

# Gerald R. Ford School of Public Policy

UNIVERSITY OF MICHIGAN



## Internship Search Guide

2011-2012

For MPP students at the Gerald R.  
Ford School of Public Policy:  
A resource for planning and  
implementing an internship strategy

**GRADUATE CAREER SERVICES**



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Gerald R. Ford  
School of Public Policy  
UNIVERSITY OF MICHIGAN

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Welcome to the Gerald R. Ford School of Public Policy. 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 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 15% 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



Tom Phillips  
Associate 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 2011 Internships

Visit [www.fordschool.umich.edu/files/summer-2011-internships.pdf](http://www.fordschool.umich.edu/files/summer-2011-internships.pdf) for a complete list of summer 2011 internships.

### Federal Government

Office of Management and Budget (2)	Washington, DC
The White House, Domestic Policy Council	Washington, DC
U.S. Department of the Interior, Office on Environmental Policy and Compliance	Washington, DC
U.S. Department of State, Bureau of Diplomatic Security, Rewards for Justice	Washington, DC
U.S. Environmental Protection Agency, Office of Enforcement and Compliance	Washington, DC
U.S. Food and Drug Administration, Office of Policy	Washington, DC
USAID	Washington, DC

### State Government

California Legislative Analyst's Office	Sacramento, CA
Michigan Office of the Governor (3)	Lansing, MI/Washington, DC

### Local Government

City of Ann Arbor, Systems Planning	Ann Arbor, MI
City of Detroit, Office of the Mayor (2)	Detroit, MI
San Francisco Department of Environment	San Francisco, CA

### International Organizations

International Organization for Migration	Geneva, Switzerland
Organisation for Economic Co-operation and Development (2)	Paris, France
UNODC(2)	Vienna, Austria

### Non-Profit Organizations

Clinton Global Initiative (2)	New York, NY
Direct Relief International (2)	Santa Barbara, CA/Tokyo
Education Pioneers (3)	Chicago, IL/Washington, DC
Innovations for Poverty Action	Lilongwe, Malawi
Mercy Corps	Washington, DC
National Governors Association	Washington, DC
PATH	Bangladesh
Pew Center on Global Climate Change	Washington, DC
William J. Clinton Foundation (2)	New York, NY

### Private Sector

American Institutes for Research	Chicago, IL
Anderson Economic Group (2)	Chicago, IL/Lansing, MI
General Motors Co., Public Policy Center	Detroit, MI

## 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 Associate Director on your progress (monthly)
- Attend Graduate Career Services workshops and employer and alumni presentations/interviews

### Fall Semester

#### August/September

- Attend training session for eRecruiting
- Schedule appointment with Associate Director to discuss career goals
- Attend All These Classes & Find an Internship Too presentation
- Attend Internship Search Game Plan presentation
- Join a student organization of interest
- Sign up with Career Center Connector (U-M Career Center)  
<http://www.careercenter.umich.edu/c3student/index.html>
- Draft resume for submission in internship resume book
- Attend U-M Fall Career Expo (October 4-5, 2011)
- Attend Meet the Diplomat In Residence (U.S. State Department) presentation
- Read internship reports, APSIA Career Guide & other resources for internship ideas (CTools and Career Services Library)

#### October

- Apply for State Department internships
- Complete resume and upload to eRecruiting internship resume book
- Attend Internships Abroad presentation
- Attend International Opportunities Fair (October 20, 2011)
- Attend Interviewing Practice and Improvement presentation
- Attend Cover Letter Makeover presentation

#### November

- Submit applications for internships with November deadlines
- Create your semester break networking and internship search plan
- Schedule a time to use Interview Stream for a mock interview
- Attend Previewing DC presentation

#### December

- Start planning for DC Trip (Date TBA, late January, early February)
- Implement your semester break networking and internship search plan
- Submit applications for internships with December deadlines

**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
- Attend U-M Winter Career Expo (January 18, 2012)

**February**

- Attend the DC Trip
- Attend Funding Unpaid Internships presentation
- Apply to internships of interest with February deadlines
- Apply to Ford School Internship Partnerships
- Apply for internship funding (WDI, Int'l 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 Student Internship Agreement Form to Graduate Career Services

### Self-Assessment



## 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/Alumni Presentations

Additionally, you could do the following:

- Purchase the book, *StrengthsQuest*, (or a code from GCS), complete the StrengthsFinder assessment, and discuss with Associate Director
- Take the Myers-Briggs Type Indicator (U-M Career Center)
- Take the Strong Interest Inventory (U-M Career Center)

## “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 2-3 years of your life and recall a time when the following 3 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 does not 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?


Think of two other examples that occurred in the last 2-3 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. 2 or more examples from your undergraduate years (or 3-7 years ago)
2. 2 or more examples from high school (or about 8-12 years ago)
3. 2 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 10 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.

		<b>Flow Experiences</b>										
<b>Skill, Quality, Attribute</b>	<b>Example- Coordinated Charity Auction</b>	1	2	3	4	5	6	7	8	9	10	Total
Analysis												
Advocacy												
Communication (oral)	x											
Coordination	x											
Creativity	x											
Design												
Attention to Detail	x											
Energy/Enthusiasm												
Evaluation												
Follow-through	x											
Foresight												
Initiative												
Innovative	x											
Interpersonal Skills	x											
Leadership												
Liaison												
Mediation												
Perseverance												
Persuasion	x											
Problem Solving	x											
Research												
Statistics												
Trouble Shooting												
Writing (Communication)												

## 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 9 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 9 and this is the highest “n”, then it becomes the top ranked value.

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

Values terminology from Richard L. Knowdell, 2004, [careertainer.com](http://careertainer.com)

Prioritized Ranking
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

### **“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 6 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”.

Positives:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Improvements:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

What is the 2<sup>nd</sup> best job you’ve ever had? Rate it on a scale of 1-10.

2. \_\_\_\_\_ Rating: \_\_\_\_

Positives:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Improvements:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3<sup>rd</sup> Best? Rate it on a scale of 1-10.

3. \_\_\_\_\_

Rating: \_\_\_\_\_

Positives:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Improvements:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**“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 helps 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:

### Policy Areas of Interest

(check all that apply)

- Arts/Culture
- Consulting
- Economic/Community Development
- Education
- Environmental Policy
- Banking/Budgeting/Finance
- Government Relations
- Health Policy
- International Development/Human Rights
- International Policy/Foreign Affairs
- Labor
- Politics
- Risk Management/Assessment
- Research
- Social Welfare Policy
  - Criminal Justice
  - Housing
  - Minority Issues
  - Poverty
- Tax
- Technology/Communication
- Trade/Commerce
- Transportation
- Urban Policy
- Other: \_\_\_\_\_

### Skill Set Preferences

(check all that apply)

- Assessing the need for new policy
- Influencing policy formation (the who and what)
- Designing good policy
- Analyzing the potential impact of policy
- Interpreting policy
- Implementing policy in the field
- Responding to changes in policy
- Evaluating the impact of policy
- Other \_\_\_\_\_

### Sector Preferences

(check all that apply)

- Federal Government
- State Government
- Local Government
- Foreign Government
- International Agency/Organization
- Non-Profit Organizations
- Private Sector
- Pursuing PhD or JD program full-time

### Location Preferences

- \_\_\_\_\_
- \_\_\_\_\_

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. 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 3 skills, qualities or attributes from the “In the Flow” worksheet here:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

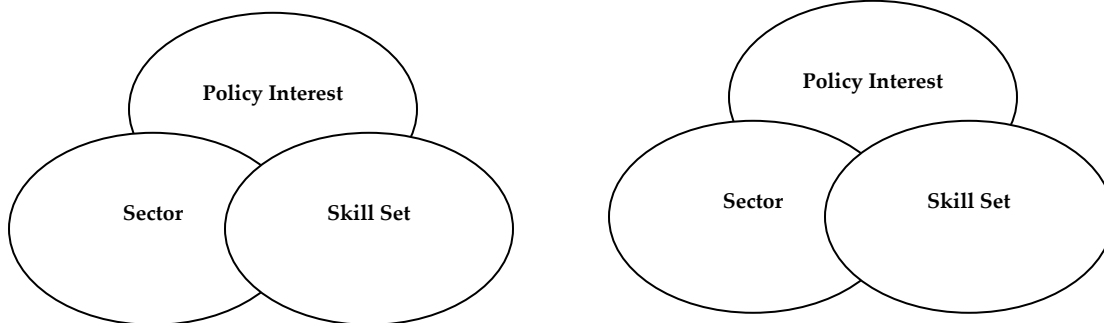
Enter the top 3 values from the “Values Prioritization” worksheet here:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Enter the top 3 positive themes from the “Best of Times, Worst of Times” worksheet here:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Finally, enter the top 2 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 2) 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.

### 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 1 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 ([www.ctools.umich.edu](http://www.ctools.umich.edu)) 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:

Did you know that <http://www.devdir.org/>, the Directory of Development Organizations, lists over 50,000 organizations, organized by continent, of agencies involved in international development? Interested in consulting? Check out Association of Management Consulting Firms - <http://www.amcf.org/index.asp>. Conservation? Borrow the *Conservation Directory: The Guide to Worldwide Environmental Organizations* from a library. Public Health? Check out American Public Health Association - <http://www.apha.org>. No matter your area of interest, there are publications and associations from which to identify leads.

The Ford School of Public Policy is an APSIA (Association of Professional Schools of International Affairs) 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 in the library 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.

### Organizations of Interest

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**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:**

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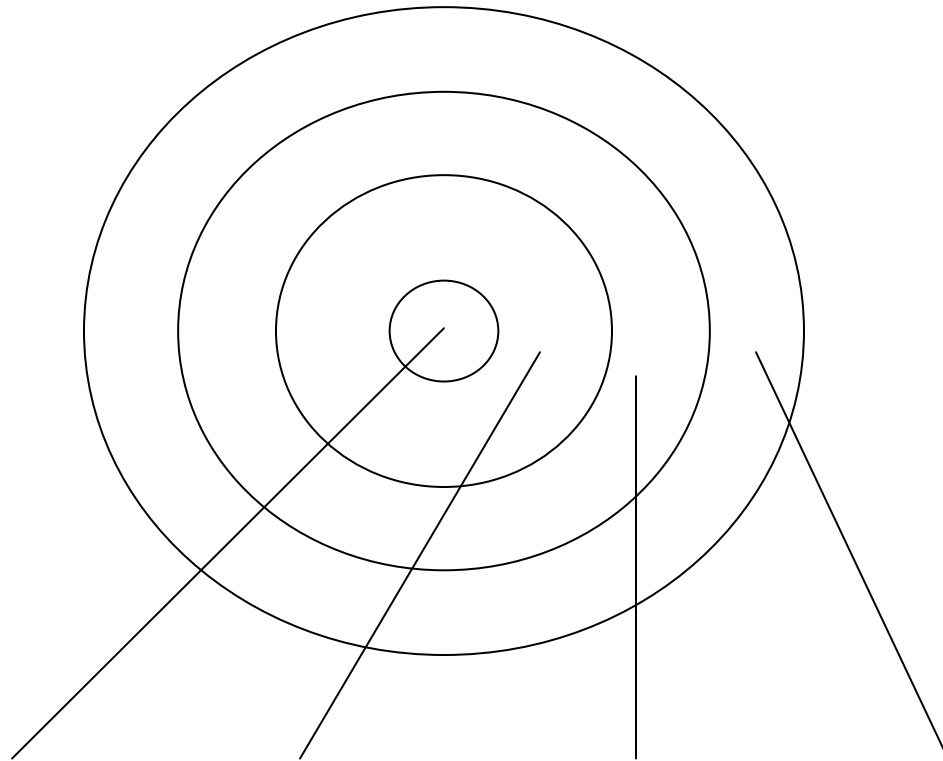
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**Prioritize:**

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 candidates. 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. \_\_\_\_\_

## Ford School Internship Search Stories

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

I started my internship search in September by attending Career Services events (Internship 101, 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 1 – 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 and WDI. They both 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 8-10 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 10 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 5 or 10 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 the informational interview. 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 job 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. To get an idea of just how open people are to the idea of sharing their stories; visit the Road Trip Nation website at [www.roadtripnation.com](http://www.roadtripnation.com). Although most people are open to the idea, 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 directory, (available in Graduate Career Services)
- The Leadership Library on the Internet,
- 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 he/she can reply when he/she has 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 b/t 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 Alum (Referral)**

Dear \_\_\_\_\_

I am a 1st year MPP student at the Ford School of Public Policy at the University of Michigan with a concentration in international development and international environmental policy. Jennifer Niggemeier in 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](mailto:xxx@umich.edu) or by phone at 734-999-3333. I look forward to hearing from you.

**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 some 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 2006 National Governors Association Center for Best Practices report on this topic.

I'm hoping to take 15-20 minutes of your time to discuss career options in the education reform field. I am currently searching for a summer internship in DC, so I would also be 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](mailto: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 interview 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. You can get some valuable information from these employees.

### **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 10 minutes early and send a thank you note. You should also research the interviewee (if possible), the organization and the 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.

You should seriously consider bringing a resume, a notepad and your list of questions to the interview. You should 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 10 questions you would like to ask, although you may not have enough time to ask all 10. 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

Notes (Where, How, What, Additional Suggested Contacts?)	Thank You Sent?

## eRecruiting Cheat Sheet

### 1. RSVP to Graduate Career Services events

- Click on **Calendar**, then **Career Center Calendar** on the navigation bar, or click on one of the shortcuts on the home page **Calendar** box.
- 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. E-Mail notifications

- Set your account to e-mail you when jobs matching your policy area/location interest are posted:
- Click on **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.
- Choose if you would like to receive email notifications of job matches and select the job source 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, be sure to go back to **Documents** on the grey toolbar and click on **Your Resumes**. Verify that your resume for the book is your “primary resume” and verify that it looks exactly as you intended and fits on one page.

### 4. Don't be misled by a deadline:

- If an employer submits a job posting with no deadline information, we enter that job and assign a deadline of one month from the date entered. If you are interested in the position, please consider it opened until filled. It is in your best interest to apply as soon as possible.

eRecruiting Log-in Reminder:

**Username:** your username is your University email (uniqname@umich.edu)

**Password:** Hireme

Please change your password after the first log-in via the Profile tab.

*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.

Strategy	Tools	Pros	Cons	Hints
<b>Advertised Openings</b>	<ul style="list-style-type: none"> <li>• Newspapers</li> <li>• Journals</li> <li>• Newsletters</li> <li>• Trade Magazines</li> <li>• Cover Letter</li> <li>• Resume</li> </ul>	Minimal investment of time in identifying companies. Identification of actual job openings	Application materials will compete with large numbers of others. Many openings are never advertised.	<ul style="list-style-type: none"> <li>• Set up a schedule to search for openings.</li> <li>• Use as a meter on the job market in your chosen field.</li> </ul>
<b>Internet</b> Search online job banks and company websites. Post resume on job boards.	<ul style="list-style-type: none"> <li>• Requires Internet Access</li> <li>• Electronic Resume</li> </ul>	Identification of actual job openings. Worldwide geographic search. Broadest search capabilities with least time investment	Large numbers of competitors. Resume and cover letter "black hole".	<ul style="list-style-type: none"> <li>• Set up a schedule to search for openings (daily, weekly).</li> </ul>
<b>Targeted Mailing/E-Mailing</b> Develop tailored cover letter and resume addressing specific company needs. Mail/E-mail to researched contacts.	<ul style="list-style-type: none"> <li>• List of well-researched companies</li> <li>• Tailored Cover Letter &amp; Resume.</li> </ul>	Demonstrates interest in specific companies and initiative.	Significant time investment in developing targeted materials and in identification of appropriate contacts.	<ul style="list-style-type: none"> <li>• Utilize network to determine who the most appropriate person to send materials to.</li> <li>• Be creative when determining who to send materials to through cold calls.</li> </ul>
<b>In-Person Visit</b> Visit companies of interest. Schedule time in specific departments.	<ul style="list-style-type: none"> <li>• Business attire</li> <li>• Resumes</li> <li>• List of well-researched companies</li> </ul>	Demonstrates initiative Application materials are on file	Significant time investment in developing targeted list and in making contact.	<ul style="list-style-type: none"> <li>• Research company before visiting.</li> <li>• Ask for a specific person.</li> <li>• Try to stay away from questions that people can answer with "no".</li> </ul>
<b>Networking</b> Talk to everyone you know to develop a list of potential contacts.	<ul style="list-style-type: none"> <li>• Alumni Contacts</li> <li>• Employer Presentations</li> <li>• Information Interviews</li> <li>• DC Trip</li> <li>• Student Organizations</li> <li>• Professors</li> <li>• <a href="#">Ford School</a></li> <li>• <a href="#">LinkedIn Group</a></li> </ul>	Learn of unadvertised openings. May result in uncovering additional opportunities. How most people land their jobs.	Time consuming. Contacts do not equal jobs.	<ul style="list-style-type: none"> <li>• Follow through on all leads.</li> <li>• Thank contacts and network for the help.</li> <li>• Keep broadening your network.</li> <li>• Keep a log of contacts made.</li> </ul>
<b>Graduate Career Services</b> Check eRecruiting Utilize Library Counselors Internship Reports	<ul style="list-style-type: none"> <li>• Computer access</li> <li>• Enrolled student or alumni of Ford School</li> </ul>	Policy specific listings Policy specific resources Individualized attention Emails directly to you	We don't know about every opportunity out there.	<ul style="list-style-type: none"> <li>• Visit both the office and eRecruiting regularly.</li> </ul>

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 22<sup>nd</sup> (**Time-bound**), I will have completed the 4 exercises (**Measurable**) in the Self-Assessment portion of the Internship Search Guide as well as the 2 exercises (**Measurable**) in the Investigate Career Options section. I will create a :30 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 Day (**Time-bound**), I will read all (**Measurable**) internship reports from 2010 and 2011 that were written by a student that completed an international internship. (**Specific, Attainable, Relevant**) I will make a list of the 3-10 (**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, ask for international internship search advice, and for 2 additional contacts that he/she would suggest.” (**Specific, Measurable, Attainable, Relevant**)*

*“I will devote 5 hours a week towards internship searching until I have accepted a summer internship, (**Time-bound, Measurable**) at least 3 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 15 minutes on eRecruiting per week.” (**Specific, Measurable, Relevant**) (May not be **Attainable**, all Alumni presentations?)*

Goal 1:

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Goal 2:

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Goal 3:

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## 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 "Checklist" worksheet
- Read about "Social Media and Web 2.0 in the Internship/Job Search"

## Resumes “The Quick and Dirty”

A resume is a 1-3 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. These “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 need to be grammatically correct.
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.

# Gary Phillips

1016 Oakland Ave., Apt 7, Ann Arbor, MI 48104  
734-330-0127; [garyphillips@umich.edu](mailto:garyphillips@umich.edu)

## EDUCATION

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- |   |   |
|---|---|
| <p><b>University of Michigan, Gerald R. Ford School of Public Policy</b><br/>Master of Public Policy</p> <ul style="list-style-type: none"> <li>• Emphasis in Economic Development</li> </ul>   | <p>Ann Arbor, MI<br/>April 2010</p>     |
| <p><b>University of Michigan, Stephen M. Ross School of Business</b><br/>Master of Business Administration</p> <ul style="list-style-type: none"> <li>• Emphases in Social Entrepreneurship and Finance</li> <li>• Elected Global Citizenship Representative</li> </ul> | <p>Ann Arbor, MI<br/>April 2010</p>     |
| <p><b>Universidad Catolica Andres Bello</b><br/>Bachelor of Arts, Economics</p> <ul style="list-style-type: none"> <li>• Founded and conducted Department of Economics' Community Service Committee</li> </ul>  | <p>Caracas, Venezuela<br/>July 2003</p> |

## EXPERIENCE

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- |   |   |
|---|---|
| <p><b>Youth Service America</b><br/>Consultant</p> <ul style="list-style-type: none"> <li>• Designed strategic marketing plan for YSA's volunteer matching database, improving YSA's ability to partner with private corporations.</li> <li>• 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.</li> </ul> | <p>Washington, DC<br/>Summer 2009</p>   |
| <p><b>The William Davidson Institute</b><br/>Research Assistant</p> <ul style="list-style-type: none"> <li>• Evaluated use of revenue-generating enterprises by nonprofits, identifying the opportunities and challenges for CARE USA in deciding to start business ventures.</li> </ul>  | <p>Ann Arbor, MI<br/>Summer 2008</p>    |
| <p><b>Banco Central de Venezuela Int'l Research Department</b><br/>Junior Economist II</p> <ul style="list-style-type: none"> <li>• Formulated macroeconomic and financial outlook reports published monthly.</li> <li>• Advised BCV's Investment Desk on asset allocation decisions influencing portfolio performance.</li> <li>• Prepared regular written &amp; oral briefings on assigned financial topics for senior level policy staff.</li> </ul>                             | <p>Caracas, Venezuela<br/>2004-2007</p> |
| <p>Junior Economist I</p> <ul style="list-style-type: none"> <li>• Monitored &amp; interpreted market developments and trends in policy framework to assist portfolio managers in making investment decisions.</li> <li>• Created exchange and interest rate forecasting evaluation model that led to major improvements in internal forecast generating process.</li> </ul>  | <p>2003-2004</p>                        |
| <p><b>Banco Central de Venezuela Economic Research Department</b><br/>Research Assistant</p> <ul style="list-style-type: none"> <li>• Performed data analysis, maintained spreadsheets, and ran literature searches for a research project on imports demand in Venezuela.</li> </ul>   | <p>Caracas, Venezuela<br/>2002</p>      |

## SKILLS

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- Languages: Spanish & French

# Anne Cheng

119 W. Mosely St., Ann Arbor, MI 48104; 734-555-1212; [annecheng@umich.edu](mailto:annecheng@umich.edu)

## Education

**University of Michigan, Gerald R. Ford School of Public Policy** Ann Arbor, MI  
*Master of Public Policy* April 2010

- Focus: Social Policy, Sustainable Development
- Assn. of Public Policy and Management; Students of Color in Public Policy; Int'l Policy Students Assn.; Students of Color at Rackham Graduate School
- Courses: Poverty & Inequality, Program Evaluation, Cost-Benefit Analysis

**Instito Jovel** San Cristobal,  
 Chiapas, Mexico  
*Study Abroad* Summer 2007

- Intensive study of Spanish w/ focus on Social, Political, and Gender issues
- Discussed development & social policy with educators and indigenous peoples

**University of California, Berkeley** Berkeley, CA  
*Bachelor of Arts- Economics, Bachelor of Arts- Rhetoric* May 2005

- Relevant Courses: Public Microeconomics, Ethnic Studies, Women of Color

## Experience

**Berkeley Policy Associates** Oakland, CA  
*Programmer Analyst* April 2009-June 2009

- Analyzed data on work, education, & training activities for welfare recipients.
- Conducted field research & surveys on work activities & 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* June 2005-August 2008

- Co-wrote education & 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* 2006-2008

- Improved outreach and public education by innovating audience survey & coordinating ticket promotion.
- Contributed to strategic planning review.

**ACLU-Northern California Affiliate** San Francisco, CA  
*Youth Committee Member* 2004

- Provided support to build youth leadership & education; Enlisted as speaker & facilitator
- Organized facilities and speakers for journalism and youth civil rights conferences.

## Skills

Fluent – Spoken Cantonese Chinese; Intermediate – Spanish; Basic - French  
 Statistical Packages (SAS, 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.

750 N. State St.  
Ann Arbor, MI 48104

May 1, 2011

Mr. Paul Mahanna  
Strategic Planning, Evaluation and Reporting (SPER)  
Office of HIV/AIDS (OHA)  
Global Health Bureau (GH)  
U.S. Agency for International Development, Washington, DC

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 3-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:

- 3-5 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. Interview Stream, an online practice interview program, is available to you in the Graduate Career Services suite or from your home (if you have a webcam). You can record yourself as you give answers to actual interview questions. You can then review both your verbal and nonverbal communication. You can also email your performance to others who can critique your answers.

### 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 2-3 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 5 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:

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

## Interview Checklist

### Pre-Interview

#### Preparation

- Research the organization
- Research yourself
- Mock interview
- Good night sleep

#### Preparation and attire

- Conservative hairstyle
- Conservative jewelry (or none)
- Clean and manicured nails
- No cologne or perfume
- Good hygiene (shave, shower, deodorant)
- Polished shoes in good condition

#### Travel

- Know where you're going
- 10 minutes early
- Review contact name and position before entering office space

#### Other

- No smoking
- No gum
- Check breath and teeth
- Turn cell phone off
- Bring no more than 2 items (Portfolio, purse, briefcase)
- Copy of your resume
- Bring a pen and pad of paper (or portfolio) for notes

### Interview

#### Introduction

- Firm handshake
- Confident smile

#### Style

- Posture – sit up straight
- Maintain eye contact
- Sound natural
- Avoid fidgeting
- Listen to interviewer
- Don't dominate interview

#### Content

- Show enthusiasm for agency/job
- Explain using vivid examples
- Don't say anything negative about former colleagues or employers
- Inquire about salary, benefits, etc., no sooner than a 2<sup>nd</sup> round interview and ideally not until the recruiter asks you

#### Conclusion

- Ask questions demonstrating your knowledge of and interest in the position
- Make sure you express your interest in the job
- Get a business card or other contact information from the interviewer
- Ask about the timeline of the search

#### Post-Interview

- Send a thank you note 24-48 hours to each of your interviewers

(Adapted from Ross School of Business Career Tracker, 2006-2007)

## 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**  [www.linkedin.com](http://www.linkedin.com)

LinkedIn's mission is to connect the world's professionals to accelerate their success. As of March 2011, LinkedIn had over 100 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 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> 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.

**twitter**  [www.twitter.com](http://www.twitter.com)

**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](http://wordpress.com); [blogspot.com](http://blogspot.com)

- Follow the Ford School on Twitter: [www.twitter.com/fordschool](http://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”:  
<http://pogue.blogs.nytimes.com/2009/01/15/twittering-tips-for-beginners/>  
 “Need a Job? Show them you can Twitter”: <http://www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2009/07/24/BUAI18UIVO.DTL&type=business#ixzz0MSvxYxro>
- 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:
  - [www.twitter.com/gatesfoundation](http://www.twitter.com/gatesfoundation)                      [www.twitter.com/urbaninstitute](http://www.twitter.com/urbaninstitute)
  - [www.twitter.com/#!/ONECampaign](http://www.twitter.com/#!/ONECampaign)                      [www.twitter.com/tweetcongress](http://www.twitter.com/tweetcongress)
  - [www.twitter.com/oxfamamerica](http://www.twitter.com/oxfamamerica)                      [www.twitter.com/whitehouse](http://www.twitter.com/whitehouse)



[www.facebook.com](http://www.facebook.com)

**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.



[www.govloop.com/](http://www.govloop.com/)

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>) or Young Government Leaders (<http://www.govloop.com/group/younggovernmentleaders>)



[www.google.com](http://www.google.com)

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.

### 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 by the offer which is most attractive for that factor.
3. Visually evaluate where your check marks are.

Factors										
	Skill Set Competence	Geographic Location								
<b>Offers</b>										
<b>Gates Foundation (Example)</b>		✓								
<b>High Scope (Example)</b>	✓									

(This document was adapted from the 2006-2007 Ross School of Business Career Tracker)

## 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:**

- |   |  |
|---|--|
| <input type="checkbox"/> Salary                 | <input type="checkbox"/> Relocation Benefits           |
| <input type="checkbox"/> Start Date             | <input type="checkbox"/> Health, Dental, Life, etc.    |
| <input type="checkbox"/> Decision Date          | <input type="checkbox"/> Signing Bonus                 |
| <input type="checkbox"/> Location               | <input type="checkbox"/> Performance Review Dates      |
| <input type="checkbox"/> Vacation/Paid Time Off | <input type="checkbox"/> 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
- Federal General Schedule; <http://www.opm.gov/oca/11tables/indexgs.asp>
- Salary.com; <http://www.salary.com/>
- Riley Guide; <http://www.rileyguide.com/salguides.html>
- 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.

(Portions of this document were adapted from the 2006-2007 Ross School of Business Career Tracker)

## 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 & 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, 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. 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.

# Gerald R. Ford School of Public Policy

UNIVERSITY OF MICHIGAN

Joan and Sanford Weill Hall  
735 S. State Street  
Ann Arbor, MI 48109-3091  
[www.fordschool.umich.edu](http://www.fordschool.umich.edu)

Main number: 734-764-3490 (p)  
Graduate Career Services: 734-615-9557 (p)



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