

Newsletter
Fall 2007

Table of Contents

President's Message
Trends in Recruiting Conference
Indianapolis Annual Conference Highlights
Featured Articles
Awards and Recognition
Best Practices
Committee Highlights
Professional Development
Upcoming Events

The Midwest ACE e-newsletter is compiled by the Publications Advisory Committee

Contributors to the Fall e-newsletter include:

Karen Allen, Midwest ACE Secretary, Northwestern University
Kathleen Brinkmann, PAC Chair, University of Illinois at Urbana-Champaign
Julie Hays Bartimus, Midwest ACE VP College, University of Illinois Alumni Association
Kristi Gimmel Becker, Midwest ACE President, Clarke College
Christine Curless, Indiana Wesleyan University
Sharon Jennings, Central Missouri State University
Nell Madigan, University of Illinois at Urbana-Champaign
Megen Rehahn, Wayne State University
John Scanlan, Midwest ACE Treasurer, Cleveland State University
Kim Shea, Roosevelt University
Jill Wesley, PAC Vice Chair, Indiana Business College

President's Message

New Initiatives for Midwest ACE

By Kristi Gimmel Becker, Midwest ACE President and Director of Career Services,
Clarke College

Midwest ACE Colleagues,

What a great conference in Indianapolis! Conference Co-Chairs Jill Wesley and Jamie Sermersheim and the entire Conference Committee did an awesome job coordinating speakers, breakout sessions, and entertainment that created excitement and momentum as we move into a new year!

Our conference confirms that Midwest ACE is an organization that is exciting, creative, and continuously seeking new ways to improve the benefits and services we offer our members. With your support and active involvement, Midwest ACE can achieve our association's goals.

Here are some ways our excitement and momentum have begun to translate into new initiatives for Midwest ACE:

1. A task force has been created to research and coordinate Midwest ACE webinars.
2. A timeline has been established for the redesign of the Midwest ACE website.
3. A new 2 ½ day conference model has been proposed for the 2009 Chicago Conference.
4. The possibility of Midwest ACE offering external reviews and other consulting services is being explored by the Research, Evaluations, & Trends Committee.
5. A new leadership model is being developed and will be proposed to improve our leadership structure.

I am looking forward to working with you in making progress toward achieving these initiatives, and we will continue our conversation when we meet together at the Trends in Recruiting Conference on November 15th and 16th at the Holiday Inn Chicago Mart Plaza.

With best wishes for a great year,

Kristi Gimmel Becker
Midwest ACE President, 2007-2008

Trends in Recruiting 2007

Never fall for a bad Trend again!

By Nell Madigan, Assistant Dean, Institute of Labor and Industrial Relations, University of Illinois

Remember when someone in your household thought shag carpeting was a really great idea? Admit it ... you're related to someone who put a gazing ball in their yard. And someone out there owned a leisure suit! Who had big hair? Show of hands?

We've all been enchanted with a trend that was a bad idea, and most of us (or our family and friends) have the photographic evidence to prove it. This fall, however, we'd like to make sure that all Midwest ACE members get on board with the best Trends of the year, courtesy of Dr. Phil Gardner of Michigan State's Collegiate Employment Research Institute.

Dr. Phil will make sure that you're putting your best foot forward in this year's recruiting season. What factors influence the promotion or firing of new college hires? What industries are "hot?" Will small- and medium-sized companies be a good place to look for employment in 2008? Don't make the wrong choices ... Dr. Phil can lead you down the right path!

This year we're putting an emphasis on personal development and so you can look extra Trendy in your professional life. Build your personal image! Plan your OWN career strategy for a change! These will be complemented by workshops such as diversity advancement, learning to navigate relationships with third-party recruiters and working with the ever-popular Millennials.

Join your favorite Midwest ACE crew at the Holiday Inn Mart Plaza in Chicago on November 15-16 to begin your makeover. This is a wonderful opportunity to spend a couple of days in the heart of downtown Chicago with great friends, learning more about the newest Trends in recruiting ... and in Michigan Avenue fashion! Registration materials will be on the Midwest ACE site at www.mwace.org after September 14. Early-bird registration will end and the hotel room block will drop on October 19, so be sure to act quickly.

Indianapolis Annual 2007 Conference

KUDOS to the Conference Planning Committee for a fine job

Jamie Sermersheim, Enterprise Rent-A-Car – Conference Co-Chair
Jill Wesley, Indiana Business College– Conference Co-Chair
Nichole Williams, Indiana University, Bloomington – Exhibitors
Christina Konieczka, Mercer Human Resources Consulting – Program Co-Chair
Chris Miciel, Baker College Online – Program Co-Chair
Nell Madigan, University of Illinois, Urbana – Publicity
James Mitchell, MonsterTRAK – Registration
Renee Heigel, Vector Marketing Corporation – Sponsorship
Kaletra Dispennett, Purdue University – Transportation
Beth Barnhart, Indiana University – Entertainment

For speaker presentations and handouts, go to: <http://www.mwace.org/annualconference.aspx>

Featured Articles

Are you Linked in?

Social Networks: Reaching “Long Tail” Employers

By John Scanlan, Assistant Director, Career Services Center, Cleveland State University

When you think of “free agents” the first image that may come to mind is a multimillion dollar sports hero. According to Allen Blue, founder of the social network LinkedIn all job seekers and careerists should be considered free agents.

When you think of “free agents” the first image that may come to mind is a multimillion dollar sports hero. According to Allen Blue, founder of the social network LinkedIn, all job seekers and careerists should be considered free agents.

In his presentation at the Annual Conference, Blue described how free agency currently works. Individuals no longer rely on long-term employment – instead they establish their identity and build a strong reputation to drive their own success. He went on to list some of the changes that have occurred just in the last nine years comparing 1998 with 2007

1998	2007
Professional Profile 1.0	Professional Profile 2.0
- Online profile not available	- Facebook, blogs
- Personal home pages require HTML expertise	- Monster, Careerbuilder, etc.
- Few job search sites	- Niche job posting sites
Relationships 1.0	Relationships 2.0
- Community sites with anonymous user names	- Blogrolls
- "Siloed" sites separated from each other	- Real names connected in the real world
Reputation 1.0	Reputation 2.0
- Not possible—no connections	- Facebook, MyWall
	- We are all publishers
	- Electronic endorsements by others

To demonstrate how rapidly social networks are expanding, Blue noted that 55% of adolescents aged 12-17 currently have MySpace profiles or other network presences. He predicted that the percentage could jump to 90% by the time this group enters college. These networks are user centered, peer-to-peer, easy to use and ubiquitous. In a world where people can expect to have several careers and a dozen different jobs, these portable profile resources are essential.

In addition to technological changes, Blue commented on a second trend affecting our field – micro recruiting. He defined this tendency as a move from large, costly recruitment efforts to smaller, more calculated recruiting. For example, larger companies can still use on-campus recruiting, but this tool can be cost prohibitive for smaller enterprises in terms of travel and staff time.

Continuing this example, remember the old brick and mortar bookstores whose shelves were loaded with best sellers? Now we have e-retailers like Amazon.com with infinite shelf space, allowing many lesser-known volumes to be sold. Just as Amazon connects people to millions of books not available at the mall, employers can use social networks like LinkedIn to connect with candidates they might not otherwise find.

He sees small companies as analogous to "long tail" booksellers like Amazon. Imagine an X-Y axis with an infinite horizontal line for the Y axis. This is the "long tail" where lots of smaller employers are located, hiring lots of small groups of students.

Just as Amazon connects people to millions of books not available at the mall, so employers can use social networks like Linked In to connect with candidates they might not otherwise find.

Using alumni as an example, Blue explained how a network of graduates can boost their employers' reputations to current students and help those new candidates get on the inside track with these companies.

A series of practical steps proposed by Blue included setting up online networks for alumni, faculty, employers and career services staff members. Find alumni in those “long tail” (small) employers and tell them how to represent themselves online, become affiliated with the college and reach out to students. Look for companies that students would not ordinarily seek out, those with 5-25 employees, for instance. Then, let the students know that this network exists and offer to review their whole online profile to assess how it impacts their reputation.

LinkedIn is a professional social network, established about five years ago and now has 12 million members. By sending invitations and introductions through the site, members continuously grow the network. No chain of connections is longer than four people to assure that the connections are relatively close.

There is a concern that employers could be overwhelmed by candidates trying to connect to them, though in Blue’s words, they are not literally connected, only “affiliated.” There are simple controls in place to prevent this problem and LinkedIn plans more improvements in the future. The fact that both parties must approve the connection may help alleviate the situation.

Blue maintained that LinkedIn is a strictly professional social network and they can help members audit their profile to keep them from harming their own reputations. No photos are currently allowed, though head shots may be permitted in the future. Also, negative information may not be posted. A user may edit an endorsement of another, but both parties must agree to any changes.

While success stories of bridging the gap between students and employers are anecdotal, one employer did remark that LinkedIn was useful in hiring experienced workers. Employers who used LinkedIn felt it was a proactive way to identify candidates, replacing a “post and hope” method, hoping that good candidates will apply for their positions.

To join LinkedIn, visit <http://www.linkedin.com> and set up a profile. Be sure to add Midwest Association of Colleges and Employers to your profile so you can see other members of Midwest ACE who belong to LinkedIn.

They're here!

Profiles of Emerging Adults

By Kathleen Brinkmann, Director, University of Illinois Biotechnology Career Services

Tweeners, Kippers, and Freeters, huh? What do we know about this generation and how can organizations recruit and retain today’s young adults?

Pop culture movies such as “Slackers,” “Failure to Launch” and “Clerks” capture some of the characteristics of the Millennial Generation born between 1981 and 2001. Researcher Dr. Georgia Chao, professor at Michigan State University, presented findings from a survey of over 10,000 people ages 18 to 28 years old in partnership with Monster.com.

Today's emerging adults seem to be postponing adulthood by delaying marriage, parenthood and careers. Chao's research determined five distinctive aspects. This group is characterized by *job surfing*- trying to find the perfect job before settling into a career; *no specific plans*-have no idea what they will be doing in 10 years; *marriage*- a low priority; *goal instability*-hard to find a reason for working; and *superiority*- they want to be admired and feel they deserve favors from others. Some of these attitudes are enabled not only by affluent parents who financially support the young adult, but also by parenting practices that shaped young adults' expectations and technological advances.

Millennials, unlike members of other generations, do not define themselves by their job. They work to support a life style. Over 40% would renege on a job offer because they have seen companies downsize long-time employees and conclude that the companies are not loyal to their employees. They conclude, "Why should we be loyal to the company?" Over half the respondents figured they could live with their parents if necessary. A 28-year-old respondent wrote, "If we don't like a job, we quit, because the worst thing that can happen is that we move back home. There is no stigma, and many of us grew up with both parents working, so our moms would love nothing more than to cook our favorite meatloaf."

Dr. Chao reported differences in the five aspects among these emerging adults based upon race/ethnicity, gender, and socio-economic class. Job surfing and no plans for the future were highest among White and Asian young adults. Asians ranked highest in goal instability and superiority characteristics. For young Blacks, job flexibility was important while for Asians, the prestige of the company was valued. In terms of gender, both male and female had the same top 5 criteria for job characteristics, though not in the same order. They were: interesting work, good benefits, chance for promotion, job security and opportunity to learn new things. Females valued high income a little less than their male counterparts, ranking high income at #8 versus #6 for men. High income was valued more by young adults whose parents' income was either low or high. The young adult from a middle-class family did not see high income or the prestige of a company as important as their lower and upper-class counterparts.

Dr. Chao offered tips for recruitment of this generation. She suggested aggressive university recruiting and corporate branding to reach this consumer-oriented group. Use technology such as Facebook and text messaging. Sell training and development through podcasts and virtual worlds. Lastly, woo the parents. Retention can be achieved through shared values and vision. Offer challenging assignments, mentoring programs and a support network. Recognize work well done, and provide feedback and rewards. Future research would look at possible interventions that could help emerging adults understand what they want in life and how they can quickly adjust to their work lives.

For further information go to:
http://ceri.msu.edu/publications/pdf/work_young_adults.pdf

Factoid: Kipper, a UK term, means "Kids in Parents' Pocket Eroding Retirement Saving"

Ready or not, here they come!

When to Disclose

Specialist Provides Insight on Disability Disclosure in the Employment Process

By Kimberly Shea, Career Counselor and Technology Resource Coordinator, Roosevelt University

Issues of disclosure are a major concern for students with disabilities. Susann Heft, a Disability Specialist with the Division of Disability Resources and Educational Services at the University of Illinois at Urbana-Champaign provided attendees of her session with tools, advice, and resources to help students navigate the complex issue of disclosure and employment.

Heft stated that according to the National Organization on Disability, nearly half of adults with disabilities had completed some college. This number is nearly identical to the non-disabled population and it is a significant increase from past reports (www.nod.org). Issues of disclosure were consistently cited as areas of concern for students. Heft emphasized that this is a personal decision and varies greatly for each individual.

Heft discussed the legal issues around disclosure. If the applicant is a part of a protected group, they are able to request that their employer make "reasonable accommodations," meaning accommodations that are necessary for equal opportunity during employment-related activities. Heft reported that according to the National Organization on Disability, 70% of workplace accommodations can be made for less than \$500 (www.nod.org). It is the employee's responsibility to ask for any accommodations and unless these accommodations cause undue hardship for the employer, they must comply.

Employers cannot ask questions about the disability in the pre-offer stage, but are allowed to ask if the applicant can perform the specific functions of the job. It is important that all applicants are aware of illegal questions and strategize in advance their response if asked an illegal question.

While in some cases an applicant's disability may be visible or require that the applicant disclose because of accommodations that are necessary, other applicants may have the choice whether to disclose. Choosing to disclose can simplify obtaining information about the organization's policies. It can become an opportunity for the applicant to dispel myths about their disability and to connect with their future co-workers as well as alleviate stress for the applicant.

There are potential disadvantages that come with disclosure as well. While the applicant is protected by law, they may still face discrimination and a feeling of exclusion. Disclosure does require that the applicant share private information and this may be difficult. If the applicant has had negative past experiences, disclosure may force them to relive these experiences.

If an applicant does decide they want to disclose, the timing and the approach is something that should be carefully considered. The applicant can disclose at any point in the employment process. According to Heft, disclosure early in the application process (i.e., on the resume or in a job application) is not typically encouraged unless it is relevant to the position, explains gaps in employment, or is necessary for accommodation purposes.

Some applicants may choose to disclose during the interview stage if accommodations are necessary or to eliminate any unnecessary stress during the interview. Disclosure at the interview may also be an opportunity for the applicant to share life experiences or qualities and skills that have been developed as a result of the disability.

The disability is commonly disclosed and accommodations requested at the offer stage. It may be more comfortable for the applicant to share at this stage because they have already demonstrated that they have the necessary skills and abilities to fulfill the position.

The employee can disclose at any time during employment and may want to consider doing so if circumstances change, additional accommodations are necessary, or new technology becomes available. Heft emphasized that it is better to ask for accommodations before job performance is questioned. It is important that students be realistic in what will be necessary for them to perform the job.

According to Heft, when disclosing their disability, students should emphasize their skills and abilities, be clear about what they will need to fulfill the requirements of the position, and focus on providing solutions. Typically a disclosure statement will include general information about the disability and what types of accommodations have worked in the past or are anticipated for the future. Heft recommends that students find a trusted mentor to help develop and practice their statement.

Heft concluded with some words of advice for students with disabilities. Most importantly, students should not be ashamed or apologetic, but should instead be prepared to educate potential employers. There are numerous resources available on campus, on line and through publications. Students should use all resources available, know their legal rights, and prepare in advance in order to conduct a successful job search.

Succeeding in a Competitive Recruiting Market

~~10~~ 14 Keys & ~~3~~ 5 Secrets: What it Takes to Succeed in a Competitive Market.

Sharon Jennings, Career Development Coordinator, University of Central Missouri

Graham Donald, President of Brainstorm Consulting, shared his passion for better practices and improved delivery at the Midwest Association of Colleges and Employers Annual Conference in Indianapolis. The session originally promised to provide 10 keys and 3 secrets, but he provided more than advertised.

Mr. Donald stated that recruiters need to do a better job in recruiting—especially in a competitive market. Here are his recommendations in developing and improving your recruiting strategies.

1. Know your weakest link. Your organization is only as good as the weakest part of your process. Identify your “warts.”
2. Know your audience. Know the millennials and think of them with kindness. You aren't hiring “everybody” so know your audience.
3. School isn't everything. How do you evaluate the other demands on the student candidate? Do you consider how much part-time work is being done? How do you evaluate those extracurricular activities and the impact on the GPA? Consider the outside demands as assets, not liabilities to the GPA.
4. Use the right measures. How do you measure recruiting success? How do you select the schools that you go to? Who determines the measures and can you change them?
5. Adapt to the New Market. What changes are occurring on your campuses? Have you revamped your strategy accordingly? Have you changed your target schools? Your processes?

Secret #1: Nobody cares that you're #1. The candidates want to know what's in it for them if they go to work for you.

6. Timing is Everything. How soon do students expect to be promoted? (Answer: 18 months)
How long do students expect to work for you? (Answer: 3 years) How frequently are you going to evaluate and provide feedback to your recruits?

Secret #2: Students want to work for you forever!

7. Retention is King. What is the cost of losing a new graduate within a year? What's the one sure way to lose them? No recognition, no promotion, no feedback. What's the best way to keep them? Rethink the jobs. Can you break them into smaller steps to allow for promotion and growth? i.e. Manager Trainee, Associate Manager, Assistant Manager, Manager?
8. People, People, People. How do they really get to know you?
9. The Blank Slate. This is your last great chance to win them. They want to make an immediate contribution.
10. Your Technology Sucks. Where did you spend all the money you saved by purchasing your recruiting software? Did you get to keep it for other methods of recruiting? How easy is your online application process? How does your technology compare to all the other sites students use? Note: If you do initial screening based on 4-5 criteria, only ask for those items in the original application. As for more details as they are needed for further evaluation.
11. Keep Talking. The selling never stops...don't ever take them for granted. Communicate throughout the process and about the process. DON'T forget them once they're hired. In a competitive market, if there is a gap in hire date and start date, those other organizations are giving your future employee attention.
12. Influence the Influencers. How does the position and the organization sound to their friends? What are they telling their parents? Are professors talking about you? Do you have friends in the career center?
13. Stability, Not Stagnation.

Secret #3. Government is cool.

The government is secure. These students have a debt to pay. The government offers a breadth of opportunities and work-life blend and flexibility that are highly desired. In addition, it provides meaning---employees of the government are making a contribution. It's your competitor.

14. Tell Me a Story. There is not a more effective and credible way to portray your Unique Recruitment Proposition (URP).

Secret #4. You cannot change your employment brand. What do your employees think of you?

Secret #5. CREATIVITY is your secret weapon!

In the Year 2017...

The Status & Future of College Relations & Recruiting

By John Scanlan, Assistant Director, Career Services Center, Cleveland State University

In the Dark Ages, otherwise known as 1982, paper ruled the recruiting process. Students stood in line to look at job postings on bulletin boards in the hallways, signed up on paper sheets for interview times, and answered print ads for jobs. How will our world look in 2017?

In 1982, students and employers went to the "placement office" that was open from 9-5 to meet face-to-face with an advisor. Candidates answered print ads and visited hallway bulletin boards searching for paper job notices. Recruiters visited hundreds of schools and never heard from anyone's parents, except perhaps their own. That was the way things were done.

Now, twenty-five years later, as Marilyn Mackes, Executive Director of NACE, pointed out, career center and recruiting operations are 24/7/365 endeavors where candidates and employers have virtual meetings, electronic communications, multi-channel advertising, voicemails, emails, and cell phones at their disposal.

Some things remain constant though, such as concerns about competition and finding high-quality grads in hi-tech fields, and a need for "hi-touch" in the electronic world.

Mackes reported on the results of a review of a 1982 survey, the 2006 Trends & 2007 Job Outlook, Employer Benchmark & Student Survey to spark a discussion about today's challenges for MWACE members. She posed four questions about future trends to the attendees.

First, how do you envision college students and graduates interacting and connecting with employers?
Second, what will be the drivers of change?

On the way to an answer, the group identified over a dozen drivers of change including such factors as increasing technology, the need for work/life balance, the cost and availability of energy sources, and the worldwide labor shortage. Other concerns included the rise of virtual education and for-profit higher education organizations, the increasing cost of education and the decline in state funding, and the effect of immigration issues.

Third, how will environmental changes affect college career development, college relations, and recruiting? The expected impact of these changes on human resources professionals ranged from an increase in virtual recruitment to a greater need for employers to "grow their own" specialists due to skills shortages. Also discussed was the possibility of a greater involvement by employers in curriculum planning to ensure that their personnel needs are met.

For career services practitioners, some suggested that their functions could be outsourced while remaining on campus or that career centers might move to a business model in order to offset decreased funding.

Career counselors may become more like career coaches due to graduates engaging in many short-term careers. In this scenario, career services offices will provide “transitional services” for those people who move from one career to the next. Perhaps a “Chief Career Placement Officer” will hold a position in the university cabinet or have an impact on institutional decisions.

There may also be an increase in opportunities for work and volunteering abroad for college students. In addition, students in elementary and high school will be exposed earlier to the world of work.

Finally, some ideas about employers that surfaced included a feeling that employers would focus on high-volume schools where they could find many candidates. In the future, employers might advertise in textbooks and video displays. Some believed that employer funding of career services offices would influence services.

Mackes summarized the ideas of certain thought leaders in the field such as Dr. Phil Gardner, of Recruiting Trends fame, Jerry Crispin of CareerXRoads, and Susan Meisinger of SHRM. She urged participants to go back to their home bases and talk about these issues, test out visions by discussing the possibilities. She challenged the group to take action today that anticipates what lies ahead in the recruiting and career services professions.

Marilyn Mackes’s complete PowerPoint can be found on the web at:
http://www.NACEweb.org/mmppt/future_rec/mwace.htm.

Ethics and the Job Search

Creating Partnerships among Employers and Career Centers

By Nell Madigan Assistant Dean, Institute of Labor and Industrial Relations, University of Illinois

Ethics in the recruiting process has long been a subject of great debate among recruiting professionals, particularly understanding how student views on ethics are shaped and aligned with employer expectations.

Ethics in the recruiting process has long been a subject of great debate among recruiting professionals, particularly understanding how student views on ethics are shaped and aligned with employer expectations. Suzanne Dantuono of The Ohio State University and Ryan Brechbill of Denison University presented their research on this subject at the 2007 Midwest ACE conference in Indianapolis.

Recruiting is a three-way partnership between employers, student candidates and career centers. The responsibility falls to the career center to be sure that the recruiting process is working smoothly and that students understand how to participate in the process ethically. The common ethical challenges that employers find when working with students include misrepresentation of information on a resume or in an interview, participation in interviews and site visits for “practice,” rejection of an already-accepted offer, and the possible ramifications for a student’s educational institution after such practices occur.

Often, students are unaware of their role in unethical activities. Their inexperience impacts the job search process, as many students are in this competitive and confusing environment for the first time in their lives. On occasion, a supply of “imperfect information” is available both to the candidates about the employers and conversely to the employers about the candidates. Students’ behavior can also be affected by their

personal stage of development and maturity, as well as the social norms among their peers. The pull of "what everybody else is doing" can be overwhelming despite the availability of good information. Finally, students value information from authority figures in their lives, such as parents, teachers, and career counselors and this information is not always accurate or ethical.

Employers were surveyed to find out their opinions on these issues, and not surprisingly felt very strongly that they should be able to assume that candidate information given in profiles, resumes and interviews is accurate. They realize that candidates will present their best face, but need to assume that the core information is true. Many students may be surprised to discover that once a job offer has been accepted, the negotiation process is over; employers assume that the student not accept any other job offers and will stay in the accepted position for at least one year. In cases when students have been dishonest or reject a previously-accepted offer, employers will withdraw job offers when appropriate and will place this damaging information into their company database where it will stay for years. There are typically no ramifications for the candidate's educational institution unless this is part of a continuing pattern.

Career Services can play a big role in minimizing the fallout from unethical situations by proactively planning and programming. Workshops on aligning expectations between candidates and employers can go a long way to creating understanding between the two groups, as well as programming that assists candidates in effectively evaluating information about companies, jobs and offers. Additionally, keeping lines of communication open and encouraging students to visit their career offices before the "meltdown" occurs is recommended. Career professionals often can talk students through tough situations and come to an ethical decision before bad choices are made.

Tips from the Tipping Point are a Huge Success

***Tipping Point* Concepts Improve Career Programs**

By Karen A. Allen, Assistant Director, Northwestern University

When applied effectively, key concepts from *The Tipping Point* by Malcolm Gladwell can significantly improve employer satisfaction.

A packed house of employers and college members learned about the key concepts from *The Tipping Point: How Little Things Can Make a Big Difference* by Malcolm Gladwell and how when applied effectively helped significantly improve employer satisfaction at the University of Minnesota's Career Fair. Sara Nagel Newberg and Heidi Perman from the St. Paul Campus Career Center at the University of Minnesota presented "Tips from the Tipping Point" at the 2007 Midwest ACE Annual Conference. Nagel Newberg and Perman used the three principles of epidemics – contagious behavior, little changes have big effects and changes happen in a hurry -- to improve their career fair results. Nagel Newberg and Perman asserted that "successful outreach requires working through the right people, with the right message, at the right time and place."

The workshop presenters summarized the key concepts from Gladwell's *The Tipping Point* and tied each concept to strategies they implemented to improve job fairs. The "Law of the Few" includes connectors, mavens, and salespeople. Connectors know a lot people in many groups and cultures. Mavens gather a lot of knowledge on specific topics and become experts in that area. Mavens love sharing this information with other people by teaching and explaining their respective expertise. Salespeople have a natural ability to

persuade others beyond words using character traits such as body language, voice, and charisma. Nagel Newberg and Perman encouraged participants to identify people in their respective organizations who are connectors, mavens, and salespeople and to tap them for helping launch new ideas or programs. They identified career ambassadors for the career fairs, students conducting resume preparation, peer advisor selection, popular faculty, and key employers as “the few” to help them improve career fairs.

The second key concept from *The Tipping Point* is the “stickiness factor.” Perman and Nagel Newberg asked, “Is the message so memorable that it can create change or spur someone to action?” They explained that it’s not the inherent quality of the idea but the packaging of the idea that matters. Success factors of sticky ideas include simplicity, unexpectedness, concreteness, credibility, emotional, and stories. Perman and Nagel Newberg applied the stickiness factor and used Ramen Noodles to promote Career fairs along with several other strategies such as dressing up and offering career tips or treats during Halloween. They recommended reading the book *Made to Stick: Why Some Ideas Survive and Others Die* by Chip Heath and Dan Heath to better enhance this concept.

Gladwell’s third and final concept as explained by Nagel Newberg and Perman is the power of context. This suggests that change is sensitive to both the environment and timing, group dynamics and group pressure impact an epidemic and that community is important. The conference presenters implemented the following strategies at the University of Minnesota that highlight the power of context: visiting classes and targeting message by major; online workshops; resume doctor; speaker’s bureau and faculty profiles. Perman and Nagel Newberg used case studies to apply the core ideas from *The Tipping Point* and engage the audience. A lively discussion and energetic group of participants shared ideas and other tips from Gladwell’s latest book.

SOS for OPT and CPT

Help Your International Students Navigate the Practical Training Process

Sharon Jennings, Career Development Coordinator, University of Central Missouri

The job search process (part-time, internships, and full-time) for international students becomes a greater challenge due to the restrictions on types of visas, as well as the number of visas issued. Heather Poppy, Associate Dean of Students at Knox College in Galesburg, IL, recently walked conference attendees through the maze of federal requirements and offered advice on providing the best assistance possible to our international students.

The employment options for international students, most are issued F-1 visas, are very restrictive. International students can work on-campus; get approval for employment based on economic necessity (very difficult since, to get their F-1 visas, they have to show they can afford to be a full-time student); secure employment with an international organization; seek curricular practical training (CPT) or optional practical training (OPT); or volunteer. CPT and OPT are the best options for international student to combine their academic background with real world experience.

Curricular Practical Training

- Allows students to work as required for a degree program, but does not have to be credit-bearing.
- Students must have maintained F-1 Status for at least one academic year; work a maximum of 20 hours per week during academic year; but work full-time during academic breaks.

- Work is for a specific employer, location and time period, which has been approved by the international student advisor.
- The employer must provide, on company letterhead, the start and end dates for the internship/co-op/research, number of hours per week of work, address of workplace, amount of compensation, job description and name of supervisor.

Optional Practical Training

- Students are eligible for 12 months of OPT following completion of their academic program.
- If a student pursues a higher educational level, he/she is eligible for another 12 months of OPT.
- OPT is adjudicated by the US Citizenship and Immigration Services and the student receives an Employment Authorization Document (EAD) when OPT is approved.
- Students may begin working upon receipt of their EAD or on the beginning date as noted on the EAD, whichever is later.
- Applications for EAD are \$340 and must be submitted before completion of the program of study.
- Processing time can take up to three months; a student can apply no earlier than four months in advance of desired employment start date.
- A student does not need to have a job before applying for OPT; EAD is like a “hunting” license.

H-1B Visas

- This is a non-immigrant visa which allows a U.S. company to employ a foreign individual for up to six years. The employer must petition for the visa on behalf of the employee.
- Only 65,000 H-1B visas were issued last year (2006). New quotas will be issued on October 1.

It is a very difficult to get an H-1B visa.

Advice to those working with international students:

1. Don't sugarcoat the process—it's tough to get hired.
2. Focus on networking. Where have other students gone to work?
3. Seek out organizations that have hired international students in the past.

Foreign Labor Certification Disclosure Data:

www.flcdatacenter.com/casedata.aspx

4. Internationals that work for a university can be issued visas beyond the quotas.
5. Encourage students to look for a company that is based in their home country. (*Directory of American Firms Operating in Foreign Countries*)
6. Identify companies in their home country that have a U.S. location and then transfer (L-1 visa).

Celebrate a return home and success with an American education.

Awards and Recognition

2007 Midwest ACE Awardees

J. W. Paquette Superior Leadership Award

Teresa Alewel, Director of Career Services, University of Central Missouri

Founders Award

Larry Routh, Director of Career Services, University of Nebraska-Lincoln (not present)

President's Award

Jason Eckert, Associate Director, Marquette University

Honorary Membership

C. Randall Powell, Professor Emeritus, Indiana University, Bloomington

Harvey Proctor, retired from Ford Motor Company

Diversity Professional Development Awards

LaTonia Ferguson, Career Counselor, Multi-Cultural Programs, University of Notre Dame

Shalun Lewis, Graduate Student, Ohio State University

High Five Award

Ellen Bartkowiak, Director Career Services, Lake Forest College

Kaletra Dispennett, Career Services Consultant, Purdue University

Eric Doerr, Assistant Director, Michigan State University

Nell Madigan, Assistant Dean, University of Illinois at Urbana-Champaign

Amy Maxwell, Enterprise Rent-A-Car

Bernadette So, Assistant Director, Career Center, University of Illinois at Urbana-Champaign

Christine Troglio, Campus Relations Representative, Caterpillar, Inc.

Applause Award

Rick Smith, Associate Director, Bradley University

Best Practices

Two views to building leaders

University of Illinois and University of Iowa: Building Better Leaders

By Julie Hays Bartimus, Vice President, University of Illinois Alumni Career Center

The Illinois Leadership Center and Iowa's Career Leadership Academy showcased how they develop students into leaders at the Midwest ACE Conference in Indianapolis.

The first point stressed by Gail Rooney and Sara Thompson from the University of Illinois at Urbana-Champaign and Kelley Ashby from the University of Iowa was to focus on non-positional leadership in order

to appeal to a greater number of students. They quoted research that supported this statement. Leadership programs contribute to student success by improving interpersonal skills, developing skills that have career value and enhancing the overall collegiate experience.

Rooney, Thompson and Ashby differentiated the traditional separated linear approach to leadership development from the integrated and interdependent approach they each take. While each institution has built a partnership between leadership development and career services, the resulting programs are different.

Ashby from the University of Iowa described the Career Leadership Academy as a four semester long academic credit bearing program that is open to all undergraduate students and is noted on the student's transcript. A survey of employers indicated that the program should cover communication skills, leadership skills, professionalism, realistic expectations and finding and developing a career. Using this advice, Iowa organized the Academy to cover these topics sequentially over the four semesters.

Thompson from the University of Illinois at Urbana-Champaign described a variety of opportunities to students including overnight conferences, workshops, a certificate program with a coach and academic courses.

Many members of the audience were either interested in starting integrated leadership programs or had recently started a similar program. The programs from Illinois, Iowa and audience members manifested themselves differently, but each is developing student leadership skills, career preparedness and employer relations.

What works?

Delivering Career Development Courses

By Kathleen Brinkmann, Director, University of Illinois Biotechnology Career Services

Want to learn more about on-ground, online or hybrid course delivery for career development to associate, bachelor and master degree students? Niki Perkins shares best practices from her work at Baker College in Michigan.

Baker College has branches all over the state of Michigan and students from all 50 states as well as across the globe. Their average student is 28 years old, married with children and working full time. When developing career development course delivery, the student profile is an important consideration. Niki Perkins discussed three methods of delivery: on-ground, online and a hybrid of both.

On-Ground Delivery

The brick and mortar delivery has a common thread across Baker College campuses. They offer one credit for the 8 hour pass/fail course that has learning and course outcomes, assignments in class, homework, and use Harry Dahlstrom's "The Job Hunting Handbook." Because it is very structured, standardized and used system-wide, it is easy to modify and make instructor substitution if necessary. Class size is about 25 students.

Online Delivery

The online option is held over three weeks and it is 100% online in its delivery using Blackboard as the course management system (CMS). Class participation is mandatory with assignments required each

week. The course and learning outcomes were the same as for the on-ground course. Grading was based upon participation, discussion questions and assignments. The average class size is 13 students. Perkins recommended putting the course material online one week at a time. Another best practice was to post a thread that said, "I will review your resume if you email it to me." This approach will get the student to put more work into improving his/her resume.

Perkins included URLs for further information on CMS systems to consider:

Blackboard: www.blackboard.com/us/index.bb

WebCT: www.webct.com

Moodle: moodle.org

Scholar360: scholar360.com

eCollege: ecollege.com/indexflash.learn

WebStudy: www.webstudy.com

EduTools: www.edutools.info/static.jsp?pj=4&page=HOME

Hybrid Delivery

The last consideration is a hybrid of the on-ground and online course delivery. The course has 2 four hour lectures with one day on-ground. Homework is discussed in class but completed online. Concerns with the hybrid format are the smaller virtual class size required, IT support, increased instructor workload, and translation of ground delivery into online delivery. The benefits include 24/7 access for students, a place for student conversations outside of class, faculty-student interactions and more feedback for the students.

Perkins said the college may implement new tools in the future like LinkedIn. Nontraditional students are increasingly becoming the norm and we need to meet their needs for career development opportunities and flexible course delivery.

Committee Highlight

Experiential Education Committee Determines Need for a Consulting Service

By Christine Curless, Community Networking Representative, Indiana Wesleyan University

The Experiential Education Committee met during the Midwest ACE conference in Indianapolis. Seventeen employers and educators made up the group and were excited to add their ideas and suggestions to the committee. Goals were identified and coordinated with the MWACE goals. Important goals identified were increasing membership, especially with employers, improving the benefits and values of the organization, and providing more educational opportunities that will facilitate the ongoing communication between colleges and employers. To that end, the plan for a consulting service was originated.

The need for this service was multi-faceted as the group discussed experiential education at the colleges and universities represented. Different terminology was used by each representative and was determined to be confusing to employers. Some educators call it experiential learning, an internship, externship, service learning, practicum, or cooperative education. In addition to the variety of names attached to work experience for students, these experiences can be paid, unpaid, for credit, or not for credit. It was then decided to form a consulting service available to employers to assist them in wading through the options.

This consulting concept will be developed by Gerry Wickham, Katie Kennealy, Amy Fruehling and Phil Jordan. This group hopes to form an informational service for companies that will answer questions for employers interested in experiential education and therefore entice employers to be members in MWACE. Employers will be surveyed to determine what will best meet their needs. Some of the topics the committee is interested in learning more about are:

- What is the corporate goal of your recruiting program?
- Is your internship program successful and what are your measurements of success?
- What would you like to gain from membership in MWACE?

The methods for delivering this consulting service could be through Webinars or an improved website.

In considering the goals of MWACE in combination with the Experiential Education committee, a consulting service was determined to be a positive way to meet the goals of both and to attract more employers to the organization. Members of the committee are working to determine and meet the needs of employers with this service.

Professional Development

Professional Development Opportunity: 2008 Summer Leadership Institute

Sponsors: Career Development Professionals of Indiana and the Midwest Association of Colleges and Employers

Dates: Monday, June 16 through Thursday, June 19, 2008

Location: Franklin College, Franklin IN (20 miles south of Indianapolis)

Faculty: Experienced career services professionals

Goal of the Institute: To provide high quality, low cost, intensive training for both emerging and experienced leaders in career services.

Cost: \$450 includes all sessions, course materials, meals and lodging (single rooms with shared baths)

- * Immerse yourself or a key staff member in the nuts and bolts of career services programming
- * Sessions on office politics, technology, legal issues, strategic planning, employer development, marketing, budgeting, assessment, ethics and more
- * Learn about best practices and network with other career services leaders

Please save the dates and plan to participate June 16-19, 2008. Watch CDPI's website www.cdpi.org this fall for more information and registration forms

Upcoming Events

2007 Trends in Recruiting Conference

Holiday Inn Chicago Mart Plaza, Chicago, IL

November 15-16, 2007

Make your reservations now!

http://www.mwace.org/web/2005/09/news_and_events.aspx

2008 Annual Conference, St. Louis, MO
July 28 – July 31, 2008
Millennium Hotel, St. Louis, MO