

# The Effective & Ethical Use of AI in Career Development

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DRAFT

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# Ethical Statement on the Use of Artificial Intelligence in Career Services at Georgetown University

## Introduction

The Cawley Career Education Center at Georgetown University is dedicated to leveraging artificial intelligence (AI) to enhance our students' and alumni's career development and job application process. Recognizing AI's profound impact on the workforce and society, we aim to empower our community with the knowledge and skills necessary to navigate this evolving landscape responsibly. Our commitment is rooted in transparency, fairness, and ethical use, fostering a culture of continuous learning and informed decision-making.

## Understanding AI in Career Services

AI technologies are reshaping career services by offering more innovative resume-building solutions, job matching, interview preparation, and professional development. At Cawley, we focus on the following key areas to maximize the benefits of AI for our students:

**Enhancing Career Exploration:** AI-driven tools can provide personalized career advice by analyzing individual interests, skills, and experiences. These tools recommend potential career paths, relevant job opportunities, and skills development resources. Cawley strives to ensure that our community can effectively leverage these technologies to make informed career choices.

**Improving Applicant Processes:** AI can streamline job application processes by offering resume scanning, job-matching algorithms, and automated application tracking features. These tools help candidates optimize their application documents

and identify roles that align with their qualifications and aspirations.

**Supporting Professional Development:** AI tools can identify skills gaps and recommend targeted learning opportunities, enabling individuals to upskill and remain competitive in the job market.<sup>1</sup> By embracing AI, Cawley aims to provide our students with resources to enhance their professional growth and adapt to industry changes.

## Ethical Considerations & Best Practices

Cawley is deeply committed to fostering ethical AI practices. This commitment goal is demonstrated through our initiatives, which are designed to ensure the use of AI aligns with our values and goals.

**Education, Awareness, and Empowerment through Knowledge:** Cawley is committed to educating our community about the capabilities and limitations of AI technologies. Through workshops, handouts, and online resources, we aim to raise awareness about the ethical considerations associated with AI use, including, but not limited to, issues of bias, data privacy, and decision-making.<sup>2</sup>

Additionally, Cawley is dedicated to empowering our students by providing them the knowledge to navigate AI tools effectively. Our 'AI Career Toolkit' includes resources on crafting effective prompts, understanding AI outputs, and integrating AI insights into career planning.

**Critical Evaluation of AI Tools:** Cawley strongly encourages our community to critically evaluate AI-generated recommendations and insights. By under-











# Georgetown Career Development and AI: An Ethical, Professional, and Strategic Integration

## Project Overview

The advent of improved large language models (LLMs) and generative AI tools is changing the landscape of career services in higher education. Many schools have outlined guidelines for ethical uses of AI, others have used this technology to assist with job searching and other career development strategies. Some colleges have even put together a set of prompts that are useful in making the most of their AI use. Schools that are able to adapt to this shift, integrate this technology into their service model, and equip students to effectively and ethically use AI, will lead the way in career services in higher education.

At Cawley, we recognize the salient need to educate our staff, peer advisors, and graduate interns systematically, beyond what they have learned on their own. Cawley staff and students need to be knowledgeable on how to leverage AI technology towards career development and the ethical use of this tool. As a result, during Summer 2024, Cawley embraced and integrated AI into all relevant aspects of our services to prepare students for this major shift in the world of work. To successfully complete this vision, Cawley invested in three opportunities, training, integrating, and impact, to adequately prepare our students and staff for ethical use of this technology, thereby enhancing our community's career-readiness.

**Training:** At the core of Cawley's strategy is the need for comprehensive training to ensure that all stakeholders—staff, peer advisors, and graduate interns—are adequately prepared to leverage AI in career development. While some individuals have

independently explored AI tools like ChatGPT, there is a pressing need for formalized instruction to bridge knowledge gaps and foster a deeper understanding of AI's applications and ethical considerations. During Summer 2024, staff attended a series of conferences and webinars—including an 'AI bootcamp'—to empower its team with greater understanding of AI technologies in higher education. These sessions covered both the technical aspects of AI tools and explored their ethical implications, ensuring that Cawley's staff can confidently guide students to navigate AI-driven resources.

**Integrating:** Cawley's integration of AI goes beyond simple inclusion; it redefines how we deliver our services. The aim is to embed AI in all aspects of our programming, from workshops and our 'AI Career Toolkit' to online content and AI-driven tools. This approach ensures the opportunity for students to engage with AI throughout their career development journey, learning to use it not just as a tool, but a component of their career readiness.

**Impact:** The result of these efforts is a more career-ready student body. With AI shaping recruitment and job searches, students who are trained to use AI ethically and competitively have a competitive edge. Cawley's focus on equipping both staff and students with AI skills ensures that our community is well-prepared for the shaping demands of the modern workforce, positioning Cawley as a leader in career services innovation.



# THE CAREER DEVELOPMENT CYCLE



## Cawley's 'AI Career Toolkit'

At Cawley, we frame the job and internship search as a “cycle,” specifically the “Career Development Cycle.” Whether a student is looking for an internship for a full time position, this “cycle” presents a comprehensive model of career development for students to begin with any of the five elements. Because of the holistic context of the 21st century, how students navigate this cycle will look different depending on their experiences, identities, and the challenges they face/overcome.

Given the importance of this “cycle” in Cawley’s resources, the integration of AI was best suited within this context, with the creation of additional “on-ramping” and “off-ramping” resources to

ensure that resources are offered to students from the moment they start searching for a job or internship to the first few weeks that they step foot into their new position.

Cawley’s ‘AI Career Toolkit’ details the ways in which AI can be used effectively and ethically during the job and internship search. The toolkit offers insights into how AI can help and harm students, offers sample prompts, resources, and handouts for the following sections: **Introspection, Information Gathering, Preparing Materials, Making Connections, Applicant Tracking Systems (ATS), Applying, Improving AI Literacy Skills, and Starting Strong in Your New Role.**





## INTROSPECTION

Using AI effectively can help our community identify their values, interests, and skills when searching for a job or internship. Whether a student is just starting their career exploration or keeping up to date with trends and techniques, AI is a powerful tool that can help them in the career development process.

### Prompt Engineering:

Generative AI tools are “reasoning engines.” They do not respond in the same way as a typical Google search. Instead, AI-generated content produces a more human-like response using rational logic based on prompts.<sup>3</sup> Be specific with your questions so an AI tool can provide the most relevant information possible. Then, ask follow-up questions until you get a desirable response.

### How AI can help students:

- AI can analyze skills, experiences, and preferences to suggest jobs that match a student’s profile. This can help them save time they might otherwise spend researching irrelevant listings.
- AI tools can help students match their skills with particular job roles and requirements, offering potential opportunities to demand their skillset.
- AI can help set SMART goals—specific, measurable, achievable, relevant, and time-bound. AI can define and refine a student’s goals, track their progress and performance and contribute to developing a detailed action plan.

### How AI can hurt students:

- Some AI tools are not up-to-date, and information generated by some companies may not be current. Students should always refer to a company’s website for up-to-date information.
- AI is known to produce both implicit and explicit bias or offensive content.<sup>4</sup> Bias can occur at any stage of the generative process, so students must always check AI-generated content for this inaccuracy.
- Personal information, such as names and contact information, may be shared with third parties.<sup>5</sup> Students should exercise caution by removing personal details from their prompts or documents they might upload.

### Sample prompts:

- “Based on my interests in X and Y, explore emerging business fields and corresponding career paths with high growth potential.”
- “I am interested in collaborating with others, solving problems, and making an impact in my community. What are five career paths that match my interests?”
- “I want you to act as a career counselor for a first-year undergraduate. I’d like you to ask me a series of questions to better understand my values, interests, and skills. After receiving enough information, you should provide me with a list of career possibilities most suited to my interests and background.”
- “What is the typical career path for a successful professional working in [field/industry]?”
- “Identify key skills and interests for a professional specializing in [field/industry] with an interest in [skill].”





## INFORMATION GATHERING

Researching potential industry and career paths while being well-informed will help students hand decision-making later in the job and internship search. When used correctly, AI can be a powerful research tool to answer questions about a student's major, industry, and job function.

### How AI can help students:

- Generative AI tools can swiftly gather comprehensive industry analysis and trends, information on salary benchmarks, and data on specific companies. This efficiency helps students make informed decisions quickly during the job and internships search process.
- Students can explore transferable skills and understand how different majors can be used professionally.
- AI-based platforms and software can monitor and analyze vast amounts of data from various sources, such as industry reports, news articles, company filings, social media, and online forms. This data can provide insights into emerging trends, disruptive technologies, market shifts, regulatory changes, and consumer behavior patterns.

### How AI can hurt students:

- Some generative tools are updated infrequently, and information gathered on some companies will not be current. Students should check on the company website for correct information.

- Human expertise is still essential for effectively interpreting and applying industry insights. AI can incorrectly interpret results and “hallucinate” information.

### What are AI “hallucinations”?

Generative AI language models are trained on huge amounts of data, and they learn to make predictions by finding patterns in the data. Accurate data depends on the quality and completeness of the training data. As a result, when an AI “hallucinates,” the AI models produces incorrect or misleading results because of insufficient training data, incorrect assumptions made by the language model, or biases in the data that was originally used to train the model.

### Sample Prompts:

- “What are some entry-level positions for a college student studying [major] in the [field/industry]?”
- “Create a list of the top 50 nonprofit consulting employers in the Northeast that typically hire recent university graduates.”
- “Provide me a list of 10 companies in Washington, DC, that have employee resource groups for LGBTQ+ employees.”
- “Act as an experienced professional who has worked in [field/industry] for over 20 years. Please tell me more about this industry’s work-life balance and day-to-day responsibilities.”





## PREPARING MATERIALS

It is important for students to have an important and cohesive story of their experiences that they can easily communicate through documents and in person. By conducting thorough research on their industry and the organization they're applying to, students can use AI to tailor their story to focus on the most relevant experiences, thereby empowering them to take control of their application process.

## Resumes & Cover Letters

The advent of AI has made drafting application documents much easier and less time-consuming. However, it is always important to remember that using Generative AI tools is one part of the process because students' resume and cover letters must be authentic and understandable by both them and their potential employer.

### How AI can help students:

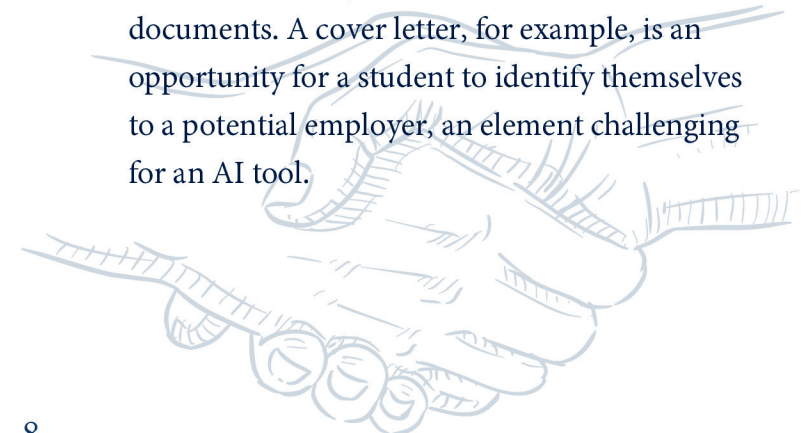
- Generative AI tools draw from vast internet data to create a robust knowledge base. The AI tool can help students identify essential keywords and phrases relevant to their background and qualifications by inserting desired job titles, descriptions, and pertinent information.
- AI can help identify grammatical errors or improvements. Tools such as Grammarly can ensure correct grammar and word placement.
- Some resume-specific AI tools offer personalized feedback for students.

### How AI can hurt students:

- Personal information, such as name and contact information, may be shared with third parties. Students should exercise caution by removing personal details from their prompts or documents they may upload.
- Language models memorize and regurgitate information disclosed to them.<sup>6</sup> So, if a student prompts a model and asks it to edit their resume, it may regurgitate that information elsewhere. As a result, students must never upload confidential documents, such as government-issued ID numbers, financial information, personal data, intellectual property, or other sensitive information to an AI tool.
- Even though AI can be a time-saving tool, recruiters and hiring managers are becoming more adept at detecting its use in application documents. Submitting solely AI-generated content can lead to rejection.

### Common Pitfalls:

- Generative AI can sometimes use overly verbose language or overuse specific phrases, which could diminish the effectiveness of students' application documents.<sup>7</sup>
- AI often needs more nuance and personal touch, which only humans can provide to their documents. A cover letter, for example, is an opportunity for a student to identify themselves to a potential employer, an element challenging for an AI tool.







### Sample Prompts:

- “Provide me with solid action verbs related to [skill].”
- “Based on the following job description, can you highlight the top 10 skills required for the position? [paste job description].”
- “I am a recent college graduate seeking an entry-level position in [field/industry]. How can I make my application stand out?”
- “Improve the following resume bullet point by offering suggestions on quantifying my achievements.”
- “Write four example resume achievements with metrics based on the following job responsibilities. [paste job description].”
- “Take my experience as [role] and identify which skills I should highlight if I’m looking to pivot into a role as [title] at [company].”

## Interviews

Today, many companies use AI to evaluate recorded video interviews, analyzing students’ content, tone, and non-verbal communication. Students can also use AI tools to succeed in interviews and interview preparation.

### How AI can help students:

- AI interview preparation tools can offer realistic and comprehensive scenarios, carefully crafting questions and answer guides based on specific occupations using job descriptions and students’ professional experience.
- AI interviewing tools often allow students to provide responses to questions repeatedly and build up an interactive knowledge base to respond to a specific question style, including case and behavioral questions.

- AI can offer catered questions to ask an interviewer during the interview process based on a job description or knowledge of the company.
- Students can use AI to brainstorm answers to likely questions and ask follow-up questions to create more personalized responses.

### How AI can hurt students:

- Some AI interview tools require video and/or audio recordings, which the company may store. If in doubt, students should consult the company’s privacy policy to find out more about their intellectual property or privacy rights.
- AI-generated responses may only sometimes be accurate and reflect a student’s personal experience. As a result, students should personalize their responses to reflect their unique experiences, background, and values.

### Sample Prompts:

- “Explain how I should answer an interview question about my weakness of X.”
- “Imagine I’m a job candidate answering your questions about the following job description. Can you provide me with some questions to answer? After I answer, can you tell me what a hiring manager will think and what I can do to improve my responses? [paste job description].”
- “I’ve just finished my college degree in [major]. What could a job interviewer ask me about the relevant job skills that I have developed during my studies?”
- “Can you provide examples of bad behavioral etiquette to avoid in job interviews?”





## LinkedIn & Online Presence

Having a strong LinkedIn and online presence can boost a student's opportunities. It makes it easier for employers to find students, lets them show off their achievements, and helps them to connect with people who can open doors in an industry of interest. When used correctly, AI can be an excellent tool for obtaining feedback and improving a student's online presence.

### How AI can help students:

- Specific AI-driven tools can offer feedback on students' LinkedIn profile to improve their personal branding and online presence.
- Students can use AI to write an attention-grabbing headline on their LinkedIn profile. The headline is the first thing people see when they visit a profile, so it should be catchy-concise, and reflect the student's professional identity.
- AI can analyze skills and suggest areas of improvement. Further, AI can recommend courses, webinars, and articles to help students obtain improved and new skills to highlight on their profile. Additionally, AI can track progress over time, providing personalized feedback to ensure continuous development and mastery of the suggested skills.

### How AI can hurt students:

- Personal information, such as names and contact information, can be shared with third parties. Students should exercise caution by removing personal details from their prompts or any documents they upload—this is especially important if uploading LinkedIn profiles.

### Sample Prompts:

- "Create a captivating LinkedIn headline for a [role] that reflects my expertise in [skill] and sparks interest and curiosity."
- "Suggest ten soft and ten hard skills I should highlight in my LinkedIn profile as a [role]. Ask me specific skill-based questions to assess which skills I should mention and also tell me which skills I should get endorsements for."
- "Analyze my current LinkedIn summary and suggest improvements that will better highlight my strengths in [field/industry]. Make it more engaging and tailored for recruiters looking for candidates in [specific job role]."
- "Review my LinkedIn experience section and recommend how I can rephrase my job descriptions to focus on key achievements and measurable outcomes as a [role]."
- "Help me create a compelling LinkedIn post to announce a recent achievement, such as completing a [certification/course], that will attract attention and engagement from professionals in [field/industry]."

### Online Branding:

Building a solid online presence can be an essential tool for career growth, and AI tools can play a significant role in helping students achieve this. While Cawley does not endorse any specific AI tool, we recognize that AI-driven capabilities can be useful for content creation, engagement with social media audiences, networking and connection building, and creating interactive content.





By leveraging AI effectively, students can enhance their messages to potential contacts and broaden their search to engage with a wider audience. AI-driven tools can analyze students' outreach language, suggesting improvements that make their communication more engaging and professional, thereby increasing the likelihood of a positive response. By engaging authentically and strategically connecting with others, students build a network that supports their current goals and opens doors to new opportunities, mentorship, and continuous learning throughout their career.

#### How AI can help students:

- AI can generate personalized and engaging conversation starters that match a student's interests with a potential connection.
- Students can improve their follow-up messaging using generative AI to craft personalized messages tailored to their new conversation.
- Students can easily obtain feedback from AI on their past messaging efforts. Asking AI to analyze previous messaging and provide feedback can fine-tune a student's networking skills.
- AI can be a valuable tool to research a student's network, understand who people are, and build authentic relationships through analyzing their network's online presence and activity.

#### How AI can hurt students:

- AI can often generate overly verbose language or overuse specific phrases, which could diminish the effectiveness of students' messages to potential connections.
- Personal information, such as name and contact information, can be shared with third parties. As a result, students should exercise caution when sharing personal data in prompts or documents they might upload.<sup>8</sup>
- Students should **never copy AI results word-for-word**. Networking is about providing an authentic and personal relationship with a potential connection. AI cannot replace the nuanced understanding of human behavior and communication.

#### Sample Prompts:

- "Give me content to start a conversation with a new connection on LinkedIn by sharing a recent [field/industry] news article or asking about their latest professional achievement. Start the dialogue on a positive and engaging note. Keep the tone conversational and limit the words to 100."
- "I'm a Georgetown student with a passion for X and Y. What are three things in common that I should mention when I connect with this alum? [paste LinkedIn profile]"
- "Generate ten questions for the following LinkedIn profile to help me decide if X and Y are good extensions of my skills for my experience in [field/industry]. [paste LinkedIn profile]."





## APPLYING

Using AI in the job search can be a helpful tool for finding current opportunities available in niche industries or specific geographic areas.

### How AI can help students:

- AI can help streamline a student's search and obtain several opportunities that match their criteria and unique skill set.
- Students can obtain relevant results when using clear and specific prompts in their search criteria.
- AI tools can help craft a routine to provide structure for the job/internship search, including rest breaks. For some students, this will look like mornings spent researching and afternoons on applications and conversations. For others, it means that weekends will involve no job/internship search whatsoever.

### How AI can hurt students:

- Some generative AI tools are updated infrequently, and information gathered on some companies will not be current. For up-to-date information, refer to the company's website.
- AI is known to produce both implicit and explicit bias or offensive content. Bias can occur at any stage of the generative process, so students should always check AI-generated content for this inaccuracy.

### Sample Prompts:

- "I am a senior at a Washington, DC university

studying international politics. I am highly interested in the intersection of politics and culture and have focused my studies on Russia, Eastern Europe, and Eurasia. I am currently looking for open vacancies at think tanks and international organizations in the Washington, DC, area. Can you list ten open vacancies for entry-level positions?"

- "Help me craft a job-search strategy by producing a weekly calendar for the month of [month, year]. I want to fit the job search around my current studies, so please ask me about my current schedule. I want you to fit in time for networking messages, resume and cover letter writing, industry research, and job listing searched. Ideally, I do not want to do this on the weekends."
- "List 10 openings for entry-level finance and consulting positions on the East Coast. I want you to tailor this list and rank them based on the following criteria: work-life balance, salary range, and training opportunities. Be sure to include a link to these open vacancies."





# Cawley's 'AI Career Toolkit:' Including "On-ramping" and "Off-ramping" Resources

## AI CAREER TOOLKIT



INTROSPECTION



INFORMATION  
GATHERING



APPLYING



MAKING  
CONNECTIONS



PREPARING  
MATERIALS

## Resources That Go Beyond the Career Development Cycle

The inclusion of "on-ramping" and "off-ramping" resources within the AI Career Toolkit is crucial to ensure students are supported throughout their entire job or internship journey, not just during the application process. Our "on-ramping" resources include information on Applicant Tracking Systems (ATS) and improving AI literacy, while our "off-ramping" resources includes information on how to start strong in a new role.

### "On-ramping"

Cawley's "on-ramping" components aim to prepare students early in their job or internship search. In the ATS section, on-ramping ensures that students understand how to optimize their application materials to navigate AI-powered screening systems effectively, improving their chances of getting noticed by employers. On improving AI literacy skills, on-ramping is about helping students build a foundational understanding of how AI can support their career development, ensuring they are equipped with ethical and practical AI knowledge from the start of their job search.

### "Off-ramping"

Our resources on starting strong in a new role focuses on off-ramping because it aims to support students after they've landed a job or internship. Off-ramping resources guide them through the early weeks of their new position, using AI to enhance their productivity, communication, and learning. This helps students transition smoothly and continue to leverage AI tools to excel in their roles from day one, ensuring a strong start to their professional journey.



IMPROVING AI  
LITERACY



APPLICANT TRACKING  
SYSTEMS (ATS)



STARTING STRONG IN  
YOUR NEW ROLE

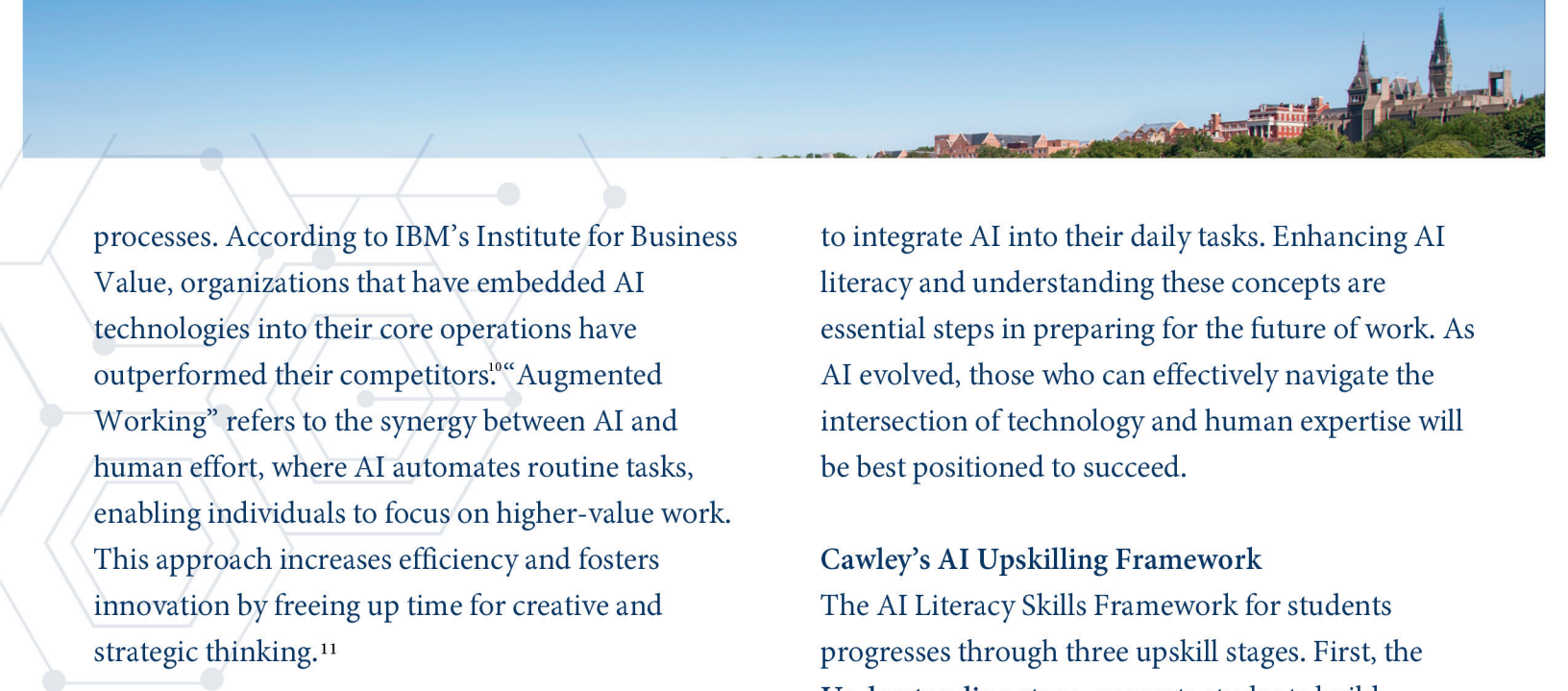
## On-ramping: Improving AI Literacy

The rapid advancement of AI has accelerated the pace of automation across industries, with the World Economic Forum predicting that 85 million jobs will be impacted by 2030.<sup>9</sup> However, alongside these changes, millions of new jobs that do not yet exist will be created. To remain competitive in this evolving landscape, it is crucial to pair technical skills with a deep understanding of AI's role in the workforce. Students enhancing their AI literacy—understanding the capabilities and limitations of AI and how to apply AI tools effectively—will be vital in defining their value in the job market.

### A New Trend: "Augmented Working"

As AI continues to reshape the business world, many leaders are focusing on reorganizing and reskilling their workforce. The emphasis is shifting from obsolete skills to those that complement AI-driven





processes. According to IBM's Institute for Business Value, organizations that have embedded AI technologies into their core operations have outperformed their competitors.<sup>10</sup> "Augmented Working" refers to the synergy between AI and human effort, where AI automates routine tasks, enabling individuals to focus on higher-value work. This approach increases efficiency and fosters innovation by freeing up time for creative and strategic thinking.<sup>11</sup>

### Maximizing Productivity at Work: "Human-in-the-loop"

To maximize the benefits of AI while maintaining a human touch, businesses are increasingly adopting a "human-in-the-loop" approach.<sup>12</sup> This strategy involves integrating human oversight into AI-driven processes to ensure accuracy, fairness, and safety. Individuals with the right skills will play a critical role in supervising AI systems, acting as the essential link between automated processes and human-decision making. By balancing technology with human judgement, businesses are achieving better outcome and maintaining ethical values, underscoring the necessity of a workers' AI skills.

### AI Skills

Improving AI literacy doesn't require students to become a software engineer or develop AI algorithms. Instead, it means becoming familiar with the readily available AI tools and applications and understanding how they can enhance their work. This involves recognizing the strengths and weaknesses of these tools and being able to apply them in a way that aligns with their goals.<sup>13</sup> Developing this knowledge will empower students to make informed decisions about when and how to

to integrate AI into their daily tasks. Enhancing AI literacy and understanding these concepts are essential steps in preparing for the future of work. As AI evolved, those who can effectively navigate the intersection of technology and human expertise will be best positioned to succeed.

### Cawley's AI Upskilling Framework

The AI Literacy Skills Framework for students progresses through three upskill stages. First, the **Understanding** stage, suggests students build foundational AI knowledge by introducing themselves to basic AI concepts, ethical considerations, and responsible use. In the second stage, **Applying**, students should begin integrating AI into their daily projects and tasks. Here, they should engage with AI tools for productivity, practice prompt engineering, and explore AI pair programming and copilots to enhance their work. The final stage, **Building**, proposes advanced students create AI-powered solutions using no-code or low-code platforms. They start developing applications like AI chatbots or simple automation tools, utilizing APIs and databases to implement AI in practical, project-driven contexts.

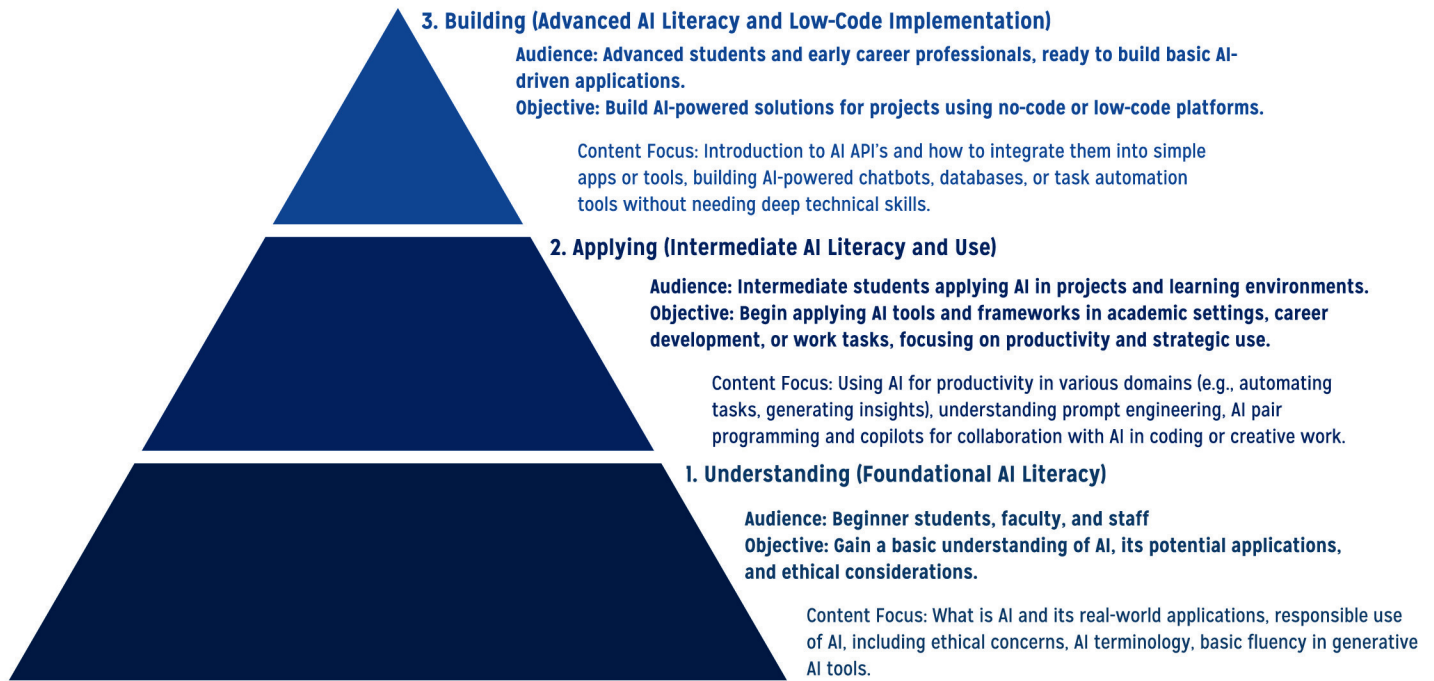
### Understanding Stage (Foundational AI Literacy)

In the Understanding stage, students, staff, and faculty should introduce themselves to basic AI concepts, its real-world applications, and ethical considerations. This foundational level emphasizes the importance of understanding how AI functions and its implications, ensuring individuals can engage with AI tools responsibly. This stage sets the groundwork for recognizing AI's growing influence on various industries, even without deep technical expertise.





## AI UPSKILLING FRAMEWORK\*



\*Based on LinkedIn Learning's AI Upskilling Framework

### Applying Stage (Intermediate AI Literacy and Use)

In the Applying stage, learners transition from theory to practice, actively incorporating AI into their daily tasks and projects. They begin to use AI for productivity enhancements, automation, and prompt engineering, gaining practical experience with tools like AI copilots and pair programming. This hands-on engagement with AI prepares individuals to thrive in a work environment where AI-driven processes enhance human efforts, freeing up time for more strategic, creative, and higher-value work. At this stage, the concept of “augmented working” comes to life, where AI assists rather than replaces human capabilities.

### Building Stage (Advanced AI Literacy and Low-Code Implementation)

In the final Building stage, advanced students are equipped to create AI-driven solutions using no-code or low-code platforms. This phase involves

developing applications such as AI chatbots, simple automation tools, and integrating AI into workflows using APIs and databases. By mastering the creation of AI-powered solutions, individuals can position themselves as innovators capable of driving AI integration within organizations. This practical, project-based focus allows students to apply AI in business contexts, ensuring they remain competitive in an AI-driven job market. Overall, the framework prepares students for the future of work by developing their AI literacy, enabling them to effectively navigate the intersection of technology and human expertise.



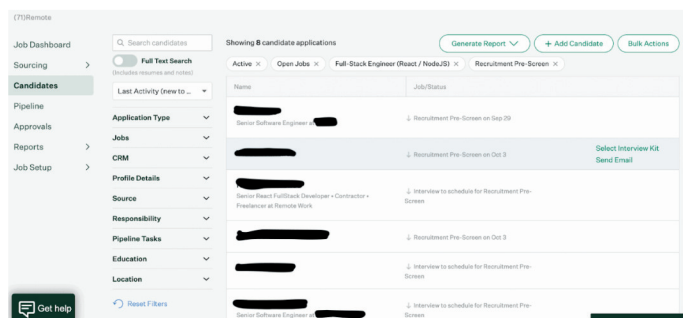


## On-ramping: Applicant Tracking System (ATS)

Applicant Tracking Systems (ATSs) are software tools designed to streamline recruitment by automating job postings, candidate filtering, interview scheduling, and more. While ATS does not necessarily have to be powered by AI, several tools are. ATS helps manage the overwhelming number of applications companies receive, ensuring that the most relevant resumes reach hiring managers. Consequently more than 97% of Fortune 500 companies report using ATS, reflecting their importance in large-scale recruitment efforts.<sup>14</sup>

### How does ATS work?

Just as students might use AI in the job search and application process, so can their potential employer. ATS is best thought of like the bouncer of the job application process. The system constantly programs, scans, and sorts through resumes based on set criteria by the company. In other words, the ATS searches for keywords in a student's resume to suggest their application to the hiring manager.



The 'back end' of an ATS, is where an employer can search for keywords in resumes

### Why do companies use ATS?

Larger companies like Google and Microsoft reported receiving over 50,000 to 70,000 resumes weekly. ATS streamlines and manages the recruitment process when there is a high volume of

applicants, focusing on finding the best candidates for the position.

### How can students optimize their resume for ATS?

ATS looks for keywords, job titles, and relevant skills that match the job description. Students should look closely at the job description, precisely the skills and qualifications that the employer mentions.

### Students should:

- Integrate keywords from the job description into their accomplishments, leadership experience, and skills.
- Use clear, straightforward titles for each section of their resume: "Education," "Experience," and "Skills."
- Highlight their experiences directly related to the required tasks and skills to align your resume with each unique job application.
- Use reverse chronological order formatting for your resume to ensure that ATS identifies all sections and information clearly.
- Use Microsoft Word and upload .docx files to application portals. This will help ATSs read your resume properly.

### Students shouldn't:

- Don't use any complicated graphics, tables, or columns. Stick to standard word processing features like bullet points.
- Don't use an unusual font. ATS-friendly fonts include Arial, Calibri, Cambria, Garamond, and Georgia. The font size should be between 10-pt and 12-pt.





## Off-ramping: Starting Strong in a New Role

Landing a new job or internship is a pivotal moment in a student's career, offering them the opportunity to showcase their skills and make a meaningful impact from day one. By leveraging AI tools, students can efficiently manage their tasks and prioritize their workload to align with their new role's goals and demands. These tools can help students identify critical areas where their contributions will be most valued, provide actionable insights to boost their productivity, and ensure that their efforts are strategically aligned with both their professional growth and the organization's objectives, keeping them focused and goal-oriented.

### How AI can help students:

- Students can use effective, prompt engineering for AI to create lists and onboarding priorities to set 30-, 60-, and 90-day goals in their new role. Then, students can review these targets with their supervisor.
- Students can use AI tools to identify key stakeholders and colleagues within their organization. AI can suggest networking strategies and ways to build strong relationships with the right people, which can be crucial for success in their new role.
- AI can automate the generation of reports and provide real-time insights into a student's work progress. This allows students to keep their supervisors informed and demonstrate their impact on the organization in a data-driven way.

### How AI can hurt students:

- Some companies have strict rules on the use of AI. Students should always follow their employer's rules and regulations regarding its usage.
- Company information, such as data and intellectual property, may be shared with third parties. Students should exercise caution by removing personal details from their prompts or documents they might upload.
- Relying on AI can limit students' learning. Students should invest in their personal and professional development. AI is a valuable tool, but learning is up to students.

### Sample Prompts:

- "Help me create a 30-, 60-, and 90-day plan for my new [role/job title] at [company name], including key goals, priorities, and action steps. Consider factors like team collaboration, learning new tools, and early deliverables."
- "I'm working on building my internal network at [company name]. Can you suggest ways to approach key stakeholders and maintain strong professional relationships in a remote or hybrid work environment?"
- "Create a template for a weekly progress report that I can share with my supervisor, highlighting my completed tasks, upcoming priorities, and areas where I need support. Make sure it's data-driven and easy to read."
- "I'm working on a project related to [specific project]. How can I use AI to automate progress tracking, generate data-driven insights, and keep my supervisor informed about my contributions and the project's status?"







## Resources That Go Beyond the Career Development Cycle

As previously mentioned, the integration of AI goes beyond simple inclusion; it redefines how we deliver our services. This past summer, Cawley updated the following resources for our students to include effective AI tips:

### Handouts:

- Job Search Documents
- Navigating the Job/Internship Search
- Interviewing Guide
- Get Ready for Career Fairs

### Presentations/Workshops:

- Networking Effectively
- Resume & Cover Letter Writing
- Interviewing Well
- Career Fair Prep

In addition to updating our center handouts, Cawley has created **new AI-specific handouts** for our community:

- Using AI Effectively
- AI: Prompt Engineering
- ATS Dos and Don'ts
- ATS Resume Tips
- AI Employer Trends One-Pager

Going forward, this Fall semester, Cawley will be working with Hoya Developers, a Georgetown student coding group, to establish our AI Career Toolkit on an interactive, online platform for all students, faculty, staff, and alum.

Putting our AI Career Toolkit on an interactive

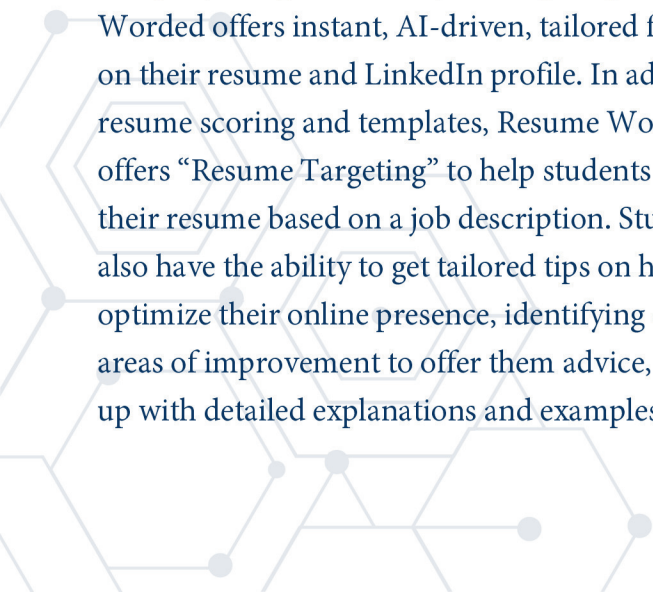
online platform will significantly enhance its accessibility, allowing students to engage with the content at their own pace and convenience. A digital platform ensures that students from diverse locations and with varying schedules can access the toolkit whenever they need it, promoting continuous learning. This format also offers the flexibility to update the toolkit with the latest AI tools, career trends, and resources in real time, ensuring that students always have access to up-to-date, relevant information.

Additionally, Cawley plans to incorporate animated video content to make the toolkit even more inclusive, especially for visual learners who benefit from multimedia formats. These animations can break down complex AI concepts, career strategies, and skill-building techniques into easily digestible visuals, enhancing comprehension. By reflecting the digital technology capabilities of the modern era, the interactive platform and its multimedia features will also demonstrate our commitment to equipping students with the skills needed to thrive in today's tech-driven job market, aligning with the modern digital landscape they will encounter in their careers.

## Training our Wayfinders: Cawley's Peer Advising Program

Cawley offers a number of ways for students to get career help from trained peers online and in-person. Our Wayfinders are upperclassmen who work at Cawley and have been trained in the overarching career exploration process. They conduct educational workshops, drop-in appointments, interview prep, share strategies for career planning, and help develop students' professional narrative.





Given the prevalence of resume and cover letter reviews during Cawley's drop-in sessions, Wayfinders have received training on ATS to understand its ubiquity in the job market. Moreover, the first project for our wayfinders this fall semester has focused on AI, where our peer advisors have familiarized themselves with Cawley's AI Toolkit and explored pre-AI and post-AI application documents to assess their advantages and disadvantages. This focus on AI and ATSs ensures that students are receiving up-to-date guidance on how to optimize their job application materials for modern hiring practices. By equipping our Wayfinders with this knowledge, Cawley enhances the career exploration process, allowing students to effectively navigate the evolving demands of the job market.

## Ongoing & Future Initiatives

### Ongoing

On top of the Cawley's resources, two additional, premium AI-powered tools are currently offered to students free of charge.

#### Resume Worded Pro

As students start to tailor their resumes to the company and position they are targeting, Resume Worded offers instant, AI-driven, tailored feedback on their resume and LinkedIn profile. In addition to resume scoring and templates, Resume Worded also offers "Resume Targeting" to help students optimize their resume based on a job description. Students also have the ability to get tailored tips on how to optimize their online presence, identifying critical areas of improvement to offer them advice, backed up with detailed explanations and examples.

### Big Interview Premium

Big Interview is a self-guided interview tool with learning guides, interviews by industry, and more. Students can create a free premium account with their Georgetown email address. The platform's AI feedback feature is a great way for students to improve their interviewing skills and pinpoint their strengths and weaknesses. When a student saves their video, Big Interview's AI processes their interview to offer immediate feedback on key behaviors, such as eye movement and how many "ums" are spoken, and coaches the student on how to improve.

### Future

As AI continues to adapt and improve throughout all industries, it is important that Cawley stay up-to-date and current when offering advice to our community. As a result, Cawley plans to implement the following possible initiatives:

- AI & Career Newsletter
- Career AI Toolkit Website
- Career AI Toolkit Animated Explainer Videos
- ATS Workshop, Prompt Engineering Workshop, and Resume Worded Workshop.
- AI Social Media Posts
- Include AI-specific questions in Cawley's first-destination report to gather a sense of the usage of AI in the workplace.
- Integrating the AI Toolkit into UNXD-1190 and UNXD-3351, our one-credit career courses.



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The career path and lifespan of a student graduating in the 21st-century is unprecedented—an 18-year-old entering college today has a 50 percent chance of living to be 100 years old and will work in new industries and jobs we cannot yet imagine. Career development must be re-imagined for a 100-year life that will inevitably include multiple career changes.

Grounded in a Jesuit commitment to the whole person, we will help each student on their path to a fulfilling career, equipping them with the skills needed to excel in a 21st century economy.



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