holland Code. This code represents one's strongest interests and characteristics, allowing for a more directed approach to exploring occupations requiring such characteristics.

The interactive nature of this workshop conveyed the reasons and need for interactive assessment instruments. The exercises showed employers that career counselors assist students with identifying personal skills and traits as well as determining career fields that will be a good "fit" for them. Actively exploring interests and occupations helps students to determine for themselves their best career choices.

For more information on the topic of career assessment, contact Ellen Bartkowiak ([ellenb@elmhurst.edu](mailto:ellenb@elmhurst.edu)) or Laura Kestner ([laura.kestner@marquette.edu](mailto:laura.kestner@marquette.edu)). ■

### Hot Topics Workshop

## So Many Topics, So Little Time: Employer Hot Topics Session

By John Scanlan, Assistant Director, Career Services Center, Cleveland State U.

Put forty employers in a room and what secrets will be revealed?

What are the burning issues of the day for employers?

In this latest "Hot Topics" session, four issues bubbled to the top: internship programs, diversity recruiting, the current economic situation, and managing online applications.

To promote a company's internship programs, one employer felt that current interns are the best ambassadors when they return to campus. Students who have had good experiences with a company will encourage others to apply for positions. Also, use the company web site to highlight internship opportunities.

Other ideas included using utilitarian, high profile giveaways such as t-shirts, notebooks and phone cards.

Scholarship contests will attract students to your programs.

Housing for interns was another concern. Only a few employers offered

housing. Ideas about housing assistance ranged from providing a list of housing alternatives to interns to using the company intranet to advertise for employees to rent bedrooms to students. Other resources mentioned were two web sites: [internhousing.com](http://internhousing.com) and [rent411.com](http://rent411.com).

What about holiday pay for interns? Approximately one third of the employers present provided it. Do you treat them as exempt or nonexempt? Again, about one third of the employers consider interns as nonexempt employees.

Another concern was the question of tracking intern-to-hire data, since most employers use "campus hiring" as a general category. One suggestion was to devise a category other than the usual "college hire."

A related issue was the fact that some schools request employers to delay making offers to interns, thus complicating the recruitment picture. The dilemma is

this: "Can an employer count on the intern making a commitment to the company, or should they continue to recruit for the position?"

Turning to diversity recruiting issues, several good ideas surfaced in the discussion. To increase recruitment of women, employers should participate in campus events targeting sororities and working with organizations like the Society of Women Engineers. Once hired, be sure to provide mentoring to new female employees as well offering opportunities to serve on committees and gain leadership experiences.

For underrepresented minorities, a group of Minnesota employers is working to put together a "Minnesota Boulevard"—a section for companies from that state at the next Black MBA Career Fair. Other suggestions included tapping into community resources like churches and INROADS.

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## Best Practices in Diversity

Presented by Shanda Bradley, CIGNA; Karen Diercks, Stanley Consultants; Laura McMinn, Enterprise Rent-A-Car; Shirley Prater, U. of Louisville; Jaime Velasquez, U. of Illinois—Chicago; Raquel White, Duke University  
By Amanda Jones, Assistant Director, Career Services, Northwestern U.

Our universities and workplaces are becoming more and more diverse—so the question becomes, how do you successfully integrate diversity into your programming as a career center or into your workforce as an employer?

This workshop highlighted best practices in enhancing diversity with a focus on creating partnerships between university career centers and employers. The panel of representatives shared successful programs and recruiting strategies that have been used to integrate diversity in the workforce and on campuses.

The University of Illinois at Chicago (UIC) taps into student groups on campus as a way to communicate with diverse students about career center services. Employers recruiting at UIC also target student groups to efficiently recruit from the school's diverse student body. Duke University has implemented a Multi-Cultural Career Conference (MCCC) designed to facilitate students' professional development. The conference provides a forum that allows students to meet employers, find mentors,

and network.

The University of Louisville has developed a Minority Career Fair that gives employers an opportunity to meet with and recruit diverse students. In turn, students are able to identify employers who aggressively promote diversity in the workforce. The University of Louisville also has Diversity Open Houses that allow students and employers to "meet and blend." Each open house allows students and employers to network by industry. Another recent initiative by Louisville is the formation of a disability job fair, which has proven to be another way for the university to effectively meet the needs of its diverse student body.

In the corporate arena, Enterprise Rent-A-Car targets student organizations to market and communicate with diverse student groups on campus. It also has National Diversity Teams that recruit and promote a diverse workforce. Similarly, Stanley Consultants uses student groups in order to recruit diverse students.

Cigna Corporation runs Leadership

Development Programs. Cigna has formally defined a campus strategy to meet its diversity recruiting goals, an important aspect of which is maintaining consistency with the message that the company sends to students regarding diversity. Cigna focuses on 12 base schools nationwide which helps develop long term relationships. This focus also allows Cigna to educate students, especially a diverse student body, about who Cigna is and what it has to offer.

The overall message of the panel revolved around communicating and marketing effective programming and recruiting efforts targeted at diverse student bodies. Companies recognize the need to develop strategic and deliberate recruiting plans and set goals and outcomes to integrate diversity into their organizations.

Career Centers echo the need to reach diverse students by developing workshops, career fairs, and other programs that target minority students. As partnerships between career centers and employers evolve—minority students will become better connected to networking and employment opportunities. ■

### So Many Topics

Continued from page 7

Maintaining a campus recruiting program in the face of the current poor economic situation was another employer concern. The support of a senior manager is essential. Make presentations to the leadership team in the company; meet with the vice presidents to gain their input and support. For additional ammunition, find out about studies that other employers have done that show that campus hires had higher retention rates and were better performers than experienced hires.

The ease of online applications for job seekers can produce an avalanche of resumes that can quickly swamp an HR office. Employers would encourage students to be careful in clicking on the "Submit Resume" button. Too many students did not know what the company did or what jobs or internships might entail. ■

### Retiring Members

## Committee Report: Honors and Recognition

By Shaan Fowler, Director, College of Business Administration, University of Akron

The Honors and Recognition Committee would like to recognize the following members of Midwest ACE who retired during the 2001-2002 academic year.

Mike Avgenackis, Deere & Co.  
Alan McNabb, Indiana U.  
Joe Miller, Illinois State U.  
Robin Pebworth, Wabash Coll.  
Marilyn Schmidt, U. of Southern Indiana  
Nadine Thompson, U. of Iowa  
Roberta Walmer, Terra Community Coll.  
Larry Wilkinson, North Dakota State U.

If you know of someone who retired last year or is going to retire during the 2002-2003 academic year please send an email to Shaan Fowler (sfowler@uakron.edu) chair of the Honors and Recognition Committee. ■

## Reflecting an Attitude of Gratitude

Presented by Emily Crone, Westfield Group; Shaannette M. Fowler, U. Of Akron; Sheri Papay, National City Bank; Laura Taddeo, Enterprise Rent-A-Car  
By Sally Kearsley, Retired

Retention of good employees is a constant challenge in today's environment. Many benefits accrue from positive employee recognition. Studies indicate that recognition and appreciation programs result in an improved working environment, higher employee morale, better retention, increased employee loyalty, better "bottom-line" results in performance, and a higher level of customer service.

Four members of the Midwest ACE Honors and Recognition Committee presented recent research on corporate appreciation/recognition programs, examples of such programs in various settings, and a new member recognition awards program.

Successful appreciation programs range from "good job" e-mails through cruises. The keys to a good program include management commitment; a fair and consistent process for making the awards; good employee knowledge of the program; and matching the awards to the organization's culture. Several specific programs were highlighted:

- Sheri Papay reviewed National City Corporation's four awards programs: Service Awards (recognizes years of service in 5-year increments); Excel

Awards (an annual award for individuals and teams); Champion Award (a "spot" award for excellent customer service); and Hats Off (another "spot" award for "going the extra mile"). Awardees are honored in different ways for each of the awards and given public recognition on the corporate website and/or in corporate publications.

- Laura Taddeo shared information about Enterprise Rent-A-Car's Find-A-Way Medallions (for finding creative solutions to problems), Performance Award Days, Extra Mile Awards, Service Awards, and National Excellence Awards. These different levels of recognition have contributed to greater employee satisfaction and have commitment of management at all levels.
- Emily Crone gave an overview of Westfield Group's several awards: Service Awards, Gratitude Employee Recognition Program (peer recognition for excellence which has several levels from thank you cards to "standing ovation" awards), and KEIP (Key Employee Incentive Program—an award for mid-level managers which is tied to compensation).

- Shaan Fowler presented some low-cost but effective ideas she has developed at the U. of Akron to reward staff in her area. These include "get out of work free" cards; bringing in lunch for staff; thank you cards and e-mails; certificates to recognize accomplishments; and reading letters recognizing individual staff members which have been received from clients. She also suggested featuring employees in newsletters, having managers or, if possible, the president call or send notes to employees recognizing outstanding performance. An additional highlight of the program was announcement of the new Midwest ACE Gratitude Award, the goal of which is to motivate members to strive for excellent performance on behalf of the organization. It is particularly aimed at members with 1-5 years of service to the organization. Each member of the panel would be pleased to share further information about the various programs outlined above! All agreed that employee recognition programs are well worth the time and effort involved in creating and managing them. The rewards to the organization are great. ■

### How to Enhance Relationships

## Re-energizing the Employer/Career Services Relationship

By Lisa Hinkley, Career Services Field Consultant, Michigan State U.

Enhancing relationships between career services offices and employers was a key point of discussion throughout this year's Kansas City conference. Workshops focusing on this topic included "Renewing Ties with Employers," presented by Jane Linnenburger and Rick Smith from Bradley U. and "FUN 101," presented by Kathleen McCuen and John Petrik from DeVry U.-Du Page Campus. Mary Fitzpatrick, St. Xavier U., and Carlos Landeros, Enterprise Rent-a-Car, also talked to the New Professionals workshop participants about this issue.

It seems that everyone has ideas about how to enhance relationships, but are still looking for more. Here is a sampling of ideas from conference presen-

ters to think about integrating into your practice:

Ideas for Employers:

- Invite college faculty, staff, and students for plant/office tours.
- Sponsor mock campus or phone interviews.
- Participate in job fairs.
- Visit student organization meetings or classes to talk about special topics. (Career services can help you contact the right people.)
- Advertise in campus newspapers.
- Contribute to college advisory boards.
- Ask career services offices about sponsoring special activities that they may not already offer, such as featured employer days.

Ideas for Colleges/Universities:

- Host a reception for employers to show them your office and share ideas.
- Utilize employers in campus presentations to explain "real life" and trends in an industry to students.
- Plan employer days, allowing employers to have an information table and meet with faculty and students through a pizza party or luncheon.
- Create events to build students' professional skills, such as career networking dinners (letting students move from table to table exploring various career interests by conducting mini-informational interviews) or business etiquette dinners.
- Send an employer newsletter to update employers on campus news. ■

## What Really Happens at Internship Websites?

Presented by Mark Wilson, Misty Grosko and Margie Bogenschutz, Ohio State U.  
By John Scanlan, Assistant Director, Career Services Center, Cleveland State U.

It's late April and two students bop into your office and ask about summer internships. You resist the temptation to tell them that the Clue Bus left in February. Instead, you cinch up your career-counseling belt and advise them to check out a few internship web sites. That's the best way to make connections so late in the application season, isn't it?

What do we really know about the web sites to which we constantly refer our students?

Mark Wilson, Misty Grosko and Margie Bogenschutz of Ohio State U. decided to find out. They hired six students from six different academic fields and paid them \$250 for ten weeks (March-May, 2002). The students had at least one prior internship experience, a 3.0 GPA, and a sincere desire to obtain a summer internship.

Their duties consisted of applying for internships on four specific intern sites: Monstertrak.com, Usinterns.com, Internship.wetfeet.com and internweb.com.

Students kept a journal during the experience. Most commented on the high number of "repeat" and old postings. Features that students appreciated about the sites and that enhanced search capabilities included such things as:

- Easy to find log in
- All search options listed in left column
- Current postings, outdated information removed
- Easy resume upload
- Customized searches possible
- Clear search criteria
- Short but good job descriptions
- Well maintained sites, organized and user friendly.

If you are planning to put up an intern web site, be mindful of those points as well as these student comments about providing a user friendly resume upload feature: "Uploading is preferable to copying and pasting", "Be sure there is no problem with tabs or bullets", and "Provide the ability to upload multiple resumes and cover letters."

Of all the sites that were tested, Monstertrak was found to be the most popular and helpful site. Students appreciated the fact that posting dates were given, postings were reliable and constantly updated. They felt it was the most interesting and the easiest to use.

Problems encountered by students included such annoyances as having their emailed resumes returned because the contact was no longer available, expired postings, lack of

contact information and poorly defined terms (Summer, Fall, Spring) of employment.

Sadly, though the students submitted 85 applications, only one received an interview as a result of those efforts. In fact, 65% of applications were completely ignored by employers. It seems the use of these sites was a very inefficient way to find an internship.

Several implications for career services professionals are apparent from this study:

- Use caution when referring students to internship web sites
  - Regularly check the web sites you use
  - Help students understand the pros and cons of using internship search sites
  - Encourage students to supplement their internship search via the web with other search techniques and strategies.
- Employers should also take heed:
- Realize the effect that a poorly managed site could have on your recruiting reputation
  - Provide accurate and complete information on your site
  - Institute a plan for responding to applicants

*Continued on next page*

### *New Members Reception*

## New Members Welcomed to Midwest ACE

By Dawn Wiese, Corporate Recruiter, Mutual of Omaha

Was this your first Midwest ACE conference? If so, you probably encountered an enthusiastic host/hostess there to welcome you with a warm handshake and a great big smile. Reflect & Renew 2002 in Kansas City welcomed 127 new members to the conference. New members were invited to attend a pre-conference workshop for new professionals on Monday, followed by a late afternoon new member reception.

All new members, non-members and first-timers were welcomed to the

Terrace Restaurant for an hour of networking and refreshments with Midwest ACE association members. It was a great opportunity for returning members to make new friends, share their Midwest ACE stories, and talk about leadership opportunities.

The host/hostess program was implemented for the first time this year. Prior to the conference, we called for volunteers to greet new members and welcome them to the conference. Twenty-four people stepped up to the plate and agreed to contact first timers

prior to the conference and invite them to the new member reception. The program was a huge success and we are currently seeking volunteers for next year's conference, "Making Professional Connections" in Minneapolis, Minnesota. For more information, contact Julie McCartney at juliemc@uiuc.edu.

Thanks to the efforts of the New Member/First Timer Committee and the hosts the New Member Reception was a hit! ■

## How to Host a Midwest ACE Regional Program

Presented by Ellen Anderson, Assistant Director, Career Planning & Placement Center, Northern Illinois University  
By Sally Kearsley, Retired

Hosting a professional development workshop is a wonderful way to provide an informational service and networking opportunity for other career services and/or recruiting professionals in your area. The thought of playing host to a workshop is daunting to many people. In order to assist members who may be considering this option, Ellen Anderson (Northern Illinois U.) and O. Ray Angle (Millikin U.) have developed a "recipe" for conceptualizing, planning and organizing such a program. It is a helpful guide to hosting both formal and informal programs.

The Anderson and Angle plan leads members through the whole process of presenting a workshop, from identifying program leaders, through choosing program topics, selecting presenters and offering CEU's. It also includes guidelines for creating and submitting a proposal for Midwest ACE sponsored programs, which is one way to obtain financial sponsorship. In addition, there is a wealth of information on developing the budget; determining

logistical needs such as lodging, meals, and audio-visual; creating materials and registration forms; marketing the program; and a comprehensive checklist. It also has a useful "to do" list. This is a very helpful "how to" guide, answering many of the concerns members might have about planning a workshop!

Participants in the workshop brainstormed possible ideas for workshops. The topics suggested included:

- support staff workshops for recruiting and/or career services staff who are involved with scheduling and implementing recruiting visits
- developing and implementing experienced alumni hiring programs
- discussion of recruiting ethics and professional principles and practices
- hiring philosophies and practices in an economic downturn
- preparation of recruiters to increase their knowledge of appropriate behaviors, recruiting ethics, and making career fairs more productive
- preparation of candidates in terms of realistic expectations, interview

- behaviors, and ethics;
- training of new recruiting professionals
- attracting and developing relationships with small/medium-sized organizations
- effective recruiting strategies
- building relationships between career services and employers in a period of high recruiter turnover
- community college issues and career services programs
- collaborative programs (e.g. career services/employers and foreign student advisers to discuss international student hiring; faculty with career services professionals and recruiters to promote faculty understanding of employment needs and process)

If you would like to have a copy of this planning guide, please e-mail Ellen Anderson at eanderson@niu.edu. Or, visit our website at [www.mwace.org](http://www.mwace.org), click on "Professional Development," then select "A Guide for Developing & Hosting Midwest ACE Local/Regional Programs." ■

### What Really Happens?

*Continued from previous page*

- Be sure to remove postings when they expire.  
There are also implications for web site managers:
- Use enhanced search capabilities and an easy log in procedure
- Make sure all postings are current or give the option of searching by posting date
- Provide an easy resume upload feature
- Maintain the site regularly
- Be sure postings include clear descriptions and full information about hours and pay
- Contact employers about hire rates ■

### Trends Conference Scheduled for November 21-22

*Continued from page 1.*

will include the following topics:

- International student job search and visa issues
- Resume writing
- Ethical issues
- Governmental partners for progress program
- Technology forum
- Selected workshops repeated from the Kansas City conference

Be there, virtually! Last year's virtual Recruiting Trends Conference was a success and will be offered again this year. Midwest ACE, in conjunction with Michigan State University, will provide the opportunity for virtual participation in the release of the Trends Report as it is presented by Dr. Gardner. Participants will be able to log on to an Internet site where they will be able to view the presentation "real time." A conference call connection will

allow them to hear the audio portion of the presentation. Participants will also be able to take part in the question and answer session via email. If you can't make it to Chicago in November, start thinking of ways in which you can build a drive-in workshop incorporating the virtual Recruiting Trends conference.

Watch for registration information in late September! Questions? Contact Midwest ACE or Laura F. Kestner at [laura.kestner@marquette.edu](mailto:laura.kestner@marquette.edu).

Trends in Recruiting is sponsored by the Midwest Association of Colleges and Employers in cooperation with the Government College Relations Council. ■

# Establishing a Learning Model for Students and Alumni Linking Interview Theory to Practice

Presented by Judy Robinson, Oakland U.

By Jennifer Lenhart, Coordinator, Career Services Center, Cleveland State U.

A standing room only crowd of human resources and career services professionals turned out to hear Judy Robinson put a new spin on a timeless topic: interview preparation.

And they would not be disappointed. In a time when many of us need to do more with less, Robinson outlined a creative way to run what she calls an "Interview Clinic," which allows her career center to teach more students interviewing skills in less time. The 1 1/2-hour to 2-hour Interview Clinics are offered two or three times a month year round and are limited to eight participants. Day and evening sessions are provided, and according to Robinson, the evening programs always fill up quickly. Registration is required either in person, over the phone, by email, or via the Internet. Students are asked to provide their name, phone, and major. Phone and email confirmations minimize "no-shows."

Interview Clinics are organized as follows:

- The facilitator introduces herself and briefly describes the programs offered by the career center.
- The attendees introduce themselves and share with the group their most feared interview question. She does this to establish a comfortable atmosphere (students can see that they're not alone in being nervous about interviews) and so that she can try to tailor the clinic to the specific needs of the group at hand.
- A PowerPoint presentation highlights how to prepare for an interview, skills employers seek, interview etiquette, building rapport, effective interview communication

skills, types of interviews, tips for telephone interviews, and behavioral interviews.

- Attendees are then provided with a Behavioral Interview Preparation Packet, which contains sample questions and which helps to prepare the students for mock one-on-one behavioral interviews.
  - After spending some time explaining why behavioral based questions are used by interviewers and how to approach answering them, the presenter has the students pair off for a break-out session. They practice asking and answering behavioral based questions with one another. The presenter "floats" from group to group to observe, listen, and offer advice.
  - Finally, the groups reconvene for a feedback session. Each participant receives individual feedback from the presenter about the answers she heard, and each also shares his or her perception of the experience. Students are encouraged to ask questions at the end, and the facilitator makes sure to ask questions of them as well.
- Robinson described a few of the unexpected benefits of the clinics: The exercise provides stress release for the students. They get to see that others also have trouble answering behavioral questions and thus feel more comfortable in asking for help. Non-traditional students and alumni learn how to draw on their life experiences as a source of skills that they can use to market themselves to interviewers. Overall, the program helps to build self-esteem and confidence.

The program is successful. In 2001-02, 110 students and alumni participat-

ed; in 2000-01, there were a total of 116 attendees. Participants represent all majors at the undergraduate, graduate student, and alumni levels. Marketing methods include email notifications, a web page notice, flyers and newspaper ads, and class and organization announcements. Word of mouth has also proven to bring in business.

For more information about Oakland University's Interview Clinic program, contact Judy Robinson at [j2robins@oakland.edu](mailto:j2robins@oakland.edu). ■

## Upcoming Events Next Conference— Minneapolis!

Networking is on the agenda August 11-14, 2003 in Minneapolis! The 2003

Midwest ACE Conference Planning Committee invites you to Minneapolis for a scintillating event focusing on Making Professional Connections.

Our program tracks include Connecting Employers and Universities, Connecting Diversity, Connecting with Students, Connecting with Technology, and Connecting to the Labor Market.

For a chance to win a free 2003 conference registration, attend the Recruiting Trends Conference, November 21-22 in Chicago. ■



## Midwest ACE Calendar

2002 Chicago, IL

November 21-22

**2002 Annual Trends Conference**, Chicago, IL. Contact: Midwest ACE Headquarters at 561/393-5686. Online Registration will be available (with a major credit card) on the web site. **A complete program with speaker information will be posted in the near future.**

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