Appendix A: Open Ended Responses for Part One

1. How important are each of the following in preparing students for entry-level opportunities in your organization? Below is the list of responses to “Other”
   - A GPA of at least 3.5 and U.S. citizenship is required
   - A lot of the nonprofit industry can be tough so we are just looking for people who can act professionally and understand goals and expectations. We can teach the rest.
   - A strong understanding of the product development cycle and manufacturing processes.
   - Ability to sell their ideas in writing and verbally, presence
   - Ability to show that they have the skills needed for the job, through portfolio or other samples.
   - Ability to translate skills developed in college to business skills.
   - Active involvement in campus activities, sports, clubs and organizations
   - any real life experience or exposure in a related job role - understanding of how a company is run - the work flow and process
   - Basic background in Engineering, electronics and some Chemistry
   - biggest thing is that they are excited to work and have demonstrated they are responsible enough to finish a project.
   - business writing --so, so important. How to write emails, memos, etc.
   - CHILD DEVELOPMENT KNOWLEDGE
   - Communication, written and verbal communication skills
   - Communication/interpersonal skills
   - Communications, both written and verbal, are very important
   - Complete of the Fundamentals of Engineering Examination with associated Engineer in Training certificate
   - Completion of 44 semester hours of college credit is required of all applicants without a degree. Our management staff must have a degree in a related field (sociology, psychology, social work, communication disorders, etc.)
   - Completion of career planning courses is not necessarily important as much as having a good resume, well written, and being a successful interviewee.
   - Completion of Degree Program
   - Computer skills and a willingness to learn quickly.
   - Courses in major
   - coursework specific to our field (HVAC)
   - CREATIVE THINKING, PROBLEM SOLVING, RESOURCEFULNESS
   - Eagerness to learn
   - Education that relates to the position; volunteer experience that relates to the position.
   - Effective written and oral communication skills; high level of proficiency in related industry software such as ChemCad, Pro/II, Unisim, AutoCAD, etc.
   - Enthusiasm and Desire to work with the arts and the Hmong community
   - Excellent writing, communication, presentation and social skills. Making sure all communications are consistent with what is required for the job/internship they are applying for.
   - Experience (even if its class assignments) in doing the kind of work I'd be interested in hiring them for (e.g., writing)
   - Experience and class projects in related field.
   - experience having worked with children=very important
   - Experience in a variety of media -- television, radio, print, Internet, etc.
   - experience in event industry design ability
   - Experience in Poultry business, food service business
   - Experience in wildlife biology is what I look for. I also tend to hire students who are about to graduate or already have because my field season begins in April, and students who are taking classes wouldn't be able to work for me.
   - Experience working or volunteering with children is highly important.
   - Experience working with teenagers, good grasp of high school upper class level content, ability to serve as a role model.
• Experience working with young children in the elementary grades pre-K to 8 in or outside of a school setting.
• extra curricular activities
• Field of study is more important than anything listed above. The internship feeds into that, too. But you don't have their field as a choice.
• Fluency in English and ability to write succinctly and accurately are very important. Professional attitude and ability to meet schedules are vital. Candidates without these skills will be rejected.
• For us, the most important thing is professionalism and a willingness to learn/flexibility.
• General work experience
• Good grammar and spelling essential
• Good writing and communication skills. GIS
• Good writing skills are very important.
• GPA
• GPA 3.0+ and demonstrated mastery of content supported.
• GPA and class rank in chemical engineering core curriculum
• grades, majors
• Graduation in field of learning (e.g. Nursing, Health/Community Education, Dietitian or Biological Sciences for Environmental Health Specialist/Sanitarian positions)
• Hands on instrumentation in the Sciences, ex. HPLC, GC/MS, FTIR, etc.
• Have a good attitude
• I hire undergraduate students from college of biological sciences at freshman level and train them to do field and lab work. Field work involves Planting, tissue collection, pollinating corn plants and harvesting. Lab works involves extraction of DNA and taking inventory of ears harvested from the field.
• I look for students with strong writing skills, shown through cover letters.
• I think that it is important to discuss salary expectations in certain fields. Oftentimes, we have students coming out of college with high expectations really not understanding what the market will bear. It's also important to discuss with students the importance of networking and starting the process of narrowing down a career field early in their college career.
• I want someone to come into an interview having a basic idea of what they want to learn, and I want to have some research done on the organization, so resume, interviewing and job search skills make it easier on everyone.
• ILS workers must have 2080 hours of direct contact with client population (adults with TBI or similar population)
• In school, or on-job, leadership experience.
• Information Technology skills are highly preferred, but not mandatory
• Interest in public service, flexibility and ability to deal with change, ability to learn new skills
• Interest in the field, desire to succeed
• Internship(s) specific to their field of study. Active membership in pertinent organizations.
• Internships and flexibility to listen to opportunities are the most important - if I have a new grad whose only focus is money I will not work with them. Additionally Engineering students have to have current access and education with CAD 3D Design skills such as Inventor. PRO E, SolidWorks.
• Internships provide a foot-in-the-door. Even though candidates will have transferable skills, supervisors really look for students with related experience. And of course, your resume should be a one page ,easy to read, easy to understand format and you also need good + interviewing skills to actually be considered.
• It's important that they have the required skills, and that they know how to behave culturally in a corporate environment (possibly obtained from an internship, but it could be a seminar).
• job experience even if it is not in our field. Our biggest problem with hiring young people out of school is that they have no understand how to properly function in a professional work environment.
• Knowing how to think critically and write well. Know how to work collaboratively with other people. Know how to take orders.
• Knowledge of geography and the hierarchy and structure of city/township/county/state and federal gov't.
• Language study including Spanish and ASL are very helpful.
• Leadership experience
• Management training is important
• More important are demonstrated leadership ability, personal responsibility, ability to work as part of a team.
Most important - preparing entry-level candidates for accountability, responsibility, professionalism and following instructions. These skills are lacking in students from all schools.

- multi-lingual skills and multi-cultural experiences
- Overall GPA is very important as well.
- personal attitude toward hard work and professional development
- Personality fit.
- Preparation both in classroom requirements and hand-on related work experience are highly important. Being flexible and committed are important personal qualities. Projecting a professional image is key in the interview stage – things like professional dress, preparedness to answer questions, detailed resume including high school and college accomplishments are helpful.
- Previous experience in an office setting is very valuable to see on a resume vs. retail or service industries.
- Prior experience in childcare
- Problem solving abilities and skills, open attitude toward learning, absence of environmental bias but rather focusing on the data and letting the data drive the conclusions
- problem solving and decent writing skills (grammar usually poor)
- Professionalism, responsibility
- Proper licensure
- Question is confusing - we look for relevant coursework and experience (including internships)
- Realistic expectations and demonstration of solid work ethic
- Relevant experiences in their Internships, Senior Projects; Leadership skills demonstrated while in College; Demonstration of their work ethic and their organizational skills
- research experience
- Research experience, quantative skills
- Scientific Research out of the classroom.
- Service-learning experience is too broad of a topic (consider fine-tuning this as many people may not know what is meant). If Service-Learning equals having college students integrate with an industry (i.e. Account Software) to have real-world and real-life scenarios, then it’s positive - if it’s just focused on community service (which some definitions state), then it is not as critical and I would put it’s rating at a 3 instead of a 6.
- Shadowing inspectors in EH and housing. Observing community action.
- Since we are a hearing aid engineering company students with audio-related experience are HIGHLY desirable.
- Skills at the necessary job duties.
- Soft skills (like decision making, adaptability, teamwork, etc.) to make them more well-rounded in today’s work environment.
- Solid capabilities acquired through coursework in mechanical engineering (thermodynamics, heat transfer, thermal environmental engineering, controls, basic measurements lab, computer programming) or public policy (science, technology and environmental management). Project work (thesis, design project, etc) Aptitude Motivation
- Some of the above areas are more relative to certain positions, i.e. a position in our Global Forwarding Group.
- Strong desire to work for people who have developmental disabilities.
- Students treating each interview professionally, that they realize that you never know when an opportunity can arise
- Tangible work related skills around the position requirements
- Technical Skills, degree
- Technical training and applied experience in both a classroom and work setting.
- The number one priority for a creative applicant is a strong design or writing portfolio. For account services and marketing staff, it’s a confident presence and good communication skills.
- the Park Board hires for a very diverse range of jobs: gardeners, financial analysts, customer service reps, foresters, youth workers, etc; each position and business unit requires different things.
- These are unpaid internships
- these responses are related to my department, not to the entire county organization
- understanding of what careers exist in technology and some knowledge of the direction they want to take in their career.
- Urban experience.desire to work with diverse population
• We are always hiring interns for public relations. Writing skills are the #1 skill for us.
• We are an internship organization, so some of these questions don't necessarily apply.
• We do non-medical care giving for seniors, so we mainly want them to be able to relate well to the elderly population.
• We generally hire interns, not paid staff.
• We have such a wide range of opportunities that each of the items above will rank lower or higher depending on the position. For example, while typically experience abroad is not critical, we have people who focus on international agriculture, in which case experience abroad would be more important.
• We primarily look to hire interns, with a paid stipend
• We recruit for students for our summer Earth Corps, which is a 30-day, unpaid, for credit, high altitude wilderness restoration service learning experience.
• We recruited a student to help at our exhibit booth at the Berkshire conference on the history of women and mostly looked for someone who is organized, reliable, and trustworthy, with an interest in the field of women's studies.
• We require 2080 Service Hours working with Adults with Disabilities which is state mandated
• We require candidates to have at least one to two internships before being hired in our entry level positions.
• We seek well-rounded liberal arts grads for our extensive on-the-job training program. They must be literate, numerate, computer savvy, team players and creative problem solvers. They need a good solid general education. They cannot have ducked every science and math opportunity.
• We value leadership as well. We don't require students to have an internship in consulting, we just would like to see they have an internship they were passionate about.
• when looking for potential employees with Industrial Engineering degrees, I look for experience, training, and preparation for the work field.
• working experience and resume construction are at the top of our list

2. Please rate the effectiveness of job posting software systems that you have used at the University of Minnesota. Below is the list of responses to “Additional Comments”
• 3, I have no experience
• Agency recruiters in the executive branch post their own openings. I have heard good things about experiences with GoldPass.
• Attempts were unsuccessful and frustrating
• can’t recall which system - usually recruiting engineering students
• CARS requirement of a login ID for each position posted makes the process very complicated, as we post many positions to Carlson.
• Confusing for employers. Too many hoops to jump through.
• Did not know there was a School of Public Health Job Posting System. It would be nice to have a whole scientific site at the U.
• don’t know what this is
• don’t remember what system we use--just know we like to only have to input ONCE for the system not all over the place.
• Don’t use many of the listed
• Druthers would be that Goldpass encompassed everything. Lots of IDs and Passwords makes for a confused department...
• Gold Pass was easy to use.
• GoldPass can be difficult
• GoldPass is easier to access (find/google) than CARS - both are easy to navigate and post positions on
• GoldPASS is great.
• GoldPass is so simple and easy for me to use. It's less than 5 minutes and I've got a job posted! Thanks!
• GoldPASS is the easiest and most comprehensive job posting software system I have used in recruiting new employees for my company.
• GoldPASS is the only system I have used, but I find it not so user friendly at times and have even heard students complain about how difficult GoldPASS is to navigate.
• GoldPASS uses a common platform used by other colleges...so it’s very familiar. Any consideration of NACELink?
• GoldPASS was one of the best compare with few other universities job posting sites. However, the number of steps involved to post a job could be streamlined.
• Had some difficulties with GoldPASS. If I remember correctly, my HR leader setup the account and posted the job; however, the system only let the person who set up the posting view the information about students who had applied. The system should allow multiple people from the same company to view the same information on GoldPASS.
• Have not had any feedback/inquires to position
• Have not used the Public Health system, but would be interested in learning about it.
• have only posted once or twice on gold pass
• Have only used GoldPass so far.
• Haven't enough information to rate effectiveness
• Haven't hired anybody from the law school or public health
• Haven't recruiting anybody from GoldPass
• I am marking GoldPass as a 3 because I'm not really sure how effective it has been. The other three I have not heard of until now.
• I am young and am somewhat I.T. savvy. Those employers of small-to-mid tier companies that do not have a new-employee recruitment department may get frustrated. GoldPass is not an efficient way to post. I have had numerous difficulties, and firmly believe it hurts your students.
• I appreciate the warning notification when the ad is about to expire.
• I did have one person call and interview:) I didn’t have one applicant, so it felt like a waste of time.
• I didn’t know about the School of Public Health Job Posting System. I’d like to know more.
• I don’t think we were posting the type of job most U students are looking for. It was just an experiment on our part - we got no interest from U students.
• I have always relied on contact with the individual school or college and didn’t realize there were these other methods until a few months ago.
• I have just taken over this position, so I do not have experience with this.
• I have my assistant do the actual posting.
• I have never had one candidate respond to a GoldPASS job posting.
• I have never heard of the School of Public Health Job Posting System- but this could be helpful and I will look into it.
• I have never used any of the above.
• I have never used these tools and don’t know anything about them.
• I have not received any applicants from GoldPASS
• I have not used the Carlson School, Humphrey Institute or Law School recruiting system. I don't like Simplicity or Experience. Gold Pass is my favorite type of recruiting for job posting and resume search.
• I have not utilized the Law School or Public health systems
• I have only used GoldPASS
• I have used only the ME Coop office system and found it to be very effective
• I haven't personally posted at the UofM. That is done by our HR dept.
• I haven't used any of them.
• I just started working on campus at the University of Minnesota and therefore do not have the needed experiences to rate its systems.
• I like CARS and GoldPass, but I feel they could be a little easier to use or even combined. Simplicity is a great tool...although I do not use it for UMN, I do for other schools.
• I like that GoldPASS can notify my when an application comes in. HR doesn't do that.
• I need to get info on the CARS!!
• I only used this one time about 8 months ago so I don't remember.
• I only had one applicant but we hired her and are so far very pleased.
• I post solid jobs but have at the most received 2 resumes that were not relevant.
• I posted a position for a Therapeutic Recreation Specialist, listing specifically a T.R. degree was required. The candidates who came up in a search, or were posted for my job had majors which did not meet my requirements.
• I posted an open position on GoldPASS and got zero responses. Career center seemed uninterested in helping us make contacts with current students.
• I really love GoldPASS! It’s a very useful tool for us.
• I receive more applications from media and internet postings.
• I think I used GoldPASS, not sure, it was a while ago and I’ve only used it once.
• I used e-mail only to recruit a student from the University of Minnesota.
• I was overwhelmed with students from GoldPass that didn’t really seem to have the right qualifications or desire to be in the design industry. It made it hard to pick out candidates that made sense.
• I would like more information on each of these programs. I only aware of GoldPass.
• I’d be interested in learning more about the Law School database.
• I’m not sure if I ever received any candidates from GoldPASS.
• I’m set up to use GoldPASS, but haven’t. We’ve done our recruitment at career fairs or by word-of-mouth.
• Is not highly effective
• It is confusing with the # of choices to post on to. I’ve used CARS, and SPH, and then I was directed at Goldpass for everything for a while. I believe.
• It takes too much time if your are posting the job a multiple schools. I am hiring one person and would like to simply email or fax my document to you that describes the job and the hiring process.
• It would be helpful if Goldpass could "interact" with other college programs; so an employer could make the necessary changes and send it off to all the colleges vs. needing to go into each one individually. Also, if the same password could be used for all of the college "Goldpass" type programs, so you're not expected to remember 30 different passwords.
• It's very difficult to change your password on GoldPASS. I can't find any information on line that tells me how to do this.
• I've had to re-enter information a few times on GoldPASS because the form didn't "take" when I hit submit.
• I've posted jobs before and find that many students apply for the job although they have no qualifications or really no interest. It seems that it's so easy to apply that students take a blanket approach. I can't recall what job posting system we used.
• Just posted, so this is too early to tell. At this time, I was pleased with the process to set up the position posting.
• Mainly recruit with Arts and Sciences, and St Paul campus
• Many more persons viewed the listing than responded to it. Some feedback regarding the listing by the respondents would be helpful. For example: why not interested, need more information etc.

3. Please rate the effectiveness of the on-campus recruiting/interviewing software systems that you have used at the University of Minnesota. Below is the list of responses to “Additional Comments”

• 3, I have no experience
• Again, our Admin has posted my jobs for me so I don't know.
• All of my interviews have been scheduled in person the day of the career fair.
• Career Fairs
• CARS requirement of a login ID for each position posted makes the process very complicated, as we post many positions to Carlson.
• did not campus recruit
• did not conduct on-campus recruiting
• don't know what this is
• Fall 2008 will be our first attempt at on-campus recruiting for Nielsen. We recruit both Business and Liberal Arts students and it's frustrating to have to work with and coordinate with two offices. It would be much easier if there was one central Career Services for undergrad students.
• Have never used
• Have not do on-campus recruiting
• Have not taken advantage of on-campus recruiting.
• have not used
• have not used
• Have not used these systems for on-campus recruiting/interviewing
  have not used this
• Have not used to date
• Have not used, was not aware.
• Have not yet done on campus recruiting
• Have only used GoldPass so far.
• Haven't done any on campus interviews
• Haven't used it.
• haven't used or don't recall
• I
• I am not sure that I have used this software.
• I am not familiar with the on-campus recruiting systems.
• I am not sure I have ever used on-campus recruiting/interviewing software systems
• I didn't have one applicant, so it felt like a waste of time.
• I don't know what these systems are.
• I found GoldPASS to be fairly confusing. This may be because of the number of people involved in the General Mills recruiting process; but overall it was somewhat difficult to navigate and get what I needed out of the system.
• I have just taken over this position, so do not have experience with this.
• I have never received a notice of any Career Fair or on campus recruiting
• I have never used any of the above.
• I have not completed any on-campus recruiting or interviewing.
• I have not done this. It has been recommended to me to call professors and instructors directly and ask them to refer a student that is near graduation. I will probably try that next time.
• I have not used on-campus recruiting opportunities. I wasn't clear on how to utilize them (but now I will!)
• I have used only the ME coop office and found it very effective.
• I haven't used this system for on-campus recruiting--I didn't know I could!
• I just started working on campus at the University of Minnesota and therefore do not have the needed experiences to rate its systems.
• I tried to contact someone at the School of Public Health, but I think I got lost in the system for a while and by the time I found the right person, I believe I had already found a student.
• I'd be interested in learning more about this
• Isn't this the same question as #10?
• It takes too much time if you are posting the job a multiple schools. I am hiring one person and would like to simply email or fax my document to you that describes the job and the hiring process.
• N/A
• Never made it to campus for a job fair.
  never used
• New to the UofM recruiting system
• No experience
• None of these sound familiar.
• Not applicable to me.
• Not sure
• Not sure I understand the question -- assume it's different from previous
• Same as above
• Same response as previous question.
• see #10
• see number 10
• takes a while to figure out; once figured, it works well
• Too much work for little result
• We decided that we could not and did not need to hire students through work study programs due to being able to recruit enough volunteers to fill the positions and limited finances. Therefore, though we initially applied for
the work study program, we "pulled" this position after a few months on the list. Although it does not currently appear that we will need to use work study next year, we may choose to do so in the future.

- We didn't do any on-campus recruiting.
- We didn't get any responses for our ad but it was a very specific job with very detailed requirements.
- We do not use them
- we don't come to campus
- we don't do on campus interviewing.
- We have not been invited to participate in on-campus recruiting, but would like to do so.
- We have only posted jobs - have not yet conducted on-campus interviews, but will do so this fall.
- We rarely use the GoldPass software and the other programs aren't used at all by our company.
- we received 2-3 resumes through the GoldPASS system but did not end up hiring a UofM candidate
- We require students to apply via our online application not through these systems.
- We usually conduct all interview on our campus.
- We usually interview at the company rather than at the University.
- When I've tried to search resumes on Goldpass, I found it to be inconsistent & hard to flip back & forth between resumes & lists of resumes...I had to do some hand-written lists to keep organized, which was irritating.
- Would like to know who to contact at the U of MN when MinnPar has a job posting.

5. Please indicate which fairs your organization has attended over the last 2 years. Below is the list of fairs listed by employers.

- 0
- 0
- 0
- 0
- 0
- 0
- 0
- 0
- 0
- 0
- 0
- 1
- 2
- 4
- 30
- 1 career day last fall
- 2007 and 2008 University of MN Career fair
- 2008 Engineering fair
- 2008 Environmental Jobs Fair at St. Paul Campus
- 2008 U of M 5 campus job fair
- 2008 U of MN Institute of Technology Job and Internship Fair hosted and operated by the U of MN IEEE Student Branch, Fall 2007 IT Career Fair
- Actuarial Club job fair
- Actuarial Fair (put on by the Actuarial Club)
- Ag Career Fair
- ag career fair in October
- Ag, and Natural Resource Fair
- Agriculture
- All offered
- All, as far as I know.
- American Society of Civil Engineers U of M Student Chapter
- Annual all of University Job Fair (in February), IT career fair
• Anoka Technical College Career Fair and Northtown Career Fair.
• Architecture
• As of today we have not attended any fairs.
• ASCE Career Fair at the Institute of Technology
• ASCE Chapter sponsored engineering fair Institute of Technology Career Fair (SWE and HKN)
• ASCE Student Chapter Career Fair
• ASCE Student Chapter Career Fair - Fall 2007
• Attended February internship fair with another employer (just joined my current organization in April of this year)
• BALL STATE - LA, PLANET STUDENT CAREER DAYS, UNIVERSITY OF ILLINOIS - HORT, MICHIGAN STATE - LA
• Basillica, Summit Academy, MRC, Diversity
• Both business, and engineering
• Campus Career Fairs
• Can't remember- social work?
• Career Fair on St. Paul Campus
• Careers in Health Professions fair
• Carlson Technology Career Fair
• Carlson Career and Internship Fair
• Carlson Career and Internship Fairs
• Carlson Career Fairs
• Carlson fair, Minnesota public colleges fair, U of M career fair
• Carlson Fall and Spring Career & Intern Fair, Fall and Spring IT Career Fair, UMN Spring Job & Intern Fair
• Carlson School of Mgmt. Agency recruiters attend other events as well.
• Carlson Spring 2007 career fair. We do not get a large amount of interest.
• Carlson Spring 2007 Job Fair
• Carlson Spring Job/Internship Fair
• Carlson Undergraduate Career Fair. Engineering Career Fair
• Carlson's fall and spring career fairs
• CARS April 18, 2008; Feb 11, 2008; Jan 29, 2008; Sept 25, 2007; Feb 12, 2007
• CFANS Career Fair U of M Job and Internship Fair U of M I/T Career Fair
• CFANS career fairs each year
• Civil Engineering
• College Fair
• College of Design
• College of Pharmacy
• College of Pharmacy
• College of Pharmacy
• College of Pharmacy Career Fair
• College of Pharmacy Career Fair
• College of Pharmacy Career Day
• Community Involvement Fair
• Computer Science and Engineering
• Convention Center in Feb. 2008
• Co-op and internships
• criminal justice, law enforcement
• CSOM Career Fair IT Career Fair
• CSOM fall & spring fairs; IEEE;
• CSOM-Fall and Spring College of Ag-St. Paul Campus Fall U of MN school-wide fair/Convention Center
• did not attend in the last 2 yrs
• Diversity, Star Trib, private college, state college, workforce centers
• DMI, IA
• Do not attend fairs
• don't know; I am not a full time recruiter
Duluth, Superior Area Campuses, varied WI campuses
Education Job Fair  Community Job Fairs  College and University (Private and no-private) job fairs
Engineering
ENGINEERING
Engineering  Natural resources/recreation
Engineering & Science Career Fair sponsored by SWE and HKN
Engineering and IT Career Fair, Jan. 2008.
Engineering and Science Career Fair
Engineering, Biotechnology
Engineering, business, graduate
Engineering/Technical job fair.
Environmental and Natural Resources
Environmental Job and Internship Fair
Environmental Job Fair approx. 2 years ago.
Environmental Science internship fairs and helped out at one mock interview session with a class
Fairly certain we have not attended a fair. In 2008 we have a new recruiting initiative focused on recruiting college graduates.
Fall '06 & '07 Actuary Club fair - good candidates. Feb '07 Job & Internship Fair - awesome candidates...have interviewed 6 +, hired at least 3!
Fall 07 CCSE
Fall career fair
Fall Career Fair St Paul Campus
Fall IT Career Fair
Feb 25th U of MN Fair
Feb. 2008 fair - Mpls. campus  August 2007 fair - Mpls. campus
February fairs
Food Industry Center event; other events in IT - please note I personally recruit only for Food Scientists; but there are MANY other functions and people that recruit at the UMN for General Mills.
General career fair each year.
General Career Fair, Engineering Career Fair, Food Science Career Fair
General, Engineering
Goth days at the Spring Engineering Career Fair
Government and non profit
Government Fair  Spring Career Fair
Graduate Fair, Fall 2006
Graduate Professional Studies Career Fair
Graduate/Professional Schools
Have not attended
Have not attended
Have not attended a fair yet.
Have not attended a fair, would like to.
Have not attended a job fair in the last two years.
Have not attended any job fairs
Have not attended but would like to.
Have not attended.
Have not attended. We have received our students through word-of-mouth.
Have not yet attended any, but plan to in the future
Have only come on campus for the internship fair  The job fair was at the convention center
Have yet to attend a UofM career fair
Have yet to be invited to one at the U campus. Every time it's been Duluth and I simply cannot take the day off of work to attend.
Haven't been to one
haven't participated
• Head of Lakes Job Fair Fall 2007  Spring Career Fair U of M - TC 2008
• Head of the lakes - Duluth Government job fair - Twin Cities
• Health Careers internship fair
• Health Science
• Heath Career Fair  UofM Job and Internship fair
• Humphrey Institute nonprofit job fair
• I am not sure
• I am not sure exactly what fair. But Target has a campus team that makes visits.
• I am unsure as I have been the Exec. Dir. for one year, in that time we did not participate in the career fair.
• I attend the volunteer/internship fair each fall. We have great response from the students.
• I attended a career fair sponsored by the Humphrey Institute in collaboration with other departments. This fair was effective in promoting our company is a employers. However, the candidate we recruited did not come from this event.
• I believe it was a social service fair
• I do not have a list.
• I do not know
• I do not remember
• I don't believe we have attended any career fairs for several years.
• I don't think we've been part of any fairs.
• I have an interest, but have never attended any fairs in the past two years.
• I have been unable to attend due to the cost.
• I HAVE NOT ATTENDED ANY OF YOUR FAIRS
• I have only been to the big fair in February. Which was had a very small showing for students in the ag program. I hope there is another fair on the St. Paul campus where we can reach mainly ag students.
• I have only personally attend last spring’s job and internship fair at the Minneapolis Convention Center. However Our Company has attend each career fair (spring and fall) for the past few years.
• I just began using goldpass recently so I have not had enough time to assess.
• I would like to be informed of fairs for hiring interns
• I wouldn't attend at this point. Don't have that many openings.
• I.T. Career Fair
• Idealist
• Idealist Non-Profit Job Fair
• Idealist.org Fair
• IEEE Engineering Fair 2008
• IEEE, CSOM, SWE
• Information technology job fair
• Institute of Technology Career Fair  ACEC Career Fair  GIS Career Fair
• Intern/Co-Op Fair
• Internal Medicine/Pediatrics Resident Job Fair  NP/Nurse Midwife Annual Conference
• Internship
• internship fair last year
• Internship fair, undergraduate fair
• Internship job fair
• Internship job fair
• Internship recruiting fair in the fall for undergraduate students.
• Internship/job fair in the spring
• Involvement Fair at Coffman Union
• Iowa Career Expo; Story County Job fairs; Iowa Workforce job fairs
• IT and Carlson
• IT Career Fair
• IT Career Fair (SWE sponsored), IEEE Engineering Career Fair, February All Sites U of M Career Fair
• IT Career Fair, IEEE Career Fair and CSOM Career Fair
• IT Career Fair, NSBE Career Fair
• IT Fairs in Twin Cities
• IT Fall Career Fair both 2007 and 2006
• IT Job Fair
• IT Spring Job Fair
• Job and Internship Fair
• Job and Internship Fair  Actuarial Fair  CSOM Fair  Technology/IT Fair
• Job fair at Mpls convention center in Feb
• Job Fair(08)
• Job fairs, Recruiting events and University career fairs
• just a volunteer fair- we got many students to talk about it, but no volunteers out of it.
• Just don't have time to get to job fairs, we rely on students applying to us through the recruitment centers. When we need a specific area filled and cannot meet those needs the district will contact colleges to find out names of those that have graduated in the field so we can contact and recruit ourselves.
• Many department and agency attend fairs, I have been at mentoring day
• ME Coop & Internship fair Spring 08
• ME coop program job fairs
• Medical Device Event
• Minn. Education Job Fair
• Minnesota Education Job Fair
• Minnesota Job and Internship Fair - February 2006 & 2007
• Minnesota Job Fair
• Mn Education Job Fair
• MN Private Colleges  MN State Universities  U of M
• MN Private Colleges at the Convention Center
• MN State Colleges and Universities
• Mortgage Conventions, career fairs with other colleges.
• Mostly unknown. I participated in student recruitment at the Society of American Foresters National Convention.
• MSPE Civil Engineering
• My company has not attended a fair.
• My organization has been recruiting PhD candidates without participating in any fair that I am aware of.
• Natural Resources Career & Internship Fair
• Natural Resources Career Fair
• Natural Resources Fair  Non Profit and Volunteer
• Natural Resources Fair on St. Paul Campus
• natural resources job fair
• never been to one
• New to my position so have not yet attended any for the company.
• None - in this specific department
• None - we are just going to begin in Mpls. Out of state managers and myself have posted jobs on campus sites.
• None - would like to.
• none as of yet
• None at the U of M. One at UW-Stout and one at Iowa State. I was specifically invited by those schools to participate. I don't believe I've ever received an invitation from the U of M.
• None at the University of Mn - Mpls. Two at UMD.
• none at this moment. Haven't had the time
• None attended
• None but we plan to attend this coming semester
• None by me, my ex-supervisor may have.
• None over the past 2 years. Have done the Mech Engr Coop Student interviews in the past but all companies like the same few candidates and they want to work for the big boys.
• none that I am aware of.
• None that I know of
None that I know of but HR may have attended.
None that I'm aware of.
None to my knowledge
None yet
None yet
None yet We plan on attending job fairs at the U of M going forward.
None, but will schedule in the future.
None, but would like to attend Science Fairs
None, but would love to go to the Duluth Fair and the University Fair.
None, not close enough to attend.
None, was not aware of any
none, we are a small business
none, we only hire via online posting
none, yet.
None.
None.
None.
None.
None. We are starting up our career fairs this year.
None. We just need one or two students at a time, for part time temp work.
None. We're really small (5 employee) and don't hire very often.
none...no nursing fairs are offered
non-profit fair, regular career fair
Not applicable to me.
not aware of any
Not aware of when job fairs occur.
Not sure what ones Stanton Group has attended in the past.
not sure, our volunteer coordinator attends these fairs to help with volunteer recruitment
not sure, possibly the architecture?
Not sure...I know some have been attended by other colleagues.
nothing at the U of M; various other job fairs through the Twin Cities
On campus recruiting
on line advertisement
One fair 2 years ago
One on the St Paul Campus
Only know of the U of M fair where we've participated
Only volunteer fairs
Our company has not participated in any job/internship fairs over the past 2 years
Our office hasn't attended a job fair there, but I do know that our company has attended some.
pharmacy
Pharmacy
Pharmacy
Pharmacy Career Day
Pharmacy career days
Pharmacy career days
Pharmacy Career Fairs
Pharmacy events, PT events, General employment fairs, Nursing events.
Pharmacy, Nursing
Private College Fair held at MPLS Convention Center
Private Colleges  U of M Various on Campus job fairs at St. Catherine's, Anoka Community College, Anoka Tech, North Hennepin Comm. College, HTC, and more
ROTC
School of Pharmacy  MHSPno
• School of Pharmacy Campus events
• School of Public Health
• School of Social Work
• Schools include but not limited to: UM-D, NDSU-Fargo, UW-EC, UW-L, UW-Madison, WITC, UW-BCC, Marquette University, Augsburg College, UMN
• Science & Technology CSCOM AG
• Science and Engineering CSCOM Spring & Fall Intern fair at Convention Center
• Service learning in 2007, not one student volunteered!
• Service-Learning Fair/Community Involvement
• spring & fall internship and career fair
• Spring IEEE fair
• Spring Job and Internship Fair 2008
• St. Paul Campus Career Fair
• St. Paul Campus career fair
• St. Paul campus fair in the fall of 2007 Twin Cities fair in the spring of 2008 Other Pioneer reps may have attended prior fairs, but this wasn't coordinated by Corporate.
• St. Paul campus in 2006 and 2007
• St. Paul internship and career fair
• Step Into Health Careers
• Step Into Health Careers Fair
• SWE - Fall
• SWE IT fair
• Technology Institute, and HRIR
• The event at the convention center is the best event. The Carlson events were not well attended.
• The fair at the Minneapolis Convention Center 2008
• The fall career fair - SWE / HKN Sponsored fair.
• The Fall IT and Engineering Fair and also the Spring Engineering Fair
• The Pharmacy Professionals fair
• The Private College Job Fair
• The U of M Big Job Fair and Carlson Fairs. Carlson fairs were not worth our time, but the big job fair was excellent.
• The U of M job and internship fair in 2007 and 2008
• this one E-Fest - Duluth St. Cloud State University Lee Hecht Harrison Independent fairs
• This will be our first year attending the career fair.
• Too expensive!
• Too many to name, but we didn't come to Minnesota
• two
• U of M Job & Internship Fair IT/IEEE Fair
• U of M Job and Internship Fair
• U of M Job and Internship Fair Idealist Nonprofit Fair
• U of M Job and Internship Fair U of M Head of the Lakes
• U of M job and internship fair in 2/08
• U of M Job Fair
• U of M Job Fair - Twin Cities in 2/07, 9/07, 2/08
• U of M job/internship fair, Engineering Job Fair
• U of M Twin Cities Fair
• U of M Twin Cities Fairs, Minnesota Private Colleges, various in Wisconsin, U of M Duluth, Minnesota State Colleges and Universities
• U of M-Civil Engineering (Fall), U of M Job and Internship Fair, U of M Environmental Career Fair, and Transportation Career Expo
• U of MN - IT Career Fair U of MN, Carlson Career Fair
• U OF MN and Carlson, St Paul Career Fair
• U of MN Career Fair in Feb. Health Careers Fair
We Usually UofM, University of Minnesota and our career fair.

• U of MN Career Fair, MSU Career Fair, etc.
• U of MN consortium, MN Public College Career fair, CSOM sponsored career fairs
• U of MN job and Internship fair in Feb. Step Into Health Carlson School of Mgmt.
• U of MN Job and Internship Fair, MN Private Colleges Career Fair, MN Public Colleges Career Fair, Multicultural and Diversity Fair (St. Thomas sponsored), Idealist job fair, MN Educators Fair
• UM-Crookston
• UM-Crookston
• UMD SCSU
• UMD Fall Job Fairs
• UMN E-fest and UMN Career & Internship Fair
• UMN Job and Internship Fair in February Idealist.org Fair Humphrey Grad Student Fair
• UMN Job Fair, Idealist.org Job Fair, Nonprofit Graduate School Job Fair
• UMN-Carlson Undergrad CF Fall and Spring
• Under Grad and Grad career fairs, Carlson School
• Undergraduate Job Fair
• Univ of MN Institute of Technology Career Fair; Law School Site Visit; Carlson School of Management Career Fair; Carlson Undergrad Career & Internship Fair; University of MN System All Campus Career Fair
• Univ. of MN Fall and Spring engineering career fairs.
• University f Minnesota System Career Fair Volunteer Fair
• University of Minnesota Career Fair at the Convention Center
• University of Minnesota Career Fair, Feb 08
• University of Minnesota Duluth
• University of Minnesota Job and Internship Fair
• University of Minnesota Job and Internship Fair, University of Minnesota at Duluth Head of the Lakes Job Fair.
• University of Minnesota Job Fair-Spring Twin Cities UMD Head of the Lakes Job Fair Fall volunteer recruitment fair at UMD Spring volunteer recruitment fair at UMD Psychology recruitment fair at UMC
• University of Minnesota-Crookston Job Fairs
• University of Missouri University of Minnesota Purdue University University of Illinois University of Nebraska Truman University South Dakota State Univ. Northwest Missouri State Iowa State University Kirkwood Community Coll. John Wood U of Wisc. River Falls Dordt College Riverland NIACC Hawkeye
• University of MN Duluth E-fest, University of Minnesota Job and Internship Fair
• University of MN Job and Internship Fairs
• University of MN volunteer fair
• Unknown
• Unsure organizationally, but my dept had not attended any job fairs.
• UofM, St. Cates
• Usually there is a Science/Ag fair and then a Veterinary student one.
• Vet School Job Fairs
• Veteran's Job Fair
• Volunteer and Internship Job Fair
• Volunteer Fair
• We are starting to review which fairs to attend.
• We attend all of the local college career fairs.
• We attend the Engineering Career Fairs.
• We attended one at the Humphrey Institute 2 years ago and another with the CFAN on the St. Paul campus.
• We attended one last year; unsure of the date as I was not recruiting at that time.
• We attended the engineering fair and received a lot of good resumes for interns.
• We attended the February 2008 one, which generated quite a few good-quality applicants.
• We do job fairs all across the United States and many universities and have not yet done any in Minneapolis, because we are a new business to Minneapolis.
• We do our own job fair.
• We don't attend job fairs as we don't want to set false expectations to students on the number of students we are looking for.
• We have a presence at every fair.
• We have attended as observers this past year. We may attend one day this year. Our company is growing and we are developing our recruiting strategies. We need to spend money efficiently.
• We have attended the Environmental & Horticulture Fair at the St. Paul Campus in Feb. of 2007 & 2008.
• We have attended the U of M Job and Internship Fair, as well as Step into Healthcare Careers fair, and a volunteer fair.
• We have attended the Undergrad Fairs and conducted an Info Session for MBA students at the Carlson School.
• We have been going to the job fairs in February and October
• We have not attended any and that is why I could not provide information about this.
• We have not attended any fairs within the last 2 years
• We have not attended any recent fairs
• We have not attended any.
• We have not attended these fairs, but have considered using this resource
• We have not done any job fairs
• We have not yet attended any fairs because we do not have the funds in our budget to pay the fee.
• We have not yet attended any fairs.
• We have not yet attended fairs, but will do so in the future.
• We have not yet participated in any fairs in conjunction with the U
• We have only posted online.
• We haven't attended
• We haven't attended any of the job fairs. Our hiring season doesn't typically coincide with the scheduling of these events.
• We haven't attended any, but would like to be invited.
• We put on our own information session prior to a recruiting event.
• We would love to be included in one!! (We are a newer organization and are trying to get the word out about what we do!)
• were attended by previous HR rep.
• we've attended the engineering career fair for the last several years
• Will be attending the next career fair in the Fall
• would like to get more information on the fairs.....
• would need a list to jog my memory
• Year 2007

6. Are there any student populations or majors at the University of Minnesota that you feel you are not currently meeting through recruiting efforts that you would like to reach? Below is the list of responses.
• Accounting  Business
• Accounting & Finance Majors. Business & Marketing Majors tend to "market" themselves better and apply through employers whereas Accounting & Finance Majors tend to rely on Head Hunters. I would like to bypass the third party recruiters and work directly with candidates.
• Accounting majors  Masters of Accounting
• Accounting, Marketing
• Accounting/IT mixtures - we are an accounting software firm and require both accounting and IT for our most successful and long-term employee's.
• Actuarial/Math
• Advertising, S&TC
• Advertising, Sales, Marketing
• Ag Engineering
• Ag related field
• Agi School
• Agricultural majors
• Agriculture- not as much attendance at career fairs or utilization of mainstream recruiting methods
• All engineering and electronics
• ALL MAJORS CONSIDERED
• all!
• Alumni
• Alumni population for Health Data skill sets. We need 5+ yrs experience for some of those positions.
• Alums from the School f Public Health
• Animal Research, Biology, Microbiology, Chemistry, Biochemistry, Immunology, Virology, Toxicology, and other Scientific Majors.
• Animal Science Students, Agri-marketing
• Animal Science-Dairy Production students
• Any business majors.
• Architecture and Design Students
• Arts and Sciences students
• Asian Students- specifically Vietnamese and Chinese (Mandarin, Cantonese) speaking.
• Audio Engineers, Acoustic Engineers, Audiologist, ENT's
• Audiology Sales Marketing
• Audiology Students
• Bachelors from the Chemical engineering department
• Bilingual (Spanish and French)
• Biology and Microbiology students are the most common majors I am looking to hire
• Biostatistics, Health informatics, Biomedical engineering
• Business - Marketing
• Business - to - Business Sales
• Business majors
• Business, Marketing , Communication, Law
• chemical engineers
• Chemistry
• College of Veterinary Medicine
• Communications students- Journalism, Graphic Design, Web Design, IT
• Computer Science
• Computer Science
• Computer Science Management Information Systems
• Computer Science and CE majors
• Computer science and engineering students are very attractive to SGI.
• Computer Science Majors  MIS Majors
• Computer Science Students
• Costume design, pattern making
• Counseling, psychology and social work majors
• Criminal Justice students
• CSOM MBAs
• CSOM students don't apply much except for international students
• current students for internships
• diverse students
• Do not know
• doctors in physical therapy (DPT)
• early childhood development educators/teachers
• EARLY CHILDHOOD EDUCATION
• Early Childhood Education
• Early Childhood, Child Development
• Economics & finance
• education
• education
- education
- Education
- Education BIE Adult Ed Graphic Design
- education department/teachers
- EE, SE, CE
- EEs specializing in RF and other technical fields
- Electrical Engineering Students, US Citizens
- Engineering
- engineering
- Engineering
- Engineering
- Engineering & IT
- Engineering and Construction
- Engineering and Library Science
- engineering technology
- engineering, science
- Engineering, technical degrees
- Engineering. We may have had outreach, but we need a lot more.
- engineers
- engineers and I am working on this.
- Entrepreneurs and Sales
- environmental sciences and env. engineering
- environmental studies, policy, biology and/or natural resources programs, education
- Family and Consumer Science
- Finance
- Finance and Accounting
- Finance, Accounting, IT, Ag, Renewable Energy / Wind
- Food Science, Dairy
- Food Service, Poultry
- For my jobs, I've targeted the specific majors that are applicable to my jobs, so this is a non-issue.
- for our ongoing Event & Communications Intern, it would be nice to see more English majors applying - we received a number of marketing and comm. majors, but no English majors, which would also be an appropriate degree for the internship
- French and Communication Majors
- Freshman
- Gender Studies students
- Graduate school students in Occupational/Physical Therapy and Speech-Language Pathology
- graphic design majors
- Greek System- fraternities and sororities
- Health Service fields
- Hearing Impaired and Speech Teachers
- Hispanic, African American, and Females - UMN Carlson School of Business is underrepresented for females. We also recruit specifically for SHPE, NSBE, and SWE students.
- Hispanic-Latinos, Asian-Americans
- Horticulture
- Horticulture, Agriculture
- Hospitality Management, culinary arts
- Hospitality/ Restaurant management
- I don't know
- I have a good idea of how to get in touch with each population or major with whom Duke Press needs to communicate.
- I have not utilized the CARS system and it would be useful for many of our marketing, advertising, HR, and PR opportunities.
I just began using goldpass recently so I have not had enough time to assess.
I need to reach more Mechanical Engineers.
I recruit for engineering and accounting positions. Primarily design engineering, software engineering, software quality assurance, hardware engineering etc.
I was very surprised this year with how few responses I received from our posting...given the number of majors the U of MN has and the number of majors we would be open to hiring from.
I would like a way to be able to specifically reach the Psychology, Child Psychology, and Education majors.
I would like my job posting to be more obvious to students in these departments: Natural Resources Science & Management; Forest Resources; Fisheries, Wildlife, and Conservation Biology. I post flyers on campus, talk to classes, and post it on the UMN career center web page. However, it's possible that UMN students don't apply because of the start date of my job (April) or are not interested.
I would like to be able to connect to very specific majors. For example, it might be hydrogeology, or agricultural engineering. I have a hard time knowing if my information is actually getting to them.
I would like to connect with more interns interested in public policy, environmental and safety / risk management.
I would like to have a contact at the U in the career service center who would be interested in maintaining a relationship with our organization, who would be able to verbally tell the students in search of jobs about Olympic Steel and the opportunities available. In the past, when I've contacted the office, I've been directed to simply post my job on GOLDPASS, which we definitely do, but would like a person to contact as well.
I would like to know if there are any nursing or other health related job fairs available. I would definitely be interested in attending.
I would like to reach more people with Scientific Backgrounds.
I would like to reach out to Electrical Engineers and Computer Engineers continuously throughout the school year on campus...Perhaps schedule on-site interviews.
I'd like better access to the student population that is looking for part-time work while working to complete their degree.
If there are technology students who want to apply their knowledge and skills to web development, we would be interested in meeting them.
Individuals with specialization in educational research and assessment and academic advising/counseling.
Industrial Engineering
Information Services
Information Systems
Information Technology
Institute of Technology Students
Instructional Design program
Interactive & web designers
IT
IT Majors
IT students
IT Students
IT/Computer Science  Research
It's hard to say, but it's all about character... I would think it'd be helpful for the UMN to ask, "what can we do in a class to get kids more excited about working in the field we're in" We've had good and bad interns, but it was mostly related to drive and personality.
Journalism and PR students.
kinesiology majors
Kinesiology, Coaching, and Recreation.
Latino Population
Logistics management
Mainly wish to connect w/St Paul Campus and Arts and Sciences Students
males, however, we are open to everyone
Many students apply for jobs too late. Some resumes are poor. Resume writing needs to be taken more seriously.
• Marketing, communication, political science students
• Material Science
• MD’s
• Mechanical Engineering
• Mechanical Engineering students with 3.5 and above.
• Mechanical Engineering, Physics, Math in addition to Computer Science
• Mechanical Engineers
• Mechanical Engineers and Computer Science majors
• Med students? Nursing students?
• Medical Technologists
• Minority
• More alumni.
• More female candidates would be nice.
• More focus on scientific based candidates, including Chemistry, Biology, Biochemistry, Medical Technology, Microbiology, Food Science and Environmental Science
• More liberal arts students
• More MIS, Computer Science, and other Technology degrees
• More students, specifically MIS, Computer Science, and Software Engineering
• more women engineers, EE, CS
• Natural Resource Mgmt; Biology; History; Geology; Geography/GIS;
• Natural resources and horticulture
• Natural Resources/Environment
• neutron scattering
• No - when we first started recruiting, actuarial students who were part of the school of IT had a hard time accessing the CSOM database. However, it seems like that process is easier now for those students.
• No usually we hire interns that have a double major, one inside Carlson and one in retailing, design or communication
• No-most students straight from the University of Minnesota lack the required experience needed for our positions.
• Non Traditional Students
• Not seeing students with any field experience in wetland delineation
• nursing
• Nursing
• Nursing
• Nursing and Med students
• Nursing and therapy students
• Nursing students
• Nursing students
• Nursing students - specifically the ones for Nurse Practitioners.
• Nursing, Pharmacy
• organizations at the U of M and Carlson
• our company exclusively hires engineering majors that want to work in sales. this is a small demographic, and I'm not sure if we're reaching all the students with an interest in sales
• Our positions are typically associated with either Outside Sales (Business to Business) or Agri-business (Service & Sales). Once and a while (Quality Assurance) but these positions are typically filled from within through internal promotions.
• Our primary need is for summer volunteers
• past students
• People interested in Corvettes/ automobile repair & restoration - possibly as a hobby?
• People that have studied public relations.
• Ph.D. Mechanical Engineers
• Pharmacists
• Pharmacy
• Pharmacy Students
• Physical Therapy and Occupational therapy, speech language pathology
• Physical Therapy, Occupational Therapy and Speech Therapy
• Physical Therapy, Occupational Therapy and Speech-Language Pathology
• Physician Assistant program students
• Plant Science, Crop Science, Soil Science, etc...
• Plant/Soil/Weed Science and related areas
• Possibly those specifically interested in teaching/traveling abroad
• Pre- Pharmacy;
• Pre-Veterinary Veterinary Medical/Health Sciences Animal Sciences
• Probably, but since our organization has so many lines of business, I would have to seek out the response to this question. Diverse candidates Engineering Energy, Environmental
• Psych is number one but we have positions for a variety of majors.
• Psychology and Social Work
• Psychology grads, Social Work grads
• Psychology/Social Work degrees
• Public Health Nursing
• Real Estate, Construction, Architecture, Finance
• Recent graduates or "drop outs" not looking to pursue their career but long term stable employment.
• recreation, leisure majors
• Renewable Energy Finance Sustainable Design
• Sales - Finance
• sales and marketing, with some technical background, especially chemistry.
• School of Journalism
• School of Public Health
• School of Public Health
• School Psychologists Speech-Language Pathologists
• Science, technology, engineering, and math students.
• Secondary Education majors
• social work
• Social Work students
• sociology, law
• Sociology, MSW, BSW, Therapeutic Rec
• Spec Education- need more applicants
• Special Education Teachers Speech and Language Pathology Teachers with a specialty
• Special Education teachers, school psychologists, Speech/language pathologists
• Speech and Language Pathologists
• Sports Management
• Statistical programmers
• Student Organizations - Greek System, Business Groups
• Students from the College of Education.
• Students in health care related studies
• Students majoring in watershed and/or wetland management.
• Students of Color
• Students of color,
• Students of Color, first generation students, liberal arts majors
• Students of color, graduate and professional students of color
• SWE, NSBE, - mainly the diversity student organizations
• Synthetic Organic Chemistry
• Teaching majors
• technical/production ag
• The Business college.
• The Carlson School's policy of charging potential employers is a problem. My federal government agency hires MBAs, but we have not recruited at Carlson because of this policy - this is simply not an allowed expense for my agency.
• The U of M has moved away from an emphasis on agriculture/animal agriculture. We will seek students for veterinarian positions from the U of M but feel the need to seek farm management students elsewhere.
• The UMD E-fest draws a lot of students and is generally a good fair. The preparation of the students at the U of MN job and internship is less than satisfactory.
• THIRD YEAR ENGINEERING STUDENTS FOR 1 YEAR COOP POSITIONS
• Those not on Campus every day, prior service military.
• U.S. Citizens, Electrical Engineering students
• Underrepresented populations.
• Violence Prevention, Social Services, Public Health
• We are just beginning to build relationships.
• We are looking for purchasing and sales people. What at who do we contact?
• We are mainly recruiting engineers, specifically computer and electrical.
• We are most interested in students receiving a Masters degree in Computer Science.
• We are open to all majors applying.
• We are very happy with the Carlson students but feel as those we don't always get to see or exposed to those outside of Carlson that would be great for us as well.
• WE DO NOT CURRENTLY RECRUIT FROM UNIVERSITY OF MINNESOTA, BOTH EMPLOYEES WE HAVE THAT ARE GRADUATES CAME TO US INDEPENDANT OF RECRUITING. THE LANDSCAPE ARCHITECTURE PROGRAM DOES NOT SEEM TO BE A GOOD FIT FOR THE SERVICES WE PROVIDE.
• We generally come to the fair looking for Computer Science majors
• We might be interested in the area of design and possibly additional sales/business.
• We need help to reach the student body especially those with international interests
• We recruit from all majors and departments
• We try to recruit a very diverse pool of applicants since we serve a student body that is 97% students of color. I struggle to get a lot of applications from students of color at the U of M.
• We would always welcome more exposure to nursing students.
• We would like interaction with Hispanic and American Indian students and their respective organizations.
• We would like to meet more journalism students.
• We would like to reach more native Spanish speakers. Particularly, we would like to reach more native Spanish speakers who have interests in areas of finance and business (we offer some volunteer positions that would be ideal for such students). We receive many Spanish majors (in general, for volunteers), which is excellent, but many times they are hesitant to do financial work.
• We would like to reach your PHD candidates in order to be able to recruit them for our faculty openings
• we would like to recruit from more diverse populations
• WEB DESIGNERS
• Web Designers (which are partially artists, and partially programmers, or some mix thereof)
• We'd really like to be more involved in the recruiting for individuals with different language skills. We recruit through the different schools by job postings and talking to the International dept, but it would be nice to have more of a relationship.
• We're having trouble finding students who know HTML/CSS and can help maintain websites. We don't need people with high level programming skills.
• We're very pleased with being able to target the majors that we do.
• When I posted the job in March-08 for an intern with mechanical engineering background, initially the response was very slow and it took couple of months to get few resumes. So, I am not sure if potential students have easy access to GoldPASS and awareness as well.
• While we see students from each major below, more are welcome: Communications Any business major
MIS/Computer science
• Women
• Women Engineers
• Women's studies Addiction Studies
8. What is one thing (e.g., process, practice, service) that works well at another campus other than the University of Minnesota-Twin Cities that you would like to see us implement? Below is the list of responses.

- ?
- ? sorry
- 2 career fairs on the St. Paul Campus. One in the Fall, and one in the Spring.
- A board or area where teachers can post hiring announcements for students in a certain area of study.
- A criminal justice, law enforcement career fair
- A meet the firm night, similar to NIU
- A one stop shop for all of my needs not 20
- A strong networking program. Those are the only positions that we would directly recruit student from.
- Ability to connect with more faculty
- Ability to link to all branches of the UMN system without need to create additional postings
- Access to a help-desk person for passwords, etc..
- Access to appropriate career fairs.
- Add your staff in our LinkedIn.com connections
- Advertise the web site to kids so they realize how important it is to connect with local business for work experience.
- Allowing employers to present opportunities/companies inside the classroom.
- Alumni connection programs that connect students with alumni in their field of interest.
- As AVID grows in the Twin City area, it would be nice for all the school districts with AVID to know whom to contact for information/assistance in finding tutors for individual schools.
- As most other schools we see almost every potential engineering student, the attendance at the U of MN fairs is extremely poor in comparison.
- Assistance to help schedule students for on-campus interviewing.
- At a few colleges that I recruit at they do what they call "Resumaniac" and invite future employers to come in the day before and be available to students to bring in their resumes and get advice. Usually the employers that would most likely be looking for that type of student look at their resumes. Students may go to a few different people. Also, a few colleges make students attend some workshops on generation differences and looking for employment. For example, parents should not call a future employer. For some reason students these days are not independent. I am only 35 and am floored at all of the parents that call me. Not okay!
- At Dunwoody, their career services center emails students new job postings within the field of study applicable to the posting. I’m about to make a hire based on that!
- Augsburg College keeps in touch regularly
- Being able to speak to students in specific classes.
- Better connections directly to the students we are looking for such as Engineering.
- Better follow-up when we place an ad
- Better relationship with professors. Professor don't contact employers who hire students for internships. More contact with professors.
- Better response time from U of M employees
- Building relation ship with staff and the professors
• Bulletin Board postings
• Bulletin boards where we could post positions being hired are really helpful. In some university departments, they have boards which contain only job postings. If you could apply this to a website application, that would be helpful. It's really time consuming to do a fill in the blank job posting, especially when most gov't agencies in the position of hiring already have a pre-fabbed job posting. We're less likely to take the time to re-type all the information. If we could just provide a link, or post a pdf of our position I think it would make the on-line job sites more useful.
• Campus recruiter sends out blast emails to select group of candidates whom meet our criteria.
• Can't comment-no experience.
• Can't think of anything
• Can't think of anything
• Can't think of anything to implement.
• Can't think of anything since we don't really recruit on-campus.
• Career fairs for similar majors - i.e. business, finance, accounting and economics
• Career services reaching out to students.
• Career services sponsoring ads in the newspapers to announce we are coming on campus. Sending announcements (flyer) to the chair departments to give to professors
• Centralized Career Services for connecting with students and alum about internships and jobs.
• Class visitation by employer
• Classroom visits.
• CO School of Mines hosts an interview day in the spring - Managers found this very valuable.
• College classroom visits. Also, events that we can hold for your students on campus either before or after a job fair event.
• Communication and relationships
• Common information point - multiple disciplines have to go thru specific areas - very difficult to reach and find information
• Communication
• Communication between staff members; better training of career center staff
• Communication with the Asian Student population - either through a student organization or a department that has direct contact with this population.
• Company Day, In-Class Tech Talks or presentations, RSVP Info Session so we're aware if it will be low or high attendance and are prepared.
• Connection to school faculty and top students they recommend for employment.
• connection with disability services and career centers on campus
• Connections with advisors who have high level of contact with students
• connections with faculty
• Contact from Dept head to find out about job opportunities for student interns and grads.
• contact with employees and organization leaders
• contacting prospective recruiters to let us know who has contact them
• Continued contact back and forth with the career services personnel and what's new and who's graduating
• Currently I do not have any feedback.
• Daily email list-serve, exclusive to students and alumni, that lists current available positions
• Deeper practicum experience
• Department Heads; Chairmen, Dean's, etc. getting more involved and preparing the "heads" and "minds" of those students in the department of majors. Students need the "real world" access to be motivated since they are still pretty much "clueless" during college.
• departmental email lists (through the chair) - great way to reach out directly to a student body
• Developing strong relationships with faculty.
• Direct contact with instructors.
• Direct email blasts to college alumni -
• Don't know
• don't know
• don't know
Don't know.
Drive more students to your job board
Earlier announcement of when career fairs are going to be held specific to the degree.
Easier access to faculty
easier on-line recruiting
Easy to get answers and find the correct person to work with
email blasts to students in specific departments
e-mail event announcements
Employee Referrals
EMPLOYER SPOTLIGHT
Encouraging students to apply directly to the employer, so the employer is assured that they are intentional about the application process and not simply mass-distributing their resume.
evening networking events
Faculty at St. Thomas help their students connect with us for possible internships and employment opportunities.
Faculty from various other institutions actively engaged in engineering societies and through those activities we are able to network with them to hire interns and new staff. Has worked well for electrical engineering but we need to do the same for chemical engineering because that is where our current needs are.
faculty influence on students by providing information about our company.
faculty referrals, in classroom exposure (talking about business focus, not recruiting out of classroom)
Follow up on those who have applied for a position
For internships, your students do far more work for less credit than other campuses.
For online jobs posting, you are the best I've found. The job posting area is easy to find from the main page, something I haven't found with any other campus website. Kudos to you!
Free and unlimited posting of jobs and access to resume bank. We don't need access to personal information on a candidate or direct access but the ability to email potential candidates that we feel match the skills and qualifications needed and ask them to consider our position would be a big plus.
Freedom to make an offer immediately following the on-campus interview
Getting to know the Department Chairs & professors in the engineering programs
Going back to the individual college system process rather than a centralized job posting process. I preferred working directly with job placement staff in the former College of Natural Resources.
Good one on one relationship with MCAD recruiter
Have a job fair on all school campuses toward the end of spring semester
Have a nursing specific career event.
Have more students come to the career fair and be prepared to answer relevant questions on their background.
Have not been involved much with the U yet
Have professors visit companies and help promote the company to students.
Have students more prepared for interviews.
Having a person to contact regarding new grads rather than a "system"
Having onsite interviews scheduled for the next day
Having Public Health Clinicals in our agency
Having students come to our site(s) for tours.
Having the ability to come on campus and be a guest speaker for any business or entrepreneur class.
Having the career services coordinator call/email me personally and try and find a student that they feel will fit well in the position.
Help with the process. We received no help from the U of M in the Twin cities, and hired Graduate students from other programs.
I am just beginning the exploration process
I can't think of anything.
I don't recruit from other campuses
I don't think anyone else really does anything special that the U doesn't already do
I feel like the services are pretty universal at most of the colleges we utilize.
• I feel the University of St. Thomas' internship posting site is a bit more user friendly. The GoldPass database/function seems a little archaic.
• I find the Experience site quite useful, it allows me to post one position and I select which colleges to post to, it is less effort on my end and reaches more people. I would like to see U of M on that site.
• I have a great relationship with career services at other universities and I can work with them to identify great candidates.
• I have been able to talk to the department heads. Our company pushes leading edge technology.
• I have established a one-on-one relationship with the same person from the career center at most other colleges. Maybe assign employers to your staff??
• I have minimal experience working with other campuses so no information to share. Sorry.
• I have more interaction from the faculty helping students find positions with us at other universities. I have actually had them ask for their alumni to come back to visit their departments (that we hire from) to give career talks about us to spark interest in our company for interns.
• I have not been to a U of MN event yet.
• I haven’t personally been on campus, so I can’t compare.
• I like the consistency of the Simplicity / NACELink system.
• I like the design of the University of St. Thomas web site. It's easy to post positions.
• I like to do mock interviews
• I like when a service tells me that an job posting is going to expire.
• I only recruit at the U of MN
• I really like at the Career Fair that the rows of table are narrow...it helps get students near your booth. MN does a good job.
• I really think Carlson does the best job of all and offers far more to the employer in terms of acquiring interns
• I think that improving the usability of CARS would be great. Other schools that I work with have sites that are much easier to navigate.
• I was surprised that there was no formal process in place for faculty to forward on the job description to recent/soon-to-be graduates
• I would like an easier process of locating specific department deans to direct advertising towards when we are looking for a specific candidate.
• I would like to see a directory of student professional organizations and contact info. If I have a Human Resources posting and want it to go out to everyone involved in the Human Resources organization on campus, I would like to be able to send an e-mail out to them directly.
• I would like to see the UoFM mandate involvement from faculty they know would be able to recommend a student who would be a great fit for a specific internship, job, etc.
• I'd love to come to a volunteer/career fair! I'm wondering how much they cost and how to get involved. (We are not looking to hire volunteers and have limited finances.)
• I'm not sure...
• In a way, I've said it above - but I think anything that gets them ready for the business office. Have they used office equipment? Do they have the intermediate Microsoft Office Suite skills? Do they know how to carry themselves professionally and conduct themselves in an interview?
• In person conversation with Career services/Faculty to build relationship and understand each other’s needs, and opportunities for growth.
• Include in your course catalog that there is a service-learning requirement as a part of the course (when applicable); multiple students in these classes are unaware of this requirement and then have a negative attitude toward it, so then they interview poorly or do a less than professional job at completing applications, etc.
• Increased attendance at career fairs?
• Inform students what third party recruiters are and how they can help them find employment.
• Informal activities/events tied to but separate from the career fair which allows for interaction with students. I've heard of golf tournaments with student/employer pairing for example.
• Internship
• internship programs for credit
• Internships
• Internships are so great for the student to get real working experience.
• Invite our administrators to come and talk to large groups of students
• Inviting organizations on campus time to interface with students and share information about the organization.
• Inviting recruiters to do mock interviews in specific program areas.
• ISU's website is much more user friendly. If I have difficulty with the site, I am always on hold trying to reach someone.
• It was hard to sign up on your web site and post my position. The other colleges worked much better.
• It's resource-intensive, but it would be great to have staff at the U directly helping to find matches between students and job opportunities.
• Job Specific Career Fairs. For Example: Strictly one major recruitment.
• Just great relationships with Faculty.
• Less rules
• List of clubs/organizations and key contacts
• -Live viewing of how my position is posted -Allowing employers to speak in classrooms
• lunch and learn presentation to a small group of qualified candidates
• Make GoldPass easier to use through user interfaces.
• Make it more of a festive atmosphere...hooray, there are some people in the real world that you can talk to today! Yeah!
• Mandatory service learning/internship in a nonprofit organization. We get great interns and potential employees from these programs.
• many more students attend the job fair that what I have experienced at U MN coop job fairs.
• Market your students better and know your potential clients. Your students futures depend on it. Use volunteer Recruiters and staffing professionals to assist you in having the best system not a good system they are the experts! You can compensate them with Gopher tickets or something like that!
• marketing each employer at separate times to the students....a "spotlight" to set everyone apart
• Mass email to qualified candidates of posted job.
• maybe an easier website and contacts for the specific faculty or area related to the position.
• Mentorships. Better connection of local firms to students. Beyond the big corps (Target, 3M, Best Buy, Cargill), students need to be aware of small to mid-size agencies. The U of M can be a bridge between those two entities.
• Metro State: Assisting students with getting prepared for Licensed Alcohol and Drug credentials and setting up internships with us
• more access to resumes of people who wish to be seen, a resume database that is searchable
• More advertising options for the companies attending career fairs, so that more students are aware of their presence and the opportunities available.
• More career fairs (one in spring and one in the fall).
• More clinical rotation or internship opportunities
• More cooperation with Recruitment Agencies. Most positions are filled through agency related hires.
• More detailed information on the student
• More efficient intern programs
• More faculty awareness of positions to help guide students to those companies
• More faculty face time.
• More faculty involvement in career fairs.
• More focus on the graduating Professional Student's (i.e. M.D.'s, D.O.'s, Specialists, D.D.S., etc.) participation in posting their resumes on your Internet Campus Career Board or perhaps something more effective than what's currently in place.
• More intimate career fairs.
• More involvement with clubs/orgs/classroom presentations at school or visits to facilities.
• More major focused job fairs
• More major-specific career fairs.
• More one-one connection with person within the department
• more options for career postings - job boards, etc
• more personalized, can make a phone call for referral names if needed
• More specific job fairs.
most universities and colleges have similar software packages for recruiting online. I found the UoM's to be quite good, one of the better services out there.

Multiple disciplines within a degree, like Chemistry with a business emphasis.

Navigating the labyrinth. There are sooo many places to recruit at the U. Is GoldPass enough? How do we connect with the specific career offices in each college, department admin, faculty??? What is most effective and efficient? I'm a one-person team - I need to do the fastest and most effective thing that is easy to access. It is irritating when positions descriptions are pulled off of GoldPass. Our volunteer & internship jobs are ongoing...

- no complaints - but I would like more help scheduling info sessions
- No cost or very low cost career fairs are always hard to pass up. Invitations to speak to classes or at networking events. E-mails of upcoming events Easy to use online career postings
- Not enough experience at other schools
- Offer job fairs for medical students and all residency programs and invite all the healthcare groups in the Twin Cities and surrounding areas.
- On campus interviews the day after the career fair.
- On the job training at the university
- One call to get help.
- One centralized system for employers to post positions and conduct resume searches.
- ONE contact person willing to talk to us!
- One on one meetings between site coordinators and University staff.
- one single point of entry for posting jobs, internships, etc. Some of my colleagues don't list with U of M and MNSCU because they must contact individual schools--not employer friendly
- Online process like MSU Mankato
- online student portfolios of previous work
- Opportunity to connect with more faculty through meetings or allowed to take some class time to speak to students
- Other students from outside of the school are able to look at the postings
- Our having the ability to come in and speak with the students in a business or entrepreneur class as part of the curriculum.
- Our own college provides individual job placement services to help look for jobs for each student.
- Panel discussions/presentations. Mock interviews.
- Parking
- partnering with Northside schools or community centers in North Minneapolis
- Partnership between the University and employers- for internships, scholarships, career guidance, etc.
- Perhaps more visibility or promotion of online jobs posted through GoldPass - Bethel U's system seemed to work a lot better and we received a large number of applicants, so whatever they are doing to promote their jobs board might be something to look at. Otherwise, we're pretty satisfied with GoldPass, keeping in mind that we just started using it.

- Personal invites to talk with perspective candidates that are about to graduate.
- Personal recommendations
- Personal relationship! Two colleges actually arrange the dates, times and location at the school for students and invite the employers to interview each September. They inform the potential interns from a specific department (School of Social Work) about the organization and then schedule a number of students to meet with the specific organization. These colleges have developed a relationship with us and know that they can make a connection for at least 2 of their students each year.
- Preparing the students to bring resumes to career fairs and to dress professionally
- Pre-selecting candidates that fit the job criteria.
- Presentation to clubs
- Proactive customer service, consistent communication from Career Services department.
- probation period
- process
- Professor contacts
- Promote services or offer a place to physically post our job opportunities for students.
• Promote the GOLDPASS in your school newspaper under the help wanted ads for students to become more aware of the Goldpass program
• Provide a higher level of service for employers who are coming to the facility to interview - point of contact, parking pass, water, good directions.
• Providing information on the number of graduates, their average salaries, and any other demographics on a convenient site in their job placement web site.
• Recognize a particular company that attends career fairs every month or week on your website or newspaper to increase awareness
• Recruiting website
• Recruitment Services
• require students to prepare for the workforce through classes/training and provide them with honest feedback and connections into the work world.
• Require students who want to work with the disabled population to complete internships so they meet the required service hours mandated by the state.
• Responsiveness of students to intern postings
• Resume books!
• Resume database that is searchable by employers.
• Saint Kate's has been really helpful in getting us in front of their students while in class. Those presentations have been very successful for us.
• Screening of applicants
• Screening of applicants. Make sure that if they are applying for something it is at least SOMEWHAT relevant to what they want to do.
• See my notes for question twenty. Also greatly streamline the process involved in posting a job. Don't make me reword my document in to your format. It takes too much time if I am posting the job at multiple schools.
• Sending us student teachers
• Service
• Service- I feel we are more of a burden on the staff than welcome by the U of M. This is rather disheartening since I was a Gopher and my heart still lies with the U of M. The University deeply disappoints me when it comes to employers recruiting from this campus. I have heard this numerous times from other employers as well. I strongly feel the processes and attitude that is expressed to the employers needs to be modified. It is doing the students nothing positive.
• services...linking the right students/graduates with the right company... like interests...open to relocation... helping industry make those one on one connections with faculty or students to help both parties find the right fit
• setting up student affiliations with RehabCare for their students
• Smaller institutions allow us to make presentations in their classrooms and in student groups organized around specific interest eg. public sector law. At the U of MN there is no connection between career offices and student interest groups.
• social mixers between students & employers that include free food for the students.
• Some way of targeting students with the majors that pertain to our needs for Software Developers
• Specific industry career fairs
• Speed interviewing - interested candidates interview with a number of employers, hand out resume, talk for 10 minutes and move on to the next employer
• St Kate's has a great job website
• St Thomas website is visited a lot by non-students.
• St. Cloud and Mankato both have a website we can log into to submit our job openings. This would be nice if the University of Minnesota systems (not just the Twin Cities campus) would offer. We current do post to Edpost, MASA, Winona, MSU, South Dakota State, Teacher Teachers.com
• St. Cloud State has ease in advertising for teachers. I tend to use that site for each opening because it's easy to remember and use.
• St. Thomas has a job board for St. Thomas graduates and alumni
• Stronger research relationship with employers, encourage professional career planning early in student's academic career.
• Student Services Office Support
• student specific training and practice in pattern making.
• Students are more aggressive in looking for jobs at other schools.
• Students are prepared to attend the career fair
• Students at your career fair never see prepared.
• Students come from other U of M locations, not just TC campus
• Students need to know the importance of the career fair. Many at the U of M do not know it is happening, or do not make it a priority to attend.
• Students who are in criminal justice programs are strongly encouraged to find a position in the security industry to add to their resume. A few college programs give their students lists of security companies in the Twin Cities area.
• Targeting the healthcare students better. I find that business students and technical/IT students are often users of the Career Services, but not generally the healthcare students. Would LOVE a recruitment event that specifically targets the healthcare programs (much like the one NDSU-Fargo holds).
• Telephone contact ability to the office
• Tell your students to ask for informational interviews!
• The ability to attend job fairs or recruiting on campus at little to no cost.
• The ability to pay for the career fair with a credit card at the time that you register.
• The College of St Catherine is very good about communicating with their recruiters via email. Some valuable communications I have received are notification when my posting is set to expire, how many students have looked at the posting, and communicating upcoming events for degree program students that may be a good match for my job posting.
• The connection to a human being to interact with and a personal thank you for working with their school.
• The employment office at St. Thomas seems to know more about its students -- I have called the U's office to ask about specific students and they don’t know who I’m asking about (and, I think, understandably -- it’s a much bigger school.)
• The Experience career services site!
• The importance of good grammar and spelling on your resume and cover letters submitted to employers.
• The Information Session postings on the school's website to encourage groups/clubs to attend the event.
• The IT Career office folks are very helpful, responsive, nice, and easy to deal with.
• The MNSCU program allows you to post a job opening or internship opening and it is then routed to all schools in MNSCU. It would really be nice if the University of MN could also be a part of this. I think students at the U miss out on this as employers assume that the U is also a part of this.
• The on-line recruiting through Inver Hills Community College works well on both ends; students and me.
• the only thing is if there is a way to select out which students are willing to work in the area and move to the area and stay here for a few years or more.
• The other college that we recruit from is St. Thomas. Both schools are very similar so I can't think of anything that the U of MN should implement.
• The U has too many postings, which limits the number of recruits for our organization. Other schools have fewer opportunities available, and more geared to law
• The U of MN is so large it seems harder to navigate to the students we need.
• The University of Cincinnati assigns students to work at conferences before the conference begins, which makes finding a student to assist with our book exhibit easy.
• The University of Minnesota-Twin Cities' process seems to be equivalent to those of other universities.
• The website is open to every person, not just students/Alumni...and is more user friendly
• There is more of a follow through with the students, let's say, at Northwestern and Bethel. I am contacted by the advisor at the beginning and ending of each internship term. This makes the student more accountable knowing they're being monitored. Not all U of M students have had advisors contact me and some students have taken advantage.
• U of M web process is very similar to the other colleges that I have used and a little more user friendly.
• unknown
• unknown.
• Unknown
• update a posting is faster at other places
• Updated alumni directories are helpful. I disk, a download, or online searchable database.
• UW - Madison's alumni are EXCELLENT at staying networked and in touch with each other, and in knowing who is where.
• video-conference capability
• Volunteer groups work for cash for their organization
• We do not have success obtaining candidates from any of the universities at which we post open positions
• We do not recruit outside the U of M community (this is why question 19 is not applicable).
• We do receive phone calls checking in with us and we appreciate that.
• We do the same interview process at other campuses.
• We don't recruit new employees often enough to find that one campus is better than another.
• We don't specifically recruit from college campuses. Most of our applicants find us on SEEK or by word of mouth.
• We have had success with internship programs, with the results being able to offer full-time positions
• We only hire interns, at this point. You make your interns do more work for less credit than other schools.
• We post our positions on WECAN which is a system that helps us sort, prioritize and manage our recruitment process.
• WE SEEK OUT SCHOOLS WITH THE LARGEST NUMBER OF QUALIFIED CANDIDATES ON A CONSISTANT YEAR TO YEAR BASIS. IT COSTS US LESS MONEY TO RECRUIT WHEN WE CAN VISIT FOUR CAREER FAIRS AND MEET OUR QUOTAS. FOR LANDSCAPE ARCHITECTURE WE ARE LOOKING FOR SUPERIOR HAND GRAPHICS SKILLS. A STRONG SENSE OF DESIGN AND THE ABILITY TO CREATE DESIGNS INDEPENDANTLY AT A YOUNG AGE, WITHOUT HAVING A MANAGER TELLING ENTRY LEVEL FOLKS WHAT TO DO CONSTANTLY. CREATIVITY IS KEY, BUT THAT MUST COME WITH A CONSIDANCE. WORLDINESS, THERE MUST BE AN UNDERSTANDING OR AT LEAST AN INTEREST IN THEIR FIELD LARGER THAN WHERE THEY GREW UP AND THE COLLEGE THEY WENT TO. A PASSION FOR LEARNING AND PUSHING THEMSELVES. THE COLLEGES WE RECRUIT AT CONSISTANTLY PROVIDE THESE QUALITIES IN THEIR STUDENTS.
• We set up a table in the cafeteria of other colleges and are the "featured employer of the day" We would be interested in that type of opportunity in the future
• We would like to see mass emails sent to students at a particular school
• While GoldPass is very effective, I also appreciate my ability at other colleges to connect directly with the leadership within departments and faculty members in order to spread the word about the experience.
• Word of mouth (referrals
• Working with a person at the recruitment office.
• You can register online for career fairs at Iowa State, the whole process is pretty smooth. You can log in and make changes as needed before the event. You can't pay online though, so that is a snag.
• You have a very nice system of setting up the interview.
• You have done what we have asked, and it’s working. Such as on-site interviews.

9. What could our career services offices be doing to improve their relationships with employers who want to connect with University of Minnesota-Twin Cities students?
• * Meet / greet with faculty members *
• A job board that students use Opportunities for more student clinicals at the VA
• A main contact for an employer at the career services office or better trained student employees.
• A personal contact would be nice.
• A quick check in to see if we have received any applications and subsequent outreach if we haven't and/or need more.
• Advertise experience field opportunity
• Advertise it more
• Advise on ways outside or normal recruiting that could get us deeper branding and association with students
• Allow employer to speak with PT Classes. Discuss hiring issues, assist with mock interviews
• an email or a call when they know they have students that are looking for our fields of work
• Answer questions on a timely manner. Do not wait 3 or 5 days to response on a simple questions.
• Approach professors in the area of interest.
• as I have not actively recruited on-campus I’m not sure how that would go, but I do enjoy the software and online services the UoFIM has to offer. very hands off.
• Ask what our needs might be? What, specifically, we’re looking for?
• Be more responsive - I feel like I had a very poor response from the Engineering Career Center when I was trying to set up an info session.
• Be more responsive in returning telephone calls.
• Be physically available to answer questions & concerns. Need more than e-mail.
• Be proactive about contacting site coordinators about internship programs this will help build relationships between sites and the University.
• Be pro-active in sending students to us that may be a fit for our company. Don’t just wait for us to post positions.
• Be proactive, though perhaps you are with larger employers
• Be willing to help them make contacts with students rather than just having access to a posting site that no one seems to use.
• Better communication of different job posting areas such as, GoldPass, CARS, Hubert Humphrey Institute, CEED, etc...
• better connection between professors and recruiters.
• Better contact lists of student organizations or professors in certain businesses.
• Better customer service in career office
• Better customer service when calling in to the office with questions.
• better prepare students to understand what career options that exist including what they'd be doing day to day and what realistic compensation path they can expect in the different fields
• Better promotion via classes
• Better way to create relationships with specific deans/professors to get access to the students to host informational sessions etc
• Build upon the communication breakdown between students and potential employer’s, recruiters, etc., and allow job postings within the departments.
• Call me to find out versus an informal email. Show me you want to place your students.
• Call me.
• Call me. I have position open, That could be filled by UM grads.
• can’t think of anything
• Can’t think of anything.
• Checking and/or relaying the postings on MNCN.org or some of the other boards instead of us having to come you.
• Classroom presentations
• Clearer forms to fill-out to set up interviewing
• Communicate to students what employers are looking for. Explain to them how important it is to make a good first impression and fully follow all directions given.
• Communication is key. Just keeping the employers informed.
• Company postings of who is looking for new hires and internships.
• Connect career interests with potential employers.
• Connect me to professors. I also am very interested in presenting to classrooms but need to initiate a relationship with the professors.
• Connect us with students from the Journalism School for internship and employment opportunities.
• Connections to faculty; options to visit classes instead of a table in the commons
• Consolidation of Career Services and sites  Integration of professors into relationship to aid students if identifying good opportunities.
• Contact more employers on recent graduates  Send more information on posting positions and career fairs that focus on certain majors - i.e. finance, accounting, economics - in one group
• Contacting local businesses near campus
• Contacting students via e-mail when a position becomes available in their field. I’m not sure if you do this currently or not.
• Continue Career Fair; contact information for professors in career fields
• Continue posting our Internships
• Continue to partner with our recruiters and offer more ways of reaching students to build brand awareness.
• Continue to reach out to local employers. Students need this resource to guide them. Undergraduates cannot be expected to know how to do it all on their own.
• Continue to work with faculty to encourage internships
• Continuing to build awareness for the services you offer
• Coordinate specific events for each school (ie, Pharmacy)
• Coordination of class presentations for companies
• Create a channel for regular, convenient communication (e-mail would be fine)
• Create awareness for the products/services that are available. I didn't initially inquire about Carlson students, but the information to post opportunities for those students would have been helpful initially.
• Develop a relationship with the area semiconductors companies
• direct liaison/contacts or inquiries to our company in the absence of actual presence
• direct referral to us, more visibility of company on campus, availability of sponsorship opportunities for employers
• Diversify your student population.
• Do more research about the type of business or organizations. We have had students come to us with completely inaccurate information about our organization.
• Do not grant degrees or deliver a transcript with any successfully completed courses to students that are illiterate and innumerate. (I have interviewed such from U-MN in the past.)
• Doing a good job currently
• Doing fine
• Don't be Marxists. Manufacturers and business owners are very nice people. Don't try to steer your students away from the private sector.
• Don't Know
• Ease of information gathering (i.e. web) - had to drive down to the university to get any helpful information
• easier navigation on site.
• Easy access.
• Effectively communicate with the employer. I was pushed off to Gold Pass, which is poor at best. I would like to talk to a department head, but being a President of a technology company must not warrant this. So I put our money elsewhere.
• Email Blast of career opportunities
• Email employers more updates on students' career needs. Advertise our company on student papers.
• e-mail the other career services that are available. Educate us on who is going to be looking at our ads.
• ensure students know how to connect with USA jobs and careers.state.gov
• Facilitate some sort of relationship (even a one-time email) between the student intern’s advisor and the employer.
• Faculty active in MPha which they are. I get the chance to meet and interact with faculty.
• For a small operation like our bureau, we should not have to go through the GoldPass process. A call or e-mail to the right person should be enough.
• For me, the career service staff at CSOM has done a great job in helping us stay connected. Anytime I have called, the staff has been very helpful and friendly.
• free parking. I hate paying to park. I'd go hang up flyers that we’re hiring but I don't want to pay to park at your facility.
• Get feedback from employers to see that gaps in student learning are filled going forward
• get more info from Employers and let students know about employers
• Get more students to use career services
• Get student earlier into internships at State
• Get the career fairs organized and better attended. The biggest disappointment was the PR and marketing that went to students. The fairs are poorly attended.
• Get the information out early spring on how to reach graduates of your teaching programs
• Get the word out to upcoming graduates
• Get to know them! Go out and meet the public and companies
• Get to know them, and what they do
• Give the potential recruiter ideas on how to connect with the student base.
• Give us a clear way to reach students - especially certain populations of students. We sponsor a lot of H1-B visas for some of our positions but I feel it is very difficult to reach those students because the U is so huge and I get the run around a lot.
• Give us a heads up regarding optimal time to post a job opening or internship.
• Gold Pass seemed difficult to use for some reason.
• Goldpass can be really frustrating to work with.
• GoldPASS is fabulous!
• Graduating class schedules
• Have a central location and phone number that is specifically for PCA/Home Health Aides that are needed and those who need hours.
• Have a phone line to hear them speak about themselves with a pre-recorded message
• Have a representative with whom businesses can speak
• Have a unique job posting site for diverse applicants.
• Have an easy system to use for small employers
• Have an user friendly database of contacts in each department that could help with recommendations of students that are excellent
• have contact person for position advertisement
• have great web access w/ contact information
• Have information sessions for employers to know and instruct on resources available and access.
• Have opportunities for organizations to come visit/speak at the campus
• Have special events for employers
• Have students keep a resume online when a company wants to locate a intern and or employee all resumes are out there to make offers to students online
• Have them connect with the Associations of different industries. We are the banking industry association and we'd like to have students looking at our website for internship openings and job openings with banks throughout the state.
• Help advertise us to the clubs and organizations so we can come in and speak to them at meetings
• Help me reach out to specific departments and advisors (I only recruit MS/PhD)
• Help on the effort to make the U of MN one of the universities of choice for the BP recruiting group
• Help students to think outside of the box when it comes to finding employment in the region. As a University it is sometimes difficult for people to realize that we have all types of positions not just teaching jobs.
• Help to make our name recognized as a highly competitive software development firm, similar to Microsoft, Symantec, Adobe, Lawson.
• Help us target majors (e.g. computer science/engineering)
• helping flag students that are interested in relocation outside of the Twin Cities...
• help to make sure the info is easy to access to enable a company to look for possible employees/interns
• Host more information sessions. There could be others offered that I have not been made aware of since I am fairly new in my role with the state.
• I am not sure.
• I am very satisfied with contact and relationships established.
• I appreciate the opportunity to post our unpaid internships and our paid employment positions. Keep up the good work!
• I do not know what is currently available.
• I do not think that is the problem, it is the awareness to the students of what these career services can offer to them. There are not enough students on these systems considering how large the UofM is. To improve our relationship you can get more students to apply!
• I don't know
• I don't know.
• I feel the UM - Twin Cities does an effective job of building relationships with employers. Consolidation of more systems for posting/resume search would be helpful.
• I have always had pleasant interactions with all university personnel.
• I have full access to all UST resumes (an am not an alum). I have none formally to UMN except what I do thru referrals.
• I have had absolutely no contact with anybody from career services - never even knew they existed.
• I have not recruited in the twin cities for the last couple of years. My contact with Career Services staff has been excellent. I cannot envision how they could do better.
• I have only used GoldPass to recruit for one position and was not successful in recruiting. I think tips regarding how best to use GoldPass as a first time user to get information to students would be nice.
• I think a great deal could be learned by following up with interns and employers about the experience
• I think that coordinating with our state association would be a good way to form a connection. Most SWCDs are too small to do much recruiting, but we’re all connected through our state association and through our state employees association. Using this avenue would be a better way to form recruitment connections, rather than try to work with each individual SWCD.
• I think that you guys are doing a great job!
• I think the Carlson group is great and really know their students, it would be helpful if we could have that same connection with the other offices- or mainstream contacts for employers.
• I think they have great services
• I think we need to develop a closer relationship with the career services for each school/department. I think we should connect with students in a more intimate setting from each school than attend the job fairs.
• I think you really need to reach out to the students and get employers positions out there. In ways other than just the Goldpass.
• I was not aware of the other posting boards at the U of M. Maybe more detailed options for recruiting at the U of M
• I would be interested in starting to build relationships or introductions with career placement staff and/or professors within certain areas of specialty (programming, internet, design and journalism)
• I would like to be put in touch with someone with career services to help me market our summer programs. In Engineering, we have a summer camp for sophomores and I would like to be able to promote that in an easier manner.
• I would like to find out how to get our job postings to the Nursing students.
• I would like to have a schedule of all the events that will be on campus that pertain to Internship/ Co-Op recruiting.
• I would like to receive more information so that I can utilize the career services offices in my recruitment efforts.
• I would love to be able to connect with the major-specific departments, such as the Kinesiology department, in order to better focus our recruiting efforts.
• I would need more information before I answered this question
• Identify faculty in engineering who are willing to relate to employers and recruiters.
• If I’m recruiting out of a particular school, like the School of Journalism and Mass Communication for example, it would great to have someone contact me in person in addition to the automated GOLDPASS system. There might be a professor or staff member who knows of a student who would be a great fit for our business who would never had that opportunity it they didn’t use GOLDPASS.
• If this already exists I apologize... but it would be very nice to have an employer’s resource page that detailed out all the information and resources for recruiting. Perhaps it should be detailed by profession or college.
  Information I would be looking for would include:  -Online job posting sites  -job fair schedules w/ contacts - who to contact in specific departments to set up information sessions in classes - ??
• If you could please post our flyer (sent via email earlier today) and let recent graduates (and faculty) know that we are interested in hiring that would be very helpful.
• impersonal process could be improved
• Improve Goldpass system
• Include our program’s info in publications for reduced non-profit rates.
• Inform students of the options they have when exiting school. Realistic salary requirements.
• Inform them of what is available. This is my first contact
• Informal Meetings
• Informing about the career fairs or events will be really appreciated
• Invite employers to networking events.
• Invite us into classrooms more to engage students before they even begin applications.
• It seems in general it is very hard to connect with career services or feel like career services wants the organization to feel welcome and take advantage of utilizing the services available.
• It was very confusing, we were never able to hook up with any candidates, and we hired from another Minnesota School (Mankato).
• It would be good to find a place where students could post their resume/job interests and where employers could post their job opportunities.
• It would help if I could meet with a representative to learn more about what you have to offer.
• It’s a little confusing to know who to contact at which offices in order to start establishing relationships. Some sort of contact directory might be useful.
• I’ve never had any contact with U of M
• just allowing us to reach certain populations/area’s of study. List serves of students who choose to participate and would like to know about opportunities.
• Just better communication between employers and the University regarding students, career fairs, etc.
• Just knowing what’s available a little easier would be nice.
• KEEP THEM INFORMED OF WHEN YOU WILL HAVE A JOB FAIR
• Keep us informed of Clubs or Groups that would target our job function needs
• Less time filling out computer screens not relevant. Less expensive fairs
• Let employers know how to contact you and who to contact.
• Let me know about all opportunities to recruit students for our open positions. I have been aware of job fairs or the ability to conduct interviews at the university.
• Let us know what information you need from us so you can relay the information to the students.
• List the ways students look for jobs. Fairs only seem to entice some of the candidates.
• Listservs and/or periodic e-mails are a very useful and cost efficient way to communicate with employers.
• make access to students with education majors more accessible
• Make available lists of student orgs
• Make contact information easy to find on your website
• Make it easier to access students! Extremely difficult to get one-on-one time with U of MN students because of inability to get into the classrooms. I have heard a lot of students feedback and comments that they wish that more companies were available to come to the school and/or classrooms. After all, students and parents are paying way too much for college at this time and when students have completed their programs they should have had an opportunity to see hundreds of companies so that they can make educated decisions upon where they would like to work. I should know, I’m a parent of a college student currently. I want to make sure that my children have these types of opportunities before they complete college.
• Make it easier to connect to alumni from specific colleges/departments
• Make it easier to identify students - again - Gold Pass is a very poor resume site. Need to simplify the site with better UI.
• Make it easier to post jobs online. Some of mine I am not able to view or get online. It would be nice to have a facilitator between or a connection to classes that we may be interested in recruiting from.
• Make it easier to post our available positions on your website.
• Make it easy to connect with the key professors in departments, who can give us insight into some of the students/candidates, make recommendations, talk about our company to their students in class when applicable.
• Make it very quick and easy to post a job. 2nd issue, I have posted a good summer job there annually for five years or so. I very rarely get applicants from your school. I don’t know why but I get many resumes from you competing schools.
• Make more students aware of the Career Fairs and how to dress for them.
• Make on-line recruiting as user friendly as possible.
• Make phone #’s to resource offices & persons more accessible ... you have to dig a lot to find a helper if you’ve forgotten your password!!!
• Make pre-select schedules available 2 weeks earlier in the fall
• Make relations with Department heads more accessible
• Make the process more user friendly when an employer or organization wants to get the word out to ALL campuses without having to contact each individually
• make the site more user friendly
• Make themselves better known to a wider group of companies.
• make us aware of other posting options to get a better distribution of the jobs available.
• Make us more aware of what is available, I spent a great deal of time searching to find Goldpass
• Make your job fair less costly
• Making career services better accessible for small businesses, helping students realize difference between working for different sized companies.
• Many students apply for jobs too late. Some resumes are poor. Resume writing needs to be taken more seriously.
• Maybe more information via e-mail regarding the job fairs and such.
• Micro management
• Monthly email newsletters about students who were placed into various jobs so employers can see options they might not otherwise think of
• more alumni experienced people
• More communication
• more communication
• More communication as far as what opportunities are available.
• More connections with community groups like ours that are not hiring for profit but for intern and volunteer opportunities.
• More correspondence
• More ease in posting of positions.
• More encouragement for students to contact employers, even if they don't necessarily have the credentials yet.
• More online resumes
• more or better advertising of the information session.
• More outreach - specific meetings to better understand our requirements.
• Nonprofit Specific information
• not sure Communication is usually very prompt and GoldPass is easy to use.
• Not sure at this point as I'm still new to the college recruiting function.
• not sure if you have a list of employers who accept interns, but it would be nice to be on one for technology
• not too many openings for full-time staff. Check our website for seasonal openings.
• note which classes have mandatory internship/involvement/volunteer hours
• Offer a contact list for employers that would identify theareas individual department heads specialize in as it relates to specialized programs that the university offers.
• Offer a listing of current positions available to students more frequently (daily) and more proactively -- possibly via a list-serve.
• Offer alumni only sites for posting and reviewing of resumes.
• Offer more connections with the Professors to identify program requirements.
• Offer more info for navigating GoldPASS and other online resources U of M has to offer.
• Offer names of professors who show an active interest in their students who would be interested in meeting a recruiter to learn more about internship opportunities for their students
• offer networking
• Offer opportunities for employers to speak directly to classes.
• Offer some music business classes :)
• Offer time to talk to students during class time, if possible. Have employers teach a session of class.
• Offer/Advertise more ways to advertise to students about open position, the company in general, interview schedules and information sessions.
• On campus tour of the school of nursing and one on one meeting with career counselor.
• one single point of entry
• Organized information and opportunities to learn about your career system would be helpful.
• Overall I think they do a good job, we have a very specific/niche candidate that we seek for our local location.
• Paying $200 for a table in Coffman is too much, and our organization will likely not be able to continue to do so. Most campuses offer table space for free. This makes it difficult to reach students who may not actively be seeking employment yet.
• Perhaps more suggestions on how we can better connect with various professors within the departments we recruit students from. Also, ideas on how we can sponsor events and become more involved in making a presence on campus (speaking engagements, etc).
• Please continue to offer information on-line and in the career office about our opportunity.
• Please put me in contact with someone who can help me post positions and opportunities. please put me in contact with faculty members in the field of kinesiology.
• Pre-screen applicants
• Preselection processes not have a cutoff date approximately a month before the interview
• proactive info on prospective students.
• Proactively announce opportunities in class, encourage more company information sessions, and provide more student data: eg, where students find work, salary/wage survey info, enrollment rates in particular majors, best semesters/years to recruit, etc
• Proactively promoting our new job postings with their alumni students. Help us to identify ways to attract your students to our company as a viable career choice.
• Proactively communicating career fair schedules
• PROFESSIONAL OPERATORS INSTEAD OF STUDENTS
• Promote local Twin Cities based businesses who frequently post jobs on GoldPass and like systems.
• promote more fairs
• Promote use of website among graduates as well as students.
• promote your services...I found you by just going to the U of M web pages and searching.
• promote/ connect individual students with potential employers based on employers’ needs.
• Provide a better on-line process for contacting current seniors and recent grads RE: possible job opportunities
• Provide a list of students by degree program, include years completed, who are interested in learning more about 3M. Building a relationship between recruiters and career service employees. Name and telephone number of person who knows our company and understands we are your partner - we want to increase your stats just as it will increase our stats. The entire hiring process is costly.
• provide information on number of graduating students in field of Degrees wanting to higher. IE how many students will have a BSCE, or MSCE are graduating this fall semester.
• Provide more information on prospective employees/interns that inquire through the GoldPass system
• Provide more opportunities/discounts for small non-profits, who might not be able to afford registration fees for career events.
• Provide more seminars/info sessions
• Provide opportunities for us to do guest lectures.
• Provide spot lighting on positions
• provide trusted students... maybe UMN does 1st interview kind of stuff? screening... I know that we had 2 interns from AI and will never again, but MCAD and UMN seem to be more reliable, though MCAD is by far the best...for design students which is what we normally take.
• provide us with a list of alumni so we can contact them to see if they are willing to look at whatever job descriptions we have
• Provide us with on-campus face time with the students.
• provide wireless, advertise prior to visit
• Put employers in contact with a professor close to the major(s) employers are looking to hire in.
• Put together material that HR personnel and recruiters can pass along to upper management about the various ways to attract qualified candidates including the option to have professors and students visit the employers site.
• Qualify students more and possibly create a single recruiting system instead of make employers sign-up for 6 different systems.
• quarterly/semester updates on events, career fairs, etc. 
• Qwest hasn’t been recruiting college students long enough to really give a good answer
• Reach out more proactively to smaller companies in the Twin Cities area.
• Reach out to non-profit organizations - much of the focus seems to be on the large, public corporations. While those companies do provide a massive number of entry-level jobs, there are students who may be looking for fulfillment that extends beyond a paycheck.
• Reach out to assist with job posting opportunities
• reach out to companies regarding onsite opportunities
• Read above
• relationship with the professors in the education departments
• Resume books provided to employers of specific majors and class rank
• Schedule time for a brief in person conversation to discuss how both parties can benefit. I think an in person meeting between career service and talent acquisition/recruiting offices make a great impact on building a strong working relationship.
• See earlier comments on Carlson
• Send email or invitation to recruiting opportunities and outline the procedure for soliciting interns across the University system. Last year I became familiar with Goldpass
• Send info on what is available to us. This sounds exciting and is something I am not currently using.
• Send out a local mailing to all business owners/companies advertising through your site(s).
• Send out an e-mail with Department contact information
• Send out more detailed information about upcoming career fairs far in advance.
• Send out our job positions via email to your students on a on-needs basis.
• Send out reminders of the various locations and contact information for posting sites
• Send students our way
• Sending out job postings for current and graduating students
• service information
• Set up better space for the recruiters during the career fair. It was extremely disappointing, to say the least. It was overly crowded with no room for the students to walk through not to mention stop to speak to us. The space wasn’t divided up equally for the isles. 2 isles had too much space and we had none. It was hot, loud and EXTREMELY frustrating to have our career fair held with the U of M. Also I called several times to get questions answered and I didn’t get calls back and when I finally got a hold of someone, they were irritated that I called so many times. All I wanted was a returned call to get answers.
• Sharon Heron is very helpful. There is a limited number of U of M students interested in animal agriculture.
• Shorter questionnaires, logically designed... These are redundant questions from the first survey. I will only respond to those that are relevant!!!
• Show us how they can advertise our positions for on-campus interviews.
• Simple informational postings on campus about our company.
• Since I haven’t been as active in recruiting as I would like, I do not have very much valuable insight. However, I would hope to work more closely with academic departments such as Global Studies to cultivate a formal relationship between their students and our internship program.
• skill market students or profile talent
• Some communication at particular times of the year when recruiting is most likely to occur with contact information regarding recruiting resources and contact persons.
• Some form of awareness program about the facilities offer by UofM.
• Some of the issues with students is our location. We’re in the western suburbs and employees need a car and a driver's license. I'm not sure how you could resolve that.
• Some online interaction.
• Stronger coordination between career services offices. For example, I was initially told that we could interview students at the College of Liberal Arts and include Business students on the schedules. I was later told Business students do not always use the Liberal Arts system so I should run a separate schedule through the Business school.
• Students don't seem to be aware of Career Services and don't think to use it when looking for a position.
• Talk by phone, follow up when employers post jobs
• Teach students how to write a resume and cover letter. Don't just put down every class they took.
• Tell us how to reach students in a specific major, even a list of majors and how to reach them would be helpful
• The cost of the fairs is very expensive for government agencies to afford
• The cost of your space at fairs are too expensive so I often have to pass on the invitations. Many of our community colleges do not charge and provide a lunch.
• The specific departments that graduate students who are employable with a design firm (e.g. design, journalism, business) could contact us about our needs.
• The staff is very accommodating.
• The U of M is so huge it is hard to determine the best way to get at the right candidates. Help direct us to the right people & posting opportunities.
• They could send representatives to meet with employers.
• They do a good job.
• They have been most helpful to date. We would like them to automatically send us information on number of graduates, average starting salaries early each year so we can remain competitive. We find the information, but it is not a simple process.
• They should email employers when they have events going on campus. They don’t have to directly relate to job fairs only.
• This is a great question. I would like to have more information regarding the services offered for prospective employers.
• To actually interact with my company. I emailed the school for information on posting an internship. I was emailed a response and I then was directed to complete an online form. I never heard confirmation from the school, nor any future communications. The one intern that we received from the UofM was outside of this process; we recruited them in person from a classroom environment.
• To reach students of color, it is not enough to direct students to a website. It is important that career centers specifically conduct outreach to these students, have a listserv for them so opportunities can be delivered directly to them, that career services hold special events to attract students of color and invite employers to those events either as sponsors or as participants.
• touch base every once in a while and see if there are openings that can be posted. Or check the website and if there are positions of interest - send me an email reminding me to post them with the school....
• Understand our business (pharmaceutical) and types of positions
• unknown
• Unknown
• unsure
• Unsure, I’d rather reach out to them when I have the need.
• updates about career fairs and job posting opportunities
• Updates on listings about when job postings have expired
• Using Simplicity / NACELink makes it very easy for employers to have a consistent system that they use to reach students.
• Visit our company to see what opportunities we have for college grads.
• Visit our office, learn about our organization. Nonprofits employ a lot of people in MN! I’ve worked with more than 20 students in volunteer & internship positions during the past year, only a few from the U.
• We don’t receive information on job fairs that the university is holding. It would be nice to be put on that list.
• We received all the help we needed and more.
• We target recruit and would love to have more access to your Science/Ag majors and especially for our Mission Critical position of Veterinarians and the MPH students. To be invited to talk more by faculty would be great!
• we’d love to have students intern, do service learning, and work here in the summers. any ways you can connect us to these groups for these purposes would be great.
• We’re a really small non-profit, so we don’t often have openings. We’re fine with how things are.
• We’re new to this system, so I don’t have a lot of input in this area as of yet. make sure to instruct your students to read the job description directions CAREFULLY.
• When we call to ask about posting a position it would be nice to be transferred multiple times before someone can help me. Also would like to call the specific school to have someone assist me and not just ship me to a career center or HR where no one ever calls me back.
• work with us on monthly or summer internships
• working with Minneapolis Public Schools, and YMCA Beacons Programs
• you are doing a good job
• You are top notch - no improvements needed.
• you do a good job
• you’re doing great!
• You’re doing a pretty good job.
13. How effective do you find each of the following when you are hiring entry-level candidates for your organization?

Below are the responses to “Other”.

- adfed.org, creativehotlist.com, mima.org
- again, word of mouth has seemed to be a great way to find candidates; however, we wish we were getting more applicants from the U of MN.
- Beginning this fall 3M will have a Web site/portfolio specifically for college/campus
- Craig’s List
- Craig’s List has by far been our most successful recruiting tool
craigslist seemed to be the most effective for me this year as well as the workforce center.
- Craigslist, networking
- Employee Referrals
- Employee referrals - high percentage of hires from this source
- employee referrals, this year will be our official connection with Job Fairs
- Have just used Goldpass
- How quick the school is to respond to the company’s needs. Having staff that understands industry and has practical experience in the real world.
- I do not have any experience with this to this point.
- I haven’t taken advantage of much college recruiting recently
- I just help out by allowing a mentorship program in our city.
- I like to post the position and have students post their resumes. I then follow up with them directly, asking them to send links to websites they’ve worked on. Then we decide if we want to interview.
- I recruit through GoldPASS and it’s been great. I don’t use other options, would not have the time. And how I’ve been doing it so far has worked great.
- I would like the address for WEB sites that get right to the graduates.
- I’d love to use University services more in finding qualified candidates, but I don’t know what is available.
- In my division, we don’t have a lot of entry level opportunities so we are targeting MBA students and alumni from the University of Minnesota primarily.
- Information Sharing Sessions are the most valuable
- Instructors can truly make or break an employer w/ referrals
- Internal referrals
- Job Bank (MN Workforce)
- Love the U of M! Will definitely go back there to recruit!
- Many of our entry level positions are hired through Staffing Companies.
- Many of our volunteers return year after year and recruit new volunteers.
- Mech engr and policy internships have worked much better for us than coop program. So I would give internship a 6 and coop a 3. Not sure how to rate the two together.
- Minnesota council of nonprofits job website
- Minnesota Council on Nonprofits web site
- Minnesota Jobline, Craig’s List, GoldPASS
- MN Council of Foundations & Nonprofits web sites  MN Workforce Center system  personal network
- Monster sucks. The best way to find good employees is to talk to a professor you trust.
- Monster, Career Builder.... are THE most undesirable resources.
- My entry level hires have not been in conjunction with standard college recruiting calendars. I approach you when I have specific job openings/vacancies that could be filled at any time of the year, not just at the end of a semester or at graduation.
- NA
- Networking has yielded many fine candidates.
- Networking; staff referrals
- not sure this is only the second year hiring a UM student
- Other marketing, on-line viral networking, person to person marketing, and word of mouth.
- Our department is not up to full capacity & hasn't effectively used all resources that may be available for use such as career fairs, on-campus interviewing, etc.
- Our own connect events
- Personal contact with our school's high school graduates. College students that live in Brooklyn Center.
- Personal referrals are, by far, the best, from an employer perspective, and an employee perspective.
- Please note there is a problem with #19 and you cannot give the same ranking twice.
- Posting on professional websites (CEED, etc.), networking with other leaders in the field, Craigslist
- Recruiter
- Referrals from employees.
- Referrals or Word of mouth from current staff.
- References
- SEEK website
- Services like NACElink or Experience are very helpful as they allow me to post positions without having to access each individual schools website.
- social websites
- State Employment web site (www.doer.state.mn) where we place all of our job announcements
- Student Web sites and online portfolios
- Teaching classes
- The Minnesota job bank (MN Works)
- The nation-wide websites I use are Texas A&M Job Board, the Society for Conservation Biology, the Wildlife Society. Posting the job on the UMN career center page has not yielded applicants.
- The primary resource I use to find new candidates in the Minnesota Council for Nonprofits job posting, also I use the coalitions in which we are member organizations.
- This is a new development area for us... limited exposure to answer many of the questions from a long-term perspective.
- Trade Association Websites (IFT, Association of Dressings and Sauces, Organic Trade Association) Trade Publications (FoodProcessing.com, foodtechnology.com)
- trade or associations publications for example Minnesota Veterinary Medical Association
- U of M OHR site
- university posting of available candidates
- UW - Stevens Point strongly pushes their Natural Resources students to get summer job experience. The Professors strongly support recruiting efforts and many students apply. This is a very large help in getting good summer employees. Hence most of our summer people come from Point because they work harder to seek out those opportunities.
- We also use Craig's List, which has been effective for us.
- We are now only getting student interns, not hiring candidates.
- We have also used current students to recruit additional hires.
- We have had U of M students seek us out. I have also personally visited the campus to identify the procedure to solicit and recruit students for a paid internship opportunity, but was sent to several different locations and nobody seemed to know a central location. When I was directed to the career office, they said they didn't deal with internships and I would be better soliciting at specific departments. I need one stop shopping like Gold Pass
- We have hired many members who have heard of our program through word of mouth.
- We have posted job openings on Craig’s List with success.
- We have several board members with connections to students.
- We have tried to reach out to the career center and the faculty to try and get out internships and entry level positions out to the students and have gotten little help. Most just direct us to Goldpass which we find fairly useless.
- We haven’t tried a Career Fair yet with our internships, but would be open to the possibility
- We meet candidates year-round, whether we are hiring at the time or not, so that when we do need to hire, we can contact people again because we already know about their experience and quality of work. We also do a lot of networking with industry peers.
- We most often find new hires through a staffing service, then mentoring and internships or other connections, and least of all by direct recruiting efforts, including GoldPass.
• We often recruit for very specific qualifications, so we use organizational websites most often, ie SHRM or TCHRA
• We typically use Goldpass and the University Job Posting Website
• Word of mouth
• word of mouth
• Word of mouth
• Word of mouth from other students who are employed by our organization.
• Word of mouth from other students who have done SCA
• Word of mouth from students that we have hired in the past.
• Word of mouth is highly effective for us. We get lots of referrals
• Word of mouth referrals from school principals and teachers
• Word of mouth referrals; good relationships with influential professors;
• Word of mouth—5
• Word of mouth-students and faculty who know us and recommend our internships to students

19. Please indicate in which ways you are interested in becoming involved in career services programming at the University of Minnesota - Twin Cities. Below are the responses to “Other”.
• advertising online and on school website
• At times we could possibly conduct mock interviews. Also, we could possibly provide mentoring. However, we sometimes become too busy.
• Besides having students learn about intern opportunities at our site, I’m happy to help individuals be better prepared for interviews, job searches, etc. and just general information on career paths. As a UM (Morris) alum, I know how important it is to receive such help.
• College/Education Fair
• continue to use Goldpass when we have open positions
• don’t know
• Employer Internet Job Postings
• hosting student teachers
• I already do the things I checked
• I am interested in hearing from prospective applicants for jobs in my organization or my agency’s laboratories
• I am limiting my involvement with Univ. of MN because of the lack of interest from its students.
• I do both for UST
• I train the undergrads in lab work in the area of Molecular Biology
• I would be interested in learning more about the mentoring program
• I would like to be invited to the classroom presentations and career panel presentations.
• I’d have to see if my executive director would be interested in career panel presentations
• If I get to meet qualified candidates, I’m open to pretty much anything.
• Internship
• It all sounds great but time is precious! Maybe mock interviews
• list that our company has horticultural job openings
• meetings with faculty and career services
• n/a
• n/a
• NA
• none
• None
• none
• None at this time
• None at this time.
• Nope
• not interested
• not interested at this time.
• on campus recruiting
19. Please indicate in which ways you are interested in becoming involved in career services programming at the University of Minnesota - Twin Cities. Below are the responses to “Additional Comments”.

- Anytime I've been on the UMN career center website (not very recently), temporary jobs in wildlife (Research Specialists to assist with field work, etc) are extremely hard to find. Likewise, the only title we can use for field technicians is "Research Specialist", a title which has some limiting criteria as to how long our technicians can work, etc. There needs to be a specific category for Field Technicians. These are odd jobs, where people often work odd hours. In addition, we are generally paying technicians off of grant money, which is limited. Other universities are able to offer a set stipend instead of hourly wages that increase each year. The university needs to be able to advertise our position as "Field Technician" that operates on less rigid restrictions than the "Research Specialist" title. Plus, the new title would make it easier for wildlife students to find the jobs associated with their field.
- As a Government/Non-for profit employer we are not allowed to supply food etc. which I know brings students in.
- As a recruiting firm bringing over 36 years experience in Professional Career Placement, we are constantly seeking "Top Caliper" Medical Candidates to fill these positions throughout the U.S. and would like to do everything we can to bring these people to us.
- As I mentioned earlier - we are the state association for MN bankers. We have over 90% of the banks in the state belong to our group. Our group posts open positions/internship openings on our website for our member banks and we'd like the colleges to inform students of the job opportunities in our industry. This is a great way for students to find positions/internships in the banking industry. I'd love to talk to someone further regarding.
- Because of the size of our firm, we generally do better in the smaller colleges. The big four firms over shadow our recruiting effort in certain settings.
- By the way, some questions and answers on the previous page did not function correctly...when selecting a rating for one question, my response for one or more of the previous questions would disappear.
- Candidates were poorly prepared for last internship. Several candidates were very informal with their cover letters and follow up e-mails.
- Currently looking at a General Mills Day on Campus at the Carlson School for Undergrads
- For our first attendance at the Feb. '07 Job & Internship Fair, we were blown away by outstanding candidates! We've interviewed many, and hired a few!
- GO GOPHERS!
- Graduate development program is a newly adopted program by this location.
I am the State Recruiter working in the Department of Finance and Employee Relations and I work to promote employment opportunities in all executive branch agencies. I also work to communicate and coordinate recruitment efforts in all agencies. I do not participate in any hiring therefore you may get more detailed information from recruiters working in the agencies. Please let me know if you would like contact information for other recruiters.

I appreciate the Gold Pass system.
I appreciate the opportunity for feedback and how organized your career services system is.
I do not believe that this is the correct survey for me to fill out since I am at an educational institution recruiting students into all levels of education for the College of St. Catherine.
I have noticed an overwhelming number of U of M Twin Cities who send resumes into our organization who are completely oblivious to the location of our offices. They are truly bewildered when I contact them for an interview and explain that our offices are not in the metro area. The job postings specifically state where our offices are located (New Ulm, Gaylord, and Saint Peter), and it is incredibly exasperating that they are applying for jobs that they do not know where they are located.

I have only just begin using the system.
I like GoldPASS and will certainly use it next time we have an opening.
I love going to colleges and speaking about my profession and our business.
I really find the GoldPass system to be very helpful and effective when we are hiring. Thanks for offering that service.
I speak at Soil Conservation class each year in the soils department. We hire 2 interns each year, but do not recruit at the U of M for permanent positions.
I still feel I don’t know anything about the ag programs at UMN. Contact with instructors will help me learn about your programs and students learn about our positions. We have a lot to offer in classroom presentations and would appreciate the opportunity.
I use the U of M just to recruit office assistance.
I would be happy to give public relations students advice or be on a panel about how to set yourself apart when interviewing for an internship.
I would have loved to hire from you, but you were unprepared and you lost out.
I would like to be more involved by hosting activities at the School of Pharmacy, but they want $100,000 per employer to have access to their students.
I would like to do additional items in #27 but would need commitment from management team members to explore that more. Specifically I would consider on-site visits & job shadowing to really expose and educate students about careers in the public sector.
I would propose to organize a survey to evaluate potential interest among students and future employers regarding our academic job to develop new courses preparing the students for future career. I would include field experience as a part of curriculum in all programs in the U.
It would be helpful if the U would contact employers at the start of the school year to inform us of the number of students interested in seeking a career in the respective field.
It would be nice to be able to email students without getting them bounced back.
It’s great that you are working on getting employers involved, now how about the students?
I’ve only used this service once, and am not entirely sure if it is the program I used that even generated the resumes I received or not. Also, I cannot speak for our entire organization, I’m sure our HR department could answer this more knowledgably than I.
Keep up the good work with your online job posting software. ^_^
Last year and previously, I was making classroom presentations and participating in information interviews. Last summer I moved from MN to WA and I am not able to participate in these activities.
Our agency is too small and hires too infrequently to become involved in the career services programming. I would recommend that the University gets in touch with our state associations.
Our location in western Colorado impedes our ability to do on-campus interviews
Over all, job recruiting through Goldpass and the CARS goes well. We are a small company so we do not have many jobs. However, we are usually employing one accounting intern part-time while they go to school. We also occasionally hire grads. in other areas of the business.
Please contact me about having our company become involved with the UMN career services!
Please contact me about participating in helping with UMN career fairs etc!
• Please reserve a table for our company at your NEXT Job Fair
• Specific contact with the professors in the fields of study that directly relate to our company needs is by far the best use of our time, the students time and cost of resources.
• Tell them to wear a tie during their interviews.
• Thank you!
• Thanks for all the wonderful students!
• Thanks for asking!
• Thanks for asking for input.
• Thanks for asking!! It would be nice to have one database entry-point. I could type in the position description and it would be distributed to all the relevant departments, colleges and faculty. I don't have time to enter the info eight times or keep up a snail-mail list.
• Thanks for sending this. I really appreciate it.
• Thanks for your assistance during the first year of our volunteer/internship program.
• Thanks!
• The logistics of this past career fair were a little unorganized but we are still happy with our results.
• The personnel are very helpful and respond in timely manner to our requests.
• The U of M is one of our first stops for interns! We would love to see more students interested in the nonprofit sector - careers services offices can be invaluable in opening students’ eyes to such career paths!
• The U of M should encourage students to think about their career paths early on. More career planning/preparation classes should be offered or made mandatory. Articles spotlighting local employers should be published more often. Invite alumni to speak to students about their experience after graduation.
• The University of Minnesota could prepare students better for job fairs so students are more professional in their language, using less words such as “you guys" "like" etc.
• The University of Minnesota needs to do a better job of preparing students to pass the Engineer in Training test. In my opinion it should be a requirement to graduate from the college.
• The UoM like this survey may be focused on large companies such as Honeywell, but I hear that they are also going to other universities. The U boasts company partnerships but is actually out of touch with industry and has forgotten how to communicate by "picking up a phone and actually talking to someone". Now let's see if I get a call.
• There is always a strong interest in UMin students in SCA. However, my time on campus could be better spent by having the opportunity to connect w/more faculty through meetings or class presentations, and having better attended information sessions.
• This information has all been passed on to me recently and I apologize for the lack of response on my end. As the relationship moves forward, I hope to be more helpful with surveys and information moving forward.
• This spring’s Job and Internship Fair was one of the best fairs I have attended to date! Thank You!
• This was our first time recruiting students in general, and specifically at the U of M. It went well, but we were late to the game. This season, I'd like to have much more on-campus involvement and volunteer to help with mock interviews, presentations on what we look for in a resume and candidate, or anything else.
• Under the old EdHire, I felt confident my listing was accessible. Now, with the more secretive GoldPass, I never really feel like my job is getting to anyone’s eyes.
• We are a small Accounting/Auditing Firm and have hired a new employee once in 6 years.
• We are currently working on establishing a formalized internship program. Any recommendations/requirements on doing this would be helpful. Also, we do not have a formalized job shadow program for prospective hires, but it is something we would be willing to do and have done so periodically in the past (informally).
• We are especially interested in building rapport with the new College of Design and your Journalism program.
• We are not located in Minnesota, so we must use web-based methods
• We are very happy with our relationship with this school, in fact, for the first time, we will be offering a CoBank scholarship to the school. Thanks!
• We are very small and have only had the need for a few additional employees in the last 5 years.
• We currently do not do much in terms of internships and college recruiting, but we are interested in looking into these programs
• We currently partner with Mankato, Gustavus and a few other colleges for Student Teacher placements only.
• We do not get many applicants from the U of M. It is not that they are not qualified - because they are - we just do not see too many. I would like to hire more of your undergrad students who need a PT job while attending
college. We have an excellent scholarship program for students in nursing, PT, OT, social work or long term care. I just need a way to reach these students.
- We do not have a formal internship program, but we would be open to looking at the possibility of an intern.
- We have only had one position posted at the college this year. Not sure if the response was typical.
- We may be interested in some of the others listed career services programming in the future as well.
- We offer 2-3 paid internships annually—not really conducive to a fair.
- We were disappointed in the quality of the students we interviewed for a Software Engineering internship. They had little programming experience. What programming they had done was not completed with industry standard development environments (C#.NET, Microsoft Visual Studio, MSDN, etc.). In particular there was almost no experience with Microsoft based SW development tools which are commonly used at companies developing PC software.
- We're a small company, so we only hire for a handful of positions in a typical year, so job fairs are not a great fit for us. We do best making connections with students who are interested in the transportation industry (e.g., internships & mentoring).
- Yes, please refer to poster I sent earlier today via email for information concerning current openings You do a great job!

20. How would you rate the importance of students having a broad liberal education background for the majority of positions you are trying to fill? Below is the list of all responses.
- I don't hire anyone without at least a Bachelors
- Specific fields and concentrations are more important in IT industry
- I am a fan of a liberal arts majors. I just hired a history major for a summer internship and she's great!
- We are looking for well rounded individuals!
- Our positions are very specific to technical/science-based positions
- It is important that candidates communicate effectively, both verbally and in writing.
- students need more public speaking experience
- Since we hire engineers at the UofM, we are interested primarily in technical ability. A liberal education is nice but has little weight in our employment decisions.
- Again - we need people with good writing and communication skills.
- Certainly need curiosity, language skills, interest in learning new skills. Some of this comes from a broad liberal education, but mostly comes from the students' own personality.
- Well rounded, articulate candidates have a broader education.
- a well rounded background is very important. this not only includes liberal art classes, but social skills and communication skills. this is often gained through athletic programs
- Balance is always key, but specialization is what is required in our market. Continual learning and application of business processes across industries (and accounting rules) are critical.
- Graduates are better suited to our needs with specific engineering degrees are mostly what we aim for at this time.
- For my department
- Primarily interested in Engineers
- Depends on client, broad good for MBA Marketing, not for MS EE with MBA
- we like broad range of skills, but again, street smarts/sociability is key
- Teach them people skills!
- They need practical and technical skills. too (computer, software, phone etiquette, confidence pitching ideas, etc.)
- We place a premium on excellent communication skills and the ability to synthesize data from varied sources.
- Even if someone has a broad liberal ed background, they must have a specialty minor or exceptional technology knowledge or an exceptional internship
- We are now a global community - a college degree should include studies of other cultures, beliefs and communication styles. To be successful we must have an understanding of how the game/business is played.
- We need people with a well-rounded background.
- Acceptance of ethical principles and a value of scientific integrity
- broad, yes. liberal, not necessarily
Most individuals that I have hired lack the ability to approach a project without a great deal of supervision. They also lack in the ability to look at each situation and arrive at a solution even after being on the job for quite some time. Over the course of the 17 years that my company has existed, I have employed perhaps 3 or 4 individuals that had the ability to creatively solve a client’s problem regardless of degree level.

Having a specialized or narrowly focused background is good for most engineering jobs, however, a specialized background coupled with a broad liberal education will provide students with the diverse skill sets, creativity, and adaptability that will make them exceptional employees.

The majority of our hires are teachers. This is not as critical as students having a background in their area of licensure.

We like all majors and backgrounds

Our programs cover a wide variety of topics, and typically each employee deals with a broad spectrum of issues. Lib eds also provide a good base of knowledge for interacting with the public.

Often people have to do a combination of tasks. For instance, doing taxes in Spanish or helping with ITINs in Spanish.

Most positions require in depth understanding of a specific field. A Jack of All Trades Master of None doesn’t help us much.

It is critical that they have a bachelor's degree (vs. a 2 year technical degree). We would prefer that the bachelor's degree is from the Technology program (vs. CLA). That is, the 4 year degree is critical but having a strong technical education with it translates into our best hires.

I agree that education should be broad, but not at the expense of practical skills (i.e. intermediate or better ability with desktop applications - Excel, PowerPoint, etc.). I found that student knowledge of these skills, as well as some important aspects of their major (i.e. applied economics majors without a grasp of statistics), were lacking and lag behind the levels seen at other comparable universities.

Depends a great deal on the position.

Broader experienced students have been a greater asset to us than students who are more specialized.

In addition to having a broad background, however, they must have a work ethic.

Importance seriously overstated

especially in environment/biology/education programs

Students must be able to deal with people from diverse backgrounds and have a good cultural competency and professionalism to work for the City of Minneapolis.

We value a broad education, but we do prefer some business courses or experience to draw upon during the interview process.

For bulk of positions, must have a science degree

Employees at Emergency Food shelf Network are often required to use many skill sets.

Most of our college hires are in engineering, so we are looking for more of a mechanical aptitude.

We are hiring in technical disciplines in my area.

Depends on the position

It really depends upon the position being sought. Broad skills are required, but many times specific education and technical abilities are also needed.

21. How would you rate the importance of students having a major that applies directly to a specific career area for the majority of positions you are trying to fill? Below is the list of all responses.

- In certain fields we are seeking very specific majors but in a majority of our opportunities we are looking at a combination of education and experience.
- I would like to see a combination, but it’s drive and interest in learning that works the best.
- We recruit based more so on the INDIVIDUAL not just the DEGREE.
- An Education major is nice, but not necessary.
- This is most true for our technical positions.
- The web developer skills we need can come from students in any field.
- For engineering positions we fill, a specific degree is essential.
- Depends on the internships that they are looking for. Some internships require a great skill set than others.
- I try to hire students with a degree in wildlife or similar field.
• Direct application is preferred, but new Forestry hires complete a comprehensive 6 month training program to make sure everyone is on the same page.
• Like electronics or engineering? Yes. That is important.
• Specifically engineering skills and controls exp.
• For my department
• I look more at previous experience... some students, say, have only waiting jobs or something, but you can see which hold multiple positions in that company, ie. Hired as hostess then moved to waitress or whatever... shows dedication and competency. We also tend to stay away from really top students, as it's been our experience that they seem to think they know too much and won't do what we say, but that's an internship vs. a job where top rank and creative skills become more important.
• We provide extensive training for new hires.
• For most of the communication jobs that I personally fill, a journalism/public relations degree is much more useful than a graphic design degree. I need people who can write reasonably well as well as present ideas through visuals. The graphic design majors I've met so far aren't nearly as skilled at communicating orally or in writing.
• Yes, they need to have the skills to do what is asked--not necessarily know how to do what's asked, but combine the correct skills to make it happen. Some skill-building can occur on the job, though.
• It is helpful, but not essential by any means.
• Here too, a specialized minor and good computer skills such as access, PeopleSoft, project manager etc are important. Good writing skills are well rewarded.
• The major must apply, but does not need to be the exact same field.
• it is especially important for the technical positions we have.
• Not as important as having the specific skills we need (research, evaluation, interpersonal skills).
• We are heavily involved with prototype engineering in the Medical Device field. The more the students have exposure to relevant experiences the better prepared they will be/ They will also have a good idea about their interest in this area.
• See above.
• We are flexible. It would need to be an appropriate fit, but would be open to consider a wide range of student majors.
• Mandates - must have Psychology or Social Work with 2080 hours of service OR any 4 year degree with 6240 hours of direct contact with disabled adults
• We like all majors and backgrounds as long as the student is passionate about it.
• Some of our positions such as helping with the kitchen connection program or serving as a welcome desk greeter could be completed by Spanish majors, so having such ability is the main focus area.
• We hire programmers and software engineers. Sometimes a math major will work but the program must include actual programming work.
• Pharmacists have to have a specific degree and education to be licensed with the state(s).
• All of our professions for new grads require licensing in a specific area of Therapy or Pharmacy
• I have had more success with students having no prior experience.
• I work in a specific, niched area (Food Manufacturing) where people will typically go to school for the specific area they end up working in.
• Background in international affairs is definitely desirable, but the DEMONSTRATED willingness and ability to learn and adapt is invaluable.
• Depends upon the volunteer/intern position. They need to have at least a strong interest and a few classes.
• We are looking for students who know what career path they want to follow and need an internship for completion.
• We are an 80% sales company, so students that have had courses in professional sales or been part of some sort of sales program, definitely have a leg up on the rest, but that's not say that someone with a diverse educational background cannot do the job either.
• For our particular company, product development is very important as that is an additional responsibility that our merchants have that other organizations don't often include in their merchandising positions.
• We find that a particular major is not nearly as important as a student demonstrating the desired skills we look for: analytical skills, communication skills, creativity, innovation, attention to detail, etc. These skills can be attained in a variety of majors or backgrounds.
• Most of our positions are engineering, so the particular major often plays a huge role.
• Plastics Industry
• Our finance positions require a Finance degree. All of our other entry-level positions require a high school degree with a liberal arts degree as preference.
• Many of our candidates have studied Japanese, which is helpful but not required.
• I recruit for pharmacists and pharmacy residents, they require completion of a specific body of coursework.
• Depends on position
• Traditionally a person needs to have a criminal justice major however we have implemented a new program that allows for any major to qualify. We provide all of the training necessary.
• Depends on the position
• See above comments.
• Unless it is a technical position

25. What types of extracurricular activities are most appealing to you in someone you hire?
• ?
• 4-h, FFA, Hort club, experience in planting, plant sales for nonprofit they may volunteer for
• A good sense of social behavior
• A variety of activities and something related to working with children.
• A variety of them.
• Academic clubs, social and networking groups
• academic organizations
• Accounting and Finance Student Organizations
• Activities involving working with all ages of people; anything that develops customer service; outdoor skill and recreation-related activities
• Activities requiring teamwork
• activities that are substantial in impact rather than just resume-filling roles
• Activities that deal with the field I'm hiring for -- either directly in that field or clear transferable skills. Previous experience that demonstrated reliability.
• Activities that demonstrate a commitment to learning and reflect a person's values.
• activities that demonstrate leadership, ability to work with little supervision, something that is relevant to their field of study
• Activities that directly relate to the type of job they are applying for.
• Activities that encourage leadership and instill team values.
• activities that further an initiative (mission-driven)
• Activities that involve interpersonal interaction
• Activities that involve working toward a goal, and /or as part of a team are most appealing.
• Activities that reinforce show versatility
• activities that relate to their major or minor field of study
• Activities that require individual initiative and leadership. Team activities are less reflective of success, possibly because programming is such an individual activity
• Activities that required commitment and time management and encouraged a healthy lifestyle.
• Activities that show passion for the industry (music industry), internships
• Activities that show teamwork, responsibility and commitment and also activities that showcase job skills needed.
• Activities that showcase student has leadership skills, such as experience as a team captain, or supervisor of other students
• activities where the participants serve others.
• activities which involve cross-cultural experiences or serving in the community
• Ag Business Club
• Agricultural clubs
• Agricultural Clubs
• all
• All extracurricular activities are good, as they often show a person’s dedication and how well rounded they are as a person.
• AMA, Communications/any business club, Fraternities/Sororities, Sports
• An active (sports) interest and an interest requiring mental acuity; an interest in current events, or sports or arts.
• an activity in which they have taken a leadership role.
• An activity where they have had an opportunity to lead. For example, they coordinated or implemented a new task/event with a group.
• Any activity in which they can show that they held a leadership position or took an active role, beyond just participation
• Any activity but a leadership role within that club or organization and the ability to illustrate how those skills and experiences could.
• Any activity that may demonstrate their ability to work on a team, lead a team, use interpersonal skills is a valuable activity.
• Any activity that requires discipline and hard-work
• Any activity that they truly enjoy so they have work-life balance
• Any community application.
• Any customer service, face-to-face, types of experiences, helping, educating, selling
• Any experience that they can tie into the positions they are interested in. If they are unable to make that connection the experience is irrelevant to me.
• Any experience with leadership experience.
• any experience working or interacting with deaf, deafblind, blind individuals--participating in deaf culture, ASL signing groups, volunteering
• Any extracurricular activity in which they have taken on a leadership role.
• Any extracurricular activity that involves and enhances communication skills, since communication breakdowns are the number one problem in corporate America.
• Any extracurricular is good.
• Any leadership experience.
• Any leadership positions (sports teams, clubs, greek systems, etc.)
• any leadership type positions in any organization
• Any outdoor activities
• Any sort of community service activities
• Any that involve working with people
• Any type of activity - specific for our industry would be computer/accounting related. Beyond that, having a healthy balance is also examined and appreciated (sports, academic, et cetera)
• any type of associations/organizations/sports/volunteering to help those in need
• Any.
• Anything but it helps if they have been involved for more than one year and take on a leadership role.
• Anything competitive; those activities where the candidate demonstrates leadership and initiative; those activities that demonstrate a real commitment and/or passion.
• Anything having to do with leadership.
• Anything in the area of their major.
• anything related to the skills needed to do a job.
• Anything that demonstrates leadership like being a Teacher’s Assistant, President/VP of a social club, captain of a sport team, etc.
• Anything that demonstrates they are active and involved in life.
• Anything that demonstrates a varying range of interest beyond academics.
• Anything that has transferrable skills to a professional office setting.
• Anything that involved being a leader
• Anything that involved leadership experience or working in a group for a common goal. Fraternities and Sororities have proven to be the most effective at this.
• Anything that involves spending time outdoors or any activities that would give them real-world experience.
• ANYTHING THAT INVOLVES THEIR LEARNING TO WORK IN TEAMS AND TAKING ON RESPONSIBILITY.
• anything that relates to their area of specialty
- Anything that shows an individual’s ability to manage different tasks and events at the same time.
- Anything to do with healthcare as that is our primary focus
- anything to show a well-rounded individual
- Anything where they show leadership
- Anything with an outdoors structure to it (camping, kayaking, fishing). Other activities would include arts and crafts (creativity is beneficial on this job).
- Anything working with economically disadvantaged and diverse populations (tutoring, volunteer work, etc.)
- Appealing activities are roles of a student in a leadership position.
- As long as they are an active member of the organization or hold leadership positions, not just a "member" who is not active in the organization it doesn’t matter what the activity is. When students join every club just to bulk up their resume but don't make an active contribution in any, it shows during interviews.
- ASCE
- ASID MEMBER, ANYTHING INTERIOR DESIGN RELATED
- association memberships
- Athletics
- athletics
- athletics
- Athletics
- Athletics
- Athletics
- Athletics
- Athletics as they provide healthy employees.
- Athletics, any leadership role, engineering clubs, related work, tutoring, research assistant.
- Athletics, clubs and Greek Organizations
- Athletics, honor societies
- Athletics-They show competitiveness and the ability to succeed when challenged. Activities also show that someone is able to multi-task. Clubs that also highlight special skills such as foreign languages stick out.
- Athletics for competition—we love the competitiveness characteristic
- Because we hire editorial interns, we're looking for people who have a strong writing background - anything from newsletters to full-blown feature articles.
- being involved in user groups, volunteering.
- being involved in organizations/clubs that fit in with our mission statement
- being involved with certain community clubs- volunteer work
- Being part of organizations within the engineering department.
- Business clubs like Delta Sigma Pi; American Management Association...etc.
- Business Fraternity, Academic Clubs
- Business organizations, athletics, leadership activities, etc.
- Candidates that are active in the field they are looking to pursue, as well as additional activities within the community, or other groups that interest them.
- Captain/Leadership Role in Athletics, or Sorority/Organization
- Career-based organizations
- Charity / Volunteer work
- charity and volunteer experiences, anything where they take the leadership role
- Child care experience or child development. Any volunteer activities.
- church, sports and academic clubs
- Civic activities
- civic engagement and volunteering in the community
- Club or organization leadership; service; athletics
- club sports, playing for the fun of it. National organizations in their field of study.
- Clubs and Student organizations.
- Clubs involving major
- Clubs or organizations related to the field of engineering and/or architecture  Engineering w/o Borders
- Clubs related to field they wish to pursue; internships related to field they wish to pursue
- Clubs related to their field of study or the field in which we are hiring.
• Clubs that allow the student to demonstrate their creativity and organizational abilities
• Clubs that show a student’s particular interests, i.e. Finance Club
• Clubs where they had leadership or project management experiences
• clubs, organizations, career groups and affiliations
• Clubs, projects or work closely related to the job for which they are applying.
• Clubs-leadership positions
• Coaching, leadership, volunteering
• Committee work or leadership in activities where marketing and design are involved.
• Community based activities
• community coop work
• community involvement
• Community involvement
• community involvement / volunteering, clubs
• with a technical bent as we hire a lot of engineers
• Community Involvement and/or Volunteering
• community involvement. Competitive activities.
• community oriented service groups
• Community service
• community service
• Community Service
• Community Service
• community service
• community service along with good grades
• Community Service Events
• Community service oriented activities. Also mainstream conservation & environmental organizations
• Community service such as reading to children etc, writing for a journal, editing etc
• community service, career clubs/associations
• community service, outdoor activities, well-read
• community service, volunteer stuff (but I'm not sure if that's a corporate preference as much as a personal preference)
• Community services and active life style
• community type of activities  volunteerships
• Community volunteering
• Community volunteers and Community involvement
• community-based outreach programs
• competitive activities - could be sports, debate
• Competitive sports
• Completion of projects as an intern, co-op or field experience.
• complex organizational activities
• creative activities such as theatre, working on the newspaper, etc.; also those that require leadership, such as the Honors Program, Student Government, and or being the President or Founder of a university activity.
• creative or goal-oriented activities, achievement in individual or team sports
• dealing with children and/or service
• Debate team, sports teams and most importantly any activities involving robotics or computers. In response to Questions 31 - 33, come on. I really am not concerned about an employee's ability to accept diverse work force, blah blah. What I want is punctuality, hard work, perseverance and a strong engineering mind set. I have hired men and women and several different races. I look for good workers and they end up loving their jobs here. I don't look for wishy washy sensitive people that can accept diversity. I have a business to run.
• debate, intellectual competitions.
• depends on position
• depends on the job hiring for
• Diverse, busy schedule with good understanding of customer service and strong work ethic.
• diversity, educational, service learning
• Diversity-more than one type of activities. Extracurriculars tell you about a person. I don't like to see all sports, all academic or all reward-based activities.
• Doing the work that we need on the job.
• don't care
• Engineering related (i.e. SWE, Racing teams)
• Engineering-related
• enthusiasm and energy over a specific activity
• Environmental activities
• Event management, leadership roles -- basically anything that shows they've had the ability to manage their time and lead others.
• Experience which reflects a commitment to a healthy lifestyle and capability to succeed in a performance-based company.
• Experience with other non profit organizations whether through an internship, volunteering or participating in an event.
• Extracurricular activities which lend themselves to cultivating leadership attributes which we desire in our candidates.
• extracurricular activities (intramurals, sorority, fraternity)
• extracurricular activities that are related to the field of study or provide leadership experience
• extracurricular activities that are related to their career
• Extracurricular activities that show how well rounded/diverse an individual is.
• Faith Based
• field-related activities
• For our actuarial positions, someone who is part of the actuary club is important.
• For us, it is a good sign if someone enjoys helping others. For example helping elderly neighbors or involved in their church or community.
• Fraternities, Sororities, professional club leadership
• Fraternity/Sorority Involvement, Programming Board, Student Orientation leaders, Resident Assistants, Admissions Ambassadors
• Geeky hobbies. I hire programmers. Sports are irrelevant, unless I hire for marketing or sales.
• General involvement in any
group leadership
• Group participation activities IE: drama, sports, choir, etc.
• group projects
• Groups of Associations related to major.
• Groups relating to their field such as MN Student Nurses Association
• Hands-on community service related to job field
• having coaching experience
• Health care related. Volunteering is great to see, especially with the senior population, in relation to our organization.
• held part time job while in school. academic fraternities and clubs
• Helping people in need & efforts that show passion for something
• Honor’s association, volunteer work
• Human caring activities
• Human service volunteer work Leadership positions
• Hunting
• Hunting, fishing, outdoor activities
• I don't favor one activity over another, I value participation.
• I like to see leadership responsibilities with an elected group.
• IEEE
• IEEE, Honors
• if a woman--sports all candidates--leadership position, community service of some type, public speaking, school paper reporter
• In job-related or major-related student organizations or clubs.
• industry association participation, leadership activities, team activities
• Industry based activities, Consulting, SAE engineering teams, etc.
• industry related or research
• International experience
• international travel, technical hobbies
• Internship experience is the best.
• internship in field or a related field
• Internship opportunities
• Internships
• Internships
• Intramural athletics - not varsity.
• Intramural sports, athletics of any sort
• Involvement in organizations such as ASME or IEEE
• involved in business organizations, leadership organizations
• Involvement in clubs and student organization where they have a leadership role.
• Involvement in clubs or associations that relate to their field of studies
• Involvement in community outreach Literary mag/newspaper experience
• involvement in financial service organizations
• Involvement in outside clubs or organizations.
• involvement in professional organizations/clubs related to their major and internships.
• Involvement in professional-related activities
• Involvement in student government and professional field organizations
• Involvement with student media
• it depends on the position being filled. a water quality specialist requires different skills and knowledge then a HR Mgr.
• IT related user groups
• It's not important what extracurricular a student decides to participate in, as long as it's constructive.
• It's not something I look for, unless they have no other work experience in the area that I am looking for.
• large social groups, but not if it's the only thing they've done. We like a fun, social worker, but too much partying is bad because those tend to give up on difficult project or when they "don't know where to go next" that’s the worst
• leadership
• Leadership
• Leadership
• Leadership activities
• Leadership and business organizations
• Leadership and interpersonal interaction.
• Leadership and team activities
• leadership and team roles
• Leadership experience in clubs and student orgs
• Leadership experience in any capacity
• Leadership experience, technical competency building activities -- demonstration of passion for something!
• Leadership Experiences
• Leadership experiences through student organizations, community involvement, athletics, etc.
• Leadership experiences.
• Leadership involvement in student organizations
• leadership oriented
• Leadership position in environmental clubs; participation in college sports
• Leadership positions
• Leadership positions in college programs
• Leadership positions in social and/or professional organizations.
• Leadership positions in student organizations (especially those related to consulting) as well as community service.
• Leadership positions within the school; someone who has worked with volunteers and professors in various program; team work on projects
• Leadership roles in career related extracurriculars.
• Leadership roles in clubs and organizations
• Leadership Roles, Diversity Clubs, Event Planning, Arts
• leadership roles, involvement in civic and volunteer organizations, involvement in liberal arts or envt clubs
• Leadership roles, showing that they have experience taking initiative
• Leadership roles/organizational roles in various extracurriculars.
• Legal experience
• Looking for leadership and teaming skills in extracurricular activity more than the activity itself.
• Marketing Associations, College Chapter Professional Organizations
• Membership and leadership roles within student organizations/clubs related to his/her major. I always look to see if students were active or just trying to build a resume. It’s obvious those who were not active.
• membership and participation in professional organizations (not just student organizations)
• membership in Clubs or Societies directly affiliated with major field of study.
• Membership in organizations that provides opportunity for team work and leadership
• Memberships
• multi-media
• music, athletics
• Music, Athletics, Honors
• network associations in their chosen field
• Newspaper
• Newspaper PRSA AMA Anything community or networking focused
• No one activity in particular just the balance of activities, school, and/or work show dedication, responsibility; maturity and drive.
• No preference
• Non- Academic activities, Sports, Volunteer activities
• Non profit volunteering
• none
• none or n/a
• Non-sports related activities that require thinking, people skills, and problem solving.
• Not related to course study
• NSAC, Ad Club, AIGA - anything design/advertising focused
• One where oral and written communication skills and practices are required.
• Ones in which they moved to a leadership role within the organization. Anyone can sign up to get it on their resume.
• ones that include working with people
• Ones that provide leadership experiences or work experiences
• One’s that show leadership abilities and passion
• Ones that would involve the development of leadership, interpersonal, and time management skills
• Opportunities for social interaction and leadership as well as those which give the student a glimpse of real work life.
• Organizations related to environmental and energy issues.
• organizations related to their field
• organizations related to their field of study, e.g., volunteer for Flashbelt, member of AIGA, etc.
• Organizations that give the candidate experience in teamwork, build interpersonal and leadership skills.
• Organized sports programs
• Out of classroom research experience!!!!
• Outdoor activities such as hiking, bird watching, hunting, fishing, etc. Additionally school related include sports either organized or un-organized. Helps build teamwork and leadership ability.
• Outdoor Activities, athletics, science
• Outdoor athletics and activities. Community involvement.
• Outdoor recreation.
• Outdoors type activities
• P/T job, Internship, Sports
• Participation in an club, group related to course of study
• Participated in firearms safety programs as an assistant or instructor (as well as other DNR public involved natural resources related programs).
• Participation in civic groups, sports, volunteer and non-profits.
• Participation in professional societies, especially in a leadership position.
• Participation in professional societies, particularly in a leadership position.
• Part-time job
• Passion for Conservation
• People who can demonstrate that they have worked well interpersonally through activities, etc are ideal.
• political activity
• PR and communications experience, e.g. work on college newspaper
• Previous work with animals, experience in a laboratory setting or leadership experiences
• Professional association
• profession related or socially responsible organizations (lions, MADD, environmental organizations)
• professional clubs
• professional organizations, honors organizations, community service organizations, part time jobs during school, etc.
• Professionally related organizations including serving as an officer
• PRSSA AMA IABC any job-related org any leadership positions held
• Public contact
• published articles, advanced knowledge of software (microsoft, SAS)
• Really, any activity that demonstrates that the student has been involved in other things other than just school work. It shows their ability to manage their time and workload.
• Related to career interests
• related to their field
• Related work experience
• Research or design projects in the field or related hobbies
• rural activity
• Service
• Service club involvement, hobbies, travel
• Service clubs, positions of leadership, volunteering.
• Service focused
• service learning experience, language activities, creative/artistic activities
• service learning
• Service organizations
• Service Organizations
• service, study abroad,
• social justice & political activities
• Social Justice participation
• social programs
• Someone who has activities in different areas - sports and academics and or something job related.
• something demonstrating commitment to helping children, families, vulnerable populations
• Something other than major field.
• something that demonstrates a personal passion for the field or work
• Something that requires a lot of passion and dedication.
• Specific to their field
• sports
• Sports
• Sports
• Sports
• sports
• Sports - Music
• Sports background or volunteering / working with children
• sports background/interest farming background (understand work ethic)
• Sports combined with volunteer or community involvement
• Sports, Academic Clubs, Research Experience
• sports, business or engineering clubs
• Sports, Clubs, and Organizations (someone who has shown a strong participation in a leadership position)
• Sports, dance teams -- things that are healthy that take extra effort to balance and maintain a solid school life. I am biased against the greek system I've had one too many bad experiences. I would love to be proved wrong.
• Sports, debate
• Sports, leadership
• Sports, physical activities
• Sports, Volunteering in the community, Student groups
• SSA, ISA
• Staff position at school newspaper, member of journalism club or other similar group.
• Strong backcountry skills, mountaineering, trail maintenance
• Student AIA membership
• Student government, especially those in leadership roles
• Student Group & Service Leadership
• Student groups, leadership
• Student membership in professional organizations. APTA,ASHA
• student membership in professional societies--e.g., AIChE; IEEE, etc.
• Student membership in their industry-specific trade associations. Any industry experience when they enter the job market is an edge, versus someone who's just taken post doc after post doc assignment and doesn't have any "real world" experience.
• student newspaper experience; journalism internships
• Student newspaper, other journalism club
• Student organizations
• student organizations following the career interest in line with major... business clubs, ieee member, etc
• Student organizations related to field of study, diversity, international
• student organizations, music/arts, having had a previous job, leadership in some project or organization.
• Student orgs, clubs, and athletics. Any activities that require students to work together in groups to accomplish a common goal.
• Students that were involved in clubs like the Fisheries and Wildlife Club on Saint Paul campus.
• Students who are athletic, not necessarily collegiate sports, but who are involved in some type of activity such as running, cycling, etc. to take care of themselves. Student leaders are also very appealing and those who have participated in internships.
• Students who grew up on a farm
• study or travel abroad
• Teaching
• teaching, communication, science/nature work
• Team activities
• team activities, professional groups pertaining to their field of interest.
• team or leadership activities - also ATV or snowmobiling given our industry
• Team related
• team sports
• Team sports
• Team sports, signs of achievement.
• Teamwork, leadership
Technology based clubs/organizations, wine-oriented clubs.
that they are interested in some type of other activity.
That they have a passion for their field of study enough to do it 'on their own time' as well.
They aren't important at all when recruiting--core job skills are, as well as true experience.
things that may apply to a job. or volunteer experience!
Things that show they are trying to learn as much as they can in the field they are applying for...volunteerism, tutoring, church work, team and leadership activities on school related clubs or service
those they need to present some leadership or manage a project with goals
Those involving leadership
Those related to the position or leadership positions
those related to their field, or relating to working with people-developing people skills
Those requiring development of social skills.
those that are actually "doing something" rather than a group that just gathers or something.
Those that enhance the team work abilities as well as those that promote leadership skills for the students
those that provide stress relief
Those that relate to children
Those that relate to their field of interest.
Too much of a subjective questions - Everyone is different which leads to good diversity
Tutoring of children, foreign students, or others in an academic area or hobby.
Tutoring or mentoring students in an academic setting; previous experience.
University affiliated organizations, social groups.
Unselfish giving of themselves.
Variety
Variety of activities
Vocational-focused clubs, leadership or coordination roles
Volunteer and Community service activities are the most appealing.
Volunteer experience in related area of interest
volunteer experience and previous internships
volunteer experience with underserved populations;
Volunteer in social services.
Volunteer or work in some sort of social service arena.
volunteer service, team sports
Volunteer time, activities where they have demonstrated leadership skills.
Volunteer to NON Profits and financial responsibilities
volunteer with children
volunteer with non profits
volunteer work internships/jobs
Volunteer work directly related to animal care.
Volunteer work that shows they are compassionate and nonjudgmental. Also something that set them apart from others, a unique hobby or interest.
Volunteer work, extra job training
volunteer, membership in pertinent clubs/organizations.
volunteer/service activities; residence life experience;
Volunteering
volunteering
Volunteering
volunteering
Volunteering in community functions
Volunteering in field of study
Volunteering or Community Service, previous national Service experience
Volunteering technical help
volunteering with families and young children, service oriented (specifically faith-based)
Volunteering, certain clubs
26. In thinking about your experience with University of Minnesota-Twin Cities students who have studied or worked abroad, are there skills and/or qualities that these students display with greater frequency than those who have not had an international experience? If yes, what are those skills and/or qualities?

- 2nd language skills, broader scope of life experience from which to base decisions on
- A broader perspective and understanding of life. Are more willing to consider different perspectives and to challenge their own belief systems.
- A more global understanding.
- A more open minded outlook on life
- A willingness to travel outside of the United States and a heightened understanding of different cultures.
- Ability to adapt to working with other cultures
- ability to speak a Second language and understanding of cultures and diversity
- Ability to think out of the box is higher, global awareness, more appreciative of opportunities
- ability to travel, think fast on their feet, interact with diverse populations, foreign language skills, adapt to new situations quickly
- ability to understand a cultural relationship and differences in the workplace
- ability to understand other cultures
- Ability to work independently, willingness to relocate
- Ability to work well on a team
- ability to work with a diverse workforce
• Ability to work with/communicate with a diverse population
• Ability to work within a team environment.
• Acceptance of diversity. Appreciation of community and sense of home. Also, there's is a sense of connectivity with the rest of the world that those who have traveled seem to possess. This is very important when dealing with environmental issues, especially on a local level. Travel abroad makes it easier to maintain a broad focus.
• Acceptance of others and ability to work amongst diverse colleagues.
• Adaptability
• Adaptability, ability to accept change and diversity
• Adaptability, intercultural relations, maturity, resilience.
• Adaptability. International experience is highly valuable to the student, especially if it lasts longer than just one semester...
• Adaptability/Flexibility, Creativity, Innovation, Independent thinkers
• Adaptability, global competency
• adaptability, tolerance, ability to thrive in challenging environments
• Adapting to less than perfect situations
• Appreciate diversity, ability to adapt
• Appreciates Diversity
• Appreciation for differences in educational background, having a more world view
• Appreciation of different points of view.
• appreciation of diversity, and flexibility
• As a rule they tend to adapt better to working with the wide range of students who come into our enter. They are more open to varying viewpoints and less inflexible in their ideas.
• Awareness of other cultures
• Better appreciation of diversity
• Better global perspective
• Better interpersonal communications skills and understanding of diverse populations and cultural differences.
• Better understanding of cultural diversity
• Better understanding of the global nature of society and an appreciation of what we have in the US (both positive & negative).
• Broader cultural knowledge and appreciation, able to adapt quickly in new environments, able to work with a variety of different people, takes initiative, self-sufficient
• broader perspective
• Broader perspective. Additional insights to offer in the idea generation process.
• Broader thinking
• Broader world perspective. Some with stronger critical thinking skills.
• Comfort with other cultures; diversity of understanding
• Communication
• Communication and interpersonal skills
• Communication, assertiveness
• Confidence, creative problem solving, ability to work independently
• Confidence, open mindedness
• cross cultural competency
• Cultural awareness, tolerance
• Cultural Competency
• Cultural competency and sensitivity
• Cultural norm factors Accepting of diversity May have other language skills
• Cultural sensitivity
• Cultural Understanding
• cultural understanding
• cultural understanding and ability to work with our international guests and staff.
• Decision making and risk taking
• Did not study abroad.
• Diverse cultural understanding, more world view, more flexible to different situations
• eagerness to see the world
• flexibility
• flexibility
• flexibility
• Flexibility and more tolerance for diversity
• flexibility, able to understand and appreciate diversity,
• Flexibility, adaptable, accept diversity
• flexibility, better communication skills
• General Global Awareness to differences
• General interest and awareness of global political and economic issues, which invariably impact business.
• geography knowledge, confidence
• Global awareness
• global mindset, respect for others
• Global orientation, self-confidence, ability to work effectively with diverse work groups.
• global perspective, more independence, ability to travel
• Global thinking, Ability to see beyond themselves
• global understanding, cultural flexibility,
• goal oriented, assertive, leaders, go-getters, motivated
• Greater appreciation of the benefits of diversity
• Greater awareness of cultural norms and beliefs
• greater base of understanding, confidence, creative/innovative thinking
• Greater knowledge and flexibility
• Greater perspective on the industry and global nature of our industry
• Greater understanding of diverse cultures/better cultural competency
• Greater understanding of the world and how their school community/education plays a role
• I can't answer the above from experience with students from the U of M however, my experience in general tells me students who have studied/worked abroad have an ability to be independent, problem solvers, good communicators, risk takers, and overall confident people.
• I do not have any such experience
• I love it when they are able to describe what they learned or got from the experience. Often students just say... I went there for this amount of time.
• I seems to me that individuals who have traveled/studied/work abroad have the ability to think on a global level more than those that have not. Always the able to think outside the box
• I THINK THAT PEOPLE THAT TRAVEL ABROAD HAVE A MORE OPEN VIEW OF DIVERSITY AS WELL AS A DEEPER UNDERSTANDING OF DESIGN AND ARCHITECTURE.
• I wanted to mark N/A, as I have not worked with any students that have international experience
• Increased ability to adapt to a variety of situations
• Independence
  Independence Relevant experience Self confidence Broader picture
• Independence, creative thinking
• Independence, problem-solving, self-confidence
• Independence, wherewithal
• Innovative, confident, risk taking
• international experience is always a plus!
• International experiences bring a greater awareness to the human struggle. It seems to bring a perspective and an awareness that those who do not travel sometimes lack. International travel also breeds compassion for others.
• International students tend to have had some industry or "real world" experience somewhere in their history - maybe have taken a summer job in their field etc.
• It is possible that they are more adaptable, more flexible...experience may broaden their critical thinking skills.
• It largely depends on the position, but they are overall more tolerant
• language
• language skills
• Language skills and ability to work with diverse groups
• Language skills, of course, and a better appreciation for diversity.
• Leadership/self confidence
• maturity, humility, greater sense of self
• Maturity, people experience, endurance, more adaptable to changing environments and can handle stress better, better communicators.
• Maturity, well-rounded, independent, knowledge of world outside the U.S., better appreciation of diversity
• More accepting of diversity
• More adventurous, mature, broader knowledge of life learning skills
• More compassion.
• More confidant
• more confident and comfortable
• More diverse cultural awareness
• more driven, accepting of diversity
• More mature, broader perspective, better understanding of people and systems.
• More open thinkers, eager to learn new things.
• More open to learn new ideas and different cultures
• More proficient in secondary languages
• more tolerance, broader views
• more understanding of diversity and accepting of differences
• More well rounded through the experience of different cultures.
• More worldly outlook  More willing to try new things  self-reliant
• motivated, entrepreneurial, independent, mature, confident
• Multicultural awareness
• multiple languages & broad perspective
• New ideas from different regions, being able to communicate these new ideas
• None of our students have studied or worked abroad.
• not speaking specifically of UofM students, individuals who have studied abroad tend to have a more accepting view of diversity and are able to see the big picture.
• of course languages, but also seem to be more adaptable, flexible, open to diversity.
• Open minded, not jump to judgment
• open-minded  more worldly
• Open-mindedness
• Openness to new ideas
• Openness/understanding of diversity
• Outgoing, able to talk to anyone.
• patience and understanding in cross-cultural settings, better cross-cultural communication
• Perhaps a better global understanding and a greater degree of self-confidence.
• possibly a greater awareness of the larger world
• Problem solving, ability to resolve situations on their own.
• Problem-solving, self-confidence, adaptability
• Realistic view of a changing world. Appreciate the opportunities that they have in this country, but also realize the significant and growing problems we face.
• Resilience; can deal with unexpected.
• Second language skills, although the program in Montpellier France does not rank among the best.
• Seem to be more flexible, open to feedback, willing to work hard.
• Self confidence
• self confidence
• Self confidence  interpersonal skills
• self confidence. willingness to expand their job description / take on new tasks.
• self confident, tolerance
• Self-confidence and an awareness of diversity and inclusiveness.
• Self-confidence and somewhat more sophisticated
Self-confidence, broad knowledge
Some language, global travel experience.
sometimes working abroad is a sign of immaturity and lack of focus so not a positive
sorry, not much experience with these students
Stronger interpersonal skills
Students who have lived abroad have a certain understanding applicable to our work that cannot be re-created in any other way that I have seen.
Students who have studied abroad may have an appreciation for diversity which is useful when interacting with the population of people we serve.
Technical/work-related skills (we are a software company and many have worked in technology companies outside the US in a technical role).
Tend to be more flexible and adaptable and have creative ways to look at problems and turn them into solutions.
The ability to work with diverse cultures. Exposure to global business practices.
The obvious... being overly opinionated and less aware of how they come across to others.
The specific skills like leadership skills and internship experience which we keenly look in to are a couple of them I can specify
These students are more mature and have a much greater appreciation for cultural diversity.
They are more adaptable and able to interact within an international context.
they are more adaptable and confident in themselves. they seem to want more challenge.
They are more flexible and adaptable and more accepting of diversity
They are more open to diversity and other cultures.
They are quicker to see the bigger picture. A global viewpoint.
They have an understanding of our immigrant population and the ability to assist and serve that community.
They just seem more rounded out.
They often have good/better language skills and deeper cultural understanding.
They seem more mature and are capable of looking at situations from more than one perspective.
Tolerance of ambiguity, acceptance of diversity, willingness to learn without judgment.
Understanding a different culture and learning how to adapt and get along with one another
understanding of cultural differences and work ethics and an appreciation for our company as we do business overseas
Understanding of different cultures and parts of the world. Knowing that there are many ways of looking at a problem.
understanding of diversity - ie what is feels like to be the non majority student. good language skills
Understanding other cultures; diversity
We are a global company so cultural sensitivity and exposure of any form is important to us.
Willing to relocate, Adaptability and Independence
Willingness to relocate; open-mindedness
Willingness to try new things and learn quickly.
Willingness to work with the company activities outside the US, even if it is not in the student's geographical/cultural area of experience

28. Any additional comments overall to our survey?
Am new to this position, so can't answer some questions, as I am not aware of who we have hired in past years from U of Minnesota.
As a society in general, we are not building the characters of our youth. We focus on the accumulation of "experiences" without much regard for quality and effect of such experiences. We are losing are ethics.
Because we have not had a University of Minnesota - Twin Cities intern, I am unable to answer the majority of your questions.
During the interview process, the majority of applicants didn't take the time to research our publications or company. Or if they did, their knowledge was limited. More emphasis should be placed on making sure the students understand what an important part of the interviewing process this is.
For many of these questions I can't recall a specific example.
• GO GOPHERS!
• Have not hired any U of M students yet
• Haven’t had any bad experiences w/ UofM hires or interns yet to be able to answer some of questions above.
• I am overall very happy with the U of M. I think Career Services has been very helpful and we tend to get great candidates at our on campus interviews.
• I am unable to answer some of these questions, as I don’t have direct contact w/all the students who do SCA, so I cannot assess their qualities or weaknesses.
• I have had excellent experiences with Brian Buhr from the U. I firmly believe in his methods for preparing students for “the real world.” Our company has had tremendous success with his students.
• I have not hired anyone from the U of M through GoldPass yet.
• I only hire students for part time student positions.
• I think that the equivalent of about 10-15 credits worth of more practical quantitative disciplines and applications of these using real-world platforms would do wonders to the quality of graduates.
• I want Smart, Honest, Hardworking people that work well with others.
• I was unable to answer a majority of the questions on this page because I have not had any experiences with students from U of M
• I wish more U of M students would consider a part-time position in Security. Oftentimes, the set weekend schedules in corporate locations is a win/win situation - with students being able to study.
• I would encourage any student to pursue international study experience(s) as well as internships, because it not only catches the eye of employers, but also opens doors of new understanding/perspective that is valuable for both parties.
• I’m completing this survey having only recently posted jobs at the U of M, I personally have not hired yet. This is why many of my answers are blank.
• I’m recruiting for a technical job. I’m looking for technical competence.
• In the scientific industry, there are plenty of candidates with international experience and it really is not something that sets a candidate apart.
• Initiative is a key characteristic. So much else falls into place - learning curve, contribution, the experience needed to think more critically based on amount of initiative and drive student demonstrates.
• It is difficult to answer many of these questions as we typically do not receive interest in our posted ads on GoldPass outside of internship opportunities nor have we had success in soliciting candidates from the resume database on GoldPass.
• It is difficult to answer questions in the context of all the UofM-TC students we have worked with. They vary a great deal and this is a difficult way to try and categorize them.
• It’s interesting that Manufacturing was not listed in your list of companies. I wonder if there is a bias there?
• I’ve only worked with a few U of M students, and they were ideal. I’d be interested in working with more in the future.
• more writing and oral skills, can’t stress this enough
• Most of these questions don’t apply to us. We don’t recruit at any one particular college. You need to limit these types of questions to a public facility or a private facility. As you know public institutions have problems recruiting or even hiring good candidates when the private companies can offer so much more.
• One thing we have noticed is that students (not UofM exclusive) seem to think that they’re above their first entry-level job. We want people that are willing to work hard, because it does get noticed and rewarded.
• Participation in college sports helps only if the GPA is over 3.0 - It shows that the applicant can balance the busy life of the student athlete successfully.
• Please do not print my name/firm with my comments
• Q 32-33 and 35-36 are mostly just off the top of my head, since I don’t have any specific experience that I recall with UofM TC students
• Qs 31-37 are a repeat from last time, no reason to respond twice...
• questions are redundant
• Since I have not hired a UofM student since I was in Dakota County in 1978 my remarks about student skills are for any graduate, not just UofM
• Some questions blank because I have never hired a U of M student
• Student have to listen and realize that their way is not always the right way.
• Students in general need to be more self confident acting and willing to show their personalities in interviews.
• Study abroad is important to develop language abilities and cultural perception but it is not directly applicable to work experience.
• Study abroad is strongly recommended.
• Teach your students how to dress for business!
• Thank you for the opportunity to provide feedback!
• Thank you!
• Thanks for asking these questions. Some were a bit long, though.
• Thanks for your work.
• the foreign born students need to have competency in English, to assure work is done as well as possible
• The University of Minnesota has served as a excellent recruiting source for ACR Homes. This past semester we opened an office in the Dinkytown area focused on hiring U of M students and have already seen its effectiveness. I am impressed with the quality and character of the students here at the University of Minnesota and am looking forward to the upcoming semester.
• There is obviously a lot of talk about how industry needs to adapt to the work habits and needs of today’s college graduates, but the graduates need to meet the employers half way. A strong work ethic and the ability to independently accomplish difficult goals is lacking in many new grads.
• This questionnaire is not all that relevant. I hired one student worker for a temporary position. Please keep that in mind when considering my responses.
• This survey seems to be geared towards hiring. We only had involvement with internships at UofM. An additional comment is that the UofM internship program is not as feedback driven as at other schools. With our other internships we had communications with the Internship leaders, reviewed our 1:1 reviews with the student with the school and were generally asked about how the student works and/or can approve. With the UofM, the one item that we were told we had to complete was not even requested in the end (turns out the student graduated without us even providing feedback on his internship).
• This survey was WAY too long. Thanks!
• Unfortunately, we did not try to recruit specifically through the UofM - TC campus, so a lot of these questions are impossible for me to answer. We did hire a UMD student and he's doing very well within our company.
• We have not had enough U of M student to answer questions 32, 33, 35, 36.
• We have not worked long with you but we plan to start using you for hiring. We are excited about the possibilities of hiring 1-2 graduates (bachelors & masters) each year.
• We hire engineers who spend half of their careers overseas.
• We mostly hire Software Engineers and Sales Engineers
• We, as an international Company, would like to see a 2nd language ability such as French, German or Russian.
• What you do not really address above is ability to follow directions and comprehend what they are reading--not talking textbooks. Simple instructions that are on a form have required step by step maintenance. This is not just for U of M Students! Take the time to read instructions and follow them before asking continual questions.
• When interviewing, we look for positive character traits; integrity, demonstrated work ethic, congruence in work and personal affairs and self-assurance.
• Writing skills in general are horrendous. Every student requires extensive writing training upon hiring. Very frustrating.
Appendix B: Open Ended Responses for Part Two

5. What is the biggest cover letter mistake students make? Responses to “Other”:
   - A statement is not a cover letter
   - Actually all of the above
   - All of the above
   - All of the above
   - All of the above are big mistakes.
   - Also failure to proofread and failure to research the company you’re applying to before hard (many times cover letters have nothing to do with the position that is open or I have even seen the wrong company name in the letter).
   - Applying for a job only and not going into their qualifications
   - as a programmer in our business it is essential
   - can’t think of the biggest mistake
   - choices 1 & 2 of equal value and very important
   - Cover Letter is not important to me.
   - Cover letters are generally of poor quality--structure, grammar, no spell-checked, don't articulate why they are applying.
   - Cover letters that are brief to the point of ridiculousness, no demonstration that the candidate is able to write.
   - Do not highlight accomplishments
   - Duplicate the letter and forget to change the Company name!
   - Failure to state how they can benefit employer
   - Failure to find out exactly whom they are applying to...Most letters I get are sent to "Dear Sir Or Madam" Only takes a phone call to find out the person’s name who will be doing the hiring.
   - Failure to spell the company’s name correctly
   - Forget to change the company name/job title of another position besides ours they’re applying to!
   - Having a different position or different company on the cover letter then the one we advertised for
   - I would also say form letters are another common mistake.
   - It is tough to choose just one of the above. I think all of the above are very critical to a successful cover letter and I frequently see violations of all of the characteristics listed.
   - It must be grammatically perfect! It is our first introduction to you, and perfection can be critical working with computers.
   - It’s actually a combination of most of them
   - It's hard to pick just one from this list. All of these mistakes leads to overall impression of the candidate.
   - Many students FORGET their cover letter even when we've asked for them. Students need to know that if there is no cover letter and we specifically requested it, the application goes in the garbage. It’s just that simple.
   - most of the letters have been very professional - any of the above would stand out as problems though
   - No comment
   - no knowledge of our organization
   - No significant mistakes identified
   - Not answering the questions I ask. I ask for maximum 3 page cover letter answering specific questions.
   - Not including requested information such as salary requirements
   - often have the wrong job title listed when it is a form cover letter
   - Resume is more important
   - Sending cover letter with another organization's name/position filled in on form type letter. I was very surprised by how often this happens!
   - Specifically, an incorrect or too general of objective statement for the position being offered.
   - Spelling our company name incorrectly
   - Students not only need to tailor letters to the company - they also need to state WHY they are applying for this particular job and why it interests them. This helps individuals stand out and show that they are genuinely interested in working for our organization, not just trying to get a job generally.
• The main reason for wanting the cover letter is to see their writing ability. In our business, individuals need to have good written and verbal communication, emphasis on written.
• They are all big mistakes. We are targeting recent grads that want a career in sales, or at least realize that a start in sales with our company can get them to where they want to go. So a vague career objective is very annoying, especially when it's in the resume too.
• They forget to change the name of the business & send me a letter addresses to someone else
• Too lengthy
• too long
• Use of first name
• We do not require a cover letter for the majority of our internships. We have an online application
• We don’t generally use cover letters. I have an application form that I have volunteers/interns complete that is done in Spanish. This ensures that the amount of information given is generally the same for all applicants.
• When submitting electronically (via email) they consider their cover letter to be the short email sent with the resume, briefly expressing their interest and experience. THIS IS NOT A COVER LETTER and I wish someone would tell them that.

7. Any additional comments on cover letters?
• customized to show they understand what we’re looking for from the posting
• I place a lot of emphasis on cover letters as an indication regarding how well the applicant pays attention to details.
• Students don’t always address them to the correct person or they misspell names.
• Besides grammar, there seems to be some cover letters that come across with very vague career objectives or else you can tell they modified their letter and resume just to fit this particular job. (its obvious)
• I’m only hiring part time student employees, and often the work they do for us is not in their career path. So I’m most interested that they can do the work described in the job description. Often their resumes don’t address that. They should use their cover letter to tell me they have experience doing what we need.
• Spelling and grammar are very important as well. I do not like to see mistakes in the cover letter. However, my main pet peeve is when I receive a cover letter addressed to a different organization or they spell our name wrong.
• They should be customized to the position they are seeking - not a form letter.
• unique skills relevant to the job that is not displayed in the cover letter.
• Location/Relocation for firms with more than one location.
• Make sure you address it to the correct person/agency or else better to not specify!
• As mentioned above, I have placed ads in the MN Daily many times looking for teachers to work at my preschool. The ad states to apply via email with a cover letter and resume. I can honestly say that 80% of those I receive have no cover letter (so I don't consider them as candidates). I believe that some students believe that a short email sent along with their resume is a cover letter when in fact, it is far from. I would like to see more cover letters from undergraduate students.
• The students most heavily recruited from universities are pharmacy students. From what we’ve seen - very few include cover letters.
• Career objectives on resumes are the biggest waste of space I’ve ever seen. "Your objective is to become a person that works in my business." Duh! I knew that the moment I picked your resume up. Also, the order in which students place employment and experience on their resumes usually is totally wrong. In the radio biz, experience is always the number one qualification. I want to know if they are familiar with editing audio, writing copy, or have good computer skills more than what frat they belong to or if they volunteer for Habitat for Humanity. I’ve noticed this trend with all of your students so they must be being taught this. A resume should always be in this order...
  1) Experience  2) Job Experience  3) Education  4) Social/Misc
I also get resumes from students who have yet to hold a job yet their resumes are two pages long. Brevity is the key when looking for a job in radio. Get to the point on why I should hire you right away. Don’t make me read two pages of flowery crap. I’m a busy man, I don’t have time for that. If I like what I see and want more info, I'll call the applicant and ask for more.
• For volunteer and service-learning opportunities I don’t require cover letters - these are observations from cover letters I get anyways from college students.
• We do not require a cover letter on our application website.
• Cover letters/ resumes not required for entry level employment with the Wisconsin State Patrol
• There is more emphasis on resumes.
• It isn’t the cover letter that we use in an interview it is the resume. The cover letter, while it might make us interested in reading the attached resume, is not what we use to base our section of interview candidates. However if we see a poor cover letter the chances of an interview will be low.
• Entry level ---- we request candidate submit their resume on our website but cover letters are not necessary.
• For most federal jobs they are not requested.
• A cover letter is not a make or break it, often they are not even looked at. If students do one do not have it be a form one, if they are doing that they might as well not do one.
• I don’t review cover letters, typically, unless I am on the line w/ a resume and need additional info. to push me to either a yes or no.
• Our organization utilizes an exam as the first screening tool for all positions. Therefore, the content of the cover letter is not reviewed.
• Others at my company might feel differently, but I don’t personally put a lot of weight in my candidate decisions based on cover letters. They are nice, but not required.
• Cover letters are not overly important. Most resumes we receive are electronic, so I do not expect to have a cover letter.
• We do not see a cover letter, applicants are directed to fill out our online application.
• Make them to the point. I hire for marketing and PR interns, if you can’t sell yourself how should I expect you to do well in marketing or PR?
• They need to be brief and to the point.
• Triple check them for errors
  Keep succinct and to the point
• Keep them short as recruiters don’t have time to read them. I will skip it if it is more than 1 page and go directly to the resume. If it is short, I may take a look at it.
• Be concise. Highlight the most applicable information from the resume but don’t regurgitate every detail. Say why you want to work for this company/agency.
• Keep them short and to the point.
• They need to be personalized and brief but a good overview
• Cover letter and resume are to get you an invitation to interview - must be clear, concise with no errors including best way to reach candidate to set up telephone interview.
• Straight forward and to the point. Do not lollygag or make flowery statements. Cover the basics, demonstrate interest and enthusiasm, and allow the application and/or resume do the rest.
• Keep it short, to the point, and focused on why you’re pursuing Larsen and how you could be an asset to our company.
• To the point, error free is the best. We don’t spend a lot of time on the cover letter, we are looking for education and experience. However if the cover letter is vague we may not know where to direct the application for review.
• The cover letter should be concise but tell something interesting about you that might not be highlighted in the resume.
• Because they can be more "free form," they reveal more about a person than a resume.
• They should reflect the sender - and give a more personal, in depth explanation of why they are sending it to me. A cover letter should be distinctly different than a resume.
• It is about the only place where the applicant’s personality is shown before the interview.
• This is their chance to show their personality- some cover letters are so formal and structured you feel like you’re reading a legal document or jury summons- a complete turnoff when you’re looking for an energetic new addition to your organization.
• Cover letters are intended, in my estimation, to allow for expansion of the resume in a manner that is specific to the position for which the student is applying. Keeping the objective in mind goes a long way in writing an effective cover letter.
• This is where someone can show passion/personality/writing skills, and I often look at it after the resume intrigues me to see if it helps me decide if I should definitely bring someone in.
• Cover letters should be professional, but engaging w/o being flakey. It's the first sense an employee gets as to the personality of a candidate.
• Show a little of your personality in the letter.
• Show some personality - individuals with a well-written cover letter who express interest in the company and also show how they would be a good fit for the organization really stand out.
• Past experience will come out in resume - but the cover may also add special experience not represented in resume.
• I want to know that a student can write and communicate effectively. If they cannot write a decent cover letter, how am I to trust that they can write an effective strategy brief or e-mail for that matter? Being able to communicate and articulate is high on my priority list.
• Important that letters are well written and spelled correctly. Implies ability to focus on details.
• I look for all of the items listed in Q14 when reviewing cover letters as well as intelligent writing.
• Along with proofing errors, it is also important the that format and structure of the letter is appropriate. A lot of candidates do not know how about letter formatting so that the final result is professional and attractive. Many candidates, who apply for our positions, simply do not provide a cover letter, which is unfortunate since it is an opportunity to further highlight areas they are skilled in beyond the resume and/or application that would be appropriate to the job advertised. Candidates typically send only the application and/or resume with no cover letter at all.
• Grammar is important.
• It was amazing how many spelling errors I saw.
• Spell Check, Spell Check, Spell Check...
• Few are well written. Please tell students that I, and others I know, pitch candidate packets with typos in them. I won't interview those candidates. It shows a lack of attention to detail - a critical skill in the business world where first impressions make a difference.
• Applicants would benefit greatly from having someone with good writing skills proofread their letters.
• Too many cover letters are very poorly written with grammatical and punctuation errors. In #13 above all of the items listed are big mistakes.
• need to be a good read -- quick to read and structured well, without errors
• Aside from "Form" letters, grammar and sentence mechanics is the next biggest failure for most cover letters.
• I am always impressed by cover letters that are personalized, thorough, concise, and well-written. The intelligence of the applicant shines through in such a cover letter, and I find myself wanting to meet the person who wrote it. (Hence, I schedule an interview with them.)
• Applicants rely too much on their resume to give the story. They need to show, in their cover letter, their aptitude for writing, conveying information about themselves and their abilities.
• Students should check for errors - read out loud to yourself and have someone else read your cover letter. Use the letter as a way to communicate what is not (or confusing) on your resume. What inspires you? What motivates you? Why are you interested in my organization?
• The cover letter is extremely important for me as the hiring director. If there are grammatical errors and typos, the candidate's resume will almost automatically be rejected. Also, if there is a "cover email" accompanying the cover letter and resume, correct grammar and spelling is critical. Much of the communication we have with our clients is by email. If a candidate does not take the time or is incapable to producing a professional email message, they will not be considered for positions. Form letters and failure to highlight related experience are the next selection criteria. As a hiring director, I do not have time to dig through resumes to look for what previous work experience and educational background might make the candidate a good fit for our company. If the candidate does not take the time and care to tailor the cover letter and the resume to the specific position, we will not be interested in their candidacy. I have not found career objectives to be helpful in resumes. They tend to be some very generic statement or the candidate tells me that they want to work for our company, which is already obvious because they are submitting a resume.

We are looking for employees who are detail oriented and who have good communication skills. We are also looking for employees who are able to work independently. If a candidate does not take the time to research the company and to write a cover letter demonstrating their qualifications for the position, they are not the kind of employee we are seeking.
• The other cover letter mistakes you list: Poor organization & structure; Poor grammar & sentence mechanics; & Failure to proofread/errs; factor into decision-making also & are all too omnipresent it seems, in general.
• Be sure to proof read and tell the employer why they should want to bring you in to interview to learn more.
• It is hard for me to continue once I see misspelled words and poor grammar.
• Don’t put the wrong company and recruiter’s name on cover letter.
• Style and flow are important.
• Correct grammar & spelling are tops
• Sentence structure and grammar are important to me also.
• Use pdfs please, not Word or other documents.
• How they found out about the job opening i.e., friend, family, past employee...
• Internships are important learning and job experiences. We would like the student to project how the internship will benefit their educational objectives and career path.
• I also like to see students talk about their people relation skills. I have hired many people who knew the code or were teachable, but did not understand that they must be able to people, to residents in the case of a city government or to customers?
• none
• I would actually like to see how their interest, goals, and job skills are related to the position they are seeking.
• no
• Salary requirement is also very helpful.
• If applying for a job in another location from where the student currently lives, explain that he/she wished to relocate to that area, or in general why they are leaving their current position (unless simply that they are graduating).
• I specifically look for a candidate who can connect his or her past academic, employment, and volunteer experiences with the stated expectations for of the position for which he or she is applying.
• Include salary range desired if it is requested in the job posting.
• I do of course read them but what I really want to do is talk face to face with the person.
• We’re not a company; we’re a non-profit organization.
• Keep professional, no witty or humorous comments. A colored top or side bar gives a nice finishing touch but no photos or artwork. Keep to the point, do not rehash the resume information. Detail dates of availability, what interests you in our company, work-specific experience should be highlighted in the cover letter and detailed in the resume.
• Telcon interview superior to ANY cover letter.
• Students often fail to submit a cover letter when it is stated that they are required. This failure to follow simple instructions requires me to not interview them.
• The thing that frustrates us the most is when people do not enter the information like salary requirement in the cover letter. If it is not there - we usually don’t bother looking at the resume because if they can’t follow directions when sending a cover letter that makes us question the ability to follow direction as an employee.
• Their knowledge of our products
• Skills directly related to qualifications listed.
• It is very important to make sure the cover letter makes sense for the position and has no errors. Don’t oversell yourself in the cover letter, but put something in there that would make someone want to contact you (whether it is experience based, humor, etc.).
• personal strengths
• Short story form for selling skills/personality
• Cover letters are very important to us when making decisions about whom to interview. Cover letters with spelling or grammatical errors, as well as "form" cover letters, will cause use to reject interested candidates.
• Students don't read the position posting. They don't answer the questions needed to determine whether or not they warrant an interview. The ask needless questions that are answered in the posting. They apply without understanding what it is we are looking for. It wastes our time and their time. I always give preference to applicants when they follow the instructions and respond to the posting. If they don't care enough to respond to the posting, it gives the impression that they aren't serious about the position.
• We’ve not received any U of M student applicants, so this is just based on the applicants who do submit cover letters.
• Be original.
• The focus should remain on what the applicant can do to help the company.
• It's helpful to see that they at least put an effort into it. Sometimes they are so short, it feels like we're just one of many place they are applying to.
• A cover letter is the applicant's first opportunity to "sell" him/herself to the employer. It should show that the applicant has taken the time to research the position by focusing on his/her RELEVANT skills and experience. The letter should also be brief. It is meant to grab the reader's attention and make him/her interested in reading the resume. The resume should be detailed and can extend beyond 1 page. A brief cover letter with an extensive resume is preferred over a long cover letter and vague resume.
• We do not have a lot of entry level positions. I have only had one position that I have worked with that we posted on the U of M website.
• We place high value on the activities the student has been involved on campus. We look for leadership, self confidence and self reliance. How did the student finance the educational experience.
• We did not receive many applicants from the U of M. The position was "Grant Writer" and I expected a strong response from U of M students. We only had 1 applicant and they did not include a cover letter. Thank you, Gretchen
• Make sure they mention what they feel they can do or will bring to the company if hired and not just what they want for their own career path.
• I would recommend that students be required to write cover letters and have them proofread by a Career Services staff member.
• For government jobs, cover letters should demonstrate the passion of the applicant
• No additional comments
• See above.
• Problem with response for #14 - not able to indicate same ranking twice. Would rank knowledge of the company as a 4.
• I like to see the students draw connections between the experiences listed in their resumes with responsibilities listed in the job description. Directly related experience is less important to me than the ability to transfer learning and skills into new contexts.
• They need to highlight what's in the resume that relates to the job--do the work for me so I don't have to dig around and see the fit.
• I think it's important for students to understand that a cover letter is a great way to express your interest in that specific position and organization. If they can't take the time to tell me why they are interested in the opportunity I'm presenting, I'm less likely to want to contact them about the position.
• Clarity about field of study and how it applies to the job and our work
• It is imperative that students modify their cover letter for every position for which they apply. Outlining why they are interested in the position and what experience they have that would aid them in their success would be appreciated.
• Using the Cover Letter to highlight the applicant’s strengths and items that interest them is generally the most beneficial items in the cover letter.
• Another cardinal error: overemphasizing their desires (“this is my dream job,” “I want,” etc.) instead of saying how they will benefit my organization.
• Nope.
• Cover letters make a nice neat package. I would definitely say that our applicants who include one, whether it is required or not, definitely get a second glance.
• too many of them are clearly bullshit, personal promo tools rather than sincere reasoning for consideration

11. What do you look for in a student's “Career Objective” on their resume?
• Not much because they always say the same thing "to teach"
• See previous page. Career Objectives are a complete waste of resume space.
• I don't like seeing it, it seems so template and unoriginal...maybe if it were original, and not all "to use my skills to succeed blah blah"
• Typically, I don't spend much time reviewing the career objective. If it's there, I would consider whether their objective is in line with the responsibilities of the position. However, it would be my hope that undergraduate or graduate students are spending time reading the responsibilities of the position that's posted and would only
submit their application for positions that are aligned with their career objectives. Therefore, I don't feel that it's necessary to include a career objective on the resume.

- What they actually want to do -- career wise -- specific to industry and occupation
- What position they are interested in and ensuring their objective aligns with what we do. For example, if someone states they are interested in lab work, our company is not the place for them.
- I don't. I'd prefer to have a "Summary of Skills"
- An objective that shows a clear direction the student is looking to move toward.
- A specific goal
- Look more for summary of skills and what they are looking for
- I would prefer their goals be expressed in the cover letter.
- I don't - it isn't as relevant as other things.
- I think a career objective on an undergrad resume doesn't mean too much. Many undergrads don't know what opportunities may await them and would be willing to try many things before settling into one career objective.
- I don't look for a career objective. It doesn't matter to me.
- I don't like objectives
- Only slightly important.
- Leave that off. They all say the same thing.
- I don't really look for it at all. If it's there, I think it looks silly if they just name the title of the position we have open, and it is puzzling if it doesn't fit with what we have to offer. I think it's best if it's relatively vague, at least for the kind of hiring we do, and for undergraduate student applicants.
- I don't put a high value on "career objective", very few students have a clear understanding of what their career objective really will be.
- I prefer a summary to a career objective-it is something to ties everything together. It should highlight the skills the student has and again show why a person should and would hire them.
- I don't - we can talk to their inspirations in the interview, the resume is the vehicle which gets them the interview and the object of the resume is to get the job.
- I do not like career objectives on a resume
- I do not find the Career Objective to be helpful. It's either too general a statement or a statement that tells me that they want to have the position offered, which we already know since they are applying for the position.
- The main objective.
- no particular thing
- Some interest in the topic that I am recruiting for, but generally these are not helpful at all.
- I don't really look at it; generally they are too vague!
- Don't care.
- I don't read career objective
- What is their ultimate goal.
- I hate these--they can do no good. If they do it right, it's basically to get this job (or one level up). Usually they have something that doesn't fit this job, and I know they failed to customize.
- The students Interest in the work that our company does and their intended length of stay (just for internship or till completed with school).
- Not required. Should be covered in resume.
- I think coming out of college, it is too soon (at least in my job category - training and development) to determine what your career objectives are therefore they sound very "canned" or pie in the sky vs. really the object is to get into a job and refine skills.
- I don't want one. They are no longer useful. All this section can do is rule out a candidate; it can't help them per se.
- They are usually worthless because they are 1) canned 2) vague 3) mimic the position description
- I do not place a lot of value on the student's "career objective" as they are usually very vague and cookie cutter.
- Just that it is customized - once an individual has years of industry experience, then it will need more detail and direction desired.
- If the career objective actually is applicable to what my company can offer.
- international education
- Need to make sure it fits the job that they are applying for.
That it matches the positions that we are trying to fill. It is extremely important to either research the company and/or positions that a student is applying for and then tailoring the objective to meet that specific position. We see a lot of students that put one objective and then forget to change it if they are applying for a different position. I would not look at someone where the objective said they wanted to be a doctor if I was looking for an HR person even if the experience matched up. I would understand that the person would most likely not be with us in six months.

- Field specific
- Something that relates to the position for which I am recruiting.
- For it to be specific, it’s a benefit when a student tailors their resume to a specific company and even a position.
- That there is one and that it at least somewhat matches what the Improve Group is able to offer. This could be in a specific type of research or data analysis or in a type of social science that we tend to provide evaluation services for, such as education, criminal justice, youth programs, etc.

- How it compares to position applying for.
- That it is targeted to what I might have to offer - versus "... a challenging position in the xxx industry where I can put my excellent yyy skills to ..."
- An actual job title or specific industry focus.
- I look to see if they are interested in the field they are applying for. I don’t like general "I want a position with Wal-Mart" objectives. I want to see that they have put some thought into it and I want their resume to reflect at least my department. If they say they are interested in a Marketing position and apply for Corporate Security, they aren’t putting any thought into it.
- He or she must want to do something related to what we at the Emily Program do. We want applicants to be passionate about what we do here.
- Relatedness to the job being applied for and longevity.
- Number one and most important--make sure it ties in with the position the applicant is applying to. More times than not, the cover letter/career objective is addressing a position that he or she is not applying to.
- Does that Career Objective match the position that we are trying to fill.
- Something specific to the position available.
- I look to see if the Career objective is similar to the position they are applying for.
- I look to see if they appear interested in a career that matches the opportunities that we are currently interviewing for.
- Interest in the field we are hiring for or something close to.
- How it ties in to the position that is being advertised.
- A match to our profession. This should demonstrate they understand what the job is that they are applying for. Someone with a career objective of doing research should not be applying for my program. Sometimes career objectives are too vague - to find a full-time job. This seems lazy and definitely not truly understanding the job they are applying for.
- I look for the career objective to match our organization’s goals and the job duties.
- Short and to the point and directly relevant to our agency.
- That their goal is to have a career in a similar field as our office provides.
- How generic (aka, goal-less) is it? Does it relate to this job?
- A match with the internship.
- What industry they want to be in.
- A good fit with available positions in our organization and our strategic staffing plans.
- If their objective matches what we are looking for in an employee.
- I am amazed how many resumes I receive with an objective that is not at all related to the position for which I am hiring. The most important thing for our organization is that the career objective is somehow related to the position for which they are applying.
- How their objectives fit with the job they are applying for.
- First that they have one and that it is clear and directed to the employment at hand.
- How well it fits with the current needs of our organization.
- How well the student is able to succinctly describe their objective in a clear manner. What sense do I get that this student is fishing for any job they can get or is truly a good fit for our organization and would be interested in becoming a dedicated, long-term employee.
• If they want to do something that relates to our work. If they don't, it doesn't matter if they have the skills we need. We know our jobs are temporary.
• To see if they relate in some way to the mission statement of our agency.
• Something that matches the position I have available. I do not like it when the career objective is vague. It gives the impression that the student is looking for any job, and makes me think they will only be here until something better comes along.
• is it service orientated
• That it is specific to the position that they are applying to/ that the objective written grammatically correct.
• That they understand what they are looking for in a job. I also like to see how they relate their interests/needs to our position.
• Whether they understand what kind of employment and workplace they seek.
• Since we are looking at teachers, the career objective I am looking for is a) job title sought, b) age grade level preferred, and some sort of creativity.
• Must be tailored to the job they are applying for.
• Something related to education, non-profit, or education policy.
• One sentence customized to describe what they want to do and how it related to our company.
• What type of position they are seeking (full-time, internship, etc).
• That it is specific to the position and organization they are applying for. It is our biggest pet peeve when objectives are general and sometimes barely match the job description!
• A match with the position’s and company’s ability to have a positive impact and that the objective coincides with the companies direction, mission and values.
• We look for students interested in helping the community and who have interest in the arts.
• Primarily the field of interest and any specifics that might match Partners for Violence Prevention.
• Does it match the position I'm recruiting for - example, if I'm hiring for a PT position, don't put down career objective is a FT job.
• What type of position they are seeking
• To see that it relates to the position applied for.
• Whether their objective will fit with the job they are applying for.
• We look for technical specialists, expecting to teach them management as they develop. We look for leaders and self-starters who want to make a difference. We want people with a curiosity about the natural world and an interest in learning. Strong people skills are very desirable.
• the objective needs to match the job description
• fit to available position, willingness to relocate, measure of ambition and enthusiasm
• It is always nice if the student would like to work with kids.
• Something that actually relates to the job they are applying for. We can at anytime have 5-10 jobs open. If you aren't specific you may not even be considered as it's too hard to guess.
• I detest objectives that say generic things like "to secure an interesting position in a growing company." I am an educational employer, not a corporate one, and I want to see an objective that states an interest in the academic setting.
• Relevance to the position being filled
• A description of desired work structure and tasks. Job titles mean little, as they can vary between companies, and something like "to make a difference and be recognized for my contributions..." makes a person sound naive and ambivalent. Do you want to work hands-on, in the field, excited about travel possibilities, want regular interaction with customers, a chance to put your writing skills to good use? Tell me about it!!
• I like to see an objective that is created for the specific position in which the candidate is interested. Relate how this position relates to the overall career goal.
• Information that is applicable to the position that they are applying for, versus comments that seem to be created in a rote manner.
• I want to see that they have researched the position and are interested in this type of position. They can include how this leads to future career objectives.
• If they have a interest in serving the community in any way.
• If it is aimed at the position that they are applying for. If it doesn't match up or is off base, then I am not as inclined to pursue this candidate
• Whether it is clearly defined and intentional.
• what do they want to do specifically, if it is so general provides no value as it could include anything
• Connecting their skills and abilities to their career choice.
• A focus. A student that has narrowed their career objective to a focus that fits our news publishing industry, it helps determine their qualification to work here and how our company will further their personal career goals. Open-ended career objectives (i.e. to use my skills in a growing company....) is uninteresting and easy to pass over.
• I look to see if they specifically say they want the job that we have advertised. If they include the name of the company, that makes them appear even more interested and they will be more likely to get selected for a campus interview.
• If they want to practice high quality medicine and any direct or indirect reference to compassion.
• specific tailored objective
• Something related to the job we are recruiting for or related to our company.
• Specificity and relativity to the position they are applying for. If unsolicited, specificity and tie-in to company to whom they are sending their info.
• Be specific, not generic
• I'm looking if their objective matches our job opening.
• What they want to do overall in a position
• Clarity and brevity in the description of career trajectory or direction.
• I don't necessarily look for them to have an objective statement, as I think they are usually pretty vague and "form" statements. When I do review them, I look for them to be very detailed and include how the position or type of position they are applying for fits into their career goals.
• How closely it aligns for what we're offering.
• Clearly stating what the position is that they are looking for.
• I am more inclined to hire students who state that they are aiming for a career in the Wildlife field, because these are the students who most benefit from the experience that we provide.
• I look for a statement that relates to the position for which we are hiring. I prefer NOT to have our "position title" simply dumped into the sentence along with some other vague verbiage.
• Customized is best. NOT save the world or undecided
• It must be related to our company's field. Also, that it doesn't list a different company's name in the objective (this happens a lot!)
• detail to job applied for
• I need to know what kind of job/duties they are interested in.
• I look for a dedication to the mission of our organization as well as a genuine interest in learning.
• For it to be as detailed as could be. I hate broad objectives that make me guess why they would be applying to this company.
• I look for a career objective that directly relates to the job they are applying for.
• are they looking for FT or an internship
• If it matches with the position seeking or long term goal.
• To see that it is in the same field as our organization (i.e., journalism)
• Is it directly related to the position in which they are interested?
• Specificity.
• Specifics...
• With undergraduate students, we are usually looking for clerical assistance, therefore, career objective is less important. For graduate students who we are hiring as research assistants, career objective is often more germane. If they are looking to work in our field or a closely related one, their background experience with our subject matter and style of research would likely be more closely suited.
• Does it fit our agency's goals and objectives
• How a student can take their previous experience and explain how they want to use it in the position they are applying for.
• Specific interest in our area of engineering. Not generics about being a project manager someday.
• Specific language that related to the position that the student is applying for and how relevant their career objective is to our organization.
• That it matches current positions
• Interest specific specialty of their discipline (e.g., structural engineering if they're a civil engineering major).
• A match to the position our organization is offering, or at least an objective that could be met over time by serving with our organization.
• I look to see how it "fits" with the position they are applying for.
• Clarity, some specificity (not just "to use my skills to work for a world-class organization").
• How well it relates to our organization. Will they be a good fit for at least three years?
• Something specific to the type of work they are looking for in regard to industry, etc.
• Which role do they hope to fulfill in a firm like ours?
• Interest in patient care
• What specific position they are interested in (i.e. audit, tax, consulting, FT, internship, etc.)
• Students that are interested in the life safety industry or more specifically the construction industry.
• Look to see if they will fit into position
• Succinct objective which would fit the job description
• Knowledge of the company and field they are interested in.
• To see if the open position meets their career objective.
• One that is a good fit for our company, even if it is just a general objective. Objectives written specifically for the positions we have available are best, but I don't find general objectives problematic.
• summary of what they have or can do
• To see if their passion is working with students teaching, learning and directing. If they had the choice to do anything, would it be teaching?
• Example. New grad engineer I would look for an objective to be 'desire to grow in a company that will enable me to be the best engineer and be known in the industry with my knowledge and skills.
• Matches our job
• A reference to a specific industry and a specific engineering functionality
• I like to see that it is not "stock" but fits with this specific position - it makes me think they want this job, not just any job. It shouldn't just read to obtain "this position", though, but rather be an objective that directly relates to the position.
• Specific, focused statement that explains what unique skills they bring to the position & what skills they hope to achieve by obtaining this position. Not 'hardworking, self-motivated team player looking for growth opportunities' or other generic summaries.
• That a good match exists between their core interests and the mission of the company.
• job titles that our company has
• That it flows with the mission of the organization they are applying for.
• something related to my industry
• Must be specific to the position the resume is being submitted for. More often a Career Objective will be used to screen a candidate out vs. in.
• If it is specific to the type of position they are looking for.
• Area of interest
• Interest and capabilities in the area of the job offering and also what they can lend to our organization in their required field of learning.
• Additional background and experience in important, such as in an electronics position, additional experience in Chemistry or other science will win the job.
• If their objective would fit with the position we are offering.
• that is fits with the position they are applying for
• What types of positions that they are specifically interested in.
• Something aligned with organization's mission / vision statement.
• I don't weigh this section very heavily. But I am impressed when the applicant has researched our department and has a demonstrated familiarity, rather than a cookie cutter objective- which most are.
• Objective should be tailored for the specific position and be somewhat detailed. "I am looking for a full time position" is not acceptable. "I am seeking a full time engineering position with a respected company in the automotive industry." is much better.
• Making sure it matches the position they're in and the location they're applying to.
• That it relates to the position they are applying for.
• That it matches the job they are applying for, many do not, and grammar.
• It should be appropriate to the position being applied for. Many are not.
• An idea of the type of position/career they want to be involved with (e.g., do you want a job involving people, research, road warrior, manager, technician, etc.). This helps to match students to the types of jobs we have available.
• A desire to entry the financial services industry and an interest in North Star
• The ones that are more specific always look smarter and better.
• That the objective is specific for the position they are applying for and realistic for their experience / qualifications.
• specific to the company/position they are applying to
• Ability to describe how our position would fit in her/his career goal.
• Specifically a dept they wish to work in and for what reasons.
• That is it is line with the position they are applying for.
• Similar to the position being advertised
• At least what type of position or area of interest.
• something that pertains to the job sought
• Specific goals and direction of what they want in a career.
• If their career objectives relate to our positions.
• Depends on opening. For accounting internships we look for accounting objective such as becoming a CPA. For sales we look for money motivated individuals. In all cases we look for individuals who are willing to "work their way up". Although this may be changing with the tougher job market, one problem we have had through the years with recent graduates is that many expect to start at the top.
Also, we could really use an intern in our production facility doing warehouse work, helping out whomever, as well as helping us with our continuous improvement program. We have not had takers in the past as students perhaps believe that manufacturing is too blue collar, etc. However, this would be an excellent place to start for someone who aspires to be an industrial engineer, plant mgr., or president of a manufacturing organization. The fact that manufacturing has very good career growth opportunities does not seem to be known by many.
• That it is in line with the position they are applying for, and not a 'blanket' answer to that question.
• How their career objective fits with our job.
• Interest in the same or similar field of work.
• Career objectives should show thought and be targeted for the specific opportunity targeted by the resume. A resume that lists a career objective that is unrelated to the opportunity, too vague, seems to be a "Form" objective, or is a reach based on education and experience receive little consideration. This is the first thing I look at when reviewing a resume and cover letter.
• It is always nice if it matches the position we are hiring for with some aspirations for growth and to say something about how they will help the company reach their goals.
• precise; thoughtful; fits the position we're hiring for
• That they want to work in the journalism field.
• Some kind of specific desire for a career in mechanical or electrical engineering
• Something related to our program (we get a lot of "seeking employment in the technology industry" a lot for some reason, and we can't really provide that!)
• We look for what they type of job or work they are focused or looking for.
• Make sure it makes sense with the job that they are applying for.
• specific objective as opposed to generic objective
• An interest in public service
• something unique and real/sincere vs. templated - customized to the company and position that is available
• Objective related to the job for which I am hiring
• Altruism
• What position do they want?
• To see if their objective is a fit for both the candidate and my company.
• With the objective, make the statement specific enough that I would be convinced they WANT to do the job we have or WANT to work for us!
Evidence of research into our company and the position and relevance to this.
Desire to work with children in a group setting
1 - clarity  2 - relevance to my operation's functions.
Is the position I am offering in sync with their objectives
That their career objective matches with the opportunity they are applying for -- it doesn't have to be word-for-word, but at least in the same general category or field. Also look for something specific. I see resumes all the time with objectives like "I'm interested in finding a position in Public Relations, Marketing, Business, Management, Human Resources, or Communications." If you don't have a specific career objective, that section is better to just be left off the resume altogether.
An objective that aligns with the mission of my facility and what I have to offer.
That it applies but doesn't simply repeat the job name and responsibilities.
I want to know what they are looking for within an organization beyond the field i.e: somewhere to be challenged in a competitive industry.
Something that is specific to the internship at our organization, which shows they have actually read the position description and done some research on our organization.
A match with the opportunities our company provides
A targeted message
Specific interest, not to generic.
matching our organizations philosophy/mission
That it is specific enough that I know they had to take the time to re-write it for my job. Or at the very least that it matches to my position or organization.
Specific to our industry/career opportunity
Knowledge of SCA and how they want to become involved
I look to see if their career objective is relative to our position
Specific interest - not vague
I look for something resembling the position opening here.
Something that lines up with what our company does, or a willingness to work for a time with our company.
Whether the objective is consistent with our positions. Note that it doesn't have to fit seamlessly - it just shouldn't contradict what we have to offer.
A match to the position we have advertised.
Objectives that fit into our mission and the services we provide.
That they have an idea for what they are passionate about.
What kind of experience they are looking to have
A description of both what they hope to "contribute" as well as what they hope to "gain".
Why they applied for the position and how they can serve the organization.
realistic expectations and timeline
at least a general statement on what they are seeking in their first career position
It is easier to say that I am NOT looking for a cookie-cutter, catch-all objective. Their objective should show that they have put thought into how they want to spend their time in the professional world.
Interest in environment.
Something that indicates the willingness to take on responsibility to improve their status within the agency.
Where their focus is in their career path. What motivates them to work or work their career?
What industry or type of position they are looking for.
Whether or not their objective is something that can be provided to them by gaining employment with us. If it is not, there is no need for us to pursue a relationship with the candidate.
Specifics in what they are looking for
I would ideally like to see (in our application which asks this question) a reason why this student would see this opportunity as helpful to them. That is, I want to determine what incentives the volunteer/intern has to continuing to volunteer at our organization.
If working at my company will fulfill that objective for them.
Why they want to work at my company
What they would like to specifically do when entering the workforce.
- What do they plan to get out of the opportunity? Does it seem like they have goals and aspirations? Did they think outside the box when they wrote down their objective, or did they just restate the obvious?
- One that stands out- does not sound the same as the rest.
- Personality
- What they aspire to be/do
- Some indication that their career objective is related to the work of my organization, and that they are familiar with the work of my organization.
- I look to see what their future goals are and what they are looking for in their next move.
- I look to see if they have a goal and some type of a plan to reach that goal.
- broad and direct - similar to mission statement as that is what it is
- A simple phrase stating what a student is looking for in a career....."A career in finance" "a career in marketing"....not long paragraphs full of words, get to the point and tell me what field you would like to get into.
- A similar goal to the work of our organizational or a goal that appears as if the position applied for will help them get there. NOT randomness between the objective and the job applied for.
- Specific job that they are looking for. Short term goals and long term goals.
- A one sentence, to the point statement of what their career objective is.
- short and long term goals as well as applicable fit to role through internships/Coop’s etc.
- What they are looking to do in the future, and be able to link this job to it.
- I want to see what their ideal job is and where they want to be in the not-so-distant future.
- More than just restating the title of the position, Longer term objective than just to get the job
- A clear cut objective... ideally both short and long term. If I’m looking for a long term front desk person, I won’t even review a resume that says they want to be tech immediately, but if they say 2-3 years, I would. So I guess more detail either in the body of the letter or the resume.
- Reasons or explanations of what motivates them.
- Something heartfelt that expresses their passion for the environment, not the standard "looking for a career in forestry".
- determine whether their long-term goals are compatible with the company
- Where they want to be right now and where they are going career wise.
- Where do they want to be in 5 years after we hire them?
- Basic motivation and desire for a career, rather than simply a job.
- That they have an idea of what they want to do and where they want to be.
- There plan for the next 2 years
- As a recruiting I look for interest in working in a dynamic industry (hospitality) and the expectations of career paths.
- Looking for a "specific" short term objective as well as a projected longer term objective.
- I look for short term objectives leading to a long term career goal. I’d like the short term objective to pertain to our company and not just a generic objective.
- That they have a plan in place for where they want to end up.
- area of interest, desire, statement of what they want to do
- What it is they want to do, how much they want to make, etc.
- That the position they are seeking is consistent with immediate or long term ambitions
- that job "fits" for purpose of long-term employment
- What specifically they are looking to do.
- short and long term goals and aspirations
- I look for employees who are interested in gaining "hands on" experience in the field of developmental disabilities in the short term, and attaining other professional goals (continued masters/phd level work, supervisory positions, therapeutic positions, etc.) in the long term.
- I'm looking for a clear, concise statement that tells me why the student feels a position at our company would benefit their career path, but exactly what it is they are interested in doing in the long term regarding their future goals. The more precise they can be, the better prepared I can be to ensure I help give the tools necessary to achieve those goals.
- What they want they career future to be.
- What their overall career goal is.
• Long term objectives for a long term commitment
• Where they see themselves long term. With many majors, a person could really go in a few different directions with it, so before you bring someone on board you want to make sure this is the area of their major that they are interested in, and that they aren’t just looking for a job, any job.
• Whether they will stay on with us for more than a year or two.
• field they want to be in, where they want to be in the organization, goals
• Clearly stated objective. What is it that they are looking for?
• Focused Goal
• What do they want to do once they graduate? I hire civil engineers, so I want them to let me know that they have a BSCE.
• The type of position they are interested in
• To see if their short-term objective fits the job description.
• I look for long term relationships and if the student knows what they want to do in the next 5 years.
• What I look for in a career objective is a precise statement in what the student is looking for in their career and what they see themselves doing in the future.
• What the future goals based on current experience are
• What they would like to be doing in their future.
• Should be covered in a cover letter, if not what they are looking for in the first step and second step of the job career
• Future career goals, highlight of skills and how they relate to type of career student desires.
• I look for someone that can articulate a well thought out short, medium and long-term objective. However, the greater emphasis should be placed no higher than medium term objective. I don't want to hire someone who is looking to use a position in my department as a brief "stepping stone" to the next level. If someone has that mindset from day one, they usually don't have much interest in learning the nuances of the position and company and instead have a linear focus on advancement on a "fast-track" basis.
• We look for a statement of what the student plans to do in the future as a career and how this position will help in obtaining that goal.
• What their career goal is and not specifically, "To obtain a position with XX company."
• Realistic goals for their stage of their career
• The desire to build a career in our industry, not just find a job.
• Vision to grow and change personal, professionally and with the company
• What they would like to do in their next job with their degree.
• Where they want to be in 3-5 years
• Their plans, where they want to go, what their interest is, etc
• I look for the fact that they have a goal.
• clear statement of where student is heading, what are their goals, what do they want to gain from this position, how do those goals relate to course work just completed, demonstrate an accumulative history from past experiences propelling them forward
• Their goals in their career.
• I look for a true focus on the future. I see generic objective's all the time, but someone that is truly focused on getting to a particular place in their future really jumps out.
• Specifics, Long/Short Term goals
• To have a well define objective in mind about what he want to be doing with years of professional development.
• I look to see that the student has taken the time to set a goal and then look to see if working for us would be in line with their goal. By having a clear career objective demonstrates discipline and organization.
• Has a clear goal. Understands and expresses how he or she would impact our organization
• How they see themselves in 5 years.
• If they intend on getting their professional licensure in four years and/or plan to work as a licensed professional in their field.
• What is the ultimate goal in finding a job? What are they looking for specifically?
• Goals that are a good match for our organizational goals.
• ambitions
• The field/population they are interested in (not necessarily for life but for their next step)
• Desire to move upward within an organization
• That they have not just repeated our job description as their objective and that their goals match with our open position.
• We are looking for what they are passionate about and what their career goal is upon completion of school.
• Look to see that the student is career and goal orientated. The primary objective should not be to get hired, but to obtain a position to help the individual grow as a person and a professional
• Statement of "direction" and how the position they are applying for will help achieve their ultimate goal.
• Short term and long term objectives. Are they planning on making a career out of this job or are they just going to hop from job to job.
• An objective commensurate with their level of experience and skills
• A clear goal, even if it's not specifically related to our organization or the position.
• Future goals and avenues to meet those goals
• I mostly look for some kind of direction. I have a hard time when people are vague, it makes you wonder if they are really interested in your position or just want a job.
• Where do they want to go with their career
• If they have an idea of what they would like to do or not.
• I want it to be realistic.
• Self awareness
• Sometimes students are too specific in wanting to do something they studied in a specific class. Sometimes that disappoints me and makes me wonder if they would want to work on the variety of tasks that we want them to do.
• Ambition but a firm grasp of reality.
• validity
• How the student plans to utilize his educational & internship experience to benefit our company.
• How they feel they can help make my company better because of their presence.
• How I wish to/can contribute to an X operation. Concrete vs. broad concepts.
• Short sentence indicating how they would like to apply their skills in a professional career.
• To see if it any way matches the position they have applied for, generally it does not. If it isn't customized to the position/company, it should be left off instead.
• something that shows they have one and this job is a good step toward it
• What they bring to the table that is different than another students and what type of position they're looking for!
• What they are able to offer the company. Is it geared towards what they want or what they want to give to a company
• A non-selfish statement such as "to be a productive employee..." rather than "enhance my career..."
• Is it in line with the Firm needs?
• A clear, concise, and well though out objective. I prefer very direct objectives, as opposed to vague.
• Clear and concise, specific, both short term and long term.
• Something other than "A job in the marketing field doing marketing activities" - something not super vague. If don't have a more specific idea, might as well not put it on there. I do not see it as necessary.
• I look for a concise description of what kind of position they are looking for.
• To-the-point description of objective
• Brief, concise, to the point.
• Short, concise, applicable to the position that they are applying for.
• Precision
• Concise, applicable, focused, related to position applying for
• A concise objective - "Seeking a Chemical Engineering position...."
• Clear, concise, applicable
• Clear, concise. Appropriate amount of detail for the type of position that they are interviewing for.
• A clear and concise objective.
• That they have one, and that it is communicated clearly.
• Focused and not vague.
• concise
• To be short and concise while clearly stating what it is that they are hoping to achieve with the position being offered.
• Well defined. Team work. Challenging.
• Short and concise and connected to the position they are applying for.
• Concise and to the point. Many applicants get too "wordy"
• Clear communication of students career objective
• Short and sweet, it doesn't need to go into a lot of detail.
• I look to see if they are able to write a clear and concise objective in one or two sentences.
• Specific and to the point
• work experience that is related to their career objective
• related experience
• Relates to it experience that is also relevant to the job applying for.
• A strong tie in between their course work, experience, internships, to their career objective. It isn't helpful to read an application that indicates a career objective but then the experience, course work, list of activities, etc. does not reflect the objective.
• Is it in line with their experience?
• A willingness to learn.
• Desire to learn/grow -- to build a career with the organization.
• I look for motivation to learn new skills, not just building on existing strengths.
• Flexibility - in the future. A willingness to learn and grow. A little about what they can bring to the table.
• -lifelong learning, passion for work, interest in prevention, interest in doing a good job, not just a job
• Motivation, willingness
• Something that indicates the student's willingness to learn. The ability to be flexible is also important.
• someone with high energy
• Flexibility
• I figure their objective is to get a job in my company, and either stay or use it as a jumping off point to a bigger newspaper in a bigger market.
• experience
• That it is a fit.
• Succession planning
• Clubs, leadership roles
• This probably varies by fields, but in a non-profit field it is very important to include volunteer experience

12. In your opinion, what most needs improvement with student resumes? Responses to “Other”:
• I’d like to know why they are considering a job in a smaller market.
• Using I, different tenses
• It's nice to include coursework that is related to the position - we are not familiar with all of the graduate programs at the U
• Needs information that applies to their objectives
• I've seen all of the above problems with individual resumes and each can potentially disqualify a candidate from consideration.
• Lack of any actual outcomes of the work they have previously done.
• Building a house or ownership of house does not qualify one as an inspector, necessarily.
• Accuracy of knowledge, skills, and abilities----e.g. over inflation of their qualifications.
• Inability to clearly illustrate how they meet the qualifications for the position.
• Too much info for our jobs or not enough about what we need. It's ok if they don't customize their resume for our position if they do a good cover letter that tells how they have the skills we need.
• Since our positions are in the physical sciences, students must add their instrumentation and laboratory experience.
• I find many resumes are now including an "interests" section. I find this to be irrelevant and unprofessional. If someone likes to cook and dance in their spare time, that's great but it has no bearing on the marketing position they're applying for.
• Include the date of graduation from college on the resume.
• At the interview bring references. Must have past supervisor references.
• Don't see enough resume's from the U to be able to answer this thoroughly
• It needs to be neat, organized, easy to read (dates, locations, titles, etc.) And highlight those skills that apply to the specific position. Each cover letter and resume really should be adapted to each job that one applies for.
• Formatting is an issue, as are IM/texting-influenced writing patterns.
• Including past jobs/experiences that have no relevance to the position they are applying for
• If have typically found that if a student presents me with a resume it is pretty good. I allow for a lot of flexibility in a resume. Creativity can be a plus, but may not fall within the guidelines of what is commonly acceptable.
• I do not ask students for their resumes.
• Record of any concrete achievements.
• I've been shocked at the number of grammar and spelling errors on the resumes of students who are either currently enrolled or recently graduated from the School of Journalism and Mass Communication. For someone who's applying to be an editorial intern or associate editor, if I find a misspelling on a resume I will stop reading right there and toss it in the trash. It's completely unacceptable to have that type of error considering the field they're entering, and I see it all the time with U of M students for some reason.
• Too long, particularly for graduate students.
• Many are too literal. I see resumes where students write "Tend cash register" when they could be writing something along the lines of "Manage all cash flow for the business during hours of operation"
• Activities, qualifications etc. does not show an interest or commitment to our organizations mission.
• They don't submit a cover letter or resume with the city's job application typically.
• Not putting dates of employment for past work experience
• lack of specific skill information....too much school related project and interests
• These improvements are generally more applicable to undergraduate student resumes.
• Generally resumes are fine.
• HIGH TECH COMPANIES WANT TO SEE GPA ON RESUMES AND IF NOT SHOWN WE ASSUME GPA IS LESS THAN A 3.0 IF NOT IDENTIFIED ON RESUME.
• Overall they're very good.
• Sometimes students are too specific in wanting to do something they studied in a specific class. Sometimes that disappoints me and makes me wonder if they would want to work on the variety of tasks that we want them to do.
• I have seen resume's on a half sheet of paper and up to Phone book size. Resume teaching is critical for ALL Universities and colleges and the proper format must be taught or most students will not get considered or hired on what they submit
• Insufficient proof reading... they used the same cover letter for another position and forgot to change company name/title etc.
• We don't need to know what they are interested in, unless it relates to the job... things like "running, listening to music... don't need to be in a resume.
• please no photos
• Usually resumes are good.
• Too vague
• Some of the students try so hard to have a creative looking resume that it becomes so complex it's hard to read.

14. Additional Comments Regarding Resumes?
• A resume is a first impression.
• Again, we've not received an U of M applicants, so this is based on actual applications received for the positions for which we have posted at U of M.
• Any relevant experience is good experience. If a hiring manager cannot see your career related accomplishments, how is he/she supposed to know if that resume is qualified? Also, telling students to cram all research/work history into one page forces them to omit previous and relevant work history.
• At times we get a resume where the career objective doesn't relate to the position at all. These are quickly passed over.
• Be brilliant and be brief!
• Check and double check for language errors. Don't include redundant information. Be specific towards the position you are applying for.
Check the grammar and make sure the objective matches the job, those are two of the most errors I find when looking through any resumes. Also, be aware of the length. Make sure it tells someone the important things, you don't have to have everything you have ever done because it will be too long and boring. You also don’t want the other extreme where it doesn't have all the information.

Computer skill knowledge level is something that we look for on every resume that we receive

Each student should have someone (who is trained) to review their resume before they start submitting it.

Easy to read, no spelling errors

Encourage students to use bullet points to describe what they accomplished/achieved in their past experiences vs. what they did.

Find out who I am and don’t put To Whom It May Concern. If you can’t check a website, you’re too lazy to work for me.

font: Times New Roman or Arial (nothing fancy) size: 10-12 No italics, pictures, fonts, etc. that can't scan in

For entry-level opportunities list ANY work experience, not just experience related to the position. Candidates that list work experience from college or HS are viewed in a more favorable light than those who have never worked. Learning experiences occur on all jobs so omitting a summer job as a cashier when applying for a Public Relations position is a mistake.

For our company, it is very important that the graduate is willing to relocate. We are a mining company that, unfortunately, doesn’t have the luxury of having ore bodies in major metropolitan areas.

For students applying for their first or second job, we always want to see GPA

Format is very important to give the employer easily digestible and prioritized information about the applicant.

formatting less important than content

generally resumes are good.

Highlight the requirements and don't forget the preferences from an employer side. Remember, the first person to look at and evaluate a resume is probably not the hiring manager.

I also think that they need to improve on the appearance of their resumes. Many use MS Word templates, which aren't the best formatted documents for reading.

I feel that the #1 thing is to customize for the position. That way I know they actually have read the ad, not just an automatic reply. It also shows me that they understand what we are looking for with the proper listing of skills that fit that position. I can't tell you how many times I have gotten a resume where they are applying to the wrong company for the wrong position on the cover letter. That definitely shows they don't have any attention to details.

I hate fancy paper! Too hard to copy for others involved in hiring process!

I look for education as a section as well (i.e. Undergrad, graduate, et cetera). This may be shown in the GPA section, but I feel it deserves its own...

I should be able to scan with my eyes for key words/phrases. U of M resumes are often contain too much prose.

If they don’t list their GPA it makes me think there is a reason why...

If you are a design student, the resume must be well designed! But keep it simple.

Inconsistent quality of resumes depending on which schools in the U of MN (Carlson, IT, CLA, etc)

It is important to highlight experience, and the achievements and outcomes of that experience. Use one page per 10 years experience.

It is very disheartening to have a great applicant with a shoddy looking resume. Not everyone is a good speller or uses proper grammar, but a clean resume means that either they are good or that they at least tried to do their absolute best. Resumes are the time to show your potential employer that you’re able to put in the effort to make something perfect (even if it means asking someone for help - that's okay too.)

Keep it short and to the point. 3-5 bullet points per prior experience. Make resume easy to read to the employer don’t have to spend much time looking to see what they have to offer it should stand out. There are a lot of resumes that are received for entry level positions these days with the economy the way it is. One error and it is put in the discard pile. It’s just a way to eliminate people that don't take the time on their resume. If they send a quality resume I would assume there work will or would be the same way.

Keep it simple--included related information.

Keep the information on the resume relevant to the job position they’re applying for. Volunteering at a homeless shelter is not going to help a person get a job they aren't qualified for. The resumes that garner the most
attention from me are those that are concise and tell me exactly what that person has accomplished in the past that will enable to succeed in the job they're applying for.

- Lack of information is huge. It almost feels like there is an assumption that the employer will fill in the blanks for the skills gained in employment/school experiences. Students need to be more explicit on the skills they have and make a direct connection to the position they want.
- Large Gaps in employment
- Less is More
- Make it short, sweet, with action verbiage and really highlight the important pieces, both in description and with visual appeal.
- Make sure dates (year/month) are included for all employment listed; along with graduation year.
- Most employers like and appreciate a one page resume for business positions. Students should not have more than a one page resume unless their experience warrants that such as a graduate student applying for a specialized field.
- Most important- it needs to be customized for the job. A Sales resume is different from an Admin resume- and different skills need to be highlighted.
- must be scannable.
- no
- No
- No
- No
- No additional
- none at this time
- Nope
- On the length of resumes, I find that if the students have done internships and been at all active, it's hard to get all the information on 1 page. As long as the resume is well written and the information is presented well (bullets are great) I don't really mind 2-3 pages.
- please don't post that you worked at home depot one summer... I don't care. If you worked there for 3 years and got raises, then DO include it, otherwise, I don't care about non-applicable experience. And for the love of god, put the applicable stuff first!
- Please try to use the space that is available to you on the page - but keep it organized. Keep Education/Employment/Volunteer/Interests sections having same header and set-up on page.
- Put only relevant positions List computer skills no matter what
- Resumes are nice... but make sure as much work is put into the application!
- Resumes for the federal government should be complete, even if it takes 20 pages. The 2 pages or less resumes do not give the Human Resources personnel enough information.
- Resumes with paragraphs of information are hard to scan quickly. Encourage students to use bullets to highlight the skills from their previous positions that are applicable to the position they are seeking.
- Short and to the point is better than a long dissertation. I found international students especially write too much.
- should b well organized, easily readable, important information first, past experience and how it fits with the position they are applying for, career goals is useful
- something unique may make it more memorable.
- Sometimes a customized resume will include items listed in the job description but after talking to the candidate you find out that they have little or no experience with that area. This is disappointing. I think it is important for resumes to be truthful.
- Start dates and end dates for positions need to be accurate and consistent and in chronological order. Each position should have the month and year of start and end as opposed to "summer 2007".
- students resumes should be one page, they have limited experience, it does not need to be three pages long.
- student should be afraid to put some form of information about High School and previous job history.
- Students need to follow application instructions. If the description states "no phone calls please" they should not call. If it requires a cover letter, they need to submit it. They also need to pay close attention to the application deadline and understand that if they miss the deadline they will not be considered.
- They need to be easy to read quickly and highlight skills and successes as much as tasks completed.
- They should be professional looking and be proof-read for content and grammar.
- They're much better than cover letters.
• Very important to keep it short and to the point. When trying to go over multiple resumes a day I just don’t have time for 2 full or 3 pages!
• We are an application environment. Applicants need to spend time making the same points in an application that they do on the resume.
• We don’t put a lot of emphasis on resumes since we are looking mainly for part time non-medical caregivers to work with the elderly. We want people who are good with the elderly.
• We get many applicants for a very limited number of internship positions every semester. Applicants who have clear, concise, specific, correctly-edited resumes are usually the only applicants who get called for interviews.
• We require an online application rather than a resume. The above information-writing, spelling, not enough information, not relevant information-applies for our application process.
• We would love to see more
• White space is a good thing. List most relevant information first - as a recent graduate, your education is really your most relevant experience most likely. As you get some time under your belt, your experience will speak for itself. It is your job to convert your skills from one "place" to another to show relevance.

16. What types of interview questions do you predominately ask in a first round interview? Responses to “Other”:
• a set of screening General questions
• About skills, interests in the internship
• About their experiences, interests, and needs for accepting the position, as well as responses to scenarios
• All
• Any areas of resume I need further clarification and then after that, describe the position and talk casually with the person about their general qualifications and questions they have about the position.
• As well as case interviews for some positions
• As well as questions about what drew them to our organization and what they would like to get out of their experience here, and what they would uniquely contribute.
• Ask about skills, experiences, what courses taken.
• Basic interview questions - more generic
• Basic questions around their past experience, salary requirements, breaks in employment.
• Basic questions for everyone
• Basic technical proficiencies
• Behavioral-based outline/categories with improvised questions
• Can depend on position applied for. We have over 100 different position types.
• Combination of behavioral, skill-based, case, etc. structured questions.
• Competency Based
• Cultural fit questions. We want to make sure they will be comfortable in our environment.
• Culture based
• Customer service related questions
• Don't understand these options
• experience, availability, compensation
• First round: Technical questions by phone
• General career interest questions/best fit
• Generic: tell me about yourself, why do you want to work here, strengths/weaknesses, etc.
• Goals
• I am not sure what "case interview" means. I ask questions about past experience and skills the interviewee has acquired to determine if they are a good fit for the job. A couple of these may be considered "behavioral-based," because I ask how they feel about using animals in research, how they resolve conflicts with fellow coworkers or supervisors, and their experience working in groups in general. Most of these questions are written out beforehand, but some are improvised depending upon the answers of the candidates.
• I usually ask questions such as - greatest strengths -goals -any growth areas -what they want in a supervisor - how previous supervisors would describe them -how friends would describe them. -what do they like to do in spare time (shows if they like to do things with their hands, how social they are, etc.
I want a candidate to tell me what he will bring to our company and what she has done that would prove her to be a good candidate.

In the first (aka group) interview, we ask questions based on what their strengths/weaknesses are, what they look for in a supervisor, and scenario questions where applicants have to work together

job specific/skills questions

Just trying to see if they have the skills and experience we need.

making them aware of job requirements how interested are they in doing this work vs. desperate for a job

Motivation for the position

My first interviews are very information-based. I need to know the candidate understand and is interested in the position before moving forward. I will also throw in some questions based on their resume when appropriate.

Not sure what case interview questions are, but if we are interviewing a large group of candidates, we try to use about 80% similar questions with all applicants to have fair comparison material.

Our interviews for volunteers are laid-back as we are just finding out if both parties expectation will be met

Point to interest in the nonprofit sector

Pre-set opened ended questions on skills, philosophy, best projects and why, supervision needs.

Questions flow from the position description, student's educational/career objectives and their assessment of why they seek the position.

Questions on specific technical skills required for the job

Questions such as why the interest in our company, salary range, and I want them to walk me through their previous experience.

Review detailed work history of all positions

Scenario "what ifs"

skills questions, how they would handle a specific project assigned to them, past experience, what is their work style, are they a team worker, can they work well independently, how do they take direction from others

Skills/experience information is very important but leadership and teamwork may push one candidate past another one.

Some behavioral-based questions.

Some technically-based questions

Specific predetermined questions appropriate and related to job description

specifically about accomplishments

structured by individual to clarify questions from cover letter and resume

Structured consistent questions for all candidates.

Structured interview with regards to previous experience

Structured questions

Structured questions

Structured to the needs of the position.

technical

technical and skill experience

Technical competency

Technical competency and ability to function well in a team

Technical interests

Technical questions related to their discipline of study

Technical questions to ensure they have the base of knowledge needed.

technical skills and look for examples of innovation

Technical-based

Typically the first interview covers the information on the resume in a behavior based interview format.

We ask a number of questions we have developed, about their goals, skills, challenges they've faced, their interest in the position, things we can expect from them and that they can expect from us, as well as any questions they might have, etc.

We ask what they're looking for, and how their past experience would help them with the position at hand.

We do a very thorough preliminary phone interview and then the first personal interview is more based on what position we are hiring for, but we typically ask for samples of work and discuss that and otherwise do a generally unstructured first personal interview.
• We have one interview with tailored questions that the interviewees can review for 30-minutes before their interview
• We have some specific technical skills that are almost minimum requirements (e.g., computer programming, software design)
• We mix technical questions with questions that assess their personality and interests.
• We use a combination of the three- we start with a standard set of questions that incorporate both behavioral and case study questions, and typically follow up with unstructured/improvised questions.
• We use the Targeted Selection behavioral-based interview program.
• What do you know about the organization? What is your commitment to our mission? What conditions do you work under best? Tell me about a project that you worked on. Etc.
• What is the theme song of your life? (We are a record label, it shows if people can think on their toes and be creative.)

17. What types of interview questions do you predominately ask in a second round interview? Responses to “Other”:
• all
• and case studies
• And questions to get at the root at the kind of work they would be doing in the office and if they would be a good organizational fit.
• and/or case interview
• At the discretion of the supervisor
• Behavioral-based outline/categories with improvised questions
• career objectives, satisfactory work locations, willingness to develop broad base for future assignments.
• Classroom Observation
• Combination of behavioral based and improvised questions.
• Depending on the position, it could include an observation.
• depends on interviewer
• Depends on position applied for.
• Directed to specific job skills needed
• Do not have second round interviews
• During the second interview we don't ask questions. We expect the candidate to come with a list of questions. If they have no questions or poor questions, they do not proceed with us.-
• Experience related to job? Volunteer experience? Favorite and least favorite classes in school - why? Where do they see themselves in 5 years? Qualities they want in a supervisor? Are they a team player - special qualities they would bring to a team? What skill do they want to improve through this position?
• Follow-up on skills, experiences, and projects. Ask more in-depth questions.
• Further developed questions based on responses from the first round.
• Go more in depth - based on 1st interview
• Haven't developed yet.
• How did you achieve X or Y?
• I don't usually do 2nd interviews.
• I rarely do second round interviews. If I do, I ask more detailed questions about their research skills, as well as questions about availability. These questions may help me decide between two candidates that seem equally qualified.
• If we have two interviews it is for two groups of people to meet the candidate, not to ask different types questions.
• I'm hiring interns here...they get one interview.
• In a second interview, we try to introduce the candidate to others in the company and get their feedback.
• In the final (aka phone) interview, we ask questions based on previous leadership experience in their job history and how they have overcome obstacles in a professional setting.
• In the second round we get to the technical and problem solving questions.
• job specific
• Knowledge of their interest, background and technical ability
• more in-depth with focus on job-specific duties
• More specific follow up questions related to the job duties
• My second interviews are all about the job and the skills required to successfully sustain the position. I don’t really care for BBI questions so I do my best to stray from using them in an interview.
• n/a
• n/a
• N/A, we do not have second round interviews.
• NA
• No second round interviews.
• Personal career goals, specific information for position.
• Please see above.
• Questions that are pertinent to the position they have applied for and are interviewing for.
• Questions to determine depth of understanding in degree field
• Same
• Scenario based questions
• Second interview not needed
• Second round: Assessment Center  Third Round: Behavior-based interview
• Specific job related skill sets
• Specifics about their work that is similar to what they’ll do with us.
• Structured but improvised based on individual candidate's background/experience
• Structured consistent questions with improvised questions relating to a candidate’s specific work/school experience.
• Structured in more detail.
• Team activities - projects
• technical
• Technical and behavioral
• The 2nd interview is normally to verify that initial technical information that we were provided, and to measure an applicant's ability to work effectively within our organization.
• This is usually very technical.
• Typically don’t have second interviews.
• Typically, for student positions, we only have one round of interviews.
• Usually don’t have 2nd interview unless for internships
• Very specific position related questions based on the phone and first personal interview. Largely designed to address concerns we may have or areas we feel we do not know much about.  The third round is usually the final and we usually create a pressure cooker type interview to see how well the candidate can think on their feet, retain and process information on their feet.
• We ask the candidates about teaching style, attitudes toward tam work, sample of classroom management and organizational skills.
• We do not conduct second interviews
• We don't typically conduct second-round interviews.
• We only do one round.
• we use a 3 part 2nd interview--computer skills, presentation, and traditional team with set questions
• We use a single round to select
• We want to know what questions does the candidate have?
• why do they feel this position is a good fit for them, how they would handle a specific problem, Describe a problem they have had in the past and how they handled it,
• Working interview - see if they like us and we like them

18. What does your organization’s interviewing process entail? (Full list of responses to “Other”):
• 2nd rounds on the campus the candidates will be working at.
• 45-60 minute presentation given by the applicant
• After passing phone interview, in-person interview with me first and then with other naturalist staff.
• Applications are stored electronically for “key” words.
• background check
• brief skill assessment for new grads
• Candidate Alignment Forms
• Candidates must complete a business plan
• Communicate via email
• Depending on the particular position, we may ask them to complete some type of relevant pre-employment testing such as writing a business letter, editing/proofreading a business letter, etc.
• depends on the demand of the position and time available for both parties.
• Different assessments could be evaluated, based on position; case study using MS Excel and Access for specific business analyst positions.
• E mail interviewing
• Each candidate has to have a phone interview with the site coordinator before they are selected. While on campus, I can meet with students and take interested candidates out to lunch.
• Each Job function is different in their interview process.
• Evidence of writing abilities such as a paper or project
• face to face interviews
• For our volunteer/internship positions, we often do not do formal interviews with the applicants. Instead, we read over applications, determine where they best can be placed in our organization and meet with the applicant to discuss whether or not this seems like a good fit. Thus far, we have not "turned away" any volunteers/interns from our organization, but, instead, try to figure out some capacity to include them in our work or suggest (if the area they are interested in is full), that we will contact them once there is an opening.
• Getting a "feel" for whether this candidate is the right person for the job.
• Grammar test
• Group discussion, practice teaching, and regular, in-person interviews with multiple staff members.
• I usually meet the student for coffee someplace for an informal interview. Their supervisor may want a formal interview. Otherwise, if their background is cleared (references and criminal) - we do an orientation.
• In-office interviews
• Interviews are by phone only if candidates cannot come to the office. Normally there is only one interview; however sometimes there is a second interview.
• Interviews with multiple staff and ultimately the company president. Portfolio required for design applicants.
• Job Trial
• Lunch or dinner for senior positions only.
• Not all of these methods are used with all positions.
• Not for all but we do assign special projects as part of the interview in our Marketing and Advertising departments and for Sales positions we often take them out to lunch or dinner.
• occasional technical assessments
• off campus interviews
• on site information sessions, organization and class presentations.
• Other (please specify)
• Panel discussion and personal interview by background investigator
• Personnel appearance, an individual should appear as a professional if they desire to become a professional in their field. When going to the career fair individuals resumes are separated by good first impressions and bad first impressions. Those with good first impressions are more likely to be pursued for positions.
• Physical performance test
• possibly multiple interviews
• Presentation
• presentation on a topic of their choice with our interview team and other members of organization as audience (we evaluate public speaking and multi-media skills)
• Review of writing samples, if applicable to position.
• Samples of previous software projects if available
• sometimes several interviews are needed at site.
• submitted past work, examples of writing, design, etc.
• Teachers actually teach a brief 20-30 minute lesson.
• Typically, I do interviews off site
• We also send a series of response questions via email before inviting individuals for interviews, to better narrow down the prospective field.
• We always conduct group interviews with youth and ask the candidate to engage a group of youth in a teambuilding activity. This gives us a glance at the applicant’s leadership style and comfort level with youth.
• We ask them to give us actual examples of their work that’s similar to the work we need them to do. Since our job is working on websites, we want to see websites they’ve worked on, and be able to explain what they did. It doesn’t matter if they did the work on the job, in school, or on their own.
• We have a 1st and 2nd round interview for all candidates. we have a presentation for instructor positions.
• We have an integrity interview first that applicant must meet or exceed certain pre-determined standards in regards to financial history, criminal history, family history and drug and alcohol use history. If the applicant passes this interview a 4 person panel interview is conducted with behavioral and scenario type questions.
• We have applicants apply online at the AmeriCorps website. When we are alerted they've applied, we send them a link to complete an online info session (which requires reading about our program and watching our program DVD both on their own time). Then, we schedule a group interview to monitor working styles. Finally, a phone interview is scheduled and the offer is made or not made.
• We have multi-faceted hiring processes that include written, oral, panel, and presentation oriented assessments. We also use PDI for supervisory and managerial assessments for certain positions. We also have some positions that require physical exams, drug testing, psychological assessments, and intensive background checks.
• We plan to add on-campus activities in the near future (info sessions, interviews)
• We start with a phone conversation and set up a one on one interview. We can make a lot of judgments on both.
• We typically like to meet in person, but this can be difficult due to our northern location. It is hard to judge personality over the phone.
• Working interview for a couple hours
• Writing samples for communication positions; portfolios for Graphic Design; very position specific
• Writing skills.

23. In your opinion, what are the three biggest interviewing mistakes of entry-level candidates? Responses to “Other”:
• Answering a specific question concisely.
• answers don’t go deep enough and reflect enthusiasm for teaching
• Candidates don’t elaborate on experiences listed within their resume. They assume the interview committee has all reviewed their resume in detail and understands their experiences, which is not always the case. This should not be assumed. Also when asked if there is anything else they would like us to know to consider them...many just answer "no" or "I think I've told you everything". This is an opportunity to "sell" yourself. Use this to your advantage.
• Candidates need to come with SOMETHING to ask me...even if it's just a few questions, there are always things you need to be asking the person who is interviewing you. If you don't have questions, that's a big flag for me.
• Candidates who don't talk! This is your chance to sell YOU! Give concrete examples of past situations, etc.
• Carlson students are consistently better prepared than any other college's graduates.
• Cell phone going off in the interview
• confidence
• confidence level: too high or too low
• Confidence, confidence, confidence! The interview provides me with an opportunity to get to know the candidate and their personality should shine through; I'm not going to hire a hesitant, unsure individual when I could hire someone with a vibrant personality and who obviously knows themselves very well and is not phased by any question put to them.
• Did not interview any students.
• Do not bring a cell phone to the interview.
• Eye contact
• Handshake is equated with self-confidence.
• I am a regional recruiter. We have a designated Hiring manager and several designated hiring representatives for several departments who do the actual hiring. We handle about 10,000-12,000 applications each year.
• I don't think there are any!
I look for enthusiasm, if I don't see it, the candidate is not even an option.
I would say that thank you notes are very rare now, when I get one I note it. I really appreciate a hand written thank you note. They are such a great tool and I am very surprised that we don't receive very many anymore. I have also experienced that interviewers need to focus on answering the question that was asked.
If a candidate can't arrive on time, can't dress appropriately (business casual) and doesn't send a thank you, I am left to wonder what other basics they do not know or are unwilling to do. Some of the other items are smaller misses that are OK with a new graduate.
Inability to show us what they know and can do.
It's very difficult to choose only three mistakes. All of the things listed are important and can make or break the interview.
lack of "wow." --The interview is the applicant's chance to sell him/herself. Where's the wow?
Lack of company research
Lack of confidence.
lack of practice with behavior-based questions
lack of research on the specific job - do they really know what they will be doing.
low confidence or creativity
Many candidates re-schedule their interviews; sometimes more than once, at which point we pull the offer to interview.
Need to provide specific examples of experiences that relate to the interview questions.
No questions asked
None of the above. Would list turn off cell phone.
not actually answering the question that was posed.
Not asking any questions.
Not engaging in the interview.
Not enough specific examples given to demonstrate their skills for behavioral based questions
Not getting a good night's rest beforehand.
Not giving accurate phone number and/or not returning phone calls. Oh, and having really inappropriate messages on their phones.
Not having looked at the web site or reviewed the position description are the two items that eliminate more candidates than anything else. It is the "homework" most overlooked and is nearly unforgiveable in our company.
Not to say these are common, but I am not impressed if the candidate does not have these qualities.
Over Confidence
overconfidence
Poor questions asked or NO questions asked. This also ties to the lack of company research. There seems to be little preparation done for interviews (not specifically a student-only issue).
Rambling
Rarely do candidates ask questions which show their interest and/or knowledge of the company and its needs.
Sounding disinterested or don't remember who you are after you've identified yourself
Students are always asking the "canned" questions - would like to be able to see them take information garnered from the interviews and take that a step further and translate into questions.
Talk too long or off-topic when answering a question. Must be concise.
There seems to be a loss of business acumen. I think there should be some training/education for entry-level candidates on the generations issues in the workplace. There needs to be awareness and give and take on both sides with the various values at work. Entry-level employees need to expect some rules and formalities that they may not be accustomed to, just as employers need to be aware of the need for flexibility and informality at times.
They've been very well prepared.
Unable to convey technical skills; Poor answers
Usually students are well prepared. They are nervous and haven't practiced out the ums, likes... when they answer questions. With experience that will come.
28. What is your favorite Interview question to ask?

- What makes you stand out from others?
- All behavioral interview questions to get at specific examples of work the students have done either in class, as part of a job, internship or other experience.
- Why do you want to teach for Joy Academy
- Why are you here?
- What their goals are.
- What type of career do you see yourself in?
- Where do you want to be in 3-5 years
- Why are you interested in this job?
- Any Situational question
- How would you describe your strengths; give an example of their use.
- What would be your dream job -- it is amazing how many people answer with a job totally unrelated to the job they for which they are applying.
- What are you looking to get out of this internship?
- What do you consider your greatest accomplishment?
- Why are you interested in this position?
- What makes you the best candidate for this position?
- What do you see yourself doing in 5 years?
- How would you bring your field of study to life for a student in the classroom?
- Why do you want to work here?
- What is the one thing you would like me to remember about you when I am evaluating other candidates? What is the question you have been waiting for me to ask during this interview and what is your answer?
- Why should I offer you a position?
- Tell me about a time that you had to get someone to do something even though you didn't authority over them.
- Why do you want to be a part of CHAT?
- What type of work environment do you thrive in?
- What they would do given certain specific situations they may encounter on the job
- Why do you want this job?
- What would others you have worked with / you say are your weaknesses?
- How would your friends and family describe you if you were not in the room
- What are you looking for in a job?
- Why (x) major? Why did you apply for this position?
- What would your past supervisors say you could improve at?
- What is your opinion of declaws.
- a role play
- Where do you want to be in five years, career-wise? How will this job help you get there?
- What about this job and our company interests you and why
- Tell me about your best job; tell me about your worst job. Why were they your best / worst.
- What do you hope to be doing in five years with your career?
- When asked to describe the “ultimate” position for you, what would you say?
- If you could have any three wishes what would they be?
- How do you keep current with trends in your field?
- why are you interested in sales? tell us what our company does?
- Tell me about the mistake that you have made on the job that cost you the most. What did you learn about yourself as a result?
- Tell me about your most successful sale.
- Why should we hire you as opposed to the other candidates?
- What interests you in a career with Zirous or in the specific position?
- Tell me why you are interested in this position?
- If you were to choose a magazine cover to be on, which would it be and why?
- Describe a complex situation in which you had to learn a lot quickly. How did you go about learning and how successful were the outcomes.
- What are your three major strengths to offer your employer?
- Describe a time when you had to take direction from multiple people? What were the challenges?
- At the end of your career/life, how will you determine whether you have been successful?
- Describe your ideal workplace setting.
- Please give me an example of how you dealt with a kid who was misbehaving. This usually produces some funny stories.
- If you could be a superhero, who would you be and what power would you have?
- What is the title of the position you wish for?
- Real-time, embedded software questions
- Why do other employees want to work with you?
- What is your ideal position?
- What is the toughest group that you’ve ever had to get cooperation from? What were the obstacles? How did you handle the situation? What were the reactions of the group members? What was the outcome?
- What do you want to do with your degree? How does it fit with our company?
- What to you consider your ideal position looks like?
- Tell me about your ideal position
- What do you know about GE Security?
- Why would you like to work here?
- Why are you interested in working at NWA?
- Describe a time at when you created or found a solution to a problem at work and who you chose to take action on it. How was your solution receive by others?
- What is your favorite color?
- Case based specific to the tour of the facility to check if they were paying attention.
- Ask about their greatest accomplishment. Student answers are very revealing in terms of what they value.
- Why they are interested in this position?
- why did it take you 5 years to finish your degree?
- Why are you the best candidate for this position?
- Where do you see yourself in 1 year? 5 years?
- What research they have done on our company and why they are interested.
- Where do you see yourself in 10 years?
- Describe the feedback you have received from others you have worked with (previous supervisors and coworkers). Please include both strengths and developmental opportunities.
- Why do you want to work in a remote area like Yellowstone?
- How do you see this internship fitting into your career goals?
- If you could be any type of animal, which would you be and why?
- Why are you applying for a job with us?
- Intern related experiences
- n/a
- Describe your background and how you believe that it will be beneficial for this position.
- Of course this depends on the type of internship, i.e. sports, lifestyle, etc. Give me an example of a story where you had to use many strong sources and how many different types of media would you use?
- "What is your Roe V. Wade story, specifically what does Roe mean to you?"
- If you identify a task that needs completing outside of your scope of work, what would you do about it?
- Describe a conflict you encountered and how you resolved it.
- Give me an example of a time you used a personally effective technique to encourage team members to contribute their talents to the team's function or goal. What did you do? What was the result?
- Tell me about your thesis research in terms I can understand... What was the main objective, what were the outcomes; and how is this relevant to the food industry?
- What motivates and demotivates you in a job?
- What would you like to be doing in 5 years (or what do you see yourself doing in 5 years)?
- Describe your ideal manager/supervisor.
- How to respond to a very challenging situation.
- Tell me about the projects you've worked on and what your role was.
- Tell me about your previous work experience and how you feel it prepares you for this position?
- Why do you want to work for Target?
- Give an example of a time when you had to deal with a stressful situation. Explain how you handled it and what you could have done to make it less stressful.
- What are you excited to be here today?
- What are some characteristics of a great boss? It can be someone you have worked with in the past or your ideal.
- If you were in ____ situation (describe a possible job scenario while working with a client), how would you address ________.
- Why are you interested in being a ___ for the Improve Group? - this is my favorite question for any interview. It lets me know how much the candidate knows about the Improve Group and what aspects of the position description they feel most qualified for.
- What do you hope to gain from this internship experience?
- Hypothetical analytical questions - shows ability to think on their feet, logic/reasoning skills, dealing with pressure.
- What are you hoping to get out of the position that you choose to accept and what can you offer that company in return?
- You've scheduled a meeting with a client who was self referred for the first time, upon arriving it is pretty clear the client isn't doing as well as he claimed on the phone. How would you handle/structure the meeting?
- How can you help this organization achieve the mission from day one?
- What causes you stress and how do you deal with it?
- What would you do with an unexpected day off?
- If all candidates were equally qualified, what would tip the scale in your favor?
- What is your personal experience with a non-profit?
- Have you ever been in a situation where you had to stand your ground on a decision you made? Tell me about it.
- why they are interested in working for our company, or in the field
- What is it that they know about Farmers Insurance Group?
- What would one thing that your closest friends from high school say about you that is most impressive?
- N/A
- Describe their education and work experiences
- where do you see yourself in five years
- What is the toughest thing you have ever done?
- Where do you see yourself in 5 years?
- On a scale of 1 to 10, where do place yourself in terms of your understanding of mental health issues. What would it take for you to become a 10?
- How do you deal with stressful situations?
- Why are you the best candidate for this job?
- What's their 5-year plan.
- Why do you want to work in public accounting? (If they even know what a CPA firm does.)
- Can you tell me about a time when you had a disagreement with a superior, how did you approach it?
- What gets them up in the morning
- Why are you interested in this position.
- Tell me about a project that you really enjoyed working on.
• You are the only person in the department. You are completing a project that is past due. The phone rings and a resident comes to the counter. What do you do and why?
• Describe a specific situation where your co-worker performed exemplary customer services. What did the co-worker do that so impressed you?
• Why do you want this job?
• What is your connection to the Great Lakes?
• Tell me about your career goals in the next 2 to 5 years
• What do you see yourself doing in 5 years?
• We all come to work with our day carefully planned out, but occasionally unplanned things happen that completely disrupt those plans. Tell us about a time that this happened to you.
• Describe your most difficult assignment where persistency paid off.
• What is/was your course of study in College/University
• Tell me about a recent mistake you have made at work?
• What made you interested in this position?
• Give me a summary of what you think a financial advisor does
• Why do you want this job?
• What is the greatest strength you would offer Larsen?
• If you could be given any three wishes, what would they be?
• What are your long term goals?
• What are their strengths
• I ask them what their background is and what their goals for their future are.
• Why do you want to work for the MN Twins?
• Where do you see yourself in 5 years? Why does this job interest you?
• Why do you want this internship?
• Please describe a situation where you were required to make a decision on the fly and what was the outcome?
• What motivates them.
• What is your experience in this field.
• Describe a situation where another person had a positive influence on you.
• What is your proudest accomplishment? Tell me about a time when you delivered exceptional customer service.
• When managing a project, how do you take it from the start to the finish?
• I like to ask them about time management / multi-tasking as it pertains to their class work and extracurricular activities.
• Tell me about a time you've done something extra special at work, something that made a difference in someone's life - above and beyond your normal job duties.
• What software projects did you work on in the past?
• What do you want to be doing in 3 or 4 years? How would having this position help you get there?
• Describe a time when you had to juggle several tasks at one time and how you prioritized your work.
• Describe a time when you made a mistake at work? How did you deal with this situation and what was the outcome?
• What interest them in the position and company?
• Tell me why we should hire you for this position?
• Why did you pick your major and career objectives.
• In what ways do you think you could make a contribution to our company?
• A behavioral question about conflict or confrontation.
• Dependability
• What excites you every day when you get up?
• Tell me something about yourself? the response will show the character of the candidate.
• What are you hoping to learn/achieve in this internship?
• What do they hope to gain from volunteering (internship).
• Tell me about a time that a supervisor really pushed you or challenged you on an assignment.
• Could you tell me about a project you worked on where you were able to best utilize your skills and abilities?
• Where do you see yourself in 5 years?
• What do you like most about pharmacy
• Why are you interested in Dunwoody?
• Describe yourself in three words.
• Why should we hire applicant x and not you?
• Why do you want to work here?
• Why are you the best person for this position?
• What seems more important, precision or speed? Why? (asked in research lab setting)
• What would be the most challenging thing about working at The Children’s Farm and what would be the most exciting piece?
• What do you hope to get from this experience with our company
• What attracts you to a company like John Deere?
• Questions regarding team-work
• Why they chose the university program they are seeking internships or positions in.
• Why did you apply for this job?
• Describe the person who has been the greatest challenge to get along with on the job.
• What were you like in high school?
• Situational- give me an example when...
• How do you react to being underutilized?
• Tell me about your experience with outdoor education.
• Each of us has special gifts and talents. Tell me about yours.
• what would you like to be doing 3 years from now
• Are you a team player?
• Why are you interested in our company?
• To date - no interviews w/ UoFM students
• Too often we get through an interview and the candidate never mentions their internship; even when prompted.
• Because we use behavioral questions, I can't think of one specific question.
• Tell me about the computer program you wrote or project you worked on that you consider your personal best. Why did you like doing it? Did you receive any compliments? Have you received these same compliments on other programs you write?
• "Tell me about yourself" and "Tell me your greatest strength and weakness"
• What is the difference between a commercial net and gross lease after explaining it to them in the final interview and allowing them to ask questions and take notes. This helps me determine if the person is a thinker and able to process new information and relate it back.
• What is the most common misconception people have about you?
• Detailed experience
• What about our position caused you to want to apply with our company?
• If you were an ingredient in a salad, what would you be and why? :)
• Describe a situation when you worked on a team to accomplish a goal and the goal changed.
• Why are you interested in the field and what are your aspirations.
• What is the most challenging task or project you have been asked to complete? Why and how did you approach the project or task to make sure you succeeded despite the challenge?
• Why did you choose the major you did?
• What is your philosophy of public health and the role of the nurse in public health?
• Explain a web development project you worked on and what your role was.
• Could you please tell me about yourself?
• Which 3 or 4 adjectives would you use to describe.
• Questions about specific experience relating to the job duties
• What are your career goals?
• What skill or asset do you think you bring to Children's Dental Services?
• How would your former supervisors/co-workers describe you and your work habits?
• Why are you the best candidate for this position
• give example of when you have worked on a project as a part of a team, and what was your role in the team.
• What was the last book you read and why?
• Tell me about how your coursework applies to the position you are applying for?
• Describe for me your work or past experience working on a team?
• Tell me how you would handle a specific problem situation
• Tell me about a time when you failed at a work experience and how you handled it.
• Don't want to give it away!
• Tell me what you know about Life Time Fitness.
• What is the theme song to your life?
• Where do you see yourself in three to five years?
• Why choose our organization as an employer?
• Why are you our best candidate for this job? Or Is there anything else you would like to add that would show us your qualifications for this position?
• Tell me about our products
• What have you enjoyed most and liked least about the work you have done?
• What do you need to improve upon?
• What is a bad situation you've had at a job and how did you handle it?
• For sales: What draws you to a career in sales and what attributes prepare you for success in sales?
• To discuss their experience and its relation to our business.
• Why do you want to work here?
• Why are you interested in this position?
• Why should I hire you?
• How would you handle a situation in a manufacturing facility that you were uncomfortable with? For example, the facility may be hot, unsafe, odorous, etc.
• Why should we give you this position instead of the other candidates?
• Tell me about your first job.
• What would your current supervisor say are your strengths and areas needing to be worked on?
• Behavior based questions about working independently and with others.
• What would you do over?
• What is it about x that you decided to go into this field?
• Can you please describe to me some of your faults?
• If this were a daily newspaper, and I asked you to get me a story by 5 p.m., where would you go to find a story?
  - If you started an entrepreneurial project, what would it be? - What successes make you most proud? - What is a big challenge that you have faced?
• I don't have a favorite
• Why are you interested in this position?
• Strengths/Weaknesses
• What is your favorite children's author/book?
• Describe the amount of structure, feedback and direction you need in order to excel
• Tell me about your educational experiences with children.
• What do you hope to learn or gain from your experience with Partners for Violence Prevention?
• Why are you the right person for this position? What will you bring to the table?
• Questions regarding real life experience - eg. Tell me about a time when you had to diffuse a situation with a group of students
• We are interested in their comfort level in working with the elderly.
• Tell us what you consider to be your 3 greatest accomplishments.
• I ask them about their past employment and why they left, did they give notice.
• I have no favorite question.
• Why are you interested in this position?
• Don't know
• On a day to day basis what do you think you would be doing in your first job?
• Why did you choose Civil Engineering as your major?
• If hired, what particular skill will you bring to this position that will benefit this organization?
• Tell me about your background and why you want to work here.
• tell me about a time you had difficulty with team member or co-worker
• I have particular scenario questions to help get an idea of the interviewee’s problem solving skills and personality.
• Describe a challenging team project worked on that did not turn out well; their role on the team, how handled the final grade, etc. Describe the same as above that turned out well, etc.
• Where do you see yourself in five years?
• What can the city do for you if we hire you?
• What types of recognition do you like the best, and What is the best way for you to learn something? - these give me a lot of insight into how they “tick” as a person.
• What is your definition of success? Give me an example of a time you were successful.
• I believe that a person’s interests outside of the work environment tells a fair amount about their work ethic. Therefore the question is: When you are not at work, what is your favorite playtime activity?
• What is your favorite wild animal?
• Where do you see yourself in five years?
• If you were on a baseball team which position would you play and why?
• Why are you interested in working at Allina Hospitals & Clinics?
• How will this position benefit you and how will you benefit the organization, if hired?
• Tell me about your proudest moment or greatest accomplishment
• What is your priority for setting the environment in your classroom the first week of school?
• something direct, like: I’m working on _____ project and running in to _______ problem/issue, what would you do to solve it? How would you organize your work schedule to accomplish that? in response, I don't want a super obvious answer, because we already tried that…. I want something over the top that logistically we couldn’t probably do, but shows that they understand our goals and are willing to get creative.
• Where do you want to be in 5 years...
• What would your ideal work environment be?
• Why are you here today?
• Why should someone care about your graduate research?
• What do you feel distinguishes you from other candidates for this position?
• Why do you want to work at The Emily Program?
• Tell me about a group project that you worked on. What was your role? How did your team accomplish the task?
• N/A
• Why do you want to work for Wal-Mart?
• Who is your favorite comedian, actor or musician? Why?
• What would your friends state is your best quality and a quality you could improve on.
• Why do they think you are best qualified for the job? Why should you be given this internship
• What two or three things are you looking for in your new position/new company?
• Why are you interested in this company and this position?
• Where do you see yourself in 5 years. It’s always a good indicator of a person’s goals.
• tell me about something extraordinary that you have done?
• How do you feel your career objectives can benefit our company's goals?
• "Why Project Legos?"
• What kind of strengths would you bring to the job?
• If they could "create" a job, what would it be.
• How would you practically apply what you've learned in a classroom setting to a real life work environment?
• Why should Alliant hire you?
• What motivates you?
• 60,000 ft question regarding our organization
• I hand them a pen and ask them to sell it to me.
• What's important to you in an employer?
• What are 3 things that their previous/current supervisor may have to say about him/her.
• Tell me how you structured your day yesterday.
• Tell me something interesting about yourself that is not on your resume.
• How did your previous research experience prepare you for this position?
• Why are you interested in a sales position?
• Why do you want to teach at our school?
• We just created a new interview question list so haven't had a chance to rate.
• To describe two strengths and two weaknesses
• Tell me about your agriculture/natural resources background.
• What are your long term goals?
• If you can only show me one example that best represents all that you are, what would you show me and why?
• What is your major and what do you want to do when you graduate?
• Examples of leadership in a team setting.
• I ask the student to describe software they use and how they use it.
• Why would you be a good fit in this position?
• in one word what is your strength and one word what is your weakness... and why should I hire you?
• Why are you interested in this particular position?
• Think of a difficulty they had on a job and tell me what they did about it.
• Tell us what you know about the BioBusiness Alliance of Minnesota.
• Tell me about the experience that you have, that applies to this position
• Why do you want to work for our company?
• Behavior-based questions related to position requirements
• where do you see yourself in 5 years and how are you going to get there
• What motivates you to be an engineer?
• I always ask where they think our industry is going.
• What do you want to learn from us?
• Tell me about a group project you worked on. What your contribution? What challenges did you encounter?
• Where do you want to be in 5 years?
• Why are you the best candidate for the job? If the candidate can't sell herself to me, I'm going to have a hard time selling her to the Sr. Management. Be prepared to talk about yourself and why you should be hired.
• Why do you want to come work for Rembrandt Enterprises?
• What do you do with your spare time?
• What would you like to gain from this experience?
• Tell me about the most diverse group or team that you've been a part of. What made the group/team diverse. What issues, if any, did you encounter?
• Tell us about yourself
• Favorite and least favorite employer? Why?
• Why do you want to work for us?
• Tell me about a time when you worked in a group and what was your role?
• How do you define professionalism?
• Describe for me when you have learned from a mistake you made.
• Why do you want to work at GAO?
• Tell me about yourself.
• Why do you want to work here?
• Why they are interested in interviewing with our company.
• tell me about a time in which you had to build a good working relationship with another classmate in order to accomplish a project/task. What steps did you take to build that relationship? (Interpersonal Skills)
• Tell me about a situation where you made a commitment to someone or something but you were faced with a difficult time keeping your commitment. What did you do and why?
• Tell me about a time when you were not honest.
• What are your career goals/objectives?
• Describe a decision you made or a situation that you would have handled differently if you had to do it over again. What did you learn, how you would do it differently and why.
• What was the favorite activity you were involved in during your university experience and why?
• Where would you like to be in five years? Twenty?
• Talk about a project they completed that went above and beyond the professor's expectation.
• What is the one thing you hope to take away from this internship/job?
• I personally like them to articulate their background, academic and work experience. It helps me understand their strengths and what things they are interested in and how well they are able to present themselves. Knowing their interest/aspirations also allows me to best match the strong candidate with our available openings.

• Storytelling questions. i.e. Describe a situation where you did not get along with a coworker and tell me you handled it...
  - What do you want to be when you grow up?
  - What are the three things on your wish list you seek most in a new job?
  - What makes you stand out above all the other new graduates?
  - Behavioral type questions, to see if they have common sense and problem resolution skills.
  - Explain a situation where a project did not go as planned and how did you resolve the situation?
  - What did you like most and least about your last (or current) job?
  - What do you want to be when you grow up?
  - If we were to hire you, what risks might we by taking?
  - What is the most interesting or exciting element of this position for you?
  - Tell me about how your previous experiences have prepared you to assist our company with its current needs.
  - What motivates you to go to work?
  - What have they learned about our company prior to the interview, and how did that impact their decision to apply for a position with us.
  - What can you tell me about our company?
  - Tell me about a time when........
  - What are you good at?
  - What are your long term career goals and what process do you intend to utilized to achieve those goals?
  - Varies depending on job
  - "What do you consider to be your biggest weakness(es)?"
  - Why Chamilia?
  - Tell me about a time when you went above and beyond what the job/task called for...
  - What has been your most difficult decision in the last 6 months?
  - Why are you interested in an opportunity with Seagate
  - where do you see yourself 5 years from now?
  - Where they see themselves five or ten years from now?
  - What skills do you have to offer that would bring an exciting and positive experience to the children you would be teaching?
  - How do you measure success at your current job?
  - what 3 things do you want me to remember about you today?

29. What specific interview question(s) are typically the most challenging for students to answer?
• "Tell me about yourself." "Why do you want to work for this organization?"
• "What do you consider to be your biggest weakness(es)?"
• Please describe a time when you have fulfilled the role of a leader and what you might have done differently to be a more successful leader.
• Explaining a low GPA (much under 3.5 is hard to hire) 2. Walking me through a specific project or program they did. 3. Tell me about a time you had a conflict with your boss. How did you handle it? What was the outcome? What do you think of that boss now?
• Why should we hire you? 2. What are your strengths and weaknesses?
• a problem in their work history; how did they resolve that issue
• A question that requires them an answer other than yes or no.
• Above, strengths and weaknesses, how they plan to achieve their goals.
• Almost any basic behavioral interview question where they are asked to describe a situation in which they showed a specific skill or characteristic. Students don't typically choose an appropriate situation or they are unable to describe the situation in an organized manner.
• An example might be: Tell me how you process information and make decisions?
• any open ended question or those without a specific correct answer
• Any question involving giving specific examples.
• Any question involving past experiences.
• Any questions asking the candidate to identify their weaknesses.
• Any questions that require "outside of the box" thinking and/or are not within the normal routine of interview questions.
• Any specific questions we ask about something specific we do at our organization (but that you can find easily on our website if you have looked at our website).
• Any time they have to talk about negatives or mistakes that they made.
• Anything that they can't read off their own resume
• Anything to do with the work world
• apply your previous work experience to this job.
• Are you familiar with the Natural Resources Conservation Service?
• Ask about greatest strengths as well as opportunities for improvement/weaknesses. Students seem to have a lot of difficulty in presenting a weakness -- you can tell they don't want to give an answer that would be too incriminating so they often give answers that are less than genuine.
• behav
• Behavior based questions related to work experiences. They need to learn how to provide an answer that meets our need regardless of their amount of work experience. For example: Describe experience working with others on school projects or time they needed to work out a conflict on student team if they don't have a coworker experience to discuss.
• Behavior Based questions when specific examples are asked for.
• Behavioral - need help with drawing on project work, internships
• Behavioral based questions are tricky for students to answer. They tend to spend a lot of time coming up with an answer- most likely they are thinking too hard.
• Behavioral based questions that require a specific example - not what they would do.
• Behavioral based questions.
• Behavioral based questions.
• Behavioral Based, I would think because they don't have a lot of experience to come up with a real life example.
• Behavioral based...Tell me about a time when
• Behavioral based/giving answers that offer specific examples
• behavioral questions related to past experiences
• Behavioral!
• Behavior-based questions specific to challenges they have faced.
• Behavioral Based
• BEI
• being able to present challenges in a positive light
• Brand new teachers are often enthusiastic about group work or projects they have worked on as they student taught. Those are skills that take a lot of time to teach a group of young students and thus let interviewer's know the candidate did not accomplish the foundation for the projects. We want more basic information about instructional skills and examples.
• Can or would you be willing to relocate
• Can you give me an example where you have failed?
• Can you give me examples of one you've acted as a leader?
• Can't think of any.
• Case-scenario questions, e.g., "What would you do in the following situation...?"
• Character questions
• conflict management
• Conflicts
• Connect your experience to the position
• Define personal success and how it pertains to you. What are you looking for in an entry level job?
• Define strengths and areas for improvement
• Describe a difficult work situation/project and how you overcame it. (anything where they have to "describe" or "tell me about...")
• Describe a failure.
• Describe a flaw you have
• Describe a situation / problem that challenges your engineering skills.
• Describe a situation from a previous job where you made a mistake (had an accident, lost a piece of equipment, forgot to write down some data, etc) or had a conflict with a coworker or supervisor. Then describe how you dealt with the situation.
• Describe a situation in which you were very uncomfortable.
• Describe a situation where you encountered or experienced conflict, either professionally or personally, and how you handled it.
• Describe a situation where you have had to....
• Describe a time at work or school when you have had to overcome cultural barriers. What did you do? How do you feel this benefits you today?
• Describe a time during any job you’ve held in which you were faced with problems or stresses which tested your coping skills. What did you do? or What strengths and weaknesses do you bring to this job?
• Describe a time when you chose a low-/no-risk option over one with higher risk. How did you rule out the option with a higher risk? How did it turn out?
• Describe an economic justification you have had to make and what factors you considered while making that justification.
• Describe an ethical dilemma you have faced and how you addressed/resolved it.
• Describe for me when you work working on a project and you realized you needed different or additional resources. What did you do?
• Describe SPMI and how it affects everyday life of a person with SPMI
• Describe your ideal work environment.
• Do you ever make excuses on why you cannot get the job done?
• Do you have any questions about our organization?
• Do you have any questions?
• Do you know where Stillwater is located?
• Do you know your schedule for next semester?
• Experience related.
• Explain what challenges you can foresee for the selected candidate for our open position?
• Future goals
• Futurist - where do you see yourself in 5 years, what other educational opportunities do you see yourself participating in within the next 5 years, etc.
• Give me an example of ...
• Give me an example of a project where team work was essential to its success...
• Give me an example of a time when you .... (handled a conflict, took leadership, etc.)
• Give me an example of a time when you performed your work in a way that exceeded all expectations. How did you execute the work, what was the outcome, what was the reward.
• Give me an example of a time when you were not an effective team member. (Teamwork)
• Give me an example of a time you solved a tough problem & the approach you used to solve it. Have you ever been in a situation where you had to stand your ground on a decision you made? Tell me about it.
• Give me an example of a time you stood up for something you believed in, but wasn't the most popular position.
• Give me an example of a time you’ve gone above and beyond expectations.
• Give me an example of........
• give me an example when....
• Give me some examples of behavior issues in the classroom you would expect to see and how you would handle them.
• Give us an example of ....
• Giving examples of things they’ve done that can relate to the position they’re applying for when they aren’t a direct match.
• Giving specific examples when asked a behavioral question.
• Have you done any research on our company? Do you have any knowledge of pagination or the production process of a magazine? What are your worst qualities?
• hot seat question where they must make a judgment call and give an option
• How are they a good citizen?
• How are you better than other candidates?
• How do you define doing a good job? What do you think distinguishes a good job performance?
• How do you handle repetitive or mundane tasks?
• How do you handle situations where you are overwhelmed? Tell me about a time you....most behavior questions in general
• How do you plan to achieve your career goals here?
• How do you respond to adversity?
• How do you see Restart, Inc. fitting in with your goals for the future
• How do you see this internship contributing to your overall career goals?
• How do you think your past experience has prepared you for this internship.
• How does this position & this company fit into your long term career goals?
• How has your education/experiences/skills prepared you for this position? Give an example of being a team leader. Give an example of a time when you had to deal with conflict while working with someone on a project/job. How would you handle conflict in the workplace?
• How their current skills will relate to the job they are interviewing for and want they want to do (they don’t seem to know yet)
• how they would deal with a trying work relationship
• How they would handle certain circumstances
• How to solve (actual or hypothetical) issues with real-time, embedded software systems.
• How well they can work alone or unsupervised.
• How will your education help our company?
• How will your past experience help you be successful in this position?
• How will your skills help this company?
• How would kids describe you? What would you say is your biggest challenge?
• How would you deal with youth who pose discipline or behavioral issues?
• How would you handle children when their pet is being euthanized?
• How would you handle this situation? (scenarios)
• How would you handle this situation? i.e. You identified a diseased tree for removal and the homeowner claims it is not their property.
• How would you solve conflicts with colleagues?
• I can’t think of one—depends on the candidate.
• I find that it’s difficult for college students to answer in a behavioral fashion (Tell me about a specific time when...) and not situationally (this is how I would handle that situation). Probably b/c they don’t have the breadth of experience to draw an example from.
• If hired, for what can we count on from you without fail?
• If I were ask one of your friends, what would they tell me is one of your strengths? area for improvement?
• If they have experience any challenges with their experience in the field
• If we were to hire you, what risks might we by taking?
• If you could pick one thing about yourself and change it, what would it be?
• If you were a type of car, what would it be and why?
• If your supervisor was unhappy with a job you performed, what was it and how did you handle it, and what was the outcome?
• International students often don’t have websites they’ve worked on available to show us, or the work they did was complex programming, and they can’t show us the low level coding we need.
• Knowledge/background of our company.
• Many Younger Students don’t have much work history for they get stuck there.
• multiple specific example questions
• n/a
• N/A
• n/a
• N/A
• name two of your weaknesses
• None
• Not sure.
• Oddly enough, when I ask them to tell me a little bit about themselves, they seem to get uptight. I usually have to drag things out of them. It's an interview, I'm trying to find out a little bit about them. I know it's a bit intimidating, but it's the broadcasting industry. I always appreciate a little bravado.
• on the job questions
• Ones about their experience with diverse students.
• Ones that require a specific example of a situation they have faced - stress, time management etc
• Ones that require them to glean from their own experiences and outcomes.
• Ones they have spent time preparing for.
• Open ended questions about themselves, their passions, what they want, etc..
• Open-ended behavioral questions. i.e. Tell me about a time when...
• Past applicable experience
• Product specific questions.
• Provide an example of a team project and your role in that team.
• Questions about Ethical dilemmas and how they handled...
• questions about team work/group roles
• Questions based on their past experience.
• Questions dealing with employee supervision and conflict management
• Questions involving what the candidate is bringing to the table; what does the company stand to gain by hiring this particular person.
• questions regarding career objectives and questions about our organization
• Questions regarding personal growth or improvement areas and questions regarding poor performance times. For example, Tell me about a time when you were notified your performance was not meeting the standard. What did you do about it? Students typically dance around the question and answer with "I always meet the standard." Almost always this is not true. What students do not realize is this question is not trying to find fault, it is trying to have the applicant demonstrate growth.
• Questions regarding routing and fuel costs - Finance students usually give a Marketing answer.
• questions regarding teamwork.
• Questions related to showing teamwork skills
• Questions related to the overall picture of engineering design and business in general.
• Questions relating to work experience that is relevant to the position that they are requesting consideration. This is especially true for new instructional staff.
• questions that are intentionally vague.
• Questions that ask for specific examples of situation where....
• Questions that ask them to give an example and an outcome of a specific situation.
• Questions that ask them to transfer past experiences into skills they have learned or classroom experience into skills that will help them on the job.
• questions that force them to identify their areas of weakness and how they have addressed these
• Questions that inquire about how they would handle a given situation
• related class projects to the professional, on the job status.
• Role playing examples.
• same
• Same as above.
• Same as above.
• Same as question 36. Many students don't do their homeowner on the company ahead of time.
• Same.
• Scenario questions
• Scenarios
• See #36
• see above
• See above Career goals Why do you think you are a good fit for this type of position.
• see above. also -- name something you have invented or created from scratch.
• See above. Most interviewees are ill-prepared to talk about themselves without feeling arrogant.
• Share with me a time when you had to sell a new idea to a group or person who preferred to keep things as they were.
• Share with me a time you and a co-worker had a conflict and how you worked through it?
• Situation questions
• Situational question regarding correctional settings
• Situational question--related to ethics
• Situational questions that they don't have direct experience in. It is usually difficult for students to relate their transferable skills when they are not directly correlated with the questions. They also fail to take the time to think about their answers so most of the time they forget very important elements.
• Situational questions which can often be answered best by those with more life experiences
• Situational questions. It seems like they always worry they will give the wrong answer.
• Situational. Given this real life situation how would you respond (using your experience, knowledge and intuition).
• Situations that were challenging but had a positive end result and what roles they played.
• situational- with recent grads- their experiences in a work environment seem limited.
• Some of our technical questions are tough for them to answer because we're not looking for a "right" answer, but more for the thought process used.
• Some students seem to struggle explaining what they covered in a given course. I'd recommend that if you are going to list courses covered, you then should be able to talk about that course and what you learned in that course.
• specific challenges that they have faced in the workplace or working with previous clients
• Specific developmental learning questions related to working with children.
• Strengths and weaknesses
• strengths and weaknesses. They don't want to brag about themselves nor disclose a weakness.
• Students typically have a hard time answering behavioral based interview questions with a specific answer. They tend to generalize their experiences instead of choosing an exact experience that happened.
• Students typically have difficulties with the more complex behavioral-based questions (e.g. Tell me about a time you promised more than you could deliver.).
• Surprisingly on my last interviews at the U of M with Computer Science students, most of the students were stumped by the following question: "Could you tell me about the best software program you have ever written." The answers were very weak and I was very disappointed that Computer Science students had not written software programs they were proud of and could discuss easily.
• Team related questions. How they handled a difficult situation.
• Technical
• Technical and situational.
• Technical interview questions
• Technical ones, some times. Behavioral ones some times.
• Tell me about a conflict/problem...
• Tell me about a time that you had to take responsibility for a mistake that you made.
• Tell me about a time when you had to work with someone who was difficult to get along with.
• Tell me about a time when you improved a process or a project?
• Tell me about a time when you were the leader of a team, and how you accomplished success.
• Tell me about a time...
• Tell me about the last time a customer or colleague made an excessive or unreasonable demand of you. What was the situation, what did you do, why did you do this, and what were the results?
• Tell me about the mistake that you have made on the job that cost you the most. What did you learn about yourself as a result?
• Tell me about the projects you've worked on and what your role was.
• Tell me about your experience with...
• Tell me about your future plans?
• Tell me about your most successful sale.
Tell me about yourself
Tell me about yourself
Tell me about yourself.
Tell me about yourself. They just generally take it to one extreme or the next. Either too much or too little - too cold or too personal. This should be the most confident answer of the entire interview and that is what I expect.

Tell me about yourself?
Tell me why you feel you should be selected for this position?
Tell us a time when you provided exceptional customer service.
Tell us about a problem you did not solve on the first try. And others related to how they approach a problem.
Tell us about a time that you wanted to quit something because it was hard. What kept you going?
Tell us about yourself
Tell us what you know about the city of New Hope.
that same question, the answers are often vague
The above
the above question
The hypothetical "what if" questions
The improvised, small-talk questions. I believe it throws them off guard and they are trying to figure out what we are really after. In reality we just want to get to know them.
The most difficult questions for students to answer pertain to their level of experience. While many undergraduates lack hands on job experience, they have vast field and classroom experience but lack the ability to articulate it.
The net and gross lease question mentioned above. It makes them think on their feet and takes them out of their comfort zone.
The old stand-by -- what are your weaknesses or areas you wish to improve.
The one in #36 because they're afraid to say anything negative about themselves.
The questions that are more creative focused.
The same question as my favorite question to ask.
Their long-term career goals.
They have a hard time giving specific examples of the things they have done. Students should add what their role in the project was as well as what the outcome was.
They have problems with any question about themselves, "What makes you well suited for this job?" "Tell me what you bring to this position?"
This depends on the candidate.
Those that ask them to relate a problem situation from past work experiences to a skill they used to solve that problem.
Through your education, volunteer, job experiences so far, what have you learned about yourself in terms of what is satisfying to you and what is difficult for you?
trying to find a parallel example in their past experiences to what the job requires
Understanding what our company does
What skills, strength and/or personal characteristics do you possess that will enable you to be an effective intern?
We ask students to tell us about a crisis situation that they had to deal with recently. About 50% of interviewees will talk about a "personal" crisis rather than something that highlights their skills in helping others or managing urgent situations effectively.
Weakness questions
Weaknesses
What appeals to you about working at UnitedHealth Group?
What are some mistakes you have made and how did you resolve them?
What are strengths/weaknesses? *I hate this question.
What are the biggest things that you struggle with?
What are their developmental opportunities.
What are their weaknesses and what have they done to fix them.
What are you career goals for the next few years?
- What are you goals and what do you see yourself doing in five years?
- What are you greatest strengths? What can you improve upon?
- What are you hoping to learn/achieve in this internship?
- What are you looking for in a company culture? What makes it fun to come to work every day?
- What are you looking for in your position? What other possibilities are you considering and how do you feel about them?
- What are you passionate about?
- What are your accomplishments?
- What are your career goals in 5 years?
- What are your career goals/objectives?
- What are your greatest work related strengths and weaknesses?
- What are your long term goals?
- What are your short-term and long-term career goals?
- What are your strengths and weaknesses?
- What are your strengths?
- What are your weak points?
- What are your weaknesses - what have you done to improve in those areas
- What are your weaknesses and how do you deal with them?
- What are your weaknesses?
- What are your weaknesses? Tell me about a time when you had to overcome a difficult situation?
- What are your weaknesses? What can you do/are you doing to improve them?
- What are your weaknesses? What challenges would you face in this position?
- What are your work/career goals? Immediate? Long term?
- What areas could you improve upon (in relation to job skills)?
- What areas they believe they may need to improve in.
- What benefits can they bring to the organization. Where do they see themselves in 3 years.
- What can you bring to this position that someone else may not?
- What can you contribute to our small firm?
- What can you offer that makes you the best candidate for this position?
- What causes you stress and how do you deal with it?
- What concerns do you have about filling this position? What do you expect to be a challenge? - I sometimes get very good responses but other times the candidate is clearly uncomfortable answering or doesn't know how to.
- What do they like to do in 3-5 years down the road and how will this job help them get there
- What do you believe government oversight work entails?
- What do you consider to be your greatest weakness?
- What do you feel are your strengths and weaknesses?
- What do you feel your weaknesses are?
- What do you hope to get from this experience
- What do you know about our organization.
- What do you see yourself doing in 5 years?
- What do you see yourself doing in 5 years?
- What do you want from your career, beyond money?
- What interests you about this job position?
- What interests you most about working for Larsen?
- What is it about this position or opportunity that interests you? This is an opportunity for the candidates to really articulate their knowledge of the organization and why they believe they would be an asset and most often I'm disappointed in the response to this question.
- What is it that they know about Farmers Insurance Group?
- What is it that you want to do.
- What is progressive education? What are the developmental characteristics of students in the xxx grade?
- What is something you feel you need to work on/what are your weaknesses?
- What is the area where they have the most room for improvement? What has been their greatest accomplishment either in career or in school?
• What is the most difficult situation you have faced and how did you handle it; Anything you want to tell me about that I did not ask
• What is your approach to decision making?
• What is your biggest flaw?
• What is your greatest weakness?
• What is your ideal position?
• What is your most successful project and why?
• What keeps you motivated on the job?
• What kind of computer do you have at home? Why should Novaspect hire you? What was your least favorite class and why?
• What kind of problem solver are you? Some of us jump in and start pulling strings to work it out, others step back and take it all in. Explain your style with an example.
• What makes you stand out from others? What are your 3 biggest strengths? What are your 3 biggest accomplishments?
• What motivates you.
• What motivates you?
• What questions do you have for me?
• What real world experience do you have?
• What scares you about this position
• What sets you apart from other candidates. OR... Tell us why we should hire you over the other candidates.
• What special qualifications would you bring to this position that would make us choose you for the job?
• What specific experiences have you had that qualify you for this position? (They usually give a vague answer, rather than noting specifics)
• What specific interview question(s) are typically the most challenging for students to answer?
• What they need to improve on.
• What they want do in a position. The actual tasks.
• What they want to do in a position, if they do not have internship experiences in their field they cannot answer the question.
• What they would do given certain specific situations they may encounter on the job
• What three words best describe you? What questions do you have for us (see “poor questions asked to employer”)
• What type of supervision do you like/need to receive?
• What type of work/field interests you the most.
• What will you bring to the business to make it more viable?
• What would they improve about themselves.
• What would you do in a particular challenging situation
• What would you like to be doing in 5 years (or what do you see yourself doing in 5 years)?
• What would your previous supervisor say about you What are qualities that are not positive about you
• When managing a project, how do you take it from the start to the finish?
• Where do they see themselves in 5 years?
• Where do you see yourself a few years from now?
• Where do you see yourself in 10 years
• Where do you see yourself in 10 years? What atmosphere would be ideal for your work environment?
• where do you see yourself in 5 years.
• Where do you see yourself in 5 years?
• Where do you see yourself in 5 years?
• Where do you see yourself in 5 years?
• Where do you see yourself in 5 years? What area or skill do you want to improve upon in this job?
• Where do you see yourself in the next 5 years? What can you bring to this company and this position?
• Where they see themselves doing in the future?
• Where they see themselves working in the next 5 years?
• Where they want to be in 3-5 years
• Where you see yourself in 3-5 years career or goal-wise.
• Why are you here? Give me an example of a complex problem and an example of how you solved it?
• Why are you interested in XYZ company? How does your background apply to this position?
• Why are you the best candidate for this job?
• Why Chamilia?
• Why choose our organization as an employer?
• Why did you apply for this position? (generic response) Why Medtronic?
• Why did you leave your last position?
• Why do you think you might be best qualified for this role?
• Why do you want this job?
• Why do you want this job?
• Why do you want this job? Candidates typically show little knowledge of our magazine and what the job might entail.
• Why do you want to come work for Rembrandt Enterprises?
• Why do you want to teach for Joy Academy?
• Why do you want to work for us? Often met with a vague answer or some sort of general answer that tells me nothing about them or why we should work together.
• Why do you want to work for us?
• Why do you want to work here in the public sector?
• Why do you want to work here?
• Why do you want to work with Partners for Violence Prevention?
• Why should Ihire you?
• Why should I hire YOU for this job?
• Why should I hire you?
• Why should I hire you?
• Why should I offer you a position?
• Why shouldn’t we hire you?
• Why they want to work for our company.
• Why would you be a good fit for this position?
• Your long term goal
• You’ve scheduled a meeting with a client who was self referred for the first time, upon arriving it is pretty clear the client isn’t doing as well as he claimed on the phone. How would you handle/structure the meeting?

30. Additional Comments on Interviewing?
• 4th biggest interviewing mistake is a poor handshake - the floppy hand thing shake is not good.
• A big turn off. When I call to set up an interview, many students want to schedule the interview a week or more away. I am impressed by the candidate who say’s "I can be there today or tomorrow.
• Act interested in the company and the specifics of the job.
• Additional comments on interviewing?
• After technical skills, I look for interpersonal skills, like the ability to work effectively in a team or ability to influence other people.
• All of our questions are competency-based and will tie directly to the position for which the candidate is being interviewed.
• All of the students took time to research our company. That was very nice to see.
• Always be prepared to ask questions of the company/interviewer.
• An excellent interview demonstrates analytical ability.
• Answers should address the question. Short & precise is better than long-winded and general.
• As an HR professional, I focus a lot of personality and fit with the company. It is the manager that will focus on skills and knowledge. Remember to ask questions.
• Be as specific as possible and answer the question don’t dance around it.
• Be on time, be modestly dressed, talk about 1/2 the time, keep answers less than 2 minutes, know something about our firm, ask us inquisitive questions about us - help us to believe you really want to work for us.
• Be prepared to discuss the company, and the industry of the company you are pursuing.
• Be prepared to work in a job that will be salaried, which means that you don't get paid for every hour that you work and don't expect pay for everything extra that you will be asked to do. Use the experience of the work to learn and grow.
• Be prepared with SPECIFIC examples, not "That happens every day..." I want to know what happened, when it happened, who was involved, and what they personally did to in that example/situation.
• Be prepared; be confident; be on time; be professional. Success is assured.
• Be professional. First impressions are hard to change.
• Be sure to look at the person doing the interview and not around the room and never have your cell phone on. I actually have had a candidate answer their cell phone during my interview.
• Build confidence with competency.
• Candidates need to express their strong desire to learn and enthusiasm for the job
• Candidates should be prepared in advance to ask questions for all those interviewing them.
• confidence is a plus
• Don't assume your resume tells your story. The resume gets you the interview. It's your interview that gets you the job. Make sure you cover and share all your experiences.
• Don't be afraid to share an area you want to improve upon. I hire interns and I want someone who has a good skill and knowledge set but also someone who will grow in the position and it will be a good opportunity for them.
• During the interview I am about 10% concerned about actual content of the answers to questions and 90% concerned about personality and style. I more or less am expecting fairly standard answers that will paint the applicant in a good light. I just use the questions as a way to start the conversation so I can get to what I really want to know: The applicant's ability to communicate a thought clearly and professionally, their personality, and how well I think they will fit into the culture of our company. I usually can determine qualifications from the resume and cover letter; the interview helps me get a feel for the more subjective details. Don't be afraid to be comfortable to express your style (in a professional manner) during the interview. Remember that the interview goes both ways. The employer wants to know if the applicant is a good fit and the applicant should want to do the same. It's better to find out in the interview if it's not the right fit than to find out 6 months into the job.
• Encourage students to respond sincerely and honestly, and not just say what they think the interviewer wants to hear. Interviewer is trying to determine if candidate will fit into company culture; if candidate hides their true self, they may be miserable in the company if hired.
• entry level candidates generally don't have experiences or examples to share or discuss so it can be difficult to help them through the process
• Eye contact often is lacking.
• EYE CONTACT!!!
• Focus on what you can do for the client, not vice versa.
• Giving them an opportunity to participate in mock interviews would be most helpful -- maybe requiring this in one of their classes would make sure this happened. I think it would help them to be more prepared for an interview.
• I always do two interviews. You always see something different the second time.
• I am seeing an increasing pattern of crude language/phrasing and inappropriate attire.
• I am sorry, I have not interviewed UofM students lately because we are two and one-half hours west of the Twin Cities and have not recruited from the U. Nevertheless, I participated because I intend to try to develop internships and co-op relationships.
• I don't get too far when they discover where Stillwater is located?
• I find it interesting that some students can't answer the questions - Please give me your top three strengths. Then ask them for their top weaknesses. The ones who are not prepared stumble on these. Most don't even try turning their weaknesses into positives either.
• I have not personally interviewed University of Minnesota candidates. I hope that my input is still helpful.
• I have noticed that students do not seem to be engaged during the interview. Students who take notes and ask me questions about the position stand out.
• I have to coach my team to not fill in the gaps; let candidate figure out what they want to say, rather than "helping" with answers; the most valuable information will come after a pause that might feel uncomfortable; it is important to let students know that we are willing to listen
• I like students who have gathered information on my agency so can ask intelligent questions.
• I think a good interviewee will be themselves in an interview without losing a professional demeanor. Being very professional throughout the interview process is key.
• I think a lot of applicants have difficulty with two part questions.
• I typically have to explain behavioral based interviewing, and usually have to interrupt once or twice to ask for a specific example.
• I usually conduct part of the interview in Spanish if a student has indicated language skills - this gets some folks in trouble
• If their appearance relates to showing originality (i.e. piercing) we are less likely to consider that as a detrimental choice as opposed to if they are dressed way too casual - that may speak of defiance to what is expected
• If you change your mind about the position and wish to cancel the interview, please inform the employer. I have been "stood up" by a handful of U of M students.
• In my experience people do best in interviews if they can relax and be themselves. I value a sense of humor in candidates.
• Interviewees who are timid and lack confidence don't make it very far in the hiring process.
• Interviewers make allowances for nervousness. But a candidate who does not communicate well (professional attitude, good grammar) will not be hired.
• It is helpful to compare candidates comfort level in doing in person interviews.
• It would be helpful if applicants knew why interviewers ask the questions they do. In other words, interviewers want to hear that applicants are responsible, reliable individuals who get along with others. We are also interested in applicants with a strong work ethic, etc. Very often these personal attributes are more important than specific knowledge or experience.
• Looking the interviewer in the eye while talking is always a good idea. Be genuine...don't worry about being "perfect".
• Make sure students can give answers that relate to them 'alone' not a 'group' of people. i.e. I was involved, not, we were involved.
• Many of the questions on this page unfortunately do not apply to our interview process since we are not formally hiring people.
• Most candidates fail to ask good questions about the job/organization. I learn a lot from what people ask me.
• No
• No
• no
• NO
• No
• No
• Please advise students on appropriate dress for interviews (no short skirts or short shirts, flip-flops, jeans, heavy perfume/cologne or makeup, gum chewing, smoking right before an interview (you can always smell it on them), etc.
• Practice makes you a better interviewer / interviewee.
• Practice, practice, practice. it's just like dating
• Practice is required.
• Prepare!!!
• Relax
• Research the company you are interviewing with prior to an interview - how do you see yourself fitting into the company? Why would/should we hire you?
• Showing enthusiasm and excitement about themselves and the job they are applying for. show confidence, however, not to the point where they say they can handle everything perfectly
• Some of them just don't know better and bash previously employers or managers - which I consider a no no.
• Speak to past experience, not to future hopes (unless asked)
• Student workers we have interviewed recently have interviewed better than most permanent positions we have done over the last few years. I've been very impressed with the level of interview skills, pose and attitude.
• Students are much more relaxed when I meet them in a coffee shop than if I'd have them come into the office. However, it still is an interview.
• Students generally are prompt and articulate.
• Students need to be taught more about follow-up, thank you letters, and good eye contact.
• Students often use unprofessional language or slang in an interview. When thinking, we would rather they say nothing than "um".
• Students should be able to tell me what they have done to show they can do the job at hand.
• Students shouldn’t be afraid to pause for a moment if they need to think about a question (just don’t pause TOO long!); also, they should always be prepared to summarize their "pitch" about themselves at the end, and they should ALWAYS have a question or two prepared for the interviewer.
• Students with advanced degrees provide more concrete responses than do undergrads.
• Tell me about other interests you are excited about.
• The questions a student asks can really set them apart. We had one marginal applicant shoot to the near top with her questions.
• The student should do research on the company & ask good follow-up questions.
• There is no reason to be nervous or unconfident. You would not have gotten the interview if you were not qualified for the position. Be excited and enthusiastic during the interview. Ask questions about the job and the daily tasks.
• They have difficulty articulating their experience.
• We are looking for "fit" as much as we are looking for skills. We get a good idea of the candidates' skills from a well-written resume and cover letter.
• When I am conducting interviews, it is most important that I find the "right" personality. Experience is less important.
• Young the person the more likely they will say no during the interview. No matter the age of the candidate, they need to be able to spin that question—whether it is a skill or duty. Just because you work a job not in your field, it doesn’t make you not have soft skills or knowledge. Pull from your experiences to answer questions.

38. Any additional comments on portfolios?
• "Portfolio's" in the radio field usually mean "demo CD's" so I've answered the above questions to reflect that. I've had students come in with superior skills but never presented a demo when interviewing. If you have a demo, you should always use it. Even if it’s not spectacular, it shows you have at least some experience and creativity which is what this industry is all about.
• Any format would be valuable. The trend seems to be communication via computer, so electronic might be easier.
• Candidates need the ability needed to share strengths and weaknesses.
• Choose your best work, which may not be your most "fun" work. Keep photos (for photojournalist) appropriate for a professional workplace. Present writing samples that are both published and unpublished examples of your work. Keep these to a minimum length. Graphic Arts should be modern, creative, "edgy" but not socially inappropriate — i.e. evil, cultish, or racially motivated.
• don't need them
• Either format - electronic or hard copy works. :)
• Either is fine. The electronic offers the candidate an opportunity to follow-up the interview with more information, possibly focused on our needs.
• Electronic portfolios can be cumbersome if the files are not organized properly or technical issues arise. The best method is to see a hard copy so you can also get a sense on the candidates attention to detail in putting the portfolio together and their presentation skills.
• Employers are always evaluating the risks involved with hiring any applicant. Portfolios provide proof that the applicant can do what they claim and can alleviate an employer's concerns about the applicants abilities.
• For marketing positions, writing samples are absolutely necessary and should not all be press releases.
• For most of our positions, I would not want to see a portfolio. It can be nice to see for the Technical Writer positions and Marketing positions we have.
• For us portfolios need to consist of video projects completed during school.
• Generally, they help more than hurt an applicant.
• Hard copy brought to interview, e-copy sent with resume.
• Have not come across many...
• I don’t believe this is something that would be useful in our field.
• I have never seen the need for a portfolio.
I have not had any UofM students present a portfolio in an interview, however I am well versed on the subject and would welcome the opportunity to do a session for your students on what to include in a portfolio and its importance in the job search process.

I have only experienced a portfolio presented by engineering students...no others from the U of M.

I have received portfolios from almost every other college that we hire from and zero from the University of Minnesota.

I haven’t had this happen, but it would have to be well-prepared and relevant to the job.

I really don’t ask to see portfolios or do much with the ones that have been shown to me.

I see resumes, not portfolios. I am not sure what you are talking about here...

I think the online portfolios are great and it almost provides more information than they might be able to put into a binder. I personally think interviewers should be very open to looking at online portfolios.

I think they are most effective with artists and educators when they are examples of work

I think this may be a little over the top for this job.

I think this would be a great advantage for a student to have.

If no portfolio is available, then what did the student do at the U of M?

If relevant, bring a hard copy of the work examples or portfolio to the job interview and leave an electronic copy behind. For very creative positions, candidates should provide a link to their online portfolio with their application submission.

If they have a portfolio relevant to the position it wouldn’t hurt to bring it to the interview.

If you will be presenting a portfolio or project, make sure to point out what you did specifically. Many of the portfolios or business plans I’m seeing are from a group or team. So it makes me wonder what the candidate contributed on an individual level.

In the application process, a portfolio could be sent electronically but if they brought a portfolio with them to the interview, it should be a hard copy.

It is nice to see them first electronically before a candidate is interviewed, and then have the candidate present the hard-copy portfolio in the interview.

It is not necessary for volunteer opportunities although I can see the importance of having examples of your work when applying to jobs, I have a portfolio.

It's great and shows me their creativity and/or ability to work on a variety of projects

Just having a portfolio would help a candidate stand out from others. This conveys a willingness to prepare and dedicate oneself to a project and to support the information presented on a resume.

Keep it simple but highlight what makes you unique. I always interviewed with portfolios and when I was hired, my managers said that was part of the reason why. I always encourage my interns to create them but many don’t.....it isn’t a requirement.

Make sure that the portfolio is relevant to the position

N/A to this position

need to articulate what they did beyond "the teacher assigned it"

No

no

No

No interest in reviewing portfolios

Nope

Not as important for the 1st interview on campus where there are time constraints versus a site visit interview at a later date.

Not required or requested by our company

Not too relevant to our types of positions.

Portfolios are best sent with initial resume...

Portfolios are not particularly applicable for the positions in our company. If a candidate went on at length about their portfolio when we tried to move on to other topics, that would be seen as a negative.

Portfolios only relevant for certain positions within the organization

Practice with the materials and have items organized well.

Range is key, I have seen some that the work it too specific that you are unable to see the range of the presenters talent.
• rarely applicable in my field
• Rarely do students bring portfolios in. I'm surprised, because I had one when I was looking for a job 5 years ago. I think they feel that if they send in the required two clips, that's all we want to see. It'd be nice if they'd brag a bit more maybe?
• Showing a portfolio would depend on the job. If it is applicable, show it. May not be relevant until a second interview when the student understands the job. Also, should ask interviewer if they would like to see item in portfolio, not assume.
• Since we hire for web skills, we need to see web work.
• Some supervisors want to see samples before they decide to accept a candidate or not.
• take out ANY THING non-industry related
• The portfolio is critical to design positions!
• The portfolio that had negative impact had typos and errors on what appeared to be major projects. This only happened in one case.
• These questions do not really apply to the type of position I offer.
• They really don't apply to the jobs I recruit for.
• This depends heavy on the position and manager.
• This doesn't relate to our field or at least not in the way we evaluate potential employees.
• This may be valuable for graduate candidates for our marketing positions and it could help us to make an effective decision. However, I'm not seeing portfolios from many experienced candidates for these positions, so I'm not sure it's essential.
• To be effective portfolios should address all three types of learners.
• We are not keen on Portfolio's as they can be hard to trace for accuracy and can be changed for each individual position.
• We ask all candidates to submit a writing sample with their cover letter and resume. So they are typically presented prior to interview but sometimes during as well. We often consider the intelligence of the writing sample when deciding who to interview in the first place.
• We do ask for writing skills, but rarely a portfolio
• We had a situation where a candidate assumed we'd be able to access her online portfolio. We were unable to. It gave the impression that she was unprepared.
• We look at writing samples, and I am constantly amazed at how poorly they are proofed before being given to us.
• We usually do not have time to review at time of interview.
• What would a portfolio be? Obviously I understand a graphic artists portfolio but I am unfamiliar with a business portfolio, for instance.
• While I don't do a substantial amount of interviews I do like to see portfolios. In my former position as an university instructor I found our students to have a much higher degree of success achieving their preferred job when using a portfolio vs. those who did not.
• With a Legal Assistant a portfolio was the deal breaker between a person with 1 year of experience (they presented) and a person with 5 years of experience. It was proof that they knew and had the computer skills we needed. It also showed that they created correct and legal documents as well as professional presentations.
• You need to define what you mean by "portfolio." It can mean different things in different settings.

39. What etiquette blunders are students typically making during their job search?
• Do not follow-up immediately  2. Set an interview date too far in the future
• A follow-up e-mail or phone call is good; not many.
• Appear to be too good for an intern position.
• asking for the salary right away.
• Being pushy, demanding or rude when inquiring about job openings.
• Being uninformed on a specific hiring process.
• calling me the wrong name or connecting me with the wrong company
• Completing on line applications - required to be a candidate within our company.
• Depends on the person.
• Disregarding a job description that states "No phone calls please." Trying to negotiate pay for an unpaid internship.
• Don’t email or call more than once. Most of our positions take a good month from post to offer.
• Dropping out after the interview. Criminal background checks are very expensive and we don't have the budget to absorb the cost. As of 2009 we will be charging people who drop out for their background check.
• Email follow up
• Failure to send hand written thank you note after the interview.
• follow up is usually good
• Having parents make the initial contact
• I had both and both are equally disappointing.
• I have an awesome opportunity for the correct candidate, and I cannot even get anyone to apply?
• I have not had this experience, but a colleague at another university said that they check whether students have written about the employer or interview on their personal blog.
• I would expect 2 emails to inquire about available positions and maybe a call after they send their resume.
• If a company has told a student that they will get back to them, stop calling them.
• If you have an interview, ask recruiter if it's okay to call to check on your status or if they will contact you one way or another. In most cases, a recruiter will get so many responses that they don't have time to take phone calls from everyone.
• Inappropriate incoming phone messages (when I have called to do a phone interview with a candidate and had to leave a message on their cell phone)
• Incomplete thoughts and ideas in resume/application materials.
• Lack of effort to apply for the job. I send the offer for a good summer job year after year to you and don't get applicants. Other schools I get many applicants.
• Lack of sending a follow-up letter or Thank You note.
• Lack of thank-you note
• My instructions in a "help-wanted" ad are very specific: no phone calls, submit cover letter and resume via email. It really irks me to receive phone calls about the position when I clearly said "no phone calls"
• N/A
• No problems. They're very patient when it takes a long time for us to decide.
• non response to inquiry
• none
• none
• None
• none
• None of these
• None that I've noticed
• None, I don't mind students calling back.
• Not aware of any
• Not knowing where the company is located and how it will fit in their schedule.
• Not making resume or cover letter specific to job and / or company.
• Not reading the job description for appropriate directions
• Not returning phone calls
• Not sending thank you letters after the interview.
• One thing students need to keep in mind is that the recruiting staff will not forget about the candidates they are interested in. An abundance of phone calls or emails to inquire on the status can end up having a negative impact.
• Personally, the more follow-up the better. I feel it’s my responsibility to have more follow-up with the candidate than vice versa.
• Poor answers to the interview questions.
• Poor interpersonal skills in interview.
• Sending requested credentials.
• Sharing too much info. about themselves and their job search.
• situation is fine
• Sloppy communication, casual rather than professional attitude.
• Sometimes I receive a resume because someone saw my e-mail somewhere with a note, for your review—I don't have time to review resumes when I don't know what the person is interested in.
• Specificity of career goals
• Students today rely way too much on electronic media. For instance, they prefer to respond to a job through Gold Pass which is incredibly impersonal. When they do respond, they send no letter, even though the ad tells them who to contact for the position. This medium is personality based. Taking the easy way out by applying electronically to an ad does not show me how badly one wants the job. I will hire a person who takes the time to either send me a personal letter via snail mail over a person who sends a generic email, or even worse, sends me an email with a link to their "demo." Yeah, I have time to surf the web all day listening to demos. Make me listen to your demo. Send me something that I can hold in my hand. Don't send me an email that I can easily delete.
• There doesn't seem to be a happy medium. A single follow up call or email to show interest is great. Weekly follow up is overbearing.
• They do not keep track of the jobs they have applied for, and consequently do not remember who I am or what project I work for when I call (happens infrequently).
• They should not give out much personal information during an interview. NEVER mention your spouse or date.
• This does not apply to 'one' recruiter. This happens when students just send their uncustomized resume to every job opportunity they find.
• Too aggressive right after the interview ... asking if we will make them an offer
• Too much follow-up is not a problem
• Using "friendly" language in e-mails and sending a resume more than once are the most common blunders I've encountered.
• Using poor grammar in written and/or verbal communications with the recruiter.
• We hire marketing and advertising grads. You'd think they'd be gung-ho trying to get a job. It's actually the opposite. I find them to be aloof even if they're interested in the job.
• We never have had any issues with U of M students.
• When called after receiving resume, taking a few days to return the call.
• Write a thank you note.
• you want people to be proactive but if we are interested we will be in contact with you, ok to follow up once, after that don't do it

44. Additional comments on job searching?
• If the candidate does well on our assessment and interview process despite the above, it will not impact our hiring decision.
• It depends on the position. For entry level positions, we look at internship, and work experience and skills. For more professional we look at the quality of coursework and professional interest related activities
• Not enough accounting graduates out there! 150 credit hours should be completed before they look for a job.
• The above listed items aren't as important or detrimental in my opinion as one's ability to present any situation to skills learned, applicability to a job, etc.
• We don't look at GPA, etc. but ask general questions about skills learned, interest areas, etc.
• we look at volunteer experience, community involvement, HOW the student paid for college, work experience, extracurricular activities
• We're really looking at previous experience - GPA, length of time in school, etc., really doesn't matter. If they have some experience, seem competent, and are nice and friendly, that's all we're looking for.