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# THE CAREER CENTER

## MISSION

The Career Center supports the College's mission by empowering students to excel in their chosen fields, and by "enriching the TCNJ experience and fostering the development of students as whole persons." The Center accomplishes its goal by assisting students in strategically applying their academic and leadership experiences within the campus community, world of work, post-graduate education, and the dynamic, global community-at-large. Furthermore, the Career Center staff enhances opportunities for students to network and build strong connections through events and informational sessions, all of which fosters a stronger, meaningful relationship with employers, graduate programs, and professional schools. The Career Center's goal is one that furthers the growth and success of both the school and its students.

## 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.

## CAREER CENTER STAFF

Debra Kelly .....Director  
Debra Klokis.....Associate Director -Liaison to the School of Science and the School of Engineering  
Audrey Cooper .....Assistant Director - Liaison to the School of Nursing and Exercise Science, and the School of Education  
Lynette Harris.....Assistant Director - Liaison to the School of the Arts & Communication, and the School of Humanities & Social Science  
Emily Behn.....Assistant Director of Employer Relations - Liaison to the School of Business  
Joli McTerrell .....Student Employment/Recruitment Coordinator  
Joanne Lanzoni.....Office Manager  
Maryjo Szczekoski .....Secretary



Hello All!

Engage, Explore, and Enhance are three words that come to mind when moving forward through The College of New Jersey experience. The Career Center staff is committed to empowering you to enter the competitive and global market with assurance and competence. This handbook is one of many resources you can take advantage of.

Throughout your academic stay, the Career Center has a variety of services that assist in navigating and implementing career and life planning decisions. Our experienced staff offers career advising, appointments, workshops on a variety of career topics, online career management tools including skill assessment, industry information, resume review, interview preparation, internship/full time positions, and on campus interviews. When exploring options, review TCNJ's One Year Out survey to learn where our recent alumni are currently employed. For your convenience, the excerpts of this survey are found in the handbook. Take advantage of our comprehensive student campus employment program that also enhances student career development and engagement within The College.

Adding to these services be sure to connect with our alumni and employers through networking events, Dining Out In Professional Style; a popular business etiquette program, the Fall Opportunities Fair, Spring Career & Internship Day, and On Campus Interview Day programs. It is never too early to begin.

Enjoy the process and take advantage of all the resources available.

Sincerely,

*Debra K. Kelly*  
Debra K. Kelly

Director, TCNJ Career Center



**THE COLLEGE OF NEW JERSEY CAREER CENTER**  
**2019-2020 CAREER HANDBOOK**  
*Table of Contents*

Sponsor Acknowledgements.....	Cover Pages
Introduction.....	Pages 1-7
• Career Center Mission, Outcomes and Staff.....	Page 1
• Letter from the Director.....	Page 2
• TCNJ Class of 2017 Post Graduation Survey Excerpt.....	Page 4
• Career Center Highlights.....	Page 5
• Why Use the Career Center.....	Page 6
• Career Competencies.....	Page 7
Exploration.....	Pages 8-12
• Career Exploration and 4 Year Personal and Professional Development Guide.....	Pages 8-9
• Decision Making-Deciding on a Major or Career.....	Pages 10-12
Job & Internship Search.....	Pages 13-22
• Internships: Putting Your Learning Into Action.....	Page 13
• Networking and Elevator Speech.....	Page 14
• Job & Internship Search: How Do I Begin?.....	Pages 15-16
• Networking through Social Media.....	Page 16
• Handshake—TCNJ’s On-Campus Recruitment Program: Utilizing Handshake.....	Pages 17-19
• Job Search Contact Log.....	Page 20
• Phishing Anyone?.....	Page 21
• Graduate, Job, and Internship Fairs.....	Page 22
Graduate and Professional School.....	Pages 23-24
• Graduate School Personal Letter.....	Page 24
Government Jobs.....	Page 25
Resume Writing.....	Pages 26-50
• Transferable Skills & Your Resume.....	Page 26
• How to Prepare a Winning Resume & Resume Content.....	Pages 27-28
• Resume Check-List.....	Page 29
• TCNJ Resume Rubric.....	Page 30
• Action Verbs.....	Page 31
• Resume Samples.....	Pages 32-50
Professional Letters.....	Pages 51-57
• Cover Letters, Thank You Notes, Acceptance and Decline Letters.....	Pages 51-52
• Cover Letter Rubric.....	Page 53
• Letter Samples.....	Pages 54-57
Interviewing.....	Pages 58-64
• Interview Time is Show Time.....	Page 58
• What Interviewers Want to Know.....	Page 59
• Interview Etiquette.....	Page 60
• Legal & Illegal Questions.....	Page 61
• Frequently Asked Interview Questions.....	Page 62
• Answering ‘Behavioral’ Interviewing Questions.....	Page 63
• What Do Employers Really Look For?.....	Page 64
Job Offers.....	Pages 65-66
• Evaluating the Job Offer.....	Page 65
• Decisions, Decisions... Will You Accept the Offer?.....	Page 66

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# One Year Out: TCNJ Class of 2017



**72%** of the class of 2017 graduates were represented in the One Year Out Survey

**98%** were employed and/or attending graduate/professional school

**72%** full time    **2%** part time    **24%** grad school

## Financial Assistance for those in Graduate School

**20%** full tuition coverage    **55%** partial tuition coverage    **25%** other

The average stipend amount was **\$26,963**

## 15 TOPEMLOYERS

1. Johnson & Johnson
2. JP Morgan Chase
3. Bank of America
4. Bloomberg LP
5. AT&T
6. Emergency Medical Associates
7. EY
8. PwC
9. Freehold Regional HS
10. Mindshare
11. NAVAIR
12. Penn Medicine Princeton Health
13. St. Barnabas Medical Center
14. Teach for America
15. Deloitte

## WHERE ARE THEY NOW?

← **54%** received 2 or more offers →



**77%** of respondents stated their career or grad school preparation was above average/excellent

## 15 TOPGRADSCHOOLS

1. TCNJ
2. Rutgers University
3. University of Pennsylvania
4. New York University
5. Columbia University
6. Penn State University
7. Monmouth University
8. Johns Hopkins University
9. Seton Hall University
10. Georgia Tech University
11. Villanova University
12. SUNY
13. Rider University
14. Drexel University
15. Cornell University

## SKILLS OF RESPONDENTS

**95%** felt they had the ability to present information to others

**93%** felt they had the ability to communicate with others

**89%** felt they had the ability to execute a plan

## WHERE ARE THEY WORKING?



**Overall Salary: \$56,200**

## HIGHEST PAID MAJORS

1. Computer Sci. (\$83,399)
2. Computer Eng. (\$76,650)
3. Physics (\$71,250)
4. Nursing (\$67,899)
5. Mathematics (\$67,500)
6. Economics (\$67,300)
7. Civil Eng. (\$65,000)
8. Electrical Eng. (\$64,249)
9. Mechanical Eng. (\$62,849)
10. Int'l Studies (\$62,000)

## SALARIES BY SCHOOL

Arts and Comm:	\$47,350
Business:	\$60,050
Education:	\$54,702
Engineering:	\$65,100
HSS:	\$48,949
Nursing, H&ES:	\$62,350
Science:	\$57,799

## INTERNSHIPS

**72%** participated in an internship for at least 1 semester  
**66%** received payment for their internship  
**36%** secured employment after graduation through their internship

That's an average increase of almost **\$1,000** from 2016

## Highlights & Engaging in the Possibilities

*Our Center supports the College's mission by fostering an environment that encourages students' career development through academic, leadership and experiential education. Optimal student collaborations are built and enhanced through meaningful relations with alumni, employers and representatives of post graduate education. All of our services and events assist in the integrated transformative total student experience and enhance opportunities for mentored internships, as well as provide opportunities for students to connect with potential employers, internship supervisors and graduate professional representatives to articulate "their story."*

Outcome: #12 Princeton Review [Best Career Services for 2016](#)

## Career Days, Site Visits & Networking Events

- 12, 572 students came in contact with the Career Center (this does not include CE Intern coordination or Student Employment).
- 1,730 students participated in the Career Center's Open Hours (primarily for Resume Review), meeting with trained Peer Educators, Career Counselors or Graduate Career Counseling Interns.
- 909 students participated in career counseling appointments; 764 students explore options, skills and values through online assessment tools-Focus 2, MBTI or Strong Interest Inventory. Satisfaction survey indicates students gain 2 additional resources and the session met or exceeded expectations.
- Students used a mock interview tool to evaluate the interview. Employers have rated students higher in FY 16 from FY 15 in articulating their career goals and experiences.
- 3,237 students participated in 133 workshops or integrated classroom activities. The workshops were on topics such as career exploration, networking, professional development, interviewing skills, internships, utilizing social media, job search skills, use of the online system, Handshake/online resources.

## Career Days, Site Visits & Networking Events

- 943 students attended the 2 career fairs (Spring and Fall) with 354 representatives from business, non-profit, government and graduate/professional school. National Association of Colleges & Employers (NACE) reported between the 2014-15 and 2015-16 academic years, the median number of organizations participating in career fairs jumped from 125 to 148, an indicator of an improved labor market for new college graduates.
- 320 students attended 1 of the 6 networking events: the Annual Engineering and Computer Science Meet & Greet, PharmaTech Symposium, HSS Networking, Non Profit Networking, Accounting Meet & Greet, Nursing Network and The DC Career Day. Approximately, 30% of employers attending networking & recruiting events are TCNJ Alumni.
- 2 site visits involving 20 students visited Sparta Systems, Hamilton, NJ and Isles, Trenton, NJ gaining insight into the culture, innovation and potential opportunities. 3 students gained internships from this experience.
- Each semester the Career Center facilitates an interactive Career Planning course through HSS with 24 students. Student feedback is extremely positive and guest speakers are a mainstay of the course.
- 121 students attend a business etiquette program, Dining Out In Professional Style. An etiquette consultant walks us through a 4 course meal while representatives from industries keep a lively conversation at the tables. Students leave with 1-2 new tips or strategies for the interview over lunch.
- 250 students attended information sessions and employer roundtables from 57 organizations.

## Leadership & Internship Opportunities

- 4-6 Peer Career Educators are students who receive 10 hours of training on resume writing/cover letters and career services and assist in the open hours (which continue to gain popularity).
- The College Enhancement Internship program is housed in the Career Center where 30-33 interns participate in an internship within 22 departments of the College completing project based work, as well as participate in an on boarding program, 3 leadership trainings, written reflection and "Connections."

## Internships & Recruitment

- The One Year Out survey, respondents reported spending 2-3 semesters in internships or other experiential opportunities.
- Over 250 organizations provided 3986 on campus student interviews in FY 16. Over 500 organizations posted positions with 8,000 TCNJ candidates' resumes distributed. Employer development increased recruitment partnerships with AstraZeneca, JPMorgan Chase, Merck, Sobel, iCIMS, Intel, Siemens, Nayak, NDI, Whiting-Turner and NJ School Districts

## **WHY USE THE CAREER CENTER:** Learn how to Shorten Your Job Search, Improve Your Earnings, & Increase Your Job Satisfaction

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

### **SERVICES AVAILABLE:**

- ❑ **CAREER COUNSELING** — One on one career counseling appointments available to students and alumni.
- ❑ **EXPLORE MAJORS & CAREERS** — Meet with a career counselor to help determine major, career goals, and develop a plan to achieve career goals.
- ❑ **RESUME AND COVER LETTER** — Attend Drop-In hours to have your resume or cover letter reviewed. M/R: 1:30-3:30pm; T: 3:30-5:30pm; F: 10am-12pm
- ❑ **INTERVIEW PREPARATION** — Practice interviewing with a career counselor and utilize The Big Interview, a virtual mock interviewing technology!
- ❑ **GRADUATE SCHOOL RESOURCES** — Develop plans for selecting graduate/professional schools, review applications and personal statements, and review graduate school resources.
- ❑ **CAREER RESOURCES** — Utilize the many resources available in the TCNJ Career Center and on the TCNJ Career Center website, [www.tcnj.edu/career](http://www.tcnj.edu/career).

### **JOBS AND INTERNSHIPS:**

- ❑ **ONLINE JOB BOARD** — Utilize Handshake to view and apply to job and internship opportunities.
- ❑ **EXPERIENTIAL LEARNING**— Participate in experiential learning, such as student employment, leadership, community engagement, M.U.S.E., internships, or study abroad.
- ❑ **STUDENT EMPLOYMENT** — Working on campus or in nearby non profits gives you an excellent opportunity to gain relevant experience while earning extra cash!
- ❑ **INTERNSHIPS** — Employers engage interns to help students to learn by doing. Interns provide valuable functions for their organizations and hiring interns enables employers to 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 seek internship opportunities.



### **SPECIAL EVENTS:**

#### **SPECIAL EVENTS AND WORKSHOPS:**

Don't forget to participate in the following Career Center programs and events:

#### **GRADUATE SCHOOL, JOB & INTERNSHIP FAIRS**

- Fall Opportunities Fair
- Spring Career & Internship Day

#### **NETWORKING EVENTS**

- Dining Out In Professional Style
- Accounting Meet and Greet
- Engineering & Computer Science Career Networking Event
- Liberal Arts Networking Events
- Bio, Chem & Physics Meet and Greet
- Government and Non Profit Meet & Greet
- Nursing Panel and Networking
- Washington DC Career Day

#### **ON CAMPUS RECRUITMENT EVENTS**

- On Campus Interviewing
- Education Interview Days (EID)
- Employer Information Sessions

#### **WORKSHOPS**

- Request a career related workshop in classrooms, student groups or special events
- Each semester the Career Center provides a variety of career related workshops





# CAREER COMPETENCIES: Skills to Master Before Entering the Professional, Global World

**DEFINING CAREER READINESS:** Career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace (NACE). These competencies are:

1. Self Awareness and Development
2. Personal and Social Responsibility
3. Critical Thinking and Problem Solving
4. Effective Communication
5. Teamwork and Collaboration
6. Leading Change & Adaptability
7. Practice of Diversity & Inclusion
8. Digital Technology Fluency



## WHY CAREER COMPETENCIES ARE RELEVANT

“Recognition that economic crisis goes much deeper than the drop in the stock market. Students will find themselves in a micro-preneurial age...will be working for small firms, & a growing percentage will be consultants & freelancers for most of their working lives. They will need to be equipped to make their own opportunities” -Chronicle of Higher Education, *Richard Greenwald*

“Leadership increasingly requires ability to influence others outside traditional structures” - *Richard Greenwald*

“Research shows 15% of one’s success is determined by hard skills (technical skills, your degree), while the remaining 85% of your success depends on soft skills” -*Salingo*

**Work** is increasingly **complex**, dispersed across countries and time zones.  
**Pace** of change is **accelerated** with performance expectations escalating.  
**Fewer resources** with **expanding control**. Limited on succession planning.  
Focus on **intergenerational teamwork** encouraged.

## PERSONAL CAREER DEVELOPMENT PLAN: A Lion's Tale

### Are you ready?

#### Explore and Discover

- Set goals for college experience; i.e. study abroad, think about the type of involvement you wish to have in a club or organization, excel in community service, and achieve a certain GPA.
- Attend the Activities Fair and identify the clubs and/or organizations you are interested in participating. FYI...Elections for officers often occur during the Spring semester.
- Be an active member in a reasonable amount of clubs and organizations (YOU determine what is reasonable).
- In addition to your Academic Advisor, identify a mentor or advisor on campus. This person can serve as a resource at various times through your college experience.
- Familiarize yourself with TCNJ's campus resources.
- Take time for you and discover ways to reduce stress.
- Consider incorporating student employment to your TCNJ experience.
- Meet with a Career Counselor to explore your major and begin learning about your options (Check out the Self-Assessment Resources offered on our website!).
- Attend employer information sessions to hear more about organizations and available future opportunities.
- Attend the Fall Opportunities and/or Spring Career and Internship Fairs to engage with graduate/professional school representatives, internship coordinators and employers.
- Meet with the Career Center to transition your resume from high school format to professional format (Take advantage of Open Hours).

**Passion + Purpose + Career  
Plan = Career Confidence**

#### Engage and Build

- Review your career skills, interests, values and knowledge while meeting with Career Center staff to adjust your career plan as needed.
- Continue engagement in campus and volunteer organizations. Join committees and seek leadership opportunities (this may be a leadership position, but also consider projects you can lead or events you can manage). This helps you build skills employers are seeking in candidates.
- Start to articulate the skills and achievements developing in and out of the classroom.
- Have your resume reviewed during Open Hours at the Career Center. Remember, your resume should be a one page working document and you should add items as you gain additional experiences.
- Attend the Fall Opportunities and/or the Spring Career & Internship Fairs to network and connect with organization representatives. This will also help you explore options with different organizations and increase your exposure to opportunities.
- Attend events, site visits, externships, programs, workshops and information sessions offered through the Career Center (i.e. "Dining Out" Etiquette Program).
- Maximize your internship and employment positions. Explore Handshake and the student employment system to apply to internship opportunities; and take advantage of on campus interviewing opportunities.
- Practice your interviewing skills.
- Create your LinkedIn profile and begin reviewing profiles of alumni in your field. Request informational interviews to find out more about your career field and begin to build your network.
- Consider global experiences and opportunities to study abroad.
- If you are considering graduate programs, begin reviewing the requirements for the programs and begin preparing (including GRE, LSAT, MCAT...).

(continued on next page)

# PERSONAL CAREER DEVELOPMENT PLAN: A Lion's Tale

## Are you ready? (continued)

### Transition and Navigate

- Practice and Improve Networking/Relationship Building Skills (i.e. "Dining Out" Etiquette Program).
- Practice and Improve Interviewing skills; review employer evaluations and feedback.
- Gain additional experiences (internships/faculty mentored research).
- Finalize the list of graduate/professional schools; complete standardize testing.
- Research Graduate/Professional School Programs, fellowships, graduate assistantships & research projects.
- Be aware of all due dates and deadlines (some deadlines could be 6 months earlier than a testing date or internship start).
- Create, review and update career/marketing plan (including resume).
- Market and Promote your Knowledge, Skills and Abilities (KSA's – challenge yourself to go beyond the resume; become more visible by expanding your LinkedIn profile).
- Career Fit — how do your skills, interests and values fit into the organization? How does the organization fit into yours?
- Maximize your use of career resources.



### Narrowing Options and Polishing

#### *If You Are Seeking Employment:*

- Have a polished resume
- Build confidence in your interviewing skills
- Finalize a personalized career/marketing plan involving social media branding (See our Resource Page for various Networking and Online resources)
- Continue to expand your network; and participate in networking and/or career fair events
- Attend organizations presentations/information sessions
- Follow up with contacts and employment applications

#### *If You Are Considering Graduate School:*

- Review the faculty research activities
- Complete scholarship, fellowship, graduate assistantships and financial aid information
- Meet with faculty/staff to review the graduate/professional school plan and written recommendations

#### *If This a Gap Year for you:*

- What does that look like? (Popular options include, but not limited to: AmeriCorps, Peace Corps, City Year, or Travel)
- Can I afford it? Is this financially feasible?
- Could this experience impact future opportunities? If so, how?

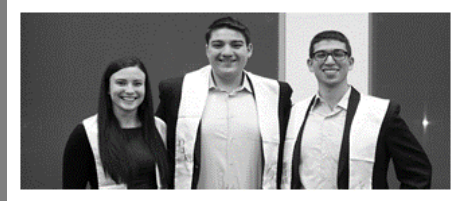
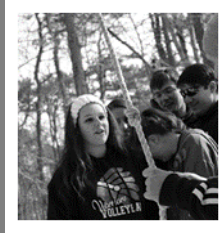
### Resources

Career Insider  
Career Shift  
Focus2

Going Global  
The Big Interview  
Lion's Gate

Handshake  
NACE Link  
Strength Finders

Strong/MBTI  
USA Internships  
USA JOBS



The Leadership Office is dedicated to providing students with a better understanding and practice of leadership. This is achieved through a variety of experiential programs and activities both in and out of the classroom. The goal of the office is to help students become more effective citizens in their community by demonstrating how they can affect groups of people and providing opportunities to explore their own personal growth.

### **Lions Leadership Institute**

The Lions Leadership Institute (LLI), based on the Social Change Model of Leadership, focuses on the idea that leadership is centered on three areas: the individual, the group and the community. The LLI is a 10 week co-curricular program for first year and sophomores that takes place in the Spring semester. Upperclassmen serve as mentors for the students as they participate in the program. Applications for participants and mentors are available in the Fall prior to the Spring program.

### **LeaderShape**

LeaderShape® is six day/five night interactive and engaging leadership program focused on teaching students to develop their leadership skills, how to work with others in small groups and how to develop into visionary leaders. The program is highly interactive with each of the six days focused on a theme. Throughout the course of the week students develop a “LeaderShape Breakthrough Blueprint,” a well-conceived vision and plan of action for the participants to implement in their organization, community, or workplace. LeaderShape takes place during Winter Break at an off site location. Applications are available in the Fall.

### **Fall Student Leadership Conference**

A new initiative in collaboration with the Career Center, Residential Education, and the Leadership Office, we will be offering a student leadership conference open to all students in October. The format of the conference will include innovative workshops, group discussions, roundtables and a keynote speaker. For more information check out our website.



# CAREER DECISION MAKING: Deciding on a Major or Career

**T**wo 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 (KSAs)

7. What are your three greatest skills or abilities? s  
\_\_\_\_\_
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 Focus2 on-line.*

## INVESTIGATE YOUR OPTIONS

1. Identify three careers that interest you and what major(s) 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. Network professionally in person & on-line (LinkedIn, Twitter and more)!
3. Make an appointment with your academic advisor and/or a career counselor.
4. Meet with your academic advisor, 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.
5. Talk to a student currently in the major.
6. Review **resources** contained in the Career Library and on the Career Center website, including the Graduate Survey to see what others have done and view the *Choosing a Major* video.
7. Use **Focus2** (available through the Career Center website). Access and explore the information and steps in Focus2 for deciding on a major.
8. Conduct an **informational interview!** Find out more about a career from someone 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 options. 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
<i>Personal interest related to this option</i>			
<i>KSAs related to this option</i>			
<i>Personal strengths related to this option</i>			
<i>Personal weaknesses related to this option</i>			
<i>Opportunities related to this option</i>			
<i>Challenges to pursuing this option</i>			
<i>Continued concerns/questions</i>			
<i>Needed information to be gathered</i>			

**TAKE A RISK—TRY OUT YOUR CHOICE(S)!**

Use the information you've assembled to assess your choice(s) and test them out! There comes a time when you have to make a choice. If 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!

- 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 opportunities to apply knowledge and theory learned in the classroom with practical application and skills development in a professional setting. These experiences help students determine if fields are right for them and gain experience that enables them to move effectively into their chosen fields. Internships also provide the opportunity to make connections in the professional world, gain industry skills, and boost marketability to future employers or graduate schools. Just as students are determining if the career path is correct for them, Employers are also using the experience to “try out” students for permanent jobs - some employers hire their interns into permanent positions after graduation!

Internships can be paid, for academic credit, or for experience only. While we encourage paid & for-credit opportunities, professional development is most important; therefore, the experience gained through an internship is always valuable, regardless of compensation.

## FINDING AN INTERNSHIP

Preparing for an internship is a process that begins early in your college career. Students can participate in an internship at any point, though many have their first internship the summer after sophomore year.

Internship searches are similar to job searches - time consuming, lengthy and sometimes frustrating! Competitive and national internships, often have deadlines in August and September for summer opportunities the following year.

Start your search at least a semester prior to your targeted start date. Utilize the “Job and Internship Search” section on page 15, for search tips as well as the following resources:

Handshake - TCNJ’s recruitment system provides 24 hour access to over 500, regional, state or national internships from organizations interested in recruiting TCNJ students. See page 18 for steps to using Handshake.

Student Employment System - Gain relevant experience and earn cash on-campus. Visit [studentemployment.pages.tcnj.edu/](http://studentemployment.pages.tcnj.edu/), then click “Find a Job”.

Networking - Build your network by participating in campus organizations, events (Fall Opportunities Fair, Dining Out In Professional Style, etc.), as well as talking to faculty. See “Networking” for more networking tips.

## FOR-CREDIT INTERNSHIPS

Reach out to your School Department and meet with an internship coordinator. 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 with learning objectives.
2. Submit a completed Internship Site Coordinator/Employer Agreement Form.
3. Submit a completed Internship Form located on the Records & Registration site: [ecreg.pages.tcnj.edu/forms/](http://ecreg.pages.tcnj.edu/forms/).
4. Provide a journal or reflection on the experience.
5. Evaluate the experience.

6. Be sure to meet with supervisor to gain a recommendation letter. 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 your Academic Department as soon as possible. Remember to handle yourself professionally and seek advice prior to providing proper notice to the employer.

## ADDITIONAL TCNJ RESOURCES!

- Center for Global Engagement: <http://cge.pages.tcnj.edu/>
- Bonner Center: <http://bonner.pages.tcnj.edu/>
- M.U.S.E Mentored Undergraduate Summer Research: <http://fscollab.pages.tcnj.edu/muse/>
- CE Intern Program: <http://www.tcnj.edu/career>



At TCNJ, nearly 66% of survey respondents indicated they had participated in an internship for one or more semesters. (Class of 2016, One Year Out Survey)

## 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.

## JOB & INTERNSHIP SEARCH: How do I begin?

Now that you know you'd like to have an internship, where exactly do you begin? A successful job or internship search begins with preparation and is consistent throughout the process. Take a look at these steps to help get yourself off on a good foot.

### STEP 1: Prepare your Materials

Spend some time updating your materials to accurately reflect your skills and qualifications that match the employer's needs. Customize all documents and use keywords from the job posting & the industry itself to stand out.

- Resume — see pages 26-50
- Cover Letter — see pages 51-55
- References or Letters of Recommendation
- Transcript
- LinkedIn and other social media accounts — see page 15

### STEP 2: Develop a Game Plan

By following a plan, you will be able to conduct a thorough and effective search with clear direction.

- Have realistic expectations.
  - Apply for the dream positions, but be careful not to make your search too narrow. Take a look at companies in your desired location, even if you're not sure they are interested in your major—turns out even pharmaceutical companies need English majors!
- Make a time line for yourself.
  - How often will you search? How many applications will you submit a week?
- Keep track of your applications.
  - Save a copy of the job description to your computer and track when you've applied to each position. A sample log can be found on page 22.
- Use multiple strategies and tools.

### STEP 3: Network

Networking is one of the most effective job search sources but is often underused by first-time job seekers. Start with the following and see the next page for more tips.

- Start with people you already know.
  - Tell friends, family, faculty/staff, etc. that you are looking for a position. You never know who can connect you to someone.
- Make new contacts.
  - Attend networking events held on campus. They are always listed in Handshake.
- Use social media.
  - Meet someone at a networking event? Reach out to them through LinkedIn with a message. As employers use social media more and more, be sure that all your accounts represent you in the best light.



### STEP 4: Apply for jobs and internships!

After researching and discovering job openings and beginning to network, start applying! Give yourself plenty of time—start a semester before you hope to intern. Places to start:

- TCNJ Handshake
- LinkedIn
- Indeed.com
- Career & Internship Fairs
- Company & Industry specific websites

### STEP 5: Interview

Start with the following and see pages 58-64 for more information about interviewing

- Practice your responses to common interview questions & consider making an appointment for a mock interview
- Dress professionally and arrive early
- Follow up with a “thank you” email within 48 hours



## NETWORKING ON AND OFFLINE

**NETWORKING** is the process of building and maintaining professional contacts. The goal is to cultivate lasting and mutually beneficial professional relationships that will help you get connected, discover opportunities and get ahead. To succeed at networking, maintain relationships and stay in periodic contact with those in your network.

### WHY NETWORK?

**70%** of jobs are unadvertised. Employers prefer to hire people they know within their personal or professional networks. By fostering connections through networking, you raise your chances of gaining access to those unadvertised positions! Networking isn't only about the job search. Professionals network throughout their career to create new opportunities, develop their careers, provide opportunities to meet interesting people who share interests, and because it can be **fun!**

### STARTING YOUR NETWORK

Many students believe they have no place to start. This is simply not true! Just being a student gives you access to excellent sources of contacts: professors, classmates, family, friends, acquaintances, supervisors, administrators and co-workers!

### EXPANDING YOUR NETWORK

Ask your existing contacts for an introduction to someone who may prove helpful. In addition, here are some other great places to make new contacts:

- Career fairs
- Informational interviewing
- Networking events
- Social media
- Association meetings
- Lectures
- Warm calling
- Volunteering

### TIPS FOR SUCCESS

- Practice your Elevator Pitch. Be ready to introduce yourself at any time.
- Actively engage in your classes and build relationships with your professors. They may have contacts in the industry and can be a valuable resource throughout your internship & job search.
- Network beyond campus. Attend association meetings or young professional groups through MeetUp.
- Ask someone you admire for an informational interview to find out how they got to where they are and advice they may have for you.
- Bring business cards to stay in touch with the new contacts you make. Connect with them on LinkedIn.
- Send a thank you or a follow-up email to every person you meet or gives you advice.
- Be reciprocal and remember to help those who help you.
- Be genuine, confident, positive and enthusiastic in all communications.

### Building Your Brand Through Social Media

Social and career networking sites are critical tools for your internship and job search—These days, 92% of companies are using social media at some point in their hiring process.

There are several social media and networking sites that can help you in your search. Each tool has its strengths but whatever you decide to use, be intentional and strategic. You are branding your talents that can be viewed by a variety of potential employers. Make sure your message is consistent and reflects you in a positive light.

Below are a few of the common tools for networking online:



**LinkedIn**, is an obvious first choice if you want to start making professional connections. Follow these tips to perfect your profile and begin networking .

- **Use a professional photo:** upload a high quality photo, with a clean background and dressed appropriately.
- **Write a catchy headline:** Keep it short, memorable, and professional. For example, “Aspiring Software Engineer”
- **Create a unique URL** using your name. This is a more appealing link to include on a resume or business card.
- **Write a professional summary:** This is the ‘elevator pitch’ of your profile. Keep this clear and concise, including your qualifications and career goals.
- **Add past experiences:** Internships, part-time jobs, research, clubs/organizations, & community service are all experiences you can add.
- **Endorsements & Recommendations:** Ask current and previous supervisors and co-workers. Be sure to return the favor.
- **Join groups,** like The College of New Jersey or School specific alumni groups.
- **Grow your network:** Search for people you already know or have met recently and send them a quick, individualized message.
- **Follow companies** you would like to work for and engage with them.



**Twitter** should also be used to follow companies and industry professionals. You can be one of the first to hear about new openings by following these accounts and searching for keywords. By regularly posting relevant material on your profile and using keywords & hashtags you also make yourself more discoverable.



To network professionally on **Facebook**, you will want to clean up and remove anything you wouldn't want a professional contact to see. Join groups & communities to converse with new people. You should also like/follow company pages to stay up to date with the latest news and job offers.



**Instagram & Personal Blogs** are a great way to attract an audience and recruiters in your industry. Follow profiles that are relevant to your career interests. Post consistently, engage with your followers, and find a niche to be viewed as an expert.

# **NETWORKING AT CAREER & GRADUATE SCHOOL FAIRS**

## **FALL OPPORTUNITIES FAIR SPRING CAREER & INTERNSHIP FAIR**

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

### **REASONS TO ATTEND A CAREER FAIR?**

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

### **PRIOR TO THE FAIR**

1. **Prepare** your resume and print multiple copies. Have your resume reviewed during open hours in the Career Center.
2. **Research** companies attending the fair. Visit Handshake for a listing of the organizations attending the Fall Opportunities Fair and Spring Career & Internship Fair. You can see what positions they have available, what majors they are interested in, and view their company profile.
  - Brainstorm questions to ask the employer. They stimulate conversation and help you learn more about their organization or industry ( eg. “I noticed \_\_\_\_\_ on your website and was wondering if...”).
3. **Identify** organizations that you would like to visit at the fair. Write them down so that you can easily find them on the fair map day of and navigate the fair to meet with all the companies you’d like to.
4. **Practice** your elevator pitch. 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. See the next page for more tips.
5. **Pick** out an outfit.
  - A suit is highly encouraged and is the most appropriate option. However, if you do not own a suit, these items are also acceptable: skirt and jacket, conservative business dress, pant suit, a button-down shirt, tie, sport coat and nice slacks.
  - Shoes should be comfortable and professional—with socks that match or stockings. Remember you will be on your feet for a while so make them comfortable . Do not wear sneakers, flip flops, platform heels, etc.
  - Keep jewelry, makeup, and perfume or cologne to a minimum.

### **DAY OF THE FAIR**

#### **1. Bring**

- Multiple copies of your resume
- A notepad or padfolio and a pen or pencil
- A list of employers to visit

2. **Make a game plan.** When you arrive, view the layout of the fair to locate the companies you are interested in meeting. 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 in line, but the employer without a line may leave early.
3. **Introduce yourself** and shake the employers hand. Ask your questions and be sure answer any of their’s. Remember that this is a two way street. If a company is not sounding like the right fit, graciously thank them for their time and move to your next company.
4. **Collect a business card** or contact information of companies you are interested in before leaving the conversation.
5. **Jot down notes** from each conversation to follow up. Send thank-you emails (referencing your discussions) to employers within 48 hours.
  - In your email mention the date and the event you met, thank them for the time they took to speak with you, and your interest in working with them/ learning more about the position.

# NETWORKING AND YOUR ELEVATOR PITCH

Networking events and interviews often begin with the questions, "So, tell me a little bit about yourself." It seems like a simple question, but often leaves you stumbling for words. A simple formula to help you answer this question in 60–90 seconds is called the Present-Past-Future formula.

First, start with the **present**—where you are right now. Think about including year in school, major, minor(s), and current involvement on and off campus.

Then, go back into the **past**—share a little bit about the experiences you've had and the skills you gained. Think about including internships, part-time jobs, research, clubs/organizations, and volunteer work. Focus on transferable skills and accomplishments that would be valuable to the employer.

Finally, finish with the **future**—why you are excited for this particular opportunity & this company.

See our example below and use the space at the bottom to draft your own elevator pitch.

*Hello! My name is Mary Smith. I am currently a senior journalism major at The College of New Jersey & the Editor of the Signal, the school's newspaper. This past summer, I had an opportunity to intern with XYZ Newspaper, where I provided research and editorial support to a team of staff writers, and was recognized for my acute attention to detail and ability to meet deadlines consistently. Post graduation, I am seeking a full time position utilizing my editing skills and became interested in your organization through the information provided on your website. Can we discuss any opportunities you may have available for someone with my qualifications?*

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## ELEVATOR PITCH GUIDE

Tips & Info  
for perfecting the key ingredient to job search success



**KNOW YOUR AUDIENCE**  
Better yet, research them! Find out who they are and how that is relevant to you. Knowing you've done your homework will make you more confident!



**MAKE EYE CONTACT**  
This demonstrates confidence, interest and respect. And always address the individual by his/her proper name - "old school" manners can have a big impact!

### PREPARE AN OUTLINE

- STEP 1** What are your key strengths or positive qualities?
- STEP 2** Why are you interested in this organization, or more generally, this industry?
- STEP 3** What unique contributions will you make?

**PERFECT YOUR PITCH:**  
Practice, practice, practice! Finalize a cohesive elevator pitch, so when you have the opportunity to express what makes you AWESOME, you can capitalize!

### KNOW THE NUMBERS

**33%**

Percentage of bosses that claimed they know within 90 SECONDS during a conversation whether they will hire someone

**1 min** > **3 min**

TIME TO SELL YOURSELF

■ What we say ■ Confidence  
■ Appearance & Demeanor

Appearance & confidence matters even more than what you actually say - pay close attention to the non-verbal cues you give during your pitch.

**CARE ABOUT CLOTHES**

**65%**

Percentage of bosses who said CLOTHES would be the deciding factor between two similar candidates

### COMMON NONVERBAL MISTAKES

**EYE CONTACT:**  
Failure to make or maintain eye contact

**Handshake:**  
Too weak of a handshake can signal lack of confidence

**KNOWLEDGE:**  
Having little to NO knowledge of the organization

**SMILE:**  
Lack of smile or energy

Most common interview question  
**"TELL ME ABOUT YOURSELF"** ★★★★★

INTERVIEWSTREAM 2003-2014

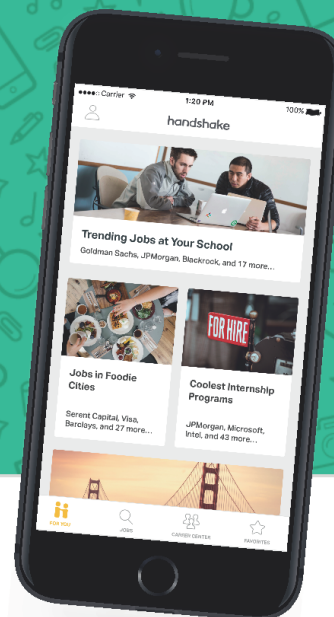
# TCNJ'S CAREER MANAGEMENT SYSTEM: Handshake



## handshake

# Find your next job!

Handshake connects you with the best internships and jobs from over 200K employers.



## Make the most of your job search:



### Log in to Handshake

Download the app or sign into your account at [app.joinhandshake.com](http://app.joinhandshake.com)



### Complete Your Profile

Add your work experiences, skills, interests, and organizations



### Discover Jobs For You

Browse collections of jobs based on your profile and interests



### Connect with Career Services

Schedule appointments, interviews, and career fair visits on Handshake



# [tcnj.joinhandshake.com](http://tcnj.joinhandshake.com)

Build your career on Handshake with 6M other students and over 200K employers.

WRITTEN AND DESIGNED BY THE COLLEGE OF NEW JERSEY 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.
- ... to receive 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.
- ... that 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.
- ... that 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.
- ... that 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 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.
- ... that 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 sign-up 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.*

## ON CAMPUS RECRUITMENT: Student Recruitment Participation Agreement

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In order to participate in the On-Campus Recruitment program at The College of New Jersey, the Career Center requires all students to complete the following two steps as well as agree to the following statements outlined in the participation agreement guidelines. Students sign and date a copy of this agreement after attending a Handshake Workshop.

All Students Complete the Following Two Steps prior to participating in the On-Campus Recruitment Program:

1. **Have their resume reviewed during Drop-In Hours in the Career Center.**

Mondays and Thursday | 1:30pm - 3:30pm

Tuesdays | 3:30pm - 5:30pm

Fridays | 10:00am - 12:00pm

2. **Attend a Handshake Workshop held weekly (varying times and locations) or view an electronic version in the Career Center.**

Information regarding times and locations may be found on the Career Center webpage: <http://career.pages.tcnj.edu/>; or as a handout in the Career Center.

**Participation Agreement Guidelines:**

- I agree to the policies and procedures of the On-Campus Recruitment Program
- I permit The Career Center to utilize all non-confidential information in discussions with potential employers.
- Once I have submitted my resume, I agree to participate in all interviews for which I have been selected.
- I understand my failure to participate in On-Campus interviews for which I was selected may lead to dismissal from the On-Campus Recruitment program. In an emergency contact the Career Center as soon as possible. For unexpected illness or death in the family, documentation is required.
- I agree to check email and telephone messages frequently during the recruitment period in order to respond promptly (Ensure that your voicemail is professional).
- Once I accept a position I will promptly notify the Career Center by email, [career@tcnj.edu](mailto:career@tcnj.edu), and this will release me from further on campus interviews. In the email, place accepted position in the subject heading and in the body of the email state the employing organization and your full contact information.
- Once you have accepted a position, contact all organizations you have submitted a resume to relinquish candidacy.
- For participants in Education Interview Days (EID) e-mail [career@tcnj.edu](mailto:career@tcnj.edu) to inform us when you accept a position and with whom. The Career Center informs organizations you have submitted to on your behalf.
- Reneging is rare and not an acceptable practice. If you accept an offer and then turn around and accept an offer from a different organization, you will be asked to meet with a Career Counselor and lose Handshake privileges.

## IS THE JOB/INTERNSHIP LISTING A SCAM OR A PHISHING EXPEDITION?

*BE EQUIPPED!*

### WHAT IS PHISHING?

(fish'ing) (n.) "The act of sending an email to a user falsely claiming to be an established legitimate enterprise in an attempt to scam the user into surrendering private information that will be used for identity theft." Webopedia, <http://www.webopedia.com/TERM/phishing.html>. Be diligent!

A variety of online job boards are convenient and effective to use in your job/internship search. However, despite security precautions, this technology can also be used to scam job/internship searchers. It is very important that you proceed with common sense.

### IF IT LOOKS TOO GOOD TO BE TRUE . . .

Whether a job/internship description is distributed online or by old fashion paper, if it appears too good to be true...job searcher beware! Trust your instincts!

- ◆ If someone offers you a large payment or reward in exchange for a money transfer or you receive a check, it is probably too good to be true. **Do not** respond or deposit the check.
- ◆ If the listed salary is too good to be true or they offer to pay up front, think twice.
- ◆ If the position listing is an international opportunity and includes travel expenses or upfront program fees, proceed with caution.

### **BEWARE IF:**

- ◆ You are asked to provide a credit card, bank, PayPal account, Social Security number, photo ID or payment.
- ◆ You are asked to agree to a background check before a pending offer.
- ◆ The e-mail address does not match the organization's website; for example, an AOL email for ABC Company instead of the company email appearing in the address.
- ◆ You are asked to buy ads that sell job search tips.

Review Job Board privacy policies before joining. Though no system is 100%, NACELink, our Handshake provider, has high security thresholds. You control the distribution of your resume in Handshake. No employer has access to your Documents section or Profile.

### REVIEWING THE JOB DESCRIPTION

- ◆ Be cautious of postings for work-at-home, mystery shoppers, or virtual positions. *\*Please note: the TCNJ Career Center does not post internships/positions where work is in a home residence.*
- ◆ Are there misspellings in the description?
- ◆ Verify the URL listed in the ad goes to the internet domain of the company. *For example, if the ad includes company 123 with web address-[www.123.com/career](http://www.123.com/career) and goes to [www.123.org](http://www.123.org), there may be a problem.*

### WHAT TO DO IF YOU SUSPECT A SCAM?

- ◆ End all communication. If personal information was provided, monitor your accounts and stop payments.
- ◆ Block the electronic communication, if possible.
- ◆ Report any fraudulent activity to your bank or credit card company immediately.
- ◆ Contact the Career Center ([career@tcnj.edu](mailto:career@tcnj.edu) or call 609.771.2161) ASAP. We will review the situation, notify others and report incidents.
- ◆ Report it to the Internet Crime Complaint Center (<http://www.ic3.gov/default.aspx>)
- ◆ If the incident occurred entirely over the internet, file an incident report with the FCC at 1-877-FTC-HELP (1-877-382-4357) or at <http://www.cybercrime.gov>.

### Online Job Search Safety Resources:

- ◆ Federal Trade Commission, Job-Hunting/Job Scams, <http://www.consumer.ftc.gov/topics/job-hunting>
- ◆ 6 Safety Tips for on line job seekers, <http://www.bankrate.com/brm/news/pf/20070321c2.asp>
- ◆ Monster.com: A Safe Job Search , <http://career-advice.monster.com/job-search/Getting-Started/A-Safe-Job-Search/article.aspx>
- ◆ <http://www.consumer.ftc.gov/articles/0243-job-scams>



# GRADUATE AND PROFESSION 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 goals before committing to pursuing a graduate degree. Research your future career and determine which programs support these goals. Discuss with a faculty member, career counselor, and/or adviser.

## SELECTING A GRADUATE OR PROFESSIONAL SCHOOL

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

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 resources, visit the Career Library and speak directly to the schools. Try to visit them. Ask questions, This will help you to learn about financing options and to 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/](http://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.

## TCNJ CAMPUS CONTACTS

**Pre-Med Advisor:** Dr. Amanda Norvell, 771-3439, [norvell@tcnj.edu](mailto:norvell@tcnj.edu)

**7-Year BS/MD Program:** Dr. Dennis Shevlin, 771-2246, [shevlin@tcnj.edu](mailto:shevlin@tcnj.edu)

**Pre-Law Advisory Committee:** For a list of advisors see: <http://prelaw.pages.tcnj.edu>

**Nationally Competitive Scholarships & Fellowships:** [competitive.pages.tcnj.edu](http://competitive.pages.tcnj.edu) (eg. Fulbright, Goldwater and Paul and Daisy Soros Fellowship for New Americans).

## 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.* However, some schools offer “rolling” admissions.

## 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 sufficient time.
- ▶ Read questions carefully. Answer the exact question(s) asked.
- ▶ Be original in your approach, but do not use gimmicks.
- ▶ Ask several people, including a professor, the Tutoring Center, and/or the Career Center to give you feedback.

## STANDARDIZED TESTS

Testing information can be found on-line.

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

## INTERVIEW

Some graduate programs require an interview, especially for Engineering & the Sciences. See *Interviewing Section*, for assistance. Mock interview appointments are available through the Career Center.

## 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?*



## PERSONAL STATEMENT: Example for Graduate School Application

Adam R. Hero

### Personal Statement

Boston College Global Public Health Program (GPH)

**Degree Objective:** Admission into the GPH Program

I would like to be a leader in the field of epidemiology. I have worked toward this goal by co-authoring an epidemiology course manual with my former professor, publishing articles for both professional and public audiences, and completing advance coursework in epidemiology, statistics, and biology. Some of my objectives for graduate school are to collaborate with the Boston College (BC) faculty on research projects and to publish information in professional journals as well as public-oriented media types. Moreover, I would like to continue producing classroom resources for epidemiology faculty and students. Together with my former epidemiology professor, Dr. Don R. Jackson, I co-authored a course manual that is currently being used by more than 100 undergraduate and graduate students at The College of New Jersey (TCNJ). This document comprises over 375 PowerPoint slides and supplementary materials that introduce students to the basic concepts of epidemiology.

Morbidity and mortality, screening tests, study designs, and causation are just a few of the topics discussed within the manual. Dr. Jackson and I intend to publish this manual for two reasons: to offer students a concise resource that they can use throughout their academic and professional careers and to provide faculty members with a complete “off-the-shelf” lecture series. I have attached sample excerpts from this manual to my application. Writing is a population-based approach to preventing and controlling diseases. In the course of my studies, I published articles in the AMWA Journal, the official publication of the American Medical Writers Association (AMWA). Moreover, I wrote the medical writing resource for the Lions Online Writing Lab, TCNJ’s instructional Web site for writers seeking consultation.

One of my objectives for graduate school is to collaborate with the Boston College Office of University Communications to publish articles on disease prevention and healthy living. In my articles, I would like to apply the knowledge from my TCNJ epidemiology courses to provide readers with information that they can use to enhance their health and well-being. I would also enjoy opportunities to assist BC faculty in writing articles for professional journals and grant proposals for the National Institutes of Health (NIH). With my training in medical journalism and NIH grant writing from the AMWA, I believe that I can better serve the greater Boston community and support the advancement of epidemiology research at Boston College.

Epidemiology research enhances existing perception of people and their environments, and this perception leads to more effective methods to prevent and control diseases. I would like to research infectious disease epidemiology under Dr. Nadia Abuelezam, an epidemiology professor in your program. I prepared for this research by pursuing experience in microbiology, which consisted of lab work and studying in the classroom the physiology of these pathogens: Mycobacterium tuberculosis, Bacillus anthracis, HIV/AIDS, Escherichia coli O157:H7, and Avian H5N1 Influenza. The above mentioned studying took place at the graduate level, where I was one of few undergraduate students. I will also be pursuing graduate level coursework in Fall 2020.

I am requesting admission to BC’s GPH program in epidemiology. My previous epidemiology experience, academic preparation, and personal qualities have prepared me for the expectations of your program. My objective for graduate school is to combine rigorous academic study with hands-on experience, and I believe that greater Boston area and BC offer extraordinary opportunities for these endeavors. Lastly, I believe that I can contribute to your program through research, publishing, and multidisciplinary collaboration. My goal is to utilize the intellectual richness and diversity of BC to enhance the quality of life of the world’s people.



## **GOVERNMENT: Uncle Sam May Be For You!**

Many students understand that the federal government continues to be a substantial employer for full-time and internship opportunities. With 2,800,000 employees, the federal government is the largest employer in the U.S. Despite the opportunities available for work with the federal government, many students lack a clear understanding of the options and processes open to them; that is, until now.

*Call to Serve*, a joint effort of the Partnership for Public Service and the Federal Government's Office of Personnel Management (OPM) have partnered to re-establish links between federal agencies and campuses to spread the word to students about federal jobs. Given the need for workers in all branches of the government, especially due to anticipated retirements, positions are open for all college majors.

Annually, over 288 federal agencies employ 273,000 mission critical positions with 84% of the positions found outside of Washington, DC (and 50,000 of these jobs are abroad). In 2015, the highest need areas were public health, engineering, legal, science, social sciences, business/accounting, information technology and education. The agencies hiring the largest number of new applicants were the Internal Revenue Service, Homeland Security, Veteran Affairs, Justice, Defense & the Treasury. By Executive Order, President Obama created the *Student Pathways Program* providing paid internships and fellowships for students, featuring the Student Temporary Employment Program (STEP) & the Student Career Experience Program (SCEP). When applying start early! Most agencies operate on a 80-day hiring model with those needing security clearance taking a bit longer.

More Information:

- [www.ourpublicservice.org](http://www.ourpublicservice.org) (information on jobs in the government sector)
- [www.usajobs.gov](http://www.usajobs.gov) (check out the student section and apply or set up an alert and a profile page)
- [www.usa.gov](http://www.usa.gov) (view positions by agencies and departments)
- [Servicetoamericamedals.org](http://Servicetoamericamedals.org) (view some of the awards given to interns and ft. employees)



## **TOP TEN BENEFITS EMPLOYERS OFFER!**

A good benefits package can add as much as 30 percent to your overall compensation, and some of it goes to you untaxed. Many organizations that have recruiting programs aimed at hiring new college graduates offer a wide range of benefits. Here are the top 10 benefits employers may offer new hires:

- Life insurance
- Dental insurance
- Company match 401(k) retirement plan
- Employee assistance program
- Tuition reimbursement
- Family-friendly benefits
- Bonus/commission plan
- More than two weeks of vacation in first year of work
- Frequent performance review
- On-site fitness center

Source: *2014 Recruiting Benchmarks Survey*, National Association of Colleges and Employers

# TRANSFERABLE SKILLS

As you prepare for a job search, you may be wondering what skills you have to offer to employers when you are lacking a large amount of professional work experience. It is important to recognize that all your past experiences, including jobs, volunteer work, classes, projects, leadership and extracurricular activities have taught you valuable skills which can demonstrate to employers that you are a qualified candidate! You've been acquiring skills since childhood, whether learning the value of teamwork by playing sports or developing editing skills working on a school newspaper, each of your experiences have laid the groundwork for building additional skills. These skills that you carry with you to other life experiences are known as *transferable skills*, and learning to market your transferable skills can help give you an edge in a competitive job market!

**In a recent survey of employers conducted by Hart Research Associates, found nearly all those surveyed (93 percent) agree that “a candidate’s demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than their undergraduate major.”** For this reason, your transferable skills are often even more important than your job-related skills.

To help you identify some of your transferable skills, complete the worksheet below. Think about experiences you have had where you have acquired these skills. These skills can help you meet an employer’s expectations. After identifying your transferable skills, see how you can connect them to your future career plans.

## *Identify YOUR transferable skills!*

*Consider your past work, volunteer, leadership, campus activities, coursework, projects and everyday experiences!*

### **COMMUNICATION SKILLS**

- Public Speaking
- Writing
- Proofreading/Editing
- Negotiating
- Persuading
- Listening attentively
- Expressing ideas
- Reporting information

### **HUMAN RELATION SKILLS**

- Developing rapport
- Empathizing
- Motivating
- Working with a team
- Counseling
- Verbalizing feelings
- Perceiving feelings, situations
- Asserting
- Understanding global aspects of an economy

### **RESEARCH & PLANNING SKILLS**

- Forecasting/Predicting
- Conducting Research
- Conceptualizing ideas
- Identifying problems
- Problem solving
- Setting goals
- Defining needs
- Analyzing
- Evaluating

### **MANAGEMENT & LEADERSHIP SKILLS**

- Initiating new ideas
- Handling details
- Coordinating tasks
- Managing groups
- Delegating responsibility
- Teaching/Training others
- Promoting change
- Selling ideas or products
- Decision making with others
- Managing conflict
- Implementing decisions
- Enforcing policies
- Coordinating events
- Entrepreneurship

### **WORK SURVIVAL SKILLS**

- Meeting deadlines
- Organizing
- Making decisions
- Creative Thinking
- Being punctual
- Time management
- Attention to detail
- Meeting goals
- Enlisting help
- Accepting responsibility
- Computer literacy
- Work well under pressure
- Flexibility/Adaptability

## *Practice connecting your skills to future jobs!*

**Transferable skill statement** “I can meet deadlines.”

Example “While in school, I rarely missed a due date on an assignment and often sought to be project lead.”

Connection “If I was able to meet deadlines in school, I will also be able to meet your work deadlines and quotas.”

**Transferable skill statement** “I’m a good explainer.”

Example “Whenever anyone at work had trouble understanding a procedure, they came to me for an explanation.”

Connection “I can learn quickly, train new workers, and help others.”

**Transferable skill statement:** “\_\_\_\_\_.”

Example “\_\_\_\_\_.”

Connection “\_\_\_\_\_.”



## 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. In your Resume, convey the successes you experienced in your work, school and activities, as well as your eagerness to join their profession.



### START WITH THE BASICS:

Winning resumes include the following sections and/or adhere to the following standards. The resume is organized according to 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: Avoid templates as they are confining and may result in your resume looking like one of many. Instead, 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 name (in bold), address, phone number, and professional e-mail; name should be listed 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. List in reverse chronological order, (i.e., most recent to least recent) and list the colleges/universities you are attending or received a degree from, as well as their locations and your graduation months and years (e.g., The College of New Jersey, Ewing, NJ, May, 2020):  
\_\_\_\_\_
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 3.0 determine if your major GPA is 3.0 or above and provide (e.g., Biology GPA, 3.1): \_\_\_\_\_

**Resume Critique/  
Drop-In Hours:  
(Roscoe West 102)**  
**M/Th: 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, May 2020):  
\_\_\_\_\_

## 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 relevant 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 2017 to Present, or *Cashier, Barnes and Noble*, Princeton, NJ, 2018 to Present):  
\_\_\_\_\_
2. Describe skills and accomplishments you developed through each position. *Use action verbs* to begin descriptions (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, 2017-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 facilitate a cohesive and progressive 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 (e.g. proficient in Photoshop).  
\_\_\_\_\_

### REFERENCES

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. Indicate your relationship e.g., "supervisor", or "faculty mentor".

### 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 that 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., Focus2), 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 (e.g., Bob Jones Resume).
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 FOR HARDCOPY RESUMES

- 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 — The Key to Elements of Effective Resumes

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

## RESUME ESSENTIALS

*Though no two resumes are or should be the same, there are components that all resumes should have or adhere to these evaluation criteria:*

- Student can articulate his/her career *objective(s)*.
- Student identifies and articulates his/her strengths related to their objective.
- Student articulates three *achievement based* statements related to their experience throughout the resume.
- Student demonstrates field knowledge by incorporating at least five key words related to their career goal in the resume.
- Student includes *skill statements* leading with strong *action verbs* that demonstrate their abilities — a minimum of three results statements are imbedded into the skill statements.
- Student ensures that his/her resume is free of typographical, grammatical and formatting errors.
- Student applies an appropriate resume format.
- Student articulates his/her ability to lead through the descriptions of their experiences.
- Student demonstrates knowledge and expertise gained through their educational experience (e.g., certification, research, GPA, study abroad, honors).
- Student demonstrates his/her specific skills in the following areas:
 

critical thinking	writing
collaboration	research
work in teams	technology
global/cultural awareness	

## RESUME HINTS

*Put your best foot forward! Here are some things to keep in mind.*

- Exclude personal information such as age, gender, marital status, national origin, health status or reference names; as well as first person pronouns. But, include complete personal contact information: name, address, telephone number, and a professional e-mail address.
- After your second year in college your focus should be on your *college experience* only—omit your high school.
- Community service/volunteer/campus leadership involvement is considered an asset. Include what you have done and the skills you have developed through it. Describe your experience working both in *teams* and *independently*.
- Pay attention to the details: formats should be consistent from entry to entry (e.g., same indents, spacing or highlighting; consistent ordering of information).
- Remember to highlight your global study, language proficiency/fluency, and research/project-based work.
- Margin standard: between ½ - 1 inch.
- 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).
- Font 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 one page but no more than two pages. If you have a two page resume, your name and “Page 2” should be at the top of the second page. Content on the second page should fill a minimum of a half page. Be sure that you do not have a blank page at end of resume; go to bottom of page and delete extra pages prior to upload.

**All Students participating in Handshake must have their resume critiqued by the Career Center prior to activation into recruitment.**

### 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

**TCNJ Career Center Résumé Rubric**

**Approval score range is 21-30. As you increase your leadership and experiences quantify and qualify all.**

<b>Scoring Criteria</b>	<b>Approved (3)</b>	<b>Need Improvement (1)</b>	<b>Not Approved (0)</b>
<b>Contact Information</b>			
Employer can easily reach you.	Name (Bold), Full Address, Professional Email/Phone Portfolio, LinkedIn websites/Blogs	Contact information is on resume.	Missing contact information
<b>Appearance, Grammar, Punctuation</b>			
Professional appearance, style and punctuation is consistent, fragments are treated as sentences.	Most relevant information is higher Consistency-style, font, spacing, punctuation 1 Page resume, margins even, centered on page No duplications of information Font is sized appropriately 10-12 No typos or misspellings	1 page, Content may need editing Font changes, not centered Font is sized appropriately Inconsistent formatting (bold, italics, commas & periods) No Typos or misspellings	Exceeds one page, Not easily read Not centered; spacing changes Font size is too small/too big Inconsistency in formatting Lacks description Contains 1 or more typos or errors
<b>Objective/Summary</b>			
State purpose of document Reader can identify objective	Provide skills, position title or position seeking May include geographic preference	Too broad of an objective	Lacks objective, reader cannot tell what student is looking for
<b>Education &amp; Certifications</b>			
Promote academic achievements, scores, prof. certifications & training.	College Name, City, State, Grad. Mo. Yr. GPA 3.0+ BA or BS Major Minor Concentration Honors *Study abroad if applicable Previous school attendance High school not listed Certification section when appropriate	Date range for current school College, City, State, Grad. Mo. Yr. BA or BS Missing Major Lacks academic achievements such as GPA High School listed	Incorrect degree i.e. Bachelors Major/minor GPA 3.0 or higher not listed Graduation date not listed Each institution attended does not include name, location, dates High School listed Does not include training or cert.
<b>Project-Based Work</b>			
Research, Competitions, Capstone Publications	Describe competition, research or capstone provide descriptive title, role, achievements	Listed 1 group work activity Describe role but need more detail	Listed course instead of content
<b>Technology</b>			
Reader learns the technology student knows which is related to goals	Provide proficiency & technical skills Incorporates use in experiences	Lists technology	Lacks knowledge of technology
<b>Abilities/Skills/Interests</b>			
Include skills or interests related to position applying	Indicated level of proficiency for skill-based languages Lab technologies important for technical, scientific & health positions	Omit level of proficiency Omit skills and lab skills	No skills listed
<b>Experience</b>			
Increase value of candidacy by highlighting experience related achievements & non-academic qualifications in a concise, achievement based manner geared to the reader	Each entry lists organization name, dates, position title & location. Bullets begin with strong action verbs in proper tense indicting achievements in order of relevance to objective, no personal pronouns result oriented, quantify and qualify Divide experience into categories i.e. Teaching Experience, Related Experience	Entries omit: organization, name dates, position title or location Resume has patterns of minor errors (e.g. no position titles) Action verbs could be stronger No more the 2 verb tense errors At least 1 quantifying statement	Verb tenses inconsistent too vague or too wordy. Bullets are not listed in order of importance HS information provided after 2nd yr. Results are not quantified Dates not listed in most recent to least chronological order
<b>Affiliations</b>			
Social, Athletic, Recreational, School or Organizational involvement	List of professional organizations and/or student organization(s) with leadership role(s) Use action verbs quantify and qualify experience	List of one organization	No organizational involvement
<b>Community Engagement</b>			
Participated in community enriching experience	List experience and role Highlight leadership experience	No description	No involvement
<b>References</b>			
In preparation for the interview have connected with 3 references;	No references on resume Reached out & met with 3 references Created a reference page with Name, Title, US Mail Address, Email & Phone	No references on resume	References on resume

## ACTION VERBS

Use action verbs to express abilities and achievements. They can help to articulate your accomplishments and responsibilities.

*Use present or past tense as appropriate.*

### ACHIEVEMENT

attained  
awarded  
excelled  
completed  
earned  
effected  
entrepreneurial  
honored  
promoted

### CREATIVITY/ CONSTRUCT

arranged  
assembled  
built  
compiled  
constructed  
created  
designed  
developed  
initiated  
modernized

### COMMUNICATI ON

addressed  
advertised  
advised  
advocated  
aided  
answered  
applied  
assisted  
briefed  
charged  
clarified  
coached  
collaborated  
comforted  
conducted  
consulted  
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  
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  
solved  
sustained  
upheld  
utilized

### EVALUATION

analyzed  
abstracted  
appraised  
assessed  
briefed  
clarified

classified  
compared  
determined  
evaluated  
forecasted  
reviewed  
surveyed

### IMPROVEMENT

expanded  
helped  
improved  
increased  
instituted  
launched  
modified  
optimized  
rejuvenated  
remodeled  
revamped  
upgraded

### INFLUENCE

catered  
charted  
conceptualized  
delivered  
encouraged  
facilitated  
furnished  
formulated  
generated  
improved  
influenced  
initiated  
innovated  
inspired  
instituted  
introduced  
invented  
investigated  
listened  
maintained  
motivated  
negotiated  
originated  
perceived  
performed  
planned  
prepared  
promoted  
revamped  
shaped  
supported  
secured  
launched

### SUPERVISION

addressed  
administered  
budgeted

authorized  
controlled  
coordinated  
delegated  
directed  
forecasted  
guided  
led  
managed  
mediated  
monitored  
ran  
trained

### ORGANIZATION

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

### SELECTION

acquired  
chose  
brought  
enlisted  
hired  
identified  
ordered  
purchased  
selected

### TECHNOLOGY

conceived  
devised  
formed  
installed

interfaced  
mastered  
modified  
operated  
resolved  
restored

### WRITTEN COMMUNICATI ON

compared  
composed  
contrasted  
documented  
drafted  
recorded  
revised  
reported  
researched  
wrote

### NEGOTIATION

advised  
advocated  
arbitrated  
bargained  
expedited  
mediated  
merged  
persuaded  
reconciled  
solved

#### EXAMPLES:

**Promote** The College to 5-80 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 - 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 2016-present *The College of New Jersey* Ewing, NJ

*Bachelor of Science Business Administration*

*Major:* General Business/*Minor:* Psychology

*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 2018-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 2018-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 2018-Fall 2018): 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 2017): 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 2016-present

**WORK EXPERIENCE**

Fall 2017-present	J&L Marketing, Inc.	Louisville, KY
May 2017-present	Tuckahoe Inn/Chevy's	Beesley's Pt/Trenton, NJ
Waitress/Hostess/Food runner (self funding myself while in school)	November 2016	Chevy's Trenton, NJ
April 2015-May 2016	The Custard Castle Marmora, NJ	Employee of the Month Counter Clerks

**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



**MARY Murphy**

HOME ADDRESS: 123 SOME STREET • SOMETOWN, NJ 08000

SCHOOL ADDRESS: SOME STREET • Ewing, NJ 08628 • mmurphy2@tcnj.edu • 609-111-1111

**Objective**

Seek a strategist position within an advertising firm. Thrive in a competitive environment, meet deadlines and technologically savvy.

**Education**

**The College of New Jersey (TCNJ), School of Business**, Ewing, NJ May 2020

**Bachelor of Science in Business Administration, Marketing**

**Minor in Psychology**

Cumulative G.P.A 3.34/4.00

*Honors:* Elizabeth Soeder Scholarship, Thompson Merit Scholarship

**Marketing & Public Relations Experience**

**J&L Marketing Inc., Promotions Coordinator**, Louisville, KY, Fall 2018-Present

- Deliver sales presentations (independently contracted, flexible travel position)
- Organize & implement direct campaigns with 20 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 2018

- Conducted off-site sales calls to procure brochure locations
- Co-created promotional materials including brochures, fliers, and travel packages
- Assisted in creation of marketing plan
- Analyzed bus profits and patron play/dot.com reservations
- Awarded \$1000 through presentation completion; competed against 30 interns

**Leadership & Community Engagement Activities**

**Sigma Sigma Sigma Sorority**, TCNJ, Ewing, NJ

*Membership Recruitment Director*, Fall 2019-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 2019

- 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 2018-Fall 2019

- 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 2017

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

**Course Projects**

**PharmaSim - Marketing Principles (Online Simulation)**, Fall 2017

- Served as Brand Manager in the over-the-counter pharmaceutical industry
- Explored brand formulation, introducing line extensions, & product development
- Designed compensation system for corporation

**Work Experience**

**Chevy's Fresh Mex Inc, Waitress/Hostess**, Lawrenceville, NJ, March 2017-Present

**Tuckahoe Inn, Waitress**, Beesley's Pt, NJ, May 2018-Present

**The Custard Castle, Counter Clerk**, Marmora, NJ, April 2016-May 2017

**Skills**

- Dreamweaver, Macromedia, Google Analytics, SPSS, Excel

# ROOKIE RESUME RUNDOWN

## Be Proactive:

- Get involved on campus early in your college career
- Hold a position in the organizations you are involved in
- Update your resume at least once per semester

## Be Consistent:

- Use consistent formatting
- List your experiences in reverse chronological order (start with your most recent experience)
- If you currently hold a position, use the present tense of a verb. If the job has ended, use the past tense
- Keep your resume to one page unless you have a significant amount of related experience

## Be Specific:

- Quantify where you can- #'s can help convey results and tell a story
- Start every description with a strong action verb

## WHAT IS A RESUME?

A resume is a marketing tool that lists your education, work/related experience, and additional activities. It is used for the employer to get to know your background and determine if they would like to interview you. On average, an employer looks at your resume for 6 seconds; so keep it concise and focused!

## DO I NEED A RESUME?

Yes! A resume can be used to obtain on-campus employment, internships, study abroad experiences and more! A resume can take some time to create so start early and always update your resume once per semester so it remains current!

## DEVELOPING BULLET POINTS

Action Verb + Core Content +  
Results/Purpose/Impact

Bullet points are an important aspect in your resume as they explain the responsibilities and skills you utilized during your experiences. Avoid repeating the same descriptions for different positions and start every bullet point with a strong action verb!

**Stop by the Career Center during Open Resume Hours to receive a resume review!**



\*10-12 pt. font for the body

\*Avoid using resume templates

\*Margins can be 0.5”-1”

**NAME (18-24 pt. font)**

School and/or home address

Phone Number

Professional email (TCNJ email recommended)

Optional: Professional website or LinkedIn link

**OBJECTIVE**

An objective is a 1-2 line statement that states the position you are seeking, in the specific field/industry, and ~3 skills that you can utilize. *Avoid personal pronouns on your resume.*

**EDUCATION****The College of New Jersey (TCNJ), Ewing, NJ, Graduation month, year**

Bachelor of Arts/Science \_\_\_\_\_, Specialization): \_\_\_\_\_

Minor: \_\_\_\_\_

GPA: if 3.0 or higher... Make sure to list it out of a scale (ex. 3.8/4.0)

You may list your honors here or create a separate heading for them

Abroad University/Community College, location, month &amp; year

Study aboard in \_\_\_\_\_ /Associate of Arts/Science in \_\_\_\_\_

High School Name, City, State, Graduation month, year (*aim to remove all high school related content by the end of your sophomore year*)

List any honors or awards

**RELEVANT PROJECTS OR RESEARCH (optional)**

Name of Project, Name of research lab (optional), TCNJ, Ewing, NJ

- Write descriptions of accomplishments and projects worked on
- Include skills learned or gained through the experience

**WORK/PROFESSIONAL EXPERIENCE (list in reverse chronological order—start with your most recent experience)**

Position you hold, Name of organization, City, State, Month &amp; Year - Month &amp; Year (Or Present)

- For each experience, write a few descriptions explaining your key responsibilities
- Each bullet point should begin with a strong action verb
- Use the present tense of the verb for a position you currently hold and the past tense for a position that ended

Position, Organization, city, state, dates

- Use different action verbs to start each description and be careful not to repeat descriptions for different positions
- Quantify where you can and use industry terms when possible
- Focus on results and impacts on the organization as well as job duties

**ON-CAMPUS ACTIVITIES/COMMUNITY LEADERSHIP**

Position held/member, Organization, City, State, Month &amp; Year – Month &amp; Year

- Describe accomplishments and duties if you held a leadership role

**SKILLS**

This section is for listing any language skills or computer/technology/software skills

Make sure to accurately list your level of fluency (fluent vs conversational)

\*\*Resume should be 1 page unless you have a significant amount of related experience\*\*

## **FIRST YEAR STUDENT**

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

### **OBJECTIVE**

An internship using a mathematics background, strong analytical and problem solving skills.

### **EDUCATION**

**The College of New Jersey (TCNJ)**, Ewing, NJ May 2023  
Bachelor of Arts in Mathematics, Minor: Statistics

**South Brunswick High School**, South Brunswick, NJ June 2019  
Earned 18 Advanced Placement credits; Graduated in top 10%

### **HONORS**

TCNJ Merit Scholar, Continental Math League National Champion, June 2017

### **EXPERIENCE**

*Cashier*, **Target**, West Windsor, NJ Summer 2019  

- 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 2018-August 2019  

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

*Camp Counselor*, **YMCA Camp**, Newtown, PA, Summers 2017-2018  

- Supervised ten fourth and fifth graders while following camp safety guidelines.
- Organized age appropriate activities such as hikes, music, games, crafts, painting, etc.

### **ACTIVITIES**

*Committee Chair/Member*, **National Honor Society** September 2018-June 2019  

- Led monthly meetings to engage members and provide a presence in the community.
- Developed an after school tutoring program for eighth grade students.

*Member*, **Student Government Association** September 2017-June 2019  
*Chairperson/Member*, **Project LEAD** September 2017-2018

### **COMMUNITY ENGAGEMENT**

*Volunteer*, **Bucks County Literacy Program** Summer 2017  
*Volunteer*, **YMCA After-School Program** Fall 2016

### **SKILLS**

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



**Alumni Resume**

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

**SUMMARY**

Seek a position within talent management in the financial industry. Strong project management and problem solving skills with a proven track record for building and fostering relationships.

**QUALIFICATION SUMMARY**

- Technologically savvy with Microsoft Applications- Word, Excel, Access & PPT, OneSourceTax Software, GoSystems, Checkpoint, and BNA. Symplcity and LinkedIn Recruiter in regular basis.
- Instrumental member of the NJ recruitment team to co-facilitate and participate in collegiate career days, presentations, etiquette programs, and networking events.

**FINANCIAL & COMMUNICATION EXPERIENCE**

**Manager, Enterprise Rent-A-Car, East Brunswick, NJ, 2017-Present**

- Increased profits by 25% through marketing and outreach efforts.
- Establish and maintain positive relationships with body shops, dealerships and corporate accounts.
- Commended for excellent customer service with all clients, emphasizing Spanish language skills.
- Developed a recruitment plan for sales force.
- Managed a staff of 10.

**Insurance Agent , New York Life, New York, NY, 2015-2017**

- 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.
- Completed 1 &2 of certified financial planning program.

**English Instructor, Cibeles Internationa, Madrid, Spain, Spring 2014**

- 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**

**Co-Chair, Membership committee, ABC Chamber of Commerce 2014-2016**

- Led the raising of \$6500 for Hurricane Sandy
- Increased enrollment by 20%

**Intern Sponsor, Latino Leaders Fellowship Institute, Trenton, NJ, 2014**

- Donated \$3000 for Scholarship of Excellence Award

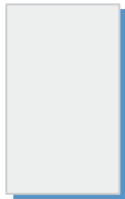
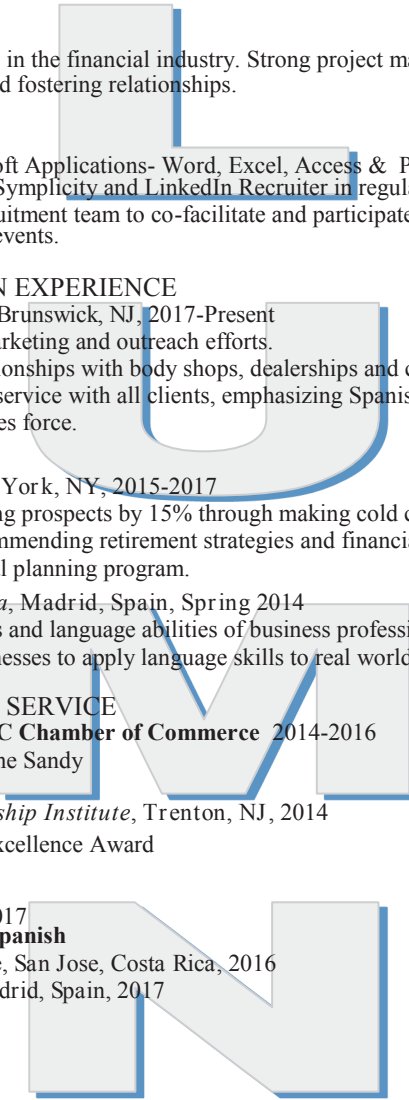
**EDUCATION**

*The College of New Jersey, Ewing, NJ, 2017*

**Bachelor of Arts in English, Minor in Spanish**

*Universidad Veritas, Art and Architecture, San Jose, Costa Rica, 2016*

*Universidad Complutense de Madrid, Madrid, Spain, 2017*





## TECHNICAL AND CREATIVE SKILLS

Proficient in  
Photoshop,  
Illustrator,  
QuarkXpress,  
InDesign  
PageMaker;  
Comfortable with  
Mac and PC  
platforms  
Ajax, MySQL  
  
Working  
knowledge  
of Macromedia  
Flash and  
Dreamweaver

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

## Gretchen Graphic

East Somers, NJ 08000 • 222-222-2222 • graphic4@tcnj.edu  
www.tcnj.edu/~graphic4 Blog: <http://dkkartworks.wordpress.com/>

### Objective

Seek an internship cultivating, strengthening and enhancing creative design skills.

### Education

Bachelor of Fine Arts, Interactive Multimedia, Marketing Minor, May 2020

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

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

*Parsons School of Design*: Drawing; Portfolio Development, 2018

*Maryland Institute, College of Art*, Pre-College Program: Graphic Design

concentration, Summer 2018

*Fashion Institute of Technology*: Graphic Design, Spring 2018

Honors: National Honor Society; Outstanding Student of America

### Technical Project

Co-Developer, TCNJ Mobile Map App, TCNJ, Ewing, NJ

Created and evaluated a mobile interactive campus map with team of 4.

Designed flowcharts, wireframes and testing.

### Design Experience

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

Developed website and marketing campaign for social networking.

Designed web-based and traditional training pamphlet distributed to 500.

Technical Editor, *The Forum, Hanover Park HS*, Hanover, NJ 2017-19

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 2018

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 2017-18

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

American Institute of Graphic Arts, Member, New York Chapter, 2018-19

Active Member, Intervarsity Christian Fellowship, Aug 2018-present

Volunteer, Trenton CYO Child Daycare Program, Fall 2018

Saatchi and Saatchi's AMM Day, New York, NY, November 2018

## Jon Harmony

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

### EDUCATION

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

**Bachelor of Arts; Music Performance**, Majors in Trombone & Bass, May 2020

GPA: 3.7/4.0

Honor: Nominated for the Intercollegiate Jazz Ensemble, 2018-Present

*Oberlin College Conservatory of Music*, Oberlin, OH

**Music Arranging and Composing**, Summer 2019, GPA: 3.8/4.0

### PROFESSIONAL EXPERIENCE

• **Leader of Jazz Quartet**, *Salt Peanuts*, Manahawkin, NJ 2017-Present

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

- Compose arrangements for group.

• **Substitute Musician**, *Surflight Theater*, Beach Haven, NJ, 2017-Present

• **Substitute Trombonist**, *Brass Tacs Big Band*, Manahawkin, NJ, 2016-Present

• **Trombone Performer**, *University Jazz Orchestra*, Ewing, NJ, 2016-2018

- 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, 2016-2018

- Performed with Chico Alvarez and Jimmy Bosch.

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

• **Trombone Performer**, *Performing Arts Center*, Manahawkin, NJ, Summer 2017

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

• **Opening Band**, *Lily Tomlin Show, Arts Foundation*, Loveladies, NJ, Summer 2016

• **Bass Performer**, *National Business Conference*, Atlantic City, NJ, Summer 2015

- Arranged pieces played during conference.

### TEACHING EXPERIENCE

• **Teacher**, *In-Home Music Studio*, Manahawkin, NJ, 2017-Present

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

• **Instructor**, *Musical Program Middle School*, Deal, NJ, Spring 2016

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

### VOLUNTEER EXPERIENCE

• **Member**, *Connexion*, Barnegat, NJ, 2017

- Perform on electric and acoustic bass for worship services.

- Counselored and answered members' questions regarding religion.

• **Active Member**, *Bayside Chapel Worship Team*, Barnegat, NJ, 2017-2019

- 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

## Ellie English

1.1 Writing Way, Englishtown, NJ 08000  
Phone: 609-555-5555 Email: eenglish@tcnj.edu Blog: www/ee.wordpress.com

### Objective

Seek position within an editing and publishing environment drawing on strong creativity, reading comprehension, writing, editing and administrative skills. Energized by project-based work in a fast-paced environment.

### Education

*The College of New Jersey (TCNJ)*, Ewing, New Jersey  
**BA English and Communication/Journalism** (Double Major), May 2020  
GPA: 3.46 / 4.0, Dean's List 2 Semesters

**Foundation for International Education**, London, UK (2018-2019)  
GPA: 3.9 • Completed International Trade/Global Marketing courses gained skills in an ever-increasing globalizing economy

### Writing Course Projects

- Developed a public service print ad and six sided brochure on drunk driving, Fall 2018
- Wrote a 20 page research paper on the theory of metafiction, Spring 2017
- Compared MLA and APA style writing in a 15 page research paper, Fall 2016

### 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.)*, TCNJ, Fall 2017-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 2018

- 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

### Experience

*Trade Management and Finance Intern ETX Capital* London, UK -2018

Performed the trade check, dividend, and corporate action reconciliations. Provided quality customer service. Assisted the finance team with monthly Fixed Asset schedules.

*Event Coordinator, INK-TCNJ Literary Group*, TCNJ, -2018

- 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*, TCNJ, Fall 2016-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 2016-2017

### Skills

Basic skills in spoken and written Italian., Proficient in Adobe Suite, Word Press  
Experience with MLA and APA styles, blogging and internet research

## CARRIE LAURITO

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

### OBJECTIVE

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

### EDUCATION

The College of New Jersey (TCNJ), Ewing, NJ, May 2020

*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 2019  
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 2018

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 2017

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 2018-present  
Provide office support for a corporate and industrial real estate brokerage. Rejuvenated and assembled filing and archiving system.

*Receptionist, Access Communications,* Berkeley Heights, NJ, Winter 2018  
Performed general office duties for a medical education corporation.

*Receptionist/Secretary, Graphic Management, Inc.,* Mountainside, NJ, Summer 2017  
Directly assisted owner and provided office support, including shipping and receiving.

### CAMPUS LEADERSHIP EXPERIENCE

Lambda Pi Eta, Communication Studies National Honor Society, August 2017-present  
Delta Zeta Sorority, Spring 2014-present

*Editor, "The Lamp" & "The Scrivener,"* Fall 2015-Fall 2017

*Academics Chair,* February-August 2015

*New Member Education Chair,* February-August 2016

### OTHER RELATED EXPERIENCE

*Sales Associate, Barnes & Nobles Bookstore,* Ewing, NJ, December 2017-present

*Sales Associate, Godiva Chocolatier, Inc.,* Short Hills, NJ, 2014-2017





**NATALIA LASSANDRI**

*human with a reverence for the beautiful things in life*

*natalia@natlas.design / natlas.design*

**EXPERIENCE**

**UX INTERN, AUTOMATIC DATA PROCESSING, INC.**

ROSELAND, NJ / JUNE 2018 - AUGUST 2018

Was responsible for: leveraging company and team design assets to complete components of larger projects; work with Business Analysts to define project and business requirements; attend meetings to report on status and next steps for projects; present updated designs to content owners; facilitate user testing; design options for new system of navigation on company intranet; create prototypes using Sketch and InVision

**FREELANCE DESIGNER, NARS COSMETICS**

NEW YORK CITY, NY / MARCH 2018 - PRESENT

Is responsible for: utilizing and editing existing imagery to mimic current season's products; editing existing packaging to reflect new and updated branding; color matching shades and textures; creating components to be displayed on presentations

**FREELANCE DESIGNER, THE PENINSULA HOTELS**

NEW YORK CITY, NY / MARCH 2017 - PRESENT

Is responsible for: adhering to the branding guidelines upheld by the company; creating content for magazines, books; creating newsletters and e-blasts; utilizing company assets such as imagery and branding in all designs; creating promotional materials for conferences; creating web content

**ACTIVITIES**

**Phi Kappa Phi**, Member

*National academic honor society*

**Omicron Delta Kappa**, Member

*National leadership honor society*

**Kappa Pi Art Honor Society**, Member

*National academic Art honor society*

**Golden Key International Honour Society**, Member

*International academic honor society*

**Alpha Psi Omega**, Member

*National Theatre Honor Society*

**All College Theatre**, Publicist

*Student run theatre organization at TCNJ*

**The Signal**, Staff Photographer

*TCNJ's newspaper*

**Senior Graphic Design Exhibition**, Chairperson

*Show featuring work from the Senior Graphic Design capstone class*

**Animal Benefits Club**, Member

*Club dedicated to volunteering at local shelters and raising awareness*

**SKILLS**

SKETCH

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INVISION

---

OMNIGRAFFLE

---

ADOBE ILLUSTRATOR

---

ADOBE PHOTOSHOP

---

ADOBE PREMIERE

---

ADOBE AFTER EFFECTS

---

ADOBE INDESIGN

---

DSLR PHOTOGRAPHY

---

HTML5/CSS

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MICROSOFT OFFICE

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AUTODESK MAYA

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**EDUCATION**

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

Bachelor of Fine Arts

AUGUST 2016 - MAY 2020

School of the Arts and Communication, GPA: 3.97

Graphic Design, Major

Interactive Multimedia, Minor

Honors Program

Summa Cum Laude

## Accounting Resume

US Mail Address City, State Zip Telephone [abc@tcnj.edu](mailto:abc@tcnj.edu)

### OBJECTIVE

Seek an accounting position within a certified public accounting firm. Experienced in auditing and tax, detail-oriented with a value towards quality customer service.

### EDUCATION

**The College of New Jersey**, Ewing, NJ

Bachelor of Science, Accountancy Minor: Computer Science

Cumulative GPA: 3.4/4.0; Anticipate completing 150 credits by May 2020

May 2020

### ACCOUNTING EXPERIENCE

**Wiss, (Public Accounting Firm)**, Talent, NJ

*Winter Accounting Intern -Specialty Business Group*

January 2019-April 2019

Assisted in the preparation of individual and corporate tax returns.

- Prepared tax write-ups, bank reconciliations and monthly federal tax deposits.
- Co-tested for pension plan audit.
- Assisted in preparation of payroll including W-2s and 1099's for clients.

**Johnson Reinsurance**, Princeton, NJ

*Tax Intern*

2018

- Prepared account reconciliations, tax returns focused on premium, personal property, franchise and corporate income taxes.
- Prepared account reconciliations with extensive use of Excel.
- Completed two major projects assigned by management involved in client based reviews.
- Selected to facilitate an intern training for 10 individuals on preparation of tax returns.

**KPMG**, Short Hills, NJ

*Summer Sophomore Externship*

2017

- Selected to participate in 4-day training to gain understanding of the accounting field, team-building, customer service and firm protocols.

### LEADERSHIP & ACTIVITIES

**Institute of Management Accountants Student Chapter**, The College of New Jersey

*President Fall 2019 – Spring 2020; Member Fall 2016 – Present*

- Communicate with accounting professionals to coordinate networking events.
- Collaborate with campus Career Center to plan annual Meet and Greet; attended by 100 students and 25 employers.
- Lead and organize bi-monthly general membership meetings.

**Johnson and Johnson Case Competition**, The College of New Jersey

*Participant*

2018

- Contributed to teamwork of a group of 5 members by data analysis and creating a presentation with Microsoft powerpoint.
- Presented findings to representatives from Johnson and Johnson and college faculty.
- Achieved Second Place out of six participating teams.

### ADDITIONAL EXPERIENCE

**Starbucks**, Hamilton, NJ

*Customer Service Representative*

- Provided quality customer service in a fast-paced environment.

Summer 2016- Spring 2017

### COMPUTER SKILLS

Proficient in Microsoft Office, QuickBooks, LacerteTax, OneSource, PremPro, Global Fx tax software, Global Fx Fixed Asset, Engagement.

## BENJAMIN HUNT

555 Asbury Lane, Somers town, NJ, 08628  
business@tcnj.edu (609) 555-5555

### EDUCATION

The College of New Jersey, Ewing, NJ, May 2020

*Bachelor of Science, Business Administration, Finance Minor in Economics*

Cumulative GPA 3.5/4.0; Dean's List; NJ Outstanding Scholar Award; TCNJ Merit Scholar

### FINANCE EXPERIENCE

*Finance Intern*, Ortho-Clinical Diagnostic, Bridgewater, NJ, June 2019 - August 2019

- 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
- 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

*Case Competition Team Lead, Chartered Financial Analyst Institute Research Challenge Hosted by NYSSA*, NY, NY Fall 2018 (competing on a regional level with 20 teams.)

- Co-Research and co-wrote an extensive equity report
- Co-Presented key findings to a panel of 5 chartered financial analysts
- Examined subject company's 10-K and financial statements thoroughly
- Applied financial models such as Discounted Cash Flow and Multiples Analysis to determine Acquisition decisions and choices.

*Community Advisor*, Residential Ed. & Housing, TCNJ, August 2017 - Present

- 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

*Committee Member*, Phi Beta Lambda, TCNJ, November 2017- Present

- Presented session on the Federal Reserve at the National Conference in Orlando, FL

### EXPERIENCE

*Waiter, Olga's Diner*, Medford, NJ, June 2014 – December 2016

*Warehouse Assistant, Frankentek, Inc.*, Medford, NJ, May 2015 - August 2017

### COMMUNITY SERVICE ACTIVITIES

New Jersey Lions Recycling Center

Special Olympics New Jersey

### CERTIFICATIONS

Bloomberg Certified, Equities & Fixed Income, Fall 2017

**Ed U. Cates**

5 Independence Blvd., Washington, NJ 07736 (555) 555-5555 email: [cates1@tcnj.edu](mailto:cates1@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 2020

Cumulative GPA: 3.58/4.0; Dean's List (6 out of 8 semesters)

**HONORS**

*Golden Key Honor Society*

*Award for Excellence in Student Teaching*, NJ Commissioner of Education

*Presenter*, Celebration of Student Achievement, Spring 2020

**CERTIFICATIONS**

*CEAS, Social Studies*, State of New Jersey, Summer 2020

*Praxis Exam- Social Studies: Content Knowledge*, December 2019

*H.I.B Certification*, March 2018

**TEACHING EXPERIENCE**

*Student Teacher, South Hunterdon Regional High School*, Lambertville, NJ, Fall 2019

- 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.
  - Encouraged analytical thinking by engaging 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 2019
- Observed, assisted, and taught American History to a sixth 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, 2018-2020

- 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, Summers 2017-2019

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.

**LEADERSHIP**

*Leadership Development Program, Associate member*

- Participate in leadership workshops, team building activities, and community projects.
  - Maintain an environment of security and stability on the playing field.
- Honors and Scholars Program Council, Committee member*
- Student representative at monthly meetings to discuss issues and ongoing modifications to the Honors Program

**SKILLS**

- Proficient in written and spoken Spanish.

## LION PLUS PROGRAM at The College of New Jersey (TCNJ)

Lion Plus Program is a fee-based holistic student support program for students with documented disabilities and/or learning challenge, which is housed under Disability Support Services. It further extends both the mission of The College of New Jersey and the mission of the Division of Enrollment Management by recognizing that each student is unique to his/her approach to learning.

Contact:

Meghan Sooy, M.E.d., CRC  
Director  
609-771-3199  
[sooym@tcnj.edu](mailto:sooym@tcnj.edu)

Dixita Malatesta, MA, NCC  
Learning Specialist  
609-771-2588  
[malated1@tcnj.edu](mailto:malated1@tcnj.edu)

## EDUARDO GUITTEREZ

eduardo3@tcnj.edu

www.tcnj.edu/~edu3

P (609) 555-5555

Eduardo Education – Page 2

### Objective

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

### Education

The College of New Jersey, Ewing, NJ

*Master of Arts in Teaching: Elementary Education*-August, 2020 GPA 3.95

Fairleigh Dickinson University, Madison, NJ

*Paralegal Studies Certificate Program*-June 2010

Drew University, Madison, NJ

*Bachelor of Arts in Economics*-June 2007

### Certifications

CEAS, Elementary Education, State of New Jersey, August 2020

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, 2018-Present

H.I.B. Certification, March, 2018

### Teaching Experience

*Internship II*, Gregory Elementary School, Trenton, NJ, Spring 2020

- 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 2019

- 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, 2004-2018

*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, 2015-2018
- 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, 2013-2019

- 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, 2010-2017
- 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 Player



## Ann Engineer

1000 Street, City, State | 1122 Green Lane, Ewing, NJ 07461 | (555) 666-7777  
[www.linkedin.com/in/annengineer](http://www.linkedin.com/in/annengineer) | [engineering@tcnj.edu](mailto:engineering@tcnj.edu)

### EDUCATION

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#### **The College of New Jersey (TCNJ), Ewing, New Jersey**

*Bachelor of Science in Mechanical Engineering, May 2020*

**GPA:** 3.89/4.00; **Honors:** Tau Beta Pi, TCNJ School of Engineering Armstrong Scholar, TCNJ NJ Stars Scholarship, Dean's List (4/4 semesters)

### WORK EXPERIENCE

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#### *Undergraduate Researcher, Mechanics of Materials Laboratory* - Ewing, NJ, April 2017-Present

- Experimentally evaluate the process of electrospinning various nanofibers to produce blood testing apparatuses
- Participate in independent study during Spring 2015 semester focusing on polymer-melt electrospinning

#### *Undergraduate Researcher, Systems Dynamics Laboratory* - Ewing, NJ, December 2016-Present

- Experimentally evaluate the dynamic behavior of a pendulum with a variable mass moment of inertia
- Develop data acquisition system and experimental procedure for general lectures on basic to advanced SolidWorks topics

#### *Undergraduate Faculty Assistant, Fundamentals of Engineering Design (ENG 242)* - Ewing, NJ, Spring 2018- Present

- Advise faculty on the use of ProEngineer, Creo, and SolidWorks for class lectures; serving as in-class assistant
- Conduct student recitation sessions and tutoring sessions; giving guest lectures on basic to advanced SolidWorks topics

#### *Manufacturing and Operations Engineering Intern, Acuity Brands Lighting* - Edison, NJ, May 2018- August 2018

- Assisted in reducing customer quality claims by 35% from May 2014 to July 2014
- Developed Microsoft Excel VBA applications for: (1) automating fabrication order generation (reduced generation time by 67% or 34 hours monthly), (2) communicating, documenting, and maintaining production quality of wiring standards for a family of surgical lighting fixtures, and (3) documenting and communication to customers the lamping options of three lighting fixtures
- Participated in Process Failure Mode Effects Analysis, Design for Manufacturing, Product Design Specification, and Product Lifecycle Management processes
- Practiced Lean and Six Sigma manufacturing techniques through daily Gemba Walk of the production facility and Kaizen Events which addressed improving production cell efficiency and standardization, improving internal ordering and processing, developing Kanban system for a new product launch

#### *2014 Team Captain and Design Team Member, ASME Student Design Competition* - Long Island, NY, September 2018-April 2019

- Designed quadcopter frame using SolidWorks and machined frame using Bridgeport mill
- Placed fourth in the District A competition at Drexel University

#### *2013- Team Captain and Design Team Member, September 2012-April 2013*

- Managed a five person freshman team; designed robot's control program, circuitry, and drivetrain
- Placed third in the District A competition at the New York Institute of Technology

#### *Web Media Specialist, TCNJ School of Engineering* - Ewing, NJ, January 2018-Present

- Manage media content generation and organization and entire website system for School of Engineering using WordPress
- Develop the Information Architecture for the website systems; analyze site traffic and user behavior using Google Analytics

### LEADERSHIP EXPERIENCE

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#### *President, ASME TCNJ Student Chapter* – Ewing, NJ, January 2019-Present

- Manage, develop and organize meetings, workshops, professional dinners, tours, and technical seminars

#### *Webmaster, January 2013-January 2014*

- Redesigned the website format and managed the website content

#### **TCNJ School of Engineering Internal Governance**

- Chosen by Student Government Senator to serve as student representative on the following faculty committees: Safety Committee, Curriculum Committee, Student Leadership Committee

### TECHNICAL SKILLS

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*CAD, CAM, CAE:* ProEngineer, Creo 2.0 SolidWorks (CSWA Certification), AutoCAD

*FEA & Simulation:* ANSYS (Solid Mechanics), MATLAB, SolidWorks Motion

*Programming Languages:* C++, Visual Basic, C#, HTML, CSS

*Project Management:* Lean Manufacturing, Six Sigma Manufacturing, Critical Path Method, Engineering Economy



**ISABEL FERNANDEZ**

45 Overseas Ave. • Passport, NJ 08628 • 609-555-5555 • intermat2@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, Ewing, NJ  
 Bachelor of Arts in *International Studies*, Bachelor of Arts in *Spanish*, May 2019  
*Honors*: NJ All-State Scholar-Athlete award; GPA 3.2/4.0  
*Varsity Athletics*: Track Team, Pole Vaulter, 2014 - present  
 University of Costa Rica, Spring 2018  
*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 2018  
 - 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 2016  
 - 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 Tutor*, Trenton School District, Trenton, NJ, 2014-15  
 - Taught English grammar to Spanish-speaking residents.  
 - Managed program, including marketing, budget and facilities.

**WORK EXPERIENCE**

*Sales Associate*, *Sports Authority*, Lawrence, NJ, 2013-2015  
*Carpenter*, *Byrne Brothers Construction*, Allentown, NJ, Summers 2014-2015  
 - 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 2017  
 - 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  
 E-Portfolio Web 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 2019, GPA: 3.5/4.0; Dean's List 4 Semesters

**HUMAN SERVICES EXPERIENCE**

**Counseling Intern**, *Catholic Charities – Christopher Place*, Trenton, NJ, Spring 2018  
 Co-facilitated group therapy sessions with counselors. Counselor 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 2017  
 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 2015

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 2017  
 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, 2015-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 Envoy/Medisoft to increase payment receipt efficiency.

**ACTIVITIES**

*Women in Learning and Leadership (WILL)*  
*Phi Sigma Sigma National Fraternity*, Greek Honor Society

Name

email@tcnj.edu

1000 Address Rd., City, State  
(555) 555-5555**OBJECTIVE**


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To obtain a global health position in the pharmaceutical industry applying strengths in project management, international affairs, and global communication.

**EDUCATION**


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

Bachelor of Arts in International Studies: *Global Health, Development, and Environment*, May 2019

Honors: Dean's List 6/8 semesters; Phi Beta Kappa National Honor Society; Sigma Iota Rho International Studies Honor Society

**European Study Center**, Heidelberg, Germany

Business and International Focused Student Exchange Program, August -December 2017

**PROFESSIONAL EXPERIENCE**


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**German Language Instructor**, *Patrick Henry Village* - Heidelberg, Germany, August - December 2017

- Created lesson plans and taught primary to middle school level German courses to refugee children ages ranging from 7-15 years old
- Overcame language barriers through German exercises involving pictures, writing, and speaking
- Strengthened German language communication and writing skills and relations with the students at the center

**Intern**, *German American Chamber of Commerce* - Philadelphia, Pennsylvania, September - December 2016

- Contacted members, businesses, and potential members of the GACC for donations towards the annual gala
- Developed a database on Microsoft Excel with donor information
- Organized a gala for German and American businesses, specially worked with companies to sponsor our silent auction
- Enhanced German skills by composing multiple essays detailing my experience at the internship in the German language

**LEADERSHIP EXPERIENCE**


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**Co-Founder**, *TCNJ "Kid's At Play"* - Heidelberg, Germany, August 2017 - Present

- Help raise money for school supplies, basic necessities, and awareness for individuals at the Patrick Henry Village
- Created classrooms for the children to teach them math, German, and assimilating skills
- Continue the program for future students who study abroad at the European Study Center

**Vice President**, *TCNJ German Club* – Ewing, NJ, October 2017 – Present

- Monitor the club's performance by evaluating the attendance and participation of club members
- Balance and oversee the club's funds
- Facilitate fundraisers and events to expand the club's budget and presence on campus

**Secretary**, *TCNJ International Studies Club*– Ewing, NJ, September 2016- May 2017

- Managed the club email and organized trips to Model UN conferences around the country
- Wrote grant proposals to finance trips to Model UN conferences
- Led club meetings and discussions about foreign policy and relevant international conflicts

**SKILLS**


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Fluent in German, Proficient in Microsoft Word, Excel, PowerPoint, and Access, Proficient in grant writing

3 Smith Street  
Somerset, NJ 08800

**Christy Quinn**

student4@tcnj.edu

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 Criminology & Justice Studies, minor in Psychology, May 2019  
Cumulative GPA: 3.55/4.0; Dean's List

*Varsity Track and Field*, Scholar Athlete, Fall 2013-Spring 2018  
Bonner Community Scholar, Fall 2013-present

#### COMMUNITY EDUCATION AND PUBLIC POLICY EXPERIENCE

**Children's Home Society of New Jersey**, Trenton, NJ, Spring 2018-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 2017

*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, 2014-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 2015-present

*Vice President, Progressive Student Alliance*, TCNJ, Ewing, NJ, 2014-14

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 2016-April 2017

*Waitress/Bartender, Ruby Tuesdays*, Freehold, NJ, December 2014-March 2016

## Disability Support Services at The College of New Jersey (TCNJ)

### Advancing Access and Universal Design on Campus

Disability Support Services (DSS) collaborates with students, faculty, staff and guests to advance access within the campus community and to further extend both the mission of The College of New Jersey and the mission of the Division of Enrollment Management to persons with disabilities. As part of this effort, DSS promotes an awareness of disability as a facet of diversity with underpinnings of collaborative



**TCNJ** THE COLLEGE OF  
NEW JERSEY

**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 2020  
Major GPA: 3.5/4.0; Cumulative GPA: 3.3/4.0

**CERTIFICATIONS**

National Council Licensure Examination (NCLEX-R) Results July 2020)  
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 Extender, *Capital Health System - Oncology Unit*, Trenton, NJ, Summer 2019  
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, 2016-2017, Summer 2018  
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.

**Jennifer 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 2020  
*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 (2019), First Aid (2020)

**Physical Therapy Experience**

Physical Therapist Aide, *Hopewell Physical Therapy*, Pennington, NJ 2018-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 2017  

- 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 2016  

- 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 2017-Research Assistant; compiled data and instructed subjects
- “Effect of prior resistance exercise on fuel utilization during subsequent aerobic exercise.” King, R., Spring 2017-Participated as a subject in a four week exercise program

**Varsity Athletics and Memberships**

- Team Captain, Field Hockey Team, 2019
- Team Representative, Student Athlete Advisory Council, 2018
- Member, Health and Exercise Science Club, 2017-present

**Coaching Experience**

- Assistant Coach, YMCA Field Hockey Clinic, Hopewell, NJ, Fall 2019
- Counselor, Rider University Field Hockey Camp, Lawrenceville, NJ, 2018
- Assistant Coach, Hopewell Field Hockey, Pennington, NJ, Winter 2017

**Community Service**

- Special Olympics of NJ, TCNJ Summer Games, Ewing, NJ, 2019
- Read Across America Day, Pennington, NJ, 2017 and 2018

**Work Experience**

Sales Associate, Calvin Klein, Flemington, NJ, 2018



**NAME**1000 Address Rd., City, State | (555) 555-5555 | [email@tcnj.edu](mailto:email@tcnj.edu)**OBJECTIVE**

To obtain a position in a field utilizing x y and z skills.

**EDUCATION**

**The College of New Jersey (TCNJ)**, Ewing NJ, May 2020  
Bachelor of Science in Public Health  
GPA: 3.8/4.0

**PUBLIC HEALTH EXPERIENCE**

*College Enhancement Intern, Anti-Violence Initiatives* | TCNJ, Ewing, NJ | August 2019- May 2020

- Created awareness around sexual harassment, domestic violence and stalking on campus through prevention programming
- Informed, educated, and empowered students to speak up about health issues regarding sexual violence
- Lead the Green Dot Bystander Intervention Program – a public health violence prevention initiative whose primary goal is to educate the community on how to successfully direct, distract or delegate in high-risk situations
- Programmed to over 600 students about Green Dot Initiatives
- Recruited, supervised and managed a team of 5-10 student volunteers to complete organizational and programming tasks and meet course requirements
- Ensured that survivors of power-based personal violence are fully aware of their legal rights under Title IX and resources available to them Public

*Intern, Planned Parenthood* | Trenton, NJ | January 2019 – May 2019

- Organized and facilitated the Student Activist Training for over 80 students across NJ - an interactive conference intended to increase understanding of the importance of reproductive health rights
- Wrote and delivered the opening speech of the conference
- Health Center Advocacy Program—logged personal stories from patients of how Planned Parenthood has beneficially affected their lives and helped bridge the gap of health disparities to create compelling messages
- Successfully interacted with congressional, legislative and elected state officials

*Intern, Lincoln Park Health Department* | Lincoln Park, NJ | Summer 2018

- Shadowed inspections with the Registered Environmental Health Specialist as well as the Health Officer and Registered Nurse
- Created and promoted displays of information regarding current public issues to the community
- Wrote blog posts to update the community on what the health department has been working on to improve the public's health
- Assisted in creating a program for children that promoted healthy food choices

**COMMUNITY LEADERSHIP**

*Member, New Jersey Medical Reserve Corps* | Fall 2018-present

- Trained to assist people in times of disaster
- Emergency Preparedness Plans
- Help communities meet public health needs

*Leadershape Participant, Office of Leadership* | TCNJ, Ewing, NJ | January 2019

- Selected to be one of the 60 participants in this program
- Participated in a week-long leadership training to foster leadership abilities  
Worked with a mentor to continue to work on select vision, which was developed at training

**SKILLS**

Microsoft Office Suite (Word, Excel, Power Point, Outlook), Social Media Management (Facebook, Instagram, Twitter), Web Page Management (Wix & Weebly), Canva



**BILL BARRY** *biology2@tcnj.edu*

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

**EDUCATION**

The College of New Jersey, Ewing NJ  
 Bachelor of Science in Biology, Minors: Chemistry and Computer Science, May 2020  
 Cumulative GPA: 3.84/4.0; 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 2019  
*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, June 2018 - May 2019  
*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
- Mentored Undergraduate Student Experience, *Chemistry Department, TCNJ*, Summer 2017
- Analyzed effectiveness of adaptive filtering in improving the signal to noise ratio of electron paramagnetic resonance instruments.
  - Designed a temperature control system for a luminescence spectrometer.

**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*. 2017 Aug 16; 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*. 2017 Vol. VI

**HONORS AND ACTIVITIES**

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

**APPLE SMITH**

Permanent Address: Email: [tech@tcnj.edu](mailto:tech@tcnj.edu)  
 510 Computer Drive Website: [www.tech.com](http://www.tech.com)  
 Flash, NJ 01234 Cell: 609-111-1111

School Address:  
 Eickhoff Hall, Rm. 1504  
 Ewing, NJ 08628

**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 2020  
 Overall GPA: 3.36 / 4.0, Dean's List 2 Semesters, TCNJ Honors Program

**TECHNICAL PROFICIENCIES**

*Platforms:* Windows, UNIX, Sun, DOS, Macintosh OSX, Linux  
*Networking:* TCP/IP, ISO/OSI, Ethernet, Token Ring, Etherreal, Telnet IP, TCP, UDP  
*Languages:* C, C++, Java XILINX, Verilog Assembly, SQL, XML  
*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**

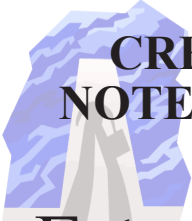
*Help Desk Consultant*, TCNJ, Ewing, NJ, August 2017-present  
 Provide technical assistance to the campus community regarding hardware, software, and network operating systems issues. Resolve equipment failures.

*Web Assistant*, TCNJ, Ewing, NJ, January 2017-present  
 Worked independently to rebuild and maintain website and database.

*Wait Staff*, Applebee's, Cherry Hill, NJ, Summers and Winter Breaks, fall 2017 – spring 2019

**COMMUNITY SERVICE**

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



# 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 your correspondence* for the 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!!*

**Do not use Social Media, i.e., Facebook, Twitter, LinkedIn, YouTube, etc., etc.), to write or to submit your cover letter to the employer.** 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.

Most employers require on-line applications with room for a cover letter

- ▶ Be sure to complete the application accurately.
- ▶ Have cover letter submitted as a PDF or use a left paginated format.
- ▶ It can not hurt to send a hardcopy letter.

★ When emailing a resume, the email is the cover letter and should be written accordingly, with the resume to follow 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 a 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 examples) 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*

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- 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*

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## PROFESSIONAL LETTERS

### 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. *Use TCNJ Graduate Survey, Salary.com, or the Salary Facts Handbook.*

#### **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.

**REVIEW YOUR COVER LETTER AND SEE IF IT SHOULD GET YOU THE INTERVIEW BASED ON THE CRITERIA BELOW:**

	<b>Cover letter should get you the interview.</b>	<b>Cover letter could land you an interview. This is an average letter (borderline case).</b>	<b>Cover letter needs significant improvement and would be discarded during screening.</b>
<b>Business format and overall quality of writing ability</b>	This letter uses correct business format with date and addresses at the top, and a signature at the bottom. This letter is clear and concise, and grammatically correct. There are no spelling errors.	This letter uses correct business format with date and addresses at the top, and a signature at the bottom. There are minimal grammar and spelling errors. While its content is decent, this letter does not convince an employer to call.	Business formatting is not used in this letter. There is no address or date at the top. This letter is not signed. There are multiple grammar and spelling errors. The content of this letter does not make sense to the reader.
<b>Section 1: Introduction</b>	This section identifies the position for which you are applying and explains why you are interested in the job. You have described how you heard about the opening. The wording is creative and catches an employer's attention quickly.	This section identifies the position you are seeking. This letter does not describe how you heard about the opening. You vaguely describe why you are interested in this job. This section is bland and might not catch someone's attention fast enough.	This section does not clearly identify what position you are seeking. There is no description of how you heard about the position or why you are interested. This letter definitely will not grab an employer's attention and keep him or her reading.
<b>Section 2: Identification of skills and experiences as related to position</b>	This letter identifies one or two of your strongest qualifications and clearly relates how these skills apply to the job at hand. This letter explains specifically why you are interested in the position and this type of job, company, and/or location.	This letter identifies one of your qualifications, but it is not related to the position at hand. This letter restates what is on your resume with minimal additional information. You explain why you are interested in the position but are too vague.	This letter does not discuss any relevant qualifications. You have not related your skills to the position for which you are applying. This letter does not state why you are interested in the position, company, and/or location.
<b>Section 3: Closing</b>	This letter refers the reader to your resume or any other enclosed documents. This letter thanks the reader for taking time to read this letter. You are assertive as you describe how you will follow up with the employer in a stated time period.	You thank the reader for taking time to read this letter. You do not refer the reader to your resume or application materials. This letter assumes that the employer will contact you to follow up.	This letter does not thank the reader for taking time to review this letter. There is no reference to a resume or other materials. This letter does not mention any plan for follow up.

by Amy Diepenbrock. Courtesy of the [National Association of Colleges and Employers](#).



**COVER LETTER/LETTER OF INQUIRY EXAMPLE**

**Mary Kate Sinatra**

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

April 27, 2018

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 posted in Handshake at The College of New Jersey. As I prepare to be graduated with a Bachelor of Arts 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 2017, 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 experience, 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 digital marketing and promotional campaigns.

Sincerely,

*Mary Kate Sinatra*

Mary Kate Sinatra

Enc: Resume

**Need More Examples?**  
 Visit the Career Library  
 ▶ Cover Letters that Knock 'Em Dead by Martin Yate

**E-MAIL COVER LETTER/ LETTER OF APPLICATION EXAMPLE**

To: hamiltontwpschools@njschools.k12.edu

Subject: Teaching Position Application and Resume

Dear Hiring Manager:

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 2015 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 manifested through the clear articulation of expectations and encouragement of 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. I can be reached at (111) 111-1111 and sgervey@tcnj.edu. Thank you for your time and consideration.

Sincerely,

Sebastian Gervay

Attached: Resume



## COVER LETTER EXAMPLE

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. Through 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, 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 achieve growth and success in the future. A proven track record of turning things 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 in which 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, provide solid 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 request an interview. 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

Christy Peloso  
student4@tcnj.edu

3 Smith Street  
Somerset, NJ 08000

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, PO Box 7718  
Ewing, NJ 08628  
(609) 771-1111 (day)  
dcriminology@tcnj.edu  
*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!

**WRONG**

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:

**RIGHT**

On April 2, 2018, 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 your office tomorrow by telephone to inquire about your availability 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 Rockefeller Plaza  
New York, NY 10017

Dear Mr. Wermuth:

I would like to thank you for taking the time to discuss the NBC Universal Page Program with me on Friday, September 24, 2018. 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

## 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, Somerset, NJ, business@tcnj.edu

February 5, 2018

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, 2018.

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**  
**Somerset, 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?*

**SHOW ENTHUSIASM!**



## USE SPECIFIC EXAMPLES



**BE PREPARED**

## Interview Time Is Show Time!

Want to tell a potential employer that you're creative? A problem solver? Flexible?

Instead of describing yourself as a "self-starter," tell a story about how you took action when you saw an issue that needed to be fixed.

Don't say you are "flexible"—tell the hiring manager about a change in your job (or schoolwork demands) and what you did to deal with the change.

Well-worn phrases won't help you get the job, but concrete examples will!

<b>Don't say</b>	<b>The story you need to tell</b>
Highly qualified	Highlight your accomplishments in previous jobs. Emphasize your specific skills and note any certifications you have earned.
Hard worker	Explain exactly how you've gone the extra mile for your job. For instance, did you regularly meet tough deadlines, handle a high volume of projects, or tackle tasks outside your job description?
Team player	Provide examples of how you worked with colleagues or individuals in other departments to meet an objective or complete a project.
Problem solver	Highlight a difficult situation you encountered and how you handled it.
Flexible	Describe how you responded to a major change at work (or in your schoolwork) or dealt with the unpredictable aspects of your job.
People person	Can you offer examples of your strong communication skills? Can you describe how you've worked with co-workers and customers?
Self-starter	What can you contribute immediately to the company or to the department you work in? Describe how you took action when you saw an issue that needed to be fixed.

Courtesy of the [National Association of Colleges and Employers](#)

# PREPARING FOR THE INTERVIEW

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

## What Interviewers Want to Know

During an interview, potential employers want to gather information to gauge whether you, the position, and the organization are a good fit.

Here are some generic questions—and examples of specific questions—an employer may ask in an interview. Use these as a guide to your preparation.

Ways to Prepare and Practice Interviewing Skills:

- Mock Interview with Career Center staff
- Online mock interview resources (Career Center website)

Generic Questions	Specific Examples
What do you know about the organization?	<ul style="list-style-type: none"> <li>• What do you think a typical day is like here?</li> <li>• What sparked your interest in [this organization]?</li> <li>• Do you have any suggestions for how we can make our organization better?</li> <li>• What made you decide to apply for this job?</li> </ul>
What do I need to know about your personal traits or characteristics?	<ul style="list-style-type: none"> <li>• What is your strongest attribute?</li> <li>• What is your greatest weakness?</li> <li>• What personality traits make you suitable for this position?</li> <li>• If someone said one word to describe you, what would that word be?</li> </ul>
How do you work with others?	<ul style="list-style-type: none"> <li>• Would you rather be micro- or macro-managed?</li> <li>• Tell us about your best and worst boss.</li> <li>• What is your ideal work environment? That is, what type of boss/co-workers would you like to work with?</li> </ul>
What skills do you have relevant to this position?	<ul style="list-style-type: none"> <li>• What work experience have you had that is relevant to this position?</li> <li>• Tell us about any specialized training or certifications you have.</li> <li>• What skills do you think you need to add to your repertoire?</li> <li>• How will you get those skills? I know about your college and work background, but what else have you done that would aid us if we were to hire you for this position?</li> </ul>
What are your personal goals?	<ul style="list-style-type: none"> <li>• Why do you want us to hire you?</li> <li>• What is your dream job? How would this position help you get there?</li> <li>• What is your seven-year career plan?</li> <li>• Do you have plans for graduate school?</li> </ul>
How much do you know about your specialized area?	<ul style="list-style-type: none"> <li>• What are your strongest points with [two specific skills that the job requires]?</li> <li>• What are the most important traits of a person in your field?</li> </ul>
How have you handled specific situations? (Behavioral questions)	<ul style="list-style-type: none"> <li>• Can you tell me about a time when you effected a change?</li> <li>• Give me an example of a situation that didn't work out well.</li> <li>• What have you done that you are most proud of?</li> <li>• Tell us about a time when you took a unique approach to solving a problem.</li> </ul>

*Adapted from "The Job Interview," an article by Susan M. Katz in the NACE Journal.*

Courtesy of the [National Association of Colleges and Employers](#).



## INTERVIEW ETIQUETTE

First impressions do count. Your resume earned you a job interview. Now, business etiquette will add some polish to your presentation. Etiquette—good manners—is based on the idea that certain social behaviors put people at ease and make interaction pleasant. Here are seven rules for interview etiquette:

### ***Be on time.***

Or arrive 5 minutes early. Being late says you're disorganized and not very good at time management. Drive the route to the organization the day before your interview so that you know exactly how long the commute will take.

### ***Turn off your cell phone.***

And leave it in your car. You don't want to be distracted as you offer your expertise to an employer, and an employer doesn't need to know your ringtone sounds like Beethoven's Symphony #5.

### ***Respect those already employed.***

It doesn't matter whether you're interviewing to be an entry-level employee or the next CEO of an organization. Be polite to everyone you meet, including the receptionist. You never know who may be asked, "So, what did you think of this candidate?"

### ***Dress like you mean it.***

Dress in business attire, even if you're interviewing in a business-casual office. Suits for men; suits or dresses for women. Go easy on the aftershave or perfume—better yet, don't wear fragrance at all just in case someone you are about to meet has allergies. Go light on the jewelry—earrings, a watch, and nothing else. No T-shirts, tank tops, or flip flops.

### ***Be handy with your handshake.***

Hand out. Clasp the extended hand firmly, but gently. Pump once. Release.

A flimsy handshake feels like dead fish and is unimpressive. A bone-crunching grasp may crush your potential boss' tennis swing and your chance of getting a job.

Practice ahead of time with a friend.

### ***Have a presence.***

Speak well, make eye contact, sit up straight.

Use your interviewer's name (in moderation), enough to show you're awake and attentive, but not so much as to annoy the hiring manager. Looking the hiring manager in the eye as you talk shows you're confident and engaged in the conversation. Don't stare—that's rude and creepy. Sit up straight. Slouching or sliding down in the chair makes you look tired, and no one wants to hire someone who is tired before they've started the job.

### ***Say thank you. Twice.***

The first thank you—at the end of the interview, the last few seconds before you leave the office (and while you're shaking hands for the second time)—may come naturally. "Thank you for your time. I look forward to hearing from you," shows you appreciate that someone has taken the time to talk to you and consider you for the job.

Say thank you by e-mail to each person who interviewed you immediately after you get back to your home. Spell everyone's name correctly and use their correct titles (find the information on the organization's website).

A thank-you note does several things:

- ◆ It says you appreciated the time your potential boss spent with you.
- ◆ It suggests you'll follow up on important things (like the boss' business).
- ◆ It's a great time to reiterate (very briefly) how your qualifications are a good match and how interested you are in getting the job.

Courtesy of the [National Association of Colleges and Employers](#).

## 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. Although the employer has no right to the information it may open the door to additional questions of this caliber.
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 & preparation regarding the employers intent. Know your rights & understand intent (sometimes candidates think a line has been crossed that hasn't).

Listed below are typical areas that come into question.

Topic	Inappropriate	Appropriate
<b>Age</b>	What is your date of birth?	Are you 18 years of age or older?
<b>Criminal Record</b>	Have you ever been arrested?	Have you been convicted of a crime?
<b>Disability</b>	Do you have any handicap?	Do you have a disability that could prevent you from performing this position?
<b>Family/Marriage Status</b>	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?
<b>Health</b>	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
<b>Language</b>	What is your first language?	Name languages in which you are fluent. (Only if skill necessary for the position)
<b>Military</b>	Have you been honorably discharged?	In the military, what training did you receive?
<b>Origin/Residence</b>	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?
<b>Personal Finances</b>	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.
<b>Religion</b>	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?
<b>Passwords</b>	The Career Center believes that asking for logins and passwords during the employment process violates ethical standards, and employers do not have the right to request this information.	

# 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 & Decision-making

- ◆ 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 & Leadership

- ◆ 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?

## QUESTIONS TO ASK EMPLOYERS (PICK 3)

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 be on this position?*

*Describe the corporate culture.*

*What are the next steps in this process?*

## You (Self Description)

- ◆ Tell me about yourself.
- ◆ What motivates you to put forth your greatest effort?
- ◆ 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?

## ANSWERING ‘BEHAVIORAL’ INTERVIEW QUESTIONS

**E**mployers 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 situations 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 challenging. 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). In your response think STAR (Describe situations, tasks, actions and results).

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

### FORMING A RESPONSE:

**“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?”**

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?

### FORMING A RESPONSE:

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

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.

### FORMING A RESPONSE:

**“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?”**

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.



## WHAT DO EMPLOYERS REALLY LOOK FOR???

Review the criteria below to see what employers will be evaluating you on during on campus interviewing. 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	<ul style="list-style-type: none"> <li>• Employer is able to identify skills and experiences relevant to the position for which the candidate is interviewing.</li> <li>• Resume is presented in a professional manner and is easy to read.</li> </ul>
INTERVIEW PREPARATION	<ul style="list-style-type: none"> <li>• Candidate effectively communicates what the position is, what the organization has to offer and why s/he qualifies for the position.</li> </ul>
CLARITY OF CAREER GOALS	<ul style="list-style-type: none"> <li>• Candidate effectively communicates that s/he has career goals and has considered how this position fits into her/his overall career goals.</li> </ul>
KNOWLEDGE OF ORGANIZATION	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
LEADERSHIP POTENTIAL	<ul style="list-style-type: none"> <li>• Candidate communicates that s/he has effectively led others in the past.</li> <li>• Candidate communicates goals that s/he achieved and the steps s/he took to effectively reach those goals.</li> </ul>
COMMUNICATION SKILLS	<ul style="list-style-type: none"> <li>• Candidate is able to effectively communicate her/his thoughts and ideas through the resume and interview.</li> <li>• Candidate demonstrates appropriate body language.</li> </ul>
TEAMWORK	<ul style="list-style-type: none"> <li>• Candidate gives examples of experiences that s/he has had working on a team.</li> <li>• Candidate is able to communicate a preference for working individually or in teams.</li> </ul>
FIELD/PEDAGOGICAL KNOWLEDGE	<ul style="list-style-type: none"> <li>• Candidate appropriately uses the language of the field for which they are interviewing.</li> <li>• Candidate demonstrates an appropriate level of field facts and theories related to the position.</li> </ul>
PROFESSIONAL APPEARANCE	<ul style="list-style-type: none"> <li>• Candidate wears professional clothing.</li> <li>• Candidate carries her/himself with confidence.</li> </ul>
MOTIVATION	<ul style="list-style-type: none"> <li>• Candidate's verbal and nonverbal communications demonstrate energy and interest in the position.</li> </ul>
APPROPRIATENESS FOR THE POSITION	<ul style="list-style-type: none"> <li>• Candidate provides examples of how past experiences will enable her/him to perform the duties of the position.</li> <li>• Candidate presents a personality that works well with the people s/he will work with, if selected for the position.</li> </ul>
OVERALL PERFORMANCE	<ul style="list-style-type: none"> <li>• Candidate demonstrates characteristics that are compatible with the position for which they are interviewing.</li> </ul>



WRITTEN AND DESIGNED BY THE COLLEGE OF NEW JERSEY CAREER CENTER



## 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 other 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 & INTENTIONAL

What are your thoughts 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 at 111-111-1111 or email abc@tcnj.edu with an alternate suggestion. Thank you again.”*

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

##### 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 \$40,000 and \$45,000, and based on the entire compensation package”). Review salary standards before this and remember to consider the entire package as opposed to just salary.
- Follow your request with, “What is the range for someone with my skills and experience?”

#### **SALARY RESOURCES:**

TCNJ Graduate Survey—[www.tcnj.edu/~career](http://www.tcnj.edu/~career)  
National Association of Colleges and Employers—  
[www.nacweb.org](http://www.nacweb.org)  
US Dept. Of Labor - [www.bls.gov/data/home.htm](http://www.bls.gov/data/home.htm)  
Salary.com—[www.salary.com](http://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 employer’s 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.

#### **FAST-FORWARD**

##### **Perceptions & Expectations of Millennials Will Define Culture of 21st Century Workplace**

1. Loyalty-lite (6 or more employers in a lifetime)
2. A time of compromise
3. Development of work life balance before financial reward
4. Work life balance & diversity promises not being kept
5. Techno generation
6. Moving up the ladder faster
7. Power of employer brands & waning importance of corporate responsibility
8. Wanderlust (appetite for working overseas, actually 12% working overseas)
9. Generational tensions (new workers value mentorship but do not believe managers understand the new technology; sr. mgt does not understand the new worker’s drive and view of relationship building.

*PwC Survey results of 4364 graduates in 2012*



**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? When deciding analyze the culture, position in the industry, career path (s) & learning potential. Review items below.

**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? Can you work remotely?	How much travel with this position? What are the norms?
Are willing to work in the following setting(s): __ Urban __ Suburban __ Rural	This position is located in (indicate setting)? __ Urban __ Suburban __ Rural
In what type of neighborhood do you wish to work?	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 earn 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 & when do you receive each type of leave ? __ 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?	Professional degree? Certifications? In-house?
How do you expect to receive feedback on performance?	What are evaluation procedures & measurable outcomes?

**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 __ Bonus __ Company Car __ Insurance	How & when does this occur? __ Profit Sharing __ Bonus __ Company 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