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**2012-2013**

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**THE**  
**CAREER**  
**GUIDE**

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# career guide



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# 2012-2013

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Career Services	2	Internships, Co-ops, Summer Jobs	11
Mission	2	Researching Graduate Schools	11
Key Services & Events	2	<b>Taking Action</b>	<b>14</b>
Steps in Career Planning	3	Career Fair Tips	14
Humanities, Arts, Social Science Majors	3	Resume Preparation	15
Decision-Making	4	Sample Resumes	16
The Career & Major Decision Matrix	4	Cover Letters	22
A Planful Process	4	Curriculum Vitae Preparation	25
Information About Self	5	Sample Graduate Level Curriculum Vitae	26
Explore Your Strengths	5	Sample Undergraduate Curriculum Vitae	27
Strengths Reality Chart	8	Preparing for the All-Important Interview	28
Information About Options	9	Career Portfolios	31
Printed Resources in the Career Center	9	<b>Advertiser Index</b>	<b>31</b>
Informational Interview	10		

# CAREER SERVICES

## Our Mission

The Career Center provides career and job search services to University of Washington students and alumni. Our mission is to help students in the development of career plans and internship/job search skills. Through a host of services and events, we facilitate connections between employers and students for jobs, internships and volunteer opportunities. Together, we help students and employers explore their options and make connections that create successful futures.

## Why Use The Career Center?

- Hundreds of employers attend our career fairs every year.
- We list hundreds of jobs and internships on our HuskyJobs website each year.
- Companies and organizations visit us annually through the Campus Recruitment Program.
- Students learn how to identify and articulate their strengths, find out what they really want, and seek employment suited to their skills, strengths and values.
- We help thousands of students and alumni with successful job searches each year.

## Our Services

At The Career Center you will find a wide range of career services and events designed to help you explore career directions, make connections with employers and help you build the skills needed to achieve your professional goals. Please visit our website at <http://careers.washington.edu> for all the details and for up-to-date events calendars.

### Career Planning & Counseling

Professional counselors, workshops and resources provide career planning support, including help with choosing a major; resume guidance; career and graduate school advice; and more.

### Resume Resources

A winning resume can make the difference in getting that all-important first interview. Looking for direction to get started or need a professional eye to review the one you have? Stop by for a Same-Day Session or attend our workshop, "Effective Resumes and Cover Letters". Whatever your need, we have the resources to help you write a great resume!

Grad Students: learn more about resumes and CVs at: <http://careers.washington.edu/GradStudents/beyond-academia>

### Interview Preparation

Be on top of your game by polishing your interviewing skills. We offer workshops on how to interview, invite employers to speak on the topic and offer one-on-one practice mock interviews to help you ace your next interview.

### Jobs & Internships

The Career Center is a great resource for finding jobs and internships. HuskyJobs, our online job/internship bank, features listings for full- and part-time positions. Hundreds of employers participate in our On-Campus Recruiting program, coming to campus to interview for positions. Plus, we can direct you to valuable web resources, salary information and much more.

### Career Fairs & Events

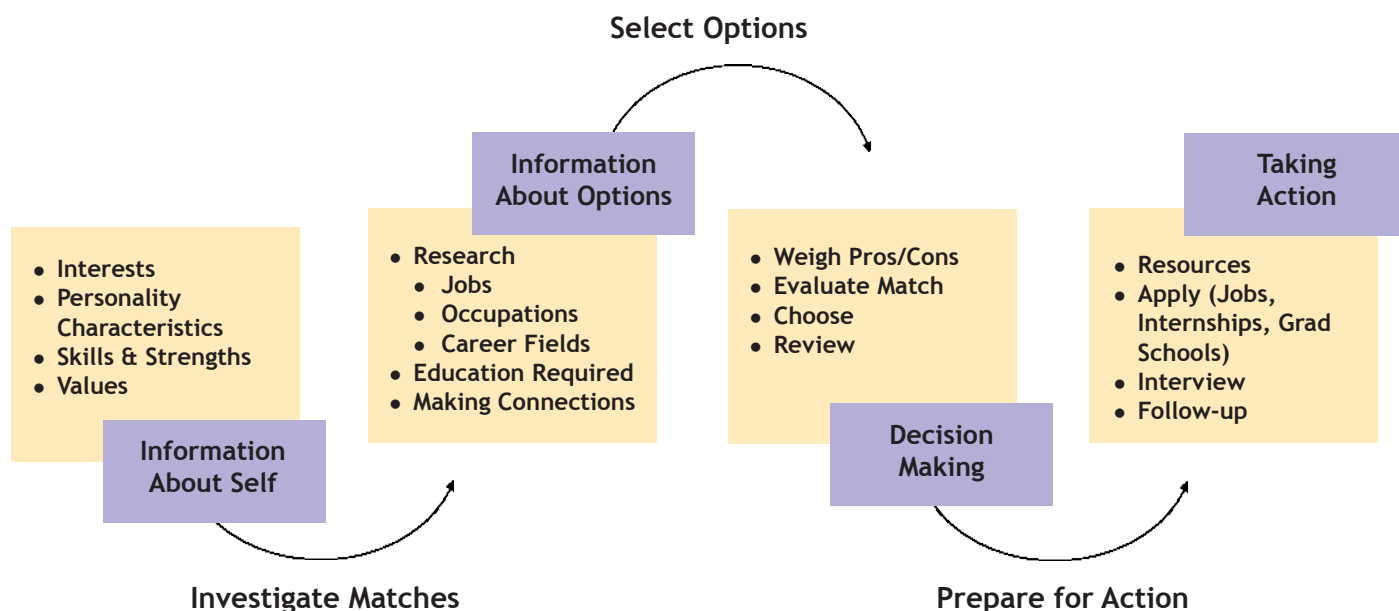
Finding a job or an internship means making connections. Our Center schedules numerous events throughout the year that bring employers from companies, non-profit organizations, government agencies and more to campus. Popular events include the Spring Career Fair, Diversity Career Fair, Internship Fair, ResumeFest and Employer Conversations. Check our website for current schedules.

### Career Workshops

We offer an ongoing series of drop-in workshops each month. All are listed on our online student calendar, and some are available online at [careers.uw.edu/workshops](http://careers.uw.edu/workshops). Topics include:

- Effective Resumes and Cover Letters
- Finding Jobs and Internships
- Social Media: Find Jobs and Explore Careers
- Career Fair Success
- Internships: What, Why, and Where
- Successful Interviews
- Networking for Shy People
- Job Offer and Salary Negotiations
- Applying to Graduate School
- Federal Jobs: Find and Apply
- Job Search for International Students

# STEPS IN CAREER PLANNING



*Adapted from UW Professional Organizational Development, Susan Templeton.*

## Social Media & Your Career: Find Jobs & Explore Options

Expand your career exploration and accelerate your job search through social media. Many people are using social media websites like *LinkedIn*, *Facebook*, *Twitter*, *Google+*, and *YouTube* to connect with employers, research career fields, and find job openings. Most importantly, savvy job seekers are using social media to expand, strengthen, and utilize their network. Attend the Career Center's workshop on this topic to learn more and/or go online and search on how to best use social media for your career. *Mashable.com* is a key resource for everything social media. Get social!

## A Special Note to Students in the Humanities, Arts, and Social Sciences

Students in the Humanities, Arts, and Social Sciences are often referred to as "liberal arts" majors. The Liberal Arts (the term has nothing to do with contemporary political perspectives) academic majors are intended to turn out well-educated citizens who have both depth and breadth of knowledge and skills. These majors strive to develop students' abilities to think critically, to view issues in context and from multiple perspectives, to ask and address questions about ethical and societal implications, to engage their creativity, and to communicate complex issues clearly.

### Many Possibilities

Because the liberal arts disciplines are not narrowly focused on specific career paths like some other majors such as engineering or accounting, students in liberal arts majors usually have a wider array of professional options. While this kind of career flexibility is good news, it does require students to be more proactive in exploring and pursuing their career goals. It requires the ability to identify one's skills, strengths, and values and to be able to articulate these clearly to potential employers.

### Ready for the Real World

Many students in the Humanities, Social Sciences, and Arts (and often their parents) are under the misconception that they are unprepared for jobs in the so-

called "real world." Nothing could be further from the truth. In fact, the top three skills identified by many employers as most critical are communication skills; reasoning and analytical skills; and interpersonal/teamwork skills. Clearly, liberal arts majors have honed these skill sets!

The keys to a successful job search for liberal arts majors (and all majors, really) include (1) identifying your skills, strengths, and values; (2) exploring careers and identifying the skills, strengths, and values required; and (3) clearly communicating to potential employers that you are a good match for them. The Career Center is here to help you do just that, and the sooner, the better (though it's never too late)!

### Here are some suggestions:

- Attend our workshops: Resumes and Cover Letters; Successful Interviewing; How to Find a Job; Networking for Shy People (and Everyone); Career Fair Success, and more
- Sign up for a Same-Day Session
- Attend career events (career fairs, Employer Conversations, Etiquette Events, etc.)
- Start doing informational interviews with people who are already in the work world
- Consider internships and projects that will enhance your skill set (and your resume!)
- Make an individual career counseling appointment
- Use your Career Center, starting now!

# DECISION MAKING

**The Career, Major & Job Decision Matrix** Comparing what you know about yourself with what is needed to succeed allows you to identify advantages and disadvantages, narrow your options, and identify next steps. *Adapted from the Major Decision Matrix developed by Kay Balston, UW Undergraduate Advising, 2001.*

CAREER, MAJOR, OR JOB OPTIONS	RESPONSIBILITIES & REQUIREMENTS	MY SKILLS, INTERESTS, & VALUES	ADVANTAGES	DISADVANTAGES	NEXT STEPS
<b>EXAMPLE:</b> Internship with the Mariners	Work nights/weekends Work 25 hours per week Make \$0 Survey fans at games Survey fans over the phone Attend town hall meetings Research other arenas	Finance Communication Analysis Baseball Student leadership Relationship with partner Travel	Free season tickets Free merchandise Hang out with fun people Look good on resume Learn a lot Make good connections for the future	Work more hours than planned Make no money and have no time for p/t job No time or money for travel Leaves little time for partner Not directly related to major	See if they will let me work 15 hours instead of 25 Research other positions with the Mariners Look for other internships in HuskyJobs Talk to partner
<b>OPTION 1:</b>					
<b>OPTION 2:</b>					

## A Planful Process

Making decisions about your major and your career take time. Are you wondering where to begin? Following a planful process makes it easier to decide. Following these seven steps will help you make good decisions:

**1. What am I trying to decide? Identify the decision to be made.**

Are you trying to make too many decisions all at the same time? Trying to figure out which major to take and which career direction you'll pursue after graduation? Thinking about attending graduate or professional school? Lumping two or three decisions into one makes it much more difficult to decide, so try to focus on just one decision at a time. Put into words what the decision is that needs to be made now. Keep it simple.

**2. What do I need to know? Gather Information.**

Read, search the Internet, talk to people, get hands-on experience. Compare and contrast what you know about yourself (your skills, interests, and values) with what you know about your options. Talk to academic advisers, faculty, other students majoring in your fields of interest, alumni and profes-

sionals working in jobs and careers you are considering. The Career Center can help you with this.

**3. Generate alternatives.**

Consider all the possibilities. Use your imagination. Brainstorm. List options. Do not leave out an attractive possibility just because you do not, at the moment, see how it can be done.

**4. What are the pros and cons? Weigh the evidence.**

Carefully consider each option using your head and your heart. What are the advantages/disadvantages? What are the costs? What steps do you need to take to get there? What might happen if you choose that option? What are the consequences? Are there barriers that might get in the way (e.g., low GPA, no related experience, etc.)? How will your choice affect you and others? How much do you care about the things that might be gained or lost by each possible alternative?

**5. This choice seems best! Choose among alternatives.**

Prioritize your options. Once you've narrowed down your options to two or three that might work for you, choose the one that seems to work best. Identify a "Plan B" and a "Plan C" in case your first choice doesn't work out.

**6. Take action.**

Do it! Taking action could involve enrolling in courses, pursuing internships, volunteering or taking a job that will provide you with knowledge and experience in your chosen field. These experiences can confirm or cause you to question whether your choice was the best option for you. What will your next step be? Write it down! Then put it in your calendar or set a deadline to ensure that you will get it done.

**7. Did I make a good decision? Review your decision and its consequences.**

Evaluate your decision. Based on further exposure or experience with the option you chose, does this still seem like the best one for you? If "yes," you've done it! Congratulations! You've made a sound decision. If "no" or "not sure," review and revisit steps 2 through 6 above. Have back-up plans, in case your top choice turns out not to be the best option for you. Not every decision works out, but sometimes you have to make a choice and try it to find out that it's not the best decision for you. If this happens, then you've gathered more information by trying it. Review again which alternatives might work better for you.



# INFORMATION ABOUT SELF

## Explore Your Strengths

Recognizing your strengths is the first step to discovering a career fit that maximizes your opportunities for success and satisfaction. Significant strengths are motivated skills that are used repeatedly in experiences you have done well and enjoyed doing. The more you know about your strengths, the more you will understand how to adapt to the changing demands of the workforce. By using your strengths you will be able to improve interpersonal relationships, build your career, increase your job satisfaction, and reduce stress on the job.

### Four Basic Steps to Exploring Your Strengths...

1. Accept yourself as having a unique kind of excellence that is always growing within you.
2. Recognize that the elements of your excellence have been demonstrated from time to time throughout your life. These elements have most likely been demonstrated in experiences you identify as achievements: good experiences in which you did things well, you enjoyed doing them, and you are proud of what you did.
3. Believe that by carefully identifying and studying your good experiences, you will find the pattern of skills and talents you have repeatedly used to make those experiences happen.
4. Focus on using this pattern of skills and talents or strengths. They are the reliable elements of your special excellence. This pattern of strengths provides clues to the kinds of career activities that are likely to be part of your future achievements regardless of your job titles or job descriptions.

### Four Ways to Identify Ten Top Good Experiences...

1. What is the "good experience" that first comes to your mind? Describe it briefly in the following space and list your age at the time it took place.

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2. What activities give you the most enjoyment when you are not at work? These could include hobbies, volunteer work, ventures, projects with the family, or anything else. Give two or more examples.

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3. In your latest assignment, project, activity, or work, which parts of it did you do best and enjoy most? Give two or more examples.

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4. In your formal schooling, which two or three subjects did/will you continue to study and enjoy most?

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# INFORMATION ABOUT SELF

List 10-15 or more of your good experiences, devoting a few words to each. It doesn't matter when they occurred, but rather what you did to make the good experiences happen and whether there were outcomes that you felt good about. These experiences can come from any part of your life: school, sports, employment, personal relationships, etc. Cover all parts of your life from childhood to the present. Remember the definition of a Good Experience: 1) Something you did well; 2) Enjoyed doing and; 3) Are proud of.

☐ **EXAMPLE:** *Inventing a Study Abroad Experience*

☐ **EXAMPLE:** *Business Management Group Project*

☐ **EXAMPLE:** *Annual Backpacking Trip*

☐ **EXAMPLE:** *Helped Plan Friend's Wedding*

☐ **EXAMPLE:** *SAE Formula Competition*

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## Which Good Experiences stand out as the best?

Rank order the top ten experiences, and place the ranking (1 for the top) in the boxes to the left of the achievement.

## List Your Top 10 Good Experiences

For 4 - 5 of your top 10 experiences write one or two paragraphs describing the situation, the tasks you completed, the actions you took and the outcomes you felt good about. See STAR method on page 29 to help you construct your "story."

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

## Example of Good Experience

### Inventing a Study Abroad Experience

The problem I had to solve was that I couldn't afford any of the study abroad programs offered by my school, but I felt strongly that experiencing another culture was necessary to the education I wanted—so I decided to go find one I could afford. First, I went to the registrar to find out what I would have to do to get credit and discovered that the school had to be accredited and that the credits could fulfill some of my general education requirements. Then I asked professors and other students and checked all the bulletin boards near all the language, culture and international studies departments. I wrote to several schools in Mexico and Spain for more information and signed up for work-study jobs on campus. I also took a job during Winter break to save money for my trip.

One of the accredited schools in Mexico seemed to have what I wanted: language, culture and history courses in Spanish and a home stay experience. So I looked for transportation to Mexico and discovered a cheap bus tour package that would get me there and back (and it turned out to be a wonderful adventure, too). While there, I worked and played hard and the whole experience exceeded my expectations and raised my confidence. My language skills improved enough that I also was able to travel independently by bus to Mexico City, which led to several other adventures, and I learned more than I ever anticipated about life in another very different culture. Finally, when I returned to school the following year, I had earned eight general education credits toward my Bachelors in Latin American Studies.

# INFORMATION ABOUT SELF

## Strengths Exploration Chart

This chart enables you to re-examine your Good Experiences and identify possible strengths. Significant strengths will be those skills or talents that have shown themselves repeatedly in your top ten Good Experiences. A significant strength is inner-motivated—one that you almost can't help using whenever the opportunity comes up.

Instructions for using the chart: The first column is for exploration of your top Good Experience. Go down the columns scanning each of the skills, talents or strengths in the chart and put a check mark beside the ones that have been *strongly applied* in that experience. Do the same with the other Top 10 Good Experiences you described. The blank spaces at the end of the chart are for skills, talents or strengths you feel should be on the chart but are not there.

STRENGTH	1	2	3	4	5	6	7	8	9	10	Total	STRENGTH	1	2	3	4	5	6	7	8	9	10	Total
Accountable												Mechanical Ability											
Adventuresome												Multi-Tasking											
Analysis/Analyzing												Negotiating											
Articulate												Observant											
Artistic Ability												Organization Ability											
Budgeting												Persevering											
Communicating												Persuasive											
Coordinating												Planning Ability											
Creativity												Policy Making											
Critical Thinking												Practical											
Design												Problem Solving Skills											
Detail Oriented												Productive											
Energy/Drive												Program Development											
Economical/Frugal												Research Skills											
Follow-Through												Sales Ability											
Foresight												Service Oriented											
Imagination												Showmanship											
Independence												Systems/Procedures											
Initiative												Teamwork											
Interpersonal Skills												Technology Skills											
Innovative												Training/Teaching											
Leadership												Troubleshooting											
Liaison/Collaborate												Writing											
Maintain Perspective																							
Managing																							
Manual Dexterity																							
Marketing																							
Mathematic Ability																							

**Implications:** Items with the highest totals could be significant strengths. Examine those skills that have the highest totals and think about the many situations in which you have used them. How could you use these skills in your ideal job? Are there ways you could combine some of the skills to create opportunities? The completion of these activities begins a process of identifying significant strengths and finding meaningful work where you can be at your best and utilize more of your potential. You may want to consider meeting with a career counselor in The Career Center to discuss the process of uncovering your strengths and ways of creating new opportunities that provide career satisfaction.

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# INFORMATION ABOUT SELF

## Strengths Reality Chart

To identify your significant strengths, perform the following reality test (try to test 6-12 strengths):

Write the strengths you wish to test in the boxes below. For each strength, identify three distinct examples of experiences in which you strongly applied that strength. First, review the Good Experiences used to complete the Exploration Chart on the previous page for ideas. Next, think of other experiences that are good examples of using that strength. It should be relatively easy to come up with three examples, if the strength you are testing is truly a significant strength.

**Strength:**

**Examples:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Strength:**

**Examples:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Strength:**

**Examples:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Strength:**

**Examples:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Strength:**

**Examples:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Strength:**

**Examples:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Implications: When seeking employment the best opportunities will be those where there is a match between the skills needed to do the job and your significant strengths. Feature the strengths you have tested above on your resume in a Background Summary (see the resume example on page 18). Incorporate examples of how you have demonstrated these strengths in your answers to interview questions (see "How to Answer the Real Question Behind Most Interview Questions" on page 30). Meet with a career counselor at The Career Center to explore further how your strengths can be used in your job search.

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# INFORMATION ABOUT OPTIONS

## Websites

### Careers/Occupations

onetonline.org  
mynextmove.org  
myskillsmyfuture.org  
insidejobs.com  
roadtripnation.com  
bls.gov/oco  
careeronestop.org  
careercornerstone.org

### Internships

cityyear.org/seattle/  
idealist.org  
inroads.org  
internmatch.com  
internships.com  
internshipprograms.com  
monstercollege.com  
twc.edu  
volunteermatch.org

### Graduate Schools

graduateguide.com  
gradschool.about.com  
gradschools.com  
petersons.com  
graduatingengineer.com  
GRE - gre.org  
LSAT - lsac.org  
MCAT - aamc.org  
DAT - ada.org  
GMAT - mba.com  
PCAT - pcatweb.info  
ScholarshipCoach.com

### Job Search

collegegrad.com  
careerbuilder.com  
quintcareers.com  
job-interview.net  
careers.wsj.com  
jobhuntersbible.com  
vault.com  
wetfeet.com  
craigslist.com  
glassdoor.com  
indeed.com  
simplyhired.com

## Printed Resources Available at The Career Center

- *Alternatives to the Peace Corps*; Joan Powell
- *Law School Buzz Book* (Vault)
- *Business School Buzz Book* (Vault)
- *Kaplan's Graduate School Guides*
- *Peterson's Series on Grad Schools*
- *Puget Sound Business Journal Book of Lists*
- *College Majors and Careers*; Paul Phifer
- *International Business & Trade Directories*
- *Environmental Careers in 21st Century*; The Environmental Careers Organization
- *Event Resource Guide*; Marion Clifton
- *Management Consulting: A Complete Guide to the Industry*
- *Media Inc.*; Master Lists
- *Proven Resumes*; Regina Pontow
- *Winning Cover Letters*; Robin Ryan
- *Washington Manufacturers Register*
- *2-1-1 Community Resources Online (Health and Human Services in Washington State)*
- *Writers Market*; Holm & Lucyszyn
- *Fortune*
- *Transitions Abroad*
- *Vault's Career Insider*
- *Vault Guide to Schmoozing*
- *The BIG GUIDE to Living & Working Overseas*
- *The Advice of a Headhunter*; Don Hite

## The University of Washington Library System has an extensive collection of resources

### Vault's Career Insider

- UW Reference collections in the Suzzallo, Odegaard, Business Administration, and Engineering libraries
- Review stock reports, annual reports, company clippings, trade journals, magazines, periodicals, indexes, and directories (local, state, national and international)

### Local and national newspapers

*Puget Sound Business Journal*, *The Seattle Times*, *Seattle Weekly*, *Media Inc.*, *The Wall Street Journal*, and *The New York Times*.

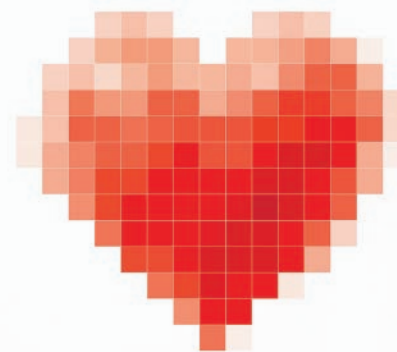
### Magazines:

*Fortune*, *Forbes*, *Money*, *Barron's*, *Business Week*, *Business World*, *Harvard Business Review*, *Newsweek*, *Time*, and *U.S. News and World Report*.

## Use the Internet: for employer homepages and much more!

- The Career Center Homepage: <http://careers.washington.edu>
- Majors & Jobs: Google> *What can I do with a Major in...*
- Informational Meetings: *Seattle Networking Guide*, *Husky Career Network*, *LinkedIn*, *Twitter*, and *Facebook*
- Washington Occupational Information System: [www.wois.org](http://www.wois.org) (Note: Student access to WOIS off campus: sitekey – utf268) WOIS has the most current info on jobs, salaries, and educational programs in Washington State and is accessible from computers at the UW and public libraries with site licenses.

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NINJA HACKER?  
**WE HRT YOU.**



**WE'RE HIRING!** Algo developers, core developers and more. To learn more about HRT, please visit us online @ [hudson-trading.com/careers](http://hudson-trading.com/careers).



hudson river trading

# INFORMATION ABOUT OPTIONS

## Informational Interview

### What:

Informational Interviewing is a key strategy for both career exploration and the job search process. Essentially it's a brief conversation (20-30 minutes) with a professional in a career field you are considering so you can learn more about the career and get some advice about how to prepare to enter that field.

### Why:

There are at least four good reasons for doing info interviews:

1. Talking with professionals can help confirm (or disconfirm) your interest in that occupation.
2. You could learn about jobs/job titles you never knew existed.
3. You'll probably receive some subtle "insider" information that could help you eventually land a job in that field.
4. You are networking when you do an informational interview!

### Where:

At a mutually convenient place, preferably where you will be able to observe a typical work setting for that profession.

### How:

There are five basic steps in doing Informational Interviews:

1. Find and invite people to interview.
  2. Prepare for your interview.
  3. Conduct your interview.
  4. Follow up with a thank you note.
  5. Maintain contact with your interviewees.
- See the sample email/letter on this page for an example of how to invite someone to do an informational interview.

### Finding people to interview:

Here are a few of the many ways to find individuals with whom to do info interviews:

1. Your existing network of family, friends, advisers, professors.
2. LinkedIn ([www.learn.linkedin.com](http://www.learn.linkedin.com)) – The whole purpose of this website is professional networking!
3. UW Alumni Association (<http://www.washington.edu/alumni/careers/index.html>), including the Husky Career Network and the UWAA LinkedIn group.
4. The Seattle Networking Guide ([www.iloveseattle.org](http://www.iloveseattle.org)), groups and organizations by category.
5. Various directories (e.g., The Environmental Services Directory, Washington Manufacturers Directory, 2-1-1 Community Resources Online—see page 9 for more). Ask a librarian to help you locate an appropriate directory.
6. Professional Associations: A professional association is an organization whose primary purpose is to support a particular profession. Examples include the American Marketing Association and the Public Relations Society of America. Usually there are local chapters such as the Puget Sound Chapter of the American Marketing Association so you can find local people to interview via the association websites. To locate an association, check the occupational section of [www.wois.org](http://www.wois.org), Weddle's Association Directory (online), or ask a career counselor or librarian!

### Informational Interview Request Letter/Email

Dear Ms. Smith:

I am currently a junior at the University of Washington and am very interested in the field of marketing and market research. Having discovered your name on the website for the Puget Sound Chapter of the American Marketing Association, I thought that you would be an excellent person to assist me with career information.

As a Communication major, I am exploring career paths. The field of marketing sounds very interesting to me, but I want to get a clearer sense of direction. I would like to get your advice on the long-term career possibilities in marketing as well as a better handle on the day-to-day activities of what people do in this field.

I will call you next week to see if we can arrange a brief meeting (20 - 30 minutes) at your convenience. Thank you for considering my request.

Sincerely,  
Chris M. Fine

### Preparation and follow-up

- Do some preliminary research about the career field that your interviewee represents (see page 9 for some great library and Internet resources).
- To make the meeting more useful and leave a good impression, prepare a list of questions ahead of time.
- Take notes and ALWAYS send a thank-you note to the interviewee (either a handwritten note or email is good)!
- To maintain a "warm" connection, follow up on a monthly basis with a brief email (see page 23) on how you've used their advice and/or contacted their referrals.

### Suggested questions to ask during an informational interview:

- In general, what is your work like as a (name of occupation)?
- How did you get into this field?
- Describe a typical day or week on your job. What do you like most about this position?...least? Describe what you find most challenging about this field/job?
- What skills, abilities and personal qualities are most important to succeed in your work?
- What advice would you give to someone still in college, aspiring to a career in your field (academic major, courses, related work, etc.)?
- Are there typical educational credentials required for entry into this field?
- Is any on-the-job training provided? What are the opportunities for continued learning and growth?
- How does your job fit into the overall operation of this organization?
- My strengths include the following: \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- How might they match with positions in this field? I have a resume if you would like to see it (no objective on resume).
- How would you advise someone to begin seeking a job in this field?
- Can you suggest other people I might talk with regarding this field? May I mention that you were the person who referred me to them?

# INFORMATION ABOUT OPTIONS

## Internships, Co-ops, and Summer Jobs

Expand your potential and increase your marketability. By participating in an internship, co-op, volunteer role, or working a summer job you gain the related experience employers seek in prospective candidates.

### First, decide what kind of experience you want:

- Think about the type of work activities you want to learn more about.
- What skills do you need to gain more experience using?
- Which organizations, companies, and industries interest you?
- Does the experience have to be paid or can it be unpaid? Consider paid, unpaid, volunteer, and academic credit opportunities as equally beneficial.
- Would you like to earn academic credit? Check with the Carlson Center and/or your department for information about earning credit.

### Consider creating your own internship.

- What are your learning goals and objectives?
- Meet with an adviser, professor, mentor or a career counselor at The Career Center for ideas.

### Look for opportunities using a variety of resources:

- Visit The Career Center website for internship info and links: <http://careers.washington.edu>
- Use the HuskyJobs database to identify open positions and employers: <http://huskyjobs.washington.edu>

- Attend career fairs and ask about internships, co-ops and student employment.
- Visit the Experiential Learning Center website: <http://depts.washington.edu/exp/>
- Visit the Engineering Co-op Program website: <http://www.engr.washington.edu/coop/>
- Go to academic departments and visit their websites.
- Visit company and organization websites for current internship opportunities.

### Prepare yourself. Steps in the process:

- Determine which opportunities match your interests and goals.
- Check departmental eligibility qualifications for earning academic credit.
- Review job descriptions and learning objectives.
- Attend and participate in workshops and events at The Career Center:
  - Internships: What, Why, and Where workshop
  - Resume workshop or Same-Day Session
  - Successful Interviews workshop
  - Mock Interviews with a career counselor or peer advisor
  - Career Fairs, Internship Fair
  - Employer Conversations, Employer Info Sessions
- Keep track of what you are learning and communicate with your supervisors so that you can get the most out of the experience.

## Researching Grad Schools

### Why Should I Research Grad Schools?

As with employers, it is important to know which graduate program might be the best fit for you. Graduate programs that seem related may have different philosophies and educational emphases. Identifying the ones that match you best and communicating that to admission committees will increase your chances of being accepted.

It is important to learn who the professors are and their research or teaching areas. Are there educational tracks from which you would choose your concentration? Are there any special projects or programs that you could participate in or contribute to? What graduate exams are required for entry?

Knowing about each graduate program will help you target your *personal statement* to better show how you would fit and contribute as a graduate student at their school.

### How Do I Research Graduate and Professional Schools?

Visit the grad school websites that interest you. Especially check the faculty listings which usually show a picture of the professors and include a narrative of their research projects, publications and courses taught.

Another way to research grad schools is through Informational Interviewing (see page 10) with current and past students in the program and visiting the school and talking directly with department faculty and staff.

GradSchools.com — <http://www.gradschools.com>

US News — [http://www.usnews.com/usnews/edu/grad/rankings/rankindex\\_brief.php](http://www.usnews.com/usnews/edu/grad/rankings/rankindex_brief.php)

Petersons.com — <http://www.petersons.com>

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



# INFORMATION ABOUT OPTIONS

## Grad School Exam Preparation

### What Are Grad School Exams?

Most grad schools require applicants for admission to complete graduate entrance exams. They are used by admissions staff to help determine who to admit. The most common exam is the Graduate Record Examinations (GRE). These exams contain verbal, math and subject matter sections.

For test dates and more information on the GRE:  
Graduate Record Examinations - <http://gre.org>

Most professional grad schools including law schools, medical and dental schools, and MBA programs have specialized exams which are required for entry. Please see the following for more information on these exams:

- LSAT — Law School - [www.lsac.org](http://www.lsac.org)
- MCAT — Medical School - [www.aamc.org](http://www.aamc.org)
- PCAT — Pharmacy School - [www.pcatweb.info](http://www.pcatweb.info)
- DAT — Dental School - [www.ada.org](http://www.ada.org)
- GMAT — Business Administration Schools - [www.mba.com](http://www.mba.com)
- OAT — Optometry School - [www.opted.org](http://www.opted.org)

## Personal Statement Preparation

### What Are Personal Statements?

Personal statements are often required by grad schools to assist in the admissions process. They usually are a one- to two-page narrative about your grad school academic interests, how you arrived at them, and how you might contribute to a graduate program. Some grad schools ask you to address specific questions in your personal statement.

### How Can I Write a Winning Personal Statement?

Writing an effective personal statement means knowing yourself and your goals well and the ability to tell a good story. For more on personal statement writing visit [www.accepted.com](http://www.accepted.com) online, or look into these books: *Graduate Admission Essays: Write Your Way Into the Graduate School of Your Choice*, by Donald Asher, and *How to Write a Winning Personal Statement for Graduate and Professional School*, by Richard J. Stelzer. You can have your personal statement reviewed by a career counselor by scheduling a counseling session or during Walk-in Appointments. There are a few writing centers on campus where you may also get assistance in writing a personal statement. Please visit <http://guides.lib.washington.edu/writing> for a complete list and locations. Your own personal contacts may be helpful as well.

## Professional School Interview Preparation

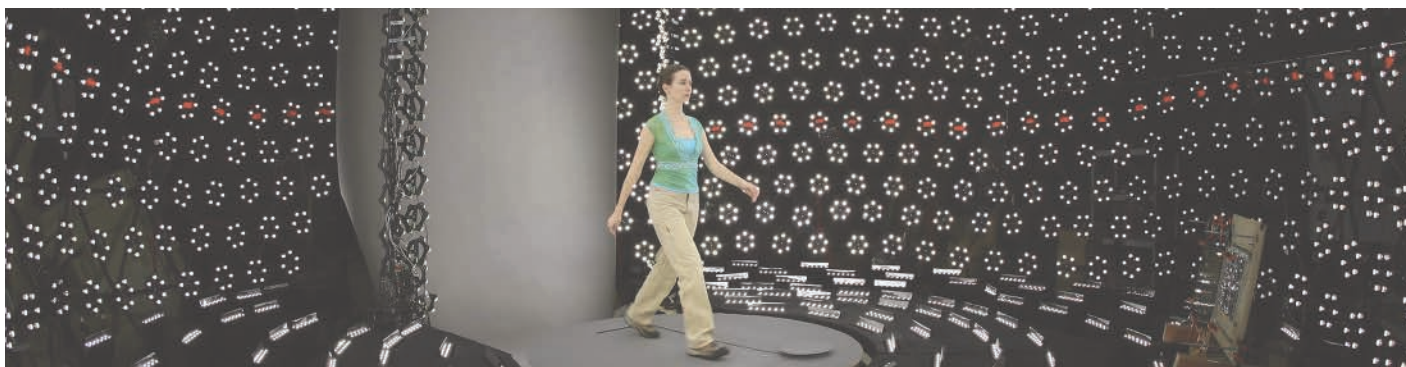
### Do All Grad Schools Require an Interview?

No; mostly medical, dental, pharmacy and veterinary schools require an admissions interview and not all of them do.

### How Can I Prepare for a Professional School Interview?

1. Research the professional schools you have applied to in order to determine their academic emphasis, faculty projects, and how you match.
2. It is helpful to have developed your personal statement so you have clarity about your background, goals, philosophy and ways you can contribute to a graduate program.
3. Make an appointment with a career counselor for a Mock Interview. Important: Be sure to deliver your personal statement and the school name to the counselor two days in advance so they can better arrive at questions to ask you.

Following is a helpful website in preparing for grad school interviews:  
Student Doctor Network [www.studentdoctor.net](http://www.studentdoctor.net)



## Advance Your Engineering Education

- **DYNAMIC LOCATION** Los Angeles provides a wealth of cultural and internship opportunities
- **FLEXIBLE LEARNING** Master of Science and Doctoral programs in a variety of disciplines
- **CUTTING-EDGE RESEARCH** Summer Undergraduate Research Program for eligible juniors

**USC Viterbi**  
School of Engineering

Learn more about engineering your future at [viterbi.usc.edu/gapp](http://viterbi.usc.edu/gapp)



# ST. GEORGE'S UNIVERSITY

HAS GRADUATED OVER 12,000 MEDICAL DOCTORS,  
VETERINARIANS, SCIENTISTS, AND BUSINESS PROFESSIONALS,  
WITH OVER 2,900 STUDENTS AND GRADUATES FROM THE  
WESTERN REGION OF THE UNITED STATES.

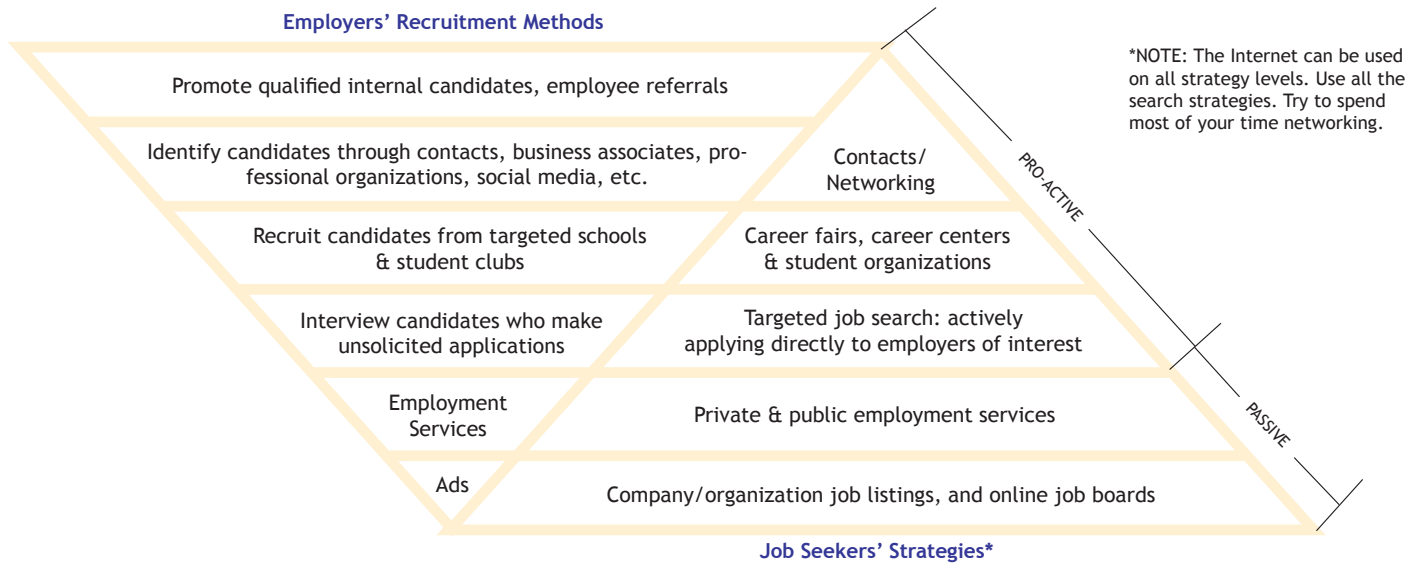
- Programs are offered in medicine, veterinary medicine, public health, research, and business administration, with dual degree offerings.
- SGU has contributed more doctors to the US health care system than two-thirds of the US medical schools.
- In 2010, SGU's US and Canadian medical students surpassed medical school students in the US and Canada with a 94% first-time pass rate on the United States Medical Licensing Examination (USMLE) Step 1. In fact, overall, SGU first-time USMLE takers—students who were from 49 different countries—equaled the first-time pass rate of 92% in the US and Canada for 2010.
- MD graduates have practiced in all 50 US states and in 45 countries worldwide.
- Master of Public Health program is one of only five non-US programs to receive accreditation by the US-based Council of Education for Public Health (CEPH).
- Doctor of Veterinary Medicine program earned full accreditation from the American Veterinary Medical Association Council on Education (AVMA COE) in September 2011.
- Students and faculty come from over 140 countries.
- Department of Educational Services is devoted to teaching students how to learn and teaching faculty how to teach better for the 21st century.
- As part of our innovative See SGU program, prospective students who visit the True Blue campus can have their airfare and hotel costs refunded if they apply to SGU, are accepted, and matriculate. For more information on this program please visit [www.sgu.edu/seesgu](http://www.sgu.edu/seesgu).



**St. George's University**  
THINK BEYOND



# TAKING ACTION



## Career Fair Tips

### Decide what you want to get out of a career fair

Do you want to learn about specific employers, explore your career options, or research the demand for your field and your skills? Do you want to make a one-on-one contact with someone in a specific company? Do you want to practice your interviewing skills in an informal situation? Do you want to apply directly for job or internship openings? All this and more can be accomplished at a career fair!

### What to expect

Most University of Washington career fairs are held in the HUB, Mary Gates Hall Commons, or Hec Edmundson Pavilion. Over 100 organizations may be represented. When you enter a fair, you will see company representatives standing or sitting by tables arranged in rows. There may be several hundred career fair attendees circulating among these employers.

### Research employers attending the fair

Go to the fair website to see which organizations will be attending. Research companies of interest in advance by visiting their websites. The Career Center website, [careers.uw.edu/Resources/Web-Resources](http://careers.uw.edu/Resources/Web-Resources), lists additional company research links under "Company/Industry Research." Particularly useful are: Vault's Career Insider, Hoover's Online, and Researching Companies Online.

### Develop a concise resume appropriate for a career fair

Target resumes to the top 5-7 organizations you would like to connect with at the fair. Bring additional general resume copies for other companies you want to approach. To prepare an effective resume, see samples on pages 16-21 in the *Career Guide*, attend The Career Center's Effective Resumes & Cover Letters workshop, or view an audio version online at [careers.uw.edu/Workshops](http://careers.uw.edu/Workshops). Have your resume reviewed at The Center during Same-Day Sessions (15-minute appointments Monday-Friday, 10:00 -3:00).

### What to Wear and Bring to the Fair

To make the best impression, wear a business suit; most employers expect business casual or better. Remember, a career fair is a "first impression" situation and you will want to be seen as professional. Bring a minimum of 30 copies of your resume. Carry a professional notebook to hold resumes and a pad to jot down information and questions you would like to ask recruiters. You may put company literature and business cards you collect in this notebook as well.

### Plan a strategy

At the fair pick up a packet with employer descriptions and the fair map; become familiar with the map and mark the location of employers that interest you. Talk first with lower priority companies on your list so you can practice your introduction before talking with your top priority companies.

### Prepare and practice a 30-second introduction to use when meeting with recruiters

Typically you will spend only 3 - 7 minutes with each employer. Preparation AND practice is essential. It is important to appear confident and enthusiastic. Introduce yourself with a firm handshake and a smile. Give your name and say what and where you are studying. Mention the types of opportunities in which you are interested and describe the skills and experiences you would bring to the position. Do not apologize for lack of experience; rather, describe how your academic studies, projects and interests apply to positions the employer has available. Answer questions clearly and concisely. Offer your resume to the representative. If given time, ask about how you can become a more competitive candidate.

### Follow-up

Before leaving, ask the recruiter for a business card and inquire about the best way to follow up with them. After the career fair, you will want to write a short thank-you letter to each employer with whom you spoke, thanking them for their time and reiterating your interest in their opportunities. Send another more targeted copy of your resume with the thank-you note! Then follow up with them every 3-4 weeks to maintain the "warm" connection and let them know how you are making yourself a better candidate!

# TAKING ACTION

## Resume Preparation

**Formatting.** Shoot for 12-point font size (not smaller than 10-point). A sans-serif font style (no flourishes or curvy letters) is easier to read. Margins should be a minimum of .8 inches on top, bottom, and sides.

**Identifying Information.** Anyone reading a resume wants to find information easily and quickly, so the identifying information you use should stand out clearly. This information provides your name, address, phone number and email address.

**Objective.** The objective is a concise statement (generally 1-2 lines) that specifies a position, field of work or skills to be used on the job. The objective provides the focus for your resume. It is an optional section.

**Headings.** Headings are used to highlight your particular areas of strength or experience. Create headings that best fit your experience. Some examples are: Special Skills, Related Projects, Internships, Leadership, Computer Skills.

**Summary of Qualifications.** Content for this section is determined by the job/internship description. List the skills and the strengths you have that are directly relevant to the position description. May be used with or without an “objective.”

**Education.** This entry should include the name of your college, the city and state, the degree you received or expect to receive, and the date of the degree. If you are a recent graduate, this may be your strongest section so you may want to enhance it by including information on projects, courses or honors. Study abroad experience could also be included in this section.

**Work and Experience.** List your position title, place of employment, city, state and dates. Write supporting statements that give evidence that you have the skills the employer needs and wants. Avoid “responsibilities included.” Instead, make your descriptions

powerful by starting each one with a verb. To the right is a list to get you started.

**Leadership Activities.** If your work history is limited, this section may provide the primary material for your resume. If this is the case, rather than just listing the name of the group you were affiliated with or the position you held, describe what you accomplished and the purpose of the group (if not evident from the group’s name). If space is at a premium, you may simply list the organization and your position.

**References.** If you want to list your references, do so on an attached sheet, not on the resume itself. See page 25.

### Resume Key Points

- **The purpose of a resume is to get you an interview.** Your interview should get you a job. If you’re getting interviews from your resume, it’s doing its job.
- **A resume is a marketing piece, not a history piece.** Decide carefully what to include and leave out. It’s not your life story; it’s your personal sales piece.
- **Your resume should be targeted to the job for which you are applying.** Be specific and particular in showing your interest and suitability.
- **If possible, keep your resume to one page.** Definitely use a clean, concise style. Your resume may be judged in 10-30 seconds. Grad students can usually go to two pages.
- **Read job descriptions and requirements carefully.** These tell you what to emphasize on your resume.
- **Content.** When describing a project, work or volunteer experience: what did you do? Use numbers to describe what results/outcomes were achieved.
- **Have someone proofread your resume carefully.** Errors often screen out otherwise qualified candidates.

### Resume Action Words:

Administered  
Analyzed  
Appraised  
Audited  
Balanced  
Budgeted  
Collaborated  
Communicated  
Compiled  
Completed  
Conducted  
Consulted  
Contributed  
Coordinated  
Created  
Critiqued  
Decreased  
Demonstrated  
Designed  
Developed  
Directed  
Distributed  
Documented  
Edited  
Enhanced  
Established  
Expedited  
Facilitated  
Financed  
Generated  
Improved  
Implemented  
Initiated  
Investigated  
Led  
Managed  
Negotiated  
Organized  
Planned  
Presented  
Prioritized  
Produced  
Researched  
Reviewed  
Scheduled  
Shared  
Supervised  
Supported  
Trained  
Updated  
Worked  
Wrote

# Reverse Chronological Resume

Most recent education/experience first by heading. Most common format preferred by employers.

Write in a concise style. Omit personal pronouns and articles (a, the).

THOMAS DAVIDSON  
tds@uw.edu

401 Haggett Hall  
University of Washington  
Seattle, WA 98195  
206-543-1212

Don't include personal information (marital status, health, weight) or photo.

## OBJECTIVE

Internship in the Human Resources field.

## EDUCATION

Bachelor of Arts in Business Administration, GPA: 3.4, expected June 2014  
University of Washington, Seattle, WA  
Completed 12 credits in Human Resources

Diploma, Roosevelt High School, Seattle, WA, June 2010

## EXPERIENCE

Customer Service Representative, September 2012 - present  
Key Bank, Home Loan Center, Seattle, WA  
Lead educational seminars for first-time home buyers. Train new staff members to process home equity loans. Assist managers in organizing employee orientation.

Volunteer positions can be listed under experience. They could also be listed under a separate "Volunteer Experience" heading.

Mentor/Tutor, December 2010 - June 2012  
Early Scholars Outreach Program, Seattle, WA  
Monitored school performance of students from inner-city schools. Planned motivational activities for students. Designed and led workshops for parents of students.  
Member, Hall Government Committee, September 2010 - June 2011  
University of Washington, Seattle, WA  
Planned activities designed to enhance students' university experience. Collaborated with administration to ensure quality of services. Trained and supervised student staff.

Courtesy Clerk, June 2008 - September 2010  
Safeway Stores, Seattle, WA

## ACTIVITIES

Active Member, Distributive Education Clubs of America (DECA),  
Roosevelt High School, 9/09 - 6/10  
Member, Speech and Debate team, Roosevelt High School, 9/07 - 7/08

## HONORS/AWARDS

Dean's List, UW - 3 quarters  
UW Alumni Student Leadership Award, 2011  
Golden Alumn/Award (for outstanding community service), 2009

Describe associations and awards if not commonly known.

John Tran  
555 North Pine Street  
Seattle, WA 98105

206-555-5555  
jtran@uw.edu

Indicating hours worked during school shows qualities employers look for: energy level, time management, and responsibility.

## EDUCATION

University of Washington  
Bachelor of Science in Mechanical Engineering  
• GPA in major: 3.3  
• Worked 20-40 hours a week while attending college full-time.  
• Supported 75% of college costs.

Seattle, WA  
Expected March 2013

Supplement experience by including descriptions of related class projects.

### Special Projects:

- Automated SwingAway Batting Tee, Electro-Mech Design 302, Winter 2013
- Designed motion control system using stepper motor, Motorola 68HC11 microcontroller, and LCD screen.
- Wrote computer code using Assembly computer language.
- Researched human factors for required torque load of stepper motor.

## RELATED EXPERIENCE

- Micro Encoder, Inc.  
Test Engineering Intern  
Kirkland, WA  
June 2012 - present
- Designed test system using servo-mechanical components.
  - Conducted research and tests on next generation linear encoder scales.
  - Documented test system including details and schematics using AutoCAD.
  - Fabricated mechanical and electrical components for repair and creation of test equipment.

Include names of specific computer programs used.

- Charles A. Gove and Associates, Inc.  
Computer Aided Drafter  
Seattle, WA  
Summer 2011
- Drafted plans and details using AutoCAD for mechanical, electrical, and environmental engineers.
  - Updated Spill Prevention and Containment Countermeasure plans as specified by federal law.

## OTHER EXPERIENCE

- University of Washington Career Center  
Peer Advisor  
Seattle, WA  
Sept 2010 - June 2011
- Provided career services information to student groups up to 135.
  - Assisted with website upgrade.

# Qualifications Summary—Reverse Chronological Resume

Used when targeting a job description—highlights match between job requirements and applicant's qualifications.

Gary Gutenberg  
2733 NE 95<sup>th</sup> Street  
Seattle, WA 98105

(206) 555-1212  
ggute@uw.edu

OBJECTIVE: Information technology internship contributing my computer systems and programming skills

## SUMMARY OF QUALIFICATIONS:

- 3 years experience in computer lab and network administration
- Demonstrated customer service experience in various settings
- Work well independently and in team projects
- Japanese: fluent reading and listening; basic conversational skills
- Computer Skills: Proficient in C/C++, HTML, XML, Microsoft Office, MAC OS, LAN, web design (<http://students.washington.edu/ggute>)

## EDUCATION:

University of Washington, Seattle, WA  
BS in Informatics, GPA: 3.5/4.0, expected June 2014

Related Coursework: study of information systems and technology with a human-centered approach: Informatics Fundamentals, Database Management, Information Retrieval, Information Systems Analysis and Design, Research in Informatics, Computer Networks, Distributed Applications

Study Abroad: Keio University, Tokyo, Japan, Spring 2009 – Winter 2010  
One-year exchange program, resided with host-family

## RELATED EXPERIENCE:

- Computer Lab Assistant, University of Washington, January 2010 to present
- Provide instructional assistance in an ultra-modern computer lab.
- LAN installation and maintenance using Microsoft NT.

- Computer Network Volunteer, Crescent High School, Crescent, WA, January 2004 - June 2006
- Worked with administration to help design and maintain school's computer network.
- Aided teachers and students on proper use of computers.
- Saved school \$10,000 and increased teacher/student use by over 50%.

## OTHER EXPERIENCE:

Customer Service Specialist, CompUSA, Seattle, WA, Summer 2010  
Shift Leader, Video Update, Seattle, WA, May 2007 - June 2008  
Waiter, Family Kitchen, Bothell, WA, Summer 2006

## ACTIVITIES AND AWARDS:

Member, National Society of Collegiate Scholars, University of Washington, 2010 – present  
ASUW Crime Prevention Committee, UW, 2007 – 2009  
Varsity Football Team, East Japan Conference Champions, Keio University, 2009  
Valedictorian, Crescent High School, 2007

With or without an "Objective," the skills and experiences you list here should be related to your job target.

One way to list your education if you are still a student.

Use quantities, amounts, and dollar values where they enhance the description. "Managed budget of \$10,000."

It is possible to show that you have held multiple jobs without having to describe each of them.

# Functional/Skills Resume

Good format for career changers and when informational interviewing. Emphasis on skills. Less preferred by employers.

RUMI TSUCHIHASHI  
3240 West Boston Street  
Seattle, WA 98195  
206-233-0000  
rumit@uw.edu

## Background Summary

Team player with 3 years experience in cross-cultural training, program coordination, and customer service. Outstanding writing, interpersonal, problem solving and organizational skills. Native fluency in Japanese. Computer skills include Microsoft (Word, Excel) and basic database management (SPSS, Access).

## Education

B.A., Intercultural Communications, Cum Laude. University of Washington – Seattle, WA, June 2013. Coursework in organizational and interpersonal communication, writing, and psychology.

Headings are strengths desired in your industry.

## Cross-Cultural Training

- Designed and conducted workshops on Japanese patterns of communication
- Researched and assembled cultural diversity information packet, used in training educators
- Conceived and conducted study abroad workshop and individual counseling to prepare participants for logistical arrangements and cultural adjustments overseas

## Program Coordination

- Effectively managed program participants of diverse ethnic and cultural backgrounds
- Designed and edited monthly program newsletter; improved internal communication
- Accelerated program application process by more than 50% after complete revision of program information packet and forms

## Customer Service

- Served as liaison between volunteers and clients by exercising active listening skills
- Successfully mediated interpersonal conflicts and problems of miscommunication
- Maintained regular phone and written contacts with clients; kept detailed written documents which promoted continuity and cohesion in the service

## Work History

Caseworker  
Program Coordinator/Interpreter  
ESL Teacher's Assistant  
Counselor/Administrative Asst.  
Big Sisters of King County, Seattle, WA  
Japan-America Society, Seattle, WA  
American Red Cross, Seattle, WA  
Bellevue Cherry Crest School, Bellevue, WA  
ECC Foreign Language Institute, Everett, WA

## Other Facts

Permanent resident status. Member: SIETAR International, Japan-America Society, American Society for Training and Development and World Affairs Council.

Highlight strengths related to your target.

Include experiences from school and work that demonstrate skills.

List work experience in reverse chronological order. Most recent first.

# Liberal Arts Cover Letter and Resume Targeted to Job Description

4523 Brooklyn Ave. NE  
Seattle, WA 98105

September 1, 2013

Mr. Richard E. Parsons  
Community Director  
Association for Environmental Justice  
16259 Quentin Blvd.  
Washington, D.C. 20202

Dear Mr. Parsons:

I would like to apply for the Environmental Advocate position with the Association for Environmental Justice. I was thrilled to see on your website that you are currently seeking applicants for this position. Advocacy regarding the environment is exactly the type of career that I am seeking. I will be graduating from the University of Washington in June and I believe I am an excellent candidate because I have: 1) a lifelong interest in and commitment to environmental justice issues, 2) leadership, organization and communication skills, and, 3) passion for your mission.

Last year I worked as the Community Outreach Intern specializing in environmental issues for the Northwest Non-Profit Foundation (NNPF). In this position, I engaged in outreach, fundraising, and policy development. NNPF membership grew by 27% during my internship there, and our fundraising efforts exceeded our goals by over \$100,000. In addition to my membership-building and fundraising activities as a leader in the Students for Social and Environmental Justice organization, I engaged in extensive coalition-building, coordinated our events for two years, wrote petitions, and led letter-writing drives. Please see my enclosed resume for more details.

I am very interested in the Environmental Advocate position because I believe that my skills and experience provide an excellent match for this position, and I passionately believe in the Association's mission and values. Your commitment to sustaining justice and environmental balance for the welfare of all represents the values to which I am personally and professionally committed. I look forward to talking with you soon. I can be reached by phone at 206-555-5555 and email at chris.wong@aol.com.

Thank you for considering my application.

Sincerely,

*Chris Wong*

Chris Wong

Enclosure

## Environmental Advocacy Coordinator, Association for Environmental Justice (AEJ)

The Association for Environmental Justice is a leading green group with programs around the world focusing on strong science, uncommon partnerships and market-based approaches. The AEJ team provides college students with the knowledge and guidance to help them build support for green issues on their campuses.

### Key Responsibilities

- Leading the Regional Advocates Team
- Gathering media summaries/analyses
- Organizing news clippings and other printed media
- Political media research; writing "Letters to Editor"
- Online messaging and social networking
- Updating the AEJ website
- Attending planning sessions, student meetings

### Qualifications

- An undergraduate or graduate student
- Passionate about the environment, politics and media
- Intelligent, adaptable; willing to learn
- Performs well under pressure and deadlines
- Able to work independently in changing situations
- Very organized with an eye for detail
- Excellent at written and oral communication

Your "Summary of Qualifications" should include skills and strengths that are listed in the job description.

"Relevant Projects" may be a major heading if desired.

Definitely include student organization experience; may be listed in a "Leadership" section instead.

### Chris Wong

4523 Brooklyn Avenue NE  
Seattle, WA 98105

206-555-5555

chris.wong@aol.com

**OBJECTIVE:** Environmental Justice position contributing my outreach and coordination skills.

### SUMMARY OF QUALIFICATIONS

- 15 months experience in leadership and training of environmental volunteers
- Commitment to and enthusiasm for environmental politics and activism
- Strong background in fundraising and event planning
- Resourceful and creative in optimizing available resources; manages steep learning curves
- Effective manager and communicator with ability to motivate others orally and in writing
- Excellent computer and web design skills

### EDUCATION

**University of Washington**  
**Bachelor of Arts, Anthropology**  
Minor: Law, Society, and Justice

Seattle, WA  
Anticipated – June 2014

Coursework: Ecological Anthropology; Environmental Economics; Culture, Ecology, and Politics; Environmental Anthropology; Research Methods; Politics and Law of International Human Rights

**Relevant Projects:** "Reductions of Pesticide Use in Washington Municipalities, 2009–2011"

Final paper for ANTH 499: *Culture, Ecology, and Politics*, Spring 2012

- Examined policies and practices for five major metropolitan areas
- Conducted interviews with city planners and concerned citizens
- Performed qualitative and quantitative analyses regarding citizen reactions
- Presented findings at UW Undergrad Research Symposium (May 2012)

### RELATED EXPERIENCE

**Vice-President, Students for Social and Environmental Justice**, UW, September 2011 – Present

**Membership Chair**, September 2010 – August 2011

- Co-founded campus environmental and human rights group
- Contributed to creating and revising organization's constitution and policies
- Developed and implemented marketing and fundraising plans
- Coordinated development of environmental justice internship program

**Community Outreach Intern, Northwest Non-Profit Foundation**, Seattle, WA, June 2010 – August 2011

- Assisted in organizing major annual fundraising events
- Organized and coordinated volunteers for Seattle community events
- Gathered data, interviewed stakeholders, and wrote reports regarding events
- Participated as a member of Foundation's policy development committee
- Revised and maintained organization's web pages ([www.nwnpf.org](http://www.nwnpf.org))

### ADDITIONAL EXPERIENCE

Administrative Assistant, Financial Aid Office, University of Washington, September 2010 – Present  
Server/Cashier, Columbia Bread and Bakery Shop, Seattle, WA, May 2008 – June 2010

### AWARDS AND ACTIVITIES

Rotary Club Scholarship (2010)  
Employee-of-the-Year Award (Columbia Bread/Bakery, 2009)

### PROFESSIONAL AFFILIATIONS

American Anthropology Association (Anthropology and the Environment Section), Student Member  
Society for Applied Anthropology (Environmental Anthropology Division), Student Member



## Email Cover Letter and Resume

A cover letter shows your writing ability and allows you to make a case for why you are a match for the job. Keep it brief—one computer screen in length.

**From:** Matt Suzuki  
**To:** Jeff Sasaki  
**Sent:** Thursday, October 13, 2012 4:15 PM  
**Subject:** Matt Suzuki - Resume: Financial Systems Specialist  
**Attachment:** Matt Suzuki Resume and Cover Letter.doc (19.5KB)

Submit your resume as an attachment. And include your resume in the email message.

Dear Mr. Sasaki,  
I learned of the Financial Systems Specialist position with Wells Fargo Bank through the UW HuskyJobs and I am very interested in applying for this position. I have experience as a financial systems intern and as a computer lab consultant. I have performed well in leadership positions throughout my college studies. I am very excited about utilizing this background and my knowledge of information systems and accounting at Wells Fargo. My resume is included below and attached in Word for your review. I look forward to discussing further with you how my qualifications might fit with your company.

Sincerely,  
Matt Suzuki

To create an email resume, save it as a text file in a word processing program or use a text editor such as Microsoft's Notepad or Apple's Simple Text. Copy it into the body of your email message.

MATT SUZUKI  
3619 NE 88th Street  
Seattle, WA 98125  
(206) 525-8330  
[msuzuki@uw.edu](mailto:msuzuki@uw.edu)

OBJECTIVE: A career in Information Systems and Accounting with Wells Fargo.

### EDUCATION:

University of Washington, Seattle, WA  
BA - Business Administration, Information Systems and Accounting, March 2013  
GPA: Overall 3.34, Information Systems 3.35, Accounting 3.15

North Seattle Community College, Seattle, WA, 9/06-8/08  
Pre-Business Emphasis, 90 credits, GPA: Overall 3.45

### COMPUTER SKILLS:

Operating Systems: Windows, Macintosh, Unix (Working knowledge)  
Applications: AutoCAD, MS-Access, Excel, Word, Publisher  
Languages: Visual Basic, Access Basic, HTML

### EXPERIENCE:

FINANCIAL SYSTEMS INTERN — QWEST, Seattle, WA (9/09-6/10)  
\* Developed document locator application for Corporate Tax Office  
\* Designed and coded application using MS-Visual Basic and Access  
\* Trained 30 staff in use of program and maintaining database

COMPUTER LAB CONSULTANT — University of Washington (9/09-3/10)  
\* Assisted students and faculty in use of personal computers  
\* Responded to questions regarding use of computer applications  
\* Performed basic hardware and software repairs

### LEADERSHIP EXPERIENCE:

Vice President — UW Business Information Technology Society (BITS)  
Researcher — UW Business School's World Wide Web Development Team  
Organizer — UW Business Student Orientation Committee  
Mentor and Volunteer — UW DO-IT Program

### AWARDS:

Outstanding Student Award, Dept. of Accounting, UW (2007-2009)  
"I Make a Difference" Award, QWEST (June 2009)

Use full left margin. No tabs.

OK to use asterisks instead of bullets.

Limit each line to 64 - 70 characters. Most email programs wrap text around at about 72 characters. Any line longer than that will be cut off and dropped down to the next line.

Test your resume format by sending it to yourself first, and to a friend in another email system.



## Combination Resume

Versatile format that combines advantages of functional and chronological resumes. Good for highlighting projects and transferable experiences.

## 5342 Woodlawn Avenue, Seattle, WA 98103

206-670-1000  
nanguyen@uw.edu

**Objective** Research Assistant/Lab Technician position using my strong understanding of the scientific method and great attention to detail.

University of Washington, Seattle, WA  
Bachelor of Science in Biochemistry, August 2013  
Bachelor of Science in Chemistry, August 2013

Proficient with: DNA cloning, PCR, Southern blot, Western blot, Cell cultivation and counting, Protein synthesis-purification

Familiar with: Enzyme assaying, Reagent preparation, Spectrophotometric and potentiometric analyses, NMR, MS, IR, Acid-base titration

**Experience** Research Assistant, Department of Chemistry, University of Washington  
January 2011–March 2012

- Entered data in computer from photoelectric experiment
- Related data to excitation of electrons of different metals

Chemistry Tutor, Instructional Center, University of Washington  
January 2010-present

- Tutor Educational Opportunity Program students
- Train new tutors in teaching concepts of chemistry
- Develop skills in working with a diverse population of students

Medical Research Assistant, University of Washington Medical Center  
January 2008-June 2010

- Assisted neurosurgery resident in clinical neurosurgical research by conducting literature research, reviewing angiograms, MRIs, and CT scans to determine presence of aneurysms in epileptic patients

**Leadership Experience**

Vietnamese Student Association, University of Washington  
President, September 2011-present  
Vice-President, September 2010-June 2011  
Treasurer, September 2009-June 2010

**Other Experiences**

- English Teacher, Refugee Women's Alliance (ReWA), Seattle, WA January 2010-present
  - Teach English to Southeast Asian refugee women

**Electronics Assembler, John Fluke Company, Everett, WA**  
Summers 2007, 2008

- Operated a robot in parts assembly line
- Tested voltmeter for quality control

Okay to use acronyms and abbreviations if commonly used in the field.

5342 Woodlawn Avenue, Seattle, WA 98103

206-555-1212  
sgreen@uw.edu

## SKILLS

**Water Quality Monitoring:** Manual and automatic flow monitoring, water quality monitoring using Conductivity-Temperature-Depth (CTD) instrument; sample collection QA/QC procedures.

**Environmental Legislation:** Local and federal environmental regulations including King County Sensitive Areas Ordinance and NPDES permitting procedures.

**Computer Experience:** SPSS programming, MODFLOW groundwater flow and solute transport model and other modeling applications: MS Office.

**Writing Skills:** Project proposals, technical reports, and specifications.

**French Fluency:** Lyon, France, completed civil engineering classes in French, 9/07-6/08

## REPRESENTATIVE PROJECTS

- Water quality oversight for the Lakemont Boulevard construction project in Bellevue

- Extensive analysis of water quality regulations and permit requirements; development of a stormwater monitoring plan and compilation and analysis of baseline data

Water Quality Monitoring, Sitcum Waterway Remediation Project,  
Commencement Bay, Tacoma, WA. Spring 2009

- Performed water quality monitoring, interpreted specifications, completed daily reports recording any exceedances, coordinated with the EPA and the Port of Tacoma and analyzed acquired data.

Bridge Inspection and Design. USDA Forest Service. Summer 2008

- Inspected bridges, assisted with the design of a concrete bridge and inspected Contractor's work on construction of concrete bridge in Packwood, WA.

Drainage Studies: Moffatt, Nichol and Bonney, Inc.: Portland OR: Spring-Summer 2007

- Assisted design team with taxiway improvements at Portland Airport. Conducted drainage studies.

## EXPERIENCE

**Research Assistant;** City of Bellevue Dept. of Transportation; October 2010 to present.  
**Environmental Engineer;** Sanders and Associates, Inc.; June 2010 to October 2010.  
**Civil Engineering Technician,** National Forest Service, Summer 2007.  
**Civil Engineering Intern;** Moffatt, Nichol and Bonney Consultants, Inc. Summer 2007.

## EDUCATION

**Masters of Science, Environmental Engineering, University of Washington, December 2011**  
**Bachelor of Science, Civil Engineering, Washington University, St. Louis, MO, May 2009**  
**I'Institut National des Sciences Appliquées, Lyon, France, 2005-2008**

## HONORS AND AWARDS

Henry L. Gray Fellowship, University of Washington, 2010-2011  
Society of Women Engineers Scholar, Washington University, 2005-2008  
Dean of Engineering Honorary Scholar, Washington University, 2005-2008

## AFFILIATIONS

American Academy of Environmental Engineers  
American Society of Professional Wetland Engineers

Grad Student Public Health Resume

Jane Doe

1234 Main Street  
Seattle, WA 98103

jdoe@uw.edu  
206-555-5555

**OBJECTIVE:** Program development position in community health agency serving Spanish-speaking families.

**SUMMARY OF QUALIFICATIONS:**

- Over two years program development experience in diverse community organizations
- Skilled in coordinating patients, volunteers, events, and interventions
- Proven researcher – in field, lab, library, and on Internet
- Fluent Spanish; served as interpreter and educator for Spanish-speaking individuals
- Critical-thinking, persistent, passionate, team-member and individual contributor

**EDUCATION:**

**University of Washington**, Seattle, WA

MPH in Community Health Practice, Expected 6/2013

- **Capstone Final Project-** Managed and developed participatory theater project to educate Latinos about diabetes. Wrote grants, constructed budget; facilitated staff and community meetings; ensured participatory communication process.
- **Practicum-** Conducted quantitative and content analysis of REACH diabetes intervention program activities. Implemented REACH coalition key informant interviews.

**Carleton College**, Northfield, MN

BA in Latin American Studies, 5/2008

- Advanced Study Certificate of Foreign Language and Literature in Spanish
- Independent Research Fellowship to Chile, summer 2007
- Technos Japan Exchange Program Scholarship, summer 2006

**Center for Inter-American Studies** (CEDEI), Cuenca, Ecuador

Augustana College Summer Spanish Program in the Andes, 6/2007-8/2007

- Took 9 credits of classes taught in Spanish

**PROGRAM DEVELOPMENT EXPERIENCE:**

**Public Health Seattle & King County**, Seattle, WA

Intern – WIC/Maternity Support Services Programs, 1/2012-8/2012.

- Developed and taught physical activity group curriculum for pregnant women.
- Implemented evaluation component for pilot program.
- Created marketing materials for participant recruitment.
- Completed survey of WIC/MSS clientele's needs and interests in physical activity.

**Friends of Almanjavar**, Granada, Spain

Volunteer Program Developer, 11/2009-3/2010

- Assisted in developing health education materials for use in this mentoring program for Gypsy youth in the neighborhood of Almanjavar.
- Designed plan for distribution of materials.

**AmeriCorps\*\*VISTA** (sited at The Giving Tree), Seattle, WA

Program Developer, 11/2003-11/2004

- Supervised volunteers and employees for non-profit woodshop producing toys for children in need.
- Managed retail sales revenue, organized board meetings and coordinated community event to teach children about homelessness.
- Raised more than \$46,000 through foundation and corporation grants.
- Promoted program with national media coverage on CBS Evening News.

**COORDINATION EXPERIENCE:**

**Roosevelt Teen Health Center**, Seattle, WA

Patient Care Coordinator, 6/2011-6/2012.

- Supervised student assistants.
- Provided referrals and informal counseling to participating high school students.
- Answered phones and scheduled appointments.
- Prepared charts and completed data entry.

**45th St. Clinic**, Seattle, WA

Volunteer Coordinator / Outreach Worker, 5/2009-5/2010

- Scheduled over 60 volunteers each month.
- Interviewed, trained and supervised front desk volunteers.
- Participated in outreach to local communities of homeless youth.
- Created relationships and provided referrals and basic necessities.

**Southern Tier AIDS Program**, Ithaca, NY

Harm Reduction Coordinator, 6/2008-8/2009

- Provided harm reduction information, safer injection supplies and community referrals to participants in rural syringe exchange program.
- Supervised and trained volunteers and staff on confidentiality, safety, and operating procedures.
- Coordinated and conducted community outreach and education presentations.
- Secured funding by writing grant proposals; managed grants; reported to funders.
- Developed and conducted program evaluation.

**RESEARCH EXPERIENCE:**

**University of Washington, Alcohol and Drug Abuse Institute**, Seattle, WA

Research Assistant, Measurement and Assessment of Risk on the Street (MARS), 9/2012-Present

- Interview homeless youth and young adults in three Seattle drop-in centers.
- Co-manage data collection coordination.
- Provide consultation to Housing First project—a collaboration between the Downtown Emergency Service Center and the University of Washington Addictive Behaviors Research Center to measure impact of providing housing to chronic public inebriates.

**OTHER EXPERIENCE & ACTIVITIES:**

**Member**, National Community Public Health Association, 1/2008-Present

**Board Member**, King County Oral Health Coalition, Seattle, WA, 10/2010-7/2011

**Spanish Language Assistant**, Carleton College, Northfield, MN, 9/2007-5/2008

# TAKING ACTION

## Cover Letters

The cover letter should be mailed or emailed to an employer with your resume. The purpose of the letter is to present your skills and experience in future-oriented terms which highlight what you offer to the employer. The letter is an opportunity to sell yourself for the particular job you are seeking. Identify your experience and education that is most directly related to that job.

A carefully constructed and concisely written letter will convey your ability to communicate effectively in writing. It will also demonstrate your interest in and qualifications for the position.

Important: If salary history or expectations are requested by the employer, it is best not to give specific figures. Instead, indicate your willingness to negotiate within the "going rate" for someone with your background and experience.

### Cover letter content & format

Your Present Address  
City, State Zip Code

Date

Name of Individual  
Job Title of Individual  
Company or Organization Name  
Street Address or P.O. Box Number  
City, State, Zip Code

Use "Hiring Manager" or "Recruiter" if no name is given.

Dear Mr./Ms./Dr. \_\_\_\_\_:

**The first** paragraph should state the position you are seeking, indicate why you are writing, and tell how you learned of the position. State your top 2 - 4 selling points/ provide proof of your top selling points (education, experience, skills). Write in conversational short sentences.

**The middle** paragraphs should present additional information about your experience or personal characteristics in some detail. In other words, it contains stories or examples from your education, experiences and activities.

*Emphasize what you offer to the employer* (not what the employer can do for you), *related to the position you are seeking*. You might provide specific examples of demonstrated skills and related experience. Highlight your job related skills, specialized training, course work, class projects, and significant accomplishments. Indicate resume is attached/enclosed.

**The last** paragraph should have a *summary statement* of your qualifications and interest and why you want to work for the particular employer. Include information such as your telephone number and email. Always thank the employer for consideration of your application.

Sincerely,

(your signature in blue or black ink - not necessary if sending by email or uploading on company website)

Full name typed

Enclosure: Resume

### Cover letter sample

4561 11th Ave., Apt. #1  
Seattle, WA 98105

October 6, 2011

Mr. Peter G. Reynolds  
General Manager  
Four Seasons Olympic Hotel  
411 University St.  
Seattle, WA 98101

Dear Mr. Reynolds:

While researching the hospitality industry in the Puget Sound region, I learned of the Four Seasons Olympic Hotel. I am currently a student at the University of Washington majoring in English. I am very interested in exploring internship opportunities in international business where my bilingual Japanese and English skills will be an asset in a full service hotel with an international clientele and staff.

I have experience as a bilingual receptionist assisting clients from Japan and many other countries. I am very comfortable interacting with people and have strong oral communication skills. Because of my earlier work experiences and extensive travel to English speaking countries, I am familiar with a wide range of cultures and adapt quickly to new environments. As a bilingual receptionist at the Tokyo International Airport, I assumed multiple responsibilities.

I look forward to talking with you. Please feel free to contact me by the phone number or email listed on my resume. Thank you for considering my application.

Sincerely,

*Ryan Anderson*

Ryan Anderson

Enclosure: Resume

### Cover letter sample

5006 Wallingford Ave. NE  
Seattle, WA 98105

October 2, 2011

Ms. Jessica Stevens  
Director of Talent Sourcing  
The Asia Pacific Group  
67 Benton Street, #03-01  
Singapore 189655

Dear Ms. Stevens:

I saw the executive track position in The Asia Pacific Group's Emerging Leaders Program while viewing the University of Washington's HuskyJobs online system. The training and support your organization provides to its employees is impressive and the mission of supporting business development in the Pacific Rim is exciting to me. As a senior in Business Administration, I believe the executive track position is a very good match for my skills in leadership, cross cultural communication, and project management.

My leadership skills would be an asset to your organization. As vice-president of an international student organization, I helped increase membership by 25% and planned six events that reached a total of 850 students. During my internship with Singapore Airlines, I used my Mandarin Chinese and English skills to help foster partnerships among employees in the United States and Singapore. Working together, employees from both locations developed three new strategies for increasing and enhancing air traffic between the two countries.

Finally, in a marketing class during spring quarter, I served as the manager of a project for an assignment that called for groups of four students to spend five weeks analyzing the marketing needs of a local business. I created goals and timelines, collected status reports, researched and gave the final presentation of our project. We finished our assignment several days prior to the deadline, our professor gave us high marks, and the business owner is currently implementing two of our three recommendations.

I am eager to apply my strengths and background to team projects at The Asia Pacific Group. I welcome the opportunity to meet with you to further discuss how my qualifications might match with the Emerging Leaders Program. Please feel free to contact me by phone at 206-555-5555 or by email at kerikatanabe@uw.edu.

Thank you for considering my application.

Sincerely,

Keri Katanabe

### Cover letters should be:

- Individually tailored (never a form letter).
- Addressed to an individual by name, including correct title, company name and address.
- Written in your own words in a conversational style with short sentences. Centered on the page with one inch margins.
- Closed with a request for action and "Thank You" for consideration. Signed in ink if sent through the postal service.

# TAKING ACTION

## Follow-Up Letters

A thank-you letter should be *sent after every interview to express your appreciation for the interview* and demonstrate your understanding of professional business etiquette. A letter also demonstrates your writing skills and allows you the opportunity to restate your interest and qualifications for the position.

Thank-you letters should be individually prepared and sent to the person with whom you met within 24 to 48 hours of the interview. If you interviewed with more than one person, you may send one letter to the person who appears to be “most in charge” of hiring and say you appreciated meeting with “you and your staff.” If you are able to get all interviewers’ names, you may send each a thank-you note.

Thank-you letters are one or two very short paragraphs. Be sincere and positive. Close with a suggestion for continued contact or a request for the next interview. Send the signed original. Always keep a copy for your records.

### Follow-up letter

301 Brooklyn Ave.  
Seattle, WA 98915

April 25, 2011

Mr. Frank Nelson  
EvansGroup Public Relations  
190 Queen Anne Ave. N.  
Seattle, WA 98109

Dear Mr. Nelson:

At the recent University of Washington Spring Fair, Mr. John Niserati encouraged me to contact you regarding a position as a public relations assistant. I will be graduating in June from the University of Washington with a BA degree in Communications and English. My educational background, experience, and interest would allow me to be an effective contributor to your organization.

Last summer’s internship at Richmond Public Relations provided me the opportunity to refine my writing skills in a variety of stylistic modes. I developed press releases, business letters, feature-length articles and assisted with speeches. My responsibilities also brought me into direct client contact with the accounts of Chateau St. Michelle and Puget Sound Energy. Among many other things, my internship taught me the importance of developing a broad understanding of each product or service and collaborating creatively with the graphic designers, photographers, and printers.

I will call on April 30 to inquire about the possibility of setting up an appointment. Thank you very much for your consideration, and I look forward to meeting with you soon.

Sincerely yours,

Robert Montana

### Withdrawal letter

3537 Michigan Avenue  
Seattle, WA 98115

March 15, 2011

Ms. Sarah Larsen  
AccessLine Technologies  
11201 SE Eighth St.  
Bellevue, WA 98004

Dear Ms. Larsen:

I would like to thank you for the time you spent with me on Monday, March 2nd. Your interview was most thorough and informative.

After careful consideration, I have concluded that AccessLine Technologies does not closely match my particular career interests at this time. I would, therefore, like to withdraw from further consideration.

Again, thank you for your interest in considering me for the position.

Sincerely,

Mallika Jamison

### Thank-you letter

1030 West 15th Avenue  
Seattle, WA 98111

January 15, 2011

Ms. Lori Kato  
Safeco Corporation  
115 Pike Street  
Seattle, WA 98185

Dear Ms. Kato,

I appreciated having the opportunity to meet with you today to discuss the employment opportunities at Safeco. Based on our discussion, I am even more convinced that I could do an outstanding job and be an asset to your organization.

As you may recall, I have five years of experience working with computer systems similar to yours. Based on my proven performance through this experience, my skills would be an asset to Safeco now and in the future.

I am looking forward to hearing from you next week regarding your decision. You may contact me at 206-522-1000 or by email at [gsingle@uw.edu](mailto:gsingle@uw.edu).

Sincerely,

Georgia Singleton

### Thank-you letter

May 27, 2011

Ms. Teresa Jeffries  
Meier & Frank  
501 Fifth Avenue  
Portland, OR 98355

Dear Ms. Jeffries:

I am pleased to confirm my acceptance of the position as Management Trainee at Meier & Frank. During my visit, I was quite impressed with the scope of operations and training utilized. I look forward to making a strong contribution and helping Meier & Frank maintain a competitive edge.

On June 23rd, I will report to work at the Lloyd Center store. Again, I would like to express my appreciation for this opportunity and look forward to being part of the Meier & Frank team.

Sincerely,

Seth Harmon

### Info interview follow-up email

From: Chris Fine  
To: Tessa Howard  
Sent: Wednesday, October 31, 2012  
Subject: Thanks for meeting with me!  
Attachment: Chris Fine Resume.doc (12.4KB)

Dear Ms. Howard,

Thanks so much for meeting with me yesterday and helping me to better understand how I can develop a career path in the marketing field. It was a pleasure talking with you! And the information and advice you gave me was very helpful and inspiring. I especially appreciated your recommendation to speak with Marty Westfall at Edelman’s PR regarding the promotional marketing field. He gave me suggestions on how to conduct an internship search in that field along with some additional contacts. By the way, he sends his regards to you!

Also, I wanted you to know that I registered for the Promotional Marketing Using Social Media course for winter quarter that you suggested. It will involve individual research and a group project. I’ll let you know how it goes!

Thanks again! You helped me get on the right path to learn more about my passion with marketing!

Best regards,  
Chris Fine



# SEATTLE UNIVERSITY

## M<sup>aster</sup> of Science in Computer Science M<sup>aster</sup> of Software Engineering

Seattle University has long been a leader in computer science and software engineering education. It established its pioneering **Master of Software Engineering** program in 1979 and awarded the world's first MSE degree in 1982. **The Master of Science in Computer Science** program builds on this substantial experience in graduate education. Our graduate faculty has strong academic credentials and is well connected to the computing industry in the Seattle area.

Seattle University offers two graduate programs in computing. The evening **Master of Software Engineering** program builds upon students' professional experience with courses in technical and management topics. The **Master of Science in Computer Science** degree enhances students' previous academic work in computer science, and develops technical depth and lifelong learning skills.

Our graduate faculty have extensive experience in the software industry, as well as strong academic credentials. Our curriculum has been shaped by close contacts with professionals from the wealth of software companies in the region, ensuring that courses are relevant to the workplace and that projects coincide with your professional and academic needs.



[www.seattleu.edu/computerscience](http://www.seattleu.edu/computerscience)

# TAKING ACTION

## Choosing Your Best References

References are important resources in your job search. Not only can recommenders attest to the quality of your work, work habits and skills, they also can help you identify possible new employers—especially if you are looking for leads in their field. Recommenders often take a personal interest in your search.

Seek responsible people who know your work well and who like you. Some examples of people on campus are professors, university staff members, and coaches. Off-campus recommenders might include your immediate supervisor from a current or past job, internship supervisor, managers of organizations for which you do volunteer work, and professionals of any type with whom you have worked on prior jobs. It is not a good idea to list friends or relatives, since employers won't expect them to be objective and will probably not contact them.

Ask for permission from your recommenders before you use their name. Because it is too important to your future to assume that these people will write a positive recommendation, ask them if they have any reservations about giving you a good reference. If they are at all hesitant, you might decide not to include them on your list.

Give your recommenders your resume and some details about the position for which you are applying. Tell them the kinds of things you would appreciate them including in their reference. If it has been a while since you worked with someone, give them a summary of what you have been doing, your accomplishments, and your ambitions.

**Be sure to thank them!**

## Curriculum Vitae

The curriculum vitae (CV) is a document that details your academic and professional accomplishments. CVs are more comprehensive documents than resumes. They are most often used for academic or research positions, whereas resumes are the preferred documents in business and industry.

### Curriculum Vitae

- Used when applying for positions in academia, research, grants
- Summary of all your educational and professional background
- Includes full list of publications
- Space is not a premium; may be several pages in length
- Will be thoroughly read by search committee

### Resume

- Used everywhere a CV is not specifically requested
- Summary of related experience and education
- Space is at a premium; one page, sometimes two in length
- Will be scanned quickly
- Used as a marketing tool

See sample CVs on pages 26 & 27

For more information on writing a Curriculum Vitae visit the Grad Student resources page:  
[careers.washington.edu/GradStudents/academic-careers](http://careers.washington.edu/GradStudents/academic-careers)

For more Grad Student resume samples, go to:  
[careers.washington.edu/GradStudents/beyond-academia](http://careers.washington.edu/GradStudents/beyond-academia) and click on Resumes

### Jennifer Scott

## References

### Dr. Bob Roberts

Professor of Biology  
University of Washington  
Box 350000  
Seattle, WA 98195  
206-555-0000  
[bobroberts@uw.edu](mailto:bobroberts@uw.edu)

### Susan Jones

Department Manager  
National Marine Fisheries Service  
1234 56<sup>th</sup> Street  
San Diego, CA 92161  
708-000-0000  
[susanjones@ucsd.edu](mailto:susanjones@ucsd.edu)

### Jim Johnson

Sales Manager  
Office Depot  
4515 Roosevelt Way  
Seattle, WA 98115  
206-123-4567  
[jim.johnson@officedepot.org](mailto:jim.johnson@officedepot.org)



## GRACE B. DOCTOR

1100 NE Campus Parkway  
Seattle, WA 98105  
206-633-2000 (H)  
206-543-1000 (C)

gbdoctor@uw.edu

## EDUCATION

**Ph.D., Microbiology**, Expected June 2013  
University of Washington, Seattle, WA

**Dissertation:** Regulation of aerobic gene expression in *Escherichia coli*  
Adviser: Thomas W. Adviser

**B.S., Biology; Minor: Chemistry**, June 2005  
University of Puget Sound, Tacoma, WA

## HONORS/AFFILIATIONS

Phi Beta Kappa  
National Institutes of Health Pre-doctoral Fellowship, August 2006 - present  
American Society for Microbiology, 2004 - present  
Sigma Xi, the Scientific Research Society, 2003 - present

## RESEARCH INTERESTS

- Regulations of aerobic gene expression
- DNA sequencing and determination of DNA binding domains

## TEACHING INTERESTS

- Undergraduate biology and microbiology courses including microbiology, genetics, and microbiological genetics
- Graduate microbiology courses

## RESEARCH EXPERIENCE

Ph.D. Research, Department of Biology, University of Washington  
Seattle, WA August 2007 - present

- Designed and conducted experiments for purification and characterization of the repressor for the *sn*-glycerol 3-phosphate regulon of *Escherichia coli* K-12
- Identified structure of the *glp* repressor and determined DNA binding domains

Pre-Doctoral Research Fellow, National Institutes of Health  
Poolesville, MD, August 2007 - July 2008

- Synthesized and purified hundreds of oligonucleotides
- Sequenced DNA
- Constructed a cosmid library from human blood DNA

## Grace B. Doctor

Research Assistant, Department of Biology, University of Washington  
Seattle, WA, September 2006 - June 2008

- Performed protein bioassays and prepared tissue cultures
- Assisted with DNA preparations for DNA fingerprinting including isolating DNA and gel electrophoresis
- Analyzed data

Biology Research Technician, ZymoGenetics, Inc.  
Seattle, WA, June 2005 - August 2005

- Participated in DNA fingerprinting project
- Digested genomic DNA with restriction enzymes
- Separated digested DNA fragments by electrophoresis through agarose gels and transferred by Southern blotting technique
- Prepared buffers, photographed gels, developed autoradiographs

## TEACHING EXPERIENCE

Laboratory Instructor, Department of Biology, University of Washington  
Seattle, WA, September 2007 - June 2008

- Taught two laboratory sections for undergraduate Introductory Microbiology course

Teaching Assistant, Department of Biochemistry, University of Washington  
Seattle, WA, September 2005 - June 2006

- Advised undergraduate biochemistry students during office hours
- Graded quizzes and assignments

## PUBLICATIONS

**Doctor, G. B.** and T. W. Adviser. Structure of the *glp* repressor and the determination of DNA binding domains. (in preparation).

**Doctor, G. B.** and T. W. Adviser, 2008. Structures of the promoter and operator of the *glpD* gene encoding aerobic *sn*-glycerol 3- phosphate dehydrogenase of *Escherichia coli* K-12. J. Bacteriol. 45: 87-98.

Adviser, T. W., **G. B. Doctor**, A. Colleague, and S. Colleague. 2007. Purification and characterization of the repressor for the *sn*-glycerol 3-phosphate regulon of *Escherichia coli* K-12. J. Biol. Chem. 17: 23-52.

## ABSTRACTS

**Doctor, G. B.** and T. W. Adviser. 2007. Nucleotide sequence of the *glpR* gene encoding the repressor of *Escherichia coli* K-12. Am. Society for Microbial., Anaheim, CA.

Adviser, T. W., **G. B. Doctor**, A. Colleague, S. Colleague, and A. M. Graduate. 2006. Tandem operators control *sn*-glycerol 3-phosphate *glp* gene expression in *Escherichia coli*, Gordon Res. Con., Meriden, NH.

# Undergraduate Level Curriculum Vitae

## Morgan Nelson

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### EDUCATION:

#### University of Washington, Seattle, WA

Bachelor of Science – Psychology, Expected June 2013

- Minor – Gender, Women, & Sexuality Studies
- Major GPA, 3.8/4.0; Overall GPA, 3.6/4.0
- University Honors Program
- Course Highlights – Psychology of Gender; Women and the Law; Feminist Understanding of Victims; Women and Violence; Self-Concept; Race, Gender, and Sexuality in the Media
- **Study Abroad** – Amsterdam, Netherlands
  - Four-week international experience focused on crime, law, and justice in the Netherlands and the US, sponsored by the UW Honors Program

### RESEARCH INTERESTS:

- Factors affecting women's decision to report violence
- Resilience among female victims of violence
- Methods of empowering young girls to self-advocate

### RELEVANT PROJECTS:

"To Report or Not to Report: A Multifaceted Decision-Making Process"

[Directed Research with Sherry Spater, Winter 2012]

- Collaborated with local relationship violence support center
- Interviewed nine relationship violence victims regarding factors that encouraged or inhibited them from reporting the violence to law enforcement
- Presented paper at Undergraduate Research Symposium

"Understanding the Relationship among Television Exposure, Parenting Style, and Young Women's Likelihood to Report Sexual Assaults"

(Final paper for Women and Violence course, Winter 2011)

- Analyzed national database of survey responses generated by adult women who had indicated they had been sexually assaulted between the ages of 10 and 20
- Conducted chi square tests on 1238 participants and wrote 19 page paper

### RESEARCH EXPERIENCE:

#### Research Assistant, September 2010 – June 2011

Psychology Department, Professor David Duncan Lab, University of Washington

- Coded interviews of parents describing their discipline practices
- Entered data from 60 interviews into SPSS

#### Lab Tech, January 2010 – March 2010

Psychology Department, Professor Maria Muniz Lab, University of Washington

- Ensured that rats had sufficient food, water, and clean bedding
- Recorded room temperature, number of cages, and birth of pups

### RELATED WORK EXPERIENCE:

#### Peer Advisor, September 2012 – Present

Career Center, University of Washington

- Review students' resumes and cover letters for formatting, content, and clarity
- Facilitate mock interviews with undergraduates applying for jobs and graduate programs

#### Peer Health Educator, September 2011 – Present

Health Education Leadership Program, University of Washington

- Present information on various health-related topics to groups ranging from 5 to 95
- Organize fairs and events that promote healthy choices

#### Psychology Tutor, September 2011 – June 2012

Center for Learning & Undergraduate Enrichment, University of Washington

- Led one-to-one tutoring sessions regarding introductory psychology courses
- Tutored approximately 6 students weekly

### LEADERSHIP & VOLUNTEER EXPERIENCE:

#### Mentor, September 2011 – December 2011

DREAM Project, University of Washington

- Assisted low-income and first generation high school students in attaining higher education
- Guided 3 students as they completed application forms and financial aid materials

#### Note-Taker, September 2010 – June 2011

Disability Resources for Students, University of Washington

- Attended each session of the 3-course organic chemistry series
- Scribed notes for two students with disabilities

### HONORS & AWARDS:

Dean's List, University of Washington, 9 consecutive quarters

Outstanding Psychology Student, University of Washington, June 2012

Mary Gates Endowment Research Scholarship, University of Washington, November 2011

Advanced Placement Scholar, June 2009

### AFFILIATIONS & ACTIVITIES:

Psi Chi, November 2011 – Present

Phi Beta Kappa Honors Society, November 2011 – Present

American Psychological Association, May 2010 – Present

UW Women's Choir, September 2010 – June 2011

UW Ultimate Frisbee Intramural Team, September 2009 – June 2010

### PRESENTATION:

**Nelson, M.** (May 2012). *To report or not to report: a multifaceted decision-making process*. Poster presented at the Undergraduate Research Symposium, University of Washington.

# TAKING ACTION

## Preparing for the All-Important Interview

The importance of the interview in the job search process cannot be stressed enough, and thorough preparation is key to a good interview. Just as you would prepare for a test or project in your coursework, you need to continue putting the same care into the interview process.

### How Do I Research Employers to Prepare for Interviews?

Start at the company website and also use other resources. Read annual reports, company brochures and other literature, conduct a media search for articles about a company of interest, peruse trade journals, check library references (Moody's Industrial Manual, Dunn & Bradstreet, Thomas Register...) and perform Informational Interviews to gain deeper insights (see page 10).

Go to The Career Center Web Resources at <http://careers.washington.edu/Resources/Web-Resources> and click on Company/Industry Research for more links.

### Employer tips for preparation include:

- Practice interviews at The Career Center with video recorded mock interviews, by attending an employer interview panel, or by practicing in front of a mirror or with friends. Prepare for anticipated questions.
- Always be on time for the interview—arrive 15 minutes early.
- Your appearance influences the interviewer's first impression of you. Dress appropriately to match the professional standards of the workplace for the position you are seeking. Professional dress on your part demonstrates respect.
- Prepare a professional-looking folder or portfolio and bring it to the interview. Be sure you have: a pen, paper, extra copies of your resume, a list of your references, and any forms which were required prior to your interview (applications, transcripts, etc.). A portfolio may contain a few samples of projects you developed or other documentation that provides evidence of your accomplishments and strengths. (see page 31)

### Interview Formats

**Screening Interviews** with a potential employer are the initial interview sessions, which may last 30-60 minutes. The campus interview is a good example of a screening interview, where employers see many students on campus to select a few candidates for second interviews.

The screening interview is most often conducted by a human resources representative or a technical manager from the company to determine the candidates who seem to best match the employer's hiring needs. It tends to be fairly broad, covering education, background, experience, and interests. You may be asked some behavior-based questions during this interview. This interview may

be conducted over the phone.

It is critical to display a positive and enthusiastic attitude and to make sure the interviewer knows you have done your homework in researching their organization and knowing your own strengths. Ask questions at the end of the interview...but not about salary or benefits. As the interview draws to a close, make sure that you ask about the next step in the process if the employer does not tell you. Make sure that you thank the interviewer for their time, ask for a business card, and send a thank-you note within 24-48 hours.

**Second Interviews** (or **site interviews**) are typically held at the site where you would be working if hired. The invitation to a second interview indicates that the employer is quite interested in you; however, there is no guarantee of a job offer yet. Continue to "sell" what you have to offer the employer and research the employer thoroughly.

The site visit will typically begin in Human Resources. You may meet many people during the day, including your potential supervisor and co-workers. The most common format is for you to interview with one individual at a time for very in-depth interviews. Other formats may include panel interviews, role-playing situations, office or plant tours, and receptions. Some employers include a test phase in the interview process, including aptitude, skills, interests, or personality tests.

Expect detailed questions about yourself and your career goals during the second interview. Technical questions and additional behavioral questions will be asked. A meal may also be included during the interview process. Be aware that the meal is still part of the interview, and your social graces are being evaluated. It is wise not to drink any alcohol, or a minimal amount, at any meal during your second interview process.

Prepare a detailed list of questions to ask during the second interview. Concentrate your questions on the nature of the work, the typical duties and responsibilities you will be required to perform, and the company. Wait for the interviewer to bring up salary questions, but be prepared to respond if an interviewer asks you what salary you have in mind (see the NACE Salary Survey in The Center). Attend The Center's Job Offer & Salary Negotiations workshop.

If you are offered a job during the interview, make sure that you ask the interviewer the time frame in which you must make a decision.

# TAKING ACTION

## Behavior-Based Interviews

Several types of questions may be asked by interviewers to assist the employer in evaluating your strengths and “fit” within the organization. The real question behind all other questions is, “How valuable can you be to me and this organization?” Identifying key words in the position description may provide hints to the types of questions you will be asked in the interview.

Behavioral questions can be expected in an interview. These are questions in which you are asked to describe specific situations when you have demonstrated a skill critical for success in the position you are seeking. For example, instead of asking, “Do you have communication skills?” an interviewer might ask, “Describe a time when you persuaded someone to accept your recommendations to make a policy change.” Other examples may include questions such as the following:

- What did you do in your last job to contribute toward a teamwork environment? Be specific.
- Tell me about a time when you performed well in a crisis.
- Describe a project you led. What did you do to keep it on track?
- Give an example of one of your weaknesses and where it hindered you in making a decision.
- Describe a time when you juggled several things at the same time.
- Describe a time when you were under pressure and did not meet a deadline.
- Tell me about a time when you were disappointed with your performance. What did you do to prevent that from happening in the future?
- Tell me about a time when you had a conflict with a co-worker. What did you do about the situation? What else could you have done?
- Describe a time when you directed others to accomplish a task. What was your role?
- Describe a work-related situation in which you were faced with problems or stresses, which tested your coping skills. What did you do?
- Tell me about a time you successfully analyzed a situation and made recommendations regarding a solution.
- Describe a time you initiated and completed a project with minimal supervision.

Use the **STAR** method to help you respond thoroughly to behavioral interview questions. This method also provides the interviewer with a relevant concrete, descriptive example of your demonstrated skills. Think of telling a story using STAR:

<b>S</b> ituation:	the context of what happened
<b>T</b> ask:	what you were supposed to do
<b>A</b> ction:	what you did to accomplish your task
<b>R</b> esult:	what you accomplished

Ending with results brings your response to a natural close. Try to keep your responses under two minutes.

## Ethics and Professional Behavior

Being prepared is the first step in the interview process, but candidates are being evaluated on many other factors as well. The way you conduct yourself professionally is vitally important. Here are some general guidelines for the interview process.

### Do:

- Show up on time for the interview.
- Convey enthusiasm and interest.
- Dress the part of a job seeker.
- Be truthful.
- At meals, order items that are easy to eat and follow the lead of your host.
- Follow up after the interview with a thank-you note.
- Cease other interviewing activity once you have formally accepted a job offer.

### Do not:

- Have a poor personal appearance.
- Be overbearing or show a “know-it-all” attitude.
- Be so passive that you ask no questions at the interview.
- Emphasize money.
- Speak badly about your past employer.
- Cancel your interviews at the last minute. This is especially important with site interviews, as there is usually a lot of planning and expense to facilitate them.
- Be a “no-show.”
- Renege on a job offer once you have accepted it.

Keep in mind that the world of employment can actually be a small circle of recruiters. Your reputation will follow you, so always put your best foot forward and demonstrate a professional attitude.

## Interviewing Books

- *Knock ‘Em Dead*, Martin Yate
- *Interview Power*, Tom Washington
- *The Case Interview*, Vault.com
- *Naked At The Interview: Tips and quizzes to prepare you for your first real job*, Burton Jay Nadler
- *Job Interviewing for College Students*, John D. Shingleton
- *Sweaty Palms: The Neglected Art of Being Interviewed*, Anthony H. Medley
- *Interview for Success*, Krannich and Krannich
- *The Complete Q & A Interview Book*, Jeffrey Allen
- *Interview Survival Kit*, Ivy Advising

# TAKING ACTION

## Ways to Answer Interview Questions

Be prepared to answer questions about your education, work experience, achievements, activities, skills, specific career goals, strengths, weaknesses and interest in the organization. Examples of these types of questions may include:

- Tell me about yourself.
- Why are you qualified for this job?
- Why do you want to work for this company? What do you know about us?
- How has your college experience prepared you for a career in this field?
- What are your short- and long-range goals? Do you have any plans for future education?
- What would be the ideal job for you?
- How do you plan to achieve your career goals?
- What do you think about relocation? Travel on the job? Working over 40 hours a week?
- Why should I hire you?
- Any questions you would like to ask?

Technical questions may be asked during the interview as well. Technical questions are designed to test your problem-solving and critical thinking skills, as well as your analytical ability, so it is probably not useful to spend time preparing for them. Your whole education has prepared you for this. Don't bluff; the recruiter probably knows the proper answer. If you do not know the answer, point out where you might go to find the information if you had to solve a similar problem on the job.

## Key Points to Manage Your First Year on the Job

- Consider that entry-level positions typically last 18 months.
- Fight the urges to suggest improvements in your first position; employers expect you to listen and learn during the beginning months.
- Incorporate a positive attitude, strong work ethic, ability to work on teams, professionalism and effective communication skills in your business environment.
- Master business conduct guidelines such as adhering to confidentiality and time-off policies.
- Implement the "platinum rule" of doing unto others as they would like to be treated.
- Be aware of your organization's environment and dress to fit in.
- Acknowledge team members' accomplishments.
- Volunteer for projects of interest to you, even if it is in a different department.
- Consider that promotions are obtained with capability, visibility, availability and luck.
- Create a portfolio of accomplishments and continuously add to it through out your professional life.

## Questions You Might Ask at the End of an Interview

- Is there anything else you would like to know about me in terms of my strengths and how I can make a contribution?
- What results do you expect to get from the person in this position?
- What do new hires typically enjoy most about working here?
- Are there opportunities for growth and advancement?
- What do you see as the biggest challenge with this position in the first six months?
- When may I expect to hear from you?

## How to Answer the Real Question Behind Most Interview Questions

The key to a good interview is the ability to articulate your strengths. Equally important is the need to provide evidence for those strengths. Your ability to convey this information demonstrates the effectiveness of your communication skills. The only REAL question behind most interview questions is: How can you be of value to me and this organization?

To answer this, you need to:

1. know your strengths
  2. be able to talk about your strengths
  3. give proof that you really have those strengths
- Suppose the interviewer says "Tell me about yourself." Keeping in mind the job description, choose three of your strengths that seem called for in the description.
  - Give a brief description of your related education and experience.
  - Then say, "And my strengths include speaking in public, problem solving, and getting people to cooperate; which one of these would you prefer that I start with?"
  - The employer will either pick one or have you choose. Name the strength and give the best example of when you demonstrated that strength. Follow the STAR method to be sure that the example you give is both short and clear. Speak no more than two minutes; most people cannot pay attention for much longer than that
  - Then ask, "Is this the kind of information that you want? (Wait for the "yes.") Would you like another example of this strength, or shall I go on to another strength?"

That's it! You're talking about your strengths and you're giving evidence of those strengths. Those are among the most important things you can do in the interview. Need help identifying or clarifying your strengths? You can start exploring your strengths by completing the Information About Self exercise in this *Career Guide*, found on pages 5 through 8. Counselors in The Career Center can assist you with this process as well. In summary, the job interview is the time when you should ask about the job specifications, speak about your strengths and how they relate to those specifications, and suggest either modification or opportunities in the future that might make better use of your strengths.



# TAKING ACTION

## Career Portfolios

For decades, artists, photographers, architects, graphic designers and writers in search of work have used portfolios to showcase their abilities and qualities. Finally, individuals in all other areas—from business to science—are now discovering how portfolios can help them advance their careers. Even college students are developing portfolios to demonstrate that their learning experiences have increased their potential for employment. Now that many college professors are requiring students to present a portfolio of their work in each course, more students are preparing material that could be used to show their potential. Some of that material could be converted easily into career portfolio material, which, when used effectively in interviews, can significantly increase your potential of getting the job you want! Portfolios can do more than just help you during interviews! They can help you:

- prepare for interviews
- convince others of your skills, abilities and qualities
- communicate clearly (focus and speak to the issue)
- showcase your skills graphically
- demonstrate the results of your work
- establish the habit of documenting your accomplishments and results
- assess your own progress in your career development
- see and evaluate the patterns in your own work preferences and values



Maintain your portfolio in a computer graphic application (i.e., PowerPoint, etc.). A portfolio is a collection of artifacts and items that represents your skills, abilities and experience—the strengths that you carry with you. It can be a marketing tool as well as an assessment and organizing tool, both of which can help you advance your career and your move into a job from one kind of work to another. It is based on the idea that you can do again what you've done in the past, whether it's researching and writing a report or being creative in fundraising.

## Advertiser Index

Bastyr University . . . . .	31
Expeditors . . . . .	32
Hudson River Trading . . . . .	9
Pacific Lutheran University . . . . .	32
Seattle University . . . . .	24
University of Southern California, Viterbi School of Engineering . . . . .	12
St. George's University . . . . .	13
Temple University School of Podiatric Medicine . . . . .	32
U.S. Air Force, Scholarships for MSN Programs . . . . .	32

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