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ADVO SERV IS AN EQUAL OPPORTUNITY EMPLOYER
Our Career Center staff is pleased to provide you with some quick reference tips and practical advice on career development, seeking internships/employment and applying for graduate/professional study.

We hope that you will find the information helpful as a student and alum.

Professional staff members at the Career Center are always available to provide you with any special guidance or help you might need. Appointments can be set up by phone at 856-225-6046 or by stopping by the Career Center.

Hours: M & Th. 8:30 – 6:00  
T, W, F 8:30 – 4:30 (breaks as posted)

Cheryl A. Hallman
Assistant Dean / Director

CAREER CENTER
Rutgers University
326 Penn Street, Room 006 Lower Level - Campus Center
Camden, NJ 08102

careercenter@camden.rutgers.edu
CAREER CENTER SERVICES FOR STUDENTS

COUNSELING

Career Counseling / Coaching—Individual meetings can be arranged to discuss choosing a major, finding an internship, developing a job search action plan, applying to graduate school and other career concerns.

Assessment Inventories—The following on-line assessments are available to students: SIGI3 (free), Strong Interest Inventory (Interests) and Myers-Briggs (Personality Type) for a fee. Contact the Career Center for online instructions.

Career Resource Library—Features career books / employer directories on various aspects of the job search and graduate school application process.

JOB & INTERNSHIP SEARCH ASSISTANCE

RaptorLink Online System—Access to Job/Internship listings posted by the Rutgers-Camden Career Center, as well as sign up for Career Center Events & Workshops, on-campus recruiting and access to Resume Builder, CareerShift and InterviewStream.

Job Fairs—Career Day (Oct.), Internship Fair (Nov.), Public Service Fair (March), Spring Job Fair (April).

SERVICES ONLINE

RAPTORLINK

RaptorLink is the Career Center’s Job/Internship Management System that provides access to jobs and internship postings, the Career Center’s Calendar of Events and more. Several thousand opportunities are posted annually from employers who work directly with our Career Center.

RaptorLink includes access to these features:
- Resume Builder
- Job/Internships Postings
- On-Campus Interviews (selected employers will conduct interviews on campus)
- Career Fairs
- Workshops and Information Sessions
- Alumni Career Network

INTERVIEWSTREAM

Complete a mock interview in the comfort of your own home via this web-based interview training system.
- Over 1,500 interview questions, answers and hints
- Interview sessions custom tailored to your interest field
- Save your interview responses and share them with career center staff and others

RaptorLink offers students and alumni of Rutgers-Camden the opportunity to:
- Register with the Career Center online
- View jobs, internships and volunteer opportunities
- Participate in on-campus recruiting
- Create your resume using Resume Builder
- Sign up for all Career Center workshops and events

Go to the Career Center Website: http://cc.camden.rutgers.edu
- Click on the RaptorLink image
- First time users: Enter your 9 digit RU ID number and click “Generate/Forgot Password”
- RaptorLink will email you a link to create a new password
GETTING STARTED: EXPLORING YOUR CAREER OPTIONS

“I LOVE MY MAJOR, BUT WHAT CAN I DO WITH IT?”

- Meet with a career counselor who can help you lay out a plan to explore your interests, suggest strategies to help you uncover your skills and work values and introduce you to careers that are a good fit for you.
- Check out the “What Can I Do With A Major In...?” section of the Career Center’s website, under “Students,” to get a sense of what others who graduated in your major are doing now.
- Access the Career Center’s Career Insider. This online library has 100s of career books you can download for free.

“CAN I JUST TAKE A TEST?”

The Career Center does offer career assessments that students can take to help identify their interests and personality and which careers might be a good fit. The results help you reflect on what you already know about yourself to plan for your future. A career counselor can help you interpret your assessment results and suggest strategies for selecting career options.

Career Assessments

SIGI3 (System of Interactive Guidance and Information)—SIGI3 can help you systematically examine your work-related values, interests, personality types, and skills. Once you enter your own preferences, the program searches its occupational database to find those careers that most closely match your preferences.

Myers-Briggs Type Indicator (MBTI)—The MBTI helps you to assess how your personality preferences might influence your career choices, and helps you to understand yourself and your interactions with others (at work or in your personal life).

Strong Interest Inventory—The Strong Interest Inventory helps you clarify and reflect on your interests so you can better understand and expand on possible career options. The inventory provides majors and career options based on your interests.

Questions to ask yourself when starting your career exploration:

Who am I? What am I interested in? What do I have to offer?
What are my most important life goals? What values guide me?
What ideas excite me? What activities are most engaging?
What courses and careers have struck me as the most interesting?
How have my experiences helped me grow? What assets do my experiences bring to new settings?
What skills are my strengths? Are there skills I need to develop?
What drives me? How do I make things happen and create new opportunities?
What are the academic and career choices available to me?
What steps do I need to take to implement my choice?
Now that I have some ideas, who can help me get started creating my career plan?

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RUTGERS UNIVERSITY

cc.camden.rutgers.edu
FRESHMEN—QUESTION

❑ Explore your interests and abilities through academic courses
❑ Utilize self-assessment tools through your career services office
❑ Consider volunteer positions to help you build your resume and broaden your experience
❑ Collect information on internships, cooperative education and other paid work experiences
❑ Learn about any cooperative education or internship programs offered through the Career Center
❑ Join university organizations that will offer you leadership roles in the future
❑ Attend job fairs to gather information on potential careers and employers
❑ Familiarize yourself with the services and resources available at the Career Center
❑ Visit each social media profile you have, and either edit your content or your privacy settings. It is time to put your professional foot forward
❑ Visit the Career Center’s website http://cc.camden.rutgers.edu and log into RaptorLink for the first time
❑ Attend a resume workshop and create a first draft of your resume

SOPHOMORES—RESEARCH

❑ Choose a major that you will enjoy studying
❑ Obtain an internship/field experience or other experience-based education, such as cooperative education
❑ Take on more responsibilities in extracurricular activities
❑ Explore at least three career options available to you through your major
❑ Attend job fairs and employer information sessions that relate to your major
❑ Identify organizations and associations in your interest areas for shadowing opportunities
❑ Visit RaptorLink frequently to see the latest job postings.

JUNIORS—MAKING DECISIONS

❑ Complete at least five informational interviews in careers you want to explore
❑ Shadow several professionals in your field of interest
❑ Find out more about career opportunities related to your major
❑ Attend job fairs and employer information sessions that relate to your interests
❑ Narrow your career interest areas
❑ Research potential organizations
❑ Talk to recent graduates in your major about the job market and potential employers.
❑ Obtain an internship or other practical career experience
❑ Meet with a career counselor to have your resume updated
❑ Participate in seminars or workshops offered by the Career Center to learn more about job search strategies such as networking and interviewing skills

SENIORS—JOB SEARCH

❑ Stay up-to-date with the Career Center calendar and participate in on-campus recruiting activities
❑ Participate in interviewing skills seminars/workshops or a mock interview program
❑ Develop a list of prospective employers with contact names and addresses from organizations you are interested in pursuing
❑ Determine your career-related strengths and skills; determine what you have to offer an employer
❑ Meet with your career counselor to have your updated resume reviewed
❑ Visit RaptorLink frequently to see the latest job postings.
❑ Draft a cover letter that can be adapted for a variety of employers and have it reviewed
❑ Research information on realistic salary expectations
❑ Go on employment interviews, evaluate job offers and accept one!

Adapted with permission from Career Services at Virginia Tech.
QUALITIES DESIRED IN NEW COLLEGE GRADUATES
BY BUSINESSES, INDUSTRIES AND GOVERNMENT AGENCIES

ENERGY, DRIVE, ENTHUSIASM AND INITIATIVE
Hard-working, disciplined and dependable
Eager, professional and positive attitude
Strong self-motivation and high self-esteem
Confident and assertive, yet diplomatic and flexible
Sincere and preserves integrity
Ambitious and takes risks
Uses common sense

KNOWLEDGE OF COMPUTERS
Established word processing, spreadsheet, database and presentation software skills
Excellent computer literacy
Firm understanding of mobile computing
Networking in its many forms: social, face-to-face and technological
Programming experience a plus

COMMUNICATIONS SKILLS
Good writing skills
Excellent oral communication skills
Listens well; compassionate and empathetic
Excellent problem-solving and analytical skills
Creative and innovative

LEADERSHIP SKILLS
Organizational skills and attention to detail

Adapts Textbook Learning to the Working World
Quick learner
Asks questions
Analytical; independent thinker
Willing to continue education and growth
Committed to excellence
Open-minded, willing to try new things

ORIENTED TO GROWTH
Accepts and handles responsibilities
Action-oriented and results-driven
Loyal to employers
Customer-focused
Team-spirited; understands group dynamics
Always willing to help others
Mature, poised and personable
Diversity aware; treats others with respect and dignity

Source: Adapted from Recruiting Trends by L. Patrick Scheetz, Ph.D., Collegiate Employment Research Institute. © Michigan State University.

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Contact: Andrea Konski, Recruiting Specialist
Ph.: 856.356.1770
E: Andrea.Konski@FarmersInsurance.com

cc.camden.rutgers.edu
Evaluating Yourself

AN IMPORTANT PART of deciding what you want to do is first understanding yourself. Self-evaluation will help you analyze what is important in the work you choose and the kind of employer for whom you will work. Answer each question honestly. There are no “right” or “wrong” answers.

1. What do you do best? Are these activities related to people, things or data? 

_______________________________________________________________________________

2. Do you communicate better orally or in writing?

_______________________________________________________________________________

3. Do you consider yourself a leader of a team or group?

_______________________________________________________________________________

4. Do you see yourself as an active participant in a group or team?

_______________________________________________________________________________

5. Do you prefer to work by yourself?

_______________________________________________________________________________

6. Do you prefer working under supervision?

_______________________________________________________________________________

7. Do you work well under pressure?

_______________________________________________________________________________

8. Does working under pressure cause you anxiety?

_______________________________________________________________________________

9. Do you like taking responsibility?

_______________________________________________________________________________

10. Would you rather follow directions?

_______________________________________________________________________________

11. Do you enjoy new projects and activities?

_______________________________________________________________________________

12. Do you prefer to follow a regular routine?

_______________________________________________________________________________

13. Rank the following things in order of importance to you when thinking about a job:

- Career Advancement
- Prestige of Employer
- Location
- Salary
- People (Boss and Colleagues)
- Type of Work

14. Do you prefer to work a regular 9:00 a.m. to 5:00 p.m. schedule or an irregular schedule?

_______________________________________________________________________________

15. Would you like a job with a lot of travel, a moderate amount, or a small amount?

_______________________________________________________________________________

16. What kind of work environment do you prefer?

- Indoors
- Urban Setting
- Outdoors
- Suburban Setting
- Rural Setting

17. What size of organization would you like to work for?

_______________________________________________________________________________

18. Are you willing to move?

_______________________________________________________________________________

19. Do you prefer to work for a nonprofit or for-profit organization?

_______________________________________________________________________________

20. Are there other factors to consider?

_______________________________________________________________________________

Adapted with permission from the University Career Services department at Rutgers University, New Brunswick Campus.
THE TOP TEN PITFALLS IN RESUME WRITING

1. **Too long.** Most new graduates should restrict their resumes to one page. If you have trouble condensing, get help from a technical or business writer or a career center professional.

2. **Typographical, grammatical or spelling errors.** These errors suggest carelessness, poor education and/or lack of intelligence. Have at least two people proofread your resume. Don’t rely on your computer’s spell-checkers or grammar-checkers.

3. **Hard to read.** A poorly typed or copied resume looks unprofessional. Use a plain typeface, no smaller than a 12-point font. Asterisks, bullets, underlining, boldface type and italics should be used only to make the document easier to read, not fancier. Again, ask a professional’s opinion.

4. **Too verbose.** Do not use complete sentences or paragraphs. Say as much as possible with as few words as possible. A, an and the can almost always be left out. Be careful in your use of jargon and avoid slang.

5. **Too sparse.** Give more than the bare essentials, especially when describing related work experience, skills, accomplishments, activities, interests and club memberships that will give employers important information. Including membership in the Society of Women Engineers, for example, would be helpful to employers who wish to hire more women, yet cannot ask for that information.

6. **Irrelevant information.** Customize each resume to each position you seek (when possible). Of course, include all education and work experience, but emphasize only relevant experience, skills, accomplishments, activities and hobbies. Do not include marital status, age, sex, children, height, weight, health, church membership, etc.

7. **Obviously generic.** Too many resumes scream, “I need a job—any job!” The employer needs to feel that you are interested in that particular position with his or her particular company.

8. **Too snazzy.** Of course, use good quality bond paper, but avoid exotic fonts, colored paper, photographs, binders and graphics. Electronic resumes should include appropriate industry keywords and use a font size between 10 and 14 points. Avoid underlining, italics or graphics.

9. **Boring.** Make your resume as dynamic as possible. Begin every statement with an action verb. Use active verbs to describe what you have accomplished in past jobs. Take advantage of your rich vocabulary and avoid repeating words, especially the first word in a section.

10. **Too modest.** The resume showcases your qualifications in competition with the other applicants. Put your best foot forward without misrepresentation, falsification or arrogance.

---

**The Three Rs**

The three Rs of resume writing are Research, Research, Research. You must know what the prospective company does, what the position involves and whether you will be a fit, before submitting your resume. And that means doing research—about the company, about the position and about the type of employee the company typically hires.

**Research the company.** Read whatever literature the company has placed in the career library. For additional information, call the company. Ask for any literature it may have, find out how the company is structured and ask what qualities the company generally looks for in its employees. Ask if there are openings in your area, and find out the name of the department head and give him or her a call. Explain that you are considering applying to their company, and ask for their recommendation for next steps. Thank that person for the information, and ask to whom your resume should be directed.

The internet is another key tool to utilize in your research. Most companies have websites that include information regarding company background, community involvement, special events, executive bios or even past annual reports. Be sure to take advantage of the internet during your job search.

**Research the position.** The more you know about the position, the better able you will be to sell yourself and to target your resume to that position. If possible, interview someone who does that same job. In addition to finding out the duties, ask if there is on-the-job training, whether they value education over experience (or vice versa) and what kind of turnover the department experiences. Ask what they like about the position and the company; more important, ask what they don’t like about it.

**Finally, research yourself.** Your goal is not just to get a job. Your goal is to get a job that you will enjoy. After you find out all you can about the company and the position, ask yourself honestly whether this is what you really want to do and where you really want to be.

The odds are overwhelming that you will not hold this position for more than two or three years, so it’s not a lifetime commitment; however, this first job will be the base of your lifetime career. You must start successfully so that future recommendations will always be positive. Furthermore, three years is a long time to spend doing something you don’t like, working in a position that isn’t challenging or living somewhere you don’t want to live.

One last word of advice: Before you go to the interview, review the version of your resume that you submitted to this employer. The resume can only get you the interview; the interview gets you the job.
If you’re wondering what skills you have that would interest a potential employer, you are not alone. Many college seniors feel that four (or more) years of college haven’t sufficiently prepared them to begin work after graduation. And like these students, you may have carefully reviewed your work history (along with your campus and civic involvement) and you may still have a difficult time seeing how the skills you learned in college will transfer to the workplace.

But keep in mind that you’ve been acquiring skills since childhood. Whether learning the value of teamwork by playing sports, developing editing skills working on your high school newspaper or developing countless skills while completing your coursework, each of your experiences has laid the groundwork for building additional skills.

What Are Transferable Skills?
A transferable skill is a “portable skill” that you deliberately (or inadvertently, if you haven’t identified them yet) take with you to other life experiences.

Your transferable skills are often:
- acquired through a class (e.g., an English major who is taught technical writing)
- acquired through experience (e.g., the student government representative who develops strong motivation and consensus building skills)

Transferable skills supplement your degree. They provide an employer concrete evidence of your readiness and qualifications for a position. Identifying your transferable skills and communicating them to potential employers will greatly increase your success during the job search.

Remember that it is impossible to complete college without acquiring transferable skills. Campus and community activities, class projects and assignments, athletic activities, internships and summer/part-time jobs have provided you with countless experiences where you’ve acquired a range of skills—many that you may take for granted.

Identifying Transferable Skills
While very closely related (and with some overlap), transferable skills can be divided into three subsets:
- Working With People
- Working With Things
- Working With Data/Information

For example, some transferable skills can be used in every workplace setting (e.g., organizing or public speaking) while some are more applicable to specific settings (e.g., drafting or accounting).

The following are examples of skills often acquired through the classroom, jobs, athletics and other activities. Use these examples to help you develop your own list of the transferable skills you’ve acquired.

Working With People
- Selling
- Training
- Teaching
- Supervising
- Organizing
- Soliciting
- Motivating
- Mediating
- Advising
- Delegating
- Entertaining
- Representing
- Negotiating
- Translating

Working With Things
- Repairing
- Assembling parts
- Designing
- Driving
- Operating machinery
- Maintaining equipment
- Constructing
- Building
- Sketching
- Working with CAD
- Keyboarding
- Drafting
- Surveying
- Troubleshooting

Working With Data/Information
- Calculating
- Developing databases
- Computing
- Working with spreadsheets
- Accounting
- Writing
- Researching
- Testing
- Filing
- Sorting
- Editing
- Gathering data
- Analyzing
- Budgeting

Easy Steps to Identify Your Transferable Skills
Now that you know what transferable skills are, let’s put together a list of your transferable skills. You may want to work with someone in your career services office to help you identify as many transferable skills as possible.

Step 1. Make a list of every job title you’ve held (part-time, full-time and internships), along with volunteer, sports and other affiliations since starting college. (Be sure to record officer positions and other leadership roles.)

Step 2. Using your transcript, list the classes in your major field of study along with foundation courses. Include electives that may be related to your employment interests.

Step 3. For each job title, campus activity and class you’ve just recorded, write a sentence and then underline the action taken. (Avoid stating that you learned or gained experience in any skill. Instead, present your skill more directly as a verifiable qualification.)

“For example, while working for Jones Engineering, I performed 3D modeling and drafting.”

NOT “While working for Jones Engineering, I gained experience in 3D modeling and drafting.”

“As a member of the Caribbean Students Association, I developed and coordinated the marketing of club events.”

NOT “As a member of the Caribbean Students Association, I learned how to market events.”

Step 4. Make a list of the skills/experiences you’ve identified for future reference during your job search.

Using Transferable Skills in the Job Search
Your success in finding the position right for you will depend on your ability to showcase your innate talents and skills. You will also need to demonstrate how you can apply these skills at an employer’s place of business. Consult the staff at your career services office to help you further identify relevant transferable skills and incorporate them on your resume and during your interviews. During each interview, be sure to emphasize only those skills that would be of particular interest to a specific employer.

Transferable skills are the foundation upon which you will build additional, more complex skills as your career unfolds. Start making your list of skills and you’ll discover that you have more to offer than you realized.

Additional Tips to Help Identify Your Transferable Skills
1. Review your list of transferable skills with someone in your field(s) of interest to help you identify any additional skills that you may want to include.
2. Using a major job posting website, print out descriptions of jobs that interest you to help you identify skills being sought. (Also use these postings as guides for terminology on your resume.)
3. Attend career fairs and company information sessions to learn about the skills valued by specific companies and industries.

Written by Rosita Smith.
POWER VERBS FOR YOUR RESUME

accelerated  accommodate  accomplished  achieved  acquired  act  activated  adapted  add  addressed  adjusted  administered  admitted  advanced  advised  aided  alleviated  allocated  allowed  altered  ameliorated  amended  analyzed  appointed  apportioned  appraised  apprised  approved  approximated  arbitrated  arranged  ascertained  assembled  assessed  assigned  assisted  attained  attested  audited  augmented  authored  authorized  balanced  bolstered  boosted  brainstormed  budgeted  built  calculated  catalogued  centralized  certified  chaired  charted  clarified  classified  coached  collaborated  collected  commissioned  committed  communicated  compared  compiled  composed  computed  conceptualized  concluded  confirmed  consented  consolidated  constructed  contracted  contributed  converted  convinced  cooperated  coordinated  correlated  corresponded  counseled  created  critiqued  customized  debugged  deciphered  dedicated  delegated  deliberated  demonstrated  designated  designed  determined  devaluated  developed  devised  diagnosed  directed  disbursed  dispatched  dispatched  displayed  drafted  eased  eclipsed  edited  educated  elevated  elicited  employed  empowered  enabled  encouraged  endorsed  engineer  enhanced  enlarged  enlisted  enriched  enumerated  envisioned  established  estimated  evaluated  examined  excelled  executed  exercised  expanded  expanded  expedit  explained  extended  extracted  fabricated  facilitated  familiarized  fashioned  figured  finalized  forecasted  formulated  fostered  founded  fulfilled  generated  grew  guaranteed  guided  hired  identified  illustrated  implemented  improved  improvised  increased  indexed  indicated  inferred  influenced  informed  initiated  innovated  inspected  inspired  instructed  instituted  integrated  interceded  interpreted  interviewed  introduced  invented  investigated  involved  issued  judged  justified  launched  lectured  led  licensed  lightened  linked  maintained  marketed  measured  mediated  minimized  mobilized  modeled  moderated  modernized  modified  monitored  motivated  multiplied  negotiated  officiated  operated  orchestrated  organized  originated  overhauled  performed  persuaded  pioneered  planned  prepared  polished  prescribed  prioritized  processed  procured  produced  programmed  projected  promoted  publicized  purchased  queried  questioned  raised  rated  realized  recommended  reconciled  recorded  recruited  rectified  reduced (losses)  refined  referred  reform  regarded  regulated  rehabilitated  reinforced  rejuvenated  related  relieved  remedied  remedied  repaired  remodeled  resolved (problems)  restored  retrieved  revamped  reviewed  revised  revitalized  revived  sanctioned  satisfied  scheduled  screened  scrutinized  secured  served  set goals  settled  shaped  smoothed  solicited  solved  sought  spearheaded  specified  spoke  stimulated  streamlined  strengthened  studied  submitted  substantiated  suggested  summarized  supervised  supplemented  surveyed  sustained  synthesized  systematized  tabulated  tailored  traced  trained  transacted  transformed  translated  transmitted  updated  upgraded  validated  valued  verified  visualized  wrote

Adapted with permission from the Career Resource Manual of the University of California, Davis.
September 29, 2015

Ms. Alice C. Warren  
Manager of Corporate Accounting  
Crown Electric Company  
765 River View Road  
Burlington, NJ 08065

Dear Ms. Warren:

Review of your company’s recent posting in the Rutgers-Camden job database, RaptorLink, indicates that you hire Accounting Trainees in the Corporate Accounting function. Having rotational assignments in auditing, tax compliance, and cost accounting sounds extremely interesting to me; therefore, I would like to interview with your firm.

I will be receiving a B.S. degree in Accounting in May 2016 and have maintained a strong grade point average during my tenure at Rutgers University. In addition to my academic achievement, you will note that I have always been industrious and hard working. This is evidenced by the fact that I have been continually employed, either full or part-time, since age thirteen. In addition, I find it important to make time for extracurricular activities and volunteer opportunities, such as the LEAP School project. Involvement in these activities permitted me to strengthen my ability to effectively organize and plan my time to maximum advantage, as well as, strengthening my leadership skills and interpersonal communication abilities.

A solid academic background, work ethic, and drive, excellent organization and communication skills, and my intense interest in the field of accounting will enable me to make a valuable addition to Crown Electric’s Accounting functions.

I would appreciate an opportunity to interview with your organization and will call you the week of October 5, 2015 to schedule an appointment. If you would like to contact me before that time, I can be reached at (856) 555-8676.

Sincerely,

Eager Towork

Eager Towork

Attachment: Resume
Maria P. Sanchez
123 Front Street, Woodbury, NJ 08906
(856) 555-5456 | maria.p.sanchez@gmail.com

EDUCATION
Rutgers University, College of Arts & Sciences
Bachelor of Arts, Psychology
GPA: 3.2
Dean’s List: Fall 2015, Spring 2016

Gloucester County College
Associate in Arts & Sciences, Psychology
GPA: 3.6

EXPERIENCE
Legacy Treatment Centers, Gloucester Community Residence
Residential Counselor
September 2015 – Present
• Advocate for teenage girls with behavioral issues
• Support therapeutically designed home and recreational activities
• Participate as an active member of the Treatment Team
• Created new behavior modification program

Bancroft
Residential Assistant
May 2014 – August 2015
• Provided supervision, guidance, instruction, skill building, and rehabilitation to adults with disabilities
• Kept detailed records of residents’ progress

Aeropostale
Sales Associate
June 2012 – May 2014
• Exceeded sales goals on regular basis
• Received commendation for providing excellent customer service

VOLUNTEER SERVICE
Party Planner, Bancroft
Camp Counselor, Muscular Dystrophy Association
Young Athlete Program, Special Olympics

SKILLS
Fluent in Spanish, written and verbal
Microsoft Office: Word, Excel, Outlook, PowerPoint
First Aid/CPR/AED Certified

LAWRENCE BROWER
14 Maple St., Camden, NJ 08234
(856) 555-5343
lbrower17@rutgers.edu

OBJECTIVE
Internship in Computer Science.

EDUCATION
Rutgers University, College of Arts & Sciences
Bachelor of Arts in Computer Science
GPA: 3.25
Dean’s List: Spring 2015, Fall 2014
2014 JAVA Program Design Award

LEADERSHIP
Vice President, Computer Science Club
Co-Captain, Rutgers-Camden Soccer Team
Ambassador, Rutgers-Camden Admissions Department

COMPUTER
Languages
C, C++, HTML, Java Script, Java

SKILLS
Software
MS Word, MS Access, MS Excel, MS Visual C++
Netscape, Visual Basic

Hardware
PC, Macintosh, HP-UX

EXPERIENCE
Help Desk Assistant
Computing Services, Rutgers University
August 2014 to Present
• Assisted students with use of PC and Macintosh Computers
• Maintained computer hardware and various software packages
• Developed student user log on Excel

Tutor
The Leap Academy
Spring 2014
• Tutored 7th and 8th grade students in Math and Computer Science

Sales Assistant
Computrama
Summers 2013, 2014
• Advised customers on purchases of computer systems
• Recognized as Employee of the Month, July 2009
RESUME SAMPLES

Lisa Johnson
Burlington, NJ ♦ 856-555-9878 ♦ lisa.johnson@gmail.com

OBJECTIVE
Financial Assistant position in the banking industry.

EDUCATION
Rutgers University, School of Business ♦ Camden, NJ
B.S. in Finance, minor in Computer Science ♦ May 2016
♦ Honors College
♦ GPA: 3.5 overall, 3.8 in major ♦ Dean’s List 5 semesters
♦ Recipient of John Moneybags Scholarship
Research Project
♦ Under the supervision of Professor Joe Michael; researched and analyzed the economic outlook for South Jersey though 2018. Presented research at annual South Jersey Economic Conference June 2015.

ACTIVITIES
President, Finance Society September 2015 – Present
♦ Developed fundraising activities which netted club $2000
♦ Planned programs and recruited speakers
♦ Increased membership by 25%

Member, Honors Society 2013 – Present

EXPERIENCE
Freedom Mortgage ♦ Mt. Laurel, NJ
♦ Provided investment banking services to principal investment firms
♦ Advised Financial Analysts on acquisition financing
♦ Developed financial models for department
♦ Member of Investment Banking Team

JP Morgan Chase ♦ Philadelphia, PA
Sales Assistant ♦ Summer of 2012 and 2013, Full-time, $250 per week
Supervisor: John Levin (856) 872-9874
♦ Managed box office operations during a busy three-month summer season.
♦ Responsible for handling as much as $700,000 in transactions each summer.
♦ Maintained records of more than 750 trustees and subscribers to ensure timely notification of events.

COMPUTER SKILLS
Computer
♦ MS Excel, Access, Word and PowerPoint
♦ Adobe Photoshop

Language
♦ Proficient in writing and speaking Spanish

Federal Resume Sample

ELAINE McCarthy
1854 Arthur Street ♦ Day: (856) 555-8188
Blackwood, NJ ♦ Evening: (856) 555-3372
SS#: 215-76-80xx ♦ Veteran's Status: None
U.S. Citizen ♦ Federal Status: None

OBJECTIVE
To obtain the position of Paralegal Specialist (Ann. #GS-90, Grade 7) with the Civil Division of the U.S. Department of Justice.

EDUCATION
Rutgers University, College of Arts & Sciences ♦ Camden, NJ 08102
Bachelor of Arts Degree, May 2016 Majors: French, Psychology
♦ Top 10% (3.6 GPA)
♦ University of Paris Sorbonne, Summer Program, 2015

PROFESSIONAL EXPERIENCE
Davis & Lloyd ♦ 1725 Connecticut Ave., NW, Philadelphia, PA 19054
Legal Assistant, June 2015 - present; Full-time, $32,000 per year
Supervisor: John Jacobson (215) 872-9217, contact may be made
♦ Assist victims of sexual assault in an active rape crisis center operating in the District of Columbia.
♦ Provide counseling. Information and referral.
♦ Completed 65-hour training program regarding services.

D.C. Crisis Counseling Center, P.O. Box 30987, Washington, DC
Counselor ♦ May 2014 - present, 6 hours per week, Volunteer
Supervisor: Carolyn Weeks (202) 872-9711
♦ Assist victims of sexual assault in an active rape crisis center operating in the District of Columbia.
♦ Provide counseling. Information and referral.
♦ Completed 65-hour training program regarding services.

Columbia Theatre Festival ♦ P.O. Box 772, Cherry Hill, NJ 08235
Box Office Manager ♦ Summer of 2012 and 2013, Full-time, $250 per week
Supervisor: John Levin (856) 872-9874
♦ Managed box office operations during a busy three-month summer season.
♦ Responsible for handling as much as $700,000 in transactions each summer.
♦ Maintained records of more than 750 trustees and subscribers to ensure timely notification of events.

COMPUTER SKILLS
Word Processing: Microsoft Word, WordPerfect
Databases: Access / NewSQL
On-Line Research: NEXIS/LEXIS and BASYS

SKILLS
♦ Proficient with Dbase IV, Paradox, Microsoft Word and WordPerfect
♦ Skilled in using legal research software: NEXIS/LEXIS and BASYS
♦ Comfortable in either Macintosh or PC environment
♦ Fluent in French

AWARDS
♦ Who’s Who Among Students in American Universities and Colleges
♦ Red and Blue Honor Society
♦ Rutgers University Summer Program for Graduating High School Seniors
♦ Nominated for Dean’s Award
♦ Outstanding Member - Alpha Chi Sorority

RESUME SAMPLES
EARNING CREDIT FOR YOUR INTERNSHIP

INTERNSHIPS AT RUTGERS UNIVERSITY - CAMDEN

Internships are educational experiences which provide the opportunity to apply classroom learning to the workplace, expand professional skills, test out career choices, earn money and/or academic credit.

- The Career Center and Rutgers-Camden encourage student participation in internships.
- Career Center staff is available to assist all students in all majors to secure an internship.

WHEN / HOW TO APPLY

- Begin your internship search a semester in advance.
- Attend resume writing and interviewing workshops to help you prepare for your internship search.
- Have your resume critiqued by the Career Center by emailing it to careercenter@camden.rutgers.edu
- Search for and apply to internships using the Career Center’s RaptorLink database.
- Participate in the four job fairs hosted by the Career Center each year: Career Day (Oct.), Internship Fair (Nov.), Public Service Fair (March), Spring Job Fair (April).
- Deadlines: Fall Internship: Sept. 4th - Spring Internship: January 22nd - Summer Internship - May 20th

EARNING CREDIT FOR YOUR INTERNSHIP

College of Arts & Sciences / University College

Students in the College of Arts & Sciences / University College can earn credit for their internship through the Arts & Sciences internship course. Students can earn 3 general elective credits or, depending on their major, can earn 3 credits in their major. The Arts & Sciences Internship class is offered during the fall, spring and summer semesters.

Learn more about the Arts & Sciences Internship course at http://cc.camden.rutgers.edu/internship_information

School of Business

Students in the School of Business can earn business elective credits for their internship through the business internship course. This course is offered to students who are matriculated into the School of Business and are in their junior or senior years. The School of Business internship class is offered during the fall, spring and summer semesters. More about the course can be found at https://business.camden.rutgers.edu/internships/

Graduate Students

Credit for internships at the graduate level is granted through the individual academic departments. Graduate students should contact their program director for information about credit for internships.
TEN BEST WAYS TO GO OFFLINE... AND GET THE JOB

Richard Bolles, author of the legendary job search book, What Color Is Your Parachute?, warns that the biggest mistake he sees job hunters make is spending too long looking online and getting nowhere. Experts estimate that only 4% to 10% of online job seekers have any success using that method. What’s a better option? Ask for leads and info from family, friends, professors, and any other folks you run into. That’s how most people find a job.

1. GET FROM ONLINE TO F2F
If you’ve been spending time searching online, you may have developed virtual friendships with members of industry, special interest or alumni groups. See if you can take those relationships offline. “Maintaining contacts made online is time consuming,” says Vicky Oliver author of 201 Smart Answers to Business Etiquette Questions. “Then I realized that this LinkedIn group I belong to, for the alums of Ivies, was actually meeting in my area, so I attended an event. What a great way to network!”

If there isn’t a group already meeting, set up one yourself (maybe through MeetUp.com) or invite one person for coffee. Face time can take a relationship to a whole new level.

2. JOB FAIRS, CONFERENCES AND CLASSES
Go anywhere groups of people in your field assemble. Because everyone has a common interest, and often their intention is to make connections—conversation will flow naturally. While job fairs catering to your major and career interests are best, it may be worth casting a bigger net. “Say you hear about a medical clinical professional job fair, and maybe you’re looking for a staff accountant job. Pay your money and show up anyway,” says Kathleen Downs, recruiting manager at Robert Half International in Orlando, Fla. “There will be HR folks there, so bring your resume, dress in interview clothes, and talk to them.” Downs especially recommends this tactic of networking for people who are extroverted and present well.

3. SET UP INFORMATIONAL INTERVIEWS
Spending 20 minutes with someone in the trenches is the best way to research a position, industry or company you’ve targeted. It’s a good way to add contacts to your network too. You can have interesting, meaningful conversations. They’ll also be more likely to want to help you—possibly put in a good word on your behalf or hand-deliver your resume.

Tap your network of friends and family and keep your request simple. Try some variation of this script: “Do you know anyone who works in sports marketing?” Or, “Do you know anyone who works at Nike?” Or, “Do you know anyone who might know someone who knows such a person?” and finally, “Is it okay for me to contact them and mention you suggested I get in touch?”

At the end of each informational interview, ask for more leads so you get passed on to others.

4. BE THE TOTAL PACKAGE
Tattoos, body piercings, or hipster attire may be your personal image statement, but don’t let your appearance scream so loudly that people can’t hear what you’re saying. “Some girls will come in with a small nose ring, and while I don’t think there’s anything wrong with that—it doesn’t help,” says Downs. “Look as conservative as you can and remove all distractions.”

5. TELL A STORY ABOUT YOURSELF
In addition to discussing general topics of interest, learn how to slip in a bit about your job search: “I’m looking for a staff accountant job.” Later, practice relaying more detailed, career-related information about yourself. “You need to be specific about your skills and talents,” said Peggy Klaus, author of BRAG! The Art of Tooting Your Own Horn Without Blowing It, “so you’re able to explain what it is that you do. Prepare and rehearse little stories so it comes off conversationally.”

6. BE A GIVER
Now is a great time to volunteer for a nonprofit or industry group. You’ll get out of the house, feel a sense of accomplishment and pick up some new skills. Maybe best of all: “Nonprofits have people serving on their boards that may be able to help you, and you’d never make their acquaintance otherwise,” says Downs.

7. PUT ON A HAPPY FACE
A job search can be stressful, especially if it’s protracted, but “don’t bring your emotional baggage with you,” when you’re out and about, says Klaus. “You may have just had a fight with your girlfriend, but you still have to act as if you’re delighted to be there.”

8. GYMS, COFFEE SHOPS AND BIKE PATHS
Develop the ability to strike up a casual conversation about things that interest you, such as karaoke, city bikes or house-roasted coffee. (Geeky is good.) The low-risk first step prepares you to engage in step two, which is an information-gathering career-related conversation, and finally, the actual job interview.

Plus, by meeting people everywhere you go, you can engage innumerable pairs of eyes and ears helping you look for a job, which is what often leads to success. “The best way to find a job is still friends of friends,” says Oliver. “Build a network of connections so that you hear about a job before it’s posted.”

9. NETWORK FROM WITHIN
Taking a not-perfect-fit job at a dream company is a great way to network and develop relationships from the inside. “Say you want to be a software developer at Apple, but you’re offered a junior quality control position. Take it and in a few years you may be right where you want to be,” says Tim Sanders, author of Love is the Killer App: How to Win Business and Influence Friends. Don’t worry about getting stuck in your first role. If you’re a talented person who makes a good fit with the corporate culture, a smart company will find a way to train and promote you.

10. RINSE AND REPEAT
Even after you’re hired, don’t stop adding to your network and nurturing your contacts. In an uncertain world, no job is permanent; we’re all temporary employees.

Written by Jebra Turner, a former human resources manager, who writes about career issues, and other business topics. She lives in Portland, Ore., and can be reached at www.jebra.com.
TEN BEST WAYS TO GO ONLINE... AND GET THE JOB

Almost 40% of HR managers predict resumes will soon be replaced by social-networking profiles. Even today, to get the attention of recruiters, grads have to establish a highly visible online presence. Most students are comfortable using technology to connect with family and friends, but unsure about how to use it in a professional context.

1. CHECK OUT MAJOR JOB BOARDS
Technology is great, so as a job seeker it might seem like a no-brainer to go job hunting on the internet. “Digital job search is attractive to young people because they’re tech savvy,” said J.T. O’Donnell of CareerHMO.com. But after months of trolling job boards with no response, they wonder “What’s wrong with me?”

Nothing, according to O’Donnell. Estimates are that only 4% to 10% of the people who look for jobs online ever find one. It’s a long-shot. The “underbelly of the job posting world,” she says, “is that many listings are already filled, were just fishing expeditions, or are outright scams.”

2. ONLINE JOB SEARCH ENGINES
A better bet is a search engine that delivers job listings directly to you. O’Donnell recommends linkup.com. “They focus on company websites so there are fewer duplicate, stale or fishy listings. You can also set up alerts to contact you if one of their 22,000+ companies posts a new opening.”

It may be that Google is now becoming the #1 (unofficial) job search engine. Job hunters can search (or set up automatic alerts) for job titles, companies, cities, states, and get lists of postings that match their terms.

3. COMPARE COMPANY CULTURES ONLINE
Want to get the real scoop on what’s like to work at your own dream company? Check out Glassdoor.com, which rates companies similar to how Yelp rates consumer services. “They accept anonymous information on companies,” says O’Donnell. “They post salary ranges for jobs, feedback ratings on leadership and information on the interview process.”

4. WRITE YOUR RESUME IN DIGITAL FORMAT
“Eighty percent of all companies are using ATS [applicant-tracking system that scans and digitizes], so keywords are key,” says O’Donnell. “As recent grads don’t have a lot of professional experience, they probably won’t get selected for an interview.”

There’s a way to get around that. Reverse-engineer several job descriptions. First highlight the repeating keywords (“Microsoft Office Suite,” not “Motivated, self-starter”), then plug them into your resume. Presto...an ATS software-friendly, search-engine-optimized resume!

5. EMBRACE LINKEDIN
Think of LinkedIn as your resume...on steroids. Fill out your profile completely, but don’t stop there. Use LinkedIn to reach specific individuals—the people most likely to hire you or help you get hired. “Search the database just like recruiters do, by job titles, companies and professions. Search for people who are in jobs one, two, or three levels above your target job,” says Martin Yate, author of Knock ‘em Dead, the Ultimate Job Search Guide.

6. TWEET, TWEET
Twitter is a favorite method for recruiters to get a quick look at who you are and how you think. It’s fairly easy to micro-blog, too. Share your career-related news or retweet nuggets of interest to people in your field.

O’Donnell says Twitter is one of her favorite ways to contact hard-to-meet people. “Username, I’d really like to connect with you on Twitter,” she’ll ask. “And they’re likely to do it because it’s only a 140-character commitment. Later, you can tweet, ‘would you mind if I connect with you on LinkedIn?’ It’s low-risk for them so you’ll see a high rate of return.”

7. EMAIL ETIQUETTE
Most job seekers go through two to six exchanges with recruiters between the time they email “We got your resume” and when they sit in the interview chair, according to Tim Sanders, author of Love is the Killer App: How to Win Business and Influence Friends. Stalking a recruiter with too frequent emails should be avoided. Don’t text a recruiter either, he warns. Texting a stranger might come across as overly familiar or even creepy.

8. BROADCAST ON FACEBOOK
Even though Facebook is usually thought of as a purely social platform, it can be useful during a job search. “I’d do a post to my network of friends, family and other contacts,” says Sanders, rather than contacting strangers.” For instance: I am on the hunt to find a job at [company] because of X. Does anyone know anybody at [company]? That X has to be believable, such as, I think they make the best products in the industry.

It’s good to repost a variation of that request every few days. (You’re reaching only about 10% of your friends’ feeds at any time, Sanders says.)

9. A PICTURE IS WORTH A THOUSAND WORDS
Your digital footprint often precedes you, so it’s a good idea to periodically review your online identity. Enlist another set of eyes, too, for another perspective.

“I helped my niece with her profile,” says Peggy Klaus, author of BRAG! The Art of Tooting Your Own Horn Without Blowing It. “I opened up her Facebook page and see her in a picture with a hookah. She said, ‘Aunt Peg, it’s only tobacco!’ And I said, ‘I don’t care! To people of my generation, a hookah means pot.’” Klaus recommends a professional pose, conservative attire, possibly taken by a studio photographer.

10. POLISH YOUR ONLINE IMAGE
“Don’t show or say anything online that you wouldn’t want your mother or boss to see,” she warns. “Clean up your email address and privacy settings. Even then be careful what you share. You don’t know who’s standing around looking over who’s shoulder, or what will be forwarded and sent around.”

Watch your grammar and spelling, don’t be silly or edgy, and stay away from political commentary (unless that’s appropriate for the job or industry), Klaus advises. Employers value good written communication skills.

Written by Jebra Turner, a former human resources manager, who writes about career issues, and other business topics. She lives in Portland, Ore., and can be reached at www.jebra.com.
So you want to work for the federal government? You are not alone. Uncle Sam employs approximately 2.7 million civilian workers worldwide. Federal employees receive a generous benefits package, and as of 2012 they earned an average salary of $81,704. As the largest employer in the U.S., the federal government offers a variety of career opportunities unparalleled in the private sector. Federal employees work with (and create) cutting-edge technology. They create policy, programs and services that impact the health, safety and welfare of millions of people worldwide.

But with these benefits come bureaucracy. If you do not like working within a system and following a defined chain of command, a federal job might not be for you. This bureaucracy is evident in the hiring process as well. Federal agencies follow strict hiring procedures, and applicants who do not conform to these procedures are left by the wayside. Typically, the federal hiring process can stretch on for months. In fact, many career professionals recommend that students applying for federal jobs begin the process at least two semesters before their graduation date.

**TYPES OF FEDERAL JOBS**

Federal jobs are separated into two classes: competitive service and excepted service positions. Competitive service jobs, which include the majority of federal positions, are subject to civil service laws passed by Congress. Job applications for competitive service positions are rated on a numerical system in which applications are awarded points based on education, experience and other predetermined job qualification standards. Hiring managers then fill the position from a pool of candidates with the highest point totals.

Hiring managers for excepted service agencies are not required to follow civil service hiring procedures or pick from a pool of candidates who have been rated on a points system. Instead, these agencies set their own qualifications requirements, as occurs in private industry. However, both competitive service and excepted service positions must give preference to veterans who were either disabled or who served in combat areas during certain periods of time. The Federal Reserve, the Central Intelligence Agency and the National Security Agency are examples of some excepted service agencies. It’s important to note that even agencies that are not strictly excepted service agencies can have excepted service positions available within them.

**OPM AND USAJOBS**

The U.S. Office of Personnel Management (OPM) acts as the federal government’s human resources agency. OPM’s website (opm.gov) is expansive and contains a wealth of information for anyone interested in federal jobs, including federal employment trends, salary ranges, benefits, retirement statistics and enough links to publications and resources to keep a research librarian busy for days. Linked to the OPM site is the USAJOBS site (usajobs.gov), which has its own set of tools and resources that will be familiar to any standard job site user. USAJOBS acts as a portal for federal employment with thousands of job listings at any one time.

**SEARCHING FOR FEDERAL JOBS**

Federal agencies now fill their jobs like private industry by allowing applicants to contact the agency directly for job information and applications. However, most of these positions can be accessed through the USAJOBS site. All competitive service positions must be posted on the USAJOBS site, and although agencies are not required to post their excepted service positions on USAJOBS, many do.

Registered visitors to USAJOBS can create and post up to five resumes, which can be made searchable, allowing recruiters from federal agencies to find resumes during applicant searches. Applicants can also use these resumes to apply directly to jobs that have an online application option. In addition, job applicants can create as many as ten “search agents,” which search for job openings using certain criteria (such as location, job type, agency, salary requirements), and email matching postings directly to their inbox. Applicants can also search for jobs directly using the “search jobs” button on the USAJOBS homepage.

Remember, excepted service positions are not required to be posted on the USAJOBS site. If you are interested in employment with an excepted service agency, be sure to visit the recruitment section of its website for postings that may not have made it onto the USAJOBS site. It is often worthwhile to look at the sites of agencies that you do not associate with your field of study. If you are interested in the environment, you should definitely visit the EPA’s website. But you should also make sure to visit the websites of other agencies that you don’t associate with your major. It’s not unusual for a biology major, for example, to find a job with Homeland Security or the Department of Defense.

**HOW TO APPLY**

There is no general way to submit an application to OPM or to individual federal agencies. Instead, students should refer to each job posting for specific directions. Whether for competitive service or excepted service positions, federal job postings can be intimidating. A typical posting can run over 2,000 words and include sections on eligibility requirements, educational requirements, necessary experience, salary range, job duties and even a description of how applicants are evaluated.

Most importantly, all federal job postings include a section titled “How to Apply.” Instead of letting this avalanche of information overwhelm you, use it as a resource to help you put together the best application possible, paying particularly close attention to the “How to Apply” section. If you do not follow the instructions and procedures closely, your application may not be processed. “I would emphasize that applicants should carefully read the ‘fine print’ of all printed and online materials and applications,” says Dr. Richard White, Employer Relations Coordinator, Drew University. “Applicants who do all their i’s and cross all their t’s gain a competitive advantage and rise to the top of the application pool.”

Federal agencies require specific information on your resume before it can be processed. The OPM created the USAJOBS Resume Builder in an effort to help applicants create a resume which can be used for most government agencies—go to my.usajobs.gov to get started. Agencies may also request that you submit additional forms for application (many of which are available on USAJOBS). Strictly following the “How to Apply” instructions will ensure that your application has all the information necessary.

Written by Chris Enstrom, a freelance writer from Nashville, Ind.
INTERNATIONAL STUDENTS AND THE JOB SEARCH

Looking for a job is seldom easy for any student. For you, the international student, the job search process can be especially confusing. You may lack an understanding of U.S. employment regulations, or perhaps you are unaware of the impact your career choice has on your job search. You may also be unsure about your role as the job-seeker and the resources used by American employers to find candidates.

The following is an overview of the issues most relevant to international students in developing a job search strategy. Additional information about the employment process and related topics can be found through your career center and on the internet.

BUREAU OF U.S. CITIZENSHIP AND IMMIGRATION SERVICES REGULATIONS
As an international student, you should only obtain employment-related information from an experienced immigration attorney or your campus USCIS representative. Advice from any other resource may be inaccurate. Once you have decided to remain in the United States to work, contact the international student services office or the office of human resources on your campus and make an appointment with your USCIS representative. In addition to helping you fill out necessary forms, the USCIS representative will inform you of the costs associated with working in the United States.

IMPORTANCE OF SKILLS AND CAREER FIELD
Find out if your degree and skills-set are currently in demand in the U.S. job market. An advanced degree, highly marketable skills or extensive experience will all make your job search easier. Find out what region of the United States holds the majority of the jobs in your field; you may need to relocate in order to find the job you want. Learn all you can about your targeted career field by talking to professors, reading industry publications and attending professional meetings and regional conferences.

ROLE OF EMPLOYERS
It is the employer’s responsibility to find the right people for his or her company—not to help you find a job. The interview is successful when both of you see a match between the employer’s needs and your interest and ability to do the job.

The employer (through hiring managers, human resources staff or employment agencies) will most likely use several resources to find workers, including:

- College recruiting
- Campus or community job fairs
- Posting jobs on the company website or on national job posting sites on the internet
- Posting jobs in major newspapers or trade publications
- Posting jobs with professional associations
- Resume searches on national online services
- Employee referrals
- Regional and national conferences
- Employment agencies (“headhunters”)

Are you accessible to employers through at least some of the above strategies? If not, develop a plan to make sure your credentials are widely circulated. Notify as many people as possible in your field about your job search.

STRONG COMMUNICATION SKILLS
You can help the employer make an informed hiring decision if you:

- Provide a well-prepared resume that includes desirable skills and relevant employment experiences.
- Clearly convey your interests and ability to do the job in an interview.
- Understand English when spoken to you and can effectively express your thoughts in English.

It’s important to be able to positively promote yourself and talk with confidence about your education, relevant skills and related experiences. Self-promotion is rarely easy for anyone. But, it can be especially difficult for individuals from cultures where talking about yourself is considered inappropriate. When interviewing in the United States, however, you are expected to be able to explain your credentials and why you are suitable for the position.

Be sensitive to the interviewer’s verbal and nonverbal cues. Some international students may not realize when their accent is causing them to be misunderstood. Interviewers are sometimes too embarrassed or impatient to ask for clarification, so be on the lookout for nonverbal clues, such as follow-up questions that don’t match your responses or sudden disinterest on the part of the interviewer. Also, make sure you express proper nonverbal communication; always look directly at the employer in order to portray confidence and honesty.

If your English language skills need some work, get involved with campus and community activities. These events will allow you to practice speaking English. The more you use the language, the more proficient you will become. These activities are also a great way to make networking contacts.

CAREER CENTER
The career center can be a valuable resource in your job search. Be aware, however, that some employers using the career center won’t interview students who are not U.S. citizens. Though this may limit your ability to participate in some campus interviews, there are numerous ways to benefit from the campus career center:

- Attend sessions on job search strategies and related topics.
- Work with the career services staff to develop your job search strategy.
- Attend campus career fairs and company information sessions to inquire about employment opportunities and to practice your networking skills.

It’s a good idea to get advice from other international students who have successfully found employment in this country and to start your job search early. Create and follow a detailed plan of action that will lead you to a great job you can write home about.

Written by Rosita Smith.
Many people use the classified ads as their sole job search technique. Unfortunately, statistics show that only 10% to 20% of jobs are ever published—which means that 80% to 90% of jobs remain hidden in the job market. For this reason, networking remains the number one job search strategy.

A NETWORK IS an interconnected group of supporters who serve as resources for your job search and ultimately for your career. Some great network contacts might include people you meet at business and social meetings who provide you with career information and advice.

Students often hesitate to network because they feel awkward asking for help, but it should be an integral part of any job search. Though you might feel nervous when approaching a potential contact, networking is a skill that develops with practice, so don’t give up. Most people love to talk about themselves and their jobs and are willing to give realistic—and free—advice.
Eight Keys to Networking

1. BE PREPARED First, define what information you need and what you are trying to accomplish by networking. Remember, your purpose in networking is to get to know people who can provide information regarding careers and leads. Some of the many benefits of networking include increased visibility within your field, propelling your professional development, finding suitable mentors, increasing your chances of promotion and perhaps finding your next job.

   Second, know yourself—your education, experience and skills. Practice a concise, one-minute presentation of yourself so that people will know the kinds of areas in which you are interested. Your networking meeting should include the following elements: introduction, self-overview, Q&A, obtaining referrals and closing.

2. BE TARGETED Identify your network. For some, “I don’t have a network. I don’t know anyone,” may be your first reaction. You can start by listing everyone you know who are potential prospects: family members, friends, faculty, neighbors, classmates, alumni, bosses, co-workers and community associates. Attend meetings of organizations in your field of interest and get involved. You never know where you are going to meet someone who could lead you to your next job.

   Career professionals—and parents—are warning young job seekers that using social networking sites, such as Facebook and Twitter, may be hazardous to your career. After all, do you want your potential employer to see photos of you at last weekend’s party? Certainly, those photos could diminish your prospects of landing a job. However, more job seekers are using social networking to enhance their preparation for interviews, garner an advantage over less-wired peers, and even gain an edge with recruiters.

   One example of a constructive use of social networking websites is gathering background information about the recruiters with whom you will interview. By finding out about topics that will interest the recruiter, you may gain an upper hand in the interview process. In addition, stronger connections with a potential employer can be made by talking about the clubs he or she belongs to and even friends you have in common—information that can be discovered on Facebook.

   Research on professional sites like LinkedIn can also be used to prepare for site visits. By using the alumni connections available through LinkedIn, you can gain added insight into potential employers. If you are interviewing with a company, search for alumni who are working there. You can have conversations with alumni via LinkedIn that you wouldn’t have in an interview, such as, “do you like it at the company” or “can you negotiate salary?”

Networking Rules

When you seek and maintain professional connections via social networking sites, follow the same etiquette you would if you were networking by phone and in person. Remember that every contact is creating an impression. Online, you might tend to be less formal because you are communicating in a space that you typically share with friends. Just as you would not let your guard down if you were having dinner with a potential employer, you must maintain a positive and professional approach when conversing with networking contacts online. Ask good questions, pay attention...
to the answers, and be polite—this includes sending at least a brief thank-you note anytime someone gives you advice or assistance.

If It’s OK for Mom, It’s OK for Facebook

The more controversial aspect of the interplay between social networking and job searching is the privacy debate. Some observers, including career counselors, deans, and parents, worry that students put themselves at a disadvantage in the job search by making personal information available on Facebook and Twitter pages. More and more companies are using such websites as a screening tool.

Concern about privacy focuses on two areas: social life and identity/affiliations. Parents and career counselors argue that job-seekers would never show photos of themselves at a party in the middle of an interview, so why would they allow employers to see party photos on a Facebook page? Students often respond that most employers do not even use social networking sites and that employers already know that college students drink.

While it may be true that senior managers are less likely to be on Facebook, young recruiters may be active, and in many cases, employers ask younger employees to conduct online searches of candidates. Why risk losing a career opportunity because of a photo with two drinks in your hand?

It’s easy to deduce that if an employer is comparing two candidates who are closely matched in terms of GPA and experience, and one has questionable photos and text on his or her online profile and the second does not, that the second student will get the job offer.

Identity—Public or Private?

Identity and affiliations are the second area where social networking and privacy issues may affect your job search and employment prospects. Historically, job-seekers have fought for increased protection from being asked questions about their identity, including religious affiliation and sexual orientation, because this information could be used by biased employers to discriminate. Via social networking sites, employers can now find information that they are not allowed to ask you.

Employers can no longer legally ask these questions in most states, however, some students make matters like religion, political involvement, and sexual orientation public on their web pages.

Questions to Ask During Networking Meetings

- What do you like most (least) about your work?
- Can you describe a typical workday or week?
- What type of education and experience do you need to remain successful in this field?
- What are the future career opportunities in this field?
- What are the challenges in balancing work and personal life?
- Why do people enter/leave this field or company?
- Which companies have the best track record for promoting minorities?
- What advice would you give to someone trying to break into this field?
- With whom would you recommend I speak? When I call, may I use your name?

3 BE PROFESSIONAL Ask your networking prospects for advice—not for a job. Your networking meetings should be a source of career information, advice and contacts. Start off the encounter with a firm handshake, eye contact and a warm smile. Focus on asking for one thing at a time. Your contacts expect you to represent yourself with your best foot forward.

4 BE PATIENT Heena Noorani, research analyst with New York-based Thomson Financial, recommends avoiding the feeling of discouragement if networking does not provide immediate results or instant answers. She advises, “Be prepared for a slow down after you get started. Stay politely persistent with your leads and build momentum. Networking is like gardening: You do not plant the seed, then quickly harvest. Networking requires cultivation that takes time and effort for the process to pay off.”
You would never include religious and political affiliations as well as sexual orientation or transgender identity (GLBT) on your resume, so do you want this information to be available via social networking sites? There are two strategies to consider. One approach is that if you wish to only work for an employer with whom you can be openly religious, political, or GLBT then making that information available on your Web page will screen out discriminating employers and make it more likely that you will land with an employer open to your identity and expression.

A second approach though, is to maintain your privacy and keep more options open. Investigate potential employers thoroughly and pay special attention at site visits to evaluate whether the company would be welcoming. This strategy is based on two perspectives shared by many career professionals. First, as a job-seeker, you want to present only your relevant skills and experience throughout the job search; all other information is irrelevant. Second, if you provide information about your identity and affiliations, you may be discriminated against by one person in the process even though the company overall is a good match.

Strategies for Safe and Strategic Social Networking

1. Be aware of what other people can see on your page. Recruiters use these sites or ask their colleagues to do searches.
2. Determine access intentionally. Some career counselors advocate deactivating your Facebook or Twitter accounts while job searching.
3. Set a standard. If anything appears on your page that you wouldn’t want an interviewer to see, remove the offending content.
4. Use social networking to your advantage. Use these sites to find alumni in the companies that interest you and contact them before you interview in your career center or before a site visit. In addition, use social networking sites and internet searches to learn more about the recruiters who will interview you before the interview.

“Social Networking Websites” written by Harriet L. Schwartz.

Thomas J. Denham is the managing partner and career counselor of Careers in Transition LLC.
USE THE FOLLOWING guidelines to develop an introduction when meeting employers during interviews, career days, and other networking events. Your goal is to create a positive and lasting impression in a brief amount of time.

**Step 1: Research the Employer**

1. Preview the list of organizations participating in the event and plan a strategy for the day. Put together an “A” list and a “B” list of employers you want to target. Contact your career services office to see what employers may be recruiting on campus.

2. Research all the employers on your “A” list. Look for current facts about each employer, including new products, services or acquisitions.

3. Write down some key facts about the employer:

   (a) ______________________________________________________________________________________

   (b) ______________________________________________________________________________________

4. Review job descriptions pertinent to your major for employer requirements. Note specific knowledge, skills, and abilities they seek. List academic or employment experiences and activities where you demonstrated these skills.

   The employer is seeking: My qualifications and selling points:

   (a) ______________________________________________________________________________________

   (b) ______________________________________________________________________________________

   (c) ______________________________________________________________________________________

5. Review the employer’s mission statement and look for key words that indicate the personal qualities the organization values in its employees. List 2 or 3 of your personal qualities that closely match.

   My personal qualities:

   (a) ____________________________________________ (b) ____________________________________________

   (c) ____________________________________________

**Step 2: Develop Your Introduction**

Review the sample below. Using the information above, prepare and practice a brief 60-second commercial or introduction to use when meeting employer representatives.

Hello, my name is __________. I am currently a junior, majoring in economics and working part-time as a supervisor at Campus Information Services. This role has enhanced my communication, management, and leadership skills. In addition, I had an internship over the summer with ABC Company where I worked in a team environment on a variety of marketing and website development projects. I recently read an article about your company’s plans for business growth in the Northeast, and I’m interested in learning more.

Notes:

Practice your introduction with a friend or career counselor so it sounds conversational rather than rehearsed. You may want to break your opening remarks into two or three segments rather than delivering it all at once. Good luck with your all-important first impression!

Adapted with permission from the University Career Services department at Rutgers University, New Brunswick Campus.
GETTING THE MOST OUT OF A CAREER FAIR

Many employers use career fairs—both on and off campus—to promote their opportunities and to pre-screen applicants. Career fairs come in all shapes and sizes, from small community-sponsored events to giant regional career expositions held at major convention centers.

Most career fairs consist of booths and/or tables manned by recruiters and other representatives from each organization. For on-campus events, some employers also send alumni representatives. Large corporations and some government agencies have staffs who work the career fair “circuit” nationwide.

An employer’s display area is also subject to wide variance. It could be a simple table with a stack of brochures and business cards and a lone representative or an elaborate multimedia extravaganza with interactive displays, videos, posters and a team of recruiters.

Fashions and Accessories

Generally, the appropriate attire for career fair attendees is more relaxed than what you’d wear to an actual job interview. In most cases, “business casual” is the norm. If you’re unsure of the dress code (particularly for off-campus events), it would be wise to err on the overdressed side—you’ll make a better impression if you appear professional. Think of it as a dress rehearsal for your real interviews!

Remember to bring copies of your resume (or resumes, if you have several versions tailored to different career choices), a few pens and pencils (have backups—they have a way of disappearing), a folder or portfolio and some sort of note-taking device (paper or electronic pad). Keep track of the recruiters with whom you speak and send follow-up notes to the ones who interest you. Don’t bring your backpack; it’s cumbersome for you, it gets in the way of others and it screams “student!” instead of “candidate!”

Stop, Look and Listen

Keep your eyes and ears open—there’s nothing wrong with subtly eavesdropping on the questions asked and answers received by your fellow career fair attendees. You might pick up some valuable information, in addition to witnessing some real-life career search “do’s and don’ts.”

In order to maximize your career fair experience, you must be an active participant and not just a browser. If all you do is stroll around, take company literature and load up on the ubiquitous freebies, you really haven’t accomplished anything worthwhile (unless you’re a collector of key chains, mousepads and pocket flashlights). It is essential to chat with the company representatives and ask meaningful questions.

Here’s a great bit of career advice from Stanford University’s Career Fair guide:

“Create a one-minute ‘commercial’ as a way to sell yourself to an employer. This is a great way to introduce yourself. The goal is to connect your background to the organization’s need. In one minute or less, you need to introduce yourself, demonstrate your knowledge of the company, express enthusiasm and interest and relate your background to the company’s need.”

You’re a Prospector—Start Digging

The questions you ask at a career fair depend upon your goals. Are you interested in finding out about a particular career field? Then ask generalized questions about working within the industry. If you’re seeking career opportunities with a specific employer, focus your questions on the application and interview process, and ask for specific information about that employer.

Fair Thee Well

By all means, try to attend at least one career fair before beginning your formal job interviewing process. For new entrants into the professional career marketplace, this is a good way to make the transition into “self-marketing mode” without the formality and possible intimidation of a one-on-one job interview. It’s an opportunity that’s too valuable to miss.

A Few Words About Career Fair Etiquette

1. Don’t interrupt the employer reps or your fellow job-seekers. If someone else is monopolizing the employer’s time, try to make eye contact with the rep to let him or her know that you’re interested in speaking. You may be doing a favor by giving the recruiter an out. If all else fails, move to the next exhibit and plan to come back later.

2. If you have a real interest in an employer, find out the procedures required to secure an interview. At some career fairs, initial screening interviews may be conducted later (either on campus or at the employer’s site).

3. Sincerity always wins. Don’t lay it on too thick, but don’t be too blasé either. Virtually all employers are looking for candidates with good communication skills.

4. Don’t just drop your resume on employers’ display tables. Try to get it into a person’s hands and at least say a few words. If the scene is too busy and you can’t get a word in edgewise, jot a note on your resume to the effect of, “You were so busy that we didn’t get a chance to meet. I’m very interested in talking to you.” Look around the display for the recruiter’s business card (or at the very least, write down his or her name and get some literature with the company’s address) and send a follow-up note and another copy of your resume.

5. If you know ahead of time that one of your “dream companies” is a career fair participant, do some prior research (at minimum, visit their website. A little advance preparation goes a long way and can make you stand out among the masses of other attendees.
TEN RULES OF INTERVIEWS

Before stepping into an interview, be sure to practice, practice, practice. A job-seeker going to a job interview without preparing is like an actor performing on opening night without rehearsing.

To help with the interview process, keep the following ten rules in mind:

1. **Keep your answers brief and concise.**
   Unless asked to give more detail, limit your answers to two to three minutes per question. Tape yourself and see how long it takes you to fully answer a question.

2. **Include concrete, quantifiable data.**
   Interviewees tend to talk in generalities. Unfortunately, generalities often fail to convince interviewers that the applicant has assets. Include measurable information and provide details about specific accomplishments when discussing your strengths.

3. **Repeat your key strengths three times.**
   It’s essential that you comfortably and confidently articulate your strengths. Explain how the strengths relate to the company’s or department’s goals and how they might benefit the potential employer. If you repeat your strengths then they will be remembered and—if supported with quantifiable accomplishments—they will more likely be believed.

4. **Prepare five or more success stories.**
   In preparing for interviews, make a list of your skills and key assets. Then reflect on past jobs and pick out one or two instances when you used those skills successfully.

5. **Put yourself on their team.**
   Ally yourself with the prospective employer by using the employer’s name and products or services. For example, “As a member of ________, I would carefully analyze the ________ and ________.“ Show that you are thinking like a member of the team and will fit in with the existing environment. Be careful though not to say anything that would offend or be taken negatively. Your research will help you in this area.

6. **Image is often as important as content.**
   What you look like and how you say something are just as important as what you say. Studies have shown that 65 percent of the conveyed message is nonverbal; gestures, physical appearance and attire are highly influential during job interviews.

7. **Ask questions.**
   The types of questions you ask and the way you ask them can make a tremendous impression on the interviewer. Good questions require advance preparation. Just as you plan how you would answer an interviewer’s questions, write out specific questions you want to ask. Then look for opportunities to ask them during the interview.

8. **Don’t ask about benefits or salary.**
   The interview process is a two-way street whereby you and the interviewer assess each other to determine if there is an appropriate match.

9. **Maintain a conversational flow.**
   By consciously maintaining a conversational flow—a dialogue instead of a monologue—you will be perceived more positively. Use feedback questions at the end of your answers and use body language and voice intonation to create a conversational interchange between you and the interviewer.

10. **Research the company, product lines and competitors.**
    Research will provide information to help you decide whether you’re interested in the company and important data to refer to during the interview.

11. **Keep an interview journal.**
    As soon as possible, write a brief summary of what happened. Note any follow-up action you should take and put it in your calendar. Review your presentation. Keep a journal of your attitude and the way you answered the questions. Did you ask questions to get the information you needed? What might you do differently next time? Prepare and send a brief thank-you letter. Restate your skills and stress what you can do for the company.

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**In Summary**

Because of its importance, interviewing requires advance preparation. Only you will be able to positively affect the outcome. You must be able to compete successfully with the competition for the job you want. In order to do that, be certain you have considered the kind of job you want, why you want it and how you qualify for it. You also must face reality: Is the job attainable?

In addition, recognize what it is employers want in their candidates. They want “can do” and “will do” employees. Recognize and use the following factors to your benefit as you develop your sales presentation. In evaluating candidates, employers consider the following factors:

- Ability
- Character
- Loyalty
- Initiative
- Personality
- Communication skills
- Acceptance
- Work record
- Recommendations
- Outside activities while in school
- Impressions made during the interview

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Written by Roseanne R. Bensley, Career Services, New Mexico State University.
ARE YOU READY FOR A BEHAVIORAL INTERVIEW?

“Tell me about a time when you were on a team, and one of the members wasn’t carrying his or her weight.” If this is one of the leading questions in your job interview, you could be in for a behavioral interview. Based on the premise that the best way to predict future behavior is to determine past behavior, this style of interviewing is popular among recruiters.

Today, more than ever, each hiring decision is critical. Behavioral interviewing is designed to minimize personal impressions that might cloud the hiring decision. By focusing on the applicant's actions and behaviors, rather than subjective impressions that can sometimes be misleading, interviewers can make more accurate hiring decisions.

A manager of staff planning and college relations for a major chemical company believes, "Although we have not conducted any formal studies to determine whether retention or success on the job has been affected, I feel our move to behavioral interviewing has been successful. It helps concentrate recruiters’ questions on areas important to our candidates’ success within [our company].” The company introduced behavioral interviewing in the mid-1980s at several sites and has since implemented it companywide.

Behavioral vs. Traditional Interviews
If you have training or experience with traditional interviewing techniques, you may find the behavioral interview quite different in several ways:

✓ Instead of asking how you would behave in a particular situation, the interviewer will ask you to describe how you did behave.
✓ Expect the interviewer to question and probe (think of “peeling the layers from an onion”).
✓ The interviewer will ask you to provide details and will not allow you to theorize or generalize about events.
✓ The interview will be a more structured process that will concentrate on areas that are important to the interviewer, rather than allowing you to concentrate on areas that you may feel are important.
✓ You may not get a chance to deliver any prepared stories.
✓ Most interviewers will be taking notes throughout the interview.

The behavioral interviewer has been trained to objectively collect and evaluate information and works from a profile of desired behaviors that are needed for success on the job. Because the behaviors a candidate has demonstrated in previous positions are likely to be repeated, you will be asked to share situations in which you may or may not have exhibited these behaviors. Your answers will be tested for accuracy and consistency.

If you are an entry-level candidate with no previous related experience, the interviewer will look for behaviors in situations similar to those of the target position:

“Describe a major problem you have faced and how you dealt with it.”
“Give an example of when you had to work with your hands to accomplish a task or project.”
“What class did you like the most? What did you like about it?”

Follow-up questions will test for consistency and determine if you exhibited the desired behavior in that situation:

“Can you give me an example?”
“What did you do?”
“What did you say?”
“What were you thinking?”
“How did you feel?”
“What was your role?”
“What was the result?”

You will notice an absence of such questions as, “Tell me about your strengths and weaknesses.”

How to Prepare for a Behavioral Interview
✓ Recall recent situations that show favorable behaviors or actions, especially those involving coursework, work experience, leadership, teamwork, initiative, planning and customer service.
✓ Prepare short descriptions of each situation; be ready to give details if asked.
✓ Be sure each story has a beginning, a middle and an end; i.e., be ready to describe the situation, your action and the outcome or result.
✓ Be sure the outcome or result reflects positively on you (even if the result itself was not favorable).
✓ Be honest. Don’t embellish or omit any part of the story. The interviewer will find out if your story is built on a weak foundation.
✓ Be specific. Don’t generalize about several events; give a detailed accounting of one event.

A possible response to the question, “Tell me about a time when you were on a team and a member wasn’t pulling his or her weight” might go as follows: “I had been assigned to a team to build a canoe out of concrete. One of our team members wasn’t showing up for our lab sessions or doing his assignments. I finally met with him in private, explained the frustration of the rest of the team and asked if there was anything I could do to help. He told me he was preoccupied with another class that he wasn’t passing, so I found someone to help him with the other course. He not only was able to spend more time on our project, but he was also grateful to me for helping him out. We finished our project on time and got a ‘B’ on it.”

The interviewer might then probe: “How did you feel when you confronted this person?” “Exactly what was the nature of the project?” “What was his responsibility as a team member?” “What was your role?” “At what point did you take it upon yourself to confront him?” You can see it is important that you not make up or “shade” information and why you should have a clear memory of the entire incident.

Don’t Forget the Basics
Instead of feeling anxious or threatened by the prospect of a behavioral interview, remember the essential difference between the traditional interview and the behavioral interview: The traditional interviewer may allow you to project what you might or should do in a given situation, whereas the behavioral interviewer is looking for past actions only. It will always be important to put your best foot forward and make a good impression on the interviewer with appropriate attire, good grooming, a firm handshake and direct eye contact. There is no substitute for promptness, courtesy, preparation, enthusiasm and a positive attitude.

cc.camden.rutgers.edu
DRESSING FOR THE INTERVIEW

Depending upon your fashion style, whether it is the latest trends for the club scene or merely college senior casual, a job interview may be cause for some drastic wardrobe augmentation.

For your interviews, some of your individualism might have to be shelved or kept in the closet. In most business and technical job interviews, when it comes to your appearance, conservativism and conformity are in order.

While many companies have adopted the “office casual” dress code, don’t try to set new standards in the interview. When in doubt, it is better to be too conservative than to be too flashy. For men and women, a suit is the best bet.

Here are some guidelines:

MEN
• A two-piece suit will suffice in most instances.
• Solid colors and tighter-woven fabrics are safer than bold prints or patterns.
• Bright ties bring focus to the face, but a simple pattern is best for an interview. (A tip for larger men: Use a double Windsor knot to minimize a bulky appearance.)
• Wear polished shoes with socks high enough so no skin is visible when you sit down and cross your legs.

WOMEN
• A suit with a knee-length skirt and a tailored blouse is most appropriate.
• Although even the most conservative organizations allow more feminine looks these days, accessories should be kept simple. Basic pumps and modest jewelry and makeup help to present a professional look.
• Pants are more acceptable now but are not recommended for interviews.

Staying Within a Budget
For recent graduates just entering professional life, additions to wardrobes, or complete overhauls, are likely needed. Limited funds, however, can be an obstacle. Image consultant Christine Lazzarini suggests “capsule wardrobing.” For example, by mixing and matching, she says, an eight-piece capsule wardrobe can generate up to 28 ensembles.

Before shopping, Lazzarini advises establishing a budget, 50% of which should be targeted for accessories. For women, “even a brightly colored jacket could be considered an accessory when it makes an outfit you already have look entirely different.”

The most important piece in any wardrobe is a jacket that is versatile and can work with a number of other pieces, according to one fashion expert. This applies to men and women. “If you focus on a suit, buy one with a jacket which may be used with other skirts or trousers,” says a women’s fashion director for a major national retailer. “Then add a black turtleneck or a white shirt. These are the fashion basics that you can build on.”

A navy or black blazer for men can work well with a few different gabardine pants. Although this kind of ensemble would be just as expensive as a single suit, it offers more versatility.

One accessory recommended by company representatives is a briefcase. “When I see one,” says one recruiter, “it definitely adds to the candidate's stature. It is a symbol to me that the individual has done some research and that he or she is prepared.”

A Final Check
And, of course, your appearance is only as good as your grooming. Create a final checklist to review before you go on an interview:
• Neatly trimmed hair
• Conservative makeup
• No runs in stockings
• Shoes polished (some suggest wearing your sneakers on the way to an interview and changing before you enter the interview site)
• No excessive jewelry; men should refrain from wearing earrings
• No missing buttons, crooked ties or lint

You want your experience and qualifications to shine. Your appearance should enhance your presentation, not overwhelm it.

Taking a Casual Approach
“Office casual” is becoming the accepted mode of dress at more and more companies. The rules, however, for casual attire are subject to tremendous company-to-company variance. At some, “casual day” is a Friday-only observance, where the dress code is slightly relaxed—a sports coat and slacks for men and slacks and a sweater for women. At others, especially entrepreneurial computer companies, it’s shorts and sandals every day.

The safest fashion rule for new employees to follow is dress about the same as your most conservatively attired co-worker. As a new hire, don’t try to “push the boundaries” of casual attire.

Fashion Arrests
• Never wear denim jeans or shorts unless the vast majority of others do.
• Don’t dress too provocatively—you’re at work, not at a dance club.
• “Casual” doesn’t mean “sloppy”—your clothes should always be free of stains or holes.
• Workout wear belongs at the gym.

Play It Safe
• Chinos or corduroy slacks are usually a safe bet for both sexes.
• As for formal business attire, buy the best that your budget will allow.
• If you will be seeing clients, dress appropriately for their workplace, not yours.
• Go to the mall—most department and specialty stores have sections devoted to this style of office attire.
QUESTIONS ASKED BY THE EMPLOYER

Personal
1. Tell me about yourself.
2. What are your hobbies?
3. Why did you choose to interview with our organization?
4. Describe your ideal job.
5. What can you offer us?
6. What do you consider to be your greatest strengths?
7. Can you name some weaknesses?
9. Have you ever had any failures? What did you learn from them?
10. Of which three accomplishments are you most proud?
11. Who are your role models? Why?
12. How does your college education or work experience relate to this job?
13. What motivates you most in a job?
14. Have you had difficulty getting along with a former professor/supervisor/co-worker and how did you handle it?
15. Have you ever spoken before a group of people? How large?
16. Why should we hire you rather than another candidate?
17. What do you know about our organization (products or services)?
18. Where do you want to be in five years? Ten years?
19. Do you plan to return to school for further education?

Education
20. Why did you choose your major?
21. Why did you choose to attend your college or university?
22. Do you think you received a good education? In what ways?
23. In which campus activities did you participate?
24. Which classes in your major did you like best? Least? Why?
25. Which elective classes did you like best? Least? Why?
26. If you were to start over, what would you change about your education?
27. Do your grades accurately reflect your ability? Why or why not?
28. Were you financially responsible for any portion of your college education?

Experience
29. What job-related skills have you developed?
30. Did you work while going to school? In what positions?
31. What did you learn from these work experiences?
32. What did you enjoy most about your last employment? Least?
33. Have you ever quit a job? Why?
34. Give an example of a situation in which you provided a solution to an employer.
35. Give an example of a time in which you worked under deadline pressure.
36. Have you ever done any volunteer work? What kind?
37. How do you think a former supervisor would describe your work?

Career Goals
38. Do you prefer to work under supervision or on your own?
39. What kind of boss do you prefer?
40. Would you be successful working as a team?
41. Do you prefer large or small organizations? Why?
42. What other types of positions are you considering?
43. How do you feel about working in a structured environment?
44. Are you able to work on several assignments at once?
45. How do you feel about working overtime?
46. How do you feel about travel?
47. How do you feel about the possibility of relocating?
48. Are you willing to work flextime?

Before you begin interviewing, think about these questions and possible responses and discuss them with a career advisor. Conduct mock interviews and be sure you are able to communicate clear, unrehearsed answers to interviewers.

QUESTIONS TO ASK THE EMPLOYER

1. Please describe the duties of the job for me.
2. What kinds of assignments might I expect the first six months on the job?
3. Are salary adjustments geared to the cost of living or job performance?
4. Does your company encourage further education?
5. How often are performance reviews given?
6. What products (or services) are in the development stage now?
7. Do you have plans for expansion?
8. What are your growth projections for next year?
9. Have you cut your staff in the last three years?
10. How do you feel about creativity and individuality?
11. Do you offer flextime?
12. Is your company environmentally conscious? In what ways?
13. In what ways is a career with your company better than one with your competitors?
14. Is this a new position or am I replacing someone?
15. What is the largest single problem facing your staff (department) now?
16. May I talk with the last person who held this position?
17. What is the usual promotional time frame?
18. Does your company offer either single or dual career-track programs?
19. What do you like best about your job/company?
20. Once the probation period is completed, how much authority will I have over decisions?
21. Has there been much turnover in this job area?
22. Do you fill positions from the outside or promote from within first?
23. What qualities are you looking for in the candidate who fills this position?
24. What skills are especially important for someone in this position?
25. What characteristics do the achievers in this company seem to share?
26. Is there a lot of team/project work?
27. Will I have the opportunity to work on special projects?
28. Where does this position fit into the organizational structure?
29. How much travel, if any, is involved in this position?
30. What is the next course of action? When should I expect to hear from you or should I contact you?
STUDENTS WITH DISABILITIES: ACING THE INTERVIEW

The traditional face-to-face interview can be particularly stressful when you have a disability—especially a visible disability. Hiring managers and employers may have had little prior experience with persons with disabilities and may react with discomfort or even shock to the appearance of a wheelchair, cane or an unusual physical trait. When this happens, the interviewer is often so uncomfortable that he or she just wants to “get it over with” and conducts the interview in a hurried manner. But this scenario robs you of the opportunity to present your credentials and could prevent the employer from identifying a suitable, qualified candidate for employment.

It is essential that you understand that interviewing is not a passive process where the interviewer asks all the questions and you simply provide the answers. You, even more than applicants without disabilities, must be skilled in handling each interview in order to put the employer representative at ease. You must also be able to demonstrate your ability to manage your disability and be prepared to provide relevant information about your skills, experiences and educational background. In addition, you may have to inform the employer of the tools and related resources that you will need to perform the job tasks.

To Disclose or Not to Disclose
To disclose or not to disclose, and when and how to disclose, are decisions that persons with disabilities must make for themselves during the job search process.

Under the Americans with Disabilities Act (ADA), you are not legally obligated to disclose your disability unless it is likely to directly affect your job performance. On the other hand, if your disability is visible, it will be evident at the time of the interview so it may be more prudent to acknowledge your disability during the application process to avoid catching the employer representative off guard.

Reasons for Disclosing
You take a risk when you decide to disclose your disability. Some employers may reject your application based on negative, preconceived ideas about persons with disabilities. In addition, you may feel that the issue is too personal to be publicized among strangers. On the other hand, if you provide false answers about your health or disability on an application and the truth is uncovered later, you risk losing your job. You may even be held legally responsible if you failed to inform your employer and an accident occurs that is related to your disability.

Timing the Disclosure
The employer’s first contact with you will typically be through your cover letter and resume, especially if you initially contacted the organization. There are many differing opinions on whether one should mention the disability on the resume or in the cover letter. If you are comfortable revealing your disability early in the process, then give careful consideration to where the information is placed and how it is stated. The cover letter and resume should primarily outline relevant skills, experiences and education for the position for which you are applying. The reader should have a clear understanding of your suitability for the position. Therefore, if you choose to disclose your disability, the disclosure should be brief and placed near the end of the cover letter and resume. It should never be the first piece of information that the employer sees about you. The information should also reveal your ability to manage your disability while performing required job functions.

When You Get the Interview
As stated earlier, it may not be wise to hide the disability (especially a visible disability) until the time of the interview. The employer representative may be surprised, uncomfortable or assume that you intentionally hid critical information. As a result, more time may be spent asking irrelevant and trivial questions because of nervousness, rather than focusing on your suitability for the position. Get assistance from contacts in human resources, your career center or workers with disabilities about the different ways to prepare the interviewer for your arrival. Take the time to rehearse what you will say before making initial contact. If oral communication is difficult for you, have a career services staff person (or another professional) place the call for you and explain how you plan to handle the interview. If you require support for your interview (such as a sign language interpreter), contact human resources in advance to arrange for this assistance. Advance preparation puts everyone at ease and shows that you can manage your affairs.

Tips on Managing the Interview

Prior to the Interview
1. Identify a career services staff person to help you prepare employers for their interview with you.
2. Arrange for several taped, mock interview sessions to become more confident in discussing your work-related skills and in putting the employer representative at ease; rehearse ahead of time to prepare how you will handle inappropriate, personal or possibly illegal questions.
3. If your disability makes oral communication difficult, create a written narrative to supplement your resume that details your abilities.
4. Determine any technical support, resources and costs that might be necessary for your employment so that you can respond to questions related to this topic.
5. Be sure that your career center has information for employers on interviewing persons with disabilities.
6. Seek advice from other workers with disabilities who have been successful in finding employment.
7. Review the general advice about interviewing outlined in this career guide.

During the Interview
1. Put the interviewer at ease before starting the interview by addressing any visible disability (if you have not done so already).
2. Plan to participate fully in the discussion (not just answer questions); maintain the appropriate control of the interview by tactfully keeping the interview focused on your abilities—not the disability.
3. Inform the employer of any accommodations needed and how they can be achieved, thereby demonstrating your ability to manage your disability.
4. Conclude the interview by reiterating your qualifications and giving the interviewer the opportunity to ask any further questions.

Written by Rosita Smith.
IS GRADUATE SCHOOL RIGHT FOR YOU?

At some point in your college career, you must decide what you would like to do after graduation—and that includes whether or not to attend graduate school. If you’re trying to determine whether graduate school is right for you, here are some pointers to help you make an enlightened decision.

1. Should I consider going to graduate school?

   Going to graduate school might be a good idea if you...
   - want to be a professor, lawyer, doctor, investment banker or work in any profession that requires a post-secondary education.
   - wish to develop additional expertise in a particular subject or field to maximize your future earning potential and opportunities for career advancement.
   - are deeply interested in a particular subject and wish to study it in-depth—AND have the time and financial resources to devote to further education.

   Going to graduate school might not be a good idea if you...
   - are trying to delay your entry into the “real world” with real responsibilities and real bills.
   - are clueless about your career goals.
   - aren’t prepared to devote the time and hard work needed to succeed.
   - want to stay in school longer to avoid a poor job market.

2. Is it better to work first or attend graduate school immediately after I complete my undergraduate degree?

   Work first if...
   - you would like to get some real-world work experience before investing thousands of dollars in a graduate degree.
   - the graduate school of your choice prefers work experience (most MBA and some Ph.D. programs require this).
   - you cannot afford to go to graduate school now, and you haven’t applied for any scholarships, grants, fellowships and assistantships, which could pay for a great deal of your education.

   Go to graduate school now if...
   - you are absolutely sure you want to be a college professor, doctor, lawyer, etc., and need a graduate degree to pursue your dream job.
   - you have been awarded grants, fellowships, scholarships or assistantships that will help pay for your education.
   - you’re concerned that once you start earning real money, you won’t be able to return to the lifestyle of a “poor” student.
   - your study habits and mental abilities are at their peak, and you worry whether you’ll have the discipline (or motivation) to write papers and study for exams in a few years.

3. I am broke. How will I pay for tuition, books, fees and living expenses?

   - Family: You’ve likely borrowed from them in the past; maybe you’re lucky enough for it to still be a viable option.
   - Student Loans: Even if you’ve taken out loans in the past, another $50,000 - $75,000 may be a sound “investment” in your future.
   - Fellowships/Scholarships: A free education is always the best option. The catch is you need a high GPA, good GRE/GMAT/LSAT/MCAT scores and the commitment to search out every possible source of funding.
   - Teaching/Research Assistantships: Many assistantships include tuition waivers plus a monthly stipend. It’s a great way to get paid for earning an education.
   - Employer Sponsorship: Did you know that some companies actually pay you to continue your education? The catch is they usually expect you to continue working for them after you complete your degree so they can recoup their investment.

4. What are the pros and cons of going to graduate school full-time vs. part-time?

   Benefits of attending graduate school full-time:
   - you’ll be able to complete your degree sooner.
   - you can totally commit your intellectual, physical and emotional energy to your education.
   - ideal if you want to make a dramatic career change.

   Benefits of attending graduate school part-time:
   - work income helps pay for your education.
   - you can take a very manageable course load.
   - you can juggle family responsibilities while completing your degree.
   - allows you to work in the function/industry/career of your choice while continuing your education.
   - employer will often pay for part (or all) of your graduate degree.

5. Assuming I want to go to graduate school in the near future, what should I do now?

   a. Identify your true strengths, interests and values to help you discover what is right for YOU—not your friends or parents.
   b. Keep your grades up and sign up (and prepare) to take the required standardized tests.
   c. Talk to faculty, friends and family who have gone to graduate school to get their perspective about the differences between being an undergraduate and a graduate student.
   d. Talk to faculty, friends and family who are in your targeted profession to get a realistic sense of the career path and the challenges associated with the work they do.
   e. Investigate creative ways to finance your education—by planning ahead you may reduce your debt.
   f. Research graduate schools to help you find a good match.
   g. Investigate the admissions process and the current student body profile of your targeted schools to evaluate your probability for admission.
   h. Have faith and APPLY! Remember, you can’t get in unless you apply.

Written by Roslyn J. Bradford.
DEVELOPING A WINNING CURRICULUM VITAE (CV)

A Curriculum Vitae or CV is a professional document that is used for marketing your background for a variety of purposes, mostly within academia or research. It can be multiple pages, but should be focused. Use the following tips to help you get started on your CV.

Common Uses

- Graduate school admission, graduate assistantship or scholarship application
- Teaching, research and upper-level administrative positions in higher education
- School administration positions (superintendent, principal, department head)
- Research and consulting in a variety of settings
- Academic departmental and tenure reviews
- College or university service appointments
- Professional association leadership positions
- Publishing and editorial board reviews
- Speaking engagements
- Grant proposal

[Your CV] can be multiple pages, but should be focused.

Education

Include the following information:

- Name of institution(s) where obtained or working toward a degree, listed in reverse chronological order
- Official name of degree(s) and/or certification(s) obtained or currently working toward
- Add Master’s Thesis, Project and/or Dissertation title(s)
- Name of advisor

Foundational Standards

Found in most standard resumes:

- Heading—name, address, professional email and phone number. A website with professional content (e.g., a portfolio) can be listed in the heading as well. Use the direct URL to the proper page, so the recruiter doesn’t have to search your entire site.
- Objective—should be specific to the position for which you are applying.
- Format—standard margins of one inch, type size from 10-12 points and easy-to-read fonts.
- Content—the organization of your document should be rearranged depending on the potential employer. For example, if your education section speaks more to your qualifications for the desired position, it should appear before your employment experience.
- Experience—highlight paid, unpaid, school and extracurricular experiences that relate to your desired objective.
- Skills—technical/computer, language, leadership, laboratory to name a few.

Additional Sections

Depending on your background, you may want to add additional sections to your resume:

- Teaching Experience and Interests
- Research Experience and Interests
- Related Experience: Internships, Practicum and/or Fieldwork
- Grants Received and Academic Awards
- Special Training
- Scholarships and Fellowships

Written by Veronica Rahim, Career Services Consultant, Center for Career Opportunities, Purdue University, for the 2011-2012 Career Planning Handbook.
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EDUCATION
M.A., Psychology, Rutgers University, Camden, New Jersey, 2016  
Concentrations: Psychology, Special Education  
Dissertation: A Study of the Effects on Low Income Communities on Disabled Children

B.A., Psychology, Rutgers University, Camden, New Jersey, 20013

EXPERIENCE

Teaching Assistant, 2014-2015  
Faculty in Psychology, Rutgers University – Camden  
• Courses: Study of Childhood Psychology, Abnormal Psychology

Intern, 2013-2014  
Department of Social Work, Camden, NJ  
• Assisted with Drug and Alcohol Counseling Program  
• Observed group counseling sessions for clients participating in experimental trial

RESEARCH SKILLS
Extensive knowledge of SPSS and SAS

PUBLICATIONS

PRESENTATIONS

*The Key to Autism and Poverty*. Presented at the 15th Annual International Psychologist of the Year Award Ceremony, Philadelphia, PA 2014

GRANTS AND FELLOWSHIPS
• LKG Psychology Research Grant (Rutgers University – Camden, 2010), $1,500

AWARDS AND HONORS
• Marvin K. Jones Academic Excellence Award, 2013  
• Psychology Scholar of the Year, 2013

PROFESSIONAL MEMBERSHIPS
• American Educational Research Association  
• American Psychology Association  
• Society for Underprivileged Children

SKILLS AND QUALIFICATIONS
• Microsoft Office Suite  
• Programming ability in C++ and PHP  
• Trained in grant writing  
• Proficient in Spanish, French, and German
GUIDELINES FOR WRITING YOUR PERSONAL STATEMENT

STEP 1: Brainstorming

Actions:
- Devote time to reflect on the following questions.
- Discuss them with friends or family members.
- Jot down notes. In some cases write sentences.
- Think about the flip side of each question. For example, why are you really committed to the field of biology despite pressure from your parents to become a lawyer or to get a job?

Your answers to some of these questions will form the heart of your personal statement.

1. How did your pre-college education influence your decision to pursue graduate study in your field?
   *Think about:* High school courses, teachers, special programs, student organizations, and community or volunteer work.

2. How has your college experience influenced your decision?
   *Think about:* College courses, professors, academic interests, research, special programs, student organizations, and the decision-making process you went through to choose your major.

3. How has your work experience influenced your decision?
   *Think about:* Internships, externships, part-time jobs, summer jobs, and volunteer or community work.

4. Who has had the most influence on your decision to pursue graduate study? In what ways?
   *Think about:* Parents, relatives, teachers, professors, clergy, friends of the family, college friends, parents of friends, local merchants, supervisors, coaches, doctors, dentists, lawyers, etc.

5. What situation has had the most influence on your decision?
   *Think about:* Family, academic, work or athletic situations. Think about happy, sad, traumatic, moving, or memorable situations.

6. What personally motivates you to pursue graduate study in this field?
   *Think about:* Your personal skills, interests, and values.

STEP 2: Writing Your Personal Statement

Actions:
Incorporate your responses to the above questions. Begin writing your first draft:

1. Develop an outline of your statement prior to writing. It doesn’t have to be detailed. It can be three or four main points in the order you want to make them.
2. Accentuate your strengths and what makes you unique.
3. Explain your weaknesses in positive ways. For example, refer to them not as weaknesses but as areas for improvement or growth.
4. Paint pictures and tell stories about what makes you special. In this way the admissions readers will remember you. The story can be happy or sad. The more feeling you can inject into your statement, the more you will stand out.
5. Find out the specific orientation and philosophy of the graduate program. Adapt and refine your statement to fit. This will make you stand out from other applicants who recycle the same personal statement with each application.

Suggested Outline
Your personal statement will likely range from 250-1200 words or 1-6 pages. The typical personal statement should be 2-3 double-spaced pages or 500-700 words. Here is a suggested outline. You should adjust the main point of each paragraph and number of paragraphs depending on the desired length of your personal statement and the areas in your background that you choose to emphasize.

- Paragraph 1: A personal human-interest story
- Paragraph 2: Your academic interests and achievements
- Paragraph 3: Your relevant work and/or research experiences
- Paragraph 4: Your career interests
- Paragraph 5: Why you are interested in this particular school
- Paragraph 6: The qualities you will bring to this school

References
*Write for Success: Preparing a Successful Professional School Application, Third Edition,* October 2005 by Evelyn W. Jackson, PhD and Harold R. Bardo, PhD. NAAHP, National Association of Advisors for the Health Professions, Inc.


Personal Statement Critiques
Contact your campus career office and make an appointment with a career counselor to have your personal statement critiqued. Ask a professor if they would review it as well. Having feedback from professionals with different points of view can only make for a stronger personal statement overall.

*Adapted with permission from the University Career Services department at Rutgers University, New Brunswick Campus.*