Molin Concrete Products Co-Sponsors PCI Design Studio at UMD

MOLIN

Quality Concrete Solutions since 1897

Designers » Manufacturers » Installers OF PRECAST / PRESTRESSED CONCRETE

Insulated and Non-insulated Architectural Precast Wall Panels and Structural Precast Wall Panels | Hollow Core | Precast Columns

Prestressed Beams | Stadia Riser | Precast Stairs

MOLIN.com

Visit us on social media

651.786.7722 800.336.6546
415 Lilac Street, Lino Lakes, MN 55014
MISSION
The mission of UMD 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.

CAREER LEARNING OUTCOMES
Students will analyze and articulate their interests, skills, values, and strengths and relate them to educational and career paths.

Students will identify, evaluate and use sources of information relevant to making career decisions.

Students will develop and implement career plans which integrate self-assessment and occupational information and consider the ethical and global implications.

Students will effectively present their qualifications to enhance their educational and career goals.

CONNECT WITH US
@umdcareers
http://umdcareers.wordpress.com
search: UMD Career and Internship Services

ETHICAL PRINCIPLES
The staff of Career and Internship Services adheres to the ethics policies outlined by the National Association of Colleges and Employers (NACE) and the National Career Development Association (NCDA). We are committed to these policies, including and not limited to: privacy, confidentiality, and fair and equitable access to up-to-date career information.
# Table of Contents

## PREPARE 1
- Exploring Majors & Careers ........................................... 2
- Transferable Skills ..................................................... 6
- Understanding Networking ............................................ 7
- Informational Interviewing ........................................... 8
- Internships ............................................................. 10

## SEARCH 11
- Promoting Yourself .................................................... 12
- Social Media & Digital Identity ....................................... 14
- Dress for Success ....................................................... 15
- Showcasing Your Work ............................................... 16
- Internship & Job Search Strategies ................................... 18
- Checklist for Internship & Job Search Success ..................... 20
- Advantages of a Small Company ..................................... 22
- Internship & Job Fair Success ....................................... 24
- Asking for References & Letters of Recommendation ............ 27
- Resumes & CVs: The Difference ...................................... 28
- Writing Your Resume or Curriculum Vitae ......................... 29
- Resume Examples ....................................................... 35
- Action Verbs ........................................................... 48
- Using Action Verbs: Categories & Examples ....................... 50
- Writing Internship & Job Search Correspondence ................. 54
- Letter Examples ....................................................... 56
- Submitting Letters & Resumes ..................................... 61
- Types of Interviews ................................................... 62
- Successful Interviewing .............................................. 67

## DECIDE 73
- What To Do When You Get Your First Offer ....................... 74
- Evaluating a Job Offer ................................................ 75
- Negotiating Salary & Benefits ...................................... 76
- Why Aren’t You Getting Job Offers? ................................. 77

## GRADUATE OR PROFESSIONAL SCHOOL 79
- Applying to Graduate or Professional School ...................... 80
- Writing Personal Statements for Graduate or Professional School .................. 82
- Writing a Diversity Statement ...................................... 83
The Bering Strait School District will educate our children to become self-sufficient and contributing citizens through quality programs that reflect our children’s heritage.

Want to make a difference in the lives of youth?

Want to experience life in rural Alaska?

Teach in a culturally rich community, apply today!

Tradition  Innovation  Activities  Adventure

Phone: 907-624-3611  Email: hr@bssd.org
Fax: 907-624-3099  225 Main St., Unalakleet, AK 99684
PREPARE

Exploring Majors & Careers
Transferable Skills
Networking
Informational Interviewing
Internships
Exploring Majors & Careers

Planning for your career is an ongoing process that includes assessing yourself and exploring career and educational options. Although it appears career planning should be an orderly straightforward process, it often is not.

The following five areas are all parts of the major and career exploration and planning process.

The information on the following pages guides you further into exploring each of these areas.

“Choosing a major is probably one of the toughest decisions to make in college. There are so many great subjects to learn about. Honestly, no major is necessarily ‘better’ than another. At the end, what matters the most to me is truly enjoying what I’m studying. Everything is more meaningful in life when you have the motivation.”

- PJay, Cell and Molecular Biology
Assess Yourself

The first stage in exploring majors and planning for your career 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 both majors and 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.

   **CliftonStrengths for Students™** 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 (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, conducting research in a lab, participating in or leading group discussions)?

6. The following is a list of common career values. Rank order the list using “1” as the most important.

   ___ Job security
   ___ Problem solving
   ___ Receiving sufficient training and supervision
   ___ Creativity
   ___ Working with your hands
   ___ Salary and benefits
   ___ High sense of achievement
   ___ Professional development
   ___ Working with people
   ___ Independence
   ___ Routine activity
   ___ Variety
   ___ Work environment
   ___ Physical activity
   ___ Leadership
   ___ Advancement
   ___ Location
   ___ Helping others
   ___ Flexible schedule
   ___ Diversity
   ___ Recognition
   ___ Status
Explore Options

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

• Consult with a career counselor.
• Explore majors using the UMD website.
• Explore majors using a variety of resources available on the Career and Internship Services website including What Can I Do With This Major? under “Choosing a Major.”
• Consider tentative major(s) and careers after talking with advisors, counselors, instructors, friends and family, and taking a variety of liberal education classes.
• Learn the academic system: UMD Catalog, class schedule, liberal education requirements, major requirements and course prerequisites.
• Use GradPlanner, which incorporates your coursework, to explore course requirements for various UMD majors.
• Research careers related to your interests using resources available on the Career and Internship Services website including the Occupational Outlook Handbook and the UMD Graduate Follow-up Report with information about what recent UMD graduates did the first year after graduating.
• Conduct informational interviews and career shadow professionals working in your field(s) of interest.
• Determine your transferable skills (page 6).
• Attend internship and job fairs to explore opportunities with employers (page 24).
• Develop and maintain a portfolio of your accomplishments and work (page 16).

Develop Skills

Build skills and knowledge.

• 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 powered by Handshake or develop your own with the help of a career counselor or the employer relations coordinator in Career and Internship Services, a faculty member or the internship coordinator in your major.
• Discuss possible research opportunities with faculty in your field(s) of interest.
• Determine your transferable skills (page 6).
• Attend job and internship fairs to explore opportunities with employers (page 24).
• Develop and maintain a portfolio of your accomplishments and work (page 16).

Market Yourself

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

• Discuss your strategies and options with a career counselor in Career and Internship Services.
• Write your resume and cover letter (pages 29 and 54) or personal statement (page 82) and have them reviewed in Career and Internship Services.
• Update your portfolio containing examples of your accomplishments and work (page 16).
• 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 (page 24).
• Sign-up for on-campus interviews through GoldPASS powered by Handshake.
• Identify and contact people to serve as your references (page 27).
• 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. As a UMD alum you have access to all the resources and services provided by Career and Internship Services.
- Update your resume, LinkedIn profile and GoldPASS powered by Handshake account.
- Join and be active in professional associations.
- Find a mentor and/or be a mentor.
- Continue to build on and expand your accomplishments and work.

UMD Career and Internship Services is here to assist you. Learn more about how we can help by visiting our office at 22 Solon Campus Center and connecting with us on social media:

Steps I’m going to take:

---

NOW HIRING!

www.tbiduluthmn.com/apply

Part-Time | Full-Time | Internships
Days | Overnights | Evenings

Direct Care Staff/Behavioral Specialists

Various Flexible Schedules!

Great job experience for students with majors in nursing, social work, psychology, criminal justice and any other social services field!

Competitive Benefit Package

- Medical
- Dental
- 401k
- Paid Time Off
- Life/AD&D
- Flexible Spending Accounts
- Long Term Disability

(218) 733-1331
2016 West Superior Street
Duluth, MN 55806
# Transferable Skills

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. Employers often call some of these “soft skills” and expect you to identify and demonstrate all the skills you learned and equate them to the work environment.

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

- Identify the skills you possess and rate your ability in each area:
  
  1 = strong ability

  2 = some ability

  3 = enough ability to get by with help from others

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

Note: This activity is also available online at Career and Internship Services website.

## Work Survival
The day-to-day skills which assist in promoting effective production and work satisfaction.

- Implement decisions
- Cooperate
- Enforce policies
- Be punctual
- Manage time
- Attend to detail
- Meet goals
- Enlist help
- Accept responsibility
- Set and meet deadlines
- Organize
- Make decisions

## Research & Planning
The search for specific knowledge and the ability to conceptualize future needs and solutions for meeting those needs.

- Initiate new ideas
- Handle details
- Coordinate tasks
- Manage groups
- Delegate responsibility
- Teach
- Coach
- Counsel
- Promote change
- Sell ideas or products
- Make decisions with others
- Manage conflict

## Organization, Management & Leadership
The ability to supervise, direct and guide individuals and groups in the completion of tasks and fulfillment of goals.

- Develop new ideas
- Create ideas
- Identify problems
- Imagine alternatives
- Identify resources
- Gather information
- Solve problems
- Set goals
- Extract information
- Define needs
- Analyze
- Develop evaluation strategies
- Make decisions with others
- Represent others
- Manage conflict

## Human Relations
The use of interpersonal skills for resolving conflict, relating to and helping people.

- Develop rapport
- Be sensitive
- Listen
- Convey feelings
- Provide support for others
- Motivate
- Share credit
- Counsel
- Cooperate
- Delight with respect
- Represent others
- Perceive feelings, situations
- Assert

## Communication
The skillful expression, transmission and interpretation of knowledge and ideas.

- Speak effectively
- Write concisely
- Listen attentively
- Express ideas
- Facilitate group discussion
- Provide appropriate feedback
- Negotiate
- Persuade
- Describe feelings
- Interview
- Edit

## Note:
This activity is also available online at Career and Internship Services website.
Understanding Networking

Networking is what you do every day when you meet new people and when you have lunch with old friends.

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 jobs, internships or careers. 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.

Social Media Networking

Job seekers and employers use social media to connect. There are a variety of platforms and LinkedIn is one of the most popular among professionals. Read tips for using social media with your internship or job search on page 14.

Finding Contacts

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. The easiest place to start networking may be with family, friends, neighbors and with the people they know. Others with whom to network include Career and Internship Services staff, faculty, coaches, alumni, members of associations or clubs, recruiters at job fairs, employers conducting information sessions on campus, classmates or acquaintances.

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 12).
- Use a variety of methods.
- Request an opportunity to conduct an informational interview (page 8).
- Chat with people casually (e.g., while waiting in line, at social gatherings, on a bus or plane).
- Attend meetings or join professional associations in your field(s).
- Volunteer at an organization related to your field(s).
- 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.

Follow-Up Contact

Always send follow-up thank you notes, either electronically or as hard copy (page 55), to your contacts to show your appreciation and increase your chances of developing productive relationships. Also connect with your in-person contacts on LinkedIn. This online follow-up will allow you to stay connected with your contacts.
Informational Interviewing

An informational interview is a conversation you initiate with a professional in a field of interest to you for the purpose of learning more about the field and 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?

An 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 get to know you in a comfortable, low-stress atmosphere.
• Add to your network of contacts that could lead to future employment.
• Help you learn about future career opportunities.

Get Started

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. Ask everyone you know if they have contacts in your desired career field(s) (e.g., Career and Internship Services staff, other university staff, faculty, alumni, employers at job fairs, friends and family members). Attend professional association meetings to get ideas. Use professional social networking sites such as LinkedIn to expand your list of connections. Develop a list of specific people you can contact for informational interviews.
4. Ask permission to use the names of your resource people when contacting others. Use the name only if permission is granted.

“"This conversation can allow you to learn and it also allows you to begin a relationship with someone who might be able to hire you one day."”

Abby, Marketing major

Arrange the Interview

1. Call or email your potential informational interview contacts. Tell them you are interested in their careers and would like to arrange appointments to talk with them for 15-20 minutes.
2. 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 15).
6. Arrive early for the interview.
Conduct the Interview

1. An informational interview 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 you could have researched.

4. Try to create a favorable impression.

5. Limit your conversation to the pre-arranged time limit, usually no more than 20 minutes, unless the interviewee indicates a willingness to talk longer.

After the Interview

Thank the interviewee in person and follow up with a brief thank-you note or email (page 55).

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. Talk with enough people to collect a range of perspectives on the field before you make any career decisions based on your interviews.

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?
- How long have you been with the organization?
- 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?
- 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 in 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 the informational interview is to obtain information, if the opportunity arises, you can provide information about yourself. It is important, however, to be sensitive to the interviewee's time constraints.

Questions I want to ask:
Internships

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.

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
• Similar to finding a job. Complete the “Checklist for Internship and Job Search Success” (page 20).
• Establish a GoldPASS powered by Handshake account. Look for opportunities and apply for them.
• 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.

Make the most of an internship by
• Setting obtainable goals.
• Having regular meetings with your supervisor and asking questions when you have them.
• Being professional and maintaining a positive attitude.
• Immerse 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
• 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 they are 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.
• Practice talking about what you learned, accomplished or gained during your internship for future interviews.
• 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.
SEARCH

Presenting Yourself
  Promoting Yourself
  Social Media & Digital Identity
  Dress for Success
  Showcasing Your Work

Strategies
  Internship & Job Search Strategies
  Checklist for Internship & Job Search Success
  Advantages of a Small Company
  Internship & Job Fair Success
  Asking for References & Letters of Recommendation

Resumes
  Resumes & CVs: The Difference
  Writing Your Resume or Curriculum Vitae
  Resume Examples
  Action Verbs
  Using Action Verbs: Categories & Examples

Letters
  Writing Internship & Job Search Correspondence
  Letter Examples
  Submitting Letters & Resumes

Interviewing
  Types of Interviews
  Successful Interviewing
Promoting Yourself

When you are seeking an internship or a job it is important to present yourself in a positive light. In addition to the obvious, and frequently discussed, resume and cover letter, there are a number of other ways of promoting yourself and connecting with employers in the job and internship search.

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. Also, some recruiters at job and internship fairs may not take resumes, so handing them a business card helps them remember you.

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 20XX” with your degree and major.
- You might also include a tagline explaining your professional interests, such as, “Aspiring Marketing Professional,” “Interested Personnel Specialist,” or “Graphic Designer.”

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.”
- Examine any business card you are given, comment on it and clarify any information before putting it away.
- Use your business cards wisely. Do not hand them out casually to everyone or leave them lying around.
- Unless you are at a job and internship fair, wait for the person with whom you are conversing to initiate the giving of their 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.
- Use font style, color, layout and design strategically. It is your choice how creative you decide to be. Nice design and typography will make a good impression.
- You may use UMD’s school colors but not the official school logo.
- Keep in mind, the business card is just your information. You still need to shine in person.
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.

What to Include

• Who you are (your name).
• What you currently do (“I’m a junior communication major attending school full time while also working 20 hours a week as a server.”).
• One or two big goals you have right now (“My current goal is to land an entry-level position in marketing after graduation.”).
• What you are doing to reach the goal(s) (“I’m applying for marketing internships for the summer and building my portfolio by taking electives in digital design and marketing this semester.”).

End With a Question

• “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?”

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.
Social Media & Digital Identity

One of the best ways to find a job is through networking (page 7). There are many ways to use social media and a variety of platforms to expand your network to find an internship or job. Online networking will never completely replace the power of in-person networking. For a better success rate, use a combination of online and in-person techniques. To get the most out of a given platform, be active and engaged.

Your digital identity is a culmination of what you post and share on the internet and also what other people post about you. Be positive in the content you post. Your profile(s) will most likely show up in an internet search and can positively or negatively impact an employer’s impression of you.

- Keep your voice and how you present yourself consistent across all platforms. If an employer conducts an internet 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. Think before you post and be aware of what others are posting about you.

Employers are using social media as a way to find job applicants. To be relevant in a changing workforce, knowing various uses and brands of technology and social media is essential.

Benefits of Using Social Media

- Create one-on-one connections with people locally and globally
- Exchange ideas and information, and share your own thoughts with others beyond your immediate circle of contacts
- Connect and engage with professionals in your field(s) of interest and have mutually beneficial networking relationships
- Have access to information about companies, their representatives and position openings that may not be available elsewhere
- Learn about current trends in your industry that could influence your job or internship search
- Allow others to find you by showing up in internet searches
- Increase your online visibility demonstrating you know how to use the current technology

How to Use Social Media for Your Career

- Find internship and job postings.
- Follow companies of interest to see potential opportunities, how they interact with their customers and clues about their company culture.
- 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.
- Connect with recruiters you met through job fairs and/or other events.
- Follow industry hashtags and resources to learn about current trends that could influence your internship or job search.

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.

Want more assistance with how to build your profile and use platforms like LinkedIn? Stop by Solon Campus Center 22 during normal business hours (Mon-Fri, 8am-4:30pm) to work with a peer educator or make an appointment with a career counselor.
Dress for Success

Plan carefully what you wear for job and internship search events because first impressions carry a lot of weight. Do your research to find out what is acceptable for the industry or the individual company’s culture and expectations. 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.

In general, all clothing should be tailored, in good condition, fit true to size and be wrinkle and lint free. Clean and comfortable shoes are important. Wearing minimal or no jewelry is recommended. Pay careful attention to grooming: teeth brushed, hair neat, fingernails clean, and nails and makeup natural. Piercings and tattoos should align with what you learn about the company culture or standards.

**Business Professional**

For interviews and job and internship fairs, dress up a little more than you might be expected to dress on the job. The following suggestions may be helpful:

- Suits and blazers in solid plain, dark or neutral colors or understated patterns such as pinstripe or shadow plaid
- Solid color dress shirts with collars
- Ties coordinated with the shirts in solids, stripes or small patterns
- Dresses in dark colors, with or without blazers
- Skirts and dresses at knee length, without slits
- Suit jacket should match pants or skirt
- Sheer hose should be worn with skirts or dresses
- Calf-length socks in dark colors should match suit pants
- Neat and clean leather dress shoes or basic dark pumps with medium or low heels
- Black or brown 1-inch belts to match shoes and attire
- Scarves for color accents may be acceptable
- No stripes, or bright prints or colors
- No overpowering perfume, aftershave or cologne
- No frills, ruffles, thin straps, plunging necklines or exposed cleavage
- No athletic shoes, sandals, flip flops or open-toe shoes

**Business Casual**

Business casual is just slightly more casual than traditional business or interview attire. It may be appropriate when conducting an informational interview, attending a casual networking event or when an employer indicates business casual is expected. The following suggestions may be helpful:

- Nice trousers, dress slacks in tan, gray or dark blue, or nice khaki or chino pants
- Knee length skirts or dresses in a variety of colors
- Tights may be acceptable in cooler weather
- Cotton or silk blend blouses with collars in a variety of sleeve lengths
- Shirts in a range of colors, with or without a tie
- Polo shirts may be acceptable
- Nice sweaters
- Jackets, blazers, sport coats or cardigans may be optional
- Leather loafers in black or brown, or low heels, nice flats or fashion boots, open-toe shoes may be acceptable in warmer weather
- No jeans, athletic wear, yoga pants, leggings or tunics as dresses
- No fishnet or extremely colorful or large patterned stockings
- No exposed cleavage
- No golf or t-shirts
- No casual footwear such as athletic shoes, deck shoes, sandals with straps between the toes or flip flops

**See Examples**

Check out our Dress for Success [Pinterest](https://www.pinterest.com) board for examples:

[pinterest.com/umdcareers/dress-for-success](https://www.pinterest.com/umdcareers/dress-for-success)
Showcasing Your Work

Myth: Portfolios are for creative types only.

Fact: Portfolios are valuable to any job seeker wanting to stand out.

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.
- The organization of 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. If you need additional examples or evidence of your skills, reconstruct or create items. Have others review your work.

Possible items to include:

- Resume
- Transcripts
- Writing samples
- Items created through class projects
- Awards or honors
- Laboratory reports
- Synopses of term or research papers
- Papers with instructor comments and grades
- Certificates of attendance at seminars or workshops
- Flyers or other promotional materials you designed
- Evidence from volunteer, leadership, internship and paid experiences
- Licensure or certification documentation
- Positive evaluations
- Letters of recommendation
- Philosophy statement and/or Personal mission statement
- Professional organization involvement
- Grants and proposals
- Sporting awards
- Photographs
- Video showing you in action
- Reports on topics of special interest
- Evidence from class presentations
- 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
- 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

- Showcase your skills by adding audio, video and animation.
- 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.

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.
- Have someone review your work.

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.
- 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:

- 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.
Internship & Job Search Strategies

There are many ways to look for an internship or job. The most successful candidates use multiple strategies. Below are some of the most popular.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Helpful Hints</th>
</tr>
</thead>
</table>
| Networking              | Approximately 80% of openings are never advertised; therefore, networking is an important strategy for learning about possibilities.  
- Announce your job or internship search to everyone you know to develop and broaden a list of contacts and leads.  
- 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 & Job Fairs  | Attend internship and job fairs to connect with recruiters.  
- Research employers attending in advance to create a plan of action.  
- Dress professionally (page 15).  
- Bring copies of your resume and/or business cards.  
- Follow-up on leads and networking opportunities. |
| On-Campus Interviewing  | This is one of the primary ways some companies recruit for technical and business positions. Not all companies conduct on-campus interviews.  
- Find listings and sign-up for interviews using GoldPASS powered by Handshake. |
| GoldPASS powered by Handshake | The University of Minnesota’s online job and internship listing site is free and open to students and alumni from all campuses.  
- Search for jobs and internships and receive notification about openings and events.  
- Post a resume so employers can find you. |
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Helpful Hints</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Media</strong></td>
<td>Incorporate <em>LinkedIn, Twitter, Facebook</em> and other social networking sites into your search.</td>
</tr>
<tr>
<td></td>
<td>• Create, maintain and update profiles with a consistent professional image and message on all platforms.</td>
</tr>
<tr>
<td></td>
<td>• Research organizations and company culture.</td>
</tr>
<tr>
<td><strong>Company Websites</strong></td>
<td>Search company websites directly for openings.</td>
</tr>
<tr>
<td></td>
<td>• Apply and submit resumes using the companies’ online systems.</td>
</tr>
<tr>
<td><strong>Online Job Posting Sites</strong></td>
<td>Search multiple online job boards for openings.</td>
</tr>
<tr>
<td></td>
<td>• Tailor resumes and cover letters to specific job and internship postings.</td>
</tr>
<tr>
<td><strong>Targeted Contact</strong></td>
<td>Develop strong cover letters tailored to specific types of jobs and the needs of the organizations.</td>
</tr>
<tr>
<td></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><strong>In-Person Visit</strong></td>
<td>When possible, visit targeted companies and meet with professionals in specific departments.</td>
</tr>
<tr>
<td></td>
<td>• Develop a list of specific questions to ask.</td>
</tr>
<tr>
<td></td>
<td>• Submit resume, letter and application, if possible.</td>
</tr>
<tr>
<td><strong>Classified Ads</strong></td>
<td>Check resources such as newspapers and <em>Craigslist</em>, specific to the geographic region(s) where you are seeking employment.</td>
</tr>
<tr>
<td></td>
<td>• Submit your applications as early as possible for advertised positions.</td>
</tr>
<tr>
<td><strong>Staffing/Temp/Employment Agencies</strong></td>
<td>These agencies offer three types of employment in a variety of fields: contract, contract to hire and direct hire. The lengths of assignments vary.</td>
</tr>
<tr>
<td></td>
<td>• Typically services are free to job seekers; fees are paid by the employers.</td>
</tr>
<tr>
<td></td>
<td>• Identify agencies that specialize in the area or field of employment in which you are interested.</td>
</tr>
</tbody>
</table>
Checklist for Internship & 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. Incorporate the items you didn’t check into your internship or job search.

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 my 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 considered my geographic preferences.

B. What You Know About Employers

☐ I researched at least three fields of employment.
☐ I can name at least ten employers that might hire a person with my experience and 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 geographic area.
☐ I developed a list of contacts for networking.
☐ In the past month, I talked to at least three people who are employed in fields of my interest with the purpose of learning more about what they do.

C. Considerations For Your Job

☐ I identified my immediate job needs.
☐ I considered whether I am willing to relocate and, if so, to which region(s).
☐ I considered whether I am willing to travel as part of my position and, if so, how often and how far.
☐ I 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 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 considered various types of benefits such as medical, dental, retirement, profit sharing and vacation and determined what I need and what is important to me.

“Personally, I have applied for a large variety of jobs, even some jobs I did not expect to be interested in. It is important to put yourself out there and explore all of your options because you never know what might catch your interest. If your job search is too narrow you may find yourself having trouble finding opportunities.”

- Logan, Psychology major
D. Your Job-Seeking Contacts With Employers

- I established a GoldPASS powered by Handshake account.
- I prepared a resume which has been reviewed by Career and Internship Services staff.
- I established and updated a LinkedIn account.
- I developed an “elevator speech” (page 13).
- I use a variety of resources for locating internship or job leads.
- I reviewed Internship and Job Fair Success (page 24).
- I 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 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 practiced interviewing using at least one of the following:
  - a mirror, or a friend or other person
  - Career and Internship Services staff
  - InterviewStream offered through Career and Internship Services
  - on-campus Practice Interview Days
- I applied with at least five employers in the past two weeks.
Advantages of a Small Company

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. 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
- 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 be 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 and 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
- 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.
- 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
- A quick learner
- Able to get things done on your own

Differences in Hiring Practices

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

<table>
<thead>
<tr>
<th>Small Company</th>
<th>Large Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>No personnel department</td>
<td>Centralized personnel department</td>
</tr>
<tr>
<td>Founder/owner my conduct interviews</td>
<td>Recruiters may conduct interviews</td>
</tr>
<tr>
<td>No full-time recruiters</td>
<td>Recruiters may seek out potential employees</td>
</tr>
<tr>
<td>May not keep resumes</td>
<td>May keep resumes on file for a year</td>
</tr>
<tr>
<td>No standard hiring procedure</td>
<td>Standardized hiring procedure</td>
</tr>
<tr>
<td>Jobs emerge as needs do</td>
<td>Predetermined job categories</td>
</tr>
<tr>
<td>Hire as needs arise</td>
<td>Long-term personnel forecasts</td>
</tr>
<tr>
<td>No printed literature</td>
<td>Company literature easily available</td>
</tr>
<tr>
<td>Limited web presence</td>
<td>Website with extensive information and functionality</td>
</tr>
<tr>
<td>No online application</td>
<td>Online application</td>
</tr>
<tr>
<td>Hire to start immediately</td>
<td>Hire months in advance</td>
</tr>
<tr>
<td>On-the-job training</td>
<td>Extensive training program</td>
</tr>
</tbody>
</table>
We’re Hiring!

stlouiscountymn.gov/jobs

Great career opportunities

- Law Enforcement
- Forestry
- Safety & Risk Management
- Administrative
- Human Services
- Property Appraisals
- Legal
- Civil Engineering
- Finance
- And more!

Great environment
Work where you love to play. St. Louis County spans from Duluth to the Iron Range and up to the Canadian border, and is known for spectacular natural beauty, outdoor recreation and friendly communities.

Great benefits
- Various location options
- Friendly staff
- Loan forgiveness
- Excellent benefits
- Employee Wellness Program
- Employer contribution for retirement

REM Arrowhead
With REM Arrowhead, you can embark on a career path in the areas of Direct Support, Nursing, Quality Improvement, and more!

Join our team at jobs.thementornetwork.com/minnesota

GoldPASS
powered by handshake

CONNECTING
U of M STUDENTS and ALUMNI with
- JOBS
- INTERNSHIPS
- CAREER SERVICES

Start your search today!
GOLDPASS.UMN.EDU
Internship & 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 29).
• Plan exactly what professional attire you will wear. You should look as good as you would for an interview. See “Dress for Success” for ideas (page 15).
• Review standard interview questions and formulate your responses. See “Frequently Asked Interview Questions” and “Questions for Teacher Candidates” (page 70).
• 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 13).
• Download the specific mobile guide.
• Obtain the list of companies attending the fair through the website or mobile guide.
• 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” (page 68).
• Don’t eliminate companies because they are recruiting for positions outside your field. Take the time to network with the recruiter and get the name of a hiring manager for your particular career field.

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 breaks between talking with individual recruiters 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 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.

Gather essential items to take to the fair:

• a letter-sized padfolio, with notepad and pen
• the mobile guide
• 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 16)

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 doesn’t ask for your resume, at some point, offer your resume and mention an item on it that highlights something in your conversation.
• 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 in a position, 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 timelines. 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.

Following Up After the Fair

- Connect with individual recruiters on LinkedIn and follow the employers’ LinkedIn pages.
- Many employers have special social media accounts for their career divisions. Be sure to follow them on a variety of platforms. Also follow recruiters who may have their own professional social media 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 fair dates and notes, dates of your letters and telephone calls and copies of all materials you send and receive.
- 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 interest in connecting with them.

Final Tips

- The primary benefit of participation in a fair is to collect information and make contacts. 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!
FAQs

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.

Why Don’t Some Recruiters Accept Resumes?

- Some employers may not accept hard copy resumes and will ask you to apply online, but don’t be discouraged. Employers may not take resumes for a variety of reasons, the two most common are to comply with federal regulations about the way they keep data on applicants, and to manage applicant data efficiently. Not taking your resume does not mean the employer is giving you the brush-off, and it does not mean the employer is wasting time by attending the fair and talking with you.
- If recruiters don’t take your resume they may still take notes during or after speaking to you so continue to engage with them.
- Get the name and title of the recruiters with whom you speak and mention in your cover letter that you spoke with them at the fair.
- If employers don’t take your resume, they may still want to look at it while speaking to you, so ask if they would like to see it.
- Also offer recruiters your business card (page 12) so they have a portable reminder of how to contact you, and a handy place to jot down notes about you.

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 the next employer.

“Do your research. It shows initiative and genuine interest in the company. When recruiters know you have an interest in the company, the conversation becomes more worthwhile and you can get better insight because of the questions you ask.”

- McKenzie, Cultural Entrepreneurship major
Asking for References & Letters of Recommendation

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 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 and can provide specific comments rather than 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 for permission to use people as references. Ask 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 papers you have written and/or a list of your skills that 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, see page 39. If you are asked to submit written letters of recommendation, you may either provide copies of general letters of recommendation you have, or request that each of your references write a letter directed to the specific employer. Three references is usually the standard request, but you may include up to five.
• If you are not asked to submit written letters of recommendation, you may still want to include copies of ones you have, particularly if they are especially positive and strong.

Graduate or Professional School References

• Graduate and Professional programs often provide a link to an online recommendation form emailed directly to each of your reference writers. They also often 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 understand the requirements. Some programs may ask you to indicate whether you wish to waive the right to see the recommendations. 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. Before you graduate, talk with your faculty or research supervisors regarding your future plans for graduate or professional school and ask them to write general letters of recommendation now. Then, in the future, you can provide them with current copies of your resume, copies of your personal statement, and the general letters they had written earlier, to help them remember you and remind them of specific details.
### Resumes & CVs: The Difference

Some people confuse resumes and curricula vitae (CVs) because they can be similar and employers may use the terms interchangeably.

The primary differences are:
- purpose
- length
- content

To decide whether to submit a resume or a CV, you need to know what the employer or graduate or professional school requires. Read application instructions carefully for directions. If the instructions are not clear, 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 essentially look the same.

<table>
<thead>
<tr>
<th>Resumes</th>
<th>CVs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>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. A resume is a synopsis of the most relevant professional experiences you have for the particular position for which you are applying. You may alter the resume when you are applying for different positions in order to emphasize different skills and experiences related to specific positions.</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Typically a resume is used to apply for positions in business, industry, government and nonprofit sectors in the United States.</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>In Europe, the Middle East, Africa or Asia employers expect a CV for jobs in any sector.</td>
<td></td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>There are many similarities between the categories on resumes and CVs. See the next section for a list of categories.</td>
</tr>
<tr>
<td>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:</td>
<td></td>
</tr>
<tr>
<td>- Presentations</td>
<td></td>
</tr>
<tr>
<td>- Publications</td>
<td></td>
</tr>
<tr>
<td>- Research</td>
<td></td>
</tr>
<tr>
<td>- Grants</td>
<td></td>
</tr>
<tr>
<td>- Assistantships/Fellowships</td>
<td></td>
</tr>
<tr>
<td>- Specialized Training</td>
<td></td>
</tr>
<tr>
<td>- Professional Memberships</td>
<td></td>
</tr>
</tbody>
</table>
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 applicant tracking systems 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 usually reads it to make the final decision about contacting you for an interview. The following checklist is provided to assist you in drafting your resume or CV:

General Guidelines

- **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. 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.

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

- Contact Information
- Objective or Qualifications Summary
- Education
- Experience

Optional Categories:

- Projects
- Special Skills
- Research
- Honors
- Licenses and Certifications
- Publications
- Presentations
- Grants and Fellowships
- Military Experience
- Professional Memberships
- Activities
- References

In this section the word “resume” is used to refer to both the resume and curriculum vitae (CV).
Photographs: Do not include a photograph on your resume or CV 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 resume or CV 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.

If printing hard copies of your resume:

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.

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, however, you can use anyone’s with whom you have a relationship. 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
- 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, 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.
- For accounting majors seeking CPA licensure, include a statement such as, “Will complete/Completed 150 credits by graduation.”

For assistance with your resume, stop in:

Career & Internship Services
Solon Campus Center 22
Monday-Friday
8 am to 4:30 pm
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. 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:

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.

Special Skills

□ You may want to list foreign language abilities, special licenses or certifications, computer knowledge, travel or other skills related to your objective as “Special Skills.” You may also name the category to reflect the skills listed such as “Computer Skills” or “Language Skills.”

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 in a separate section. 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.

Professional Memberships
□ Include memberships in student groups and local or national organizations. These may also be included under “Activities.”

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, in bold, 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 typical such as reading, walking and cooking. Include uncommon or unusual activities to generate interest and make you memorable.

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 coauthored with a professor or a poem you wrote that was included in an anthology.
□ List the publication using the appropriate citation 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 your military experience is not related to your objective, you may include a separate “Military” section.
□ If you have military training and experience relevant to your objective, include the training under “Education” and the experience under “Experience.”

References
□ Say “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, omit this.
□ If you include your references with your resume and cover letter, you may say, “References included” or “References attached.”
□ 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 27 for additional information about references.

Final Tip
Always proofread your resume for content and typographical or spelling errors. Have several people also proofread your resume. You cannot proofread your own writing and expect to catch all the errors. Finally, 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!
Packaging Corporation of America
International Falls, Minnesota

Full-time engineer and temporary co-op employment opportunities are available at the Packaging Corporation of America (PCA) paper mill in International Falls. PCA offers a fast-paced industrial environment and exciting assignments and career experience.

Located on the south banks of the Rainy River, the Minnesota mill is a world-class pulp and paper operation with a 108+ year operating history. Over 475,000 tons/year of BOISE® brand communication and specialty paper is produced each year on two paper machines, including America’s Top Selling Brands of office and recycled paper.

I1, one of the world’s largest, fastest fine paper machines, is located at the International Falls mill. It is as long as two football fields and routinely produces a sheet of uncoated copy paper over 995 miles long each day.

With ~600 employees – many fourth generation – the mill is the largest employer in Koochiching County. But the mill’s impact extends far beyond the technical and family-wage jobs provided; over 360 contract employees, many of them loggers, are directly associated with the mill and several million dollars in goods, services, and property taxes, along with ~ $175,000 in donations contributed to the local economy each year.

PCA is committed to supporting sustainable forestry and limiting environmental impact. The mill holds chain-of-custody certification through the Sustainable Forestry Initiative® (SFI®); the Forest Stewardship Council® (FSC®); and the Programme for Endorsement of Forest Certification™ along with SFI® Certified Sourcing certification. The facility currently generates 84 percent of its electricity. In addition, 80 percent of steam production is produced through renewable energy and 100 percent of bark and wood waste and 96 percent of sludge is recovered for fuel. The mill also targets 99 percent of ash produced to provide beneficial levels of potassium, phosphorus, and micronutrients to area farmlands and extend the landfill life.
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 a single point size, throughout, 10 to 12. Your name may be as large as 14-point. Do not vary the font or point size within the resume.

Education: List the institutions where you have completed, or will soon complete, some level of education, most recent first. 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.

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 the body of the entry. Be consistent with where and how you list dates. Dates should include only months and years or just years. For each entry, briefly describe what you did or are doing. Begin each line with an action verb and use outcome/results statements with numbers, if possible. Include details to emphasize your skills, accomplishments and knowledge. Your descriptions may be formatted using bullets or paragraphs; choose one format and use it for all your entries under “Experience.”

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

Experience: List and briefly describe your relevant experience, the most recent first within each section. You 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.

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

CHRISTOPHER SALESMAN
http://www.linkedin.com/in/christophersalesman
3000 Top Sales Ave. Apt 2 Superior, WI 54880
218-555-0000
sale0023@d.umn.edu

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

EDUCATION
University of Minnesota Duluth UMD Bachelor of Science May 2019 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 2017

HONORS
Swenson Scholarship for Outstanding Performance in a science major, 2017-present Dean’s List for Academic Excellence, 4 of 6 semesters Eagle Scout, 2014

SALES EXPERIENCE
Campus Sales Representative, Apple Computers, Duluth, MN October 2017-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 twice a year to educate prospective customers on topics such as the current operating systems.

Sales Associate, Chemical Products, Inc., Minneapolis, MN June 2015-May 2017
• 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 2017-present
• Refereed junior high and high school boys and girls basketball games.

ACTIVITIES AND SERVICE
Founder and President, UMD Mac User Group September 2017-present
Member, UMD School of Medicine Mac User Group September 2017-present
Volunteer, Aftenro Homes assisted living facilities October 2017-present

References available upon request.
ROBERT NEWSWRITER
http://www.d.umn.edu/~newsw006

500 Television Blvd.
Duluth, MN 55800
218-722-0000
newswriter@gmail.com

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

EDUCATION
University of Minnesota Duluth UMD
Bachelor of Arts, December 2019 Overall GPA: 3.0/4.0
Major: Journalism and Communication Major GPA: 3.4/4.0
Minor: Photography
Concentration: Television/Radio News Reporting and Production

REPORTING EXPERIENCE
Reporter Intern, KWHE, Channel 5 Television, Duluth, MN
September 2018 - December 2018
• Investigated news stories and wrote 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 anchorpersons on news assignments.

Photo Journalist Intern, KALO, Channel 12 Television, Duluth, MN
January 2018 - May 2018
• Filmed news events around the Duluth area.
• Edited news clips using Photoshop for 6 and 10 p.m. broadcasts.
• Wrote copy, captions and headlines to accompany stories.
• Assisted reporters on assignments.

ADDITIONAL EXPERIENCE
Student Employment Assistant, One Stop Student Services, UMD
September 2016 - present
• Advise students and parents with financial aid concerns.
• Assist with the administration of the Federal Work-Study Program.
• Prepare and verify Federal Work-Study documents.

Parks and Recreation Supervisor, City of Duluth, Duluth, MN
June 2018 - August 2018
• 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 positions such as a server, lifeguard, diving coach, and swimming instructor.

REFERENCES AND PORTFOLIO AVAILABLE UPON REQUEST

JULIE R. WEBBER
http://www.d.umn.edu/~webbe008/

713 N. Off Campus Road
Duluth, MN 55800
218-728-0000
webbe008@d.umn.edu
Before May 31, 2018

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

EDUCATION
University of Minnesota Duluth UMD
Bachelor of Science, May 2019 GPA: 3.3/4.0
Major: Computer Science
Minor: Mathematics and Philosophy

COMPUTER SKILLS
Languages:
C, C++, C#, Java, Perl, Assembly, SQL, HTML/CSS, Python, PHP, JavaScript, Ruby, XML, UML
Systems:
Linux, UNIX, Windows, Android, Mac OS
Software & Tools:
Microsoft Visual Studio, NetBeans, Eclipse Luna, Google Web Toolkit, GNU, Emacs, Git, Android Studio, Logism, LaTeX, IntelliJ

RELATED EXPERIENCE
Information Technology Consultant, Career and Internship Services, UMD
2015-present

Communications Systems Maintainer, United States Army National Guard, Watertown, SD
Installed, troubleshot and repaired communication equipment such as radios, telephones, antennas, satellite equipment, computers and network devices. Achieved rank of Specialist.
2014-present

PROJECTS
Android Application Used Android Studio to construct a graphical interface for solving various logical problems written in Java and XML, including the Arithmetic problem, Farmer-Wolf-Goat-Cabbage problem and 8-Puzzle problem.

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

ADDITIONAL EXPERIENCE
Tutor, UMD Tutoring Center
Tutored in students in computer science and math. Achieved National Tutor Certification.
2017-2019

ACTIVITIES
ACM
UMD Computer Club
Intramural flag football, softball and captain floor hockey

REFERENCES AND PORTFOLIO AVAILABLE UPON REQUEST
**MEREDITH BEAR**  
4000 N. Park Place  
Duluth, MN 55800  
218-720-0000  
mbear27@yahoo.com  
http://www.d.umn.edu/~bear0056/

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

**EDUCATION**
University of Minnesota Duluth  
UMD  
Bachelor of Business Administration and Bachelor of Accounting  
May 2019  
Major: Finance, Departmental Honors, Overall GPA: 3.57/4.00  
Dean’s List for Academic Excellence five of six semesters  
University of Birmingham, England  
UMD Study in England Program, September 2016-May 2017  
Undergraduate Research Opportunity Program Grant  
“Futures Versus Cash Market Volatility” 2019  

**Courses Include**
Corporate Finance  
Managerial Finance  
Portfolio Analysis  
International Finance  
Strategic Management  
Futures Markets

**EXPERIENCE**
Loss Prevention Supervisor, promoted from Loss Prevention Officer 2018  
HavingFun Family Amusement Park, Proctor, MN Summers 2018, 2017  
• Reviewed daily cash summary and resolved cash overages and shortages of the previous day  
• 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 2017-2018  
• Planned and implemented winter fundraisers  
• Collaborated with other officers to make plans and set goals for the year  
• Scheduled, organized and led meetings

**ACTIVITIES**
UMD Business Administration Club  
Intramural Broomball, Captain Softball and Soccer

---

**VANESSA KINGDOMS**  
2827 Animal Ave West #35  
Duluth, MN 55800  
218-726-0000  
Until May 31, 2019  
218-726-0000  
After May 31, 2019

**Objective**
Laboratory position involving alternative methods to animal testing.

**Education**
University of Minnesota Duluth  
UMD  
Bachelor of Science, magna cum laude, May 2019, GPA: 3.8/4.0  
Major: Biology  
Minor: Chemistry  
Undergraduate Research Project in Computer Molecular Modeling  
Honors  
Dean’s List for Academic Excellence every semester  
Phi Kappa Phi Honor Society  
Lakehead Pipeline Company Academic Scholarship

**Laboratory Skills**
Potentiometry  
Calorimetry  
DNA Isolation  
Sterile Technique  
Culture of Microorganisms  
Density Gradient Centrifugation  
DNA Restriction Analysis  
Gel Electrophoresis  
DNA Ligation and Cloning

**Course Work**
Principles of Genetics  
Biochemistry  
Cellular Biology  
Quantitative Analysis  
Genetics of Eukaryotes  
Advanced Writing for Science  
Comparative Anatomy of Vertebrates  
General Psychology  
Animal Behavior  
Developmental Psychology  
General Physics  
Calculus  
Instrumental Analysis  
Medical Ethics

**Experience**
Ecological Research Assistant  
Department of Ecology, University of Minnesota, Minneapolis, MN Summer 2018  
Maintained plant species • Performed plant species abundance counts in relation to chemical elements in the soil • Performed soil sampling • Prepared reagents and culture media • Sterilized equipment • Entered data and findings into computer

Dietician’s Assistant  
St. Francis Hospital, Duluth, MN April 2015-August 2018  
Learned specific requirements of various special diets • Advised and assisted patients in making dietary selections • Corrected patient menus to fulfill dietary requirements • Acted as patient-dietician liaison • Supervised preparation of patient trays for dietary accuracy

**Activities**
President 2018-present, Vice President of Membership 2017-2018, Member 2015-present, UMD Biology Club  
American Chemical Society Student Affiliate 2014-present  
Association for Health Pre-Professionals 2016-2018
University of Minnesota Duluth
Association for Childhood between activities. Enhancedist and narrative observations.
Minnesota State Teaching Provider the 02/18-05/18 college Student Teacher
ers and school -14, including Minnesota State Teaching License for birth to 3
Recruited volunteers and Tutor/Mentor Classroom Aide particularly Hispanic and Hmong.
degreepending 10/18-12/18
Education Minnesota conferences.
Yellow River Ele
38 | UMD Career & Internship Services
KUOA EDUCATOR
educ0043@d.umn.edu
Page 2
KUOA EDUCATOR
RELATOE XPERIENCE
Recreation Leader/Recreation Intern
Recreation and Parks Department, Carol Stream, IL 05/18-08/18
• Provided, as part of a team, a variety of recreational activities for children ages 3-14, including carnivals, park outreach programs, sports coaching and instruction, and a youth development program for “at-risk” junior high school students.
• Planned and implemented “Backyard Reading Programs” in three parks. Recruited volunteers and advertised for reading program.
Tutor/Mentor Valleyview Magnet School, Duluth, MN 02/18-05/18
• Served one 3rd grader and two kindergartners through the Education for Homeless Children and Youth program in Duluth Public Schools.
• Assisted 3rd grader in developing reading skills.
• Read stories to and developed esteem-building projects for the kindergartners.
Childcare Provider Family Choices, Duluth, MN 10/17-12/17
Life House, Duluth, MN 09/13-11/13
• Provided childcare and activities for infants and toddlers while parents attended classes.
Missionary ICVP Ministries, Kingston, Jamaica 07/17-08/17
• Served impoverished children birth to 17 years old in a variety of orphanage and church settings.
• Provided physical therapy assistance for children with disabilities.
Classroom Aide
Yellow River Elementary School, Duluth, MN 10/16-12/16
• Helped 2nd grade students with reading and writing activities in the classroom.
Nanny
Private Family, Manchester, England 03/13-08/15
• Cared for a four-year old girl while her parents worked full-time.
• Accompanied child to weekly music and swimming lessons and cultural and educational sites in the area.
ADDITIONAL EXPERIENCE
Part-time and summer positions such as office assistant and photographer to assist with college expenses.
ACTIVITIES
President 3/18-2/19, Vice-President 3/17-2/18
Association for Childhood Education Minnesota 06/18-present
PROFESSIONAL MEMBERSHIP
Education Minnesota 09/18-present

OBJECTIVE
An early childhood teaching position.

EDUCATION
University of Minnesota Duluth
Bachelor of Applied Science, May 2019
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 for birth to 3rd grade pending
Minnesota State Teaching License for Special Education Early Childhood for birth to age 6 pending

TEACHING EXPERIENCE
Student Teacher
Preschool - Carol Rowe Head Start Center, Duluth, MN 02/19-05/19
• 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.

Kindergarten - Keith Country Academy, Duluth, MN 02/19-03/19
• Planned and implemented a three-week unit on insects with opportunities for large group, small group, and individual learning.
• Taught in a multicultural 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 5 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 10/18-12/18
Preschool - Little Learners Preschool, Duluth, MN 02/18-05/18
Toddler - Robin’s Egg Health Center Preschool, Duluth, MN 10/17-12/17
• 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.

Nanny
Private Family, Manchester, England 03/13-08/15
• Cared for a four-year old girl while her parents worked full-time.
• Accompanied child to weekly music and swimming lessons and cultural and educational sites in the area.

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

ACTIVITIES
President 3/18-2/19, Vice-President 3/17-2/18
Association for Childhood Education Minnesota 06/18-present
• 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 09/18-present
CAROL M. POWERS
300 Power Place
Duluth, MN 55800
218-744-0000
cmpowers@d.umn.edu

OBJECTIVE
An industrial or manufacturing engineering internship

EDUCATION
University of Minnesota Duluth
Bachelor of Science in Mechanical Engineering, May 2019
Bachelor of Science in Industrial Engineering, May 2019
Major emphasis: International Engineering
Minor: Mathematics
GPA: 3.4/4.0
Fundamentals of Engineering Exam, passed April 2019

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 2017-Present
• Revise quarterly adjustments to computerized and paper documents and files
• Adjust quarterly product quantities
• Designed and produced three catalog price lists

Testing Engineer Intern, Quiet City Power Company
Minneapolis, MN, June 2017-September 2018
• Documented testing procedures at the Cedar Ridge Nuclear Power Plant
• Documented installation procedures for various meters
• Research 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 2016-May 2017
• 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 (IEEE), Student Chapter

REFERENCES Attached
PROFESSIONAL SUMMARY
• Experienced in collaborative development, including reviewing code/design, mentoring, and providing technical leadership.
• Designed and implemented scalable, high-performance systems.

EDUCATION
University of Minnesota Duluth
Bachelor of Fine Arts, Graphic Design, 2011
Minor: Spanish Language and Literature

EXPERIENCE
Senior Graphic Designer, Graphic Design Intern, Graphic Designer, Graphic Artist, 9/15-present
University of Minnesota Duluth, Career & Internship Services, 1/15-9/15
• Developed and maintained web site.
• Designed and built an automated test framework from the ground up in Python.
• Designed and implemented a series of automated tests for quality assurance.

COMPUTER SKILLS
Languages: C, C++, C#, Java, PHP, MySQL, Perl, Python, C++, WebSphere, Eclipse, MySQL, WebSphere, Java, SQL Server

ADDITIONAL EXPERIENCE
Promotions Director, UMD Miners Spirit Program, 10/15-present
• Developed and implemented a series of promotional campaigns for the program.
• Designed and implemented a series of automation scripts for data analysis.

GRAPHIC DESIGN EXPERIENCE
• Designed visual and written content for various marketing and advertising campaigns.
• Designed and implemented automated testing frameworks for various web sites.

GRAPHIC DESIGN SUMMARY
• Designed and implemented a series of automation scripts for data analysis.
• Designed and implemented a series of visual and written content for various marketing and advertising campaigns.

EDUCATION
University of Minnesota Duluth
Bachelor of Fine Arts, Graphic Design, 2011
Minor: Spanish Language and Literature

EXPERIENCE
Senior Graphic Designer, Graphic Design Intern, Graphic Designer, Graphic Artist, 9/15-present
University of Minnesota Duluth, Career & Internship Services, 1/15-9/15
• Developed and maintained web site.
• Designed and built an automated test framework from the ground up in Python.
• Designed and implemented a series of automated tests for quality assurance.

COMPUTER SKILLS
Languages: C, C++, C#, Java, PHP, MySQL, Perl, Python, C++, WebSphere, Eclipse, MySQL, WebSphere, Java, SQL Server

ADDITIONAL EXPERIENCE
Promotions Director, UMD Miners Spirit Program, 10/15-present
• Developed and implemented a series of promotional campaigns for the program.
• Designed and implemented a series of automation scripts for data analysis.

GRAPHIC DESIGN EXPERIENCE
• Designed visual and written content for various marketing and advertising campaigns.
• Designed and implemented automated testing frameworks for various web sites.

GRAPHIC DESIGN SUMMARY
• Designed and implemented a series of automation scripts for data analysis.
• Designed and implemented a series of visual and written content for various marketing and advertising campaigns.
Institute, June 2015
GPA: 3.9/4.0
Summer 2018.
Physical Chemistry, Physical BioChemistry, Molecular Biology
Normandale Community College
sidents that met their interests and needs.
nts for all General-
7 and LCC9 breast
to continue research. Determine experiments and
Presented at UROP poster session at the
ng and checking in appointments
ota Duluth UMD
August 2017.
Conducted experiments to test whether or not
-D Digital Design,
to anti-estrogen resistant breast cancer. Helped select tests and interpreted

CHERYL RESEARCHER
SAMIR SOPHOMORE

123 Year Street 										218-722-0000 				 	 	 	 1234 Arty Street
Duluth, MN	55812
soph432@d.umn.edu 	 	 		Eden Prairie, MN 55434

After May 31, 2019
218-123-4567

A multimedia internship position with Alive Arts Media

OBJECTIVE
University of Minnesota Duluth UMD
EDUCATION
Bachelor of Arts
May 2019
Overall GPA: 3.3/4.0
University of Minnesota
Bachelor of Science
May 2019
GPA: 3.4/4.0
Relevant Coursework: Design Technology I, Advanced Organic Chemistry Lab

COURSEWORK
Completed 30 credits,
GPA: 3.3/4.0

LAB SKILLS
Titration, IR, NMR, GCMS, rtPCR, 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.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.

Chemistry labs.
GENE KELLY WILSON
AEA

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   Princeton   Empire Theatre (Chris Berg)
Aida   Radames u/s   Theater Lätt Da (Peter Rothstein)
The Light In The Piazza   Giuseppe Naccarelli   Theater Lätt Da (Peter Rothstein)
Parade   Frankie Epps   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 Lätt Da (Benjamin Shaw)
Your Eye (Jon Marans)

Special Events, Concerts, Cruise Ships, Cabarets
sMASHed UP   54 Below (Benjamin Rauhala)
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 Ufema
Voice: Regina Zona, Maria Williams-Kennedy
Dance/Movement: Ann Bergeron, Rebecca Katz-Harwood, Lila White

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

www.genekellywilson.com

(Note: This is a possible format for acting positions, which is different from suggested guidelines.)
STACY STAGEMANAGER
www.linkedin.com/in/stacystagemanager

5132 Stage Right Ave S       stagem09@d.umn.edu
My Town, MN  55408       222-451-4444

OBJECTIVE
Position as Assistant Stage Manager

EDUCATION
University of Minnesota Duluth UMD May 2019
Bachelor of Fine Arts, Cum Laude
Major: Stage Management
Minors: Art, Psychology
Dean’s List for Academic Excellence 8 of 8 semesters
First Responder, Red Cross

THEATRE EXPERIENCE
Stage Management
SM Intern “Camelot” Dir. Lance Arthur Guthrie Theatre 2018
SM “Into the Woods” Dir. Mary Lamb UMD Theatre 2018
ASM “White Christmas” Dir. Bing Crosby Duluth Playhouse 2017
SM “Buried Child” Dir. Sam Shephard UMD Theatre 2017
ASM “Our Town” Dir. Eva Gold Duluth Playhouse 2017
ASM “Die Fledermaus” Dir. Wolfgang Mause UMD Theatre 2016

Production Crew
Crew Member “Cinderella” Dir. James Charming UMD Theatre 2017
Light Board Operator “Legally Blonde” Dir. Colleen Mattews UMD Theatre 2017
Running Crew “Break of Noon” Dir. Robert Martin Stage 2 Theatre 2016
Running Crew “South Pacific” Dir. Casey O’Malley UMD Theatre 2016

RELATED SKILLS
Lighting hang, focus and circuit; Scenic design and carpentry

CERTIFICATION
First Responder, Red Cross

STACY STAGEMANAGER
www.linkedin.com/in/stacystagemanager

5132 Stage Right Ave S       stage209@d.umn.edu
My Town, MN  55408       222-451-4444

OBJECTIVE
Position as Duluth Campus Organizer for the Minnesota Public Interest Research Group.

EDUCATION
University of Minnesota Duluth UMD May 2019
Bachelor of Arts, Cum Laude
Overall GPA: 3.8 / 4.0
Major: Theatre, Minors: Art and Psychology
Honors: Dean’s List for Academic Excellence 8 of 8 semesters
Phi Kappa Phi Honor Society

RELATED EXPERIENCE
Field Canvasser, MPIRG, Minneapolis, MN, June 2019-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, UMD, Sept 2018-April 2019
• Presented financial requests with fellow Co-Chairs to the Student Service Fee Committee that resulted in a $3,900 dollar 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 2018-April 2019
• 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 2018-Dec 2018
• 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, UMD Career and Internship Services, Duluth, MN, Oct 2017-May 2019
• 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.

COURSEWORK
Stage Management
Stagecraft II
Costume Construction I
Scenic Design I
First Responder
Production Management
Theatrical Drafting
Scenic Painting
Group Communication
Public Speaking

THEATRE EXPERIENCE
Stage Management
SM Intern “Camelot” Dir. Lance Arthur Guthrie Theatre 2018
SM “Into the Woods” Dir. Mary Lamb UMD Theatre 2018
ASM “White Christmas” Dir. Bing Crosby Duluth Playhouse 2017
SM “Buried Child” Dir. Sam Shephard UMD Theatre 2017
ASM “Our Town” Dir. Eva Gold Duluth Playhouse 2017
ASM “Die Fledermaus” Dir. Wolfgang Mause UMD Theatre 2016

Production Crew
Crew Member “Cinderella” Dir. James Charming UMD Theatre 2017
Light Board Operator “Legally Blonde” Dir. Colleen Mattews UMD Theatre 2017
Running Crew “Break of Noon” Dir. Robert Martin Stage 2 Theatre 2016
Running Crew “South Pacific” Dir. Casey O’Malley UMD Theatre 2016

RELATED SKILLS
Lighting hang, focus and circuit; Scenic design and carpentry

CERTIFICATION
First Responder, Red Cross
MIRANDA MILITARY

234 Holly Lane Military.Miranda@gmail.com
Valley View, MN  46805  345-812-2345

EDUCATION

Minnesota State University Moorhead
Master of Science, Counseling and Student Affairs, May 2018

University of Minnesota Duluth UMD
Bachelor of Applied Science, Psychology and Coaching, May 2016

COUNSELING EXPERIENCE

Counseling Intern, Community Outreach Clinic, Minnesota State University Moorhead
Moorhead, MN  Jan 2018-Present
• Provide individual counseling for college students and community members
• Participate in weekly consultation meetings to discuss treatment plans
• Refer clients to outside agencies as necessary to best serve their needs
• Facilitate groups in school and community settings
• Administer Beck Depression Inventory and Burns Anxiety Inventory
• Offer a strengths-based perspective during intake interviews

School Counseling Intern, Bemidji High School, Bemidji, MN  Sep 2017-Apr 2018
• Developed comprehensive career development curriculum for 7-12th grade students
• Conducted individual and academic counseling
• Facilitated psycho-educational and process groups
• Created and delivered classroom guidance lessons
• Collaborated daily with parents and teachers regarding academic behavior concerns
• Created Individualized Education Plan (IEP) and conducted 504 Plan Meetings

Supervisor, Fargo Youth Commission, Fargo, ND  Sep 2016-Aug 2017
• 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

School Counseling Intern, Ellen Hopkins Elementary, Fargo, ND  Sep 2016-Dec 2017
• Facilitated social-emotional learning activities
• Implemented Play Therapy activities to model appropriate behavior
• Participated in weekly collaborative trauma and behavior meetings

RECOGNITIONS AND ACCOMPLISHMENTS

Chi Sigma Iota Honors for earning 3.95/4.00 GPA in graduate counseling program, 2017
Semi-finalist in National Board for Certified Counselors Military Scholarship, 2017
Dean’s List during undergraduate work for earning a 3.54/4.0 GPA, 2015, 2016
Co-founded and served as Vice President of the Veterans Club of UMD, 2014
Received Army Commendation Medal for accomplishments while deployed, 2013

ADDITIONAL EXPERIENCE

Human Resources Sergeant, United States Army National Guard  Aug 2010-May 2017
• Received Army Commendation Medal for exemplary service in combat zone, OIF 06-07
• 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, United States Army National Guard  Oct 2014-May 2017
• Conducted sensitivity and ethics training exercises for entire company
• Remained current with regulations and procedures regarding grievances
• Advised leaders and cohorts of changes in regulations and procedures
• Filed grievances and worked as liaison between victim and the accused

Unit Victim Advocate, United States Army National Guard  Sep 2012-May 2017
• Informed victims of violence of procedures and legal rights
• Extracted details from conversation to put case into perspective
• 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

Veterans Resource Center Student Employee, UMD  Aug 2013-May 2016
• Tracked veterans benefit stipends for 130 student veterans
• Educated student veterans about GI Bill application process
• Remained current on eligibility requirements for all programs
• Screened and entered data daily into PeopleSoft and VA Once software programs
• Processed required paperwork for student veterans to obtain benefits earned
• Met with student veterans to explain options and best course of action

SPECIAL TRAINING AND CONFERENCES

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, 2018
Jason Foundation, suicide prevention and intervention training, 2018
North Dakota Counseling Association Conference, 2018
Native American Culture Awareness Conference, 2018
Minnesota School Counselor Association Conference, 2018
Minnesota Counseling Association Conference, 2017

 Chi Sigma Iota Honors for earning 3.95/4.00 GPA in graduate counseling program, 2017
Semi-finalist in National Board for Certified Counselors Military Scholarship, 2017
Dean’s List during undergraduate work for earning a 3.54/4.0 GPA, 2015, 2016
Co-founded and served as Vice President of the Veterans Club of UMD, 2014
Received Army Commendation Medal for accomplishments while deployed, 2013
OBJECTIVE
A challenging position in software development.

EDUCATION
Master of Science, Computer Science, April 2019
University of Minnesota Duluth UMD
GPA 4.0/4.0

Bachelor of Science, Cum Laude, Computer Science, May 2017
Capital College, Crystal, IA
GPA 3.7/4.0

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

COURSE WORK
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

MASTERS THESIS
Collected color spectrum data used to model human perception under adverse weather conditions. Designed 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, Sept 2017-Present
- Design and prepare course material for undergraduate courses, Computer Science I, Introduction to C, Introduction to C++, Data Structures, and Software Development
- Prepare and grade homework problems and laboratory assignments
- Conduct recitation sessions and laboratory practice

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 that 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.
ALEX SALES REP
www.linkedin.com/in/alexsalesrep
715-555-0000
salesrep@d.umn.edu

1234 E Goodatsales St
Duluth, MN 55812

OBJECTIVE
Embark upon a sales career at an entry-level position.

EDUCATION
University of Minnesota Duluth - UMD
Bachelor of Business Administration, May 2018 GPA 3.0/4.0
Major: Marketing
Related coursework:
Fundamentals of Selling, Advertising and Marketing, Consumer Behavior, Market Research

SALES AND MARKETING EXPERIENCE
Financial Representative, Northwestern Mutual, Sales City, MN, 2/17 – 5/18
(Top 10 Internship Program in the Country for 20 years - Vault Guide to Internships)
• Completed individual sales and achieved goal of 60+ meetings in 4 months.
• Led interns in area office for highest insurance premium sold between 5/17 – 8/17.
• Received distinction as Top 25 Sales Performers out of 110 interns in Cina Group.
• Acquired licensure in multiple states to sell Life, Disability, and Long-Term Care insurance.
Marketing Intern, Media Hype, Duluth MN, 10/16 – 12/16
• Devised marketing strategies to recreate brand.
• Structured promotional campaigns through social media.
• Assisted in business-targeted telemarketing programs.

SALES AND MARKETING PROJECTS
Fundamentals of Selling
• Selected as a Top 10 performer of 40 students in Professional Sales Training Presentations.
• Learned progressive prospecting techniques to reach decision-making power.
• Created a sales portfolio for Shock Doctor's newest mouthguard.
• Studied ethical and legal issues related to selling.
Advertising and Marketing
• Developed an integrated marketing plan for a small regional business.
• Reviewed past positioning strategy and created new opportunities for growth.
• Presented final report to client, chancellor, and dean of students.
Consumer Behavior
• Applied consumer behavior concepts to increase sales for local business.
• Analyzed business environment and consumer interaction.
• Determined target markets and appealed to them.
Market Research
• Designed and conducted a research study using Qualtrics.
• Interpreted qualitative information through SPSS software.
• Analyzed and reported research findings in written report and oral presentation.

ADDITIONAL EXPERIENCE
Intercollegiate Football, UMD
• Completed three seasons as a Division II Football Player.
• Increased cost effectiveness, decreased process times, and increased efficiency.

AMELIA HOCKEY STAR
218-555-0000
star0034@d.umn.edu

OBJECTIVE
A position as the Interim Assistant Women’s Ice Hockey Coach for Awesome College.

EDUCATION
University of Minnesota Duluth - UMD
Bachelor of Applied Science, May 2019 Cumulative GPA: 3.4/4.0
Major: Exercise Science
Dean’s List for Academic Excellence
All-Academic Team Western Collegiate Women’s Association 2015, 2016, 2018

HOCKEY EXPERIENCE
Captain, 2018-2019, Women’s Division I Hockey Team, UMD, Member, 2015-2019
• Recorded 17g, 17a for a total of 34 points during senior season
• Assisted team towards goal of winning a National Championship
• Aided coach with teaching skills and running drills
• Mentored team members

Member, Student Athlete Advisory Committee, UMD 2015-Present
• Developed leadership skills being one of two people representing my team
• Advanced communication and problem solving skills by interacting with representatives from all Intercollegiate DI and DII teams

Coach, All-World Women’s Hockey Prospect Camp, Chicago, IL August 2017
• Taught fundamental hockey skills to boys ages 14-22 on angling and passing
• Developed an integrated marketing plan for a small regional business.
• Reviewed past positioning strategy and created new opportunities for growth.
• Presented final report to client, chancellor, and dean of students.

ADDITIONAL EXPERIENCE
Personal Trainer Intern and Physical Therapy Tech, Center for Athletic Performance and Physical Therapy, Chicago, IL Summer 2017
• Performed off-ice training with hockey players ages youth to college/junior level
• Demonstrated rehab exercises to physical therapy patients
• Obtained first-hand experience on the recovery process for patients with injuries

Mentor, Cooper Elementary School, Superior, WI 2016-2017
• Mentored 3rd-5th grade boys serving as a positive role model
EDUCATION
University of Minnesota Duluth UMD
Bachelor of Science, May 2019
Major: Biology Minor: African and African American Studies

COURSE WORK
Cell Biology, Genetics, Human Anatomy, Environmental Health, Microbiology

AWARDS
Researcher of the Year: Ronald E. McNair Postbaccalaureate Achievement Program, 2018
Harry Oden Scholarship, 2015-2016
National Society of Black Engineers Leadership Award, 2015-2016

RESEARCH EXPERIENCE
Ronald E. McNair Postbaccalaureate Achievement Program
University of Wisconsin-Superior and University of Minnesota Duluth
Project Thesis: Pigmentation Pattern Formation in Spotted and Striped Zebrafish
Faculty Mentor: Dr. Jennifer Liang, University of Minnesota Duluth

Project Description: Examined the development of stripes and spot pigmentation by comparing and contrasting WT fish (striped) with fish carrying the leopard mutation (spotted). Tested the hypothesis that there would be differences between the WT and leopard fish during larval and juvenile stages. Hypothesis was not supported. Found that pigment formed complex, but ordered patterns in both striped and spotted zebrafish. Both striped and spotted fish looked the same at 4 weeks. During seven to eight days post fertilization, both striped and spotted zebrafish had lines of dark pigment cells, melanocytes, on the dorsal, ventral and lateral sides. Some zebrafish had two lines in the lateral side while others had one. At week 7, the WT and leopard fish looked different. Both strains had two lines along the lateral sides. However, in the WT fish, the lines of melanocytes are contiguous and defined. In the mutant fish, the lines had gaps with no black pigment between cells or groups of cells. Between week 7 and adulthood, we predicted that the lines in the leopard mutants will gradually disappear and will be replaced by spots.

PUBLICATION

PRESENTATIONS


STEVEN C. V. WASHINGTON
111 N Doctoral Ave East
Duluth, MN 55811
222-333-4444
wash001@d.umn.edu

MEMBERSHIPS AND LEADERSHIP POSITIONS
President, May 2017-2018, National Society of Black Engineers Collegiate Chapter, UMD Member Sep 2015-present

Serve to fulfill the National Society of Black Engineers mission “To increase the number of culturally responsible black engineers who excel academically, succeed professionally, and positively impact the community.” Encourage academic excellence and increase the number of professional engineering students at UMD. Participated in three national and one regional conferences for personal and professional growth and service learning. Promote academic excellence, professional and leadership development and service to the community.

Executive Board Member, Black Student Association, UMD May 2015-2016
Fostered student development through diversity, academics, and social services. Formed strong partnerships with other organizations in UMD Multicultural Center. Organized Kwanza and Soul Food Events.

WORK EXPERIENCE
Writing and Science Tutor, North Star STEM, UMD Nov 2016-present
Tutor students in course material. Integrate study and learning strategies to promote independent learning. Participate in required tutor seminar. Made appropriate referrals to other campus resources.

Undergraduate Research Technician, UMD Feb 2016-present
Prepare paramecium cultures, embryo media and embryo Media Stock, and brine. Clean over 200 fish tanks. Feed thousands of Danio rerio. Observe tanks and maintain notes of estimated amount of Danio rerio. Conduct PM feeding and take notes on current room temperature and pH level.

Tutor, K. E. Zone Site, AmeriCorps/America Reads, Lowell Elementary School, Duluth, MN May 2016-present
Assist with reading and listening to students in small groups. Use storytelling activities, plays and poems. Tutor students in the areas of mathematics, implementing problem solving strategies and active learning.

Industrial Cleaner, Target Field Industrial Staffing, Bloomington, MN May-Aug 2014, 2013
Assisted over 1000 guests in active customer service. Cleaned building floors by sweeping, mopping and vacuuming. Observed health and safety precautions required to protect guests. Reported damage, theft, and found articles to supervisors. Monitored building security and safety by locking doors after operating hours.

VOLUNTEER EXPERIENCE
Hospital Volunteer, In-Patient Pharmacy and Surgical Services, PACU, St. Mary’s Duluth Clinic Health Services, Duluth, MN Fall 2015-Spring 2017
Assisted with stocking and sterile processing.

Tutor, Math Prep for STEM Careers, Mathematics Department, UMD Fall 2016
Advised incoming students of color in S.T.E.M. fields.

Volunteer, Duluth Center for Alcohol and Drug Treatment, Duluth, MN Summer 2016

Mentor, Big Brother Big Sister-Duluth, Duluth, MN Fall 2015-Spring 2016
Developed a positive friendship with Mentee. Communicated openly and regularly with the parents. Involved Mentee in deciding how to spend time together. Attended events and volunteered at soup kitchen together. Occasionally tutored mentee.

Youth Services Volunteer, Damiano Kids’ Café, Duluth, MN Fall 2015-Spring 2016
Served food, tutored, and played games with youth.

Relay for Life, UMD Spring 2016
Strived to celebrate the lives of family members who battled cancer and remember loved ones lost to the disease. Designed T-shirts.
Action Verbs

The following list contains action verbs to help you write strong, compelling descriptions of your experiences when writing your resume and cover letters.

To get started:

1. Go through the entire list and check off all the action verbs (skills) employers seek in the field you intend to enter.

2. Go through the list a second time and check off all the verbs you have used in your experiences.

3. Note the verbs you checked twice. Incorporate into your resume and cover letters the words that best sell your skills and abilities.

<table>
<thead>
<tr>
<th>Action Verb</th>
<th>Action Verb</th>
<th>Action Verb</th>
<th>Action Verb</th>
<th>Action Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>accelerated</td>
<td>ascertained</td>
<td>clarified</td>
<td>copied</td>
<td>dissected</td>
</tr>
<tr>
<td>accommodated</td>
<td>assembled</td>
<td>classified</td>
<td>corrected</td>
<td>distributed</td>
</tr>
<tr>
<td>accomplished</td>
<td>assessed</td>
<td>closed</td>
<td>correlated</td>
<td>diverted</td>
</tr>
<tr>
<td>accounted for</td>
<td>assigned</td>
<td>co-authored</td>
<td>corresponded</td>
<td>dokumented</td>
</tr>
<tr>
<td>achieved</td>
<td>assisted</td>
<td>co-taught</td>
<td>counselor</td>
<td>drafted</td>
</tr>
<tr>
<td>acquired</td>
<td>assumed</td>
<td>coached</td>
<td>counseled</td>
<td>drew</td>
</tr>
<tr>
<td>acted</td>
<td>assured</td>
<td>collaborated</td>
<td>counted</td>
<td>drew up</td>
</tr>
<tr>
<td>activated</td>
<td>attained</td>
<td>collected</td>
<td>crafted</td>
<td>earned</td>
</tr>
<tr>
<td>adapted</td>
<td>attended</td>
<td>combined</td>
<td>created</td>
<td>edited</td>
</tr>
<tr>
<td>added</td>
<td>audited</td>
<td>commissioned</td>
<td>critiqued</td>
<td>educated</td>
</tr>
<tr>
<td>addressed</td>
<td>augmented</td>
<td>committed</td>
<td>cultivated</td>
<td>effect</td>
</tr>
<tr>
<td>adjusted</td>
<td>authored</td>
<td>communicated</td>
<td>customized</td>
<td>elected</td>
</tr>
<tr>
<td>administered</td>
<td>authorized</td>
<td>compared</td>
<td>dealt</td>
<td>elevated</td>
</tr>
<tr>
<td>admitted</td>
<td>awarded</td>
<td>compiled</td>
<td>debated</td>
<td>elicited</td>
</tr>
<tr>
<td>adopted</td>
<td>balanced</td>
<td>completed</td>
<td>debugged</td>
<td>eliminated</td>
</tr>
<tr>
<td>advanced</td>
<td>billed</td>
<td>composed</td>
<td>decided</td>
<td>endorced</td>
</tr>
<tr>
<td>advertised</td>
<td>blocked</td>
<td>compounded</td>
<td>deciphered</td>
<td>enforced</td>
</tr>
<tr>
<td>advised</td>
<td>bolstered</td>
<td>computed</td>
<td>decreased</td>
<td>engaged</td>
</tr>
<tr>
<td>advocated</td>
<td>boosted</td>
<td>conceived</td>
<td>deducted</td>
<td>engineered</td>
</tr>
<tr>
<td>affected</td>
<td>bought</td>
<td>conceived</td>
<td>defined</td>
<td>enhanced</td>
</tr>
<tr>
<td>aided</td>
<td>brainstormed</td>
<td>conceptualized</td>
<td>delegated</td>
<td>enlisted</td>
</tr>
<tr>
<td>aligned</td>
<td>briefed</td>
<td>concluded</td>
<td>deliberated</td>
<td>enriched</td>
</tr>
<tr>
<td>alleviated</td>
<td>brought</td>
<td>conditioned</td>
<td>delivered</td>
<td>ensured</td>
</tr>
<tr>
<td>allocated</td>
<td>budgeted</td>
<td>conducted</td>
<td>demonstrated</td>
<td>entered</td>
</tr>
<tr>
<td>allowed</td>
<td>built</td>
<td>confirmed</td>
<td>designated</td>
<td>entertained</td>
</tr>
<tr>
<td>altered</td>
<td>calculated</td>
<td>conferred</td>
<td>designed</td>
<td>enumerated</td>
</tr>
<tr>
<td>amended</td>
<td>calibrated</td>
<td>consented</td>
<td>detected</td>
<td>envision</td>
</tr>
<tr>
<td>amended</td>
<td>campaigned</td>
<td>consented</td>
<td>determined</td>
<td>established</td>
</tr>
<tr>
<td>amplified</td>
<td>capitalized</td>
<td>consulted</td>
<td>developed</td>
<td>estimated</td>
</tr>
<tr>
<td>analyzed</td>
<td>carried out</td>
<td>consulted</td>
<td>devised</td>
<td>evaluated</td>
</tr>
<tr>
<td>anticipated</td>
<td>catalogued</td>
<td>continued</td>
<td>diagnosed</td>
<td>exerted</td>
</tr>
<tr>
<td>applied</td>
<td>caused</td>
<td>contracted</td>
<td>diminished</td>
<td>examined</td>
</tr>
<tr>
<td>appointed</td>
<td>centralized</td>
<td>contributed</td>
<td>directed</td>
<td>exceeded</td>
</tr>
<tr>
<td>apportioned</td>
<td>certified</td>
<td>controlled</td>
<td>disbursed</td>
<td>excelled</td>
</tr>
<tr>
<td>appraised</td>
<td>certified</td>
<td>converted</td>
<td>discovered</td>
<td>executed</td>
</tr>
<tr>
<td>approved</td>
<td>chaired</td>
<td>conveyor</td>
<td>dispatched</td>
<td>exceed</td>
</tr>
<tr>
<td>approximated</td>
<td>changed</td>
<td>convinced</td>
<td>dispensed</td>
<td>exceed</td>
</tr>
<tr>
<td>arbitrated</td>
<td>charted</td>
<td>cooperated</td>
<td>displayed</td>
<td>excelled</td>
</tr>
<tr>
<td>argued</td>
<td>checked</td>
<td>coordinated</td>
<td>disproved</td>
<td>executed</td>
</tr>
<tr>
<td>arranged</td>
<td>chose</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Using Action Verbs: Categories & Examples

#### Communicating
*Before: Presented to transfer students concerning university policies*
*After: Presented to groups of 30+ transfer students weekly for 8 weeks concerning university policies and procedures*

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

#### Executing
*Before: Handled customer calls*
*After: Handled 20-35+ customer calls per shift regarding coverage changes, renewal rates and billing procedures*

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

#### Leading
*Before: Chaired the student Event Promotions Committee*
*After: Chaired student Event Promotions Committee of 12 members and presented marketing plans to an average of 50 students at weekly university senate meetings*

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

*Before: Assisted with the after-school program*
*After: Provided academic support for 30+ at-risk primary school students through a comprehensive after-school program*

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

### Getting Results

*Before: Increased student participation*
*After: Increased student participation by 25% over a 6-month period by advertising with campus partners*

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

### Organizing

*Before: Coordinated office schedules*
*After: Coordinated weekly office schedules for 8 employees*

<table>
<thead>
<tr>
<th>Acquired</th>
<th>Arranged</th>
<th>Charted</th>
<th>Coordinated</th>
<th>Facilitated</th>
<th>Mapped</th>
<th>Straightened</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activated</td>
<td>Assembled</td>
<td>Classified</td>
<td>Customized</td>
<td>Implemented</td>
<td>Organized</td>
<td>Structured</td>
</tr>
<tr>
<td>Adjusted</td>
<td>Assessed</td>
<td>Collected</td>
<td>Delegated</td>
<td>Incorporated</td>
<td>Reorganized</td>
<td>Suggested</td>
</tr>
<tr>
<td>Aligned</td>
<td>Assigned</td>
<td>Committed</td>
<td>Designated</td>
<td>Instituted</td>
<td>Selected</td>
<td>Tracked</td>
</tr>
<tr>
<td>Allocated</td>
<td>Authorized</td>
<td>Confirmed</td>
<td>Designed</td>
<td>Issued</td>
<td>Simplified</td>
<td>Unified</td>
</tr>
<tr>
<td>Altered</td>
<td>Catalogued</td>
<td>Contracted</td>
<td>Dispatched</td>
<td>Linked</td>
<td>Sorted</td>
<td></td>
</tr>
<tr>
<td>Appointed</td>
<td>Centralized</td>
<td>Copied</td>
<td>Established</td>
<td>Logged</td>
<td>Sought</td>
<td></td>
</tr>
</tbody>
</table>

### Quantifying

*Before: Wrote weekly inventory reports*
*After: Wrote an average of 10 weekly quantity reports to track inventory and invoice customers*

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

**Before:** Developed an employee training program  
**After:** Developed and implemented a training program that resulted in a 45% increase in employee satisfaction

<table>
<thead>
<tr>
<th>Administered</th>
<th>Devised</th>
<th>Identified</th>
<th>Planned</th>
<th>Proposed</th>
<th>Retrieved</th>
<th>Strategized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipated</td>
<td>Drew up</td>
<td>Observed</td>
<td>Prepared</td>
<td>Recruited</td>
<td>Revised</td>
<td>Studied</td>
</tr>
<tr>
<td>Commissioned</td>
<td>Evaluated</td>
<td>Obtained</td>
<td>Prioritized</td>
<td>Rectified</td>
<td>Routted</td>
<td>Tailored</td>
</tr>
<tr>
<td>Determined</td>
<td>Forecasted</td>
<td>Ordered</td>
<td>Procured</td>
<td>Researched</td>
<td>Scheduled</td>
<td></td>
</tr>
<tr>
<td>Developed</td>
<td>Formulated</td>
<td>Organized</td>
<td>Programmed</td>
<td>Reserved</td>
<td>Secured</td>
<td></td>
</tr>
</tbody>
</table>

### Solving Problems

**Before:** Developed new ordering procedure  
**After:** Streamlined ordering through the implementation of new inventory system, decreasing wait time from 6 to 2 days

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

### Supervising

**Before:** Implemented new computer filing system  
**After:** Developed and supervised the implementation of new computer filing system that reduced paper use by 35%

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

### Teaching

**Before:** Worked on a PTA parent volunteer program  
**After:** Collaborated with the PTA to design and implement a parent volunteer program increasing involvement by 50% of parents of students from underrepresented populations

<table>
<thead>
<tr>
<th>Adapted</th>
<th>Collaborated</th>
<th>Designed</th>
<th>Facilitated</th>
<th>Instilled</th>
<th>Reflected</th>
<th>Transmitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administered</td>
<td>Collected</td>
<td>Developed</td>
<td>Focused</td>
<td>Instructed</td>
<td>Set goals</td>
<td>Tutored</td>
</tr>
<tr>
<td>Advised</td>
<td>Communicated</td>
<td>Empowered</td>
<td>Guided</td>
<td>Managed</td>
<td>Simulated</td>
<td></td>
</tr>
<tr>
<td>Aided</td>
<td>Conducted</td>
<td>Enabled</td>
<td>Implemented</td>
<td>Modeled</td>
<td>Stimulated</td>
<td></td>
</tr>
<tr>
<td>Anticipated</td>
<td>Coordinated</td>
<td>Encouraged</td>
<td>Increased</td>
<td>Motivated</td>
<td>Taught</td>
<td></td>
</tr>
<tr>
<td>Assessed</td>
<td>Co-taught</td>
<td>Engaged</td>
<td>Individualized</td>
<td>Partnered</td>
<td>Tested</td>
<td></td>
</tr>
<tr>
<td>Clarified</td>
<td>Critiqued</td>
<td>Evaluated</td>
<td>Informed</td>
<td>Persuaded</td>
<td>Tracked</td>
<td></td>
</tr>
<tr>
<td>Coached</td>
<td>Decreased</td>
<td>Explained</td>
<td>Initiated</td>
<td>Reduced</td>
<td>Trained</td>
<td></td>
</tr>
</tbody>
</table>

*Adapted from the University of Iowa Pomerantz Career Center Career Guide.*
HUNTINGTON

NOW HIRING

CENTER

PART-TIME TEACHERS
IMMEDIATE OPENINGS NEAR YOU!
SPECIAL EDUCATION, ELEMENTARY SCHOOL & HIGH SCHOOL

THE OPPORTUNITY
- Work with students 1:1 or 4:1
- Flexible, part-time hours.
- Competitive hourly rate and paid training!

REQUIREMENTS:
- 4-year degree required
- Certification/License is a plus
- Recent grads, current teachers & retired professionals encouraged to apply

To apply, email Plymouth@huntingtonmn.org today!
Plymouth
10100 6th Ave. N, Plymouth, MN 55441
763-562-0000

Personalized Attention. Proven Results.

HuntingtonHelps.com

Behavioral Dimensions

We are HIRING!

Behavioral Dimensions has been providing intensive services to young children with autism and related disabilities for over 20 years. We are currently hiring undergraduate and graduate students and others who have graduated from colleges and universities studying in a wide variety of fields. Students will learn how to implement research based behavioral techniques to teach young children with autism and related conditions a wide variety of skills. Students receive many hours of training and support by professionals from several different disciplines, all with experience and training in Applied Behavior Analysis.

If you are interested in learning more about the services BDI provides or would like to fill out an application please visit www.behavioraldimensions.com

If you have any further questions please email hr@behavioraldimensions.com

HuntingtonHelpers.com

Be a Warrior Today!

ONE OF OMAHA NEBRASKA’S PREMIER SCHOOL DISTRICTS
- One-to-one Technology
- Great Benefits
- Tuition Assistance
- Professional Development
- Mentoring

APPLY TODAY FOR:
- Elementary and Secondary Education
- Special Education, Psychologist and Speech Language Pathologists
- Education Administration

WESTSIDE COMMUNITY SCHOOLS
is a Leader in Public Education

WESTSIDE COMMUNITY SCHOOLS is a Leader in Public Education

We are relentless in our pursuit of innovative educational ideals, promising to personalize learning for every student. Westside also provides training and development for our employees.

Westside Community Schools
Equal Opportunity Employer

www.westside66.org westsidecommunityschools-District66 @westside66

Tax & Accounting

You’re invited!

Copeland Buhl is a creative tax and accounting firm with a fun team-oriented environment. Below are a couple ways to get involved:

CAMPUS TO COPELAND SUMMER EXPERIENCE PROGRAM

PAID INTERNSHIP January – Mid-April

learn more:

CopelandBuhl.com

Tax & Accounting

Wayzata, MN

CopelandBuhl.com

You’re invited!

Copeland Buhl is a creative tax and accounting firm with a fun team-oriented environment. Below are a couple ways to get involved:

CAMPUS TO COPELAND SUMMER EXPERIENCE PROGRAM

PAID INTERNSHIP January – Mid-April

learn more:

CopelandBuhl.com

Tax & Accounting

Wayzata, MN

CopelandBuhl.com

You’re invited!

Copeland Buhl is a creative tax and accounting firm with a fun team-oriented environment. Below are a couple ways to get involved:

CAMPUS TO COPELAND SUMMER EXPERIENCE PROGRAM

PAID INTERNSHIP January – Mid-April

learn more:

CopelandBuhl.com
Writing Internship & Job Search
Correspondence

Correspondence is as important in the internship or job search as an effective resume and includes cover letters, thank-you letters, letters seeking information, letters accepting offers and letters declining offers. The letters may be sent as email or as 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 position 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, unless specific instructions indicate not to include one. 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:

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 use the advertisement’s wording and listed qualifications 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 an available position. It is used to inquire about a job or internship possibility, although none may be advertised, and to request further discussion about future opportunities with the organization. When writing a letter of inquiry include details about your qualifications and what you know is required for the position to prompt the employer to decide that a discussion with you is worthwhile.

2 In this section, “letter” is used to refer to both email and hardcopy.
All cover letters 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.

Cover letters 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.

Cover letters are often three paragraphs long but may also be four paragraphs by splitting the middle paragraph if it becomes too long. Use standard business format and, if sending as hard copy, print on the same type of 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 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 inquiry.

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 to accept or decline the offer.

**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 or positions, especially if you have been unable to find information from other sources.

This letter may also be written after you receive a job offer and you need more information to make your decision. 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 an offer from another employer). Express your continued interest in the position and express your appreciation for the employer’s consideration.

**Letter Accepting Offer**

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 not burn any bridges. Always be positive and gracious in declining 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.
# Letter Examples

## Outline Cover Letter

<table>
<thead>
<tr>
<th>(Single spaced)</th>
<th>(Down far enough so the letter is centered on the page)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your street address</td>
<td></td>
</tr>
<tr>
<td>City, State Zip code</td>
<td></td>
</tr>
<tr>
<td>Date (you are writing/sending the letter)</td>
<td></td>
</tr>
</tbody>
</table>

(2-4 spaces)

Name of person to whom you are writing
(address the letter to a specific person if possible; if not, use a position 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 that person’s 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 apply for or inquire about a position, say something you know about the organization and what compels you to want to work for them. Make it personal. Avoid generalizations or stating the obvious.

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 and state specifically how you meet, or exceed, the qualifications and requirements the employer listed. When writing a letter of inquiry, indicate the skills and abilities you know would be required for the position and explain how you possess them. Explain what you can do for the employer. Expand on your resume, mention specific details without simply repeating the information. Use concrete, specific examples to explain how your education, experiences and other qualifications show your ability to succeed in the position. Avoid mentioning how the position will benefit you or 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—when you are just beginning your career your education usually comes first and then your experiences.

Closing paragraph: The purpose of the letter is to apply for or inquire about a position; the next step in the 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 (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 or sending as hard copy, follow this standard 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.
Subject Line of Message: Summer Travel and Tourism Internship Application

Dear Internship Coordinator:

On my eighth grade school trip to Washington D.C., I fell in love with travel. I became passionate about travel and knew I wanted a career in the travel and tourism industry. Traveling is so much more than going to a location and checking off the must-see sights from a travel guide; it is about having an experience. I had an experience in Washington D.C. that sparked a lifelong passion. Travel is about the things you do and it’s also the people with whom you travel and the ones you meet along the way. Even all the little mishaps, miscommunications, and spontaneous adventures help to make the travel experience rich. Please accept this letter and resume as application for your summer Travel & Tourism Internship listed on the University of Minnesota GoldPASS Job and Internship website.

I am currently a senior at the University of Minnesota Duluth, graduating May 2020 with a Bachelor of Arts, major in Communication, and a Bachelor of Applied Science, major in Psychology. I have participated in many group educational travel experiences through which I have come to understand the underpinnings of travel. My group travel experiences include two trips to Washington D.C., and trips to New York, France, and Hawaii. As President of the UMD History Club, I planned one of the trips to Washington D.C., from securing funding to planning the itinerary, from making the reservations to arranging tours of the sites. I have also traveled independently to many other locations. Just recently I flew to Washington D.C. again, this time to attend the Travel & Adventure Show to meet professionals in the travel and tourism industry.

I am passionate about becoming a member of the travel and tourism industry. People tell me my eyes light up whenever I talk about travel. My career goal is to be in a position to plan travel experiences and work for a destination management company. I have first-hand experience with the life-changing qualities of a well-planned and organized travel experience and am passionate about creating that experience for others. Whether I plan for two people, or a whole group, I want to make sure they have an experience that exceeds all of their expectations.

I welcome the opportunity to put my skills to work for Happy Travel Agency this summer. I am dedicated and passionate about what you do and want to be a part of your organization. I am available for an interview at your earliest convenience. The best times to contact me by phone are Mondays, Wednesdays, and Fridays anytime at 218-555-5555 or by email at cruise03@d.umn.edu. I look forward to hearing from you soon!

Thank you for your time and consideration.

Sincerely,

Wanda Cruise

---

Subject Line of Message: Referral – Banking Position Inquiry

Dear Ms. Finance:

Gary Johnson, Careful Banking Group Branch Manager in Duluth, suggested I write to you to inquire about the possibility of a banking position in the Minneapolis or St. Paul areas. I currently work part-time as a teller at Northwoods Bank in Duluth while attending the University of Minnesota Duluth. After I graduate in May 2019, I plan to relocate back to the Twin Cities area. I would like to continue my career in banking and am interested in exploring opportunities at CBG.

My education consists of four years of business and general education courses leading to a Bachelor of Business Administration with a major in organizational management. In my senior year I was elected president of the UMD Business Management Club. As president I led the strategic planning for the club and developed a mission statement and five year plan. Under my leadership, membership increased by 36% and we developed a presentation series featuring regional employers focused on careers in management.

Prior to working at Northwoods Bank, I held a variety of customer contact positions as indicated on the attached resume. I have been employed with Doolittle Grocery for over 5 years and continue to work there when I return to my hometown during school breaks. Recently, I have had responsibility for supervising and training new cashiers. I am ambitious and hardworking and, through my experiences, have learned that I enjoy banking and am eager to continue my career in the field.

I would very much appreciate the opportunity to visit with you or one of your managers regarding employment opportunities at CBG. I will contact you during the week of January 22nd to set up a time at your convenience to talk more about the opportunities. If you wish to contact me before then, I may be reached at bank0232@d.umn.edu or 218-726-0000.

Thank you for considering my request. I look forward to speaking with you soon.

Sincerely,

Kim Bankroll
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, 2018, 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 2019, 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 print magazine and wrote 6 short contributions to two regular print magazine departments in addition to contributing to the magazine’s online presence by writing 8 posts for their blog. I also edited various peripheral publications. Copies of my 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 personally 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 puma0054@d.umn.edu or 218-720-0000.

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

Sincerely,

Carol Puma

enclosure
Follow-up Letter

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 Help People Associates. 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 reiterate that during my part-time work and internship experiences, I planned and scheduled wellness and leadership development activities for at-risk youth from immigrant communities, communities of color, and lower socioeconomic white communities. As I mentioned in the interview, I honed and developed both my management and cross-cultural communication skills through these experiences.

Once again, 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 feel free to call me at 612-444-7676 or email me at hones254@d.umn.edu anytime. I look forward to hearing from you, as you indicated, within the next two weeks. Thank you for your time and consideration.

Sincerely,

Donald J. Honest

Letter Accepting Offer

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

April 20, 2019

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 $45,000. The position requires exactly the kind work I have the skills and desire 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, 2019. 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 meet with you then. 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
Letter Declining Offer

4342 Kenilworth Avenue
Long Lake, VA 22090
November 22, 2018

Ms. Janet Nelson Olson
Director of Communications
Bentley and Associates
2201 Minnesota Avenue, N.W.
Washington, DC 20000

Dear Ms. Nelson Olson:

Thank you for your offer to join Bentley and Associates as a staff writer. After considering many factors regarding my employment for this coming May 2019, I am writing to respectfully decline your offer. I enjoyed meeting with you and your team and learning more about your company. At this time, however, I have decided to accept an offer for a similar position with another company.

I appreciate the opportunity to be considered for employment with Bentley and Associates and the confidence you have shown in me. Thank you, again, and best wishes for your continued success.

Sincerely,

Brian Johnson

Letter in Response to Rejection

1656 Marshall Avenue
Minneapolis, MN 55102
January 8, 2020

Julie L. Bloom
Vice President for Sales
Glenview Industries
529 W. Fullerton Blvd.
Chicago, IL 60640-2002

Dear Ms. Bloom:

Thank you for giving me the opportunity to interview for the Customer Service Representative position with Glenview Industries. Although I am disappointed in not being selected for your current vacancy, I want you to know that I appreciated your consideration and interest in me. I enjoyed meeting you and the other members of your sales staff. The meeting confirmed that, although I was not selected, I know Glenview Industries could benefit from my skills and I am confident I would make a positive contribution to the company.

I want to reiterate my strong interest in working for you and I look forward to applying for future position openings. Please keep me in mind as you move forward and when other positions become available.

Again, thank you for the opportunity to interview and be considered for the Customer Service Representative position. Best wishes to you and your staff.

Sincerely,

Gail S. Anderson
Submitting Letters & Resumes

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. 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. 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 & Email

- Prepare your resume using a word processing program following the guidelines beginning on page 29, 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 an online application by copying and pasting into the text boxes.
- For email, use the advertised job title as the subject line. 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 one pdf document, not in word processed format.
- 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 hard copy 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.
- 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 position 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.
Types of Interviews

There are a number of different types of interviews and, in addition to general preparation, there are unique considerations for each one.

The On-Campus Interview

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 can be found in GoldPASS powered by Handshake. 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 GoldPASS powered by Handshake.
- Have a current resume uploaded in GoldPASS powered by Handshake.

Steps to participate in on-campus interviewing:

- Check GoldPASS powered by Handshake for the on-campus interview schedule.
- Identify the organizations in which you are interested and check interview qualifications.
- Use GoldPASS powered by Handshake to sign up for interview times.

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

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, gender identity, 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.

Prior to your scheduled interview

- Review the instructions for “Before the Interview” (page 67).
- 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 powered by Handshake.
- 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, either electronically or as hard copy (pages 55 and 59). Use the business card you requested at the end of the interview to get the correct address and spelling.
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 give a presentation on a job-specific topic given to you in advance by the employer.
- 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 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.
  - 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).
- 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, either electronically or as hard copy (pages 55 and 59) 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 Video Conferencing Interview
The convenience and ease of conducting long distance interviews with the use of programs such as Skype eliminates the expense of travel. Do your standard preparation work ahead of time to make a great first impression.

Take the suggestions below into consideration 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 (pages 55 and 59).

“For my Skype interview, I found it useful to have post-it notes around my computer screen with words of inspiration on them. Interviewing is stressful for many people, and having that extra bit of motivation can be very comforting.”

- Katie, Psychology major
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” (page 13).
- 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 or chewing gum 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 (pages 55 and 59).
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 63) for additional information.

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

Some important considerations when preparing for a follow-up 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.
- In many cases, this will be a stressful day. Always get a good night’s rest beforehand.
- 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.
- 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 (pages 55 and 59) 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.

Write your own
success story.

Your background and experiences make you who you are. And, at RSM, they also help you understand the challenges that face many of our middle market clients. Our team values your unique talents and gives you opportunities that will help you move quickly along the learning curve so your potential can thrive.

Experience the power of being understood.
Apply today at rsmus.com/careers.
Successful Interviewing

After you have assessed your skills and abilities (page 3), 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 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 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 in a position 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: work with others and 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: use critical thinking to find and implement solutions

Interview to-do list:
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 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
• Business methods and philosophy
• Reputation
• Standing in the industry
• Competitors
• Number of plants, stores and outlets
• Geographic 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

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.
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 representatives.

- 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 72).
- 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 their 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.

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.”

<table>
<thead>
<tr>
<th>Stages of the Interview</th>
<th>Stage 2</th>
<th>Stage 3</th>
<th>Stage 4</th>
<th>Stage 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stages of the Interview</td>
<td>Interview 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?”</td>
<td>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?”</td>
<td>Your opportunity to ask questions.</td>
<td>Interviewer discusses next steps.</td>
</tr>
</tbody>
</table>
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 wish 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?

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.
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.

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 race, ethnicity, gender, national origin, age or marital status. Other areas that may potentially lead to legal liability include 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.

In answering behavioral style questions, or any other questions, 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 next time.

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)?
• 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 55 and 59) 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 opportunities.
• 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 and internship 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.

“Make sure you practice answers to possible interview questions beforehand. Whether it is to the mirror or with a friend, this will calm you down during the interview and allow you to answer questions quicker, which will also eliminate unnecessary ‘umms’.”

- Lexi, Urban and Regional Studies major
DECIDE

What to Do When You Get Your First Offer
Evaluating a Job Offer
Negotiating Salary & Benefits
Why Aren’t You Getting Job Offers?
What To Do When You Get Your First Offer

Congratulations, you did everything right and now you have a job offer! Even if you think it is your dream job, take the time to evaluate the offer to be certain the position is right for you. It is better to take the time now, than to realize, once in the job, that it is not what you expected.

- Express your appreciation for the offer immediately by phone or email. 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 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.

For written communication examples, see the “Writing Internship and Job Search Correspondence” section on page 54.
Evaluating a Job Offer

The process for evaluating a job offer begins when you establish the criteria you will use. Ideally, this should be done before you start interviewing.

In addition to the checklist below, review your answers to the career values assessment (page 3). Once you have evaluated the offer carefully considering these factors, you will be in a position to decide whether or not to accept the offer, negotiate different terms or reject the offer.

Job Offer Evaluation Checklist

- **Fit, role and responsibilities**: The job is a good fit for your interests, skills, abilities and personality. You have clarified what is expected of you and are confident the work is something you want to do. You are excited about the position.

- **Reputation of organization**: The standing of the organization in the community, regionally and nationally fits what is important to you.

- **Culture of the organization and work environment**: The “personality” and vision, mission and values match yours.

- **Salary, benefits**: There are many aspects to salary and benefits. Determine how important each of these options is to you.
  - Base salary: Is this within the pay range for your field, your experience and geographic location?
  - Commission bonuses
  - Projected salary increases
  - Health and dental benefits
  - Retirement plans 401(k) or 403(b)
  - Stock options, profit sharing
  - Life insurance and disability benefits
  - Vacation and sick leave
  - Paid holidays
  - Tuition reimbursement
  - Perks such as paid memberships to professional associations, a health club or gym or access to an on-site gym, a company-provided car or a flexible schedule

- **Schedule**: The expectations and policies about the work schedule fit what are important to you. Consider the schedule for a typical day, the number of hours you are expected to be in each day, and, if important to you, is there an opportunity to work from home.

- **Hidden costs or perks**: Consider the time to commute, cost for parking, availability of public transportation, on-site day care, need for a professional wardrobe.

- **Career path**: Consider how this position will impact your long term career goals.
Negotiating Salary & Benefits

Yes, you can negotiate your first job offer! Negotiating salary and benefits isn’t easy, but when done correctly, it is something you’ll be glad you did!

**Salary & Benefits**

Salary refers to the wage you will earn and may be offered at a base rate, at an hourly rate, as commission-based or as 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)
- onsite gym or recreational facilities
- miscellaneous employee discounts (e.g., movies and theme park tickets, wellness programs, discounted shopping, hotels and resorts)

**Negotiating Process**

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, 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 outcome.

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.
- Know the difference between assertiveness and aggressiveness before you start to negotiate.

**Practice**

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

**Do**

- Try to avoid negotiating over the telephone. In person you may notice and respond to the non-verbal signals from the employer.
- Begin by expressing genuine interest in the position and organization.
- 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.

Yes, you can negotiate your first job offer! Negotiating salary and benefits isn’t easy, but when done correctly, it is something you’ll be glad you did!
Why Aren’t You Getting Job Offers?

If your interviews are not resulting in job offers, there are positive steps you can take to turn things around. Ask yourself if you did all the items below to increase your success and if any of the factors leading to rejection might be reasons that fit your situation.

Increase your chances of receiving a job offer

☐ Be sure your qualifications match those listed in the job description.
☐ Clarify your career goals and practice articulating them.
☐ Submit a complete, well done, application and targeted cover letter and resume. Written materials must be perfect.
☐ Research the company thoroughly so you can speak knowledgeably about how you can add value to the organization.
☐ Describe in your written materials and in the interview how your qualifications, interests, personality and values fit with the organization and position and how you will add value to the organization.
☐ Prepare for the interview.
☐ Dress for the interview by researching appropriate attire for the industry.
☐ Establish a positive connection with the interviewer(s).
☐ Be enthusiastic and clear that you are interested in the position.
☐ Follow-up with a thank-you email message or letter restating your interest.

Factors leading to rejection

The following factors leading to applicant rejection were reported by employers. Do any of these describe you?

- Lack of career planning - unclear goals
- Inability to express yourself 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
- 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

Many qualified applicants respond to openings for professional positions. You get only one chance to leave the right impression, so take the time to do your homework.

Consult with a Career and Internship Services counselor to maximize your opportunities for success.
Your future awaits!

Rewarding jobs & careers in the Twin Cities that MAKE A DIFFERENCE in the lives of people with disabilities.

Now hiring Direct Care Professionals, Floats, Residential Supervisors, Interns, & Nurses (LPNs & RNs) with occasional openings in HR, Finance, and Maintenance.

Call for more information on how you can MAKE A DIFFERENCE!

651-415-9991 | www.acrhomes.com | EEO/AA Employer
GRADUATE OR PROFESSIONAL SCHOOL

Applying to Graduate or Professional School
Writing Personal Statements for Graduate or Professional School
Writing a Diversity Statement
Applying to Graduate or Professional School

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 application materials.

Before making the decision to attend graduate or professional 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 program of my choice?

Attending graduate or professional 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 or professional school may not be a benefit to you 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 will need to give yourself enough time to apply, study and complete admission tests and give your references time to write their recommendation letters.

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 to tour the campus and facilities.
• Use graduate school search websites (e.g., petersons.com) or other websites such as the American Association of Medical Colleges (AAMC) 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 and join professional organizations related to your field.
• Join LinkedIn groups associated with the school and area of study.
• Determine what would make you a strong candidate. Do you need job shadowing, direct patient care or research experience?

Evaluating Programs
Each person has their own criteria for evaluating programs. Some things to consider are:
• Quality of the 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
• Location and surrounding community
• Career planning and job search assistance
• Culture of the program, school, community
• 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
• Standardized 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 accepted.

For detailed information on both graduate and professional school applications and writing a personal statement, check out our FREE online course on the Career & Internship Services website.

“Through my personal experience, do not procrastinate your application process! Research deadlines well in advance. Make a calendar of ‘due dates’ to stick to and to keep yourself on track. Warning hint: Creating a perfect personal statement takes time, your writing won’t be perfect the first draft!”
- Justine, Exercise Science

Graduate School
Many students begin researching graduate programs in their junior year in order to complete applications during the 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. Be sure to check individual school deadlines!

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

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
Applications to professional schools may be due as early as one to one and a half years before you want to attend. You will also need to give yourself time to do shadowing and/or acquire clinical experience to make yourself a strong candidate for some programs.

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)
• Pharmacy school (PharmCAS)
• Physical Therapy school (PTCAS)
• Physicians Assistant school (CASPA)

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 are typically required for professional school.

Check admission test 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 preparation materials (e.g., Khan Academy, GRE.org)
• Explore private test preparation companies if interested
Writing Personal Statements for Graduate or Professional School

The Personal Statement is a very important part of the graduate or professional school application. It may include, but also may be separate and different from, a “Statement of Purpose,” a “Statement of Research Interests” and/or a “Diversity Statement.” All of these statements provide the admissions committee subjective information about your qualifications, research interests and/or your reasons for choosing a particular program and career. Unlike 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 to allow time to edit and refine your statement. It will also give you more opportunities to have your statement(s) 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, begin by brainstorming answers to these questions:

• Why do you want to go to graduate or professional school?
• For graduate school, in what area(s) of study are you interested and why?
• What are your relevant experiences and accomplishments (research, clinical, volunteer, paid)?
• When did you originally become interested in the field and what have you done and learned that has furthered your interest (classes, shadowing, research, work)?
• What are your short- and long-term career goals?

• What is special and unique about you (your life, skills, background, 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?
• What are your short- and long-term career goals?

For graduate school:
• If appropriate, name the faculty with whom you want to work and why their research areas interest you.

For professional school:
• 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.

Develop a draft based on your answers to the above questions.

Additional tips:
• Be yourself rather than trying to be the “ideal” applicant.
• Tell a “compelling story” or 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 future career choice from the experiences.
• Avoid providing a chronological list of your accomplishments or saying general statements such as “I want to be a doctor because I want to help people . . .”
• Relate your interests to any specific features of the program or school.
• If you visited a school and program, mention with whom you met and when.

Finalize your statement
• Have your statement reviewed and edited by a career counselor in Career and Internship Services, faculty members and the Writers Workshop.
• Check the application instructions to ensure you answered any required questions.
• Confirm character, word and/or page limits. Character counts for professional programs can be anywhere from 3000 to 5300 characters including spaces!
• Double check spelling, punctuation and grammar.
• Review your statements carefully. Don't make the mistake of sending a personal statement to a graduate school that says you are “Excited to attend the University of Wisconsin-Madison” when the application is going to UMD. This can cause your application to automatically be dismissed.
Writing a Diversity Statement

A Diversity Statement may be required for some job and/or graduate or professional program applications.

The main purpose of a diversity statement is to demonstrate how you will contribute to the diversity of the organization, program and/or the profession in general. It is your opportunity to discuss what about you may be unique from other applicants. It is important to be genuine and express your real life experiences and beliefs related to diversity.

Potential areas to address include:
- hardships you have overcome
- family background
- multilingual abilities
- international travel
- geographic diversity
- exceptional community involvement
- non-traditional attributes for a field
- special talents
- first generation college student
- anything unique you would contribute to the position or program

Since a diversity statement is now common in application processes, work on one ahead of time. Think of unique attributes, contributions and perspectives you bring and do not simply repeat what you have written in other parts of your application.

Brainstorm ideas for your diversity statement.
Teach in the Land of Adventure

Online you will find:

* Job Fair Information
* Statewide application service
* Up-to-the-minute Job Bank Postings
* Valuable job search tips and links
* iCommunity, Forum for information from other Alaskan Teachers
* Online chats about living in Alaska, Alaska Certification, and job fairs

Begin your adventure today!

Apply Online at www.alaskateacher.org
Teach in the Land of Adventure

Begin your adventure today!
Apply Online at www.alaskateacher.org

Online you will find:
* Job Fair Information
* Statewide application service
* Up-to-the-minute Job Bank Postings
* Valuable job search tips and links
* iCommunity, Forum for information from other Alaskan Teachers
* Online chats about living in Alaska, Alaska Certification, and job fairs