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mentor

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meetup

Share your
stories

CAREER GUIDE

FOR BACHELOR'S AND
MASTER'S STUDENTS

2015-2016



Stanford University

IN SEARCH OF EXPLORERS

IN SEARCH OF REMARKABLE STUDENTS

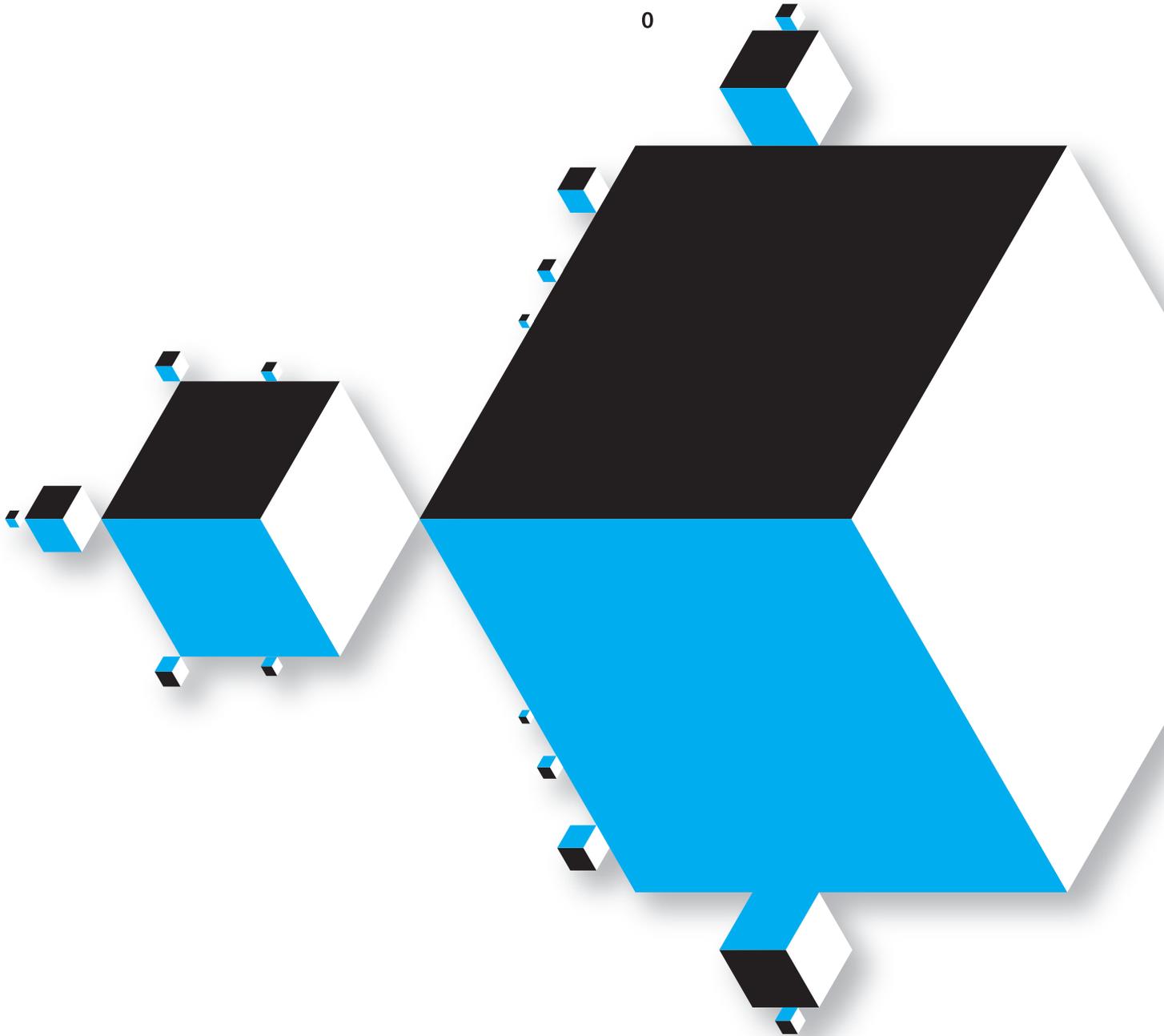
To be a true explorer is a remarkable quality. After all, how many people are really prepared to embrace the unknown and to challenge themselves at every turn? At Shell, we're in search of remarkable people. The ones who are hungry to set out for new frontiers. The pioneers and the game changers. The ones who always wonder if there's a better way. Because remarkable people achieve remarkable things.

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Minority, Female, Disabled and Veteran EEO/AA Employer

$$\text{Potential} = \lim_{\epsilon \downarrow 0} \int_0^{\frac{\pi}{2} - \epsilon} \tan(\theta) d\theta$$



Stanford | Career Education

BEAM: Bridging Education, Ambition & Meaningful Work

Dear Stanford Student,

At Stanford University, we are pushing the boundaries of what a career center can do for students. As you visit with our career educators this year, you'll notice that our focus has shifted to empowering you to understand yourself and transform your education and ambitions into work that is meaningful to you. We have increased the number of our staff to meet your needs, expanded our educational program offerings and outreach to employers and alumni, upgraded our website and online technology to a new and more user-friendly platform called Handshake, and even changed our name to BEAM - Career Education in order to capture our new emphasis on Bridging Education, Ambition, and Meaningful work.

We have made these upgrades because your transition from college to a meaningful life after Stanford is our highest priority. Our aim is simple: to provide you with customized career education and professional connections that will have a lasting impact on your experience at Stanford and beyond. This guide provides a collection of information that will help you take advantage of resources, career educators, alumni connections, and meaningful work opportunities.

Based on your academic major, you are assigned to a career community in which career coaches will help you explore careers or graduate schools, search and apply for internships and jobs, prepare for interviews, and connect with the professional networks in your chosen field. I encourage you to learn about your career coaches on our website, schedule an appointment with them at your earliest convenience, and attend their many career meetups and programs.

As networking becomes more important in today's work environment, building connections with employers and alumni early in your experience at Stanford will pay lasting dividends in your professional life. I encourage you to attend the many career fairs and employer meetups we host throughout the year, participate in the career exploration treks to get real life exposure to organizations that are interested in hiring you, and engage with the Stanford Alumni Mentoring (SAM) program to connect with hundreds of Stanford alumni who are ready to coach and mentor you.

The transition from college to careers can be challenging and intimidating, especially in today's economic environment. We have mobilized all our resources to make this experience as smooth as possible for you, but we need you to do one simple thing: engage with us early and often.

I have no doubt that you will achieve great success at Stanford and beyond. We are here to help clarify your aspirations and transform them into meaningful work. If you have difficulties seeking our resources or staff guidance, I invite you to contact me directly.



Farouk Dey
AVP & Dean of Career Education
Email: fdery@stanford.edu
Twitter: [@faroukdey](https://twitter.com/faroukdey)

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Career Guide 2015-2016

Stanford
University

BEAM

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Stanford | Career Education

BEAM: Bridging Education, Ambition & Meaningful Work

The Career Development Center (CDC) has recently gone through a major transformation and a name change, and is now known as BEAM (Bridging Education, Ambition, and Meaningful Work). Career educators at BEAM connect with students in appointments and meetups to help them explore career paths, identify and apply for opportunities, and cultivate personalized networks that shape their professional journey. Students are encouraged to take advantage of the 17 customized career fairs, join industry treks in the Bay Area and around the U.S., and engage with one of 3,000 alumni in the Stanford Alumni Mentoring (SAM) program. This year, BEAM launched Handshake, an online platform that connects students directly with employers, events, and opportunities. BEAM's programs and resources are designed to empower students to transform their education and ambitions into meaningful work.

ADDRESS

Student Services Building
563 Salvatierra Walk

WEBSITE

careers.stanford.edu

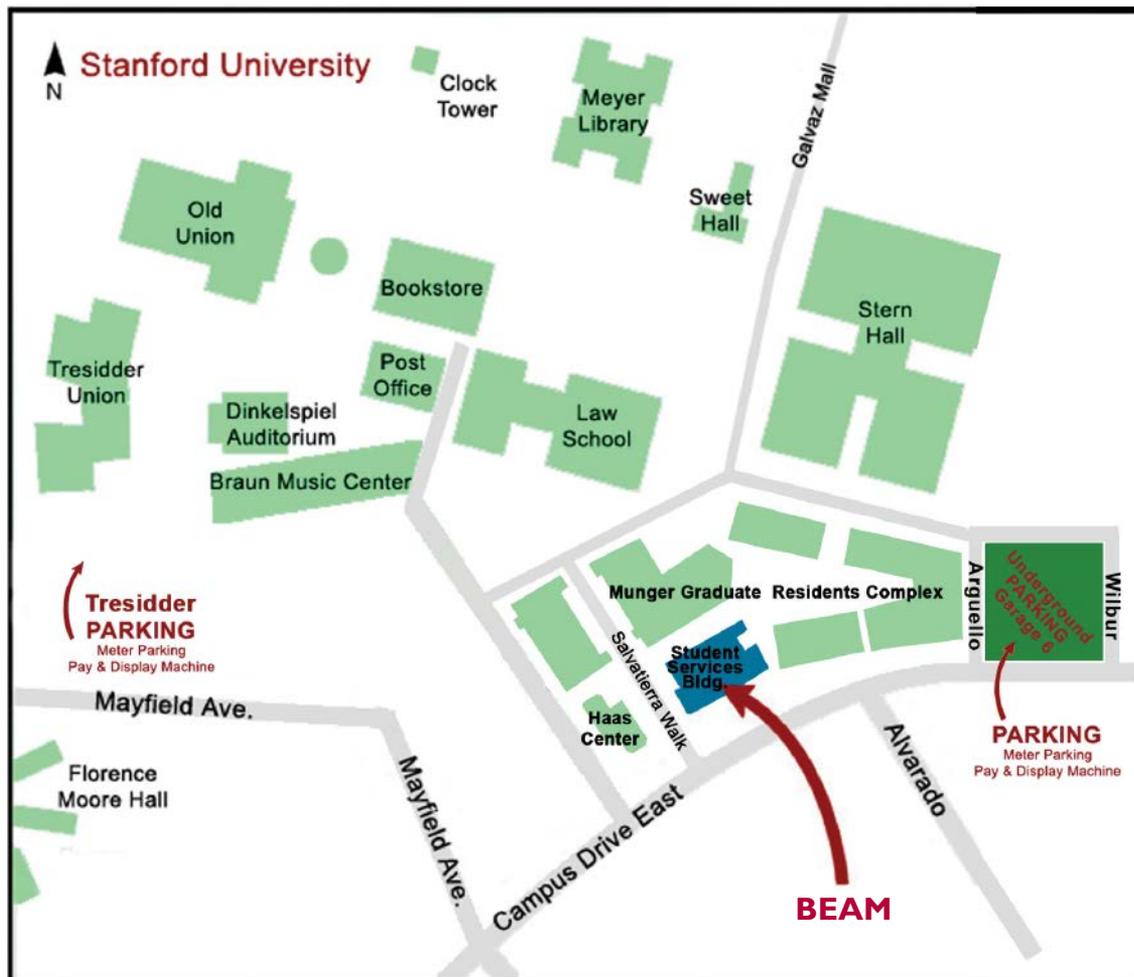
CONTACT INFORMATION

Career Communities	(650) 725-1789
Career Catalysts	(650) 725-1789
Career Ventures	(650) 723-9014

HOURS

Career Communities and Career Catalysts (2nd Floor)
Monday - Friday, 8:15 am - 5:00 pm

Career Ventures (3rd Floor)
Monday - Friday, 8:15 am-4:30 pm



CAREER COMMUNITIES

Our Career Communities staff includes the teams for the Schools of Earth, Energy & Environmental Sciences, Engineering, Humanities & Sciences, and the Frosh/Soph Team. All of our Communities Counselors/Coaches provide guidance, advice, and support to students as they explore and navigate the sometimes tricky worlds of internships and career opportunities.

CAREER COACHING

Every student has an assigned career coach or team of career coaches. Our 15-, 30-, and 45-minute appointments are designed to address your needs and concerns on a one-on-one basis. These appointments are scheduled online with wait times ranging from one day to two weeks depending on the time of year. We have coaches focused on the following communities:

- Freshmen/Sophomores
- Humanities and Sciences Undergraduates & Masters Students
- Humanities and Sciences PhDs/Post Docs
- Engineering Undergraduates & Masters Students
- Engineering PhDs/Post Docs
- Earth, Energy & Environmental Sciences All Students

MEETUPS

Meetups are informal get-togethers where students and our Career Communities team discuss specific topics of interest. Topics for meetups include:

- *Internship Job Search Strategies*
Learn tips and resources to help you land a summer job, internship or full-time position.
- *Using LinkedIn to Market Yourself and Make Professional Connections*
The social networking site, LinkedIn, has become an increasingly popular job search tool in today's market. In this meetup, learn the most effective ways to use LinkedIn to market yourself and make professional connections to support your job search.
- *Preparing for the Career Fair*
Learn helpful hints on how to interact with employers to help clarify your career direction and make the most of your time at a career fair.

- *Networking Tips*
Make connecting more effective and FUN! Practice introductions and networking skills for a variety of settings including receptions, meals, and informational interviews.
- *Resume and Cover Letter Essentials*
This meetup will take you through the ins and outs of writing a dynamic resume and cover letter.
- *Interviewing Strategies*
How to prepare for an interview, types of interviews, and follow-up procedures are discussed in this meetup.
- *Evaluating and Negotiating Job Offers*
This meetup is designed to help you clarify your parameters and priorities, evaluate whether an organization/job offer are a good fit, and learn skills to negotiate an offer.

HANDSHAKE

Handshake, at <https://stanford.joinhandshake.com>, is a key online resource for obtaining information on jobs, employers, BEAM services, events, programs, employer information sessions and other topics of interest. Through your Handshake account, you'll be able to:

- Schedule a 15-, 30-, or 45-minute career coaching appointment
- Access full-time, part-time, internships, and on-campus job postings
- Participate in our on-campus recruiting program
- Simplify the job application process by storing resumes/cover letters and applying directly to positions

EVENTS

Expert in Residence Program (EiR)

Targeting Freshmen and Sophomores, this program brings alumni back to campus to educate students about various career fields. Past programs have included finance, government, and entertainment.

Frosh Open House

Held the first week in January, the Frosh Open House provides freshmen with an opportunity to learn about career center resources in an interactive event. In addition to the open house, there is also an Opportunities Fair that attracts organizations from around campus who have positions or programs for which freshmen can apply.

CAREER CATALYSTS

Career Catalysts draw on years of experience to unite all of the university's entities—students, alumni, parents, and faculty—to create a single web of connections. They are committed to ensuring effective, productive, meaningful interaction between all of the university's networks, on and off campus, to connect students with opportunities. Let the Career Catalysts team help you get connected!

STANFORD ALUMNI MENTORING (SAM) PROGRAM

The Stanford Alumni Mentoring (SAM) Program provides a unique opportunity to gain insight from Stanford alumni. Each quarter, SAM provides students online, direct connections with mentors on career guidance and insights to life after Stanford. SAM is a volunteer student organization with support from the career center. To learn more, visit mentoring.stanford.edu.

CAREER EXPLORATION TREKS

Career Exploration Treks are valuable professional learning experiences that allow students to become familiar with organizations in a small group setting, to get a sense of office culture, and to expand their professional network. Career Exploration Treks have taken students around the Bay Area, Washington D.C., Chicago and New York City to visit more than 50 employers and meet Stanford alumni.

DIVERSITY PROGRAMMING

BEAM develops career connections through a variety of programs including networking events, mentoring, and career meetups. These events serve as catalysts for students and alumni of diverse backgrounds and underrepresented groups to discover career paths, connect with mentors and opportunities, and engage in the career development process early and often.

CAREER CATALYSTS *continued*

In addition to working with the various community centers; the Asian American Activities Center, the Black Community Services Center, El Centro Chicano, the Lesbian, Gay, Bisexual, Transgender Community Resource Center, the Native American Cultural Center, and the Women's Community Center, BEAM also works with the Office for Military-Affiliated Communities (OMAC), located on the

2nd floor of Tresidder Student Union in the Student Services Center (military.stanford.edu). This new organization provides student support, connection to resources, and programming. This office also coordinates academic opportunities for veterans, connecting them with grant funding, research opportunities and opportunities to work with faculty.

CAREER VENTURES

Career Ventures is a team of experienced career educators who are dedicated to connecting students with employers by designing and coordinating networking opportunities, recruitment events, and interview programs. For more information about any of our Career Ventures services, including our Recruiting Program and our Career Fair Calendar, be sure to visit careers.stanford.edu.

CAREER CONSULTANTS

There are Ventures Career Consultants dedicated to each of the following industries:

- Arts, Media & Entertainment
- Business, Consulting, Finance & Government
- Science, Technology, Engineering & Healthcare
- Startups, Education & Entrepreneurship
- Social Impact

EMPLOYER MEETUPS

Ventures Career Consultants bring a diversity of employers to campus to share their perspectives on what it's like to work in a specific industry, role or career field. These meetups also provide a way to connect with employers in an informal setting.

DROP-IN HOURS

Ventures Career Consultants provide drop-in hours around campus to address questions specific to their industry specialty areas.

HANDSHAKE JOBS/INTERNSHIP DATABASE

Thousands of listings for internships, part-time, full-time, summer and on-campus jobs can be found via Handshake.

INET INTERNSHIP NETWORK

Stanford University has joined ten other select universities to offer you a wider range of internship opportunities. Participating schools include Duke, Georgetown, Harvard, MIT, Northwestern, NYU, Rice, University of Pennsylvania, USC, and Yale. This is an additional resource for internships.

RECRUITING PROGRAM

The Recruiting Program provides students with a convenient opportunity to interview on campus with employers. Interviews are conducted for full-time positions as well as summer internships.

CAREER FAIRS

During the academic year, BEAM sponsors numerous career fairs that are designed to help you develop contacts, and perhaps find an internship, summer, or full-time job.



PREPARING FOR THE JOB SEARCH

RESEARCH YOUR SKILLS, INTERESTS, AND VALUES

Know yourself—begin by assessing your skills, interests and values. Consider utilizing the career assessment tools offered by BEAM. These tools can be used to help you understand and compare your personal style and interests to professionals successfully employed in a variety of occupations. Ask yourself:

- What are your interests?
- What are your skills and strengths?
- What are your values?
- What is your personal style?
- What are your goals and dreams?

WOULD TAKING A CAREER INVENTORY BE HELPFUL TO YOU?

BEAM offers the Strong Interest Inventory, Myers-Briggs Type Indicator, StrengthsQuest, and Skills and Values activities. In addition, you can access our interactive assessment tool, TREE (Tools for Career Readiness, Exploration, and Evaluation) at careers.stanford.edu. Completing the TREE activities will greatly benefit you as you move through the career process.

RESEARCH YOUR OPTIONS AND WHAT'S OUT THERE

NETWORKING/INFORMATIONAL INTERVIEWS

Networking as it relates to the job search means connecting with people in a field or organization in which you wish to work, to *ask for information, not a job*. Networking, including informational interviewing, is the job seeker's equivalent of market research. It is essential in learning about fields and job functions, the skills they require, jobs not publicly advertised, ways to enter a specific field, and inside information about a particular organization's culture and expectations.

FIVE STEPS TO SUCCESSFUL NETWORKING

1) DEVELOP A LIST OF POSSIBLE CONTACTS

Think about what fields you want to explore and develop a list of contacts relevant to your interests. To find these contacts, attend BEAM events, networking receptions, etc., use Stanford CareerConnect, alumni.stanford.edu/get/page/career, LinkedIn, Facebook, family, friends, professors, or perhaps people who have published articles in newspapers or journals in your field. Be creative, your network is all around you.

2) ASK FOR THE INFORMATIONAL MEETING

You can ask for a meeting by phone, in person (if applicable), via social networking sites, or by email. Assume the person is very busy but will enjoy giving you advice. Information meetings are far more effective when conducted in person but phone/SKYPE meetings are common in long distance searches, or when asking for a referral to someone more appropriate. Typically, people share referrals to their network only when they know you and have confidence in your abilities. This type of relationship can be more difficult to establish when not in person but the use of email and social networking sites are common.

Phone Dialogue to Ask for a Meeting

Writing your own script out ahead of time will help you feel more comfortable and in control of the situation. Practice your script until it sounds natural and upbeat. Rehearse it with someone who can give you feedback. *Always check whether the person has time to talk to you, so you have their attention. Offer to call them back . . . don't expect them to call you.*

1. Introduce yourself and explain how you got their name.
2. Ask if they are free to talk for a few minutes.
3. If they're not, ask for the best time to call back and be sure you actually call then.
4. Tell them you are RESEARCHING the _____ field and asking for ADVICE. (Do not ask for a job.)
5. Ask for a 20-30 minute meeting at their worksite, if possible, or by phone or Skype and assure them you know they are busy and you will be brief. OPTIONAL: You can offer to buy them a cup of coffee or take them to lunch, but this can be expensive or time consuming; meeting them in their office is often more convenient for them and helpful for your research.
6. If visiting onsite, be sure to get clear directions to their workplace and ask about any special procedures for parking at the facility.

Sending Email to Ask for a Meeting

You can do the same through email (see steps 1, 4, & 5 above), but it's still helpful to follow up with a phone call. It is usually best not to enclose a resume with an approach email, as it looks more like you are applying for a job. Describe your experience in your note in a brief, natural way. If you do attach your resume, mention in your note: *"I have attached my resume so you will have some information on my background."* Social networking sites can also be used to set up a meeting.

3) PREPARE YOURSELF

Read about a contact's field and organization in order to get the most out of your meeting as well as show your interest. If available to you, review their LinkedIn Profile, (but do not come off like a stalker) to better understand their background. Create a list of questions (see next page) to ask your contact and be prepared to answer questions about yourself as well. Build a target list of 5-10 organizations in which you are interested to demonstrate your focus in the field.

4) CONDUCT AN EFFECTIVE MEETING

Your goals are fourfold:

- to learn more about the career path you're considering
- to present your background and interests clearly
- to learn more about the company itself
- to obtain referrals

People tend to be very busy, so be sure you keep the meeting to the time you requested. Meetings in person, which are the most effective, should probably take no more than 30 minutes, and phone meetings should only last 10-15 minutes.

Introduce Yourself and State Your Purpose

"Hello. It's a pleasure to meet you, and I really appreciate your taking the time to see me (or speak to me). As I said in my email, I am exploring different career fields and opportunities. I will be graduating in _____, and am

especially interested in learning more about the _____ field. I am not looking for a job at this point, but am researching the field.” Or “I am researching possibilities for summer internships to gain experience in the _____ field, and would appreciate your perspective as someone involved in the field.”

Talk About Your Background in Brief, Conversational Terms

Practice this “thumbnail sketch” beforehand. “I’d like to tell you a little more about my background, so you can give me advice on how I might plan my next steps . . . I have taken some time to think about my experience and education to this point, and feel my particular skills involve analysis (using my econ background and interest in solving complex strategic problems), communication and teamwork skills, and thinking on my feet. I am considering going to graduate school in _____, _____, or possibly _____ in a few years, but until then I want to get involved in this field (or possibly a name of an allied field) and get clear about my career plans.”

ASK QUESTIONS DURING THE MEETING

Ask Questions and Build the Relationship (Let them be the expert)

- “What kinds of projects do you work on?”
- “What led you to this position?”
- “What do you like most and least about your work?”
- “What are the personal qualities of people who are successful in this field?”
- “How would you describe a typical week in terms of the percentage of time you spend on the different parts of your job?”
- “What kinds of backgrounds do people in this organization (field) have?”
- “What are the most pressing needs and issues for your department within the overall organization?”

Other Possible Questions to Ask

- “What are typical career paths in this field?”
- “I’ve built a target list of organizations in this field to research. Would you be willing to look at my list and give me any suggestions you might have?”
- “What other kinds of organizations do (health educators) work in?”
- “Given my background and interests, are there other organizations you might suggest I explore?”
- “How would you advise me to get started on building experience in this field?”
- “What organizations hire entry-level people in (advertising)?”
- “How do you see the next few years in terms of job prospects in this field?”
- “Are there conferences which might be useful for newcomers to attend? A professional association I could join as a student?”
- “Are there certain classes or training programs you would recommend for building experience for this type of position?”
- “What kind of training is provided for new staff?”
- “How is performance evaluated? What is rewarded?”
- “What is the work environment like in terms of pressure, deadlines, new projects, teamwork vs. independent work, etc.?”
- “What are typical work schedules here? Is it common to work nights/weekends?”
- “Is it possible to balance career and personal life reasonably well here?”

Ask for Referrals

“You’ve been very generous with your time, and you’ve given me several new ideas to explore. I have a final request. The jobs you thought might be appropriate for someone with my skills and background sound interesting, and I’d like to find out more about these possibilities. Do you know anyone in these kinds of jobs who would be willing, like yourself, to provide me with additional advice and information?” Or, “Do you know anyone in (market research) at (Ajax Company) who could give me advice or would be willing to share their knowledge and give me ideas for further contacts?”

Say Thank You

“Thanks again for taking the time to talk with me. I’ve enjoyed our meeting and it’s useful to hear about your experience. I will let you know how I’m doing.” Or “This meeting has been so helpful; may I contact you in a few months when I have progressed further in my search?” Then ask for their business card.

5) FOLLOW UP

Send a thank-you note, which can be emailed or handwritten. Be sure to include your address, phone, and email, so that your contact can get back in touch with you if they so desire. Remember to keep track of your contacts by creating a tracking system. Periodically you may want to update your contact to let them know how they assisted you. Let them know that you followed up with the additional contacts they provided and, only if appropriate, ask to be connected on LinkedIn.

Alumni are a Great Resource

- Stanford Alumni Mentoring at: mentoring.stanford.edu
- Alumni Association CareerConnect at: alumni.stanford.edu/get/page/career
- Online Networking Tips at: careers.stanford.edu
- Create a LinkedIn profile at: linkedin.com



“My mentor is amazing. Not only is he full of stories and advice, he’s incredibly encouraging. I feel like he truly believes in me and would like nothing more than to see me succeed.” – Stanford Mentee

Stanford Alumni Mentoring (SAM) is an online program that:

- Connects students to alumni worldwide in ongoing, one-on-one mentoring relationships
- Provides students with career guidance and insights about life during and after Stanford
- Helps students navigate graduate school

Over 2,300 students have been matched with Stanford alumni mentors since 2009. Don’t miss out on this unique opportunity to be mentored. Check out SAM today at mentoring.stanford.edu!

DEAR IMPORTANT PERSON AT A PLACE I'D LIKE TO WORK

Dear Important Person at Place I'd Like To Work,

I sound like an idiot, but we all knew this email was coming.

I'm going to feign blissful ignorance to the fact that you probably receive a dozen of these emails in a month, and that you'll probably write back with a generic template response, if you even bother to open this at all.

Because, let's be honest, I checked my dignity at the door of that Starbucks when I walked in to meet you. So let's get this show on the road so I can go scream into my pillow.

Thank you for shaking my hand when I walked up and introduced myself. I don't know if I ever feel more self-consciously adult-like than when people in professional clothes shake my hand and say "Nice to meet you." (Yesterday I bought my own groceries and made a lasagna with my roommates, and that was a close second.)

Thank you for offering to buy my drink. Actually, I take that back. Do you know what sort of mental agony you put me through by doing this? I mean, of course, I really do appreciate the opportunity to save \$2 while living on a college budget. And I have a weakness for certain chivalrous gestures such as these, even though I shouldn't.

But what's worse, I hopelessly overanalyze the situation. Is this a test? Because obviously I want you to like me. I'm not going to refuse your offer and insult your ability to pay an extra \$2 because you have a disposable income and you can. Or are you challenging me to call you out on this traditionalism? Goading me to prove in this dramatic moment, in front of our bored barista, Jerry, how independent and self-sufficient a woman I am?

Well, joke's on you, sir, because I have a low tolerance for confrontation and I already had a pretty intense showdown with the dehumidifier this morning. The patriarchy is working for me today.

Thank you for amiably telling me how you got to where you are. I mean this sincerely. I'd love to be there too, if we're being honest (which we are not. That's not how this works).

I'm not going to say that though. I've got to look interested—politely interested, attentively interested—but not too interested. Not desperate. Maybe I do have some dignity left after all.

Thank you for shaking my hand when I left, holding my nearly full coffee. I threw that into a trashcan two blocks away. I don't know where your office is, but I hope to God it's not in one of these tall buildings with the windows looking down on me as I did this. Somewhere up there, an executive in a classic yet cleverly patterned tie watched and shook his head at my sacrilegious attack on the art of networking.

Did you drink any of your coffee? I can't tell—maybe this is why coffee cups aren't transparent. Nice thinking, Starbucks.

As I walked toward the CalTrain, I wondered if this was beneficial to you in any way. Maybe my excitement at hearing about your meetings and data entry and editing sessions made you remember what seemed so exciting about this job when you were my age. Maybe I briefly took the cynicism out of the idea of a cubicle farm. Maybe you momentarily found yourself in a Sorkin-esque daydream, the joy of working in this city brought back to you by a naive, shiny person who doesn't know anything about the real world and is trying to figure it out in hour-long chats at corporate coffee shops.

Or maybe I took you mentally back to college, and you're wistfully remembering your own senior year, wishing you were back there and could do something differently. Maybe you're hoping that I really do enjoy it and don't wish my life away.

Maybe this meeting between two strangers, adorned as it is with corporate formalities, actually does have something real to it.

I don't know. And of course, that's not a part of either of our email templates, so I won't ask. I'll just vaguely say thank you for all of it, and I hope you enjoy the rest of your year.

Sincerely,

Kelsey

Written by Kelsey Dayton '15, published in the *Stanford Arts Review*, 1/8/15

SAMPLE APPROACH EMAIL

From: jeremy@stanford.edu
 To: doe@industry.com
 Subject: Stanford Student Seeking Advice

Dear Mr. Doe:

I found your name in the online Stanford Alumni Directory. As I am very interested in learning more about the field of international marketing, I would like to meet with you to ask your advice as I plan my next steps.

In June I will be graduating from Stanford with a B.A. in International Relations. My experience in a law office and a PR firm, as well as work on the production of several musicals on campus, has helped me realize that I would like to use my writing and project coordination skills in a marketing environment. I studied in Germany last year and became fluent in German. Recently I have spent time planning my career, and have discovered that the field of international marketing, with a focus on Europe, seems like it might be a good fit with my skills and background. I would like to talk with you about your perspective on this field.

I understand you are very busy. I'm hoping there's a time when I can call you and we can speak for 20-30 minutes, whatever you can spare. Please let me know if this would be possible and what times would work for you. Thank you for considering this request.

Sincerely,

Jeremy Sommer

SAMPLE THANK-YOU LETTER

P.O. Box 9999
 Stanford, CA 94309
 (650) 723-XXXX

May 21, 20XX

Dear Mr. Payne:

Donald Green, my roommate's father, was right when he suggested that you would be helpful to me in offering advice on a career in consumer product marketing.

I appreciated you taking the time from your busy schedule to meet with me. Your suggestions were most helpful, and I have already set up a meeting with Sarah Wood, as you suggested.

Again, thanks so much for your assistance. I will keep you posted on my progress, and check back with you in a few months.

Sincerely,

Tom Wang

Tom Wang

CAREER E-RESOURCES

BIZJOURNAL'S BOOKS OF LISTS

Lists of top companies in Biopharma, Medical Devices, Marketing & Advertising, and Non-profits. Forty major American cities include San Francisco, Silicon Valley, Austin, Washington D.C. (<https://secure.bizjournals.com/circPro/orgAccess/su678319-kjs9453?pub=sanjose>)

CASE QUESTIONS INTERACTIVE

Business case interview questions that enable you to practice for management consulting and technology company job interviews. (http://stanford.cqinteractive.com/cqiaccess/member_dashboard.cfm)

T.R.E.E. (TOOLS FOR CAREER READINESS, EXPLORATION, AND EVALUATION)

The TREE will help you list your career interests and design specific goals to explore and pursue those interests. Each phase includes activities and tips to walk you through the career process. (<https://cdc-tree.stanford.edu>)

UNIWORLD

Lists U.S. companies with overseas branches and overseas companies with U.S. branches. Contains information on 200,000 companies in 190 countries. (<http://www.uniworldbp.com/stanford.html>)

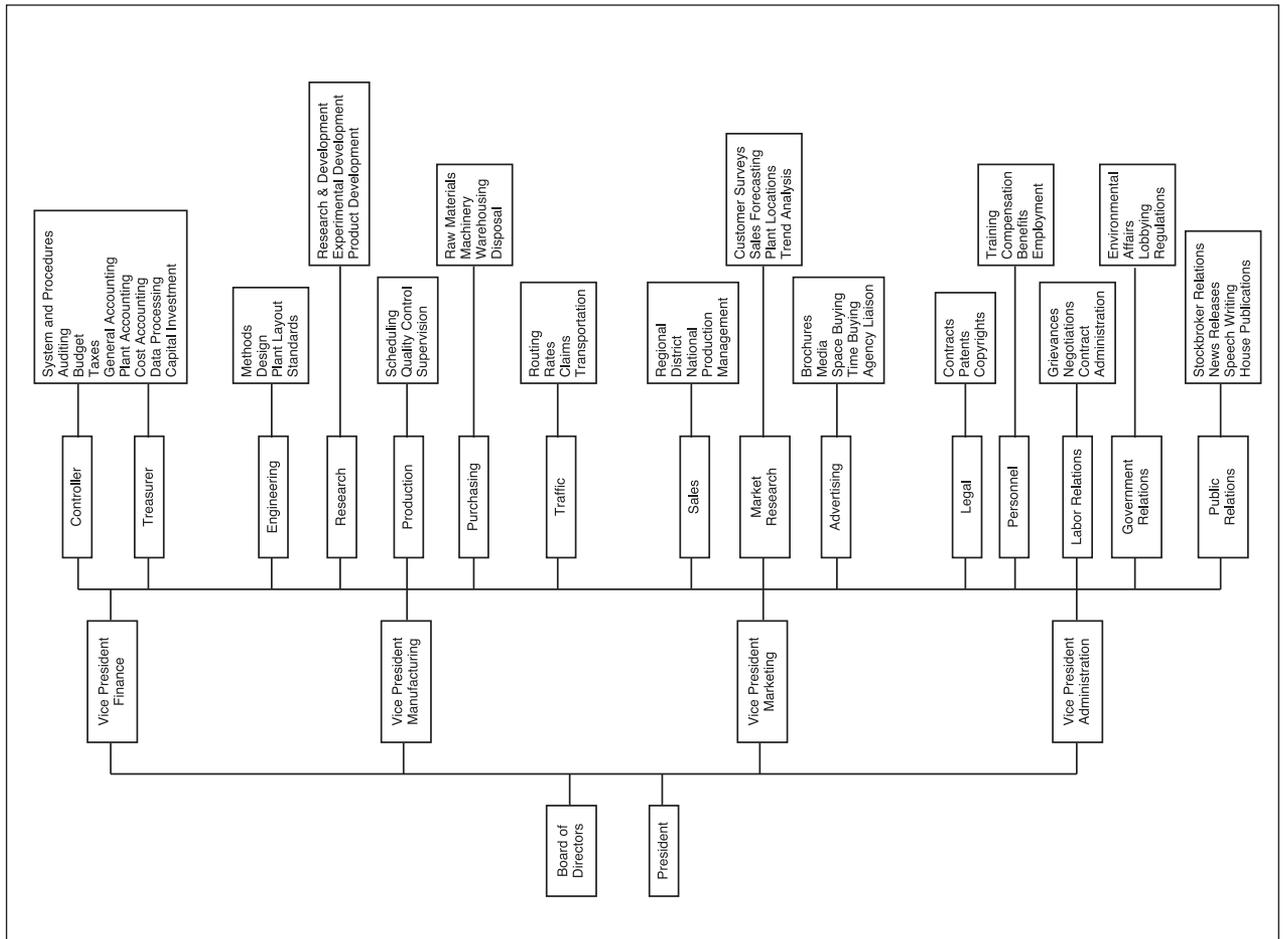
VAULT CAREERINSIDER

First-time visitors click on "Create My Vault Account"—you must use your Stanford email address to create your account. This resource contains in-depth eBook employer guides as well as career field guides, snapshot profiles of 2500 companies, rankings and reviews of top companies and internship programs. Jobs and internships are posted daily. (<https://careerinsider.vault.com/career-insider-login.aspx?parrefer=269>)

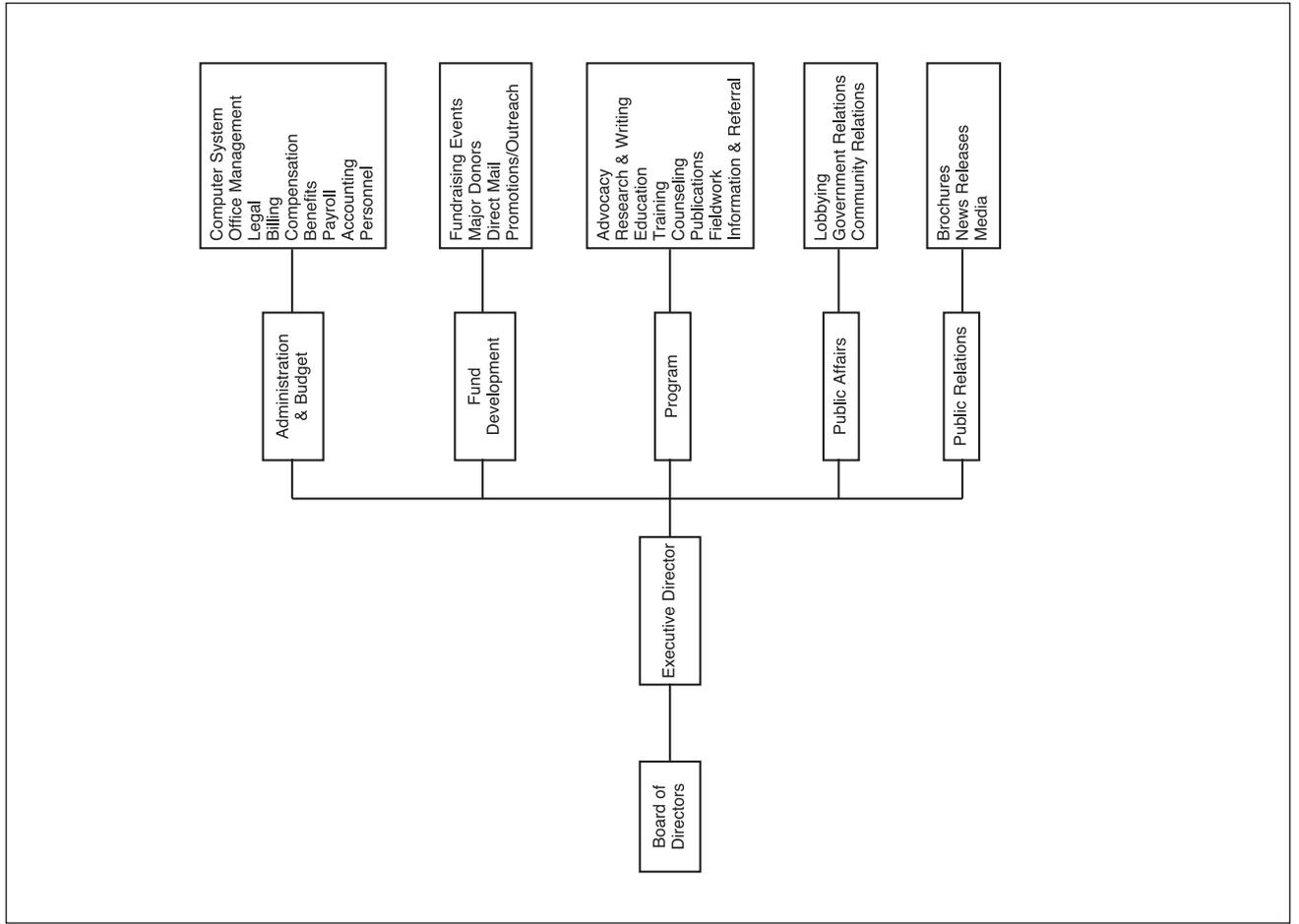


ORGANIZATIONAL CHART FOR A
"TYPICAL" LARGE BUSINESS

(C. Randall Powell, *Career Planning Today*, Dubuque, IA: Kendall/Hunt Publishing Company)



ORGANIZATIONAL CHART FOR A TYPICAL
NOT-FOR-PROFIT ORGANIZATION



THE JOB SEARCH

JOB SEARCH STRATEGIES

- **Tailor your resume:** Evaluate the job description, and organize the information on your resume to highlight the knowledge, skills and abilities the employer is seeking. Employers spend 30 seconds to two minutes scanning your resume. Make sure your most relevant and impressive experiences easily catch the attention of the reader.
- **Hone your interviewing skills:** Learn how to respond to various types of questions directing the employers to your strengths and relevant experiences. Describe your experiences in succinct and effective ways including the problem you faced, the action you took, and the results you achieved.
- **Tailor your job search:** Research your target employers and find out the best ways to secure employment. Many industries and small organizations (entertainment, venture capital, small nonprofits) do not post jobs online and require proactive job search strategies. Other organizations may rely on college recruiting as their primary hiring strategy (consulting, investment banking, etc.).
- **Learn how to effectively search for jobs online:** Accessing jobs posted online is convenient and easy to do; however, most opportunities are never posted on the internet. It is estimated that as many as 80% of all job opportunities are never advertised. Here are some tips for effective job searching:
 - Utilize Handshake, BEAM's new job/internship database. Through this system you'll be able to obtain information on jobs, employers, events, programs, employer information sessions and other topics of interest. Through your Handshake account, you'll be able to access full-time, part-time, internships, and on-campus job postings; participate in our on-campus recruiting program; and simplify the job application process by storing resumes/cover letters and applying directly to positions.
 - Experiment with the search criteria to find the jobs in which you are interested. Try using keyword searches on specific skills or expertise. Be creative when you mine online databases. Typically, searches by major do not work well to find appropriate jobs.
 - Use job search aggregators, which "scrape" jobs off of company websites and other online databases (simplyhired.com, Indeed.com).
- **Target employers directly:** Whether employers have openings or not, contacting employers directly can be extremely effective. Most students find this technique intimidating, but those who use it report a 47% success rate. Job seekers need to research the organization thoroughly before approaching the employer and tailor their resume and their cover letter for maximum impact.
- **Network for job leads from family, friends and alumni:** Connect with a network of individuals by conducting informational interviews. Studies show that this approach has a success rate of 33%. Learn how to conduct informational interviews and grow a network of supporters who will help you identify job leads. Let as many people as possible know that you're looking for a job/internship.

- **Attend Career Fairs:** Career Fairs provide an opportunity to meet with employers in an informal setting. Prior to attending a fair, prepare a 30-second pitch to engage recruiters.
- **Build your online brand:** Employers report that 70% have disqualified candidates because of information found online. Conversely, 85% of employers have stated that positive information online has favorably influenced their decision to hire a candidate.

Your online brand does impact your professional profile for better or worse. When shaping your online brand, first conduct searches on yourself and remove posts, comments, jokes, and pictures that may be interpreted negatively by a potential employer.

On a positive note, there is much that can be done to create a positive brand using various platforms online.

1. **LinkedIn:** You must have an effective, strong profile on LinkedIn. LinkedIn is a powerful professional social network that is a must for any professional. When employers Google your name, your LinkedIn profile will be the first thing that will be listed. Invest the time to create an effective profile with references, relevant projects, skills and a short description of your experiences.
 2. **Twitter:** This is an online social networking and micro-blogging service that enables users to send and read text-based messages up to 140 characters. Employers can search your history of tweets so be careful how you use this medium. From a positive standpoint, you can use Twitter to share professional information that can shape your online brand. Tweet about articles, industry trends, news about target companies, and thoughts and opinions about a relevant professional topic.
 3. **Personal Website:** Some job searchers have created their own website containing information about themselves (online resume), and information about a particular career field or industry. You may also include papers and projects that you have done on the website. This is a great way to let employers know that you are serious about your chosen field.
 4. **Blog:** You can create a professional blog and share your thoughts and opinions about a particular field. This can be a great way to showcase your talents and skills in a particular field. You can include articles, news items, and links to other websites.
 5. **Facebook and Other Social Networking Sites:** If you use these mediums for your personal life, be sure to adjust the privacy settings to make sure those in your professional circle don't see what you post on a personal level. Of course, it's always best to keep your content as clean and professional as possible.
- **Schedule time for your job search:** If you tend to procrastinate, schedule regular times during the week to look for opportunities. Try to set aside at least two hours each week to devote to the job search. You can also form a partnership with a friend and hold each other accountable to work on job searching each week.

THE SOCIAL IMPACT JOB/ INTERNSHIP SEARCH

Three Things You Must Know To Be Effective!

1. Yourself

With any job search it is important understand what you are interested in, how you want to apply your skills, what motivates you about work, and your work environment preferences. If you need help figuring out your career direction use these resources:

- **Social Impact Careers Website**—careers.stanford.edu/your-career-steps/research-career-fields/social-impact-careers
Find information on nonprofit and government organizations, career paths, networking resources, fellowships, and job search strategies.
- **Stanford Alumni Mentoring Program (SAM)**—mentoring.stanford.edu
This online mentoring program connects students from all backgrounds with alumni in one-on-one mentoring relationships for career planning and goals.
- **Career Coaching Appointments**—Scheduled online, these appointments provide a forum to discuss your social impact interests, learn about resources and assessments, brainstorm ideas and create a plan.

2. Timeline for Nonprofit and Government Hiring

Nonprofits tend to advertise openings only 2-3 months before the job will start.

- **Fall:** Start researching and networking with organizations.
- **Winter/Spring:** Apply to posted jobs/internships/fellowships and follow up with contacts made in fall as they may now know of available opportunities.
- **Exceptions:** Fellowships, larger national nonprofits, organizations that always need help (education services, family/mental health services) may have earlier deadlines.

Government agencies can take several months to hire if a background check is required as part of the hiring process.

- Start in fall for larger agencies that may hire in volume.
- Apply when you see a posting. Smaller offices may have more jobs open in winter/spring.
- Follow up directly with the office, if possible.

3. Strategies For The Social Impact Job/Internship Search

The following are some key strategies and resources for finding a nonprofit or government job/internship.

Networking

Nonprofits tend to hire one person at a time so they tell their employees first, who will then contact other colleagues in the field and friends, to spread the word about a job opening. Don't expect networking to result in instant job leads. The likelihood of the person you talk to knowing about a job opening on that exact day is low. The purpose of networking is to gain advice, tips, and establish relationships so when jobs eventually come open you are already on their "to contact list." Here are a couple of key ways to expand your network:

Stanford CareerConnect—alumni.stanford.edu/get/page/career

Database of alumni who volunteer to share information on their career path, as well as give advice and tips on searching for public service jobs.

Young Nonprofit Professionals Network—ynpn.org

10,000 members in over 12 cities. The website lists, jobs, events, and email list subscriptions for topics such as mentoring.

Career Fairs—Organizations who come to career fairs tend to be those who have money and time to send staff out of the office for an entire day and know their hiring needs well in advance (6 - 9 months). Nonprofit and government organizations that attend career fairs will be those whose services require multiple hires and need to hire frequently (teaching-related, family/mental health services, Peace Corps, State Dept., etc.) One exception is BEAM's annual Social Impact Fair in early February, which fits well with nonprofits' hiring timelines and includes all types of companies (both for and not for profit) who have a vested interest in work relating to social good.

Social Impact on Industry

BEAM also has a commitment to working with all types of diverse organizations that do social good beyond the non-profit, government and public service sectors. Many companies like B Corps <http://www.bcorporation.net/> are interested in and looking to hire all types of Stanford talent for jobs and internships. Make sure to ask about all types of companies who work toward social good.

THE STARTUP JOB/ INTERNSHIP SEARCH

Research

When beginning a startup job or internship search it is important to develop a baseline awareness of simply what is going on.

Follow the major tech blogs such as TechCrunch, Venture Beat, Hacker News, and Read Write Web. These sites will provide you with a general understanding of which industries are growing i.e. cloud computing, robotics (drones, driverless cars, etc.), and which companies have recently raised money (a great indicator of who will be ramping up their recruiting.)

Network

Startups value relationships and culture, which is why networking, is extremely important. There are many opportunities to network on campus and off. Throughout the year BEAM hosts companies for career fairs including the annual Startup Fall and Winter Fairs, we also invite entrepreneurial alumni and industry experts to participate in meet-ups and informational sessions about their work.

Joining entrepreneurial-minded student groups on campus or starting a side project with friends and classmates are also great ways to build your network. You will find that as you engage with the entrepreneurial community on campus, the degrees of separation between you and any startup you may have an interest in will dissipate.

Close the Deal

Once in position to interview with a startup you have to be prepared to close the deal. You do that by demonstrating your:

- Understanding of the company's industry, product and competitors
- Skill set and where it is applicable
- Extreme comfort level with change

The startup world can be confusing to navigate, but if you follow these tips you will find that when the opportunity you have been dreaming about presents itself you will be well equipped to land it.

Your career development is unique and specific to you. The best way to create your "game plan" is to talk to the Career Coaches at the career center. They can help you define and strategize your plan while pointing you to targeted resources.

THE ARTS AND ENTERTAINMENT JOB SEARCH

You will find great breadth and depth within the arts and entertainment industry. Broad career categories include: Architecture, Culinary, Fashion, TV/Film, Museums, Theatre/Dance, and Visual Arts. Each of the listed domains has its own key players, as well as a specific set of roles associated with it.

The key to navigating this world lies in treasuring connections, and taking every opportunity to meet people and demonstrate true passion and commitment to the field. A strong resume should contain some demonstrated interest or engagement in the arts; other useful skills to list include research background, administrative abilities, and public-facing roles. Beyond LinkedIn, a portfolio is key for many areas in the arts. Additionally, connections, leads and personal references are extremely powerful because the world is very small and making a good impression can open many doors. Students should be sure to attend campus events, targeted career fairs and panel discussions to come in contact with those in the industry and to reach out to older students and alumni for informational interviews. Stanford has many resources for learning about, and getting involved in, the arts.

Although positions are available year round, starting early is always best so that you have time to cultivate relationships, make early application deadlines, explore organizations, bounce back from the rejections inherent in the process, and utilize the many people who want to assist you in this journey.

Student Groups

Join the Arts Portal in Org Sync through the Student Activities and Leadership Office to learn about the many arts and entertainment student groups. These groups bring speakers to campus, co-sponsor networking events and other opportunities for gaining knowledge and education in the arts. *Stanford Students in Entertainment* is an example of a pre-professional group with broad membership in all aspects of the industry. They offer a Spring Break trip to Hollywood where students meet with alumni in the entertainment industry including on-site workplace visits.

Alumni

Alumni are eager to share their lessons learned and provide insights and often connections in these industries. Check out Stanford Alumni Mentoring (mentoring.stanford.edu), CareerConnect (alumni.stanford.edu/get/page/career) and Stanford in Entertainment (alumni.stanford.edu/get/page/groups/?search=entertainment&go=go) to access these valuable resources.

Faculty & Staff

Art is My Occupation is a joint effort by the Art & Art History Department, Music Department, Institute for Diversity in the Arts, Stanford Arts Institute, and BEAM. These groups make up the "Art is My Occupation" consortium that co-sponsors initiatives which connect students with speakers, alumni, and employers.



Employers

Organizations of all sizes (for profit and not-for-profit) are eager to hire and connect with Stanford students for internships, fellowships and full-time employment.

BEAM

In addition to co-sponsoring events with other campus departments and groups, we offer Career Exploration Treks, connections to a diversity of employers via our Arts, Media & Entertainment Career Consultant and Career Coaches for arts-related majors.

PREPARING FOR A CAREER FAIR

BEAM hosts 14-16 career fairs each year.

What is a career fair?

Career fairs, also referred to as job fairs, are usually one day events set up to connect large numbers of employers with job fair participants. Employers are there to recruit employees, so if you are interested in looking for a job or finding out more about a potential career, don't miss out. Career fairs are typically sponsored by universities, professional associations, local employment agencies, or by a job fair promoter.

What can I expect?

You can expect anywhere from 10 to 350 employers represented at various booths or tables. Employer representatives are anxious to give away their organization brochures and other promotional materials (key chains, pens, notepads, etc.). Their job is to meet as many attendees as possible and promote their organizations to YOU. It is likely that the table you want to approach will be crowded—be patient and observe. You can also expect a carnival type atmosphere with lots of background noise with which you will have to compete.

Sometimes fair organizers will offer formal group presentations simultaneous to the career fair. This is a great way to learn more about a specific organization, and also have a chance to introduce yourself to an employer/presenter and get some individual attention.

Benefits of a career fair

Consider a career fair to be one-stop shopping. What a luxury to have the opportunity to talk to numerous employers at one time and in one place. Some direct benefits of attending a career fair include:

- An efficient and economical way to make contacts
- Learning more about specific industries, careers, and organizations
- Actually talking to a company representative instead of just submitting a resume
- Asking someone in the field for feedback about your resume, education, or experiences
- Making a contact within the organization

Of course, if a career fair is such a good deal then there may be hundreds of people just like you trying to talk to employers. This is why it is so important to BE PREPARED to get the most out of attending a career fair.

Some fairs allow time for employers to schedule interviews on-site, but many use the time to screen applicants or collect resumes to bring back to their organization. It is ideal to be able to engage the recruiter in a conversation so that they will remember you and your skills. Do not be discouraged if this does not happen; there can be numerous people to compete with in this setting. Use your time to collect valuable company information via conversation and distributed materials so that you can write a well informed cover letter stating your interest in an organization.

The career fair can be separated into three stages:

1) BEFORE: the preparation stage

Do your homework. Contact the organization sponsoring the fair to find out some of the following details.

- Is there an admission fee?
- How many organizations will be represented?
- Is there a published list available ahead of time or on the day of the event?
- How will the employers be organized? Alphabetical order, by industry, etc.?
- What is the starting and ending time of the event?
- What is the appropriate dress?
- Are there any special procedures to follow to participate? (i.e., submit resume ahead of time)

Put together your resume. You may have a dichotomy of interests, and in that case, it may be ideal to have different versions of your resume. Be realistic in your preparation time and remember that it is most important to have a well-polished resume that shows off your education, skills, and experiences. Be sure to have your resume critiqued by at least three people. It is better to attend without a resume than to NOT attend the career fair at all. You can always pick up pertinent information about an organization to use in a follow up letter of inquiry or application.

Have a plan. It is very easy to feel intimidated at such an event. Wandering around aimlessly will only enhance this feeling. Have a plan—even if your only plan is to explore. This will help you to have some idea as to which organizations you want to approach. An example of a plan may be geographic, industry-based, or by the majors requested. Many organizations will publicize the types of majors or job titles they are seeking. Be open-minded and flexible; you might be surprised at what you find.

- Bring a pen, folder, note pad and/or some sort of log sheet to keep you organized.
- A highlighter can be useful to help indicate which organizations you want to target on your employer list. (If you forgot yours, don't worry, you can always find an employer giving one away.)

Bring your pertinent questions. Your questions will depend on your goals (career exploration vs. job search). Sample questions may include:

- What qualities and background are you looking for in employees?
- I am currently a freshman so I have some time to plan ahead, what courses would you recommend someone take before being hired as a _____?
- What is the application process for your organization?
- Do you have a business card I can have for future reference and contact?

Dress appropriately! Professional is best unless it's a more casual event.

2) DURING: the actual event

Hand out your resume. Have plenty of copies of your polished resume easily accessible (if you choose to distribute your resume). You don't want to have to put down all the "freebies" you collected to hand someone your resume. If you have two versions of your resume, color-coding them can be very helpful. White and off-white are good choices. A new trend is for employers not to collect resumes on site but to just refer you back to their website for online resume submission. Try and use the face time at the fair to gather pertinent information to enhance your application.

Thank employers for any brochures or promotional materials you are given. This is not a time to pick up stocking stuffers or birthday gifts for your family. Be reasonable with your consumption of recruiter giveaways.

Collect business cards and jot down a fact on the back to jog your memory when you write a follow-up letter.

Approach an employer representative and introduce yourself. Don't sit back and wait to be approached. Shake hands, make good eye contact, and tell the employer your name, major, and interests. The more focused you are the better. If you are unsure how you would fit into the organization, ask the employer open-ended yet specific questions. *What qualities do you look for in employees? What kind of summer internships are available?*

Create a 30-second commercial as a way to sell yourself to an employer. This is a great way to introduce yourself. The goal is to connect your background to the organization's need. In one minute or less, you need to introduce yourself, demonstrate your knowledge of the company, express enthusiasm and interest, and relate your background to the organization's need. End with a question. This is meant to be a dialogue NOT a monologue.

Other dos and don'ts:

- Be assertive without being rude
- Be sensitive to others waiting behind you
- Realize that recruiters like to talk to groups
- Maximize your time at the career fair
- Observe other students/employers for clues
- Don't ask about salary and benefits
- Don't monopolize someone's time
- Don't ask, "What do you have for my major?"
- Don't exhibit a lack of direction and focus

3) AFTER: the follow-up

You are only as good as your follow-up!

Keep track of those organizations and representatives with whom you spoke.

Send a thank-you letter to those representatives you wish to pursue. This will set the stage for future correspondence.

CAREER FAIRS SPONSORED BY BEAM

Dress in a professional manner, business casual is usually the expectation of the employers participating. Keep in mind the industry and type of position you desire.

BEAM's sponsored career fairs are free to job seekers. A list of participating employers is made available prior to the event on the BEAM web page. The employer information includes the type of position being sought: technical vs. non-technical, full-time, part-time, or internship.

- Fall Quarter—The Fall Career Fair (with Social Impact section), Startup Fall Fair, Earth, Energy/Environmental Career Fair, Graduate School/Year of Service Fair, and Vendor Fair are all held in October.
- Winter Quarter—The Engineering Opportunity Fair is held in January. The Liberal Arts/H&S Internship and Career Fair, Design & Technology - ME Design & MedTech, Structural Engineering, Sustainable Design & Construction Fair, Winter Startup Fair, Social Impact Fair, and PhD Career Fair are all held in February.
- Spring Quarter—The Spring Career Fair (with an expanded Creative Corner) is held in April.

INTERNSHIPS/SUMMER JOB SEARCH STRATEGIES

RESOURCES

Handshake

Handshake, at <https://stanford.joinhandshake.com>, is a key online resource for obtaining information on internships, summer jobs, and employers.

iNET Internship Network

Stanford has joined with ten leading universities to form the Internship Network (iNet) Consortium, leveraging our combined connections to offer you access to a wider range of internship opportunities. careers.stanford.edu

Career Fairs

A variety of career fairs sponsored by BEAM are held throughout the academic year. These fairs can provide you with general career information, help you develop contacts and help you locate an internship, summer or full-time job. careers.stanford.edu

Vault CareerInsider

First-time visitors click on “Create My Vault Account”—you must use your Stanford email address to create your account. This resource contains in-depth eBook employer guides as well as career field guides, snapshot profiles of 2500 companies, rankings and reviews of top companies and internship programs. New internships are posted daily.

(<https://careerinsider.vault.com/career-insider-login.aspx?parrefer=269>)

International Internships

If you are interested in an international internship, check out the programs and resources offered by the Bing Overseas Study Program, the Overseas Resource Center, and the Haas Center for Public Service.

Reciprocal Career Services

Reciprocal Career Services enables you to use career centers of universities in or near the cities in which you’d like to work. Contact the university career center you’d like to access and ask them if they offer reciprocal services for Stanford students. If you are eligible, call BEAM’s Front Desk, (650) 725-1789 to begin the process.

CREATING YOUR OWN INTERNSHIP

It’s possible that the internship you want does not exist. For example, you may want to intern at a specific organization near your hometown, but they do not have an established internship program. Sometimes employers actually want to hire interns, but for whatever reason, don’t have an established program.

The following information outlines the steps involved in developing your own internship or summer job. In addition, you may want to schedule an appointment with a career coach to guide you through the process.

Step 1: Assess what you are looking for in an internship

Clarify your interests and objectives in participating in an internship.

- What do you hope to gain from the experience?
- What type(s) of work do you want to do?
- Where do you want to do it (location and type of organization)?

- What are your requirements regarding compensation? Time commitment?

Identify your abilities (writing, research, analytical skills, etc.), academic preparation, previous work and volunteer experiences, hobbies, and extracurricular activities. This is what you have to offer the employer. Take career assessments with your career coach to help you clarify these skills and interests.

Step 2: Strategies

Explore options and identify prospective internship sites and contacts.

- Develop a list of organizations that may be a fit for you.
- Research your organizations of choice by visiting their websites to learn about their mission, products/services offered, major divisions, and location.
- Identify specific departments/individuals to contact with your internship request. For example, it might be the University Relations Department, Marketing, or Finance department. To help you identify specific departments/individuals, contact alumni from Stanford CareerConnect, alumni.stanford.edu/get/page/career. Also ask your professors, TAs, parents, relatives, and any other acquaintances if they have contacts at the places you’d like to intern.

Step 3: Prepare a quality resume and cover letter

- Attend a resume and cover letter meetup.
- Make an appointment with a career coach for help with your draft.
- Send resume and cover letter to contacts.
- Follow up with a phone call to re-emphasize your interest and to answer any questions employers may have. This is also a good time to try to set up an appointment for an interview. If the organization is out of the area, you may suggest a phone interview.

Step 4: Prepare for an interview

- Attend one of the interviewing meetups.
- Set up a mock interview with a career coach.
- Review information on the prospective organization (website, etc.).
- Design a “job description” for yourself, if one has not been provided. Think about the kinds of projects you would like to work on that would be of use to the department/company. Demonstrate the value you will bring to the organization.

Step 5: Follow up procedures

- Send a thank-you letter.
- Respond to all offers, even those you do not plan to accept.

NETWORKING

Networking means connecting with people in a field or organization in which you wish to work in order to gain information, not to specifically ask for a job or internship. However, networking can often lead to finding out about internship opportunities and equip you with the knowledge of how to better market yourself as a potential intern. For networking tips visit: careers.stanford.edu

For specific networking programs and resources visit:

- Stanford Alumni Mentoring, mentoring.stanford.edu
- Stanford CareerConnect, alumni.stanford.edu/get/page/career

OTHER STANFORD RESOURCES AND PROGRAMS

Undergraduate Advising and Research (UAR), located in Sweet Hall, can help you if you are interested in conducting research at Stanford or elsewhere. UAR also has information on grants and fellowships. ual.stanford.edu

The Haas Center for Public Service connects academic study with community and public service to strengthen communities and develop effective public leaders. The Haas Center administers several summer and post-graduate fellowships. They also offer many community service opportunities. haas.stanford.edu

Stanford in Government (SIG), located in the Haas Center, is a nonpartisan, student-run organization that promotes political awareness and involvement on the Stanford campus. SIG provides opportunities for undergrad/grad students to work in the public sector at the state, federal, or international level. sig.stanford.edu

Bing Overseas Studies Programs (BOSP), located in Sweet Hall, offers study abroad programs, some of which offer internship programs. Programs presently exist in Berlin, Florence, Kyoto, Moscow, and Paris. Additionally, the Cape Town and Madrid study abroad programs offer internships and service learning courses to engage with local public service organizations. BOSP also has an Asia Internships Program that places students in companies in China, Hong Kong, Taiwan, India, Japan, the Republic of Korea, Singapore, and Thailand. bosp.stanford.edu

Overseas Resource Center (ORC), located in the Bechtel International Center, provides advising for undergraduates, graduate students, post-docs and recent alumni pursuing scholarships for study and research abroad. Over 30 scholarships are administered through this office and include such awards as the *Fulbright*, *Marshall*, *Rhodes*, and *Churchill*. icenter.stanford.edu/orc

Community Centers

The following community centers sometimes post internship opportunities: the Asian American Activities Center (A3C), the Black Community Services Center (BCSC), El Centro Chicano, the Lesbian, Gay, Bisexual, Transgender Community Resource Center (LGBTCRC), the Native American Cultural Center (NACC), the Office for Military-Affiliated Communities (OMAC), and the Women's Community Center. studentaffairs.stanford.edu.

Academic Resources

Don't forget to seek out academic departments for opportunities in your area of interest. One department of note for any student interested in fields ranging from the environment to child advocacy is Human Biology. The department maintains an internship board, information on alumni contacts, and has student peer advisors to help you.

FRESHMEN

As freshmen, you may also run into the challenge of employers preferring older students simply because they have more experience and coursework completed. Though this is true, there are still many opportunities available to freshmen. A good way to get started is to attend a meetup with a member of the Frosh/Soph Career Community Team.

RECEIVING ACADEMIC CREDIT

Some employers may require that you receive academic credit, particularly for an unpaid internship with their organization. It is very important that you determine whether academic credit is required early in the application process. If academic credit is required and you are not able to obtain academic credit, most likely the employer cannot take you on as an intern. BEAM does NOT grant academic credit to students for internships. Options to receive academic credit:

Option 1

Make arrangements with an academic department and a faculty sponsor for a directed reading or independent study. Please check with academic departments for specific information on this.

Option 2

Enroll in a coop/internship program at a community college or state university extended education program for one semester or quarter. The CSU system, Foothill College, and College of San Mateo are three local places to start your research. If your internship will be outside the Bay Area, check community college and state university extended education programs near your internship site.

Option 3 (only after you've tried Options 1 & 2)

Request a letter that states that you are a student in good standing and the internship experience is considered relevant and applicable to the degree program. This does NOT constitute academic credit for an internship, but MAY satisfy an employer's requirements.

To request this letter, send the following information via email to careercounseling@lists.stanford.edu:

- Your name
- Year
- Major (or state "undeclared")
- Internship company or organization name
- Company or organization address
- Name and title of a contact person at the internship
- How you would like the letter sent (by fax, regular mail, or email, etc.) and to whom (to you or your supervisor)

TIPS FOR INTERNSHIP SUCCESS

1. Communicate Effectively and Often

Know what skills you can offer, and meet with your supervisor to discuss ways to utilize them and gain more skills. Also let your supervisor know if you feel your skills aren't being used to their potential.

2. Set Goals

Sit down with your supervisor and go over what you hope to gain from the internship, especially if there isn't a structure to the internship. Follow up to make sure you are meeting those goals and set new goals if necessary.

3. Observe

Get to know the corporate culture, dress, communication style, and how decisions are made. This will help you avoid saying the wrong thing or overstepping your boundaries.

4. Know Your Role and How You Fit into the Organization

The organization is taking time to teach you new skills. Understand what is expected of you and perform competently.

5. Be Flexible

You may have to do some “grunt” work; that’s the trade-off for the skills that you are gaining. At the same time, make sure there is a balance and if the balance becomes uneven, discuss with your supervisor how you can better apply your skills in the office.

6. Be Responsible

Be on time, take your assignments seriously, and meet your deadlines. Companies will often hire interns for future full-time positions, and will look closely at your performance and attitude to decide if you are a candidate for a full-time position.

7. Take It All In

Learn as much as you can about the industry and organization by reading what is around you, talking with everyone, and getting involved with extra projects.

8. Network

Talk to as many people as you can. Introduce yourself to everyone. A mentor may or may not be your supervisor.

9. Keep in Touch

You will have extended your network through the internship. Keep in touch with those you have met, so when it comes time to look for a full-time job, they remember you and can help.

10. Have Fun!!!

ON-CAMPUS EMPLOYERS

Below is a partial list of campus employers who typically hire students throughout the academic year and in the summer. You can also contact specific departments directly to inquire about opportunities.

Associated Students of Stanford University (ASSU)

You can inquire about positions at the ASSU office, located on the 1st floor of Old Union. <http://assu.stanford.edu>

Athletics Department

Stop by the department you are interested in working for to inquire about positions or check their online directory to get departmental contact information and contact them directly. gostanford.cstv.com/school-bio/stan-directory.html

Residential & Dining Enterprises

Job openings include student management opportunities, cashier, and service positions. Flexible hours are available, and shifts are offered during breakfast, lunch, afternoon snack service, dinner, and late night service. For more information visit stanford.edu/dept/rde/dining/join.htm

EPGY Summer Institutes

EPGY offers two- to four-week residential summer programs on the Stanford University campus for academically talented and motivated middle school and high-school students. Each summer EPGY hires Stanford undergraduate and graduate students to work for the Summer Institutes. The main position of Residential Counselor involves the combination of camp counseling and instruction in the academic program. For more information, and an employment application, visit their website at spcs.stanford.edu/summer/employment

Stanford Bookstore

Positions can be available at Tresidder Express (the convenience store), Medical Technical Bookstore in downtown Palo Alto, The Bookshop located in the Cantor Arts Center on campus, Stanford Shop in the Stanford Shopping Center, as well as the Campus Bookstore. Visit stanfordbookstore.com for more information or call 725-6136.

Stanford Linear Accelerator (SLAC)

SLAC offers summer student employment opportunities based on the needs of the departments within the Laboratory. Positions have included unskilled labor, data entry, light industrial and clerical work, as well as electronics, programming, and research. Visit their website at www-public.slac.stanford.edu/hr/jobs and then click “Summer Student Opportunities.”

Summer Conference Services

Hires students for full-time and part-time positions in various capacities (such as office managers, assistant managers, and RAs) related to seminars and conferences hosted at Stanford University during the summer. To apply, call the office at 723-3126.

University Libraries

Hires students for all libraries, excluding professional schools, Hoover and SLAC. For a listing of openings, go to library.stanford.edu/about_sulair/jobs.html or stop by the Human Resources Office in Green Library, Room 241.

RESUMES/COVER LETTERS

RESUMES

A resume is a brief summary of your qualifications, education, and experiences relevant to your job search objective. The purpose of a resume is to obtain an interview. Employers will spend less than 30 seconds reviewing your resume; therefore, the information must be conveyed in a clear, well-organized style. The sections of a resume are listed below.

Your Name

Web page and/or LinkedIn address (if pertinent)

Email address • Phone number

Present Address (optional)

Permanent Address (optional)

Objective

This section is optional. The objective can include the specific position you are seeking, skills you wish to use on the job, field or organization type by which you wish to be employed, or a combination of all of the above.

Education

This section should include:

- Name of the degree-granting institutions; List most recent first.
- Degree received and major
- Graduation date or projected graduation date, or dates of attendance if a degree was not completed
- Overseas academic experience

Optional:

- Any minors, specialization or focus areas
- Courses relevant to the position for which you are applying
- Honors and GPA (if they are a strong selling point). Indicate GPA based on a 4.0 scale.
- Senior research/honors thesis title and brief description
- Freshmen and sophomores can include high school

Experience

List most recent experience first. You should include:

- Title of the position
- Name of the organization and location (city and state)
- Dates, including month and year
- Descriptions of responsibilities beginning with action verbs (avoid phrases such as “duties included” and “responsible for”)
- Believable, verifiable accomplishments
- Paid jobs, internships, volunteer community service, academic/extracurricular projects involving teamwork or leadership, special academic research or honors projects
- You may choose to divide your experience into two or more sections. Possible section headers might include Research Experience, Teaching Experience, Leadership Experience or Volunteer Experience

Additional Information

This section could include computer skills, languages, volunteer work, sports, and interests. If one of these areas is relevant to the job, however, you may choose to put it in the “Experience” section. You may also choose to use more

specific section headers such as:

- Skills
- Activities
- Interests
- Honors and Awards

Sample Objectives

- *A position as an editorial assistant.*
- *Electrical engineering internship.*
- *To obtain a position in finance.*
- *A program coordinator position in a community organization working with youth.*
- *Seeking a position in museum administration requiring strong writing skills and a background in art history.*
- *To apply decision and systems analysis to strategic planning in the telecommunications industry.*

TIPS FOR CREATING A SUCCESSFUL RESUME

Do's

- Do design your descriptions to focus on your accomplishments, using action verbs to clearly indicate the skills you've used. See Sample Action Verb list on the next page.
- Do try quantifying results in your descriptions, such as "Created marketing campaign that increased club membership by 25%."
- Do keep your resume brief enough to fit on one page (or two pages if your experience is extensive).
- Do print your resume on good quality bond paper, either white or conservative tones, if distributing a hard copy.
- Do accompany your resume with a cover letter unless specifically requested to not include a cover letter.
- Do have others look over your resume for content and grammar.

Don'ts

- Don't make your margins and font size too small.
- Don't include personal pronouns (e.g. I, me, we).
- Don't include personal information, physical characteristics, or photographs on your resume. However, individuals from other countries may include these on their resumes.
- Don't include the last line: "References available upon request" (see Sample Reference List on page 40).

Other Tips

- It is more appropriate for freshmen and sophomores to include high school experiences. However, important high school experiences that have some relevance to your job objective may be appropriate for upper classmen.
- For International Students it is sometimes a disadvantage to include your non-immigrant visa status or permanent address (if outside the U.S.) on your resume. Usually your visa status should be discussed later, during the interview. If you have obtained permanent residency or U.S. citizenship, it might be to your advantage to list the information on your resume.

RESUME FORMATS

There is no single way to format your resume. The format you choose should present your strengths clearly. See sample formats and layouts on pages 23 - 39.

Chronological Format

This format is most familiar to employers and most commonly used by Stanford students. This style of resume presents your experience and education in reverse chronological sequence, starting with the most recent. Date, job title, organization's name, location and a description of your activities are listed as part of the experience section. This format is simple, straightforward, and especially useful for anyone with a history of directly relevant experience.

Functional/Skills Format

This format focuses on areas of skill and can be effective in conveying your strengths to an employer, although many employers are not as familiar with this format as with the chronological or combination format. This style of resume draws attention to accomplishments and highlights your skills by function rather than your work experience and is more commonly used by people with very little formal work experience or are returning to the workplace after being away or otherwise involved.

Combination Format

This format is appropriate when you have relevant work experience for each of several skill areas and combines both the chronological and functional formats. This style allows you to group your experiences or key selling points together by functional areas (such as Research Experience and Teaching Experience), and then list those experiences in reverse chronological order within each section. It is also a familiar format to employers.

SUBMITTING RESUMES VIA EMAIL

Send your resume as an attached file and paste the text into the body of the email. Having your resume in the body of the email as well as an attachment gives the employer the opportunity to see your resume in the event they cannot open your attachment or do not take the time. Use a simple format for the resume you put in the body of the email: left justified, no bold, no italics, no underlines, no tabs. See Sample Electronic Resume on page 39. Don't forget to also include a cover letter in the body of the email too. If you have your resume in a PDF file, you can also attach that with your email. The PDF version will allow the employer the opportunity to see your resume in an attractive format, utilizing bold and underlines.

When emailing resume files, name them so the employer can easily identify them as your resume. Last name, followed by first name and the word "resume" is most helpful.

SAMPLE ACTION VERBS LISTED BY FUNCTIONAL SKILL AREA

COMMUNICATION

Aided
Advised
Arbitrated
Clarified
Co-authored
Collaborated
Consulted
Coordinated
Counseled
Defined
Enlisted
Formulated
Influenced
Informed
Inspired
Interpreted
Interviewed
Mediated
Merged
Negotiated
Promoted
Publicized
Recommended
Represented
Resolved
Suggested

CREATIVE

Acted
Abstracted
Adapted
Composed
Conceptualized
Created
Designed
Developed
Directed
Drew
Fashioned
Generated
Illustrated
Imagined
Improvised
Integrated
Innovated
Painted

Performed
Planned
Problem solved
Shaped
Synthesized
Visualized
Wrote

DETAIL ORIENTED

Analyzed
Approved
Arranged
Classified
Collated
Compared
Compiled
Documented
Enforced
Followed through
Met deadlines
Prepared
Processed
Recorded
Retrieved
Set priorities
Systemized
Tabulated

FINANCIAL

Administered
Allocated
Analyzed
Appraised
Audited
Budgeted
Calculated
Computed
Developed
Evaluated
Figured
Maintained
Managed
Performed
Planned
Projected

MANUAL SKILLS

Arranged
Assembled
Bound
Built
Checked
Classified
Constructed
Controlled
Cut
Designed
Developed
Drove
Handled
Installed
Invented
Maintained
Monitored
Prepared
Operated
Repaired
Tested

PROVIDING SERVICE

Advised
Attended
Cared
Coached
Coordinated
Counseled
Delivered
Demonstrated
Explained
Furnished
Generated
Inspected
Installed
Issued
Mentored
Provided
Purchased
Referred
Repaired
Submitted

ORGANIZING

Achieved
Assigned
Consulted
Contracted
Controlled
Coordinated
Decided
Delegated
Developed
Established
Evaluated
Negotiated
Organized
Planned
Prepared
Prioritized
Produced
Recommended
Reported

LEADERSHIP

Administered
Chaired
Convinced
Directed
Examined
Executed
Expanded
Facilitated
Improved
Initiated
Managed
Oversaw
Produced
Recommended
Reviewed
Supervised

RESEARCH/ INVESTIGATION

Calculated
Cataloged
Collected
Computed
Conducted
Correlated
Critiqued
Diagnosed

Discovered
Evaluated
Examined
Experimented
Extrapolated
Gathered
Identified
Inspected
Investigated
Monitored
Proved
Reviewed
Surveyed
Tested

TECHNICAL

Assembled
Built
Calculated
Computed
Designed
Engineered
Fabricated
Maintained
Operated
Programmed
Remodeled
Repaired
Solved

TEACHING SKILLS

Adapted
Advised
Clarified
Coached
Developed
Encouraged
Evaluated
Informed
Inspired
Motivated
Participated
Provided
Represented
Supported
Taught
Trained
Verified

SAMPLE CHRONOLOGICAL RESUME

JANETTE POWELL

P.O. Box 2738 • Stanford, CA 94309 • jan@stanford.edu • linkedin.com/in/janettecampbell • (650) 555-1234

EDUCATION:

9/XX-present

Stanford University, Stanford, CA

- Pursuing a Bachelor of Arts degree in International Relations, to be conferred 6/XX
- Course work includes economics, organizational behavior, computer science, and statistics
- GPA - 3.8/4.0

6/XX-9/XX

Oxford University, Stanford-in-Oxford, Oxford, England

- Studied Comparative Anglo-American Judicial System

EXPERIENCE:

9/XX-present

Resident Assistant, Madera House, Stanford University, Stanford, CA

- Work with a staff of four resident assistants in an 88-student, freshman dormitory
- Create, plan and implement academic, cultural and social activities with the students
- Encourage and facilitate discussion of social, political and ethical questions among the students
- Build community spirit and guide residents in assuming responsibility
- Coordinator for “Madera Makes Music,” a weekly educational program during winter quarter
- Schedule performances, organize the budget and create publicity

10/XX-6/XX

Visual Display Artist/Salesperson, The Gap, Palo Alto, CA

- Designed and assembled window and floor displays
- Assisted customers with selection and purchase of merchandise

1/XX-1/XX

Vice President, Delta Gamma Sorority, Stanford University, Stanford, CA

- Directed planning and implementation of activities for 95 chapter members
- Supervised and approved officer budgets
- Increased member participation through innovative motivational techniques
- Created prototype for annual chapter retreat and member recognition program
- Organized rush activities

6/XX-6/XX

Entrepreneur, The Sewing Studio, Durham, CA

- Created business offering fashion design and clothing construction courses to home-sewers
- Developed advertising strategies, coordinated class schedules, and taught classes
- Expanded into a business with \$200,000 in annual gross sales of merchandise and services

ATHLETICS:

9/XX-present

Division I Varsity Athlete, Women’s Water Polo Team, Stanford University, Stanford, CA

- Balance 20+ hours per week of practice, travel and competition with a rigorous academic schedule
- Demonstrate the ability to set and achieve both individual and team goals at an extremely high level
- Able to perform effectively in high-pressure situations

ADDITIONAL INFORMATION:

- Familiar with Mac and PC software applications including Excel and PowerPoint
- Proficient in Spanish, basic skills in French
- Have travelled extensively throughout Europe

SAMPLE FUNCTIONAL RESUME

BEN PIERCE

pierce@stanford.edu • (650) 555-2190

Present Address:
6756 Ventura, #36
Palo Alto, CA 94306

Permanent Address:
13 Moss Lane
Crabapple Cove, WI 55555

OBJECTIVE: To obtain a position as a paralegal with a corporate law firm.

EDUCATION: **Stanford University**, Stanford, CA. BA degree in Psychology.
Course work has included criminal law, economics, political science, and sociology (9/XX-6/XX).

EXPERIENCE: **RESEARCHING/WRITING**

- Researched language development in infants utilizing both library resources and experimental data.
- Generated written report of research project results.

ORGANIZING/SUPERVISING

- As one of four class presidents, planned events and activities for the Stanford senior class. Contacted businesses targeted for participation in these events.
- Organized and supervised committees to assist in publicizing, promoting and raising funds for various senior class functions.
- Set goals and guidelines for committee meetings.

PUBLIC SPEAKING/COMMUNICATING

- Acted as senior class liaison to University officials. Informed them of senior class activities and enlisted their support and approval.
- Discussed campaign platform and issues at residence halls while running for class office.
- Participated in public relations events to publicize the Varsity Football program to the surrounding community.
- Conducted impromptu interviews with various media representatives.

FINANCIAL PLANNING/BUDGETING

- Coordinated a budget of \$9,000 for senior class events.
- Estimated and quoted prices for a variety of construction projects.

EMPLOYMENT
HISTORY:

Crew Member, Pierce's Asphalt and Seal Coating Service, Crabapple Cove, WI (6/XX-9/XX, summers).

ADDITIONAL
INFORMATION:

President, Senior Class, Stanford University, Stanford, CA.
Division I Varsity Scholarship Athlete, Stanford Varsity Football Team.

SAMPLE COMBINATION RESUME

PATRICIA DIXON

pat@stanford.edu • (650) 555-0000

Present Address:

P.O. Box 1234
Stanford, CA 94309

Permanent Address:

123 Park Court
San Carlos, CA 94070

SKILLS

- Extensive program development and motivational skills.
- Proficient with MS Word, Excel, FileMaker Pro, and PageMaker.
- Experienced lab technician executing DNA sequencing and gene analysis.

SUMMARY:

EDUCATION:

9/XX-present

Stanford University, Stanford, CA.

Bachelor of Arts degree in Psychology with Honors to be conferred 6/XX.

Course work includes biology, calculus, chemistry, and statistics. GPA - 3.7/4.0

EXPERIENCE:

9/XX-6/XX

RESEARCH/WRITING

Public Relations Intern, Hoover Institute Public Affairs Office, Stanford, CA
Compiled Hoover Fellow articles from an array of journals, magazines and newspapers. Used PageMaker to create mastheads and retype opinion editorials. Developed efficient proofreading methods and an innovative talent for pasting up difficult articles.

6/XX-9/XX

Research Assistant, University of Illinois at Chicago Cancer Center, Chicago, IL
Quickly learned complicated laboratory procedures. Successfully executed molecular biology experiments involving DNA sequencing and gene analysis. Maintained detailed records for procedural and statistical purposes. Gained significant independent research and writing experience.

9/XX-6/XX

Feature Writer, The Stanford Daily, Stanford, CA

Developed journalistic writing style and interviewing skills. Successfully met all deadlines and consistently published front page articles.

10/XX-present

TEACHING/COUNSELING

Math/English Tutor, Self-initiated and directed, Palo Alto, CA

Tutor two seventh grade students 2-3 hours per week. Employ the Socratic method to help develop their analytical skills and help them with their homework. Design tests to chart their progress. Create interactive games to increase their understanding of math and grammar. Plan quarterly outings.

9/XX-6/XX

Focus Assistant, Stanford's Environmental Theme House, Stanford, CA

Participated on a team of five to develop well organized, thought provoking, and social programs to familiarize residents with the environmental theme.

9/XX-6/XX

LEADERSHIP/MANAGEMENT

Officer's Core Member, Black Student Union, Stanford University, Stanford, CA

Worked with a team to plan, organize, and publicize a variety of activities and programs designed to motivate and educate Stanford's African-American community. Chaired a committee to rejuvenate The Real News, an African-American news publication.

INTERESTS:

Writing short stories • developing culinary skills in African-American cuisine • listening to jazz

SAMPLE SUMMER RESUME

JOE FROSH

frosh@stanford.edu • (213) 555-5555

Present Address:

P.O. Box 123
Stanford, CA 94309

Permanent Address:

345 Summer Job Lane
Hometown, IL 11111

EDUCATION:

9/XX-present

Stanford University, Stanford, CA

- Pursuing BA degree, to be conferred 6/XX
- Coursework includes communication, English, and psychology

9/XX-6/XX

ABC High School, Hometown, IL

- Advanced placement coursework included calculus, biology, and English
- Salutatorian

HONORS/AWARDS:

- National Achievement Scholar
- National Honor Roll
- AP Scholar
- Gates Millennium Scholar Finalist

EXPERIENCE:

9/XX-present

Administrative Assistant, BEAM Career Education, Stanford University, Stanford, CA

- Answer daily inquiries from students and employers
- Greet employers visiting Stanford for on-campus recruiting
- Provide assistance to students using the jobs/internships database

9/XX-6/XX

Yearbook Editor, ABC High School, Hometown, IL

- Supervised a staff of 18
- Set timelines for project completion, divided and assigned tasks, and managed all aspects of publication's production
- Served as liaison between yearbook staff and school administration
- Assisted in soliciting over \$5000 in funding for publication
- Conceptualized new layout and design format for yearbook

6/XX-9/XX

Head Lifeguard, Sink Like a Rock Pool, Hometown, IL

- Oversaw the safety of 100+ swimmers daily
- Assisted in the hiring, training and supervision of new lifeguards
- Organized pool competitions and special events
- Developed flyers, using Photoshop, to publicize events to the community
- Promoted from position of lifeguard 6/XX

SKILLS:

- Computer: Familiar with Adobe Photoshop, Basic Java, and Microsoft Office Suite including Word, PowerPoint, and Excel
- Languages: Fluent in Portuguese; working knowledge of basic French

ADDITIONAL INFORMATION:

- Certified American Red Cross CPR and First Aid Instructor
- Eagle Scout
- Member, ABC High School Varsity Baseball team
- Traveled throughout the United States and Mexico
- Interests include jazz, basketball, and baseball card collecting

SAMPLE BUSINESS RESUME

JOE STUDENT

P.O. Box 1234 • Stanford, CA 94309 • (650) 555-1212 • jstudent@stanford.edu

EDUCATION

9/XX-12/XX **Stanford University**, Stanford, CA
BA with Honors in Economics. GPA: Major: 3.86/4.00, Cumulative: 3.78/4.00
Relevant Coursework: Econometrics, Multi-Variable Calculus, Micro and Macro Economic Analysis, Economics and Public Policy, Imperfect Competition, Financial Economics, International Economics.

9/XX-12/XX **Oxford University**, Oxford, England
Completed tutorial on the Political Economy of Trade and Trade Agreements.

Sophomore College: Participated in intensive seminar entitled "Economic Thoughts of Plato and Aristotle." Academic work focused on economic ideas among major Greek philosophers, and also on assumptions behind modern economic theory. Culminated in a paper critiquing rational choice and preference ranking.

EXPERIENCE

6/XX-8/XX **Research Assistant**, National Economic Research Associates (NERA), White Plains, NY
Worked with a team of four other researchers on cases relating to antitrust, intellectual property and labor economics. Conducted quantitative and qualitative research, collected and analyzed data, created and managed spreadsheets.

6/XX-8/XX **Summer Analyst**, Galleon Group, New York, NY
Assigned to track a group of technology companies for the New York based hedge fund, Galleon Group. Worked with three other analysts in collecting and analyzing relevant financial statistics, Performed qualitative research to form an assessment of the current status of the companies.

5/XX-6/XX **Economics Tutor**, Undergraduate Advising and Research, Stanford University, Stanford, CA
Assisted students with understanding concepts and solving problems in micro and macro economics, econometrics and statistics. Organized review sessions and prepared practice problems for upcoming exams.

7/XX-9/XX **Business Intern**, American International Group (AIG), New York, NY
Developed a business analysis on a foreign company, located in Sri Lanka, with which AIG had recently formed a joint venture. Wrote a report on Sri Lanka's insurance sector, focusing on privatization of insurance companies and on a recent merger between two insurance companies.

LEADERSHIP

4/XX-present **Staff Editor**, Undergraduate Journal of International Relations, Stanford, CA
Review and edit articles relating to capital inflows and international trade in emerging economies. Help with distributing the journal to think tanks, academic institutions, and faculty and students at Stanford.

5/XX-present **Program Director**, SAT Success, Haas Center for Public Service, Stanford, CA
Coordinate all aspects of the tutoring program including recruitment of tutors and tutees. Organize events to introduce high school students to SAT preparation and the college application process. Conduct training sessions on tutoring the math and verbal sections of the SAT.

1/XX-6/XX **Staff Editor**, Undergraduate Journal of Philosophy, Stanford, CA
Evaluated, edited and helped select and compile papers for Stanford's undergraduate philosophy journal, The Dualist. Focused on reviewing papers on political philosophy and ethics.

SKILLS

Computer: Proficient in Excel, PowerPoint, and Outlook.
Language: Speaking and writing skills in French

SAMPLE ARTS ADMINISTRATION RESUME

KENYA RIOS

P.O. Box 12345 • Stanford, CA 94309 • 650.123.4567 • student@stanford.edu

EDUCATION:

Stanford University—Stanford, CA 9/XX-present
B.A. in American Studies with Mass Media & Consumer Culture focus, expected 6/XX - GPA: 3.7/4.0

Stanford Bing Overseas Study Program—Paris, France 9/XX-12/XX
Language, literature and theater/cinema courses taken

EXPERIENCE:

Stanford Concert Network—Stanford, CA—*Chief of Staff / Publicity Manager* 4/XX-present

- Liaison between Executive Board and general staff
- Lead meetings and planning of concert events
- Manage print and media relations, marketing and external promotions

Inphanyte Records—Stanford, CA—*Executive Cabinet Member and Recording Artist* 11/XX-present

- Coordinate campus events to promote records and artists
- Write lyrics and work in studio recording and editing

Culture Pub (French television syndicated series)—Paris, France—*Research Intern* 10/XX-12/XX

- Devised new system to catalogue and retrieve film stock
- Performed internet and archive research for upcoming specials

Fender Center for the Performing Arts—Corona, CA—*Programs Development Intern* 6/XX-8/XX

- Selected to be Arts for Youth Fellow by Stanford's Haas Center for Public Service
- Implemented three month marketing plan resulting in increase of center recognition and concert attendance
- Developed and designed music camp program for summer 20XX
- Produced and directed promotional video as part of Capital Expansion Campaign

Student Organizing Committee for the Arts—Stanford, CA—*Selection Team Member* 1/XX-4/XX

- Chose artists and track listings for Stanford Soundtrack, Vol. 3 and developed record image

Stanford Student Enterprises—Stanford, CA—*Account Executive, Advertising* 6/XX-9/XX

- Met and frequently exceeded weekly sales goals; twice chosen as employee of the term
- Designed several advertisements for clients and managed the accounts
- Identified leads and used persuasive communication skills to generate advertising prospects

LEADERSHIP/ACTIVITIES:

Vice President / Philanthropy Chair—Kappa Kappa Gamma Sorority, Stanford University

Production Intern—Stanford Film Society short film: "Sold America"

Course Instructor—Modern French Cinema, Stanford University

Peer Academic Advisor—Stanford University

Volunteer Dance Instructor—Bay Area Boys and Girls Club

Writer—contribute to *Womenspeak* and *Black Arts Quarterly* publications, Stanford University

SKILLS:

Technical: Drupal web design, Photoshop, Illustrator, and InDesign

Language: Proficient in French

SAMPLE RESEARCH RESUME

PATTY SHRUCE

pattys@stanford.edu (555) 555-1115
12124 Jensen Ct., Owings Mills, MD 21117

OBJECTIVE A position in Education Research, utilizing research skills and knowledge of underserved populations

EDUCATION **Stanford University**, Stanford, CA
6/XX **MA Sociology**, GPA 3.8/4.0; **BA Urban Studies with Honors**, GPA 3.9/4.0
Coursework: Advanced Models for Discrete Outcomes, Statistical Analysis in Education: Regression, Data Management Analysis in Social Science
4/XX-6/XX **Bing Stanford in Washington DC Program**

RELEVANT COURSE PAPERS

“School Failure and Juvenile Delinquency”
“High School Dropouts and Making School Relevant”
“Money Matters: A Critique of Evidence Supporting the Privatization of Education”
“Urban Public Policy Memo: Incorporating Teachers into Federal Education Policies”

RESEARCH EXPERIENCE

5/XX-5/XX **Independent Researcher**, Stanford University Senior Honors Thesis, Stanford, CA
• Conducted quantitative analysis of national data set on family income and child cognitive development
• Presented clear and compelling research at Stanford University Research and Public Service Symposium
4/XX-7/XX **Research Assistant**, Urban Institute, Education Policy Center; Housing Policy Center, Washington, DC
• Synthesized array of research on vocational education; wrote research brief for grant submission
• Designed maps from data on subprime mortgage loans and foreclosures for presentation on housing crisis

TEACHING EXPERIENCE

9/XX-12/XX **Hebrew Language/Judaic Studies Teacher**, Palo Alto School for Jewish Education, Palo Alto, CA
• Responsible for 10 to 12 students in grades 2 and 6 including students with learning disabilities
• Challenged students to think critically/openly about Jewish identities, Bible stories, relationship with Israel
9/XX-3/XX **Tutor**, Stanford University Ravenswood Reads Program, Palo Alto, CA
• Prepared lessons, tutored, and mentored second grader in reading, phonics, and vocabulary
• Strengthened ability to connect/engage with low-income, minority students to strengthen academic skills
6/XX-8/XX **First Grade Teacher**, Johns Hopkins University, Center for Summer Learning, Baltimore City, MD
• Flexibility adapted detailed reading and math lesson plans to range of student learning styles and levels
• Enhanced cultural competence through teaching in a poverty-stricken urban area
6/XX-7/XX **Camp Counselor**, Summer Stock Performing Arts Camp, Hunt Valley, MD
4/XX-5/XX **Child Development Intern**, Campfield Early Childhood Learning/Developing Center, Pikesville, MD

LEADERSHIP

8/XX-6/XX **Program Creator/Instructor**, Arab-Jewish Community Center, Jaffa, Israel
• Pioneered program to empower and foster mutual respect/understanding between Jewish and Arab youth
• Developed, choreographed, and taught after-school Hip-Hop Dance Club classes
3/XX-4/XX **Student Ambassador**, Stanford University Alternative Spring Break Program, Sacramento, CA
• Engaged with state policymakers, Superintendent of public schools, and leaders of education non-profits
• Discussed challenge of narrowing achievement gaps with fiscal crisis/reduction of education budget
3/XX-3/XX **President**, Stanford Jewish Student Association, Stanford University, CA
• Spearheaded directional shift to community building: results include revolutionizing image from religious to cultural group, increasing budget seven-fold, expanding and restructuring student board

HONORS/AWARDS

5/XX
• School of Education Award: Best Written Honors Thesis
• Department of Urban Studies Award: Excellence in Honors Thesis Presentation
• Haas Center for Public Service Urban Summer Fellowship

TECHNICAL SKILLS: STATA; R, ArcGIS Mapping Software; PowerPoint

SAMPLE POLICY RESUME

FREDA RACHELLE

freda@stanford.edu
(555) 213-8866
20214 NE 39th Street
Seattle, WA 98074

EDUCATION:

Stanford University, Stanford, CA

MS Earth Systems; emphasis: conservation communication and stakeholder engagement 1/XX – 6/XX

- *Coursework*: Green Research and Writing; Creating Sustainable Development; Promoting Behavior Change; NAFTA and the Environment; World Food Economy; Sustainable Agriculture; Environmental Education.
- GPA – 3.95/4.0

BS Earth Systems with Honors; emphasis: ecology and conservation biology. 9/XX – 6/XX

- *Coursework*: Conservation Biology; Environmental Economics and Policy; Intro to Earth Systems; Ecological Anthropology; Biology and Global Change; Micro-Economics; Soil Science; Galapagos Islands Field Seminar.
- GPA – 3.9/4.0
- *Phi Beta Kappa*; *School of Earth Sciences Dean's Award for Undergraduate Academic Achievement*.

Stanford Alternative Spring Break, Stanford, CA & Washington, D.C. 3/XX

- Course on sustainable development and poverty alleviation; 1-week trip to the capitol to meet with non-governmental organizations, government agencies, and legislative representatives.

Stanford Hopkins Marine Station, Monterey, CA 4/XX – 6/XX

- Coursework: Biostatistics; Independent Research Project on Invasive Marine Mussels.

Stanford Program in Australia, University of Queensland, Brisbane, Australia 9/XX – 12/XX

- Coursework: Coral Reef Ecosystems; Coastal Resource Management; Research on Indigenous Resource Management.

ENVIRONMENTAL/RESEARCH EXPERIENCE:

Environmental Protection Agency Smart Growth, Research Intern, Washington, DC 6/XX – 8/XX

- Researched and compiled smart growth case studies. Updated status of past projects.
- Independent research on affordable housing, green buildings, and smart growth.

Ranomafana National Park, Independent Field Researcher, Madagascar 6/XX – 8/XX

- Conducted six-week research project on lemur eating habits and conservation for honors thesis.
- Independently organized, developed proposals/budget, and received grants for travel & research.

E.N. Huyck Preserve and Biological Research Station, Field Intern, Rensselaerville, NY 6/XX – 8/XX

- Designed and implemented independent research project. Presented results at symposium. Learned field techniques.

Tropical Ecology and Conservation Field Seminar, Veracruz, Mexico 4/XX – 6/XX

- Week of field research in tropical rainforest ecology; 10-week analysis, scientific paper writing, and final presentation.

Cougar Mountain Endangered Species Zoo, Environmental Education Intern, Issaquah, WA 6/XX – 8/XX

- Educated visitors about animals. Created educational literature on endangered species at zoo.

LEADERSHIP:

Stanford University Introduction to Earth Systems, Teaching Assistant, Stanford, CA 9/XX – 12/XX

- Taught weekly discussion section on topics such as biodiversity, ocean circulation, and environmental policy.
- Collaborated with team of eight teaching assistants to design sections and write exams and problem sets.

Stanford University Earth Systems Program, Student Advisor, Stanford, CA 9/XX – 6/XX

- Advised students on planning classes, internships, and jobs. Organized educational and social programs and events.
- Acted as program representative and liaison with faculty advisors of students in major.

Students for a Sustainable Stanford, Stanford, CA 9/XX – 6/XX

- Green Living Council (20XX–20XX). Developed awareness campaigns for sustainable habits.
- Chaired organization of Earth Day events (20XX). Coordinated the dorm environmental representatives (20XX).

Jewish Students Association, Shabbat and Holidays Chair, Stanford, CA 3/XX – 3/XX

ADDITIONAL INFORMATION:

- **Skills**: Proficient in French and familiarity with Spanish; Experience with Microsoft Office and Mac OSX; Basic GIS.
- **Volunteer**: Organic farm in Bologna, Italy (8/XX – 9/XX); involved in planting, harvesting, and attending markets.

SAMPLE SOCIAL IMPACT RESUME

KELLY T. VICTORY

P.O Box 123456 Stanford, CA 94309 655.456.7890 kvictory@stanford.edu

EDUCATION

June 20XX

Stanford University, Stanford, CA

- B.A. American Studies with a concentration in “Urban Society and Social Change.”
- Coursework includes: political science, urban studies, sociology, psychology, calculus, and Spanish

PUBLIC SERVICE EXPERIENCE

9/XX-present

Resident Assistant, Roble Hall, Stanford University, Stanford, CA

- Design and implement programming regarding mental health, academic resources, diversity, and career preparation, with a team of 5 other staff members
- Oversee the wellbeing of 260 residents

9/XX-present

Peer Counselor, Bridge Peer Counseling Center, Stanford, CA

- Counsel students with regard to their personal and academic concerns

3/XX-4/XX

Co-Chair, 3rd Annual Stanford Dance Marathon, Stanford University, Stanford, CA

- Selected to lead organization, planning, and management of philanthropic event
- Directed a team of 60 undergraduates
- Recruited a record 975 participants (up from 300)
- Raised \$215,000+ (previous year raised \$58,000) for Partners In Health
- Developed and maintained relationships with outside sponsors, such as Apple Inc., Kaplan

9/XX-6/XX

Kitchen Manager, Columbae House, Stanford University Stanford, CA

- Completed weekly grocery runs and managed \$150,000 annual budget
- Reviewed daily with chefs in Spanish regarding menu, supplies, and resident feedback
- Managed residents and planned house activities as a member of the staff

9/XX-4/XX

Selection Officer, Volunteers in Latin America, Stanford, CA

- Designed and implemented the recruiting and application process
- Managed all advertisement, interview, and selection activities

6/XX-9/XX

Volunteer, Volunteers in Latin America, Quito, Ecuador

- Supervised 30 children, ages 9-10, daily at a center for street children
- Created lesson plans, organized field trips and workshops

OTHER EXPERIENCE

9/XX-present

Tour Guide, Visitor Information Services, Stanford University, Stanford, CA

- Lead public and private tours of Stanford University campus with emphasis on history, and student life
- Provide customer service at front desk for Undergraduate Admissions and light accounting work

9/XX-present

Member, Stanford Women in Business Mentoring, Stanford, CA

- Learn about the business world through attending various panels and workshops
- Meet monthly with Stanford Graduate School of Business mentor

6/XX-8/XX

Marketing Intern, SearchRev Inc., Palo Alto, CA

- Worked closely with the Director of marketing to help increase brand awareness and drive revenue of this internet marketing start-up
- Oversaw trade-show planning and preparation
- Managed national ad campaigns

9/XX-11/XX

Registration Team Leader, Stanford Alumni Association, Stanford, CA

- Planned registration system as a member of a 60 person team

AWARDS

4/XX

Dean of Students Outstanding Achievement Award

- Awarded annually to students who have significantly enriched the quality of student life on campus

SKILLS

Computer: Mac and PC platforms; Excel; PowerPoint; HTML; JavaScript

Languages: Proficient in Spanish

SAMPLE HEALTH CAREER RESUME

ADRIANA SMITHFIELD

P.O. Box 121212 • Stanford, CA 94309 | xxx-xxx-xxxx • asmithfield12@stanford.edu

EDUCATION

Stanford University, Stanford CA

B.A. Candidate Human Biology | Global Infectious Disease and Women's Health, Class of 20xx 9/xx – Present

Academic interests: Access and utilization of health resources, emerging health technologies, gender disparities in health

Oxford University, Oxford, England 3/xx – 6/xx

Relevant coursework: Tutorial in International Health - studied social determinants of health, global governance, and behavior change

HEALTH EXPERIENCE

Intern at Center for Health Research in Women's and Sex Differences in Medicine | Stanford, CA 6/xx – Present

Research ethical challenges to enrolling women in research studies globally. Organize Global Women's Health Conference and presentation for a conference speaker. Created and designed a course investigating the physical, emotional, and mental effects of sexual abuse through the life course and from multiple perspectives. Identified course topics and drafted course syllabus.

Intern at Stanford Health 4 America | Stanford Prevention Center, School of Medicine, Stanford, CA 6/xx – Present

Assist with the launch of an innovative professional certificate program. Develop admission process, fellow handbook, and memorandum of understanding between Stanford Health 4 America and Community Partners. Create promotional animations while working on marketing strategy and outreach.

Undergraduate Research Assistant | Department of Psychiatry and Behavioral Sciences, Stanford, CA 3/xx – 2/xx

Assisted with the development of a clinical trial investigating use of a novel drug in children with autism. Awarded a \$6,000 Bio-X Undergraduate Summer Research Grant from Stanford University, culminating in a presentation at Bio-X symposium. Presented research at the Symposia for Undergraduate Research and Public Service (SURPS).

Southeast Asian Leadership Network (SEALNet) Project Philippines | Cebu City, Philippines 8/xx

Collaborated on a high blood pressure awareness and prevention campaign. Conducted blood pressure screenings within local village and created health fairs for children and adults. Organized and taught leadership workshops addressing team building, public speaking, goal setting, and professional career skills to students. Created a healthy lifestyle guide and leadership handbook for students.

LEADERSHIP

Conference Coordinator, Southeast Asia Conference | Stanford, CA 11/xx – 3/xx

Pioneered inaugural Southeast Asia (SEA) Change Conference seeking to spark a dialogue about Southeast Asia and its place in the world. SEA Change aims to address SEA adapting to a shifting global environment, preserving culture and society, and challenges for development. Recruited keynote speakers, scheduled day of events, secured venue, and assisted with marketing and publicity.

SPLASH Underserved Student Recruiter and Teacher | Stanford, CA 4/xx – 11/xx

Communicated with primary contacts at various low-income high schools in the bay area to draw hundreds of students to attend Fall SPLASH 2012. Assisted in the logistical planning as a member of the administration team. Taught classes on the biology and historical context of lactose intolerance to students attending Spring SPLASH 20XX

ThinkMath Instructor, Trainer, and Assistant Team Lead | Stanford, CA 9/xx – 1/xx

Taught elementary school students from a Singaporean math curriculum. Led training sessions for new ThinkMath instructors about lesson planning and teaching techniques. Organized placement results for students and communicated with parents on site.

SKILLS/ADDITIONAL INFORMATION

Languages: German (proficient); Spanish (conversational)

Computer Skills: MS Office Suite, Macromedia Suite, DreamWeaver, PhotoShop

Other: Alpha Kappa Delta Phi Sorority Vice President of Community Service & Philanthropy, Multicultural Greek Council Representative & Recruitment Chair, Data Intern at Center for Interdisciplinary Brain Science Research, Stanford Immersion in Medicine Physician Shadowing Program

SAMPLE SCIENCE RESUME

STEPHEN OLSTED

P.O. Box 88888 • Stanford, CA 94309 • 415-121-3434 • solsted88@stanford.edu

EDUCATION

Stanford University, Stanford, CA | Class of 20xx

Pursuing B.A. in **Biology** and a minor in Mathematics | GPA 3.82 / 4.00

Relevant Coursework: Theory of Probability, Computer Science, Demography, Environmental and Health Policy Analysis, Biomedical Ethics, Modeling Infectious Diseases

RESEARCH EXPERIENCE

Health Policy Intern, *The World Bank*, DC 09/xxxx – present

- Research and write global pharmaceutical policy articles for publication
- Assess challenges of adhering to international standards when conducting clinical trials in developing countries

Research Assistant, *Demography, Economics and Health of Aging*, Stanford, CA 06/xxxx – 12/xxxx

- Analyze recent convergence of male and female life expectancy in the U.S.
- Parse large data sets and model trends by age, sex, and cause of death with the statistical computer language of R
- Discovered critical sex disparities in younger age groups not in previous literature.
- Continuing toward honors thesis

Research Assistant, *Lab of Culture and Emotion*, Stanford, CA 01/xxxx – 06/xxxx

- Recruited, scheduled, and ran hundreds of participants in multiple studies of ideal affect.
- Organized materials, coordinated with other research assistants, and met strict deadlines.
- Usage of SPSS statistical software and Excel.
- Synthesized literature review.

HEALTH/LEADERSHIP EXPERIENCE

Co-President, *FACE AIDS Chapter*, Stanford, CA 09/xxxx – 12/xxxx

- Marketed and directed multiple HIV education events, taught in high school outreach, facilitated HIV research seminars with faculty, organized 500+-person campus speaker event with Paul Farmer, and led multiple fundraising events.
- Managed organization webpage faceaids.wix.com/Stanford

Peer Counselor, *HIV*PACT* and *The Bridge*, Stanford, CA 01/xxxx – 06/xxxx

- *HIV*PACT*: Provided anonymous, confidential HIV testing, counseling, and personalized health education to undergraduate and graduate students
- *The Bridge*: Counseled on a range of topics from emergency crisis, academic, relationship, social, to other mental health issues via phone and in-person conversation

Fundraiser/Advocate/Spokesperson, *National AIDS Awareness Event* 06/xxxx – 08/xxxx

- Biked 4,000 miles in 67 days from San Francisco to Boston to fundraise and educate thousands of people about the complexities of the HIV/AIDS pandemic
- Planned, led, and spoke at multiple broadcast/media engagements, youth group presentations, and fundraising events
- Located, coordinated, and delegated housing each night for 18 riders. Personally raised \$11,500 of the total \$85,000 as a group

ADDITIONAL INFORMATION

Computer/Technical: R, Java, Microsoft Word, Excel, and PowerPoint, SPSS

Honors: Levison Fellow 20xx, Stanford leadership and service program through a Jewish lens

Interests: Technology Education Connecting Cultures (Stanford, 09/20xx – 06/20xx)

SAMPLE INTERNATIONAL AFFAIRS RESUME

JOSHUA XAVIER

P.O. Box 90484, Stanford, CA 94309

jxavier@stanford.edu

650.555.3999

EDUCATION

Stanford University, Stanford, CA

9/XX - 6/XX

B.A. International Relations, with Honors. Minor: Languages. GPA 3.5/4.0

Stanford at Sea, Stanford Hopkins Marine Station, Monterey Bay, CA

4/XX - 6/XX

Stanford in Paris Program, Paris, France

9/XX - 3/XX

RESEARCH/ANALYTICAL EXPERIENCE

Honors Thesis Research, Baja California, México, and Stanford, CA

6/XX - present

Assess sustainability vs. development issues in energy production, salt production, and tourism. Compile model on effective strategies in large-scale development proposal and opposition.

Researcher, Médecins Sans Frontières, France, Conakry, Republic of Guinea, and Stanford, CA

1/XX - present

Evaluate decision-making and donor/recipient country relations in emergency relief organization. Coordinate fieldwork independently.

Researcher, Stanford/NSF Biocomplexity Project, Baja California Sur, México, and Stanford, CA

6/XX - present

Design research surveys for Mexico's most productive fishing cooperatives. Collaborate with scientists and fishermen to refine interview process for future research.

Researcher, Stanford Hopkins Marine Station, Republic of Kiritbati, Palmyra Atoll, Monterey Bay, CA

4/XX - 6/XX

Monitored trophic cascades in reef ecosystems. Identified and size-estimated 25 different species of herbivorous fish. Surveyed over 3,000 square meters of reef from different islands with varying fishing gradients.

Researcher, Stanford Affordable Hearing Project, Stanford, CA

4/XX - 6/XX

Calculated need of hearing aid devices for low-income population in Bay Area. Conducted empathy work and identified gaps in Medicare and Medicaid. Generated business plan presentation to donors.

LEADERSHIP/TEAMWORK EXPERIENCE

Residential Assistant, Yost House (Dorm), Stanford CA

9/XX - present

Manage staff of seven in 60-student dormitory. Plan events aimed at promoting Spanish and Portuguese language and culture.

Tutor, Center for Teaching and Learning, Stanford, CA

9/XX - present

Counsel peers in Spanish Literature and Composition courses and French language.

Policy Assistant, International Chamber of Commerce, Paris, France

1/XX - 3/XX

Assembled data retention agency database and telecom liberalization policy paper. Prepared VoIP technology memorandum in French. Liaison for Latin American National Committees and Paris Secretariat.

Payson-Treat Cross-Cultural Fellow, Volunteers in Asia, Stanford, CA

11/XX - 9/XX

Developed 2 week series of events on American Culture for visiting Japanese students. Traveled to Asia on cultural exchange.

Museum Intern, Museum and Grounds Department, The Getty Center, Los Angeles, CA

6/XX - 8/XX

Supported logistics operations.

Tour Guide, Stanford Visitor Information Services, Stanford, CA

9/XX - 6/XX

Led public and private tours through Stanford University campus with emphasis on history, traditions and student life.

Interpreter/Volunteer, Genesis Expeditions, Ensenada, México

6/XX - 6/XX

Mediated relations between non-profit directors, orphanage officials, and construction managers.

OTHER ACTIVITIES

Bass, Stanford Symphonic Chorus

9/XX - present

Athlete, Stanford Canoe and Kayak Team. Medaled in USACK Collegiate Nationals, Atlanta, GA (5/XX)

12/XX - present

SKILLS

Languages: Native Spanish speaker. Fluent in English, French. Conversational Portuguese.

Technical: HTML and JavaScript, MS Office, working knowledge of PhotoShop.

Interests: Extensive travel in Mexico, Asia, Europe and South America. Rock climber, scuba diver (NAUI certified)

SAMPLE INTERNATIONAL STUDENT RESUME

GUI-PING (GWEN) ZHOU

659 Escondido Road, Apt. 16E • Stanford CA 94305 • (650) 555-5555 • istudent@stanford.edu

OBJECTIVE

To obtain a position as Product Manager or New Product Strategist in the solar industry.

EDUCATION

9/XX-6/XX

Stanford University, Stanford, CA

- M.S. Management Science and Engineering
- Coursework: Strategies in Innovation, New Product Introduction, Technology and Society; Strategic Marketing
- GPA: 3.6/4.0

8/XX-5/XX

Swiss Federal Institute of Technology (ETH), Zurich, Switzerland

License (M.S. degree), with Honors, Materials Science and Engineering

- Coursework: Nanofabrication, Semiconductor Devices, MEMS, Renewable Energy
- GPA: 9.2/10

EXPERIENCE

6/XX-8/XX

Technology Intern, National Solar Technology Institute, Beijing, China

- Translated honors thesis from French to Mandarin.
- Expanded assessment of technologies to include installation and operating costs specific to China and to meet varied forecasts of China's expanding energy needs.
- Co-authored report and executive summary for Ministry of Energy officials.

8/XX-5/XX

Independent Researcher (Honors Thesis), Swiss Federal Institute of Technology, Zurich, Switzerland

- Conducted extensive literature review to assess competing solar energy technologies.
- Estimated and compared projected efficiency limits and cost per generated kilowatt-hour of photovoltaic and solar-thermal configurations.

6/XX-8/XX

(summers)

Research Assistant, Swiss Federal Institute of Technology (ETH), Zurich, Switzerland

- Characterized electrical and optical properties of amorphous and polycrystalline silicon photovoltaic devices.
- Automated test apparatus, reducing data collection time from 2 hours to 20 minutes.
- Assisted fabrication of photovoltaic devices with 50-nm dimensions in a Class 10 nano-fabrication facility.
- Became familiar with ion beam deposition and directional etching.
- Helped empirically identify and document process parameters for depositing a new type of passivation layer.

LEADERSHIP

8/XX-5/XX

Founder/President, Chinese Students Association, Swiss Federal Institute of Technology (ETH), Zurich, Switzerland

- Founded organization to support Chinese students and to promote cultural awareness.
- Surveyed students and university officials to assess the need for and to clarify the club's mission.
- Persuaded Dean of Student Life to allocate seed funding to launch the club.

ADDITIONAL INFORMATION

- **Languages:** fluent in English (TOEFL 273/300) and French; native speaker of Mandarin; basic skills in German
- **Computer:** Excel, Access, Stata 5.0
- **Travel:** Europe, Asia, Central and North America
- **Interests:** Skiing, mountain biking, playing piano, listening to jazz

SAMPLE ENVIRONMENTAL RESUME

CINDY WU

cindywu09@gmail.com • (949) XXX-XXX

Present Address
XX Campus Drive, Apt 3102B
Stanford, CA 94305

Permanent Address
XX Street
Town, CA 92XXX

EDUCATION

Stanford University Sept 20XX – Dec 20XX
• M.S. Environmental Engineering and Science - GPA: 3.8/40

University of California, Los Angeles Sept 20XX – June 20XX
• B.S. Civil and Environmental Engineering - GPA: 3.6/4.0

RELEVANT COURSE PROJECTS

Hydrologic Modeling Apr 20XX – June 20XX
• Created a preliminary design for a pump and treat remediation system in MODFLOW and MT3DMS for a contaminated groundwater aquifer.

Design of Water Treatment Plants Jan 20XX – Mar 20XX
• Developed a plan for a water treatment plant, taking into account effective unit operations, plant hydraulics, process control, and water quality regulations.

Introduction to Water Resources Engineering Jan 20XX – Mar 20XX
• Designed a water distribution system in EPANET, utilizing concepts in hydraulics and system analysis.

EXPERIENCE

Co.X, Remediation Intern June 20XX – Dec 20XX
• Assisted the Environment and Nuclear group on numerous remediation projects in the Bay Area.
• Performed soil vapor and groundwater sampling at monitoring wells at various sites.
• Contributed to technical memorandums and reports.
• Obtained 40-hour HAZWOPER certification.

UCLA Civil and Environmental Engineering Department, Research Assistant Oct 20XX – June 20XX
• Assisted with research that observed the phenomenon of competing ions that influenced the sorption of arsenic on soil particles.
• Learned how to use Graphite Furnace Atomic Absorption Spectrometry that measured the concentration of free atoms of arsenic in contaminated soil samples.
• Assisted with experiments that grew microbial species collected from air samples.

Soil Water Air Protection Enterprise, Research Intern Apr 20XX – Sept 20XX
• Conducted research and wrote reports to scientifically prove or disprove claims made in environmental lawsuits throughout the country.
• Reviewed the depositions of defense experts to isolate scientifically inaccurate statements.
• Utilized online mapping tools to depict community areas affected by certain air pollutants.

ACTIVITIES

Chi Epsilon Civil Engineering Honor Society, Member Sept 20XX – June 20XX
Engineers Without Borders – USA, Southern California Representative June 20XX – May 20XX
Engineers Without Borders – UCLA Chapter, Secretary Sept 20XX – June 20XX

PUBLICATION

Chen, J.A., A.R. Zapata, A.J. Sutherland, D.R. Molmen, B.S. Chow, and C.R. Wu et al., 20XX. Sulfur dioxide and volatile organic compound exposure to a community in Texas City, Texas evaluated using AERMOD and empirical monitoring data. Am. J. Environ. Sci., 8: 622-632

SKILLS

Languages: Spanish (speaking proficiency)

Application Software: MATLAB, COMSOL Multiphysics, Biowin 4.0, EPANET, MODFLOW, MT3DMS, ArcGIS

SAMPLE UNDERGRADUATE ENGINEERING RESUME

JULIA ENG-BACHELOR

563 Salvatierra Walk • Stanford, CA 94305 • (650) 723-0000 • SUIId@stanford.edu

OBJECTIVE

To obtain a hands-on position developing and optimizing robots and automated production systems

EDUCATION

Stanford University, Stanford, CA - B.S. in Mechanical Engineering expected 20xx
Major GPA: 3.7/4.0 Cumulative GPA: 3.5/4.0

Stanford in Berlin, Germany – studied German language, history and culture 4/xx - 6/xx

RELEVANT COURSEWORK

Robotics	Mechatronics	Control Systems
Machine Vision	Product Design	Machines and Society

COURSE PROJECTS

Integrated Compliant Arm-Wrist Robot 4/xx - 6/xx

- Worked on a team to simulate and program an existing robot with 6 degrees of freedom
- Empirically determined the acceptable gripping pressures for objects of differing shape, weight, and surface texture
- Successfully trained robot to pick up and manipulate a delicate wineglass without damaging it

Throw & Catch Robots 1/xx - 3/xx

- Trained twin robots to repeatedly throw and catch a tennis ball
- Worked on a three-person team to simulate and develop the motion and control algorithms
- Led the team in rendering and fine-tuning the algorithms into C++

EXPERIENCE

Engineering Intern, Siemens AG, Munich, Germany 6/xx - 9/xx

- Provided drafting and engineering support at a plant manufacturing drives and motors
- Updated and maintained electro-mechanical drawings and documentation
- Adhered to best-practice protocols for document control
- Observed factory operations employing precision robots and machine vision

ACTIVITIES

Social Chair, Sigma Delta Tau Sorority 20xx - present

- Led committee that planned and organized monthly events for all 50 women in the house
- Organized a successful benefit dinner that exceeded fundraising goal (>\$5000)

Tour Guide, Stanford University 20xx - present

- Polished public speaking skills while conducting three campus tours per week

SKILLS

Design:	SolidWorks
Programming:	Matlab, C/C++, Java, HTML
Fabrication:	CNC mill, lathe, brazing
Languages:	German (conversational)

PROFESSIONAL AFFILIATIONS

American Society of Mechanical Engineers • Tau Beta Pi Engineering Honor Society
• Society of Women Engineers

SAMPLE GRADUATE STUDENT RESUME

JOHN DOE

• johndoe@stanford.edu • (650) 485 - XXXX • linkedin.com/XXXXXXXX • Stanford, CA - 94305

EDUCATION

Stanford University, CA (Sept 20XX – Present)

- MS in Management Science and Engineering to be conferred June 20XX
- GPA: 3.94/4.0

Name of University, State (July 20XX – July 20XX)

- BS in Software Engineering
- Five year program (including two six-month co-ops) focused on breadth in Computer Science and depth in Software Engineering

EXPERIENCE

Program Manager Intern, Name of Company (June 20XX – Sept 20XX)

IPTV Platform provider, previously a part of the Name of team, recently acquired by Name of Company

- Developed a vision for, designed, and managed the execution of 'Design Mode' – an extension to the company's video content delivery web application. The extension allows operators to customize and extend the application.
- Resulting product showcased at IBC, the leading industry tradeshow, to drive interest in new platform.

Lead Research Assistant, Name of Department, Stanford University (Sept 20XX – Present)

- Analyzed latest technology developments and industry trends for a global IT giant (annual revenues of \$30B), to help develop their growth strategy for systems integration and related services.
- Primary outcomes of project – description of outcomes.

Senior Software Engineer, Name of Company (Dec 20XX – Aug 20XX)

- Developed a new product 'Name of Product' into revenue-earner (\$5M+ over 18 months) with lower incident rates than comparable products.
- Expanded in less than a year to include two additional products.
- Architected a solution for the company's largest client (Name of Company) that enabled use of the existing product instead of hand-coding, resulting in additional sales and project completion shortened by three months.
- Recognized by the customer support team for leading critical escalations with large clients like Name of Company and Name of Company.
- Evolved role to become owner and primary point of contact for product; acted as technical lead for two engineers.

Program Manager Intern, Name of Company (June 20XX – Dec 20XX)

- Defined and architected a system to measure relevance of contextual ads.
- Created the metrics used to measure ad quality. Resulting system used for improving the key algorithms of the ad engine.
- Discovered a credit-card fraud that was causing loss of revenue from millions of impressions.

ACTIVITIES

Board Member, Name of Organization, Stanford University

- Initiated new program 'Name of Program' with six events, each attended by 80+ students.
- Program received funding from two Stanford bodies for future iterations.

Name of Group, Stanford University

- Built an active student community around Name of Group.
- Organized talks by speakers from companies including Name of Company and Name of Company.

Student Representative, Name of Organization (20XX – Present)

- Goal for the year is to decrease the time spent by students in securing jobs and internships.

SKILLS

- **Technical:** C, C++, Java (EE), Ruby (on Rails), JavaScript (including node.js), Python
- **Marketing:** Helped a startup raise \$300K in crowd-funding by developing marketing collateral and gamification plans
- **Design Thinking:** Gained experience in user empathy, need-finding and behavior design through six Stanford d.School courses

SAMPLE ELECTRONIC RESUME

AUDREY CRENSHAW

P.O. Box 12345
Stanford, CA 94309
650.497.1234
student@stanford.edu

OBJECTIVE

Summer intern position focusing on software development

EDUCATION

Stanford University, Stanford, CA
* Bachelor of Science, Computer Science, expected June 20XX
* Coursework: Java, C, LISP, programming paradigms and algorithms, databases, and artificial intelligence

COMPUTER SKILLS

C, Java, LISP, Perl, VisualBASIC, Oracle, PL/SQL, ODL/OQL, XML, SQL/CLI, PSM, UNIX, Linux, HTML Web page design, Flash, Photoshop, Illustrator, Acrobat

EXPERIENCE

BEAM Career Education, Stanford University, Stanford CA
Computer Technician/Programmer, 10/20XX-present
* Set up and maintain JSP server for connectivity to databases
* Help design and maintain center website

Adobe Systems, Adobe Solutions Network, San Jose, CA
Database Intern, 6/20XX-9/20XX
* Set up and maintained web pages for connectivity to databases
* Redesigned and maintained related databases with team of two engineers

City of Orange, Orange, CA
Civil Engineering Intern, Summers 20XX-20XX
* Assisted with organizing road design plans

HONORS/AWARDS

* Bausch and Lomb Achievement Award
* National Society of Women Engineers Award

VOLUNTEER EXPERIENCE

* Youth Science Center, Teacher's Aide
* Campaign for Congress, Volunteer
* Campaign for City Council, Volunteer

ACTIVITIES and INTERESTS

* Society of Women Engineers
* Illustration, Writing Poetry

Emailing Resumes

- Don't forget to include a cover letter in the body of the email.
- When emailing resume files, name them so the employer can easily identify it as your resume. Last name, followed by first name and the word "resume" is most helpful.

Resume Databases

- Companies sometimes use applicant tracking systems and resume databases. Resumes are searched for keywords, which indicate skills, education and knowledge areas the employer is seeking.
- Every occupation and career field has its own jargon, acronyms and buzz-words—these are helpful keywords to use. In addition, if you are responding to a specific job listing, integrate words from the listing into your resume and cover letter.

SAMPLE REFERENCE LIST

REFERENCES FOR JOHN AVILA

Dr. Jan Smith
Department of Biological Sciences
Stanford University
Stanford, CA 94305
650-555-3218
jans@stanford.edu
Relationship: professor

Mr. Jerome Titan
Senior Scientist
Genentech
1204 Lloyd St.
South San Francisco, CA 94080
650-555-2222
jtitan@genentech.com
Relationship: past internship supervisor

Ms. Vanessa James
Store Manager
The Gap
1999 Main St.
San Francisco, CA 94105
415-555-3333
Vanessa@thegap.com
Relationship: past supervisor

- *References should be listed on a separate document, not on your resume.*
- *Typically, references are requested at the point you are considered a finalist for the position.*
- *It is important to contact your references prior to submitting their names to potential employers.*

COVER LETTERS

The cover letter provides you with an opportunity to introduce yourself and state your objective, and highlight information that addresses the needs and interests of the employer. Bear in mind that letters you write not only convey your interest and qualifications, but also give the employer an opportunity to observe your attentiveness to detail, spelling, grammar, and the overall quality of your written communication. *Flaws in your letters will often be interpreted as flaws in your qualifications.*

Address

City, ST Zip Code
Date

Name
Title
Company/Organization Name
Address
City, ST Zip Code

Dear Mr./Ms. Last Name:

Opening Paragraph:

What is your intent in writing this letter? What position are you applying for and how did you learn about it?

Briefly introduce yourself, your major, and the degree anticipated. If you are aware of a specific opening, refer to it. If you are not aware of a specific position, state your area of interest. This paragraph can also be used to refer to the individual who recommended that you contact the organization, or other factors that prompted you to write. If possible, convey why you are interested in the organization and anything you know about their product or service.

Second Paragraph:

What are your qualifications? Why do you want to work for this organization? What would you enjoy doing for them? Sell yourself and be brief. Whet the employer's appetite so that he/she will want to read your resume and schedule an interview.

Describe highlights from your background that would be of greatest interest to the organization. Focus on skills, activities, accomplishments, and past experience you can contribute to the organization and its work. If possible, demonstrate that you know something about the organization and industry/field. Use action verbs that describe relevant skills and expertise you can contribute. Mention specific knowledge you may have such as computer applications, foreign languages, lab techniques, writing and editing capabilities. You are attempting to create a match or "notion of fit" between the employer's hiring needs and your interests, experience, and skills.

Third Paragraph:

What is your plan of action? Do you want to follow up with a phone call or do you want them to contact you?

Close your letter by stating that you would like to discuss employment opportunities or other information with the individual and that you will call to follow up on your letter. This demonstrates your initiative and follow-through and will help you maintain some control of your efforts.

Other points that can be made in the last paragraph:

- Express your willingness to provide additional information
- State a specific time when you will follow up by phone or email
- Let them know if and when you are going to visit their area
- Thank the person receiving your letter for their time and interest

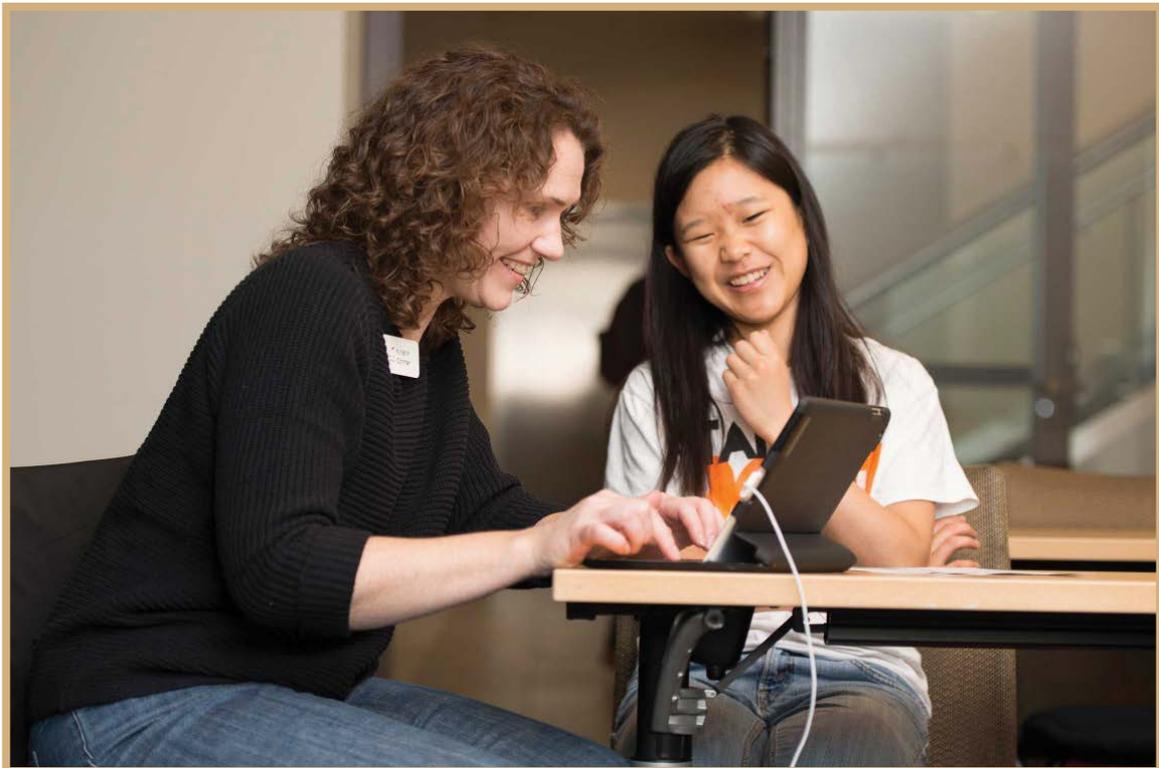
Most importantly, remember to address the cover letter to a person. If you do not have a name, call the department or human resources to find out to whom your letter should be addressed. As a last resort, address your letter to the personnel manager, hiring manager, or recruiting representative.

Sincerely,
Your First Name and Last Name

- Resumes are only as good as the letter accompanying them. So make sure that you spend some time on your letter and direct it to the appropriate person.
- What you write and how you write it tells potential employers a great deal about your professionalism, competence, and personality.
- In a job search aimed at business and professional circles, proper procedures and communication etiquette are important.
- A cover letter should entice an employer to want to take action on your resume. It should persuade the employer to invite you for a job interview.

TIPS FOR CREATING AN EFFECTIVE COVER LETTER

- Collect your thoughts. Your ideas may not come out logically or sequentially, but write them down. Don't judge and evaluate, simply collect them.
 - Spend time on your letter. As the adage goes, "With part-time effort, you get part-time results."
 - Write a draft, let it cool off overnight, and then rewrite if necessary.
 - Use a strong close, e.g., "After you have had an opportunity to review this letter, I will call you..." Avoid weak endings such as "I look forward to your reply" or "Please call me at your earliest convenience."
 - Limit your letter to one page; a letter is an opportunity to sell, so say something about you, while also focusing on the needs of the employer. Write the way you talk. It should be well-worded, concise, and controlled in the use of the pronoun "I".
 - While a general cover letter can be used, best results come from personalizing each letter to fit the specific circumstances, position, or organization.
 - Ask for opinions, advice, and feedback from friends, a career coach, or someone in the profession. Check spelling and grammar.
- Avoid cluttered desktop publishing. Business letters should look conservative. If you want to be creative, do so in your choice of words. It should be aesthetically appealing with careful attention to spacing and format. Use letter-quality printer paper or high-quality bond paper. Stick with white, ivory, or off-white.
 - Remember to sign it personally and include your telephone number and email address.
 - Don't use someone else's letter. If you are using the same letter for several companies, remember to change the name in the body of your letter.
 - Devise a system to keep track of the follow-up steps you will take and the responses you receive.
 - Follow up, follow up. People will call you, but you'll improve your odds dramatically if you follow up your letters with a phone call.
 - Don't mark letters "personal and confidential" unless there is a solid reason why a secretary or an administrative assistant can't open them. If your letter is persuasive enough, it will get through.



TYPES OF COVER LETTERS

SAMPLE #1 - Letter of Application in Response to a Job Listing (This letter accompanies a completed application form or may be used to respond to a specific job listing that requests a letter and resume, and possibly other documentation.)

P.O. Box 000033
Stanford, CA 94000

October 19, 20XX

Ms. Marian Armstone
Human Resources Manager
Random Company Consulting
9999 Oak Street
Palo Alto, CA 90003

Dear Ms. Armstone:

This letter and the attached resume serve as my application for the Associate position at Random Company Consulting. After speaking with Jo Kimmer at Stanford's Career Fair on October 9, I believe my skills, academic training, and work experience are a good fit for this position.

I will complete a Master of Science degree in Mechanical Engineering in June 20XX. I have developed strong analytical and quantitative skills through coursework in technical, computer science, and economics courses. In addition, my hands-on experience in various internships and student leadership positions supports my qualifications as an Associate.

As an intern at General Motors this past summer, I developed analytical skills by taking measurements on a development vehicle identifying design problems, offering solutions for improvement, and making recommendations in a written report. I was awarded a General Motors scholarship for my exceptional contributions as a member of the S-10 Crew Cab launch team.

At Stanford, I demonstrated leadership ability by serving as the elected president for a service organization with over one hundred active members. In this effort, I honed my ability to make good decisions, plan and organize my time, work well on a team, and have developed sound interpersonal, oral, and written communications skills. Finally, I bring an entrepreneurial spirit and creativity to this position, as evidenced by my experience designing, patenting, and marketing my own product.

I would enjoy speaking with you further to discuss, in detail, how I am a match for the Associate position. I will follow up in two weeks to see if there is additional information you would like me to provide or answer questions you may have (another option: I am eager to apply my energy, experience, and enthusiasm to the work of Random Company Consulting and look forward to hearing from you soon.).

Sincerely,

John Duncan

John Duncan

SAMPLE #2 - Letter of Application in Response to an Internship Listing

Andrea Abre

12345 First Street | Palo Alto, CA 94305 | 650.555.1234 | andreaabre@stanford.edu

Jonson Inc.
123 Fifth Avenue
New York, NY 10019

Dear Hiring Manager:

I am writing to apply for your Summer Intern position posted on JonsonInc.com. I have experience in fashion journalism through my work with the online magazine *One Line to You* and have a background in event planning through my work as a Marketing Intern this past summer. Currently, I am a junior at Stanford University studying Communication and International Relations and I plan to pursue a career in fashion upon graduation. Jonson would be a great springboard in achieving that goal.

My passion for fashion and art comes from my grandmother who was a fabric designer in New York during the 1940s and 50s. From her, I learned a great deal about color and design. Since the age of 10, I have been consumed by the industry and have studied *Vogue*, *Harper's Bazaar* and *Elle* magazines. In addition, I analyze and examine the work of designers and follow fashion critics like Suzy Menkes. After beginning to write for the online magazine, *One Line to You*, I had the opportunity to parlay my depth of knowledge into written pieces about various aspects of the fashion world. My expression through this medium also allowed me to further my education of the industry.

I believe the marketing internship at the San Francisco Symphony best prepared me for the responsibilities of an intern at Jonson. In this position I was trusted with a great deal of responsibility. I wrote newsletters, researched artists to compile performance programs, helped with event planning, ran errands, composed press releases and edited and proof-read written material. Through these tasks I learned the importance of being thorough while working in a fast-paced environment. My attention to detail and organization allowed me to thrive in this context and they will do the same at Jonson.

After reviewing Jonson's spring ready-to-wear collection, I feel it would be amazing to work toward the new creative director Heather London's vision. It must be a very exciting time for the Jonson label.

I look forward to hearing from you in the near future and am available for an interview at your convenience. Please contact me with any questions you may have. Thank you for your time and consideration.

Sincerely,

Andrea Abre

Andrea Abre

SAMPLE #3 - Letter Accompanying a Resume for an On-Campus Interview (While not always required, resumes submitted for campus interviews are often accompanied by cover letters. This letter provides you with an opportunity to demonstrate your knowledge of the organization, indicates why you are interested in the position, and highlights your background and experience as it applies to the position.)

2468 College Avenue
Palo Alto, CA 94306

January 10, 20XX

Mr. John Boulton (or if name is not known, "Recruiting Staff")
Director, Technical Administration
Hillview Laboratories
22244 Stevens Creek Blvd.
San Jose, CA 94000

Dear Mr. Boulton:

I appreciate the opportunity to meet with you this coming Thursday to discuss employment opportunities at Hillview Laboratories and to expand on my qualifications for the (title of position). I reviewed your website and spoke with Janet Morris, who works at Hillview. Her comments have given me a clearer idea of your R & D efforts and the work with which I might be involved. In particular, I am impressed by your state-of-the-art laboratories and how Hillview has effectively integrated a participatory management style in its total operation.

As my resume reflects, I have previous research experience in the area of... where I... (explain what you did). You will note my graduate work also directly relates to the type of work currently being done at Hillview (or highlight previous summer experience, coursework, thesis topic, or special skills that may be relevant to this employer. DO highlight or expand on a relevant entry from your resume, but DO NOT simply repeat what is already on your resume.).

Thank you for your interest in my application and your willingness to come to Stanford University for interviews. I look forward to meeting you and discussing how my background and experience can contribute to your work.

Sincerely,

Jason E. Jefferson

Jason E. Jefferson

SAMPLE #4 - Letter as the Result of a Phone Conversation

P.O. Box 11335
Stanford, CA 94309

February 2, 20XX

Mr. Scott Campbell, Managing Editor
Corpus Christi Caller-Times
P.O. Box 9136
Corpus Christi, TX 78469-9136

Dear Mr. Campbell:

As a result of our phone conversation on January 31, I am sending you my resume as you requested. I have also taken the liberty of attaching a sample of my writing. I was encouraged to contact you after speaking with my high school journalism teacher, Mr. Bill Jenkins, who has ties with Ms. Sally Smith of your organization. As I mentioned in our discussion, I am currently a student at Stanford University and am very interested in journalism, advertising, and graphic design. I am seeking an opportunity to develop and utilize my skills and qualifications in a paid summer internship, doing whatever work possible. Growing up in Corpus Christi, the *Caller-Times* has always been part of my life. Now that I am older I have come to respect it as a professional service vital to our community, and am now eager to enlist and gain insight into the career I dream of holding.

My passion for journalism has only grown with time. As a Managing Editor of *Hoofbeat*, my high school's national award-winning newspaper, I collaborated with fellow editors and managed a staff of nearly 30 younger writers as part of the overall process of overseeing production of the newspaper from conception to publication. As my resume indicates, I have demonstrated strong leadership and undergone extensive training through active participation in academic and professional organizations. In my effort to fully develop these important skills, I will continue to serve as a Layout Designer for *The Stanford Scientific*, the only full-color publication on campus for the duration of this academic year. I hope to gain the position of Head of Production in the years ahead.

In addition to my experience in journalism, my instruction includes coursework in statistics, psychology, and persuasive writing, and experience fielding phone calls and collecting data. My education has honed the writing, planning, organization, and presentation skills that I believe are essential to working in communications.

I am excited about the many aspects of the journalism world and welcome the prospect of discussing opportunities to explore them in your company. I will follow up in a week to answer questions you may have or provide additional information. In the meantime, should you have questions, I can be reached at 650-555-5555 or sjohnson@stanford.edu.

Thank you for your time and I look forward to hearing from you soon.

Sincerely,

Sarah Johnson

Sarah Johnson

SAMPLE #5 - Unsolicited or Broadcast Letter (Mailing unsolicited letters is another way to tap into the hidden job market. While the “letter campaign” is not the most effective strategy for every job seeker, unsolicited letters may work well for applicants with unique expertise in a given area or special technical skills, or for those who wish to work for small organizations in a specific capacity.)

P.O. Box 22445
Stanford, CA 94309

August 7, 20XX

Dr. John Allen, Associate Director
INT Consulting Company
12396 Park Blvd.
Los Angeles, CA 93032

Dear Dr. Allen:

Currently I am a student at Stanford University pursuing a BA degree in economics. I am very interested in business-related careers and am seeking opportunities to develop and utilize my skills and qualifications. I have researched your company and believe that your commitment to excellence and service is in alignment with my career goals and beliefs.

In addition to economics, my academic training includes extensive coursework in the sciences where I’ve developed very strong analytical, quantitative, and technical skills. Through my research, I have cultivated strong planning, organization, and presentation skills that I believe will be an asset in a business environment.

As an Investment Banker Summer Intern at Morgan Stanley, I collaborated with brokers to market online investing and consulted with prospective clients. As my resume indicates, I have demonstrated strong leadership and decision-making skills through active participation in campus organizations. In my effort to continue to develop these important skills, I will serve as a Head Academic Advisor this coming year, teaming with resident assistants and faculty members to plan educational and social programs for freshmen to help them plan their academics and adjust to campus life.

I am excited about the many facets of the business world and welcome the opportunity to discuss opportunities to explore in your company. I will follow up in a week to answer questions you may have or provide additional information. In the meantime, should you have questions, I can be reached at 650-555-0000 or mjohanson@stanford.edu.

Thank you for your time and I look forward to hearing from you soon.

Sincerely,

Maria Johnson

Maria Johnson

SAMPLE #6 - Approach Letter or Networking Letter (Approach letters request information about an organization or industry. They are generally sent to specific contacts you may have obtained from a friend, the Stanford Alumni Network, a career fair representative or faculty member. Depending on your purpose, you may or may not want to send a resume with this type of letter.

P.O. Box 12345
Stanford, CA 94309
650-999-1212

February 10, 20XX

Ms. Laura Valencia
Manager
Creative Services Department
Putnam, Blair and Associates
12 Front Street
San Francisco, CA 94108

Dear Ms. Valencia:

This June, I will graduate with a B.A. degree in English from Stanford University. I have a strong interest in advertising and will soon seek a position as a Junior or Assistant Copywriter. Robert Blum encouraged me to contact you, suggesting that you might be willing to meet with me and provide an insider's view of how I can best identify employment opportunities in this field.

It may be helpful for you to know that I completed a summer internship in the Marketing Department of a small high-tech company and have worked as the Advertising Manager at the *Stanford Daily*. I believe that both experiences are relevant to future work in advertising. I have strong writing and communication skills and enjoy working in a fast-paced environment. In addition, working throughout my Stanford career to finance a substantial portion of my education has strengthened my time management skills and determination to pursue and achieve my goals. These skills, together with my passion for photography, fascination with the consumer market, and personal interest in the creative side of advertising lead to my strong interest in this field.

I will be in touch with you by phone this week. At your convenience, I would like to set up a short 20-30 minute meeting with you at your worksite. Any advice or suggestions for my job search are welcomed.

I understand you are busy, and I appreciate your time.

Sincerely,

Amy Chen

Amy Chen

INTERVIEWS

BEFORE THE INTERVIEW

Researching Yourself

1. Think back on your previous experiences (work, academic, extracurricular) to determine the skills and abilities used in each.
2. Develop a checklist of your five to seven strongest skills and relevant experiences for a particular position.
3. Review your resume carefully, anything listed is fair game with regard to questions in an interview.

Researching the Position/Field

1. Review resources describing various career fields.
2. Talk with personal contacts and alumni—available through **Stanford CareerConnect** (alumni.stanford.edu/get/page/career) about the nature of their work and the organization they represent.
3. When a job description is available, list the key skills being sought so that you can match your skills/strengths with the needs being listed. It is helpful to develop an example from your experiences to demonstrate each skill.

Researching the Organization

1. Visit the organization's website.
2. Prepare questions to ask about the organization during the interview (see **QUESTIONS TO ASK EMPLOYERS** section).

Mock or Practice Interviews

PRACTICE MAKES PERFECT! Review the commonly asked interview questions and prepare answers in advance. You don't want to appear rehearsed, but you do want to sound prepared. The more practice you have answering typical questions, the better able you are to convey your ideas in a clear, concise manner.

1. Attend a meetup where the topic is interviewing.
2. Meet with your career coach for a mock interview and/or talk about how to present yourself most favorably in an interview.

Preparing for Questions

1. Whenever possible, answer questions using specific examples to support your response. Think of the acronym **STAR** (situation or task, action, and result), a simple four-step process that will enable you to focus on specific experiences to support your responses:
 - **Situation**—describe the situation in which you found yourself
 - **Task**—describe a task or project for which you had responsibility
 - **Action**—talk about the approach you took to deal with the situation
 - **Result**—discuss the outcome of your action, making sure to mention accomplishments or improvements resulting from your action
2. Emphasize the most relevant and impressive aspects of your background and qualifications (including paid and volunteer work).
3. Stress that the skills you developed in the past are transferable to the employer's organization.

4. Speak in positive terms about previous experiences and employers.
5. Don't be afraid to talk about accomplishments and skills (assume that what you don't tell an interviewer, she/he won't know). Also, don't assume they have read your resume in depth.
6. If possible, include an example (either extracurricular or in a work situation) of your ability to work as a part of a team.

TYPICAL STAGES OF AN INTERVIEW

The First Impression

1. Introduction and greeting
2. Small talk (brief, informal conversation on a topic of mutual interest—keep comments short)
3. Employer is looking for a firm handshake, eye contact, appearance and dress appropriate to the organization, ease in social situations, good manners and poise

Discussion of Background and Qualifications

1. Education
 - a) relevance of coursework to career interests
 - b) willingness to work hard
2. Work experience
 - a) relevance of skills developed to position being sought
 - b) motivation, enthusiasm
 - c) initiative
 - d) willingness to follow directions
 - e) ability to get along with others, team player
3. Extracurriculars
 - a) diversity of interests
 - b) social conscience
 - c) leadership or teamwork/organizing ability

Determination of Your Career Goals

1. Preparation for employment
2. Knowledge of opportunities
3. Graduate school plans (best to describe as at least two years in the future)

Demonstration of Your Interest in the Organization

1. Knowledge of and genuine interest in the organization
2. An opportunity to ask informed and relevant questions, to learn more about the employer

Conclusion

1. Next steps in the interviewing process are discussed—ask for the organization's time-line in the decision-making process if one is not mentioned
2. Volunteer to provide additional information (i.e., references, transcript, etc.)
3. Thank the interviewer for his/her time
4. Ask for a business card—this will be helpful when sending your thank-you letter

Review

1. Go over the positive and negative points of each interview and modify your responses
2. Learn from your mistakes and build on your strengths

SAMPLE INTERVIEW QUESTIONS

Introductory

- Why did you choose to attend Stanford?
- What are some of the greatest personal challenges you have faced during your lifetime?
- What motivates you?

Skills and Personal Qualities

- What skills or personal qualities do you possess that will help make you successful in today's job market?
- Tell me about yourself (ask what type of information the employer is looking for, skills? personal background?).
- What special skills do you possess that would make you stand out from other candidates?
- Describe a frustrating or challenging experience you've encountered and tell me how you dealt with it.
- Discuss some of your past leadership/teamwork roles and your accomplishments in them.
- Why should our organization hire you?
- Who was the most difficult person you have ever dealt with, and how did you handle the situation?
- Can you think of a specific situation that reflects your ability to show initiative? Describe it.
- What is your greatest weakness, what have you done to try to overcome it?

Career Goals and Objectives

- What are your long range career goals and how are you preparing to achieve them?
- Why are you interested in this industry/occupation?
- Why do you want to work for our organization?
- What do you see yourself doing in three to five years?

Extracurricular Activities and College Experiences

- Please describe your most rewarding college experience.
- If you could relive your college experience, what would you do differently?

Academic Programs

- What factors influenced your choice of a major?
- What were your favorite and least favorite courses?
- What is your grade point average and how do you feel about this?
- Are you satisfied with your academic accomplishments?
- What courses gave you the most difficulty?
- How has your coursework prepared you for this position?

Work Experiences

- What did you enjoy most about your most recent job experience?
- Please elaborate on your most relevant work experience.
- What do you see as your major strengths as they apply to this position?

Accomplishments/Achievements

- What else would you like us to know about you?
- Of what accomplishment are you most proud?

Knowledge of Organization/Industry

- Why did you select our organization with which to interview?
- What attracts you to this industry?
- What do you know about our organization?
- Why do you think you'd like working for our organization?

Salary and Benefits

- When comparing one company offer to another, what factors will be important to you besides starting salary?
- What salary range are you expecting? (If possible, you may want to state that you are more interested in the content of the position at this point and would be happy to discuss salary when an offer is presented).

Illegal Questions

Employers may ask questions to learn about a candidate's motivation and personality. Such questions can relate to former job responsibilities and outside interests. Inquiries into an applicant's: RACE, COLOR, AGE, SEX, RELIGION, NATIONAL ORIGIN, MARITAL STATUS, PAST ARRESTS, ALCOHOL AND DRUG USE, CREDIT HISTORY, CHILDBEARING PLANS or AGE are illegal.

- An interviewer may not ask about your religion, church, synagogue, parish, the religious holidays you observe, or your political beliefs or affiliations.
- An interviewer may not ask about your ancestry, national origin, or parentage; in addition, you cannot be asked about the naturalization status of your parents, spouse, or children. The interviewer cannot ask about your birthplace. However, the interviewer may ask whether or not you are a U.S. citizen or a resident alien with the right to work in the U.S.
- An interviewer may not ask about your native language, the language you speak at home, or how you acquired the ability to read, write, or speak a foreign language. But, he/she may ask about the languages in which you are fluent, if knowledge of those languages is pertinent to the job.
- An interviewer may not ask about your age, your date of birth, or the ages of your children. But, he/she may ask you whether or not you're over eighteen years old.
- An interviewer may not ask about maiden names or whether you have changed your name; your marital status, number of children or dependents, or your spouse's occupation.

Illegal questions are often asked unintentionally. If you feel you are being asked an illegal question during an interview you can legitimately, but politely, refuse to answer. You might say, "I'm not sure of the relevance of that question, can you tell me how it specifically relates to this job?"

QUESTIONS TO ASK EMPLOYERS

It is important to have prepared questions to ask of each employer; these questions will indicate your interest in the position and organization. Additional questions may occur to you during the course of the interview.

About the Organization

- What is it about this organization that attracted you in the first place and has kept you here?
- How would you describe your organization's style of management?
- How will industry trends affect this organization within the next 3-5 years?
- How does the organization define a successful individual?
- What is the method of feedback/evaluation used by this organization?
- What do you see as your organization's strengths and weaknesses?

About the Position

- Can you describe recent projects on which a person in my position has worked?
- What is the common career path for people entering the organization in this position?
- How are people trained or brought up to speed with regard to their responsibilities?
- What type of person tends to be successful in this position? What type of person are you looking for?
- How and when is performance evaluated?

Inappropriate Questions

Inappropriate questions include those that ask what the organization will be doing for you if you're hired; i.e., What salary can I expect? How much vacation time will I accrue? Are you willing to pay for graduate school? etc. You can find the answers to these questions later, if employment is offered.

SEND A THANK-YOU LETTER

The most important aspect of a thank you letter is to send it *promptly*, within three to four days of the interview. The more time that elapses, the less impact your letter will have on its reader.

When you have interviewed with a number of individuals in one day, as you might in a site interview, address the thank-you to the person who seemed to coordinate the day. You can make mention of the others with whom you spoke and ask the coordinator to convey your thanks to them as well. The letter provides an opportunity to continue building the rapport that you began during your initial meeting.

The letter is a vehicle for:

- acknowledging the individual's participation in your interview visit
- thanking them for insights shared
- highlighting a specific aspect of the organization that you admire

REASONS FOR REJECTION

- **LACK OF SELF-KNOWLEDGE.** An interviewer cannot determine where you fit into the organization until you explain your career interests and applicable skills.
- **LACK OF COMPANY KNOWLEDGE.** Most employers make information about themselves readily available, especially if they recruit on campus.
- **LACK OF QUESTIONS.** When employers ask if you have any questions for them, a negative response indicates a lack of interest on your part.
- **LACK OF ENTHUSIASM.** Employers want to hire someone who is excited about the prospect of working with their organization.
- **LACK OF CONFIDENCE.** If you doubt your ability to do the job, an employer will also experience doubt.
- **POOR COMMUNICATION SKILLS.** The employer must be able to hear you, understand your words, and follow your train of thought. Otherwise, no matter how qualified you may be for a job opening, you put yourself at a disadvantage.
- **UNPROFESSIONAL APPLICATION OR APPEARANCE.** It is true that you only have one opportunity to make a first impression. If your resume is sloppy or has typos, you are at an immediate disadvantage and may not even get an opportunity to interview. Additionally, if you present yourself at an interview inappropriately dressed, an employer may decide you wouldn't fit into their organization.

TYPES OF INTERVIEWS

Screening Interviews

These are usually shorter interviews used for the purpose of conducting a brief evaluation of a candidate. Employers are usually looking for reasons to screen an applicant out. On-campus interviews, typically 30 minutes in length, are screening interviews. Job offers typically do not come as a result of these interactions.

One-on-One Interviews

These interviews are quite common and involve the candidate being questioned by one person.

Phone/Skype Interviews

Upon receipt of a candidate's application materials some organizations will call to conduct a brief phone or Skype interview. It is important to remain composed if you get such a call. If the timing of the call is inconvenient, let the employer know. Ask if you can call them back at a more convenient time. Also, while conducting a

phone interview, arrange to have a copy of your resume and cover letter in front of you to use for reference.

Panel/Committee Interviews

This scenario involves a panel of interviewers each with questions to ask. These interviews are common for government, academic and some corporate positions. It is important to establish eye contact with each member of the committee early in the interview.

Group Interviews

This screening process involves a room of candidates, all competing for multiple positions. It is to observe the candidates' behavior and interactions with each other, communication skills, and the impression that you make. Companies look for teamwork skills, leadership, the ability to handle stress and pressure, and how well you take and give criticism, that is determined through work-related group exercises.

Case Study Interviews

Some organizations, especially management consulting firms and companies recruiting for entry-level training programs, rely on case study or situational questions to evaluate a candidate's analytical skills. Make sure to access Case Questions Interactive (CQI), an online tool to help you practice for the case interview—<https://web.stanford.edu/dept/CDC/cqinteractive/>

Second Round or Site Interviews

Often, the interviewing process entails several rounds of interviews. If you are considered a serious candidate, after the first interview you may be contacted for a second on-site interview with other members of the organization. If travel arrangements are involved, usually the company will pay for your expenses and make the necessary travel and lodging arrangements. Site interviews usually consist of a series of interviews with several individuals including your potential supervisor, co-workers, and higher-ranking staff members. These interviews can range from very casual to very technical. You may spend a half or whole day interviewing, which may also involve a luncheon, dinner meeting, or social activity.

Stress Interviews

Although many interviews can be nerve-racking, some are designed to cause the applicant stress. The interviewer may ask confrontational or particularly difficult questions. It is important to remain calm and think carefully about your answers. Don't be afraid to take time to think through your answers and don't get tricked into losing your temper. The purpose of these types of interviews is to evaluate your behavior and maturity in difficult situations. Stress questions are most commonly used for those positions in which your reaction to stress is critical.

Helpful Hints

- **ARRIVE EARLY.** Ten to fifteen minutes can provide you with a cushion should some unforeseen problem occur.
- **BRING ALONG EXTRA COPIES OF YOUR RESUME.** If the interviewer has misplaced your information this will assist them and add to your image as a prepared person.
- **MAINTAIN EYE CONTACT.** Unwillingness to look someone in the eye is often taken as evasiveness.
- **ASK FOR CLARIFICATION.** If you're confused by a question, ask the interviewer to restate it. This shows poise on your part and allows you to answer questions appropriately.
- **BE YOURSELF.** Interviewers respond well to those candidates they feel are being sincere.

INTERVIEW ATTIRE—GUIDELINES FOR WHAT TO WEAR

What kind of suit is appropriate for the interview?

According to Julie King in *The Smart Woman's Guide*, women should dress “stylish but conservative.” Opt for a fashionable business suit in a low-key color such as navy, black or gray. Patterns are acceptable if they are extremely subtle, such as a fine dress tweed or pin stripe. The jacket should have long sleeves, with a straight or pleated skirt. A coatdress, with clean, simple lines, is also acceptable attire. Again, subtle colors. Men should wear a two-piece suit in navy, black or charcoal, wool or wool blend, and solid or very thin pinstripes. If at all possible, avoid the shiny polyester.

What about accessories?

Women should carry a small, simple purse. Men, if you are not yet in the habit of carrying a wallet, now is the time to start, and the place for it is in one of the inner chest pockets of your suit. A brief case is not necessary. However, a leather portfolio or notebook holder is a good idea for on-site interviews; on campus, a notebook to hold a few extra resumes would be appropriate. Now is the time to wean yourself from your faithful backpack.

What is the correct skirt length for business?

Whatever is the most flattering to both your legs and your profession. Consider what happens when you sit down in a short skirt. Would you be comfortable?

Does it matter what kind of tie I wear?

Yes. You should wear a tie that matches your suit. Bright yellow, pink and the “power tie” concept are no longer in vogue. Wear a conservative tie with a simple knot.

What do you mean when you say “conservative tie”?

Silk in a simple stripe or repeating pattern, with no more than three colors. The background color should be neutral perhaps navy, dark gray or burgundy, a paisley tie, in muted dark colors, is modern yet conservative for young men.

Can I wear a pantsuit to the interview?

A pantsuit can be very smart and professional looking provided that the jacket is tailored to fit with matching slacks and is worn with a simple no-frill, no-tie blouse. However, if you are unsure of a company's policies regarding proper dress, call the Human Resources department for more information.

What are the appropriate shoes to wear?

For men, shoes should be leather, black or brown, and polished with no worn down heels. Plain lace-up shoes are the traditional footwear. Slip-ons work as well if they are dressy and in good taste. Business socks should be over-the-calf, never ankle length or even slightly droopy, and should match your pants or shoes. White athletic socks—*never!*

For women, the best shoes are plain pumps with one- to two-inch heels. You can go higher if you don't feel tall enough, but make sure you can still walk quickly and steadily. Shoes should be comfortable and of high-quality leather in black or the color of your suit. Wear sheer stockings in a skin tone. *Never* wear black or opaque stockings with light or white shoes.

I was told to dress casual for my interview—what is casual?

Never wear jeans, T-shirts, tennis shoes, sandals or boots to an interview. Appropriate business casual is usually a pair of slacks, shirt, and sports coat.

I have only one suit. How can I change my look?

Your suit should always be clean and professionally pressed, worn with an all-cotton, well-ironed white or possibly light blue, long sleeved dress shirt. Wearing a different tie can dramatically change the look of your suit. A woman may accent her basic outfit with a different blouse, or she may add a scarf or a simple small pin.

I do not own a suit and I do not have a lot of money to purchase one. Where can I shop to find an inexpensive one?

You can find suits, dress shirts, blouses, and shoes that are very inexpensive and in good taste at thrift shops, Salvation Army, discount stores, consignment shops and outlet stores. Remember that the key is a simple style in a conservative color. If you find a dark suit with contrasting buttons, replace them with buttons the color of the suit, have it cleaned and professionally pressed, and you will look like a million!

Is it appropriate to wear perfume or cologne?

It is nearly impossible to tell how strong a fragrance your own perfume or cologne is emitting. What seems like a pleasant whiff of scent to you may overpower someone else. In addition, your interviewer may be allergic. So, why risk it? Don't wear any scent at all, and no, a little dab is not OK. The most attractive scent is your natural, fresh smell after a bath or shower, plus deodorant. If unscented antiperspirant works for you, stop there!

If you smoke, avoid smoking in your interviewing outfit. Cigarette odors cling to your clothes for several hours and smoking may be considered is an undesirable habit.

What kind of jewelry should I wear?

Less is better. Too much jewelry or wrong jewelry can be considered distracting and can elicit negative responses.

Women should wear post or simple earrings, no dangles, and a plain bracelet, if any. A dress rule that pays off: never wear jewelry that is not functional and keep it simple.

I have worn an earring throughout my college years. Is it okay, as a man, to wear it to my interview?

It is not in your best interest because it breaks the rule of executive dress. This style of jewelry is appropriate when you are with your friends or even in some work environments, but it is out of place during the job interview.

Should I wear makeup?

If you choose to wear makeup, keep it understated. Iridescent eye shadow, glossy red lipstick and inch-long lashes (unless they are naturally long) should be avoided. Opt for a healthy, natural look. Your nails should be short with clear or pale polish.

Should I cut my hair to look more professional?

It is not necessary for you to cut your hair, but you should wear it in a groomed style, off your face. It is distracting during an interview to constantly have to push your hair from your face. Your hair should be neat and clean, as well as attractive.

Men should shave and trim their mustache. Beards are probably best left to grow after you get the job.

Do these guidelines apply to all organizations, or just the corporate world? What if I'm interviewing for a job with a less formal environment?

Every industry has its own requirements, and knowing what to wear on the day of the interview is vitally important. Always think about the impression you want to make and what clothes will make that impression.

If you are interviewing for a job in a less formal environment, then it may be acceptable for men to wear slacks, a sports coat and a shirt and tie. Women can wear a simple dress or matching skirt and blouse. Whatever you choose should be clean, pressed, and help you look your best.

In the final analysis, creating a first impression is mostly a matter of common sense. Pay attention to your appearance, your body language and manners, and you will go a long way towards convincing interviewers that you are the kind of professional they want to hire.

GUIDELINES ON BUSINESS ETIQUETTE

How can I make the most of my time at business functions?

There are several things to keep in mind. Both men and women always stand when meeting someone or being introduced. Remember to make eye contact, have a friendly smile and a good, firm handshake. If you are at a large gathering and you do not know anyone, take the initiative to introduce yourself by using your first and last name only and provide some brief information about yourself. Read body language and be aware of infringing on others. Ten minutes is about the right amount of time to stay with a group before moving on. During your conversation, avoid incorrect terms such as **ANYWAYS, YEAH, YOU GUYS**, and repetitive phrases such as **YOU KNOW** and **STUFF LIKE THAT**.

If I am invited to dine during the interviewing process, how can I best use this time?

Remember—building rapport is the most important aspect of the meal. You are still in the application process. Turn off your cell phone!

I am unsure of what food I should order.

Do not order the most expensive or least expensive food. Avoid messy or unfamiliar food and those with drippy sauces or bones. Above all, do not order alcoholic beverages. If your host orders one, ask for mineral water with a twist of lemon or lime. You need to remain as alert as possible. Order only the basic salad, main course and beverage or food similar to your host. Do not change your order or send food back unless there is a major problem, then handle it discreetly.

What should I do if my napkin slides off my lap or I drop a piece of flatware?

Once you are seated, the napkin goes on your lap. Should you leave for any reason during the meal, place it loosely folded on your chair. If you should drop your napkin or a piece of flatware on the floor, ask for a replacement. Do not wipe the flatware on your napkin.

Many times, there are several utensils at a place setting. Where do I start?

Remember that your bread plate is on the left and your water glass is on the right. When using flatware, start from the outside and work your way in. For example, first your salad fork, then your dinner fork. Once you use your knife, never place it back on the table. Place it diagonally to the right of your plate (unless you are left-handed) or across the top of your plate. Use only your knife and fork during the course of the meal and cut only one piece of food at a time. Never talk with food in your mouth. Community foods such as bread and butter, if it is nearest you, should be offered first to the person seated at your left, then pass it to the right after helping yourself. Food is always passed to your right.

Should I offer to pick up the check?

If the check is placed in front of you while interviewing, ignore it. Your host will ask for it when ready. Never offer to share payment, especially since you are the invited guest. Women, after your meal, do not apply make-up at the table or leave lipstick smudges on the glass or coffee cup. Blot before eating.

FINAL CHECKLIST

Your appearance is only as good as your grooming. You want your experience and qualifications to shine. Your appearance should enhance your presentation, while your business etiquette should highlight your professionalism, not overwhelm it:

- Make sure your hair is clean, neatly trimmed, and well groomed.
- Use makeup conservatively.
- Women: no runs in stockings
- Men: dark socks that cover the calves of your legs.
- Shoes polished.
- Women should avoid excessive jewelry; men should refrain from wearing earrings and chains.
- No missing buttons, crooked ties or lint.
- Turn off your cell phone.
- Remember, during lunch, dinner, or social functions with a potential employer, you are still in the interviewing process so be on your very best behavior.

GUIDE TO APPROPRIATE PRE-EMPLOYMENT INQUIRIES

ACCEPTABLE	SUBJECT	UNACCEPTABLE
<p>"Have you worked for this company under a different name?"</p> <p>"Have you ever been convicted of a crime under another name?"</p>	NAME	Former name of applicant whose name has been changed by court order or otherwise
<p>Applicant's place of residence</p> <p>How long applicant has been a resident of this state or city</p>	ADDRESS OR DURATION OF RESIDENCE	
	BIRTHPLACE	<p>Birthplace of applicant</p> <p>Birthplace of applicant's parents, spouse or other relatives</p> <p>Requirement that applicant submit a birth certificate, naturalization or baptismal record</p>
<p>"Can you, after employment, submit a work permit if under 18?"</p> <p>"Are you over 18 years of age?"</p> <p>"If hired, can you furnish proof of age?" or Statement that hire is subject to verification that applicant's age meets legal requirements</p>	AGE	Questions that tend to identify applicants 40 to 64 years of age
	RELIGION	<p>Applicant's religious denomination or affiliation, church, parish, pastor or religious holidays observed</p> <p>"Do you attend religious services or a house of worship?"</p> <p>Applicant may not be told "This is a Catholic/Protestant/Jewish/atheist organization."</p>
Statement by employer of regular days, hours or shift to be worked	WORK DAYS AND SHIFTS	
	RACE OR ETHNICITY	Complexion, color of skin or other questions directly or indirectly indicating race or ethnicity
Statement that photograph may be required after employment	PHOTOGRAPH	<p>Requirement that applicant affix a photograph to the application form</p> <p>Request applicant, at his/her option, to submit photograph</p> <p>Requirement of photograph after interview but before hiring</p>
Statement by employer that if hired, applicant may be required to submit proof of authorization to work in the United States	CITIZENSHIP	<p>Whether applicant, parents or spouse are naturalized or native-born U.S. citizens</p> <p>Date when applicant, parents or spouse acquired U.S. citizenship</p> <p>Requirement that applicant produce naturalization papers or first papers</p> <p>Whether applicant's parents or spouse are citizens of the United States</p>
Languages applicant reads, speaks or writes fluently	NATIONAL ORIGIN OR ANCESTRY	<p>Applicant's nationality, lineage, ancestry, national origin, descent or parentage</p> <p>Date of arrival in United States or port of entry; how long a resident</p> <p>Nationality of applicant's parents or spouse; maiden name of applicant's wife or mother</p> <p>Language commonly used by applicant, "What is your mother tongue?"</p> <p>How applicant acquired ability to read, write or speak a foreign language</p>
Applicant's academic, vocational or professional education; schools attended	EDUCATION	Date last attended high school
<p>Applicant's work experience</p> <p>Applicant's military experience in armed forces of United States, in a state militia (U.S.) or in a particular branch of U.S. armed forces</p>	EXPERIENCE	<p>Applicant's military experience (general)</p> <p>Type of military discharge</p>
"Have you ever been convicted of any crime? If so, when, where and what was the disposition of case?"	CHARACTER	"Have you ever been arrested?"
<p>Names of applicant's relatives already employed by this company</p> <p>Name and address of parent or guardian if applicant is a minor</p>	RELATIVES	<p>Marital status or number of dependents</p> <p>Name or address of relative, spouse or children of adult applicant</p> <p>"With whom do you reside?"</p> <p>"Do you live with your parents?"</p>
Name and address of person to be notified in case of accident or emergency	NOTICE IN CASE OF EMERGENCY	Name and address of relative to be notified in case of emergency
Organizations, clubs, professional societies or other associations of which applicant is a member, excluding any names the character of which indicate the race, religious creed, color, national origin or ancestry of its members	ORGANIZATIONS	List all organizations, clubs, societies and lodges to which you belong
"By whom were you referred for a position here?"	REFERENCES	Requirement of submission of a religious reference
<p>"Can you perform all of the duties outlined in the job description?"</p> <p>Statement by employer that all job offers are contingent on passing a physical examination</p>	PHYSICAL CONDITION	<p>"Do you have any physical disabilities?"</p> <p>Questions on general medical condition</p> <p>Inquiries as to receipt of workers' compensation</p>

EVALUATING/NEGOTIATING JOB OFFERS

Below are some criteria you may want to consider when evaluating your offer. Use the *Evaluating Job Offers* worksheet on page 58 to write down and rank your criteria for one or more offers.

Work/Lifestyle Values

Before accepting a job offer, review what is important and fulfilling to you about work. What values do you hold that you want to carry over to the work arena? Also consider how you like to work and what you would like in a work environment?

Industry/Organization

Before accepting a job offer, research the financial stability, growth, and trends of the industry and organization. Has the company gone through significant layoffs lately? How does the company's financial stability look now? What is their policy if more layoffs are needed? If the company is a start up, are they confident in their financial backing past the initial phase? If there are any concerns, address them with the organization contact, before accepting the offer.

Job

When you receive a job offer, it is good to review the responsibilities and daily activities of the position. You may have learned more about the position while going through the interview process and it is important to evaluate this information.

Your Next Step

After evaluating all aspects of the industry and position to determine your "fit" with the job, your next step is to evaluate your entire job offer to determine if you need or want to negotiate. Usually negotiations are done with the Human Resources representative you have been working with, but occasionally they are done directly with your manager. If you are unsure, you can ask.

SALARY NEGOTIATION

The Organization's Perspective

Salary doesn't necessarily correlate with the value you add or the contribution you make to society. It's simply the amount the market will bear to purchase your services, which include your skills, expertise, knowledge, and special talents.

Most organizations, both large and small, establish salary ranges for every position based on standards and general practices for the field. It's in the organization's best interest to hire you for fair market value for several reasons. First, the hiring process can be long and expensive. It would be inefficient for an organization to make low offers only to be rejected and have to begin the recruiting process all over again. Second, organizations want to hire and retain good employees. It's unproductive to pay you less than other employers.

Organizations determine where an employee falls in the salary range based on experience and special expertise or knowledge. Therefore, a recent college graduate hired for an entry-level position with limited experience will be paid somewhere between the low- to mid-range, reserving the midpoint salaries for more experienced individuals.

The What, Why, and When of Salary Negotiation *What Is It?*

Salary negotiation is the process of reaching an agreement on what an organization will pay for your skills, knowledge and experience. Contrary to popular belief, this is not an adversarial process. It is in both the organization's and your best interest to come to a mutually beneficial agreement.

Why or Why Not Negotiate?

The only reason to negotiate is to get fair market value for your skills, experience and knowledge. *Therefore, it is unwise to negotiate for negotiation's sake.* For example, sometimes job seekers think a hiring manager expects them to negotiate, or that salaries should be negotiated as a general principle. Although organizations respect employees who can articulate the value they add, recent grads (or anyone else) can quickly alienate potential employers if they are inappropriately and over zealous in their approach to negotiating their salary to "get a fair deal."

When Should You Negotiate?

Two things need to happen before you negotiate. First, begin discussing salary only after you have received a formal offer, preferably in writing (refer to the Frequently Asked Questions section for what to say if asked the "money" question before a formal offer.) Initiating a discussion regarding salary before this point could eliminate you prematurely from hiring consideration. Second, negotiate only after you have evaluated the entire job offer package and researched what the market will pay for your services in this field. This research will provide you with the evidence you need to determine if the salary offered is reasonable or whether you should make a case for a higher salary. The fact that your friend has received a higher salary for a similar job at a different company is insufficient data for negotiation purposes. Additionally, some companies that can't offer a higher salary may try to offset this by offering other "perks" such as extra vacation days. Although you may still choose to negotiate your salary, be familiar with your entire job offer before approaching an organization.

The Salary Negotiation Process

Before Negotiating

When you receive a job offer you can either: accept it, reject it or negotiate for something else. If you decide to negotiate for something else, you need to know three things before you begin: 1) your market value; 2) what you want; and 3) the job.

1) KNOW YOUR MARKET VALUE

Your success in negotiating a higher compensation package (and the only reason you should be negotiating) is contingent on data you have which suggests your market value is higher than that reflected in the offer. Often new college grads don't have the experience or expertise to warrant a higher salary. However, there are exceptions. Below are some salary negotiation "positions of strength" for new college grads:

- You have gained relevant work experience through internships or summer jobs that positively impacts your ability to do the job.
- You have a particular technical expertise which is in high demand.

- You have an advanced degree in a specific and sought-after area of expertise.
- You have a written offer from another company that states a higher salary.

2) KNOW WHAT YOU WANT

In addition to knowing your market value, you also need to know what you want and where you are willing to compromise. Salary is only one part of a total compensation package. A package might include any of the following:

- base salary
- stock or stock options
- 401(k) or other retirement type plans
- medical, dental, and vision benefits
- life insurance, accidental death insurance and disability benefits
- signing bonus
- bonuses based on performance and/or profit sharing
- vacation time and/or sabbaticals
- education reimbursement
- relocation costs
- extras such as commuting allowance or company car, health club membership, technical equipment, pretax dollars for child or elder care

For some organizations the above items are not negotiable and the salary may be in a fixed classification scale. However, other organizations *may* be willing to negotiate on salary, bonuses, stock options, date of salary review, relocation costs or extras.

During the process of evaluating job offers, some of these elements may not seem as important as annual income, but they can make a big difference to you in the long run. For example, compare one offer of \$50K, plus medical benefits (only) from an organization located in San Francisco, and another offer in Ann Arbor, Michigan for \$35K, plus full medical benefits (including dental and vision) and a salary review within six months. In order to evaluate these offers you need to consider all their elements, including cost of living expenses for the two areas and anticipated out-of-pocket costs for things not covered. You need to do a cost/benefit analysis to determine which is the best opportunity for you. Also, ask your hiring contact any questions you have about the benefits package *before* you make a decision.

3) KNOW THE JOB

Before you start negotiating, you want to be clear on how your skills benefit the organization. This can be difficult to assess if you don't have a great deal of work experience. However, here is a technique that might help. Try to identify the needs of each person who interviews you and how you are a solution to their problems/challenges. Then, when you're negotiating, you have specific data about how you will add value. You will be able to confidently state that you are worth \$5K more because of your ability to create specific software, design the new manual, or write the necessary grant proposal.

What to Say and Do During a Negotiation

STEP 1: RECEIVE THE OFFER

Thank the person who extended the offer and express enthusiasm for the position. Then reiterate how important this decision is for you and ask for some time to think it over in order to make a good decision. If it is a verbal offer only, ask when you can expect to receive the offer in writing.

STEP 2: EVALUATE THE OFFER

If you have any questions about benefits, etc., ask your contact person to whom you should direct your questions for clarification. Evaluate the compensation package based on the elements listed in the *Know What You Want* section. Identify several backup options should your first request be denied.

STEP 3: NEGOTIATE

After evaluating and researching the offer, you are ready to negotiate. The important aspects during this phase are to: ask questions about how the salary was determined, be realistic about what you want, state your evidence clearly and succinctly for why you feel your salary should be higher, then listen.

Below is a sample script for the negotiation process:

Student: *"I want to say again how extremely pleased I am to have the opportunity to work with you and this organization. However, I would like to discuss the compensation, it's a bit less than I had expected."*

Company: *"What did you have in mind?"*

Student: *"First, I'd like to know how your organization structures salary ranges to understand how this salary was determined. I want this to work for both of us."*

Listen to the response.

Student: *"I understand the organization prefers to bring recent college graduates in at the lower end of the range for this position because they typically lack the experience which warrants a higher salary. However, I feel my three years of summer internship experience within this industry plus my leading edge technical skills warrant a higher salary." (If you have other hard salary data from your research, diplomatically mention it here.)*

If the compensation is not negotiable, you have a decision to make based on the current offer, or you may suggest the next option from your backup plan (such as a higher signing bonus, if applicable, or early performance review,) then move on to any other part of the job offer that you would like to negotiate.

Other Elements to Negotiate

While salary is the most negotiated aspect of the job offer, there are other elements to evaluate and possibly negotiate. It may be that you have vacation plans that cannot be changed. Negotiating your start date or extra time off to take this vacation could be very important. If your commute is going to be long, negotiating for telecommuting (working from home) for one or more days a week could save you commuting expenses and relieve stress associated with long commutes. Be creative in your negotiation process. Salary is important, but there are other elements of the job offer that can be negotiated as well.

Accepting and Rejecting Offers

If you and the company have come to a mutually satisfying agreement, ask for something in writing that reflects your mutual understanding. This usually will be in the form of an amended offer letter. When returning the amended offer letter, it is good to include a short job acceptance letter. A sample is included in this publication.

If you can not reach a mutually satisfying agreement, or do, but have other offers you need to reject or withdraw from, a formal written letter or email should be sent to the hiring contact. This may also be done after a personal call to the contact at the company, depending on how you have been communicating with them throughout the hiring process. Sample job offer rejection letters and a withdrawal from consideration letter are included in this publication.

FREQUENTLY ASKED QUESTIONS

Q: What do I say if asked for my salary requirements before the organization makes a formal offer?

A: The rule of thumb is that you want the company to mention a salary amount first. You want to avoid discussing your specific requirements until a formal offer has been made. If you are asked about salary, reply with, "If it's okay with you, I'd like to set that question aside for now and focus on the content of the work. I'm interested in knowing more about the specific duties and responsibilities of the job." If the hiring manager insists, you might say something like, "I assume a range has been established for this position and wonder what the organization had in mind?"

Q: What do I do if all my requests are rejected in the negotiation process?

A: Your decision to accept or reject the offer must then be based on the original offer.

Q: How committed am I to a job offer I have accepted, if a better offer comes along?

A: First, if you are unsure about accepting a job offer, it is better to negotiate for more time to make your decision, than to accept the offer prematurely and later rescind your acceptance. Second, it is important to honor your commitment once you've made it; backing out of the agreement is highly unprofessional and might later reflect negatively on you in your chosen field. Another consideration should be the job offer contract. If you were given a signing bonus, examine the contract for clauses that state you must pay back the full signing bonus if you leave the organization before the stated duration. The signing bonus amount that you receive will be the total amount, minus taxes, but the amount you must repay will be the full amount of the bonus.

Q: How do I request an offer in writing?

A: If a verbal offer is made, a response could be, "I'm very excited about the opportunity to work for you and this organization. Since this is such a significant decision for both of us, I'd be more comfortable if the offer was formalized in writing and I could look it over."

Q: What if I don't understand something on the employment offer letter?

A: Companies are usually happy to clarify or answer any questions about the job offer. Students may also seek legal advice regarding binding job offers or other professional commitments through the ASSU Legal Counseling Office, located on the first floor of the Old Union, at (650) 375-2481 or lco@assu.stanford.edu. **lco.stanford.edu**

WHEN YOU RECEIVE AN OFFER

Many of you reading this may be in the job-offer-and-acceptance stage of your job search, or soon will be. While the process of interviewing, weighing pros and cons, and accepting a job offer may be exhilarating, it can also create anxiety and a certain amount of confusion. We offer these brief guidelines in response to common concerns students have shared with us.

Students and employers have a joint responsibility when accepting or extending a job offer. We encourage recruiters to abide by the ethical standards noted in the National Association of Colleges and Employers guidelines, which state that employers "will refrain from any practice that improperly influences and affects job acceptances...including undue time pressure for acceptance of employment offers." Similarly, we encourage students to observe ethical practices as well and we recommend the following code of conduct.

- You should NOT accept an offer if you want to continue interviewing with other organizations. If you DO accept an offer, you have made a commitment to that employer and it is your ethical responsibility to discontinue interviewing with other employers. After you accept an offer, you are no longer eligible to continue interviewing through BEAM's recruiting program.
- If you accept an offer, and later another offer that you prefer is extended to you, remember that you have made a significant personal commitment to the first employer and that you should honor that commitment. If you are unsure about accepting a job offer, it is better to negotiate for more time to make your decision, than to accept the offer prematurely and later rescind your acceptance. Such conduct is highly unprofessional. If this reasoning seems harsh, consider the reverse: an employer offers you a job and later a stronger candidate comes along; the employer calls you and says s/he is withdrawing his/her original offer to you. The process runs smoothly only when all parties observe the rules of common courtesy and professional behavior.

BEAM's career educators recognize that juggling job offers and employer deadlines can be daunting. Since each student's situation is unique, our career educators encourage students who have questions or concerns (e.g., accepting an offer, multiple offers, negotiating for time or additional compensation, etc.) to schedule an appointment with one of our career coaches. Students who seek legal advice regarding binding job offers or other professional commitments may schedule an appointment with the ASSU Legal Counseling Office located on the first floor of the Old Union, at (650) 375-2481 or lco@assu.stanford.edu. **lco.stanford.edu**

SAMPLE JOB OFFER REJECTION LETTERS

Dear Mr. Smith,

Thank you for your employment offer to be an Assistant Director with XYZ, Inc. Unfortunately, I am writing to inform you that I am unable to accept the offer. After evaluating all opportunities available to me, I have decided to accept another position in a different field.

I truly enjoyed meeting and speaking with you and other representatives and learning firsthand about your experiences. Best wishes for the continued success of XYZ, Inc.

Thank you again for your consideration.

Sincerely,

Laura Craft

Dear Michelle,

I hope this email finds you well. I am writing to inform you that I will unfortunately not be accepting the generous offer of Management Trainee, from ABC. I really appreciate the care and friendliness extended to me during this time. Foremost, I am grateful that ABC granted me an extension so that I could fully consider my options. At this time, I feel that ABC is not the best fit for me. It was an extremely tough decision for me to make, as evidenced by my request for a month long extension. I again want to thank you and everyone else at ABC for this great opportunity and for your help and support through this process.

Sincerely,

Irwin Jones

SAMPLE WITHDRAWAL FROM CONSIDERATION LETTER

Dear Mr. Cline,

I enjoyed meeting with you and your colleagues last week regarding the position of Assistant Researcher. Thank you for your time and consideration during this process.

While I am not sure where you are in the hiring process, I wanted to let you know that I would like to withdraw my application from consideration for this position. I have accepted a similar position at another organization.

Thank you again for your consideration and best of luck in your search.

Sincerely,

Anne Green

SAMPLE JOB ACCEPTANCE LETTERS

Dear Mr. Smith,

It is with great excitement that I accept the offer for the position of Legal Assistant. I have included the signed offer letter.

I have been communicating with the relocation company and am currently in the process of moving to Seattle. I expect to be settled in by the end of the month and ready to start in early August.

I will contact you as my start date approaches. Please feel free to contact me if you have any questions. I look forward to my new position at LMN.

Sincerely,

Mary Barton

Dear Jane,

Thank you for your employment offer for the position of Program Coordinator. I would like to reconfirm my acceptance of this position. I look forward to joining the ZZZ and am confident in the contributions I will make to your organization. I am excited to apply my passion and skills to this position.

Per our phone conversation, I will start work on Monday, August 22nd. I will be out of town until mid-July but can be reached at (555) 465-1834. Thank you again for this opportunity.

Sincerely,

Jesse Lewis

LIFE AFTER STANFORD

YOUR NEW JOB

Supervisor

During the first year in any new experience, the “learning curve” will be great. While yearly or bi-yearly performance reviews are standard in many organizations, it is up to you to actively seek out feedback regarding your performance. Communicate with your supervisor from the beginning that you want to learn and grow with your position and therefore want open feedback. Do not expect to get feedback every time you meet with your supervisor or for every project. You will need to evaluate yourself and grow in your job without being told what to do every step of the way. At the same time, it doesn’t hurt to check in with your supervisor regarding your progress every few months.

While you were hired because your skills matched the position, you aren’t expected to know everything immediately. Keep open communication with your supervisor, asking for clarification when a responsibility in your job is unclear. Establish with your supervisor what expectations he or she has of you. When you make a mistake, are criticized or embarrassed in the workplace, listen to any feedback provided by your supervisor. Take responsibility and set goals to address your challenges, keeping a positive attitude. Discuss with your supervisor what you will do differently next time and how you are working on improving the “weak” area. If the situation was not “your fault,” don’t complain or have a negative attitude. It will not help you in your career path. Alternately, if you are bored by the projects given to you, do not complain to your supervisor; rather, ask for more “challenging” assignments, identifying which skills you would like to utilize more effectively.

To communicate most effectively with your supervisor, discuss the logistics. Should you meet regularly, or is email correspondence sufficient? How much does your supervisor want to know about your given responsibilities? Do you need to provide a status report or only the final product? What kind of supervisor do you want? Communicating your needs will also be helpful for the supervisor.

Finding a Mentor

In addition to your supervisor, you may find it useful to find a mentor as an added source of support and guidance. Some organizations have mentoring programs already established within their organization, while others encourage their newer employees but don’t have any official process for mentoring. This doesn’t mean you can’t have a mentor, it just means you have to seek one out for yourself. The first step in finding a mentor is to determine what your goals are in having a mentor. What would you like to learn? What direction would you like your career to take? What qualities do you admire and would you like to embody yourself? If you can’t answer these questions at this point in time, think about areas in which you aren’t the strongest and look for a mentor who can help you grow in those areas.

Think creatively when looking for a mentor. It isn’t always the CEO or supervisor that makes the best mentor. An experienced co-worker can also provide you with excellent growth potential. Look for a personality fit as well as a career goal match. Also, make sure that the person you have in mind has time for you in return.

Although both parties may have the best intentions in mind, if you or your potential mentor is too busy for a meaningful relationship, you may need to rethink your choice of mentor or your timing.

Once you have decided on a potential mentor, set up a meeting with that person to discuss why you would like them to be your mentor, the qualities they have, and your goals for wanting a mentor. Also, discuss the time commitment you have in mind for that person. If they agree, set up regular meetings, shadowing opportunities and goals to work towards over a designated time period. Re-evaluate the relationship at regular intervals to make sure it is fulfilling and effective for both you and your mentor.

Seek Training and Professional Development Opportunities

Some organizations have structured training programs for new employees, while others do not, although most organizations provide for some type of orientation that can include training. Structured training programs are found primarily in organizations that have large groups of new employees starting at the same time. It does not make the organization “better” than one that does not. If your organization does not provide a pre-set training program, evaluate with your supervisor where you need more information and create your own individualized training program.

At the start of your new position, investigate what professional development opportunities exist for employees and when they are available. If free workshops or seminars exist at your organization, go to them! If a stipend is given for professional development, investigate opportunities, create a budget and discuss the opportunities with your supervisor. If money is allotted on a case-by-case basis, discuss opportunities and costs to see what might be possible.

Work Effectively With Your Co-Workers

As a student you are trained to examine and question information put in front of you. While this is an excellent trait, as a new worker you may want to observe your co-workers and learn from them first before immediately questioning or critiquing. Observing and learning from co-workers can be one of the best ways to grow and succeed in your field as they have a wealth of experience and knowledge to share. Learn the group dynamics of your work group to determine if they would welcome your immediate comments or may need a little more time to “warm up” to you. Set forth a positive attitude, and volunteer for group projects above and beyond your regular responsibilities. This will allow you to work with more co-workers and sets the tone of you as a “team player.” Get involved in other group opportunities if offered by your organization, such as sport or hobby groups, exercise, health education, or public service. Also, invite co-workers to have coffee, or lunch, or go for a mid-afternoon break. You don’t have to wait to be asked.

To keep the peace with your co-workers, it’s usually best to adhere to common office courtesy. Surveys released by Randstad USA and The Jennifer Group, noted the following as top office annoyances:

- Gossip
- Poor time management/not being prepared
- Being sick and coming to work

- Messiness in communal spaces, such as unwashed dishes in the kitchen sinks
- Potent smells like perfume, food, or smoke
- Loud noises such as music played on computers, speaker phones, raised voices or obnoxious ringtones
- Overuse or constant ringing/buzzing of cellphones
- Misuse of email e.g. hitting 'reply-all' unnecessarily or putting people in the BCC line
- Not being a team player

Clarify Work Policies

It's easy as a student to know when and where to show up. Class starts at 10 am and ends at 11 am. In many working environments you are paid monthly or bi-monthly, rather than by the hour. It can be confusing to figure out work time expectations. Start by asking what the standard work hours are in the office. You may hear some surprising answers. A supervisor may tell you that the rest of the company works 8am - 5pm, but a particular department works 9am - 6pm. Observe and follow the lead of the workers around you. At other organizations, you work until your project is done, showing up and leaving on your own time schedule.

It is also good to know company and departmental policy about time off. Some organizations are very strict about using vacation or sick time (how much and when) while others are much more flexible. Again, ask your supervisor for departmental policy and co-workers for unstated company policy for more information. Become familiar with the policies for requesting vacation time, definition of sick time, and how and who to notify if using sick time.

Other office policies to clarify: the use of personal email, "web surfing," romantic relationships with co-workers, supervisors, or supervisees, and company credit card usage.

Identify Company Culture

It takes time to know the "personality" of an organization and department. While most navigate this process successfully, don't worry if you make a company "faux pas." It is all part of the learning process. Visible company culture is easy to pick up on; i.e., most communication is done through email. Hidden company culture can take more time to absorb; i.e., it is best to initiate a new idea by discussing it with a small group of co-workers or supervisor before bringing it to the rest of the department. Observe group dynamics to determine who holds the "power" in group meetings, as well as other roles. Understanding the company culture will be important when it comes time for your initiative or project to move forward.

Manage Your Work Day

Depending on your position and organization, you may have to learn new tools for time management. Your style of time management may or may not work for this company. You may not be given the amount of time you would like to finish a certain project, or you may need to report back on the progress of a project when you have never been required to before. Many students find that their standard of "pulling all-nighters" doesn't work in some environments. When given a new project, discuss with your supervisor how much information they would like to know about the project as it happens, if at all, and when they want it. This can help you plan out your project and manage your time most effectively. Likewise, time management of simple daily tasks such as email and

phone calls may become overwhelming. For example, you may be receiving upwards of 50 or more emails a day, 20 phone calls and trying to meet a deadline. Test out what methods work best for you and create a strategy that will help you manage the constant communication flow in an office setting.

Be Aware of Stress

Just as you sought out extracurricular activities during your academics to relieve stress, it is important to remember to do the same as you transition to the work world. Identify activities, hobbies or interests that can help you "take your mind off of work." Work does not necessarily have to be "bad" in order for it to be stressful. The excitement and amount of knowledge you gain from this new experience can cause "positive stress" which is still stress and needs to be released.

What If You Find More Challenges Than Accomplishments in Your New Job?

When starting a new job, you may find more challenges than accomplishments. This is normal. Give yourself a year at an organization. It takes time to transition into a new environment with different policies and personalities. If you leave before the one-year marker, you may "burn a bridge" with your current employer, because it takes a good deal of money to train and orient a new employee. Try to talk with your supervisor or co-workers about your challenges. Do your responsibilities need to be changed? Is your communication style effective? Try to pinpoint the challenges and work on them specifically. After one year, if you are still unhappy, evaluate "what went wrong." If it is organizational or personality related, could you have identified this challenge before taking the job? If yes, how will you investigate these factors when searching for a new job?

LIVING ON YOUR OWN

Create a Budget

This may be the first time you have had to support yourself and live on your own. Familiarize yourself with how much you normally spend annually and how much you "should" spend given your annual salary. Living on your own also creates new expenses you may not have considered before, such as apartment insurance, commuting expenses, and furnishing your new place "like an adult." Utilize the worksheet on pages 65 and 66 to determine what you regularly spend and if you need to adjust it given your annual salary or other financial goals.

A good way to stay out of debt and still have a comfortable lifestyle is to follow spending ratios when creating a budget. The following guidelines provide suggestions on the percentage of your monthly salary allocated to key expenses.

For example, to calculate your housing spending ratio, add up all your housing costs for a month. This includes rent and insurance, but not utilities. Divide it by your monthly income. The goal is to have your housing expenses be 28 percent or smaller. Since housing costs in certain geographic areas, such as the San Francisco Bay Area and New York are very high, if your spending ratio is a few percentage points above 28, you're okay. When it starts climbing over 45 percent, you should probably reevaluate where you live.

Suggested Spending Ratios*:

<u>Expense</u>	<u>Percentage of Monthly Income</u>
Housing	28
Food	15
Transportation	15
Leisure	10
Clothing	10
Personal	10
Debt	5
Savings	7

* Spending ratio information for college students and graduates suggested by Consolidated Credit Counseling Services.

Start Your Financial Planning

It's never too soon to start planning for the future, whether it be to save for a new car, house, retirement or all three. Take the

initiative to learn as much about your personal finances as possible. Some organizations provide information and assistance to their employees. There are also a variety of courses available through private organizations, colleges, and community organizations. Ask family and friends for advice or recommendations for a certified financial advisor.

Connecting with the Community

As a student you were surrounded by people and opportunities every day. Now that you are on your own, you may need to be proactive in connecting with others. Remember to keep up with activities you enjoy such as sports or other hobbies. Continue to take classes through extended education programs or professional development seminars. There are alumni clubs throughout the United States and in many other countries that offer networking and social activities. To find the alumni club nearest you, go to the Stanford Alumni Association website, alumni.stanford.edu, and click on "Community."



COST OF LIVING INDEX

The following is a selection of cities where many graduating students accept offers. The cost of living index is based on the composite price of groceries, housing, utilities, transportation, health care, clothing and entertainment in each city listed. Use the calculation to compare salaries in different cities. For further information about the data below, please refer to

www.bestplaces.net/cost-of-living.

To compare information from other sources, refer to these websites:

www.salary.com

www.homefair.com/real-estate/salary-calculator.asp.

Average City, USA	100
Alabama	
Birmingham .....	.78
Montgomery .....	.89
Alaska	
Anchorage	143
Arizona	
Flagstaff	119
Phoenix .....	.99
Tucson .....	.92
Arkansas	
Little Rock .....	.88
California	
Fresno	105
Irvine .....	.215
Los Angeles	164
Sacramento	113
San Diego	164
San Francisco	243
San José	197
Colorado	
Boulder	155
Colorado Springs	101
Denver	115
Connecticut	
Hartford	109
New Haven	113
Stamford	167
Delaware	
Wilmington .....	.98
Florida	
Miami	119
Orlando .....	.92
Georgia	
Atlanta .....	.97
Hawaii	
Honolulu	199
Idaho	
Boise	107
Illinois	
Chicago	103
Springfield .....	.87
Indiana	
Bloomington .....	.98
Indianapolis .....	.89
South Bend .....	.83
Iowa	
Des Moines .....	.82
Iowa City	105

SALARY COMPARISON EQUATION

City #1 x Salary = \$ _____
City #2

What is the New York City equivalent of a \$50,000 salary in Pittsburgh?

New York City 168 x \$50,000 = \$100,000
Pittsburgh 84

Kansas	
Kansas City .....	.85
Kentucky	
Lexington .....	.95
Louisville .....	.87
Louisiana	
Baton Rouge .....	.90
New Orleans .....	.99
Maine	
Portland	118
Maryland	
Baltimore .....	.88
Massachusetts	
Boston	161
Michigan	
Ann Arbor	111
Detroit .....	.73
Lansing .....	.82
Minnesota	
Minneapolis	108
St. Paul	102
Missouri	
Kansas City .....	.94
St. Louis .....	.84
Montana	
Billings	107
Missoula	110
Nebraska	
Lincoln .....	.91
Omaha .....	.88
Nevada	
Las Vegas .....	.99
New Jersey	
Atlantic City	100
Princeton	162
Newark	122
New Mexico	
Albuquerque	101
Santa Fe	120
New York	
Albany	102
Buffalo .....	.74
New York City	168
Syracuse .....	.89
North Carolina	
Chapel Hill	128
Charlotte .....	.94
Raleigh	101
North Dakota	
Fargo .....	.98
Ohio	
Cincinnati .....	.83
Cleveland .....	.79
Columbus .....	.82
Dayton .....	.76
Oklahoma	
Oklahoma City .....	.89
Tulsa .....	.85
Oregon	
Portland	126
Pennsylvania	
Philadelphia .....	.96
Pittsburgh .....	.84
South Carolina	
Charleston	109
Columbia .....	.99
South Dakota	
Sioux Falls .....	.95
Tennessee	
Chattanooga .....	.88
Memphis .....	.73
Nashville .....	.99
Texas	
Austin	107
Dallas	106
Houston .....	.98
San Antonio .....	.92
Utah	
Salt Lake City	115
Vermont	
Burlington	124
Virginia	
Richmond .....	.95
Virginia Beach	110
Washington	
Seattle	154
Washington, DC	154
West Virginia	
Charleston .....	.91
Wisconsin	
Madison	116
Milwaukee .....	.85
Wyoming	
Cheyenne	103

BUDGET WORKSHEET

YEARLY BUDGET		Spent:					
MONTHLY EXPENSES	Allotment	January	February	March	April	May	June
Rent/Mortgage							
Utilities							
Phone							
Cable							
Internet							
Gym Membership							
Subscriptions							
Loan Payments							
PERSONAL							
Savings Contributions							
Retirement Contributions							
Groceries							
Clothing/Shoes							
Accessories							
Personal Care							
Dry Cleaning/Laundry							
Gifts							
Pets							
ENTERTAINMENT							
Movies/Theater/Concerts							
Restaurants/Bars							
Online Media							
Music							
Hobbies							
Vacation							
HEALTHCARE							
Payments/Co-Payments							
Prescriptions							
Dental							
INSURANCE							
Car							
Renters/Homeowners							
Disability							
Life							
COMMUTE							
Gas							
Car Maintenance/Repair							
Public Transportation							
CHARITY							
Donations							
MISC							
TOTAL EXPENDITURE							

YEARLY BUDGET		Spent:					
MONTHLY EXPENSES	Allotment	July	August	September	October	November	December
Rent/Mortgage							
Utilities							
Phone							
Cable							
Internet							
Gym Membership							
Subscriptions							
Loan Payments							
PERSONAL							
Savings Contributions							
Retirement Contributions							
Groceries							
Clothing/Shoes							
Accessories							
Personal Care							
Dry Cleaning/Laundry							
Gifts							
Pets							
ENTERTAINMENT							
Movies/Theater/Concerts							
Restaurants/Bars							
Online Media							
Music							
Hobbies							
Vacation							
HEALTHCARE							
Payments/Co-Payments							
Prescriptions							
Dental							
INSURANCE							
Car							
Renters/Homeowners							
Disability							
Life							
COMMUTE							
Gas							
Car Maintenance/Repair							
Public Transportation							
CHARITY							
Donations							
MISC							
TOTAL EXPENDITURE							

ALUMNI RESOURCES/SERVICES

BEAM RESOURCES

Handshake

Register with BEAM and receive access to Handshake which contains information on job opportunities, career resources, and other useful information.

Career Coaching Services

Alumni who are within their first year after graduation are eligible for career coaching appointments at no cost. Alumni more than a year out should check with the Stanford Alumni Association office regarding career coaching referrals. <https://alumni.stanford.edu/get/page/career/careercoaching>

Meetups and Panels

All programs are open to alumni with the exception of the assessment meetups, these are only open to alumni within their first year of graduation.

Letter of Recommendation Service

BEAM's Letter of Recommendation Service has partnered with Interfolio, a web-based credential file management service. The system is both secure and convenient. Visit the Interfolio website at interfolio.com for more information.

STANFORD ALUMNI ASSOCIATION CAREER RESOURCES

Career resources for alumni can be found at Stanford CareerConnect, the online collection of all the career services offered by the Stanford Alumni Association: alumni.stanford.edu/get/page/career

Alumni Job Board

Alums can find or post jobs on this exclusive Stanford job board.

Alumni Directory

Alumni and eligible students can search the 200,000-strong Stanford alumni directory to find help with job searches and professional networking.

Alumni Career Tools

Career-related social media, alumni career groups, user-guides, videos, and more, can be accessed by alums and students.

CONNECTING WITH STANFORD STUDENTS

Posting Jobs/Internships via Handshake

If you're interested in our service for posting internships, part-time or permanent jobs to hire Stanford students or alumni, go to <https://stanford.joinhandshake.com/login>.

Career Fairs

To participate, as an employer, in our career fairs, go to <https://stanford.joinhandshake.com/login>.

Stanford Alumni Mentoring (SAM)

Volunteer for this world-wide mentoring program that connects you to Stanford students in a one-on-one mentoring relationship for career guidance, advice, and advocacy. Help students develop their goals and gain a realistic perspective on life beyond Stanford. For questions, contact mentoring@stanford.edu.

Volunteer for Special Career Events

BEAM career educators are always looking for alumni to participate in programs including panels, meetups, networking opportunities and more. If you would like to participate and give back to Stanford students, please email our Career Catalysts team at career-catalysts@lists.stanford.edu.



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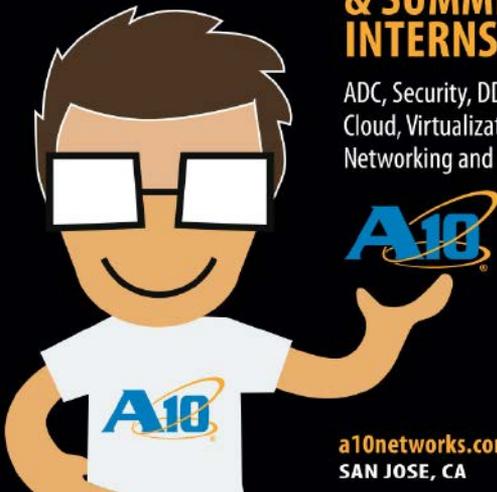
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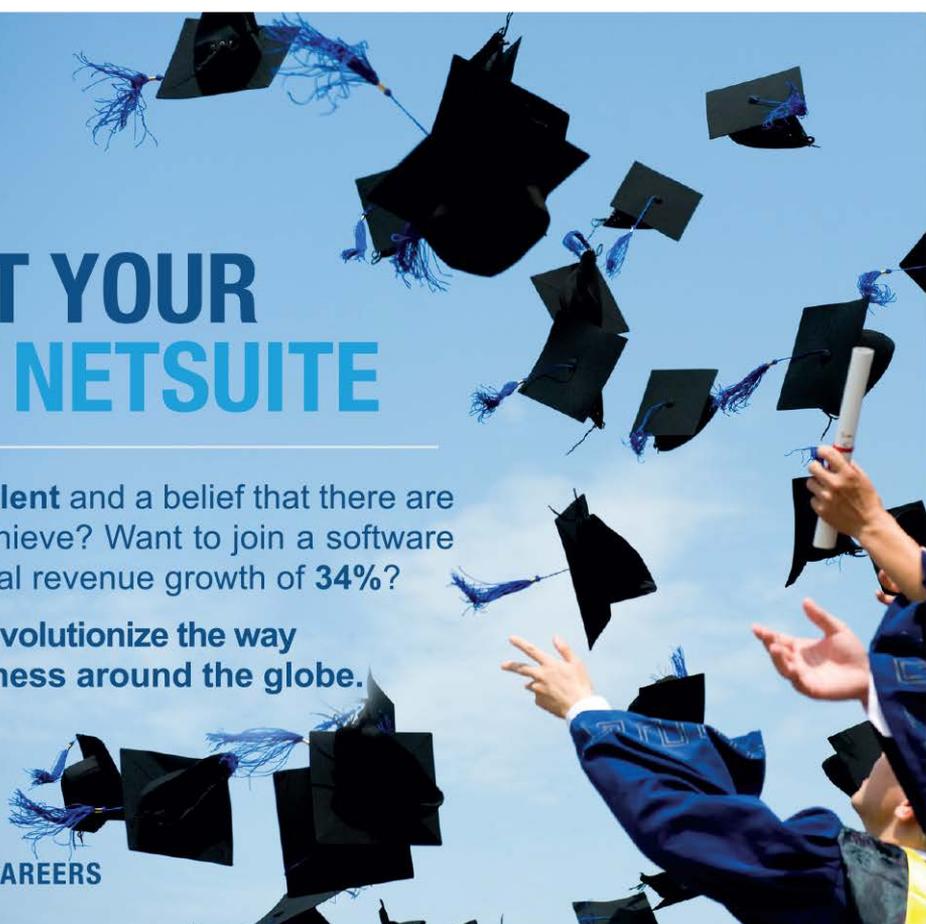
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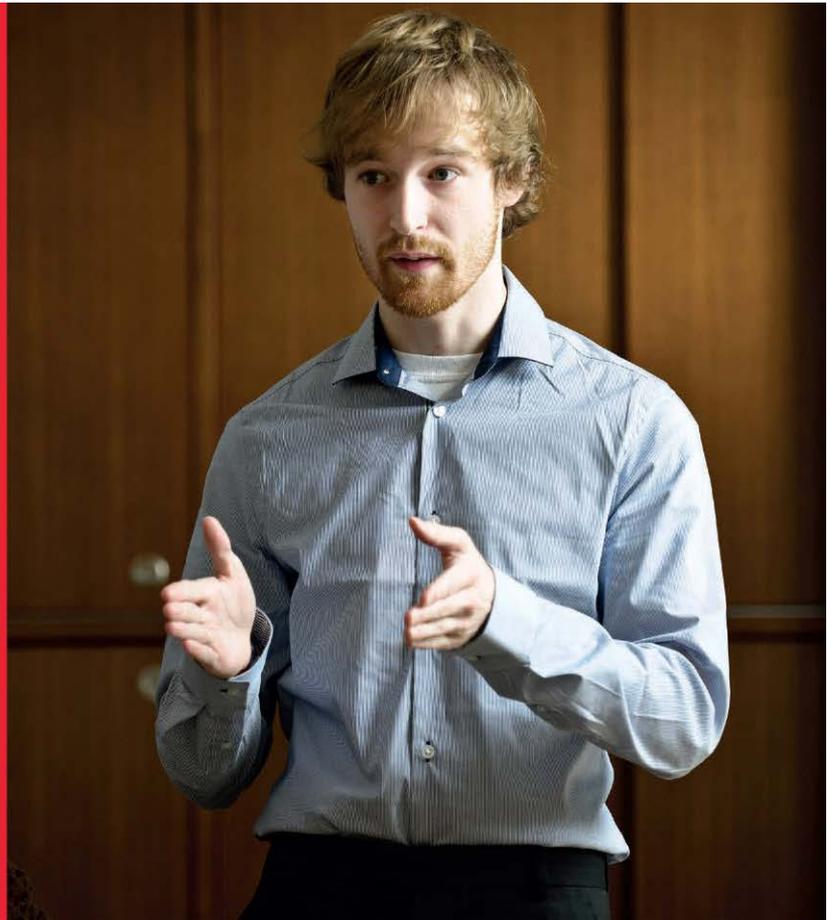
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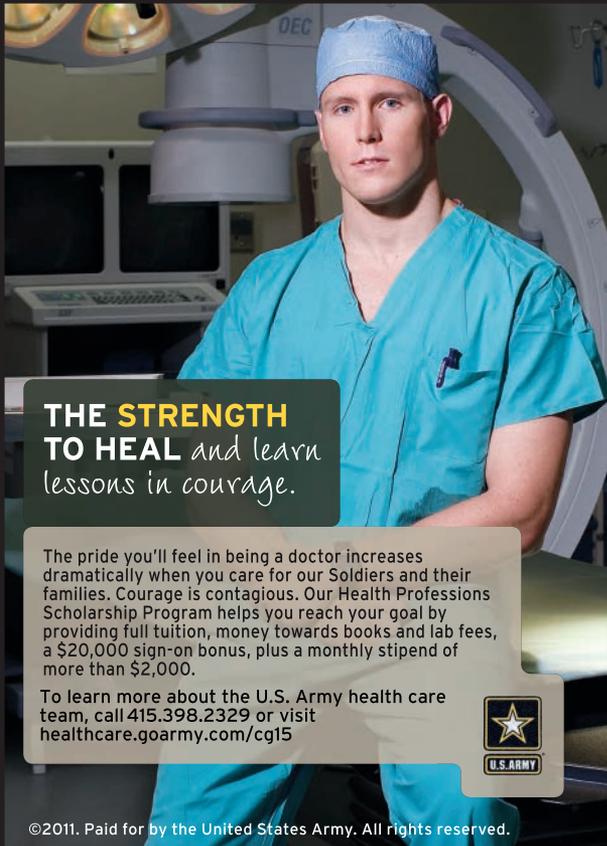
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From top left, clockwise: Stanford University Cantor Arts Center Skylight; Facade assessment using rope access; Nemours Children's Hospital

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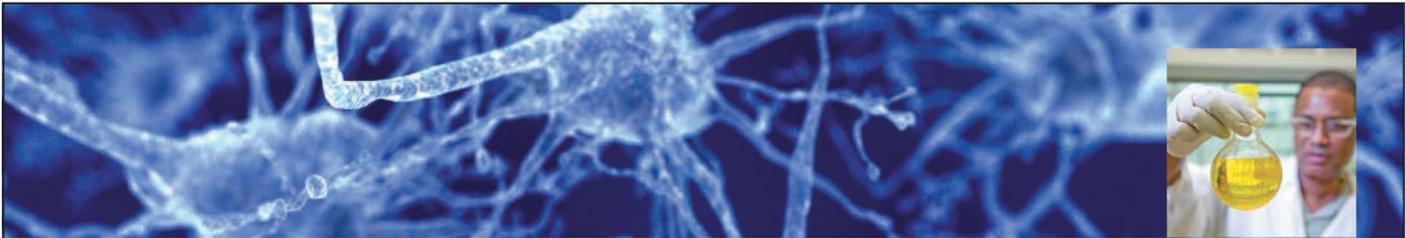
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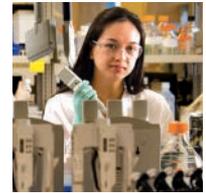
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CAREER FAIR

Thursday, October 1st 10:30am-4pm
White Plaza

INFORMATION SESSION

Monday, October 5th 7-8:30pm
Tresidder Memorial Union – Cypress Lounge

FULL-TIME ANALYST RESUME DROP DEADLINE

Wednesday, October 14th 11:59pm
All candidates must submit a cover letter, resume (with SAT scores and GPA) and transcripts via Handshake.

ON-CAMPUS INTERVIEWS

Wednesday, October 21st

INTERNSHIP OPPORTUNITIES

2016 Summer Internship opportunities for undergraduate students graduating in the spring of 2017 will be posted on Handshake later this fall. Please reach out to kleckie@altvil.com for more information.

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University of Arizona

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*According to published information as of March 2015





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OFFICER TRAINING

HERE ARE SOME DETAILS ABOUT BECOMING AN OFFICER

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The Marine Corps has its own aviation branch, which flies some of the most sophisticated and technologically advanced aircraft in the world. If you qualify, you'll be guaranteed aviation training and, once commissioned, attend Flight School in Pensacola, FL.

CAREER FIELDS

The Marine Corps offers 18 career fields in which you can become a leader. Some of them are Communications, Logistics, Intelligence, Public Affairs, Military Police, Finance and Computer Science. The Marine Corps is an organization that builds leaders. In each of these fields, you'll be given the authority and responsibility that most college graduates seek but seldom achieve.

GUARANTEED LAW

The Marine Corps has a dedicated group of attorneys who are also Marine Officers. The field is open to students who are seniors in college or currently enrolled in law school. Marine Corps Judge Advocates (attorneys) handle their own cases and have a great deal of trial time. They are generally compensated for their law degree and are paid a salary, which is competitive with that of many civilian firms.

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**FOR MORE INFORMATION CONTACT
CAPT SEBASTIAN MAGRANER**

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