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Welcome

Welcome to the Peer Counselor Program.

Congratulations! You have been selected because of your tremendous potential to make a difference in the lives of students! You will be meeting with students individually and in groups and sharing career resources to assist them in reaching their future goals.

You will find this program is an excellent way to use and further develop your communication skills, teamwork and leadership abilities. It is meaningful work and you will get out of it what you put into it.

What are Peer Counselors? As stated on our web site-

Peer Counselors (PC's) are undergraduate CALS Ambassadors who help current NC State students explore career-related issues. They have been specially trained to listen and offer assistance. PC's provide you with options. They may help you with choosing a major, finding an internship, planning for graduate and/or professional school, or using the internet to do company research. Simply stated, PC's offer you a student's perspective on resume writing, interviewing tips, and job search strategies. This year PCs will work closely with the REACH Team our newest small Ambassador group. REACH stands for Recognizing Educational Aspirations and Career Horizons. They work to promote career resources and will do Minute Clinics, Speed Networking, Power Half Hours and a new Peer Mentoring Program for first generation college students. We are excited to have more motivated students under the CALS Ambassador umbrella. Our third and largest CALS Ambassador group is the Outreach Advisors who work with perspective students.

We will ask for a brief biography on each of you to post on our web site along with your office hours, so students can make appointments with you by emailing or calling us.

I am Marcy Bullock, the Facilitator of the PCs. I have done this for several years, and it is one of the best parts of my job because we get a chance to know each other on a level that is not possible with the majority of CALS students. There is nothing more rewarding to me, than to see the growth that you will experience from the time you are interviewed and selected until the time you graduate.

I teach two classes, ALS 303 and ALS 110, and you will be helping me by conducting counseling and mock interviews with students in my classes. Even though I am very busy, I am never too busy to talk to you! You are welcome to pop your head in any time to say hello and tell me how your day is going. I do not mind interruptions, as a matter of fact; my work style thrives on them! Of course there are always those days when I am scrambling to finish something up last minute, but I will let you know if that is the case.

I am happy to meet with you to provide career advice if that is helpful to you as you continue your journey here at State. It is up to you to seek me out, and know that I am honored to help you if you choose to come by to talk. I am here to guide you in your role as a PC, but where you go is up to you. The sky is the limit! My favorite quote is by Helen Keller- “Security is an illusion, life is either a daring adventure or nothing at all.” It is unlikely you will feel secure in your role as an Ambassador because you will be pushed from your comfort zone to be the best you can be. That is all part of the adventure!

This program has a history of success. Several of our PCs have continued with the program for 2, 3 and even 4 years while they are students at NC State. They have gone on to careers in teaching, research, fieldwork, and extension. Several are currently in graduate and professional schools including medicine, dentistry, pharmacy, vet medicine, public health, counseling and education. Others are successful professionals who have returned to campus to share how this program shaped their life. This is a rich group of alumni that you can add to your network.

Being a PC gives you a huge career advantage, because you have first hand knowledge of all of the services that can help you reach your own goals. Some PCs have changed career direction themselves while in
the program. It is all part of the process of learning about your unique talents and gifts- something we will explore quite a bit this year.

Our group is a small one. We work very closely together. You will see each other every week and your contribution is needed to strengthen the cohesiveness. This is a chance to develop relationships that will last a lifetime. Each person on our team is relying on you, so if you don't pull your weight you are letting the team down. We all will be sharing lots of feedback together, so it will be evident if anyone is not giving their all.

Your feedback is valued. You will be asked to nominate your fellow Ambassadors for awards at the end of the year. Those selected will be honored at a banquet where your parents, the Dean, and our faculty advisory board are invited to attend. Keep your eyes open and notice when Ambassadors go above and beyond what is expected.

Every year the PC group has a different dynamic, and that is determined in large part by each of you. We want to get to know you and encourage your participation. Doing the minimum, results in the minimum.

We chose you because we think you bring something special to the group that no one else has. You bring your own personal style and innovative approaches to make this group what it is, and what it has the potential to become as we evolve together.

Returning PCs, you are the role models for our new members, an awesome responsibility. Raise the bar so that everyone in the group understands what is expected. The new PCs are watching you, and you will be the go-to person as they find their way. Returning PCs were chosen to return if they demonstrated this potential to lead in their first year with the program, so congrats to you on coming back!

As a new PC you will be matched with a returning PC or with the program facilitator, who will be your mentor the first year. This person has been there and done that! They will train you each week in office hours and push you to spread your wings and be ready to work independently with students. You may not feel ready at first, but you will learn as you go. In the fall you will observe quite a bit. Ask lots of questions and share your input. You will get to the point where your mentor will have you take the lead in counseling sessions, and they will be there to support you. By the spring you will be solo with your own office hours. Professional counselors are just a walk down the hall if you need guidance, and our doors are almost always open!

We will have weekly Ambassador meetings on Tuesdays at 1:10pm. Some will be with the large Ambassador group, which includes PC s,OAs and REACH. These training sessions cover topics relevant to all groups. Some meetings will be small group (PC) only and we will train you on career related topics to help you in your role as a PC. Finally sometimes the PCs and REACH will come together for training that overlaps their roles since they are both "career" focused.

Your big challenges will be the one-on-one counseling, mock interviews, and Kick Start presentations. You will have plenty of time this fall to learn what you need to know to handle these challenges with confidence. Ask lots of questions!

A fellow PC suggested that I create this manual to help you understand what this program is all about, and what the expectations are. Bring it to our meetings to refer to during training. I hope you find it useful. I look forward to working with you this year.

Marcy Bullock

Get to know all of your advisors
They are great resources!
Expectations

Now what have you gotten yourself into? It really is not too overwhelming, but it is a big time commitment, which is why we were very careful to gauge your ability to manage your time in the interview.

Overall Ambassador Program expectations which were discussed with you during your interview process and you signed an agreement to meet are as follows:

- 20 service hours per semester - log your hours each month on-line, some have said it’s easier to log weekly as you go… just don’t forget!
- Attend annual fall retreat and spring training.
- Attend Wolfpack Welcome Week activities as assigned.
- One office hour each week (excluding the first week of school, and dead week).
- Attend Kick Start seminars each week that Kick Start is offered (8 weeks per semester) and evaluate each presenter on-line.
- Attend weekly training sessions.
- Attend Career Expo each Fall semester.

The following expectations break down more in detail what is expected of you as a Peer Counselor:

- Complete the PC training sheet the first month of the semester. Can be done during office hours, or on your own time.
- Make performance review appointments with your facilitator two times a semester (before fall/spring break and dead week).
- Attend Focus on your Future each semester (great training for new PCs and a useful refresher for returning PCs).
- Present Kick Start sessions.
- Attend Mock Interview Day in the Spring semester (excellent training).
- Plan and attend the Etiquette Dinner and Fashion Show each Spring.
- Attend end of year awards banquet in April.
Office etiquette:

- No shows are a BIG NO NO! You have been selected for this role based on your reliability. We called your references and they confirmed that you are dependable, and we screened for this in our interview. We understand that you are a student first and that life sometimes interferes with your best intentions, so we have provided some guidelines below to help you when unexpected circumstances arise.
- If you have to miss something that you are expected to attend, due to illness or another urgent issue, please call your facilitator, rather than send an email. You can reach Marcy at the office - 515-3249, or on her cell phone at 656-0543. Contact me anytime you have to miss Kick Start, office hours or any other event you signed up to attend.
- If you have to miss office hours, please provide us with notice so we can cover your appointments.
- If you have to miss a presentation, try to arrange for another PC to cover for you (view the pocket card with phone numbers in case of emergencies).
- Email is an excellent way to communicate on matters not mentioned above. I check my messages several times a day, and on weekends, so feel free to email me at any time.
- Check your email messages. If you experience any computer problems, or are over quota, let us know by phone.
- It is best to communicate directly with the person who requested your help- ie- if it was an email or program from/for Marcy, email or call Marcy, from/for Tricia, email or call Tricia, from/for Melissa, email or call Melissa. It is best to cc your facilitator on any message you are sending to someone else to keep the lines of communication open.

Performance Reviews

Performance feedback is critical to the success of the Peer Counselor Program. You will regularly give and receive feedback on the program, your fellow PCs and your facilitator. This helps us all get better at what we are doing.

You will meet with your facilitator 2 times each semester to share feedback. These meetings are required, but you are welcome to stop in at any time too. You are responsible for scheduling a 30 minute appt with me once mid semester and once during dead week in the Fall and Spring-

Performance Review Meeting Times-
1. Right before Fall Break (October 1-October 7)
2. Dead week (December 1 – December 5)
3. Right before Spring Break (February 23 – February 27)
4. Dead week (April 20 – April 24)

You can make your evaluation appointment during your office hours if you desire over dead week, but just be sure it is booked on my calendar by calling 515-3249. We will recap your progress and plan challenges for the upcoming semester.

Before dead week the following evaluation sheet will be completed on you by other PCs and your facilitator. Return your completed forms on each peer counselor to Marcy before Dead Week.
# Returning Peer Counselor Evaluation

Please provide an honest evaluation of the peer counselor. Feedback will be kept confidential and used to help Marcy provide general suggestions in the end of semester evaluation.

Name of Peer Counselor

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<td>Was he/she excited about being an Ambassador?</td>
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<td>Did he/she have a positive attitude?</td>
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<td>Did he/she think of innovative ideas on how to improve the program?</td>
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<td><strong>Commitment Level</strong></td>
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<td>Was he/she on time for office hours, Kick Start, class, and did he/she attend regularly.</td>
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<td><strong>Counseling Skills</strong></td>
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<td>Did he/she demonstrate active listening and use open ended questions with students?</td>
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<td>Was he/she articulate and professional in speaking to groups?</td>
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<td>Was he/she well prepared?</td>
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<td><strong>Initiative Level</strong></td>
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<td>Did he/she go above and beyond minimum requirements to contribute to the program?</td>
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<td>Did he/she offer ideas and suggestions in group discussions?</td>
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<td>Was he/she able to develop rapport with students and other peer counselors and ambassadors?</td>
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<td>Was he/she able to juggle multiple time commitments, prioritize appropriately, and devote the time needed to this program?</td>
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<td>Did he/she focus on peer counselor activities during office hours?</td>
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<td><strong>Role Model Level</strong></td>
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<td>Is he/she the type of person other students would look up to?</td>
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<td>Did he/she serve as a role model for you?</td>
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<td>Did he/she act as a mentor you could count on to help train you to take on your PC responsibilities?</td>
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*These are your advisors making silly FISH FACES to remind you of the FISH principles you learned at the retreat. Choose your attitude, Be there, Make their day and Play. Four good mottos to live by!!*
New Peer Counselor Evaluation

Please provide an honest evaluation of the new peer counselor you worked with this semester. Feedback will be kept confidential and used to help Marcy provide general suggestions in the end of semester evaluation.

Name of Peer Counselor you worked with: _______________________________________________________

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General Comments:
Mid semester we will have a laid back talk about how the program is going and how you and I are doing. Come with questions!

At the end of the semester, during the Dead Week meetings, we will go over the evaluation sheet above and you will receive a copy of the one I complete on you. I will keep a copy and I will use this to write you thoughtful letters of recommendation in the future if you ask me. I keep a file on each of you, with all of your Kick Start Evaluations, student feedback sheets and other notes I keep on you throughout the year. It is very comprehensive and it will show how much you grow during your time as a PC. We will get to know each other quite well.

If I am asked to write you a letter of recommendation, which I am honored to do, you can be assured it will be comprehensive. Qualities students are rated on by most graduate school include- Self Discipline, Maturity, Teamwork, Teaching, Creativity, Motivation, Initiative, Critical thinking, Autonomy, Perseverance, Compassion, Research, Integrity, Enthusiasm, Respect and Writing. How many people know you well enough to judge you in all these areas? As recommenders we are asked to compare you to other students and rank you based on percentiles. If you want to be in the top 5% now is the time to show your stuff! I have worked with hundreds of students and I picked you because you have great potential and add something unique. I am sure you won’t let me down.

In the end of semester meeting we will discuss-

- What you feel you did well and what you feel you need to work on- your goals.
- How I can help you as a facilitator.
- Any questions you have about this semester and your responsibilities.
- Office hours for Spring- making students feel comfortable and developing rapport.
- Kick Start- beginning with a high energy interactive presentation.
- ALS 110 (for end of semester meeting- this is a Spring class) and meeting with undecided students. You will be assigned students who are undecided about their career direction and you will meet one on one. You will get to read their career goal statements.
- Counseling evaluations that will be completed on you by ALS 110 students.
- FOYF - Mock Interview Day, Etiquette Dinner, and more!

Ambassadors love to play!
Office Hours:

Each week you will come to room 118 for your office hours. In the fall, returning and new PCs are matched up as mentors. This year since we have four returning PC’s and four new PC’s.. In the spring you fly solo. It is great to pop in 107 Patterson to say hello when you come in.

During office hours you may have appointments booked for you. If this is the case, you should receive an email announcing the name of the student. Some appointments are last minute, so you may not know until you arrive what is on your schedule. Ashley schedules appointments and she will send you email reminders when possible.

During five weeks of the semester you will be conducting video taped mock interviews on the ALS 303 students during your office hours. Each 30-minute slot contains two or three students.

It is not advised to do homework during your one office hour a week. If you have no appointments and no career services projects to work on, and need to use that hour for homework, please let your facilitator know and you will not count that as a service hour. The key is to keep our communication lines open.

If you have no appointments scheduled, you can use your office hours to do the following career services tasks. Take initiative and stay busy, there is always something to do.

- Review the CALS Career Services Web Site (we have lots of new companies coming to refer students to- plus give us suggestions for improving it!!)
- Sit in on appts with professional counselors, Marcy Bullock, Melissa Kahn, or Samara Kuhn.
- Prepare your Kick Start session. Update slides, google for new ideas on your topic to include.
- Review your Kick Start binder and think about the next session you want to lead.
- Tidy up the PC Office or redecorate.
- Review the handouts in the PC Resource Guide and commonly used handouts to ensure you’re up to date.
- Be creative- come up with a new idea for our program and tell us about it!
- Follow up with an email to students you met earlier in the semester to check on their progress.
- Send an email out to CALS students you know to market our programs.
- Make someone’s day in the ambassador group!
- Office hours are a great time to do role plays with a new and a returning PC. Role plays will help you feel more confident when meeting real students. The new PC plays the role of the counselor, and the returning PC takes on the role of the student outlined below:

You are a freshman who is pre-med and having parental pressure to go into this career. You have never really tested it out and you are wondering what you have to do to get into medical school. You want the recipe for success. Your motivation for helping sick patients is not very strong but you want a career that has prestige and pays well. You love science and are more of an introvert than an extrovert. On the Career Key you were Conventional.

You are a freshman who has always loved animals. You do not know what careers are out there for you. You volunteered at a vet clinic in your home town and loved it. You heard it is good to have a back up plan due to competition, so you want to explore one today. You are very outgoing and motivated and are doing well academically. Career Key code is Social.

You are an undecided freshman. You are not sure what you want to do career wise and you feel like you are alone. All your friends have it figured out. You enjoy environmental activities and you headed up the recycling effort at your high school. You have not yet gotten involved in a college club but wonder what you could do. You also want to help society in some way. You like to build houses for Habitat for Humanity. Career Key code is Investigative.

### Fall Semester Office Hours

- Brook & Kristin: Tues. 2:30
- Sam & Tara: Thurs. 1:30
- Katherine & Kyle: Thurs. 3:00
- Jennifer & Siddhi: Mon. 12:15
You are a sophomore who grew up on a farm and have always thought you wanted to do something to help agriculture. You are very passionate about the plight of the family farm, but you want more for yourself than just going back home. You wonder how you can use an Agriculture Business degree to help the future of agriculture in our country. You have never had an internship and you wonder if you should. Your career key code is - Realistic.

Will I be ready?

If you are a first year PC and nervous about being the expert on these questions, that is normal! You are not expected to know everything about every career. I have worked in this field for over two decades at 4 different universities and I don’t know it all. I learn every day from my students and you will too. Ask questions and be a caring resource person. You will be amazed at how much you do know based on the fact that you trained for five weeks in April, you attended the Spring Training and Fall Retreat, Focus on your Future and you are having weekly meetings and weekly office hours in the Fall. That is significant amount of time you are investing! We will push you out of your comfort zone and that will feel risky at first. If you don’t take a risk you will never grow as a person and be assured in this program you will grow tremendously from the time you interview until your awards banquet senior year.

During your office hours you will have counseling appointments. If you LISTEN it will help you succeed. You will get to practice doing this in office hours this Fall during role plays. Jump in and try your best. If you never fail, you are not learning anything new, so it is all good!

Ashley Abernethy is the Career Information Coordinator in Career Services, 107 Patterson Hall, 515-3249

Remember to LISTEN:
- **Listen:** Smile, nod, warmly reflect what you heard.
- **Inform:** Answer questions, share useful resources.
- **Support:** Use self-disclosure and empathetic understanding.
- **Time to refer:** Know when the problems are outside your expertise.
- **Eagerly ask and assess:** Interests, skills, talents, gifts and values.
- **Never solve problems:** Push students to solve problems.

This guy is on the Minute Clinic banner for ePack!
Learn more about Minute Clinics from the REACH Team. You will partner with REACH to do a new Minute Clinic on Expo Preparation the week before the expo out at the Atrium!

Julie Holder is the Student Services Assistant in Academic Programs, room 111 Patterson Hall 515-2614
## PC Meeting Schedule

### Fall 2008  Tuesdays 1:10 to 2:20pm

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Location</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 26</td>
<td>Expectations Kick Start</td>
<td>McKimmon Room, Williams Hall</td>
<td>Kristin and Jennifer rehearsal- <strong>RESUME</strong></td>
</tr>
<tr>
<td>September 2</td>
<td>Pictures and Mix and Mingle</td>
<td>Brickhaven (take shuttle)</td>
<td>Wear red polo w/ Khakis Large Ambassador Group</td>
</tr>
<tr>
<td>September 9</td>
<td>CALS Career Services mission &amp; values</td>
<td>McKimmon Room, Williams Hall</td>
<td>With REACH Kristin and Sam rehearsal- <strong>LETTERS</strong></td>
</tr>
<tr>
<td>September 16</td>
<td>Mock Interviews</td>
<td>McKimmon Room, Williams Hall</td>
<td>Siddhi and Brook rehearsal- <strong>EPORTFOLIO</strong></td>
</tr>
<tr>
<td>September 23</td>
<td>ePack &amp; new website</td>
<td>McKimmon Room, Williams Hall</td>
<td>With REACH Tara and Sam rehearsal - INTERNSHIPS Siddhi and Jennifer rehearsal- <strong>INTERVIEW</strong></td>
</tr>
<tr>
<td>September 30</td>
<td>TBA and Expo</td>
<td>Walnut Room, Talley</td>
<td>Large Ambassador Group</td>
</tr>
<tr>
<td>October 7</td>
<td>Resumes and Internships</td>
<td>McKimmom Room</td>
<td>Bring your resume</td>
</tr>
<tr>
<td>October 14</td>
<td>Career Choice</td>
<td>McKimmon Room</td>
<td></td>
</tr>
<tr>
<td>October 21</td>
<td>Teambuilding</td>
<td>McKimmon Room</td>
<td>Kyle and Katherine rehearsal- <strong>TECHNOLOGY</strong></td>
</tr>
<tr>
<td>October 28</td>
<td>Igniting Your Passion and Keeping it Burning</td>
<td>Walnut Room, Talley</td>
<td>Large Ambassador Group</td>
</tr>
<tr>
<td>November 4</td>
<td>Public Speaking</td>
<td>McKimmon Room, Williams Hall</td>
<td>With REACH Kyle and Brook rehearsal- SUCCEEDING IN INTERNSHIPS</td>
</tr>
<tr>
<td>November 11</td>
<td>Career Counseling</td>
<td>McKimmon Room, Williams Hall</td>
<td>Tara and Katherine rehearsal – GAP YEAR</td>
</tr>
<tr>
<td>November 18</td>
<td>Social Style</td>
<td>McKimmon Room, Williams Hall</td>
<td>With REACH Divide up awards night duties.</td>
</tr>
<tr>
<td>November 25</td>
<td>Capstone</td>
<td>Walnut Room, Talley</td>
<td>Large Ambassador Group</td>
</tr>
<tr>
<td>December 2</td>
<td>Values and careers</td>
<td>McKimmom Room</td>
<td></td>
</tr>
</tbody>
</table>

### Peer Counselors

<table>
<thead>
<tr>
<th>Name</th>
<th>Cell #</th>
<th>E-mail</th>
<th>Screen Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katherine Carter</td>
<td>910/262-3044</td>
<td><a href="mailto:kecarte3@ncsu.edu">kecarte3@ncsu.edu</a></td>
<td>roxsnsoxs</td>
</tr>
<tr>
<td>Jennifer Evans</td>
<td>919/815-3431</td>
<td><a href="mailto:jvevans@ncsu.edu">jvevans@ncsu.edu</a></td>
<td>KyleGazdeck</td>
</tr>
<tr>
<td>Kyle Gazdeck</td>
<td>704/472-2790</td>
<td><a href="mailto:rkgazdec@ncsu.edu">rkgazdec@ncsu.edu</a></td>
<td></td>
</tr>
<tr>
<td>Brook Grindstaff</td>
<td>704/737-2629</td>
<td><a href="mailto:bmgirds@ncsu.edu">bmgirds@ncsu.edu</a></td>
<td>BRK0520</td>
</tr>
<tr>
<td>Siddhi Gupta</td>
<td>704/451-2409</td>
<td><a href="mailto:sgupta4@ncsu.edu">sgupta4@ncsu.edu</a></td>
<td>tweekee2000</td>
</tr>
<tr>
<td>Kristin Marley</td>
<td>336/302-0973</td>
<td><a href="mailto:kpmarley@ncsu.edu">kpmarley@ncsu.edu</a></td>
<td>kristinnm231</td>
</tr>
<tr>
<td>Tara Sivamani</td>
<td>919/744-6737</td>
<td><a href="mailto:sttarasiva@yahoo.com">sttarasiva@yahoo.com</a></td>
<td>psychopoppy</td>
</tr>
<tr>
<td>Sam Willis</td>
<td>252/729-1997</td>
<td><a href="mailto:sawillis@ncsu.edu">sawillis@ncsu.edu</a></td>
<td>marinerSam21</td>
</tr>
</tbody>
</table>
EXPO!

This is an important date to star in your planner. Sign up to help us, as well as attend and learn about options for your future. The night before we are having a Student Showcase (Oct. 22nd, 6 to 7pm). I strongly encourage you to attend to practice your networking skills and make great contacts!

The Peer Counselors and the REACH Team are partnering for Minute Clinic Resume Critiques the week before the expo. Note the times on the Chronicle and sign up to attend any that fit in your schedule. This will be a new way for students who wait until the last minute to prepare for the expo. They are located at the atrium.

We have 10 different Minute Clinic Banners, one for each Kick Start seminar. This banner promotes the ePortfolio Kick Start session. REACH takes out the banners each semester. Marcy and Melissa presented Minute Clinics at a National Conference last summer! Want to see all 10 banners? Just ask us ☺
ePack Student Guide

Access the following website: www.cals.ncsu.edu/epack

LOGIN INFO:

Your username is your UNITY ID. If you are a new user to ePack and you don’t know your password, click the “Forgot Your Password” button. A password will be emailed to the address you have specified with NCSU Registration & Records. When you login for the first time, you can change your password to something that is unique to you.

NAVIGATING ePACK

You can use the black toolbar at the top to navigate the entire system. Detailed instructions for each function follow below. Be sure to read the instructions for each section & use the buttons for help.

UPDATE YOUR PROFILE

• Click My Account and select My Profile
• Update all 3 sections: Personal Information, Demographic Information, & Additional Information.
• Each section has an [Edit] link at the top-right. Click on this link to edit fields within the section.
• Go through each section and complete all of the fields making sure to click on the Save button.

NOTE: The more detailed you fill out your profile, the better we will be able to assist you.

Allow Employer Viewing (under Additional Information in profile section):
We recommend you select YES to allow all employers to search and view your completed profile and uploaded resumes & cover letters. Employers cannot search for you if you have not uploaded your resume. If you choose to select NO, only the employers to whom you apply will see your limited profile information and documents. Other employers will not have access to any of your information.

UPLOAD YOUR DOCUMENTS

• Click My Account and select My Documents
• Click on the [Upload File] link, and click Browse button to find your document

Siddhi loves to use ePack!
VIEW YOUR ACTIVITY

Click and select My Activity. Three types of activity can be viewed.
1. Referrals – These are resumes that you’ve submitted to an employer for a job, Career Services has submitted on your behalf, or an employer has downloaded.
2. Schedules – The Schedule Activity shows any interviews, information sessions, or waiting lists that you are signed up for. You can also see any Pre-selection Activity that is still pending for you, under the Pre-selection Activity section.
3. RSVPs -These are the Career Events that you have signed up to attend.

SEARCH FOR EMPLOYER INFORMATION

• Click and select Employer Directory
• Fill in the search criteria to narrow down your employer search (i.e., by category) OR just click the Search button (without entering any search criteria) to view all employers.
• You will be able to view information about the employer, any current job postings, and contacts if available.

NOTE: We no longer have the iCenter! Internships are found in ePack!!

“Being a Peer Counselor helped me grow both personally and professionally and I gained important life skills and the confidence to use them.”

Anna Irvin, Peer Counselor 2007

UNC School of Pharmacy 2011
Peer Counselor Office Hour Training Assignments

During your office hours the first month of the Fall semester, please complete the following training sheet and return to your facilitator when it is completed with dates listed by each task. That will ensure for me that you are up to date on all of the topics below. Work together with your returning PC to complete this sheet if you have time in the office, or you can work on it when you are surfing the web at home.

<table>
<thead>
<tr>
<th>Topic/Assignment</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following are web review. Familiarize yourself with the entire new website.</td>
<td></td>
</tr>
<tr>
<td>• Complete the ePack profile and resume and cover letter *</td>
<td></td>
</tr>
<tr>
<td>• Review Career Expo link *</td>
<td></td>
</tr>
<tr>
<td>• Review all links under the STUDENT heading.</td>
<td></td>
</tr>
<tr>
<td>• Review “Pack Net” link and familiarize yourself with alumni profiles *</td>
<td></td>
</tr>
<tr>
<td>• Look closely at “Explore majors and careers” link under “students”</td>
<td></td>
</tr>
<tr>
<td>• Complete and print results of The Career Key (on-line assessment)</td>
<td></td>
</tr>
<tr>
<td>• Practice looking for employers with Career Search link (under students/find employment) *</td>
<td></td>
</tr>
<tr>
<td>• Review JOB LISTINGS on ePack link (students/find employment)</td>
<td></td>
</tr>
<tr>
<td>• Review On-Campus Interview policy and schedule on ePack</td>
<td></td>
</tr>
<tr>
<td>• Watch all of the Take 5 videos on line</td>
<td></td>
</tr>
<tr>
<td>• Review the ePortfolio tool. Begin to build your own!</td>
<td></td>
</tr>
<tr>
<td>• Review the “PC Resource” book in room 118 *</td>
<td></td>
</tr>
<tr>
<td>• Review the Kick Start training manual to prepare your workshops with your partners</td>
<td></td>
</tr>
<tr>
<td>• Observe resume critiques and counseling appointments with Marcy or Melissa.</td>
<td></td>
</tr>
<tr>
<td>• Take SIGI 3- Work through all sections of the program- takes about 2 hours</td>
<td></td>
</tr>
<tr>
<td>* These items are important for returning PCs to review again this year.</td>
<td></td>
</tr>
</tbody>
</table>

Date, initial, copy and return to Marcy by the end of September.
Kick Start

Each semester two sessions of Kick Start are offered. Marcy, Melissa and Samara present the afternoon sessions and the PCs present the evening sessions. All PCs attend every evening Kick Start. You will be providing input each week, and if you are not there, you will be letting your entire team down. During the Fall, new PCs play a supporting role, and learn how to present the sessions for the Spring.

Before each semester, all PCs will be assigned Kick Start responsibilities. You have a chance to express your preference of topics to present. As the “responsible PC” you must ensure that all of the items on the checklist below are completed. You can delegate any items to fellow PCs. It is expected that the “responsible PC” will plan and present the session, and integrate their fellow PCs in helpful ways, sharing examples, doing icebreakers, interacting in small groups, etc. You are in charge, so plan ahead and let everyone know what you expect from them in terms or participation. The sessions will be richer if everyone participates. In our training meetings we will allow time to discuss your plans for your Kick Start session. Depending on the timing of the biweekly meetings, you may need to use email to sort out everyone’s role. The key is to plan ahead and allow you team to know what you expect from them.

Our returning PCs have some great ideas on how to make Kick Start more interactive and fun. It will be exciting to see the results of the NEW AND IMPROVED KICK START!

These are the expectations that all the returning PCs agreed on at our end of the year focus group. They will be modeling this behavior for the team.

- Show up on time in your red polo.
- Have a mix of PCs presenting to keep it interesting.
- Bring energy.
- Personalize each session.
- Mix up fun icebreakers.
- Have 5 slides at the most and make it interactive.
- Give out a notebook with handouts and bring it each week.
- Keep guest speakers on time.
- Have a nice dinner for the end of semester certificate presentation.
- Divide participants into groups with a PC mentor.
- PC mentor sends out emails reminding their group to attend.
- PC mentor really gets to know their group (memorizing all names).
- PCs greet students at the door as they arrive to make them feel welcome.
- Have a mystery Kick Start at the end of the Spring semester, based on ideas from the group.
- Everyone be ready on Tuesday at our meeting to get feedback on your Thursday Kick Start to cut down on last minute scramble.
- Burn two CDs of music to add to a fun Kick Start atmosphere.

**Kick Start Checklist**

Take the following to your Kick Start-
- Munchies (PC office)
- Evaluations (your box in PC office)
- Roll sheet (your box in PC office)
- Other materials and handouts

*All PCs attend all Thursday Kick Starts and evaluate the presenter.* Please be courteous to your presenter and arrive on time. Let your presenter and Marcy know ahead of time if you have an unavoidable conflict.
Kick Start Evaluation (found online on the PC link to the Ambassador home page)

Presenter Name: ___________________________  Date: _________________
Kick Start Topic:__________________________________________________

1=Excellent   2=Good   3=Needs Improvement

Content, Preparation:
Material was organized and presenter was well prepared 3 2 1
Used creative icebreakers 3 2 1
Used technology effectively if needed 3 2 1
Used the correct time frame (50 minutes) 3 2 1
Encouraged group interaction from the audience 3 2 1
Ensured that all PCs participated, and were informed before hand as to what they would be doing 3 2 1

Comments:
________________________________________________________________
________________________________________________________________
________________________________________________________________

Voice/Style:
Projects voice 3 2 1
Enthusiastic and high energy 3 2 1
Limited use of “non words” such as “ums” and “ahhs” 3 2 1
Incorporated a unique personal style using appropriate self-disclosure 3 2 1

Comments:
________________________________________________________________

Nonverbal Behaviors:
Regular and varied eye contact 3 2 1
Dress was appropriate (not sloppy- looked like a polished student presenter) 3 2 1

“It is easy to forget to complete the on-line form each Thursday night, so I bookmarked it and made it a ritual when I returned from Kick Start each week.”

Melissa Whitford, 2008
Training Topics
The following topics will be discussed in our weekly training session. Bring your handbook to refer to during our meetings.

Career Counseling Techniques

As a peer counselor you will be helping your fellow students figure out what to do with their lives. You may have been there, and understand how it feels to be undecided, or you may have had a friend confused about their path. You will be the impartial coach, with no agenda, guiding the student to figuring out what is truly meaningful to them.

The career planning process involves first learning about yourself, what career counselors call "self assessment" and second exploring the world of work to find out where you are most compatible. Students who are unsure about a direction need guidance in both areas. Your role is to help them identify their interests, skills, values and personality type by developing rapport in a peer counseling session. After that you can refer them to resources for career exploration.

The questions below will help you to explore these areas with your client. Your goal is to select questions that prompt the student to self disclose who they are and then to provide them with resources to explore where they are heading. Based on the replies to the questions you choose to ask, you can suggest next steps for your client that will help move them towards making a decision.

Some people will stay "stuck" and they need time to test out the waters in internships to figure out who they are and what they find fulfilling. You can guide these students to the appropriate resources to help them begin this search. Some people need reassurance that they are on track. This is an important aspect of your peer counselor role. You can use examples from your experience to illustrate decisions that you have made, and explain the positive outcomes. This can be therapeutic for the student who is struggling and unsure where to turn.

Remember to refer appropriate students to a professional counselor, Marcy or Melissa if you determine that more assistance is needed. Use your judgment in these cases. Ask yourself, “Does this person still seem lost and confused after our meeting?” If so, they may need some more in-depth counseling. If personal problems seem to be the main obstacle, suggest the student visit the Counseling Center. You can offer to call the office to schedule an appointment, 515-2423 for them. Don’t hesitate to ask for assistance if you need help during your first appointments. That is how you will learn. Just ask Melissa or Marcy for a moment, and we can step right in.

What if I don’t know the answer?
Remember that you are not expected to have all the answers. What is more important is that you are caring and completely present for your client. If you are asked a question about something you do not know, be honest about it. For example, “I want to be a Forensic Scientist. Where do I go for more information?” You might reply with, “That is a career area I have not had the chance to learn about yet. Let’s get on the web together and see if we can’t research that profession and learn about it together.” The best web page for general career/occupational information is “The Occupational Outlook.
Handbook” which is on our “links” page under “general”. You can do quick searches alphabetically by job title.

Use your PC Resource book.
The new resource book has copies of many helpful handouts that you can pull right out during your appointments. Familiarize yourself with this resource so you can thumb quickly to the section you need.

How to help with uncertainty about career direction.
- Ask open-ended questions while you get to know the student.
- Tell me about how you chose NC State.
- How did you end up in the Animal Science major?
- What do you like about your studies?
- How are you doing in your classes?
- What kinds of things do you do outside of school that you enjoy?
- What do you think are your strengths?
- Refer student to SIGI 3 for more self-assessment and have them return with printouts.
- What kinds of part time jobs have you had? What have you enjoyed about them? What have you disliked about them?

How to help with uncertainty about choice of major.
- What majors are you thinking about and why?
- Talk with teaching coordinators.
- Talk with alumni (PackNet database)
- Focus on potential career aspirations and goals first, then back up to explore the best path to reach that goal. It is hard to select a major when you don’t have any idea where it might lead you. Most of our majors offer lots of job choices, so it is best to select one that looks interesting, and also leading the student on a career path.

What can I do with my major? I want to keep my options open. What are my options?
This is another way of presenting uncertainty about career direction. There is no short cut for introspective thinking and researching careers. You can help the student by asking questions that focus on helping them determine who they are and then direct them on researching jobs.
- What are your interests?
- Tell me about the things you enjoy?
- What are you most proud of?
- What are your strong points?
- What do others compliment you about? (this may help students who struggle with self-esteem issues and can’t identify strengths)
- Have you worked through the skills portfolio booklet? That may help you focus on your skills, let’s take a look at it.
- Review the list of jobs and companies under “what can I do with my major?” page on the web. Do any of those look appealing to you?
- What is your career fantasy?
- What are you passionate about?
- Where is the fire in your belly?
- What is stopping you from pursuing your dreams?
- Suggest informational interviews. (see handout in PC resource book)
- Tie students’ interests and skills back to a career goal. There is no short list of jobs to select from, just ideas to consider based on self-assessment. Try to move the student toward determining what he/she finds meaningful.
- What are the pros and cons of some of the jobs you are considering?
- is important to you? Prioritize what matters most in a job and consider things like salary, contribution to society, enjoying the job, using your talents and gifts, balance with personal and
I know I want to do something in the health or medical area, what choices do I have?

I have a great web site that students love which is www.nchealthcareers.com/ I pull that right up during an appointment and search for occupations and show them places to go to learn more information. This page is printed in your resource book.

I love animals and I need a back up plan for vet school.

Look at the Animal Science “what can I do with my major?” page for examples. Use the same techniques you would for an undecided student, exploring interests and skills. Ask them what about vet medicine attracts them. Suggest the book “Careers for Animal Lovers and other Zoological Types” as a resource. You can thumb through it with the student and see if any areas excite them. Suggest informational interviews as a next step to gather career information.

I am a Criminology (or Sociology) major and I need help.

Yes this major is in CALS, although small in size. There are two new resource books we have to help these students explore career directions- “Great Jobs For Sociology Majors” and “Great Jobs for Criminology Majors”. The State Bureau of Investigation (SBI) is a place that some of these students go for internships. They are attending the expo.

I know what I want to do and where I want to do it. How do I find out about employers that might hire me?

The university pays for a database of employers called “Career Search”. This site does not have job listings, but it is a directory of companies with contact information and descriptions. You can search on career preference and/or geographic preference. The web link is- Careersearch.net - Search this database of over one million employers. (You must register at the site). This web page is listed in your PC Resource Book. Check it out yourself and get familiar with how to conduct a search. I find it a bit quirky when it comes to layering down to specific career areas, (what they call Industries) for example “Pharmaceutical” is found under the “Technology” category and “Dept. of Agricultures” is buried under the heading “Research Centers”. You need to play around with the system for a while.

I am not sure I will get into med school and I need a back up plan. (and/or) I am in a life sciences major and I don’t want to work in a lab. Help!

Focus back on interests, skills and values. Suggest internships. If you have done internships, what have you learned about yourself? What did you like or dislike in part time jobs you have had? Entry-level jobs for BS level science majors tend to begin from either the bench (in the lab) or carrying the bag (a sales job) because this is a foot in the door. If you like variety and people interaction, you may want to shadow a sales rep in medical devices, lab equipment or pharmaceuticals to learn about this area. These are competitive jobs and you need some sales experience to break in.

Clinical research is another area for BS level science majors who don’t want to be in a lab. New drugs must pass through three phases of clinical trials prior to approval by the FDA. There are jobs as Clinical Research Associates in this industry where you would be involved in overseeing the clinical trial, and interacting with the patients and physicians. Attention to detail is important in this job since you compile the data in each sample group. Travel is also expected. Example companies are Cato Research, and Quintiles. Check out the web pages with the student if that sounds interesting and suggest informational interviews.

Some students have used their science background in Tech Services a department in a biotechnology company that helps customers trouble shoot problems with their services. If the student has a knack for computers, bioinformatics is hot right now.
Regulatory is another possibility, which involves interpreting and enforcing policies required by agencies like FDA and EPA- attention to detail and writing skills are a plus here.

You might suggest the student explore fieldwork options if they like to work outside. The web site for the US Fish and Wildlife Service could be a starting point.


Non-profit agencies are good places to explore for students who really want to make a difference in the world around them. Teach for America and Peace Corps are options. You can always do a “Google” search for Non-profit (or any other topic for that matter) to find other sites of interest.

The options are numerous. I have not listed them all here and you won’t be expected to rattle all of these off, but this gives you an idea of a few of the options. Sometimes tossing a few specific examples can be helpful, but if you have a client needing lots of specifics, a referral would be appropriate. The key is to emphasize that the sky is the limit!

**Remember- most students need a little guidance and some reassurance, not all the answers.**

Your role is not to solve problems, or make decisions for students. You should not tell them what to do. Your role is as an objective counselor, helping them sort out issues and helping them move toward a solution on their own. If they ask you, “What would you do?” You can tell them that you can’t choose for them. Turn the question back to them. Ask them what is blocking them from making a decision and suggest ways to move beyond those barriers. Use active listening. There is no magic potion for career decision-making. It is a process and you can facilitate that process. You can ask questions to help clients reflect on past experiences and put them in the context of future goals. When they leave, hopefully they will say, “You helped me see myself in a new light and you have given me some helpful suggestions to get me started. I feel much better. Thanks!”

Some people just aren’t ready to make the decision and that is ok too! They may need some time to sort things out. You can provide the tools, but they must use them.

Don’t hesitate to ask for help. Take the session as far as you can, and then if you have any issues you were unsure about, walk your student to our office to clarify any additional questions. We are here to help you learn. You will find that you learn a lot from each student you meet, and that information will help you improve your counseling skills for the future.

Peer Counselors have an advantage. Students can relate to you and they also look up to you. Use examples from your experience when appropriate and enjoy your chance to help students make the decisions that will change their lives in a positive way.

**Strategies for helping undecided students**

- Talk to your students about previous major life decisions and notice what type of style they use to make choices. You can ask them if they learned about their styles in class.
- How does that style work for them? Is it effective? Do they feel positive about outcomes of decisions? If not, what do they want to change about their styles?
- Ask them about their Myers-Briggs type indicator preference for Perceiving vs. Judging. Do they feel comfortable with this style? Remember that perceivers tend to be spontaneous and judgers tend to be planners.
- Discuss the biggest obstacle they felt influenced their decisions.
- Discuss strategies to overcome that obstacle.
- Ask the student about a big career decision he/she is now facing or will be facing in the near future. What is standing in the way?
- What is the worst thing that could happen if you made the “wrong” choice?
- What are some steps you can take to overcome your obstacles?

Be sure to model appropriate self-disclose.
Questions to use in career counseling sessions

- If this question/problem were answered/solved, what would your life look like?
- What do you need to change?
- How have you made big decisions in the past? Will that work here?
- How can we best collaborate to solve this dilemma?

- What have you noticed about your own interests and skills?
- How will you use this meeting with me?
- Have we done enough?
- What do you plan to do after this session?
- Would you like to try some of the suggestions I have made and come back to talk again?

Using Handouts in Counseling Situations

Students find it helpful to have something to hold when they leave a counseling session. That “something” should reiterate things that were discussed in the session. Several counseling tools are enclosed in the blue box. They are meant to be supplements to your conversations, which provide more detail and follow up suggestions for the students.

There is a “handout” link under “students” on our web page.

Here are guidelines on when and how to use them:

**Good for all students**
- **Advising:** This is a tool that provides the entire menu of Career Services in a one page format. You can check off resources you recommend and the student has a nice follow up reference.
- **Chronicle:** This is everything going on this semester. Make sure all of your appointments are aware of the workshops and special events.

**Good for students making career choices**
- **Skill Building:** This tool helps a student who is confused about what skills they possess. It can help with students who are writing their first resume, to brainstorm skills. The blue book is an important supplement to help with skill articulation as well, but this is quick and dirty if you don't want to overwhelm the student with a long booklet.
- **SIGI:** This is an overview of this self-assessment tool that the university pays to allow students to have access with unity ID and password. It is found off of the student/career exploration links. Students can bring printouts back to you to discuss them. It helps with students who do not know what career they want to pursue.

**Specific Career Information**
- **Pharmaceutical Sales:** This is a popular career for students who do not want to work in a lab, but want to use their science degree. It tells about the realities of this profession and what employers look for. We also have a binder that we purchased with more in-depth information on this profession. It is located behind Andrew’s desk.
- **Health Careers:** Another popular CALS choice. This is more about how to prepare for admissions. Dr. Anita Flick is a good referral. The web page [www.nchealthcareers.com](http://www.nchealthcareers.com) is a good page to look at for those who wonder what careers exist in the health professions.

**Job Search Information**
- **Job Search:** This tells how to use the web in the job search. This is only one job search method, so we don’t recommend students rely on it. We push networking.
- **Network:** Good tool to help Seniors list their personal contacts in order to plan informational interviews. See the RED BOOK for more on networking, but this is a nice quick tool to begin with.
- **Temp Agencies:** A place to start for a senior with very little experience. It can help them build skills and get a foot in the door.
- **Career Expo:** Here are tips on how to plan for the expo. Check the web for the up to date list of who is coming.
Powerful Coaching Questions

THE TOP FOUR:

1. **Miracle Question**
   What would happen if overnight a miracle occurred and you (achieved your goal, solved your problem)?

2. **Scaling Questions**: On a scale of 1-10…
   - how important is it…?
   - how much energy do you have…?
   - how committed are you to…?

3. What could you do in the **next 24 hours**…?
4. **If you knew you couldn’t fail**, what would you do?

Present Questions

- Describe your three greatest accomplishments. What makes them stand out?
  What have you learned from them?
- What energizes you?
- How are you contributing?
- Who are the key people who support you?
  Who could help you?
- Describe a positive experience.
  What situations bring out your best?
- What have you already started to put in place to achieve…?
- What would make your dream come alive now?
- What would you rather have?
- What’s your goal?
- What ideas do you have?
- Which is the best idea?
- How do you see this situation?
- What are your options?
- How does that sound to you?
- What does that feel like?

“What if…” Questions (Pondering)

- I wonder what would happen if…?
- What if you had three wishes…?
- If you do or don’t do this action what could happen? What are the consequences?
  How serious would it be if this occurred?
  How bad/good would it be?
- If things went your way, what would be different?
- Could you treat this as an experiment and see what happens?

Future Questions

- What would you like to achieve in the next (insert time period)?
- What are you going to do differently?
- What do you hope to gain?
- If you were to take one step toward achieving your dream, what would you do?
Outcome Questions

- What will be different for you afterward?
- What’s the ideal outcome?
- What would a good outcome look like?
- Where would you like to be a year from now?
- How perfect does the solution have to be?
- How much is enough? Good enough?
- How will you feel about this decision when you look back on it in two years?

Action Questions

- When will you start?
- What could you do to begin your dream?
- What have you already put into place?
- What small action could you take in the next (insert time frame)?
- What’s the next step before we meet again?
- What has happened for you to begin to get more of what you want?
- If this is really what you want to do, why haven’t you started?
- What would be a quick-fix solution? What is a more permanent solution?
- What will but you back in control?

About the Coaching Process

- How would other people be able to tell if our coaching has been successful?
- What do you want to take away from this session?
- If our coaching sessions work out, what will be different for you?
- What would you really like to do?
- Should we focus on X or Y (insert choices)?
- What are you committed to actually doing?
- What triggered you desire to change?
- What are the most valuable ideas techniques that you’ve acquired from coaching?
- Acting as a self-coach, how will you maintain and strengthen your gains from coaching?

Mock Interviews

ALS 303 students will sign up to have video taped mock interviews conducted by YOU! You will receive training on the use of equipment and how to conduct these sessions. These sessions will go on for 5 weeks at the beginning of the semester to accommodate 80 students (4 per hour). New PCs do not have to observe every week for 5 weeks, you might choose to work independently on training topics during some of that time.

Please wear business casual dress to office hours during Mock Interviews, or your red polo and name tag. No jeans, t-shirts, sneakers or sloppy clothes. We want to simulate a real interview. The students will be dressed professionally for their meeting with you.

You will receive training on how to use the video equipment. Please ensure that you understand the procedures to avoid any technical difficulties.

Mock Interview Questions

Professional School

- Why do you want to become a X?
- Do you have any alternate plans should you not receive acceptance?
- Tell me about your non-academic interests-hobbies, leisure time or community activities.
- What factors have influenced your decision to become a/an X?
How do you deal with stress?
Why is there a discrepancy between your GPA and your test scores?
Which aspects of your life’s experiences do you think make you a good candidate for this profession?
What courses did you like and dislike the most and why?
How would your friends describe you?
What are the top 3 traits of a good X, in order of importance and Why?
Now rank yourself on those three traits on a scale of 1-10.
What steps have you taken to acquaint yourself with what a X does?
What do you do during your summers?
What are the most pressing problems facing the health care delivery system in this country?

Vet School

You suspect misappropriation of drugs by one of the Drs in the practice you work at, you cannot prove it, but you highly suspect it, what action do you take?
What if Mr. Jones, who has a 17-year-old cat with kidney failure, is, after several rounds of relatively unsuccessful therapy still reluctant to consider putting his pet to sleep? What would you say to him?
What if someone who came into the clinic that you worked in refused to have their SPCA adopted dog or cat spayed even though they signed a contract agreeing to it? Would you notify the SPCA?
Do you think it is ethical to use animals in food production, why or why not?
How are you going to feel about doing surgery on healthy animals in your junior year just to get surgical experience?
What is the difference between animal rights and animal welfare?
Tell us about your animal experiences and how they have shaped you.
Why are you more interested in animal health care than in human medicine?
What if a colleague of yours treats an animal very obviously inappropriately in a medical situation and the owner brings that pet to you the next day to get a second opinion. What do you tell the client? The colleague?

Job/Internship Questions

Describe a situation in which you had to use reference materials to write a research paper. What was the topic? What journals did you read?
Give me a specific example of a time when a co-worker or classmate criticized your work in front of others. How did you respond? How has that event shaped the way you communicate with others? (oral communication)
Give me a specific example of a time when you sold your supervisor or professor on an idea or concept. How did you proceed? What was the result? (assertiveness)
Describe the system you use for keeping track of multiple projects. How do you track progress so that you can meet deadlines? How do you stay focused? (commitment task)
Tell me about a time when you came up with an innovative solution to a challenge your company or class was facing. What was the challenge? What role did others play?
Describe a specific problem you solved for your employer or professor. How did you approach the problem? What role did others play? What was the outcome?
Describe a time when you got co-workers or classmates who dislike each other to work together. How did you accomplish this? What was the outcome? (teams)
Tell me about a time when you failed to meet a deadline. What things did you fail to do? What were the repercussions? What did you learn? (time management)
• Describe a time when you put your needs aside to help a co-worker or classmate understand a task. How did you assist them? What was the result? (flexibility)
• Describe two specific goals you set for yourself and how successful you were in meeting them. What factors led to your success in meeting your goals? (goal setting)
• Give an example of when you had to go beyond the “NORM” to get a job done.
• Give an example of a problem you encountered either in school or at work, and explain how you solved it.
• If you could be an animal, which would it be and why?
• What was the last book you read?
• What did you learn from your job at ___________
• As I drive home – What do you want me to remember about you?
• What would you like to see on your tombstone?
• In order to make it out in the world, people have to bend a little bit. What is the farthest you’ve had to bend your standards in order to succeed?
• All jobs have their frustrations/ problems? Describe some examples of specific job conditions, tasks, or assignments that were dissatisfying to you? Why dissatisfying?
• Give me an example of when you worked the hardest and felt the greatest source of achievement.
• What is the biggest decision you’ve made in the last year? What alternative did you consider? How did you make it?
• Tell us about your research.
• Tell us about a time when you and a group member/former boss had a disagreement and how you handled the situation.
• What are GMO’s? What are the controversies surrounding them?
• What was one of the largest groups you’ve spoken in front of?
• Are you better with details, specific tasks, or do you like the big picture better?

Resume Preparation-

The RED BOOK is your best training tool, but below are some additional pointers that are helpful.

How College Students Can Avoid Getting “Whittled Out”

• Paying attention to detail—Job seekers probably have sent out dozens of resumes and tend to cut corners by, for instance, not proofreading the cover letter, failing to include information the hiring manager asked for, or beginning the cover letter “Dear Sir or Madam” when the hiring manager’s name is on the company web site. Students need to take the time to make sure the correspondence and information they send is correct and error-free.
• Doing the basics—They should proofread for spelling, grammar, and tone, and make sure they have followed the instructions of the employer. Firing off an e-mail is a convenient method of communication. However, college students shouldn’t let the sloppy nature and informality of e-mail correspondence seep into their communications—whether it’s e-mailed or written—with potential employers.
• Constructing an effective resume—Job seekers should organize the information in a logical fashion and keep descriptions clear and to the point. They should include as much work experience as possible, even if it obviously doesn’t relate to the job they are seeking. Also, they should use a simple, easy-to-read font.
• Customizing their response—Job seekers should address the hiring manager directly, and include the name of the company and the position for which it is hiring in their cover letter/e-mail response.
• Making it easy for the hiring manager—Job seekers should use their name and the word “resume” in the e-mail header so it’s easy to identify. If the employer asks for
information—such as references or writing samples—job seekers should make sure to provide it.

- Focusing on what they bring to the employer, not what the job seeker wants from the job—This is an opportunity for job seekers to market themselves and stand out from the other candidates. What can they do to make the hiring manager’s life easier? What can they do to help the company?
- Being professional—Job seekers won’t be taken seriously if they don’t have e-mail or voice mail/answering machine. If they don’t have e-mail, for instance, free accounts are available through Yahoo! and Hotmail. They should provide the recruiter with a cell phone number if the job seeker’s voice mail/answering machine doesn’t pick up when they are online. Also, it’s a good idea for them to ditch the cute e-mail address or voice mail/answering machine messages in favor of ones that are more professional.

Build the Resume Employers Want

Matt Longino has read student resumes on college and university campuses throughout the nation. He has pored over pages of bond, vellum, and plain printer paper in hotel rooms, airports, and airplanes. He has seen faxed resumes, e-mailed resumes, and resumes posted on the Internet. Very little surprises him.

It’s much the same for Stephanie Calhoun and Seth Feit. Like Longino, they’re familiar with the ways students describe their skills and themselves. They know how to quickly scan paper and electronic documents, to pull out the ones they’d like to examine more closely, and to toss the others aside.

Longino, a college recruiter for GTE Corp. in Irving, Texas, says he looks at the education portion of a resume first.

“I look for the degree, the major, and the graduation date,” he says. “And, of course, the GPA. It’s kind of a lump sum of things that I look for.”

Calhoun, college relations manager at JC Penney Co. Inc. in Dallas, Texas, says she looks at the experience section first.

“I look to see if the student has retail experience,” she says, adding that she then checks out the graduation date and the GPA.

Feit, corporate staffing manager at America Online in Fairfax, Virginia, says he looks first for skills and experience.

All three recruiters agree that aside from containing the education, skills, and experience they seek, a resume needs to communicate those elements clearly and be free of glaring grammatical and spelling errors.

A resume needs to be free of glaring grammatical and spelling errors.

Getting started

If you’re just beginning the process of building your resume, you’ll need to construct a framework first.

“A resume is like a final term paper,” says Jeff Nardo, career services coordinator at Coastal Carolina Community College in Jacksonville, North Carolina. “You have to put in the same energy, attention to detail, and focus.”

Your resume should begin with a heading that includes your name, address, telephone number, and, in most cases, e-mail address. If you’ll be leaving campus soon, be sure to provide a way for employers to
reach you after you’ve moved from your dorm room or apartment. If you’re not sure where you’ll be living, it’s best to include both your campus contact information and contact information for your parents or a friend who isn’t planning to move and who won’t mind taking and forwarding messages.

“I often tell students to sign up for a free e-mail account that can travel with them,” says Marcia Merrill, career adviser at Loyola College in Baltimore, Maryland, pointing out that most campus e-mail accounts end within a certain time after a student graduates.

When you’re choosing that e-mail address, make sure it appears professional.

“I don’t feel comfortable responding to ‘sexylegs,’” Calhoun says. “Keep it simple.”

If you have your own website, you may also want to include its URL on your resume. But both recruiters and career counselors stress that you must make sure your site contains only professional information and images.

**Objectively speaking**

After you’ve assembled your heading information, you’ll need to find a focus for your resume. One good way of doing that is to write an **objective** that clearly tells the employer the sort of work you want to do.

Merrill advises students to avoid writing grandiose “philosophy-of-life” objectives.

“Some students look at the objective as a statement of what you want to do with your life,” she says. “Employers get a lot of ‘To continue learning and growing in a nurturing environment.’ You can probably say it in a different way.”

“We like to see some kind of objective or summary statement,” Feit says. “The more specific it is, the better. Then we’re able to route the resume to the appropriate people.”

Nardo tells students to tailor their objectives to each employer they’re targeting—and to each job they’re seeking.

“The objective is like the thesis statement for a term paper,” he says. “In it, you’re trying to prove your knowledge of a particular area.”

**Education, of course**

After you’ve found a focus, you’ll likely want to tell employers what you’ve learned. That means you’ll need a section for your **education**. You may also want to include related **course work** in that category or in a separate section directly beneath it.

At minimum, the education section should include your degree, when it was earned or is expected, and what college or university you attended or are attending. Many job seekers also include their GPA.

“Usually a 3.0 or better should go on the resume,” Merrill says, adding that if employers don’t see a GPA listed on your resume, they’ll assume it’s less than 3.0.

Feit and Calhoun both say they won’t immediately toss aside a resume listing a lower GPA, but they won’t keep it much longer unless it shows strong experience.

“We don’t cut you off if you don’t have a 3.0,” Calhoun says.
Merrill adds that the education category is a good place to mention if you’re on the dean’s list or have received other academic honors.

“Some students have a separate category for honors,” she says. “Others just list honors with their education. If you’ve made dean’s list but that’s your only honor, put it under education.”

After the education section, many student job seekers include a section listing courses that are related to the job they’re seeking.

“It’s kind of annoying if you list every class you’ve ever taken,” Feit says. “If you’re looking for a position as a software developer, then list software development courses.”

Feit says that he doesn’t think a course work section is always necessary, but it can be helpful, “especially for people who don’t have much meat on their resume.”

For most students, the education section should precede the experience section.

“For me, it’s easier if education is placed near the top of the page,” Longino says.

But not all employers agree.

**Experience, experience, experience**

Calhoun says she likes to see the section listing a student’s work experience placed above the education category.

“I would prefer experience to appear on top,” she says. “I already know you’re in school.”

Wherever the section appears on the resume, employers will be looking at it closely.

“I’ve seen a lot of resumes that really don’t have anything on them,” Longino says. “The students don’t describe their accomplishments. They might just say, ‘rang up sales and talked to customers.’ Instead of saying ‘rang up sales,’ say ‘responsible for generating 50,000 sales transactions in three months’ or something like that.”

“You have to quantify and qualify,” adds Nardo. “You can’t just say you handled money, for instance. Say ‘handled in excess of $5,000 per day.’ Then qualify it. If you sold clothes, how well did you do it? Did you get an award? A bonus? A raise? Measure how much you did and explain how well you did it.”

Longino adds that students shouldn’t hesitate to include summer and part-time work experience that doesn’t initially seem to be related to the position they’re seeking.

“Students are way too negative about their fast-food experience,” he says. “It’s how you position it that matters. Customer service is a wonderful training ground. Try to identify how what you did fits into the corporate world and play up that experience.”

Calhoun, who hires specifically for retail positions, agrees that customer service is key.

“Even if you were a telemarketer, you still have experience in customer service,” she says.

If you haven’t completed an internship or worked in a job in or out of your field, Feit recommends including a project completed for an upper-level class.

“Describe it like a work experience,” he says. “But be honest about what it is. You don’t want to snow someone into thinking it was a full-time job for two years.”
Nardo, who often counsels students who are transitioning from other careers or returning to the workplace after raising their children, says that sometimes volunteer and home-management activities can be used as experience.

“The challenge is to identify what’s relevant,” he says.

“You could be punctual and pay your bills,” he says. “You could refinish your bathroom in your home and follow well-defined instructions.”

**Other categories**

Recruiters and career counselors agree that not every resume needs to look exactly the same. Different people need to emphasize things in different ways.

Nardo says he sometimes recommends a *key skills* or *special competencies* section, to be placed high on the resume, usually just below the objective.

“It’s like a table of contents or an outline,” he says. “You’re saying, ‘I’m going to tell you more in the experience section.’

Special skills, such as fluency in a foreign language or proficiency in specific computer programs, can be placed beneath the experience category as well, as can a listing of *honors* and *awards*.

All three recruiters say they don’t mind seeing a list of *activities*—as long as the student can relate them to the job.

“A lot of people get carried away with awards,” Calhoun says. “If you were homecoming queen, I don’t really need to know that.”

Feit says he likes to see leadership experience, even if it doesn’t seem related to the job.

“Having an office in a fraternity or a volunteer organization is good,” he says. “It shows an ability to balance. Sports are nice, too.”

Adds Longino, “There’s nothing that says ‘I can organize my time’ better than the resume of a student who is a collegiate athlete and also has a good GPA.”

**Putting it on paper…or in cyberspace**

Once you’ve organized your information into categories, you’ll need to make sure it can be read easily and can withstand the scrutiny of an electronic scanning system and, in some cases, a trip through cyberspace.

If you’re planning to send your resume by “snail mail” or hand it to a recruiter at a job fair, make sure it appears clean and pleasing to the eye. In most cases, it should be confined to one page of white or off-white paper, although some employers in some fields, such as education and counseling psychology, expect longer resumes.

“I’ve seen some hot pinks,” says Calhoun, who still receives about 80 percent of the resumes she reads on paper. “That will not get your resume read faster.”

“I’ve had resumes coming in that were blue and purple,” adds Longino, who receives about 75 percent of the resumes he reads on paper. “It’s hard on the eyes.”
A brightly colored resume can also make it hard for electronic scanning systems to pick out the correct words, and could put you out of the running for a job you want and are qualified for.

Calhoun says the quality of paper doesn’t matter to her a great deal, as long as the information is clearly presented and shows the experience she’s seeking.

If you’re planning to fax your resume, the same advice holds true. If you’re e-mailing your resume, or directly entering it into an employer’s web site, remember to keep it as simple as possible.

“In the technical age, content is king,” says Feit, explaining that AOL receives 90 percent of its resumes through its web site. “Formatting doesn’t matter as much.”

No matter how you plan to submit your resume, make sure that you’ve proofread it carefully and asked several other people to do the same.

“It’s really important to remember that spellcheck does not work for grammar,” Merrill says, adding that the same applies for homonyms. “If you have ‘their’ instead of ‘there,’ it won’t come up on spellcheck.”

Merrill tells students to have a career services staff member review their resume before they send it off.

“Make sure you’ve spelled everything right, especially the company’s name,” advises Calhoun. “And keep in mind what a resume is: a summary of your job qualifications.”

Translate Your Resume for Electronic Eyes

By Mary Lebeau

Preparing your electronic resume

An important tool in your "job-search toolbox" is your resume. It is your ticket to a job interview. It should be clear, concise, objective-oriented, and easy to read.

A great looking resume, however, may be invisible to the "electronic eye" of a computer. Electronic selection eliminates an employer having to look through giant piles of paper to screen potential employees. Since employers receive hundreds of resumes for every job they post, a growing number use computers to sort resumes and choose those candidates most appropriate for the job.

If your resume isn't scannable and readable, the electronic eye will overlook it.

Buzzwords are the Key

As paper resumes are received, they are scanned into a computer data base. When a position becomes available, a manager searches the data base using keywords to describe the desirable job candidate. The computer returns the resumes that contain matches. The manager arranges for interviews with those candidates.

This means your resume needs something special: keywords.

The resume basics remain the same: your job objectives, work experience, education, and specialized training. A header on the first page contains your name, address, and phone number; subsequent pages should contain your name and phone number.

However, because the employer is going to enter a series of words that are "key" to describing the job, you want to make sure your descriptions of work experience, duties, abilities, and achievements use the same industry-specific terminology so your resume has a better chance of being a "hit."
Also, use industry jargon or buzzwords. Many employers use a "required buzzword" field when searching through their automated applicant tracking system. Inclusion of the proper buzzwords will show that you're industry-savvy—and will move your resume to center screen.

Make it Readable

Of course, simply having a resume with buzzwords isn't enough. Save the up-to-date text version of your resume on disk in an ASCII text so that you can send it to employers by e-mail or place it into online data bases.

To prepare an ASCII text version of your resume, create a resume and save it as a text document. (If you have a resume already, use the Save As function to save it as a text document.) Make sure all text lines up to the left-hand margin, with no use of centering or justification in the document. No graphics, artwork, or special character formatting (except bolding) should be used. This will guarantee that your resume will be readable in most formats—and that your experience and education will be clear to the employer viewing it.

Interview Tips

Peer Counselors will advise students on how to interview. Look at the Red Book for tips and below are some additional helpful ideas off our web site.

You've done your job search research, polished your resume, and applied for a job. Now, you are ready for the real face to face interaction—the interview. An interview requires more than just showing up to answer questions, a good interview requires preparation. You must know yourself, know the company and position, and the types of questions that will be most likely asked. Also, each Spring a Mock Interview Day is offered to help students prepare for interviews.

Self-Knowledge

Many people don't take enough time to really think about what they want before they go into the interview. Ask yourself these questions:

- What kind of environment do I work best in?
- What kind of daily schedule would I like to have?
- What are my career goals in five years? ten years?
- How could this job help me work towards those goals?
- What are my strengths and weaknesses?

All of these questions will help you think about what you want, evaluate if your plans correspond with the job and type of organization, and prepare your interview responses.

Know the Company and Position

A prospective employer is always thinking, "What can you do for me?" Companies need people who can solve problems. It is important that know what the company’s problems are, as well as how you can help solve them. There are a number of ways you can research a company:

- Check out company home pages.
- Use the library resources. There are many databases which can provide you with company information.
- Always use your informal, networking contacts to obtain company information.
The more you know about a company and the position you are applying for, the quicker you can contribute something to the organization. In the interview, you want to emphasize the match between your skills and the job. Look at the mission statement, goals, finances, and growth projections, to get some ideas about where the company is going and where you might fit in. Think about these questions as you develop your response to "what can you do for me?"

- What technical skills do you have that would allow you to do this job?
- How will your personality help you do your job?
- How are your teamwork and leadership skills important for this position?

While you may feel uncomfortable thinking and talking about yourself in these ways, you'll get used to it. It is part of the transition between thinking of yourself as a student to thinking of yourself as a professional. The more you anticipate interview questions, the more prepared you will be.

Example questions include:

- How would you describe yourself?
- What motivates you to put forth your greatest effort?
- What are your short-term, long-term goals?
- What qualifications do you possess for success?
- What are your greatest strengths/weaknesses?
- What do you think you would like in this particular job? What contributions could you make?
- Do you think your grades are a good indication of your academic abilities?
- Do you prefer working by yourself or with others?
- What are the disadvantages of your chosen field?
- What have you done that shows initiative and willingness to work.
- Pretend I'm your boss and I just told you the sales presentation you made this afternoon was ineffective. How would you respond?

Did you start feeling nervous just reading these questions? Well, try to relax. It's good to learn what your anxiety feels like while you are practicing for the interview. The more comfortable you feel being nervous while you prepare, the less nervous you are apt to feel during a real interview.

Interviewing Follow-Up

You should always prepare some questions to ask the employer during or at the end of the interview. Asking questions will show that you are motivated and have done your homework.

Example questions include:

- Is there a specific career path established and how quickly can someone advance on that path? What type of advancement?
- Is a person rewarded through title, responsibility, salary or benefits?
- Would I be given freedom and autonomy or is management hands-on? Be there for Siddhi!
- Will I have client contact? If so, what kind of responsibility will I have?
- How is job performance measured?
- What are the problems that the person doing this job will have to face and try to solve? (Focus on the employer's problems because they are why you are needed. The more you can get the employer to talk about this subject, the better your chances to stress your qualifications.)

Ways to Respond

Organizing your thoughts is very important, no matter how you answer the particular question. Approach the question like you are writing a paper. Introduction--repeat the question, Body--make your point and give examples, Conclusion--summarize your points and restate the question. Also, think about the interview in terms of telling stories about yourself. Don't just say, "I perform well under pressure."
Instead, tell them about how you organized all of your senior design project in six weeks and made an A. The more details you use and vivid picture you can make, the more memorable you will be.

Also, make sure you emphasize the positive. This may seem like a no-brainer, but you would be surprised. Sometimes when people get nervous, they want to reveal all of their faults. Well, leave the confession at home. While you want to give the employer a realistic picture, make sure you also "sell" yourself for the job. For instance, when giving a weakness, make it one that you have overcome or that could be turned into a strength, (e.g. perfectionism). Selling yourself requires confidence, which requires thinking about yourself first. See how this is all coming together?

“When you take a risk and invest the time to find what you truly love to do, you will never work a day in your life.”  Patrice Gladden, 2007

Salary Negotiation
"Show me the Money!” is not the way to begin your interview. You do not want to ask about salary during the first interview if you can help it. It is best to let the employer bring up this topic once he/she has decided to offer you the position. At that time, you are in a better position to negotiate. If you are a person that feels uncomfortable talking about money, you are not alone. It takes practice thinking about your worth in terms of money. However, remember that negotiating salary is not a sign of pushiness; instead, it shows your initiative. When you talk about salary:

- Get an idea of the salary range for someone with your qualifications in that industry. Consult our Salary Statistics Guide in our office for information.
- Be able to justify your position.
- Give yourself some time to consider the offer.
- Evaluate your other benefits, e.g., health, vacation, which are also often negotiable.
- Make sure you know the company policy on salary increases and promotions.
- Put your salary negotiation on paper.

Non-Verbals
How you look is just as important as what you say. Here are some pointers:

- Make sure you dress conservatively, e.g. a tailored suit and minimal perfume and jewelry.
- Greet the interviewer with a handshake and start the interview off with a positive tone.
- **Eye Contact, Eye Contact, Eye Contact** can not be stressed enough in the American culture. Eye contact signals confidence and motivation. Lack of eye contact can signal that you are hiding something or are unsure. Make sure you practice this one.
- Project your personality. Remember, if you get the job, you will be working with these people every day. Hiring is extremely subjective and influenced by how well they think you will fit in. Let them see the sparkling parts of your personality.

After the Interview
Hold on. You're not quite finished. Following up is equally important. Promptly send a thank you note for the interview. A note gets your name across to them one more time. If you don't hear anything back from them about the job in about two weeks, call them. If they reject you, you can ask them to tell you what you were lacking. Asking this question can take some nerve, but it can strengthen your future interviewing skills. Also, remember that once a contact, always a contact. You might not have been right for the particular job you interviewed for, but you may be perfect for the next one. If you make a good impression and follow through, you are likely to be the one they call on next time!
Informational Interviews

As a PC you will explain the process of conducting informational interviews to students deciding a career path, and those searching for internships and jobs. Make sure to refer them to the PackNet database of alumni to select appropriate professionals to interview. Here are some ideas you can convey in your workshops and appointments. Be sure to use our helpful handouts!

What is an informational interview?
An informational interview is a discussion with someone who is knowledgeable about a specific career field. The person you talk to can be a representative from a firm or agency that employs people in the type of position you are trying to learn about, or a person who holds such a position.

What is the purpose of an informational interview?
Your objective is to obtain facts and ideas that will help you in making career decisions. Remember that you are the interviewer, and your purpose for conducting an interview is to request information. An informational interview is not the same as a job interview.

What are the benefits of informational interviews?
You can...
- Learn about the duties, qualifications and personality traits required in a career area.
- Find out how to best apply your own background or experience.
- Learn what types of experience you will need to qualify for a specific position.
- Gain knowledge of opportunities available.
- Narrow your options.
- Learn the jargon and current trends in the field.
- Expand your network for future reference.

Where should I start?
You should always try to contact a specific person listed on PackNet. Additionally, you may be able to have one of your professors arrange an appointment with someone in a career field that interests you.

The initial contact can be made by telephone or by mail, although telephone contact is more immediate. State you purpose and ask for 15-20 minutes of the person's time.

How should I prepare for the interview?
Before you go to your interview, learn as much as you can about the organization by doing some research. You can find information about the employers on the Web, or you can check the employer files in Room 118 Patterson Hall. You should dress professionally for the meeting and arrive 10 - 15 minutes early. Prepare a list of questions that will help you gain useful information.

What are some questions that I can ask during the interview?

1. How did you become interested in this field of job?
2. What is the best educational preparation for this field?
3. How long have you worked in this job?
4. What are you major responsibilities?
5. Do you work primarily with data, people, or things?
6. What do you like most about your work?
7. What are the major frustrations in this job?
8. What are the opportunities for advancement?
9. How did you gain entrance into this line of work?
10. Which professional journals and organizations should I know about in this field?
11. What skills are needed in the field, and which ones should I be concentrating on at this point in my education?
12. What personal qualities do you feel are needed to begin seeking a job in your field?
13. How would you advise someone to begin seeking a job in your field?
14. Do you know of comparable job titles I should be exploring in this field?
15. Does your organization offer learning opportunities such as internships or summer employment? If so, who should I contact for more information?
16. Would you be willing to critique my resume?
17. Can you recommend someone else for me to talk to in this field? When I call him/her, may I use your name?

What should I do after the interview?
Be sure to send a thank-you letter to each person you interview. Keep good notes and follow up with any leads that you are given. Make sure you keep a record of the title, address, phone number, and company of each of your contacts. These people are now a part of your career network!
Informational Interview Role Play

"Informational interviewing was a great way to make contacts in my field." Stephanie Roberts, 2006.

STUDENT: Hi, I'm __________________, nice to meet you.
CONTACT: Yes, it's good to meet you too. Come on in – have a seat.

STUDENT: Thanks for agreeing to meet me.
CONTACT: My pleasure, although I'm not sure if I know enough about your field to help you.

STUDENT: Well, as I mentioned on the phone, I'm in the planning stages of my job search and I can benefit from someone like you who has "been there," so to speak, and knows more about the working world than I do! I'd like to get your input and advice on several issues I'm dealing with. As you know, I'm interested in getting into the pharmaceutical industry and I'm not sure where I'd fit in. Since you've had some knowledge of biotechnology generally, I'd like to get your ideas on where I might start.

CONTACT: Well, technician work or sales might be a good place. I've also heard analytical chemistry is a good place for entry level...(etc., etc., etc.)

STUDENT: I do have technical skills since I worked as a lab assistant at Triangle Labs and performed Extractions and Column Chromatography. Also, my interpersonal skills have been developed as a Resident Advisor where I was responsible for personal counseling and presenting social and cultural activities to students. With that experience, where do you see my strengths and what might be some of my liabilities?

CONTACT: (gives feedback at length)

STUDENT: I've put together a resume—I wonder if you could take just a minute to review it and give me your impression of how I've presented myself. You may keep that copy for yourself, if you'd like.

CONTACT: (looks it over and gives a couple of suggestions)

STUDENT: I appreciate your comments and ideas. I think they will help me polish this resume up a bit. I'd like to find out more about the areas you mentioned—lab technician and sales. Can you think of anyone actually in the field or at least knowledgeable about it that I could talk with to find out more information?

CONTACT: (gives a few names)

STUDENT: What about companies that are growing or expanding? Can you think of any that would be good for me to approach? I've made out a tentative list (shows the list). Do you know anyone in any capacity at any of them that I could talk with?

CONTACT: (gives a few suggestions)

STUDENT: You've given me some really useful information. I feel like I'm beginning to go in the right direction. Thanks a lot for your time. I'd like to stay in touch with you in case something else occurs to you that would help—a name of a lead. You meet a lot of people in your line of work—something could pop up. Is that O.K.? Here is my phone number. May I have your business card? It was good to talk with you again. Bye.
Insider Tips on Internships and Jobs
These tips will help you with specific information to guide students looking for internships and jobs. Always make sure that students are registered on our web page first. That means they have an electronic resume in our database and can receive referrals and emails. Make sure they view the ePack for internships. They were just moved from the iCenter.

Internships Tips-
- **NIEHS Summers of Discovery Program** - great program for research. Lots of open projects and not enough resumes.
- **GlaxoSmithKline** - Send resume and cover letter with research interest.
- **NSF web site** has lots of research projects around the country. Linked off of our “other internship databases” web site.
- Most medical related students will need to volunteer. I have heard good things about the Open Door Clinic in Raleigh. Stress patient contact.
- Pre-vet students need diversity - not just one clinic for 4 years, but mix small, large, research, exotic, etc.
- **EPA also has a separate web page under “other internship databases”**.
- **SCA also has a separate web page under “other internship databases”**.
- **Disney comes to campus each semester, check ePack for dates**.
- Visit Centennial Campus web page to see companies and government agencies that are close by and visit them in person. USDA is an example.
- **On-Campus Recruiters are a great way to interview for internships.** All of these are emailed to students from ePack.

“It is fun to come back to lunch with my ambassador advisor and catch up on all that has happened since I graduated.”

Kelly Prettyman, Peer Counselor
2007

UNC Dental School 2011
“Taking notes helped me remember all the important information covered in our Ambassador meetings.”  Daniel Joe 2008