Wisconsin College Personnel Association

May 2007

Volume 1, Issue 2

Inside this issue:

Special points of interest:

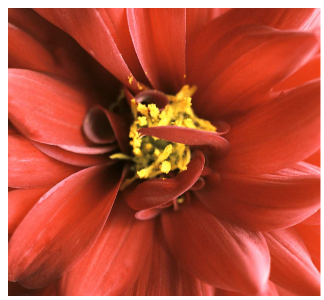
- PDI Update!
- Finish up on the Portfolio article started in the January Issue
- Member Spotlight
- Volunteers Needed
- Call for Programs!
- Check out the website: www.mywcpa.org

Spring is a time for change… by Matt Suwalski

Change…

Change is always happening. No matter what we do in our lives we can never prevent the world from changing. It's constant and unrelenting, and it is always challenging us. However, one can take great comfort in the fact that change can be good and change can be bad. Some changes will be more welcomed than others and some will be quick and some slow. In our profession we have been trained to focus so much on others, that I feel we often forget to look in the "mirror." We do not take enough time for self reflection and introspection. Many of us have had training or schooling which has prepared us for what were doing now, but has anyone ever sat us down and told us how to make ourselves better.

My challenge to all of you is that you a take a moment each day and reflect upon where you and where you want to be. Aspire to do great things, and begin planning your road today. Think about things that make you happy, things that you are passionate about and things you don't like doing. Find ways to increase your happiness in the world.



Recently, my first child was born and this little event had a huge ripple affect on the rest of my life. It had thrown me for a loop. I tend to be someone who, at any time of the day can find something to keep myself occupied. However, after the arrival of my son I find it more enjoyable to sit and gaze endlessly at him while he sleeps than continue to constantly look for what to do next. This catalyst event caused me to open my eyes. To begin to look at my life not only from the narrow scope of the work I do, but from what my life is and what it means to me.

As we enter this very busy time of closing down the end of another great school year, lets all reflect. Ok, for those not so introspective create a list and read it to someone you trust. Continue to remember to take those "moments" and live your life. You may not even realize that your work-life balance may be out of sorts until you have those ripple moments that throw you off kilter. Well I hope this little insight offers you the guilt free ability to take some time to help the helper (that's you). Take some time and think about what you need to be successful and happy.

Don't let work define who you are, let who you are define your work.

Call For Programs!

Sustaining Our Campus' Future

WCPA Fall Conference 2007

Thursday, October 18th-Friday, October 19th, 2007

Chula Vista Resort, Wisconsin Dells

Submit your programs online at www.mywcpa.org

ANY and ALL Program Submissions are Encouraged!

Submissions are due July 30th

Wisconsin College Personnel Association

Focus Area of the Quarter: Career Advising
All You Ever Wanted to Know about Portfolios: An Interview with Carmen Croonquist of UW River Falls

Article continued from January 2007 newsletter...

Step Four – Presenting Your Portfolio: Will be covered in response to a subsequent question.

Focus: In your seminar, you mentioned six types of portfolios. Could you briefly describe each type and what its purpose is?

CC: **Learning Portfolios:** Used primarily in educational institutions as an assessment tool, the audience is the faculty member, department, or school district. With a learning portfolio, the objective is to demonstrate progress toward pre-established learning outcomes and subject mastery. This type of a portfolio seeks to demonstrate a student's growth over a specified period of time.

Certification Portfolios: Portfolios are becoming increasingly used by professional associations and governing agencies to grant certification or licensure in a number of career fields. For example, individuals seeking teacher certification in the state of Wisconsin must have a portfolio to demonstrate competency in ten teaching standards.

Project Portfolios: Project portfolios provide an internal mechanism for helping an organization retain "institutional history" by documenting a project from beginning to end. They are often used to help another individual or team recreate the project in the future. At UWRF, we use a project portfolio for our annual Career Fair. Our Career Fair is planned by a student intern; each year there is a new Career Fair Coordinator. The project portfolio helps the Coordinator learn all of the steps taken toward planning and promoting the event.

Performance Portfolios: Portfolios have become an essential tool for performance reviews. I require each of the professional staff members I supervise to bring a portfolio to their annual reviews. It is a way for an individual to compile artifacts that show how they have met or exceeded performance objectives or how they have added value to the organization. A performance portfolio can be particularly effective in making a case to receive a raise or promotion. It can also be used to assess a department's performance. Instead of writing a boring annual report, this year I put together a departmental portfolio.

Employment Portfolios: An employment portfolio is one that is used during the job search, primarily in interview and salary negotiation situations. The portfolio contents are targeted toward the needs of a particular career field and employer. By pulling together work samples that illustrate personal traits, experience, accomplishments, knowledge, and skills, it helps a job seeker facilitate a dialogue with interviewers. It builds confidence, distinguishes you from the competition, and enhances your credibility. It is particularly effective in helping an interviewee build rapport during panel interviews.

Personal Portfolios: A personal portfolio can be used as a career development tool to clarify themes and patterns, values, interests, decisions, purpose, motivation, goals, etc. Because you are the audience in this instance, artifacts may or may not be shared with others – which means that more personal items can be included than in other types of portfolios. Personal portfolios can be valuable for goal-setting, networking, re-careering, and retirement planning.

Focus: What goes into a portfolio and what, if anything, stays out?

CC: Again, portfolio contents are always dictated by the targeted audience. However, there are some common portfolio elements. Most portfolios have a title page, a table of contents, personal statements (mission, values, goals, and philosophy), a copy of your resume (which can be used as a nice foundation for constructing your portfolio), references, education and training, tabbed areas for your experience and skills, achievements and awards, community service, professional affiliations, personal hobbies and interests, summary pages, and captions/reflective statements.

What stays out? Anything that is redundant or controversial; anything that paints an unprofessional image of you; anything that is irrelevant to the way you intend to use your portfolio; or anything that could be used to discriminate against you.

Focus: E-Folios, portfolios posted on the web, are somewhat controversial. What are the pros and cons of having an E-Folio and when should one consider using an E-Folio?

CC: Both formats are valuable. An e-folio can be constructed on the web or via PowerPoint, and can be burned onto a CD. E-folios are the best format for showcasing technical skills; they eliminate paper and are easy to transmit to an employer.

However, there are some drawbacks. Certain items cannot be included due to the public nature of a website. And you must have solid technical skills to make an e-folio presentable and professional. One of the biggest problems encountered in using e-folios is that they are usually downright difficult or impossible to show during an interview –the very time when a portfolio can have the greatest impact on the hiring process. Passing around a lap-top with an e-folio is awkward and can disrupt the flow of the interview. The other major problem most frequently encountered is technology failure due to incompatible formats. Some job seekers will send an employer a copy of their e-folio either before or after the interview. This puts a demand on the employer, who may or may not take the time to view it. There is no

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guarantee that your e-folio will be viewed. In most instances, a hard-copy portfolio is still the best format to bring to an interview.

Focus: Are there benefits to assembling a portfolio above and beyond the obvious value of having an interview tool?

CC: The process of putting a portfolio together is as valuable as the final product. Not only does it help you organize information about yourself (great mental preparation for job interviews!) but it helps you recall the activities and experiences that have been the most rewarding; the ones that maximize your energy and motivation. The process of compiling tangible items can build confidence and clarity. Portfolios can help you get in touch with your purpose, mission, and goals. I'm a firm believer in the "Law of Attraction" –the quantum physics premise that thoughts and energy you emit toward various areas of your life will always magnetically attract more of the same. If your focus is on what brings you joy and what you want (instead of what you don't want), you will attract more of it. With this in mind, you could develop a future or goal-oriented portfolio containing pictures, desire statements, or anything that represents the types of things you want to attract into your life and career.

Portfolios can also be very advantageous for job seekers from other countries or cultures who hope to find employment in the US. One of my former clients was from Austria. She had a graduate degree and a very high-level IT position there. Her employer transferred her to the Twin Cities. After being in Minnesota for a few years, the company wanted to transfer her back to Europe. By then, she had married someone local and had two small children. She did not want to move back to Austria, so she quit her position. Shortly afterward, the IT job market tanked, and my client was struggling to even generate interviews for positions for which she was overqualified. By the time she sought my help, she was understandably very dejected with her job search. I encouraged her to develop a portfolio to help her explain the education and experience she gained in Europe to an American audience. It worked beautifully for her, and she landed a new position. She reported to me that having a portfolio helped her regain her confidence and improved her ability to communicate her qualifications to employers here in the US.

Focus: Looking back at that more obvious value, when and how should one use a portfolio during an interview?

CC: Selectively and intentionally; timing is important. I could share quite a few colorful stories about how some of my clients have misused their portfolios, but it would likely take up quite a bit of space!

Here's what I recommend for job interviews:

- First, thoroughly research the position, the career field, and the employer. What are they looking for, and which portfolio items will help you link your qualifications to their needs?
- Using the "STARR Technique," construct 15-20 specific examples of your skills and experiences. "STARR" is an acronym for "situation, task, action, result, and relate." Simply defined, it means being able to tell an effective interview story or example to prove you have a particular qualification. For instance, you mention in an interview that your work ethic is one of your greatest assets. Beyond merely stating this, you will need to come up with a specific example of a situation in which you demonstrated a solid work ethic. It is helpful to write down your "STARRS" so that you are more likely to remember them under the duress of an interview.
- Think about how your portfolio can help you address difficult questions, such as those about your challenges or times you made a mistake. Even the question: "Where do you want to be five or ten years from now?" could be handled more effectively with a portfolio. You could include a piece with goal statements, outlining how you plan to achieve your goals.
- Find portfolio items that back up your "STARR's." Put them in a place in your portfolio that will enable you to retrieve them easily.
- Since you don't want to leave your portfolio behind, create a mini-portfolio that you could leave with the employer.
- Role-play using your portfolio so that you feel comfortable using it.
- Never push your portfolio at the beginning of the interview; spend time developing rapport first.
- Don't wait to be asked about your portfolio, nor ask the employer's permission to use it. The person with whom you are interviewing may be inexperienced with portfolios, and could tell you "no." Instead, tactfully weave your portfolio into the interview process.
- Err on the side of showing too few items rather than overkill; be selective. Don't expect the employer to view the entire portfolio (unless they ask to do so); showing as few as five or six items can be very effective. Keep in mind that you are marketing YOURSELF, not the portfolio.
- Listen for key questions that indicate the "PEAKS" sought by the employer, and begin by responding to the question, followed with a specific example (your STARR).
- Then, you might say: "I have an example to share with you," (avoid asking IF they would like to see it) and locate the portfolio item.

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- Pull the individual item out of your portfolio and hand it over to them, explaining the relevance of what you are demonstrating. If you are interviewed by a panel, your item will be passed around and will effectively engage everyone in the process.
- When you aren't using your portfolio, don't keep it open continuously. It piques their curiosity regarding what else you might have in your portfolio.
- At the close of the interview, re-express your interest in the position and summarize why you are an ideal choice. Show your enthusiasm and point out, if you can, how they will get a return on their investment (ROI) by hiring you.
- Don't discuss salary unless there's a job offer on the table.
- Request business cards for thank-you's and follow-up.
- Reflect on the interview to determine if there are areas in which improvement is needed. Every time you interview is an opportunity to improve your interviewing skills!

Think about which portfolio items could be used for a second interview, or for the salary negotiation phase.

Focus: What is the future of the portfolio?

CC: I believe portfolios have a bright future. The use of portfolios is expanding exponentially in many career fields. I predict that soon portfolios will become as essential to the application process as cover letters, resumes, and references. Those who do not have a portfolio will be at a disadvantage. They may soon become more widely used for performance evaluations and other personal and professional endeavors.

Focus: Do you have any advice for career development professionals on the use of portfolios for their clients?

CC:

1. First and foremost, develop a portfolio for yourself. Walking the talk is the best way for you to learn the process and empathize with clients. How many career development professionals would feel confident advising someone on how to create a resume if they had never constructed one of their own? The same is true for portfolios.

2. Secondly, be prepared to sell clients on the benefits of having a portfolio. Let's face it –launching a job search is a lot of work! I'm getting a real taste of this at the present time myself, trying to find a position in Seattle so that I can relocate there. Your clients will need to know that there will be a payoff for their efforts; otherwise it will seem like more "busy work" for them.

3. Researching yourself and your job target is essential. Have them assess how their "PEAKS" (personal traits, experience, accomplishments, knowledge, and skills), values, and strengths relate to the career field or organization they are hoping to enter. Doing so will guide them toward a better final product.

4. If possible, show portfolio examples to help your clients gain a better sense of the types of work samples to collect, as well as assembly and layout tips to professionalize the look of the portfolio.

5. Have your clients practice using their portfolios. Since it may seem a bit awkward the first time they use a portfolio in an interview setting, a practice session beforehand can help them master the timing involved with weaving the presentation of their portfolio into the interview, as well as the ability to tie the contents of their portfolio to the needs of the employer.

6. Lastly, encourage your clients to keep their portfolios up-to-date. Ask them to schedule a performance review for themselves once or twice a year to re-evaluate the targeted areas and include new artifacts.

Thank you for the opportunity to provide a brief overview of my perspective on portfolios to the Wisconsin College Personnel Association!

Calling All Volunteers!

Help is needed for program review for the 2007 Fall Conference!

Sustaining Our Campus' Future

Program Proposals are due on July 30th with review Beginning August 6th –August 31st (times may change due to # of proposals)

All reviews are done via email!

If you have questions or are interested please contact Amanda Hebert, Co-Conference Chair at ahebert@uwsp.edu or 715-346-2620.

PDI Recap: The Ins and Outs of Online Communities and Technology: Best Practices and Strategies to Effectively Work With Our Students

By Greg Iaccarino

WCPA PDI Coordinator

University of Wisconsin-Madison

Slightly over 40 participants came to UW Oshkosh on Friday, April 20, 2007, a bright, sunny day to engage in some key dialogue about best practices on working with students that use a variety of technologies (such as Facebook, MySpace, Web 2.0 and many more). WCPA wishes to thank Andy Luptak and Shane Solomon from Concordia University Wisconsin, as well as Lisa Redlinski from the the University of Illinois at Urbana-Champaign, for facilitating some highly interactive and engaging large and small group discussions. As this PDI fell during the week of the tragic events at Virginia Tech, and given the role of technology in connecting colleagues during those events, the theme and discussion of this PDI was even more relevant. A complete PowerPoint of the PDI is available on WCPA's website. Some highlights and questions from the PDI that were discussed and debated from the PowerPoint and by the PDI participants included:

Proportion of Students on Facebook:

95.7% of Freshmen

88.5% of Sophomores

74.3 % of Juniors

72/5 % of Seniors

Source: U Mass (Amhearst) by Saunders, D., Jamieson, S.M., Hale, J.C. Paper presented at NASPA/ACPA Joint Meeting, March 2007

Top 5 Greatest Concerns of Student Affairs Professionals:

1. Academic Dishonesty Using Technology

2. Isolation

3. Overuse of Technology

4. Illegal Use of Technology

5. Unethical/Unpleasant Behaviors

Source: NASPA Study

Ethical, Legal & Behavioral Issues

Should institutions, by policy or practice, monitor social networks?

What is the role of social networks with mental health issues facing students?

What is said to Student Affairs staff regarding social networks?

Can you restrict staff from social networks (on company time and/or using institution's computer network)? Urofsky v. Gilmore, 216 F. 3d 401 (4th Cir. 2000)

Most/all will say yes, staff can join social networks.

You should make a conscious decision.

What are your guidelines?

(Continued on page 6)

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Positives of Social Networking

STUDENTS: Form friendships and study groups.
Meet people with similar interests.
Developing social conscience.
Share gifts and talents.
Networking tool for employment.
Connections with alums/post-college transitions.
Social activism and campaigning.
Study groups and encouragement.
Stay connected with off campus friends and family.

STAFF: Let colleagues get to know you better.
Easier to maintain than a website.
Market office programs and services.
Blogs and podcasts of office programs and services.
Webinars.
Perform advising and resume critiques, etc.
Connect with students in addition to e-mail.

Penn State Professor Will Use Facebook.com to Teach Class

www.ed.psu.edu/news/smithfacebook.asp

Brian Smith, Professor of Information Sciences and Technology and Education, announced his plan to utilize facebook this fall in a class that focuses a significant portion of its time on human interaction with technology. Smith created a group on facebook that includes him, his teaching assistant, and students enrolled in the class. Members of the group are able to post assignments and announcements on the board. The group is visible to all facebook members, however only members of the group are able to view class discussions. Smith did this to relieve student concerns about their ideas and discussions becoming public, allowing students to speak freely.

Guidelines for Staff and Student Social Networks

STAFF: If you are going to let staff online –develop policies, protocols and train staff

Online conduct

- **Sites off limits? (porn)**
- **Recreation on business time?**

Online physical & mental health

- **Counseling & Health Services role**

Online student complaints & referral

Online emergencies (e.g. IM of impending threat)

What decisions (policy/practice) have you made regarding employee use of internet (esp. Facebook & MySpace)?

What policies/practices do you need or need help with? What policies/practices are you willing to share with others?

STUDENTS: What decisions (policy/practice) have you made regarding student electronic conduct?

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Everyone Should Receive Proper Education on the Ways to Effectively Utilize Social Networking Sites

Students:

- **Safety – financial & physical**
- **Image (reputation) and Photos**
- **Defamation – staff & faculty**
- **Conduct & Crime Issues**
- **Institutional Policies**

When:

- **General Student Body (small groups)**
- **Orientation**
- **Freshmen Seminar Classes**
- **Residence Hall Programs**
- **Residence Hall Programs**

Groups:

RA's

- **Clubs & Organizations, Student Government**
- **Clinical Students (interact with children)**

When: ASAP

Staff & Faculty:

- **Online sites (e.g., Myprofessorsucks.com)**
- **Student Behaviors**
- **Policies, Procedures, Expectations**
- **Faculty – teach written civility**

When: ASAP

Groups:

- **Student Affairs Staff**
- **Conduct Boards**
- **Administrators**
- **Deans and their schools/departments**

How:

- **Involve students and young staff**

Concordia's Training Program

2006-07 Schedule

May '06	**Faculty Inservice**
Summer '06	**Summer registration days: Parents**
August '06	**Res Hall Staff: RA's and RD's**
Fall '06	**Freshmen Seminar Program**
Winter '06	**Program for Education Students**
Winter '07	**Develop Peer to Peer Program**

Thank you to everyone who participated in this year's WCPA Professional Development Institute!

Watch for more information regarding future PDI opportunities!

Exec. Board and Functional Area Rep. Updates

President's Pen~ Arcetta Butler

Hello WCPA members!

I hope this message finds you all getting ready to wrap up the semester and the excitement of the end of another academic year. Having just returned from the ACPA National Convention in Orlando, I am revived and excited to head into the end of the semester. Having the opportunity to spend time with so many great professionals in the field was exciting and refreshing for the mid semester slump.

It was great to see many of you as well at the conference. I was actually surprised that I was able to chat with anyone from WCPA seeing that there were 9,000+ people present at the joint meeting. I don't know if anyone else shares this feeling but the conference was extremely busy. I applaud the planning committee for running the conference so smoothly.

This summer, WCPA President Elect-Paul Shepherd and I will be attending the ACPA President's Summer Leadership Conference in Missouri. We will have wonderful updates about the state of ACPA in the upcoming newsletter, so please stay tuned.

Updates from Career Services/Academic Advising Area Rep. Diana Maki

Greetings Academic and Career Advisors! As your representative for all things advising I just wanted to highlight some professional development opportunities you may want to consider:

Join WCDA! The Wisconsin Career Development Association aims to provide the structure and means for those with a professional passion to impact the career development of individuals. WCDA assures this by providing opportunities and an environment for its members to grow, learn and enhance their own career development. If you join by July of this year your membership is FREE! To learn more go to http://www.wcda.org/

WI-ACE Drive in Conference The Wisconsin-Association of College & Employers will host its annual Drive-in conference at the Chula Vista Resort in WI Dells May 14-15. For more info on this event please see http://www.wi-ace.org/

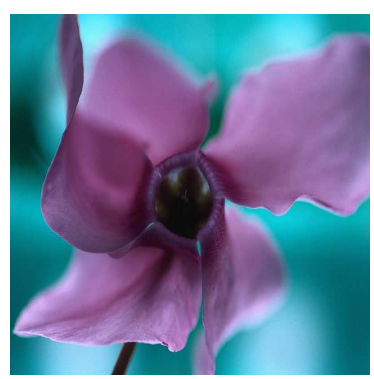
Attend WACADA in River Falls The Wisconsin Academic Advising Association will hold its annual conference on Friday, September 21st, at the
University of Wisconsin-River Falls. This low cost, one-day conference, is great for anyone with an interest in academic advising. For more info go to http://www.wacada.org/

NACADA National Conference in Baltimore This year's theme is: Advisors as Navigators: From Orientation to Graduation and Beyond. For more information on attending the conference Oct. 18-21 go to: http://www.nacada.ksu.edu/

If you have any questions about this info or anything else advising or career services related please feel free to contact me at dsmaki@wisc.edu

Thanks!
Diana Maki
Academic Advising and Career Services Representative

Updates from Health & Wellness Area Rep. Sarah Harvieux



Wellness News-- I'm new!

Sarah Harvieux, Health Educator at UW-Eau Claire, is the new wellness representative on the executive board. She is in her seventh year at her current position, and is excited to network with more professionals in Wisconsin higher education.

If you have questions or resources to share contact Sarah at harviesm@uwec.edu.

Contact A Rep. or Board Member!

President Arcetta Butler– arcettab@aux.uwm.edu

Past President Louise Paskey– lpaskey@edgewood.edu

President Elect Paul Shepherd– shephepr@uwec.edu

Treasurer Carolyn Bell– Carolyn.bell@housing.wisc.edu

Secretary Sheila Jensen– sajensen@wisc.edu

Res. Life Rep– Shane Solomon– shane.m.solomon@cuw.edu

Wellness Rep.– Sarah Harvieux -harviesm@uwec.edu

AA/CS Rep. Diana Maki– dsmaki@wisc.edu

SA/A/O Rep. Jennie Hartzeim– hartzhei@beloit.edu

Grad Student Rep. Mike Perry– perrym53@uwosh.edu

Sr. Student Affairs Rep. Andy Luptek– Andrew.luptek@cuw.edu

Human Diversity Rep. John Palmer– palmerj@uwosh.edu

Publicy & Newsletter Chrissy Lambie– lambiec@uwosh.edu

Technology & Communications Matt Suwalski– suwalski@mio.uwosh.edu

Co-Conference Chair– Amanda Hebert- ahebert@uwsp.edu

Co-Conference Chair– Will Van Roosenbeek– vanroose.will@uwlax.edu

Membership Administrator Betsy Bishop– bishopb@beloit.edu

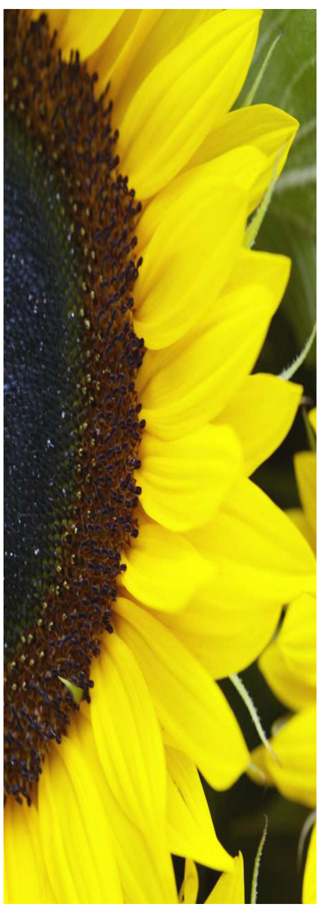
PDI Chair Greg Iaccarino– gjiaccar@wisc.edu

We're on the Web!

www.MyWCPA.org

If you'd like to join WCPA!

If you'd like to join WCPA you can contact our Membership Administrator Betsy Bishop at the above address and she can get you registered! Recently, online membership applications became available so you can quickly submit from the comfort of your own office or home! Check out the website for the link. If you'd like to learn more about WCPA and all that we have to offer please take a look at our website www.mywcpa.org to check out past conferences, newsletters, photos, and much more! Grad students and professionals for all student affairs departments are welcomed!



Member Spotlight: Kristina Kilsdonk by Betsy Bishop

WCPA is proud of the fact that many of our members are from the outstanding graduate programs for student affairs and counseling in Wisconsin. One of those members, Kristina Kilsdonk, recently was recognized by our organization through being awarded the Daniel Siler Student Scholarship. Due to her award, I thought I would strive to answer the question, *Who is Kristina Kilsdonk?*

Kristina is attending the University of Wisconsin, Madison and finishing up her MS in Counseling Psychology. When she isn't studying or writing her thesis she is working on campus as an Intern Advisor at the Letters and Science / Human Ecology Career Services office at the University of Wisconsin, Madison. In her position she states that she loves interacting with students and being able to calm their anxieties about post-graduation life. Student Affairs became her career field of choice as an undergraduate, when she had a fabulous mentor who was a huge influence. Her mentor was her academic advisor, but Kristina saw her for everything. With her help she explored a lot of career options but when she gently nudged Kristina in the direction of student affairs, and she found out she could be just like her mentor, there was no turning back.

As an undergraduate, Kristina worked at Walt Disney World for two summers where she worked in Adventureland as a ride operator. She was also approved to be fun characters like Pluto, Eeyore, and Buzz Lightyear. Apparently, Kristina still has connections at Walt Disney World, so if you want some signatures she's got you covered. After graduating from the University of Wisconsin, Madison with a BA in Sociology, Kristina worked at Wollersheim Winery as a tour guide where she would lead wine tasting or help in the vineyards. After that, she worked as a teller at a Madison credit union.

In the near future, Kristina hopes to be working as a career counselor at an institution of higher education. But for now she will enjoy the newly finished remodeling of her home that she shares with her partner and of course the writing of her thesis about the effectiveness of techniques used to help White undergraduates understand White privilege.