



**Community Work and Life Center (CWLC)
Addis Ababa University**

**Report on the Proceedings of
The CWLC Workshop**

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December 13- 15, 2005**

**Venue
Desalegn Hotel
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**Addis Ababa
Ethiopia
2005**




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Day One

Welcoming Address

Lulit Tekie Tekle, Director of the Community Work and Life Center (CWLC), warmly welcomed participants to the CWLC workshop. She then invited Ato Mulugeta Dean of students at the AAU, to make the formal welcoming address.

By Mr. Mulugeta Naizghi
Dean of students

Dear participants of the workshop
Ladies and Gentlemen

I am very pleased to make a welcome address to this workshop. The appearance of the new economic system in Ethiopian market has incurred the need for an educated workforce. Addis Ababa University as a leading higher education institution is expected to fill this demand. On the other hand, the workforce in Ethiopia is impacted by several damaging factors among which can be mentioned in: lack of skilled workers in rural areas, brain drain, the struggling agricultural economy, and the ravaging effects of HIV/AIDS. These challenges are coupled with the lack of an established system for linking recent graduate and undergraduate students to the job market. Job readiness or job placement programs are virtually non-existent in Ethiopia. The connection to the job market tends to utilize informal social and family networks instead of formal professional networks.

Previously Addis Ababa University did not have an information system or workforce preparation program designed to assist students in gaining appropriate skills and connecting them to employers before their graduation. An effective strategy to address workforce development is focusing on workforce readiness and preparation while making needed connections to employment opportunities. Equipping people with the skills and tools needed to obtain and sustain employment is an important part of developing the highly needed workforce. Addressing workforce development means addressing issues of workforce preparation and readiness, connecting qualified professionals with skilled employment opportunities, job creation and job sustainability.

In response to this need, the graduate School of Social Work in collaboration with the Jane Addams College of Social Work of the University of Illinois at Chicago (UIC) designed a project and established the Community Work and Life Center (CWLC) to target the student population at AAU in providing educational and job searching services aimed at workforce readiness and connecting qualified graduates to appropriate employment opportunities. Among the reasons that necessitate the establishment of such a center are

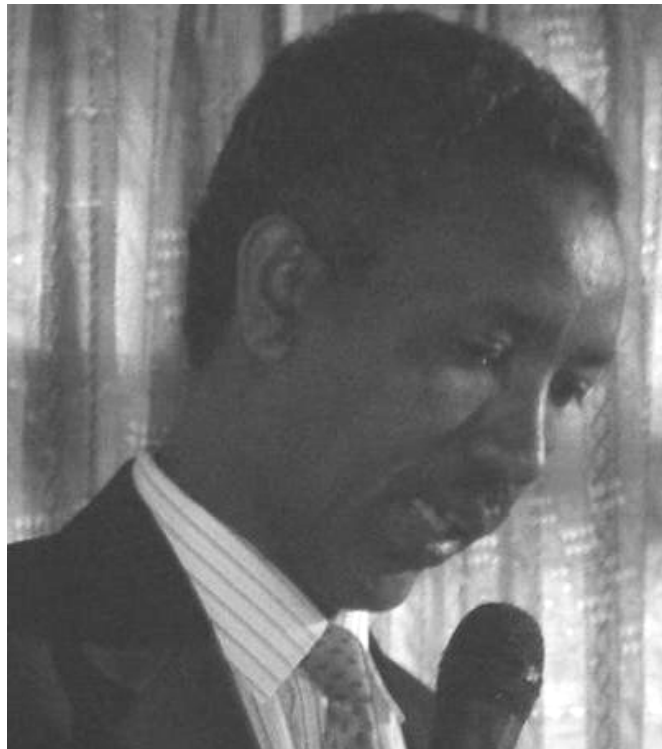
- ✓ *That there is no existing body to bridge the gap between graduating students and employers*
- ✓ *That most jobs are now found through personal networks rather than professional means*
- ✓ *That employers are constantly looking for work experience that are lacking in most of our graduates*
- ✓ *Graduates are unwilling to work in rural areas*
- ✓ *Many graduates work in fields different from their specialization due to financial incentives*
- ✓ *Not enough orientation for students to help direct them toward appropriate field of study, and so on*

Even though the Center was initiated by the School of Social Works, it is now the responsibility of the Dean of Students of AAU. So far it is being run by a director and three graduate students of the School of Social Works working as project assistants on a part time basis. So far this group has made some baseline surveys (both on the student and employers needs) and some focus group discussions that include

- ✓ *Stress management vs. academic achievement*
- ✓ *The impact of HIV/AIDS on academic achievement of and career plans of prospective workforce*
- ✓ *Assessments on workforce readiness and existing life skills of graduating students*

At the moment the Center is funded by the CIPUSA and the State Department of USA with several organization among which are

- ✓ *The Ethiopian Employers Federation (EEF), which we believe is going to absorb most our graduates*
- ✓ *The Christian Relief Development Association (CRDA), which is an umbrella organization of many NGOs*
- ✓ *The African AIDS Initiative International (AII), which is a Harvard–University based organization located at AAU, which is giving important services in creating HIV/AIDS awareness for AAU students and providing free VCT services.*



Mr. Mulugeta Naiygi delivering his welcoming address

As was mentioned at the beginning, the need for organizations such as the AII is of paramount importance when we look at the damage HIV/AIDS is causing to the workforce of Ethiopia at

the moment. We are now in a time where HIV/AIDS has affected more than 40 million people throughout the world most of which are in Sub Saharan Africa where Ethiopia is located. In particular, college students are at a higher risk since they are at a stage where they leave home, they are planning for the future, they are gaining independence and they are meeting lots of new people. In addition this group is at a point of physical, emotional and sexual growth. And college life offers more opportunities to develop sexual relationships. The bottom line is thus we cannot afford to develop skilled manpower only to lose it to HIV/AIDS, can we?

In summary, this Center is expected to organize

- ✓ Networking opportunities*
- ✓ Job fairs*
- ✓ Resume writing workshops*
- ✓ Interviewing tips*
- ✓ Connections with job opportunities and employers*
- ✓ Short-term, long-term, part time, and full time employments*

To assist us in the realization of the Center, we have among us some experts from the United States of America for this three days workshop. The first two days will be on career development and the third day will be on HIV/AIDS.

The participants include associate and assistant deans of students from different campuses of AAU, people from partner organizations such as the EEF, CRDA, and AAII and students from anti-HIV/AIDS and other clubs. Finally, I would like to thank the organizers, presenters and all participants of this workshop and I hope we will achieve our goals through such training and hard work and more AAU into a better future.

Thank you

Introduction

Following the welcoming address, Ato Mulgeta invited members of the trainers group to introduce themselves. The ensuing are members of group and their respective professional positions.

1. Paul Klein, Director of Career Services Center, Cleveland State University
2. Yolanda Burt, Assistant Director of Career Services Center, Cleveland State University
3. Suzanne Carlberg-Racich, PhD Candidate, Training Specialist, MATEC
4. Dorothy A. Faller, (Title), a former Executive Director of the Council of International Programs USA

Dorothy reiterated that the trainers have ample experience in the focal themes to be covered during the workshop. She expressed her happiness about having the opportunity to work in Ethiopia. Dorothy then urged participants to ask questions and to be open throughout the workshop. The trainers would do all they can to provide the information needed, Dorothy said on their behalf.

Following this, participants introduced themselves including their names, the institution they represent, and their position in their respective organizations. There were a total of 49 participants comprising deans, associate and assistant deans of students, staffs of the CWLC, laboratory technicians, counselors, Student Anti-AIDS Club leaders, University Workers' anti-Aids club leaders, data manager, project coordinator, and director of Ethiopian Employers Federation.

Coffee Break

Session one: Building an Effective Workforce

Paul welcomed participants again and urged them to actively take part in the workshop. He promised that he and Yolanda would try their best to impart their knowledge and experience to them. Paul then went to deliver a presentation on building an effective workforce.

Paul stated that through collaboration and career development, Career Services Center aims to accomplish the ensuing purpose, goals, and objectives.

Purpose

- ✓ To create a model by which a Career Services Center can be established to recognize, create and facilitate a pipeline of talented students to meet the needs of technology-based industries.

Goals and Objectives

- ✓ To explore the role of Career Services Center Programs in addressing workforce needs.
- ✓ To examine ways in which students can prepare themselves for the workforce through career development.
- ✓ To present a model for a University Career Office that incorporates academic partnerships and staff efficiency.

Stressing the importance of Career Services Center, Paul said that the issue is very important and entails a huge responsibility since it deals with future leaders, politicians, and professionals from different disciplines.

The purpose of the career center promotes the flow of partnership among employers, academics, and students. As a case in point, he mentioned a career services center, which offers students to community work force development opportunities, and enables them to understand the corporate side of the employer institutions.

Addressing dean participants in the training, Paul said that as part of their roles they are concerned with getting the best out of their staff. Efficiency is a concern. He mentioned a popular saying, “getting the biggest bank for the buck” which literally, he said, means “getting the biggest impact for one’s money”. He added that to bring about change, there is a need to plan.

Our Present State

Describing the existing situation, he said that we are in a state where

- ✓ Global market demands (especially in the technological fields) dictate the mastering of core skills and abilities. However, business and corporate leaders report a decline in the number of qualified workers for technology based industries.
- ✓ There is also a decrease in the student enrollment in engineering, science and technology.
- ✓ There is therefore a need to create a comprehensive approach to remedy the imbalance in demand and supply.

In relation to the above points that call for the setting up of a career development center, Paul mentioned issues such as brain drain, which is reinforced by shortage of qualified experts and which could partly be addressed by attracting work instead of letting qualified local professionals leave. He then cited an example from USA where student graduates were used to attract investment.

Question – a participant asked for clarification about the underlying reasons for the decline in the number of graduates in the field of engineering, math, and other science/technical fields.

Yolanda replied that the problem has been recognized as an issue of utmost concern and there are efforts to address the situation. One measure is to assess the root causes for the situation. There are efforts that focus at the early stages of education whereby young students are advised and encouraged to take more science/technical courses. In the U.S. the reasons include the disproportionate emphasis given to proficiency test, which absorbs most of the students' and teachers' energy and time.

Question – a participant asked if these measures have bore any fruit, in private and public schools, in terms of increased participation of students in taking science/technical courses.

Yolanda stated that there are progresses. She also pointed out the difference that prevails between public and private schools. That is, while public schools are resource poor, private schools are well provided. This difference, she said, is also reflected on the curriculum implemented by the two categories of schools resulting in a gap in favor of the private. She added that there have been efforts to address the gap by promoting close interaction among parents, teachers, and school administration. This has brought about change, and might be adopted as a model in other similar contexts.

Comment- reflecting to the above comments about understanding the root causes of the reduction in the number of graduates from science/technical fields, he stressed that such a study should not focus at higher educational level but rather at lower educational levels. He then appreciated the very idea, which he considered an important lesson.

Yolanda then went on to briefly describe the ensuing points on project strategies and plan of action.

Project Strategy

- ✓ Research substantiates Career Services Programs as an effective means of cultivation the skills of students to prepare them for the workplace.
- ✓ Cooperative Education and Internships are Career Programs that facilitate the transfer of knowledge from the classroom to the world of works
- ✓ Through these career programs students gain invaluable opportunities for networking and gain knowledge out the organizational culture of their employers.

Plan of Action

The following workshops will provide an infrastructure by which career development can be fostered and implemented:

- ✓ Career Development Programs: Preparing students in a Competitive Global Economy.
- ✓ Classroom and Boardroom: Collaborating to Create a New Work Space
- ✓ Maximizing Potential Effective Tools for Career Success
- ✓ Benchmarks in Development University Career Services Center

Question – Yolanda asked participants to share with her the kinds of skills that determine the success of an employee in the work force.

The following are the responses of participants:

- ✓ Conflict management skill
- ✓ Technical skill
- ✓ Leadership skill
- ✓ Effective communication skill
- ✓ Computational/mathematical skill
- ✓ Listening skill

Reacting to responses by participants, Yolanda said that the above skills make up what are called competency cluster skills. These skills, she added, should be part of our curriculum. The focus of a career development center is not just matching a student with an employer, but creating opportunities for skill development of students and practical application of skills learned.

Question – addressing the dean of student’s participants, Yolanda asked them what part of the curriculum helps students to develop the above discussed skills.

A participant replied that often time’s curriculum is developed by politicians instead of professionals, and they are hardly tailored to meet the needs of students.

Yolanda stated that there are similar experiences elsewhere. The center, she stressed, could be a change agent by contributing to the overall improvement in the way things are being done. In the mean time, Yolanda called for creativeness to get things done in a desirable way.

Reflecting on the above discussion, Paul stated that in classes teachers should not be too keen to teach skills to students but rather ask and encourage them to demonstrate skills such as being a member of a team and demonstrate their leadership skill, or ask students to write a paper on it and present to the class. This, he said, is one example of effective communication, and stressed that classes should be designed to meet the needs of students.

In addition to the above mentioned skills, Yolanda added the following:

- ✓ Critical thinking, which is often referred as ‘thinking outside the box’
- ✓ Problem solving skill
- ✓ Creative thinking skill

Yolanda pointed out that it is difficult to change practices that have been accepted for a long while. Critical thinking, she said, is not about getting a career but exploring different opportunities.

Comment - A participant pointed out that to promote critical thinking among students, one measure could be to improve the teacher-student ratios in the classrooms.

Question - Yolanda then asked participants what they would like to have accomplished through the career services center.

Participants mentioned the following points as challenges to be addressed by the center

- ✓ Material problems
- ✓ Environmental problems
- ✓ Critical thinking
- ✓ Issues of partnership, cooperation, and linkage
- ✓ Lack of interest on the part of students for extracurricular activities

Question – a participant asked the trainers about how a career services center is developed and asked trainers to share their experience in this regard.

In response to the above question, Paul stated that setting up a career services center is challenging since everyone at the university is preoccupied with other issues. Relating this to his experience, he said, when he became director, the Career Services Center at Cleveland State University was not as large as it is now. There were, he said, problems, and concerns. What is more, he stressed, most of the problem and concerns had to do with the fact that people were not aware of the activities of the center.

Highlighting on the major components of the process of setting up the center, Paul stated that when they set up their center they had to tell stories, share their vision with all those concerned, build partnership and networking, and feel good about themselves and their students. They, he added, had to let everyone know about all their successes including small ones.

Comment – reflecting on the presentation about building effective work force, a participant stated that the work culture in Ethiopia is not satisfactory, and needs to be addressed.

Yolanda stated that work ethic is an integral part of life. She said that she had observed a strong work ethic among local people during her brief stay in the country. As a case in point, she mentioned the case of women carrying firewood on their backs and heads. The work ethic, she said, is already there, and thus only needs to be channeled for a common goal. Type of work, she added, should not be used as a source of separation, and thus all work should be recognized and appreciated. She reiterated that success at small levels could be

built into success at national level. Critical thinking or creative thinking could also be pulled out from every discipline.

Comment - Reacting to the above comment, a participant insisted that the emphasis should not be on graduates, and attention should be drawn to lack of work culture, and the unequal division of labor at household level

Comment – another participant stated that being a job creator is not about having resources or money; it is rather about having ideas. Thus, the focus should be ideas.

Comment – a participant stressed the widespread lack of self-assessment skill that could people to assess what they have accomplished.

Reflecting on the above comment, Paul stated that opportunities come in different forms, and stressed the importance of taking risks. As a case in point he mentioned his career development, after having taken a risk, he ended up doing the job he likes and in which he feels very rewarded.

Paul stated that through their constant quest, students also create jobs. The major complaints of students working as interns, he said, are that ‘they are not challenged enough’. Hence, employers should acknowledge and embrace them. This, he said, is also a challenge to the faculty as they have to make the environment convenient and active for learning to take place. With this, he cited as example the case of Bill Gates, who dropped out because he had ideas, which no body wanted to listen at the time. He also cited the case of Stanford, who was a student at Yale, and who later went on to set up his own university, Stanford University, because nobody at the time recognized his ideas.

In relation to the question about assessment skills, Yolanda stated the issue would be covered in detail in subsequent sections.

Comment - Another participant suggested for a consensus on the way ‘work culture’ is being understood and its effect on family and societal level. The significance of issues like nepotism and structural opportunity, he added, should be explored together.

Question – A participant asked where the focus should be – developing quality of graduates or quantity of graduates

Paul stated that ideally both quantity and quality are sought. Decisions, he said, have to be made regarding where the emphasis should be. The kind of decision to be made is influenced by different factors including values. To illustrate the point he mentioned the dilemma between getting all the students to graduate; and providing comprehensive preparation and experience for a few graduates. Often times, he added, it is better to strike a balance between quantity and quality. While making career choices, he pointed out decisions could be dictated by our motives including monetary benefits or satisfaction. Success, he said, can be measured, talked about, and is evident.

Question – Another participant asked for clarification about the difference between networking and partnership

Yolanda stated that partnership is about commitment between stakeholders, and partners are supposed to always be on the look out for the benefit of the whole. Networking is a chain or link that connects people to information.

Question – Yolanda then asked participants how they understand the term ‘stakeholder’

Participants replied that stakeholder constitutes individuals or groups that benefit from a given project or certain venture.

Comment - a participant stressed that students should not be job seekers, rather they should be prepared to become job creators.

Comment - Reacting to the above comment, another participant stated that for students to be job creators there should be change in the socio political setting.

Comment - Another participant also added that it is too much to expect the youth to be job creators in resource poor country like Ethiopia.

Yolanda appreciated the discussion and pointed out that there is nothing wrong with working for others.

Comment – A participant also commented on the need to ensure consistency between the curriculum and the indigenous values. This seems to be lacking, he added, since the courses are adopted from or are based on Western ideology, and thus they should be tailored to fit the local context and the future of the country

Yolanda, in response to the challenges raised by participants, stated the issue of lack of resources and environmental constraints could be addressed through group collaboration. Employers could be encouraged to make an investment in students prior to graduating. The investment does not necessarily be in terms of money. It could be in the form of time, for instance, by facilitating internship programs.

Paul, reflecting on the issue of networking, stated that regardless of the quality of education, there should be a network of support. As a case in point, he mentioned that clubs represented in the training could be organized into a network of support.

Yolanda added to the discussion by saying that network of support should take into account the family. They should be members of the team, and should develop sense of being members of the university. She cited the Link Program as an example whereby the program works with parents that are organized into parent support group. Parents may not know how to support their children properly. Parents support should go beyond provision of material, and should include emotional aspects. Hence, it is imperative not to leave out the family while designing programs and parents should be made to appreciate the values of education.

Comment – Director of the Ethiopian Employers Federation expressed his agreement about the need for investment and the responsibility of the university/career services center to forge partnership with employers in order to help students. The relationship, he said, would

help students find or create jobs. On behalf of the Federation, he invited the dean of students to come forward and set up a relationship with the Federation, which, he said, has already invested to the cause of bridging the gap between employers and students.

Paul stated that career development is a lifelong process. At the early stages, children should be nurtured to assume responsibility and accountability. Workshops, he added, are meant to facilitate the process.

Yolanda stated that this could be facilitated by a higher institution/program. People need to be motivated to ponder on the kinds of life choices they have to make.

Comment – A participant suggested that the discussion should not be limited to identifying problems, but also should focus on seeking solutions to the ones already identified.

Paul acknowledged the point and urged participants to consider themselves as being part of the solutions as well.

Lunch Break

Session Two: Career Services Center

Paul started the session by sharing a management philosophy that states: “We can do always better” and “We are not going to sit on but build on our success.” The Career Services Center at Cleveland State University is very established presently, he said, and people have the impression that it has been like that inception. He then went on to deliver a presentation about the different aspects of a Career Services Center.

Primary Student Services

- ✓ Career Development Courses
- ✓ CSU CareerLine
- ✓ Cooperative Education Program
- ✓ Senior & Alumni Services
- ✓ Student Employment

Career Development Courses

- ✓ CSC 121: Career Orientation
1 credit hour
- ✓ CSC 321: Employment Strategies
1 credit hour
- ✓ CSC 224: Career Exploration
3 credit hours

Information to prepare the student on their careers could either be delivered through independent/separate career development courses or through courses that have career development aspects integrated into existing curriculum. The course cover issues like resume preparation and self-exploration. The idea behind these courses is mainly to help students to get used to networking.

Yolanda stressed that workshops/seminars that are organized for this purpose should have structures.

Courses related to career development are provided four times a year in Cleveland State University. Course could be taught off campus. This requires building partnership between academic and the employment sector. Co-op or internship experience also granted academic credit. The overriding principle in the provision of the courses is that students partake in a given course because they need it, and the faculty responds to that.

CSU CareerLine

A computer-based program which:

- ✓ Facilitates students' career search
- ✓ Connects students to employment opportunities
- ✓ Sign up for on-campus student recruiting

Paul added that students live and breathe technology. As a case in point, he added, the proportions of students who rely on books only have declined.

Career development strategies

- ✓ Define goal or objectives

Decisions are matters of choice, not chance.

- ✓ Assess alternatives

Yolanda said that assessment entails evaluation of interest, ability and values. Assessments are not predictors but evaluators of current performance.

- ✓ Gather information

Information has to be centralized and be accessible to all.

- ✓ Assess outcome or consequence

- ✓ Establish a plan of action

The whole process is like a cycle that starts with definition of goal, then assessment of alternatives, then gathering information, then assessment of outcome probability and desirability, taking action, and finally refining of goals. Yolanda said that the above process is a model that works for everything in life

Career Services Centers should have resources to facilitate students' search of jobs. The center should also have a counselor to develop a plan with student, or student should prepare one alone.

Cooperative Education

- ✓ Paid
- ✓ Degree-related
- ✓ "Real world" work experience

Cooperative education allows students to earn money while working on something that is related to their career. It has its own stipulation. It prepares students for real world work experience.

Unlike internship, which is often a one-time paid or non-paid experience, co-op is always a paid experience and it is on-going/periodic. Co-op could be like a part-time employment where students get to work while studying. Co-op, thus, gives students more chance to be employed by a certain organization.

Benefits of Co-op

- ✓ Validate your career choice
- ✓ Improve academic performance
- ✓ Increase placement opportunities

Yolanda added that co-op increases placement opportunities by linking up students with employer companies before graduation.

Criteria for Co-op Eligibility

- ✓ Be a student in good academic standing
- ✓ Take CSC 121 or CSC 321
- ✓ Meet with one's coordinator

Senior & Alumni Services

- ✓ Career Fairs
- ✓ Workshops
- ✓ On-campus Recruiting
- ✓ Personal Advising
- ✓ Resume Critique & Distribution
- ✓ Mock Interviewing
- ✓ On-going Services to Alumni

Paul said that from an organization's point of view, a career fair is about being visible. Small organizations partaking in the career fair could get employees that could get the organization's name out. On the other hand, from students' point of view, in a career fair, he added, students refine their skills in how to approach an employer, and thus it helps boost their confidence. The career fair is also relevant even for those students who are undecided about what they would like to do since it provides them the opportunity to learn about different organizations and identify those that match their interest.

While discussing the mock interview, Paul invited Alice to join him for a mock employee-employer interview. During and after the interview, Paul demonstrated the positive and negative aspects of the dialogue. While speaking of qualities like problem solving skills, he stressed, interviewees should demonstrate their skills during interview by citing specific examples.



Paul and Alice doing a mock interview

Networking for a student starts with a classmate, and faculty members. Personal advising should be the first step in senior Alumni services. An example of a Senior & Alumni Services could be the academic advisory handout.

Speaking of resumes, Yolanda stated that it serves as a way of creating network. The resume, she stressed, should reflect the most positive aspects of the applicant.

Paul then cited an example to illustrate emphasizing negative and positive aspects:

- ✓ Two percent of those who use our tooth paste get cavities – negative tone
- ✓ Ninety-eight percent of those who use our tooth paste do not get cavities – positive tone

Yolanda stressed that career decision should be made by the person concerned since the person has to be committed to the decision.

Yolanda then spoke about career development procedures:

- ✓ Assessment
- ✓ Exploration
- ✓ Decision making
- ✓ Implementation

Essential work skills

Yolanda then outlined the following essential skills, which an employee should have:

- ✓ Positive attitude
- ✓ Communication and interpersonal skills
- ✓ Critical thinker
- ✓ Able to work well under pressure
- ✓ Problem solver
- ✓ Computer literate
- ✓ Team oriented
- ✓ Adaptable and flexible
- ✓ Able to train others
- ✓ Dependable and responsible

Yolanda stated that one should think in terms of how to demonstrate these skills.

Comment – Alice stated that assertiveness is not an integral component of the Ethiopian culture. People could be highly skilled, but still have to be urged to share what they know. Tooting one's horn is not common.

Yolanda then presented the following assertiveness and attitude checklist.

Checklist	Satisfied	Need to improve
Do I always do my best		
Am I friendly and cooperate		
Am I prompt and dependable		
Do I appear to be confident		
Am I believable		
Do I appear to be trustworthy		
Do I appear to be intelligent		
Do I dress appropriately		
Can I accept compliments		
Do I let others decide for me		
Do I give compliments		
Do I make suggestions		
Can I say no		

Participants then raised different questions related to the above checklist.

Question- a participant asked how one can say no, and be taken seriously.

Yolanda, stressing the importance of saying no, stated that it prevents one from being overwhelmed. It is better, she added, to do one thing well than to do many things **so-so**. It is possible to let others know that when we say no, we mean it by being committed to our stand.

Question – a participant asked how one could appear intelligent.

In response, Yolanda stated that one can give the impression of being intelligent by dressing and communicating properly. The issue, she emphasized, should not be taken to be presumptuous, stereotypical, or prejudicial; but instead refers to being appropriate. She said that it is common for people to make judgments by just looking at the person’s appearance, which could be right or wrong.

The Career Services Center, she pointed out, should have resources like books, suits, and ties.

Yolanda then cited findings of a study on executives about traits they seek on their workers, and which they think determines success. The following are the findings:

- ✓ Enthusiasm 80.6%
- ✓ ‘Can do’ attitude 65.1%
- ✓ Loyalty 62.6%
- ✓ High energy 40.3%
- ✓ Assertiveness 13.0%

Question - Yolanda asked participants why executives consider enthusiasm to be important for an employee to have.

Participants replied that enthusiasm could be taken as a sign of energy and commitment

The career services center should strive to get students to realize the importance of those skills, and provide support to this effect. Opportunities should also be created for students to refine these skills before graduation.

Question- a participant asked for clarification about the meaning attributed to loyalty.

Yolanda stated that loyalty does not refer to working to one organization for a long time. It refers to commitment to do what one sets out to do. It also means being dependable and responsible, having integrity, and being committed to a set timeframe.

Question – a participant asked if loyalty to a boss with the intentions of being respectful could fit to the meaning given to loyalty in this context.

Comment – a participant suggested that loyalty should be understood in terms of being loyal to one's values.

Question – a participant asked if being loyal means being submissive or going along with unethical acts/decisions.

Paul added that loyalty does not mean being unethical. He cited the case of an American company called Enron, which is out of business for 'cooking the book'/unethical conduct.

Student Employment

- ✓ On-campus
 - Federal work study
 - Non-work study
- ✓ Off-campus
 - Community service learning
 - America Reads

On-campus Employment Guidelines

- ✓ Students must be enrolled for at least 6 credit hours
- ✓ Students may not work more than 20 hours per week

Location of Student Employment Job Openings

- ✓ Lower level of University Center
- ✓ Ground floor of Viking Hall
- ✓ Plaza level of Rhodes West
- ✓ On the web at CSUOHIO.EDU/employment

How to Gain Student Employment

- ✓ Apply directly to the department noted on the job posting
- ✓ Ask the department administrative assistant about possible openings
- ✓ Let faculty know you are interested in research opportunities

Coffee Break

Session Three: Wrap up and Q&A

Comment – a participant pointed out that, in a context that is passive, being assertive could be considered as being aggressive/overbearing.

Question – a participant asked how one knows if s/he is exhibiting the skill of critical thinking.

In response to the above question, a participant stated that critical thinking refers to going beyond a point and taking into account different ideas.

Yolanda stated that the career services center should cover all the work skills. She then went to make a presentation on goal setting as part of assessment.

Worksheet

Personal strength	Personal weaknesses (need to improve)
Favorable external conditions	Unfavorable external conditions
Strategies to reach goal	Resource

Career development assessment involves:

- ✓ Looking inward
 - ✓ Looking outward
 - ✓ Looking forward
- Looking forward – is about steps that need to be taken.

Yolanda stated that assessment involves exploring our values or the issues that are important to us, and doing an inventory of our strengths.

Question – a participant asked why feedback from others is needed while self-assessing.

Participants replied that feedback helps to identify one's strengths and weaknesses, which are not noticed by the person concerned.

Yolanda added that such feedback should be sought from someone that could be honest with us.

Question – a participant asked for clarification about the meaning of feedback.

Yolanda stated that feedback could be about anything. In this context, it could be about skills such as assertiveness, failure to prioritize, time management, lack of assertiveness, or over inflated ego.

Steps to be taken for the development of the center

- ✓ Setting goals
- ✓ A nurturing environment
- ✓ Students that feel part of a major group
- ✓ Raising scholarship money for students
- ✓ Planning activities and utilizing the support system at the center's disposal

Yolanda stated that it is very satisfying for Career Services Center staff to see the student they have recruited making it big professionally. Such alumni could also be invited to come and mentor students.

Comment – a participant suggested that employers should be mobilized somehow to realize the importance of availing part-time, co-op, and internship employment for students. He then asked trainers to reflect on how this could be achieved.

Paul stated that to get employers interested to be part of the program, it is vital to demonstrate the potential of the Career Services Center in assisting the lives of students. The faculty, he added, should be keen to support efforts that require its support; and proper structure and partnership should also be put in place. Paul then mentioned the case of a bio-tech program which is a good example of a strong program that successfully elicits the collaboration of students, university, and employers.