



University of La Verne

Career Guide



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TABLE OF CONTENTS

1. Career Services Mission and Values	3
2. Our Services	4
3. Note to International Students	5
4. Undergraduate Four-Year Plan	6-9
5. Undergraduate Checklist	10-11
6. Graduate Student Two-Year Plan	12-13
7. Major/Career Assessments	14
8. Graduate School Information	15-23
9. Breaking Down Job Descriptions	24-26
10. Resume Writing	27-34
11. Resume Examples (Undergraduate)	35-40
12. Resume Example (Federal Job)	41
13. Resume Examples (Graduate)	42-51
14. Resume/Cover Letter Example (Alumni)	52-54
15. Cover Letter Writing	55-57
16. Thank You (and other) Letters	58-59
17. Job Interviewing	60-66
18. Informational Interviewing	67
19. Connecting with the Company	68
20. Job Search Log	69

Career Services Mission Statement

Career Services, part of the Division of Student Affairs, partners with students and alumni to help them develop, implement, and evaluate their career plans. Our mission is to provide guidance and resources to support career decisions, develop job search strategies, and pursue experiential opportunities and employment.

Career Services Vision Statement

Career Services achieves excellence in service by committing to provide first-rate career services to every University of La Verne student and alumna/alumnus. We offer industry specific, individualized and supportive career counseling and resources to meet our clients' diverse and changing needs. Our ability to do so depends on our view of our administrative, classified, undergraduate and graduate student staff as professionals. We hold each to a high level of professionalism and support his or her education and development. We value each staff member's unique contributions. We further strive to promote faculty involvement in the career development process through collaborative relationships, classroom presentations, and in building employer, community and campus partnerships to create career opportunities. We pride ourselves on being integral to the educational experience and promoting student retention and life-long learning at the university.

OUR SERVICES

Drive-Thru Advising

- Every 1st and 3rd Tuesday of the month
- Hours: 9-12 & 1-4

By Appointment

- Major Exploration
- Career Assessments
- Career Counseling
- Job Search Resources
- Resume and Cover Letter Review
- Mock Interviews
- Graduate School Preparation
- Career Related Workshops

Special Events

- Networking & Etiquette Dinner
- Graduate School Fair
- Career Fair

Workshops

- Career Services hosts a variety of workshops throughout the semester.
Please check the schedule for dates and times.

NOTE TO INTERNATIONAL STUDENTS

Securing a job in the United States as an international student takes a lot of hard work and preparation. To ensure you are giving yourself the best chance at finding employment, please take advantage of the following services.

Head to Career Services

Are you considering an internship or post-graduation job here in the United States? Make an appointment with a Career Services counselor to discuss job-search strategies, get your resume and cover letter checked, and/or do a mock interview.

Head to OISS

International students interested in pursuing internship and post-completion employment should attend CPT and OPT workshops offered by the Office of International Student Services (OISS). These workshops will give you the information necessary to successfully complete the necessary documentation.

International Student Resume Example

Please see page **52** for an example of an international student resume.

Career Development Strategies for International Students

1. Gain Experience! This may include:
 - Becoming Involved (on-campus clubs, volunteering, attending workshops)
 - Getting an Internship (in a related field)
 - Networking with professionals in your field (Networking & Etiquette Dinner, Career Fair, etc.)
 - Joining a Professional Organization (and attend a conference)
 - See Career Services website for examples
2. Improve Your English and Learn U.S. Culture
3. Put Yourself Out There (Don't be afraid to spend time with Americans in different settings)
4. Educate Yourself (and employers) on F-1 Student Employment Regulations

UNDERGRADUATE FOUR-YEAR PLAN

Freshman: Foundation

Explore

EXPLORE & DEFINE

Meet with a Career Counselor to help guide you through exploring and defining what these areas mean for you!

- **INTERESTS** What do you like to do? Help others? Write? Design? Communicate? Lead?
- **SKILLS** What are you good at? Writing? Idea Generation? Computers? Math?
- **VALUES** What is important to you? Family? Faith? Money? Location?
- **PASSION** What dreams excite you for your future?

EVALUATE PERSONALITY & INTEREST ASSESSMENTS:

- **MYERS-BRIGGS** (MBTI) (*free*)*
- **STRONG INTEREST INVENTORY** (*free*)*
- **PERSONALITY MOSAIC** (*free*)*
- **LIFE VALUES INVENTORY** (©Brown, Duane and Crace, R. Kelly, 1996) (*free*)*
- **STRENGTHQUEST**: Discover and develop your strengths in academics, career, and beyond (\$15.00)*

*Assessments require a follow-up appointment with a Career Counselor

ACADEMIC CAREER EXPLORATION:

- Meet with faculty to discuss career opportunities in your major
- Academic advising

CAMPUS INVOLVEMENT

- Join a club or organization of interest
- Consider applying for a Student Leadership position

EVENTS

- Use Career Services workshops and information sessions to explore your interests and values as they relate to possible career paths.
- Participate in community engagement and volunteer opportunities

UNDECLARED? QUESTIONING YOUR MAJOR?

- Make an appointment with a Career Counselor to talk about possible majors that fit your interests, skills, abilities, & goals

Sophomore: Direction Investigate

RESEARCH 2-3 POSSIBLE CAREERS IN DEPTH:

Start your research by looking up careers of interest on the following websites:

- Occupational Outlook Handbook: www.bls.gov/oco
- O*NET Online: www.onetonline.org
- La Verne CareerLink: <https://laverne-csm.symplicity.com/students/>
- Other websites to do research on job descriptions:
wwwIndeed.com
wwwSimplyHired.com
wwwLinkedIn.com

QUICK TIPS:

- Conduct informational interviews
- Shadow a professional

ACADEMIC CAREER EXPLORATION:

- Research opportunities
- Research majors/career leads: <http://sites.laverne.edu/careers/what-can-i-do-with-my-major/>
- Intentional class assignments
- Seek out classes with service learning opportunities

CAMPUS INVOLVEMENT:

- Develop your leadership skills by taking an active role in a student organization
- Apply to be an OWL (Orientation Week Leader), Resident Advisor, Student Leader
- Update your resume to reflect your college accomplishments

STILL UNDECLARED? CONFUSED ABOUT YOUR MAJOR?

- You MUST declare a major by the end of your sophomore year!
- Make an appointment with a Career Counselor to talk about possible majors that fit your interests, skills, abilities, & goals.
- Evaluate the classes you have taken and determine the one or couple that interested you most.
- Talk to faculty and students in the majors you are interested in to get a feel for the major.

EVENTS:

- Speed Networking and Etiquette Dinner
- Graduate School Week and Graduate School Fair
- Spring Career and Internship Fair

Junior: Experience

DID YOU KNOW?

- Graduates with internship experience typically receive HIGHER STARTING SALARIES than graduates without internship experience

5 REASONS TO GET AN INTERNSHIP

1. Learn more about a chosen field of work
2. Apply classroom theory to real work situations
3. Identify and strengthen your interests and talents
4. Gain professional skills: written and oral communication skills, teamwork, and problem solving skills
5. Make contacts to build your network and gain future employment

DEVELOP AN INTERNSHIP SEARCH PLAN

- Professional Associations
 - Learn about an industry by joining a professional organization
 - Check out: www.weddles.com/associations
- Research opportunities
- Stay current with industry trends
- Intentional class assignments

CAMPUS INVOLVEMENT

- Apply for leadership positions within your club or organization that enhance the skills and abilities you will need for your career of interest
- Apply to be on ASULV, CAB, or a Resident Advisor
- Update your resume to reflect your college accomplishments

GRADUATE SCHOOL:

- Attend Graduate School Week events and Graduate School Fair
- Meet with a career counselor to go over choices & fit. If you are not sure where you want to go or which program would be best, let us help you!
- Prepare & register for graduate admissions tests. It is a good idea to take these tests no later than fall of your senior year.
- Ask your references for letters of recommendation early!

CREATE A LINKEDIN ACCOUNT

ATTEND EVENTS

- Speed Networking and Etiquette Dinner
- Graduate School Week
- Graduate School Fair
- Spring Career and Internship Fair
- Mock Interview Day

Senior: Implement

DON'T WAIT! JOB SEARCH FALL SEMESTER!

- Your job search is very similar to your internship search. Review the “Developing an Internship Plan” section from the Junior Year plan.

JOB SEARCH STRATEGY #1 Know yourself & what you are looking for in a position. The Career Values section will help you determine what is most important to you in a position and/or company. Identifying this information will help you narrow your search to position that fits you.

JOB SEARCH STRATEGY #2 Treat your job search like a full-time job. Research, prepare your resume, contact companies, and build your network. Devote a significant amount of time to your search efforts.

JOB SEARCH STRATEGY #3 Attend career fairs & career events. Career Services hosts various events throughout the year that are open to all La Verne students and alumni

JOB SEARCH STRATEGY #4 NETWORK! NETWORK! NETWORK! Networking is the number one way to find a job. Employers are more likely to hire someone through a personal reference.

- Email 3 old friends to reconnect
- Complete your entire profile on LinkedIn
- Reach out to friends, colleagues, family, and classmates
- Make sure your resume is up to date and ready to send out

JOB SEARCH STRATEGY #5 Meet with a Career Counselor to develop your strategy and plan for your job search..

CAMPUS INVOLVEMENT

- Apply for leadership positions where you can coach, train, and/ or supervise others

THINGS TO THINK ABOUT:

CAREER VALUES

- Similar to choosing a major, when you choose a career or job, you need to think about your values, needs, and wants.

INTERVIEWING

- Review Interview Resource Guide
- Schedule a mock interview

UNDERGRADUATE CHECKLIST

Freshman Year

- ✓ Meet with a Career Counselor
- ✓ Meet with Academic Advising
- ✓ Take necessary career assessments
- ✓ Begin your first resume (Career Services offers several workshops and has examples on the website!)
- ✓ Get involved on campus
- ✓ Connect with Career Services on Facebook and Twitter
- ✓ Join and explore La Verne CareerLink
- ✓ Attend Career and Internship Fair
- ✓ Think about a part-time job or volunteer experience after the first quarter. (Current job listings are available 24/7 on CareerLink <https://laverne-csm.symphlicity.com/students/>)

Sophomore year

- ✓ Meet with a Career Counselor
- ✓ Research 2-3 Careers In Depth
- ✓ Conduct Informational Interviews
- ✓ Shadow a Professional
- ✓ Become a student leader, OWL, or Resident Advisor
- ✓ Add your professional and academic accomplishments to your resume
- ✓ Begin working on your interviewing skills – Career Services will work with you in a Mock Interview!
- ✓ Connect with Career Services on Facebook and Twitter
- ✓ Attend Graduate School Fair to do research
- ✓ Attend Career and Internship Fair
- ✓ Think about a part-time job or volunteer experience after the first quarter. (Current job listings are available 24/7 on CareerLink www.laverne.edu/careers)

Junior year

- ✓ Meet with a Career Counselor
- ✓ Develop an internship search plan
- ✓ Network with professionals in your area of interest
- ✓ Prepare an updated resume & have it reviewed
- ✓ Come in for a mock interview
- ✓ Join a professional association
- ✓ Create a LinkedIn Profile
- ✓ Meet with a Career Counselor
- ✓ Submit applications for graduate and professional schools in the Fall of your fourth year
- ✓ Take graduate admission tests (GRE, GMAT, LSAT, Etc.)
- ✓ Review and implement the internship search plan from junior year for your job search
- ✓ List your Career Values
- ✓ Network with professionals in your area of interest
- ✓ Start your job search in the fall of your senior year
- ✓ Attend career events hosted by Career Services

Senior Year

- ✓ Meet with a Career Counselor
- ✓ Submit applications for graduate and professional schools in the Fall of your fourth year
- ✓ Take graduate admission tests (GRE, GMAT, LSAT, Etc.)
- ✓ Review and implement the internship search plan from junior year for your job search
- ✓ List your Career Values
- ✓ Network with professionals in your area of interest
- ✓ Start your job search in the fall of your senior year
- ✓ Attend career events hosted by Career Services

GRADUATE STUDENT TWO-YEAR PLAN

First Year

1. Get to know the academic and professional resources at your disposal at ULV
 - Orient yourself to the campus, your department, and student services
 - Meet with your advisor to discuss academic and professional goals
 - Utilize the tutoring and mentoring services at the Graduate Success Center
2. Self-Assessment
 - Take the work/life values questionnaire (see career resources on our website)
 - Make a list of your strengths/weaknesses, career objectives, job deal-breakers, etc.
3. Meet with Career Counselor
 - Discuss career goals
 - Develop a strategic plan to meet these goals
 - Review resume and cover letter
 - Take a strengths and/or career assessment (if needed)
4. Research (and join) Professional Association(s)
 - Joining a professional association provides access to relevant news, materials, and networking opportunities
 - Having a professional association on your resume shows a commitment to the field and to your own professional development
 - Most professional associations have heavily discounted student membership fees
5. Conduct an Informational Interview
 - This should be someone in an upper-level position in your field of study
 - Create a list of 7-10 questions to ask your interviewee (see career resources link for more information)
 - DON'T ask this person for a job!
6. Apply for Internships
 - **DID YOU KNOW?** Graduates with internship experience typically receive **higher starting salaries** than graduates without internship experience
 - Internships are especially important for career changers and others new to the field
 - Internships provide a chance to network and build relationships with those in the field on top of giving one the opportunity to develop professional skills
 - International Students: Be sure to visit the Office of International Student Services to discuss possible internship opportunities

Second Year

1. Shore up Online Presence (if needed)
 - Everyone should have a professional and detailed LinkedIn profile as most employers and recruiters will check this to confirm employment history, skills, etc.
 - Check your social network profiles and settings to make sure you aren't showing the world what you don't want to be seen
2. Come to Career Services Workshops and Events
 - Networking and Etiquette Dinner
 - Career Fair
 - Workshops
 - International Students: Be sure to attend an OPT workshop for information on applying for this work authorization
3. Meet with Career Counselor
 - Discuss job search process and resources
 - Refine resume and cover letter
4. Apply, Apply, Apply
 - Notify your contacts (professors, professional network) that you are applying for jobs
 - Tailor your resume and cover letter for each position
 - Drawing from a master resume and cover letter can make this process less time-consuming
5. Mock Interview
 - Before you interview for a real job, come in to Career Services for a mock interview
 - Prepare for this interview as if it were a real interview. Dress nicely and send your resume, cover letter, and a job description to Career Services at least 24 hours before the mock interview

MAJOR/CAREER ASSESSMENTS

Myers Briggs Type Inventory

Developed as a general personality assessment, the MBTI is useful in understanding your preferences in behavior in all types of settings, including how you relate to others and in school and the workplace. It measures your natural inclinations in the following four areas:

- How you focus your attention (are you an Extrovert or an Introvert?)
- How you acquire information (are you a Sensor or an Intuit?)
- How you make decisions (are you a Thinker or a Feeler?)
- How you orient yourself in the world (are you a Judger or a Perceiver?)

Strong Interest Inventory

This assessment is based on the Holland code, which links personality types and interests to different job fields. John Holland's theory of career development provides the basis for most of the career inventories used today. It will associate your career preferences within three of six possible types:

- Realistic- "the Do-er"
- Investigative- "the Thinker"
- Artistic- "the Creator"
- Social- "the Helper"
- Enterprising- "the Persuader"
- Conventional- "the Organizer"

StrengthsQuest: Discover and Develop Your Strengths in Academics, Career, and Beyond

The Clifton StrengthsFinder is a 30-minute, Web-based assessment that measures the presence of 34 themes of talent.

Life Values Inventory ©Brown, Duane and Crace, R. Kelly, 1996

This assessment helps you identify the values and beliefs that guide your behavior and influence your satisfaction within a profession. These values are not necessarily specific to a career field or major, but can be nurtured within any work environment. You will rank 14 values in order of their importance to you, including the following: achievement, belonging, spirituality, and concern for others. A counselor will help you to identify careers that can help to support these values.

GRADUATE SCHOOL INFORMATION

Reasons to pursue graduate school:

- To expand knowledge in a particular subject
- To prepare for a career in a specialized field
- To receive a promotion or increase your competitiveness within your field

Reasons NOT to pursue graduate school:

- Family or friends think you should
- You want to say you have the degree
- You don't want to have to look for a job or work full-time yet

First, take time to assess your goals and decide if the amount of time, work and money you must commit to a graduate program is worth it to you. Ask yourself some of the following questions: Am I ready to continue being a student? Do I have sufficient financial resources? Do I know enough about the field to make this commitment? Would it be more appropriate to work first and then return to school? Are there other options that I should consider? Is this the best career path for me?

Next, meet with a career counselor to discuss conducting informational interviews with professionals to get an inside look at what it could be like to work in that field or hold a position requiring a terminal degree.

For more information, check out the following:

Between undergrad and grad school- break or no break?

<http://www.gradschools.com/Article/pre-grad-break/74.html>

Masters or PhD- which is right for you?

www.gradschools.com/article/mastersorphd/89.html

CHOOSING A GRADUATE PROGRAM TO FIT YOUR NEEDS

Once you make a decision to pursue a graduate degree, apply to several schools. Talk to faculty advisors and professionals in the field to determine the best programs for you. Also consider the following components:

Institution

-Do the institution and specific department have a good reputation?

Evaluate the quality of the academic department itself. Remember that while a university as a whole may hold an excellent reputation, each department within the institution will be ranked differently. A lesser known or lower-rated institution may offer an excellent department in a particular area of study. Search www.usnews.com for schools' ratings based on statistics and expert opinion.

Faculty

- Who are the faculty members? What is their work experience within the field? What have they published?
- What are their areas of specialization? What are their specific research interests?
- What is the faculty to student ratio?
- What type of personal contact will you have with faculty?

Good sources of information are college and department websites are good sources of this information. You can also request more detailed information directly from the department or set up a phone or in-person meeting with an admissions counselor.

Program Content

- Does the program fit my personal goals and educational interests?
- Does the program utilize an interdisciplinary approach to the field or focus on one specific approach?
- What are the philosophy and methods of instruction?
- What is the retention rate into the second year of the program?
- Are internships or assistantships a required aspect of the program?
- If certification or testing to graduate is required, what percentage of the class passes?

It may be possible to view students' final projects or papers, or even sit in on a class to understand the methods of instruction. Admissions counselors and current or former students are the best people to talk to regarding program content.

Facilities

If possible, visit the institution to get an idea of campus life. Ask about the libraries, laboratories and research facilities as well as any cooperative arrangements with other research educational and professional organizations. Also consider housing facilities and common areas- are there places set aside for graduate students to meet and socialize?

Students

- What do graduates of the program go on to do? Where are they employed?
- What do graduates conduct their theses/dissertations on?
- Is the school selective with regard to admissions?
- What is the demographic make-up of the student body?

A. GEOGRAPHIC LOCATION

1. Do you prefer an urban or rural environment?
2. A hot, cold, or mild climate?
3. Will the location offer an outlet for your individual interests and activities?
4. What is the distance from home?

B. COSTS AND FINANCIAL AID

1. Do tuition and fees fit your budget?
2. What type of work-study programs, loans, scholarships, research opportunities, and assistantships are available?
3. Can you qualify for these?

C. ADMISSIONS PROCEDURES

1. Do you know the admissions procedures?
2. Are any advanced exams required?
3. Will you have to complete any prerequisite coursework?
4. Will you have to take the GRE or any other entrance exams?

THE APPLICATION PROCESS

Find out the application deadlines for each school in which you are interested. By that deadline, each school will want to have a completed file on you, containing all the information required in order to consider your application.

The Application Form

An application packet must be individually requested from the Graduate Division of each school you are considering. Be sure to read the instructions carefully and to fill out the form completely and neatly. Some departments have additional departmental forms, so when requesting an application packet, specify the program in which you are interested. Also, keep in mind that some schools have early decision programs and it is to your advantage to apply early to these.

Personal Statement

Often the graduate school application requests a personal statement. This should be a concise, well-written essay which demonstrates your ability to organize and present ideas clearly. Your statement of purpose should reflect your background, qualifications and goals in positive. For detailed information on this topic, refer to the "Developing Your Personal Statement" section of this booklet.

Tests

Most graduate programs require scores from standardized admissions tests. Below are the common tests -- be sure you have read the requirements for admission carefully so that you are aware of all the tests necessary and the deadline dates for submission of the test results. Application materials, for most tests, are available in the Career Development Center.

If you are applying to:

Graduate School (most programs)
Law School
Business School
Test (GMAT)
Medical or Podiatry School
Dental School
Veterinary School
Optometry School
Pharmacy
Psychology, Education, Social Service

You should take:

Graduate Record Examination (GRE)
Law School Admission Test (LSAT)
Graduate Management Admission
Medical College Admission Test (MCAT)
Dental Aptitude Test (DAT)
Veterinary Aptitude Test (VAT)
Optometry College Admission Test (OCAT)
Pharmacy College Admission Test (PCAT)
Miller Analogies Test (MAT)

GMAT	Graduate Management Admission Test-Business School
GMAC	(Graduate Management Admission Council)
LSAT	Law School Admission Test-Law School
LSAC	(Law School Admission Council)
MCAT	Medical College Admission Test-Medical or Podiatry School
AMCAS	American Medical College Application Service
GRE	Graduate Record Examination-Graduate School
Subject GRE	(Biochemistry, Biology, Chemistry, Computer Science, Literature in English, Mathematics, Physics, Psychology)
California State Credential Information	
CBEST	California Basic Education Skills Test-California
Education	
California Commission of Teacher Credentialing	
CSET	California Subject Examination for Teachers-Teaching
Praxis Series	Teacher Licensure Certification
RICA	Reading Instruction Competence Assessment-Reading Education
SSAT	Single Subject Assessments for Teaching-
Miller Anthology Test	(MAT)-Psychology, Education, Social Service
DAT	Dental Aptitude Test-Dental School
VCAT	Veterinary College Aptitude Test-Veterinary School
OAT	Optometry Admission Test-Optometry School
PCAT	Pharmacy College Admission Test-Pharmacy

Transcripts

It is your responsibility to have an official copy of transcripts sent to each school to which you are applying. Requests for official transcripts should be filed with the Registrar Office at least ten working days before desired mailing date. There is a \$5.00 fee for each official transcript requested.

Letters of Recommendation

Although some institutions no longer require confidential letters of recommendation, many still do. Letters of recommendation should be requested from professors, advisors, employers or other individuals who are familiar with your work, undergraduate preparation, commitment, motivation, and/or potential. Choose people who view your work positively. Ask them if they feel they can write you a good letter.

When requesting a letter, it is much better to talk to your potential letter writer in person and provide all the necessary information, i.e., a copy of your personal statement, unofficial transcripts, list of classes or experience that individual has had with you, special projects or reports in classes with that individual, and school activities. Letters which reflect a personal knowledge of you as an individual are much better than generalized, impersonal letters which only describe your academic performance in class.

FINANCING GRADUATE SCHOOL

There are several kinds of financial assistance available for graduate students. These include fellowships, scholarships, teaching and research assistantships, loans and grant-in-aid. Some of these are through the school and others are from outside agencies. Financial aid application deadlines are frequently earlier than the general application deadline. If you are currently receiving financial aid, you may also request that the application fee be waived.

Fellowships: On the graduate level, the equivalent of a scholarship is a fellowship. It is usually a straight monetary award given on the basis of scholastic achievement. Fellowships are often tax-free unless they involve teaching or research; in these cases the recipient will more than likely be required to report them for income tax purposes. Specific institutions have their own fellowships, which you may identify by contacting the school's financial aid office and the department to which you are applying. The federal government also supports some fellowships, for which applications may be made through the institution to which you are applying.

Assistantships: Teaching or research assistantships are often available through the academic department or program of study. Assistantships usually involve working 10-20 hours per week in exchange for some stipend and/or fee remission. Although fee remission are common, be aware that in accepting a graduate assistantship, you still may be responsible for partial payment of your tuition and/or fees. Requests for information on graduate assistantships and applications should be made directly to the department or program of interest to you.

Resident Assistantships: Some institutions have programs in which graduate students earn a stipend, room and board, or both by working as assistants in undergraduate residence halls. If you do not receive information on such a program, along with your application materials, you might contact the school's director of housing and residential life to inquire about such possibilities.

Long Term Educational Loans: Most institutions have loan programs for which graduate students may be eligible. Such programs include private, state, and federally-sponsored student loans. The institution's financial aid office will be able to explain these loan programs to you.

A Word of Caution: Financial support of graduate education may vary widely from institution to institution. Therefore, it is essential for prospective applicants to thoroughly investigate the availability of financial aid in all its various forms as they go about the admissions process. Both the sources and amounts of financial aid are important considerations. This is another of the reasons why students considering further education should begin the process early.

CAN YOU AFFORD GRADUATE SCHOOL?

I. Project your yearly costs (tuition & living)			
Tuition, fees, books, and supplies	_____		
Housing, food, utility costs	_____		
Transportation (insurance & repairs)	_____		
Medical and Dental costs (average)	_____		
Miscellaneous	_____		_____
II. Other Expenses			
Spouse (living costs, tuitions, etc.)	_____		
Dependents (children, parents, etc.)	_____		
Extraordinary medical and/or other	_____		_____
III. Available Resources			
Bank	_____	Investments	_____
Spouse's Income	_____	Real Estate	_____
Support	_____	Your Income	_____
IV. Need Estimate			
Total I	\$	_____	
+ Total II	+	_____	
Estimated Cost Per Year	=	_____	
- Total III	-	_____	
Total Need Per Year	=	_____	

*Adapted from Guide to Graduate Management Education

WAYS TO FINANCE YOUR GRADUATE PROGRAM

1. Teaching assistantships
2. Research assistantships
3. Fellowships/scholarships - similar to grants

DRAWBACKS

1. Takes time away from classes

CONTACT

1. Department chairman
2. Financial aid office

APPLYING TO GRADUATE SCHOOL

Senior Year Timetable

SEPTEMBER

- Talk to ULV faculty and career counselors at the Career Services Center about Graduate School plans and alternatives.
- Write to schools you have selected to request admissions and financial aid applications.
- Find out when graduate transcripts must be sent and what other materials are required with applications.
- Register for needed entrance examinations.

OCTOBER

- Take required examinations.
- Make contact with administrators, students, faculty and/or alumni at each institution you are considering for helpful information.
- Talk to graduate recruiters at the various institutions you are considering.
- Visit, if possible, the schools you are interested in. Talk with admissions people, faculty, and students.

NOVEMBER

- Secure needed letters of recommendation.
- Begin preparing any required financial statements. These are often required at the same time or earlier than admissions applications.

DECEMBER

- Take required examinations this month if you didn't do it in October.
- Send admission applications in this month.
- Check on the transcripts and letters of recommendations to see that they have been sent.
- If you have not done so, visit the schools to which you are applying.

JANUARY

- Last chance to take the required tests for fall admission (may be too late for some schools).
- Check with each school to see that they have received all materials, including test scores and financial statements. If some of your application materials are missing, you might be eliminated from consideration.

FEBRUARY

- Wait (might seem like forever) to hear whether you have been accepted.
- Continue to make contact with representatives of the schools to which you have applied to check on the progress of your applications.
- Finish outlining contingency plans in the event you are not accepted.

IF YOU DON'T GET ACCEPTED

- Talk to a Career Counselor to determine reasons and whether you should change your goals.
- Take heart! Realize that students are sometimes accepted on their second or third try, or when they choose a different goal or choice of study.

DEVELOPING A PERSONAL STATEMENT

Applications for graduate or professional schools often include a section requiring you to write a Personal Statement, an essay about your background, and your reasons for wanting to pursue advanced study in the field or profession you have chosen. If the application asks you to respond to certain questions or cover certain topics in your statement, make sure that you do so.

Your essay should be clear, concise, and well written. Talk about yourself and your experiences in positive terms. The Personal Statement is important to admission selection committees; it provides them with a sample of your writing skills and your ability to present ideas in clear, coherent language. As you write it, ask yourself, "Would I be inclined to admit myself to graduate school?" Before submitting the statement, seek constructive comments and criticism from friends and advisors. The following is a sample outline which might be used in writing a Personal Statement:

- I. **OPENING PARAGRAPH:** State your general reasons for pursuing graduate study and introduce yourself to the selection committee. Make it interesting; the committee members will read many applications, so be sure yours gives them a sense of your particular talents and individuality.
- II. **BACKGROUND:** Concentrate on those experiences that have served as a foundation for your forthcoming graduate work. Describe your community and family background and tell how your interest in, and knowledge of, your chosen field developed. Giving examples, describe any personal attributes and qualities that would help you complete graduate study successfully, such as determination in achieving your goals, initiative and ability in developing ideas, and capacity for working through problems independently.
- III. **QUALIFICATIONS:** Describe those experiences that will serve as a foundation for your forthcoming graduate work. Discuss (1) your expertise and accomplishments in your major field, (2) your undergraduate studies in general and how they relate to what you intend to do in graduate school, (3) specific learning experiences that demonstrate your motivation and inspiration for continued study, and (4) other relevant experiences such as jobs for community activities, including names of organizations and other concrete detail.
- IV. **GOALS AND OBJECTIVES:**
 - A. Short term -- what specific area do you want to study in graduate school?
 - B. Long term -- how do you intend to combine your knowledge and experience with your graduate work to achieve goals?
 - C. What impact will you have on society, community, etc., with your advanced degree (i.e. M.D., J.D., M.A., Ph.D., etc.)?
- V. **CLOSING PARAGRAPH:** It should pack the punch -- that is, leave the reader with a strong sense that you are qualified and that you will be successful in graduate school. (You should combine this with your qualifications.)

Personal Statement Websites:

<http://owl.english.purdue.edu/owl/resource/642/01/>

http://gradschool.about.com/od/essaywriting/All_About_the_Graduate_Admissions_Essay.htm

HINTS

1. Be clear and concise.
2. Talk about yourself positively, avoid negative experience.
3. Start with an outline. After you have written your first draft, pretend you are on the selection committee. Would you accept yourself on the basis of your statement? If not, why? Work out problems and rewrite.
4. If you want someone to check your statement, have an advisor, a faculty member and/or friends, etc., read it and ask for constructive criticism.

General Sites:

www.phds.org

www.gradschools.com

www.collegesource.org/home.asp

www.graduateguide.com

www.finaid.org

www.gradschooltips.com

www.petersons.com

<http://gradschool.about.com/>

<http://www.gradview.com/index.jsp>

BREAKING DOWN JOB DESCRIPTIONS

What to look for when reading a job description

The first thing you want to ask yourself when reading a job description is, “what kind of employee are they really looking for?” Put yourself in the shoes of the hiring manager. If you had to choose a handful of candidates among a sea of applicants, what would you be looking for most when reviewing resumes and cover letters? This should inform the content and layout of your materials. If you need help with this, make an appointment with the Career Services office and bring in a job description...or two for further review.

Next, you want to highlight the keywords. In the example below, you will find that the action verbs used in the job description have been made bold while other important terminology has been underlined. It is important to use the same language as the job description, so these words can serve as a guide when writing (or adjusting) bullet points and other key words on your resume and/or cover letter.

Finally, make sure you haven't missed any important instructions. These could include the opening and closing date for applications; a list of materials needed (i.e. resume, cover letter, references), and contact information (is the name of the hiring manager listed?).

Below is an example of a real job description with appropriate keywords highlighted:

Event Marketing Manager

Job Title: Event Marketing Manager

Employment Status: Full Time

Description: Marketing Manager, Event Marketing

POSITION SUMMARY:

The Marketing Manager, Event Marketing, will be responsible for working with various BUs, senior-level executives and other business divisions and professionals, depending on the program. This position will manage outside vendors, third-party suppliers and contractors who provide services to the business. This position has a direct impact on BU operations through timely project management of various elements of conferences, trade shows, alliance and partner events.

There is **considerable interaction** with all **BUs, executives, internal / external support teams, and vendors**. This position requires an extraordinary **attention to detail** when managing project plans and schedules. Thorough review processes and effective project management must be employed to quickly address any issues.

This individual will **report directly to the Vice President of Marketing for AVS** and will work closely with other members of the AVS Marketing team **in areas of marketing communications, thought leadership, digital, events and creative services**.

ESSENTIAL RESPONSIBILITIES include but may not be limited to:

- **Planning** and **executing** the AVS events/trade show calendar – **Create, maintain** and **implement** an all-encompassing calendar of events, conferences and trade shows.
- Trade shows – Creating lead nurturing programs at conferences and trade shows where AVS has a presence. Will be responsible for 30+ trade shows and conferences per year ranging from high-profile to small targeted conferences.
- **Research, evaluate** and **recommend** shows aligning with marketing and sales initiatives.
- **Manage** sponsorships, speakers, advertising, booth operations, messaging, outside exhibit house and booth design.
- Marketing plan and materials development - **Develop** and deploy strategic event marketing plan to increase lead generation and ROI.
- Create engaging pre- and post-show messaging and outreach programs.
- Work with creative director to create targeted marketing materials, graphics and signage for each event.
- Internal and external communications – Build internal and external partner relationships and Develop communications (including social media) that drive attendance.
- **Direct** and **motivate** event teams.
- Sales conferences/executive meetings – **Plan and execute** various AVS sales meetings and conferences for multiple business units and program-related deliverables, including site selection, contract negotiations, project management, creating and maintaining budget, BU client management, adherence to program budget, creation of banquet event orders, maintenance of rooming list, air and registration team coordination, program specifications design, onsite management, trip director sourcing, invoice generation and final billing reconciliation.
- Budget and vendor management – **Identify** alternatives for keeping meeting and special event costs within the overall budget. Manage budget and work with the vice president of marketing and finance to process, code and track invoices and payments.
- Project management – Work with Marketing Central project-management database. Develop and maintain sample library for all marketing-related elements associated with meetings and events. Support various meeting and special events projects in a manner consistent with strategic objectives.
- Reporting – Prepare monthly reports to the Vice President of Marketing of ADP's Added Value Services that outline current event schedule, with ROI tracking.

Experience, Skills, Academic:

EDUCATION:

- Bachelor's degree in marketing, communications, tourism, hospitality or related field.

EXPERIENCE and SKILLS:

- Five years of proven expertise in **planning** for large conferences, trade shows, executive meetings and other events.
- Ability to simultaneously **manage** multiple projects from conception to completion.

- Experience with production and staging.
- Ability to meet deadlines under pressure in a changing, fast-paced, deadline-oriented environment.
- **Creation** and management of production schedules and processes.
- Solid understanding of ERP conferences and trade shows.
- Excellent organization, prioritization, and time management skills. (**Soft Skills – Cover Letter**)
- Excellent communication skills (written and verbal) with strong presentation skills and ability to interact with all levels of leadership.
- Strong work ethic and ability to multitask with attention to detail.
- Solid knowledge working with the legal department on hotel and event contracts.
- Experience **managing** external and internal vendor relationships and working within defined budget parameters.
- Ability to negotiate contracts and develop and achieve budget goals• Extensive knowledge of the AVS lines of business (preferred).

TRAVEL: This role requires 45 – 65% percent travel and can be performed from a home office.

TECHNOLOGY REQUIREMENTS:

- Strong Microsoft Office skills, including Outlook, Excel, Word, PowerPoint and Live Meeting.
- **Moderate knowledge** of image manipulation, drawing, page layout and web design applications.
- Knowledge of print, video and other media production processes.
- Willingness to learn the technical aspects of the company's products and services (tax, human resources compliance, electronic payments).
- Ability to learn new software quickly.
- Prior knowledge of Salesforce.com, IBM project management software, Registration Online, Marketing Central, Market Point/Zuant event and lead gathering iPad solution, Facebook, LinkedIn, Twitter, Pinterest, YouTube and Slide Share preferred.

WHAT IS A RESUME?

A resume highlights the best and *most related* aspects of your professional and educational qualifications. It is designed to give a potential employer a positive first impression of you. In essence, your resume is your best marketing tool. The purpose of a resume is to tell an employer the specific skills and experience you have that directly relate to each job you are applying for.

BEFORE STARTING YOUR RESUME

A well-constructed and effective resume requires that background work be done before you begin writing. Begin by taking a personal inventory. Examine and define your skills, interests, accomplishments and experiences. These include professional, academic, volunteer, and internship experiences.

FORMAT

Chronological vs. Functional/Combination Resumes

- **Chronological-** the most widely used style today. The most useful format for **students and new professionals**. This format is a listing of your work experience organized by job title in reverse chronological order, beginning with your most recent or current position first.
- **Functional/Combination-** This format groups your work experience in skill-related categories, with job titles listed at the bottom of the resume.

When to Use a Functional/Combination Resume:

- you are a seasoned professional (you have 12+ years of employment)
- you have worked in a variety of unrelated fields and settings
- you are making a career change
- you are returning to the workforce and/or have gaps in employment
- you want to draw attention to transferrable skills and not job titles
- **Be concise and specific.** Your resume should say the most about you in the fewest words. One page is best, though two pages are acceptable if you have enough pertinent experience.
- **Include only pertinent information.** There should be a reason for everything in your resume. Leave out personal information including age, race, and marital status. Do not feel that you need to summarize your entire job history- the purpose is to focus on the most impressive and relevant experience.
- **Use telegraphic style.** Omit personal pronouns such as “I” and “We”. Example: “Designed promotional campaign to alert community of changes in regional voting guidelines.”
- **Use skill and ability verbs.** Begin each statement or phrase with a descriptive verb that indicates what you accomplished in the position. See page 5 for examples.
- **Get feedback.** Have a counselor in the Career Services Center help you in designing your resume and be sure that you proofread it!

CHRONOLOGICAL RESUME COMPONENTS

1. **Heading:** At the top of the page, include your name, address, zip code, telephone number and email address. **Be sure that your email address is professional!** If necessary, create a free account through Gmail or Yahoo just for job search purposes. If you live on campus, you may want to include both your campus address and a permanent address. Your phone number is very important. You must be able to be reached during the day or have a message machine to answer your calls.

2. **Career Objective (optional):** Employers often state that they skip over reading a career objective, so we normally advise clients not to include one. However, if you really believe it is crucial in applying for a specific position, be sure that it is detailed and specific. It should lead the reader and direct him/her to the position you are interested in. It should include a) the action you want to do, b) the areas in which you want to do it, and c) the skills you have to contribute to that position. The rest of your resume should give concrete examples or backup your career objective.

3. **Education:** Unless you have been in the field for a number of years, the education component will precede your work experience. List your current degree, major, and year of graduation, even if you have not yet graduated. On the next line, list the college's name and location. *Do not include your high school experience.* You may also list your GPA here if it is above a 3.5, as well as any merit-based scholarships (i.e. Dean's List, honors program, etc.).

4. **Related Coursework (optional):** If you are lacking in job or internship experience, a relevant coursework section can help demonstrate your skills in a specific field. List up to three classes and give a short description of the work you completed in them. Original research is especially impressive.

5. **Related Experience:** List the most recent information first. Indicate your job title, the name of the organization, location (city and state), and dates of employment. Next, describe the specific abilities and responsibilities you assumed and acquired in bullet format. Focus on the skills that directly relate to the new position. This is where you can include on-campus involvement, volunteer and internship experience; remember, it does not have to be paid in order to count! The below list of questions will help you in creating your bullet points.
 - Did you do something faster, better, or cheaper?
 - Did you increase membership, participation, or sales?
 - Did you save your organization any money or eliminate waste?
 - Did you identify and/or help solve any problems?
 - Did you institute any new methods, procedures, services or products?
 - Did you reorganize or improve an existing system?
 - Did you coordinate any event or project?
 - Did you train another person? What were the results?
 - Did you tutor anyone? Did his/her grades improve?

Avoid making bullet points sound like you took them directly from the job description. Instead, pack them full of accomplishments and supporting evidence. This helps employers know how you went above and beyond in your job. For example:

Before:	After:
<ul style="list-style-type: none"> Wrote reports 	<ul style="list-style-type: none"> Consistently called on by department manager to organize monthly reports in easy-to-read language for general public
<ul style="list-style-type: none"> Successfully completed projects 	<ul style="list-style-type: none"> Created proposal for new program to meet needs of underrepresented population, which was immediately implemented by director of outreach efforts
<ul style="list-style-type: none"> High level of interest in international relations 	<ul style="list-style-type: none"> Excelled in 3 courses on the Middle-East culture and conflict with combined GPA of 3.6
<ul style="list-style-type: none"> Managed books 	<ul style="list-style-type: none"> Closed books within three days of end of month for first time in company's history
<ul style="list-style-type: none"> Provided customer service 	<ul style="list-style-type: none"> Used diplomacy and programmatic knowledge to transform dissatisfied customer base, resulting in 96% referral rate
<ul style="list-style-type: none"> Filed documents and created new forms 	<ul style="list-style-type: none"> Implemented standardized filing system with electronic forms to assist over 200 employees in timely processing of documents
<ul style="list-style-type: none"> Managed internship program 	<ul style="list-style-type: none"> Developed internship program employing 50 high school students per year, improving company image and community relations
<ul style="list-style-type: none"> Led trainings and presentations 	<ul style="list-style-type: none"> Delivered presentation on summer research project to key lead faculty and staff; department chair described project as "innovative and enlightening"

6. **Additional or Optional Headings:** Your resume should be individualized to you and best highlight your specific experience. See below for other possible headings. Place here any school or community activities that don't fit in your related experience section above.

- Volunteer Experience
- Community Service
- Professional Affiliations/Memberships
- On-Campus Involvement/Activities
- Publications and Presentations
- Honors

7. **Other Skills:** List your computer skills, including proficiency in Microsoft Office programs or any other pertinent computer programs. You can also list language abilities (i.e. working knowledge of Spanish) and certifications, including First Aid and CPR.
8. **References:** Do not use the phrase *"Available Upon Request."* It is understood that you will provide references when you interview or when requested. References must also be professional: use professors, advisors, and previous employers for references rather than friends and family. When using someone as a reference, always get their permission first and give them a copy of your resume and job description so they are aware of your objective and direction. **If you are asking faculty members to be a reference for you, you should ask the faculty member in the beginning to middle of the semester. Do not wait until the end of the semester to request a written reference from a faculty member.**

FUNCTIONAL/COMBINATION RESUME COMPONENTS

1. **Heading-** Located at the top of the page; include your name, address, zip code, telephone number and email address. Be sure to place it at the top of every page of your resume, cover letter and references page.
2. **Profile** (optional) - This should immediately state the position you are interested in and the skills you can bring to that position. It is also a great place to summarize the number of years you have spent in a field. Remember that the rest of your resume should directly support your objective. Be sure to use key words that stand out to the employer upon first glance. You may also provide an explanation for **gaps in employment** here. For example, if you are a parent who has stayed home for a number of years raising your children, you might say, "Accomplished marketing professional with eight years of experience in global marketing and branding returning to workplace after working at home full-time raising three children and managing family."
3. **Summary of Qualifications/Relevant Experience-** Choose 2-3 overarching **themes/skill sets** that encapsulate your experience and reflect the type of qualifications the company is requesting. If you are having a difficult time choosing these themes/skill sets, use the job description to inspire you. For example, if a company advertises that they are looking for someone who is innovative or has strong initiative, you could create a section titled "Leadership and Initiative." Other useful section themes include "Management and Supervision" "Communication" "Administrative Skills" and "Customer/Client Relations." Under each section theme, organize bullet points from each of the positions you have held. The bullet points should begin with **strong skill and ability verbs**. They should also highlight accomplishments and be relevant to the position for which you are applying. Remember to be specific (include numbers, quotas and outcomes when possible). They should also demonstrate transferrable skills, or skills you have developed in a job or leadership experience that you can apply in any professional setting. Use the below questions to get you started.

- *Did you do something faster, better, or cheaper?*
- *Did you increase membership, participation, or sales?*
- *Did you save your organization any money or eliminate waste?*
- *Did you identify and/or help solve any problems?*
- *Did you institute any new methods, procedures, services or products?*
- *Did you reorganize or improve an existing system?*
- *Did you coordinate an event or project?*
- *Did you train another person? What were the results?*
- *Did you tutor anyone? Did their grades improve?*
- *Did you state your transferrable skills?*
 - *Example: “Ensured retention of quality employees as team supervisor through demonstrating open communication, solving problems in a timely manner and promoting company buy-in.”*

4. Work History or Employment- List positions held in reverse chronological order beginning with the most recent or current job. You do not need to include jobs held more than 15 years ago unless they are specifically relevant to the position for which you are applying. Include company name, location and dates. Do not include descriptions of your job responsibilities or accomplishments, as these should be adequately covered in your Summary of Qualifications section.

5. Education- If you have been out of school for 10 years or more, your education section can be listed last. Your work experience is more recent and therefore should be placed above your education. If you don’t want to be “dated” by how long ago you earned your degree, you may omit your graduation date. However, be prepared to state it honestly when asked. Otherwise, include university name, degree earned, location, and graduation date (even if it is in the future). Do not include your Associates’ degree, unless it is necessary to qualify you for a specific field. In general, your Bachelor’s degree is the most important degree. If you have a terminal degree (Master’s or Doctoral) state it first and still include your Bachelor’s.

5. Achievements/Technical Skills/Other Skills, etc. - These can include special licensing, awards, computer skills, languages you speak, and any other ability that would lend to the position for which you are applying.

RESUME DO'S

1. **Use high quality paper.** When you mail your resume or when you bring it to an interview, use resume quality paper (this is available for free in the Career Services office.). You may use either off white, gray, or very light beige. Avoid pastels or bright colors. Be sure to use matching paper for your cover letters.
2. **Use professional font styles.** Suggested fonts include: Arial, Times New Roman, or Helvetica. Do not use smaller than 11 point font or larger than 12 point font in the body of your resume. Your name in the header should be 2 font sizes larger than the rest of the resume.
3. **Be consistent in your layout and composition.** Do not switch from sentences to phrases. Be sure that related headings are consistent in underlining, capitalization, and spacing.
4. **Verb tense.** Use past tense for jobs or experiences you have completed, and present tense to describe ongoing or current employment.
5. **Bullet points.** Arrange information in bullet points, not in paragraph form. Large dots are effective in drawing the employer's attention to competencies, accomplishments, or achievements.
6. **Limit your resume to one page, unless a second page is absolutely necessary.** You should be able to get all pertinent information on one page!
7. **Proof read your resume- spelling and grammatical errors are unacceptable!** Even one mistake can lead an employer to discount you for a position. Ask several people to review your resume for both content and grammar/spelling. If there is something they do not understand or they think needs more explanation, then there is a good chance an employer will not understand it either.

RESUME DON'TS

1. Don't use italics or fancy scripts.
2. Don't include photographs.
3. Don't put in fancy binders or folders.
4. Don't include the complete address of prior employers.
5. Don't include salary information or expectations, unless specifically requested.
6. Don't include lengthy periods of unemployment.
7. Don't exaggerate or embellish your experience.
8. Don't use slang or conjunctions.

SKILL AND ABILITY VERBS

Management Skills:

Administered	Analyzed	Assigned	Attained	Chaired
Contracted	Consolidated	Coordinated	Delegated	Developed
Directed	Evaluated	Executed	Improved	Increased
Organized	Oversaw	Planned	Prioritized	Produced
Recommended	Reviewed	Scheduled	Strengthened	Supervised

Communication Skills:

Addressed	Arbitrated	Arranged	Authored	Corresponded
Developed	Directed	Drafted	Edited	Enlisted
Formulated	Influenced	Interpreted	Mediated	Moderated
Motivated	Negotiated	Persuaded	Promoted	Publicized
Reconciled	Recruited	Spoke	Translated	Wrote

Research Skills:

Clarified	Collected	Critiqued	Diagnosed	Evaluated
Examined	Extracted	Identified	Inspected	Interpreted
Interviewed	Investigated	Organized	Reviewed	Summarized
Surveyed	Systematized			

Technical Skills:

Assembled	Built	Calculated	Computed	Designed
Devised	Engineered	Fabricated	Overhauled	Programmed
Remodeled	Repaired	Solved	Trained	Upgraded

Teaching Skills:

Adapted	Advised	Clarified	Coached	Communicated
Coordinated	Developed	Enabled	Encouraged	Evaluated
Explained	Facilitated	Guided	Informed	Initiated
Instructed	Persuaded	Set goals	Stimulated	

Financial Skills:

Administered	Allocated	Analyzed	Appraised	Audited
Balanced	Budgeted	Calculated	Computed	Developed
Forecasted	Planned	Projected	Researched	

Creative Skills:

Acted	Conceptualized	Created	Designed	Developed
Directed	Established	Fashioned	Founded	Illustrated
Instituted	Integrated	Introduced	Invented	Originated
Performed	Planned	Revitalized	Shaped	

Helping Skills:

Assessed	Clarified	Coached	Counseled	Demonstrated
Diagnosed	Educated	Expedited	Facilitated	Familiarized
Guided	Referred	Rehabilitated	Represented	

Clerical or Detail Skills:

Approved	Arranged	Catalogued	Classified	Collected
Compiled	Dispatched	Executed	Generated	Implemented
Inspected	Monitored	Operated	Organized	Prepared
Processed	Purchased	Recorded	Retrieved	Screened
Specified	Systematized	Tabulated	Validated	

TRANSFERABLE SKILLS AND EXPERIENCES

*Transferable skills and experiences may be defined as skills gained (on the job) in one occupation or industry that are relevant to the new position you are applying for.

For Example:

*You are an accounting major who has previously worked as a student assistant in the Career Services office.

Transferable Experience

- Catalogued office supplies using Microsoft Excel to maintain target number of materials available for use by the department

NOT Transferable Experience

- Helped pass out lunch to employers at career fairs

Other examples of skills and experiences that may transfer across industries include:

- | | |
|------------------------------------|---------------------------------------------|
| • Customer/Client Service | • Development of new materials and/or items |
| • Sales | • Collaboration across departments |
| • Supervision | • Presentations |
| • Maintenance of Schedule/Database | |

WRITING BETTER BULLET POINTS

An experience bullet point has two distinct parts:

(1) The Action: **action verb*** + job responsibility

(2) The Purpose / Method / Scope / Result

(Why?) (How?) (How much?)

Think...

Action → purpose/method/scope/result

*Don't repeat action verbs too often

Examples (Bad):

- Responsible for entering information into database
- Worked in a fast-paced environment
- Trained new employees

Examples (Good):

- Managed customer database using QuickBooks and Microsoft Excel
- Maintained excellent customer service while serving guests in a fast-paced environment
- Trained more than 10 new employees using knowledge of company handbook and location-specific needs

RESUME EXAMPLES

Undergraduate

Page 36: Freshman/Sophomore

Page 37: Liberal Arts Resume

Page 38: Kinesiology Resume

Page 39: Technical Resume (Computer Science/Engineering)

Page 40: Communications Resume

Page 41: Federal Government Job Resume (New Graduate)

Graduate

Page 42: M.B.A.

Page 43: M.S.L.M.

Page 44: M.P.A.

Page 45: Multiple Subject Credential

Page 46: Single Subject Credential

Page 47-48: Federal Government Job Resume (Experienced)

Pages 49-50: Curriculum Vitae (CV)

Page 51: International Student

Leo Leopard
 555 La Verne Way, La Verne, CA
lleopard@laverne.edu
 (909) 555-5555

OBJECTIVE

To obtain an on-campus position serving my fellow students which utilizes my strong communication skills.

EDUCATION

University of La Verne, La Verne, CA
 Bachelor of Arts, Business Administration
 GPA: 3.5

Expected Graduation: June 2016

HONORS/AWARDS

Dean's List

Fall 2013 – Spring 2014

ON CAMPUS INVOLVEMENT

Enactus, University of La Verne
Member

August 2013 – Present

- Implement collective ideas to sponsor campus and community events which promote educational and social change
- Led groups of 9 junior high students in discussion on success skills, business ethics, and personal finances
- Co-designed 17 minute audio-visual presentation accurately and creatively describing project for use in regional and national competition

VOLUNTEER EXPERIENCE

LionLike MindState, Pomona, CA
Volunteer

June 2012 – Present

- Plan two yearly outreach events to highlight community members' creativity in spoken word, poetry, music, and art

YMCA, Pomona, CA
Volunteer Swim Coach

Summer 2013, 2014

- Instructed classes of up to 15 children on basic swimming skills
- Communicated regularly with parents on children's progress

SKILLS

Computer: Proficient in Windows and Mac OS, Microsoft Word, PowerPoint, and Excel

Language: Fluent in Spanish

Social Media: Facebook, Twitter, Instagram

Lea Leopard

1750 First Street, La Verne, CA 91750
(909) 243-5678, Lea.Leopard@laverne.edu

EDUCATION

Bachelor of Science, Sociology

University of La Verne, La Verne, CA

May 2015

RELATED COUSEWORK (in progress *)

- Social Problems
- Research Methods
- Sociology of Deviance*
- Senior Thesis *(Adolescents and deviance)

INTERNSHIP EXPERIENCE

Case Management Intern

June 2014 – Present

T.Y.K.E.S. Resource Center, Chino, CA

- Collaborate with community agencies and nonprofit organizations to locate available resources for parents in need of social services
- Assess need and recommend services for diverse families with children birth to five years of age
- Co-lead the facilitation of court mandated parenting classes

Intern

June 2013 – August 2013

Pals Program, Human Services Department, Anaheim, CA

- Facilitated educational workshops and activities aimed in promoting positive self-esteem and leadership skills among diverse adolescents
- Delivered one-on-one mentoring to at risk and troubled teens
- Provided tutoring in math, science, and writing to high school age students

WORK EXPERIENCE

Front Office Assistant

August 2012 - Present

University of La Verne, Career Services

- Greet guests, answer questions, and provide information to client inquiries
- Schedule appointments, with proper follow-up to clients and counselors
- Answer telephones, direct calls, monitor voicemail and take messages
- Create, monitor and file office records
- Maintain supplies, resources. Keep office clean and resources/supplies stocked.

On-Campus Involvement

President

August 2013 - Present

Sociology and Anthropology Club

- Lead weekly meetings, create agenda, and follow up on member inquiries
- Schedule guest speakers to enhance member knowledge and create networking opportunities

Events Coordinator

September 2012 – May 2013

Campus Activities Board

- Contacted and hired vendors for various events on campus
- Worked with University Risk Management Department to secure contracts
- Managed a budget of \$8000

ADDITIONAL SKILLS

- Fluent in Spanish
- Proficient in Microsoft Word, Excel, Outlook and PowerPoint
- Knowledge of Adobe

Lea Leopard

123 Main Street
La Verne, CA 91750
Home: (909) 555-1234
Cell: (909) 555-1235
lea.leopard@laverne.edu

Education

Bachelor of Science, Kinesiology

University of La Verne, La Verne, CA

May 2015

Associate of Arts

Mt. San Antonio Community College, Walnut, CA

May 2013

Relevant Experience

Student Athletic Training Intern

August 2014 - Present

San Dimas High School – San Dimas, CA

- Provide support and travel with football, wrestling, basketball, soccer, and volleyball teams
- Develop rehabilitation programs for a variety of ankle and knee injuries from the acute stage until return to play

Personal Fitness Trainer

November 2012 - Present

24 Hour Fitness– Glendora, CA

- Design workouts and diet plans to assist clients reach their nutrition goals
- Conduct weekly check-ins to monitor client's progress which resulted in an increased weight loss percentage
- Create individual training sessions to focus on specific problems (i.e. injuries, obesity, etc.) for gym members.

Other Work Experience

Barista

June 2009 – November 2012

Starbucks – La Verne, CA

- Served customers quickly while maintaining a cheerful attitude in a high-stress workplace.
- Awarded employee of the month July 2012

Certifications

Adult CPR and First Aid – Red Cross

September 2013

Certified Personal Trainer - Ace Fitness

October 2012

Special Skills

- Fluent in Spanish
- Proficient in Microsoft Word, PowerPoint, and Outlook

C.S. Whiz

1234 Leopard Way, La Verne, CA

cs.whiz@laverne.edu

(909) 555-5555

EDUCATION

Bachelor of Science, Computer Science

Expected: May 2015

Concentration: Software

University of La Verne, La Verne, CA

G.P.A. 3.55

RELATED COURSES

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Principles of Computer Networks • Data Structures • Digital Logic Systems | <ul style="list-style-type: none"> • Assembly Language • Operating Systems • Database Management Systems |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|

COURSE PROJECT

Huffman Tree Text Compressor

Fall 2014

- Implemented in Java SE 6 and tested in JUnit
- Compressed text files by assigning new bit encodings to characters according to frequency
- Re-expanded text files that were previously compressed with Huffman encoding

TECHNICAL SKILLS

- **Languages:** C++, HTML, Java, Visual Basic, SQL, JUnit
- **Operating Systems:** Windows, Linux, UNIX
- **Database Systems:** Oracle, ADB2
- **Software:** Microsoft Word, Excel, PowerPoint, Photoshop

RELATED WORK EXPERIENCE

University of La Verne, Office of Information Technology

July 2013 – Present

IT Assistant

- Provided over-the-phone and in-person troubleshooting for various on-campus departments
- Coordinated with departments to utilize technology for improved communication
- Managed documentation and records maintenance according to entry procedures
- Made recommendations for improved processes

ON CAMPUS INVOLVEMENT

Associated Students of ULV

August 2014 – Present

Senator of the College of Arts & Sciences

- Represent the interests of the College of Arts & Sciences
- Collaborate with other student government leaders on issues concerning the ULV student body at large

ADDITIONAL SKILLS

- **Language:** Fluent in Vietnamese
- **Social Media:** Proficient using Facebook, Yelp, Twitter, Instagram, Tumblr

Sarah Lane

sarah.lane@laverne.edu

321 Leo Way, La Verne, CA
(714) 555-1234

EDUCATION

Bachelor of Arts in Broadcasting, Radio Concentration

University of La Verne, La Verne, CA G.P.A. 3.6

RADIO EXPERIENCE

LeoFM (FM 107.9)

On-air Personality September 2012 – Present

Lead a 3-hour shift on LeoFM. Provide an entertaining voice and perspective for listeners and operate the board efficiently throughout broadcast. Take, edit, and playback on-air phone calls using shortcuts. Integrate promotions and public service announcements into show.

KROQ (FM 106.7)

Intern September 2014 – December 2014

Assisted with in-studio and off-site performances. Set up and took down remote gear. Promoted station events by blogging and posting on social media. Assisted with stage production during KROQ Weenie Roast. Provided research for various stories used by on-air personalities.

LeoFM (FM 107.9)

Program Director August 2013 – August 2014

Managed LeoFM station to ensure proper broadcast coverage, consistent on-air messages, and execution of all promotions. Supervised entire crew including music director, promotions director, sports director, and all on-air talent.

LeoFM (FM 107.9)

Music Director January 2013 – August 2014

Programmed music list for LeoFM, a top-40 station. Led weekly meetings regarding the inclusion of new music. Conducted music surveys and studies with listeners to determine satisfaction. Used selector and protocols to add new music.

HONORS & AWARDS

Academic Recognition Award Spring 2013
Certificate of Achievement Fall 2012, Spring 2011, Fall 2013

PERSONAL TRAITS

- Passionate about music
- Strong communication skills
- Thrive in fast-paced situations
- Detail-oriented

SKILLS

- Proficient with Pro Tools and Selector
- Experience in multiple aspects of pre and post-production
- Skilled using social media
- Leadership experience

REFERENCES

Dr. Bob Bobby

Professor of _____
Department Chair
Communications
University of La Verne
1950 Third Street
La Verne, CA, 91750
bbobby@laverne.edu

Dr. Matt Mathewson

Professor of _____
Communications
University of La Verne
1950 Third Street
La Verne, CA, 91750
mmathewson@laverne.edu

Carla Karlson

Station Manager
KROQ, CBS Radio Inc.
555 L.A. Way
Los Angeles, CA, 90210
carlak@kroq.com

Jane Q. Public

1234 Yellow Brick Road ♦ City, State 12345

Work: (123) 123-4567 ♦ Cell: (123) 123-3456 ♦ Home: (123) 123-3456 ♦ Email: JPublic@Email.com

Social Security Number: 012-34-5678

U.S. Citizen

OBJECTIVE

POLICY ANALYST: GS-0301-11

Vacancy Number: 12345

EDUCATION

Masters in Arts, Environmental Management

5/2014

University of Colorado

Denver, Colorado

- Graduated with Distinction; 3.8 GPA.
- One-of-10 US graduate students out of 1,500 applicants awarded a \$20,000 Aldo Leopold Research Grant
- Thesis: *Will the Endangered Species Act Survive?*
- Presented thesis results to 50 ecologists at American Institute of Ecology Annual Meeting; Institute newsletter described presentation as a "tour de force"

Relevant Coursework: Environmental Law; Natural Resources Law; Advanced Epidemiology; Federal Health Policy; Quantitative Analysis; Environmental Crises in Developing Countries; Toxicology; Wildlife Ecology

Bachelor of Arts, Political Science

5/2012

Minor: Legal Studies

University of La Verne

La Verne, California

- Graduated with Departmental Honors
- Fluent in French
- Captain of the Basketball Team

WORK EXPERIENCE

SMITH, ROGERS AND ANDERSON

100 Main Street, Denver, Colorado

Paralegal

9/2012 to 6/2014

Salary: \$30,000 per year

40 hours per week

Supervisor: John Doe (You may contact at 111-111-1111)

ACCOMPLISHMENTS:

- Researched case law on five multi-million dollar lawsuits involving exposures to toxic chemicals, and summarized results in memos for four senior attorneys
- Tracked all document submission deadlines for cases and court appearance dates, and informed senior attorneys of approaching deadlines and dates
- Drafted about two letters per week to clients requesting information or updating them on case status
- Excellent reputation: Promoted from Paralegal I to Paralegal II 6 months after being hired; received very positive performance evaluations and bonuses every year

Biz Ness

1234 Leopard Way, La Verne, CA – biz.ness@laverne.edu – (909) 555-5555

EDUCATION

Master of Business Administration	Expected: May 2015
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Concentration: Marketing

University of La Verne, La Verne, CA

Related Coursework: Marketing Management, Consumer Behavior, Marketing Channels/Distribution, Marketing Communications

Bachelor of Arts, Communications

May 2012

Concentration: Public Relations

California State University, Fullerton

Semester Abroad, University of Sussex

Summer 2011

INTERNSHIP EXPERIENCE

Nordstrom, Seattle, WA	January 2015 – Present
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MBA Internship

- Collaborated with web-site development team to implement new marketing strategies geared toward younger shoppers
- Developed digital marketing materials for use across multiple platforms
- Analyzed results of direct (online) marketing campaigns and made recommendations for refinement

Cartoon Network, Los Angeles, CA

December 2011 – May 2012

Public Relations Intern

- Wrote, edited, and distributed public relations materials including press releases and media alerts
- Developed market reports using information from social media sites
- Managed event RSVP list using Microsoft Excel database

WORK EXPERIENCE

Flame Broiler, Diamond Bar, CA	September 2012 – Present
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Assistant Manager

- Track online reviews (Yelp, Google) and utilize feedback to inform future changes
- Implement new operations and customer service strategies to ensure maximum efficiency and an excellent customer experience
- Train and supervise a staff of more than fifteen at all times according to company manual and location-specific needs

SKILLS

-
- **Computer:** Microsoft Word, Excel, PowerPoint, Photoshop
 - **Language:** Proficient in speaking, reading, and writing in Spanish
 - **Social Media:** Proficient using Facebook, Yelp, Twitter, Instagram, Tumblr

AFFILIATIONS

-
- | | |
|----------------------------------|------------------------|
| • American Marketing Association | October 2013 - Present |
|----------------------------------|------------------------|

Henry Robles

555 La Verne Way, La Verne, CA – henry.robles@laverne.edu – (909) 555-5555

SUMMARY OF QUALIFICATIONS

- Knowledgeable about the management and training of human resources
- 3 years experience in supervisory roles
- Proficient in PC and Mac, Microsoft Word, Excel, PowerPoint
- Fluent in Spanish

EDUCATION

Master of Science in Leadership & Management

Expected: May 2015

Concentration: Human Resources

University of La Verne, La Verne, CA

Related Coursework: Human Resource Management, Management of Diversity, Training and Development, Negotiations and Collective Bargaining

Bachelor of Arts, Communications

May 2012

University of La Verne

INTERNSHIP EXPERIENCE

T-Mobile, Santa Ana, CA

Summer 2014

Human Resources Intern

- Interpreted, assisted and advised employees and managers on HR procedures and policies
- Coordinated and conducted exit interviews on voluntary separations within client groups
- Created and updated spreadsheets, PowerPoint decks and organizational charts in support of assigned projects
- Maintained a high level of integrity and discretion in the handling of confidential information

WORK EXPERIENCE

GAP, Inc., Brea, CA

Assistant Manager

August 2013 – Present

- Ensure compliance to all corporate policies including meals and breaks and employee appearance
- Set weekly employee schedules to ensure proper floor coverage at all times

Lead Sales Associate

January 2012 – August 2013

- Trained more than 25 new employees on sales associate duties according to company guidelines and standards
- Provided excellent customer service by efficiently and accurately responding to customer inquiry

LEADERSHIP EXPERIENCE

Residence Hall Association, University of La Verne

National Communications Coordinator

August 2011 – May 2012

- Collaborated with other board members to improve the quality of life for students in residence halls
- Created and disseminated Association media alerts and press releases
- Maintained communication with members through regular updates via email and social media

PROFESSIONAL AFFILIATIONS

Society for Human Resource Management

August 2013 – Present

Mary Sanchez

1234 Leopard Way, La Verne, CA • mary.sanchez@laverne.edu • (909) 555-5555

EDUCATION

Master of Public Administration

Expected: May 2015

Concentration: Non-Profit

University of La Verne, La Verne, CA

Related Coursework: Marketing for Non-Profits, Managing Non-Profit, Effective Fundraising, Accounting and Compliance for Non-Profits

Bachelor of Arts, Sociology

May 2007

University of California, Riverside

Semester Abroad, University of Milan, Milan, Italy

Summer 2006

NON-PROFIT EXPERIENCE

Special Projects Manager

January 2012 – Present

FamilyAid Los Angeles, Los Angeles, CA

- Develop and implement new projects across multiple platforms including health, education, and family life
- Manage collaborative relationships with external partners such as United Way
- Coordinate logistics and programming for community-based outreach events
- Research and write monthly memos for use by the board of directors

Project Coordinator

July 2008 – December 2011

AmeriCorps VISTA, Los Angeles/Orange County, CA

- Planned and initiated programs aimed at supporting student attendance in low-to-moderate income communities
- Supervised a team of up to 25 volunteers; managing schedules and assigning duties as needed
- Developed new strategies for Cultural and Academic Literacy (CAL) program which increased student participation by more than 20%

ADDITIONAL EXPERIENCE

Administrative Assistant, Community Services Department

January 2006 – July 2008

City of Glendora, Glendora, CA

- Assisted staff in obtaining necessary documents and materials in preparation of reports
- Served as primary point of contact for internal and external inquiries and was provided responses to requests from the community
- Organized schedules for all office staff using Microsoft Outlook

SKILLS

- **Computer:** Microsoft Word, Excel, PowerPoint, Outlook
- **Language:** Fluent in Spanish

COMMUNITY SERVICE

- Ronald McDonald House of Los Angeles October 2011 – Present
- Boys and Girls Club of Riverside July 2002 – May 2005

Mary T. Chur

9595 Leo Leopard Way • La Verne, CA 91750
(909) 555-5555 • mary.chur@laverne.edu

CREDENTIAL

Preliminary Multiple Subject Teaching Credential – NCLB Compliant **May 2015**
BCLAD Emphasis: Spanish (or Korean, Chinese, Vietnamese)
 University of La Verne, La Verne, CA

EDUCATION

Bachelor of Science, Child & Adolescent Development **May 2013**
 California State University, Fullerton

SKILLS & TRAINING

Language: Fluent in Spanish
Computer: Proficient in Microsoft Word, Excel, PowerPoint, Prezi
Certifications: CPR (Current), CBEST (2013)

STUDENT TEACHING

Washington Elementary School (Title I), Glendora, CA **January 2015 - Present**

- Design and implement curriculum structured materials to meet the diverse needs of students
- Implement a variety of theory-informed teaching and assessment strategies including group work, directed lessons, and numerous activities
- Successfully integrate reading and language arts into daily lesson plans
- Manage classroom to ensure a structured, safe, and diverse learning environment

RELATED EXPERIENCE

Childtime Learning Center, Brea, CA **November 2013 – Present**
Assistant Teacher

- Assist in the instruction and implementation of activities according to company standards
- Maintain a safe, clean, and fun learning environment for students
- Regularly update parents and guardians on child's progress in the class

Camp James, Irvine, CA **Summers 2010 – 2012 Camp**
Counselor

- Developed leadership and team building activities for children aged 4 – 13
- Implemented strategies for promoting healthy individual and group behavior
- Assisted in creation of camp activities plan and schedule

PROFESSIONAL ASSOCIATIONS

Student California Teaching Association (SCTA) **August 2013 – Present**

Ed U. Cater

9595 Leo Leopard Way • La Verne, CA 91750
(909) 555-2121 • ed.cater@laverne.edu

CREDENTIAL

Preliminary Single Subject Teaching Credential – English

May 2015

NCLB Compliant

University of La Verne, La Verne, CA

EDUCATION

Bachelor of Arts, English

May 2013

Chapman University, Orange, CA

RELEVANT SKILLS & TRAINING

Language: Fluent in Spanish

Certifications: CPR (Current), CBEST (2013)

STUDENT TEACHING

Pomona High School (Title I, Minority Enrollment of 97%)

January 2015 - Present

- Instruct American Literature and Writing Composition (freshman and sophomore level) courses with an average class size of 28 students
- Develop multifaceted lesson plans which incorporate California state standards and learning and developmental needs of the Pomona High School student population
- Implement a variety of theory-informed teaching and assessment strategies according to defined student learning outcomes
- Manage classroom to ensure a structured, safe, and diverse learning environment
- Effectively communicate with teachers, staff, and supervisors

RELATED EXPERIENCE

J & P Reading and Math Center, Diamond Bar, CA

August 2013 – Present

Tutor

- Tutor junior high and high school students on reading comprehension and writing techniques according to established curriculum.
- Regularly meet with parents and guardians to provide progress reports
- Trained more than ten new tutors on institutional standards and curriculum

San Gabriel PONY Baseball, San Gabriel, CA

February 2012 – June 2014

Youth Baseball Coach

- Taught players aged 9-10 fundamental baseball skills
- Instilled the values of teamwork, sportsmanship, and fair play into the players
- Managed practice and game playing time to ensure the development of all players
- Maintained a safe and diverse environment for players to thrive
- Communicated regularly with parents on their children's progress

PROFESSIONAL ASSOCIATIONS

Student California Teaching Association (SCTA)

August 2013 – Present

Jane Doe

Communications Expert/ Communications Trainer

Apt 100 ♦ 1000 Easy Street ♦ Washington DC 20008
W: (202) 123-4567 ♦ H: (202) 234-4567 ♦ Email: JaneDoe@email.com

HIGHLIGHTS

- **Federal Communications Expert:** Produced hundreds of documents on technical topics for four high-profile agencies. Developed and delivered trainings on communication skills to hundreds of professionals.
- **Freelance Writer:** Published 20+ articles in national publications.
- **First-Rate Reputation:** Consistently receive very positive performance evaluations. Earned awards and promotions from each of my employers.
- **Master's in Journalism: Columbia University.**

FEDERAL EXPERIENCE

U.S. TREASURY DEPARTMENT

Washington, DC

WRITER/ EDITOR/ COMMUNICATIONS TRAINER

2001 to Present

- Promote awareness of high-profile programs by managing, researching, and writing easy-to-understand documents that are scrutinized by political appointees. Documents include annual and quarterly reports to Congress, fact sheets, newsletters and online articles for stakeholder groups and the public.
- Always meet deadlines: Played key role in producing annual reports and quarterly reports in record time. Reports have been singled out by Treasury Secretary and other executives for special praise.
- Deliver trainings on how to communicate technical information in reader-friendly language. Trainings consistently receive top ratings from attendees. Helped hundreds of employees of all levels—from interns to executives—improve their communication skills.
- **Sample Feedback From Executives:** *Jane is a vital asset...her contributions are multi-faceted . . . has gone the extra mile time and time again . . . always provides clients with expert advice and guidance . . . provides exceptional writing/editing services . . . an excellent team member . . . works independent of supervision . . . a skilled teacher . . . one of the most pleasant, if not the most pleasant, person to work within our department.*

THE NATIONAL PARTNERSHIP FOR REINVENTING GOVERNMENT (NPR)

Washington, DC

WRITER/ COMMUNICATIONS TRAINER

1999 to 2001

- Helped direct NPR's Plain Language Initiative—a government-wide campaign to improve the clarity of federal documents. Delivered trainings on communication skills to scientists, lawyers, and policy experts.
- Developed and implemented innovative outreach activities and contributed to NPR's strategic planning.
- Wrote lively, informative articles about cost-cutting federal programs for NPR's web magazine.

THE MINE SAFETY AND HEALTH ADMINISTRATION (MSHA)

Arlington, Virginia

PUBLIC AFFAIRS SPECIALIST

1994 to 1999

- Served as Press Secretary to the Assistant Secretary on two fast-paced national tours. Wrote speeches and Congressional testimony on preventing mining diseases and disasters for Assistant Secretary.
- Wrote articles, fact sheets, educational materials, reports, and regulatory documents.
- Pitched stories to national and local media outlets. Helped produce documentary that aired on public TV.
- Served as co-organizer of two international conferences on mine safety.

THE ENVIRONMENTAL PROTECTION AGENCY

Washington, DC

ENVIRONMENTAL SCIENTIST

1992 to 1994

- Helped organize press events and edited press releases announcing high profile regulations.
- Delivered presentations on air pollution regulations to industry groups, some of which were overtly hostile to regulations. Defended agency positions and demonstrated grace under pressure.

RECENT PRESENTATIONS

- Presented seminars on technical communication to many organizations, including:
 - The Federal Communicators Network (November 2006)
 - The Fifth International Conference on Plain Language (November 2005)
 - National Institutes for Health (November 2002)
 - The Foundation for Science, Education and Technology of South Africa (December 2002)
 - The American Association for the Advancement of Science (February 2002)
 - The Council of Science Editors (May 2000 and May 2001)

RECENT PUBLICATIONS

- *Jellyfish on the Rise*, The Washington Post, November, 2007, p. 5.
- *High-Dwelling Spiders*, Ambassador (TWA's Flight Magazine), October 2007, pp. 27-29.
- *The Longest Migration*, Ambassador (TWA's Flight Magazine), September 2007, pp. 32-33.
- *The Biggest Eyes in the Animal World*, Ambassador (TWA's Flight Magazine), August 2007, p. 20.
- *Secrets to Successful Federal Communications*, Federal Times, July 29, 2007, p. 5.

NOTE: A COMPLETE LIST OF MY PUBLICATIONS IS ATTACHED.

EDUCATION

- **Master's in Journalism from Columbia University**
New Haven, CT: 1990
- **B. A. in English with Department Honors**
Wesleyan University
Middletown, CT: 1981

John Smith

1234 Leopard Way, La Verne, CA 91750
 john.smith@laverne.edu
 (909) 555-6789

EDUCATION

Doctor of Education in Organizational Leadership, Ed.D.	June 2015
University of La Verne, La Verne, CA	
Master of Science in Counseling, Student Development in Higher Education	May 2007
California State University, Long Beach, Long Beach, CA	
Bachelor of Arts, English	May 2003
University of Missouri, Columbia, MO	

HIGHER EDUCATION EXPERIENCE

Associate Director, Office of Student Life	May 2011 – Present
<i>University of La Verne (Private, 4-year, Hispanic-Serving Institution)</i>	
<ul style="list-style-type: none"> Advise student leadership teams on programming, budget, marketing, and policy decisions Manage new student orientation, including the training and supervision of 3 student coordinators and 10 Orientation Week Leaders (OWLs) Supervise 6 in-semester student assistants on front desk, marketing, and planning duties Collaborate with Residence Life, Career Services, and other departments on leadership workshops and training 	
Senior Coordinator, New Student Programs	August 2009 – May 2011
<i>California State University, Fullerton (Large, Public, Comprehensive, HSI)</i>	
<ul style="list-style-type: none"> Led new student orientation efforts including student and parent programming efforts Collaborated with faculty and staff to organize speakers and presentations for the duration of orientation week. Supervised coordinators of campus tours, information services, and parent programs 	
Coordinator of Campus Tours, New Student Programs	June 2007 – August 2009
<i>California State University, Fullerton (Large, Public, Comprehensive, HSI)</i>	
<ul style="list-style-type: none"> Coordinated campus tour scheduling throughout the year Updated campus tour routes and information given to maximize efficiency and effectiveness Trained new campus tour guides on the history of Cal State Fullerton, current programs and services, and on the most updated rankings and statistics 	
Resident Director	July 2006 – June 2007
<i>California State University, Long Beach (Large, Public, Comprehensive, HSI)</i>	
<ul style="list-style-type: none"> Enforced residence hall policies and regulations, including meeting with student violators and serving as a hearing officer Resolved problems and complaints through walk-in and phone appointments with students, parents, and campus community Trained and supervised 6 resident assistants on diversity, ethics, crisis intervention, and more Conducted weekly meetings with resident assistants to evaluate performance and assess programming efforts 	

INTERNSHIP EXPERIENCE

Intern, High School Outreach

January 2007-May 2007

Mt. San Antonio College (large, 2-year, HSI)

- Assisted in the planning and implementation of college fairs serving 20 local-area communities
- Advised prospective students on college programs and financial aid
- Collected and assessed data according to outcomes developed by the office

RESEARCH & PRESENTATION EXPERIENCE

Smith, J. (2015). *Encouraging Minority Student Success: How Summer Bridge Programs Help Bridge the Gap* (Unpublished doctoral dissertation). University of La Verne, La Verne, CA.

Smith, J. & Wilson, B.A. (2012). *Encouraging Male Success: Factors Leading to Minority Male Achievement in Higher Education*. Presented at ACPA Institute on Social Justice (2012), NASPA Region VI Conference (2013), and American Association of Hispanics in Higher Education (AAHHE) Conference (2014)

TEACHING EXPERIENCE

Teaching Assistant

Fall 2014 – Spring 2015

University of La Verne, La Verne, CA

- Co-taught two sections of Foundations of Educational Leadership courses to masters-level students
- Developed lesson plans for lectures on philosophy, theory, and current practices in educational leadership
- Provided support for students through office hours, study sessions, and assignment feedback

UNIVERSITY AND COMMUNITY SERVICE

Master Plan Committee, Member

July 2013 – Present

University of La Verne

Graduate Success Center, Mentor

Fall 2013 - Present

University of La Verne

Boys and Girls Club of Fullerton, Volunteer

January 2007 – May 2011

Fullerton, CA

American Language Program, ESL Conversation Partner

Fall 2006

California State University, Long Beach, Extension

PROFESSIONAL ASSOCIATIONS

ACPA – American College Personnel Association

July 2011 – Present

NASPA – Student Affairs Administrators in Higher Education

September 2005 – Present

Committee Service

- Fraternity and Sorority, Co-Chair
- New Professional and Graduate Students, Region VI Representative

July 2010 – June 2011

July 2008 – June 2009

ADDITIONAL SKILLS

- Proficient in Microsoft Word, Excel, PowerPoint, Access, Outlook, Blackboard
- Fluent in Spanish

Xiang (Sam) Li
 555 La Verne Way, La Verne, CA
xiangli@laverne.edu
 (909) 555-5555

SUMMARY OF QUALIFICATIONS

- Knowledgeable about corporate and individual tax and audit procedures
- Experience in a global organization and familiar with international trade
- Proficient in Microsoft Word, Excel, QuickBooks, Tax Wise
- Bilingual: English and Mandarin Chinese

EDUCATION

Master of Business Administration

Concentration: Accounting G.P.A. 3.6

University of La Verne, La Verne, CA

Expected: May 2015
 Eligible for C.P.A. Exam: August 2015

Related Coursework: Corporate Accounting & Reporting, Auditing Standards & Practices, Federal Taxation Concepts & Practices, Accounting Information for Decision-Making

Bachelor of Arts, Economics

Shandong University, Jinan, China

June 2011

RELATED EXPERIENCE

Volunteer Income Tax Assistance (VITA), Pomona, CA

January 2014 – April 2014

Volunteer Tax Preparer

- Advised low to moderate-income clients on eligibility for tax breaks and credits
- Prepared tax returns while strictly adhering to federal and state guidelines

Qingqi Motors, Jinan, China

August 2011 – May 2013

Operations Specialist

- Entered purchase and sales order data into company database using QuickBooks and Microsoft Excel software
- Collaborated with accounting department to reconcile errors in amount or term of contracts
- Updated statements daily for supervisors and managers
- Communicated with vendors regarding the accuracy and timing of services

LEADERSHIP EXPERIENCE

Economics Club, Shandong University

Treasurer

September 2010 – June 2011

- Tracked organization funds throughout semester using Microsoft Excel database
- Communicated with other club leaders regarding available funds and event budgeting

AFFILIATIONS

- ULV Society of Accountants January 2014 – Present
- International Student Organization January 2014 – Present
- National Society of Accountants April 2014 - Present

ALUMNI JOB SEARCH MATERIALS

Job Description

Human Resources Manager

About the Job

A growing and industry leading Steel Fabrication Company located in Anaheim, CA is seeking a Human Resources Manager.

The primary functions of this position are: management of employee relations and communications, recruiting activities, performance management, workers' compensation administration, Employee Leave Administration (FMLA, PFL, LOA, Pregnancy Leave and Disability), policy design and implementation, timekeeping/payroll, training, legal/regulatory compliance which will include interaction with legal counsel, leading internal investigations of alleged policy/ legal violations, coaching/ advising managers on resolving employee issues, overall enforcement of Company values, HR policies and procedures,

Education & Experience

- Bachelors degree plus 5 years Human Resources experience in a company with over 50 employees
- Human Resources certification
- Considerable knowledge of personnel administration and strong comprehension of state & federal employment laws, rules & regulations.

Skills

- Demonstrated ability with MS Office
- Demonstrated ability with ADP ezLaborManager and ADP Pay eXpert
- Broad knowledge and experience in organizational planning and development, employee relations, employment law, employee benefits, compensation, administration and operations.
- Ability to plan, organize and prioritize work independently to meet deadlines
- Excellent interpersonal, problem-prevention & problem-solving skills
- Excellent written and oral communications skills; ability to organize complex information; writing sample required
- Record of providing good service, maintaining confidentiality and a high level of ethical behavior

H.R. Keene

555 La Verne Way, La Verne, CA – hr.keene@laverne.edu – (909) 555-5555

January 1, 2015

Ms. Lea Leopard, Human Resources Director
Big Steel Company
555 Steel Way
Los Angeles, CA 90000

Dear Ms. Leopard,

My background working in the manufacturing and metals sectors in both human resources and operations roles uniquely qualifies me to succeed as a Human Resources Manager at Big Steel Company, an industry leader in the manufacturing of steel sheeting. With years of experience working with complicated state and federal employment regulations and diverse workforces, I offer a strong, consultative approach to human resource management.

As a Human Resources Generalist, I developed and utilized effective communication strategies across HR functions, including implementing trainings and presentations, partnering with senior-level managers, resolving employee issues, and participating in strategic organizational planning projects.

In addition, my experience in the manufacturing sector allowed me to become highly proficient in managing both union and non-union worker compliance regulations. While at Radiometer, Inc., I worked with management teams in the negotiation of a new collective-bargaining agreement with our union employees, completing the agreement with no work stoppages.

These industry experiences, along with my educational pursuits, provided me with a broad range of practical knowledge, which will allow me to succeed as a Human Resources Manager at Big Steel Company. I look forward to discussing my qualifications further. Thank you for your time and consideration.

Sincerely,

H.R. Keene

H.R. Keene

555 La Verne Way, La Verne, CA – hr.keene@laverne.edu – (909) 555-5555

SUMMARY OF QUALIFICATIONS

- Over 7 years experience as a Human Resources professional in the manufacturing sector
- Knowledge and 2+ years experience working with union and collectively bargained policies
- Proficient Microsoft Word, Excel, PowerPoint, ADP (ezLaborManager, Pay eXpert)
- Fluent in Spanish

EDUCATION

Master of Science in Leadership & Management May 2011
Concentration: Human Resources
 University of La Verne, La Verne, CA

Professional in Human Resources (PHR) Certificate December 2009
 HR Certification Institute

Bachelor of Arts, Business Administration May 2005
 University of La Verne

HUMAN RESOURCES EXPERIENCE

Radiometer, Inc., Brea, CA April 2010 - Present
Human Resources Generalist

- Developed and implemented updated employee performance review model and created additional departmental policy changes
- Managed workers' compensation and employee leave policies (FMLA, CFRA, PFL, LOA, pregnancy, disability)
- Conducted new-hire orientation to inform new employees on company policy, expectations, benefits, and safety in the workplace
- Ensured legal/regulatory compliance through regular meetings with legal counsel, union representatives, and management and investigated violations claims, while maintaining confidentiality
- Coached supervisors at all levels on employee relations and problem-solving techniques
- Partnered with senior-level managers in the creation and enforcement of corporate policies and values

Panavision, Woodland Hills, CA
Human Resources Coordinator January 2007 – March 2010

- Communicated with employees regarding policy and benefit updates
- Managed timesheet/payroll processing for all part-time and contract employees
- Led training workshops including those on sexual harassment, performance review, among others
- Assisted in talent recruitment by screening candidates at university career fairs

ADDITIONAL PROFESSIONAL EXPERIENCE

C & M Metals, Los Angeles, CA
Operations Specialist August 2005 – January 2007

- Entered purchase and sales order data into company database using QuickBooks and Microsoft Excel software
- Collaborated with accounting department to reconcile errors in amount or term of contracts

PROFESSIONAL AFFILIATIONS

Society for Human Resource Management November 2006 – Present

COVER LETTER WRITING

Why write a cover letter?

Writing a cover letter increases the value of your resume to the prospective employer. A well-written cover letter introduces your resume and motivates the employer to read it with greater interest and attention. The cover letter should be utilized as a tool to link yourself to the employer and demonstrate your writing skills.

Do employers really read cover letters?

Yes! The real question isn't *if* but *when* do employers read cover letters? Think about how you sort through a stack of information. First, you'd probably skim the resume and first paragraph of the cover letter to sort candidates into 'yes', 'no' and 'maybe' piles. The second time through, you'd read everything closely to whittle down your 'yes' pile to 3-5 strong candidates to invite to interview.

Will a cover letter really make a difference?

Yes, because it makes your argument about how you can contribute to their organization. Those without cover letters have to hope that the employer can figure that out. A cover letter proves that you know what you have to offer and that you can communicate it!

Cover Letter Tips:

- Your cover letter should highlight your **strengths**. Think of your cover letter as a tool for explaining to the employer that the strengths you possess make you an ideal candidate for the position.
- These strengths should match what the employer is looking for.
- Add examples from your resume to support the strengths discussed in the cover letter.
- 'Make sure it is well written and meaningful: employers will use a cover letter to measure your writing ability.
- Include the heading from your resume for a uniform look.
- Address the letter to a specific person. If you don't know their name, call the company and ask for it (be sure you get the correct spelling and gender). If no one can provide it for you, address your letter as "Dear Title" (i.e. "Dear Director of Marketing" or "Dear Finance Manager").
- Tailor each cover letter to each company: demonstrate to the employer why you want to work specifically for them.
- Back up every statement with concrete evidence.
- Keep it simple and to the point-1 page only!
- Use language that conveys confidence, eagerness, optimism and energy.

Lea Leopard

1950 Third Street, La Verne, CA 91750

Email: lleopard@laverne.edu • Phone: (909) 555-5555January 1st, 2015

Ms. Samantha Smith, Intern Coordinator
Nordstrom
555 Nordstrom Way
Los Angeles, CA 90000

Dear Ms. Smith,

I am writing to express my interest in the M.B.A. Internship position posted on the Nordstrom Careers website. As Master's in Business Administration major with a concentration in Marketing, I offer strong communication and social media marketing skills, as well as knowledge of professional business practices.

I have a strong passion for the fashion industry as evidenced by my more than three years working with clothing and accessory retailers. Throughout my time as a sales associate with Nordstrom, I have developed my ability to communicate effectively with diverse customers as they search for something new, as well as with team members in order to operate as efficiently and effectively as possible. In addition, I am active with social media, including frequent use of Facebook, Twitter, and Pinterest, among others. I also have my own fashion/food blog, which has over 100 followers.

My coursework at the University of La Verne has provided me with a strong foundation of professional business and marketing practices. Areas of strength include my ability to analyze market trends and consumer behavior and develop professional business and marketing plans. One of the projects I have led included meeting with a professional marketing team from a large clothing retailer and creating a complete strategic plan based on the information given and subsequent research conducted.

My experience as a Nordstrom team member, along with my educational background makes me an ideal candidate for this M.B.A. Internship position. I look forward to discussing my qualifications further. Thank you for your time and consideration.

Sincerely,

Lea Leopard

Leo Leopard

1950 Third Street, La Verne, CA 91750

Email: lleopard@laverne.edu • Phone: (909) 555-5555

January 1st, 2015

La Verne Physical Therapy
555 Leo Way
La Verne, CA 90000

Dear Hiring Manager,

Please accept my résumé for the Physical Therapy Aide position listed on the University of La Verne's Career Link. The skills, qualities, and determination I possess, along with my passion for helping others overcome physical and mental challenges make me an ideal fit for this position and your organization. The following are examples of key strengths that will aid me in succeeding in this position:

- **Knowledge of Anatomy & Physiology** – As a Kinesiology major, my coursework at the University of La Verne, combined with my experience with trainers and doctors as a student athlete, have provided me with the necessary knowledge of the human body to perform as a Physical Therapy Aide.
- **Excellent Communication Skills** – My previous experience in retail sales allowed me to develop my communication skills with clients and colleagues. In addition, my fluency in Spanish has served to aid in my communications in professional, educational, and community settings.
- **Ability to Multitask** – During my time as a student at the University of La Verne, I have successfully balanced my classwork, responsibilities as a student athlete, volunteer work in the community, and working during breaks in sessions.
- **Team Skills** – As a student athlete, I have been elected to various leadership positions for my teams, including twice being selected as a team captain. My work as a volunteer coach for youth sports has contributed to my abilities to foster a team-oriented atmosphere from a position of leadership.

Working as a Physical Therapy Aide for La Verne Physical Therapy not only aligns with my long-term career goals, but also with my values as an organization which provides professional and courteous assistance to all clients. My background and skills will allow me to make direct and meaningful contributions to your organization.

Thank you for your time and consideration. I look forward to hearing from you soon so that we may further discuss how my skills and abilities are aligned with the Physical Therapy Aide position.

Sincerely,

Leo Leopard

THANK YOU (AND OTHER) LETTERS

Thank You Letter

Dear Ms. Brown,

Thank you so much for the opportunity to interview with Miller Youth and Family Services. I am not only impressed by the comprehensive services you offer for your clients, but also by your staff's support of and commitment to each other as a team.

It was especially helpful to hear about your experience transitioning into the organization from a county department, as well as your take on the volunteers who work here. I have no doubt that your perspective will be invaluable for whomever you select as the new Mentor Program Manager.

I remain very interested in this position, and regardless of the outcome, I greatly appreciate your willingness to meet with me and share more about the work you do here. I hope that your interview process runs smoothly, and I look forward to hearing from you soon regarding your decision. Please let me know if you have any further questions regarding my experience, skills, and interest in the position.

Thank you,

Jane Smith

A. Thank you notes are 4-8 sentences long. Use this format as a reference. If your interview was conducted by a panel of interviewers each person should receive a separate letter.

1. (Same for everyone) Say thank you.
2. (Same for everyone) Tell them why you are thanking them or give your overall impression of the meeting.
3. (Unique to each person) Give a statement about something you specifically appreciated from your time with them.
4. (Same for everyone) Closing lines.

B. **Who should get a thank you letter?** Everyone you interviewed with should receive a thank you letter. If someone takes the time to interview or share advice or resources (whether it's an employment or informational interview) it is considered professionally polite to acknowledge it. A thank you also sets you apart from other candidates

C. **Should I send my note by email or via the post office?**

If you know that the employer is making a decision in the next few days, send a short thank you email within 24 hours of your interview. Always follow up with a more personalized hand written note sent by post.

If you're not sure, you can ask. For example, at the end of the interview, you could ask the administrative assistant or whoever organized the day for the contact information of everyone you met. You can also ask their opinion. "I'd like to send brief thank you notes to Ms. Brown and Mr. Jones. Do you recommend email or a paper correspondence?"

D. **If I send paper correspondence, do I need to use cards that say 'thank you'?**

No. Simple 4x6" folding cards are excellent for brief, 4 sentence thank you notes. You do not have to use the ones with thank you stamped on them. You may also choose ones with the University of La Verne logo or your monogram (be sure they look professional). Handwrite them, for a more personal touch. However, be sure that you write legibly!

Acceptance Letter

May 30, 2011

Kristin Campbell
California Products Inc.
1432 Juniper Blvd.
Los Angeles, CA 90048

Dear Ms. Campbell:

I am delighted to confirm my acceptance for the position of Lead Sales Manager in your Public Relations department at California Products Inc. I will be attending the 3-day training orientation and begin my employment on Monday, June 23rd.

In speaking with Ms. Smith, the human resources representative, I understand that California Products Inc. has an extensive healthcare and insurance benefits program as well as a 401(k) company match plan. As we agreed, my compensation will be \$65,000 annually and will provide for 3 weeks paid vacation leave each year.

I would like to once again express my appreciation for your offer and my excitement about joining your team. I look forward to my association with California Products Inc. and feel my contributions will be in line with your goals and continued success for the company.

Sincerely,

Lea Leopard

A. Acceptance Letter Dissected

1. **Enthusiastic Yes** – Demonstrate your excitement regarding your acceptance of the offer and include the title of the position.
2. **Terms of Agreement** – Clarify the terms as you negotiated and understand them (salary, start date, benefits, etc.).
3. **Thank you** - Thank the employer for the opportunity and reiterate your enthusiasm for beginning your new position.

Rejection/Decline Letters

May 31, 2011

Michael McDonald, Director
The Walt Disney Company
11414 East Rose St.
Anaheim, CA 928036

Dear Mr. McDonald:

It was a pleasure meeting with you and your staff to discuss your needs for an administrative assistant. Our time together was very informative and enjoyable.

I want to thank you for the offer you have made to join your team as an Administrative Assistant. After careful thought and consideration, I have decided to decline the position. My decision is primarily based on the fact that I recently accepted a position elsewhere that is well suited with my qualifications, experiences, and future goals.

I want to thank you for interviewing me and giving me the opportunity to learn more about your company and its projects. Best wishes to you and your staff.

Sincerely,

Mary Murphy

B. Rejection/Decline Letter Dissected

1. **Opening Paragraph** – Greet and thank the employer for offering the position to you.
2. **Your Decline** – Tell the employer that you are declining the position and convey your reasons.
3. **Closing** – Express your thanks again and end with a positive closing. Wish the employer well and luck in their search for a candidate.

JOB INTERVIEWING

An interview is a **mutual exchange of information** between two people in order for both to evaluate the fit between the applicant and the organization. As a candidate, don't forget that you are also interviewing them; you should be thinking about whether or not the company or job is best for you.

Screening/initial interview- intended to eliminate candidates who do not possess the necessary qualifications. Interviews conducted over the phone or at a career fair are usually screening interviews. They are short (30 minutes-1 hour) and are meant to evaluate any or all of the following:

- experience
- education
- technical skills/abilities
- soft skills (i.e., enthusiasm, initiative, maturity, leadership potential)

Selection/final interview- longer and more thorough, lasting anywhere from an hour to an entire day. A candidate will visit the organization and may meet with a series of people throughout the course of the interview.

Behavioral Interview

(adapted from "Acing the Behavioral-Based Interview" on Jobweb.com and quintcareers.com)

Employers know that they can teach you the techniques needed to do a job- what they *can't* teach are social skills, self-management and communication abilities, or **soft/transferrable skills**. In order to measure these skills, they will ask questions that require you to give an example or tell a story about a task, accomplishment, or even a difficult situation you faced. The goal is to measure how you responded to a situation and what you learned or gained from it. When answering these questions, remember:

S.T.A.R.

Situation/Task	Describe a specific event or situation, not a generalized description of what you have done in the past. Be sure to give enough detail for the interviewer to understand. This situation can be from a job, volunteer position, academic assignment or campus involvement. Avoid personal experiences.
Action you took	Describe the action you took; be sure to keep the focus on you. Even if you are discussing a group project or effort, describe what <i>you</i> did -- not the efforts of the team. Don't tell what you might do, tell what you did.
Results	What happened? How did the event end? What did you accomplish? What did you learn? If the situation turned out poorly, what would you do differently?

Examples of Behavioral Interview Questions:

- Can you remember a situation in which you demonstrated real compassion to a teammate when it would have been easier not to? Tell me about a time when you put your own work aside to help someone else.
- Tell me about a time when you took a calculated risk to achieve a goal, but were unsuccessful. What did you learn? What about a time you championed an idea, but failed to convince others? What did you learn?
- Can you tell me about a time when you felt that you exceeded the needs of a professor, supervisor, or team? What did you do and why was it successful?
- This position requires you to interact with customers who are often frustrated or in a hurry. Tell me about your experience working in a fast-paced environment. How do you handle angry or disgruntled clients?

PREPARING FOR THE INTERVIEW

Jobs are usually offered to the person who can best communicate his/her interest and skills related to the position. This person may or may not be the most experienced or even qualified candidate. Before you head into an interview, PREPARE!

1. Know the organization* -research the company and be able to answer these questions:

- What is the organizational structure, history, and philosophy/mission statement?
- What are the company's locations and products or services?
- Have they shown substantial and/or consistent growth?
- Who are their major competitors? What other companies are in the same market or field?
- Where do they stand in the marketplace in relation to their competitors?
- Has there been and is there likely to be any major change in the company's field (i.e. technological changes, labor market changes, etc.)?

*Along with the company's website, Vault.com and Glassdoor.com offer insider information via employee surveys, general statistics and message boards.

2. Know the position-what type of employee are they looking for?

Become very familiar with the job description, and required and preferred qualifications. Also, review the company's mission statement. Think of examples from your professional/academic career that demonstrate you have these skills (remember S.T.A.R!) Below are listed some of the most common attributes or qualities that interviewers look for.

- Interpersonal skills
- Written and oral communication
- Leadership/motivation/initiative
- Analytical abilities
- Work ethic
- Sensitivity to others, especially within multicultural settings
- Planning/organization/time management
- Sales ability/persuasiveness
- Goal setting and work standard

3. Know yourself- be ready to speak to all of these areas!

Your Interests and Values: What career fields or type of work inspire you? What is important to you in a work environment? Are your general interests consistent with the particular job for which you are interviewing? You may be asked, "Why do you want to work in this field?"

Your Personality: How do you relate to others? Be sure you understand your style and what you contribute as a member of a team.

Your Skills and Abilities: What are you good at? What skills do you have that will contribute to the organization? What skills do you need to acquire for this job?

Your Experience: What have you done that qualifies you for this position? Consider all previous jobs, volunteer work, academics, and any other experiences you've had.

Your Education: What education and training do you have that qualifies you for this position?

Your Goals: What do you want to be doing in 5 or 10 years? Clearly define short and long range goals. Employers look favorably upon candidates who have well-defined goals, but be sure not to communicate that you are using the position as a stepping stone to get a better job.

4. Practice- set up a mock interview in Career Services and review commonly asked interview questions.

5. Other Preparation Tips

- Know where to go and be on time. If you are at all uncertain of the location, call for the exact address/directions and allow extra time for traffic. Don't be more than 10 minutes early; if you arrive before then, use the extra time to relax or prepare in your car.
- Be sure to know the name and title of your interviewer. Greet the interviewer with a smile, a firm handshake and good eye contact.
- Bring at least one extra copy of your resume with you since you may need it for reference if filling out an application. Also bring your references page.
- Bring a pen and notebook. Take notes during the interview, but be sure to ask for permission. Also bring a list of the questions you plan to ask the employer.

DRESSING FOR THE INTERVIEW

Your clothes say a lot about you. Employers will generally assume they are seeing you at your best. If you are not looking your best, they may wonder how much worse it can get. A good rule of thumb is to know what the typical dress norms are for the organization, and dress one step above that. Always dress *conservatively*.

For traditional business settings (banking, consulting, insurance, etc.):



- Dark colored or charcoal tailored suit (double or single breasted), well pressed.
- Long sleeve, wrinkle free 100% cotton shirt, usually white, light blue, pastel or pin-striped.
- Ties should be plain or have a conservative stripe, paisley or a small print. Do not wear red- this is a “power” color and is not appropriate until you get the job.
- Tie should extend to the belt buckle, not below or above.
- Calf length socks that match the color of the suit and coordinate with the shoes (black or dark blue).
- Black or brown dress shoes (loafers or wing-tips), polished.
- Accessories may include a classic metal or leather watch, wedding ring if married and briefcase.

For arts, education, non-profit, and other settings, the following may also be appropriate:



- Dress slacks plus sport coat (wool or wool/polyester blend) or dark blazer.
- Dress shirt, tie and dress shoes.

For traditional business settings (banking, consulting, insurance, etc.):

- Dark colored business skirt, suit or pantsuit. Skirt length can be on or just above the knee; avoid mini-skirts.
- Solid colored (bright colors or neutrals are allowed) collared blouses with sleeves no shorter than elbows; avoid plunging necklines and sheer materials.
- Closed-toe shoes in a dark color, polished. No sandals or extremely high heels.
- Skin-toned or dark sheer hosiery, avoid patterns.
- Simple and conservative make up and jewelry.
- Hair pulled back and bangs out of face.

For other settings, the following may also be appropriate:

Dress with jacket.

Jacket, skirt and blouse.

General Tips:

Avoid distracting hair styles, jewelry, nail polish.

For men, clean shaven is best, but a short mustache/beard is acceptable.

Cover piercings and tattoos.

Have neatly groomed, neutral colored fingernails.

No scented lotion, cologne or perfume- you may be meeting someone who is allergic!

SAMPLE INTERVIEW QUESTIONS
(adapted from Business Week Careers Job Search)

1. Tell me a little about yourself.
2. What makes you stand out from the other candidates for this position?
3. Why do you want to work at this company?
4. What is one of your greatest accomplishments in your former positions?
5. What are your greatest strengths? What are your biggest weaknesses?
6. Where do you see yourself in five years? What are your long term goals?
7. What do you do to manage stress in a high stress work environment?
8. Describe your relationship with your last supervisor. What were the best and most challenging aspects of that relationship? What would your last supervisor say about you?
9. What do you expect from a supervisor and colleagues in order to be productive in the work place?
10. Why are you leaving your current or most recent position?
11. How do you schedule your time and determine priorities?
12. What aspect of this job do you think would be most challenging for you?
13. What was your biggest disappointment? How did you cope with it?
14. Tell me about your most recent work history. How does it qualify you for this position?
15. Can you think of a recent problem in which old solutions wouldn't work? How did you solve it?
16. Tell me about a time in which you demonstrated initiative and creativity. How do you think these attributes help you to do your job better?
17. Give me three words that describe you.
18. Tell me about a time that a colleague or co-worker criticized your work. How did you handle it?
19. What questions do you have for me?

Questions you might ask the interviewer:

1. In your opinion, what is the personality of this organization?
2. Can you tell me about the people with whom I would be working on a daily basis?
3. How would you describe your management style?
4. What are the organization's goals, objectives, and direction this year?
5. What are the opportunities for growth/new responsibilities in this position?
6. What do you think is the biggest problem I would face in starting this position?
7. Where did my predecessor go? How long was he/she with you?
8. What are the intangible expectations for the position as well as the job description?
9. What kind of ongoing training does the organization offer?
10. What opportunity for performance reviews/evaluations would there be? I want to be able to regularly receive feedback so I can be sure that I am performing well in my position.

HANDLING ILLEGAL QUESTIONS

(Adapted from “Planning Job Choices 2000”)

If asked an illegal question, you have three options:

1. You can answer the question—you’re free to do so, if you wish. However, if you choose to answer an illegal question, remember that you are giving information that isn’t related to the job; in fact, you might be giving the “wrong” answer, which could harm your chances of getting the job.
2. You can refuse to answer the question, which is well within your rights. Unfortunately, depending on how you phrase your refusal, you run the risk of coming off as uncooperative or confrontational—hardly words an employer would use to describe the “ideal” candidate.
3. You can examine the question for its intent and respond with an answer as it might apply to the job. For example, the interviewer asks, “Are you a U.S. citizen?” or “What country are you from?” You’ve been asked an illegal question. You could respond, however, with “I am authorized to work in the United States.” Similarly, let’s say the interviewer asks, “Who is going to take care of your children when you have to travel for the job?” You might answer, “I can meet the travel and work schedule that this job requires.”

Examples of some illegal questions and their legal counterparts

Inquiry Area	Illegal Questions	Legal Questions
National Origin/Citizenship	<ul style="list-style-type: none"> • Are you a U.S. Citizen? • Where were you/your parents born? • What is your “native tongue”? 	<ul style="list-style-type: none"> • Are you authorized to work in the US? • What languages do you read/speak/write fluently?
Age	<ul style="list-style-type: none"> • How old are you? • When did you graduate? • What is your birth date? 	<ul style="list-style-type: none"> • Are you over the age of 18?
Marital/Family Status	<ul style="list-style-type: none"> • What is your marital status? • With whom do you live? • Do you plan to have a family? When? • How many kids do you have? • What are your childcare arrangements? 	<ul style="list-style-type: none"> • Would you be willing to relocate if necessary? • Would you be able and willing to travel as needed for the job? • Would you be able and willing to work overtime as necessary?
Personal	<ul style="list-style-type: none"> • How tall are you? How much do you weigh? (Questions about height and weight are not acceptable <i>unless</i> minimum standards are essential for the safe performance of the job.) 	<ul style="list-style-type: none"> • Are you able to lift a 50-pound weight and carry 100 yards, as that is part of the job?
Disabilities	<ul style="list-style-type: none"> • Do you have any disabilities? 	<ul style="list-style-type: none"> • Are you able to perform the essential

- Please complete the following medical history.
- Have you had any recent or past illnesses or operations? If yes, list them and give dates when these occurred.
- What was the date of your last physical exam?
- How's your family's health?
- When did you lose your eyesight? How?
- Do you need an accommodation to perform the job? *This question can be asked only after a job offer has been made.*

functions of this job? (This question is okay if the interviewer has thoroughly described the job.)

- Can you demonstrate how you would perform the following job-related functions?
- As part of the hiring process after a job offer has been made, you will be required to undergo a medical exam. Exam results must be kept strictly confidential, except medical/safety personnel may be informed if emergency medical treatment is required, and supervisors may be informed about necessary job accommodations, based on exam results.

Arrest Record

- Have you ever been arrested?
- Have you ever been convicted of _____? *The crime named should be reasonably related to the performance of the job in question.*

Military

- If you've been in the military, were you honorably discharged?
- In what branch of the Armed Forces did you serve?
- What type of training or education did you receive in the military?

INFORMATIONAL INTERVIEWING

(adapted from quintcareers.com)

Purpose: Informational interviews with a professional in your field of interest will help you gain better understanding and insight into a particular field or company. You may bring your resume, but do not assume that the professional will want a copy of it. Also, NEVER ask for a job or assume that he/she will help you to find one.

Be sure to research the field and company beforehand so you can tailor your questions to that person's situation. Dress professionally and ask if you may keep in touch with the person in case you have more questions regarding their career. Send a hand-written thank you card directly after the interview.

Informational interviewing calling/emailing script example:

"I am a student at University of La Verne and thinking about exploring a career in book publishing. I got your name from the Assistant Director of Career Services, who suggested I contact you to talk about how you began your career. I am very interested in hearing about how you got into publishing and any advice you might have for me. Would you have about 30 minutes to sit down with me so I can ask you a few questions?"

Sample Interview Questions

(Choose up to ten and tailor to your needs)

1. "How did you become interested in this field?"
2. "What do you think is the best educational preparation for a career in this field?"
3. "Of all the individuals you have met in this field, what personal attributes do you think are essential to success?"
4. "What professional journals and organizations should I know about in this field?"
5. "What do you wish you had known before you got into this field?"
6. "What did it take for you to get into this position?"
7. "What skills are required of a (insert professional title) on a day to day basis?"
8. "What is a typical work day like for you?"
9. "How many hours a week do you work? How often do you work overtime?"
10. "What more do you think I need to know to make an informed decision on graduate school or a career in this field?"
11. "Who are the most important people in this field and what are the current changes and developments?"
12. "What type of work/volunteer/internship experience do you think I need to get?"
13. "What do entry level/mid-level/senior level positions require in terms of education/experience?"
14. "What do you believe the current hiring trends are in your field? Do you believe there will be a need for entry/mid-level/senior level positions if I decide to apply?"
15. "What industry experience do most of the members of the board of directors have in common?"
16. "Regarding promotions, how quickly have most managers gotten to the top of this field?"
17. "Can you suggest anyone else whom it would be helpful to talk to? May I use your name when contacting him/her?"

CONNECTING WITH THE COMPANY

When you are applying and interviewing for a job, the organization you are seeking a position with is interested more than just your ability to perform the tasks listed in the job description. Similarly, they want to know that you are about more than just passion for the industry, but also have the necessary knowledge and skills to perform the position duties. Therefore, one should consider taking a holistic approach to the job application and appeal to the organizational culture (is this company formal, are they a younger company, like Tom's Shoes, are they philanthropic?) and purpose (what do they do/who do they serve?) in addition to the job skills listed on the position description.

An Example:

You are seeking a job as a human resources specialist for a non-profit organization, which has programs serving youth in the community. In addition to including your (related to human resources) education and experiences, you should also consider adding any experiences you may have had with non-profit organizations (as a volunteer or employee) as well as any experiences you have had working with youth.

This will help show the organization that you are not only capable of performing the job duties, but are also a good fit for the organization as a whole.

