

A Student Affairs Learning-Focused Program

THE CULTIVATION PROCESS

Prepared by Michael L King, PhD

The Division of Student Affairs with the
University of Southern Mississippi



Table of Contents

INTRODUCTION

<i>An Executive Summary</i>	3
<i>The Quick-Look Menu</i>	5
<i>Program Guidance & Operating Principles</i>	6

CULTIVATION STRATEGIES

<i>Teach Me</i>	7
<i>Knowledge Integration*</i>	8
<i>Classroom Goal Setting</i>	9
<i>Resume Development</i>	10
<i>Strength Enhancement</i>	11
<i>Essential Skills Development</i>	12

APPENDICES

<i>Assessment Plan</i>	14
<i>Automated Email to Students Upon Record Creation</i>	14
<i>The Questions We Ask Them</i>	14
<i>SuperAdvisor Objectives and Key Results</i>	15
<i>Career Service's Resume Rubric</i>	17
<i>Additional Resume Considerations</i>	18
<i>Teamwork VALUE Rubric</i>	19
<i>Problem Solving Rubric</i>	20
<i>Name It! Claim It! & Aim It! by Gallup</i>	21

An Executive Summary

This document provides supervisors and advisors of Southern Miss students with facilitation guides and learning objectives for the Division of Student Affairs' Cultivation Process, a learning-focused program for all student employees and student organization members across campus. The program facilitates career readiness and self-authorship through short, regular conversations we call Cultivations. We have designed these simple, but impactful, conversations to prompt reflection, knowledge integration, and professional development for student employees and organization members.

In carrying out the Division of Student Affairs' mission of developing healthy, connected, and learning-focused students and communities, there is a need to ensure students become self-sufficient, goal-driven individuals who build meaningful relationships in their professional and firsthand experiences. As educators, it is our responsibility to help students develop the skillsets necessary to achieve this success. The Cultivation Process answers this call.

Cultivations are intentional, learning-focused conversations that frontline educators host with their student team members. The Division asks supervisors and advisors (aka SuperAdvisors) to conduct at least two Cultivations with their student team members each semester. These conversations add significant value to students' university education because they capitalize on the relationships occurring naturally within their campus experience. Our student team members agree. At the end of the 2021-2022 academic year, an overwhelming **87%** of our students who completed the Cultivation survey found these conversations meaningful and likely to contribute to their professional and personal success.

The Cultivation Process requires SuperAdvisors to embrace their role as experiential educators, effectively seizing opportune educational moments. The better we perform this function, the better our programs and services become and the more value we add to our students' education. Moreover, the program rests atop a firm foundation of theory and research. Allen Kolb's Learning Theory (1984), Marcia Baxter-Magolda's Learning Partnership Model (2002), and contemporary neurological discoveries (Sriram, 2018) all support the necessity of guided reflection, analysis, and knowledge application for effective learning experiences, all of which the Cultivation Program facilitates. Pedagogically, the program ascribes to a constructivist epistemology that prioritizes the value of interpersonal relationships, which yield socially constructed knowledge and understanding (Fried & Harper, 2018).

Marcia Baxter Magolda, in particular, emphasizes that if students are to successfully make their way to adulthood, they must have "good company for the journey." Our charge as champions of student affairs is to be that "good company" and usher students into a life of self-authorship. If we are to guide students as they discover their path, then the Cultivation Process is a tool we use to help them get To The Top!

Your role as a frontline educator is to invite students to be their authentic selves within your organization. The learner's role is to become actively engaged in the program. Facilitating meaningful relationships with your team members bolsters the effectiveness of the Cultivation Process and enhances students' sense of values and internal focus. All of this promotes their journey toward a self-authored life.

"Each moment with students should be considered a precious moment for student affairs educators to explore what knowledge, skills or competencies students can develop toward the fulfillment of the institution's educational promises (Kerr, et al., 2020)." As envoys of the university and of the division, we owe it to students to help them navigate their university career and develop positive, influential, and long-lasting relationships with them. Without our students, the division could not deliver on its mission to develop healthy, connected, learning-focused students and communities. Without the focus provided by The Cultivation Process, we risk missing the rich student learning opportunities plentiful within our programs. You – our frontline educators- are our embedded educators, placed perfectly to provide the quality education our students need to be successful professionals.

Works Cited

Fried, J., & Harper, R. (2017). *Learning Everywhere on Campus: Teaching Strategies for Student Affairs Professionals*. Taylor & Francis.

Kerr, K. G., Edwards, K. E., Tweedy, J. F., Lichterman, H., & Knerr, A. R. (2020). *The curricular approach to student affairs: A revolutionary shift for learning beyond the classroom*. Stylus Publishing, LLC.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Engelwood Cliffs, New Jersey: Prentice Hall.

Magolda, M. B. B. (2002). Helping students make their way to adulthood: Good company for the journey. *About Campus*, 6(6), 2-9.

Sriram, R. (2018). Learning about Learning. *About Campus*, 23(1), 13-19.

Teach Me –

LEARNING OUTCOME { Students will be able to adequately assess and enhance their level of understanding of selected classroom concepts

Classroom Goal Setting –

LEARNING OUTCOME { Students will be able to set formative goals, devise and enact sufficient action plans, and learn from the results of their efforts.

Knowledge Integration –

LEARNING OUTCOME { Students will be able to identify opportunities to relate and possibly apply classroom knowledge within the context of their DSA experience.

Resume Development –

LEARNING OUTCOME { Students will produce and improve their professional resumes, while effectively showcasing their skills using personal experiential examples.

Strength Enhancement –

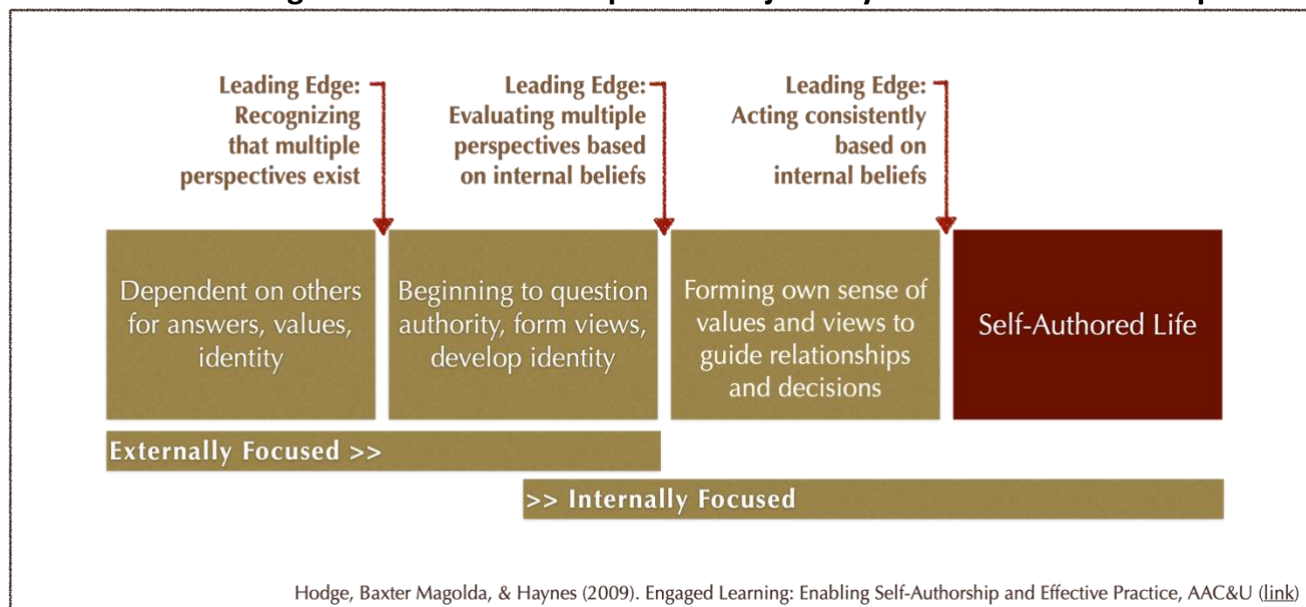
LEARNING OUTCOME { Students will better understand, call upon, and build from their top strengths identified by Gallup's Clifton Strengths Inventory.

Essential Skills Development –

LEARNING OUTCOME { Students will hone essential collaboration skills such as Teamwork and Problem Solving.

Program Guidance & Operating Principles

Discovering Their Path To The Top – On the journey toward self-authorship



The Learning Partnership Model

“Be Good Company”

ASSUMPTIONS (i.e., what we should think)

- Knowledge is complex and socially constructed
- The self is central to knowledge construction
- Authority and expertise are shared in the mutual construction of knowledge among peers

PRINCIPLES (i.e., what we should do)

- Validate learners’ capacity to know
- Situate learning in learners’ experience
- Mutually construct meaning

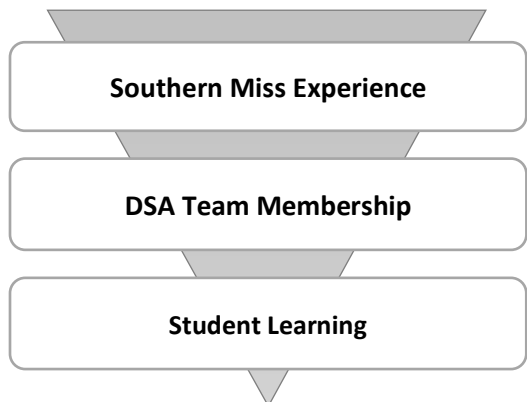
Baxter Magolda (2002). Helping Students Make Their Way to Adulthood. About Campus.

Participating in the DSA’s Learning Program:

1. Build authentic relationships with your team members.
2. Review the Cultivation Guide or attend a training session. Enable team members to act with quality training.
3. Forecast upcoming 1:1 learning-focused conversations (1:3 max)
4. Jointly select two or more strategies for each student each semester
5. Be good company. Welcome their ideas, ask students to elaborate and show confidence in what they say.
6. Record the Cultivation upon completion ([link](#)) QR Code à
7. Encourage team members to thoughtfully complete assessment.

Record Your Cultivation





Strategy: Teach Me

Facilitators: SuperAdvisor

Target Audience: DSA Student Team Members, one-on-one conversations ideal

Location: Face to face or video chat

Date/time: Determined by participants, e.g., regularly scheduled meeting

Needed Materials: Note taking supplies

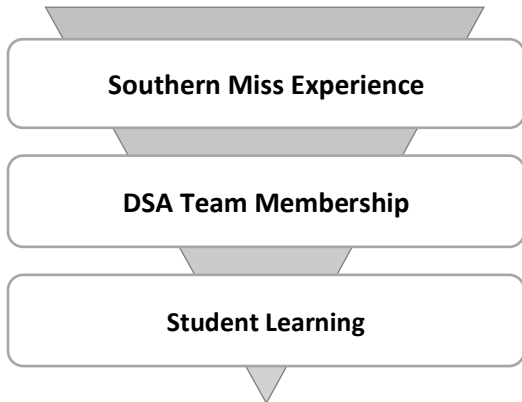
LEARNING OUTCOME

Students will be able to adequately assess and enhance their level of understanding of selected classroom concepts.

Implementation Outline

1. Ensure your student knows your intention to help them succeed academically.
2. Consider cultural differences and various perspectives that could affect the outcome as well as how participants approach the cultivation.
3. Explain the benefits of discussing classroom knowledge in new contexts.
4. Learn about your student’s course load for the semester, programs that they are a part of, or events they have attended.
5. Ask your student to teach you a topic they learned when engaging in these previous experiences.
6. As they speak, listen closely. Probe for more detail until they exhaust their understanding of the topic.
Help them link or differentiate this new knowledge when compared to other aspects of their life. Ask, “How does this contribute to your program/goals/ everyday life?”
7. After you’ve probed for further clarification and more information, ask your student a few reflection questions:
 - a. Why did you choose the topic you shared with me?
 - b. What did you think the Teach Me Cultivation would be like compared to how it actually went?
 - c. Reflect on the accuracy and depth you demonstrated on this topic? What might your professor/ mentor say if they heard you?
 - d. What did you learn about yourself from this Teach Me session?
 - e. What did you learn that if applied in the future, might contribute to your success?
8. At the conclusion of the oral reflection, create a cultivation record using the [Cultivation Tracker \(link\)](#) or QR Code, both which initiates the assessment process. Tell your student to expect a follow-up email from the Division Office that will include a link to access and submit a final cultivation reflection. Tell them the final step is designed to achieve the desired learning outcomes while also formally recording the experience in official records.





Strategy: Knowledge Integration

Facilitators: SuperAdvisor

Target Audience: DSA Student Team Members, one-on-one conversations ideal

Location: Face to face or video chat

Date/time: Determined by participants, e.g., regularly scheduled meeting

Needed Materials: Note taking supplies

***Citation:** Inspired by Iowa GROW®

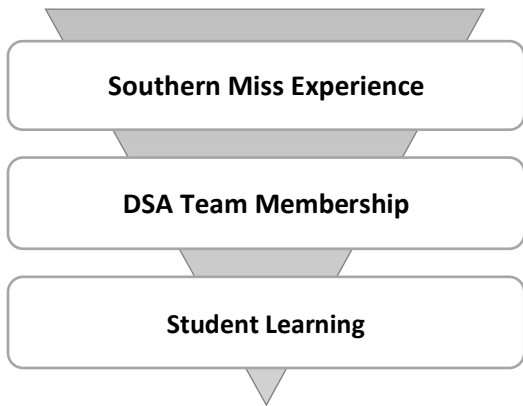
LEARNING OUTCOME

Students will be able to identify opportunities to relate and possibly apply classroom knowledge within the context of their DSA experience.

Implementation Outline

1. Ensure your student knows your intention to help them succeed academically.
2. Consider cultural differences and various perspectives that could affect the outcome as well as how participants approach the cultivation.
3. Explain the benefits of looking for opportunities to relate classroom knowledge to the world around us.
4. Learn about your student's course load. Note classes that may involve content applicable to your program.
5. Our goal is to empower team members to integrate knowledge across contexts. Conversationally, ask:
 - What are you learning in class that you can apply here at work or elsewhere?
 - What about these observations and relationships confirm or challenge what you thought you knew?
6. After you've probed for further clarification and more information, ask your student:
 - What factors led you to choose the topic you just shared with me?
 - How would you assess the accuracy and depth of your knowledge on this topic? (Think of a scale ranging from no accuracy nor depth to highly accurate and lots of depth.)
 - What needs to happen for you to even more completely understand this or related concepts.
 - What are the implications of being able to use classroom knowledge outside the classroom?
 - What did you learn about yourself from this session? How can this be used to help you in the future?
7. At the conclusion of the oral reflection, create a cultivation record using the [Cultivation Tracker \(link\)](#), which initiates the assessment process. Tell your student to expect a follow-up email from the Division Office that will include a link to access and submit a final cultivation reflection. Tell them the final step is designed to achieve the desired learning outcomes while also formally recording the experience in official records.





Strategy: Classroom Goal Setting

Facilitators: SuperAdvisor

Target Audience: DSA Student Team Members, one-on-one conversations or groups of 2 – 3

Location: Face to face or video chat

Date/time: Determined by participants, e.g., regularly scheduled meeting

Needed Materials: Note taking supplies

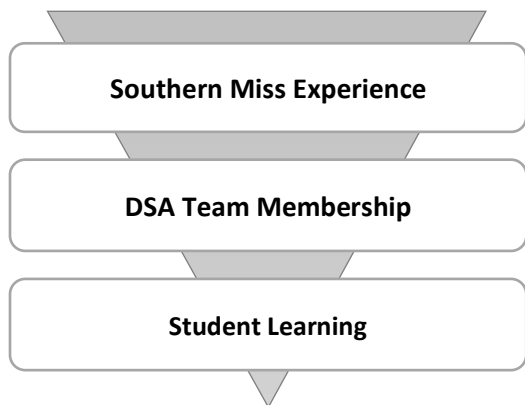
LEARNING OUTCOME

Students will be able to set formative goals, devise and enact sufficient action plans, and learn from the results of their efforts.

Implementation Outline

1. Ensure your student knows your intention to help them succeed academically.
2. Consider cultural differences and various perspectives that could affect the outcome as well as how participants approach the cultivation.
3. Ask them what academic goals they have for the semester.
4. Coach your students through creating at least one formative goal and action plan.
(Avoid summative goals like, “I want a 4.0 this semester” or “I want a B in my hardest class”).
5. Review, offer feedback, and share resources contributing to the student’s goal and action plan.
6. Commit to and seek opportunities for impromptu check-ins, feedback, and encouragement.
7. After the goal’s target date has passed, guide your student through reflections. Ask
 - What did you do as you tried to reach your goal?
 - How does what actually happen compare to what was original action plan?
 - Did you reach your goal? If not, do we want to revisit the goal?
 - What did you learn about yourself and about goal setting?
 - How can this be used to help you moving forward?
8. At the conclusion of the oral reflection, create a cultivation record using the [Cultivation Tracker \(link\)](#), which initiates the assessment process. Tell your student to expect a follow-up email from the Division Office that will include a link to access and submit a final cultivation reflection. Tell them the final step is designed to achieve the desired learning outcomes while also formally recording the experience in official records.





Strategy: Resume Development

Facilitators: SuperAdvisor

Target Audience: DSA Members, one-on-one conversations ideal

Location: Face to face or video chat

Date/time: Determined by participants, e.g., regularly scheduled meeting

Needed Materials: Student's resume, resume rubric (see appendix)

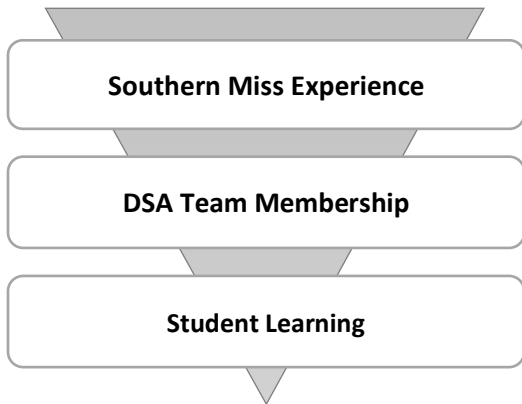
LEARNING OUTCOME

Students will produce and improve their professional resumes, while effectively showcasing their skills using personal experiential examples.

Implementation Outline

1. Ensure your student knows your intention to help them succeed professionally with a quality resume.
2. Consider cultural differences and various perspectives that could affect the outcome as well as how participants approach the cultivation.
3. Give your student a copy of the resume rubric. Describe it as a tool that will help you both identify ways to improve the resume.
 - a. Rubrics can be intimidating for some, but they are helpful teaching tools we can master. Alleviate this anxiety by drawing their focus to the first column. Here, each key resume element is named. Next, point out the subsequent columns, which describe differences in quality within each resume element.
4. Ask your student to use the rubric to evaluate their resume silently while you do the same.
5. When finished, share each other's scores (student first), show how examples, arrive at a consensus.
6. Use the rubric to identify areas of improvement and needed changes. (Rubric tip: look at the descriptions to the right of each key element score for specific improvement guidance.)
7. Set a date and time for the follow-up cultivation (within the same semester) to repeat steps 1-6. Determine if subsequent drafts are necessary. Ask your student what they learned from this cultivation activity. What areas of improvement remain? How will they use this experience to help them in their future professional life?
8. Refer students to Career Services for additional resume and career-focused assistance as needed.
9. At the conclusion of the oral reflection, create a cultivation record using the [Cultivation Tracker \(link\)](#), which initiates the assessment process. Tell your student to expect a follow-up email from the Division Office that will include a link to access and submit a final cultivation reflection. Tell them the final step is designed to achieve the desired learning outcomes while also formally recording the experience in official records.





Strategy: Strength Enhancement

Facilitators: SuperAdvisor

Target Audience: DSA Members, one-on-one conversations ideal

Location: Face to face or video chat

Date/time: Determined by participants, e.g., regularly scheduled meeting

Needed Materials: Student's Top Five Clifton Strengths and Name It! Aim It! & Claim It! (See appendix)

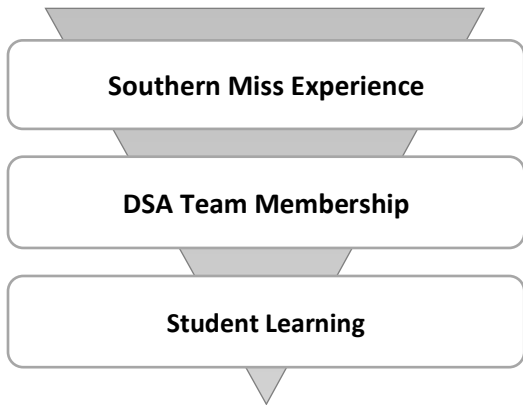
LEARNING OUTCOME

Students will better understand, call upon, and build from their top strengths identified by Gallup's Clifton Strengths Inventory.

Implementation Outline

1. Ensure your student knows your intention to help them succeed personally and professionally.
2. Consider cultural differences and various perspectives that could affect the outcome as well as how participants approach the cultivation.
3. Prior to the first meeting, review your team member's top five Clifton Strengths. Become generally familiar with each—ask your student to do the same.
4. Ask your team member to share their understanding of each strength. Provide clarification as needed.
5. Talk with your team member about the themes you see as their SuperAdvisor.
 - a. Give them your first impression of their top-five.
 - b. Describe situations where you've seen these strengths emerge productively.
 - c. Share with them what you see as their greatest strength.
 - d. Relay anything that was surprising to you (e.g., their competitive, but you've not see that characteristic in them during your relationship with them to this point).
6. Facilitate the NAME IT portion of the activity, *Name It! Claim It! Aim It!* with your team member as directed on the worksheet (see appendix). Encourage team members to use their work, student organizations, and classroom experiences as spaces to practice their strengths.
7. In the same or in a follow-up conversation, complete the remaining portion of the activity.
8. Facilitate a discussion around how each student understanding and claiming their Top Five Clifton Strengths can assist them in their future endeavors.
9. At the conclusion of the oral reflection, create a cultivation record using the [Cultivation Tracker \(link\)](#), which initiates the assessment process. Tell your student to expect a follow-up email from the Division Office that will include a link to access and submit a final cultivation reflection. Tell them the final step is designed to achieve the desired learning outcomes while also formally recording the experience in official records.





Strategy: Essential Skills Development

Facilitators: SuperAdvisor

Target Audience: DSA Team Members, one-on-one conversations ideal

Location: Face to face

Date/time: Determined by participants, e.g., regularly scheduled meeting

Needed Materials: Essential Skills rubric (see appendix)

LEARNING OUTCOME

Students will hone essential collaboration skills such as Teamwork and Problem Solving.

Implementation Outline

1. Ensure your student knows your intention to help them succeed by developing meaningful collaborations.
2. Consider cultural differences and various perspectives that could affect the outcome as well as how participants approach the cultivation.
3. Together with your student, decide which essential skill will be best for this semester—Team work or Problem-solving. Give your student a copy of the selected rubric. Describe it as a tool that will help you both identify ways to improve the essential skill.
 - a. Rubrics can be intimidating for some, but they are helpful teaching tools we can master. Alleviate anxiety by drawing their focus to the first column, which names each of the skill sets dimensions. Next, point out the subsequent columns, which describe differences in quality within each key element.
4. Ask your student to describe a few times within the last month when they have used this skill set in the context of your program.
5. Referring to their examples, ask that they self-evaluate their aptitude on the skill-set dimensions described in each row of the rubric. Separately, record your rating of them as well.
6. When finished, share each other's scores and describe examples leading to each evaluation. Have your student share their scores and examples first. Come to a consensus where scores differ.
7. Where are the low scores? What are the biggest gains? Use the rubric to identify 1-3 areas of improvement and the adjustments needed to enhance this essential skill. Create and enact a learning action plan.
8. Set the date and time for a follow-up cultivation when you will repeat steps 1-6 with new examples. This follow-up should occur in the same semester as the initial cultivation. Ask your student to describe what they learned from this cultivation activity. What areas of improvement remain? How will they use this experience to help them in their future professional life?
9. At the conclusion of the oral reflection, create a cultivation record using the [Cultivation Tracker \(link\)](#), which initiates the assessment process. Tell your student to expect a follow-up email from the Division Office that will include a link to access and submit a final cultivation reflection. Tell them the final step is designed to achieve the desired learning outcomes while also formally recording the experience in official records.



Appendices

- Assessment Plan
- Sample Objectives and Key Results
- Resume Rubric by Career Services
- Teamwork Rubric by AAC&U
- Problem Solving Rubric by AAC&U
- Strengths Activity by Gallup

Assessment Plan

You initiate the Division-level assessment when you create a cultivation record using the [Cultivation Tracker \(link\)](#). This action triggers a follow-up email sent to your student, inviting them to complete the linked reflection survey, thus formally recording the completed activity in their official DSA record. As designed, the assessment process will facilitate learning through reflection.

Cultivation Tracker QR Code →



Automated Email to Students Upon Record Creation

Dear Team Member,

[Note: We'll address them with their first name—the one you enter in the form when recording the milestone]

Nicely done! You've nearly completed another Southern Miss cultivation. We'll record the completion of your cultivation in our master files after you submit the final reflection found with the personalized link below in blue. Before accessing the link, give yourself a few moments to think about your experience with this cultivation. Reflect on the lessons you perhaps learned. These moments will enrich your learning experience.

[Your Personalized Cultivation Reflection LINK](#)

We're counting your cultivations for you, so don't forget to hit that submit button at the end! If you have any questions or experience problems with the submission, please let me know. Thank you! #SMTT

The Questions We Ask Them

1. Likert-Type
 - a. We want you to be successful in your personal and professional endeavors. Will your experience with this cultivation activity one day contribute to your success in some way?
 - b. Describe your experience with the cultivation activity (scale poles: *not challenging at all* and *extremely challenging*).
2. Open-Ended / Reflective
 - a. How were your attitudes, ideas, beliefs or behaviors challenged? What did you learn from this cultivation experience?
 - b. Based on these lessons, what will you start doing more/less?

SuperAdvisor Objectives and Key Results

([Learn more about OKRS](#))

([Learn more about DSA Assessment](#))

The Division uses the OKR framework to write measurable goals and assess their success. Opening an OKR Loop requires identifying desired outcomes of your program, service, workshop, etc., and an action plan. All opened OKR Loops must be closed. Closing loops involve reporting your data, explaining what the findings mean to you, and forecasting what you will do with this information.

Joining the division's assessment efforts has never been easier. Below are suggested OKRs for each Cultivation Strategy. Use these suggestions verbatim or use them as suggestions to write your own learning-assessment OKRs. This effort will contribute directly to student success.

OKR Submission Link: https://usmuw.co1.qualtrics.com/jfe/form/SV_eFdJjPrs4R9SWQ5

Teach Me

Objective:

- To provide students with opportunities to practice the language of higher education.

Key Results:

- At the conclusion of [this] semester, at least 80% of the DSA student members on my team participating in Teach Me will select challenging topics during the _____ semester.
- At least 80% of the DSA student members on my team participating in Teach Me will report that I asked at least one challenging follow up question for each session or that the experience helped improve their understanding of the selected topic.

Knowledge Interation

Objective:

- Help students identify and investigate opportunities to apply their classroom knowledge in the lab of life.

Key Results:

- At the conclusion of this semester, at least 80% of the DSA student members on my team participating in the Knowledge Integration strategy will report that:
 - The experience helped improve their understanding of the selected topic.
 - I asked at least one challenging follow up question for each session.

Classroom Goal Setting

Objective:

- To train students to use goals effectively.

Key Results:

- By midterms of this semester, at least 90% of the DSA student members on my team will be able to adequately describe components to a quality goal.
- By the end of the semester, at least 90% of the DSA student members on my team will demonstrate (in 'minute-paper' narratives) plans to carry forward a lesson learned from their academic goal setting experience.

Resume Development

Objective:

- To provide students with opportunities to improve their resume quality with helpful descriptions of skills learned through student employment and other engagement opportunities.

Key Results:

- At the conclusion of [this] semester, at least 90% of my student team members participating in Resume Development will submit a final draft of their resume that reflects improvements as indicated with the resume rubric.

Strengths Enhancement

Objective:

- To provide students with opportunities to enhance their understanding and use of their strengths.

Key Results:

- At the conclusion of [this] semester, at least 90% of my student team members participating in the Strengths Cultivation will report completing and having a positive experience with the Name It, Claim It, and Aim It activity.

Essential Skill Development

Objective:

- To provide students with opportunities to improve their resume quality with helpful descriptions of skills learned through student employment and other engagement opportunities.

Key Results:

- At the conclusion of [this] semester, at least 90% of my student team members participating in the Essential Skills Development Cultivation will demonstrate improved skills as measured by the provided rubric.

**The Cultivation Program
Educating Student Team Members in The Lab of Life
Summer 2022**

Career Service's Resume Rubric

CATEGORY	Score	Distinguished	Proficient	Marginal	Minimal
		4	3	2	1
Format and Mechanics:		Content fills the page but is not overcrowded. No grammar or spelling errors. All headings boldfaced . Format is consistent.	Content almost fills the page but has some uneven white space. 1 to 2 grammatical errors. All headings boldfaced . Format is consistent.	Content does not fill page and has surplus white space. Font and spacing are not appealing. 3 to 4 grammatical errors. Headings not boldfaced . Format is not consistent.	Content is either one-half page or more pages than necessary. Font is too big or difficult to read. More white space than words on page. More than 4 grammatical errors. Headings not boldfaced . Format is not consistent.
Education Section:		Section is organized, clear, and well defined. Includes institution with its location, graduation date, major and degree. The degree and major listed are boldfaced . Degree or major listed correctly.	Section is organized, clear, and well defined. Includes institution with its location, graduation date, major and degree. The degree and major are listed without proper boldface . Degree or major listed incorrectly.	Section is not well organized, clear, and well defined. 1 to 2 required criteria missing. The degree and major are listed without proper boldface . Degree or major listed incorrectly.	Section is not organized, clear, and well defined. 3 or more required criteria missing. The degree and major are listed without proper boldface . Degree or major listed incorrectly.
Experience Section:		Section is organized, clear, and well defined. Employer or job title boldfaced . Includes location with dates for each position. Job descriptions bulleted and a variety of action verbs begin descriptions. Skills and accomplishments evident in descriptions. Verb tense consistent.	Section is organized, clear, and well defined. Employer or job title boldfaced . Includes location with dates for each position. Job descriptions bulleted and a variety of action verbs begin descriptions. Skills and accomplishments not evident in descriptions. Verb tense consistent.	Section is not well organized, clear, and well defined. Employer or job title not boldfaced . Includes location with dates for each position. Job descriptions not bulleted and a variety of action verbs not used to begin descriptions. Skills and accomplishments not evident in descriptions. Verb tense not consistent.	Section is not organized, clear, and well defined. Employer or job title not boldfaced . Does not include location with dates for each position. Job descriptions not bulleted. No action verbs used. Skills and accomplishments not evident. Verb tense not consistent.
Additional Sections: Honors, Activities, Volunteerism, Community Service		Section is organized, clear, and well defined. Appropriate headings to content agreement. Relevant accomplishments listed in the order of importance to reader. Acronyms used with descriptions. Leadership roles are boldfaced .	Section is somewhat organized, clear, and well defined. Appropriate headings to content agreement. Relevant accomplishments listed in the order of importance. Acronyms used without descriptions. Leadership roles not boldfaced .	Section is not well organized, clear, and well defined. Inappropriate headings to content agreement. Relevant accomplishments are not listed in order of importance. Acronyms used without descriptions. Leadership roles not boldfaced .	Section is not organized, clear, and well defined. Section is missing or contains very little information. Relevant accomplishments are not listed. Acronyms used without descriptions. Leadership roles not boldfaced .

**The Cultivation Program
Educating Student Team Members in The Lab of Life
Summer 2022**

Additional Resume Considerations

REQUIRED INFORMATION:

PERSONAL:

- Located at the top of résumé
- Single spaced
- First and last name (18-20 point font) **boldfaced**
- Address and phone number
- Professional email (name in email included) or (Eagles email)

EDUCATION:

- Reverse chronological order (most recent first)
- Spell out degree name (i.e. Bachelor of Science or Bachelor of Arts)
- “The” in front of University of Southern Mississippi
- Include Study Abroad Experience, location and date (month year)
- Transfer students: Include community college or university information if attended two years or more
- GPA recommended if above 3.0

INTERNSHIP, PRACTICUM, FIELD EXPERIENCE:

WORK EXPERIENCE:

- Reverse chronological order
- Descriptions should not be in complete sentences
- No period needed at the end of descriptions

HIGHLY RECOMMENDED INFORMATION:

SUMMARY OF QUALIFICATIONS:

- Should be no longer than 3-5 bullets

CERTIFICATIONS/ LICENSURES:

- Certification title
- Certification or licensure number
- Include date (month year)

RESEARCH EXPERIENCE:

ATHLETICS:

- Mention if Team Captain and Team sport played
- Conference championships or NCAA tournament appearances
- Division 1- CUSA
- Number of years

HONORS/ AWARDS:

- Scholarships
- President’s List and Dean’s List

COMMUNITY SERVICE/ VOLUNTEERISM:

- Organization name, city and state
- Number of hours served if significant
- Description of service if related to major

ACTIVITIES/ CAMPUS ORGANIZATIONS:

- Full name of organizations
- Philanthropic participation
- Succinct descriptions of most relevant leadership roles

SKILLS:

- Skills related to major or potential jobs
- Computer skills for Technical majors
- Languages (List proficiency levels)

CONTENT TO CONSIDER IF NECESSARY:

OBJECTIVE:

- Provides specific purpose for résumé
- Include position title and employer/company name
- Do not include a period at the end of objective

RELATED COURSEWORK:

- Course titles related to major
- Two to six relevant courses

SPECIAL PROJECTS:

- Title, Date, city and state
- Detailed descriptions of related projects completed through coursework

PRESENTATIONS/ PUBLICATIONS:

- Presentation topic

PROFESSIONAL DEVELOPMENT:

- Attend professional association conferences
- Present research at professional association conferences
- Webinars

TOPICAL PAPERS:

- Relevant to major

REFERENCES:

- Include on separate document and submit only if requested
- Header information should be consistent with résumé
- Ask permission from references to include on reference page
- Include at least three professional references (professors, supervisors, advisors)
- Format: Name, Company/ Employer Name, Job Title, Work Address, Work Phone Number, Work Email, Fax Number (Optional)

Teamwork VALUE Rubric



	Capstone - 4	3	Milestones 2	Benchmark 1
Contributes to Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
Facilitates the Contributions of Team Members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any three of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any two of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any one of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.
Responds to Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.

Problem Solving Rubric



	Capstone 4	Milestones		Benchmark 1
		3	2	
Define Problem	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors.
Identify Strategies	Identifies multiple approaches for solving the problem that apply within a specific context.	Identifies multiple approaches for solving the problem, only some of which apply within a specific context.	Identifies only a single approach for solving the problem that does apply within a specific context.	Identifies one or more approaches for solving the problem that do not apply within a specific context.
Propose Solutions/Hypotheses	Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.	Proposes one or more solutions/hypotheses that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes one solution/hypothesis that is “off the shelf” rather than individually designed to address the specific contextual factors of the problem.	Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.
Evaluate Potential Solutions	Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is adequate (for example, contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is brief (for example, explanation lacks depth) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is superficial (for example, contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.
Implement Solution	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.	Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.	Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors.	Implements the solution in a manner that does not directly address the problem statement.
Evaluate Outcomes	Reviews results relative to the problem defined with thorough, specific considerations of need for further work.	Reviews results relative to the problem defined with some consideration of need for further work.	Reviews results in terms of the problem defined with little, if any, consideration of need for further work.	Reviews results superficially in terms of the problem defined with no consideration of need for further work

Name It! Claim It! & Aim It! by Gallup

The top five themes on your CliftonStrengths 34 report are your most dominant themes of talent. These five themes influence how you interact with the world and the people in it.



To use the information in your report to enhance your personal development, apply these steps to each of your top five themes.

First, Name It!

This is the first step in making sense of your Signature Themes report. As you read your report, think about whether the theme description genuinely describes you.

For each of your top five themes, ask yourself:

What words or phrases in this theme description strongly resonate with me?

Next, Claim It!

Begin to claim your talents by remembering times in the past that they contributed to your success. Consider how each theme helped you make things happen and how you applied it to your relationships.

For each of your top five themes, ask yourself:

When did this theme help me be successful in the past?

How does this theme help me be successful in my role?

Then, Aim It!

After naming and claiming your talents, start using them intentionally. Exercise your talents to help you focus on specific action items to achieve a goal.

For each of your top five themes, ask yourself:

In what two ways could I start using this theme more intentionally tomorrow?

To help you get started, read the action items for this theme that appear in your report.

Additional Ways to Help You Name, Claim and Aim Your Signature Themes

- Share your Signature Themes report (top five) with five people you are close to. Ask them to tell you specifically how they see you use your top five themes. Ask them the following questions, and write down what they say:
 - What was your initial reaction to my report?
 - Which theme or themes do you see most in me? Can you give me an example?
 - What do you see as my greatest strength?
 - Does anything on my report surprise you? Why?
- Share your Signature Themes report (top five) with your coworkers. Tell them you want to discuss how you could better work with them using your strengths to help them succeed in their roles. Set up individual meetings with your colleagues to discuss your report with each of them.
- Consider your talents as you prepare your to-do list for the week. For each task, think about how you can best use your talents to accomplish it. Also, consider the skills and knowledge you can add to your talents to build strength.
- Take a few moments each day to consider how your understanding of your strengths could help you appreciate others' strengths. Then, choose one person in your life and send him or her a brief note mentioning how you have witnessed his or her strengths in action.