



## **Service-Learning Program The Faith-Justice Institute**

### ***Connecting your Service-Learning experience to your job search***

Service-Learning is a form of experience-based education where students engage in service as part of their academic course work. It is believed that doing service work can help students better understand the abstract concepts presented in their classes. Likewise, the ideas learned in class can help students make sense of the human and social problems they encounter through their service work.

While you may not have been thinking of the professional skills this experience provides when you enrolled in a Service-Learning course, the knowledge and abilities you have developed are valuable to your professional and civic engagement work. Including this type of experience on your resume may help differentiate your candidacy from another applicant. This document is a tool to help you articulate the impact of your Service-Learning experience when applying for internships and jobs.

#### **Reflection questions for job interview preparation:**

- How would you describe your Service-Learning experience in 2-3 concise sentences?
- Was your service: Relationship-based weekly service? Project-based service? An immersion experience?
- How did the integration of academic course work and service enhance your learning experience?
- What were the most significant things you learned from your Service-Learning experience? How does this knowledge relate to the skills needed for the job?
- How did you grow: Personally? Professionally? Spiritually?
- How did your Service-Learning experience influence: Value system? Civic engagement? Your major?
- What did your Service-Learning experience teach you about: Community engagement? Working with a diverse group of people? Respectful dialogue? Social Justice?

#### **Tips for including your Service-Learning experience on your resume or in an interview:**

- It is likely that you will need to provide a brief and concise explanation of the Service-Learning Program to your interviewers. Consider using the first paragraph of this document as a guide. Include your experiences in the program strategically, and only when it directly responds to the question. For example, situations at service could provide specific examples for how you have built relationships with a diverse group of people, problem-solved, worked through a new or challenging situation, etc.
- While you can name the organization, please do not include any names of people you met while at service or any identifying information about them.
- Be specific about your experience. Consider looking at your placement description before the end of your semester to review how your role responsibilities are described. Placement Descriptions are found at <http://www.sju.edu/servicelearningstudents>
- Here are some suggestions for how to phrase your engagement at service:
  - Assisted full-time staff with program responsibilities by...
  - Engaged in regular conversations with the community members around topics like...
  - Formed relationship with the residents by ...
  - Facilitated activities at (community partner organization) aimed at (state goal of activity)...
- You have the opportunity to prepare what you want to share about your Service-Learning experience before the interview. Look for opportunities to integrate your experiences in the answers to the questions where appropriate.

## Service-Learning Experience Vocabulary List

Program Stakeholders	Action Verbs	Skill Building
Agency supervisor Clients Community members Community partner organization Constituencies Faculty member Guests Learners Neighborhood People who are experiencing... People with... Residents Service-Learning students University community	Accompanied Assisted Collaborated Communicated Conducted Coordinated Constructed Conversed Created Designed Distributed Engaged Ensured Established Facilitated Generated Guided Implemented Informed Initiated Instructed Integrated Introduced Led Listened Organized Participated Planned Performed Prepared Presented Processed Researched Supported Taught Tutored Visited Worked	Advocacy Analytical thinking Assessment Civic engagement Collaboration Community building Community organizing Creative Critical thinking Cultural competency Dialogue Emotional Intelligence Empathy Interpersonal communication Leadership Listening Problem-solving Professionalism Reciprocal relationship Reflection Self-awareness Self-efficacy Time management Written