In this ever-changing economy, more University of South Carolina students are searching for and accepting part-time employment while enrolled in school. With this trend arises a unique opportunity for professional development among students before they enter the professional world post-graduation.

USC recently seized this opportunity by establishing Student Leadership in the Workplace (SLW), a program that teaches student employees how to connect their on-the-job experiences to long-term goals such as internships, careers and majors. Through SLW, students are able to build better relationships with their supervisors, identify and enhance transferrable skills and learn about the many resources and opportunities on campus for enhanced professional development.

“We want students to see that a job is more than just a paycheck,” said Corrine Hawes, coordinator of SLW. “We teach them how to sell their experiences and to be intentional as they articulate to others what they have learned during employment. The goal of SLW is to promote awareness of the professional skills that students gain at work and help each individual create a plan to get the most out of their experience.”

The program’s framework is firmly grounded in the top 10 transferrable skills that employers look for as identified by the National Association of Colleges and Employers (NACE). This list includes skills such as the ability to make decisions and solve problems, the ability to work in a team structure and the ability to verbally communicate with people inside and outside an organization, among others.

“When we work with students at USC, we ask them to tell us what they want to learn based on the NACE list of top 10 transferrable skills,” said Hawes. “Once they focus on that, they can go a step further by identifying their strengths and weaknesses and how those play into the employment context.”

SLW supports students through a variety of programs, including the Professional Development Certification Program, on-the-job leadership coaching sessions, National Student Employment Week, Break with a Boss Lunch, Student Employee/Supervisor of the Year Award and trainings and consultations.

Amanda Cosenza, a junior international business and economics major from Sacramento, C.A., said participating in the Professional Development Certification Program is helping her make the connections between her jobs at the Astronomy Center and Williams-Brice Stadium and the leadership skills she is gaining.

“Student Leadership in the Workplace is helping me to truly learn the value of working as a student employee,” she said. “At first, I looked at my job as a way to earn some extra money. However, through the Professional Development Certification Program, I have realized all the leadership skills my job has given me like integrity, communication, ways to more efficiently manage what I earn and even skills to prepare for my future career.”

As the initiative grows, Hawes sees success on the horizon.

“More and more students are seeking jobs,” said Hawes. “As they gain employment, we will be here to guide them in the right direction. Our end goal is to maximize the potential of each student employee so they are able to get the most out of their experience.”

For more information on Student Leadership in the Workplace, visit www.sa.sc.edu/leaders/slw.
Dear friends:

In this issue of Carolina Ties, we’re providing you with information about career preparation opportunities for students. The university focuses on making sure our students have the skills to be successful professionals after they graduate from Carolina.

From the Career Center to the Study Abroad office, the university offers endless opportunities for students to progress in their fields of study, creating meaningful college experiences while cultivating the skills employers tell us they prefer.

The Career Center is one campus resource that helps students develop a career path and secure employment, providing guidance in résumé writing, interview preparation and job searching. We hope that this issue’s student spotlight about the internship search experience will assure you of the support this center delivers.

Student Leadership in the Workplace is a campus program that helps student employees reap the benefits of their part- or full-time jobs. The Student Leadership and Diversity Conference is an additional leadership development opportunity held on campus. This event facilitates networking with students and staff members from a variety of regional colleges and universities.

Carolina also offers many non-traditional ways for students to enhance their employability. Students can become familiar with other cultures and learn to adapt to new environments through the Study Abroad office. This newsletter features a Q & A with a student who studied in China to illustrate the benefits of high-impact, experiential education overseas. Outdoor Recreation is also a unique way for students to develop transferable skills such as teamwork, decision-making and risk-taking.

At USC, there are diverse opportunities for every student, ranging from student organizations to skill-builder workshops and leadership positions. Students are encouraged to use these resources for optimizing their professional development and challenging their personal abilities.

To stay informed and in touch with Carolina, I encourage you to join our dues-free Parents Association. By providing us with your email address, you’ll receive a monthly e-newsletter from the Office of Parents Programs updating you on student trends and issues as well as news from around the university. Sign up online at www.sa.sc.edu/parents.

Please stay in touch. We are always just a phone call or email away, and we can help direct you to the information you need.

Sincerely,

Dennis A. Pruitt
Vice President for Student Affairs, Vice Provost and Dean of Students
Q&A with Allison Rosenblum

Allison Rosenblum is a senior Global Supply Chain and Operations Management and International Business major from Merrick, N.Y. In the spring of 2012, she studied abroad in Shanghai, China. While there, she gained strong professional skills and had a variety of opportunities to expand her knowledge on diversity, global citizenship and business. Upon her return to the USC campus, she accepted a position with the Study Abroad office as a University Studies Abroad Consortium Ambassador. Rosenblum is a shining example of how international studies can enhance a student’s future, both personally and professionally.

Why did you choose to study in China?
I have always been interested in Chinese history, politics and language, and Shanghai is the perfect location for learning how international businesses run.

What skills did you gain while in China that will help in your professional life after college?
I became a better listener, and I learned to put myself in other people’s shoes. I learned that it is important to understand a situation fully before coming to a conclusion. I also learned how to interact with people from different backgrounds and cultures, and I became more confident and independent.

How has your perspective of global citizenship evolved through your experience?
It is important in today’s society to realize that the world is interconnected. I think in order to be a global citizen you must understand and respect diversity. Because of my experience in China, my understanding of the world has drastically changed. I am now figuring out my role as a global citizen.

What did you learn about diversity while abroad?
We all must embrace diversity and learn from it. You can learn so much from people who are different from you, and these people can help you grow and reach your goals. You should get to know the people around you and always try to make new connections.

Did you learn any skills in China that are useful for your job in the USC Study Abroad office?
I learned how to relate to people with different interests or goals. Each student that comes into the Study Abroad office has different needs, interests and desires, and studying abroad helped me develop the skills needed to assist these individuals. I learned how to be patient and listen during conversations.

How has your study abroad experience influenced your work style and learning habits?
Studying abroad was the missing piece to my college education. The experience helps tie together everything you have been learning in your classes. It allows you to test your knowledge and put what you’ve learned into practice.

Study Abroad: resume builder

By Sarah Langston
Assistant Director, Study Abroad Office

How can study abroad aid in your student’s professional development? Students who participate can add many skills to their resumes, including:

Cross-cultural communication
By interacting with people of diverse cultural backgrounds and developing interpersonal communication skills while abroad, students prepare themselves for a globalized workforce.

Problem-solving
Living overseas requires that students utilize critical thinking to independently resolve issues and cope with ambiguity.

Content knowledge
By taking major-specific courses from expert faculty at highly ranked universities overseas, students acquire new perspectives on their field. Students may even discover a new passion or academic/career interest while abroad.

Foreign language
Cultural and linguistic immersion pushes students to develop their language ability at all times, not just in the classroom.

Adaptability
Adjusting to cultural differences encourages students to be more flexible and open-minded.

By taking the initiative to study overseas, students demonstrate to employers that they are willing to challenge themselves in an unfamiliar environment--similar to joining a new company. Many study abroad programs also offer internship, volunteer or service-learning components that provide students with the opportunity to gain even more hands-on, career-related experience while interacting with the local community.

The journey begins at www.studyabroad.sc.edu.
Between classes, campus social programs and athletic events, students often forget to make time in their schedules for career exploration and professional development. Emily Johnson, a member of USC’s class of 2012, first engaged with the Career Center when her professor required the class to participate in resume reviews. Johnson now recalls how this initial appointment helped her to successfully transition from a major in education to engineering, and prepared her for her first career fair. With the Career Center’s support and guidance, Emily earned an engineering internship and landed a full-time engineering job upon graduation.

“I was initially hesitant about visiting the Career Center because I didn’t know if my resume was impressive enough,” said Johnson. “After my first visit, though, I was so glad I made the decision to go. The staff helped me reflect on my personal skill set. They helped me identify unique skills and abilities that I otherwise may not have recognized in myself and supported me emotionally through my career search.”

After her initial resume review appointment, Johnson decided to take advantage of the Career Center’s other resources. She especially enjoyed participating in one of the etiquette dinners.

“It was an enjoyable, natural way to interact with potential employers and build confidence in myself. The dinner gave me a valuable networking opportunity by allowing me to sit with potential employers and have quality face-time with company representatives.”

Johnson also participated in mock interviews to prepare for her first career fair. This experience allowed her to receive feedback on her interviewing skills and resume from a potential employer.

“Though my first career fair didn’t result in any internship offers, it did provide me with several contacts, networking opportunities and benchmark ideas for areas of improvement,” said Johnson. “The career fair experience helped to build confidence in my abilities and expanded my comfort level in a professional environment.”

With practice and persistence, and after attending her second career fair, Johnson landed a summer internship with DAK Americas, one of the largest integrated producers of PET resins in the world and the main producer of polyester staple fibers in the Americas. This internship provided Emily with hands-on field experience, enhanced her research and analytical skills, and outlined the organization of a company environment so that she could collaborate with interdisciplinary departments.

Johnson’s practical experience as an intern with DAK prepared her to embark on the search for a full-time job post-graduation.

“I had tremendous confidence in my final semester,” said Johnson. “I could envision working as an engineer, and I could picture different career paths for myself. The Career Center opened doors for me that positively impacted my professional life.”

Johnson now works as a process quality engineer with Michelin North America Inc., which manufactures and sells tires, and operates in the United States, Canada and Mexico.

The Career Center and your student

The Career Center assists students in gaining professional skills by providing resources to discover career-related experiences. No matter what your student’s needs may be, there are services for everyone!

Access to JobMate
Internet database linking to job listings, on-campus interviews and employer information sessions

Career appointments
One-on-one consultations with professional staff members

Experiential learning
Internships, externships, co-op positions and part-time jobs

Graduate school preparation
Coaching, access to the Career Center library and online resources

Job fairs
Discipline-specific events and fairs for all majors

Job shadowing and externships
Opportunities for students to shadow professionals and learn more about organizations

Mock interviews
Can be completed through an online interview or face-to-face with a staff member

Tip sheets, videos, workshops & presentations
Covering a broad range of career-related topics

Career Center staff is available without an appointment Monday-Friday from 1-4 p.m.

For more information, visit www.sc.edu/career.
Climbing a 52-foot, indoor rock wall, embarking on a team adventure using an outdoor challenge course, weekend backpacking with a group of classmates. What do all of these activities have in common? Not only do they offer opportunities for physical activity and adventures outside of the classroom, they give students the chance to move beyond self-imposed limitations, explore and attain new skills and develop effective team-building experiences.

Outdoor Recreation at USC offers all of these things and more. The activities offered are designed for individuals and teams of all skill levels. While physical activity is a large component of the programs, the benefits reach much further. As students learn to trust themselves and their decisions, work together in teams to reach goals, and gain confidence in risk-taking and critical thinking, they find themselves more prepared for real-life situations and circumstances.

“The goal of Outdoor Recreation is not only to offer the experience but to help students find and fully understand the connections between program-specific experiences and what happens in their lives,” said Blain Foley, Outdoor Recreation coordinator at USC. “The transference of these connections to daily life can help to develop or modify a variety of behaviors such as technical skills, interpersonal skills and judgment skills, all of which are highly transferable to the students’ development as successful adults.”

Outdoor Recreation activities at USC include a challenge course, climbing wall, paddlesports, biking program, adventure trips, equipment rental and a community garden.

These activities don’t just offer participants great experiences; they also present interested students the opportunity to undertake leadership roles. Under supervision of the full-time Outdoor Recreation staff, undergraduate students act as program managers, coordinating every aspect of the activities. Through a number of leadership styles, these student leaders learn how to delegate tasks, calculate risks and assess participants’ levels of ability.

Whether your student has grown up loving the outdoors or has minimal experience, or whether he/she is looking for a unique leadership opportunity or wants to participate in a new activity, Outdoor Recreation has something for him/her. By pushing beyond their comfort zones, students can gain meaningful experiences that will aid in the preparation for life after college.

“The key to stepping beyond mental barriers is to push back,” said Foley. “Outdoor Recreation empowers students to do just that. Once they can get past personal boundaries, they are able to build skills that will assist them for the rest of their lives – personally and professionally. With Outdoor Recreation, the possibilities are endless.”

For more information, visit http://campusrec.sc.edu/orec.
“I’m so glad I participated in this event,” said Williams. “SLDC provided me the opportunity to interact and network with students from other universities who have similar interests. I felt very connected to this versatile group of active and engaged leaders who were looking to learn and collaborate in ways similar to myself.”

Williams’ favorite session of the day was titled “Putting the pieces together: identities, intersectionality and leadership.” This presentation promoted diversity education and was co-presented by USC’s assistant director of Multicultural Student Affairs, Gavin Weiser, who is also one of Williams’ mentors.

“In this session I learned a great deal about group functionality,” said Williams. “There are often conflicting identities within each individual member of a group, as well as within the group itself. These differences must be recognized, respected and addressed for the group to function optimally.”

After attending the conference with fellow students, Williams remarked on the valuable networking opportunities she experienced at SLDC.

“I learned to appreciate others in my professional life and to appreciate myself as a leader,” she said. “SLDC taught me to acknowledge others’ contributions to the success of a group, an organization or even to society.”

Williams is one of more than 500 students who attended SLDC this year. The annual conference connected both emerging and seasoned leaders for a day of growth and collaboration. As one of the university’s longest-running leadership programs, SLDC links leaders and launches legacies by providing students with opportunities for development right in their own backyard.

For more information about SLDC, visit www.sa.sc.edu/sldc.
**USC and beyond**
By Carly Edwards
Graduate Assistant, Office of Parents Programs

It’s easy to mistake Donnie Iorio for a busy executive instead of a USC sophomore. He can often be found attending out-of-town conferences or helping not-for-profit organizations with fundraising and marketing efforts. Not only is he focused on classes and grades, he is busy expanding his network and skill set by being actively involved in campus organizations.

One activity keeps Iorio particularly occupied between classes. As the national president for the professional business fraternity Phi Beta Lambda (PBL), he often finds himself writing grants, creating online marketing strategies and soliciting funds for the March of Dimes, a long-time partner of PBL. The collegiate division of Future Business Leaders of America, PBL brings business and education together in a positive working relationship through innovative leadership and career development programs.

Iorio’s involvement with PBL showcases how USC students can benefit from the more than 400 registered student organizations offered by the Student Organizations office. These opportunities provide academic, service and professional activities that expose students to an environment that encourages professional development.

“In our office, we strive to foster student growth through offering networking, social interaction, programming and leadership resources,” said Allison Toney, coordinator of the Student Organizations office. “We even partner with USC Leadership Programs to organize a variety of workshops for member development. These workshops help students develop skills that not only apply to their involvement in the organization, but also to career development.”

From the Clarinet Association and the Exercise Science Club, to the Women in Business Council and the Gamecocks Economics Society, the opportunities are endless. Whatever a student’s interest may be, there is an organization on campus for him/her.

“Clubs and organizations can provide amazing involvement and development opportunities for students,” said Toney. “It’s crucial for everyone to become involved on campus and join anything that strikes their curiosity.”

Like so many of his fellow students, Iorio recognizes the benefits of joining student organizations.

“My involvement with PBL ties me to the university community and allows me to develop strategic goals for life after graduation,” said Iorio. “I am now well-equipped with advanced skills and knowledge that clearly define my future.”

For more information about Student Organizations, visit www.sa.sc.edu/studentorgs.

**Campus Happenings**

**Spring Student Organizations Fair**
Is your student looking for an opportunity to connect with other USC students who have similar interests? Encourage him/her to attend the Student Organization Fair March 20 on Greene Street to learn about opportunities to get involved in a variety of different student organizations. Find out more at www.sa.sc.edu/studentorgs.

**Tunnel of Awareness sheds light on social justice**
The Residence Hall Association will host USC’s 3rd annual Tunnel of Awareness in Patterson Hall March 24-27. This unique and interactive social justice experience provides participants with the opportunity to explore exhibits highlighting specific social awareness topics including suicide awareness, HIV/AIDS, gender roles and more. This experience prompts reflection about the issues showcased and encourages students to become a change agent within the community. Find out more at www.rha.sc.edu.

**Discovery Day provides forum for student ingenuity**
Sponsored by the Office of Undergraduate Research, Discovery Day showcases students’ scholarly pursuits both in and out of the classroom including research projects, study abroad trips, internship experiences, leadership activities and service-learning or community service. This year’s event will be April 26 in the Russell House Ballroom, and the schedule consists of poster presentations, oral and creative sessions, a reception and an awards ceremony. Find out more at www.sc.edu/our.

**Sign up for the Parents Association!**
You’ll receive monthly parent e-newsletters and important university updates. It’s free and the best way for parents to stay connected to the University of South Carolina!

To sign up, visit: www.sa.sc.edu/parents
**Resources**

This issue of Carolina Ties focuses on career preparation. Use these resources to help you learn more about the programs and services available for students.

**Office of Parents Programs**  
Parents Assistance Line: 1-800-868-6752  
scp@sc.edu • www.sa.sc.edu/parents

**Career Center**  
803-777-7280 • www.sc.edu/career

**Outdoor Recreation**  
803-576-9397 • http://campusrec.sc.edu/orec

**Student Leadership in the Workplace**  
803-777-7130 • www.sa.sc.edu/leaders/slwp

**Student Leadership Programs**  
803-777-7130 • www.sa.sc.edu/leaders

**Student Organizations**  
803-777-2654 • www.sa.sc.edu/studentorgs

**Study Abroad**  
803-777-7557 • www.studyabroad.sc.edu

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**Fall 2013 Calendar**

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<th>Date</th>
<th>Event</th>
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<tr>
<td><strong>August</strong></td>
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<tr>
<td>17</td>
<td>Residence halls open</td>
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<tr>
<td>22</td>
<td>First day of fall semester classes</td>
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<tr>
<td>28</td>
<td>Last day to change/drop a course without a grade “W” being recorded</td>
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<td><strong>September</strong></td>
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<td>2</td>
<td>Labor Day (no classes - campus offices closed)</td>
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<tr>
<td>12</td>
<td>Last day to apply for December graduation</td>
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<td><strong>October</strong></td>
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<tr>
<td>4-6</td>
<td>Parents Weekend</td>
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<tr>
<td>11</td>
<td>Last day to drop/withdraw from a course without a grade “WF” being recorded</td>
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<td>17-18</td>
<td>Midpoint in the spring semester</td>
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<td><strong>November</strong></td>
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<td>27-December 1</td>
<td>Thanksgiving break (no classes)</td>
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<td>30</td>
<td>Residence halls open</td>
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<td>6</td>
<td>Last day of classes</td>
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<td>7</td>
<td>Reading day (no classes)</td>
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<td>9-16</td>
<td>Fall semester final exams</td>
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<tr>
<td>16</td>
<td>Commencement exercises</td>
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<tr>
<td>17</td>
<td>Residence halls close at 10 a.m. for winter break</td>
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