

Hyperlink E-Zines 2009

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Social Networking - Did You Know?

A **social network service** focuses on building [online communities](#) of people who share interests and/or activities, or who are interested in exploring the interests and activities of others. Most social network services are [web based](#) and provide a variety of ways for users to interact, such as [e-mail](#) and [instant messaging](#) services.

Social networking has created new ways to communicate and share information. Social networking websites are being used regularly by millions of people, and it now seems that social networking will be an enduring part of everyday life. The main types of social networking services are those which contain directories of some categories (such as former classmates), means to connect with friends (usually with self-description pages), and recommender systems linked to trust. Popular methods now combine many of these, with [MySpace](#) and [Facebook](#) being the most widely used in North America.

Source: http://en.wikipedia.org/wiki/Social_network_service

A report, published in September 2008 from a survey conducted by CareerBuilder.Com, states that “[One-in-Five Employers Use Social Networking Sites to Research Job Candidates](#).” When a prospective employer wants to know more about a candidate, looking their name up through [Google.Com](#) is often the first step in the process and a link to the candidate’s social networking sites is a common search result.

Here are some highlights from the **CareerBuilder.Com** survey.

- **22%** of hiring managers use social networks to research profiles (+11% from 2006)
- **34%** of hiring managers dismissed a candidate based on what they found (out of the 22%)
- **24%** of hiring managers found information that was used to hire a candidate

Top 3 things that turned hiring managers away

- **41%** of candidates posted information about their drinking or using drugs
- **40%** of candidates posted provocative or inappropriate photographs or information
- **29%** of candidates had poor communication skills

Top 3 things that help candidates out

- **48%** of candidate's backgrounds supported their qualifications for the job

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- 43% of candidates had great communication skills
- 40% of candidates were a good fit for the company's culture

Source: Personal Branding Blog

<http://personalbrandingblog.wordpress.com/2008/09/22/corporate-recruiters-use-social-networks-to-conduct-background-checks/>

Do You Podcast?

Podcasting, RSS Feeds, and Videocasting are all tools for using technology to enhance classroom results.

Revolutionizing Education with Podcasts

By S. Housley

Schools all over the country have flocked to podcasting as a new medium to assist the teaching profession. Professors are using podcasts to instruct students and get their messages out. Podcasting is not restricted to one educational sector; professors at prestigious colleges from Bentley to Purdue have flocked to this medium.

A growing number of professors are recording their lectures; the term coursecasting has been adopted in academia. Podcast lectures are used as study tools, and are available for students who might have missed class. Some podcasts are password restricted to students who are enrolled in that specific class. While other institutions publicly post their podcasts and offer non-enrolled students insight into the class material.

Why has podcasting been embraced by the educational field? The adoption of RSS is likely in part due to the demographic higher-education attraction. Most college students are young and well educated. Because of their age the students have embraced technology, they have always had technology as a component to their life. This demographic have grown up with computers their entire lives, technology has always been an integral tool in their education.

Bentley initially adopted podcasting in the course IT 101, to introduce students to the concepts of technology as they relate to business, ethics and social responsibility, global commerce and culture. Students are not only required to listen to podcasts, but also to produce their own podcasts. Bentley, understanding the importance, influence and power of technology felt that students would benefit by obtaining a complete and thorough understanding of the podcasting medium.

Certain subject material lends itself to podcasting more than others, for example: foreign language lessons are ideal for podcasts because students can listen to accents, intonations, and speech patterns. Students listening to foreign language podcasts are able to hear and experience the language outside of the classroom.

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Some educators are using videocasts to demonstrate science labs and experiments. The portability of the videocasts makes it easier for students to review labs, when critically analyzing their data.

Educators are known for their philanthropy and desire to share their knowledge. Technology and podcasting as a communication medium have made it easier for educators to collaborate, share and provide material in a portable format. Podcasting allows professors to extend their reach outside the classroom. With the hectic pace today's students keep between classes, commuting and employment, podcasts fit, allowing students to maximize their commute and use their time efficiently while juggling it all. Just as home computers have become an integral tool in the educational field, today's hectic lifestyles make the need for educational podcasts and videocasts only more evident.

Additional Resources: How Podcasts and RSS are used in Education <http://www.small-business-software.net/rss-and-academics.htm>

Locate Educational Feeds

Educational Podcast Network - <http://www.epnweb.org/>

About the Author:

Sharon Housley manages marketing for FeedForAll <http://www.feedforall.com> software for creating, editing, publishing RSS feeds and podcasts. In addition Sharon manages marketing for RecordForAll <http://www.recordforall.com> audio recording and editing software.

Is Podcasting for Real in Education?

From a text summary of a podcast with Bob Reynolds and Susan Nash Smith.

She Said:

Absolutely! Podcasting is definitely a real force in e-learning right now. In fact, it is probably a bigger factor in education than we realize, and being used in unexpected and innovative ways.

For example, we know that people like to listen to podcasts while commuting, while doing routine tasks on their computers, while walking, and while engaged in basic tasks. We know that some people are making lecture notes, conversations about course content, and instructional audio available on mp3 files. The instructor will “wrap” the content in a shell (introductory notes, ending thoughts), and then post it. While the quality can be highly variable, we know that some people prefer to listen to lectures, and then reinforce their knowledge with reading / reviewing PowerPoints, etc.

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We also know that podcasting is not yet real for institutions and educational content providers, which are scrambling to determine the best way to understand how learners are using the podcasts, and how to package it so that it is palatable.

He Said

I suppose it's possible that a technology less than a year old can always be a flash in the pan. On the other hand, podcasting is an extension of blogging, has the backing of ubiquitous players like iTunes, and has successfully entered the [foray of VC funding](#). All in all, it seems like a pretty good bet as a technology in general.

In terms of its use in education, podcasting certainly makes a lot of sense.

Will it be a sure-fire hit? Maybe and maybe not. Here are the dependencies I see for its integration into mainstream education:

- Ubiquitous publishing tools that use familiar tools (for instructors)
- Broad support by textbook publishers
- Better models for distributed audio content

Do I think it's a go? Absolutely. Two thumbs way up!

Source: [Online Learning](#). To view the entire article visit:

<http://www.xplanazine.com/2005/08/is-podcasting-for-real-in-education>

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Age and Tenure - Did You Know?

How long do people usually stay with one employer?

- In January 2008 the median tenure of wage and salary workers was just over 4 years
- Employees aged 55 and older had a median tenure of about 10 years
- Workers aged 25 to 34 stayed with an employer slightly less than 3 years
- Public-sector workers had a median tenure of about 7 years
- Private-sector workers stayed an average of about 4 years with their current employer
- 75 percent of government employees were aged 35 or older perhaps influencing their tenure
- 60 percent of private-sector employees were in the 35+ group

Data on employee tenure come from responses to supplemental questions to the Current Population Survey and are collected every 2 years. These data are accessible online at www.bls.gov/cps.

Source: <http://www.bls.gov/opub/ooq/grabbag.htm>.

California Colleges State Budget Impact

The California Governor's mid-year 2009 budget has proposed several major program changes. These are summarized below followed by 3 articles about the impact of the budget on the California Community College system.

Major Program Changes

- The budget includes proposals to help reduce the 2008-09 Proposition 98 guarantee to the minimum level by eliminating the \$39.8 million cost-of-living adjustment included in the Budget Act of 2008 for Apportionments and defers \$230 million in payments from January and February, 2009 to July, 2009. The deferral does not reduce program spending in the current year.
- Additionally, the Special Session budget proposal includes significant categorical flexibility that authorizes districts to transfer any categorical allocations to their general fund in order to preserve course offerings aligned with the system's highest priorities for transfer, basic skills and career preparation.
- For 2009-10, the budget includes a 3-percent growth increase of \$185.4 million to fund 36,000 additional Full Time Equivalent Students. Further, the budget achieves significant cost avoidance by eliminating a \$322.9 million cost-of-living increase and by suspending reimbursable state mandates for a savings of \$4 million.

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- The budget also includes an increase of \$167.5 million Proposition 98 General Fund to replace the allocation of State Lottery revenues to community college districts pursuant to Chapter 764, Statutes of 2008 (AB1654).

Source: Board of Governors, California Community Colleges

Governor's Budget 2009-10 Proposed Budget Detail,

http://www.ebudget.ca.gov/StateAgencyBudgets/6013/6870/major_program_changes.html

Two-year colleges weigh cuts

From an article published January 20, 2009

By SEAN NEALON

The Press-Enterprise (serving the Inland Empire)

The sour economy is fueling double-digit enrollment growth at Inland community colleges but also is leading schools to cut classes, limit expenses and encourage faculty and staff to reduce their hours or retire.

Gov. Arnold Schwarzenegger's latest budget proposal includes a funding increase for community colleges but doesn't include a cost-of-living increase, community college officials said.

The proposal also is not enough to offset enrollment surges as high as 28 percent at Inland schools, officials said. Those surges are expected to continue because of enrollment cuts at the state's two public university systems and the worsening economy.

Inland community college officials expect little impact on students for the spring semester but have implemented, or are considering, summer and fall session cuts.

- For the summer session, Mt. San Jacinto Community College, which has campuses in San Jacinto and Menifee, is reducing the number of classes by more than 50 percent and considering a four-day, 10-hour work week to save money on energy. Class reductions are also likely in the fall.
- The San Bernardino Community College District board, which governs campuses in San Bernardino and Yucaipa, voted last week to offer early retirement incentives to some staff and is considering cutting some summer classes.
- The Riverside Community College District, with campuses in Riverside, Moreno Valley and Norco, is developing a plan for a 5 percent budget cut, but so far has taken minimal cost-savings measures.
- At Mt. San Jacinto, eliminating some summer classes, which begin June 8, would save an estimated \$850,000. This comes at a time when enrollment for the spring semester that begins Jan. 26 is up 28 percent compared with last year.

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- The district's shift to a four-day, 10-hour work week for all employees this summer would save \$150,000 in energy costs. The district is also considering allowing employees to take voluntary one-month furloughs.
- Five district employees took an early retirement incentive in December. Another round will be offered in June.
- At the San Bernardino Community College District, where spring semester enrollment is up 12 percent compared with last year, summer and fall classes have yet to be cut.
- In the past week, the district has limited hiring and is more closely monitoring travel and other expenses.
- At the Riverside Community College District, where enrollment is up 21 percent compared with last year, cost-savings measures have been limited to delays in filling vacant positions and more closely scrutinizing out-of-state travel.

Reach Sean Nealon at 951-368-9458 or snealon@PE.com. View the full article at: http://www.pe.com/localnews/inland/stories/PE_News_Local_S_community21.139ebda.html

Cumulative Impact:

How cuts to higher education and the Cal Grant program in the recent past, today, and in the near future will affect access and opportunity for California's students
Excerpted from an article by Tim Gage and Matt Newman, April 16, 2008

About this study:

Higher education in California would suffer a second major blow in less than six years if the state adopts the sweeping cuts proposed by this year's budget. The University of California, the California State University, and the state's Community College system have not yet recovered from cuts that stemmed from the dot-com crash earlier this decade, according to this new study meant to aid lawmakers and the public as they grapple with balancing the state's budget.

If these newest proposed cuts are adopted, there will be a compounding effect over the next years as enrollment funding could force UC and CSU to halt their existing student enrollment at current levels - turning away thousands of 10th through 12th graders who have worked hard to meet requirements.

For the state's Community Colleges, who have a mandate of open enrollment and already operate with lean budgets, these cuts could significantly increase class size and reduce services that support student success.

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All of these changes, according to the study, come at precisely the time when the state needs to be enrolling and graduating many more students to meet the demand of a more educated workforce.

November 2008: mid-year budget cuts proposed

The Community College system anticipates roughly 3 percent enrollment growth each year. It is possible that enrollment will exceed 3 percent growth in the coming years because increases in enrollment often come when the economy slows down and because many students turned away from the UCs and CSUs will begin their education at a community college.

This new mid-year budget proposal includes \$332.2 million in proposed mid-year cuts to the California Community Colleges. This comes on the heels of \$290 million in cuts that were included in the 2008-2009 State Budget that went into effect this past September.

View the full article at: <http://www.collegecampaign.org/budget/>

Are the California Colleges on a Downward Spiral?

Peter Schrag: California colleges: A case of autopilot degradation

By Peter Schrag (Excerpted from an article in the Sacramento Bee, April 23, 2008.)

pschrag@sacbee.com

Old news: Like most other major state programs, California's public universities and colleges are up against devastating budget cuts in the coming year, and probably longer. Those cuts will drive up fees, force larger classes and eliminate courses, services and programs.

What's new is the increasing certainty among a growing number of people that the funding compacts the universities made with Gov. Arnold Schwarzenegger during the last fiscal crisis put them on a long-term downward trajectory that will continue to erode quality, limit access and permanently damage what for decades was the nation's premier system of public higher education.

Glantz says the question for the governor and the Legislature is, "Do you want to have a UC, meaning a high-quality institution?"

So far, he says, "The de-facto decision is no."

Berkeley, UCLA and maybe UC San Diego will survive, "but the rest of the system will fall apart."

The point was reinforced last week by a report from the independent Campaign for College Opportunity, which found California's public higher education institutions – both universities and community colleges – have "still not recovered from the cuts ... earlier in this decade."

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Bill Hauck, a trustee of the California State University system, warned that this year's proposed cuts, coming on top of the hits of past years, will have a "dramatic impact" that will force the system to turn students away. The numbers, he said, "keep getting worse."

But the more fundamental point is that the compacts, which the systems agreed to, are in fact autopilot formulas for an indefinite freeze in real-dollar funding of university budgets, even as enrollment pressure and costs continue to rise.

Reach Peter Schrag at Box 15779, Sacramento, CA 95852-0779.

View the full article at: <http://www.sacbee.com/110/story/882328.html>

California Job Journal – Job Trends

From an article by Dr. Carole Kanchier published November 16, 2008. See the full article at: http://www.jobjournal.com/article_full_text.asp?artid=2508.

Forecasting the future is a challenge, and no prediction is going to be entirely accurate. Nevertheless, it's helpful to look at some recent labor market projections made by the experts.

Information technology will continue to alter jobs. Computer-related and service jobs will increase, and manufacturing jobs will decrease. Growth will occur at two poles of the labor force – technical and professional jobs and low-wage jobs. Over 50 percent of new positions will be created in the high-tech areas. But a large increase will also occur in service jobs such as sales clerks, janitors and home healthcare aides.

According to projections by the US Department of Labor, jobs with the most rapid growth requiring a bachelor's degree or higher include computer programmers and engineers, accountants, physical and occupational therapists, physicians and surgeons, teachers, speech/language experts, medical scientists and social workers.

Those requiring an associate's degree, vocational training or on-the-job training comprise technicians, paralegals, occupational therapy assistants, sports/physical training coaches, residential counselors, clerical jobs, childcare workers, recreation attendants, corrections officers, sales personnel and medical/health assistants.

Self-employed "knowledge entrepreneurs" will market their own skills to organizations internationally. Companies will hire these consultants for specific projects on an as-needed basis. Many professionals will therefore choose to work for numerous companies on assorted projects.

Relationships between organizations themselves will continue to change. Large corporations will focus on their own core capabilities, outsourcing less proficient jobs to smaller, specialized firms.

The basic unit of work will shift from a job to a role. Instead of being a business strategist, for example, an individual will assume a more blended task position such as

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‘team member.’ Performance and contributions will determine salary more than being at a certain corporate level (clerical, professional, executive).

The microchip will continue to reduce the need for urban office towers. Because of technology and flexible organizational policies, many employees will choose to work at home.

Adaptable professionals with crossover skills like business and technology degrees will be in demand. ‘Gold collar’ executives will have advanced degrees in physics, engineering or computer science with a business background. Those who can master a foreign language will have an added advantage.

Retirement at age 60 or 65 will become obsolete. As middle-aged and older workers realize they will continue to grow and develop through life, many are developing new attitudes about themselves and their careers. Some are retiring early, and then embarking on entirely new occupations. Others are choosing to work part-time, return to school, establish a business or engage in other activities that provide them with a sense of meaning and purpose.

Globalization will continue to force changes. Although some workers will lose their jobs to foreign personnel, others will get new jobs created by foreign demands. ‘Electronic Immigrants’ (cross-border telecommuters) will compete against workers in affluent countries.

Dr. Carole Kanchier, author of Dare to Change Your Job – and Your Life, is a psychologist, counselor, educator, columnist and speaker. Email: Carole@daretochange.com; Website: www.DaretoChange.com

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Soft Skills Predict Success - Did You Know?

A Stanford Research Institute and Carnegie Mellon Foundation study found that:

- 75 percent of long term job success depends on soft skills
- 25 percent on technical knowledge

Source: The Paradox of Soft Skills versus Technical Skills in IS Hiring

<http://www.allbusiness.com/technology/1163965-1.html>.

Quote:

"Soft skills are also called "people skills" or "client-facing skills." They refer to an individual's ability to work well with others. There are various components that comprise soft skills. Some are innate such as optimism, friendliness and whether or not someone has an outgoing nature, while others are skills that can be taught or improved upon, such as developing effective communication, organization, and social graces." –

Jeremy W. Hill, senior national accounts manager at national staffing company, Sapphire.

(Source: <http://www.networkworld.com/newsletters/edu/2008/0128ed1.html>.)

The Hard Case for Soft skills

By *Laura Sweeney* (from an article at Experience.Com)

As traditionally "corporate" cultures become more horizontal and intimate, soft skills are becoming essential to the success of businesses. Employees must be able to work as part of a team, find and communicate solutions, and be effective managers.

"There's more empirical data coming out all the time to show that such skills as listening and building consensus really do affect the bottom line." -Hendrie Weisenger, *The Power of Positive Criticism*.

In the past, when companies stuck to strict hierarchies, it wasn't so important to have soft skills-the skills that let us interact with other people, such as listening, negotiating, and developing relationships. But now that VPs and interns take lunch together, and staff members and managers work side-by-side, soft skills are becoming essential to the success of businesses. Employees must be able to work as part of a team, find and communicate solutions, and be effective managers.

What's Your EQ?

Not until recently was there evidence that soft skills actually make a difference in companies' performances. Emotion intelligence-a person's ability to manage him or herself and relate to other people-is at the center of this new research. In 1995, Daniel Goleman published a best seller that shows that emotional intelligence (or "EQ") matters twice as much as IQ or technical skills in job success.

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Goleman explains that emotions influence our behavior in all situations, including professional ones. According to his research, corporations that seek MBAs look first for three qualifications: communication skills, interpersonal skills, and initiative.

A study of nearly 500 organizations worldwide found that the people who scored highest on emotional intelligence evaluations rose to the tops of their companies. These star employees were more outgoing and self-confident than employees who received less favorable performance reviews.

See the full article at:

http://www.experience.com/alumnus/article?channel_id=career_management&source_page=home&article_id=article_1126286325254.

Soft Skills: The Competitive Edge

Source: Office of Employment Disability Policy, U.S. Department of Labor

What do employers look for in new employees? According to the 2006 report *Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce*, it may not be what some young job seekers expect. This in-depth survey of 461 business leaders conducted by the Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills, and Society for Human Resource Management reveals that while the three "R's" (reading, writing, and arithmetic) are still fundamental to every employee's ability to do the job, employers view "soft" skills as even more important to work readiness. The report also finds that younger workers frequently lack these skills, which include:

- Professionalism or work ethic
- Oral and written communication
- Teamwork and collaboration skills
- Critical thinking or problem-solving skills

In 2007, the U.S. Department of Labor's Office of Disability Employment Policy (ODEP) discussed the importance of such skills with the *Circle of Champions*, a distinguished group of U.S. businesses that have received the ***Secretary of Labor's New Freedom Initiative Award*** for innovative and proactive efforts to recruit, hire, and promote people with disabilities. As part of this dialogue, the companies identified the following competencies as key to the success of young workers in the 21st Century workplace.

Networking

Simply put, networking involves talking with friends, family members, and acquaintances about your employment goals, interests, and desires. It also involves reaching out beyond people you already know in order to expand the opportunities that may be available to you. When it comes to finding a job, networking is essential. According to Cornell University's Career Center, 80 percent of available jobs are not

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advertised. Therefore, if you are not connecting with other people, you are likely to miss out on many job opportunities.

To start networking, make a list of everyone who may be able to help you job search. Next, talk to people on the list and tell them that you are looking for employment. Ask if they know of any openings and to introduce you if they do. But don't stop with the names on your list. Talk to cashiers, barbers, clergy, and anyone else you meet about their work and ask if they know of any jobs that match your interests. It is also essential to follow up with those with whom you have networked. Talking with a person once will only provide leads available at that point in time. But by establishing an ongoing relationship, you may learn of other opportunities as they arise.

Once you find a job, it is important to continue to network effectively. Through ongoing networking you can develop relationships with colleagues and increase your ability to move up in the organization.

Enthusiasm

Enthusiasm is also essential to success. When interviewing, you are likely to stand out in an employer's mind if you show excitement about the job. Prior to the interview, check out the company's Web site to learn about the business. Think of questions you might want answered, because asking questions is one way to show interest. Other strategies include arriving a few minutes early to the interview, dressing professionally, and staying engaged in the conversation. You should also bring a pad and pen so you can take notes during the interview; just make sure to ask if it is okay to take notes first. This shows the interviewer that you are actively engaged and paying close attention to what they are saying. It may also make it easier for you to think of additional questions to ask prior to accepting a job offer.

Once employed, continue to demonstrate enthusiasm by taking initiative and seeking new and more challenging work. In some work settings, this may mean performing tasks needing to be done before being asked. In a restaurant, for instance, in between meal rushes, a server might show initiative by wiping off dirty menus or filling salt and pepper shakers. In other work settings, you can show initiative by volunteering to take on needed work or pitching a new project idea to your supervisor. If he or she likes the idea, offer to do more research and follow up with him or her. This provides you with some ownership of the project and shows your commitment to the company.

Professionalism

Make sure your resume is "dressed to impress." Having an organized resume is essential to making a positive first impression. A good tip is to have a college professor or a career counselor read your resume and recommend edits before you submit it to a potential employer.

Once you have been called for an interview, it is important to research the company and find out more about your potential job responsibilities. This will not only allow you to ask better questions during your interview, but also ensure you are well-informed should the company make you an offer.

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Business etiquette and work ethic go hand in hand for employers. Some tips when it comes to making a good impression once employed include:

- Dressing properly for the work setting
- Arriving on time and staying productive until you leave
- Turning cell phone ringers off while at work and returning phone calls and text messages while on breaks or after work hours
- Using computers, if you have access to them, only for work-related tasks
- Speaking in a respectful manner with supervisors, peers, and customers or clients

Also remember that even when you are technically "off-duty" in the lunchroom or at a reception, you are representing the organization and are expected to act professionally. Don't contribute to office gossip or banter around too much with your co-workers. Although you are allowed to have fun and enjoy your job, you are still there to work.

Communication Skills

Communicating ideas in the workplace is different than in an academic setting. In a classroom, the instructor usually leads group discussions or assigns written homework, and students respond or ask questions when directed to do so. In the workplace, however, the format for interaction varies. Sometimes your supervisors may specifically ask you for your opinion or ask you to express that opinion in writing. More often than not, however, they assume that if they need to know something, you will bring it to their attention. The challenge of communicating in the workplace is learning how and when to share your ideas or concerns.

If you need to tell your supervisor about something that is not going well, it is important to remember that both timing and your attitude are extremely important. For example, if you are a cashier at a carry-out restaurant and the long lines during the lunch rush "stress you out," causing you to give customers incorrect change, it is best to wait to talk to your supervisor about the problem during a slower period. At an appropriate time, you may want to ask if it would be possible to have someone assist you during busy periods. And if you are able to explain that this would not only allow you to make fewer mistakes, but also allow the business to provide better service by making the line move more quickly, he or she will be more likely to take your ideas seriously. Another proactive strategy would be to talk to your supervisor or another senior employee about how you could do your job more efficiently.

Listening is also an important communication skill. Employers report that the average entry-level candidate struggles with knowing how to listen carefully. They may not immediately process essential instructions or be able to understand how their tasks relate to the overall goals of the organization. One way to improve your listening comprehension skills is to ask questions. Other tactics include restating what you thought you heard to confirm you understood correctly, and taking notes.

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Teamwork

Successful businesses rely on team players. This skill is so important that an article in a Society for Human Resource Management magazine encourages employers to include teamwork as part of the performance appraisal process if collaboration is essential to the job. Understanding how to act as a member of a team may begin when you play sports or work on group projects in school. In the workplace, knowing how and when to lead and follow takes practice, as does knowing how to avoid unnecessary conflict. Working on a team also allows you to build closer relationships with your co-workers, which can make any job more fun and interesting. When working on a team, make sure that the workload is shared and that everyone is communicating. While some competition between team members is healthy and contributes to productivity, too much negative personal interaction can have the opposite effect.

Problem Solving and Critical Thinking

Problem solving and critical thinking refers to the ability to use knowledge, facts, and data to effectively solve workplace problems. As a new employee, you may question why an organization follows certain steps to complete a task. It may seem to you that one of the steps could be eliminated saving time, effort, and money. But you may be hesitant to voice your opinion. Don't be; employers are usually appreciative when new employees are able to offer insight and fresh perspective into better and more efficient ways of doing things. It is important to remember, however, that as someone new to the organization, you may not always have the full picture, and thus there may be factors you are unaware of that dictate that things be done a particular way. Another important thing to remember is that when you are tasked with solving a problem, you don't always need to answer immediately. The ability to develop a well thought out solution within a reasonable time frame, however, is a skill employer's value greatly.

See this article at: <http://www.dol.gov/odep/pubs/fact/softskills.htm>.

New Soft Skills Videos being developed for BESAC

Hartley & Associates and Carson Marketing, Inc. are developing five (5) new soft skills videos for BESAC. Under the BESAC mini-grant program, these videos will feature up-to-date information, case studies, role playing, and closed captioning. Both student and instructor guides are included with each soft skill video production. Videos are conveniently posted at the BESAC website (http://www.calbusinessed.org/Soft_Skills.html).

The five new videos build on the Level 1 foundation created with the first four soft skill videos delivered by Hartley & Associates and Carson Marketing, Inc. (*Job Behavior, Power Listening, Business Email Fundamentals, and Business Phone Etiquette*). The new videos to be delivered and previewed at this year's Asilomar Conference include:

- **Effective Verbal Communications** – defines the communications cycle, presents 5 rules of effective communications in the workplace, introduces “positive speak,” and gives advice and examples on the proper and improper use of metaphors.

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- **Customer Service Basics** – introduces the 6 basic rules of Customer Service, provides case studies and interactive role playing to teach the fundamentals of dealing with customers.
- **Written Business Communications** – provides a 5-step process for creating a well written PowerPoint presentation and an additional 3 steps for writing status reports.
- **Resume Writing** – describes the 6 rules to resume writing and includes an interactive step-by-step resume writing demonstration.
- **Interviewing and Networking** – 55% of interviewers report they evaluate candidates on the way they dress, act and walk through the door! This video presents 4 key steps to successful interviewing. Business Networking is the #1 method for successfully finding a job. Viewers learn 6 tips to successful business networking to build skill and confidence in meeting people in their related industry.

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The hyperlink e-zine March 2009: Volume I

Did You Know?

- **54,971** California Community College students transferred to a CSU in 2007-2008
source: <http://www.calstate.edu/as/ccct/2007-08/campus07-08.shtml>
- **More than 500 students** are employed throughout the state through the Career Pathways program
source:
<http://www.foundationccc.org/WhatWeDo/StudentJobs/tabid/356/Default.aspx>

Quote:

Developing articulation agreements from junior high to high school, to ROP and the California Community College makes articulation quick, easy, and it works! – Ms. Nancy Jones, Coastline Community College, Chair of the Statewide Career Pathways project.

The California Statewide Career Pathways Project

For the purposes of this project [Statewide Career Pathways], articulation is the result of working together to make things happen for our students. In its simplest form, articulation means that coursework taken by students in high school or ROP/C is recognized by postsecondary institutions. This agreement is completed through a collaborative process between high school/ROPC teachers and community college faculty aligning courses and programs. Ideally, it includes a seamless transition of course work where academic standards are designed, reviewed, and implemented to eliminate the duplication of skills and student learning outcomes. The primary goal is to avoid duplication of coursework required of students as they move through our educational system and to speed the completion of a certificate or degree from a postsecondary institution. This increases secondary retention, eliminates duplication, reduces the cost of education and increases the likelihood of attendance at the postsecondary level. Students are much more likely to enroll and stay in a college program that they know won't require them to wade through the same information they got in high school. Articulation is student-focused and is good for everyone.

Source: <http://www.statewidepathways.org/advisors.html>

Statewide Career Pathways

www.statewidepathways.org

Creating School to College Articulation

In September 2005 Senator Scott's Vocational Education legislation, SB 70, was chaptered into the Education Code section 88532. The bill focuses on improving the linkages and career-technical pathways between high school and California community

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colleges. Most of the community college response to the legislation will occur through programs coordinated directly from the System Office, and personnel there have begun to inform colleges about some of their plans. However, the Academic Senate for California Community Colleges will design and implement one project called Statewide Career Pathways: Creating School to College Articulation.

Statewide Career Pathways: Creating School to College Articulation will provide an opportunity for high school and college faculty to meet, collaborate and develop articulation agreements. Agreements that result will vary by discipline and may include alignment of course skills, concepts and sequences, advanced placement possibilities and credit by examination options. While our schools and colleges have already participated in many efforts to align curriculum and develop articulation agreements especially through Tech Prep programs, faculty have indicated several unmet needs which this project will address. This project will:

- **Develop a database** of articulation agreements, accessible across the state.
- **Provide opportunities and support** for faculty at schools and colleges to meet and develop agreements.
- **Create outreach strategies** to encourage participation of students, parents and schools/college personnel.

The project will be led by a steering committee with members from community college and high school faculty and administration, the California Department of Education, the System Office for the [California Community Colleges](#), Tech Prep and ROCPs. The committee is beginning its work in July 2006. The project is funded in part by the California Community Colleges for two years for a total of \$4 million.

Source: California Statewide Career Pathways,
<http://www.statewidepathways.org/about.html>

Benefits of Articulation Agreements

For Community College Faculty

Many community college Career and Technical Education programs have benefited from articulation programs with the high schools within their service area. These benefits include:

1. Increased enrollment and retention;
2. Improved relations with feeder programs;
3. More effective advisory committees;
4. Better utilization of resources;
5. State and federal grants;

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6. Community recognition.

More students can be recruited through effective relationships with schools. If students are well prepared to move into more advanced studies, departments will be able to offer more sections of advanced levels and colleges will realize increased enrollment in certificate and degree programs, including coursework required in other departments. For the full text see, <http://www.statewidepathways.org/faculty2.html>

For High School and ROCP Teachers

Articulation is mainly used to help make the transition from high school or ROCP to college seamless for students. The benefits are many and they are not only for the students, but for your program as well. They include:

1. Guiding students toward clear future opportunities;
2. Validating your high school courses and bolstering your program;
3. Creating partnerships and improving relations with community colleges;
4. Improving the efficiency of advisory committees;
5. Increasing access to better resources and facilities;
6. Substantiating your program's qualification for vocational funding.

For the full text see, <http://www.statewidepathways.org/faculty4.html>

For Students and Parents

Articulation refers to the process of linking two or more educational systems. In this case it provides for linking of high school courses to community college courses, allowing you to take articulated high school classes at your high school and possibly earn advanced placement and/or even college credit for those courses. This saves time and provides a jump start to the college experience. And best of all, since these are high school/ROPC courses that you are taking at no cost, you save money on tuition and books.

For the full text see, <http://www.statewidepathways.org/students.html>

Leveraging the Statewide Career Pathways Project

- Plan "Articulation Days" to meet with regional High School and ROPC educators
- Review existing tech prep agreements and articulation agreements
- Use existing templates in the Statewide Career Pathways database to forge new agreements
- Forge mutual agreements with the community colleges in your region for measurability

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- Load your articulation agreements into the Statewide Career Pathways database so students and faculty all across the state have access

Maximize the Utilization of the Articulation Agreement Templates

“It's important for faculty to know that the templates are to be used to develop their own articulation agreements. The idea is that the discipline work groups came together to put the description, content, skills measurement and textbooks down on paper so that faculty can just simply cut those and put them into their local agreements. The content needs to stay the same with the local schools having the ability to ADD unique components.” – Ms. Nancy Jones, Chair, Statewide Career Pathways Project.

These templates are provided to you [as educators] as an example and guide, to facilitate the process of creating local articulation agreements between high schools/ROCPs and community colleges, making it easier and faster for you. Please feel free to adapt a template as necessary to accurately describe a course actually being offered on your campus.

Existing templates can be found at:

<http://www.statewidepathways.org/showtemplate.php>. Additional templates are being added so check the website.

If you use of any of these templates in forging a local articulation agreement, please [upload the final agreement](#) here. All agreements resulting from these templates will be included in the Statewide Career Pathways database that will be available to educators, school/college staff, students, and parents throughout the state via this website. Making the details of these agreements easily accessible for review by all is critical to the project goals of improving the portability and effectiveness of school-to-college articulation across California.

For more information about the templates and how best to use them, please call the Statewide Career Pathways office at (916) 445-4753.

Source: Statewide Career Pathways Project: <http://www.statewidepathways.org>

Resources to share with Students

WHODOUWANT@2B.COM :

Who Do U Want 2 B? Information on California high school and community college courses, career options, and financial assistance are at your fingertips. This site will help you make decisions about the right courses to take in high school and community college so that you have the opportunity to turn that passion of yours into a great job and a great future. Check out the site, and then check with your school counselor or career center on how to make the choices that are right for you. Be sure to come back often, we have lots of new stuff coming soon.

Many career paths start with taking Career Technical Education (CTE) classes in high

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school and community college. These courses build upon one another and can prepare you for employment in rewarding careers that interest you. Get the course work and the problem solving, technical, occupational and employability skills you need to help you become who you want to be.

Find:

- Inspirational success stories from students
- Good information on career choices and planning
- Links to the California Career Zone
(<http://www.cacareerzone.org/index.html;jsessionid=6BA5BF666C197F5CEA4C9121487A05C7>)
- The California Community College Online Application Center
(<http://www.cccapply.org/>); plus links to financial aid and scholarship information sites.

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Did You Know These Game Industry Facts?

- Sixty-five percent of American households play computer or video games.
- Entertainment software is one of the fastest growing industries in the U.S. economy. The industry is creating jobs and producing revenue for communities across the nation.
- Currently, computer and video game companies directly and indirectly employ more than 80,000 people in 31 states. By 2009, it is projected that the industry will support over a quarter of a million American jobs.
- California is the largest employer of computer and video game personnel in the nation, accounting for approximately 40 percent of total industry employment nationwide.

Quote:

It's invigorating to be involved in an industry that's growing with good employment opportunities and starting salaries. I want students to know they can turn their passion for video games into rewarding careers in game studios. - Ms. Judy Perhamus Perry, Riverside Community College

Entertainment Software Association Articles:

Computer and Video Game Industry Tops \$22 Billion in 2008

JANUARY 28, 2009 - WASHINGTON, DC - Overall computer and video game industry hardware, software and peripheral sales climbed to \$22 billion in 2008, with entertainment software sales comprising \$11.7 billion of that total figure - a 22.9% jump over the previous year- the Entertainment Software Association (ESA) announced today. The industry set the new record, calculated by market-research firm NPD Group, on the strength of a December sales month in which industry revenue (\$5.3 billion) topped \$5 billion for the first time in any single month. By comparison, as recently as 1997, the industry generated \$5.1 billion over the entire year.

"Even in difficult economic times, the video game industry continues to support our country's local, state and national economies with record-breaking sales figures and rapid technological innovation," said Michael D. Gallagher, president and CEO of the ESA, the trade association representing U.S. computer and video game publishers. "Our industry's exceptional creators, artists, and storytellers, coupled with a commitment to providing unparalleled entertainment, have fueled high-octane growth, turning video games into the most sought-after medium on the market today."

"The \$11.7 billion in software sales generated in 2008 is more than total industry revenues were in 2005, but even with the strong market growth of the gaming industry over the past few years, what we are seeing is an accumulation of more sales by a select group of titles," said Anita Frazier, industry analyst, The NPD Group. "In 2005, when the

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current console generation began to be introduced, the top 20 games of the year accounted for 9 percent of total unit sales. Today, the top 20 account for 15 percent of total unit sales.”

The NPD Group revealed that, in 2008, total U.S. video game console software sales reached \$8.9 billion (189.0 million units), PC game sales hit \$701.4 million (29.1 million units), and portable software topped last year’s record sales with \$2.1 billion (79.5 million units) in revenue. Overall, retailers sold approximately 297.6 million computer and video games last year.

In 2008, family-friendly video games once again dominated the market, with games that the Entertainment Software Rating Board rated “Everyone 10+” and lower accounting for over half of all sales.[1] Games rated “T” for “Teen,” meanwhile, accounted for 26.7 percent of all sales, while “Mature (M)” games made up only 15.9 percent of the market. Underscoring the trend, the “Family Entertainment” video game category again finished the year as the most popular game genre, with more than 19 percent of all sales.

Source: The Entertainment Software Association, www.theesa.com/newsroom

Video Games & Education

Educators are increasingly recognizing the impact of entertainment software and utilizing games as a teaching device in a growing number of classrooms and business settings. In doing so, they are embracing the cultural and technological shifts of the 21st century and expanding the use of a favorite leisure activity, computer and video games, into a critical and still-emerging educational resource. More than just play, entertainment software is now being used to impart knowledge, develop life skills and reinforce positive habits in students of all ages.

Cognitive Research

In addition to being a great way to keep students engaged, researchers have found that video games have real potential as next-generation learning tools. Games use new technologies to incorporate principles crucial to human cognitive learning.

University of Wisconsin education professor Dr. James Paul Gee recently concluded that video games intermix instruction and demonstration, a more effective learning technique than the “memorize-and-regurgitate style” found in most classrooms.

Scottish teacher Derek Robertson, who founded Consolarium, the Scottish Centre for Games and Learning, released a survey that shows that brain-training games such as *Dr. Kawashima's Brain Age* have a positive impact on behavior and on learning when played during school.

In an effort to maintain this unprecedented momentum, the National Science Foundation announced at the 2006 Educational Games Summit that it is funding several games for learning projects, including massively multiplayer games for science education, building biologically-based immune system simulations for education and training, and game-based learning in chemistry.

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In the Classroom

Almost out of necessity, teachers are taking steps today to incorporate computer and video games into learning. From national organizations to individual classrooms, the education community is actively pursuing new methods for developing young minds.

The National Education Association (NEA) serves as a guiding force for instructors, cataloging information that prepares teachers for incorporating video games into the classroom.

Electronic Arts' *SimCity* is among the NEA's recommendations. The building game, which has shown to improve students' problem-solving and analytical skills, plays an important role in many "gaming schools." Aspiring engineering students, for example, participated in the National Engineers Week's Future City Competition, in which middle school students around the country competed to design the best 2150 *SimCity* metropolis.

The *GXB Learning Series* is another video game line gaining popularity as an educational resource. Designed by teachers for both school and home use, the game offers content drawn straight from U.S. state and national education standards.

At the most basic level, Giancarlos Alvarado, a fifth-grade teacher in Trenton, New Jersey, lobbied successfully for a technology lab period in his school's schedule so that his students would have an opportunity to create an original video game. He describes the project as a "culmination of everything the students have learned throughout the school year," from social studies to earth science. Alvarado strongly believes that the work allows students to improve their reading, writing, analytical thinking, computer science, team building, multi-tasking and problem-solving skills.

Schools across the country are also incorporating interactive video games, such as Konami's *Dance Dance Revolution* and Nintendo's *Wii Fit* into gym classes. "Exergames" such as these are attractive to young students and provide new resources for financially strapped physical education departments.

Professional Skills

The results that computer and video games have produced for teachers and students in the classroom have encouraged educational and training efforts outside the classroom. Businesses use games to train employees and games are becoming a key fixture in public education campaigns.

According to a study by the Entertainment Software Association, 70 percent of major employers utilize interactive software and games to train employees. One entertainment software company, Games2Train, has developed employee training games for American Express, Bank of America, IBM, JP Morgan Chase, Nokia and Pfizer. In addition, Canon uses a video game in which repairmen must drag and drop parts into the right spot on a copier to train technicians. IBM has also produced *Innov8*, a free, interactive game that teaches graduate students business and technology skills.

Video games and their technologies are also being used as a vehicle to reach and educate the public. In response to the recent financial crisis, the United States Treasury Department launched *Bad Credit Hotel*, an online game that teaches consumers the basics

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of good credit. The United Nations World Food Programme, meanwhile, created the *Food Force* video game to educate children about world hunger. Allstate Insurance is now offering a video game to its drivers to improve their driving skills.

Degree Programs

The educational benefits of video games are extending into higher education. Ludology, scholastic video game study from a humanistic perspective, now qualifies students to pursue careers in computer and video game design and programming.

More than 200 American colleges, universities and technical schools, including New York University, the Art Institute of Seattle and Marist College, offer programs and courses in video game design and development. Carnegie Mellon University and the Georgia Institute of Technology offer master's degrees in game development, while the University of Southern California offers a graduate degree in interactive media and an undergraduate degree in video game development.

Despite the movement's infancy, the positive impact is tangible. The DigiPen Institute of Technology in Redmond, Was., which grants undergraduate and graduate degrees in video game development, has helped transform the Seattle area into one of the nation's leading game-development regions. With a new research lab at the prestigious Parsons Design School in New York on track to develop video games for training public officials, students and professionals, the impact is only just beginning.

Video games are also proving to be a lucrative career path for young graduates with starting salaries significantly higher than other industries. The video game industry's average compensation per employee is more than \$92,000.

Source: <http://www.theesa.com/gamesindailylife/education.pdf>

Game Design Industry

Careers in the Computer Games Industry

A top-selling computer game usually takes between 1.5 and 2.5 years to complete. Perversely, this time period seems to increase as the technology improves bigger hard drives just mean we need to fill up more space! Faster and higher-resolution graphics card mean more detailed artwork is possible (and therefore needed), and there are more pixels to push! Faster processors mean more complex gameplay and better AI are possible (and therefore needed), so more code to write and more bugs to find.

By the time it's finished, a top-selling computer game usually involves the work of 20, 40, or even 60 or more people, just on the development side alone! But most join the project in the final year or final months a "core team" is often about 10 people.

A typical game development team consists of a designer (who may or may not also be the lead programmer, producer, or occasionally art director), several programmers, a sound engineer, a multimedia specialist, a producer to manage schedules and budgets, and ten or more artists and animators. Towards the end of a project, even more artists and programmers are often added, as well as a whole raft of testers who do in fact spend the whole day playing the game over and over and over and over.

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This is the entertainment industry! That means "hits" and "flops." 10% of the games on the market make 90% of the money. A flop might sell anywhere from nothing at all to, say, 10,000 copies. An average game might sell 20,000-50,000 copies. A "near hit" might sell 100,000 copies. A "hit" might sell 250,000-500,000 copies. And the holy grail of the entertainment software industry, a "smash hit," "classic," or "game of the year," can sell 1,000,000-2,000,000 copies or more. The best selling computer game of all time is as far as I know Myst, with somewhere around 5,000,000 copies sold. Multiply that by \$30 a copy, remember that you may have had to pay 50-100 people's salaries for over two years to get the thing done (not to mention marketing and distributions costs, and the royalties on any technology or licenses you bought), and you will have some idea of the scale of the risks and rewards of the industry.

Being in the entertainment industry is fun! But that means lots of people want to do it and the job market can get pretty competitive. Among other things this has the effect of making it hard to "break into" the industry from the outside.

Everyone wants to "design games," but actually to get a position as a designer requires years of experience and dedication; nobody ever gets an "entry level designer position." Designer positions are few and sought after, and so fall to seasoned veterans who have meanwhile developed skills in other game industry career paths. If design is your eventual dream, you'll need to start in one of the 3 main career paths (programmer, artist, or producer) and work your way up. You should also nurture excellent writing and communication skills as well as broad general knowledge of subject areas you'd like to work with and learn everything you can about how games are put together.

The three main career paths within the game industry are Programmer, Artist, and Producer. These positions come in many flavors and levels of seniority, varying by company and project.

Depending on the company, producers variously organize, schedule, manage, budget and lead projects. If you don't think of yourself as an artistic or technical person, or you know some coding but don't have absolute confidence in your programming skills, the "producer track" would be a role for you to consider. But a full Producer position almost always requires prior industry experience, and the competition is fierce for the few Assistant Producer roles which come open.

So, one way to "get in on the ground floor" and obtain coveted "industry experience" is to take a job as a professional tester, and learn the ropes while playing games for a living (not always as fun as it sounds, unfortunately!). Most of the major game publishers support a large testing staff, often working right alongside the in-house development staff of programmers, artists, etc. So you get a chance to rub shoulders with more experienced

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developers and eventually move into a development role. Also, entry level development positions are much more numerous at large publishing houses.

No one will hire you because "you have a great idea for a new game" or "you've thought of an idea to make an existing game even better." Pretty much everyone who loves games enough to want to make them for a living has a great idea for a new game. Saying something like that in your cover letter or resume is usually perceived as a negative, since it shows that you misunderstand what the developer or publisher is really looking for in an entry level hire (they're looking for someone with demonstrable skills as a programmer, artist, producer, or tester who can help them with their current projects).

A college degree helps a lot but your major probably doesn't matter as much as you think. My own degrees are in history and philosophy, which I suppose makes at least some sense now that I'm a designer, yet I began my career as a programmer. I now work with a lead engineer who got his masters degree in physics, a designer with a degree in dramatics, a producer with a degree in international studies, and (aha!) an artist with an art degree. A degree mostly signifies the dedication which was required to obtain it, a positive sign but not nearly enough in itself to land you a job. An employer will look separately for other signs it wants to see. Signs of intelligence, writing and communication skills, and mastery of a skill set useful in the industry.

Source: www.videogametimes.com/game-design-industry.html

Riverside Community College - Norco Campus

Visit the Game Art website at: <http://academic.rcc.edu/norco/BEIT/gameart/>

The Norco Game Art program puts equal emphasis on the artistic and technical skills required to create 3D modeling and animation for video games. We teach traditional art skills along with 3D modeling and animation using current software tools such as 3D Studio Max, Maya, ZBrush, and PhotoShop. Students develop portfolios and demo reels and learn how to break into the industry.

It's invigorating to be involved in an industry that's growing with good employment opportunities and starting salaries. I want students to know they can turn their passion for video games into rewarding careers in game studios.

Now that the Game Art certificate and A.S. degree are approved, our future plans call for expanding the Simulation and Game Development program by adding a Game Design track, a Game Programming track and an Audio track. Then I want to add a capstone class where groups of interdisciplinary students work together in a team, like in a game studio, to produce an original game.

Report on Environmental Scan, September 2008

- Based on a 2008 survey of game firms in five emerging sectors in California, the industry currently employs approximately 9,600 workers. These game firms are projected to increase employment by as much as 19% or 1,800 jobs in the state during the next 12 months. - Source: BW Research Partnership

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- The research shows a gap between the demand for game occupations and the available supply of qualified candidates in all eight occupations studied.
- Employers expressed a great interest in education programs that can be developed by community colleges, especially for full-time internships. A substantial number said they are willing to serve as an advisor to community colleges in developing programs and curriculum.

Source: Emerging Trends in Game Development: Serious Games, Simulations, Casual and Mobile Games, and Virtual Worlds, September 2008

LA Times Article - Video games grow up

California ingenuity turns the virtual world into a source of jobs and wealth resistant to market shocks -- so far.

Alex Pham, Los Angeles Times Staff Writer, October 19, 2008

California is the birthplace of such global pop-culture sensations as the Beach Boys and Mickey Mouse. But in the 21st century, it has become the driving force behind a new generation of entertainment heavyweights: The Sims, Guitar Hero and World of Warcraft.

In recent years, the state has witnessed an explosion of new jobs and global exports from the video game business, which is expected to deliver nearly \$50 billion in sales this year despite the brutal economy.

Global financial woes have dragged down game makers' stock prices and are dampening consumer spending heading into the holidays, when the industry typically generates 40% of its annual revenue. Still, analysts say that video games generally hold up well during economic slowdowns, and they expect 2008 sales to reach record highs.

So far, at least, game companies say they haven't scaled back their hiring plans. The state that gave birth to Pong in 1972 has become home to more than 18,000 video game workers, nearly half of the industry's domestic workforce. Tiny companies and giant corporations are braving high taxes and the soaring cost of living to tap into the state's unique blend of engineers in the north and artists in the south.

The Los Angeles area is ever more essential to game development because of its collection of composers to score soundtracks, writers to script plots and dialogue, artists to bring characters and lush environments to life and actors to perform so their movements can be digitally captured.

PricewaterhouseCoopers projects an annual growth rate of 9% for the next five years in global software sales for the video game industry, nearly double the rate that the consulting firm forecast for movies and theme parks, and about triple the rates projected for book and magazine publishing.

The game industry has traditionally thrived, even when consumers tighten their purse strings, because many players believe games provide more bang for the buck than other forms of entertainment, such as movies, sporting events and concerts. A \$50 game can provide dozens if not hundreds of hours of amusement.

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"We're still going to spend the same amount of hours entertaining ourselves," said Michael Pachter, an analyst with Wedbush Morgan Securities. "It's just a matter of which entertainment we choose to buy, and games are still perceived to be a super value."

Adam Noel is among the legion of consumers who drive game sales. The 28-year-old credit analyst says he doesn't go to the movies as often as he might -- so he can spend more than \$600 a year on video games.

As they pump out these games, Southern California companies such as Activision Blizzard Inc. and THQ Inc., along with Silicon Valley's Electronic Arts Inc., claim most of the credit for having generated thousands of new jobs.

EA has hired about 2,500 people a year -- including some 300 new college grads -- for the last several years.

"We can't get them into our studios fast enough," said Cindy Nicola, vice president of talent acquisition for the game publisher, based in Redwood City. "Making games is very hard. It takes a lot of people who have both technical and artistic skills."

The video game sector is "no longer an interesting little industry -- it's serious money," said Jack Kyser, chief economist at the Los Angeles County Economic Development Corp. "But to economists it's like a lost industry. No one tracks it."

The most comprehensive census of game industry employment comes from United Business Media, which publishes Game Developer magazine and runs the annual Game Developer Conference in San Francisco.

In its first census of the industry last year, the magazine counted 39,764 workers, with nearly half in California (it has not yet released 2008 data). An additional 15,000 people work for companies that assist the game industry with software tools or services such as marketing or public relations.

Although that's small relative to the music and movie industries -- each of which employs more than 300,000 people, according to the county economic development agency -- game companies are growing rapidly.

And they pay well. Executives involved in business aspects such as marketing, sales, human resources and finance earned an average salary of \$101,848 in 2007, plus \$24,937 in bonuses and stock options, according to the magazine's annual survey. Programmers pulled in nearly \$99,000 in salary and other compensation...

alex.pham@latimes.com

See the full article at:

http://www.latimes.com/technology/la-fi-gamesjobs19-2008oct19_0,5470601.story

Emerging Trends in Game Development

Excerpt: What Skill Sets are Needed for a Career in Game Art?

Employers consistently indicated that technical art, programming and game design were the three pillars of game development skills.

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However, employers and industry experts discussed the importance of project management (schedules, milestones, contracting) and writing as core skills that need to be developed.

The following were the top five technical skills and knowledge areas for entry-level employees according to survey respondents:

1. Knowledge and ability to program in object-oriented computer languages.
2. Knowledge and understanding of artistic design fundamentals.
3. Knowledge and understanding of the game design process (C++).
4. Working knowledge of 3D modeling.
5. Working knowledge of electronic gaming and virtual environments.

Source: Emerging Trends in Game Development: Serious Games, Simulations, Casual and Mobile Games, and Virtual Worlds, September, 2008

When asked about their preferences for hiring candidates with different educational backgrounds, employers indicated that they:

- Prefer a post-secondary degree (either bachelor's or associate degree) for all eight of the occupations profiled (more than 73%).
- Applicants with an associate degree are preferred over a bachelor's degree for seven out of the eight occupations studied.
- Prefer applicants with a specific associate degree for character or 2D animators (59%) and modelers/animators (50%).
- Prefer writers and content developers to have a bachelor's degree (48%).

Source: Emerging Trends in Game Development: Serious Games, Simulations, Casual and Mobile Games, and Virtual Worlds, September, 2008

http://www.coecc.net/games/documents/Games_KF_08.pdf

Resources to Share with Students

International Game Developers Association: <http://www.igda.org/>

Independent Games Festival: <http://igf.com/>

SIGGRAPH:<http://www.siggraph.org/s2009/>

The hyperlink e-zine May 2009: Volume I

What is a Green Collar Worker?

A **green-collar worker** is a worker who is employed in the environmental sectors of the economy. Environmental green-collar workers (or Green Jobs) satisfy the demand for green development. Generally, they implement environmentally conscious design, policy, and technology to improve conservation and sustainability. Formal environmental regulations as well as informal social expectations are pushing many firms to seek professionals with expertise with environmental, energy efficiency, and clean renewable energy issues.

Source: http://en.wikipedia.org/wiki/Green-collar_worker

Did You Know These Green-Collar Industry Facts?

- There's already a huge green economy developing. In 2006 renewable energy and energy efficiency technologies generated 8.5 million new jobs, nearly \$970 billion in revenue, and more than \$100 billion in industry profits.
- According to the National Renewable Energy Lab, the major barriers to a more rapid adoption of renewable energy and energy efficiency in America are insufficient skills and training.
- In December 2007, President Bush signed the Green Jobs Act to train workers for green collar jobs. It authorizes \$125 million for workforce training programs targeted to veterans, displaced workers, at-risk youth, and families in extreme poverty. It will train people for jobs like installing solar panels and weatherization.

Source: <http://www.greenforall.org/green-collar-jobs>

Quote:

"So who will do the hard and noble work of actually building the green economy? The answer: millions of ordinary people, many of whom do not have good jobs right now. "
Van Jones, The Green Collar Economy

Green Jobs Industry in the 21st Century

In December of 2007, Congress passed a \$125 million green collar jobs program.

The Green Jobs Act, which would invest \$125 million in green-collar job training programs, and the Energy Efficiency and Conservation Block Grant, which would authorize grants to local communities to help improve their energy efficiency and increase renewable energy, are now before Congress, waiting to be enacted into federal policies. (Data taken from sightline.org article on Green Jobs)

Colleges and universities are joining the green revolution. Along with greening their campuses with sustainable buildings, better recycling and waste management programs, and a dedication to the conservation of wilderness areas and arboretums, colleges and

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universities are incorporating green studies into their curriculum. Many schools across the country now have renewable energy programs, solar energy laboratories, sustainable agriculture green chemistry studies, sustainable architecture programs, and ecotourism programs, to name a few.

Across every industry, new job possibilities are emerging for those with the skills ranging from farming to finance, and engineering to ecology. Corporations who once shied away from culpability for their role in creating hazardous wastes and harming the environment are now becoming more "green" conscious. The best thing about the green industry is that many workers - engineers, lab technicians, installation professionals, analysts, scientists - are finding that it is as easy as transitioning from one industry to the next. Most training is done on-site in the green industry.

With the overwhelming attention paid to the deteriorating environment, and with new government regulations and policies, the Green Jobs industry is burgeoning in the U.S. In a 2007 U.N. reported in preliminary findings that the U.S. environmental industry in 2005 produced more than 5.3 million jobs (ten times the number in the U.S. pharmaceutical industry). According to the American Solar Energy Society, there are 8.5 million jobs in renewable energy or energy-efficient industries. And, according to the Apollo Alliance (a coalition of environmental groups, politicians, and labor unions dedicated to leading the US economy into a renewable energy based economy) there will be 3 to 5 million more green jobs by 2018.

Green-Collar Jobs Overview

Green Collar Jobs Rebuild a Strong Middle Class

Green-collar jobs are good jobs. Like blue-collar jobs, green-collar jobs pay family wages and provide opportunities for advancement along a career track of increasing skills and wages. A job that does something for the planet, and little to nothing for the people or the economy, is not a green-collar job. The green economy cannot be built with solar sweat shops and Wal-Mart wind farms.

Green-Collar Jobs Provide Pathways Out of Poverty

Most green-collar jobs are middle-skill jobs requiring more education than high school, but less than a four-year degree -- and are well within reach for lower-skilled and low-income workers as long as they have access to effective training programs and appropriate supports. We must ensure that all green-collar jobs strategies provide opportunities for low-income people to take the first step on a pathway from poverty to economic self-sufficiency.

Green-Collar Jobs Require Some New Skills

(And some new thinking about old skills)

The green economy demands workers with new skill sets. Some green collar jobs -- say renewable energy technicians -- are brand new. But even more are existing jobs that are

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being transformed as industries transition to a clean energy economy: computer control operators who can cut steel for wind towers as well as for submarines; or mechanics who can fix an electric engine as well as an internal combustion engine. We need identify the specific skills the green economy demands. Then we need to invest in creating new training programs and retooling existing training programs to meet the demand.

Green-Collar Jobs Tend To Be Local Jobs

Much of the work we have to do to green our economy involves transforming the places that we live and work and the way we get around. These jobs are difficult or impossible to offshore. For instance, you can't pick up a house, send it to China to have solar panels installed, and have it shipped back. In addition, one of the major sources of manufacturing jobs -- a sector that has been extensively off-shored -- is components parts for wind towers and turbines. Because of their size and related high transportation costs, they are most cost-effectively produced as near as possible to wind-farm sites. Cities and communities should begin thinking now about ways their green strategies can also create local jobs.

A Green-Collar Job Strengthens Urban and Rural Communities

Urban and rural America have both been negatively impacted over the past decades by a failure to invest in their growth -- green-collar jobs provide an opportunity to reclaim these areas for the benefit of local residents. From new transit spending and energy audits in inner cities to windmills and biomass in our nation's heartland, green jobs mean a reinvestment in the communities hardest hit in recent decades.

And By the Way ... Green-Collar Jobs Save Planet Earth

This may be obvious. The "green" in green-collar is about preserving and enhancing environmental quality. Green-collar jobs are in the growing industries that are helping us kick the oil habit, curb greenhouse-gas emissions, eliminate toxins, and protect natural systems.

Green-collar workers are installing solar panels, retrofitting buildings to make them more efficient, constructing transit lines, refining waste oil into biodiesel, erecting wind farms, repairing hybrid cars, building green rooftops, planting trees, and so much more. And they are doing it today. There are already many green-collar jobs in America. But there could be so many more if we focus our economic strategies on growing a green economy.

Source: <http://www.greenforall.org/resources/green-collar-jobs-overview>

Good News: Increase Your Earning Power by Going Green

Lila Daniels, FindtheRightSchool.com, Yahoo! HotJobs

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Green jobs are coming. That's the buzz around Philadelphia after Vice President Biden's first Middle Class Task Force meeting.

Along with the \$500 million worth of stimulus money going to green-job training programs, there is another promise floating around. Biden and others involved in the greening of the economy are committed to making sure these jobs are middle-class jobs -- a "green wave that lifts all boats," in the words of Van Jones, president of Green for All.

Biden said that people making \$20 an hour before a green job training program can earn \$50 per hour after. He also said that clean-energy jobs pay 10 to 20 percent more than their "traditional" counterparts. It may also be interesting to know that the Bureau of Labor Statistics (BLS) doesn't separate out green collar jobs -- because many are really traditional blue and white collar gigs that just happen to be in a "green" industry.

Where The Jobs Are

Barack Obama said it best when he said it begins with energy. Many of these green collar jobs will be growing in the energy sector.

The American Solar Energy Society (ASES), in conjunction with a Washington-based economic research firm, recently released a Green Jobs Report that heralded some bright news in this otherwise dour economic climate. As of 2007, the renewable energy industry -- which includes areas like energy efficiency -- provided over 9 million jobs. This \$1 trillion powerhouse is also poised for major growth in the coming years, especially now that stimulus money is flowing to it.

So, what areas are hot? ASES says the solar, biofuel, and fuel cell will be the sectors to watch in the coming years. Wind is also a major source of renewable energy. The U.S. Department of Energy estimates it will produce 20 percent of the nation's energy by 2030.

What about the jobs? Some will be highly skilled, specialized technical careers such as line workers and wind turbine mechanics. However, the vast majority of the jobs will go to the college-educated crowd. These are the kind found in all industries such as managers, accountants, and information technology professionals.

Here are five jobs ASES has identified as "hot" in green energy, along with some information from the BLS:

* **Electricians:** Job training comes in the form of apprenticeship and classroom instruction. Median wages are \$44,780 or \$21.53 an hour. The hourly wage jumps a whopping \$5 an hour for jobs in the energy industry, bringing the annual mean wage up over \$55,000.

* **Mechanical engineers:** You'll need at least a bachelor's degree in mechanical engineering. Average starting salaries are \$54,128, with median salaries of \$72,300.

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* **Construction managers:** Most construction managers hold a bachelor's degree in construction management or construction science and have extensive experience. For some, a master's degree in finance or business administration -- perhaps even a sustainable or "green" MBA -- offers a pathway to career advancement. While median salaries in 2007 were \$76,230, construction managers working in the electrical energy industry pulled down mean wages over \$100,000.

* **Accountants:** A bachelor's degree in accounting is the minimum requirement. Median salaries run at \$57,060.

* **Environmental scientists:** To land this green job, you'll need your master's degree in environmental or earth science. Depending on your specialty, you can find jobs all over the green economy -- working for utilities, private corporations, even the government. Median salaries are \$58,380.

Warm Sun, Cool Breeze

Two other areas receiving a lot of attention these days are solar panel installation and home weatherization. Big companies, like Green Mountain Coffee in Vermont, and private homes alike are turning to the power of the sun to help keep their lights (and computers and machines) on.

The BLS doesn't keep statistics on solar panel installers, so it is hard to gauge industry salaries. However, the New York Times recently quoted two firms--one in California, the other in New Jersey -- who paid their installers between \$16 and \$30 an hour in addition to health benefits.

If the Obama administration plans to meet its goal of weatherizing 1.25 million homes over the next two years, they'll need a lot of help from private industry. Construction jobs that have been lost due to the housing slump might find themselves reinvented (and refunded) thanks to the stimulus plan.

Energy Security = Job Security

Green energy can create the kind of solid, reliable employment that seems to be disappearing from our economy these days. You can't outsource electrical line work, solar panel installation, or home weatherization. And, the Obama administration is committed to seeing that the white-collar "green jobs" stay right here at home, too.

Lila Daniels is a freelance writer living in Vermont. She previously worked in higher education publishing and as a high school art teacher.

Source:

<http://hotjobs.yahoo.com/jobseeker/tools/ept/printallept.html?post=832&eptTemplate=careerarticles>

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'Green Collar' Jobs Are Poised for Growth

Larry Buhl, for Yahoo! HotJobs, Yahoo! HotJobs

For career changers thinking about growth and advancement potential, forget the blue-collar and white-collar categories: Green is the way to go.

A bull market has begun to develop in green careers and opportunities for job seekers and career changers. Careers promoting environmental responsibility that are now considered cutting edge will become mainstream within a decade, according to Bracken Hendricks, a senior fellow at the Center for American Progress.

"The growth in green careers will be like the Internet boom, which not only created new jobs, but also significantly impacted the overall economy," he says.

Wide Range of New Jobs

A recent study by the Cleantech Network, a venture capital firm for green business, showed that up to half a million new jobs in ecologically responsible trades will blossom in the next three years alone. And jobs will pop up at every income level, from chief sustainability officer to "green" maintenance supervisor. A few job titles poised for growth include:

- * **Green product designer** -- designs products that use less energy and raw materials to produce and consume less energy and resources to use.
- * **Energy rating auditor** -- performs a comprehensive analysis of a building's energy efficiency. An energy retrofitter can use an auditor's recommendations to create more efficient home heating and cooling systems for existing buildings.
- * **Environmental manager** -- coordinates management of organization's environmental performance to protect and conserve natural resources.
- * **biological systems engineer** -- designs, manages, and develops systems and equipment that produce, package, process, and distribute the world's food and fiber supplies.
- * **Permaculture specialist** -- analyzes land use and community building to create a harmonious blend of buildings, microclimate, plants, animals, soils, and water.
- * **Urban arborist** -- a landscaper or greenskeeper with an understanding of conservation and renewable resources.

In addition, professionals will find opportunities by adding green to their skill sets, from accountants who can manage corporate carbon emission offsets, to zookeepers who must maintain environmentally sensitive and ecologically friendly animal habitats.

More Growth on the Horizon

Part of the growth in green collar jobs will come from government initiatives: The U.S. House of Representatives recently passed the Green Jobs Act of 2007 that would provide

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\$125 million annually to train people for green vocational fields that offer living wages and upward mobility for low-income communities.

In the private sector, Bank of America launched a \$20 billion initiative to support environmentally sustainable business activity to address global climate change, and Citigroup plans to commit \$50 billion to environmental projects over the next decade.

With that kind of rapid growth, supply and demand is likely to be unbalanced for a while. "If you look at jobs in solar, wind and renewable energy management, there are very few people with the right training and this could lead to a serious labor shortage," said Rona Fried, president of sustainablebusiness.com, a news and networking service for growing sustainable businesses.

Get in on the Action

For anyone considering a green collar-career path, consider:

- * **Can your current job be 'greened'?** An employer who values you may be willing to train you to include skills to meet the goals of the company's green initiatives.
- * **Can you go back to school?** An increasing number of colleges are offering environmental studies programs and green MBAs.
- * **Do you already have the skills?** Start on eco job boards, and check out sustainablebusiness.com, ecojobs.com, greenbiz.com, and treehugger.com.

As in traditional careers, personal connections help in finding a green-collar job. Volunteering for an eco-friendly organization could help build those connections while doing some good for the planet.

Source:

<http://hotjobs.yahoo.com/jobseeker/tools/ept/printallept.html?post=229&eptTemplate=careerarticles>

Resources to Share with Students

The Green Jobs and Service Clearinghouse is a project of the Green Jobs and Service Collaborative. The aim of this collaborative is to support the propagation of green-collar jobs, access to them for those who need them most (including the poor, the formerly incarcerated, and displaced workers), and the expansion of environmental service opportunities for all.

[The Corps Network](#)

The Corps Network, established in 1985, is the voice of the nation's 113 Service and Conservation Corps. Currently operating in 41 states and the District of Columbia, Corps annually enrolls more than 23,000 young men and women who contribute 13 million hours of service every year.

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[Innovations in Civic Participation](#)

Innovations in Civic Participation works around the world to strengthen and develop policies and programs that apply service as a solution to a wide range of social issues.

[Greencorps Chicago](#)

Greencorps Chicago Prepares Ex-Offenders For The Green Economy. As a program of the city government, Greencorps Chicago bridges the most economically-disadvantaged people with the nascent green economy of the region, by providing paid nine-month training programs in diverse environmental trades.

[Green for All](#)

Green for All has a simple but ambitious mission: to help build a green economy strong enough to lift people out of poverty. By advocating for a national commitment to job training, employment and entrepreneurial opportunities in the emerging green economy- especially for people from disadvantaged communities- we fight both poverty and pollution at the same time.

[Energy Action Coalition](#)

Energy Action Coalition is a coalition of 46 organizations from across the US and Canada, founded and led by youth to help support and strengthen the student and youth clean energy movement in North America.

[Ella Baker Center for Human Rights](#)

The Ella Baker Center for Human Rights is a strategy and action center working for justice, opportunity and peace in urban America. Based in Oakland, California, the organization promotes positive alternatives to violence and incarceration through four cutting-edge campaigns.

[Center on Wisconsin Strategy](#)

The Center on Wisconsin Strategy, based at the University of Wisconsin-Madison, is a national policy center and field laboratory for high-road economic development- a competitive market economy of shared prosperity, environmental sustainability, and capable democratic government.

[Center for State Innovation](#)

The Center for State Innovation helps governors and other state executives advance and implement innovative, progressive policies that better the lives of the people they serve. Working with a range of national partners, it offers state executives policy and communications expertise, technical assistance in policy implementation, new

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opportunities to collaborate with other states, and a national stage to promote the importance of progressive state innovation to our national democracy.

[Center for American Progress](#)

The Center for American Progress is a nonpartisan research and educational institute dedicated to promoting a strong, just, and free American that ensures opportunity for all.

[Building Workplace Democracy and Green Industry in the Bronx](#)

Green Worker Cooperatives has worked since 2003 to build worker-owned green industry across the South Bronx. In early 2008, after years of fundraising, education, and building ties with the local community, the organization opened its first cooperative: Rebuilder's Source, which collects and markets waste construction supplies for re-use.

[Apollo Alliance](#)

Apollo Alliance is a coalition of business, labor, environmental and community leaders working to catalyze a clean energy revolution in America to reduce our nation's dependence on foreign oil, cut the carbon emissions that are destabilizing our climate, and expand opportunities for American businesses and workers.

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The hyperlink e-zine June 2009: Volume I

Asilomar Conference 2009 – “Leveraging Technology”

Technology presentations, demonstrations, panel discussions and 2009 grant reports were available in two separate locations, the Fred Farr Forum and the Oak Shelter, allowing all participants to focus on individual interest areas. There was also a very energetic Strategic Planning Session led by Jim Baber.

The presentations and grant deliverables will be available soon at the BESAC website. Tony Salas, the BESAC site web master, has added two additional web addresses that redirect users to the main website, www.calbusinessed.org. The additional web addresses are: www.calbesac.com and www.cbesac.com.

This year’s presentations were all excellent, information-packed. Highlights included a demonstration of **Second Life** by Dr. Ted Boehler. **Second Life** is a free, virtual world where “residents” can create an interactive environment. Both educators and businesses are using Second Life to establish virtual communities where students, clients, customers, and businesses can interact.

Bob Livingston, of Cerritos College, presented information business managers and educators need to succeed in the Web 2.0 world. Wikipedia characterizes Web 2.0 as:

“...facilitating [communication](#), [information sharing](#), [interoperability](#), and [collaboration](#) on the [World Wide Web](#). It has led to the development and evolution of web-based communities, [hosted services](#), and [web applications](#). Examples include [social-networking sites](#), [video-sharing sites](#), [wikis](#), [blogs](#) and [folksonomies](#).”

Professor Jason Thomas, of West Virginia University, presented an overview and examples of how social networks and virtual communities are being used to create globally significant learning environments. He demonstrated a true revolution in how learning and information are communicated.

Don’t miss the next year’s Asilomar Conference on March 3-5, 2010!

Did You Know?

Students’ opinions with regard to technology use in the classroom

- * 50% of respondents record their skill level as “4” (i.e. they felt they were fairly competent with technology).
- * “web surfing,” “word processing” and “one to one email” all garnered usage rates above 70%
- * ...students felt the technology being used frequently by instructors was helping them achieve the objectives of a course.

Source: (Lukow & Ross, 2003)

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Students Attitudes Toward the Use of Technology in the Classroom, Jennifer E Lukow, Department of Human Performance & Health Promotion, University of New Orleans

<http://www.celt.lsu.edu/CFD/THE/EProc05/Lukow-edit.pdf>

Best Practices of Online Teaching

A report from Santa Rosa Junior College

Quote: *“Since nearly half of the 350+ online sections each semester at Santa Rosa Junior College were from our department, we decided it would be smart to take the initiative and develop our own level of expectations for online teaching. Over a period of several months, we developed by consensus the “Best Practices for Online Teaching” which has three levels of expectations (exemplary, expected, and not acceptable) for several categories. This has been most helpful in providing some sort of uniformity within the department, as well as a resource for new online instructors. Further, the categories align themselves with our faculty union approved evaluation, which help with peer review of online instructors.”* Carole Bennett, Santa Rose Junior College.

To view the full report, visit: <http://www2.santarosa.edu/file-depot/download.php?action=dl&id=4140>

Integrating Technology Into the Classroom

Methods and Means

By [Melissa Kelly](#), About.com

Six years ago, the internet was limited both in what it could do and in who used it. Many people had heard the word but did not have a clue what it was. Today, most teachers have not only been exposed to the internet but also have access at home or at school. In fact, a large number of schools are being retrofitted to place the internet in every classroom...

How to Integrate Technology

***Research**

Research is the number one reason to use the internet in education. Students have a wealth of information open to them. Often, when they are researching obscure topics, school libraries do not have the needed books and magazines. The internet helps solve this problem...

One concern which I will discuss in Part II of this article is the quality of the information found online. However, with some advance 'footwork' of your own, along with stringent recording requirements for sources, you can help the student determine whether their information is from a reliable source. This is also an important lesson for them to learn for research in college and beyond...

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***Creating a Website**

A second project that can help integrate technology while truly getting the students excited about school is website creation. You can publish a website with your class about information the students have researched or personally created. Examples of what this page might focus on include a collection of student-created short stories, a collection of student-created poems, results and information from science fair projects, historical 'letters' (students write as if they were historical figures), even critiques of novels could be included...

***Online Assessment**

A newer area of the internet to explore is online assessment. You can create your own tests online through your own website...

Author: [Melissa Kelly](#), About.com

To view the full article, go to:

<http://712educators.about.com/cs/technology/a/integratetech.htm?p=1>

Using Technology to Enhance the Classroom Environment

By Lawrence E. Levine, Ph. D., Stevens Institute of Technology

Much is being written about the use of technology as a teaching and learning tool. However, much of the focus is on distance learning. This article deals with another aspect of this topic, namely, the use of technology to enhance teaching and learning in a classroom environment. While my experience stems from teaching mathematics at the undergraduate level, the approaches described can be utilized in the teaching of other subjects as well.

Classroom Setups

The most basic classroom setup, which allows instructors to use technology as part of their teaching, is one in which there is a computer, a network connection (either wired or wireless) and a projection system. This allows instructors to perform demonstrations, present material, illustrate how to use software, show Web sites, etc...

A better setup is one in which instructors can bring their own laptop to the classroom and connect to the network and a projection system. This way everything that the instructor wants to do with the laptop can be prepared in advance. Also, it isn't necessary to reset the equipment after each use, which is a great time-saver...

Unfortunately, there is little student participation in both of the setups described above. To have real participation and interaction, students need to have computers with network and power connections they can use in the classroom. At one time this meant a lab with PCs. However, PCs are big and tend to get in the way. A better setup is one in which the students have laptops they bring to and use in class. And as wireless technology improves, it is becoming increasingly clear that such Internet connections are the most cost-effective and allow for the most flexibility...

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Utilizing Your Resources

Having a technological setup in a classroom is just the beginning. The real question is what does an instructor do with all of these resources? There are many answers. All are very much a function of the material that instructors are presenting and what they want to accomplish. Here are just a few uses drawn from my own experiences teaching in such environments:

Lecture Notes. The simplest use is to present notes the instructor has prepared. Lecture notes should also be made available to students either as handouts or downloads from the instructor's Web site. Of course, instructors can do this with slides and an overhead projector, but it is usually easier when done with a computer... But there is a tendency to present more material than the students can absorb, so instructors must keep this in mind. Also, while students may be satisfied with this mode of teaching when it is done occasionally, they tend to dislike it if it is done too often.

Software Demonstrations. If instructors are using particular software in a course, then a computer projection setup allows them to show students how to do various things with the software. In a classroom setup where students have laptops, instructors can also have students practice the concepts being presented right in class. There is no substitute for this sort of on-the-spot reinforcement.

Demonstrations and Simulations. Having a computer connected to the Internet and a projection system allows instructors to do demonstrations and present simulations that can make a topic come alive. Finding such demonstrations and simulations often involves a Web search.

A Laptop Classroom

A wide variety of uses exist in classrooms where each student's laptop is connected to the Internet. It is also helpful to use a monitoring program, such as NetOp School or SynchronEyes, which allows the instructor to oversee all of the machines. Such classroom control software not only allows instructors to monitor a student laptop, but also to take control of a student's laptop and run it if necessary...

... [The] interlacing of computer work with lecture presentation is an excellent way to engage students during the learning experience. Students cannot sit passively and just take notes. Knowing that they will be expected to work on examples related to the material encourages them to be involved in what is going on in class...

Perfecting Approaches

Initially it takes more time to prepare to teach in a class in which technology is utilized. Educators are constantly facing the question of what they should or should not do with the technology. This question is far from trivial and there are no definitive answers. Trial and error seem to be the only ways to proceed. After some time, instructors get a feel for what will work well... Coming up with good questions that require the use of software and solutions that amount to more than just a series of clicks are most challenging. Instructors tend to spend much more time than usual when it comes to creating such exams.

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Given today's increasingly technological world, educational institutions must produce students who are able to function comfortably in this world. Failure to do so is to produce a worker who will not be able to compete in the job market, which is simply not acceptable. One way to foster needed technological expertise is to use technology as part of the teaching and learning experience in the classroom. A number of approaches have been tried by a variety of instructors, a few of which were outlined above. There are surely many others, and the options will most certainly increase as technology advances. The challenge to educators today is to identify approaches, try them and then perfect the ones that work well. This is no small task and requires a great deal of effort. However, the rewards to both students and instructors who are involved in the creative use of technology more than compensate for the efforts.

Points to Ponder Regarding Laptop Classrooms

- Students sitting in front of machines that are connected to the Internet have a tendency to do everything except pay attention to what is going on in class. With laptops there is a simple solution to this problem. Specifically, while material is being presented, require that laptop covers be down.
- Students using laptops during exams should not have access to the Internet.
- Laptops are ideally suited for use in small classes of no more than 20 students. Instructors must be able to assist those students who are having trouble, and doing so in a large class would be difficult without a teacher's aide.

Source: The Journal

Author: Lawrence E. Levine, Ph. D., Stevens Institute of Technology

<http://www.thejournal.com/articles/15769>

Resources:

Tools for Visualization and for Promoting Understanding

A number of sites provide links to software tools that can be used for classroom demonstrations or that students can explore on their own to obtain a concrete feeling for mathematical concepts. Many are part of the National Science Foundation's digital library initiative, [NSDL](#).

MathDL, the MAA [Mathematical Sciences Digital Library](#) contains a number of useful resources: The [Journal of Online Mathematics and its Applications](#) (JOMA) publishes peer-reviewed web materials containing dynamic, full-color graphics for learning mathematics. MathDL's [Digital Classroom Resources](#) section offers further free peer-reviewed and classroom-tested learning materials, [Convergence](#) provides an extensive set of resources for teaching the history of mathematics, [Classroom Capsules and Notes](#) brings together the best of 12 years of short classroom materials from the MAA print publications, [MAA Reviews](#) is a large database of books and book reviews, and [MAA Writing Awards](#), currently under construction, will contain pdf copies of the articles that have won MAA journal writing awards.

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All proceedings since 1994 of the annual meetings of the [International Conference on Technology in Collegiate Mathematics](#) (ICTCM) are available on the Internet. These include both abstracts and full texts of talks given at the conferences.

The [Center for Technology in Teaching Mathematics](#) (CTTM) at the University of Rhode Island promotes the exchange of ideas, materials, information, and experiences among the three public institutions of higher education in Rhode Island. The site offers Java applets, video clips, slide shows, JavaScript-based tutorials, and more, in the areas of pre-calculus, calculus, and engineering mathematics.

Alexander Bogomolny's [Interactive Mathematics Miscellany and Puzzles](#) website has perhaps the largest collection of Java and Flash applets for mathematics that exists on the Internet and contains much additional information about mathematics and mathematics teaching.

The [Connected Curriculum Project](#), with support from the NSF, has created interactive learning environments for a wide range of mathematics and mathematically based applications. Materials combine the flexibility and connectivity of the Internet with the power of computer algebra systems. They can be used by groups of learners as an integrated part of a course, or by individuals as independent projects or supplements to classroom discussions. Most of the CCP learning materials fall into one of three categories: modules, projects, or textbooks. All use at least some of the following: hypertext links, Java applets, sophisticated graphics, a computer algebra system, realistic scenarios, thought-provoking questions that require written answers, and summary questions designed to lead students to see the forest as well as the trees. The CCP products are aimed at precalculus, linear algebra, single-variable and multi-variable calculus, differential equations, and mathematics for engineering.

MERLOT, [Multimedia Educational Resources for Learning and Online Teaching](#), is a collection of free peer-reviewed material, which includes mathematics. It was founded by the California State University Center for Distributed Learning and rates collections as well as individual software tools. MERLOT's strategic goal is to improve the effectiveness of teaching and learning by increasing the quantity and quality of peer-reviewed online learning materials that can be easily incorporated into faculty-designed courses.”

http://www.maa.org/CUPM/ill_ref/part1/5.html

The hyperlink e-zine August 2009: Volume I

What is Ecotourism?

Ecotourism is travel to fragile, pristine, and usually protected areas that strives to be low impact and (often) small scale. It helps educate the traveler; provides funds for conservation; directly benefits the economic development and political empowerment of local communities; and fosters respect for different cultures and for human rights...

Ecotourism (also known as ecological tourism) is a form of [tourism](#) that appeals to ecologically and socially conscious individuals. Generally speaking, ecotourism focuses on volunteering, personal growth and learning new ways to live on the planet...

Responsible ecotourism includes programs that minimize the negative aspects of conventional tourism on the environment and enhance the cultural integrity of local people...

Source: <http://en.wikipedia.org/wiki/Ecotourism>

Source: http://www.untamedpath.com/Ecotourism/what_is_ecotourism.html#eco-links

Ecotourism – Did You Know?

Nature tourism generates 7% of all international travel expenditure

Ecotourism is increasing annually at a rate of 10 to 30%

Ecotourism + other forms of nature-related tourism = approximately 20% of total international travel

The typical ecotourist is 35-54 years old, 82% are college graduates, and are willing to pay more than the average tourist (around \$1200 per trip)

Source: <http://www.biology.duke.edu/bio217/2005/cmp8/index.html>

Ecotourism Mini-grant Project Report

The Ecotourism mini-grant project led by Peter Brumis, Monterey Peninsula College, created an ecotourism curriculum and a certificate program for the college. The project sought the input of ecotourism experts and hospitality operators, and has been designed to be easily replicated at other community colleges, statewide.

Ecotourism is “responsible travel to natural areas that conserves the environment and improves the well-being of local people.” Ecotourism is the fastest-growing segment of the global tourism industry. California boasts some of the most popular tourism destinations in the US, but contains some of the most environmentally-sensitive areas. The Ecotourism and Community Development mini-grant project has created an ecotourism curriculum and a certificate program for Monterey Peninsula College which is designed to prepare students for jobs in ecotourism while preserving and enhancing the Monterey Peninsula for future generations.

Defining The Experience:

There are almost as many terms to describe types of travel as there are travel companies. A couple of buzzwords that you often hear these days are "Eco-Tourism" and "Adventure Travel." To further confuse the issue there is also "Sustainable Tourism," "Responsible Tourism," "Nature Based Travel," "Green Travel," "Multi-Sport Adventures" and

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"Cultural Tourism." The following are Untamed Path's definitions based on common usage.

Eco-tourism: Perhaps the most over-used and misused word in the travel industry. But what does it mean? The Ecotourism Society defines it as "responsible travel to natural areas which conserves the environment and improves the welfare of the local people." A walk through the rainforest is not eco-tourism unless that particular walk somehow benefits that environment and the people who live there. A rafting trip is only eco-tourism if it raises awareness and funds to help protect the watershed. A loose interpretation of this definition allows many companies to promote themselves as something they are not. If true eco-tourism is important to you, ask plenty of questions to determine if your trip will help "conserve and improve" the places you visit.

Adventure Travel: Another term which is heavily used by marketing departments. While travel to another country is often adventurous it is not necessarily "Adventure Travel." Most dictionaries define adventure similarly: "an unusual experience including some level of risk and uncertainty." "Adventure Travel" includes this idea of risk and oftentimes some unconventional means of transport. A dugout canoe journey deep into the Amazon basin with its attendant difficulties meets this definition. While a city tour of Paris might have some level of uncertainty it is not by definition "Adventure Travel." If you love true adventure you probably already know this and can see through the hype to find the real thing for yourself.

There is sometimes a distinction made between "Soft" and "Hard" adventures. Soft adventures have a lower level of risk, greater comfort in accommodations and are less physically rigorous. Hard adventures often have very basic facilities, higher risk factor and greater physical challenge (i.e.: mountain climbing, backpacking or river expeditions).

Sustainable Tourism: Any form of tourism that does not reduce the availability of resources and does not inhibit future travelers from enjoying the same experience. If the presence of large numbers of tourists disturbs an animal's mating patterns so that there are fewer of that species in the future than that visit was not sustainable. Kayaking school on a free flowing river is an example of sustainable tourism. Big game hunting in Alaska is not.

Responsible Tourism: Tourism which operates in such a way as to minimize negative impacts on the environment. A wilderness camping trip using "Leave No Trace" ethics would be considered responsible tourism while dune buggy tours would not.

Nature-Based Tourism: A more generic term for any activity or travel experience with a focus on nature. Large jungle lodges fall into this category as do cruise ships to view penguins in Antarctica. These types of trips may or may not be environmentally sustainable or responsible. -

Green Tourism: Often used inter-changeably with eco-tourism and sustainable tourism but more accurately described as "any activity or facility operating in an environmentally friendly fashion." A lodge with composting toilets, gray water system, and solar powered lighting is probably "green." There are varying degrees of "greenness"; an awareness of where resources are coming from and where wastes are going is at the heart of the idea.

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Multi-Sport Adventures: These trips have a focus on physical outdoor activities. Rafting, mountain biking, climbing, surfing, diving, etc. all offered in the same package. Not necessarily sustainable or eco but might be since many companies want to protect the areas where these activities take place.

Cultural Tourism: Interacting with and observing unique cultures are the focus of this style of trip. The concept of learning from other cultures to broaden ones perspective is usually a core value. An artisan showing you how to weave a tapestry and learning from them about their traditional dress would be a form of cultural tourism. Buying crafts in the market with no more interaction than the exchange of money does not provide the insight into another culture that is the central theme of cultural tourism.

Clearly all of these definitions are debatable. What one person or company calls "eco" another calls "sustainable" and so on. The main distinction between these terms is the motives and ethics behind them. Is the environment being cared for? Is there genuine effort to help the local economies? Are resources being left intact for future generations? Is the local culture being honored and valued and not just photographed? These questions will cut through the semantics and allow you to see what is really being offered...

Source: http://www.untamedpath.com/Ecotourism/what_is_ecotourism.html

Eco and Sustainable Tourism

What is ecotourism?

Ecotourism is "responsible travel to natural areas that conserves the environment and sustains the well-being of local people." Sometimes it is defined as a sub-category of sustainable tourism or a segment of the larger nature tourism market.

It includes an interpretation/learning experience, is delivered to small groups by small-scale businesses, and stresses local ownership, particularly for rural people.

What is the difference between ecotourism and nature-based travel?

While nature-based tourism is just travel to natural places, ecotourism provides local benefits - environmentally, culturally and economically. A nature-based tourist may just go bird watching; an ecotourist goes bird watching with a local guide, stays in a locally operated ecolodge and contributes to the local economy.

Where does Sustainable Tourism fit in?

Sustainable Tourism embraces all segments of the industry with guidelines and criteria that seek to reduce environmental impacts, particularly the use of non-renewable resources, using measurable benchmarks, and to improve tourism's contribution to sustainable development and environmental conservation.

Sustainable Ecotourism

- Minimizes environmental impacts using benchmarks
- Improves contribution to local sustainable development
- Requires lowest possible consumption of non-renewable resources
- Sustains the well-being of local people

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- Stresses local ownership
- Supports efforts to conserve the environment
- Contributes to biodiversity

Source: <http://www.gdrc.org/uem/eco-tour/eco-sust.html>

Resources:

California Virtual University:

Ecotourism Planning & Management Certificate Program (Humboldt State University)

<http://www.cvc.edu/students/schools/humboldt-state-university/programs/ecotourism-planning-management-certificate-program?from=%2Fstudents%2Fprograms%3Fdegree%3DALL%26delivery%3DALL%26school%3D24%26subject%3DALL%26type%3Dsearch>

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Student Entrepreneurs

What is the role of an entrepreneur?

An entrepreneur is a person who holds a vision, spirit, intelligence and an art of making an enterprise run successfully. But what is the role of an entrepreneur from the social aspect. He as a part of society also has to play an important role in bringing in new ideas, methods and objects for the welfare of the society.

Irrespective of the basics of satisfying his personal goals and ambitions, he should also understand his responsibilities towards community.

Considering this aspect of a service towards society, can help the entrepreneurs in generating more contacts in their society as well as get new business leads and ventures. For gaining this they should participate in local forums and community meets. They should give some of their time to some social awareness programs.

It's a win-win situation and a truly speaking successful entrepreneurship.

Source: <http://infoswami.wordpress.com/2008/01/24/what-is-the-role-of-an-entrepreneur/>

Quote: *"The entrepreneur always searches for change, responds to it, and exploits it as an opportunity." Peter Drucker*

Entrepreneurism – Did You Know?

- * On average 2,356 people go into business for themselves every day
- * Their firms account for 78% of U.S. businesses and \$951 billion in receipts
- * Among the fastest-growing industries are:
 - Web search portals (41.2 percent)
 - Internet service providers (16.6 percent), nail salons (18 percent)
 - electronic shopping and mail-order houses (12 percent)
 - recreational vehicle dealers (12.1 percent) and
 - landscaping services (11.1 percent)

Source: <http://www.ethicsandentrepreneurship.org/tag/self-employment-statistics/>

Entrepreneur Information

This entrepreneur information will give you some insights into how entrepreneurs succeed and help you determine if you are ready to start your own business.

Self employment can give you enormous freedom from rigid schedules, flexibility for family and personal time, financial rewards, tax benefits and the personal satisfaction of building a successful business from the ground up that is a direct reflection of your own vision and values.

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On the other hand, self employment is not without its challenges. As a small business entrepreneur, you'll be fully responsible for all business decisions. It will be up to you to ensure all tasks and projects are completed properly and on time, and that includes tasks that you don't enjoy or have never done before. You'll work longer hours than you would ever work for an employer, and it will likely take quite a while before you earn a reliable income from your business.

If you think you might want to start a business, here are a few questions and some entrepreneur information to consider:

- * Are you a determined individual? Can you stick with a problem until it's resolved? There will be no boss ensuring you're completing your most challenging business projects. You'll need to have the self management skills to motivate yourself through challenges.
- * Do you have access to the skills, experience and contacts necessary to make your business a success?
- * Can you finance your business? Will you be able to manage through the first 3-5 years it takes to build a reliable income from your business?
- * Can you promote your business? Networking and sales may not be your strengths, but no matter what type of business you start, you'll need to promote it in some way. Have you considered what it will take to bring customers to your business, and are you willing and able to do the necessary marketing to make your business a success?
- * Do you have a good understanding of your own strengths and weaknesses? In traditional employment, you typically work on a defined range of projects and tasks. As a small business entrepreneur, all of the tasks will fall to you. Do you know what tasks will come naturally to you, and what ones will require a little extra support?
- * Do you have the support of the important people in your life? You'll work long hours on your business with limited financial payback at first. There will probably be plenty of times when you'll doubt yourself. A good support system will help you to get through those times and can be one of the big factors influencing entrepreneur success.

Launching a business can be a fantastic career move for the right people at the right time in their lives. It's not without its challenges, but if you take the time to think through your needs and work preferences, research and gather plenty of entrepreneur information and weigh the benefits and challenges of starting a business from home, you'll be on your way to making an informed decision about your next career move.

Source: <http://www.careerchoiceguide.com/entrepreneur-information.html>

San Joaquin Delta Valley College
Student Entrepreneurship Initiative Mini-Grant

Project Leader: Martha Villarreal

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This mini-grant is to serve as a catalyst to create an Entrepreneurship Program across disciplines. It will develop new certificate/curriculum through collaboration with the college's vocational faculty focusing on assisting students interested in starting their own business in areas related to their vocational field of study.

Student Entrepreneurs Working to Green the Economy

While some students use college as a transition into the "real world," an increasing number of student entrepreneurs have asked themselves, "Why wait?" ...

"There are a lot of people, especially our age, that really can't show the fact that they're green besides using a reusable grocery bag," Gador says, pointing out hybrid cars and other such initiatives are out of the price ranges of most students. "We saw a huge opportunity with people already putting stickers on their laptops. We thought that all the green individuals could identify with us right away and rally behind an opportunity." ...

"If we hadn't been students and had these contacts through the school, we wouldn't be where we are," Gador says, pointing out that networking at the university connected them with Web site designers and mentors throughout the process...

"We're going to be dedicated to this until we start to see major changes in the renewable energy industry," Durkee says.

Adds Gador: "We could go get jobs and live comfortably, but in the end we wouldn't necessarily be excited with what we chose. We feel that focusing on this and starting this initiative is really where we can take the tools we got from this university and apply them in the best way we know how."

To view the full article go to: <http://www.news.wisc.edu/15885>

Author: [Kiera Wiatrak](#)

How to Become a Successful Entrepreneur

Running a business is a challenging, creative and flexible way to chart one's future and become one's own boss. Apart from earning a living, it is about creating a new way of life. Becoming an entrepreneur takes foresight, determination and courage. You will be stepping out of the relatively safe environs of the salaried world, where you get regular paychecks, and venturing into the uncharted territory of the business world.

But, how can you know whether it would be better for you to be a salaried employee, or if you have it in you to be a successful entrepreneur? While there is no guaranteed formula for entrepreneurial success, according to studies it has been shown that there are certain characteristics that all successful entrepreneurs have in their persona. Check out these characteristics, given below, to see if entrepreneurship is what you need to opt for.

Having Self-Confidence: To be a successful entrepreneur, you need to have tremendous self-belief. Do you really think that you have the willingness to overcome all obstacles and achieve your goals? If you lack that crucial element of confidence in your mental makeup, then entrepreneurship is not for you. Belief in yourself is what gives you the self-confidence you need to be a successful entrepreneur. If you have the self-belief that you can do it, that will give you all the confidence you need. Can you inculcate self-confidence in yourself? Yes, you can, by trying to push yourself to doing a little more

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than what you are comfortable doing each day. And before long, you will find yourself accomplishing things you would have never thought were possible. Bear in mind that many successful entrepreneurs that you see, started out with nothing, or very little, apart from self-confidence and self-belief.

Having Belief In Your Business Venture: Put the question to yourself whether you really believe in the business you are venturing into. If you find that you are not completely convinced about it, you need to continue looking until you can pinpoint one that you feel you will be ready to be committed to. To be successful in any business venture, you will have to be focused on it practically 24 hours a day. You will have to continuously be building it, fine-tuning it, and re-inventing it. This requires an enormous amount of self-commitment.

Focusing On Your Strengths: Each person has his/her own strengths as well as weaknesses. In order to be an effective entrepreneur, you will need to pinpoint your strengths and focus on them. You will achieve more success by being able to channelize your efforts into the areas you are best at. For instance, if marketing skills are your forte, then you need to harness the capability, making full use of it in the business. And get assistance in those areas that you may be weak in, like bookkeeping or accounting. You can even turn your weaknesses into strengths by getting trained or learning about those areas.

Having The Ability To Recognize Opportunity: In case your business was to be destroyed tomorrow, how would you look at it? Would it seem like an irreconcilable loss, or would you look at it as an opportunity to make a new beginning – to improve, to grow, to rebuild? Successful entrepreneurs eye everything as a source of opportunity. They have an inquisitive and questioning attitude about everything. No matter what they come across, they always wonder if there is a better way of doing things. And if they do think that indeed there could be a better way, they set about finding the solutions themselves or get help from an expert. Indeed, opportunity can be found in a vast plethora of ways and places, and with the help of the Internet available these days, there is no dearth of opportunities knocking at our computer screens. If you are a true-blue entrepreneur, you will see opportunity everywhere.

Being A Decision Maker: If you required some information, would you be able to get it fast, without having to waste other people's or your own time? Put differently, if you had to make a decision, would you be able to get the information you need fast enough and then make the decision? Or would you keep procrastinating, until the very fact of your not having made a decision becomes the decision? Being an entrepreneur involves making a lot of decisions, which involves getting information swiftly, and making equally swift, albeit informed, decisions. Keep in mind that each decision that is made by you, regardless of how unimportant it may appear at the time, will have an impact on the future of your business in some way. Most successful entrepreneurs have accurate gut instincts, which they use whenever in doubt.

Being A Leader: You will not be able to do everything all by yourself. A time will come

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when it will be necessary to hire employees, speak to investors, apply for loans – thus, having to assume the role of a leader. If you don't have the ability to lead, you will not be able to get any followers. As the head of your company, the people you hire will look to you for support and guidance. The ability to give the correct support and guidance will be the basis of your success as an entrepreneur to a large extent.

Source: <http://www.buzzle.com/articles/how-to-become-a-successful-entrepreneur.html>

Resources:

[Being an Entrepreneur - Advantages and Challenges](#)

If you're been thinking about becoming an entrepreneur, consider these advantages and challenges related to being an entrepreneur.

[Mom Entrepreneurs](#)

Many mom entrepreneurs find that launching a business is an effective strategy to maintain their ability to earn an income while creating the kind of flexible work schedule that they desire.

[How I Became an Internet Entrepreneur](#)

I didn't set out to become an internet entrepreneur. I was happily working from home on my offline business when my business mentor suggested (actually outright insisted) that in spite of the fact that I knew nothing about online business, I had to create a website. Here's how I got started.

[Catchy Business Names](#)

These tips will help you brainstorm some catchy business names for your new business.

[Business Name Ideas](#)

More tips for brainstorming business name ideas.

[Sample Business Plan Outline](#)

This sample business plan outline plan will provide a guideline to show the sections that are typically included in a business plan.

[Business Research Resources](#)

These business research resources will help you find business statistics and research to help you plan and develop your business effectively.