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CHAPTER 1
CAREER SERVICES FOR STUDENTS

Welcome to the Career Development Office (CDO). The goal of our office is to help guide you in your search for a rewarding career. Our name, the Career Development Office, is illustrative of the nature of our work with students—we are here to assist you in developing and executing a career plan, not merely to place you with a particular employer. This chapter provides an overview of the services offered by CDO and describes some of the additional resources available at the university to assist you in reaching your career goals.

A. Services Offered by CDO

1. Individual Counseling

CDO has attorney counselors who are available to discuss your career goals and aspirations, assist in connecting you with useful people, direct you to resources, provide advice on the interview process, and discuss any issues you may face during the job search process. Given the small student body, CDO counselors are able to meet individually with every student. Counseling is available to you not only as a student, but also as a graduate of the Law School. Together Kelly Voight, Marilyn Drees, and Alison Hornstein offer law students and alumni a full range of legal employment experience.

Counseling appointments can be made by calling CDO or stopping by the office. During the busiest times of the year (September to November), advance appointments are recommended. At other times, the counselors have an open door policy and welcome your visits. Our contact information is available on the last page of this guide and on our website at www.law.yale.edu/cdo.

In addition to CDO's attorney counselors, students also have the ability to obtain individual advice from the numerous alumni who visit the Law School throughout the year and serve as Mentors-in-Residence.

2. CDO Publications and Library Resources

CDO publishes 18 guides on a wide range of legal career topics and job search techniques. Our guides include: Criminal Defense, Criminal Prosecution, Entering the Law Teaching Market, Environmental Law, Fall Interview Program Guide, International LL.M. Career Planning, International Public Interest Law, Introduction to Career Development, Judicial Clerkships in the U.S., Law Firm Practice, Lawyers in Business, Opportunities with International Tribunals and Foreign Courts, Public Interest Careers, Public Interest Fellowships Vol. I, Public Interest Fellowships: Sample Applications Vol. II, Spring Interview Program Guide, U.S. Supreme Court Clerkships, and Working on Capitol Hill. These guides, along with advice on many other narrower topics including assessing law firm pro bono efforts, interviewing tips, billable hours, split public interest summer opportunities and more, are available on our website at www.law.yale.edu/cdo. To access the “CDO version” of an online resource (which contains information only for YLS students and alumni), the username is “yale\NetID” and the password is your regular Yale password.

CDO maintains a career library that contains resources regarding legal career paths on subjects ranging from general career planning to specific areas of practice. A complete listing of all CDO library resources is available on the CDO website at www.law.yale.edu/cdo.
Certain CDO resources are not possible without student assistance. For example, CDO asks all students returning from a summer job to complete an online Summer Employment Evaluation form. These evaluations provide invaluable information for students researching prospective employers. In addition, CDO requests information from students about their summer and permanent employment plans. This statistical information is provided to the American Bar Association, the Association of American Law Schools, and the Association for Legal Career Professionals (NALP). In addition, CDO uses this information to link students with each other for mentoring and networking.

3. Programs

CDO hosts many programs each year including skills workshops and practice area discussions. CDO offers a series of programs specifically for 1Ls commencing in late October which provides an introduction to career choices, résumé and cover letter advice and a discussion of useful resources and interviewing tips. Panelists for many CDO programs include practitioners from across the country and around the world. Examples of recent CDO programs include:

- What Type of Law Practice Best Suits You, and How Can You Get There?
- Careers in Environmental Law
- Working for a Public Interest Law Firm
- Secrets of Client Happiness
- A Career in International Arbitration
- Observations on the Role of the General Counsel
- A Conversation with Current YLS Clerks
- How to Craft a Career in Private Equity
- Prosecuting and Policy-Making

In addition to providing students with information about career paths, these programs are an excellent way to make connections with alumni who may be helpful in the future. To facilitate making those connections, many alumni visit the Law School each year to serve as Mentors-in-Residence and speak individually with students seeking career advice.

Information about CDO programs is made available in numerous ways. Programs are listed on the YLS master online calendar at www.law.yale.edu/yls-today/yale-law-school-events and on CDO’s online calendar at www.law.yale.edu/student-life/career-development/cdo-events); they are announced in the CDO Weekly E-News that is sent to all students; they are listed under Events on the Career Management System at https://law-yale-csm.symplicity.com/students (your username is your Yale NetID; hit the “forgot password” button so a new password will be generated for you) and they are described on posters that line the hallways of the Law School in the week leading up to the event. A number of CDO programs are also videotaped and available online in a password protected section available only to the YLS community at www.law.yale.edu/student-life/career-development/students/cdo-videos.

4. Recruiting Events

Yale Law School sponsors two interview programs during the school year. Over 100 employers register to interview approximately 200 upper-class students for summer and permanent positions at the Fall Interview Program. In the spring, typically 15-25 employers visit New Haven to interview first-year students for summer positions at the Spring Interview Program. In addition, YLS cosponsors the Overseas-Trained LL.M. Student Interview Program held every January in New York and the Public Interest Legal Career Fair in New York City in February. The Law School also participates as a member-school in the annual Equal Justice Works Conference and Career Fair in Washington, D.C. in October. See the Interview Programs section online at www.law.yale.edu/student-life/career-development/students/programs/interview-programs for details including which fairs have student travel and registration fees subsidized by CDO.
5. YLS Career Connections

CDO, in conjunction with the Office of Alumni Affairs, maintains a network of YLS alumni who are interested in providing career advice and guidance to current students and fellow graduates. Over 1,600 alumni are currently enrolled in YLS Career Connections (www.law.yale.edu/student-life/career-development/students/career-management-system) and represent a broad spectrum of legal and nonlegal employment. YLS students are welcome to search Career Connections by logging into the Career Management System (CMS) at https://law-yale-csm.symplicity.com/students. Your username is your Yale NetID; hit the “forgot password” button so a new password will be generated for you. We recommend that you change your password after logging in the first time. Chapter 3 provides advice on the effective use of Career Connections in your job search.

6. Employment Evaluations

CDO maintains two online systems through which students can learn about the employment experiences of their fellow students and recent graduates. One database contains student summer employment evaluations and the other contains comments from judicial clerks. These evaluations are available through CDO’s Career Management System- https://law-yale-csm.symplicity.com/students (see section 5 above for login instructions). The summer employment evaluations are available for students starting their first year, while the confidential judicial clerkship comment surveys are available for students starting later in the spring semester of their first year.

7. CDO Online Job Posting System

Through the CDO Job Posting System, employers have the ability to announce job opportunities on the CDO website that are accessible only to YLS students and alumni. Although CDO does not recommend conducting a job search by relying solely on job announcements (because many employers simply don’t take the time to announce openings), our online job listings can be a useful addition to a job search. The system includes an email feature through which students can indicate the types of positions of interest to them and receive email notification of job listings that match their criteria. The Career Management System also houses CDO’s Job Posting System- https://law-yale-csm.symplicity.com/students (see section 5 for login instructions).

B. Career Services Available on Yale University Campus

As a Yale Law student you may use many of the services available on the Yale campus. Although not an exhaustive list, these services include:

1. Yale Career Network

Similar to the Law School’s online YLS Career Connections, the University maintains an online database of alumni from all schools of the University who are willing to provide career advice to students: As a student, you can login using your Yale NetID- www.aya.yale.edu/content/online-services.

2. Office of Career Strategy

The Yale Office of Career Strategy (OCS) is located at 55 Whitney Avenue, 3rd Floor. OCS maintains a website that contains profiles on a wide variety of non-legal career paths. Once you are on their home page, select Yale College from the title bar, then Students and Explore Careers. If you apply for a
university-administered fellowship, such as a Rhodes or a Marshall, you may obtain applications and deadline information from the Office of Fellowship Programs: www.yale.edu/yalecollege/international/funding/fellowships/index.html.

### 3. School of Management

The Yale School of Management (SOM) is located at 165 Whitney Avenue. SOM’s Career Development Office library has books, periodicals and magazines on careers in consulting, general management, government, investment banking, investment management, nonprofit, private equity and venture capital. Before visiting SOM’s CDO, speak with Alison Hornstein in our CDO first. She can assist you in your business-related inquiries and direct you appropriately. Visit their website at: som.yale.edu.

### 4. Office of International Students and Scholars

The Office of International Students and Scholars is located at 421 Temple Street. By visiting the office or its website (oiss.yale.edu) international students can obtain visa information and information about other international student organizations and programs.

### 5. Yale University Health Services Center

The Yale University Health Services Center (www.yalehealth.yale.edu) is located at 55 Lock Street and provides a full slate of health care services, including primary care, specialty services, and inpatient care facility and 24-hour walk in urgent care. Mental Health Counseling services are available to every Yale student enrolled in a degree program free of charge. If you find the job search process raises stressful or uncomfortable issues for you and your family, you may want to make use of these services. Call (203) 432-0290 to make an appointment.

### CHAPTER 2

## CAREERS IN LAW

Deciding to attend law school was a big decision and one that will serve you quite well as you embark on your career, but it was only one decision of many that you will make in the coming years. The information contained in this guide should serve as a starting point in your exploration into the enormous variety of paths available to you both within and outside the legal profession. As you read this information, keep in mind that whether you are trying to decide where to work for the summer, for your first job upon graduation, or 10 years from now, most lawyers change jobs and employment settings many times during the course of their careers. We encourage you to use your time in law school to explore a variety of employment settings and to think of each opportunity as a stepping stone in your life as a lawyer.
A. Employment Settings for Lawyers

Lawyers are engaged in work of all kinds: small town solo practice, 2,000 person law firms, running major corporations and nonprofit organizations, lobbying legislators, being legislators, being President of the United States, and every other occupation. According to the ABA, lawyers work in the following settings:

- **Private Practice**: 75% of all lawyers
  - Sole practitioners: 49% of all private practitioners
  - Firms of 2-5: 14% of all private practitioners
  - Firms of 6-10: 6% of all private practitioners
  - Firms of 11-20: 6% of all private practitioners
  - Firms of 21-50: 6% of all private practitioners
  - Firms of 51-100: 4% of all private practitioners
  - Firms of 101+: 16% of all private practitioners

- **Private Industry**: 8% of all lawyers
- **Government**: 8% of all lawyers
- **Judiciary**: 3% of all lawyers
- **Legal Aid/Public Defender, Education, Associations**: 3% of all lawyers
- **Retired/Inactive**: 4% of all lawyers

Following are descriptions of the most popular employment settings for lawyers generally and for Yale Law graduates. Detailed information about these settings, including narratives written by alumni about their career paths and experiences, is contained in CDO’s other guides including *Law Firm Practice, Public Interest Careers, Environmental Law, Criminal Prosecution, Criminal Defense, International Public Interest Law, Working on Capitol Hill, Lawyers in Business* and *Entering the Law Teaching Market*. You may access them by going to [www.law.yale.edu/student-life/career-development/students/career-guides-advice](http://www.law.yale.edu/student-life/career-development/students/career-guides-advice).

1. Law Firms

Although law firms come in all shapes and sizes, they still have many characteristics in common. They are for-profit associations of lawyers in the business of servicing the needs of their clients. They are typically organized as partnerships, with the partners receiving a share of the profits at the end of each fiscal year, and the associates receiving a salary. Most law firms utilize a pyramid structure, with a base of junior level associates, fewer senior associates, and a small number of partners at the top of the pyramid.

When referring to law firms, people often categorize them by size. However, the description of a law firm as “large,” “mid-size,” or “small” is directly tied to its location. In New York City for example, many law firms have more than 600 attorneys in the NYC office alone, and sometimes more than 2,000 attorneys in all offices combined. In that type of market, a 200-attorney firm is considered “mid-size” and a 50-attorney firm is “small.” In Indianapolis, IN, on the other hand, the largest firms in the city have around 200 lawyers. A 100-attorney firm in that city is considered large, a 50-attorney firm is mid-size and a 10-attorney firm is small. As a result, it is impossible to characterize a firm’s size without also understanding

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1 Excerpted from Lawyer Demographics table at [www.americanbar.org/content/dam/aba/migrated/marketresearch/PublicDocuments/lawyer_demographics_2013.authcheckdam.pdf](http://www.americanbar.org/content/dam/aba/migrated/marketresearch/PublicDocuments/lawyer_demographics_2013.authcheckdam.pdf), compiled by the ABA Market Research Department in 2012. Numbers may not add up to 100 due to rounding.
its geographic location. Large firms tend to represent large corporations, many of which have an international presence. Mid-size firms typically represent regional clients, including corporations and individuals. Small firm practitioners sometimes maintain a general practice, handling a broad array of matters for small businesses and individuals, and other times, focus on a particular area of practice. Firms that are especially known for concentrating on one area of practice, such as intellectual property or litigation, are called “boutique firms.”

Many YLS students express interest in practicing international law in a law firm setting. This may mean working for a U.S. law firm in their U.S. or foreign office, an international law firm either in the U.S. or abroad, or a foreign law firm.

Some firms are known for their public interest work. The primary mission of a public interest firm is to assist underrepresented people or causes. Because their typical areas of practice—plaintiffs’ employment discrimination, civil rights, criminal defense, environmental law, and disability rights—are often not profitable, they typically take on other types of matters to pay the bills.

For detailed information about law firm practice, including narratives written by alumni, consult CDO’s Law Firm Practice guide at www.law.yale.edu/student-life/career-development/students/career-guides-advice.

2. Government

There are legal opportunities in government on the federal, state, or local level, in many different settings. The federal government employs attorneys in the Department of Justice, executive branch agencies (such as the Environmental Protection Agency), and in the legislature. Similar to the federal government, states hire attorneys to work in their attorney general’s offices, agencies, and legislatures. On the local level, there are the District Attorney’s offices, also known as State Attorney’s offices or County Attorney’s offices. There may also be municipal legal departments, such as the New York City Law Department, with city attorneys who represent the city in litigation and provide legal advice to city leaders. In addition, attorneys may work for various city agencies. For additional information on government-related positions, consult the following CDO guides: Public Interest Careers, Criminal Prosecution, and Working on Capitol Hill. To access the guides, go to www.law.yale.edu/student-life/career-development/students/career-guides-advice.

3. Public Interest Organizations

Attorneys can work in many different public interest environments on a broad range of substantive issues including AIDS, arts, children’s rights, civil rights/civil liberties, consumer, death penalty/prisoner’s rights, disability, economic development, education, elderly, employment/unionside labor, environmental, family, First Amendment, gay/lesbian/bisexual/transgender rights, health, homelessness/housing, human rights, immigrants/refugees, international human rights, migrant/farmworker, multicultural rights, Native American, poverty, and women’s rights. Different types of public interest organizations address these areas in a variety of ways. There are impact litigation groups that are devoted to achieving widespread legal and social change, legal services organizations that provide direct assistance to clients, public defenders that provide criminal defense to individuals who cannot afford counsel, policy centers, community development groups, and international public interest organizations.

Although some public interest organizations have opportunities for entry-level attorneys, many others rely on public interest fellowships as the primary avenue for attracting new attorneys.
Consult CDO’s guides, *Criminal Defense, Environmental Law, International Public Interest Law, Public Interest Careers*, and *Public Interest Fellowships Vol. I.*, for more information about these career paths. To access the guides, go to www.law.yale.edu/student-life/career-development/students/career-guides-advice.

### 4. Academia

It is extremely unusual for a student to become a law professor immediately after graduating from law school. On rare occasions, students have been able to obtain professorships after a federal judicial clerkship. More typically, law professors come from the ranks of attorneys who have practiced for a brief period, from PhD programs or from academic fellowships, have maintained a strong interest in law teaching, and have built the best foundation possible for making such a move by publishing and networking with academics. Yale Law School furthers the teaching careers of its graduates by offering counseling, résumé review, and programming. For more information, read CDO’s guide, *Entering the Law Teaching Market* (www.law.yale.edu/student-life/career-development/students/career-guides-advice) and visit the Law School’s Law Teaching Program site at www.law.yale.edu/study-law-yale/areas-study/law-teaching.

Some undergraduate institutions hire law graduates to teach courses such as legal history, or interdisciplinary courses that combine law with another field. Most of these positions require a PhD in addition to a JD.

Universities often employ law school graduates in a variety of administrative posts, within the law school and in the university at large. Law graduates commonly hold law school positions such as assistant deans or directors of admissions, student services, and career services. Administrative positions in law schools are often not regarded as faculty positions, unless the individual is also hired for a teaching post.

All universities employ attorneys to represent the university in a wide range of matters including contracts, labor relations, tax issues related to charitable contributions, and real estate. As with all in-house positions, university counsels’ offices tend to hire experienced attorneys. At the same time, some welcome summer clerks and/or offer short-term fellowships to recent law graduates.

Another option in academia is serving as a law librarian. Law librarians also administer law libraries serving courts, law firms, corporate legal departments, government agencies, and local and regional bar associations. Law librarians generally have a master’s in library science in addition to a JD.

### 5. Judicial Clerkships

Approximately 40% of Yale Law School graduates clerk for a judge for one or two years at some point after graduation. Judicial clerkships are available in federal and state courts, at the trial and appellate levels, and in specialized settings such as bankruptcy, tax, and family courts and administrative tribunals. Clerkships are attractive to law students for several reasons; including the enormous opportunity they provide to learn firsthand about litigation and procedure, to develop a mentoring relationship with a distinguished jurist, and to be part of the judicial decision-making process. A clerkship is often a highly valued experience and a recognized credential for many future legal endeavors.

Students contemplating clerking after graduation should consult CDO’s guides *Judicial Clerkships in the U.S., U.S. Supreme Court Clerkships*, and *Opportunities with International Tribunals and Foreign Courts* (www.law.yale.edu/student-life/career-development/students/career-guides-advice) for more information and should attend the clerkship programs.
6. In-House Practice

The fundamental difference between practicing in the legal department of a corporation and a law firm is that in-house counsel serves only one client—the corporation. To be successful and effective in providing legal advice, in-house lawyers must understand and address the business concerns of the corporation. Corporations typically hire experienced attorneys, rather than recruiting law school graduates, in part because corporations have fewer attorneys than their outside counsel and expect their attorneys to assume significant responsibility without the need for extensive training. Frequently, corporations hire an associate who has worked on their matters in a law firm. They have had the opportunity to evaluate the associate’s work, the associate already has significant knowledge of the company and its business, and the law firm strengthens its relationship with the corporation.

Consult CDO’s guide, *Lawyers in Business* (www.law.yale.edu/student-life/career-development/students/career-guides-advice), for more information about this career path.

7. Nonlegal Business Opportunities

Of course, not all law school graduates work in legal settings. Although Yale Law graduates can be found in myriad non-legal work environments, two of the common choices are management consulting and finance.

Management consultants are hired as advisors to corporations to address business problems in a variety of areas such as human resources, product development, health care, and information technology. Large consulting firms offer services in many areas, and smaller firms often focus on a particular area, such as financial services or market research. A consultant’s life typically involves a lot of hours and a tremendous amount of travel. Work for a particular client can last for many months, and consultants are usually expected to be on site at the client’s place of business during that time. In hiring, consulting firms seek candidates with strong analytical and quantitative skills, teamwork capability, leadership, interpersonal skills and creativity.

In the area of finance, lawyers typically work for investment banks, hedge funds or in private equity/venture capital. These positions often involve researching investment opportunities, raising capital for businesses, advising companies on mergers and acquisitions, and other financial matters. Expertise in a particular sector, such as health care or technology, is often required. A career in finance is generally very demanding—weekly hours can often exceed 100, and the pace of the work and the amount of money being handled can be staggering. Finance companies are looking for students and law graduates who can handle that culture, who have knowledge and a strong interest in finance, and have good interpersonal skills.


B. Legal Specialty Areas

Within each of the legal employment settings described above, there are a multitude of legal areas of practice available to pursue. Visit the law firm section of CDO’s website (www.law.yale.edu/student-life/career-development/students/career-pathways/law-firms) for links to numerous resources about legal practice areas. One of the best resources, NALP’s *Official Guide to Legal Specialties: An Insider’s Guide*
Every Major Practice Area, is available only in print in the CDO library. The guide provides information about 30 major practice areas and addresses issues such as where you can find attorneys who specialize in these areas; what types of clients these attorneys assist; what types of daily activities flow from these practice areas; what steps to take to prepare yourself for a career in a particular practice area; and what skills are necessary to succeed in each area of practice. Another option for learning about particular practice areas is attending CDO’s programs, especially the Law Firm Practice Area Forum, an event held in the spring, which brings in dozens of practicing attorneys to YLS to share career advice about their areas of work.

C. Employment of Yale Law Students and Graduates

1. Summer Employment

The summer after the first year of law school provides a wonderful opportunity to experiment and explore employment possibilities. Students typically use the first summer to gain some insight into what characteristics their ideal employer should possess. In addition, the summer is a good time to focus on obtaining a writing sample and good references for future job searches. The vast majority of students (around 90%) spend all or part of their first summer working in the public sector, either with a government agency or public interest organization. Only 10-15% of first-year students spend all or part of their summer working for a private firm. A few students conduct research for faculty, work for a corporation, or serve as a judicial extern. Appendix A and CDO’s website provides 1L Summer Employment statistics (www.law.yale.edu/student-life/career-development/employment-data/historical-1l-summer-employment-sectors) over the past five years. The majority of first-year students secure positions for the summer by writing letters and sending résumés to employers. Some students accept jobs from employers participating in the Spring Interview Program at Yale or the NYU Public Interest Career Fair.

The second summer provides the opportunity to explore additional employment settings. In addition, many students obtain permanent employment offers from their second summer employers. The vast majority of students (around 80%) spend all or part of the summer working for a private law firm, while typically one quarter will use all or part of the second summer to explore government, public interest, academic, or corporate opportunities. Appendix A and CDO’s website provides 2L Summer Employment statistics (www.law.yale.edu/student-life/career-development/employment-data/historical-2l-summer-employment-sectors) over the past five years. The majority of second-year students obtain summer positions through Yale’s Fall Interview Program (FIP), while others take advantage of the NYU Public Interest Legal Career Fair co-sponsored by Yale or apply directly to employers of interest to them.

Some students will work for more than one employer during the course of the summer, typically spending between six to eight weeks with each employer. Less than 10% of first-year students and around 20% of second-year students split their summer between two employers. For additional information about splitting the summer, consult CDO’s advice To Split or Not to Split, That is the Question found at www.law.yale.edu/student-life/career-development/students/career-guides-advice/split-or-not-split, click on Career Planning.

Some firms offer students the opportunity to work for the firm for part of the summer and a public interest organization for the other part, with the firm paying the student’s entire summer salary. See CDO’s Firms Sponsoring Split Public Interest Summers (www.law.yale.edu/student-life/career-development/students/career-guides-advice/firms-sponsoring-split-public-interest-summers) for additional information about this unique split summer option.
2. Post-Graduation Employment

Yale Law School graduates have tremendous success in finding interesting positions after law school. Approximately 40% of the graduating class serves as judicial law clerks to federal or state court judges either immediately upon graduation or within a few years after graduating. Over 35% start their careers with law firms, typically larger law firms in New York, Washington, DC and California. Yale Law graduates are often selected for prestigious public interest fellowships, including the Equal Justice Works, Skadden and Liman fellowships. Other students are accepted into government or other public interest positions, including the Department of Justice Honors Program. When factoring in graduates’ first non-clerkship employment choices, approximately 60% commence their careers with law firms and approximately 25% with public interest organizations or in government. See Appendix A and CDO’s website for complete entry-level and first non-clerkship employment statistics (www.law.yale.edu/cdo, select Employment Data).

The Career Development Office seeks information from graduates five and ten years after their departure from Yale Law School through our 5th and 10th Year Career Development Surveys (www.law.yale.edu/student-life/career-development/employment-data). Based on these survey responses, we know that around half of our graduates are with law firms five years after graduation and around a third remain in law firm practice 10 years after graduation. Around one quarter are in public service five years after graduation and closer to one third are in public service 10 years after graduation. Smaller percentages of respondents are teaching and in business. See the chart in Appendix A detailing the employment sector choices of our graduates five years after leaving law school.

In addition to learning where our graduates are working, the 5th and 10th Year Surveys also provide insight about our graduates’ level of career satisfaction. Based on responses from our most recent 5th Year Survey for the Class of 2009, 83% of survey respondents were either satisfied or very satisfied with their current employment. Ten years after graduation, nearly 90% of Class of 2004 respondents indicated that they are either satisfied or very satisfied with their current employment.

D. Career Path Concerns

As you contemplate the career options available to you, you will undoubtedly ponder myriad personal and professional issues. While these issues are best addressed in an individual counseling session in CDO, the following are some of the concerns that students have raised about the job search process for their 1L summer and beyond.

1. Will my debt burden prohibit me from exploring public sector opportunities?

Many students and their families take out significant loans to pay for Yale Law School. Financial issues are important and real. However, YLS provides strong financial support for students interested in public service. The following is a summary of the financial support YLS provides. Consult CDO’s Public Interest Careers guide (www.law.yale.edu/student-life/career-development/students/career-guides-advice) and the Financial Aid Office website (www.law.yale.edu/admissions/cost-financial-aid) for more details about these programs.

- The Summer Public Interest Fellowship Program (SPIF)- www.law.yale.edu/admissions/cost-financial-aid/summer-aid-spif provides guaranteed funding up to a maximum of $6000 for students who need financial support to pursue a public interest job in the summer. Students may receive additional support from SPIF – SC (Student Contribution) by volunteering for their fundraising activities.
• The Ford Foundation Public Interest Fellowship Program- [www.law.yale.edu/studying-law-yale/areas-interest/public-interest-law/about-public-interest-law/financial-support-public-interest](http://www.law.yale.edu/studying-law-yale/areas-interest/public-interest-law/about-public-interest-law/financial-support-public-interest) provides stipends to numerous YLS students who serve as summer interns and/or post-graduate fellows with a Ford Grantee Organization.

• The Career Options Assistance Program (COAP)- [www.law.yale.edu/admissions/cost-financial-aid/post-graduate-loan-repayment](http://www.law.yale.edu/admissions/cost-financial-aid/post-graduate-loan-repayment) allows students to choose public service and other modest salaried positions after graduation by paying all of their academic loans if they earn less than a set income threshold and partial payment for those with adjusted incomes above that threshold.

• YLS Post-Graduate Fellowships ([www.law.yale.edu/student-life/career-development/students/career-pathways/public-interest/yls-public-interest-fellowships](http://www.law.yale.edu/student-life/career-development/students/career-pathways/public-interest/yls-public-interest-fellowships)) provide funding to help students pursue their public service goals after graduation. For the 2015-16 academic year, YLS awarded thirty-eight public interest fellowships.

• Loans to assist students in paying for interviewing clothes.

• Reimbursement for the cost of telephone calls or faxes made in pursuit of public interest employment and for the cost of registration and travel to public interest career fairs in which YLS participates.

• The program TRI PI (Travel Reimbursement Interviews for Public Interest), created by CDO, reimburses second and third-year students up to $800 for public interest interview expenses ([www.law.yale.edu/student-life/career-development/students/career-guides-advice/tri-pi-travel-reimbursement-interviews-public-sector](http://www.law.yale.edu/student-life/career-development/students/career-guides-advice/tri-pi-travel-reimbursement-interviews-public-sector)).

### 2. If I start my career in one sector, will I be wedded to that sector forever?

Many YLS graduates work in multiple sectors during the course of their careers. It is not uncommon to find alumni whose career paths have included stints in law firms, nonprofits, government, and academia, to name a few settings. Having said that, there are some factors to take into consideration as you contemplate your career path and possible job changes.

- **Do you want to work for a public sector employer during your first summer and move to the private sector during your second summer?** Many students express concern about their ability to find a law firm position after working in the public sector during their first summer, especially if they already have engaged in a significant amount of public service work. Private sector employers realize that first year law students generally have more public sector opportunities and expect that students will work in that sector. Even when a résumé seems to indicate that a student has a predilection for public service, private sector employers will consider that student for employment. It is key for students to be prepared for questions about their experience and to be able to discuss why they are interested in working for the private sector employer.

- **Do you have a strong preference for a particular sector?** If you do, think about claiming it and pursuing your interest, rather than trying to hide it. Your strong preference will almost certainly be obvious to those who interview you, and they may reasonably question your commitment to their type of practice. There certainly are students and graduates who deal with this dilemma honestly and successfully, some of whom choose to postpone working in their most preferred setting for two or three years. But it is important to recognize this choice, so that you can anticipate and handle questions asked by prospective employers.

- **Do you have a demonstrable commitment to public interest work?** Whenever you apply to a public service organization you will be expected to demonstrate your commitment to public service work. If you are applying to such an organization from a private firm, you will need to show how you have maintained this interest while working in the firm. You could do this through pro bono work and/or through other volunteer work. Keep as current as possible about the issues and events that are shaping the public sector in which you are most interested.
• **Do you have a demonstrable interest in work done by private for-profit firms?** If you are working for a public interest organization and think you want to transfer to the private sector, maintain your contacts with classmates and others in private practice and find out how others have made this transfer. Read business publications as frequently as possible. Keep in mind not only the transferable skills you have, but also those you enjoy using. Describe your work experience in the public sector not in terms of the substantive issues (poverty law, civil rights, etc.) but in a way that emphasizes skills necessary in the private sector, e.g., litigation, policy analysis, research and writing, grant-writing and fund raising (client development), effective client contact and counseling, project management, meticulous attention to detail, and ability to meet deadlines.

• **If you are working in a high-paying position, can you save some of your income?** If you adopt a lifestyle that is impossible to support on a lower salary, “golden handcuffs” may keep you from pursuing your preferred, but lower paying, type of employment. Remember the availability of loan repayment assistance through the COAP program.

### 3. Can I be a successful lawyer and have a decent family life or outside interests?

It is true that many people, both lawyers and non-lawyers, are finding it difficult to achieve balance in their personal and professional lives. Figuring out what you mean by “successful” can help you make decisions. Many government agencies, public interest organizations, and mid-size to small law firms offer the opportunity to enjoy a life outside of work. On the other hand, these positions will not pay the high salaries and may not have the same level of name recognition offered by large law firms. When determining how to structure your career in the law, it is important not to lose sight of your priorities and to understand that there will be tradeoffs along the way. To learn about specific employer policies and practices, consult the “Hours & Work Arrangements” section (within each employer) of www.nalpdirectory.com. This section can be viewed once you select an individual employer’s profile. In addition, make use of the CDO library’s print resources, including *In Pursuit of Attorney Work-Life Balance: Best Practices in Management* (2005); *Balanced Lives, Changing the Culture of Legal Practice* (2001); and *The Lawyer’s Guide to Balancing Life and Work* (2006).

### 4. Do I need the credential of working at a large law firm?

Clearly our statistics show that many of our students and graduates go to larger law firms. There are many reasons that graduates take that path including the salaries, the ease of obtaining these positions through the Law School’s interview programs, the perception that this choice leaves the most doors open, and the subtle (or not-so-subtle) peer and family pressure to work for a well-known employer. However, large law firm practice is not for everyone. It is also not necessary to pursue this credential if you are committed to working for a smaller law firm or in the public sector. Before making a decision, you should weigh and evaluate many factors, including training, autonomy, interest in substantive legal work, control over type of work, pro bono opportunities, hours, travel, potential for advancement, and personal fulfillment. Do not fall into the trap of allowing an easy job search, a high summer or starting salary, or the expectations of others dictate your career choices.

### 5. Do large law firms provide better training than other types of employers?

Training is certainly an important factor to consider when evaluating different career options. Large law firms, federal agencies, and major public interest organizations typically offer formal training programs. Smaller firms and public interest organizations usually rely on informal training methods. One method is not necessarily better than the other. The value of the training depends on the commitment of the employer to the training (whichever method is provided) and your preference.
Following are some typical training activities:

**Formal Training**
- Senior attorneys assigned as mentors to summer associates or interns and new attorneys.
- Regularly scheduled meetings (frequently at lunch time) at which practitioners talk about current cases in their specialty or new developments in their areas of expertise.
- Rotation of summer associates or interns and new attorneys through two or more departments before permanent assignment to a department.
- Regularly scheduled (and possibly required) events for litigators in which they learn, experientially and through videotaped practice sessions, how to conduct successful interviews, negotiations, depositions, settlement conferences, motions, trials, and appellate arguments.
- Legal writing workshops conducted by an in-house person or a writing consultant.
- Workshops for supervising attorneys (including partners) in effective supervision techniques, including providing feedback.
- A system of formal evaluation of work performed by summer associates or interns and attorneys.
- A system of “upward evaluation” of supervising attorneys (including partners and managing attorneys) by lower level attorneys.
- A paid in-house employee responsible for managing and conducting training and in-house or outside continuing legal education activities.
- Financial or other support for continuing legal education through seminars offered by legal education providers, such as the Practicing Law Institute, National Institute of Trial Advocacy, the American Law Institute, the American Bar Association, or state or local bar associations.

**Informal training**
As the name implies, informal training is unstructured and is provided primarily on a day-to-day basis by more senior attorneys who critique the work of summer associates or interns and new lawyers. They incorporate the summer associates or interns and new lawyers in all aspects of their work. This includes observing the more senior lawyers at work with clients, in court, in strategy meetings, and with other lawyers. Like formal training, informal training typically includes the assignment of a mentor to new attorneys.

**6. How does the fact that I pursued other activities or careers before law school impact my job opportunities?**

Although “second career” students have the easiest time if they seek first-summer jobs related to their former settings, they are by no means limited to that approach. The records of previous graduates attest to the success of “second career” graduates of YLS.

A few things to keep in mind:

- Be prepared to answer questions regarding your decision to change careers and attend law school, without being negative about your previous background and experience. For students with an academic background, be aware that employers may assume you intend to become a law professor. Enrolling in a clinical program or other volunteer activity to gain practical experience may be especially valuable for you. Such practical experience will demonstrate that you have an interest in actual law practice.
- Some of the prejudices against law students who do not come directly from college or from a brief stint in another setting include the assumptions that they will not be willing to start at the bottom in a new career or to take direction from “senior” lawyers who are nevertheless younger; that they may
not be willing to “pay their dues” in another field after having done so once already; and that they may have more family and other obligations that will prevent them from being able to commit the same amount of effort as younger law students. To be sure, some of these prejudices are patently illegal and patently false. However, you need to understand that such assumptions exist and that you will have to decide how to deal with them. In a sense, you are lucky if an interviewer alerts you to his or her concerns, because you can address them. Most, however, will not even raise the usually permissible questions, such as, “whether you are willing to travel, work nights and weekends.” If they do not ask, you may wish to take the initiative and address possible concerns. Discuss these options with a CDO counselor before you decide.

- Give your résumé a fresh look. Think carefully about the words that you use to describe past experience and education. When considering whether to exceed the usual one page résumé, you must be especially careful not to devote excessive space to items that may not help you in the law job market.

### 7. Will my career options be limited because I am not a U.S. citizen?

If you are not a U.S. citizen or resident alien, the Department of Homeland Security U.S. Citizenship & Immigration Services (USCIS) has promulgated regulations that may affect your employability during and after your course of study. Start by reviewing CDO’s [Noncitizen JD Students and the Job Search Process](https://www.law.yale.edu/student-life/career-development/students/career-guides-advice) under the [Career Planning](https://www.law.yale.edu/student-life/career-development/students/career-guides-advice) tab. Be aware of visa requirements and recognize that state and federal government entities often have additional restrictions. For example, payment of federal government salaries to non-U.S. citizens is restricted to persons meeting certain requirements; this applies to all federal posts, including judicial clerkships.


International students may wish to take advantage of Curricular Practical Training (CPT) to work in a summer internship in the U.S. and/or Optional Practical Training (OPT) to work in the U.S. after graduation. Visit the Office of International Students and Scholars (OISS) website [oiss.yale.edu](http://oiss.yale.edu) to learn more about these options.

It is your responsibility to know INS and other regulatory requirements and to make arrangements with prospective U.S. employers to comply with them. Questions should be addressed to OISS at 421 Temple Street, (203) 432-2305.

### 8. Will my job search be more difficult because I am a transfer student to YLS?

In our experience, transfer students typically fare as well as other Yale law students in finding employment and obtaining permanent job offers. YLS does not permit “prescreening” by employers who participate in the Fall and Spring Interview Programs; thus, transfer students will not be excluded on the basis of their transfer status.
CHAPTER 3
DECIDING WHERE TO WORK

When deciding where to work for a summer or after graduation, avoid the temptation to jump immediately to the step of employer research. Instead, first take some time to reflect on your own values, skills, interests, and career and life goals. Do not try to fit any particular mold or someone else’s idea of what a Yale law student or graduate should or should not do.

A. Self-Assessment

Self-assessment is a useful first step of the career planning process. During a self-assessment you will gather information about yourself, including an analysis of your values, interests, and abilities that will enable you to make more informed career choices. This process will be valuable when considering both your short-term and long-term career goals. In addition, self-assessment can help you to identify what is most important to you in an employer and in a job, thereby increasing your chances of long-term employment satisfaction.

Visit the self-assessment section of CDO’s website - www.law.yale.edu/student-life/career-development/students/toolkit-student-job-seekers/self-assessment for links to assessment tools. Read CDO’s other guides which contain advice written by alumni about their career paths. Attend CDO career programs to learn from alumni in practice. Meet with alumni practitioners serving as Mentors-in-Residence. Speak with a counselor about your career goals and aspirations.

In addition, the Law School also offers many opportunities to explore career options. Surround yourself with varied ideas, people, and work. Try out clinics, pro bono projects, courses, and student organizations with an eye toward defining your interests, skills, and values. Use your summers as an opportunity to continue to define and refine your career needs.

According to America’s Greatest Places to Work with a Law Degree, the following 19 qualities are consistently mentioned by law school graduates who are pleased with their employment situations:

1. Employer matches or beats expectations for what work would be like
2. Work is intellectually challenging
3. The hours are livable
4. Employer provides tokens of appreciation
5. Belief that work is meaningful
6. Belief that you are significant part of the picture
7. The compensation system (lock-step or eat what you kill) suits you
8. There are no artificial deadlines
9. Belief that employer respects and cares about you personally
10. You know where you stand, all the time
11. Superiors (mentors) are available to answer questions
12. Supervisors readily share their expertise with you
13. You get a lot of responsibility early
14. You enjoy the company of the people with whom you work
15. Your employer is “family-friendly”
16. You get direct client contact
17. The support staff is happy
18. You feel that what you are doing now is setting you up for what you wish to do next
19. You have the opportunity to contribute to the community in a meaningful way
To determine what qualities will be most important to you in your career, consider the following issues:

1. Location

☐ I prefer to live in close proximity to family.
☐ I prefer to live in an area with an ethnically/politically/economically diverse population.
☐ I prefer to live in an area with many cultural/social opportunities.
☐ I prefer to live in a city/suburban/rural community.

*Things to consider:* Many employers prefer candidates with geographic ties to their city. The legal work in some cities lends itself to certain practice areas.

2. Practice Areas

☐ I do not know in what area of law I wish to practice

*Things to consider:* Enroll in a law school clinic, assist a professor with research, or select particular courses to gain some experience in different types of legal practice.

Seek employers with a variety of practice areas; you may want an employer with a rotation system for summer associates or interns and new attorneys.

-OR-

☐ I am sure I want to practice (to name a few):
  - antitrust
  - banking
  - civil rights
  - commercial litigation
  - constitutional law
  - corporate transactions
  - criminal law
  - employment/labor
  - entertainment law
  - environmental law
  - health care
  - international law
  - product liability
  - real estate
  - securities
  - tax
  - trusts & estates
  - OTHER _________

*Things to consider:* Concentrate on employers that will allow you to specialize early in your career. Determine the likelihood that a potential summer employer will give offers to that practice group or department.

Be sure to meet attorneys from those practice groups or departments when you interview. Are they impressive? Could you imagine one or more as a good mentor? If you may relocate at some point in your career, try to select practice areas that are available in other cities.

3. Lifestyle

☐ I do not mind working a lot of hours. Think about how much you are willing to work. When a large firm indicates that you will be expected to bill 2,000 hours/year, do you know what that really means? Refer to CDO’s *Truth About the Billable Hour* (www.law.yale.edu/student-
It is important to me that I earn a lot of money. Think about how much money you really need to make. Are you concerned about living on a public interest salary? Learn about how the COAP program can work for you (www.law.yale.edu/admissions/finaid_repayment.htm). Find alumni in YLS Career Connections (www.law.yale.edu/student-life/career-development/students/career-management-system) who are in the public sector and talk with them about your salary concerns.

I would enjoy having numerous social opportunities at my place of employment. Larger employers, such as large law firms, the U.S. Department of Justice, and larger district attorney’s offices have large summer and incoming classes. The summer programs typically involve numerous social events. Determine whether there are attorneys who have similar interests to you and are at similar stages of life.

I would like an employer that enables attorneys to pursue other interests. Does the employer allow attorneys to work part-time or other flexible work arrangements? Are there attorneys at the organization who are very involved in outside pursuits?

4. Work Environment

- I enjoy having a lot of autonomy in the workplace.
- I want an employer that has a mentor system.
- I want an employer that will provide me with productive, frequent feedback.
- I enjoy a “work hard/play hard” mentality.
- I work best in a supportive, collegial environment.
- It is important to me that I have a nice office.
- I need an employer that has plenty of support staff and other resources.
- I enjoy receiving a lot of responsibility quickly (“jumping in with both feet”).
- I want an employer that has a formal training program for attorneys.
- I would like to have a reasonable chance of making partner.
- I want the option of working at an international office.
- It is important that the employer has a commitment to supporting women/minority attorneys.
- I must feel that I am working in an ethical environment.

5. Clients

- It is important to me that I work for high profile clients. The largest law firms typically represent the largest international companies that are often in the news. Similarly, the national public interest organizations take on issues of national and international importance. Many boutique litigation firms defend high profile criminal matters which U.S. Attorneys and District Attorneys prosecute.

- I want to be able to work on pro bono matters. Consult CDO’s Critically Evaluating Pro Bono Policies and Programs (www.law.yale.edu/student-life/career-development/students/career-guides-advice/critically-evaluating-pro-bono-policies) to learn about how to select firms committed to pro bono work.
☐ I would like my clients to trust me as a counselor/advisor. It is possible in any employment setting, but more likely with employers who provide earlier client contact and more opportunities to be involved in all aspects of the client’s legal matters.

☐ It is important that I believe in the causes/issues of my clients.

☐ I would prefer to serve individuals instead of corporations. Think about working for public interest employers or smaller law firms or in practice areas more involved in assisting individuals such as estate planning, family law, or plaintiffs’ work.

☐ I do not want to represent clients but instead wish to be involved in legal issues on a broader scope. Consider politics, government work, policy organizations, think tanks, and certain nonprofit organizations espousing particular legal views.

B. Research Employers

Now that you have some notion of what qualities you want in an employer, the next step is to research the market. Conducting employer research can be a time-consuming process, but the networking and research skills that you gain will be invaluable in your career. A plan is critical.

There are thousands of potential employers to whom you can apply for work. The sheer numbers can be quite overwhelming. To help narrow your focus, use the criteria you have developed based on your self-assessment to create categories of target employers. Examples include:

- Legal services organizations in Boston
- U.S. Attorney’s Offices in California
- Law firms involved in environmental work
- Intellectual property firms anywhere in the U.S.
- Any American Civil Liberties Union office

After you have identified the general types of employers for which you would be interested in working, there are many resources available to learn about particular employers. Most employers have their own websites with plenty of information about their practices, clients, attorneys and more. Peruse the CDO website (www.law.yale.edu/cdo) to view our list of guides, library resources, and list of external career links. Students typically find the following resources quite helpful:

- **ALM Legal Intelligence** (www.almlegalintel.com). Surveys, Lists and Rankings from *The American Lawyer, Corporate Counsel, National Law Journal*. Click on the “Surveys and Rankings” tab to access dozens of law firm surveys and rankings including: the A-List; AmLaw100 and 200; Global 100; Midlevel Associates Survey; Pro Bono Survey; and Summer Associate Survey. Click on the “Firms” tab to generate customized reports comparing firms on numerous factors including firm financials, demographics, clients, billing and more. **This site must be accessed through Yale’s VPN. Instructions are available at** [http://its.yale.edu/services/wifi-and-networks/vpn-campus-access](http://its.yale.edu/services/wifi-and-networks/vpn-campus-access).

- **Chambers and Partners** (www.chambersandpartners.com). The Chambers Guides rank lawyers and law firms within practice areas. Select from Chambers UK, Global, Europe, USA, Asia, or Latin America. Each guide is searchable by firm name, individual attorney name, geographic location and practice area. Within each practice area, Chambers ranks firms by designating them as “Band 1–6,” with Band 1 ranking highest. Chambers Associate provides profiles of firms drawing on information from Chambers, the firm and associates.
• **Leadership Directories** ([www.leadershipdirectories.com](http://www.leadershipdirectories.com)). Yale Law School provides students with a subscription to the Leadership Directories, an online database containing biographical and contact information for leaders in U.S. business, government, professional, and nonprofit organizations. Altogether, Leadership Directories provides information on almost a half million people at over 40,000 organizations. Students using a Yale computer or connected to Yale through a VPN can access the Directories without a password. If accessing the site from an outside computer without VPN, please contact CDO at (203) 432-1676 for a username and password.

• **Martindale Hubbell** ([www.martindale.com](http://www.martindale.com)). This is a directory of law firms and corporate in-house counsel. It is a great way to locate YLS alumni in law firm practice and is the primary means of learning about smaller law firms. Each law firm entry contains a list of representative clients and a bio about each attorney. Through the website, you can search by geographic area, areas of practice, firm size and law school. Click “advanced search” to get started.

• **The NALP Directory of Legal Employers** ([www.nalpdirectory.com](http://www.nalpdirectory.com)). The directory provides snapshots of hundreds of the largest law firms around the country including information about their practice areas, billable hour expectations, hiring needs, plans to hire first-year students, summer and entry-level salaries, and locations of international offices. Students can create mail merge documents for use in applying to NALP employers.

• **The Public Service Jobs Directory or PSJD** ([www.psjd.org](http://www.psjd.org)). This is an effective and centralized tool to find information about public interest opportunities. PSJD is made up of a network of 200 member law schools across the United States and Canada, including YLS and more than 13,000 law-related public interest organizations around the world. Through their online database, PSJD provides a comprehensive clearinghouse of public interest organizations and opportunities for lawyers and law students. As PSJD members, YLS students can perform customized searches for organizations in which they have an interest and for public interest opportunities—ranging from short-term volunteer and paid internships to post-graduate jobs, fellowships, and pro bono opportunities.

• **Student Summer Employment Evaluations** ([www.law.yale.edu/student-life/career-development/students/career-management-system](http://www.law.yale.edu/student-life/career-development/students/career-management-system)). All students are encouraged to provide CDO with an evaluation for each of their summer experiences. These evaluations serve as a vital resource for students seeking employment. The evaluations are located in CDO’s Career Management System (CMS) at: [https://law-yale-csm.symplicity.com/students](https://law-yale-csm.symplicity.com/students). When you initially log in to CMS, your username is your NetID. Hit the “Forgot Password” button so a new password will be generated for you. We recommend that you change your password after logging in the first time. Once you log in, you can select “Summer Evaluations” from the “Shortcuts” section located on the right side.

• **Vault Career Insider** ([https://careerinserter.vault.com/career-insider-login.aspx?parrefer=651](https://careerinserter.vault.com/career-insider-login.aspx?parrefer=651)). Yale Law School has purchased a subscription to the Vault Career Insider, which enables students to download PDF versions of many of Vault’s career guides, including guides to the top law firms in each region of the country. Click Guides to view the available guides. In addition to accessing the guides, click Rankings and Reviews to view Vault’s various rankings of firms by region, department, diversity, quality of life and more.

**C. Connect with Alumni**

Yale Law School has over 12,000 alumni working in virtually every corner of the globe. When deciding where to work, be sure to tap into this resource for information. Some of the methods for connecting with our alumni include:
• **YLS Career Connections** (www.law.yale.edu/student-life/career-development/students/career-management-system). YLS Career Connections is an online searchable database of over 1,600 YLS alumni who have offered to provide career advice to students and fellow graduates. Use this resource to locate graduates practicing in fields of interest to you and contact them for information and advice.

• **Yale University Career Network** (www.aya.yale.edu/content/online-services). Many alumni from Yale University and its graduate programs have joined the University’s Career Network and offered to provide career advice to students and fellow graduates. Use this resource to supplement the contacts you develop through the Law School’s Career Connections. These resources can be especially useful for students seeking information about nonlegal career options. Log in using your NetID.

• **CDO Mentors-in-Residence Program.** During the year, CDO invites many alumni to visit YLS to speak on career-related panels. While here, those alumni often agree to meet individually with students to provide advice about their job searches. Because these sessions typically take place during the weekday, students should feel free to wear casual attire.

• **CDO, YLS, and Yale University programs of interest.** Throughout the year, CDO, the Law School, and the university host numerous programs in which students have the opportunity to network with attorneys in the legal field.

• Narratives written by alumni in **CDO guides** (www.law.yale.edu/student-life/career-development/students/career-guides-advice), and the online **Alumni Career Profiles** (www.law.yale.edu/study-law-yale/alumni-student-profiles).

When reaching out to alumni or others for career advice, the conventional starting point is to send an email stating your request, and asking whether there is a convenient time for the two of you to talk. If you have been referred to the person from a mutual acquaintance, be sure to mention that. Reassure your contacts that you are NOT seeking a job interview, only an opportunity to discuss your career ideas and obtain some professional feedback. For example, when sending an email to a member of YLS Career Connections, you may wish to say something like:

> “I am currently a 1L at Yale Law School, and I plan to pursue a career in entertainment law in Los Angeles. I found your profile on YLS Career Connections, and notice that you have had great success in the entertainment industry. I would be grateful for the opportunity to speak with you about your experiences at YLS and your career path. Please let me know if there is a convenient time for us to talk. Thanks in advance for your help.”

If you have the opportunity to meet with an alumnus/a or other attorney for networking purposes, come prepared with a general knowledge of the subject you plan to discuss and some questions. Limit your discussion to 20 to 30 minutes, unless the attorney expresses an interest in extending the discussion. Attempt to get the names of two or three people for further networking. You should bring your résumé for the individual to review and critique (or email it in advance), but do not attempt to solicit employment. At the meeting and in a subsequent email or letter, express your appreciation to the individual for taking the time to meet with you. Keep the people in your network periodically updated about your career.
CHAPTER 4
APPLICATION MATERIALS AND PROCESS

After you have determined where you wish to apply, you need to put together your application materials. This step involves drafting a résumé and one or more cover letters, and assembling a writing sample and list of references. When drafting these materials, keep in mind that every piece of paper you provide to an employer will be viewed as a writing sample. Everything should be technically perfect and well written.

A. Résumés

1. Introduction

In most cases, your résumé is your first contact with a potential employer. It shows not only what you’ve done with your life so far, but also what you have accomplished. Because employers consider your résumé an example of your work product, it must be concise, accurate, error-free, well-organized, clear, easy to read, and visually pleasing. Use a standard font such as Times New Roman, and a font size of either 11 or 12 point.

Keep in mind that the reader of your résumé will probably spend no more than 30 seconds reviewing it. To be effective, it must be brief while still offering enough information to stimulate the employer’s interest. Most law student résumés should be one page in length. If you have extensive, relevant, non-redundant prior work or academic experience you may require two pages. In these circumstances, you should still be very careful not to devote excessive space to items that may not help you get the job you seek.

The first step in the résumé drafting process is to attend CDO’s résumé advice program. After obtaining that advice, reflect on your target audience. Are you writing to a law firm, small nonprofit organization, large government agency, or judge? Find out as much as you can about the types of projects in which you would be involved if hired. Based on that information, determine which skills you should highlight. For example, are your writing and research skills most important, or your communication and negotiation skills? Some students choose to have a few résumés geared toward different types of employers. Review your prior experiences to determine which projects and activities best demonstrate the skills and attributes sought by the employer(s) to whom you are writing.

At that point, try your best to craft a one page résumé. Then schedule an appointment with a CDO counselor to address any questions you may have and to obtain the counselor’s input. Use the samples in Appendix B as a guide.

2. The Heading

Your name, mailing address, telephone number where you can be most easily reached (i.e., your cell phone), and email address should appear at the top of your résumé. You may wish to include your permanent address on your résumé in addition to your current address if you are applying for jobs in or near your home state, and your connection to that area is not already apparent on your résumé. However, keep in mind that including your permanent address on your résumé highlights to employers that you are from some location other than New Haven. This may not work to your benefit if you are from the Midwest, for example, and seeking jobs in New York City.
3. Education

a. Degrees

List your degrees in reverse chronological order. Include in your education section honors and activities under the appropriate school entry. Keep in mind that the honors category is reserved for the activities that you were chosen to participate in through some type of selection process. Be sure to describe any awards that are not self-explanatory.

If you are a joint degree candidate or already have other advanced degrees, give careful consideration to the amount of space you devote to those other degrees on your résumé. Think about the level of connection between the degree and the position you seek. If you are working towards an MBA and are applying for private sector business-oriented positions, then it is likely that your MBA will work to your advantage during the hiring process. However, if you have a PhD in history, and are applying for legal positions in either the private or public sector, it is likely that the PhD will not be helpful in your job search. The presumption of many legal employers is that Yale Law students with other graduate degrees are more interested in academia than law practice. Think strategically about this issue not only in drafting your education section, but also your experience and publications sections. Note that if you are enrolled in a joint degree program, that information will be reflected on your transcript. Feel free to meet with a CDO counselor to discuss these issues in more depth. You can also refer to the sample joint degree résumé in Appendix B.

b. Scholastic Activities

Include on your résumé your activities that best exemplify your skills and interests and the skills and interests that the potential employer will find useful. These qualities may include leadership, speaking and writing ability, and teamwork. Ask yourself these questions: Which activities were most important to you? Which activities took up most of your time? Were some of the activities “legal” in nature (i.e., Student Judiciary Board)? Narrow your list of activities by selecting only one of a number of activities that are of the same genre. However, if you are applying for public service positions, you should include all of your service related activities to demonstrate your commitment to public interest work. With respect to social activities, do not overdo it.

If you are involved in activities at YLS that demonstrate skills or interests in which an employer would be particularly interested, feel free to list those activities in your experience section instead of as activities. For example, many students choose to include law school clinical work, research for a professor, and pro bono projects in the experience section of their résumés.

Students often have concerns about whether to include certain activities or experiences on their résumés that reflect an affiliation with a particular political, ethnic, gender, or other similar type of organization. Because the answer to this question will vary depending on the type of employer and the type of organization, this question is best addressed in an individual counseling appointment. Your affiliation with certain organizations may help your ability to secure an interview or job with certain employers and may hinder your chances with other employers. It is wise for you to think about this issue and talk it over with a counselor before sending out your résumé.

c. GPA/LSAT Scores

In a recent unscientific survey of employers participating in the Fall Interview Program, slightly more than half thought listing undergraduate GPAs on résumés was “somewhat useful,” a third thought it was
“very important,” and the rest thought it was “irrelevant.” Given this information, you may wish to include your GPA on your résumé if it is outstanding or if you need it to counter any irregularities on your YLS transcript. In that same survey, the vast majority of employers thought listing LSAT scores was “irrelevant;” a small minority thought it was “somewhat useful” and no one thought it was “very important.” Given this feedback, you may wish to include an outstanding LSAT score on your résumé as a 1L, but probably should not include it by your second year at Yale.

**d. High School Information**

We strongly discourage students from including high school information on their résumés. As Yale Law students, you undoubtedly have many more recent achievements and experiences to share with potential employers. There are only two possible reasons to include high school information on your résumé. First, there is the “snob appeal factor.” If you attended a prestigious high school and you are applying to employers whom you know to have connections to that high school, you may wish to include it on your résumé to flag this to them. Second, for students applying for public sector positions, public sector employers are interested in your commitment to public interest work and may be interested to see what you have done as far back as high school. However, if you have numerous other examples of your public service work throughout college and after, including your high school information is likely just redundant.

**4. Experience**

The experience section should list in reverse chronological order, all relevant employment held during the time span covered. The name of the employer should be listed first, followed by the location, and dates of employment. The dates you provide can be general (i.e., Summer 20XX) and need not state specific starting and end dates. You may wish to include your job titles, depending on their impressiveness or assistance in clarifying your responsibilities. Volunteer or unpaid employment may be included in this section along with paid employment. Feel free to include work performed as part of your scholastic experiences in your experience section, including legal clinic experience, research for a professor, a pro bono project, and extensive work for a student organization.

In deciding which employment experiences to include on your résumé, again keep in mind that your résumé is your sales tool. If one or more of your most recent jobs are irrelevant or less relevant than work in which you were involved earlier, feel free to leave out the irrelevant or less relevant positions and include the more relevant work. While employers may become concerned about large gaps in your résumé, leaving out a summer here and there is not a problem. You may wish to use a summary line on your résumé such as, “Held various positions as sales clerk, waitress, and receptionist while in college.” Do not worry if you do not have any legal experience yet. Employers are not seeking law students who have had legal experience before law school. They are looking for students with qualities that lawyers possess, including common sense and intellectual ability. Think about what experiences you do have—did you develop leadership skills, analytical ability, or speaking ability? If so, be sure your descriptions reflect that information.

Use active verbs in your job descriptions. For example, state “researched and wrote memoranda on issues of jurisdiction and venue,” not “involved in assisting attorneys in the researching and writing of…” See Appendix B for a list of action verbs. Provide enough of a description so that the potential employer learns something about what projects you worked on and what skills you developed. A one sentence description of the work of the employer is not good enough. If you were a summer associate at a law firm or an intern with a legal services organization, do not assume that everyone will know what you did. Students are given very different levels of responsibility and types of projects during the summer, often
based on the employer’s perception of the student’s ability. Be sure you take the opportunity to highlight your achievements. Do not reveal privileged or confidential information, but be sure the skills you have developed, especially research, writing, and oral advocacy, are prominent.

5. Additional Sections

Following the experience section, many students include an “interests” section listing a few special interests that may matter to an employer. It is not mandatory and you should feel free to leave this section off. However, if you have interests that are not already reflected in your application, and you would enjoy discussing them during an interview, then you may wish to include it. This section can often serve as a good ice breaker during an interview. An additional reason to include an “interests” section is to humanize you. Many résumés sound very intellectual and serious. It may be nice to let potential employers know that you also have a fun side.

If you have a particular language ability that may be relevant to an employer, you can include a “skills” or “languages” section with that information. You may also add a “publications” section, but keep in mind that if a publication is listed on your résumé, you will likely be asked about it during an interview. In addition, listing many publications on your résumé may give an employer the impression that you are primarily focused on an academic career.

B. Cover Letters

1. Introduction

Like the résumé, the cover letter is a sample of your written work and should be brief (preferably one page), persuasive, well-reasoned, and grammatically perfect. Before crafting your cover letters, review the following tips and consult the sample cover letters in Appendix B.

A good cover letter:

- Tells the employer who you are (e.g., a first-year student at YLS) and what you are seeking (i.e., a summer intern position);
- Shows that you know about the particular employer and the kind of work the employer does (e.g., civil or criminal work, direct client service, “impact” cases, antitrust litigation);
- Demonstrates your writing skills;
- Demonstrates your commitment to the work of that particular employer;
- Conveys that you have something to contribute to the employer;
- Shows that you and that employer are a good “fit”; and
- Tells the employer how to get in touch with you by email, telephone, and mail.

Hiring attorneys and recruiting administrators use cover letters to:

- Eliminate applicants whose letters contain misspellings (especially of the firm name and the name of the contact person) or other errors;
- Eliminate applicants whose letters show a lack of research, knowledge about, or interest in the employer’s work; and
- See if there are geographic ties or other information to explain the applicant’s interest in that city or employer.

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2. Format

Your current address should be aligned with the center of the page or the left margin. Under your address you should include a telephone number where you can most easily be reached (i.e., your cell phone) and email address. The date is included under that contact information. Determine to whom you should address the cover letter. If you are applying to law firms, address your letter to the recruiting director. For NALP member firms, use www.nalpdirectory.com to obtain that contact information. (NALP also provides a useful mail merge feature for generating multiple letters). For other firms and public interest employers, you can refer to their websites, or contact the office to determine to whom your materials should be directed. The name of the person to whom the letter is addressed, his or her title, the employer’s name, and address follow the date and are aligned with the left margin. If writing to an attorney, include Esq. after the person’s name. The greeting appears two lines below the employer’s address and should be “Dear Mr.,” “Dear Ms.,” or “Dear Judge.” The body of the letter is single spaced with a line between each paragraph. The closing of the letter (“Sincerely” and your signature) should be two lines below the last line of the letter and either in the center of the page or aligned with the left margin, consistent with how you set up the top of your letter.

3. Body of the Letter

Although there are many ways to write a cover letter, the following format has worked well for students in the past:

- In the first paragraph of your cover letter, explain why you are sending your résumé to the employer: “I am a first-year law student at Yale and am seeking a position with your organization for the summer 20XX.” If you are applying to public interest employers and are eligible for SPIF funding, you can mention that here.

- Use the second paragraph to explain your interest in the employer, including your interest in the employer’s geographic location, reputation, specialty area, or public service. While you may not have time to prepare a separate cover letter for every employer to whom you will write, you may wish to have a few different letters geared toward different types of employers.

- In the third paragraph, stress why this employer should hire you. Try not to reiterate what is already included on your résumé. Elaborate on how your qualifications will make you an exceptional summer intern or attorney.

- The final paragraph should thank the employer for taking the time to review your application and inform the employer of how you can be reached to set up an interview. You may wish to state that you will contact the employer in a couple of weeks to follow up and then actually do so. This is especially true with public interest employers who are often understaffed and will appreciate your extra effort.

C. Writing Samples

1. When is a Writing Sample Necessary?

If you are sending your résumé to employers, you should include a writing sample only if specifically requested. Most law firms and public interest organizations do not want writing samples at the initial stage of the application process. However, nearly all judges require a writing sample with the initial clerkship application materials. Many public sector employers will request a writing sample after they
determine that they are interested in hiring you. While some law firms will request a writing sample at that time as well, others never request one.

Even if a writing sample is not specifically required, you should realize that your cover letter, résumé, and every piece of paper you submit will be viewed as a writing sample. All documents should be technically perfect and as well-written as you can make it.

2. Appropriate Types

Legal employers would rather see legal analysis; something like a memo or brief is preferred over a research paper, and something on a legal topic is preferable to a nonlegal paper. The ultimate criterion, however, is the quality of the writing. If you are convinced that no legal memorandum or brief comes close to the quality of one of your research papers, choose your best writing. In addition, less outside editing is better, which is why previously published pieces are not automatically at the top of the list. If you use a document prepared for a prior employer, you must get the employer's permission and make sure you have made all necessary modifications and redactions to preserve client confidentiality.

The topic of the writing sample is not much of a concern for law firms. Public interest organizations naturally would be more interested in something written about the area of their work. It offers an additional indication of the applicant's interest in the subject; however, a writing sample on a different topic is not disqualifying (and legal employers recognize that first year law students have limited choices for writing samples). Judges also generally don't care about the topic of the sample.

3. Appropriate Length

Although there is no definitive ideal length for a writing sample, 5-10 pages typically serves the purpose of demonstrating your writing ability. If all of your potential writing samples are much longer, consider using an excerpt (e.g., one argument from a longer brief) and providing a brief explanatory note in the form of a cover sheet.

4. Cover Sheet

Create a cover sheet for your writing sample. It can have a simple heading—just your name centered at the top of the page and “Writing Sample” centered underneath it. Use your cover sheet to give any necessary background information about your writing sample. For example, if you use a writing project prepared for class, give the name of the class and a brief description of the assignment. If your assignment contained forced limitations, such as the type of research you were allowed to conduct or the side of the argument you were required to take, explain those limitations on your cover sheet. If you are taking an excerpt from a longer document, add whatever background is necessary to make the excerpt understandable. If you are using a document prepared for a former employer, explain that you have obtained the employer’s permission and made all necessary modifications.

The typical cover sheet explanation is two paragraphs. Do not exceed one page. You do not need to use “résumé-grade” paper for your writing sample or cover sheet. See Appendix B for sample cover sheets.

D. List of References

A list of references contains the contact information for two or three individuals who can recommend you for employment based on their personal experience with you as a student (preferably as a law student) or as an employee. Employers are seeking more than character references. They are interested in references who can describe you in terms of those skills deemed important to the success of any junior lawyer,
namely, legal analysis and writing, ability to assume responsibility, and interpersonal skills. If one or more of your references are law school faculty members, be sure that they know more about you than that you performed well in their class. Choose professors who know you from class participation, conversations outside of class, or research or other independent work that you performed for them.

Prior to listing someone as a reference, have a frank conversation to be sure that he/she is comfortable with providing you with a strong, positive recommendation. Although this conversation may be awkward, it is important to learn this information up front. If possible, take some time to speak with them about your career interests as they relate to the employers who may be contacting them. In addition, provide them with a copy of your résumé so they can become familiar with your background and experience. See the sample List of References in Appendix B for formatting ideas.

**E. Transcripts**

Unless an employer specifically requests an official transcript, you should feel free to provide an unofficial transcript. Be aware, however, that printed on the back of an official YLS transcript is an explanation of the law school’s unique grading system. If you provide an unofficial version, you may wish to obtain a photocopy of the grading explanation from the Registrar. An “Unofficial Academic Record” is also available through the Registrar’s website, but we do not recommend submitting this to employers because your name is not included on the document and it is not formatted properly. If you have incompletes or works in progress on your transcript, provide employers with an explanatory cover sheet. Talk to a CDO counselor if you have questions about what to say.

Requests for official and unofficial transcripts should be made online at [https://transcripts.law.yale.edu/](https://transcripts.law.yale.edu/). There is typically a 24-48 hour turnaround time. Unofficial transcripts can be photocopied. Official transcripts cannot be photocopied and only 10 may be requested at one time.

Employers request transcripts to view your grades and your course selections. First-year students who are asked to provide a transcript can explain to employers that grades are unlikely to be available before April (first semester grades from professors are due to the Registrar on the second Monday after Spring Break and are available on your transcripts a few days after that), and that, pursuant to the law school’s grading policy for first term, your transcript will show only credit or fail for each course. You can offer to send your transcript when grades are available, or to send an undergraduate transcript immediately if that would be helpful. Even prior to grades being available, some employers may be interested in receiving a copy of your transcript to see your course selections. Courses are listed on your transcript as soon as you commence the course selection process. For first-year students, that means that spring courses will be listed on your transcripts starting the first week of December. If you think your course selections may be a selling point to employers, you may wish to hold off on sending transcripts until your spring courses have been selected.

**F. Application Packet**

At the initial application stage, provide only your résumé and cover letter, unless the employer specifically requests additional materials. When applying via email, convert your documents into PDFs to avoid conversion problems. Before creating the PDFs, format your documents properly by using Word, a standard font such as Times New Roman, at least .5 margins, and tabs or justification instead of spaces for alignment purposes. When emailing your applications, include the body of your cover letter in the email message and also include the cover letter as an attachment. Ideally you will attach only one PDF file that includes both your résumé and cover letter in one document. If you have questions on how to do this, contact CDO or IT services.
If you are asked to send your application by mail, purchase good quality white or cream bond paper with matching envelopes for printing your résumés and cover letters. YLS has a special paper printer designed for thicker stock located on L2 in the computer classroom. Students are welcome to use this printer but you must bring your own résumé paper. Remember that your “perfect” résumé is likely to be photocopied by prospective employers. You may want to make a test photocopy to be sure your résumé will still look good after duplication. If you are also including a writing sample, you can either fold the documents to fit a standard size envelope, or use larger envelopes. Remember, you do not need to use résumé quality paper for your writing sample.

G. Application Timing

1. Initial Contact with Employers

a. First-Year Students

CDO and the Association for Legal Career Professionals (NALP), to which Yale Law School belongs, subscribe to the view that first-semester first-year students should concentrate on their course work. In accordance with NALP Principles and Standards, first-year students may not receive career counseling from CDO until October 15. However, first-year students may attend all educational programs provided by CDO at any time. In addition, CDO will offer orientation meetings, and workshops on résumés, cover letters, and interviewing for first-year students at the end of October and in early November. See Appendix D for further information about both YLS and NALP policies.

The NALP Principles and Standards also provide that prospective employers and first year law students cannot initiate contact with each other about summer positions until December 1. NALP further spells out that employers cannot interview or make offers to first year students before December 1.

Most first-year students contact employers directly when seeking summer employment, although some obtain positions via the Spring Interview Program, which takes place in February. Many larger law firms, national nonprofit organizations, and federal agencies typically wish to hear from students in December. Most other employers expect to hear from first-year students during the course of the winter and early spring. We suggest that you send a “wave” of applications to your five to 15 top choices in December. Prepare a second and third wave as needed, as you work down your list of desirable employers. By using this strategy, it is less likely that you will find yourself in the position of feeling forced to accept an offer from an employer in which you are only mildly interested, when your most desired employer has not yet contacted you or is not able to make a decision before you have to decide on the offer extended to you. Once you accept an offer, you must withdraw from consideration by other employers.

b. Upperclass Students

Although many upperclass students use the Fall Interview Program (FIP) to find summer and permanent employment, some students (especially those seeking positions with employers in less popular geographic locations, smaller law firms, or public service employers) opt to supplement or replace FIP by sending résumés and cover letters directly to employers. Upperclass students should commence this process in August prior to school and continue with “waves” throughout the fall and early spring as necessary. It is not unusual for upperclass students seeking public interest positions to be involved in the job search process well into the spring.
2. Follow up

If you have not heard from an employer within two to three weeks of sending your cover letter and résumé, and you are still interested, call the employer to make sure that your letter was received and ask politely about the status of hiring plans. Smaller firms, public interest, government, and nonprofit organizations often are not well-equipped to handle the volume of applications they receive. Calling them demonstrates your interest and helps them remember you. Be mindful of the line between showing interest and being a pest. Do not be surprised if some employers do not respond to your inquiries until you contact them to check on the status of your application. Similarly, if you have interviewed with an employer and are awaiting news, feel free to follow up with a telephone call to reiterate your interest in the position and inquire about the timing of their hiring decisions.

Keep a record of your contact with employers: those who respond, the nature of their replies, your follow up, and the results. Your search may last a matter of weeks or months, and this record will be a valuable tool. It is a good habit for all job searches you undertake now and in the future. You are building your professional network, so touch base with contacts you encountered along the way and tell them about the work you ultimately select.

CHAPTER 5
INTERVIEWING

Lawyers spend a lot of time talking to each other and to clients, witnesses, staff, prospective clients and recruits. In many of those conversations, they are making judgments. Communication—written, oral, and nonverbal—is every lawyer’s stock-in-trade. Interviewing is a means for the employer to learn about your communication skills, and for you to learn about the communication style of the employer as revealed by the interviewer. Whether you interview as part of an organized interview program or are invited to interview after submitting an application to the employer, it is important to understand what you may encounter in the interview and to prepare thoroughly.

A. Employment Sector Differences

1. Law Firms

Law firm interviews are not known for being particularly rigorous. The interviews are a conversation, with the interviewers using your résumé to ask questions to see if you have a sincere interest in their practice and if you would be a good fit with their firm. Substantive legal questions are rarely asked. Academic achievement is often important.

Some law firms ask “behavioral interview” questions which focus on how you performed or behaved in the past. Look for these employers to ask questions designed to predict how you will perform in the future, based on how you handled situations in the past. General, vague, or hypothetical answers will not provide employers with the information that they are seeking. Instead, focus on providing specific examples of how you dealt with a particular experience, project, assignment, or task. See sample law firm interview questions in Appendix C.

Law firms often use a two-step interviewing approach, with a screening interview followed by a callback interview. Screening interviews can be at the employer’s office or by telephone, but more typically take place during an interview program, such as FIP. During FIP, screening interviews are 25 minutes in...
length. In other settings, they may last as long as an hour. If the screening interview is viewed positively by the prospective employer, the usual next step is to invite a candidate to the employer’s office for a callback (also called “flyback” or “in-house”) interview.

During a callback interview, the employer has seen your résumé and/or talked with you, is impressed with you, and has chosen to spend a substantial amount of time getting to know you better. Typical callback interviews last for half of a day, and involve you meeting individually for 20 to 30 minutes with four or more attorneys from the employer. Often, the employer will have two or more junior attorneys take you out to lunch after the interviews are completed. For more detailed advice on conducting callback interviews, consult CDO’s Turning a Callback into an Offer (www.law.yale.edu/student-life/career-development/students/career-guides-advice/turning-callback-offer).

2. Public Interest Employers

Interviews for summer positions with public interest organizations are usually less formal than those for permanent positions and may involve only a few minutes of chatting on the phone. In fact, some public interest employers hire summer interns on the basis of a résumé and cover letter alone. These employers seek students with a commitment to service and will ask questions to gauge your commitment. Some government employers, including district attorneys and public defenders, ask hypothetical questions to see how well you think on your feet. For example, interviewers at public defenders offices may ask: “If your client were charged with the crime of molesting small children, how would you react? Could you defend your client? If your client made it clear that he or she would commit perjury on the witness stand, would you let him or her testify?” Some public interest employers, such as the Department of Justice, have unique interview processes. See sample public interest interview questions in Appendix C.

3. Management Consulting Firms

In consulting firm interviews, you will be asked a hypothetical business question and be asked to analyze the problem during the interview. These interviews are known as case interviews. Speak with a counselor in CDO and consult CDO’s Lawyers in Business guide (www.law.yale.edu/student-life/career-development/students/career-guides-advice) for more information about this unique interview process.

4. Investment Banks

Following their often aggressive work atmosphere, investment banking interviewers will question you about your analytical skills and interest in banking. At times, using a hard sell approach can be preferred in these interviews. Again, speak with a counselor in CDO and check out CDO’s library for relevant publications.

B. Interview Preparation

1. Know Your Application Materials

Reread your résumé and writing sample and be prepared to answer questions about them. If you have a publication listed on your résumé, be prepared to summarize its thesis succinctly. Refresh your memory about your prior work and scholastic experiences. The underlying question in the interviewer’s mind is, “why should we hire you?” List the three or four things you most want an employer to know about you and make sure to bring these qualities up during your interviews. These qualities may include writing, research, problem solving, leadership, oral advocacy, attention to detail, and dedication/enthusiasm to name a few.
2. Know Your Online Image

Prospective employers may conduct Internet research to learn more about you than what you’ve shared through your application materials. It is important for you to maintain a professional online image. Do you have a profile on LinkedIn or Facebook? Do you Tweet? Do you have a personal website or blog? Does your content project a professional image? Be aware not only of the content you author, but of links to other content from your site—it is certainly possible that a prospective employer will follow the links provided. If you share your thoughts and opinions on other sites, are you comfortable with employers reading your views? Google yourself—are you concerned with what you see? If it is content you posted, look into taking it down. Consider restricting access to your online content whenever possible. Feel free to talk to a CDO counselor if you have any concerns about your online image.

3. Know the Employer

Consult the Research Employers section in Chapter 3 of this guide to refresh your memory about the best resources to use in learning about the employer. Read the employer’s website, Summer Employment Evaluations, and other materials available for that employer. Talk to students who have worked for that employer. You may wish to read recent articles discussing the employer so that you have an understanding of current issues for them. After your research, make a list of two or three things that are most important for you to know about each employer.

4. Know the City

Be able to articulate your interest in and connection to the city in which you are interviewing.

5. Participate in CDO Interview Skills Programs

Be sure to take part in CDO programs, including the interview skills workshops and mock interview training, to brush up on your interview skills before the real thing.

6. Know What to Expect on Interview Day

When arranging your interview, make sure you understand (and write down) the logistics—the time, location, length of your visit, names of attorneys you will meet, and what materials you should bring (although it is probably wise to bring a résumé, writing sample, list of references and transcript even if not requested). Look the interviewers up on the employer’s website. Map out your travel route in advance and be sure to arrive a few minutes early. When you go to the interview, be sure you have eaten properly and have had enough sleep.

C. What to Wear

Your attire should contribute to your professionalism. Although employers may have different dress codes, err on the conservative side when interviewing.

1. Women

- Black, navy and gray are the most conservative colors, but other subtle shades are also fine. Solids are preferable to patterns.
• If worn, skirts should be around knee length. Wearing pantyhose (as opposed to bare legs) is the more conservative approach.
• Avoid low-cut shirts. Tank tops and camisoles are too casual.
• Keep heels on the shorter side. Stay away from sling backs, open toes, elaborate bows, buckles etc.
• Keep jewelry simple so as not to distract you or the interviewer.
• Long hair/curly hair does not have to be pulled back, unless it will be in your face or distract you.
• Use a light hand in applying makeup and perfume.
• Nails should not be too long and, if polished, should be in a neutral shade.
• Carry a briefcase or folder that contains your interview materials. If you carry a briefcase, do not also carry a purse.

2. Men

• Suit should be a well-tailored pin-striped or plain wool single-breasted suit in navy or gray.
• Ties should be tasteful in color and design. The width of your tie should be between 2 ¾ and 3 ½ inches and should extend to your trouser belt. Do not wear a bow tie.
• Wear a plain, light-colored long-sleeved shirt, white or light blue work well.
• Shoes should be polished with socks that complement the suit. Shoes should match your belt.
• For jewelry, do not wear anything more than a simple watch and wedding band. Leave your earring/nose ring at home.
• Hair should be neatly cut. Although long hair is not recommended, if you have it, pull it back into a neat ponytail. Beards and mustaches should be trimmed or, if acceptable to you, removed.
• Use no cologne or aftershave or, if you must, apply it very lightly.
• Carry a briefcase or folder that contains your interview materials.

3. YLS Loan Policy for Suit Purchase

If a student is on financial aid (loans and/or grants) and does not have appropriate clothing for interviews, the student may request a one-time loan of $500 to purchase a suit. If the student enters COAP after graduation, this loan will be covered. Talk to Jill Stone, Director of Financial Aid, before they purchase a suit, and should submit receipts within 10 days of purchase.

D. How to Make a Good Impression

An interview is a conversation between relative strangers, consisting of questions, answers and discussion. Remember that you want the interviewer to like you, so do not leave your social skills at the door. Be friendly, warm, interested, and smile when appropriate. Do not strive to be someone else (do you want to have to “act” all summer, or worse, permanently?), but do exhibit your best manners. Look the interviewer in the eye and provide a firm handshake. Above all, never display arrogance.

You have two primary goals during the interview: 1) to determine whether this employer may meet your career goals and objectives, and 2) to make the interviewer aware of, and remember, your unique qualities, interests, and skills. When responding to questions, you want to come across as intelligent, friendly, and thoughtful. Go with the “flow” of the interview, and, at the same time, find opportunities to state your accomplishments and ask your most important questions. Employers tell us that in interviews they look for people who:

• Have thoroughly researched the employer and know why the employer and its work interest them. Employers want to know that a student has a real interest in them and has thought about how he or she would add to, as well as benefit from, the organization. Students with clear, coherent goals for
their job searches are attractive to employers, just as you are attracted to employers who are interested in you (and not just in Yale law students in general). You know how you feel if an interviewer has not prepared to meet you. Interviewers feel similarly disappointed to discover that you have no particular reason for interviewing with them and do not know much about their work.

- **Demonstrate good judgment.** This can be shown in a variety of ways. One very important way is to not divulge client confidential and privileged information in discussions in interviews or in any writing sample you may use.

- **Are problem solvers.** Employers look for students who understand that lawyers are not in the business of pondering abstract issues or “thinking great thoughts.” Lawyers have clients with problems to which they want solutions, or at least advice on the consequences of choosing various courses of action. Employers often enjoy interviews that range into the theoretical (they were once law students), but let them know that you can apply your thinking to practical matters as well.

- **Take an active part in the interview.** Keep in mind that the interview is supposed to be a conversation, not a cross examination. As a participant in the conversation, your role is to be responsive and to keep the conversation flowing. One word answers to questions may prompt the interviewer to believe that you are either bored or boring. Neither of these impressions will help you get the job. Be sure to speak loudly, clearly, and slowly enough to be heard.

- **Are positive and demonstrate enthusiasm.** Through your body language and tone of voice, exude enthusiasm for the position. Resist the temptation to be negative about yourself, prior employment experiences, law school, or any other aspect of your background. Interviewers are more impressed with candidates who have positive things to say.

- **Are forthright about “negatives,” such as poor grades or lack of an offer of permanent employment from a previous legal employer.** These situations can be difficult for a student to deal with, but they often cannot be concealed. If you have a “negative” on your record and are asked about it, acknowledge it and do not be defensive or make excuses. It may be true that you were unfairly not given an offer for some internal political or discriminatory reason. If so, please tell one of the counselors in CDO and discuss the matter. In subsequent interviews, however, treat the episode as a learning experience. Tell the interviewer what you learned and why you will succeed in working for that employer. For more specific advice on dealing with this issue, consult CDO’s *What to Do When You Don’t Get an Offer from Your Summer Employer* (under Law Firms at www.law.yale.edu/student-life/career-development/students/career-guides-advice/what-do-when-you-dont-get-offer). Do not speak negatively about your former employer or co-workers (or anyone for that matter). Show them that the poor grade or lack of an offer is not a true reflection of your abilities. Give them something positive about you upon which to focus instead.

Visit the interviewing section (www.law.yale.edu/student-life/career-development/students/toolkit-student-job-seekers/interviewing) of the CDO website for more information.

**E. Responding to and Asking Interview Questions**

**1. Responding to Questions**

Be prepared to answer questions by reviewing the sample questions listed in Appendix C. When reviewing the questions, think about which questions will be more difficult for you to answer and reflect
on how you can best respond. For example, if attending law school is a career change, be able to articulate your reasons for making the change. If you transferred to Yale from another law school, be ready to explain your decision, discuss your former law school with pride, and stress that you were among the top students at your former law school. If you are interviewing with private law firms and your background is all public interest, be able to explain your interest in the firm and provide examples of prior scholastic and/or work experiences that demonstrate your ability to do the work. Below are some ideas for how to respond to particular questions.

**a. Tell me about yourself.**

Interviewers sometimes start the interview by asking this broad question instead of a series of questions about specific items on your résumé. Candidates often dread this question and feel uncertain about what to say. This is a great opportunity for you to tell the interviewer what you have to offer. You are already prepared to talk about your relevant accomplishments. Discuss at least one of them at this point. If you mention more than two of them, maintain a conversational tone, taking care not to recite a dull catalogue of your achievements. Provide details that show qualities that are relevant to the position for which you are interviewing.

By focusing on your accomplishments, you can avoid one of the biggest pitfalls in answering this question: the chronology. Do not start with your date and place of birth and work your way through your whole life story. Information about where you grew up and went to high school will not be relevant or interesting, unless the interviewer was born or grew up in the same place as you and the two of you establish rapport in that way. A chronology of the rest of your education and your work experience merely provides the interviewer with information that is already available on your résumé. An effective answer synthesizes the relevant portions of that information.

Very often, candidates ask the interviewer whether he or she would like to hear about personal or professional matters. Avoid asking the interviewer what he or she means by the question or what he or she is seeking in your answer. Be confident that your answer will address the interviewer’s question. If it does not, the interviewer will ask follow-up questions. Not every follow-up question means that your answer was off-target; your answer simply may have inspired other questions.

To keep the interviewer’s interest and attention, try to answer in less than two minutes. If you dominate the floor with too long an answer, you have less ability to establish a dialogue and good rapport with the interviewer. As you speak, the interviewer may interject an observation or another question. This does not necessarily mean that you have been talking for too long. The interviewer may have connected with something that you said. Let the interviewer interrupt and respond to what he or she says. Just keep in mind your remaining points and introduce them at appropriate moments as the interview progresses.

**b. What are your strengths? What are your weaknesses?**

Both questions often trip up candidates. Strengths prompt long-winded answers that do not necessarily relate to the needs of the position and the employer. Weaknesses simply inspire fear. You can make the most of these questions.

*Strengths:* Be strategic. Discuss those strengths that will most impress the interviewer. Think about what would be most helpful to mention at that point in the interview. It could be the perfect opportunity to talk about an achievement that you have not yet had an opportunity to raise. It could also provide a means for you to summarize the accomplishments that you have already mentioned. Another approach is to discuss subjective matters such as your integrity, dedication, or trustworthiness. To be most effective, select qualities that relate to the position.
If a quality has little or no bearing on the job, the interviewer may find it interesting but will not be especially persuaded that you are the candidate for the job. In addition, do not simply list qualities, rather provide an example that demonstrates your point.

**Weaknesses:** Candidates generally dread this question and for good reason. The interviewer seems to be asking you to discuss what is wrong with you. Do not fall into that trap. Respond in a way that further demonstrates what you have to offer. Never act stunned or stumped by the question. Do not try to avoid it by smiling coyly and saying that you have no weaknesses or naming a weakness that is too far afield. At the same time, do not provide a weakness that calls into question your ability to perform well in the position you are seeking. One approach is to turn your weakness into a strength. There are many qualities that could be perceived as weaknesses and yet are hidden strengths. Indicate briefly what makes it a weakness and then explain in much greater detail why it is a strength. Another approach is to discuss a weakness that you have overcome. Spend most of your time using an example to explain the steps that you took to overcome the weakness and the results that you have achieved. Whatever approach you follow in your answer, do not dwell on the weakness or give any damaging examples. Highlight what is positive, give positive examples, and end on a positive note.

c. **What would you like to know about our organization?**

Sometimes interviewers start the interview by asking this question. Even if they do not, you must be prepared with questions that demonstrate your interest in that particular employer. Generic questions are a signal to an interviewer that his or her organization is not among your top choices. Consequently, measured against other candidates who demonstrate their enthusiasm for the employer and its work, you will likely be out of the running for a position. See Appendix C for possible questions that you can use as a starting point and tailor to each particular employer.

d. **Where do you see yourself in five years? What would you like to be doing five years from now?**

Discuss the type of work that you would like to be doing, the amount of responsibility that you would like to have, and, if relevant, the position that you would like to fill in the organization. Be sure that your answer relates to opportunities that would be available with that employer. Do not try to be cute or coy by answering that five years is so far off, it is too hard to speculate, or that you want that person’s job. The interviewer wants to see what thought you have given about your future, what goals you have in mind, or how this position fits in with your career plans.

### 2. What Questions to Ask and When to Ask Them

At some point in virtually every interview, the interviewer will ask what questions you have. Ask questions that show off your research, instead of questions easily answered by their materials. Avoid questions that may put the interviewer on the defensive (i.e., “Why doesn’t your firm have any women partners?”). Instead, ask questions that provide the interviewer the opportunity to shed some light on a topic of interest to you (i.e., “Can you tell me about the opportunities for advancement for women in your firm and what policies/practices the firm has in place to assist women attorneys in succeeding at your firm?”).

Students may worry that the employer will hold it against them if they ask certain questions. Remember that Yale Law students have considerable power in the job market. If Yale students ask questions about issues such as pro bono policies, part-time work, and quality of life issues, firms will have to come up
with answers and may decide to implement policy changes. At the same time, keep in mind that the employer’s primary concern is getting the work done, so ask these types of questions as a portion of the universe of questions you pose.

Also, consider the appropriate time during the interview process for posing certain types of questions. With regard to some questions, you may decide that the issue is so important to you that you would rather not waste your time following up with the employer unless the answer is what you want. On the other hand, there may be some questions that while important to you, are not a deal breaker, in which case you may wish to hold the question until after you have an offer. Questions of this nature may include asking about whether the employer will allow you to split your summer, whether you can work in an international office, or whether it would be acceptable for you to go on a preplanned vacation. Do not spend time during interviews discussing benefits such as salary, leave policies, insurance and other administrative details. Save these to ask the recruiting manager after you have received an offer.

**f. Dealing with Inappropriate Interviewer Conduct**

Job interviews should focus on your ability to perform the essential functions of the job for which you are interviewing. Thus, the questions you receive should focus solely on your education, experience, abilities and your suitability for the position.

YLS Placement Policies and Regulations (available in Appendix D) prohibit discrimination on the basis of age, color, handicap or disability, ethnic or national origin, race, religion, religious creed, gender (including discrimination taking the form of sexual harassment), marital, parental or veteran status, sexual orientation, gender identity, gender expression, or the prejudice of clients. Employers participating in Yale Law School’s interview programs are required to agree to the Law School’s Nondiscrimination Policy (www.law.yale.edu/recruiting-policies-2#Nondiscrimination_Policy) when they request an interview slot. The policy reads:

> Yale Law School is committed to a policy against discrimination based upon age, color, handicap or disability, ethnic or national origin, race, religion, religious creed, gender (including discrimination taking the form of sexual harassment), marital, parental or veteran status, sexual orientation, gender identity, gender expression, or the prejudice of clients.

Additionally, the Association of Legal Career Professionals (NALP) requires that all of its members (which include all law schools and most large law firms) adhere to its Principles and Standards (www.nalp.org/fulltextofnalpprinicplesandstandards) in recruiting at law schools. Section IV.E. of the Principles and Standards states:

Employers should use valid, job related criteria when evaluating candidates.

1. Hiring decisions must be based solely on bona fide occupational qualifications.
2. Employers should carefully avoid conduct of any kind during the interview and selection process that acts or appears to act to discriminate unlawfully or in a way contrary to the policies of a particular institution.
3. Factors in candidates’ backgrounds that have no predictive value with respect to employment performance, such as scores on examinations required for admission to academic institutions, should not be relied upon by employers in the hiring process.

If you experience any issues with inappropriate questions while interviewing, please speak to Assistant Dean Kelly Voight or another counselor in CDO. Within the bounds of law, the information you share
with CDO is confidential and we will work to resolve the matter based on your wishes. We have a range of formal and informal options, including talking through the situation and discussing ways to respond to similar situations going forward, or having CDO report the interviewer's conduct to his/her employer. By sharing this information with CDO, you will enable us to prepare future students for interviews and to provide meaningful feedback to employers regarding our expectations for interviewer conduct.

In addition, every academic year, the Dean appoints a faculty member to serve as an Anti-discrimination/Anti-harassment officer at the Law School. Each Yale School and Residential College has a senior administrator assigned as a Title IX coordinator to resolve complaints and address issues of gender-based discrimination and sexual misconduct within that school. At this time, the Law School’s Anti-discrimination/Anti-harassment officer and Title IX coordinators are Professor Muneer Ahmad (fall) Professor Claire Priest (spring). Students with questions about or complaints of harassment or discrimination are encouraged to speak with them.

In addition to having a range of options for dealing with inappropriate interviewer behavior after the interview, you also have a range of options for responding during the interview itself. There are at least four ways to respond:

1. You may answer the question as asked without any reference to the inappropriateness of the question;
2. You may attempt to determine and answer any potentially legitimate concern that underlie the question and ignore the improper question itself, or otherwise pivot to a positive statement (e.g., a question about your parental status may be an attempt to assess your availability to travel);
3. You may respond by asking “I am not sure why you are asking me that question. Can you rephrase or clarify so I have a better understanding of how this relates to the position for which I am applying?”;
4. You may refuse to answer, point out to the employer that the question is illegal at worst or inappropriate at best, and leave the interview.

Of these options, the first two are probably the least likely to raise any concern on the part of the interviewer and thus most effective if you remain interested in receiving a callback invitation or offer from the employer. Remember that one of the skills most lawyers develop is the ability to turn a negative into a positive. Practice that skill by steering a conversation away from an illegal or discriminatory area toward a topic that further demonstrates your ability to handle the position. It is also useful to keep in mind that interviewers are not always experienced at interviewing, and, even though they are lawyers, many are not familiar with employment law. Also, their views may not reflect the attitudes of the majority of attorneys at their office. Ultimately, it is up to you to determine your continued interest in the employer given the interviewer’s conduct.

G. Thank You Letters

There is some disagreement about the importance of sending thank you letters. In some regions of the country (i.e. the Northeast), they are generally not expected. In other locales (i.e. the Southeast), they are more common. The choice is yours. If you do decide to send one, make sure it is perfect—as it is a sample of your written work. It is CDO’s view that a short follow up email to persons with whom you met is a good idea if (1) you are extremely interested in the employer and would like to reiterate that interest; (2) you thought that you really connected with the interviewer and would like to remind that interviewer of your similar interests; or (3) the interviewer went out of his/her way for you (e.g., treated you to a lavish meal).

If you decide to write a follow up email or thank you letter, you should do so promptly. You can write to one or more attorneys with whom you met and/or the recruiting coordinator. In your correspondence, you can ask the person to whom you write to pass your thanks along to the other people who assisted in
H. Accepting and Declining Employment Offers

1. Timing

At some point in the interview process you will begin receiving job offers, and likely some rejections as well. Employers typically provide responses to students within a couple weeks of their interviews, although some will act more quickly and others more slowly. If you haven’t heard within a couple of weeks, you should feel free to call or email and inquire about your status and the timing of decisions.

Once you receive an offer, the amount of time you have to decide depends on whether the employer is a member of NALP. Employers who are not members of NALP have the right to require a response to an offer at any time. Upon receipt of an offer from a non-NALP employer, you should inquire as to when the employer expects a response. For NALP member employers (most larger law firms and some public interest organizations), NALP provides standards for the timing of offers and decisions as reflected in Part V of NALP’s General Standards for the Timing of Offers and Decisions. The full text of NALP’s Principles and Standards, including Part V, is available at www.nalp.org under “Principles and Standards” and in Appendix D of this guide.

According to NALP guidelines, offers to 1Ls for summer employment should remain open for at least two weeks after the date of the offer letter. (NALP Principles and Standards Part V.D.3).

The timing of offers from NALP employers to upper-class students is somewhat more complicated. Read carefully the Principles and Standards (www.nalp.org/fulltextofnalpprinciplesandstandards) to determine the timing that applies to your employment situation. Some important points to note:

- Offers to 2Ls who have not previously worked for the employer remain open for 28 days from the date of the offer letter. (NALP Principles and Standards Part V.C.1).
- Candidates should reaffirm offers within 14 days or risk retraction of the offer by the employer.
- Offers to 3Ls made by their summer employer on or before September 2 are to remain open until October 1.
- Candidates should reaffirm offers within 30 days or risk retraction of the offer by the employer.
- Offers made after September 2 shall remain open for 28 days from the date of the offer letter. (NALP Principles and Standards Part V.B.3).

Although NALP guidelines provide you with a good amount of time to make a decision, in this economic climate, we are finding that students are making decisions more quickly. We encourage you not to delay in your decision-making.

2. Extensions of Time

If you find yourself under a deadline to respond to an employer, but you are not sure if you want to accept the position, come speak with a counselor in CDO. Depending on your situation, it may make sense for you to ask for more time to decide. However, keep in mind that asking for more time may be a signal to the employer that they are not your first choice. Ultimately, it is significantly better to ask for more time than to accept and later renege on your offer. Reneging is unprofessional and reflects poorly on you and the Law School.
One alternative to seeking an extension is to accept with the employer for part of the summer, while still exploring other options for the other part. Refer back to Chapter 2, section C of this guide for more information about the pros and cons of splitting the summer.

### 3. Accepting an Offer

When you are ready to accept an offer, you can either call the person who extended the offer to you, or in the case of larger law firms, you can call the Recruiting Department with your good news. If you have questions for the employer about your employment (i.e., salary, benefits, start and end dates, vacation issues), you should feel free to address them in your call. However, after accepting a position, you will likely receive information from the employer setting forth the terms of your employment more specifically. If you accept a law firm job offer over the phone, it is usually not necessary to follow up with a letter. The employer typically follows up an acceptance with a letter confirming the acceptance and providing additional information about the position. With public interest employers, if you accept by phone, you should send a confirming email or letter.

### 4. Declining an Offer

Many students find themselves in the enviable position of having to decline offers of employment. What follows is some advice for how to decline offers in a responsible and professional manner.

Generally speaking, you should decline an offer of employment as soon as you decide that the position is not right for you. Holding an employment offer when you have no intention of accepting it is inappropriate—it does a disservice to both your classmates, who might be extended an offer if you were to decline, and to employers, who are working hard to determine their hiring needs. We have heard from employers that some students neglect to ever accept or decline job offers given to them. Not only is this simply rude, it is also unprofessional and disruptive to the recruiting process. Be responsible and decline offers you don’t want.

It is common to respond to an offer in the same manner that it was conveyed (i.e., respond to a telephone call with a telephone call), but it is not necessary. If you are nervous about calling with your news, keep in mind that you should not anticipate that the phone call will be long, intense, or even awkward. Employers get turned down regularly, and though they may not like it, they are typically quite gracious about it. It is acceptable to leave a voice mail message declining a job offer, but don’t try to avoid talking to a live person by calling at 11 p.m. Voice mail records the time of the call, and your attempt to avoid the conversation will be obvious. If the thought of a phone conversation makes you very uncomfortable, just send a short, courteous email.

The best addressee is the person who made you the offer. For FIP employers, another choice is the person you met on campus or was in charge of your callback visit. With respect to law firms and some public interest employers, the recruiting director is also an option, since she or he is the person who keeps the files. You can send your follow-up email directly to the recruiting coordinator (explain you are confirming your phone conversation with X), or write to the person with whom you spoke and copy the recruiting director.

You need not volunteer a lot of information; just be direct and scrupulously polite. Think of the sorts of things the employer would say in turning you down, and adapt them—you’re grateful for the offer; you very much appreciate their time and effort; it’s a difficult decision when faced with a number of interesting choices, but you have a limited amount of time and you couldn’t do everything, and you think another option is best for you for this summer (or words to that effect). You can certainly volunteer the
name of the organization where you’ll be working, but you don’t have to. In a telephone conversation, you may be asked where you’re going, so just be prepared for the question. Generally, they’re curious, not upset, and will simply say something nice like “Oh, XYZ is a good organization.” If you want to keep a line of communication open with one or more specific lawyers at the organization with whom you had particularly good conversations, you can certainly write them separate notes (but you don’t have to). If you decline an offer over the phone, it is a good idea to follow up with an email (especially if you only leave a voice mail message) so you and the organization have a record.

I. Professionalism in the Job Search Process

Keep in mind as you navigate the job search process that, like the employer, you have an obligation to conduct yourself in a professional manner. Act professionally by responding promptly to employers. Do not compromise your integrity by misrepresenting anything about yourself, including your qualifications or your interest in a position. Accept and decline employment offers in a manner that comports with NALP guidelines and your understanding of the employer’s timing requirements. Do not hoard offers—if you have no intention of accepting a position, release the offer so that another student may be able to take advantage of that opportunity. Avoid reneging on offers you have accepted because a “better” offer comes along. Reneging in this circumstance is unprofessional and will certainly make a poor impression on the employer. If you find yourself in this position, attempt to renegotiate the terms of your agreement instead.

Consult YLS and NALP placement policies in Appendix D for further information about your rights and responsibilities in the job search process.
Appendix A

Employment Statistics
### Summer Job after First Year at Yale Law School

<table>
<thead>
<tr>
<th></th>
<th>Class of 2013</th>
<th>Class of 2014</th>
<th>Class of 2015</th>
<th>Class of 2016</th>
<th>Class of 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law Firm</td>
<td>16%</td>
<td>17%</td>
<td>11%</td>
<td>15%</td>
<td>11%</td>
</tr>
<tr>
<td>Public Interest</td>
<td>39%</td>
<td>40%</td>
<td>42%</td>
<td>36%</td>
<td>45%</td>
</tr>
<tr>
<td>Government</td>
<td>48%</td>
<td>42%</td>
<td>49%</td>
<td>48%</td>
<td>43%</td>
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<tr>
<td>Business</td>
<td>1%</td>
<td>4%</td>
<td>5%</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>Academia (teaching, administrative, research, other graduate studies)</td>
<td>3%</td>
<td>3%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

1 Percentages based on students reporting their employment to CDO and reflect the percentage of the class spending all or part of their summer in each employment sector (approximately 7% of first year students work in more than one employment sector in their first summer).
Summer Job after Second Year at Yale Law School¹

<table>
<thead>
<tr>
<th>Employment Sector</th>
<th>Class of 2012</th>
<th>Class of 2013</th>
<th>Class of 2014</th>
<th>Class of 2015</th>
<th>Class of 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law Firm</td>
<td>78%</td>
<td>75%</td>
<td>77%</td>
<td>82%</td>
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</tr>
<tr>
<td>Public Interest</td>
<td>18%</td>
<td>18%</td>
<td>21%</td>
<td>13%</td>
<td>15%</td>
</tr>
<tr>
<td>Government</td>
<td>10%</td>
<td>11%</td>
<td>7%</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>Business</td>
<td>.5%</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
<td>5%</td>
</tr>
<tr>
<td>Academia</td>
<td>2%</td>
<td>3%</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
</tr>
</tbody>
</table>

¹ Percentages based on students reporting their employment to CDO and reflect the percentage of the class spending all or part of their summer in each employment sector (approximately 7% of second year students work in more than one employment sector in their second summer).
First Job Choices of Employed Graduates

<table>
<thead>
<tr>
<th></th>
<th>Class of 2010</th>
<th>Class of 2011</th>
<th>Class of 2012</th>
<th>Class of 2013</th>
<th>Class of 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law Firm</td>
<td>35.8%</td>
<td>36%</td>
<td>35.9%</td>
<td>34%</td>
<td>40%</td>
</tr>
<tr>
<td>Judicial Clerkship²</td>
<td>36.3%</td>
<td>38.6%</td>
<td>41%</td>
<td>41.5%</td>
<td>31%</td>
</tr>
<tr>
<td>Public Interest</td>
<td>10.5%</td>
<td>12.2%</td>
<td>11.3%</td>
<td>13.3%</td>
<td>11.9%</td>
</tr>
<tr>
<td>Government</td>
<td>10%</td>
<td>6.1%</td>
<td>3.3%</td>
<td>4.8%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Business</td>
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<td>3.2%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Academia</td>
<td>3.2%</td>
<td>3.5%</td>
<td>4.2%</td>
<td>3.2%</td>
<td>3.8%</td>
</tr>
</tbody>
</table>

¹ As reported to the ABA, this chart reflects the first job choices (9 months after graduation for classes 2010-2013, 10 months after graduations starting with 2014) for graduates known to be employed. On average 3-5% of each class pursue advanced degrees immediately after graduation. These graduates are not reflected in this chart. Go to the Employment Statistics section of CDO’s website (www.law.yale.edu/studentlife/cdoprospectivestudentsemploystats.htm) for a more detailed breakdown of the Classes of 2012-2014 employment, including long term and short term positions.

² As with the other data on this chart, the judicial clerkship percentages include only those graduates whose first job was a clerkship.
Judicial Clerkship Statistics

These charts include information reported to CDO as of June 30, 2015.

<table>
<thead>
<tr>
<th>Class of 2010</th>
<th>Class of 2011</th>
<th>Class of 2012</th>
<th>Class of 2013</th>
<th>Class of 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Employed Grads Reporting a Clerkship as First Job Choice after Graduation</td>
<td>36.3%</td>
<td>38.6%</td>
<td>41%</td>
<td>41.5%</td>
</tr>
<tr>
<td>Percent of Grads Reporting One or More Clerkships at Any Time</td>
<td>52%</td>
<td>43%</td>
<td>51%</td>
<td>50%</td>
</tr>
<tr>
<td>Total Number of Clerkships Obtained by Graduates</td>
<td>144</td>
<td>144</td>
<td>159</td>
<td>147</td>
</tr>
</tbody>
</table>

1 YLS students and alumni accept clerkships at a variety of times. Many students accept one or more clerkships as students and commence those clerkships either immediately after graduation or in some later year. Some of these students will accept a second (or sometimes third) clerkship as alumni. Other students forego the clerkship process as students and wait until after graduation to pursue clerkships. The statistics on this page reflect (1) the percent of graduates who worked as a judicial clerk in their first job after graduation; (2) the percent of graduates obtaining one or more clerkships at any time; and (3) the total number of clerkships obtained by graduates.

2 Percentages based on total number of employed graduates.

3 Percentages based on total number of graduates.
First Non-Clerkship Employment

<table>
<thead>
<tr>
<th>Type of Employment</th>
<th>Class of 2009</th>
<th>Class of 2010</th>
<th>Class of 2011</th>
<th>Class of 2012</th>
<th>Class of 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law Firm</td>
<td>56%</td>
<td>58%</td>
<td>61%</td>
<td>66%</td>
<td>57%</td>
</tr>
<tr>
<td>Public Interest</td>
<td>37%</td>
<td>29%</td>
<td>29%</td>
<td>27%</td>
<td>34%</td>
</tr>
<tr>
<td>Fellowships</td>
<td>15%</td>
<td>13%</td>
<td>15%</td>
<td>14%</td>
<td>25%</td>
</tr>
<tr>
<td>Government</td>
<td>17%</td>
<td>12%</td>
<td>8%</td>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td>PI Organization/Legal Services</td>
<td>5%</td>
<td>4%</td>
<td>6%</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>Academic Employment</td>
<td>3%</td>
<td>7%</td>
<td>6%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Business</td>
<td>4%</td>
<td>6%</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>.5%</td>
<td>0</td>
<td>.5%</td>
<td>0</td>
</tr>
</tbody>
</table>

1 Typically 35-40% of YLS graduates clerk immediately after graduation. This chart combines the first non-clerkship job choices of graduates who clerked immediately after graduation along with the entry-level job choices of graduates who did not clerk immediately after graduation. On average 3-5% of each class pursue advanced degrees immediately upon graduation. These graduates are not reflected in this chart. Percentages are based on the total number of graduates reporting their employment plans to CDO or found through independent research. Totals may not equal 100% due to rounding.
### Employment Five Years After Yale Law School

<table>
<thead>
<tr>
<th></th>
<th>Class of 2005</th>
<th>Class of 2006</th>
<th>Class of 2007</th>
<th>Class of 2008</th>
<th>Class of 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Law Firm</strong></td>
<td>52%</td>
<td>48%</td>
<td>40%</td>
<td>45%</td>
<td>46%</td>
</tr>
<tr>
<td><strong>Public Interest</strong></td>
<td>29%</td>
<td>29%</td>
<td>33%</td>
<td>32%</td>
<td>31%</td>
</tr>
<tr>
<td><strong>Academic Employment</strong></td>
<td>12%</td>
<td>14%</td>
<td>15%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>(teaching, administrative, research, graduate school)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Business</strong></td>
<td>5%</td>
<td>9%</td>
<td>12%</td>
<td>14%</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
</tr>
</tbody>
</table>

---

1 Based on responses to CDO’s annual 5th Year Career Development Survey. Totals may not equal 100% due to rounding.
Appendix B

Resume Action Verbs, Sample Cover Letters, Resumes, List of References, Thank You Letters
## RESUME ACTION VERBS

<table>
<thead>
<tr>
<th>Accomplished</th>
<th>Improved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieved</td>
<td>Initiated</td>
</tr>
<tr>
<td>Administered</td>
<td>Instituted</td>
</tr>
<tr>
<td>Advised</td>
<td>Instructed</td>
</tr>
<tr>
<td>Analyzed</td>
<td>Investigated</td>
</tr>
<tr>
<td>Arranged</td>
<td>Led</td>
</tr>
<tr>
<td>Assessed</td>
<td>Managed</td>
</tr>
<tr>
<td>Authored</td>
<td>Negotiated</td>
</tr>
<tr>
<td>Compiled</td>
<td>Organized</td>
</tr>
<tr>
<td>Conducted</td>
<td>Performed</td>
</tr>
<tr>
<td>Constructed</td>
<td>Planned</td>
</tr>
<tr>
<td>Coordinated</td>
<td>Prepared</td>
</tr>
<tr>
<td>Corresponded</td>
<td>Produced</td>
</tr>
<tr>
<td>Counseled</td>
<td>Recorded</td>
</tr>
<tr>
<td>Created</td>
<td>Represented</td>
</tr>
<tr>
<td>Designed</td>
<td>Researched</td>
</tr>
<tr>
<td>Determined</td>
<td>Reviewed</td>
</tr>
<tr>
<td>Developed</td>
<td>Revised</td>
</tr>
<tr>
<td>Devised</td>
<td>Served</td>
</tr>
<tr>
<td>Directed</td>
<td>Solved</td>
</tr>
<tr>
<td>Drafted</td>
<td>Studied</td>
</tr>
<tr>
<td>Edited</td>
<td>Trained</td>
</tr>
<tr>
<td>Established</td>
<td>Updated</td>
</tr>
<tr>
<td>Evaluated</td>
<td>Updated</td>
</tr>
<tr>
<td>Formed</td>
<td>Wrote</td>
</tr>
<tr>
<td>Guided</td>
<td>Wrote</td>
</tr>
<tr>
<td>Implemented</td>
<td>Wrote</td>
</tr>
</tbody>
</table>
Ms. Jeanne E. Cole-Amos  
Assistant Director of Personnel & Planning  
Office of the Attorney General  
900 East Main Street  
Richmond, VA 23219  

Dear Ms. Cole-Amos:  

I am a first-year student at Yale Law School and am seeking a position in the Attorney General’s Office for Summer 20XX. My family resides in Arlington, and I plan to return to the area following my law school graduation. If funding is not available for summer interns in your office, Yale is able to fund my employment.

My background and interests are well-suited to the work conducted by your office generally, and the Civil Law Division in particular. As an undergraduate, I learned about the trial process through my work as a counselor and student judge for the University Judiciary Committee. I enjoyed interviewing and preparing witnesses for hearings, analyzing the facts of cases, and drafting opinions.

I will be in Virginia from December 23 to January 2 and would welcome the opportunity to speak to you about a position as a summer intern in the Office of the Attorney General. I will call your office later this month to see if an interview might be arranged during that time. Thank you for your consideration.

Sincerely,

John Q. Student
JOHN Q. STUDENT

Current Address
P.O. Box 208203
New Haven, CT 06520-8203
(203) 432-8000

Permanent Address
10055 Arrow Drive
Arlington, VA 22111
(703) 555-1212

EDUCATION

Yale Law School, New Haven, Connecticut
J.D. expected, June 20XX
Activities: Yale Journal on Regulation, Editor
Asian Pacific American Law Students Association

University of Virginia, Charlottesville, Virginia
B.A., summa cum laude, History and Economics, May 20XX. GPA 3.89
Honors: Phi Beta Kappa
Duncan Clark Hyde Award for Highest GPA in Economics Department
Distinguished Majors Program in Department of History
Thesis: Extremism in the Pursuit of Liberty: Activism in the ACLU in the Late 1960's
Activities: Jefferson Literary and Debating Society

EXPERIENCE

Lowenstein Project with World Health Organization, Yale Law School Fall 20XX
Volunteer
Conduct legal research and draft materials for publication on organization’s website. Topics of articles include refugee rights and international health issues.

Southeastern Rural Mental Health Center, University of Virginia Summer 20XX
Research Assistant
Revised and critiqued articles in preparation for submission to professional journals. Collaborated with researchers investigating physical and mental health care among rural, minority and impoverished populations in Virginia.

University Judiciary Committee, University of Virginia 20XX-20XX
Student Judge
Heard cases, conferred with counselors, drafted rulings, and implemented sanctions for violations of the University Standards of Conduct.

Counselor 20XX-20XX
Counseled students accused of violating University Standards of Conduct through trial process. Investigated facts, interviewed and prepared witnesses, and determined case strategy in preparation for trial. Represented students at trial by examining witnesses and arguing before the judiciary committee.

SKILLS/INTERESTS

Proficient in Spanish. Enjoy marathon running and playing drums.
Ms. Alberta Baigent  
Recruitment Director  
Curtis, Mallet-Prevost, Colt & Mosle  
101 Park Avenue  
New York, NY 10178-0061

Dear Ms. Baigent:

I am a first-year student at Yale Law School seeking a position with Curtis, Mallet-Prevost for Summer 20XX. I am a native New Yorker and am focusing my summer job search in New York City.

I am interested in your firm because of its focus in international law generally and more particularly because of your firm’s presence in France and numerous French clients. Having lived and studied in Paris for one year during college, and having served as a teaching assistant for French courses, I am fluent in the language and knowledgeable about French culture. My degree in International Relations has provided me with an understanding of many of the complex issues facing businesses with the increase in globalization. I plan to further my understanding of these issues as a member of the *Yale Journal of International Law*.

I am confident that my background and experience will enable me to make a positive contribution to your clients. I look forward to hearing from you soon.

Sincerely,

Jane Doe

Jane Doe
JANE F. DOE

Current Address: 344 Whitney Avenue • New Haven, CT 06511 • (203) 865-8000 • law.student@yale.edu
Permanent Address: 40 West 72nd Street • New York, NY 10023 • (212) 555-1212 • lstudent@aol.com

EDUCATION

YALE LAW SCHOOL, New Haven, Connecticut
Candidate for J.D., June 20XX
Activities: Yale Journal of International Law
Black Law Students’ Association

BROWN UNIVERSITY, Providence, Rhode Island
A.B., summa cum laude, International Relations, May 20XX
Honors: Phi Beta Kappa
Activities: Brown Daily Herald, Staff Writer
Brown Community Outreach Program, Volunteer
Women’s Soccer Team, Captain

COLUMBIA UNIVERSITY REID HALL PROGRAM, Paris, France
Junior Year Abroad 20XX-20XX
Completed courses in French language and culture in cooperation with the University of Paris.

EXPERIENCE

LOWENSTEIN HUMAN RIGHTS PROJECT, Yale Law School Spring 20XX
Working with the World Organization for Human Rights, USA on a report reviewing U.S. compliance under the Convention Against Torture.

TRAVEL TO EUROPE 20XX-20XX
Self-funded solo travel to major cities and rural areas in Europe.

MATH IS FUN, Providence, Rhode Island 20XX-20XX
Cofounder and President. Developed program to improve math skills of fourth and fifth graders. Wrote program manual, hired instructors, and provided training on program’s teaching technique. Supervised instructors’ tutoring sessions. Wrote, secured, and administered grant from Math Foundation to fund the program.

DEPARTMENT OF FRENCH STUDIES, Brown University Spring 20XX
Teaching Assistant. Taught beginning and intermediate French to 30 undergraduate students. Graded exams and papers, conducted small group sessions for students, and held weekly office hours.

INTERESTS

Enjoy hot-air ballooning and playing soccer.
Karen D. Smith  
Hiring Attorney  
Environmental Defense Fund  
1405 Arapahoe Avenue  
Boulder, CO 80302  

Dear Ms. Smith:

I am a first-year student at Yale Law School and am seeking a summer intern position at the Environmental Defense Fund for Summer 20XX. If the EDF does not have funding for summer interns, my work could be funded by Yale, which provides stipends to students doing public interest work during the summer. I am particularly interested in EDF because of its interdisciplinary approach to solving environmental problems and its leading role in international environmental issues. This approach would fully utilize my academic preparation, work experience, and energy.

I chose my undergraduate degree in biochemistry because of my interest in environmental defense. Through my work on OSHA compliance and pesticide testing, I enhanced this knowledge. I would like to couple that experience with my new legal research and writing skills. My experience in the environmental law field as a research intern at the Sierra Club, and as a fundraiser and activist with the Fund for Public Interest, has provided me with a firm foundation for understanding current legal challenges in the field and the skills to assist you in meeting these challenges.

I will be in Washington from January 4 to January 15, 20XX and would welcome the opportunity to speak with you or others about a summer internship. I will call your office in late December to see whether an interview might be arranged during this period.

Thank you for your consideration.

Sincerely,

Jane Smith
JANE SMITH
1675 Orange Street ▪ New Haven, CT 06520 ▪ (203) 555-7392 ▪ jane.smith@yale.edu

EDUCATION

YALE LAW SCHOOL
J.D. expected, June 20XX
Activities: Environmental Law Association
Yale Law and Policy Review, Edit team

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
B.S. in Biochemistry, June 20XX
Honors: magna cum laude
Morehead Scholar – awarded for academic excellence and demonstrated leadership ability
Phi Beta Kappa
Eric Svensson Book Prize for Excellence in the Arts

EXPERIENCE

FUND FOR PUBLIC INTEREST, Washington, DC 20XX-20XX
Fundraiser/Activist. Organized and coordinated membership drives within professional organizations and colleges for US PIRG, a national environmental lobby group. Developed and oversaw publication of informational material detailing the organization’s environmental work.

SIERRA CLUB, Washington, DC Summer 20XX
Research Intern. Researched and wrote political advocacy and public education materials for Russian environmental groups. Negotiated and served as a liaison among these groups to enhance cooperation on a national air-quality initiative.

SLACKCO CHEMCOR, Bethesda, Maryland 20XX-20XX
Research Assistant. Tested new chemical formulations for pesticide use and presented results at quarterly research team meetings. Wrote Hazardous Material Worksheets describing the uses and hazards of pesticides, in accordance with OSHA standards, for distribution with the pesticides.

HON. ALAN J. DIXON, U.S. SENATE, Washington, DC Summer 20XX
Intern. Wrote issue briefs for Senator Dixon. Researched legislative issues and wrote letters on behalf of the Senator to address concerns of constituents.

INTERESTS
Fluent in Russian. Enjoy jazz saxophone.
55 Edgewood St.
New Haven, CT 06511

December 15, 20XX

Deborah Davis
Staff Attorney
Farmers’ Legal Action Group, Inc.
46 E. 4th St., Suite 1301
St. Paul, MN 55101-1109

Dear Ms. Davis:

I am a first-year student at Yale Law School seeking a summer internship working on the legal issues surrounding farming. I worked for your former classmate, Tara Lewis, at the College of Agriculture and Life Sciences at Cornell University. She recommended that I contact you knowing that your organization deals with the issues that most interest me. Your work on behalf of minority farmers fighting discrimination in agricultural policies is of particular interest, though I would gladly work in any of your focus areas.

I have had a long-standing interest in agriculture, which is why I pursued an undergraduate degree in plant breeding. Although I find my scientific background provides a terrific framework for understanding the farmers’ concerns, since my undergraduate days my interests have turned more to include the social, legal, and policy issues surrounding the farming industry. I have also sought information about international agricultural techniques and policies as a student in Australia.

I look forward to the opportunity to speak with you further and would be delighted at the chance to interview with someone in your office. I will contact you at the beginning of January to see whether an interview might be arranged.

For your information, Yale would fund my work at your office if you do not have funding for summer interns. Thank you for your consideration.

Sincerely,

Jack Jones

Jack Jones
JACK JONES
55 Edgewood Avenue, New Haven, CT 06511
(203) 555-2526
jack.jones@yale.edu

EDUCATION
Yale Law School, New Haven, Connecticut
J.D. expected, 20XX
Activities: Yale Journal of Law and the Humanities, Edit team

Cornell University, Ithaca, New York
B.S. in Plant Breeding, 20XX
Honors: Degree awarded with distinction
Phi Kappa Phi Honor Society
Spencer and James E. Rice Writing Prizes
Ring Memorial Award for Excellence in Plant Sciences

EXPERIENCE
Yale Environmental Law Association, Yale Law School Fall 20XX
Researcher for the Sierra Club
Conduct research and draft legal arguments on the use of wind power plants and the Department of Defense Interim Windmill Policy.

Medical College of Virginia, Richmond, Virginia 20XX-20XX
Telemedicine Initiative, Assistant Director
Organized, administered, and promoted telemedicine pilot project in Ecuador that allowed surgeons at a centrally located hospital to conduct pre- and postoperative consultation with patients in the rainforest via televideo. Interviewed patients, ensured Internet transmission of digital video, compiled economic and health care data, and wrote several reports regarding the economic viability of the project.

Yale Medical School, New Haven, Connecticut 20XX-20XX
Department of Surgery, Assistant to Chair
Edited and researched articles for journal publication. Assisted surgeon and medical school department chair with scheduling, event planning, and travel coordination.

Cornell University, Ithaca, New York 20XX-20XX
Research Assistant
Developed and conducted molecular biology research project investigating plant pathogens. Conducted plant genetics experiments designed to breed desirable traits. Wrote reports and presented orally to members of the research group.

SKILLS AND INTERESTS
Fluent in Spanish. Interests include writing fiction, playing soccer, and backpacking in national parks.
P.O. Box 208203  
New Haven, CT  06520-8203

August 17, 20XX

Ms. Lindsay E. Gay  
Manager of Legal Recruiting  
K & L Gates  
1717 Main Street, Suite 2800  
Dallas, TX 75201

Dear Ms. Gay:

I am a second-year student at Yale Law School and am seeking a position with K & L Gates for Summer 20XX. I am from Texas and frequently return to the area. I would welcome the opportunity to visit your firm at your convenience.

I have many interests in the law, and am seeking a firm that will enable me to explore numerous practice areas this summer. I understand that your firm has an excellent rotation system to expose summer associates to a plethora of legal issues. I recently spoke with Mark Borden, a graduate of Yale Law School and member of your litigation department, whose description of your firm’s prominent professional liability practice intrigued me. I hope to have the opportunity to work in that practice area and others this summer.

My varied background has provided me with many skills that your firm will find useful. At the University of Texas I double majored in math and journalism, areas requiring both analytical and writing proficiency. During the summer after my first year of law school I researched legislation and conducted statistical analysis for Governor Walter’s office and wrote numerous legal memoranda relating to habeas corpus issues for the Texas Death Penalty Resource Center. Currently, I am improving my communication skills by counseling inmates as a volunteer with Yale’s Prison Legal Services Clinic.

Thank you for your consideration. I look forward to hearing from you soon.

Sincerely,

Julia Johnson
JULIA JOHNSON
julia.johnson@yale.edu

SCHOOL ADDRESS:
P.O. Box 208203
New Haven, CT 06520-8203
(203) 555-8739

PERMANENT ADDRESS:
7 Cowlick Lane
Denton, TX 05937
(814) 555-7394

EDUCATION

YALE LAW SCHOOL, New Haven, CT
J.D. expected, June 20XX
Activities: Yale Journal on Regulation
Latino Law Students’ Association
Collective on Women of Color
Temporary Restraining Order Project

UNIVERSITY OF TEXAS, Austin, TX
B.A., summa cum laude, Mathematics and Journalism, June 20XX
Activities: Minority Student Union
Glee Club

EXPERIENCE

JEROME N. FRANK LEGAL SERVICES ORGANIZATION, Yale Law School
Law Student Intern, Prison Legal Services Clinic. Represent inmate clients in civil litigation matters in a clinical setting. Interview clients and investigate, research and respond to legal questions. Research and write legal memoranda for supervising attorney and court.

OFFICE OF GOVERNOR DAVID WALTERS, Oklahoma City, OK
Research Analyst. Wrote comprehensive strategy for increased appointments of women and minorities to state agencies, boards, commissions, and judicial vacancies. Researched barriers facing women and minorities by reviewing statistics, interviewing prior candidates and decision makers, and analyzing successful strategies implemented in other jurisdictions.

TEXAS DEATH PENALTY RESOURCE CENTER, Austin, TX
Legal Intern. Researched and drafted memoranda on substantive and procedural habeas corpus issues. Investigated cases by interviewing law enforcement professionals and witnesses, and reviewing and analyzing evidence submitted at trial.

BITNER, CASTLE, JACOBS & RAY, San Diego, CA
Case Team Assistant. Assisted paralegals in litigation department with trial preparation, including organizing deposition binders and witness statements. Attended client meetings and hearings with attorneys.

SKILLS AND INTERESTS

Proficient in Spanish. Enjoy kayaking, scuba diving, and song writing.
91 Lyman Orchard Way  
New Haven, CT 06511  
(203) 555-8732  

October 1, 20XX

Deanna R. Booth  
Hiring Attorney  
Food Research and Action Center  
1875 Connecticut Avenue, NW  
Suite 540  
Washington, DC 20009

Dear Ms. Booth:

I am a second-year student at Yale Law School seeking employment for the summer. If funding is not available for summer interns, Yale could fund my summer employment. I am very interested in the work of the Food Research and Action Center in the areas of health law and nutrition in maternal and child health, and would greatly value the opportunity to work with and learn from attorneys practicing in these areas.

As you can see from my enclosed resume, I have practical work experience in these fields. My work as an assistant ombudsperson at a major hospital helped me to understand the importance of nutrition for health and the need for advocacy on behalf of those who cannot effectively advocate for themselves. My experience with the National Health Law program exposed me to the legislative and policy side of health law and the value of legal training in public service. After my first year of law school I was able to combine my nursing degree and health care experience with my new legal research and writing skills at the Center for Reproductive Law and Policy. This experience has strengthened my interest in grassroots organizing and advocacy of nutrition issues for low-income Americans.

I would welcome the opportunity to speak with you or someone in your office about a position as a summer intern at the Center. I will call your office in early February to see whether it might be possible to arrange an interview and look forward to speaking with you then.

Thank you for your consideration.

Sincerely,

Andrew Carter

Andrew Carter
ANDREW CARTER  
91 LYMAN ORCHARD WAY  
NEW HAVEN, CT 06511  
andrew.carter@yale.edu  
(203) 555-8732  

EDUCATION  

YALE LAW SCHOOL, J.D. expected, June 20XX  
Activities:  Black Law Students Association  
Journal of Law and Feminism, Edit team  
Pro Bono Network  

DARTMOUTH COLLEGE, A.B., Nursing, 20XX  
Honors:  summa cum laude  
Phi Beta Kappa  
Dudley Prize for Excellence in Nursing  
Activities:  Advisory Committee on Investor Responsibility, Student Appointee  
Student Support Network Hotline  
Collis Student Center Governing Board, Chairperson  

EXPERIENCE  

TEMPORARY RESTRAINING ORDER PROJECT, Yale Law School  
Director  
Fall 20XX – Present  
Organize the training of Yale Law School students to assist applicants for temporary restraining orders. Direct the 
operations of the Project’s office in the New Haven Courthouse. Coordinate the Project with court clerks, 
domestic violence service professionals and lawyers.  

CENTER FOR REPRODUCTIVE LAW & POLICY, New York, NY  
Summer Intern  
Summer 20XX  
Researched and wrote legal memorandum on the enforceability of surrogacy contracts. Visited community 
anizations and local gathering spots to recruit for educational groups and enhance contacts between the Center 
and community residents.  

NATIONAL HEALTH LAW PROGRAM, Washington, DC  
Research Assistant  
20XX-20XX  
Monitored congressional hearings on health care issues and wrote reports identifying and outlining current legal 
issues surrounding managed care and systemwide health care reform. Researched and responded to legal 
questions from Legal Services attorneys. Researched and wrote articles for Health Advocate newsletter.  

MASSACHUSETTS GENERAL HOSPITAL, Boston, MA  
Assistant Ombudsperson  
20XX-20XX  
Assisted patients and families with adjustment to illness, discharge planning, and management of benefits and 
public entitlements. Presented cases in departmental Grand Rounds and in weekly medical/social work rounds.  

SKILLS AND INTERESTS  
Fluent in Spanish. Enjoy cooking and sailing.
517 Grand Ave.
New Haven, CT 06511

November 1, 20XX

David Woods, Esq.
Special Assistant Attorney General
Department of the Attorney General
6 State House Station
Augusta, ME 04333-0006

Re: Summer Law Student Position

Dear Mr. Woods:

I am a second-year student at Yale Law School and hope you will consider me for a summer internship in the Office of the Attorney General. I grew up in Brunswick, and in addition to wanting to return to Maine for the summer, I am interested in returning there to practice. A chance to gain experience as an intern in your office would provide an invaluable introduction to the state’s legal system and community.

I am particularly interested in civil rights law and have had an opportunity to pursue this interest by representing state and federal prisoners in Connecticut through the Prison Legal Services clinic here at Yale since January 20XX. Additionally, as an intern in the Advocacy for Parents and Children clinic this past summer, intensive client contact allowed me to improve my client counseling and interviewing skills enormously, and refine my skills both at out-of-court negotiation and in-court representation. Furthermore, I anticipate that my French language skills may prove useful given the significant French-speaking population in Maine.

I have enclosed a resume and look forward to the opportunity to speak with you further. I am always happy to come to Maine and would be more than willing to arrange a trip if you would be interested in meeting with me personally. Please do not hesitate to call if you need more information or would like to schedule a meeting. For your information, if no funding is available for summer interns, Yale would fund my internship at your office.

Thank you in advance for your time.

Sincerely,

Seth Cohen

Seth Cohen
SETHE COHEN

517 Grand Ave., New Haven, CT 06511 (203) 555-6297 seth.cohen@yale.edu

EDUCATION

YALE LAW SCHOOL, J.D. expected, June 20XX
Activities: The Initiative for Public Interest Law
Pro Bono Network
OUTLAWS (lesbian, gay, bisexual and transgendered student organization)

UNIVERSITY OF VIRGINIA, B.A. History and French, May 20XX
Honors: Degree awarded with distinction
Phi Beta Kappa
Echols Scholar (outstanding overall academic achievement)
Study Abroad: New York University in Paris, Fall 20XX

EXPERIENCE

JEROME N. FRANK LEGAL SERVICES ORGANIZATION
Yale Law School
Law student intern, Prison Legal Services Clinic Spring 20XX-present
Represent inmates in civil litigation. Research and write legal memoranda. Interview inmate clients and investigate, research, and respond to inmates’ legal questions and concerns.

Law student intern, Advocacy for Parents and Children Clinic Summer 20XX
Represented either parents or children in neglect proceedings against the Department of Children and Families. Interviewed and counseled clients, negotiated with DCF and other involved parties, and advocated for clients in court proceedings and administrative meetings.

TEMPORARY RESTRAINING ORDER PROJECT
Yale Law School Fall 20XX
Assistant clerk. Guided applicants through application process for Temporary Restraining Orders. Advised applicants of other resources and available options.

UNIVERSITY JUDICIARY COMMITTEE
University of Virginia 20XX-20XX
Counselor. Counseled students accused of violating University Standards of Conduct, or their accusers, through the trial process. Examined witnesses and argued on students’ behalf at trials.

SOUTHEASTERN RURAL MENTAL HEALTH RESEARCH CENTER
University of Virginia 20XX-20XX
Research Assistant. Revised and critiqued articles in preparation for submission to professional journals. Assisted researchers investigating physical and mental health care among rural, minority, and impoverished populations in Virginia.

SKILLS AND INTERESTS

Proficient in French, familiar with basic German. Enjoy fishing, camping, and hiking.
Calvin A. Klein  
20 Park Avenue  
New Haven, CT 06511  
(413) 262-6590  

September 1, 20XX  

Patricia Nolan  
Hiring Coordinator  
Shute, Mihaly & Weinberger LLP  
396 Hayes Street  
San Francisco, CA 94102  

Dear Ms. Nolan:  

I am a second-year student at Yale Law School and am interested in applying for a summer clerkship at Shute, Mihaly & Weinberger LLP. I am excited by the diversity of land use and environmental cases that the firm is involved with, and the mixture of litigation and policy work done by the attorneys. I worked in northern California during college on issues of sustainable forest use and am eager to return to an area of the country where progressive environmental policy is still being created and enforced.

I have a long-standing commitment to environmental issues. As a joint degree student with Yale’s Law School and School of Forestry & Environmental Studies, I am pursuing the scientific knowledge, policy skills, and legal training necessary to be an effective environmental advocate. This past summer, I sharpened my legal research and writing abilities working on Clean Air Act litigation for Environmental Defense in Boulder, Colorado, and am continuing to work for the organization part time during the school year. Through course work on Land Use, Water Law, Administrative Law, and U.S. Environmental Law and Policy, which I took at Yale Law School as an undergraduate, I have sought to develop a broad understanding of the laws and regulations affecting the environment, and the context in which these laws are enacted and enforced.

Please find attached a copy of my resume, a list of references, a writing sample, and an unofficial copy of my transcript. I would be delighted at the chance to interview with someone in your office. Thank you for your consideration.

Sincerely,

Calvin Klein
CALVIN A. KLEIN

81 Mansfield St., New Haven, CT 06511  Email: calvin.klein@yale.edu  Cell: (413) 262-6590

EDUCATION

Yale Law School, New Haven, CT
Yale School of Forestry & Environmental Studies, New Haven, CT
Joint J.D./M.E.M. expected 20XX
Activities:  Yale Journal on Regulation, Articles Editor
            Yale Environmental Law Association – Co-director
            American Constitution Society – Judicial Nominations Project
            Environmental Attitudes & Behavior Project

Yale University, New Haven, CT
B.A., Mathematics, May 20XX. GPA 3.92
Honors:  summa cum Laude, Phi Beta Kappa
Awards:  DeForest Senior Prize and Anthony D. Stanley Prize for excellence in field of Mathematics
Activities:  Head freshman counselor for Morse College, elementary school mentor through Science and Math Achiever Teams, club ultimate frisbee

EXPERIENCE

Environmental Defense, Boulder, CO      Summer 20XX
Researched and wrote comments to submit to EPA critiquing proposed rule on stationary diesel engines. Drafted strategy memo explaining and defending legal course of action to take in a pending case. Researched and wrote memos on topics pertaining to the Clean Air Act, and conducted research for the preparation of legal briefs.

Environmental Protection Clinic, Client: Palau’s Ambassador to the UN      Spring 20XX – present
Prepared comprehensive scientific and legal justification for a global moratorium on bottom trawl fishing, drafted strategy points, and met with UN delegates in support of a UN General Assembly Resolution on bottom trawling. Currently serving as Teaching Assistant for the clinic and drafting national legislation in Palau designed to help protect the country’s marine resources from destructive fishing practices.

Yale Pro Bono Network, Client: Natural Resources Defense Council      Spring 20XX
Researched and analyzed comparative provisions of the Clean Water Act pertaining to oil and hazardous substances and subsequent case law with emphasis on potential for litigation over compliance with hazardous substance provisions.

American Museum of Natural History, New York, NY      20XX-20XX
Researched and prepared series of talks on environmental issues in Bhutan and the Galapagos Islands for the director of the Center for Biodiversity and Conservation. Edited books on urban sprawl, conservation genetics, and the status of Vietnamese biodiversity. Coordinated the creation of and edited educational modules designed to facilitate teaching of environmental science in developing countries.

Ornithological Fieldwork, Texas, California, Missouri, Hawaii      20XX-20XX
Conducted seasonal fieldwork with birds as part of several longitudinal studies investigating optimal logging practices, bird population trends, and impacts of invasive species on native birds.

INTERESTS

Classical piano, composing music, ultimate Frisbee
645 Ellsworth Avenue  
New Haven, CT 06511  

November 1, 20XX  

Mr. Daniel S. Ehrenberg, Esq.  
Deputy General Counsel  
Neighborhood Reinvestment Corporation  
1325 G Street, NW, Suite 800  
Washington, DC 20005  

Dear Mr. Ehrenberg:  

I am a second-year student at Yale Law School and am seeking a position with the Neighborhood Reinvestment Corporation for the Summer 20XX. In addition to pursuing my law degree, I am also enrolled in the MBA program with the Yale School of Management. I will graduate with both degrees in June 20XX.  

I am seeking a position for this summer that will enable me to draw from my legal and business abilities and my background in community development. Your organization is particularly appealing to me because of its goal of strengthening underserved communities by supporting innovative local partnerships of residents, businesses, and government.  

As CEO and co-founder of Urban Solutions, I had the opportunity to assist residents in underserved communities by securing contracts with government agencies to renovate housing, organizing student volunteers to provide landscaping and supporting residents in their efforts to better their communities. As a summer intern with two law firms, I assisted with researching and writing legal documents on a variety of matters, including drafting bylaws and articles of incorporation for a number of small companies and nonprofit organizations.  

I believe that my interests and skills are well-suited to the work of your office. I would welcome the opportunity to discuss a summer internship position with you further. For your information, if your organization does not have funding for summer interns, Yale will fund my employment.  

Thank you in advance for your consideration.  

Sincerely,  

Stanley Student  

Stanley Student
SAMPLE RESUME #9: SECOND-YEAR JOINT DEGREE STUDENT

Stanley Student
101 Colony Road
New Haven, CT 06511
(203) 555-0829
stanley.student@yale.edu

EDUCATION

YALE LAW SCHOOL AND YALE SCHOOL OF MANAGEMENT, New Haven, CT
Candidate for JD and MBA, 20XX
Activities: Legal Research Assistant: Business Organizations, Professor Henry Hansmann
Teaching Assistant: Economics, Professors Oster, Mansur and Keohane

YALE UNIVERSITY, New Haven, CT
BA with distinction in African-American Studies and American Studies, 20XX
Honors: cum laude; Norman Holmes Pearson Prize for Senior Essay;
AYA Community Service Fellowship; Richter Research Fellowship

EXPERIENCE

DAY, BERRY & HOWARD, LLP Hartford, CT
DBH Summer Fellow and Summer Associate, Summer 20XX
• Received split summer public interest fellowship with DBH Foundation
• Reported on legal and regulatory framework of Bosnian microfinance and European Union
  accession for World Bank project; worked on corporate and nonprofit legal assignments
• Received offer of permanent employment

JENNER & BLOCK, LLC Chicago, IL
Summer Associate, 20XX & August 20XX
• Performed research and analysis for both litigation and transactional legal practices
• Co-wrote law review article with partner on appellate review

URBAN SOLUTIONS, INC. New Haven, CT
CEO and Co-Founder, Initial Board President, 20XX-20XX
• Founded organization to strengthen neighborhoods and create jobs by landscaping and cleaning
  urban property; hired and managed socially and racially diverse 80+ person staff
• Developed bylaws, articles of incorporation, IRS 1023 nonprofit application, and 3-program
  business plan with Yale legal clinic; recruited and led Board of Directors
• Raised over $1M and managed $500K+ annual budget; controlled accounting and fiscal systems
• Secured contracts with city, state, and federal governments; acquired and renovated housing;
  directed 60+ student summer jobs program and 20-member year-round AmeriCorps team
• Named 20XX echoing green Public Service Fellow; received New Haven 40 Under 40 Award
  20XX

LEADERSHIP, EDUCATION, AND ATHLETICS IN PARTNERSHIP (LEAP, INC.) New Haven, CT
Site Coordinator, Resources Coordinator, Senior Counselor, 20XX-20XX
• Managed 100-child summer and after-school urban neighborhood program with AmeriCorps staff
  of 30+; developed, funded, scheduled, and implemented statewide programs including 600+
  volunteers and 7-venue 20XX Special Olympics World Games
• Lived and worked in scattered-site subsidized housing development as mentor, coach, tutor,
  counselor, and program director for neighborhood children and staff
645 Ellsworth Avenue  
New Haven, CT 06511

August 15, 20XX

Ms. Tara Klein  
Recruiting Manager  
Manatt, Phelps & Phillips  
11355 W. Olympic Blvd  
Los Angeles, CA 90064

Dear Ms. Klein:

I am a second-year student at Yale Law School and am seeking a position with Manatt, Phelps & Phillips for the Summer 20XX. I attended college in Colorado, and wish to return to the west upon my graduation from Yale.

At the U.S. Department of Justice this summer, I conducted extensive research on a variety of tort matters including toxic torts, medical malpractice and nuclear testing. I developed strong writing skills and had the opportunity to attend numerous hearings and trials. Perhaps most importantly, the work I conducted solidified my desire to become a trial lawyer. After conducting research into law firms and speaking with fellow Yale Law students and alumni, I have determined that your firm, with its renowned litigation group, is a perfect fit for my interests.

I would enjoy the opportunity to meet with members of your firm at a time that is mutually convenient.

Thank you in advance for your consideration.

Sincerely,

George Jackson

George Jackson
GEORGE JACKSON
645 Ellsworth Avenue • New Haven, CT 06511 • (203) 782-2634 • george.jackson@yale.edu

EDUCATION

Yale Law School, New Haven, CT
J.D. expected, June 20XX

Vermont Law School, South Royalton, VT
J.D. candidate, transferred after first year, 20XX-20XX
Rank: 2/150
Honors: Vermont Law Review, selected for membership based on first-year grades
Moot Court Competition, Finalist
American Jurisprudence Book Award for Constitutional Law

University of Colorado, Boulder, CO
M.A., History, May 20XX
A.B., summa cum laude, Asian Studies, June 20XX
Honors: Phi Beta Kappa
Wilson Prize in Asian Studies
Activities: University of Colorado Marching Band
Sigma Nu Fraternity, President

EXPERIENCE

U.S. Department of Justice, Civil Division, Torts Branch, Washington, D.C. Summer 20XX
Legal Intern. Researched and drafted briefs and memoranda on 11th Amendment issues.
Assisted at depositions and in trial preparation by participating in strategy sessions, interviewing potential
witnesses, drafting witness statements and organizing deposition and trial exhibits.

University of Colorado, Boulder, CO 20XX – 20XX
Adjunct Professor of History. Taught history courses at all levels, from freshman survey of world history to
graduate seminars. Conducted weekly small group seminars for students. Supervised graduate students’ thesis
work and dissertations. Counseled graduate students seeking employment. Conducted independent research and
wrote numerous papers and articles on the effects of war in Southeast Asia.

PUBLICATIONS AND PRESENTATIONS

Wrote numerous articles published in national and international journals. Presented two papers at national
conferences.

SKILLS AND INTERESTS

Fluent in Mandarin Chinese and Russian. Enjoy Golf.
91 Lyman Orchard Way
New Haven, CT 06511
(203) 555-1212

August 15, 20XX

Trisha Weiss
Manager, Legal Recruiting
Shearman & Sterling
599 Lexington Avenue
New York, NY 10022-6069

Dear Ms. Ryan:

I am a third-year student at Yale Law School and I am seeking a position with your firm for the Fall 20XX. I understand from our Career Development Office that you are not currently scheduled to interview third-year students at Yale during our Fall Interview Program. I am hoping that you will consider interviewing me either while you are here for FIP or at another time more convenient for you.

This past summer I worked for the D.C. office of Arnold & Porter in their Litigation and Employee Benefits Departments. The firm’s summer program provided me with excellent training through substantive legal assignments, including drafting summary judgment motions and conferring with clients regarding legal strategy.

Although I received an offer to return to Arnold & Porter upon graduation, I am interested in exploring employment with Shearman & Sterling for several reasons. First, I met and spoke with Linda Rappaport, Practice Group Leader in your Executive Compensation and Employee Benefits Group, at a New York Bar Association Women’s Luncheon this summer. I am interested in the substantive legal work conducted by that group, and was impressed with Ms. Rappaport’s description of Shearman & Sterling’s initiatives relating to the advancement of women in the legal profession. Moreover, I understand that your firm has taken steps to decrease associate attrition which have proven successful. Finally, after spending many weekends in the Big Apple while a student at Yale, I have decided to commence my legal career in New York City.

I look forward to having the opportunity to discuss these issues with you further. Please do not hesitate to call if you need more information or would like to schedule an interview. Thank you.

Sincerely,

Marisa Cooper

Marisa Cooper
MARISA COOPER
91 Lyman Orchard Way
New Haven, Connecticut 06511
(203) 555-1212; marisa.cooper@yale.edu

EDUCATION

YALE LAW SCHOOL, New Haven, CT
J.D. expected, June 20XX
Activities: 
Yale Journal of Law and Feminism
Yale Journal on Regulation
Yale Law Women

DARTMOUTH COLLEGE, Hanover, NH
A.B., Comparative Religion and German, May 20XX
Honors: Phi Beta Kappa
Dudley Prize for excellence in Religious Studies
Class of 1936 Women's Award for outstanding contribution to Dartmouth
Activities: Advisory Committee on Investor Responsibility, Student Appointee
Student Support Network Hotline, Founder and Director
Collis Student Center Governing Board, Chairperson

EXPERIENCE

ARNOLD & PORTER, Washington, DC
Summer Associate Summer 20XX
Drafted briefs in support of litigation matters including civil and class action complaints, summary judgment motions and demand for compliance actions. Researched and analyzed case and statutory law under the Employee Retirement Income Security Act and summarized research in legal memorandum to client company relating to dispute regarding employee pension plan. Received offer of permanent employment.

NATIONAL HEALTH LAW PROGRAM, Washington, DC
Law Clerk Summer 20XX
Monitored congressional hearings on health care issues. Researched and drafted memoranda in response to questions from supervising attorneys on numerous topics including the legal ramifications of requiring pregnant women to be tested for the HIV virus during third trimester of pregnancy. Wrote article on the health care concerns of welfare mothers for Health Advocate newsletter.

MASSACHUSETTS GENERAL HOSPITAL, Boston, MA
Social Work Associate 20XX-20XX
Assisted patients and families with adjustment to illness, discharge planning, and management of benefits and public entitlements. Presented cases in departmental Grand Rounds and in weekly medical/social work rounds. Served on Social Services Department Committee.

ERIE CERAMIC ARTS COMPANY, Erie, PA
Human Resources Assistant Summer 20XX
Wrote employee handbook, including sections relating to employee rights and responsibilities. Updated personnel policies to comply with existing law and company policy. Organized hazardous material safety data for compliance with OSHA regulations.
1145 Chapel St., Apt. 2A
New Haven, CT 06511
(203) 542-3556

September 1, 20XX

Merritt W. Clark, Esq.
Texas Civil Rights Project
2212 E. Martin Luther King Boulevard
Austin, TX 78702-1344

Dear Mr. Clark:

I am a third-year student at Yale Law School, expecting my degree in June of 20XX. I am seeking a permanent position and am very interested in the Texas Civil Rights Project. I am from Denton, Texas and plan to live in the state after graduation. The Civil Rights Project interests me because of its commitment to investigation and advocacy in the field of civil liberties. I am especially intrigued by your work in prisoners’ issues, including police misconduct, prisoners’ rights and death penalty defense.

As my resume indicates, I have taken the opportunity to gain practical experience in these fields, as well as in other human rights areas, in the summers during law school and in the academic year. I have also structured my academic experience around this interest, conducting graduate psychology research on behavior in the criminal and corrections contexts and continuing similar research in the juvenile system in law school. I look forward to applying this research and experience as a practicing attorney.

I will be in the Dallas area from January 15 to January 21 and would welcome the opportunity to speak with you about a position in the Civil Rights Project. Thank you for your consideration. I look forward to speaking with you.

Sincerely,

Meg Pryor

Meg Pryor
MEG PRYOR
1145 Chapel St., Apt. 2A, New Haven, CT 06511
(203) 542-3556   meg.pryor@yale.edu

EDUCATION

YALE LAW SCHOOL, J.D. expected, June 20XX
ACTIVITIES:  Yale Journal of Law and Feminism, Articles Editor
Greenhaven Prison Project, Director
Students for Social Justice

UNIVERSITY OF WISCONSIN, M.A. in Psychology, specialization in Behavior Analysis, 20XX

PRINCETON UNIVERSITY, B.A. in Psychology, 20XX
HONORS:  magna cum laude
ACTIVITIES:  Undergraduate Student Government, Vice President
Association of Women in Science

EXPERIENCE

YALE LAW SCHOOL, Professor Stephen B. Duke, New Haven, CT    Fall 20XX – present
Research alternative sentences for juvenile offenders, their success, and the political and factual precursors to
their implementation.

SOUTHERN CENTER FOR HUMAN RIGHTS, Birmingham, AL    July – August 20XX
Researched and wrote memoranda and interviewed clients in preparation for litigation challenging conditions for
physically disabled prisoners.

BRADLEY ARANT ROSE & WHITE, Birmingham, AL    May – June 20XX
Wrote memorandum for health care division on the impact of legislation mandating third-party reimbursement for
registered nurses.  Assisted in preparation of pre-trial memorandum for litigation regarding disability coverage for
short-term mental health problems.

PROSECUTION EXTERNSHIP, Yale Law School, New Haven, CT    Fall 20XX – Spring 20XX
Assisted state prosecutor specializing in career criminals. Examined witnesses and presented arguments in court
proceedings.

PUBLIC DEFENDER SERVICE OF THE DISTRICT OF COLUMBIA, Washington, DC    Summer 20XX
Represented indigent clients in District of Columbia Superior Court on a variety of state criminal charges.
Participated in client interviews, negotiated on behalf of clients, and represented clients in court proceedings.

PUBLICATION

Note, “Uneasy Bedfellows: Bridging the Philosophical Gap That Paralyzes the Use of Psychological Data in

SKILLS AND INTERESTS

Fluent in French.  Basic knowledge of Spanish. Habitat-for-Humanity volunteer.
Bryan Stevenson, Esq.
Executive Director, Equal Justice Initiative
122 Commerce Street
Montgomery, Alabama 36104

RE: Summer 20XX Volunteer Internship

Dear Mr. Stevenson:

I will graduate from Yale Law School in June 20XX and begin a clerkship with the Honorable Carolyn Dineen King (5th Cir.) in September. I would be very interested in a summer internship with the Equal Justice Initiative before my clerkship. My first law school summer internship at the Southern Poverty Law Center introduced me to Montgomery and the public interest legal community in Alabama. Since that summer, my desire to return to my home state and represent individuals in need has only strengthened.

EJI offers a unique combination of significant litigation and valuable research in capital punishment, juvenile justice, and criminal justice. I have spent both summers developing litigation skills, first at a public interest organization, then at a boutique public interest law firm in Atlanta. At Yale Law School, I also honed my research and writing as a research assistant for Prof. Robert Gordon, Articles Editor of the *Yale Law & Policy Review*, and a participant in moot court. EJI offers me a perfect opportunity to combine my interests in legal research with hands-on trial work.

I plan to come home to Alabama during the week of October 17 and would be happy to speak with you or others about internship opportunities. I will contact your office within the next two weeks to see whether an interview might be arranged.

I have enclosed a resume, list of references, and short writing sample for your review. Thank you for your consideration.

Very truly yours,

Forrest Gump

Forrest Gump, Jr.
FORREST GUMP, JR.
111 Cottage Street, Apt. 2A ● New Haven, CT 06511 ● 203.555.5555 ● gumpjr@yale.edu

EDUCATION

YALE LAW SCHOOL, New Haven, CT
J.D. expected June 20XX
Activities: Coker Fellow, Prof. Daniel Markovits (teaching assistant for Contracts small group)
Research Assistant, Prof. Robert Gordon
Articles Editor, Yale Law & Policy Review
Board Member, Morris Tyler Moot Court of Appeals
Nonprofit Organizations Clinic
Six Angry Men a cappella group

UNIVERSITY OF ALABAMA, Tuscaloosa, AL
B.A., summa cum laude, American Studies and French, May 20XX
Honors: Phi Beta Kappa
Algeron Sydney Sullivan Award (outstanding male & female members of senior class)
President, Iota Circle of Omicron Delta Kappa (national leadership honor society)
University Honors Program

Activities: Rules Committee Chair, Student Senate
Tenor, University Singers (selected by Music faculty in competitive audition)
Columnist, The Crimson White (student daily newspaper)

EXPERIENCE

HON. CAROLYN DINEEN KING, U.S. Court of Appeals for the Fifth Circuit, Houston, TX 20XX – 20XX
Prospective Law Clerk.

BONDURANT, MIXON & ELMORE, Atlanta, GA
Summer 20XX
Summer Associate. Staffed variety of civil matters at boutique litigation firm. Drafted interrogatories, requests for production, and deposition questions in Title VII suit against a regional seafood wholesaler. Researched and drafted memorandum analyzing potential Truth in Lending Act violations in auto financing schemes. Drafted section of Eleventh Circuit brief challenging the legality of a sheriff's search of a houseboat at a private marina.

SOUTHERN POVERTY LAW CENTER, Montgomery, AL
Summer 20XX
Summer Intern. Participated in all aspects of trial preparation for civil suit brought on behalf of mentally-challenged African-American man beaten by four white men, which resulted in a $9 million jury verdict. Interviewed potential witnesses, prepared trial exhibits, drafted responses to discovery objections, and assisted in preparation of jury instructions. Attended discovery and settlement conferences.

U.S. REPRESENTATIVE JO BONNER (R-AL), Washington, DC 20XX-20XX
Legislative Correspondent. Investigated constituent issues concerning a variety of government benefits and drafted responses to constituent queries. Regularly updated content for Constituent Services section of Congressman Bonner's website and drafted material for monthly e-newsletter.

SKILLS AND INTERESTS

Fluent in French. Enjoy running, table tennis, and Cajun zydeco music.
As a summer associate at Jarndyce & Jarndyce, I prepared the attached memorandum for a pro bono assignment in the litigation department. The memorandum examined whether the fees charged by commercial tax preparers for “instant refund loans” would violate the state usury laws in New York, New Jersey, Pennsylvania, or Connecticut.

To preserve client confidentiality, all individual names and locations have been changed, and some portions have been redacted (as indicated in brackets in the text). I have received permission from my employer to use this memorandum as a writing sample.
The attached writing sample is an excerpt from a brief submitted for the Morris Tyler Moot Court of Appeals competition. The case involved a challenge to the Connecticut sex offender registration statute. The competition problem differed somewhat from the actual case then pending before the United States Supreme Court, and competitors were not permitted to rely on materials submitted to the Court. The questions presented for competition were:

1. Does Connecticut’s sex offender registration law implicate an offender’s liberty interest by listing offenders in an undifferentiated registry and violate an offender’s due process rights by failing to afford an offender a hearing on his current dangerousness before publishing true and accurate information about him and his conviction history?

2. Does Connecticut’s sex offender registration law, on its face or as implemented, impose punishment for purposes of the Ex Post Facto Clause of the United States Constitution?

I represented the petitioner, the Connecticut Department of Public Safety. I chose the section of brief addressing the Ex Post Facto Clause as my writing sample.

---

1 The first paragraph would also be the appropriate place to summarize any facts in the case necessary to understand the argument, instead of including a lengthy statement of facts.
SAMPLE LIST OF REFERENCES

LIST OF REFERENCES

JOHN Q. STUDENT
P.O. Box 208203
New Haven, CT 06520-8203
(203) 432-8000
john.student@yale.edu

Samuel Lembo, Esq.
New Haven Legal Assistance
426 State Street
New Haven, CT 06510
(203) 946-4811
slembo@nhla.org
Supervising attorney for the Temporary Restraining Order Project

Alvin Klevorick
John Thomas Smith Professor of Law and Professor of Economics
Yale Law School
P.O. Box 208215
New Haven, CT 06520-8215
(203) 432-0000
alvin.klevorick@yale.edu
Torts Professor

Elizabeth Merwin, Esq.
Southeastern Rural Mental Health Research Center
University of Virginia, Health Science Center, Box 393
Charlottesville, VA 22908
(804) 982-3273
e.merwin@srmhrc.org
Former employer
Dear Mr. Hamilton:

Thank you for taking the time to interview me yesterday for a first-year summer internship position in the Attorney General’s office. I enjoyed hearing about your recent court battle with the State of Maryland regarding property rights to the Potomac River. As a resident of Virginia, I certainly hope that your arguments prevail. I also appreciated your insights into the daily tasks and responsibilities of attorneys in your office.

Please pass my thanks along to Ms. Cole-Amos, who was very hospitable in showing me around the office. I remain very interested in a summer position and look forward to hearing from you soon.

Sincerely,

John Q. Student
Yale Law School
Dear Ms. Booth:

Thank you for taking the time to speak with me about the Food Research and Action Center and also for inviting me to attend your “Fighting Hunger in America” conference. I am looking forward to it.

I know that I would enjoy working with you and the other people from the Center whom I met yesterday. Please let me know if I can provide you with any additional information. Thank you again for your consideration.

Sincerely,

Andrew Carter

Andrew Carter
Appendix C

Sample Interview Questions
Questions Employers Often Ask

1. Self-evaluation

- Why did you choose law as a career?
- Why did you decide to attend law school after ________ (getting a PhD/working for an investment bank/joining the peace corp)?
- Why did you transfer to YLS from _______ (prior law school)?
- What are your long range career objectives?
- What do you see yourself doing five years from now?
- Tell me about yourself.
- How would your ________ (friends/teachers/former employers/family members) describe you?
- What are your greatest strengths and weaknesses?
- In what ways do you see yourself needing further development in order for you to be fully effective in your career?
- What qualifications do you have that will help you be successful in law practice?
- In what kind of working environment are you most comfortable?
- What two or three accomplishments have given you the most satisfaction?
- How would you feel about representing an unpopular client (e.g., a serial murderer, terrorist, tobacco company, foreign client defending its policy of not hiring women or religious minorities or defending against alleged human rights violations)?
- What aspects of a job do you consider most important?
- What was the last book that you read? How did it affect you?
- Do you consider yourself a team player? Why?

2. Law School Experience

- Why did you decide to attend law school? Why this law school?
- If you were the Dean of the Law School, what changes would you make?
- What law school subjects have you liked best? Least? Why?
- What have you learned from participating on journals or in clinical programs?
- Are your grades good indicators of your academic abilities?
- What was your most rewarding academic experience?
- What do you think about Professor “X,” Judge “Y,” Dean “Z”? (Proceed with caution here. The interviewer could have loved a professor you did not enjoy.) Avoid saying negative things in an interview.

3. Work Experience

- What professional abilities should we know about?
- How have your prior positions helped prepare you for a legal career?
- Describe the most interesting project that you worked on last summer/last year. What about it was so appealing to you?
- Did you receive an offer from your prior summer employer? If not, why?

4. Interest in Position

- What would you like to know about our organization?
- Why did you decide to interview with us? Where else are you interviewing?
- What is your geographical preference? What ties do you have to our area?
• How do you think you can make a contribution to our practice or organization?
• In what particular area(s) of practice are you most interested?
• Do you have any outstanding job offers? If so, where? Why are you looking again?

5. Behavioral Questions

• Describe a difficult problem that you have had to deal with and how you have handled it.
• Discuss a recent experience when you had to work under pressure.
• Describe a situation where you work was criticized.
• Describe a situation where you had to convince someone of your viewpoint.
• Give an example of a situation where you used good judgment and logic.
• Discuss a situation where you had to make an unpopular decision.
• Tell me about a time when you agreed to work on too many projects and had to prioritize.
• Describe a group project where you were in charge and had to deal with a difficult team member.

Questions to Ask Employers

1. Questions Geared Toward Private Firms

a. Firm Structure/Organization

• What is the firm’s general character? Its stability and reputation? Work environment? You might learn the answers to these questions by asking several different lawyers what attracted them to the firm and their particular practice.
• What matters are you (the interviewer) involved in now? What kinds of work have you done since you started working for the employer? Describe a “typical” day at work.
• Is any department responsible for the lion’s share of the firm’s business? (i.e., Does the litigation department primarily service clients of corporate partners, or vice versa?)
• Is the firm’s success tied to many clients or to a few? How has the firm been affected by the recent economic and political climate?
• How significantly has the number of the firm’s partners and associates grown in the past 15 years? How many new associates have been hired annually over the past several years? What is the rate of associate turnover? In what types of practice are “alums” of your firm engaged? Where do people go when they leave here?
• What are the plans for the firm’s future? What practice areas have expanded in recent years? What areas do you foresee expanding in the future? In recent years, has the firm acquired important new clients? Is a merger imminent?
• How independent are each of the firm’s offices? If interested, can summer associates spend part of the summer at another office?
• If you could change anything about the firm, what would you change?

b. Firm Policies

• How active is the firm’s pro bono program? What kinds of pro bono work do the attorneys handle?
How is it treated for assignment, work load, and evaluation purposes?
• What emphasis is placed on getting new business and how does this affect compensation? What are the compensation systems for associates and partners?
• Does the firm have any lawyers who work less than full-time? How does the firm define part-time? How does it view this prospect among lawyers who already have a track record at the firm? Have any part-time associates become partners? Are there any part-time partners?
What is the average number of billable hours expected? What types of required activities are included/not included in billable hours? Is pro bono work included in billable hours?

What is the firm policy governing maternity and paternity leaves? What effect, if any, does taking a leave have on the lawyer’s prospects at the firm?

(If the firm represents foreign clients or has foreign office) How are attorneys selected for posting to foreign offices? Is such posting highly competitive? What effect does an attorney’s decision to accept or decline such a posting have on his or her career at the firm?

c. Summer Associate Life

Describe a few typical projects done by summer associates.
Do summer associates participate in working on pro bono issues? If so, what type(s) of issues did they work on last summer?
Are offers extended by a particular department? Once you join a department, is there mobility?
Does the summer program have a mentor system? Please describe.
Does your summer program have an official start and end date? Are there a minimum/maximum number of weeks that a summer associate works?

d. Associate Life

Are new associates assigned to one department or rotated through several? How is their work determined, assigned, and evaluated?
When does an associate become a specialist? Who decides and how?
What do you consider the most important qualities in your new associates?
When does an associate generally have contact with clients and take on major responsibility for cases or matters?
To what extent are new associates involved in training programs?
Is there a mentoring program designed to assist associates in learning how to generate business?
Do new associates travel?
Does the firm require its associates to participate in Continuing Legal Education events? Which courses are required? If CLE is not required, is it subsidized by the firm?

e. Partnership

What is the partnership structure?
How is performance judged and by whom?
What are the criteria for advancement and partnership?
How long is the partnership track?
What factors are considered in electing partners?
How many partners have been elected in the last year?

f. The Economy and the Firm

How has your firm weathered the economic downturn?
In what practice areas have you noticed the downturn most?
What steps has the firm taken in reaction to the economic downturn?
Have you noticed the downturn in your own work? In what ways?
What changes do you see on the horizon for your firm? Do you anticipate changes in billing structures, partnership track or partnership decisions, policies relating to pro bono, diversity hiring, practice areas?
• What do you anticipate the size of your summer program to be next year? How does that compare to the previous summer?

2. Questions Geared Toward Public Interest Employers

a. Employer Structure/Organization

• What kinds of clients, cases, or projects are most typical of your office?
• How secure is your funding for the next two years? Who is involved in fundraising for your organization? Do sources of funding restrict the types of work your office may undertake?
• How do you evaluate and provide feedback to attorneys? How do attorneys advance?
• How long does the average attorney remain with the organization? What kinds of law practice are “alums” of your organization engaged in?
• (If the organization is involved in lobbying or advocacy as well as litigation of cases) What is the percentage breakdown of time spent on the various activities? Who assigns matters to interns/new attorneys? Are certain areas or activities channeled to particular attorneys?
• If you could change the organization, what would you change? Do not ask the head of an organization this question—presumably he or she can change it.
• How does this organization interact with other organizations doing similar work?
• How does this office select its projects, clients, or cases?
• What would you say is the biggest success that your office has achieved in any forum? What would you say contributed most to that success?
• I have read the cases mentioned in descriptive materials from this office. Are there other materials that would give me a better understanding of the organization?

b. Summer Intern/New Attorney Life

• How much responsibility is given to summer interns/new attorneys?
• Please describe a typical day (or week) for a summer intern.
• What is the organization’s history in hiring summer interns into permanent positions?
• What training is available for summer interns and new attorneys? How are new attorneys supervised?
• What is the biggest challenge your office now faces? How would you expect a summer intern or new attorney to be involved?
Appendix D

YLS and NALP Placement Policies
Yale Law School has a longstanding policy commitment to ensure that its students receive fair treatment by employers who use its placement services, and that the law school, its students and employers act in good faith in the recruiting and hiring process. Students or employers who violate these Policies and Regulations face possible sanctions.

POLICIES

Yale Law School’s Policy Against Discrimination. Yale Law School reaffirms its policy against discriminatory employment practices. The law school does not countenance any form of discrimination based upon age, color, handicap or disability, ethnic or national origin, race, religion, religious creed, gender (including discrimination taking the form of sexual harassment), marital, parental or veteran status, sexual orientation, gender identity, gender expression or the prejudice of clients. Accordingly, all employers utilizing its placement services are required to abide by this policy. Employers who violate this policy will face sanctions.

Discrimination in employment practices refers to the use of the proscribed criteria mentioned above in arranging or conducting interviews, in offering employment, and in establishing the terms of employment, including but not limited to differential salary scales, working conditions, type of work available and promotion and retention policies.

Yale’s non-discrimination policy permits, and the Law School encourages, lawful affirmative action in hiring members of groups that are underrepresented in the legal profession and in many firms.

The National Association of Law Placement (“NALP”) Principles and Standards and Association of American Law Schools (“AALS”) Bylaws and Regulations. As a member of NALP and AALS, Yale Law School subscribes to the Principles and Standards For Law Placement and Recruitment Activities (“NALP Principles and Standards”) established by NALP and the Regulations and Bylaws established by AALS that apply to law schools, students, and employers in the recruiting and hiring process. A copy of the current NALP Principles and Standards and the current relevant AALS Bylaws and Regulations are available in the Career Development Office (“CDO”). These Policies and Regulations are deemed to include the NALP Principles and Standards and the AALS Bylaws and Regulations. Employers who use our placement services and violate these Policies and Regulations face possible sanctions. Similarly, students who violate these Policies and Regulations face possible CDO sanctions and Yale Law School disciplinary code sanctions.

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1 This version, passed by the Faculty on May 1, 1992, referred to “Office of Career Planning and Placement.” Subsequently, that office became the “Career Development Office,” and that title is used throughout this document.

2 In December 2010, the Expanded Governing Board of YLS amended the Law School’s nondiscrimination policy to include gender identity and gender expression.
II. COMMITTEES AND PROCEDURES

Committees
The Placement Policy Committee is responsible for liaison work with CDO over issues and policies directly affecting large numbers of students in planning their job searches and obtaining interviews and offers. It comprises (a) five faculty members, and (b) four students elected by the student body. The Director of CDO shall serve ex officio on the Placement Policy Committee. All committee selections shall be made in the fall of the school year in which the Committee is to serve. At least one student member shall be from the third year class during the year that he or she serves on the Committee, and at least one student member shall be from the second year class.

The Placement Compliance Committee is chosen by the Dean to review and resolve alleged violations of these Placement Policies and Regulations. The Compliance Committee comprises (a) three faculty members of the Placement Policy Committee, (b) one student member of the Placement Policy Committee, and (c) one Yale Law School graduate (a practitioner).

The Director of CDO is responsible for implementing placement policies day to day. In the first instance, the Director is responsible for ascertaining employers’ eligibility to use our placement services. Eligibility determinations may be reviewed by the Compliance Committee.

Procedures
*Allegations Regarding Employer Behavior.* A past or present member of the Law School community who believes that an interviewer or employer has acted inconsistently with these Policies and Regulations should promptly inform the Director of CDO. The Director will promptly interview the complainant concerning the matter, inquire about the experiences of students interviewed by the same employer, and review CDO files for any complaints against the employer in previous years. The Director may also interview other students or seek to gain additional information, including information from the employer, bearing on the complaint. If the Director of CDO is for any reason disqualified from acting impartially in the matter, the Chair of the Placement Policy Committee will designate a faculty member to conduct a preliminary inquiry.

If after conducting interviews and obtaining other information, the Director or designated faculty member believes that the interviewer/employer violated these Policies and Regulations, he or she will attempt to resolve the complaint informally. If the complaint cannot be resolved informally, the Director or designated faculty member will make a written report of the matter and its current status to the Compliance Committee.

Upon receipt of a report from the Director or designated faculty member, the Compliance Committee may dismiss the complaint, or if it does not dismiss the complaint, shall send a letter to the employer’s hiring attorney requesting a written response to the complaint. After considering any response the employer may make and any additional information the Compliance Committee deems relevant, the Compliance Committee will determine whether these Policies and Regulations have been violated. At the discretion of the Compliance Committee, a hearing may be held. If the Compliance Committee concludes that a violation has occurred, it will advise the employer and complainant in writing of its decision and proposed sanction, and give the employer an opportunity to respond in writing before the Compliance Committee imposes any sanction.

If the Compliance Committee concludes that these Policies and Regulations have not been violated, the employer and complainant will be so advised. If a complainant wishes, he or she may request a reconsideration of the Compliance Committee’s determination.
Because the appropriateness of sanctions necessarily depends on the seriousness of the violation of these Policies and Regulations, as well as the nature of the involved employer’s response to the Compliance Committee’s letter, determination of the appropriate sanctions is left to the discretion of the Compliance Committee. Such sanctions may include, but are not limited to, sending an admonitory letter to the employer, publicizing the conduct to the law school community in connection with the employer’s interview sign-ups the following year, other forms of publicizing the incident, or barring the employer from using law school facilities and services for one or more years.

Because of the importance of resolving claims of violations of these Policies and Regulations expeditiously, the Compliance Committee shall endeavor to resolve such claims no later than the beginning of the next on-campus interviewing season. Any appeal would be by petition to the faculty.

**Allegations Regarding Student Behavior.** A past or present member of the Law School community or an employer who believes that a student has acted inconsistently with these Policies and Regulations should promptly inform the Director of CDO. In order to protect the confidentiality of the student, the Director will handle all such matters with the complainant, student, and in consultation with the Placement Policy Committee Chair and appropriate Associate or Assistant Dean, rather than turning over such matters to the Compliance Committee. However, at the option of the student, the Compliance Committee, sitting without its student member, may hear the matter. If it is determined that a student’s conduct violates these Policies and Regulations, the student faces possible restrictions or prohibitions on the use of CDO services. If a student’s conduct is deemed to be covered by the Disciplinary Code, the matter may be referred to the Law School Disciplinary Committee.

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These policies and regulations are drafted with the expectation that employers and students act in good faith. These regulations address the most immediate context of employers who interview and hire current law students. However, the sanctions set out above may also be applied to an employer who by its own admission, established policy, or legal determination violates Yale Law School’s Non-Discrimination policies, NALP Principles and Standards, or AALS Bylaws and Regulations.
INTRODUCTION
The National Association for Law Placement (NALP) was organized in 1971 to promote the exchange of information and cooperation between law schools and employers. In order to advance those interests, the Association has developed these "Principles and Standards for Law Placement and Recruitment Activities."


The "Principles and Standards for Law Placement and Recruitment Activities" are organized as follows:

I. General Principles
II. Principles for Law Schools
III. Principles for Candidates
IV. Principles for Employers
V. General Standards for the Timing of Offers and Decisions

NALP encourages law schools and legal employers to educate all participants in the law placement and recruitment process about the spirit and the letter of these Principles and Standards. NALP urges all participants in the law student recruitment process, including members and non-members of NALP, to abide by these Principles and Standards. These Principles and Standards are designed to empower law schools, legal employers, and law student candidates ("candidates") to self govern based on the concepts set forth below. NALP expects such governance will be managed with the highest regard for the best interest of all involved parties.

PART I. GENERAL PRINCIPLES

Successful recruitment and placement of law students requires cooperation and good judgment from three groups -- law schools, candidates, and employers. These Principles and Standards provide concrete guidelines for each group. Nothing in the Principles and Standards is intended to alter any legal relationships among the participants, but participants are urged to carry out all obligations in good faith. Activities related to the placement and hiring of law students should be conducted on the highest ethical and professional level. Timely exchange of accurate information is essential. Recruitment activities should be scheduled so as to minimize interference with students' academic work.
Underlying these guidelines for ethical behavior is NALP's fundamental commitment to helping to make the legal profession accessible to all individuals on a non-discriminatory basis. NALP is strongly opposed to discrimination which is based upon gender, age, race, color, religious creed, national origin, physical disability, marital, parental or veteran status, sexual orientation, or the prejudice of clients related to such matters.

In addition to abiding by these guidelines, all parties concerned with placement and hiring should observe strictly all relevant laws, accreditation standards and institutional policies. A law school may deny use of its career services facilities to students and employers who fail to adhere to these Principles and Standards. If unusual circumstances or particular organizational constraints require a law school, a candidate, or an employer to modify any provision herein, every effort should be made to find an alternative acceptable to all parties concerned.

PART II. PRINCIPLES FOR LAW SCHOOLS

A. Law schools should make career planning services available to all students.

1. Career planning and counseling are integral parts of legal education. Law schools should dedicate to them adequate physical space, equipment, financial support, and staff.
2. The professional services of a career planning office should be available to students without charge.
3. Law schools should strive to meet the career planning needs and interests of all students. Preferential treatment should not be extended to any student or employer.

B. Law schools should subscribe to and promote practices that protect their students' legal rights.

1. Law schools should articulate and publish meaningful policies prohibiting discriminatory hiring practices. Employers should be required to sign a non-discrimination statement prior to recruiting on campus. Procedures should be developed and published whereby claims of violations can be investigated and resolved promptly and fairly.
2. Students' privacy should be protected against illegal or inappropriate dissemination of personal information. Information protected by federal, state, or municipal law must not be disclosed without proper consent. Institutional policies conforming to prevailing laws should be formulated and published to the attention of both students and employers.

C. Law schools should educate students as to proper career investigation techniques and protocol.

1. Career services offices should educate all students about NALP's Principles and Standards.
2. Publications and counseling provided by law schools should be designed to afford students adequate information about the variety of opportunities available to persons with legal training and proper methods for exploring such opportunities.
3. Students should be counseled to focus their career choices based on their aptitudes and career goals.
D. Students' freedom of choice in career decisions should be protected from undue influences.

1. In counseling students, career services officers and others within the law school community should avoid interposing either their own values or institutional interests.
2. Law schools should disseminate Part V: General Standards for the Timing of Offers and Decisions to students and employers and urge all participants in the law student recruitment process, including members and non-members of NALP, to adhere to them so that students can make informed decisions.
3. In order to protect the best interests of all participants, law schools should take every step possible to educate students and employers alike regarding the importance of the General Standards for the Timing of Offers and Decisions.

E. Law schools should develop and maintain productive working relationships with a broad range of employers.

1. Law schools should work actively to develop and maintain employment opportunities for students and graduates. All employment opportunity notices should be publicized to all students.
2. To enhance student learning and increase career development opportunities, the office of career services should maintain good working relationships with students, faculty, alumnae/i, and other elements of the legal community.
3. In order to ensure maximum information-sharing and efficiency in the employment search process, law schools should cooperate with one another to the fullest extent possible in gathering employer information and providing interview services.
4. Law schools should not disseminate information learned in confidence from employers.

F. Law schools should establish adequate procedures to facilitate recruitment by employers.

1. Procedures to enable employers to conduct on-campus interviews, solicit direct applications or collect student resumes should be designed for maximum efficiency and fairness. Those procedures should be clearly articulated and available in writing to students and employers.
2. In dealing with employers, law schools should make maximum use of standardized forms and procedures.

G. Law schools should establish and implement practices to ensure the fair and accurate representation of students and the institution in the employment search process.

1. Law schools should adopt and enforce policies that prohibit misrepresentation and other student abuses of the employment search process, such as engaging in interviews for practice, holding more offers than specified in Part V of these Principles & Standards, failing to decline offers in which there is no longer interest, or continuing to interview after acceptance of employment.
2. Law schools should provide to employers and other interested parties comprehensive information on grade standards and distribution, curriculum, degree requirements, admissions and enrollment profiles, academic awards criteria, and office of career services policies and procedures.
3. Information on employment and salaries should be collected by law schools and provided to NALP, and the survey results should be made available to employers, prospective students, and all other interested parties.

PART III. PRINCIPLES FOR CANDIDATES

A. Candidates should prepare thoroughly for the employment search process.

1. Before beginning an employment search, candidates should engage in thorough self-examination. Work skills, vocational aptitudes and interests, lifestyle and geographic preferences, academic performance, career expectations and life experiences should be carefully evaluated so that informed choices can be made. General instruction should be obtained on employment search skills, particularly those relating to the interview process.
2. Prior to making employment inquiries, candidates should learn as much as possible about target employers and the nature of their positions. Candidates should interview only with employers in whom they have a genuine interest.
3. Candidates should comply with the policies and procedures of each law school from which they obtain services.

B. Throughout the employment search process candidates should represent their qualifications and interests fully and accurately.

1. Candidates should be prepared to provide, at employers' request, copies of all academic transcripts. Under no circumstances should academic biographical data be falsified, misrepresented, or distorted either in writing or orally. Candidates who engage in such conduct may be subject to elimination from consideration for employment by the employer, suspension or other academic discipline by the law school, and disqualification from admission to practice by bar admission authorities.
2. Candidates should be prepared to advise prospective employers of the nature and extent of their training in legal writing. Writing samples submitted as evidence of a candidate's legal skills should be wholly original work. Where the writing was done with others, the candidate's contribution should be clearly identified. Writing samples from law-related employment must be masked adequately to preserve client confidentiality and used only with the permission of the supervising attorney.
C. Throughout the employment search process candidates should conduct themselves in a professional manner.

1. Candidates who participate in the on-campus interview process should adhere to all scheduling commitments. Cancellations should occur only for good cause and should be promptly communicated to the office of career services and the employer.
2. Candidates should respond promptly to invitations for in-office interviews and accept such invitations only if the candidate has a genuine interest in the employer. With respect to all other requests for information or invitations from employers, candidates should respond promptly.
3. Candidates should reach an understanding with the employer regarding its reimbursement policies prior to the trip. Expenses for trips during which interviews with more than one employer occur should be prorated in accordance with those employers' reimbursement policies.
4. Candidates invited to interview at employer offices should request reimbursement for reasonable expenses that are directly related to the interview and incurred in good faith. Failure to observe this policy, or falsification or misrepresentation of travel expenses, may result in non-reimbursement and elimination from consideration for employment or the revocation of offers by an employer.
5. Candidates should handle in a timely manner any changes or cancellations to an in-office interview including cancellation of any travel arrangements.

D. Candidates should notify employers and their office of career services of their acceptance or rejection of employment offers by the earliest possible time, and no later than the time established by rule, custom, or agreement.

1. Candidates should expect offers to be confirmed in writing. Candidates should abide by the standards for candidate responses set out in Part V and should in any event notify the employer as soon as their decision is made, even if that decision is made in advance of the prevailing deadline date.
2. In fairness to both employers and peers, candidates should act in good faith to decline promptly offers for interviews and employment which are no longer being seriously considered. In order for law schools to comply with federal and institutional reporting requirements, candidates should notify the office of career services upon acceptance of an employment offer, whether or not the employment was obtained through the office.
3. Candidates seeking or preparing to accept fellowships, judicial clerkships, or other limited term professional employment should apprise prospective employers of their intentions and obtain a clear understanding of their offer deferral policies.
E. Candidates should honor their employment commitments.

1. Candidates should, upon acceptance of an offer of employment, notify their office of career services and notify all employers who consider them to be active candidates that they have accepted a position.
2. If, because of extraordinary and unforeseen circumstances, it becomes necessary for a candidate to modify or be released from his or her acceptance, both the employer and the office of career services should be notified promptly in writing.

F. Candidates should promptly report to the office of career services any misrepresentation, discrimination or other abuse by employers in the employment process.

G. Students who engage in law-related employment should adhere to the same standards of conduct as lawyers.

1. In matters arising out of law-related employment, students should be guided by the standards for professional conduct which are applicable in the employer's state. When acting on behalf of employers in a recruitment capacity, students should be guided by the employer principles in Part IV.
2. Students should exercise care to provide representative and fair information when advising peers about former employers.

PART IV. PRINCIPLES FOR EMPLOYERS

A. Employers should maintain productive working relationships with law schools.

1. Employers should inform the law school office of career services in advance of any recruiting activities involving their students, whether conducted on- or off-campus, and should, at the conclusion of those activities, inform the office of career services of the results obtained.
2. Employers without formal recruiting programs or whose hiring activities are sporadic in nature should notify the law school office of career services as far in advance as possible of planned recruiting activities in order that appropriate assistance might be arranged.
3. Employers who conduct on-campus interviews should refrain from making unnecessary schedule change requests.

B. Employers should respect the policies, procedures and legal obligations of individual law schools and should request only services or information that are consistent therewith.

1. Employers should not expect or request preferential services from law schools.
2. Employers should not solicit information received by law schools in confidence from candidates or other employers.
3. Appointments with candidates for in-house interviews should be established for a mutually convenient time so as not to unduly disrupt candidates' studies.
4. Employers should promptly report to the office of career services any misrepresentation or other abuse by candidates of the employment search process.

C. Employers should provide full and accurate information about the organization and the positions for which recruitment is being conducted.

1. Employers should provide to law schools complete organizational information as contained in the NALP Employer Questionnaire well in advance of any recruitment activities. Position descriptions should include information about the qualifications sought in candidates, the hiring timetable, nature of the work, the number of available positions, and, if known at the time, the starting salary to be offered.
2. Invitations for in-office interviews should include a clear explanation of all expense reimbursement policies and procedures.

D. Employer organizations are responsible for the conduct of their recruiters and for any representation made by them.

1. Employers should designate recruiters who are both skilled and knowledgeable about the employing organization.
2. Employers should instruct interviewers not to make any unauthorized commitments.
3. Candidates' personal privacy should be safeguarded. Information about candidates that is protected by law should not be disclosed by an employer to any third party without specific permission.

E. Employers should use valid, job related criteria when evaluating candidates.

1. Hiring decisions must be based solely on bona fide occupational qualifications.
2. Employers should carefully avoid conduct of any kind during the interview and selection process that acts or appears to act to discriminate unlawfully or in a way contrary to the policies of a particular institution.
3. Factors in candidates' backgrounds that have no predictive value with respect to employment performance, such as scores on examinations required for admission to academic institutions, should not be relied upon by employers in the hiring process.
4. There has been a long-standing tradition that the first year summer be used to engage in public service work or to take time away from the law altogether, and, while the practice of having first year students work in private law firms provides additional employment opportunities to some students, such experiences should not be valued or emphasized inordinately.
F. Employers should refrain from any activity that may adversely affect the ability of candidates to make an independent and considered decision.

1. Employers should give candidates a reasonable period of time to consider offers of employment and should avoid conduct that subjects candidates to undue pressure to accept.
2. Response deadlines should be established when the offer of employment is made. Employers who extend offers to law student candidates should abide by the timetable for candidate response set out in Part V.
3. Employers should not offer special inducements to persuade candidates to accept offers of employment earlier than is customary or prescribed under the circumstances.

G. An employer should honor all commitments made on its behalf.

1. Offers of employment should be made in writing, with all terms clearly expressed.
2. If, because of extraordinary and unforeseen circumstances, it becomes necessary for an employer to rescind or modify an offer of employment, both the candidate and the office of career services should be notified promptly. Employers may retract any offer that is not reaffirmed by the candidate in accordance with Part V, Paragraphs B3 and C3 below.

PART V: GENERAL STANDARDS FOR THE TIMING OF OFFERS AND DECISIONS

In February 2014, the Board adopted revisions to Parts V.B.1 & 3 and Parts V.C.1 & 3 on a provisional basis. In November 2014, the Board adopted the revision to Part V.B.3. and Part V.C.3 on a permanent basis. The revisions to Parts V.B.1 & V.C.1 (the 14-day reaffirmation provisions) remain in effect on a provisional basis for the 2015 recruitment season. In February 2015, the Board adopted language to clarify the reaffirmation provisions in Part V.B.1 & 3 and Part V.C.1 & 3 and added a new Part V.B.4 and V.C.4 that addresses offers prior to the commencement of on-campus interview programs (that was previously in Interpretation #20).

In April 2013, the Board adopted a new Part V.D.1. - Summer Employment Provisions for First Year Students - on a provisional basis; these were adopted on a permanent basis by the Board in November 2014.

To promote fair and ethical practices for the interviewing and decision-making process, NALP offers the following standards for the timing of offers and decisions:

A. General Provisions

1. All offers to law student candidates (“candidates”) should remain open for at least two weeks after the date of the offer letter unless the offers are made pursuant to Sections B and C below, in which case the later response date should apply.
2. Candidates are expected to accept or release offers or request an extension by the applicable deadline. Offers that are not accepted by the offer deadline expire.
3. A candidate should not hold open more than five offers of employment at any one time. For each offer received that places a candidate over the offer limit, the candidate should, within one week of receipt of the excess offer, release an offer.

4. Employers offering part-time or temporary positions for the school term are exempted from the requirements of Paragraphs B and C below.

5. Practices inconsistent with these guidelines should be reported to the candidate’s career services office.

B. Full-Time Employment Provisions

1. Employers offering full-time positions to commence following graduation to candidates not previously employed by them should leave those offers open for at least 28 days following the date of the offer letter or until December 30, whichever comes first. Candidates should reaffirm these offers within 14 days from the date of the offer letter, if an employer requests such reaffirmation in its offer letter. Employers that have requested this reaffirmation may retract any offer that is not reaffirmed within the 14-day period. Offers made after December 15 for full-time positions to commence following graduation should remain open for at least two weeks after the date of the offer letter.

2. Candidates may request that an employer extend the deadline to accept the employer’s offer until as late as April 1 if the candidate is actively pursuing positions with public interest or government organizations. Candidates may hold open only one offer in such circumstances. Employers are encouraged to grant such requests.

3. Employers offering full-time positions to commence following graduation to candidates previously employed by them should leave those offers open until at least October 1 of the candidate’s final year of law school, provided that such offers are made prior to or on September 2. Candidates should reaffirm these offers within thirty days from the date of the offer letter, if an employer requests such reaffirmation in its offer letter. Employers that have requested this reaffirmation may retract any offer that is not reaffirmed within the 30-day period. After September 2 of a candidate's final year of law school, employers offering full-time positions to commence following graduation to candidates previously employed by them should leave those offers open for at least 28 days following the date of the offer letter.

4. If an employer makes an offer to a law student candidate not previously employed by that employer before the beginning of the law school’s on-campus interview program, that offer should not expire until at least 28 days following the first day of the law school’s on-campus interview program. Employers should contact the appropriate law school(s) to determine these dates. See Part IV F above.

5. Employers offering candidates full-time positions to commence following graduation and having a total of 40 attorneys or fewer in all offices are exempted from Paragraphs 1-4 of this Section. Instead, offers made on or before December 15 should remain open for at least three weeks following the date of the offer letter or until December 30, whichever comes first, and offers made after December 15 should remain open for at least two weeks.
C. Summer Employment Provisions for Second and Third Year Students

1. Employers offering positions for the following summer to candidates not previously employed by them should leave those offers open for at least 28 days following the date of the offer letter or until December 30, whichever comes first. Candidates should reaffirm these offers within 14 days from the date of the offer letter, if an employer requests such affirmation in its offer letter. Employers that have requested this reaffirmation may retract any offer that is not reaffirmed within the 14-day period. Offers made after December 15 for the following summer should remain open for at least two weeks after the date of the offer letter.

2. Candidates may request that an employer extend the deadline to accept the employer’s offer until as late as April 1 if the candidate is actively pursuing positions with public interest or government organizations. Candidates may hold open only one offer in such circumstances. Employers are encouraged to grant such requests.

3. Employers offering positions for the following summer to candidates previously employed by them should leave those offers open until at least October 1, provided that such offers are made prior to or on September 2. Candidates should reaffirm these offers within thirty days from the date of the offer letter, if an employer requests such reaffirmation in its offer letter. Employers that have requested this reaffirmation may retract any offer that is not reaffirmed within the 30-day period. After September 2, employers offering positions for the following summer to candidates previously employed by them should leave those offers open for at least 28 days following the date of the offer letter.

4. If an employer makes an offer to a law student candidate not previously employed by that employer before the beginning the law school’s on-campus interview program, that offer should not expire until at least 28 days following the first day of the law school's on-campus interview program. Employers should contact the appropriate law school(s) to determine these dates. See Part IV F above.

5. Employers offering candidates positions for the following summer and having a total of 40 attorneys or fewer in all offices are exempted from Paragraphs 1-4 of this Section. Instead, offers made on or before December 15 should remain open for at least three weeks following the date of the offer letter or until December 30, whichever comes first, and offers made after December 15 should remain open for at least two weeks.

D. Summer Employment Provisions for First Year Students

1. To position law students to be as successful as possible, their efforts during the first semester of law school should focus on their studies rather than on job search activities. Nonetheless, opportunities to learn about professionalism, professional development and the legal profession are appropriate early in law school. Recognizing that law schools will differ in philosophy as to first-year career development activities, law schools nevertheless should not begin offering one-on-one career counseling or application document reviews to first-year students before October 15 (except in the case of part-time students who may be given
assistance in seeking positions during the school term). Individual law schools may set later
dates as appropriate.

2. Prospective employers and first year law students should not initiate contact with one another
and employers should not interview or make offers to first year students before December 1.

3. All offers to first year students for summer employment should remain open for at least two
weeks after the date made.
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