March 11, 2020

Each week, the campus community comes together to hear presentations meant to spark

To register for this online webinar, visit
12:00 - 1:00pm Central

Career Center is here to help, and because we've been through many of these seasons
The career development process can feel daunting and overwhelming at times, so it is
week? How many messages will you need to send to have that many conversations per week?
Ask:

they got there.
networking provides the best return on their investment. Whenever they talk with somebody,

After the third year, it is important that they have a robust experience that summer that
directory is a great place to start.)
alumni and faculty to help them find those types of experiences? (Hint: The Carleton alumni

As position themselves for full-time opportunities after their senior year.
grow their professional network, which will help them find these types of opportunities, as well
volunteering, to name a few. The spring term before their junior year summer is a terrific time to
connects to their career interests, such as conducting research, participating in internships, or

Ask:

As an intern you will:
As an interne,

possibly,

who

will not have formal internships after their first and second years, and experiences such as part-
and values, and then to help them increase their knowledge, network, and skills. Many students
The career development focus for students' first two years is identifying their interests, skills,
terms of what they want for their own professional pathways.

What type of environment do they thrive in? What types of projects do they like to work

simply, people who influence the students' decisions are more likely to say yes to Carleton applicants, which
is simply to say yes to the students' decisions are more likely to influence the students'

Similarly, finding opportunities to shadow a variety of people in work

jobs and
themselves is by talking with family and friends about what they do in their

What are some ways they could add transferable skills (critical thinking skills, people

After the third year, it is important that they have a robust experience that summer that

They're there, you're there — in a way, they're there. It's a very oriented way of thinking, a way of

A good place to start is what kind of impact or influence do they want to have in the future?

mates, and values, and then to help them increase their knowledge, network, and skills. Many students

What type of environment do they thrive in? What types of projects do they like to work

As an intern you will:
As an intern,

what are some challenges they might face in the near future? How do they think their experience in

In what do they take pride? What are the things they'd like to be known for, or that they're

The Office of Health Promotion received some great press this winter about a zero-credit course

Think your student might benefit from learning skills to support their mental well-being? They can

The Sustainability Office held the Free & For
28th. Many students appreciated the chance

The Carleton Student Association held an
24th. Many students came to enjoy samples

and the Coronavirus. He spoke about the
author, held a talk
24th. Many students came to enjoy samples

and

unmeasurable, and much more.

Journalism and the state of sports analytics: How much more do teams know

What are some ways they could add transferable skills (critical thinking skills, people

Ask:


"Happy Hour" Mental Well-Being Class

Recognition for "Happy Hour" Mental Well-Being Class

Please see our

University of Minnesota Press

The University of Minnesota Press

MinnPost

Kim Barnes (^

302-796-3600)

Kim Barnes (^

302-796-3600)

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