



Practical Engagement: Graduate Students Taking Ownership of their Career Satisfaction

University of Michigan

School of Information

Graduate Career Services & Practical
Engagement



Joanna Kroll, Associate Director

Kelly Kowatch, Career Counselor



Session Agenda



- Student Career Development-Myths & Realities
- PEP Description/Overview
- Self-Authorship & Reflection - A guiding theory
- Web 2.0 Technologies as learning methods
- Facts about our program
- Student testimonials
- Challenges (students, administration, external/mentors)
- Establishing your own program
- Discussion points

Myths & Realities of Career Development

Myths.....

- Students believe that they can “take a test” or an assessment and find out what career is best for them
- Graduate (and undergraduate) students see a clear career path once they have chosen a major or specialization
- Internships or other practical positive experiences confirm career decision



Myths & Realities of Career Development



Realities...

- Career assessments are not the end all of career decision making
 - reflection is necessary and significant for satisfaction
- Traditional graduate students and non-traditional graduate students experience the same indecision as undergraduates
- Internships often help students see that a career is not a good fit for their interests, values, and skills



Practical Engagement Program PEP: Overview



- Structured and required credit-based internship program that is supported and managed by a Graduate Career Services team
- Integrates Web 2.0 technologies, as well as methods of reflection and self-authorship into all components of the program



Why is self-authorship and reflection important for PEP?



- Students gain academic credits through PEP
- Therefore, the foundation of this program must :
 - be rooted in experiential, career development and educational theories and research.
 - be in direct alignment with the academic/educational criteria set forth by faculty
 - recognize that the act of the experience alone is not enough for true learning to take place

What can PEP do?

- Empower students to be authors of their own career development success!
- Provides students with a comprehensive career development tool kit for lifelong learning.
- Creates a shared learning experience between faculty, career services professional, mentors and students.
- Career Services: Allows for deeper understanding of students' needs and experiences
- Career Services: Allows us to gather rich data/information on students which helps direct career counseling and advising to a deeper level.

How does this work?

Through the integration of continuous
reflective & self authorship
opportunities.

What is Self-Authorship?

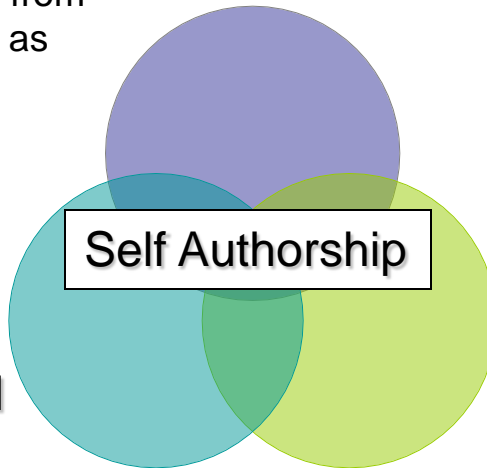


- Self authorship is a process of self-reflection resulting in an organization of thoughts and feelings to form an opinion or decision. It is a way of making meaning of your experiences (Baxter Magolda, 1999)
- Research shows that in order to make meaning (or learn) from one's experiences, one must go through a reflective process. Out of self-reflection comes an emergence of new insights and learning that carries over to future decision making (Kolb, 1984)

Self-Authorship Model & PEP

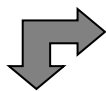
- Sees knowledge as contextual
- Making decisions based on values and beliefs
- Values & beliefs stemming from external influences as well as internal belief system

Cognitive (Know)



- Participating in the internship
- Engage with mentor and co-workers
- Immersion in work culture

Intrapersonal (Reflect)

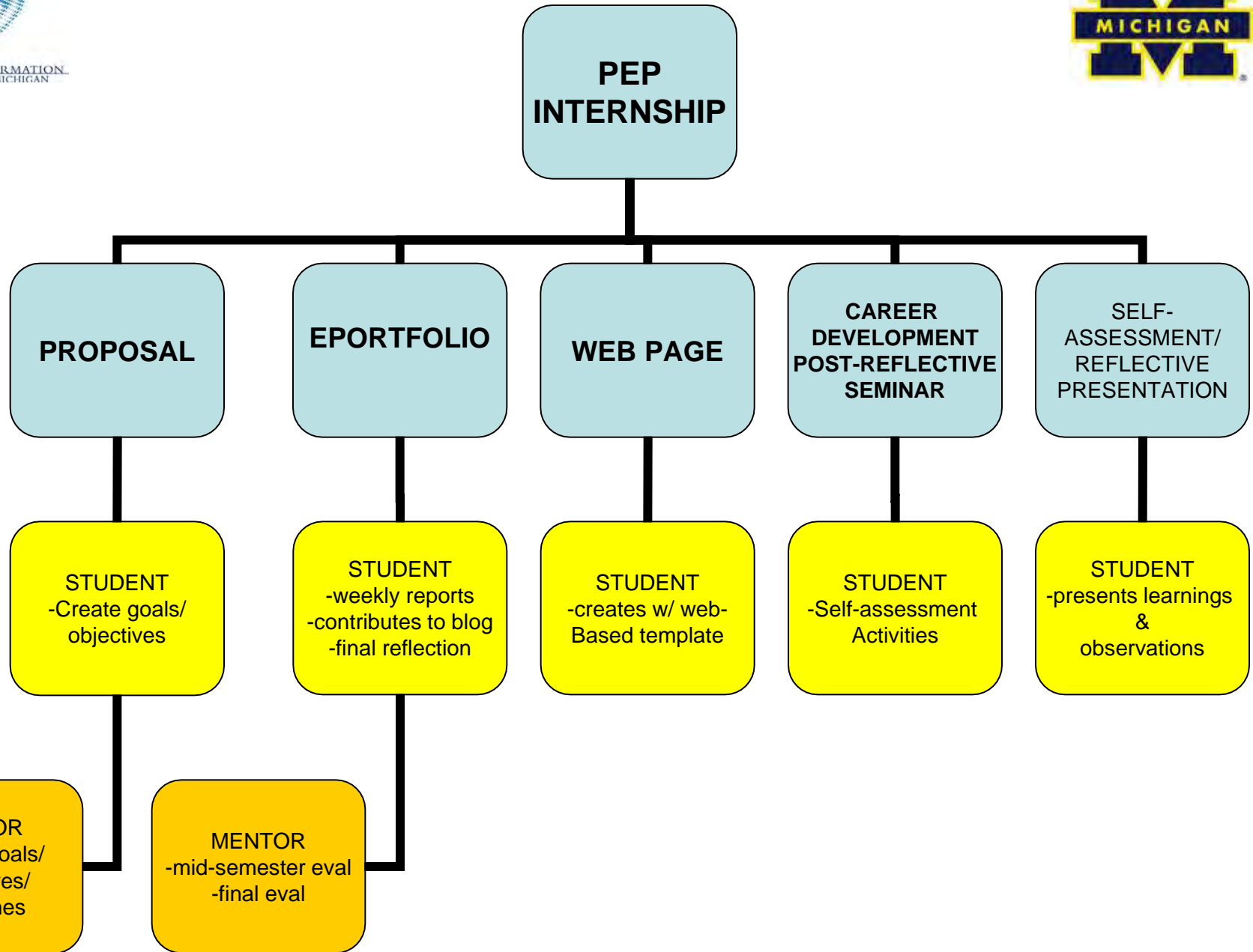


Interpersonal (Engage)



- Developed an internally generated sense of self
- Understands one's history
- Makes sense of learnings and observations
- Self-identify with better informed career decisions

- Where & how does reflection and self-authorship come into play?





Why is Self-Authorship & Reflection Important for PEP?



- The act of the experience alone is not enough for true learning to take place.
- PEP allows for ongoing and continuous reflection by providing students with continuous reflective and self-authorship opportunities.

Starts with the Integration of Web 2.0 Technologies



WHY?

Response to current student trends

- Today's students are tech savvy. They are used to using technology in all aspects of their lives (school, work, personal, social). Students almost expect these technologies to play a part in their education/learning.



Integration of Web 2.0 Technologies

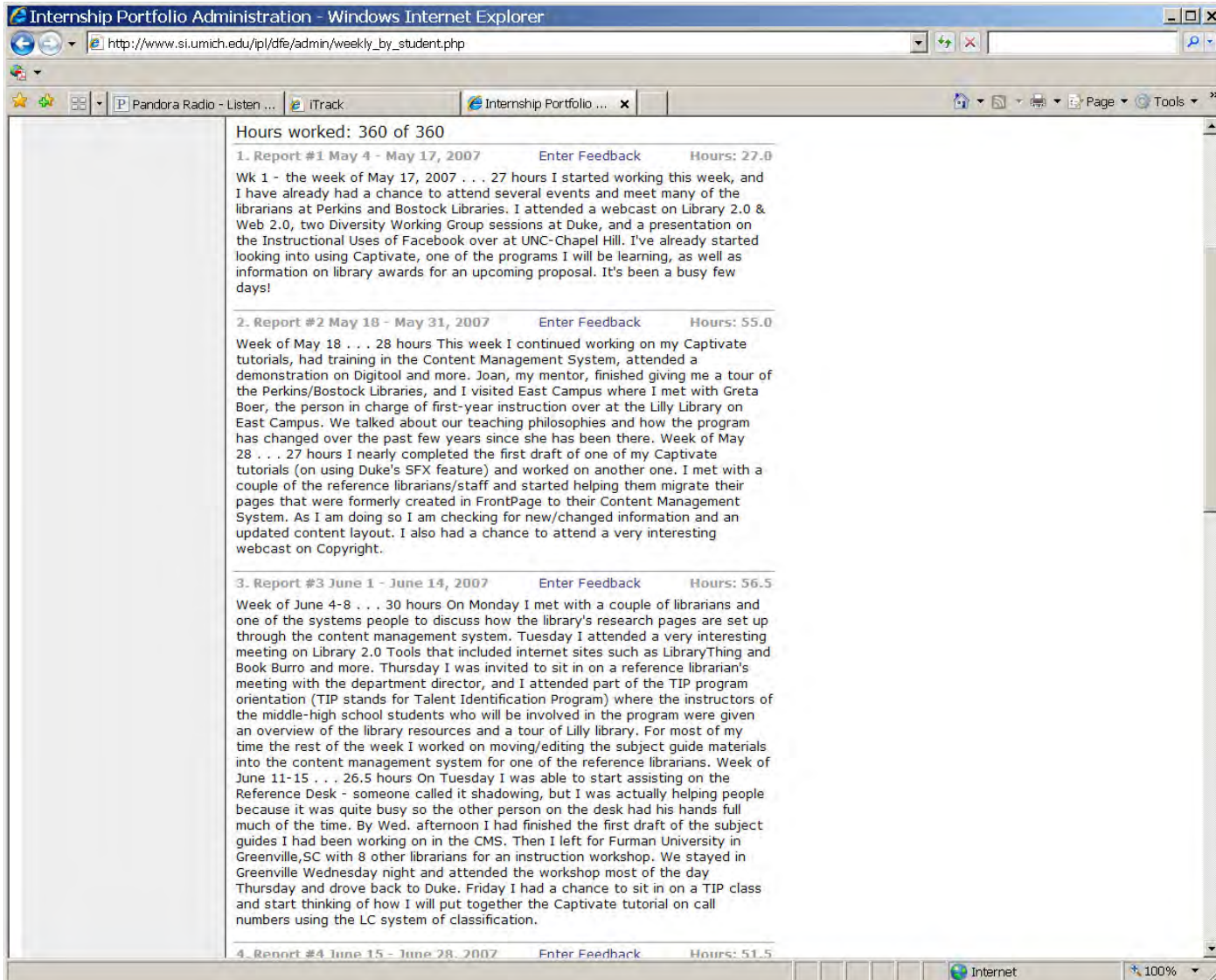


ePortfolios:

- Weekly reports/reflection
- Blog/shared discussion forum
- Final reflection/evaluation

This is what it looks like...

ePortfolio: Weekly Reports/Reflections



The screenshot shows a web browser window titled "Internship Portfolio Administration - Windows Internet Explorer". The address bar displays the URL "http://www.si.umich.edu/ip/dfc/admin/weekly_by_student.php". The page content is organized into a list of reports. At the top, it states "Hours worked: 360 of 360". There are four reports listed, each with a title, a link to "Enter Feedback", and a total "Hours" value. The first report is for the week of May 4-17, 2007 (27.0 hours). The second report is for the week of May 18-31, 2007 (55.0 hours). The third report is for the week of June 1-14, 2007 (56.5 hours). The fourth report is for the week of June 15-28, 2007 (51.5 hours). The text of the reports describes the student's work on Captivate tutorials, training in the Content Management System, and attending various library-related events and workshops.

Hours worked: 360 of 360

1. Report #1 May 4 - May 17, 2007 Enter Feedback Hours: 27.0
Wk 1 - the week of May 17, 2007 . . . 27 hours I started working this week, and I have already had a chance to attend several events and meet many of the librarians at Perkins and Bostock Libraries. I attended a webcast on Library 2.0 & Web 2.0, two Diversity Working Group sessions at Duke, and a presentation on the Instructional Uses of Facebook over at UNC-Chapel Hill. I've already started looking into using Captivate, one of the programs I will be learning, as well as information on library awards for an upcoming proposal. It's been a busy few days!

2. Report #2 May 18 - May 31, 2007 Enter Feedback Hours: 55.0
Week of May 18 . . . 28 hours This week I continued working on my Captivate tutorials, had training in the Content Management System, attended a demonstration on Digitool and more. Joan, my mentor, finished giving me a tour of the Perkins/Bostock Libraries, and I visited East Campus where I met with Greta Boer, the person in charge of first-year instruction over at the Lilly Library on East Campus. We talked about our teaching philosophies and how the program has changed over the past few years since she has been there. Week of May 28 . . . 27 hours I nearly completed the first draft of one of my Captivate tutorials (on using Duke's SFX feature) and worked on another one. I met with a couple of the reference librarians/staff and started helping them migrate their pages that were formerly created in FrontPage to their Content Management System. As I am doing so I am checking for new/changed information and an updated content layout. I also had a chance to attend a very interesting webcast on Copyright.

3. Report #3 June 1 - June 14, 2007 Enter Feedback Hours: 56.5
Week of June 4-8 . . . 30 hours On Monday I met with a couple of librarians and one of the systems people to discuss how the library's research pages are set up through the content management system. Tuesday I attended a very interesting meeting on Library 2.0 Tools that included internet sites such as LibraryThing and Book Burro and more. Thursday I was invited to sit in on a reference librarian's meeting with the department director, and I attended part of the TIP program orientation (TIP stands for Talent Identification Program) where the instructors of the middle-high school students who will be involved in the program were given an overview of the library resources and a tour of Lilly library. For most of my time the rest of the week I worked on moving/editing the subject guide materials into the content management system for one of the reference librarians. Week of June 11-15 . . . 26.5 hours On Tuesday I was able to start assisting on the Reference Desk - someone called it shadowing, but I was actually helping people because it was quite busy so the other person on the desk had his hands full much of the time. By Wed. afternoon I had finished the first draft of the subject guides I had been working on in the CMS. Then I left for Furman University in Greenville, SC with 8 other librarians for an instruction workshop. We stayed in Greenville Wednesday night and attended the workshop most of the day Thursday and drove back to Duke. Friday I had a chance to sit in on a TIP class and start thinking of how I will put together the Captivate tutorial on call numbers using the LC system of classification.

4. Report #4 June 15 - June 28, 2007 Enter Feedback Hours: 51.5

ePortfolio: Main Components

Internet Explorer browser window showing the ePortfolio page for a student.

Address bar: http://www.si.umich.edu/ip/dfc/admin/Portfolios/index.php?student_id=679

Page Title: Internship e-Portfolio

Page Content:



SCHOOL OF INFORMATION
UNIVERSITY OF MICHIGAN

Ahmad Aljadaan @ Mindshare
Interactive Campaigns

C. Jeremy Barney @ Smithsonian
Institution, National Museum of
American History, Archives Center

Nicholas Bartine @ UM Law Library

Nicholas Bartine @ Washtenaw County

Elizabeth Bartmess @ Jewelry
Television

Marci Brandenburg @ Health Sciences
Libraries

Ash Brown @ University of Michigan
Library

Sherri Brown @ Duke University

MSI Human-Computer Interaction

[home](#)
[objectives](#)
[reports](#)
[artifacts](#)
[links](#)
[blog](#)

Internship Client Organization

Jewelry Television | <http://www.jewelrytelevision.com/>
Knoxville, TN, USA

Project Description

Major project: To revamp and update Jewelry Television's Style Guide for their new and future applications. This involves interviewing software engineers in context, and assessing the user interface team's style guide needs, developing a new format that best meets those needs, implementing it, finding and filing tickets on discrepancies between existing software applications and the Style Guide, adding entries to reflect new material, revising the palette of all colors used in the software, and making design changes to some components. Minor projects included assisting in user interviews for two different projects, participating in design labs, graphic design, and participating in enhancing the software development process.

ePortfolio: Blog

Internet Explorer window: Internship Portfolio Administration - Windows Internet Explorer
Address bar: http://www.si.umich.edu/pl/dfc/admin/blog.php

Navigation: home | add a portfolio | edit a portfolio | view portfolios | **blog**

Choose a term:
Choose an affinity:

Blog

[Make an Entry](#) | [Web Programmer's Blog](#)

September 3, 2007, 9:44 pm
"Last Days" - Cathie Toshach

While my last days of the PEP internship are wrapping up, I will be continuing with the project through the semester. Prof. Holland has arranged a group of other interested persons to join the effort, specifically Michigan Matters!. The project has been a great learning experience and I'm really encouraged by the potential. That said, we have lots of work to do. Lots.

([Comment on this](#) | [View 0 comments](#))

September 2, 2007, 11:44 am
Last day - AADL - Nicole Robidoux

I completed the last of my DFE hours this morning in Collection Management at the AADL. The project is in a good place for the next DFE student to finish off recataloging at the branches, with labels and lists for branches ready to go. As someone interested in the public services side of librarianship, it has been great to get a taste of the technical services side of the public library.


([Comment on this](#) | [View 0 comments](#))

ePortfolio: Administrative Reports

Internet Explorer - Internship Portfolio Administration - Windows Internet Explorer

http://www.si.umich.edu/ipl/dfc/admin/admin_reports.php

Pandora Radio - Listen ... iTrack Internship Portfolio ...



SCHOOL OF INFORMATION
UNIVERSITY OF MICHIGAN

logout | new password

- add an admin user
- manage affinities
- manage terms
- manage weeks
- view weekly reports
- admin reports**

kowatch@umich.edu

Internship Portfolio Administration

Administration Reports

Welcome Kelly.

[home](#)
 [add a portfolio](#)
 [edit a portfolio](#)
 [view portfolios](#)
 [blog](#)

General Information:	
General Information Report (Excel)	Client Information (Excel)
Client Mailing List (Excel)	Total Hours Worked
Student Statuses	
Missing Information:	
Personal Information	Client Information
Objectives (N/A yet)	Missing Information
Weekly Reports (by week)	Weekly Reports (by student)
Reflections:	
Reflections by Answer	Reflections by Student

Internships are coordinated by the School of Information
Practical Engagement Program.

Final Evaluation: Reflection Questions Posted to Students

Internet Explorer window: Internship Portfolio Administration - Windows Internet Explorer
Address bar: http://www.si.umich.edu/ip/dfc/admin/reflection_answers.php

Internship Portfolio Administration
Reflection Answers

Welcome Kelly.

home add a portfolio edit a portfolio view portfolios blog

Choose a term:

Choose an affinity:

Reflection Answers

Choose from the questions below to view the answers submitted by students.

- Question 1: Describe the quality and value of your experience
- Question 2: Describe the quality of the mentoring you received
- Question 3: In what ways was your SI coursework relevant or valuable to your Internship?
- Question 4: Would you recommend this placement to other SI students? Why or why not?
- Question 5: How did the experience influence (either positively or negatively) your career goals?
- Question 6: Rate your mentor (1-5) and Question 7: Rate this experience overall (1-5)

kkowatch@umich.edu Internships are coordinated by the School of Information
Practical Engagement Program.

Final Evaluation: Student Reflection

Internet Explorer - Windows Internet Explorer
http://www.si.umich.edu/ip/dfc/admin/view_reflection.php?student_id=751

1. **Describe the quality and value of your experience:**

The special-library setting allowed me to participate in the delivery of services to a population that has special needs. I was greeted as a professional member of the team even though my time there would be limited. I was instructed in the day-to-day operations and allowed to participate in all stages of the circulation process. One afternoon was spent with the Book Lover's Group. It was interesting to see how the relationships with clients, through social gatherings, is invaluable to the functioning of the library. Planning for programs and events is done around the client's needs which are often discovered in these informal settings. Part of my time was spent in self-directed activities such as coordinating a listserver program to reflect the most current status of vendors and service providers, and doing a literature search for best practices. I was given the space to explore these areas and take initiative on these projects. My level of experience and recent educational experiences were respected and employed.

2. **Describe the quality of the mentoring you received:**

Regarded as a peer by the professional librarians on staff, I felt welcomed by all, not just my mentor. Everyone on staff took a turn described their role and encouraging me to jump-in and try my hand at all the tasks that we a part of the daily operations. Once a week, Margaret Wolfe and I would get a coffee and discuss the projects that I was working on. I was included in planning sessions for events that were a year away, with the thought that I could bring something valuable to the table. I would say that sense that Margaret imparted to me, that she had faith in my knowledge and abilities allowed me to easily produce results that I previously did not imagine I could.

3. **In what ways was your SI coursework relevant or valuable to your Internship?**

I felt comfortable collaborating with my colleagues. I was able to conduct a literature search with ease. I knew my way around the databases that I needed, and I felt that I was able to come up with comprehensive results. When it came time to present, I could put together a PowerPoint Presentation and produce a quality summary for the Board of Directors. I credit all my classes that required group presentations, and my reference class for providing me with skills that I directly implemented in my projects.

4. **Would you recommend this placement to other SI students? Why or why not?**

It is a recommended placement for students who want experience with an organization that has high social outreach value. There are interesting issues around what will be mandated by Congress for the Library for the Blind as we move forward in this digital age. What will be the role for libraries providing books on tape? The LBPD continues to need advice and research on funding options for its ongoing success.

5. **How did this experience influence (positively or negatively) your career goals?**

I came into the School of Information with an image as myself as Marian Librarian, I see myself much more engaged with the community/administration or management at this point.

6. **Rate your mentor (1-5):** 5
7. **Rate this experience overall (1-5):** 5

Done Internet 100%

Integration of Web 2.0 Technologies



- Web Page
 - Students must create a one-page public portfolio at the end of their internship

[Home](#) > [Fieldwork](#) > [PEP](#) > [DFE](#) > Directed Field Experience Portfolio

Practical Engagement Program Online Portfolio

([<< return to list of DFE portfolios](#))

Student Name

Fry Inc. [[Web site](#)]
Ann Arbor, MI U.S.A.
Winter 2008



Fry, Inc. does everything it takes to help organizations conduct business transactions, disseminate information, build customer relationships, and synchronize efforts across multiple channels. The company specializes in systems engineering, managed services, information architecture, creative design, usability and brand strategy. Fry is a privately held company that has been designing and developing online applications since 1994.

Project Objectives

- Work in the User Experience Group and be involved in user interface design and documentation for eCommerce Web sites
- Based on relevant educational or work experience with a positive attitude and a passion, apply what has learned to real-world eCommerce user experiences
- Document and update User Interface Specification(UI Spec), customize wireframes and relevant page requirements as clients require, develop UI Spec presentations for external clients and internal working groups
- Conduct competitor analysis, heuristic evaluation, user experience research on clients' websites and starter store sample site

Learning Objectives	Project Outcomes
<ul style="list-style-type: none">• Expose more to knowledge and opinions of current trends in the user experience industry, including social shopping, interaction design in Web 2.0 period• Obtain an in-depth understand of the services that UX group may provide• Expand design thinking and develop UX design skills• Shorten the bridge between the knowledge from school and employing in a business setting, being more competitive in the job market	Successfully conducted competitor analysis for HolidayClassics.com and Personalizer(customizing function) wireframe re-design; be responsible to revise User Interface Specification(UI Spec), including relevant task flows, wireframes and page requirements; developed UI Spec presentations for external clients and internal working groups; conducted customer experience and behavior research on social shopping

[Home](#) > [Fieldwork](#) > [PEP](#) > [DFE](#) > Directed Field Experience Portfolio



What do students take with them?



- Students walk away with professional artifacts and records for future reflection and self-assessment as they progress through their lifelong career development process.
- These artifacts can also be used as part of the job search process.

Discussion Point #1

- Similar programs?
- Variations?
- What sort of program would you like to have?

Discussion Point #2

- Are you using Web 2.0 technologies with your students?
- What are they and how are you integrating them into the career development process?
- If not, why? Challenges?
- Other ideas?



Facts about Our Program



- 85-90% of SI graduates report that their PEP experiences directly led to their job offers and prepared them for success in their jobs.
- Employers report that the practical experience our students gain through PEP is critical to developing them into skilled, mature, professionals that can and do “hit the ground running!”
- The overwhelming majority of SI students participate in one or more PEP internships during the program.

PEP & Career Satisfaction

Career Satisfaction is derived from several factors:

- Students have an unlimited number of opportunities to develop and try out what they are learning in the classroom in practical experiences such as internships, Alternative Spring Break, and client-based courses.
- Students have a variety of options for reflection... blogging, reflective sessions, poster sessions, etc...
- Students receive tailored career services to further their reflection and decision making.

Discussion Point #3

- Career Satisfaction: How do you know?
- How do you measure student career satisfaction?
- What current methodologies are used?



Alumni Profile: Josh



Undergraduate Degree

Bachelor of Arts in Composition and Aesthetics
Fulbright Scholar in Florence, Italy

Graduate Degree

Master of Science in Information, Specialization
in Human-Computer Interaction

Internships

Techstart (Ann Arbor, MI)

Google (Mountain View, CA)

Full Time Position

Interaction Designer at America Online (AOL)

Josh's Reflection

Though both of these opportunities helped shape my career goals, it was the PEP activities that **helped me focus and distill my experiences**. At the end of each internship, I was able to look back at my blog entries and **clearly see all that I had learned, which aspects I enjoyed the most, and which I did not**.

At Google, I could see **how I was consistently more interested in the research projects and how many of the fears I had in the beginning of working for a large corporation dissipated over the course of my internship**. These observations were further solidified when I created the presentation I made to my peers about my experiences. Through these PEP activities, **I was more clearly able to understand what my career goals were and in which types of companies I wanted to work**.

This greatly helped in narrowing down the potential candidates and led me to a great new position. I can confidently say that before my internship and PEP activities, I would have not even considered the position I took, but **because of the reflection and understanding of my most important criterion, I know it is a perfect fit**.

Having reflected on my internship experiences clearly **helped me in my interviews with potential employers**. The PEP reflections gave me a pallet of different experiences and observations that I could quickly reference in interviews. For instance, one of the most common questions in the interviews was "What did you learn over the summer at your internship?" Though the PEP experience, I immediately had a well-crafted answer to give. This was certainly a helpful advantage and one I was very glad to have."

Student Profile: Jonathan



Undergraduate Degree:

Bachelor of Arts in History and Religion

Graduate Degrees:

Master of Arts in English

Master of Science in Information, Specialization
in Archives & Records Management

Internships

U-M Special Collections Library (Ann Arbor, MI);
Everglades National Park, South Florida
Collections Management Center (Homestead,
FL)

Full Time Position:

Seeking a full-time position in a library or archive



Jonathan's Reflection



The regular portfolio reports forced me to remember and think about the different tasks I had been completing day to day and to place them in the context of my education and goals. This helped me make sense of some of the things I was doing that I did not enjoy doing and see how they were all part of the larger goal I was working on by being there in the internship. Reflecting on my daily activities **helped me identify parts of the work that I do and do not like and to think about what that means for the kind of job I want to go into.**

The SI@ Work prep seminar and preparing my presentation were also helpful activities for reflecting on the worth of my summer internship. They forced me **to evaluate at a distance what I did and did not get from my internship and allowed me to compare what I did with what other people did.**

The reflection on my summer internship work has **helped me inventory and categorize/label the type of work I did and has helped me develop talking points, examples of experience and skills, and examples of what I do and do not like** in archives work for interviews and just for evaluating what kind of work I want to do and why.

I think my participation in panels and presentations for first year students and prospective students at Visiting Days have also been helpful reflective activities in the same way that the more formalized activities have been. They make **me inventory and think about what I've done and to present that in an honest, balanced way to others who are trying to decide what the best path is for them.**

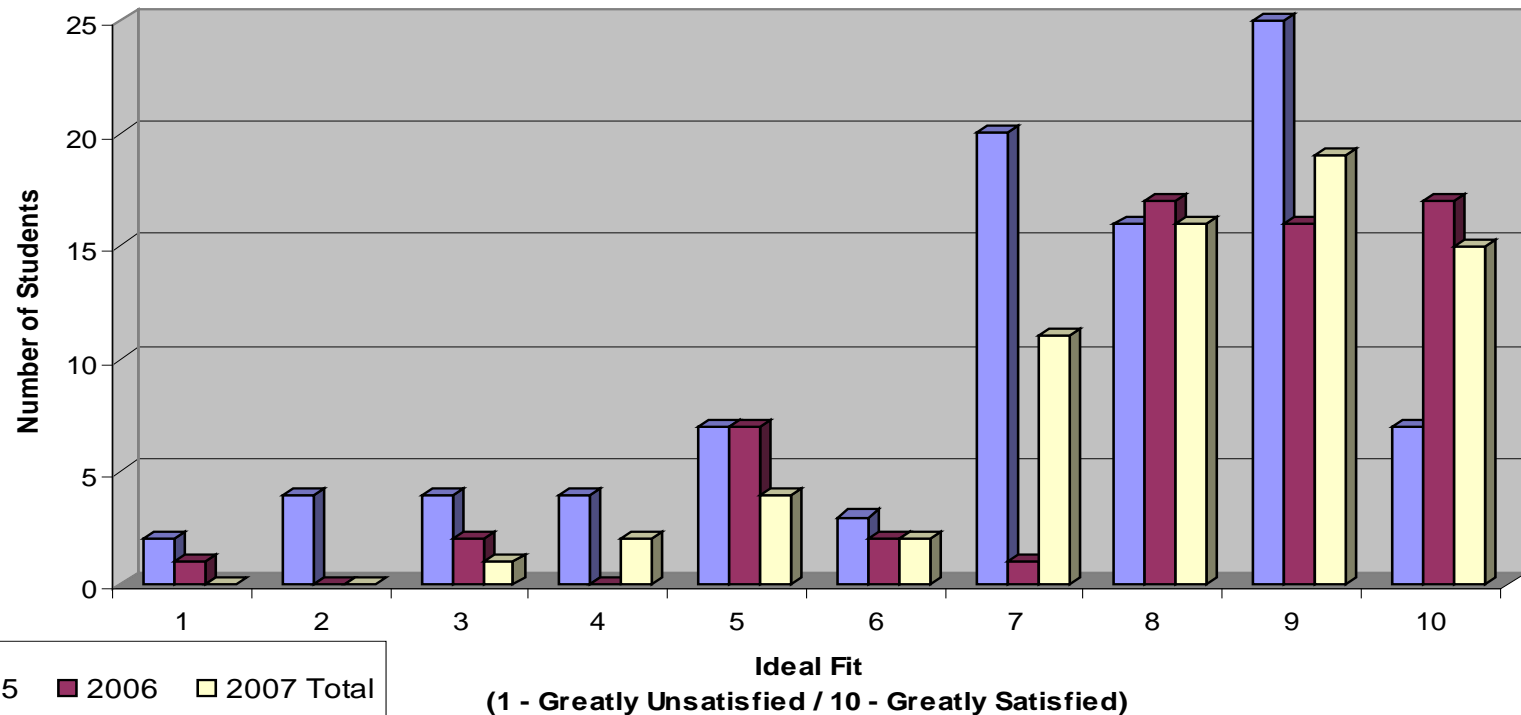
Reflective Results

Reflection helps...

- Students to understand what they like and don't like about their perceived career path
- Make informed decisions about what career path to pursue or what skill set to continue to advance
- Articulate clearly to others what they are seeking in their future career opportunities

Student Satisfaction

Ideal Fit with Full-Time Position



Students report that practical experience gained through internships, SI coursework, and group project work all lead to their job offer and ultimate satisfaction with their position.

Student Satisfaction

Year	2005	2006	2007
Moderately to Greatly Satisfied	73.9%	81.0%	87.1%
Satisfied/ Neutral	10.9%	14.3%	8.6%
Unsatisfied to Greatly Unsatisfied	15.2%	4.8%	4.3%

With increased opportunities for self-authorship and reflection as related to practical experience, students' satisfaction with their job outcomes have increased over the years

Challenges - Students

- Non-traditional students working full-time
- Part-time students
- Unmotivated or less-ambitious students
- Doctoral-track students who want research, not practical, experience
- Students who are reluctant to engage in reflective activities

Challenges - Administration

- Support from Administration and Faculty
 - Encourage and fund the program
 - Present it positively to the student body
 - Contribute contacts and leads to internships
- Career Services staff to aid students in finding internships, communicating with employers, and overseeing the program
 - Managing growth of student body
- Technical staff
 - People who can build and maintain database, web applications, and web site communication



Challenges - External



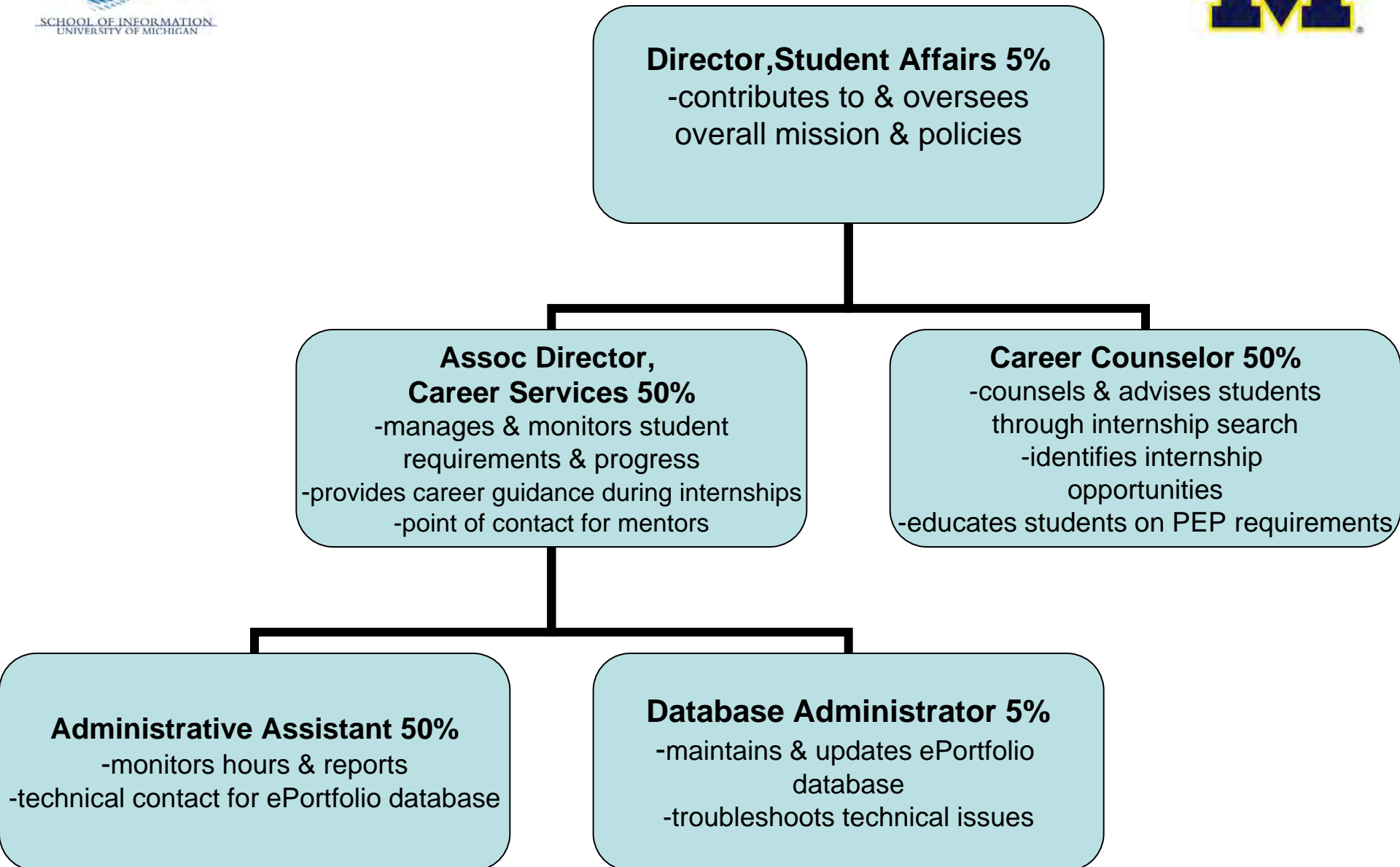
- Mentor expectations and commitment
- Mentors who do not have access to compatible technologies
- Remote internships
- Faculty as mentors

How to propose a similar program



- Faculty and administration “buy in” suggestions:
 - Present recent career development research findings supporting your model
 - Present current successful models from other universities
 - Involve faculty in establishing criteria
 - Educate faculty on student career development and how to relates to educational /academic development
 - Stress the point of structured mentoring by experts in the field
 - Opportunities for students to test and apply the theories they are learning in the classroom
 - Employment Surveys- gather data on outcomes and value of internships
 - Present the employer’s perspective and viewpoint on practical experience
 - Current recruiting trends- internships lead to jobs
 - Strong marketing/selling point for the school to attract prospective students.

PEP Staffing/Management Model



Discussion Point #3

- Identify needs and resources to implement and manage a similar program
- Current resources?
- Variations to current staff's job duties-- professional growth and development opportunities

Discussion

- What challenges would your school or department face in implementing a Web 2.0-based practical engagement program?

Other Questions?

Thank you!

If you would like a copy of these slides,
please provide us with your email address
or email jckroll@umich.edu



Technical ques. (notes for us)



ePortofolio database- created by students and maintained by database administrator. Created using open source software (free and widely supported).

PHP and mysql database on an apache server

Web pages- Created by database administrator using cold fusion.