



CareerStreet

A Publication of the Career Development Center Macalester College

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"One thing I know; the only ones among you who will be really happy are those who will have sought and found how to serve." - Albert Schweitzer

Did You Miss An Issue?

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[PDF Printer Friendly Version of Newsletter](#)

Hot Jobs



Find details on these opportunities on our web site under [Grand Avenues](#).

Assistant Analyst Congressional Budget Office - Health and Human Resources Division

Washington, DC
Full Time Position
Deadline: 4/14/05

Analyses in the areas of health, income security, education, and employment. Supply senior analysts with spreadsheet and statistical analyses, graphics, literature reviews, and other research assistance.

Intern-Monitoring & Evaluation (M&E)

Land O'Lakes Shoreview, MN
Full Time Position
Deadline: 4/15/05

Assist the M&E Specialist in the development and implementation of procedures and automated tools as a means to track progress of International Development's program



"Where to go to be in the know..."

**WMCN, 91.7 FM
Thursdays 3-4 pm**

**Upcoming Topic:
4/14/05: Apartment Living**

Webcast:
<http://www.macalester.edu/wmcn>
(651) 696-6082
E-mail questions in advance to dine@macalester.edu.



Counselor's Corner

MAKE THE MOST OF ANY JOB/INTERNSHIP by John Mountain Assistant Director, Employer Relationships, CDC

In the ideal world we would all have positions that had the perfect amounts of challenge, necessary resources to complete the job correctly, reasonable deadlines, competent team members and the project itself had a clear benefit to society as a whole. Unfortunately, reality sometimes does not mirror the above description. At times, internships and full-time jobs right out of school may not include many of the above characteristics. The key is how can you make the most of that situation?

Even in a worst case scenario, most

Macalester at Work

by Anna Klappe, '05
CDC Student Staff



Michael Dickel

Michael Dickel is Director of the Macalester Academic Excellence Center (MAX). He spoke with the Career Development Center about his job, his poetry, the most common errors he sees in students' papers, and what books he recommends that all Macalester students read over the summer (at least before they graduate).

CDC: If I understand your job at Macalester correctly, you are the Director of the Macalester Academic Excellence Center, a college writing teacher, a writing counselor, and a poet in your free time. Anything I missed?

Michael: Well, being a writing teacher and a writing counselor are both part of my job as the Director. Unfortunately, no one has offered to pay for my work as a poet yet. I am also the designated author of the Macalester self-study report. It is a report about the state of our college, to be presented to the Higher Learning Commission. The report includes a lot of

development to include collecting field data, processing data, maintaining ongoing documentation and standardization of procedures/tools developed.

Seasonal Environmental Educator

**Vermont Institute of Natural Science
Quechee, VT**

Summer Position

Deadline: 4/15/05

Present educational programs, many of which use live animals (mainly raptors), to audiences of all ages (onsite daily programs, school tours, camps, Ederhostel programs, fairs, public relations events). Schedule and help develop new programs.

**Federal Government Summer Internships
ADNET Systems Inc.
Nationwide (all 50 states)
Full Time Position**

Deadline: 4/15/05

ADNET administers various government agency internships. Internships will be matched as closely to their field of study as possible.



On-Campus Recruiting

To access a list of the most current on-campus employer presentations, information tables, resume deadlines and interview dates go to:

<http://www.macalester.edu/cdc/recruitcurrent.pdf>

internships or jobs have tasks that are either enjoyable in their own right, or at least they are developing skills that will be helpful down the road. Many times the mundane tasks of a job overshadow the interesting aspects of a position. Try to keep your focus on learning new skills instead of getting frustrated on how many trips you have made to the copy machine. Try to find a more efficient way to do the administrative aspects of the position so you can have more time to work on more complex, interesting issues. By demonstrating the initiative and creativity, you will be more likely to have better projects come your way.

Especially for internships, you may not have a structured job description or project that you are working on. In that case, you can again take the initiative and see if you can find a project of interest and see if they will let you run with it. Or if there is a loosely defined project, is there potential to structure it in a way that would be more interesting and effective for the organization and you.

If you are struggling to find even one valuable skill you are developing in your position, use the opportunity to network and find out what other opportunities might be available to you within the organization. It might even be possible to split your internship in two parts so at least half of your time seems more relevant. Your main focus still has to be performing at a high level, so when new opportunities do come up, you will be a strong candidate. When I worked in human resources, the people that got the most of their experience were those that recognized the less interesting tasks had to be done, but focused on how they could be completed as quickly and efficiently as possible, to free up time to work on higher level projects. People will see your hard work, and quite a few times will be open to rethinking how your job/internship is structured.

things about the college, everything from strategic planning reports, to making sure we have diversity on campus, to investigating what Mac students do after they graduate, and much more. When the report is done, we may post it on our webpage for students and faculty to read. (www.macalester.edu/committees/accr/). The Higher Learning Commission visits us every ten years to make sure we are doing what we say we are doing, and that we are living up to our mission statement. If they find that all is well, they allow us to keep our accreditation, which makes students' degrees count.

CDC: How does one compress all that work into a 40-hour work week?

Michael: You don't all the time. There are two categories of staff at Macalester, exempt and non-exempt from over time. I am exempt from over time, so I get paid a fixed salary but I work as many hours as it takes to do the job. Given I take a lot of work home, my work amounts to more than 40 hours per week most weeks.

CDC: What do you love the most about your job as the Director of the MAX Center?

Michael: The students, for sure. I really enjoy interacting with students, both our tutors and the students who come by our office with their papers. My favorite thing about helping students is watching their ideas blossom and move forward from draft to draft. I also really enjoy reading papers and honors projects, because I always end up learning something new. Actually, I learn a lot from students. It's a lot of fun.

CDC: Do you keep a tab on how many papers you read per year?

Michael: No, but I am sure it would be a scary number. This is a busy time of the year. I worked with students on four papers yesterday, and three papers and an honors project today. This is my sixth year at Macalester, so it adds up to a fair amount of pages.

Web Watch



[Idealist.org](http://www.idealists.org)

PC magazine, in naming its Top Ten websites says this about [Idealist.org](http://www.idealists.org): "Here you'll find everything dot.org. If you're looking for a worthy cause to get involved in, make Idealist your first stop. This site helps potential employees, volunteers, and interns find meaningful work at more than 40,000 organizations worldwide. In addition, it provides resources for job hunters, non-profit managers, and anyone interested in the range of services and initiatives these organizations represent."

There truly is something for everyone on this site. Students with a specific focus will find information to help get their job/internship search process rolling. "Undecideds" conducting occupational research will get ideas about positions and organizations that enlarge and enrich their knowledge of the world of nonprofit opportunities, causes, and locations. Positions range from Bilingual Chinese Case Manager at the New York City Asian Women's Center to Scientific Officer for MEDASSET (The Mediterranean Association to Save the Sea Turtle) in Athens, Greece.

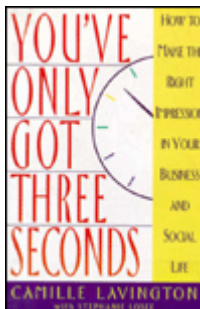
[Idealist.org](http://www.idealists.org) also tracks news and legislation from various newspaper and wire services, allowing you to follow issues of interest to you. Job fairs, including online registration, are posted across the country. "My Idealist" is your online

If you are still can't find one valuable aspect of your position, think about taking a very part-time volunteer position at an organization that seems a better match. Be prepared to articulate how you would benefit that organization and be able to demonstrate that you can work without constant supervision that would pull resources away from their core mission. It may seem a bit drastic, but those few hours a week might be the best thing on your resume and put you in contact with people that might connect you to your next position.

The CDC can help you sort out what your options might be and discuss additional alternatives as well. Call the CDC today at 696-6384 to make an appointment. We also have drop in hours from 2 – 4 p.m. Monday – Friday.

The Bookshelf

***"You've Only Got Three Seconds – How to Make the Right Impression in Your Business and Social Life."* Authors Camille Lavington & Stephanie Losee. Doubleday Publishing, New York, 1997.**



If you're interested in spending some time reflecting on your personality and how you may come across to others, check out this book! Lavington and Losee offer practical advice to further understand and develop your personal style in social and business situations. The book contains simple tests for reflection on your personal preferences, values and goals, as well as ways to identify other people's preferences and how to successfully interact with them.

Essentially, this book is a 'how to'

CDC: What are some challenging aspects of your job?

Michael: One of the largest challenges is the institutionalized staff/faculty dichotomy that exists on campus. I am technically staff, but I teach a writing course. My position is quasi-staff, quasi-faculty. The faculty doesn't always see me as an equal. I don't mean this in a negative way, but the challenge is making sure that the expertise I have to offer is heard and used by faculty in the best way possible.

CDC: If you had unlimited resources at the MAX Center, what are some things you would change or add?

Michael: I would continue, and increase, the "Works in Progress" program, which is a program where professors send small groups of students to our office as a part of their homework, and our tutors work with them on drafts and revisions. That process seems to really improve student writing. Students are often pressed for time and do not spend enough time on drafts and revisions. I would also love to work more with faculty development and with what we call "writing across the curriculum". Macalester has a sort of benign neglect policy towards writing; there is still no writing requirement. We certainly hope that professors help students to learn more about the process of writing, but we don't know if this is always the case. Some do, some don't. Some professors just assign a big paper at the end of the semester.

CDC: Does being both a college writing teacher and a writing counselor, mean you never have to use spell-check?

Michael: No, I actually use spell-check all the time! I am not the best speller. Grammar and spelling are important, but they are like the mechanics of a car. What matters is how you drive the car. Writing is like driving the car. Of course the car has to be in order, you have to check the oil and get the grease jobs. That means you have to know some

profile which allows you to receive emails about new nonprofit opportunities (jobs, volunteering, events and more), design a personal calendar, join online discussion groups, post your volunteer interests to potential sites and find others on Idealist who share your interests. One of Idealists's greatest assets: It's all free! Take a look at it today.
<http://idealist.org/>

Upcoming CDC Events

Declaring a Major
 Apr. 7, 2005
 12-1 pm
 Kagin 003

Women & Gender Studies Career Night
 Apr. 14, 2005
 5:30-8 pm
 Old Main 4th Floor



Beyond the Piggy Bank

The Career Development Center and Financial Aid Office have teamed up to provide you with information on managing your personal finances. We hope you find the information useful. This newsletter's topic is:

["Top 10 Shocks for College Grads"](#)

Grad School Notes

GET ORGANIZED

Are you organized? Graduate

for many situations of life. It delves into ways to successfully navigate through typical and difficult situations within workplace and personal situations. And for those of you who are soon to embark on your first interview, don't miss the section on 'polishing the package', which offers grooming, interviewing and etiquette advice! Be sure to take notes on the following chapters on presenting yourself and moving up, so after you land that first job you will continue to impress!

(This book can be found in the Kagin Resource Center.)

Featured Article

TRANSFERABLE JOB SKILLS IS A VITAL JOB-SEARCH TECHNIQUE

One of the most important concepts you will ever encounter in the job-hunting process is that of transferable job skills. What are transferable skills? Simply put, they are skills you have acquired during any activity in your life -- jobs, classes, projects, hobbies, sports, virtually anything -- that are transferable and applicable to what you want to do in your next job.

In resumes, cover letters, and during interviews, you should always portray your skills as applicable to the job you seek. If you have good experience and you're seeking a job in the same field you've pursued in the past, portraying your skills as transferable is relatively easy. But if you are changing careers and seeking to do something entirely different from what you've done in the past, or you are a college student or other entry-level jobseeker without much experience, you have a much more difficult task ahead of you.

The classic example of how a college student can portray transferable skills from a receptionist position and make it applicable to a desire to

grammar in order to write well, otherwise your car will have smoke coming out of it and the brakes will fail. Spell-check has actually helped me to become a better speller. Grammar-check, on the other hand, is more problematic. You have to know your grammar in order to use it well. Students who are not familiar with basic grammar accept every suggestion that a grammar-checker gives them, but sometimes those suggestions are wrong. I reject about three quarters of the suggestions from grammar-check, particularly because the program is set on "business" writing.

CDC: What are some of the most common grammar and spelling mistakes you see in papers written by college students?

Michael: Some of the most common spelling mistakes are there/their, then/than, and could of/could've. Students mix those up all the time. Spell-check doesn't catch those errors since the words are spelled correctly but are just wrong for the sentence. Grammatical errors often relate to the lack of parallel structure in a sentence. Also, students tend to write sentences that are too long and complex, and sometimes that contributes to the sentences becoming garbled. Students with English as a second language often confuse singular and plural, and they often have agreement problems between subjects and verbs, because English is a difficult language and works very differently from many other languages. But generally, when a student comes in, we primarily focus on organizational issues, and the way the arguments and claims are supported. Grammar and spelling comes second, because if I spend twenty minutes with you on a paragraph, you will not want to discard that paragraph once you realize it does not really belong in the paper as you revise. I do the big things first, such as moving paragraphs and looking at the overall structure of the paper.

CDC: Could you please tell us a little bit about your poetry?

Michael: Well, I write about life. I am

education provides students with the opportunity to develop and hone a host of essential scholarly skills. However, graduate students receive little training in the most important skill of all, the skill that will make or break their graduate student careers: organization. Lose the clutter and get a handle on your academic career by getting organized. [This article provides important tips to help new graduate students get organized and transition to graduate school.](#)

What is the CDC?

The [Career Development Center](#) is here to assist students in planning, articulating and applying their educational experience to meet their future goals. The office is located on the first floor in Kagin Commons, and offers [individual counseling sessions](#) with a career counselor, an extensive [career resource library](#), [job/internship listings](#) and opportunities from around the globe. The CDC resource library features: Information about Fellowships, [Internships](#) and [Job Postings](#); information on Companies and [Government Opportunities](#); pamphlets and materials on [resume](#) and [cover letter](#) writing; books on etiquette, [interviewing](#), [grad school](#) and the [job search process](#); and an extensive [alumni directory](#), sorted by career.

Hours: 8 a.m.-4:30 p.m. Monday through Friday (Daily Drop-ins: 2-4 p.m.)

Macalester College

work in finance is as follows:

- Proved ability to deal with a wide range of individuals, including high-net-worth investors and institutional money manager, in a stressful and time-sensitive environment.
- Gained knowledge of financial markets and instruments, especially stocks, bonds, futures and options.

Here is an example of how a waitress/server position can transfer to an entry-level marketing job by portraying skills as transferable:

- Act as a "sales representative" for the restaurant, selling add-ons and extras to achieve one of the highest per-ticket and per-night sales averages.
- Prioritize and juggle dozens of simultaneous responsibilities.
- Have built loyal clientele of regulars in addition to tourist trade.
- Use computer daily.

To know what skills to emphasize, you will probably have to do some research on the company at which you seek employment and the particular job you're applying for. If you're responding to an ad, it's easy to find clues right in the ad to the most important skills. You can also scarcely go wrong by emphasizing the skills that virtually all employers are looking for, such as teamwork, communications, interpersonal, and leadership skills. [Follow this link to see a detailed list of transferable skills.](#)

(Source: Katherine Hansen for QuintCareers.com.)

First Year Focus

FIVE NOT-SO-OBVIOUS REASONS TO VISIT THE CDC

interested in the themes you often hear debated at Macalester—power structures, social construction of knowledge and reality, gender, race, all those things. Most often I try to capture moments and ideas that are beyond my ability to articulate plainly. If I could describe them easily, I wouldn't have to write poetry about them. I publish a couple of poems every year.

CDC: Where do you see yourself in the next couple of years?

Michael: I hope I will be doing pretty much the same things as now. If the college decides to implement the writing requirement, I hope that the Max Center can help to implement and support it. The most recent version of the writing requirement idea involves all students having to take a "W" course, which means Writing Intensive, and an assessment at the end of each course that figures out whether students need to take another W course.

CDC: If you could decide, what two books would you make all college students read this summer, or before they graduate?

Michael: Oh, it wouldn't be writing books. Well, I think everyone should read *Beloved* by Toni Morrison. It is probably one of the best novels ever written, in my opinion. And then, I think I would recommend everyone reading a book of accessible, contemporary poetry, for example Joy Harjo, Robert Bly, and Caroline Forché's earlier work about El Salvador (*The Country Between Us*). I think Macalester students would especially enjoy reading the poetry of Forché.

CDC: Thank you, Michael, for speaking with us, and for the reading tips!

Suggestion Box



TAKE IT ALL IN

Career Development Center
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(651) 696-6384
Fax: 651-696-6131
E-mail:
cdc@macalester.edu
www.macalester.edu/cdc

The CDC could well be the most important resource on campus when it comes to helping you envision and plan for your future. Why should you pay us a visit? Here are five not-so-obvious reasons:

1. The CDC is staffed by professionals who are specifically trained to assist you with career-related concerns. The CDC counselors hold degrees in counseling or a closely related field, and have additional educational background that focuses specifically on college student development issues. In addition, some career counselors have worked in the corporate or nonprofit sector, so they can give you a sense of what to expect in the "real world" of your work life.
2. The CDC staff members work closely with the employers who will someday hire you. Career services professionals are very well informed on employment trends, in great part because they're talking with actual employers every day. They also keep up on career-related trends through their professional reading and involvement in professional organizations. "Careers" are their career, and they can pass on some of their considerable knowledge to you.
3. It's the best place on campus to help you figure out what you want to do with your life and how. One of the misconceptions that many campus career services offices must fight every day is the notion that they're the place to go only when you're about to start your job hunt. The CDC also focus extensively on "career planning" issues -- helping you learn more about yourself (e.g., your interests, skills, values, personality), what's "out there" in the world of work, and even how you might put certain majors to career use (in answer to the common question, "What can I do with a major in _____?"). In other words, the CDC staff can help you not only with "how will I get there?" questions, but also with "where am I

Take in all the plays, concerts, art exhibits, public lectures, sporting events, and other cultural opportunities on campus that you can find time for. Budget your time and you'll be surprised how many of these things you can attend. And you'll be surprised what you learn and whom you meet when you do.

(Source: Thirty-Five Suggestions for College Students by Dr. Gwen Brown and Dr. Matt Franck.)

Featured Fellowship



The Rotary Foundation's oldest and best-known program is [Ambassadorial Scholarships](#). Since 1947 more than 30,000 men and women from 100 nations have studied abroad under its auspices. Today it is the world's largest privately funded international scholarships program. Through grants totaling approximately \$26,000,000, recipients from some 69 countries studied in more than 64 nations.

The purpose of the Ambassadorial Scholarships program is to further international understanding and friendly relations among people of different countries. The program sponsors several types of scholarships for undergraduate and graduate students as well as for qualified professionals pursuing vocational studies. While abroad, scholars serve as ambassadors of goodwill to the people of the host country and give presentations about their homelands to Rotary clubs and other groups. Upon returning home, scholars share with Rotarians and others the experiences that led to greater understanding of their host countries.

Generous contributions from Rotarians worldwide represent continued faith that the students who are Ambassadorial Scholars today will be tomorrow's community and world leaders.

[For further information, please visit their](#)

going and why?" questions.

4. The CDC is loaded with career-related resources, whether in print or on the computer. Among other things, the CDC offers job and internship listings, information on careers you might pursue with various majors, information on specific companies and organizations, graduate school planning process, and career information on past graduates from Macalester. All of these resources can help you learn more about the employment possibilities that exist and which ones might appeal to you.

5. It's a good place to meet other students who share your worries. Whether you're a first year or a senior, you're not alone in your career concerns. By visiting the CDC, you'll likely meet other students who are "in your shoes" -- and you can then help each other by tossing around career ideas, critiquing each other's marketing materials (i.e., resumes and cover letters), and perhaps even making each other aware of companies and organizations you know of that might be hiring college students or new grads.

So give us a call to schedule an appointment at 651-696-6384, or stop by Kagin Commons during our daily drop in hours between 2-4 pm. Invest in yourself and you'll be that much more likely to find a career that makes you happy for years to come.

[web site.](#)

Sophomore Syllabus

GET INVOLVED...GET CONNECTED

Never underestimate the skills and experiences you can gain through being involved in campus activities. Even simply serving as a member of a student organization will provide some helpful skills such as program/event planning, budgeting, how meetings are run, confidence, and so on. As a leader, you may continue to build these and other valuable skills. Additionally you begin networking, which will be extremely helpful to you upon graduation.

To understand the importance of networking, it's helpful to examine how people get their jobs. The U.S. Department of Labor says that only about 5 percent of people obtain jobs through the "open" job market -- consisting primarily of help-wanted ads on the Internet and in print publications. Another 24 percent obtain jobs through contacting companies directly -- the cold-contact method of job-hunting. Twenty-three percent obtain jobs through such means as employment agencies, college career-services offices and executive-search firms. The remaining 48 percent -- nearly half of all jobhunters, obtain their jobs through referrals -- that is word of mouth. How do they get referrals and find out about jobs through word of mouth? By networking.

(Source: QuintCareers.com)

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April 6, 2005