# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section 1: General Information</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services, Eligibility, Scheduling an Appointment, International Students</td>
<td>1-2</td>
</tr>
<tr>
<td>Expectation of Graduate Students</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 2: Finding an Internship</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Handshake</td>
<td>4</td>
</tr>
<tr>
<td>Resume Books/New York State Internship Portal</td>
<td>5</td>
</tr>
<tr>
<td>Areas of Interest</td>
<td>6-9</td>
</tr>
<tr>
<td>Internship Requirements</td>
<td>10-11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 3: Resume and Cover Letter Writing</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is a resume/CV?</td>
<td>12</td>
</tr>
<tr>
<td>What to include on a resume/CV</td>
<td>13-14</td>
</tr>
<tr>
<td>General Resume/CV Guidelines</td>
<td>15</td>
</tr>
<tr>
<td>Action Verbs</td>
<td>16</td>
</tr>
<tr>
<td>Sample Resumes</td>
<td>17-19</td>
</tr>
<tr>
<td>Sample CV</td>
<td>20-21</td>
</tr>
<tr>
<td>Sample Reference Page</td>
<td>22</td>
</tr>
<tr>
<td>Cover Letters</td>
<td>23</td>
</tr>
<tr>
<td>Sample Cover Letter Format</td>
<td>24</td>
</tr>
<tr>
<td>Sample Cover Letters</td>
<td>25-26</td>
</tr>
<tr>
<td>Sample Letter of Inquiry</td>
<td>27</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 4: Interviewing</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Interviewing</td>
<td>28</td>
</tr>
<tr>
<td>Step 1: Analyze yourself</td>
<td>28</td>
</tr>
<tr>
<td>Sample Skills</td>
<td>29</td>
</tr>
<tr>
<td>Skills from Job Descriptions</td>
<td>30</td>
</tr>
<tr>
<td>Skills Worksheet</td>
<td>31</td>
</tr>
<tr>
<td>Step 2: Researching the Employer</td>
<td>32</td>
</tr>
<tr>
<td>Step 3: Dressing Professionally</td>
<td>33-34</td>
</tr>
<tr>
<td>Step 4: Understanding Interviews</td>
<td>34-35</td>
</tr>
<tr>
<td>Step 5: Acing the Interview</td>
<td>35-36</td>
</tr>
<tr>
<td>Commonly Asked Interview Questions</td>
<td>37-38</td>
</tr>
<tr>
<td>Sample Questions to Ask in an Interview</td>
<td>38</td>
</tr>
<tr>
<td>Step 6: Follow Up</td>
<td>39-40</td>
</tr>
<tr>
<td>Sample Thank you Letters</td>
<td>39-40</td>
</tr>
<tr>
<td>Step 7: Evaluating Job Offers, Negotiating, and Accepting Offers</td>
<td>40-42</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 5: Networking</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Networking</td>
<td>43-44</td>
</tr>
<tr>
<td>How to Further Develop Your Network</td>
<td>44-45</td>
</tr>
<tr>
<td>Informational Interviewing</td>
<td>45-46</td>
</tr>
<tr>
<td>Sample Questions for Networking &amp; Informational Interviews</td>
<td>47</td>
</tr>
<tr>
<td>Sample Emails for Networking &amp; Informational Interviews</td>
<td>48</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appendix A: Handshake Instructions</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix B: Sample Internship Forms</td>
<td>55-62</td>
</tr>
</tbody>
</table>
SECTION 1: GENERAL INFORMATION

Services
The Rockefeller College Office of Career Development offers services to students and alumni from Rockefeller College only. All other students and alumni can seek out assistance from the University Career Services office. www.albany.edu/career. Non-matriculated students are not eligible for services.

The Rockefeller College Office of Career Development offers the following services:
- Career counseling
- Résumé and cover letter writing
- Job and internship searches
- Graduate and law school application materials
- Interview strategies
- Networking opportunities with alumni and local employers
- Career seminars and workshops
- Resume books

Eligibility
To receive services from the Office of Career Development, students must be matriculated in a degree program (non-degree students are not eligible to receive services). All students in masters and PhD programs are eligible for full services. Students must maintain a 2.85 GPA in order to be eligible for internships and jobs (students with a GPA between 2.85 and 2.99 will be eligible for internships with the approval of the Committee on Academic Standing and Retention).

Students enrolled in a certificate program are eligible for limited services, due to the short nature of the certificate programs. A certificate program offers a specialized alternative for those with degrees in other fields who seek to supplement their education with graduate training in public administration and policy. Typically, a certificate program should complement a graduate degree in Public Health, Social Welfare, Criminal Justice, Political Science, or Public Administration.

The Rockefeller College Office of Career Development provides limited career assistance to students and alumni of the certificate programs. The following rules apply:
- To be eligible for career assistance through the Office of Career Development, students and alumni must:
  - Successfully complete or will complete a graduate certificate program in Public Sector Management, Women & Public Policy, Homeland Security, or Nonprofit Management & Leadership
  - Successfully enroll in and pass at least two RPAD or RPOS courses during their certificate program
- Certificate students are limited to 2 advising appointments – one at the beginning and one at the completion of the certificate program
- Certificate students who are not enrolled in a master’s program at Rockefeller College are not eligible for an internship provided by the Rockefeller College Office of Career Development*
- Students and alumni whose primary department is outside of Rockefeller College are not eligible for services via the Rockefeller College Office of Career Development and should seek career assistance through their primary department
- Alumni of the certificate program may be eligible to receive additional services based on consultation with the Director of Internships and Career Services and the designated Certificate Program Director
- Career assistance is available through the UAlbany Career Services Office – www.albany.edu/career and through the designated Certificate Program Director

*Students who wish to pursue the MPA or other degrees at Rockefeller College upon completion of the certificate should speak with the Director of Internships & Career Services.
**Scheduling an Appointment**

Students and alumni who wish to schedule an appointment with the Director of Internships and Career Services should submit a request via *Handshake*. Requests submitted via other means will not be accepted. Appointments should be made at least 1 business day in advance; same day requests or next day requests made after business hours cannot be honored. Typically, appointments will last between 30 minutes to 1 hour contingent on the type of appointment made. Students who have quick questions or need a résumé/cover letter review may utilize office hours.

**International Students**

International students face special issues regarding internships and employment. An international student may accept on-campus employment or a graduate assistantship through the University at any point during their tenure in the program without issue.

Students seeking off-campus employment through an internship must follow certain procedures in order to maintain their visa status. Failure to follow rules and regulations of ISSS may result in serious penalties. Students should contact ISSS as soon as an internship or job offer is made. Please note that any type of compensation, including but not limited to: hourly pay, stipends, meal allowances, travel reimbursement, etc. qualify as pay and students should notify ISSS to comply with visa regulations.

If a student will be receiving pay, including but not limited to: an hourly salary, stipends, meal allowances, travel reimbursement, etc., it will be necessary to comply with Curricular Practical Training (CPT) guidelines, established by ISSS. Students who receive an internship or job offer for pay should immediately contact ISSS before accepting the offer. Upon approval, ISSS will give students CPT paperwork. Students must complete the form and obtain the signature of their Academic Advisor and the Department Chair. The Director of Internships & Career Services may serve as an Academic Advisor in this situation; she also has authorization to sign on behalf of the Department Chair. Students needing signatures may visit the Director of Internships & Career Services during office hours to obtain signatures. CPT forms must be completed and returned to ISSS before starting an internship.
EXPECTATIONS OF GRADUATE STUDENTS USING THE ROCKEFELLER COLLEGE OFFICE OF CAREER DEVELOPMENT

The Rockefeller College Office of Career Development strives to find quality experiential learning and career opportunities for students in the Political Science and Public Administration & Policy departments. In return, students are expected to uphold the following standards:

- Conduct themselves in a professional and polite manner at all times knowing that their behavior reflects that of the College, the University, and their peers.
- Represent themselves in an honest and accurate manner at all times.
- Maintain a 3.0 GPA in order to be eligible for an internship or a job.
- Return all phone calls and emails from employers and Rockefeller College Office of Career Development staff in a timely manner, but no later than two days after the message was left.
- Allow two business days for a response to email from the career office; due to large amounts of email received every day, we try to answer emails as quickly as possible, though sometimes students may have to be patient for a response.
- Arrive at all interviews early or on time, dressed professionally, and prepared for the interview; interviews should be cancelled via phone and email if a student cannot attend for any reason.
- Send thank you letters to all interviewers after the interview.
- Communicate with the Career Director when an internship or job offer is made. Offers need not be accepted, but should be declined in a courteous manner.
- Fulfill all job responsibilities as laid out in the initial employment offer; you should not accept an internship offer if you do not intend to finish the agreed upon responsibilities.
- Be on time for work and attend work on all scheduled days, as predetermined by the student and the supervisor.
- Notify the employer as far in advance as possible when you are unable to attend work due to illness, vacation, or class obligations.
- Give 2 weeks’ notice before leaving the internship (unless a predetermined end date has been set).
- Discuss any issues or problems regarding employment with the Career Director.
- Willingly accept constructive criticism and adjust your behavior accordingly.
- Comply with all rules, regulations, and instructions given by the Office of Career Development and/or your employer.
- Notify the Career Director upon departure from the internship or job.
- Arrive at all appointments in the Career Office either early or on time. If you are unable to keep the appointment or you will be late, please notify the Career Office via phone or email ahead of time. Missing appointments or showing up late to appointments is unacceptable.

Failure to comply with any of these policies may result in reduction or loss of services from the Office of Career Development.

Students should use caution and discretion when applying for any job on Handshake or otherwise. Rockefeller College of Public Affairs & Policy and the University at Albany are not responsible for and/or liable for any misconduct on the behalf of any employer and/or prospective employer. Students use the Handshake system at their own risk. We abide by Career Services’ disclaimers available at: http://www.albany.edu/career/about_us/our_disclaimer.shtml.
SECTION 2: FINDING AN INTERNSHIP

To help structure the MA experience, our political science faculty have created six optional tracks, which are American Politics, Applied American Politics (Elections, Lobbying, and Advocacy), Government Analytics, Justice, Democracy and Law, Law and Politics and Public Policy. These tracks help students get the most out of their degree and can assist them with identifying relevant internship opportunities. Although, MA students are not required to complete an internship in order to receive their degree, students can gain valuable skills, networking connections and insight into various career paths. In some cases, an internship may fulfill one of the courses for a specific track. Students should consult with their faculty advisor and the director of internships and career services about this option prior to accepting an internship position. Additionally, students must work with our director of internships and career services to ensure that the appropriate registration and documentation of an approved internship is completed.

There are several ways that students can find an internship. The Office of Career Development strives to assist students identify high quality internships, but it is the student’s responsibility to conduct research on internship sites, submit applications, interview, and ultimately accept an internship. Success depends upon a lot of hard work from you.

Utilizing Handshake

Job Postings:

Rockefeller College Office of Career Development uses Handshake to post relevant internships and jobs for students and alumni. Students should review these job postings regularly. In addition, the Rockefeller College Office of Career Development sends out a weekly newsletter including events, important information, and all internships and jobs posted that week. It is highly recommended that you also consider to “follow” on employer on Handshake so you can be notified as soon as they post positions.

Directions for registering for Handshake and utilizing this website to search for and apply to internships and jobs can be found in Appendix A.

RockCareers105 Twitter Account:

Students are highly encourage to follow our Twitter account since this is quick and easy tool that assists with sharing up-to-date information on job and internship opportunities, events, career related advise/tips and more. It is recommend that students check this daily.

Resume and Cover Letter Review:

Handshake is the website through which students and alumni will submit resumes and cover letters for review by the Rockefeller College Office of Career Development. Resumes and cover letters submitted to Handshake will be put into a queue for review by staff. Documents are usually returned within 1-2 business days. That being said, students should submit resumes and cover letters for review as early as possible before application deadlines in order to ensure they are returned in time. Documents may be returned with revisions several times before they are approved.

Students can submit resumes with objective statements (see Section 2: Resumes and Cover Letters) through Handshake in order to be included in Resume Books, which are sent to potential employers about once a semester. Students are also required to submit resumes and cover letters through Handshake if the application calls for submission of documents through Handshake. Other than these three instances, it is not required that students submit their documents to Handshake or that documents be approved by the Rockefeller College Office of Career Development unless the student would like feedback – however, it is highly encouraged.
RESUME BOOKS

The Office of Career Development publishes a resume book three times a year: spring, summer, and fall. The purpose of the resume book is to compile the resumes of students seeking internships and jobs and send it out to employers. The resume book is extremely successful and many students and alumni credit their positions to the resume book.

The Office of Career Development puts out a call for submissions 3 times a year: approximately around March (for summer), July (for fall), and November (for spring). To be included in the book, students must:

1. Send an email to Rockefeller.Careers@albany.edu stating your interest in being included in the resume book.
2. Ensure that you have an UPDATED and APPROVED copy of your resume uploaded to Handshake.
   a. Your resume MUST have an objective statement, clearly stating if you are seeking an internship or full-time employment.
   b. Resume reviews typically take 1-2 business days, but may take longer depending on the number of submissions. Please note that you may need to submit your resume several times before it is approved.

Additional Websites:

Students may be interested in utilizing additional resources for searching for internships. These websites can include but are limited to the following:

- USAJOBS.gov - federal internship and job opportunities
- Idealist.org - Nonprofit opportunities
- Indeed.com - general search engine
- District Daybook - opportunities in Washington D.C./ NYC
- NYC.gov - opportunities in NYC
- Globaljobs.org - both domestic and international opportunities
- Nira.or.jp - World Directory of Think Tanks
- Public Service Careers.org - general search engine for job and internships in the public sector.

Career Fair Participation:

Students are highly encouraged to participate in career fair opportunities provided by the university’s career office and Rockefeller College’s Office of Career Development. The university’s career fair hosts a large fair in both the fall and spring semester in the SEFCU arena located on the uptown campus. Rockefeller College hosts its own career fair on the downtown campus in the fall semester. Lastly, if funding allows, students are given opportunities to also participate in other partner college career fairs within the NASPAA network. These events are announced in both the weekly career newsletter and on our Twitter feed.

NYSINTERNSHIPS.COM


Portal Information

The State of New York hosts a centralized internship portal that provides undergraduate and graduate students the opportunity to find and secure key internship experiences. This portal provides you the ability to submit applications, upload résumés, and review and denote preferences for internship proposals. Applications are accepted only during the following times: Fall session- July/ July, Spring session- October/ November, Summer Session- February/ March. Summer internship positions begin in May. This portal also allows you to utilize one application for multiple listings.

The Experience

When students begin their internship during any particular session, they are provided with an orientation by their supervisor that includes an overview of the organization, New York State government, organizational chart, and the completion of a confidentiality agreement. Throughout the experience, interns are provided consistent feedback through one-on-one sessions. The fall and spring sessions run from 12-13 weeks per semester and the summer sessions run from 8-
10. Some positions are paid. Locations for internships include Albany, Buffalo, New York City, Syracuse, Watertown, and Utica.

**Additional Information:**

In order to apply for internships, you will need to create an account and add your updated résumé. Once you have an account you should:

- Locate opportunities to apply for under “All Internships”.
  - Note that some positions may be hiring for more than one intern and that the column farthest to the right will indicate if an internship position is already filled.
- Click on “My Internships” to see list of those you are interested in.
- See that the “Session Dates” page provides listings of internships available during that session and when employers are accepting applications and hiring. Please review these carefully as you are determining which positions to apply for. It is highly recommended that students submit their materials earlier than the due date provided by the employer, since applications are sometimes reviewed on a first come, first serve basis.

For any questions regarding this portal, please contact the “Student Intern Program Staff” e-mail at nyinternships@cs.ny.gov or by phone (518)-473-9945.

Below are areas of interest for Political Science students:

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<th>AREAS</th>
<th>EMPLOYERS</th>
<th>STRATEGIES</th>
</tr>
</thead>
</table>
| LOCAL AND STATE GOVERNMENT | • Counties  
• Cities  
• Municipalities  
• Townships  
• School districts  
• Departments of state government  
• Legislative Agencies  
• Court systems | • Research your local and/or state government.  
• Employment opportunities in local government tend to follow population trends in terms of growth and decline in availability of positions. Check statistics on growing communities to find the most opportunities. Be prepared to relocate.  
• Develop a network of contacts through referrals and informational interviews.  
• Conduct research, e.g. education, homelessness, etc. that could be useful to your community.  
• Get involved in civic organizations and events.  
• Complete an internship in a government agency.  
• Participate in local, state or national election campaigns.  
• Familiarize self with government application process. |
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<tr>
<th>FEDERAL GOVERNMENT</th>
</tr>
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<tbody>
<tr>
<td>Public Policy</td>
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<tr>
<td>Research</td>
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<td>• Intelligence</td>
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<td>• Foreign Service</td>
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<td>• Law Enforcement</td>
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<td>• General Services</td>
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<td>• Legislative,</td>
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<td>Executive, or</td>
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<td>Judicial Services</td>
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<td>• Program</td>
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<tr>
<td>Administration</td>
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There are over 170 federal departments and agencies in the executive, legislative, and judicial branches.

- Take courses or minor in applicable interest area(s).
- Seek leadership roles in relevant campus organizations such as model United Nations, student government, and cross-cultural organizations.
- Write for campus publications focused on national and international affairs.
- Develop skills in computers, statistics, and data analysis.
- Acquire foreign language competency and travel experience for international positions.
- There are a large number of specialized agencies within the federal government. Do extensive research to find the area that fits your interests.
- Become familiar with the government application process. Utilize applicable websites and seek assistance from the Office of Career Development.
- Obtain an internship in a federal agency or department.
- Conduct informational interviews with government employees.
- Build a strong personal network.

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<tr>
<th>LAW</th>
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<td>• Prosecution</td>
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<td>• Defense</td>
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<td>• Contractual</td>
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<td>• Corporate</td>
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<tr>
<td>• Nonprofit or Public Interest</td>
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<tr>
<td>• Government Mediation</td>
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<tr>
<td>• Other Specialties</td>
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<tr>
<td>• Law Assistance</td>
</tr>
</tbody>
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| Law firms  |
| Federal, state, and local government |
| Private practice |
| Corporations |
| Special interest groups |
| Universities and colleges |
| Legal aid societies |
| Nonprofit and public interest organizations |
| Legal clinics |
| Other private legal services |

- Visit LSAC.org for information on degrees
- Develop strong research skills and attention to detail.
- Participate in debate or forensic team to hone communication skills.
- Choose courses or a minor to specialize in a particular area of law, e.g. a minor in business for a career in corporate law.
- Find part-time or summer work in a law firm.
- Shadow an attorney to learn more about the field and various specialties.
- Get involved in pre-law organizations.
- Plan to attend law school and earn a law degree.
- Maintain a high grade point average and secure strong faculty recommendations. Prepare for the LSAT (Law School Admission Test).
- Obtain specialized certification for paralegal positions.
### Politics

- Elected or Appointed Leadership
- Campaign Management
- Staff Administration
- Special Interest Advocacy
- Political Advising
- Lobbying

| • Legislative, executive, or judicial officials |
| • National, state, or local government |
| • Political action committees |
| • Political parties |
| • Campaigns: national, state, or local |
| • Industrial, educational, and public interest groups |
| • Lobbying organizations |
| • Large business firms |

- Volunteer for national or local campaigns.
- Be prepared to begin a political career as a volunteer before moving to paid positions. Many elected public officials begin careers in other fields (law, medicine, business) before campaigning for office.
- Gain experience through internships with government agencies or legislatures.
- Obtain leadership roles in campus organizations.
- Become involved in campus political groups, student government, publications, or community service projects.
- Take courses in statistics, public policy, or other specific interest areas.
- Get involved with a political party/group and develop a personal network. The ability to build networks, coalitions and alliances with other associations is highly valued.
- Develop excellent public relations, interpersonal, and communication skills.

### Business

- Sales
- Human Resources Management
- Public Relations
- Market Research

| • Product and service organizations |
| • Retail stores |
| • Hotels |
| • Restaurants |
| • Manufacturers |
| • Insurance companies |
| • Print and electronic media |
| • Consulting firms |

- Develop strong analytical, verbal, writing, and leadership skills.
- Acquire a business minor or add business as a double major.
- Gain experience in an area of interest through internships or other employment.
- Obtain leadership roles in campus organizations.
- Demonstrate excellent interpersonal skills.
- Hone computer skills and learn software packages such as databases, spreadsheets and presentations.
- Become knowledgeable about corporate social responsibility.
### INTERNATIONAL AFFAIRS
- Governance
- Policy Making and Analysis
- Public Sector Reform
- Poverty-Reduction Strategy
- Ethics and Anti-Corruption
- Human Rights
- Public Law
- Organization and Management Development
- Resource Development
- Public-Private Partnerships
- Media/Communication
- Policy and Practice Education

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<tr>
<th>Governance</th>
<th>Intergovernmental agencies, e.g. World Bank</th>
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<tr>
<td></td>
<td>United Nations, etc.</td>
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<td>National governments</td>
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<tr>
<td></td>
<td>Non-profit agencies</td>
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<td>Religious organizations</td>
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<td>Foundations</td>
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<td>Policy and research organizations</td>
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<td>Private businesses</td>
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<td>Contracting and consulting firms</td>
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- Earn a double major or minor in order to gain additional skills or knowledge, e.g. Africana studies. Asian studies, business, psychology.
- Spend time studying or working abroad. Make and maintain contacts in foreign countries.
- Seek cultural experiences on campus.
- Obtain internships or volunteer to gain valuable experience in areas of interest.
- Participate in overseas mission trips or study abroad.
- Research the history and culture of countries or geographic areas of interest.
- Become proficient in at least one foreign language.
- Take steps towards obtaining work or study visas for various locations.
- Plan to earn a graduate degree in international affairs, foreign policy, or other speciality areas. Consider entering the Peace Corps.

### NONPROFIT
- Administration
- Management
- Public Relations
- Fund Raising/Development
- Policy Analysis
- Research
- Grant Writing
- Direct Service

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<thead>
<tr>
<th>Administration</th>
<th>Local and national nonprofit agencies</th>
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<td>Foundations</td>
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<tr>
<td></td>
<td>Charitable organizations</td>
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<tr>
<td></td>
<td>Trade or professional associations</td>
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<td></td>
<td>Special interest groups</td>
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<td>Labor unions</td>
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<td>Libraries</td>
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<td>Museums</td>
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<td>Historic sites/historical societies</td>
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<td>Research organizations and think tanks</td>
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<td>Educational institutions</td>
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- Gain experience through volunteering or completing an internship.
- Supplement curriculum with courses in business, psychology, sociology, or social work.
- Obtain leadership roles in relevant campus and community organizations.
- Develop strong communication and research skills.
- Learn how to write grants.
- Demonstrate knowledge and experience in a specialty area, e.g. public health, environment, urban issues.
- Research organizations’ values to find a good fit with yours. It is critical that you are knowledgeable about and committed to the work you’re going to do.
- Investigate term of service or service corps positions as a way to gain entry into the field.
- Consider earning a graduate degree for more job opportunities and advancement.
Internship Requirements

If a student is approved by their faculty advisor and the director of internships and career services to accept an eligible internship, the student must note the following criteria:

Internship Criteria
An internship placement must have the following components in order to count toward for academic credit:

- Provide the student 12 hours of work per week. Less than 12 hours will not provide a student enough hours to complete the hourly requirement per credit.
- Provide an opportunity to practice the necessary competencies as outlined by the different MA tracks in the Graduate Student Handbook, with goals such as pursuing careers in any facet of public employment or with non-governmental organizations that interface with government; in elections, lobbying, and/or other forms of government advocacy; building research skills to improve professional credentials for promotion or specialization; preparing for law schools or legal careers with an activist or political orientation; and preparing for future doctoral studies.
- Academic advisor and supervisor that is qualified to provide the appropriate guidance, mentoring and accountability for students throughout their experience.
- Provide a professional work environment and space that is conducive to their assigned roles and responsibilities. Virtual internships will not be permitted.

Internship Eligibility

Most students are eligible to participate in the internship program as early as their first semester. If a student is interested in pursuing an internship for academic credit, they will need to speak to their faculty advisor and the director of internships and career services prior to accepting a placement. Once they have met with them, they will receive a permission number from their academic advisor.

If a student is interested in accepting a non-credit bearing internship, they must still meet with their academic advisor and director of internships and career services to ensure that the placement is appropriate for the intended career interests of the students. Students must also register their internship and follow the same process in order to document their internship. BA/MA students may complete an internship at any point in time, but must formally finish all of their undergraduate requirements before counting their hours towards the graduate internship requirement. International students may need to wait until the end of their second semester to receive pay for an internship, due to visa restrictions; international students should always contact the University at Albany’s International Student and Scholar Services (ISSS) before accepting an internship.

Prior to taking an internship, students are required to schedule an individual advisement appointment with the director of internships and career services. The Office of Career Development assists students in identifying internship opportunities. The director of internships and career services must approve all internships prior to a student starting his/her hours of service.

To be eligible for an internship, students must maintain a satisfactory grade point average. Students with a GPA below 2.85 will not be eligible to participate in an internship. Students with a GPA between 2.85 and 2.99 will be eligible for internships with the approval of the Committee on Academic Standing and Retention.

Persons with Prior Felony Convictions

Students who have previously been convicted of a felony are advised that their prior criminal history may impede their ability to complete the requirements of certain academic programs and/or to meet licensure requirements for certain professions. Students who have concerns about such matters are advised to contact the dean’s office of their intended academic program.

International Students

International students face special issues regarding internships and employment. An international student may accept on-campus employment or a graduate assistantship through the University at any point during their tenure in the program without issue.

Students seeking off-campus employment through an internship must follow certain procedures in order to maintain their visa status. Failure to follow the rules and regulations of ISSS may result in serious penalties. Students who participate in unpaid
internships do not need to register their internship with ISSS; however, they will need to follow the appropriate internship protocol through the Office of Career Development, detailed below. Please note that any type of compensation, including but not limited to: stipends, meal allowances, travel reimbursement, etc. qualify as pay and students should notify ISSS to comply with visa regulations.

If a student will be receiving compensation, including but not limited to: an hourly salary, stipends, meal allowances, travel reimbursement, etc., it will be necessary to comply with Curricular Practical Training (CPT) guidelines, established by ISSS. Students who receive an internship or job offer for pay should immediately contact ISSS before accepting the offer. Upon approval, ISSS will give students CPT paperwork. Students must complete the form and obtain the signature of their academic advisor and the department chair. The director of internships & career services may serve as an academic advisor in this situation; the director also has authorization to sign on behalf of the department chair. Students needing signatures may visit the director of internships & career services during office hours or by appointment to obtain signatures. CPT forms must be completed and returned to ISSS before starting an internship.

**Completing the Internship Requirement**

In order to fulfill a credit or non-credit internship requirement for the MA program, students must do the following:

- Register their internship on Handshake by “Report an Experience” to the Rockefeller College Office of Career Development prior to the start of their internship.
  - The director of internships & career services and your academic advisor must approve the position prior to the start of the internship; failure to do so may lead to rejection of hours and no credits. All students must “Report an Experience” on Handshake two weeks prior to starting an internship or whenever there is a change in hours, job responsibility, supervisor, or internship site.
  - Once the director of internships and career services receives your “Report an Experience” via Handshake, they will review it and update your status on the system to “Being approved.”
- Receive digital approval from your supervisor and academic advisor.
  - Your supervisor academic advisor will be sent an e-mail from Handshake to review your “Experience.” Supervisors and academic advisors are not required to have a Handshake account in order to complete the approval process. Once your supervisor has approved, the director of internships and career services will update your “Experience” to “Ongoing”. You can begin working at your internship site after your status on Handshake has been updated to approve.
- Submit the “Student and Supervisor Expectation Form (SSE).
  - This form outlines all the roles and responsibilities in order to successfully complete the career experience requirement. This form must be signed by yourself and your supervisor. You must print it, obtain both signatures, and then upload and attach it to your report “Experience” in Handshake. Please ensure that when you submit the form you submit as a PDF and that the document is named “Your Last Name - SS Expectation Form- Semester and Year”, for example “Smith-SS Expectation Form-Fall 20XX.” This form is due no later than 2 weeks after starting your internship.
- Submit required materials at the end of the term (Hour logs, Student Final Performance Review and Supervisor Performance Review, updated resume)
  - Throughout the internship, students must keep a log of all hours worked in order to receive credit towards the 180 hour requirement. All hours must be logged, even if you have exceeded the minimum hour requirement. A paper copy of the Internship Hours Log, signed by both the student and the internship supervisor, must be uploaded to Handshake by the following dates:
    - Fall internship hours must be submitted no later than December 10th
    - Spring internship hours must be submitted no later than May 8th
    - Summer internship hours must be submitted no later than August 16th
  - This internship log will be automatically be uploaded to your “Experience” once you have registered your placement. Students who do not fulfill the 180 hour requirement OR who do not “Report an Experience” via Handshake and complete the Student and Supervisor Expectation Form OR do not have completed Internship Hours Logs uploaded on Handshake will not be eligible for graduation.

Once students have completed their minimum hourly requirement, the office still requires students to register their internship on Handshake and submit signed internship hour logs and complete performance evaluations at the end of the respective term. This helps the office collect important data on where our students are gaining their career experiences and how they are performing in the field. For specific guidance on how to register your internship experience, please refer to the appendix for a step-by-step guide.
SECTION 3: RÉSUMÉ AND COVER LETTER WRITING

Résumé, C.V, or both?

When reading through job descriptions, you notice that some jobs require a résumé, while others require a C.V. Often these two terms may be used interchangeably, but there is a distinct difference between the two documents.

Résumé

A résumé is a brief document that summarizes your education, experience, and qualifications. Typically, a résumé provides a snapshot of your experience and should be contained to one page, though in certain cases, two pages may be acceptable. A résumé is appropriate when you are applying for a job in the private, public, or nonprofit sector. Most students pursuing a master’s degree will need a résumé; Ph.D students who are pursuing an internship or job outside of academia should have a résumé.

Résumés come in 2 different formats: reverse chronological and functional.

Reverse Chronological: the most widely used, and in most cases, is the most appropriate version. A reverse chronological résumé lists your most recent experience first, and your oldest experience last. This type of résumé highlights the experience you have, which may include internships, jobs, or extracurricular activities. For most students, this will be the most appropriate format to choose.

Functional: this type of résumé is not as widely used as it highlights skill sets as opposed to experience. This format is best for career changers or individuals who have extensive experience outside of their desired career field. The functional résumé focuses on transferable skills, such as communication, leadership, or technical, that will be useful in a new career path.

C.V. – Curriculum Vitae

A curriculum vitae or C.V. is a type of résumé that is used mainly for academic or research based positions; many fellowships or grants may also require a C.V. A C.V. is a more detailed explanation of research, teaching, publications, presentations, and academic related materials. There is more flexibility on the length of a C.V., although you should try to be concise. Typically, a C.V. should be between 2-4 pages.

Both

At times it may be necessary to have both a résumé and a C.V. If you are applying for an internship or position within local, state, or the federal government, a résumé is appropriate. However, if you are applying for grants or fellowships where academics are emphasized, then a C.V. would be appropriate. If you are unsure about what format to use, consult the Rockefeller College Office of Career Development.

<table>
<thead>
<tr>
<th>Résumé</th>
<th>C.V.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used to apply for internships or non-academic jobs</td>
<td>Used to apply for academic jobs or grants</td>
</tr>
<tr>
<td>Typically used by Master’s students</td>
<td>Typically used by Ph.D students</td>
</tr>
<tr>
<td>Limit length to 1 page, 2 maximum</td>
<td>No length limit, though typically between 2-4 pages</td>
</tr>
</tbody>
</table>
What to Include on a Résumé/C.V.

Heading
Include your current address, e-mail, and phone (home and/or cell); be sure your voicemail and e-mail addresses are professional. Remove the hyperlink from your e-mail address (the blue is distracting).

Objective (optional, though required if you would like to be included in a résumé book)
An objective statement is usually recommended because they help define what you’re seeking. If appropriate, add special interests or skills that you offer, such as communication or technical abilities. Remember that “objective” is another word for goal, so you should briefly state what type of position you are seeking, reflecting what you have to offer, not what you want. Usually an objective is one line. Objectives are particularly helpful if you are attending a career fair or other networking event where recruiters might be speaking with numerous candidates.

Education
School, location, degree, expected date of graduation, major, minor, concentration
Overall GPA if higher than 3.0; include your major GPA if higher than overall GPA
Previous college, degree, dates of attendance or graduation, major, and GPA (if applicable)

Honors, Awards and Accomplishments
Any academic, extracurricular or job-related achievements (can also be listed under Experience)
For example: scholarships, Dean’s List, etc.

Relevant Courses
List 4 to 8 courses related to your major and/or objective

Special/Related Academic Projects
Any significant projects (class or outside activities) that relate to your major and/or career objective

Computer Skills
Hardware, software, programs, languages, operating systems, and internet applications

Experience/Employment History
Full-time or part-time jobs, internships, consulting, self-employment, entrepreneurial ventures
Volunteer work (include in this section or list as separate category)

Extracurricular Activities/Volunteer/Leadership Activities
Clubs (indicate role if other than member, e.g. Treasurer) where appropriate describe involvement
Professional Association memberships
Community organizations
Tutoring (include in this section or under “Experience” section)
Fraternity/Sorority or Athletic Groups

Interests (optional)
Any genuine interest, expertise, or unique hobby (do not include general areas such as “reading”)

Language(s)
Fluency, proficiency, or knowledge of a language(s) other than English

Military Experience
Military service or ROTC or Reserves
Certification(s)/Licensure(s)/Trainings & Workshops
An entry that could substantiate your professional development.

Presentations*
If you have presented at a conference, you should include the name of your presentation, the conference, location, and date.

Publications*
If you have been published in a professional journal or magazine (electronic or print), include the details here, in the appropriate MLA or APA format.

Teaching Experience*
Most doctoral students have experience teaching as a graduate teaching assistant or as an adjunct faculty member for the department or other institutions. Include the name of the class, the terms you taught, and a brief synopsis of your teaching responsibilities.

Research Interests*
If you are interested in going into a research organization, think tank, or academia, include some areas of research interest. In this case, a list will suffice.

Research Experience*
Similar to your work experience, you should write a brief summary of any research experience you possess.

Grants*
If you have received grants, list the title, amount, term, role, lead institution, funder, and any additional information that might be pertinent.

Academic Appointments*
If you have served on an academic committee, or had a graduate assistantship, this might be the appropriate place to list those activities.

*Indicates information that is appropriate for a C.V. only.
General Résumé/C.V. Guidelines

- Font should be in a readable, professional format between 10-12 point size, the heading may be larger
- Margins should be between 0.5-1.0 inches all around
- Use **bold**, *italics*, *underlining*, and CAPITALS to highlight important information
- Be consistent!
- Avoid abbreviations, unless it is a universally known abbreviation, such as the NAACP. If an abbreviation is necessary, write out the phrase once, and the abbreviation in parentheses after. For example: New York State (NYS)
- Do not include references on your résumé or C.V.; they should be included on a separate page
- Sell yourself by highlighting the skills/experiences most relevant to the job you are seeking
- Every sentence should start with an action verb; do not use “responsible for” or “duties included”
- Verbs should be in the correct tense according to when you performed the work – if you are still working for the company, your verbs should be in the present tense; if you finished the job, your verbs should be in the past tense
- Use the question words: who, what, where, when, why, how, and how many to expand upon your job descriptions – emphasize your accomplishments and actions
- Do not use any personal pronouns, such as I, me, or my
- Do not include any personal information, such as age, race, marital status, religion, etc.
- Do NOT lie or exaggerate
- Use jargon and language appropriate for the job to which you are applying
- Avoid too much white space on your résumé – fill up the spaces, but don’t overcrowd your résumé
- Proofread your document for errors, typos, and grammatical mistakes. All documents MUST be approved before students can start to apply for internships and jobs
- References should be included on a separate page. Ask potential recommenders that they will provide you with a positive reference before listing them
You should always begin your bullet points with action verbs, never with “I.” Below is a list of verbs that may be useful in describing the duties, skills and special projects of previous jobs.

<table>
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<tr>
<th>Actioned</th>
<th>Classified</th>
<th>Drafted</th>
<th>Improved</th>
<th>Operated</th>
<th>Repaired</th>
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<td>Performed</td>
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<td>Instituted</td>
<td>Persuaded</td>
<td>Scheduled</td>
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<td>Conceptualized</td>
<td>Established</td>
<td>Instructed</td>
<td>Planned</td>
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<td>Evaluated</td>
<td>Integrated</td>
<td>Prepared</td>
<td>Shaped</td>
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<td>Contracted</td>
<td>Examined</td>
<td>Interpreted</td>
<td>Prioritized</td>
<td>Solved</td>
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<td>Arranged</td>
<td>Coordinated</td>
<td>Executed</td>
<td>Interviewed</td>
<td>Processed</td>
<td>Specified</td>
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<td>Expedited</td>
<td>Introduced</td>
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<td>Spoke</td>
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<td>Assessed</td>
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<td>Invented</td>
<td>Programmed</td>
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<td>Projected</td>
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<td>Lectured</td>
<td>Promoted</td>
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<td>Managed</td>
<td>Purchased</td>
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<td>Demonstrated</td>
<td>Formulated</td>
<td>Marketed</td>
<td>Recommended</td>
<td>Systematized</td>
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<td>Founded</td>
<td>Mediated</td>
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<td>Monitored</td>
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<td>Identified</td>
<td>Motivated</td>
<td>Referred</td>
<td>Upgraded</td>
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<td>Negotiated</td>
<td>Rehabilitated</td>
<td>Validated</td>
</tr>
<tr>
<td>Clarified</td>
<td>Dispatched</td>
<td>Implemented</td>
<td>Operated</td>
<td>Remodeled</td>
<td>Wrote</td>
</tr>
</tbody>
</table>
Sara Smith
135 Western Avenue • Albany, NY 12203 • (518) 442-5253 • SaraSmith@albany.edu

Education
Rockefeller College of Public Affairs and Policy, University at Albany, Albany, NY
Master of Arts in Political Science, expected May 20xx
Concentration: Local Government
GPA: 3.94 • Honors: Received partial tuition scholarship

Pace University, New York, NY
Bachelor of Arts in Communication, June 2010
GPA: 3.46 • Honors: Member of Pfrozheimer Honors College, Dean’s List

Experience
Office of Mayor Michael Bloomberg, New York, NY
Intern for Mayor Michael Bloomberg, September 20xx-December 20xx
• Promoted special events, such as town hall meetings, as part of the public relations team
• Facilitated communication by translating for Spanish speaking constituents
• Oversaw office operations in absence of head secretary

Greg Seabury, State Representative Campaign, Danbury, CT
Assistant to Campaign Manager, September 20xx-November 20xx
• Aided with creation of campaign slogan and publicity materials
• Translated campaign messages into Portuguese and Spanish
• Assisted in production and made guest appearance on local TV show, “Celebrating Danbury”

Additional Experience
Banana Republic Inc., Albany, NY
Sales Representative, February 20xx-Present
• Assist customers with clothing selection and merchandise returns
• Perform as one of the top merchandise sellers with sales reaching $2000 per day

Skills
Computers: MS (Word, Excel and PowerPoint); completed course in Information Systems
Languages: Fluent in Portuguese, proficient in Spanish and French, knowledge of Italian

Activities
University at Albany Public Affairs Student Association (PASA), Albany, NY
Vice President, January 20xx-Present
• Coordinate activities for graduate students in the Public Administration program
• Invite guest speakers to meetings to discuss issues relevant to state and local government, nonprofit management, and the private sector
• Organized members to participate in community service in celebration of Earth Day
DANE ROCKEFELLER
1400 Washington Avenue, Albany, NY 12203
Cell: (518) 442-5253 • Home: (518) 123-4567 • Email: Dane@albany.edu

OBJECTIVE
To obtain an internship in governmental finance utilizing demonstrated budgeting and computer skills

EDUCATION
Rockefeller College of Public Affairs and Policy, University at Albany
Master of Arts in Political Science
Concentrations: American Politics
GPA: 3.61
Albany, NY
May 20xx
Manhattan College
Bachelor of Arts in Economics
Dean’s List Fall 20xx
Riverdale, NY
May 20xx

HONORS, AWARDS, & ACCOMPLISHMENTS
Dean’s List, Manhattan College, Fall 20xx-Spring 20xx
Elizabeth Moniz Memorial Scholarship for Outstanding Academic Achievement
Selected as the Student Graduation Speaker at Manhattan College

COURSEWORK
Public Budgeting
Nonprofit Financial Management
Cost Management for Government & Nonprofit Organizations
Principles of Public Economics

PROJECTS
Institutional Foundations of Public Administration
Participated as member of 6 person team to evaluate institutional foundations of public service
Conducted extensive research to examine characteristics of institutional settings, history of field, environmental context, and functions, roles, behaviors, and structures
Presented results to a class of 35 using PowerPoint

WORK EXPERIENCE
Transcontinental Trading Corporation
Trading Assistant Intern
May 20xx – July 20xx
Albany, NY
- Worked with team of brokers who manage over $150M in assets
- Prepared asset-allocation models which were used to review portfolio performance and determined whether different mixes would be appropriate
- Conducted research on companies not widely covered in the portfolio

St. Sebastian Softball League
Little League Umpire
June 20xx – August 20xx
Latham, NY
- Umpired two games per week for teams varying in ages from 6-12
- Attended training in order to be updated regularly on all rules and regulations

COMPUTER SKILLS
Proficient in MS Office (Word, Excel, Access, PowerPoint), knowledge of HTML
Laura McCarthy  
1400 Washington Avenue, Albany, NY 12222  
518.555.5555 • LM@albany.edu

Professional Profile
- Highly motivated and analytical MPA candidate with over three years of successful lobbying experience
- Excellent knowledge of New York State government and policy writing
- Strong work ethic along with outstanding research, interpersonal, and communication skills
- Trained in the use of Microsoft office programs, including Microsoft Word, PowerPoint, Access and Excel

Education
Rockefeller College of Public Affairs & Policy, University at Albany, Albany, NY  
Master of Arts in Political Science, expected May 20xx  
Concentration: Environmental Policy; Public Economics

Smith College, Northampton, MA  
Bachelor of Arts, May 2008  
Major: Government; Major: Italian Studies

Università di Firenze, Florence, Italy  
Study abroad 2007-2008

Experience
United University Professions (UUP), Latham, NY  
John M. Reilly Legislative Intern, (February 20xx – Present)  
- Assist in organizing regional and statewide legislative meetings on union issues.
- Organize UUP Outreach Committee events in cooperation with the UUP Research & Legislation Department.
- Aid in the preparation of legislative newsletters and bulletins distributed monthly to 5000 constituents.
- Conduct quantitative and qualitative research on related union issues for the Research Department.

New York Public Interest Research Group (NYPIRG), Albany, NY  
Environmental Analyst, (June 2008 – September 2011)  
- Researched the administration of the Pesticide Neighbor Notification Law.
- Performed Freedom of Information Law requests.
- Compiled scientific information regarding the expected effects of climate change.
- Wrote public hearing testimony for presentation by NYPIRG’s Senior Environmental Associate regarding support of the New York State Department of Environmental Conservation’s proposed Burn Barrel Ban.

Legislative Intern, (May 2007 – September 2007)  
- Organized a press conference commemorating the 25th anniversary of the New York State Recyclable Container Act and promoting the passage of the Bigger Better Bottle Bill.
- Designed visual aids for press conferences and events advocating for the Bigger Better Bottle Bill.
- Conducted two independent research projects regarding the cost-benefit of recycling bins in hotel rooms and health safety standards for public water fountains, respectively.

Smith College Facilities Management, Northampton, MA  
- Conducted a sustainability project in coordination with the Smith College Sustainability Director.
- Researched potential sustainable practices for the College, including the reduction of electricity use in academic buildings and the development of an integrated pest management program.
- Conducted recycling awareness workshops in coordination with the Smith College Facilities Management Director.
SAMPLE C.V.

PETER PHILLIPS

Department of Political Science, Rockefeller College of Public Affairs & Policy
University at Albany – State University of New York
Milne Hall 106 • 135 Western Avenue • Albany, New York 12222
Phone: (518) 442-3112 • Fax: (518) 442-5298 • peterp@albany.edu

EDUCATION

University at Albany, Rockefeller College of Public Affairs & Policy, Albany, New York
Ph.D. in Political Science, Expected May 2018
Dissertation: Popular Vote vs. Electoral College: An Inquiry into the 2000 Presidential Election
Dissertation Committee: David Rousseau (Chair), Bruce Miroff, Sally Friedman
Honors: Outstanding Teaching Assistant

Rutgers, The State University of New Jersey, New Brunswick, New Jersey
M.A. in Political Science, May 2010
Concentration: American Politics
Thesis: Implications of Early Resignation in Congress
Honors: Honorable Mention for Outstanding Thesis, Student Leadership Award for Class of 2010
Coursework: Comparative Politics; Theories in Political Economy; Political Thought; Research Design in Political Science; Emerging Trends in Political Science; Foundations of Capitalism

Emerson College, Boston, Massachusetts
B.S. in Political Communication, May 2008
Concentration: Leadership, Politics, and Social Advocacy
Coursework: The Public Affairs Matrix: Media, Politics, & Advocacy; Leadership; American Government & Politics; Politics, Advertising, and Society

RESEARCH INTERESTS

Legislative Processes
Congressional Health Care Policy
Legislative Studies
Race and Politics
Contemporary Issues in Law and Society

TEACHING EXPERIENCE

University at Albany, State University of New York, Albany, New York
Lecturer, Rockefeller College of Public Affairs & Policy

RPOS 204: Current Controversies in American Politics (Undergraduate), January 20xx-present
Developed a syllabus and planned course content addressing current controversial issues in American government; alter course every semester to accommodate the topics relevant to the political environment. Researched relevant political theorists for student assignments and readings. Evaluated student performance and encouraged students to engage in class discussions and extracurricular activities associated with class content.

RPOS 101: Introduction to American Politics (Undergraduate), September 20xx-present
Taught undergraduate students about the study of politics, focusing on American national government. Developed a syllabus and planned course content using Blackboard and PowerPoint slides. Integrated lectures, group assignments, videos, and guest speakers.
**RESEARCH EXPERIENCE**

**University at Albany, State University of New York**, Albany, New York  
*Graduate Research Assistant to Dr. Meredith Weiss*, August 20xx-present  
- Conducted research on comparative politics and international political emergence  
- Analyzed and coded information regarding processes and patterns of political development and mobilization  
- Reviewed and edited material for Dr. Weiss’ book chapter on student activism and suppression in Malaysian universities

**Rutgers, The State University of New Jersey**, New Brunswick, New Jersey  
*Graduate Research Assistant to Dr. Millicent Ryan*, August 2008-May 2010  
- Performed qualitative research on voting behavior of males between the ages of 19-35, including researching using LexisNexis, and compiling the results into an Excel spreadsheet  
- Conducted public opinion polls regarding political party affiliations and voting habits over the phone, completing a total of 319 in a 21 day period  
- Recorded and transcribed the content of all polls using Microsoft Word

**ACADEMIC APPOINTMENTS**

**University at Albany, State University of New York**, Albany, New York  
- Elected as Rockefeller College Representative to UAlbany Graduate Student Senate, January 2011-present  
- Tutored 8 master’s students for the *Empirical Data Analysis* class, September 20xx-December 20xx  
- Served as the graduate student representative on a search committee for a visiting scholar, March 20xx

**Rutgers, The State University of New Jersey**, New Brunswick, New Jersey  
- Represented the master’s students on the Political Science Advisory Board, consisting of alumni and community counterparts, aimed at furthering the mission of the school; resulted in the creation of a graduate student lounge, September 2009-May 2010  
- Mentored a first year student in the MA in Political Science program, encouraging her to become involved with the school, and answering questions about coursework and graduate school in general

**Emerson College**, Boston, Massachusetts  
- Served as an orientation leader to incoming freshmen and transfer students

**GRANTS**

- **Title:** Gerald R. Ford Library Research Travel Grant  
- **Amount:** $2,000  
- **Role:** Fellow (grant author)  
- **Term:** June 1, 2011 – May 31, 2012  
- **Lead Institution:** University at Albany  
- **Funder:** Gerald R. Ford Foundation, in support of research conducted at the National Archives and Records Administration

**PUBLICATIONS & PRESENTATIONS**


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Cover Letters

What is a cover letter?
A cover letter is a letter that accompanies your résumé that serves as an introduction of your skills and qualifications. The most important thing about a cover letter is that it matches your experience and skills to the position criteria. Therefore, it’s necessary to write a specific cover letter for each position to which you apply. **DO NOT WRITE A GENERIC COVER LETTER.** Review the position, and determine the most important elements of the job, and try to match the skills and experience you possess to that specific job. You want to cite specific instances when you have used that experience on the job, rather than just providing a laundry list of your accomplishments. If you can prove your experience, rather than just state your experience, you will stand out to potential employers.

A cover letter should always be sent if you are applying to a full-time job, regardless of if the job announcement cites the need for a cover letter; for an internship, a cover letter may not always be necessary, so check the posting. If you are applying through Handshake, all cover letters need to be approved by the Rockefeller College Office of Career Development. Students may submit cover letters to external positions via Handshake as well.

In certain cases, you may not be applying to a specific position, but instead, inquiring if there are any available positions. If that is the situation, then you should focus on the organization’s mission or services and how you could contribute to their goals.

**Cover Letter Guidelines**

- Limit your cover letter to 1 page, single spaced.
- Always personalize your cover letter for a specific job – **DO NOT WRITE A GENERIC COVER LETTER.**
- Proofread your cover letter before sending it out! Any mistake or grammatical error can result in rejection.
- Do not summarize your résumé. Rather, pick out specific examples from your résumé that reflect the skills the job description calls for.
- If you are emailing your cover letter, attach your cover letter and résumé to the email. Do not use the cover letter as the body of your email. Instead, write a brief message stating that your cover letter and résumé are attached.
- If you are mailing or printing your cover letter, use résumé paper.
- Address your cover letter to a specific person, whenever possible. Contact the organization and request the name of the appropriate contact person. If you absolutely cannot identify a person, use “Dear Hiring Manager” or “Dear Internship Coordinator”.
- Do not focus on what you would like to gain out of the internship, instead focus on what you have to offer to the organization and position.
- Use the active, not the passive tense.
- Do not staple your resume to your cover letter.
- Demonstrate your skills and qualifications through concrete examples. Use the STAR method (Situation, Task, Action, Result) to discuss specific times when you have used that skill.
- Vary your sentence structure – avoid starting too many sentences with “I”.
- Sign your letters in blue or black ink if sending via postal mail; use an electronic signature if sending via email or online.
- Keep copies of your letters for future reference.
- Include information about why you would want to work for that specific organization or in that specific position.
- Highlight the fit between your skills and the position requirements.
- Format your cover letter so that it matches your résumé – use the same font, headings, margins, etc.
- If an employer asks for your salary requirements, include a range (i.e. $40,000-$50,000) rather than an exact number. A range will allow you to obtain a reasonable amount and not price yourself too high or low. If you are unsure of an appropriate range, contact the Office of Career Development.
- **Proofread your document and have the Rockefeller College Office of Career Development approve a copy before sending it out to employers.**
Sample Cover Letter Format

Street Address  
City, State ZIP  
Phone Number  
Email Address  
Date

Employer’s Name (include Mr./Ms.)  
Title  
Organization  
Street Address  
City, State ZIP

Dear Mr./Ms. Last Name (try your best to find the name of a specific person):

The first sentence should address why you are writing to them – in other words, that you are applying to a specific position. Write a couple of sentences related to why you would like to work for that specific organization, particularly if you are applying to a non-profit organization. If you were referred by someone, mention that here. Indicate your degree and expected graduation date – explicitly mentioning that you are a student at Rockefeller College of Public Affairs & Policy at the University at Albany. The last sentence of your cover letter should be your thesis statement. In other words, what you are going to address in the rest of your letter. Remember that you need to focus on what you have to offer to the organization, not what you hope to gain out of the organization or position.

The body paragraphs (one or two paragraphs) should focus on the qualifications that you possess that match the specific position requirements or the mission of the organization. How can your background and experiences contribute to the organization’s goals and objectives? Read through the job description carefully to pinpoint the skill sets that the employer consistently mentions (i.e. analyzing data, lobbying, policy writing, researching, etc.). Select the skills you feel most confident of and match your skills and qualifications to those qualities. Do not laundry list the skills (I have good communication, analytical, writing, and researching skills), instead, pick one or two skills and describe them in depth.

When describing your specific skill sets, do not just reiterate what is on your résumé – give more in-depth detail. Target what they are seeking in a candidate and back it up with specific examples of times when you have used those skills. If you can prove your experience that is much more convincing than just stating that you have those skills. To give specific examples, use the STAR technique (Situation, Task, Action, Result) to describe the context of the example. The Situation and Task should give background information on the circumstances, the Action is what you did to complete the task, and the Result is the outcome of your effort.

The closing paragraph should again summarize your strengths in the position. You should also discuss some actions towards moving forward in the application process, such as your interest in interviewing with them, or you will be in DC over the summer, or that you would like to hear from them soon, or you will contact them in 2 weeks to follow up. You should thank the employer for their time and consideration.

Sincerely, (you can also use Best Regards, Sincere Regards, or some other closing)

Your full name, signed  
(if you are sending your letter electronically, type in a script font)

Your full name, typed

Résumé Attached (if you are sending via postal mail, include Résumé Enclosed)
Ms. Kathleen McCarty  
Director  
New York State Assembly Intern Committee  
Legislative Office Building - Room 104A  
Albany, New York 12248  

Dear Ms. McCarty:

I am writing to express my interest in the New York State Assembly Graduate Intern program. Currently, I am pursuing my Master of Arts in Political Science and will graduate in May 20xx. Growing up in New York, I have a strong interest in state politics, and have followed the Assembly’s legislation for quite some time. I believe I would be a good candidate for the Graduate Intern program, as I have substantial research and policy experience.

Recently, I earned my bachelor’s degree in public policy from Binghamton University. As part of my degree, I took several classes in policy writing, development, and analysis. In my “introduction to Policy Analysis” course, I completed a group project on higher education policy from 1960-2000. To accomplish the task, the group divided up the project, and each group member selected a decade. For my part of the project, I researched higher education policy from 1980-1990, including conducting research using Lexis-Nexis on Pell Grant initiatives. I found 10 articles on Pell Grants, and compiled a summary of the rulings and the implications on higher education loan assistance. As a team, we created a PowerPoint presentation comparing and contrasting the legislation in each of the decades; we presented it to a class of approximately 40 students. As a result, I feel confident that I could utilize my research skills in the Assembly Internship.

In addition to my research skills, I believe that I could contribute my experience in policy. During the spring semester, I completed a policy internship with the National Alliance on Mental Illness (NAMI) in Albany. In this role, I prepared legislative alerts, action alerts, updates, and communications with other local mental health service provider staff. Specifically, I researched and wrote documents about the recent health care bill passed by President Obama, and sent letters to local Congress and Senate representatives to voice NAMI’s support of the bills.

Thank you very much for your consideration for the Graduate Intern position with the New York State Assembly. I can be reached at the contact information listed above, and would welcome the opportunity to discuss the position in more depth in an interview.

Sincerely,

Nelson Rockefeller

Résumé Attached
October 5, 20xx

Ms. Amanda B. Moitoso
National Recruiting Manager
KPMG, LLP
550 S. Tryon St, Suite 3200
Charlotte, NC 28202-4214

Dear Ms. Moitoso,

I am writing to apply for the Senior Associate position at KPMG in Albany, New York. I learned of this position at the information session that Mr. David Pondillo held at Rockefeller College of Public Affairs and Policy, University at Albany. I am currently pursuing my Master of Public Administration at Rockefeller, with a concentration in Information Management. Based on my skills in business process analysis and information technology, I believe I am an excellent candidate.

I have experience performing process analysis and producing professional writing, which would be an excellent match for advisory work at KPMG. This summer I was employed as an intern at the U.S. Census Bureau, where my branch collected financial data from local governments. I was asked to analyze and standardize processes for reviewing and editing survey responses. I conducted interviews with department analysts and produced a detailed data analysis plan to document current practices and train new hires. My supervisor informed me that he intends to use my report as a template for other analysis plans in all branches of the division. My ability to analyze and communicate complex information clearly and logically would make me a valuable addition to KPMG.

Additionally, I have experience analyzing and documenting technical systems. After graduating from Michigan State University, I was hired by their Academic Technology Services department, where I worked on training and documentation programs. The student help desk was struggling with high employee turnover, and I was tasked with developing an online training system to improve retention. I developed a curriculum consisting of written articles, screenshots, video screencasts, and assessment quizzes. Also while at MSU, I designed and wrote all documentation for a new Microsoft Exchange calendar system and provided support for managers when the server went live. My experience with information technology and computer systems is an excellent match with KPMG’s work on information systems analysis.

Finally, my experience as an educator in South Korea has given me the ability to communicate clearly across language and cultural barriers. I spent a full year developing and teaching courses in cooperation with Korean educators, and I am skilled at working with people from diverse backgrounds. I am particularly attracted by KPMG’s global status, and would be an excellent asset to the organization.

Thank you for your consideration. I can be reached at the contact information listed above, and I would be pleased to discuss the position further in an interview.

Sincerely,

Michael Student

Résumé Attached
Dear Human Resources Director:

Please consider this letter of inquiry an expression of my interest in exploring employment opportunities with the New York Public Interest Research Group (NYPIRG). Dr. Anne Hildreth suggested I contact you, citing your organization’s excellent reputation as an advocate for the citizens of New York.

I am particularly interested in the combination of political initiatives and community education in which your organization specializes. As a political science major at Rockefeller College of Public Affairs & Policy at the University at Albany, I have focused my studies on American Politics. In my Current Controversies in American Politics, which I took last semester with Professor Friedman, we examined a myriad of issues plaguing the current political environment, such as healthcare, financial bailouts, reproductive ethics, and Second Amendment rights. Specifically, I prepared a debate on campaign financing, where I took the position that corporations should not be able to sponsor candidates. To prepare my arguments, I researched the recent legislation via online sources, such as The New York Times and The Washington Post. Additionally, I contacted a local Congressman’s office to get his position on the topic. The debate was successful, and I won the award for best debater, as voted by the class. I believe this experience meshes seamlessly with NYPIRG’s stand on good government, especially in regards to campaign finance reform, research, and advocacy.

In addition, I believe that I would be an asset to NYPIRG, as I have extensive experience in organizing college students, which fits in with your mission as a student-directed consumer, environmental, and government reform organization. As Vice President of the College Democrats, I organized weekly meetings for a group of 40 students. During the meetings, we organized events, such as a voter registration table, to educate college students on their rights as a voter and encourage more college students to vote. Lastly, we recruited new members through tabling during the semi-annual activities fair.

Thank you very much for your time and consideration. I would be interested in learning more about your organization and determining how I could contribute to the mission of NYPIRG in a full-time position. If I meet the values and qualifications of the organization, please feel free to contact me to schedule an interview.

Sincerely,

Polly Lyman

Résumé Attached
SECTION 4: INTERVIEWING

Interviewing can be an intimidating experience, especially for individuals with limited experience. However, there are a couple of things to remember, which should make the interview process a little bit easier.

- **PREPARE!** Preparation is the key to a good interview – you never want to “wing it”. Instead, prepare yourself with the knowledge to succeed in the interview, which includes knowledge about you and about the organization.
- Consider the interview to be a time when you get to sell yourself to the company. Think of the interview as an opportunity to talk about yourself, and explain why you are the best candidate. If there is something that makes you qualified for the job, be sure to mention it in the interview – regardless if the employer asks you a question about that experience. Assume that the interviewer knows nothing about you (i.e. they have not read your résumé and cover letter), and if you do not tell them important information about your application, then they will not know.
- The interview is a two-way process: you are trying to impress them as much as they are trying to impress you. You need to present yourself in an honest, straightforward manner, and you need to evaluate potential job opportunities. After the interview, you may decide that the organization is not the right fit for you, and you should indicate that you wish to withdraw your application in your thank you note.

STEP 1: ANALYZE YOURSELF

This is the most critical stage in the interview process, but it is also the most overlooked stage. The interview is a time for you to talk about your skills and experiences, which on the surface sounds pretty easy – after all, you talk about yourself every day, right? Well, an interview is different, because you are trying to communicate skill sets and experiences that you probably don’t relay in day to day life – such as an example of your organizational skills or a time that you encountered a difficult team member. Therefore, it is essential that you prepare yourself for the interview. Does this mean that you should memorize some answers? Absolutely not! In fact, you should never memorize any of your answers – first, you don’t want to sound rehearsed, and second, if you forget what you memorized, then you will focus on trying to remember the exact wording of the answer rather than coming up with an alternate response.

The first step in understanding the skills you can offer to an organization is to take an inventory of your different personal characteristics. There are 3 types of skills:

1. **Work Content Skills**: those which relate specifically to being able to do a certain job. These skills are gained through work, education, and personal experience. Typically, these will be specific to a particular career field and will be noted in a position description. For students interested in Public Administration/Policy and Political Science, some examples may be:
   - Researching using open sources
   - Writing policy memos
   - Analyzing data sets to make policy decisions

2. **Self-Management Skills**: those personal characteristics related to your personality and to how you work within an organization or perform tasks. For example:
   - Creative
   - Accurate
   - Responsible

3. **Transferable Skills**: those general skills that can be applied to a wide variety of settings and have been developed naturally or through education, training, and experience.
   - Communication skills
   - Leadership skills
   - Interpersonal skills
### Self-Management Skills:

<table>
<thead>
<tr>
<th>Accurate</th>
<th>Driven</th>
<th>Leader</th>
<th>Sensitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Listener</td>
<td>Dynamic</td>
<td>Motivated</td>
<td>Strong</td>
</tr>
<tr>
<td>Adept</td>
<td>Effective</td>
<td>Objective</td>
<td>Sophisticated</td>
</tr>
<tr>
<td>Anticipatory</td>
<td>Empathic</td>
<td>Optimistic</td>
<td>Self-motivated</td>
</tr>
<tr>
<td>Aware</td>
<td>Exceptional</td>
<td>Perceptive</td>
<td>Self-confident</td>
</tr>
<tr>
<td>Creative</td>
<td>Flexible</td>
<td>Planner</td>
<td>tactful</td>
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<tr>
<td>Competent</td>
<td>Goal oriented</td>
<td>Problem Solver</td>
<td>Team player</td>
</tr>
<tr>
<td>Decisive</td>
<td>Humorous</td>
<td>Quick</td>
<td>Trained</td>
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<tr>
<td>Dedicated</td>
<td>Initiative</td>
<td>Reliable</td>
<td>Unique</td>
</tr>
<tr>
<td>Deft</td>
<td>Innovative</td>
<td>Responsive</td>
<td>Versatile</td>
</tr>
<tr>
<td>Dependable</td>
<td>Instrumental</td>
<td>Responsible</td>
<td>Willing</td>
</tr>
<tr>
<td>Diplomatic</td>
<td>Independent</td>
<td>Respectful</td>
<td>Theoretical</td>
</tr>
<tr>
<td>Discreet</td>
<td>Integrity</td>
<td>Successful</td>
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</table>

### Transferable Skills:

<table>
<thead>
<tr>
<th>Account</th>
<th>Debate</th>
<th>Interview</th>
<th>Reconcile</th>
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<tbody>
<tr>
<td>Advocate</td>
<td>Decide</td>
<td>Investigate</td>
<td>Redesign</td>
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<tr>
<td>Allocate</td>
<td>Define</td>
<td>Listen</td>
<td>Reflect</td>
</tr>
<tr>
<td>Analyze</td>
<td>Delegate</td>
<td>Manage</td>
<td>Report</td>
</tr>
<tr>
<td>Analyze costs</td>
<td>Demonstrate</td>
<td>Manage time</td>
<td>Research</td>
</tr>
<tr>
<td>Ask</td>
<td>Design</td>
<td>Mediate</td>
<td>Resolve</td>
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<tr>
<td>Assess</td>
<td>Develop</td>
<td>Motivate</td>
<td>Review</td>
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<tr>
<td>Bid</td>
<td>Diagnose</td>
<td>Negotiate</td>
<td>Sell</td>
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<tr>
<td>Budget</td>
<td>Edit</td>
<td>Observe</td>
<td>Sense</td>
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<tr>
<td>Calculate</td>
<td>Estimate</td>
<td>Organize</td>
<td>Set priorities</td>
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<tr>
<td>Clarify</td>
<td>Evaluate</td>
<td>Persuade</td>
<td>Speak</td>
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<tr>
<td>Collaborate</td>
<td>Explain</td>
<td>Plan</td>
<td>Summarize</td>
</tr>
<tr>
<td>Communicate</td>
<td>Facilitate</td>
<td>Prepare</td>
<td>Supervise</td>
</tr>
<tr>
<td>Compile</td>
<td>Forecast</td>
<td>Present</td>
<td>Systematize</td>
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<tr>
<td>Compute</td>
<td>Illustrate</td>
<td>Project</td>
<td>Teach</td>
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<tr>
<td>Converse</td>
<td>Implement</td>
<td>Question</td>
<td>Train</td>
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<tr>
<td>Cooperate</td>
<td>Influence</td>
<td>Read</td>
<td>Write</td>
</tr>
<tr>
<td>Coordinate</td>
<td>Initiate</td>
<td>Reason</td>
<td></td>
</tr>
<tr>
<td>Counsel</td>
<td>Innovate</td>
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</table>

### Top 10 Qualities Employers Seek in Job/Internship Candidates:

<table>
<thead>
<tr>
<th>Communication</th>
<th>Team Work</th>
<th>Technical</th>
<th>Work Experience</th>
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<tbody>
<tr>
<td>Leadership</td>
<td>Interpersonal</td>
<td>Academic Record</td>
<td>Motivation/Initiative</td>
</tr>
<tr>
<td>Analytical</td>
<td>Honesty/Integrity/Ethics</td>
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<td></td>
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The next step is to take your skills/characteristics and relate them to the position to which you are applying. The best way to do that is to read through the position description and pick out the skills that are mentioned, especially those that are mentioned multiple times. Let's take this job description as an example:

Seeking an Intergovernmental Affairs Liaison to be part of an energetic, collaborative and innovative team to implement a shared vision of progressive policies and community-based planning. Prospective staff members must be committed to seeking out new and better ways for the Manhattan Borough President's Office (MBPO) to connect with, and deliver to, the borough’s diverse neighborhoods, communities, and constituents.

Major responsibilities of this position will include, but are not limited to:

- Assist in advancing the Borough President’s policy and legislative priorities throughout all levels of government with special emphasis on the City Council;
- Represent the Borough President and communicate the goals of the office with key stakeholders as well as act as an intergovernmental liaison to all elected officials and government agencies at the city, state and federal level;
- Monitor relevant pending legislation and government regulations on City, State and Federal levels, and conduct research to develop the Borough President’s legislative priorities and recommendations that will be presented to other governmental entities for partnership and support;
- Strategize on outreach to government entities for office events, mailings, and the upkeep of databases;
- Help monitor and stay informed of all office staffs’ projects and interactions that involve elected officials and government agencies, and assist all staff with the navigation at all levels of government to ensure quality service delivery and government accountability;
- Assist the Deputy Chief of Staff with administrative duties as needed, such as outreach to government entities and mailings.

Specific job requirements include:

- Familiarity with the inner-workings of government and the legislative process at the city, state, and federal levels;
- Familiarity with policy and legislative issues facing New Yorkers;
- Comfortable with flexible, sometimes long work hours;
- Possess exceptional research, writing, interpersonal and organizational skills; and
- Work well under pressure and deadlines.

More than likely, there would be some interview questions surrounding these skills, and it would be best to provide examples of some times when you have used these skills. For example, you might have taken the course “State & Local Government” and this would be a great example to prove your knowledge of government and the legislative process on the city, state, and federal levels.

When preparing for an interview, it is best to think of times when you have used a particular skill set. Your responses do not need to be all work based; actually, most employers like to hire candidates who take part in extra-curricular activities, volunteer work, and academic projects, so you should vary your responses.
Please use these charts which can help you to brainstorm some examples of relevant skills and experiences.

<table>
<thead>
<tr>
<th>Class Papers, Exams, Presentations, Projects</th>
<th>Extracurricular Activities</th>
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<table>
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<tr>
<th>Internships</th>
<th>Summer Jobs/Work Experience</th>
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<table>
<thead>
<tr>
<th>Hobbies/General Life</th>
<th>Other</th>
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STEP 2: RESEARCHING THE EMPLOYER

Ideally, you should know something about the organization before you submit your application. Upon interviewing, you need to have more in-depth knowledge of the employer and how you can fit in with the organization. Again, knowing how you can fit in with the organization will help you to feel confident and prepared for the interview.

The quickest and most efficient way to research an organization is to visit their website (a quick Google search should bring up their website). There are a number of places you should visit on their website:

- **Careers** – this section will help you to understand the job opportunities available, as well as the environment and type of people that work in the organization. Information like employee benefits or perks can also be found.
- **About Us** – this section will give you insight about the mission and history of the organization. It may include a staff directory with biographies of the employees.
- **Clients/Services** – this section will allow you to understand what services they provide and who they serve.
- **New/Events/Media** – this section lists any newsworthy information.

Remember that the employer’s website will only detail the information that they want you to know, so it is best to research other sources, such as newspapers.

STEP 3: DRESSING PROFESSIONALLY

The first impression does count, so you should be dressed professionally, but also comfortably. It is best to try to buy professional clothing early in your college career so you can accumulate a wardrobe over time. You should always present yourself in a professional manner, and groom yourself appropriately.

Image Tips for Women

- **Suit**: a conservative colored suit (black, grey, navy blue) is always appropriate for an interview, and it is the preferred interview attire of most employers. It is always best to be overdressed than underdressed, and you can never go wrong in a suit. A skirt suit or a pants suit is acceptable, though a skirt suit is considered to be a little bit more formal. If you choose to wear a skirt, it should be knee length, not too tight, and not have any high slits (a moderate slit is appropriate to allow you to walk). Pants should be freshly pressed, and match your blazer.
- **Blouse**: a business-like blouse is appropriate as long as it looks neat under a blazer. Ensure that it fits appropriately and has a conservative neckline. A button-down shirt is preferred, but it should fit appropriately.
- **Shoes**: mid-heel pumps in black, brown, or navy are preferred. Shoes should not be too high or too low. You should be comfortable in your shoes, and they should be well-polished and in good repair. Sandals, sneakers, or boots are not considered professional, and should not be worn during an interview.
- **Hosiery**: should always be worn under a skirt suit, preferably in a neutral color. Avoid patterns and textures. A pair of knee-high hose are appropriate to wear with a pants suit and pumps. Carry an extra pair of hose in case you get a run or a snag.
- **Accessories**: jewelry can help to accent your features and make you memorable, but you should err on the conservative side. Stick with the rule of one: 1 pair of earrings, 1 necklace, 1 bracelet or watch, etc. Avoid oversized jewelry that can distract employers from what you are saying. In addition, carry a professional looking pocketbook or briefcase, including a portfolio with extra copies of your resume, a notepad, and a pen.
- **Grooming**: you should be well-groomed for every interview, and at the workplace in general. Hair should be clean and brushed, and may be worn either up or down, as long as the employer can clearly see your face. Make-up should be natural looking – avoid heavy make-up that can distract the interviewer. Fingernails should be clean and not too long; polish is acceptable as long as it is conservative. Ensure your clothes are clean and lint-free. Freshen your breath before the interview.
Image Tips for Men

- **Suit:** a conservative colored suit (black, grey, navy blue) is always appropriate for an interview, and it is the preferred interview attire of most employers. It is always best to be overdressed than underdressed, and you can never go wrong in a suit. A single breasted suit is preferred, in a wool or wool blend. The suit should be tailored to fit appropriately in the shoulders and sleeves. Additionally, you should not button the last button (unless it is a 1 button jacket).

- **Shirt:** long-sleeved button down, collared shirts in white are recommended. The collar and sleeves should fit appropriately – you don’t want to look like you’re wearing your father’s shirt. Ensure it is well-pressed.

- **Ties:** should be a conservative stripe or a small pattern – no bright colors or distracting patterns.

- **Shoes:** laced oxfords or leather dress slip-ons are appropriate in dark colors, like black, brown, or navy blue. Shoes should be polished and in good repair.

- **Socks:** should be solid and dark to match the shoes, and high enough to cover your calf. DO NOT wear white socks!

- **Accessories:** Limit the amount of jewelry you wear – a watch, cufflinks, or a tie pin is acceptable. A leather belt, matching your shoes, should be worn (even if it is not necessary). In addition, carry a professional looking briefcase, including a portfolio with extra copies of your resume, a notepad, and a pen.

- **Grooming:** Make sure your hair is brushed and neat, your nails are clean, and you are polished and professional looking. Clothes should be clean and lint-free. For facial hair, you should follow the rule of all or nothing – that means you are either clean-shaven or you have a full beard/mustache/goatee/soul patch. Freshen your breath before the interview. Do not wear strong smelling cologne.

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**STEP 4: UNDERSTANDING INTERVIEWS**

Once you have a sense of your strengths and weakness, and what you can offer to the organization, you need to understand the different types of interviews. In general, you will probably encounter 6 different types of interviews – but keep in mind that your interview will be dictated by your interviewer, and some interviewers are more comfortable interviewing than others.

Also, remember that your interview begins when you submit your application materials. Ensure that you are professional in all communications, including your email message, which should be grammatically correct and formal (make sure your email address is appropriate; you may want to consider making an email address specifically for job applications – but be sure to check it!). If you receive a call from a number you do not recognize, please make sure that you are in an appropriate location to take the call and that you have the time to talk. If not, let the call go to voicemail (which should be appropriate, and should include your name), and return the call as soon as possible.

When scheduling the interview, ask for a confirmation email with the date, time, location, names, and job titles of all interviewers and contact information of within least one person at the organization. With this information, you can properly prepare for the interview.

**The 6 types of interviews:**

1. **Telephone Interview:** typically, this will be a “screening” interview where you speak with a human resource professional who will determine if you meet the basic qualifications. If so, then you will be recommended to interview with a hiring manager or committee. The phone interview is typically very short – between 15-30 minutes. You will mostly be asked questions about your background – including education, coursework, internships, and extracurricular activities.

The nice thing about a phone interview is that you can have all of your materials in front of you, including your résumé, notes, and job description, which should help to answer questions. Here are a couple of tips for phone interviews:
• If you are not expecting the call, ask if you can call back in five minutes, or at a mutually agreed upon time; you are under no obligation to do a phone interview on the spot.
• Turn off all external sources of distraction, including music, television, and Facebook – you need to stay focused on the interview.
• Consider standing while talking, as it improves the quality of your voice, and projects enthusiasm.
• Smile when you talk! Looking in a mirror also helps.
• Speak slowly and articulate your ideas clearly. You do not have visual cues to guide the conversation.

2. **Structured/Traditional Interview:** this is the most common format of interview. The discussion is guided by the interviewer, who will ask you questions, and you will answer. At the end of the interview, you will have the opportunity to ask questions about the job or organization.

3. **Behavioral Interview:** this format is very popular, and is being used more, especially for full-time jobs. The premise of this format is that your past behavior will likely predict future behavior. Questions are targeted to reveal details of past performance with specific examples. The employer is looking for specific information about your approach to a situation and the result of your efforts. It is essential that you relay information in a clear, concise manner – the best approach to this is to use the START technique, which will be discussed later.

4. **Non-Directive Interview:** this type of interview is unstructured, and more like a conversation. The employer may not ask any questions, or will ask very open-ended questions, like “Tell me about yourself”, and expects the candidate to direct the conversation. A non-directive interview separates those students who have prepared for an interview, and those who have not, as you must be self-assured for this type of interview. You will be expected to lead the conversation for about 75% of the interview.

5. **High-Stress Interview:** this format is designed to determine how you deal with stress. Typically, this type of interview will be used for high-stress types of jobs, and is probably the least common type of interview. You will be evaluated based upon your ability to remain composed in a tense situation; interviewers are often very aggressive and may have unusual questions.

6. **Case-Style Interview:** this type of interview is most common for group interviews, although you may encounter this approach in an individual interview as well. In this method, the employer presents a potential job scenario and you will be evaluated on your ability to analyze, formulate, and present an outcome. Often, there is no “correct” response, but the interviewer is examining the process of how you came to a conclusion.

**The Interview Format:**

**Stage 1: Arrival**

• ALWAYS arrive 10-15 minutes early for the interview. Remember that you may have to go through security so leave extra time. If you arrive too early, sit in your car or find a bench or café where you can review your notes. If you have never been to the office location before, you may want to find the building the day before to know where you are going.
• Greet the receptionist in a friendly manner, and let her know who you are there to see. While you are waiting, observe the office interactions to determine the environment.

**Stage 2: Breaking the Ice**

• First impressions count and this is the moment! Convey confidence by standing up, shaking hands with the interviewer, and looking him/her in the eye. You can then gather your belongings to be escorted to your interview location. Express that you are happy to be there.
• Expect some small talk for a couple of minutes – the weather, office locations, news stories, sports victories – it is recommended that you read the newspaper or watch the news a couple of days before your interview.

**Stage 3: Information Exchange**

• The beginning part of the interview will be an introduction to you and the organization, and you will be asked questions to determine if you have the knowledge, skills, and abilities to effectively perform the job. You need to verbalize your ability to do the job by giving examples using the STAR technique (more information to follow).

**Stage 4: Expanding the Focus**

• This is really the “sales pitch” portion of the interview – where you are going to narrow in on detailed information about yourself and how you fit in with the job, and the organization. You want to show enthusiasm and interest in the position. Additionally this is the time when you need to address anything that has not been covered thus far in the interview. Remember: if you have not told the interviewer something, then they will not know! Don’t assume that they have read your resume and cover letter. If you have an experience that directly relates to the position or the organization, you need to clearly articulate that message. You do not have to wait for a question regarding that quality; instead, you can bring up the topic and steer the interview in that way. The best time to expand the focus is towards the end of the interview, perhaps when the employer has finished asking questions and wants to know if you have questions. You can reply with: “I do have a couple of questions, but first I wanted to reiterate my interest in the position, and let you know about…”

**Stage 5: The Wrap Up**

• The last part of the interview allows you to ask questions of the employer (you should always have some prepared). State your interest in the position. Ask about the next step in the interview process and when you can anticipate notification regarding an employment decision or a second interview. Obtain a business card from all interviewers. Thank the interviewer(s), shake hands, and state that you enjoyed the meeting. Write a thank you email upon return to your home.

**STEP 5: ACING THE INTERVIEW!**

**General Interview Tips**

Now that you are prepared for the interview, it’s time to ace the interview! Here are a couple of tips to remember during your interview:

• Convey a positive tone of voice. Sound happy to be at the interview - smile. Also, check your volume so you are neither too quiet nor too loud.

• Use correct grammar and a strong vocabulary. Preferably, try to use jargon from your career field.

• Have good posture – your back should be straight, feet on the floor and knees bent at 90˚ angles. Ladies, if you are wearing a skirt, your legs should be together and crossed at the ankle. Hands should be folded in your lap or on the table, though you can use your hands to emphasize specific points.

• Maintain good eye contact with all interviewers. If you are interviewing with only 1 person, then you should look at them in the eye about 66% of the time, and the rest of the time you can glance behind them or to either side. Try to avoid looking down if possible. If you are interviewing with multiple interviewers, then you should look around the room at everyone and try to maintain eye contact.

• Avoid “um” and “ahs” and phrases like “okay”, “like”, and “you know”.

• Practice relaxation and breathing techniques to stay calm.

• Ask for clarification if you do not understand a question.
• Answer all parts of the question – especially if there are multiple answers to the question.
• Stop and think about an answer to a question. If you are not sure of a response, then look down at your resume for suggestions, or paraphrase the question before answering. If after careful thought, you cannot answer the question, then admit you don’t know.
• Remain positive, and never volunteer negative information. Avoid negative phrases like “No, I have not” or “No, I cannot”. Try to phrase your answers in a positive manner.
• Don’t discuss salary unless the employer brings it up first.

The START Technique

The START technique has been mentioned a couple of times already, but it is an essential part of succeeding in a job interview. All interview questions are geared towards understanding your knowledge and experience as it relates to the position, and the best way to do that is to give specific examples. After all, anyone can say that they have good organizational skills, but if you can give an example of a time when you have used that skill, then it demonstrates that you can be organized on the job.

S = Situation (background information)
T= Task (what did you have to do?)
A= Action (what you did, and how you did it)
R= Result (the outcome of your effort)
T= Takeaway (what you have learned from this experience and how it relates to the position you are applying for)

Here’s an example of how to use the STAR technique:

Question: Give me an example of a time when you used your organizational skills?

Situation: In my State and Local Government class at the University at Albany,

Task: I had to work in a 4 member group on a case study surrounding the proposed closing of a town park.

Action: I took the initiative to serve as team leader of the group, so I organized weekly meetings for the team members to discuss the progress of the project. I made a list of all of the necessary components of the case study, and delegated each task. I followed up with each team member to clarify responsibilities and ensure that the task was being completed in a timely fashion. Personally, I managed the budget aspect of the project, which included organizing all of the fiscal information into an Excel spreadsheet, and analyzing the funds to determine where cuts could be made. Lastly, I compiled all of the components into a written report.

Result: The group made a presentation of our findings to the class, and we received an “A” on the project.

Takeaway: This experience has assisted me with strengthening my organizational skills that are necessary to support the roles and responsibilities of this position

By providing an example, you clearly demonstrate organizational skills, but we also find other skill sets mentioned as well, such as computer skills, leadership ability, team work skills, analytical skills, and budgeting. The START approach can be used to answer all kinds of interview questions, but specifically should be used for behavioral based questions/interviews.
Commonly Asked Interview Questions

- **Tell me about yourself.** This is a very open-ended question and you should use it to make a brief statement about your education and professional background, why you’re interested in the position, and how you are qualified for it.

- **Why did you choose this major/career?** Indicate a particular skill or interest. Tell a story about it.

- **What courses/subjects did you like best or least?** Talk about the courses in your major and the ones in which you performed best.

- **What are your long and short term career goals?** You need not be specific but you must show knowledge of career paths and opportunities in the industry.

- **What do you consider your greatest strength?** Pick one that relates to the position and give an example using the STAR method.

- **What do you consider your greatest weakness?** Choose a weakness not related to the position, but indicate that you are working to strengthen it. Avoid personal weaknesses by focusing more on a technical skill or area of knowledge. You could also discuss a negative which the interviewer already knows or one which you have clearly improved upon that was a former weakness.

- **What motivates you?** Tell a story about your accomplishments and what was personally satisfying.

- **Why should we hire you?** Use this question to review the major key points of your interview outline. Stress your strengths.

- **Why do you want to work for our company?** Show your knowledge of the company, what you’ve learned at the interview, and discuss your personal goals and values.

- **What have been your most significant achievements?** Tell a STAR story!

- **What qualities do you possess that make you think you’d be successful in this job/industry?** Use your research to back up the personal qualities that make you their best candidate.

- **What do you do in your free time?** Talk about a hobby, sport, or special interest, but don’t fake it.

- **In what ways do you think you can make a contribution to our organization?** Reiterate contributions made in the past and relate them to this organization.
The following are behavioral based questions, and should be answered using the START technique.

- Describe a situation where you had to coordinate the activities of other people.
- Describe a time when you successfully balanced several competing priorities.
- Tell me about a time when you worked the hardest and had the greatest sense of achievement.
- How do you go about organizing your work and scheduling your time?
- Give me an example of a goal you set and how you achieved it.
- Describe a successful project you completed which required long hours.
- Describe a time when you had to work with someone who was uncooperative.
- What is the greatest decision you've had to make within the last 6 months?
- Describe a time when you had to adapt to a variety of people or situations.
- Give me an example of where you had difficulty in a course and what steps you took to remedy it.
- Give me an example of a time where you took on a leadership role.
- Tell me about a time you had to handle a difficult situation with a co-worker.
- Tell me about a time when you failed and what you learned from that experience.
- What did you do in your last position to contribute toward team success?

Sample Questions to Ask in an Interview

- Could you describe more fully the duties and responsibilities of the position?
- Is this a newly created position or are you filling a vacancy?
- How are new hires trained and developed?
- How many employees are in the department and will I be working as part of a team?
- Who would be my immediate supervisor?
- What is the management style of the organization? The department? The supervisor?
- What new projects or initiatives are planned for the near future?
- What major projects could I expect within the first six months/year on the job?
- How would you describe the work environment?
- Could you describe the career paths of people in this job/department?
- What are the opportunities for advancement or professional growth?
- How and when will my performance be evaluated?
- What do you see as the strengths of this department/division?
- What are the priorities of the organization over the next year?
- What is the greatest challenge currently facing the department/organization?
- Could you describe a typical day for someone in this position?
- What does it take to be highly successful in this organization?
- What percentage of employees pursue advanced degrees?
- What skills are most valuable in performing this job?
- How are important decisions made in this department?
STEP 6: FOLLOW UP

Congratulations! You have gotten through the interview process, but now the hard part comes - waiting. While you are waiting there are a couple of things you should do to assess your interview performance and improve for the next time.

First, you want to analyze your interview. Note your areas of strength and weakness, and determine how you can incorporate your areas of strength into your next interview, and how you can improve upon your weaknesses. Ask yourself: Was I prepared? Which questions were difficult to answer? How would I answer those questions in the future? Did I cover my “selling points”? Did I do enough research about the job and the employer? Create a list of interview questions – if you were asked those questions once, you will probably be asked them again. Next, assess whether you want the job and would like to work for that organization. Think about potential areas of concern, and if necessary, address them with the employer before you accept an offer. Discuss the interview with a staff member from the Rockefeller College Office of Career Development to gain further insight and to determine the next steps.

Next, you should write a thank you letter/email within 24 hours of the interview. A thank you letter should be written regardless of how the interview went. If, after some reflection, you determine that the position and/or the organization is not a right fit for you, then a thank you letter is the appropriate time to withdraw your application (see sample below).

Thank You Letters/Emails

Why do I need a thank you email?

- Expresses appreciation for the interview.
- Reiterates your interest in the position, department, and company.
- Reminds the employer of your relevant skills and qualifications.
- Provides additional information that did not get covered in the interview.
- Failure to provide a thank you letter can be regarded as lack of interest in the position.

Guidelines:

- A thank you email should be sent after every interview.
- Everyone who interviews you or helps you in any way should get a thank you letter.
- Reference the date of when you met.
- Personalize the thank you letter/email, do not write the same email to multiple people. One way to personalize the thank you letter/email is to reference a particular part of the job or discussion that interested you.
- Emphasize additional information that didn't get covered in the interview, such as a project you worked on or a relevant experience that relates to the job. You can also use the email to clarify or expand upon something discussed in the interview.
- Send an email within 24 hours OR a letter within 48 hours; in most cases an email is acceptable, and should be written in the body of the email (not as an attachment).
- PROOFREAD!

Sample Thank You Email

Dear Ms. McCarty:

Thank you for meeting with me on Thursday, May 29th to discuss the Graduate Internship program at the New York State Assembly. I enjoyed talking with you and Bob Jones about the direction and goals of the program.

As you described, the New York State Assembly is looking for individuals to conduct research and develop policies. I am confident that my experience working with Congressman Tonko's campaign assisting in writing and revising policy will enable me to fulfill the requirements of the Assembly internship. At the same time, I was happy to learn that there are ample opportunities for me to continue to grow professionally.

Once again, it was a pleasure meeting with you. I look forward to hearing from you soon. If there is additional information you need from me, please do not hesitate to call me at (555) 555-5555.

Sincerely,

John Doe
Sample Thank You Email – Withdrawing Application

Dear Ms. McCarty:
Thank you for meeting with me on Thursday, May 29th to discuss the Graduate Internship program at the New York State Assembly. I enjoyed talking with you and Bob Jones about the direction and goals of the program.

After learning more about the New York State Assembly and the Graduate Internship program, I do not think that the opportunity matches my career goals. Therefore, I would like to withdraw my application.

Once again, it was a pleasure meeting with you and I thank you for your time.

Sincerely,
John Doe

Following Up

After you have written your thank you email, you have to sit back and wait for a response from the employer. During the interview, you should have asked about when you will receive notification regarding employment or a second interview, and you should have a timeline of when you should hear a response from the employer. You should wait to hear from the employer, but you should not wait too long. For example, if the interviewer told you that they should have a decision within 2 weeks, and it has been 3 weeks, then you should send a follow up message. (If you did not ask about the employer’s timeline for hiring, then you should follow up after 2 weeks.) Here’s an example of a follow up message:

Dear Ms. McCarty:
Thank you for meeting with me on Thursday, May 29th to discuss the Graduate Internship program at the New York State Assembly. I enjoyed talking with you and Bob Jones about the direction and goals of the program.

I wanted to reiterate my interest in the position, and to determine where you are in the hiring process. Any information you can give me on the status of the position would be appreciated.

Once again, it was a pleasure meeting with you. I look forward to hearing from you soon. If there is additional information you need from me, please do not hesitate to call me at (555) 555-5555.

Sincerely,
John Doe

If you receive a rejection letter, follow up with a note expressing your interest in future positions for which you may qualify. If you are comfortable, ask for feedback on your interview and why you were not selected as a candidate.

STEP 7: EVALUATING JOB OFFERS, NEGOTIATING, AND ACCEPTING OFFERS

Congratulations! You have received a job offer, or perhaps several job offers! Do not feel pressured to accept a job on the spot – it’s important that you carefully evaluate the job offer. When you receive a job offer, either over the phone or via email, you should ask for some time to review the offer (even if you know that you will accept). The polite way to ask for time is to state, “Thank you very much for the offer. I would like some time to review the offer – can I get back to you tomorrow (you should ask for no more time than a week)?” Whenever possible, try to get the offer in writing. An offer should typically detail your salary and start date, though it may include information about benefits as well. You should share your offer information with the Rockefeller College Office of Career Development, who will help you to sort out the details of the offer, and determine if it fits in with your long-term career plans.
When evaluating a job offer, you should consider:

- **Job Content:** Do you fully understand the nature of the job? Will you be happy performing this job for an extended period of time (at least 1 year, if not 2)? Will this job make you marketable for future opportunities?
- **Your Manager/Supervisor:** When you interviewed for the position, did you meet with your immediate supervisor? What was your impression of him/her? Will s/he serve as a mentor? Does s/he have a management style conducive to a productive work environment?
- **Coworkers:** Even though you will be reporting directly to your supervisor, you will more than likely need to work collaboratively with your coworkers. You will be spending between 30-40 hours at work every week (if not more), and you should get along with those individuals.
- **Time Commitment:** What is a typical work week? Are you required to work overtime? Will you have to travel?
- **Location:** How long is the commute? Is the office in a location where you feel comfortable? Is this an area where you would want to live?
- **Salary and Benefits:** Is the salary competitive? How are individual salary increases determined? When and how are salary/promotions determined? Evaluate vacation time, medical/dental insurance, retirement plans, and other fringe benefits.

**Negotiating**

After reviewing the full job offer, you may decide that you want to negotiate. You will need to prepare a strategy ahead of time and approach the negotiation with a positive attitude. You will also need to provide a reason why you are worthy of an increase in salary or benefits (not just because you think you deserve it). This is very similar to an interview – you must convince the employer that you possess skills or experience that they need. Follow these steps to help you with the negotiation:

- **Assess your budget:** Create a budget of your expenses, and determine if the salary will allow you to live comfortably. Estimate about 28% of your salary will go to taxes.
- **Research:** Determine typical salary ranges for someone of your educational background, experience level, and geographic location. You can find salary information on the NYS Bureau of Labor Statistics, www.salary.com, or you can ask the Rockefeller College Office of Career Development for the average salary of recent graduates.
- **Benefits:** Your salary is not the only compensation you will receive. Most companies will offer a retirement plan, health and dental insurance, and paid vacations. In addition, some organizations may also offer bonuses, increases, stock options, commissions, company cars, pensions, signing bonuses, and relocation expenses. You should factor these perks into your total offer.

After evaluating the total offer, you should then determine what factors you would like to negotiate. Typically, you will negotiate salary, and you should determine how much more you would like. The salary increase should not be much higher than what the original offer was – for example, if you were offered $40,000, then it would be inappropriate to ask for $65,000; instead, you may want to ask for $50,000. Keep in mind that the company may come back with a counter-offer, which will typically be in the middle of the two salaries. Therefore, if your budget is $45,000/year, you should ask for a higher rate, in case the organization counter-offers. After determining the salary amount you will ask for, you should start the salary negotiations by stating something like, “I’m very pleased to receive the offer, but given the responsibilities of the job and my qualifications, I wanted to determine if the salary is negotiable.” It is best to ask if the salary is negotiable first, as you do not want to offend the employer, and also, there may be set pay structures in place that don’t allow for room to negotiate. If the salary is not negotiable, you may want to consider negotiating other benefits, such as working from home/telecommuting, working a reduced schedule, or having the employer pay for transportation costs.
Accepting a Job Offer

When accepting a job offer, you should adhere to some ethical considerations.

- If you are not interested in the offer, you should decline as soon as possible.
- If you are waiting to hear back from other organizations regarding employment, be honest with the organization that gave you the offer. Indicate that you are flattered by their offer, but you would like time to consider additional offers. You should then contact the other organizations, and let them know that you have another offer, and when can you anticipate notification regarding the position.
- **Accepting a job offer is a serious commitment.** Once you accept, it is considered proper business ethics to discontinue all job search activities. In fact, you should inform employers that you have accepted an offer and are no longer eligible for consideration. It is unacceptable to reverse your decision. Once all negotiation has ended and you’ve agreed upon an offer, obtain written confirmation. Asking for an offer in writing prevents a possible future misunderstanding.
- Please notify the director of internships and career services when you accept a job offer. The Rockefeller College Office of Career Development keeps statistics on job placements and work related information, and participation by all graduates is necessary to keep statistics as accurate as possible.
SECTION 5: NETWORKING

WHAT IS NETWORKING?
Networking is one of the most essential career development and job search tools that is often overlooked by students and job hunters. Networking involves developing and maintaining connections with individuals, then mutually benefitting from this developed relationship. In relation to career development, a well-developed network provides you with a support system of individuals who can provide meaningful assistance to you as it may relate to your career/industry exploration, connections to other individuals and learning about potential job openings. Networking should be approached as an ongoing process that takes time and nurturing, and not something you do just when you are looking for a job. It is important to remember that networking is a two-way process in which you provide beneficial support to those in your network as well.

WHY IS NETWORKING IMPORTANT?
Networking provides you with an opportunity to:
- Connect with individuals in your field of interest that can provide beneficial insight
- Gather information pertaining to a particular field or industry
- Increase your chances to find out about job openings otherwise not advertised

CONNECT WITH INDIVIDUALS
One of the best ways to learn about an industry, company or position that you are interested in is to learn about it from someone that is connected to it firsthand. Building your connections will provide you with an invaluable opportunity to best prepare for your career goals. It is important to remember that networking is a mutually beneficial process. You never know when your skills and resources can prove to be beneficial to others in your network. Promoting your skills and interest to an individual in your network can additionally lead to opportunities to collaborate with people on projects in which professional interests are shared.

GATHER INFORMATION
Gaining information about a specific career-related topic can be most beneficial and inspiring when it comes from the personal experience of others. Learning about a specific field of interest and the various occupations within it from an individual in the field provides you with an opportunity to gain this knowledge. Participating in an informational interview (see informational interview section) will offer an opportunity to gather this information in a structured manner.

LEARN ABOUT JOB VACANCIES
Ever heard of the phrase “It’s not what you know, it’s who you know”? It fully applies here. Approximately 66% of job vacancies are never advertised to job seekers and are instead obtained through some form of personal and professional references! Employers prefer to hire candidates that have been referred by a trusted source. They are also inclined to hire recently met job seekers who have effectively demonstrated their qualifications and professional competence. By expanding your network to include individuals that have connections to these unknown positions, you greatly increase your chances of learning about opportunities.

HOW DO I ESTABLISH MY NETWORK?
Networking opportunities occur on a daily basis and can include partaking in a brief conversation with someone on an elevator to an arranged meeting with a professional. There are many ways to develop your list of potential networking contacts. Begin by identifying all the people that you come in contact with through your activities. These can include:
- Your friends, their parents, and family members
- Your relatives and extended family
- Former and current employers and co-workers
- Coaches, clergy
- Classmates, faculty, advisors
- Club and organization members
- Professional Associations
- University at Albany Alumni Association members and/or those of other schools you’ve attended
- UCAN – UAlbany Career Advisory Network
You will have a better chance of talking or meeting with someone when you have been referred by a mutual contact. Begin to develop your networking contacts by asking people if they know someone working in your field of interest. Once you have started to initiate contact, remember to thank and stay in touch with those who assisted. For example, a student that is considering a career in Public Policy might make a list that looks similar to this:

<table>
<thead>
<tr>
<th>RELATION TO YOU</th>
<th>CAREER INDUSTRY</th>
<th>CONNECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sister</td>
<td>Social Services</td>
<td>Has a best friend that works in state government</td>
</tr>
<tr>
<td>Professor</td>
<td>Public Administraion</td>
<td>Knows several policy professionals from previous experience in lobbying</td>
</tr>
<tr>
<td>Family Friend</td>
<td>Accounting</td>
<td>Has a strong professional relationship with her local mayor</td>
</tr>
<tr>
<td>Neighbor</td>
<td>Government</td>
<td>Works for the NYS Assembly</td>
</tr>
</tbody>
</table>

**HOW TO FURTHER DEVELOP YOUR NETWORK**

**ONLINE SOCIAL NETWORKING**

Online social networking has become the fastest growing form of networking amongst professionals. Networking through online resources provides individuals that usually would not have a chance to connect with one another to develop an association on a professional level. Many of these sites serve as a professional networking tool to millions of global users to reconnect with classmates and colleagues, discover new connections through users and obtain answers to industry related questions through both direct contact and discussion boards. It is important to maintain a professional appearance throughout your profile pages when using these social networking sites for career purposes. Some beneficial sites to utilize include:

**LinkedIn**
- Linkedin is a business-oriented social networking site mainly used for professional networking. As of August 2015, it had more than 300 million registered users.
- Students create a profile of their professional experience, which can be viewed by others, similar to a resume.
- Groups are an excellent way to network and learn more about career paths. Students should join:
  - Rockefeller College of Public Affairs & Policy, Alumni and Friends

**Facebook**
- In addition to finding friends and updating profile pages accessible to users, members can also join professional groups and connect with other group members. Many organizations have career oriented pages, such as KPMG Careers and the Presidential Management Fellows Program.
- Join the Rockefeller College of Public Affairs & Policy page for updates on events and alumni features.

**Twitter**
- Twitter is a social networking and micro-blogging service that enables its users to send and read messages. Many organizations post job opportunities and events through tweets.

**Idealist**
- A social media site dedicated to non-profit and public interest jobs, internships, volunteer activities, and social justice. By joining the network, you can access other users’ profiles and network.

**INTERNSHIPS**

Working in an internship related to your field of interest will allow you to work directly with professionals. Building and maintaining strong relationships with employees and supervisors you work directly with will allow you to add to your network individuals who can attest to your work ability. Having connections at a company or knowing someone who can pass your resume along is extremely helpful as you begin your job search.

**THE UALBANY CAREER ADVISORY NETWORK (UCAN)**

The UAlbany Career Advisory Network (UCAN) allows you to search for UAlbany Alumni who are interested in or have experience in specific fields. You can search for an advisor on a number of criteria – industry, company, region and more. Alumni are available to connect with for informational interviews, advice, and networking. The network includes over 1,800 alumni. To find out more, visit www.albany.edu/alumni/ucan.php.
CAREER EVENTS
Participating in various career related events can provide valuable opportunities to meet new professional contacts. As such, students are encouraged to attend as many events as they are able. Some of these events offered through Rockefeller College include:

- Information Sessions
- Alumni Panels & Presentations
- Career Networking Day
- Professional in Residence
- Policy Conversations

WHAT IS INFORMATIONAL INTERVIEWING?
Informational interviewing provides a medium to learn about a specific industry firsthand from individuals that have worked in the field. It is the process of conducting exploratory informational conversations with persons who can provide you with career advice and introduce you to others who can assist you with your goals. For some people contacting and speaking to professionals in their field of interest can be intimidating; however, most people like to provide information to those breaking into the field, and enjoy talking about their own work. It is important to realize that the purpose of conducting informational interviews is two-fold: gather information and develop long term relationships.

The first purpose of informational interviews is to gather information to determine whether or not a potential career or company is a good match for your skills and interests. Talking with experienced professionals is the best way to get a realistic picture of the profession, industry or company. They can describe to you the particular culture of their organization, the type of jobs within it, typical career paths of employees and provide a clear description of their own career. These insiders can also serve as key contacts in your future job search. Considering that most job openings never make it to the classified ads, insiders can help lead you to that elusive "hidden" job market.

Making a lasting impression and developing long term relationships is the second goal of informational interviewing. Merely conducting a fifteen minute phone interview will not reap results. Sending thank you notes, maintaining contact, and following up are the keys to maintaining a network with the individuals with whom you conduct informational interviews. The more you build your network and nurture it, the more effective you will be.

MAKING CONTACT
One of the most efficient ways to initiate an informational interview is through email. If you have access to a person's email address, compose a very brief note of introduction, stating how you obtained their name and outlining a few key issues that you would like to address. Ask the contact to reply with an appropriate time for you to speak with him/her. In some cases, you may not receive a response to your email. Unfortunately, people who are flooded with email each day often don't open mail from unknown sources.

If you do not receive a response, follow up with a phone call. Whether you are calling a UCAN Career Advisor or a personal contact, prepare in advance what you want to say. This is your first chance to make a positive impression. You want to sound organized, knowledgeable, and professional. Indicate who you are, how you obtained their name, and why you are calling. Express your interest in talking or meeting with the person at their workplace, indicating that you only need twenty minutes of their time. Practice what you want to say beforehand. You may not get through to the person on the initial try, but remember that persistence and congeniality will go a long way.

PREPARING FOR THE INTERVIEW
Depending upon your initial reasons for meeting with a Career Advisor or personal referral, carefully consider what it is you wish to ask and accomplish in the discussion. Because you have initiated the contact, you must be clear about your agenda. Your questions should be focused around three major categories: career preparation, the content and responsibilities of the person's job, and trends in the industry and profession. If possible, do some initial research on the organization with whom the person is affiliated. Set goals and objectives for your discussion and prepare an outline for the meeting.
CONDUCTING THE INTERVIEW

If the interview is being conducted by telephone, call at the agreed upon time. If you are having a face to face meeting, arrive approximately ten minutes early. Be sure to clearly state your purpose for the interview, along with a brief description of who you are, your professional background, and how you were referred to the person. Indicate right away that you are only looking for information and advice. **It is not appropriate to ask a networking contact to provide you with a job.**

Prepare your questions carefully so you come across sincerely and genuinely interested in the person and the information they are sharing. You will be judged upon the scope of your questions and the way you deliver them. As an introduction, discuss a little about your background, skills, and interests. The goal is to be conversational and relaxed yet professional. Your questions should be broad and very open-ended. Remember that you are there to listen and learn, not impress the person with your qualifications for a job. (See the attached list of questions.)

Bring a resume and ask the person to review it if it seems appropriate. Many people ask for a resume to get a better understanding of you and your background. If the person has critiqued the resume, you can later send a final copy along with a thank you note.

Be enthusiastic and well prepared; it is the key to a successful interview. Contacts want to feel their time was well spent. In addition, the meeting may benefit them as well. If a position opens up in the future, and you have made a positive impression, you may be in line for a job interview.

**End the meeting by asking for other contacts in the field who may be of assistance, and if you could use this person’s name as a referral.** Be sure to express your gratitude for their time and the information you received.

AFTER THE INTERVIEW

Evaluate the success of the discussion. Did it meet your goals and objectives? Did you come away with answers to most of your questions? Did it confirm or change your impressions of the occupation or industry? Did it help prepare you for future plans?

Prepare a brief thank you letter (see attached sample) outlining some specific points covered during your interview. Enclose a resume, if appropriate. Indicate that you will keep the person informed of your progress and any meeting you set up as a result of their referrals.

Networking is an ongoing process that will continue to demand your time and attention. It means keeping in touch with established contacts, constantly reaching out to new ones, and is essential to your career success.
QUESTIONS FOR NETWORKING AND INFORMATIONAL INTERVIEWS

Remember, the objective in conducting an informational interview is to gain knowledge about a potential industry and to develop your network. Your questions should be tailored to your personal and career objectives and should not focus directly on obtaining a position with the employer. Here are some possible questions to facilitate your interview.

Career Preparation
What is the best preparation for this profession? (i.e. education, part-time work, training programs, etc.)
What skills or talents are most important for this field and how can they be acquired?
How did you become interested in this profession/organization? What are the good and bad points about this profession?
What was your undergraduate/graduate major? How did it help you prepare for your career? What additional training/education have you had?
How can students find summer jobs or internships in this field? Are there other ways to get experience?
Is a graduate/advanced degree important? If so, which areas of study would you recommend?
What journals, magazines, books, or websites would be helpful for me to learn more about this profession?
What personal attributes do you think have contributed to your success in this field?
What professional organizations do you belong to? Would you recommend I join?
Which of my transferable skills should I emphasize when looking for employment in the field?
What skills are most valued in this profession/industry?
What are some good resources for job opportunities and further research?
Do you have any suggestions regarding my resume?

Job Content and Responsibilities
What services are provided by your organization?
What is a typical day like? Do you work alone or as part of a group?
Can you describe the work environment? (i.e. casual/formal, structured/flexible, etc.)
Which part of the job is most challenging for you?
What do you like most about your position? The least?
What are the greatest pressures, strains, or anxieties in your work? What are the toughest problems or decisions with which you must cope?
What are the time demands related to this field?
How did you find your job?
Can you describe your job history?

Industry/Job Trends and Environment
Tell me about the current state of the industry.
What changes do you foresee in this profession/industry over the next five years?
What is the outlook for jobs and career growth?
In what other settings do people in this profession work? (e.g. educational institutions, corporations, non-profits, etc.)
What are the titles/responsibilities of the people you work for/with?
To whom do you report?
What are the typical entry level positions in this field?
What is the typical career path?
What are the beginning, mid-range, and top salaries in this profession?
Where are the best employment prospects? What are employment prospects in your company?

Do you know anyone else who could share career advice with me?
SAMPLE EMAIL REQUEST FOR INFORMATIONAL INTERVIEW

Dear Ms. Smith,
I was referred to you through Professor Bob McEvoy from Rockefeller College of Public Affairs & Policy at the University at Albany. I am writing to introduce myself and request a possible meeting or phone call with you regarding my interest in the field of local government.

Presently, I am in my first year of the MPA program at Rockefeller College, with a concentration in local government management. In the past, I participated in various internships and volunteer experiences surrounding politics, doing campaign work for Senator Schumer. Having completed one semester in the MPA program, I am now considering what my options are in pursuing full-time positions after graduation. If possible, I would appreciate the opportunity to meet with you for an informational interview so that I can learn more about your career path, find out about opportunities in the field, and get some advice from you as to how I can best achieve my goals.

I know you are very busy and truly appreciate whatever time you can give me. I look forward to hearing from you and hope that we can set up a meeting. Thank you in advance for considering this request.

Sincerely,
John Doe

SAMPLE THANK YOU EMAIL FOR INFORMATIONAL INTERVIEW

Dear Mr. Rogers:
Thank you for spending time with me last Tuesday to discuss your career and the field of public finance. I was extremely appreciative of the tour of your facility as well as the introduction to your colleagues.

The information you provided about your position as a Financial Analyst at the NYS Division of Budget was extremely helpful. Your description of your duties helped to clarify the distinction between public and private finance. I also appreciated your tips on entering into public finance, and will plan to follow up immediately with the contact names you shared with me.

Again, thank you for your assistance. I thoroughly enjoyed our visit, and will keep you posted on my progress.

Sincerely,
Max Evans

SAMPLE THANK YOU LETTER TO NETWORKING REFERRAL SOURCE

Dear Ms. Mertz:
It was a pleasure meeting you at the "Policy Conversation" sponsored by Rockefeller College of Public Affairs & Policy last month. I appreciated your interest in my job search and would like to particularly thank you for putting me in contact with Jane Bryant at the American Red Cross in Boston.

Ms. Bryant was most generous with her time and provided me with a great deal of useful information on job hunting in the Boston area. She made valuable suggestions for strengthening my resume and gave me the names of a few colleagues who might be interested in my background and skills.

Enclosed is a copy of my updated resume. Feel free to make comments or suggestions. Again, thank you for being so helpful. I will keep in touch as my search progresses.

Sincerely,
Lucille Ricardo
Appendix A: Handshake Instructions for Appointments & Internship Registration

How to Schedule an Appointment:

Step 1: At the Handshake homepage, on the left hand side, go to the Plan column and click on “Appointments”. Next, select “New Appointment” and then “Rockefeller College”.

Step 2: Select from the following options as to why you are requesting a meeting and fill in the questions associated with your specific appointment type.

Step 3: Next you can select the appointment date and time that fits with your schedule. Make sure you change the “Staff Member” to Yalitza Negron, or the Rockefeller Career office won’t get notified of your requested meeting.

Step 4: Select the medium of the conversation, in person or phone, and if you are requesting a phone meeting make sure to include your phone number in the description and provide additional detail about the focus of your meeting.

Step 5: Feel out the survey question that is indicated at the bottom of the form to better support the preparation for your meeting.

Step 6: Click the “Request” button on the bottom right hand corner to complete your submission. The Office will be notified about your appointment and your request will be reviewed within 1 business day.

**If you need to cancel an appointment less than 24 hours before your scheduled appointment via Handshake. Once you have cancelled your appointment, please ensure that you send an email to Rockefeller.careers@albany.edu to confirm the cancellation**

Registering an Internship on Handshake

1. At the top of your Handshake home page, select Career Center

   ![Handshake Career Center](image1)

2. In the drop-down menu, select “Experiences”

   ![Handshake Experiences](image2)
3. Click the right-tab “Request an Experience”

4. In the first drop down menu called “Experience Type”, select “Rockefeller College Graduate Internship Program”

5. Please fill out the rest of the information. It’s especially important to have your supervisor’s name and contact information. Once the experience has been created, it will be approved by the Office of Career Development in 1-2 business days. After it has been approved you can download your internship hours log and student and supervisor expectation form.
How to Upload and Submit a New Attachment on Handshake:

1. Log onto your Handshake account. Go to the right hand side and click “Career Center” from the main menu and click “Experiences”.

2. Look for the specific experience that you would like to upload your attachment and click on “View Details”
3. On your left hand side of your experience, you will see “Attachments” - Click on “New Attachments”

4. Write the name of your attachment in the specific field - (ex: Dane Rockefeller Summer Hour Logs, Rockefeller-Expectation Form - Summer 2017)
   a. Click “Choose File” and select the appropriate document
   b. Click “Create Attachment” to submit the document

5. When you go back to view your “Experience” you will see your attachment has been included. Please e-mail the Career Office to inform them that you have included the document so they can confirm.
1. Log onto your Handshake account. Go to the right hand side and click “Career Center” from the main menu and click “Experiences”.

2. Look for the specific experience that you would like to upload your attachment and click on “View Details”.

3. On the right hand side of your experience you will see three tabs “Overview”, “Evaluations” and “Submit an Evaluation.” Click on “Submit an Evaluation.”
4. In the “Evaluation Title” write your last name- student evaluation- semester and year (ex: Rockefeller- Student Evaluation- Summer 2017). In content write N/A (Non-applicable) - Fill out the “Student Extra Questions” section listed below and provide as much detail as possible.

5. Click “Next page” to continue filling out the remaining questions on the form.

6. Once you have completed all of the questions, click on “Create Evaluation” to submit your responses.

7. E-mail our career office to inform them that you have completed this form and they can confirm its submission.
SAMPLE Student Final Evaluation

*These are for your review only. Hard copies of these evaluations will NOT be accepted.

Office of Career Development

Nelson A. Rockefeller College of Public Affairs & Policy

135 Western Avenue

Milne Hall, Room 105

Albany, NY 12222

Professional Internship Program
Student’s Final Evaluation

Please take the time to carefully complete this evaluation. It is necessary that we receive feedback on internship sites in order to better serve students in the future. If you have any questions or concerns, please call our office.

Please return to the **Office of Career Development** at the above location.

Your Name: ______________________ Phone: ______________________

Organization Name: ______________________

Job Title: ______________________ Pay: ______________________

Supervisor: ______________________

Start Date: ______________________ End Date: ______________________

1. Please outline the major tasks you perform at this placement:

2. What skills have you strengthened at your internship? What are the major learning outcomes?

3. Please comment on your supervision.

4. How could you have been better prepared for the position?
5. Would you recommend that students be placed with this organization in the future?

6. Please respond to the following questions regarding your internship experience and site. Please be as objective and candid as possible in your assessment. Rate the following aspects of your internship experience, checking the appropriate box based on the scale 5 (high) to 1 (low):

<table>
<thead>
<tr>
<th>Internship Site</th>
<th>Exceptional (5)</th>
<th>Strong (4)</th>
<th>Average (3)</th>
<th>Needs Improvement (2)</th>
<th>Not Satisfactory (1)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Necessary training was provided to complete position</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>2. Adequate resources were available to accomplish projects</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

**Supervisor and Co-Workers**

<table>
<thead>
<tr>
<th></th>
<th>Exceptional (5)</th>
<th>Strong (4)</th>
<th>Average (3)</th>
<th>Needs Improvement (2)</th>
<th>Not Satisfactory (1)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Provided regular constructive feedback on my progress</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>4. Made the internship a learning experience for me</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>5. Assigned me levels of responsibility consistent with my abilities</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

**Learning Experience**

<table>
<thead>
<tr>
<th></th>
<th>Exceptional (5)</th>
<th>Strong (4)</th>
<th>Average (3)</th>
<th>Needs Improvement (2)</th>
<th>Not Satisfactory (1)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. The internship provided work experience related to my academic discipline and/or career goals</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>7. The work assigned was meaningful and educational</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>8. Opportunities were provided that help me understand customs, practices, and behavior in the field</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>9. This experience has provided me a realistic perspective of my probable workplace</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

**Skills for Assignment**

<table>
<thead>
<tr>
<th></th>
<th>Exceptional (5)</th>
<th>Strong (4)</th>
<th>Average (3)</th>
<th>Needs Improvement (2)</th>
<th>Not Satisfactory (1)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. This experience required me to use written communication</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>11. This experience required me to use research skills.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>12. This experience required me to use computer skills.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>
13. This experience required me to use interpersonal skills.  

Overall Assessment

YES  MAYBE  NO

14. Would you work for this supervisor again?  

15. Would you work for this organization again?  

16. Would you recommend this organization to other students?  

7. Please note any additional comments about your internship experience.

Student Signature: ___________________________ Date: ________________
Professional Internship Program
Supervisor’s Final Evaluation

Thank you for participating in the Rockefeller College Professional Service Internship Program. To enable us to continue to provide you with qualified candidate and to help us to prepare our students for a career in public service, please complete this evaluation.

If you have any questions, please call our office. Please return your completed evaluation to the Office of Career Development at the above location.

Organization: ___________________________ Phone: ___________________________
Your Name: ____________________________
Email: _________________________________

Intern’s Name: ______________________________________________________________
Job Title: ________________________________________________________________
Start Date: __________________________End Date: _____________________________
Hourly Pay: ________________________________

1. Please outline intern’s major responsibilities/projects:

2. Based on your observations, interactions, and other feedback, please rate the degree to which the student intern exhibits each of the following work-related skills listed below by checking the appropriate box. Your assessment ratings should range from 5 (high) to 1 (low) as follows:

<table>
<thead>
<tr>
<th>Cognitive Skills</th>
<th>Exceptional (5)</th>
<th>Strong (4)</th>
<th>Average (3)</th>
<th>Needs Improvement (2)</th>
<th>Not Satisfactory (1)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Asks pertinent and purposeful questions</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>
2. Accepts responsibility for mistakes & learns from experiences

3. Open to new challenges and experiences

4. Seeks to comprehend & understand issues in a larger context

5. Breaks down complex tasks or problems into manageable pieces

6. Respects input and ideas from other sources & people

7. Demonstrates an analytical capacity

8. Shows understanding of industry customs & practices

9. Demonstrates computer literacy

10. Manages multiple competing priorities at one time

<table>
<thead>
<tr>
<th></th>
<th>Exceptional (5)</th>
<th>Strong (4)</th>
<th>Average (3)</th>
<th>Needs Improvement (2)</th>
<th>Not Satisfactory (1)</th>
<th>N/A</th>
</tr>
</thead>
</table>

**Communication Skills**

11. Communicates ideas clearly & accurately in writing

12. Listens to others in an active and attentive manner

13. Participates in meetings or group settings effectively

14. Uses industry specific terminology appropriately

15. Teaches or shares useful knowledge and expertise with others

16. Verbally express ideas accurately, clearly, and persuasively

**Personal and Professional Skills**

17. Interacts effectively and appropriately for position & setting

18. Plans and allocates time effectively

19. Dress and appearance are appropriate for position & setting

20. Reports to work as scheduled

21. Accepts constructive criticism and advice

<table>
<thead>
<tr>
<th></th>
<th>Exceptional (5)</th>
<th>Strong (4)</th>
<th>Average (3)</th>
<th>Needs Improvement (2)</th>
<th>Not Satisfactory (1)</th>
<th>N/A</th>
</tr>
</thead>
</table>

**Overall Assessment**
<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>MAYBE</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>22. Would you supervise this intern again?</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>23. Would your organization host this intern again?</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>24. Would you recommend this student to other organizations?</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

3. How could your intern have been better prepared for his/her position?

4. Additional comments on your intern’s performance.

5. Please comment on the internship process (hiring through final evaluation).

Supervisor Signature: ___________________________ Date: __________
Student and Supervisor Expectation Form

Student Expectations
The Rockefeller College Office of Career Development strives to develop quality experiential learning and career opportunities for students in the Political Science and Public Administration & Policy departments. In return, students are expected to uphold the following standards:

- Demonstrate the highest level of professionalism at all times knowing that your behavior reflects that of the College, the University, and their peers.*
- Represent yourself in an honest and accurate manner at all times.*
- Maintain a 3.0 GPA in order to be eligible for an internship or a job.
- "Report an Experience" via Handshake, receive supervisor approval via Handshake, upload a signed copy of the Student and Supervisor Expectation Form prior to the start of your internship.
- Fulfill all job responsibilities as laid out in the initial employment offer; you should not accept an internship offer if you do not intend to finish the agreed upon responsibilities.
- Communicate effectively with your supervisor. Return all phone calls and emails from your supervisor, co-workers, and clientele and Rockefeller College Office of Career Development staff in a timely manner, but no later than 2 days after the message was left.
- Take the time to learn about the organization, job responsibilities, staff members, culture and stakeholders.
- Gain practical and professional experience by using analytical or managerial knowledge to solve real-world problems related to your respective field and career interests.
- Accept the position as a learning experience, seek out constructive feedback, and adjust accordingly through the experience. Demonstrate your knowledge and skills and ask questions as needed.
- Be on time for work and attend work on all scheduled days, as predetermined by the student and the supervisor.
- Notify the employer as far in advance as possible when you are unable to attend work due to illness, vacation, or class obligations.
- Take initiative throughout the experience, including volunteering for projects, make appropriate suggestions, and staying productive throughout the entire experience.
- Develop your network throughout your experience and seek out opportunities that further develop these relationships through professional events as provided by your supervisor.
- Appreciate diversity in all of its forms and respect various social and political viewpoints; do not discriminate based on race, creed, color, sex, religion, age, nation/ethnic origin, disability, or sexual orientation.
- Give 2 weeks’ notice before leaving the internship (unless a predetermined end date has been set).
- At the conclusion of your experience, submit Internship Hours Logs, Student Final Evaluation Form, and Supervisor Final Evaluation Form to the Rockefeller College Office of Career Development in a timely fashion, but no later January 4th for Fall internships, May 8th for Spring internships, and August 16th for Summer internships.
- Discuss any issues or problems regarding employment with the Career Director.
- Comply with all rules, regulations, and instructions given by the Office of Career Development and/or your employer.
- Notify the Career Director upon departure from the internship or job.

Failure to comply with any of these policies may result in reduction or loss of services from the Office of Career Development.
Students should use caution and discretion when applying for any job on Handshake or otherwise. Rockefeller College of Public Affairs & Policy and the University at Albany are not responsible for and/or liable for any misconduct on the behalf of any employer and/or prospective employer. Students use the Handshake system at their own risk. We abide by Career Services’ disclaimers available at: http://www.albany.edu/career/about_us/our_disclaimer.shtml.

*Please see the MPA Code of Conduct for more information.

**Supervisor Expectations:**
The Rockefeller College Office of Career Development strives to develop quality experiential learning and career opportunities for students in the Political Science and Public Administration & Policy departments. In return, supervisors are expected to uphold the following standards:

- Review the student(s) goals and objectives to establish appropriateness for the agency prior to the start of the internship. This can be done by reviewing the “Experience” that is sent to you via e-mail from our online portal via Handshake.
- Provide appropriate orientation, training, and on-boarding that supports a student(s) understanding of your organization’s purpose, services, clientele, and operating practices.
- Provide professional work experiences and responsibilities that enhance a student’s learning of their respective field and career interests and reflect entry professional experiences.
- Select a supervisor that is qualified to provide the appropriate guidance, mentoring, and accountability for students throughout their experience and provide student their contact information.
- Provide student with a professional work environment and space that is conducive to their assigned roles and responsibilities
- Harassment in any form, including sexual harassment, will not be tolerated. This behavior may include using explicit language, gestures, graphics, verbal or nonverbal suggestions, subtle or overt threats, and the like. If at any time, an intern is made to feel uncomfortable by a coworker or supervisor, they should report the incident to the site supervisor, faculty advisor, and Director of Internships and Career Services immediately. Action cannot be taken if an incident is not reported.
- Encourage, inspire, challenge and empower your intern by meeting with the student on a regular basis to provide negative and positive feedback on the quality of work and guidance on roles and responsibilities.
- If there are any challenges throughout the experience that may affect the successful completion of the student’s internship term, the supervisor must contact the Director of Internships and Career Services immediately.
- Review and sign off on “Internship Hour Log” that is provided by the student to the supervisor at the end of the internship term.
- Review and complete “Supervisor Final Evaluation Form” at the end of the internship term to give feedback on the overall student’s performance during this time.

I have read and understood the expectations that have been outlined above and will fulfill the roles and responsibilities as assigned and expected:

Student Signature: ___________________________ Date: ___________________________

Supervisor Signature: ___________________________ Date: ___________________________