



The College of New Jersey

The Career Center

Mission

The College of New Jersey Career Center empowers students to excel in their chosen fields, “enriching the TCNJ experience and fostering the development of students as whole persons.” The Center accomplishes this by enabling students to strategically apply their academic and leadership experiences in the world of work, post-graduate education and the dynamic, global community-at-large; as well as by enhancing students’ opportunities through building and maintaining meaningful relationships with employers, graduate programs and professional schools.

Learning Outcomes

Through the Career Center’s premier programs, resources and services:

- Students will be able to identify their career and/or educational goals.
- Students will be able to effectively market themselves in the pursuit of their goals.
- Students will be able to identify and utilize career related information in support of their goals.
- Students will be able to professionally interact with employers, alumni, graduate programs and professional schools.
- Employers, graduate programs and professional schools will gain access to highly qualified applicants.
- Employers, graduate programs and professional schools will be able to market their respective opportunities.
- Faculty and staff will be able to collaborate and liaison with the Career Center in support of students.
- The College’s outreach efforts to varied constituencies including prospective students and alumni will be advanced.

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The College of New Jersey Career Center 2010-2011 Career Handbook

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Use the Career Center: Shorten Your Job Search, Improve Your Earnings, & Increase your Job Satisfaction

In a study of TCNJ Graduates from 2003-2007, graduates who used the Career Center had shorter job searches, higher earnings and increased job satisfaction in comparison with those graduates that had not used the Career Center—the more they took advantage of services the more significant the impact. Utilizing the resources will help you do the same.

Career Counseling: What Will You Do? How Will You Get There?

Not sure how to answer either of those questions, meet with a career counselor and utilize the extensive career resources offered in the Career Library.

Career counselors meet with students to help them determine their goals, as well as develop and implement a plan for reaching those goals. To schedule an appointment, call 609.771.2161. Have a quick career question or want to have your resume reviewed by a Career Center staff member? Stop by the Career Library during Drop-In Hours. Drop-In hours are held:

M/R: 1:30-3:30pm; T: 3:30-5:30pm; F: 10am-12pm

Experiential Learning: Test Options & Gain Relevant Experience

Get ahead of your competition and determine if you are in the right field by participating in experiential learning, such as student employment and internships.

Student Employment

Working on campus or in nearby non profits gives you an excellent opportunity to gain relevant experience while earning extra cash! TCNJ Career Center fills over 2,000 positions each year. View and apply for on-campus jobs, and learn about the hiring process through the Career Center website, www.tcnj.edu/~career.

Internships

Employers engage interns to enable students to learn by doing, provide valuable functions for their organizations and try out potential employees. Students participate in internships to test out career choices, gain relevant skills and earn money, academic credit or both. The Career Center can help you find internship opportunities. (See page 9 for more information.)

Job Searching: Market Yourself

Resumes

Resumes are your first opportunity to introduce yourself to an employer—make sure your resume is its most effective. Unsure how to begin developing your resume? Attend our *Creating a Resume for Today's Workplace Workshop*. See the Career Center website for times.

Have a resume but need feedback as to whether it accomplishes all it can? Have a Career Center professional review it. Drop by the Career Library to have your resume reviewed during scheduled Drop-In Hours.

M/R: 1:30-3:30pm; T: 3:30-5:30pm; F: 10am-12pm

Additionally, the Career Center reviews the resumes of seniors wishing to participate in LionsLink for their full time job searches. If you are a senior beginning your job search upload your up-to-date resume as soon as possible. See p. 15 for more information.

Search for Jobs

A thorough job search leaves no stone unturned. See pages 9-16 for complete information but don't forget to participate in the following Career Center programs and services:

- **GADUATE SCHOOL, JOB & INTERNSHIP FAIRS**
 - Fall Opportunities Day—Fri., Sept. 24, 2010
 - Spring Career & Internship Day—Fri., Feb. 18, 2011
- **LIONS LINK – On-Campus Recruitment**
- **EDUCATION INTERVIEW DAYS**—Fri., March 25, 2011; Fri. April, 8, 2011; Thurs., April 14, 2011
- **DINING OUT IN PROFESSIONAL STYLE** (networking event)
 - Wednesday, November 17, 2010

Interviewing

Interviewing is a skill you can develop in three steps. The Career Center can help:

Step One: Prepare

Attend an *Interviewing Techniques Workshop*. Learn how to prepare for interviews, present yourself effectively and respond to questions appropriately.

Step Two: Practice

Mock interviews offer you an opportunity to practice. The "Perfect Interview," an online interview preparation program, will lead you through the actual mock interview. Then meet with a career counselor for feedback regarding the impression you make in an interview and to learn to see yourself through recruiters' eyes.

Step Three: Check Your Skills

Fine tune your interviewing skills in response to employers' direct impressions of you. After participating in at least three LionsLink on-campus interviews, a career counselor can share with you employers' assessment of your performance on twelve essential interviewing criterion (see page 46). Call 609.771.2161 to schedule an appointment.

Further Study: Expand Your Skills & Knowledge

Learning is a life-long process. Consider pursuing graduate or professional school as a way of expanding not only your knowledge base, but also your career options. Start by attending Fall Opportunities Day (9/24/10) and graduate school panels. Also consider participating in our *Attending Graduate School* workshop or make an appointment to meet with a career counselor.

Post Graduation Activity: TCNJ Class of 2009 Survey Excerpts

Post Graduation Activity Summary

Of the 1,469 graduates of the Class of 2009, 47% (691) responded. Of those respondents, 648 (94%) of the graduates were employed and/or attending graduate/professional school within one year of graduation. *(Percentages are rounded to the nearest full point.)*

79% of the graduates were employed - 58% are employed in full time positions; 21% are employed in part time positions. 17% of the graduates were both employed and attending graduate school.

14% of the graduates were unemployed, but attending graduate/professional school.

6% of the graduates were unemployed and not attending graduate/professional school - despite a 9.6% unemployment rate in the State of New Jersey as of July 2010.

Internship Participation

523 (76%) of the eligible respondents indicated they had participated in an internship or practicum experience during their undergraduate careers. They interned in an average of 2.49 experiences for an average of 2.69 semesters/summers over the course of their tenures at TCNJ.

TCNJ Career Preparation

75% of the respondents indicated that they had received career advice from their faculty or department – 57% had received post graduation career planning advice from faculty; 45% had received advice regarding internships; and, 42% received advice regarding pursuing graduate/professional school. 82% indicated that they had used Career Services during their tenure. 94% indicated that they had either used Career Services or received career advice from faculty. 76% of the respondents indicated that their career preparation by TCNJ was above average or excellent.

Top 10 Employers - The Top Employers (based on number of TCNJ, Class of '09 graduates hired) were:

- | | | |
|--|--|--|
| 1. Johnson & Johnson (9) | 4. Children's Hospital of Philadelphia (3) | 4. University Medical Ctr at Princeton (3) |
| 2. Bank of America/Merrill Lynch (5) | 4. Cooper University Hospital (3) | 4. WithumSmith+Brown (3) |
| 3. PricewaterhouseCoopers (4) | 4. Lockheed Martin (3) | |
| 4. Bridgewater-Raritan School District (3) | 4. St. Peter's University Hospital (3) | |

Salary Information

The mean starting salary for graduates of the Class of '09 was **\$45,922** (from salary ranges); reflects a 2% increase in comparison with the Class of '08. Average salaries by School were:

	AMM	BU	CS	ED	EG	NU	SC
Average Salary	\$39,583	\$49,933	\$37,576	\$46,058	\$54,605	\$54,721	\$47,214

Males earned an average of \$4,170 (10%) per year more than females - 5% greater disparity than the Class of 2008.

Disciplines with the highest reported average salaries (number reporting):

- | | | |
|-----------------------------------|----------------------------------|---------------------------------|
| 1. BioMedical Eng. (2) \$65,000 | 5. Engineering Sci. (2) \$55,000 | 9. Mechanical Eng (8) \$50,625 |
| 2. Civil Engineering (5) \$60,500 | 5. Math/Stat (8) \$55,000 | 10. Bio Sec Ed (2) \$50,000 |
| 3. Nursing (24) \$57,708 | 7. El. Ed Math (7) \$51,900 | 10. Chem Sec Ed (2) \$50,000 |
| 4. Accounting (17) \$55,059 | 8. Finance (25) \$51,400 | 10. Physics Sec Ed (2) \$50,000 |

Graduate School Summary

38% of the Class of '09 indicated that they had applied for admission to graduate/professional school during their senior year. Of those that applied, 44% developed a contingency plan for if they were not successful in seeking admission.

31% of the graduates who responded to the survey were attending graduate/professional school; 14% indicated that though they were unemployed, they were attending graduate/ professional school. Through admissions data secured from the Student Loan Clearinghouse and surveys obtained by Career Services we were able to determine that 364 (25%) graduates of the total Class of 2008 attended graduate school within the year after graduation. 58% of graduates indicated they plan to attend graduate/professional school in the future.

Top Graduate/Professional Schools (based on number of TCNJ, Class of '09 graduates attended) were:

- | | | | |
|-------------------|-------------------------|-----------------------|--------------------------|
| 1. TCNJ (60) | 5. Seton Hall (13) | 9. Stevens Inst. (5) | 10. Monmouth (4) |
| 2. Rutgers (38) | 6. NYU (10) | 10. Columbia (4) | 10. William Paterson (4) |
| 3. UMDNJ (19) | 7. Penn State (7) | 10. Drexel (4) | |
| 4. U of Penn (15) | 8. Thomas Jefferson (6) | 10. Johns Hopkins (4) | |

What You Can do to Explore Majors & Careers: College Timeline

1st Year

- Visit the **Career Center** and meet with a career counselor to discuss majors, career fields and more!
- Utilize a career assessment instrument to learn more about you. By doing this you can examine your interests, values, skills and beliefs, as well as learn more about how they affect your decision making. Discuss outcomes with a career counselor.
- Use the on-line system Sigi3, to explore fields related to majors, gather information about occupations/careers and consider what your values may indicate regarding a future career.
- Become active in athletics, clubs, organizations and activities. Employers and graduate schools look at candidates who were active in college.
- Research options for your future! Use the Career Center's Library and website, Opportunity Days, Career & Internship Days, and "people" resources to learn more about career fields and industries.
- Register with the **LionsLink** system.
- Begin building your resume. Attend a Resume Writing workshop and come by for a critique.

3rd Year

- Continue pursuing research opportunities, volunteer experiences or internships to prepare for entry into your chosen field or advanced degree program.
- Research graduate and professional school programs; attend graduate school panels.
- Prepare for and begin taking necessary admissions exams (i.e., GRE, LSAT, MCAT, etc.).
- **Pursue Internships!** TCNJ students participate in an average 2.5 internship experiences to gain practical experience and build their networks (*Class of 2009 Graduate Survey*).
- Become more comfortable with the job search process by meeting with employers at Career & Internship Days and attending **Dining Out in Professional Style**.
- Brush up on your interviewing skills by participating in the **Perfect Interview** or an Interview skills Workshop. Follow it up with a mock interview to see your interviewing strengths and areas for improvement.

You are the sum of your small steps!

2nd Year

- Get curious about what's out there. Explore fields and occupations!
- Consult with faculty, counselors or alumni to identify specific courses that **will** help you prepare for the career(s) you are considering.
- Continue to polish your resume as you get a clearer idea of your area(s) of focus.
- Gain experience through campus employment, internships or volunteer activities.
- **Internships!** Update your registration in LionsLink. Keep your resume current and check the system regularly for internship opportunities.
- Attend **Opportunity Days and Career & Internship Days** - conduct informational interviews and search for internships.
- Stay involved in the TCNJ community through clubs, athletics, activities, intramurals, etc.
- Gain leadership experience (e.g., become a Community Adviser or Ambassador, lead a committee or become an officer in an organization).

4th Year +

- Meet with a career counselor to finalize your future plans.
- Attend Early Bird Seminar, an Intro to LionsLink Workshop, or complete the LionsLink on-line module/quiz.
- Update your resume to include internship, extracurricular, leadership, volunteer activities or large class project(s). Have it critiqued by a Career Counselor.
- Design and begin implementing a job search strategy. Job searches take an average of 6-9 months so begin as soon as possible.
- Participate in **Fall Career Week** and **Spring Career Week**.
- Apply to graduate/professional schools if you plan to attend the fall immediately following completion of undergraduate school; applications should be in by Nov/Dec. Note: The application process takes approximately one year from the time you start until you are attending graduate school.
- Have a backup plan. Remember that this is an evolving process. If your first plan changes, consider what you will explore next.

Career Decision Making: Deciding on a Major or Career

Two of the largest decisions you face in college are selecting a major and choosing a career. To some, these decisions are intertwined, but many alumni will tell you that their majors did not dictate their career paths. Though your choice of major can influence your career choice, it does not determine it! However, the process you undergo when selecting a major and choosing a career are similar. Both require self assessment, investigation, consultation, decision making and risk taking. Follow this guide when making your next major or career decision.

Assess Yourself—Who are you?

Values

1. What makes you happy? _____
2. Identify three things that are most important to you (e.g., family, money, excitement, advancement, etc.).

3. Identify three things you feel passionately about (e.g., issues, politics, helping others, etc.).

Interests

4. Identify three things you enjoy doing.

5. Identify three subjects you enjoy studying.

6. Identify three things you do for fun or to relax.

Ability, Skills, and Knowledge (ASKs)

7. What are your three greatest skills or abilities?

8. Name three things that you are most knowledgeable about.

9. In what areas do you need to improve.

If you have any trouble completing this section or would like to reflect further, schedule an appointment with a career counselor and/or visit Sigi3.

Investigate your Options

1. Identify three careers that interest you and what major you think would be most applicable to that career.

Career Field

Major

_____	_____
_____	_____
_____	_____

2. Identify three majors/careers you are considering. Indicate why the fields interest you and what information you still need in order to determine what major/career is right for you.

Careers/Majors

Why do they interest you?

Information Needed

_____	_____	_____
_____	_____	_____
_____	_____	_____

Consult with Others

1. Identify family members or friends with whom you speak regularly and who know you and your interests, opinions, and values well. Ask them for advice and feedback on the major(s) or career(s) you're considering, as well as on others they see as suiting you.
2. Make an appointment with your academic adviser and/or a career counselor.
3. Meet with your academic adviser, an assistant dean of the school, and/or the chairperson or a faculty member in the department you are considering or who may have information on the career fields that interest you.
4. Talk to a student currently in the major.
5. Review **resources** contained in the Career Library and on the Career Center website, including the Graduate Survey to see what others have done and viewing the *Choosing a Major* video.
6. Use **Sigi3** (available through the Career Center website). Access and explore the information and steps in Sigi3 for deciding on a major.
7. Conduct an **informational interview**! Find out more information from someone who is actually doing your dream job!

Make a Preliminary Decision

Utilize the information you've gained through self assessment, investigation, and consultation to identify a few choices. Select three options to explore, and complete the following:

*You can combine career fields and majors to fulfill a multitude of interests at the same time.
Consider a double major or pursuing a minor in one area and a major in another.*

	Major/Career 1	Major/Career 2	Major/Career 3
Personal interest related to this option			
ASKS (see page 7) related to this option.			
Personal strengths related to this option.			
Personal weaknesses related to this option.			
Opportunities related to this option.			
Challenges to pursuing this option.			
Continued concerns/questions.			
Needed information to be gathered.			

Take a Risk—Try out your choice(s)!

Use the information you've assembled to assess the your choice(s) and test it out! There comes a time when you have to make a choice. you find this choice doesn't work out, try another option. Testing your choices involves risk. Keep in mind, most people will pursue multiple fields during their careers and 50% of TCNJ students change majors at least once! If

Risk..... Taking a course in your field of interest.

Risk..... Pursuing an internship and/or a shadowing experience (follow someone at work for a day).

Risk..... Putting yourself in a situation where you don't know what you're doing— YOU'LL LEARN!

Risk..... Talking with someone you don't know. Find out what they do and how they got there!

Risk..... Joining an on-campus club or participating in an activity being hosted by a club.

Risk..... Becoming a leader of a club or organization.

Risk..... Taking time to EXPLORE the world of possibilities out there!

Internships: Putting Your Learning Into Action

Why should you intern?

Internships provide structured learning. Though they provide meaningful functionality for the employer, like part time and summer jobs do, the focus of an internship is on the professional development of the intern.

Internships can be paid, for academic credit, for both pay and academic credit, or for experience only. Professional development is most important; therefore, the experience gained through any internship is valuable, regardless of payment or credit status. Some fields (e.g., communications, fashion, music, entertainment) are extremely difficult to break into without relevant experience, yet internships in these fields are for no or low pay. In these fields, experience IS the compensation!

Use an internship to determine if a field is right for you and to gain relevant experience that will enable you to move effectively into your chosen field. Employers use internships to “try out” students for permanent jobs - many employers hire their interns into permanent jobs after graduation!

How do you find an internship?

Students often begin interning in their sophomore year; however, it is never too early (or too late). The internship search process is similar to a job search - time consuming, lengthy and sometimes frustrating! Competitive and national internships (e.g., *Late Show with David Letterman*, Goldman Sachs, NFL, Habitat for Humanity, and US Congress), often have deadlines in early fall for summer opportunities.

Start your search at least a semester prior to your targeted start date. Utilize the “Job and Internship Search” section, (pgs.10-11) for search tips as well as the following :

LionsLink - TCNJ’s recruitment system provides 24 hour access to job postings and the opportunity to submit to over 500, regional, state or national internships from organizations interested in recruiting TCNJ students. See LionsLink - TCNJ’s On-Campus Recruitment Program, (p.15) for details on enrolling.

Career Library - Internship directories and three computers are available among the 500 resources in the Career Library.

Student Employment System - Opportunities to gain relevant experience and earn cash exist on-campus. Check the Student Employment System www.tcnj.edu/~career/studemp) for more information.

Networking - Build your network by participating in campus organizations, events (Opportunit Day, Career & Internship Day, Dining Out In Professional Style), as well as talking to faculty. See” *Job & Internship Search—Step 3*” (p.11) for more networking tips.y



Experience IS the best compensation!

Credit Bearing Internships:

How are internship credit/units awarded?

Departmental internship coordinators assign academic credits for internships. They can assist in identifying the number of credits available and the requirements. Typically departments require students to complete three steps:

1. Write a proposal through the department.
2. Submit a completed Internship Site Coordinator/Employer Agreement Form
3. Submit a completed Internship Form located on the Records & Registration site: www.tcnj.edu/~recreg/forms.

Internship site coordinators may require you to complete additional forms. Speak with your departmental internship coordinator to determine departmental procedures.

What if I leave a credit bearing internship before it ends?

Leaving a credit bearing internship is essentially the same as withdrawing from a course. Consult with Records and Registration to complete the process. Remember to handle yourself professionally and give proper notice to the employer.

Additional Resources at TCNJ!

- Undergraduate Global Programs Office - www.tcnj.edu/~goglobal/undergrad.html
- Bonner Center for Civic & Community Engagement www.tcnj.edu/~bonner/

Make the Most of Your Internship:

- Be prompt, enthusiastic and flexible! Demonstrate a strong work ethic.
- Keep lines of communication open with faculty and your supervisor. Schedule regular meetings with your supervisor and set up a time for an evaluation.
- Interview an executive of the organization. Gain information on their career path, memberships to professional organizations and major competitors.
- Keep a journal of your experiences and a record of your work, achievements, reports and recommendations related to this experience.
- Obtain written references 2-3 weeks prior to the end date.

Employers reported that 53% of their new hires from the class of 2007 were from their internship programs.

- NACE Research: 2007 Experiential Education Survey

Job & Internship Search: How do I find one?

The successful job or internship searcher knows who he is and what he wants, knows about the world of work and specifically about the industry(ies) he is pursuing, creates a plan, and pursues it diligently! After completing the Exploration section (pp. 6-8), you should have a better sense of the world of work, as well as who you are and what you want. Now it's time to create your job search plan. By following a plan, you will be able to conduct a thorough and effective job search.

STEP 1: Ask Questions!

1. In what size organization are you interested in working? ___ No Preference ___ Large ___ Medium ___ Small
2. Are there any geographic limitations to where you will work?
 ___ No, getting the right position is the most important thing!
 ___ Yes, there are personal considerations that will limit me. I am limiting my search to _____
3. Consider the employers who hire people in your field of interest.
 Employ people in your field (Check all). Rank order your interest in this setting.

___	Corporations	___
___	Firms/Agencies	___
___	Non-Profit Organizations	___
___	Government Agencies	___
___	Educational Institutions	___

STEP 2: Identify targets.

Identify the employers you'd like to pursue. Those with posted job openings and those you would like to determine whether or not they have current openings. Start with **on-line and print resources** available through the College Library and the Career Center Library. Information can be found in a number of places! Plan to target a minimum of five (5) employers per week.

Using Internet/Online Resources

- Research industries, companies, organizations, market trends, salaries, resume & cover letter information.
- Post a resume and contact companies.
- Locate opportunities locally and around the world.

Places to start:

TCNJ's LionsLink	Careerbuilder.com
Monster.com	Idealist.org
USAJobs.gov	ScienceCareers.sciencemag.org
EngineerJobs.com	RileyGuide.com
Vault.com	Science.org

Accessible through Career Center website:

ArtJobOnline	JobsforGraduates
ArtSearch	Jobs for Liberal Arts Grads
Entertainment Jobs	LionsLink
Internships-USA	ScienceJobs.gov
Jersey Intern	Wall Street Journal

Words of caution!

Remember, the web is a tool.

- Don't spend all your time searching the "abyss" of postings on large sites. Develop a routine, limit your time and then move on to more specifically targeted sites and/or, better yet, face-to-face contacts!
- Don't expect large job sites to do the work for you. You need to build your network and foster relationships to be effective.

Using TCNJ Career Center Library/Print Resources

The internet is the most popular job/internship search tool, but print resources are also valuable. You'll find these books and *many more* in the Career Library:

- Find more information on **cover letter** and **resume writing**, along with **networking** and **interviewing strategies**:
 -*The Everything Cover Letter Book*
 -*Resumes for Dummies*
 -*The Networking Survival Guide*
 -*Acing the Interview*
- Learn more about **industries, companies & organizations**:
 -*US 1 Business Directory*
 -*Hoover's Handbook of World Business*
 -*Hoover's Handbook of Emerging Companies*
 -*Vault Guidebooks*
 -*US Directory of Entertainment Employers*
- Research **internship** information and options:
 -*National Internship Guide*
 -*The Internship Bible*
 -*Scoring a Great Internship*
- Discover information regarding **global and international** opportunities:
 -*Opportunities in Overseas Careers*
 -*The Big Guide to Working and Living Overseas*
 -*Job Surfing—Working Abroad*
- Don't forget the **newspaper**! It is still a useful tool for job searching!

Job & Internship Search (Continued):

STEP 3: Network!

Networking entails talking with people about what they do and what you wish to do, listening to their story, learning more about their careers, and asking for advice and/or help.

80% of US jobs are obtained through networking! Networking both feeds on and feeds into the job search itself. As you identify employers and job openings, networking will help you to maximize your opportunities.

- Phase One—Tell people (anyone who will listen to you!) that you are looking for a job or internship and ask for advice. As people hear about openings, you'll be on their mind! The people in your life are the first part of your professional network.
- Phase Two—Join professional associations, attend Career Days and participate in networking events. As you meet people, go beyond asking about openings—get to know them and what they do while also communicating your career interests. Even people outside of your industry or career field have valuable advice to offer.
- Phase Three—Utilize social networking sites to expand your professional network. There are hundreds of social networking sites now accessible on the web. Utilize Facebook, LinkedIn, and others to meet people in your field. Additionally, professional recruiters frequently tap into these sites to locate new talent and gather information about applicants.

List the sites you belong to: _____

Take Inventory! How many total connections do you currently have through these sites? # _____
Each one of these connections is part of your network!

At the end of every networking interaction, ask the person you're speaking with if they can recommend someone else with whom you should speak.



What you need to know about social networking...

BE PROFESSIONAL—Employers use these sites to research applicants. Consider this as you build your profile. Delete pictures that may be viewed as unprofessional.

REMOVE ALL personal information—This is the internet and literally anyone can view this information.

MAINTAIN COMPLETE PROFILES—It is critical that your profile be current and complete. A half-completed profile tells employers you aren't serious about your search.

CONSIDER FEES—Some sites may ask for a fee, but be sure you want or need to pay before proceeding. (FYI: You should not have to pay to use sites such as LinkedIn. The first membership level is free and highly effective.)

STEP 4: Apply for jobs and internships!

After researching and discovering job openings and beginning to network, start applying! Follow these easy instructions for applying to posted job opportunities. Apply to any and all positions for which you are qualified!

1. Update your resume. Include recent jobs, projects or experiences relevant to your field. See resume examples, pp 19-32.
2. Have a cover letter for each position for which you are applying, see cover letter examples, pp. 33-36
3. Create or update a professional references sheet including 2-4 references, see references sheet example, p. 36.
3. Make sure to save your cover letter, resume, and reference sheet as an Adobe PDF file so that the formatting does not change when sending it electronically.
4. Fill out any online applications that are required.
5. Upload all necessary documents to the company's website or email/US mail it to the appropriate contact person to complete the application process.
6. Follow up on your application status after about 2 weeks with a friendly email!
7. TIP: Keep track of any correspondences with employers by using the Employer Contact Log Sheet on the back of this page.

*P.S. Effective job and internship seekers know the truth—**there is no ONE way to look for a job!**
Use **ANY and ALL means** available to you.

Job Search Contact Log

Job Search Contact Log

Employer	Web Site	Job Title	Contact Information (Name, Address, Phone)	Resume Sent	Follow Up Sent	Notes

Graduate School, Job and Internship Fairs:

Career & Internship Days! (a.k.a. Career Fairs)

Save the dates!

**Fall Opportunities Day - September 24, 2010,
Spring Career & Internship Day - February 18, 2011**

Career fairs provide you the opportunity to meet several employers in one shot. They are time effective methods of initiating relationships with a number of employers.

Reasons to attend a career fair?

- To develop networking contacts
- Determine the demand for someone in your field
- Discover opportunities available at specific organizations
- Ask what “a day in the life” is like, in a certain position
- Gain information about career options
- Learn about specific employers
- Identify and research training program(s)
- Learn about career paths in a company
- Apply directly for an internship or fulltime position

Maximize your time—Plan Your Day

1. **Visit** the Career Center web site for a listing of the organizations attending Fall Opportunities Day and Spring Career & Internship Day. A preliminary list is available 7 days prior to the event. Check for updates the day of the event.
2. **Identify** organizations that you would like to visit and learn more about. List them on this chart and fill out the information as it becomes available—through research or at the event (make additional copies as needed).
3. **Prepare to introduce yourself!** Prepare a one minute ‘commercial about YOU! Briefly describe your background and what you are looking for. Relate your education, experience and skills to the employer’s needs.

EXAMPLE: Hello! My name is Mary Smith. I am a senior journalism major. I am the Editor of the Signal, TCNJ’s newspaper. I’m seeking a full time position utilizing my editing skills and experience. I am extremely organized, efficient and deadline oriented. I became interested in your organization through the information provided on your website. Can we discuss the opportunities available for someone with my qualifications?

What to Bring

- Resumes: Multiple copies of a professional resume detailing your education, experience, skills and campus and community activities. If possible, have your resume critiqued by a Career Center staff member. (NOTE: Cover letters are not necessary as you are hand delivering your resume.)
- Blank paper and a pen to take notes on the employers with whom you speak.
- The next page! Keep record of the employers in which you are interested.

How to Dress

- **Women:** A conservative, tailored business suit is most appropriate—just as you would wear to a job interview. But, a skirt and blazer or a conservative business dress or pant suit are also appropriate.
- **Men:** A conservative, tailored business suit is most appropriate—just as you would wear to a job interview. But, a buttondown shirt, tie, sport coat and nice slacks are also acceptable.
- Neat, comfortable, professional shoes—with socks or stockings are appropriate. Remember you will be on your feet for a while so make them comfortable (NO SNEAKERS).

The Day of the Fair

- Brainstorm questions for the organizations you researched. They stimulate conversation and help you learn more about their organization or industry.
- There may be employers with lines of students waiting to speak to them. If time is short, go to the employer with a line last. Typically employers will stay until they have met with everyone on line, but the employer without a line may leave.
- All representatives should have business cards—take one! If not, make sure you secure the name and title of each person you speak with and verify the contact person for future reference.
- Make notes regarding discussions with representatives.
- Send thank-you letters to employers within 2-3 business days.

Career Fair Contact Log

Name of Company/Organization	Primary Mission	Open Positions/Majors Sought



LionsLink: The Ins & Outs of TCNJ's On-Campus Recruitment Program



LionsLink, powered by NACELink™, is a web-based system connecting students and employers. With over 400 full-time, post-graduation and internship opportunities posted annually, LionsLink allows TCNJ students to identify job and internship openings specifically targeted towards them, submit resumes, schedule interviews and sign up for presentations.

WHO CAN PARTICIPATE?

- ▶ *Full-time, degreed opportunities:* TCNJ students completing their degree in December 2010, May 2011 or August 2011.
- ▶ *Internships:* TCNJ students with 8 credits or more.

SET UP AN ACCOUNT/UPDATE PROFILE

1. Visit the Career Center website, www.tcnj.edu/~career.
2. Select the LionsLink Student Log-in.
3. Use your UNIX username and password to log-in.
4. Complete the profile screens. Required fields are indicated in red. Only you & the Career Center can view your profile.

STEPS TO ACTIVATION:

Seniors/Graduating Students:

1. Complete/update your profile.
2. Upload a resume into the document section. *Prior to activation into the recruitment system, **all graduating students** must have one resume reviewed and approved by Career Center staff. This review occurs within 3 working days of your uploading the first resume. NOTE: Though you may have up to 10 documents in the system, only one resume will be reviewed by the Career Center. This resume will appear in the Documents section as "Reviewed."*
3. If the resume is **not approved**, make the suggested changes and meet with a career counselor, during open hours or individually. After this meeting occurs your account will be activated.
4. Be sure that you upload the new/edited version *BEFORE* deleting any resumes on the system.
5. Begin searching and submitting your resume to opportunities under the "**Jobs & Internships**" tab.

First Year, Sophomores and Juniors (Internships Only):

1. Complete/update your profile.
2. Upload a resume into the document section.
3. The Career Center will activate** your profile within 1 business day of the upload.
4. Begin searching and submitting your resume for internships.

** Activation acknowledges receipt of your resume and enables you to use the system, it does not signify approval of your resume. For feedback on your resume visit the Career Center during Drop In Hours (see p. 4).

UPLOAD YOUR RESUME

- ▶ You are permitted up to 10 documents (resumes, applications, cover letter or transcripts) in the system.
- ▶ Update your resume or complete the document.
- ▶ Upload it through the "Documents" section. Assign each resume an easily identifiable name. NOTE: Verify that you don't have a blank second page when you upload.
- ▶ When adding and deleting resumes, ADD first then delete.

SEARCH & IDENTIFY OPPORTUNITIES

- ▶ Go to "**Jobs & Internships**" tab & select "**LionsLink Jobs.**"
- ▶ Search in various ways, including search "All Interviews" for all OCR events.
- ▶ Review the job description located on the right side of the page in the Application Status section. Select a version of your resume from the drop down and click the submit button. Note: You are required to attend all campus interviews for which you submitted resumes and are selected.

"ALERTS" - AFTER APPLYING

The "Alerts" section appears under the "Quick Links" section of your account when the employer selects you to interview. Alerts leads you to the interview sign up.

INFORMATION SESSIONS

Employers may hold pre-interview or information sessions to inform prospective candidates of position details and company culture. To locate these, select the "Events" and "Information Session" tab. Whether an employer is holding a session is stated in the description. Note: *Pre-selected candidates must attend these sessions—sign-up is required.*

ON-CAMPUS INTERVIEWS

Interviews are typically 30 minutes in length, but may vary, and are held in the Career Center, with the exception of education interviews which are held in the Brower Student Center.

On-Campus Recruitment Tips:

- When adding and deleting resumes - ADD FIRST.
- Job codes: "P"= PreSelect (on campus interview), "O"= Open (employer open to interview all applicants), "C"= Resume Collect (employer contacts you directly).
- Review opportunities daily.
- Once you submit a resume through Lionslink, if selected you **MUST** interview.
- Research employers prior to interviews.
- Be sure to follow up with a thank you email.
- Inform the Career Center if you accept a job offer.
- Etiquette and professionalism counts!

Graduating Education Majors Only:

To accommodate school districts' hiring needs and student teaching schedules, Education Interview Days (EID) are compressed into three days (3/25, 4/8, 4/14) in the spring.

- ▶ All interviews are held in the Student Center.
- ▶ All graduating Education students will receive EID information at the end of the fall semester from the Career Center. In addition, information will be on our web site. If you do not receive information and believe you are eligible, please contact the Career Center.

On-Campus Recruitment – What to expect!

Do You Know Your Rights?

As you engage in the job search process, you can expect the following:

An Open & Fair Process

Students can expect:

- ...to be treated honestly and fairly.
- ...accurate information from employers.
- ...to be evaluated in adherence to all equal opportunity and affirmative action standards.
- ...employers to make job offers in good faith and to not rescind unless an extreme situation emerges (e.g., a change to the candidate's eligibility status or the elimination of the position).
- ...the Career Center to provide students with equal access to all opportunities.
- ...the Career Center will not influence employer decisions.

Employers can expect:

- ... students to accurately present their interest.
- ... students who accept job offers to not renege on an acceptance unless an extreme situation arises (e.g., personal/family illness that negates relocation or travel).
- ... the Career Center to provide all employers that meet program guidelines with equal access to students.
- ... the Career Center will not advocate for one student or employer over another.

The Career Center expects:

- ... recruiting students to give the opportunities for which they apply full consideration.
- ... students and employers to follow the rules of the TCNJ Recruitment program.

Integrity & Confidentiality

Students can expect:

- ... employers and the Career Center to keep candidate information confidential.

Employers can expect:

- ... students to not share information about employers' recruiting processes with other employers.
- ... students to present their qualifications for a position accurately.
- ... students will request reimbursement of reasonable and legitimate expenses incurred in the recruitment process.

The Career Center expects:

- ... employers and students to present themselves honestly.
- ... students who submit resumes for through on-campus recruitment and are selected to interview, will interview.

A Timely & Thorough Process

Students can expect:

- ... employers to provide and adhere to a search process timeline, including deadlines and decision dates
- ... to be made aware of changes to the timeline.
- ... reasonable time to make a decision on a job offer—a "reasonable" timeframe is a few days to a few weeks.

Employers can expect :

- ... opportunities to be approved and posted in a timely fashion.
- ... to receive resumes and interview schedules from the Career Center on schedule.
- ... students scheduled for interviews to arrive on-time and prepared for the interview.
- ... students who are offered positions will respond in an agreed upon timeframe.

The Career Center expects:

- ... timely responses from students and employers.
- ... students and employers to arrive for interviews on time and prepared.
- ... students to adhere to the first-come-first-served policy for scheduling interviews.
- ... that should students fail to schedule interviews during the signup period, they will accept the interview time assigned to them.
- ... students and employers to inform Career Center staff when emergencies arise requiring interview schedule changes.
- ... to make or be informed of all on-campus interview schedule changes.

The Career Center is committed to providing an exceptional recruitment process through which students and employers can explore future opportunities.

Do not hesitate to contact us if we can assist you in your search.

Graduate and Professional School:

Deciding, Applying & Financing

To Attend or Not to Attend—When??

Deciding whether or not to pursue further study and when can be difficult. *Is it right for you? Go now or take time off?* Consider your options and your goals before committing to pursuing a graduate degree. Research your future career and potential programs to support these goals. Discuss it with a faculty member, career counselor, close friend or adviser.

Selecting a Graduate or Professional School

Determine the appropriate degree (i.e., doctoral, professional or masters) for your long term goals. Rankings (e.g., *US News and World Reports*) are available to help you identify leading programs, but view them with a critical eye. Do you value their criterion? Consider whether schools provide research opportunities and offer the experiences needed to succeed. Contact programs to learn of the opportunities connected to them.

Develop a list of the things that are most important to you - that you won't compromise (e.g., the time span expected to complete the program). As you begin researching keep these deal-breakers in mind.

Financial Aid for Graduate School

There is no central site for financial aid information, but **MONEY IS OUT THERE!!** To find it, utilize print and online resources, visit the Career Library and speak directly to the schools. Try to visit them. Ask questions of the professors, the department, the school, etc. This will help you learn about financing options and check out the program. Financial Aid terms you should know:

- **Free Application for Federal Student Aid (FAFSA)** - Government aid, available in limited quantities. Forms can be found at: www.fafsa.ed.gov/
- **Grant, Scholarship or Fellowship** - A monetary award offered by an academic department, university or outside organization. The money does not have to be repaid or worked off, and is typically based on merit and/or need.
- **Assistantship** - An opportunity to work at the university in exchange for a stipend, salary and/or tuition waiver. Ask the department or program to which you are applying about specific assistantships (teaching, research or graduate).
- **Loan** - Money borrowed requiring repayment beginning shortly after completing or stopping graduate work.

Application Timeline

Typically one year elapses from the time you begin researching programs to the day that you start graduate classes. If you plan to attend the fall after graduation, begin the application process the summer between your junior and senior years. *Deadlines range from late fall to early spring.*



COST!—Both applications and tests have fees (e.g., \$50 - \$200). Keep this in mind when you're budgeting.

Personal Statement or Essay

Most applications require an essay or personal statement. Begin conceptualizing and writing **EARLY**. Career counselors can provide a critique (by appointment) of your essay or visit the Writer's Place. Consider these tips:

- ▶ Plan to write multiple drafts—allow for time.
- ▶ Read questions carefully. Answer the exact question(s) asked.
- ▶ Be original in your approach but do not use gimmicks.
- ▶ Have several people, including a professor and/or the Tutoring Center, give you feedback.

Essays provide an example of a candidate's writing skills, assess the candidate's strength in the program and identify what a candidate adds to the field.

TCNJ Campus Contacts

Pre-Med Advisor: Dr. Marcia L. O'Connell, Chair, 771-2879, moconnel@tcnj.edu

7-Year BS/MD Program: Dr. Dennis Shevlin, 771-2246, shevlin@tcnj.edu

Pre-Law Advisory Committee: For a list of advisors see: <http://www.tcnj.edu/~culture/prelaw/index.html>

Nationally Competitive Scholarships & Fellowships: Dr. Nancy Freudenthal, 771-2720, freudent@tcnj.edu

Considering Further Study

- ▶ Narrow your options to one specific program type, such as a Masters degree in _____.
- ▶ Identify where the faculty focused on your interest areas work?
- ▶ What are you able to invest? What financing options does the school offer? Can you identify other sources?
- ▶ Do you plan to work while in school or attend school full time?
- ▶ Where will your GPA & test scores enable you to be competitive?
- ▶ Do you want a program that focuses on research or practicum?
- ▶ Where do you want to live both during and after your program?
- ▶ Where have past graduates secured employment? Does the program assist graduates in securing employment?

Standardized Tests

Testing information can be found on—line.

- Education Testing Service – www.ets.org
- GRE – Graduate Records Exam – www.gre.org
- MCAT – Medical College Admission Test – www.aamc.org/mcat
- GMAT – Graduate Management Admission Test – www.mba.com/mba/thegmat
- Association of American Medical Colleges – www.aamc.org
- AMCAS – American Medical College Application Service (see www.aamc.org)
- LSAT & LSDAS – Law School Admission Test/Law School Data Assembly Service – www.lsac.org
- Kaplan– Test prep courses and materials www.kaptest.com

Interview

Many programs require an interview. See *Interviewing Section*, pgs.39-46 for assistance. Mock interview appointments are available through the Career Center.

Medical school interview prep:
<http://interviewfeedback.com/>



Resources

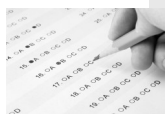
General Search Sites:

- Universities.com
- GRADSCHOOLS.COM – www.gradschools.com
- petersons.com
- princetonreview.com
- embark.com
- U.S. News & World Report's List of Top Schools - grad-schools.usnews.rankingsandreviews.com/best-graduate-schools
- Middle States Association of Colleges and Schools - www.msache.org
- The American Association of Colleges for Teacher Education – www.aacte.org
- Council of the Great City Schools – www.cgcs.org
- Medical school interview prep - <http://interviewfeedback.com/>

Financial Aid Sites:

- Finaid - www.finaid.org/fafsa/
- FAFSA - www.fafsa.ed.gov/
- FSA - <http://studentaid.ed.gov/>
- Fastweb. Com - www.fastweb.com
- Accessgroup - www.accessgroup.org/
- Ventures Scholars Program—www.venturescholar.org/

And visit the Career Center for print resources.



Community colleges offer low cost prep courses for GRE, MCAT, MBA and LSAT. Commercial courses may offer financial assistance, if asked.

There is \$\$ out there for taking exams —ask around!



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Send your resume to or contact:

CHRISTINE CLERICUZIO

Recruiting Director

CCLERI@PLANNINGALLIANCE.COM DIRECT: 732-687-2509

Explore your career opportunity with a proven leader:

International Planning Alliance, LLC

1040 Broad Street, Suite 2, Shrewsbury, NJ 07702

Resume Writing: How to Prepare a Winning Resume

Winning resumes stand out from the others that land on employers' desks and get you interviews! You can achieve this by presenting your education, experience and abilities in a positive, professional and inviting manner. Convey the successes you experienced in your work, school and activities, as well as your eagerness to join their field through your resume.



Start With The Basics:

Winning resumes include the following sections and/or adhere to the following standards. The resume is organized based on its relevance to the type of work you desire (i.e., most relevant to least relevant). To get started, simply fill in the information below. Note: Templates are confining and may result in your resume looking like one of many. Refer to the resume examples in this book and create a resume that is uniquely yours!

The Content of Your Resume

NAME AND COMPLETE CONTACT INFORMATION

Contact information should include your name, address, phone number, and professional e-mail; name should appear first.

OBJECTIVE STATEMENT

1. Name the position you seek (e.g., account executive): _____
2. Name the field in which you plan to work (e.g., advertising): _____
3. List 3 overall skill areas you offer an employer in this field (e.g., creativity, writing skills and administrative skills):

4. Put them together in one statement (e.g., To obtain an advertising account executive position using creativity as well as strong writing and administrative skills): _____

EDUCATION

1. In reverse chronological order, (i.e., most recent to least recent), list the colleges/universities you have attended, as well as their locations and your graduation months and years (e.g., The College of New Jersey, Ewing, NJ, May, 2010):

2. Indicate the degrees, majors and minors you expect to earn (e.g., Bachelor of Arts in Mathematics):

3. If academic grade point average is 3.0 or above, provide: _____
If your overall GPA is not, determine if your major GPA is 3.0 or above and provide: _____

**Resume Critique/
Drop-In Hours:**
(Roscoe West 202)
M/R: 1:30-3:30pm
T: 3:30-5:30pm
F: 10am-12pm

HONORS

1. List honors and awards (e.g., Dean's List, Edward J. Bloustein Scholar, Mary McLeod Bethune Book Award):

2. List Conference Presentations or Literary Awards (e.g., Psychology Association Conference Presentation: "Perception of Significance of Drivers License Acquisition among Teens Aged Sixteen and Seventeen"):

CERTIFICATIONS

1. List relevant certifications or licenses (e.g., Certificate of Eligibility with Advanced Standing, Elementary Education, State of New Jersey, Summer 2010):

The Content of Your Resume

EXPERIENCE

Experience makes you SHINE!!! It's not just where you were but the skills you gained! It comes in many different forms and is different for everyone.

Full-time, part-time and summer work, internships, assistantships, volunteer work and military experience can be included here. Experience may be divided into several categories. For example, TEACHING EXPERIENCE or COMMUNICATIONS EXPERIENCE followed by RELATED or WORK EXPERIENCE, tailor the structure to highlight your most related experiences prominently.

1. Within each category, in reverse chronological order, include: title, name of employer or organization, location of employer and dates of employment (e.g., *College Ambassador*, **The College of New Jersey**, Ewing, NJ, September 2008 to Present, or *Cashier*, **Barnes and Noble**, Princeton, NJ, 2008 to Present):
2. Describe skills and accomplishments you developed through each position. *Use action verbs* to begin descriptions (see p.22 for list of words) (e.g., Provide campus tours, host open houses and contact alumni for fundraising activities).

ACTIVITIES

1. List your campus, professional & volunteer organizations; indicate positions you hold/held (e.g., President, Union Latina, TCNJ, 2009-Present):
2. For your leadership experiences, showcase the skills you have developed through your activities (e.g., Utilize effective communication, organizational and conflict resolution skills to run the organization).

SKILLS

1. List skills relevant to the position you are seeking (e.g., Fluent in Spanish, Proficient in Microsoft Excel & Access). If you are in a technical or scientific field, this section should be a major focus of the resume.

REFERENCES

If space permits, you may include "References available upon request," at the bottom of your resume. Prepare a separate page and list the name, title, and contact information for 3-5 individuals who agree to serve as references on your behalf. (See p.36 for example).

ELECTRONIC RESUMES

Posting Your Resume: A number of electronic sites offer services to customers on both sides of the job search process - employers and job seekers. When posting to these sites or submitting directly to companies through their websites, keep in mind, organizations track and sift through incoming resumes using 'key words'. Key word searches require applicants to use industry language (the technology and skills of your field) in your resume. Utilize print and on-line resources (e.g., Sigi3), as well as your network, to identify the "key words."

When sending your resume electronically:

1. Save your resume into a plain text version (i.e., no bold, italics or columns), in addition to the formal version.
2. Provide a descriptive subject line.
3. Write a cover letter in the text of the e-mail.
4. Copy/paste your plain text version immediately below the text of the note, in the body of the e-mail. (Attachments will not always be opened by receiver.)
5. Attach a formatted copy of resume in your regular format.

... ADDITIONAL TIPS



- Make sure to proofread *and* use spell check. Have the Career Center review your last draft.
- Print on white or eggshell bond paper. Use this same paper for all of your hardcopy correspondence, including cover letters, thank you letters and your Reference Sheet.
- Consider your own "letter head"! Use the same heading (name, contact information) for your resume, cover letters, thank you notes and reference sheet.



Resume Check List

As you write your resume, keep these factors in mind.

Content

Your resume should market YOU, your skills and your experience effectively! Promote and personalize it by demonstrating the following:

- Exclude personal information such as age, gender, marital status, national origin, health status or reference names.
- Do not include “I” or any first person pronouns.
- Include an “Objective” or “Summary” that highlights your skill sets and/or the job title or industry you seek.
- Include your degree, graduation date, major, college, and city, state consistently.
- Exclude high school information after your second year in college.
- Include community service/volunteer/campus leadership involvement.
- Include descriptions and/or achievement based statements beginning with action verbs (see p. 22).
- Describe relevant skills you’ve gained through experiences such as employment, activities and volunteerism.
- Include the position title, city, state and start/end dates consistently
- Describe your experience working both in teams and independently.
- Show your position and industry knowledge by using language specific to it and technology/equipment familiarity.
- Remember to highlight:
 - * foreign study in which you participated
 - * language proficiency/fluency
 - * research/project-based work.

All SENIORS must have their resumes formally critiqued via the LionsLink system.

Form

- Margin standard: between ½ - 1 inch. Opposing side margins (left to right, top to bottom) should be even.
- Include contact information: your name, address, telephone number, and a professional e-mail address. Put your name first.
- Headings or the first letter of each word in the headings should be consistently capitalized.
- Within each section, items should be in reverse chronological order (most recent to least recent).
- All formatting should be consistent (e.g., indents, spacing or highlighting; consistent ordering of information).
- Watch your symbols (bullets or other graphics) as they don’t always translate electronically.
- Fonts should be letter quality and no smaller than 10 points. Due to their universal system recognition, Arial or Times New Roman is recommended.
- Fill a minimum of 1 page but no more than 2 pages.
- If you have a two page resume, your name and “Page 2” should be at the top of the second page. Text on the second page should fill a minimum of a half page.
- PROOFREAD—Your resume should be free of errors (grammar, typos and spelling errors).
- Check that you do not have a blank page at end of resume. Go to bottom of page and delete extra space prior to uploading.

Additional Resources:

Best Resumes for College Students and New Grads
Resumes for Dummies

Expert Resumes for Teachers and Educators
The Everything Resume Book

Vault Guide to Resumes, Cover Letters and Interviews – Vault Career Library

RESUMES

Action Verbs

Use action verbs to express your abilities and achievements. They can help you to articulate your accomplishments and responsibilities.
Use present or past tense as appropriate.

ACHIEVEMENT

attained
awarded
excelled
completed
earned
effected
honored
promoted
coordinated
Corresponded
counseled
debated
demonstrated
educated
enabled
enlightened
established
exercised
explained
facilitated
fostered
guided
influenced
interacted
interpreted
interviewed
implemented
influenced
informed
inspired
interpreted
lectured
listened
maintained
motivated
narrated
observed
perceived
prepared
presented
publicized
promoted
persuaded
recorded
responded
reviewed

CREATIVITY/ CONSTRUCTION

arranged
assembled
built
compiled
constructed
created
designed
developed
Initiated
modernized

COMMUNICATION

addressed
advertised
advised
advocated
aided
answered
applied
assisted
briefed
charged
clarified
coached
comforted
conducted
consulted
spoke
taught
translated
EFFICIENCY
accelerated
adapted
adjusted
applied
centralized
clarified
corrected
eliminated
executed
expedited
facilitated
fixed
implemented
installed
maintained
modified
ordered
prioritized
programmed
promoted
reinforced
stabilized
scheduled
streamlined
sustained
upheld
utilized
EVALUATION
analyzed
abstracted
appraised
assessed
briefed

ORGANIZATION

accumulated
adapted
adjusted
arranged
assembled
balanced
built
catalogued
classified
collected
compiled
composed
coordinated
filed
correlated
developed
facilitated
gathered
identified
located
improved
structured
modeled
prioritized
proposed
reconciled
revamped
revised

IMPROVEMENT

clarified
classified
compared
determined
evaluated
forecasted
reviewed
surveyed
expanded
helped
improved
increased
instituted
launched
Modified
optimized
rejuvenated
remodeled
revamped
upgraded
streamlined
supported
secured
launched

SUPERVISION

addressed
administered
budgeted
authorized
controlled
coordinated
delegated
Directed
forecasted
guided
led
managed
mediated
monitored
ran
trained

INFLUENCE

catered
charted
conceptualized
delivered
encouraged
facilitated
furnished
formulated
generated
improved
influenced
initiated
innovated
inspired
instituted

ordered
purchased
selected

TECHNOLOGY

conceived
devised
formed
installed
interfaced
mastered
modified
operated
resolved
restored

WRITTEN

COMMUNICATION

compared
composed
contrasted
documented
drafted
recorded
revised
reported
researched
wrote

NEGOTIATION

advised
advocated
arbitrated
bargained
expedited
mediated
merged
persuaded
reconciled
solved

SELECTION

acquired
chose
brought
enlisted
hired
identified

EXAMPLES:

Promote The College to prospective students and their families at new student orientations.

Increased workshop attendance by 20% through the initiation of an advertising campaign.

Facilitate a cohesive community environment for 55 residents.



MARY MURPHY

HOME ADDRESS: 123 SOME STREET • SOMETOWN, NJ 08000
SCHOOL ADDRESS: SOME STREET • EWING, NJ 08628 • market2@tenj.edu • 609-111-1111

OBJECTIVE

To obtain a public relations position utilizing strong marketing and event planning skills.

EDUCATION

The College of New Jersey (TCNJ), School of Business, Ewing, NJ
Bachelor of Science in Business Administration, Minor in Marketing, May 2011
Cumulative G.P.A. 3.34/4.00 (Financed over 50% of education through employment)
Honors: NJ Bloustein Outstanding Scholar Award, Elizabeth Soeder Scholarship, Thompson Merit Scholarship

COURSE PROJECTS

- PharmaSim** - Marketing Principles (Online Simulation), Fall 2010
- Served as Brand Manager in the over-the-counter pharmaceutical industry
- Explored brand formulation, introducing line extensions, & product development
- Designed compensation system for corporation

MARKETING & PUBLIC RELATIONS EXPERIENCE

- J&L Marketing Inc., Promotions Coordinator**, Louisville, KY, Fall 2009-present
- Deliver sales presentations (Independently contracted, flexible travel position)
- Greet and qualify automotive customers
- Organize & implement direct campaigns with automotive dealerships
- Track and analyze results of promotion to present to dealership and J&L

Sands Casino Hotel, Marketing Intern

- Atlantic City, NJ, May – August 2008
- Conducted off-site sales calls to procure brochure locations
- Co-created promotional materials including brochures, fliers, and travel packages
- Assisted in creation of 2009 marketing plan
- Analyzed bus profits and patron play/dot.com reservations

LEADERSHIP ACTIVITIES

Sigma Sigma Sigma Sorority, TCNJ, Ewing, NJ

Membership Recruitment Director, Spring 2008-present

- Schedule, organize and coordinate recruitment events and ceremonies
- Increased membership by 30% through advertising and promotional efforts
- Attend bi-weekly meetings and submit scheduled paperwork

Social Chair, Spring 2008-Present

- Worked with other on-campus groups to organize and execute social events
- Delegated responsibilities for competitions
- Adhered to rules and regulations according to national policy

Public Relations Chair, Spring 2008-Fall 2009

- Assisted chapter in defining, developing and communicating image on-campus
- Served as liaison between chapter and Greek community
- Conceived new strategies to raise awareness for the chapter

Chair, Co-Miss TCNJ, Fall 2009

- Organized and promoted annual fund raiser event
- Instructed seven participants and 30 sorority members
- Raised over \$1,000 for Polio Research and play therapy

WORK EXPERIENCE

Chevy's Fresh Mex Inc, Waitress/Hostess, Lawrenceville, NJ, March 2008-present
Tuckahoe Inn, Waitress, Beesley's Pt, NJ, May 2008-present
The Custard Castle, Counter Clerk, Marmora, NJ, April 2007-May 2009

MARY MURPHY

HOME ADDRESS: 123 SOME STREET - SOME TOWN, NJ 08000
SCHOOL ADDRESS: SOME STREET - EWING, NJ 08628
PHONE: 609-771-1111 - E-MAIL: SORORITYGIRL@AOL.COM

OBJECTIVE

To receive a position applying my Business Administration background.

EDUCATION

Fall 2007-present *The College of New Jersey* Ewing, NJ
Bachelor of Science Business Administration

Major: General Business/Minor: Marketing

Courses: Computer Fundamentals, Information Systems Concepts, Macroeconomics, Microeconomics, Accounting Principles, Managerial Accounting, Marketing Principles, International Marketing, Legal Environment of Business, Fundamental Financial Methods, Managing: currently enrolled in Strategic Issues HR, Investments, Supply Chain Management, Advertising
Honors: Recipient of partial tuition scholarship based on high school class rank, GPA and SAT scores; recipient of NJ Bloustein Outstanding Scholar Award; recipient of Elizabeth Soeder Scholarship; recipient of Thompson Merit Scholarship

INTERESTS AND ACTIVITIES

Sigma Sigma Sigma Sorority: A social sorority comprised of thirty women dedicated to the Robbie Paige Memorial Fund for Polio Research and play therapy.

Membership Recruitment Director (Fall 2008-present): schedule, organize, plan, and coordinate recruitment events, as well as ceremonies on a year-round basis; advertise and promote chapter through PR efforts; recruited eight new members

Social Chair (Spring 2008-present): work with other on-campus groups to organize, plan, and execute social events both on and off-campus; delegate responsibilities for competitions during Homecoming week

Public Relations Chair (Spring 2008-Fall 2009): assist the chapter in defining, developing, portraying, and communicating the Sigma image on campus; serve as liaison between chapter and the Greek community

Co-Miss TCNJ Chair (Fall 2009): organize and promote our annual fund raising event; gather donations; instruct 7 participants and 30 sisters; entertain over 200 viewers raising over \$1,000 for Polio Research and play therapy.

Phi Beta Lambda (Future Business Leaders of America): member 2005-present

WORK EXPERIENCE

May 2009-present	J&L Marketing, Inc.	Louisville, KY
May 2008-present	Tuckahoe Inn/Chevy's	Beesley's Pt/Trenton, NJ
Waitress/Hostess/Food runner	self funding myself while in school	
November 2009	Chevy's	Trenton, NJ
April 2007-May 2009	The Custard Castle	Marmora, NJ
	Counter Clerk	

REFERENCES

Sally Smith: General Manager, Chevy's Trenton, NJ 08648 Tel. 111-111-1111
Matthew Smith: Manager, Tuckahoe Inn Smith, NJ 08223 Tel. 111-111-1111
Richard Robert: Owner, The Custard Castle Marmora, NJ 08223 Tel. 111-111-1111

RESUMES

FIRST YEAR STUDENT

222 Statistics Street
Algebra, PA 14444
123-456-7891
Firstyear@tcnj.edu

OBJECTIVE

An internship using mathematics background and strong problem solving skills.

EDUCATION

The College of New Jersey, Ewing, NJ, May 2014
Bachelor of Arts in Mathematics

South Brunswick High School, South Brunswick, NJ, June 2010
Earned 18 Advanced Placement credits

HONORS

Edward J. Bloustein Distinguished Scholar
Continental Math League National Champion, June 2010
TCNJ Merit Scholar

EXPERIENCE

Cashier, Target, West Windsor, NJ, Summer 2010

- Accurately managed cash drawer of up to \$3,500 a day.
- Reconciled cash drawer at the end of each day.

Tennis Instructor, County Tennis Club, Langhorne, PA, Fall 2008- Summer 2010

- Taught children and adults of varying abilities the fundamentals of tennis.
- Trained new instructors.
- Organized pay envelopes and recorded payroll.

Camp Counselor, YMCA Camp, Newtown, PA, Summers 2008-2009

- Supervised ten fourth and fifth graders, organizing activities such as hikes, music, games, crafts, painting etc.

ACTIVITIES

National Honor Society, Member
Student Government Association, Member
Project LEAD, Chairperson/Member

VOLUNTEER EXPERIENCE

Bucks County Literacy Program, Volunteer, Summer 2009
YMCA After-School Program, Volunteer, Fall 2009

SKILLS

- Microsoft Word, Excel, and Power Point
- Conversational French

References Available Upon Request

BILL BARRY

4 Research Ave. • Ewing, NJ 08618 • (609) 555-5555
123 Johnson Dr • Marlton, NJ 08053 • (856) 555-5555

biology2@tcnj.edu

OBJECTIVE

Entry level research assistant position.

EDUCATION

The College of New Jersey, Ewing NJ
Bachelor of Science in **Biology**, Minors: **Chemistry and Computer Science**, May 2011
GPA: **3.84/4.0** scale; Honors: Dean's List (all semesters)

LABORATORY SKILLS

Animal Cell Culture	Bacterial Transformation	Chromatography	PCR
Gel Electrophoresis	DNA/RNA Isolation and Analysis	Spectroscopy	Protein Isolation

BIOCHEMISTRY AND BIOPHYSICS RESEARCH EXPERIENCE

University of Houston, Department of Biology and Biochemistry, Houston, TX, Summer, 2010
Student Fellow, NSF REU program in Molecular and Cell Biology

- Viewed and maneuvered 3D molecular structures of proteins using Insight II and GRASP molecular modeling software
- Performed intrinsic pKa calculations using UH Brownian Dynamics program on UNIX operating system
- Analyzed botulinum neurotoxin's proteolytic active site, developed a pharmacophore model depicting crucial enzyme/substrate interactions and searched compound databases using the Catalyst program for possible inhibitors of the active site which could be developed into a drug against botulism

Fox Chase Cancer Center, Inst. for Cancer Research, Philadelphia, PA, Summer 2009-present
Student Fellow, Bristol Myers Squibb Undergraduate Summer Research Fellowship Program

- Studied kinetic and metal ion binding properties of *Drosophila melanogaster* porphobilinogen synthase
- Performed protein purification using column chromatography
- Assayed enzyme activity spectrophotometrically
- Crystallized proteins using Hampton Screen
- Used experimental techniques to carry out site directed mutagenesis: PCR, bacterial transformation, cell growth, protein over-expression and plasmid isolation

PUBLICATIONS

Biology, B., Massey, J., Smith, L., Dooney, P., Jr., Johnson, E. A structural basis for half-of-the-sites metal binding revealed in *Drosophila melanogaster* porphobilinogen synthase. *Journal of Biological Chemistry*. 2009 Aug 15; 278 (33): 31325-31330.

Biology B., Computational and structural analysis of botulinum neurotoxin. Accepted for publication in *The College of New Jersey, Journal of Student Scholarship*. 2009 Vol. VI

HONORS AND ACTIVITIES

- Sophomore award for excellence in biology
- Honorable Mention, Joseph A. Vena Award for excellence in biology
- Beta Beta Beta Biological Honor Society

TERESA MANTAS

Permanent Address:
510 Computer Drive
Flash, NJ 01234

Email: techt@tcnj.edu
Website: www.ttech.com
Cell: 609-411-1111

School:
222 Pennington Rd
Ewing, NJ 08000

Focus

An internship using programming and technological skills.
Detail oriented and commended for completing projects on time.

EDUCATION

The College of New Jersey (TCNJ), Ewing, New Jersey
Bachelor of Science in *Computer Science*, Minor: Economics, May 2011
GPA: 3.36 / 4.0 Dean's List 2 Semesters, TCNJ Honors Program

TECHNICAL PROFICIENCIES

Platforms: Windows 98/NT/2000/XP/Vista, UNIX, Sun, DOS, Macintosh OSX, Linux
Networking: TCP/IP, ISO/OSI, Ethernet, Token Ring, Ethernet, Telnet IP, TCP, UDP
Languages: C, C++, Java, SQL, XML, HTML
Software: MS Visual Studio (Visual C++), Oracle, Logicworks
Cisco Certified Networking Academy Course: 2 years

TECHNICAL PROJECTS

- *Game Engine:* Collaborated with a team of six students, on-campus and off, through Wiki. Designed, built, tested and implemented a gaming engine used to attract prospective students. Used half-life 2 modification, source engine, C++, and MS visual studio. Co-developed the design document including graphics, small prototypes in a mock-up language, a storyboard, and an asset list.
- *Computational Problem Solving in Java:* Implemented a multi-class banking transaction simulator which included inheritance, constructors, recursion, and collections.
- *Networks:* Implemented a multithreaded web server using Java; utilized socket programming support for the SMTP connection of a mail user agent.

HONORS

Microsoft Applications Group (MAG), Co-founder/President
Women in Technology Leadership Award
ACM Regional Collegiate Programming Contest - Honorable Mention: 3 Years
UPE Computer Science National Honor Society
Golden Key National Honor Society

WORK EXPERIENCE

Help Desk Consultant, TCNJ, Ewing NJ, August 2009-present
Provide technical assistance to the campus community regarding hardware, software and network operating systems issues. Resolve equipment failures.
Web Assistant, TCNJ, Ewing, NJ, August 2008-May 2009
Worked independently to rebuild and maintain website and database.
Wait Staff, Applebee's, Cherry Hill, NJ, Summers and Winter Breaks, 2006-2009

COMMUNITY SERVICE

Trenton Soup Kitchen, Thores Elementary School, TCNJ Campus Blood Drive

Ephraim Blout

17 ARMSTRONG AVE. · EWING NJ, 07461 · (973) 411-1111 · MENGINEER2@TCNJ.EDU

Seeking a position in mechanical engineering.

EDUCATION

The College of New Jersey, Ewing, NJ, May 2011
Bachelor of Science in Mechanical Engineering, GPA: 3.88/4.0 Dean's List
Passed *Fundamentals of Engineering Exam*, April 2011

SKILLS

Technical: PRO/E - 3D modeling ANSYS - Finite Element Analysis
90/C++/True Basics PSPICE- Circuit designing
Mathematica/MATLAB/LabVIEW - Programs MicorSlim

Languages: US Citizen, Bilingual in English and Hindi.

MECHANICAL ENGINEERING EXPERIENCE

- Research Assistant**, *Engineering Department, TCNJ*, Ewing, NJ, Spring 2010-present
- Use Particle Image Velocimetry system to measure the velocity field in different regions. Acquire and process instantaneous velocity vector fields.
 - Perform statistical ensemble averaging on data sets.
 - Identify regions of separation and stagnation points.
 - Examine Reynolds number dependence on the velocity fields.

Project Lead, *Mini Baja, Engineering Department, TCNJ*, Spring 2010

- Develop a financial plan for and manage a budget of \$2000 to be used by a team of 8 to build a Baja vehicle for a regional 120 team competition.
- Devised the suspension system.

Intern, *Turner Construction Company*, Ridgewood, NJ, Summer 2009

- Accurately validated architectural and engineering drawing measurements.
- Constructed monthly report containing project overview and budget, progress photos, and change orders.
- Interacted with engineers, salesmen, and subcontractors while preparing bid submittals.

Intern, *TCNJ Power Plant*, Ewing, NJ, Spring 2008 - Fall 2008

- Collected Co-Gen Production data. Organized data on Excel sheet.
- Conducted efficiency and cost analyses.

LEADERSHIP INVOLVEMENT

Senator/ Parliamentarian, *Student Government Association*, School of Engineering

- Represented 300 engineering students in the governance process.

Member, *American Society of Mechanical Engineers*

Member, *Society of Automotive Engineers, American Society for Engineering Management*

HONORS AND AWARDS

Fred O. Armstrong Award for excellence in engineering (3-time recipient)
Golden Key International Honor Society

Elizabeth Cruz

60 Clover Avenue ▪ Highland Park, NJ ▪ 908.555.4444 ▪ alexalum@gmail.com

OBJECTIVE

A marketing position using bi-lingual abilities in Spanish and English

QUALIFICATION SUMMARY

- Global perspective and cultural awareness gained through travel and studies in Asia, Europe and Latin America
- Strong sales, relationship building and public speaking skills
- Ability to transmit company goals to diverse clientele and personnel
- Fluent in Spanish and English, basic German conversational ability

PROFESSIONAL EXPERIENCE

Manager, Enterprise Rent-A-Car, East Brunswick, NJ, 2007-Present

- Increased profits by 25% through marketing and outreach efforts
- Established and maintained positive relationships with body shops, dealerships and corporate accounts
- Commended for excellent customer service with all clients, emphasizing Spanish language skills

Insurance Agent, *New York Life*, New York, NY, 2006-2007

- Increased number of Spanish speaking prospects by 15% through making cold calls in Spanish
- Maintained ethical approach in recommending retirement strategies and financial planning products

English Instructor, *Cibeles International*, Madrid, Spain, Spring 2005

- Tailored classes to business demands and language abilities of business professionals and government officials
- Incorporated field trips to local businesses to apply language skills to real world situations

LEADERSHIP AND COMMUNITY SERVICE

President, *Lambda Sigma Upsilon*, Ewing, NJ 2004-2005

- Led the raising of \$6500 for Hurricane Katrina victims
- Obtained \$2000 grant for fraternity's charitable endeavors

Intern, *Latino Leaders Fellowship Institute*, Trenton, NJ, 2004

- Selected from over 150 applicants for this executive leadership/financial management experience
- Received \$3000 Scholarship of Excellence Award

EDUCATION

The College of New Jersey, Ewing, NJ, 2005

Bachelor of Arts in Communication Studies, Minor in Spanish

Universidad Veritas, Art and Architecture, San Jose, Costa Rica, 2004

Universidad Complutense de Madrid, Madrid, Spain, 2003

BENJAMIN HUNT

The College of New Jersey, 123 Stock Hall, PO Box 7718, Ewing, NJ 08628, (609) 555-5555
555 Asbury Lane, Somerville, NJ, business@tcnj.edu

OBJECTIVE

Seeking a position using finance, leadership and technical skills.

SUMMARY OF QUALIFICATIONS

- Recent business graduate with experience in budgeting and compliance
- High achiever with a proven record of achievement in business and education
- Superior communicator emphasizing relationship development

EDUCATION

BS in Finance, Minor in Economics, The College of New Jersey, Ewing, NJ, 5/11
Cumulative GPA 3.5/4.0; Dean's list, NJ Outstanding Scholar Award, TCNJ Merit Scholar

FINANCE EXPERIENCE

Finance Intern, Ortho Biotech (J&J), Health Care Compliance, Bridgewater, NJ, 6-12/10

- Provided financial reporting and tracking of \$16,000,000 divisional budget
- Co-determined appropriate distribution of funds
- Assisted in collecting monthly journal entries in accordance with Sarbanes-Oxley
- Performed specialized travel & entertainment expense report audits; cited exceptions
- Received Horizon Award for successful implementation of journal entry scanning
- Achieved Peer Award for collaborating with interns to organize US Troops Fundraiser

LEADERSHIP & COMPETITION EXPERIENCE

Community Advisor, Residential Education & Housing, TCNJ, Ewing, NJ, 8/04- 5/10

- Facilitated a cohesive community environment for 55 residents
- Coordinated social, educational & cultural programs; increased participation by 20%
- Developed and presented training program, "How to Successfully Market Events"
- One of 30 individuals selected from a competitive pool of 120 student leaders
- Completed comprehensive training in team building, diversity and crisis management

Member, Residence Hall Association, TCNJ, Ewing, NJ, 9/09 – Present

Committee Member, Phi Beta Lambda, TCNJ, Ewing, NJ, 10/08 – Present

- Presented a session on the federal reserve at the National Conference in Orlando, FL

EXPERIENCE

Waiter, Olga's Diner, Medford, NJ, 6/08 – Present

Warehouse Assistant, Frankentek, Inc., Medford, NJ, 5/07-8/07

COMMUNITY SERVICE ACTIVITIES

New Jersey Lions Recycling Center

Special Olympics New Jersey

CERTIFICATIONS AND SKILLS

Bloomberg Certified, Equities & Fixed Income, Fall 2010

Proficient at SAP and Excel

NATALIE HAWTHORNE

Townhouse West • The College of New Jersey • PO Box 7718 • Ewing, NJ 08628
5 Med Street • Hamilton, NJ 08610 • (609) 555-5555 • nurse9@tcnj.edu

OBJECTIVE

Obtain a registered nurse position in oncology which requires commitment, caring and critical thinking skills.

EDUCATION

The College of New Jersey, Ewing, NJ
Bachelor of Science in Nursing, May 2011
Major GPA: 3.5/4.0; Cumulative GPA: 3.3/4.0

CERTIFICATIONS

National Council Licensing Examination (NCLEX-Results July 2011)
CPR-Infant, Child, and Adult

HONORS/AWARDS

Physicians Review Org. Inc. Scholar, TCNJ Merit Scholar, Johnson & Johnson Scholar

CLINICAL ROTATIONS

Community Health Care, *Hamilton Twp Division of Health*, Hamilton, NJ
Med/Surg, OR, ICU, ER, *Lourdes Medical*, Willingboro, NJ
Pediatrics, Med/Surg, CCU, *Capital Health System Mercer Campus*, Trenton, NJ
Maternity, *Hunterdon Medical Center*, Flemington, NJ
Psychiatric Nursing, *Trenton Psychiatric Hospital*, Trenton, NJ
Holistic Health Interventions, *Robert Wood Johnson University*, Hamilton, NJ

PROFESSIONAL EXPERIENCE

Nurse Extern, *Capital Health System - Oncology Unit*, Trenton, NJ, Summer 2010
Assessed patients during and after chemotherapy—reported abnormal findings. Maintained radiation, chemotherapy, and isolation precautions. Monitored patients and assessed pain levels. Assisted with bedside chest tube insertion. Assessed patients after surgery and through recovery process. Provided education and emotional support to patients and families. Commended for attentive, caring bed-side manner.

WORK EXPERIENCE

Office Assistant, *Career Services Office, TCNJ*, Ewing, NJ, 2008– Summer 2010
Surveyed graduated students for statistical report. Compiled information for student interest project - “What can I do with a major in nursing?” Assisted in preparation of special events, on-campus recruitment, and workshops. Effectively responded to student and employer questions. Scheduled appointments and meetings using computerized system.

LEADERSHIP AND COMMUNITY SERVICE

Career Day Chairperson, *Student Nursing Association (SNA)*
Recruited 21 hospitals and medical practices to participate in Career Day attended by 70 junior and senior nursing students.
Volunteer, *Mobile Meals, Trenton Area Soup Kitchen, Feed the Children*

SKILLS

Basic knowledge of Spanish, competent in spoken French.

Harry Riordan

6 Valencia Way Gardenview, NJ 08775 exercisesci@gmail.com

Objective: Admission to graduate study in Physical Therapy

Education

The College of New Jersey (TCNJ), Ewing, NJ, May 2011
Bachelor of Science in Health and Exercise Science
GPA: 3.55/4.0, Deans List 3 Semesters
National Field Hockey Coaches Association, Division III National Academic Squad

Certifications

- CPR/AED for Adult, Child and Infant (2011), First Aid (2013)

Physical Therapy Experience

- Physical Therapist Aide, Hopewell Physical Therapy, Pennington, NJ 2008-present
- Assisted patients with gym workouts. Prepared treatments, such as heat & ice packs.
 - Communicated effectively with therapists and patients. Demonstrated relationship building skills while escorting patients to treatment rooms.

Patient Service Rep, Healthquest Physical Therapy, Flemington, NJ Summer 2008

- Scheduled appointments, discharged patients, and answered inquiries
 - Promoted to service representative from volunteer after 7 hours of service
- Volunteer, Hunterdon Medical Center Physical Therapy, Flemington, NJ 2007
- Gained knowledge of acute care geriatrics and outpatient orthopedics

Health and Exercise Science Research Experience

- “The Effects of treadmill sprint training and resistance training on maximal running velocity and power.” Edwards, R, Richards, C A., Christian, A., Fitzgibbons, L. and King, R., Fall 2009—Research Assistant; compiled data and instructed subjects
- “Effect of prior resistance exercise on fuel utilization during subsequent aerobic exercise.” King, R., Spring 2009—Participated as a subject in a four week exercise program

Varsity Athletics and Memberships

- Team Captain, Field Hockey Team 2010
- Team Representative, Student Athlete Advisory Council, 2010
- Member, Health and Exercise Science Club 2009-present

Coaching Experience

- Assistant Coach, YMCA Field Hockey Clinic, Hopewell, NJ, fall 2010
- Counselor, Rider University Field Hockey Camp, Lawrenceville, NJ, 2010
- Assistant Coach, Hopewell Field Hockey, Pennington, NJ, winter 2009

Community Service

- Special Olympics of NJ, TCNJ Summer Games, Ewing, NJ, 2010
- Read Across America Day, Pennington, NJ, 2007 and 2008

Work Experience

Sales Associate, Calvin Klein, Flemington, NJ, 2009

CARRIE LAURITO

The College of New Jersey · PO Box 11, New Res · Ewing, NJ 08063 · 555/637-0000
intern@tcnj.edu
Permanent Address Street · City, State Zip

OBJECTIVE

A marketing position, using strong promotional, writing, and presentation skills.

EDUCATION

The College of New Jersey (TCNJ), Ewing, NJ, May 2011
Bachelor of Arts in Communication Studies, Public & Mass Media Track, Health Focus
Cumulative GPA: 3.3/4.0, Dean's List

COMMUNICATIONS PROJECTS & EXPERIENCE

Communication Studies Department, TCNJ "Eagle Eye Public Relations," Fall 2010
Developed a public relations strategic plan for *Global Programs* at TCNJ following a thorough analysis of current practices. Presented campaign to office staff, resulting in implementation of several suggestions.

"*Eating Disorders & Extreme Dieting*," Fall 2009

Researched and designed an eating disorders and extreme dieting prevention campaign, targeting traditional college-aged females. Surveyed students and used SPSS to calculate results. Used results to design effective public relations campaign materials.

Social Marketing: Health Campaigns, Teaching Assistant, Spring 2009

Assisted department chair in assigning coursework and providing guidance to students for health campaign projects.

WORK EXPERIENCE

Receptionist, The Blau and Berg Company, Springfield, NJ, May 2009-present
Provide office support for a corporate and industrial real estate brokerage. Rejuvenated and assembled filing and archiving system.

Receptionist, Access Communications, Berkley Heights, NJ, Winter 2009
Performed general office duties for a medical education corporation.

Receptionist/Secretary, Graphic Management, Inc., Mountainside, NJ, Summer 2008
Directly assisted owner and provided office support, including shipping and receiving.

LEADERSHIP EXPERIENCE

Lambda Pi Eta, Communication Studies National Honor Society, August 2009-present
Delta Zeta Sorority, Spring 2007-present
Editor, "The Lamp" & "The Scrivener," Fall 2007-Fall 2009
Academics Chair, February-August 2008
New Member Education Chair, February-August 2008

OTHER RELATED EXPERIENCE

Sales Associate, Barnes & Nobles Bookstore, Ewing, NJ, December 2009-present
Sales Associate, Godiva Chocolatier, Inc., Short Hills, NJ, 2004-2008

Ed U. Cates

5 Independence Blvd. Washington, NJ 07736 (555) 555-5555 email: history1@tcnj.edu

OBJECTIVE

Obtain a middle school social studies teaching position using a student-centered approach.

EDUCATION

The College of New Jersey, Ewing NJ
Bachelor of Arts in History Secondary Education, May 2011
Cumulative GPA: 3.58/4.0; Dean's list (6 out of 8 semesters)

HONORS

Award for Excellence in Student Teaching, NJ Commissioner of Education
Presenter, Celebration of Student Achievement, Spring 2011

CERTIFICATIONS

CEAS, *Social Studies*, State of New Jersey, Summer 2011
Praxis Exam- Social Studies: Content Knowledge, December 2010

TEACHING EXPERIENCE

Student Teacher, **South Hunterdon Regional High School**, Lambertville, NJ Fall, 2009
• Taught U.S. I, U.S. II, and U.S. I Honors History, as well as Minority Studies.

• Developed unit on African American history that culminated in a "live experience" of Martin Luther King Junior's speech in Washington.

• Engaged students in debates including evolution vs. creationism, interpreting the Constitution, and reparations for minority groups.

• Employed differentiated instruction to address student learning styles and abilities.

• Integrated technology into classroom instruction and collaborative learning activities.

• Used open-ended questions to facilitate critical thinking to prepare for GEPA testing.

Junior Professional Experience, **Luis-Munoz Rivera School**, Trenton, NJ, Spring 2009
• Observed, assisted, and taught American History to a 6th grade class.

• Promoted a positive learning environment by recognizing strengths of each student.

• Assessed student achievement and prepared students for the Terra Nova examination.

• Taught a multicultural unit on early pre-Colombian civilizations in North America and a unit on the European Middle Ages.

WORK EXPERIENCE

Soccer Referee, **Washington Township Youth Association**, NJ and PA, 2005-2009

• Apply the rules of the game appropriately.

• Maintain an environment of security and stability on the playing field.

Camp Counselor, **Harbor Hills Day Camp**, Randolph, NJ, Summer 2006

• Supervised the safety and needs of a group of 10-12, fifth graders; served as mentor.

• Taught activities to enhance social and problem-solving skills.

SKILLS

• Proficient in written and spoken Spanish.

EDUARDO GUITTEREZ

eduardo3@tcnj.edu <http://www.tcnj.edu/~education6>
222 School Avenue Oakhurst, NJ 01111 P (609) 555-5555

Objective

Seeking an elementary teaching position incorporating strengths gained from business, including communication, organization, and research skills.

Education

THE COLLEGE OF NEW JERSEY, (formerly Trenton State College), Ewing, NJ
Master of Arts in Teaching: Elementary Education August, 2010 GPA 3.95

FAIRLEIGH DICKINSON UNIVERSITY, Madison, NJ
Paralegal Studies Certificate Program, June 1996

DREW UNIVERSITY, Madison, NJ
Bachelor of Arts in Economics, June 1991

Certifications

CEAS, Elementary Education, State of New Jersey, August 2010
Completed Math Praxis Exam—Score 175
Completed Elementary Ed Content Knowledge Praxis Exam—Score: 192
Recognition of Excellence: Certificate awarded by ETS

Substitute Teacher, OCEAN TWP. SCHOOL DISTRICT, NJ, 2008-Present

Teaching Experience

Internship II, GREGORY ELEMENTARY SCHOOL, Trenton, NJ, Spring 2010

- Taught a 2nd grade class math, language arts, science, and health.
- Developed lessons engaging students in math activities, including games.
- Aligned lesson plans to the New Jersey Core Curriculum Content Standards.
- Received training in administering Running Records.
- Actively participated in Back-to-School Night, parent-teacher conferences, In-Service Day, departmental and faculty meetings, and orientations.
- Differentiated instruction to meet varied student abilities in inclusion class.

Internship I, PACE CHARTER SCHOOL, Hamilton, NJ, Fall 2009

- Instructed a 3rd grade class in all major subjects.
- Provided supportive feedback to at-risk students and their parents regarding reading skills.
- Designed science unit on habitats. Created artificial ocean water to expose students to ocean habitats.
- Participated in parent-teacher conferences.
- Developed social studies unit on Pilgrims; integrated with math activities.
- Fashioned an on-line portfolio, to be found at <http://www.tcnj.edu/~educate>

Professional Experience

AT&T CORPORATION, Various NJ Locations, 1996-2008

Legal/Regulatory Manager, Credit and Collections Organization (CCO)

- Provided legal/regulatory support and guidance to AT&T associates to ensure compliance and credit & collections initiatives with federal & state laws and regulations.
- Researched, reviewed and monitored proposed Federal and State laws pertaining to telecommunications and credit/collections issues.
- Participated in new initiatives, products and service implementation teams.
- Assisted in resolution of credit and collections complaints against AT&T.
- Senior Paralegal*, Law & Government Affairs, 1994-1996
- Provided support to Tax Legal, Litigation and Consumer Law Groups.
- Performed complex legal and factual research and analysis.
- Prepared legal memoranda for attorneys.
- Managed tax legal library and file management system.
- Investigated and responded to consumer complaints.

Community Service

Boy Scout Leader, DELAWARE VALLEY UNIT, East Brunswick, NJ, 2004-10

- Planned bi-monthly meetings for troop with focus on leadership skills.
- Helped to individualize earning of badges to each child's interests and skills.
- Youth Minister*, TRINITY EPISCOPAL CHURCH, North River, NJ, 2002-08
- Coordinated all religious education classes for 60 students.
- Selected, implemented, and modified curriculum.
- Organized week-long summer program for children, ages 6-12 years.
- Integrated music, stories, crafts, games and snacks with a daily theme.

Skills

Foreign Language: Bi-lingual in English and Spanish

Athletics: High School Varsity Tennis Team

RESUMES

ISABEL FERNANDEZ

45 Overseas Ave. • Passport, NJ 08628 • 609-555-5555 • internat2@tcnj.edu

OBJECTIVE

Seeking a position using research and analytical skills in a public policy and international affairs environment.

EDUCATION

The College of New Jersey (formerly Trenton State College), Ewing, NJ
Bachelor of Arts in *International Studies*, Bachelor of Arts in *Spanish*, May 2011

Honors: Bloustein Scholar; NJ All-State Scholar-Athlete award; GPA 3.2/4.0
Varsity Athletics: Track Team, Pole Vaulter, 2007 - present

University of Costa Rica, Spring 2010
Latin American Economics and Perspectives on International Business, GPA: 4.0/4.0

PROFESSIONAL EXPERIENCE

Intern, NJ Commerce and Economic Growth Commission, Trenton, NJ, Summer 2010
- Supported trade promotion and business development initiatives.

- Drafted a preliminary schedule of events for a Spanish trade delegation.
- Developed and maintained Access & Excel databases on biotechnology.

Intern, Mayor's Office of Immigrant Affairs, New York, NY, Summer 2009

- Supported Chief Council in resolving constituent concerns.
- Independently researched and compiled information on limited English proficiency populations, English language learners in the public school system, domestic violence against immigrant women, immigrant consultant fraud, and immigrant laborers.
- Organized and updated an extensive resource manual for office use.

English as a Second Language Teacher, Trenton School District, Trenton, NJ, 2006-08
- Taught English grammar to Spanish-speaking residents.

- Managed program, including marketing, budget and facilities.

WORK EXPERIENCE

Sales Associate, Sports Authority, Lawrence NJ, 2007-2008

Carpenter, Byrne Brothers Construction, Allentown NJ, Summers 2008-2009

- Analyzed and implemented blue print instructions for remodeled and custom homes.
- Trained new employees. Acknowledged as an effective and reliable crew member.

PROFESSIONAL DEVELOPMENT & ACTIVITIES

International Global Leadership Forum, UN Headquarters, New York, NY, April 2009
- Participated in an interactive discussion on the environmental impact of global warming with corporate executives, internationally renowned scientists, and UN diplomats.
- Placed first among 10 groups in a judged competition of potential solution alternatives.

Member, Phi Beta Lambda (Business Club)

Volunteer, Habitat For Humanity, Trenton, NJ

FOREIGN LANGUAGE SKILLS

Conversational Spanish and strong reading comprehension

SAMUEL SITAR

Address • City, State, Zip Code • Phone Number • E-mail Address

Seeking a program coordinator or counseling position in a youth-focused, human services organization—applying strong interpersonal skills and a psychology background.

QUALIFICATION SUMMARY

- Experience in clinical settings interacting with patients and assisting therapists during treatment sessions; background in developing social and educational programming
- Tactful and diplomatic with proven communication skills and relationship building abilities; easily establish rapport with individuals from diverse socioeconomic backgrounds
- Able to budget time and resources efficiently, demonstrated through ability to maintain a solid GPA while working part time and consistently volunteering
- Fluent in Spanish; facilitated a four-week therapy group in Spanish under supervision

EDUCATION

The College of New Jersey, Ewing, New Jersey

Bachelor of Arts in Psychology, May 2011, GPA: 3.5/4.0; Dean's List 4 Semesters

HUMAN SERVICES EXPERIENCE

Counseling Intern, *Catholic Charities – Christopher Place*, Trenton, NJ, Spring 2010

Co-facilitated group therapy sessions with counselors. Counseled on topics including life skills, behavioral modification, parenting and healthy relationships. Conducted, with counselor assistance, a MICA group therapy session. Assisted clients in planning social activities.

Volunteer Assistant, *Trenton Psychiatric Hospital*, Trenton, NJ, Summer 2009

Created and implemented programs for clients on social skills, learning skills, daily living, crafting, and tutoring. Assisted occupational therapists in motivating clients during treatment sessions. Led client groups on recreational walks around hospital grounds.

Student Volunteer, *Martin House*, Trenton, NJ, Spring 2008

Participated in community reclamation projects, such as rebuilding and restoration of residences along with other students and trained professionals.

RESEARCH AND PRESENTATION EXPERIENCE

“Developmental and Gender Differences in the Anxiety Levels of Adolescents”

American Psychological Association Regional Conference, Baltimore, MD, Spring 2010
Researched and presented studies related to gender and developmental differences. Surveyed a sample of 100, eighth through tenth graders. Utilized SPSS to calculate results.

ADDITIONAL PROFESSIONAL EXPERIENCE

Office Manager, *Princeton Physical Therapy Center*, Princeton, NJ, 2008-present

Prepare modalities for treatment, assist patients with exercise equipment and post treatment procedures. Train new staff, communicate with insurers and write appeal letters. Instituted use of Envoys/Medisoft to increase payment receipt efficiency.

ACTIVITIES

Women in Learning and Leadership (WILL)

Phi Sigma Sigma National Fraternity, Greek Honor Society

Ellie English

11 Writing Way, Englishtown, NJ 08000
Phone: 609-555-5555 Email: e.englishh@gmail.com

Objective

To obtain a summer internship in an editing and publishing environment drawing on strong creativity, reading comprehension, writing, editing and administrative skills.

Education

The College of New Jersey (TCNJ), Ewing, New Jersey
Bachelor of Arts in **English** and **Journalism** (double major), May 2011
GPA: 3.46 / 4.0, Dean's List 2 Semesters

Writing Course Projects

- Developed a public service print ad and six sided brochure on drunk driving, Fall 2009
- Wrote a 20 page research paper on the theory of metafiction, Spring 2010
- Compared MLA and APA style writing in a 15 page research paper, Fall 2008

Published Work

The Siren, The Lion's Eye—TCNJ's literary magazines; Poetry published
The Signal (TCNJ's Weekly Newspaper)—Wrote 30 articles *Visit NJShore.com*
• Wrote travel piece highlighting the historical value of the Steel Pier

Publishing, Media, and Editorial Experience

- *Peer Editor, Students Writing & Talking (S.W.A.T.)*, Ewing, NJ, Fall 2010—Present
- Facilitate group discussion of 15-20 students to share writing methodologies
- Provide general suggestions for improving writing style and research techniques
- Review students' papers, examining content as well as grammar
- *Children's Editorial Intern, Simon & Schuster, Inc.*, New York, NY, Summer 2009
- Assessed manuscripts for child and young adult imprints
- Researched books and pop culture trends, wrote catalog copy, and prepared tip sheets
- Drafted rejection letters, and updated submission grids

Work Experience

- *Event Coordinator, INK-TCNJ Literary Group*, Ewing, NJ, Fall 2009—Present
- Organize lectures for professional writers to discuss their methodology and works
- Coordinate and host readings of students' original poetry and prose
- Evaluate student submissions on basis of writing quality and audience appeal
- *Business/Classifieds Manager, The Signal*, Ewing, NJ, Fall 2008—Present
- Managed the reception, organization, and billing of all classified advertisements
- Sold advertisements to local businesses and ad agencies
- *Office Clerk*, Englishtown Board of Education, Englishtown, NJ, Summers 2007-2009
- Assembled mass mailings, organized large photocopying tasks, and answered calls
- Coordinated the assignment of 800 student lockers and scheduled staff in Excel

Skills

Foreign Language: Basic skills in spoken and written Italian
Computer: Proficient in Microsoft Office Suite and Adobe Suite
Writing: Experience with MLA and APA styles, blogging and internet research

Christy Quinn

3 Smith Street
Somerset, NJ 08000
student4@aol.com
Home: 222-222-2222
Cell: 333-333-3333

OBJECTIVE

Seeking a program development, and policy analysis position utilizing criminal justice and psychology education and experience.

EDUCATION

The College of New Jersey (TCNJ), Ewing, NJ
Bachelor of Science in Criminal Justice, minor in Psychology, May 2011
Cumulative GPA: 3.55/4.0; Dean's List
Varsity Track and Field, Scholar Athlete, Fall 2007 - Spring 2010
Bonner Community Scholar, Fall 2006 - present

COMMUNITY EDUCATION AND PUBLIC POLICY EXPERIENCE

Children's Home Society of New Jersey, Trenton, NJ, Spring 2010 - present
Programming Intern/Co-Facilitator
Create program curriculum, develop goals, and manage "Bebés Unidos Resultado Positivos," a program for Latina mothers on caring for infants, written and facilitated in Spanish. Focus activities on parent-child bonding, providing information on infant development, and guiding parents on helping children read as well as other child-centered activities. Perform research observations and evaluations to assess success of program. Assist in running prenatal education program, CUNA (Spanish for "crib") for pregnant Latina women. Assist with supervision of infants.

Mercer County Court System, Family Division, Trenton, NJ, Fall 2009
Intake Intern

Worked with the Family Crisis Intervention Unit of Mercer County to obtain intake information on juveniles; contacted families. Followed up with the families and outside agencies to track cases. Performed study of effectiveness of the agencies involved with the Family Crisis Intervention Unit.

LEADERSHIP INVOLVEMENT

Treasurer, White Ribbon Campaign, The College of New Jersey, 2008-present
Maintain \$500 budget for chapter of international organizations dedicated to raising awareness about domestic violence and sexual assault. Organized fundraiser for New Jersey Coalition for Battered Women.

Member, Alpha Phi Sigma, National Criminal Justice Honor Society, Fall 2008- present

Vice President, Progressive Student Alliance, TCNJ, Ewing, NJ, 2007-08
Obtained \$5,000 from Student Finance Board, academic departments and faculty to organize speaking engagement for Community Engaged Learning Day.

WORK EXPERIENCE

Waitress/Bartender, Carrabbas Italian Grill, Middletown, NJ, May 2009- April 2010
Waitress/Bartender, Ruby Tuesdays, Freehold, NJ, December 2007-March 2009



Gretchen Graphic

East Somers, NJ 08000 • 222-222-2222 • graphic4@tcnj.edu
www.tcnj.edu/~graphic4

TECHNICAL AND CREATIVE SKILLS

Proficient in
Photoshop,
Illustrator,
QuarkXpress,
InDesign
PageMaker;
Comfortable with
Mac and PC
platforms

Working knowledge
of Macromedia Flash
and
Dreamweaver

Strong conceptual
thinker,
detail oriented,
responsible and
self-motivated

Objective

To obtain a graphic design internship cultivating my skills in creative design.

Education

Bachelor of Fine Arts, Graphic Design, Marketing Minor, May 2011

The College of New Jersey (TCNJ), Ewing, NJ

GPA: 4.0 in major, 3.92 cumulative, Dean's List every semester

Parsons School of Design: Drawing; Portfolio Development, 2007

Maryland Institute, College of Art, Pre-College Program: Graphic Design
concentration, Summer 2006

Fashion Institute of Technology: Graphic Design, Spring 2005

Honors: National Honor Society; Outstanding Student of America;
Edward J. Bloustein Distinguished Scholar

Design Experience

Web Designer, Information Technology & College Relations, TCNJ, 2011

Technical Editor, The Forum, Hanover Park HS, East Hanover, NJ 2007-10
Designed layout for International Award winning high school newspaper.
Delegated needed drawings to artistic team and scheduled deadlines for
the section editors. Worked closely with every section of the monthly
newspaper team.

Work Experience

Counselor/ Arts & Crafts Instructor, Lindley G. Cook 4-H Camp of NJ,
Branchville, NJ, Summer 2010

Worked closely with 50 staff members to facilitate, coordinate and execute
activities for a camp of up to 150 campers weekly. Taught a newspaper
class as well as an arts and crafts class of up to 20 children, ages 8-15.

Origami Teacher, Livingston Chinese School, Livingston NJ 2005-09

Instructed an origami class to 20 students, ages 5-12 years. Planned daily
activities. Integrated geometry and design into teaching Chinese character
for origami pieces.

Professional Affiliations and Activities

Active Member, Intervarsity Christian Fellowship, Aug 2009- present
Volunteer, Trenton CYO Child Daycare Program, Fall 2009
American Institute of Graphic Arts, Member, New York Chapter, 2008-10
Saatchi and Saatchi's AMM Day, New York, NY, November 2008

References and Portfolio available upon request

Jon Harmony

84 Musical Way, Harmony, NJ 05550 • (555)555-5555 • muzicmasta@tcnj.com

EDUCATION

The College of New Jersey (TCNJ), Ewing, NJ

B.A. in Music Performance, Majors in Trombone & Bass, May 2011, GPA: 3.7/4.0

Honor: Nominated for the Intercollegiate Jazz Ensemble, 2009

Oberlin College Conservatory of Music, Oberlin, OH

Music Arranging and Composing, Summer 2010, GPA: 3.8/4.0

PROFESSIONAL EXPERIENCE

• **Leader of Jazz Quartet, Salt Peanuts**, Manahawkin, NJ 2005-Present

- Schedule performances for the group and manage the band's finances.

- Compose arrangements for group.

• **Substitute Musician, Surfflight Theater**, Beach Haven, NJ, 2004-Present

• **Substitute Trombonist, Brass Tacs Big Band**, Manahawkin, NJ, 1999-Present

• **Trombone Performer, University Jazz Orchestra**, Ewing, NJ, 2004, 2006-2008

- Played with the New Jersey Choral Society.

- Played lead trombone for performances, in addition to other chairs.

- Performed with Jerry Dodgion, Kevin Mahogany, Wynton Marsalis, Kenny Garrett,
James West, Jon McElroy and Bob Mintzer.

- Performed arrangements of nationally known jazz artists.

• **Trombone & Bass Performer, TCNJ Latin Ensemble**, Wayne, NJ, 2004-2008

- Performed with Chico Alvarez and Jimmy Bosch.

- Performed arrangements by Chico Mendoza, Jimmy Bosch, & Chico Alvarez.

• **Trombone Performer, Performing Arts Center**, Manahawkin, NJ, Summer 2007

- Assisted in arranging a piece that was performed by the group.

• **Opening Band, Lily Tomlin Show, Arts Foundation**, Loveladies, NJ, Summer 2006

• **Bass Performer, National Business Conference**, Atlantic City, NJ, Summer 2005

- Arranged pieces played during conference.

TEACHING EXPERIENCE

• **Teacher, In-Home Music Studio**, Manahawkin, NJ, 2004-Present

- Teach six students aged 4-17 at beginner to intermediate levels of piano.

• **Instructor, Musical Program Middle School**, Deal, NJ, Spring 2006

- Rehearsed and led performing band composed of 16 graduating eighth graders.

VOLUNTEER EXPERIENCE

• **Member, Connexion**, Barnegat, NJ, 2010

- Perform on electric and acoustic bass for worship services.

- Counselor and answered members' questions regarding religion.

• **Active Member, Bayside Chapel Worship Team**, Barnegat, NJ, 2001-2010

- Played trombone and electric bass for worship services.

- Composed and arranged hymns for the A capella and Choir Groups.

COMPUTER SKILLS

Microsoft Office Suite, Finale, Digital Orchestrator Pro, and Cool Edit Pro



Creating Dynamic Cover Letters, Thank You Notes, Acceptance Letters and Decline Letters

Make a Grand Entrance BEFORE Walking Through the Door!!!

Employers use the correspondence sent with resumes, after interviews or when accepting or declining job offers to evaluate professionalism, writing skills, and interest in a position. It is important to develop a basic letter for each, but *personalize it* to the receiver or opportunity you seek.

Cover Letters—Introducing the Resume

Cover letters are one-page, professional letters that introduce your resume and communicate your knowledge of and interest in a position. You have a maximum of 20 seconds to *WOW* the reader with your letter; maximize its impact by making it *DYNAMIC!!* Include the following in your letter:

1. Contact Information.

Who do you want to read the letter? Attempt to get the name of an individual, if not, direct it to a position or group (i.e. Manager of Corporate Relations or Program Coordinator Selection Committee.) **NEVER USE TO WHOM IT MAY CONCERN!**

Snail Mail or E-Mail?

If the employer plans to make a quick hiring decision . . .

► send an e-mail.

If you have been corresponding entirely by e-mail . . .

► send either an e-mail or hardcopy.

If employer won't make a decision for a couple of weeks . . .

► send a hardcopy letter.

★ When emailing a resume, the email is the cover letter and should be written accordingly, with the resume to follow in both the body of the email and as an attachment.

★ Regardless of whether you use e-mail or snail mail, the content and quality of the letter should be the same—grammatically correct and with no misspellings.

2. Lead Paragraph. Introduce yourself to an employer and relay what you're seeking.

a. What position do you seek?

b. How did you learn of the position?

___ Writing to inquire about opportunities.

___ Name of referring individual. (*The name of an individual may advance your application more quickly.*)

___ Source of position posting (i.e., newspaper, website, etc.) Include the name and the date the posting appeared.

___ Following up to job search event (e.g., career fair, panel program, etc.)

___ Other.

c. What are you asking of the employer? (e.g., "Enclosed is my resume for your consideration.")

d. Why are you specifically interested in the position?

3. The Body. The body of the letter should **SELL** your background to a specific opportunity. Avoid repeating the resume. Instead of skills and experiences, focus on your skills and abilities) by focusing on the characteristics you possess that will make you successful in the role. Spark an employer's interest by providing information about what makes you unique from other applicants. Use the following to get started:

a. Give employers a sense of your priorities regarding the position. Provide three characteristics *you* feel a successful candidate should possess and why they are important to this role.

Characteristic

Benefit to position

Example: Attention to Detail

demonstrated ability to successfully plan events independently

b. For each of these characteristics, give an example of how you have portrayed this characteristic.

Characteristic

Example

Example: Attention to Detail

VP, French Club: coordinated 1 panel discussion with 3 panelists & 25 student attendees

4. Optional Third Paragraph.

- a. Do your homework—continue to expand on your qualifications while demonstrating knowledge of the organization.
- b. Has the employer requested salary requirements? ___ Yes ___ No
IF NO: **Do Not** bring it up in the cover letter, but be prepared to discuss with a Human Resources representative or a direct supervisor during an interview if asked. Be aware of the competitive salary for the position so that you can negotiate knowledgeably. (Consult www.salaryfacts.com, www.salaries.com or TCNJ Graduate Survey).

IF YES:

- i. What is the average salary for this position? _____
 If it is not available, what is the average salary for your major? _____
- ii. Do you have directly related experience beyond internships? ___ Yes ___ No
- iii. If yes, based on the extent of that experience, calculate 5-10% of the average salary. _____
- iv. Total the figures in lines “i” and “iii.” _____
- v. * Set a salary range \$5,000 below to \$5,000 above the figure in line “iv.” _____

** this is the range you should use when salary requirements are requested.*

Indicate in a statement such as “Based on the job description and my qualifications, a salary of “x” to “y” would be appropriate for this position.”

5. Concluding Paragraph.

- a. What is your next step?
 ___ Contact the employer to determine if an interview is possible.* If yes, when? _____
 ___ Wait to hear from the employer * *Following up with the employer is strongly recommended.*
- b. Remind the employer of how he/she can follow up with you: ___ Phone ___ Email
- c. Be sure to thank the employer for his/her time and consideration.

Thank You Letters

The most effective way of communicating your interest *AFTER* an interview is to send the interviewer a short, professional thank you letter, typed on professional stationery or sent via email (sending **BOTH** shows initiative.) Include the following:

- Your appreciation for their time and consideration.
- One of the following:
 - One aspect of the interview that went particularly well. _____
 - One thing you would like to clarify from the interview. _____
 - One thing you failed to mention that enhances your ability to do the job. _____
- Your next step (e.g., “I look forward to hearing from you in ___ weeks, as we discussed.”) _____
- A brief summary of what you offer (e.g., “In conclusion, my strong writing skills and ability to interact with others, as well as my commitment to working in media, will enable me to effectively transition into the NBC Page program.”) _____

Letters Responding to Offers

Whether accepting or declining job offers, it is appropriate to respond in writing - and, employers often require written letters of acceptance following job offers.

When accepting, express your appreciation and enthusiasm for the job offer; include the answer to these questions:

Position Title _____ Start Date _____
 Location _____ Salary Agreed Upon _____

When declining, be sure to express your gratitude for their consideration and wish them well.

COVER LETTER/LETTER OF INQUIRY EXAMPLE

Mary Kate Sinatra

8 Communications Road
Paramus, NJ 07000
(111) 111-1111
pkr@yahoo.com

April 27, 2011

Mr. Public Relations
Director of Marketing and Public Relations
XYZ Public Relations Firm, Inc.
222 State Street
Philadelphia, PA 11111

Re: Public Relations Assistant Position

Dear Mr. Relations:

I am writing to apply for the Public Relations Assistant position at XYZ Public Relations, Inc. As I prepare to be graduated with a degree in Communication Studies, a minor in Marketing, and related internships, I am confident that my background and skills will enable me to actively contribute to XYZ.

The classes I completed at The College of New Jersey have provided me with knowledge of community relations, public relations, and marketing, and through them I have developed strong skills in public speaking, debating and writing. During my internship experiences, I worked on various public relations initiatives, promotional campaigns and grassroots marketing efforts.

During the summer of 2009, through a public relations internship at MSG Network, I demonstrated responsibility, organizational abilities and an understanding of corporate culture while compiling daily news clippings into packets that were used throughout the company and creating a weekly newsletter, utilizing Microsoft Publisher. In addition, I developed strong knowledge of media outlets, while writing advances and summaries for popular network television shows for distribution to the media. Through this opportunity I developed a strong understanding of the sports industry.

Prior to this internship, I interned in the Marketing department at mtvU, a member of the MTV networks. During this time, I managed college contests and promotions from planning to implementation, gaining knowledge and understanding of the execution of marketing and promotional campaigns.

My background in communications and marketing, along with my leadership and organizational skills and strong work ethic make me an ideal candidate for the Public Relations Assistant position at XYZ Public Relations Firm. I look forward to an interview to further discuss my qualifications. Thank you for considering my application.

Sincerely,

Mary Kate Sinatra

Mary Kate Sinatra

Enc: Resume

E-MAIL COVER LETTER/LETTER OF APPLICATION EXAMPLE

To:	hamiltontwpschools@njschools.k12.edu
Subject:	Teaching Position Application and Resume
I recently learned, through The College of New Jersey (TCNJ) Career Center, of openings within the Hamilton Township School District. Please consider me for a full-time elementary teaching position in grades two through four. As a May 2011 elementary education graduate from TCNJ, I have the qualifications and experience required to be an effective leader within your district. My qualifications for this position include: • Student teaching experience in all subject areas for first and fourth grade classes with strengths in differentiating instruction in English, Science and Math for at-risk to gifted students • Ability and comfort in working with diverse student populations, having taught in urban, suburban and international environments, including student teaching in the Gambia, West Africa • A strong sense of the impact of community values on student learning as manifested in my co-development of projects and programs with community partners such as firemen, grocers and parents • Effective classroom management skills through the clear articulation of expectations and positive peer interactions through "morning meetings" My dedication and enthusiasm for student learning and achievement complements the commitment of the students and staff in the Hamilton Township school community. Enclosed is my resume for your review. I would be pleased to discuss the details of my qualifications in a personal interview. Please contact me at your earliest convenience. Thank you for your time and consideration. Sincerely, Sebastian Gervay Attached: Resume	

Need More Examples?

Visit the Career Library

- Cover Letters that Knock 'Em Dead by Martin Yate
- Perfect Phrases for Cover Letters by Michael Betrus

Cover Letter Sample

Jane Doe
Vice President, Investment Banking
Goldman Sachs
1 Financial Plaza
New York, NY 10111

Date

Dear Ms. Doe,

I am writing to express my interest in joining Goldman Sachs' Investment Banking Program. Throughout my job search and conversations with leaders in the investment banking arena I have developed a deep respect for the professionalism that characterizes Goldman Sachs and its employees. I am confident that my strengths and enthusiasm complement Goldman Sachs' values and objectives. As a result, I would like to be considered for your Investment Banking Analyst Program, or a similar position that requires refined analytical and communication skills.

I was impressed to learn of Goldman Sachs' recent record trading and stock sales which led to obtaining above average profits for this quarter. I believe this is indicative of the organization's commitment and ability to achieving growth and success in the future. A proven track record of turning thing around in a rough economy such as this, coupled with Goldman's highly regarded Analyst Program, convinced me that Goldman Sachs is the ideal environment to begin my business career.

As you will see in my attached resume, my leadership and analytical skills have been demonstrated through my experience in Johnson & Johnson's highly competitive Financial Leadership Development Program and my commitment to academics. Additionally my work experience at Bloomberg has provided me with the technical skills necessary to understand leading financial networks. My educational background in business, combined with my internship and work experiences, are excellent preparation for a career with Goldman Sachs.

Please review the enclosed resume and references and consider my application for your Investment Banking Analyst program. I would appreciate the opportunity to come to New York to meet with you to discuss the program and possible job opportunities within Goldman Sachs. I will call your office next week to discuss these possibilities. I look forward to exchanging ideas with you concerning a career at Goldman Sachs and the positive contributions I would offer as a member of your organization.

Thank you for your consideration.

Alexis Ayala

Alexis Ayala

REFERENCE SHEET EXAMPLE

3 Smith Street
Sometown, NJ 08000

Christy Peloso
student4@aol.com

Home: 222-222-2222
Cell: 333-333-3333

References

Dr. David Criminology
Associate Professor
Department of Criminology and Justice Studies
The College of New Jersey
2000 Pennington Road
Ewing, NJ 08628
(609) 771-1111 (day)
dcriminology@tcnj.edu
Academic Adviser and Professor

Mr. Chris Court
Program Coordinator—Family Division
Mercer County Court System
XX State Street
Trenton, NJ 08628
(609) 222-2222 (evening)
ccourt@mccs.gov
Internship Supervisor

Ms. Susan Johnson
Director
Children's Home Society of New Jersey
111 Society Circle
Trenton, NJ 08628
(609) 222-2222 (day)
Susan.johnson@chsnj.org
Volunteer Coordinator

FOLLOWING UP PROFESSIONALLY

Hey Jenn!

I'm sure you are busy but it has been over a month since I heard from you. We spoke on the phone about the internship position and you mentioned you would get back to me regardless of the outcome, yet I have not heard from you. I waited patiently because YOU said that it could take up to two weeks for a decision but I still did not get a response. I was just hoping that someone in your position would get back to me in a timely fashion. If there is still a position I am available, let me know. In any case have a great summer!

TTYL Casey Smith

Dear Ms. Gervay:

On April 2, 2011, we had the opportunity to discuss the summer sales internship experience. I am very interested in being considered. Since our last conversation, I have participated in a regional sales team competition, placing first out of eight teams. My role involved branding analysis and developing a marketing plan for targeted populations.

Attached is my updated resume for your review. Again, I am very interested in the internship and will contact you tomorrow by telephone to further discuss the summer experience. Thank you again for consideration.

Sincerely,

Casey Smith

INTERVIEW THANK YOU LETTER EXAMPLE

Thomas York

HOME ADDRESS: 123 SOME STREET • SOMETOWN, NJ 08000
SCHOOL ADDRESS: SOME STREET • EWING, NJ 08628 • market2@tcnj.edu

Date

Mr. William Wermuth
Manager, Page Program
NBC Universal
30 Rockerfeller Plaza
New York, NY 10017

Dear Mr. Wermuth:

I would like to thank you for taking time to discuss the NBC Universal Page Program on Friday, September 24, 2010. As a result of our conversation, I am enthusiastic about the opportunity to join the NBC Universal team!

Specifically, I was intrigued to learn about the level of interaction pages have with all aspects of the organization - from customer relations to production. The page position is the perfect complement to my major in Communication Studies at The College of New Jersey, which I pursued in preparation for a career in the television industry.

In conclusion, my strong writing skills and ability to interact with others, as well as my commitment to working in media, will allow me to effectively transition into the Page Program. Again, thank you for your time. I look forward to hearing from you as the recruitment process continues.

Sincerely,

Thomas York

Thomas York

BUSINESS LETTERS

ACCEPTANCE LETTER EXAMPLE

MARK PELED

The College of New Jersey, 123 Stock Hall, PO Box 7718, Ewing, NJ 08628, (609) 555-5555
555 Asbury Lane, Somerville, NJ, business@tcnj.edu

February 5, 2010

Mr. Matthew Rosa
Vice President, Marketing
ABC, Inc.
1 Pharm Drive
Sellers, NJ 01012

Re: Acceptance of employment offer for Account Executive position.

Dear Mr. Rosa:

Thank you for the opportunity to work at ABC, Inc. as an Account Executive. Throughout the interview process the emphasis towards customer service and entrepreneurship within a fast paced environment continued to affirm my interest in this position and ABC, Inc. I am very excited to accept this offer and to begin work on June 1, 2011.

Throughout the hiring process, Ms. Kimberly Knoll, Talent Acquisition Manager, was very helpful in answering my questions regarding compensation, benefits and relocation. It is this added attention to detail and professionalism which validated this employment decision.

As requested, I have sent the signed agreement and completed the benefit forms via US mail, which you should receive early next week. Again, thank you for this opportunity. I look forward to joining you and the ABC, Inc. team.

Sincerely,

Mark Peled

Mark Peled

LETTER DECLINING AN OFFER EXAMPLE

Christy Peloso
student4@aol.com

3 Smith Street
Somerville, NJ 08000

Home: 222-222-2222
Cell: 333-333-3333

Date

Ms. Evelyn Fitzpatrick
Human Resources Manager
United Way of Bergen County
200 East Ridgewood Avenue
Paramus, NJ 07652-4895

Re: Response to Offer of Employment

Dear Ms. Fitzpatrick:

Thank you for inviting me to become a part of the development team at the United Way of Bergen County (UWBC.) I was very impressed by the stimulating and supportive environment at UWBC that encourages both the Development and Programming departments to work cooperatively in meeting clients' needs and goals. However, I am not able to accept the offer at this time.

I would like you to know that during my interview, Ms. Aretha Simpson and Mr. Tyler Booker reinforced my positive impressions about UWBC, which made it quite difficult to decline your offer. Instead, I have accepted an offer from another human services organization that provides flexible hours so that I may pursue a Masters in Social Work degree.

I wish all of the UWBC team the best of luck in its endeavors. I hope that in the future, there will be opportunities for us to work together in serving the needs of the Bergen County community.

Sincerely,

Christy Peloso

Christy Peloso



Interviewing: Want to Impress Employers?

*Would you like to dramatically improve your interviewing skills?
Want to know the secrets behind every truly good interview?*

USE SPECIFIC EXAMPLES



BE PREPARED

Show Enthusiasm!

Let your interest and personality show. Before applying for a job, be able to answer three questions – **Who am I? Why should I hire you?** and, **Why do you want to work for us?** Your answers may change as you learn about yourself, the world of work and individual employers through research and the interview process, but you should have an answer for each question when first contacting an employer. Be prepared to answer and be ready to adapt based on what you hear. During interviews, incorporate your answers to these questions – even if interviewers don't ask them.

Responses: *These questions are similar, but they each provide an opportunity to show your interest in the employer and the job in a different way.* Clearly articulate answers to each question.

- Why do you want to work for us?
- What about this organization is appealing to you?
- What about this job is appealing to you?

Presentation: Make sure your body language and voice project enthusiasm! Sit up straight, SMILE when appropriate, maintain eye contact and answer questions in a conversational tone and manner (make it a two way conversation – not a question and answer period).

Follow through: Follow up after the interview – send a thank you letter or email.

Use Specific Examples!

It's not enough to say that you have a certain skill or characteristic. Prove it by providing examples of how you have demonstrated them in the past. *During the interview, when asked questions about what you have to offer, back up your claims with specific examples and how each will help you in this future role.* To make the final "sale" from these specifics, include how each example impacted you.

Hints for answering "Why should I hire you?"

What skills and characteristics do you possess that qualify you for the job? (e.g., *"I have strong leadership skills, evidenced by my experience as Rush Chair for my sorority."*)

What makes you uniquely you? (e.g., *"I have been involved in _____. These experiences helped me to learn "y" about myself. My ability to apply this knowledge to my work approach will enable me to make an immediate contribution."*)

Why will these things make you a better employee or graduate student? (e.g., *"The successful psychology doctoral student must have a strong theoretical orientation. My experience with "x" and "y" have demonstrated my ability to integrate my theoretical orientation into my work."*)

Be Prepared!

Success in an interview requires preparation before going into the interview. Preparation includes developing the ability to discuss your skills and characteristics, your knowledge of the organization and your knowledge of the job you are seeking.

☞ Complete the next three pages, "Preparing for the Interview" to ensure you are ready for the interview. ☞

Preparing for the Interview

Being prepared for the interview is critical to your success.
Don't make the mistake of going in "cold."

Ways to prepare for and practice interviewing:

- *Perfect Interview* (Career Center website)
- Attend an Interviewing Workshop (see web for dates/times)
- Mock Interview with Career Center.

Step 1: Know the Organization

- Name of the Organization _____
- In what industry/field is this organization active? _____
- Is the organization ___ Public ___ Private ___ For Profit ___ Not for Profit ___ Government Agency
- What is the financial health of the organization? _____
 - Has the organization's budget (not for profit or profit) ___ increased ___ decreased from last year?
 - What has impacted the financial status of the organization over the last few years? _____
- What is the reputation of this organization in its industry/field? _____
- What information is featured most prominently in the organization's website (e.g., Do they use language such as "customer focused" or "results driven")? _____
- Have they been in the media (i.e., TV, newspapers, internet sites) over the past year?
___ Yes ___ No If yes, why? _____
- What are the current trends in this organization's industry/field? _____

Step 2: Know the Job

- Job Title _____
- Anticipated job duties? _____
- Skills needed to succeed in the job? _____
- What is the career path for this position? _____
- What are the current trends in this career field right now? _____

Step 3: Form Questions

- What questions in Steps 1 & 2 were you unable to answer because the information is not available?

- For each unanswered question, write a question to identify the information from the recruiter.

- What else would you like to know about the organization? _____

d. What areas are important for you to know about the job prior to starting? (Check all applicable)

☐ Duties ☐ Schedule ☐ Benefits (☐ Healthcare
☐ Training ☐ Mentoring ☐ Time Off
☐ Education/Grad School ☐ Supervision ☐ Retirement
☐ Growth Potential ☐ Independence ☐ Other _____)

e. For each area you checked, write a question for the interviewer.

Step 4: Know Yourself

a. Identify your 3 Chief Skills

Example of experience demonstrating this skill

b. Identify 3 work/study characteristics

Example of experience demonstrating this characteristic

c. Identify 3 areas you'd like to improve

Steps you're taking to improve this area

d. Describe a conflict you've had with another person.

What was your role in creating the conflict?

What did you do to resolve the conflict?

What did you learn about yourself from this conflict?

e. Give an example of a time you've worked in a team.

What role(s) did you assume? ☐ Leader ☐ Follower ☐ Motivator ☐ Information Gatherer

Is this the role(s) you typically assume when working in a team? ☐ Yes ☐ No

Why?

What have you learned about yourself while working in teams?

f. Why did you choose your major?

g. Why did you choose The College of New Jersey?

h. Why did you choose this career field?

Step 5: Establish Priorities

- What part of the job do you find most appealing? _____
- What skill from Step 4a is most important for you to use in your work? _____
- Looking at Steps 4a & 4b, what are the 3 most important skills and characteristics you offer?

- Looking at Steps 3b, 3c & 3e, what are the most important questions you would like to ask the interviewer (at least one of each)? _____

Step 6: Gain Familiarity with Interview Questions

Review the “Frequently Asked Questions” (p.43). Circle the questions you find difficult to answer. On a separate sheet of paper, write an answer for each of these questions.

Step 7: Know what is going on around you (Be prepared to discuss *casually*)

- What was the last book you read for fun? _____
- Top news stories (internationally, domestic, sports and entertainment) the day before/of the interview: _____

Step 8: Prepare your Outfit

What will you wear? Include accessories and clean & comfortable shoes?

Step 9: Plan Your Trip

- Where will the interview be located? _____
- What mode of transportation will you use to get there? How long will it take to get there (plan to arrive 15 minutes prior to the scheduled interview time and account for traffic)? _____
Do you have directions? ____ Yes ____ No

Step 10: Prepare Your Agenda

- Bring a leather or leather-like portfolio with a notepad. Prior to the interview list what you recorded in 5c. If possible, by the end of the interview you want to have discussed all of these areas.
- Also in the notepad, record the questions you developed in 5d. During the interview be sure to ask at least three questions.

Step 11: Show Time!

Present yourself positively and accurately.

Step 12: Follow Up

- Immediately after the interview, how do you think you did? _____
- Are you interested? ____ Yes ____ No Why? _____
- What stood out most? _____
- What would you like to do differently in your next interview? _____

Follow up with a thank you note to each interviewer, within two working days, see p. 37 for sample)

FREQUENTLY ASKED INTERVIEW QUESTIONS

Behavioral Questions

Give me an example of a time when someone criticized your work in front of others. How did you respond? How has that event shaped how you communicate with others?

Describe a situation when you recognized a potential problem as an opportunity. What did you do?

Give me a specific example of a time when you sold your supervisor or professor on an idea or concept. How did you proceed? What was the result?

Describe a time when you got co-workers or classmates who dislike each other to work together. How did you accomplish this? What was the outcome?

Describe the system you use for keeping track of multiple projects. How do you track your progress so that you can meet deadlines?

About Education

Why did you choose to attend The College of New Jersey?

How would you assess your educational experience?

Are your grades good indicators of your abilities? Why?

Why did you major in _____?

Do you have plans for graduate work?

Has your college experience prepared you for this career?

Would you plan your academic studies differently? Why?

Why haven't you done better academically?

Describe your most rewarding college experience.

Activities

In what school activities have you participated? Why?

What activities did you enjoy most?

What leadership roles did you assume?

Were your activities worth your time? Why?

Describe your most rewarding college experience.

What have you learned from your extra-curricular activities?

Past Experiences

What jobs have you held? How did you spend summers?

What did you learn from previous work experiences? Internships? Independent studies?

What jobs have you enjoyed the most? . . . the least? Why?

You (Self Description)

Tell me about yourself. How would you describe yourself?

What motivates you to put forth your greatest effort?

Why should I hire you?

What qualifications/personality traits do you have that will make you successful in this field?

How do you determine or evaluate success?

What have you learned from your mistakes?

What are your three (3) greatest strengths? . . . weaknesses?

How do you spend your spare time?

What are you most proud of in your life so far?

How do you respond to pressure?

What types of people "rub you the wrong way"?

What is the most valuable thing your parents taught you?

Who is your hero? Who do you admire?

How would a friend or professor describe you?

Describe a problem you encountered and how you dealt with it?

Vocational Plans

In what type of position are you most interested?

Why (or how) did you choose this career?

Where do you see yourself 5 years from now? . . . 10 years?

What rewards do you expect in your career?

What are your ideal job specifications?

If you were hired, how long do you think you would stay?

What are your ideas on salary?

What are your long and short range goals and objectives? When and why did you establish these goals?

How do you plan to achieve your career goals?

What do you expect to be earning in five years?

How has college prepared you for this career?

Preferences

What work environment do you find most comfortable?

What criteria are you using to evaluate the organization for which you hope to work?

Do you have a geographic preference? Why?

Are you willing to relocate/travel?

Why do you think you might like to live in the community in which our organization is located?

What part-time/summer jobs were most interesting? Why?

Describe the ideal job for you following graduation.

You in Relationship to Them

Why do you want to work for us?

What contribution can you make to our organization?

If you were hiring for this job, what would you look for?

What interests you about our product(s) or service(s)?

What qualifications should a successful supervisor possess?

What do you see as disadvantages of this type of job?

Why should I hire you?

What qualifications do you have that make you think that you will be successful with our organization?

Describe the relationship that should exist between a supervisor and those reporting to him or her.

What do you know about our company?

QUESTIONS TO ASK EMPLOYERS

Begin your questions based on research you've completed about the company &/or industry. Consider:

What skills and characteristics must an individual possess to succeed in this position?

How will my performance be evaluated?

Describe a typical day/routine for this position.

Have you had or expect to have any staff reductions?

What factors cause turnover in this area and why is this position presently vacant?

What training is involved for someone in this position?

What are the typical career paths of individuals who begin in this position?

Do you expect growth or expansion? What would be the impact of any new products or services on this position?

Describe the corporate culture.

What are the next steps in this process?

Legal & Illegal Questions

Interviewers are typically well-trained and behave appropriately throughout the interview process. As a result, most job seekers are never faced with the dilemma of being asked an inappropriate question. However, on occasion interviewers ask inappropriate questions. Sometimes employers make mistakes without intent, but some ask illegal questions for inappropriate reasons. Guidelines have been established to avoid the question of “intent” regarding whether employers intend to discriminate and to assist employers in establishing appropriate procedures. Educated job or internship seekers should know their rights.

Consider how you might respond when faced with an inappropriate question. Three options available to you are:

1. To directly refuse to answer, citing your legal rights. However, if you are still interested in the position, this may make an interviewer defensive and establish an uncomfortable dynamic between the two of you.
2. To answer the question, despite your rights. However, the employer truly has no right to the information.
3. To consider what concern the employer may be raising by asking the question and address it, without actually answering the question. For example, If asked about your family plans you might say, *“If you are concerned that my family plans might interfere with my ability to do the job, I want to assure you that I keep my personal life out of my work life and when I commit to something, like a job or school, I give it 100%.”*

The choice is yours and you might respond differently at different times based on your instincts regarding the employers intent. Know your rights (sometimes candidates think a line has been crossed that hasn’t), then trust your instincts.

Listed below are typical areas that come into question.

Topic	Inappropriate	Appropriate
Age	What is your date of birth?	Are you 18 years of age or older?
Criminal Record	Have you ever been arrested?	Have you been convicted of a crime?
Disability	Do you have any handicap?	Do you have a disability that could prevent you from performing this position?
Family/Marriage Status	Are you married? Do you have children?	Are you willing to relocate? Fifty percent of the position is traveling. Would you be willing to travel?
Health	Are you currently being treated for a debilitating condition or disease?	Employer should assume candidate is healthy. If the position requires lifting, an employer can ask: Can you lift a minimum of 25 pounds
Language	What is your first language?	Name languages in which you are fluent. (Only if skill necessary for the position)
Military	Have you been honorably discharged?	In the military, what training did you receive?
Origin/Residence	Are you a United States’ citizen? Were you born in the United States? Do you live in the Mercer County area?	Are you authorized to work in the United States? Our working day begins at 8am, will you be able to get to work at 8am?
Personal Finances	What is your credit rating? What are your current loans?	In most cases no question in this area is acceptable. An exception involves if the position has a great deal of fiscal responsibility.
Religion	What is your religious background? Do you attend church regularly?	Our organization holds marketing events on Saturdays. Would working on a Saturday present a challenge for you?

Answering 'Behavioral' Interview Questions

Employers seek examples of work, experience, skills and abilities as concrete indicators of your potential performance through behavioral interview questions. The key to a successful behavioral interview is to provide detailed examples of past performance that support what you can do. Questions usually start with “Give me an example of . . .” or “Tell me about a time when . . .”

Past performance is often the best predictor of future performance. As a result employers, instead of asking candidates how they think they will respond to things they may face in their work, ask candidates for examples of how they have behaved in the past.

Without carefully thinking through questions, behavioral interviewing is difficult. Begin preparing for interviews by using the following sample questions and hints on forming responses.

(NOTE: This is not a *complete* list, but preparing these questions should help you get ready for behavioral interviewing questions you may face).

**Behavioral Interviewing
is a method that says,
“PROVE IT!”**

“Give me an example of a time when someone criticized your work in front of others. How did you respond? How has that event shaped your communications with others?”

Forming a response:

1. *What were you criticized for?*

Candidates are often reluctant to answer this question believing the criticism will reflect negatively on their candidacy. Employers are less concerned with what you were criticized for as they are with how you respond to criticism. If possible use an example of something that is no longer a concern and include what you did to overcome it.

2. *How did you handle being criticized?*

Was the criticism given by a colleague, a supervisor or a subordinate? Was it given privately or in public? Did these things make a difference in the way you responded? Should it make a difference? Why or why not?

3. *What did you learn from this experience?*

What did you learn regarding how you receive criticism? If the criticism was justified, demonstrate how you grew from the experience. Include specifics of how you changed to ensure that the criticism would not be justified in the future. If you feel the criticism or the manner in which it was delivered was unjustified, how did you communicate this in an effective, non-hostile manner?

“Describe a time you recognized a potential problem as an opportunity. What did you do?”

Forming a response:

1. *What was the problem and how did it create an opportunity?*

Consider the problem and opportunity jointly. This enables you to focus on the positive rather than dwell on the negatives of the situation. How did you identify both?

2. *What specific steps did you take in response to the problem?*

Focus on the actions you specifically took. If the problem was identified as a group, identify the specific role you assumed in turning it into an opportunity and how you were a part of a whole. Include the results of the effort.

3. *What did you learn from the experience?*

Include what you learned about yourself through this experience, emphasizing what will be useful in a new setting or role. Add how this experience has influenced how you will handle similar experiences in the future.

“Describe a time when you led co-workers or classmates who disliked each other in working together. How did you accomplish this? What was the outcome?”

Forming a response:

1. *What was the activity/project on which you were to work and what was each person's role in the project?*

The goal of this question is to identify your leadership skills. Keep the focus on the activity/project and your role in building a team—even if the project/activity is not directly related to the role you are seeking.

2. *How did you successfully build teamwork among the coworkers/classmates that did not like each other?*

Be sure to focus on the steps you took to build teamwork. Briefly mention the specific problems between the coworkers.

3. *What did you learn from the experience?*

Focus on what you learned about yourself as a leader through this experience. Include how has this experience influenced your handling of similar experiences in the future.

INTERVIEWING

What Do Employers Really Look for???

No matter how prepared you are going into the interview, how can you really know how well you will do? What do employers look for when interviewing? The following are twelve areas employers consistently examine during the interview process. What can you do to demonstrate your mastery of each area?



Interviewing Factor	Behavioral Example - How this is demonstrated to the Employer
Resume Preparation	• Employer is able to identify skills and experiences relevant to the position for which the candidate is interviewing. • Resume is presented in a professional manner and is easy to read.
Interview Preparation	• Candidate effectively communicates what the position is, what the organization has to offer and why s/he qualifies for the position.
Clarity of Career Goals	• Candidate effectively communicates that s/he has career goals and has considered how this position fits into her/his overall career goals.
Knowledge of Organization	• Candidate effectively communicates knowledge of the products and services provided by the organization, department and/or position, as well as its goals, financial health and culture.
Leadership Potential	• Candidate communicates that s/he has effectively led others in the past. • Candidate communicates goals that s/he achieved and the steps s/he took to effectively reach those goals.
Communication Skills	• Candidate is able to effectively communicate her/his thoughts and ideas through the resume and interview. • Candidate demonstrates appropriate body language.
Teamwork	• Candidate gives examples of experiences that s/he has had working on a team. • Candidate is able to communicate a preference for working individually or in teams.
Field/Pedagogical Knowledge	• Candidate appropriately uses the language of the field for which they are interviewing. • Candidate demonstrates an appropriate level of field facts and theories related to the position.
Professional Appearance	• Candidate wears professional clothing. • Candidate carries her/himself with confidence.
Motivation	• Candidate's verbal and nonverbal communications demonstrate energy and interest in the position.
Appropriateness for the Position	• Candidate provides examples of how past experiences will enable her/him to perform the duties of the position. • Candidate presents a personality that works well with the people s/he will work with, if selected for the position.
Overall Performance	• Candidate demonstrates characteristics that are compatible with the position for which they are interviewing.

Evaluating & Negotiating the Job Offer

Is This the Best You Can Do?

Congratulations—you have an offer! Whether you accept the position or not, being selected is an achievement. Feel pride in your accomplishment! Now begin to analyze your options. Does the offer meet or exceed your expectations? Do you have sufficient time to consider your options? If you answered “No” to either of these, it’s time to negotiate.

Negotiating job offers involves **risk**—there are no guarantees. If you attempt to negotiate a higher offer, you may or may not be successful. If you accept the position as is, you may or may not feel satisfied. And, if you reject the offer, you may or may not find another job to your liking in a timely fashion. Be systematic about your decision and break it down . . .

TRUST YOUR INSTINCTS, BUT BE STRATEGIC

What are your thoughts and feelings regarding the offer and the position? How did you first react?
What do you need to live the life you desire? Will this offer enable you to live that life?

Develop an action plan that includes the following:

1. Your attitude and reactions make a difference!

- Re-assess your expectations. Are they realistic and consistent with the current market? If not, adjust your expectations.
- Pay attention to your “gut.” Prior to accepting or rejecting an offer, allow yourself 24 hours to think. Review the offer and prepare questions, if you have any.
- Show professionalism. Promptly respond to the employer. Whether you want more time (i.e., 1-2 weeks) or are ready to respond to the offer, make sure to communicate. In case the employer cannot extend more time, be prepared to give an answer.
- Be enthusiastic and professional. For example—when leaving a message:

“Hello, this is ___. I can be reached at: ___. I am excited to receive your offer and am interested in discussing it further. I will contact you tomorrow after class—between 1 and 3pm. If this does not meet your schedule needs, feel free to leave a message with an alternate suggestion. Thank you again.”

2. Review the factors of employment. Four main categories to consider are: **Location, Life Style, Work Environment, and Finances.** (See *Decisions, Decisions?*, p. 48.)

3. If employers ask for your anticipated salary:

- Summarize your interest in the position and why, as well as what you bring to the position, before giving a figure.
- Don’t get locked into one figure—give a range (e.g., “between \$35 and \$45,000,” or “around \$40,000”).
- Follow your request with, “What is the range for someone with my skills and experience?”

Salary Resources:

TCNJ Graduate Survey—www.tcnj.edu/~career
National Association of Colleges and Employers—www.nacweb.org
US Dept Of Labor - www.bls.gov/data/home.htm
Salary.com—www.salary.com

4. Negotiating Salary. If the salary offered wasn’t what you expected, explore whether there is room for negotiation:

- Know your worth: What special skills and experiences do you bring ? From the employer’s perspective—“What value will you add to the organization?”
- Avoid focusing on your personal needs. Although rent, car payments or student loans are important to you, they are not the employers responsibility.
- Know what the position is valued at in the region or country. Research average salaries through contacts and online resources.

5. Guidelines for Accepting & Rejecting Offers

- Offers begin with discussions but end in writing! Once you are offered verbally, ask when you will receive the written offer.
- Even if you verbally accept an offer, also accept in writing.
- If you are unclear about any condition, seek clarity prior to accepting.

Remember!

Once You’ve accepted an offer, inform all other organizations to whom you submitted a resume or met with, that you are withdrawing your candidacy for their opportunity.

Notify the Career Center when you decide.

Top Ten Criteria First Time Job Seekers Want from a Job

1. Enjoying the work
2. Integrity of organization
3. Stability
4. Ethical business practices
5. Good benefits package
6. Continuing education/training
7. Opportunity for advancement
8. Potential coworkers with whom they are comfortable
9. Job location
10. Strong starting salary

Decisions... Decisions??? Will You Accept the Offer?

You've received a job offer! How do you make a decision to accept or pass on the offer? What do you want and need? Does this opportunity meet those needs? Start by clarifying your expectations and comparing them to the offer in front of you. Use this chart to think through your job offer.



Job Expectations—Complete at start of job search

Current Job Offer

Location	
How far/long are you willing to commute?	Is this opportunity within this time/distance?
Are you willing to travel?	How much travel is associated with this position?
You are willing to work in the following setting(s): __ urban __ suburban __ rural	This position is located in (indicate setting): __ urban __ suburban __ rural
What type of neighborhood do you wish to work in?	Are you comfortable with the neighborhood the job is in?
Life Style	
How many hours per week are you willing to work?	How many hours/week are you expected to work?
Do you have or plan to have a family?	Is this organization family friendly?
Where do you expect to live? What does it cost?	Will you make enough to afford the type of housing you want at this time? Is it near where you'd like to live?
How much time off do you expect? __ vacation __ sick time __ personal	How much of each type of leave will you receive? __ vacation __ sick time __ personal
Work Environment	
How do you expect to dress for work?	When you visited the office, were people dressed in a manner in which you could be comfortable?
Are you willing to work : (Check all applicable) __ nights __ weekends __ overtime?	Are you expected to work: (Check all applicable) __ nights __ weekends __ overtime?
What type of work do you most want to do?	What percentage of your time would be spent on the tasks that are <i>most</i> appealing to you?
What type of tasks would you least like to do?	What percentage of your time would be spent on the tasks that are <i>least</i> appealing to you?
You prefer the following work environments: __ fast-paced __ even-paced __ mixture __ team oriented __ independent __ mixture	This opportunity offers the following work environments: __ fast-paced __ even-paced __ mixture __ team oriented __ independent __ mixture
What type of training do you expect initially? Long-term?	What training is offered for this position initially? Long-term?
How do you expect to receive feedback on your performance?	What are the evaluation procedures for this role?
Financial	
Based on the cost of living in the area in which you expect to work, what are your salary expectations?	What is the salary they are offering? Are you bonus eligible? Does the bonus effect your view of the compensation?
How frequently do you anticipate receiving salary increases? On what criterion do you expect an employer to base salary increases?	What is the salary review process?
What monetary compensation outside of salary do you expect? (Check all applicable) __ Profit Sharing __ Company Car __ Car Insurance	What monetary compensation outside of salary does this position offer? (Check all applicable) __ Profit Sharing __ Company Car __ Car Insurance
What other benefits do you expect? __ Health Benefits __ Retirement (401k) __ Vision/Dental Benefits __ Education Reimbursement	What other benefits does this position offer? __ Health Benefits __ Retirement (401k) __ Vision/Dental Benefits __ Education Reimbursement