Internship Search Guide
2013-2014

For MPP students at the Gerald R. Ford School of Public Policy:
A resource for planning and implementing an internship strategy
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Welcome to the Ford School. Your choice to attend a professional school is likely based on a desire for career advancement. The summer internship requirement, a key component of the MPP program, gives you the opportunity to explore career options and apply the knowledge and skills gained in the first year of course work to significant problems in the public, private, or non-profit sectors. By working in a policy area and/or organization of interest to you, the internship can help you clarify your career direction, give perspective on the selection of second year electives, and enable you to establish networks of great value in your future career.

Ford School students secure internships with an incredibly wide range of employers, including all levels of government, think tanks, NGOs, and the private sector. Nearly 25% of Ford School students intern abroad each summer; another 10% work on international issues within a U.S.-based agency. Your success in securing one of your top choice internships will depend largely on your initiative, preparation, and perseverance throughout the search process.

This handbook is a tool through which we hope to aid you in both your internship search and your career development goals. It is designed to help you both now and in the future, because the guide is focused on the strategy and process involved in career planning. Regardless of where you are in the job/internship search process, this handbook has something for you.

This guide is not meant to replace any services or individual meetings with staff, so please visit the Graduate Career Services office often. We look forward to working with you as your career plans develop and you transition from the Ford School to the policy world.

Jennifer Niggemeier
Director

Amy C. Johnson
Assistant Director
In Graduate Career Services our goal is to provide you with **information**, **connections**, **strategy** and **support**. We provide these things in a career development framework that recognizes your individuality and the ever-changing nature of the labor market. The model is open in that it allows you to enter at the point that meets your unique needs, and while clockwise progression through the model is possible and logical, movement in any direction is also realistic and may better represent the reality of career development.

This handbook is designed in a manner congruent with this model and is focused on **information** and **strategy**.
Select Summer 2013 Internships

Federal Government
Consumer Financial Protection Bureau, Consumer Education and Engagement Washington, DC
Office of Management and Budget, Health Division, Medicare Branch Washington, DC
The White House, Council of Economic Advisers Washington, DC
U.S. Department of State Various locations
U.S. Department of the Interior, Office of the Secretary, Policy Analysis Washington, DC
U.S. Environmental Protection Agency, Wetland Section Chicago, IL

State Government
Illinois State Board of Education Chicago, IL
State of Michigan, Office of the Governor Lansing, MI
Tennessee Department of Education, First to the Top Nashville, TN

Local Government
City of Chicago, Office of the Mayor Chicago, IL
City of Detroit, Office of the Mayor Detroit, MI
City of San Francisco, Office of the Mayor San Francisco, CA

International Organizations
International Energy Forum Riyadh, Saudi Arabia
International Organization for Migration Geneva, Switzerland
The World Bank Washington, DC

Non-Profit Organizations
Amnesty International Washington, DC
CARE Washington, DC
Center for Climate and Energy Solutions Arlington, VA
Education Pioneers Various locations
Innovations for Poverty Action Various locations
The Annie E. Casey Foundation Baltimore, MA
National Conference of State Legislatures Denver, CO
William J. Clinton Foundation New York, NY
Woodrow Wilson International Center for Scholars, China Environment Forum Washington, DC

Private Sector
General Motors, Regulatory Affairs, Public Policy, and Government Relations Detroit, MI
Recurrent Energy San Francisco, CA
Salesforce.com, Government Affairs San Francisco, CA

Consulting
Accenture, Health and Public Service New York, NY
Baker Tilly, State and Local Government Consulting Madison, WI
Hughes- Development, Inc. Monrovia, Liberia
Suggested First Year Timeline

Ongoing

☐ Read This Week in Graduate Career Services (weekly) and check job postings on eRecruiting
☐ Visit Graduate Career Services cTools site and familiarize yourself with its contents
☐ Visit Graduate Career Services and update assistant director on your progress regularly
☐ Attend Graduate Career Services workshops and employer and alumni presentations/interviews

Fall Semester

August/September

☐ Attend training session for eRecruiting and familiarize yourself with eRecruiting
☐ Schedule appointment with assistant director to discuss career goals
☐ Attend All These Classes & Find an Internship Too presentation
☐ Join a student organization of interest
☐ Sign up with Career Center Connector (U-M Career Center)
☐ Draft resume for submission in Internship Resume Book
☐ Attend Meet the Diplomat In Residence (US State Department) presentation (September 6, 2013)
☐ Read Internship Reports, APSIA Career Guide and other resources for internship ideas (cTools and Career Services Library)

October

☐ Apply for U.S. Department of State summer internships
☐ Attend U-M Career Expo (October 1 & 2, 2013)
☐ Complete resume and upload to eRecruiting Internship Resume Book (October 14, 2013)
☐ Attend Around the World in 80 (okay, 60) Minutes presentation
☐ Attend International Opportunities Career Fair (October 24, 2013)
☐ Attend Strengths-Based Interviewing workshop
☐ Attend Cover Letter Makeover workshop
☐ Submit applications for internships with October deadlines (in the past this included CIA, Education Pioneers, etc.)

November

☐ Submit applications for internships with November deadlines
☐ Attend Internship Search Game Plan presentation
☐ Create your semester break networking and internship search plan
☐ Schedule a time for a mock interview with alumni or career advisors

December

☐ Start planning for DC Trip (February 6 & 7, 2014)
☐ Implement your semester break networking and internship search plan
☐ Submit applications for internships with December deadlines (in the past this included Accenture, CBO, Chicago Public Education Fund, Boston Consulting, New Sector Alliance, etc.)
Winter Semester

January

☐ Finalize plans to attend DC Trip
☐ Attend *Making the Most of the DC Trip* presentation
☐ Attend *Internship Countdown* presentation
☐ Apply to Ford School Internship Partnerships
☐ Apply to internships of interest with January deadlines (in the past this included Federal Reserve Banks, GAO, etc.)
☐ Attend U-M Winter Career Expo (January 22, 2014)

February

☐ Attend the DC Trip
☐ Attend *Funding Unpaid Internships* presentation
☐ Apply to internships of interest with February deadlines (in the past this included Greenlining, Education Trust, WDI, USAID, Oregon and Hatfield Fellows Programs, etc.)
☐ Apply to Ford School Internship Partnerships
☐ Apply for internship funding (in the past this included WDI, International Institute, Ginsberg Center, Raoul Wallenberg, CICS, Eben Tisdale, etc.)
☐ Evaluate and adapt (as required) your internship search plan
☐ Incorporate internship search plan into winter break plans

March

☐ Apply to internships of interest with March deadlines
☐ Apply for internship funding (Ford School, area study centers, J.W. Saxe, Center for Education of Women, Rackham)

April

☐ Apply to internships of interest with April deadlines
☐ Complete and submit Internship Organization/Student Agreement Form to Graduate Career Services
Section One: Self-Assessment

- Self-Assessment
- Investigate Career Options
- Succeed & Advance
- Market Yourself
Self-Assessment

The most important resource to investigate or person to know in any job/internship search is one’s self. Having a clear picture of passions, strengths and accomplishments, personality and values is important on a couple of fronts. First, it allows for a targeted search. Second, it is good preparation for the development of application materials and subsequent interviews.

It is highly recommended that the following tasks be completed as preparation for your upcoming internship search.

- Complete “In the Flow” worksheet
- Complete “Values Prioritization” worksheet
- Complete “Best of Times, Worst of Times” worksheet
- Complete “Internship Search Goals” worksheet
- Attend All These Classes & Find an Internship Too presentation
- Attend employer and alumni presentations

Additionally, you could do the following:

- Take the Myers-Briggs Type Indicator (U-M Career Center)
- Take the Strong Interest Inventory (U-M Career Center)
- Purchase the book, StrengthsQuest, and complete the online assessment. Make appointment with Graduate Career Services to review assessment results.
“In the Flow”

Mihaly Csikszentmihalyi describes “Flow” as moments when “…what we feel, what we wish, and what we think are in harmony” and it “tends to occur when a person’s skills are fully involved in overcoming a challenge that is just about manageable.” (1997, 29-31)

The following exercise is designed to have you recall flow occurrences that you have experienced and subsequently articulate the skills and qualities that made the flow experience possible.

Think about the last two to three years of your life and recall a time when the following three things were true:

1. You were engaged in an activity that was thoroughly enjoyable. You may have even lost track of time.
2. You would say that you were good at whatever it was you were doing.
3. You have a sense of pride about your performance or about the experience.

It is important that all three components of the experience were present. For example, you might say you were very proud of receiving the highest grade in the class on the microeconomics midterm. You were particularly proud of this because you really struggled with microeconomics at the undergraduate level. You might also say that receiving the highest grade demonstrated your skill in time management, work ethic and content recall. But you would not say that studying for the exam or taking the exam was enjoyable, in fact you may have hated every minute of both. This example would not fit the criteria for a flow experience because it doesn’t meet all three criteria.

In the space provided give a detailed narrative of an experience that meets the above three criteria.

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Now, make a list of the skills, qualities or attributes that made this flow experience possible. Did it take creativity, analytic thinking, perseverance, a sense of humor, etc?

______________________________________ ______________________________________
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Think of two other examples that occurred in the last two to three years. Write about the example as if you were telling a detailed story. Then make a list of the skills, qualities or attributes you demonstrated.

Continue to think of flow experiences. Complete the above process focusing on the following time periods:
1. Two or more examples from your undergraduate years (or three to seven years ago)
2. Two or more examples from high school (or about 8-12 years ago)
3. Two or more examples from middle school years (or about 13-15 years ago)
4. the earliest example of a flow experience that you can remember

This should give you around ten examples of experiences that you enjoyed, were good at and are proud about. It should also leave you with an extensive list of skills and qualities that you used.

Use your list of skills and flow experiences to populate the following table.

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<tr>
<th>Skill, Quality, Attribute</th>
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**Values Prioritization**

Directions:
1. Look at the “Priority Grid” column. You see a row of the number 1. Underneath you see a row of numbers 2-10. These numbers represent the values listed in the “Value” column. For example, 1 represents “High Earnings”, 2 represents “Friendships”, and so on. The task is to compare “High Earnings”, 1, to each of the other values, 2-10, and determine which is of more value to you. **Indicate which value is more important by circling that number. So, if “Friendships” are more important to you than “High Earnings”, circle 2. If “Status” is more important than “High Earnings”, circle 3. Compare “High Earnings” to each of the other nine values.**

Your next step is to compare “Friendships”, 2, to the values underneath it, 3-10. So, you will compare “Friendships”, 2, to “Status”, 3, and circle the number that represents the more important value. You will compare every value (1-10) to every other value by working your way down the “Priority Grid”

2. Count the number of times you circled each number (look both horizontally and vertically) and write the amount in “Count (n)” column. How many times did you circle “1”, “2”, “3” and so on?

3. Finally, reorder the values in the “Prioritized Ranking” column based upon the count, found on the next page. For example, if “Moral Fulfillment” has a final count of nine and this is the highest “n”, then it becomes the top ranked value.

<table>
<thead>
<tr>
<th>Value</th>
<th>Priority Grid</th>
<th>Count (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. High Earnings&lt;br&gt;(The ability to purchase essentials &amp; luxuries of choice)</td>
<td>1 1 1 1 1 1 1 1 1</td>
<td>2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>2. Friendships/Organizational Environment&lt;br&gt;(Personal relationships w/ co-workers and other stakeholders)</td>
<td>2 2 2 2 2 2 2 2 2</td>
<td>3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>3. Status&lt;br&gt;(Respected by friends, family, community by nature of work)</td>
<td>3 3 3 3 3 3 3 3 3</td>
<td>4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>4. Work-Life Balance&lt;br&gt;(Time for family, hobbies, social activities, etc.)</td>
<td>4 4 4 4 4 4</td>
<td>5 6 7 8 9 10</td>
</tr>
<tr>
<td>5. Skill Set Competence&lt;br&gt;(Able to utilize skills/strengths frequently)</td>
<td>5 5 5 5 5</td>
<td>6 7 8 9 10</td>
</tr>
<tr>
<td>6. Geographic Location&lt;br&gt;(Personally desirable area of the world/country)</td>
<td>6 6 6 6</td>
<td>7 8 9 10</td>
</tr>
<tr>
<td>7. Intellectual Status&lt;br&gt;(Acknowledged “expert” in your chosen field. On the cutting edge of knowledge)</td>
<td>7 7 7</td>
<td>8 9 10</td>
</tr>
<tr>
<td>8. Authority/Leadership&lt;br&gt;(Provide leadership to organization, make decisions)</td>
<td>8 8 8 8</td>
<td>9 10</td>
</tr>
<tr>
<td>9. Personal Fulfillment/Public Contribution&lt;br&gt;(Work is contributing to my interests &amp; ideals)</td>
<td>9</td>
<td>10</td>
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<tr>
<td>10. Recognition&lt;br&gt;(Get public credit for work well done)</td>
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</tbody>
</table>

Values terminology from Richard L. Knowdell, 2004, careertrainer.com
<table>
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<tr>
<th>Prioritized Ranking</th>
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"Best of Times, Worst of Times"

Reflecting on your past experiences can provide great insights when thinking about what is important to you about present and future career opportunities. For this exercise, the first step will be to make a list of every “job” that you have ever had (paid, unpaid, volunteer, internship). You can even include the “Reclaimed Golf Ball Stand” or “Lemonade Stand” you created when you were six or the lawn mowing or babysitting business that got you through high school.

**Jobs List**

1.____________________________________  6.____________________________________  
2.____________________________________  7.____________________________________  
3.____________________________________  8.____________________________________  
4.____________________________________  9.____________________________________  
5.____________________________________  10.____________________________________  

"Best of Times"

The next step is to pick out the job listed above that you identify as the best job you’ve had. Don’t concern yourself with why you are not doing that job any longer or why you couldn’t do that job now. Just pick one of the jobs above that you would do again and rate it on a 1-10 scale. 10 = Job I would do forever for no pay.

1.____________________________________  Rating: ____

Now consider what makes the job you chose as the best. Maybe, you gave it a score of “8”. Why? Did you love working with your friends on that job? Did you feel a sense of purpose? Make a list of the things that made the job an “8”.

Then consider that this job was probably not a “10”; it wasn’t perfect. How could it have been better? Was the money not enough? Did you hate your boss? List the things that would have made this job a “10”.

<table>
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<tr>
<th>Positives:</th>
<th>Improvements:</th>
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</table>

What is the second best job you’ve ever had? Rate it on a scale of 1-10.

2.____________________________________  Rating: ____

<table>
<thead>
<tr>
<th>Positives:</th>
<th>Improvements:</th>
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Third best? Rate it on a scale of 1-10.

3. ____________________________  Rating: ____

Positives: ____________________________

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Improvements: ____________________________

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__________________  ___________________  ____________________

“Worst of Times”

Just as you’ve had positive experiences, chances are you had some jobs that you wouldn’t return to for a king’s ransom. Repeat the above exercise but now focus on your worst job experiences. Rate them on the same scale with a “1” representing a job that you wouldn’t recommend to your sworn enemy.

1. ____________________________  Rating: ____

Positives: ____________________________

__________________  ___________________  ____________________
__________________  ___________________  ____________________
__________________  ___________________  ____________________

Improvements: ____________________________

__________________  ___________________  ____________________
__________________  ___________________  ____________________
__________________  ___________________  ____________________

2. ____________________________  Rating: ____

Positives: ____________________________

__________________  ___________________  ____________________
__________________  ___________________  ____________________
__________________  ___________________  ____________________

Improvements: ____________________________

__________________  ___________________  ____________________
__________________  ___________________  ____________________
__________________  ___________________  ____________________

Themes

What themes do you see when you look at the lists you made? Were the positives from the best experiences listed as improvements for the worst experiences and vice versa? Make a list of the themes that developed.

Positives: Things I want in my next job

__________________  ___________________  ____________________
__________________  ___________________  ____________________
__________________  ___________________  ____________________

Things to avoid in next job:

__________________  ___________________  ____________________
__________________  ___________________  ____________________
__________________  ___________________  ____________________
"Internship Search Goals Worksheet"

The summer internship completed between the first and second year of the MPP program is an important part of your Ford School experience. Students from previous years have found their internship experience helped clarify their career goals. Taking the time to consider what agencies and policy areas interest you, as well as how your internship can best position you for employment after graduation, will help you get started generating internship ideas. Your responses to these questions will also provide a great starting point to begin talking about your internship search strategy and action plan this fall.

As you think about your internship search, which of the following sectors, locations and policy areas are of greatest interest to you at this time:

<table>
<thead>
<tr>
<th>Policy Areas of Interest</th>
<th>Skill Set Preferences</th>
<th>Sector Preferences</th>
<th>Location Preferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>(check all that apply)</td>
<td>(check all that apply)</td>
<td>(check all that apply)</td>
<td></td>
</tr>
<tr>
<td>□ Arts/Culture</td>
<td>□ Assessing the need for new policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Consulting</td>
<td>□ Influencing policy formation (the who and what)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Economic/Community Development</td>
<td>□ Designing good policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Education</td>
<td>□ Analyzing the potential impact of policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Environmental Policy</td>
<td>□ Interpreting policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Banking/Budgeting/Finance</td>
<td>□ Implementing policy in the field</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Government Relations</td>
<td>□ Responding to changes in policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Health Policy</td>
<td>□ Evaluating the impact of policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ International Development/Human Rights</td>
<td>□ Other: ________________________________</td>
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<td></td>
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<tr>
<td>□ International Policy/Foreign Affairs</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>□ Labor</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>□ Politics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Risk Management/Assessment</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>□ Research</td>
<td></td>
<td></td>
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<tr>
<td>□ Social Welfare Policy</td>
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<tr>
<td>□ Criminal Justice</td>
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<tr>
<td>□ Housing</td>
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<td></td>
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<tr>
<td>□ Minority Issues</td>
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<tr>
<td>□ Poverty</td>
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<tr>
<td>□ Tax</td>
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<tr>
<td>□ Technology/Communication</td>
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<td>□ Trade/Commerce</td>
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<td>□ Transportation</td>
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<td>□ Urban Policy</td>
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<tr>
<td>□ Other: __________________</td>
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</tbody>
</table>

Creating an internship action plan will require some reflection, research, and planning. Completing a thorough self-assessment will give you the focus necessary to create action steps that are effective and targeted. Graduate Career Services can assist you with cultivating your plan through workshops and individual counseling sessions.
Now What?

This worksheet is designed to give you a space to consolidate the information you have gathered thus far.

Enter the top three skills, qualities or attributes from the “In the Flow” worksheet here:

- ____________________________________
- ____________________________________
- ____________________________________

Enter the top three values from the “Values Prioritization” worksheet here:

- ____________________________________
- ____________________________________
- ____________________________________

Enter the top three positive themes from the “Best of Times, Worst of Times” worksheet here:

- ____________________________________
- ____________________________________
- ____________________________________

Finally, enter the top two combinations of area of interest, sector and skill set from the “Internship Search Goals Worksheet” here:

Hopefully you have gained a clearer picture of your values, interests, and abilities and thus have a firm foundation from which to evaluate information that you gather about career options. (Section Two) Also, with this information you can effectively articulate answers to questions such as:

1. Tell me about yourself.
2. What kinds of internships are you interested in securing this summer?
3. What strengths will you be able to bring to XYZ organization?
4. Tell me about a time when you demonstrated your ability to ________.
5. Give me an example that illustrates “you at your best”.
6. Why are you interested in working for ABC?

You will also be able to identify areas that are “gaps” in your skill set that you may want to consider filling through your internship experience.
Section Two: Investigate Career Options
Investigate Career Options

Many of us would agree that we are most comfortable making decisions when we are armed with as much information as possible. This applies to career decisions as well. Section One of this handbook was designed to give you information about yourself. This section is designed to facilitate your investigation of options available to you in the “world of work”.

- Complete “Targets to Explore” worksheet
- Create a “Networking/Contacts” spreadsheet
- Conduct informational interviews
- Read and familiarize yourself with “eRecruiting Cheat Sheet”
- Develop your “Internship Search Game Plan”
“Targets to Explore”

To make the internship search process manageable, organized and strategic, first develop a list of organizations to target. There are a multitude of approaches to employ in developing your list.

**Internship Reports**

In the Graduate Career Services library and on our cTools site there are internship reports covering the past decade of internships secured by Ford School students. The reports are organized by sector. They contain valuable information including: organization name, contact information, intern responsibilities and deliverables, and many times other organizations of interest.

**Organizations of Interest**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Sector specific or policy specific publications/guides**


The Ford School of Public Policy is an Association of Professional Schools of International Affairs (APSIA) member and in the Graduate Career Services library you will find binders of information that identify U.S. and international organizations that you could approach for internships. The **APSIA Career Guide** can also be found on cTools and is an excellent tool for identification of policy specific information, including professional associations and organizations.

**Organizations of Interest**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Student Organizations**

There are about a dozen student organizations at the Ford School and hundreds at the University of Michigan, see http://uuis.umich.edu/maizepgs/. These organizations provide members with increased employer and alumni interactions and a collaborative approach to internship searching.

**Student Organizations of Interest**

________________________________________________________________________
Employer/Alumni Presentations
Beginning immediately after the start of classes employers and alumni will visit the Ford School to present to students about opportunities with their organization or in their field. Read This Week in Graduate Career Services every week for a listing of who will be on campus.

Organizations of Interest:

____________________________________________________________________________________

Prioritize
From the list of employers you have developed through past experience, internship reports, classes, student organizations, networking conversations, etc., refine your list using the target exercise below.

Bull’s Eye:
These are the ideal organizations. Your dream job.
Top 3:
1. ______________
2. ______________
3. ______________

Tier 2:
Good options. Slight hesitation, no deal breakers.
Top 3:
1. ______________
2. ______________
3. ______________

Plan B:
Options in which you would be compromising a preference
Top 3:
1. ______________
2. ______________
3. ______________

Safety:
This is your back-up plan, satisfies requirements.
1. ______________
Individually-Developed Internships

Follow the Path of Those Before You
Organizations that hosted Ford School interns in the past are usually quite eager to host additional interns. Each summer about 70% of students pursue internships in these organizations. Read past few years’ worth of overseas internship reports and follow the trail! Contact information is often provided in the report.

Uncovering Leads & Potential Internship Organizations
However, you are in no way limited in your internship pursuits to organizations where Ford School students have already interned. In fact, each year many internships are formed through students uncovering organizations of interest to them and developing their own internships. This is done primarily through building compelling arguments about their potential contributions and the employer just couldn’t say no! In order to do this you will need to rely on your creativity and tenacity in the following ways:

Research is key! There are endless ways to uncover organizations that may be able to offer you an incredible opportunity to work on projects of interest to you, but it all begins with research. First, uncover the organization, the work groups of interest to you, and then find the right decision maker within the organization. Some ways to get started include:

- Graduate Career Services library – use directories such as the European Public Affairs Directory, the World Bank Directory, and the report of APSIA outreach trips to organizations in China, Chile, Paris, Geneva, Brussels, San Francisco, and New York. These resources can assist you in identifying organizations as well as contact names and numbers of staff in particular departments and field offices.
- Related web links pages – This is one of the most overlooked resources on the web. Embassy websites often have links to related organizations in the area. If you are interested in human rights, for example, you might start with www.amnesty.org. By using their links section, you can access the other major human rights websites and so on and so on. Not only will links bring you to other links to organizations and regional content pages, they will also bring you to articles that include names of people working on specific issues. You’ll use this info in making contact and building your case.
- Lists of current projects or organizations funded – Foundations often have lists of grant recipients included on their web pages. Follow the money trail. Organizations recently receiving grant or donor money for projects may need to staff up on projects. See organization web pages such as www.macfound.org, www.worldbank.org, and www.usaid.gov for lists of funded projects and partnerships.
- Keyword searches on any search engine – For example, if you are interested in organizations focused on trade with China, used advanced search on Google or LinkedIn for “trade with China” for a range of links to think tanks, foundations, nonprofit organizations, government agencies, etc., focused on trade with China.
- Brainstorm ideas with your network – This includes alums, fellow students, career services staff, former employers, faculty, family, and anyone you know!
- LinkedIn companies – Once you find some key organizations of interest to you, follow them on LinkedIn. Not only will you gain information about this organization, but you can also use these organizations to identify competitors under the insight tab. You will find a section to see who other users viewed and expand your list of targeted employers.
Getting a Contact Name, Number & Email

- Website staff directories and departmental organizational charts.
- Search by keywords on LinkedIn.
- Simple research in publications, articles, professional journals, or newspaper archives can lead you directly to key players and decision makers in a specific field.
- Ask your network (including Ford School faculty members and Graduate Career Services staff) if they know of anyone in or connected to those organizations.
- When all else fails, call the main phone line within an organization and ask some version of “Can you tell me the name of the director of the Africa bureau…would you have her email address?” If you have the name but can’t track down the email, “I need to send an email to XXX, would you happen to have his email address?” Speak with authority and confidence, and you’ll usually get the info you need. Speak tentatively and sheepishly and the gatekeeper will keep you out.

Building Your Case: What’s in it for the organization?

- Once you have identified the organization, narrowed to the specific department, and identified the key contact person, it’s time to build your case for interning there. You can do so either on the phone, via letter, or email.
- As you begin a phone conversation, be sure to ask open ended questions or statements. These are questions that require a reply more substantive than ‘yes’ or ‘no’ and thus keep the conversation open. Asking, “Does your organization hire interns?” is a closed ended question, and makes it all too easy for the employer to say “No, not at this time,” and hang up.
- In print, on the phone, or via email, your “case” should include:
  - *Who you are:* be sure to mention you are a student at University of Michigan in the Gerald R. Ford School of Public Policy.
  - *Your purpose:* this is where you will let them know you are seeking an internship and establish your interest in the mission of the organization or particular division. Employers want bright, motivated, informed staff. Demonstrating your knowledge about the topic/region/current research projects or issues facing the organization sets you apart from most candidates. Additional tips on “what to say” can be found in the cover letter handout online at: [http://fordschool.umich.edu/career-services/students/index.php](http://fordschool.umich.edu/career-services/students/index.php)
  - Sample phone script might be something like:

    “Hi. My name is John Smith. I am a graduate student at the University of Michigan Ford School of Public Policy. My policy areas of concentration include agricultural trade and Latin America. I am particularly interested in the work CEPS is doing on the Uruguay Round outcomes and was hoping to discuss with you the possibility of assisting in those efforts this summer in Brussels.”

    In this way, you have opened a dialogue by explaining who you are, establishing early on that you know something about the work of the Center for European Policy Studies and are honing in on the projects that may very well need additional staffing.

    Get them wanting your assistance first; work out the details later.
Ford School Internship Search Stories

Summer internship: The Synergos Institute (New York, NY)

I started my internship search in September by attending Graduate Career Services events (All These Classes & Find an Internship Too?, etc.) and student panels. I also met with the assistant director to talk about options. This was all very helpful to gain an understanding of the Ford School’s expectations for their required summer internship. It was also helpful to me as I honestly did not have a clue where I wanted to work or what I wanted to do.

I was given some contacts to pursue, which was helpful. However, looking back, I did several things poorly: I emailed a few contacts in November from various organizations before doing my research on them and discovering why I was actually interested in them. I was expecting to receive an email back scheduling a time for me to talk with them. However, one contact responded to my initial email by calling me directly on my cell phone! Needless to say, it caught me off guard (I was walking around campus at the time), and I did not have a fruitful conversation with him. It wasn’t horrible, but I definitely did not feel like I really impressed him.

I searched eRecruiting regularly throughout the fall and winter, looking for international internships that were related to business and development. I began applying to a few Ford School fellowships by January. I also applied to three summer fellowships with the William Davidson Institute. By early February, I interviewed with and received an offer from one of the WDI internships. I accepted the offer (it was my first choice out of the four or five I had applied to).

Then, in early March, disaster struck. I received an email from WDI saying that the project I was going to be interning for had dissolved, and they were forced to rescind their offer. I was back to square one – I had withdrawn my other applications, and I had stopped searching for internships.

Starting over, I became much more pro-active, and I began creating internship opportunities rather than just looking for pre-made ones. I met multiple times with Graduate Career Services and WDI and used their networks to contact people from companies I was interested in working with. To expand my options further, I applied for funding for a self-initiated internship through the Nonprofit and Public Management Center. Through these efforts, I ended up receiving four offers within one week in April.

My biggest pieces of advice are:

1. **Make sure the career staff knows you.** My situation would have been a lot worse had I not already established relationships with graduate career services. They provided me countless hours of guidance and support, and in the end, that is what helped me find another good internship.

2. **Plan out your time.** After my first internship fell through, I dedicated at least eight to ten hours per week to emailing contacts, searching through eRecruiting, setting up phone interviews, etc. Prioritizing my options helped me apply what little extra time I had to the lowest hanging fruit – that is, the internship opportunities that seemed most likely to result in an offer.

3. **Don’t spend too much time online.** Submitting your application to the UN website is like moving to Hollywood and expecting to get “discovered” while bussing tables. No one knows who you are, and almost every grad student looks equally good on paper. Instead, use the Michigan alumni network and contacts through the Ford School to reach one person at your target company. You can still apply to internships that are advertised through websites, but this should only take up about ten percent of your internship search time.

4. **Start early.** It’s impossible to predict having your internship fall through (as my first one did), but it would have been even harder to find a replacement internship had I not secured the first one so early. That being said, it’s also important to continue fostering the relationships you
created during your search and networking, just in case something does happen to your first internship. You never know when you’ll have to go back to the drawing board!

5. **Funding is available.** If you start early you will have many options to fund your internship. Don’t limit yourself to searching for paid internships – if I had to do it over again, I would have first selected companies/organizations I wanted to work for, then worked with them to create an internship that would fit my goals and interests (rather than waiting to see what internships were posted). To do this, though, you might have to get the company on board by presenting yourself as “free labor.” But, if you secure an internship early enough, you should be able to fund it.

*Summer Internship: U.S. Department of State, Oceans, Environment and Science Bureau, Office of Global Change*

**The first thing I did was dream about what I’d like to do.** The whole point of coming to the Ford School was to find ways to break boundaries and gain skills and ideas to tackle really tough problems.

Whatever your issue is, think creatively about ways to address it. I’ve always been interested in environmentalism, and after foreign policy and economics courses, I developed a much better sense of the linkages between local, national and international politics, economics and ecology. I feel a personal sense of urgency about both climate change and the financial investment I’m making in this master’s degree. I’m paying for academic and scholarly preparation at Michigan, so I really ought to figure out who is addressing my issue globally and locally. And, looking forward five or ten years, ask myself from what roles can I make meaningful contributions. Although I’ll only serve one internship, I have asked around and thought through what it would be like to work in several different capacities – it’s a great exercise.

**Who’s working the issue?** Governors, mayors and intergovernmental organizations. Insurance companies and energy conglomerates. Environmental, human rights and business NGO’s. Think tanks. Members of Congress, Congressional committees, and dozens of state and federal agencies both within the U.S. and abroad. Apply to the most interesting spots across all these sectors. Even better, find one or two you’d really like to work for and try to talk them into creating an internship position for you. Start this before Thanksgiving. Every organization relies on talented people to get things done. You can research, write, conduct some killer quantitative analysis, smile, keep your sense of humor and hold an intelligent conversation. Every organization worth working with is always looking for talent. Present yourself with this in mind.

**Use as many tools as you can muster for ideas and contacts:** online searching, bibliographies from interesting readings, eRecruiting, go to speeches and see what organizations are cited. Even if you can’t attend that awesome conference in Barcelona on your issue, the event almost certainly has a great website with scoop on presenters and sponsors – this information is worth its weight in gold for internship and job prospects. I even set up a Google Alert that brought in news and blog links based on key words, which served as the basis for further exploring. Do any family, friends, classmates, alumni or faculty have any connections whatsoever with any of these organizations? Ask. It’s not who you know, it’s who you get to know.

One more positive outcome from developing a thorough understanding of who’s doing what on your issue: you can identify gaps or possibilities, thus developing your sense of creative possibility and leadership potential.
Informational Interviewing

One of the best ways to explore career options is through informational interviews. An informational interview is a job search tool through which you can explore sectors, agencies and jobs of interest, build and expand your network, and potentially secure interviews. Similar to a job interview, preparation is vital if you wish to have a valuable informational interview.

Locating an interviewee

There are essentially no limits to whom you can approach for an informational interview. Although most people are open to talking with you, your approach should be professional, considerate, and tailored based upon the research you have done about the interviewee, agency, or sector.

Resources you can use to identify potential interviewees include:

- Ford School Alumni through the Ford School’s LinkedIn Group
- LinkedIn – professional groups, job postings, and company pages
- Past Ford School Internship Reports
- Professors who teach in your area of interest
- Peers who share your policy interests
- Student organizations
- Family and friends
- Cold-calling

Initiate the Meeting

Arranging the meeting can be facilitated in a variety of ways and is dependent on a number of factors including your comfort level and the situation.

1. Email or Letter
An introductory email is a good way to make first contact. It is the quickest way to contact an individual and they can reply when they have the time. An appropriate subject line is vital to your success, especially if you are not known to the person you are contacting. Your letter will be similar to a cover letter and should include:

- Brief introduction of yourself
- Connection between you and the person you are contacting (especially mention if you were referred)
- Purpose for your letter
- What you would like to interview the person about
- Statement of how and when you will follow up or your contact information
Examples:
Sample Email to Arrange a Meeting/Informational Interview with Alumnus (Referral)

Dear _______________

I am a first year MPP student at the Ford School of Public Policy with a concentration in international development and international environmental policy. Jennifer Niggemeier in Graduate Career Services suggested that I contact you. I am very interested in learning more about your work on policy issues in the Environment and Natural Resources Division at the U.S. Department of Justice, and any suggestions you might have regarding organizations doing similar work.

If your schedule permits, I was hoping that you might be willing to talk with me for 20-30 minutes for an informational interview. I have attached a copy of my resume to give you a sense of my background and experience.

I would be happy to speak with you at your convenience. Please feel free to contact me by email at xxx@umich.edu or by phone at 734-999-3333. I will follow up with you next week to schedule a conversation at a mutually convenient time. I look forward to speaking with you soon.

Cold Call for Informational Interview

Dear _______________

I am completing the first year of the Master of Public Policy program at the University of Michigan Gerald R. Ford School of Public Policy with a particular emphasis in secondary education reform. While conducting research on secondary education systems addressing the academic, economic development and workforce development needs of their constituents, I came across your name as a contributor to the 2013 National Governors Association Center for Best Practices report on this topic.

I’m hoping to take 15-20 minutes of your time to discuss what career options might be in the education reform field. I am currently searching for a summer internship in DC, so I would also interested in talking with you about any possible internships within NGA or any suggestions you might be able to offer on DC based organizations doing cutting edge work in this field. I have attached a copy of my resume to give you a sense of my background and experience.

I will gladly follow up this email with a phone call on Thursday of this week or if you would prefer I can be contacted at xxx@umich.edu or by phone at 734-999-3333. I look forward to hearing from you.

2. In-Person or by Phone

It would be rare that you would be able to conduct an informational interviewee on a first phone contact, or in-person meeting, but you should be prepared for this possibility. The more likely scenario is that you would schedule an in-person or phone interview with your interviewee at a later time. Please remember to be flexible and ask when a convenient time would be. Your script for the in-person or phone contact is similar to that of the email contact.

3. Support Staff Contact

Many times you will not be able to contact an interviewee directly. For example, you may want to interview the director of an organization’s policy research division; however, you don’t know the director’s name, let alone her direct phone line. In this circumstance it is likely that you will first talk to a receptionist or other “gate keeper”. It is important to treat these people as resources and with respect. They hold the key to getting inside the unit or section of an organization if you do not already have an
inside referral. Identify yourself to him/her. Ask him/her some of your questions. Explain what it is that you are after. These “gate keepers” know the names of key people, job requirements, and how an organization operates. In addition to obtaining valuable information you are also making an important first impression.

Research and Prepare

Because the majority of people become aware of employment opportunities through networking, referrals or other contacts, it is important to prepare for the informational interview as if it were a job interview. You should confirm appointments before arrival, dress professionally, arrive ten minutes early and send a thank you note. You should also research the interviewee (if possible), organization and sector. The amount of research you do will not be as extensive as for an actual job interview, but your research will prevent you from wasting time on questions that could have easily been answered through homework.

Bring a resume, notepad and your list of questions to the interview. Feel free to take notes; however, more of your concentration should be on listening and processing the information. You may hear something that sparks your curiosity and acts as the reasoning behind a follow-up question. This will probably make the interview seem a little less formal and more like a conversation.

Have a list of approximately ten questions you would like to ask, although you may not have enough time to ask all ten. A list of potential questions follows, however, please be sure to always ask the following question, “Would you suggest two other people I could talk to about…?”

Follow-Up

A thank-you email or note should be sent soon after the appointment. You will want to recount a little about what you learned, what you found interesting or helpful and ask that the interviewee keep you in mind should he/she come across something that would be interesting or helpful to you. Periodic follow-up with your contact is also a good idea, as this keeps you fresh in his/her mind, while also allowing the contact to use you for advice should the opportunity arise.

Sample Questions:

Why did this type of work interest you and how did you get started?
What does your career path look like? Do you think your background is typical for this field?
What does a typical day consist of for you? What skills do you utilize the most in your job?
What do you like most about your job? Least about your job?

What do you like most about this organization?
What separates your organization from its competitors?
What does a competitor do better than your company?
What challenges is your organization addressing right now?
What is the culture of this organization?

How do you stay updated on trends within this sector?
What professional organizations are you associated with?
What did you learn at the Ford School that is most valuable to you in your work?
What two other people would you suggest that I talk to?
Would you mind looking at and evaluating my resume?
**Contacts Spreadsheet**

Use this spreadsheet to develop targets that you would like to establish contact with and keep track of the contacts that you do make.

<table>
<thead>
<tr>
<th>Company Name and/or Contact Name</th>
<th>How you Learned of Contact</th>
<th>Dates of Contact</th>
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## Contacts Spreadsheet

<table>
<thead>
<tr>
<th>Notes (Where, How, What, Additional Suggested Contacts?)</th>
<th>Thank You Sent?</th>
</tr>
</thead>
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eRecruiting Cheat Sheet

1. RSVP to Graduate Career Services events
   - Hover over Calendar, then Graduate Career Services Calendar on the navigation bar.
   - To easily scroll through our events, select the month you wish to view from the drop down box under Monthly Overview. (You will also see job and internship application deadlines posted here.)
   - Please RSVP to the program you would like to attend by clicking on the name of the program, then on the Sign Up button.

2. Email notifications
   - Set your account to email you when jobs or internships matching your policy area/location interest are posted:
     - Hover over Jobs & Internships, then Job & Internship Search on the navigation bar.
     - Select your search criteria: select Opportunity Type, Keyword, or Location, or select one of the other searches in the More Searches column on the left side of the Search for Jobs & Internships page.
     - After selecting your job search criteria, click on Search.
     - Under Search Results in the top left-hand corner, select Save Your Search.
     - Name the search in the Saved Search Name field.
     - Check Yes to receive email notifications of matches. Select Posted by My Career Office Only from the Show Me Jobs section and click Save.

3. Post your resume properly
   - We use eRecruiting to create resume books that go out to potential employers. For the book, your resume should be one page only. After you upload your resume as a PDF file, be sure to Publish Your Resume to the corresponding resume book. Verify that your resume looks exactly as you intended and that it fits on one page.

4. Don’t be misled by a deadline:
   - Many positions are open until filled or accept applications on a rolling basis; however eRecruiting requires an application deadline. If an employer submits an opportunity with no deadline information, the system default is one month from date of posting. If you are interested in the position, it is in your best interest to apply as soon as possible.

Please note that job announcements are publicized by Graduate Career Services because of their potential interest to members of the Ford School community. Inclusion of a listing does not imply Ford School endorsement of the particular organization, program, or opportunity described.
Internship Search Game Plan

Below you will find some of the most popular ways to conduct an internship search. Our suggestion is that you evaluate your strengths with respect to the various approaches and incorporate a proportional percentage of your time in each of the strategies.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Tools</th>
<th>Pros</th>
<th>Cons</th>
<th>Hints</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertised Openings</td>
<td>• Newspapers</td>
<td>• Minimal investment of time in identifying companies</td>
<td>• Application materials will compete with large numbers of others</td>
<td>• Set up a schedule to search for openings</td>
</tr>
<tr>
<td></td>
<td>• Journals</td>
<td>• Identification of actual job openings</td>
<td>• Many openings are never advertised</td>
<td>• Use as a meter on the job market in your</td>
</tr>
<tr>
<td></td>
<td>• Newsletters</td>
<td></td>
<td></td>
<td>chosen field</td>
</tr>
<tr>
<td></td>
<td>• Trade magazines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cover letter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Resume</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet</td>
<td>• Requires internet access</td>
<td>• Identification of actual job openings</td>
<td>• Large numbers of competitors</td>
<td>• Set up a schedule to search for openings</td>
</tr>
<tr>
<td></td>
<td>• Electronic resume</td>
<td>• Worldwide geographic search</td>
<td>• Resume and cover letter “black hole”</td>
<td>(daily, weekly)</td>
</tr>
<tr>
<td>Targeted Mailing/Emailing</td>
<td>• List of well-researched companies</td>
<td>• Demonstrates interest in specific companies and initiative</td>
<td>• Significant time investment in developing targeted materials and</td>
<td>• Utilize network to determine who the most</td>
</tr>
<tr>
<td></td>
<td>• Tailored cover letter and resume</td>
<td></td>
<td>in identification of appropriate contacts</td>
<td>appropriate person to send materials to</td>
</tr>
<tr>
<td>In-Person Visit</td>
<td>• Business attire</td>
<td>• Demonstrates initiative</td>
<td>• Significant time investment in developing targeted list and in</td>
<td>• Be creative when determining who to send</td>
</tr>
<tr>
<td></td>
<td>• Resumes</td>
<td></td>
<td>making contact</td>
<td>materials to through cold calls</td>
</tr>
<tr>
<td></td>
<td>• List of well-researched companies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Networking</td>
<td>• Alumni contacts</td>
<td>• Learn of unadvertised openings</td>
<td>• Time consuming</td>
<td>• Follow through on all leads</td>
</tr>
<tr>
<td></td>
<td>• Employer presentations</td>
<td>• May result in uncovering additional opportunities</td>
<td>• Contacts do not equal jobs</td>
<td>• Thank contacts and network for the help</td>
</tr>
<tr>
<td></td>
<td>• Information interviews</td>
<td>• How most people land their jobs</td>
<td></td>
<td>• Keep broadening your network</td>
</tr>
<tr>
<td></td>
<td>• DC Trip</td>
<td></td>
<td></td>
<td>• Keep a log of contacts made</td>
</tr>
<tr>
<td></td>
<td>• Student organizations</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Professors</td>
<td></td>
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<tr>
<td></td>
<td>• Ford School LinkedIn Group</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Graduate Career Services</td>
<td>• Computer access</td>
<td>• Policy specific listings</td>
<td>• We don’t know about every opportunity out</td>
<td>• Visit both the office and eRecruiting</td>
</tr>
<tr>
<td></td>
<td>• Enrolled student or alumni of Ford School</td>
<td>• Policy specific resources</td>
<td>there</td>
<td>regularly</td>
</tr>
<tr>
<td></td>
<td>• Internship Reports</td>
<td>• Individualized attention</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Emails directly to you</td>
<td></td>
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</tr>
</tbody>
</table>

Adapted from Penn St. University, Career Development & Placement Services
To this point the focus of the guide has been on gathering information, both about you and about career options you are considering. Now the focus will be to shift towards action! It is time to design and implement your search goals. It is highly recommended that goals follow the SMART format:

- **S**: Specific. Answers the questions of what and how.
- **M**: Measurable. Establishes concrete criteria and helps you manage progress
- **A**: Attainable. Goal is realistic and possible to achieve and is focused on things in your control
- **R**: Relevant. Is meaningful and important to you.
- **T**: Time-bound. Has a definitive start and end date.

Create some internship goals below. First, you may wish to consider defining the types of internships you will search for. Your next step would be in designing how you will identify options. Examples below.

“By October 22nd (time-bound), I will have completed the four exercises (measurable) in the Self-Assessment portion of the Internship Search Guide as well as the two exercises (measurable) in the Investigate Career Options section. I will create a 30-second elevator speech that defines opportunities I am seeking and highlights skills I offer, policy areas of interest, locations of preference, and areas in which I hope to grow” (specific, attainable, relevant)

“By Thanksgiving (time-bound), I will read all (measurable) internship reports from the past two years that were written by a student who completed an international internship (specific, attainable, relevant). I will make a list of the three to ten (measurable) most interesting and initiate contact with the student who completed the internship. When I have made a successful contact I will ask the contact for a 20-30 minute meeting to discuss the internship, I will ask for international internship search advice, and for two additional contacts that he/she would suggest.” (specific, measurable, attainable, relevant)

“I will devote five hours a week towards internship searching until I have accepted a summer internship, (time-bound, measurable) at least three hours of which will be focused on scheduling or making person-to-person contacts. I will attend all Ford School alumni presentations that don’t interfere with my class schedule and will spend at least 30 minutes on eRecruiting per week.” (specific, measurable, relevant; may not be attainable, all alumni presentations?)

Goal 1:

____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

Goal 2:

____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

Goal 3:

____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

GRADUATE CAREER SERVICES
Section Three: Market Yourself
Market Yourself

Communicating the match that you have determined to exist between your experience, education, and interests and the mission of an organization is an integral part of the internship search process. Tailoring a resume, cover letter, statement of interest and interview towards your desired position and organization will hopefully result in an internship/job offer.

☐ Read “Resumes ‘The Quick and Dirty’”
☐ Complete “Constructing a Resume” worksheet
☐ Read about cover letters and statements of interest
☐ Read about writing samples
☐ Read about interviewing
☐ Complete “Success Stories” worksheet
☐ Complete the “Checklist” worksheet
☐ Read about “Social Media and Web 2.0 in the Internship/Job Search”
Resumes “The Quick and Dirty”

A resume is a one to three page (depending on your target) marketing document intended to communicate your professional experience and qualifications. It provides the reader with a snapshot of your past accomplishments and ideally leads to an interview.

The basic components of a resume include your contact information, academic background, professional experiences, and other relevant experiences.

- Contact information should include name, address at which it is best to reach you, email address and multiple phone numbers.
- Your academic background should appear by most recent degree received or course of study taken and include name of institution, degree obtained or seeking, city and state of institution, course of study, graduation date and accomplishments realized.
- Professional experiences are outlined in reverse chronological order with deference paid to relevance. For example, if your most relevant experiences with respect to the job you are applying for are not your most recent, it would be advisable to create one heading titled “Relevant Professional Experience” and a second heading titled “Other Experience”. Volunteer and co-curricular experiences are perfectly appropriate for a resume and where they fall on your resume will largely depend on your role and their relevance to your current search.

The bulk of your resume will be dedicated to describing your responsibilities and accomplishments in past professional experiences. Accomplishment statements often appear in bulleted format and tell a succinct, yet complete, story. A well-formulated accomplishment statement consists of two parts:

1. The action you took that led to
2. Results or benefits for your employer or customer. Stated in terms of value added, quantifiable difference or tangible results.

Example:

Good:
Developed and implemented grassroots campaign strategies to fight for human rights

Stronger:
Developed and implemented grassroots campaign tactics to fight for human rights. Strategies included print materials and person-to-person contacts. Campaign reached 100,000 individuals and resulted in the approval of a ballot initiative.

When developing your accomplishment statements consider the following questions:

1. Does the statement begin with an action word that describes what you did?
2. Have you eliminated unnecessary words? Remember, your resume statements do not have to be complete sentence.
3. Have you quantified things that can be quantified?
4. Does the statement reflect how you helped your employer or customer?

Finally, you may wish to consider adding a heading/section outlining some of your technical skills, language skills, professional memberships, and/or non-professional accomplishments/interests.
EDUCATION
University of Michigan, Gerald R. Ford School of Public Policy
Master of Public Policy
- Emphasis in Economic Development
Ann Arbor, MI
April 2013

University of Michigan, Stephen M. Ross School of Business
Master of Business Administration
- Emphases in Social Entrepreneurship and Finance
- Elected Global Citizenship Representative
Ann Arbor, MI
April 2013

Universidad Catolica Andres Bello
Bachelor of Arts, Economics
- Founded and conducted Department of Economics’ Community Service Committee
Caracas, Venezuela
July 2006

EXPERIENCE
Youth Service America
Consultant
- Designed strategic marketing plan for YSA’s volunteer matching database, improving YSA’s ability to partner with private corporations.
- Researched best practices to increase revenue diversification, innovative partnerships, and performance measures in the nonprofit sector which led to a more result-oriented approach in YSA’s strategic planning process.
Washington, DC
Summer 2012

The William Davidson Institute
Research Assistant
- Evaluated use of revenue-generating enterprises by nonprofits, identifying the opportunities and challenges for CARE USA in deciding to start business ventures.
Ann Arbor, MI
Summer 2011

Banco Central de Venezuela International Research Department
Junior Economist II
- Formulated macroeconomic and financial outlook reports published monthly.
- Advised BCV’s Investment Desk on asset allocation decisions influencing portfolio performance.
- Prepared regular written & oral briefings on assigned financial topics for senior level policy staff.
Caracas, Venezuela
2007-2010

Junior Economist I
- Monitored & interpreted market developments and trends in policy framework to assist portfolio managers in making investment decisions.
- Created exchange and interest rate forecasting evaluation model that led to major improvements in internal forecast generating process.
2006-2007

Banco Central de Venezuela Economic Research Department
Research Assistant
- Performed data analysis, maintained spreadsheets, and ran literature searches for a research project on imports demand in Venezuela.
Caracas, Venezuela
2005

SKILLS
- Languages: Spanish & French
Anne Cheng
119 W. Mosely St. • Ann Arbor, MI 48104 • 734-555-1212 • annecheng@umich.edu

EDUCATION
University of Michigan, Gerald R. Ford School of Public Policy
Ann Arbor, MI
Master of Public Policy
May 2014
- Focus: Social Policy, Sustainable Development
- Association of Public Policy and Management; Students of Color in Public Policy; International Policy Students Association; Students of Color at Rackham Graduate School
- Courses: Poverty and Inequality, Program Evaluation, Cost-Benefit Analysis

Instito Jovel
San Cristobal, Chiapas, Mexico
Study Abroad
May 2009- August 2009
- Intensive study of Spanish with focus on Social, Political, and Gender issues
- Discussed development and social policy with educators and indigenous peoples

University of California, Berkley
Berkley, CA
Bachelor of Arts in Economics, Bachelor of Arts in Rhetoric
May 2007
- Relevant Courses: Public Microeconomics, Ethnic Studies, Women of Color

EXPERIENCE
Berkley Policy Associates
Oakland, CA
Programmer Analyst
April 2013-August 2013
- Analyzed data on work, education, and training activities for welfare recipients
- Conducted field research and surveys on work activities and diversion programs
- Co-wrote analysis for “Colorado Works Early Leavers Survey” (working paper)
- Participated in organization’s grant proposal and strategic planning process

Public Policy Institute of California
San Francisco, CA
Research Associate
May 2007-August 2012
- Co-wrote education and labor chapters of A Portrait of Race and Ethnicity in California
- Analyzed economic and education data for reports on labor market, wage gaps, and educational opportunity
- Publication: “At Home and in School: Racial and Ethnic Gaps in Education”

Voci Women’s Choral Ensemble
San Francisco, CA
Board Member
March 2008- June 2010
- Improved outreach and public education by innovating audience survey and coordinated ticket promotion using mobile application
- Contributed to strategic planning review

ACLU-Northern California Affiliate
San Francisco, CA
Youth Committee Member
August 2006-December 2006
- Provided support to build youth leadership and education; enlisted as speaker and facilitator
- Organized facilities and speakers for journalism and youth civil rights conferences

SKILLS
Fluent – Spoken Cantonese Chinese; Intermediate – Spanish; Basic - French
Statistical Packages (SPSS, STATA); UNIX; Microsoft Office Suite, PC, Macintosh
Cover Letters and Statements of Interest

Cover Letters
The purposes of a cover letter are many, including,

- To inform the employer what type of position you are seeking and why you are interested in becoming part of their team
- To highlight the fit between your skills and background and the requirements of the position
- To show the employer how well you communicate in writing
- To compel the employer to learn more about you by reading your resume

Things to remember:

- Address the letter to a specific individual.
  If you are not sure to whom the letter should be addressed, call the organization and request the name and title of the person in charge of the particular unit or the staff member responsible for hiring college graduates
  If for some reason you cannot get this information, you have a couple of options
  1. Address the letter to a job title, “Dear Research Director” or “To the Members of the Search Committee”
  2. Address the letter “To Whom It May Concern”.

- Write an attention-getting introduction.
  Remember you are trying to compel the reader to want to get to know you better, and ultimately hire you.

- State the position for which you are applying and point out relevant qualifications.
  Select specific experiences relevant to the job and discuss them. Highlight the ways in which your background matches the stated needs of the employer

- Tailor your letter to the needs of the organization and requirements of position.
  How will the employer benefit by hiring you? Published job descriptions inform you about what qualifications to stress.

- Inform employers of how to contact you or your intention to contact them within a specified time period (one week, two weeks). If you say you will contact someone in 10 days, be sure to do so.

- Cover letters are written in the active voice.

Statement of Interest
At times a job description will ask you to submit a statement of interest in lieu of a cover letter. In most ways a statement of interest is no different than a cover letter. The main difference may be in the format. Whereas a cover letter is written in a traditional business letter format complete with your return address, date, address of recipient, and salutation, a statement of interest does not necessarily require such stringent formatting. The content of your letter remains professional and formal, answers the question posed in the directions, and highlights your interests and qualifications. When in doubt, don’t hesitate to contact the employer for clarification.
May 1, 2013

Mr. Paul Mahanna  
Strategic Planning, Evaluation and Reporting (SPER)  
Office of HIV/AIDS (OHA)  
Global Health Bureau (GH)  

Dear Mr. Mahanna,

Thank you for your invitation to apply for the Health Development Officer position with the Office of HIV/AIDS (OHA). I am committed to addressing the current HIV/AIDS pandemic, and am confident that I have the background, knowledge and skills that could contribute to achieving the offices’ objectives of reducing HIV transmission rates and mitigating the impact of the pandemic around the world.

As a Peace Corps Volunteer in the rural village of Katongo Kapala in Zambia, I witnessed the devastating impact of HIV/AIDS at a personal level. During my two years in the village I saw many people succumb to the disease and saw how their passing affected households and the community at large. While I was primarily focused on improving local aquacultural techniques, I made special efforts to develop and implement small-scale HIV/AIDS awareness interventions because of the dire need for information and assistance in the communities I served. These experiences proved very valuable to me later in my Peace Corps service when I was appointed as a Regional Coordinator for an area the size of Wisconsin. In addition to my backstop duties, I was responsible for evaluating the effectiveness and feasibility of small grant proposals from fellow volunteers, many of which were HIV/AIDS interventions. My experience in helping to establish a new Peace Corps HIV/AIDS intervention project in my region during this time was a defining moment in my Peace Corps service, and it helped motivate me to pursue a Master of Public Policy at the University of Michigan’s Gerald R. Ford School of Public Policy.

Studying at the Gerald R. Ford School of Public Policy has polished the professional skills of budgeting and communication that I learned as a Peace Corps Regional Coordinator. My internationally-focused coursework has expanded my understanding of the global Public Health Sector, and my quantitative coursework has sharpened my analytic and financial management capabilities. The school’s Program Evaluation course proved especially valuable during my internship last summer as a State Department Intern in Kampala, Uganda. As a team member in the Political Section, I gained first-hand experience with government procurement and program evaluation when I was assigned responsibility to coordinate the request for proposal process for the Democracy and Human Rights Fund. I am confident that these skills will prove useful to the Office of HIV/AIDS in whatever capacity I serve.

I have attached my resume for your consideration. I know that I can be an asset to USAID and the Office of HIV/AIDS, and I look forward to talking with you soon about the opportunity to serve as a Health Development Officer.

Sincerely,

Your Name
Writing Sample Guidelines

Employers often ask for writing samples as part of the application process. Writing samples provide insight into the way candidates organize their thoughts, form arguments and utilize resources. While some employers are clear about the kind of sample they want to see (e.g.: a three-page policy brief on low-income housing in Chicago Metropolitan area), others do not elaborate. If the application directions don’t specify what the employer is looking for, here are some general guidelines to follow:

A good writing sample is:

- Three to five pages long
  - If your best-written piece is a larger paper, extract several pages from it and explain the context to the reader.
- Accessible to the reader
  - Avoid submitting samples that require the reader to have special knowledge of the topic (e.g. Jargon and acronyms used in a policy brief might not be comprehensible to readers in private sector consulting)
- Recent
  - Your writing style evolves and writing ability improves as you advance through graduate school. The more recent the work, the more accurate impression of your writing skills.
- Individually written
  - Avoid submitting results of a group project, where possible
- Relevant to the writing required in the job
  - If possible, match the type of writing in your sample to the type of writing you’ll be doing at that job (e.g. for a job that requires quantitative analysis, include such analysis; for a research position, include excerpts from a research paper, etc.)
- Of high quality
  - The sample should produce the best impression of your writing. Evaluate several pieces that you’ve written based on the quality, and go for the best-written one as opposed to the one of lesser quality, but of a more relevant topic.
  - Concise (conveys meaning in as few words as possible)
  - Check for grammatical and spelling errors
- Does not distract the reader
  - In general, try to avoid controversial subjects in your sample, even if you think that the employer might subscribe to your views. Controversial topics and arguments can distract the reader from focusing on your writing skills.
  - If you do use a position paper you wrote for a class, be sure to indicate that the particular position was assigned to you for the purpose of the assignment.
- Is clearly labeled with the student’s name and page numbers.

“The subject of the paper need not be relevant to a specific policy area, but it should address some public policy issue, broadly defined. Writing samples can be policy briefs, a section of a larger piece, or even the executive summary or introduction to a paper. We also find it helpful when the piece includes findings and recommendations and some description of the quantitative methodology employed.”

- Larry Castro, California Legislative Analyst’s Office

“For the purposes of our internship which is basically a research associate job, we ask for writing samples to evaluate: 1) clarity of writing style, 2) evidence of research capability -- multiple sources, good analysis, etc and 3) good citation skills.”

- Doug Brook, Center for Defense Management Reform
Interviewing Tips

If your resume and cover letter have done the job you should receive a phone call or email attempting to arrange an interview. There are a number of different types and formats of interviews you may encounter. Regardless of the type (behavioral, case, stress, etc.) or format (telephone, panel, group, etc.), your attention to Preparation, Performance and Pursuit are vital to your success.

Preparation
Interview preparation includes research and practice. Research includes company/organization research and research with respect to you. The “In the Flow” and “Success Stories” worksheets provide you with a couple of resources through which to facilitate your “self research”. Organizational research can be accomplished in a number of ways including:
1. Internet: (http://www.rileyguide.com/employer.html#tutor; http://www.rileyguide.com/jsresearch.html#r201) Internet research tutorials
2. Informational Interviews
3. Employer Information Sessions
4. Internship Reports
5. DC Trip
6. Networking: Alumni Contacts

It is a rare person who shines on the first attempt at a new challenge. This applies to the challenge of interviewing as well so don’t let your actual interview be your first attempt.

Performance
Your interview performance can be broken down into verbal and nonverbal communication. Nonverbal communication includes facial expressions, eye contact, body language, handshake, attire, and grooming. Some do’s as related to nonverbal communication include smiling, maintaining appropriate eye contact, upright and open body posture, a firm handshake, conservative, professional clothing and grooming. Some do’s with respect to verbal communication include taking your time to understand the question, taking two to three minutes per answer, focusing your answers on positives, highlighting your skills and accomplishments, avoiding fillers such as “um, ah and like”, and avoiding “bluffed responses”.

Pursue
After your interview a follow up thank you note is the polite thing to do. Not only is it proper but gives you the opportunity to restate your interest, follow up on something that you mentioned or learned in the interview and keeps your name on the radar.

If you learn that you were not the candidate chosen for the position, please take the opportunity to ask for a critique of your interviewing skills. You will not always get feedback about your interview but it is worth the effort to ask.
Success Stories Worksheet

As previously mentioned the majority of interviews will be “behavior based” and require you to provide a specific example of your ability to perform a job specific task, e.g., analysis. Framing your answer in the Situation, Task, Action, Result formula allows you to answer in a detailed, organized and succinct manner.

In preparation for your interview it is a good idea to think back over the course of your academic and professional background to those experiences of which you are particularly proud. The “In the Flow” worksheet found in the Self-Assessment section calls for exactly this type of reflection. It is recommended that you have five success stories ready to relay to those interviewing you.

A fair question to ask is “How do I know that my success stories will be relevant to the job I am interviewing for or to the questions I will be asked?” The answer is, “You may not know what specific question your success stories will answer, however you can feel confident that your success stories will be relevant if your story demonstrates a skill you utilized effectively, work you were interested in, and a result you are proud of.” Additionally, if you are qualified for the position for which you are applying, then your success stories will naturally answer questions related to job responsibilities and duties.

Complete the following exercise in preparation for your interviews:

<table>
<thead>
<tr>
<th>Skill or Topic of Question</th>
<th>Success Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td></td>
</tr>
<tr>
<td>For example: Tell us about a time when you were recognized for effective leadership.</td>
<td>S T A R</td>
</tr>
<tr>
<td>Research/Analysis</td>
<td></td>
</tr>
<tr>
<td>For example: Describe a project you worked on where you used your econometrics or quantitative skills.</td>
<td>S T A R</td>
</tr>
<tr>
<td>Advocate</td>
<td></td>
</tr>
<tr>
<td>For example: What is the most contentious political issue you have advocated for? Were your efforts successful? Why or why not?</td>
<td>S T A R</td>
</tr>
<tr>
<td>Teamwork</td>
<td></td>
</tr>
<tr>
<td>For example: Tell me about the most difficult team member you have ever worked with. How did you handle this relationship?</td>
<td>S T A R</td>
</tr>
<tr>
<td>Initiative</td>
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</tr>
<tr>
<td>For example: Tell me about a time when you were working for a supervisor who didn’t provide much direction.</td>
<td>S T A R</td>
</tr>
<tr>
<td>Weakness</td>
<td></td>
</tr>
<tr>
<td>For example: What would your previous boss say was your biggest weakness?</td>
<td>S T A R</td>
</tr>
</tbody>
</table>
# Interview Checklist

## Pre-Interview

<table>
<thead>
<tr>
<th>Preparation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Research the organization</td>
<td></td>
</tr>
<tr>
<td>☐ Research yourself</td>
<td></td>
</tr>
<tr>
<td>☐ Mock interview</td>
<td></td>
</tr>
<tr>
<td>☐ Good night sleep</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preparation and attire</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Conservative hairstyle</td>
<td></td>
</tr>
<tr>
<td>☐ Conservative jewelry (or none)</td>
<td></td>
</tr>
<tr>
<td>☐ Clean and manicured nails</td>
<td></td>
</tr>
<tr>
<td>☐ No cologne or perfume</td>
<td></td>
</tr>
<tr>
<td>☐ Good hygiene (shave, shower, deodorant)</td>
<td></td>
</tr>
<tr>
<td>☐ Polished shoes in good condition</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Travel</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Know where you’re going</td>
<td></td>
</tr>
<tr>
<td>☐ 10 minutes early</td>
<td></td>
</tr>
<tr>
<td>☐ Review contact name and position before entering office space</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ No smoking</td>
<td></td>
</tr>
<tr>
<td>☐ No gum</td>
<td></td>
</tr>
<tr>
<td>☐ Check breath and teeth</td>
<td></td>
</tr>
<tr>
<td>☐ Turn cell phone off</td>
<td></td>
</tr>
<tr>
<td>☐ Bring no more than two items (portfolio, purse, briefcase)</td>
<td></td>
</tr>
<tr>
<td>☐ Copy of your resume</td>
<td></td>
</tr>
<tr>
<td>☐ Bring a pen and pad of paper (or portfolio) for notes</td>
<td></td>
</tr>
</tbody>
</table>

## Interview

<table>
<thead>
<tr>
<th>Introduction</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Firm handshake</td>
<td></td>
</tr>
<tr>
<td>☐ Confident smile</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Style</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Posture – sit up straight</td>
<td></td>
</tr>
<tr>
<td>☐ Maintain eye contact</td>
<td></td>
</tr>
<tr>
<td>☐ Sound natural</td>
<td></td>
</tr>
<tr>
<td>☐ Avoid fidgeting</td>
<td></td>
</tr>
<tr>
<td>☐ Listen to interviewer</td>
<td></td>
</tr>
<tr>
<td>☐ Don’t dominate interview</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Show enthusiasm for agency/job</td>
<td></td>
</tr>
<tr>
<td>☐ Explain using vivid examples</td>
<td></td>
</tr>
<tr>
<td>☐ Don’t say anything negative about former colleagues or employers</td>
<td></td>
</tr>
<tr>
<td>☐ Inquire about salary, benefits, etc., no sooner than a 2nd round interview and ideally not until the recruiter asks you</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusion</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Ask questions demonstrating your knowledge of and interest in the position</td>
<td></td>
</tr>
<tr>
<td>☐ Make sure you express your interest in the job</td>
<td></td>
</tr>
<tr>
<td>☐ Get a business card or other contact information from the interviewer</td>
<td></td>
</tr>
<tr>
<td>☐ Ask about the timeline of the search</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Post-Interview</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Send a thank you note 24-48 hours to each of your interviewers</td>
<td></td>
</tr>
<tr>
<td>☐ Conduct a self-evaluation of the interview</td>
<td></td>
</tr>
</tbody>
</table>
Social Media and Web 2.0 in the Internship/Job Search

Facebook, LinkedIn, Blogs, Twitter…..Are you using these tools in your internship or job search? It is hard to know if these tools will have staying power or what the next latest and greatest technology will be, but for the time being it’s worth considering how to use these tools to learn about specific fields and organizations, uncover newly posted job openings, and to build your professional network of contacts.

LinkedIn’s mission is to connect the world’s professionals to accelerate their success. As of January 2013, LinkedIn had over 200 million members. Given the professional networking mission of LinkedIn, this tool can be used in your job search to reach potential employers, but also for potential employers to reach you. An increasing number of employers are posting jobs via the main LinkedIn page as well as their organization’s page. Members can also post jobs within various groups.

- To get started on LinkedIn, it is important to set up your account and profile using keywords that emphasize your skills. Recruiters can search by terms you list in your profile, so make sure you include any specific skills and tools, e.g. STATA, SPSS, language fluency, security clearances, etc. A complete profile will show up higher in Google search results.
- Utilize tutorials at http://learn.linkedin.com and/or http://grads.linkedin.com to learn more about getting started with LinkedIn.
- Join the “Gerald R. Ford School of Public Policy” group. Search “Groups” to find us. Group members will designate in their contact settings if they are willing to receive job inquiries. Consider that setting your invitation to contact Ford School alums in fields of interest to you.
- Join other groups of interest, for example, the alumni group of your undergraduate institution or a group of professionals who work in your desired field (e.g. Net Impact, U-M Alumni in Consulting) or an employer group such as Congressional Research Service – Employment.
- Click on “Jobs” on the main page and enter keywords like “public policy” or “health policy.” You can limit by zip code. The results will also show if you have a first, second, or third level connection to the person/organization that posted the job.
- Utilize Advanced Search to find other U-M connections at organizations of interest. (The advanced search link is located directly to the right of the search box.) For example, if you would like to work for the Gates Foundation, you can search “Bill and Melinda Gates Foundation” in the company box, and “University of Michigan” in the school box. The “Read our search tips” link on the Advanced Search page provides additional search strategies.

Relationships matter in a job search - LinkedIn can be a valuable tool in helping you make important professional connections.

Blogs & Twitter: These tools probably deserve separate descriptions but as Twitter is a “micro-blog”, we are grouping them together. These tools allow you to be both consumers (followers) and producers (bloggers/twitterer) of information. Keeping a blog or tweeting allows you to disseminate facts, information, or opinion about any topic of choice. If done conscientiously and on a topic that has a bearing on your professional life, these tools can provide you with information, connect you to other people who share an interest in your topic, and could establish you as an expert in your topic area.

- Common blog hosting: wordpress.com;.blogspot.com
- Follow the Ford School on Twitter: www.twitter.com/fordschool
- Search for people to follow at http://twitter.grader.com/ or http://wefollow.com
• Download a program like Tweetdeck or Twitterific to help you manage your account.
• Check out these articles, “Twittering Tips for Beginners”:  
• “When Your Dream Company’s Hiring on Twitter; More companies are launching Twitter handles specifically to lure job applicants”:  
• When tweeting, always remember your tweets are public information that an employer can see!
• Many organizations of interest to Ford School students are on Twitter:
  o [www.twitter.com/gatesfoundation](http://www.twitter.com/gatesfoundation)  
  o [www.twitter.com/urbaninstitute](http://www.twitter.com/urbaninstitute)
  o [www.twitter.com/tweetcongress](http://www.twitter.com/tweetcongress)  
  o [www.twitter.com/oxfamamerica](http://www.twitter.com/oxfamamerica)

Facebook:  Facebook’s stated mission from founder Mark Zuckerberg is “to give people the power to share in order to make the world more open and connected.” This is a very broad statement and as such makes one’s use of Facebook nearly limitless. Using Facebook as part of a job search strategy could be a viable option depending upon what you choose to share and who you connect with.
• Consider making your profile “private,” especially if your friends post jokes or photographs of you that you do not want a prospective employer to see.
• Look at your friend list to see where people are working – consider contacting people who are already your friends to inquire about openings at their organization.
• If you don’t have a Facebook account, don’t feel that you need to create one for your job search. This site is known more for social networking than professional networking.

GovLoop is “the premier social network connecting the government community.”
• If you are interested in government work, create a profile on this social network site connecting the government community.
• Check out job openings posted under “Forum,” “Jobs.”
• Join a group like Geeks in Government ([http://www.govloop.com/group/geeksingovernment](http://www.govloop.com/group/geeksingovernment)) or Young Government Leaders ([http://www.govloop.com/group/younggovernmentleaders](http://www.govloop.com/group/younggovernmentleaders))

Google:  Set up a Google alert ([www.google.com/alerts](http://www.google.com/alerts)) to get updates on organizations, topics, or people of interest. Some prospective employers will research your name on the internet. Google your own name and/or set up a Google alert for your own name. It is always a good idea to know exactly what is out there about you on the internet.
Section Four: Succeed & Advance
Succeed and Advance

You developed your search strategy, networked, conducted informational interview, created a resume and cover letter, participated in interviews and secured an offer(s). Congratulations! The search may not be over though. Before you decide to accept an offer, revisit the things that are most important to you and, if necessary, negotiate. Finally, once you have accepted an offer, the real work begins; succeeding in your internship.

☐ Review “Values Prioritization” worksheet
☐ Complete the “Offer Prioritization” worksheet
☐ Read about negotiating job offers
☐ Read “Succeeding in Your Internship”
Offer Prioritization

Use the table below to evaluate your offers based on the values and factors you determined to be important to you during the values prioritization process. Feel free to include positions that you don’t have offers for yet, but may be involved with, i.e., you’ve had conversations about potential employment, you’ve submitted a resume, or you’ve had an interview.

Instructions

1. Determine your decision factors in prioritized ranking and write them in the table.
2. Write down your offers and rate them against the decision factors. For each factor, place a check mark or ranking by the offer which is most attractive for that factor.
3. Visually evaluate where your check marks are.

<table>
<thead>
<tr>
<th>Factors</th>
<th>Skill Set Competence</th>
<th>Geographic Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gates Foundation (Example)</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>High Scope (Example)</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
Negotiating Offers

It is not likely that you will be negotiating, in the traditional sense, during your internship search. However, many students receive multiple offers and competing offers are rarely received simultaneously. In this scenario negotiating with respect to time lines and decision dates will be necessary. For this reason, please find a general overview of negotiating below.

Hopefully, receiving a job/internship offer is an exciting event. It is certainly a good strategy to **inform the employer of your pleasure at receiving an offer**. However, don’t let your enthusiasm cloud your judgment. Announcing to the employer, “I’ll take it” before understanding all points of the offer and having some time to think it over is not recommended.

Even if you don’t plan on negotiating any part of the job offer, taking a day or two to discuss the offer with your support system may lead to some needed perspective. Be clear about many of the **factors that make up your offer, including**:

- Salary
- Start date
- Decision date
- Location
- Vacation/paid time off
- Relocation benefits
- Health, dental, life, etc.
- Signing bonus
- Performance review dates
- Rotation schedule/preferences

A successful negotiation requires preparation and research. This should be done prior to receiving an offer in case your decision period is a short one. You should establish some benchmarks with respect to salary and other factors, and this requires time. Resources you can use to help establish your market value include:

- Graduate Career Services
- Ford School alumni

The information obtained from these resources combined with your knowledge about your selling points will allow you to establish a salary range within which you can negotiate. Establish a **walk away point** and a **high point** based on what you can justify and what you deem to be fair given your **knowledge of market standards, cost of living, and most importantly your credentials that will add value to the employer**. When the time to negotiate arises, remember to begin negotiations at your high point.

As mentioned above it is common to receive an offer while also interviewing with or waiting to hear from other organizations. If the offer you receive is from your top choice and it meets the factors you have deemed to be most important, it is unlikely that interviewing with other organizations is going to change your mind. However, if the offer is not from your top choice employer, you may be able to use the offer as leverage with the organization(s) you would rather work for. Many Ford School students have expedited interview processes by informing employers of other offers and impending decision dates. For example, one Ford School student used his offer with a local community development organization to expedite his interview with ShoreBank in Chicago. By telling ShoreBank that he had to inform the community development organization of his decision by week’s end he was able to move his interview up to the very next day! Negotiation in this way requires honesty and tact. If you don’t have serious intentions about accepting an offer and are simply using it as a
backup or for leverage, you are treading in dangerous territory. It is best to use integrity from the beginning, inform all involved parties of where you stand, and abide by agreed upon decision dates.

When negotiating it is best to keep in mind that the person you are negotiating with is likely to be someone who you will work with, so maintain your professionalism at all times. Finally, after you have accepted an offer, you should decline all other offers as soon as possible. This is an important step as you never know when you may need this contact.
Succeeding in Your Internship

Robert Kelley detailed nine strategies for workplace success in his book, How to be a Star at Work. The nine behaviors were identified by both management and co-workers in star performers. The nine strategies are outlined here:

1. **Initiative:** There are a couple of key considerations with respect to initiative. First, before seeking out extra work, make sure you are doing your current work well. Second, look for projects that benefit coworkers or a larger group and projects that are on the critical path of the organization. Third, evaluate the probability of success and be willing to take on some risk with new responsibilities. Finally, stick tenaciously to the project and follow through to implementation.

2. **Knowing Who Knows:** Kelley estimates that people only know about 55-60% of what they need to know in order to do their jobs. Thus it is vital to develop pathways to others who can help complete critical path tasks and minimize knowledge deficits. Important considerations in developing this network are:
   1. Establishing a network before you need it. Be proactive. New employees trying to break into an established network for the first time are given consideration.
   2. Demonstrating networking etiquette, i.e., small courtesies and considerations.
   3. Doing your homework.
      a. Do a quick self-study on as much of the general subject area as possible
      b. Summarize attempts to solve the problem or find elusive information
      c. Spend time forming the right question
      d. Link the problem to a discipline or an area of interest that intrigues the expert
   4. Following up with a note of thanks and making sure public credit is given for contributions.
   5. Be a good network citizen: the network is also about giving.

3. **Managing Your Whole Life at Work:** Develop a portfolio of talents and work experiences so that value to the company increases; know your strengths and weaknesses.
   
   **A. Lessons**
   1. Know yourself well
   2. Know the kind of work you do best and that you want to do
   3. Take control of your own career path by developing a plan to connect yourself to the work you enjoy most and to connect that work to the company’s critical path

   **B. Adopt a system that helps you**
   1. Plan the entire project
   2. Schedule your time
   3. Keep track of your progress
   4. Store and retrieve important information
   5. Tip you off to potential crises
   6. Provide for a backup plan if problems arise
   7. Communicate your progress and results to important others -- customers, bosses, coworkers
C. Core self-management skills
   1. Find out what the critical path is for the organization and get on it by learning how to add value
   2. Choose work that can leverage yourself, your talents, get into flow, and experience job satisfaction
   3. Regularly review your personal productivity and devise ways to increase personal effectiveness and efficiency
   4. Borrow shamelessly--techniques and methods for better self-management; careful observers
   5. Don't fear experimentation; try new approaches
   6. Make compelling case to management for changing job description and regulations that limit productivity
   7. Adopt behaviors that minimize interruptions without separation from the group
   8. Work to avoid time-killer crises by planning for problems--building mistake-recovery time into the projects; write up personal damage-control plan
   9. Develop procrastination-busting work habits--to-do lists, priority plans, building enjoyable assignments around drudge tasks
   10. Learn to accept occasional unproductive days, even weeks of slump

4. Getting the Big Picture: See in a larger context and through the eyes of the critical others.
5. Followership: Be actively engaged in helping the organization succeed while exercising independent, critical judgment of goals, tasks, and methods; work cooperatively even through differences.
6. Small-L Leadership in a Big-L World: Leadership as a role not a position. Employs expertise and influence to convince a group of people to come together and accomplish a task; help create vision, create trust, find resources, and shepherd completion.
7. Teamwork: Taking joint "ownership" of goal setting, activities, and accomplishments; help build team, deal with conflict, and solve problems.
8. Organizational Savvy: Navigate competing interests to promote cooperation, address conflicts, and get things done; communicate with individuals and groups; avoid conflicts; make allies out of enemies.
9. Show-and-Tell: Selecting information to pass along, developing effective format for persuading a specific audience; selecting the right message for an audience or vice versa.

In addition to Kelley’s nine strategies it is also important to:

1. Schedule a Preliminary Meeting with Your Supervisor(s): Set out the goals and expectations for your internship.
2. Conduct Informational Interviews: Take advantage of your proximity to other employers of interest. LinkedIn and Graduate Career Services can help you identify alumni in your area.
3. Update Your Resume: Have your supervisor or trusted coworkers review your resume. Ask if they feel you have effectively highlighted the skills important to their organization.
4. Remember that Past Performance is the Best Predictor of Future Performance: Many internship programs are recruiting tools and even if you don’t want to work at the organization after your internship it is good to have a reference from your most recent employer.
5. Explore the Local Area: Would you want to live here in the future? What does the area have to offer?
6. Keep Graduate Career Services in the Loop: Let us know how things are progressing. We can help you navigate through difficult situations. Let us know of interesting organizations you come into contact with so that we can see about establishing a relationship.