

Master of Science in Sports Administration Handbook

Table of Contents

1. Welcome to the University & the Sports Administration Program	2
2. Who Enrolls in the SA Program?	4
What SA alumni have to say about their VU experience.....	6
3. Special Opportunities.....	7
Special Features of Valpo's SA Program.....	8
Internships & Employment.....	9
Off-Campus Study Opportunities	10
SA Course Descriptions	11
Professional & Career Development.....	12
Available Graduate Certificates.....	14
Financial Aid	15
4. Career Preparation	16
Social websites & how they can affect your job search.....	17
Sections to Include on your Resume.....	18
What is Networking?.....	20
8 Steps to Successful Networking.....	20
Free Business Cards from Vista Print.....	21
Common Myths About Networking	22
<i>Networking 101</i>	23
<i>Networking Timeline</i>	24
<i>13 Networking Mistakes</i>	25
5. Academic Policies	26
Using & Forwarding Your VU E-mail.....	27
The Importance of Completing Registration Confirmation	27
The Honor Code.....	28
Plagiarism.....	29
Description of Academic Forms.....	31

* This SA Handbook should provide you with the answers to many questions that may arise during your time in the program. This handbook will be updated as frequently as necessary. Please note that the information is accurate at the time of printing, however, should you find any errors, please let us know.

Welcome!

Welcome to the University

Founded in 1859, Valparaiso University is a private, comprehensive master's level institution located 50 miles from the center of Chicago. It is among the oldest universities in the Midwest, having a long and rich tradition of preparing students for professional careers while, at the same time, advocating the integration of liberal and professional education.

The University has undergone three periods of ownership. Originally established as a Methodist college, the economic and social fallout from the Civil War made this period short-lived. Then, purchased by Henry Baker Brown as a for-profit enterprise in 1873, the College enjoyed a resurgence as a no-frills institution that educated students in a variety of professional disciplines, including education, law, pharmacy, and engineering. The aftermath of World War I led the institution to decline and eventual bankruptcy, when it was purchased, in 1925, by the Lutheran University Association.

Since that time, the University has grown into one of the most respected institutions in the Midwest, earning its reputation on solid programs, excellent teaching, high value for cost, and the scholarly pursuits of its faculty. Today, the University enrolls about 4,000 students—about 900 of these are students pursuing graduate and law degrees.

The Graduate Division of Valparaiso University was established in 1963 with the MALS program—it was among the first universities in the US to have such a program. In recent years, the Graduate Division has more than doubled its enrollment, drawing students from all over the USA and the world. At the same time, the Graduate Division continues to become increasingly selective in its admission, taking only about 7 of 10 students that apply. The current enrollment of the Graduate Division is approximately 400 students, making it sizable enough to affect the campus environment, yet small enough to ensure class sizes of about 15-25 students.

The Master of Science in Sports Administration Program

VU's Sports Administration program aims to prepare students with competency in:

- Leadership, Management & Organization of Sports
- Research Methods
- Legal Aspect of Sports
- Sports Marketing
- Managing and Developing Facilities
- Ethics in Management
- Sports in a Social Context

Enrollment in the Sports Administration program is limited to 40 students each year to ensure that students get to know each other and their instructors. Since 2003, enrollment in the program has averaged 45% women and 55% men.

“It was so great to find a program that was specifically focused on all aspects of working in sports. This program helped me learn the fundamentals of the sports world, obtain internships, and to achieve my goals of working in sports.”

- Cydni Johnson, '07, Gary RailCats Merchandise Manager & Community Relations Director

Who Enrolls in the SA Program?

Who enrolls in the SA program?

Sports Administration students in the past five years have ranged from 22 to 55 years of age. The average cumulative GPA of the VU Sports Administration students is 3.61.

Sports Administration students have come from the following states and countries:

Florida	Minnesota	Pennsylvania	China
Illinois	Missouri	Texas	Greece
Indiana	New Hampshire	Virginia	Taiwan
Maryland	New Jersey	Wisconsin	Ukraine
Michigan	Ohio	Wyoming	

Among the many undergraduate colleges and universities represented by SA students are:

Alma College (MI)	Purdue University (IN)
Benedictine University (IL)	Southwest Missouri State University
Bethel College (TN)	St. Mary's College (IN)
Calvin College (MI)	University of California – Los Angeles
Cumberland University (TN)	University of Illinois
DePauw University (IN)	University of Michigan
Eastern Kentucky University	University of Nebraska – Lincoln
Elizabethtown College (PA)	University of Notre Dame
Florida State University	University of Oklahoma
Humboldt State University (CA)	University of South Florida
Illinois State University	University of Southern California
Indiana University	University of Wisconsin – Superior
Iowa State University	Urbana University (OH)
Kent State University (OH)	Wabash College (IN)
Malone College (OH)	Western Michigan University
Michigan State University	Valparaiso University (IN)
Pennsylvania State University	

“The MSSA program at Valpo gave me an understanding of all the opportunities that exist in sports. The faculty do a great job of balancing a genuine interest in your academic and professional career with an understanding of the benefit of creating one’s own success. Classes are small, personal, and discussion oriented. The myriad of interests and experiences students bring to the classroom are welcomed.”

- Erin O’Neill, ‘05, Instructor in Sports & Fitness Management, Univ. of WI-Parkside

What SA alumni have to say about their VU experience...

“Valparaiso University gives you hands on experience that pays off big time in the ‘real’ world.”

- **Chip Taylor, '05, Assistant Football Coach, Valparaiso University**

“The Sports Administration graduate program at VU was exactly what I was looking for. What I learned from my experiences at VU has allowed me to put into practice on a daily basis in my professional career.”

- **Gary Demski, '05, Director of Student Activities & Assistant Baseball Coach, Purdue North Central**

“The Sports Administration program at Valpo is exactly what I was looking for in a master’s degree program; professors who are educated, caring, and willing to do what it takes to provide the best learning environment; classes that not only teach but really prepared me for the future – an overall great master’s experience. Valpo’s program not only met my needs and expectations that I had for my education, it exceeded it by leaps and bounds!”

- **Luke Gore, '06, Assistant Men’s Basketball Coach, Valparaiso University**

“I was able to not only get my Master’s degree, but also get real life experience while working in the Recreational Sports Office at Valpo. The Sports Administration program was small and the faculty were extremely easy to work with. It was an excellent experience and the education coupled with the professional experience I was able to get while working on my degree was immeasurable.”

- **Matt Gustafson, '05, Assistant Director of Recreational Sports**

Special Opportunities

Special Features of Valpo's SA Program

- Students in the Sports Administration program take part in the planning of an annual fundraiser event. In the past, this event has included a Golf Outing.
- Northwest Indiana and the surrounding regions are home to multiple major and minor league sports teams as well as major sporting attractions. Alumni of the VU Sports Administration program have held internships or secured jobs with some of these organizations. Some of them include:
 - ✓ South Bend Motor Speedway
 - ✓ College Football Hall of Fame, South Bend
 - ✓ South Bend Silver Hawks, baseball (minor league)
 - ✓ Gary RailCats, baseball (minor league)
 - ✓ Gary Steelheads, basketball (minor league)
 - ✓ Chicago Bears, football (major league)
 - ✓ Chicago Cubs, baseball (major league)
 - ✓ Chicago White Sox, baseball (major league)
 - ✓ Chicago Bulls, men's basketball (major league)
 - ✓ Chicago Sky, women's basketball (major league)
 - ✓ Chicago Blackhawks, hockey (major league)
 - ✓ Chicago Wolves, hockey (minor league)
 - ✓ Chicago Fire, soccer (major league)
- Sports Administration students also have the opportunity to enroll in business classes to expand their job marketability. In addition, by choosing specific options within the curriculum, students may develop proficiency in managerial economics and financial accounting, and those meeting a statistics course prerequisite may select a course in Financial Management.
- The SA program provides the opportunity for students to integrate with students in other programs through required coursework in liberal studies seminars ("Valpo requirements") and Graduate Division-sponsored social, professional and educational activities.
- The VU Athletic Recreation Center (ARC), athletic teams and intramural programs provide some opportunities for assistantships and positions within Sports Administration. Students can also get involved in recreational sports and volunteer for athletic events.
- The annual December Breakfast is organized by the Physical Education Department to celebrate the hard work of the Sports Administration December graduates and to recognize their achievements throughout the program.
- Students in the Sports Administration program have the option of pursuing a dual JD/SA degree as part of their study at Valparaiso University. Though students apply separately to the law and the SA programs, they have the opportunity to save time and money by substitution law and graduate classes for requirements in each program. Up to six credits of graduate coursework may be applied to the 90-credit JD curriculum. The dual JD/MS in Sports Administration provides law students with the opportunity to enhance their understanding of management of sports programs, personnel, and facilities. This 36-credit

Master's program capitalizes upon the University's NCAA Division I status and may have special interest to JD students interested in entertainment law, sports, athletics, or recreation.

- Each graduate program has one or two representatives on the Graduate Student Advisory Council (GSAC). The Council works as an internal governing system and keeps the Dean of Graduate Studies apprised of concerns from a student perspective. Members are usually appointed by the Graduate Dean in consultation with Program Directors, but self-nominations are also considered. Members of GSAC are expected to represent the interests of fellow students in their program to the Graduate Office. The Graduate Dean typically invites council members to dinner once or twice each semester to discuss their ideas and provide information and feedback about their experiences. Current GSAC representatives can be found on the website at www.valpo.edu/gce/graduate/advisorycouncil.php.

Past and Current Internships & Jobs of SA students

<i>Position</i>	<i>Location</i>
Women's Golf Coach & Assistant Basketball Coach	Albion College, MI
PE Instructor, Athletic Trainer & Girls Soccer Coach	Bishop Noll High School, IN
Assistant Athletic Director & Head Volleyball Coach	Finlandia University, Hancock, MI
Director of Community Relations & Merchandise	Gary RailCats, IN
Assistant Basketball Coach	Hobart High School, IN
Intern	Houston Texans
Assistant Director	Illinois Parks
Basketball Coach	Maritime College
Athletic Director	Marquette High School, IN
Head Basketball Coach, Assistant Basketball Coach	Purdue University North Central
Intern	Saint Mary's College Athletics
Athletic Trainer	Texas
Event Management	University of California-Berkeley
Sports Information Intern	University of Notre Dame, IN
Athletics Marketing	University of Washington
Instructor	University of Wisconsin-Parkside
Director of Sports Information	Valparaiso University
Assistant Football Coach	Valparaiso University
Head Track Coach	Valparaiso University
Athletic Trainer	Valparaiso University
Assistant Director of Annual Giving	Valparaiso University
Head Soccer Coach/Adjunct Instructor	Valparaiso University
Assistant Basketball Coach	Valparaiso University
Adjunct Physical Education Instructor	Valparaiso University
Head Soccer Coach	Wabash College
Head Swim Coach	Western Illinois University
Head Basketball Coach & Lawyer	Wheeler High School, IN

Off-Campus Study Opportunities

Study Abroad

Graduate students are encouraged to consider study abroad opportunities if their schedule allows them. Opportunities offered during the summer months are most likely to fit into students' schedules. Currently these include study programs in Hangzhou, China (PRC) and (on occasion) India. However, study opportunities at the University's Study Centers in Cambridge, England; Reutlingen, Germany; Puebla, Mexico; or Namibia, South Africa can sometimes be individually arranged through the International Studies Office for summer study.

International Studies Office website: www.valpo.edu/study_offcampus/

Study/Travel Abroad (3 or 6 credits): Study involving significant travel abroad through faculty-sponsored courses or residential study at the Cambridge and/or Reutlingen centers. Requires an approved plan of study and an extended written project.

Study USA

Students can also study off-campus in the USA at various locations including, but not limited to, Washington D.C., New York and Chicago. Opportunities offered during the summer months are most likely to fit into students' schedules.

Study/Travel USA (3 credits): Study involving significant travel abroad through faculty-sponsored courses or residential study at a US location. Requires an approved plan of study and an extended written project.

<p>Students have also held internships with the Porter County Parks & Recreation Department, Concordia Lutheran High School (TX), the Baltimore Ravens, the Kansas City T-Bones, the River City Rascals (MO), the Indiana Pacers and the Kane County Cougars (IL).</p>
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Course Descriptions

PE 610 Psychology of Sport

A study of the competitive sports experience, with emphasis on the multi-dimensional factors involved in the psychology of sport.

PE 615 Measurement and Evaluation in Physical Education

An analysis of evaluation techniques for activities and an investigation of the measure of central tendency, statistical designs, computer use and empirical research for physical education.

PE 620 Women and Sports

Historical perspectives as well as psychological, sociological, and physiological implications of women's participation in sport.

PE 621 Organizational Leadership and Team Development

Defines qualities of a true leader, with the goal of helping individuals find their style of leadership. Deals with the difference between managing and leading, as well as the roles of coaching and mentoring in leadership. Motivation, communication, visioning, team development, and situational-based leadership are covered.

PE 630 Sport and Society

A study of the role of sports in society and the effects of culture and society on sports.

PE 633 Management and Development of Facilities

The course explores planning, developing, and managing sports facilities. Students examine existing facilities and plan for the development and management of new sports facilities.

PE 643 Sports Marketing, Promotions and Fundraising

A study of the roles of marketing, promotions and fundraising in the sports enterprise. Students are involved in planning and organizing programs in these areas. Students also receive experience in implementing a group project on campus or in a community setting.

PE 670 Sport and the Law

Focus on developing an understanding of the role the legal system plays in recreation, interscholastic, collegiate and professional sports.

“The Sports Administration program helped launch my career as a head coach...I was able to gain the tools needed for success at work as well as success in life, and for that, I am thankful.”

- Ryan Moore, '05, Head Track Coach, Valparaiso University



Valparaiso University
Graduate Studies and Continuing Education

Professional and Career Development
SPRING, 2008

INSTRUCTOR: Jennifer DW Guziewicz, MBA

TELEPHONE/E-MAIL: Phone: 219.464.5313
E-Mail: Jennifer.Guziewicz@valpo.edu

OFFICE HOURS: By appointment

Assistant Instructor: Prof. Guziewicz will be assisted throughout the semester by
Jamie Haney, MALS, and her contact information is:

Jamie.Haney@valpo.edu
219-464-5313

COURSE: **Professional and Career Development**
Thursdays, 4: 15 – 5: 30 p.m.
Location: MUH 114 (Mueller Hall)

COURSE DESCRIPTION:

- *Encourages students to reflect upon their career goals, strengths, and challenges as they plan their entry into the job market, and to develop successful skills and strategies for a job search. Includes resume and cover letter preparation, networking, interviewing, approaching referees, and other topics relevant to preparation for either career advancement or further graduate study.*

REQUIRED TEXT:

There is no required textbook for this course, however a binder will be provided with materials. In addition, throughout the course, materials will be distributed for inclusion in this binder. A charge of \$10 will be collected from each student to pay for these materials.

POLICY:

Graduate students are expected to attend every class meeting. Any absence must be approved in advance by the professor of the class to be missed. If this is not possible, communication immediately after the absence is expected. Students also must meet all assignment deadlines regardless of an absence. Failure to meet these expectations will result in a grade adjustment.

OBJECTIVES:

The following are the primary course objectives:

- (1) Discuss and evaluate the methods available to assess career options.
- (2) Discuss and evaluate the methods available to assess continuing education.
- (3) Successfully complete a cover letter and resume.
- (4) Instruct, practice and improve interviewing skills.
- (5) Discuss and elaborate on aspects of personal and professional development goals.

COURSE FORMAT:

The course will utilize a lecture and discussion format. It is intended to be an interactive course. Skills needed to develop professionally will be discussed and practiced regularly in class, and students are expected to actively participate.

GRADING:

This course offers the S/U option. Students will be graded on (1) attendance, (2) participation, and (3) successful completion of all assignments.

Honor Code

As per university policy, all written work that is submitted should have a written and signed statement of the honor code: *I have neither given nor received, nor tolerated others use of unauthorized aid.* Assignments must be your original work and not have been produced for another class. Failure to abide by these expectations will be treated as an honor code violation.

**Looking for ways to enhance your graduate degree?
Consider adding a graduate certificate!**

Valparaiso University's Graduate Division offers the following certificate programs:

Teaching of English to Speakers of Other Languages (*TESOL*) (15 cr)

Legal Studies & Principles (15 cr)

Post-MALS Certificates in:

English (15 cr)

Ethics & Values (15 cr)

Gerontology (18 cr)

History (15 cr)

Human Behavior & Society (15 cr)

Theology (15 cr)

Theology & Ministry (24 cr)

Business Management (14 cr)

Business Management for Counseling Students (12 cr)

Business Management for Nursing Students (15 cr)

Many graduate certificates can be completed concurrently with a Master's degree program, using 6 to 9 credits of certificate course work as Master's program elective course work.

Visit the Graduate Studies website at www.valpo.edu/gce for more information.

Financial Aid

The Federal Government may have available financial assistance for US citizens as follows:

Maximum total Federal loans: \$18,500

Maximum Subsidized Federal loan amount: \$8,500

The amount of aid will vary based on the student's enrollment status:

Full-time Graduate: at least 9 credit hours each semester

Part-time Graduate: at least 5 credit hours each semester

Full-time Summer Graduate: at least 6 credit hours between both summer sessions

Students should fill out the Free Application for Federal Student Aid (FAFSA) using a federal pin number, if they wish to qualify for federal loans.

FAFSA website: www.fafsa.ed.gov

PIN website: www.pin.ed.gov

*Students may also wish to take out private loans on their own to support their education. Options are available through Sallie Mae, Key Bank and other private institutions such as your bank.

Sallie Mae website: www.salliemae.com

Key Bank website: www.key.com/index.html

Student aide opportunities are also available to **all** students (US & international) to earn supplemental income. Please visit the VU Financial Aid office and view the student aide job postings available for each summer session and fall or spring semester.

For more questions about scholarships and financial aid, contact the Valparaiso University Financial Aid Office at www.valpo.edu/finaid, 219-464-5015 or finaid@valpo.edu.

Career Preparation

Can your Facebook profile jeopardize your career prospects? The answer is a resounding **YES**. Sites like Facebook, MySpace, LiveJournal, and Friendster are everywhere these days – researchers estimate that up to 90% of American college students use them! Unfortunately, lots of these students use these sites in ways that can have dire consequences on their future careers.

Facebook, in particular, is rapidly becoming a valuable tool for employers, who can use the site to gather information about students they're thinking of hiring. Searching for profiles in Facebook allows potential employers to run background checks on students, to scrutinize them prior to interviews, to evaluate their personalities, and to investigate other issues such as sexual preference and social tendencies.

You already know that for students, getting a Facebook account is a very easy process. The same can be true for potential employers, who might wrangle e-mail addresses ending with .edu through alumni, through signing up for extension courses, etc.

Administrators at colleges around the country, ranging from New York University to UCLA, have noticed that employers are using these techniques.

Mary Ellen Slayer of *The Washington Post* recently reported that the benefits of creating online profiles – such as making communication between friends quick and easy – are often outweighed by the downside. “Online profiles make you easy to find. And not just your resume, which is why you have to be careful about what you post. That four-year-old party pic of you doing a keg stand could some day cost you a dream job.”¹

John Palfrey, lecturer and executive director of the Berkman Center for Internet and Society at Harvard University Law School, suggested making the information in online profiles as neutral as possible. In the Brown University student newspaper, Palfrey recently commented, “It’s about common sense. You should presume that anybody from whom you want something in the future could see the profile. That person could be an employer, graduate school board member, or a current professor. If you put something on your profile that you wouldn’t want them to see, you’re making a huge mistake.”²

Remember that your online profile could have consequences for your future long after graduation, and be very careful about what you decide to post. Your dream job could be in jeopardy.

¹ Mary Ellen Slayer, “Maintaining an Online Profile – and your Professionalism,” *The Washington Post* (February 12, 2006).

² Stu Woo, “Schools Use Facebook to Run Background Checks on Students,” *Brown Daily Herald* (November 3, 2005).

Sections to Include on your Resume³

Identifying Information

The top of the resume should include the following:

- Name
- Current address and telephone number, including area code
- Permanent address and telephone number, if pertinent
- Email address, if available
- Optional: your Web page address

Objective

Although the objective is optional, it has the advantage of telling the recruiter or hiring manager, at a glance, the type of position you are seeking.

The resume objective can take many forms. It can state: 1) the specific position you are seeking; 2) the skills you wish to use on the job; and 3) the field or organization type by which you wish to be employed, or very often, a combination of all of the above. It is important to strike a balance between too much and too little information. It is also important to provide enough specific information for the reader to determine where to direct your resume. Your in-depth employment objective is reserved for the cover letter. Avoid phrases like "...a position in public relations or advertising." If you are applying in different fields, use a separate resume with an objective appropriate for each field.

Sample Objectives

Position Stated: Seeking a position as an entry-level electrical engineer.

Position and interest areas stated: Seeking a position as an electrical engineer in research and design.

Skills and organization type stated: Seeking to obtain a position in investment banking using excellent quantitative and analytical skills.

Education

As a current student or recent graduate, you will probably want to highlight your education by placing this section near the top of your resume. This section must include the first three items listed below. The other entries are optional.

- Name of the degree granting institutions, listing first the most recent degree earned.
- Degree received and major/concentration/emphasis.
- Graduation date or projected graduation date, or the dates of attendance if no degree was completed.
- Any minors, specialization or focus areas.
- Overseas academic experiences.
- Courses that are relevant to the positions for which you are applying.
- Honors and GPA are optional, although recommended if they are a strong selling point. Be sure to indicate GPA as based on a 4.0 scale (e.g. 3.6/4.0).
- Senior research/honors thesis title and often a brief description. This can also be listed in the Experience section, if relevant.
- High school is not generally listed. However, exceptions do exist: if you received an award especially relevant to your job objective, if you attended an extremely noteworthy high school, or if you are applying for a job in the geographic region of your high school.

³ www.crummer.rollins.edu/career_management/skills/resume.pdf

Experience

When describing your experiences, include the following:

- Title of position.
- Name of organization and location with city and state.
- Dates of employment/involvement.
- Description of responsibilities beginning with action verbs. Avoid phrases such as “Duties included...”
- Mention believable, verifiable accomplishments.

Suggestions for Describing Your Experiences

- Describe your experiences in terms of accomplishments including the variety of tasks performed and progressive increases in responsibility.
- Be action oriented. Begin each sentence with an action verb (organized, developed, directed, etc.) See p. 7 for more examples of action verbs.
- Use nouns that convey key skills or knowledge areas (e.g. familiar with C++, proficient with Excel, fluent in Spanish).
- Keep personal pronouns out of your descriptions.
- Quantify your experience whenever possible to demonstrate the scope of your responsibilities. For example, “planned and managed a budget of \$10,000” or “supervised a crew of four.”
- Include paid jobs, internships, volunteer community service, extracurricular projects involving leadership or teamwork, special academic research or honors projects, etc.

High school experiences are usually not appropriate. However, important high school experiences that have some relevance to your job objective, and are not repeated or expanded upon in college, may be appropriate. If in doubt, include it and ask for feedback from an objective person critiquing your resume. In the final analysis, use your best sense of what presents you in strong, clear, succinct terms.

Additional Information (Optional)

This section can include languages, computer skills, interests, sports, extracurricular activities, volunteer experiences, etc. However, if one of these areas is especially relevant to your objective, you may choose to put it into a separate section (see below).

Other Possibilities for Sections

Choose your headings based on your background and the qualifications you believe will be important or of interest to the employer. Be descriptive in your selection of a heading. Sample headings including: Computer Skills; Lab Skills; Languages; Leadership or Teamwork Activities; Honors and Awards; Professional Affiliations; Community Service; Outstanding Accomplishments; and Summary (usually included near the top, listing specific skills, past experiences, etc.).

References

If references would be well known to your reader, you may want to include their names on your resume. Usually, if references are requested, a separate reference sheet is paper clipped to your resume (or presented later in your job search if you are a finalist for a position). This should have your name at the top and list the names, titles, addresses, and phone numbers of your references. Remember: it is important to contact your references prior to submitting their names to potential employers.

International Students

It is often a disadvantage to include your non-immigrant visa status or permanent address (if outside the U.S.) on your resume. If a company is interested in you, the subject of your visa status should be discussed later during the interview. The only exception would be if you have obtained permanent residency. In this case, it is an advantage to list your permanent residency status on your resume.

What is Networking?⁴

Networking means contacting people in a field or organization in which you wish to work, to ask for information, not a job. Networking, also known as informational interviewing, is the job seeker's equivalent of market research. It is essential in learning about a field and job functions that fit your talents and in evaluating organizations that could be a good match for you. Networking is also a method of discovering jobs not publicly advertised. In a networking meeting, you meet with a person who works in the field you are exploring to:

- Expand your knowledge of the job market in the field(s) you want to explore,
- Learn about opportunities that may interest you and the skills they require,
- Clarify what jobs are really like before you commit yourself,
- Shorten your job search time, find quality jobs, and target positions that best fit your particular mix of interests and skills,
- Learn about salary ranges, typical career paths, how specific organizations find new people, and which companies are hiring,
- Become a more impressive candidate and build your confidence for later job interviews,
- Build support for your job search by expanding the number of people who can help you.

Eight Steps to Successful Networking

1. Think about what fields you want to explore
Consider the content of the work you'd like to do and environment in which you want to work. Books, guides, and online publications describe specific fields, job functions and typical career paths, and list organizations. Look for a job that is a fit for you rather than trying to fit yourself into an available position.
2. Develop a list of possible contacts
To find these contacts, use an alumni database from your alma mater, family, friends, professors, or perhaps people who have published articles in newspapers or journals in your field. It is most useful to talk directly with people who are doing the job you're interested in, not to someone in human resources; although HR people play an important role in the hiring process, their job is to screen candidates, not provide advice and contacts.
3. Ask for the interview
You can do this by phone, email, or by letter with a follow-up phone call. Assume that the person is very busy but will enjoy giving you advice, and perhaps ask you for advice in the future.
4. Prepare yourself
Read about your contact's field and organization so they will feel you are seriously interested and you will get the most out of your meeting. Building a target list of 5-10 organizations in which you are interested will demonstrate your focus.
5. Conduct an effective meeting

⁴ www.crummer.rollins.edu/career_management/skills/networking.pdf

Keep to the time limit you requested. Remember that you are the one who initiated contact and it is your responsibility to ask questions to learn about what you need to know, with courtesy and appreciation for your contact's time and energy. It is also important to describe your background and interests in a clear, concise way. Your goals are fourfold: - To learn more about the career path you're considering. - To present your background and interests clearly. - To learn more about the company itself. - To obtain referrals.

6. Ask for further referrals

Once you have developed a relationship, ask for referrals. When you present your interests and needs in a concise and specific way, your contact will feel more confident in referring you to colleagues for similar information meetings.

7. Follow up

Send a thank you note, which can be typed or handwritten on quality paper, including your address and phone. Thoughtful people tend to be remembered.

8. Create a tracking system

Keep track of your contacts. You may want to re-contact this person later, and it is a good idea to write them when you find a job. Networking is a "two-way street," and they may want to ask you for help in the future.

Did You Know?

When asked how satisfied MALS graduates were with their preparation of professional skills and knowledge, 92% said they were satisfied with their preparation and had engaged in scholarly activities, reflection and critical thinking during their studies.

Free Business Cards from VistaPrints.com

<http://www.vistaprint.com/vp/ns/splash/freebc.aspx?xnav=top>

250 full-color business cards free – choose from 42 design choices on durable, premium grade card stock.

Qty	Matte	Glossy Finish
250	FREE	\$9.99
500	\$9.99	\$21.98
1000	\$19.99	\$34.98

Are the business cards really free?

Yes! You pay only for shipping and processing and for any product upgrades that you make to the product. If you want to get your free product faster, expedited delivery is also available for an additional charge. You may incur additional fees if your order contains multiple free products.

Common Myths About Networking⁵

Myth #1

“Networking is an extroverted, aggressive, ‘hard-shell approach’ that involves deceiving and using people by asking for information and advice to get job interviews.”

If you are to use networking to its maximum advantage, you will avoid this hard-shell approach, and be honest and natural with others. You are much more likely to find a job which is a good match for you if you assess your own skills and interests and research fields and organizations before you start applying directly for a job. Having honest, relaxed information meetings will help you find a place in which you can feel comfortable and do your best work.

Myth #2

“I prefer doing this by phone. I’m too busy (or shy) to see people in person.”

Face-to-face meetings are far more effective in helping you experience the environments in which you might work and in developing the understanding and confidence that your contact needs to entrust you with referrals to his/her network. Of course, if the perfect alumni contact is in New York, you will probably have to talk by phone (and perhaps meet later).

Myth #3

“I know enough about my field. I don’t need information; I need a job. I am going to send cover letters and resumes to personnel directors of 20 targeted companies.”

You may land a job this way, especially if your degree and skills exactly match what an organization is seeking. If a large organization has a formal program to hire MBA students, this could work well for you; but this kind of management training program is rapidly disappearing as companies downsize and more skilled workers are available for lower level positions. Most managers in large companies, owners of small companies, and personnel directors all prefer referrals to applications from strangers.

Myth #4

“I’ll ask for advice. Then when I meet with them, I’ll ask for a job, because that’s what I really need.”

The goals and rules of networking and interviewing are completely different. You cannot successfully do both at the same time. To directly solicit jobs from networking contacts in information interviews is to undermine the basis of your relationship: the relaxed exchange of information.

Myth #5

“I got into college and found summer jobs by applying to a few places and deciding on the best offer. The job market can’t be that different.”

It is not easy to find a job or build a career given the current structure of the job market, which is relatively disorganized, although it projects the illusion of coherence and structure. Most of the systems organized to help you find a job do not provide the information you need to land a job that is most related to your skills and interests. Many employers bypass time-consuming and risky organized systems (such as newspaper ads) and prefer to ask current employees for referrals. Research has shown that this method most often leads to a successful match. Therefore, the more direct contact you have with people working in your target field, the more you can see where opportunities lie that fit your interests, and be the one they refer when openings arise.

⁵ www.crummer.rollins.edu/career_management/skills/networking.pdf

Networking 101: Significantly Improve Your Networking Skills by Kristi Patrice Carter, J.D.

Now that I've convinced you that Networking is a VERY good thing to implement into your job searching strategy, you're probably wondering how to make it a successful venture. Well, that's what this article will teach you, my dear jobseeker. Here you will learn KPC's proven networking secrets that, when correctly implemented, will make you the King or Queen of Networking and help you land your dream position. Now don't you worry, it won't take you a long time to learn or improve upon these skills. In fact, you can begin enhancing your skills right now. So, without further adieu, here are six tips to help you improve your networking skills:

1. **Prepare, prepare, and prepare for the task at hand.** Now before you panic, I'm not talking about spending hours and hours at the library or conducting in-depth company evaluations of potential employers (although having some good and concrete information about the company and positions you're applying for is always, always a good idea). Instead, I am talking about really figuring out what you have to offer a potential employer and then presenting the information in a clear, concise and enticing way. For example, here's a networking tip that I might implement to a medical employment agency that I am interested in getting referrals to. "Hello, my name is Kristi Patrice Carter and I'm an experienced resume writer and career counselor. In the past, I have successfully prepared numerous resumes and administered sound career counseling to various professionals and I want to learn more about the medical recruitment field. Do you have any advice for me or know anyone that I can contact for more information?" See, in this example, my primary purpose was not to ask for potential clients. Instead, I am merely trying to make a networking contact, an ally and perhaps learn more about the industry. And, I have clearly stated my qualifications and piqued their interest.
2. **Establish a Contact File.** While networking, you must keep good records. My advice is to use a standard card file (box and note cards). Then, every time you meet a potential networking prospect, you can indicate the date, time of meeting, their contact information (name, address, and phone number), how you met/found them, who referred them, anything personal they mentioned during your conversation, as well as any salient points about your conversation that you would like to remember. It is very important to keep track of this file because you are developing long-term contacts.
3. **Networking Takes Time.** Remember that the earth wasn't built in a day and networking takes time. It's perfectly understandable that you're eager to make contacts but don't become over anxious. Finding quality people that you can successfully network with, takes time and finding quality employment takes even longer. But if you stick to it, set goals for yourself and stay on track, you can successfully accomplish your goals.
4. **Don't Be Too Selective With Whom You Network.** I'm not saying that you should network with every single person that you meet. But, you need to realize that all kinds of people can help you during your job search. For example, make yourself a list of people who might know someone that can help you. This list can include: parents, relatives, friends (high school, college, grad school), neighborhood friends, ex employers/coworkers, acquaintances (alumni from college, graduate school,), service people you know (insurance agent, beautician, dentist, doctor, postman, garbage man, postal delivery person, etc). The key here is to make your list as exhaustive as you possibly can.
5. **Networking is a Proactive Process.** Remember that networking is proactive and you have to keep making contacts, taking part in activities and maintaining an upbeat personality. You can't simply sit at home and wait for contacts to come to you. You have to go out and find them and ensure that they remember and think of you regularly. Therefore, it is totally appropriate to send follow up letters and other memorabilia to keep you in their minds.
6. **Join as Many Activities As Possible.** Another way that you can effectively network is to partake in interesting activities where you can meet people that share a common interest. Not only will you share a common interest with them but also you can make some valuable contacts. It doesn't matter if you volunteer or attend events. The importance is that you get out there and meet people.
7. **Never ever give up.** Remember that you'll have some good days where you meet and network with lots of great contacts and other days when you don't meet anyone that can assist you. However, the important thing to remember is that you can and will be a successful networker but you have to remain confident and never ever give up.

<http://www.howtoadvice.com/SocialNetworking>

Networking Timeline

How to Set Up and Run a Networking Meeting

Call, email or write the person, refer to the situation/place/person that brought you together. Set goals for the meeting. Relieve any tension by stressing that you did not request the meeting to ask for a job. Explain that you are making a change and you are here to explore ideas about your industry and your next career step.

NETWORKING FEARS

Many people hesitate to contact others for fear of imposing or asking for help. The reality: Most people are happy to do something for someone else if asked. The mistakes most candidates make is not preparing sufficiently for each meeting.

SET THE AGENDA

- **SET THE AGENDA** - Concisely lay out what you want to discuss. (You can do this *only* if you have a clear idea of what you need to say and ask beforehand.) Be brief and stick to the point. Assure that the person clearly understands his/her role and explain how he/she can help you.
- **SUMMARIZE YOUR BACKGROUND AND EXPERIENCE** - What you say should be similar to the summary statement on your resume.
- **DISCUSS YOUR NEW SKILLS AND RELEVANT EXPERIENCE** - Describe some of your recent accomplishments and highlight those skills, strengths, and experiences to which you believe the contact` would be most responsive. Use examples. Make known your career goals and objectives.
- **FOSTER DIALOGUE** - Ask questions, and draw information from the contact. Get feedback on your job-search plan, objectives and updated resume.

If the person mentions obstacles you might face in reaching your career goal, ask for advice on how to overcome them. If he or she can't help you, ask for the name of someone who can. (i.e. "Who do you think might be able to give me the information I need?")

- **ASK QUESTIONS** - Prepare key questions in advance. The more specific, the better. After asking them, listen to the answers to ensure two-way communication. Acknowledge and respond to what the person is saying. By following his or her cues, you can determine what might be considered impressive. Observe carefully. If the contact shows signs of boredom or uneasiness, change the subject.

DON'T FORGET

Thank the contact and make plans to meet again. Keep the contact aware of your future career moves and ask about their plans. This process of nurturing contacts will sustain and enhance your career.

<http://content.monster.com/career/networking/netmeeting/>

Thirteen Networking Mistakes

by Dan Woog

You wouldn't wear jeans to a job interview, but do you pay as much attention to job-hunting etiquette when networking? If you're approaching potential contacts in an offhand way, you may be putting them off entirely. Learn what the most common networking mistakes are so you don't have to make them.

Waiting

Many people start networking only after they've lost their jobs. Effective networking means creating contacts and relationships while you're still employed.

Being Clueless

If you're heading to a networking event, make sure you know why you're going. Do you want a job? If so, are you seeking something specific, or will anything do? Are you looking for contacts or a mentor to provide guidance? As soon as someone starts talking with you, you have to hold up your end of the conversation. If you don't know what you want, you can't do that.

Being Unprepared

Thinking you know what you want is not the same as knowing it. Treat networking the same way you would an appearance at Carnegie Hall. Practice your pitch as well as your answers to questions about your career goals that might arise.

Forgetting Business Cards

There is nothing more embarrassing than establishing a good relationship with someone, extracting a pledge of help and then searching around for a cocktail napkin to write on. While you're at it, spend a few extra bucks to print professional-looking cards on good-quality paper.

Using a Silly-Sounding Email Name

Sure, your friends know you as "SexyMama4U" or "TimeForHemp," but when looking for work, stick to a serious email address, such as your real name.

Being Pompous

While you're networking, you need to listen to what everyone else is saying. People help by offering advice. They are not interested in hearing how much you already know.

Monopolizing Someone's Time

At a networking event, everyone wants to mingle. And if you're networking over the phone or by email, understand that the person you're speaking with has a life that extends beyond you.

Dressing Down

Look sharp at networking events. Mind your manners, shake hands firmly, stand up straight, make eye contact and show respect in any way you can. A networking event can be a dress rehearsal for a job interview, but no one will help you get your foot in the door if you give the impression that you'll slouch through it once it's open.

Being a Wallflower

Men and women with contacts and power meet many people; they remember only those who stand out from the crowd. Be assertive, and act like a leader. But don't go overboard. You want to convey self-assurance, not obnoxiousness.

Being Passive

If someone says, "Sorry, we don't have anything right now," take a minute or two to ask follow-up questions: "Well, what's the outlook for future possibilities? Do you know anyone else in the industry who might have something? Any thoughts on what my next step should be?" Persistence shows true interest on your part and may help the person you're networking with come up with ideas he might otherwise overlook.

Lying

It's tempting to say "So-and-So gave me your name, and told me to call." It might even get you a meeting. But eventually Such-and-Such will learn that So-and-So did not tell you to call. And you'll have burned not one, but two bridges.

Treating Your Networking Relationships as Short-Term Flings

No one likes to be used. Follow up every conversation with a thank-you note, email or call. Let your contact know whether his suggestions panned out or not. When your job search ends -- for whatever reason -- inform the person who has helped you. You may think your networking is over, but your paths may cross again.

Forgetting Where You Came From

Anyone who has ever networked, whether successfully or not, owes an obligation to all those who will network in the future. Return the favor and help someone else.

<http://discussion.monster.com/articles/mistakes/>

Academic Policies

Using & Forwarding Your Valpo E-mail

Valparaiso University provides an individual e-mail address to each student. These University supplied e-mail addresses provide a uniform way to maintain communication between faculty, staff and students. Valparaiso University relies on these e-mail accounts for students as a primary means to communicate information. **ALL STUDENTS MUST CHECK THEIR VU E-MAIL REGULARLY.** When individuals do not use their University-assigned e-mail accounts, information is often not conveyed. *Individuals who do not routinely check their University E-mail accounts assume all risks and consequences of such neglect.*

Information Technology provides the option of forwarding mail to an individual's chosen e-mail address, but cannot guarantee delivery. Those who choose to forward their University addressed e-mail do so at their own risk.

Forwarding Your VU E-mail

To forward your VU e-mail to another account (i.e. Hotmail, Yahoo, etc.), visit the Online Service Center at www.valpo.edu/it and log in with your regular log-in (first letter of first name, first seven letters of last name) and password (your ID number or the new password you created). Then click on "E-mail Forwarding" on the left-hand side of the page, and follow the instructions to forward your VU e-mail.

The Importance of Completing Registration Confirmation

The Valparaiso University Office of the Registrar requires all students to confirm their registration for **EACH** semester that they are attending VU. The process for Registration Confirmation is as follows:

1. Read your VU e-mail (or forwarded e-mail) for e-mails from both Graduate Studies & Registrar near the start of each semester or summer session.
2. You must complete your Registration Confirmation (on DataVU) within the 10 day time frame or you will be charged a non-refundable \$40.00 Late Confirmation Fee!!
3. If you have an issue with completing your Registration Confirmation – contact Graduate Studies **IMMEDIATELY** and we will assist you as necessary.
4. If you have any comments about the Registration Confirmation process, please email Ann.Trost@valpo.edu.

The Honor Code

Since 1943, all academic work at Valparaiso University has been done within the context of an honor system. This honor system is part of the way the University attempts to assist both students and faculty to do work and live lives characterized by integrity. The Honor Code Pledge which students must write out and *sign* on every piece of written work submitted reads as follows: "I have neither given nor received nor have I tolerated others' use of unauthorized aid." Every instructor is responsible for clarifying what constitutes unauthorized aid in his or her course. In the Valpo Core course, the following will be considered violations of the Honor Code:

- (1) Unauthorized giving, receiving, or use of material or information while writing examinations or quizzes.
- (2) Fraudulent or deceptive generation of data or the knowing use of data gathered in such a manner.
- (3) One person taking a quiz or examination, or producing a paper, for another.
- (4) The use of ideas, data or specific written passages of others that are unacknowledged or falsely acknowledged.
- (5) Presentation of a paper or other work for credit in two distinct courses without prior approval of both instructors.
- (6) Theft or destruction of library materials or other materials which are meant to be accessible to all other students and faculty.
- (7) Knowingly presenting false accusation or testimony before the Honor Council or its representatives.
- (8) Presenting a draft and/or paper which is someone else's work.
- (9) Tolerance of any of the above.

Some kinds of aid and collaboration are strongly encouraged and are NOT violations of the Honor Code in this course. These include:

- (1) Making use of the services of the Writing Center.
- (2) Discussion or brainstorming about written or oral assignments, movies, or other TBA events with other students, faculty, or staff.
- (3) Getting other students' reactions to written or oral work prior to submitting or presenting it.
- (4) Working with classmates to revise drafts of assigned papers.

The Honor Council is administered by the Graduate Council. For more information on the process, please consult your graduate catalog under Honor Code Administration and Student Academic Fair Practices (SAFP) for Graduate Students.

Statement on Plagiarism

Definition

Plagiarism is the use of the words, facts, ideas, or opinions of someone else without a specific acknowledgment of their source. It is the attempt—deliberate or unintentional—to pass off as one's own work what in fact has been borrowed. Whenever you are writing on an unfamiliar, specialized, or technical subject, it is likely that you will be using printed or oral sources of information. To fail to indicate that you used such sources and/or to fail to identify them constitutes plagiarism.

Direct Quotations

Whenever you use the exact words of a speaker or writer, you must enclose those words in quotation marks and indicate the precise source of the words in a parenthetical reference. This rule applies whether the quotation is two words or two paragraphs long. Furthermore, a quotation must be exact in every detail: no words may be changed, and none may be omitted that would change the meaning of the passage. An omission that would not affect the meaning is permissible, but it must be indicated by an ellipsis, three spaced dots (. . .). Furthermore, spelling, punctuation, capitalization, and all such mechanical details must conform exactly to the original.

Other Borrowings

A large part of the borrowed material in any paper is likely to be paraphrased or summarized rather than quoted. There are two important facts to be remembered in this connection. First, the material is still borrowed; therefore exact sources must be acknowledged in parentheses. And second, the wording of paraphrased or of summarized material must be substantially different from the original. When you put another writer's ideas into your own words, those words must be really yours; you may not echo the vocabulary and the phrasing of your source.

Similarly, whenever you use the organization that someone else has provided, whether it be a pattern which you imitated or an actual small part of your overall structure, you should indicate your source in an explanatory note.

Proper Extent of Documentation

When students are told that everything they learn from their reading must be documented they often react with an anguished cry, "But then my whole paper would have to be documented." This protest is not warranted, however, because a research paper, properly speaking, is not just a collection of facts and ideas gathered from sources. Unless you do something original with your material, you probably have not fulfilled the assignment. That is, ordinarily you must present some interpretations of your data and reach some conclusions about your subject. These interpretations and conclusions, which you are basing upon the material you have borrowed, represent your original contribution to the subject.

In using this material, you must demonstrate that you have mastered it. First, you must be careful that you never distort the meaning of another's work, whether you have summarized, paraphrased, or quoted. Second, you must make sure that your interpretations and conclusions follow logically from the evidence you have presented. Therefore, because you have mastered the material and have used it to reach a valid, original conclusion, the paper is your paper.

In this connection, it is helpful to remember the words of the writer James Stephens, "Originality does not consist in saying what no one else has said before. It consists in saying what you yourself truly believe."

As a general rule, the newer a subject is to you, the more acknowledgments you will need. But though it is theoretically true that the number of notes required will vary inversely with the extent of the writer's previous knowledge, it is not always true in practice. In handling certain subjects you will discover that sometimes an entire paragraph, sometimes a half paragraph, has been derived from one source, though at different places in that source. In this instance you may document the borrowing with a series of page numbers rather than with a single page number. Make certain that all the sentences in the paragraph before the parenthetical acknowledgment are derived from the sources indicated.

Study the documentation of representative scholarly books and articles to become more fully aware of what is involved in the whole business of using acquired knowledge. Keep and use the handbook required for this course. No professional will carelessly lay himself or herself open to a charge of plagiarism. You should be equally careful.

Some Exceptions

There are, however, some exceptions to the rule that you must document everything in an investigation paper that you didn't know before you started. There is much information which is generally known and which is readily available in a wide variety of sources. Dates, for instance, rarely require documentation. Perhaps you don't know that Napoleon was defeated at Waterloo in 1815, but many people do and the fact is obtainable in dozens of places—history books, encyclopedias, dictionaries, almanacs, and even calendars; to document such a fact would be sheer pedantry. On the other hand, if you wanted to mention the number of French and British troops who died at Waterloo, you could certainly have to acknowledge the source of your information; you could not assume that those figures could be known without some special investigation. Another exception to the general rule is the quotation which is so familiar as to be almost proverbial, "To be, or not to be," for instance. An acknowledgment after that phrase would be both an insult to the intelligence of your audience and a confession of your own ignorance of what documentation is for. In general, then, you need not document any material that may be assumed to be common knowledge. But if you are unsure whether the educated public is likely to know what you don't, or if there is disagreement among the experts, it is better to be safe and use what may be an unnecessary note than to omit one and thus provoke a suspicion of plagiarism. Never give your reader an occasion to ask, "How do you know?" or "What is your evidence for this point?"

The ultimate responsibility for academic honesty belongs to you. You are responsible for knowing exactly what plagiarism is and for scrupulously avoiding any suspicion of it in all your writing. From that responsibility no one can excuse you.

The references to the techniques of documentation in this statement conform to the MLA guidelines adopted in 1995.

Description of Academic Forms

Academic Calendars can be found online at www.valpo.edu/registrar/acadcalendars.php. There are also many forms that you may use or need during your time in the Graduate Division at Valparaiso University. Each of these forms is available in the Office of Graduate Studies & Continuing Education (Kretzmann 116) or online at <http://www.valpo.edu/grad/forms.php>. Graduate forms are generally of two types:

Academic Procedures: Certain forms are required of students for carrying out or meeting standard academic policies and procedures of the Graduate Division. These include:

1. Enrolling in Independent Study, Special Studies, Research Projects, Reading Courses, Pre-thesis or thesis work, and Integrative Projects.
2. Transferring credit from another university to Valparaiso University's Graduate Division.
3. Applying for candidacy status (required after completion of the first 9 credits).
4. Applying for a degree and diploma.
5. Readmission to the Graduate Division formally.
6. Withdrawing from the University.

Petitions: These forms are required to request exceptions or variances to graduate policies and procedures as stated in the Graduate Catalog. These include requests to:

1. Take a credit overload (more than 12 graduate credits).
2. Add a course after the deadline.
3. Withdraw from a course after the deadline.
4. Extend a grade of incomplete (I).
5. Make an exception to degree requirements.
6. Extend the deadline for earning your degree.
7. Attend another institution for coursework that may be applied to a VU graduate degree.
8. Change a course from undergraduate to graduate level.
9. Appeal financial charges based on official course withdrawal date.

The most commonly-used forms can be found on our website and they include:

Change of Information form – used to update your address, phone number, etc.

Drop/Add card – used to drop or add a class prior to the Drop/Add deadline.

Petition to Withdraw From a Course After the Deadline – special permission is required to drop a course after the Drop/Add deadline.

Practicum – for students wishing to complete a Practicum, the form, a summary of duties and goals for the practicum and the signature of the supervising professor are required.

Independent Study – students planning to complete an independent study must complete the form, submit a summary of the study plan, a book list and have their desired professor sign the form.

Petition for Early Graduation – to walk in a graduation ceremony before all coursework is completed.

Formal Application for Degree & Diploma – ALL students must complete this form in order to receive their degree and diploma, regardless of whether they choose to walk in the graduate ceremony.

Instructions for Printing Your Degree Audit – Degree Audits assist students in reviewing their required coursework, determining what coursework remains to be completed, and anticipating a graduate date.