



CareerStreet

A Publication of the Macalester College Career Development Center
Vol. 3 - October 31, 2003

*"No one is useless in this world who lightens the burdens of another."
 Charles Dickens*



Hot Jobs . . .

Find details on these opportunities on our web site under [Grand Avenues](#).

**Strong Financial
 Menomonee Falls, WI
 Strong Start Specialist
 Deadline: 1/7/04**

Six-month training program with classroom training and hands-on work experience within a variety of business units in the financial services industry. Upon completion - placement in an area of the firm that will utilize your talents.

**SNAFU Designs, Inc.
 St. Paul, MN**

**Part Time Assistant
 Deadline: 11/06/03**

Local greeting card company - put together and ship orders. Flexible schedule, 5-12 hours per week, \$9.00/hr.

**Cima Labs
 Brooklyn Park, MN
 Associate Research Chemist
 Deadline: 12/09/03**

Develop data to support client filings of Chemistry sections of INDs and NDAs, develop and validate analytical methods, generation of stability data, validation and transfer of analytical methods to Quality Control.

**Winthrop & Weinstine
 Minneapolis, MN
 Marketing Intern/Part Time Associate**

Senior S.L.A.M. (Seeking Life After Macalester)

What Are the Possibilities?

Did you know that there are over 20,000 job titles in the U.S. alone? Many people choose career paths based on very limited knowledge regarding just a few of the career opportunities available to them. There are many ways to learn more about possible careers. Listed below are a few suggestions:

- Visit the CDC's Resource Library. The CDC has a large supply of books that include some of the latest publications on many careers.
- Talk to a Macalester Alum who is currently working in a career that interests you. Come into the CDC to fill-out an Alumni Networking Form.
- Use the many Web sites available to career searches located on the Internet. Here are some of our recommendations, but there many others:

[Career Development Center's Website](#)

Check out the new alphabetical index.

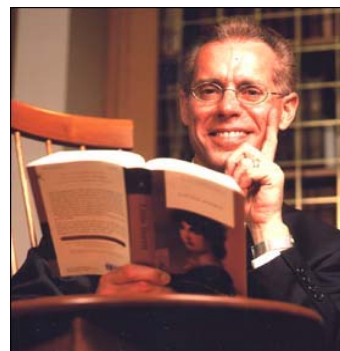
[Spotlight on Careers: Liberal Arts Resources](#)
[Career InfoNet](#)

Ninety-second video clips of occupations!

[Occupational Outlook Handbook Vault.com](#) - Connect through

<http://www.macalester.edu/cdc>. Call CDC for password information at x6384.

Macalester at Work by Liz Bartels, '04 CDC Student Staff



President Brian Rosenberg

President Rosenberg took time to meet with me and address some questions the CDC staff and I were interested in regarding his past employment, working at a liberal arts college, and the mysterious appeal of "food on a stick."

CDC: What did you envision yourself doing with your life upon entering college or as a child?

PR: I'm not sure that as a child I thought an awful lot about what I wanted to do with my career. I think at some point in high school, I got it into my head that I wanted to be a doctor. When I entered college my plan was to be pre-med, and probably major in biology; though I always had the dual interests of English and Biology. So it wasn't really surprising to me that I quickly decided I wanted to be an English major, and not a

Deadline: 12/30/03

Law firm. Work approx. 15 hr/wk. Update & edit to attorney and firm profiles, conduct Internet updates, handle requests for marketing materials, event support, research, maintain files and literature.

On-Campus Recruiting

[Analysis Group, Inc.](#)

Mon., Nov. 3
Deadline Call for Resume

[Dahlen, Berg & Company](#)

Tue., Nov. 4
Interviews

[National Outdoor Leadership School \(NOLS\) Program](#)

Mon., Nov. 10
Information Table
10 a.m.-1 p.m. - Campus Center

[Teach for America](#)

Nov. 18-19-20-21
Interviews

[United Parcel Service \(UPS\)](#)

Thu., Nov. 13
Information Table
11 a.m.-1 p.m. - Campus Center

Thu., Dec. 11
Information Table
11 a.m.-1 p.m. - Campus Center

[William Mitchell College of Law](#)

Tue., Nov. 6
Information Table
11 a.m.-1 p.m. - Campus Center

Upcoming CDC Events

Session 1: First Year Program "Now That You're Here, What the Heck Are You Going to Do for the Next Four Years?"

Wed., Nov. 5
5:30-7 p.m.
Old Main Room 10

Day of Medicine

Junior Jump-start

Are you **spooked** by the process of finding an internship for next semester or even next summer? Start checking out some of these sites for some amazing and cool opportunities!

- <http://www.getthatgig.com/>
- <http://www.backdoorjobs.com/>
- <http://ielnet.org/>
- <http://www.rsinternships.com/>
- <http://www.nassembly.org/>

Sophomore Syllabus



Don't miss the SOPHOMORE RETREAT February 13-14, 2004.

Take 24 hours to take care of yourself and be introspective about what is most important in your life. Begin to wrestle with the question, "What is your purpose?" This year's theme focuses on your identifying your internal compass.

The retreat will take place at the scenic Camp St. Croix in Hudson, WI. It is a wonderful opportunity to reflect on issues most important to you, including, but not limited to, choosing a major.

(Sponsored by the Lilly Grant and the Career Development Center.)

First Year Focus

Now That You're Here, What The Heck Are You Going To Do For The Next Four Years?

- A) Do nothing and hope for the best;
- B) Freak out because there are so many possibilities;
- C) Procrastinate, procrastinate, procrastinate; or

science major, though I continued to take a lot of the pre-med courses at Cornell. I think that before I finished my first year, I had decided I wanted to be an English professor and not a doctor. It seemed like a great way to spend my time and make a living. I really admired a lot of the faculty members I had while I was at Cornell, and I was especially taken by some of the people who taught literature. I just thought that reading and talking about literature for a living was a great thing to do.

CDC: So, you didn't completely lose interest in pre-med?

PR: Well, my mother didn't want me to lose interest in it, so it was really more to satisfy her. I took a lot of chemistry and physics and calculus, a lot of things you need to do in order to make yourself eligible for medical school. I took both the MCAT and the GRE, but I never applied to medical school. I never really wanted to go.

CDC: What was your very first job?

PR: My very first job was working at Shea Stadium in New York, which is where the Mets play, as a vendor. I sold peanuts, soda, and things like that in the stands. I think I must have been 16. I know I was too young to sell beer which I had to be 18 to do. It was a hard job. It's not as much fun as it sounds. You don't get to see the games. It's mostly just walking up and down very steep stairs carrying very heavy trays of food and drink. So, it was not a lot of fun, but it was my first chance to make some money. After that, my first serious summer job was working at Kennedy Airport in New York. I was one of those guys who drives around on the runways with baggage. My job was for the company that took the bags from one airline to another. It was probably the best shape I've ever been in, because I did a lot of heavy lifting.

CDC: Did the bags ever fall off the back of the cart?

Sat., Nov. 8
8 a.m.-3 p.m.
University of St. Thomas

Alumni Career Night for the Sciences

Wed., Nov. 19
6-7 p.m.
Campus Center Upper Atrium

Session 2: First Year Program

Thu., Nov. 20
4:45-6:15 p.m.
Kagin Resource Center

Lilly Pad
(Lilly Project for Work, Ethics and Vocation)

Gear Up for Lilly Senior Leadership Conference

Each year the Lilly Project for Work, Ethics and Vocation provides the opportunity for seniors to integrate their leadership experiences both on and off campus, academic preparation and their religious and/or ethical values in the context of their emerging life work. Each student attending this event will be invited to return to campus during the last months of their Macalester experience and share with other students what they learn during the conference. All expenses including travel and conferences fees are covered by the Lilly Grant.

This year 8 students will be selected to attend a conference hosted by the Whidbey Institute in Clinton, Washington. The conference will be for Macalester seniors who apply for participation in the conference through a questionnaire and are selected by a sub-committee of the Advisory Committee. **The conference will be held March 12-18, 2004.** The Fritz Hull, Program Director of the Whidbey Institute and Macalester Chaplain and Lilly Grant Co-

D) Come to a workshop sponsored by the CDC and the MAX Center and learn how to avoid A), B), and C)!

Join us Wednesday, November 5th from 5:30-7 p.m. in Old Main Room 10 for movie clips, munchies and myths...the first in a series of workshops created just for you as first year students.

RSVP by Monday, November 3 at 4:00 P.M. to the CDC at x6384 or cdc@macalester.edu.

Featured Fellowship



The Beinecke Scholarship Program for Graduate Study in the Arts, Humanities and Social Sciences

The Beinecke Scholarship Program was established in 1971 and seeks to encourage and enable highly motivated students who are planning to attend graduate school in the arts, humanities and social sciences.

Since 1975 the program has selected more than 335 college **juniors** from 94 different schools for support during graduate study at any accredited university. Each scholar receives \$2,000 immediately prior to entering graduate school and an additional \$30,000 while attending graduate school. There are no geographic restrictions on the use of the scholarship, and recipients are allowed to supplement the award with other scholarships, assistantships and research grants.

For further information contact Ellen Guyer, Dean of Academic Programs at (651) 696- 6036.

Featured Article

PR: Oh yeah. It happens. What they teach you is to just get it back on the cart and quickly get it to the other space and then leave. Ever since I had that job, I will never check soft luggage, after I've seen what happens to it.

CDC: Was there an event that influenced your decision to pursue a college presidency?

PR: Not any one event. I think that six years ago I would have still said I would be teaching English for the rest of my career. I was nominated for the Deanship at Lawrence University. I'm not sure exactly why I decided to apply when I was nominated. I think it was in part that I've always been interested in how these colleges work. As much as I love teaching, I also became interested in how admissions works, and fundraising and business areas, so the idea of being in a position which would allow me to work in all those areas seemed very interesting to me. It might have been just a mid-life thing where I felt I'm at the point where I might want to try something a little different. The opportunity seemed to come along at about the right moment, and I took it. I found this kind of work to be, while challenging and sometimes very frustrating, always pretty interesting. If you do it well, you can really make a difference at a college. At that point a move from a dean to a presidency didn't seem unnatural given the things I was interested in. On a personal level, I think that the challenge of ultimately being the person who has to make the final decision on lots of things appeals to me. I feel like I'm ready for that kind of responsibility. I was even getting a little frustrated that I wasn't in that position; that I always ultimately had to allow someone else to make those decisions.

CDC: What was your toughest interview question ever?

PR: The hardest questions for me are the ones that are more personal. Sometimes you get a little caught off

Director Lucy Forster-Smith will provide primary leadership for the conference with additional support from Sharon Daloz Parks, a nationally known expert on higher education and students.

The content of the conference will focus on the theme: **“Setting a path for life and work that matters.”** Some questions that will be explored are: 1) “What is the higher purpose of our lives?” based off Thomas Berry’s book *The Great Work*, 2) How does vision function in our lives? Where does it come from?, 3) What is creative leadership in our time? 4) Is the universe friendly or not—is there a way that I can trust life? The conference includes guided times for personal reflection through journaling, reading, writing, as well as personal conversations with the conference leaders. There will be a minimum of one hour per day of service as well.

Information sessions about this opportunity will be as follows: Wednesday, November 5, noon and 4:30pm, Kagin 03, and Thursday, November 13, noon, CC206. Refreshments provided.

Application is online at the Lilly Project website: www.macalester.edu/lillygrant/programs/senior.html

Web Watch

Idealist.org lists over 36,000 nonprofit and community organizations in 165 countries, thousands of volunteer opportunities in your community and around the world, and hundreds of job and internship listings.

Read what others are saying about Idealist.org:
“I am so impressed by your web

“It Takes a Year: The Transition to College Doesn't Happen in Just a Few Weeks”

Just as the seasons are predictable, so are the phases in the first-year experience. If we look closely enough we can see that certain issues and problems facing first-year students seem to present themselves at the same time each year.

The first-year experience begins with a transition phase in the early fall. New students arrive on campus with optimism and excitement. They are also anxious, however, about meeting roommates and professors, making friends, establishing routines, and succeeding in their classes. They test newfound freedoms and enjoy making their own decisions, but they also face the stress of finding their way around campus, getting out of bed in time for class, juggling classes and work, and trying to maintain a healthy lifestyle. They may call home frequently or feel homesick and lonely in the crowd. This is when many first-year students set behavior patterns that will be difficult to change later, so this is the time to emphasize academics and help students become socially integrated, in a positive way, into college life through involvement in campus activities, student clubs, and organizations.

As the term progresses, students experience the first college midterm crunch, with exams and papers due simultaneously. An emphasis on effective study habits is valuable at this point in the academic year as well as exploring academic success skills such as time management and stress management in greater depth.

In late October and early November, the establishment phase begins. Mid-term grades are issued and students take stock of their academic progress. Roommate challenges become more intense as

guard when people ask you more personal questions. It's not because I'm reluctant to talk about personal things, but often they're things I haven't thought about, like this one. This I've never thought about, where as questions about Macalester I think about all the time.

CDC: Do you have a favorite interview question to ask?

PR: As Dean at Lawrence, one of the questions I liked to ask, especially faculty members recently out of graduate school, was what they would like to be better at as teachers. It's a little bit too easy to ask people what they do well and too predictable to say what your weaknesses are. I also like to ask people about their sense of a liberal arts college. I think if someone comes into a place like this without any understanding of what it's about, it can really be a challenge.

CDC: What challenges do you and your wife face as a dual career couple?

PR: Children. We met each other as first year students in college and got married when we graduated, and we didn't have children for a while. So, we settled into a life where we both had careers and didn't have children. There are challenges to that, but they're not all that difficult. When the children get entered into the equation it gets immensely more difficult. Figuring out how to spend enough time with your kids and, at the same time, manage two careers and do that well is probably the most complicated thing that's been in my life. Right at this moment it's not that complicated because my wife isn't working, but if she goes back and practices medicine again, it will get complicated again.

CDC: I feel like I've always taken the time my parents spent with me for granted.

PR: It's hard. It's something that people face with increasing frequency. There's no easy way to handle it. You just have to do your

site. It is an incredible resource for people like me who are looking for jobs in the nonprofit sector, and it is also wonderfully designed, fast, and easy to use. Thanks!"

J. Rodgers, Idealist.org user

"I recently found your site and registered as a nonprofit organization. I entered a job opening and the response was enormous. You are certainly a well-known site to many seeking employment in the nonprofit world. We found the ideal candidate and hired her."

J. A. Caban, Chicago Anti-Hunger Federation

Grad School Notes

Writing a Personal Statement

Often, the personal statement is the most difficult and time consuming elements of the graduate school application process. Understanding how the personal statement is used by the admissions committee may help you write a stronger statement.

In general, the personal statement is used by graduate school faculty to supplement and enrich the information present in the rest of the application. The rest of your application is comprised of facts and numbers. The personal statement is an opportunity for the faculty to meet you as a person. First, why are you interested in graduate school? What got you interested in your field, what are your career goals, and how motivated and passionate are you about the field? Second, how well do your interests correspond to the interests of the program to which you are applying? Are your interests and goals consistent with what that graduate program can provide for you? Third, it is used to assess your writing

the initial politeness involved in living with a stranger wears off. Community standards, honor codes, and value statements, ideally introduced to students early in the term, become increasingly important components in shaping student behavior and challenging students to take responsibility for resolving conflicts that may arise at this time.

As the holidays and winter break approach, anxiety naturally arises over end-of-term activities, and students try to balance school, social, and family activities. This is a good time to limit campus programming, focus on academics, and let the natural friendships that developed during the term support students.

The return to campus in January marks the new beginning phase as students experience some of the same emotions they felt in August and September. Once settled into the new academic term, however, feelings of claustrophobia and depression may set in with a long, cold winter. The potential for alcohol or substance abuse can increase at this time of the year. Community service activities and service-learning components in classes can serve as means for getting students out of their mundane routines and engaged in good works. February and March are good months for campus programming emphasizing civic engagement, health-related topics, and stress management.

The fresh start attitude that many students adopt with the new term brings renewed energy and motivation. With spring, students also enter a phase that is marked by making commitments, as they solidify plans for the summer and the next academic year. For instance, academically, students may be concerned about declaring or confirming a major. Knowing that the typical college student changes majors several times during an academic career can be

best with the time you do spend with your kids and hope that your not hurting them in being away from them. I think most people do pretty well with it, but it's always there in your head.

CDC: What's your favorite board game?

PR: Lately, actually it's been SCRABBLE. I played over at Kagin at the SCRABBLE Tournament. I hadn't played in a long time, but it was fun. I played with a lot of really good SCRABBLE players. So, I really like SCRABBLE. I've never liked MONOPOLY. It never ends. The attraction of that game has always escaped me.

CDC: Now that you live in Minnesota, what is your favorite "hot dish" or "food on a stick?"

PR: You know, I haven't had any "hot dish," but my favorite thing on a stick that I've had - my younger son had it when we went to the Minnesota State Fair - was deep-fried "Twinkie on a stick," and I must admit it's pretty good.

CDC: What has been your most memorable moment at Macalester?

PR: It's really hard to single out one moment. There have been a string of them. The day when my appointment was announced was and will always remain an incredibly meaningful day for me. I will never forget how I felt on the stage downstairs at the Campus Center. It was really pretty extraordinary. What I have enjoyed most and has been most meaningful have been small interactions. I've tried pretty hard to be out on campus and to meet people. The job is most fun when you're doing that. About two weeks ago, my family and I went over to the Campus Center for dinner and it was just so much fun. My kids were loving it, and those are the moments when you really think, this is a cool job. I'm very luck to be able

ability. Do you write in a coherent, organized, and succinct fashion? Fourth, the personal statement is used to differentiate applicants who are in the middle range, with good, although not outstanding, scores and grades.

Knowing what faculty are seeking is only step in writing a personal statement. Take advantage of working with Career Development Center and MAX Center staff, and Macalester faculty, as you complete your own statement.

Don't miss the MAX Center's wonderful guide to [Writing Personal Statements](#).

What is the CDC?

The [Career Development Center](#) is here to assist students in planning, articulating and applying their educational experience to meet their future goals. The office is located on the first floor in Kagin Commons, and offers [individual counseling sessions](#) with a career counselor, an extensive [career resource library](#), [job/internship listings](#) and opportunities from around the globe. The CDC resource library features:
 Information about Fellowships, [Internships](#) and [Job Postings](#); information on Companies and [Government Opportunities](#); pamphlets and materials on [resume](#) and [cover letter](#) writing; books on etiquette, [interviewing](#), [grad school](#) and the [job search process](#); and an extensive [alumni directory](#), sorted by career.

**Hours: 8 a.m.-4:30 p.m.
 Monday through Friday
 (Daily Drop-ins: 2-4 p.m.)**

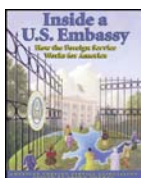
**Macalester College
 Career Development Center**

comforting to those who are unsure of their academic direction. For some, concerns over summer employment may arise. A focus on career development during the spring months can encourage first-year students to choose such employment wisely and can assist them as they prepare to declare or confirm their academic majors.

Finally, as the academic year draws to a close, students may wonder how the year passed so quickly. Final exam anxiety returns and apprehension about returning home for the summer may develop. Some students will realize how their college experience influences life decisions. Many first-year students will reflect on their accomplishments as well as on the missed opportunities of the first year. It is important to realize that each student's experience is unique. New students chart their own paths through the phases of the first-year experience, enriching the campus in different ways.

We all have the ability and responsibility to help make the transition to college for first-year students a constructive and productive process. To do so, we need to recognize and understand better what our new students are going through, not just in the first weeks, but over the entire demanding and exciting first year. (Adapted from "It Takes a Year" by Mary Stuart Hunter and James S. Gahagan, *About Campus*, September/October 2003.)

The Bookshelf



***Inside a U.S. Embassy:
 How the Foreign Service
 Works for America***
 Edited by Shawn Dorman,
 American Foreign Service
 Association, Washington, DC
 2003.

to interact like this with such interesting people. You guys have a tremendous amount of energy at this point in your lives and I think it invigorates those of us who get to work with you. So, for me that's always been the best part of being at a college. Even though it makes me feel older and older because the students stay the same age. Though it does keep you young and active in some ways. In a way children do also. It also keeps you from allowing yourself to get too creaky - being around students all the time. So, I really enjoy that a lot.

Counselor's Corner

"A few days ago, I interviewed with a really great firm. My experience and skills fit what they are looking for, but during the interview I was guilty of an interview 'Don't', being too talkative. Is there any way to salvage this situation?"

Probably not, because you don't get a second chance to make a first impression.

What you can do is analyze what leads you to think you were too talkative. Once you identify exactly what occurred, you can adjust your behavior in your future interviews. If you are called back for a second interview with this employer, you can alter the employer's perception.

• Did you wander off point and fail to answer the question?

This is a common fault, because many candidates are thinking so hard about what they want to say next, they fail to listen to the question, or remember a multi-part question. Limit your answer to the question asked, and make sure you answer it.

• Did you give so many examples that you seemed over eager?

Next time give one or two examples to illustrate the competency being asked about. Sometimes less is more, and

Kagin Commons
1600 Grand Avenue
Saint Paul, MN 55105
(651) 696-6384
Fax: 651-696-6131
E-mail: cdc@macalester.edu
www.macalester.edu/cdc



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Newsletters](#)

Many Americans do not know what the Foreign Service is or understand what goes on inside a U.S. embassy. Yet the work done at our embassies and consulates around the world by the people who make up the Foreign Service is vitally important to America - our security, our economy, and our democracy. Every day consular officers help stranded Americans get home. Every day economic and commercial officers assist U.S. businesses to compete overseas. During times of upheaval, political officers are the ones on the front lines keeping Washington informed about the real situation. U.S. diplomats negotiate the international agreements that end the wars, keep the peace, and protect and promote U.S. interests. Foreign Service diplomats and specialists are truly the unsung heroes of American foreign policy.

This book will give you an up-close and personal look into the work and lives of the people who make up the United States Foreign Service. The people you will meet work at big embassies as well as tiny consulates, in Asia, Africa, Europe, and Latin America. They are ambassadors and they are junior officers. They are development professionals, press officers, and computer experts. They are a diverse group, but they all share the same mission - to serve their country.

In the Profile section, meet Foreign Service employees in each type of position in a typical U.S. embassy and gain a sense of the key role played by each member of an embassy team. In the Day in the Life section, take a rare hour-by-hour look at what Foreign Service employees actually do on the job, in Kabul and in Vladivostok and elsewhere.

The final section - Tales from the Field - gives you a sense of the extraordinary. Look behind the scenes of some historic events. See how the Foreign Service meets the

you don't want to seem desperate to impress the interviewer.

• Did your interviewer repeatedly cut off your answers?

This doesn't mean your answers are absolutely too long; it may mean only that your answers are too long for this interviewer, because you have different interpersonal styles: your preference to give lots of detail, examples, and information may clash with an interviewer who wants concise summary statements and then to move on to the next question.

• Did the interviewer remain silent after your answers, causing you to start talking again without knowing whether more information was required and if so what?

This could mean that the interviewer wants more information and examples, or that you answered only part of the question. Or, it could be a stress interview technique, designed to make you uncomfortably stressed, in order to assess how you behave under stress. The right response here is to ask "Did I answer your question?" or "Do you want another example?" before volunteering more information; the interviewer will either clarify or move on to the next question.

• Did you make small talk and get no response?

Again, this may mean not that you talked too much, but that you didn't assess the interviewer's personal style and change your behavior appropriately. Abandon talk about weather, sports, mutually known colleagues, etc. and by limiting your conversation to answering questions and asking questions about the job when invited to do so. By taking specific steps to avoid repeating this most common mistake of talking too much in future interviews, you will gain confidence and interview more successfully.

(Adapted from CollegeRecruiter.com, "Ask the Experts", Carol Anderson, Career Development and Placement Office, Robert J. Milano Graduate School of Management and Urban Policy at New School University in New York City).

challenges of today's complex world:
the threat of terrorism, the coups,
the civil wars, the natural and not-
so-natural disasters, and the
evacuations.

For more information go to the
American Foreign Service
Association's web site at:
www.afsa.org
*(This book can be found in the
Kagin Resource Center,
Government Section).*

October 30, 2003