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UMD 30-60-90 Student Success Roadmap & Learning Goals

- be an active, engaged learner
- maintain good academic standing and successfully complete an average 15 credits per semester
- know your degree requirements and track your progress
- monitor your individual learning goals and document your college achievements
- be a positive member of UMD's academic and social communities
- become actively involved in at least one co-curricular activity
- use campus resources and ask for help when you need it
- develop a financial plan and maintain financial aid eligibility (if applicable)

- develop a sense of belonging through friendships and involvement
- connect with at least one UMD faculty or staff member who cares about your individual success
- using Graduation Planner, create the first two years of your 4-year graduation plan
- engage in learning both by devoting enough time to your studies and by thinking about course material and how it applies to your life

- confirm your academic major choice and know the requirements and career fields related to your major
- using Graduation Planner, create a course plan for your remaining degree requirements
- involve yourself in learning opportunities that are challenging and relevant

- participate in study abroad, leadership opportunities, service learning, civic engagement, internships, research projects, and other learning opportunities
- develop your job or graduate school strategy
- update your graduation plan as necessary

- participate in a capstone experience related to your field of study
- seek additional learning activities aligned with your plans after graduation
- implement the job or graduate school strategy you developed during your junior year
- complete the Undergraduate Application for Degree and Commencement Attendance Questionnaire

Bachelor's Degree Completed & Learning Goals Achieved

Completion of a bachelor's degree signifies attainment of the skills, knowledge and qualities that will help lead you to professional success and personal fulfillment.

Your courses, co-curricular experiences, and other learning activities contribute to attainment of six essential learning goals:

1. Knowledge
   UMD graduates demonstrate competence in a major field.
   UMD graduates construct, integrate, and apply knowledge from instruction and experience.

2. Thinking
   UMD graduates think critically and creatively in seeking solutions to practical and theoretical problems.

3. Self-Realization
   UMD graduates use ethical reasoning to make informed and principled choices.
   UMD graduates demonstrate self-knowledge across a range of developmental areas.

4. Relationships
   UMD graduates communicate effectively through writing, speaking, and interpersonal and group interactions.

5. Social Responsibility
   UMD graduates apply understanding of cultural differences in diverse environments.
   UMD graduates contribute to local, national and global communities in which they live.

6. Life Skills
   UMD graduates apply life skills to succeed in college and beyond.
The University of Minnesota shall provide equal access to and opportunity in its programs, facilities and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

This publication is available electronically on the UMD Career and Internship Services website at www.d.umn.edu/careers or by contacting UMD Career and Internship Services at 218-726-7985 or carserv@d.umn.edu

The advertisements in the Career Handbook are coordinated by Career and Internship Services. The presence or absence of advertisements should not be interpreted as an endorsement, or lack thereof, of any business or service by Career and Internship Services.

MISSION
The mission of Career and Internship Services is to empower students and alumni to discover, develop, evaluate, and implement their unique professional goals as they prepare for careers in an evolving global workforce.

VISION
All UMD Bulldogs will embrace their futures with confidence.

VALUES
Student Centered
Excellence/High Quality Service
Inclusiveness
Learning
Collaboration
Sustainability
Career planning is lifelong and involves the basic processes identified below. Career planning can be messy and although it appears it should be an orderly process, it often is not. UMD Career and Internship Services is here to assist you. Our best advice is to start early! Learn more about how we can help by visiting our office and connecting with us on social media: Facebook, Twitter, LinkedIn, “Peer into Your Career” blog and Pinterest.

Analyze and articulate your interests, skills, values, personality and strengths and relate them to educational and career plans.
- Take career assessments such as: Strong Interest Inventory®, Myers-Briggs Type Indicator® and/or StrengthsQuest™ available in Career and Internship Services, and the Personal Style Inventory and/or Transferable Skills Inventory, available on the Career and Internship Services website and page 6.
- Get involved in activities, clubs and/or organizations to test out your interests.
- Consider enrolling in CnEd 2535 “Major and Career Exploration.”
- Consider tentative major(s) after talking with advisors, counselors, instructors, friends and family, and taking a variety of liberal education classes.

Identify, evaluate and use sources of information relevant to making career decisions.
- Explore careers using a variety of resources available on the Career and Internship Services website including the UMD Graduate Follow-up Report with information about what recent UMD graduates did the first year after graduating and What Can I Do With This Major under “Deciding on a Major.”
- Conduct informational interviews and job shadow with professionals in fields of interest to you to learn about potential careers and begin the networking process, page 7.
- Get involved: participate in student activities, clubs, organizations, volunteer opportunities and/or get a part-time job to explore your career interests, build your resume and add to your network of contacts.
- Attend internship and job fairs to collect information on possible internship and job openings and network with potential employers.
- Join professional associations and organizations and LinkedIn groups related to your interests.
- Explore graduate or professional school programs related to your interests.
- Learn the academic system: UMD Catalog, class schedule, liberal education requirements, major requirements and course prerequisites.
- Use Grad Planner, which incorporates your coursework, to explore course requirements for various UMD majors.

Build skills, knowledge and reputation.
- Participate in internships, co-ops, research projects, clinical or field-work, part-time or summer jobs, and/or volunteering to gain relevant experience and skills.
- Find an internship on GoldPASS, the University of Minnesota Job and Internship posting site, or develop your own with the help of a Career Counselor or the Employer Relations Coordinator in Career and Internship Services or a faculty member.
- Discuss possible research opportunities with faculty in your fields of interest.
- Consider enrolling in CnEd 3010 “Internship Preparation.”
- Attend job and internship fairs to explore opportunities with employers.
- Develop and maintain a portfolio of your accomplishments and work, page 49.

Obtain the skills and knowledge to seek and change jobs or gain admission to graduate or professional school.
MY PLAN

Consider enrolling in CnEd 3535 “Strategic Career Planning” or CnEd 4010 “Job Search and Career Success.”
Discuss your strategies and options with a Career Counselor in Career and Internship Services.
Write your resume and cover letter (pages 20 and 41) or personal statement (page 66) using the guidelines in the UMD Career Handbook and have them reviewed in Career and Internship Services.
Update your portfolio containing examples of your accomplishments and work, page 49.
Practice interviewing by participating in mock interviews with Career and Internship Services’ staff and/or by using InterviewStream.
Research employers and industries and/or educational options.
Attend job and internship fairs to network with employers and find opportunities.
Sign-up for on-campus interviews through GoldPASS.
Identify and contact people to serve as your references.
Continue to build and use your network of professionals.

MANAGE CAREER

Develop the skills to be effective in your chosen career and to make on-going career-related decisions and transitions.

Review and update your career goals on a regular basis.
Update your resume, LinkedIn profile and GoldPASS account.
Join and be active in professional associations.
Find a mentor.
Continue to add evidence of your accomplishments and work to your portfolio.
Become a mentor.
Career development is an ongoing process consisting of a continuum of stages including assessing yourself and exploring career and educational options.

ASSESSING YOURSELF

The first stage in developing your career plan is to assess yourself: your interests, skills, abilities, strengths, personality and values. The following are suggestions to help you with the self-assessment process.

1. Make an appointment with a career counselor to discuss your interests, plans and/or concerns.

2. Take career assessments in Career and Internship Services:
   - Strong Interest Inventory® compares your interests to the interests of people happily employed in a wide variety of occupations and identifies job titles related to your interests.
   - Myers-Briggs Type Indicator® identifies your basic “personality type” which can be related to potential career choices and working environments.
   - StrengthsQuest™ identifies your strengths and relates them to your educational and career plans.

3. Take free assessments on the Career and Internship Services website:
   - Personal Style Inventory identifies your basic “personality type” which can be related to potential career choices and work environments. Similar to the Myers-Briggs Type Indicator®.
   - Skills Inventory helps you identify your basic skills. A similar exercise may be found on page 6.

4. Identify your skills. There are three types of skills: transferable, self-management and special knowledge. Transferable skills are skills you may use in many occupations, regardless of the type of work and thus can transfer from one type of work to another. Self-management skills refer to those behaviors you develop to cope with the people and conditions in your environment. Special knowledge skills are those skills you develop to master a specific body of knowledge related to a particular activity.

   The Transferable Skills activity on page 6 can be used to help you identify some of your transferable and self-management skills.

   To identify additional skills, make a list of the following: your work and volunteer experiences, activities you enjoy and your educational experiences. Once you have identified the activities, list the skills you used for each and identify the ones you most enjoyed using.

5. Identify your academic strengths and list courses in which you have done well. In what tasks do you believe you are competent or do very well (e.g., writing papers, taking essay tests, summarizing written materials, working with numerical figures, participating in or leading group discussions)?

6. Read the following list of career values. Rank order the list from 1-16. Use “1” as the most important.

   ___ Job security
   ___ Intellectual tasks or problem solving
   ___ Receiving sufficient training and supervision
   ___ Creativity
   ___ Working with your hands
   ___ High salary
   ___ High sense of achievement
   ___ Self-development
   ___ Working with people
   ___ Independence
   ___ Routine activity
   ___ Variety
   ___ Working in a friendly environment
   ___ Physical activity
   ___ Leadership
   ___ Advancement

7. Enroll in a UMD career planning course: CnEd 2535 “Major and Career Exploration” or CnEd 3535 “Strategic Career Planning.”

EXPLORING CAREER AND EDUCATIONAL OPTIONS

Once you have completed your self-assessment, your next step is to explore occupations. You can then make decisions about which careers best fit your interests, values, skills, strengths and abilities. The following suggestions may assist you in your career exploration:

- Consult with a career counselor.
- Research careers related to your interests.
- Conduct informational interviews or career shadow professionals working in your field(s) of interest, page 7.
- Perform volunteer work in your field(s) of interest.
- Attend internship and job fairs, page 14.
- Try out a career by obtaining a part-time and/or summer job consistent with your interests.
CHECKLIST FOR INTERNSHIP AND JOB SEARCH SUCCESS

This checklist is designed to help you see if you are “on-target” in your internship or job search and give you ideas about things to do. For each statement, check the box if it is true. Tally your check marks at the end. Incorporate into your internship or job search the items you didn’t check.

A. What You Know About Yourself
☐ I can clearly state my career goals.
☐ I can explain why I chose my major.
☐ I can describe my three greatest strengths and give examples to support each.
☐ I can describe three weaknesses or challenges and explain how I have, or am actively working to, overcome them.
☐ I can name my favorite work and non-work activities and why I enjoy them.
☐ I can list at least five of my job-related skills and abilities with examples to support each.
☐ For each of my most important job related experiences, I can list: five things I did, five things I learned and contributions and accomplishments I made.
☐ I have considered my geographical preferences.

B. What You Know About Employers
☐ I have researched at least three fields of employment.
☐ I can name at least ten employers that might hire a person with my background.
☐ I can name at least five position titles for which I might apply.
☐ I know four or five resources to help me find the answers to the questions above.
☐ I can name at least four sources of information about potential employers in a particular geographical area.
☐ I have developed a list of contacts for networking.
☐ In the past month, I have talked to at least three people who are employed in fields of my interest with the purpose of learning more about what they do.
☐ I have filed applications with at least five employers in the past two weeks.

C. Your Job-Seeking Contacts With Employers
☐ I have established a GoldPASS account with Career and Internship Services.
☐ I have prepared a resume which has been reviewed by Career and Internship Services staff.
☐ I have established and updated a LinkedIn account.
☐ I have developed a personal brand statement, page 16, and an “elevator speech,” page 10.
☐ I use a variety of resources for locating internship or job leads.
☐ I have asked people including those within hiring organizations for feedback on my resume.
☐ When I apply to an employer, I try to address my letter to a specific person.
☐ I am familiar with the organizational structure, services, programs and products of the employers to which I am applying.
☐ I know the questions employers are likely to ask in interviews.
☐ I have outlined answers to common interview questions.
☐ I can clearly state why I am interested in working for each employer to which I am applying.
I have practiced interviewing using at least one of the following:
☐ Practice interviews in front of a mirror, with a friend or other person.
☐ Practice interviews with Career and Internship Services staff.
☐ InterviewStream offered through Career and Internship Services.
☐ A practice interview offered during on-campus Practice Interview Days.

D. Considerations For Your Job
☐ I have identified my immediate job needs.
☐ I have considered whether I am willing to relocate and, if so, to which region(s) I am open.
☐ I have considered whether I am willing to travel as part of my position and, if so, how often and how far.
☐ I have evaluated how flexible I am concerning my work schedule, how many hours I may have to work and whether it may vary within a year or change over time.
☐ I have calculated how much I need to earn, taking into account expenses such as rent, utilities, furniture, transportation, food, phone, clothing, entertainment, insurance and college loans.
☐ I have considered various types of benefits such as medical, dental, retirement, profit sharing and vacation and have determined what I need and what is important to me.

Now What?

Add up your check marks for each section and enter the number below:
SECTION A: YOURSELF ________
SECTION B: EMPLOYERS ________
SECTION C: CONTACTS ________
SECTION D: CONSIDERATIONS ________
TOTAL ________

Total Score
28-37: On the right track. Keep up the good work!
15-27: You are doing pretty well. You may want to discuss your search with a Career and Internship Services counselor.
14 or below: Definitely discuss your search with a Career and Internship Services counselor!
As you begin your internship or job search, it is important to know your own qualifications. Over the years you have developed and improved many skills through coursework, extracurricular activities and life experiences. Some of these skills are called “transferable” skills because you use them in many occupations, regardless of the type of work and can “transfer” them from one type of work to another. Employers often call these “soft skills” and expect you to identify and demonstrate all the skills you learned and equate them to the work environment.

Below is a list of five broad skill areas which are divided into more specific skills.

- Review the list and identify the skills you possess. You may even rate the skills indicating your ability in each area. Suggested rating scale:
  
  1 = strong ability  
  2 = some ability  
  3 = enough ability to get by with help from others

- Describe specific examples of situations and results when you used each skill.

<table>
<thead>
<tr>
<th>Communication</th>
<th>Research &amp; Planning</th>
<th>Human Relations</th>
<th>Organization, Management &amp; Leadership</th>
<th>Work Survival</th>
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<tbody>
<tr>
<td>the skillful expression, transmission and interpretation of knowledge and ideas.</td>
<td>the search for specific knowledge and the ability to conceptualize future needs and solutions for meeting those needs.</td>
<td>the use of interpersonal skills for resolving conflict, relating to and helping people.</td>
<td>the ability to supervise, direct and guide individuals and groups in the completion of tasks and fulfillment of goals.</td>
<td>the day-to-day skills which assist in promoting effective production and work satisfaction.</td>
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<tr>
<td>Speak effectively</td>
<td>Forecast, predict</td>
<td>Develop rapport</td>
<td>Initiate new ideas</td>
<td>Implement decisions</td>
</tr>
<tr>
<td>Write concisely</td>
<td>Create ideas</td>
<td>Be sensitive</td>
<td>Handle details</td>
<td>Cooperate</td>
</tr>
<tr>
<td>Listen attentively</td>
<td>Identify problems</td>
<td>Listen</td>
<td>Coordinate tasks</td>
<td>Enforce policies</td>
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<tr>
<td>Express ideas</td>
<td>Imagine alternatives</td>
<td>Convey feelings</td>
<td>Manage groups</td>
<td>Be punctual</td>
</tr>
<tr>
<td>Facilitate group discussion</td>
<td>Identify resources</td>
<td>Provide support for others</td>
<td>Delegate responsibility</td>
<td>Manage time</td>
</tr>
<tr>
<td>Provide appropriate feedback</td>
<td>Gather information</td>
<td>Motivate</td>
<td>Teach</td>
<td>Attend to detail</td>
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<tr>
<td>Negotiate</td>
<td>Solve problems</td>
<td>Share credit</td>
<td>Coach</td>
<td>Meet goals</td>
</tr>
<tr>
<td>Perceive nonverbal messages</td>
<td>Set goals</td>
<td>Counsel</td>
<td>Counsel</td>
<td>Enlist help</td>
</tr>
<tr>
<td>Persuade</td>
<td>Extract information</td>
<td>Cooperate</td>
<td>Promote change</td>
<td>Accept responsibility</td>
</tr>
<tr>
<td>Report information</td>
<td>Define needs</td>
<td>Delegate with respect</td>
<td>Sell ideas or products</td>
<td>Set and meet deadlines</td>
</tr>
<tr>
<td>Describe feelings</td>
<td>Analyze</td>
<td>Represent others</td>
<td>Make decisions with others</td>
<td>Organize</td>
</tr>
<tr>
<td>Interview</td>
<td>Develop evaluation strategies</td>
<td>Perceive feelings, situations</td>
<td>Manage conflict</td>
<td>Make decisions</td>
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<td>Edit</td>
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<td>Assert</td>
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INFORMATIONAL INTERVIEWING

The informational interview is a conversation you initiate with a professional in a field of interest to you for the purpose of learning more about career possibilities. Informational interviews are a way to network and learn about an industry and are best done in advance of the time you want to land an internship or job.

**Why do an informational interview?**

The informational interview has the potential to:

- Increase your knowledge about your field(s) of interest.
- Help you clarify your career goals.
- Allow potential employers to know you in a comfortable, low-stress atmosphere.
- Establish a network of contacts that could lead to future employment.
- Help you learn about future career opportunities.

**What are the first steps for conducting an informational interview?**

1. Analyze your skills and interests and clarify your professional goals.
2. Research occupations and employers that fit your career interests.
3. Identify career professionals who are knowledgeable about your targeted field, career or organization. Develop a list of specific people you can contact for informational interviews. Ask everyone you know if they have contacts in your desired career field. For example, you could ask: Career and Internship Services staff, other university staff, faculty, alumni, employers at job fairs, friends and family members, and attend professional association meetings to get ideas. Use professional social networking sites such as LinkedIn to expand your list of connections.
4. Ask permission to use the names of your resource people when contacting others. Use the name only if permission is granted.

**ARRANGE THE INTERVIEW**

1. Connect with your contact people by telephone or email. Tell them you are interested in their careers and would like to set up an appointment to talk with them for 15-20 minutes.

If any of your contacts cannot see you, ask for names of other people you might contact within the same field or organization and then politely end the conversation.

**PREPARE FOR THE INTERVIEW**

1. Thorough preparation is the key to a successful informational interview. Do your homework.
2. Thoroughly research the organization by studying websites, annual reports, brochures and other materials.
3. Find people who are acquainted with the organization and talk with them.
4. Prepare and rehearse a list of questions to ask the person you will interview. During the interview you may adapt your questions based on the conversation.
5. Dress appropriately for the interview. At a minimum, business casual is expected, page 51.
6. Arrive early for the interview.

**CONDUCT THE INTERVIEW**

1. Remember, this is not a job interview! Your purpose is to acquire information. You are the person in control of the interview, so be prepared.
2. Respect the fact that the interviewee has taken time from a busy schedule to see you.
3. Do not ask questions that you could have researched.
4. Learn as much as you can about the career field and the organization.
5. Try to create a favorable impression.
6. Limit your conversation to the pre-arranged time limit, usually no more than 20 minutes, unless the interviewer indicates a willingness to talk longer.

**Possible questions to ask (select 5-10):**

- What is your education and experience?
- How did your education and experience prepare you for your position?
- How did you get started in the field?
- What do you like most (and least) about your work?
- What personal qualities does one need to succeed in the field?
- What do you do during a typical work day?
- What is a typical day like for an entry-level professional in your position/organization/profession?
- What skills are most valuable for someone just beginning in the field?
- What future do you see for the field or organization?
- Are there any specific courses or experiences you might suggest to prepare for the field?
- What suggestions do you have for someone wanting to enter the field?
- How long have you been with the organization?
- What is the entry-level salary and salary range for this type of position?
- What benefits are there in addition to salary?
- What are the opportunities for advancement?
What are some related occupations?
What needs to be included for a strong resume and cover letter for this kind of position?
What media outlets (magazines, blogs, newspapers, Twitter feeds) should one read or watch to be up-to-date in the industry?
What organizations and online groups do you recommend joining?
May I connect with you on LinkedIn?
Is there anyone else you suggest I talk with? By asking the person you are interviewing for the names of anyone else with whom you could talk, you establish a referral list and build an internship and job search network.

Although your primary purpose in interviewing is to obtain information, you can (at appropriate times) indicate your strengths and interests. It is important, however, to be sensitive to the interviewee's time constraints.

AFTER THE INTERVIEW
Thank the interviewee in person and follow up with a brief thank you note or email, page 47.

FINAL TIPS
1. Keep accurate and detailed records of each interview, including the name and title of the person you interview (spelled correctly), contact information, date of interview and your notes.
2. Continue to contact people on your referral list and interview them.
3. Don’t make career decisions based on one or two interviews. Talk with enough people to collect a range of perspectives on the field.
In addition to informational interviews, there are a variety of ways to network professionally. Internship and job search networking is the process of developing a list of contacts for the purpose of gathering information about a job, internship or profession. The process of establishing relationships with people, exchanging information and ideas and working together for future mutually beneficial exchanges makes networking one of the most successful ways to find an internship or job.

**NETWORKING**

- Serves to provide information, support and job leads.
- Takes place in formal or informal settings.
- Assists in the choice of a major or career and can validate your career interests.
- Improves your interpersonal and interviewing skills.
- Helps you gather information about different types of careers and the job qualifications associated with those careers.
- Helps you obtain advice about internship or job searching.
- Can lead to mentoring relationships.
- Works best when you are being yourself. Genuinely seeking assistance and information can lead to positive results.

**FINDING CONTACTS**

The best place to start networking is with family, friends, neighbors and with the people they know. Others with whom to network include faculty, coaches, alumni, members of associations or clubs, recruiters at job fairs, employers conducting information sessions on campus, classmates or acquaintances. Tell everyone you know you are interested in networking. You might be surprised by who is able to help you. Always be ready to make a contact. Tip: be sure to create and organize your contact list. Include contact information, where and when you met and what you will do to follow-up your initial contact.

**MAKING CONTACTS**

Contacts can be made in person, by phone, by email, or through social media. In all cases, present yourself professionally. Check your spelling, grammar and punctuation in all written communication.

- Prepare business cards, page 10.
- Use a variety of options for making contacts.
- Request an opportunity to conduct an informational interview, page 7.
- Chat with people casually (e.g., on a plane or bus, while waiting in line, at social gatherings).
- Attend meetings or join professional associations in your field.
- Volunteer at an organization related to your field.
- Talk with recruiters at job fairs or on-campus company information sessions.
- Use your LinkedIn connections to request introductions to others.
- Use LinkedIn “groups” to connect with professionals in your field(s) of interest.
- Be curious. Talk with people about the work they do.

**SOCIAL MEDIA NETWORKING**

Job seekers and employers use social media to connect. There are a variety of sites, including one of the most popular professional sites, LinkedIn. Read more tips for using social media with your internship or job search, page 17.

**FOLLOW-UP CONTACT**

Be sure to send follow-up thank you notes, page 47, to your contacts, when appropriate, to show your appreciation and increase your chances of developing productive relationships. If you have not done so by this point, also connect with your in-person contacts on LinkedIn. This online follow-up will allow you to stay connected with your contacts.
PRESENTING YOURSELF

BUSINESS CARDS

Having business cards is part of being a professional. Always have them with you. Business cards are especially valuable when you are at networking events where it is impractical to carry resumes.

Content

- Contact information is the focus of the business card: name, email, phone number and LinkedIn address.
- Your contact email should be professional and contain your name - your UMD email is a good example. Leave “book_worm033” and “MisterDunkalot” in the past.
- List “University of Minnesota Duluth, Class of 2019” with the name of your degree.
- You might also include a tagline explaining your professional interests, such as, “Aspiring Marketing Professional,” “Interested Personnel Specialist,” or “Graphic Designer” and/or list your major.

Etiquette

- Business cards are generally exchanged at the beginning or the end of an initial meeting, for example, “It’s been nice talking with you. Here is my card; let’s stay in touch.”
- Make a point of studying any business card you are given, commenting on it and clarifying information before putting it away.
- Be discriminating about how you use your business cards. Do not hand them out casually to everyone or leave them lying around.
- Wait for the person with whom you are conversing to initiate the giving of his or her card. In some circles, it is frowned upon to ask superiors for their cards.
- To protect your business cards, and keep them easily available, purchase a business card case.
- Business card etiquette may be different in other countries. When traveling abroad, learn the customs of the country. Consider translating one side of your card into the language of the country you are visiting.

Design

- Use an easy-to-read font style no less than 8-point in size.
- All information should be at least 1/8 of an inch from the edge of the card.
- Consider your use of font style, color, layout, and design strategically.
- You may use UMD’s school colors but not the official school logo.
- It is your choice how creative you decide to be. Nice design and typography will make a good impression.

No matter how spectacular your business card looks, the card is just your information. You still need to shine in person.

PHONE USE TIPS

- Use a professional outgoing message.
- Eliminate distractions and background noise when using your phone.
- Have a fully charged battery and ample service before answering or making a professional call.
- Speak slowly and clearly and spell your name when leaving a message.
- Don’t answer your phone while driving.
- Don’t answer a professional call when in a public place or while engaged in a social activity.
- Don’t walk around while talking on your phone.
- Turn off your phone while waiting for an in-person interview. If you usually review your notes on your phone, use another method so you don’t appear to be checking messages.
- Turn off your phone during an in-person interview, presentation or professional meeting.

ELEVATOR SPEECH

An elevator speech is a brief introduction of you. It is usually 30 seconds to one minute, the time it takes for an elevator to go a few flights before the doors open and the person to whom you are speaking exits.

Include: Name, level in school, major, opportunities you seek, relevant experience, a highlight of your skills or strengths, and knowledge of the organization.

End with an engaging question based on your research and knowledge of the organization.

- “Could you tell me more about the new product you are developing?”
- “I saw information on your website about your financial management training program. It sounds interesting; could you tell me more about it?”

Example:

Hello, my name is Mary Smith, it’s nice to meet you. I’m a junior at the University of Minnesota Duluth majoring in electrical engineering. I’ve taken courses in electrical circuits and digital system design and I am familiar with the MATLAB and SPICE programs. I am interested in an electrical engineering internship this coming summer. I know your company recently expanded their product line to include wireless communication devices and I researched this area extensively for one of my classes. Could you tell me more about the new product line?
It is more important than ever to participate in an internship or pre-professional experience before you look for a job upon graduation. Increasingly, employers want people with experience, and an internship provides you with that experience. In the job search, having completed an internship clearly gives you an edge over those who haven’t.

You can search for and complete an internship at any point during your undergraduate or graduate education. There are even internship opportunities available for recent graduates. Starting the internship search process either freshman or sophomore year allows you the flexibility to complete multiple internships in a variety of fields.

**Internships are:**

- Short-term, supervised, pre-professional work experiences which provide you training and experience in a specific field or career area.
- Learning experiences where you are expected to be productive and add value to the organization.

**Internships may:**

- Be paid or unpaid.
- Be for academic credit or not.
- Be formal or informal.
- Vary in hours and length.
- Take place any time during formal education or after completion of your degree.

**By participating in an internship, you may:**

- Gain valuable, hands-on, work experience in a real life career field.
- Explore a career field of interest without making a commitment.
- Identify an employer for full-time employment after college.
- Evaluate and be evaluated by a potential employer.
- Integrate and complement academic studies with on-the-job, professional-level experience.
- Test personal aptitudes, abilities and interests in relation to your career choice and job demands.
- Develop marketable, transferable skills which employers value.
- Provide a valuable resource to an employer and make a real-world impact.

**Finding an internship is:**

- Sometimes easier than finding a job. Employers value the opportunity to evaluate interns as potential employees and benefit from the energy and ideas interns bring to the workplace.

**During the internship, make the most of it by:**

- Setting obtainable personal goals.
- Having regular meetings with your supervisor and asking questions when you have them.
- Being professional and maintaining a positive attitude.
- Immersing yourself in the experience and doing your best work.
- Networking with your colleagues.
- Tracking your accomplishments and the work you complete.
- Leaving on a positive note.

**Avoid the following while at the internship:**

- Arriving late or unprepared.
- Dressing inappropriately or inconsistently with the standards of the organization.
- Ignoring an extra work invitation such as a networking event or other out-of-office event.
- Gossiping or complaining.

**After the internship has ended:**

- Reflect upon the experience. What did you learn?
- Update your resume.
- Send thank you notes to your supervisor and the colleagues with whom you closely worked.
- Ask your supervisor if she or he is willing to serve as a reference for you.
- Create or update your portfolio to be able to show future employers evidence of the work you completed during your internship.
- Build upon the experience. If you liked your internship, consider what you can do next to keep gaining experience in the field.
- If you didn’t like the internship setting, job duties, or the industry as a whole, meet with a career counselor to explore your next steps.
## STRATEGY

### NETWORKING
Talk to everyone you know to develop a list of contacts and leads. Announce your job or internship search to everyone and let them know what you want to do. Ask for information on jobs and companies and circulate your resume.

Page 9

#### PROS

- The majority of jobs are obtained through networking.
- You may learn of unadvertised openings. You may receive courtesy interviews. This often results in a closer match of your interests to a job.
- Approximately 80% of openings are never advertised; therefore, networking is an important strategy for learning about possibilities.

#### CONS

- A contact in itself is not enough to get you a job. You may feel like you’ve exhausted all leads without landing a job. It is hard to “put yourself out there.”

#### HELPFUL HINTS

- Follow through on all leads.
- Continue broadening your network of contacts.
- Connect with your contacts on LinkedIn.
- Attend meetings of organizations in your field and get involved.
- Ask about volunteer opportunities with the organization.
- Connect with people and build relationships. You are networking all the time. Ask questions, learn about other people and let them know about you.

### INTERNSHIP AND JOB FAIRS

Attend job and career fairs to network with recruiters and distribute copies of your resume. Talk with employers even if they may not be actively recruiting in your field of interest—contacts can generate job leads.

Page 14

#### PROS

- The easiest access to employers you may ever have.
- Takes a small amount of time to develop a network of contacts. You are guaranteed access to more than one employer of interest. You may get pre-selected for on-campus interviews.

#### CONS

- Student traffic can be heavy. Approaching employers can be intimidating without practice.
- Employers may just refer you to their websites. Positions may not be readily available.

#### HELPFUL HINTS

- Attend preparation workshops.
- Obtain a list of companies in advance to create a plan of action.
- Research employers attending.
- Arrive early to maximize time.
- Talk with a wide variety of employers.
- Speak to employers independently rather than with friends.
- Follow-up on leads and networking opportunities.

### SOCIAL MEDIA

Use LinkedIn, Twitter, Facebook and other social networking sites in your job search.

Page 17

#### PROS

- This allows you to create new contacts globally. Use to follow up with contacts from in-person networking.

#### CONS

- You have to be very careful to present a professional image on all platforms. It takes time to create, maintain and update profiles with a consistent professional message.

#### HELPFUL HINTS

- Do not reveal too much personal information.
- Have a professional review your profile(s).
- Set privacy settings appropriately.

### GOLDPASS

Use the University of Minnesota’s online job and internship listing site. It is open to students and alumni from all campuses.

#### PROS

- U of MN students and alumni have free access. You can post a resume so employers can find you in addition to searching the openings. You can apply directly for some openings. You receive notification of special events and see more information about recruiters attending fairs. Employers target U of MN students and alumni.

#### CONS

- You may be competing with a large number of applicants. It may be hard to set yourself apart.

#### HELPFUL HINTS

- Set up the “Job Agent” to receive notification about openings and events.
- Sign-up for on-campus interviews.
<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>PROS</th>
<th>CONS</th>
<th>HELPFUL HINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ON-CAMPUS INTERVIEWING</td>
<td>One of the primary ways in which companies recruit for technical and business positions.</td>
<td>May be less effective for non-technical and non-business candidates. Not all companies conduct on-campus interviews.</td>
<td>• Find listings and sign-up for interviews using GoldPASS.</td>
</tr>
<tr>
<td>COMPANY WEBSITES</td>
<td>You have access to actual openings worldwide.</td>
<td>You need to know the names of companies. Not all openings may be posted. May be time consuming.</td>
<td>• Use a variety of strategies to identify companies in your field.</td>
</tr>
<tr>
<td>ONLINE JOB POSTING SITES</td>
<td>Consists of actual job openings. Many employers use a wide variety of job listing services. Many listings have free to low-cost access. You have worldwide geographic access. Often searchable by field, location and other criteria.</td>
<td>You compete with large numbers of applicants. It is hard to set yourself apart. Ineffective means in times of economic downturn. Time consuming.</td>
<td>• Check company websites for current information.</td>
</tr>
<tr>
<td>CLASSIFIED ADS</td>
<td>Involves minimal investment of time in identifying companies. Resume and cover letter are sent for actual job openings.</td>
<td>You compete with large numbers of applicants. Hard to set yourself apart. May be ineffective in times of economic downturn. Time consuming.</td>
<td>• Use automatic email function, job agent, if available.</td>
</tr>
<tr>
<td>TARGETED MAILING</td>
<td>This is a better approach than mailing generic letters with resumes. An investment of time and effort should merit stronger response from employers.</td>
<td>This requires a significant investment of time in researching companies, writing cover letters and following up with contacts.</td>
<td>• Try to find out who is in charge of the area in which you want to work and send your materials to that person.</td>
</tr>
<tr>
<td>IN-PERSON VISIT</td>
<td>Your resume and application are on file with the company. The effort shows your interest. You may stand out and be more easily remembered.</td>
<td>This requires a great deal of time to make a relatively small number of contacts.</td>
<td>• Great method when used in conjunction with networking.</td>
</tr>
<tr>
<td>STAFFING/TEMP/EMPLOYMENT</td>
<td>Usually the services are free to job seekers; fees are paid by the employers. Agencies know about openings not advertised to the public. The job hunting is done by the agency, saving you time. You get the chance to “test the waters” at various companies and in types of positions with no long-term commitment. It gets your “foot in the door” and can lead to a permanent offer.</td>
<td>A placement doesn’t necessarily mean an ideal job at an ideal company. The work is not permanent so you may find that you go for periods without work. You may have to start at menial tasks. You need to adjust to a new work environment every time an assignment changes.</td>
<td>• Find an agency that specializes in the area or field of employment in which you are interested.</td>
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<tr>
<td></td>
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<td></td>
<td>• Sign up with more than one agency and be flexible with location, hours and duties.</td>
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<td></td>
<td></td>
<td></td>
<td>• Be selective when accepting assignments, but also be aware that if you turn down too many offers you are likely to stop getting called.</td>
</tr>
</tbody>
</table>
INTERNERNSHIP AND JOB FAIR SUCCESS

PREPARING FOR THE FAIR

☐ Update your resume and have it reviewed by Career and Internship Services staff well before the fair, page 30.
☐ Plan exactly what professional attire you will wear. You should look as good as you would for an interview. See What to Wear for ideas, page 51.
☐ Review standard interview questions and formulate your responses. See Frequently Asked Interview Questions and Questions for Teacher Candidates, page 54.
☐ Participate in mock interviews or practice your interview responses using InterviewStream.
☐ Prepare a 30-second to one-minute description of who you are and what you want. Your objective is to say one memorable thing to the recruiters as you hand them your resume. This is often referred to as an “elevator speech,” page 10.
☐ Obtain the list of companies attending the fair through the website or fair app.
☐ Once you identify the companies you want to target, research them. Read their websites and enter the company or organization names in a couple of search engines to see what others are saying about them. Also see Know the Organization and Where to Find the Information, pages 52-53.
☐ Gather essential items to take to the fair:
  ☐ a letter-sized padfolio, with notepad and pen
  ☐ your research notes on employers participating in the fair with the questions you plan to ask
  ☐ more than enough copies of your resume and no cover letters
  ☐ a compact professional portfolio of your work samples (optional), page 49

ARRIVING AT THE FAIR

- Arrive as close to the start of the fair as you can. It is to your advantage to talk to recruiters earlier in the day rather than later. Also, near the end of the event, recruiters may leave early and you may miss an opportunity. You may come and go throughout the length of the fair.
- Check in at the registration table to pick up a nametag and a copy of the fair layout showing the location of each employer.
- A student lounge area is usually available where you may relax, review your notes and collect your thoughts before and between visiting recruiters. Career counselors are often available if you have questions.
- Develop a plan, which includes taking a break between talking with each recruiter, to ensure you look and feel your best and that you don’t confuse one employer for another.
- Walk around the fair to determine where the employers you have selected are located and to observe the process of interactions as others talk to recruiters.
- Watch the traffic flow in the room and if a line seems too long, it may be more efficient to talk with another employer.
- Select an employer for your first contact. To start with, choose one who is further down on your priority list, not your first or second choices.
- Review the information about the employer you plan to approach.
- Check your appearance.
- Have your resume ready.
- Relax, take a deep breath and approach the first employer.

APPROACHING THE EMPLOYER

- Conduct yourself professionally at all times. You may be observed even as you stand in line or move about the fair area.
- As you approach an employer, respect other people's privacy as they complete their interaction.
- When it is your turn, or as you approach, establish eye contact, present a firm handshake and introduce yourself, deliver your “elevator speech” and explain why you have chosen to speak to the employer.
- If the employer invites you to sit down, put your materials in your lap or on the floor, not on the table.

TALKING WITH THE EMPLOYER

- Have a three-point agenda: know what you are looking for, what you have to offer and what questions you will ask.
- Listen carefully and take conversational cues from the employer (i.e., when to end a response, when the contact/interview is over).
- Try to generate and maintain interest. Smile, respond to questions with specific and concise examples, keep your voice lively, maintain a pleasant vocal tone, use a slightly forward body posture and use humor appropriately.
- Use transition statements to share information about yourself that the recruiter may not have addressed (e.g., “That's interesting, I had an experience which relates...” or “May I tell you about...”).
- Respond truthfully, while always painting a positive picture of yourself (e.g., “I have not yet had an
opportunity to..., but in a similar situation, I...").

- Ask for information about the application, hiring process and time lines. Determine actual and potential openings.
- At the end of the contact, offer a firm handshake, ask for the recruiter’s business card and express your appreciation, using the recruiter's name.
- Walk away with confidence.
- Immediately following the contact, make notes on topics of conversation, contact names and follow-up procedures. Then prepare for your next contact.

WHICH EMPLOYERS ARE CONDUCTING MORE FORMAL INTERVIEWS?

- Check the list of employers attending to see which ones may be conducting actual interviews the day of or the day after the fair.
- Talk to the employers who have indicated they are interviewing as early in the day as possible, to ask about getting on their interview schedules.
- Some employers may pre-select candidates for interviews. If this is the case, follow the instructions on the job fair website to get on their interview schedules.

WHY DO THEY TELL ME TO APPLY ONLINE?

- Some employers may suggest you visit their website or apply online and you may wonder, “Why did I even bother to come?” Don’t be discouraged; if you’ve done your research and have been to the website, say so and use the opening to begin a discussion. Many employers use this suggestion as a screening tool, to judge who is seriously interested in them. In addition, some recruiters may not accept resumes onsite for various reasons.

HELP! I'M NOT OUTGOING!

- The job fair is a perfect place to practice your people skills. You do not need to be outgoing to be successful at the fair.
- Approach an employer lower on your priority list and practice talking with the representative before you meet with one in which you are really interested. The recruiters will ask you a few questions; relax and answer them.
- Talk about an experience or a project you particularly enjoyed and why.
- Take breaks between interacting with employers. Step out for a few minutes, collect your thoughts, take a deep breath and go back to meet with the next employer.

FOLLOWING UP AFTER THE FAIR

- Connect with individual recruiters on LinkedIn and follow the employers’ LinkedIn pages.

- Many employers have special Twitter accounts just for their career divisions so be sure to follow them. Also follow recruiters who may have their own professional Twitter accounts.
- Within three days, send professional thank-you letters with copies of your resume (electronic and hard copy as appropriate) addressed to the specific recruiters with whom you spoke.
- Within ten days, make telephone calls to determine if the employers have received your application materials, to check on the status of vacant positions and to express your continued interest.
- Keep accurate records of your contacts, including dates of your letters and telephone calls and copies of all materials you send.
- Use the names of the recruiters you met at the fair when reaching out to other representatives of the organization. Use the stories of your interactions at the fair when writing cover letters and conducting interviews or other conversations to show your continued effort in connecting with them.

FINAL TIP

The primary benefit of participation in a fair is to collect information and make contacts. Extend your connections beyond the few minutes of conversation at the fair. Use your interactions as foundations for future relationships with potential employers and colleagues. Internship and job fairs are more about future opportunities than they are about current openings. Focus on learning as much as you can about what employers look for in the people they hire. Take notes, follow up, and use the information to enhance your job search strategies. Employers do remember candidates who make the extra effort!
People have an opinion about you, whether you like it or not. Personal branding is about intentionally influencing how others see you. It means knowing and communicating who you are. It’s your reputation and your unique characteristics. This includes your unique set of experiences, personality, skills, abilities and ideas. It is designed to be used to market you. It is not just a job title, a career objective, life purpose or a personal mission statement. Your brand statement, a representation of your personal brand, will likely be one or two sentences describing what you do, how you do it and for whom.

GETTING STARTED

The first step in identifying your brand is to identify your “brand elements.” These are the key words people associate with you or that you want people to associate with you. Write down as many words that describe you as you can. If you need help with this, you might ask people who know you well to suggest words they think describe your strengths and personality and add those words to your list. Group together the words of similar themes until you have four to five words which best reflect the themes.

Once you identify your “brand elements,” the next step is to decide how to communicate those themes. One way to do this is to record yourself talking about the themes until your ideas become clear. Take notes and distill your ideas into one or two sentences. These sentences will become the basis for your brand. Try to answer these three questions: What value do you provide (what problems do you or can you solve)? How do you do it uniquely? For whom do you do it, or want to do it?

USING YOUR BRAND

Once you’ve identified your brand, it’s time to start using it. Align your branding materials (in print, online and in person) so they all communicate the same message about you. Use your brand when developing your business card, job search correspondence (resume and cover letter), portfolio, blog and website, LinkedIn profile, Facebook profile, Twitter profile, video resume, personal appearance and professional email address.

LIVING YOUR BRAND

A personal brand should be more than how you present yourself to the world. It should be a living demonstration of who you are. Live your brand through participation in school, work, volunteer experiences, extracurricular activities and generally your day-to-day life. Ideally, your brand statement should be revised at least once a year to reflect changes in your experience.

CONSIDERING YOUR DIGITAL IDENTITY

A large part of your personal brand lives in the digital realm. Because of this, you have a digital identity. As a concept, digital identity is still developing. So even though the definition isn’t concrete, there are things you need to keep in mind as you develop your personal brand and navigate different social media platforms.

- Keep your voice consistent across all platforms. If an employer conducts a Google search for you, the same type of message should show up on all platforms.
- Once something is out on the web, it is out there. It’s like writing in permanent marker with no way to erase. There is no going back. Think before you post.
- It is important to be aware of and to manage your “digital stamp.” According to Erik Qualman (author of *What Happens in Vegas Stays on YouTube*) your digital stamp is both what you post (digital footprint) and what others post about you (digital shadow). Both are very important to your digital identity and brand.
Most people know the best way to find a job is through networking, page 9. One method for networking is using social media. There are many ways to use social media and a variety of platforms to expand your network to find an internship or job. You can create one-on-one connections and develop your network beyond your immediate circle of contacts and geographic region. Online networking will never completely replace the power of in-person networking. Using a combination of online and in-person networking techniques will produce the best results. It is not enough to just create a profile. To get the most out of a given platform, you have to be active and engaged.

Employers are using social media with increasing frequency to find job applicants. To be relevant in a changing workforce, knowing various uses and brands of technology and social media is essential. Be positive in the content you post on the platforms. Your profile will most likely show up in a Google search and can positively or negatively impact an employer’s impression of you.

**LINKEDIN**

LinkedIn is a networking platform used by people to connect professionally. If you are not on LinkedIn, you need to be. Besides connecting with people you know, you can connect with people you would like to get to know by viewing their profiles and inviting them to connect with you. You can also research companies, conduct your job search and prepare for interviews.

An active, engaging and professional profile on LinkedIn works to build your brand and helps you connect to the larger world of work while you are still in college. Following are some of the ways to use LinkedIn in your job search:

- Find internship and job postings through the Jobs tab.
- Join “groups” related to your career interests and look at jobs posted by “groups.” Connect and engage with professionals in your field(s) of interest by posting in “group” discussions.
- Use your individual connections for recommendations and leads about positions.
- Follow companies of interest to you.
- Research companies. Information may include how to contact them, recent hires and current employees, recent developments in the news and your connections (if any) to them.
- Conduct “Advanced” searches by entering your criteria. For example, enter the name of the company and University of Minnesota Duluth to find UMD alumni with connections to the company.
- Attend drop-in times offered by Career and Internship Services to help you start and strengthen your profile.

**TWITTER**

Twitter enables you to connect with people you do or don’t know, based on common interests. Following are some of the ways to use Twitter in your job search:

- Connect with people to learn more about openings you have already heard about and are researching.
- Connect with recruiters to find openings with specific companies.
- Follow industry hashtags and chats to learn about current trends that could influence your job or internship search.
- Your Twitter handle should be your name. Use keywords in your bio to describe you and what you want to do.

**FACEBOOK**

Most people use Facebook to stay connected or reconnect with friends and it can also be an effective networking tool in your internship and job search if done so professionally. Following are some of the ways to use Facebook in your job search:

- You probably know most of your “friends” on Facebook, but do you know where they work or the type of work they do? Post an update to let everyone know you are looking for an internship or job. Indicate the field(s) in which you are interested and ask if any of your friends have ideas or leads.
- “Like” the pages of companies where you might want to work, especially if they have a career-specific page.

On the Career and Internship Services website you can find more about social media including tips for using LinkedIn, Twitter and Facebook in relation to career planning and job and internship searches.

**JOIN US!**

LinkedIn Group: http://www.linkedin.com search “UMD Career and Internship Services”

Twitter: http://twitter.com/umdcareers

Facebook Fan Page: http://www.facebook.com/umdcareers

Pinterest: http://pinterest.com/umdcareers

Blog: http://umdcareers.wordpress.com
Small companies can be an important, yet often overlooked, consideration in your internship or job search.

**IS A SMALL COMPANY RIGHT FOR YOU?**

Life in a small organization can be very different from life in a large organization. You should weigh the advantages and disadvantages of each and make an informed decision about which environment is most appropriate for you.

**Advantages of a small company over a large one:**

- You may be given more responsibility and may not be as limited by a “job description.”
- You may be allowed to use your own initiative, rather than being closely supervised.
- Your ideas and suggestions may be given more attention.
- Career advancement may be rapid in a growing company.
- You are likely to be involved in the whole organization, not limited to one area.
- The environment may be more informal and friendly. There may be fewer rules and policies.
- You may have the chance to be involved in the growth of something great.

**Disadvantages of a small company over a large one:**

- Many small businesses fail; you may have less job security.
- There may be lower starting salaries and fewer benefits.
- You may put in longer hours.
- A dominant leader can control the entire organization. This can lead to more “political games.”
- You must be able to work with everyone within the organization.
- Both your successes and failures may be more visible.
- You may have fewer resources and support.

**ARE YOU RIGHT FOR A SMALL COMPANY?**

Because of the different nature of a small business, different qualities in employees may be needed. You will do well if you are:

- Self-motivated
- A generalist with many different skills
- A good communicator
- Enthusiastic
- A quick learner
- Able to get things done on your own

---

**FINDING A JOB IN A SMALL BUSINESS**

Getting an internship or job in a small company may require more work on your part, but opportunities are certainly there. When approaching a small company for an internship or job, you may find the following differences in hiring practices:

<table>
<thead>
<tr>
<th>Large Company</th>
<th>Small Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centralized personnel department</td>
<td>No personnel department</td>
</tr>
<tr>
<td>Recruiters may seek out potential employees</td>
<td>No full-time recruiters</td>
</tr>
<tr>
<td>Standardized hiring procedure</td>
<td>No standard hiring procedure</td>
</tr>
<tr>
<td>May keep resumes on file for a year</td>
<td>Probably won’t keep resumes</td>
</tr>
<tr>
<td>Recruiters may conduct interviews</td>
<td>Founder/owner may conduct interviews</td>
</tr>
<tr>
<td>Company literature easily available</td>
<td>No printed literature</td>
</tr>
<tr>
<td>Website with extensive information and functionality</td>
<td>Limited web presence</td>
</tr>
<tr>
<td>Online application</td>
<td>No online application</td>
</tr>
<tr>
<td>Hires months in advance</td>
<td>Hires to start immediately</td>
</tr>
<tr>
<td>Has long-term personnel forecasts</td>
<td>Hires as needs arise</td>
</tr>
<tr>
<td>Extensive training program</td>
<td>On-the-job training</td>
</tr>
<tr>
<td>Predetermined job categories</td>
<td>Jobs emerge as needs do</td>
</tr>
</tbody>
</table>
Some people confuse resumes and curricula vitae (CV’s) because they can be similar and employers may use the terms interchangeably. Some employers may ask for a CV when they actually wish to receive a one- to two-page document others would call a resume.

The primary differences are:
- purpose
- length
- content

To decide whether to submit a resume or a CV, you need to know what the employer, grant agency or graduate or professional school requires. Read application instructions carefully for directions. If the instructions are not clear, you might contact the organization for advice. It is important to note that employers and agencies in different countries have different requirements. At the point of completing a four-year college degree, your resume and CV may be the same.

### RESUMES

| Description | A resume is a summary of your skills, experience and education related to the position for which you are applying. It is brief and concise.
| Purpose | Typically a resume is used to apply for positions in business, industry, government and the nonprofit sector in the United States.
| Length | The resume is usually one to two pages for recent college graduates. For candidates with years of experience, the resume may be longer than two pages; it will depend on the field or industry and specific instructions from employing agencies.
| Content | There are many similarities between the categories on resumes and CV’s. See the section in the Career Handbook, “Writing Your Resume or Curriculum Vitae” for a list of categories, page 20.

### CV’S

| Description | A curriculum vitae, Latin for “course of life,” is a longer, more detailed synopsis of your experiences than a resume. It is a comprehensive record of all your professional activities including education, teaching, publications, awards and others.
| Purpose | In the United States, a CV is used primarily when applying for academic positions such as faculty openings and assistantships; scientific or research positions; and scholarships, fellowships or grants.
| Length | In the United States there is no page limit to a CV. It is your whole professional life. If you are using a CV to apply for a position in a country other than the United States, check the requirements for that country.
| Content | Since in the United States a CV is most often used to apply for positions in academia or research, it is important to include the following categories, in addition to those listed in a standard resume:
  - Presentations
  - Publications
  - Research
  - Grants
  - Assistantships/Fellowships
  - Specialized Training
  - Professional Memberships
WRITING YOUR RESUME OR CURRICULUM VITAE

Resumes* may vary in content as well as form, appearance, style and layout. It is important to remember that a resume is a personally written document that allows for some individual variation. It should present a positive image to the potential employer. Highlight your strengths by positioning the most important information related to your objective first and devoting the most space to it.

Many employers use optical scanners to enter resumes into databases and then electronically search for candidates using identified criteria. The same basic principles apply to all resumes. Everything that makes sense for computer scanners to easily “read” resumes makes sense for human readers, too. The simpler your resume, the better. Once a computer has selected your resume based on the identified criteria, a human will read it to make the final decision about contacting you for an interview.

If you are applying for positions in different industries, you may want to write a targeted resume for each industry.

*In this section the word “resume” is used to refer to both the resume and curriculum vitae (CV).

The following checklist is provided to assist you in drafting your resume:

GENERAL GUIDELINES

☐ **Paper type**: 8 ½” x 11” quality bond paper with some cotton content. Use the same paper for your resume, cover letter and reference page.

☐ **Paper color**: White paper is best for scanning; however, off-white, ivory or other lightly tinted paper could be acceptable. If you use a lightly tinted paper, it should make clear copies and have good contrast for readability by humans and scanners.

☐ **Printing**: Use a high quality printer and use black ink only. Print on one side of the paper.

☐ **Word process**: Word process your own resume. Do not use resume templates, programs or resume writing software.

☐ **Length**: One-page resumes are generally expected for recent college graduates in all fields except teaching, where two pages may be necessary. Graduates with advanced degrees may also have two-page resumes. There is no length requirement for a CV in the United States. It can be as long as it takes to list all pertinent information. If you are using the CV to apply for a position in a country other than the United States, check the requirements for that country.

☐ **Margins**: One-inch margins on both sides, left and right, are required. This means you will need to adjust the default margins of most word processing programs. Top and bottom margins should be equal, to center the text on the page, and between one inch and ½ inch to fit the information on the page.

☐ **Point size**: Use a single point size throughout, size 10-12. Your name may be as large as 14-point. Some say point sizes up to 14 are acceptable for the body of the resume but, to the human reader, anything over 12 may appear as if you are just taking up space. Anything smaller than 10-point may be too small to be read.

☐ **Font style**: Use one common, non-decorative font style throughout. The two most common styles are Times New Roman and Helvetica. A few other common fonts are Arial, Palatino and Calibri. Do not vary the font style within the resume.

☐ **Italics and Underlining**: Do not use italics or underlined text. The letters may touch or run together and scanners may have difficulty recognizing the individual characters.

☐ **Capital letters and Bold**: Capital letters and bold type may be used for effect and to grab the reader’s attention, but use them sparingly.

☐ **Graphics and Shading**: Graphics and shading should not be used on a resume unless you are in a field in which creativity on a resume may be appropriate.

☐ **Photographs**: Do not include a photograph when you apply for positions in the United States unless you are applying for acting positions. If you are applying to employers in countries other than the United States, check their application requirements. In some countries including a photograph is expected.

☐ **Bullets**: You may use bullets that are solid, not hollow, in your “Experience” section. The text should be right next to the bullet or up to two blank spaces between, but not more. You will have to adjust the automatic spacing for bullets within most word processing programs because they place a full tab space between the bullet and text.

☐ **Parentheses and Brackets**: Do not use parentheses or brackets. Scanners may interpret them as letters, numbers or punctuation and will not be able to “recognize” the text within them.
**Lines:** Do not use lines, vertical or horizontal. Some scanners have been known to interpret the lines as page breaks and information may not get appropriately credited. Do not underline any text.

**Wording:** Use industry-specific jargon and buzzwords. Maximize your use of keywords and words that define the requirements of the particular job you want to do. Consult job descriptions for ideas of words to use. Ask people in your target industry to review your resume to make sure you haven’t missed anything. If you are applying for positions in different industries, you may want to write a targeted resume for each industry.

**Format:** Put the most important categories first and in the most detail. Work keywords into the body of the resume. Use an outline format. Use phrases and lists, not full sentences. Begin all phrases with verbs. Do not use personal pronouns. No “I,” “me,” or “my” on the resume. Within each category, the entries should be listed with the most recent first.

**Spacing:** Single space your entire resume. You may double space between sections if you have space.

There are several acceptable styles for organizing material in your resume; however, the following categories should be included:

**CONTACT INFORMATION**

- Place your name in all capital letters and in bold at the top of the page.
- If you will be at the same address for at least one year from submitting your resume, place your address, telephone number, email address and customized LinkedIn URL under your name.
- To conserve space you may divide your contact information across the top of the first page: street address, city and state on one side, telephone number and email address on the other.
- If you plan to leave your current residence within a year from submitting your resume, use two addresses. Your current address should be placed on the left side and, on the right side, place the address of someone who has agreed to accept your mail and will be at the address for at least one year. Most students use their parents’ address but you don’t have to. Under each address specify the dates until which you can be reached at your current address and after which you can be contacted at the other address.
- Do not bold your contact information.
- Remove hyperlinks for email addresses and web pages.

- If your resume is two pages, place your name at the top of the second page with the words “Page 2.”

**OBJECTIVE VS QUALIFICATIONS SUMMARY**

There are different schools of thought on whether to use an objective or a qualifications summary. If you know what a specific employer prefers, do that. If you fit one of the following categories of job seekers use an objective:

- entering the workforce for your first professional job,
- re-entering the workforce after an extended absence, or
- changing careers.

**Objective**

- Include an objective. Although some employers may not place importance on having an objective, many do. An objective helps the employer see that you have direction, that you’ve thought about what you want to do and you have a sense of what you are getting into.
- Everything on your resume should follow from and support your objective.
- An objective quickly identifies what you are interested in and assists the employer in making appropriate referrals.
- State the position you want or the type of work you want to do now. Say: “A summer internship in advertising.” Do not say: “A summer internship in advertising where I can learn about the industry while contributing to the growth and advancement of a cutting edge company.”
- If you have more than one objective, you may want to tailor separate resumes - each with different objectives.

**Qualifications Summary**

- The qualifications summary should state the expertise you have in a particular function and/or industry and your relevant abilities, skills or knowledge. The summary should not be more than 3-4 lines, 2-3 phrases. You might also want to highlight some of the information using bullets.

**EDUCATION**

- List the institution(s) where you have completed, or will soon complete, your education, with degrees or certifications in reverse chronological order, most recent first. Under specific circumstances you may list schools you attended but at which you did not complete a degree or certification.
Write “University of Minnesota Duluth” without any punctuation – there is not a comma or dash in the official name. Do not bold.

Write out (do not abbreviate) and bold the correct name of your degree.

On the same line as your degree, indicate the month and year you received it or will receive it. You do not need the words, “degree,” “anticipated,” or “expected.”

Bold the subject names of your major(s) and minor(s). Do not bold the words “Major” and “Minor.”

You may list honors and/or coursework under “Education” or you may create separate sections.

Study abroad experience may also be listed in this section. List the name of the college or university where you studied, city and country. You may include a description of your study experience (e.g., names of courses, field experiences, living with a host family and additional travel).

List your grade point average if it is 3.0 or higher and indicate it is on a 4.0 scale. For example, say: “3.3/4.0.”

If your overall grade point average is not 3.0 but the GPA in your major or your last two years is, you may specify and list it.

High school is usually not listed unless you are a freshman or sophomore seeking a summer or part-time position.

EXPERIENCE

Experience may include paid and volunteer positions, full- and part-time work, internships and projects.

If you have experience directly related to your objective, list it in a category with the specific name of the experience, such as “Sales Experience,” “Teaching Experience,” “Research Experience,” or “Management Experience.”

Experience that is not exactly the same as your objective, but still has some relationship to it, may be listed in a “Related Experience” category.

Experience that is not directly related to your objective but shows skills and abilities important to employers may be listed in a category titled “Additional Experience.”

Within each “Experience” section, begin with the most recent experience.

Listings should be formatted with your position title first, in bold. Your title should be a noun, something you could call yourself and should give
the reader some idea of the duties in the position. If you don’t have a title or your official title doesn’t adequately convey what you did, formulate one that does. If you have difficulty coming up with a title and to ensure the title is acceptable, you may want to consult your supervisor in the position. Be careful not to “over-inflate” the position (e.g., use “Custodian” rather than “Sanitation Removal Engineer”).

After your title, list the name of the organization with the city and state. Do not bold this information.

Dates should be listed somewhere in the body of each entry. Be consistent with where and how you list the dates. Dates should not be listed on a margin. The dates should include only months and years, or just years.

For each entry, briefly describe what you did in the position. Use skills statements to describe your experiences by beginning all lines with action verbs and using outcome/results statements with numbers, quantities and details to emphasize skills, accomplishments and knowledge. Tailor the description of your experiences to fit the job duties, responsibilities, and qualifications listed in the internship or job posting. Example: “Trained, supervised and evaluated 10 employees” rather than “responsible for supervising employees.”

Your descriptions may be formatted using bullets or paragraphs; choose one format and use it for all of your entries.

Use present tense verbs to refer to the things you are currently doing. Describe things you have done and probably will not do again using past tense verbs. Do not use the “-ing” form of the verb.

For each entry, list the descriptive statements in the order of importance or relevance to the position you are seeking, not in the order of the frequency of what you did or are doing.

OPTIONAL CATEGORIES

The following categories are optional; however, you may want to consider including them if they will strengthen your resume:

REFERENCES

State “References available upon request” as a means of bringing closure and visual balance to the resume. Referring to your references indicates your resume has come to an end and there is not a missing page. If there is not enough space on the page, this may be omitted.

If you include your references with your resume and cover letter, you may say, “References included” or “References enclosed.”

Obtain permission from the people whose names you intend to offer as references. These people should be familiar with your academic and/or work abilities.

See page 67 for additional information about references.

PROJECTS

Include a few lines describing any individual or group work you’ve completed for classes. List the title of the project first and then the description of what you did. Use action verbs and results statements as you do in describing entries in your “Experience” sections.

RESEARCH

Include research projects, both individual or group, completed for classes, outside of class on your own, or with a professor (e.g., the Undergraduate Research Opportunities Program).

List the title of the research with a description of what you did identifying software, equipment, or techniques. You might also include results and presentations and publication of results. If you are applying to graduate or professional school, you might also list the name of your research advisor.

HONORS

Honors might include Dean’s List for Academic Excellence, scholarships, awards, or special recognition. List the exact name of the award and the year it was received.

LICENSES AND CERTIFICATIONS

Include licenses and certifications such as teaching license, professional engineering license or tests taken, First Aid, CPR or Water Safety Instructor if they are relevant to your objective.

PUBLICATIONS

Include publications such as an article you co-authored with a professor or a poem you wrote that was included in an anthology.

List the publication using the appropriate style of your field.

Publications can be listed as “pending” if they have been submitted.
PRESENTATIONS
☐ Include presentations with title, audience, and year.

GRANTS AND FELLOWSHIPS
☐ List grants and fellowships with title and granting or employing organization.

MILITARY EXPERIENCE
☐ If you have military training and experience relevant to your objective, include the training under “Education” and the experience under “Experience.” If your military experience is not relevant to your objective, you may include a separate “Military” section.

PROFESSIONAL MEMBERSHIPS
☐ Include memberships in student groups and local or national organizations. These may also be included under “Activities.”

SPECIAL SKILLS
☐ You may want to list foreign language abilities, special licenses or certifications, computer knowledge, travel experience or other skills related to your objective.

ACTIVITIES
☐ Co-curricular and community activities, especially if they are related to your objective, can be extremely important. Participation in activities can point out your leadership and social skills and demonstrate your interests and energy level.
☐ If you held a leadership position in an organization, list the title of your position first and then the name of the organization.
☐ You may list dates, or not; just be consistent for all the entries within the section.
☐ List more interesting items and not the more mundane such as reading, walking and cooking. That’s like saying “breathing.”
☐ Include uncommon or unusual activities to generate interest and make you memorable.

Final tip: Always proofread your resume for visual quality, content and typographical or spelling errors. Better yet, have several people proofread your resume. You cannot proofread your own writing and expect to catch all the errors. You are too close to the product and because you wrote it, your mind’s eye will miss mistakes - you will see what you think you wrote, not what is actually written. Plan ahead. Do not expect to write your best resume overnight. Your resume is an essential tool in your job and internship search. Make it the best possible!

For assistance with your resume, visit the Career and Internship Services website for options.
**ACTION VERBS**

Students are often too brief in their description of their skills, qualities and traits. Consult the following list of action verbs when writing your resume and describing your experience.

A helpful strategy for using these verbs:

1. Go through the entire list and check off all the action verbs (skills) employers in your intended field seek.
2. Go through the list a second time and check off all the verbs you have used in the experiences you are describing on your resume.
3. Note the words that you have checked twice. Incorporate into your resume (or cover letter) the words that best sell your skills and abilities.

<table>
<thead>
<tr>
<th>accelerated</th>
<th>argued</th>
<th>charted</th>
<th>converted</th>
<th>discovered</th>
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</thead>
<tbody>
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### CATEGORIES AND EXAMPLES USING ACTION VERBS

#### PLANNING
*Example: Developed and implemented a training program that resulted in a 45% increase in employee satisfaction.*

<table>
<thead>
<tr>
<th>Administered</th>
<th>Evaluated</th>
<th>Organized</th>
<th>Recruited</th>
<th>Scheduled</th>
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<td>Ordered</td>
<td>Proposed</td>
<td>Revised</td>
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#### ORGANIZING
*Example: Coordinated weekly office schedules for 8 employees.*

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<tr>
<th>Acquired</th>
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<th>Copied</th>
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<td>Appointed</td>
<td>Collected</td>
<td>Dispatched</td>
<td>Reorganized</td>
<td></td>
</tr>
<tr>
<td>Arranged</td>
<td>Committed</td>
<td>Established</td>
<td>Selected</td>
<td></td>
</tr>
<tr>
<td>Assembled</td>
<td>Confirmed</td>
<td>Facilitated</td>
<td>Simplified</td>
<td></td>
</tr>
<tr>
<td>Assessed</td>
<td>Contracted</td>
<td>Implemented</td>
<td>Sorted</td>
<td></td>
</tr>
</tbody>
</table>

#### EXECUTING
*Example: Handled 20-35+ customer calls per shift regarding coverage changes, renewal rates and billing procedures.*

<table>
<thead>
<tr>
<th>Acted</th>
<th>Completed</th>
<th>Filtered</th>
<th>Participated</th>
<th>Shipped</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administered</td>
<td>Conducted</td>
<td>Forwarded</td>
<td>Performed</td>
<td>Sold</td>
</tr>
<tr>
<td>Awarded</td>
<td>Displayed</td>
<td>Handled</td>
<td>Processed</td>
<td>Stocked</td>
</tr>
<tr>
<td>Billed</td>
<td>Distributed</td>
<td>Input</td>
<td>Produced</td>
<td>Transacted</td>
</tr>
<tr>
<td>Bought</td>
<td>Diverted</td>
<td>Installed</td>
<td>Proofed</td>
<td>Transferred</td>
</tr>
<tr>
<td>Brought</td>
<td>Entered</td>
<td>Insured</td>
<td>Prospected</td>
<td>Traveled</td>
</tr>
<tr>
<td>Carried out</td>
<td>Exercised</td>
<td>Labored</td>
<td>Proved</td>
<td>Treated</td>
</tr>
<tr>
<td>Chose</td>
<td>Executed</td>
<td>Merchandised</td>
<td>Reformed</td>
<td></td>
</tr>
<tr>
<td>Collected</td>
<td>Exhibited</td>
<td>Operated</td>
<td>Serviced</td>
<td></td>
</tr>
</tbody>
</table>

#### SUPERVISING
*Example: Developed and supervised the implementation of new computer filing system that reduced paper use by 35%.*

<table>
<thead>
<tr>
<th>Adjusted</th>
<th>Correlated</th>
<th>Indexed</th>
<th>Officiated</th>
<th>Screened</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzed</td>
<td>Developed</td>
<td>Inspected</td>
<td>Overhauled</td>
<td>Scrutinized</td>
</tr>
<tr>
<td>Apportioned</td>
<td>Discovered</td>
<td>Judged</td>
<td>Oversaw</td>
<td>Supervised</td>
</tr>
<tr>
<td>Assessed</td>
<td>Enforced</td>
<td>Licensed</td>
<td>Policed</td>
<td>Supplied</td>
</tr>
<tr>
<td>Certified</td>
<td>Established</td>
<td>Maintained</td>
<td>Refined</td>
<td>Tightened</td>
</tr>
<tr>
<td>Compared</td>
<td>Examined</td>
<td>Measured</td>
<td>Regulated</td>
<td>Traced</td>
</tr>
<tr>
<td>Controlled</td>
<td>Explored</td>
<td>Modified</td>
<td>Reviewed</td>
<td>Updated</td>
</tr>
<tr>
<td>Corrected</td>
<td>Graded</td>
<td>Monitored</td>
<td>Revised</td>
<td></td>
</tr>
</tbody>
</table>
**LEADING**

*Example: Trained 20+ new employees in computer procedures over a 2-year period.*

<table>
<thead>
<tr>
<th>Accelerated</th>
<th>Employed</th>
<th>Hired</th>
<th>Minimized</th>
<th>Raised</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affected</td>
<td>Empowered</td>
<td>Influenced</td>
<td>Modernized</td>
<td>Recognized</td>
</tr>
<tr>
<td>Assumed</td>
<td>Encouraged</td>
<td>Initiated</td>
<td>Motivated</td>
<td>Spearheaded</td>
</tr>
<tr>
<td>Caused</td>
<td>Enlisted</td>
<td>Inspired</td>
<td>Obtained</td>
<td>Stimulated</td>
</tr>
<tr>
<td>Chaired</td>
<td>Envisioned</td>
<td>Involved</td>
<td>Opened</td>
<td>Strengthened</td>
</tr>
<tr>
<td>Changed</td>
<td>Fostered</td>
<td>Launched</td>
<td>Originated</td>
<td>Supervised</td>
</tr>
<tr>
<td>Conducted</td>
<td>Founded</td>
<td>Led</td>
<td>Piloted</td>
<td>Trained</td>
</tr>
<tr>
<td>Directed</td>
<td>Governed</td>
<td>Managed</td>
<td>Pioneered</td>
<td>Transformed</td>
</tr>
<tr>
<td>Disproved</td>
<td>Guided</td>
<td>Mastered</td>
<td>Presided</td>
<td>Visualized</td>
</tr>
<tr>
<td>Elects</td>
<td>Headed</td>
<td>Mentored</td>
<td>Promoted</td>
<td>Won</td>
</tr>
</tbody>
</table>

**GETTING RESULTS**

*Example: Increased student participation by 25% over a 6-month period.*

<table>
<thead>
<tr>
<th>Accomplished</th>
<th>Constructed</th>
<th>Expanded</th>
<th>Increased</th>
<th>Qualified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieved</td>
<td>Contributed</td>
<td>Expedited</td>
<td>Innovated</td>
<td>Realized</td>
</tr>
<tr>
<td>Added</td>
<td>Delivered</td>
<td>Extended</td>
<td>Integrated</td>
<td>Received</td>
</tr>
<tr>
<td>Adopted</td>
<td>Demonstrated</td>
<td>Finalized</td>
<td>Introduced</td>
<td>Reduced (losses)</td>
</tr>
<tr>
<td>Advanced</td>
<td>Diminished</td>
<td>Fulfilled</td>
<td>Invented</td>
<td>Rejuvenated</td>
</tr>
<tr>
<td>Attained</td>
<td>Earned</td>
<td>Gained</td>
<td>Joined</td>
<td>Renovated</td>
</tr>
<tr>
<td>Augmented</td>
<td>Effected</td>
<td>Generated</td>
<td>Located</td>
<td>Restored</td>
</tr>
<tr>
<td>Boosted</td>
<td>Eliminated</td>
<td>Grew</td>
<td>Orchestrated</td>
<td>Resulted in</td>
</tr>
<tr>
<td>Built</td>
<td>Enlarged</td>
<td>Guaranteed</td>
<td>Overcame</td>
<td>Surmounted</td>
</tr>
<tr>
<td>Combined</td>
<td>Enlisted</td>
<td>Hastened</td>
<td>Perfected</td>
<td>Targeted</td>
</tr>
<tr>
<td>Completed</td>
<td>Ensured</td>
<td>Heightened</td>
<td>Prevailed</td>
<td>Uncovered</td>
</tr>
<tr>
<td>Consolidated</td>
<td>Excelled</td>
<td>Improved</td>
<td>Produced</td>
<td></td>
</tr>
</tbody>
</table>

**PROBLEM SOLVING**

*Example: Streamlined ordering through the use of computer technology, decreasing wait time from 6 to 2 days.*

<table>
<thead>
<tr>
<th>Alleviated</th>
<th>Debugged</th>
<th>Formulated</th>
<th>Replaced</th>
<th>Solved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzed</td>
<td>Decided</td>
<td>Gathered</td>
<td>Resolved</td>
<td>Streamlined</td>
</tr>
<tr>
<td>Applied</td>
<td>Deciphered</td>
<td>Imagined</td>
<td>Revamped</td>
<td>Surmounted</td>
</tr>
<tr>
<td>Brainstormed</td>
<td>Detected</td>
<td>Investigated</td>
<td>Revitalized</td>
<td>Synthesized</td>
</tr>
<tr>
<td>Collaborated</td>
<td>Determined</td>
<td>Navigated</td>
<td>Revived</td>
<td>Theorized</td>
</tr>
<tr>
<td>Conceived</td>
<td>Diagnosed</td>
<td>Recommended</td>
<td>Satisfied</td>
<td>Unearthed</td>
</tr>
<tr>
<td>Conceptualized</td>
<td>Dissected</td>
<td>Remedied</td>
<td>Scouted</td>
<td></td>
</tr>
<tr>
<td>Crafted</td>
<td>Engineered</td>
<td>Remodeled</td>
<td>Sifted</td>
<td></td>
</tr>
<tr>
<td>Created</td>
<td>Foresaw</td>
<td>Repaired</td>
<td>Sketched</td>
<td></td>
</tr>
</tbody>
</table>
**QUANTIFYING**

*Example: Converted files from COBAL to JAVA in order to increase compatibility with current systems.*

<table>
<thead>
<tr>
<th>Accounted for</th>
<th>Compiled</th>
<th>Enumerated</th>
<th>Multiplied</th>
<th>Recorded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appraised</td>
<td>Compounded</td>
<td>Estimated</td>
<td>Netted</td>
<td>Reduced</td>
</tr>
<tr>
<td>Approximated</td>
<td>Computed</td>
<td>Figured</td>
<td>Predicted</td>
<td>Tabulated</td>
</tr>
<tr>
<td>Audited</td>
<td>Conserved</td>
<td>Financed</td>
<td>Profited</td>
<td>Totaled</td>
</tr>
<tr>
<td>Balanced</td>
<td>Converted</td>
<td>Grossed</td>
<td>Projected</td>
<td>Upgraded</td>
</tr>
<tr>
<td>Budgeted</td>
<td>Counted</td>
<td>Increased</td>
<td>Purchased</td>
<td></td>
</tr>
<tr>
<td>Calculated</td>
<td>Dispensed</td>
<td>Inventoried</td>
<td>Quantified</td>
<td></td>
</tr>
<tr>
<td>Calibrated</td>
<td>Dispersed</td>
<td>Invoiced</td>
<td>Rated</td>
<td></td>
</tr>
<tr>
<td>Checked</td>
<td>Earned</td>
<td>Maximized</td>
<td>Reconciled</td>
<td></td>
</tr>
</tbody>
</table>

**HELPING**

*Example: Provided academic support for 30+ at-risk primary school students through a comprehensive after-school program.*

<table>
<thead>
<tr>
<th>Accommodated</th>
<th>Coached</th>
<th>Endorsed</th>
<th>Modeled</th>
<th>Saved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advised</td>
<td>Conditioned</td>
<td>Enhanced</td>
<td>Played</td>
<td>Served</td>
</tr>
<tr>
<td>Aided</td>
<td>Continued</td>
<td>Enriched</td>
<td>Polished</td>
<td>Sustained</td>
</tr>
<tr>
<td>Alleviated</td>
<td>Cooperated</td>
<td>Familiarized</td>
<td>Prescribed</td>
<td>Tended</td>
</tr>
<tr>
<td>Assisted</td>
<td>Counseled</td>
<td>Helped</td>
<td>Protected</td>
<td>Tutored</td>
</tr>
<tr>
<td>Assured</td>
<td>Dealt</td>
<td>Interceded</td>
<td>Provided</td>
<td>Validated</td>
</tr>
<tr>
<td>Attended</td>
<td>Elevated</td>
<td>Intervened</td>
<td>Rehabilitated</td>
<td></td>
</tr>
<tr>
<td>Bolstered</td>
<td>Enabled</td>
<td>Mobilized</td>
<td>Rescued</td>
<td></td>
</tr>
</tbody>
</table>

**COMMUNICATING**

*Example: Presented to groups of 30+ transfer students on a weekly basis concerning university policies and procedures.*

<table>
<thead>
<tr>
<th>Acted</th>
<th>Consulted</th>
<th>Highlighted</th>
<th>Published</th>
<th>Stated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapted</td>
<td>Convinced</td>
<td>Illustrated</td>
<td>Queryed</td>
<td>Submitted</td>
</tr>
<tr>
<td>Addressed</td>
<td>Corresponded</td>
<td>Improvised</td>
<td>Questioned</td>
<td>Substantiated</td>
</tr>
<tr>
<td>Admitted</td>
<td>Critiqued</td>
<td>Indicated</td>
<td>Quoted</td>
<td>Suggested</td>
</tr>
<tr>
<td>Advertised</td>
<td>Debated</td>
<td>Inferred</td>
<td>Referred</td>
<td>Summarized</td>
</tr>
<tr>
<td>Allowed</td>
<td>Dedicated</td>
<td>Informed</td>
<td>Reinforced</td>
<td>Supplemented</td>
</tr>
<tr>
<td>Amended</td>
<td>Defined</td>
<td>Instructed</td>
<td>Related</td>
<td>Supported</td>
</tr>
<tr>
<td>Arbitrated</td>
<td>Deliberated</td>
<td>Interpreted</td>
<td>Rendered</td>
<td>Surveyed</td>
</tr>
<tr>
<td>Argued</td>
<td>Demonstrated</td>
<td>Interviewed</td>
<td>Reported</td>
<td>Synthesized</td>
</tr>
<tr>
<td>Ascertained</td>
<td>Drafted</td>
<td>Justified</td>
<td>Represented</td>
<td>Systematized</td>
</tr>
<tr>
<td>Authorized</td>
<td>Drew</td>
<td>Lectured</td>
<td>Responded</td>
<td>Taught</td>
</tr>
<tr>
<td>Briefed</td>
<td>Edited</td>
<td>Marketed</td>
<td>Revealed</td>
<td>Tested</td>
</tr>
<tr>
<td>Clarified</td>
<td>Educated</td>
<td>Mediated</td>
<td>Rewrote</td>
<td>Transcribed</td>
</tr>
<tr>
<td>Cleared up</td>
<td>Elicited</td>
<td>Moderated</td>
<td>Sanctioned</td>
<td>Translated</td>
</tr>
<tr>
<td>Closed</td>
<td>Entertained</td>
<td>Negotiated</td>
<td>Settled</td>
<td>Transmitted</td>
</tr>
<tr>
<td>Communicated</td>
<td>Explained</td>
<td>Perceived</td>
<td>Shaped</td>
<td>Verified</td>
</tr>
<tr>
<td>Composed</td>
<td>Extracted</td>
<td>Persuaded</td>
<td>Sold</td>
<td>Welcomed</td>
</tr>
<tr>
<td>Concluded</td>
<td>Fabricated</td>
<td>Photographed</td>
<td>Solicited</td>
<td>Wrote</td>
</tr>
<tr>
<td>Confronted</td>
<td>Fashioned</td>
<td>Presented</td>
<td>Specified</td>
<td></td>
</tr>
<tr>
<td>Consented</td>
<td>Greeted</td>
<td>Publicized</td>
<td>Spoke</td>
<td></td>
</tr>
</tbody>
</table>
**Resume Examples**

**Margins:** One-inch margins on both sides, left and right, are required. Top and bottom margins may be adjusted to between one inch and ½-inch to fit the material on the page. Top and bottom margins should be the same, with the information centered on the page vertically.

**Font:** Use one common, non-decorative typeface throughout. Times New Roman and Helvetica are the two most common font styles. Arial, Palatino and Calibri are also common. Use one font size of 10- to 12-point throughout. Your name may be as large as 14-point. Do not vary the font or point size within the resume.

**Contact Information:** Place your name, in ALL CAPITAL letters and **bold**, at the top of the page. Include address, email, telephone and, if you have a professional one, website address.

**Objective:** Include a brief statement indicating the position you want or the type of work you want to do now.

**Experience Entries:** Listings should be formatted with your position title first, in **bold**, then the name of the organization or company with the city and the state, not bolded. Dates should be listed in reverse chronological order, most recent first, institutions where you have completed, or will soon complete, some level of education. Indicate degree(s), date(s) of graduation, major and minor fields, honors and related coursework. You may also list honors and/or related coursework in separate sections.

**Education:** List in reverse chronological order, the most recent first, institutions where you have completed, or will soon complete, some level of education. Indicate degree(s), date(s) of graduation, major and minor fields, honors and related coursework. You may also list honors and/or related coursework in separate sections.

**Additional Experience:** Include a brief statement about your most important and relevant experience. It may include paid and volunteer positions, full- and part-time work, internships and class projects and should emphasize skills, accomplishments and knowledge. Include more than one “Experience” section by being more specific such as “Related Experience,” “Teaching Experience,” “Field Experience,” and/or “Research Experience.” Experience that is not directly related to your objective but shows skills and abilities important to employers may be listed in a category titled “Additional Experience.”

**Activities:** “Activities” is an optional section; however, co-curricular or community involvement, especially if related to your objective, can be very important. List more interesting items and include uncommon or unusual activities to generate interest and make you memorable. If you held a leadership position in an organization, list the title of your position first, in **bold**, then the name of the organization. You may choose to list dates, or not, but be consistent for all entries.

**References:** “References” is an optional section. Say “References available upon request” as a way to bring closure and visual balance to your resume. This may be left off if you are short on space.

---

**Christopher Salesman**

3000 Belknap Ave. Apt 2

Superior, WI 58000

**Objective**

A position in the sales and support of scientific products or service.

**Education**

University of Minnesota Duluth

Bachelor of Science May 2016 Overall GPA: 3.5/4.0

Major: Cell Biology Minor: Chemistry

Senior project: “Mapping DNA in cloned pigs”

Normandale Community College, Bloomington, MN Associate of Arts May 2012

**HONORS**

Swenson Scholarship for Outstanding Performance in a science major, 2014-present

Dean’s List for Academic Excellence, 4 of 6 semesters

Eagle Scout, 2010

**Related Experience**

Campus Sales Representative, Apple Computers, Duluth, MN June 2014-present

• Market Apple hardware and software to UMD students and faculty.
• Advise customers on computer purchases.
• Provide consultation and product demonstrations for current and prospective customers.
• Design videos, flyers and photo albums for promotions.
• Founded UMD Mac User Group to promote use of Apple products by providing customer education and support.
• Develop, design and implement a variety of events such as a promotional billiards tournament, Unreal® gaming tournament and on-campus display tables using a variety of Apple products such as iMovie, iPhoto, .Mac and iDVD.
• Present workshops and seminars to educate prospective customers such as seminars on OS X twice a year.

Sales Associate, Chemical Products, Inc., Minneapolis, MN June 2012-May 2014

• Sold a variety of “green” cleaning products to industrial companies.
• Consistently met and exceeded sales goals.

**Additional Experience**

Referee Lake Superior Basketball Association, Duluth, MN November 2008-present

• Refereed junior high and high school boys and girls basketball games.

**Activities and Service**

Founder and President, UMD Mac User Group September 2012-present

Member, UMD School of Medicine Mac User Group September 2012-present

Volunteer, Aftenro Homes assisted living facilities October 2010-present

References available upon request.
ROBERT NEWSWRITER
500 Television Blvd.
Duluth, MN 55800
218-722-0000
rnewswri@d.umn.edu
http://www.linkedin.com/in/robertnewswriter

OBJECTIVE
An entry level position in television or radio news reporting.

EDUCATION
University of Minnesota Duluth
Bachelor of Arts December 2015 Overall GPA: 3.0/4.0
Major: Communication Major GPA: 3.4/4.0
Minor: Psychology
Concentration: Television/Radio News Reporting and Production

REPORTING EXPERIENCE
Reporter Intern, KWHE, Channel 5 Television, Duluth, MN
September 2014 - December 2014
• Wrote wire copy for 6 and 10 p.m. news broadcasts.
• Interviewed public officials about current issues for news broadcasts.
• Prepared voice-over tape for 6 and 10 p.m. news broadcasts.
• Assisted reporters and anchor persons on news assignments.

Photojournalist Intern, KLLO, Channel 12 Television, Duluth, MN
January 2014 - May 2014
• Filmed news events around the Duluth area using a Sony DXC 3000 video camera.
• Edited news clips for 6 and 10 p.m. broadcasts.
• Assisted reporters on assignments.

ADDITIONAL EXPERIENCE
Student Employment Officer, Financial Aid Office, University of Minnesota Duluth
September 2012 - present
• Advise students with financial aid concerns.
• Assist with the administration of the College Work Study program.
• Prepare and verify College Work Study documents.
• Balance student payroll books.
• Enter bi-weekly student earnings into the computer.
• Prepare employment cards for university students.

Parks and Recreation Supervisor, City of Duluth, Duluth, MN
June 2014 - August 2014
• Supervised children and park facilities.
• Programmed daily activities for children ages 6-16 years old.
• Encouraged children to participate in activities.

Financed 100% of college expenses through part-time and summer employment as a server, lifeguard, diving coach and swimming instructor.

References and Portfolio Available Upon Request.

JULIE R. WEBBER
webbe008@d.umn.edu
713 N. Off Campus Road
Duluth, MN 55800
218-728-0000
Before May 31, 2016
3127 W. Parent Avenue
Minneapolis, MN 55000
218-728-0000
After May 31, 2016

OBJECTIVE
Intern position in Computer Science with focus on Software Design.

EDUCATION
University of Minnesota Duluth UMD
Bachelor of Science May 2016
Major: Computer Science
Minor: Mathematics

US Army Signal Center, Ft. Gordon, GA
Signal Support Systems Maintenance, Honor Graduate Oct 2010

COMPUTER SKILLS
Languages: C, C++, Visual C++, Java, Pascal, Lisp, Prolog, Visual Basic,
Perl, Assembly, SQL, MHTML, HTML, PHP, JavaScript, XML, X/Motif, UML, BSD Sockets, UNIX shell scripts
Systems: Linux, UNIX, FreeBSD, Windows 95-XP, Mac OS 9.x, MS-DOS
Software: MS Office & Star Office Suite, Mathematica, Adobe PhotoShop,
FileMaker Pro, Turbo C++, Borland C++ Builder

RELATED EXPERIENCE
Information Technology Consultant, Career & Internship Services, UMD
Enhance and maintain the website, http://www.d.umn.edu/careers, using PHP,
mySQL and Perl. Maintain and update DEBIAN LINUX server running Apache.
Provide technical support to staff and website users.
Fall 2013-present

Communication Systems Maintainer, United States Army National Guard,
Watertown, SD
Installed, troubleshot and repaired communications equipment such as radios,
telephones, antennas, satellite equipment, computers and network devices.
Obtained rank of Specialist.
Winter 2012-Winter 2014

PROJECTS
Game “Othello” Implemented GUI board game using X/Motif and C++.
Implemented artificial intelligence using minimax algorithm and alpha-beta
pruning for one- or two-person play.

Shakey The Robot’s World Implemented artificial intelligence using
Sensory Graph Plan to create plan for a robot to navigate within its virtual world.

ACTIVITIES
UMD Computer Club
Intramural flag football, softball and captain floor hockey
**MEREDITH BEAR**  
4000 N. Park Place  
Duluth, MN 55800  
218-720-0000  
bear0027@d.umn.edu  
http://www.linkedin.com/in/meredithbear

**OBJECTIVE**  
An entry level position in finance or accounting

**EDUCATION**
University of Minnesota Duluth UMD  
Bachelor of Business Administration and Bachelor of Accounting  May 2016  
Major: Finance, Departmental Honors, Overall GPA: 3.57/4.00  
Dean’s List for Academic Excellence five of six semesters  
Will complete 150 credits by graduation  
University of Salamanca, Spain  
Language and Culture in Spain, September 2013-May 2014  
Lived with host family  
Undergraduate Research Opportunity Program Grant  
“Futures Versus Cash Market Volatility”  2014  
**Courses Include**  
Corporate Finance, Managerial Finance, Portfolio Analysis  
International Finance, Strategic Management, Futures Markets

**EXPERIENCE**
Loss Prevention Supervisor, promoted from Loss Prevention Officer 2015  
HavingFun Family Amusement Park, Proctor, MN Summers 2015, 2014  
- Reviewed daily cash summary and resolved cash overages and shortages  
- Conducted cash audits to review cash handling procedures of employees  
- Viewed surveillance tapes for proper procedures and instances of theft  
- Conducted void spot checks to encourage proper paperwork procedures  
- Analyzed per capita sales information for trends and differing activity from previous years  
- Communicated with managers, supervisors and co-workers to resolve instances of loss, theft and company policy violations  
- Prepared weekly schedules and resolved any scheduling conflicts to the satisfaction of all employees  
Secretary  
Investment Club, UMD Academic Year 2014-2015  
- Planned and implemented winter fundraisers  
- Collaborated with other officers to plan and set goals for the year  
- Scheduled, organized and led meetings

**ACTIVITIES**
UMD Business Administration Club  
Intramural Broomball, Captain Softball and Soccer  
References and Portfolio Available Upon Request

**References and Portfolio Available Upon Request.**
EDUCATION
University of Minnesota Duluth UMD
Bachelor of Applied Science, May 2015
Major: Unified Early Childhood Studies/Early Childhood Special Education, Major GPA: 3.3/4.0
Spanish Language - 4 years high school and one semester college

CERTIFICATION
Minnesota State Teaching License Birth to 3rd grade pending
Minnesota State Teaching License Special Education Early Childhood for Birth to Age 6 pending

TEACHING EXPERIENCE
Student Teacher
Preschool - Carol Rowe Head Start Center, Duluth, MN 03/15-05/15
- Planned and implemented two-week-long units based on the books, “Whoosh!” and “The Very Tiny Cricket,” in accordance with the SPARK literacy curriculum.
- Developed one-theme science areas on sound and insects to correlate with the literacy units.
- Taught students non-violent behaviors using the Second Step curriculum.
- Served children and families from many cultures, particularly Hispanic and Hmong.
- Collaborated with director, classroom teachers, bus drivers, specialists and parents on a regular basis to individualize each child’s learning.

2nd grade - Keith Country Academy, Duluth, MN 01/15-03/15
- Planned and implemented a three-week unit on insects with opportunities for large group, small group and individual learning.
- Taught in a multi-cultural classroom with a majority of Hispanic students.
- Collaborated with English Language Learners teacher, parent liaisons/interpreters and school specialist to meet the needs of students in a Language Academy program for children who lived in the U.S. for less than 3 years.
- Planned and implemented Readers’ and Writers’ Workshop lessons using America’s Choice literacy reform curriculum.
- Participated in 2nd grade literacy team, which met weekly to assess and improve literacy in classrooms.
- Involved students in hands-on math experiences.

Practicum Student Teacher
Kindergarten - Blaine Elementary School, Superior, WI 10/14-12/14
Preschool - Little Learner’s Preschool, Duluth, MN 02/14-05/14
Toddler - Benedictine Health Center Preschool, Duluth, MN 10/13-12/13
- Assessed students and classroom environment using checklist and narrative observations.
- Developed and implemented lessons including prediction activities, dramatic play area enhancements and art activities.
- Assisted teachers in providing consistent classroom management according to individual behavioral needs and plans.
- Used finger-plays, songs and games to create smooth transitions between activities. Enhanced students’ brain use and learning through Boost Up/Brain Gym activities.

ADDITIONAL EXPERIENCE
Part-time and summer positions such as office assistant and photographer to assist with college expenses.

ACTIVITIES
President 3/14-2/15, Vice-President 3/13-2/14
Association for Childhood Education International, UMD
- Served on executive committee for two years for a group of 100 people.
- Organized and led weekly large and small group meetings.
- Led long-term strategic planning.
- Attended and led variety of leadership development workshops and conferences.

PROFESSIONAL MEMBERSHIP
Education Minnesota 09/14-present

Credentials and portfolio available upon request.
CAROL M. POWERS
300 Power Place
Duluth, MN 55800
218-744-0000
poe0078@d.umn.edu

OBJECTIVE
An industrial or manufacturing engineering internship

EDUCATION
University of Minnesota Duluth
Bachelor of Science in Mechanical Engineering, May 2016
Bachelor of Science in Industrial Engineering, May 2016
Major emphasis: International Engineering
Minor: Mathematics
GPA: 3.4/4.0
Fundamentals of Engineering Exam, passed April 2016

Robotics and Controls Project
Set up and successfully performed an automated production line for filling, assembling and packaging spray paint cans using four robots.

Advanced Engineering Courses
CAD/CAM
Operations Research
Engineering Economic Analysis
OSHA & Other Regulatory Standards
Manufacturing Systems Integration
Production & Operations Management

EXPERIENCE
Quality Control Technician, Guided Illustration Corporation
Minneapolis, MN, May 2014-Present
• Revise quarterly documents and files
• Adjust quarterly product quantities
• Designed and produced three catalog price lists

Testing Engineer Intern, Quiet City Power Company
Minneapolis, MN, June 2013-September 2013
• Documented testing procedures at the Cedar Ridge Nuclear Power Plant
• Documented installation procedures for various meters
• Researched properties of electricity and made corrective measures regarding meter functions and readings
• Worked in warehouse department and tested meters before installation

Teaching Assistant, Department of Mathematics and Statistics
University of Minnesota Duluth, September 2012-May 2013
• Graded papers for mathematics courses including algebra, trigonometry, calculus and probability and statistics
• Tutored college students in various mathematics courses

ACTIVITIES
Treasurer, Institute of Industrial Engineers IIE, Student Chapter

REFERENCES
Enclosed

References

Dr. Marcia Quadrangle
Associate Professor
Department of Industrial Engineering
3265 Campus Center
University of Minnesota Duluth
Duluth, MN 55800
218-726-0101
mquadnn@d.umn.edu

Karla Technol
Director
Quality Control Division
Guided Illustration Corporation
26 N. Capitol Avenue
Minneapolis, MN 55432
612-735-0000
karla.technol@qcd.com

Marcus Gloss
Former Assistant Manager, Testing Department
Quiet City Power Company
Currently Manager
Transfer Division
Catalina Power
5498 19th Street
Carson, IA 36927
309-745-2130
mgloss@catpower.com

Dr. Gary Pi
Retired Professor
Department of Mathematics and Statistics
University of Minnesota Duluth
314 Logic Lane
Fun City, FL 76332
941-666-9000
garypi7690@prodigy.net
CARL

OBJECTIVE
Graphic design position

EDUCATION
University of Minnesota Duluth
Bachelor of Fine Arts, May 2016 GPA: 3.3/4.0
Major: Graphic Design
Minors: Spanish and Foreign Studies
University of Guanajuato, Mexico
Spanish Language and Mexican Culture Studies, 5/14-6/14
University of Birmingham, England, 9/12-5/13

EXHIBITIONS/PUBLICATIONS/HONORS
Senior Exhibition, Tweed Museum of Art, UMD 4/16
Publication, "Both Sides of Peace," digital, Roaring Muse, Literary Guild, Duluth, MN 4/15
Raymond W. Darland Art Scholarship, 5/15
Howard W Lyons Art and Design Scholarship, 5/14

GRAPHIC DESIGN EXPERIENCE
Freelance Graphic Designer, Duluth, MN 5/16-present
• Create graphic design solutions for clients including small businesses, restaurants and non-profits.
• Designed and created advertisements promoting travel and study abroad.
• Updated and maintained website.

Graphic Design Intern, Venture Graphics, Duluth, MN 9/15-5/16
• Developed corporate identities, signage systems, brochures and annual reports with art director.
• Assisted with creation of style guides, selection of colors and refinement of type choices.

Promotions Director, UMD Student Design Organization 4/14-5/16
• Developed programs and promotional items to welcome first-year design students and advertise programs.

Production Artist, UMD Statesman 10/15-12/15
• Designed, created and edited advertisements for local companies advertising in student newspaper.

COMPUTER SKILLS
• Photoshop, Illustrator, InDesign, Flash, Dreamweaver, Fontlab, Fireworks, Microsoft Office

ADDITIONAL EXPERIENCE
Teaching Assistant, Supportive Services Program, UMD 9/15-12/15
• Developed, taught and graded lessons for 26 first-year students in a UMD Seminar course.

Resident Advisor, Housing and Residence Life, UMD 8/14-5/15
• Supervised 37 first-year students and planned, promoted and conducted weekly learning and social activities.

ACTIVITIES
• AIGA MN 2014-present
• Student Advisor, AIGA MN Education Committee 6/15-5/16
• Participant, AIGA Design Camp Summers 14, 15
• Participant, AIGA Portfolio 1-on-1 14, 15
• Varsity Track and Field, UMD 9/11-5/14

References Available Upon Request.

ALBERTO

OBJECTIVE
Senior Software Engineer position.

RELATED EXPERIENCE
Software Engineer IBM, Rochester, MN Dec 2013-Present
Software Engineer Intern IBM, Rochester, MN May 2012-Dec 2013
• Work as a performance analyst for WebSphere Application Server and WebSphere Extreme Scale.
• Create benchmarks to stress test large scale, high volume workloads on WebSphere Extreme Scale.
• Help customers adapt their applications to large scale, highly available clusters.
• Assist customers in debugging performance problems.
• Co-authored a white paper on the use of WebSphere Extreme Scale as a scalable in-line cache to take load off of database hardware.
• Participated in the SPEC Organization in the development of the SPECjEnterprise2012 benchmark along with Oracle, Sun, SAP and Red Hat. The benchmark utilizes RMI, Web Services, EJBs, JPA entities and MDBs.
• Earned a “SPECTacular Contribution Award” for efforts in development, debugging and testing of the SPECjEnterprise2012 benchmark.
• Collaborated with developers to implement performance improvements that resulted in the current world record SPECjEnterprise2012 publishes on WebSphere Application Server.
• Developed an automation framework that enables the performance teams to run nightly regression tests against each new build and enables the output to be data mined for fast regression detection.
• Implemented new features and debugged customer problems using the Java Connector Architecture component of WebSphere Application Server

• Created internal tools used internationally by Ontrack engineers for recovering files.
• Improved the test suite for internal libraries.
• Developed and wrote documentation on developing and debugging in the Mac OS X environment.
• Ported internal libraries to Macintosh and worked extensively with the correct displaying of UNICODE characters.
• Collaborated with 3 others to develop tools to recover data from corrupted Mac OS X hard drives.
• Participated in Kroll Toastmasters International.

COMPUTER SKILLS
• Languages: C, C++, C#, Java, PHP, MySQL, Perl, Python, Assembly, Unix Shell Scripting
• Operating Systems: Linux, Unix, Windows, MS-DOS, Mac OS X, AIX
• Software: WebSphere Application Server, WebSphere Extreme Scale, Eclipse, DB2, MS Visual C+++, Macintosh X-Code IDE, MS Office Suite, DevPartner Studio

Java Technologies: Web Services, Enterprise Java Beans, Java Persistence Architecture, Remote Method Invocation, Message Driven Beans, Java Connector Architecture, Servlets

ACHIEVEMENTS
Was awarded an Undergraduate Research Opportunity Program grant for Radio Telescope Design and funding from the National Radio Astronomy Observatory to attend a conference on “Millimeter and Submillimeter Astronomy at High Angular Resolution” in Taiwan.

EDUCATION
University of Minnesota Duluth
Bachelor of Science Dec 2013 GPA: 3.6/4.0 Majors: Computer Science and Computational Mathematics
Dean’s List for Academic Excellence 5 out of 8 terms.

References Available Upon Request.
CHERYL RESEARCHER

821 East Laboratory Lane
Duluth, MN, 55805
researcher@d.umn.edu
218-123-4567

SAADAQ SOPHOMORE

123 2nd Street
Duluth, MN 55812
Before May 31, 2017
soph432@d.umn.edu
218-722-0000

1234 89th Street
Eden Prairie, MN 55434
After May 31, 2017

OBJECTIVE
Research position at Hormel Cancer Research Institute

EDUCATION
University of Minnesota Duluth  UMD
Bachelor of Science May 2015 GPA: 3.3/4.0
Majors: Biochemistry/Molecular Biology and Chemistry  Minor: Math

COURSEWORK
Advanced Organic Chemistry Lab, Physical Chemistry, Physical Bio-Chemistry, Molecular Biology

LAB SKILLS
Titration, IR, NMR, GCMS, RT-PCR, qPCR, Tissue Culture, Gel Electrophoresis, NanoDrop

PROJECTS
Lab Safety Video. Proposed idea for new chemistry lab safety video to Chemistry Department Head and Environmental Health and Safety Head. Wrote script, filmed and edited scenarios into movie. Video is now required viewing for all students in chemistry lab courses.
Lab Experiment Videos. Developed video clips showing how to do experiments for all General Chemistry labs.

RESEARCH EXPERIENCE
Manipulating Tfam expression and mitochondrial capacity to overcome drug resistance in breast cancer cells. Undergraduate Research Opportunity Program, UROP, UMD, January 2014 to present
Awarded grant through competitive selection process to continue research. Determine experiments and interpret results. Test number of mitochondrial genes and compare them in MCF-7 and LCC9 breast cancer cells. Write final report on overall results of project. Presented at UROP poster session at the University of Minnesota, Minneapolis, Summer 2014

Mitochondrial capacity of breast cancer cells. Summer Undergraduate Research Program, SURP, UMD. June to August 2013
Awarded grant through competitive selection process. Conducted experiments to test whether or not there are biomarkers specific to anti-estrogen resistant breast cancer. Helped select tests and interpreted the results. Presented poster on research at UMD in August 2013.

PUBLICATION

ADDITIONAL EXPERIENCE
Resident Advisor, Housing and Residence Life, UMD, May 2012 to May 2013
• Ensured a safe and comfortable living environment for 145 students
• Assisted with a variety of projects as needed

Front Desk Assistant, Career & Internship Services, UMD, October 2011 to September 2012
• Scheduled appointments and assisted students, staff, faculty and employers
• Assisted with a variety of projects as needed

ACTIVITIES AND SERVICE
Student Representative to Board of Directors, Habitat for Humanity, Duluth MN, June 2013 to present

OBJECTIVE
A multimedia internship position with Alive Arts Media

EDUCATION
University of Minnesota Duluth  UMD
Bachelor of Arts May 2017 Overall GPA: 3.3/4.0
Major: English Minor: Arts in Media

Normandale Community College
Post-Secondary Enrollment Options, Completed 30 credits, GPA: 3.3/4.0

Eden Prairie High School, Eden Prairie, MN
Diploma with High Honors, June 2013 GPA: 3.9/4.0
Completed four years of Spanish
College in the Schools: History, English, Journalism

HONORS
UMD Best in Class Scholarship
Rotary Scholarship
National Honor Society

RELATED EXPERIENCE
Writer, UMD Statesman, 9/14–present
• Build network of contacts for story leads and sources
• Pursue story leads through primary and secondary sources
• Meet weekly deadlines for idea submission, editing and printing

Editor, Eden Prairie High School Yearbook, 9/12–5/13
• Led section editors in page design in Adobe Indesign and common development of theme
• Managed progress of pages assigned to staff in order to meet deadlines from publisher
• Critiqued and edited pages before final submission to printer

Photographer & Staff Member, Eden Prairie High School Yearbook, 9/09–5/12
• Explored new ways of incorporating design elements into photographs using Adobe Photoshop
• Operated and maintained multiple professional cameras
• Tracked exposure of students and student groups to ensure fair coverage in yearbook
• Assisted in distribution of book at end of year

ADDITIONAL EXPERIENCE
Student Assistant, Office of External Affairs, UMD, Duluth, MN 9/14–present
• Research and fact check information to be included in press releases

Student Assistant, Career & Internship Services, UMD, Duluth, MN 11/13–present
• Assist 20-30 students per shift addressing their concerns and directing to other resources as needed
• Manage calendars for five career counselors by scheduling and checking in appointments.

Cashier, Erbert and Gerbert’s Sandwich Shop, Eden Prairie, MN 5/11–8/13
• Trained new employees in customer service and restaurant procedures

COMPUTER SKILLS
Adobe Creative Suite 6, HTML, Microsoft Office

ACTIVITIES
GENE KELLY WILSON

HEIGHT: 6’1”
EYES: Hazel
HAIR: Brown
VOICE: Baritone/Tenor

Broadway/National Tour
Ghost The Musical
Sam Wheat
Troika (Thomas Caruso, Paul Griffin)

Regional Theatre
South Pacific
Lt. Adams, Cable u/s
Asolo Rep (Rob Ruggiero)

RENT
Roger Davis
Empire Theatre (Chris Berg)

Avenue Q
Prince
Empire Theatre (Chris Berg)

Aida
Radames u/s
Theater Lathé Da (Peter Rothstein)

The Light In The Piazza
Giuseppe Naccarelli
Theater Lathé Da (Peter Rothstein)

Parade
Frankie Fipps
Renegade Theater (Katy Helbacka)

The Tempest
Ferdinand & Others
Adirondack Lakes Theatre Festival

Side Show
Buddy Foster
Adirondack Lakes Theatre Festival

Into The Woods
Rapunzel’s Prince
Adirondack Lakes Theatre Festival

The Fantasticks
The Boy (Matt)
Adirondack Lakes Theatre Festival

Readings/Workshops
When the Moon Hits
Matthew Fontini
Theater Lathé Da (Benjamin Shaw)

Your Eye (Jon Marans)

Special Events, Concerts, Cruise Ships, Cabarets
smASHed UP
54 Below (Benjamin Rauhola)

Ewalt & Walker’s Pajamboree
54 Below (Adrià Barbosa)

Training
University of Minnesota Duluth
Bachelor of Fine Arts summa cum laude
Major: Musical Theatre
Minor: Dance

Acting: Tom Isbell, Ann Bergeron, William Payne, Kate Utema
Voice: Dr. Regina Zona, Maria Williams-Kennedy
Dance/Movement: Ann Bergeron, Rebecca Katz-Harwood, Lila White

Special Skills
Armed/Unarmed Combat, Multiple Dialects, Juggling, Sports, Fencing, Equilibristics, Commedia dell’Arte, Auctioneer, Vocal Jazz, All State Choir, Saxophone, Guitar

www.genekeylwilson.com

(Note: This is a possible format for acting positions which is different from earlier guidelines)
STACY STAGEMANAGER  
www.linkedin.com/in/stacystagemanager  
5132 Stage Right Ave S  
My Town, MN 55408  
stagem09@d.umn.edu  
222-451-4444

OBJECTIVE  
Position as Assistant Stage Manager

EDUCATION  
University of Minnesota Duluth UMD  May 2017  
Bachelor of Fine Arts, Cum Laude  
Overall GPA: 3.8 / 4.0  
Major: Theatre  
Minors: Art, Psychology  
Dean’s List for Academic Excellence 8 of 8 semesters,  
Member of Phi Kappa Phi Honor Society

RELATED EXPERIENCE  
Field Canvasser, MPIRG, Minneapolis, MN, June 2017–Present  
• Fundraise door-to-door and participate in a grassroots campaign to protect Minnesota’s  
  natural environment through legislative measures.  
• Engage in daily trainings in interpersonal communication by analyzing body language,  
  energy, vocal tone and inflection in order to create a positive first impression.  
• Improvise and adjust communication style at each door in order to effectively reach people  
  with a broad range of backgrounds, values and beliefs.

Co-Chair, MPIRG, Duluth, MN, Sept 2016–April 2017  
• Presented financial requests with fellow Co-Chairs to the Student Service Fee Committee  
  that resulted in a $3,900 increase in funds for the academic year.  
• Implemented recruitment plan by gathering emails, contacting professors and speaking in  
  front of classrooms of 10 to 350 people over a 2-3 week period.  
• Envisioned and executed ways to enhance creative collaboration and focus within the  
  group by introducing specific games and community building activities.  
• Attended biweekly Multicultural Center leadership meetings and relayed events and  
  updates to chapter.  
• Managed Google calendar and sent weekly email updates to student members.

Board Representative, MPIRG, Duluth, MN, Sept 2016–April 2017  
• Represented the Duluth chapter at monthly board meetings by voicing concerns, voting on  
  campaigns, shaping internal policies and discussing coalitions of the statewide nonprofit.  
• Participated as member of the financial committee by attending meetings, examining  
  monthly cash-flow documents, assets and liabilities and ensuring the organization remained  
  within budget.

Arts Intern, CHOICE, unlimited, Duluth, MN, Sept 2016–Dec 2016  
• Researched and compiled information on foundations and grants.  
• Taught a weekly introductory acting class to a group of 18 adult participants, both with and  
  without disabilities, that ended in a public performance.

ADDITIONAL EXPERIENCE  
Peer Educator, Career and Internship Services, UMD, Duluth, MN, Oct 2015–May 2017  
• Organized beginner resume workshops and presented information 1-2 times a month.  
• Worked one-on-one with students to craft well-written resumes and cover letters.

CERTIFICATION  
First Responder, Red Cross
MIRANDA MILITARY
234 Holly Lane
Valley View, MN 46805
military.miranda@gmail.com
345-812-2345

ADDITIONAL EXPERIENCE

Human Resources Sergeant, Army National Guard Aug 2006-May 2013
- Received Army Commendation Medal for exemplary service in combat, OIF 08-09
- Achieved rank of Sergeant within three years of joining the service
- Adapted quickly to many adverse situations during an extended deployment overseas
- Obtained and currently hold secret level security clearance
- Managed over 100 personnel files
- Was appointed to serve as Equal Opportunity Leader and Unit Victim Advocate
- Tracked and processed medical issues discharges and disability paperwork
- Investigated and settled financial queries
- Educated soldiers on regulations and current benefits available
- Served as a liaison between soldiers and command in regard to punitive actions
- Aided soldiers in preparing application packets for promotion opportunities

Equal Opportunity Leader, Army National Guard Oct 2010-May 2013
- Conducted sensitivity and ethics training exercises for entire company
- Documented findings and referred to specialist or legal services as needed
- Consulted with victims to ensure future safety
- Conducted follow-up meetings to continue to assess needs

Unit Victim Advocate, Army National Guard Sep 2008-May 2013
- Informed victims of violence of procedures and legal rights
- Extracted details from conversation to put case into perspective
- Assisted leaders and cohorts of changes in regulations and procedures
- Filed grievances and worked as liaison between victim and the accused

Veterans Resource Center Student Employee, UMD Aug 2009-May 2012
- Earned promotion to Supervisor after four months of employment
- Qualified for CPR and First Aid through American Red Cross
- Performed many tasks simultaneously on a daily basis including: routing phone calls, entering data into Kinderstreet software, assisting clients with concerns, completing safety checklists, answering client emails and supervising staff to ensure child safety
- Processed required paperwork for student veterans to obtain benefits earned

Safe Zone, training that provides a visible network of volunteers for gay, lesbian, bisexual, transgender and other individuals seeking information and assistance regarding sexual orientation, gender identity, harassment and/or discrimination concerns, 2014

Jason Foundation, suicide prevention and intervention training, 2014

North Dakota Counseling Association Conference, 2014

Native American Culture Awareness Conference, 2014

Minnesota School Counselor Association Conference, 2014

Minnesota Counseling Association Conference, 2013

References available upon request.

PROFESSIONAL DEVELOPMENT

School Counseling Intern, Ellen Hopkins Elementary School, Fargo, ND Sep 2012-Dec 2012
- Facilitated social-emotional learning activities
- Implemented Play Therapy activities to model appropriate behavior
- Participated in weekly collaborative truancy and behavior meetings

RECOGNITION AND ACCOMPLISHMENTS

Chi Sigma Iota Honors for earning 3.95/4.00 GPA in graduate program, 2013
Semi-finalist for National Board for Certified Counselors Military Scholarship, 2013
Dean’s List during undergraduate work for earning a 3.5-4.0 GPA, 2011, 2012
Co-founded and served as President of the Veterans Club of UMD, 2010
Received Army Commendation Medal for accomplishments while deployed, 2009
SHANNON PROGRAMMER
4050 Applegate Drive
Duluth, MN 55806
218-726-0000 or
218-720-0000
prog0023@d.umn.edu

OBJECTIVE
A challenging position in software development.

EDUCATION
Master of Science, Computer Science, April 2016
University of Minnesota Duluth UMD
GPA 4.0/4.0

Bachelor of Science, Cum Laude, Computer Science, May 2014
Capital College, Crystal, IA
GPA 3.7/4.0

COMPUTER SKILLS
Systems: UNIX, Solaris, Linux, Windows, Mac, DOS
Languages: C, C++, Java 2, JavaScript, XML, HTML, UML, Perl, Assembly, Visual Basic, FORTRAN, Python, Lisp, Pascal, COBOL
Software: SRGP, Tivoli, Secureway Policy Director, lex, yacc, Lotus Notes, Macromedia Dreamweaver, Adobe Photoshop, MS Office Suite, Expat parser toolkit, Final Cut Pro
Database Tools: SQL, MS Access
Other: SNMP, TCP/IP, MPL Multiprecision packages, XML, Flash, LaTeX

COURSEWORK
Advanced Computational Logic Advanced Computer Architecture
Advanced Computer Graphics Computer Networks
Systems Programming Database Systems Management
Software Engineering Digital Signal Processing
Advanced Graph Theory Artificial Neural Networks

MASTER’S THESIS
Collected color spectrum data used to model human perception under adverse weather conditions. Created and developed a model using adaptive filters and pattern recognition techniques. Designed several specialized computer systems to be used in simulation. Obtained funding from the Minnesota Department of Transportation to support research.

PROGRAMMING EXPERIENCE
Teaching Assistant, Department of Computer Science, UMD, Sep 2014-Present
• Design and prepare course material for undergraduate courses, Computer Science I, Introduction to C, Introduction to C++, Data Structures and Software Development
• Develop and grade homework problems and laboratory assignments
• Conduct recitation sessions and laboratory practice

Related Experience
• Designed a virtual network necessary to carry out assigned tasks using VMware software
• Discovered potential weaknesses in configuration of Cisco VPN client used for remote access to Intranet
• Performed similar analysis of Zone Alarm personal firewall use to protect system
• Recommended actions that could be taken to minimize the possibility of compromise through VPN exploit
• Developed proof of concept tools used to demonstrate discovered exploits and presented to department

PROJECTS
Blood Circulation Simulator: Developed software, as part of a team, to simulate the blood circulation system, allowing students to adjust parameters that affect blood flow. Used Java under Linux, Java Swing for GUI and JDBC for database connectivity, MySQL.

Artificial Neural Network Simulator: Experimented with and taught a neural network to predict boiling points for 275 chemical liquid compounds using PlaNet.

Automobile Troubleshooter: Created an expert system to perform automobile troubleshooting using Java Expert System Shell.

Emulation of Resource Broker in Globus: Emulated the resource broker in Globus, Grid enables operating system.Parsed RSL scripts and allocated the requested resources which are in the Globus network.

Holiday Travel Package Management System: Implemented a system to store, manipulate and generate reports of client data for a local travel agency.

ACTIVITIES
Long distance running, fresh-water surfing and white-water kayaking.

References and portfolio available upon request.
Correspondence is as important in the internship or job search as an effective resume. It includes cover letters, thank-you letters, letters seeking information, letters accepting offers and letters declining offers. The correspondence includes email as well as the more traditional hard copy. Each piece of correspondence should be carefully written and reviewed.

Each letter should be:

- Addressed to a specific person by name and title. Use non-gender specific titles (e.g., “Dear Human Resources Representative”) if you cannot obtain a name.
- Tailored to the specific position and organization.
- Checked for grammatical, typographical and spelling errors.
- Printed in the same font style as your resume.
- No more than one page in length.
- Individually composed and signed.

**COVER LETTER**

A cover letter always accompanies your resume, even if one is not requested. It is a very important part of the job and internship search process. The most effective letters are interesting, informative and concise.

There are two types of cover letters depending on purpose:

**Letter of Application**

When an employer lists a position opening and requests a letter, they are asking for a letter of application. This type of cover letter is sent to apply for a position that an employer is actively seeking to fill. When writing a letter of application it is important to use the advertisement to craft your letter to connect your experiences to the position’s requirements.

**Letter of Inquiry**

This type of cover letter is sent to an employer to ask about the possibility of available positions. It is used to inquire about job or internship possibilities although none may be advertised and to request further discussion about future opportunities with the organization. When writing letters of inquiry it is important to include details about your qualifications to prompt the employer to decide that a discussion with you is worthwhile.

Your cover letter should be directed to a particular employer for a specific position, not a form letter. Form letters are usually easily recognized and have little chance of receiving favorable attention from an employer. Whenever possible, find out the name of the person in the company to whom your letter should be addressed.

The cover letter should be brief, but not too brief, and to the point. Tell the employer the position for which you are applying and how you learned about it or, if writing a letter of inquiry, how you know about the company. Explain why you want to work for the employer. Highlight your qualifications related to the position and use the wording from the advertisement or, if a letter of inquiry, what you know about the requirements of a position and how you fit. Describe your potential value to the employer. Elaborate on information in your resume, adding more detail and stressing information of particular interest to the employer. Encourage the reader to review your enclosed resume and ask for an interview if appropriate.

The cover letter is often three paragraphs long but may also be four paragraphs, if needed. Use standard business format and print on the same paper as your resume.

**THANK-YOU LETTER / LETTER OF APPRECIATION / FOLLOW-UP LETTER**

A thank-you letter is expected after a job interview, informational interview, job shadow and networking event. It may be brief and should express your appreciation for the interview or contact, mention key points discussed during the interview, reiterate your continued interest in the position and your desire for favorable consideration. Displaying common business courtesy, this letter should be written within two days of the interview or contact.

Your letter to an employer with whom you have conducted an informational interview can serve as both a letter of appreciation and application.

A letter of appreciation should also be written after receiving an offer of employment. This letter should confirm your receipt of and appreciation for the offer, indicate your interest in the position and inform the employer of the date by which you expect to make your decision.

**LETTER SEEKING INFORMATION**

This letter may be written anytime. It could be written at the start of your job or internship search to gather information about a company, especially if you have been unable to find information from other sources.

This letter may also be written after a job offer is received and you need more information in order to make your decision. Be certain to ask for specific information. Getting answers to your questions in writing may eliminate unpleasant surprises later, should you decide to accept an offer. In writing this letter, always reinforce your interest in the opportunity and express your appreciation for the offer of employment.
LETTER INQUIRING ABOUT STATUS

If you have not heard from an employer after a reasonable period of time, you may want to inquire about the status of your application. Recap the history of your application, indicating dates of your correspondence and your interview(s) and state why you need to know your status (perhaps because you have other opportunities). Be certain to express your continued interest in the position and express your appreciation for the employer's consideration.

LETTER ACCEPTING POSITION

In writing this letter, refer to the offer letter outlining the terms of employment, confirm your date for reporting to work and again express your appreciation and pleasure at joining the organization.

LETTER DECLINING OFFER

The key to this letter is to make certain you do not burn any bridges. Always be positive and gracious in rejecting an offer. In the future you may want to contact the employer about employment. Express your appreciation for the interest and confidence the employer showed in making an offer to you and respectfully decline.
OUTLINE COVER LETTER (LETTER OF APPLICATION OR INQUIRY)

(Single spaced)

(Down far enough so the letter is centered on the page)
Your street address
City, State Zip code
Date (you are writing/sending the letter)

(2-4 spaces)

Name of person to whom you are writing (address the letter to a specific person if possible; if not, use a non-gender specific title such as “Employment Manager” or “Human Resources Representative”)
Person’s title (may also go on the Name line if title is one word)
Name of the company or organization
Street address
City, state zip code

Dear Mr., Ms., Mrs., Dr. Last name (do not use a first name):

Opening paragraph: State the purpose of your letter and get the reader’s attention. Name the position or type of work for which you are applying/inquiring. Explain how you heard about the opening or the organization (e.g., Career and Internship Services office, news media, friend or formal referral). If someone referred you to the person or organization and you have her or his permission, say so (e.g., Dr. Jones of the Computer Science Department at the University of Minnesota Duluth suggested I contact you). To personalize the letter and to show that you have a good reason to want to work for them, say something you know about the company. Avoid generalizations or stating the obvious. Make it personal.

Body (1-2 paragraphs): State how you are qualified for the position. When writing a letter of application, use the language and words of the job posting to state specifically how you meet, or exceed, the qualifications and requirements the employer is seeking. Explain what you can do for the employer. Expand on your resume, mentioning specific details without simply repeating the information. Use concrete, specific examples to explain how your education, experiences and other qualifications support your ability to succeed in the position. Avoid mentioning how the position will benefit you and the experience you’ll gain. The employer wants to know what you can do for the company, now. If the paragraph is too long, break it into two paragraphs.

Closing paragraph: The purpose of the letter is to apply for a position; the next step in the application process is to get an interview. Ask for an interview at the employer’s convenience. Indicate how and when you may be contacted. If you are writing a letter of inquiry, indicate that you will call the employer to arrange an interview time (e.g., I will contact you during the week of November 10 to set up a time when we may further discuss how my skills and abilities may benefit your organization).

Write a brief expression of your appreciation.

Sincerely,

(4 spaces for your handwritten signature)

Your word processed name (exactly as you sign it and as it appears on your resume)

Enclosure

When attaching your letter to an email message, follow this letter format.

When sending your letter in the body of an email message, omit the information to the left and begin with the salutation (Dear Mr. or Dear Ms.).

For email, you may use a script font or a scanned image of your signature.
1925 Review Lane
Duluth, MN 55800
November 22, 2015

Ms. Tamara Writer
Senior Editor
Animal Publications
555 Bookbinder Road
Midwest, MI 60199

Dear Ms. Writer:

I would like to be a technical writer or an editor for Animal Publications. Your advertisement in the *Midwest Gazette* on Sunday, November 19, 2015, for an Editorial Assistant caught my eye. My advisor, Dr. Norman Mammal of the Biology Department at the University of Minnesota Duluth, enthusiastically promoted your company to me as highly respected in the animal behavior publications field. Please accept this letter and enclosed resume as my application for the advertised position.

I will graduate from the University of Minnesota Duluth in May 2016 with a Bachelor of Arts with majors in Biology and English. As the advertisement stated, the position requires writing and editing experience as well as general scientific knowledge. My portfolio and the enclosed resume contain evidence of my experiences. As an editorial assistant intern for the *Northern Wildlife Magazine* in Duluth, I proofed text before it went into the magazine and wrote short contributions to two regular magazine departments. I also edited various peripheral publications. Copies of my newspaper articles are available, showing my knowledge of the animal and scientific worlds, as well as the variety and depth of my assignments.

The possibility of working for Animal Publications as an editorial assistant is very exciting. I am available for an interview at your convenience to review my portfolio and talk about career opportunities at Animal Publications. You may contact me or leave a message at cpuma@d.umn.edu or telephone 218-720-0000.

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

Sincerely,

Carol Puma

enclosure
I am writing to inquire about the possibility of securing a Pharmaceutical Sales Representative position with Comzer, Inc. My career focus is to become employed in the pharmaceutical sales field and I have enclosed a resume outlining my qualifications.

My background consists of a range of sales, prospecting and customer service experiences. I will use this experience successfully to represent Comzer to the medical community and improve your market share. I have an excellent track record in sales and making successful transitions to companies with varied products. Allow me to highlight some of my talents:

- Fast Learner: I started at PaineWebber as an intern, answering questions and requests from clients. I was quickly hired as a Sales Associate when they discovered my ability to generate leads by explaining the specifics of the stock market to clients.
- Performer: While working at PaineWebber, I am required to make 100 contacts in a four hour period. I average 200.
- Driven: I started my first sales job when I was 16 and have held a job continuously throughout college.
- Reliable: I have a perfect employment record having never missed a day of work.

I have always had an interest in pharmaceutical and health related industries. I have demonstrated ability to create significant interest in products by explaining their benefits and then successfully closing the transaction without using high pressure tactics. I am also near completion of a four-year degree, demonstrating that I have the motivation to succeed.

I would appreciate the opportunity to visit with a company representative regarding a Pharmaceutical Sales Representative position. My plans are to relocate to the southern California area after graduation and I would prefer a position in the area. I will call you during the week of October 20 to discuss the possibilities. To contact me before then, email kathyjillian@yahoo.com or call 218-396-0000.

Thank you for your time and consideration.

Sincerely,

Kathy Jillian
150 North Lake Shore Drive
Duluth, MN 55804
April 20, 2016

Mr. Jack Miller
Division Manager
Data Services, Inc.
1200 Corporation Lane
Skokie, IL 60666

Dear Mr. Miller:

I am writing to confirm my acceptance of your offer of employment to work with Data Services, Inc. I am pleased to accept the position of Research Data Analyst with your planning division working out of the Skokie, Illinois, office with a beginning annual salary of $30,000. The position requires exactly the kind of work I seek to do. I am confident I will make a significant contribution to Data Services and am grateful for the opportunity you have given me.

As we discussed, I will report to work at 8:00 a.m. on June 1, 2016. In the meantime, I will complete all of the necessary employment forms, obtain the required physical examination and locate housing. I plan to be in the Chicago area within the next two weeks and would like to deliver the paperwork to you. At that time, we could handle any remaining items pertaining to my employment. I will call next week to schedule an appointment with you.

I look forward to working with you and your team. I appreciate your confidence in me and am excited and happy to be joining your staff. If there is anything else I need to do, please let me know.

Sincerely,

Nancy Carlson
408A Social Apartments  
Duluth, MN 55800  
December 10, 2015  

Mr. Robert Good  
Personnel Director  
Help People Associates  
234 Samaritan Lane  
Minneapolis, MN 55000  

Dear Mr. Good:  

I enjoyed my interview with you yesterday, Thursday, December 9, at 10:00 a.m. in the Career and Internship Services office of UMD, concerning the Youth Services position available with your agency. I am very interested in joining your organization and I have the communication and management skills necessary to make a valuable contribution.

As you pointed out in the interview, the ability to communicate effectively with young people from a wide variety of socioeconomic and cultural backgrounds is an essential requirement of the position. I’d like to take this opportunity to reiterate that during my part-time work and internship experiences, I planned and scheduled wellness and leadership development activities for African American, Native American, East Asian American and Caucasian adolescents. I developed both my management and cross-cultural communication skills through these experiences.

Once again, let me state that I am very interested in the Youth Services position and am confident about the contribution I could make to your agency. I look forward to exploring the opportunity further with you. If any additional information is needed or if I may help in any way, please give me a call. I look forward to hearing from you within the next two weeks. Thank you for your time and consideration.

Sincerely,

Donald J. Honest
SUBMITTING RESUMES AND LETTERS

There are several ways to submit resumes and letters to employers. You may use an online application system, email, conventional mail or drop them off in person. The key is to follow the directions and procedures requested by the employer. The substance of your resume and letter remains the same no matter which way you submit them; however, there are some things to keep in mind as you consider each method.

ONLINE AND EMAIL

- Read the entire job posting and description carefully and completely before responding. It is important to respond exactly as the employer instructs in the directions.
- Prepare your resume using a word processing program following the guidelines beginning on page 20, and copy the file, saving it as text only, or Plain Text, and also as a pdf.
- Edit the text only version of your resume to resemble your original resume.
- Create and store a “general” cover letter in the same way. Customize the cover letter each time you apply for a position.
- Use the text only format of your resume and cover letter to easily fill in the information requested in the online application by copying and pasting into the text boxes.
- Use the advertised job title as your “subject” line in your email. Cite relevant job numbers or descriptors as noted in the ad.
- If you are emailing a resume without knowing of an opening, put a few words stating your objective in the “subject” line.
- If you send your resume and cover letter as an attachment, include them in the body of the message as well. Attach them as a pdf document, not in word processed format.
- Attach your cover letter and resume as one document.
- When emailing your resume and cover letter as an attachment, the name of the attached file should include your name, and not be simply “resume.”

CONVENTIONAL MAIL

- Resume, cover letter and all correspondence with an employer should be on the same kind of paper.
- Your resume and cover letter should be sent in a large envelope without folding, stapling, or paper clipping them. Large envelopes are available in manila, white or matching resume paper and all are acceptable to use.
- Use mailing labels and computer print your return address and the name and address of the person to whom you are sending your resume and letter.
- Place the letter on top of the resume face up with any other supporting materials under the resume and slide it into the envelope.
- The name and address on the label should match exactly the name and address on the letter you are enclosing. If you are responding to an advertisement and there is no name mentioned, call the employer to request the name. In cases where a name is not available, use a title such as “Human Resources Representative” or “Employment Manager.”

IN PERSON

- When dropping off your resume in person, remember that your personal appearance makes an impression. Dress as if you were going for an interview and act professionally, being courteous to everyone.

A great job is out there just waiting for you.

We’ll help you find it. With solid connections, a proven track record and a well-earned reputation in the technical community.

primestaff Your Technical Resources Company

651-697-1020 • www.PrimeStaff.com
Myth: Portfolios are for creative types only.

Fact: Portfolios are valuable to any job seeker wanting to stand out in a crowded job market.

WHAT IS A PORTFOLIO?

- A portfolio is an organized collection of materials documenting your education, experiences, activities, training, skills and accomplishments.
- It is used during an internship or job interview as supporting evidence to document your skills, abilities and accomplishments.
- It can be hard copy or electronic.
- Organizing a portfolio is ongoing! You should constantly be assessing and evaluating the materials in your portfolio and comparing them to the skills needed by employers in general, or employers specific to the internship or job for which you are applying.

STARTING A PORTFOLIO

Gather examples and documentation of what you are doing and have already done. Collect and file evidence of your accomplishments and skills, assignments, internships, special training, workshops and other activities in your life. If you need additional examples or evidence of your skills, reconstruct or create items. Retype or redesign documents from memory or from rough drafts. Write or create pieces and have others review your work, refine them and then include them.

Possible items to include:

- Resume
- Transcripts
- Evidence of specific skills such as writing samples
- Items created through class projects
- Evidence of awards or honors
- Laboratory work
- Synopses of term or research papers
- Papers with instructor comments and grades
- Certificates of attendance at seminars or workshops
- Documentation of leadership experience
- Flyers or other promotional materials you designed
- Evidence from volunteer, internship and paid experiences
- Licensure or certification documentation
- Positive evaluations
- Letters of recommendation
- Philosophy statement
- Personal mission statement
- Professional organization involvement
- Examples of program development
- Grants and proposals
- Sporting awards
- Photographs
- Audio
- Video showing you in action
- Reports on topics of special interest
- Outlines and handouts from class presentations
- Electronic slides from class presentations
- Printouts of, or links to, websites or blogs you created
- Anything that adds value to or is going to elicit additional conversation during the interview

Consider editing your work if it is very lengthy; you may not want to include an entire term paper.

Teacher candidates may want to consider additional items such as:

- Lesson plans
- Samples of students’ work
- Conference programs
- Teaching evaluations
- Professional development plans
- Evidence of involvement with parents

ORGANIZING A PORTFOLIO

There are different ways to organize your portfolio. Two of the most popular and useful ways to organize it are by subjects or by skill or knowledge areas.

- **Subject order** includes organizing by areas such as school subjects, or by job or project, such as independent study, lab experience or internship.
- **Skill or knowledge order** matches projects or activities to skills and knowledge. You can use the job description to help you decide what to include. If the job description identifies teamwork, public speaking, computer and communication skills, organize your items by those skill areas.

FORMATS FOR PORTFOLIOS

There are two different formats for portfolios—hard copy and electronic. You may want to create both.

Electronic

- Can be on the Internet, a stand-alone version on your laptop or a DVD.
- Showcase your skills by adding sound, video and animation, keeping in mind it should be professional.
- Make it organized and easy to navigate and browse with the most important information available in the fewest clicks.
• Pick a unifying design theme and be sure the color scheme and design elements are not overwhelming.
• Keep it simple and consistent with readable fonts and files that are not too big to download and view.
• Some advise limiting the font and color choices to no more than three.
• Use menus and icons effectively.
• Provide brief statements or introductions to your work that link to the full descriptions and examples.
• Link to related websites, resources and professional organizations.
• If your portfolio is on the Internet, include the address on your resume and in any correspondence you send to employers.
• Make sure everything is error free and grammatically correct.

**Hard Copy**

• Organize items in a three-ring binder.
• Use clear plastic sleeves to protect your materials and make them easier to organize and see.
• A portfolio is approximately 10-20 pages.
• A table of contents helps direct readers to particular items and gives a general idea of how the portfolio is organized.
• Tabs can be used to highlight areas indicated in the table of contents.
• Use captions on every piece of evidence in the portfolio. Captions lead the reader to the importance and understanding of the piece. If you need to leave your portfolio with an employer, captions help it stand on its own. Captions work best when they are concise, specific and eye-catching. Use a bright color to help them stand out and draw the reader in.
• Consider making a duplicate of your portfolio to leave with employers if they ask to examine it for any length of time.
• Make sure everything is error free and grammatically correct.

**PRESENTING YOUR PORTFOLIO**

• When presenting your portfolio to a prospective employer, you should include only necessary items.
• Add and subtract items as the need arises. Reorganize and edit your portfolio to suit each position and company. Your portfolio may change from employer to employer.
• Research each potential employer’s needs and incorporate any work you’ve done that relates to what you learn.
• You may want to introduce the availability of your portfolio in your resume by stating “Portfolio available for review” with your reference statement at the end of your resume.

**USING A PORTFOLIO**

When you schedule an interview, inform the employer that you have a portfolio and ask if anyone would like to review it prior to your interview. If so, provide it.

There are two methods of presenting your portfolio in an interview: the wait method or the up-front method.

• In the *wait method*, you present your portfolio when a question comes up about a skill or activity that can be answered with proof in your portfolio.
• With the *up-front method*, you introduce the portfolio in the beginning of the interview and ask whether the interviewer would like to examine it now or later.

Whichever format you choose or way you choose to use your portfolio, when you practice interviewing, practice using your portfolio. Be completely familiar with the contents and be prepared to talk about its elements. When you mention a skill, use your portfolio to illustrate your explanation and back up your claims.
Plan carefully what you wear to business events. The following portray gender binary roles. If you are a gender nonconforming job seeker, dress professionally in clothing in which you are comfortable and best represents you and how you identify. What you wear is a reflection of you and speaks volumes about how serious you are about the process and how professional you will be on the internship or job.

**What to Wear**

**Business Casual**

Business casual is a style of dress slightly more casual than traditional business or interview attire. It may be appropriate when you want to make a professional impression but traditional business attire may be too formal, such as when conducting an informational interview, attending a casual networking event or an employer indicates such attire is expected. There is not one consistent definition for business casual. Research what is appropriate for the industry.

**Women**

- Nice trousers or dress slacks, no jeans
- Knee length skirts or dresses in a variety of colors depending on the field
- Cotton or silk blend blouses and patterned shirts with collars in a variety of sleeve lengths. No visible cleavage.
- Light-weight sweaters
- Fashionable jacket or cardigan
- Low heels, nice flats or fashion boots, open-toe shoes may be acceptable in warmer weather. No athletic shoes, flip flops or sandals with straps between the toes
- Simple accessories
- Tights may be acceptable in cooler weather. No fishnet or extremely colorful or large patterned stockings
- No yoga pants, leggings, or tunics as dresses

**Men**

- Dress slacks in tan, gray, and dark blue, or ironed khaki or chino pants, no jeans
- Shirts in a range of colors that might not be appropriate with a suit, with or without a tie
- Polo shirts may be acceptable, no golf or t-shirts
- Nice sweaters
- Jackets, blazers or sport coats may be optional
- Simple leather loafers in black or brown
- A watch for jewelry
- No athletic wear or casual footwear such as athletic shoes, deck shoes, sandals or flip flops

**Business Professional**

It is important to know the appropriate attire for your field. Dress conservatively with careful attention to grooming, hair neat and fingernails clean, and have your clothes ironed. The following suggestions may be helpful.

**Women**

- Tailored clothing with no frills, ruffles, thin straps, plunging necklines, or exposed cleavage
- Suits and blazers in plain, neutral colors or understated patterns
- Dresses in dark colors, with or without blazers
- Scarves for color accents
- Skirts at the knee and without slits
- Sheer hose with skirts or dresses or calf-length stockings with pants
- Basic dark pumps with medium or low heels, no sandals, flip flops or open-toe shoes
- Simple jewelry
- No overpowering perfume

**Men**

- Dark or gray suits (solid, pinstripe or shadow plaid)
- Solid color dress shirts with collars
- Ties coordinated with the shirts (solids, stripes or small patterns)
- Polo shirts may be acceptable, no golf or t-shirts
- Nice sweaters
- Jackets, blazers or sport coats may be optional
- Simple leather loafers in black or brown
- A watch for jewelry
- No overpowering aftershave or cologne

See our Pinterest boards for ideas:
http://pinterest.com/umdcareers/dress-for-success-women
http://pinterest.com/umdcareers/dress-for-success-men
After you have assessed your skills and abilities, decided on prospective employers and applied for positions, the next step is the interview. The key to making a good impression in an interview is careful preparation. Preparing for an interview is just as important as studying for an academic examination. As with tests, preparation and practice can ease some of the tension and anxiety and increase your chances of success.

**BEFORE THE INTERVIEW**

- Record the exact time and place of the interview and arrive early.
- Know the interview process.
- Prepare and practice your answers to possible interview questions with a friend, a career counselor and by using InterviewStream.
- Prepare good questions to ask the employer.
- Select your interview attire.
- Get a good night's sleep to be well-rested and alert.

**Know Yourself**

- Be able to discuss past achievements and give concrete examples demonstrating your skills.
- Know what you are looking for and what you have to offer.
- Know why you are interviewing for the position with the organization.
- Know how you can make a contribution to the employer.

**Know What Employers Look For in Interviews**

- Interview preparation: interest in and knowledge of the industry, position and organization
- Communication skills: oral presentation skills and the ability to interact with others
- Qualifications: academic, work, volunteer and other experience
- Personality: enthusiasm, poise, cheerfulness, flexibility and sense of humor
- Leadership potential and teamwork: demonstrated ability to work with others and to get others to work together
- Clear and realistic career goals: future plans and awareness of career paths
- Appearance: dress and grooming
- Maturity: behavior and judgment
- Self-confidence: realistic appraisal of self
- Motivation and success potential: demonstrated patterns of accomplishment
- Work ethic: acceptance of responsibility, ability to keep commitments and the understanding of the importance of hard work
- Problem solving and analytical ability

**Research Employers**

Recruiters expect and are impressed with candidates who research and have knowledge about their organizations. A favorite question asked is, “Why are you interested in our organization?” To answer the question effectively, you need to know the organization.

By researching the organization, you can learn whether your goals will fit the organizational structure defined by the employer. For example, there are some employers who have a reputation for being conservative; if you know that you do not fit in with this type of environment, talking to the recruiter would be a waste of time.

It is wise to begin researching as you are applying for a position, well before the interview. Keep a file on each organization to which you apply. In addition to information about the company (articles from periodicals, annual reports, tips or comments), the file should include date(s) of application(s), copies of any communication exchanged, appointment record, names of contacts and other relevant information. The information in the file will help you prepare for the interview and will be beneficial as you write follow-up letters. Keep your files even after you secure employment. If you consider a job change later, the information could be useful in securing a new position.

**Know the Organization**

You should be prepared to discuss the following aspects of the employer's organization:

- History of organization
- Complete product line(s) and/or service(s)
- Organizational structure
- Size of organization
- Prospects for growth or change
- Potential new products or services
- Annual sales growth for past five years
DURING THE INTERVIEW

- Be enthusiastic, interested, confident and friendly to everyone. The selection process begins even before you meet the company representative(s). Introduce yourself to the greeter or receptionist; they are often asked for their impressions of the candidates. Also, individuals who are convinced they are the best candidates for the positions will be the most influential with employers.
- Turn off your phone before you enter the reception area. Don’t talk on your phone, check messages, or text while waiting for your interview.
- Make a good first impression. Follow the lead of the interviewer. Greet the interviewer by name. Establish the correct pronunciation of the interviewer’s name. Use a first name only if invited to do so.
- Give the interviewer a firm handshake during introductions.
- Always conduct yourself as if determined to get the job you are discussing. You may have other irons in the fire; the interviewer expects that, but you want to demonstrate your sincere interest in a position with the organization.
- Be aware of your non-verbal behavior. Maintain good eye contact. Control nervous habits.
- Listen to the questions and give clear and concise answers.
- Ask questions regarding job-related issues that will provide you with helpful information and will demonstrate your knowledge of and interest in the position and organization, page 7.
- In closing, ask if there is anything else the interviewer would like you to discuss or do (e.g., fill out an application).
- Inquire about follow-up procedures.
- Thank the interviewer for her or his time and ask for a business card. Collect business cards from everyone with whom you meet during the interview process. If you are unable to get a business card, verify, in writing, the person’s name (including correct spelling), title and address.

Stages of the Interview

Although the structure of interviews may vary, most interviews include the following stages:

**Stage 1** - Informal “breaking the ice” conversation. Topics vary and are designed to help you feel more at ease.

**Stage 2** - Interviewer's questions intended to learn about you, your major, education, work experience and interests. Common questions include “Tell me about yourself.” “Why did you choose UMD?” “What are some of your interests outside of the classroom?”

- Business methods and philosophy
- Reputation
- Standing in the industry
- Competitors
- Number of plants, stores and outlets
- Geographical locations
- Location of corporate headquarters
- Relocation policies
- Type of training program(s)
- Promotional path(s)
- Typical career path in your field
- Information about top management and their backgrounds
- Organization culture
- Recent developments

Where to Find the Information

The following is a list of possible places to find employer information:

- Employers’ websites
- Employer profile pages on LinkedIn and other social media platforms
- Direct contact with the organization
- Contacts at internship and job fairs
- Company information presentations
- Career and Internship Services staff, professors, family, friends, alumni
- Chambers of Commerce
- Annual reports and employment brochures
- Business periodicals, newspapers and directories

Do not give up if you can't find the information immediately. All publicly held companies are required to report to their stockholders through annual reports. Privately held and small companies may be more difficult to find information about and you will have to be resourceful in locating what you need. Check with libraries' reference departments and ask for advice. If the library doesn't have the information you need, their staff can often refer you to alternative sources.

Some information will not be available and you may ask the recruiter for clarification during the interview. Tell the interviewer you are aware of certain information about the organization (thus proving you have some knowledge of the company) and you would like to discuss additional information in more detail. What you can’t find can become the basis of questions you could ask during the interview.

Be enthusiastic, interested, confident and friendly to everyone. The selection process begins even before you meet the company representative(s). Introduce yourself to the greeter or receptionist; they are often asked for their impressions of the candidates. Also, individuals who are convinced they are the best candidates for the positions will be the most influential with employers.

Turn off your phone before you enter the reception area. Don’t talk on your phone, check messages, or text while waiting for your interview.

Make a good first impression. Follow the lead of the interviewer. Greet the interviewer by name. Establish the correct pronunciation of the interviewer’s name. Use a first name only if invited to do so.

Give the interviewer a firm handshake during introductions.

Always conduct yourself as if determined to get the job you are discussing. You may have other irons in the fire; the interviewer expects that, but you want to demonstrate your sincere interest in a position with the organization.

Be aware of your non-verbal behavior. Maintain good eye contact. Control nervous habits.

Listen to the questions and give clear and concise answers.

Ask questions regarding job-related issues that will provide you with helpful information and will demonstrate your knowledge of and interest in the position and organization, page 7.

In closing, ask if there is anything else the interviewer would like you to discuss or do (e.g., fill out an application).

Inquire about follow-up procedures.

Thank the interviewer for her or his time and ask for a business card. Collect business cards from everyone with whom you meet during the interview process. If you are unable to get a business card, verify, in writing, the person’s name (including correct spelling), title and address.
Stage 3 - Interview questions that elicit the relationship between your interests, skills and background and the needs of the organization. “What types of contributions would you see yourself making to this organization?” “How do you see your background fitting with the qualifications for this job?”

Stage 4 - Your opportunity to ask questions of the interviewer, interviewer summary and determination of the next step.

Responding to Questions

- Be prepared for questions as soon as the introductions start.
- Ask the interviewer to repeat or rephrase questions, if needed, for clarification or to “buy time.”
- Allow yourself silence while thinking of an example or response.
- If you have not experienced a particular situation you are asked about, explain what you did in a similar situation, even if it isn’t exactly the same.
- Break eye contact while thinking of an example or response.
- Ask for time to come up with an example if needed.
- Admit a “mental block” if you have a difficult time thinking of an answer. This is much better than trying to “fake it.”

Frequently Asked Interview Questions

- Tell me about yourself.
- What are your short-term and long-term career goals?
- Why did you choose this career field?
- Why do you think you will be successful in this career?
- Why did you choose to attend UMD?
- How did you select your major?
- What courses did you like best? Least? Why?
- How do you spend your spare time?
- What are your strengths and weaknesses?
- What did you learn or gain from your summer and part-time jobs?
- What have been your most satisfying and most disappointing experiences?
- Describe an accomplishment.
- What have you done that supports your interest in this field?
- Why did you choose to interview with us?
- Do you think your grades are a good indication of your ability?
- In what ways do you think you can make a contribution to our company?
- What are your plans for graduate study?
- How do you work under pressure?
- Which geographic location do you prefer?
- What have you done that shows initiative and willingness to work?
- What have you done in college that has enhanced your leadership ability?
- Are you willing to relocate?
- Why should I hire you?

Questions for Teacher Candidates

If you are a student who wishes to pursue a career in education, you may be asked:

- What is your philosophy of education? Of discipline?
- What issues in education are of greatest concern to you? Why?
- Describe the role of the teacher in the learning process.
- What is the role of the teacher in the community?
- How would you individualize instruction in your classroom?
- Why do you want to teach?
- What special abilities do you have that would benefit your students?
- What prompted you to go into the field of education?
- Do you grade on ability or effort? Why?
- If you discovered the slower learners in the class could not read the grade level book, what would you do?
- Tell me about your student teaching experience.
- How do you feel about being observed by supervisors or principals? Why?
- Are you interested in working with students in an extracurricular activity? Why or why not?

Behavioral Style Interviewing

The following is a list of additional questions you may be asked by employers. These are “Behavioral Style Interviewing” questions. This style of questioning is based on the idea that your past behavior is an indication of your future performance.

The interviewers will usually ask you to describe a situation in which you did or did not use a certain skill effectively. Some of the skills they may choose to focus on include: leadership, communication (oral, written or interpersonal), creativity, problem solving, listening, teamwork, time management and handling stress.

The interviewer may ask questions in the following format: “Give me an example of a time when...”

- You used your leadership skills effectively.
- Your leadership skills failed.
- You had to depend on your ability to get along with others.
- You had to communicate under difficult circumstances.
- You had to deal with a highly stressful situation.
- You handled a stressful situation badly.
• You were especially creative.
• You were not able to use your creative skills.
• You were motivated by a good boss.
• You had to work with a poor supervisor/boss/professor.

In answering behavioral style questions, or any other questions for that matter, it is useful to use the SAR (situation, action, result) model for responses:

• Situation - describe the situation or a similar one related to the question.
• Action - explain in detail what you did.
• Result - describe what happened as a result of your action. If the results were not particularly good, describe what you learned and what you did, or would do, differently the next time.

Handling a “Negative Question”

If the interviewer asks you for an example of a time when a certain skill failed you, do not let it “stress you out.” They do not expect you to be perfect. Part of the reason they ask the question is to see how you handle yourself. Give an honest example and make sure to point out what you learned from your failure and how you handled the situation differently the next time, or how you might handle it differently in the future.

Handling Inappropriate or Illegal Questions

An inappropriate question is one that is not relevant to your professional qualifications. An illegal question is one that makes inquiries regarding issues of race, ethnicity, gender, national origin, age, or marital status. Other areas that may potentially lead to legal liability include such things as medical history, pregnancy or plans for children.

The interviewer may or may not be intentionally asking illegal or inappropriate questions. The following are ways in which you may want to respond:

• Read into the purpose of the question (e.g., “If you are asking me if I can travel or work some weekends, I can”).
  OR
• Let them know you want to give helpful information about your qualifications but are having difficulty understanding how the question relates to the specific job requirements.

In handling this type of question, remain professional and tactful but protect your rights as a candidate. If you believe the interviewer is asking the questions purposefully, you may choose to end the interview and/or inform the head of personnel or human resources at the interviewer’s company. If an employer who has a recruiting relationship with UMD asks you illegal or inappropriate questions, please inform a career counselor or the employer relations coordinator.

Interviewing the Interviewer

You are usually expected to ask questions about the position or the company. It is best to focus most of your questions on the specific requirements of the job. Your questions should indicate that you have done your homework and know about the position and the company. It is also the time to get the information you weren’t able to find in your research. The following are examples of questions you might ask:

• Could you describe the training program?
• What is the initial focus of the position?
• Is this hire for a new position or is it a replacement?
• What is the career path for someone who starts in this position (what are the opportunities for advancement)?
• Do you know what the last two people who held this position are doing now (did they get promoted or leave the company)?
• What are the major responsibilities of the position?
• What is the most challenging aspect of this job?
• What types of performance reviews are given? How often?
• What are the essential skills, knowledge and/or qualities necessary for an employee to succeed in this position?
• How would you describe the culture and work environment at your organization?

AFTER THE INTERVIEW

• Record your observations of the entire interview before the details slip your mind. Your notes will be helpful if you need to ask the employer additional questions and in comparing one employer with another in order to make a decision.
• Evaluate the interview. Did it go well? Is there room for improvement?
• Identify the next step in the process.
• Send a thank-you letter, pages 41 and 47, expressing appreciation for the interview. Be sure to reiterate your interest in the position and the organization. Send a unique thank-you letter to each person with whom you spent time during the interview process. For panel interviews you may send one letter to the entire panel, addressed to the chair, or send individual letters to each panel member, but each letter must be different and point out something significant to each panelist.
• Continue to practice your interviewing skills through practice interviews with career counselors, using InterviewStream and participating in an on-campus Practice Interview Day.
• If you do not hear from the company representative by the appointed time, make a follow-up telephone call to inquire about your status.
• Be courteous and professional at all times.
• Maintain detailed records related to your interviews and job search. Keep track of names and titles of persons with whom you met, copies of everything you sent, dates of interviews and follow-up correspondence and date of intended employment decisions on their part and your part.

HIRING PROCEDURES

Participants in the job search process should be aware of and prepared for hiring procedures that have been adopted by many organizations. These procedures may include: drug use screening, personality assessments or inventories, non-disclosure statements, “loyalty” contracts (with time requirements) and background checks.

There are few “standard operating procedures” with respect to these issues. If you are concerned about any of them, you should discuss the procedure with the prospective employer. Some organizations have made their policy statements available to Career and Internship Services. Specific policy and practice questions should be directed to the hiring firms. The Career and Internship Services staff is also available to discuss these and other employment issues with you.

PARKER HANNIFIN CORPORATION

With $13 billion in annual sales, Parker Hannifin is the world’s leading diversified manufacturer of motion and control technologies and systems, providing precision-engineered solutions for a wide variety of commercial, mobile, industrial and aerospace markets. Parker’s expertise spans the core motion and control technologies – electromechanical, hydraulic and pneumatic – as well as a full complement of fluid control systems; software and electronic controls; filtration systems; and refrigeration, instrumentation and sealing technologies.

Parker employs approximately 60,000 people in 48 countries around the world. The company operates 311 manufacturing plants, producing 861,000 products for 468,000 global customers. Parker’s distribution network is the largest in its industry, with some 13,000 distributor, wholesale and retail locations.

We offer a comprehensive compensation package that includes a competitive salary, quarterly profit sharing plan, 401(k) plan with match, pension plan, tuition reimbursement, as well as medical, dental, vision, and life insurance benefits.

Please apply online at: https://parker.tms.hrdepartment.com

Parker is an Equal Opportunity Employer (M/F/D/V)
On-campus interviews offer you the opportunity to interview with a number of organizations for a variety of positions throughout the year. A current list of employers scheduled to interview on campus is available through the Career and Internship Services website. If you have questions about the on-campus interviewing process, contact the Career and Internship Services employer relations coordinator.

To be eligible for on-campus interviewing you must:
- Be a UMD student or alum.
- Register with Career and Internship Services' GoldPASS.
- Have a current resume uploaded in GoldPASS.

Steps to participate in on-campus interviewing:
- Check GoldPASS for the on-campus interview schedule.
- Identify the organizations in which you are interested and check interview qualifications.
- Use GoldPASS to sign up for interview times.

Some recruiters may pre-select candidates to interview. These recruiters will review the resumes in GoldPASS to decide who they want to interview. If you are pre-selected for an interview by a recruiter, you will be contacted via GoldPASS to schedule an interview.

Prior to your scheduled interview
- Review the instructions for “Before the Interview,” page 52.
- If a company schedules an information session prior to their interview date, you are expected to attend. This is an opportunity for you to meet with company representatives in an informal setting, learn more about the company and ask questions before the interview. For the actual interview, be prepared with questions that were not answered at the group presentation. Attending a group presentation is one of the best ways to prepare for an interview and shows the company representatives that you are genuinely interested.
- Career and Internship Services supplies interviewers with a copy of your resume from GoldPASS.
- Arrive in Career and Internship Services at least 10-15 minutes prior to your scheduled interview time.
- A forty-eight hour notice is required to cancel an interview.

After your interview
Write the recruiter a thank-you letter. Use the business card you requested at the end of the interview to get the correct address and spelling.

Discrimination or sexual harassment complaints
Employers using Career and Internship Services for on-campus interviewing are required to adhere to practices consistent with University of Minnesota policies prohibiting discrimination on the basis of race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status or sexual orientation as well as policies prohibiting sexual harassment. If you experience practices you believe to be contrary to this policy, please report the incident to a career counselor or the employer relations coordinator.

THE ON-SITE INTERVIEW
- An on-site interview may be either an initial interview or a second interview.
- If the on-site interview is a second interview, the questions are likely to be more job-specific and technical than those asked in the initial interview.
- In an on-site interview, you typically meet with many individuals. Each individual with whom you meet may not have heard your interactions with the others, so you may be asked to answer questions more than once.
- Usually a tour of the facility is conducted and you meet potential supervisors, managers and/or co-workers.
- Meals may be part of on-site interviews. Your dining etiquette will be observed and could be a factor in whether or not you get an offer.
- As the interviewee, you have the opportunity to observe the organization's environment, ask questions and evaluate the community.

Format
- Interview length varies from organization to organization. Some interviews may last an hour while others may be as long as two days.
- The interview may consist of an individual interview, multiple individual interviews, panel interviews with multiple interviewers and/or group interviews with multiple interviewees.
- You may be asked to complete testing such as aptitude and/or psychological assessments and/or drug screening.
- You may be expected to have meals or attend receptions with employees, some of whom may be alum from your school.
Logistics

- Request an interview agenda or itinerary.
- Inquire whether you need to bring any materials such as writing samples, course projects, transcripts, company application, examples of research and/or other documentation of your experience and skills.
- Ask whether you should make travel and hotel arrangements or whether the organization will provide that service.

Expenses

- Reimbursement policies for travel expenses for on-site interviews may vary dramatically. It is important for you to be aware of the employer's policy before committing to a visit.
- In most cases, the employer's letter inviting you for an on-site interview will advise you if and what expenses will be covered. If no reference is made to travel expenses, it is appropriate to inquire about the employer's policy before you accept an invitation for an on-site interview.
- If the employer pays your expenses, you can expect reimbursement for:
  - Airline tickets and expenses for airport limousine or shuttle, taxi or bus from hotel to place of interview and baggage service tip at the airport and hotel
  - Automobile mileage if you drive (the amount is normally determined by the policy of the employer) and expenses for baggage handling at the hotel and automobile parking
  - Lodging (the night before or after the interview if necessary)
  - Meals and tips, not alcohol (refrain from any alcohol use during the entire time, even if your hosts don’t)
- If you plan to visit more than one employer on your trip, pro-rate the expenses among the employers. If you are visiting two or more employers on the trip and only one employer is willing to pay expenses, the employer should be charged only the share of the cost in proportion to the number of employers visited.
- Not only do employer policies vary on payment of travel expenses, but the manner in which the expenses are paid also varies. In some cases, when airplane travel is necessary, the ticket may be forwarded to you in advance. In some cases, when overnight lodging is required, you may only have to sign the bill at the hotel, charging your room and meals directly to the employer. In cases where your expenses are to be reimbursed, you will need to pay for your transportation, lodging, meals and any gratuities first and then obtain payment. Employers will expect receipts for reimbursement, so obtain receipts whenever possible. You may be reimbursed before leaving the employer or you may need to turn in all receipts at the conclusion of your trip. It is important to set aside some funds for travel expenses because reimbursement could take as long as four weeks.
- Be prudent in the expenses you submit for reimbursement. Do not put yourself in the position of being rejected as an applicant because your expenses were unreasonable.

Preparation

- Take enough copies of your up-to-date resume for each individual involved in your interview process, plus a few extras. Some of the people with whom you meet may not have seen your resume and it is helpful to be able to provide them with copies.
- Review dining etiquette tips.
- Consider the clothing you will need to take and wear when traveling. Are there dinners, receptions, or presentations involved? Pack light so you can carry your luggage with you; this should help avoid embarrassment in case your luggage is delayed or lost. You'll need interview attire and perhaps business casual attire. If you are unsure of appropriate attire, ask your contact person at the organization.
- If this is a follow-up to your on-campus interview, you will have already researched the organization. If this is an initial interview, be sure to do your basic pre-interview research.

After the Interview

Send a thank-you letter, pages 41 and 47, expressing appreciation for the interview. Be sure to reiterate your interest in the position and the organization. Send a unique thank-you letter to each person with whom you spent time during the interview process. For panel interviews you may send one letter to the entire panel, addressed to the chair, or send individual letters to each panel member, but each letter must be different and point out something significant to each panelist.

THE TELEPHONE INTERVIEW

A telephone interview can happen unexpectedly or be planned. No matter how it occurs, you must answer the questions effectively in order to move to the next stage of the process which is the in-person interview.

To prepare for a telephone interview, follow the general guidelines to prepare for an in-person interview: take notes on your research of the company, study the job description and practice your responses to standard interview questions. During a telephone interview, you may use written notes of your responses to standard interview questions. Your notes should help you remember what you want to say and not be a script. If you read your responses, it will be obvious to the telephone interviewer that you are
not being spontaneous. In addition, you also need to be prepared for the unexpected. The unplanned telephone call may come at any time. To avoid being caught off guard, keep your resume and research notes close by at all times.

Although a telephone interview may seem more casual than an in-person interview, you still need to project a professional image. Consider the following points to help you prepare for a successful telephone interview:

- Review “Phone Use Tips for the Internship and Job Search,” page 10.
- Take a surprise telephone call in stride. Be calm, sound positive and take a moment to gather your thoughts and your notes. You may say something like, “Thank you for calling; let me take a second to close the door for more privacy.” Set the telephone down and collect yourself.
- Have your resume, cover letter and notes neatly organized in front of you so you may easily and quietly refer to them.
- If you have been asked to call at a specific time, call at exactly that time. Calling earlier or later than scheduled may be interpreted negatively by the employer. If you can’t get through, leave a message with your telephone number and area code to show that you called at the appointed time.
- Your voice is one of the most important aspects of a telephone interview. Always smile when answering questions. This advice may sound silly, especially because the interviewer can’t see you, but smiling improves the sound and tone of your voice and helps you project a positive image.
- If the telephone interview is planned, shower and dress professionally before the appointed time. Focusing on your appearance puts you in the right frame of mind and helps you project a professional image.
- Stand up or sit up straight at a table or desk. You will project a more knowledgeable and confident image. Don’t walk around while talking.
- As with in-person interviews, don’t become overly familiar with the interviewer. Establish the correct pronunciation of the interviewer’s name. Refer to the interviewer as Mr. or Ms, until you are invited to use a first name. Use the interviewer’s name regularly throughout the interview and mention the name of the organization a number of times.
- Keep up your end of the conversation without dominating the call. Ask the questions you prepared earlier by referring to your notes and listen carefully to the answers.
- Speak clearly and directly into the telephone. Keep the mouthpiece about one inch from your mouth. Don’t have anything in your mouth during the interview. Eating, drinking, chewing gum or smoking will be obvious and will have a negative effect on your interview.
- Eliminate, or at least limit, background noise. Telephones pick up and amplify background music, voices and other noises and these will be distractions to you and the interviewer.
- During the interview, write down information you want to remember or ask about later.
- At the end of the interview, clarify the next steps in the process. If the interviewer tells you that he or she will get back to you, ask when.
- Ask if you may contact the interviewer later if you have additional questions.
- You may want to ask, if you haven’t been invited yet, to meet the interviewer in person.
- Get the correct spelling of the interviewer’s name and the correct address. Send a follow-up/thank-you letter within two days of the telephone interview, page 47.

THE VIDEO CONFERENCING INTERVIEW

With the use of enhanced video conferencing programs, such as Skype, interviews can now be conducted from a candidate’s own computer. The convenience and ease of conducting long distance interviews eliminates the expense of travel. Do your standard preparation work ahead of time. Even with video, you still need to make a great first impression.

Some important considerations when participating in a video interview:

- Be prepared for a slight time delay. Hesitate slightly before speaking to ensure that the transmission has fully completed.
- Make sure there is no bright light (like a window) behind you which will darken your face.
- When the interviewer is talking it is fine to look at the image on the screen; however, when you answer a question, look at the camera to make “eye contact.”
- Avoid wearing patterns and the color white. White areas on a screen are noticed first and you want the interviewer drawn to your teeth and eyes, not your shirt.
- What is behind you is also visible so make sure it leaves a professional impression.
- Think about framing. Sitting flush with a plain white wall will make you look like you are in a police lineup. Angle your knees to the corner of the computer screen and then turn your head slightly to look at the camera.
- Sit tall in your chair and not too close to the camera. A rule of thumb is that the first three buttons of your shirt should be visible so you don’t look like a floating head.
- Do a dry run with a friend to check color, sound and facial expressions.
- Dress as though you are meeting face-to-face.
- Have your resume ready as an email attachment.
• Get the correct spelling of the interviewer’s name and the correct address. Send a follow-up/thank-you letter within two days of the interview, page 47.

THE FOLLOW-UP INTERVIEW

An invitation for an office, agency, school or plant visit may follow your initial screening interview. This visit will allow more in-depth conversation with the employer to determine how your qualifications and interests match the needs of the organization. An invitation for a follow-up interview indicates that the employer is very interested in you. Review the section on “The On-site Interview,” page 57, for additional information.

The follow-up interview will be conducted in much the same manner as your initial screening interview.

• You will probably meet more people and the length of time spent with each will be longer.
• Plan to spend most of one day with the employer.
• You will be expected to discuss more in-depth your personal background, academic and work experiences, career and life goals, activities and how all of these accomplishments qualify you as a valuable member of the employer's team.
• Because of the extended time spent with each individual, you will have more time to ask questions.

Be prepared to do so.
• In many cases, this will be a stressful day. Always get a good night's rest beforehand.
• If all goes well during the follow-up interview, you may receive an offer of employment prior to leaving or within a few days.
• Send a thank-you letter, page 47, expressing appreciation for the interview. Be sure to reiterate your interest in the position and the organization. Send a unique thank-you letter to each person with whom you spent time during the interview process.
Unfortunately, not all interviews result in job offers. Don't get discouraged. A rejection letter may mean only that there was a particularly large and well-qualified candidate pool. You may not always be the most qualified candidate; however, you can certainly try to be the most prepared by carefully researching the company, practicing your interview skills and conducting yourself in a professional manner at all times.

Rejection shock may result if you are not prepared for what is a normal part of the hiring process. Rejection shock can have a spiraling effect. If receiving a rejection letter discourages you or damages your confidence, it may lead to poor performance in your next interview, which could result in another rejection. Try to stay positive. Your job offer is out there; you just have to find the right fit.

If your interviews are not resulting in job offers, there are positive steps you can take to turn things around. Review the list below and ask yourself if any of these characteristics might be the reason for the rejections. Consult with a Career and Internship Services counselor and arrange for a practice interview.

**FACTORS LEADING TO APPLICANT REJECTION**

The following factors leading to applicant rejection were reported by employers:

- Lack of career planning - unclear goals
- Inability to express self clearly - poor voice, diction, grammar
- Poor personal appearance - over- or under-dressed
- Lack of confidence and poise - nervousness, failure to look interviewer in the eye, ill at ease
- Poor scholastic record - just got by, no improvement over time
- Narrow interests or failure to participate in activities
- Made excuses - evasive, blamed others, condemned past employers, hedged on unfavorable factors in record
- Merely shopping around - used interview to practice
- Unwilling to start at the bottom - expected too much too soon
- Late to interview without good reason
- Asked no or poor questions about the job and company
- Did not research the job or company - unprepared
- Little interest and enthusiasm - passive, indifferent, unmotivated or no sense of humor
- Overemphasis on money and/or status - interest only in best dollar offer
- Lack of tact or courtesy - outspoken, impulsive or cynical
- Lack of maturity
- Lack of experience - inadequate training
- Intolerant - not accepting of others who are different
- Poor handling of personal finances
- Unclear on salary range
- Limp handshake - not assertive
- Marked dislike for school work
- Overbearing, over aggressive, conceited, “a know it all”
- Sloppy application form, resume
- Wanted job for only a short time
- Unwilling to relocate, travel

Remember, there is rarely a professional position open that does not draw many qualified applicants. You get only one chance to leave the right impression, so take the time to do your homework. Research the organization and prepare and practice for the interview to increase your chances of leaving a positive impression.
The process for evaluating a job offer begins long before you actually receive an offer. It begins before you even start interviewing. It begins when you know yourself and you know the market. It begins when you establish the criteria by which you will evaluate offers.

KNOW YOURSELF

Know your values and goals. Go back to the section on “Assessing Yourself” on page 4 and review your answers to question 6 where you ranked your work values. Then consider your work goals:

- What would your ideal job be like?
- What are the daily activities and skills you would be using?
- Where, geographically, would you like to be living? Consider climate, cost of living, proximity to family, opportunities for a social life and cultural or other activities you enjoy.
- How much money would you be earning? Consider salary and benefits.
- Is it with a small, medium, or large company?
- Is there an identified career path in your field with the company? What will you learn from this job? Where could those skills and experiences take you in the future?
- Is travel required and how would that make a difference to you?

Once you have answered these questions for yourself, you will have criteria by which to assess a job offer. Once you receive an offer, compare the offer against your criteria.

KNOW THE MARKET AND YOUR MARKET VALUE

Research the market supply and demand and salary standards nationally, regionally and locally.

WHAT TO DO WHEN YOU GET YOUR FIRST OFFER

- Express your appreciation for the offer immediately.
- Request time to consider the offer.
- Request the offer in writing.
- Review, evaluate and compare all the offers you have received.
- If you are sure that the offer you have is your first choice, proceed with accepting the offer and then contact all other employers, preferably by telephone, to withdraw from further consideration. Be sure to thank everyone.
- If you are not sure the job is your first choice, call employers who may still be of interest to you, but from whom you have not yet heard, and ask where they are in their hiring cycle. If no decision has been made, ask about their timeframe. Indicate that you are still interested in the position, but need to respond to another offer. You might want to let them know that you have a deadline and then give them a date that is before your deadline.
- Take time to consider your options.
- Do not accept a position unless you are sure you want to take the job.
- If appropriate, negotiate salary.
- Be wary of employers who try to pressure you to make a quick decision.
NEGOTIATING SALARY AND BENEFITS

SALARY AND BENEFITS

Salary refers to the wage you will earn and may be offered at a base rate, hourly rate, commission-based or a combination.

Benefits refer to various non-wage compensations. These might include:

- group insurance (health, dental, life)
- retirement benefit plans (pension, 401(k), 403(b))
- group-term life and long-term care insurance plans
- health and dependent care flexible spending accounts
- disability income protection
- vacation (paid and non-paid)
- sick leave
- tuition reimbursement
- profit sharing
- relocation assistance
- child care or daycare benefits
- adoption assistance
- legal assistance plans
- transportation benefits
- housing (employer-provided or employer-paid)
- miscellaneous employee discounts (e.g., movies and theme park tickets, wellness programs, discounted shopping, hotels and resorts)

NEGOTIATING PROCESS

The following may serve as a useful guide during your salary negotiation. Salary negotiation should be done to receive fair market value for your work, not just for the sake of negotiating. Before you begin negotiating you should have a formal offer in hand, preferably in writing. You may then decide to negotiate, but do so only after you have evaluated the entire salary and benefits package based on your research of the market.

Negotiation should establish a positive relationship between you and the company. It’s not just about money; both parties should be happy with the bargain each has struck.

As with all steps in the job and internship search process, preparation is key.

Prepare

- Determine if the organization negotiates salary with entering employees.
- Gather as much factual information as you can to back up your case.
- Establish the market value for your profession in the geographic region.

- Consider how you will respond to counter-offers and what alternatives you have.
- Establish your bottom line and be prepared to walk away.
- Know exactly what you want.

Practice

Rehearse your presentation in advance. Practice your delivery with someone to get feedback.

Do

- Begin by expressing genuine interest in the position and organization. Emphasize areas of agreement but allow "wiggle room" to compromise.
- Make eye contact, listen carefully and actively. Acknowledge what is being said.
- Try to avoid negotiating over the telephone. In person you may notice and respond to the non-verbal signals from the employer.
- Emphasize the similarities between your position and the employer’s.
- Approach each session with trust and a willingness to compromise.
- Be open to "changing the shape of money" (i.e., exchanging a salary increase for another kind of benefit).
- Use firm, confident repetition ("I understand, but the market indicates ..." Avoid saying, "You're wrong").
- Recognize that this is a process. Trade-offs and compromise occur over a period of time.
- Know when to stop. Recognize the critical moment.

Don't

- Don’t be antagonistic.
- Don’t interrogate the employer.
- Don’t stop listening and don't interrupt.
- Don’t emphasize your problems or needs (your employer is aware of housing and utility costs and may even have had his or her own student loans to repay). Your employer won't be sympathetic. Needs or wants are not useful in negotiations.
- Don't discuss an item if you are not prepared. Defer your decision, if possible. If you do not understand an issue, ask for clarification.
- Don't enter the bargaining process with a chip on your shoulder. Avoid being discourteous or arrogant. Know the difference between assertiveness and aggressiveness before you start to negotiate.
- Don't underestimate your power. Higher expectations reap higher rewards. Do your research; know your market value. Be informed and confident.
If you are thinking about attending graduate or professional school, it is essential to explore your options carefully. The decision to go to graduate or professional school requires early planning, including knowing deadlines for admission tests and submission of applications and transcripts.

The highest degree that can be earned in graduate school is the Doctorate (e.g., PhD, EdD, PsyD). Obtaining a Doctoral degree usually requires the pursuit of original research. Professional school emphasizes the clinical application of knowledge and skills (e.g., JD for law school, MD for medical school). Master's degree programs (e.g., MA, MS, MEd) are offered in a wide variety of fields and can be either academic/research focused or professional/practitioner training focused. It may not be necessary to obtain a Master's degree before entering a PhD program.

Before making the decision to attend graduate school, ask yourself the following questions:

- Do I have a career objective which requires an advanced degree?
- Have I explored the career areas and employment outlook related to the advanced degree I am considering?
- Have I talked with professionals currently working in my intended career area to get answers to some of these questions?
- Have I discussed my plans with academic advisors, professors and/or career counselors?
- What are the entrance requirements for admission to the graduate or professional programs of my choice?

Attending graduate school can be a tremendous benefit when:

- Further education is necessary to attain a career objective.
- An advanced degree will create additional career opportunities.
- Learning is enjoyable and provides personal satisfaction.

Attending graduate school may be a mistake if the purpose is to:

- Postpone making a career decision and entering the job market.
- Avoid leaving the familiar atmosphere of school.

When should you begin researching programs?

Start early! Some applications may open as early as one to one and a half years before you want to attend. You need to give yourself enough time to study and complete admission tests to ensure test scores arrive before the application deadline. You will also need to give your references time to write their recommendation letters.

Application deadlines for assistantships, scholarships and other financial aid may be different from the deadlines for the program application materials.

Graduate School

Many students begin researching graduate programs in their junior year or earlier in order to complete applications during the summer or fall of their senior year. Most graduate school application deadlines are between December and April for fall admission but some may be as early as November.

Professional School

Application deadlines for professional programs are typically earlier than graduate school application deadlines. Many professional schools require the use of a centralized application service, often referred to as “CAS.” Check the CAS opening date and deadlines in your professional area of interest. CAS examples include:

- Dental school (ADEA AADSAS)
- Law school (LSDAS)
- Medical school (AMCAS)
- Optometry school (OptomCAS)
- Pharmacy school (PharmCAS)
- Physical Therapy school (PTCAS)
- Physicians Assistant school (CASPA)

Suggestions for researching programs:

- Attend preview or visit days at the schools you are considering. If there are no scheduled preview days, schedule your own visit. Set up appointments ahead of time to talk with faculty, current students and graduate or professional school coordinators and tour the campus and facilities.
- Use graduate school search websites (e.g., petersons.com) or CAS systems to search for schools and programs.
- Attend graduate and professional school fairs and information sessions.
- Talk with your faculty advisor and other faculty and staff.
- Seek out professionals currently working in your desired field.
- Connect with current graduate students and follow career or departmental offices through social media. Join LinkedIn "groups" associated with the school and area of study.
Criteria for evaluating programs:
- Quality of academic program in your area of interest
- Degree(s) offered, length of program, program requirements
- Faculty and their areas of expertise, reputation and credentials
- Accreditation
- Cost and financial aid available including assistantships, fellowships and scholarships
- Location and surrounding community
- Career planning and job search assistance
- Culture of the program, school, community
- Physical facilities, equipment, labs, libraries, and practicum/clinical opportunities
- Additional criteria important or necessary for you to succeed

Applying
The application may include some or all of the following:
- Official transcripts of all college level academic work
- Personal statement or statement of purpose
- Supplemental application questions
- Test scores
- Letters of recommendation
- Resume or curriculum vitae (CV)
- Samples of your work
- An interview

Different schools and programs may evaluate and place greater importance on different parts of the application. Apply to several programs to increase your options and chances of being selected.

When applying to a graduate program, it is likely you will be required to complete two separate applications, one for the graduate program AND one for the graduate school.

Graduate school admission tests
The GRE General Test is the most often required entrance test for graduate school. GRE Subject Tests may also be required by some programs.

Professional school admission tests
The LSAT for law school, MCAT for medical school, GMAT for business school, and PCAT for pharmacy school are examples of standardized tests that may be required for professional school.

Check requirements of each school to which you are applying and their deadlines so you can schedule your testing date accordingly.

When preparing for standardized tests:
- Begin early
- Set aside time each week to prepare
- Take advantage of free online practice tests
- Explore private test preparation companies if interested
The Personal Statement, sometimes referred to as the "Essay," “Statement of Purpose” or “Statement of Goals,” is a very important part of the application. It is your chance to provide the admissions committee with subjective information about your qualifications and your reasons for choosing a particular program and career. Unlike some other documents you may submit, your personal statement is an opportunity to tell your story.

The statement should demonstrate strong writing skills and why you are a good fit for the school, graduate level work and the profession.

Start early! This will allow you more time to rewrite and refine your statement and give you more opportunities to have your statement reviewed by others such as a career counselor in Career and Internship Services and faculty.

Before you start writing, read the directions from the program(s) carefully to ensure you address any specific questions. If there are no specific questions, discuss what you want to do or study and why you want to attend that particular school.

Begin by answering these questions:

- Why do you want to go to graduate or professional school?
- What area(s) of study are you interested in and why?
- What are your relevant experiences and accomplishments (research, clinical, volunteer and/or paid)?
- When did you originally become interested in the field and what have you done and learned that has furthered your interest (classes, readings, seminars, work experiences)?
- What are your short- and long-term career goals?
- What is special and unique about you or your life, skills, background, or experience?
- Are there gaps or a low GPA in your academic record you can explain?
- Have you had to overcome any unusual obstacles or hardships in your life?
- What skills, strengths and qualities do you possess and how do they relate to your career plans?
- Why might you be a stronger candidate than other applicants?
- What are the skills and qualities desired by the profession? How can you demonstrate you have these skills or qualities? Be specific and give examples.
- What is your knowledge of issues within the profession (current issues, controversial topics)?
- What are the most compelling reasons you can give for the admissions committee to be interested in you?

Develop a draft based on your answers to the above questions

- Be yourself rather than pretending to be the “ideal” applicant.
- Tell a “compelling story,” particularly in your first paragraph. Provide an example of an important part of your “life story” to create a unique statement.
- Discuss the meaning and value of your experiences when describing them. Explain what you learned about yourself, your field, your goals and your career choice from the experiences. Avoid providing a chronological list of your accomplishments or saying “Since I was ten years old, I have always wanted to be a …”
- Relate your interests to any specific features of the program or school. If appropriate, name the faculty with whom you want to work and why their research areas interest you. If you visited a school and program, mention with whom you met and when.

Finalize your statement

- Check the application instructions to ensure you have answered any required questions.
- Confirm character, word and/or page limits.
- Double check spelling, punctuation and grammar.
- Review your statements carefully. Don't make the mistake of sending a statement that says you are "Excited to attend the University of Wisconsin-Madison" when the application is going to UMD.
Whether you are job hunting or applying to graduate or professional school, gathering references is a very important part of the process. Deciding whom to ask and then asking them can be difficult. To make it easier, plan ahead. Develop and cultivate positive relationships with those who may later serve as references for you.

General Tips:

- **Choose your reference writers carefully.** References should come from people who know you well from an academic, volunteer or work setting, think highly of you and can provide specific comments rather than vague generalizations. Identify people you know such as professors, employers, supervisors, advisors, customers, or business associates. Letters of recommendation are best if written by people who have excellent written communication skills. The positions or notoriety of people are less important than what they have to say about you and how well they say it.

- **To decide who to ask to be your references, think of your audience.** If you are applying for employment, generally work references are best. If you are applying to graduate school, faculty references are usually required.

- **Ask in advance and ask for permission to use people as references.** Ask people if they are willing to serve as strong, positive references for you. Give them 2-4 weeks to write letters; do not ask at the last minute. Provide them with information regarding the type of position or graduate program and application process and ask if they can meet the deadlines. Follow up with them as the deadline nears to determine if they have completed the recommendation.

- **Ask your reference writers what information they need from you.** Supply them with a copy of your resume and/or personal statement, a copy of your transcript, a list of courses you have taken from them, copies of research papers you have written and/or a list of your skills you would like them to highlight. Information about the programs or employers to which you are applying, including the job description or posting, may help them provide more effective recommendations. The more information you give them, the more detailed and thorough they can be.

- **Finally, write each of your references to thank them for their time and let them know you appreciate their efforts.** Keep them informed of your activities.

**Employment References:**

- **When applying for employment,** you will usually be asked to supply a list of references. The list includes names, titles, business and email addresses and telephone numbers of people who have agreed to serve as your references, page 34. If you are asked to submit written letters of recommendation, you may either provide copies of general letters of recommendation, which you already have, or request that each of your references write a letter directed specifically to the employer. Three references is usually the standard request, but you may supply up to five.

- **If you are not specifically asked to submit written letters of recommendation,** you may still want to include copies of ones you already have, particularly if they are especially positive and strong.

**Graduate or Professional School References:**

- **Graduate and Professional programs will usually provide a link to an online recommendation form emailed directly to your reference writer.** They will also include specific instructions about the type of people from whom they want recommendations and about what they want them to write. The number and type of recommendations depends on the individual school or program, so be sure you clearly understand the requirements. Some programs may ask you to indicate whether you wish to waive the right to see the recommendation. Waiving the right to see a letter may increase its validity.

- **If you do not plan to apply for further education at this time,** you may want to collect letters of recommendation and keep them for use later. Contact your faculty or research supervisors before graduation and have a conversation with them regarding your future plans for graduate or professional school. Then, when you need the references, you can supply them with a current copy of your resume, personal statement, and what they had written earlier to help them remember you and remind them of specific details.
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