



MAPS Transition Coaching

MAPS Coaching Program Manual and Curriculum Guide

Students Leading Students to Success



MAPS Transition Coaching

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Curriculum Guide



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Session 1: What is MAPS? Get to Know Your Session-mates and Coaches

Objectives

Students will...

- Begin networking and building relationships with their coach and coaching group.
- Understand the MAPS Program structure, its purpose, and how to navigate the MAPS Program Project Canvas page.
- Learn about the increase in pace of study in college as compared to high school.

Before the Session

At least two days prior to the first session, send your students an email reminding them of their session time and meeting location. Also, request that your students visit the MAPS Canvas page and bring a printed copy of the following Human Scavenger Hunt document, linked under Session 1 on the MAPS Canvas page.

Activities

- Introductions.
- Explain the structure and purpose of the MAPS program.
- Show the MAPS Canvas Project page and go through it in detail.
 - Facilitate discussion and answer all questions.
 - Inform students of upcoming holidays that will occur during the semester and how that will affect MAPS Program scheduling.
- **Change of Pace:** Discuss the document, [16 Ways College is Different from High School](#)
- Complete and discuss the [Human Scavenger Hunt](#) document.
- Complete the [My MAPS Coaching Contract](#) document.

Talking Points

Introduction:

- Briefly introduce yourself by sharing your name, hometown, major, and year in program.
- Remind students that we will be using Canvas a lot.
- Tell the students a little about the Program based on your experience and the points below.
 - *Tell students about your “job” as a coach:* Why did you decide to become a coach? What do you think you can teach them about being a successful student? What challenges did you encounter that MAPS helped you with, or that you wish you had participated in the MAPS program.
 - *Let students know what we expect from them during coaching:* 1) Remind students that **they get what they give**—the more invested and open they are, the more likely this is to be a positive experience, 2) Students need to be on time and actively involved to receive extra-credit for class, and should communicate to a coach if they will be absent, 3)



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Encourage students to share what they are learning this year, maybe their successes or challenges can help another student in the group.

MAPS exists to:

- Support new students as they transition into the Lee College of Engineering, and UNC Charlotte as a whole.
- Connect students with resources that can enhance their academic performance.
- Provide academic support in core math, science, and engineering courses.
- Introduce students to College of Engineering involvement opportunities and career resources.
- Support *Supplemental Instruction (SI)*: Problem solving sessions led by students who have already earned an “A” in the course at UNC Charlotte. **Students who attend 8 or more sessions earn ½ to a full letter grade higher than students who do not, on average.**
 - <https://ucaee.uncc.edu/programs/supplemental-instruction>

Change of Pace:

Discuss the document, [16 Ways College is Different from High School](#), and draw on your personal experience to emphasize the truth in the differences.

The faster you can comprehend -- and adjust to -- these differences between your high school educational experience and your college education, the faster you'll adjust to the pace of college life, and the better your chances for academic success.

Closing and Weekly Challenges

- Remind your students of the weekly challenges:
- **Remind the students of the document, [How to Study in College](#).**
- Encourage students to watch for tutoring and SI session announcements. Affirm to the students that tutoring and SI are NOT remedial programs at UNC Charlotte.



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Session 2: Effective Time and Workload Management

Objectives

Students will...

- Learn why good time management is critical to academic, career, and personal success.
- Reflect on their priorities to establish an effective personal time management plan.
- Discuss how they might divide individual tasks to optimize their use of gap time in their schedule.
- Discuss prioritization of tasks.
- Discuss benefits of planning their weekly and monthly schedule.
- Discuss problems that will arise if they do not plan their weekly and monthly schedule.

Before the Session

At least two days prior to the first session, send your students an email reminding them of their session time and meeting location. Also, request that your students visit the MAPS Canvas page and bring a printed copy of the following documents to their session: 1) Workload Assessment Worksheet, 2) Time Management Planner, linked under Session 2 on the MAPS Canvas page.

Activities

- Discuss High's and Low's about previous week with group
- Complete and discuss the Time Management Planner document. Identify and discuss effective uses of gap time in their weekly schedules.
 - The point of this exercise is to show you how much time in your day is spent on tasks that you have to do.
 - Big blocks of your time are completely out of your control, e.g. class time, meals, sleeping, etc. It is how the extra time is used that is going to make the difference in a student's success.
 - Block committed time on calendar, things you HAVE to do e.g. sleep, class, transportation, meals, hygiene, laundry, exercise, job, etc...
 - Identify the times between committed times, i.e. gaps of free time.
 - Do this at the beginning of every semester, and update it on a weekly basis.
- Complete and discuss the Workload Assessment Worksheet with the students
- In small groups, estimate the average amount of time required to complete specific school work and related activities, e.g. reading, review, problem sets, projects, reports, attending SI, attending tutoring, visits to professors, etc..., for every course, for one week.



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Talking Points

Effective Time Management:

Time is a resource we must all learn to use to our advantage. The best way to start on the path toward good time management is with planning. Planning in this sense is creating a prioritized To-Do List.

Listing

List making is very effective. Below are some lists to make on a consistent and continuous basis:

- Things you value (these dictate how you spend your time)
 - In life (broader values)
 - On your job (more specific)
 - In this project (even more specific)
- Your time priorities/commitments (the To-Do list)
 - In life
 - On your job
 - For a specific project or assignment

Keeping a To-Do list is a great way to keep track of, and monitor what needs to be done and when. This kind of list helps you remember to constantly ask the following two questions:

- **What are the next two things that I need to complete for my course work?**
- **What is the best use of my time right now?**

Small Time Blocks:

- It is rare that you will have large blocks of uninterrupted time to get things done. So instead of throwing your hands up in defeat, do something small with the time you've got.
- Look critically at your assignments.
 - How can you split it up into smaller, more manageable chunks? The ability to do this is an important life skill.
 - If you can master the techniques necessary for managing large long-term assignments in college, you will do well in your career, and in so many general areas of your life.

Planning:

- At the beginning of an assignment or project, list out *everything* that needs to get done in a verb-noun structure.
- Be as meticulous as possible. Write down every little thing.
 - The phrase 'Write English term paper' follows the verb-noun structure, but it is too general (and overwhelming). Split it up into as many small steps as needed, e.g. select topic, create outline, research each heading individually and take notes, etc.
- If you know what due dates are coming up and what is required, you can consolidate and get more done in less time.



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Ways to reduce the time we waste include:

- Stop procrastinating now
- Get clarity at the beginning
- Reduce interruptions (turn your phone off, do not study in the dorm, etc...)
- Prepare—Gather all supplies before starting the task today
- Be realistic about the outcome...extreme perfection is not a realistic expectation.
- Reduce clutter. If you can't find it; you can't do it.
- Get rest. Exercise. If you're tired and stressed out, you won't get much done.
- Prioritize and delegate. What really needs to get done? Who really needs to do it?

Some things simply don't need to be on your To-Do list. After all you've only got 1,440 minutes in every day. Don't allow these classic time thieves, listed below, to steal your precious minutes.

- Saying yes to everything that comes across your desk, inbox, or text message screen
- Putting things off for later
- Not delegating
- Trying to do too much at once
- Spending time beating yourself up about your failures and shortcomings
- Not making a list

Effective Workload Management:

- Focus on one day at a time.
 - Identify the work that needs to be done each day to stay ahead
 - GOAL: Good grades and stress reduction
 - Good grades will come if you stay on top of your work.
 - When the work piles up you are left extremely overwhelmed and it has a direct effect on your grade and well-being.
- Calculate the average amount of time required to accomplish your work each day.
- Create a list containing every activity and assignment for the entire semester for each class, e.g. number of pages to read, how many quizzes, problem sets, papers, exams, etc...
 - Consult your professor for each class to determine how much time the average student might be expected to spend on homework as a whole, and on individual assignments.
- Determine how many days there are between the first day of class and the last day of class.
- Estimate how long it takes for you to do a typical assignment for each class by timing yourself.
 - NOTE: Do not rush; you want a realistic estimate.
 - NOTE: Taking in, understanding, and applying new information is not a race.
- A basic way to estimate the time required is to see how much you can get done in one hour.
- Do this for every class each semester...not all classes will require the same level of work.
- Over time you will get better (faster and more accurate) at estimating how long it will take you to accomplish a specific task.



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- Know the daily workload for each and every class, every semester.
 - This will not only help you to avoid getting behind, it will reduce your stress and anxiety associated with your work load.
- Not everyone reads/preforms at the same pace so you have to leave it up to yourself to determine how much time you'll have to set aside to work on anything specific assignment.
- If you know you struggle with a topic or class get help with that topic before hand
 - It will end up saving you a lot of time in the end
- Use a planner/agenda/weekly calendar
- Use small chunks of time to review any assignments given
 - Look at due dates coming up
 - Review math problems given for homework
 - Can you do them?
 - Are they easy?
 - Do you need to form a study group to get it done?
- Prioritize assignments based on:
 - Time it will take to finish
 - Difficulty of assignment
 - Due date
- Treat your work like a job, stay on campus, stay focused, and get things done every day.
 - Come to campus at 9:00 AM, or your first class
 - Work on all assignments until you've got nothing else to do
 - This will free up a lot of time on weekends
 - When you go home that day you should be able to relax

Closing and Weekly Challenges

- Remind your students of the weekly challenges:
 - Acquire a daily/weekly planner to use in mapping your time management and study strategies.
 - Determine what you can do with the gaps in your class schedule to optimize your productivity.
 - Follow the "Thirty 30-Day Challenge" document.
 - Complete the worksheet, "Your Peak Energy Times."
 - Use all of your gap time for school work
 - Plan group study sessions
 - Prioritize course work based on time to complete and due date
- **Remind the students of the document, How to Study in College.**
- Encourage students to watch for tutoring and SI session announcements. Affirm to the students that tutoring and SI are NOT remedial programs at UNC Charlotte.



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Session 3: Note Taking, Study, and Learning Skills

Objectives

Students will...

- Understand effective strategies and habits for optimal in-class learning
- Familiarity with multiple note taking methodologies
- Math and science class note taking insight
- Discover your learning style
- Assess your study skills and learn strategies for improvement
- Study strategies: What, Where, When, and How?

Before the Session

At least two days prior to this session, send your students an email reminding them of their session time and meeting location. Also, request that your students visit the MAPS Canvas page and bring a printed copy of the following documents to their session: 1) [Note Taking Exercise](#), 2) [Cornell Notes Paper](#), 3) [5 Methods of Note Taking](#), 4) [Tips for Note Taking in Science and Math Classes](#), 5) [VAK Inventory](#) and 6) [Study Habits Exercise](#) linked under Session 3 on the MAPS Canvas page.

Activities

- Discuss High's and Low's about previous week with each student
- Complete and discuss the [Note Taking Exercise](#) with the students
- Review and discuss [5 Methods of Note Taking](#) and [Tips for Note Taking in Science and Math Classes](#)
- Complete and discuss the [VAK Inventory](#) and [Study Habits Exercise](#) with the students

Talking Points

Many new engineering students were academically successful in high school without truly having to take notes, study, or actually learn the material. This puts them at a disadvantage when they enter courses such as college Calculus, Chemistry, and Physics, which require significant studying, understanding, and application to pass.

- Never miss a class for any reason!
 - You can't take notes if you don't show up.
 - Someone is paying a lot of money for you to attend, so you are obligated to stay focused and committed.
- Sit FRONT and CENTER in EVERY class → Front row, right in front of the lectern
 - Nothing will focus your attention better
 - Surefire cure for daydreaming, falling asleep, fiddling, doodling, etc.



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- Turn all technology (laptops, tablets, cell phones, etc...) OFF!!!
- Take notes by hand!
 - The actual act of writing by hand will help you to better remember the material.
 - Writing by hand is much more flexible → Most lectures require more than just words, i.e. you'll have to draw diagrams, graphs, and other visual representations related to your word notes
 - Create your own form of shorthand and abbreviate when possible
 - Cornell Note-Taking System (*Google it*)
 - Use a pen to take notes
- Learn what to write down when taking notes
 - You must practice selecting the most important information being presented
 - There will always be "fluff"
 - If you write every single little thing down you will waste time and possibly create confusion for yourself
- Use different colored pens
 - Red for key words (definitions)
 - Blue for subject headings, chapters, sections
 - Black for notes, diagrams
- When possible, print PowerPoint slides before class and take notes next to each slide
- Date and label (headings) notes at the top of the page
- Make sure that you understand EVERYTHING!!!
 - If you don't understand something, you need to raise your hand immediately and have it clarified
 - If it isn't the right time to break a chain of thought, make a note in the margin and wait until after class to speak to the professor
 - You should not leave that class until you understand the concept completely
 - If you have to leave, get back to the professor's office to clarify ASAP!
→ DO NOT wait until the next class, and DO IT in person!
 - **NOTE:** If you think that the concepts that you missed will miraculously become clearer as time goes on, THEY WON'T!!!
- **REINFORCEMENT STUDYING:** After Class (***ALL TASKS LISTED BELOW SHOULD BE DONE ASAP AFTER THE CLASS ENDS***)
 - Wrap up each set of class notes before you move on to the next class → Clean up, complete, and clarify your notes.
 - Unless you are walking out the door of one class and heading directly to the next class in order to make it there before it starts, you need to stop and review the information and concepts from this class while the information is still fresh in your mind



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- The time to review notes is immediately after they have been taken...Take 10 minutes to verify and clarify → Review your notes, make sure that your short hand abbreviations, and the concepts presented in class make sense
- Take time to remember what you understood, what you did not, and fill in those areas in your notes
- Does everything make sense or are there gaps in your understanding based on your review of your notes?
 - If there are gaps, see the professor ASAP to have it clarified
 - The more time that passes between class and clarification, the less you will remember
- How to know all of the exam questions before the exam!!!
 - Use your notes to write the exam questions yourself
 - Using the left side of the pages in your notebook...
 - Review the notes on the right side of your notebook pages and write a corresponding test question on the left side of the page
 - Write an exam question for every concept covered in your notes
 - Write the exam questions in a way that makes sense for the material you are reviewing
 - Formulate questions as you think they would most logically appear on the exam
 - Consult with your professor for each class to get a better idea of the format of the exams that you will be taking in that class
 - Review the format of how questions are presented in homework problems and quizzes
 - **BENEFITS OF WRITING EXAM QUESTIONS:**
 - Forces you to complete and clarify your notes right after the class
 - Forces you to start thinking about the material in the way that it will likely appear on the exam
 - Forces you to better retain the material → By reading the questions and answering them, you will have far greater retention than if you just read and re-read the material
 - This practice saves time because it helps you to identify what you don't know so that you can focus your efforts when you prepare for the exam

Effective studying will require the following activities:

- Attending class
- Note-taking
- Reading for comprehension



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- Understanding information
- Applying information/problem-solving
- Explain the information to others
- Pace of Study (Chunking) <http://faculty.bucks.edu/specpop/time-manage.htm>
 - 45 minutes – 1 hour intervals of studying, focused on one subject
 - Break up reading/studying by units or chapters so the info is easier to file and retrieve.
 - Don't go overboard, sleep is important, you will come to a point where information is not being contained, thus wasting your time.
 - Break down tasks so it doesn't seem as overwhelming.
 - Stay up-to-date on assignments to help avoid overload! (1201 especially)
- Where to study?
 - Dorms and living spaces, in general, are inherently social venues → You must separate Study life from Dorm life
 - If there is one study tip that you remember, NEVER study in your dorm or a common living area!!! Why? → There are too many distractions
 - The library should be your number one study destination, providing a complete separation between your personal life and academic life.
 - People respect the need for quiet in the library
 - The library is full of resources and work spaces to spread out
 - The Library allows for focused, uninterrupted, and highly effective work/study time
 - All electronic devices that might cause even the most minimal of distractions MUST BE TURNED OFF!
 - Your studies require your undivided attention
 - **Multitasking is BAD:** Every time you break your concentration, it can take several minutes to get back to where you left off. If you repeat this behavior over and over again while attempting to study, you will spend half of your “study time” distracted.
- When?
 - Treat your schedule in college just like a full-time job → 8:00am to 5:00pm, Monday through Friday
 - Treat college like it is your business...a new startup
 - You're paying for it, so you should take ownership of it!
 - Business owners take care of everything that needs to get done, and they reap the fruits of that labor → They get up early and use their time effectively
 - Establish a consistent daily routine
 - Early is when the world begins work, so get used to it now
 - Start at the same time every week day → Be Consistent!
 - Regardless of what time your classes start
 - Go to bed at the same time every week night during the week



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- Plan your week
 - Set aside the same time every week to plan your week → Be Consistent!
 - Review your work load and your committed schedule, and plan what you will be doing during the time between your commitments.
 - Live by your planner and write it down → discipline will follow
 - Identify your BIG TIME BLOCKS → plan your extended study time
 - This will typically be your evening Library time
 - Plan to eat dinner early, and the head to the library
 - Treat these times just like class time
 - No distractions
 - Spend 2 to 3 solid focused hours working
 - Identify your TIME GAPS/SMALL TIME BLOCKS, and use them!
 - Minutes Matter!!!
 - These are the times that will really make the difference in your level of performance and output
 - All of these gaps will typically add up to more than your evening (BIG BLOCK) study time.
 - Every hour that you can use between committed times, is an hour that you don't have to spend on the weekend or in the evening.
 - Schedule your minutes
 - Prior to college someone else scheduled your time; now it is up to you
 - Prioritize your work based on when it needs to be done, and how long it will take you to complete
 - What could you potentially get done during these smaller gaps?
 - Reading for class
 - Visit the professor for clarification
 - Organize your notes
 - Write test questions in your notes or textbook
 - Start studying for an exam
 - Start doing research for a paper
 - Using these in-between times will allow you to be caught up when it really matters, and it will reduce your stress level
 - The only time that you may not study in the library
 - If you can quickly and conveniently get to a spot outside of the library to study during your short time blocks, then do so.



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- Find a location that sits between your other time commitments that is quiet and has no distractions, and use it.
- Use a daily planner
 - The high level block time planning that you did previously is NOT a substitute for a daily planner
 - Schedule all of your study time, and follow your planner
 - Match up your assignments with your smaller time blocks, and schedule them in

Supplemental Instruction (SI): Programs like SI are a great way to use your study time.

- A student who has already earned an “A” in the course (i.e. the SI Leader) will lead 3-4 problem solving sessions a week. The SI leader will also simultaneously attend the lecture for the class and do all of the homework, to keep informed with what is being covered in class.
- Students who attend SI brings questions based on the problems from their homework to discuss with the group.
- The SI leader will assist with problems similar to the homework problems, and will also provide sample problems for students to complete.
- When you leave an SI session, you will have a better understanding of how to study and solve your homework problems for the course, translating into improved grades and test scores.

How confident are you feeling about the success of your current study routine? What changes do you need to make in the upcoming weeks to be ready for upcoming class discussion, homework, projects, papers, and exams?

University Center for Academic Excellence (UCAE)

The University sponsors various programs to help students excel academically. The UCAE offers workshops, tutoring, Supplemental Instruction (SI), and other programs to support students. Emphasize to your students that the resources available through the UCAE are essential to success. If you have visited the UCAE, or know students who have, tell them about your experience there. Encourage students to find a workshop and attend it. UCAE is located in Colvard 2200.

Closing and Weekly Challenges

- Remind your students of the weekly challenges:
 - Take notes in all classes. Try using different methods to determine which style best helps you to understand the material.
 - Take time to review and complete your notes after each class
 - After reviewing your notes, if you have any questions, see the professor
 - Learn about the University Center for Academic Excellence (UCAE) and its services.



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- Determine your learning style by taking the NCSU Learning Style Assessment, linked below the session description on the MAPS Canvas page.
- **Remind the students of the document, How to Study in College.**
- Encourage students to watch for tutoring and SI session announcements. Affirm to the students that tutoring and SI are NOT remedial programs at UNC Charlotte.



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Session 4: Effective Textbook Usage and Exam Preparation

Objectives

Students will...

- Identify, Discuss, and Plan textbook usage strategies:
 - Read Everything
 - Highlight key concepts
 - Take notes
 - Write exam questions
 - Review and study
 - Do not sell your textbooks
 - Talking to your professor when questions arise
- Provide effective ways to gather your information and make the best use of your time when studying for an exam
- Provide useful test taking strategies

Before the Session

At least two days prior to the first session, send your students an email reminding them of their session time and meeting location. Also, request that your students visit the MAPS Canvas page and bring a printed copy of the following documents to their session: 1) [Effective Textbook Study Strategy](#) and 2) [Beam Technical Report](#) assignment description, linked under Session 4 on the MAPS Canvas page.

Activities

- Discuss High's and Low's about previous week with each student
- Discuss, write, and work real exam questions based on reading, review, and highlighting the textbook.
- Discuss exam preparation strategies
- Discuss test taking strategies
- Discuss post-test performance assessment and improvement strategies

Talking Points

Text Book Usage

- Read EVERYTHING in your textbook!!! No Shortcuts!!!
- Highlighting...***simply reading your textbooks is not enough in college***
 - Don't plan on selling your textbooks back at the end of the semester
 - If you are only reading, you cannot remember every key point
 - This is not high school → You own the books in College



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- You will not easily find key points and critical concepts again when it comes time to review for a quiz, project, or exam
- Reading is good, understanding is better → You need to understand every concept and every word
- When you highlight, it forces you to concentrate, and to think about and identify the most relevant material in every paragraph
- You should ask yourself as you read every sentence, “Is what I am reading critical and likely to appear on the exam?”
- Concentration improves retention → You want to learn the material, and if you are not concentrating you are not learning
- With practice, you will make whole sentences using words spread across a single, or multiple paragraphs, that make perfect sense
- If you want to get an A in the class → you’ve paid a lot of money in tuition, so sacrifice the book to get the A
- What is HIGHLIGHTING?
 - Not necessarily a yellow highlighter
 - May be multiple colors to allow for the differentiation of different types of information
 - You could use a pen, pencil, or a yellow highlighter
 - **NOTE:** The advantage of using a pencil to underline important concepts is that you can erase. If you find that the really important information is actually in the next paragraph, then you can erase and underline what is really important. You can also easily write notes without slowing down or worrying about them being permanent.
- Review
 - Highlight to allow for speed reviewing → Save on hours of pouring over the textbook for what may or may not be relevant information when it comes to studying for the exam
 - The process of highlighting allowed you to identify critical concepts in your textbook the first time you read it, and will save you countless hours when preparing for the exam
 - Focus on what you don’t know
 - Spend time reviewing the concepts that you’ve highlighted that your brain tells you that need to be reviewed the most
- Talk to the professor
 - You pay the professor’s salary → it is their job to talk with you and help you
 - Professor’s like to see students show initiative → Go and see them
 - Professor’s want to help you learn, and are there to guide you
 - By developing a relationship with the professor, it is likely that you will gain certain insights into the course that others in the class won’t have
- Write exam questions



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- Just as you did with your notes, go through your textbook and using what you have highlighted as a guide, write key concept-related test questions in the margins of the textbook
- If there is not enough room in your textbook, open up your notebook and write the textbook-based test questions there instead.
 - Write a reference for each question, e.g. Chapter 1, Page 3: Test Questions

Exam Preparation

- No all-nighters, eat before the test, drink water, get plenty of sleep, arrive early
- Get organized
 - Compile all study materials together
 - Make work/study space neat
- Explain/teach questions and answers to others
- Practice old exams if you have access to them
- Study with groups
 - Make sure the group has the same goal in mind
- Take appropriate breaks when studying
- Answer easy questions first, cross off the obvious wrong answers, write down equations when you get the test, write your name, review test completely when you're done, check your math for stupid mistakes, if a question stumps you move on and come back to it later
- All that you've done up to now has been in preparation for this moment
- Take the test in advance
 - Don't waste time reviewing what you already know
 - Since you have already separated what you know and don't know, this should be easy
 - Writing the test questions in your notes and textbooks has identified all of the key concepts for you
 - As you go through the test questions that you've written in your notes and textbooks, cross off the questions to which you know the answers
- Begin reviewing/studying at least one week before the exam
 - Do a complete review of your materials
 - Your class notes, and what you have highlighted in your textbook
 - Make a quick trip to the professor if something is unclear as you review
 - Self-Test
 - Cover the right side of the notebook paper, or the text in the textbook
 - Read the questions and say the answers as if you were explaining it to someone
- Cramming can cause anxiety which can lower your ability to retain information
- Final Review
 - The night before your exam



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- Take a quick glance down the test questions and review the few remaining difficult concepts
- Call it a night and relax!

Closing and Weekly Challenges

- Remind your students of the weekly challenges:
 - Highlight key concepts in your textbooks for faster easier review.
 - Write notes in the margins of your textbooks to draw your attention to key concepts and/or to remind yourself of concepts that you do not fully understand so that you can then ask the professor for clarification.
 - Based on past exam experience, identify key concepts in your textbook and start writing new exam questions.
 - Develop exam study plan for each of your courses
 - Study on your own first
 - Study in a group second
 - Schedule time to visit your professor if there are still concepts that you are unsure about
 - Attend Supplemental Instruction review sessions
- **Remind the students of the document, How to Study in College.**
- Encourage students to watch for tutoring and SI session announcements. Affirm to the students that tutoring and SI are NOT remedial programs at UNC Charlotte.



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Session 5: Self-Directed Learning and Research

Objectives

Students will...

- Learn that taking initiative and responsibility for their learning is required to be a successful engineer and engineering student.
- Learn how they can begin to take initiative and responsibility for their learning.
- Begin to learn how to select, manage, and assess their learning activities.
- Learn how they are motivated and that motivation is critical in self-directed learning.
- Build independence in setting goals and defining what they should learn.

Before the Session

At least two days prior to the first session, send your students an email reminding them of their session time and meeting location. Also, request that your students visit the MAPS Canvas page and bring a printed copy of the following documents to their session: 1) Academic Intrinsic Survey and 2) 12-Item Grit Scale Survey, linked under Session 5: Self-Directed Learning and Research on the MAPS Canvas “Academic Success Session Schedule” page. Also please remind your students to read the article, “Thoughts on Self-directed Learning”, linked under Session 5: Self-Directed Learning and Research on the MAPS Canvas “Academic Success Session Schedule” page.

Activities

- VIDEO: The Revolution of Self-directed Learning – Sean Bengry (9:02)
- Academic Motivation Assessment
 - Share a time when you feel that you only had *intrinsic* or *extrinsic* motivation to do something
 - Share your experiences with *self-directed learning*, and your personal motivations to do so
- Library Research Activity

Talking Points

From kindergarten on, teachers have been telling you what and how to study and learn, and they have been setting goals for you and evaluating your progress. As a college student we must find different ways to motivate ourselves into getting our work done, and take responsibility for our own learning. There are two types of motivation with subdivisions of each: Intrinsic and Extrinsic.

Intrinsic motivation refers to your behavior that is driven by internal rewards such as the general desire to learn, the desire to complete a task, or the desire to contribute. As such, intrinsic motivation means that you need to have a lot of persistence and put forth a lot of effort on your own. This means



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that you need to have good self-control and learn to moderate your 'fun time' and make sure that you push yourself to do what you need to do.

Types of Intrinsic Motivators:

- Need to succeed
- Desire to master a subject matter

Extrinsic motivation, on the other hand, is your behavior that is driven by external rewards. These rewards could be anything: money, fame, grades, or even praise. Many of you most likely have had this kind of motivation from your parents. The general idea with this kind of motivation is that there is some kind of 'reward' for doing what you need to do.

Types of Extrinsic Motivators:

- Money
- Power/Fame
- Fear
- Praise
- Authority

If I were to ask you which kind of motivation is better to have, what would you say? I would assume that most of you would say that it is better to have intrinsic motivation. While it is good to have intrinsic motivators, sometimes we need to have extrinsic motivators as well. Say, for example, a student is very highly intrinsically motivated. This student starts to struggle in their classwork and start to fall behind. They quickly start to lose their motivation to do the things they used to love to. This is where extrinsic motivation comes into play, the desire to get a good grade or praise from someone else could save our intrinsic motivation student.

While extrinsic motivation is good to have in balance with intrinsic, having ONLY extrinsic motivation isn't good either. A student motivated by getting money for good grades from their parents in high school could quickly lose that motivation once they get to college. What then is to motivate them? Just like the other student, this student needs a balance of intrinsic and extrinsic motivation to succeed.

- Academic Motivation Assessment:
- Library Research Activity: How do students establish a starting point?
 - Students begin by framing a problem or question



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- Coach provides examples for the framing of other problems or questions
- Students actively research. **NOTE:** The process is more important than the product
 - Coach encourages and keeps the student focused on task
- Students evaluate their own process
 - Coach models self-analysis and interpretation

Special Deadlines and Policies

- October 10th – Unsatisfactory Grade emails sent to students
- October 10th to October 11th – Fall Break
- October 25th - Last day to withdraw from course (s); grade subject to Withdrawal Policy @ 11:59 PM
- October 31st - Registration for Spring 2017 begins

Closing and Weekly Challenges

- Remind your students of the weekly challenges:
 - Reflection and Write-up Exercises:
 1. It is important to find an application for your major, e.g. internships or job shadowing. Reflect, research, and write one page about real world applications that characterizes how your interests motivates you.
 2. Join clubs that line up with your interests. Your academic and professional career will require more than analytical and quantitative problem solving skills. Reflect, research, and write one page about whether or not you really enjoy what will be required of you in the pursuit of your major and your future career.
 3. There's a difference between hating one class, and being miserable throughout your academic career. Reflect, research, and write one page about how well your personal desires relate to the external influences around you.
 - Grit Assessment
 1. Complete the Grit Assessment available on the MAPS Canvas page.
 2. Write a single-spaces one page summary that includes:
 - Attempt to explain why you think you got the score that you did
 - Research and explain ways that you could increase your level of Grit
- **Remind the students of the document, How to Study in College.**
- Encourage students to watch for tutoring and SI session announcements. Affirm to the students that tutoring and SI are NOT remedial programs at UNC Charlotte.



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Session 6: Midterm Assessment; Schedule Planning and Registration

Objectives

Students will...

- Consider and evaluate the progress you are making, and will make, toward your academic goals for the semester
- Identify requirements and consequences of withdrawing from a class
- Reassess your current time management strategy
- Reassess how your study skills align with those you need to succeed in each class
- Identify resources to help you get back on track
- Review the process for getting your Academic Plan approved for registration next semester
- Get advice from your coach about registering for classes, and choosing instructors

Before the Session

At least two days prior to this session, send your students an email reminding them of their session time and meeting location. Also request that your students visit the MAPS Canvas page and bring a printed copy of the following documents to their session: 1) Midterm Grade Evaluation linked under Session 8 on the MAPS Canvas page. Also, tell them to print out the Academic Plan template from the Canvas advising page and the academic plan of study for their specific major (<http://academics.uncc.edu/undergraduate-majors>) and bring it to your session.

Activities

- Discuss High's and Low's about previous week with each student

Midterm Assessment

- Complete and discuss #5 in the "Midterm Grade Evaluation" worksheet

Schedule Planning and Registration

- Coaches will demonstrate the course registration process, the completion of the academic template, and the use of ratemyprofessor.com and my.edu.

Talking Points

Midterm Assessment

The key component to a mid-term check-in is to consider how well your current grades reflect your goals for the end of the semester, for the academic year, and for their college career.

First, here are some statistics for the College of Engineering freshmen:

- In the fall, nearly 60% of COE students in freshman advising earn at least one D or F midterm grade, more than 250 students.



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- Approximately half of the new freshmen earn a D or F final grade, or have to withdraw from at least one class.
- This shows that if you're not proactive, you could be in serious danger of failing, i.e., earning less than a C, in your first course.
- There is a 50% chance that a D grade at midterm, can be improved to a C grade by the end of the semester, for any freshman course.
- There is a 20% chance that an F grade at midterm, can be improved to a C grade by the end of the semester, for any freshman course.
- Re-evaluate time management and note taking skills
 - Ask students:
 - Why are you in college?
 - What are your educational goals?
 - What are your career goals?
 - How strong do you feel in each of these areas (time management & note taking)?
 - Are you studying alone or in groups?
 - What strategies have you implemented from which you see good results?
 - What frustrates you most about studying for your classes?
 - What one skill do you think you need to improve the most? How could you do this?

Your goal is to get students talking about what's working and what's not working. Help them learn strategies from each other and strategies from you. This will be a good way of helping students evaluate their progress in college so far.

Schedule Planning and Registration

- Advising Information for OSDS Advisees
- Remind students that as an engineering student advised in the Office of Student Development and Success (OSDS) they are required to join a Canvas project page for pre-registration advising information about the college's progression policy and important deadlines.

Q & A

- Ask students if they have joined the Canvas advising page
- Ask students if they have followed all instructions on the Canvas advising page and uploaded their Academic Plan for their advisor's approval

Other Important Information to Share with Students

- Students who do not complete all requirements on the Canvas advising page may not be able to register on time.



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- Make sure students understand that advising holds ARE NOT lifted instantly. An advisor will need to review and approve their academic plan, which may take up to a week if they wait too long.
- Students should check their UNC Charlotte email account for verification that their plans have been approved.
- Students are advised in the Office of Student Development and Success until they complete core freshmen classes. Once complete, students will be assigned a new advisor in their chosen major.
- Students will be dropped from spring classes if they do not meet the prerequisites.
- Any grade of D, F or withdraw will put a student on watch with the College of Engineering for the spring term.

Special Deadlines and Policies

- October 10th – Unsatisfactory Grade emails sent to students
- October 25th - Last day to withdraw from course (s); grade subject to Withdrawal Policy @ 11:59 PM
- October 31st - Registration for Spring 2017 begins

Closing and Weekly Challenges

- Remind your students of the weekly challenges:
 - Midterm Assessment
 - Assess your weaknesses and implement new study techniques to improve grades
 - Talk to professors about uncertain grades, and develop course of action with professors for improvement
 - Schedule Planning and Registration
 - Complete and Upload your Academic Plan Template early to get an edge on registration.
 - Develop a personal education plan (Extra Credit for ENGR 1201).
- **Remind the students of the document, How to Study in College.**
- Encourage students to watch for tutoring and SI session announcements. Affirm to the students that tutoring and SI are NOT remedial programs at UNC Charlotte.



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Session 7: Global Culture, Diversity, and Etiquette

Objectives

Students will...

- Explore the cultural differences that exist in the global workplace today
- Learn about the advantages of diversity in the workplace.
- Learn about proper etiquette to increase professionalism.

Before the Session

At least two days prior to the first session, send your students an email reminding them of their session time and meeting location. Also, request that your students visit the MAPS Canvas page and bring a printed copy of the following **two** documents to their first session: 1) Six Fundamentals Leaders Need for Global Success and 2) Understanding the Importance of Culture in Global Business linked under Session 6 on the MAPS Canvas page.

Activities

- Play and discuss the cultural awareness game, “Barnga.”
- Discuss how global culture, and diversity and etiquette in the workplace relate to, and affect the future of engineering.

Talking Points

Culture, Diversity and Etiquette:

- Cultural and communicative differences → Employees need to understand the company’s position on cultural diversity and communication expectations
 - Mannerisms and methods of communication vary among cultures
 - Culturally sensitive and tolerant environment
 - Clear and concise communication that values all conversation participants
 - Address potential communication problems of etiquette issues immediately before they cause a division within the company
- Ethical Values for Business Success
 - Honesty, Integrity, Responsibility, Quality, Trust, Respect, Teamwork, Leadership, Cooperate Citizenship, Shareholder Value
- Just because someone is of different culture doesn’t mean they are worthless.
- Everyone has different strengths
- Communication is key!
- Create expectations for group/team settings. This helps provide a common goal and helps show who is dedicated to the work.
- Include everyone in all decisions that are made



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- Get input from the entire team
- Learn to delegate work efficiently while maintaining quality
- You can learn A LOT from the people who don't have degrees (the ones working on the floor)
- Overcoming office stereotypes and unconscious bias
- Learn to appreciate and value varying opinions and perspectives
 - It's not easy, but it will gain you a lot of respect.
 - Everyone has a different background – embrace it.
- How to succeed and perform optimally across a multi-cultural workforce
 - Business ethics is a matter of moral values
 - It has a direct effect of how different cultures treat one another in the work place
 - Education and diversity training can help people understand and identify how different cultures demonstrate their principles and beliefs
 - This is especially important when it comes to customer service
 - Supervisor training is important because they are ultimately there to bring the company/team/people together
- Globalization is the norm and global leaders are needed to develop and nurture productivity and innovation.
- Global Leaders MUST:
 - Adapt socially
 - Demonstrate Creativity
 - Even Disposition – remain calm, learn from mistakes
 - Respect beliefs
 - Instill trust
 - And navigate ambiguity
- Why is cross-cultural competence critical to your professional future and the viability of your company?
 - It's omnipresent in every business interaction and strategic decision.
- Cultural themes
 - Every culture have their own values
 - You can miss great opportunities if you aren't aware or patient
- Communication
 - In East Asian cultures, communication is very subtle and indirect. Thus, the direct style of Western communication can easily create serious offense, despite the best of intentions.
 - Failure to misunderstand can waste time and money and result in losing face (suffer loss of respect).
- Group Dynamics
 - US is an individualistic culture, China is a collectivist culture and often direct big decision at a group of people



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- Globalization - The practice of conducting business according to both local and global considerations.
 - If a company's headquarters is in Asia, with satellite offices in Europe and North America, the global brand, messaging, and indeed every type of communication, whether internal or external, needs to be translated in a way that is culturally fluent — not merely linguistically fluent.
- Process Engineering
 - The difference is that a multinational company simply operates in multiple nations; a global company has embarked upon the journey of systematically updating its policies, procedures, and systems across multiple cultures.
 - Knowing means that reasonable expectations for the deliverable can be set.
- Time Orientation
 - Western cultures time is a commodity.
 - Short-term wastefulness in a supply chain, for example, is despised because thrift is a significant virtue, but professional development training that will lead to long-term corporate growth may see lavish expenditures. Business planning is not quarterly or annual, but often is anticipated for the next decade, or even decades.

Closing and Weekly Challenges

- Remind your students of the weekly challenges:
 - Attend the Student Job & Internship Fair on Friday, January 29, 2015 from 11:00am to 2:00pm in the Student Activity Center
- **Remind the students of the document, How to Study in College.**
- Encourage students to watch for tutoring and SI session announcements. Affirm to the students that tutoring and SI are NOT remedial programs at UNC Charlotte.



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Session 8: Resume and Cover Letter Development

Objectives

Students will...

- Understand the key elements of a quality resume and cover letter
- Understand the significance and purpose of resume and cover letter content
- Develop or improve upon a draft resume

Before the Session

At least two days prior to this session, send your students an email reminding them of their session time and meeting location. Also, request that your students visit the MAPS Canvas page and bring a printed copy of the following **four** documents to their session: 1) [Resume Worksheet File](#), 2) [Cover Letter Template Guidelines](#), 3) [Sample Application Cover Letter](#), and 4) [Sample Inquiry Cover Letter](#) linked under Session 7 on the MAPS Canvas page.

Activities

- Discuss High's and Low's about previous week with each student.
- Complete and discuss in teams the resume and cover letter worksheets.

Talking Points

- Sections:
 - Focal Point → Objective Statement, Resume Headline, Branding Statement
 - Key Accomplishments & Awards
 - Examples: improvements made → what, when, how, where, outcomes
 - Education
 - Professional (*may include soft skills*)/Technical/Computer Skills → Directly apply to your profession or the job that you are applying for
 - Professional Experience
 - Examples: improvements made → what, when, how, where, outcomes
 - Projects/Research
 - Examples: improvements made → what, when, how, where, outcomes
 - Leadership/Affiliations/Interests
 - References
- Templates (<http://career.uncc.edu/hire-a-niner>)
- Concise and to the point
- Most hiring managers look at your resume for a total of 15-30 seconds before moving on to the next one
- Interviewers will develop questions based off your resume
- After freshman/sophomore year high school stuff isn't as relevant



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- Chronological
- Include your highest GPA whether it's your major GPA or Overall
- Only include scholarships if based on merit
- Objectives are for applying to a specific job within a company
- Summaries describe your qualifications in order to potentially fit multiple jobs within a company
- Update your resume frequently (every time you have something new to add to it)
- Websites use filters to locate the "good" resumes and will toss your resume out if it doesn't include the key words it is looking for
- Almost every company has a "Careers" page that will list any available jobs and their descriptions
 - These pages often include a description of the internship experience
- Jobs are often advertised internally (within the company to other departments) before they are advertised externally
 - Keep this in mind when jobs are posted
 - This should encourage you to apply as soon as possible

Closing and Weekly Challenges

- Remind your students of the weekly challenges:
 - Use information collected in your Resume and Cover Letter worksheets to develop a draft resume and cover letter.
 - Take your draft resume and cover letter to the UNC Charlotte Career Center to have your resume and cover letter reviewed.
- **Remind the students of the document, How to Study in College.**
- Encourage students to watch for tutoring and SI session announcements. Affirm to the students that tutoring and SI are NOT remedial programs at UNC Charlotte.



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Session 9: Networking and Relationship Building

Objectives

Students will...

- Learn how to build relationships with advisors, professors, and office staff.
- Learn advisor and faculty expectations that can help you receive more prompt and quality assistance.
- Learn how to communicate with faculty/advisors.

Before the Session

At least two days prior to this session, send your students an email reminding them of their session time and meeting location. Also, request that your students visit the MAPS Canvas page and bring a printed copy of the following documents to their session: 1) [My Academic and Professional VIP's](#) linked under Session 9 on the MAPS Canvas page.

Activities

- Discuss High's and Low's about previous week with each student
- Complete and discuss the [My Academic and Professional VIP's](#).
- Discuss career center calendar events, LinkedIn, Do's and Don'ts for social media, networking and relationship building strategies, and Hire-A-Niner.

Talking Points

- Relationship building takes time and a lot of effort
 - It requires trusting, sharing feelings, and keeping in touch
 - Relationships are meant to exist for the long term
- You must nurture your network
 - Congratulate them
 - When they get a new job or promotion
 - Provide professional leads
 - Help them out if you know someone they could use in their network
 - Mail something
 - Thank you cards, invitations, etc.
 - Ask their opinion
 - Get their opinion on your decisions or actions
 - Meet in person
 - Have coffee, get a drink, etc.
 - Send personalized links
 - Share stories/articles you think they would find interesting
 - Check In



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- Ask how they are doing, how is life, how's the job treating you?
 - Re-introduce yourself
 - If need be, remind them where you met and what you've been up to
 - Introduce them to others that could help
- Show examples of LinkedIn accounts and talk about its benefits
- Speak about benefits of healthy relationships with professors
 - Notice what's on the walls
 - Observe what that person likes, look around their office, ask them about their achievements and get them talking.
 - Updating your Facebook status is not networking.
 - This generation thinks that a status update is a good way of keeping in touch with people.
 - You must single people out to build the relationship and most importantly talk face-to-face
 - Don't be "promiscuous" on LinkedIn
 - Don't connect with people just because you've seen them before.
 - Make sure to send them a personalized request so they remember who you are and so that you ensure them you are looking for a meaningful connection.
 - Keep people in your orbit
 - Stay in touch. Drop in and stay connected to that person's life.
- Have a way of reminding you to catch up with people every once in a while
- Peer Learning
 - You can learn a lot from other peoples stories and observation of others
- You must always be ready
 - Be on your feet, be quick, and smart (don't force it)
- Ask non-traditional questions
 - Critical thinking questions
- Put your personal brand to the test
 - People should know your enduring idea
 - What differentiates you from others
 - The experience you leave behind
 - And whom you serve
- Continue the conversation
 - Reconnect on LinkedIn
 - Don't leave them hanging
- Hold yourself accountable
- You must respect everyone's backgrounds
 - Every one learns things differently and thinks differently, keep this in mind
- Remember the "emotional bank account" analogy
 - 1. Understanding the Individual



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- In Covey's book, seven habits of highly effective people, one of the seven habits is "seek first to understand then to be understood". Truly understanding what others are feeling is not always that easy. We must remove ourselves from our egocentric viewpoint and put ourselves into the minds and shoes of others. I say minds and shoes because we must try to first understand the thought patterns and second walk in their shoes or empathize with them.
- One of my major faults when communicating with others is, while they are talking I tend to think what I am going to say next. Truly understanding someone requires us to wholly and completely concentrate on what the other person is trying to say, not reloading, just waiting to fire off your response
- 2. Keeping Commitments
 - Certainly when we break our promises to others, we make major withdrawals from their Emotional Bank Accounts. However, keeping commitments is not just relegated to promises. It also includes things such as arriving to work and appointments on time, fulfilling our duties, and living up to every word that comes out of our mouth.
- 3. Clarifying Expectations
 - There is nothing more frustrating in a relationship than not understanding what is expected of you. Although many of us wish we could be, we are not mind readers. And because each of us sees life differently and has different backgrounds and life experiences, expecting someone to just "know" is not only unfair but completely unrealistic. It's important that the person with whom you are dealing with, knows exactly what is expected of them. Doing this will keep them out of the dark and allow them to relate to you confidently, knowing that what they are doing is in line with your expectations.
- 4. Attending to the Little Things
 - Little courtesies, kind words and warm smiles are at the heart of the little things that brighten up a relationship. It shows recognition and an awareness of others. It's interesting, but within our relationships, if you want success, it's the little things that really become the big things.
- 5. Showing Personal Integrity
 - Nothing is probably more damaging to a relationship, than a lack of integrity. Being that the Emotional Bank Account is based upon trust, you could essentially be doing all of the previous things, but without trust, it is to no avail. Integrity means wholeness, completeness, or soundness. In this case soundness of moral character. Integrity is the rock-solid foundation upon which all successful relationships are built.
- 6. Apologizing Sincerely When We Make a Withdrawal
 - Granted, we are all mortal. We make mistakes. That's part of life and learning. Knowing when you are wrong and admitting your mistakes prevents the wounds that you've caused in others from festering and allows them to heal. When



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appropriate, sincere apology will keep your relationships accounts in the positive, allowing you to maintain the balance that has been created in your application of all of the previous steps.

- Empathic/Active Listening
 - A way of listening and responding to another person that improves mutual understanding and trust
 - Empathy is not sympathy. Whereas sympathy is "feeling for someone," empathy is "feeling as someone."
 - Provide the speaker with your undivided attention. This is one time "multi-tasking" or "rapid refocus" will get you in trouble.
 - Be non-judgmental. Don't minimize or trivialize the speaker's issue.
 - Read the speaker. Observe the emotions behind the words. Is the speaker angry, afraid, frustrated or resentful? Respond to the emotion as well as the words.
 - Be Quiet. Don't feel you must have an immediate reply. Often if you allow for some quiet after the speaker has vented, they themselves will break the silence and offer a solution.
 - Assure your understanding. Ask clarifying questions and restate what you perceive the speaker to be saying.
- FOLLOW UP

Special Deadlines and Policies

- November 23rd to November 26th – Thanksgiving Break
- December 7th – Last day of class
- December 9th – First day of Final Exams

Closing and Weekly Challenges

- Remind your students of the weekly challenges:
 - Make contact with one of your professors, a mentor, or professional in your field.
 - Pursue job shadowing through the career center.
 - Attend a career/job fair/expo.
 - Join a professional-based student organization.
- **Remind the students of the document, How to Study in College.**
- Encourage students to watch for tutoring and SI session announcements. Affirm to the students that tutoring and SI are NOT remedial programs at UNC Charlotte.



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Session 10: Future Planning and Career Development

Objectives

Students will...

- Begin to identify and understand your passion, and how you may develop your academic and professional goals based on this understanding
- Begin to identify your future academic and professional goals, and the steps required to achieve them
- Learn to identify and apply your transferable skills academically and professionally

Before the Session

At least two days prior to this session, send your students an email reminding them of their session time and meeting location. Also, request that your students visit the MAPS Canvas page and bring a printed copy of the following **three** documents to their session: 1) [Transferable Skills Inventory](#), 2) [Career Planning Exercise](#), and 3) [Your Personal Mission Statement](#) linked under Session 10 on the MAPS Canvas page.

Activities

- Discuss High's and Low's about previous week with each student
- Complete and discuss the Transferable Skills Inventory worksheet
- Complete and discuss the Career Planning Exercise worksheet
- Complete and discuss the Personal Mission Statement worksheet

Talking Points

- If you have a plan you're more likely to follow through with it, so start planning!
- Reflect on likes and dislikes or any needs and wants
 - This will help assure you in your decisions
 - This will also help narrow down career choices
 - You should aim to get a job that you really like/enjoy
- Examine your pastimes and hobbies
 - You may be good at engineering, but your love for something else could lead you greater happiness and a great career
- Make notes of your past accomplishments
 - This will help motivate you and push you in the right direction
- Look beyond your job for transferable skills
 - Don't get caught up thinking you can only do one thing
 - The skills you use in one specific job may transfer to help you exceptionally in a completely different job
- Review career and job trends



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- Technology is advancing
- Every once in a while you may want to see if there is demand for the field you're going into
- Set career and job goals
 - Set yourself goals to help motivate and encourage the path of success
- Explore new education/training opportunities
 - It never hurts to become more knowledgeable
 - You may find something you really enjoy
 - This adds to your transferable skills
- Research career/job advancement opportunities
 - If you're working a specific job; how can you grow? Can you climb the ladder?
- Make career/future planning an annual check up
 - Each year look back at the previous year and assess your efforts
 - Plan for the next year and set new goals
 - This will help keep you in check
 - As we all know, people change and we come to like different things, so it's a good way to make sure you're still doing something you love (or making the change to follow that passion)
- Touch on the whole life paper in 1201
 - Talk about passion
 - Talk about using your engineering degree to contribute to your passion
- Talk about transferable skills
 - How could the skills used as a McDonalds Crew Member be helpful in an office job?

Special Deadlines and Policies

- November 23rd to November 26th – Thanksgiving Break
- December 7th – Last day of class
- December 9th – First day of Final Exams

Closing and Weekly Challenges

- Remind your students of the weekly challenges:
 - Add and emphasize information to your resume based on what you have learned from the Transferable Skills Inventory worksheet
 - Visit the UNC Charlotte Career Center to take a Myers-Briggs type indicator test to gain a clearer understanding how you sense and interact with the environment around you.
 - Incorporate this new understanding into your personal mission statement, and your resume.
- **Remind the students of the document, How to Study in College.**
- Encourage students to watch for tutoring and SI session announcements. Affirm to the students that tutoring and SI are NOT remedial programs at UNC Charlotte.



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Session 11: Team Development and Leadership

Objectives

Students will...

- Understand your views and the views of others regarding potential values and attributes of a leader
- Learn the key fundamentals of team communications, understanding, and development

Before the Session

At least two days prior to this session, send your students an email reminding them of their session time and meeting location. Also, request that your students visit the MAPS Canvas page and bring a printed copy of the following **two** documents to their session: 1) [Leadership Values Exercise](#) and 2) [Building Successful Teams Exercise](#) linked under Session 11 on the MAPS Canvas page.

Activities

- Discuss High's and Low's about previous week with each student
- Discuss attributes and competencies of a good leader
- Perform and discuss Leadership Values exercise
- Perform and discuss Building Successful Teams exercise

Talking Points

- Leadership is about enabling the full potential in others
 - Many great leaders were mentored by other great leaders
 - Surround yourself in this environment and you will learn a lot
 - The right leader to follow will be one who takes an active interest in your growth and success
- Emotional intelligence
 - Every employee is different, with their own set of experiences, values, cultural backgrounds, influences and beliefs. The best leaders are those that can identify and appreciate the differences that one brings to the table and knows how to put them to full use.
- Things to do to enable someone's full potential:
 - Encourage them to think and act in ways that come most naturally to them
 - Develop their decision making abilities
 - Expand their performance tolerance threshold
 - Strengthen potential by surrounding it with those even stronger
- How to build a successful lasting team:
 - Be aware of how you work
 - Be your own boss. Be flexible. Know who you are as a leader.



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- Are you being effective? Is your team co-existing with you?
- Get to know the rest of the team
- Think of your team as puzzle pieces that can be placed together in a variety of ways
 - Being personal is OK
 - This will instill more trust amongst you and other team members
 - It also allows you to get a different perspective on how your team thinks and communicates.
- Clearly define roles and responsibilities
- A team should operate as a mosaic whose unique strengths and differences convert into a powerful united force.
 - If you have gotten to know your team you can easily identify what task would be a better fit for each member
 - Identify members who are not only really good at specific things but members can also work exceptional within “the system”
- Be proactive with feedback
- Take the time to remind someone of how and what they can be doing better!
- Learn from them! Feedback is two-way communication
 - Don’t wait till a problem occurs to provide feedback
 - Feedback should not be offensive; it should only make members want to work harder/better
 - Continuous improvement
- Acknowledge and Reward
- When people are acknowledged, their work brings them grater satisfaction and becomes more purposeful
 - People love recognition
 - Members can be rewarded even if they are just doing their job
- Always celebrate success!
- Celebration is short-lived. Don’t ignore it. Live in the moment and recognize what was accomplished.
 - Take a step back and reflect on accomplishments and lessons learned
 - Take the time to understand why you were successful

Special Deadlines and Policies

- December 7th – Last day of class
- December 9th – First day of Final Exams

Closing and Weekly Challenges

- Remind your students of the weekly challenges:
 - Look into Leadership Academy and see what it has to offer (<http://osds.uncc.edu/leadership-academy>)



MAPS Transition Coaching

- Practice leadership skills/attributes in college as much as possible! It's better to do it now and learn from your mistakes and failures so that you have that knowledge in the real world.
- **Remind the students of the document, How to Study in College.**
- Encourage students to watch for tutoring and SI session announcements. Affirm to the students that tutoring and SI are NOT remedial programs at UNC Charlotte.