

# Career Development Training for AmeriCorps Members

*“Don’t worry about what the world needs. Do what makes you come alive and do that. Because what the world needs is people who have come alive.” — Howard Thurman*

## 1. Nonprofit Career Exploration (15 min.)

- Assumption is that many of you are interested in continuing public service on some level – this could be with nonprofit organizations, government, or the private sector. This workshop is geared mainly toward those pursuing careers in community development, or nonprofits more generally, but many of the skills will be transferable.
- Name some types of organizations doing community development work
- ➔ **Handout 1 (overhead):** Overview of typical Not for Profit Organizations – Issue, Process and Activity Focuses (note that these aren’t comprehensive lists)
- Ask for a couple of volunteers to describe their job according to these categories
- ➔ **Handout 2 (overhead):** Typical Division of Labor in Social Service Nonprofits (note that this doesn’t completely work in community development – what’s missing. However, it’s a good way to think about what kind of work tasks you prefer)
- Brainstorm the pros and cons of direct service work
- Brainstorm the pros and cons of management work

## 2. Community Development Career Panel (45 min.)

- Ask panelists to
  - Describe their job according to issue, approach, and task (admin or direct service, if applicable)
  - Describe the skills needed
  - Describe how they got the job
  - Advice for people who want this kind of job
- ➔ **Hand out copies of *Careers in Community Development* book (or refer to profiles)**

## 3. Break/Time for Questions (10 min.)

## 4. Transferable Skills (20 min.)

- Brainstorm all the ways we gain skills (jobs, volunteering, sports, etc)
- ➔ **Handout 3: Skills Clusters Assessment**
- Go through and circle all the clusters in which you have skills (use the verbs to help you decide) (5 min.)

- Get in pairs. Each person should describe his/her job to your partner. The partner will listen and help him/her think about skills that are transferable to other jobs, either in community development or other fields. Have the person use a skills cluster sheet. Add more circles, if necessary. (10 min.)
- Have the person go through and rank the top 5 clusters that he/she really enjoys doing. (5 min.)
- These are the things he/she should focus on in thinking about his/her next job
- Use these verbs to help the participant with resumes, too; remind the participant that the resume should be about where you want to go, not only where you've been. So if you have really great accounting skills but want to be a teacher, you need to emphasize those skills in your resume.

## 5. Resumes and Cover Letters – (15 min.)

### ➔ Handout 4 and 5: Resumes (sample chronological; sample functional)

- Goals are to show your skills and accomplishments and to show how you're qualified for the position you're applying for
- If you're applying for different types of positions, you may want different resumes
- There is no right or wrong format, but there are choices:
  - Chronological v. functional – prefer chronological
  - Length: one page unless you're not a recent college grad and have publications
  - Headings: do need contact info, work and volunteer experience, and education; do not need but can include objective, other experience, interests/hobbies, computer skills and language skills (if you have them); do NOT need to include references in resume
- Use succinct language (verbs) that quantifies your accomplishments
- Style: clean, well-organized, not too small, ample white space
- Have someone critique it and definitely have someone proofread it

### ➔ Handout 6: Cover Letters (sample cover letter)

- Goals
  - Provide more details than resume
  - You as a person
  - Writing ability
- Tips
  - Tailor for each job
  - Limit one page
  - Do not repeat resume: use it to highlight
  - Proof read
- Order of paragraphs
  - Why I want the job
  - How it fits into my career goals
  - Relevant skills and experience
  - Why I support the organization; some ideas for the position

- Closing, contact info
- I am happy to talk to people one-on-one about resumes later. . .
- Quick writing activity: take 5 minutes to write great things about yourself in practice for cover letter writing (5 min.)

## **6. Informational Interviews (30 min)**

- Goals of them (see BANJO 42–3) (5 min.)
  - Learn about organizations, the work they do, and the types of jobs people have, the pros and cons of those
  - Get advice about career options
  - Find out about job opportunities and get referrals to others to interview
  - Make a good impression in order to be considered for a job later on
- Brainstorm a list of how to get contacts (use your current job!)
  - Ask for a volunteer to state what kind of contacts he/she needs and see what class can come up with
- Conducting an informational interview (5 min.)
  - Tips on doing it; also on following up
    - Can make a cold call; e-mail is easier; easiest is when you know someone or can drop a name
    - Ask for a 20–30 minute meeting and be flexible and sensitive to their schedule
    - Send a resume in advance, just to give them your background
    - Do background research on the organization before the interview
    - Be prepared to articulate your interests, reasons for wanting to meet this person, and what kinds of jobs you’re looking for
    - Take notes
    - Send a thank you note and keep in touch
- Info interview questions (10 min.)
  - Brainstorm a list of questions (BANJO 43); Put them in order
- Q&A (8 min.)
- Handshake and eye contact – model and then practice with some volunteers; then they should practice with each other (2 min.)

## **7. Job Interviews (35 min.)**

- How do you get one? (send resume; follow up; don’t be too annoying but persistent)
- Preparing for the Interview
  - Research organization
  - Think in advance of everything I want interviewer to know about me (obviously only things that pertain to the position.)
  - Anticipate questions the interviewer is likely to ask me and develop responses.
  - Develop a list of questions I would like to ask about the organization and position.

➔ **Handout 7: KSG Sample Interview Questions**

- Tips for the Interview (5 min.)
  - Dress
  - How casual can the conversation be
  - What info to and not to disclose
  - Follow-up with thank you

➔ **Handout 8: Sample Job Announcement – Volunteer Coordinator (10 min)**

- Write down what skills and experiences they have that relate to the position, what questions they think the interviewer may ask, and what questions they would want to ask.
- Discuss in large group:
  - What questions would you expect?
  - What would you want interviewer to know about you?
  - What questions would be good to ask?

➔ **Handout 9: Sample Interview Questions**

- Practice Interviews – in small groups (20 min.)
- Q&A

**8. Job Search Resources (5 min)**

➔ **Handout 10: job announcement resources**

**9. Evaluations (5 min.)**

## Overview of Typical Not-for-Profit Organizations Issue, Process and Activity Focuses

| Issue Focus   | Process Focus  | Types of Jobs/Activities  |
|---|--|---|
| Economic development<br>Housing<br>Mental health<br>Child care/early childhood education<br>Job training<br>Youth development<br>Legal and civil rights<br>Environmental justice<br>Urban planning<br>Public health<br>Homelessness<br>Immigrants | Provide services<br>Coordinate services<br>Improve infrastructure<br>Provide funding<br>Research<br>Advocacy/policy<br>Organizing<br>Education | Administrator/director<br>Accountant<br>Project manager<br>Coordinator<br>Case manager<br>Property manager<br>Fund developer<br>Researcher<br>Lobbyist<br>Advocate<br>Organizer<br>Educator<br>Counselor<br>Facilitator<br>Trainer<br>Strategic planner<br>Evaluator<br>Program officer |

## Process Focuses – Defined

### Provide/Coordinate Services Goals:

- Attend to the needs of marginalized, low-income communities in the here and now, either by providing services directly or referring clients to service providers.

### Improve infrastructure:

- Develop housing, facilitate public improvement projects (parks, playgrounds, commercial facades, etc.).

### Provide Funding:

- Distribute public or private funds to nonprofit organizations for various purposes – funds either come from internal source (i.e., private foundation; government) or external sources (intermediaries, community foundations).

### Research:

- Evaluate the effectiveness of services to either:
  - a) improve service delivery; or
  - b) change funding streams to support certain services or approaches to service delivery.
- Unveil social inequality and power differentials, i.e., “Watch Dog” groups.
- Document and disseminate lessons learned in community development to improve practice on a macro level.

### Advocacy:

- Change policy, e.g., policy that controls government funding for community development.
- Create “structures,” i.e., committees, commissions, hearings, at a macro level that enables marginalized populations to participate in policy decision making.

### Organizing:

- Shift power inequities at government levels to include the voice of the average person.
- Use collective strength of a “critical mass” of people to change resource distribution.

### Education:

- Inform target population about resources available to them or raise awareness as a prevention strategy.
- Create awareness about societal problems, often as part of an organizing strategy.

## Typical division of labor in human services-oriented nonprofits

### ADMINISTRATION

#### Examples:

- Developing affordable housing units
- Managing properties and facilities, supplies, benefits, and insurance
- Accounting, payroll, etc.
- Raising funds and reporting to funders
- Developing relationships and collaboration with government, businesses, neighborhood associations, and other non-profits
- Managing staff
- Conducting strategic planning

### DIRECT SERVICES

#### Examples:

- Working one to one with clients to help assess needs and identify goals, provide information about services and motivate follow through
- Planning and facilitating activities (sports, drama, community service, academics) for youth
- Conducting workshops
- Coaching adults to find jobs, apply for loans or achieve personal goals

### Both

- Program design/development
- Fund development
- Program evaluation

**Handout 3: Skills Matrix – see other attachment**

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**EDUCATION**

**University of California at Berkeley**

Walter A. Haas School of Business

Master of Business Administration/Masters of Public Health, December 2004.

**Stanford University**

Bachelor of Arts, Religious Studies with Honors, June 1997.

**EXPERIENCE**

**Native American Health Center, Oakland, CA**

2000-2002

*Youth Services Director*

- Designed and built Youth Services Department for Native American Health Center.
- Raised and monitored \$750,000 annual operating program budget.
- Co-developed mixed-use family affordable housing and youth development project in collaboration with East Bay Asian Local Development Corporation (EBALDC).
- Developed and lead community organizing and youth development team.

1999-2000

*Native American Community Cluster Coordinator*

- Developed and managed 13 agency collaborative designed to improve social conditions facing at-risk Native American youth and their families in Alameda County.
- Researched, designed, and implemented internal evaluation protocol for Native American youth development programs in Oakland, CA.
- Wrote successful grant proposals to Federal, State, County, and City funding agencies in excess of \$2.5 million dollars.
- Developed and implemented *Young Native Visions*, a youth Entrepreneurial incubator program in partnership with Haas School of Business for at-risk Native American youth involved with Alameda County Probation.

1998-1999

*Management Information Systems Coordinator*

- Collected and analyzed information on Alameda County service delivery model for Severely Emotionally Disturbed (SED) Native American youth and their families.
- Researched and wrote community needs assessment for youth development programs impacting or serving Native American youth in Alameda County.
- Developed and executed a series of workshops on the need for culturally appropriate youth development opportunities for SED Native American youth for Substance Abuse and Mental Health Services Administration (SAMHSA).

**ADDITIONAL**

- Activities: Presenter, Surgeon General's Rollout Report on Mental Health Care Disparities in Minority Communities, American Psychological Association, San Francisco, CA. 8/2001
- Presenter, Youth Development and its place in Community Mental Health Care, Male Advocacy Network, Phoenix, AZ. 9/2001
- Teacher/AmeriCorps Member, American Indian Public Charter School 1997-1998
- Young Entrepreneurs at Haas mentorship program
- Awards: Who's Who in Public Service, International Edition, 2000, 2001
- Mellon Minority Fellowship, Stanford University, 1995-1997
- Winner, John Milton Oskison Writing Competition, Stanford University 1996

## **Job Opening: Volunteer Coordinator**

Moving On Up (MOU) is a nonprofit organization dedicated to ensuring students have the resources needed to attain degrees in higher education. MOU runs after-school programs, mentoring programs, and college-ready programs that strive to equip elementary and high-school students with the skills, knowledge and motivation necessary to attend and succeed in college. MOU depends heavily on college student volunteers to tutor and mentor students participating in its programs. Currently, MOU seeks a highly motivated, organized and energetic person to lead its volunteer recruitment and training.

### Responsibilities:

1. Assist people who contact the organization by providing them telephone, e-mail, and written information about volunteer possibilities.
2. Help facilitate a decision-making process whereby an inquirer is able to make an informed commitment to participate in MOU programs. Must be able to answer questions about programs, philosophy, expectations, and logistics.
3. Must be able to qualify prospective volunteers and assist them in finding suitable volunteer positions.
4. Coordinate and facilitate orientations and on-going trainings for volunteers.
5. Conduct outreach to local colleges and universities to recruit prospective volunteers. Develop and maintain relationships with contacts at colleges and universities.
6. Organize annual volunteer-appreciation event.

### Qualification:

1. One to two years of experience in working with volunteers and/or with youth preferred, and a proven dedication to MOU's mission.
2. A Bachelor's degree in a related field.
3. Volunteer experience preferred.
4. Extremely high degree of self-motivation and desire to excel.
5. Ability to work well with diverse groups of people, especially college students.
6. Strong verbal and written communication skills.
7. Ability to motivate and energize people.
8. Customer service and marketing skills.
9. Ability to use computer word processing and spreadsheet programs.
10. Flexibility, creativity, and the ability to work as apart of team.

The Volunteer Coordinator position pays \$20,000 -\$28,000, depending on qualifications, with health and dental benefits, vacation and sick leave, and holiday pay.

### **To apply please send resume and cover letter to:**

Moving On Up  
2222 Davis Avenue  
Sacramento, CA 95888

## **Interview Questions for Volunteer Coordinator**

1. Why are you interested in working at Moving on Up?
2. Why do you think you would make a good volunteer coordinator?
3. What experience do you have working with volunteers and/or motivating and leading people?
4. Tell me about your experience in conducting outreach and organizing events.
5. What is your work-style? Do you prefer to work alone or as part of a team?
6. What would you do if one of our program managers came to you with a complaint about one of the volunteers. She told you the volunteer was consistently late and often used inappropriate language with the students. How would you handle this situation?
7. What is one of the biggest challenges you have faced

## National or Multi-City Community Development Job Search Resources

Opportunity NOCs. <http://www.opportunitynocs.org>

- This is a website as well as a published magazine that comes out every 2 weeks. On the web site, you can search for nonprofit jobs nationally. You can also purchase city-specific print editions (including Bay Area).

Craigslist. <http://www.craigslist.org>

- You can search job listings from many cities on this site. There is a nonprofit sector category.

Action without Borders. <http://www.idealists.org>

- This is a national nonprofit/public interest job search resource. You can search for jobs based on location and type of job.

Young Nonprofit Professionals Network. <http://www.ynnpn.org>

- Go to their Career Center
- There are job listings you can search for; you can also have them e-mailed to you.
- You can also download *Making a Difference and Making a Living* – this is a handbook for nonprofit job seekers in the Bay Area that I helped write. In it, there many different job searching resources.

Other Websites:

- [www.americorps.org](http://www.americorps.org) AmeriCorps website has job listings
- [www.philanthropy.com](http://www.philanthropy.com) Chronicle of Philanthropy job listings are mostly focused on fundraising
- [www.fdncenter.org](http://www.fdncenter.org) The Foundation Center has libraries in several cities; they receive a lot of job announcements from nonprofits
- [www.enterprisefoundation.org](http://www.enterprisefoundation.org) Enterprise Foundation lists jobs in community development
- [www.liscnet.org](http://www.liscnet.org) LISC website lists jobs in community development