



OVERVIEW

This workshop utilizes SMART goals to help participants develop a plan for their personal and professional engagement. An assessment of personal interests and a "future resume" activity are also used to guide thinking about the future.

LEARNING OUTCOMES

Participants will:

- Define their interests as they relate to engagement
- Identify the gaps between their current resume and desired future resume
- Write a SMART personal, academic, or career engagement goal
- Review ways to increase their engagement

MATERIALS NEEDED

- Laptop/computer
- Projector screen
- "Engagement Plan" slides
- "Future Resume" handout—1 per participant

NOTES:

The facilitation instructions in this guide are organized by slide number. Some of the language used is intentionally vague; you can adjust the questions and examples you use as a facilitator to fit the group for which you are facilitating the workshop. When facilitating, feel free to ask follow up questions and let conversation flow naturally, but keep in mind the flow of the workshop and try to keep participants focused on the discussion or activity at hand. While this workshop is designed to take approximately 90 minutes, you may choose to dedicate more time to this process.

Participants should be instructed to bring a notebook and pen to this workshop.

INSTRUCTIONS:

Overview (10 min.)

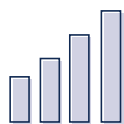
- (Slide 2) Review the agenda for the workshop. Share that everyone is expected to participate. Instruct participants that the goal for the workshop is to develop their personal, academic, and career engagement goals.
- (Slide 3) Share that engagement can be described as how we invest our energy into activities, subject material, projects, and areas of interest.
 - Share the University of Arizona Office of Student Engagement definition: "inspiring students to translate and apply their learning within and beyond the classroom into transformative practices and experiences that impact their professional and personal lives."

TIME



90 minutes

SIZE



Ideal for groups
of 10-60

RISK



Low

CAUTIONS



None



INSTRUCTIONS, Continued:

- Engagement can also be defined by how people act, especially in the workplace. Employee engagement is often defined by the emotional commitment an employee has to the organization and its goals. It's not just that they are happy or enjoy their job, but they are invested in the organizational goals and mission.
- (Slide 4) Explain that research has explored the many benefits to engaging students in education as well as employees in the workplace. For students, being engaged translates to a higher likelihood of staying enrolled and completing a degree, and feeling more satisfied with your experience. Businesses also enjoy engaged employees because it leads to better return on investment with their employees.
 - Think about it – we've all had projects or tasks that we don't enjoy doing, but when we actually feel engaged in a project we also feel valued in the organization and are more likely to feel as though our work has paid off.
 - Outside of your role as a student, engagement probably looks and probably sounds very similar to what happens when you are doing activities and performing at your best. This goes for other roles you play in different aspects of your life, for example, how invested you are in your volunteer work or roles you've taken on in your community. When we find ways to engage with our passions and interests, we learn so much about ourselves and how we can be successful in many areas of our lives.
- (Slide 5) Pair up with one person next to you to answer this question—each person will have about 1 minute to speak and 1 minute to listen.
 - Ultimately, what are your long-term goals: career, academic, and otherwise?
- (Slide 6) With the same partner, answer the next question. Again, each person has about 1 minute to speak.
 - When was the last time you got really excited about doing something? What was exciting about it?

Defining Your Interests (15 min.)

- Explain that the next few slides are going to focus on helping you define your interests. Each slide will present a lot of topics. Participants should read through them and take notes about what interests them most.
- (Slide 7) Share that this is a list of some potential industries that participants could be interested in working in or learning more about. Instruct participants to write down any that interest them, or to write down other industries not on the list.
- (Slide 8) Share that this second list focuses on activities and hobbies. Instruct participants to write down the ones that interest them, and to write down any other activities they enjoy that are not listed.



INSTRUCTIONS, Continued:

- (Slide 9) Share that this third and final list looks at issues facing society today. Instruct participants to write down the social issues that they are interested in and to add any social issue interests of their own
- (Slide 10) Instruct participants to take a moment to review their interests for themes. Tell them to list only 2-3 interests that they would like to focus on engaging more in over the next few months.
- Have participants get into small groups (4-5 people) and share their 2-3 top interests. *Note: This should be very brief, with participants sharing but not fully explaining.*
- (Slide 11) Instruct participants to brainstorm the types of activities they are currently involved in AND the resources and organizations in their community that relate to the interests they selected. Encourage participants to get online and research for a minute if needed.

Future Resume (20 min.)

- Explain that for the next activity, participants will be challenged to think about what their resume could look like in 5-10 years. This will reflect all of your major accomplishments, awards, and successes in the coming years. Distribute the "Future Resume" handout and instruct participants to write their full name at the top.
- (Slide 12) Instruct participants to complete the Education section of the handout and identify what degrees they expect to have within 5-10 years.
- (Slide 13) Instruct participants to complete the Work Experience section of the handout. Participants should identify two places where they would like to work, the job titles they would have in 5-10 years, and a description of what they would hope to do.
- (Slide 14) Instruct participants to complete the Engagement section of the handout. Participants should consider the various types of engagement and try to identify at least three engagement experiences they would have.
- (Slide 15) Instruct participants to complete the Achievements section of the handout. Participants should try and fill in at least two achievements.
- (Slide 16) Have participants pair up with someone next to them and discuss the question on the slide: What are the "gaps" between their current resume and their future resume that they will need to fill in?

Ways to Pursue Engagement (15 min.)

- Tell participants that you will now be reviewing five strategies for pursuing engagement, and that participants should be thinking about how they could personally implement each of these strategies.
- (Slide 17) Share the following: one way to pursue engagement is to identify a mentor or

**INSTRUCTIONS, Continued:**

sponsor. It's always great to have someone who can mentor you to go on to bigger and better things. This person can be someone where you work, or perhaps someone who does not directly work with you but has an idea of what you want to do and where you want to go. Look for a mentor who is willing to invest in providing you honest and helpful feedback on things like your resume and helping you build your network. It's important to have a support system to help you stay accountable for accomplishing your goals, professional or otherwise!

- Instruct participants to write down two names of people who they think would be a great mentor or sponsor for them.
- (Slide 18) Share the following: A second way to get engaged is to seek out opportunities to take on new projects or responsibilities that will challenge you to develop the skills and experiences you are looking for. It's about saying "yes" to obligations that are mutually beneficial for you and the individual or organization who is providing the opportunity.
 - If you are currently in a workplace, maybe this means asking for a new project or identifying a project or workgroup that needs some fresh perspective. If you are looking to get involved in a new organization, look for an opportunity to serve in a volunteer leadership role or work on a project that needs a little extra assistance. Most of the time, people won't say no to someone who wants to get involved for free time and labor!
- (Slide 19) Share the following: It is also important to grow and maintain your network. Networking is key to getting connected to the people and industries you wish to be a part of. It is especially important to keep up with current events and on upcoming opportunities to get involved in things you are interested in. Search for professional associations to join and networking groups in your area. Be sure to share your contact information so they can reach you and keep you updated, and ask for theirs as well.
- (Slide 20) Share that sometimes when seeking engagement, you just need to find out what's going on. Most of that comes from simply showing up! Find out what public forums and presentations are going on in your area that you can learn more about. This is a great way to find out future areas you can get engaged and involved in, such as events or volunteer opportunities.
 - Instruct participants to pair up with someone (ideally someone with shared engagement interests) and discuss public events and opportunities they could seek out.
- (Slide 21) Share the following: As you pursue engagement, don't forget your brand. When you connect with people, you want to be able to stay in touch with them. Carry your business card with you regularly so that you have your contact information and a way to share who you are, as well as exchange with people that you meet. If you don't have a current place of employment, that's okay—many websites allow you to custom design your own business card and print for a reasonable price, or you can search for websites that let you print a couple out at home. Include your key skills and experiences that relate

**INSTRUCTIONS, Continued:**

to the goals you are working towards.

- Don't forget about your online social media presence! Keep your LinkedIn live, up to date, and active. Look for different tips and resources on maintaining an online presence and maximizing your influence in a positive way through the UA Career Services website.
- *Note: You may want to encourage participants to connect with each other and with you on LinkedIn if you use this online networking tool.*

Writing Engagement Goals (25 min.)

- Explain that the final section of the workshop will help participants write SMART engagement goals.
- (Slide 22) Instruct participants to think of a goal that they have relating to their engagement and write it down. The goal does not have to be SMART yet—just a simple goal. Some examples could be to get an internship, complete classes for a minor, or volunteer more in the community.
- (Slide 23) Share that SMART goals are Specific. Specific goals clearly define what you are going to do. Specific is the what, how, and why of a goal. Review the example on the slide, and instruct participants to rewrite their goal to make it Specific. Ask 1-2 people to share their draft.
- (Slide 24) Share that SMART goals are Measurable. Measurable goals give you tangible evidence of accomplishment. While the entire goal statement is a measure for the project, short-term or smaller measurements should be built in. These measurements should be clear and concrete. Review the example on the slide, and instruct participants to rewrite their goal to make it Measurable. Ask 1-2 people to share their latest revision.
- (Slide 25) Share that SMART goals are Achievable. Achievable goals stretch you slightly but are realistic. Goals should challenge you, but you must possess the appropriate knowledge and skills to achieve the goal. You can meet most goals when you plan wisely and establish an appropriate timeframe. Review the example on the slide, and instruct participants to rewrite their goal to make sure it is Achievable for them.
- (Slide 26) Share that SMART goals are Results-Focused. Results-focused goals measure outcomes, not activities. Review the example on the slide, and instruct participants to rewrite their goal to make it Results-Oriented. Ask 1-2 people to share their latest revision.
- (Slide 27) Share that SMART goals are Time-Bound. Time-Bound goals create tension between the current reality and the vision of the goal. Essentially, goals have deadlines. Review the example on the slide, and instruct participants to rewrite their goal to make it Time-Bound.

**INSTRUCTIONS, Continued:**

- Ask a few people from the group to share their final engagement goals. *Note: Depending on the amount of time you have, you may want to have everyone share their goal, or have people share their goals in small groups.*

Questions and Wrap-Up (5 min.)

- Encourage participants to keep their goal somewhere they will be reminded of it, and to use SMART goal-writing to develop additional engagement goals for themselves.
- (Slide 28) Share that there are many resources at the University of Arizona that students can use to get engaged. Share some additional details from the following:
 - The **Office of Student Engagement** exists to help connect students with engaged learning experiences on campus. You can even earn a notation on your transcript for these experiences!
 - <http://ose.arizona.edu/>
 - **Career Services** offers resume reviews, campus recruiting, and a job/ internship board that will help you whether you are seeking out engagement opportunities or looking to reflect on them meaningfully.
 - <http://career.arizona.edu/>
 - The **Advising Resource Center** helps connect students with their academic advisors. Your advisor is a great resources for information about how to get engaged in your academic field.
 - <http://advising.arizona.edu/>
 - Your **academic department or program** will also have references about past internships, organizations, and volunteer opportunities connected to your field.
 - <http://directory.arizona.edu/departments>
 - There are **over 400 clubs** at the University of Arizona that offer opportunities for you to get connected based on your social, cultural, academic, and service interests.
 - <https://arizona.collegiatelink.net/Organizations>
 - **VolunteerUA** helps you connect with other students interested in volunteering in the community or participate in service trips with your peers.
 - <http://asuaavp.wix.com/volunteer>
- Use this time to share any final thoughts that you have as a facilitator and to answer any remaining questions. Participants may also have final thoughts that they wish to share.