Career Planning Guide 2013-2014

The Office of Career Services at Princeton University publishes the Career Planning Guide as a resource for our students to assist them in developing their career plans and the skills and relationships necessary to pursue their post-graduation goals. It is best used as a complement to the full array of services, programs and resources offered by our office.

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WE’RE HERE TO HELP YOU...

The Career Services staff consists of experienced career counselors who are knowledgeable about a wide range of major and career options, graduate school admissions procedures, job search strategies and employment trends. Here’s how you can use our services, programs and resources to get started on the road to realizing your goals:

Our Mission

The Office of Career Services at Princeton University assists undergraduates, graduate students and alumni with all aspects of career planning, including choosing a major/career, exploring career-related interests, developing effective job search strategies (for internships or permanent employment), applying to graduate schools or changing careers. Our primary mission is to help students integrate their academic and career interests, as well as develop lifelong career management skills.

Schedule an appointment or stop by during walk-ins.

Career counselors are available to meet with you during scheduled appointments to:

- Discuss your career interests, answer questions, recommend strategies and help you develop a plan to reach your goals.
- Review documents such as resumes, cover letters, personal statements and other employment or graduate school application materials.
- Administer and interpret career assessments to help with the major or career decision-making process.
- Guide you in the best ways to utilize our programs and recommend resources including those available in our office and on our website.

Visit our homepage to schedule an appointment online, or call 609-258-3325. If you have a quick question, stop by during our daily walk-in hours (15-minute sessions) from 3–5 p.m. In addition, our Peer Career Advisors are available to meet with freshmen and sophomores during walk-in hours, or at programs offered in the residential colleges.

Attend workshops, panel events & career fairs.

Our staff presents more than 250 career-related programs per year, including:

**Skill-building workshops:** We offer “How-to sessions” on resume writing, interviewing, job or internship search strategies, networking techniques, personal statements and the graduate or professional school application process.

**Panel events and networking socials:** We invite professionals and alumni from a variety of career fields to campus to share advice and insights with students. We also offer networking socials/receptions for students and alumni to meet face-to-face. Both types of events provide you with the opportunity to build a network of contacts in your field of interest.

**Career fairs:** We host four annual career fairs on campus and co-sponsor several off-campus or virtual career fairs to connect students with employers.

**Visits by graduate and professional schools:** We host visits by admissions representatives from a variety of schools and an annual Graduate and Professional School Fair.

Watch your inbox for our weekly CareerNews email, which includes the weekly schedule of events. You can also visit our website for the full program calendar or check us out on Facebook and Twitter.
Use the resources available on our website.

Our comprehensive website includes something for everyone, at every stage of the career planning process:

TigerTracks......................................Our online job posting and on-campus recruiting system (powered by Experience) for full-time and internship opportunities.

UCAN Internship Exchange............A database of shared internship postings through a consortium of select schools.

Career Search...................................Offers descriptions for nearly 4 million organizations and key employer contact names, titles and email addresses.

GoingGlobal....................................Offers international job and internship postings and information.

Candid Career.................................A reference library of helpful video job search tips.

Vault and Wetfeet.............................Great tools for employer and industry research.

Alumni Careers Network...............A database of more than 5,200 alumni volunteers who can provide advice.

Also, hundreds of pages of advice on a wide range of career topics and links to industry-specific information.

A Message for Our Students

On behalf of the entire Career Services team, we are pleased to present our 2013 Career Planning Guide. We developed this publication as a helpful reference tool for you to use throughout your time at Princeton as you embark upon your career development journey and begin the process of discovering your interests and strengths, exploring industries and professions, searching for internships and jobs, planning further education and ultimately, achieving your post-graduation goals. This booklet is meant to compliment all of the other services, programs and events that our office provides for students—you do not have to “go-it” alone.

To get started, we invite you to schedule an individual appointment with one of our career counselors—they are happy to listen, advise and partner with you as you develop and pursue your goals.

We look forward to seeing you soon!
DISPELLING COMMON MYTHS

Often in our discussions with students, we find that there are some misconceptions about the career development process and Career Services. Here are a few common myths:

Myth: I can’t go to Career Services until I have “figured out” what I want to do after graduation.

Reality: While some students arrive at Princeton with a particular career goal in mind, there are many students who are in the process of deciding the direction they want to take. If you are undecided, career counselors can help you explore your options and suggest strategies and resources to help you in the decision-making process. There is no advance preparation necessary—just a desire to learn how, and where, to find the information and resources you need. We offer something for everyone, from the “undecided” to the “very focused.”

Myth: Career Services is just for juniors and seniors.

Reality: Career development is a process that can begin as early as freshman year when you start thinking about potential majors. We can help undergraduates explore majors and careers through a variety of programs and resources. For example, our Princeternship program offers students the opportunity to visit the workplace of an alumni host during one of the academic break periods to learn about a particular field or profession and see firsthand if it is something they might be interested in. There are even internship opportunities available for freshmen who would like to get an early start.

Myth: If I am continuing my education, I do not need to go to Career Services.

Reality: We offer several resources, services and events for students considering graduate or professional school and can help you research and apply to schools. For example, we host visits by admissions representatives from a variety of schools and hold an annual Graduate and Professional School Fair where hundreds of schools come to speak with Princeton students about their programs. Our career counselors can also critique your application essays and personal statements. (See the “Graduate School Planning” section for more details.)

Myth: Career Services will place me in a job or internship.

Reality: Our office does not match students with jobs or internships or “place” you at a company. We offer a variety of services, programs, resources and events to assist you throughout the career development and job search process. These are designed to help prepare you to find and compete for many different types of meaningful employment opportunities.

Myth: Career Services works primarily with specific industries.

Reality: We strive to develop and maintain relationships with employers from a wide range of industries and fields. This includes a variety of corporate and nonprofit organizations. (For an overview of the industries that have recruited Princeton students in the prior year, please review the Annual Report, containing student survey data, on our website.) Please note that employer organizations establish their own recruiting strategies based on budgetary and staffing needs. When and how an organization decides to recruit is dependent upon their needs at any given time. Career Services works with hundreds of employers from all industries and facilitates their connection to our students—whether they choose to post their jobs/internships using our online system(s), schedule on-campus interviews or participate in career fairs, career panels and/or employer information sessions.
BEGINNING YOUR CAREER JOURNEY

The career development process is a journey that involves developing and refining your goals. This journey unfolds as you gain knowledge and experiences and it continues throughout your time at Princeton and beyond. (In fact, you may repeat this process at various stages of your career.) The earlier you begin to focus on your career development, the more prepared you will be to pursue a wide range of options and opportunities. The subsequent sections of this publication will offer advice for each of the steps in this process.

Discover Your Path
Your journey on the path to developing a fulfilling future career begins with self-discovery. We can help you assess your skills, strengths, interests, values and personality as you make decisions about majors and careers you would like to pursue.

Explore Your Options
By using our services, online resources and programs, you can research a variety of career options that might be a good fit for you. We can help connect you with alumni and employers as you explore industries and fields of interest.

Find Internships/Jobs
We will help you develop a customized strategy to find an internship or job in your field of choice and create targeted resumes, cover letters and online profiles. Our skill-building workshops and resources can show you how to interview and network with confidence.

Plan Further Education
If you are considering graduate or professional schools, we can advise you regarding applications, personal statements and recommendations as well as help you explore potential schools and programs.

Launch Your Career
We offer programs and resources to help enrich your knowledge of the workplace, grow your professional network and develop strategies for transitioning from college to career.

PEER CAREER ADVISORS (PCAs) CAN HELP FELLOW STUDENTS!
PCAs are student volunteers who are trained to assist their fellow students. They introduce Career Services’ resources, programs and services to freshmen and sophomores by conducting workshops on resume writing and the internship search in each of the residential colleges.
THE FOUR-YEAR PLAN

Did you know that the career development process begins as soon as you enter school? Every class you take and experience you have will build your skills, expand your interests and, most of all, help you reach your goals. Here is a helpful four-year plan with suggested activities for each year in school.

1 Freshman Year

▲ Look for extracurricular opportunities to gain skills and experience. The best way to make a smooth transition to college life is to get involved. Another benefit is that this can help get you on track toward achieving your academic and career goals. Keep a record of these experiences to use when writing your resume for summer jobs and internships.

▲ Meet our Peer Career Advisors (PCAs) by attending Career Services programs hosted in your residential college. PCAs are assigned to each residential college, and they can help you learn about the services we offer and how to write a resume or look for an internship.

▲ Use the What Can I Do With My Major? page on our website to begin reading about majors and careers, and learn what some alumni from each major are doing now.

▲ Talk to academic advisors, upperclass students and faculty members about majors, suggested classes and potential extracurricular activities.

▲ Consider using one of the assessment tools (MBTI, Strong Interest Inventory or StrengthsFinder) offered through Career Services to help you understand how your values, interests, personality and skills may relate to potential major and career choices. Visit our homepage to schedule an appointment online, or call 609-258-3325.

▲ Consider what you like most about your classes and which extracurricular activities interest you most. Feel free to discuss this with a career counselor, who can tell you how to connect with alumni for insights into their Princeton experience and beyond.

▲ Apply for the Princeternship Program, which matches current students with alumni hosts at their workplaces for a one to three day externship during reading period, intercession break or spring break.

▲ Attend an Internship workshop to learn about the TigerTracks and UCAN posting sites, and other options for looking for your first internship.

We know you have lots to do…classes to find, friends to make, a campus to explore. Career Services has something for you, too! We have a number of resources to help you explore how your interests relate to majors or academic concentrations and potential career paths. We are also here when you are ready to start looking for summer jobs and internships. Here are just a few things to think about during your first year at Princeton:
Sophomore year is an exciting time—you know the campus and the Princeton environment quite well after a full year here and now you are preparing to make some big decisions. One of those is choosing a major; the other is looking for a summer internship. We can help you with both of these decisions. Here are some suggestions for how to get started:

▲ Review the entire list of activities for freshman year. If you didn’t get to those activities or resources last year, start there and work your way down to this list.

▲ Continue exploring your academic interests through a variety of courses. Speak with your academic advisor if you have questions.

▲ Meet with a career counselor to talk about different options for majors and careers, review a rough draft of your resume and develop a plan for your internship search. You may call our office to schedule an appointment, visit our homepage to schedule online or come by during walk-in hours in the afternoon. (See our website for office and walk-in hours.)

▲ Use the Alumni Careers Network (ACN), available on our website, to connect with more than 5,200 alumni who have offered to provide advice to students about majors and careers. Look at their majors and jobs to see the range of options available.

▲ Continue to get involved in volunteer work and extracurricular activities. These help build skills that future employers or graduate admissions committees find valuable when considering applicants.

▲ Attend internship workshops to learn more about how to search for externships or summer internships targeting sophomores and juniors. Use TigerTracks and UCAN to facilitate your search. To practice your interview skills, check our events calendar for workshops on interviewing and mock interview opportunities.

▲ Attend the Summer Internship Career Fair in February. You can meet with employers to learn more about internship programs at individual organizations. Refer to this guide’s section on career fairs to learn how to make the most of your career fair experience.
Your junior year is a great time to start zeroing in on your career goals, land an internship or begin preparing graduate school applications. Here are some things you can focus on this year:

▲ Review the entire list of activities for freshman and sophomore year. If you didn't get to these activities or resources yet, start there and work your way down to this list.

▲ Have your resume critiqued by a career counselor. You may call our office to schedule an appointment, visit our homepage to schedule online or come by during walk-in hours in the afternoon. (See our website for office and walk-in hours.)

▲ Search regularly on TigerTracks for internship and on-campus interview postings. Some internships post early in the fall semester, so check frequently to avoid missing deadlines. Search UCAN for internship postings as well.

▲ Attend career fairs to learn more about employers and their opportunities. On-campus fairs include the General Interest Career Fair (September), Science and Technology Career Fair (October), Summer Internship, & Nonprofit Fair (February), and Start-Up Career Fair (February). Off-campus fairs include the Engineering Consortium Fair (October) and the All-Ivy Environmental Fair (February/March).

▲ Step up your efforts to network with alumni and other professionals in your field of interest. Developing contacts in the field now will help in your internship search this year and your full-time job search next year.

Although graduation may seem far away, Class Day will be here before you know it. Whether you are planning to go to graduate or professional school, exploring fellowship or one-year options or trying to land your first job, we can assist you along the way. Remember, too, that you can work with a career counselor after graduation.

▲ Review the entire list of activities for previous years in school. If you didn't get to these activities or resources yet, start there and work your way down to this list.

▲ Schedule an appointment with a career counselor to clarify your interests/goals and develop a plan of action. Update your resume and have it critiqued once again.

▲ Continue to search regularly on TigerTracks for job and fellowship postings as well as on-campus interviews. Many deadlines are in the early fall.

▲ Take advantage of employer information sessions to meet employer representatives, gather firsthand information and gain a competitive edge.

▲ Check our events calendar for workshops, panels and networking events to attend. We offer a variety of special programs for seniors in the early fall. To refine your interview skills, look for workshops on interviewing and mock interview opportunities.

▲ Expand networking activities. Now is the time to follow up with all contacts and make them aware of your post-graduation goals.

Graduate or Professional School Checklist

✓ Attend the Graduate and Professional School Fair in October, and on-campus presentations offered by graduate and professional school admissions representatives.

✓ Attend “Applying to Graduate School” panels in for the humanities/social sciences and engineering/science, and the general “Applying to Graduate School” presentations.

✓ Attend an “Applying to Law School” presentation if law school interests you. Also, be sure to make an appointment with our pre-law advisor.

✓ Review the exam schedules for the GRE, LSAT, MCAT, etc., and be familiar with the test necessary for admission.

✓ Begin preparing materials for graduate fellowships/scholarships before senior year starts.

✓ Open a Credentials File at Career Services for letters of recommendation for graduate school, fellowships and scholarships. Begin to request letters of recommendation from faculty.

✓ Schedule an appointment with a career counselor to discuss your application strategy and have your essays and personal statements reviewed.
UNDERSTANDING YOURSELF

Self-assessment involves spending time reflecting on your values, interests, personality traits and skills. All of these factors are important and help you determine the career path and work environment that will be the best fit for you. Career counselors can help you identify potential options using a combination of self-evaluation questions and career inventories and assessments.

CAREER INVENTORIES & ASSESSMENTS

Career assessments are designed to help measure your values, interests, personality and skills. They help you explore the types of majors and careers you might enjoy and will provide you with options to investigate.

To get started, make an appointment to see a counselor to discuss which assessment may be appropriate for you. Schedule your appointment online on our homepage or call 609-258-3325.

The following assessments are available through Career Services. These require a small fee, which is significantly less than if you were to take them individually:

**Strong Interest Inventory (SII):** The Strong Interest Inventory is an instrument that can help students discover their interests, preferences and personal styles. It identifies themes and specific areas of interest, and it compares your interests with those of individuals in a variety of occupations. It can help you identify new options to investigate.

**Myers-Briggs Type Indicator (MBTI):** The MBTI is designed to help you identify your natural personality preferences and provides insight into qualities such as how you make decisions, interact with people, gather information and get energized. The MBTI does not measure aptitudes, but helps you better understand yourself: your motivations, strengths and potential areas of growth.

**Clifton StrengthsFinder:** The StrengthsFinder (part of the StrengthsQuest program) explores your strengths using 34 themes. This tool will help you discover and develop your strengths to achieve academic, career and personal success. After taking the assessment online, you will be provided with a report detailing your top five strength themes. Meeting with a counselor following receipt of your results is recommended.

DETERMINE YOUR INTERESTS

Job satisfaction is closely linked to having an interest in the tasks you perform. This includes the things you enjoy and the mental and physical activities you find stimulating. Doing something you are passionate about can make it easier to become successful at what you do. To help you determine where your interests lie and what kinds of tasks will ultimately bring you satisfaction, think about where you have already found success. Start by making a list of your accomplishments, those tasks or projects that you did well, and from which you derived a sense of pride, achievement and satisfaction.

CONSIDER YOUR VALUES

What is most important to you? Pursuing work that is congruent with your values drives work satisfaction. Do you want to believe in the mission of the organization? Do you want to work with an organization that follows green policies? Lifestyle issues such as salary, geographic location, flexible work hours and commuting time are also factors that should be considered.

UNDERSTAND YOUR PERSONALITY

Research shows that personality traits have a major role in job satisfaction and success. Determining whether you are the right “fit” for a job often centers on evaluation of a number factors, including personality. Personality inventories give you insight into how your personality compares to others and how you prefer to work.
SKILLS INVENTORY

What are your key abilities, talents and strengths? Here is a partial list of transferable skills, which are valuable in any field. Common examples include interpersonal, communication, leadership and organizational skills. Consult the following examples to see if you may have acquired or demonstrated some of these skills through your employment, campus activities or academic projects.

COMMUNICATION
- Writing
- Advising
- Presenting / public speaking
- Training / instructing
- Persuading / motivating
- Interpreting information

INTERPERSONAL
- Relating well with others
- Listening to others’ opinions / concerns
- Responding to concerns
- Resolving disputes or conflicts
- Assisting others
- Motivating individuals or groups
- Working as a team player

LEADERSHIP
- Decision-making
- Motivating others
- Delegating
- Evaluating
- Problem-solving
- Supervising / managing

ORGANIZATIONAL
- Follow-through
- Planning
- Meeting deadlines
- Setting / attaining goals
- Multitasking
- Time management

QUESTIONS TO ASK YOURSELF

Before you come in for an appointment with a career counselor, you can begin the process of self-reflection by asking yourself a few key questions:

1. What have I received praise or recognition for in the past?
2. Do I enjoy activities that relate to people, things or data?
3. Do I prefer a regular routine or an ever-changing schedule?
4. Do I prefer to work as part of a team or alone?
5. Do I prefer to lead or follow?
6. Do I prefer to communicate in writing or verbally?
7. Do I like to analyze complex issues, problems or data?
8. Do I enjoy creative activities and artistic endeavors?
9. How important is work/life balance to me?

When your career choices are aligned with your values, interests, personality and skills, you may be happier and more productive at work.
EXPLORING MAJORS & CAREERS

Some students come to Princeton with a particular major in mind; others arrive open to any and all possibilities. Choosing a major can be a tough decision, particularly when you have a variety of interests and so many classes to choose from. Many wonder about the possible future implications of choosing a major, asking “What can I do after graduation with a major in ___?” There are many factors to consider when choosing a major. We have provided an overview of some potential questions you may have and some information and resources to help you as you explore and evaluate your options.

WHAT IS THE CONNECTION BETWEEN MAJORS AND CAREERS?

Many people select jobs and have successful careers in areas that have no relation to their undergraduate major. Although there may seem to be some “typical” jobs that students from the same major pursue, your major does not predetermine your future career path.

A liberal arts education is designed to provide you with exposure to a broad range of topics and to prepare you to enter a variety of careers. The skills most sought after by all employers (regardless of field) are the ability to communicate effectively; to think analytically, make decisions and solve problems; to conduct and explain research; to organize ideas and resources; and to contribute to team efforts. These also happen to be the cornerstones of a liberal arts education.

Take courses that interest you and become involved in projects and experiences that require critical thinking, enhance your research and writing skills and offer some exposure to quantitative analysis. Extracurricular experiences such as campus leadership activities, volunteer work, internships and summer jobs can also help you further develop the skills employers value.

Did you Know?

▲ Most students are undecided about their major or future career path when entering college.
▲ Gaining an understanding of your values, interests, personality and skills can help with decision-making.
▲ Choosing one discipline over another will not necessarily limit your future career options.
▲ You do not have to take all your classes in one department, so you can continue to explore multiple interests.
▲ No matter what major you choose, you will be qualified to do many things and will develop many skills valued by employers.
▲ Many graduate and professional school programs do not require a specific undergraduate major.
Exploring Majors & Careers

STEPS TO CHOOSING A MAJOR
If you are not sure how to begin the process of selecting a college major, the following questions, activities and resources will guide you through the process of identifying, evaluating and narrowing your options.

Assess Yourself
▲ What do you enjoy? Consider classes and extracurricular activities you liked in the past. What did they involve? Why did you enjoy them?
▲ What are you good at? Identify your skills and abilities. What types of things do you seem to do well? Are they technical, intellectual, creative?
▲ What is really important to you? Is enjoying your work more important than prestige? Is creativity more important than security? Is your choice compatible with your values?
▲ Do you prefer working one-on-one or in groups? Do you make logical, step-by-step decisions or do you follow hunches and intuition? Your personality can influence the nature of work you prefer.
▲ Schedule an appointment with a career counselor to discuss taking an interest inventory or personality assessment, which might help clarify your values, interests, personality and skills.

Gather Information about Majors
▲ Examine the majors described in the online Undergraduate Announcement. Skim course descriptions and mark those that sound most interesting.
▲ Look at the web pages of individual academic departments to research requirements.
▲ Speak to departmental representatives, deans or directors of study about majors.
▲ Talk to juniors and seniors about their classes and majors.
▲ Visit our office and website for print and online resources that explore majors and careers.
▲ Search the Alumni Careers Network, on our website, by major to see the range of career pursuits possible within the same major.
▲ For an even larger list of alumni, search the TigerNet Alumni Directory by major to see the types of careers people from different majors have pursued (http://tigernet.princeton.edu).
▲ Enroll in courses from majors you are considering during your first two years at Princeton (fulfill University and distribution requirements, if possible, by the end of sophomore year).
▲ If you cannot take a class, consider sitting in as a guest (if possible) for some classes or attend lectures on campus to get a sense of the subject matter.
▲ Attend the Majors Fair in the fall semester to meet students and faculty in all departments.
▲ Departments also host open houses in the spring, which is another great opportunity to meet faculty and students and ask questions about a major.
▲ Apply for a Princeternship to obtain an externship experience with an alumni host over an academic break. You can explore a profession and field by visiting and observing an alum’s workplace.

Evaluate Options & Decide
▲ Consider what you have learned from self-assessment and research on majors. Weigh the pros and cons of each. If you haven’t already, narrow down to two or three options.
▲ Consider the feasibility of a certificate program if torn between two majors.
▲ If you are still having difficulty deciding, speak with your adviser or career counselor, who can help you evaluate the information you have collected, suggest additional resources and guide you through the decision-making process.

Resources
On-Campus & Online
People
• Directors of Studies
• Deans
• Advisers
• Career Counselors
• Departmental Representatives
• Faculty
• Upperclassmen
• Alumni
Publications
• Undergraduate Announcement
• Books in our office, such as College Majors and Careers
Special Events/Programs
• Majors Fair: Each fall semester in Dillon Gym
• Department Open Houses: Each spring semester for all individual A.B. departments
• Princeternship Program: An externship program coordinated by Career Services allowing students to visit alumni in their workplace during an academic break. For more information visit our website.

Online Resources
• Major choices website at http://majorchoices.princeton.edu
• “What Can I Do with My Major?” on the Majors & Career Choices section of our website
• Alumni Careers Network
• TigerNet Alumni Directory
THE JOB SEARCH PROCESS

Applying basic marketing principles to your job search can help you to achieve your internship or full-time employment goals. Think of yourself as a unique product and use market analysis, planning and implementation to develop your customized job search strategy.

YOUR MARKETING PLAN

Similar to developing a marketing plan for a product, your job search requires a proactive and strategic approach. To be most successful in generating leads and offers, especially in a tough economy, you must dedicate time and effort and apply a variety of techniques.

Determine Your Target Market

▲ Using industry research and your own self-assessment, decide the type of job(s), industries and geographic area(s) you will target.
▲ Review potential job descriptions and company information to develop a list of skills and characteristics desired by employers in your target market.

Develop Your Marketing Tools

▲ Compare the needs and requirements of employers to your background and qualifications to determine your key selling points and the related skills and experiences that you should highlight in your resume and cover letter(s). (See the sections “How to Write Resumes” and “Cover Letters & Email Messages.”) Whenever possible, make sure that your resumes and cover letters are tailored to the specific needs of the employer.
▲ Reach out to former professors or employers who can speak for your work ethic and abilities to request that they provide a recommendation for you. (See the section “Choosing References.”)
▲ For some industries, you will also need to develop a professional portfolio with samples of your work.

Identify Opportunities & Contacts

▲ The job market includes advertised opportunities as well as the “hidden” job market. It has been estimated that only 20 percent of available opportunities are ever advertised and 80 percent of openings are unadvertised, or part of that hidden market.
▲ Use a variety of techniques and resources (including social media) to identify opportunities and develop contacts within the field who can assist you.
▲ Advertised openings can be found using:
  - TigerTracks or UCAN (See the “How to Use TigerTracks and UCAN” section.)
  - Other online job and internship posting sites
  - Newspapers, professional association publications and trade or business journals
  - Company websites, career portals and online application systems
▲ Unadvertised openings can be found by networking with alumni and others. (See the “Networking” section for details.)

Refine Your Presentation Skills

▲ Learn how to introduce yourself and interview with confidence in the sections “Preparing for Interviews” and “Networking.” Take advantage of the our mock interviews to practice and refine your presentation.

Design an Action Plan

▲ Establish weekly goals for your job search activity and keep records of your contacts and follow-up dates.
A resume is a succinct outline of your education, experience, activities, accomplishments and skills as they pertain to your employment goals. Employers may spend only 30 seconds scanning a resume to determine whether your background matches their requirements. So, you need to think of your resume as a marketing tool that demonstrates that your product (you) meets the needs of your potential customer (the employer).

Effective resumes get noticed because they:
- Emphasize relevant accomplishments and potential contributions
- Focus on the skills necessary in a particular field or the requirements of a specific position
- Are concise, well-organized and easy to read

SIX STEPS TO AN EFFECTIVE RESUME

1. Self-Evaluation
   If you have never written a resume, start with simple brainstorming to identify some of the skills and abilities you have to offer a potential employer.
   ▲ Think about your experiences (past and present) including education, coursework, jobs, internships, activities, honors, publications, language skills, study-abroad experiences and community service projects.
   ▲ Create a rough outline that covers the past three to five years.

2. Industry Research
   Next, research your field of interest using the resources and links available on our website to become more familiar with the skills and abilities employers are seeking in candidates.
   ▲ Review several job descriptions, on various job-posting sites, to help uncover specific needs and keywords in the industry. In general, all employers will be interested in communication and leadership skills.
   ▲ Keywords are nouns and phrases, industry “buzz” words or acronyms used within a particular field. These are often found in the job description or the list of employer requirements. If your resume includes some industry keywords, it is more likely to be selected. However, only list terms you are familiar with and can answer questions about during an interview.
   ▲ Compare your qualifications to the requirements of employers and decide what to highlight on your resume.

3. Write Your First Draft
   Follow the general guidelines on the next page and the tips here to create each section of your resume. There are also sample resumes included later in this section that offer a variety of formats and styles.
   ▲ Be concise! Express your qualifications and accomplishments using as few words as possible. For students and recent graduates with limited work experience, a one-page resume is recommended. If you have extensive experience, or are applying for graduate/professional school or academic fellowships, you may create a two-page resume or CV.

4. Resume writing is different from other styles of writing. Do not use first-person pronouns (I, me, my) or articles (a, an, the).

5. Do not include your age, gender, religion, political affiliation, ethnicity, marital status, social security number, references or salary expectations/history.

6. Create Multiple Versions (optional)
   You may need to have multiple versions of your resume for different industries or types of positions you are interested in. Using industry research as your guide, you can develop tailored resumes that emphasize relevant skills pertaining to any number of fields. You will also need to create a formatted and non-formatted version for various modes of distribution (see the information below).

7. Edit, Proofread and Critique
   This is the most critical step of all and will involve enlisting the assistance of others.
   ▲ Make sure that you have organized your resume so that the most relevant information appears closer to the top of the page.
   ▲ Read each section over carefully and be sure that you have effectively conveyed the skills, abilities or accomplishments you are trying to emphasize.
   ▲ Proofread for spelling, capitalization or punctuation errors.
   ▲ Have your resume critiqued by a career counselor and, if possible, others within the field.

8. Save in Multiple Formats
   You will need formatted and non-formatted versions of your resume for various modes of distribution.
   ▲ Convert your Word document into a PDF to retain the original formatting when sending as an attachment. Save as yourname.pdf.
   ▲ Use Notepad to convert your Word document to a text-only/non-formatted version suitable for copying and pasting into online applications and into the body of an email message (some companies do not accept attachments). Save as yourname.txt.
SECTIONS OF THE RESUME

Follow the general guidelines found on the next two pages when developing the content in each section of your resume.

CONTACT INFORMATION

<table>
<thead>
<tr>
<th>CURRENT ADDRESS</th>
<th>PERMANENT ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Name (in size 14 font and boldfaced)</td>
<td></td>
</tr>
<tr>
<td>Email address (use professional language)</td>
<td></td>
</tr>
<tr>
<td>Campus Box Number or Street</td>
<td>Street Address</td>
</tr>
<tr>
<td>City, State, Zip Code</td>
<td>City, State, Zip Code</td>
</tr>
<tr>
<td>Phone number</td>
<td>Phone number</td>
</tr>
</tbody>
</table>

OBJECTIVE (OPTIONAL)

Including an objective on top of your resume is optional. However, a well-written, concise statement (one sentence in length) describing your employment goal and some of your unique selling points can provide some context for your reader as they review the rest of your resume. If you are planning to target more than one field, you should prepare multiple versions of your resume and develop a specific objective for each. For example,

A_________position within the _________field using ___________ and __________ skills.

EDUCATION

Name of Institution, City and State, Country
Degree, Major, Month and Year of Graduation
Date of Graduation

- Indicate your major or concentration, if appropriate.
- Indicate your overall and/or major GPA if it is 3.0 or higher. (Freshmen do not need to include a GPA.)
- If you attended other institutions, list in reverse chronological order and use either dates of attendance or graduation date, if appropriate. (Freshman may include high school information in this section.)
- List academic honors and awards, in order of importance. This can be a sub-heading of Education or another separate section.
- List relevant coursework (six to ten courses, without course numbers). This can be a sub-heading of Education or another separate section.
- Include a brief description of your junior paper or senior thesis.

A curriculum vitae, or CV, is used in academia and in certain scientific fields. A CV is really just an expanded resume (more than one page in length) with additional sections such as Publications, Conferences, Presentations, Research Experience, Teaching Experience, and Professional Organizations.
EXPERIENCE

This section can be labeled in a variety of ways to highlight pertinent experience and can include paid or unpaid internships, part-time jobs, volunteer work and work-study positions.

Use section titles like RELEVANT EXPERIENCE, RELATED EXPERIENCE, VOLUNTEER EXPERIENCE or titles that pertain to your career goal, like JOURNALISM EXPERIENCE, RESEARCH EXPERIENCE or TEACHING EXPERIENCE. List internships, part-time, full-time, summer and volunteer experience directly related to your career goal.

Use the title EMPLOYMENT, OTHER EXPERIENCE or ADDITIONAL EXPERIENCE for all other part-time, full-time and summer jobs that may not directly relate to your career goal.

For each work experience or major extracurricular activity, think about major responsibilities, projects worked on, new skills learned and goals achieved. Focus on writing about your achievements or the skills used, rather than routine duties or merely listing job responsibilities. (Avoid using “Responsibilities included” or “Duties included.”) If possible, quantify the accomplishment in some way.

For all positions you are listing, use the following general format and list positions in reverse chronological order:

Name of Organization
City, State
Your Job Title
Month, Year – Month, Year

- Be sure to begin each bullet statement with an action verb.
- Your first bullet statement should provide a general overview of your job function.
- Describe a specific function focusing on transferable skills and keywords from the industry (one to three bullets).
- Include accomplishment statements (using the APR formula on the next page) focusing on contributions and results (one to three bullets).

SKILLS

Computer, Management, Language, or Laboratory Skills
- Include keywords 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 Activities and follow with a brief description as you did for your experience section.

ADDITIONAL INFORMATION

This section can be included for special accomplishments (e.g., completed New York Marathon), distinctions (e.g., filed patent for invention) or unique experiences (e.g., traveled extensively throughout Europe, Asia and Africa).

Tip: Do not include references on your resume, or the phrase “References Upon Request.” See the section on “Choosing References.”
WRITING ACCOMPLISHMENT STATEMENTS

Use Accomplishment Statements to describe your achievements in the experience section. The APR (Action + Problem/Project + Result) “formula” makes it easy to highlight your accomplishments. Begin by thinking of a project you completed or a problem you solved at a job or through volunteer efforts. Choose an Action verb that describes the actions you took to complete a Project or solve a Problem and the Results you achieved. Quantify your results whenever possible. Here’s an example:

**ACTION VERBS**

<table>
<thead>
<tr>
<th>Action verb</th>
<th>Delegated</th>
<th>Fostered</th>
<th>Observed</th>
<th>Screened</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administered</td>
<td>Delivered</td>
<td>Founded</td>
<td>Operated</td>
<td>Selected</td>
</tr>
<tr>
<td>Advised</td>
<td>Demonstrated</td>
<td>Generated</td>
<td>Organized</td>
<td>Served</td>
</tr>
<tr>
<td>Analyzed</td>
<td>Designed</td>
<td>Guided</td>
<td>Participated</td>
<td>Set up</td>
</tr>
<tr>
<td>Applied</td>
<td>Determined</td>
<td>Harnessed</td>
<td>Performed</td>
<td>Sold</td>
</tr>
<tr>
<td>Arranged</td>
<td>Developed</td>
<td>Illustrated</td>
<td>Persuaded</td>
<td>Solved</td>
</tr>
<tr>
<td>Assisted</td>
<td>Directed</td>
<td>Implemented</td>
<td>Planned</td>
<td>Streamlined</td>
</tr>
<tr>
<td>Balanced</td>
<td>Earned</td>
<td>Improved</td>
<td>Prepared</td>
<td>Structured</td>
</tr>
<tr>
<td>Billed</td>
<td>Edited</td>
<td>Innovated</td>
<td>Presented</td>
<td>Supervised</td>
</tr>
<tr>
<td>Briefed</td>
<td>Eliminated</td>
<td>Instructed</td>
<td>Produced</td>
<td>Supported</td>
</tr>
<tr>
<td>Carried out</td>
<td>Enabled</td>
<td>Introduced</td>
<td>Programmed</td>
<td>Surpassed</td>
</tr>
<tr>
<td>Communicated</td>
<td>Enforced</td>
<td>Invented</td>
<td>Provided</td>
<td>Surveyed</td>
</tr>
<tr>
<td>Compiled</td>
<td>Enhanced</td>
<td>Launched</td>
<td>Published</td>
<td>Targeted</td>
</tr>
<tr>
<td>Completed</td>
<td>Established</td>
<td>Led</td>
<td>Received</td>
<td>Taught</td>
</tr>
<tr>
<td>Computed</td>
<td>Evaluated</td>
<td>Maintained</td>
<td>Recommended</td>
<td>Teamed with</td>
</tr>
<tr>
<td>Conducted</td>
<td>Expanded</td>
<td>Managed</td>
<td>Reduced</td>
<td>Tested</td>
</tr>
<tr>
<td>Controlled</td>
<td>Expedited</td>
<td>Mastered</td>
<td>Reorganized</td>
<td>Trained</td>
</tr>
<tr>
<td>Coordinated</td>
<td>Facilitated</td>
<td>Mediated</td>
<td>Reviewed</td>
<td>Tripled</td>
</tr>
<tr>
<td>Created</td>
<td>Filed</td>
<td>Monitored</td>
<td>Revised</td>
<td>Utilized</td>
</tr>
<tr>
<td>Defined</td>
<td>Formed</td>
<td>Negotiated</td>
<td>Scheduled</td>
<td>Wrote</td>
</tr>
</tbody>
</table>

**How to Write Resumes**

http://careerservices.princeton.edu
### Sample Freshman Resume

<table>
<thead>
<tr>
<th>Thomas Freshman</th>
<th>Permanent Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:freshman@princeton.edu">freshman@princeton.edu</a></td>
<td>609-555-1234</td>
</tr>
<tr>
<td>5555 Frist Campus Center</td>
<td>1 Main Road</td>
</tr>
<tr>
<td>Princeton, NJ 08544</td>
<td>Central, NJ 08888</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>School Address:</strong> Princeton University, Princeton, NJ</th>
<th><strong>EDUCATION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>5555 Frist Campus Center</td>
<td>A.B. Candidate; Intended Major: Politics</td>
</tr>
<tr>
<td>Princeton, NJ 08544</td>
<td>Intended Certificate: French Language and Culture</td>
</tr>
<tr>
<td>School Address: Central High School, Central, NJ</td>
<td>Coursework includes: Campaigns and Elections; American Politics; Religion, Law, and Society; Multivariable Calculus; Microeconomics; The Civil Rights Movement; French</td>
</tr>
<tr>
<td>Permanent Address: 1 Main Road, Central, NJ 08888</td>
<td>June 2013</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Central High School, Central, NJ</strong></th>
<th><strong>EXPERIENCE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Captain of cross-country and track teams with 10 varsity letters and all-state honors; peer leader; secretary of debate team; AP Scholar with Distinction; National Merit Finalist</td>
<td>Assistant Race Director</td>
</tr>
<tr>
<td>New Jersey 5K Run, Central Jersey Educational Foundation, Central, NJ</td>
<td>2011–Present</td>
</tr>
<tr>
<td>Plan events that draw 1,000+ participants and raises $30,000 annually for local nonprofit educational foundation. Direct entire registration process prior to and on day of event, including creating computer database and coordinating the efforts of 30 volunteers. Update and maintain website (<a href="http://www.jersey5K.com">www.jersey5K.com</a>).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Bill Richardson for President, Primary Election Campaign, Manchester, NH</strong></th>
<th><strong>ACTIVITIES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteer</td>
<td>The Daily Princetonian, Copy Editor, Fall 2012-Present</td>
</tr>
<tr>
<td>Staffed five campaign events and performed Get-Out-The-Vote activities including phone banking, canvassing, and writing letters.</td>
<td>Department of Public Safety, Student Worker, Fall 2012-Present</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Global Care Unlimited Club, Central High School, Central, NJ</strong></th>
<th><strong>SKILLS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-Founder/President</td>
<td>Strong knowledge of Microsoft Word, Excel, Access, and PowerPoint.</td>
</tr>
<tr>
<td>Co-founded club to raise awareness of humanitarian crises. Led weekly club meetings and increased membership from 10 to 25 dedicated members. Organized conference that brought in expert speakers to educate school on conflict in Darfur. Managed fundraising campaign that raised over $3,500 from student community to support medical care for Sudanese refugees.</td>
<td>Familiar with Adobe Dreamweaver, Photoshop, and Illustrator</td>
</tr>
</tbody>
</table>

| **Central High School, Student Government Committee Chairperson, 2011-2012** | Basic proficiency in French |

<table>
<thead>
<tr>
<th><strong>SKILLS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong knowledge of Microsoft Word, Excel, Access, and PowerPoint.</td>
</tr>
<tr>
<td>Familiar with Adobe Dreamweaver, Photoshop, and Illustrator</td>
</tr>
<tr>
<td>Basic proficiency in French</td>
</tr>
</tbody>
</table>
# Sample Sophomore Resume

<table>
<thead>
<tr>
<th>Campus Address:</th>
<th>Permanent Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frist Campus Center Box 9999</td>
<td>215 East 95th Street, Apt 3Z</td>
</tr>
<tr>
<td>Princeton, NJ 08544</td>
<td>New York, NY 10029</td>
</tr>
</tbody>
</table>

**Emily Ima Dancer**  
646-111-9999  
eidancer@princeton.edu

<table>
<thead>
<tr>
<th><strong>EDUCATION</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.B. in Art and Archaeology, Certificate in Dance</td>
<td>GPA: 3.0</td>
</tr>
<tr>
<td>Coursework includes: Modern Repertory and Choreography; Topics in Dance History, Criticism, and Aesthetics; The Russian Avant-Garde; Behind the Scenes of the University Art Museum</td>
<td></td>
</tr>
<tr>
<td><strong>Sorbonne University of Paris</strong>, Paris, France</td>
<td>Summer 2012</td>
</tr>
<tr>
<td>Six-week summer study abroad in intermediate French</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>EXPERIENCE</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Daily Meal, online food blog</strong>, New York, NY</td>
<td>Jan. 2012–Present</td>
</tr>
<tr>
<td><strong>Editorial Intern</strong></td>
<td></td>
</tr>
<tr>
<td>• Gather research on topics ranging from nutrition to cooking tips and pitch story ideas regarding the college student demographic to editors.</td>
<td></td>
</tr>
<tr>
<td>• Contribute to online stories for the Daily Finds page and write a daily blog for the Campus Eats section.</td>
<td></td>
</tr>
<tr>
<td>• Post daily responses to Campus Eats Q&amp;A and comments page.</td>
<td></td>
</tr>
<tr>
<td>• Utilize social media such as Twitter, Facebook, and Pinterest to help increase readership among university students for the Campus Eats section of blog.</td>
<td></td>
</tr>
<tr>
<td><strong>Quirk Gallery</strong>, Brooklyn, NY</td>
<td>July–Aug. 2011</td>
</tr>
<tr>
<td><strong>Gallery Shop Intern</strong></td>
<td></td>
</tr>
<tr>
<td>• Researched, wrote, and designed artist cards for represented artists.</td>
<td></td>
</tr>
<tr>
<td>• Streamlined Gallery Shop for Domino magazine photo shoot.</td>
<td></td>
</tr>
<tr>
<td>• Performed administrative and clerical tasks including answering phones and sorting mail.</td>
<td></td>
</tr>
<tr>
<td><strong>Princeton University Bridge Year Program</strong>, Urubamba, Peru</td>
<td>Sept. 2010–June 2011</td>
</tr>
<tr>
<td><strong>Volunteer</strong></td>
<td></td>
</tr>
<tr>
<td>• Selected for freshman year experience; worked in two rural communities building a ceramic water filter for residents as well as developing the framework for an after-school education program for children ages 5 to 10.</td>
<td></td>
</tr>
<tr>
<td>• Experience provided an autonomous cultural immersion of South America and Peruvian culture.</td>
<td></td>
</tr>
<tr>
<td><strong>Summer Counselor (Live-in position with professional dancers, ages 17–24)</strong></td>
<td></td>
</tr>
<tr>
<td>• Directed dancers’ daily schedules for rehearsal and classes.</td>
<td></td>
</tr>
<tr>
<td>• Ensured fairness in competition by monitoring and timing rehearsals.</td>
<td></td>
</tr>
<tr>
<td>• Coordinated daily delivery of supplies of food and water.</td>
<td></td>
</tr>
<tr>
<td>• Communicated with judges and visiting company directors on behalf of the dancers.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CAMPUS ACTIVITIES</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Review</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Staff Writer for On-the-Town Section</strong></td>
<td>Sept. 2011–Present</td>
</tr>
<tr>
<td>• Contribute bi-weekly stories covering the Princeton area on such topics as food and fashion.</td>
<td></td>
</tr>
<tr>
<td><strong>Program in Dance</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Selected Performer</strong></td>
<td>Sept. 2011–Present</td>
</tr>
<tr>
<td>• Performed solo in Susan Marshall’s Name by Name.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>HONORS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Princeton University</strong>: Outstanding Freshman Award in Dance (June 2012)</td>
<td></td>
</tr>
<tr>
<td><strong>High School</strong>: Member of the National Honor Society; AP Scholar with Distinction</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SKILLS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient in Microsoft Word, Excel, and PowerPoint with PCs and Macs; Photoshop experience; Conversational Spanish; Proficient in French</td>
<td></td>
</tr>
</tbody>
</table>
# Sample Junior Resume

**Junior Student**  
111 Frist Campus Center  
Princeton, NJ 08544  
(609) 234-5678  
junior@princeton.edu

| EDUCATION |  
| --- | --- |  
| **Princeton University**, Princeton, NJ | June 2015 |  
| A.B. in Molecular Biology, Pre-med, Certificate in Neuroscience | GPA 3.33 |  
| Relevant coursework: Genetics, Biochemistry, Introduction to Biological Dynamics, Biostatistics, Microbiology, Genome Integrity and Human Disease |

<table>
<thead>
<tr>
<th>RESEARCH AND LAB EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Revising the Phylogenetic Reassignment of <em>Oxytricha trifallax</em>”</td>
</tr>
<tr>
<td>A junior paper submitted that revised the phylogeny of <em>O. trifallax</em> using several conserved gene sequences.</td>
</tr>
</tbody>
</table>

| Research Assistant, Frist Lab, Princeton University | Spring 2012 |  
| --- |  
| • Conducted analytical experiment on gene expression, attempting to determine level of other factors. |  
| • Performed purification of protein. |  
| • Generated statistical summaries and reports of collected data. |

| Lab Technician, Molecular Biology Department, Princeton University | Fall 2011 |  
| --- |  
| • Set up, adjusted, maintained and cleaned laboratory equipment daily. |  
| • Analyzed and recorded test data to issue reports using charts, graphs and narratives. |  
| • Examined cells stained with dye to locate abnormalities. |

| Research Intern, Princeton Pharmaceuticals, Princeton, NJ | Summer 2011 |  
| --- |  
| • Performed DNA extraction and gel electrophoresis. |  
| • Collaborated to design and develop antibody-based molecules. |  
| • Conducted protein expression analysis to support research findings. |  
| • Assisted in developing and implementing analytical methods using biosensors technologies and immunoassays. |

<table>
<thead>
<tr>
<th>HOSPITAL EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Room Volunteer, University Hospital, Princeton, NJ</td>
</tr>
<tr>
<td>• Observed and assisted physicians and nurses as they examined and interviewed patients.</td>
</tr>
<tr>
<td>• Evaluated situations to identify patients requiring immediate attention and informed supervisor.</td>
</tr>
<tr>
<td>• Provided empathy and support for patients and their families to comfort them.</td>
</tr>
<tr>
<td>• Performed clerical duties including filing and transferring phone calls.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEADERSHIP EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residential College Advisor, Mathey College, Princeton University</td>
</tr>
<tr>
<td>• Advise 12 freshmen on academic and social issues to support their adjustment to college life.</td>
</tr>
<tr>
<td>• Plan and organize educational and social programs to develop a cohesive community on the floor.</td>
</tr>
</tbody>
</table>

| Peer Career Advisor, Career Services, Princeton University | September 2011 - present |  
| --- |  
| • Conduct resume and internship workshops and individual resume reviews at the residential colleges. |  
| • Develop career educational programs for students. |

<table>
<thead>
<tr>
<th>SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Laboratory: primary cell proliferation assays, cell/tissue culture, FACS, ELISA, lymphocyte isolation</td>
</tr>
<tr>
<td>• Computer: C, Java, Microsoft Office</td>
</tr>
<tr>
<td>• Language: Spanish</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXTRACURRICULAR ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Staff Writer, <em>Daily Princetonian</em></td>
</tr>
<tr>
<td>• Princeton University Orchestra</td>
</tr>
</tbody>
</table>
Sample Senior Resume

Frances B. Frist
1000 State St. NW, Apt. 1
Washington, DC 2000
fbfrist@princeton.edu
(123) 456-7890 (mobile)

EDUCATION

Princeton University, Princeton, NJ
A.B. from Woodrow Wilson School of Public and International Affairs
Certificate in Global Health and Health Policy
• Cumulative GPA: 3.17; Departmental: 3.32
• Senior Thesis: Lessons on developing a highly qualified teacher workforce in state pre-kindergarten programs
• Junior Independent Research: Community initiatives to support HIV-positive women in South Africa
• Allen Macy Dulles ’51 Award for the senior who best exemplifies Princeton’s motto of “in the Nation’s Service and the Service of All Nations”

EXPERIENCE

Vice President, Princeton Engineers Without Borders, Princeton, NJ
February 2011–Present
Local chapter of national humanitarian organization that implements sustainable engineering projects in developing countries
• Communicate with university administration and national Engineers Without Borders staff to ensure the financial backing and technical support necessary for project approval
• Represent chapter in promotional events and organize regular chapter meetings on campus
• Planned three-week service project in Summer 2011 to Huamanzaña, Peru, to install solar energy power
• Designed and conducted accompanying instructional and educational program to teach Peruvian villagers about basic physics, the benefits of sustainable technology, and how to operate and maintain new technology
• Fundraised to meet goal of over $15,000 and created 60-page collaborative report for Peru project

Intern, Mothers-to-Mothers, Cape Town, South Africa
Summer 2012
Mentoring program offering peer education and support to HIV-positive pregnant woman and new mothers
• Collaborated with a team of three to organize and formalize a 400-page training curriculum, creating a structure that would make the progression of the material clear and logical
• Analyzed gaps in the curriculum and composed modules to fill those gaps to create a comprehensive training program

Intern, Medical Health Research Association - Maternal Infant Care, New York, NY
Summer 2011
Network of eight women’s health centers in disadvantaged New York City communities
• Conducted wait-time study on four clinics with three other interns, creating data collection tools, gathered data, and analyzed information on over 1,000 patients
• Identified bottlenecks in patient flow and sources of patient wait time, making recommendations to administrators of how to improve patient scheduling and general efficiency of clinics

Intern, National Teaching Academy, Washington, DC
Summer 2010
Start-up nonprofit that provides professional development program to talented urban teachers
• Created an interview guide and online survey, interviewing 40 teachers and collecting 130 surveys
• Synthesized research to identify critical issues, outline profiles of model teachers, suggest design structure for workshops, and propose strategies to cope with the challenges of urban schools

ATHLETIC ACHIEVEMENT

Member, Princeton Varsity Women’s Lacrosse
Fall 2009–Present
NJ Intercollegiate Athletes “2011 Woman of the Year” for leadership, service, academics, and athletics
June 2012
The Art Lane ’34 Citizen Athlete Award for selfless contribution to sport and society
June 2011
United States National Lacrosse Team Member
June 2010

OTHER ACTIVITIES/SKILLS

Engaged in bi-weekly campus discussion on race through “Sustained Dialogue”
Fall 2009–Spring 2010
Led 10 freshmen on a six-day outdoor orientation trip
September 2010 & 2011
Tutored local immigrants in English as a volunteer in an ESL program
Fall 2009
Fluency in French
COVER LETTERS & EMAIL MESSAGES

Your letters and email messages to employers create their first impression of your communication skills, interests and motivation and knowledge about the organization or field. Make every effort to tailor each letter (or email) to show the connection between your qualifications and the employer’s requirements. While this takes more time, targeted letters are far more effective in helping candidates land interviews.

COVER LETTERS

It is always a good idea to include a cover letter when you are applying for a position, even when it is not required. Many job or internship applications only request a resume. However, a well-written cover letter serves to introduce your resume and gives you the opportunity to direct your reader’s attention to specific areas of your background.

Keep these points in mind:

▲ Target your letter to match each particular organization or position.
▲ Match your skills to those the employer is seeking and give concrete examples.
▲ Address your letter to a specific individual, whenever possible. When a name is not available, use “Hiring Manager” or “Internship Coordinator” in lieu of “To Whom It May Concern” or “Sir /Madam.”
▲ If someone has referred you to this position or company (e.g., an alumni contact, family friend or parent), mention this at the beginning.
▲ Your cover letter will most likely be sent via email (as an attachment, or as the message itself), or it may be uploaded as part of an online application along with other supportive materials. In some rare cases, a hard-copy printed version is requested to be sent via the postal service. No matter what the method of delivery, you can follow the guidelines for content on the next page.

Goals of a Cover Letter:

1. **Introduce yourself**, your major, degree anticipated and how you learned about the opportunity.
2. **Express your interest** and enthusiasm in the position and organization.
3. **Demonstrate your experiences** through specific, related examples and “matching” your experience with the position requirements whenever possible.
4. **Convince the employer** that you possess the skills and abilities they are looking for in potential candidates and that they should call you in for an interview.
**Cover Letter Template**

Use a one-page, standard business letter format with ¾” margins on all sides and a basic font in 10 or 11 point size.

---

Your street or box number  
City, State Zip  

Date  

Contact’s Name  
Contact’s Title  
Organization Name  
Street Address  
City, State, Zip  

Dear Mr. or Ms. (person's last name only):

**Opening paragraph:**
- State the position you are pursuing and how you learned about it. If you were referred by an employee or an alumnus/a, mention this as well. If you are not aware of a specific position, state your area of interest.
- Briefly introduce yourself by stating your major and degree anticipated.
- Tell the employer briefly (one or two sentences) why you are interested in the position and in their organization. Avoid generic reasons that are taken directly from the organization's website.

**Middle paragraph(s):**
- In this section of your letter, explain the relevant skills you have developed and knowledge you have gained through your past work, volunteer or leadership experiences and classes. Highlight those that would be of most interest to the organization and would enable you to contribute to the organization.
- Show a "match" between your background and the main requirements of the position. It is important to use examples.
- Demonstrate that you have knowledge about the position, organization and industry/field and that your interests, experience and skills are a "fit."
- NOTE: If you are writing a general letter of inquiry, explain why you are interested in learning more about that career field.

**Last paragraph:**
- State that you have included (or attached) your resume and would welcome an interview to further discuss this opportunity.
- If you need to explain anything out of the ordinary on your resume, this is the place to do it.
- You may offer to follow up by phone with the recruiter in two weeks, if you do not hear from them before that time.
- Finish by thanking the employer for their time and consideration and offer to provide any additional information.

Sincerely,

Your signature (leave four blank spaces for this)  
Your name in print

---

If you are attaching your cover letter to an email, follow the standard business letter format in this example.

If you are sending your cover letter in the body of an email, omit the information to the left and begin with the salutation (Dear Mr. or Ms.).
Cover Letters & Email Messages

**TIPS FOR EMAIL MESSAGES TO EMPLOYERS**

There may be other occasions when you need to communicate with an employer via email—for example, to forward additional information or to inquire further about a position you are interested in. In these instances, it is important to remember that this communication must be business-like and professional. Some additional points to keep in mind:

▲ Choose your subject header carefully, and compose a clear, concise communication. Be sure to identify who you are and why you are contacting the employer.

▲ Take time to compose and proofread your email, ensuring that there are no errors in spelling or grammar. Do not use “emoticons” or “text lingo.”

▲ Due to potential formatting difficulties, avoid using a cell phone when composing email messages to employers.

▲ Although employers may give you their cell-phone numbers, avoid sending text messages to potential employers (unless specifically requested).

**USING EMAIL TO SUBMIT COVER LETTERS AND RESUMES**

For email submission of resumes and cover letters, you have two choices:

▲ Write a brief email message stating that you are attaching a cover letter and resume for the employer’s consideration. Be sure to mention the title of the job or internship, or type of position you are seeking, as a reference.

▲ Use your cover letter as the body of your email message, and attach your resume. Please note that email format does not require you to include your mailing address, the date or the recipient’s mailing address. See the sample on the previous page for tips on how to adapt your cover letter for email.

**OTHER TYPES OF COVER LETTERS**

If you are applying to an organization, but not a position in particular, a letter of inquiry is appropriate. This is a general term for any letter or email used to gather more information about options and opportunities. It may be addressed to anyone who might be able to provide details about a job, career field or organization of interest.

Here are some points to consider:

▲ This letter uses the same basic format as a cover letter.

▲ The content of this letter will vary slightly depending upon whom you contact and what you hope to learn from the correspondence. For example, if you wish to speak with alumni working in a particular career field to learn more about the nature of the work and the options that exist within the field, your opening paragraph should make that goal clear.

▲ You should always include examples of your accomplishments and skills within the letter, even if you do not have a specific job description.

**STATEMENT OF INTEREST**

If you are applying for a job or internship online, you may be asked to include a “statement of interest” for the position along with your application. You may use a cover-letter format for this statement.
CHOOSING REFERENCES

You will need to provide a list of references during the employment or graduate/professional school application process. Plan ahead by identifying people who can serve as strong academic or professional references, and obtain their permission before distributing their contact information.

WHOM SHOULD I LIST?

A list of references typically includes three or four individuals who have agreed to provide information about your character, academic or work experience and extracurricular achievements. Always obtain permission before listing someone as a reference.

You may ask for a reference from:

▲ Current or former professors
▲ University administrators
▲ Current or former supervisors from a job or internship
▲ Community members you worked with through a volunteer experience or extracurricular activity
▲ Athletic coaches

For employment references, consider references who can speak to particular skill sets. Graduate and professional schools may prefer that the majority of your references be academic in nature.

When you speak with potential references, mention the types of skills and personal characteristics that are being sought by the company or school to which you are applying. Providing them with a copy of your resume and examples of a few of your accomplishments may be helpful as well.

DRAFTING A REFERENCE LIST

On a separate document, list the names of your references, their exact titles, the organizations they work for, their work addresses, phone numbers, email addresses and the context of their relationship with you. Your name and contact information must appear at the top of the page as well as the heading “References.” If possible, duplicate your name and contact information in the same format used on your resume. Also, use the same paper to match your cover letter and resume. This will make all of your application documents more polished and professional. (See the example.)

Although employers may ask for references at any point during the recruitment process, it is helpful to have your reference list handy when completing employment applications.

LETTERS OF RECOMMENDATION

If you are going to request a letter of recommendation, provide your references with advance notice of several weeks, in addition to a copy of your resume or CV. Students planning to apply to a graduate or professional school may establish a confidential Credentials File with Career Services. This file serves to consolidate the process of providing each school with letters of recommendation from faculty members, teaching assistants and other members of the Princeton University community. For more information, visit our website.

http://careerservices.princeton.edu
HOW TO FIND AN INTERNSHIP

Internships and summer jobs are great ways to explore fields of interest and develop skills that will help with your future job search or graduate school plans. Because internships are meant to be a learning experience, you don’t have to know exactly what you want to do before you do it.

By the time you graduate, it would be ideal to have had one or two internships on your resume. These internships can be anything career-related that is supervised by full-time professionals in the field. Internships might involve conducting research, working at a nonprofit, managing office responsibilities, assisting with projects and/or using technical skills to support a function. Depending on your career goals, your internship experiences can vary, but each should help broaden your knowledge of the field and shape your future goals.

WHEN SHOULD I START LOOKING?

You should start thinking about possible options for the summer in the beginning of the fall semester. This is also the time to prepare your resume and develop a plan for your search. The heavy internship application months are January and February. Some highly competitive summer internships (primarily for juniors) have deadlines in the fall.

BEFORE YOU START...

Ask yourself the following questions to set a direction for your search:

▲ What field am I interested in exploring?
▲ Which skills do I want to develop (writing, research, problem-solving, scientific/lab)?
▲ Are there organizations or companies I would like to target?
▲ Where do I want to look geographically?
▲ Do I need to be paid for my internship?
▲ What types of work environment would I like to experience (nonprofit, hospital, engineering, firm, lab, think tank)?

Can Freshmen Land Internships?

Yes. However, be aware that as a freshman, you may not always get your top choices. The best thing to do is to remain open to a wide range of options, which will allow you to gain experience and expand your skills.

Consider returning to work at a previous place of employment, volunteering, interning part time while working part time as a tutor or offering to do a short, unpaid internship with an employer.

It may be easier to find work in a more familiar location (back home or on-campus) because you have already made connections there.

If you find you are having difficulty, stop by to speak with a career counselor or with a peer career advisor (PCA).
How to Find an Internship

Start Here

▲ Read our weekly enewsletter, CareerNews, which lists career-related events and a sampling of the internship opportunities posted on TigerTracks and UCAN.

▲ Make sure you have an updated resume and know how to write a strong cover letter. For each position, write a cover letter that clearly states your objective, skills and motivation for pursuing a particular position. Review the other sections of this guide for information on resume and cover-letter writing and work with a career counselor for a review.

▲ Develop and practice interviewing skills. Attend our workshops and mock interview sessions to sharpen your skills (check our events calendar for dates, times and locations). Also, review the interview section of this guide and our website for more information.

1 Use TigerTracks & UCAN to find internship postings

Start with TigerTracks and UCAN, the two internship posting systems for Princeton students. You can log into both of these systems from our website. TigerTracks is exclusive to Princeton, while UCAN contains postings from 22 selective colleges and universities across the U.S. Be sure to use both of these systems! Visit page 30 of the guide to learn how to use these systems as part of your search.

There are also many links arranged by industry and career field on our website. You’ll find links to nonprofit sites, international opportunities and resources related to internships in sports, communications, science, arts and more, as well as the Summer Experience Survey Report, which reveals where students interned last year. Be sure to review internship programs available to Princeton students. See the next page for examples of Princeton-specific internship programs.

2 Network & reach out to alumni & others for advice

Talk to others about your interests to see if they know anyone who can help, including extended family, parents of friends, friends of parents, past teachers, neighbors, coaches, mentors, professors and alumni. Networking is the number-one way to find opportunities. When you speak with others, mention two or three things that you might be interested in doing. This approach is better than saying you are looking for “anything.”

Access the Alumni Careers Network (ACN) from our website to find alumni who have volunteered to speak with students about their careers and provide advice on finding internships. They are eager to help! When you contact alumni, do not ask them to find you an internship (and do not send a resume unless they ask for one). Instead, ask about how they became interested in their career field, whether they did an internship during their time at Princeton and for their advice on resources that could help you to obtain an internship in the field.

3 Speak directly with employers about opportunities

Employers come to campus several times during the year for Career Fairs and individual information sessions to discuss job and internship opportunities. Watch our events calendar(s) for the following events:

▲ General Interest Career Fair (September)
▲ Science and Technology Career Fair (October)
▲ Summer Internship & Nonprofit Fair (February)
▲ Start-Up Fair (February)

Employer information sessions are held on campus throughout the year (see the calendar on TigerTracks for a complete schedule).
How to Find an Internship

There is a complete list of Princeton-specific internship programs on our website. Here are just a few of those you will find:

<table>
<thead>
<tr>
<th>PRINCETON-SPECIFIC INTERNSHIP PROGRAMS</th>
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</thead>
<tbody>
<tr>
<td>Community Based Learning Initiative</td>
</tr>
<tr>
<td>Keller Center for Innovation in Engineering Education</td>
</tr>
<tr>
<td>Princeton-Blairstown Center</td>
</tr>
<tr>
<td>Princeton Environmental Institute</td>
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<tr>
<td>Princeton University Preparatory Program</td>
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<tr>
<td>Scholars in the Nation’s Service</td>
</tr>
<tr>
<td>Pace Center for Civic Engagement</td>
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</tbody>
</table>

* Visit the International Opportunities section of this publication for more Princeton-specific programs.
* * Many Princeton-specific internships are also posted in TigerTracks. However, you should also check with each office regarding deadlines for those in which you are interested since each program is managed separately.
Next Steps...

4. **Follow up with employers**

You should follow up with employers about 10–14 days after you send in your materials. You can make a follow-up call or send an email to ask about their timeline and to reiterate your interest. The goal is to be pleasant, yet persistent. Be aware that some employers have a strict “no phone call” policy; defer to email if this is the case. After you have interviewed, send a thank-you letter or email within 24–48 hours. (For industries with a quick turnaround, send the email that same day.)

5. **Apply for funding for unpaid internships**

There are several Princeton-specific funding options, generally for unpaid work in the areas of public interest, public policy, journalism or academic research. Start by looking at our website for information on specific funding options. Also, check with departmental administrators, faculty and deans. They may have information about research or projects directly related to your concentration or certificate. (Note that these vary from year-to-year, and are not listed on our website.)

6. **Find summer housing**

Visit our website for links to rental sites, university housing and more. Remember to speak to your employer, as well as previous interns at that organization, for possible housing ideas.

7. **Working abroad? Review information for students**

Review the information available on the Office of International Programs website if you plan to intern abroad: www.princeton.edu/oip/. Valuable resources such as pre-departure checklists, university travel policies and passport information can be helpful tools for your travel preparation.

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**WHAT IF AN INTERNSHIP OFFERS COLLEGE CREDIT?**

There are some organizations that offer students academic credit in lieu of monetary payment for internship experience. It is important to be aware that Princeton University does not grant academic credit for internship experiences. This policy is not unique to Princeton and, in fact, is shared by most Ivy League institutions. However, we encourage you to apply for an internship that requires credit, and we will assist in supporting your candidacy. Upon request, Career Services will provide a “letter of credit” explaining the University’s policy, while supporting the value of an internship experience. While Career Services cannot guarantee that your potential employer will accept Princeton’s letter, we will do everything we reasonably can to support your candidacy.

To request a “letter of credit” written on your behalf, please consult our staff directory and email the Assistant Director of Internships. Please include the name and address of your prospective employer, along with the name of the individual to whom the letter should be addressed, your class year and whether you are applying for a fall, spring or summer internship. Finally, please indicate whether you would like us to email, mail or fax the letter to the organization or if you will pick the letter up at Career Services. There is a 48-hour turnaround period for the completion of the letter of credit.
MONTHLY INTERNSHIP ACTION PLAN

September/October
▲ Log onto TigerTracks and complete your profile to view potential internship opportunities. In your profile, it is important to review and select your career preferences, as this will be used to send you emails about specific opportunities in your field(s) of interest.
▲ Register for an account in UCAN, so you can search for internships in this comprehensive database.
▲ Attend employer information sessions held on campus to ask about internship programs (sessions are listed on the TigerTracks calendar). You can learn about the organization and meet company representatives, including recent Princeton graduates that work for the organization, in a less formal situation than an interview.
▲ Write or update your resume and cover letter; get feedback from one of our career counselors.
▲ Attend the General Interest Career Fair in September to ask about internship opportunities.
▲ Visit us for help exploring internships with early deadlines. These tend to be in the fields of journalism, government, research and sciences.

January/February
▲ Send out several resumes and cover letters. Contact prospects and set up as many interviews as possible.
▲ Review new internships posted daily on TigerTracks and UCAN. In TigerTracks, you can save searches and set your profile to receive an email when new opportunities are posted that match your areas of interest.
▲ Use TigerTracks to apply for on-campus interviews; note that many deadlines occur in mid-to-late January.
▲ Attend the Summer Internship Fair in February to meet employers interested in Princeton students right here on campus.

March/April
▲ Practice your interviewing skills. Schedule a mock interview with Career Services.
▲ Continue applying. Check TigerTracks and UCAN often (new postings are received into June).
▲ Apply for funding for unpaid internships. Set up informational interviews with Princeton alumni during spring break.
▲ As offers come in, decide on which one to take. Speak with a counselor if you need guidance.

May/June
▲ When at home, look through local phone books or contact your local Chamber of Commerce to identify companies in your geographic area.
▲ Consider volunteering at a nonprofit or community service organization.
▲ Consider working for a temporary agency. Temp jobs can give you experience in industries and careers you might have not otherwise thought of trying—without a long-term commitment.
▲ Follow up with friends, family and high-school teachers. Often, personal contacts can suggest employment leads or introduce you to people who may have openings.

November/December
▲ Send out your resume and cover letter if you are applying to internships with early deadlines.
▲ Attend Career Services events, including career/internship panels and networking receptions.
▲ If you are interested in an international internship, begin to explore your options. Visit the International Internship Program office as well as Career Services.
▲ Talk to your director of studies or academic department about internship prospects.
▲ Set up informational interviews with alumni, family or friends during winter break.
▲ If you are studying abroad in the spring semester, see if you can interview before you go. Some organizations will grant accelerated interviews in December.
▲ Use CareerSearch, a database that can help you identify employers and internship postings by industry and location.
HOW TO USE TIGERTRACKS & UCAN TO FIND JOBS & INTERNSHIPS

Start by searching through TigerTracks and UCAN, two online database systems provided for current students, to access opportunities in a wide range of industries and locations. You can access both systems from the Career Services website.

TIGER TRACKS QUICK FACTS
- Exclusive to Princeton
- Internship & full-time job listings
- All undergraduates are pre-registered
- On-campus interview listings

HOW DO I GET STARTED ON TIGERTRACKS?

Activate your account
▲ Click on “Forgot My Password” the first time you log in and enter your Princeton email address. A randomly generated password will be sent via email. Use this and your Princeton email address as your username to gain access to the system.

Complete (or update) your profile
▲ Complete the Profile section of your TigerTracks account. All required fields are indicated with a red asterisk. It’s a good idea to fill this out as completely as possible, especially the “Career Preferences,” so that you will receive emails about opportunities based on your profile. Update your profile each year or once a semester.
▲ Don’t forget to change your password. This option is available from the Profile drop-down menu.

Search for internships & jobs
▲ For the most effective searches, use the “Advanced Internship Search” or “Advanced Job Search” options on the top right corner of the homepage (see below).

Complete instructions for TigerTracks can be found by clicking on the “Help” section of this page in the upper right corner. The employer contact information listed in TigerTracks (Experience) is not to be used for solicitation purposes. Failure to comply with this guideline may result in the loss of system access privileges.

http://careerservices.princeton.edu
After you have submitted a search, you will have the option to “Save Your Search.” You will see this option on the top left-hand side of the search-results screen (see above).

This is a great way to have the system work for you, sending you emails announcing new listings that match the search criteria you’ve selected. You can have multiple searches saved, each with their own criteria (see below).

Upload resumes, cover letters & transcripts

- You can upload multiple resumes, cover letters, transcripts and Word/PDF documents to be used when applying. Go to the "Documents" tab and choose “Upload a Document.” Select the type of document and then click “Browse” to select it.
- To upload your transcript, scan it and save it as a PDF. Career Services has scanners you may use.

Apply for internships & jobs

- There are two kinds of internship and job listings in TigerTracks:
  
  1. A company that is conducting on-campus interviews and/or is collecting application materials through TigerTracks:
  - You will see a “How to Apply” box at the bottom of the screen describing the position that interests you. Click on “Apply” and follow the on-screen instructions for applying to that internship opportunity. Once you have selected the documents that the employer is requesting, hit “Submit.” You can then track your application status with the “Applications” tab.
  
  2. A company that is NOT conducting on-campus interviews nor collecting application materials through TigerTracks but chooses to list internships/jobs on TigerTracks and collect materials outside of the system:
  - You will see a “How to Apply” box at the bottom of the screen describing the position that interests you. Follow directions to apply in the method the employer has indicated.
**UCAN QUICK FACTS**
- Shared by 22 member schools
- Only internship postings
- Must register for a new account
- 1,500+ internships listed

**HOW DO I GET STARTED ON UCAN (FOR INTERNSHIPS)?**

1. **Register for a new account**
   - Go to our homepage and click "Search internships in UCAN" on the right. (https://ucan-csm.symplicity.com/students/index.php/pid790241?cck=1&au=&cck=)
   - Once you reach the login page, click “Register for a new account” using your Princeton email address. (NOTE: Because this is a two-step process you will not be able to search immediately.)
   - You will receive an automated email asking you to verify your email address. After about one full business day, you will receive another email with a randomly generated password. We encourage you to change your password after your initial login (this option is found under the "Profile" tab).

2. **Search for internships**
   - In the "Internships" tab, you can conduct quick searches to find postings relevant to your interests. The best way to search is by using the "keywords" function (this searches job title, description and employer name). Remember to do multiple searches with different keywords and industries. Click on "more options" and you will see more fields.
   - In the Advanced Search, you can search by more fields including location (you can select several at once). The "Employers" tab allows you to search by employer and save “Favorites.”
   - You can also use the "Search Agents" to pick up internships that meet your search criteria.

3. **Upload resumes, cover letters & transcripts**
   - You can upload multiple resumes, cover letters, transcripts and PDF/Word documents to be used when applying to positions. Go to the "Documents" tab and select “Add New.” Select the type of document and then click “Browse” to select your document. (NOTE: Employers will see the name of your uploaded document, so be professional.)
   - To upload your transcript, scan it and save it as a PDF. Career Services has scanners you may use.

4. **Apply for internships**
   - Once you click on an internship, you will see a “How to Apply” box on the right-hand side. You may be asked to email, fax or mail your application materials to the contact, or you may be asked to apply online at the organization’s website.
   - If you do not have any documents uploaded, you will not be able to see some of the “How to Apply” instructions. Make sure you have at least a general resume uploaded in order to view the “How to Apply” box for each listing.
ON-CAMPUS RECRUITING TIPS

The On-Campus Recruiting program gives employers who are looking to hire Princeton students the opportunity to come to campus to hold information sessions and interviews for both full-time jobs and summer internships.

Career Services uses TigerTracks (powered by Experience) to manage the On-Campus Recruitment program. Employers also utilize TigerTracks to post positions, collect resumes and schedule on-campus interviews. Students utilize TigerTracks to research employers, submit resumes and cover letters, search and apply for positions and sign up for on-campus interviews.

TIMELINE FOR ON-CAMPUS RECRUITING

Recruitment for full-time jobs typically occurs from mid-September to early December. Recruitment for summer internships typically occurs from early November to mid-April. The first few weeks of each semester tend to be the busiest recruiting periods, although different companies may recruit at different times, depending on their available positions and their needs.

ON-CAMPUS INTERVIEWS

Through the On-Campus Recruiting program, employers looking to hire Princeton students can hold interviews in our 20-room recruiting suite, located at 36 University Place, 3rd Floor. (Interviews may also be held at the Nassau Inn or Prospect House.) Interviews are usually 30 minutes, but this varies per employer and position.

The first step in arranging a campus interview is to apply for the position through TigerTracks, before the specified application deadline. After you submit the required materials (usually a cover letter and resume) through TigerTracks, the employer will review your application and decide whether or not they would like to schedule an interview.

You will be able to monitor the status of any positions you apply for through the TigerTracks "Applications" tab. Next to the position for which you have applied, you will see one of the following statuses:

▲ Accepted: the employer has accepted your application for an interview.
▲ Alternate: the employer has accepted you as an alternate candidate.
▲ Undecided: the employer has yet to make a decision on your application.
▲ Declined: the employer has declined your application for an interview.

If you are “Accepted” or an “Alternate”, you will receive further information about when and how to schedule your interview. Keep in mind that being an alternate does not guarantee that you will have an interview.

Tip

Employers review applications and choose candidates based on their established criteria. Read job descriptions carefully before applying.
EMPLOYER INFORMATION SESSIONS

Information sessions are hour-long presentations hosted by employers to share information about their organization with students. These sessions cover topics such as the company culture, their recruiting process and details about the position or positions for which they are hiring. Information sessions are often presented by alumni from Princeton who work for the company. They usually take place at the Frist Campus Center, the Nassau Inn or Prospect House, Monday through Thursday evenings.

Upcoming information sessions are advertised each week through the CareerNews email sent to the entire undergraduate student population every Monday. You can also find information about upcoming sessions on TigerTracks. When you log into TigerTracks you will see a list of upcoming events on the homepage. For a more detailed search, you can use the “Calendar” tab. Employer information sessions are also commonly advertised through targeted emails sent through TigerTracks. Keep your “Career Preferences” section up-to-date to ensure that you receive information about positions and events relevant to your interests.

Attending information sessions is a great way to learn about opportunities available and to network. It is also a way to prepare for an upcoming interview with the organization. You should dress professionally and come with questions.

PREPARING FOR ON-CAMPUS RECRUITING

The first few weeks of each semester tend to be the peak times for on-campus recruitment. During these initial weeks, there may be several employer information sessions on the same evening and numerous companies holding interviews on the same day.

Make sure you are well-prepared for your interviews. One of the best ways to get ready is to attend the company’s information session. If that is not possible, be sure to use online resources such as Hoovers, WetFeet and TigerTracks to research the company. Each company that holds on-campus interviews also has a profile in TigerTracks. You can find a company by going to the “Employers Search” tab and typing in its name. The profile will provide a description of the company as well as links to its website and the recruiters’ contact information.

Before you begin applying and interviewing for positions:

▲ Review the section in this guide on “Preparing for Interviews.”

▲ Meet with a career counselor to have your resume critiqued.

▲ Schedule a mock interview.

▲ Visit the Career Services homepage to schedule an appointment online.

BENEFITS OF PARTICIPATING IN ON-CAMPUS RECRUITING & INFORMATION SESSIONS

1. TigerTracks features positions posted by companies that are specifically seeking candidates from Princeton.

2. When you apply through TigerTracks, the only applicants you are competing with are other Princeton students. This is not true for applications submitted directly through company websites or large job boards, where your resume is among hundreds or even thousands of other applicants.

3. The on-campus recruiting system is structured to make it as convenient as possible for you. If you are selected to interview, you will be able to do so right here at Princeton. While we do not recommend scheduling back-to-back interviews, interviewing on campus makes it possible to hold more than one interview on the same day.

4. Information sessions are scheduled in hour-long, non-overlapping time slots in an effort to maximize student attendance. This makes it easy for students to attend multiple presentations in one evening.

5. Employers from the same industry are generally not scheduled to present the same day and time. This way, students interested in a specific industry will not have to sacrifice one information session in order to attend another.

6. Attending employer information sessions demonstrates your interest in the organization and produces the opportunity to network and learn about employment options.
On-Campus Recruiting

RECRUITING POLICIES & GUIDELINES

The Office of Career Services has established policies and guidelines based on best practices in college recruiting and these are designed to benefit both our employer partners as well as our students throughout the recruitment process. We ask that you familiarize yourself with these policies.

1. CANCELLATION OF INTERVIEW(S)
   
   If you must cancel an interview that you have scheduled, you will need to cancel it directly through TigerTracks with at least two full business days’ notice. Cancellations made the day before or the day of the interview are strongly discouraged and will require a student to call Career Services and to submit a letter of apology to the employer; a copy of the letter must also be sent to the Associate Director for Recruitment and Employer Relations.
   
   The two-business-day cancellation policy holds true for second-round interviews as well. If you are invited for a second-round interview, make sure you do not schedule it at a time when you already have another interview scheduled. Without two business days’ notice, attending a second-round interview will not be considered a valid reason to cancel a previously scheduled first-round interview.

2. NO-SHOW FOR INTERVIEW(S)
   
   When you schedule an interview, you are making a commitment. We expect all students to attend interviews they have scheduled. Failing to do so without previous notice may have serious repercussions. If a student is a “no-show” for an interview, he/she must submit a letter of apology to the employer within 24 hours. A copy of the letter must also be submitted to the Associate Director for Recruitment and Employer Relations, with an explanation provided as to why the student missed the interview. A determination will be made by Career Services as to whether the student may continue to participate in the on-campus recruiting program, based upon the individual circumstance. If a valid explanation is not provided, or if a student is a no-show for a second time, he/she will be dismissed from the recruiting program and will be removed from all subsequent interview schedules. As noted above, attending a second-round interview will not be considered a valid reason to cancel a previously scheduled first-round interview.

Employers put forth a lot of effort into recruiting at Princeton and it is inconsiderate for students to not show up at the last minute. It is also not fair to other students who could have interviewed in your place.

QUICK TIPS

TRY NOT TO SIGN-UP FOR BACK-TO-BACK INTERVIEWS ON THE SAME DAY.

It is not advisable to schedule back-to-back interviews on the same day, especially if one interview is at Career Services and the other is at the Nassau Inn. You will thank yourself if you allow plenty of time to travel from one interview to another. The last thing you want to do is arrive at an interview late and flustered. Also, it is not guaranteed that recruiters will be running on-time. Interview schedules often run behind, which means you may get out of your first interview later than expected and have even less time than you expected to get to the next one.

ARRIVE EARLY FOR YOUR INTERVIEW AND COME PREPARED.

Always arrive a few minutes early. Bring an extra copy of your resume and cover letter as well as a portfolio with note paper and a pen. It is helpful to prepare a list of questions for the interviewer written down in advance. Bring this list with you.

FOLLOW-UP WITH A THANK YOU TO THE INTERVIEWER.

Consider asking your interviewer for a business card so that you can follow up with a brief thank-you letter. See the “Preparing for Interviews” section for samples. Be sure to also find out from the employer when you can expect to hear back with news.
ACCEPTANCE OF JOB OFFER(S)

If you are offered a position, make sure that you carefully review the employment contract and ask the company any questions you need to know BEFORE you accept the offer. Also, make sure that you understand the “offer policies” that Career Services sets forth for employers. This way, you will know how much time you should have to respond to an offer. If you feel the employer is not giving you the amount of time outlined in our offer policy, please notify us right away. You can learn more about our recruitment policies for employers on our website.

If you decide to accept a position, we would appreciate it if you would notify us so we can assess the status of each opening posted within our system. Please provide us with the following information:

- Employer Name
- Job Title
- Resources you used to find the job (e.g. TigerTracks, a faculty member, etc.)
- Starting salary (kept confidential and used for statistical purposes only)

RENEGING ON JOB OFFER(S)

Any student who has reneged on the acceptance of an offer obtained through the On-Campus Recruiting program may face suspension from the program. Once you have accepted an employment offer, you are no longer eligible to apply for positions or to attend any previously scheduled interviews.

If there are special circumstances surrounding your decision to accept or to decline an employment offer, such as the need for more time to make a decision, we strongly recommend that you contact Career Services for assistance with your decision-making process.

INTERACTING WITH EMPLOYERS WHO DO NOT PARTICIPATE IN ON-CAMPUS RECRUITING

While we would appreciate it if all employers interacting with Princeton students followed our recruiting policies, employers who have not officially registered for the On-Campus Recruiting program are not bound to any policies set forth by the Office of Career Services. If you have a question or concern regarding your interactions with an employer that is not part of our On-Campus Recruiting program, we encourage you to contact us for guidance.

DRESS APPROPRIATELY.

To make the best impression, dress professionally and make sure your hair is well groomed, finger nails are clean and shoes are polished. In most cases, men should wear a business suit or a sport jacket with a tie. Women should wear a business suit, dress or skirt and blouse. Make sure your clothes are clean and wrinkle-free. Avoid wearing too much perfume or cologne.
Career Fairs

CAREER FAIRS:
MAKE AN IMPRESSION

Career fairs offer the opportunity for those seeking career information or employment opportunities to meet directly with a variety of employers in one day. If you have never been to a career fair, it is common to have questions about how to prepare and what to say or do. The following information should help you make a positive impression.

What is the format of a career fair?
All employers are assigned to a table or booth from which they disseminate information and speak with students. Although booths are arranged around the room in a manner that encourages students to “browse,” a floor plan will be provided to enable you to find specific organizations easily. (At on-campus career fairs, our staff is also available to help you navigate.) Keep in mind that it’s a good idea to arrive early, before the crowds, so the recruiter will have time to answer your questions and you will have time to make a lasting impression. Approach as many booths as possible, introduce yourself and engage employer representatives in a conversation about potential opportunities.

Will employer representatives have answers to all of my questions?
If the representative does not have the information you are requesting, they may be able to suggest avenues by which you can obtain it, or the names of others whom you might be able to contact after the fair. Be sure to ask them whether you can use their name when contacting another representative.

RESEARCH EMPLOYERS

The complete list of career fair employer attendees will be available on our website prior to the fair. Reviewing the list of employers, prioritizing a list of those you want to speak with, and researching your “top” employers in advance is very helpful. Begin your research by visiting the organization’s website to familiarize yourself with the types of services or products they provide and look for any recent press releases about current developments at the company. You can also search online for recent articles about the company. Speaking with alumni who are currently employed by the organization is also helpful (you can search the Alumni Careers Network on our website).

Create an outline of the major points and questions you want to discuss with each employer and consult your notes just before approaching their booth. In case you decide to visit employers that you didn't research before the event, make sure to look at the career fair booklet before visiting their tables to get an idea of their industry and the types of opportunities they may have available.

DEVELOP YOUR INTRODUCTION

While developing a personal plan for the fair is important, also think about how you will introduce yourself. Develop a brief introduction that summarizes your background and interests. In general, when approaching employers at career fairs, you should state your name, year in school, major (or area of interest) and a few skills you possess that relate to the industry (gained through courses and/or volunteer and work experience). Then, either ask a question or state what you are looking for to begin a conversation.
DRESS PROPERLY

You should dress appropriately to make a good first impression. Students who are seeking potential employment should wear interview attire, such as a suit or "business casual" attire. Options for women include a suit or dress pants, blouse and jacket. Options for men include a suit or dress pants, shirt and sports jacket. (See our Pinterest board for a guide to "What to Wear."

RESUME OR NO RESUME?

Increasingly, employers may refer you to their website to submit your resume and application online. For legal and other reasons, employers are not as likely to accept paper resumes as they once were. However, you should still bring a supply of resumes to distribute at the fair. Make sure that your resume has been reviewed by a career counselor prior to the event.

For organizations you are particularly interested in, you may want to visit their website prior to the fair to complete an online application and submit your resume. Not only will this demonstrate your strong desire to work for the company, it allows you to ask about the next steps with the recruiter while at the fair.

What types of questions can I ask?

Depending on your situation, develop a list of questions that relate to your needs for career or recruitment information:

▲ My main career goal (or interest) is _____. What types of opportunities might your organization have for someone with my background?
▲ What are the typical entry-level positions in your organization?
▲ What type of training is provided and how are these programs structured?
▲ Can you give me an example of some of the projects someone in this position would be involved in?
▲ What skills or personal qualities are important to be successful in this field or type of position?
▲ Is a graduate degree needed to enter certain positions, or ultimately, to advance?
▲ With the changes occurring in workplaces relative to growth and advancement, how would you portray growth and advancement paths and opportunities in your organization?
▲ Are summer jobs or internships available? How can they be investigated further?
▲ How does the organization compare with or differ from its competitors?
▲ How would you describe the work environment at your organization?
▲ Is there anyone else you would recommend I speak to? May I use your name when contacting them?
▲ May I follow up with you after the fair?

FOLLOW UP AFTER THE FAIR

There are a number of ways to follow up after the fair. Be sure to ask each representative for a business card and for their advice on their preferred method of follow-up. Typical options include:

▲ Sending an email or calling the representative with whom you spoke (or another representative you were referred to).
▲ Visiting the company’s website to complete an online application and upload your resume.
▲ Participating in on-campus recruiting or information sessions scheduled by the organization.
▲ Or, taking other steps the representative may suggest.

Discussing your fair experience with a career counselor may also be helpful in deciding how to follow up.
Networking

Networking is the process of developing professional relationships with individuals who, either directly or indirectly, can assist you with career planning. Networking can happen face-to-face or online via social media. Use networking to:

• Build and sustain a network of contacts that can help you advance your career interests.
• Market yourself to potential employers and professionals.
• Identify potential or future internship and/or full-time employment opportunities.

FACE-TO-FACE OR FACEBOOK?
PROFESSIONAL VS. SOCIAL NETWORKING

Networking can happen almost anywhere and anytime, either face-to-face, by phone, via email or online. In addition to traditional networking, venues like career fairs and alumni receptions, networking can occur on social media sites and even at family gatherings or social events. However, don’t be confused by the social nature of networking. When it comes to networking, it is important to take a professional approach—no matter how social the situation.

The fundamental premise of professional networking is:

By establishing contacts and tapping into the connections of others, you can develop a strong, interconnected network of advocates to help advance your professional goals.

Keep in mind that you must create a good impression before someone will share their time and contacts. This applies to your in-person presentation, as well as your online presence. When you approach individuals to network, you must exhibit professional etiquette in all of your interactions and communications.

You will find that your focus on networking activities will increase as your career goals evolve and change. The pages that follow will offer advice and samples to ensure that you will be successful in a wide range of networking situations.

ABC STEPS TO BUILDING YOUR NETWORK

Establishing a network of contacts begins with approaching individuals you know, or with whom you already have a common connection.

Contact these individuals to let them know what type of professional connections you are seeking. You never know who has a link to someone who may be able to help you. For example, if your uncle doesn't work in marketing, he may have an acquaintance who does.

Networking is less intimidating when you start with people you already know or have something in common with such as:

▲ Family
▲ Friends
▲ Coaches, Advisers
▲ Professors
▲ University administrators or staff
▲ Supervisors or co-workers
▲ Alumni

Alumni are listed here because you already have a common connection through your affiliation with Princeton. There are more than 5,200 alumni on the Alumni Careers Network who have agreed to be contacted by students to provide career advice. (This link is available on our website.)

Ask those you already know for their assistance in identifying others who may be able to provide additional contacts or information as a way to broaden and build your network. Every time you speak with someone, ask whether they can refer you to others.

Ultimately, one of your contacts will lead to someone who can connect you to a hiring manager or become an advocate for you within their organization.
Introductions
Since you will approach and meet a variety of people either in-person, by phone or online, you will need to develop several different introductions. Review the following tips and samples to create an impressive introduction.

IN PERSON: THE ELEVATOR PITCH
The term "elevator pitch" is supposed to evoke the image of riding in the elevator next to a manager or recruiter and having only about 30 seconds between floors to sell yourself. At networking events, you will have limited time to make a lasting impression, so your introduction must be both concise and convincing.

The elevator pitch is commonly used at a variety of networking events including:
▲ Career fairs
▲ Networking socials and receptions
▲ Alumni career panels
▲ Professional association meetings and conferences

To avoid sounding overly rehearsed, take your cue from each person and situation and let your introduction flow naturally with the conversation. You do not have to deliver the entire introduction all at once.

For career fairs, you will have time to research each company in advance and will be able to tailor your introduction based on the needs of the companies you are interested in. However, for most other networking events, you may not have any background information about the individuals or the companies they work for. You will need an introduction based on your general knowledge about the field.

Three basic questions you should answer with your introduction:

Who are you?
▲ Introduce yourself. Indicate the school you attend and your major or concentration. Also, include whether you have worked on any academic projects that relate to the field.

What sets you apart?
▲ Mention any internships, work or volunteer experiences and/or several unique skills or accomplishments.

What are you looking for?
▲ Your goal might change depending on your year in school. For example, freshmen might be looking for information about the field; sophomores and juniors, an internship; seniors, a full-time job.

Many professional associations offer mentor programs and conferences, which provide an opportunity to network. Some may have student chapters on campus that you can join. Also research other professional organizations in your field to see if they offer student memberships.

Hello, my name is Janay Timeon. I am currently a sophomore at Princeton majoring in English and pursuing a certificate in environmental studies. I am the vice president of the Business Today student organization and have helped bring several green business leaders to speak on campus. Last summer, I had an internship in a nonprofit organization in Washington, D.C., that focused on environmental policies, where I had the opportunity to develop marketing materials and research policies related to water pollution. I also helped create the organization’s Facebook fan page. I saw that your organization recently won an award for its work to preserve the environment. I am interested in learning more about internship opportunities and careers at environmentally responsible businesses such as yours.

http://careerservices.princeton.edu
Networking

Finding & Connecting with Alumni

- **Alumni Careers Network (ACN)** – With more than 5,200 volunteers worldwide, the ACN consists of alumni who have volunteered to share their time, insights and advice with students and fellow alums. This is the primary resource to use when searching for alumni. Always use professional courtesy and thank alumni who respond to your requests and/or offer assistance. For more information, visit our website.

- **Tigernet Directory** – http://tigernet.princeton.edu
  This directory includes all alumni. Please realize that not all alumni may want to be contacted.

- **LinkedIn** - See the section on “Using Social Media in Your Search.”

**EMAIL INTRODUCTIONS**

An introductory networking email should indicate how you obtained the individual’s contact information (whether through online sources or personal referral) and that you are interested in learning more about their profession or organization. Include in your subject line how you were referred or where you received their contact information.

In the body of the message, ask whether they might have time to speak with you in person, by phone or by email for an informational interview. See the next page for more on how to conduct an informational interview.

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**SAMPLE EMAIL INTRODUCTION**

Subject: Princeton Alumni Careers Network referral

Dear Ms. Sage,

I am a junior at Princeton majoring in English. I am interested in learning more about writing careers, especially in advertising, and found your name and contact information using the Alumni Careers Network. I have been writing for The Daily Princetonian, and would like to look for an advertising internship this summer. I noticed that you also majored in English, and wanted to learn how you entered the field of advertising.

I would like to speak with you either in person or by phone, to ask for your advice and insights as to how I should target my search. I am able to come to New York to meet with you, or can call you at your convenience. I can be contacted by email or by phone at 609-986-xxxx. Attached you will find a copy of my resume for your reference.

Thank you in advance for your time and any assistance and advice you can provide.

Sincerely,

Jane Spirit

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**PHONE INTRODUCTIONS**

It is best to make the initial contact by email, but there may be times when you should contact the person by phone. Plan what you will say before making the call and be prepared to leave a short voicemail.

Even if you are looking for a job or internship, emphasize that you are looking to them for advice based on their experience in the field. Ask if they might have time to speak with you about the profession or the organization.

**SAMPLE PHONE INTRODUCTION:**

Hello Mr. Adams, my name is Matthew Marks, and I am a sophomore at Princeton and am thinking about majoring in politics. I found your name when searching on the Alumni Careers Network for alumni working in nonprofit organizations in New York. Do you have a few minutes to speak with me about how you chose your major in politics and how that choice has impacted your career?

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**SAMPLE VOICEMAIL MESSAGE:**

Hello Mr. Adams, my name is Matthew Marks. I am a sophomore at Princeton, thinking of a major in politics. I am exploring career options, as well as thinking about an internship direction for the summer. I found your name when searching the Alumni Careers Network for alumni working in nonprofit organizations in New York. I will be traveling to New York over spring break and wondered if I could meet with you in your office for about 20 to 30 minutes to get your advice on my career plans. If speaking by phone would be more convenient, I am happy to call you back at a designated time when we could speak more at length. Please let me know if you are able to make time to speak with me either in person or by phone. I can be reached at (609) 986-xxxx or xxxxxx@princeton.edu. Thank you and I look forward to hearing from you.
Informational Interviews

As you develop contacts through your networking efforts, try to arrange informational interviews to help gain further insight into occupations, opportunities and organizations within your field of interest. (See the previous pages for examples of how to introduce yourself and request an informational interview.) If possible, it is best to arrange a meeting in person. This will give you insight into the corporate culture and work environment. However, some informational interviews can be held over the phone or via email.

GOALS OF THE INFORMATIONAL INTERVIEW

Keep in mind that the primary goal of an informational interview is to gather information and obtain advice while making a positive impression on the professional you are interviewing.

Ask Questions

▲ Develop a list of tailored questions based on prior research on the individual or their organization.
▲ Ask about the interviewee’s career path and impressions of the field.
▲ Try to avoid asking questions that are too general. You do not want to waste time by seeking information that can be easily obtained on a website.
▲ Even if you are looking for a job or internship, it is not appropriate to ask for one during an informational interview.

Obtain Advice & Referrals

▲ Based on the interviewee’s knowledge and experience, ask what they think your next steps should be.
▲ Ask if there are other individuals or organizations they would recommend that you contact and whether you may state that you were referred by them.

Make a Lasting Impression

▲ Always be professional and courteous of their time.
▲ Follow up with a thank-you email within 24 hours of the meeting to show your appreciation. Be sure to mention at least one piece of advice they gave you and how you will pursue their recommendations further.
▲ Update the individuals you interviewed on your progress from time to time to maintain a connection.

What Questions Can I Ask?

▲ How did you choose this career field?
▲ What has your career path been?
▲ What is the typical career path for someone starting off in this field?
▲ How has the field changed since you started?
▲ Who are the leading companies in the field? How does your organization compare or differ with its competitors?
▲ If you were back in college, and had it to do all over again knowing what you do now, what would you do differently?
▲ What skills, personal qualities or abilities are important to being successful in this field or job?
▲ What is your opinion of my background and resume? Do you see any problem areas or weaknesses?
▲ What next steps would you recommend for me with regards to my (major or career) search?
▲ Is there anyone else you recommend that I speak with? May I use your name when contacting them?
Leveraging Your Online Presence for Professional Networking

The internet is now an important networking tool, and your online image can significantly impact how employers view you as a potential candidate. Understanding how to manage and proactively shape the way you present yourself online will make the internet a powerful tool in helping you find and obtain your ideal job or internship.

What is your online reputation?

When using social media or other online networking tools, it is important to realize that your online persona will shape others' opinions and perceptions of you—personally and professionally.

Another important fact: If you are looking for a job or internship, employers may search online for information about you as part of a standard background check. This includes blogs, Facebook profiles, Twitter updates and other information available online.

According to a survey published by the National Association of Colleges and Employers in 2009, 70 percent of U.S. recruiters and HR professionals say they have rejected candidates based on information they found online.

To create and maintain a positive, professional online presence:

▲ Use Google, or another search engine, to search all versions of your name (full name and nicknames) and see what information is readily available about you online.

▲ If you find something that might damage your online reputation, take action to try to have it removed.

▲ Use Facebook privacy settings to ensure that personal information, posts and photos you do not want shared with employers are not viewable on your public profile.

▲ Clean up your social media profile(s). The safest way to ensure that compromising information doesn’t wind up in the hands of employers is to regularly review your profile and delete inappropriate posts or photos.

▲ Always use sound judgment when posting comments and photos.

▲ Proactively create and post content that demonstrates your professional abilities, accomplishments, knowledge and work ethic.

TIPS FOR USING SOCIAL MEDIA

Sites like Facebook have developed a growing presence in the professional realm. For example, many recruiting organizations now have fan pages and use social media as part of their recruiting strategy to attract and connect with potential candidates. That makes managing your social presence especially important.

In addition to the social sites you may have been using for some time, there are also social sites dedicated solely to professional networking, such as LinkedIn. This site fundamentally differs from Facebook, and we encourage you to review the guidelines and advice they provide at students.linkedin.com for creating a LinkedIn profile. (They also offer tips on how to develop contacts for the job search.) We also invite you to read on for additional tips and advice on the next page.
USING SOCIAL MEDIA IN YOUR SEARCH

Social media is a powerful tool to connect with professionals, alumni, recruiters and organizations. Career Services offers workshops each semester on how to use social media as part of a comprehensive strategy. To get started now, here are a few quick tips on leveraging social media as part of your search:

**USING LINKEDIN**

▲ Start by visiting students.linkedin.com for great tips and advice.
▲ Build your professional profile by including all of the experience on your resume, relevant keywords and skills, accomplishments and links to relevant websites. Take time to meet with one of our career counselors for a profile critique, which is similar to a resume critique.
▲ Establish a professional image by using a career-appropriate headshot photo and headline.
▲ Follow organizations you are interested in and stay current on news, announcements and opportunities.
▲ Update your profile with posts related to your field and work, so employers and others in your network can see how serious you are about your career.
▲ Leverage features such as the “Job Search” and “Alumni Search” tools.
▲ Search for alumni who work at target organizations and reach out to see if they would be willing to provide advice.
▲ Establish connections by starting with people you know (see page 39) and then expand your network over time. Be sure to personalize each message referencing any connections you have in common and why you would like to connect.

**USING TWITTER**

▲ Create a Twitter handle using your name or a combination of your name and profession.
▲ Upload a headshot photo that projects a professional image to potential employers.
▲ Create a professional profile that includes the top skills you can offer. Briefly describe the type of opportunity you are seeking. If appropriate, add links to your website and/or LinkedIn profile.
▲ Show your knowledge and interest in your field or profession by tweeting links to relevant articles or work samples.
▲ Follow organizations and lists and look for interesting Tweetchats or Tweetups to join.
▲ Re-tweet, reply and direct message to establish connections.
▲ Search and follow hashtags relevant to your industry, along with #hiretigers, our hashtag.
▲ Search for jobs by location, job titles, hashtags (ex. #Job) or social-recruiting resources (ex. TweetMyJobs.com).

**USING FACEBOOK**

▲ Professionalize your profile and use privacy settings and “friend” lists.
▲ Build your network by “liking” professional and alumni organizational pages, or request to join relevant groups.
▲ Start discussions with people and organizations by answering questions, commenting, messaging and linking to informative content through wall posts or status updates.
▲ Apply for positions through resources such as the Facebook Marketplace job board and other job search apps.

http://careerservices.princeton.edu
DEVELOP A GAME PLAN

To take full advantage of the opportunities that social media offers, it is wise to build up your various social media platforms to create a comprehensive and consistent image of you as a potential employee. Learn the “rules of engagement” for each platform and determine how they can help your branding.

Some things you can do to help are:

▲ Establish a simple website to bring all of your social profiles together
▲ Understand what employers are looking for online
▲ Maintain clear positioning throughout

STAY ORGANIZED

Once you have your social media platforms established, you need to keep track of how they are affecting your online image. Questions such as “Are you findable” and “Does your branding fit with your target company” are important things to keep in mind when managing how you use social media.

These tools can help in curating your content and monitoring your online influence:

▲ Google Alerts (http://www.google.com/alerts): Monitors where your name is turning up in searches
▲ OnlineID Calculator (http://www.onlineidcalculator.com/index.php): Calculates whether your overall presence is consistent with the brand you wish to portray
▲ Klout (http://klout.com/home): Assesses your level of social influence

Using Social Media in Your Search
INTERNATIONAL OPPORTUNITIES

Princeton’s commitment to preparing global citizens motivates many students to seek opportunities to work or study abroad. Finding an international opportunity is not very different from finding a job or internship in the United States, but there are a few extra factors to consider:

- It takes time to research and develop contacts out of the country, so you will need to get an early start.
- There may be visa issues you will need to be aware of before you begin your search.
- Involve those who are familiar with the region for advice about additional resources and leads.
- Use our website to access to GoingGlobal, an international job search site, for information on Princeton-specific programs, and for links to dozens of other international programs.

WHAT DO I NEED TO KNOW ABOUT VISAS & PASSPORTS?

Many countries allow entrance to American citizen visitors for up to three months. However, if you are looking to earn money or plan on staying longer than three months, a visa may be necessary. For country-specific information, check out GoingGlobal, available in the resources section of our website.

Start by seeing what kind of information the appropriate embassy or consulate has (you can start with www.embassy.org and http://travel.state.gov). Don’t be afraid to ask your employer or placement agency to point you in the right direction as well.

Make sure you have a current passport. It can take six to eight weeks for a new passport and almost as long to renew an old one.

Ask about travel warnings or health requirements such as immunization. McCosh Health Center can be another source of information.

RESEARCH COUNTRIES OF INTEREST

Begin by using the resources on the Career Services website, such as GoingGlobal. This site offers a wealth of country-specific information such as common resume formats, interviewing etiquette, salary information, top employers and more. For information about cultural, political and economic trends; travel safety; and other issues affecting the region, you may also find the following sites helpful:

- Bureau of Consular Affairs, U.S. Department of State (http://travel.state.gov/) Insight on travel safety and current world conditions.
- Escape Artist (www.escapeartist.com) Resources for living and working in countries around the world.
- Transitions Abroad (www.transitionsabroad.com) Provides a range of information pertinent to working and living abroad.
- Verge (www.vergemagazine.com) Offers resources on volunteer, work, study and adventure.
- Go Abroad (www.goabroad.com/) Country-specific travel guides, plus a search for study abroad, internships, language schools, volunteer opportunities, teaching engagements, jobs abroad and adventure trips.
International Opportunities

EMPLOYMENT REGULATIONS & WORK AUTHORIZATION

Contact embassies and consular offices to learn more about employment regulations and work authorization by country.

▲ U.S. Embassies and Consulates: www.usembassy.gov
▲ Foreign Embassies in the United States: www.state.gov/s/cpr/rls/dpl/32122.htm

UNDERSTANDING CULTURAL FACTORS WHEN INTERVIEWING

In the U.S. abroad, it is important to be able to positively promote yourself and speak with confidence about your education, skills and related experiences during a job interview. (Refer to the section on “Interview Preparation” for more information.) However, it is important to be aware of possible cultural differences that may arise during interviews in other countries. For example, it is neither uncommon nor illegal in many European interviews to be asked questions about personal information you might deem irrelevant to your qualifications (e.g., marital status, personal values and opinions).

Observing rules of etiquette common for the region (e.g., bowing, shaking hands, etc.) is also critical to making a positive impression. As such, additional research and preparation prior to an interview with an international organization is critical.

Another consideration when applying to jobs outside the U.S. is that travel constraints may necessitate that potential employers interview you over the telephone. You should prepare notes in advance about the main points you want to convey about your skills and qualifications. The employer’s impression of you will depend heavily on your verbal communication skills, so prior preparation will ensure that you can effectively address their questions.

SPECIAL CONSIDERATIONS FOR RESUMES & COVER LETTERS

Resume styles and content vary from country to country. For example, U.S. resumes do not include photographs or birth dates, whereas many other countries consider that standard. It is important to familiarize yourself with the expectations and styles of various countries that interest you. The following books (you can find copies in our office) and websites provide sample resumes from around the world.

▲ Best Resumes and CVs for International Jobs
▲ The Global Resume and CV Guide

In some instances, you will be able to submit your resume in English; at times, however, you may be required to submit your resume and cover letter in another language. Consider asking a professor or a graduate student in one of the language departments if they can review your materials for proper format and translation.

Did you Know?

Some international programs offer placement services for a fee. Be sure to read all materials carefully and understand all the pertinent details and fees before committing to a program.
FINDING OPPORTUNITIES

As with any job search, finding an opportunity abroad requires gathering information about a variety of programs and resources. The next two pages list contact information for organizations you may find helpful for developing contacts and researching via networking, planning your strategy and identifying specific opportunities.

### Resources for Networking & Planning

<table>
<thead>
<tr>
<th>Organization</th>
<th>Description</th>
<th>Website</th>
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<tbody>
<tr>
<td>World Chambers Network</td>
<td>Look up the chamber of commerce in any country in the world. This will help you identify potential organizations.</td>
<td><a href="http://www.worldchambers.com">www.worldchambers.com</a></td>
</tr>
<tr>
<td>CareerSearch</td>
<td>Offers information on nearly 4 million domestic and international employers.</td>
<td><a href="http://v2.careersearch.net//client">http://v2.careersearch.net//client</a></td>
</tr>
<tr>
<td>TigerNet Alumni Directory</td>
<td>Use this directory to not only identify alumni in specific countries, but also regional Princeton alumni clubs and discussion groups around the world.</td>
<td><a href="http://tigernet.princeton.edu">http://tigernet.princeton.edu</a></td>
</tr>
<tr>
<td>One Small Planet</td>
<td>Lists volunteer, work, study and travel-abroad options.</td>
<td><a href="http://www.onesmallplanet.com">www.onesmallplanet.com</a></td>
</tr>
<tr>
<td>Other University Sites</td>
<td>Search for universities in the region to see if they offer public access job search resources on their websites.</td>
<td>Use an Internet Search Engine</td>
</tr>
</tbody>
</table>

### Sample of Worldwide Volunteer Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peace Corps</td>
<td>Offers a wide variety of service volunteer opportunities in more than 130 developing countries.</td>
<td><a href="http://www.peacecorps.gov">www.peacecorps.gov</a></td>
</tr>
<tr>
<td>World Teach</td>
<td>Coordinated by the Center for International Development at Harvard University, this program provides an opportunity to work as a volunteer teacher in a developing country.</td>
<td><a href="http://www.worldteach.org">www.worldteach.org</a></td>
</tr>
</tbody>
</table>

**WHAT IF I AM AN INTERNATIONAL STUDENT?**
If you are an international student, you will have to contact your nation’s consulate to learn about any authorized paperwork you will need to travel in and out of the United States.

**WHAT IF I AM INTERESTED IN STUDYING WHILE ABROAD?**
If you are interested in academic study, language study or research, check with the relevant academic departments and the Office of International Programs for help and possible funding.
## International Opportunities

### Princeton-Specific International Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Princeton International Program Internship Program (IIP)</td>
<td>Coordinates specific international internships only for Princeton students and offers limited funding for those that students find on their own.</td>
<td><a href="http://www.princeton.edu/oip/iip/">www.princeton.edu/oip/iip/</a></td>
</tr>
<tr>
<td>Princeton Internships in Civic Service (PICS)</td>
<td>Offers two or three international opportunities in the area of public interest and civic service each year.</td>
<td><a href="http://69csf.org">http://69csf.org</a></td>
</tr>
<tr>
<td>German Summer Work</td>
<td>Eight-week summer job opportunity in Germany sponsored by the German department.</td>
<td><a href="http://german.princeton.edu/undergraduate/summer-work-program/">http://german.princeton.edu/undergraduate/summer-work-program/</a></td>
</tr>
<tr>
<td>Princeton in Asia (PiA)</td>
<td>Nonprofit foundation offering teaching, internship, job and fellowship opportunities in several Asian institutions.</td>
<td><a href="http://piaweb.princeton.edu">http://piaweb.princeton.edu</a></td>
</tr>
<tr>
<td>Princeton in Africa (PiAF)</td>
<td>Offers several internships and fellowships in health, education and humanitarian organizations.</td>
<td><a href="http://www.princetoninafrica.org">www.princetoninafrica.org</a></td>
</tr>
<tr>
<td>Princeton in France (PiF)</td>
<td>A range of opportunities in Paris and other regional cities for those fluent in French.</td>
<td><a href="http://www.princeton.edu/iip/pif/">www.princeton.edu/iip/pif/</a></td>
</tr>
<tr>
<td>Programs in Hellenic Studies</td>
<td>Funding for research, study work and other projects.</td>
<td><a href="http://www.princeton.edu/hellenic/study-abroad/">www.princeton.edu/hellenic/study-abroad/</a></td>
</tr>
<tr>
<td>Princeton in Ishikawa (PII)</td>
<td>Internships in major companies for those who have previously attended the Princeton in Ishikawa Japanese language program.</td>
<td><a href="http://www.princeton.edu/pii/">www.princeton.edu/pii/</a></td>
</tr>
<tr>
<td>Princeton in Latin America</td>
<td>Postgraduate fellowships connecting Princeton graduates with organizations throughout Central and South America.</td>
<td><a href="http://www.princeton.edu/~pila/">www.princeton.edu/~pila/</a></td>
</tr>
</tbody>
</table>

### Sample of Other International Programs & Organizations

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>American-Scandinavian Foundation (ASF)</td>
<td>Nonprofit providing cultural and educational connections between the U.S. and Denmark, Finland, Iceland, Norway and Sweden. Offers grants, fellowships and intern/trainee sponsorships.</td>
<td><a href="http://www.amscan.org">www.amscan.org</a></td>
</tr>
<tr>
<td>British Universities North America Club (BUNAC)</td>
<td>Offers work/travel programs to Australia, Britain, Canada, Ireland and New Zealand.</td>
<td><a href="http://www.bunac.org/usa/">www.bunac.org/usa/</a></td>
</tr>
<tr>
<td>Cultural Vistas</td>
<td>Fellowship and internship programs are available for current students and recent graduates. Opportunities in Argentina, Bavaria, Germany, Russia and other countries.</td>
<td><a href="http://www.culturalvistas.org">www.culturalvistas.org</a></td>
</tr>
<tr>
<td>French-American Chamber of Commerce-NY (FACC)</td>
<td>Provides training visas and work authorizations for thousands of young professionals and students throughout the United States and in France. (There are FACC chapters in cities around the U.S.)</td>
<td><a href="http://www.faccnyc.org">www.faccnyc.org</a></td>
</tr>
<tr>
<td>French Cultural Services &amp; Ministry of Education</td>
<td>Provides English teaching assistant opportunities in French primary and secondary schools and other cultural programs.</td>
<td><a href="http://www.frenchculture.org">www.frenchculture.org</a></td>
</tr>
<tr>
<td>Japanese Exchange &amp; Teaching Programme (JET)</td>
<td>Promotes language education and regional internationalism by inviting foreign individuals to work in local government organizations throughout Japan.</td>
<td><a href="http://www.jetprogramme.org">www.jetprogramme.org</a></td>
</tr>
<tr>
<td>Mountbatten Internship Programme</td>
<td>A 12-month training program to learn about British and international business techniques, and the cultural diversity of London.</td>
<td><a href="http://www.mountbatten.org">www.mountbatten.org</a></td>
</tr>
</tbody>
</table>
THE INTERVIEW PROCESS

The interview process varies from company to company. Through a series of meetings and questions, the interviewers are trying to ascertain whether you are the best “fit” for their company and the position. You may speak with multiple human resources representatives, managers and/or potential co-workers. Interviews may be held over the phone, via video or in person. It is helpful to understand what to expect during each stage of candidate screening.

PHONE INTERVIEWS

Phone interviews are often used as a preliminary screening tool to determine whether you will be invited for an in-person interview. You need to prepare for this interview as seriously as you would an in-person interview, since your performance over the phone may affect your chances of obtaining further interviews.

The phone interview may be conducted by HR representatives or department managers. The interviewer will ask questions to clarify or expand upon information on your resume while probing your skills and career goals and, occasionally, salary expectations.

Plan ahead. When scheduling a phone interview, be sure you agree upon a date and time when you will have access to a quiet location where you can concentrate on the call and minimize distractions. Try to use a land line instead of a cell phone since mobile calls may get dropped. Also, temporarily turn off any “call waiting” features so as to avoid annoying beeps or interruptions. You do not want to put the interviewer “on hold” for any reason.

Prepare your materials. Have a copy of your resume, a calendar, pen and notepad in front of you. It is also helpful to write a few short notes in advance regarding ways that you match the job description. These can serve as a reminder if you get nervous during the call and lose focus.

Project confidence. Many suggest that you dress in your interview attire, stand up or walk around the room to project your voice and enthusiasm. Take a deep breath before picking up the phone so that you do not hyperventilate your initial responses, quickening the pace of your answers. Also, be aware of “up-talk,” where you answer questions with an upward inflection in your voice, making your answers sound like questions.

Listen carefully. With the absence of visual cues, phone interviews pose unique concerns. Try to avoid interrupting the interviewer. Be patient and wait until the interviewer has fully asked a question or provided a comment before you respond.
The Interview Process

VIDEO INTERVIEWS

Video interviews may be held during any stage of the interview process in an effort to minimize travel expenses and schedule interviews quickly.

In every other respect, you will prepare for a video interview as you would an in-person interview, with a few exceptions:

**Arrive early** to the pre-determined site for your video interview to familiarize yourself with the equipment. Ask for directions on how to use the technology, even if it seems easy. You want to minimize any technical problems that might arise once the interview begins.

**Establish eye contact** and speak directly to the camera. You want to convey the same level of enthusiasm and confidence that you would if the meeting were face to face.

**Minimize distractions** caused by background noise due to papers, cell phones or movement. The microphone may be very sensitive to these sounds.

IN-PERSON INTERVIEWS

Your interview may be held on campus, at the company site, at a restaurant, or at another location. You may meet with one person at a time or with a panel of multiple interviewers. You may be asked to return over several days to meet with all the key decision-makers, or you may have all your interviews occur in one day. It is important to note the structure for your interview and plan accordingly.

To best prepare, you may ask the recruiter or hiring manager these questions:

- What is the overall agenda for my interview?
- With whom will I be interviewing?
- Are there any materials or information you would like me to bring?

A WORD ON ETIQUETTE

If you are running late, call the interviewer right away and be prepared to explain the reason for your having been delayed. For on-campus interviews, please review the policies on our website.

If you arrive early, be aware that your interview begins from the moment you arrive at the location of your interview. Waiting room behaviors are commonly considered part of your first impression. Turn off your cell phone or BlackBerry and simply take the time to review your notes about the company or any literature they provide.

TIMELINE FOR 30-MINUTE INTERVIEWS

**FIRST 2–3 MINUTES:**
Making a connection: “How are you today” or “How is your semester going?”

Structuring the interview: “We have 25 minutes, so let me start by telling you a little more about this position and then I will ask you some questions.”

**NEXT 10–15 MINUTES:**
Questions for you: (See the next section on Preparing for Interviews for sample questions.)
Don’t be afraid to ask questions and approach the interview like a conversation.

**LAST 5–10 MINUTES:**
“Do you have any questions for me?” This is your opportunity to show that you have researched the position and the organization, and are interested in learning more.

It is acceptable to bring a list of questions with you. You can say, “In preparing for this interview, I took some time to jot down a few questions. Please allow me to review my list to be sure we have covered everything.”

WRAPPING UP THE INTERVIEW:
Take this opportunity to thank the interviewer for taking the time to speak to you, reiterate your interest in the position, and ask for his/her business card so that you can send a thank you.

Ask the interviewer about the next steps in the process if they have not been addressed during the interview.
Preparing for Interviews

Preparing in advance for interviews involves gathering the information you need to convince the recruiter that you:

• Have the skills, knowledge and experience to perform the job and contribute to the organization
• Are motivated and enthusiastic about the position and the company
• Would work well within the culture of the organization and with your prospective team members, potential clients and co-workers

THE FIVE-STEP PLAN

1. Research the company
2. Compare your skills & qualifications to the job requirements
3. Prepare for responses to questions
4. Plan what to wear & what to bring
5. Execute & follow up

Research the Company

Obtaining background information about the company will not only help you answer questions effectively; it will help you stand out from less-prepared candidates.

▲ Use Vault, Wetfeet, CareerSearch and/or the Riley Guide to obtain a general overview of the company and its industry profile. (Links to these sites are available on the Career Services website.)

▲ Visit the company’s website to learn more about what they do and how well they are doing.
  · Review the company background and mission statement.
  · Find out what products and services it provides.
  · Determine its main client/customer base.
  · Read recent press releases for news on current events to uncover what might affect the future growth or stability of the organization. (Look for news about mergers, acquisitions, stock trends, new product launches, projects or partners.)

▲ Use an Internet search engine or library database to locate recent articles in trade or business publications for a third-party perspective about the company and a glimpse into their standing within the industry.

▲ Create a list of questions about the company or position based on your research.
Think of five examples that will show a match between your background and their requirements.

<table>
<thead>
<tr>
<th>Employer is Seeking</th>
<th>My Skills and Qualifications</th>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
<td>5.</td>
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</tbody>
</table>

By reviewing your background and skills in this fashion, you can create a framework to help you answer common interview questions. Further prepare by thinking of stories or anecdotes that demonstrate your qualifications and accomplishments.
Preparing for Responses to Questions

The next few pages of this section will provide you with samples of a variety of interview questions. Try not to memorize responses to specific questions, but rather, use the questions as a guide to the type of questions and topics you will need to address.

COMMON TYPES OF INTERVIEW QUESTIONS

While some interviews may consist of a particular type of question, most recruiters will use a combination of the types of questions below. For example, they may start off the interview with some traditional and resume-based questions before asking behavioral and/or case interview questions. Overall, they are trying to gain additional insight on your skills, knowledge and abilities.

Resume-Based & Traditional
Resume-based questions are designed to see how well you can elaborate on and provide support for the information provided on your resume.

Often, the recruiter will begin the interview by probing specific details on your resume (fact-checking) before moving on to a different type of question.

Traditional interview questions generally involve:

- Determining your level of interest in the job or the company.
- Ascertaining your abilities and developmental areas.
- Exploring how you might handle hypothetical situations in the workplace.

Behavioral
Behavioral questions stem from the premise that past performance may predict future performance.

Employers will ask you to describe real situations you have encountered in the past to gain an understanding of how you will respond to potential future situations.

For example:
Tell me about a time when you had to...
- solve a complex problem;
- deal with a difficult person/team member;
- complete a challenging project; or
- achieve an important goal.

The examples you provide should be delivered as a “story” (of the nonfictional variety, of course) with an introduction, a middle and a positive ending.

Case
Case interview questions are commonly used within the fields of management consulting or investment banking, but they can be included in other fields as well.

You may be given information about a real business issue or problem and asked to develop a solution “on the spot” using your analytical abilities, critical thinking and problem-solving skills.

As part of this process, you are expected to “think out loud,” ask questions that probe relevant areas, and gather pertinent information to develop your recommendation or solution.

You might also be asked brain-teaser or “market-sizing” questions.
You are not expected to come up with the correct answer to these questions. The employer wants to see the logical assumptions you will make and witness your thinking process as you figure out an estimate.

Tip
If you have never interviewed before, it is helpful to schedule a mock interview with one of our career counselors for practice.
Preparing for Interviews

RESUME-BASED & TRADITIONAL INTERVIEW

Sample Topics & Questions

Getting to Know You
▲ Tell me about yourself. (See next page.)
▲ Walk me through your resume.
▲ What do you want me to know about you that isn’t on your resume?
▲ How would your best friend describe you?

How Well Do You Know the Company
▲ Why did you apply to our organization? Why do you want to work here?
▲ What can you tell us about our company?
▲ What interests/impresses you about this organization?
▲ What criteria are you using to evaluate the organization for which you hope to work?
▲ Are you seeking employment in a company of a certain size? Why?
▲ Why do you think you might like to live in the community in which our company is located?
▲ Do you have a geographic preference?
▲ Why should I hire you and not the next candidate who walks in the door?

Exploring Your Interest & Motivation
▲ How did you become interested in the field or this company?
▲ Tell me about an interesting article you recently read online or in the newspaper.
▲ If you had six months ahead with no obligations and no financial constraints, what would you do?

Your Experience
▲ Tell me about what you learned from your volunteer or work experiences.
▲ Tell me about your leadership experience.
▲ Describe the job or the activity that has had the greatest impact on your career goals.
▲ What specific skills have you acquired or used in previous jobs that related to this position?

Exploring Strengths & Developmental Areas
▲ What is your greatest strength/weakness?
▲ What qualifications do you have that make you think that you would be successful at this company?
▲ Tell me about your leadership experiences.
▲ What have you accomplished that you are most proud of?

Exploring Work Situations
▲ In what kind of work environment do you work best?
▲ How would you handle an irate customer or co-worker?
▲ How would you motivate other people?
▲ How would you persuade others to consent to your ideas?
▲ What kinds of tasks and responsibilities motivate you the most?

Want more practice questions?
Check out:
▲ Knock’ em Dead | by Martin John Yate | Adams Media Corp | 2008 |
▲ Job Interviews for Dummies | by Joyce Lain Kennedy | John Wiley & Sons Inc | 2008 |
▲ www.collegegrad.com/jobsearch/competitive-interview-prep/
Preparing for Interviews

TELL ME ABOUT YOURSELF

This is one of the most common inquiries at the beginning of an interview and prompts an overview of your background and skills. Your response sets the tone for the rest of the interview.

You may use an abbreviated version of this response when you introduce yourself to employers in networking situations, such as career fairs. The timing of your presentation will vary from one to two minutes, with an interview allowing the maximum time and a networking event probably permitting less time.

Major topics to be addressed:

YOUR CURRENT STATUS:
Mention your class year, major and/or certificate, and GPA (optional).

Sample Response:
I am currently a junior with a concentration in classics and a certificate in environmental studies.

ACADEMIC INFORMATION:
Provide an overview of the relevant classes you have taken, your junior or senior research, study abroad experience (if applicable), languages and computer skills. Mention significant accomplishments.

Sample Response:
I have had a variety of experiences here at Princeton that have prepared me for this internship with your organization. I have taken courses ranging from a writing seminar freshman year to economics, politics, global environment issues and environmental policy. I have assumed a leadership position in the Business Today student organization on campus, developing two new programs and the marketing materials.

OVERVIEW OF EXPERIENCE:
Summarize any internships, summer jobs, leadership activities or volunteer experiences that relate to the field or that show that you possess a range of transferable skills. Mention significant accomplishments or recognition.

Sample Response:
In addition, I work 10 hours each week on campus in the Frist Campus Center, handling phone calls and requests at a busy reception desk. Last summer I had the opportunity to intern at a nonprofit organization where I developed marketing materials and conducted research on environmental policies.

UNIQUE STRENGTHS:
Based on your prior research of the organization and a review of the job description, mention a few of the skills, personal qualities or experiences you possess that “match” what the organization is seeking.

Sample Response:
I am currently completing my junior paper, which has required me to conduct independent research, and I am volunteering in the local middle schools, tutoring two students in math, strengthening my ability to handle multiple tasks and organize my time well.

REASON FOR YOUR INTEREST:
State why you are interested in the position/organization. This is an opportunity to discuss the position as you understand it and/or share information that you have researched about the organization or person’s background. Take this opportunity to make a connection between the organization, career field, position and you.

Sample Response:
I am excited about this position since it draws upon my research, writing and analytical skills and relates to my interest in environmental policies in the U.S. It also provides me with the opportunity to work as a team member on different projects, giving me an understanding of different areas in which your organization concentrates.

http://careerservices.princeton.edu
Preparing for Interviews

BEHAVIORAL INTERVIEW
Sample Topics & Questions

“If past behavior predicts future behavior, then…”
▲ Tell me about a time when you used your quantitative/analytical skills.
▲ Describe an experience in which you showed initiative.
▲ Describe an experience in which you showed creativity.
▲ Tell me about your most recent group or team effort.
▲ Tell me about an important goal you set in the past, and what steps you took to reach that goal.
▲ What would you do if someone asked you to do something unethical?
▲ Tell me about a time when you have managed multiple priorities at once.
▲ Describe a situation in which you had to take a risk.
▲ Tell me about a time when you went the “extra mile” to get a project done.
▲ Describe a situation when you had to persuade or convince someone. How did you do it?
▲ Describe a time when you had a difficult decision to make and how you arrived at your decision.
▲ Tell me about a time when you had to work on a project that didn’t work out the way it should have.
▲ Give me an example of when you failed at something and what you learned from that experience.
▲ Describe a group work situation where you and your partner were having trouble getting along with each other. How did you resolve the conflict?
▲ Describe a situation when you had to learn a large amount of material quickly. How did you handle it?
▲ Tell me about a time when you had a personality conflict or disagreement with a supervisor. How did you resolve it?
▲ Give me an example of how you would motivate a co-worker who was performing poorly on a team project.
▲ Tell me about an unpopular decision you made. How did you make the decision? If you could handle that same situation again, would you do anything differently?

 HOW TO BECOME A BEHAVIORAL INTERVIEW “STAR”

Use the acronym STAR as a framework for your responses to behavioral interview questions (or, also when conveying any example to support a response to a traditional question).

S = Describe a relevant SITUATION. Be sure to provide enough background information to establish the importance of the issue at hand and your role.
T = Provide an overview of the TASKS involved.
A = Describe the specific ACTIONS you took as part of a team, or individually.
R = Summarize the RESULTS you achieved, quantifying whenever possible. In some cases, you may also share results in the form of “lessons learned.”
Preparing for Interviews

CASE INTERVIEW
Sample Topics & Questions

▲ If you wanted to buy the local Thomas Sweet Ice Cream shop, what factors would you consider?

▲ You are asked to perform a cost benchmarking study for your client, a toy manufacturer. Explain the methodology you would use to ascertain the competition’s cost.

▲ Your analysis of the client’s problem leads you to solution A. However, this is not the solution your client favors. Your client likes solution B. You are convinced that A is the most effective plan. What do you do?

▲ Our client manufactures sunscreen products. It’s thinking about entering the hair products market. Is this a good idea? What marketing strategies might you implement?

▲ Your client, the CEO of a national hotel chain, is considering a frequent lodging program to increase her hotel revenue. She tells you that the program will be modeled after the airlines’ frequent flyer programs. For each dollar a member spends they will receive a point. After they have accumulated 250 points they will be eligible to receive a free overnight stay priced at $150. The hotel chain has 2,000 hotels and 100,000 customers. Armed with this information, what factors should the client consider before moving forward?

Resources for Case Interviews

Books at Career Services
• Case in Point: Complete Case Interview Preparation | by Marc P. Cosentino | Burgee Press | 2005 |

Links on our Website
• Vault.com: Vault Guide to the Case Interview. See login information on our site.

Special Events
• “Case Interview Strategies” workshops, presented by consulting firms, are scheduled every semester. Visit the Career Services website to review the events calendar and sign up on TigerTracks.

Consulting Firm Resources Online
• Applied Predictive Technologies: www.predictivetechnologies.com/docs/careers/prep.cfm
• Boston Consulting Group: www.bcg.com/join_bcg/interview_prep/default.aspx
• McKinsey: www.mckinsey.com/careers/how_do_i_apply/how_to_do_well_in_the_interview.aspx
• Oliver Wyman: http://www.oliverwyman.com/careers/59.htm

It’s not just what you say, but how you say it!
• Pace yourself—do not speak too quickly or too slowly.
• Minimize the use of verbal fillers such as “like,” “you know” and “um.”
• Speak with energy and enthusiasm.
Preparing for Interviews

Plan What to Wear & What to Bring

Making a great first impression involves dressing professionally and bringing all the necessary materials to your interview.

WHAT TO WEAR

▲ Conservative business attire is best for interviews. For both men and women, a neutral-colored suit, such as navy, black, gray or brown, is recommended. Blouses and shirts can also be in neutral shades of white, cream or blue. Women may wear a suit with matching jacket and pants or skirt.

▲ Shoes should always be polished and professional.

▲ Some industries welcome less conservative attire. For example, those interviewing for positions in fashion or architecture may want to express their own style through their appearance. However, always be professional.

▲ If instructed to dress in "business casual," keep in mind that an interview is a professional situation and exercise good judgment with your choices. For men, a collared shirt without a tie or jacket and tailored pants. For women, sweater sets or other knit tops, and tailored pants instead of skirts. Do not wear jeans, sweatpants, t-shirts or overly casual shoes like flip-flops.

▲ Pay attention to personal grooming. Be sure that your overall appearance is neat and clean. Avoid wearing too much fragrance.

WHAT TO BRING

▲ Extra copies of your resume on quality paper.

▲ A notepad or professional binder and a pen.

▲ A list of references and information you may need to complete an employment application.

▲ For some industries, you may need to bring a portfolio with samples of your work. This should be neatly organized in a professional binder/portfolio.
Execute & Follow-up

Prepare to answer a wide range of interview questions, but don't forget that your nonverbal communication speaks volumes and can help you project a positive, confident outlook, and a sincere interest in the job.

PAY ATTENTION TO NONVERBAL COMMUNICATION

Interviewers often assess a candidate by the way they behave during the interview, as well as by what they actually say.

▲ Waiting room behaviors will often be reported to the interviewer. Be sure to turn off and put away your cell phone, BlackBerry or iPod before you enter the building. (Also, do not bring any food or drink with you.) Browse through your notes or company literature while you wait.
▲ When meeting the interviewer, smile, establish eye contact and use a firm handshake.
▲ Overall posture and gestures are important. Sit up straight, yet comfortably, not stiff. Be aware of any nervous gestures such as tapping your foot.
▲ Maintain good eye contact when you greet and interact with the interviewer. Attentiveness indicates strong interest. This is often assessed by how well you listen and respond to all aspects of a question, but eye contact also plays a key role. This does not mean that you need to stare at the interviewer the entire time.
▲ Respect the interviewer’s space. Do not place anything on their desk.
▲ Facial expressions often provide clues to what you are feeling. Smiling at appropriate times is helpful in conveying that you are feeling positive about what you are saying or hearing.

YOUR QUESTIONS FOR THE INTERVIEWER

At the conclusion of the interview, be sure to ask questions to follow up on topics for which you would like additional information. Even if you have asked questions throughout the interview, many interviews end with the question, “Do you have any questions?” It is perfectly acceptable to have a prepared list of questions based on your previous research of the company. You may say, “In preparing for today's meeting, I took some time to jot down a few questions. Please allow me to review my notes to be sure we have covered everything.”

Make sure your questions cover information that was not discussed, or pertain to clarification or elaboration of a previous topic—not general information that can be found on the company's website.

Here are some examples:

▲ In your opinion, what makes this company a great place to work?
▲ What do you consider the most important criteria for success in this job?
▲ Tell me about the organization's culture.
▲ How will my performance be evaluated?
▲ What are the opportunities for advancement?
▲ What are the next steps in the hiring process?

Tip

Effective follow-up includes sending a tailored thank-you letter or email within 24 hours of your interview. See the next page for more information.
Preparing for Interviews

THANK-YOU LETTERS AFTER THE INTERVIEW

Employers often meet to discuss candidates within 24 hours after their interview. Therefore, you should email a thank you letter within 24 hours to demonstrate your appreciation for the time the employer took to meet with you and to reiterate your interest and qualifications. If you met with more than one individual, send a personalized thank-you letter to each interviewer. As this is a continuation of the interview process, your letter should be brief and professional.

Use the subject header: “Thank you from _____” in your email. If the recruiter requested any other documentation from you, it may be attached to this message.

(Please note that some career professionals advise candidates to send thank-you letters through regular mail. However, since this method is much slower, overnight delivery is recommended when using the postal service. If you choose to send a copy of the letter through regular mail, it should be in business letter format.)

General Guidelines:

▲ Mention the position for which you were interviewed, including the date and location of the interview.
▲ Reaffirm your interest in the position. Mention specific job duties or topics discussed in the interview, and reiterate how your strengths and experiences will support your interests.
▲ Highlight a conversation you had with an interviewer, or something that increased your interest.
▲ Express your willingness to provide additional information if necessary, such as the names of references.

SAMPLE THANK-YOU LETTER

Dear Ms. Mendez-Padilla:

I enjoyed meeting you the other day and learning more about the Youth Services position available at the Dallas Regional Community Center. I was very impressed by the highly collaborative work environment you described, as well as the center’s commitment to community-based change.

As we discussed, my background in psychology, two years of summer work as a residential camp counselor, and several years of volunteer work in various nonprofit settings have allowed me to develop the strong program planning, organization, communication, and outreach skills that you seek. I am eager to apply these skills in the Youth Services position, and am confident that I can build a strong volunteer outreach program to support the center’s mission, and develop lasting relationships with organizations and schools throughout the Dallas metropolitan area.

Thank you again for the opportunity to discuss my qualifications for the position. I look forward to hearing from you next week, as you mentioned, regarding the next steps in the process. In the meantime, please let me know if you require any other information to support my candidacy.

Sincerely,

Ima P. Tiger

Ima P. Tiger
EVALUATING JOB OFFERS

Receiving a job offer can be very exhilarating. Or, it may be slightly disappointing, if the salary is less than you were expecting. Be careful not to let your emotions tempt you to accept or reject an offer on the spot. Take time to thoroughly review the offer, the organization and the job. After all, you may likely spend 40–60 hours per week (or more!) at work, so you want your decision to be the right one.

When you receive the offer, find out when the employer would like your decision. Usually, a one- to two-week time frame is considered acceptable. If, as you go through the evaluation process, you feel you need more time to decide, you may ask for an extension. While organizations may not always be able to give you all the time you want, they will often try to accommodate your request. However, be prepared to explain why you need this extra time.

WHAT SALARY SHOULD I EXPECT?

When evaluating a salary offer, be sure to do so with realistic expectations. Salary is affected by many factors including the state of the economy, the supply and demand of your particular skill set, the industry, the type of employer, geographic location/cost of living, your education and experience. There are many resources available to help you research salaries.

Do not evaluate salary solely on the dollar amount. A comprehensive benefits package can add 30–40 percent to your base salary. Health-care premiums, retirement contributions, personal time off, bonuses and educational assistance should all be taken into consideration. You should also consider your future earnings potential. Even if a salary seems low now, future bonuses, commissions or increases can add up very quickly.

Use the following resources to evaluate salary information:

▲ Senior Career Plans Survey—Each year Career Services surveys the graduating class to gather information about their post-graduation plans. Included in the data are salary averages and ranges for students who accepted full-time employment in a range of industries. A complete report is available in the Career Services library, or you can view it on our website.

▲ NACE Salary Survey—A complete report is only available in print, in the Career Services office. The National Association of Colleges and Employers produces a national salary survey on a quarterly basis, which is frequently acknowledged as one of the best sources of entry-level salary information.


▲ Salaryexpert.com (http://www.salaryexpert.com/)—Offers basic salary reports for free or more detailed reports for a fee. You can also get cost of living reports.

▲ Salary.com (http://www.salary.com)—Offers a salary wizard, a benefits wizard, and cost of living analyses. This site also offers lots of articles on salary negotiation and tips on getting raises.

▲ Magazines—Several magazines, such as Business Week, often produce annual issues examining employment and salary trends in the past year.

▲ Trade Associations—Professional associations often prepare salary surveys, examine employment trends and compile lists of employers within their field or industry. Use the Directory of National Trade and Professional Associations in the U.S. to help you identify associations in your field of interest.
Evaluating Job Offers

WHAT FACTORS SHOULD I CONSIDER BEYOND THE SALARY?

The Organization: Do you believe in what they do? People often underestimate the importance of how well their own personal values “fit” with those of their employers. However, your values are often a key determinant in your potential for professional happiness and success. You should clarify what is important to you and what is important to the company. Some other areas to consider include:

▲ Professional development and opportunities for continued training
▲ Assistance with continued education
▲ Quality of life and personal time
▲ Mentorship programs
▲ Job security and staying power of the organization
▲ Opportunities for advancement
▲ Geographic location and opportunities to travel
▲ Corporate culture
▲ Diversity initiatives
▲ Reputation of the company

HOW NEGOTIABLE IS SALARY?

Contrary to what many experts say, not everything is negotiable. Most employers have more flexibility than they are willing to admit, but it can vary with the economic times, the salary structure within the company and other factors. Once you receive an offer, it is fair to ask the employer, “How much flexibility do you have to discuss ____?” You may be satisfied with the salary, but have questions about other factors that are negotiable (e.g., start date, sign-on bonus amount and availability of relocation expenses).

If an employer offers you a salary slightly lower than your expectations, FIRST be sure to evaluate the entire offer before making a final decision about whether the salary is in fact too low. If you DO decide to negotiate the salary, you must use supporting evidence to make an argument for why you are worth more.

The Job: What will your day-to-day job duties be? Even if the salary is impressive, you won’t enjoy yourself if the daily job functions are not what you will enjoy doing. In job satisfaction surveys, employees often rank enjoying their job as more important than salary. Consider whether you will be happy with the:

▲ Level of challenge and responsibility
▲ Opportunity to expand skills and grow within the job

Relocating?

Use these sites for cost of living comparisons:

▲ Sperling’s Best Places: www.bestplaces.net/col/

The Environment: What will the work environment be like? What will your work space be like? It is easier to be productive and creative in an environment that you feel comfortable in. Factors to consider include:

▲ Commute to and from work and parking
▲ Physical office space
▲ Level of interaction with colleagues and supervisor(s)
Evaluating Job Offers

HOW DO I ACCEPT AN OFFER?

Once you have decided to accept an offer of employment, you should accept both verbally and in writing, reconfirming the start date, salary and other pertinent information (always do so either before or on the agreed-upon decision deadline date). Once you accept an offer, you should withdraw from all other interviews since you are no longer available for employment. Under no circumstances should you renge on a previously accepted offer. This reflects very poorly on both you and Princeton University students as a whole.

Sample Letter Accepting an Offer

1944 Market Street
Philadelphia, PA 19103

April 9, 2013

Mr. Robert Harris
Associate Director
Martin, Smith, and Pearson
444 Delaware Ave., NW
Washington, DC 20007

Dear Mr. Harris:

Thank you for your offer for the position of legal research assistant with Martin, Smith, and Pearson.

After much consideration, however, I have decided to accept a similar position with another firm on the West Coast. I believe this position will better fit my research interests and my future goal to apply to law schools in that region.

I want to thank you again for the time you spent with me during my office visit last month. I appreciate your interest in me, and I enjoyed learning more about your organization.

Sincerely,
James H. Scholar

Sample Letter Declining an Offer

123 University Place Apt. 1-B
Boston, MA 02135

March 15, 2013

Ms. Janet Smith
Director of Marketing
Widget Corporation
987 Smith Blvd.
Philadelphia, PA 19104

Dear Ms. Smith:

I am happy to accept your offer to join the Widget Corporation’s new product development department.

Thank you for your assistance with my questions about relocation to the Philadelphia area; your help will make my transition quite smooth. Per your request, I am keeping receipts related to my move to submit to you later for reimbursement purposes.

As we discussed, I will report to your office on June 25, 2013, eager to contribute to the new product development department and Widget.

Sincerely,
Allison Alumna

HOW DO I DECLINE AN OFFER?

To decline an offer, express your appreciation of the opportunity, even though it is not one you’ve decided to pursue at this time. Always decline on or before the agreed-upon decision deadline date. You can do this verbally or in writing, but if you choose to decline verbally be sure to ask if the employer will need a written statement as well. Maintain a professional demeanor as you never know when you may cross paths with an employer again and you certainly do not want to “burn bridges.”

Sample Letter Declining an Offer

123 University Place Apt. 1-B
Boston, MA 02135

March 15, 2013

Ms. Janet Smith
Director of Marketing
Widget Corporation
987 Smith Blvd.
Philadelphia, PA 19104

Dear Ms. Smith:

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As we discussed, I will report to your office on June 25, 2013, eager to contribute to the new product development department and Widget.

Sincerely,
Allison Alumna
WORKING YOUR INTERNSHIP

Starting a new internship can be exciting and intimidating at the same time. Approach your internship as you would a full-time, permanent job. Follow the advice below to make the most of your internship experience.

STEPS TO MAKE THE MOST OF AN INTERNSHIP

When beginning an internship, take the opportunity to learn as much as you can from the experience and to focus on ways you can expand your professional skills and contacts. The skills and experience you obtain now can become the building blocks of your professional development and will help you discover your future career interests.

1. **Identify goals for yourself.**
   Before you start, think about what you hope to learn and achieve on the job. Approach assignments with initiative and enthusiasm, and seek out new challenges. Always remain open to new learning opportunities.

2. **Ask questions.**
   Remember, you are not expected to know everything; ask for help when needed to avoid making mistakes. You may come up with new ideas or ways of doing something. Be sure to discuss those ideas with your supervisor to better understand what your limitations are as an intern, and work within them.

3. **Become a team player.**
   Build relationships by treating everyone you meet with respect and professionalism. Get to know your co-workers to gain insight into how to work well with them. Think of ways you can become a contributing member of the team. Take the time to learn about other divisions or departments to find out how their function fits within the goals of the organization.

4. **Learn the organization’s/department’s policies and procedures.**
   Before you start your internship, review any policy information you have about the organization. However, realize that some policies are not always formal, or in writing. During your first few days on the job, ask co-workers and supervisors about email and voicemail etiquette, break or lunch schedules, office attire, internal communication and other protocols.
Develop a good working relationship with your supervisor.
Be open to all feedback and clarify expectations with your supervisor. Find out how often you will meet with him or her, and be prepared for these meetings by keeping track of your projects and accomplishments. Ask questions to assess your progress.

Find a mentor.
A mentor can provide practical advice about your transition from college to the workplace. Someone who started out as an intern, and/or is in their first or second year on the job, may also be able to give you advice about work-related issues and future career paths at the company.

Expand your professional connections within the field.
Use the Alumni Careers Network during your internship to connect with alumni who are working in the same field, city or company. Consider joining national or regional professional associations to create even more networking opportunities. Many offer student memberships.

Reflect on your internship and leverage it for future opportunities.
At the end of your internship, consider what you learned about yourself—your abilities, skills, interests, values and accomplishments. How will the new skills and knowledge you acquired contribute to your future career plans? Remember to ask your supervisor if they would be willing to write you a letter of recommendation. Also, schedule an appointment with a career counselor to update your resume with your latest internship experience.

Internship Advice
There are many resources online with advice about how to be successful in an internship. Here is an example:


Tip
Check out the advice in the “First Full-time Job” section on the next page for more information on how to transition from college to career.
YOUR FIRST FULL-TIME JOB

In some ways, the first year at a full-time job is very similar to your freshman year in school. You have to acclimate to a new environment, new people and new rules. This is a transitional period for you, a time when you will learn a lot about your job, and yourself. It can set the stage for your professional growth and career progression.

TRANSITION FROM COLLEGE TO CAREER

When beginning this new chapter in your life, some new graduates believe they have to know everything there is to know on day one. However, most employers realize that there is a learning curve for new employees—in particular, entry-level, new graduates. Here are a few tips to help you make the transition from student to professional:

1. Build your professional image.
   It is important to dress and behave in a manner that will allow you to establish a stellar reputation and image at work. This can involve finding a mentor or role model who is well-respected, and taking your cues from their attire and demeanor.

   Always maintain a positive, can-do attitude, master your tasks and honor your commitments. Strive to meet or exceed expectations in all that you do. You will begin to build a reputation for your work ethic, and the quality and timeliness of your work.

2. Learn the workplace culture.
   Take the opportunity to observe your co-workers and supervisor to learn the unwritten rules of the workplace. Try to fit in with the culture. Does everyone arrive a half-hour early and stay at least a half-hour late? What is the protocol for requesting time off? Is there a formal procedure for logging out office supplies?

3. Master effective communication skills.
   As we increasingly rely on technology to communicate (via email and text messages), the level of formality in communication has seemingly decreased. However, new graduates should be aware that professional communications in the workplace are usually more formal than when you were in college. Polish your written and verbal communication skills, use the appropriate level of formality and proofread everything you write. For verbal presentation style, try to learn as much as possible about the expectations of the audience you will be presenting to. If you are not as comfortable with presentations, consider taking a professional development course in public speaking.
Manage your time & stay organized.
Meeting deadlines and commitments is an important part of earning the respect of your colleagues and supervisors. Email provides a constant flow of communication and often includes requests for information and new assignments. Managing the amount of time you spend responding to and issuing email, along with all of your responsibilities, involves prioritization.

Creating a to-do list and using a calendar, such as Microsoft Outlook, can be helpful in setting up reminders for important deadlines, tasks and meetings. In addition, create a weekly journal of your accomplishments, projects, learning objectives and goals. This will come in handy at annual review time when you will need to recall what you achieved during the year.

Organizing your physical workspace is important as well. You may want to dedicate a specific amount of time each week to setting-up and maintaining a filing system for paperwork and email.

Establish relationships with co-workers & supervisors.
Camaraderie among co-workers often helps with team building and overall satisfaction at work. However, be careful when it comes to office politics or cliques. Try to avoid those who often complain or talk about other co-workers.

Communicate regularly with your supervisor to understand their expectations and priorities. You might consider requesting a weekly or biweekly meeting during your first six months on the job to get feedback on your progress.

Volunteer to lend a hand with priority projects and show both co-workers and supervisors that you are a team player.

Face challenges with professional finesse.
One of the true tests of any first job is learning how to manage conflict, time pressures and stress. Maintaining and conveying a positive attitude in every situation is important. Being proactive is also critical. When faced with an obstacle or challenge, try to explore potential solutions on your own, or with the help of co-workers. If you ultimately need to speak to your supervisor, you will be able to show that you made every attempt to resolve the issue on your own.

From Backpack to Briefcase
There are many resources available in print and online to help students “learn the ropes” and make the transition from an academic environment to the workplace.

For further information on the above topics:
▲ www.quintcareers.com/first_days_working.html
▲ www.ecampustours.com/careerexploration/newjob/firstyearonthejob.htm
CONSIDERING GRADUATE SCHOOL?

Graduate education involves obtaining specialized knowledge in a concentrated area of study, with two basic types of degrees: academic and professional. An academic degree involves research and scholarship in a particular discipline. A professional degree provides training to acquire skills and knowledge needed for a particular profession (see the sections on applying to law and business school in this publication). There are three basic degree levels: master’s, specialist and doctoral:

- Master’s degrees are offered in almost every field of study, although some universities only offer doctoral programs in certain fields.
- Specialist degrees are usually completed in addition to a master’s program and often require additional training or internship experience; this type of degree prepares an individual for certification or licensing requirements necessary for some professions.
- Doctoral studies usually require the pursuit of original research for an academic program or the practical application of knowledge and skills in professional programs.

IS GRADUATE SCHOOL FOR ME?

Before applying to graduate school, give careful consideration to your goals. Become familiar with the working conditions, employment prospects and other requirements of the field you plan to pursue. Consult with faculty to help estimate your readiness for graduate work and to evaluate the programs that best fit your goals. A significant commitment of time, money and energy is involved in graduate study, so it is important to investigate your options thoroughly. Ask yourself:

- Is graduate study necessary to accomplish my goals?
- What types of skills and abilities have prepared me to be successful in graduate school?

RESEARCHING SCHOOLS

There are a number of factors to consider when researching schools and deciding where to apply. These include:

- Type of program. Requirements vary from institution to institution. What degrees are granted? What is the length of time to complete your degree? Do you have prerequisite courses to fulfill? Are there internship or thesis requirements? Are there faculty who are willing to sponsor your research interests?
- Quality and reputation of program. Consider (1) commitment to research and scholarship by faculty; (2) reputation of the faculty and alumni; (3) admission standards and care taken in selection of graduate students; and (4) program accreditation.
- Location and size. How large is the department? What is the faculty-to-student ratio? Typical class size? How near will you be to family and friends? Do you prefer a small university, a more urban setting, certain types of cultural activities?
- Satisfaction of current students. Ask for the names of students currently enrolled in the program and get their perspectives on the program and the faculty, as well as the community. What are their impressions of the faculty’s commitment to mentoring students? What advice do they have about securing financial assistance? Do they have recommendations for housing options?
- Cost and financial assistance. Not all doctoral programs are funded equally or in the same ways; many master's programs are not funded at all. What are the opportunities for fellowships, assistantships and scholarships? Find out how often a school’s tuition costs tend to rise, and by how much. How does the cost of living of the area compare with that of other places?
**How to obtain information about graduate schools**

- Research individual school websites.
- Speak with faculty in your field of interest or within your undergraduate major.
- Attend presentations by admissions representatives. Watch our event calendar for upcoming dates.
- Peterson's Guide to Graduate Study (www.petersons.com) - Comprehensive listing of graduate and professional programs around the country. Print version is available at our office.
- Attend the Graduate and Professional School Fair held in the fall to meet with admissions representatives from more than 100 schools.

**FUNDING & FINANCING**

Not all universities approach funding and financial aid in the same way. The best sources of information are often the universities to which you are applying. You must contact each university to inquire about funding options. Contact your prospective department about assistantships, fellowships and scholarships, as well as the financial aid office about work-study, student loans and other assistance options.

Also, consult the Fellowship Advising section of the Office of International Programs (http://www.princeton.edu/oip/), published by the Office of the Dean of the College. It provides an overview of available awards, reference tools and advice on applications.

**THE APPLICATION PROCESS**

Once you have narrowed your choice of graduate or professional programs, we encourage you to start the application process as early as possible. Application procedures and deadlines vary from institution to institution. Applying early can be an advantage (especially at schools with rolling admissions) and can sometimes affect the amount of funding available. Generally speaking, you want to start the entire process about one and a half years in advance of when you wish to enroll. (See the timeline on the next page.)

Consult the "Writing the Personal Statement" section in this publication for information about the essay portion of your application.

**RECOMMENDATION LETTERS**

Applications usually require two or three letters of recommendation. Each institution will have its own preferences regarding who should write the letters, and some will not specify a preference. It is usually best to have a strong letter from someone who knows your capabilities well rather than from a prominent individual who doesn't know you well. Admissions committees are trying to evaluate how successful you will be in their academic programs, so academic references are important. However, some schools will accept work-related references. Follow the instructions for your application and essay.

Be sure to ask faculty members at least one month in advance for recommendation letters. You can establish a confidential credentials file in Career Services to consolidate the process of providing each school with letters of recommendation from your professors (for more information visit our website.). This service may prove especially convenient to those planning to apply a few years after graduation, as it allows you to store letters from current professors before you leave campus. These letters will be available if you decide to apply to graduate schools sometime in the future.

**The Graduate Record Exam (GRE)**

- Most students take the GRE General Test the summer prior to their senior year, or early in the fall semester of their senior year.
- The GRE General Test measures verbal reasoning, quantitative reasoning and analytical writing skills.
- Subject tests are also available in the fields of biochemistry, cell and molecular biology; biology; chemistry; literature in English; mathematics; physics; and psychology.
- Consult the Educational Testing Service website (www.ets.org/gre) for registration information and test preparation materials.
TIMELINES FOR THOSE CONSIDERING GRAD SCHOOL

**Junior Year**

**Fall & Spring**

▲ Research programs of interest. Use Peterson's Guides or similar publications.

▲ Consult with faculty regarding your research interests and programs you might like to pursue.

▲ Start looking at application forms, curriculum catalogs and financial aid information to become familiar with requirements, procedures and programs. Note deadlines for future planning.

▲ Open a Credentials File at Career Services and begin to ask faculty for recommendation letters.

▲ Register and prepare for graduate admissions tests.

▲ Register with national application services, if appropriate.

**Summer**

▲ Take required graduate admission test. Be aware of deadlines and minimum time needed for scoring.

▲ Obtain application forms and financial aid applications so you can start to prepare your application materials in the early fall. If applying online, print the application form first to make notes and ensure you have complete information available for when you are ready to submit the application online.

▲ Visit or speak to admissions staff, current students and faculty at programs of interest. Be sure to investigate faculty research interests.

▲ Begin drafting application essays, so you have time to get feedback from Career Services and your adviser(s) before applying.

▲ Find out about financial aid, scholarships, fellowships and teaching/research assistantships.

**Senior Year**

**Fall**

▲ Obtain additional letters of recommendation, as needed.

▲ Submit a request through our Credentials Service for credentials (recommendation letters) to be mailed at least three weeks in advance of any application deadline, to ensure they are processed by the time of your deadline. (Processing time can take up to 10 working days.)

▲ Mail completed application materials, including financial aid packages. Items to be included:

  ● **Admissions test reports:** You must request that score reports be sent to schools of choice.

  ● **Transcripts:** These are obtained through the registrar’s office. You may request that these be sent directly to the institution or you may get copies issued to you and mail them with your application.

  ● **Letters of recommendation:** Submit Credentials Service well in advance of application deadline or at least one month in advance of deadlines. Ask faculty to write letters that are to be mailed directly at least one month in advance.

  ● **Application essays/personal statement:** Career counselors in Career Services can provide feedback/critiques of your essays.

  ● **Portfolios, auditions other materials as requested**

▲ For financial aid, check with each school for financial aid application requirements and forms.

**Spring**

▲ Wait for admission decisions. Follow up to check on the status of your application.

▲ Visit institutions of interest (optional). Evaluate your options. Interview, if necessary or desired.

▲ Choose among schools. Be prepared to consider multiple offers.

▲ Once accepted to a program of choice, be sure to notify other institutions of your decision.

▲ Send thank-you notes to those who wrote recommendation letters, informing them of your plans.
Personal statements and essays give you an opportunity to explain your personal, educational and professional background and your motivation to pursue an advanced degree—in essence, to “tell your story.” Admissions committees evaluate not only your credentials, but also your ability to express your thoughts and opinions in a clear and concise manner. It is critical for you to reflect on the uniqueness of your background and to be specific about your goals. Your essay should convince the committee that you would be a valuable new member of their program.

**Steps to a Winning Essay/Personal Statement**

Writing an effective personal statement or essay is similar to effective storytelling. This includes providing an introduction that draws your reader's attention, paragraphs with main points and supporting details and a strong, persuasive conclusion. You want to convey your passion for the field, engage your reader and ultimately persuade them to select you for their program.

1. **Start with brainstorming.**
   Before you begin writing, ask yourself a few questions to get the ideas flowing:
   - How has Princeton prepared you for graduate study (courses, independent junior or senior research and academic achievements)?
   - How has your work experience prepared you for graduate study (internships, summer jobs and volunteer work)?
   - How has your pre-college experience influenced you (courses, teachers, special programs, community service)?
   - What do you hope to gain?
   - What motivates you to pursue an advanced degree (unique interests, skills and values)?
   - Where do you see yourself after completing the degree? How does this degree allow you to accomplish your future goals?
   - Why are you interested in this particular graduate program and specific institution?

2. **Create an outline.**
   Using your responses to the questions above create an outline for your essay. Think about three or four main areas of your background that you want to highlight. Be sure to show a match between your background and goals and the mission of the program or school. Emphasize relevant skills, abilities and accomplishments to illustrate that you are a unique candidate.
Follow directions.
Schools often have different requirements and topics for the essay or personal statement. It is very important to address all aspects of the questions or topics they ask you to write about. Be sure to stay within the limits of the stated length requirements as well.

Be concise, yet complete.
You will need to cover a range of topics in a limited amount of space, so be as concise as possible. Focus on themes and specific goal statements, rather than attempting to provide a biography.

Throughout your essay, give specific examples that are unique to you and your accomplishments—don’t generalize. For example, if applying to a program in social work, the following statement (while true) may be read as cliche: “I want to become a social worker because I like to help people.” A stronger statement would include a specific example of volunteer work you performed, and how that experience influenced your decision to enter this field—this will convey genuine enthusiasm and motivation.

Edit and fine tune.
After you have written your first draft, you may need to revise and edit several times. Investing time in the editing process is well worth it. Focus on the details and the flow of information in your essay.

Get feedback.
Schedule an appointment for a critique of your personal statement with one of our career counselors. For law school or business school, we have pre-law and pre-business advisors available. For medical school, you should reach out to the Office of Health Professions Advising at 609-258-3114.

You should also ask faculty, friends or family to review your personal statement. Ask them whether they think you have written a convincing argument for admission to the school or program of your choice.

Develop a final draft based on feedback.
After having your essay critiqued by several people, make any revisions you are in agreement with. Ultimately, you need to feel confident that this written piece is the best reflection of you and your background.

PROOFREAD!
Be sure to proofread the final draft several times before submitting the personal statement with your application. Your essay must be error-free.
CONSIDERING LAW SCHOOL?

The following contains a brief overview of pre-law information for students who are considering law school. Please visit the pre-law section of the Career Services website for more in-depth information and call 609-258-3325 to schedule an appointment with our pre-law advisor.

IS LAW SCHOOL FOR ME?

When considering the study of law, there are key skills that you should excel in and enjoy using. Analytical reasoning, research, communication and critical analysis of written works are a few examples of the desired skills.

If you are considering law school, you should begin by researching what lawyers really do and the variety of practice areas available in the field. Use the Alumni Careers Network on our website to contact alumni in the profession to find out how they enjoyed their law school experience and what it’s like to actually practice law.

RESEARCHING SCHOOLS

There are a number of factors to consider when researching schools and deciding where to apply. These include a realistic appraisal of your chances of admission; cost; prestige/reputation; location, size and student accessibility to faculty; specialty programs or centers; and diversity of the student body and faculty.

WHAT DO LAW SCHOOLS LOOK FOR?

How to find information about law schools

▲ Visit the Law School Admission Council website at www.lsac.org for the Official Guide to ABA-Approved Law Schools (a print copy is available in our office for reference purposes).
▲ Research law school websites.
▲ Speak with the law school admissions deans and representatives who visit campus individually each fall and/or at the Graduate and Professional School Fair.
▲ Contact alumni who have volunteered to provide career advising through the Alumni Careers Network, as well as those participating in panel presentations on campus.
▲ Visit the schools, speak to students and/or sit in on classes.

In determining who will be admitted, law school admissions committees try to predict how successful an applicant will be academically. This prediction is centered on your GPA and Law School Admission Test (LSAT) scores, but numbers aren’t everything. Admissions committees look at the application as a whole, including recommendations, personal statement, extracurricular and leadership activities and community service.
**Considering Law School**

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**The Law School Admission Test (LSAT)**

- The LSAT is offered four times each year: February, June, September/October and December. Generally, the best time to take it is in June preceding your application. This allows you to obtain your score and more accurately assess your chances of admission to a given school as you are deciding which schools to apply to. It also gives you plenty of time to retake the test if needed. You can register for the LSAT at www.lsac.org.
- Preparation is very important. Registrants should thoroughly review and study the preparation material and sample LSAT and the Law School Admission Council website (www.lsac.org). You may also opt to take a test preparation course.

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**WRITING THE PERSONAL STATEMENT**

The personal statement for law school is a document that law school admissions committees read with great interest. Contrary to what you may have heard on blogs and websites, law schools DO read the personal statement. It is an important piece of your application materials.

**What Should I Write About?**

In a word—you. Take time to reflect upon what makes you a unique candidate for law school. The most effective personal statements are anecdotal, personal histories that lead the reader to believe the writer might be an interesting and valuable addition to the new class. Do not feel that you have to write the entire essay about why you want to go to law school.

**Sample Personal Statement Topics:**

- Something about which you are passionate, such as a sport or volunteer activity
- An experience that resulted in intellectual or emotional growth

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**THE CREDENTIAL ASSEMBLY SERVICE (CAS)**

- You must register to use the CAS when applying to any U.S. ABA-approved law school. (Law schools in Canada do not require use of the CAS.) You may register for the CAS at the time you register for the LSAT, or you may wait and do so several months prior to your application to law schools.
- CAS creates and provides to law schools a standardized analysis of your transcript(s) to the law schools. This report contains your LSAT score, a copy of the written essay (which is not scored), letters of recommendation and your transcript(s).
- You will have to use the CAS for your letters of recommendation when applying to law schools. However, you may use the Career Services Credentials Service to house your letters of recommendation until the time you apply. At the time you apply, you can ask Career Services to send your letters to LSAC and your letters of recommendation will be included with your report.
- Once your application is complete, the law school will contact LSAC and ask for your report to be sent. A fee per report will be charged to your account. Read the LSAC website information completely for instructions on using your CAS account.
- Once you have registered with CAS, you must have the registrar's office send one official transcript. The transcript request form is bar-coded to ensure timely processing of your transcript once received by LSAC. (Do not send your transcript yourself—it will not be accepted by LSAC. It must come from the registrar's office.) Do not wait until you apply to law schools to have your transcript sent. It can take several weeks for processing at LSAC, so take care of this application.

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**Your Essay Should:**

- A challenge that you not only met, but surpassed
- Your academic interests and research

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**Your Essay Should:**

- “Speak” for you in lieu of an interview with an admissions officer. Even if you are willing to incur the expense of travel and lodging, most law school admissions deans will not schedule interviews.
- Be free of grammatical and punctuation errors.
- Be clear and concise.
- Demonstrate your ability to craft an argument—important skill in law school. Convey your ideas creatively and back them up with evidence or accomplishments.
- Follow the application instructions on what is requested in the personal statement. The usual required length is 500 words, two pages, double-spaced.
Consider the following tips for those considering law school:

▲ Take courses that interest you. There is no single course of study or major that will make a significant difference in your attractiveness to law schools.

▲ Do as well as you can in your courses. If you apply to law school during your senior year, generally schools only have your first three years of grades to review.

▲ Try to get to know your instructors. This is often achieved by being active in class, or through contacts with faculty during their office hours. Letters of recommendation from faculty members can be an important admission factor. The more detailed knowledge your instructors have about your academic work, the more detailed (and helpful) your recommendations can be.

▲ Learn about law as a career. Attend our law-related career panels and programs. Speak with alumni on the Alumni Careers Network. Look into the possibility of getting a law-related summer job. Many organizations, both corporate and nonprofit, have opportunities that are legal in nature.

▲ If you had less-than-stellar grades in freshman year, don't panic. Freshman year grades are often viewed as the least predictive of your academic performance. However, showing an upwards trend in your subsequent grade point average is important.

▲ Take courses that will sharpen your writing and analytical skills; both are very important for law school and the legal profession. There are also law-related courses offered at Princeton that may be of interest. Take a variety of classes.

▲ The choice of a major should be based on your interest in the subject matter. Don't choose a major you think might "look" better to law schools. Law schools are more likely to appreciate your mastery of a subject than the subject itself.

LETTERS OF RECOMMENDATION

▲ Most law schools ask for two academic letters of recommendation and most will not mind receiving a third letter. At least one letter should be from a faculty member in your department. The additional letter(s) may be from a preceptor or faculty member from another department. Lawyers or law school alumni may also be used if they know you well enough to write the letter.

▲ Choose people who will be able to speak positively of your academic skills and abilities and who can address your character, motivation, maturity and the difficulty of your courses, as well the extent of your extracurricular activities. Ask early and give yourself plenty of time to receive the letters. It can be helpful to provide them with a copy of your resume.

▲ You should try and get your recommendations on file before you leave campus, so you will be fresh in the mind of your recommender. Even though you may not apply to law school right away, letters do not need to be written in the year that they are used, so having a two-year-old letter in your file will be perfectly acceptable to law schools.
Considering Law School

▲ Attend the Graduate and Professional School Fair in the fall to familiarize yourself with some of the participating schools.

▲ It’s never too early to begin preparing for the LSAT. The LSAT has three types of questions: logical reasoning, analytical reasoning and reading comprehension. The Law School Admission Council (LSAC) has a free LSAT test available on their website (www.lsac.org).

▲ While the LSAT is a paper-and-pencil test, the Law School Admission Council has an online tool, LSAT ItemWise, that will let you practice answering questions in all three categories, keeps track of those answers and explains why your answers are correct or incorrect.

Junior Year

▲ Continue to explore and learn about the legal profession by reading literature (articles, books, online articles, etc.) and talking with lawyers—alumni and others in the legal profession.

▲ Take part in law-related programs and activities on campus, including Career Services-sponsored panels and workshops. Be sure to attend presentations hosted by visiting deans of admissions.

▲ Begin to assess your financial needs and the availability of financial aid. Consider whether your family can help with the cost of law school or whether you will be paying on your own.

▲ Begin seeking recommendation letters from faculty.

▲ Give serious consideration to the best time to take the LSAT. The LSAT is offered four times a year: February, June, September/October and December. If you take the LSAT in October of your senior year, you will be basing your application strategy on diagnostic scores (practice scores). Your actual LSAT score may well be higher or lower.

▲ Familiarize yourself with the Credential Assembly Service and all that you must do through this service when applying to law school, including the applications for all ABA-approved law schools. If you will be applying in the fall of your senior year, register with CAS either at the same time you register for the LSAT or, by mid-June after your junior year at the latest.

▲ After your spring semester grades have been submitted to the registrar, have your transcript sent to LSAC. You must submit to the registrar’s office your CAS bar-coded transcript request form.

▲ Based on your GPA and LSAT score (actual or diagnostic), begin to research law schools that fall into the safety, slight stretch and reach categories.

▲ Begin thinking about themes for your personal statement.

Senior Year

▲ Take advantage of the rolling admissions policies of many law schools by completing your applications as early as possible—ideally, in September, but by October or early to mid-November at the latest.

▲ Be certain that you follow the instructions for each law school’s application. While all law schools will ask for the same basic information, they will ask for it in different ways. Attention to detail is essential.

▲ Schedule an appointment with our pre-law advisor to have your personal statement reviewed.

▲ Be certain that your letters of recommendation are in your CAS file.

▲ Attend on-campus presentations by law school admissions deans during the fall semester. These presentations provide the opportunity to meet the deans of admissions and continue your personal evaluation of these schools. This will give you a greater insight into the law school experience and what each school looks for in its applicants.

▲ Obtain financial aid materials early in the year and process them in a timely fashion. Many have early deadlines. Become very familiar with the financial aid website of each law school you are applying to—they are not all the same.

▲ Keep current on pre-law activities through the Career Services calendar and the weekly CareerNews email.

▲ After all of your applications have been submitted, it may be tempting to breathe a sigh of relief and think you can now relax and not worry about grades. However, even if you receive admission to your top choice law school in the fall semester, that school will require a transcript of your fall and spring semester grades.
CONSIDERING BUSINESS SCHOOL?

The Master in Business Administration (MBA) is a professional degree that integrates leadership, management experiences and team projects into the classroom environment. The broadly trained and highly skilled graduates are able to assume positions in a wide variety of business settings (e.g., corporate, health care, nonprofit, entrepreneurial).

WHAT DO BUSINESS SCHOOLS LOOK FOR?

Experience is a key factor in selection of applicants for most schools. Although there are business schools that will accept students directly from an undergraduate program, or with less than two years of experience, the more competitive graduate programs in business are typically looking for two to four years of experience. They are very willing, however, to consider experience from a range of industries and opportunities (corporate, nonprofit, entrepreneurial, government service). As long as you have developed the quantitative, analytical, teamwork, leadership, communication and other skills business schools seek, you can still be a competitive applicant without “traditional” business experience.

RESEARCHING SCHOOLS

Schools vary in curriculum, specialty areas, teaching methodologies and atmosphere. It is important that you consider a number of factors before you begin the application process. In addition to the reputation of the school and published ranking, you should consider other factors that may contribute to your satisfaction with the program or school:

▲ Academic environment
▲ Career development and employment options
▲ Quality-of-life issues
▲ Financial requirements

There are a number of places online where you can get more information about business careers and MBA programs. Be sure to look at the links on the next page.

TESTING

The Graduate Management Admission Test (GMAT) is a standardized test that measures basic verbal, quantitative and writing skills. Visit www.gmac.com for detailed information and registration procedures. An increasing number of business schools are also now accepting GRE scores. Visit http://www.ets.org/gre.

Scores are generally valid for five years. If you are sure that you will be applying for an MBA in the near future, you may want to consider taking the test senior year. You should further consider taking the test between mid-summer and early fall (June–September) if you plan to apply for an MBA in the upcoming year. This will allow you plenty of time for further preparation in the event you wish to take it again, as well as time to get applications in early, rather than near the deadlines.

APPLY EARLY!

Applications may be reviewed as early as October and November, and there may be two or three application rounds with final deadlines in March. Every school will provide information about deadlines and procedures on their website. It is in your best interest to apply early, as many admissions decisions will be made prior to the official deadline. The popularity of the MBA has created a very competitive atmosphere, such that it has become increasingly important to submit applications early for the greatest chances of success in being admitted.
Considering Business School

ESSAYS

Essays are extremely influential in the business school admission process. The manner in which you express your work experience and discuss your goals and achievements, both professional and personal, can have a major impact on the final outcome of your application. It is critical that your interests are in keeping with the programs that you have selected.

Most MBA applications require two to four essays. Be sure to dedicate sufficient time to the preparation of your essays. There is a fair amount of variation among schools in the topics that they would like addressed. Careful thought should be given to each question, and you should adhere to the guidelines for format and word limits.

Once you have drafts prepared of your essays, you can schedule an appointment with a counselor in Career Services to have them reviewed and to get feedback on how to best present your skills and goals. Visit our homepage to schedule an appointment online or call 609-258-3325.

LETTERS OF RECOMMENDATION, TRANSCRIPTS & RESUME

Most MBA programs require two to three letters of recommendation, primarily from employers, and possibly one faculty letter. As an undergraduate, if you think you may decide to apply to business school in the future, it is a good idea to discuss your plans with your current professors. By requesting letters of recommendation prior to graduation and establishing a Credentials File with Career Services, you will be able to use them in the near future. After three or four years, however, you might want to get recommendations from those with whom you have more recently worked rather than rely on letters from your undergraduate years. (See box on the next page for more information on the Credentials Service.)

You may request copies of your transcript from the registrar’s office. Download a Transcript Request Form from their website (http://registrar.princeton.edu/student-services/transcript/). Complete the form online, and then mail or fax it to the registrar to submit your request.

Some schools may require that a copy of your resume be included with your application. It will not take the place of the answers that you must provide to the various essay questions. However, a well-organized resume will be helpful to the admissions committee as they attempt to review your experience. Be sure to have your resume reviewed by a career counselor prior to submitting it with your application.

ONLINE RESOURCES

▲ Graduate Management Admission Council (www.gmac.com): Offers links to GMAT information, admissions trends, career development information for MBAs and more.
▲ All Business Schools (www.allbusinessschools.com): Find online MBA programs, business schools, executive MBAs, information on MBA rankings, and the GMAT.
▲ BusinessWeek (www.businessweek.com): Articles, trends and B-school information. Not just focused on how to get an MBA, but offers career advice for future MBAs.
▲ MBA.com (www.mba.com): Exploring MBA programs, financial assistance information and a calendar of events.
▲ MBADepot (www.mbadepot.com): Find original business articles, market research, quotations, expert advice and more. An excellent section—“Not Yet MBA”—focuses on the application process.
▲ MBA Map (www.mbacrystalball.com): Comprehensive site including information about researching programs, getting into business school, life as an MBA student, MBA careers and other “essentials” for the prospective MBA.
Considering Business School

MBA ADMISSIONS INTERVIEW

Every school sets their own policies regarding interviews. Some business schools extend interview invitations to candidates; others may not. If you are offered the opportunity for an interview, it could be a sign that they are interested in you as an applicant but hope to learn a bit more.

Interviews may be conducted by the admissions staff, faculty members or, in some cases, alumni of the school. The focus of the interview will be your work experience and the benefit of an MBA to your career goals. (Be sure to research the specific ways that their MBA program suits your goals.) You can also highlight your accomplishments, skills, strengths and personal qualities that make you a strong candidate.

In addition, interviews are a great way to obtain additional information that will help you make a decision about whether or not this program is a good fit for you.

If you have questions about how to best prepare for these interviews, you may speak with one of our career counselors and also use the Alumni Careers Network to gather advice from other alumni who have been through the process.

Career Services’ Credentials Service

The Credentials Service allows you to consolidate the process of providing each school with letters of recommendation.

▲ To establish a file, visit our website and look for the Letters of Recommendation page in the graduate planning section. You may open a credentials file in Career Services at any time to store your recommendation letters. Your letters will stay on file until you are ready to use them.

▲ Because recommendation letters are important, be sure to provide professors with examples of papers or projects, a transcript and a list of activities or work experiences that you have had over the years. This will enable them to prepare a more focused letter.

▲ The same practice should be followed when requesting recommendations from employers. Take responsibility for outlining some of your projects and accomplishments. List any achievements, promotions or special commendations that you have received. Request letters from individuals at more senior levels than you and who have had the opportunity to interact with you and observe your work.

Did you Know?

According to the Graduate Management Admission Council, graduate management programs participating in the 2009 GMAC® survey received nearly 230,000 completed applications from approximately 75,000 candidates. To view the full survey report, visit: www.gmac.com/NR/rdonlyres/32D2B92A-776F-4DFA-9903-C251B187862D/0/2009AT_SR_Web.pdf.
HEALTH PROFESSIONS

There are many options for students interested in becoming health care professionals: human medicine, veterinary medicine, dentistry, public health, health care administration, the therapies (physical, occupational, recreational, music and art), pharmacy, optometry, nursing, podiatry and more. Information on these careers is available at the Office of Health Professions Advising (HPA) and on its website at www.princeton.edu/hpa.

Among the health professions, medicine has traditionally drawn the largest number of Princeton graduates, by far. While the following material is geared to undergraduate preparation for a career in human medicine, veterinary and dental schools share the same prerequisites; that said, pre-vet and pre-dental students should still make sure to visit the HPA office to discuss additional considerations unique to their areas of interest.

WHAT ARE HEALTH PROFESSIONS SCHOOLS LOOKING FOR?

The environment in which health professionals work demands a high level of intellectual and interpersonal ability. This means admissions committees at health professions schools evaluate applicants in a multifaceted way. No two schools or programs look for exactly the same things. However, here are some of the broader areas they may focus on:

▲ Academic ability. Admissions committees want to be sure that the individuals they accept into their schools can navigate the rigorous, science-heavy curriculum, which will include learning a larger amount of information in a shorter amount of time than was required in college.

▲ Lifelong learning. Students who are intellectually curious and adept, can solve complex problems and are interested in lifelong learning will fare well in the health professions – with the rapid advances in technology, facts learned in a health professional school education are practically obsolete as soon as they are learned; you have to learn how to learn, and be interested in continuing to do so.

▲ Ability to work with others. You should be able to communicate with a broad spectrum of people: health professionals need to be able to treat all of their patients with respect, empathy and compassion; with an open mind; and with a willingness to help.

▲ Motivation for your future career. There are far more academically qualified applicants to schools than there are seats in their programs; health professions schools want to accept students who are most likely to enjoy their careers, and who will be leaders within their fields. You must be able to articulate what you have learned about working in your field of choice (both the rewards and the challenges), and why you are a good fit for it.

▲ Intangible qualities. There is no particular “ideal” candidate for health professions schools, but there are some personal qualities that tend to lead to success in the health professions. A recent working group of medical school personnel developed a list of “personal competencies” that they recommend that entering medical students possess:

• Integrity and ethics
• Reliability and dependability
• Service orientation
• Social, interpersonal and teamwork skills
• Desire to learn
• Resilience and adaptability
How do Schools Evaluate Me for Admission?

There are five main factors that schools will consider in evaluating your candidacy. Keep these in mind as you make decisions in your first few years at Princeton—we encourage you to use HPA as a sounding board in this process:

1. Coursework, grades and test scores.
   Admissions boards will look at the breadth and depth of coursework, and balance of academic program. They may want to know your rationale behind your academic choices: e.g., why did you choose your major, how did it inform your perspective? They will look at trends in your GPA, and will compute your GPA based on all Biology, Chemistry, Math and Physics courses (BCPM), as well as overall. All courses that you have ever taken in college will count toward your applicant GPA (including courses taken outside of Princeton and courses that you repeat). The average science and overall GPA of accepted Princeton applicants to veterinary and medical schools is about 3.5; for dental, osteopathic medicine and other programs, it is slightly lower.

   Every health professions school requires a standardized test. These tests are designed to evaluate your abilities in areas that will be important in your further study. They also, like SAT and ACT tests, provide a universal "number" against which they can compare all applicants.

2. Activities.
   Carefully choose your activities, and strive for quality of involvement rather than quantity of activities. The only required activity is experience in a clinical setting that will provide a realistic understanding of caring for others in a health care environment, such as volunteering in a hospital or working in another patient care facility, as well as shadowing or other exposure to health professionals in your career of choice. Other activities should demonstrate things you’re interested in, and help you to develop all of those intangible qualities listed above. Leadership, community service and research activities are considered particularly useful in preparing for a health professional career.

3. Letters of Recommendation.
   All schools require them, and most require at least some of them to be written by faculty in your science courses. For medical and dental school admissions, you’ll be expected to have at least three academic recommendations. Cultivate relationships with faculty and other mentors who will be able to advocate for you in the admissions process. Princeton will also prepare a composite letter of recommendation on your behalf, which provides a comprehensive summary of your candidacy.

4. Personal Essays.
   You will write at least one, and possibly multiple essays in which you describe yourself and your motivation for a career in the health professions to the admissions committees as part of your application. Start a journal early to begin capturing your experiences in your own words. Take some writing courses if you feel like you need to develop your written communication skills!

5. Interview.
   This is your chance to let Admissions Boards know more about you, and where you’ll be able to talk about your grades, test scores and activities, and for you to learn more about the schools to which you’re applying. It requires a lot of self-reflection and maturity, as well as ability to think on your feet, and plenty of practice, to interview well.

http://careerservices.princeton.edu
Applying to medical school is a long, detail-oriented process, and the Office of Health Professions Advising is here to help you navigate it. You can wait until the year you apply to learn many of the specific details about the application process. Some general advice for the first few years:

Find your Niche: Get involved, But Don’t Overload!
Pursue your interests in the classroom and beyond, but be careful not to over-commit. In high school you might have found time for a long list of activities. Remember that college is different, so be careful with your time commitments. Try one or two activities in your first year, and if you find that you have time for more, go for it.

Do Well Academically!
As a pre-health student, you have to prove that you’ll be able to survive the rigors of medical school! It’s essential for all pre-health students to develop good study habits and a college lifestyle that is conducive to academic achievement. Try to diagnose and treat difficulties early and remedy them. Many resources are available to you on campus if you need help including your professors and teaching assistants, Deans and Directors of Studies, peer advisers and McGraw Center and Writing Center staff.

Get to Know Your Professors
Members of the faculty are a great resource. They will not only help you academically, but will also provide you with letters of recommendation when you apply to health professions schools. Stop in to meet some of your professors during their office hours, even if you are in a large, introductory-level course. You don’t have to have a significant question to ask as a pretense to visiting with a professor; any specific question about a course, curiosity about your course work or questions about a professor’s research interests are all legitimate reasons for visiting with a professor during his/her office hours. The earlier you learn to communicate with faculty, the easier it will become in later years when you’re looking for research opportunities, asking for letters of recommendation and otherwise further developing these relationships.

Get to Know Your Peers
Studies have shown that students who have a “support group” on campus do better in their courses. You can’t get through the pre-health courses alone. Study groups, friends who will help you maintain a balanced lifestyle, upper class students who can provide advice...all of these are critical in doing well at Princeton. Talk with classmates, attend a study group, join a pre-health student organization and meet your pre-health peer advisors in your residential college.

Experiential Learning Opportunities
The following offer many resources to help you find opportunities in the field of health care during your undergraduate years:

△ Health Professions Advising (HPA) maintains a list of local health professionals who are willing to take on students for shadowing opportunities. HPA also sends a weekly HPA Vitals enewsletter with listings of clinical and research-based summer opportunities, volunteer positions, post-graduate programs and other important resources. (http://www.princeton.edu/hpa/opportunities/)

△ The Office of Career Services has two online systems available to explore internship and/or full-time opportunities. Register for TigerTracks and UCAN (see section on page 30 for information on these systems).

Also, the Princeternship program offers externship opportunities during the academic break periods, matching students with alumni in their area of interest. There are a number of physicians and other medical professionals who volunteer to host students each year. For more information on this program, visit Career Services website.

Tip
Stay up to date on current programs and opportunities! Subscribe to a specialized email distribution list (available for pre-med, pre-dental and pre-vet students) by sending a request to HPA@princeton.edu or calling 609-258-3144.
NON-ACADEMIC PREPARATION FOR MEDICAL SCHOOL

Personal development and overall knowledge of health care through a variety of extracurricular activities and health-related experiences is nearly as important as academic work when preparing for medical school.

Extracurricular Activities:
Personal development through participation in extracurricular activities is nearly as important as academic work when preparing for health professional school. There are endless opportunities—the arts, athletics, service work, religious organizations, debating, singing groups, etc. Try something you enjoy, and devote time and energy to it. You will be a richer person for it, and you will come to your academic work refreshed. Your extracurricular involvements may help others to determine the level of your energy, commitment, leadership, calmness under pressure and maturity, as well as your ability to work with others. Refer back to those “intangible qualities” that medical schools are looking for in their applicants. Think about ways you may strengthen yours through your activities.

Health-related Experience:
It is essential for you to gain some real-world perspective on whatever form of medicine interests you (human, vet, dental). You will have to convince admissions committees that you know what you’re getting yourself into, and it’s impossible to do so based just on what you think, or what you’ve seen your family members do. You must experience it for yourself, and be able to talk about it in your own words. It is important for you to discover if interacting with sick people (or animals!) is a good fit for you. You may love science and want to help people, but working with individuals who are in pain and suffering takes a special type of person.

Medical and dental schools prefer candidates who have had some basic experience in the field through volunteering, internships, shadowing or working in an office. Veterinary schools require that students spend time in a clinical setting, and prefer candidates with both large- and small-animal experience. Ultimately, applicants in any health profession will greatly enhance their chances of being admitted if they have had this kind of experience in their chosen profession, as well as a letter of recommendation from a professional in the field.

There are many ways in which you can learn about the field:
- Working or volunteering in a hospital or clinic
- Finding a health-oriented volunteer position through the Student Volunteers Council (SVC)
- Participating in a global health opportunity
- Doing an internship
- Reading and becoming knowledgeable about the field (HPA has a vast borrowing library of health-related books)
- Shadowing physicians and dentists
- Participating in clinical research, and interacting with patients who are in clinical studies
- Participating in a summer medical or dental preparation program
- Becoming a certified Emergency Medical Technician and joining a local rescue squad in the Princeton area or your hometown

If you don’t have time for health-related volunteer work during the school year, plan on it in the summer. It is critical that you gain some sense that medicine will be satisfying to you and that you will have something to give your patients and the profession. This should be your first priority if you are considering health professional school, and should be done before or during your time in the pre-health courses.
Considering Medical School

The MCAT is required by all American medical schools. It is a computer-based, standardized, multiple-choice examination designed to assess your problem-solving and critical-thinking skills, and knowledge of concepts and principles prerequisite to the study of medicine.

An MCAT score is good for three years. You should take it after you have completed your prerequisite course work, and had ample time to study and prepare. Speak with a pre-health adviser to determine when might be best for you to take the exam.

In 2015, the MCAT will be expanded to test not only science, but also the social and behavioral determinants of health. The Association of American Medical Colleges is in the process of preparing the new exam.

For more information on the MCAT visit: www.aamc.org/students/mcat/start.htm.

THE APPLICATION PROCESS

The Health Professions Advising website provides detailed information about the application process and offers an Application Guide and Applicant Checklist with appropriate deadlines for submitting materials and working with their office. This includes a number of required forms to help you prepare for a pre-application interview with their office.

For more information, please visit http://www.princeton.edu/hpa/.

Undergraduate Academic Preparation

With over 140 allopathic (MD) medical programs and 29 osteopathic (DO) medical programs, not to mention all of the other health professions programs, it is difficult to cover all of the requirements that you may need in order to prepare for your specific career interest. These are the basic requirements that will satisfy most MD and DO programs. All courses must be taken for a grade, not P/D/F:

- Basic prerequisite courses include the following:
  - One year of General Chemistry with Lab
  - One year of Organic Chemistry with Lab
  - One year of Physics with Lab
  - One year of Biology with Lab
  - One semester of Biochemistry
  - Two semesters of English / Writing
  - One to two semesters of Math

- A number of schools require additional Biology (for example, the Texas schools require a second year). It is worthwhile to check on the schools in your state to see what they may require.

- Speak with your pre-health advisers and residential college advisers to plan an academic schedule that will best fit your academic goals and career plans. HPA has developed several potential academic plans for you to consider, available on the website. Keep in mind, no one plan is the “right” way—each student's path to health professions school is unique.

- It is not required that you major in a science in order to pursue a health professions career. When choosing your concentration, consider that medical schools are interested in students who have demonstrated strong ability in the sciences, but also those who have a broad view of the human condition, an understanding that may be gained through the study of the humanities and social and behavioral sciences. In a typical year, about a third of Princeton medical school applicants are non-science majors, and they are just as successful in gaining admission.
POSTGRADUATE FELLOWSHIPS & ONE- OR TWO-YEAR OPTIONS

Seniors often explore short-term academic or workplace opportunities that will last for one or two years before they begin further study in graduate or professional school, or become permanently employed. These unique and challenging opportunities can help graduates further discover their interests and differentiate themselves.

EXPLORING FELLOWSHIPS & ONE- OR TWO-YEAR OPTIONS

There are two main kinds of postgraduate fellowships:

▲ Academic: These include opportunities for graduate study or independent research.

▲ Workplace: There are many workplace fellowships and one- or two-year options that offer either paid placement or funding for working in many different areas, including some corporate, public interest or international organizations.

Deadlines for these options begin as early as September of your senior year, so start researching options early to avoid missing out on opportunities.

ONLINE RESOURCES

For Academic Fellowships:

▲ Princeton’s Guide to Postgraduate Fellowships (www.princeton.edu/oip/fellowships/)—Published annually by the Office of the Dean of the College, this comprehensive site lists fellowships by field of study and a monthly calendar of application deadlines. It also offers lists of postgraduate awards.

For Workplace Fellowships & One- or Two-Year Options

▲ TigerTracks (http://princeton.experience.com/er/security/login.jsp)—Search for year-long postgraduate internships and workplace fellowships by using the 1-Click Search called “Post-Graduate 1 to 2 Year Options and Fellowships”.

▲ International Links section of the Career Services website—Browse our international links section for options abroad. (Check out the International Opportunities section of this guide as well.)

▲ Princeton Public Interest Fellowships List (www.princeton.edu/oip)—A quick overview of Princeton-specific workplace fellowships and special funding for public interest work, as compiled by the Pace Center.

▲ Princeton-Specific One-Year Programs (see list on the next page).

▲ The Gap Year (www.gapyear.com)—Provides resources for travel and employment abroad.

▲ Idealist.org (www.idealist.org)—Lists nonprofit and public policy fellowships both domestically and abroad.

▲ One Small Planet (www.onesmallplanet.com/geninfo.htm)—Provides ideas for volunteering, working, studying and traveling abroad.

▲ Riley Guide (www.rileyguide.com/intern.html#intern)—Lists a variety of fellowships, study abroad and volunteer opportunities.
PRINCETON-SPECIFIC PROGRAMS

There are many Princeton-specific teaching and workplace fellowships available annually in a range of countries. The deadlines and interview process vary by program, so make sure to attend their information sessions or visit them at one of our career fairs. Check their websites for further details and deadlines.

▲ Princeton in Africa (www.princetoninafrica.org)—PiAf seeks to create a constituency of young people committed to the emergence of Africa as a full partner in the developed world by offering service fellowships in connection with humanitarian and other organizations.

▲ Princeton in Asia (http://piaweb.princeton.edu/)—PiA is a nonprofit foundation committed to providing bright and motivated people with a vivid “Asian experience.”

▲ Princeton in Latin America (www.princeton.edu/~pila/)—PiLA is a postgraduate fellowship organization aimed at connecting Princeton graduates with worthwhile organizations in Central and South America.

▲ Princeton Project 55, (www.alumnicorps.org/)—Strives to place fellows in substantive paid jobs with public interest organizations seeking solutions to critical social problems.

▲ Princeton in France (www.princeton.edu/oip/iip//pif/)—Offers a variety of jobs in Paris and regional cities across a range of organizations.

▲ Pace High Meadows (http://pace.princeton.edu/fellowships)—Places recent graduates in two-year positions with nonprofits that aim to protect the environment and build sustainability, or that bring an environmental focus to building community capacity and increasing self-sufficiency.

SAFE FUNDING PORTAL

The Student Activities Funding Engine (www.princeton.edu/studentfunding/safe-reference-guide/) connects students with University funding for a range of activities, including internships, summer study abroad, senior thesis and other independent projects.

FUNDING FOR INDEPENDENT PROJECTS

The following is a sample of fellowship/scholarship awards that require applicants to propose an independent project.

▲ Martin A. Dale ’53 Fellowship—Awarded for an independent project of extraordinary merit that will widen the recipient's experience of the world and significantly enhance his or her personal growth and intellectual development.

▲ Princeton ReachOut ’56 Fellowship—Applicants must find a public interest organization that agrees in advance to make a position available, and then work with the organization in devising a significant project or function. The organization must be located in the U.S., though applicants need not be U.S. citizens.

▲ Daniel M. Sachs ’60 Graduating Scholarship—For those of all disciplines who are interested in public affairs, law science or medicine in the public interest, this scholarship may be held in one of two ways. It may be a traveling fellowship that enables the scholar to develop and implement their own project, or it may be held as a scholarship entitling the recipient to qualify for an appropriate degree from the University of Oxford.

For more information and additional awards available, visit www.princeton.edu/oip/ or the Funding page on our website.
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