

2009-2010

CAREER SERVICES GUIDE

"Your link to the future..."

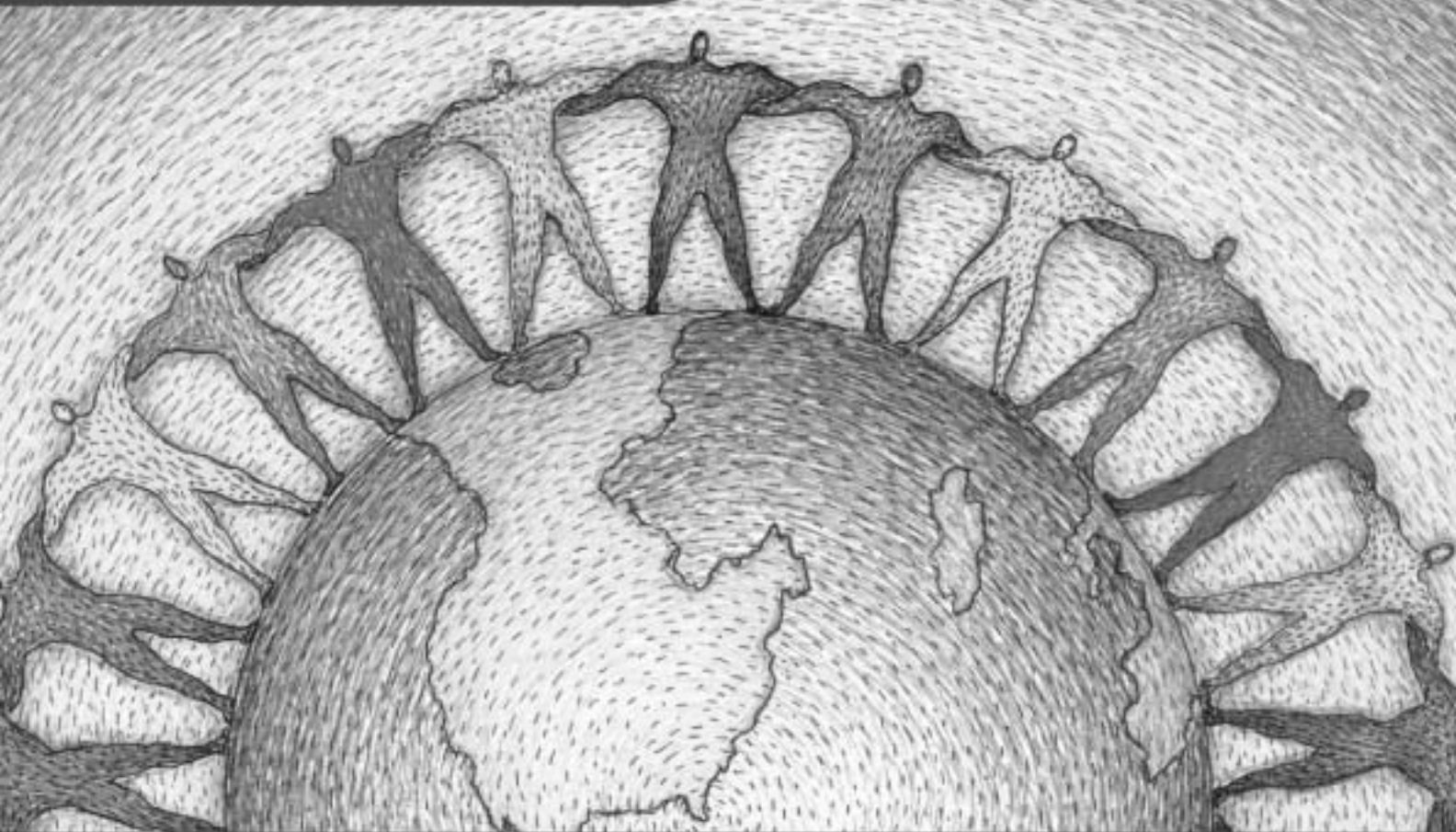


RUTGERS
THE STATE UNIVERSITY
OF NEW JERSEY

CAREER SERVICES
<http://careerservices.rutgers.edu>

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The most fortunate people in life are those who not only find their calling but also find the opportunity to follow it. The rich and varied background of our staff is what makes answering that call such a beneficial and rewarding experience. And it's this wide array of perspectives that helps us find answers and break new ground in the research, treatment, education and prevention of cancer.

Visit our web site to find out how you can make a difference in the lives of cancer patients around the world, as well as your life too.

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September 1, 2009

Dear Rutgers Student or Graduate:

Career Services offers a variety of services to assist you in developing your career goals. Regardless of your plans for employment or graduate school, our staff provides counseling and information that will help you prepare for life beyond Rutgers. We invite and encourage you to utilize our programs and services this year and following graduation.

The Rutgers *Career Services Guide* is a reference book written by our staff. It outlines our services and offers ideas and strategies to make your career planning as successful as possible.

If you are *planning to enter the job market*, you will find extensive information on the Rutgers on-campus interviewing program, part of the CareerKnight system. This manual also provides resume writing tips, sample resumes and cover letters, tips on interviewing, and networking strategies. You will also find recruitment ads from some of our most active employers.

If you are *planning to attend graduate school*, you will find an informative article about choosing schools and guidelines for writing your personal statement.

Be sure to visit our website at <http://careerservices.rutgers.edu> for additional resources and events. Watch for our Careers inserts in *The Daily Targum* in September, October, November, January, March, and April. Keep these publications handy and circle key dates on your calendar for career days, seminars, and employer information sessions.

Finally, our staff stands ready to assist you on a one-on-one basis. Drop by, call, or email any office. We'll suggest resources to use, seminars to attend, and avenues to pursue.

Have a great year. We look forward to seeing you at any of our three offices.

Sincerely,

Dr. Richard L. White
Director, Career Services

Career & Interview Center
Busch Campus Center
Busch Campus
732/445-6127

Career Center
46 College Avenue
College Avenue Campus
732/932-7997

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CAREER SERVICES GUIDE

2009-2010

Rutgers
The State
University
of New Jersey

New Brunswick

Career Services

EQUAL EMPLOYMENT OPPORTUNITY STATEMENT

In order to participate in on-campus interviewing on the Rutgers University campus, employers are required to follow University guidelines.

All employers affirm that they are an equal opportunity employer, offering employment without regard to race, religion, ancestry, sex, sexual orientation, marital status, national origin, or age. They provide equal employment opportunity to people with disabilities, disabled veterans, and veterans of the Vietnam era.

Rutgers University has adopted a policy requiring employers using University facilities for recruiting purposes to affirm in writing that they do not discriminate in their employment practices against applicants in any of these categories.

However, where employers believe applicants in any one of these categories are unable to meet their occupational qualifications for employment, the employers may continue to use the facilities of Career Services if they inform such offices of their policy and the reasons that justify it. An example is the U.S. military, which by executive order excludes persons based on age, physical disability, and sexual orientation. Statements from these employers are on file with Career Services and are available for review.

Cover Photo: **University Relations**



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Section I: Introduction to Career Services

Offices and Staff

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Barbara Melamed, Website Project Manager
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Tina Vance Knight, Assistant Director
Scott Borden, Career Counselor
Doug Ricci, Career Counselor
Linda Bagen, Career Services Assistant
Mark Kerr, Career Services Assistant

MISSION STATEMENT

The mission of Career Services is to assist students and alumni in making connections between their academic experience and career paths. Career Services provides counseling, information, resources, and programs to help individuals clarify career goals, establish career plans, develop job-search skills, and make successful career transitions. We build partnerships with employers and graduate schools to optimize internship, job, and career opportunities.

RUTGERS UNIVERSITY - New Brunswick

OFFICE OF CAREER SERVICES - Office of the Vice President for Undergraduate Education

Services for Students

Visit our website at <http://careerservices.rutgers.edu>

COUNSELING & INFORMATION SERVICES

Alumni Career Network - Contact hundreds of Rutgers alumni for career information and advice. Log on to our website, then click on Alumni Career Network. The password is Henry.

Career Assessment Testing - Evaluate your interests, skills, and personality traits through career inventories.

Career Counseling - Set up an individual appointment with a career counselor to discuss choosing a major, finding an internship, developing a job action plan, deciding on graduate school, and other career concerns.

Career Libraries - Visit our career libraries and computer labs in the BCC and 46 College Avenue to research careers, jobs, internships, employers, and graduate schools.

Diversity Programs - Attend special programs for ALANA (African-American, Latino, Asian, and Native American) students, gay and lesbian students, and students with disabilities.

Drop-in Hours - Stop by to have your resume critiqued or receive answers to quick questions.

First- and Second-Year Students - Attend seminars with special emphasis on choosing a major and a career.

Publications - Pick up our events calendar and majors profiles. Check out our Careers supplement in *The Daily Targum* six times a year.

Rutgers Online Career Planning Site - Identify your interests, skills, and values and see how they relate to Rutgers majors and jobs obtained by Rutgers alumni with those majors. Log on to <http://careerservices.rutgers.edu/OCAlogin.html>.

Seminars and Panels - Attend programs on choosing a major, identifying career options, obtaining an internship, and others.

EMPLOYMENT AND GRADUATE SCHOOL SERVICES

Career Days - Career days bring students and employers together to discuss career opportunities. We host 12 events throughout the year. Visit our website for dates and locations.

Credentials Service - Utilize this online service to support your applications for teaching positions or graduate school. To register, log on to www.interfolio.com.

Internships - Seek internships through on-campus recruiting and online internship listings through CareerKnight. Attend the Internship Career Day in early February. Participate in the Rutgers, Engineering, and SEBS Internship and Co-op Programs.

Jobs - Over 30,000 online jobs are earmarked annually for Rutgers students and alumni through CareerKnight. Log on to our website and click on Student Login to Career Knight. Enter your username and password. At the main menu, click on Jobs, Internships, and Co-ops.

On-Campus Interviewing - Interview on campus with employers for full-time positions, summer internships, and engineering co-op. Available to seniors and graduate students seeking full-time jobs and all students seeking internships. Log on to our website and click on Student Login to CareerKnight to post your resume online and review employer job descriptions weekly.

Reciprocity - Gain access to career centers around the country. Send your name, major, year of graduation, and up to three colleges where you would like reciprocity to riwhite@echo.rutgers.edu.

Websites - Check out these sites from our home page to assist you with your job search:

- **Career Shift** Set up your personal account to manage your job or internship search.
- **Going Global** Comprehensive profiles of major countries and U.S. cities. Great if you are relocating.
- **Optimal Resume** Prepare the perfect resume using this advanced resume software.
- **Vault** Research industries and get the inside story on major companies.

	LOCATION	PHONE	HOURS	DROP-IN HRS.	EVENING
Career & Interview Center	Busch Campus Center	445-6127	8:30-5:00	Mon, Wed 1:00-3:30	M,T,W,Th until 8:00 p.m.
Career Center at 46 CA	46 College Avenue	932-7997	8:30-5:00	Tue, Thu 1:00-3:30	T,W until 8:00 p.m.
Administrative Office	56 College Avenue	932-7287	8:30-5:00		

Career Services Online: Answering All of Your Career Needs!

<http://careerservices.rutgers.edu>

Countless Rutgers students tap into online resources every day. Your life is busy; your time is valuable, so visit us online! Whether you need information on upcoming career days, resume samples, or tips on what you can do with your major, Career Services has an online answer for you! So sit back, flip on your computer, and let your fingers do the surfing...

Visit us online to view the following:

- ◆ Upcoming Events
- ◆ Alumni Services
- ◆ Ask the Director
- ◆ Career-Related Internet Resources
- ◆ Career Day Information
- ◆ College Majors and Career Information
- ◆ Counseling Services & Drop-in Hours
- ◆ Diversity Resources
- ◆ Engineering Co-op
- ◆ FAQs
- ◆ Full-Time Employment Information
- ◆ Graduate School Information
- ◆ On-Campus Interviewing
- ◆ Internships
- ◆ Rutgers Online Career Assessments
- ◆ Rutgers Top Employers
- ◆ Rutgers Internship & Co-op Program
- ◆ Special Populations Information



Hot Internet Sites

Employment, Careers & Beyond

"Your future lies at your fingertips"

Job & Internship Search

www.rileyguide.com
www.wetfeet.com
www.CollegeGrad.com
hotjobs.yahoo.com
www.jobpostings.net
internships.wetfeet.com
www.inroads.org
www.rsinternships.com
www.wnjp.in.state.nj.us
www.nj.com/careers
www.jobweb.org
www.careerbuilder.com
www.usajobs.opm.gov
www.careershift.com

College Majors & Careers

careerservices.rutgers.edu/CareerHandouts.html
www.acinet.org/acinet
stats.bls.gov
www.bls.gov/oco
online.onetcenter.org
careerservices.rutgers.edu/vault

Job Outlook/Salary Surveys

www.bls.gov/oco
www.abbott-langer.com
www.jobstar.org/tools/salary/sal-surv.cfm

Graduate Study

www.petersons.com
www.gre.org
www.princetonreview.com
www.finaid.org

Please note: Due to the constantly changing environment on the Internet, we apologize for any sites that are not operational.

Section II: First- and Second-Year Students

Getting an Early Start

1. Career Planning

Many first- and second-year students think that career planning is just for seniors. On the contrary, career planning is a process that should begin early in your undergraduate experience and continue throughout your professional life.

Career Services assists first and second-year students with the initial steps in career planning. Our professionally trained career counselors help you explore your interests, skills and values, and make your big decision at Rutgers: choosing a major. Our counselors assist you in making a smooth transition to life at Rutgers, and getting you on track toward your academic and career goals.

2. Profile of Services

Career Services provides the following services, programs and publications for first- and second-year students:

- First-Year Action Plan and Sophomore Action Plan: one-page checklists with specific, manageable steps to take in order to begin the career planning process.
- Individual career counseling: one-hour in-depth sessions with professional career counselors.
- Interests, skills and values assessments.
- Rutgers Online Career Planning site.
- Workshops on choosing a major, deciding on a career, summer jobs and internships, and skills identification.
- Career Services website. Log on to <http://careerservices.rutgers.edu>; click on Students.

THE CAREER DECISION-MAKING PROCESS

Career planning and decision making involve several key phases. Early in your college career, self-assessment and the exploration of college majors are important steps in this process.

Below are 10 questions that are central to the decision-making process. While career counselors cannot answer the questions *for* you, they can work *with* you to help you find some answers and directions.

1. What career decisions do I need to make?
2. What are my interests, skills, values and goals?
3. What are the academic and career choices available to me?
4. What are the pros and cons of each choice?
5. Which option do I want to pursue?
6. If I am not able to choose, what makes it difficult for me to decide?
7. What steps do I need to take to implement my choice?
8. What plans do I need to make?
9. How satisfied am I with my decision?
10. Do I need to develop new goals or adjust my plans?

Some final advice:

- Get an early start with Career Services.
- Seek our guidance and assistance.
- Keep your ears and eyes open to opportunities for networking with a variety of people.
- Find the right balance between work and fun, learning and living.

Evaluating Yourself

An important part of deciding what you want to do is first understanding yourself. Self-evaluation will help you analyze what things are important to you in the kind of work you will 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 a 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 of most importance to you when thinking about a job:
Salary _____
Type of Work _____
Location _____
Prestige of Employer _____
People (Boss and Colleagues) _____
14. Do you prefer to work a regular 9:00 a.m. to 5:00 p.m. schedule? _____
15. Would you like a job with a lot of travel, moderate amount, or small amount? _____
16. What kind of working environment do you prefer?
 - a. Do you prefer working indoors or outdoors? _____
 - b. Which do you prefer:
urban setting _____
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 non-profit or for-profit organization? _____
20. Are there other factors to consider? _____

Section III: Juniors

Junior Year Action Plan

- ❑ Check our Events calendar on our website and attend career panels and workshops.
- ❑ Visit the Rutgers Online Career Planning Site. Explore your interests, skills, and values and how they relate to career options. A session with a career counselor is recommended.
- ❑ Continue building practical experience through internships, part-time jobs, student activities and volunteer work.
- ❑ Participate in the on-campus interviewing program for summer internships. Over 50 employers conduct internship interviews from February to April. Register with CareerKnight.
- ❑ Access internships and part-time jobs online by registering with CareerKnight.
- ❑ Gain credit for your internship or co-op experience through the Rutgers Internship & Co-op Program.
- ❑ Participate in student activities to gain leadership experience and develop your organizational, public speaking, writing and other relevant skills.
- ❑ Learn about applying to graduate school by attending the Graduate and Professional School Open House and the Graduate and Professional School Day in the fall.
- ❑ Attend employer information sessions to learn about and network with key employers.
- ❑ Speak to professionals in your field of interest through the Alumni Career Network.
- ❑ Review your career goals and possible graduate school plans with a career counselor.
- ❑ Have your resume critiqued by a career counselor during drop-in hours.
- ❑ Attend career days from September through May.
- ❑ Participate in the Big East Internship E-Fair in November and December.

Section IV: Seniors

Senior Year Action Plan

Action Steps for All Seniors

- ❑ Visit either of our two career libraries, which contain employer directories, career literature, and graduate school information.
- ❑ Visit our website for information on everything from upcoming events to jobs to graduate school.
- ❑ Prepare your resume or graduate school personal statement and have it critiqued by a career counselor. Contact Dr. Richard White at rwhite@echo.rutgers.edu for personal statement critiques.
- ❑ Become involved in student organizations or volunteer work to develop career-related skills and build your resume.
- ❑ Use the online Alumni Career Network to contact alumni in your major or fields of interest.
- ❑ Visit the Rutgers Online Career Planning Site. Identify your interests, skills, and values and see how they relate to Rutgers majors and future jobs. Ideas for graduate school study can also be explored. A session with a career counselor is recommended.

If You're Pursuing the Job Market

- ❑ Register with Career Services by completing your CareerKnight profile and uploading your resume.
- ❑ Once registered, participate in CareerKnight for jobs, internships, and on-campus interviews. From September

to April, review employer job descriptions, submit resumes, find out if you have been selected for an interview, and schedule interviews. All interviews take place in the Busch Campus Center.

- ❑ Attend our career days: Engineering and Computer Science, Business and Liberal Arts, Math and Actuarial, New Jersey Collegiate, New Jersey Diversity, Science, Government and Non-Profit, and Education.
- ❑ Participate in our Big East Career Fair and Big East E-Fair.
- ❑ Attend employer information sessions to meet recruiters, gather first-hand information, and gain a competitive edge. Over 50 sessions are scheduled annually.

If You're Pursuing Graduate School

- ❑ Attend our Graduate and Professional School Day and Graduate and Professional School Open House in the fall.
- ❑ Pick up a Graduate School Action Plan at Career Services or print it out from our website.
- ❑ Set up an online credentials file to support your applications for graduate school. Log on to www.interfolio.com.
- ❑ Register for the two-day GRE prep course in the fall, sponsored by Career Services. Visit our website and click on Graduate School.

Section V: Resumes & Letters

High-Impact Resume Writing

by Eva Kubu

Your resume is a marketing tool representing a very special product: **you!** It is a succinct outline of your knowledge, skills, abilities, experience, and accomplishments relevant to your employment goals. Resumes are used to screen applicants for interviews and determine which candidates most closely match the employer's needs. This is done through a combination of human and electronic screening methods.

Begin with Self-Evaluation

- Think about your experiences, including internships, part-time and summer jobs, volunteer work, extracurricular activities, and course projects.
- Assess what you have accomplished and the skills you have developed in each position.

Transferable Skills

Transferable skills are the skills you acquire and transfer to future employment settings. Common examples include interpersonal, communication, leadership, and organizational skills. In the following list, check all the skills you have learned or demonstrated through your employment, campus activities, or academic projects. This will help you choose which skills to include on your resume.

INTERPERSONAL

- Relating well with customers and co-workers
- Listening to others' opinions and concerns
- Responding to concerns
- Resolving disputes or conflicts
- Assisting others
- Motivating individuals and/or groups
- Working as a team player

COMMUNICATION

- Advising
- Articulating
- Explaining
- Instructing
- Persuading/selling
- Presenting
- Public speaking
- Training
- Translating
- Writing/editing

Leadership

- Decision making
- Motivating others

- Delegating
- Evaluating
- Initiating
- Managing
- Planning
- Problem solving
- Supervising
- Team building

Organizational

- Follow through
- Meeting deadlines
- Multi-tasking
- Planning
- Setting and attaining goals
- Time management

Research Your Target Market

- Research your target market using the Internet and the resources and links on the Career Services website.
- Review several job descriptions for your field of interest to determine the knowledge, skills and abilities employers are seeking.
- Compare your qualifications to these requirements. Employers will be interested in transferable skills such as customer relations, team building, problem solving, communication, and leadership. Targeted research will help you determine the keywords to get your resume noticed.

Importance of Keywords

Keywords are nouns, phrases, industry buzz words, or acronyms used within a particular field, job description, or list of employer requirements. Employers using resume databases may conduct a search based on specific keywords. If your resume includes the appropriate keywords, it is more likely to be selected.

- For a list of key words relevant to your target market, consult *Electronic Resume Revolution or Resumes for Dummies* (4th edition) by Joyce Lain Kennedy or use an Internet search engine to generate a list.

Select a Resume Format

- **Chronological** This is the *recommended format* for college students and recent graduates with limited work experience. Educational and work experiences are presented in reverse chronological order.
- **Functional** This format is most often used by experienced professionals, career changers and those with employment gaps. It emphasizes marketable skill sets and areas of expertise, while de-emphasizing chronology.
- **Combination** This hybrid format merges the chronological and functional by highlighting marketable skill sets and providing a brief employment history. It can be used by all job seekers.

Create Multiple Versions

Due to evolving online screening technology, employers may request or accept resumes in any one of these three versions:

Core/Standard This version is fully formatted with visual appeal, including features such as bold, bullets, italics, and underlining. Paper versions are used for in-person delivery such as interviews or referrals. Save as yourname.doc.

Scannable This is a stripped-down version of your core resume (no italics or underlining) for optical scanning into resume databases. Use standard business fonts like Times New Roman or Arial. For paper submittals (career days, mailing, or faxing), print on bright white paper. Save as yournamescannable.doc. You may also use as a Word document e-mail attachment.

Plain Text (ASCII) This is a non-formatted version for pasting into employer web portals or applicant tracking systems, or into the body of an e-mail message. (Note: Some employers do not accept email attachments. We recommend attaching your Word document version *and* pasting your text version to guarantee they receive the version they need.) Follow these directions:

- Create your plain text resume using "Notepad" and save in Word as a text document, yournameresume.txt.
- Use a Courier or Arial font.
- Left justify and do not use tabs.
- Stay within 65 character spaces per line.
- Use asterisks instead of bullets.
- Include a key word section at the end with all versions of each key word (i.e. C.P.A., CPA, Certified Public Accountant)

Writing an Effective Objective or Summary

Including an objective or summary statement at the top of your resume is optional. However, a well-written, concise statement can help to introduce who you are, what you are looking for, and some of your unique selling points. If you are planning to target more than one field, you should develop a specific objective or summary for each field and prepare multiple versions of your resume.

OBJECTIVES

Objectives are recommended for students and recent graduates with limited work experience. Your objective should be stated in one sentence in one of two ways:

By describing a position in a particular field:

- "A production assistant position in the news department of a radio or television station.
- "An auditing position in a public accounting firm."
- "An internship in the field of marketing."

Or by describing a position and adding 2-3 marketable skill sets or selling points:

- "To contribute skills in research design, data analysis and report writing in a marketing research position.

- "To apply social service training and administrative experience in an internship with a non-profit organization.
- "A position in the media department of an advertising agency, applying my creative skills gained through previous sales and marketing experience.
- "A position in a corporate human resources department utilizing proven problem solving, communication and administrative skills.

SUMMARY STATEMENTS

Summary statements are recommended for those who possess one or more years of relevant experience. They are often used by career changers, alumni, and, in some cases, by those with significant work experience during school.

This section appears at the top in place of an objective and may be labeled *Summary* or *Profile*. Follow the guidelines below to create an effective summary.

- **Begin with a descriptive**
Examples: Marketing Professional, Computer Programmer, Mathematics Major, Ph.D. Candidate
- **Summarize your skills, highlight your areas of expertise, and quantify your experience**
Example: ...with over 2 years experience in customer / vendor relations, sales and product merchandising...
- **End with an accomplishment or personal statement**
Example: ...earned a reputation for priority setting and team building.
- **Optional:** Follow with bullets which highlight related knowledge, proficiencies, accomplishments and/or personal qualities.

SAMPLE SUMMARY STATEMENTS

1. Electrical and computer engineering major with over one year of experience in computer-aided design and prototyping seeks electrical design opportunity. Strong project management and team building skills.
2. An accomplished writer with internship experience within two major news organizations seeks a position in print media.
 - Possess proven ability to analyze assignments, uncover resources and meet deadlines.
 - Published over 15 articles in local and campus newspapers.
 - Recognized for excellent interviewing skills and willingness to take on challenging assignments.
3. Senior marketing professional with over 10 years global experience in the airline industry. Specific areas of expertise include sales and distribution, strategic and tactical planning, product introduction and advertising.
 - Results-oriented professional with extensive leadership experience in domestic and international arenas.
 - Led marketing and sales support for three major airlines.
 - Track record of increasing revenues, enhancing profitability and improving customer service.

Writing the Experience Section

FOCUS ON SKILLS AND ACCOMPLISHMENTS

The Experience section needs to showcase relevant skills and accomplishments gained through your work experiences. Write and edit job descriptions for each position you plan to include.

For each job, draft a bulleted list of all your duties and responsibilities. Focus on the skills and accomplishments that may transfer into your intended field. Begin each statement with one of the power verbs on page 14. Prioritize your duties and accomplishments.

Accomplishment Statements

Each job description should include at least one accomplishment statement with impact.

- The impact may have been financial, helping the organization to make or save money.
- Or the impact may have been enhancements to the workplace such as increased productivity, efficiency, safety, employee morale or customer satisfaction.

The key elements of an effective accomplishment statement are actions and results:

Actions: Describe the specific actions you took to achieve an objective or solve a problem using power verbs. Focus on transferable skills and technical skills that directly relate to your intended field. Include key words from the industry.

Results: Describe the results of your efforts. Quantify whenever possible, using percentages, dollars or volume. Accomplishment statements may begin with the action or the result. However, leading off with the result has greater impact. Consider the examples below:

GOOD	Provided customer support and product demonstrations for clients.
BETTER	Conducted 10 customer support and product demonstration programs for 20 client organizations.
BEST	Reduced customer complaints by 20% in a 6 month period by conducting 10 customer support and product demonstration programs for 20 client organizations.

Edit for Success

Review a rough draft of your job duties and responsibilities to see if any could be re-written as an accomplishment statement. Ask yourself:

- What skill am I trying to illustrate?
- What were my results? What did I achieve?
- What impact did this have? How did the employer benefit?
- Can I quantify for additional impact?

Each job description should:

- Begin with a general overview of your job function.
- Describe a specific function focusing on transferable skills and key words from the industry (1-3 bullets).
- Include an accomplishment statement focusing on contributions and results (1-3 bullets).

Showcase Special Skill Sets

Depending on your major, using a Skills section to showcase special skills and abilities may help improve the impact of your resume. It also provides an additional opportunity to infuse your resume with the industry key words necessary to get your resume noticed. This section can be labeled as follows:

<i>Skills</i>	<i>Technical Summary</i>
<i>Computer Skills</i>	<i>Qualifications</i>
<i>Laboratory Skills</i>	<i>Competencies</i>
<i>Professional Skills</i>	<i>Areas of Expertise</i>

There are three ways to present this information:

1. List concepts, skills, and technologies you are familiar with.
2. Use subheadings such as Technical, Computer, Language, Laboratory, and/or Personal.
3. Use qualifying phrases to indicate the level of expertise (extensive knowledge of, experience with, familiar with, exposure to...).

EXAMPLES

Liberal Arts Majors

PROFESSIONAL SKILLS

- Highly motivated self-starter with proven problem solving abilities.
- Excellent communication, customer service, and client relations skills.
- Experience working in fast-paced, time sensitive environments.
- Proficient using MS Word, Excel, PowerPoint, FrontPage, SPSS, HTML and SQL.

COMPUTER SKILLS

- Experienced with desktop publishing software, including QuarkXpress, Aldus Page Maker and MS Publisher using both Macintosh and IBM platforms.
- Able to create Excel spreadsheets and Powerpoint presentations.
- Familiar with HTML and SQL.

Technical Majors

TECHNICAL SUMMARY

Programming Languages Visual Basic, JavaScript, HTML, PHP, C/C++, SQL, Assembler

Software Hardware MS Office, Access, Lotus Notes
UNIX Sun Server, SQL Server 6.5,
Windows Workstation, IBM PC and
compatibles

TECHNICAL SKILLS

- Knowledge of automotive structural and mechanical design
- Familiar with CAD/ CAM composites technology
- Exposure to thermodynamics and heat transfer
- Experience in project team leadership

Business Majors

QUALIFICATIONS

Finance Cash Flow Analysis, Forecasting, Financial Analysis, Capital Evaluations, Budgeting, Statistical and Financial Modeling

Computer Windows 2003/ Vista/ NT, MS Excel, Word, Access, PowerPoint, WordPerfect

Science Majors

LABORATORY SKILLS

- Chromotography
- Dissection
- Distillation
- Extraction
- Gel Electrophoresis
- HPLC
- Slide Preparation
- Titration

COMPETENCIES

- Knowledge of Good Laboratory Practice (GLP) regulations.
- Experience with dehydration technique and asymmetric synthesis.
- Laboratory experience including GC/MS, IR, UV/VIS, NMR, HPLC and TLC.
- Familiar with Microsoft Access, Excel, PowerPoint and Word.

Education Majors

AREAS OF EXPERTISE

- Creating a positive classroom learning environment.
- Curriculum development and implementation.
- Familiar with interactive instructional tools.
- Exposure to team teaching.
- Coordinating and extracurricular activities.
- Experienced varsity swimming coach.

RECOMMENDED RESOURCES

For more information on resume writing, please check out Optimal Resume on the Career Services website and the books listed below.

- *Resumes for Dummies*, 4th edition, Joyce Lain Kennedy
- *Resumes That Knock Em Dead*, Martin John Yate
- *The Damn Good Resume Guide*, Yana Parker

Eva Kubu is Career Services former Marketing and Communications Manager.

The company that stands out from the crowd is looking for financial representatives who do.

Named one of the "Best Places to Launch a Career"
- BusinessWeek, September 2008

Ranked one of the "Training Top 125"
- Training magazine, February 2009

At a time when most companies are cutting back, Northwestern Mutual has added a record number of Financial Representatives to its sales force in 2008 and has yet to slow down in 2009. If you have the drive and talent to succeed, contact us.



The Olson Financial Group
www.nmfn.com/olsonfinancialgroup
Summit, Shrewsbury,
Fairfield, NJ; Staten Island, NY
Danielle Miller
Campus Recruiter
danielle.miller@nmfn.com
(908) 918-4098



The Savino Financial Group
www.savinofinancial.com
Princeton, Wall and Clinton, NJ
Joanne Savino
Director of Recruitment
joanne.savino@nmfn.com
(609) 750-3012

 **Northwestern Mutual**
the quiet company®

Power Verbs for Your Resume

accelerated
accommodated
accomplished
achieved
acquired
acted
activated
adapted
added
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
displayed
drafted

eased
eclipsed
edited
educated
elevated
elicited
employed
empowered
enabled
encouraged
endorsed
engineered
enhanced
enlarged
enlisted
enriched
enumerated
envisioned
established
estimated
evaluated
examined

excelled
executed
exercised
expanded
expedited
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
instituted
instructed
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
polished
prepared
prescribed
prioritized
processed
procured
produced
programmed
projected
promoted
publicized
purchased

queried
questioned

raised
rated
realized
recommended
reconciled
recorded
recruited
rectified
reduced (losses)
refined
referred
reformed
regarded
regulated
rehabilitated
reinforced
rejuvenated
related
relieved
remedied
remodeled

repaired
reported
represented
researched
reserved
resolved
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.

Step-By-Step Guide to Writing Your Resume

After reading our article on High Impact Resume Writing, you are now ready to write your resume. Follow the general guidelines below to determine the format and information you should include in each section.
For students and recent graduates with limited work experience, a **one-page** resume is recommended.

NAME (in size 14 font and boldfaced)
Email address (use professional language)

PRESENT ADDRESS
Campus Box Number or Street
Town, State, Zip Code
Phone number

PERMANENT ADDRESS
Street Address
Town, State, Zip Code
Phone number

OBJECTIVE (or SUMMARY) Follow the guidelines on page 11, "Writing an Effective Objective or Summary Statement" to develop a brief, focused statement.

- For students and recent graduates with limited work experience, an OBJECTIVE that identifies your field or position of interest is recommended.
- For those with more extensive experience in their field, a SUMMARY that highlights 2-3 unique selling points is recommended.

EDUCATION Rutgers University, New Brunswick, New Jersey
Degree, Major, Month and Year of Graduation

- Indicate your double major, minor, or concentration, if appropriate.
- Indicate your overall and /or major GPA if it is 3.0 or higher.
- If you attended other institutions, list in reverse chronological order and use either dates of attendance or graduation date, if appropriate.

HONORS Dean's List, Honorary Societies, Scholarships, Awards, Fellowships

- List in order of importance and include dates.
- Consider listing in two columns to save space.

RELEVANT COURSES Coursework directly or generally related to your career objective

- Include 6-10 courses.
- List in order of importance or alphabetize.
- Use two columns to save space.

ACADEMIC PROJECTS Individual or team projects, independent study or honors thesis

- Indicate title of project and semester.
- Use bullet format and begin with an overall description of the goal of the project and your role.
- Indicate knowledge and skills (i.e. technical, teamwork, and /or presentation skills) gained.

EXPERIENCE Follow the guidelines on page 12, "Writing the Experience Section," to develop effective job descriptions and accomplishment statements

- Use the section title **RELEVANT EXPERIENCE** for internships, co-op, part-time, full-time, summer, and volunteer experience directly related to your career objective.
- Use the title **EMPLOYMENT** or **EXPERIENCE** for part-time, full-time, and summer jobs.
- List positions in reverse chronological order.
- Begin each bulleted statement with a power verb.

SKILLS Computer, Management, Language or Laboratory Skills

- Include key words based on your research of the field or industry.
- Use subheadings when listing more than one skill set.
- Place this section before **EXPERIENCE** if you do not have related experience.

ACTIVITIES Membership and Leadership within Organizations

- Begin with your title (Member, Treasurer, Special Events Committee Chair, etc.) and then state the name of the organization and the dates of participation.
- If leadership positions were held, title this section **CAMPUS LEADERSHIP** or **LEADERSHIP** and follow with a brief description.

Plain Text/Electronic Resume

MANISH PATEL
mypatel@eden.rutgers.edu

PRESENT ADDRESS

Rutgers University
Edison, NJ 08818
New Brunswick, NJ 08901
732-345-6789

HOME ADDRESS

31 Maple Street
Edison, NJ 08818
732-987-6543

OBJECTIVE

A full-time position in the financial industry, utilizing my strong analytical and teamwork skills.

EDUCATION

Rutgers University, New Brunswick, New Jersey
B.A. in Economics and Political Science (double major), May 2010
GPA: 3.4

RELEVANT COURSES

Econometrics, Financial Economics, International Political Economy, Macroeconomics, Managerial Economics, Microeconomics

PROJECTS

Money and Banking Course, Fall 2008
*Developed and presented an in-depth investment analysis of a major bank on a team project.
*Explored credit, treasury, and monetary policies.

EXPERIENCE

Merrill Lynch, Somerset, New Jersey, Summer Analyst Intern, May-August 2009
*Analyzed client financial portfolios to determine asset allocation.
*Contacted prospective customers to provide information about savings and retirement plans.
*Assisted in developing new client accounts.
*Created and maintained a database of new clients' satisfaction.

Marriott Hotel, Somerville, New Jersey, Assistant Manager, May-August 2008

*Controlled daily operations, including arrivals, departures and room reservations.
*Supervised staff of five front-desk associates, including weekly schedules and bi-monthly performance meetings.
*Negotiated rates to ensure full occupancy.
*Completed 20 hours of training on sales, customer service, and management.

SKILLS

Technical: Microsoft Office (Word, Excel, Powerpoint, Access), HTML, JAVA, C++
Language: Intermediate Spanish (oral and written)
Personal: Strong communication, analytical and teamwork skills

ACTIVITIES

Treasurer, Rutgers Student Governing Association, May 2008-Present
*Manage annual budget of over \$5,000 for campus events.
*Raise campus awareness of all activities through marketing efforts.
Public Relations Coordinator, The Daily Targum (Rutgers Campus Newspaper), May 2007-Present
*Supervise all weekly creative newspaper releases.
*Implement new public relations initiatives to increase circulation.

Standard Resume

MANISH PATEL
mypatel@eden.rutgers.edu

Present Address

Rutgers University
12345 RPO Way
New Brunswick, NJ 08901
732-345-6789

Home Address
31 Maple Street
Edison, NJ 08818
732-987-6543

OBJECTIVE

A full-time position in the financial industry, utilizing my strong analytical and teamwork skills.

EDUCATION

Rutgers University, New Brunswick, New Jersey
B.A. in Economics and Political Science (double major)
GPA: 3.4 May 2010

RELEVANT COURSES

Econometrics
Financial Economics
International Political Economy
Macroeconomics
Managerial Economics
Microeconomics

PROJECT

Money and Banking Course, Fall 2008
* Developed and presented an in-depth analysis of a major bank as part of a team project.
* Explored credit, treasury, and monetary policies.

EXPERIENCE

Merrill Lynch, Somerset, New Jersey
Summer Analyst Intern May-August 2009
* Analyzed client financial portfolios to determine asset allocation.
* Contacted prospective customers to provide information about savings and retirement plans.
* Assisted in developing new client accounts.
* Created and maintained a database of new clients' satisfaction.

Marriott Hotel, Somerville, New Jersey

Assistant Manager May-August 2008
* Controlled daily operations, including arrivals, departures and room reservations.
* Supervised staff of five front-desk associates, including weekly schedules and bi-monthly performance meetings.
* Negotiated rates to ensure full occupancy.
* Completed 20 hours of training on sales, customer service, and management.

SKILLS

Technical: Microsoft Office (Word, Excel, Powerpoint, Access), HTML, JAVA, C++
Language: Intermediate Spanish (oral and written)

CAMPUS LEADERSHIP

Rutgers Student Governing Association May 2008-Present
Treasurer
* Manage annual budget of over \$5,000 for campus events.
* Raise campus awareness of all activities through marketing efforts.
The Daily Targum (Rutgers Campus Newspaper) May 2007-Present
Public Relations Coordinator
* Supervise all weekly creative newspaper releases.
* Implement new public relations initiatives to increase circulation.

Sample Resumes

SARAH B. WILLIAMS

swilliams@eden.rutgers.edu

31 Snow Street
Iselin, New Jersey 08830

732-444-6677 H
908-657-9787 C

OBJECTIVE

A summer internship as a research assistant in the pharmaceutical or biotechnology industry.

EDUCATION

Rutgers University, School of Environmental and Biological Sciences, New Brunswick, NJ
Bachelor of Science in Biotechnology, May 2010

Università Degli Studi di Urbino, Urbino, Italy
Study Abroad, Summer 2008

RELATED COURSES

Methods of Biotechnology	Pathogenic Microbiology
Nucleotide Sequence Analysis	Protein and Enzymes
Introduction to Cancer	Comparative Virology

LABORATORY SKILLS

- Knowledge of GLP regulations, C, GC, and ELISA
- Experience with cell culture and centrifugation
- Familiar with asymmetric synthesis and DNA sequencing
- Exposure to FTIR, UV/VIS, ICP/AA

COMPUTER SKILLS

MS Windows, Microsoft Office: Word, PowerPoint, Access and Excel

RESEARCH EXPERIENCE

Division of Life Sciences, Rutgers University, New Brunswick, NJ

- Laboratory Assistant*, January - May 2007
- Assisted with experiments in investigating polyamines in cancer and aging.
 - Performed HPLC preparation of samples.
 - Oversaw distribution of lab supplies and equipment.

WORK EXPERIENCE

Residence Life, Rutgers University, New Brunswick, NJ

- Resident Assistant*, September 2006 - May 2007
- Provided leadership and supervision for 30 students in residence hall.
 - Coordinated 20 educational and social programs and activities for students.
 - Assisted individuals in resolving conflicts by facilitating discussions.

ACTIVITIES

Leadership Committee, Fall 2006 - present
Programs and Activities Council, Spring 2005 - present
Rutgers University Outdoors Club, Fall 2005 - present

Anita Norton

Anorton@eden.rutgers.edu

404 Hamilton Street
North Brunswick, NJ 08902

732-555-9999 H
908-777-9999 C

SUMMARY

Electrical and computer engineering major with over one year of internship experience in system design, software development, and technical architecture seeks systems analyst opportunity.

- Strong project management, team building, and leadership skills.
- Over 3 years technical support experience in a high volume university computer laboratory environment.
- Extensive exposure to network troubleshooting procedures and standards.

EDUCATION

Rutgers University School of Engineering, Piscataway, NJ
B.S., Electrical and Computer Engineering, May 2010, GPA: 3.57

TECHNICAL SKILLS

<i>Programming Languages</i>	SQL, HTML, XML, C++, Java, Mat Lab, Maple, PSPICE, Assembly, LabVIEW, OpenGL
<i>Operating Systems</i>	Windows XP, UNIX, Linux, Mac
<i>Applications</i>	MS Office, MS Visio, MS Access, Linux, Adobe PhotoShop

RELEVANT COURSES

Computer Architecture	Microelectronics
Database Management	Programming Methodologies
Digital Systems Design	Software Engineering
Electronic Circuits & Devices	Telecommunications Networks

HONORS & ACTIVITIES

Dean's List, 2007 - Present
Rutgers Institute of Electrical and Electronic Engineers
Student Chapter, Treasurer, 2008 - Present
Minority Engineering Educational Task, Historian, 2008 - Present

EXPERIENCE

Rutgers University Computing Services, New Brunswick, NJ

- Computer Support Assistant*, August 2006 - Present
- Assist faculty, staff, and student users in a fast-paced, multi-platform computer lab environment.
 - Train co-workers in network troubleshooting and remote diagnostic procedures.

Honeywell, Freehold, NJ

Project Engineer Intern, June-August 2009

- Served as a project leader for a team of 5 interns responsible for system design, implementation, and testing.
- Created layouts and detailed systems drawings using AutoCAD.
- Presented project to management and vendors.

Ethicon, Somerville, NJ

Project Management Intern, January-August 2008

- Worked with a team of 6 on network projects involving IP network migration.
- Assisted in the design of network architecture and software development projects to aid in a company-wide system conversion.
- Completed project within deadline and under budget.

Sample Resumes

ADRIANA L. CASTILLO

acastillo@eden.rutgers.edu
732-933-6500

PRESENT ADDRESS

Rutgers University
65000 RPO Way
New Brunswick, NJ 08903

PERMANENT ADDRESS

15 Williams Court
Morristown, NJ 07960
973-635-1515

OBJECTIVE

A challenging position as an elementary school teacher, utilizing prior experience in creating positive classroom learning environments.

EDUCATION

Rutgers University, New Brunswick, NJ

M.Ed. in Elementary Education, Graduate School of Education, May 2009, GPA: 3.86
B.A. in English, School of Arts & Sciences, May 2008, GPA: 3.42

CERTIFICATION

Certificate of Eligibility with Advanced Standing, Elementary Education, July 2009

EXPERIENCE

Livingston School, New Brunswick, NJ

Teaching Intern, Third Grade, September 2009 - Present

- Teach all subjects to a class of 25 diverse students.
- Develop lesson plans and instructional programs to meet individual and group needs.
- Foster appreciation of ethnic holidays through social studies projects.
- Utilize a whole language approach in reading groups to emphasize and develop specific skill areas.
- Implement a variety of manipulatives to enhance math skills.

Douglass School, Somerset, NJ

Teaching Practicum, Second Grade / Sixth Grade, January - May 2008

- Assisted and observed teachers in second and sixth grade classrooms.
- Successfully incorporated computer and Internet technology into lessons.
- Established professional rapport with parents, teachers and the community.

SKILLS

Computer: MS Windows, Word, PowerPoint, Excel
Language: Fluent in Spanish

ACTIVITIES

Peer Counselor, Graduate School of Education, September 2008 - Present
Rutgers University, New Brunswick, NJ

- Selected by dean to volunteer as a peer academic counselor
- Provided assistance to students regarding course registration and program requirements
- Referred students for academic tutoring services

INTERESTS

Reading, theater, piano, and photography

Richard Gillespie, CPA

12 Timberidge Drive, Woodbridge, New Jersey 07095
Home 732-634-4003
E-mail: rgalumms@earthlink.net

Profile

Diversified accounting and finance professional with over 15 years experience in the financial services and leasing industry, including global and domestic exposure and specialization in business planning, joint venture accounting, and reporting & analysis.

Areas of Expertise

Business Planning

- Developed 1, 3 and 5-year strategic and financial business plans, including end-of-lease projections, and present to senior management nationally and internationally.
- Improved accuracy and efficiency of plan preparation within 3 months.
- Gathered financial data for competitive analogs and company IPO.
- Participated in due diligence and financial analysis for mergers and acquisitions, asset securitization, and the redesign of 2 divisions.

Joint Venture Accounting

- Managed entire financial function of JVs, including reporting & analysis, business planning, pricing, portfolio accounting, cash operations, and sales compensation.
- Proactively made recommendations to the president & COO.
- Developed and improved relationships with JV partners, monitored compliance, negotiated changes to contractual operating agreements, and resolved partnership disputes.
- Selected to manage a large vendor relationship with over \$2 billion in new business volumes.
- Significantly improved the accuracy and integrity of financial statements within one month.
- Coordinated systems conversions, external audits, and asset securitization.

Reporting & Analysis

- Oversaw timely and accurate reporting to the board of directors and senior management.
- Prepared monthly corporate reporting packages, including portfolio performance statistics such as delinquency of owned and securitized assets, non-accruals, repossessed assets, and the adequacy of bad debt and specific reserves.
- Oversaw the preparation of joint venture P&L, SG&A and settlement reports as well as 10K & 10Q information.
- Reported risk management information such as end of lease performance, asset concentrations, and residual exposure.

Employment History

MetLife, Bridgewater, New Jersey
Director, Corporate Planning
May, 2006 - Present

AT&T, Basking Ridge, New Jersey
Vice President/ Controller, November 2004-May 2006
April, 1990-May 2005

Director, Joint Ventures, January 2003-November 2004

Manager, Residual Analysis, August 2000-January 2003

Manager, Pricing, October 1996 - August 2000

Manager, Business Planning, October 1993 - October 1998

Accountant, (Staff, Senior, Manager), April 1989 - October 1994

Education

Rutgers University, New Brunswick, New Jersey

B.S., Accounting, May, 1989 GPA 3.4

Letters and Email Correspondence

by Eva Kubu

Whether you use regular mail or email, your correspondence with employers creates an impression and illustrates your communication skills. You must always use a business-like tone and professional language. It is important to adhere to the *3 C's Rule*: all correspondence must be *clear*, *concise*, and *compelling*. You must state very *clearly* who you are and why you are writing. Your message must be *concise* and get right to the point. Finally, your goal is to *compel* your reader to take further action, such as arranging an interview or extending a job offer.

General Email Guidelines

The preferred way to correspond with employers is through email. Use the following email guidelines to create a positive impression:

- Use an appropriate subject header for your email (see samples below).
- Use professional salutations such as “Dear Mr. or Ms.” and be sure to spell his or her name correctly.
- Always take the time to proofread, spell check, and grammar check your message before sending. A poorly written message or one with spelling errors can destroy your chances of being considered for the job.
- Do not use slang terms, emoticons, overly stylized fonts, graphics, or multi-colored backgrounds.

COVER LETTERS

When sending your resume via email, *your email message is your cover letter*. A cover letter introduces your resume when you are not there to do so in person. The goal is to persuade the reader to review your resume by providing a brief summary of your qualifications that match the employer's requirements. (See the samples on page 20.)

Sample Email Subject Headers

The following is a list of the main reasons you would write a cover letter and some suggested email subject headers:

- **Response to a newspaper ad or Internet job posting:**
Your Ad for a _____
Your Job Posting on Hotjobs.com
- **Networking with employers or following up on referrals:**
Met You at the Rutgers Career Day
Referred by _____
- **Canvassing employers to explore potential opportunities:**
Strong Applicant for Your _____ Department;
Potential Internship Opportunities at _____

THANK-YOU LETTER TIPS

- Make sure to get business cards from all recruiters to ensure the correct spelling of their names and email addresses.
- Send an email thank-you letter within 24 hours after your interview.
(Subject header: *Thank You from _____*)
- Your goal is to impress the interviewer with your appreciation and reiterate your qualifications and interest in the position.
- If you met with more than one individual, send personalized thank-you letters to each interviewer. Hiring decisions are often made by consensus, and you will want to impress everyone you met by including something specific that was discussed during your meeting.

Thank-You Letter Template for Email

Dear Mr. / Ms. _____,

Thank you for meeting with me yesterday. I enjoyed learning more about the needs of your department and name of employer.

I am very enthusiastic about the position of title of position and am particularly excited about the opportunity to gain exposure to specific project or job duty discussed. As we discussed, my background in your key selling points will help me make a significant contribution to your organization.

Please let me know if I can provide you with any additional information to support my candidacy. I look forward to speaking with you again soon.

Sincerely,

Your full name

Eva Kubu is Career Services former Marketing and Communications Manager.

Sample Cover Letter FORMAT— For Regular Mail Delivery

Your Present Address
City, State, ZIP Code
Date

Name of Contact Person
Title
Name of Company or Organization
Street Address
City, State, ZIP Code

For Salutation: Dear Mr. or Ms. (insert name if known) or Attention: (insert title or department name)

1st Paragraph Explain that you would like to be considered for a (specific job title or general career area) position with (specify name of organization). If responding to an ad or Internet job posting, mention where you saw the job posted. If you were referred by someone (e.g., an employee or a professor), mention the person by name. Be sure to indicate your major and year in school or month and year of graduation.

2nd Paragraph Highlight two or three key qualifications from your resume that correspond directly to the job requirements. Explain why you are particularly interested in the employer, location, or type of work. If you have related experience or specialized training, be sure to point it out. Also, mention your G.P.A. if it is 3.0 or above.

3rd Paragraph Mention that your resume is attached and that you would like an opportunity to schedule an interview to provide additional information about your qualifications. Either give the employer a phone number where you can be reached or mention that you will contact the recruiter within a specified amount of time. Be sure to thank the reader for his or her time and attention.

Sincerely, (Skip five spaces below)

(Signature)

Type Your Name

Sample Cover Letter—Ad/Posting

Dear Mr./Ms. _____,

I am writing in response to your job posting on Hotjobs.com for a _____. I am a _____ major at Rutgers University and will be graduating this May.

The attached resume provides a detailed outline of the skills I have acquired through my education and work experience. Those that may be of particular interest to you include:

- (Description of skill #1)
- (Description of skill #2)
- (Description of skill #3)

I look forward to meeting you to discuss how I can contribute to your _____ department. I can be reached at _____ to arrange an interview at your earliest convenience. Thank you for your consideration.

Sincerely,

Sample Cover Letter—Career Day Follow-up

Dear Mr./Ms. _____,

I am writing to follow up on our discussion during the recent ____ (specify the event) Career Day at Rutgers University. I enjoyed speaking with you about the type of positions or field opportunities with _____ (name of organization). Thank you for sharing your insights on the recruiting process and the current needs of your organization.

As we discussed, I will be graduating in _____ (date of graduation) with a degree in _____ (major). In researching your organization, I am particularly interested in _____ (cite 1-2 facts). (Next, highlight one or two qualifications from your resume that you think would be of greatest interest to the employer based on your career day discussion). My background in _____ (related knowledge, skills, or experience) has helped prepare me for the challenges of the position.

I have attached another copy of my resume for your review. Please let me know if you require any additional information. Thank you again for your time and consideration. I look forward to speaking with you again soon.

Sincerely,

Section VI: Curriculum Vitae Vitae vs. Resume

by Chrystal McArthur

1. Description of a Vitae

Graduate students are often uncertain whether a *resume* or *curriculum vitae (CV)* is most appropriate for their needs. In some cases, both may be necessary, depending upon your professional objective.

What are the differences? Generally speaking, a CV is most appropriate for the academic and research environment. A resume is most appropriate for the business and nonprofit sectors.

The CV is generally longer and more comprehensive, while the resume is more concise and usually runs one page for recent graduates and two pages for more experienced people. Typically, the CV highlights research, teaching, and administrative experience. Other categories may include the dissertation title and description, teaching interests and competencies, presentations and publications, professional affiliations, honors and awards, and special skills.

The CV can be used for preliminary screening for employment or as a support document in the following ways:

- for a grant or contract proposal.
- for a tenure review or annual review by an employer.
- to support an application for a professional association.
- as a biography for an introduction at conferences or professional presentations.
- to provide information for professional publications or activities.

As such, the curriculum vitae (literally translated as course of life) has many uses and is an important document in your professional life. Consult the menu below to choose the most appropriate categories for your CV.

2. Sample CV Headings

Heading	Contents
Objective	Professional or career objective
Education	Colleges and universities degrees Comprehensive areas Course highlights
Thesis	Doctoral dissertation Master's thesis Master's project
Certification	Certificates Licenses
Honors and Awards	Academic awards Distinctions Fellowships Honors and awards
Competencies	Areas of expertise Committee leadership Departmental leadership Faculty leadership Professional activities Professional competencies Research interests Teaching interests

Experience	Administrative experience Consulting experience Professional experience Related experience Research experience Teaching experience
International Experience	Foreign study Language competencies Travel abroad
Publications	Arrangements/scores Articles/monographs reviews Exhibits/exhibitions Professional papers Publications
Presentations	Conference presentations Convention addresses Workshop presentations
Professional Memberships	Memberships Affiliations
References	References or dossier

Chrystal McArthur is Senior Associate Director of Career Services at the Career Center at 46 College Avenue.

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Curriculum Vitae

Jonathan R. Gernert
page 2

U.S. Department of Education, Washington, DC, July 2001-August 2004 Consultant, Rehabilitation Grants Program

PUBLICATIONS

Handbook on Rehabilitation Programs for the Disabled, Jonathan R. Gernert, Comstock Publishing House, New York, NY, 2003.

The Realities of Rehabilitation Centers, Jonathan R. Gernert and Sarah Clemmons, *Rehabilitation Counseling Bulletin*, 2004, vol. 113.

Interview Techniques for Rehabilitation Counselors, Jonathan R. Gernert, *Journal of Applied Rehabilitation Counseling*, October 2001, Vol. 86, No. 4.

In-Service Training for Campus-Based Counseling Centers, Jonathan R. Gernert and Allen Frankin, *The Personnel and Guidance Journal*, January 2000, Vol. 12.

PRESENTATIONS

Interview Behavior and Client Outcome, Eastern Association for Counselor Education and Supervision Annual Conference, Baltimore, MD, February 2005.

The Role of the Supervisor in Counseling Centers, American Personnel and Guidance Association National Convention, Kansas City, KS, April 2001.

AFFILIATIONS

American Association of University Professors
American Education Research Association
American Personnel and Guidance Association
National Rehabilitation Counseling Association
National Rehabilitation Association

DISTINCTIONS

Magna cum laude
Phi Beta Kappa
President, Rutgers Graduate Student Association, 2001-2002

LICENSURE

Certified consulting psychologist, Maryland State Board of Psychology
Licensed psychologist in the states of Maryland and New Jersey
Rehabilitation counselor, certified by the National Commission on Rehabilitation Counseling

Jonathan R. Gernert
113 New Brunswick Road
Highland Park, NJ 08906
Home 732-933-7373
Office 732-445-6129
jgernert@gradsch.rutgers.edu

ACADEMIC BACKGROUND

Ph.D., Counseling and Human Development
Rutgers University, New Brunswick, NJ
Graduate School of Applied and Professional Psychology,
May 2002

Dissertation: The Increasing Demands on Campus
Rehabilitation Centers.

M.A., Psychology
Rutgers University, New Brunswick, NJ, May 2000
B.A., Psychology
Skidmore College, Saratoga Springs, NY, May 1998

AREAS OF EXPERTISE AND TEACHING COMPETENCIES

Behavioral Counseling and Psychotherapy
Clinical Assessment and Measurement
Rehabilitation and the Disabled
Rehabilitation Counseling and Research
Vocational Psychology

PROFESSIONAL OVERVIEW

Assistant Professor, Counselor Education Department
University of Maryland, College Park, MD, September
2002-Present

Responsible for teaching and program development in
master's and doctoral degree programs in rehabilitation,
community-based programs and counseling psychology.

Director of the University of Maryland Counseling Center

January 2004-Present
Responsible for budget design and maintenance, staffing,
policies and evaluation of the 12-member counseling staff.

Staff Counselor, Douglass College Counseling Center
Rutgers University, New Brunswick, NJ, September 2000 to
May 2002

Responsible for counseling and psychological evaluations for the
university community, primarily undergraduate students.

PROFESSIONAL SERVICE

University of Maryland, College Park, MD, September 2005-Present
Chair, Search Committee for University Counseling Committee
Co-Chair, Graduate Admissions Council

Section VII: Job Search

The Job Search Process

by Gregory Sobol

The keys to success in your job search are your own creativity, flexibility, and hard work. Develop a multi-faceted job search strategy, utilizing a number of these resources:

1. Career Services

Begin your job campaign by visiting Career Services either in person or online at <http://careerservices.rutgers.edu>. Ask for an action plan for your year in school. Register for CareerKnight, our on-campus interviewing program and job and internship listing service.

Check out upcoming Events, including career days, seminars, career panels, and employer information sessions. Visit our career libraries in the Busch Campus Center and at 46 College Avenue for career reference books and employer directories.

2. Networking

Your network consists of anyone you know who can provide you with job leads, referrals, or information on specific careers or employers. Start by making a list of friends, family members, former employers, supervisors, faculty members, neighbors, a family lawyer or accountant, local merchants, professors, teachers, administrators, and so on. You can also generate contacts through the Rutgers Alumni Career Network, available through our website, and through internships, externships, volunteer work, part-time jobs, career panels, or job fairs. In each case, your contacts can help open doors. For more suggestions, see our article, *Network Your Way to a Job*, on page 24.

3. Job Fairs/Career Days

Job fairs are an excellent way to network, learn about job openings, and gather information about employers. Each year, Career Services offers 12 career days, covering a wide range of fields. Visit the Events section of our website for upcoming career days. Be sure to dress professionally and bring multiple copies of your resume. To make a strong impression, develop a 60-second personal commercial that summarizes your career interests and several key highlights of your background. For more suggestions, see our article, *Career Day Tips*, on page 25.

4. Job Hunting on the Internet

The Internet is a valuable resource for conducting a successful job search. Among the most popular sites are:

- Riley Guide at www.rileyguide.com
- Wet Feet at www.wetfeet.com
- Career Builder at www.careerbuilder.com

- CareerKnight job listings through Career Services (lists jobs specifically targeted to Rutgers students)
- In addition, see our Hot Internet Sites in this guide and our extensive Career-Related Links section of our website. If you are interested in a specific employer, visit the employer's website.

5. Advertised Openings

Review special employment sections of the newspaper in addition to the general listings. The *Sunday Star Ledger* is an excellent source.

Apply even if you don't meet every qualification. Write your cover letter so that it addresses many of the requirements in the ad. Check the business section of the newspapers or *NJ Biz* to learn about firms moving into the area or company expansions. Look for job announcements in professional trade journals and association newsletters. Finally, specialized job listing newsletters are available from our website.

6. Mailing Campaign

The key to a successful mailing campaign is to mail or email your resume and cover letter to *targeted* employers. If you are especially interested in an employer, follow up your mailing with a phone call, expressing your strong interest and requesting an interview. Develop a list of employer prospects through employer directories, the Vault Online Career Library section of our website (over 2,500 employer profiles), and lists of employers that have attended recent Rutgers career days.

Make every effort to address your cover letter to a specific person, preferably a department or human resources manager. Many employers now prefer emailed resumes or resumes submitted through their websites. Follow up with a phone call or email message within two weeks of sending your letter. Not many job seekers do this, so it's a way to stand out.

7. Employment Agencies

Employment agencies provide placement services for a fee that is paid either by the employer or the candidate. Be sure to work with an agency where the *employer* pays the placement fee, not you. When working with an agency, clearly articulate the type of work you want don't settle for less. Read any contracts carefully.

Gregory Sobol is an Assistant Director at Career Services Career and Interview Center in the Busch Campus Center.

Network Your Way to a Job

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.

Networking Defined

A network is a group of supporters who serve as resources for your job search and ultimately for your career. Some great 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. Your purpose 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 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. 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

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?

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.

- 3. Be Professional** Ask your networking prospects for advice—not for a job. Your meetings should be a source of career information, advice, and contacts. Start with a firm handshake, eye contact and a warm smile. Focus on asking for one thing at a time.
- 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. 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.
- 5. Be Focused on Quality—Not Quantity** In a large group setting, circulate and meet people, but don't try to talk to everyone. It's better to have a few meaningful conversations than 50 hasty introductions. Don't cling to people you already know; you're unlikely to build new contacts that way. If you are at a reception, be sure to wear a nametag and collect or exchange business cards, so you can later contact the people you meet.
- 6. Be Referral-Centered** The person you are networking with may not have a job opening, but he or she may know someone who is hiring. The key is to exchange information and then expand your network by obtaining additional referrals each time you meet someone new. Be sure to mention the person who referred you.
- 7. Be Proactive** Stay organized and track your networking meetings. Keep a list of your contacts and update it frequently with the names of any leads given to you. Send a thank-you note or email if appropriate. Ask if you can follow-up the conversation with a phone call, or even better, with a more in-depth meeting in the near future.
- 8. Be Dedicated to Networking** Most importantly, networking should be ongoing. You will want to stay in touch with contacts over the long haul—not just when you need something. Make networking part of your long-term career plan.

Dos & Don'ts of Networking

- Do keep one hand free from a briefcase or purse so you can shake hands when necessary.
- Do bring copies of your resume.
- Don't tell them your life story; you are dealing with busy people, so get right to the point.
- Don't be shy or afraid to ask for what you need.
- Don't pass up opportunities to network.

Written by Thomas J. Denham, managing partner and career counselor of Careers In Transition LLC.

Telephone Networking Tips

Review the following guidelines when calling employers or networking contacts.

1. Introduce yourself by stating your name, your year at Rutgers, and your major.
2. Mention the name of the person or organization that referred you.
3. Ask if you have reached the contact at a good time and, if not, ask when would be a more convenient time.
4. Indicate that you are conducting a networking campaign to identify individuals who can offer advice about how to pursue opportunities in the field.
5. Ask if the contact would be willing to meet you for an informational interview and when would be a convenient day and time.
6. Prepare a list of questions about the field and typical career paths. Ask open-ended questions to facilitate discussion.

7. Keep your conversation brief and be sure to express appreciation.

Sample Script

Hello, my name is _____ and I am currently a _____ at Rutgers University, majoring in _____.

I (was given your name by) (know you have extensive experience in...)(recently sent you an email). Is this a good time to talk?

I am calling to seek your advice because of your experience in the field of _____. Your insight about trends and future prospects in the industry would be helpful as I begin my (career research) (job search). Would you be willing to meet with me for a brief informational interview?

Career Day Tips

A. Prior to the Career Day

1. *Plan to wear a professional outfit first impressions are critical and lasting*
 - Do not wear jeans, t-shirts, wrinkled clothes, sneakers, or hats.
 - Employers strongly discourage mini skirts, tank/halter/sleeveless tops, low cut or tight fitting shirts, facial or tongue piercings, and visible tattoos.
 - Women—wear a suit, pants suit, blazer with skirt or dress, conservative color, no heavy jewelry or perfume.
 - Men—wear a suit, jacket & tie with slacks, conservative color, no heavy cologne or after-shave.
2. *Prepare plenty of copies of your resumé more than you think you'll need*
 - Have an attractive resume on good quality paper, using bold, underline, and bullets; we strongly suggest white or other neutral-color paper.
 - Check carefully for typos, spelling, and grammar errors.
 - Have it critiqued at Career Services.
 - Keep your resume in a folder or portfolio at the event. Do not bring them to the career day on a disk.
 - Also prepare a scannable resume free of special effects so it can be scanned into the employer's applicant tracking system. Bring both types of resumes to the career day. Some employers may ask you to submit your resume through their company website.
3. *Familiarize yourself with the employers*
 - Decide which employers you want to speak with and prioritize them. A list of participating employers is available on our website two weeks prior to each event.
 - Research the employers through their websites.

4. Market yourself

- Prepare a 60-second infomercial about yourself—your major, year in school, jobs & internships, career interests, activities, skills & strengths. What attracts you to the employer? (See page 26).

B. At the Career Day

1. *Come early in the day employers are at their peak and there is less competition*
 - Bring a pen, folder, or portfolio for your resumes, and perhaps a pad of paper.
 - Carry as little as possible (no coats or backpacks, etc.).
 - Turn off cell phones in the employer areas.
2. *Approach employer representatives with confidence*
 - Introduce yourself, make good eye contact, and offer a firm handshake.
 - Give the recruiter your resume and tell him/her about yourself and your career interests.
 - Ask questions about job openings or descriptions, the organization, application procedures, etc.
 - Collect business cards and employer literature.
3. *Speak with as many employers as possible*
 - Visit your top choices first. Avoid standing in a long line to speak with one recruiter when you could talk with 3 or 4 others in the same time period.

C. After the Career Day

1. *Send a thank you letter or email message restating your interest to those employers in which you are particularly interested. Include a copy of your resume. Since most candidates will not follow up with employers after the career day, this will make you stand out.*

Your 60-Second Commercial

by Eva Kubu

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. Lists of participating employers at Rutgers career days are available on our website two weeks prior to the events.
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) _____ | (a) _____ |
| (b) _____ | (b) _____ |
| (c) _____ | (c) _____ |
| (d) _____ | (d) _____ |

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 Rutgers 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!

Section VIII: Job Search for Liberal Arts Majors

Marketing Your Liberal Arts Degree

As liberal arts graduates enter the job market, their direction may not be as obvious as that of their technically trained counterparts. For the most part, engineering or computer science majors know exactly where to target their efforts.

Liberal arts majors are less fortunate in that regard such a heading cannot be found in the want ads. Yet if they learn to target their aptitudes, they have as good a chance as anyone to find meaningful work.

Students are no longer necessarily hired just because they have a particular degree. Math and physics majors are getting engineering jobs and liberal arts majors are getting accounting jobs. The reason new graduates are being hired is because they have specific skills that meet the needs of the employer.

No one is more suited to this approach than the liberal arts major. What you need to do, explains one career advisor, is to find out what you really want to do regardless of your major. Students often ask, What can I do with a major in philosophy? But that's the wrong question. The real questions are, What fascinates me? How can I connect my interests with a job? What do I really want to be doing in 20 years?

Once you have answered those questions, look at possibilities for matching your interests with a job. There are more options than you might think. Don't get stuck on titles. For instance, if you want to be an autonomous problem-solver, someone with good communication skills who can do a good job of synthesizing sources (as in writing term papers), forget about the titles and look at the job descriptions. Management consultants, career specialists, personnel managers, teachers or trainers within organizations and schools are just a few options.

As a liberal arts major, you have to do much more work in terms of researching different job markets and finding out where there is a demand. Conduct in-depth research on any companies that appeal to you, and try to match their needs to your wants. You must be specific, however. It is possible to be too general, too open and too flexible.

To be successful, you should combine your long-term vision with short-term specificity. Present yourself to your potential employer as someone who both understands the broad goals of the company and has the ability to grow and contribute in the long run. But most importantly, show how you can excel in that specific job. And this, most likely, will involve some specialized skills. If you've taken business courses, had work experiences or utilized a computer in your liberal arts work, point out those strengths.

Once you've taken the time to determine your real interests and have set some long-term goals, map out a plan long- and short-term on how to get there. Resources are plentiful from the *Occupational Outlook Handbook* or *Dictionary of Occupational Titles* to numerous general job search books, as well as those dealing with specific topics such as *What to Do with a Degree in Psychology*, *The Business of Show Business*, etc.

Your liberal arts education has equipped you to take a broad topic and research it. Use those skills to make the connection between what you want and what companies need. Once you find job descriptions that match your long-term interests, set about shaping your resume and, if need be, getting the additional specific skills, training or certification to get that first job.

Your first job may not match your long-term goal. But it's the first step. And that, at this point, is the all-important one.

WHAT LIBERAL ARTS GRADUATES ARE DOING

A sampling of the wide range of positions filled by liberal arts graduates:

Accountant	Librarian
Administrative assistant	Management consultant
Advertising account executive	Marketing representative
Air traffic controller	Medical/dental assistant
Artist	Museum coordinator
Auditor	Office administrator
Bank manager	Outpatient therapist
Business systems analyst	Paralegal
Buyer	Photographer
Child support enforcement officer	Probation officer
Claims examiner	Product specialist
Communications specialist	Psychologist
Computer specialist	Public relations specialist
Copywriter	Quality engineer
Counselor	Recreation administrator
Customer service representative	Research analyst
Editor	Restaurant manager
Employee relations specialist	Retail manager
Engineering planner	Sales representative
Financial consultant	Social worker
Graphic designer	Speech pathologist
Hotel manager	Stockbroker
Human resource specialist	Systems analyst
Industrial designer	Tax consultant
Interpreter/translator	Teacher
Journalist	Technical writer
	Transportation specialist
	Underwriter
	Urban planner
	Writer

Federal Jobs: Working for Uncle Sam

So you want to work for the federal government? You are not alone. Uncle Sam employs approximately 1.8 million civilian workers worldwide. Federal employees receive a generous benefits package, and as of 2006 they earned an average salary of \$63,125. As the largest employer in the U.S., the federal government offers a variety of career opportunities unparalleled in the private sector. No matter what your degree or level of experience, there is a job for you with the feds. 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 in the U.S. and abroad.

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. (For a complete list, visit www.usajobs.opm.gov/EI6.asp.) It is 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 Web site (www.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 recently launched USAJOBS site (www.usajobs.opm.gov), which has its own set of tools and resources. Of particular interest to job applicants is The Career Interest Center page, which contains tools to help applicants find jobs that match their education, skills and interests. More importantly, 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 Web sites 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 students are interested in the environment, they should definitely visit the EPA's Web site, says Briane K. Carter, M.S., former Director of Career Services at the University of Texas, El Paso. But they should also make sure to visit the Web sites of other agencies that they don't associate with their major. It's not unusual for 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, Director of Career Services at Rutgers University. Applicants who dot all their i's and cross all their t's gain a competitive advantage and rise to the top of the application pool.

The OPM created an Optional Application for Federal Employment Form-OF 612, which applicants can fill out instead of submitting a resume for many positions. However, the OPM Web site states that resumes are preferred in most instances. As with all jobs, make sure to create a tailored resume for any federal job that you apply for. Federal agencies require specific information on your resume before it can be processed. The OF 612 form and the specific job posting can be used together to ensure that your resume has all the sections and information necessary for your resume to be considered.

Written by Chris Enstrom, a free-lance writer from Nashville, Ind.

Working for a Nonprofit Organization

Are you looking for more from your future career than just a steady income? Do you find the traditional employment track unappealing? Do you want the chance to make a real impact in your community or even the world? Then a career in the nonprofit sector may be the answer.

What Is a Nonprofit?

Nonprofits (also known as not-for-profits) are organizations that promote a cause or provide a public service and are granted tax-exempt status by the Internal Revenue Service under section 501 of the Federal Tax Code. Nonprofits are often at the forefront of advocacy, social issues and scientific research. Some manage and promote the arts, culture or even history in communities across the nation. Political and labor groups are nonprofit organizations, as are professional and trade organizations. The broad category of nonprofits also includes non-governmental organizations (NGOs) that provide critical services to areas affected by war or natural disasters. Some promote environmental issues on an international scale.

With all these categories, it's no wonder that over 1 million nonprofit organizations in the United States employ more than 10 million people or an estimated 7% of the total workforce. These organizations range from a few volunteers to several thousand paid and unpaid staff members.

Is a Nonprofit Right for You?

Most nonprofit employees are not motivated by money or a prestigious title. Instead, they find fulfillment in a career that contributes to the welfare of others or advances a particular cause. Depending on your interests and beliefs, working for a particular nonprofit can be both challenging and fulfilling. You often work with people who share your altruism and passion about an issue or cause. And unlike the private sector or government, there are usually endless opportunities in entry-level positions where related experience is not required.

But working for a nonprofit is not all bliss and passion, nor is it an escape from work-related stress. Nonprofit employees may not have to meet sales goals or make money for their owners or shareholders, but they are still held accountable for their decisions by their funding sources and constituents. Some organizations are highly politicized. Resources tend to be limited for staff development, bonuses or the latest equipment. Nonprofit workers must learn to work effectively with a broad range of people, including their clients, elected officials, volunteers, donors and local civic leaders.

Top management is usually held accountable to a board of advisors or board of directors. The latter group has governing power, including the power to terminate top management. Instability in funding is often a frustrating factor among nonprofits (especially among the smaller ones), as it must be sought each year from a variety of sources. Today, receiving grants is becoming more difficult. Grantors are demanding increased accountability and results in exchange for their financial support.

Opportunities

Take a look at the current job openings in the nonprofit sector and you will see a broad range of jobs. Positions with arts organizations can include curators, writers, performing artists and event planners. Health agencies often hire counselors, researchers and lobbyists. All nonprofit companies require the services of grant writers, fundraisers (also known as development officers), accountants, information technology workers and office managers. While idealism and passion may be the fuel to energize an organization, solid administrative skills including writing, strong interpersonal skills, multiple business and political contacts, and good business acumen are highly valued and required to ensure the stability and longevity of an organization.

But Will I Earn Enough?

Because of the wide variety of agencies in staff size, organization budget and scope of activities, it is nearly impossible to provide a salary range based on position. For example, the salary of the executive director of the Red Cross would be six figures, while the executive director of a two-person organization whose services are narrow and local may be in the low 30s. *The Chronicle of Philanthropy* periodically publishes the salaries of top executives in nonprofits. In general, the larger an organization and the wider its scope, the greater the salary though it may still be below the national average. Career advancement is also more likely within a larger organization.

How and Where to Find Nonprofit Positions

If you are interested in working for a nonprofit organization, talk to others in the field to help you decide if the nonprofit sector is right for you. Schedule an appointment with three or four directors and program administrators to find out the differences (and similarities) between various agencies. Ask about the types of people typically hired and the types of jobs available. Find out what makes the field satisfying and frustrating. Ask about pay, advancement and the skills most highly sought. Read public literature about different agencies, and serve as a volunteer with an agency of interest to you to become acquainted with the staff and the agency's services. Volunteer positions sometimes become paid positions or provide you with solid leads and the inside track to paid positions.

When you are ready to apply for specific positions, use local resources such as the United Way, your local newspaper and the Internet, using the key word nonprofit. Opportunity NOCs (www.opportunitynocs.org) provides a comprehensive print and online version of nonprofit job opportunities throughout the United States. Many organizations (especially larger ones like the Red Cross) have their own Web sites that list job openings.

Wherever you choose to look, a job with a nonprofit organization can be a great way to start your career and do something good for your community.

Written by Rosita Smith.

Section IX: CareerKnight

CareerKnight Overview

CareerKnight is a one-stop system that enables you to manage four key recruiting functions to help you land a job or internship:

1. Job and Internship Postings
2. Career Days and Events
3. Employer Information Sessions
4. On-campus Interviews

To access CareerKnight, log on to <http://careerservices.rutgers.edu> and click on Student Login to CareerKnight. If you are a first-time user, click on Click here to register.

Job Postings, Career Days, and Information Sessions

These are the key resources that will supplement your on-campus interviews.

Job and Internship Postings—Career Services receives and posts over 30,000 jobs and internships every year. New positions arrive daily, so check opportunities several times a week for best results. Click on Job Search for full-time jobs, internships, and part-time jobs.

Career Days and Events—Career Services offers 12 on-campus career fairs and more than 300 career-related seminars and panels every year. Click on the Career Fairs and Events tab to (a) review the list of participating career day employers two weeks prior to the event; and (b) sign up for career seminars and panels.

Employer Information Sessions—Each year, more than 50 employers give presentations on campus. Most sessions take place the night before their interviews at the Busch Campus Center or Rutgers Student Center.

On-Campus Interviews

A. INTRODUCTION

This is the best way to land a job or internship. More than 200 employers come to campus every year to interview students at our Career and Interview Center in the Busch Campus Center (BCC). Through CareerKnight, you can manage all aspects of the recruiting process online:

- Review employer job descriptions
- Submit your resume to employers for their review
- See if you have been selected for an interview
- Schedule your interview in the BCC

B. ELIGIBILITY

Only currently registered Rutgers-New Brunswick students can participate in the on-campus interview system.

To pursue *full-time jobs*, you must be a senior or graduate student in your final year, anticipating graduation in October 2009, December 2009, or May 2010. Interviews for full-time jobs take place from October until April.

To pursue *internships or co-ops*, you must be a first-year student, sophomore, junior, or graduate student not in your final year. Most employers seek juniors for summer internships, but some employers open their positions to other students. Most interviews for internship take place in February, March, and April with resume submissions beginning in November.

C. KEY TERMS

Alternate A secondary candidate who may sign up if there are remaining interview time slots during the alternate sign-up period.

Employer Directory This online directory includes contact information for all employers that have posted job listings and / or participated in on-campus interviews.

Preselect A primary candidate whom the employer has chosen to interview.

Presentation An employer information session.

Resume Drop An event posting that does not result in the employer interviewing on campus. The submission deadline and event date are the same. After submitting your resume, if an employer wants to interview you, the employer will schedule the interview at the employer location.

Schedule The list of on-campus interviews for which you have signed up.

* Employers may choose not to have their information listed.

D. HOW TO SEARCH EVENTS

Under On-Campus Interviews click on Interviews I Qualify For or Search (VIEW) All Upcoming Interviews

Click Search for a complete list of all upcoming interviews / resume drops or narrow the results by entering search criteria

Key On-Campus Interviewing Dates: 2009-2010

	Fall 2009	Spring 2010
Review employer job descriptions	August 1	Beginning in November
Review resume submission deadlines	Thursday, September 10	Thursday, January 14
First check to see if you have been selected	Monday, September 21	Monday, January 25
First interviews	Monday, September 28	Monday, February 1
Last resume submission deadline	Thursday, November 12	Thursday, March 25
Last interviews	Friday, December 4	Friday, April 16

Search options include: Keyword/s, Interview Date range, Employer Name, Graduation Range, Majors, Work Authorization, and Minimum Range

NOTE: The date range can be altered to view the entire semester.

E. HOW TO SUBMIT YOUR RESUME

Under Interview Schedules, proceed as follows:

1. Click on Interviews I qualify for.
2. Click on the schedule ID number.
3. Scroll down to review the job posting information
4. Click on Apply Now.
5. Choose the resume you want to submit along with additional documents required by the employer.
6. Click on Save.

You have successfully submitted your resume, requesting an interview.

F. TO SIGN UP FOR AN INTERVIEW

Follow these steps:

1. Log in to CareerKnight.
2. Go to My Account and click on My Activity.
3. Click on Schedules and Preselect.
4. Click on the job title of the position you would like to sign up for.
5. Click on Sign Up.
6. Click on the interview date and scroll down to review available time slots.

Please note that if the schedule is a *pre-select schedule*, the employer will be prescreening applicants. You will be notified via email whether you are selected as accepted, alternate, or not accepted. Only accepted and alternate students will be able to sign up for an interview with the employer.

G. HOW TO PREPARE FOR YOUR INTERVIEW

1. Research employers via the direct website links on the job details.
2. If the employer in which you are interested is hosting an information session, be sure to attend it. Make

personal contacts. Details on information sessions can be found in the Career Events section.

3. Arrive at the Career and Interview Center 15 minutes prior to your interview. Dress in business attire and bring extra resumes. Be sure to turn off your cell phone.

NOTE: All on-campus interviewing dates begin at 1:00 a.m. EST and all deadlines are 12:59 a.m. EST.

NOTICE FOR LIBERAL ARTS MAJORS

The Rutgers On-Campus Interviewing System is not just for business and technical majors. Over 100 employers are coming to campus this year to recruit ALL MAJORS, primarily in the following areas: business, finance, financial sales, consulting, marketing, sales, and retail.

ADDITIONAL TIPS

1. Update your CareerKnight student profile in late summer or early fall.
2. Most full-time recruiting activity takes place during the fall semester-about 65%. So don't wait until the spring!
3. Most internship recruiting activity takes place during the spring semester.
4. There is a helpful Student Guide to CareerKnight available in the online Resource Library.
5. Use Quick Links to Report a hire to let us know that you were hired.

STUDENT MISREPRESENTATION POLICY

If you falsify documents or misrepresent yourself to any employer during your on-campus or off-campus job search, Career Services has the right to rescind your privileges to use our services or programs. Employers have the right to terminate your employment or withdraw a job offer for misrepresentation. Depending on the severity of your misrepresentation, the Rutgers Office of Judicial Affairs may review your situation and suspend you for one or more semesters.

Your student profile in particular your GPA, work authorization, and graduation date will periodically be checked against the registrar's records. If you misrepresent yourself, your privileges on the CareerKnight system will be rescinded.

NOTE: You are not permitted to share your password.

Interviewing Code of Ethics

1. Introduction

As a participant in the Rutgers on-campus interviewing program (CareerKnight), you must adhere to the ethical standards established by the Office of Career Services. Failure to conduct your recruiting activities according to these standards will jeopardize not only your own job search, but also the broader relationship between Rutgers University and affected employers.

2. Resume Submission Guidelines

Utilize links to employer websites to find out more about the employer. Only submit resumes to those employers in which you have a sincere interest and with which you plan to interview, if selected.

3. Candidate Selection and Interview Scheduling Guidelines

If an employer selects you for an interview, you are expected to schedule and show up for the interview.

4. Interview Cancellation Guidelines

- If you must cancel the interview, you have two options for canceling:
 - a. Prior to the week of the interview Cancel online through “**all upcoming schedules.**”
 - b. The week of the interview Call 732-932-7287 between 8:30 a.m. and 5:00 p.m. at least 48 hours prior to your interview; otherwise, you will be considered a no-show.
- After **three interview cancellations**, you will be expelled from CareerKnight for this academic year. After your first and second cancellations, you will be sent an email message, informing you of Career Services policy.
- Legitimate reasons for canceling an interview include the acceptance of another offer, illness or a death in the family. Documentation may be required.
- If you cancel an interview, you must write a letter or email the employer, explaining the circumstances. Send a copy to Dorothy Kerr, Executive Manager of Employer Services, at daf@echo.rutgers.edu.

5. No-Show Guidelines

- Scheduling an interview is a **formal commitment** between you and the employer. You are committed to showing up for that interview.
- You will be considered a “no show” if you do not appear for your interview and do not call to cancel at least 48 hours prior to your interview.
- **After two no shows**, you will be expelled from CareerKnight. After the first no show, you will be temporarily suspended. You will be reinstated only after you have written an email or letter of apology to the employer.

- If you are a no show for an interview, you must write a letter or email the employer, explaining the circumstances. Send a copy to Dorothy Kerr, Executive Manager of Employer Services, at daf@echo.rutgers.edu.

Suggested Format for Letter of Explanation to Employers after Canceling or Not Showing for a Campus Interview

Paragraph #1: Apologize for canceling or not showing for the interview. Indicate the specific date and time of the interview.

Paragraph #2: Briefly explain the reason for canceling or not showing for the interview.

Paragraph #3: Request the possibility of rescheduling the interview if you re interested in the employer. If so, follow up with a phone call the next week. Thank the employer for their consideration and understanding.

6. Offer and Acceptance Guidelines

- If you receive an offer, you can continue to interview with other employers. Make sure that you respond to the offering employer prior to the deadline. It is acceptable to ask for an extension.
- Once you accept an offer, it is **ethically wrong** to continue to interview, send letters of application or conduct other job search activities. You have made your decision and a commitment. **Your job search is over.**
- By accepting a job offer, you are making a **formal commitment** to the employer. There are no circumstances that would legitimize your renegeing on an offer. Renegeing on a job offer is unacceptable in the professional world. This not only does damage to your personal credibility but also **reflects badly on Rutgers**. The employer may decide to discontinue recruiting at Rutgers, thus hurting the chances of future candidates.
- If you renege on an offer, you will be **permanently removed** from CareerKnight.
- Report all offers and acceptances to Career Services by emailing Dorothy Kerr, Executive Manager of Employer Services, at daf@echo.rutgers.edu.
- If Career Services learns from an employer that you have accepted an offer, we will send you an email message, congratulating you and notifying you that you will no longer be eligible to participate in CareerKnight.

7. Misrepresentation Guidelines

Your student profile will periodically be checked against the registrar s records, e.g. GPA, work authorization, and graduation date. If you misrepresent yourself, your privileges on the CareerKnight will be rescinded. NOTE: You are not permitted to share your password.

Dorothy Kerr is Executive Manager of Employer Services at 56 College Avenue.

Section X: Interview

First Interview

by Gregory Sobol

1. Purpose of the First Interview

The first or campus interview is a key exchange of information between the employer and the applicant. The employer's main purpose is to determine if your education, experience, and personal attributes fit the organization's needs. Your main purpose is to emphasize your ability and interest in the job and the employer, and make it to the second round.

2. Campus Interview

The **typical campus interview** proceeds as follows:

- Brief introduction and building rapport3 minutes
- Discussion of your qualifications15 minutes
- Employer information and questions5 minutes
- Conclusion and follow-up steps2 minutes

Tips

- Stay flexible and be prepared for different interview styles and timeframes from the above model.
- Most interviewers will take 5 minutes to fill out an evaluation and review the next candidate's resume.
- Occasionally employers will set up 45-minute or 60-minute campus interviews.
- Most campus interviews are conducted by a single interviewer, though team interviews are possible.

3. Preparing for the Interview

a. Before the Interview

- Review your background, including work history, internships, coursework, activities, academic projects, interests, and goals particularly as they relate to the employer's needs.
- Assess your skills and prepare concrete examples. Employers are looking for good oral and written communication skills, interpersonal skills, creative problem solving, the ability to handle stress, and evidence of teamwork.
- Assess your technical skills, such as computer usage and math competency.
- Develop a list of "sell" points that highlight your marketable skills and relevant accomplishments.
- Research the employer's website.
- Practice interviewing. Attend a Career Services interview seminar or mock interview session.
- Attend employer information sessions, especially if you are a pre-selected candidate or have a strong interest in the employer.
- Complete the "Pre-Interview Worksheet" on page 35.

b. Day of the Interview

- Check your appearance and grooming. Your appearance makes the first critical impression. Business attire is appropriate for almost all interviews, even for education or government positions.
- Make sure you have ample copies of your resume. Take them to the interview in a slim portfolio.
- Arrive 10 to 15 minutes early to be on the safe side.
- Relax and collect your thoughts.
- Review your notes. Do not bring out a note pad during the interview.

4. Tips for a Successful Interview

- Greet the employer with a firm handshake. Refer to the interviewer by name. Use Mr., Ms., or Dr. unless you are speaking to recent graduates or are invited to use a first name.
- Be yourself. Display energy and a positive attitude. Show you are sincerely interested. Talk about yourself in a clear, concise manner.
- Be aware of your non-verbal communication, especially your posture. Don't appear too rigid or overly relaxed. Don't fidget. Maintain eye contact.
- Answer the questions asked. Stick to the subject.
- Emphasize your strong points. Be self-confident. Don't be defensive or apologize for lack of experience.
- Focus on your ability to learn quickly, communication skills, analytical abilities, and other strengths.
- Be prepared to answer tough questions.
- Have one or more good questions to ask.
- Be prepared to discuss your resume in depth.
- Use action verbs and other "power" words.
- Never criticize a former employer, teacher, friend, colleague, or school. Stay positive.
- Use technical jargon only if necessary.
- Watch your grammar. Interviewers are interested in articulate candidates. Use pauses rather than uhs.
- Be prepared for personal or inappropriate questions. Decide beforehand how you will answer them.
- Never mention salary or benefits in the first interview. If the interviewer asks what salary you want, ask what range the job pays.
- The National Association of Colleges and Employers *Salary Survey* is a useful source for finding up-to-date salary information.
- At the close of the interview, take these steps to leave the recruiter with an excellent impression:
 - (a) Ask for a business card.
 - (b) Ask about the next step in the process and when you can expect to hear from the employer.
 - (c) Re-express your interest in the position and the organization.
 - (d) Thank the interviewer and shake hands.

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5. Telephone Interviews

Some employers conduct telephone screening interviews prior to the face-to-face interview. Here are a few tips:

- Schedule the interview at a mutually convenient time.
- Try to be relaxed and personable, while keeping in mind that this is a formal interview.
- Provide full answers to the recruiter's questions, but don't ramble or become long-winded.
- Have at least one good question to ask the recruiter.

6. After the Interview

jot down pertinent facts about the interview. Within two days, write a short thank you letter or email message to the interviewer for meeting with you and reiterate your desire to work for the organization.

7. Qualities the Interviewer Is Probably Seeking:

- Good communication skills.
- Ability to interact with others; teamwork skills.
- Ability to handle stress.
- Ability to solve problems.
- Promotability.

8. 10 Interview Knockout Factors

From Employers

- Unprepared for the interview; no knowledge of the employer.
- Unable to express ideas clearly; poor communication skills.
- Poorly defined career goals; little or no sense of direction.
- No real interest in the employer.
- Disgruntled attitude; disliked former jobs, supervisors, school.
- Makes excuses during the interview; evasive.
- Asks no questions about the job or employer.
- Only interested in the best dollar offer.
- Lack of confidence or poise—fails to make eye contact; weak handshake.
- Unwillingness to relocate.

Gregory Sobol is an Assistant Director of Career Services at the Career and Interview Center in the Busch Campus Center.

Pre-Interview Worksheet

by Eva Kubu

EMPLOYER OVERVIEW

1. Preparing for an interview involves researching what the organization does, how well it is doing, and its standing within the industry. Look for information on the employer, including current news, recent press releases, stock trends, and new projects, products, and services. Use the employer website and links available on Career Services website, including the Kilmer Library Career Collection and The Riley Guide. Determine two current facts to cite and two questions to ask during the interview to demonstrate your interest in and knowledge of the company.

FACT #1: _____

FACT #2: _____

QUESTION #1: _____

QUESTION #2: _____

2. Evaluate the employer mission statement to determine three personal qualities the organization might value in prospective employees. Think about experiences or situations in which you displayed some of those personal qualities.

PERSONAL QUALITIES:

(a) _____ (b) _____ (c) _____

JOB DESCRIPTION

3. Review the job description for the required or desired knowledge, skills and abilities that the employer is seeking. Compare your qualifications to their requirements. Write up to four PROVE-IT STATEMENTS that summarize your experience or knowledge in each area. Target the unique selling points to highlight during the interview.

EMPLOYER REQUIREMENTS:

MY PROVE-IT STATEMENT:

(a) _____

(a) _____

(b) _____

(b) _____

(c) _____

(c) _____

(d) _____

(d) _____

4. Think of specific examples that will help illustrate the selling points listed in your prove-it statements. Using the "PAR" technique, prepare stories to convey these examples during the interview.

PERFORMANCE OBJECTIVE - Briefly describe the situation, problem or objective.

ACTION - Describe the specific actions you took to solve the problem or meet an objective.

RESULT - Explain the results you accomplished. Quantify your results in terms of money and time saved, and revenues and profits generated. Note any special recognition received.

PRACTICE QUESTIONS

5. Review the articles First Interview (page 33) and Are You Ready for a Behavioral Interview? (page 36), and practice the Typical Questions (page 37). Schedule an appointment for a mock interview with a career counselor

Eva Kubu is Career Services former Marketing and Communications Manager.

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 by past behavior, this style of interviewing is gaining popularity 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 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.
- ✓ 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 concentrates on areas important to the interviewer, rather than allowing you to concentrate on areas that you feel are important.
- ✓ You may not get a chance to deliver any prepared stories.
- ✓ Most interviewers will take notes during 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 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?

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 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? 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 event.

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 and behavioral interview: The traditional interviewer may allow you to project what you would do in a given situation, whereas the behavioral interviewer is looking for past actions only. It will always be important to make a good impression 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.

Typical Questions Asked by Employers

Practice responding to these questions. You may find it helpful to jot down key points. If you can answer each of these questions clearly, concisely and confidently, you are well on your way to successful interviewing!

College and Academic Experience

1. Why did you select Rutgers?
2. Why did you choose your major?
3. In which campus activities did you participate and what did you learn or gain from this involvement?
4. Have you ever dropped a class? Why?
5. Which college classes did you like the best? Why?
6. Which college classes did you like the least? Why?
7. How would you evaluate your education at Rutgers?
8. What is your overall G.P.A.? What is your major G.P.A.?
9. Do your grades accurately reflect your ability?
10. Were you financially responsible for your education?
11. How many classes did you miss because of illness, personal business or other reasons?

Work Experience and Accomplishments

12. Did you work in college? If so, where?
13. What did you enjoy most about your last job?
14. What did you enjoy least about your last job?
15. What did you learn from your most recent job?
16. Have you ever quit a job? Why?
17. Of which three accomplishments are you proudest?
18. What problems have you solved on the job?
19. Have you ever performed volunteer work? Where?

Skills and Personal Qualities

20. Tell me about yourself. (Be prepared for this one. It may be the first question asked. Briefly highlight your career interests, studies, work experience and strengths.)
21. What are your greatest strengths?
22. Can you describe any weaknesses?
23. What skills have you developed?
24. Do you have any computer experience?
25. Why should we hire you rather than another candidate?
26. What public speaking have you done?
27. Who are your role models?
28. Do you have any hobbies?
29. Define success and failure.
30. Have you ever had any failures?
31. How do you get along with your professors, supervisors, or co-workers?

The Job and Employer

32. Why did you choose to interview with us?
33. What can you offer us?
34. How does your college education or work experience relate to this job?
35. What do you know about us (products or services)?
36. What are your salary requirements?
37. Would you be willing to take a drug test?

Work Environment

38. Do you prefer to be supervised or work on your own?
39. Would you be successful working on a team?
40. Have you worked under deadline pressure? When?
41. Are you able to work on several assignments at once?
42. Do you prefer large or small companies? Why?

43. How do you feel about working in a structured setting?
44. How do you feel about working overtime?
45. How do you feel about travel?
46. How do you feel about the possibility of relocation?
47. Are you willing to work flextime?

The Future

48. Describe your ideal job.
49. Where do you want to be in five years? Ten years?
50. Do you plan to return to school for further education?

FIVE MOST COMMONLY ASKED QUESTIONS

1. Why did you choose Rutgers?
2. Why did you choose your major?
3. Describe your work experience (in general or at specific employers).
4. Why do you want to work for this employer?
5. What are your career goals?

Typical "Behavioral Interview" Questions

1. In dealing with a customer, think of your most difficult situation and tell me how you handled it.
2. Give an example when you felt your boss made a bad decision and explain how you would have handled it differently.
3. Describe a situation where four different things had to get done at once and how you handled it.
4. Describe a major problem you have faced on the job and how you handled it.

Questions to Ask Employers

At the First Interview

1. Please describe the duties of the job.
2. What might I expect in the first six months?
3. What skills are important for someone in this position?
4. Is there a lot of team or project work?
5. Will I have an opportunity to work on special projects?
6. Do you offer a training program? How long does it last?
7. How many college grads will you hire this year?

At the Second or Third Interview

8. How much responsibility will I have during my first assignment? Subsequent assignments?
9. Do you promote from within or hire from the outside?
10. What is the largest single challenge facing your staff / department / organization?

At the Point of an Offer

11. What is the salary range for this position?
12. Are salary adjustments geared to the cost of living or job performance?
13. Do you have a standard or optional benefits package?
14. What is your vacation policy?
15. How often are performance reviews given?

Second Interview: Office or Plant Visit

by Gregory Sobol

1. Purpose of the Visit

If you are being seriously considered by an employer, you will usually be invited to visit the employer's location for further interviews. The main purpose of the office or plant visit is to determine if there is a good match between you and the organization. A second purpose is to give you an opportunity to meet other staff. An invitation for a second interview is **not** yet a job offer, but it is a vital step in the process.

2. Before the Visit

If you are unable to visit the office or plant at the suggested time, call the representative as soon as possible to arrange an alternate date. All invitations should be acknowledged promptly, even if you are not interested.

Here's a quick checklist of things to do once you have been contacted for a second interview.

- () Find out the name, phone number and job title of the person coordinating the interview.
- () Request a detailed agenda, outlining the day.
- () Be clear on the travel arrangements, including the organization's reimbursement policy.

3. The Visit

The office or plant visit usually takes a full day or half day. If you are interviewing with an organization in New Jersey or New York, the process may entail several short visits rather than one longer visit.

Sample Schedule of an Office or Plant Visit

(Schedule may vary)

9:00	Arrival. (Always plan to arrive early.)
9:30-10:00	Interview #1: Human Resources Manager. This may take the form of a general introduction to the day rather than an interview.
(10:00-11:00)	(Some organizations will ask you to take a test measuring your math and verbal skills.)
10:00-10:45	Interview #2: Manager This is usually one-on-one, but may involve two or more people.
10:45-11:30	Interview #3: Manager
11:30-12:15	Interview #4: Manager
12:15-1:30	Lunch. This is usually with recent graduates and personnel representatives. You may have a chance to talk to a Rutgers graduate. Although it may be informal, it is still part of the interview.
1:30-2:15	Interview #5: Prospective Supervisor
2:15-2:45	Interview #6: Department Head
2:45-3:30	Tour of the facilities
3:30-4:00	Human resources wrap-up. Next steps. Travel expenses.

4. The Interviews

Second interviews are typically longer (often 45-60 minutes) and more in-depth than the 30-minute campus interview. Sometimes you will meet other candidates who are interviewing the same day. Normally, after meeting with a human resources manager, you will meet one or more co-workers and higher level executives. The single most important interview will be with your prospective supervisor.

In addition, you may be given a tour of the facilities, spend a day in the field, or possibly take a series of tests.

The day can be tiring, but it's your best chance to find out the specifics of the position and how you will fit into the organization. It is also your best opportunity to convince the organization why it should hire you.

Be prepared. Make sure that you can describe your previous accomplishments and strengths, and articulate your short- and long-term goals. Have some good questions for the personnel manager, your would-be supervisor, and other managers. Research the employer. Be familiar with current news on the organization. Bring a few extra copies of your resume and a copy of your transcript.

While visiting the employer, evaluate the working environment as well as the position. Ask yourself these questions:

- Do the people seem friendly and enthusiastic?
- Do you like the facility?
- Is the equipment state of the art?
- What do the work areas look like?
- What are your impressions of your potential supervisor?

5. Travel Expenses

Some employers will prepay travel expenses, while others will reimburse you after you present receipts. The usual policy for employers is to pick up relevant expenses, including transportation, meals, hotel, cabs, and rental car. If you are visiting multiple employers on the same trip, prorate your expenses. Keep your arrangements reasonably priced. As a general rule, spend the employer's money as you would your own money.

6. After the Visit/Responding to Offers

Send a thank-you letter or email message, even if you are not interested in the position. Mention the names of the key people you met that day. If you receive an offer, it is acceptable to negotiate for more time if you are completing other interviews. When accepting an offer, call your new employer to make it personal. Follow up with a confirmation in writing. Once you have accepted an offer, you have made a commitment. If you are rejecting an offer, call or write to the employer in a timely fashion (writing is often easier than calling). Remain professional and courteous you might work for or do business with that employer later in your career.

Gregory Sobol is an Assistant Director of Career Services at the Career and Interview Center in the Busch Campus Center.

How to Handle Discriminatory Questions

Questions regarding your age, gender, sexual orientation, citizenship, marital status, religion, race, and anything else that is not an occupational qualification necessary to perform the job, are discriminatory and therefore not permissible. Because the employer's knowledge of such information may lead to discriminatory hiring practices, you are not required to divulge this type of information.

Although most employers refrain from asking these questions, you may at times be confronted with them. Here are some possible ways to respond to such inquiries:

1. Indirect Response

The most recommended response is to address the employer's underlying concern without directly answering the question. For example, if you are asked about plans for marriage or children, the employer is usually concerned about your anticipated length of stay in the area, your ability to travel or your ability to be at work on a regular basis. Although you do not need to answer the question directly, affirm your understanding of the employer's concern and assure him or her that your personal life is arranged in such a way that it will not interfere with your job.

2. Direct Response

A more direct, though less comfortable, approach is to state your concern that the issue in question has no apparent bearing on your qualifications for the job. You may ask for clarification of the reasons he or she has for requesting the information.

3. Possible Consequences

Based on your own personal preferences, you may choose to answer these types of questions, but you must realize the possible negative consequences of your actions. Think carefully!

4. If You Have Questions or Concerns

Discuss these matters with a career counselor at any office of Career Services. If any discriminatory question is asked during an interview, contact Career Services immediately for assistance and support. We will take appropriate action with the employer.

Drug Testing in the Workplace: Implications for the Job Applicant

Increasing numbers of employers are instituting drug testing programs. Some statistics show as many as 40% of U.S. companies are testing applicants and employees. Employers are concerned with the impact of drug use on safety, health, and productivity. Drug testing is becoming an integral part of the employment process, and it's important for job applicants to know what to expect.

Drug testing usually occurs during the pre-employment process, after you have accepted the offer but before you begin working. Receiving a negative result, indicating an absence of drug use, may be a stipulation for employment. A positive result may be grounds for withdrawing the offer.

There are many tests used by employers to determine drug use. They include testing urine, hair, blood, saliva, and brain waves. The most popular of these is urinalysis. Urinalysis may be administered in one or two steps. The preliminary test is called the Enzyme Multiple Immunoassay Test (EMIT). Positive results, showing drug use, can be confirmed by using a second test called gas chromatography.

These tests are reported to be 97-99% accurate under proper conditions, although accuracy may be diminished

by improper handling or accidental contamination. The job applicant may affect the accuracy of these tests by using over-the-counter and prescription drugs. To alleviate this problem, an employer may conduct a pretesting interview to inquire about legal drug use. This information is then communicated to the laboratories.

The presence of drugs in the system can be detected over a prolonged period of time. A combination of questioning and testing may be used to determine drug use within the past year.

It is important for job applicants to take drug testing seriously. Some employers may give applicants showing positive results a second chance, while some may not. If retesting occurs, it may take place immediately, or at six-month or yearly intervals.

Many employers are still trying to develop policies that are fair and best for all concerned. For your protection, you have a right to know the following:

1. Purpose of the test
2. Types of tests
3. Quality control procedures
4. Employer policies on positive results

Section XI: Graduate School

Thinking About Graduate Study?

by Richard L. White

In recent senior surveys, more than 80% of Rutgers students have indicated that they intend to pursue future graduate study. As more students think about graduate school and the competition to gain admission increases, Rutgers students and graduates must become increasingly sophisticated about the admissions process to attain the best results. Here are four key questions to ask:

- 1. Why Should You Consider Graduate Study?** You're probably thinking about a graduate degree because your intended profession demands one or you are committed to further study in your chosen discipline.
- 2. When Should You Begin Graduate Study?** If your goals are clear and financial resources are available, consider studying for a master's or doctoral degree shortly after graduation from college. However, if your career goals are not yet well established and resources are insufficient, you should probably wait for several years.
- 3. Where Should You Go to Graduate School?** Consider these eight key criteria:
 - **Interest in the Field.** Your interest in and commitment to your field of study are probably the most important factors. If you're uncertain about what to study, maybe that's a clue to wait.
 - **Availability of a Degree Program.** Do some research to see which universities offer the degree programs that meet your interests. Look beyond the catalog to determine if a program is right for you.
 - **Career Opportunities.** Look down the road a few years. What are the current job prospects in the field? What are future projections? Remember that job markets are bound to change for better or worse during any four- to five-year period.
 - **Quality.** Key factors in assessing quality are faculty, facilities, student body and reputation. To determine quality, talk to professors and professionals in the field.
 - **Cost.** The cost of graduate education is complicated. Many graduate programs in the arts and sciences offer students a package, a combination of tuition remission, fellowships, and teaching assistantship support. Others, especially the professional schools, provide little or no support. In this case, determine what funding you have available and what amount you need or are able to borrow. There are outstanding programs that are still affordable.
 - **Location.** Do you prefer urban, suburban or rural locations? Also consider the accessibility of mass transit, commuting time and costs and proximity to other educational institutions, research institutes and libraries.
- 4. How Do You Get Admitted?** There are six key aspects to the graduate admissions process:
 - **Undergraduate Preparation.** Be sure you know the specific requirements of the program. For example, for science programs, calculus, organic chemistry, biology and physics are routinely required. Beyond meeting specific quantitative requirements, it is highly desirable to show some qualitative strengths in your undergraduate major.
 - **The Application.** This form is usually your only contact with an admissions committee and the impression you make is critical. If essays or personal statements are required, make sure you write in a clear, concise, grammatically correct style. Have your statement critiqued by a professor or career counselor.
 - **Credentials.** Graduate and professional schools require three items in support of the application: transcripts of your college work, recommendations, and standardized test scores. Transcripts are obtained from the registrar, who will forward your official transcript to the school to which you are applying. Recommendations should be from professors or professionals in the field who know you and your work well; letters from well-known individuals are a plus. Be sure to set up and utilize your online credentials file at www.interfolio.com.
 - **Standardized Tests.** Standardized tests will not make or break your candidacy, and there are ways to prepare for them.
 - **Interviews.** Interviews are rarely required today in the graduate and professional admissions process with the exception of medical, dental and related health professions. However, if an interview can be arranged, you can learn more about the program and provide a clear impression of who you are.
 - **Deadlines.** All schools have deadlines, and they are there for a good reason. Apply as early as possible. Early applications demonstrate your interest and timeliness. Note other deadlines such as portfolio submissions (for studio programs), interviews (if required) and standardized tests.

Richard L. White is the New Brunswick-wide Director of Career Services at 56 College Avenue.

Guidelines for Writing Your Personal Statement

by Richard L. White

To assist you in writing your personal statement for graduate school applications, Career Services has prepared these guidelines.

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 Rutgers experience influenced your decision?
Think about: College courses, professors, academic interests, research, special programs and student organizations. Think about 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 (Available at Career Services)

Donald Asher. *Graduate Admissions Essays: What Works, What Doesn't, and Why*. Ten Speed Press, 1992.

Richard J. Stelzer. *How to Write a Winning Personal Statement for Graduate and Professional School*. Princeton: Peterson's Guides, 1997.

Personal Statement Critiques

Contact Dr. Richard White at riwhite@echo.rutgers.edu to have your personal statement critiqued. Set up an appointment and send your personal statement via e-mail at least one day before your appointment.

Richard L. White is the New Brunswick-wide Director of Career Services at 56 College Avenue.

Monday**Tuesday****Wednesday****Thursday****Friday**

Medical School
Interviewing
5-6:30 pm 21

Saturday:
3-in-1 Jumpstart
11-2 pm 26

All about Internships
12-1 pm 22

- Career Options for
English Majors
6-8 pm
- Entrepreneurship Panel
7-9 pm 29

Internships in Health
Professions
5-6:30 pm 16

- CV/Resume Writing
12-1 pm
- Career Day Success
Strategies 6-8 pm 23

How to Land Your Dream
Internship
6-8 pm 30

September

Careers in Historic
Preservation & Public Hist.
4:30-6:30 pm 24

**Engineering & Computer
Science Career Day**
10-3 pm 25

Drop-in Hours:

46 College Ave:
Tues & Thurs 1-3:30 pm
Busch Campus Center:
Mon & Wed 1-3:30 pm

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*Fall 2009
Event Calendar**October*

Internships & Externships
3-4:30 pm 5

- Internship & Job Search
for International Students
10-12 pm
- CV/Resume Writing for
Grad. Students 12-1 pm
- Career Days Success
Strategies 6-8 pm 6

- Interviewing Strategies
12-1:30 pm
- How to Find a Federal
Job
6-8 pm 13

- Job Search for Int'l
Students 1-2:30 pm
- Resume Writing
5-6:30 pm
- Women in Biotech
6:30-9:30 pm 20

Careers for Economics
Majors 7-9 pm 27

Writing a Personal
Statement for Externship
6-7:30 pm 19

- How to Land a Federal
Job or Internship
12-1:30 pm
- Career Opportunities for
Foreign Language Majors
6-8 pm
- Job Search Strategies in
Tough Times for Alumni
6-7:30 pm 7

Internships & Work
Abroad
6-7:30 pm 14

- Major/Career Choice
2:50-4:10 pm
- Interviewing for Intern.
& Externships 6-7:30 pm
- Careers in Psychology
6-8:30 pm 21

Planning for Grad.
School 6-8 pm 28

Planning for Grad. School
12-1:30 pm 8

- Academic Telephone &
Video Interview 12-2 pm
- Teaching for the
Non-Certified 6-8 pm
- Careers in Finance
7:30-9:30 pm 15

- Networking for Grad.
Students 12-1:30 pm
- Go Green! Explore
Environmentally-Friendly
Career Options
6-8 pm 22

- Career Day Success
Strategies 12-1 pm
- Internships 6-7 pm 29

**- Math & Actuarial Career
Day 10-3 pm**

- Internships in Health
Professions 12:30-2 pm
- Med. School Interviewing
2:25-3:40 pm 9

**Business & Liberal Arts
Career Day
10-3 pm** 16

Saturday:
Graduate & Professional
School Open House
10-3 pm 24

Academic Job Search
12-2 pm 30

- Federal Job Search
12-1:30 pm
- Internships in Health
Professions
5-6:30 pm 2

- Interviewing for Grad.
Students 12-1 pm
- Careers in Africana,
Hispanic & Caribbean, &
Latin American Studies
6-8 pm 9

Writing KSA's for
Federal Government
Internships
3-4:30 pm 16

November

Careers in the Arts
6-7:30 pm 10

**- Grad. & Prof. School
Day 12:30-3:30 pm**
- Dining Etiquette
5:30-8 pm 4

Careers in International
Affairs 6-8 pm 5

Careers in Human
Resources 7-9 pm 12

**Federal Jobs Career Day
10-3 pm** 6

Internships in Health
Professions 1:40-3 pm 13

December

Speed Networking
7-9:30 pm 2

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Monday	Tuesday	Wednesday	Thursday	Friday
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732-445-6127 or
732-932-7997
Space is limited.**

Federal Job Search for Grad. Students 12-1:30 pm	8
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February

- Internships in Health Professions 1:40-3 pm - Teaching for the Non- Certified 6-8 pm - Career Day Success Strategies 7-9 pm	2
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- CV/Resume Writing for Grad. Students 12-1 pm - Social Networking your Way to a Job 7-8:30 pm	9
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Making a Difference: Federal Jobs 1-2-3 6-8 pm	16
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- Interviewing Strategies 12-1:30 pm - Career Opportunities for Political Science Majors 7-8:30 pm	23
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January

How to Land your Dream Internship 6-8 pm	27
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- Internships 12-1 pm - Job Search for International Students 1-2:30 pm - Intern. & Externships 6-7:30 pm - Criminal Justice Careers 6-8 pm	3
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- Resume Writing 5-6:30 pm - Job Search Strategies for Alumni 6-8 pm - Career in Marketing 7:30-9:30 pm	10
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Social Work Resume Writing & Interviewing 11:30-1 pm	17
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- Planning for Grad. Students 12-1:30 pm - Job Search Strategies 12-1:30 pm	24
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New Jersey Collegiate Career Day 9:30-3:30 pm	7
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Internships in Health Professions 5-6:30 pm	28
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Saturday: 3-in-1 Jumpstart 11-2 pm	30
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Spring 2010 Event Calendar

CV/Resume Writing for Grad. Students 12-1 pm	4
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Internship Career Day 10-3 pm	5
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Short-Term Career Options Following Graduation 6-7:30 pm	12
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New Jersey Diversity Career Day 10-3 pm	19
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- Career Day Success Strategies 12-1 pm - Choosing a Major or Career 2:50-4:10 pm - Internships 6-7 pm	25
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- Education Career Day 10-3 pm - Internship & Job Search for International Students 10-12 pm	26
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March

Careers in Social Change 6-8 pm	1
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Career Options in Advertising 6-8 pm	2
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Alumni Career Night 5-8 pm	16
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Careers in Entertainment 6-7:30 pm	30
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Writing the Personal Statement 5-6:30 pm	6
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Medical School Interviewing 5-6:30 pm	20
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- Writing KSA's for Federal Government Applications 5-6:30 pm	
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- Careers in Management 7:30-9:30 pm	3
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Careers in Nursing 6-8 pm	10
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- Interviewing for Grad. Students 12-1 pm - Career Options in Life Sciences 7-9 pm	24
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- Writing the Personal Statement 5-6:30 pm - Planning for Graduate School 5-6:30 pm	31
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Dining Etiquette 5:30-8 pm	7
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Careers in Higher Education 6-8 pm	14
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Career Options for Grad. Students 12-2:30 pm	4
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Working Women Panel 6-8 pm	11
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Resume/CV Writing for Alumni 5:30-6:30 pm	25
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Networking 101 6-7:30 pm	1
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Med. School Interviewing 5-6:30 pm	15
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April

Dining Etiquette 12:30-2:30 pm	5
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Big East Career Fair 10-3 pm	12
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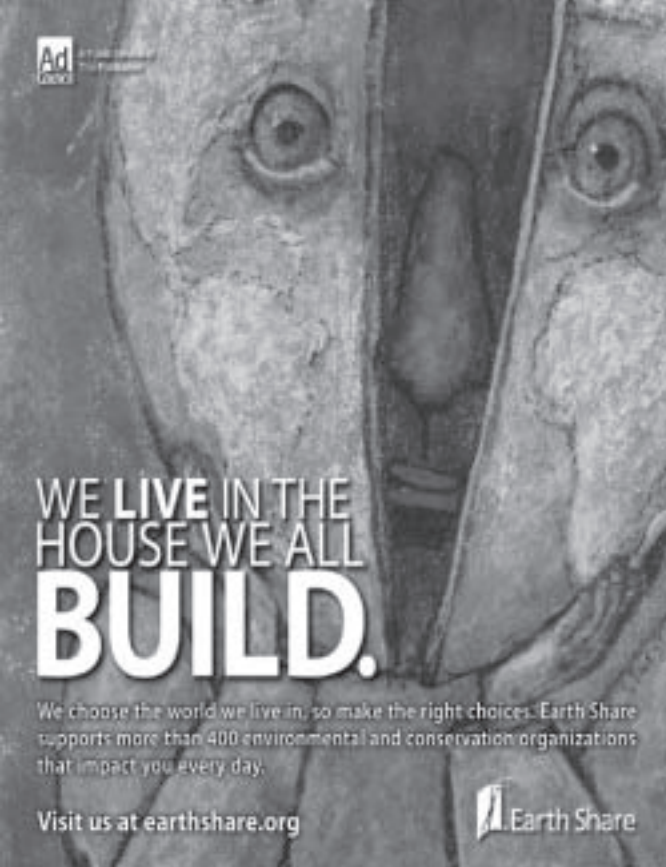
Writing the Personal Statement 1:40-3 pm	26
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- Science Career Day 10-3 pm - Nonprofit & Gov. Career Day 10-3 pm	9
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Medical School Interviewing 1:40-3 pm	30
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NJ Collegiate Career Day 9:30-3:30 pm	26
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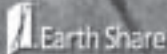
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