Dear Clemson Student,

The Career Center staff looks forward to assisting you in your career direction from the first semester you enter Clemson until one year after you graduate. The following is a listing of services that are available to you, which will be discussed in detail throughout this Career Guide:

- Career Counseling/Career Direction/Major Change
- Graduate School Information
- Résumé/Cover Letter Critiques
- Networking Skills Development
- Interview Preparation and Mock Interviews
- Job Search Strategies
- ClemsonJobLink (Clemson’s Online Recruiting System)
- Internship Program/Classes
- University Professional Internship/Co-op Program (UPIC)
- Cooperative Education Program
- Full-Time Employment
- Career Fairs
- Workshops
- Flora M. Riley Career Resource Center
- Part-Time Employment

Please visit our web site clemson.edu/career and stop by to see us in 316 Hendrix Student Center. You can reach us at 864-656-6000 or email at Career-L@lists.clemson.edu

Sincerely,

The Center for Career and Professional Development Staff
Dr. Neil Burton, Executive Director
Join Sherwin-Williams.

Start your career in management or sales with The Sherwin-Williams Company, one of the world’s leaders in the coatings industry. We believe in hiring the best people and giving them the opportunity to excel.

Stop by our BOOTH at the CAREER FAIR...

Our MANAGEMENT/SALES TRAINING PROGRAM puts you on a fast track to rise as high as you care to go. You could be running your own million-dollar store in about a year.

...or go online and learn more about our Management/Sales Training Program.

You’ll gain experiential knowledge in the areas of sales, marketing, financial management, store operations, merchandising, customer service and human resource management.

The pace and responsibilities make these positions challenging, interesting, and fun. No two days are the same. And because we’re steadfastly committed to promoting from within, the sky’s the limit! Interested? Visit sherwin.com/mtp for more details.

SHERWIN-WILLIAMS.

An Equal Opportunity Employer. All qualified candidates will receive consideration for employment and will not be discriminated against based on race, color, religion, sex, national origin, protected veteran status, disability, age, sexual orientation, or any other consideration prohibited by federal, state, or local laws or by contract. VEVRAA Federal Contractor.
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ABOUT OUR CENTER

VISION STATEMENT

Connecting educational experiences with professional aspirations.

MISSION STATEMENT

Engaging students in career development and experiential learning activities that will empower them to successfully pursue their educational and professional goals.

CONTACT INFORMATION

Main Line .......................................................... 864-656-6000
Career Development .......................................... 864-656-0440
Cooperative Education ...................................... 864-656-3150
Internships ........................................................ 864-656-2152
On-Campus Recruiting...................................... 864-656-2152
UPIC .................................................................. 864-656-0282
Email:.................................................. Career-L@Clemson.edu

MEET OUR STAFF

Dr. Neil Burton.............. Executive Director for University Career Services
Debbie Beckham ............ Cooperative Education Program Coor.
Alfred Bundrick ............. Assistant Director for Cooperative Education
Lisa Bundrick ............... Assistant Director for Events and Employer Relations
TBA................................. Career Resource Counselor
Lona Dunston ............... On-Campus Recruiting Coordinator
Whitney Farmer ............. Assistant Director for Coop. Education
Deb Herman ................. Director for Employer Relations and Recruiting
TBA................................. UPIC Program Coordinator
Dr. Caren Kelley-Hall ... Associate Director for University Professional Internship Program (UPIC)
Colleen Lashley .......... UPIC Program Coordinator
Lynne Marcus ............... Executive Assistant

Dr. Jeff Neal................. Director for Cooperative Education
Julie Newman .............. Director for Career Development, Special Projects and Grants
Troy Nunamaker .......... Chief Solutions Officer
Nick Paschvoss .......... Assistant Director for Career Development
Alison Reynolds ........... Associate Director for Cooperative Education
Lisa Robinson ............. Assistant Director for University Professional Internship Program
David Sargent .......... Director for Information Technology/Career Counselor
Jenna Tucker .............. Assistant Director for University Professional Internships Program
TBA................................. Assistant Director for Graduate Programs
and Off-Campus Internships
Dr. Kristin Walker ....... Associate Director for Analytics and Initiatives
Hristiyana Zhelezova ... Assistant Director for Career Development

DIVERSITY STATEMENT

The Center for Career and Professional Development as One Clemson strives to educate ourselves and others about the issues of a pluralistic society. We are committed to reaching beyond the views of individuals to value a community that appreciates and learns from each other’s similarities and differences. Our services and programs will seek to create a safe environment that affirms the dignity and worth of each individual regardless of their differences.

The Center for Career and Professional Development will set an example of commitment to embracing differences, including those differences that are not visually apparent. We will welcome and serve people regardless of gender, ethnicity, race, sexual orientation, age, citizenship, religion, socioeconomic status and physical and mental abilities. In addition, we encourage employers to maintain a similar standard of commitment to diversity.

HOURS OF OPERATION

Regular Office Hours: Mon.–Fri., 8 a.m. to 4:30 p.m.
Summer Office Hours: Mon.–Fri., 8 a.m. to Noon; 1 to 4:30 p.m.
Appointment Hours: 10 a.m. to Noon; 1:30 to 4 p.m.
Drop-in Hours: Mon.–Fri., 1:30 to 3:45 p.m.
Summer Drop-In Hours: Mon.–Fri., 2 to 3:45 p.m.

Hours are subject to change. Please check the website for any changes. Counseling appointments are available by calling 864-656-0440.

ABOUT OUR CENTER
The mission of Clemson University’s Center for Career and Professional Development, through partnerships with employers, faculty and staff, is to empower students to make effective career choices based on realistic self-appraisals and comprehension of the world-of-work, resulting in self-sufficient graduates who market their education, skills and experiences to achieve life-long career success. We are committed to providing services in a supportive and proactive manner. The Center for Career and Professional Development is an integral part of the Clemson community and supports the accomplishment of the overall mission of the University.

The Center’s programs and services serve everyone from the first-year student exploring career interests to graduating students seeking their first career related opportunity. The services of the Center are available to all full-time and part-time undergraduate and graduate students at Clemson University. The Center also serves alumni up to one year after graduation.

**CAREER DEVELOPMENT SERVICES**

Career Development Services help students and alumni make satisfying career decisions. We assist individuals who are choosing a college major, making educational plans and developing or changing a career focus. Services include the following:

- **Career Counseling** — Our counselors are available for both counseling appointments and drop-in hours. General drop-ins should last about 15 minutes and are intended for any quick questions. For more in-depth discussions, you are encouraged to call ahead to make an appointment.

- **Career Assessments** — It can be very helpful to take an online career assessment such as Strong Interest Inventory in order to help narrow your career interests. Coupled with a values and skills assessment, the Strong Interest Inventory can help students become more self-aware, identify specific interests and gain an understanding of how to explore these interests further. Although career assessments cannot give a student all the answers, they can be a useful tool in the career decision-making process. Students may take the Strong Interest Inventory online as well as in the Center for Career and Professional Development office. A follow-up appointment will then be scheduled so a career counselor can interpret the results with the student.

**THE FLORA M. RILEY CAREER RESOURCE CENTER**

Our Career Resource Center offers self-assessment exercises, information about occupations and information on career choices for different academic majors, specific career field demands and salary surveys.

The Center for Career and Professional Development is staffed with professional counselors and trained graduate assistants who are available to give you their full attention to assist with your career interests, job search and networking strategies. We can also help you develop a winning résumé, critique the résumé you have, develop effective interviewing strategies, conduct mock interviews and provide you with graduate/professional school information.
The Center for Career and Professional Development assists and guides students seeking job positions in every field at every level from summer jobs, to internships, to employment post-graduation. A breakdown of some of our services include:

**PART-TIME JOB SERVICES**

The Part-Time Jobs Program helps Clemson students obtain off-campus part-time, temporary or seasonal employment while attending the University. The program maintains a listing of current positions submitted by local businesses. We also offer on-campus part-time positions, which are posted by various departments throughout the University. To view and apply to any of these part-time employment opportunities, log into your ClemsonJobLink account.

**INTERNSHIPS**

Internship postings are made available to students through ClemsonJobLink. “How to Find an Internship” workshops are offered each semester. Consult the Center for Career and Professional Development’s website for dates and times of upcoming events. In addition, the Career Center offers internship classes, INT 1010 and 2010, which are discussed on page 16.

On-the-job learning complements classroom learning and takes place through internships. Through an internship, students can implement their classroom knowledge in the workplace and gain valuable experience.

**CO-OP**

The Cooperative Education Program provides opportunities for students to alternate semesters of academic study with semesters of paid, career-related, engaged-learning experiences. A basic goal of this experiential-learning program is to help bridge the gap between academic study and its application in professional practice. Each student’s Co-Op experience is monitored by the Co-Op faculty to ensure learning. Cooperative Education is discussed in detail on page 18–19.

**FULL-TIME CAREER SERVICES**

Prior to graduation we offer students full-time job postings, on-campus interviews and career events for networking with hundreds of companies every semester. Log onto your ClemsonJobLink account to search for opportunities with domestic and global companies.

**JOB POSTINGS (NON-OI)**

ClemsonJobLink contains hundreds of current job postings from various employers who are not coming on campus to interview students. This is an excellent way to find national and international career opportunities from a variety of employers who are interested in Clemson undergraduate and graduate students.

**ON-CAMPUS INTERVIEWING (OCI)**

The On-Campus Interview service offers students the opportunity to interview on campus with diversified industries. In order to participate in on-campus interviews, students must complete their profile (personal and academic) and upload a résumé in ClemsonJobLink. Students can upload more than one résumé, along with any other document(s) based on the employer’s request. For more information and tips, please refer to our website under “On-Campus Interview process.”

**EMPLOYER INFORMATION SESSION**

The Center advertises Information Sessions held by visiting employers looking to recruit Clemson Students in ClemsonJobLink. These sessions take place both on and off-campus throughout the school year and are a great way to network and learn about employers.

**GRADUATE STUDENT SERVICES**

The Center for Career and Professional Development provides an array of services for Clemson’s graduate students. In addition to assisting with career planning and decision-making, the Center also provides guidance for internship and job searching, professional development seminars and a library of resource materials.

**CLEMSONJOBLINK**

ClemsonJobLink is Clemson University’s online recruiting system for students and employers to connect. ClemsonJobLink has thousands of employers posting jobs and scheduling on-campus interviews specifically for Clemson students and first year alumni annually. ClemsonJobLink is part of NACElink, the world’s largest network of college and university career centers and includes over five million participating employers. Students can apply to part-time jobs, internships and full-time job postings, and view employers attending career fairs.

**WORKSHOPS**

Workshops are held throughout the year both at the Center and around campus. Some workshop topics include résumé writing, interviewing skills, networking and a wide variety of job search topics. Dates and times for workshops will be posted on our website.
CAREER FAIRS AND EVENTS

The Center for Career and Professional Development offers a series of special events throughout the academic year. These events bring employers to campus to meet students, discuss employment opportunities, arrange for interviews or conduct preliminary screening of candidates, and provide a more personalized touch to the job search process. Career Fairs offer students at all stages of their career development a unique opportunity to get first-hand knowledge of employment trends and specific job openings. Students at all levels of their educational experience are invited and encouraged to attend.

CLEMSON UNIVERSITY CAREER FAIR
The Center for Career and Professional Development hosts the only campus-wide, all-major career event. Hundreds of different employers attend looking to connect with Clemson students.
Sept. 15–16, 2015: FIKE Recreation Center, Noon to 4 p.m.
Jan. 20–21, 2016: FIKE Recreation Center, Noon to 4 p.m.

CONSTRUCTION INDUSTRY FAIR
This fair offers the opportunity for students to network with employers specifically in the construction industry. Students who are seeking internships and full-time jobs in this industry are encouraged to attend.
Sept. 30, 2015: Madren Conference Center; 5:30–8 p.m.

EDUCATION CAREER FAIR
This fair is directed specifically to those students looking for full-time teaching opportunities in education.
March 14–15, 2016: Hendrix Student Center

For more information on these events as well as information regarding other departmental events, refer to our website under “Career Fairs and Events.”
The College of Agriculture, Forestry and Life Sciences (CAFLS) Bookhart Student Services Center works collaboratively with the Center for Career and Professional Development to provide comprehensive career services. The Bookhart Student Services Center provides assistance with résumé writing, interviewing techniques, networking tips and other important resources needed in order to conduct a successful job search. Other services provided are one-on-one career service assistance, workshops, job search handouts, mock interviews, company information, a career fair each semester, a career library and much more to help ensure your career success.

Visit the Bookhart Student Services Center between 8 a.m.—4:30 p.m., Mon.—Fri. For more information call Paula Beecher at 864-656-5727 or email at pbeeche@clemson.edu. You can also visit online at clemson.edu/cafls/student_services.

The Office of Student Enrichment (OSE) within the College of Business and Behavioral Science (CBBS) exists to cultivate and engage students within the college to become effective leaders, successful graduates and globally competitive professionals. CBBS understands the significance of preparing students for the professional workforce and life after graduation; thus, OSE provides principal resources for undergraduates in the areas of career preparation, leadership development, internship opportunities and international program participation.

Web: clemson.edu/cbbs/ose

The Master of Business Administration Career Development Office offers MBA students and alumni individualized professional coaching along with personalized intern and job search support. Numerous professional development activities (taped mock interviews, workshops by prominent professionals on leadership, ethics, etiquette, business writing, case interviewing, cross cultural communication, etc.) prepare students for multiple opportunities to meet prospective employers. The MBA Career Development Office brings recruiters to campus for information sessions and interviews and also hosts regular alumni networking events.

Alumni who graduated less than a year ago are eligible to use all of the services of the Center for Career and Professional Development. If you graduated more than one year ago, visit the Clemson Alumni Association — your life-long connection to Clemson. The following website services are offered for alumni:

- On-line job listings for experienced candidates
- Résumé and cover letter resources
- Interviewing tips and resources
- Career features in the Clemson World

Visit us online for more details: alumni.clemson.edu (choose Alumni Career Services) or email Alumni Career Services atacs-L@clemson.edu.

The Career Enhancement Program is a portion of the Student-Athlete Enrichment Programs and works in conjunction with the Center for Career and Professional Development to assist student-athletes in the development of skills necessary to fulfill their goals and compete in the professional world following graduation.

Educational programs such as résumé/cover letter writing, job search skills, interviewing tips and alumni programs are offered to the student-athletes in the evenings. These programs are designed to assist in the student-athlete’s career development.

Career counseling, career assessments, résumé/cover letter critiques, full-time job/internship search assistance and mock interviews are some of the services available. The goal of the program is for all student-athletes to succeed in the classroom, on the playing field and following graduation. We work directly with our Compliance Office to ensure that all career programs abide and are conducted within NCAA legislation.
Choosing your career direction calls for a close look at yourself. You need to:

- Know yourself. Make an honest appraisal of your interests, values, abilities and weaknesses. Analyze what activities interest you the most (outdoors, helping people, mechanical, administrative). Recognize your aptitudes. Evaluate those traits that make you an outstanding candidate.

- Understand your capacities. Concentrate your efforts on obtaining opportunities where your capacities will not be a limitation in accomplishing your goals.

- Evaluate your personal interests and hobbies. Determine how they can be an asset to you in accomplishing your goals.

- Determine your career goals. It is important to establish short-term as well as long-term goals. Doing so provides a target and helps keep you on the proper path.
FOUR-YEAR CAREER DEVELOPMENT

Four years can seem like a long time, but it goes by much faster than you may expect. Choosing a career involves several steps, including understanding yourself and your interests and abilities, discovering what matters most to you, and deciding on your major. We suggest the following steps and activities that will help you to make well-informed career decisions.

FRESHMAN YEAR

• Visit the CCPD located on the 3rd floor in Hendrix Student Center to learn about our services.
• Explore our website and utilize our online Career Guide. Check the print materials available in the Flora M. Riley Career Resource Center.
• Call 864-656-0440 or stop by the CCPD to schedule an appointment with a Career Counselor for career counseling and career information.
• Consider taking a career assessment such as Strong Interest Inventory, TypeFocus or Myers-Briggs Type Indicator.
• Explore Clemson Majors and “What Can I Do With This Major” program.
• Create your ClemsonJobLink account.
• Explore opportunities with the Cooperative Education Program.
• Begin a “working copy” of your résumé.
• Join a Clemson student organization or club.
• Attend campus Career Fairs and participate in events and activities organized by the CCPD.
• Find work, volunteer or internship summer opportunities to gain exposure to career fields of your area of interest.
• Learn about the UPIC (University Professional Internship Program) Program. UPIC internships are paid, on-campus and University-affiliated directed internships that provide professional learning experiences for Clemson students.

SOPHOMORE/JUNIOR YEAR

• Explore Clemson Majors, Related Careers, the Occupational Outlook Handbook, and O*NET OnLine to learn about majors and careers.
• Schedule an individual appointment with a counselor to discuss your career goals and develop your own action plan and utilize drop-in hours for quick questions.
• Narrow your career directions through our assessments — Strong Interest Inventory, TypeFocus or Myers-Briggs Type Indicator.
• Attend a résumé workshop and learn to utilize powerful action verbs to develop a strong résumé for summer work or an internship experience.
• Learn how to write an effective cover letter.
• Update your ClemsonJobLink profile and upload documents.
• Research and apply for opportunities with Clemson’s University Professional Internship Program (UPIC).
• Explore job and internship search tools, apply for off-campus internship opportunities and utilize on-campus recruiting.
• Remain active in student organizations and clubs and obtain leadership positions.
• Develop marketable skills and enhancements to your degree.
• Volunteer for campus/community service or work a part-time job to build skills.
• Conduct informational interviews.
• Start building excellent interviewing skills by participating in a mock interview with a career counselor or by utilizing Simplicity’s Virtual Interviewing System.
• Participate in workshops and other events and activities to learn about job search strategies, interviewing and networking.
• Attend campus Career Fairs in the fall and spring and information sessions to meet with employers and learn about internship, career and co-op opportunities.
• Discover the art of networking.
• Create a LinkedIn profile and start building your professional network.
• Join the LinkedIn Clemson Alumni Association group and other groups affiliated with Clemson University or related to your career aspirations/industry interests.
• Consider study abroad or other off-campus experiences.
• Plan ahead taking the necessary graduate school prerequisites and prepare for entrance exams such as GRE, GMAT, MCAT, LSAT, etc.

**SENIOR YEAR**

• Monitor ClemsonJobLink daily for new postings and have the most current information and documents in your profile.

• Research company information in the Flora M. Riley Career Resource Center, Glassdoor, Hoover’s Online and on the Web.

• Conduct a mock interview with a career counselor professional or on Simplicity’s Virtual Interviewing System.

• Attend campus Career Fairs in the fall and spring and actively participate in on-campus recruiting.

• Attend all Career Center job search workshops and career fairs.

• Network and regularly update your LinkedIn profile.

• Participate in employer information sessions and research the companies of your field of interest to start the full-time employment search process.

• Gather information about job offer and salary negotiations.

• Research graduate/professional school information and application time lines.

• If applicable, register and take a graduate school or professional school admissions test, and apply to graduate school.

• Stay organized; follow up on all applications and keep a record of your contacts, interviews and the status of each.

• Join a professional organization of your field of interest and attend conferences.

**GRADUATE STUDENT**

**YEAR ONE — FULL-TIME STUDENTS**

• Self-assessment — Work with your faculty to evaluate your interests, abilities, skill gaps and values. These things can change constantly.

• Explore career options that utilize your degree. The Career Center maintains many resources that can help you, including books, handouts and websites.

• Attend workshops on successful job searching and networking, developing your CV and/or résumé and interviewing.

• Update your résumé. Add your graduate degree, most recent work experiences and any professional organizations you have joined since graduation from college.

• Look into possible internship and/or practicum experiences that will enhance your degree. Some departments require them, but even if your department does not require an internship, employers like to see degree-related experience on your résumé!

• Attend the Career Fair to begin networking with employers.

• Join professional organizations and attend national, regional, state or local conferences. This allows you to find out more about what is going on in your field as well as network and share ideas with other professionals and Graduate Students.

**SUMMER AFTER YOUR FIRST YEAR**

• While you are taking classes do an internship or some type of degree-related work to enhance your résumé.

**YEAR TWO**

• Update your résumé to include summer internship/work experience, any related class projects completed, conferences attended and/or presentations made, research experience, publications and any new skills gained.

• Talk with your professors about possible job opportunities in your field.

• Attend the Career Fair to continue to network with employers.

• At least one semester before you graduate begin sending out résumés to companies and/or organizations where you would like to be employed.

• Secure the names of three–five people you can use as references. These should be professional contacts such as professors, former employers and/or Graduate Assistantship advisers. Make sure to ask these people before using their names for a job application. You may also want to get letters of reference from these people.

**PART-TIME STUDENTS**

• Part-time students can follow these same guidelines, but the time frame will be extended.
INCREASE YOUR WORTH

INFORMATIONAL INTERVIEWING

The purpose of an informational interview is to learn more about an occupation or industry that you might be interested in pursuing. Informational interviews can also help in clarification and confirmation of your career choice. This type of activity can build confidence for real job interview situations. Networking is a big advantage as well since interviewing allows you to make new professional contacts and learn about employment opportunities that may never be advertised.

An informational interview is NOT a time to ask for a job. It may open up opportunities for future employment, but it is not a time to plot your way into the company.

TIPS FOR NETWORKING AND MAKING NEW CONTACTS

Your network can include people you already know, such as friends, relatives, other students, co-workers (present or former), supervisors, advisers and neighbors. Professional and trade organizations like Chambers of Commerce can be useful as well. Organizational directories and trade journals are beneficial in finding out the names of businesses and/or organizations in your field of interest.

ARRANGING AN INFORMATIONAL INTERVIEW

This can be accomplished in several different ways. You can email the person you would like to interview, you can call them or you can send a letter.

HERE IS A SAMPLE SCRIPT FOR AN INITIAL PHONE CALL:

“Hello, my name is _______________________ and I am a student at Clemson University. (Name of the person and place) referred me to you. I am trying to determine my future career direction and I am interested in your field of work. Would you be willing to spare 20 to 30 minutes to meet with me and discuss your current position?”

(Be prepared to suggest days and times to meet.)

Here is a sample of what you can say in an email/letter:

March 27, 2015
Mr. Joe Right
RIGHT, RIGHT and SONS
123 Right Avenue, Suite 123
Orange City, SC 12345

Dear Mr. Right:

I am currently a senior at Clemson University. In the fall, I will begin studying at the USC School of Law. Labor Law has been of interest to me since I took a class in the subject as an undergraduate, and I plan on my area of concentration being in this field of study.

Your practice has an outstanding reputation in this field, and I would appreciate the opportunity to meet with you to briefly discuss your specialty area. I am especially interested in your views regarding public vs. private employment experience. Any further insights you have would be greatly appreciated.

I will contact your office the week of April 3rd to set a mutually convenient time for this informational interview.

Sincerely,

Anthony X. Best Jr.

WHAT SHOULD YOU DO IF THEY DECLINE?

Simply ask if they can refer you to someone else and always thank the person for his/her time and consideration.

HOW SHOULD YOU PREPARE?

Make sure you know your own interests and abilities and how they will relate to the company and type of job that you are speaking with the person about. Dress as if you were going to a job interview. Bring a notebook and prepared questions. Be punctual, polite and professional. Stay specific and stay on track. Express interest, listen attentively and show enthusiasm/appreciation. Do not forget to relax!

Gather information about the company, the field, industry and person you are going to meet. You may consult company literature, the internet or articles in business magazines.
EXAMPLES OF QUESTIONS TO ASK
Getting started:

• What training is required for this type of work?
• What personal qualities or abilities are important to being successful?
• How do people find out about job openings in your occupation?
• How did you get this position? What are common career paths?
• What types of training do companies offer people entering this field?
• Are there internship or volunteer opportunities?
• What are typical hiring procedures?
• What areas of knowledge are most important for advancement in this field? What degrees? Certification?
• If you were starting out again, would you do anything differently?

DAILY WORK ROUTINE AND WORK ENVIRONMENT

• What do you do on a typical day in this position?
• What are your alternative career paths?
• How many people do you supervise and to whom do you report?
• What part of this job do you find the most challenging or satisfying?
• What are the positive/negative aspects of your field?
• What are the “hot issues” in this field?
• How many hours do you typically work each week? Do you often work in the evenings or weekends? Can you arrange your own hours?
• What is a typical starting salary? Average salary? Other benefits?
• What are some of the rewards of your occupation?
• What are the geographic restrictions in this field? How much are you required to travel?

ABOUT THE ORGANIZATION, INDUSTRY AND FUTURE

• Please tell me more about your organization.
• How was your organization founded?
• What is unique about your organization?
• Do employees in this organization generally feel their jobs are secure?
• Would you rather work for a smaller or a larger company? Why?
• Is there a demand for people in this occupation?
• What are the problems you see working in this field?

• How does your job fit into the organization or department?
• What is the “corporate culture” here, (i.e. is it formal, informal, do people work autonomously, does everyone come early, stay late)?
• What are the toughest challenges you face in the organization?
• How would you evaluate the future of this career field? How do you see jobs in this field changing in the future? What areas do you feel promise the most opportunity? The most growth?
• What opportunities for advancement are there in this field? How will this job change over the next five years? 10 years?
• Is your organization expanding, shrinking or maintaining? Who are the competitors in this field?

SPECIAL INTEREST QUESTIONS

• What advice would you give a person entering this field?
• What, if anything, do you wish you had known before you entered this occupation?
• What professional journals in this field should I read?
• What strategy would you suggest for a person to break into this field?

DO NOT FORGET TO ASK

• Can you suggest anyone else whom I could contact? When I call him/her, may I use your name?
• What is the long-term/short-term outlook for hiring in this field?

THE FOLLOW UP

Assess the interview:

• Did you get the information you needed?
• How do you feel about this occupation?
• Did you get an objective opinion?
• Immediately after the interview, record any information you might need in the future.
• Keep records of everyone you meet (take business cards, names and addresses).

KEEP IN TOUCH

• Write a thank you letter/email within 24 hours of the interview.
• Follow-up with future notes or phone calls to let the person know his/her help has been of service and how you are doing in your career exploration. This will further remind the person of you and encourage him/her to let you know of future opportunities.
INTERNSHIPS

An internship is a work experience related to a student’s major and/or career interest that takes place during a semester or in the summer. Typically students participate in projects or work alongside practicing professionals as they tackle special day-to-day challenges. The beauty of an internship is that it allows students to implement their classroom learning in the world-of-work. Internship opportunities are available in the corporate and non-profit sectors and can be paid or unpaid. It is different than the co-op program offered on campus in that it is completed during a single semester (10–14 weeks) versus the multiple semesters with progressive work assignments of a co-op.

There are three different types of internships:
1. Not for academic credit — This is the most common type of internship. The internship is directly related to the student’s major and is project related. See “Internship Course Work” section on this page.
2. Required by the department, not for academic credit — The academic department will contact the employer regarding goals and procedures required.
3. For academic credit — Prior to starting the internship, the student and the internship provider will develop the specific structure of the internship to be approved by the academic department granting credit for the internship.

INTERNSHIPS MAKE GOOD SENSE
Employers say good grades, summer job experience and participation in student activities and organizations are not enough to help students land a good full-time job. In today’s competitive job market, the students with career related work experience are the students who get the best interviews and job offers. As an added bonus, many companies report that well over 70% of full-time hires come from their internship program.

Other benefits:
- Often receive higher full-time salary offers.
- Gain experience and exposure to a career.
- Bridge classroom applications to the professional world.
- Network with professionals.
- Build the résumé.
- Increase your marketability.

SEARCHING FOR AN INTERNSHIP
Although a number of students will engage in an internship experience during their freshman and sophomore years, most students pursue internships their junior and senior years. The internship search process is very similar to searching for a full-time job. Allow several weeks for the search process to take place. Have a plan of attack, including: how you will contact potential employers (i.e.; networking, ClemsonJobLink, professional associations), the proper paperwork associated with the internship search (cover letter, résumé, reference sheet) and the appropriate follow up procedures (thank you letters and phone calls). Also, be sure to keep good records of all your correspondences.

OFF-CAMPUS INTERNSHIP COURSE WORK
The Center for Career and Professional Development offers academic internship courses for majors that are not offered credit for internships by their department. The courses are logged as 0 credit hours and will allow students to have work experience related to their major or career path on their transcripts. Students can participate in a Part-Time Internship Course (INT 1010-001) which requires at least 160 working hours or a Full-Time Internship Course (INT 2010-001) requiring at least 320 working hours. Enrolling in INT 2010 will maintain students’ full time academic status. Students will be responsible for attending an internship course workshop and securing the internship in his/her major or field of interest.

Other Course Requirements:
- Approval by the internship course instructor.
- Completion of the internship contract between the student and employer.
- Completion of online evaluations.
- Payment of fees associated with the class.

INTERNSHIP SEARCHING TIPS
- Attend an Internship Workshop.
- Utilize ClemsonJobLink to sign up for on-campus interviews and to have access to national and international internship listings.
- Target several organizations with which you would be interested in interning.
- See internship books and Web resources in the Flora M. Riley Career Resource Center.
- Set up an individual appointment with a career counselor for more assistance (864-656-0440).
- Attend the Fall (September) and Spring (February) Career Fairs.
- Network with Clemson University academic department personnel, family and friends.
- Visit the iCenter internship consortium for internships in agricultural, environmental, life sciences and related fields (see our homepage for more details at: clemson.edu/career).
The University Professional Internship and Co-op (UPIC) Program offer students on-campus professional learning experiences. Students have the opportunity to work with Clemson faculty and staff as well as receive an internship notation on their transcript. Participating students will be given significant work that will help them prepare for their future careers. These are paid positions, and students can work part-time (160-175 hours) or full-time (320–400 hours). Enrollment in an INT course (INT 1010–005) is required for this program. In order to be eligible for the program, a student must have completed at least one full semester at Clemson University and be an enrolled, matriculating, undergraduate student in good standing. Student applications for future internships are typically listed in ClemsonJobLink halfway through the semester prior to the experience.

We know Clemson students don’t dream of having an internship where their primary duty is fetching coffee and bagels. Check out an on-campus opportunity you can’t afford to miss!

- Get a mentor — work closely with a member of the faculty or staff.
- Be 13% more likely to have accepted a full-time job offer upon graduation.
- Receive academic notation on your official transcripts (INT1010–005, INT 2010–005)
- Get paid to have an experience related to your field.
- Be more marketable when searching for an off-campus internship.
- Have a determined spirit — you qualify!

Still need more reasons? Visit the UPIC website to learn more about how you can have an engaged experience that will give you the career edge, build your professional network, and allow you to develop your transferable and field-related skills in new and exciting ways!
Cooperative Education (Co-op) is an academic engaged-learning program designed to provide the student with an opportunity to learn and work under a mentor in his or her field of study. Cooperative Education, as the term implies, represents an educational partnership between the University and participating companies.

- Students are employed full-time, with pay, by the participating company.
- Semesters of Co-op rotations typically alternate with semesters of classes and result in significant full-time experience for each student.
- The students’ experiences are monitored and evaluated by an academic staff of Co-op advisors to ensure a successful teaching and learning process.
- Companies serve as teaching partners of the University and the Co-op experience becomes an integral part of the student’s education.

Beyond the educational benefits of the program, students agree that the significant full-time experience the program offers gives them a competitive edge when seeking employment upon graduation.

Tell me and I forget
Show me and I remember
Involve me and I understand

This ancient proverb expresses so well what the Co-op Program is about. Co-op assignments add a textual dimension to the curriculum as students are challenged to think critically and creatively within a work setting.

- When given the chance to apply theory that is learned in class, students gain a greater understanding of the material from a different perspective.
- Students report that when they are on a Co-op rotation, they learn new concepts in their field as well as material not yet covered in their classes.

HOW TO ENTER THE CO-OP PROGRAM
Students interested in seeking a Co-op assignment should contact the Co-op Program office early in the semester before they want to begin their first rotation. The fall semester is the time to interview for assignments that begin in Jan. and the spring semester is the time to interview for assignments that begin in May or Aug.

We share office space with our partner, the Michelin® Career Center, located in Suite 316 on the third floor of the Hendrix Center. The lobby receptionist will direct you to our office area.
ELIGIBILITY REQUIREMENTS
Most students enter the program as sophomores or juniors. All students must have declared their majors. Students must have a minimum Clemson University GPA of 2.5 and be enrolled in a full-time (minimum 12 credit hours) course load.

- Transfer students must have an established Clemson University GPA before entering the program.
- Mechanical engineering students must successfully complete ME 2010-Statics & Dynamics, before beginning the placement process.
- Chemical Engineering students must be in the second semester of their sophomore year before entering.

Completion of the Co-op program is a curricular requirement for some majors such as Packaging Science. Packaging Science students normally complete the program in two back-to-back rotations during one six-month period.

THE CO-OP COURSES
Students enrolled in the program register for the appropriate Co-op course (COOP 1010, 1020, 1030, etc.) for each rotation and receive a grade of Pass or No Pass. Students receive academic recognition on their transcript, although no credit hours are awarded.

- Students pay a program participation fee each semester or summer session that they are on a Co-op rotation.
- In responding to questions about student status related to health insurance, scholarships, loans, etc., the University classifies a student on a Co-op rotation as a full-time continuing student.

For more information, please visit: career.clemson.edu/cooperative_education

Additional Information about the Co-op Program
- Co-op students maintain full-time student status during each rotation.
- State scholarships may be deferred while on rotations so that students maintain their funding through graduation.
- The Co-op Program can be integrated into a college plan that includes other academic or social programs offered by the University, such as Study Abroad.
- A minimum Clemson University GPA of 2.5 is required to enter the program, however some companies require a higher GPA.
Participating in an internship or cooperative education assignment can be a good way for both you and the employer to see if there will be a good fit between you and the company. Internships and co-ops allow you to gain real-world experience, find out if you will enjoy certain types of work and build your résumé.

Keep a positive attitude about your work and complete tasks given to you with enthusiasm. Having a good outlook and sense of humor can be an asset to you and the company. Learn to take criticism well and listen to suggestions for improvement.

Take your work seriously. Complete all assigned tasks, no matter how insignificant they may seem. Dependability and accuracy are very important in any work environment. If you have any questions about how to complete a project, ask your supervisor for clarification. Making mistakes is part of the learning experience but do not dwell on your mistakes; learn from them and go on. If you earn a reputation for being dependable, honest and trustworthy, you will be given more important tasks to complete and therefore learn more about your chosen career field.

Be punctual and complete assignments on time. Deadlines are a part of life, especially in a fast-paced work environment, so make sure you know what your deadlines are for all projects and complete them on time. This will help you to learn time management and prioritizing skills.

Set goals you know you can meet. Setting goals for yourself can be a good way to keep yourself on task and ensure that you will learn as much as you can during your co-op or internship. Remember to set attainable goals. If you set goals you are not able to reach, you will set yourself up for disappointment. This may send a negative message to the employer as well. Your experience should be a positive learning experience, so outline your goals from the beginning and talk with your supervisor about these goals to make sure they are reachable. Meet with your supervisor regularly to make sure you are on the right track.

Learn to communicate effectively. Written and oral communication skills are extremely important in all career fields. Be respectful of those around you by being courteous and professional at all times. Listen to everyone around you because they probably have more knowledge in that subject area, but do not be afraid to present your ideas when in an appropriate setting.

Flexibility is important. You should be willing to do a variety of tasks even if those tasks do not relate directly to your career path. Multi-tasking is an important skill to learn that will help you develop flexibility. Be ready, willing and able to “switch gears” on a moment’s notice.

Teamwork is a skill valued by many employers. You must be able to work well with people around you and be able to be productive in groups. Project work is an important part of many work environments, so you need to learn how to be the most productive team member you can be.

Find a mentor, someone who you can turn to for advice, information, encouragement and constructive criticism. A mentor can help you through difficult situations and also offer insight into the company. A mentor can also teach you a lot about the industry.

Enjoy yourself. Have fun with your internship or co-op. Try to think of everything as a learning experience.

**TURNING AN INTERNSHIP OR CO-OP INTO A FULL-TIME POSITION**

<table>
<thead>
<tr>
<th>Things to Do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Go above and beyond the call of duty to show your employer that you are valuable. Ask for advice from supervisors and coworkers. Work with your adviser to set immediate goals for the internship, then ask for a written evaluation at the end.</td>
</tr>
<tr>
<td>2. Be active and involved! Educate yourself proactively in the ways of your company. Also, get involved in non-work related activities like athletic events and company outings. Interact with as many coworkers as possible to help you stand out from the rest and increase networking contacts.</td>
</tr>
<tr>
<td>3. If your employer thinks you have done a good job achieving your goals, then ask about a full-time position.</td>
</tr>
<tr>
<td>4. Take the time to say goodbye and thank you on your last day.</td>
</tr>
<tr>
<td>5. After completing your co-op or internship, send your immediate supervisor and the president of the company well-written thank you letter. Thank them for the opportunity and point out what you have accomplished and learned. Indicate in your letter that you would like to work for the company and how you can be of value.</td>
</tr>
<tr>
<td>6. Be patient and persistent. Follow your thank you letter with a phone call to your supervisor to inquire about employment.</td>
</tr>
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</table>
MARKET YOURSELF

IDENTIFY YOUR SKILLS

Are you wondering what you have to offer your next employer? If you are unsure of your skills, now is the best time to stop and make a list. The ability to identify and articulate your skills will be necessary in order to land your next job, obtain a promotion or positive performance appraisal and to evaluate the suitability of your chosen career field.

A skill is simply an ability to do something, whether it is recently acquired or an ability that you have had for years. Skills can be things you do only with a great deal of difficulty or they can be things you do effortlessly, without thinking. Skills include such things as your natural abilities, “knacks” for certain things, special talents, “know-how” and training you have acquired. Many people think that they do not have any employable skills because they forget those skills that are second nature, or because they limit the definition of skills to “technical expertise.”

This information is intended to acquaint you with the total definition of skills and is based on the work of Sidney Fine, the researcher of skills with the U.S. Government’s Dictionary of Occupational Titles. Sidney Fine identified and defined the following three types of skills:

SELF-MANAGEMENT OR ADAPTIVE SKILLS

Description: These are skills (sometimes described as “personality traits”) that allow you to perform the day-to-day tasks associated with work. They involve self-control in dealing with people, time and your environment.

Examples: Punctual, persistent, conscientious, imaginative, loyal, sincere, efficient, dependable, industrious and tolerant.

TRANSFERABLE OR FUNCTIONAL SKILLS

Description: These are those instrumental skills that can be used in a wide range of work situations. They are generally skills that are natural or those that have been cultivated through experience or education. They are related to working with people, data or things.

Examples: People: Communicating, negotiating, teaching, supervising, leading.
Data: Developing, organizing, planning, analyzing, computing.
Things: Handling machines or manual skills, general computer skills.

WORK CONTENT SKILLS

Description: These are skills that are primarily related to working in a particular field. They are therefore job-specific. The “technical skills” that some people report not having are included in this area. These skills are obtained through formal education or training.

Examples: Computer programming, playing an instrument, taking blood pressure, utilizing accounting principles, interpreting a standardized test, typing legal documents, repairing a car, operating a cash register, tailoring suits, styling hair.

CATEGORIES OF SKILLS

Skills can also be divided into categories that designate what you would be working with: people, data (information) and things. These categories are typically used to indicate the day-to-day tasks associated with a particular job. For example, a teacher deals primarily with “people” skills (training), some “information” skills (organizing) and a few “thing” skills (handling of office equipment).

A FINAL WORD ON SKILLS

Many of these skills can be attained at any time and in a variety of settings. They do not have to be learned on a job for you to claim that you have them. Therefore, you do have employable skills. You need to identify those that you have and like to use and develop a list of concrete examples that demonstrate those skills. Once you have accomplished that task, you will be better able to convey in a job interview what you can do and why you should be the person who is hired.

MARKETING YOUR LIBERAL ARTS DEGREE

In today’s world of work, the sky is the limit! The highlight of your liberal arts degree is the preparation it gives you for lifelong learning. Your studies have allowed you to explore many topics, and once you graduate, you can apply these studies in more ways than you can imagine. Skills gained through liberal arts coursework will never become obsolete. Almost every profession requires you to communicate (written and spoken), solve problems, adapt to new situations, analyze information and interact with diverse people. These skills are highly valued by employers and are the highlight of your liberal arts education. It has been reported that 38% of today’s CEO’s majored in the liberal arts! There is value in your liberal arts education. Your task is marketing your skills.
SKILLS EMPLOYERS SAY THEY WANT

NACE Research
- Communication skills
- Interpersonal skills
- Honesty/Integrity
- Teamwork skills
- Motivation/Initiative
- Strong work ethic
- Analytical skills
- Flexibility/Adaptability
- Computer skills
- Self-confidence/Maturity

MCC Research
- Communication skills
- Critical Thinking skills
- Interpersonal skills
- Leadership skills
- Technical/Computer skills
- Self-Management skills

Results reported by 77 recruit recruiters who recruit at Clemson University through a survey conducted by the center.

Information from the National Association of Colleges and Employers

How do you market these skills? One key to obtaining that first job offer is to think like an employer. What would you want in a prospective employee? Interpersonal skills such as honesty and reliability are important. Communication skills, along with critical thinking skills, are also in demand in today's job market. Try to anticipate the problems or needs of the company. Newspapers, brochures, annual reports and company information from websites are important resources for learning more about potential workplaces.

As a liberal arts graduate, you may have to do more work than someone who is majoring in nursing, accounting or any of the technical degrees. You have to research different job markets and find out where there is a demand. Conduct in-depth research on any companies that appeal to you, and try to match their need to your wants. You must be specific; it is possible to be too general and too flexible.

Sources for career information and experience:
- Informational interviews
- Volunteer experience
- Internships
- Shadowing experience
- Part-time jobs
- Summer jobs
- Campus activities
- Community activities
- Independent study
- Project or thesis

Source: A handout from the Job Search for Liberal Arts Majors Teleconference

What kinds of positions should Liberal Arts students pursue?

Many students are not sure how to answer this question. Reflecting on activities, jobs and projects that you enjoy can give you a starting point. Look for themes. Were you most satisfied in activities where you were working alone or with others? Do you prefer to use spoken or written communication skills? Once you have answered these and other questions, look at possibilities for matching your interests with a job. Do not get stuck on job titles. In fact, forget about the titles and look at the job descriptions.

As you create a list of skills and activities, consider where they would be of most value. If you have too many options, prioritize and just get started! It may be that you will have more clarity after trying an internship or your first professional position.

While graduate school might be an option, it is not a requirement for all liberal arts students.

Practical experience gives you time to assess the organization and to demonstrate your personal skills and abilities. So when someone asks you, “What are you going to do with your major,” here are a few good responses:

Advertising Account Executive
Management Consultant
Air Traffic Controller
Marketing Representative
Artist
Museum Coordinator
Auditor
Office Administrator
Bank Manager
Outpatient Therapist
Business Systems Analyst
Paralegal
Buyer
Photographer
Child Support Enforcement
Probation Officer
Officer
Product Specialist
Claims Examiner
Psychologist
Communications
Public Relations Specialist
Computer Specialist
Quality Engineer
Copywriter
Research Analyst
Counselor
Restaurant Manager
Customer Service
Retail Manager
Representative
Editor
Sales Representative
Law
Employee Relations Specialist
Social Worker
Financial Consultant
Speech Pathologist
Graphic Designer
Stockbroker
Hotel Manager
Systems Analyst
Human Resource Specialist
Teacher
Industrial Designer
Technical Writer
Interpreter/Translator
Transportation Specialist
Journalist
Underwriter
Law
Librarian
Urban Planner
Librarian
Writer
STEPS TO NETWORK YOURSELF INTO A JOB

Advantages of Networking:

• You will be exposed to the hidden 70-80% of jobs in your field. Likewise, you will encounter little competition for these jobs.
• You are less likely to encounter rejection since you are not asking directly for a job — instead, you are simply asking for information, referrals and to be remembered.
• You are exposed to higher-level positions.
• You go directly to the people who have influence on the hiring process.
• You will be considered when a contact hears of a job, and may be referred as a result.
• Remember, by genuinely asking advice about your career, you will make an impression on someone and be remembered. Once you have established a favorable contact, it is very likely that you will be considered for a job when it becomes available.

STEP ONE:
Prepare a list of all the professional people in your field of interest, as well as other people who may know someone in your field. The average person usually comes up with 50 or more names — set your goal even higher.

Your list might include the following people:
- Friends/Relatives/Neighbors
- Teachers
- Past Employers
- College Alumni via the Alumni Association/Regional Clubs/Academic Societies/Constituency Groups
- Dentists/Doctors/Hairdressers
- Bankers/Lawyers/Stock Brokers
- Clergymen/Politicians/Librarians
- Small Business Owners

STEP TWO:
Call the people on your list who are outside the field you are interested in and ask them if they know anyone in the career you are considering. At this time, stress to them that you are NOT looking for a job. Your contacts will be more willing to give you names if they understand that you will not be annoying their friends for a job, but rather requesting advice on what this field is really like and whether it is appropriate for you.

Your goal at this stage is to interview experts to learn whether certain fields are really what you want, while also building a loyal network of professionals who will refer you to their friends when a position does become available.

STEP THREE:
From your general contact list, develop a targeted list of contacts who work in the field that you are considering.

STEP FOUR:
Call everyone on your revised list of contacts and arrange a meeting time to get advice on breaking into your desired field(s). Tell them who referred you and ask for about 15 minutes of their time to gather information on your chosen career.

STEP FIVE:
Conduct your informational interview. When you meet your contact, HAVE YOUR QUESTIONS READY. Some sample questions are:

• How did you get started in this field?
• What skills or training are required?
• What do you find most rewarding about your work?
• What type of advice would you give to young people who want to enter this career?
• What is the job outlook in this field?
• What do you do in a typical day?
• What types of people do you work with?

Be specific with your questions, and let your contact know that you are NOT applying for a job. You will go a lot further if you simply ask for advice about their field, since people are usually willing to give advice freely, but are not always ready to help you get a job. Toward the end of the conversation ask if your contact can refer you to others in your field so that you can get more information. Remember that information gathering is a two-way street. During your interview, share information with your contact that you have learned about the field through your research.
STEPS FOR CONDUCTING A SUCCESSFUL JOB SEARCH

The challenge of finding your first “real” job is a daunting one indeed. Even if you are searching for an internship or have previously been in the work force, finding the position of your dreams is difficult. The keys to a successful job search are to use a variety of strategies, to utilize your network and to make personal connections as often as possible. Here are a few steps to help you get started:

- Allow yourself at least six to nine months for your job search.
- Know your skills, interests, values and goals to guide your search and to prepare to answer employers’ questions.
- Register with ClemsonJobLink, the on-line recruiting system for Clemson students available on the Career Center website.
- Create a résumé and have it reviewed by Career Center staff.
- Write a cover letter draft and have it critiqued by Career Center staff.
- Attend the Career Fair offered every year in the fall and spring.
- Attend Career Center workshops on Job Searching and Networking, Résumé Writing and Interviewing.
- Search ClemsonJobLink for job postings and on-campus interviews.
- Create an “A List” of targeted employers in your industry and preferred geographic area. Research these employers on their organization websites and bookmark human resources pages.
- Find helpful job search websites, including national job boards and industry-related professional associations. Web searching can be a helpful way to learn about open positions but should not be relied on as your only job search tool.
- Develop a list of networking contacts and discuss your job search with them.
- Research salary statistics in your industry and geographic area.
- Practice your interview skills by conducting a mock interview at the Career Center.
- Follow up with employers by calling or sending an email to confirm that your application was received and ask additional questions about the selection process.
- After conducting interviews, always send a thank you note.
- If you experience difficulty with your search, make an appointment with a career counselor to brainstorm additional strategies.

Remember, the Career Center staff is available to help you navigate your job search. Visit our website or drop-in to talk with a counselor for assistance with any of these steps.

INTERNATIONAL STUDENT JOB SEARCH

INTRODUCTION
Finding a job in the current US climate can be challenging. As an international student, it is important to remember that the job search in America can be a time consuming endeavor that demands patience, diligence and work. The international student faces the challenge of successful preparations of job search materials such as résumé, cover letter and other correspondences in addition to adjusting to culturally different job search procedures. The following information is an overview of important issues for the international student’s job search.

CONSULT YOUR INTERNATIONAL STUDENT ADVISER

International students need to make an appointment with the Office of International Services to discuss employment opportunities. Depending on the type of visa, an international student may be qualified for a practical training experience. To ensure success, it is imperative that students follow the advice of their international adviser in a timely manner.

JOB SEARCH PREPAREDNESS

A competitive job applicant will have spent time adequately preparing for the job search. This includes producing culturally appropriate résumés and cover letters. Correspondence and interview practices differ cross-culturally. For this reason, international students are encouraged to utilize the many services offered at the Center for Career and Professional Development to better assist them with acculturation issues related to the American job search.

- Research and match your skills to the skills requested on the job description.
- Network. Network. Network. Often, finding a job is facilitated by relationships that you may have with professors, university staff, family members, community professionals, etc.
- Attend conferences and utilize professional organizations related to your major/career field.

JOB SEARCH CLIMATE

International students are competing against a large pool of qualified domestic applicants. Employers must demonstrate that they were unable to find an equally qualified domestic worker before they can sponsor an H1-B visa. However, an international student can highlight the skills and tools they have gained through their international experience, as well as related job skills, which may distinguish them from the rest of the applicant pool (ex. proficiency in foreign languages including English, or the ability to acclimate to diverse cultures). Employers are interested in understanding how you can benefit the company. Be prepared to share your expertise and distinguishing characteristics, which may make you the best candidate for the position.
MANAGE YOUR RESUME

DEVELOPING A WINNING RESUME

Résumé counseling is available through the Center for Career and Professional Development. Counselors and staff are available to provide valuable information, training and techniques that will enhance your résumé.

Deciding which work and academic experience to include in the first draft of your résumé can be difficult. All sorts of questions come to mind: How far back should I go? Should I include anything I did in high school? How much of my college experience should I list? Is it worth putting down jobs I did “just to make money?” How about my outside activities? How do I fit it all onto one page? All of these questions are valid and need answers; but do yourself a big favor, do not answer them at this stage.

Begin by making a list of everything. Try to think of every significant event and activity in your life. Don’t limit yourself. List jobs, school activities, sports, awards, honors, travel, music talent, hobbies, forging language fluency, office skills and charitable activities—in short, any and every skill, interest or worthy achievement that might be of interest to an employer. Once you have listed everything, you are ready to start selecting which items will present the best picture to your potential employer and be most relevant to the position you are seeking. Every résumé should be tailored to the job for which you are applying.

OBJECTIVE

Not every résumé will have an objective. If you are creating a résumé to distribute at a career fair or to mass distribute to a number of employers, it may be difficult to write an objective to fit each employment situation. If you are creating a résumé for a specific job, however, you will want to include an objective. The best approach to writing an objective is to write a focused objective.

Here is an example of a good objective:

Objective: An entry-level position in a management training program with a company that will benefit from my highly developed organizational skills and education in finance.

(From Does Your Résumé Wear Blue Jeans by C. Edward Good and William G. Fitzpatrick.)

It is important to note that skills that have employment value are not only those that are work content related. There are numerous self-management and transferable skills that employers prize.

EDUCATION

In the education section, be sure to list your expected highest degree first. Do not forget to include relevant professional development courses, licensures and certifications since your interviewer will be interested in your pattern of self-improvement. High school information is generally not needed.

EXPERIENCE – GETTING STARTED

When listing your “Experience,” think carefully about which items are best suited for the industry or job for which you are applying. It may be possible to present your experience so that it relates directly to the skills and talents the employer needs. Use paid jobs, unpaid internships, volunteer activities and college activities.

If you are applying for a sales job, for example, and have held two or three jobs that involved sales, such as publicity director of your college theater, list them separately in a section called “Sales Experience.” You can then list the other jobs you have held in a section called “Other” or “Additional Experience.” This method gives you the flexibility to arrange your experience out of chronological order and sort your skills for the employer. The employer can review your résumé and immediately see that you understand their needs because you have listed the most relevant background first.

Once you determine which of your experiences are most relevant, list your skills that do not fit in the “Education” or “Experience” categories. For example, if you are fluent in one or more foreign languages, list this information in a section called “Languages.” If you have mastered computer languages or programming skills, list them. For those that are submitting international and curriculum vitas, other information can be added to showcase other talents, skills and abilities such as publications, presentations, awards and honors. This information may also be incorporated into the three most common résumés—the reverse chronological, the functional and the hybrid (better known as the combination).
EXPERIENCE – DEVELOPING CONTENT

Now that you know what kinds of experience to list in a résumé, you need to know how each experience should be described. Again, the employer’s point of view is your guide. Most employers look for common strengths in their candidates. Therefore, the descriptions of any jobs or activities should reflect both the results you have achieved and your potential.

Where possible, quantify the work you have done. For example: How much money did you raise? How many books did you sell? Did you lead a 10-member or 100-member tour? Did you graduate number five in a class of 10 or in a class of 100? Put some objective scope on your work that can be judged positively by potential employers.

Keep in mind that you must always be truthful. You are trying to create a document that sells your virtues, but do not get carried away. If you worked on just part of a project, do not take full credit. If you waited tables, do not say you were the maitre d’. Truth in advertising is a must.

It goes without saying that your résumé should be proofread meticulously. Although one spelling error or typo rarely eliminates you from consideration for a position, keep in mind that along with your cover letter, your résumé is one of your writing samples. It is a clear indicator of how well you communicate. If you miss a typo, the employer will think, “Maybe this person will miss important details while on the job, too.” Therefore, in addition to reviewing the résumé yourself, ask a friend, professor or career counselor to read your résumé. A new eye often picks up the obvious typo that you have not seen for weeks.

WHAT ABOUT REFERENCES?

It is not necessary to include the phrase “References Available upon Request” on your résumé. It is always a good idea, however, to have a list of your references with their names, addresses, email addresses and phone numbers on a separate sheet to hand to the interviewer. Remember to always obtain permission from your references before using them.

An example of a reference:
Mr. Harry Winston
Chief Financial Officer
Wachovia Bank
Charlotte, NC 26751
704-555-1212
winston@wachovia.org

SOME FINAL THOUGHTS…

In addition to perfecting the content of your résumé, you will want to take a critical look at the format. Your résumé should be appealing to the eye and utilize consistent formatting. Stay away from résumé templates; those programs seem easy at first but result in a résumé that will look too similar to other applicants.

Typically, your résumé should be printed on quality bond paper produced by a high-quality copier, laser printer or offset printing service. These processes ensure a consistent quality from résumé to résumé. Avoid old style ink typewriter ribbons or dot-matrix computer printers.

Be conservative when it comes to the color of your résumé. Acceptable colors include white, beige and gray. You take a chance by using other colors. Also avoid using grainy textured papers. Keep the size of the paper to the standard 8½ x 11 page. A legal size résumé may stick out in a pile and does not fit into standard filing systems. Use a font size between 10 and 12 point in a professional font style, such as Arial or Times New Roman. In order to encourage potential employers to learn about your qualifications, the résumé format must be attractive and easy to read.
VERBS TO USE IN RESUME WRITING

The following words are those that best describe the duties and functions executed in summer, part-time and full-time jobs, internships, co-ops and while involved in co-curricular activities.

**Accounting**
Record
Assess
Audit
Prepare
Maintain
Forecast
Calculate
Estimate
Figure
Appraise
Examine
Measure
Verify

**Counseling/Healing**
Listen
Sense
Intuit
Assess
Analyze
Assist
Coordinate
Understand
Inform
Facilitate
Help

**Consulting**
Troubleshoot
Problem solve
Assess
Assist
Arrange
Guide
Counsel
Survey
Serve
Contribute
Motivate
Train

**Design/Organize**
Explore
Formulate
Sketch
Draw
Draft
Layout
Create
Plan
Style
Pattern
Build
Display

**Editing**
Review
Analyze
Compare
Comment
Correct
Revise
Amend
Improve
Initiate
Investigate
Advise

**Finance**
Analyze
Invest
Budget
Inventory
Evaluate
Appraise
Construct
Develop
Acquire
Deploy
Manage
Project

**Human Resources**
Assess
Analyze
Recruit
Survey
Screen
Interview
Select
Train
Mediate
Appraise
Coordinate
Align

**Information**
Appraise
Analyze
Inventory
Structure
Design
Categorize
Document
Process
Manage
Program
Link
Coordinate
Organize

**Innovating**
Create
Modify
Change
Upgrade
Improve
Design
Activate
Restructure
Establish
Stimulate
Implement
Transform

**Analysis**
Assess
Observe
Review
Dissect
Interpret
Discern
Conceptualize
Discover
Infer
Illuminate
Clarify
Quantify
Qualify
Conclude

**Craft/Artisan**
Design
Create
Build
Entertain
Perform
Draw
Render
Illustrate
Compose
Construct
Conceive
Choreograph

**Innovating**
Create
Modify
Change
Upgrade
Improve
Design
Activate
Restructure
Establish
Stimulate
Implement
Transform
<table>
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<tr>
<th>Investigating</th>
<th>Performing</th>
<th>Teaching</th>
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</thead>
<tbody>
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<td>Create</td>
<td>Educate</td>
</tr>
<tr>
<td>Interrogate</td>
<td>Present</td>
<td>Tutor</td>
</tr>
<tr>
<td>Question</td>
<td>Play</td>
<td>Stimulate</td>
</tr>
<tr>
<td>Analyze</td>
<td>Interpret</td>
<td>Inform</td>
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<tr>
<td>Intuit</td>
<td>Act</td>
<td>Instruct</td>
</tr>
<tr>
<td>Seek</td>
<td>Sing</td>
<td>Facilitate</td>
</tr>
<tr>
<td>Search</td>
<td>Dance</td>
<td>Awaken</td>
</tr>
<tr>
<td>Probe</td>
<td>Perform</td>
<td>Explore</td>
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<tr>
<td>Examine</td>
<td>Model</td>
<td>Advise</td>
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<tr>
<td>Explore</td>
<td>Read</td>
<td>Counsel</td>
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<td>Review</td>
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<td>Evaluate</td>
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<td>Survey</td>
<td>Review</td>
</tr>
<tr>
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<td>Assess</td>
</tr>
<tr>
<td>Negotiate</td>
<td>Quantify</td>
<td>Compare</td>
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<tr>
<td>Compare</td>
<td>Identify</td>
<td>Compare</td>
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<tr>
<td>Understand</td>
<td>Announce</td>
<td>Compare</td>
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<td>Comprehend</td>
<td>Promote</td>
<td>Compare</td>
</tr>
<tr>
<td>Proficiency</td>
<td>Advertise</td>
<td>Analyze</td>
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<tr>
<td>Fluency</td>
<td>Advance</td>
<td>Critique</td>
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<tr>
<td>Teach</td>
<td>Boost</td>
<td>Explain</td>
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<tr>
<td>Tutor</td>
<td>Improve</td>
<td>Prepare</td>
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<th>Persuading</th>
<th>Selling</th>
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<tbody>
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<td>Present</td>
<td>Inform</td>
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<tr>
<td>Lead</td>
<td>Articulate</td>
<td>Educate</td>
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<tr>
<td>Encourage</td>
<td>Clarify</td>
<td>Persuade</td>
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<tr>
<td>Manage</td>
<td>Challenge</td>
<td>Provide</td>
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<tr>
<td>Organize</td>
<td>Negotiate</td>
<td>Assist</td>
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<tr>
<td>Compare</td>
<td>Inquire</td>
<td>Serve</td>
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<tr>
<td>Inspire</td>
<td>Negotiate</td>
<td>Trade</td>
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<tr>
<td>Represent</td>
<td>Reason</td>
<td>Vend</td>
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<tr>
<td>Govern</td>
<td>Influece</td>
<td>Handle</td>
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<tr>
<td>Direct</td>
<td>Convince</td>
<td>Sell</td>
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<tr>
<td>Advise</td>
<td>Arbitrate</td>
<td>Convince</td>
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<td>Mediate</td>
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<td></td>
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<tr>
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<th>Program Development</th>
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<td>Analyze</td>
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<tr>
<td>Facilitate</td>
<td>Design</td>
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<td>Plan</td>
<td>Construct</td>
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<td>Schedule</td>
<td>Develop</td>
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<td>Delegate</td>
<td>Prepare</td>
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<td>Mediate</td>
<td>Strategize</td>
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<tr>
<td>Evaluate</td>
<td>Coordinate</td>
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<tr>
<td>Strategize</td>
<td>Formulate</td>
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<th>Public Relations</th>
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<td>Assess</td>
</tr>
<tr>
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<td>Prepare</td>
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<tr>
<td>Assist</td>
<td>Coordinate</td>
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<td>Maintain</td>
<td>Present</td>
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<tr>
<td>Liaison</td>
<td>Negotiate</td>
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<tr>
<td>Assist</td>
<td>Publicize</td>
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<thead>
<tr>
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<th>Selling</th>
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<td>Conceptualize</td>
<td>Assist</td>
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<tr>
<td>Design</td>
<td>Serve</td>
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<tr>
<td>Troubleshoot</td>
<td>Trade</td>
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<tr>
<td>Inspect</td>
<td>Vend</td>
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<td>Locate</td>
<td>Handle</td>
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<td>Edit</td>
<td>Present</td>
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<tr>
<td>Analyze</td>
<td>Sell</td>
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<td>Implement</td>
<td>Convince</td>
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<td>Construct</td>
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<td>Modify</td>
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<tr>
<td>Operate</td>
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<tr>
<th>Writing</th>
<th>Service/Hospitality</th>
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<tr>
<td>Conceive</td>
<td>Serve</td>
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<tr>
<td>Construct</td>
<td>Assist</td>
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<td>Craft</td>
<td>Troubleshoot</td>
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<td>Integrate</td>
<td>Present</td>
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<tr>
<td>Interpret</td>
<td>Maintain</td>
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<tr>
<td>Abstract</td>
<td>Help</td>
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<td>Express</td>
<td>Coordinate</td>
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<td>Inform</td>
<td>Prepare</td>
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<td>Summarize</td>
<td>Prepare</td>
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<td>Conclude</td>
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<td>Enhance</td>
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<td>Anticipate</td>
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<td>Design</td>
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<td>Construct</td>
<td>Troubleshoot</td>
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<tr>
<td>Craft</td>
<td>Inspect</td>
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<tr>
<td>Troubleshoot</td>
<td>Locate</td>
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<tr>
<td>Create</td>
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<tr>
<td>Engineer</td>
<td>Analyze</td>
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<tr>
<td>Repair</td>
<td>Implement</td>
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<td>Manipulate</td>
<td>Construct</td>
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<td>Align</td>
<td>Modify</td>
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<tr>
<td>Coordinate</td>
<td>Modify</td>
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<td>Balance</td>
<td>Operate</td>
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</table>
YOUR LIST
From the previous examples, compile your own list of verbs you can use in your résumé.

RESUME HEADINGS
Possible section headings for your résumé.

OBJECTIVE
JOB OBJECTIVE
TEACHING OBJECTIVE
CAREER OBJECTIVE
PROFESSIONAL OBJECTIVE
POSITION DESIRED
TEACHING PHILOSOPHY
EDUCATION
EDUCATIONAL BACKGROUND
EDUCATIONAL PREPARATION
ACADEMIC BACKGROUND
ACADEMIC TRAINING
SPECIAL TRAINING
CERTIFICATION
ENDORSEMENTS
AREAS OF KNOWLEDGE
AREAS OF EXPERTISE
EDUCATIONAL HIGHLIGHTS
COURSE HIGHLIGHTS
BACKGROUND HIGHLIGHTS
CAREER HIGHLIGHTS
PROFESSIONAL SKILLS
STUDENT TEACHING EXPERIENCE
PRACTICUM EXPERIENCE
TEACHING EXPERIENCE
COACHING EXPERIENCE
EXPERIENCE SUMMARY
EXPERIENCE HIGHLIGHTS
PROFESSIONAL BACKGROUND
ACHIEVEMENTS CAREER ACHIEVEMENTS
EMPLOYMENT OTHER WORK ADDITIONAL EXPERIENCE
PART TIME/SUMMER WORK EXPERIENCE
VOLUNTEER ACTIVITIES RELATED ACTIVITIES
CIVIC ACTIVITIES PROFESSIONAL/COMMUNITY ACTIVITIES
COMMUNITY/OTHER ACTIVITIES COLLEGE ACTIVITIES
ACTIVITIES/DISTINCTIONS SPECIAL HONORS
COLLEGE DISTINCTIONS HONORS/DISTINCTIONS
HONORS/AWARDS
MEMBERSHIPS
PROFESSIONAL MEMBERSHIPS
PROFESSIONAL AFFILIATIONS
PROFESSIONAL ORGANIZATIONS
SPECIAL TALENTS
LEISURE ACTIVITIES
SPECIAL SKILLS
INTERESTS
TRAVEL ABROAD
TRAVEL
FOREIGN LANGUAGE SKILLS
LANGUAGE COMPETENCIES
MILITARY SERVICE
COMPUTER
HARDWARE/SOFTWARE
COMPUTER LANGUAGE SKILLS
EXHIBITS
PUBLICATIONS
CURRENT RESEARCH INTERESTS
PRESENTATIONS
PUBLIC SPEAKING
CONFERENCES ATTENDED
CREDENTIALS
PLACEMENT FILE
REFERENCES
Jane S. Freshman
112 Clemson Lane, Clemson, SC 29634
(864) 777-7777
jsfresh@clemson.edu

OBJECTIVE
To obtain the Summer 2015 internship position with New Foundations Home for Children that will utilize my mediation and child development skills.

EDUCATION
Clemson University
Bachelor of Science in Sociology
Minor in Business
Clemson, SC
May 2018
GPA: 3.26/4.00

LEADERSHIP EXPERIENCE
Lakeview High School Student Body Government
President
Spartanburg, SC
August 2013- May 2014
- Worked with student body and administrators to resolve campus issues
- Collaborated with school administrators to create a 2013 Class Memorial
- Gained managerial skills by supervising 3 other officers to ensure each position was handled with care

Lakeview High School Key Club
President
Spartanburg, SC
August 2013- May 2014
- Developed organizational skills by coordinating and planning meetings, special events, and volunteer projects
- Recorded attendance and kept track of expenditures

WORK EXPERIENCE
Bi-Lo Grocery Store
Cashier
Spartanburg, SC
July 2013-August 2014
- Handled monetary transactions and returns
- Provided excellent customer service through in-store and telecommunications
- Trained 3 new employees on cash register and customer service procedures

VOLUNTEER EXPERIENCE
Oakwood Elementary School
Tutor
Spartanburg, SC
September 2011- May 2014
- Tutored 2 First Grade Students in Mathematics, Writing, and Reading
- Informed teachers on progress achieved by students

EXTRACURRICULAR ACTIVITIES
Clemson University Sociology Club
Delta Alpha Sigma Sorority, Lambda Chapter
Lakeview High School National Honor Society
Lakeview High School Beta Club
Lakeview High School Varsity Cheerleading
Captain 2013-2014
September 2014-Present
August 2014-Present
November 2012-May 2014
September 2011- May 2014
August 2012-May 2014

HONORS/AWARDS
South Carolina Palmetto Fellows Scholarship, Recipient
Lakeview High School, Class of 2014 Valedictorian
South Carolina Girl's State
Lakeview High School, Most Likely to Succeed
**Objective:** To obtain a training position in the field of human resources utilizing my skills in recruitment, management and employee relations.

**Education:**
- Bachelor of Science in Psychology, May 2008, Clemson University, GPA: 3.2/4.0
- Bachelor of Arts in English, Emphasis: Writing and Publications Studies, Spring 2016, College of Architectures, Arts and Humanities, Clemson University, GPA: 3.57/4.0

**Skills:**
- Recruitment/Selection
- Cross-cultural Communication

**Experience:**
- **Assistant Student Director**, Fall 2014 - Present
  - Conducted weekly interview, resume writing and internship workshops
  - Assisted with information sessions and recruitment of new members

- **Executive Chair**, Spring 2013 - Present
  - Assisted with information sessions and recruitment of new members
  - Planned and executed a variety of social events including coordinating with vendors and event staff

- **Hostess**, Summer 2012 - 2014
  - Directed special party and event functions
  - Informed and advised sales associates of company policies and procedures on how to handle dissatisfied customers

- **Youth Swim Coach**, Summer 2012 - Summer 2013
  - Taught children ages 2-18 to swim safely and basic skills to progress
  - Instructed on necessary skills to swim safely and basic skills to progress

- **Employment History**
  - **Human Resources Intern**, August 2011 - August 2011, Macy’s Department Store, Atlanta, Georgia
  - Received Macy’s Employee of the Month Award, December 2009
  - Dean’s List, December 2006-May 2008
  - Clemson University President’s List, Fall 2014

- **COMPUTER SKILLS**
  - Adobe InDesign, Adobe Illustrator, Microsoft Office

- **ORGANIZATIONS**
  - Society of Human Resources Management, August 2010
  - Public Relations Student Society of America

- **Honors and Activities**
  - Interfraternity Council of North Carolina
  - Sigma Alpha Epsilon
  - Omega Phi Alpha

- **Languages:** Proficient in Spanish

- **GPA:** 3.57/4.0

- **Current Address:** 112 Clemson Ln., Clemson, SC 29634
- **Permanent Address:** 100 Main St., Elmhurst, IL 60126

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Molly B. Internship
Clemson University
Summer 2016

**Objective:** To gain experience in public relations and multicultural marketing.

**Education:**
- Bachelor of Arts in Public Relations, May 2018, Washington & Lee University, GPA: 3.6

**Skills:**
- Public Relations

**Experience:**
- **Public Relations Assistant**, Summer 2016
  - Conducted weekly interview, resume writing and internship workshops
  - Assisted with information sessions and recruitment of new members

- **Internship**
  - Conducted weekly interview, resume writing and internship workshops

---

Fred J. Functional
Molly B. Internship
Clemson University
Summer 2016

**Objective:** To gain experience in public relations and multicultural marketing.

**Education:**
- Bachelor of Science in Psychology, May 2008, Clemson University, GPA: 3.2/4.0
- Bachelor of Arts in English, Emphasis: Writing and Publications Studies, Spring 2016, College of Architectures, Arts and Humanities, Clemson University, GPA: 3.57/4.0

**Skills:**
- Recruitment/Selection
- Cross-cultural Communication

**Experience:**
- **Assistant Student Director**, Fall 2014 - Present
  - Conducted weekly interview, resume writing and internship workshops
  - Assisted with information sessions and recruitment of new members

- **Executive Chair**, Spring 2013 - Present
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  - Instructed on necessary skills to swim safely and basic skills to progress

- **Employment History**
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  - Received Macy’s Employee of the Month Award, December 2009
  - Dean’s List, December 2006-May 2008
  - Clemson University President’s List, Fall 2014

- **COMPUTER SKILLS**
  - Adobe InDesign, Adobe Illustrator, Microsoft Office

- **ORGANIZATIONS**
  - Society of Human Resources Management, August 2010
  - Public Relations Student Society of America

- **Languages:** Proficient in Spanish

- **GPA:** 3.57/4.0

- **Current Address:** 112 Clemson Ln., Clemson, SC 29634
- **Permanent Address:** 100 Main St., Elmhurst, IL 60126

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OBJECTIVE
Obtain an English teaching position utilizing my Spanish speaking abilities as well as my cultural education gained from living in or visiting various countries.

EDUCATION

Clemson University—Clemson, SC
Bachelor of Arts in Education
Minor: Spanish
May 2016
GPA: 3.48/4.00

Trinity College—Barcelona, Spain
Education Study Abroad Program
Spring 2015

INTERNATIONAL EXPERIENCE

Semester Abroad in Spain
Spring 2015
• Embraced cultural differences by adapting to the environment
• Communicated with others to organize trips to nearby cities
• Maintained finances in several currencies

International Student House Resident Assistant
Spring 2015
• Built relationships with students from various nations
• Supervised and organized various programs that appealed to students from different cultures

Independent Research Project
Spring 2015
• Researched various public secondary afterschool education programs and the benefits associated with enrolment
• Collected data and produced a comprehensive report to the Education Department

RELATED WORK EXPERIENCE

St. Paul’s School—Barcelona, Spain
Teaching Assistant/International Intern
Fall 2015
• Assisted the English teacher with grading, curriculum planning, instructing and enforcing policy
• Managed 30 Spanish speaking children
• Taught grammar and English literature to 12- and 13-year olds

VOLUNTEER EXPERIENCE

Clemson University Alternative Break—San Jose, Costa Rica
Volunteer Lead
Winter 2014
• Built add-on classrooms for underprivileged children
• Tutored over 50 children in various subjects utilizing the Spanish language

Clemson University Serve Away Medical Trip—Venezuela
Volunteer
Summer 2014
• Provided basic medicines like Tylenol, Advil, and Benadryl as well as immunizations to a family in need
• Presented medical education programs utilizing the Spanish language

LANGUAGES

Fluent: Spanish • French • Latin • English
Intermediate: Japanese • Chinese

RELATED COURSEWORK

Literature in Spanish
Cross Cultural Awareness
Spanish Oral Communication
Literature in French
Public Speaking
Intermediate Chinese
James L. Master
312 Clemson Lane
Clemson, SC 29634
(864) 777-7777
jmast@clemson.edu

OBJECTIVE
To obtain a position as a software engineer utilizing my educational background and computer language skills.

EDUCATION
Clemson University, Clemson, SC
Master of Science in Computer Science
May 2014
GPA: 3.85/4.00

Clemson University, Clemson, SC
Bachelor of Science in Computer Science
Minor in Mathematical Sciences
South Carolina Palmetto Fellows Scholarship

RELATED EXPERIENCE
Cisco Systems, Inc., Lab Operation, Research Triangle Park, NC
Network Lab Operator Intern
June 2012 – August 2012

- Recreated customer environments on the entire range of Cisco’s devices and operating systems to enable support engineers to debug customers’ problems
- Performed full hardware configuration, initial software setup, and established basic network connectivity of environments ranging from 1 to 30 devices
- Participated in the on-call night and weekend rotation for high priority cases
- Led and attended group training sessions on topics ranging from IP routing protocols to MPLS to VPN
- Developed new methods to aid in device configuration and lab management
- Passed the Cisco Certified Networking Associate (CCNA) exam

The Bike Shop, Duluth, GA
IT Volunteer
May 2013 – Present

- Create and update website utilizing DreamWeaver and PHP
- Work remotely to ensure usability of web interface
- Increase the number of unique site visits through web design and measure using Google Analytics

Daniel High School, Central, SC
Tutor
August 2012 – Present

- Assist high school students with math coursework such as geometry, pre-calculus, and calculus
- Develop quizzes to help students understand mathematics material
- Increased test scores by 12% within the first month of tutoring

Habitat for Humanity, Clemson, SC
Volunteer
August 2012

- Volunteer 20 hours of service for 1 week during the semester
- Helped to construct a house with other volunteers to give to the community

PROFESSIONAL AFFILIATIONS & ORGANIZATIONS
Association for Computing Machinery
May 2013 – Present

Association for Information Systems
May 2013 – Present

School of Computing Graduate Association
August 2012 – Present

Upsilon Pi Epsilon Honorary Society
January 2011 – Present

TECHNICAL SKILLS
Operating Systems: Windows, Mac OS X, Solaris, Redhat
Database Systems: Oracle, MySQL, MongoDB
Languages: Java, C++, OCaml, C, SQL, HTML, Perl, Visual Basic
Distributed Computing Technologies: Hadoop, ActiveMQ
S. Jane Doctor
Current Address: 1234 Clemson Drive, Apt 567  •  Clemson, SC 29631  •  555-555-5555 (C)  •  sds4@email.com
Permanent Address: International or Home Address  •  State/Province, Country  •  Country Code and Phone #

SUMMARY OF QUALIFICATIONS
Communications consultant and writer earning a Ph.D. in Rhetorics, Communication and Information Design. Former journalist, who is responsive to urgent demands, meets tight deadlines, tells a story from numbers and communicates findings in clear and concise language. An excellent researcher with experience in primary and secondary research and statistical analysis. Expert in survey research and public opinion polling.

PROFESSIONAL EXPERIENCE
Consultant  •  May 2014–Present
Freelance Communications Consultant  •  Greenville, SC
• Conduct both quantitative and qualitative analysis for companies and non-profits attempting to target messaging to certain audiences
• Provide grant-writing assistance to non-profit clients that has resulted in a total increase of $145,000
• Assist the South Carolina Economy League to revamp the public-service website

Project Manager  •  August 2012–May 2014
Social Science Research Solutions  •  Easley, SC
• Designed and implemented social-science survey projects for public-policy and media organizations
• Collaborated with various organizations including the Kaiser Foundation, the Harvard School of Public Health, the Pew Center for the People & the Press, NPR and the Washington Post

RESEARCH EXPERIENCE
Focus Group Research  •  August 2013–Present
Summer Institute for Methods and Statistics  •  Greenville, SC
• Train in the development, preparation, implementation and analysis of focus groups
• Ensure proper protocol is followed by 10 team members to be compliant with ABC

Survey Design/Content Analysis  •  January 2011–May 2013
National Annenberg Election Survey  •  Clemson, SC
• Served as a data/content analyst to measure the influence of media coverage on public opinion over the course of the 2012 campaign
• Led a team of six content coders in the development of a codebook and coding of newspaper articles
• Monitored the implementation of the survey in field, which spanned over 6 months

AFFILIATIONS & AWARDS
International Communication Association (ICA), Member  •  August 2014–Present
Omicron Delta Kappa, Member  •  January 2012–Present
South Carolina Rhetoric Association Honors Thesis Award, Recipient  •  May 2013

SKILLS
Computer: SPSS, Adobe In-­‐Design (Advanced)
Languages: English [Native], French [Intermediate]

EDUCATION
Doctorate of Philosophy in Rhetorics, Communication and Information Design  •  May 2018
Clemson University  •  Clemson, SC

Master of Arts in Communication, Technology and Society  •  May 2013
Clemson University  •  Clemson, SC

Bachelor of Arts in Communication Studies  •  May 2011
Clemson University  •  Clemson, SC
Objective
To obtain a marketing position that utilizes the ABC skills gained through XYZ coursework taken within my degree curriculum.

Education
Bachelor of Science in Marketing
Clemson University
Clemson, SC
May 2016
Minor: Writing – Journalism
GPA: 3.14/4.00

Work Experience
Marketing Department Intern
The Civic Center
Any City, SC
Summer 2014
• Assisted supervisor and secretary with clerical work
• Collected payroll
• Typed requisition figures into database file for revenue records

OTHER EXPERIENCE
County School District Printing Services
Office Assistant
Any City, SC
Summers 2001–2014
• Assisted supervisor and secretary with clerical work
• Collected payroll
• Typed requisition figures into database file for revenue records

Greentree Country Club
Waitress/Snack Bar Staff
Any City, SC
Summers 2001–2014
• Worked special party functions held at the club
• Developed close relationships with cooks, manager and other wait staff
• Maned pro shop snack bar
• Opened and closed cash register and recorded daily cash and credit revenues
• Stocked snacks and drinks, kept track of inventory

Greentree Country Club
Waitress/Snack Bar Staff
Any City, SC
Winter Break 2013

Greentree Country Club
Waitress/Snack Bar Staff
Any City, SC
Winter Break 2011

Greentree Country Club
Waitress/Snack Bar Staff
Any City, SC
Summer 2010–2014
• Opened and closed cash register and recorded daily cash and credit revenues
• Stocked snacks and drinks, kept track of inventory

ACTIVITIES/HONORS
Marketing Association, Officer – Programming
Fall 2013–present
Student Government – Judicial Board Member
Fall 2013–present
Children’s Miracle Network Volunteer
Spring 2012–present
Student Alumni Association
Fall 2012–Spring 2016
IPTAY Collegiate Club
Fall 2011–Spring 2016
Intramural Racquetball
Fall 2014
Clemson Women’s Club Soccer
Fall 2011–present
LIFE Scholarship Recipient
Fall 2012–present

Computer Skills
MATLAB  Maple  Microsoft Word
Microsoft Office  Microsoft Excel  Microsoft PowerPoint
Solid Edge  C Programming

Relevant Coursework
Advanced Numerical Analysis with MATLAB 7
Intro to Fluid Mechanics
Electrical Circuits
Differential Equations
Engineering Statistics
Business Management

Honors & Activities
Dean’s List
(2012–present)
SC Life Scholarship Recipient
(2012–present)
Student Alumni Association
(2013–present)
Habitat for Humanity Volunteer
(2015)
National Society of Collegiate Scholars
(2013)
Carol M. Smith
cmstudent@clemson.edu

Current Address: Permanent Address:
999 Clemson Drive 888 Country Club Drive
Clemson, SC 29631 Spartanburg, SC 29306
864-444-4444 864-555-5555

OBJECTIVE
Highly motivated Psychology major looking to obtain a position that will utilize my skills with leadership, problem solving, creative thinking, personal development and project management.

EDUCATION
Clemson University Bachelor of Science in Psychology
Clemson, South Carolina May 2016
Major GPA: 3.71/4.00

WORK EXPERIENCE & LEADERSHIP
NC Probation, Parole, and Pardon Services Raleigh, NC
Agent/Intern January 2015–Present
Interview offenders to complete weekly and monthly office reports, filing materials in proper place, conducting visits to offenders’ homes to verify living conditions, attending court hearings involving offenders and assisting other agents with their case loads

Safe Home Battered Women’s Shelter Columbia, SC
Volunteer September 2012–Present
Delivered food and clothing to the shelter, cared for children of residents while meetings were being held and arranged and organized the storage unit the shelter uses for various donations

Alpha Alpha Alpha Women’s Fraternity Clemson, SC
VP Panhellenic Delegate January 2013–December 2013
Attended weekly Panhellenic meetings and Alpha Alpha Alpha Executive Board meetings and relayed important information from the meetings back to the chapter

HONORS
Psi Chi National Psychology Honors Society
National Panhellenic Counselor, Panhellenic Recruitment
Alpha Lambda Delta Honors Fraternity
President’s List and National Dean’s List

TECHNICAL SKILLS
Microsoft Word, Microsoft Excel, Microsoft Publisher, Microsoft PowerPoint, Windows XP, PictureProject, Adobe Acrobat 7.0

RELEVANT COURSEWORK
Advanced Experimental Psychology Criminology
Applied Psychology & Transportation Introduction to Logic
Introduction to Experimental Psychology Public Speaking
Criminal Justice Commercial Law
Introduction to Leadership Methods Social Psychology

Stephen F. Education
992 Tiger Lane, Clemson, SC 29631 • stephen@stephen.f.edu • 864-765-4321

OBJECTIVE (optional)
To obtain a mathematics teaching position at Clemson High School that will utilize my communication and problem solving skills as well as my passion for positively influencing students.

EDUCATION
Clemson University Mathematics/Student Teacher
Bachelor of Science in Mathematics Teaching
Clemson, SC Minor in Physics
Spring 2015 GPA: 3.60/4.00

Teaching Experience
Clemson High School Clemson, SC
Mathematics/Student Teacher
Spring 2015

• Collaborate with co-operating teacher to develop and implement short and long term planning for five classes including Honors Algebra 1, Honors Geometry, and Personal Finance
• Incorporate a variety of appropriate instructional strategies to actively engage and help all students achieve learning objectives
• Analyze data to individualize instruction in achieving student growth targets
• Utilize classroom instructional technology (Promethean boards, laptops, ipads, etc.) and web resources to design lesson plans to foster learning and enhance student engagement
• Offer weekly study sessions to ensure all students achieve learning objectives
• Advise Math Counts team of 15 students and assist with preparation for team competition

NC Probation, Parole, and Pardon Services Raleigh, NC
Agent/Intern January 2015–Present
Interview offenders to complete weekly and monthly office reports, filing materials in proper place, conducting visits to offenders’ homes to verify living conditions, attending court hearings involving offenders and assisting other agents with their case loads

Safe Home Battered Women’s Shelter Columbia, SC
Volunteer September 2012–Present
Delivered food and clothing to the shelter, cared for children of residents while meetings were being held and arranged and organized the storage unit the shelter uses for various donations

Alpha Alpha Alpha Women’s Fraternity Clemson, SC
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National Panhellenic Counselor, Panhellenic Recruitment
Alpha Lambda Delta Honors Fraternity
President’s List and National Dean’s List

TECHNICAL SKILLS
Microsoft Word, Microsoft Excel, Microsoft Publisher, Microsoft PowerPoint, Windows XP, PictureProject, Adobe Acrobat 7.0

RELEVANT COURSEWORK
Advanced Experimental Psychology Criminology
Applied Psychology & Transportation Introduction to Logic
Introduction to Experimental Psychology Public Speaking
Criminal Justice Commercial Law
Introduction to Leadership Methods Social Psychology

CERTIFICATIONS AND ENDORSEMENTS
Read to Succeed Inter Teach to the Future Gifted and Talented
ESOL CPR First Aid

CAREER GUIDE 2015–2016
CLEMSON UNIVERSITY

INFORMED TEACHERS
FOOTHILLS, SC
Clemson, SC
CS
ASSISTED IN THE COORDINATION AND PLANNING OF DAILY ROUTINES FOR STUDENTS.
MANAGED LEARNING ACTIVITIES TO ENHANCE MATH SKILLS FOR A PERCENTAGE OF STUDENTS.
INSTRUCTED COUNTS TEAM OF 15 STUDENTS IN MATH.
COLLABORATE WITH OTHER AGENTS ON PROJECT MANAGEMENT.
DEVELOPED AND IMPLEMENTED LEARNING ACTIVITIES TO ENHANCE MATH SKILLS FOR A PERCENTAGE OF STUDENTS.
INTEGRATE CREATIVE THINKING, PERSONAL DEVELOPMENT AND PROJECT MANAGEMENT.

OBJECTIVE
To obtain a mathematics teaching position at Clemson High School that will utilize my communication and problem solving skills as well as my passion for positively influencing students.

EDUCATION
Clemson University Mathematics/Student Teacher
Bachelor of Science in Mathematics Teaching
Clemson, South Carolina Minor in Physics
Spring 2015 GPA: 3.60/4.00

Teaching Experience
Clemson High School Clemson, SC
Mathematics/Student Teacher
Spring 2015

• Collaborate with co-operating teacher to develop and implement short and long term planning for five classes including Honors Algebra 1, Honors Geometry, and Personal Finance
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CAREER GUIDE 2015–2016
CLEMSON UNIVERSITY

INFORMED TEACHERS
FOOTHILLS, SC
Clemson, SC
CS
ASSISTED IN THE COORDINATION AND PLANNING OF DAILY ROUTINES FOR STUDENTS.
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INSTRUCTED COUNTS TEAM OF 15 STUDENTS IN MATH.
COLLABORATE WITH OTHER AGENTS ON PROJECT MANAGEMENT.
DEVELOPED AND IMPLEMENTED LEARNING ACTIVITIES TO ENHANCE MATH SKILLS FOR A PERCENTAGE OF STUDENTS.
INTEGRATE CREATIVE THINKING, PERSONAL DEVELOPMENT AND PROJECT MANAGEMENT.
SAMPLE COVER LETTER

922 Tiger Drive
Clemson, SC 29634

February 1, 2015

Mr. Tom Smith
Director of Human Resources
First National Bank of Clemson
2001 Tiger Boulevard
Clemson, SC 29633

Dear Mr. Smith:

Tell Mr. Smith why you are writing. If you are applying for a position, tell him how you learned about the position and the company (through a personal contact, an advertisement, the company’s website, the Career Center, etc.).

In the second paragraph, describe your interest and knowledge of the company or organization, and show how you are qualified for the position. Elaborate on information in your résumé (major, university, relevant experience, etc.) but do not repeat it. Be concise and give specific examples of your skills. For example, “As you can see from my résumé, I have three years of experience in management.”

In the final paragraph, ask for an interview. Ask Mr. Smith to call you at his earliest convenience, or say that you will call in one week to schedule a time to meet with him. Thank him for his time and consideration.

Sincerely,

(your signature here)

Fred Functional

Enclosure
THANK YOU FOR INITIAL INTERVIEW

Your Mailing Address

Date

Contact’s Name

Contact’s Title

Company

Company’s Mailing Address

Dear Ms. Alvarez:

Thank you for the letter or telephone call offering you the position. Please state what you liked about the job and the company or what was attractive about the offer.

In the second paragraph, tell Ms. Cook that you respectfully withdraw your application for consideration for the position. Relate to Ms. Cook that it was a difficult decision but you have decided to accept another offer that better meets your qualifications or career interests.

In the final paragraph, again, thank Ms. Cook for the opportunity to interview with her or relate that you are grateful for the personal time she devoted to considering you for the position.

Sincerely,

[Signature]

Terry Ford
PREPARE FOR INTERVIEWING

BEFORE THE INTERVIEW

RESEARCH EMPLOYERS
The number one complaint from employers are candidates who are not prepared for the interview. Researching the employer will help you decide if you are truly interested in working for the employer, discover the career paths available, and, most importantly, prepare for the interview. Here is what you should look for:

- **The basics:** Products and services, organizational structure, operating divisions, location of facilities, major competitors, typical career paths and available training and development programs.
- **Performance and personnel:** Size and number of employees, accomplishments, sales, financial performance, research and development activities, employee diversity, hiring and promotion policies.
- **Philosophy and culture:** Corporate goals and objectives, the traditional values, beliefs, views and operating styles that characterize the organization, and the potential impact of private ownership toward advancement.
- **Plans for the future:** Expansion and restructuring plans, new projects, projected financial growth and new market ventures.

RESOURCES AVAILABLE TO HELP PREPARE YOU FOR THE INTERVIEW

- **Employer’s Home Page:** If the employer has one (most do), they expect you to have viewed their information.
- **Employer Information Sessions:** Attending an information session prior to an on-campus interview is a must. Employers notice those who do and DO NOT attend.
- **Career Resource Center and Career Counselors:** Many print and electronic resources are available for employer research in the career library. Career Counselors are available for interview counseling and mock interviews.
- **Newspapers and Broadcast Media:** Look up news stories regarding employers.
- **Chamber of Commerce Publications:** Local, state, national and international Chambers of Commerce are excellent resources for employer information.
- **College professors:** Your professors are often excellent resources for information about employers.

Key Principles for Success in Interviewing:
1. Plan for travel:
   a. If possible, drive to the building the day before
   b. Clarify who is responsible for travel costs
2. Make a positive first impression
3. Review your qualifications
4. Practice your communication skills
5. Answer questions effectively
6. Ask questions that show interest
7. Follow-up after the interview

TYPES OF INTERVIEWS
An interview is a situation where you “sell yourself.” This applies to all interviews, not just for jobs. For example, you may have been “interviewed” by the parents of someone that you are dating. Or perhaps you were quizzed by a committee of professors at a comprehensive review of your major. This section is about job interviews, but the principles in all interviews are the same. Knowing how to interview is a handy skill to have.

There are several types of job interviews. For example, a person from the personnel office may have a different goal in mind when conducting the interview than the line supervisor. Since people within the company may approach interviewing differently, it pays to know how to handle each situation. Typically, there are four types of interviews:

**On-Campus Interview/Personnel Interview:** Most campus recruiters are trained interviewers. Their role is to evaluate your overall potential and decide how well you would fit within the company. They focus on both how you present yourself as well as your technical expertise. They tend to ask questions about your goals and attitudes. Your preparation, how you dress, how easily you answer questions and your general motivation are areas they evaluate. Since you can predict most of their questions, prepare and practice your answers in advance.

**Supervisor Interview:** When talking to direct supervisors, the interview questions are more technical. These people are directly responsible for getting the work done and want to be sure you can handle the job. They want to know “Can you do the job?” and “Will this person fit into our team?” Therefore, expect to talk about the nuts and bolts of the job and to show that you are a team player.
Co-Worker Interview: Sometimes, your future co-workers may interview you to see if they can work with you. Usually, these people are not trained in interviewing and are busy working when you are introduced to them. The idea is to be pleasant and positive, give a short statement about your background and show your willingness to be a member of the team. Remember to keep your questions and answers brief.

Group Interview: Occasionally, you will find yourself facing more than one interviewer at the same time. Use your introduction and questions to steer the interview in the direction you want. Be sure you interact with everyone present, not just one or two group members. Make eye contact with everyone there. Conclude with a statement of your interest in the job. Watch for the cue to leave from the person who brought you into the group.

**DURING THE INTERVIEW**

Typically on-campus interviews will last approximately 30 minutes and will include some small talk, the actual interview, time for you to ask questions about the position and a summary. Since first impressions are so important, you will need to polish up your “small talk” skills before you enter the interview. It will also be important to have an effective closing to the interview. For example, candidates should always have a few intelligent and relevant questions to ask about the position and organization when given the opportunity *(salaries should not be brought up by candidates during the first interview)*. Furthermore, ending the interview in a very enthusiastic and appreciative manner can have a lasting impression on a potential employer.

**CRUCIAL STEPS FOR A SUCCESSFUL INTERVIEW**

1. Arrive 15 minutes early
2. Bring extra copies of your résumé, a pen and some paper
3. Make sure you know how to properly pronounce the interviewer’s name
4. Dress professionally and conservatively
5. Make a positive first impression:
   a. Offer a firm handshake
   b. Greet the employer by name
   c. Be relaxed and enthusiastic
   d. Do not smoke or chew gum
   e. Maintain eye contact about 70% of the time
6. Be familiar with the typical structure of the interview

**PROFESSIONAL DRESS**

While your skills and experience are essential to finding a job or internship, looking professional is an important part of landing a position. Having just the right suit will not get you a job, but looking disheveled and unprofessional can surely prevent you from receiving an offer.

Appropriate professional dress is dependent on the industry for which you are applying. For most positions, candidates should dress professionally for interviews. As a general rule of thumb, professional dress requires a well-fitting, dark-colored business suit paired with a light-colored shirt, simple accessories, polished shoes and well-groomed hair.

In a few industries, business casual is appropriate for an interview. You do not need to wear a suit to an interview on a farm and you would not want to wear khakis to an interview at a bank. It is up to you to learn the appropriate dress for your industry.

**Tips for Men:**
- A two- or three-button black or navy suit.
- White long-sleeved dress shirt.
- Conservative tie, avoiding loud patterns.
- Black shoes, socks to match your suit.
- Hair and facial hair should be well-groomed. No cologne.
- No suit? Dark dress slacks, a long-sleeved white shirt and a tie is the next best outfit.

**Tips for Women:**
- A skirt suit is most professional. The skirt should be knee length or just above the knee. Avoid styles that are very tight, too short or too long.
- Pants suits are acceptable interview attire for most employers.
- Solid-colored button-down blouse or shell under jacket. Avoid sleeveless tops.
- Closed-toe shoes with neutral hose.
- Keep jewelry to a minimum.
- Hair and make-up should be well groomed and conservative. No perfume.
- No suit? A black knee-length skirt and a conservative blouse is the next best outfit.
MAKING A POSITIVE FIRST IMPRESSION
First impressions last. Employers often use the interview as a way to confirm their first impression of you. You can turn this to your advantage by making a positive first impression that, in turn, sets a favorable tone for what happens during your interview. Make a favorable first impression by offering a firm handshake, dressing appropriately, arriving on time and being friendly and courteous to everyone you meet.

ARRIVING ON TIME
Employers often use “being on time” as a measure of how well a person will perform on the job. They assume that your actions during an interview represent you at your best. If you arrive late, they assume the worst about your work habits.

BEING FRIENDLY AND COURTEOUS
Receptionists and administrative assistants are often asked for their impressions of a job seeker. You may never know who has a deciding vote on extending the offer. Be friendly and courteous to everyone you meet at the interview. Do not be too talkative or try too hard to impress.

ANSWERING QUESTIONS EFFECTIVELY
Know the Company and the Product:
Do your research! This can be achieved through the use of the following resources:

- Employer information and directories available at Clemson University’s Center for Career and Professional Development and on our home page at clemson.edu/career.
- Contact employees. Getting an inside contact in an organization is an important step in the networking process and a major factor in job search success.
- Contact the public relations office and have company literature sent to you.

Facts Worth Knowing:

- Relative size of the company and growth potential
- Potential growth for the industry
- Array of services and/or product lines
- The nature of the competition
- Typical career paths
- The organizational structure
- Headquarter location and number of facilities
- The kind of training provided

KNOW THE POSITION
By knowing about the position you will be better able to match your strengths to the job description. Review the job descriptions and employer profiles available in ClemsonJobLink and/or any company information available in the career library.

- What is the job description? What are the essential functions that the person in this job will need to perform?
- What are the expected working hours?
- What is the work environment like?
- Is the position compatible with one’s professional and personal values?

ANTICIPATE WHAT THEY WILL ASK
Put yourself in an employer’s shoes and think about what you would want to know if you were doing the hiring. You can predict most of the questions they will ask!

Many questions are standard. You may have answered them to get your last job. Some of them are new and will depend on the specific situation or industry. The more you practice and think about hiring from the employer’s point of view, the less likely you will be taken by surprise.

BE BELIEVABLE
The way you answer questions can be as important as what you say. Look directly into the person’s eyes. Give short, crisp, smooth answers that do not sound memorized. Be sure not to talk too much — 50% is a good rule of thumb. Modify your verbal style and actions to match those of the interviewer. Be honest, but not confessional.

Sit up straight and smile. Your body language has a big impact on the impression that you create.

HAVE A POSITIVE ATTITUDE
Say positive things about your former supervisors, previous companies and working conditions. Show that you focus on solving problems rather than broadcasting them. Find ways to let them know you are a team player who will work overtime to meet a deadline and are open to traveling if necessary. Employers want to hire people who have a “can do” attitude!
QUESTIONS ASKED BY EMPLOYERS

Personal:
1. Tell me about yourself.
2. What are your hobbies?
3. Why did you choose to interview with our organization?
4. Describe your ideal job.
5. What can you offer us?
6. What do you consider to be your strengths/weaknesses?
8. Have you ever had any failures? What did you learn from them?
9. Of which three accomplishments are you most proud?
10. Who are your role models? Why?
11. How does your college education or work experience relate to this job?
12. What motivates you most in a job?
13. Have you had difficulty getting along with a former supervisor/co-worker? How did you handle it?
14. Have you ever spoken before a group of people? How large?
15. Why should we hire you rather than another candidate?
16. What do you know about our organization (products, services and history)?
17. What was the most useful criticism you ever received, and who was it from?
18. Where do you want to be in five years? Ten years?
19. Do you plan to return to school for further education?

Education:
1. Why did you choose your major/college/university?
2. Do you think you received a good education? In what ways?
3. In which campus activities did you participate?
4. Which classes did you like best? Least? Why?
5. If you were to start over, what would you change about your education?
6. Do your grades accurately reflect your ability? Why or why not?
7. Describe your leadership style.
8. In a particular leadership role you had, what was the greatest challenge?
9. Were you financially responsible for any portion of your college education?

Experience:
1. What job related skills have you developed?
2. Did you work while going to school? In what positions?
3. What did you learn from these work experiences?
4. What did you enjoy most about your last employment? Least?
5. Have you ever quit a job? Why?
6. What are your team-player qualities? Give examples.
7. Have you ever done any volunteer work? What kind?
8. How do you think a former supervisor would describe your work?
9. What frustrates you most?
10. How would you react to having your credibility challenged?

Behavioral:
Before you begin interviewing, think about these questions and possible responses and discuss them with a career adviser. Those questions asking for a story should be portrayed in a positive light, and include specifics of the situation, your action and the results. Conduct mock interviews and be sure you are able to communicate clear, unrehearsed answers.

1. Tell me how you feel about allowing subordinates to make decisions. Can you give me an example of how you have made decisions with a group? What was the result?
2. Tell me about a situation in which you were responsible for establishing a course of action for yourself and for others to accomplish a goal. How did you go about planning job assignments for people? What was the result?
3. Tell me about a difficult decision you have had to make in your life. How did you approach it? What was the result?
4. Tell me about something you are committed to. How did you become committed to it? What action(s) have you had to take to become and remain committed?
5. Can you tell me about a job that you did with little direction or supervision?
6. Give an example of a situation in which you provided a solution to an employer.
7. Give an example of a time in which you worked under deadline pressure.
8. Can you tell me about the things you did to make the transition from high school to college? What helped you most? How were your grades during your first semester?
9. Can you tell me about the times you have had to adapt to a new job or change in environment? What did you do to make it easier for yourself?
10. Tell me about a time you were disappointed by your personal performance on a project.
Winning Questions to Ask
Here are some questions that may be appropriate to ask. Review these questions before each interview and decide which ones apply to your situation.

1. Why was this position created?
2. What would my initial duties be? How will they change over time?
3. What is your method of training and orienting new employees?
4. Tell me how this job fits in with other jobs.
5. Why did the previous person in this position leave?
6. What is the most difficult part of the job?
7. What are the expectations of the supervisor?
8. What freedom would I have in getting the job done?
9. Describe the type of person who does well in this company.
10. How would you describe the management style of the company as a whole?
11. What are some of the short and long range goals of the company?
12. What would add or subtract from the incumbent’s performance to increase their effectiveness?
13. How has the company/organization changed over the past five or 10 years?
14. Can you tell me how my performance will be evaluated?
15. What is going to be the biggest challenge of this position?
16. When will you be making a decision to fill this job?
17. What is the next step in the application process?
18. What do you like about working for this company?

The S.T.A.R. Method

Situation
Detail the background. Provide a context. Where? When?

Task
Describe the challenge and expectation.
What needed to be done? Why?

Action
Elaborate your specific action. What did you do? How? What tools did you use?

Results
Explain the results: Quantify accomplishments, recognition, savings, etc.

‘STAR’ Technique to Answer Behavioral Interview Questions

The STAR Method is a systematic structure to follow when answering behavioral-based questions during an interview. For example, when an interviewer asks you to share a time when you set a goal and accomplished it, you can use the S.T.A.R. Method as an outline for discussing this experience. It is important that you “tell the story” of your experience by including the situation, task, action and result.
TEACHING EFFECTIVENESS
1. How do you diagnose your students’ needs?
2. How do you make sure lessons are taught at the correct level? Rate yourself 1–10.
3. How do you stimulate active participation in the classroom?
4. How would you use parents in the classroom?
5. How do you meet the range of needs commonly present in a classroom?
6. When do you use an individual, group, and/or whole class teaching approach? Why?
7. How would you implement a whole language approach into your classroom?
8. How would you implement a whole language approach into your classroom?
9. If a teacher wants to be sure pupils will learn a skill to be taught, what should she/he be sure to do when teaching?
10. Let’s imagine we are going to observe a teacher teaching a lesson. I tell you in advance to expect a superb lesson. What would you expect to see in that lesson?

INTERVIEW QUESTIONS FOR EDUCATION MAJORS

TEACHER PLANNING/PREPARATION
1. What kinds of planning do you see a teacher doing? Rate your planning ability 1–10
2. How do you plan for a year? A week? A day?
3. How do you know what you will cover?

CLASSROOM MANAGEMENT/DISCIPLINE
1. Describe the ideal classroom environment.
2. What are some characteristics of a well-managed classroom?
3. Talk to us about classroom control. Rate yourself 1–10 on classroom control.
4. What discipline methods work for you? Rate yourself 1–10 on discipline effectiveness.
5. What is your primary goal with student discipline?
6. What are some examples of rules you would have in your classroom?
7. How would you be sure your rules are carried out?
8. How much responsibility for their learning do you believe students should have to take?
9. What types of rewards and consequences would you use? Describe your most difficult student discipline situation and how you handled it.
10. Are you a “let ‘em go to the pencil sharpener whenever they want” type of person or a “raise your hand and ask permission” type of person? Why?

STAFF DEVELOPMENT/PROFESSIONAL GROWTH
1. With what organizations are you affiliated?
2. What professional development topics most interest you?
3. What do you see yourself doing over the course of the next several years to improve your abilities as a professional?

STAFF RAPPORT/RELATIONSHIPS
1. What should teachers expect from the principal?
2. What should a principal expect from teachers? Rate yourself on those characteristics.
3. As a teacher new to a school, what would you see yourself doing to contribute to healthy staff relationships and to become part of the staff?

GRADING SYSTEMS
1. What grading system works for you?
2. Under what conditions, if any, would most of your pupils receive D’s and F’s? How and why could this happen?

CLOSING COMMENTS/QUESTIONS
1. What additional talents and skills do you have? Rate yourself 1–10 on those.
2. What extracurricular activities can you supervise?
3. Do you have any questions or additional comments for us?

MISCELLANEOUS
1. In what school activities have you participated? Why? Which did you enjoy the most?
2. How do you spend your spare time?
3. What jobs have you held? How were they obtained and why did you leave?
5. What percentage of your college expenses did you earn? How?
6. How did you spend your vacations while in school?
7. Do you feel that you received a good general training?
8. What extracurricular offices have you held?
9. What do you think determines an employee’s progress in a school system?
10. What personal characteristics are necessary for success in your chosen field?
11. What have you learned from the jobs you have held?
12. How long do you expect to work?
13. What are your own special abilities?
14. What is your idea of how schools operate today?
15. What was the worst situation you were faced with during student teaching?
16. What three words would you use to describe yourself?
17. Why do you want to teach?
18. What would be some of your goals during your first year of teaching?
BEHAVIORAL INTERVIEW QUESTIONS
1. How have you demonstrated initiative?
2. How have you motivated yourself to complete an assignment or task that you did not want to do?
3. Think about a difficult boss, professor or other person. What made him or her difficult?
4. How did you successfully interact with this person?
5. Tell me about a complex project or assignment that you’ve been assigned. What approach did you take to complete it?
6. Tell me about the riskiest decision that you have made.
7. Describe a situation when you had to learn something new in a short time. How did you proceed?
8. Can you tell me about an occasion where you needed to work with a group to get a job done?
9. Describe your three greatest accomplishments to date.
10. Tell me about a challenge that you successfully met.
11. Walk me through a situation where you had to do research and analyze the results of one of your classes.
12. Have you generated any new ideas or suggestions while at school or work?
13. Describe a situation in which you effectively developed a solution to a problem by combining different perspectives or approaches.
14. Describe a situation where class assignments and work or personal activities conflicted.
15. Tell me about a time when you worked with a person who did things differently from you. How did you get the job done?
16. How have you most constructively dealt with a disappointment and turned it into a learning experience?
17. Tell me how you have effectively changed a student’s destructive behavior.

QUESTIONS TO ASK IN EDUCATIONAL INTERVIEWS
Instructional Strategies
1. Which grades are responsible for what topics?
2. Who has the responsibility for a particular topic?
3. May I have copy of the scope and sequence?
4. Tell me about supervision visits.
5. How does the administration work with teachers to improve instruction?
6. Are there school psychologists, counselors or public agencies who help students and teachers?
7. What types of media resources are available?
8. How is the budget for this academic program developed?
9. What textbooks do you use in this subject area?
10. Describe the district’s textbook adoption policies.

Staff/Students/Community
1. How would you describe the typical professional staff member in this district?
2. What professional skills do you expect of the person you hire?
3. Does the staff spend time together outside of normal school hours?
4. How does the staff feel about new teachers?
5. How active are teachers in working with community organizations?
6. Tell me about the students who attend this school.
7. How involved are parents in school activities?
8. What do parents expect of their teachers?

Extracurricular Responsibilities
1. What is the budget for this activity?
2. What does the community expect of activity sponsors?
3. Are there auxiliary groups involved in the activity?
4. Are there fund-raising requirements that are part of this activity?
5. May I have a copy of this year’s activity calendar?
6. Are there other faculty members also assigned to this activity?

NOTE
It is important for you to ask questions in an interview not only to indicate your interest and knowledge, but also to determine if the position is one that you want. This list is just a guideline. You can pick out two or three questions and be prepared to ask those.
INTERVIEWING FOR STUDENTS WITH DISABILITIES

Should you disclose your disability? If so, when? Timing your disclosure can be critical to whether or not you get a job offer.

DISABILITY ISSUES IN THE EMPLOYMENT PROCESS:

- Employers are not allowed to ask if you have a disability on the job application. They may, however, ask if you can perform the essential functions of the job.
- Employers may not use tests that tend to screen out people with disabilities. The tests must be proven to be job-related and consistent with business necessity.
- Employers must make sure that test administration is not discriminatory.
- Drug tests/medical examinations must be job-related and are only allowed after a conditional job offer has been made.

SUGGESTIONS FOR PREPARING TO DISCLOSE:

- Write out your disclosure statement and get feedback from friends in the working world and career counselors.
- Rehearse your statement until you feel comfortable.
- When writing out your script, avoid being too detailed and/or clinical sounding. The employer will want to know the basics: will you be there, can you do the job as well or better than other candidates, and will you be valuable to the company?
- Remember your script and stay positive. If you remain positive, the employer will also. Focus on your skills rather than your disability.

DISCLOSING DURING AN INTERVIEW:

Advantages: Honesty/peace of mind; opportunity to respond briefly and positively, in person, to specific disability issues; discrimination is less likely face-to-face.

Disadvantages: Puts responsibility on you to handle disability issues in a clear, non-threatening way; too much emphasis on the issue indicates a possible problem; you are not being evaluated on your abilities.

Issues: How comfortable are you discussing your disability? Are you too preoccupied with your disability? These are very difficult questions, but ones that you can prepare to answer. Be prepared to re-direct or re-focus the interviewer if he/she gets off track with the interview.

TIPS FOR PREPARING FOR AN INTERVIEW:

- Research the company and know the job description. This will help you inform the employer as to what, if any, accommodations you will need.
- Become familiar with types of accommodations that are available and the cost of each one.
- Practice! Schedule one or more mock interviews with a career counselor so you can become more comfortable with the interviewing process. Mock interviews can also help you prepare for types of questions that you might be asked.
- Ask questions of working friends with disabilities to find out how they prepared for interviews.

Be prepared to answer questions such as:

- Will my insurance rates go up?
- How would you be able to get out of the building in case of an emergency, such as a fire?
- How will you get to work?
- This position deals with highly sensitive information. If you are hired, your reader or interpreter will have access to confidential material.
- I know you've said you can do the job, but in light of your disability, I am having a hard time understanding how you would do it. Would you mind showing me?
- I do not know anything about making accommodations for a disability such as yours. I would not know where to start.

DURING AN INTERVIEW:

- Put the employer at ease by addressing any noticeable disabilities.
- Remain engaged in a discussion with the interviewer, rather than just answer questions. Be prepared to re-focus the employer if they get off-topic or sidetracked.
- Inform the employer of any accommodations that you would need and how they can be accessed.
- Focus on the positive! Remember to sell your strengths!

ILLEGAL QUESTIONS:

The Americans with Disabilities Act makes it illegal for employers to ask the following questions:

- Have you ever been treated for any diseases?
- Has anyone in your family ever had any of the following listed illnesses?
- Have you ever been hospitalized? For what?
- Have you ever been treated for a mental disorder?
- Are you taking any medication?
- Have you ever been treated for drug addiction or alcoholism?
- Do you have any major physical disabilities? If so, how did your disability come about?
- Have you ever filed for worker’s compensation benefits?
- How many times were you absent from your previous job because of illness?
- Do you have any disabilities that would affect your performance in the position for which you are applying?
### GUIDE TO APPROPRIATE PRE-EMPLOYMENT QUESTIONS

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>ILLEGAL INQUIRIES</th>
<th>LEGAL INQUIRIES</th>
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| National Origin                | Are you a U.S. citizen?  
|                                | Where were your parents born?  
|                                | What is your native tongue?  
|                                | Where were you born? | What languages do you read, speak or write fluently? (if related to the job)  
|                                | Are you legally permitted to work in the U.S.?  
| Age                            | How old are you?  
|                                | What is your date of birth? | Are you over the age of 18? (or whatever age is required to work in the position for which you are interviewing) |
| Marital and Family Status      | What is your marital status?  
|                                | How many children do you have?  
|                                | What child care arrangements have you made?  
|                                | With whom do you live?  
|                                | Do you plan to have a family?  
|                                | When? | Travel is an important part of this job.  
|                                | Would you be able and willing to travel as needed by the job?  
|                                | Would you be willing to relocate if necessary?  
|                                | Would you be able and willing to work overtime as necessary? (Appropriate if asked of all applicants) |
| Memberships                    | To what clubs or social organizations do you belong?  
|                                | | Do you belong to any professional or trade groups or other organizations that you consider relevant to your ability to perform this job? |
| Disabilities                   | Do you have any disabilities?  
|                                | Have you had any past illnesses or operations?  
|                                | What was the date of your last physical examination?  
|                                | How is your family’s health?  
|                                | General inquiries that would elicit information about disabilities or health conditions that do not relate to job performance. | Based on the description of this position, can you demonstrate or describe how you would perform the following job related functions?  
|                                | Do you need accommodation to perform this job? (This question can be asked after a job offer has been made)  
|                                | Are you willing to undergo a pre-employment physical exam and/or drug test? Do you understand that any offer of employment is conditional based on the results of a pre-employment exam or drug test? |
| Arrest Record                  | Have you ever been arrested? | Have you ever been convicted of a crime? |
| Personal                       | What is your sex?  
|                                | What is your height and weight? | Are you able to lift a 50-pound weight and carry it 10 yards? (If that will be a part of the job for which you are interviewing) |
| Military                       | If you have been in the military, were you honorably discharged? | In what branch of the Armed Forces did you serve?  
|                                | | What type of training or education did you receive in the military? |
THE SITE VISIT/SECOND INTERVIEW: ONE STEP CLOSER

ON-SITE VISIT: NOT THE SAME AS THE CAMPUS INTERVIEW

Your on-campus interview went great! You were prepared, you looked good, and your résumé was proof that you were highly qualified for the position. And the good thing is, the company recognized this and they have invited you for a site visit. This job is yours to have, right? Wrong. In reality, you were one of the 15% of candidates chosen because you fit their minimum list of requirements. Now, it is a whole new ballgame! The company’s expectations have taken a turn and they are now in search of the very best candidate for the position out of the short list of possibilities of which you are a part.

You have made it through the first round by presenting your ability to do, or learn, the position available. Now, it is a more thorough process and the company is looking to see if the first impression you gave was valid. You will want to be even more prepared for this next set of interviews, as the process begins to get deeper.

PRACTICE, PRACTICE, PRACTICE

If your first interview came during a job fair, it probably only lasted about five minutes. Visiting with a company’s representatives on campus could last about twenty-five minutes. You may have gotten by these first two rounds with little or no preparation but your on-site visit is different. Your site visit/interview could take two days and may consist of individual and/or group interviews. Preparation is the key.

Actual mock interviews get you the most prepared for the real thing. Get involved; attend job fairs and career days. Being outgoing and speaking with company representatives will not only sharpen your skills, but it will build your confidence as well.

Expect the typical questions about yourself: “Tell me about yourself.” “Tell me your strengths and weaknesses.” “Do you prefer to work alone, or in a team setting?” “Where do you see yourself in five years, ten years?” Practice answering these questions with confidence. After all, no one can talk about you better than you can.

Questions about specific situations will probably arise. Do not speculate on how you would perform, rather be ready to tell how you actually did perform under those circumstances. “By doing this, and this, and this, I solved this problem, and got these results.” Prepare one or two questions for you to ask at the conclusion of the interview. These should be questions appropriate to the person you have been speaking with and should not be simple questions that can be answered on the company’s website. For example, ask about the organizational structure or human resources policy matters.

ANALYSIS AND AGENDAS

Your company contact person and travel arrangements should be in your invitation letter. Some companies make flight arrangements in advance, providing you a ticket to be picked up at the airport. In some situations, you may have to purchase your ticket and then file for a reimbursement.

Your hotel bill may be paid for prior to your arrival. Be considerate of this and do not do things such as charge personal calls to the room, order pay-per-view movies, indulge in the mini bar, etc. Keep records of any out-of-pocket expenses, keep receipts and document the mileage on your personal car.

It is acceptable to request from the potential employer an itinerary and a list of things to bring ranging from dress to college transcripts.

It is advised that you drive by the company or interview site the evening before. By doing this, you will feel more comfortable about the route and will know the exact time you need to allot for travel. You will want to allow extra time the morning of the interview in case of traffic, road construction or some other circumstance out of your control.

BECAUSE YOU NEVER GET A SECOND CHANCE TO MAKE A FIRST IMPRESSION

A corporate interviewer should have a conservative first impression of you from your dress to your speech. The basic business suit is suggested unless told otherwise. Laying out your clothes the night before will give you one less thing to worry about the morning of the interview.

Have several copies of your résumé in the briefcase that you carry. Do not carry backpacks and make sure that all cell phones and pagers are turned off. Women, don’t carry a purse AND a briefcase.

It is proper to arrive thirty minutes early but do not check in with the receptionist until ten minutes before your visit is scheduled to start. Remember, from the time you check in until you leave, you are being evaluated. Be respectful to everyone you speak with from the gatekeeper to the CEO. Address people with “Ms.” or “Mr.” until otherwise told.
THE INTERVIEWER: ANOTHER DIFFERENCE
At your on-campus interview, you probably met with one representative from the company. The primary goal of this person was to evaluate your basic communication skills and make sure your qualifications coincided with the company’s expectations. This information was then passed along, which led you to the on-site visit where it is very possible you will go through a series of much longer interviews and meetings.

Human resources will more than likely be your first contact and from there you will meet with professionals that represent different aspects of the company. One of the people you meet with during this process could quite possibly be your boss. Your day will probably again conclude with a human resources representative.

Interviewers want to know a lot of the same information about you, so expect to be asked the same question numerous times. Keep your enthusiasm and attempt to answer each question as if it is the first time you have been asked.

ETIQUETTE
While on site, you get to see how the company interacts and in turn, they are seeing how you interact outside of your comfortable campus surroundings. Keep this in mind and stay professional at all times — from interviews to dinner engagements. These are not social events. Your manners and etiquette are under constant watch. You may want to stay away from finger foods, other messy foods and especially alcoholic beverages. It is likely that you will talk more than you eat so keep this in mind when ordering. It is also advised that you order neither the most expensive item on the menu nor the least expensive, be considerate yet professional. If you have special dietary preferences or restrictions, it is perfectly acceptable to let a representative know at the appropriate time.

EMPLOYMENT TESTING
It is not unusual to be asked to take a test on anything from your basic skills to your personality. Do not stress out. This is a good sign. If they are willing to spend time and money to test you, you must be in the final group of potential employees. Relax, take your time and do your best.

AFTER THE INTERVIEW
Throughout the application process, you should evaluate the company just as much as they evaluate you. Closely consider their answers to questions dealing with opportunities for advancement, community life and training tools. Check out the diversity of the company and make sure you can picture yourself fitting in. Also, consider the office set-up: Who typically has the corner offices? Do you foresee good, productive competition within the office or do you sense backstabbing? How is the morale of the company? Remember, this could potentially be your “home away from home” so cover all the bases.

The company will likely ask for feedback from you about your experiences throughout the day. Be positive and constructive and if you are still interested in the position make sure you let it be known. If representatives do not provide adequate closure then you initiate it tactfully by asking about the next few steps in the process.

Collect business cards from those you meet throughout the day and, once you get home, study them. Go over the names and positions of those you came in contact with and send thank you letters to them.

When you receive a job offer, respond in writing. Express both your decision to accept or reject the offer and your appreciation for their time and consideration. Whatever the outcome, your first on-site interview is over and has prepared you for future interview processes. This gets you one step closer to your dream job.
STAY PROFESSIONAL

INTERVIEW REVIEW AND FOLLOW-UP

The following procedures should be followed after every interview:

Take good notes: During or immediately after the interview, write down what you discussed, why you are a good fit for the job and any possible objections you think the interviewer may have about your background.

Draft a brief follow-up letter: While developing your follow-up letter, you should remember to show positive “matches” between what they want and what you have to offer; refer to previous experiences or education; volunteer further information; ask for clarification regarding anything that came up in the interview; offer to provide references; justify a reason to get together.

Send a thank you note: After every interview, even when you are not interested or unqualified for the job, you should send a thank you letter within 24 hours.

BUDGETING 101

So you've accepted a great job offer and are ready to get to work. You have been living on a student budget for so long and it is tempting to believe your money problems are now over. You rush out and lease a fancy apartment and buy a new car, right? Wrong! The salary offer you received and the amount of money that actually shows up in your paycheck are drastically different. Here is why:

Annual Salary: $30,000

Federal Taxes:............................ $ 4,500 ........Sliding percentage based on base salary (15% tax bracket applies here)
State Taxes: ...............................$ 2,100 ........In SC, 7% Income tax
Social Security Withholding: ......$ 2,300 ........Current federal rate is 7.65%
Insurance premiums: ................$ 1,500  .......Your contribution for health, dental and other insurance will vary – be sure to ask!
Retirement ...............................$ 1,500 ........It is essential to save for retirement. Join your employer's retirement plan ASAP. 5% illustrated here.
Other withholdings ....................??? ...............Employers could withhold fees for parking, uniforms, use of the corporate health center, etc
Total withholding....................... $11,900
Take home pay........................... $18,100 .......Salary minus withholding
Monthly pay check $1,508. Some employers pay monthly and you have to budget your salary for the entire month!
Bi-weekly pay check $696. Other employers pay bi-weekly or twice a month, stretching your paycheck thinner!
Weekly pay check $348. Few employer pay weekly, but this is what remains!

THE ART OF NEGOTIATING A SALARY

• Research what the job is worth by studying salary surveys and the marketplace. Refer to the salary survey on our website clemson.edu/career. Utilize online resources such as Salary.com.
• Consider the benefits as well as the salary. Remember, benefits can be worth up to one-third of your total compensation package.
• Let the interviewer bring up salary.
• If you must give a figure, give a salary range that you are comfortable with, perhaps within $3,000 to $5,000 (on either side).

WHEN YOU ACCEPT AN OFFER

• Please notify the Center for Career and Professional Development immediately to withdraw from the interviewing process.
• Remember to immediately notify any other employers who may still have offers pending.

FIGURE YOUR ESTIMATED TAKE HOME PAY

Annual Salary:____________________

Federal Taxes:
15% tax - $7,550 to $30,650 ............................................. _____________
25% tax - $30,650 to $61,850 ........................................... _____________
28% tax - $61,850 to $94,225 ........................................... _____________

State Taxes:
In SC, income over $12 K per year is taxed at 7% .............. _____________

Social Security Withholding:
Current federal rate is 7.65% ............................................ _____________

Insurance premiums:
Nationwide average is 5.6% .............................................. _____________

Retirement: Estimate 5% ..................................................

Other withholding:
Employers could withhold fees or parking, uniforms, use of the corporate health center, etc

Total withholding:............................................................... _____________

Take home pay................................................................. _____________

Subtract your total withholding from your annual salary. This is your annual “take home” pay.

Monthly pay check
Divide your annual take home pay by 12 ..................................................

Bi-weekly pay check
Divide your annual take home pay by 26 ............................ _____________

Weekly pay check
Divide your annual take home pay by 52 ............................ _____________
SOME EMPLOYERS WHO FREQUENTLY RECRUIT ON CAMPUS

Aflac Group Insurance
AirWatch
Amazon
AMEC
American Junior Golf Association
ARAMARK
ArcelorMittal
Asbury Automotive Group
Ascend Performance Materials
Baldor Electric Company
Balfour Beatty Construction
Bank of America
Barry-Wehmiller
Baxter Health Care
Benefitfocus.com, Inc.
Blackbaud
BlueCross BlueShield of South Carolina
BMW Manufacturing Co.
Bosch
Brasfield Gorrie
Bridgestone
Brookssource
C.H. Robinson Worldwide Inc.
Campbell Soup Company
CB&I (Chicago Bridge & Iron)
Cintas Corp.
Colgate-Palmolive
Colonial Life/Unum
Continental Automotive
Corning, Inc.
Costa Farms
Coveris
Cox Automotive
Crown Cork and Seal
Denso Manufacturing
Dillard’s
Draeramailer Automotive
Duke Energy
Dynetics, Inc.
E. & J. Gallo Winery
Eastman Chemical Company
Eaton Corporation
Elanco Animal Health
Enterprise Rent A Car
Esurance
Exceed Landscape Solutions, Inc.
Exxon Mobil Corp.
Federal Bureau of Investigation
First Quality Enterprises, Inc.
Fluor Corp.
Frito Lay
Fusion360
Garmin International
GEICO
GENERAL ELECTRIC - GE
Georgia Pacific LLC
Haskell
Henkel Corporation
Honda Manufacturing of Alabama
Honeywell
Homel Foods Corp.
Hubbell Lighting, Inc.
Hubbell Power Systems
I.B.I.S., INC.
Insight Global, Inc.
Integration Point, Inc.
Intel Corporation
Internal Data Resources
Itron, Inc.
Jacobs
James Hardie Building Products
JEAR Logistics, LLC
KapStone Paper & Packaging
Keck & Wood, Inc.
KeyMark Inc.
Kiewit
Kimley-Horn Associates, Inc.
Koyo Bearings USA, LLC
Kubota Manufacturing of America Corp.
Lowe’s Companies, Inc.
Manhattan Associates, Inc.
Mansfield Oil
MetLife - Global Technology & Operations
Michelin North America
Milliken & Company
Techronic Industries, N.A., Inc.
MIT Lincoln Laboratory
Mitsubishi Polyester Film, Inc.
Mohawk Ind
Morgan Advanced Materials
MW-MeadWestvaco
Nan Ya Plastics
NAVAIR
NCR Corporation
NetApp
Nolan Transportation Group
Norfolk Naval Shipyard
Norfolk Southern
North Carolina Department of Transportation
Northwestern Mutual
Nucor Steel
Occidental Chemical Corporation
Orora North America
Owens Corning
PCL Industrial Construction Co.
PepsiCo/Frito-Lay
Phoenix Landscape Management
Piedmont Natural Gas
Pilgrim’s
Plastic Omnium Auto Exteriors, L.L.C.
PLS Logistics Services
Pond & Company
PotashCorp
Premier Inc.
Proterra, Inc.
Pymsian Cables & Systems, LLC USA
Pulte Group
RaceTrac Petroleum
Raytheon Telegy
RBC Bearings
Rehrig Pacific Company
Reynolds American
Röchling Automotive USA LLP
RockTenn Company
RR Donnelley
Ryder Systems, Inc.
Sage Automotive Interiors
Sanitee Cooper
Savannah River Nuclear Solutions
SCANA
ScanSource, Inc.
Schaeffler Group USA
Schnabel Engineering Inc.
Schneider Electric
Sealed Air Corporation
Shaw Industries INC
Sherwin Williams
Social Security Administration
Sonesta Resort Hilton Head
Sonoco Products Company
Space and Naval Warfare Systems Center
SOMAR Systems Center Atlantic
State Farm
SunTrust Bank
Syngenta Crop Protection, LLC
SYNNEX Corporation
Target Corporation
TD Bank
TEKsystems
Tencarva Machinery Company
The Boeing Company
The Sherwin-Williams Company
The Spinx Company, Inc.
The Timken Company
The Vanguard Group
Thompson Industrial Services, LLC
TIC-The Industrial Co.
Tindall Corporation — SC
TRW Automotive
Turner Construction (Atlanta)
U.S. Department of State
United Rentals
UNITED STATES NAVY
UnitedHealth Group
US Air Force
US Marines
Volkswagen Group of America
Waffle House
Wood Group Mustang
Young Entrepreneurs Across America
Zachry Engineering Corporation
ZF Group
CLEMSONJOBLINK INSTRUCTIONS

LOG ON TO CLEMSONJOBLINK
1. Go to clemson.edu/career and click on “CLEMSONJOBLINK” on the menu to the left.
2. Proceed to the “Students” section to log into CLEMSONJOBLINK and enter your Novell username and password.

CREATE YOUR PROFILE
1. Select “Profile” from the top row of tabs in your personal information. Click “Save Changes and Continue” to go to the next tab. Enter your academic information and click “Save Changes and Continue.” It is important to update your information each semester. The system automatically evaluates your qualifications based on your profile. If your information is outdated, you may be excluded from job opportunities.

2. In the privacy settings, you can select to “Receive Email Notifications, Include in Resume Book, Include in Global Talent Search, Sync Options” to make the system work better for you and receive text alerts as jobs are posted. It is important to check the box if agreeing to the “Privacy Policy and Consent Guidelines” to Release Records. Click “Save Changes and Continue.”

UPLOAD DOCUMENTS
1. Select “Documents” from the top row of tabs and click on the “Add New” button.
2. Label the document and choose the type. For job-specific cover letters or résumés, include the employer name in the label to ensure it is submitted to the correct job posting.
3. Select “Choose File” and locate the document on your computer. Click “Submit” when finished.
4. When the status column says “Ready,” the document has been converted to a PDF and uploaded.
5. You can use the options column to delete documents or select one as a default.

ADVANCED SEARCH
1. Under the “Jobs” tab, select “ClemsonJobLink Postings” from the tab at the top of the page, and then select the “Advanced Search Link” to the right.
2. Begin your search by choosing a position type, and then select “More Filters” at the bottom of the page. Under “Majors/Concentrations” select your college/major, and then “Search.”
3. For a more focused search under your major, check “Yes” next to “Ignore jobs with ‘All Majors’ selected” and click “Search.”
4. Select “SORT BY” at the top of the job postings page by; Position Type, Job Title, Employer, Date Posted and Deadline.
5. Select the job title for more information on the position description, location, class level, degree level, work authorization, salary and contact information and how to apply.

POSITION TYPES
1. Full-time: Positions for those who will be graduating or have graduated and are looking for full-time employment.
2. Fellowship: Short-term opportunities that are sponsored by a specific association or organization seeking to expand leadership in their field.
3. Internship (off-campus): Part-time or full-time opportunities related to a student’s major/career interests; can be completed in the summer or during a semester at an employer located outside of Clemson’s campus.
4. Internship (UPIC Program): Part-time or full-time opportunities related to a student’s major/career interests; can be completed in a summer or during a semester and is located in a department on Clemson’s campus.
5. On-Campus Internships (Non-UPIC): Part-time or full-time opportunities related to a student’s major/career interests; can be completed in a summer or during a semester and is located on Clemson’s campus.
6. Part-time (Off-campus): Part-time employment opportunities at businesses in Clemson and the surrounding area.
7. Part-time (On-campus): Part-time employment opportunities with departments on Clemson’s campus.

SEARCH BY EMPLOYER
1. Select the “Employers” tab in orange at the top of the page. Underneath employers click “Employer Directory.”
2. Type the employer name in “Keywords.” The employer’s name will appear if they have registered an account.
3. Select the employers name to learn a brief overview of the employer and current available positions. ***You will need to have an uploaded résumé in ClemsonJobLink before being able to apply for any positions.

continued
APPLY FOR A POSITION
1. After reviewing the job description, you will see the instructions on how to apply for this position under “WANT THIS JOB?” Follow the company’s instructions, as some positions will require you to submit a résumé on their website verses through ClemsonJobLink.
2. If the instructions read “Apply” under “WANT THIS JOB?” click on “Apply.” The instructions will state what documents the company is requesting. Scroll down to select the document and press “Submit” to complete the application process.
3. If you do not have the document needed, such as a cover letter or unofficial transcript résumé, click “Add New” and browse your computer for the document you wish to use. ***You will need to have an uploaded résumé in ClemsonJobLink before being able to apply for any positions.

SIGN UP FOR ON-CAMPUS INTERVIEWS
A job posting that displays “On Campus Interviews” (referred to as OCI) means that the employer will be on Clemson’s campus conducting interviews.
1. You will need to follow the instruction just like any job posting. OCI will include a “Résumé Submission Start Date” and a “Résumé Submission End Date.” You will need to submit a résumé and any other documents requested.
2. If the OCI job post is “pre-select” or “pre-select to alternate” you will be notified by email if you have been selected to interview with the employer after the “Employer Select Date” has ended. The email will come from “symplicity.com.” For reference, review the “Types of Interviews.”
3. Once you are notified that you have been accepted to interview, log into ClemsonJobLink. Go to “Interviews,” “Requested Interviews” sign up for a time beginning on the date indicated by the “Sign-up Start Date.” You need to choose a time that fits into your schedule before the date marked by the “Sign-up End Date.”
4. After signing up for an interview time, view your “Scheduled Interviews” located under the “Interviews” tab. “Interview Requests” shows what interviews you still have pending.

FIND EMPLOYER INFORMATION SESSIONS
The Career Center advertises Information Sessions held by visiting employers looking to recruit Clemson students in ClemsonJobLink. These sessions take place both on and off-campus throughout the school year and are a great way to network and learn about employers.
1. Click on the “Calendar” tab.
2. See the dates, times, and locations of information sessions by day, week, month or year views.
LINKED IN
TIPS ON REPRESENTING YOURSELF PROFESSIONALLY AND CONNECTING IN A SOCIAL MEDIA WORLD

Visit linkedin.com to create your LinkedIn account profile.

General LinkedIn Tips

- Choose an appropriate (professional and conservative) photo
- Endorse your connections on skills you believe they are advanced in
- *Give a little to get a lot* – Leave recommendations for 1st degree network connections that you feel have earned a great one
- Provide a creative and professional profile headline, highlighting your area of study, career ambitions or goals
- Invest a good amount of time up front to create a great, detailed profile
- Spend a small, but productive amount of time, updating and maintaining your LinkedIn network on a consistent basis
- Research someone on LinkedIn before meeting him or her in a job interview or business meeting
- Get free market research by posting a question on ‘LinkedIn Answers’
- Scan through your Network Updates to be aware of what your network is doing
- Use the LinkedIn Status Update function to keep your network apprised of your business
- **Be cautious with your updates if you do not want people to be updated on your activity. To change this, go to Settings, Privacy Controls, and “Turn on/off your activity broadcasts”**

Strategies to Build your LinkedIn Network

- Fill out your LinkedIn profile suggested information
- Check for former colleagues and classmates by using specific LinkedIn search tools
- Import your Outlook contacts or Webmail contacts
- Check for people who share groups or affiliations
- Go through your business cards for potential contacts or send them an invite to join
- Advertise yourself through LinkedIn Answers
- Use the ‘People You May Know’ feature
- Meet people via LinkedIn Answers, Groups, Jobs and People Search and invite them to connect

Why Join LinkedIn? The Benefits Include:

- The ability to enhance your personal brand, while controlling your professional online identity
- The ability to be found by recruiters, hiring managers, and others to open the door to new opportunities
- The ability to reconnect with former colleagues and school contacts
- The opportunity to learn, share and make important connections to those with similar professional interests
- Helps in establishing yourself as an expert — contribute your knowledge by answering questions
- Ask your question and get fast, accurate answers from your network and other experts worldwide
- Stay up-to-date on the latest in your industry and functional area
- Allows you to get connected to people that aren’t in your network
- The opportunity to show you are comfortable with current technology
- The opportunity to show off and expand on your academic and professional accomplishments beyond what you are able to fit on a resume

What are the different ways I can use LinkedIn?

- To identify careers that utilize your interests
• To help others and provide value
• For informational interview contacts
• To identify target companies of interest
• To look at career paths of those in positions you’re ultimately interested in
• To learn more about job functions and skills needed for specific occupations
• To learn which job titles you may want to pursue, related to your job search and what titles require more experience than you may have
• To expand your network through groups and see the connections of others in your network
• To learn about job openings
• To get questions answered related to your career interests, invite people you meet who you would like to include in your network to link in with you

How should I set up my profile to maximize my LinkedIn account? Please include:
• A keyword-rich summary tailored to positions you’re seeking and the skills required
• Recommendations/endorsements from internship supervisors, part-time or full-time jobs and professors you’ve worked for
• A custom URL with your name at the end
• Your email and/or telephone, internships, part-time work, extracurricular activities, case competitions, study abroad, clubs you’ve been a part of or other related volunteer or leadership activities
• TIP: Look at profiles of those who are working in your area of interest and how they set theirs up
• TIP: Look at the groups they’ve joined and whether you qualify to join those groups
• TIP: Remember to add your LinkedIn account to your email signature

Who do I connect with?
• Friends, parents, friends of parents
• People from internships or volunteer experiences
• People you’ve met through part-time work, whether on campus or off campus
• People at organizations you’ve belonged to
• Undergrad or grad student peers
• Professors who know you
• People you meet through events on campus and networking groups off campus
• Speakers you meet at workshops and conferences
PROFESSIONAL DEVELOPMENT CERTIFICATE

Would you like to have a competitive edge in the job search process? If so, participate in the Professional Development Certificate program. Career counselors and employers will coach students through the job search process and how to be successful after college.

Through this program, students will learn how to stand out in their industries by crafting targeted résumés and cover letters, building an online presence through LinkedIn and much more. This is a great opportunity for students to have conversations and feedback from employers. Students who complete this program will be able to highlight this experience on their résumé and receive a certificate of completion.

For more information please email: pdc.clemson@gmail.com

STUDENT RESPONSIBILITIES:
Complete Application on ClemsonJobLink
- Résumé, Cover Letter, Essay
Attend all workshops/events
- Résumé and Interviewing
- LinkedIn and Online Presence
- Networking and Cover Letters
- Financial Literacy
- Employer Session
Complete exercises as assigned
- Résumé and Critique
- Cover Letter & Critique
- LinkedIn Profile
- Informational Interview with Employer
- Budgeting 101
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Manufacturing
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• Accounting/Finance
• Environment, Health and Safety
• Industrial Engineering
• Maintenance/Reliability Engineering
• Process/Quality Engineering
• Production Management
• Project Engineering
• Supply Chain

Corporate Services
Become part of the teams that deliver mission-critical support to the entire Michelin organization by providing one of the many essential services below:
• Accounting/Finance
• Customer Service
• Information Systems
• Legal
• Logistics
• Purchasing
• Supply Chain

Research and Development
Become part of the team that has maintained Michelin as the industry leader and technology innovator for more than 120 years. The research and development team designs, develops and industrializes tires, and has opportunity in the following areas:
• Materials Research
• Process and Quality Engineering
• Product Development
• Test Engineering

For more information about Michelin careers, career development & training, or to apply for a job, please visit our web site at:
www.michelinCareers.com/us/eng
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