The Education Job Fair: A Shift in Strategy
by Karolin Kalayci

There seems to be a lot of buzz floating around the office this year as many people are wondering, “How did the Education Job Fair go from an event that had only 12 employers last year, to one that has 50 registered employers attending, in addition to a waitlist?” Rey Martinez and Victoria Nauta have created an event that seems to have gone above and beyond that of any year before. The overwhelming response seems to be due to both the change in the invitation process and structure of the event.

In the past, invitations were mailed to schools who had previously attended our events. Students would spend 3 hours in the morning at a professional development workshop, have lunch, visit employer booths in the afternoon and then a few pre-selected students prepared for interviews with employers in the evening. This all day process made it difficult for students to be on their best game before the interview and did not allow for much flexibility throughout the day.

This year, schools were invited through e-mail. School’s email addresses were obtained by visiting the State of New Jersey’s Department of Education website. A total of 600 invitations were sent. This proved a more effective method of getting employers aboard. Employers can now set up their booths, meet with students during the fair, collect resumes and set up interviews at their own pace. This method is simpler, friendlier and holds less pressure for both students and employers. With such a large increase of employers in attendance, it is no wonder that this year’s Education Job Fair is expected to be such a success.

A Prototype for career success
by Laurie Perl

Meet the career candidate prototype. Some say it looks like a robot while others say it resembles a gingerbread man. Whatever you might call it, this creative arts exercise is a great way to explore students’ ideas on employment. Deborah Sheffield uses this technique in a variety of settings, including an honors freshman seminar and an upper level science class.

The students break into groups and are instructed to draw what an ideal job candidate would wear. In addition, the students think about how they should or should not use social media in their job quest and brainstorm about what skills employers are seeking. Upon completing the exercise, a winner is chosen. Students can then discuss how they felt about the process. Students can become more aware of their own leadership qualities, communication skills, and brainstorming ability. Therefore, students can benefit from the exercise itself and analyzing the process. In the end, this exercise is useful like a robot and playful like a gingerbread man. It is a creative, productive way for students to explore the image they want to portray to employers.
Lending credence to that argument, I believed that several different strategies helped to maximize our learning experiences. Reviewing curriculum control sheets, receiving Banner training and sitting in on advisement sessions all proved useful. Victoria Nauta, who has an auditory style of learning, liked to hear the trainers run through the nuances of the advisement process. I have more of a hybrid learning style, favoring a combination of auditory techniques and hands-on training. As a result, I found it helpful to receive a student profile and run through the potential curriculum recommendations for the student by reviewing the transcript and the degree evaluation.

The trainers were extremely knowledgeable, approachable and eager to help us navigate our way through any tricky aspects of the advisement process. O’mari Lockhart and Marshal Coles believe that the training process is an ongoing one and appreciate that the staff is friendly and approachable. We all believe that the trainers’ ongoing support will be instrumental in fostering our professional development.

**Sample questions from a learning style quiz**

1) Are you good with your hands?  
A) Yes  B) No

2) Do you enjoy listening to audio books?  
A) Yes  B) No

3) How do you learn best?  
A) I learn best by listening  
B) I learn best by reading  
C) I learn best by touching or building things

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**Advisement Training: Accounting for Different Learning Styles**  
**by Laurie Perl**

Successful academic advisors need to understand the University’s policies, core curriculum and academic majors. The trainers at the career development and Gloria S. Williams Advisement Center carefully considered the best way to ease trainees’ anxieties while increasing our knowledge base. Their training models incorporated auditory, visual and hands-on techniques to accommodate different learning styles.

Cesar’s role will be to help find employers in the business field to attend the event. This event is open to a total of 20 students. Not only is this a great way for students to network, but it allows it to be done in a fun and exciting setting, where the pressure to impress is minimized. It sounds like this event has cooked up the perfect recipe for a fun and relaxed dinner where the future of business can meet with the employers of today.

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**Networking—With a Little Food, Fun, and Flair**  
**by Karolin Kalayci**

A new and exciting twist to networking, Cesar Castro has joined forces with Jane Stein, the Executive Director of Performing Arts, to bring to life an opportunity where students can interact with employers on a more personal level. This is the first year that the Career Development Center will be assisting the Cross-Cultural Arts Festival that will take place on March 1st. The event will showcase a chef’s performance as he creates a mixture of Japanese, Korean and Chinese cuisine.

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