What are some Hidden Benefits of Being a Student Leader?
Nikki Barnett, Senior Career Associate for the Career Center

Student Leaders have many opportunities to grow and learn from everyone around them – students, professional staff members and faculty. This special population on a college campus may or may not realize the hidden potential, access and insight they are getting to the working world. One of the secrets to a successful career means seeing every single interaction as a possibility to make a meaningful connection with another person.

What is Networking?
Networking is defined as building and using a group of contacts to find information or jobs. This may be how networking is defined, but looking a little deeper into the art of networking can open up doors for your career direction. Federal Bureau of Labor indicates that 70 percent of all jobs are found through networking (personal contacts). With that, it is important to know that creating a network for yourself does not mean making your way through a busy room and saying hello to everyone you see. Networking isn’t about the quantity of contacts you make; it’s about the quality of relationships. There are techniques that can be helpful in guiding someone through this process; however, the meaning behind your contacts will make all the difference.

How do I Start the Networking Process?
Though networking is possible with every interaction you make, it is important to move outside of your comfort zone when it comes to creating your network. Generally speaking connections with peers can be a bit easier than making connections with faculty members. Why is that? We tend to be more comfortable developing connections with people who are perceived to have relatable experiences. When connecting with professional staff and faculty there can be imaginary barriers, or a sense of less related qualities. Challenging yourself to make connections with those outside of your comfort zone can add to the depth of your network. Further, take advantage of the below networking tips that help point you in the right direction.

Networking Tips:

**Quality vs. quantity** - The number of people you know does not matter. It is the quality of your contacts that does. Who are the decision makers? Influencers? Who can you help and how?

**Slow down** - No one gets married on their first date - business relationships take time too! Get to know people not only from a business perspective but from a personal perspective as well.

**Zen** - Make 2008 the year where you include positive people who add value to you and your network while keeping your distance from those who distract and de-energize you.

**Make random “hello” calls** - When someone comes up in a conversation or comes to mind, make a random “hello” call. You don't need to have an agenda or reason, simply share that they were in your thoughts and you wanted to connect.
Unlearn shyness - Research shows that we learn shyness. As a child you wander over to someone at a playground, introduce yourself and play. As we get older we experience rejection so we learn to “shy” away from being friendly. If shyness is a challenge for you, start a conversation with a stranger in the elevator just before you have to get off. Say something quick - “great tie” or “have a nice day.” Too often shyness is misinterpreted as indifference and you don’t want to send that message - think friendly.

Diane Darling, author of The Networking Survival Guide and CEO of Effective Networking

What Resources Does the Career Center offer to Build your Network?
The Career Center offers many services that can serve as a role in your network process. First Registering through ZebraNet on the Career Center Website www.career.sunysb.edu

Take advantage of the resources we have available:
- Discover Volunteer/Internships/Job Opportunities
- Find out how to conduct an Informational Interview with our
- Career Contact Alumni Network (CCAN) Mentors
- Learn more about getting involved in Professional Associations

Conclusion
Venturing into the unknown can be scary, but providing yourself with a foundation of career development skills can make your career journey less unpredictable. Tapping into your networking skills can help you pave the way to an intentional and purposeful career direction. Defining networking and utilizing the suggested networking tips will help you also be a better student leader.

How to be a Fellow to your Peers
Rachel Sokoll, Undergraduate College Advisor

The Undergraduate Colleges (UGC) offers a unique opportunity for students who are interested in remaining involved in their College into sophomore year. Upon entering the University freshman have the choice to preference what themed environment they would like to be a part of: Global Studies, Science and Society, Arts Culture and Humanities, Human Development, Leadership and Service, or Information and Technology Studies. Each offers unique opportunities for living, learning, and growing. The Colleges provide their own programming model which requires students to participate in a variety of programs throughout their freshman year. They all have similar yet college specific curriculum for the Freshman Seminars (101 and 102) which is required for all students. In addition, the colleges offer individualized academic advising and faculty interaction specific to the theme of the college. Each one of these opportunities is designed to enhance the freshman year experience and allow students to explore different venues of the Stony Brook campus. The program works to better acclimate new students to what the university has to offer while preparing them for rigorous academic courses and a new social involvement as their Stony Brook career continues.

Beginning this spring, the UGC’s will be taking their efforts to the next level and launching its College Fellows program. Designed to offer additional opportunities for students to stay involved in the colleges beyond their freshman year, students can participate in a two semester course sequence that will prepare them to become Teaching Assistant (TA) for the Freshman Seminar 101 course. The course will offer information on teaching, leadership, student development theory, programming, and more. After taking this class, students will be better prepared to take on the challenges of being a TA with the knowledge of how to provide appropriate support for their peers. The fellows will be asked to not only participate in 101 courses but also make connections with students at orientation, opening, commons days, and other UGC related events throughout the year.

As another aspect of the University, the UGC’s are looking to assist in creating more leaders for our environment to continue the successful growth our campus is proud to present. The College Fellows program will be able to teach its participants leadership skills through student development theory, scholarship on mentoring and leadership development, concepts of teaching and learning, and programming and event planning. After completing the final piece of this course, being a TA for a Freshman Seminar 101 course, the UGC’s hope students will be able to take the skills they learn and continue to utilize them in other endeavors they may pursue within the University environment.

If you are entering your second semester and are interested in participating please speak with an Undergraduate College Advisor and keep an eye out for more information in the coming weeks. The UGC’s will be looking for students to be nominated and it could be you!
College: Beyond the Books  
Sean McGrath, James College Residence Hall Director

A student of about eighteen sits in the back of his Applied Mathematics course and contemplates the latest theorems thinking, “will I have any practical use for postulates and cosine graphs?” In many instances this student will end up learning just enough to pass and never have to engage himself in learning that topic again.

However, a methodology started by American engineers after World War II is slowly gaining ecumenical recognition in many colleges and universities. Service-learning, which reconciles community service activities with experiential learning, consistently provides students with the germane experience for which they search. Simply put: students learn about concepts and theories in class, and their assignments are to apply their new constructs in a way that benefits both student and community. Although some view the pedagogy as a “forced community service,” the overwhelming view of the teaching community welcomes this didactic principle as a means of active student engagement. Jane Kendall, prominent education research scientist, agrees:

> Service-Learning goes beyond charity or volunteerism. It encourages those involved in service ministry to ask the hard questions and search for real solutions. Service-Learning programs explicitly include features which foster participants' learning about the larger social issues behind the human needs to which they are responding.

Around Stony Brook, students, faculty, and staff members alike are embracing the concept of service learning, and its effects can be felt campus-wide. Recently, the Leadership and Service (LDS101) first-year students were required to attend at least one service activity during the week of October 8th and write a reaction paper about their experiences. Since these students have an affinity for leadership, service, or both, this curricular requirement was a great way to assist pupils in honing their skills in areas of interest.

For those still questioning the integration of community service-type activities into campus-wide curricula, there are six didactic components to service learning, lest one think that the pedagogy were simply acts of charity. Instructors or professors wishing to utilize service learning as an out-of-classroom component should be sure to give credence to each part of service-learning to ensure a successful and rewarding experience for all:

Curricular connections - Integrating learning into a service project is crucial to successful service-learning. Academic ties should be clear and build upon existing disciplinary skills.

Student voice - Beyond being actively engaged in the project itself, students have the opportunity to select, design, implement, and evaluate their service activity, encouraging relevancy and sustained interest.

Reflection - Structured opportunities are created to think, talk, and write about the service experience – as was done for Leadership and Service’s Service Week 2007. This often-tenuous balance of reflection and action allows students to be constantly aware of the impact of their work.

Community partnerships - Partnerships with community agencies are used to identify genuine needs, provide mentorship, and contribute assets towards completing a project. In a successful partnership, both sides will give to and benefit from the project. In order for this partnership to be successful, however, clear guides must be implemented as to how often a student engages in service to a particular community agency.

Authentic community needs – Local community members or service recipients are involved in determining the significance and depth of the service activities involved.

Assessment - Well structured assessment instruments with constructive feedback through reflection provide valuable information regarding the positive ‘reciprocal learning’ and serving outcomes for sustainability and replication.

We in higher education have a commitment to facilitating lifelong learning in our students. Getting them involved in their communities and providing them with a reason for learning various topics is essential to their cognitive and social developments. Students yearn for those connections to be made, and we as professionals are constantly searching for those “aha!” moments.

Granting students these opportunities to enmesh themselves in their work and physically see their efforts positively effect others will give both sets of persons what they want and need.
Wolfie’s All Star:
Interview with Anthony Nuñez

Anthony Nuñez is a double major in History and Political Science with a minor in Latin American and Caribbean studies. He hopes to become a future educator. He is currently an RA in Dewey College, a brother of Phi Iota Alpha fraternity, and a member of the NALFO council (National Association of Latino Fraternal Organizations). Anthony has received various awards throughout his tenure at Stony Brook, including the Stony Brook Undergraduate Leadership Award and the Educational Opportunity Program Leadership Award. Anthony was just recognized at the Hispanic Heritage Month closing ceremony as winner of the Hispanic Heritage Month Leadership Award.

Why did you get involved in these clubs and organizations?
I have always been involved. I believe that if you get involved in a club or organization about which you are passionate, you have an influence in the direction the organization is going in; you get to influence the future of that club or organization as in my fraternity. In my RA position, I have a chance to improve campus life through programming. As a member of the administrative hearing board, it is important that university policies are upheld and that students involved are treated fairly.

What does being a student leader mean to you?
Being a student leader means that I am setting the standard for the future student leaders. As a student leader I help set the tone for the campus community and this allows me to motivate others.

Using the skills that you have acquired as a leader- How do you think they will help you in the future?
I believe that being a member of my fraternity I have developed the ability to be patient, dedicated and humble. These skills have allowed me to start various projects in my fraternity and follow them through from start to finish. I also believe that I have acquired good communication skills which allow me to better express myself and interact with others which will be helpful in all facets of life.

What motivates you as a leader?
What motivates me as a leader is other people that work hard; if I see others work hard, I myself want to work just as hard. Another motivation factor for me is the outcome of a project or task that I am working on. Whenever a project is completed, I like to take a look at what was achieved and this motivates me to get started on something else.

Who made the greatest influence in your life as a leader?
I don’t think that any one individual has made a great influence in my life. However groups of individuals have such as my fraternity and family. Each individual in these two groups possess characteristics that I admire and would like to emulate.

What is the most important tip you can give to developing leadership skills?
Staying focused on your goals is important so one tip I can give leaders is develop techniques to help stay on track towards reaching your goals. I also believe that developing good work ethics is important for student leaders to develop. If you train yourself to work hard, you will work hard all the time.

What is the most frequent mistake you see made by leaders?
When some leaders become overly confident, they tend to lose humility, which is what makes them a good leader in the first place.

This article was submitted by Jasmine Colon, Dewey College Residence Hall Director.

The Emerging Leaders Magazine provides the campus community with information and resources on current leadership topics and opportunities as well as spotlight student leaders and their achievements.

Our next issue will include another outstanding campus leadership initiative to educate and develop our student leaders called Swallow This.

The Emerging Leaders Magazine was published by the Leadership Development committee and edited by Jasmine Colon. A special thanks to Sean McGrath, who also helped review and edit this issue.

If you are interested in submitting an article for The Emerging Leaders Magazine, contact Jasmine Colon at mjcolon@notes.cc.sunysb.edu for more information.