

# Career Development Center

*Helpful with job searches, resumes and interviews; make every year a planning year*

Everyday students are confronted with the same intimidating sermons about how important it is to get good grades, find a meaningful job, and make the "big bucks." As true as these words are, they can be overwhelming and even depressing.

When you stop and think about it, the competition students are faced with today is anything but mild. Countless people with various levels of education and skills are fighting for a limited number of jobs. A college degree used to mean security and prosperity. But now it can provide little more than a starting point down the long, winding road of employment or a ticket to a low-paying, dead-end job.

The collegiate atmosphere can also consume. With so many students in pursuit of the same resources and opportunities, it often seems like students are nothing but numbers in a never-ending computer database.

So where do students go to find answers to the questions that will shape their futures and determine their careers? The solution is much closer than many think.

Behrend is home to an incredible resource, the Career Development

Center. Located in the first floor of the Reed Building (898-6164), it provides free career planning and academic counseling.

Mary Beth Peterson is the director of career development, Kevin Moore is the assistant head, and Marilyn Chase is the staff assistant. Their offices are open Monday through Friday, 8 a.m. to 5 p.m.

The CDC is here to make lives easier. It has a wealth of valuable information about career paths and job opportunities, and its staff is

*Students may schedule appointments to discuss such issues as interests, skills, values, where to find career information, and how to set goals at the Career Development Center.*

more than willing to steer motivated students in the right direction.

"Students may schedule appointments to discuss such issues

as interests, skills, values, where to find career information, and how to set goals," according to the CDC's latest pamphlet. Appointments typically last one hour.

The two most popular features of the CDC are resume files and internship counseling. "All students are encouraged to establish a resume file in the Career Development Center at least six months prior to graduation," (CDC pamphlet). The file is composed of fifteen to twenty copies of the student's resume and an informational sheet and release form.

Since resumes are such an essential part of the job search process, they are kept on file for one full year after the date of signature.

The process of finding a job or internship begins once a student constructs his or her resume. With this planning period completed and all of the necessary paperwork for the on-campus system filled out, the student is ready for phase two.

Mrs. Peterson describes this time period as the "active job search phase," the time when students try to "impress a potential employer."

She stresses the importance of

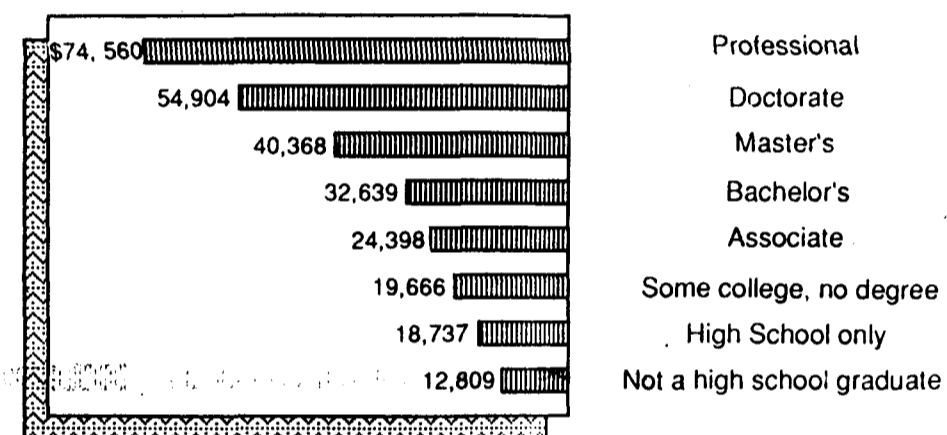
## Education: It pays for the

The newest data on lifetime earnings from the Bureau of the Census tell an old story: The more education you have, the more money you earn. In fact, the value of education has certainly increased during the past 20 years. The new estimate of annual earnings for those who are high school

graduates is one (\$7, earnings from inflation. bachelor's than the 1

### Highest level of education

Mean annual earnings for people age 18 and over, by highest level of education, 1992



Source: US Department of Commerce, Bureau of the Census.

both timing and action. According to her, many people have missed out on some rewarding opportunities due to procrastination or indecision.

Mrs. Peterson recommends that students begin the internship process sometime after their sophomore year and before the middle of their senior year. She has seen many students come to school in August of their senior year expecting the internship process to be smooth and fast, which is not always the case.

Since many companies project who they plan on hiring as early as December or January, a lot of deserving students miss the chance to be considered.

Mrs. Peterson also stresses the uniqueness of the internship process. She admits that "different job search methods work better for different people, and it is important to...cover all possibilities."

Although not all Behrend majors require internships, those that do provide a variety of options. For the student, working for credit is usually preferred. Some internships are simply work for work's sake; they offer no credit or pay, just experience. So those students who are lucky enough to get credit should take advantage of their good fortune.

Most interns are supervised by a Behrend faculty member, who may

also attach a letter grade to student job performance. Other criteria the faculty sees fit. These criteria may but are not limited to presentations, journals, and evaluations.

Mrs. Peterson encourages students to "take control of managing their careers." She offers an abundance of programs and resources. She sponsors periodic workshops and career and internship fairs. She has a video interviewing guide and the convenience of student interviews through the Park Recruitment Program.

The CDC is also home to the Career Resource Room, which contains countless pamphlets, books, and reports on occupational employment outlook and planning strategies.

Technology has done much to facilitate the job search process. Students can now use the Wide Web to obtain employment information twenty-four hours a day, seven days a week.

"Surfing the net" can do much to help students. Computer researching and employers look for, and speed and access to vast amounts of information are no doubt features.

The Web gives students the chance to advertise their resumes on several databases and new

## MAKE EVERY YEAR A CAREER PLANNING YEAR

### FRESHMAN YEAR: INCREASE YOUR SELF-AWARENESS

- Identify your interests, values, and abilities by talking to a career counselor or by using DISCOVER.
- Test your interest through courses, volunteer jobs, student activities, and summer work.
- Use the Career Development Center resources to identify majors that relate to your interests, abilities, and values.

### SOPHOMORE YEAR: EXPLORE CAREER ALTERNATIVES

- Join student organizations relevant to your major.
- Choose elective courses that will make you more marketable.
- Explore relevant work experiences such as internships and summer jobs.
- Obtain information about occupations by using DISCOVER, the career files, and by attending career fair events.
- Attend the Alumni Career Panels and listen to alumni regarding possible career paths.

### JUNIOR YEAR: CONNECTING YOUR SELF-AWARENESS TO CAREERS

- Investigate internship opportunities early in the school year.
- Explore all job titles associated with your major by using available career resources.
- Do informational interviews with professionals in your chosen field.
- Begin learning about job-search strategies.
- Register for the one credit job search class.

### SENIOR YEAR: PREPARING FOR THE PROFESSIONAL WORLD

- Establish a resume file.
- Attend the graduate school fair.
- Attend job fairs.
- Register with the Career Development Center first semester senior year.
- Attend resume and job search workshops.
- Use the On-Campus Recruitment Program.