

EPISODE 6**[INTRODUCTION]**

[0:00:08.5] TF: Welcome to episode six of Job Search Strategies with Tiffany Franklin. Today I'm here to talk about, how to make the most of your university career center and I'm so excited to welcome Dr. Barbara Hewitt, with whom I worked with six years at Penn. She is wonderful and such a wealth of information for students and really cares about the students that she works with.

Dr. Barbara Hewitt is the executive director of Penn Career Services and she leads a staff of 30 in providing comprehensive career services for undergraduate and graduate students, post-docs and alumni. Prior to becoming executive director, Barbara served as a career advisor to students in the college of arts and sciences and in Wharton at Penn and before coming to Penn, she worked in career services at both the College of Wooster and Dickinson College.

She holds a BA from Dickinson College with majors in psychology and Spanish, a master's in counseling from Shippensburg University and an EDD in higher education administration from Penn. She believes strongly in the power of education to change lives in the world and has enjoyed focusing her career on helping students and alumni take what they have learned while in school and contribute to society in their own, unique ways.

My quick tip for today is that, even if you have long since graduated from college, university career center sites are filled with amazing information. Often, there are significant sections of the site that are not behind a firewall. Even if you're not a student of that school, you could still benefit from the resume samples, advice on cover letters and learning about industry trends. Be sure to check that out and it could be from a school across the country or it could be one in your backyard but lots of great resources there.

Just a quick note about today's show, this was recorded in mid-January. When Dr. Hewitt discusses about timing for internships and if she says about now, then she's referring to mid-January. In preparing for my podcast launch, I spent a couple of months recording many different episodes and then I went through and edited them and put them together in a way that I thought made sense. I would do the 12 episodes launch and then transition into a weekly format.

[INTERVIEW]

[0:02:39.3] TF: Thanks again Barbara for being here. I am so excited to have you after working with you and for you for all those years it was just great at Penn and I miss you guys a lot. Could you walk me through your career journey?

[0:02:54.4] BH: Sure, I'm happy to do that. I have what I think maybe the most linear career path of any career services person I know, which is not so typical. When I went to college, I went to Dickinson College and I studied Spanish and Psychology there. I knew I wanted to go into a helping profession, which is where the psychology came in and that was really a great major for me but I also was really interested in other cultures and I love studying Spanish in high school so I took that up as a second major, spent a semester in Spain and just had a great experience.

I wanted to get some experience before I went to graduate school in a helping sort of a role. When I was a senior in college, I was able to get a job being a peer career advisor for my peers, I help with things like resume review and interviewing practice, just general career exploration tips. That was a really great way to get started in this field and to really get to work while I'm one with individuals.

That being said, when I went for my masters right afterwards in counseling, what I thought I wanted to do was do personal counseling in a community counseling agency with Spanish speaking individuals because that really tied my two majors together really well. I found out quickly that within my first semester that I really didn't care for personal accounts like the problem seemed really large and intractable.

At the same time, I was working in the career center where I was getting my master's degree and I was still loving that experiences. It seemed much more tangible to me and then like there were many more things that I could do to very specifically help individuals, so I just made a shift from the community counseling tract to a student affairs track, it was still a masters in counseling but it was just a different kind of counseling that was more focused on college students and for me specifically, our career counseling.

That was a really great experience, after that, I spent two years working at the college of Wooster, working with liberal arts students in the career center. There, I was also live-in in a residence hall and I was a residence hall director. Didn't really care so much for the live-in part of it. A couple of years of that, I then went back to my alma matter, Dickinson, and work in their career center for five years and for the last 20 plus years, I've been at

the University of Pennsylvania. Started out working with liberal arts students and that's the 18 years leading the team working with the business undergraduate students and I'm in my third year now as a director of the office, which has been a really great opportunity to have a more holistic view of the office and to have a more external facing role I would say.

It's been great, I've really been fortunate in my career and although it's been linear, there's been lots of different ins and outs in task and things associated with the different roles I've had.

[0:05:35.1] TF: Thanks Barbara, I always love hearing about people's journeys. What's the best piece of career advice you've ever been given?

[0:05:44.6] BH: You know, that's a great question. I think I've been given lots of good career advice but the best one might be is just, don't be afraid to take risks. I hate to be a little sexist, but I think women, when they look at job announcements, studies show that they feel like they have to have every single qualification that's listed, whereas men often feel like they could have most of them, not all of them and they would still be a really good fit.

It's scary to think about going for a new job or to apply for a different role that maybe have some of the qualifications but not all of them, but I think you will definitely not get the job if you don't take a risk. Being willing to put yourself out there a little bit and even if you're not a hundred percent confident that you have every skill that they asked for, to be willing to go ahead and apply for things. Certainly, within jobs, that's important, when you're going from job to job but even in your every day work, maybe there's an assignment that you're a little bit worried about but volunteer, see if you can take it, stretch yourself a little bit.

I think people will really appreciate that you're willing to put yourself out there and you'll learn this skill to be able to continue to progress in your career.

[0:06:44.5] TF: That's great advice. I know this episode is geared towards college students but really, I think that's advice for no matter what stage of the career you're in.

[0:06:53.4] BH: Absolutely. I think for college students too, they can take risk all the time, maybe taking a class that they're not quite sure about, maybe running for a position with a club that might seem a little bit of a stretch

for them. I think often, people do more damage to their selves by not being willing to try things than to try things and have then not go perfectly.

[0:07:13.4] TF: Makes a lot of sense. How can students benefit from going to their own school's career services office?

[0:07:19.8] BH: Career services offices are great, they can do all kinds of things. First off, if a student doesn't really know what they want to do, often career centers can help with that career exploration. Even just going in and having a conversation about what you're interested in, what kind of things you're thinking about, what steps you can take to explore careers. That can be great but then on a more concrete level, one student maybe have an idea of where they would like to apply, they can help with the whole application process. Whether that be reviewing a resume and making sure that it's really as perfectly as it can be or maybe doing a mock interview to practice some interview skills.

They can also really help with connecting with employers. Most career centers have things like career fairs or on campus interviews to connect with employers but also, just tons and tons of jobs typically on the career center's job boards where they can connect with employers. Career center's different depending on where you're going but our center for example also goes for graduate and professional school advising so if you're thinking about applying to law school or medical school or a PHD program, we can help with those sorts of things as well. Sometimes, schools can be structured a little bit differently so that those offices are not within the career center so you may need to check your individual school to see who handles those sorts of advising appointments.

[0:08:36.8] TF: Okay. Barbara, when do you think students should start taking advantage of these services? Their freshman year or should they wait a little bit?

[0:08:45.0] BH: My old boss used to always say about this question is people don't get religion at the same times. I think that is so true. I don't think the first stop you have to make when you start college is at the career center. I really think the most important is that you get familiar with the kind of classes you're taking, you get comfortable with your roommate, you join some clubs. I think all of those things are equally important.

I would say, once you're familiar and comfortable with those sorts of things, it would definitely make sense just try to connect with the career center, it would definitely make sense to try to connect with a career center

towards the end of the first semester or definitely within the first year. There's just so much more you could do if you're thinking about exploring careers or perfecting your resume, there's lots of things that you can do it early in your career as a student. That the career services office can really help with.

With that being said, I know for a fact that many students don't even start thinking about careers and internships until a little bit later on in their college career. If you haven't been there yet and you are a junior or a senior, there's no time like the present, you know? Spring semester starting, call your career center and make an appointment and get started now. Certainly, it varies a lot for students but earlier is better but it doesn't have to be like the first week of class, as I would say.

[0:09:55.2] TF: Well, I'm sure that's a relief for a lot of students. Do they have – what do they have to know or prepare for that first appointment with their career services?

[0:10:04.5] BH: I think one of the most helpful things is just to sort of think about what you're hoping to get out of it and it could be something really broad like, "I really have no idea what I want to do and I'd like to talk about how to start exploring different career options." We often have found that students feel like they can't come to the career center until they know exactly what they want to do, which sort of defeats the purpose of having a career center.

We are here to help you figure that out. We certainly are not going to be able to give you the answer, we're not prescriptive but we can help you think about how to find out more about different options. Some career centers have assessment programs that they can connect you with, for example, the strong interest inventory where you can answer some questions and occupations that seem to be a good fit will be suggested to you and then you can explore those that can help you with networking with alumni or with other individuals to try to learn more about career paths.

There's lots of things that they can do if you don't know what you want to do to try to get you started on that path. For some students, they have a much more specific reason for coming in. It may be that they have a draft of a resume that they want someone to look at. In that case, certainly, bringing a draft of a resume is helpful. I don't see this very often anymore but earlier in my career, I would often see students come in with like a pen and a piece of paper with their resume and they had not done any work on it. You could find a lot of good information online and probably on your career center's website about how to make a draft over a resume.

It would probably be most helpful if you take a stab at creating your resume, making something that looks decent to you and then bringing it in because then they can really help you perfect it and focus it. It's much better to do that than to start with a really basic version that's not really your best effort going in because you're going to spend a lot of time on things that probably you could do on your own.

[0:11:52.0] TF: Barbara, that brings up a good point for me as far as the website too, because even with the University of Pennsylvania Career Services, there's so many amazing resources that aren't behind firewalls. Anybody can just Google — go on there so even if they attend a different school, maybe they've looked at all the samples at their own schools, they can go look at that and still great resources open to everybody.

[0:12:14.0] BH: Absolutely and even outside of career services websites. I mean, professional associations often have really amazing information that's career related for the particular occupation, you know, just individual career advisors, there's all kinds of things on the web that can be super helpful to get started.

It's almost a little overwhelming. I mean, I think one of the places to start might be your career services websites because it's probably more tailored and curated information but there's plenty of good information all over out there that you could get started with.

[0:12:42.9] TF: Great. For those students who haven't selected a major and they don't know what to do, can career services help with that?

[0:12:50.0] BH: We can, what I would say is most career centers are not academic advising offices. They're not going to be able to tell you, "You can take these four courses to count for this requirement." Some schools are set-up that way, but most are not. What they can't help you do though is to think about how the major fits into various career fields. For example, on our website, we have lists of what students with different majors, what career paths they have gone into so you can actually see what English majors did when they graduated or what Political Science majors did when they graduated.

For many academic programs, it can be fairly clear cut and fairly linear about what kind of opportunities are most common. If you're an accounting major, most accounting majors are probably going to be public accountants or maybe do internal accounting or maybe do some kind of finance.

If you're a nurse, a nursing major, you're probably going to be a nurse, although, even with that, it seems very clear cut, but there's lots of questions about what kind of nurse are you going to be? You want to work in the intensive care unit, do you want to work with children, do you want to work with the elderly? Do you want to be a home healthcare nurse? Do you want to work for a pharmaceutical company? They hire nurses as well. For liberal arts majors, it's much less clear-cut though because often, there's many different things that you can do with the skills that you've developed and in those cases, I think a conversation with a career advisor can be even more helpful.

For example, if you are thinking that you are a philosophy major, that's a really great major and you get a lot of great skills in it but most people are not being paid to be philosophers when they get out. So you have to be a little bit more creative about thinking about the skills that you have and then translating that into a language that's going to make sense to employers and not expect that they know what skills a philosophy major has but you need to be able to articulate that and tell them why you would be a good employer.

Philosophy majors are very good at critical thinking. Often, they're very analytical, they have often, are good at research skills or have good communication skills. Making that very clear in your applications and in your interviews to employers will help them translate your skills into their roles as well. The career centers can be really helpful in that. The top four that have come up pretty consistently in recent years are critical thinking and problem solving, teamwork and collaboration, professionalism and a good work ethic and oral and written communication skills.

Nothing about those are tied to a particular major, they're all broad skills but they're all super important when students are going out into the workforce to do a good job. Those are skills that I think it would be helpful to both articulate in applications but also learn to develop and give the opportunity to really work with those skills and get stronger in them during your time in college.

[0:15:39.4] TF: Interesting that they're more soft skills and not super technical either?

[0:15:43.7] BH: Yeah, you know, I think – if you're going to be, I'll go back to the accounting example. If you're going to be a public accountant and you want to get a CPA, you certainly have to have certain accounting knowledge and courses but you can have that and if you don't have good communication skills and if you're going out to be a CPA and you're working with lots of different organizations that you're auditing, you're not going to do a good job if you're not able to communicate with them and build good relationships. Different

technical skills might be really important in specific fields but these broader skills I think are important across almost all fields.

[0:16:13.9] TF: Great, that makes a lot of sense. When should students start their internship search and job search?

[0:16:20.2] BH: I think that varies a lot on a couple of different parameters. The first thing I would say is it probably varies somewhat by year and school. Lots of employers are using internships to really hire people for full-time jobs. Students between their junior and senior year will intern and then if it's a good fit for the employer and for the student, they'll be offered a position to come back full-time after graduation. Many of those employers and these are very typical in financial fields, consulting, technology. For those, they're often doing interviewing an application in the fall of junior year, which is almost a year in advance, it's really early.

In that case, you want to be looking for those opportunities very early junior year. Sometimes with the financial services firms they're even starting to look at the end of sophomore year and the summer before junior year for those opportunities a year later. Lots of other fields hire much closer to graduation, I would say, much more typical for a non-profits and smaller organizations that are perhaps not looking to convert their entrants to full-time. It's probably fine to start looking for those opportunities a little closer to the summer. I would say now, starting second semester would be a really good time if you haven't started yet to really start pursuing those opportunities.

We find that students who are sophomores and juniors — actually freshman and sophomores often will find their internships mid to late spring semester and juniors who are going into those fields that are more structured and looking to compare it to full-time, they will often get internships in the fall semester of junior year.

[0:17:59.0] TF: That reminds that — I don't know, with our career center and with many other ones out there, they have a lot of statistics up on their sites that show when the students received offers and the timeframe, I mean not naming individual students of course, aggregated data but that can be really helpful for the students to look at by industry.

[0:18:17.3] BH: Absolutely, because often I think students, you know I will talk with students who are looking to go into those big finance firms who hire really early and you know it sort of sets the tone on campus because

we do have a lot of students that do go into finance that that's when everything should be and if you don't have an internship by October for the next summer then you are somehow behind the times but if you are looking at non-profit or marketing or smaller entrepreneurial types of opportunities, you are not going to get hired that early.

It has nothing to do with your job search abilities or your attraction as a candidate, it really has to do with those types of organizations hire and it is going to be much closer to the summer. Take a look at the industry you're looking at, the size of the organization and don't take it personally if they just hired later, it probably has nothing to do with you. It has to do with the timeline for the particular industry.

[0:19:10.7] TF: Thanks. Now, for students, you are talking about as far as getting return offers with the disruption that happened last year in 2020 with COVID and the financial fallout in the economy, what advice do you have for those students who did not have their internships or one that fell through and how they can frame that as they do their interviews for the coming summer?

[0:19:33.5] BH: I would say first of all, you certainly don't be apologetic about not having an internship. This was a situation the whole country was in and employers will understand that COVID happened and lots of people who had great opportunities either had them converted to something remote or they were cancelled all together. With that being said, definitely if you can show them that something that you've done that was productive and how you made good use of the time and to talk about your summer in a positive way that would be the path I would take.

Maybe you took classes because you couldn't find an internship so you took some extra classes that could help you move along further in your academics. Maybe you volunteered, you know I talked to one student at Penn who started a whole volunteer organization to deliver goods to people who are homebound and that was really fascinating talking to her about how many people that she had that she recruited to help with us and how much it grew for two multiple cities.

Maybe you just learn how to do a programming skill, you know, you went online to Coursera or something like that and you'll learn how to program in Python. Maybe you took the time to do something like improve your guitar skills or you know, anything that you've done that was productive, maybe you trained for a marathon. I think you want to show that you just didn't sit around in the house and feel negatively that your internship got

cancelled but what is it that you did that was productive and employers would find valuable. A lot of it is really how you present it and also kind of the mindset that you bring to it.

[0:21:00.8] TF: Great, any tips for all the video interviews and succeeding at Zoom or HireVue and those types of platforms.

[0:21:09.1] BH: Well, certainly everybody is doing it now. It was certainly video interviewing and asynchronous interviews where you answer a question at your convenience, an employer watches it at their convenience were becoming much more popular before COVID hit. Lots of employers were using those techniques but for the past year, almost all interviews have been done via video conference so I think we can expect to continue to see this even when we can get back in person.

There's still going to be lots of at least first round interviews that are going to continue to be done via technology. I think you want to do the same things you would for a regular and if you want to prepare, you want to dress professionally because you'll probably be seen at least from the top up, you will want to make sure that you don't have distractions in the back. Notice your background looked professional, try to make sure that nobody is going to be interrupting you.

If you have roommates that you hang something on the door and tell them not to come in while you're interviewing, you want to have good lighting. You want to make sure that you're looking at the camera and sort of not down at the computer. There is some interesting tools out there, our career center for example uses something called big interview where you can practice video interviewing with pre-recorded questions and you can get used to having that somewhat odd feeling of having a conversation with yourself but you can practice some of that and make sure your lighting is good and that you're looking at the right part of the camera. All of those things can help to make a good impression.

[0:22:36.1] TF: Fantastic and then how can students also make a good impression at employers with information sessions and career fairs? I'll even save since you just answered the online, how about when those go back to in-person?

[0:22:50.6] BH: Sure, hopefully they will be back to in-person in the fall, I'm hoping, we shall see. The first thing that students can do is actually prepare a little bit before they go to these sessions. You don't have to be an expert on the employer and you don't have to know anything about them but it would be really helpful if you

took a look at their website and got an idea of basic things like their services, their products, if you have an idea of who they're competitors are.

You might Google them to see what's been written about them lately, maybe, they have a new product coming out or maybe they are getting acquired by somebody else. I mean there may be some really big new stories out there that would be really helpful to know about so that when you go and you talk individuals at the information session, you can ask good questions to show that you've done a little bit of research and not ask really basic things that can be found easily on the website.

The other thing I would say you could do to make a good impression is to be willing to talk to the employer and to ask a question but to not monopolize the time. Often we find a pen that at information sessions there could be lots and lots of students who want to talk with employers of the organization. Afterwards, there's often the mingling and networking part and if you're monopolizing the time and asking too many questions, it could just make you look like you're really inconsiderate to peers and nobody wants to work with people who are inconsiderate.

Ask a question or two but then be careful to be inclusive of others. You can introduce others that come maybe to the conversation a little bit late or to say something like, "Oh that's a really good point." And have a follow-up questions. But really making an effort to try to make sure that everybody is included in the conversation has a chance to speak.

[0:24:30.8] TF: Great, that's hard to maintain that balance sometimes so it's good to have that type of advice. How can students connect with alumni from their school and why do you think that's beneficial?

[0:24:41.0] BH: Alumni networks are great. Often, I will talk to students who want to get into a particular field but they feel like they just don't know anyone in that field. Maybe their parents are in a very different field or they just don't happen to know someone in the area they're interested in, so alumni can be super helpful. You already have like one degree of separation with them, often alums are super happy to talk with students that are currently at their institution and they're willing to make 15 or 20 minutes for you just to answer some questions and to make a connection.

Most schools will have an alumni database, so you could check with your school to see, you know at Penn it's called My Penn but you can go in there if you're a student or an alum and you can search by alumni by major

or industry they're working in or job field, location, there's lots of different ways to search, and then reach out and just ask them, "Would you have 15 or 20 minutes to have a quick conversation? I am thinking about going into biomedical engineering and I'd love to get your advice on what courses I might take," or, "I'd love to get your advice on what skills are particularly useful in the field or what the career path is."

To have a pretty clear ask and to ask for a relatively short meeting is probably the best way to go, because alumni will be more inclined, I think, to say yes to a request that doesn't seem to daunting. Another tool that can be really great is if you go into LinkedIn, you can search for your school, LinkedIn is really the employer page for the student but go in and find the school page and on the left hand side, there'll be a link called alumni and then you can search LinkedIn for alumni from that school, which again often is great because often people update their LinkedIn information much more readily than they do their information on their actual database from the alumni page. That could also be a really great way to check.

You could try to connect with people directly through LinkedIn by making a request to connect with them but often what I would suggest if you're able to is to find the alumni that you're interested in connecting with through LinkedIn but then get a personal email through your school's alumni database, because that way you can reach out much more directly and I think people are much more likely to respond to an email as oppose to a LinkedIn request in terms of setting up a meeting.

[0:27:02.8] TF: I've had so many students say how the combination of those two was just amazing and it really helped them a lot.

[0:27:08.2] BH: Yes and one thing I would say is when you're – I mean, you know this Tiffany but people who are new to networking may not know this. Often, as a student what you're thinking about is, "I really want help getting an internship." Right? Or, "I really want help getting a job." But think about how uncomfortable that is to put someone that really doesn't know you in the position where you're asking them to help you put in a good word for you or to help you somehow get your foot on the door.

A better approach would be to use the alum to ask for information, learn more about the culture of the organization or to learn more about a career path. If an alum likes you and you feel like you made a good connection, they might be very willing to say, "You know, I am happy to pass your resume along." But that should come from the alum who is volunteering as oppose to you asking them to do so because it could be

really uncomfortable for an alum to put the reputation on the line to recommend someone that they really don't know very well.

[0:28:02.7] TF: That is such a good point. A lot of times we'll talk to students about maybe asking about the culture of the company or just something like that that you're not asking for anything tangible there but just some advice.

[0:28:14.4] BH: Yes, absolutely.

[0:28:16.5] TF: Barbara, can you tell us what can students do to make the most of their internship, so they are more likely to receive a return offer?

[0:28:24.5] BH: The first thing I would do is students should try to be clear at least about whether this is an organization that tends to make return offers. As I mentioned, there are a lot of big organizations which is very typical that they would hire their full-time entry level employee from their intern pool, so you will see that a lot in finance, technology, consulting. But smaller organizations or employers in other kinds of organizations often can't make a full-time employment offer to an intern for a year later. They just can't predict their hiring needs that far in advance.

So I think students should probably have an idea when they accept that internship whether it's the kind of organization that will make an offer or not, just so that they're expectations are in line with what the reality of the situation is. Even if it's not an employer that will make a return offer for full-time when you finish your internship, I know lots of students who will stay in touch with the employers throughout the senior year of college, so that if something opens up a little closer to when they're available, they will be the first people that the employer thinks of.

First of all, I would just say understand the likelihood of the opportunities to get a return offer. But beyond that, definitely you wanted just do a good job. You want to be clear on what it is that you are being asked to do, make sure the things that it is your role to do you're doing well. Beyond that, if you have some extra time, you could certainly volunteer to go above and beyond and help with other projects or maybe help with the different department if there is something that you could help outside of your specific scope of responsibilities.

I think it can be really helpful to do a little networking, maybe you could go out to lunch with people in other departments to get a wider view of the organization to see how the pieces fit together. Also, I think just being positive and upbeat, we all have parts of our jobs that we don't love doing and I think as an intern, it might be likely that you get more of those than other people. You're sort of the entry level person who gets other things that nobody else wants to do.

You know, I am not suggesting that your internship should be all of those kind of things but if they need someone to review a spreadsheet and make sure everything is accurate, that may not be that interesting, but it is something that really has to be done and make sure that you do a really good job reviewing that spreadsheet and that you don't gripe about it, even if it is not your most exciting thing to do. You want to really add value and I think you want to make your boss look really good, in any job but in an internship, anything you can do to help make your boss look good is going to make them like you better because you are helping all the way around.

[0:30:56.1] TF: Excellent points. Now, one thing throughout my time at Penn, you were very passionate working with this organization Lime for students with disabilities and I was so glad to learn about that. Could you share more about what that organization does?

[0:31:11.3] BH: Sure, Lime Connect is a really wonderful organization. They've been around for about 12 years I think now, and it was started by an individual who had a pretty significant disability and had a lot to offer to employers but his disability was very visible and he felt like he often wasn't being taken too serious for the amount of work that he was able to do and the great benefits that he could bring to a company. Their focus has really been from the beginning levels on helping rebrand disability through achievement.

Helping to connect really high achieving students with disabilities with employers who have great opportunities and making some of those matches. They do that in a few different ways, they have a lot of information on their website about relevant topics. For example, about how to disclose a disability or perhaps about how to maybe ask for an accommodation if you are starting a new job and you feel like an accommodation would help you perform to your best.

They also have a program called the Lime Fellows Program, which is for people between sophomore and junior year students. I think it's four days, it's a program that's professional development where you could learn about how to make good impressions on employers, how to present yourself as positively as possible. You

connect — Lime has a number of employer partners and there is great opportunities to connect with some of their employer partners so that you get to know them and you can learn about their job and internship possibilities.

Also, I think one of the most important parts of the Lime Fellowship is it brings typically about 25 students with disabilities together in New York at least usually last year it was virtual but in New York and really the opportunity for students with disabilities to sort of bond and learn from each other as well because sometimes having a disability can be a really kind of isolating experience and from what we hear from students that is one of the best parts of the fellowship.

They also have an employer database where students can find jobs with their employer partners or at least job listings with their employer partners. They have some scholarships from some of their employer partners for students in particular career fields to economically support them in college, so they have lots of great things and I would just suggest searching up Lime Connect, limeconnect.org and just going to their website and taking a look because they have a lot to offer. They also — because they've been around for so long, lots of the people that they have worked with are now alumni. They also do things with younger professionals and people who are out of college and moving along in their careers as well.

[0:33:44.4] TF: Wonderful and I'll be sure to put links to that in the show notes so anybody can go look that up.

[0:33:49.1] BH: That would be great.

[0:33:50.0] TF: Well Barbara, I can't thank you enough for just taking time from your super busy schedule running career services as Penn to help other people with all of that information and you know, these valuable tips. As we wrap up, what would say, you know, when I started the episode, we talked about the best piece of career advice you've ever been given, so what's the career advice that you like to give others, your main tip?

[0:34:14.6] BH: You know, I think it goes back probably to the good advice that I felt like I got, taking a risk, but I would say just not being afraid, being willing to try things. Nobody is perfect, we all make mistakes but if you try — the only — the people that I see being really successful are people who are willing to go out on a limb a little bit, to try new things that don't have a need to be perfect all the time because we all make mistakes but really are excited about exploring new options and trying new things.

The world of work is changing so much, you know particularly just last year with COVID I mean how we work, who we're working with, the technology we're using, it's changed a lot in the last year but it is always changing and I think people have to be willing to embrace those changes and to grow within themselves to really have the most fulfilling career and to go as far as they can in their lives.

[0:35:03.0] TF: Fantastic. Well, thank you so much. This has been wonderful and I look forward to sharing this with everybody.

[0:35:09.5] BH: It's been my pleasure, Tiffany. Thank you for reaching out.

[END OF INTERVIEW]

[0:35:13.5] TF: Thank you so much, I really appreciate you and hope you will join us for the next episode. If you would like a career strategy session or you need help with career exploration or your resume, go to tjfcareercoach.com, where you can book an appointment with me or you can find additional episodes of this podcast to help you in your search.

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