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## Mentors Help Recent Graduates With New Jobs

by Joy A. Spencer

With a diploma in one hand and a mind filled with goals and aspirations, many college graduates will not know what hits them when they enter the real world and start their first job. The glamour of the real world will probably be overshadowed by entry-level pay, overtime, office politics and stress. However, there are ways new graduates can prepare themselves for the rigors of nine-to-five.

One of the easiest and most successful ways new graduates can transition into the workplace is through mentoring. During this process, an experienced person serves as a role model for a less experienced new employee. Mentoring is a simple concept; however, for a mentoring program to be successful, it must be well-planned.

Mentoring dates back to the time of Greek mythology and Homer's tale of Odysseus. Mentor, Odysseus' trusted counselor, became the teacher and mentor of Odysseus' son, Telemachus (<http://134.11.192.15/prodev/mentor/mentor/htm>). The concept may be old but the ideas are just as relevant in today's job market. Chicago-based Heidrich and Struggles Inc., an executive search firm, surveyed top executives on mentoring and found that approximately 80 percent had mentors or sponsors at some point in their careers (Reid 122).

From the very young to the older employees, mentoring benefits all types of people. Mentoring programs can be implemented in all-levels and each stage of a career. "Careers, like individuals, develop in stages. Each stage has its specific needs and

issues that need to be addressed by protégé the and the mentor" (Otto 19). Whether mentoring the very young into their future careers or mentoring older people into retirement, mentorship programs are as varied as the people who participate in them.

Two groups that can truly benefit from the use of mentors are women and minorities. In 1995, 43 percent of all managerial positions were held by women — a 32 percent increase in 12 years (Saltzman 50). However, many of these women were not serving as role models to the newest female members of their corporations. While male and female professionals are equally interested in mentoring protégés, women have faced more difficulty. Women, who work hard to prove themselves in a man's world, may fear that if the protégé fails it will reflect badly upon them. Also, when females get together in a business setting, many male staffers are uncomfortable because they conclude that the women may be talking about discrimination or harassment (Saltzman 51). Whatever the reasons for women not taking on protégés, the fact that they do not only hurts working women in the future. "Because of the special struggles women face in trying to balance

work and family, they are more likely than men to want mentors they can relate to personally and professionally" (Saltzman 52). The Office of Federal Contract Compliance Programs completed a study call the Glass Ceiling Initiative, showing that lack of mentoring can hinder women and minorities from obtaining upper-management positions — most mentors are white males and they tend to pick protégés with similar backgrounds (Reid 122).

Many universities start mentoring for their minority students from the very beginning of their college careers to help make the college transition easier. This in return will help many minorities in their transition into the workplace. "Mentorship programs will enhance the campus climate and foster minority student development on our college campuses. Consequently, our institutions will involve minority students more in their learning communities" (Hassell and Terrell 44). Mentoring can open minds and communication lines, creating diversity and success for companies on a global scale.

How does a new hire find a mentor? Most times, companies that participate in mentoring programs will match a senior associate with a protégé. When a new graduate starts his/her first job, they may go through what many companies call "transition mentoring." Dr. Howard G. Adams and Sheila K. Scott, authors of *Transition New Hires into the Workplace: the Strategy of Mentoring*, outline three areas that mentors should focus on when transitioning a new hire into the working world (5).

Fear of the unknown. The mentor must help the protégé achieve a comfort level in

### Areas Mentors Should Focus with New Hires

1. Fear of the unknown
2. Competitive issues
3. Diversity

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## Recruiting Trends

*The 25th anniversary edition of the Recruiting Trends report on current job market trends for new college graduates is available for distribution. This report is an annual publication of Career Services and Placement at Michigan State University.*

*In this 1995-96 edition, questions focused on anticipated changes in hiring trends for new college graduates, expected starting salaries, liberal arts degrees, technology, changing job skills and other topics of interest to high school and college students, parents, teachers, college faculty, career counselors, college placement officials, and human resource managers.*

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the corporate system.

**Competitive issues.** Competitiveness and employees striving to move up the corporate ladder could be intimidating to a new hire. The mentor must help the protégé focus on his or her own goals.

**Diversity.** In a changing environment, the mentor must recognize, respect, and respond to differences among workers.

Scott also outlines five stages of successful transition with mentoring (6-7):

**Apprehension.** Both the mentor and the protégé will have to "break the ice" and get past the uneasiness of a new relationship.

**Testing.** The new hire may expect inconsistency and lack of commitment, and in return protect him or herself from being disappointed.

**Trust.** The mentor must gain the trust of the protégé. The mentor needs to let the protégé know that his or her career aspirations are important.

**Goal-setting.** Once trust is gained, the mentor and the protégé need to set achievable goals.

**Predictability.** Once the mentor and the protégé build a relationship, the protégé must learn that the mentor is someone he or she can trust.

If these five stages are achieved, the mentoring process is a win-win-win situation for corporations, benefiting the company, the mentor and the new hire. Companies have experienced increased employee satisfaction, improved productivity and efficiency, improved retention of employees and overall improved competitive advantage. Mentors benefit as well. They will have an increased sense of pride in helping another learn, new knowledge of interpersonal skills, cultural development and intern development and they will have the personal satisfaction that comes from being needed by someone. But the one who benefits the most is the protégé or the recent college graduate. Through transition mentoring, new hires will have early and effective socialization within the organization, increased self-confidence, reduced social isolation, leadership development, managerial and career success and early opportunities for career advancement. "Individuals without mentors experience more problems adapting to their jobs and are more likely to have a poor fit with their organization" (Scott 22).

There is much adapting to be accomplished too: new rules, new challenges, new people and new responsibilities. A re-

cent graduate may be content with the fact that he or she has a job, but that does not mean he or she knows how to handle that job. According to Jerry Bouchard, author of *Graduating To the 9-5 World*, the first step in making the adjustment to the work place lies in being fully aware of the circumstances (Bouchard 19). New hires must set goals, while also realizing there is much more to learn — the education process did not end with a diploma. Bouchard says the reason college is so different from the working world is the fact that the rules are totally different. College promotes self-reliance and creativity, while an employer expects their workers to subordinate these traits to conformity and obedience (Bouchard 21). An employer pays an employee to perform work for them.

In interviews with recent college graduates, Bouchard found eight "complaints" or themes throughout many of the new workers' experiences: complaints concerning the tedium of the job duties, fatigue, feeling of inadequacy, rude awakenings associated with office politics, technical difficulties, learning to humble one's self to authority, receiving fresh lessons on the capacity for irrational, petty and/or difficult behavior in human beings, and experiencing previously unparalleled pressures to perform with accuracy and efficiency (Bouchard 21-24).

Many recent graduates have different expectations going into their first "real" job. This is one of the major reasons transition can be difficult. Graduates cannot expect to be a corporate star after only a few days on the job. Bouchard adds, "Being a new player, you have the potential to bring new ideas and attitudes. How fast? Only you can determine how long it will take to break the "freshman" classification. Remember, you are new to the 9-5 world" (Bouchard 27). Being new means doing whatever the boss says. College emphasized independence, but in the real world, teamwork is expected. Bouchard outlines ten commandments for the rookie 9-5er for the first 90 days — hoping to help graduates' adjustment to the real world a little easier (Bouchard 103-123).

Rule #1: Office politics and office gossip can complicate the simplest tasks.

Rule #2: Walk lightly and think twice before making waves.

Rule #3: Deadlines are a reality, and time is money.

Rule #4: Being new in the 9-5

game gives an allowance for mistakes, but not repeatedly. Learn from mistakes.

Rule #5: Companies no longer close their eyes to after hours activities.

Rule #6: Do as you are told; don't allow an ego to get in the way.

Rule #7: Determine a proper time balance between work and play.

Rule #8: Learn to work well with associates.

Rule #9: Patience is a workplace prerequisite.

Rule #10: Bosses are right, even when they are wrong.

Recent graduates will receive plenty of advice on how to transition into their new job, but the only right advice is the piece that works for them. Every person, job and company is different and what works for some may not work for another, but with a little time and a lot of hard work, new hires will successfully enter and exit the rookie ranks.

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## **The 10 Commandments when starting a new job**

**Rule #1: Office politics and office gossip can complicate the simplest tasks.**

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# ROLE MODELS AND YOUTH

## Social Networks Can Provide Positive Reinforcement

by rebecca graiz

The United States as a nation is not immune to poverty, crime and various other social problems. Too often, proposed reform, legislation and programs target the adult population. They are more for rehabilitative purposes, or in other words—are implemented after the fact. While most would agree that a society could not operate without a prison system, and that rehabilitation measures are necessary for many people ... something is still missing. Several experts have suggested that the key to many problems is to target the youth culture, who are often forgotten.

Author and researcher, Dr. Carl Taylor suggests in his book, *Dangerous Society*, that many problems of youth violence are the result of a lack of constructive outlets (Taylor 75-80). Urban youth see little opportunity for advancement in the future. Schools and families are not able to offer adequate support, and thus kids with too much time on their hands often become involved in gangs. Gangs serve many purposes: friends to hang out with, protection in crime-infested neighborhoods, and a way to get rich quick through various criminal activities.

Advertising has a tremendous influence over young people who are enticed to have the coolest clothes, shoes or jewelry. In areas of high unemployment, these youth quickly find that criminal activity is often the easiest way to obtain material possessions which bring them status. With no other means to build self-esteem, these youth strive

to achieve the images perpetuated by popular culture by whatever means necessary. National Medical Association panelist Ronald Walters, Ph.D. comments, "We know many of the negative social behaviors are linked to the legitimization of these behaviors by popular culture". If we want to reduce violence, we need to "deal with the system that produces the violence" (Skolnick, 1283).

Movies often show that violence is the way to solve problems, which again has great influence over the youth population. In a recent speech to the Hollywood community, President Clinton urged filmmakers "to do more to provide positive role models for young people who lack a firm moral grounding" (Jehl, A12). The speech was a call for Americans to take greater responsibility for behavior that may contribute to crime and violence.

### A PROACTIVE APPROACH

In short, youth today are faced with seemingly insurmountable obstacles: pressure from the media and peers and lack of support from families and the greater community. By reinforcing social support mechanisms, an attempt can be made to strengthen the youth culture. A social support network refers to "a set of interconnected relationships among a group of people that provides enduring patterns of nurturance ... and provides contingent reinforcement for efforts to cope with life on a day-to-day basis" (Whittaker, 29). A proactive ap-

proach has been used in several communities to rebuild the self esteem of youth by means of sports programs, role models and extra curricular activities.

### SPORTS

Sports programs teach kids about teamwork and can provide an outlet for pent-up aggression. Youth learn to appreciate the glory of winning and how to deal with defeat. However, sports play a pivotal role only if the attitude is "inclusive" rather than "win at all costs". Winning is fun, but not a cure-all. More important is finding something that you are good at or that you enjoy. Playing sports gets kids involved, keeps them off the streets, and helps to foster self-respect. Many star athletes are noticed through community and school sports programs, and if they are talented enough, they might be offered a college scholarship and a chance to continue their education, a chance that they might otherwise not have.

### GENDER

It is important that sports are targeted towards both men and women. Attitudes in society are slowly changing. Young women, just like young men, need after-school programs and sports opportunities. According to a study of "Youth at risk for teenage pregnancy", approximately one million teenagers become pregnant each year in the United States. "Factors outside the family such

A proactive approach has been used in several communities to rebuild self-esteem of youth by means of sports programs, role models and extra-curricular activities

"If kids call me a role model, that's fine -- and I think it's good that there are females out there for kids to look up to."

Rebecca Lobo  
USA Basketball player

It is important to realize that all children are *not* athletes, nor do all children even like sports.



as schools and neighborhood characteristics can influence rates of sexual activity among teenagers" (Small and Luster, 2). In addition, "girls with low self-esteem were twice as likely to be sexually active as girls with high self-esteem" (Small and Luster, 13). This is not to say that boys are not responsible, but only that girls need outlets and opportunities to build their self-esteem. Girls have been second string, when it comes to sports, for decades and it is time for this attitude to change. Girls are just as "at risk" as boys these days.

### ROLE MODELS

USA women's basketball team member Rebecca Lobo is a current example of a female role-model for young athletes. Lobo was featured in a recent issue of *Women's Sports + Fitness*. Says Lobo, "If kids call me a role model, that's fine—and I think it's good that there are females out there for kids to look up to" (Duffy, 70). Along with several other honors, Rebecca was named Sportswoman of the Year by the Women's Sports Foundation, conducts clinics and has coauthored a book with her mother entitled *The Home Team*.

Young people do react positively to role models, but the problem is that we do not simply have enough to represent a diverse range of youth. We see basketball players, musicians and movie stars who have made it out of the ghetto, but if they don't return to their home communities and make improvements, then it does little good. Another problem is that many popular role models are not necessarily good ones and cannot replace the role a parent must play in their child's life. In a recent article in *The New York Times*, basketball star Charles Barkley emphasized that "he is a basketball player, not a role model" (Vecsey B13). Parents should be role models, and he does not want to be responsible for raising the world's children.

### EXTRA CURRICULAR ACTIVITIES

It is important to realize that all children are not athletes, nor do all children even like sports. A variety of opportunities for children such as drama,

dance, chess, art, and other clubs such as boy scouts and girl scouts are needed. There are many ways to foster life skills, without the aggression that so often accompanies athletics. In addition, role models are in demand for all areas—not just sports. Our society might be different if scientists and doctors were given as much fame as basketball stars and musicians.

### ECONOMICS

School districts often come under attack for not doing enough to help the youth of the community. We must realize that many of these programs are tax based. This undoubtedly leaves affluent communities with a plethora of activities for youth, and poverty stricken inner-cities with little or nothing. Sadly, the places that need the most, are the last to receive assistance. It becomes a vicious cycle which all relates back to economics—a theme emphasized in William Julius Wilson's controversial book *The Declining Significance of Race*. Wilson says, "Children who have the greatest need for education are receiving the poorest training" (Wilson, 114). Because local taxes pay for schooling, and there is concentrated poverty in the inner cities. In addition, the inner city children lack the educational opportunities of their suburban counterparts. Due to the declining urban tax base for schooling, there are fewer resources for education in central cities (Wilson, 113-115).

In conclusion, many children lack parental support and adequate role models. In communities with minimal economic resources, "at risk" youth are unable to participate in extra curricular activities which offer valuable life skills, such as self esteem.

**"Children who have the greatest need for education are receiving the poorest training."**

Julius Wilson, author  
*The Declining Significance of Race*

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# Women in Management: The Value of Networking

by joy nakfoor

The number of women employed in top professional positions has greatly increased during the last 30 years. During this past decade alone, more women captured jobs once reserved for men, and this increase has been greater than in any previous decade in the history of our country. Between 1983 and 1993, the number of female managers rose from 28.7 percent to 37 percent in many areas including: advertising, hospitals, department stores and the health insurance industry. The greatest advancements were made in the computer industry and movie/video industry with a 15 percent and 17 percent increase respectively. However, men still greatly outnumber women in management positions (Mendels 44-45).

Over the years, women have worked terribly hard to achieve acceptance and have overcome many difficulties only to face a glass ceiling or transparent barrier, which stops them from utilizing their fullest capabilities (Morrison 13). This glass ceiling hinders progress for females -- for no reason other than they are women. Once noticed, the ceiling enhances the exclusion felt by women. The information and communication networks present an even more destructive force once the ceiling is recognized (Mattis 264). In many large companies, the glass ceiling is just below the general manager position (Morrison 124).

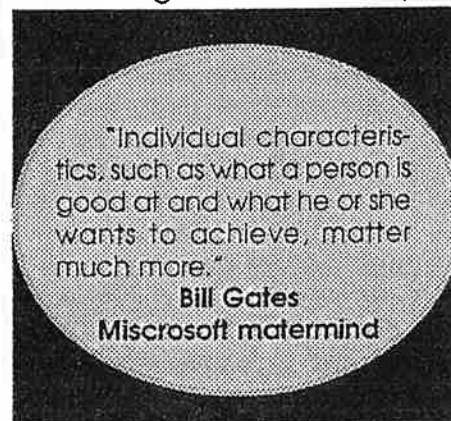
Women have worked in male domains for many years, however, some companies are only now beginning to change the negative attitudes toward females. The majority of females who get to the top gradually climb the corporate ladder. Some women follow a direct path to the front office, while others use the back way.

The Miller Brewing Company, General Motors Corporation, and Ford Motor Company are just a few examples of corporations that employ females to manage their top divisions. These women have made numerous improvements, from promoting worker morale to environmental

cleanups to strengthening employer/union relations (Jones 45).

According to Bill Gates, the mastermind behind Microsoft computer products, gender is not a major factor when determining whether or not new technology affects women and men in different ways. "Individual characteristics, such as what a person is good at and what he or she wants to achieve, matter much more" (Povich 41). Unfortunately, not everyone agrees with this

## Technological Gender Gaps?



idea.

Women find that being the boss is not always easy, especially for those who have a majority of male employees. Every day, top female personnel must prove to others that they are competent in their high-level positions. Respect is hard to earn and some men feel threatened by a female in a commanding position (Jones 45, 50). The most successful women managers are the ones who are considerate of their workers and thus earn respect. Managers know the success of the company depends on the respect given to the employees.

Barbara Parker and Ellen Pagonson, authors of *An Introductory Overview of Women in Corporate Management*, agree that networking is a major factor in helping individuals obtain job goals. Women have had to form their own ways of staying on top of things, since they are often excluded from the 'old boys' network. Networking is a useful method for women to penetrate into the male society. Network-

ing has many benefits (Parker and Fagenson 22-23). Working provides recognition for a female and also gives support to the determined. According to Ronald J. Burke and Carol A. McKeen, exclusion from the 'old boys' network prevents women from acquiring several important concepts for success in a career. These components for success, such as mentors, information, advice, and allies, are not likely to be accomplished alone (Burke and McKeen 74).

Through networking, women meet other women who also are rejected by the 'old boys' network. The relationships formed through networking are beneficial to everyone. Helping a colleague at one time usually means receiving help at another time. Networking is helpful at all levels and stages of a career, not just at one point (Burke and McKeen 74). Networking often results in making successful business connections. It also refers to the "network", or the association, which is developed between various individuals in any organization. The various levels of being known and knowing people can be two very different things according to Burke and McKeen. A female manager in business needs the attitude and commitment that comes along with networking. A female will then be able to pursue a career in almost any field she wishes.

Women who achieve top positions also face many different pressures. Three of these pressures -- the job itself, their trailblazing role in the job, and strain on family obligations -- not only makes progression more difficult, but also makes these women's achievements that much more extraordinary (Morrison 15).

## JOB PRESSURE

Some job pressures tax men and women alike. According to Ann M. Morrison, Randall P. White, and Ellen Van Velson, authors of *Breaking the Glass Ceiling: Can Women Reach the Top of America's Largest Corporations*, those in "general management" positions often feel the most pressure. "General management" frequently refers to taking responsibility for more than one type of business function or more than one division's functions

(Morrison 124). For people in "general management" positions, overwhelming frustration and anxiety are common. Dealing with disgruntled customers and employees is very stressful and taxing. General managers often deal with work responsibilities, even when they are off the job. Home, at times, does not provide an escape from work burdens or tension either (Morrison 15). Job pressure, in Morrison's opinion, consists of accomplishing all the tasks that need to be completed. The higher the position, the more the pressure is felt (Morrison 16).

#### TRAIL BLAZING

The second level of pressure is the status of the job -- a female executive in a male dominated society. These women are viewed as role models by thousands of other females. That alone can cause stress (Morrison 16). The "first" women in executive positions often feel it is their duty to succeed. These women are setting examples for other females to follow. The opportunities for other women might be extremely limited if the "first" females fail. "Playing it safe" leads many women to manage "ultraconservatively" and not take risks that males might take (Morrison 17).

#### FAMILY STRAIN

Living a "normal" life at home is the third pressure level placed on women. According to research conducted by the Economic Policy Institute, women's work hours have nearly doubled since they entered the workforce. Although women work as many hours on the job as men, they still work more domestic hours. It is important to keep in mind that domestic hours are unpaid, but they are still considered labor. Women and men are both sacrificing leisure time and are experiencing higher rates of burnout and stress (Schor and Leete-Guy 1992).

Common to many minds is the idea that women and men manage differently. The styles between the two sexes are perceived as opposite as their genders. However, this is untrue according to research completed by Yvonne Due Billings and Mats Alvesson, authors of *Gender, Managers, and Organizations*. Questioning various people on their interpretation of male and female managers, Billings and Alvesson surprisingly discovered more similarities than differences. The results showed almost no differences between males and females in areas ranging from attitudes to leadership style to behavior in similar situations. The only variation noted was in the area of dedi-

cation to work. Females were perceived as harder workers, taking the job more seriously than male counterparts. Males seemed to be more concerned with monetary rewards, whereas females preferred to have recognition for a job well done (Billing and Alvesson 48).

As most people know, women are moving rapidly in the business world. Although there are many challenges and barriers, women are becoming more courageous and sharpening their quests for top positions. Meeting other women in similar positions helps many females achieve their goals. The strains placed on women are tremendous, but determination and strong will lead many females to greatness.



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# the image of **WOMEN** in **SPORTS**

by joy a. spencer

**"I don't think being an athlete is unfeminine. I think of it as a kind of grace."**

**Jackie Joyner-Kersey**

For centuries, female athletes have been looked upon as everything but graceful. Women are supposed to be beautiful and not strong. Girls are supposed wear pretty dresses, not slide into bases. But the images of women have changed throughout past decades and are continuing to change. How far have women come in recent years? And how much further do they have to go to gain equality?

While some negative views of female athletes remain, there are now counter-examples to dismiss stereotypes. Legislation has been enacted, such as Title IX, which forbids sex discrimination in educational institutions receiving federal money. Legislation and stronger images may not have equaled the playing field, but they're certainly starting to level it.

Negative images of women start as soon as they begin to play. Early socialization is an important factor, suggests Mariah Burton Nelson, author of the book *The Stronger Women Get, the More Men Love Football, Sexism and the American Culture of Sports*. Girls are taught to play with dolls and boys are taught to play sports. "

Whether we were inspired by Babe Ruth or Babe Didrikson or neither, and whether we played kickball with our brothers and sisters or both, all of us, female and male, learned to associate sports prowess and sports privilege with masculinity" (Nelson 2). If women compete in sports they are not looked upon as competitively equal to their male counterparts. And when women are successful in their athletics accomplishments, their success is often marginalized and usually held up to male standards.

Is there a difference in the way men and women compete in athletics? According to psychologist Bruce Ogilvie, Ph.D., professor emeritus at San Jose State University, female athletes are just as competitive as male athletes, but they have a greater fear of failure, want more coaching, and experience more ego deflation when they do not live up to expectations. Ogilvie, who surveyed 700 Division I scholarship athletes, came up with few differences in the ways men and women compete in sports. Both sexes are equally committed to their sports, and both sexes experience emotional highs during peak performance (Iknoian). Researchers may pro-

claim equality, but the perceptions of society are not there yet. Some researchers even suggest that women are not only equal, but stronger. "In many ways, men are the weaker sex. Men die on average seven years earlier than women. Women have a better sense of smell, taste, hearing, and sight" (Nelson 55). However, greater society has yet to accept such views. But according to Nelson, sports is not about strength. "(Critics) are not considering how much women and men have in common: the human experience of sport" (55).

While Title IX, which forbids sex discrimination in schools receiving federal money, has many positive effects for the female athlete, women are often looked upon as the "bad guy" when the legislation, due to budgeting, cuts men's sports to make room for women's sports and gender equity. Many males charge reverse discrimination. But the 23-year-old legislation is working, according to Christine Grant, Ph.D., athletic director of the women's athletic department at the University of Iowa. Grant has studied gender equity in sports for more than 20 years and reports that at least 800 women's teams have been added to the collegiate level since 1992 (Tarkan 26). To improve the image of women in athletics, more women have to be given the opportunity to play and prove themselves and their equality. There is an interest too, "In the 1970s only 7 percent of high-school athletes were female, but that 7 percent exploded to 35 percent once girls and women were given the opportunity to play. "That proves

there's not a lack of interest" (27). Still the majority of athletic money supports men's football and basketball. Reverse discrimination? It is by no means equal.

It's ironic that the sport where women have the strongest image — ice skating — is considered a "pretty" and "graceful" sport, but not necessarily creating an image of "strength." It is a sport that — at times — has allowed the stereotype "women are supposed to be beautiful and not strong." However, ice skating, with its strong fan following, may be the closest thing to an equal playing field (or ice) in the sports world.

"In some sports played by both genders, men and women are not equal. In college basketball, for instance, the women's basketball is smaller than the men's, to compensate for women's smaller hands. In golf, professional women play a shorter course than the professional men, to compensate for the difference in power. Even in tennis, where the dimensions and equipment are the same, the game is not. Men play up to five sets; women play three. But in skating, a jump is a jump is a jump" (Brennan 44-45).

Not only are women strong competitors in ice skating, but they also are in charge of the sport. Claire Ferguson, a woman, was the president of the United States Figure Skating Association through 1994. There are large number of females judging the sport, and many of the top coaches in the sports are women. "It's indisputable: figure skating is a sport for women, run by women" (Brennan 45). And most important, it is pos-



sible for a sport, "for women, run by women" to survive in the limelight because ice skating is second only to football as the most watched sport on television.

To stay "beautiful" in their sport, women go through great, sometimes life-threatening lengths. Joan Ryan, author of *Little Girls in Pretty Boxes*, examined the lives of young figure skaters and gymnasts who often lose part of their childhood in pursuit of their athletic dreams. Many times, gymnasts, as well as female athletes in general, suffer from eating disorders and/or are forced to compete while injured. On the outside they may have a "strong" image, but on the inside they are being controlled by parents and coaches; their sport often lowers their self-esteem instead of increasing it. Ryan says, "It is ... my hope that by dramatizing the particularly intense subculture of female gymnastics ... we can better understand something of our own nature as a country bent on adulating, and in some cases, sacrificing, girls and young women in a quest to fit them in our pretty little boxes" (15).

Not all images of women in athletics are negative. And women are making great strides in proving to the world, especially the male sports community that, like Ogilvie's research states, the differences between men and

women in sports is minimal. Female role models are beginning to infiltrate even male-dominated sports. In 1992, Manon Rheaume, a then-20-year-old from Quebec, became the first woman ever to participate in the National Hockey League training camp. The University of Louisville football team has a female placekicker on its roster. And last season at Duke University, a women tried out as a placekicker for the football team.

One sport that maybe heading to the next level for women is basketball. In the last few years, there has been more interest in the women's National Collegiate Athletic Association championship tournament. Talk of a professional league in the United States and with role models like former-Texas Tech star Sheryl Swoopes and former-University of Connecticut star Rebecca Lobo, women's basketball is finally getting the respect it deserves. Lobo specifically, has propelled women's basketball to the next level. After leading her team in 1995 to a 35-0 record and a National Championship, she's become the poster child for the sport, with interest at an all-time high. "If kids call me a role model, that fine — and I think it's good that there are females out there for kids to look up to," Lobo said (Duffy 70). Swoopes and Lobo are

both members of the 1996 Olympic National Team, which already has a number of sponsors and individual players receiving endorsement deals — just like the men.

While women in sports have made many strides toward equality, negative perceptions cannot be changed overnight. In many ways the media controls much of the way women are perceived in society and the media can be a pioneer of change.

"Commentators say approvingly, 'She is really strong, but still feminine.' The word 'but,' linguists explain, negates what came before. Commentators openly approve of petite bodies that move gracefully and disapprove of large bodies that punch each other around. ... This is what male reporters often don't seem to understand: Women feel like people. We don't constantly think about being women. It's natural for us. We can even forget about it for long stretches of time" (Nelson 197-198)

The images of women are changing in society and in the media. It is a slow process, but nonetheless it is occurring. There is not only an increase of women competing, but also an increase of women covering games for the media. The two put together equals more coverage for women's sports and one small step on the road to equality.

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# \$ IS HIGHER EDUCATION \$ \$ WITHIN \$ \$ \$ \$ \$ \$ \$ OUR FINANCIAL REACH?

by sarah drumm

A college education is becoming more and more of a necessity to survive in our society. As time goes on, more value is being placed on a higher education as a means for "making it" in this world. However, some believe that this education which is so important to success is become increasingly difficult to obtain. Some would argue that financial aid for those who need it most is disappearing. There are many theories as to why this is happening. Regardless of the various schools of thought, however, it is necessary to understand the basic differences in the types of aid. To be sure that every student will be able to capitalize to the fullest on the different types of aid available, one must first decipher the jumble of financial aid terms we hear. Each program is designed to benefit a different group of people.

Currently, there are three main types of financial aid offered to undergraduate students: grants and scholarships, educational loans and student employment or work-study. Because all of these terms and concepts are blended together under the heading of financial aid, we must separate them to truly understand the advantages and disadvantages of each one.

There are numerous forms of grants and scholarships. A grant or scholarship is money given to the student. This money does not have to be

repaid ever. They can come from any number of places. First of all, there are many private scholarships available. These tend to be smaller in monetary value but often easier to obtain. Individuals, private clubs or companies tend to be the most common donors. Generally, a private scholarship has a set of requirements which must be met to even be considered for application. Examples of this would be private organizations

with possible scholarship opportunities. The State of Michigan provides MI-CASHE for a \$15 fee. Call a university office about such programs or contact the Michigan Department of Education about MI-CASHE at 517/335-1790 (Financing 4).

Another source for scholarships and grants are university or federal funds. Many of these fit into both category because the federal government has set up programs in which the

money comes from the college. The National Merit Scholarship is one such award. Students are chosen for this award based on their Scholastic Aptitude Test (SAT) scores. Their financial need is then determined according to family income. Based on this, it

## FINANCIAL AID WEBSITES

[http://www.cs.cmu.edu/afs/cs.cmu.edu/user/mkant/ftp/finaid/html/db\\_com/html](http://www.cs.cmu.edu/afs/cs.cmu.edu/user/mkant/ftp/finaid/html/db_com/html)

[http://www.ed.gov/prog\\_info/SFA/Student Guide/](http://www.ed.gov/prog_info/SFA/StudentGuide/)

<http://web.fie.com/htbin/cashe.pl>

<http://www.fastweb.com>

which only consider members of a certain minority group or career major. Every library's reference section has many books on such scholarships. Generally, an applicant must write to the individual corporation or group to receive information on scholarships. Some may have spring deadlines for the school year beginning in August but others accept applications at any time. Thousands of dollars in these scholarships is unused every year because no one applies for them. Another good source for independent scholarships is on the World Wide Web. Many states have programs through the university financial aid offices in which they match your personal interest and background profile

is decided if the college of their choice will grant them an award ranging from \$750 to \$2000 per year. Although some students are honored with this prestigious award, they are not determined to need the money. The National Merit Scholarship is considered a need-based scholarship.

Need-based scholarships come in many forms. The Pell Grant is a federal grant provided for undergraduate students who exhibit high financial need (Financing 8). States also have their own educational grant programs. The Michigan Competitive Scholarship is offered to undergraduates based on their scores on the ACT test taken during their senior year of high school. Michigan Education Op-

portunity Grant (MEOG) is another grant awarded to students of great financial need. Individual institutions also provide many forms of grants such as the MSU Student Aid Grant and the MSU High Achiever Grant. These need-based grants are available based upon information provided in the Free Application for Federal Student Aid (FAFSA). These applications or the renewal forms are accepted after January 1st of each year. It is best to pay close attention to deadlines and have them in by February 21st or March 21st according to the aid you hope to receive. Because of the large numbers of applications received, it is best to submit your application as soon as possible so that you can plan your financial situation for the following year.

Eligibility for other types of financial aid are also determined by the information provided on the FAFSA. Loans and work-study programs are the two other main types of aid. Most college loans are subsidized in some way by the government. This means that students are not responsible for paying them back until they have graduated or quit school. Even then, students are given a grace period of six to nine months before being expected to begin payment. This is to allow for time to find a job or decide to return to school. Two such loans are the Stafford/Ford Loan and the Perkins Loan. The Perkins Loan is granted to students of great financial need in order to cover their weekly living costs. Stafford Loans are more complicated in that there are two kinds. The Direct Subsidized Stafford does not begin to accrue interest until after that student has stopped attending school. The Unsubsidized Stafford does accrue interest but students are still not responsible for paying it until they have left school. These two loans both have maximum limits according to the level a student is at in his or her education. Other types of loans are also available to parents or students without need but who can prove their credit worthiness. Some examples are the Federal Direct PLUS Loan (Parent Loan for Undergraduate Students), the TERI Loan and the MI-Loan (Financing 11).

Generally, filing of the FAFSA is still necessary to qualify for these loans as well, however and appointment with a college financial aid officer is strongly advised to decide which loans best fit your needs.

Work-study programs and student employment are another method of funding one's education. Work-study programs are funded by the government to encourage employers to hire those students who need the extra income. Many campus jobs such as cafeteria employment and the library are work-study. The government then pays a portion of the hourly wage and is a cheaper form of labor for the employer while the student still receives the regular wage.

However, many students find the decision of whether or not to work a difficult one. According to Financing Your Education at Michigan State University, many studies have shown that students with part-time jobs manage their time better and earn higher grades than those who do not work (9). In addition, students who successfully juggle work and school have a better sense of self-pride and independence as well as the useful experience gained from various jobs. Job experience gained during college may provide that crucial edge in a very competitive job market.

The most important step to maximizing the financial aid available to your needs is to schedule an appointment with an advisor. They will hopefully send you in the correct direction with regards to grants, loans and work. A combination of these aid types is appropriate for most students depending on their eligibility. Always remain mindful of deadlines and full completion of all paperwork. In the long-run, it will save you time and money!

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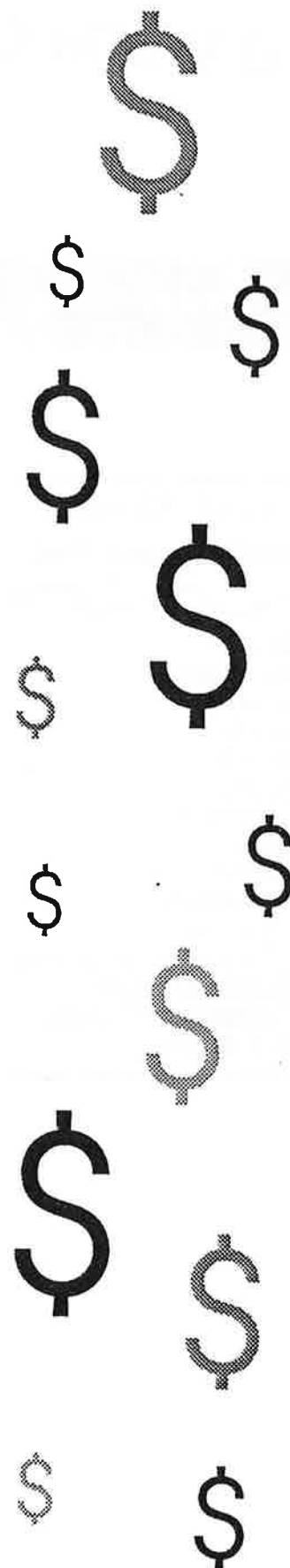
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# Overworked and Underpaid?

## How About A Job Change?

by joy a. spencer

### ELEMENTS TO CONSIDER BEFORE CHANGING JOBS

1. SKILLS
2. ASSOCIATES
3. ENVIRONMENT
4. SALARY
5. BENEFITS
6. HOURS
7. COMMUNITY
8. FAMILY
9. PRESTIGE
10. SUPERVISION
11. POTENTIAL
12. COMPANY FINANCIAL STATUS
13. SELF IMPROVEMENT
14. GEOGRAPHIC LOCATION
15. JOB-STABILITY

A 1990 Gallup poll of 1,350 people for the National Occupational Information Coordinating Committee suggested that only 41 percent of those surveyed were planning on holding their current job for the rest of their lives (Anderson 4). The poll was only a small sample of the thousands of people who were pushed into careers they did not want and found themselves changing jobs or switching careers at some point in their lives.

Why are people unhappy with their jobs? Several factors contribute to job dissatisfaction. Many people are overworked and underpaid, or in dead-end positions that are boring and unproductive. Many individuals have outgrown their original career interests and are simply clinging to a job so they can earn a paycheck (<http://www.netstorage.com/leehi/super/search/htm>). Job unhappiness may be rooted people being thrown into jobs for every rationale except "that's what they want to do." Pressure from parents, siblings, teachers and peers can influence a career choice in the late teens that may not match one's interests at mid-life. In addition, a combination of internal and external factors on the job can contribute to unhappiness. Internal factors include work environment, supervisors, the job itself, rewards and benefits and personal development. External factors might include societal trends, economic conditions, demographics and technology. These can all contribute to a mighty stressful, unproductive and unhappy job situation (Helfand 22-25).

Not all changes are as drastic as completely switching professions. A job change could be as simple as moving to a new company, while others could require more schooling and training. According to John D. Shingleton and James Anderson, authors of the book *Mid-Career Changes*, there are 15 factors or questions to consider before changing jobs (52-53).

1. Skills: Are you using your training and education and do you enjoy what you are doing?

2. Associates: Do you enjoy the people with whom you are working?

3. Environment: Is the physical setting of your workplace enjoyable?

4. Salary: Is your salary appropriate for your contribution to the organization?

5. Benefits: Does the insurance, retirement, vacation, sick leave and overtime plan at your current job meet your needs?

6. Hours: Are your hours reasonable?

7. Community: Is where you live adequate?

8. Family: Do you see your family and relatives as much as you want?

9. Prestige: Do you receive recognition and respect from your peers?

10. Supervision: Is your supervisor responsive to your interests?

11. Potential: Does your employer provide potential for growth and opportunity?

12. Company financial status: Is the company going to be around for awhile?

13. Self improvement: Does your employer provide opportunities for additional training?

14. Geographic location: Are you living in a desirable region?

15. Job-stability: Have you received any hints of future layoffs?

Analyze your reasons for considering a career shift. Life may not be better someplace else. Those who are thinking about a job or career change need to complete a self-assessment by looking over the previous questions and making sure they have their priorities straight. "Many career decisions are based on emotion rather than rational thought. When you decide to make a career change, you are more than likely to be successful if your decision in-



volves informed and effective planning. A career change is a marketing project" (Anderson 146).

Not all job changes are planned (i.e. job loss). However, when it is your decision to leave your current job for another, you must define your values ahead of time and then look for new employment. When you decide to leave, you must have a plan. "The only way to know whether you are lacking in education, training or experience is by first having a clear career goal, beginning with an assessment of life/values" (Helfand 165). If more education is needed for the job change that interests you, realize that going back to school costs money. Additional years of schooling means covering the costs of tuition and living expenses with little or no income.

Changing jobs is not an easy process, emotionally and physically. Job change much to do with overcoming fears. Someone may be hesitant to change because they fear failure. Or someone may have just left a bad job situation and fear that a new job will not provide anything better. However, a proper assessment of your values and proper understanding of your career goals combined with research about the job market can ease many fears. Dr. David P. Helfand, author of *Career Change*, lists three steps to getting started on a successful career path (43).

1. Identify what it is you most want to do; your purpose or mission in life.

2. Develop an expertise; become the best you can be in the career you want most.

3. Learn how to effectively search for a job.

If you want to change jobs, you are not alone. Richard Bolles, author of the annually revised manual for job-hunters and career changers, *What Color Is Your Parachute?*, says the average person can expect to have three different jobs in their lifetime. Bolles cited a 1986 survey of 10 million people: 5.3 million of those "average people" changed careers voluntarily, and in 7-of-10 cases their income increased. Also, 3.4 million of the surveyed population changed careers for a mixture of voluntary and involuntary reasons (such as needing to change from part-time to

full-time). Of the respondents, 1.3 million changed careers involuntarily, and in 7-of-10 cases, their income went down (154).

Once you have decided to make a change, where do you start? There are many counseling services available to aid in a career change and job search. Corporate outplacement is a service provided by many employers to help employees assess their experiences, skills and traits, can advise them on job prospects in specific professions. Private outplacement services provide the same assistance as corporate outplacement. However, a current employer is not footing the bill (and the price can be stiff — about 10 percent of your most recent salary). Counselors, consultants and advisers also can help with assessment of your career life and at a more reasonable price. And for the frugal career changer, there are inexpensive, career-changing books available to help you decide on whether a change is needed and what to do once you have decided you want a change. Books are available like Bolles' *What Color Is Your Parachute*, Paul and Barbara Barron-Tieger's, *Do What You Are*, a user-friendly book that helps people make career changes and match their personality types, and Robert Otterbourg's, *It's Never Too Late*, containing 150 biographies of people who have changed careers (Henkoff 55).

Changing careers or jobs is not easy, but sufficient time and patience will permit you to find happiness in a new career.

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## How to get started on a successful career path

1. Identify what it is you most want to do, your purpose or mission in life

2. Develop an expertise, become the best you can in the career you want most.

3. Learn how to effectively search for a job.

# You Don't Have To Be A Professional

by sarah drumm

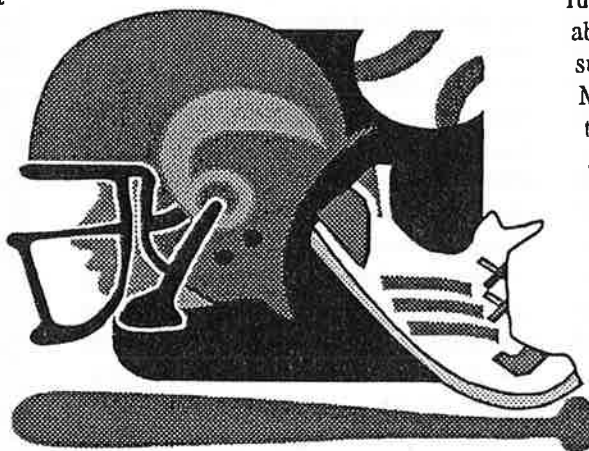
While growing up, many aspire to play college or professional sports. Youngsters play video games and dream of themselves as National Collegiate Athletic Association players. Families often groom children to play a particular sport at a certain university. However, as students get older, they often realize that they do not "have what it takes" to play a varsity sport at the collegiate level. As disappointing as this may be, people should realize that there are other alternatives. Most universities and colleges have various intramural sports programs and intercollegiate club sports.

As a young boy, Gary Guelker dreamed of playing football or baseball for his favorite university — Michigan State. He played football in high school but soon realized his childhood dream was nearly impossible. Many people, like Gary, play varsity sports recreationally in high school, but have no serious intentions of playing in college. However, it is difficult to transition from playing three sports each year throughout high school to not playing anything at all in college. For some freshman students, this is a major factor leading to the immediate weight gain called the "freshman 15." According to Guelker, a political economy senior, it doesn't have to be that way. "Living in the dorms was a great way to get involved right away. There was always a team I could play with," (Guelker). Guelker played in football and softball dorm leagues his freshman and sophomore years. Generally, dorm leagues are organized by resident assistants and the fees for playing are often paid from floor funds. Guelker said playing in a dorm league was an excellent way to establish friendships early in the year.

As a sophomore, Guelker joined a fraternity and continued to play intramural sports with his associates. Most fraternities have a person in charge of organizing intramural and social activities with other fraternities and sororities (Guelker). Guelker's fraternity partici-

pated in everything from basketball to innertube waterpolo.

Stephen Walsh transferred to Michigan State in the middle of his sophomore year. "I didn't play any sports here until I was a junior," says Walsh, a history senior. Coming from a much smaller college, Walsh was overwhelmed by the size of a state university. Although he played hockey and football in high school, he was not aware of the resources



available to him. "The concentration at large universities is on the money-making varsity sports. You don't see much in the newspaper about women's rugby," (Walsh). It was not until Walsh took a physical education class that he participated in any extracurricular activities. He was encouraged to join a basketball team by members of his sports class. Two years later, Walsh occasionally plays with some of the same people.

Having played rugby for the past ten years, Katrin Lavell can't imagine her life without the sport. She is currently the coach and vice-president of Michigan State's women's rugby club. Lavell began playing at Hiram College, a small liberal arts school in Ohio. Rugby is a very popular sport in Ohio and involvement in any club sport is easily accessible, says Lavell. "Hiram College has always had a strong rugby program— both men's and women's. At a small school, involvement in extracurriculars is so important. Our team was like a family" (Lavell). When Kat decided to attend Michigan State to study veterinary science, she was pleased

to find that the men had a strong rugby program. The women's team was not as well-known or competitive, but Lavell knew this would come with time. According to Lavell, there was little competition for women's rugby in the State of Michigan, particularly compared to her home State of Ohio. "I am amazed that at a university of 40,000 people, we have difficulty getting 15 women to play. I am constantly trying to spread the word about rugby. People here just don't know about it" (Lavell). This raises the issue of accessibility to information. Most large universities have an activities fair for student organizations at the beginning of each school year. However, students who do not know about this fair or do not attend may have no idea what is out there for them. Despite information provided in their dormitories, many students will remain in the dark throughout their entire collegiate schooling. Because of more individual relationships, smaller schools may do much

more to foster involvement in student groups. However, larger universities are more likely to offer a wider range of student sports and groups.

At Michigan State University, there were 43 registered sports clubs during the 1994-1995 school year. More than 2,798 students, faculty and staff competed in activities ranging from yoga to women's fencing to cricket. Participants in intramural competitions exceeded 15,000 (Intramural Handbook 9). Contacts for all of these sports can be found on MSU's homepage (<http://pilot.msu.edu/dept/imsports/>) under intramural and recreative services. At this location, there also are links to information about clubs and intramural sports at other Midwestern universities. Most universities also have a campus office dealing exclusively with student organizations. A contact office might be located in an intramural building or a nearby sports facility.

In addition to the various competitive sports and clubs offered, college campuses usually provide a modern physical fitness facility. Often, a workout pro-

gram of aerobics and weightlifting is scheduled for the convenience of students and faculty. Schedules lists of and services provided also may be at the intramural building or campus sporting facility.

In the event that a particular sport is not represented on campus or in the surrounding community, most universities encourage students to establish their own teams. This is best accomplished by recruiting possible members for a club. Proof of a strong interest will be necessary in order to merit the use of university funding for a new sport or organization. Every university is different. A good place to start is a campus funding board or student government office. Generally, colleges and universities support the establishment of new campus groups. The purpose and objective of most college sports and club programs is to provide a wide range of safe and healthy activities for those attending the institution (Handbook 8).

Those who have been involved in a club or intramural sport found it to be a very rewarding experience. Kat Lavell said it best, "Nine years ago, I never would have dreamt that I would one day be coaching my own little family in such a great sport. It is pure fun!"

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## MOST POPULAR CLUB SPORTS

alpine ski team,  
archery, badminton,  
bowling, crew, cricket,  
fencing, ultimate  
Frisbee, ice hockey,  
judo, kendo, kung fu  
and tai chi, lacrosse,  
mountaineering,  
outing, rock climbing,  
rollerhockey, rugby,  
sailing, scuba,  
skydiving  
tae kwon do, karate,  
volleyball, water polo,  
water, skiing,  
weightlifting, yoga

## Keeping Your Skills Sharp To Maintain A Competitive Advantage

by rosalie c. pontz

Downsizing or "rightsizing" are scary words for many mid-level managers and mid-career workers in Corporate America. With little regard for seniority, loyalty or other particular employee attributes, top level management often considers only "bottom line" results when determining who will be eliminated as the axe falls. These results are significantly impacted by the contribution made and the criticality or uniqueness of the skills being provided by each individual.

One way to hedge the probability of elimination and at the same time make yourself promotable is by establishing a lifelong commitment to education and skills development. If you are willing to enhance your existing set of job related, technological/computer, managerial, customer relations and other key skills you will help to insulate yourself from the

elimination process. Even in the most extreme cases, when staffing cuts are made regardless of contribution, by adopting this core value you will be strategically positioned to move forward in your career with a new organization.

Pragmatically, a commitment to lifelong education and skill development translates into:

### Effort

After working the usual sixty plus hours per week to meet normal workloads, you must be willing to: (1) spend additional time on development of new and diverse skill areas, (2) establish and maintain a network of professionals and colleagues who can assist in your current and future career endeavors, (3) attend seminars and professional conferences, and (4) take classes at your local community college or university, etc.

### Intrepidity

You should be willing to explore and develop your current career path and also to look in new and different directions with

an open-mind as opportunities present themselves.

### Passion

You must be motivated and desire to move forward through your career journey. You cannot merely be satisfied with the status quo.

Be cognizant and in control of these critical success factors, and you will be proactively assuming responsibility for your own career destiny. You will have the competitive advantage necessary to survive and also to excel during the adverse environments presented throughout current business trends of company mergers, plant closings and overall staff reductions.

*Rosalie Pontz is Manager of Operations for The Global Procurement and Supply Chain Benchmarking Initiative in the Eli Broad Graduate School of Management at Michigan State University.*

# "How To Survive ..."

gives soon-to-be and recent graduates a wide range of reader-friendly information

## BOOK REVIEW

### HOW TO SURVIVE WITHOUT YOUR PARENTS' MONEY

Making It From College To  
The Real World

A Book That Tells You What You Need To Know To  
Survive In The Real World

A Book That Tells You What You Need To Know To  
Survive In The Real World

by Geoff Martz

*How To Survive Without  
Your Parents' Money:  
Making It From College To  
The Real World*  
by Geoff Martz  
The Princeton Review  
\$10.00 U.S

review by:  
joy a. spencer

Where can you find 15 chapters of career advice along with two recipes for macaroni and cheese? Geoff Martz's book *How to Survive Without Your Parents' Money: Making It From College To the Real World* is a good place to start. Martz, Princeton Review author of *Paying For College*, *Cracking the GED*, *Cracking the GMAT* and *Cracking the ACT* revised his 1993 version of *How To Survive Without Your Parents' Money* and jam-packed it with useful advice about everything from resume-writing to job interviews to preparing your own tax forms. The book's aim is to help recent graduates survive on "little money, and stay off the family sofa!"

Martz's book is reader-friendly and loaded with career information on every imaginable topic. Instead of focusing on one specific area for new graduates who are beginning to "survive without their parents money," Martz touches on many topics and gives readers information on where to go if they want more in-depth information. What makes Martz's book so useful is that it isn't solely for recent college graduates. The book makes a perfect high school graduation gift and can be used as a career reference book throughout college and the beginning of a career.

One would expect the most useful chapters of the book to be ones that touch on resume-writing and/or job interviewing, but the first two chapters of the book "What 'They' Want" and "What You Want" are the most important. The two chapters try to give readers a truthful picture of the job market and their place in it. In doing so, the two chapters can calm

the nerves of the new job-seeker by breaking down what everyone expects of them and what they should expect of themselves — helpful considering future anticipated job markets. Martz writes, "According to the authors of *Workplace 2000: The Revolution Reshaping American Business*, Americans who begin their careers in the 1990s will probably hold ten or more different jobs for five or more employers — and according to the U.S. Department of Labor, new college graduates may have to shift careers (not just jobs — *careers*) as many as four times." Chapter Two provides information to assess talents and temperament so job seekers can guide a career down its proper path, for today and for the future.

Sample resumes, cover letters and job interview questions (including a info-book listing the Top Ten Most-Often Asked Questions by Interviewers) also are provided in the book, along with a chapter entitled "The Wired Way to Get Hired," which gives the reader information on how to conduct a job search on the Internet through the World Wide Web, listserves and e-mail — the wave of the future in job searches.

"How to Survive" is a great reference book for anyone who is or will be conducting a job search. Martz even includes a chapter on how to survive while looking for a job (hence the recipes for macaroni and cheese). There is plenty of information available for job seekers, but if they only want to buy a few books, this one is recommended for their collection. Its wide-range of subjects and pages of practical information makes it user-friendly and fun to read.



# INTERNET FOCUS

by joy a. spencer

<http://www.careers.org>

## Career

A Website linking to practically every job-related source available on the Internet, CareerNet's Career Resource Center is truly one of the most resourceful sites in cyberspace. Defining itself as the "Internet's Most Complete Career Directory," CareerNet has over 11,000 links to jobs, employers, businesses, educational-related sites and career service professionals on the Web. In addition, the site has over 6,000 career resources including software and publications. A job search can be accomplished by number, letter, or geographic region including the United States, Canada, the United Kingdom, Australia, Germany, Japan and New Zealand. CareerNet also has cross-referenced it's resources geographically and alphabetically whenever possible.

In addition to links within its own organization, CareerNet has:

- ✓ 1,800 "Job Now Links" — college career offices and newspapers job classifieds;
- ✓ 5,000 employer links;
- ✓ 2,000 education links — college home pages and alumni associations;
- ✓ 1,300 career resource links;
- ✓ 475 business links;
- ✓ 225 miscellaneous links; and
- ✓ more than 100 links to other Internet resources.

<http://espnet.sportszone.com>

## Sports

To say ESPN's World Wide Web pages are a sports fans' dream come true would be a understatement. Mixing the Internet with print and broadcast sports journalism, ESPNET can provide hours and hours (and hours) of sports fun on the Web. ESPNET features up-to-date sports scores and stories, columns, Fantasy Baseball and special items like "Zoned Out!" with sports tidbits and trivia, and "Live Audio" with interviews from your sports favorites. For a small fee, interested sports fans can subscribe to ESPNET and link to special services like columns from Dick Vitale and Frank Deford, team and player profiles, NBA Game Flow Charts and Video Highlights. Cost to subscribe is \$4.95/month or \$39.95/year, but there is still lots to do without a subscription.

A highlight of ESPNET is their Interactive sites, which can turn a sports nut into an Internet nut.

With a simple click of a mouse button, fanatics can: chat with people all over the world in designated sports chat areas, like college basketball, soccer, and the NFL; talk (write) "live" with featured ESPN commentators and analysts at scheduled times on the Web; send ESPN your comments about specific polls and questions they raise about current issues in sports and even travel back in time to look at transcripts of past topics and responses; and hear interviews with players and analysts on these same topics right on your home computer.

ESPNET's Sportszone is a Web page sports nuts will want to bookmark for future use.

<http://www.disney.com>

## Entertainment

Do you ever wonder what it would be like to travel to Walt Disney World or Disneyland without leaving the comforts of you own home? Soon the World Wide Web will allow cybersurfers to view live images of both parks with a simple click of your (Mickey) mouse. And if you decide that you like the images you see with another click, you can make hotel reservations for your next Disney vacation — but that's only after you've linked to hotel information and found the hotel where you want to stay.

Prepare to spend at least an hour surfing the detailed and colorful Disney Web Pages. There are links to Disney Publishing, Walt Disney Home Video, Walt Disney Pictures, Walt Disney Records, the Disney Channel and Walt Disney Television. With the proper software, you can review parts of films and/or hear soundbites from you favorite Disney movies and music. Another touch of your mouse and you can test your Disney knowledge on their trivia page. When you are done "playing," you can always go shopping by browsing the hottest items at The Disney Store, ordering them directly from your computer. And for the serious Disney.com surfer, there are even business links to group sales, job openings, and convention information.

*The Collegiate Employment Institute Newsletter is published quarterly by Michigan State University and Career Development and Placement Services in an attempt to provide high school counselors, college placement officials, employers and individuals with useful information for career planning and job campaigning decisions. Reproductions of these articles with their proper credits are encouraged. Please distribute copies to all guidance counselors and career advisors.*

If you have any questions or comments about the *Newsletter* or if there are subjects you would like to see covered in future issues, please contact Dr. Patrick Scheetz, Director of the Collegiate Employment Research Institute

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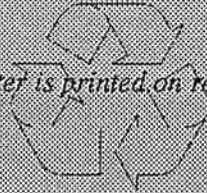
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