**STUDENT TECHNOLOGY SERVICES** has been recognized by the local media for its unique melding of technology training and resume-building employment opportunities available to UW-Milwaukee students.

WTMJ-TV CHANNEL 4 of Milwaukee featured STS in its **"POSITIVELY MILWAUKEE"** segment on March 6, 1999. **BILL TAYLOR**, long-time reporter and anchor for WTMJ-4, spent an afternoon with STS employees filming them at work and learning why the STS program is critical for developing Information Technology workers for Wisconsin's job market.

WUWM (FM 89.7), the local National Public Radio affiliate, aired an interview with Joe Douglas, Director of I&MT, on its **"AT TEN"** show March 23, 1999. Joe discussed the uniqueness and the success of the STS organization with **DAVE EDWARDS**, General Manager of WUWM. Listeners learned that, upon graduation, STS employees are uniquely qualified to move into jobs that will satisfy the technology needs of Wisconsin's business community.

<div align="right">

Lou Ann Bohn
STS Public Relations Supervisor

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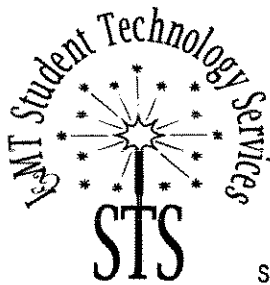
Student Technology Services:
Training for the future

With the new Student Technology Services (STS) organization up and running, one of the first orders of business was instituting a comprehensive training program for STS staff. This organization within I&MT has the empowerment of student employees as its main mission. To better accomplish this goal, a three-level training program was designed. The first series of courses were held during the summer.

Employment in STS is automatic for all I&MT student employees. The program provides the students with opportunities to supplement their educational experience at UWM with technical and managerial training that will be directly transferable when they graduate. I&MT Director Joe Douglas is solidly behind the STS program, and has modeled I&MT's program after similar successful initiatives he was involved with at Washington State University prior to his coming to UWM.

The first level of STS training, for persons having little experience, consists of entry level technology topics and "soft skills" such as customer service. The second level of training, for students with at least one semester of work at I&MT, covers intermediate topics. Level three training covers advanced topics and focuses on specific job areas, such as Help Desk, Classroom Support, Desktop Support or working in the Campus Computer Labs (CCLs).

STS is also working on a process that determines where an employee should be placed for training, and proceed to a higher, and perhaps more meaningful, level of training if necessary. Patricia Singer, STS Consultant and Peer Trainer, explained how this was being done.

"We're working on some kind of certification so that people can test out of some levels if they know the basics," Singer explained, "and if so, they can start at the intermediate level. Right now we're sorting people out to see where their skills are and see what kind of remediation they may need."

Involvement of I&MT's permanent staff has been critical for the level three training, and Singer mentioned how their support has helped make this part of the training very successful.

"For the most part, everyone that I've worked with from the permanent staff has been very helpful," said Singer. "Some of the full time staff have volunteered to teach some of the level three training classes, which is very helpful because there aren't many students that have that much knowledge of particular subjects. I don't think anyone in STS has had any bad experiences in getting help of answers from the permanent staff."

Within the training itself, a variety of techniques have been utilized, and evaluation of the training has been done by facilitators and other staff members. First and second level training also included some "soft skills" training, where the focus was on interacting with a diverse population in a variety of situations. Bob Gleason, of the Revere Group, conducted several workshops for STS staff, and instructed participants in leadership skills and in how to train others. The connections between work and personal life were also explored, and participants came away with a better sense of how one's work and one's personal life can be balanced together.

"There was a lot of use of the 'fishbowl technique' in the training classes," Singer explained, "where a fishbowl was brought in that was full of written questions and sample problems. We had everyone work in groups to solve these questions. Even if one person didn't know the answer, it could still be a learning experience for everyone else, with others joining in to help with the question."

Reactions to the training program by participants have also been positive. Not only does this program provide payment to students while they are receiving training, it helps them develop the skills and confidence they will need to do their jobs while at I&MT and when they graduate.

"It's a great opportunity to be paid while learning," Singer stated. "I think that a lot of people have felt that the training has helped them in their jobs. People may feel pressured on the job when they don't know the answer to questions that they're asked. They don't want to feel that way, so the training helps them feel more comfortable on the job."

"I've talked to a number of people who are taking training now and will start consulting in the fall," Singer continued. "They really appreciate the training because they get a sense of where they should be and what they should know before they are expected to be on their own on the job." ∎

Student Technology Services (STS) lab supervisors: (seated, left to right) Tom Barney, Noah Rosenberg, (standing, left to right) Petra Esterle, Jason Pipes and Nina Rosenberg.

Student Technology Services:
New lab projects keep STS busy

After a summer spent on intense training, the Student Technology Services (STS) unit of I&MT focused on several new projects for the fall. Two new labs were opened: a general access Campus Computer Lab (CCL) in Mitchell 353 and an email only lab in Bolton 172, the Union CCL was upgraded, the STS Web page debuted, and a new authentication scheme providing easier access to the CCLs was instituted.

STS Public Relations Coordinator Petra Esterle and Lead CCL Supervisor Noah Rosenberg recently outlined the new additions to the campus computing resources. The new Mitchell CCL has 16 workstations, all Power Macintosh computers featuring 300-megahertz processors. Many of the computers have video editing capabilities, and future additions call for full size music editing keyboards as well. Software specialties at this lab include Quark Xpress, a high-end page layout program, and Adobe Premier, a popular video editing application. The lab also carries the full complement of basic software packages that are available at all CCLs. Although the primary focus for this new lab is on the School of the Arts students, it's open to any student.

The email only facility is in the Enrollment Services computer lab in Bolton 172. This lab is available for students to use to check email during the times when the registration process is not active. While Bolton 172 isn't the place to camp out to work on papers or internet research, it does provide several additional workstations for a quick check of email or class listservs in a convenient location.

While these new developments were taking place, the Union CCL received a welcomed upgrade. The electrical wiring, left relatively untouched since the opening of the Union addition in 1972, was upgraded to current standards and should provide consistent, trouble-free power for new and existing computer hardware.

UWM students are now able to contact STS directly with problems, complaints or concerns much more

Students work on computers in the newly upgraded CCL in the UWM Union.

easily now that the STS Web page is up (see picture, next page). Located at www.uwm.edu/IMT/IMTStud.html, or accessible as a link from the I&MT homepage (www.uwm.edu/IMT), students can find out a specific CCL's location and schedule of hours, lab procedures, software availability, or fill out an application for employment with STS. There's also an electronic comment form for registering problems or complaints students may have had while using the CCLs.

"Students can submit a comment or question and get a response back if they provide a contact mechanism, such as their email address," Esterle related. "Each individual lab supervisor is in charge of responding to questions or comments concerning their area."

A new authentication scheme provides easier access to the CCLs and eliminates the need for scanning IDs to gain entrance. Instead, you enter your valid Alpha login and password into the individual machine in each CCL. This authentication process also provides a mechanism for having your files "follow you" as you move from lab to lab. Rosenberg explained how this change works.

Part of the authentication process creates a volume (folder), "MyFiles," where you store your documents in progress. MyFiles is a "mapped" volume that is linked to the user. Files in MyFiles follow you from computer to computer, from lab to lab. Rosenberg notes, "This way, you can save your files right on the computer and when you move to another computer, your files will move with you. You don't have to carry a disk around and worry about disk problems. It seems like about 90% of our problems in the labs are disk related problems."

While these hardware and software additions have occupied a good deal of attention from the STS staff, customer service is still a major concern.

"There's a common misconception about the CCLs by some people because they may have experienced poor customer service from some lab consultants in the past," explained Esterle. "This doesn't seem to be a problem now, because we have more staff coverage with each CCL having a supervisor. Usually the supervisor or the assistant supervisor is in the lab at all times, observing what is going on and keeping staff doing what they should be doing. There's more of an emphasis on customer service since Joe Douglas came here and started STS."

I&MT's empowered students

Student empowerment within I&MT is much more than just another popular buzzword, and the attention to student training, growth and development in I&MT stands as a model for the entire campus community. Renewed focus on student recruitment, training and placement has helped make I&MT a preferred choice for UWM students wishing to supplement their knowledge and skill base, not to mention their income, while pursuing their studies.

I&MT Director Joe Douglas has made the empowerment of I&MT's student employees a top priority, and he's brought along with him a highly successful model that was very popular with students at Washington State University (WSU), where Douglas served as Director of Communications. At UWM, the program is open to all I&MT student employees, and offers them an opportunity to supplement their education with technical and managerial training that will be directly transferable when they graduate and go out into the workforce. Douglas took some time recently to outline the features of the student empowerment program in I&MT.

"We're creating the Student Technical Services," Douglas explained, "a new unit within I&MT, with students as managers, supervisors, consultants, technicians, artists and computer and switchboard operators in it. We want this to be an organization with the students in charge delivering services to other students through functional areas, such as the Campus Computer Labs."

"We want to hire students in at the lower levels and provide additional training while they're going to school," Douglas continued, "We want to develop them as professionals, so that by the time they're done with their academic career, they've worked their way up to one of the supervisor positions, and they'll have the technical knowledge, practical experience, supervisor skills and

planning skills needed in today's workplace."

The program in I&MT is similar to what Douglas had built at Washington State University. Within I&MT, several permanent staff have been assigned to work as mentors to the student employees in their areas. Margaret Kennedy, Tricia Smith, Tricia Zuberbuehler, Norb Bybee, Dean Holschbach and Dan Chew will be working closely with student employees in their areas to help the students develop and understand what it means to provide services to other people.

"This group of over 120 student employees basically sells a group of services to the other 22,000 students at UWM," Douglas added. "They don't know how to do that when they walk in, so we have to train them, and we have to set them up with things that will help them be successful. The CCLs are one area, the Help Desk, Desktop Support, Computer and Switchboard Operations, and Classroom Support are other areas. We're also talking about training a group of students to go out to departments to do desktop support on site."

The purpose of the student empowerment program is to give student employees the instruction that they need, and then also give them the responsibility and authority to make decisions and provide customer services. Other features of the program include the ability to change their work area each year as opportunities become available through attrition and graduation. By providing I&MT with a trained, committed workforce, the students gain valuable real life work experience, and I&MT gains from lowered personnel costs and a dedicated group of student employees. The program is open to students from any discipline or major program, and Director Douglas emphasized the wide variety of students involved.

"It doesn't matter what their discipline is; we get art students, music

students, education students, architecture students and so on," Douglas said. "The key is that the person has some basic interpersonal skills, that they can relate to other people well and that they have some kind of an
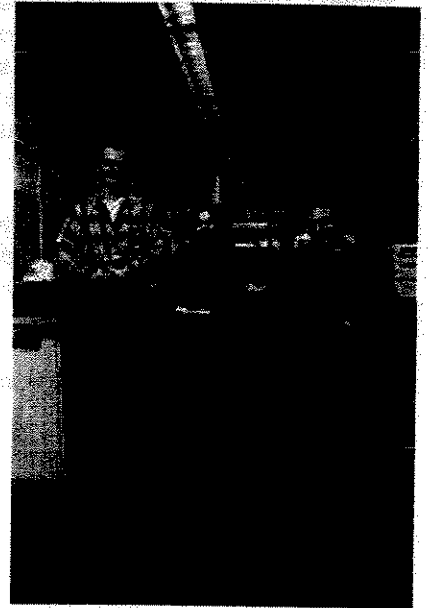
Three current student Lab Supervisors pose for a photo in I&MT's new Bolton Hall Resource Center Lab. Pictured (left to right) are: Ed Hagopian, Asst. Supervisor of Help Desk; Petra Esterle, Supervisor of Bolton Resource Center Lab; and Noah Rosenberg, Supervisor of the Library Campus Computer Lab.

interest in technology, whatever that may be. There's almost no discipline today that doesn't require some knowledge of technology."

Besides invaluable training in managerial and technological skills, students that have been through the program Douglas instituted as WSU also did rather well when looking for jobs after graduation.

"The folks who went through the program, compared to their classmates, got hired first, and they got on average, $5,000 more in starting salaries," Douglas related.

"The program was much older at WSU and had a lot more experience
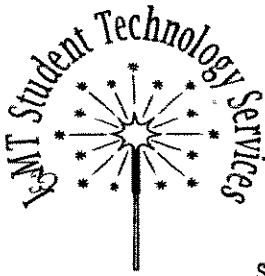
STS implements new staff evalutation process

While I&MT's Student Technology Services (STS) area continues to provide quality service to the UWM community and the necessary training to their staff, they have now turned some of their focus toward evaluating the performance of their staff. Beginning this semester, all STS employees will participate in a new performance evaluation process designed by STS Human Resource Supervisor Lorie Kieffer.

According to Kieffer, the performance evaluation process that she designed has three basic objectives. First, it should provide an opportunity for supervisors and employees to discuss work related issues, second, it should mirror "real world" performance evaluation processes, and third, it should give the employee a chance to express their career objectives. Kieffer feels that the new process will meet all of these objectives.

Kieffer came to UWM this past fall to begin her Masters degree in the Human Resources and Labor Relations program, in addition to serving as the STS Human Resource manager. Kieffer feels that her academic interests will complement her work with STS, and the STS experience will provide her with some marketable experience as well. The design and implementation of the new STS performance evaluation process also ties in with her academic interests and will provide STS with a valuable tool for assessing the best use of personnel as STS continues to grow and evolve.

"The performance evaluation process was redesigned this semester when I put the current form into use," Kieffer explained. "I reviewed what was used in the past, and I didn't think that it was serving the purpose of

bringing STS student leads and their employees together to communicate. The objective of a really strong performance evaluation is to get your supervisors and employees together and talking so that they're both sharing what is happening in the work environment. We want them both communicating and helping to develop the employee to move up within our STS organization. We want STS to be viewed as a career, where there are promotional opportunities and ways to enhance your resume and become a more productive employee to someone who might hire you after graduation."

Lorie Kieffer, STS Human Resources Supervisor

The performance evaluation seeks to evaluate each STS employee in seven critical performance factors: dependability, teamwork, customer satisfaction, initiative, flexibility, interpersonal skills, and technical competence and job knowledge.

Dependability is assessed with regard to meeting commitments and assigned tasks, teamwork is looked at as it relates to the employee's ability to establish and maintain cooperative and productive work relationships with other employees, and customer satisfaction is measured in terms of how an employee responds actively and sensitively to the needs of internal and external customers.

Additionally, an employee's initiative is examined for the ability to originate new ideas or methods to improve the job; flexibility is looked at for the ability to respond to changes in procedure, technology or assign-

ment; and the employee's interpersonal skills are assessed for the ability to show understanding, support and courtesy in interactions with co-workers and customers. Finally, each STS employee's technical competence and job knowledge is also evaluated to ensure that they understand their work environment, their job requirements and the customers needs. STS management staff have an additional criteria that measures their management skills and how closely those skills reflect STS goals and objectives.

"This performance evaluation process that I designed mandates that each supervisor meets with every employee that they supervise," said Kieffer, "so they have an information sharing session where they discuss the employee's career, work performance, any type of training issues and any attendance issues. They also discuss the employee's career development, both in terms of where does the supervisor see this person going and what does the employee have in mind regarding where they may want to go. I've designed the evaluation form to target what I think are critical key areas."

Kieffer recognized the diversity present in STS, in both staff and types of work areas, and took that into account when designing the evaluation process. She designed a form that everyone in STS could use, and provided an opportunity in the performance evaluation for supervisors to customize it for particular situations.

By providing qualifying statements with each performance category, Kieffer feels that any potentially subjective areas can be better explained to both supervisors and employees. These statements provide the supervisors with either a

Careers

Tech recruiters looking for hottest prospects

Small-business owners take their search to college campuses

This fall, Paresh Shah and Bob Gemmell, along with a small army of corporate recruiters, will be invading college campuses across the United States searching for rising stars to add to their payrolls.

Shah is vice president of business development at Paresh Shah, Aether Technologies International, LLC, an Owings, Md.-based wireless software and application company. Gemmell is president of Digital Wireless Corp., a manufacturer of wireless data products in Norcross, Va.

What better place to find brilliant minds than at colleges, many of which are laboratories for tomorrow's hot technologies? With colleges turning out talent anxious to land jobs with state-of-the-art companies, recruiters like Shah and Gemmell are eager to get their hands on the best of the best. While it's a seller's market, both recruiters say that finding that special person takes some digging.

Because both companies are small and growing rapidly, their staffs are tiny and the members are handpicked. Not only must new hires be technical wizards, they must also fit into the company's fast-paced culture.

Shah and Gemmell are representative of recruiters from fledgling companies, typically those with less than 100 employ-ees, who are searching for highly motivated candidates driven more by technological curiosity than a fat paycheck.

Shah won't talk to any potential software developer not skilled in C++, Windows NT and object-oriented design. More specifically, Shah says he's looking for a "specific type of mind and attitude anxious to explore new technologies."

"We're looking for people with a macroperspective who can understand the implications of new technology," he explains. In short, the ideal candidate must have what Shah describes as a "vast capacity to learn."

"The wireless industry is changing rapidly," Shah adds. "We operate at the interface of several industries and what we're doing has never been done before. We need people who can function and adapt quickly to ambiguous environments."

Gemmell is going to be hitting technical schools looking for engineering talent, specifically candidates who can write software for embedded applications, which are used in microprocessors.

And, they have to be fast learners who graduated at the top of their class with 1300 SAT

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scores.

"I'm looking for people who can jump right into complex development projects," he says. "If you have a graduate degree, better yet."

Digital Wireless' top gun isn't about to settle for second-best, either. "This isn't '80s technology," says Gemmell. "This is complicated, hard stuff. We need rocket scientists who can leap over tall buildings in a single bound."

Like most campus recruiters, Gemmell and Shah will be searching for candidates who come as close to perfection as possible.

Both men are looking for common attributes, such as flexibility, the ability to work well in teams and coping with tense, often numbing deadlines and work routines.

Explains Shah, "Small companies need self-starters who can work unsupervised, understand an entire project and tie all its pieces together."

The more work experience you have, the better your chances of being considered. Gemmell says students with co-op, internship and summer job experience are immediately attractive.

"It's not worth it to hire entry-level people with no concrete work experience," says Gemmell.

How to make a great impression? "Do your homework and know something about our industry and company," says

Shah. "We don't expect studen to be experts, but we do expect high level of enthusiasm abou our industry."

If you meet recruiters lik Shah and Gemmell, impres them with what you've accom plished rather than what yo know. Cite a class project yo spearheaded or an actual wor experience when you took th lead and delivered impressiv results.

Shah says the ideal perso can express an interest in th entire business equation. "Thi is the person who is not onl technically competent but inter ested in the sales and marketin; end and meeting the customers needs."

Salaries? They vary all ove the map. Gemmell is startin; engineers out in the low- t mid-$40,000 range. With ai M.A. degree, you can expect ; figure closer to $50,000.

Gemmell advises recent grad: anxious to land good jobs t(bone up on their writing skills.

"I am stunned at the atrociou: writing skills of recent grads,' he says. He's talking about re sumes and cover letters gorgec with poor sentence structure sloppy phrasing and redundan cies. "All it takes is a little disci pline and time to write gram matically correct anc structurally sound sentences."

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Careers

WEDNESDAY, JANUARY 20, 1999   MILWAUKEE JOURNAL SENTINEL   SECTION C

And the survey says . . .

HR Managers Survey

☑ Communication skills

☑ Work experience

☑ Technical skills

☑ Enthusiasm/desire

☑ Education

☑ Interview appearance

☑ Impressive references

Wisconsin hiring managers reveal what's most important in landing jobs at their companies — and the biggest mistakes job-seekers make in pursuing them.

Communication skills valued by employers

By Terry Hogans
Special to the Journal Sentinel

As we count down to the millennium, it seems as though there has never been a better time to be looking for work.

Be it an entry level, skilled trade or high-tech opportunity, there are jobs to be had and careers to be launched.

To give readers a head start on making the most of these opportunities, Careers conducted a survey of members of Wisconsin's Human Resources Management Association.

While not a scientific sampling, the questionnaire asked the people who do the hiring at large and small companies a number of questions.

For the purpose of analyzing the results, a firm employing fewer than 500 people was considered a small company, while a large company employed 500 or more. Human resources executives from 44 Wisconsin companies responded to the survey.

The questionnaire asked them to rank, in order of importance, seven criteria or skills that are factors in a hiring decision. Those criteria were: communication skills, references, enthusiasm, work experience, high-tech skills, interview appearance and resume/cover letter.

It also asked for comments on problems in cover letters and resumes that eliminate prospects from consideration, to list jobs for which they are having the hardest time finding qualified candidates, and for tips to ensure a successful interview.

While the results won't shock anyone, there are some interesting trends, as well as some notable differences between the needs of large and small Wisconsin companies.

To begin with, representatives of both large and small firms cited communication skills as the most important asset a new hire can bring to a company.
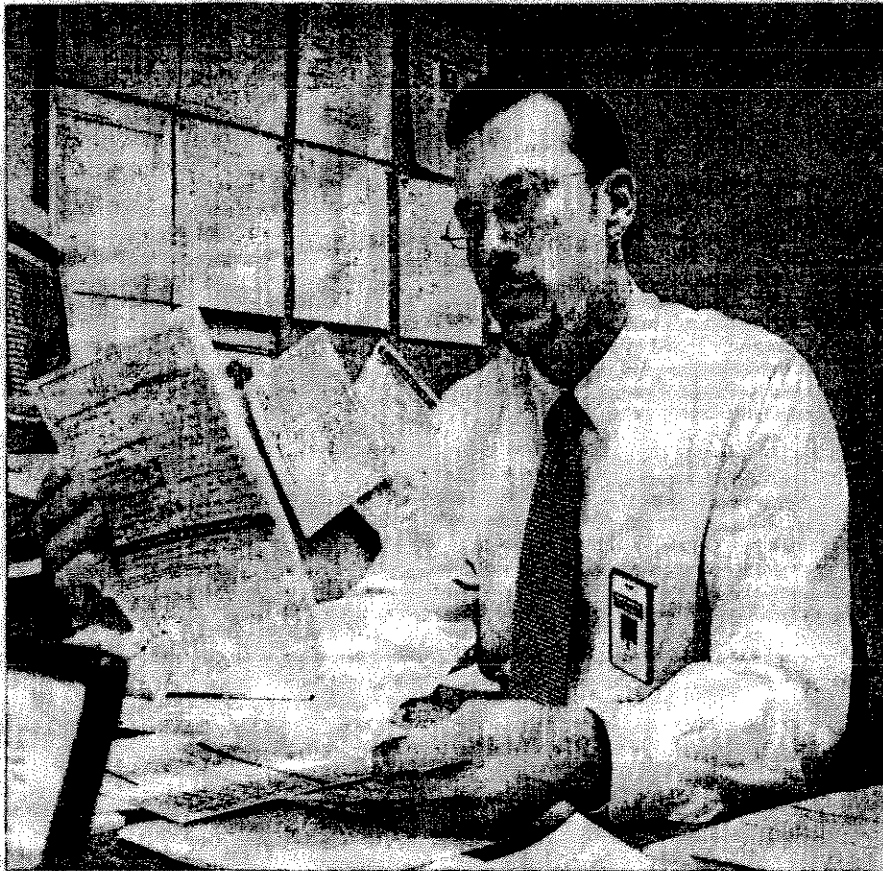
Definitions of good communication skills ranged from the ability to interact competently and professionally with clients to the ability to clearly express goals to co-workers.

The criteria at the bottom of the list were the same for both large and small firms.

Education was ranked fifth, interview appearance sixth and references wound up in the seventh and last spot.

Some significant differences, however, showed up in the middle of the rankings.

Small firms listed experience, enthusiasm and technical skills as the second, third and fourth most important criteria in evaluating job seekers. Large firms

ERWIN GEBHARD/STAFF PHOTOGRAPHER

Robert Swanson, manager of compensation/benefits at Medical Associates Health Centers, called it "disheartening" that most companies find bad spelling and grammar in resumes they receive.

Survey results

The Journal Sentinel, with the assistance of the Human Resources Management Association, questioned Wisconsin human resources directors about a number of staffing issues, including candidates' skills, resumes, cover letters and interviews. Data from the 44 respondents in the non-scientific survey found communication skills were considered most important when compared with technical skills, work experience, references, appearance/neatness in an interview, education, and enthusiasm/desire.

Below is the combined average score for each category in the survey. A ranking as most important counted 1 point, second-most important 2 points, etc. A ranking as least important counted 7 points. The lower the score, the more important the item is considered among the respondents.

Each category carries three scores in the chart below: an average of all 44 respondents; an average of the 24 smaller companies (fewer than 500 employees) that responded; and an average of the 20 larger companies (500 or more employees) that responded. The chart also indicates how many times an item was ranked most important; among the three most important and among the three least important.

Item	Average rank			Times ranked		
	Total	Small	Large	1st	1-3	5-7
Communication skills	2.39	2.18	2.69	14	38	2
Work experience	2.68	2.45	3.00	10	33	5
Technical skills	3.13	3.32	2.88	8	27	9
Enthusiasm/desire	3.34	3.14	3.63	9	22	9
Education	4.58	4.95	4.06	2	9	30
Interview appearance	5.21	5.05	5.44	0	6	32
References	6.42	6.50	6.31	0	1	41

Source: Milwaukee Journal Sentinel survey

BOB VUCKAS/MILER/Journal Sentinel

listed technical skills as second in importance, followed by experience and enthusiasm.

These differences shouldn't come as a great surprise to those familiar with the needs of small businesses, according to Kurt Thomas, a human resources consultant with the Milwaukee firm P.J. Murphy & Associates.

"You have to remember that in a small firm, a good fit becomes important. People are working together very closely, and you have to have people who can get along. In this market, if someone doesn't like the people he's working with, he's going to leave."

In addition, while a variety of experience is a good thing to bring to a small company, willingness to learn and grow is equally important, said Thomas.

"You talk to people who have advanced to the upper levels in a smaller firm, and often you find that they started out with some pretty basic responsibilities," Thomas said. "Smaller firms are usually very good at recognizing and supporting enthusiastic workers."

On the flip side, the techno-

logical demands at larger firm often require a greater degree familiarity with computer hard ware and software, according Sheri Stolp, regional human r lations manager at C&K Serv ices Inc., Milwaukee.

"Generally speaking, the s phistication of systems is far les in smaller companies," she sai "The larger firms usually hav invested heavily in technolog and, as a result, need to hir people who can work with thos systems."

Similarly, larger firms usuall have more people using thei software and have a greate need for help desk administra tors, maintenance and trouble shooting experts and other com puter literate people.

Finding an attractive positio is only the first step of a process The potential candidate has t get hired. Unfortunately, i seems as though a number o job seekers are their own wors references.

One universal problem identi fied by the human resource professionals surveyed is tha resumes and cover letters ofte contain misspellings, poo grammar, incorrect punctuatio and other correctable ills.

"It's disheartening, but no surprising, to hear that thi problem is being noticed by al different companies of all differ ent sizes," said Robert Swanso manager of compensation benefits at Medical Associate Health Centers, which operate clinics throughout southeaster Wisconsin. "I'm not glad to hea it, but at least I know it's not jus us."

Need more proof? Consider the following responses to th survey question that asked "What are the most commo problems with resumes and cov er letters that eliminate pros pects from consideration?"

■ "False information, typos spelling errors." (a manufactur er employing approximately 6,000 people)

■ "Spelling, grammar er rors." (a 50-person managemen consulting firm)

■ "Poor spelling and gram mar." (a 450-person technolog consulting firm)

Why are so many people sub mitting critical documents with fatal errors? Ironically, Swanse said he believed it was due i part to over reliance on technol ogy intended to make life easier

"I think that as a consequenc to the information age, peopl are relying too heavily on tech nology that they think takes th responsibility out of thei hands," he said. "People say,

Survey/ Employers rate skills

ran it through the spell-checker,' as if that's some sort of perfect solution.

"Technology can be a help, but it's not meant to replace common sense."

According to Swanson, common sense involves carefully reviewing any document that goes out with your name on it.

Having another person look over the resume and cover letter was another of his recommendations.

Other critical problems cited in regard to resumes and cover letters: a lack of detailed information about duties in previously held positions; sending a canned cover letter that doesn't provide specific information about interest in a given position; and missing information (gaps in employment history, not listing a year of graduation if college is mentioned, etc.)

Once a resume earns a candidate an interview, it's important to be prepared, according to survey respondents.

When asked to provide tips for a successful interview, many respondents said they were disappointed in how few interviewees were familiar with their firm and the industry in which it competes.

"I highly recommend researching the company ahead of time," said Susan Muenter, assistant human relations manager at Power-Mation in Waukesha. "Candidates should be able to discuss how their experience and qualifications would make them a good fit for the job.

"It doesn't make any sense to go into an interview without having a good idea of what will be expected of you."

Other interview tips listed by those making hiring decisions include dressing appropriately for the position sought (a human resources manager at a manufacturing firm said that while a suit and tie is appropriate for a white-collar position, it could send the signal that a candidate for a shop floor position doesn't want to get dirty or work hard); ask questions about the firm that show you've done your research; and provide specific examples of accomplishments in previous positions.

In IT world, glass ceiling more of an obstacle

Statistics can be daunting when taken as gospel. Women in the work force, and especially in information technology, have their problems — especially if they hope to scale the corporate ladder.

According to Computerworld, women make up nearly 40% of the IT work force, yet female chief information executives represent less than 5% of the total positions nationwide.

Sheri Anderson, senior vice president and chief information officer of Novell Inc., a network software provider based in San Jose, Calif., doesn't dispute the accuracy of these stats, nor does she question the existence of a glass ceiling.

Still, she holds Novell's top IT job, overseeing the company's worldwide information systems, proving the glass ceiling can be shattered.

But while more women today are joining IT ranks than in the past, relatively few are at the top. What are they doing wrong and, most importantly, what can they do to change the situation?

Mary Mattis, vice president, research and advisory services, at Catalyst, a non-profit organization dedicated to the advancement of women, observes that more women are pursuing IT, yet many are reluctant to compete for management jobs because the pace and demands are unending.

Building a serious IT career translates into a life with little time left for self or family.

Mattis also contends that women are still excluded from the informal powerful networks that run many companies.

But that's not the whole story, Anderson asserts. "Women are still trying to figure out the rules to get ahead," she says. "They need to understand they can't figure it out from the rearview mirror because the IT environment is changing so rapidly."

It's no secret that the pace in IT companies can be grueling. But success for women means they must get used to not always being comfortable, according to Anderson.

"Many women are consensus-builders when it comes to problem-solving," she explains. "That's wonderful if you have time, but often you don't have much time to make decisions. The ability to size up a problem and solve it quickly is a critical skill that is essential in IT organizations. You must get used to the idea that you won't always know everything you need to know to make a decision. Often,

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BOB WEINSTEIN

you must take chances. That's tough for many women because it means not being right all the time."

Anderson's advice: Rather than obsessing over being right all the time, "work toward having a success percentage instead. The ability to make instant decisions is a critical success factor."

A trap many women fall into is trying to be something other people want them to be. "This is especially true for young women," says Anderson. Its roots, she says, are in archaic cultural expectations that once forced women to conform to societal and family pressures.

Long ago, Anderson discovered the importance of being herself.

"You have to be who you are," she says. "Don't let someone else tell you who you should be. Unfortunately, girls get a lot more messages about 'should' than boys do. Resisting it can be tough."

How do you deal with that invisible glass ceiling? Naturally, good old-fashioned hard work and persistence are still important. But those traits alone aren't going to win you a corner office. More important is having an open mind regarding your career path.

Anderson never viewed her path as a straight line. It looks more like a zigzag taking her into many unplanned lateral moves. "Some people may perceive a ceiling as a barrier when in fact, it's only an obstacle," she says. And obstacles can be overcome.

"When I couldn't go where I wanted to go, I went somewhere else," she adds.

Anderson's big lesson: more important to be directionally correct rather than on a perfect career course," she says. "The idea is to reach your goal. Don't be afraid to take different routes. The idea is to constantly challenge yourself and move on."

What do you do when you think you've hit an impenetrable ceiling? "Ask yourself if it's really a barrier or just an obstacle that can be overcome," Anderson advises.

That's not to say that it's not tough reaching the top. Anderson is not minimizing the struggle, hidden land mines and political battles along the way. But if you're up for the battle, don't allow yourself to get too comfortable along the way, she says, possible. "Comfort is the enemy of ambition," she says.

That's the admission price to the big leagues.

Bob Weinstein is a nationally syndicated columnist who writes about careers in technology fields. Send ideas or questions to Bob Weinstein, InfoTrack Inc., 853 Broadway, Suite 1922, New York, 10003, or via e-mail to bobbychait@aol.com.

Put easily read, understood signposts on your career path

A good resume screener can assume a lot from your career path — where you started, how long you stayed, whether you shifted roles or settings, how fast you were promoted and who has employed you.

She or he is governed by a few major principles.

1. Address my (the screener's) needs and priorities, not your wishes and aspirations. Resumes and cover letters that carry on and on about your needs and goals are definitely a turn-off.

2. Don't tax my patience or my credulity.

3. Give me the information I want — and only the information I want — in a sequence that lets me make the most accurate quick judgment about you.

The thought process that follows is similar to this:

■ What is the product statement here? What do you claim to be? (This information is

RESUME WRITING

usually found in the summary statement or objective.)

■ Who trusted you before? (Mobil will make a better impression than Charlie's Travel Agency.)

■ How long did they trust you? (If it's three years or more, you must have some abilities. If it's 20 years without a promotion, there must be a problem.)

■ What were you trusted with? What were the stakes? This is usually reflected in your position title.

■ What were your responsibilities? (This is the place for an objective job description to show the nature and scope of your accountabilities — no bragging.)

■ Who trusted you before the last job? How long? What were the stakes, responsibilities, accomplishments? (If there are

many jobs or 15+ years, collapse the history.) Why is there a four-year gap in your history?

■ Where did you go to school? Why is the date of your degree missing?

■ What else do you have to offer?

The resume is a screening tool to help employers decide who is worth meeting in person. You will be able to expand on the details, amplify strengths and demonstrate your personal attributes at the interview. Think of your resume as a suitcase, not a steamer truck. Keep it lean, objective, orderly and logical.

The writer, Doris Appelbaum, is president of Appelbaum's Resume Professionals Inc. in Glendale. She is a professional resume writer, career counselor, outplacement specialist and workshop/seminar presenter.

Why communications skills top employers' list

Accuracy, clarity of information can help workers be more efficient

By Terry Higgins
Special to the Journal Sentinel

In the 1967 film "Cool Hand Luke," a famous failure to communicate leads to fatal consequences.

In the 1999 job market, a failure to communicate could have drastic consequences of a different kind.

Members of the Human Resources Management Association who responded to a survey by Careers cited good communication skills as the single most important characteristic a potential employee should possess.

The finding cut across large and small firms, technical companies and service-oriented operations, family businesses and publicly held firms.

"I'm not surprised, and I don't think that's anything new," said Ken McAteer, director of the career placement office at the Milwaukee School of Engineering. "We've been hearing that for years from the companies that come here to recruit.

"Beyond that, when we survey our graduates after five or 10 years, they tell us their ability to communicate is the most important skill they bring to a position."

Indeed, the demand for those with advanced communication skills is not just a local phenomenon.

A survey conducted in 1998 by the National Association of Colleges and Employers showed that communication skills are the top personal quality sought by employers nationwide.

The Job Outlook '99 survey showed that interpersonal skills — an ability that requires good communication between co-workers — topped the list of professional skills employers desire (4.66 on a 5-point scale, where 5 is extremely important), followed by teamwork skills (again, an ability that uses good communications as a base) at 4.59. Verbal communication skills (4.48) was third.

Why do employers place such a premium on communication skills? For several reasons.

To begin with, many jobs, by definition, require employees to

someone stuck off in a corner working by himself," said Laurie Nelson, college relations coordinator for Wisconsin Electric Power Co. "You're working closely with other people and have to be able to effectively state your arguments and clearly make your points."

That's especially true in firms that have gone through the downsizing process. Employees in those firms usually find themselves taking on more duties and must be able to communicate well with all personnel levels of a firm.

What constitutes having good communication skills? According to HRMA members, it involves several things:

■ The ability to write clearly.

"It's absolutely amazing to me to think that some people can get through four or more years of college and write as poorly as they do," said Kurt Thomas, a human resources consultant with the Milwaukee firm of P. J. Murphy & Associates Inc. "They take forever to get to a point or don't make a point at all.

"This absolute inability to write really hurts their chances at advancement."

■ The ability to make a presentation.

tion you're receiving from the other person and responding appropriately to it."

■ The ability to be at ease and put others at ease.

"When you have employees dealing directly with customers, you want someone who's confident and self-assured," said Susan Muenter, assistant human resources manager at Power-Mation, Waukesha. "The last thing you want is an employee who makes the customer feel nervous or who causes a customer to doubt his or her competence.

"I can train someone in many things, but that's not one of them. If a candidate can't come across as confident and comfortable in an interview, I have a hard time thinking I want to hire that person."

Several human resources executives said they don't believe colleges are doing enough to teach communication skills, and they suggested curricula be revised to emphasize them.

Most schools, including Milwaukee Area Technical College, do offer formal classes in communication skills.

"We consider that an essential part of our curriculum," said Theresa Barry, director of MATC's Career Planning Center. "It's become such an important issue for employers that we think we would be doing our students a disservice not to (include it)."

Similarly, MSOE offers courses in technical writing, English composition and other communication-oriented subjects, as well as making a point of stressing clarity of writing in lab reports submitted for classes.

Even if a class in communication isn't required as part of a core curriculum in a university business school, it's often possible, and advisable, to take one as an elective. Both Marquette University and the University of Wisconsin-Milwaukee, for example, offer students this option.

Active membership in a professional or service organization was also suggested by hiring managers as a means of developing communication skills.

For those not enrolled in college, organizations such as Toastmasters International exist specifically to provide opportunities to hone communication skills.

Susan Muenter, Power-Mation:

"When you have employees dealing directly with customers, you want someone who's confident and self-assured."

gather, process and disseminate information directly to customers and clients. In these positions, the ability to understand other people and to be understood is paramount.

"Many of the positions here require employees to answer questions that come in about health care and dental plans," said Merry Lee Lison, vice president of human relations at Employee Benefit Claims of Wisconsin Inc. "In that case they absolutely have to be clear and accurate in their answers.

"The entire transaction is based on solid communication."

In other cases, corporate cultures emphasizing teamwork need to ensure an accurate flow of information.

"It's no longer the kind of world where you can have

Laurie Nelson, Wisconsin Electric Power Co.:

"It's no longer the kind of world where you can have someone stuck off in a corner working by himself."

"Very few people feel completely comfortable in speaking before a group, but it's something you can practice and improve at," said Sheri Stolp, regional human relations manager at G & K Services Inc., Milwaukee. "If you're a college student, there are all sorts of opportunities to practice this.

"If you're not in college, you can still find a group to join that will help you practice your presentation skills."

■ The ability to listen carefully.

"Sometimes people forget that communication is a two-way process," said Lison. "They start out intending to get a message across but forget that this message could be affected by what the other person has to say.

"Good communication involves factoring in the information

Claims adjusters Mary Ondrejka and Teresa Johnson talk with team leader Ann Zambito at Employee Benefit Claims of Wisconsin Inc.

Corporate universities for small companies

In-house training is helping companies attract and retain people, but it also helps employees keep up with the information onslaught

BY DONNA FENN

Y**OU MIGHT THINK THAT WHERE THERE'S** a corporate university, there's a big company with an even bigger institutional ego bent on molding men and women into company clones. Not so fast. An increasing number of growing businesses are starting their own "universities"—ongoing skill-enhancement programs that draw on both internal and external resources to train new employees and keep veteran ones current with a rapidly changing business environment. "Training isn't just a nice thing to do anymore," says Laurie Bassi, vice-president of research at the American Society for Training and Development, in Alexandria, Va. "Companies are now thinking of training as a strategic imperative."

There are at least two reasons for that: Employees are now keenly aware that training is essential to their future marketability and are making career choices based on opportunities for learning. And CEOs are beginning to realize that the burgeoning amount of new information—combined with the speed with which it bombards the marketplace—makes learning through osmosis increasingly difficult.

Companies with in-house universities report several benefits, including—

Improved recruitment. Edward Beaumont, CEO of CoreTech Consulting Group Inc., in King of Prussia, Pa., says that his technology-consulting company uses training as a key recruitment lure. "We needed a robust training and educa-

tion facility to be competitive," he says. So two years ago he started "CoreTech University," which offers short training sessions to help employees hone both technical and interpersonal skills, such as quality management and team building. The program, which draws upon employee instructors as well as professors at Pennsylvania State University and Drexel University, is now not so much a differentiator for the company as it is a requirement, says Beaumont. "We're finding that compensation is less of an issue for employees and that growth and career development are more important," he says. "Most consulting firms have something like this in place."

Increased revenues. Bob Kirkpatrick, CoreTech's chief people officer (yes, that's his real title), estimates that the company spends approximately $4,500 per employee each year on training but says that it's ultimately money well spent. Employees can use CoreTech's training to become officially certified as, say, a project manager or a Microsoft Certified Systems Engineer. Every employee is required to attend, primarily on company time, technical and "soft skills" training courses that are linked to the company's overall mission. For instance, a course in project management is tied directly to the company's quality goals.

If CoreTech University sounds like an extravagance, consider this: the company used the curriculum to create CoreTech Institute, a separate for-profit training organization that offers courses to the general public—participants are mostly chief information officers and information-technology managers. It has generated $325,000 in revenues so far and will break even by the end of this year, says Kirkpatrick.

Reduced turnover. Douglas Palley measures the success of his company's university through the significant drop in turnover at Unitel, his call-center company in McLean, Va. Since he started Unitel University two years ago, average monthly turnover has dropped from 12% to 6%—a dramatic change for a company staffed primarily by low-wage employees. "Unemployment in our area was 1.5%, and we were looking for ways

CLASS ACT: *At CoreTech Consulting Group, Lucy Wright runs an in-house training program for employees as part of 'CoreTech University.'*

to improve retention and morale, and to give people a career track," says Palley. As part of Unitel U., entry-level employees can take such courses as computer training and customer service through a variety of self-directed study programs or at a local university. Palley spent $150,000 on the program the first year, and based on the decrease in turnover, he believes that Unitel U. is "very close to the break-even point."

Better employee advancement. After 90 days at Unitel, newcomers are eligible to become "freshmen" at the university and can take several more hours of classes beyond their initial orientation courses. If they pass, they receive a raise of up to 8% of their pay. Then every 90 days, employees can take more in-depth courses in telephone sales, customer service, and computer skills. When they successfully complete each level (sophomore, etc.), they earn another raise of up to 8%. Criteria for passing are rigorous, says Palley, and "if they're late twice in a 90-day period, they have to start that level over again." The program isn't mandatory, but employees know that training is the quickest path to increased pay and responsibility. "It's been an outstanding recruiting tool," says Palley. Amanda Brust confirms that. "When I took the job, I thought the university would help me move up more quickly than at another company," she says. And it has. Brust, who finished her "sophomore" level at the university last August, started at Unitel in May 1997 as a telephone-sales representative and within eight months was promoted to team leader.

A wider talent pool. Jane Callanan, vice-president of human resources at i-Cube, a Cambridge, Mass., information-technology consulting-services company, credits her company's internal university with easing the heavy burden of recruiting 155 people in the past two years. "The hiring landscape was pitiful," she recalls. "We wanted to tap into college recruiting, to hire people who were very bright but didn't have several years of work experience." A five-week, 9-to-5 program, called i-Altitude, staffed primarily by senior managers, allowed the company to hire workers with little experience and then give them the technical training they needed to serve clients. "It really opened the labor market for us," says Callanan. "We can hire a physics major with a 3.8 but with no computer-science training. After five weeks, they're ready for a project. You can't do that without a good educational program."

When i-Cube employees complete i-Altitude, they can then choose from more than 80 additional courses to help them develop professional and managerial skills to move up the i-Cube ladder. The cost: more than $50,000 annually, which also includes courses at Outward Bound and the Browne Center, two outside experiential-learning programs. Callanan can't quantify the benefits of such generous spending but insists that "people are our product, and we'd be crazy not to continue to invest in them." ∎

Donna Fenn (incfenn@aol.com) is a contributing editor at Inc.

Student Technology Services

This list of competencies comprises the current curriculum for Student Technology Services (STS) employees. The curriculum consists of workshops and classes that will be made available at various times throughout the calendar year. This is an accelerated, self-paced, seamless curriculum that offers technology skills, as well as interpersonal skills, which will be beneficial to you as you begin to move through the STS job levels and as you begin preparing for employment upon graduation from UWM. Even though this curriculum is self-paced, it is a condition of employment that you complete a minimum of three training sessions a semester and that you attend your respective orientation class. Each level of training represents some required and some elective coursework. Additional, specific training may be needed to effectively meet the job requirements of whatever position within the STS organization to which you are assigned.

Orientation – One Day

New Employees:
Morning – taught by Level 2, 3, & 4 STS Employees
Understanding of STS handbook (15-20 question quiz given upon
   completion)
Overview of I&MT and STS organizations
Customer Service Training (Work Habits, Phone Skills, Emergency
   Procedures)
Internal Procedures (based on STS position you are assigned to)

Afternoon
CPR Skills (Red Cross)
Anger Management 1 (Norris Health Center)
Overview of Basic Software (I&MT personnel)

Returning Employees:
Morning
Conduct training for Level 1 Orientation

Afternoon
Listening Skills (Norris Health Center)
Working With Difficult People (Norris Health Center)
Anger Management 2 (Norris Health Center)
Diversity Training (Charmaine Clowney)

Level 1
(Plus specific technical skills for Level 1 student workers according to area)

Fall Semester
Email – Pine and other common mail programs*
Netscape and/or other browsers*
Microsoft Office97 – Basic Skills (Word, Access, PowerPoint, Excel)*
Basic Unix*
Basic Web Page Development*
Basic Portfolio Development

Spring Semester
Windows95 and/or Windows98, Windows 3.1 and Mac familiarity*
Microsoft Office97 – Basic Skills (Word, Access, PowerPoint, Excel)*
Virus Protection for Your Computer
Basic Resume Writing
Basic Technical Writing

Summer Semester
(Repeats of selected Fall and Spring workshops)

* *Can be quizzed out of via demonstrating proficiency*

Level 2
(Plus specific technical skills for Level 2 student workers according to area)

Fall Semester
Office97 – Intermediate Skills (Word, Access, PowerPoint, Excel) *
Troubleshooting your PC or Mac
Basic Networking
Web Page Development – Elective
Portfolio Development – Elective

Spring Semester
Office97 – Intermediate Skills (Word, Access, PowerPoint, Excel) *
Team Building
Project Management
Resume Writing – Elective
Technical Writing – Elective
Summer Semester
(Repeats of selected Fall and Spring workshops)

Level 3
(Plus specific technical skills for Level 3 student workers according to area)

Fall Semester
Supervisory Skills Training
Leadership Training
Performance Evaluation Training
Web Page Development – Elective
Portfolio Development – Elective

Spring Semester
Time Management 1
Presentation Skills
Legal Environment (Copyright, Privacy Rights, Liability)
Resume Writing – Elective
Technical Writing – Elective

Summer Semester
(Repeats of selected Fall and Spring workshops)

Level 4
(Plus specific technical skills for Level 4 student workers according to area)

Fall Semester
Matrix Management
Time Management 2
Stress Management
Web Page Development – Elective
Portfolio Development – Elective

Spring Semester
Professional Presentation (Attitude, Dress, Etiquette, Confidence-Building)
Professional Ethics
Interview Skills
Resume Writing – Elective
Technical Writing – Elective

Summer Semester
(Repeats of selected Fall and Spring workshops)

- *An evaluation of competencies (Skills Matrix) will be required before a student is moved up a level.*
- *Evaluation forms will reflect skill level and knowledge base for competencies.*
- *Each evaluation will be signed and dated by the student and supervisor/lead.*
- *The Peer Training area will keep a training file on each student.*

Specific Technical Skills by Area by Level

- **Training**
Level 1
Basic Teaching Techniques and Presentation Skills
Basic Classroom Management
Level 2 and 3
Course Development
Developing Effective Handouts

- **Help Desk**
Level 1
Help Desk Software
FTP Using Netscape, WSFTP, or other FTP Programs
Setting Up and Working With Alpha Accounts
Troubleshooting Your PC or Mac
Setting up Netscape Using Slirp
Level 2
Advanced Unix
Software packages other than Office97 (such as PageMaker, PhotoShop Illustrator, Corel Draw)
Mathematical Software Packages (such as MathType, Mathematica)
Installation of Software

- **Printing**
Level1
Database entry – Printing Management System
Hand Bindery

Level 2
Basic Programming Skills

- **Lab Consultants**
Level 1
Consultants Orientation (consultants programs, printer, Unix-Basic, authentication in labs)
FTP, Telnet, and the Ability to Set Up Accounts
Level 2
Advanced Unix
Software Packages other than Office97 (such as PageMaker, PhotoShop, Illustrator, Corel Draw)
Mathematical Software Packages (such as MathType, Mathematica)

- **Visual Design**
Level 1
Design and Layout
Typography
Macintosh Skills
Mechanical Assembly
HTML-Basic
Photoshop-Basic
PageMaker-Basic
Scanning
FreeHand
FTP
Using group accounts/files/directories
Level 2
(for Web maintenance)
HTML-Advanced
Programming-Java, Perl, Cgi
Photoshop-Intermediate
PageMaker-Intermediate

- **Publication**
Level 1
Word-Intermediate
Technical Writing
Level 2

- **Photo Services**
Level 1
Photographic Printing-Basic
Black and White Print Copying-Basic

Photographic Terminology
Level 2
Photographic Printing-Intermediate
Black and White Print Copying-Intermediate

- **Desktop Support**
Level 1
Basic Software Installation
Basic Hardware Installation
PC/Mac Problem Identification
Level 2
Printing Problems
Concepts of the Campus Internet

- **Technical Services**
Level 1
Advanced Unix
Level 2 and/or 3 (specific skills dependent on project)
Programming Skills (C, C++, SQL, Perl)
Setting Up and Configuring Hardware and Software

- **Applications Development**
Level 1
Production Development Techniques - Basic
Level 2

- **Learning Technology Center**
Level 1
Web Course in a Box Utility - Basic
Level 2
Web Course in a Box Utility – Intermediate

- **Networking / Telephone Services**
Level 1
Basic Cabling Techniques
Basic Telephone Installation Testing
Level 2
Advanced Cabling Techniques (Installation of fiber optic cable, cable testing,
Proper termination techniques)

- **Classroom Support / Equipment Distribution and Hotline**
Level 1
Classroom Hotline Overview
AV Equipment Delivery and Setup Procedures

Level 2
Video/Data Projector Setup and Operation
Multimedia Podium Operation

- **Classroom Support / Distance Education Operational Support**
Level 1
Distance Education Classroom Operation
ITFS Knowledge
Compressed Video Knowledge
Level 2
Videoconference System Operation
Audiographics System Operation

- **Video Production**
Level 1
TV Studio Safety
TV Studio Lighting
TV Studio Camera Operation
Level 2
Portable Video Camera Operation
Electronic Teleprompting Operation
Video Character Generator Operation

- **Television Engineering**
Level 1
Campus Cable TV Installation/Maintenance
Cable Head End Technologies
Basic RF Technology
Level 2
Satellite Teleconference Setup and Monitor
Video Tape Duplication/Standards Conversion

Data Administration
Level 1
Unix-Advanced
HTML-Intermediate
Java
Level 2
SQL
Oracle-Basic

- **Administrative Services**

Level 1
Interviewing Skills
Job Placement

Level 2
Business Letter Writing
HR Personnel Policies

3/24/99

Desktop Support Training
Week of June 7, 1999 (or June 14th)

Date	Class Name	Time
Monday 06/07/99	Basic Hardware Concepts	Morning
	Basic Hardware Installation	Afternoon
Tuesday 06/08/99	Understanding Operating Systems (DOS, Windows95, Windows98, Windows NT, Mac)	Morning
	Basic Software Installation	Afternoon
Wednesday 06/09/99	PC/Mac Problem Identification	Morning
	Hands-on PC/Mac Problem Identification	Afternoon
Thursday 06/10/99	Printer Problems	Morning
	Basic Networking Concepts	Afternoon
	Concepts of a Campus Internet	Afternoon
Friday 06/11/99	Hands-On Problem Solving for PC/Mac	All Day

Core Competency Training (Basic)
Week of July 12, 1999

Date	Class Name	Time
Monday 07/12/99	Word Basic	9:00-12:00pm
	Excel - Basic	1:00-4:00pm
Tuesday 07/13/99	Access - Basic	9:00-12:00pm
	PowerPoint - Basic	1:00-4:00pm
Wednesday 07/14/99	Unix - Basic	9:00-12:00pm
	Intro to the Web	1:00-4:00pm
	Web Page Development	5:00-8:00pm
Thursday 07/15/99	Networking - Basic	9:00-12:00pm
	Windows 95 - Basic	1:00-4:00pm
Friday 07/16/99	Mac - Basic	9:00-12:00pm
	Common Mail Programs	1:00-4:00pm

Core Competency Training (Intermediate)
Week of July 19, 1999

Date	Class Name	Time
Monday 07/19/99	Word - Intermediate	9:00-12:00pm
	Excel - Intermediate	1:00-4:00pm
Tuesday 07/20/99	Access - Intermediate	9:00-12:00pm
	PowerPoint - Intermediate	1:00-4:00pm
Wednesday 07/21/99	Unix - Advanced	9:00-12:00pm
	Intermediate Internet Skills	1:00-4:00pm
Thursday 07/22/99	Windows - Intermediate	9:00-12:00pm
	Virus Protection	1:00-4:00pm
Friday 07/23/99	Web Page Development	9:00-12:00pm

Life Skills / Soft Skills Training
Week of August 16, 1999

Date	Class Name	Time
Monday 08/16/99	Customer Service Skills	Morning
	Teambuilding	Afternoon
Tuesday 08/17/99	Anger Management	Morning
	Stress Management	Morning
	Listening Skills	Afternoon
Wednesday 08/18/99	Interviewing Skills	Morning
	Basic Resume Writing	Afternoon
Thursday 08/19/99	Diversity Training	Morning
	Breakout Sessions	Afternoon
Friday 08/20/99	CPR	Morning
	Safety and Non-Violent Intervention	Afternoon

BETH N. FEHLAUER

3018A North Oakland Avenue • Milwaukee, WI 53211
(414) 967-9463 • bethf@uwm.edu

OBJECTIVE   Full-time MIS internship utilizing technical, management, and leadership skills

EDUCATION   UNIVERSITY OF WISCONSIN-MILWAUKEE • September 1997 to present
Bachelors of Business Administration in MIS expected in December 1999
Cumulative GPA of 3.97/4.00

Related
coursework:
- C++ programming
- Client/server computing
- Database management
- Emerging information technology

UNIVERSITY OF WISCONSIN-EAU CLAIRE • August 1995 to May 1997
Cumulative GPA of 3.87/4.00

COMPUTER
SKILLS
Languages: C++, SQL, Oracle PL/SQL, HTML
Software: PowerBuilder 6.0, Oracle 7, Access 97, Borland C++, Microsoft Office 97,
Netscape Navigator, Microsoft Internet Explorer, McAfee, Norton Utilities
Operating Systems: Windows 95 and 3.1, Mac OS 8, Unix

WORK
EXPERIENCE
INFORMATION & MEDIA TECHNOLOGIES DEPT • UW-Milwaukee
Assistant Lab Supervisor • July 1998 to present
- Assist in supervision of a PC and Macintosh microcomputer lab, including scheduling, enforcing employee policies, training, and maintaining lab environment
- Contribute to supervisory team that makes critical decisions involving employee policies and budget

Special Projects:
- Project Lead for development of human resources database in Access 97
- Research and development of an online searchable database

Lab Consultant • March 1998 to present
- Solve computer-related problems for customers in PC and Macintosh computer lab
- Perform minor troubleshooting on computers and laser printers

BEST BUY • Brookfield, Wisconsin
Product Specialist • June 1997 to January 1998
- Assisted customers with purchases of computers, printers, and computer products
- Trained and supervised new sales personnel, especially regarding opening and closing

ACHIEVEMENTS
AND ACTIVITES
Dean's Honor List seven semesters
Beta Gamma Sigma Business Honors Society, fall 1998 inductee
Alpha Phi Omega National Service Fraternity
        - Spring 1997 Pledge Project Co-Chair and "Most Valuable Pledge"

References available

Brian J. Eggebrecht

441 West Bayfield Avenue
Glendale, Wisconsin, 53217
Phone: (414) 351-2744
E-mail: deerhunt@alphad.csd.uwm.edu

Objective: Electrical engineering related internship or part-time entry level position

Education: University of Wisconsin-Milwaukee

- Bachelor of Science
- Major: Electrical Engineering
- Sophomore Standing

Computer Skills: Experienced in the following:

- Unix
- Windows 95
- Microsoft Office 97
- Macintosh OS

Related Experience: Computer lab consultant: January 1999 – present
University of Wisconsin-Milwaukee

- Supervise use of computer lab by faculty and students
- Provide assistance to computer lab users

Other Experience: Sales/Cashier: March 1997 - present
Sentry Foods Glendale, Wisconsin

- Work equivalent to that of management
- Provide excellent customer service
- Answered customer questions and addressed customer concerns
- Balanced cash drawer accurately
- Stocked shelves and preformed general maintenance

References: Available upon request

Saif Sallam ALHAKIMI

1580 N. Farwell Ave., Apt.# 110, Milwaukee, WI   53202
Phone(414)347-1267(H). E-mail: sallam@csd.uwm.edu

EDUCATION

Ph.D. in Economics.
University of Wisconsin-Milwaukee
Anticipated Graduation: may 2001
Master of Science in Human Resources (MSHR).
Marquette University, Milwaukee, WI,USA.
Graduation Date: Dec. 17, 1997
Master of Business Administration (M.B.A.).
Marquette University, Milwaukee, WI, USA. With concentration in
Total Quality Management
Graduation Date: Dec., 20/96
Certificate: The Economics Institute, Boulder, CO, USA.
Preparation courses for graduate studies.
Graduation Date: 12/16/94.
Bachelors of Science in Management (B.S.M.).
University of Baghdad, Iraq
Graduation Date 06/30/85

EXPERIENCE

Classroom Support:(Sept. 1998 - present) at the I&MT, UWM.
Facilitate and coordinate the flow of problems reported by
classroom's users and the designated departments.
Research Assistant: (September 1996 - December 1997) at the
Management department, Marquette University.
Assisted three professors in conducting their researches.
Shelver: (September 1995 - August 1996) Memorial Library-
Marquette University.
Shelving books and doing the related tasks.
Library Assistant:(06/95-08/95) Educational Clinic- Marquette
University.
Inventory control, Monitored books in & out of the library.
Instructor of Administrative Sciences:(09/85-09/93)
National Institute of Administrative Sciences, YEMEN.
Responsibilities included:-
1) Teaching Business Administration, Financial Management, Human
Resources Management, Management Education, Development
Management, Marketing, and Job Analysis.
2) Designing Managerial Training programs for the private and
public sectors.
Management Consultant: (09/86-09/93) National Institute Of
Administrative Sciences.
Provide Management consulting in Organizational Development,
Improving Job Performance, and Job Analysis.
Teaching Assistant:(09/85-09/86) National Institute Of
Administrative Sciences, Republic of YEMEN.
Assistant to an Expert of Management in teaching, training, and
researches.

COMPUTER SKILLS

Proficient in several software packages including: Windows 95,
WordPerfect, Storm, Eviews and Excel.
Short Courses: SAS, SPSS for windows, PC trouble shooting, Building home
page, Excel, and Powerpoint97.

Yevgeniy Fleysh
2121 E.Capitol Dr #604
Shorewood WI 53211
(414) 964-5456
yfleysh@csd.uwm.edu

Objective:	To obtain a full-time position in management information systems where my knowledge and experience can be utilized and expanded.
Education:	**University of Wisconsin-Milwaukee** BBA, expected graduation date: May 1999 Major: Management Information Systems **St. Petersburg Mechanical College,** St. Petersburg, Russia Associate Degree, dates attended: 1989-1993 Major: Manufacturing of optical and opto-electronic devices

Experience:

9/98-Present

A.B. Data, Ltd.
Data Services Division
Network Administrator Assistant
• Complete management of 8 Novell and 3 Windows NT servers • Research and switch the whole company to use an ISDN router • Develop company's FTP site • Complete troubleshooting of 250 workstations in 3 locations

5/98-Present

University of Wisconsin-Milwaukee
Information and Media Technologies Division
Help Desk Consultant
• Answer questions on a variety of computer related topics both at call-in and walk-in centers and by e-mail • Research problems and inform the client of the correct procedures • Log questions received using Support Magic and McAffee Help Desk 3.52 software.

6/98-9/98

A.B. Data, Ltd.
Data Services Division
Network Administrator Intern
• Help in upgrade of Novell 3.12 and 4.1 servers • Backup and restore for 8 Novell servers • Upgrade numerous types of computer hardware equipment

5/97-9/97

University of Wisconsin-Milwaukee
UW Milwaukee Institute for Survey Research, Bolton Hall
Computer Programmer / Specialist
• Troubleshoot computers running MS-DOS, Win3.1,Win95 • Fix hardware, upgrade driver software • Use the Internet to keep 100 computers up-to-date with new software • Consult and repair computers for neighboring departments • Gained experience in Novell Networking • Studied many computer applications and hardware • Set two computer labs up.

11/96-12/97

University of Wisconsin-Milwaukee
Media Equipment Distribution, Bolton Hall
Audio Visual Field Worker
• Set up audio and video equipment in classrooms all over the campus • Troubleshoot minor equipment failures • Assist staff with equipment usage.

Professional Skills: Computer Knowledge: Microsoft Windows 3.1, Windows 95, 98, NT, Novell NetWare, ADP PC Payroll, DOS, Microsoft Office. FrontPage, Borland C++, Integrated Accounting, Adobe PhotoShop, Oracle SQL, Powerbuilder, Cobol Costar, Symantec products, Noteworks, Key tools.
Computer Languages: C, C++, COBOL, SQL

Regan B Kwiatkowski
225 W Rainbow Ridge Dr Apt 706
Oak Creek, WI 53154
Phone: 414/764-1249
Email: cheshire@uwm.edu

Objective

A challenging position in a creative graphic design environment.

Work Experience

January 1998 - Present

Information & Media Technologies - University of Wisconsin-Milwaukee – Milwaukee, WI
Supervisor of Macintosh computer lab. Also work as a Help Desk Consultant,
providing computer support for the staff and students of University of Wisconsin-Milwaukee.

Freelance web site design and programming – Milwaukee, WI
Currently developing a web site for The Milwaukee County Zoo. Also designed and programmed a
web site for Great Lakes European Shipping AS, Consortium of Humanities Centers and Institutes,
and Information & Media Technologies' Help Desk.

January 1996 - January 1998

Taylor and Associates Development Corporation – Milwaukee, WI
Telefunding Representative–raised money for nonprofit organizations, contact with both the private
sector and all executive levels of the corporate sector.

Education

Fall 1996 - Present

University of Wisconsin-Milwaukee – Milwaukee, WI
Currently a Fine Arts senior. Graduating with a BFA in Graphic Design in May 1999. Maintaining a
3.5+ GPA.

Fall 1994 - Spring 1996

Marquette University – Milwaukee, WI
Enrolled in the college of Arts and Sciences. Attended with an academic scholarship. Sophomore year
majority of classes were taken at the Milwaukee Institute of Art and Design through Marquette
University. Maintained a 3.5+ GPA.

Computer Proficiency

Knowledgeable and experienced with Adobe Photoshop 5.0, Adobe Illustrator 8.0, QuarkXPress 4.0,
BBEdit 5.0, HTML, JAVA, PERL, UNIX, Mac OS, Windows 95/NT.

References

Nigel Rothfels
Editor
Twentieth Century Studies
Phone: 414/229-2229
Email: rothfels@uwm.edu

Mark Jacobson
Senior Designer
Starkmedia
Phone: 414/226-2710
Email: mark@starkmedia.com

Margaret Kennedy
Client Services
Information & Media
Technologies
Phone: 414/229-6635
Email: mnk@uwm.edu

Sandburg Halls Box #838   Phone: (414) 229-7762
3400 North Maryland Avenue Fax: (414) 229-4127
Milwaukee, WI 53211   E-mail: loberg@csd.uwm.edu

Sven Loberg

Objective:

A summer internship position using background and experience in computer technologies and ability to work effectively as part of a team as well as on an independent basis.

Education:

1997-present   University of Wisconsin—Milwaukee
Bachelor of Business Administration
- Major: **Management Information Systems**
- Cumulative G.P.A.: 3.981
- Member of the Honors Program

1993-1997   Sevastopol High School   Sturgeon Bay, WI
High School Graduate, with Honors
- Cumulative G.P.A.: 3.96

Computer Skills:

Languages: C++, Visual Basic, Java, HTML, HyperScript
Applications: Microsoft Visual C++, Visual Basic 5.0, Word, Excel, Access, Microsoft Works, Claris Works, PowerPoint, Adobe Premiere, Director, HyperCard, BETA and FundServ systems
Operating Systems: Windows 97, Windows 95, Windows 3.1, Mac-OS, Unix

Computer/Database Experience:

Student Technology Services (STS)   Milwaukee, WI   January 1999-present
Computer Lab Consultant: Provide software support to clients who use the Information and Media Technology's (I&MT) campus computer labs at the University of Wisconsin, Milwaukee.

Everen Clearing, Corp.   Milwaukee, WI   May 1998-August 1998
Networking Specialist: Networked and performed maintenance on clients' mutual fund accounts. Assisted in level conversion process of 250,000 firm accounts. Interacted on a day-to-day basis with broker dealer representatives from mutual fund companies and various brokers affiliated with Everen Securities. Used BETA and FundServ systems.

Be On the Safe Side (B.O.S.S.)   Milwaukee, WI   Sept. 1997-Dec. 1997
Scheduling Manager: Designed and operated a program that managed the organization's database of volunteers and automated the process of creating weekly work schedules for every volunteer. Used Visual Basic 5.0 and databases compiled with Access 97.

Other Experience:

Held various landscaping and construction positions from 1994-1997. Worked extensively with a variety of teams, large-scale projects, and strict deadlines. Positions required constant communication and interaction with a diverse number of subcontractors and clients.

Honors:

Eagle Scout, Dean's List member, Phi Eta Sigma, Honors Program Mentor, National Honors Society, 1996 Badger Boys State, 1996 National High School Heisman Trophy State Finalist, 1997 WIAA Scholar Athlete Award State Finalist

Extracurricular Activities:

Association of Information Technology Professionals, Alpha Kappa Psi, Soccer (4 varsity letters, 2x co-captain), Wrestling (4 varsity letters, 2x co-captain), Track (4 varsity letters, 1x co-captain)

Community Activities:

Boy Scouts of America, Order of the Arrow, National Eagle Scout Association, Soccer Association for Youth (coach and referee)

Frances Louise

3575 N Oakland Ave Apt. 302
Milwaukee, WI 53211
(414) 332-8265
flouise@uwm.edu

OBJECTIVE

Working as a coop or intern in software development area to improve my programming skills and knowledge.

EXPERIENCE

1997 – present Information & Media Technologies   Milwaukee, WI
University of Wisconsin-Milwaukee

Campus Computer Lab Consultant

- Facilitate students on using both IBM/PC and Macintosh machine that are provided in all I&MT computer labs.

- Assist clients in variety of Windows 3.1, Windows 95 and Macintosh applications, such as Microsoft Office, Corel WordPerfect, Adobe Acrobat, Adobe PhotoShop and some additional Graphics Design applications.

- Supports on UNIX, C/C++ compiler and some Networking applications – Netscape, Terminal emulation/Telnet and FTP -- are often needed.

EDUCATION

1996 – present   University of Wisconsin-Milwaukee   Milwaukee, WI

- Bachelor of Science   Cumulative GPA : 2.943 / 4.000
  Major in Computer Science   Expected graduation : May 2000
- Minor in Mathematical Science.

TECHNICAL SKILLS

- Capable on developing applications on the following programming languages: MIPS Assembly, Basic, Pascal, C/C++, Java and OpenGL 3D programming.

- Experienced in creating web pages using HTML 4 with frames and JavaScript.

- Proficient in the following IBM software applications: Microsoft Office, Corel WordPerfect Suite, Adobe PhotoShop and a collection of other Networking software.

- Work and play extensively with Windows 95/98 and many Unix flavors – FreeBSD, Linux, Ultrix and Digital Unix (OSF2) – Operating Systems

REFERENCE

Available upon request.

Vishal Patel

5050 S. 20th St.   Milwaukee, WI   414.325.2997   isli@uwm.edu

Objective

To obtain an MIS internship where I can implement my technical and communication skills in a corporate environment.

Education

University of Wisconsin – Milwaukee   09/94 - Present
Milwaukee, WI
Bachelor of Business Administration in MIS
Degree Expected: May 1999

Experience

University of Wisconsin – Milwaukee   01/99 – Present
Milwaukee, WI
Help Desk Assistant Supervisor
- Maintain all Help Desk computers and peripherals.
- Install, test, and configure all software for Help Desk computers.
- Maintain an organized environment at both walk-in and call-in stations.
- Coordinate all Help Desk meetings, including supervisor meetings.
- Assist the Lead Supervisor in scheduling and staffing.
- Enforce policies agreed upon with the Lead and Staff Supervisors.

University of Wisconsin – Milwaukee   04/98 – 01/99
Milwaukee, WI
Help Desk Consultant
- Assist users on Unix, Windows, and Macintosh platforms.
- Provide technical support for users that have UWM as their ISP.
- Coordinate efforts on creating a database of clients' questions.
- Attended various Technology / Business related seminars and Short Courses. These include Web Designing, Networking, and Customer Service.

University of Wisconsin – Milwaukee   01/98 – 04/98
Milwaukee, WI
Campus Computer Lab Consultant
- Maintain lab hardware, including CPU's, Scanners, and Printers. Ensured that all hardware was ready for use by clients.
- Help approximately twenty clients on a daily basis to use hardware and software available on campus.

Computer Skills

Languages: C, C++, HTML
Operating Systems: Windows 95/98, Unix
Software: MS Office 97, Lotus Smart Suite 97, WordPerfect 8, Adobe Photoshop 5, PaintShop Pro 5, OCR/Graphical Scanning, COOL Stuff (case tool), Internet Browsers, FTP/Telnet clients

Languages

English, Gujarati (India), Hindi (India)

Awards/ Achievements

- Created massive stage sets for Students of India Association (SIA)
- Elected to attend High School courses at Von Steuben H.S. in 7th grade
- Tutoring peers in various subjects

References

Available upon request

3415 N. Oakland Ave.
Apt 4
Milwaukee, WI 53211

(414) 962-2801
bpoulsen@uwm.edu

Daniel Poulsen

Objective

To obtain experience working with network hardware and infrastructure. Contribute Novell NetWare skills, Unix/Linux Administration skills, and strong communication and interpersonal skills.

Education

1994–1999   UW-Milwaukee   Milwaukee, WI

- BA, Management Information Systems, Minor Computer Science
- Expected graduation date, December 1999

Experience

1997-present   UW-Milwaukee   Milwaukee, WI

STS Network Administrator/Desktop Support Lead

Maintained enterprise level Novell Netware 4.11 network, responsible for development and maintenance of campus lab software presentations, supervised student staff, performed day to day hardware, software, and network troubleshooting.

1996–1997   UW-Milwaukee   Milwaukee, WI

Computer Consultant/Client Services

Assisted students and staff with computer questions, performed user maintenance functions on a DEC Alpha UNIX system, responsible for knowing and answering questions about major software packages such as Microsoft Office and Adobe products.

1991–1996   The Summit Restaurant   Racine, WI

Maintenance Person/Bookkeeper/Prep Cook/Bus Person

Responsible for supervision of weekend maintenance staff, performed weekly accounting duties, balanced books, controlled inventories, ensured customer satisfaction, handled customer complaints.

Professional Training

- Microsoft Windows NT Server 4.0 – Alexander Hamilton (2 day)
- UW-System Network Training Program (5 day)
- Novell NetWare 5 Kickoff Seminar
- MIS Consortium Java Seminar – Ken Arnold, guest speaker

Achievements

Eagle Scout Award – Boy Scouts of America, May 1994

References

Available upon request.

Patricia Singer

3559 North Cramer Avenue
Milwaukee, WI 53211
(414) 962-9079
patricia@uwm.edu

EDUCATION

University of Wisconsin-Milwaukee, B.B.A. degree expected 5/99
Major: Management Information Systems
Major GPA: 3.67/4.0, Overall GPA: 3.079/4.0

COMPUTER SKILLS

Programming Languages & Databases

- Wrote programs in C++ both in the UNIX environment and in Borland C++ for Windows for an introductory Computer Science course and an Object-Oriented Systems Development course.
- Developed Client/Server applications using Powerbuilder 6.0 and Oracle 7.3 for a Client/Server Computing course.
- Learned SQL and PL/SQL using SQL Plus (Windows) and an Oracle 7.3 database in a Database Management Systems course.
- Currently designing and developing an Electronic Commerce web site using FrontPage, HTML, VBscript, Javascript, and Oracle.
- Currently working on a case using strategies and procedures of Systems Analysis and Design.

End-user software applications and Operating Systems

MS Project 98, MS Office 97, Windows 95, UNIX, Mac OS, Corel Office Suite, Adobe Photoshop, Adobe Illustrator, Adobe PageMaker, Corel Draw 6.0, various Internet software.

RELEVANT EXPERIENCE

Information and Media Technologies, Student Technology Services (STS), University of Wisconsin-Milwaukee, Milwaukee, WI September 1996-present
Student Manager   (September 1998-present)
- Manage approximately 140 student workers and a 1.3 million-dollar budget.
- Make critical decisions involving employee policies, the budget, and project implementation.
- Work closely with the Director and CIO of the IT department to continuously improve STS, expand revenue sources, and promote STS to our community.

Training Coordinator   (September 1997-August 1998)
- Supervised and scheduled eight student employees and scheduled training classes.
- Developed an intense 2-month training program during the summer of 1998 to better train STS employees in soft skills and technical skills.
- Worked with supervisors to convince senior employees to teach classes and promote the changing roles of the student employees.

Peer trainer   (June 1997-September 1997)
- Developed classes including UNIX-basic, E-mail software, Web Navigation, MS Office 97, Corel WordPerfect, Customer Service, and Teambuilding.
- Taught and assisted various classes to coworkers, students, faculty, and staff of the University.

Computer Lab Consultant   (September 1996-December 1997)
- Solved any computer-related problems for customers in the lab or on the telephone.
- Maintained the environment of the lab and fixed any problems with the software or hardware in the lab.

Conversational Spanish and French • Willing to Travel/Relocate • References Available

Rebecca M. Kuhn
538 W. Apple Tree Rd.
Glendale, WI 53217
414) 351-6896
rm@csd.uwm.edu

Education

- B.A.in Psychology from the University of Wisconsin - Milwaukee.
- Studies included Computers (Unix, SAS, Spreadsheet/ Word Applications) and Psychology (Child, Social, Physiological, Elderly). 1994-98.
- University of Wisconsin - Madison. College of Letters and Sciences. 1993-94. Studies included Computers, Psychology, and Spanish .
- Nicolet High School. Glendale, WI.Mostly accelerated placement courses. Courses included Calculus, 4 yrs Spanish, Psychology, Computer courses (including graphics), and Art Satellite Course at Milwaukee Art Museum. 1989-93.
- Cardinal Stritch College. Art Courses.

Employment

- University of Wisconsin Conference Center. Audio-visual Technition/ Administrative Assistant (Equipment setup, trouble shooting, office work).
- Todays Temp. Administrative Assistant (Computers, Office, Billing). June 97- Present.
- Moose Lodge LTD. Administrative Assistant. October, 1996 - December, 1996.
- University of Wisconsin, Milwaukee - Food Service., Food Service Assistant. September,1995-May,1996.
- UW-Milwaukee African Immersion Program. Clerical Assistant. January- May 1995
- JCC Summer Camp. Counselor. Staten Island, N.Y. June - August, 1994.
- University of Wisconsin Preschool Laboratory Child Care. Child Care Assistant, Madison, WI., January - May, 1994.
- Bayside Child Care Center. Bayside, Milwaukee, WI. Child Care Assistant. June-August 1992.
- Great Lakes Communications. Milwaukee, WI. Telemarketer. Summer 1992-Fall 1992.

Certifications

- Lifeguard Training. 1993. Community CPR. 1993. Standard First Aid. 1993.

Other Activities

- Active Member of Hillel Foundation. Help in organizing programs. University of Wisconsin, Milwaukee, 1995-present.
- Intramural Soccer, Flag Football,Cycling and Volleyball. University of Wisconsin.1993-98.
- Nicolet High School - Tennis Team , Soccer Team, Swim Team, Eco (Environmental Conservation Organization), and Students Concerned For the Future. Nicolet High School.
- Parsha Puppeteers(puppet shows for children) and Link Committee (tutoring and social events for new Russian immigrant teens). B'nai B'rith Youth Organization.

Other Experience

- Volunteer, YMCA. Organized activities for children of homeless families. Madison, WI, Jan-May 1994.
- Volunteers for Peace. Summer 1993. Working with mentally retarded adults. Quaker International Social Projects. Newcastle, England (2 weeks); Ecology and environmental work, Pais Vasco Region, Spain weeks); Study Tour, Berlin, Germany (2 weeks), Museum restoration in former concentration camp, Wobbelin, Germany (3 weeks).
- Volunteer at Green Tree Health Care Center. - Helped with many social events and outings for residents. 1991-92.
- Habitat for Humanity. Helping to renovate houses. Milwaukee, WI. 1992.

Honors

- On Nicolet Dean's List, Nicolet High School, 2 years.
- Recipient of Nicolet's Merit Award, 3 years.
- Chosen to help plan activities and projects for student body as part of the Human Relations Committee.
- Received Award of Excellence from Nicolet Art Department.
- Award of Honor from Green Tree Health Care Center for volunteer services.

References Upon request

**Interests And
Activities**

References:

Languages: fluent in English and Russian.

New technologies in management information science field, help people with their hardware and software related problems, building computers and networks. Also enjoy biking, swimming, and reading science-fiction books.

Available upon request.

2572 North Farwell Avenue
Milwaukee, WI 53211

414-332-5629
lbohn@csd.uwm.edu

Lou Ann Bohn

Objective

To obtain a research and analysis position with a nongovernmental organization in the field of international affairs.

Education

September, 1997-Present   University of Wisconsin-Milwaukee
- **International Studies Major**
- First Place scholarship winner in Wisconsin Institute for Peace and Conflict Studies' 1998 essay contest
- 4.0/4.0 Grade Point Average

December, 1983   American Graduate School of International Management
Glendale, Arizona

- **Master of International Management**
- Worldwide Assistant Scholarship
- 3.6/4.0 Grade Point Average

May, 1982   University of Wisconsin-Milwaukee
- **Bachelor of Arts in History and German**
- Graduated With Distinction
- Junior Year Abroad at Albert-Ludwigs Universität in Freiburg, Germany
- Phi Beta Kappa, Eta Chapter
- 3.9/4.0 Grade Point Average

Experience

September, 1997-Present   Information & Media Technologies Division
University of Wisconsin-Milwaukee

Software Trainer
- Instruct new students and staff in software application programs available on the campus computer network.
- Develop lesson plans for the training sessions.

January, 1994-September, 1997   Social Issues Resources Series, Inc.
Boca Raton, Florida

Regional Representative, Wisconsin
- Presented electronic databases and library automation software to all 427 public school districts, 17 regional public library systems and 51 technical colleges in Wisconsin.
- Increased sales by 62% in 3 ½ years.
- Trained library staff on effective use of software and hardware.

August, 1988-January, 1994   Clark Foodservice, Inc.
New Berlin, Wisconsin

Sales Representative

- Built and maintained customer base in the hospitality, educational and foodservice markets in excess of 130 accounts.
- Attained over $750,000 in annual sales.
- Exceeded projected sales and gross profit by 10% in each fiscal year.

November, 1987-July, 1988   Croissant Etc., Inc.   Milwaukee, Wisconsin

Marketing Representative

- Promoted bakery product to 75 Godfrey Company grocery stores.
- Increased sales by 34% in six months.

August, 1986-November, 1987   ARA/Cory Refreshment Services, Inc.
Milwaukee, Wisconsin

Sales Representative

- Secured 127 new accounts in the office coffee service market in one year via telemarketing and cold calls.
- Achieved top branch sales producer for four consecutive months.

February, 1984-August, 1986   Creative Chocolates, Inc.
Pittsburgh, Pennsylvania

Sales Representative

- Initiated and implemented project to acquire wholesale and corporate business, resulting in 43 new accounts.
- Solely managed new business, increasing average annual volume in excess of 200%.

Summers, 1978-1981; 1982-1983   West Bend Mutual Insurance Company
West Bend, Wisconsin

Accounting Clerk

- Streamlined policy renewal and billing processing to reduce overtime.

Interests

- East Town Condominium Association, President
- Milwaukee Inner City Congregations Allied for Hope, Secretary
- UW-Milwaukee Educational Technology Committee, Student Representative
- Volunteer and member of the Institute of World Affairs, Milwaukee
- Member of the United Nations Association-USA
- Member of Milwaukee's CEDAW Working Group
- Member of 9 to 5 National Association of Working Women
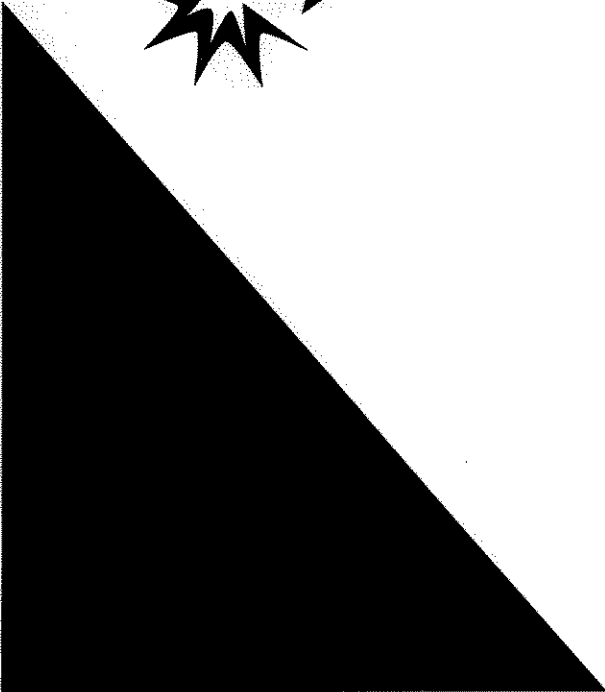- Member of the Phi Beta Kappa Society
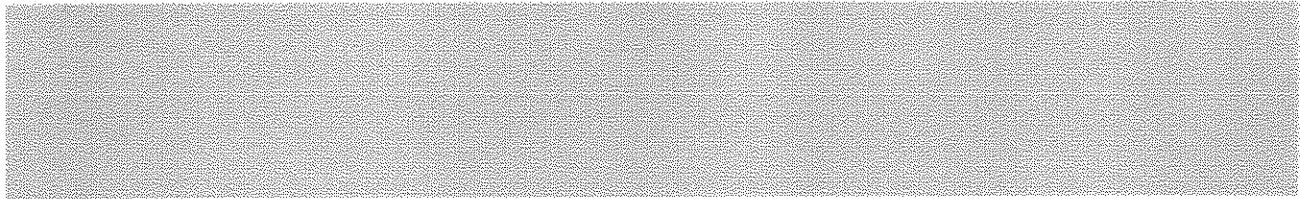
UNIVERSITY OF WISCONSIN MILWAUKEE

Information & Media Technologies

April 8, 1999

UWM
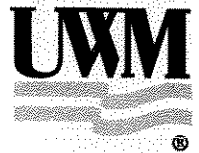
Members of the Joint Finance Committee
State of Wisconsin

Re: UW System 1999-2001 Biennial Budget (Instructional Technology/Distance Education)
       Governor's recommendation on IT Support Staff

"There exists an acute shortage of qualified individuals to maintain the computer and instructional technology (IT) infrastructure throughout the UW System. Currently, UW institutions reallocate $6 million annually to meet growing IT needs. However, additional resources are necessary to address support staff shortages." *UW System Budget Request, 1999-2001, Instructional Technology*

This is certainly a true statement, but represents only a portion of the problem facing the information technology industry nationwide and globally. Conservative projections indicate the number of technology related jobs available will double in the next 5-6 years. In addition, current projections indicate the conventional education systems relying upon computer science, information science, information resources, and similar academic programs will be able to graduate only about 35% of the people needed to fill these jobs. It is clear we need to do something new.

It is our opinion that the vast majority of the total number of jobs available in 5-6 years will be jobs requiring excellent interpersonal skills combined with a knowledge of technology sufficient to assure the highest levels of customer service. In other words, 35% may be enough to satisfy the demand for very high competency and so called "hard skills" positions available. The remaining 65% of the positions of the future will fall into the "soft skills" dominant, or customer services area. At UW-Milwaukee (UWM), our student employee program is directed toward both types of future employment opportunities and has been quite successful in engaging students from all campus disciplines in technology based support roles.

At UWM we have implemented a student empowerment initiative within our Information & Media Technologies (I&MT) division specifically designed to address the expanding support staff needs of the campus. Student Technology Services (STS) is a functional unit within the division dedicated to the professional development of our student work force. The I&MT division employs about 140 students in a variety of technology related support positions. About one third (33%) of our STS student staff members are pursuing technology related academic degrees such as computer science, management information systems and information resources. About two thirds (67%) of our STS student staff members are pursuing academic degrees in literally every other discipline on campus, art, business, architecture, music, philosophy, education, health, sciences, social welfare, engineering and languages to name a few.

We provide a great deal of training in both the hard skills and soft skills needed to be successful student employees at UWM supporting campus technology users. We also provide real world experience by delegating responsibility and authority to our student staff appropriate to the role each student plays in delivery of our services. The STS organization is managed and staffed solely by student employees.
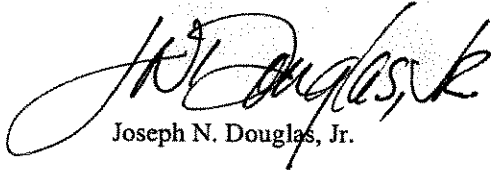
Students at UWM receive an excellent education in their respective academic programs. Students working in the STS program receive professional and personal development opportunities in addition to on-the-job training. This training is non academic (i.e. no college credit) and is intended to produce capable workers with real added value for positions in both the public and private sectors upon completion of their academic degree programs. Our experience indicates STS workers fare extremely well when searching for that first full time job after graduation.

The funding requested will permit UWM to substantially increase the number of students engaged in the STS program and improve the level of services to the campus. The number one issue facing our campus is the lack of qualified support staff deployed sufficiently to respond to and resolve quickly technology problems encountered by faculty, staff and students at UWM. Historically, we have been unable to acquire sufficient numbers of permanent staff to satisfy the need. However, proper training and deployment of student workers will make a major step toward satisfying the need while simultaneously providing the students involved with real value added experience and professional development.

Many of our current full time staff members are former student employees. Many of the STS student employees will become permanent employees of UWM, other UW campuses or state agencies. We believe this program maximizes the use of the funds provided to the benefit of UWM faculty, staff and student users; the students involved in the STS program; and, the taxpayers of the State of Wisconsin. We get more work done, more efficiently, at lower cost and with greater benefit to the future work force…our students.

We at UWM appreciate your continued support of the Governor's recommendation to allocate funding for IT Support Staff as described in the UW System budget request. Thank you for your consideration.

Sincerely,

Joseph N. Douglas, Jr.

University of Wisconsin – Milwaukee
Chief Information Officer and Director,
Information and Media Technologies

What It Is...

- Safe & Sound is an anti-crime initiative that attacks the problem of youth crime and violence on three fronts:

  *Tough Law Enforcement: Federal, state and local authorities cooperate and communicate to target gangs, drug pushers and gun traffickers in the highest crime neighborhoods.

  *Positive Alternatives for Youth: Safe & Sound Safe Places give children and teenagers safe places to go that offer positive, constructive activities during the critical after-school, evening, weekend and summer hours.

  *Neighborhood Organizing: Safe & Sound Community Partners go door to door in specific neighborhoods to share information and help residents support law enforcement and neighborhood revitalization.

- Safe & Sound is a new initiative that will raise funds through public and private efforts, coordinate and financially support programming of community organizations, establish Community Partners to work in target areas, and evaluate the efforts' successes. Overall, Safe & Sound will affect approximately 290,000 Milwaukee residents.

- Safe & Sound is supported through a combination of federal and state public funds and private contributions. The goal of the program is to raise and disseminate approximately $7 million per year, or $21 million over three years. To date, more than $15 million for the three-year period has been secured. Those funds include more than $675,000 through the federal Weed & Seed program and $9 million over three years through the federal High Intensity Drug Trafficking Area (HIDTA) program. Safe & Sound will solicit private donations to further fund the comprehensive effort.

- Immediate goals of Safe & Sound are to establish approximately 50 Safe Places, hire 24 Community Partners within the target areas and support joint federal-state-local task forces to target gangs and drug traffickers in the target areas.

- The three-year goal of Safe & Sound is to reduce violent crime in Milwaukee by 20 percent in the targeted areas.

How It Works...

- A pilot program like Safe & Sound was conducted in Milwaukee with amazing results. Through this successful pilot, three targeted Milwaukee neighborhoods -- Avenues West, Midtown and Metcalfe Park -- underwent dramatic transformations. According to a Marquette University evaluation of the program, the pilot resulted in a 47-percent reduction in violent felonies and 21-percent reduction in overall crime in the targeted neighborhoods. The new Safe & Sound initiative will be approximately eight times the size and reach of the pilot program.

- A similar effort in Pittsburgh, the Allegheny County Youth Crime Prevention Strategy, accomplished a 13-percent overall drop in juvenile crime in one year.

- A similar effort in Boston achieved a remarkable reduction in gang-related violence -- homicides dropped from about 150 per year to 70 per year, and in the last three years only one juvenile murder by gunshot.

Safe & Sound Target Areas

Safe & Sound efforts will be focused in areas most victimized by crime, and particularly violent crime. While these target areas cover approximately 27 percent of the City and represent about 46 percent of the City's population, more than 80 percent of Milwaukee's homicides and a disproportionate percentage of robberies, gang disputes, drug trafficking and other violent felonies occur there.
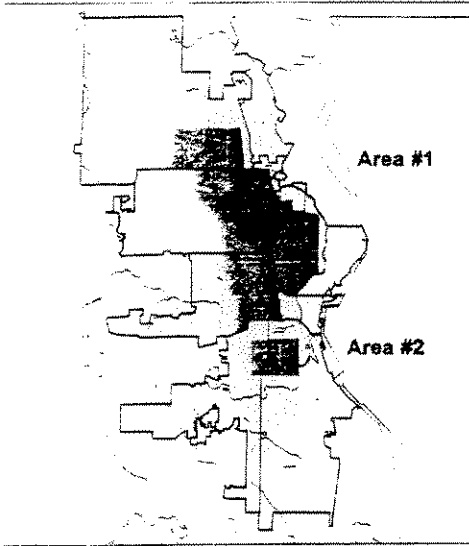
Area 1 reaches roughly from
the Menomonee River north to Mill Road,
and from N. Humboldt Blvd. on the east
to N. Sherman Blvd., W. Fond du Lac Ave.,
and N. 76th on the west.

Area 2 is between S. 1st St., W. Lincoln Ave.,
S. 31st St. and W. National Ave.

Positive Results

Reduction in Violent Crimes During Pilot Program

	1996	1995
Avenues West	81	203
Mid-Town	146	238
Metcalfe Park	49	79
Target Areas Combined	276	520
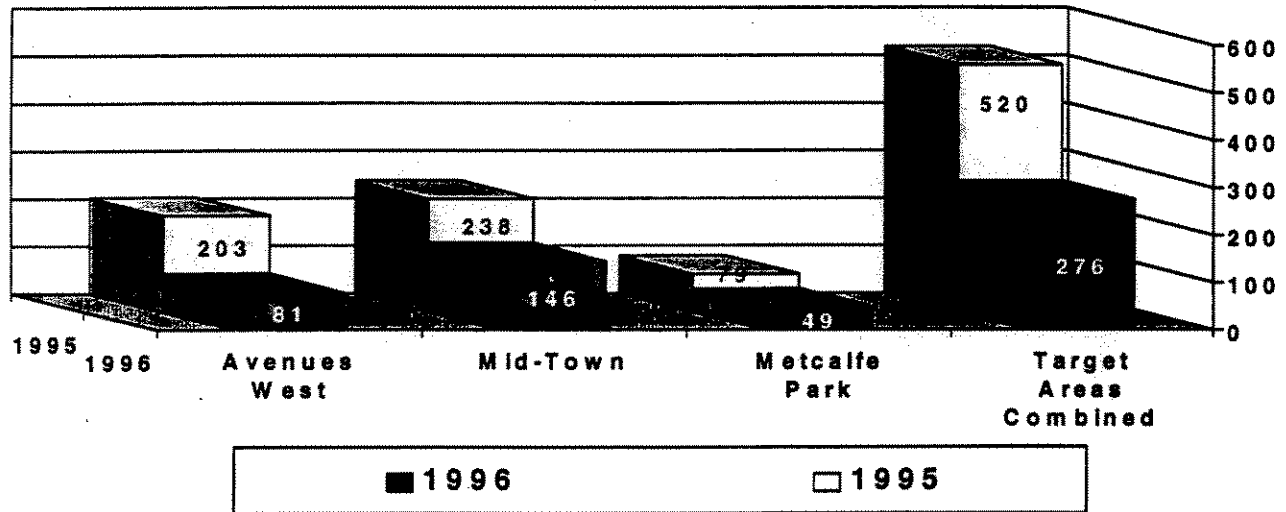
$1.1 million pledged for Safe Places for children

Donations will help build network of after-school sanctuaries for youths

By Jessica McBride
of the Journal Sentinel staff

Five of the city's major charitable foundations and a prominent business leader together have pledged more than $1.1 million toward funding a network of after-school Safe Places for children.

The donations were announced Monday by Safe & Sound board co-chairs Steven Smith, chairman and CEO of Journal Communications Inc., and Patti McKeithan, vice president for corporate affairs at Miller Brewing Co.

The Jane B. Pettit Foundation contributed the largest amount, with a $450,000 grant, and Michael J. Cudahy contributed $250,000. The Elizabeth A. Brinn Foundation gave $150,000, and the Firstar Milwaukee Foundation, the Johnson Controls Foundation and the Faye McBeath Foundation donated $100,000 a piece.

The Safe & Sound campaign aims to raise $4.5 million in private money to establish at least 47 Safe Places to serve about 7,500 children a day. Safe & Sound is a three-year, $21 million program designed to reduce crime by at least 20% in focus areas.

Nicolette Bautista, director of Safe & Sound, said 37 Safe Place locations are operating and all 47 should be open by the end of the month.

"We are about half-way there," she said of the fund-raising campaign. "We deeply appreciate the support we have received so far. We think in the long term this will buy unlimited returns. Six-hundred dollars buys a Safe Place for a child for three years."

The city has already received

Eugene Kane's
column will return April 15

Safe/Donors pledge funds for sanctuaries

a $2.5 million grant from the federal High Intensity Drug Trafficking Area effort for the crime-fighting elements. The program is based on models in Boston and Pittsburgh and on three Weed and Seed neighborhoods in Milwaukee, where criminal elements were "weeded out" and replaced with positive endeavors.

"I think the model that it is based on has proven very successful in other communities, as well as Weed and Seed," Sarah Dean, executive director of the Faye McBeath Foundation, said Monday. "We want to help reduce crime and improve the quality of life for children in central city neighborhoods."

Safe Places will offer structured activities during afterschool, evening and weekend hours and during school vacation periods. Many of the Safe Places, which also offer academic help for youths, will be open this week during spring break.

An example is the Silver Spring Neighborhood Center, 5460 N. 64th St., which Mayor John O. Norquist visited Monday during its spring break mini-camp. The center will be open for youths from 8 a.m. to 5:30 p.m. this week.

"These Safe Places are so important to our youths," Norquist says in a statement. "Children will gather at schools and organizations during Easter break and play volleyball, soccer and kickball instead of getting involved in less positive activities."

Although the Safe & Sound program is supported by a variety of public and private funds, private donations will be the primary funding source for the Safe Places.

The Safe & Sound board is a non-profit organization set up to implement the recommendations of the Youth Crime and Violence Task Force established last year by Sen. Herb Kohl (D-Wis.), Norquist and U.S. Attorney Thomas Schneider.

Bautista said that people who want a list of Safe Places should call 276-6237.

THE BUSINESS JOURNAL

COMMENT

Businesses can help make Milwaukee safer and sounder

Milwaukee's business community has a unique opportunity to reap an unprecedented return on an investment in a new crime-reduction program called Safe & Sound. This return will come in the form of lower crime rates, higher property values, more stable neighborhoods and better student achievement — all things the business community wants.

These may sound like bold claims for a crime-reduction program, but we wouldn't make them without the evidence to back them up.

Safe & Sound, a new $21 million anti-crime initiative, gives us the opportunity to make all of those things happen, and we encourage Milwaukee's business leaders to join us in supporting this unparalleled effort.

Safe & Sound is different because it brings together tough law enforcement, positive alternatives for youth and stronger neighborhoods in a common-sense, comprehensive approach to preventing crime and redirecting our youth to more positive paths.

First, local, state and federal law enforcement agencies are working together to aggressively target gangs, drugs and guns in the city's highest-crime areas. That means we will see more efforts like the recent increases in gang- and drug-related arrests on the city's south side.

Second, Community Partners are helping make 20 focus neighborhoods stronger. The Community Partners go door-to-door, letting residents know about resources and positive activities such as job fairs and neighborhood clean-ups and helping identify drug houses. When the Community Partners are hired, they are told that crime reduction in their assigned neighborhood is their top priority. It's very clear — Safe & Sound is about

ON SAFE & SOUND

PATTI BRASH McKEITHAN AND ED ZORE

measurable results.

The third component that makes Safe & Sound different is Safe Places — neighborhood sites that offer youth an organized place to participate in positive activities rather than choose or be victims of crime and violence.

> **We will see lower crime, higher property values, better student achievement and an improved quality of life in our community.**

These Safe Places are open in the afternoons and evenings on school days and on weekends, holidays and vacation periods. Milwaukee's youth-serving agencies, such as the YMCA, Boys & Girls Clubs, Journey House, the Next Door Foundation and many others, will operate these Safe Places at their own sites and in dozens of schools, as Milwaukee Public Schools opens its school buildings as after-school sites in the focus neighborhoods.

While these components make Safe & Sound different, they have also been proven successful.

For three years, a pilot program using the Safe & Sound model, operated in three Mil-

waukee neighborhoods. Called Weed & Seed, the pilot used tough law enforcement, Safe Places and Community Partners and it made a significant difference.

The result was a 47 percent reduction in violent felonies and a 21 percent drop in crime overall.

Similar programs also have worked in Racine, Boston and Pittsburgh.

Those are astounding results, and that's why we're expanding this model almost seven-fold.

Significant public funds have already been secured to support the law enforcement initiatives, and now the business community and private donors need to come forward and commit their support to making Safe & Sound as successful as we know it can be.

We have a specific goal — to reduce violent crime by 20 percent in the focus areas — and a specific plan that's already worked in our community and others.

We intend to measure our results and demonstrate our success on a regular basis. We will see lower crime, higher property values, better student achievement and an improved quality of life in our community.

And, as crime drops, neighborhoods grow stronger and children choose the path of success over violence, we will see the return on investment we seek.

As your colleagues in the business community, we ask you to invest in Safe & Sound with your support and your commitment to help it succeed. The results will benefit all of us.

Patti Brash McKeithan, vice president-corporate affairs for Miller Brewing Co., is co-chair of the Safe & Sound board of directors, and Ed Zore, executive vice president of Northwestern Mutual Life Insurance Co., is the Safe & Sound fund development campaign chairman.

Director named for new anti-crime program

By Georgia Pabst
of the Journal Sentinel staff

A former Peace Corps volunteer and executive director of a south side agency will become the executive director of Safe & Sound Inc., Milwaukee's new communitywide anti-crime initiative.

Nicolette Bautista, who has been executive director of Journey House for the last seven years, will take over as the director of Safe & Sound on Nov. 23, according to Patricia Brash McKeithan, the co-chair of Safe & Sound and vice president of corporate affairs for Miller Brewing Co.

The Safe & Sound program, with a $21 million budget for its first three years, hopes to reduce youth crime and violence

Bautista

through the coordination of tough law enforcement, positive alternatives for youth such as after-school programs, and stronger neighborhoods through door-to-door organizing.

Safe & Sound is based on similar programs in Boston and Pittsburgh and on Milwaukee's Weed and Seed programs, which reduced criminal activity in three Milwaukee neighborhoods.

Steven J. Smith, co-chair of the Safe & Sound board and president and CEO of Journal

Communications Inc., said Bautista will help "keep us on the right track and help us achieve real, measurable results."

Born in Milwaukee, Bautista graduated from Hamilton High School and Marquette University. After college she served as a Peace Corps volunteer in west-central Africa.

Part of her job with Safe & Sound will be raising the $4.5 million in private contributions needed to finance the network of after-school programs, or safe havens that are part of the program.

MPS hopes to open 11 community learning centers by the end of the month, and an additional 16 Safe Havens next year.

W. Mill

13,980

W. Silver Spring

N. 76th

W. Villard

N. 27th

11,900
Charles Reese

W. Hampton

13,200

N. 60th

15,600
Darrell Smith

W. Capitol

Green Bay

17,900

Al Haywood

Teutonia

Soo Line R.R.

N. 43rd

12,400
Troy Davis

21,900

N. 20th

8200

N. 7th

Sheila Carter
15,600

N. Holton

11,800

N. Humboldt

W. Center

Greg Writer
8250

9500

W. North

43

9500

Julie Vogel
14,250

N. 27th

Midtown
17,400
Steve Jummer

Art Satterful

Milw. Rvr.

W. Highland

Ave. West
Lonnae Henderson
16,350

I-94

W. Pierce

14,500

E. Side
WAS
S. 16th
10,040

S. 9th

S. 1st

S. 31st

W. Mitchell

11,400
Leslie Burdikin

13,900
Lucy Roman

W. Lincoln

TBA:
Charles Herr
Talibah Mateen
Phil Bautista

N

Map of
MILWAUKEE COUNTY
by Census Tract
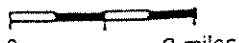
Thompson wants to use U.S. funds for welfare for at-risk kids

$20 million would be split among communities that develop best programs

By STEVEN WALTERS
of the Journal Sentinel staff

Madison — Gov. Tommy G. Thompson this week will ask legislators to use federal welfare-reform funds to create a $20 million "community youth" fund to be shared by communities who develop the best plans to help at-risk children.

In his State of the State mes-sage scheduled for Wednesday night, Thompson also will ask that part of the $20 million fund be reserved for grants for two Milwaukee non-profit pro-grams, Safe & Sound and the Wisconsin Good Samaritan Project Inc., an aide said.

In addition to making Wis-consin children a theme of his annual speech, the Republican governor also will propose a one-time $200,000 grant to help a private group develop a way for small, private businesses to go together to buy health insur-ance for employees.

Thompson aide Kevin Keane said the governor will weave the need to help children through many subjects in his speech, in-cluding health care, education, welfare reform, communities and the environment.

As an example of that em-phasis, Keane said, Thompson will ask the Legislature to create the new $20 million fund, with grants from the fund.

Only the best project applica-tions would be funded, except that "several million" would be set aside for the two Milwaukee projects, Keane said. He said ex-actly how much would be set aside would not be announced until the governor's Feb. 16 bud-get message.

In Wednesday's speech, Thompson is scheduled to say the $20 million grant fund would "forge a partnership be-tween state and neighborhood groups to help at-risk children get off to a strong and healthy start (and) build stronger fami-lies and communities."

"Today's children are the first generation of a new millennium, and we must make sure they area ready to tackle the chal-

Please see PROPOSAL page 6

Proposal/Governor seeks 'community youth' fund

lenges ahead," says the preliminary draft of the speech.

To pay for the $20 million in new grants, Keane said Thompson will ask the Legislature to use federal Temporary Assistance for Needy Families funds the state built up as a result of W-2, the work-based alternative to welfare.

Guaranteed part of the $20 million would be:

Safe & Sound: In its materials, Safe & Sound leaders say it fights youth crime and violence by organizing neighborhoods against drug sales and gangs and by giving youth safe, constructive activity centers after school, on evenings and on weekends and in the summer.

Officials of the group say they would like to first target an area of Milwaukee bounded by the Menomonee River north to Mill Road, from N. Humboldt Blvd. on the east to N. Sherman Blvd., W. Fond du Lac Ave. and N. 76th St. on the west.

It would cost $7 million a year to run Safe & Sound programs in about 20 Milwaukee neighborhoods, which would dramatically expand a pilot program, the group's leaders have estimated. In addition to the state, that money would come from other sources.

Safe & Sound now gets some tax funds, Keane said.

Good Samaritan: In materials given to state officials, leaders of the Wisconsin Good Samaritan project say it would work with individuals and families to fight drug and alcohol abuse, child abuse, homelessness and family violence.

Keane said the new fund would be administered by the state Department of Workforce Development and grants would be awarded based on which programs would best keep children in school and away from criminal activity.

"We want to encourage communities to find ways to help at-risk children," Keane said.

Thompson will also propose giving a private group or industry trade group, which will be picked by the state insurance commissioner, a one-time grant of $200,000 to develop a way that small employers can go together to buy health insurance.

The experiment would try to help "small employers who just don't have the purchasing power to afford health insurance," Keane added. "The state's role would be to just get it started."

State insurance officials estimate that, if the experiment works, it might help make health insurance available to 35,000 workers at small businesses, Keane added.

Youth fund gets warm response

Community leaders like plan but say poor families need even more programs

By MARGO HUSTON
of the Journal Sentinel staff

Community leaders Tuesday applauded Gov. Tommy G. Thompson's proposal to use welfare-reform funds to create a $20 million "community youth" fund, but they cautioned that additional programs are needed to help poor Milwaukee families become self-sufficient.

The state has a $200 million surplus in federal welfare dollars, unspent because thousands fewer families than expected are using child-care subsidies or participating in Wisconsin Works (W-2), the state's work-based welfare reform program.

Thompson is expected to unveil the youth initiative in his State of the State message tonight.

Bob Milbourne, executive director of the Greater Milwaukee Committee of business and civic leaders, praised Thompson's commitment to funding Safe & Sound — a neighborhood-based program to fight youth crime and violence — saying the group is a remarkable collaboration of community organiza-

tions.

Establishing a youth fund will spur creative approaches to helping youngsters, he said. Milwaukee also needs more resources to improve child care options and alcohol and drug programs, both essential if parents are to succeed in the work force.

"The whole community is better off if individuals get the [alcohol and drug abuse] treatment they need," Milbourne said.

Dave Rohlfing, executive director of the Milwaukee Council on Alcoholism and Drug Dependence, said "all of the services conceptualized for use of the $200 million should focus on prevention of substance abuse, because substance abuse contributes heavily to poverty and unemployment and other human needs."

He and other community leaders, particularly members of the Milwaukee Innercity Churches Allied for Hope, are calling for state and federal dollars to restore funding of treatment programs in Milwaukee County to $15 million, the level it had in 1993, before cuts began.

County officials spent $3.4 million over budget in 1998 and recently announced cuts in services to poor and uninsured addicts to avoid overspending this

year.

The county has budgeted $7.5 million for treatment programs for the past two years.

State Rep. John Gard (R-Peshtigo), one of the architects of W-2, said that before the state allocates additional dollars to Milwaukee County for drug and alcohol treatment the current system must be scrutinized, especially the services provided under Medicaid.

Child care also must improve. "I am open to spending some additional money there, but I want to make sure we're using the existing dollars as effectively as possible."

Gard said that with the huge drop in welfare caseloads — 87% since 1993 — state taxpayers should reap the benefits.

Anne Arnesen, executive director of the Wisconsin Council on Children and Families, a statewide advocacy group, praised Thompson's "community youth" fund, saying, "There's a crying need for help for children 10 to 16, latchkey children, who are too old for day care and too young to be unsupervised after school."

But she urged Thompson to consider initiatives to help younger children, for whom the quality of care can help determine a person's success in life.

SAFE AND SOUND CELEBRATES 'SAFE PLACES' GRAND OPENING

MILWAUKEE-- Safe & Sound Inc. officially marked the grand opening of 25 Safe Places after school Safe Places in Milwaukee. Safe Places offer positive, constructive activities during the critical after school, weekend and summer hours. Safe & Sound officials along with community leaders marked the grand opening with fireworks and festivities at Douglas Community Academy, an MPS middle school with a "community learning center" after school program in place.

"Through these Safe Places, we hope to reach on a daily basis, as many as 5,000 youth who would not otherwise be served," Said Nicolette Bautista, executive director of Safe & Sound Inc. "We plan to have more than 40 Safe Places open by January with at least two Safe Places in twenty focus neighborhoods."

The Safe Places are one part of a three-pronged approach to preventing and reducing crime in

Milwaukee. Along with offering Safe Places to keep children away from gangs, drugs and guns, Safe & Sound attacks the problem of youth crime and violence through the coordination of tough law enforcement and door-to-door efforts to strengthen neighborhoods and support residents. All three components come together in a common-sense, comprehensive approach to redirecting our youth to more positive paths.

"These Safe Places will be open until 8 or 9 p.m. in most cases," said Steven J. Smith, chairman and CEO of Journal Communications and co-chair of the Safe & Sound board of directors. " Those are prime hours when children are the victims and even the perpetrators of crime. We want to eliminate the situation, and Safe Places will help do so in a positive way."

Milwaukee Public Schools is a major partner in Safe & Sound Safe Places because it is providing, MPS

facilities to house many of the after-school programs.

"We're very pleased that MPS has pledged to open it's facilities for this purpose," said Patti McKeithan, vice president corporate affairs for Miller Brewing Company and co-chair of the Safe & Sound board of directors. "These programs do more than give kids a place to go after school. They are reaching out to the entire neighborhood with education, resources and new ideas."

Youth-serving agencies such as the YMCA, Boy's & Girls Clubs, as well as independent neighborhood centers such as members of the United Neighborhood Centers of Milwaukee, will team with MPS to operate these Safe Place and staff programs.

Safe & Sound's mission is to reduce crime in the focus area by at least 20% in it's first three years. A campaign to raise $4.5 million in private contributions is under way.

The program has a $21 million total budget for it's first three years.

The nonprofit Safe & Sound was created to implement the recommendations of the Youth Crime and Violence Task Force, which was established by U.S. Senator Herb Kohl, Mayor John O. Norquist and U.S. Attorney Thomas Schneider. The program is based on similar, successful models in Boston and Pittsburgh and three pilot "

Weed and Seed" neighborhoods in Milwaukee, where criminal elements were "weeded" out and positive alternatives were "seeded" to prevent the recurrence of criminal activity. Safe & Sound, which was launched in June, is supported by a variety of public and private funds.

City deserves to be Safe & Sound

The drastic drop in crime in Milwaukee's three Weed and Seed neighborhoods raises this question: Why not expand the Weed and Seed program to all the city's high-crime areas? The answer: Officials are doing precisely that.

They have dubbed the expanded effort Safe & Sound. The idea is to weed out crime while seeding hope in young people. The program comprises coalitions of law-enforcement agencies and youth-serving organizations and a network of neighborhood organizers.

Safe & Sound involves stepped-up policing and more recreational and academic activities for young people. The key, according to Mayor John Norquist, are the organizers, who identify trouble spots as they go from house to house and who can connect families to resources.

Weed and Seed has been federally financed. The new effort, costing $21 million over three years, will come from public and private funds. A drive is under way to raise $4.5 million in private money to finance so-called Safe Places, after-school sites for young people. So far, $800,000 has come in — $300,000 from the Fleck Foundation and $250,000 each from Herb Kohl Charities and the Northwestern Mutual Life Foundation.

(Steven Smith, president and chief executive officer of Journal Communications Inc., is co-chair of the Safe & Sound board of directors.)

This fund drive is a worthy cause. As Norquist notes, lowering crime raises the value of city neighborhoods. And the combination of weeding out crime and seeding hope is a formula proven to work.

PIUS XI 1999 BOYS & GIRLS CC SCHEDULE

DAY	DATE	MEET	TIME/SITE
FRI	8/27	HARTLAND ARROWHEAD	4:15(THERE)
FRI	9/3	W A CENTRAL INVITE	4:15(McCARTY PARK)
SAT	9/11	HOMESTEAD INVITE	8:30(ROTARY PARK)
SAT	9/18	MARQUETTE INVITE	10:30(DRETZKA PARK)
SAT	9/25	LAZER INVITE	8:45(NAGAWAUKEE PARK)
SAT	10/2	RACINE CASE INVITE	TBA(PARKSIDE)
FRI	10/8	WISCO INVITE	4:00(McCARTY PARK)
SAT	10/16	CONFERENCE MEET	9:00(NAGAWAUKEE PARK)
SAT	10/30	WISAA STATE MEET	TBA(PARKSIDE)