

**John Carroll University**

# **Career Guide**



**JCU Center for Career Services**  
**2563 South Belvoir Blvd. -- 216.397.4237**  
**[www.jcu.edu/careercenter](http://www.jcu.edu/careercenter)**

Dear John Carroll Students and Alumni,

**WHO AM I AND WHAT AM I PASSIONATE ABOUT?**

**WHERE AM I NEEDED IN THE WORLD?**

**HOW DO I GET THERE?**

These are the questions you will consider as you develop your own unique career path. The JCU Career Center should be your top resource in helping you discover and evaluate your answers to these questions.

Regardless of the path you wish to take after graduation, the Center for Career Services is here to help you define, redefine, and/or get started on that path by connecting you to opportunities and alumni, employers, and other mentors who can help you throughout your time at JCU and beyond.

The following is a list of services that are available to you, which will be discussed in detail throughout this Career Guide:

- Career Education Courses
- Career Coaching
- Graduate School Advising
- Resume/Cover Letter Reviews
- Networking Skills
- Interview Preparation and Mock Interviews
- Job Search Strategies
- Career Connection: Your connection to job postings
- Internship Search Strategies
- On-Campus Recruiting for internships, part-time and full-time positions
- Annual Career Fair
- Career Resource Library
- Academic Internship Credit
- Internship Scholarships
- Alumni Career Services

Please visit our website [www.jcu.edu/careercenter](http://www.jcu.edu/careercenter) and stop by to see us in the white house next to the tennis courts. You can reach us by phone at 216-397-4237 or by email at [careerhelp@jcu.edu](mailto:careerhelp@jcu.edu).

Regards,

JCU Career Center Staff

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Contact Information

216-397-4237
careerhelp@jcu.edu
www.jcu.edu/careercenter

Hours

Monday through Friday
8:30 A.M. - 5:00 P.M.
Evening Hours by appointment
Walk-In Resume Reviews:
Monday - Friday Noon to 1:00 P.M.

Meet Our Staff

- Cynthia D. Marco-Scanlon, Ph.D., LPCCS... Interim Director, Career Education, Career Counselor
Judith Aungst... Interim Associate Director, Alumni Career Services
Barb Koeth... Assistant Director, Employer Relations
Jyl McLaughlin... Assistant Director
Nikki Marzano... Experiential Coordinator
Danielle McDonald... Career Communications Coordinator
Rosemary Oldenburg... Administrative Assistant
Katherine Dues... Assistant to the Dean of the Boler School—Career Development

For more information about our staff, visit our website.

Reciprocity and The Jesuit Connection

JCU STUDENTS AND ALUMNI:

Information on services provided by other Jesuit institutions is provided, please contact Career Services for more information.

In order to take advantage of another university's reciprocal services, current JCU students must first meet with a Career Center staff person for an intro to career services appointment. Alumni must contact Judith Aungst, jaungst@jcu.edu.

NACE Ethical Standards

As a member of the National Association of Colleges and Employers, the John Carroll University Center for Career Services adheres to the NACE Ethical Standards and expects our collaborative employers and faculty members to do the same in our pursuit to best serve JCU students and alumni.

# SOCIAL MEDIA



“Like” our Facebook page - **The Career Center at John Carroll University** - to keep up with all the career related news and events happening on campus, and don't forget to friend request **Max Carroll** for frequent updates on job opportunities, events, and career related news happening both on and off campus!

Click [here](#) to visit our page!



Join the more than 225 million professionals on LinkedIn to boost your network and career opportunities and don't forget to join the **Carroll Contacts** group to connect with more than 2,000 John Carroll students, alumni and friends of the university!

Click [here](#) to register now!



Follow Max Carroll on Twitter **@JCUCareerCenter** for the latest news and updates from the Career Center, on and off campus events, and job opportunities for you to explore!

Click [here](#) to follow our tweets!

## WE'RE HERE TO HELP!

Career Center Staff is ready to help you make sense of it all. Our services include:

- Career Education Courses
- Career Coaching
- Graduate School Advising
- Resume/Cover Letter Reviews
- Networking Skills Development
- Interview Preparation and Mock Interviews
- Job Search Strategies
- Career Connection access (John Carroll's online entity)
- Internship Search Strategies
- On-Campus Recruiting for internships, part-time and full-time positions
- Annual Career Fair
- Career Resource Library
- Academic Internship Credit
- Internship Scholarships
- Alumni Career Services



### Events

The Career Center is pleased to offer the students of John Carroll a number of events throughout the school year.

Our most anticipated is our **Annual Career Fair**. This event is normally held in early February. Please check our website or call for more information.

For information on all of our events, please click [here](#).

### On-Campus Recruiting

#### Interviews on campus!

Be sure to attend an on-campus recruiting orientation in order to be eligible to participate in on-campus interviews. Log into Career Connection for dates and locations.

In order to participate in on-campus recruiting, you must have an active Career Connection account. Please make sure your profile is updated to ensure accurate recruiting, and also check that your default resume is set to be the one you want.

# CAREER CONNECTION

**Your Connection to job postings specifically entered by employers for JCU Students and Alumni**

**Career Connection contains searchable job postings as well as employer and event listings.**

- » Job search allows you to search for internships, summer jobs, part-time or full-time entry-level and experienced full-time positions
- » Sign up for on-campus recruiting at the Career Center in order to be interviewed for internships and full time jobs
- » Save your searches by setting up a “job agent” to e-mail you when new jobs with that criteria are posted
- » Learn about what career events are happening both on and off campus
- » Search through the attending employer lists for the Annual Career Fair

**Sign up Today!**

**An account is needed for appointments in the Career Center**

## **Best Features:**

- Upload your resume so you can easily submit it to employers
- Job search engine allows you to search by industry and location
- Job agent enables students to save a specific job search and receive e-mails when jobs are posted





» Begin by going to [www.jcu.edu/careercenter](http://www.jcu.edu/careercenter)

» Click on: "Go to Career Connection!"

» Follow the link to login as a 'Student'

» Scroll down to 'Click here to register' to create a new account, using your email prefix (i.e. mcarroll13)

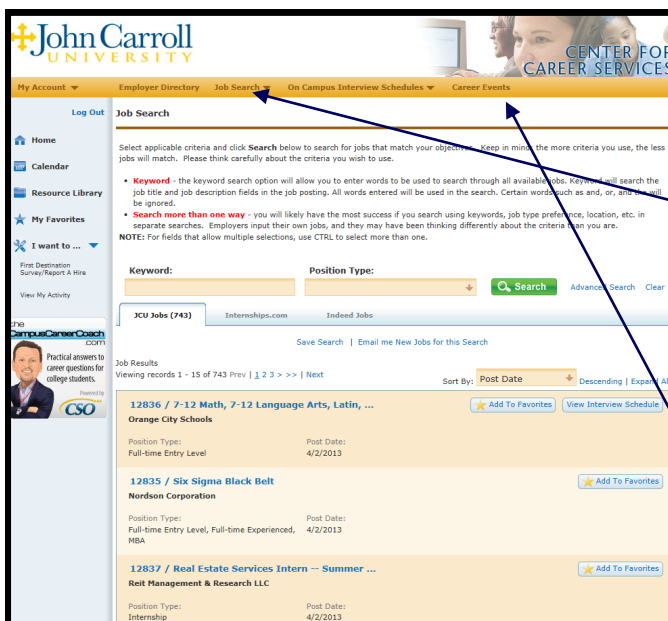
Click here to go to Career Connection

Your homepage will look like this



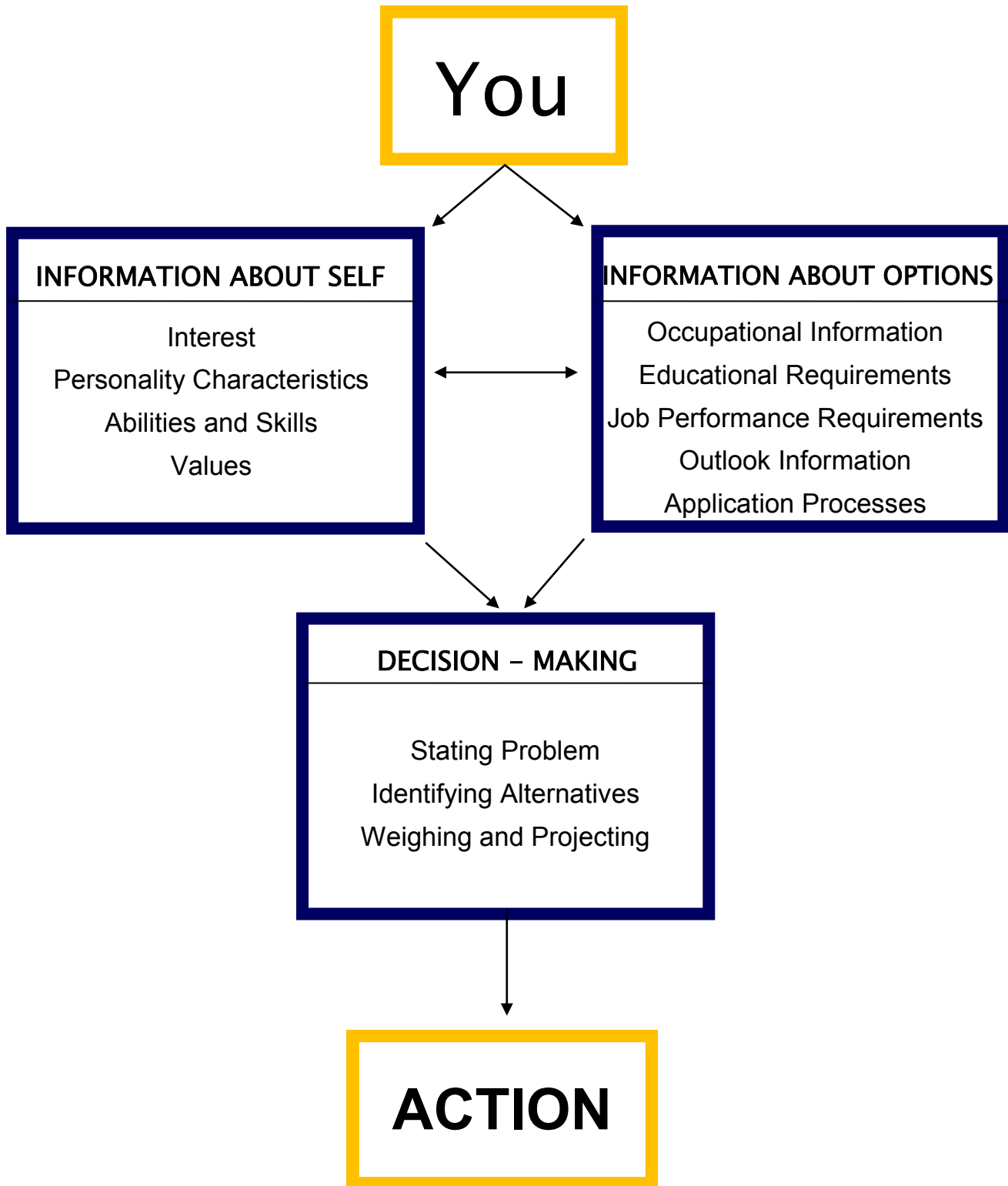
The Job Search tab will take you to this page, where you can search for job postings. The fewer criteria you use the better!

Check out Career Events to learn more about career events on and off campus





# CAREER EXPLORATION PROCESS



## Career Education Courses

The Center for Career Services offers specific classes for individuals who may be searching for direction in their life.

### CE 111: Exploring Your Options

- Freshmen & Sophomores
- Students that are undecided on a major and/or career field will explore their interests, values, personality and skills in relation to academic options available to them

### CE 101: Introduction to Careers

- Freshmen & Sophomores
- Exploration of occupational paths for all majors // examination of employer and employee expectations
- Intro. to job search strategies, preparation of resumes, & development of interviewing skills

### CE 121: Introduction to the Accounting Profession

- For sophomores and juniors with the intention of majoring in Accountancy
- Introduction to the opportunities available in the accounting profession and the requirements of the accountancy major



### CE 122: Introduction to the Careers in Psychology

- Students who are majoring in or are interested in pursuing careers in Psychology
- Explores career opportunities available in the field of Psychology

### CE 131: Introduction to the World of Work

- Juniors & Seniors
- Preparation for the transition from college to career after graduation
- Learn effective job search strategies, how to negotiate job offers, how to get experience before graduation, and financial planning for the new graduate
- Students will evaluate their marketable skills and experience, conduct research on a career field, interview a professional in their chosen career field and participate in a mock interview or career advising session

Each course is 1 credit hour. A maximum of 4 CE credits will count toward graduation hours. You cannot take a course more than once. Please see the course bulletin for information on prerequisites for each CE course.

### How to Access

\*Begin at [www.jcu.edu/careercenter](http://www.jcu.edu/careercenter) and click on the 'Students' section

\*Click on the Career Exploration link

\*Scroll down and click on the "Do What You Are" logo

\*Create an account by clicking on 'Register Here'



The Center for Career Services uses this web-based personality test as part of career counseling appointments and career education courses to learn more about students at John Carroll University. Based on the best-selling book *Do What You Are*, it helps students develop their own career path based on how a student sees the world and makes decisions.

DWYA will generate a list of careers and majors that match your personality type that you can use as a research tool.

After finishing Do What You Are, students are asked to meet with a staff member to go over their results. The results are used to help guide students to a rewarding college career and eventual

## Planning Your Career Direction



It's important to research the industries and careers you're interested in. As a JCU student, you have access to a wealth of information and one great resource is VAULT. Check it out today!

### What Vault is Used For

- » Search career profiles for more than 400 career paths and receive input from professionals in those careers
- » View latest employer information on over 4,000 employers. Learn about company history, current events, revenues, hiring information and other crucial information
- » Conduct research on nearly 200 industries by viewing details such as career paths, salary ranges, and industry outlook
- » Search for internships by location, compensation, number of interns or industry

### Best Features

- » Up-to-date articles on a variety of career topics, such as helpful information on networking and loan advice
- » Over 50 videos with company Q & A's from featured employers about topics such as benefits and their recruiting process
- » The Vault Electronic Water Cooler has message boards that provide information and advice all while networking with other job seekers and Vault advisors on the largest online career community!
- » Download Vault Guides, formally known as "Cliff Notes for Careers," outlining insider information on careers

### How to Access Vault

- » Go to [www.jcu.edu/careercenter](http://www.jcu.edu/careercenter) and log into your Career Connection account
- » You will find the link to Vault Career Insider in the Resource Library on the left hand side of your homepage

## Career Planning Tips for Undergraduate Students

### College vs. The World of Work

College	First Year of Work
Frequent, quick, and concrete feedback (grades, and so forth)	Infrequent and less precise feedback
Highly structured curriculum and programs with lots of direction	Highly unstructured environment and tasks with few directions
Few significant changes	Frequent and unexpected changes
Flexible schedule	Structured schedule
Frequent breaks and time off	Limited time off
Personal control over time, classes, interests	Directions and interests dictated by others
Intellectual challenge	Organizational and people challenges
Choose your performance level, e.g., A, B, C.	A-level work required all the time
Focus on your development and growth	Focus on getting results for the organization
Create and explore knowledge	Get results with your knowledge
Individual effort	Team effort
"Right" answers	Few "right" answers
Independence ideas and thinking	Do it the company's of way
Professors	Bosses
Less initiative required	Lots of initiative required

\*Source: Making the Transition to Work, from NACE Spring 1999 Journal, by Ed Holton

## DO YOU KNOW WHAT YOUR SKILLS ARE?

First, do you know what “skills” are? According to the Merriam-Webster dictionary, a skill is defined as “the ability to use one’s knowledge effectively and readily in execution or performance” or “a learned power of doing something competently.” In other words, a skill is a talent that one has had for a long time or recently learned or acquired that allows them to perform a task efficiently and successfully.

One can have a variety of skills and can continue to attain more throughout their life. All of your skills may not necessarily be utilized at each job and activity in which you participate, but may help you to attain other skills for that specific job.

## Skill Categories

When putting your skill in a resumes, there are three main categories of skills that can be used. These categories include *work-related*, *transferable*, and *adaptive*.

- **Work-Related**: These skills are specific to one’s job, usually learned during the job through training and cannot always be transferred from one job to the next, often referred to as “technical skills.”

*Examples*: playing an instrument, using Photoshop software, writing computer software, performing surgery, etc.

- **Transferable**: These skills are used in many workplaces, can be taken from one work environment to the next, usually learned through experience or education, often related to work with people, data, or things.

*Examples*: Microsoft Office computer skills, organization, communication, planning, negotiation, problem-solving, etc.

- **Adaptive**: These are skills that relate to one’s personality that help to determine one’s work style, often known as “personality traits.”

*Examples*: dependable, trustworthy, reliable, creative, prompt, etc.

## TRANSFERABLE VS. TECHNICAL

- Transferable Skills: skills that are used in various workplaces and that one can take with them from one work environment to another.

Example- “teach” and “organize”

- Technical Skills: skills specific to a job; typically learned through a job or past experience.

Example- how to operate a computer software program



## TYPES OF SKILLS

What are the five main skill categories?

- Communication Skills- verbal aspects like being able to speak, listen, and write effectively and clearly; non-verbal aspects like having a good, polite body language and facial expressions.
- Organizational Skills
- Design/Creative Skills
- Problem-Solving Skills
- Leadership Skills

## FOUNDATIONAL SKILLS

Something everyone has.

They include:

- Basic skills
- Thinking skills
- People skills
- Personal Qualities



# FINDING YOUR PATH

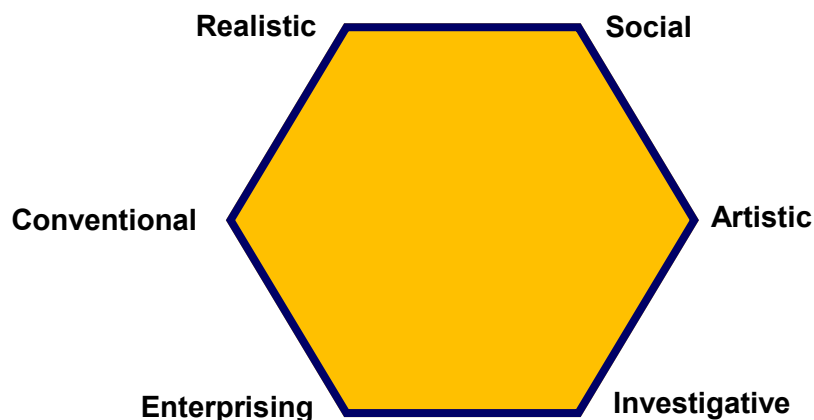
Do you know who you are and what you want but not sure what career path is best for you? The questions to ask yourself while planning your career direction path are who am I?, what do I want to do?, where do I want to work?. And what are my goals?. Hopefully by now, you have answered who am I? and can move on to find the specific career path best for you with the help of answering the last three questions. In addition to answering these questions for yourself, you also want to think about a career path that used your talents and skills fully, fits your personality, fulfills your personal career goals, has a work environment that nurtures and rewards your efforts, continues to be interesting and challenging, and finally involves work that is meaningful to you.

## Holland's Theory of Career Choice and You:

This theory provides advice and guidance on decisions about careers, majors, and training or orientation programs that best fit one's needs and wants. There are four main components to this theory that when combined can help to planning one's career path.

1. Personality is broken down into six categories, which include realistic, investigative, artistic, social, enterprising, and conventional.
2. Personality types that work together in a job creates a satisfying and rewarding environment.
3. There are six types of work environments which are the same as the six main personality types.
4. In order to be satisfied and more successful with a job, look for a work environment that uses your work-related, transferable, and adaptive skills and also allows you to express your values and attitudes.

Holland's Hexagon:



\*\*Holland's hexagon describes the relationship between people's personality types and work environments. According to this diagram, the characteristics next to each other or closest are said to be the most alike and be the most capability with one another. For example, enterprising is most closely related to conventional and social but the complete opposite of investigative. In order to better understand why these and how these are related, we will look at what these characteristics mean and some occupations that work best for them. \*\*

# Holland's Hexagon

Characteristic	Description	Examples of career paths
<b>Realistic</b>	Practical, mechanical, and level-headed; like to work with machines, tools, drawings; enjoy work that relates to surviving in this world.	Carpenter, Farmer, Police Officer, Fire-fighter, Electrician, Flight Engineer, etc
<b>Investigative</b>	Precise, scientific, rational; like to work and solve both scientific and mathematical problems	Architect, Biologist, Mathematician, Dentist, Technician, Physician, Surveyor, etc
<b>Artistic</b>	Independent, expressive, innovative; often involved in creative writing, drama, music, and the arts	Actor/Actress, Author, Graphic Designer, Musician, Music Writer, etc
<b>Social</b>	Helpful, trustworthy, and friendly; often involved in teaching, counseling, providing information to others, and solving social conflict	Counselor, Teacher, Social Worker, Therapist, Nurse, Physicians Assistant, Trainer, etc.
<b>Enterprising</b>	Energetic, ambitious, and motivated; often involved in politics, leading people, and selling products.	Auctioneer, Sales Manager, TV Newscaster, Travel Agent, Lawyer, City Judge, etc
<b>Conventional</b>	Organized, systematic, logical; good with numbers and following a set plan	Secretary, Bookkeeper, Court Clerk, etc

**ACHIEVING  
YOUR GOAL**

**GOAL**

**HANDLING**

**SEARCH**

**TARGET MARKET**

**NETWORKING**

**RESUME & COVER LETTERS**

**CAREER DECISION MAKING**

**SELF ASSESSMENT & VALUES**



## INFORMATIONAL INTERVIEWING

Whether you find yourself in the position of identifying your career path or locating a position within your identified field of choice, it is important that you investigate the job market for employment trends and marketplace needs. Many avenues are available to you to gather this pertinent information. Most people identify job opportunities by reviewing want ads. Another commonly used approach is to research written materials about careers. Another effective method is the **informational interview**. This is a scheduled appointment arranged by you where you interview an individual working in your field of interest. In this interview you ask the professional questions about their own personal experience and advice about their career. This informational interview is an effective method for collecting information about your field and it provides an opportunity to develop a network of contacts. This experience is **not** intended to get you a job, but rather to gain insight and information from an experienced person in a particular field. Students will often bring a list of questions and their resumes for review. This networking experience can be the beginning of a relationship with a possibility of a job or internship in the future.

When contacting an individual to set up an informational interview appointment, you will find that most people will be eager to say “yes” because you are not asking if they know about a job opening. You are merely asking for information and advice. During the course of the appointment, this individual may grow to like you and may offer to assist you in some way. Bringing a resume along is essential so that you may leave it in the event that they hear of any opportunities later. Should a future position open up, you will be remembered.

## HOW TO GET STARTED

Identify organizations in your field and research them by reviewing sources including directories, annual reports, books and articles. Collect names of employees of these organizations during your research. Talk to some of your professors, they may be able to give you some names of people that you can talk to. Additionally, think of individuals you might know such as neighbors, friends of the family, and family of friends who may work in the profession you are exploring. They provide a rich pool of possible informational interview sources.

Write to or call the targeted professional. Tell them how you received their name and state that you would like to schedule a 30 minute appointment to discuss their experience in the profession and any advice they could give a person entering that field. People are very willing to assist when they are sharing their experience and advice. Contact the individual by phone two days after they receive your letter to set up an appointment date.

The letter on the following page is an example of how you could approach a person in a letter form.

**Example:**

Any Body  
Box #123  
1 John Carroll Blvd.  
University Heights, Ohio 44118

October 13, 2009

Ms. Luanne Myers  
Genetic Counselor  
Riverview Hospital  
2233 Riverview Drive  
Riverview, Pennsylvania 15215

Dear Ms. Myers:

I was intrigued by your article, "Genetic Counseling: The Way of the Future?" printed in the latest edition of *Biology Today*. My biology studies at John Carroll University have introduced me to the world of genetics. Until reading your article, however, I was unaware of the genetic counseling profession. I have since done a periodical literature each to uncover more information. Nevertheless, I now find the need to move beyond the written word and to talk with professionals in the field. Thus, I write in the hope of meeting you and discussing your occupation.

Your perspective and advice would be extremely valuable to me as I am considering this career field. With many new areas of expertise in the health professional, I desire a clear understanding of how these opportunities will allow for my meeting the health-related needs of others.

As genuine concern for man propels me toward a medical career. It appears to me from your writing that the same motivation gives you satisfaction in your occupation. Please consider taking a short amount of time from your schedule to tell me about your experiences and to provide any advice for my consideration.

I will call you next week to discuss the possibility. Thank you for your attention.

Sincerely,

Any Body

\*\*\*Comments: Don't be shy about approaching well-known people for career-related advice. As this student shows in her letter, an interest can be sparked by something as simple as reading a magazine article. Her letter provides insight into her motivation for considering the field, and appeals to a similar motive held by the professional she is contacting.

## SAMPLE QUESTIONS

### DUTIES AND RESPONSIBILITIES

What are the responsibilities and duties of your position?

How would you describe demand of your position with respect to time involved per week, pressures, job complexity and interaction with people?

What do you do on a typical day in your job?

Did you do anything yesterday that was different from the day before? Last week? Last month?

### CHARACTERISTICS OF WORKERS IN THIS OCCUPATION

What kind of people do you work with? Do you like them?

What sorts of special knowledge does a person need to have in order to do this occupation/role well?

What kind of personal characteristics do you notice in people who are very good at this occupation/role?

What kinds of skills or abilities does a person need in order to be good at, in order to do this occupation/role well?

### SATISFACTIONS AND FRUSTRATIONS

What do you like best about your occupation?

What characteristics of this position cause the most frustration or dissatisfaction at times?

### QUALIFICATIONS NEEDED

What qualifications are needed for this kind of work: Education, Training, Experience, License/Credentials, Union membership?

Can people specialize in this occupation? If so, what are the areas of specialization?

What are the career ladder possibilities in this field?

What advice would you give to a person planning to enter this type of work?

What kinds of things do you think people should look for in a job?

### SALARY

Would you have an estimate as to the starting salary for an entry-level position in this field?

*Never ask the person you are interviewing what their particular salary is!!!*

### FUTURE OUTLOOK

What kinds of changes are taking place in this type of work?

What does the future look like? Will there be any good opportunities for someone like me?

Are people with your kind of skills usually needed even when business may be bad?

What experiences and training on this job might prepare you for another job should you ever want to change, or need to change?

What other occupations are related to this field?



**YOUR LIFESTYLE AND THIS OCCUPATION**

If an individual does not want to or cannot work full-time, are there opportunities for part-time work or job sharing?

What problems, if any do you see in combining marriage/family with this occupation? How can a person who takes time off to rear a family remain professionally alert during his/her parental leave away from his/her professional field or occupation?

How many hours a day do you have for leisure activities?

Did any of your leisure activities increase your ability to obtain this job or to help you to perform better on the job?

**OFFER THE EMPLOYER A COPY OF YOUR RESUME**

I'd like to leave a copy of my resume for you in case you hear of any opportunities.

**CONTACT NETWORK**

Would it be possible for you to recommend someone else in a position such as yours or a related position with whom I might talk?

*If the employer refers you to someone else, be sure to ask if you may mention his/her name to this person.*

**THANK YOU NOTE**

After each interview send a thank you note. A paragraph or two is sufficient. It will be appreciated and you will be remembered by the person to whom you spoke. You may wish to contact this person again sometime in the future.

**PERSONAL QUESTIONS**

How old were you when you decided to enter your present occupation?

What alternative did you consider when you made your occupational choice?

What were the primary factors that led you to choose your current occupation?

Did another person significantly influence your decision? If yes, who?

What personal needs are satisfied by your current occupation?

If you could have chosen any occupation (no limitation exist), what would your choice have been?

How would you suggest that a person pursue a satisfying occupation?

Has your occupation changed you as a person in any way?

If you didn't have to work (assume financial security), would you continue to do so? If not, what would you do?

**SAMPLE THANK YOU LETTER:**

John Perkins  
921 West Fifth St.  
University Heights, OH 44118

James R. Taylor  
Assistant Manager  
Associated Financial Advisors  
241 Skyline Road  
Denver, CO 72108

Dear Mr. Taylor:

Joan Karvin was right when she said you would be the most helpful in advising me on a career in finance.

I appreciate you taking time from your busy schedule to meet with me. Your advice was most helpful and I have incorporated your suggestions into my resume. I will send you a copy next week.

Again, thanks so much for your assistance. As you suggested, I will contact Mr. David James next week regarding a possible opening with his company.

Sincerely,

John Perkins

**SAMPLE THANK YOU LETTER:**

John Smith  
1804 Maybury Rd.  
Berea, OH 44332

Ms. Christina Howard  
Director of Forensic Pathology  
Bower County Department of Law Enforcement  
221 Fargo Avenue  
Fineton, OH 36496

Dear Ms. Howard:

I would like to thank you for the time you took last Tuesday, October 7, 2009, to talk with me about the field of forensic pathology. Although I have read all the material available about careers in this area, your firsthand knowledge was invaluable to my understanding of forensic pathology and the field's potential for someone with my interests and education.

I particularly enjoyed our discussion of your research in the area of substance abuse and your description of the independence and responsibility need by a forensics researcher. The supervision given to an apprentice researcher with a B.S. degree appeals to me greatly and will certainly be taken into account when I finally determine the career I wish to follow.

Again, thank you for your time and for the pertinent information you provided.

Sincerely,

John Smith

## TARGET JOB RESEARCH

### 1. TARGET JOB YOU ARE SEEKING OR WANT TO LEARN MORE ABOUT

- Identify job/internship title/category you are researching.

### 2. INDUSTRY/FIELD/MARKET SEGMENT

- You may want to work in a specific industry or be very flexible about where you will work.
- Even with transferable skills, it's a good idea to focus by industry.
- Can your skills be used and are there positions in a variety of industries? If there are multiple industries, restrict your research to one or two that are of most interest to you.

### 3. LOCATION(S)

- Identify one or two metropolitan areas where you might want to work.

### 4. SIZE OF ORGANIZATION

- How important is size of the organization to you? If it doesn't matter, what's your first choice?
- How does your target industry measure size? e.g., revenues, assets, sales, number of employees, etc.
- Determine how the industry measures size. Find a reference that ranks by size.

### 5. RESEARCH SPECIFIC COMPANIES/ORGANIZATIONS

- Identify organization(s) you want to research that meet your location & size of organization criteria. Items to consider researching:
  - Full name of organization
  - Headquarters or a regional/branch office?
  - How long in business? History of growth or decrease in size or customer base?
  - What is their standing in their industry/segment? How are they depicted in the media?
  - Who are their competitors?
  - What's it like to work there? Staff turnover?
  - Based upon your research, what can you offer in skills/experience?

**TARGET JOB RESEARCH CONT.****6. RESEARCH ISSUES**

- Issues can be industry-wide, related to a specific organization, or geographic area.
- Example of issues: consolidation, technology, outsourcing, economic stability of the industry or of their client base

**7. TARGET SOMEONE TO TALK WITH IN EACH ORGANIZATION**

- Identify one or more individuals to talk with in each company or organization

**THE SEARCH****Three Keys to a Productive Search**

- Sound marketing plan
- Well-researched target list
- Persistent & Intelligent pursuit of targets

**Sound Marketing Plan**

- Objective
- Your qualifications/communications plan
- Your target market
  - Geographic location
  - Industry or type of organization
  - Size of organization
  - Multiple market segments

**Well-Researched Target List**

- Target by:
  - Location
  - Industry
  - Size
  - Hiring manager
  - Specific company or organization
  - Research the issues

## BENEFITS OF DOING AN INTERNSHIP

- Internships will help you become familiar with the work/office environment.
- This experience will be great on your resume.
- Internships allow you to make many contacts in the field you are interested in.
- You will gain your confidence and will have more to talk about in a job interview.
- You will have an opportunity to get acquainted with your field of interest. It will help you decide if it is right or wrong for you.
- Internships are a chance to 'pick someone's brain' about what they do on a day to day basis

60% of paid interns got full-time job offers in 2012.—NACE

## EARNING ACADEMIC CREDIT

Students of all majors are eligible to enroll for 1-3 credit hours for their internship experience. Students may also elect to receive a 0 credit transcript notation for their experience (**CE-199**). The internship courses are designed to promote individual career development and self-awareness by integrating classroom learning with practical work experience.

### Who Is Eligible?

Must be at least sophomore status with a minimum 2.2 GPA

*\* Not all internships will qualify for CE course credit. Please see the Internship Coordinator to verify eligibility.\**

*The JCU  
Career Center  
suggests  
completing  
at least one  
internship  
before  
graduating!*

## REQUIREMENTS

### NO RETROACTIVE CREDIT WILL BE GIVEN

- Must be able to acquire 135 work hours **from the time of registration** until the end of the semester in which you will be receiving credit
- All courses are Pass/Fail. 1-3 credit courses count as general elective credits.
- **1 credit option:** Job Description, Learning Agreement, Learning Objectives, Performance Evaluation, 5 page Reflection Paper, Updated Resume, Log of Hours, Return Interview
- **2 credit option:** Job Description, Learning Agreement, Learning Objectives, Performance Evaluation, 7 page Reflection Paper, Updated Resume, Informational Interviews, Log of Hours, Return Interview
- **3 credit option:** Job Description, Learning Agreement, Learning Objectives, Performance Evaluation, Informational Interviews, Blackboard discussion questions, 10 page Reflection Paper, Updated Resume, Log of Hours, Return Interview
- **0 credit option:** Learning Agreement, Job Description, Learning Objectives, Updated Resume, Performance Evaluation, Return Interview

\*\*If completing an internship during the summer, you may either take it for summer term credit and pay per credit hour or you may defer into the fall\*\*



## Searching for Internships

Career Connection ([www.jcu.edu/careercenter](http://www.jcu.edu/careercenter) > "Go to Career Connection!") should be your first stop in the quest for an internship. There are many opportunities there in various career fields posted by employers who want to specifically hire JCU students. In addition, many of them will come to campus and conduct interviews for internships. You can also use Career Connection to get a sample of the kinds of internships available in order to compare information you receive from other sources.

Students are encouraged to make an appointment to get

help strategizing an internship search with a Career Center staff member. JCU students have such a variety of interests and priorities when it comes to finding the right internship, and we would like to assist you as you move forward in the search process. There are plenty of opportunities out there, but sometimes students do not know the appropriate resources to connect with the right opportunities.

You may even decide that you need to talk over your plans and values with a staff member or take an assessment to determine a best-fit. Just call x4237 to set up an appointment - we look forward to

working with you!

Participating in Career Center events, taking advantage of networking opportunities with employers and others willing to share important information on the job search can greatly assist in securing a best-fit internship.

Other resources, such as discussing your plans with faculty and academic advisors and browsing other search engines and job postings can also be helpful. The Career Center has some recommended online resources, as well as hard copy sources available in our library room. The main JCU library also has resources available to you.

### Website Suggestions

[www.internships.com](http://www.internships.com)

JCU's Internship.com account has significant internships listings across the country

[www.nоче.org/neointern](http://www.nоче.org/neointern)

Internships in Northeast Ohio

[www.internshipsabroad.com](http://www.internshipsabroad.com)

International opportunities abroad

<http://internshipprograms.com>

Career advice for undergraduate students seeking top internships, internship opportunities with top companies, and how to get hired from an internship

[www.internhousing.com](http://www.internhousing.com)

Find housing for your internship away from campus.



# GOINGGLOBAL

*Expand your horizons... your career... your future*

Research internships, jobs, companies and industry trends for specific countries. Now offering city guides for U.S. and Canada! Resources for moving and living abroad.

\*\* Accessible through Career Connection \*\*

## MONEY AVAILABLE FOR UNPAID INTERNSHIPS

Funding is available for students doing unpaid internships. Funding is **not guaranteed** and each award has specific guidelines that must be met. You may not receive both sources of funding for the same internship.

Please refer to the most recent information and application materials. NO awards will be made retroactively. Students must apply and register for their internship course in advance of the required number of hours to be worked.

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### THE BELDA FUND AWARD

Students of all majors working in unpaid internships in NE Ohio are eligible for up to **\$500 per year** in reimbursement for travel costs to/from internship site.

- Includes mileage (paid at the current mileage reimbursement rate set forth by the University), bus/Rapid fare, and parking costs (does not include JCU parking permit).
- To qualify, students must be registered in CE-102, 103, 104, or 199 or in an internship course in one of the following departments:
  - Communication and Theater Arts
  - Nonprofit Administration
  - Political Science
  - Psychology
  - Sociology
- Payment will not be awarded unless estimated and actual travel costs are submitted prior to deadline!
- Students can reapply for the Belda Fund each semester and receive up to the maximum of \$500 per year. Students are required to submit travel expenses and register for appropriate internship course each semester.

Reimbursement is paid in the form of a personal check at the end of the semester in which the student is doing the internship.

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### THE MICHAEL J. LAVELLE COMMUNITY PARTNERSHIP FELLOWSHIP

- Juniors, Seniors, and Graduate Students of all majors working in an unpaid administrative or managerial internship for a nonprofit in NE Ohio are eligible to receive \$1200 per semester.
- Requires enrollment in CE-199,102,103, OR 104.
- Fellowship is applied to the student's tuition account and therefore could affect other financial aid.

\*\*Please contact Lindsay Calkins, Associate Dean, in the Boler School of Business for an application form and additional eligibility requirements (216-397-4467 or [calkins@jcu.edu](mailto:calkins@jcu.edu)).

## GRADUATE SCHOOL SEARCH

Why go?

- Professional development
- Learn more about a specific area of study
- In order to obtain certain positions
- Different level of commitment than undergrad

Get the degrees right!

- **Degree:** An award conferred by a college, university, or some other educational institution as official recognition for the successful completion of an academic or vocational program.
- **Associate Degree:** The standard degree awarded by two-year colleges and institutes that normally requires at least two but less than four years of full-time equivalent college work. The associate's degree prepares graduates for the workforce or for progression toward a bachelor's degree.
- **Bachelor Degree:** The traditional degree given by American colleges and universities. It normally requires at least four years but not more than five years of full-time equivalent college-level work. The bachelor's degree prepares graduates for entrance into the workforce or for progression toward a higher degree or certification.
- **Master Degree:** A post-bachelor's degree program that requires completion of a program of study of at least the full-time equivalent of one academic year but not more than two academic years of work.
- **Doctoral Degree:** The highest degree you can earn for graduate study. The doctoral degree classification includes such degrees as Doctor of Education (Ed.D.), Doctor of Public Health, Doctor of Nursing Science (D. NSc.), Doctor of Psychology (Psy.D.), and the Doctor of Philosophy (Ph.D.) degree in any field (agronomy, arts, business, food technology, education, engineering, humanities, public administration, ophthalmology, radiology, sciences, etc.).
- **Professional Degree:** An earned degree in one of the following fields: chiropractic (DC, DCM), dentistry (DDS, DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), pharmacy (Pharm.D), podiatry (PodD, DP, DPM); divinity/ministry (BD, MDiv), law (LLB, JD), rabbinical and Talmudic studies (MHL, Rav); or veterinary medicine (DVM).

## WHERE SHOULD I GO?

Research schools to figure out which one is the perfect fit for you. Here is a list of websites that can make your Graduate school search easier.

- [www.GradSchools.com](http://www.GradSchools.com)  
Graduate school information provided by searching through school, subject, fellowships, and short-term study abroad.
- [www.petersons.com](http://www.petersons.com)  
Search for graduate programs and get testing and finance information
- [www.educhoices.org](http://www.educhoices.org)  
Directory of colleges and courses

## **NETWORK! NETWORK! NETWORK!**

### ***What is networking?***

To interact or engage in informal communication with other people with similar interests or concerns for mutual assistance and support, both professionally and personally.

### ***Why should you network?***

A referral generates 80% more than a cold call. 75%+ of job seekers get their positions through networking.

### ***Always remember!***

Remember to keep the communication going with your contacts.

### **NETWORKING TIPS:**

- Connect with people at LinkedIn.com
  - ◊ Do research on companies and positions by using LinkedIn's search feature
  - ◊ Ask professors, advisors, previous/current employers to write you recommendations on your profile
  - ◊ Many jobs are posted exclusively on LinkedIn  
75% of hiring managers turn to LinkedIn to do research on candidates
- Make professional business cards to have on hand for any time you meet anyone
- Talk with your professors on who to talk to in order to learn more about the field you are interested in
- Do as many informational interviews as you can
- Go to events on campus— there is always a wealth of experience and contacts which are all free and no as easily available after graduation!
- Meet, talk and connect with as many people as you can!
  - Alumni
  - Parents and other relatives
  - Friends
  - Internship supervisors
  - Former bosses
  - Volunteer connections
  - Professional association members
  - Join the Carroll Contact group on LinkedIn!

## Preparing Your Elevator Speech

An elevator speech is a term taken from the early days of the internet explosion when web development companies needed venture capital. Finance firms were swamped with applications for money and the companies that won the cash were often those with a simple pitch. The best were those that could explain a business proposition to the occupants of an elevator in the time it took them to ride to their floor. In other words, an elevator speech that worked was able to describe and sell an idea in 30 seconds or less. Today, an elevator speech can be any kind of short speech that sells an idea, promotes your business or markets you as an individual.

An elevator speech is as essential as a business card. You need to be able to say who you are, what you do, what you are interested in doing and how you can be a resource to your listeners. If you don't have an elevator speech, people won't know what you really do.

**KNOW YOUR AUDIENCE**- Before writing any part of your elevator speech, research your audience. You will be much more likely to succeed if your elevator speech is clearly targeted at the individuals you are speaking to. Having a generic elevator pitch is almost certain to fail.

**KNOW YOURSELF** - Before you can convince anyone of your proposition you need to know exactly what it is. You need to define precisely what you are offering, what problems you can solve and what benefits you bring to a prospective contact or employers

**Answer the following questions:**

1. What are your key strengths?
2. What adjectives come to mind to describe you?
3. What is it you are trying to sell or let others know about you?
4. Why are you interested in the company or industry the person represents?

**OUTLINE YOUR TALK** - start an outline of your material using bullet points. You don't need to add any detail at this stage; simply write a few notes to help remind you of what you really want to say. They don't need to be complete sentences.

**You can use the following questions to start your outline:**

1. Who am I?
2. What do I offer?
3. What problem is solved?
4. What are the main contributions I can make?
5. What should the listener do as a result of hearing this?

**FINALIZE YOUR SPEECH** - Now that you have your outline of your material, you can finalize the speech. The key to doing this is to expand on the notes you made by writing out each section in full.

**To help you do this, follow these guidelines:**

1. Take each note you made and write a sentence about it.
2. Take each of the sentences and connect them together with additional phrases to make them flow.
3. Go through what you have written and change any long words or jargon into everyday language.
4. Go back through the re-written material and cut out unnecessary words.

## NETWORK! NETWORK! NETWORK! CONT.

### Identify Target Market(s) & Employers

**Where, Who** and **Setting** are important ingredients to your job search once you have a position in mind. Identifying potential markets or industries will help give you focus.

**Who?** Most job search engines, including John Carroll's, will give you a variety of categories to search, i.e. Media/Communications, Biotechnology, Arts & Entertainment, Non-Profit, Science, Sales, Finance, etc. Having identified one or more functional areas, consider who are the major employers, who is growing, who is getting press with breakthrough technology or products, who is in trouble?

**Where?** NE Ohio? Specific state &/or city? Several possibilities? Will go anywhere? If you are limiting your target area, make sure you know why.

**Setting?** Large vs. small, headquarters vs. out in the "field", commute vs. walk or bike to work, downtown vs. suburban, centralized vs. decentralized, corporate vs. entrepreneurial, training program vs. on-the-job training.

***Geography + Employers + Industry = Your Target(s)***

### Connect With Marketplace

There are many ways to connect with the marketplace. In this age of technology, avoid the trap of conducting your job search by sitting in front of a computer screen. Studies show most jobs are NOT advertised. In addition to using web-based resources, newspapers, etc., you need to be out there talking directly with people, developing relationships and contacts that will move you closer to your goal. Some ways to do this:

- Informational interviews - better understanding of career paths and other potential contacts.
- Alumni networks/mentors
- Faculty
- Research
- Professional Associations/Trade Organizations
- Specialty press, i.e., *Crain's Cleveland Business*

### **Develop Job Search Plan & Strategy**

Managing a job search requires organization, persistence, resilience and the willingness to reach out to others to discuss your goals and ambitions. It also requires you to multi-task and to recognize when perhaps goals need to be adjusted, at least temporarily. This list is a sample of resources to draw on as you manage your job search.

- JCU Career Center services
- Looking for a job in another city? Reciprocity with other campus career centers through JCU Career Center
- Networking
- Job Fairs - on-campus
- Job Fairs - off-campus
- Internet
- Newspaper
- JCU Alumni
- Faculty
- Professional Associations, their related publications and websites
- Student Organizations - Speakers, Panels, Faculty Advisors
- Networking
- Internship
- Part-time employment
- Volunteer
- Extra-curricular activities - maximize the benefits in networking and on your resume

### **Evaluate Offers/Salary Issues**

When presented with a job offer, there may be a variety of questions and issues facing you. First, never feel compelled to accept an offer at the time it is given to you. Reasonable employers will give you time to consider the offer before you respond. Some of the frequent questions around salary and offers are:

- What is the salary range for the type of job you're seeking?
- How much do you need to earn in your first job to cover your expenses?
- What benefits do you need and which are discretionary?
- What if the salary offer is too low?
- What if you have more than one job offer?
- How soon do you need to respond to an offer?

### HOW TO MAKE THE MOST OF THE CAREER FAIR

#### Organize your time effectively

- ◇ Review, highlight, and research companies and organizations that are of interest you!

#### Make a positive first impression

- ◇ Greet each employer with a firm hand shake and introduce yourself.
- ◇ Let employers know what position(s) interest you from those listed in this guide.
- ◇ Listen carefully to the employer and let them know what you can offer them.
- ◇ Show interest and enthusiasm by smiling and speaking clearly.
- ◇ Walk confidently and make direct eye contact.
- ◇ Ask questions to learn more about the company or organization.

#### Close the conversation properly

- ◇ Thank each employer for their time and offer a copy of your resume.
- ◇ Ask how you can apply for the position.
- ◇ Ask for a business card and company literature.
- ◇ Say you will follow-up them after the Fair.

#### Look for Alumni

Alumni will be wearing an "ALUMNI RIBBON." They are eager to talk with you about their company and recruit you for their opportunities.

### HELPFUL HINTS TO FOLLOW WHEN MEETING EMPLOYERS:

#### 1. Introduce Yourself:

- A. "Hello, I'm Laura Johnson, a senior Biology major."
- B. "I'm glad to see your organization here. I'm interested in your (internships, and summer jobs.) Would you tell me more about the position?"
- C. "What type of work do you do with the organization?"

#### 2. Find out about their job opportunities:

- A. "What opportunities exist for someone with a Business major?" OR "I'm a Communications major – what positions would I qualify for?"
- B. "What types of skills or abilities are necessary?"
- C. "Are there any specific experiences you are looking for when hiring?"
- D. "What type of training do you offer new workers?"

#### 3. Close the conversation:

- A. "Thank you for the opportunity to speak with you. May I have your business card?"
- B. "Do you have a job description for this position?"
- C. "May I leave a copy of my resume with you?"

#### 4. Market yourself:

- A. Sell Yourself! "The position you describe is exactly what I want to do!"
- B. "I look forward to discussing this position with you further after the Fair."

#### 5. After the Job Fair:

- A. Send a thank you letter soon after the Fair and include your resume.
- B. Then, follow-up with a call to your contact to request an interview!! **Interview on campus with employers from the Fair! Contact the Career Center.**



## RESUME SECTIONS

*General guidelines for organizing a resume:*

- ◇ These sections are what employers generally expect to see included on a student/recent grad resume.
- ◇ There can be many variations how information is displayed and what information is included.
- ◇ Whatever format is used, it is essential that the format be consistent throughout the document.

### THE HEADING

The heading on your resume consists of your name and contact information. It can be laid out in various formats. Always include:

- Name
- Mailing address(es) – some students prefer to list home and local (Cleveland) address
- Email address – either JCU email or professional address, e.g., Jane.Jones@xxxxxx.net
- One phone number – likely cell phone, so be sure to have a professional greeting

#### Jane Jones

1234 Stanford Road ♦ City, OH 44118  
541-631-8365 ♦ Jane.Jones@gmail.com

If you have one address, it could look like this

If you choose to include a school and home address, you can list them both. Make sure you can receive mail in both places. Here is one example:

#### William Jobseeker

Wjobseeker13@jcu.edu  
216-337-9702

Permanent Address

4398 Pleasant Run  
Columbus, OH 43201

Present Address

20200 Meadowbrook Blvd.  
University Heights, OH 44118

(Note: If you choose to create columns here, you do not have to continue them throughout the rest of your resume. However, if you do continue to do so, be sure each column lines up properly.)

#### Susan M. Johnston

40296 Fairmount Blvd. #1  
University Heights, OH 44118

353-647-7486  
smj@hotmail.com

If you need to save space, you can left justify your name and put your contact info on the same line like the example above.

## EDUCATION

Students and recent graduates traditionally list their education background as the first section on their resume. If you have been out of school for some time, your education may be listed after your work experience.

### Some general guidelines:

- Organized in reverse chronological order; start with current or most recent university
- Show university, city, state on one line
- Spell out name of degree (no abbreviations) you expect to receive or received and month/year expect to graduate or graduated. Be sure to list your degree/major(s) accurately.
- Include concentrations, tracks, etc.
- Study Abroad can be listed as a separate entry; formatted same as university entry
- GPA is optional. If major GPA is significantly higher than cumulative you might want to list.
- Freshmen/Sophomores can include high school in this section if they choose; Juniors/Seniors are discouraged from including high school unless they see specific advantage for including.
- Transfer students can list former school as separate entry; formatted same as current university.

**EDUCATION**    **John Carroll University**    University Heights, OH  
 Bachelor of Science in Business Administration    May 2012  
 Major - Accountancy    GPA - 3.15

Here's another way to display Education information:

**John Carroll University**, University Heights, OH  
 Bachelor of Arts - English, May 2012  
 GPA - 3.15; Major GPA – 3.6

**Port Charles High School**    Port Charles, IL  
 June 2008

**Related Courses** can also be considered part of this section or as a separate section and can go after the **Education** section in a list/column format. Do not include course numbers or grades. Only certain employers will look for a "Related Courses" section which is sometimes highlighted in the job requirements of the job description, so be sure the courses you are listing directly relate to the job you are seeking.

### Did You Know?

As an employer, do you feel a student should always list their GPA?

- Yes ..... 60%
- Only list if above 3.0 ..... 25%
- Only list if above 2.5 ..... 3%
- Not necessary to list ..... 8%
- Other ..... 2%
- No answer ..... 2%

\*\*Results based on a survey by the University of North Carolina at Chapel Hill. 119 representatives in a wide range of career fields participated. (NACE Journal, May 2007)

## HONORS AND ACTIVITIES

These sections vary by the individual and just like the other sections will be different for everyone. The Honors section and the Activities section can be combined into one or if you have a lot of activities you can separate them in two categories.

**Honors:** Include honor societies, Honors Program, awards, scholarships received

**Activities:** Extracurricular activities, volunteer experiences. If have leadership role, be sure to list.

**\*\*Note:** *If you have taken an active leadership role in a club/organization, you may want to put that in your Experience section.*

**Format:** Can list with dates as shown below or to conserve space can list in one or two columns without dates.

Presidential Leadership Award, August 2006 – Present

Archbishop Hoban Scholarship, August 2007 – May 2008

Alpha Beta Honor Society, August 2006 - Present

Biology Club, October 2007 – Present

Varsity Basketball, August 2007 – Present

### Did You Know?

**The more involved you are the better. Employers look for candidates who demonstrated leadership on their college campuses because they expect them to do the same in the workplace!**

## SKILLS

There may be skills you want to emphasize that don't appear in other sections of your resume. They can include: Personal, Computer, Laboratory, Language or other skills. By listing them in a separate section of the resume they are more likely to stand out. If you have several, you might want to organize them in categories: One way to display them is:

Computer: Proficient in Microsoft Word, PowerPoint, Excel, and Outlook

Knowledgeable in SPSS

Language: Familiar with/Knowledgeable/ Fluent in Spanish

Certifications: CPR, Lifeguard

For more information about developing a winning resume, check out *Resume Magic* by Susan Whitcomb in the Career Center Library!

## EXPERIENCE

- Experience can encompass a wide variety of activities including internships, part time jobs, full time employment, summer work, campus clubs and organizations, volunteer experience and more.
- You may want to start off by making a list of all of the things you have done and separate them by category. Related Experience, Work Experience, Volunteer Experience are a few options.
- Some people's experience only fits into one category and others will cover all three.
- Whenever you are listing any sort of experience you want to list your experiences in **reverse chronological order**.
- Include the following: Company/Organization name, location, your title, and dates you were there, and action oriented statements to describe what you did. **See pages 57-60 for list of action words.**
- If you are still in a position, you should list your action oriented statements in present tense. If you are no longer in that position, then use past tense.
- Many students work throughout their time at school to pay tuition. If this is the case, you can consider letting the employer know how hard you have worked. You can include a statement at the beginning of the Experience section. This type of statement entirely optional. For example:

**Financed XX% of tuition through part-time employment.**

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**Center for Families and Children, Cleveland, OH**

*Child and Family Counselor, June 2005 - August 2008*

- Assisted families in understanding one another and working together to communicate
- Maintained caseload of 50 families monthly
- Completed 10 hours of continuing education programs

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**This is an example of using a student leadership role in the Experience section:**

**Alpha Beta Gamma Sorority, John Carroll University**

*Vice President of Programming*

**University Heights, OH**

August 2007 - April 2008

- Ensured programming chairwomen were aware of assignments and on-task in planning
  - Organized and maintained chapter's calendar for all activities
  - Informed chapter and other participants of upcoming events
  - Participated in monthly meetings with all Greek Vice Presidents of Programming
- 

### Did You Know?

- Never use the suffix *ing* in action oriented statements.
- An employer takes **10-20 seconds** to review your resume, so descriptors should be brief and concise.

## STRATEGIES FOR EFFECTIVE DESCRIPTIONS

The descriptions used to express your experience are what sell you as a candidate. They are the heart of the resume and relate your past and current experience back to the position you are seeking.

Here is one strategy in compiling effective descriptions of your experience:

**STEP 1:** Make a T-Table with one column representing a specific past experience and the other representing a position you hope to pursue.

- A) Brainstorm and list every duty you performed and skill you displayed in the past experience column.
- B) List every responsibility, qualification, duty, etc given in the job description of the desired experience under that column
- C) Circle items that are alike between the two lists
- D) These are the aspects that your description should convey

Past Experience	Desired Experience

**STEP 2:** Look at the list of action words on the prior page

- A) Circle all that you feel you performed in your specific past experience
- B) Select the action words that best convey the circled items from STEP 1
- C) Write a statement beginning with each of the action words you selected. It should be concise and specific
- D) This is your rough draft of a statement

**STEP 3:** Pretend you are in an interview and the interviewer asks you this question:

“What about Past Experience X has prepared you to work at this Desired Experience?”

To answer this question:

- Look at your rough draft statements composed in STEP 2
- Begin with an action word and tell
  - 1) What you did
  - 2) How or why you did it (the significance)
- Your answer to this should give you solid descriptions to place in your resume

## PROFILE

A Profile statement is optional. The profile (or summary of qualifications) allows you to highlight your best qualities in guiding the reader to understand your fit to a certain work environment. If you choose to include an Profile, it is placed between the Heading and Education section. Be sure that it relates to the job or field of interest. It should be brief and consist of a few sentences/statements that state:

Who you are – skills, qualifications you offer

Why you are a good fit/why you are a good candidate

---

### Some examples:

- Profile:** Experienced Finance Major with excellent academic record and ability to handle busy schedule between school, varsity sports and student activities. Proven work experience with a full summer internship in accounting supporting controller and management for various financial operations and auditing. Dedicated professional interest in through participation in the Finance and Investment clubs.
- Profile:** Computer Science Senior with excellent problem-solving and programming abilities. Highly dedicated individual that excels in setting and meeting goals. Passionate leader with attentive listening and communication skills.
- Profile:** Energetic student leader with industry experience, strong analytical, organizational and interpersonal skills. Excellent work ethic proven through maintenance of high GPA and employment to support college tuition.

### Sometimes Less is More

After discussing the information that goes on your resume, it is also important to know what **NOT** to include. Here are some things to leave off:

- Your Picture
- Grammar Mistakes
- Minute Details
- Negativity
- Irrelevant interests and hobbies
- Personal attributes
- False information
- References

*If you are posting your resume on public websites, i.e., Monster, CareerBuilder, be aware that an Objective may limit your opportunities in the eyes of prospective employers.*

**ACTION VERBS BY FIELD**


<b>Accounting</b>	<b>Administration</b>	<b>Analysis</b>	<b>Counseling/Healing</b>
Appraised Assessed Audited Calculated Estimated Examined Figured Forecasted Maintained Measured Prepared Recorded Verified	Accessed Assessed Coordinated Furnished Monitored Organized Processed Received Requisitioned Served Tracked	Assessed Clarified Concluded Conceptualized Discerned Discovered Dissected Illuminated Inferred Interpreted Observed Reviewed Qualified Quantified	Aligned Assessed Analyzed Assisted Coordinated Facilitated Helped Informed Intuited Listened Sensed Understood
<b>Consulting</b>	<b>Craft/Artisan</b>	<b>Design</b>	<b>Editing</b>
Arranged Assessed Assisted Contributed Counseled Guided Motivated Problem solved Served Surveyed Trained Troubleshoot	Built Choreographed Composed Conceived Constructed Created Designed Drew Entertained Fashioned Illustrated Performed	Built Created Displayed Drafted Drew Explored Formulated Organized Patterned Planned Sketched Styled	Advised Amended Analyzed Commented Compared Corrected Improved Initiated Investigated Reviewed Revised
<b>Finance</b>	<b>Fund Raising</b>	<b>Human Resources</b>	<b>Information</b>
Acquired Appraised Analyzed Budgeted Constructed Deployed Developed Evaluated (Took) Inventory Invested Managed Projected	Analyzed Contacted Coordinated Developed Directed Informed Inquired Monitored Motivated Programmed Researched Strategized	Aligned Analyzed Appraised Assessed Coordinated Interviewed Mediated Recruited Screened Selected Surveyed Trained	Appraised Analyzed Categorized Coordinated Designed Documented Linked Managed Organized Processed Programmed Structured

**ACTION VERBS BY FIELD CONT.**

<b>Innovating</b>	<b>Investigating</b>	<b>Language</b>	<b>Leadership</b>
Activated Changed Created Designed Established Implemented Improved Modified Restructured Stimulated Transformed Upgraded	Analyzed Examined Explored Interrogated Intuited Probed Pursued Questioned Sought Searched	Compared Comprehend Conversed Fluency Interpreted Lectured Negotiated Proficient Taught Translated Tutored Understood	Advised Created Compared Directed Encourage Governed Inspired Led Managed Organized Represented
<b>Management/ Supervision</b>	<b>Marketing</b>	<b>Mechanical</b>	<b>Organizing/ Logistics</b>
Consulted Coordinated Delegated Developed Evaluated Facilitated Listened Mediated Monitored Planned Scheduled Strategized	Advanced Advertised Analyzed Announced Assessed Boosted Identified Improved Promoted Quantified Reviewed Surveyed	Aligned Analyzed Balanced Constructed Coordinated Crafted Created Designed Engineered Manipulated Repaired Troubleshoot	Arranged Assisted Classified Coordinated Liaison Maintained Organized Scheduled Simplified Streamlined Supported Systematized
<b>Performing</b>	<b>Persuading</b>	<b>Program Development</b>	<b>Public Relations</b>
Acted Created Danced Inspired Interpret Modeled Performed Played Presented Red Sang	Arbitrated Articulated Challenged Clarified Convinced Influenced Inquired Mediated Negotiated Presented Reasoned Reconciled	Analyzed Coordinated Constructed Designed Developed Formulated Implemented Monitored Persuaded Prepared Recommended Strategized	Assessed Coordinated Facilitated Handled Negotiated Participated Prepared Presented Promoted Publicized Strengthened Troubleshoot



**ACTION VERBS BY FIELD CONT.**

<b>Research &amp; Development</b>	<b>Selling</b>	<b>Service/Hospitality</b>	<b>Teaching</b>
Analyzed Assessed Compared Concluded Critiqued Determined Evaluated Explained Identified Prepared Recommended Reviewed	Assisted Convinced Educated Handled Informed Persuaded Presented Provided Sell Served Traded Vended	Anticipated Assisted Coordinated Enhanced Helped Maintain Prepared Presented Served Troubleshoot Welcome	Advised Amused Awakened Counseled Educate Educated Explored Facilitated Informed Instructed Stimulated Tutor
<b>Technical</b>	<b>Writing</b>		
Analyzed Conceptualized Constructed Designed Edited Implemented Inspected Located Modified Operated Troubleshoot	Abstracted Captured Conceived Concluded Constructed Crafted Expressed Informed Integrated Interpreted Summarized		

## ACTION VERBS Organized by Skill

Clerical and Detailed		Communication		Creative	
approved arranged catalogued classified collected compiled dispatched executed gained generated implemented inspected monitored	operated organized prepared processed purchased recorded retrieved screened specified systematized tabulated validated	addressed arbitrated authorized contacted corresponded developed directed discussed drafted edited enlisted formulated influenced	interpreted lectured mediated moderated motivated negotiated persuaded promoted publicized reconciled translated utilized	acted conceptualized created designed developed directed entertained established explored fashioned formed founded furnished	illustrated improvised innovated instituted integrated introduced invented originated performed planned revitalized shaped
Financial		Helping		Management	
administered allocated analyzed appraised audited balanced budgeted calculated computed	developed financed forecasted grossed managed marketed planned projected researched	assessed assisted clarified coached counseled demonstrated diagnosed educated enhanced ensured	expressed facilitated familiarized guided helped mentored referred rehabilitated represented resolved	administered analyzed assigned attained chaired contracted consolidated coordinated delegated developed directed elected employed enforced evaluated executed	governed headed improved increased organized oversaw planned prioritized produced recommended reviewed scheduled strengthened supervised
Research		Teaching		Technical	
collected critiqued diagnosed discovered evaluated examined experimented explored extracted gathered	hypothesized identified inspected interpreted interviewed investigated organized outsourced reviewed summarized surveyed	adapted advised clarified coached communicated coordinated developed devised enabled encouraged	evaluated explained expressed facilitated guided honed informed initiated instructed persuaded stimulated	advanced aided assembled built calculated computed designed detected devised	engineered executed fabricated installed maintained operated overhauled programmed remodeled solved trained upgraded

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EDUCATION

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**John Carroll University** University Heights, Ohio  
Bachelor of Arts May 2014  
Major: Sociology & Criminology Minor: Entrepreneurship  
Track: Human Service, Health, and Social Justice

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EXPERIENCE

---

**Shaker LaunchHouse** Shaker Heights, Ohio  
*Internship Coordinator* August 2012 - Present

- Execute internship program to provide valuable experiences for students
- Use knowledge from various seminars to encourage valuable work experiences for interns and companies
- Manage evaluations between supervisors and interns to maintain the achievement of student and supervisors' goals
- Improve the newly created internship program using innovative and creative methods to reflect the personality of LaunchHouse

**John Carroll University Career Center** University Heights, Ohio  
*Career Assistant Intern* June 2011 – Present

- Offer information to students regarding Career Center services
- Advise students with their resumes and cover letters
- Design and market Career Center services to targeted outreach groups
- Develop and send promotional materials to students and families to keep them engaged

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CAMPUS INVOLVEMENT

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**Alpha Kappa Psi Co-Ed Business Fraternity** University Heights, Ohio  
September 2011 – Present

*Service Committee [September 2012 – December 2012]*

- Planned ways to reach out to people in need
- Participated and encouraged others to write positive letters to our troops

*Professional Events Committee [January 2012 – May 2012]*

- Collaborate with other members to plan professional speakers
- Communicate with Career Center to execute resume review workshops

**Student Union Programming Board** University Heights, Ohio  
*Internal Affairs Coordinator* January 2012 – April 2012

- Manage general members point system at weekly meetings
- Compile and organize notes from executive meetings
- Coordinate food, drinks and activities for weekly meeting

---

VOLUNTEER EXPERIENCE

---

**Gearity Aftercare Program** University Heights, Ohio  
*Tutor* February 2012 – April 2012

**St. Francis Middle School** Cleveland, Ohio  
*Tutor* September 2010 – December 2010

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## EDUCATION

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### John Carroll University

Bachelor of Arts

Major – Communication and Theatre Arts

Minor – Business

University Heights, OH

May 2013

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## ADVERTISING EXPERIENCE

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### National Student Advertising Competition

*Marketing Research Team*

University Heights, OH

January 2013 - Present

- Interact with an overall team of 14 students to create an advertising campaign on a \$10 million budget
- Contribute to an individual team of 4 students to conduct interviews and surveys, and to gather customer insights
- Research various media outlets to acquire knowledge about the target market, various stores and retailers, and the Glidden paint brand

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## WORK EXPERIENCE

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### John Carroll University Center for Career Services

*Career Assistant Intern*

University Heights, OH

August 2011 - Present

- Collaborate in team projects to execute marketing strategies to promote Career Center
- Develop creative ideas to inform students about available career services and events
- Recommend services and resources to students seeking career guidance
- Interact with students one-on-one to help them improve their resumes and cover letters

### Paradise Island Bowl and Paradise Beach

*Party Hostess/Waitress/Front Desk Attendant*

Pittsburgh, PA

August 2007 - Present

- Maintain corporate and leisure parties to keep them under control, organized, and on time
- Communicate with corporate companies, organizations and various other groups
- Utilize interpersonal skills to engage customers in conversation to ensure their needs are met
- Work one-on-one with new employees and train them in doing various tasks and responsibilities

### John Carroll University Center for Career Services

*Front Desk Attendant*

University Heights, OH

September 2010 - May 2011

- Managed front desk and attended to the needs of staff members, students, alumni, and employers
- Coordinated times for students to schedule appointments and addressed questions and concerns they had
- Assisted staff members with various projects and developed ideas to further benefit the Career Center

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## RELEVANT COURSEWORK

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- Advertising
- Marketing Principles
- Design for Marketing
- Public Relations
- Journalism
- Interpersonal Communication
- Integrated Communication
- Media Ethics
- Communication Research

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## SKILLS

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Computer: Knowledgeable in Adobe Photoshop

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## HONORS

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Lambda Pi Eta

November 2012 - Present

██████████ Street  
Euclid, OH 44123

██████████@gmail.com

## EDUCATION

**John Carroll University**  
Bachelor of Arts  
Major – English, Minor – History

University Heights, OH  
May 2012  
GPA – 3.73/4.0

## EXPERIENCE

**Practice Administrator**  
*CoSource*

Twinsburg, OH  
May 2012 – Present

- Maintain integrity of the database through data entry, updates, and follow up on all questions and problems that arise for the team
- Order and send marketing materials—including business cards, greeting cards, and customized items—to both clients and candidates in an effort to strengthen professional relationships
- Communicate with clients and candidates who call the main phone number by either transferring them to the appropriate extension or taking messages
- Ensure that all appropriate documentation has been completed to maximize workflow success
- Record daily and weekly metrics to ensure that team members are working to meet key performance measures
- Research best practices, including brand name awareness, marketing, and social media methods

**Career Assistant Intern**

*John Carroll University, Center for Career Services*

University Heights, OH  
June 2010 – May 2012

- Critiqued resumes and cover letters to strengthen students' professional marketing to potential employers
- Developed newsletters and coordinated monthly brunches to improve relationship with faculty members
- Created various marketing materials to promote events hosted by the Center for Career Services
- Recommended resources and services to students for academic and professional guidance during one-on-one appointments
- Wrote frequent emails encouraging students to attend "Sophomore Check-up" appointments, which helped collectively increase attendance from 28% in 2010 to 46% in 2011

**Childcare Provider**

*Local families*

Cleveland, OH  
April 2009 – May 2012

- Prioritized time and gave directions in order to follow schedule set by parents
- Planned beneficial activities to encourage the children's creativity and independence

**Writing Center Consultant**

*John Carroll University, Writing Center*

University Heights, OH  
March 2010 – May 2010

- Offered advice to increase the student's writing abilities by identifying areas for improvement
- Assisted students with improving written academic work during one-on-one appointments
- Wrote professional emails to professors, informing them of the student's appointment and progress

## PROFESSIONAL AFFILIATIONS

**Midwest Association of Colleges and Employers**

*Member*

*2011 Annual Conference Attendee*

July 2011 – July 2012  
August 2011

## CAMPUS INVOLVEMENT

Streak Week Assistance Team (SWAT) Leader  
Lakeside Avenue Men's Shelter Volunteer

August 2009, August 2010  
September 2008 – December 2008

## HONORS

Phi Eta Sigma National Honors Society  
Dean's List



# SAMPLE ELECTRONIC RESUME

Max Carroll

1 John Carroll Blvd.

University Heights, OH 44118

mcarroll14@jcu.edu

xxx-xxx-xxxx

## EDUCATION

John Carroll University, University Heights, Ohio

Bachelor of Arts; May 2014

Major: Sociology & Criminology; Minor: Entrepreneurship

## EXPERIENCE

Shaker LaunchHouse, Shaker Heights, Ohio

Internship Coordinator, August 2012 - Present

- Execute internship program to provide valuable experiences for students
- Use knowledge from various seminars to encourage valuable work experiences for interns and companies
- Manage evaluations between supervisors and interns to maintain the achievement of student and supervisors' goals
- Improve the newly created internship program using innovative and creative methods to reflect the personality of LaunchHouse

John Carroll University Career Center, University Heights, Ohio

Career Assistant Intern, June 2011 – Present

- Offer information to students regarding Career Center services
- Advise students with their resumes and cover letters
- Design and market Career Center services to targeted outreach groups
- Develop and send promotional materials to students and families to keep them engaged

## CAMPUS INVOLVEMENT

Alpha Kappa Psi Co-Ed Business Fraternity, University Heights, Ohio - September 2011 – Present

Service Committee - September 2012 – December 2012

- Planned ways to reach out to people in need
- Participated and encouraged others to write positive letters to our troops

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- Collaborate with other members to plan professional speakers
- Communicate with Career Center to execute resume review workshops

Student Union Programming Board, University Heights, Ohio

Internal Affairs Coordinator, January 2012 – April 2012

- Manage general members point system at weekly meetings
- Compile and organize notes from executive meetings
- Coordinate food, drinks and activities for weekly meeting

## VOLUNTEER EXPERIENCE

Gearity Aftercare Program, University Heights, Ohio

Tutor, February 2012 – April 2012

St. Francis Middle School, Cleveland, Ohio

Tutor, September 2010 – December 2010

This format is used when submitting your resume to an online database (online applications). Otherwise, using a PDF version of your regular resume is best when you can upload or e-mail a file.

## WRITING A COVER LETTER

### Why should I write a cover letter?

You should include a cover letter **anytime** you mail, fax, or email your resume to an employer. Your main goal of the cover letter is to get the recruiter to pay attention to your resume. Explain why you are interested in the position or program and why you want to work there, as opposed to somewhere else.

### Tips for Formatting

- Prepare each cover letter individually. Do not mass produce one generic letter to all employers. Highlight one or two things from your experience which best suit you for this particular position or organization.
- **ALWAYS** proofread your letters. There is no excuse for making a mistake!
- The cover letter should be printed on the same paper, and use the same font size, as your resume. It is a good idea to create a letterhead for yourself that every document you send to an organization has at the top. This would be your “logo,” in case any of your documents get separated.
- Address your cover letter to a person, not a title, if you can. If you are unsure of the gender of the person, use their full name with no “Mr.” or “Mrs.” beforehand.
- Keep the cover letter to one page only, and center the letter from top to bottom on the page.
- Use standard business letter format for a cover letter. Avoid using “I” or “My” phrases in the body of the letter.
- On-campus recruiting positions do not require a cover letter.

**Need more help  
composing a  
Cover Letter?**

**Check out  
Cover Letter  
Almanac by  
Adams in the  
Career Center  
Library!**

## COVER LETTER FORMAT

Date

Employer's Name

Title

Company Name

Address

City/State/Zip Code

It is suggested that you use the same heading for your cover letter as your resume.

Dear (Mr., Ms., Mrs., Dr.) Person's Last Name:

**1<sup>st</sup> Paragraph:** State why you are writing the cover letter, name the position which you are applying for, and how you heard about the opening in the organization. If someone referred you, tell the reader who referred you and how they are connected with the organization. This paragraph will probably only be two to three sentences long.

**2<sup>nd</sup> Paragraph:** Tell the employer why you are interested in working for this organization and why they should be interested in you. Highlight one or two things in your experience that will best suit you for a position with this organization. This is where you "sell yourself" to the company using example statements. Use the organization or company's website and job description to draw correlations between your skills, education, and/or experience with the job.

**3<sup>rd</sup> Paragraph:** First, thank the employer for reviewing your credentials. Second, indicate your desire for an interview and specify when and how you are going to contact the employer. If you do not have a contact person for the organization, be sure to state when and where you can be reached.

Sincerely,

Your Signature

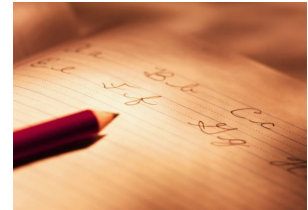
Your Name Typed

Attachment: resume



**REFERENCES**

- ◇ Identify three to four individuals who can speak about your qualifications (e.g. former employers, supervisors, faculty members, advisors)
- ◇ Check with your references before using them
- ◇ Prepare a list of references with complete contact information
- ◇ List your references on a separate sheet. Do not list them on your resume.



**Sample References:**

**Eddy Employer  
Bureau Chief  
Florida Department of State  
Koger Building, Room 122  
Tallahassee, FL  
(904)488-5412  
eemployer@fl.us.gov**

**Dr. Jane Doe, Vice President for Operations  
Information Systems Technology, Inc.  
1150 Busch Blvd., Suite 140  
Tampa, FL  
(813) 674-1389  
jdocist@aol.com**

**Dr. Len Smith, Professor  
College of Human Studies  
Room 120 Bronough Bldg  
Florida State University  
Tallahassee FL 32306-1059  
(904) 644-2121  
lsmith.07@fsu.edu**

To keep everything consistent, it is suggested that you use the same heading for your references as your resume and cover letter.

### Curriculum Vitae

Curriculum Vitae, also known as a CV, is a longer more detailed version of a resume. It often includes your educational and academic history, as well as teaching and research experience, publications, presentations, awards, honors, and other details.

**Heading:**

Name: \_\_\_\_\_

Current Address: \_\_\_\_\_

Current Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Permanent Address: \_\_\_\_\_

Email: \_\_\_\_\_

**Education:**

Name of College/University: \_\_\_\_\_

Location (City, State): \_\_\_\_\_

Type of Degree, Major (Minor): \_\_\_\_\_

Month, Year of Graduation: \_\_\_\_\_

GPA (If 3.0 or higher): \_\_\_\_\_

Thesis Title: \_\_\_\_\_

**Get more info about CVs in *Inside Secrets of Finding a Teaching Job* by Jack Warner and Clyde Bryan which can be found in the Career Center Library.**

If you have attended any other University/College— put in here— most recent goes FIRST. Even study abroad....

Name of College/University: \_\_\_\_\_

Location (City, State): \_\_\_\_\_

Type of Degree, Major (Minor): \_\_\_\_\_

Month, Year of Graduation: \_\_\_\_\_

GPA (if 3.0 or higher): \_\_\_\_\_

**Honors or Awards:**

Psi Chi? Dean's List? Outstanding in an area? Give titles, etc:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Curriculum Vitae Cont.**

**Relevant Experience:**

1. Organization: \_\_\_\_\_

Location (City, State): \_\_\_\_\_

Dates Employed/ Worked: \_\_\_\_\_

Position Title: \_\_\_\_\_

Description of Duties: \_\_\_\_\_

2. Organization: \_\_\_\_\_

Location( City, State): \_\_\_\_\_

Dates Employed/Worked: \_\_\_\_\_

Position Title: \_\_\_\_\_

Description of Duties: \_\_\_\_\_

**Other Experience:** *What else have you done work-wise?*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Grants Received or have worked on:**

Name of Grant: \_\_\_\_\_

Granting Agency: \_\_\_\_\_

Date Received: \_\_\_\_\_

Title/Purpose: \_\_\_\_\_

**Professional Associations:**

Name: \_\_\_\_\_

Dates of Membership: \_\_\_\_\_

Position Held (if any): \_\_\_\_\_

### Curriculum Vitae Cont.

**Publications:** APA style

Author (s)' Name (s): \_\_\_\_\_

Date of Publication: \_\_\_\_\_

Title of Article: \_\_\_\_\_

Journal Name: \_\_\_\_\_

Other Relevant Info: \_\_\_\_\_

**Presentations: Example:** "Celebration of Scholarship", Conference, Workshop, Etc.

Presenter (s)' Name (s): \_\_\_\_\_

Title of Presentation: \_\_\_\_\_

Name of Conference: \_\_\_\_\_

Date & Location: \_\_\_\_\_

Recent/Current Research: Anything for JCU? Class? Professor? Etc.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Qualifications or Skills:** What are you good at? This is where you want to SHINE and state why the program wants YOU!!!!

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## THE INTERVIEW

### WHAT'S THE PURPOSE?

An interview explores the possibility of entering into a mutually beneficial employment relationship. Your resume got you the interview, now it's up to you to get the job. Hiring decisions are based upon an interviewer's assessment of: personality, skills, career ambitions, education, experience, time management, and ability to communicate among others. Employers are assessing all of the factors and determining whether or not you are the right fit for their organization. At the same time, you should be considering whether or not you feel the organization is a right fit for you.

#### Some points to consider during an interview:

- Expand on information contained in your resume.
- Supply additional information to the employer that is not contained in your resume - this includes the reason you want to work in a particular industry, your passion for the job, and any additional experiences that are not listed.
- Demonstrate your interpersonal skills including speaking, listening, and answering questions.
- Interviewers will also be looking at your non-verbal behavior such as posture, handshake and how you carry and conduct yourself overall.
- Gain additional information about the employer and the position you are considering.
- Provide opportunity for both parties to assess the possibility of employment.

Find more information on interviewing and dressing for success in the following books. All of them can be found in the Career Center Library.

- *Savvy Interviewing* by Caryl and Ron Krannich
- *Interview Magic* by Susan Whitcomb
- *101 Great Answers to the Toughest Interview Questions* by Ron Fry
- *101 Smart Questions to Ask on Your Interview* by Ron Fry

## PREPARING FOR THE INTERVIEW

- 1. Do your research:** Familiarize yourself with the organization's products and/or services and their position in the industry. The more you know about the organization and how it relates to your career goals, the more effective you will be in the interview. You can find information about many organizations on their website. Newspapers, magazine articles and financial ratings are helpful as well. Talk with someone who works for the company if possible. At the end of the interview the interviewer will ask you if you have any questions for them, so be sure to arrive prepared with a list of questions. Center for Career Services offers some great resources to gather this information such as VAULT, Career Connection and Going Global. Also, check out the Grasselli Library which offers a wide range of databases for reference as well.
- 2. Be prepared.** Create a goals and skills summary prior to the interview. Write a list of your achievements and organize these into a format. Schedule a mock interview with a staff member at the Career Center. You want to make sure you know more about your achievements on your resumes than the employer does.
- 3. Do a Mock Interview.** The Career Center staff can help you practice interview skills with a mock interview. Call the office to make an appointment! You can also check out the website [Perfect Interview](#) for more tips and help.
- 4. Get a good night's sleep!** Make sure to relax and get a full night's sleep before your interview. A good breakfast will also help you feel better that day!
- 5. Dress appropriately for the interview:** (for more information refer to pages 65 & 66)  
**DO** Dress conservatively: Suit, tie, dark socks, and dress shoes for the men. Women, you can wear a suit with either pants or a skirt, just be sure it is professional. Wear the suit jacket into the interview regardless of how hot it is in the office or outside.  
  
**DON'T** Wear provocative or suggestive clothing or wear too much makeup, perfume, cologne, aftershave or jewelry.
- 6. Don't Be Late.** Make sure you know ahead of time the location and time of the interview, as well as the name of the interviewer. If feasible, do a test run to the interview site.
- 7. Arrive early.** Give yourself at least 15 extra minutes to allow for traffic problems, etc. and if you're interviewing at John Carroll University, you know you need to allow extra time for parking. Keep in mind, the Career Center driveway is reserved for recruiters.
- 8. Remember the interview starts before you even get there.** First impressions are important so make sure to treat everyone you contact before the interview and everyone on site with respect and kindness. It's not just the formal interview that counts!

## **TYPES OF INTERVIEWS**

### **INFORMATIONAL INTERVIEW**

This experience is not intended to get you a job, but rather to gain insight and information from an experienced person in a particular field. Often times, students will bring a list of questions they need answered and their resumes for review. This networking experience can be the beginning of a relationship with a possibility of a job or internship in the future.

### **INITIAL/SCREENING INTERVIEW:**

Usually rather general and is relatively short (30-45 minutes). When employers recruit on campus, they use screening interviews to decide which candidates are potentially best qualified to meet their organization's needs. This type of interview is usually followed-up with a second round of interviews.

### **SELECTION INTERVIEW:**

This is a usually longer, more thorough interview designed to identify the most qualified candidate for the position. This interview may last one hour or more. It is not uncommon for a candidate to go through a sequence of four or five selection interviews with several different people or a group interview where a number of people meet with a candidate. The interview process varies by organization, so don't be afraid to ask about the selection process.

### **PHONE/VIDEO INTERVIEW**

These types of interviews are sometimes used to screen candidates in order to narrow down the applicants who will be invited to in-person interviews. These are also conducted when candidates are applying to out-of-town positions.

### **GROUP INTERVIEW**

This type of interview can be overwhelming because you're with other candidates, but it allows the company to see your leadership abilities, potential, and style. It helps the company to see how you interact. Are you timid? Bossy? Are you attentive? Or do you seek all the attention? The interviewer might call on you to discuss an issue with the other candidates, solve a problem collectively, or discuss your qualifications in front of the other candidates.

### **PANEL INTERVIEW**

This type of interview involves multiple interviewers. Companies use this type to gain feedback and insight from various people or when interested in seeing how you will interact with the other workers.

## THE ACTUAL INTERVIEW

### THE GREETING

The interview begins when you arrive at the interview location, from the garage attendant, the receptionist to the recruiter who greets you. You never know who will be involved in the hiring decisions, and this is everyone's first impression of you. They are quickly sizing up your voice quality, handshake, appearance, and ability to chat informally, and to give you time to adjust to the interview setting. Be enthusiastic, talkative, smile and maintain eye contact with the interviewer. Let them know you appreciate the opportunity to meet with them.

### PRESENTING YOURSELF

Your physical presence is everything and can really make or break you in an interview. Smile, sit up straight, make eye contact and have some enthusiasm! Speak clearly and confidently and don't be afraid to talk about yourself. You are your best advocate, so let them know how much you want the job and how perfect you are for it.

### OPEN-ENDED QUESTIONS

Once the interview gets underway, the interviewer begins to ask questions that will give him/her insight into your personality. Interviewers will ask open-ended questions to determine how organized you are and how clearly you think. The questions might be as general as, "Tell me about yourself," or as specific as, "How has your education prepared you for this job?" Whatever the questions, make sure to stay focused on your goal which is to get the job. Gear your answers to demonstrate how you are a good fit for the position within the organization.

### BEHAVIOR-BASED QUESTIONS

The interviewer may ask you "What would you do if ...?" These types of questions are often referred to as behavior based questions and can be answered in three parts. 1) Re-describe the situation 2) Explain what you would do 3) What are the results of your action? This is a perfect time to site specific examples in which you have had prior experience in the field or task. If you do not have an immediate answer, let the interviewer know that you had never thought about it before, take a few moments to think about it, and use your judgment to answer appropriately.

### QUESTIONS NOT TO ASK

Do not express a geographical preference early in the interview process; this tends to show inflexibility that can be detrimental to a career. You can discuss this later as needed. Do not pursue salary or benefit questions; these are usually introduced by the company later in the process. When it is time to discuss salary, there are a few websites that are great resources one really good one is [www.salary.com](http://www.salary.com). The Center for Career Services has some great resources in the library to help you out, too.



## THE ACTUAL INTERVIEW CONT.

### The Close

Summarize your skills and abilities for the interviewer and express your interest in the position and the company. Ask about the next steps, and don't forget to say **thank you**. Ask for a business card if you haven't already done so and the best way to get in touch with them. Keep notes of each interview to remind you of what took place.

### Thank You

Sending a **thank you** letter or note is a must. Remember that business card you took from the interviewer? Use it to ensure proper spelling and contact information of the person who will be receiving your note. You should send it in the way that the interviewer told you was best within 24 hours of the interview. It can either be through the mail, or email. If you are not sure, you can do both. Either way, the thank you letter leaves a positive impression and reminds the interviewer that you are interested in the position.

## QUESTIONS YOU MAY BE ASKED...

Listening to questions and answering them in a positive manner is an exercise that you can practice and master prior to your formal interview. The following questions and responses will help you to prepare for your interview:

### Why do you want to work here?

Because you have done your homework researching the company, you **know** exactly why you want to work there. Organize your reasons into several short, hard-hitting sentences. "You make the best product in the market today." "Your management is farsighted enough to reinvest the company's profits so that soon you will be the leader in the industry."

### Why should I hire you?

The interviewer asking this question does not want a lengthy regurgitation of your resume or a barrage of facts and figures. Give a **short, generalized summary**. "I have the qualifications to do the job that has to be done and my track record proves it." or "I know that this is the job for me and that I will be successful."

### What interests you most about the position?

Give a truthful, one or two-word answer like, "The future." "The challenge." "The competitiveness." "The environment." This response will force the employer to ask you to explain, giving you yet another opportunity to demonstrate your profound knowledge of the company.

## QUESTIONS YOU MAY BE ASKED....

### What is your biggest strength and weakness?

This is the dreaded question that stumps many. When answering this question, be honest and positive at the same time, and avoid the cliché answers. A good answer might be, "Sometimes I am a bit of a procrastinator, which does have its disadvantages, however I am very efficient and focused when time is short, and I always make a deadline." Make sure you have thought this question through ahead of time and your weakness should actually be a weakness. Cite an example of how you have worked through your weakness in the past which will help you to deal with it in the future.

### What kinds of decisions are most difficult for you?

Be human and admit that not everything comes easily. Be careful what you do admit. "It is difficult for me to tell a team member that they are holding up the project." "I find it difficult to decide between two qualified players, which one to select to lead the group."

### What would you like to be doing five years from now?

To answer this question, make sure you know what is realistic for the ideal candidate. Too many job-hunters butcher this question because they have not done their homework and have no idea where the position will lead them. If you see yourself at another company, or in another department of the company you are interviewing, tread lightly. Don't make yourself more successful than the interviewer. Although you want to let the employer know you have thought about it, you also don't want to appear to rigid and not open to new opportunities. So make sure you can strike a balance between a set five year plan and willingness to explore what the future holds.

### What training/qualifications do you have for this job?

Deliver a short, fact-filled summary of the two or three most important qualifications you have. "I have a background in accounting. I've demonstrated proven selling skills. I'm capable of handling several projects simultaneously." Or, "I am a skilled researcher and have worked with renowned professors in the field of Biology. I am confident in my research skills and will help this company work towards its goal."

### What kind of experience do you have for this job?

Summarize four or five key areas of experience you can bring to your new job. For example, "My experience in new-product introductions will be very helpful to your entire marketing effort. My public relations account management experience will be quite useful in dealing with large clients."

**QUESTIONS FOR YOU TO ASK...**

At the end of every interview, the interviewer will ask if you have any questions. You definitely want to have some questions prepared ahead of time, however when it is time to ask them, be sure not to ask a question that has already been answered at some point during the interview.

1. What are you looking for in a successful candidate?
2. What is the most difficult challenge one would face in this position?
3. What do you enjoy most about working here?
4. What have you liked least about working here?
5. What kinds of people seem to succeed in this company/department?
6. How do you define success and how do you measure your own success?
7. What are your goals for the coming year with this organization and how can I help to achieve them?
8. What are the department's specific objectives for the next three months?
9. How fast is the company growing? Is management happy with that rate or are there plans for expansion?
10. Are there plans for new products or services I should know about to better serve my position?
11. Can you give me a more detailed understanding of what a typical day for me would look like?
12. What are three things that need immediate attention?
13. How will my performance be measured in this position? How is the department's performance measured?
14. How many hours per week do you expect your employees to put in? How much overtime does this position typically involve? How many weekends a year would I be expected to work?
15. What has the turnover been in this department in the last few years?
16. Is there anything you feel I should know about the company?
17. It has been a pleasure to meet you and after our conversation, I am confident that I am a perfect fit for your company. What are the next steps in this interview process and when do you expect to complete it?

## REASONS EMPLOYERS REJECT APPLICANTS

1. Poor personal appearance
2. Nervous, ill at ease
3. Fails to look interviewer in the eye
4. Limp, fishy handshake.
5. Sloppy application form.
6. Inability to express himself/herself clearly, poor voice, diction, or grammar.
7. Answers only "yes" and "no" to open-ended questions.
8. Indefinite response to specific questions
9. Hostile, overbearing, over-aggressive, conceited, know-it-all.
10. Lack of interest and enthusiasm, passive, indifferent, apathetic.
11. Over-emphasis on money, interested only in best dollar offer.
12. Unwillingness to start at the bottom, expects too much too soon.
13. Makes excuses, evasive, hedges on unfavorable factors in record, lying.
14. Lack of maturity.
15. Lack of courtesy, ill-mannered, failure to express appreciation for interviewer's time.
16. Condemnation of past employers, no tact
17. Lack of vitality, shuffles, slow moving, lazy.
18. Wanting a job for a short time.
19. Lack of knowledge of field of work, no interest in the company.
20. Evidence of cynicism.
21. Low moral standards.
22. Intolerance, strong prejudices.
23. Narrow interest, no interest in community, lack of social awareness.
24. Poor handling of personal finances.
25. Marital troubles, poor personal life.
26. Inability to take criticism; won't accept instruction.
27. Lack of appreciation of the value of experience or education.
28. Arriving late for interview without a good reason.

## INTERVIEWING OVER THE PHONE

Once your resume has been referred off-campus, much of your initial contact will be by phone. Following are some suggested guidelines to assist you in making a favorable and professional impression with employers.

- 1) ***Return Employer Phone Calls Promptly:*** Employers are very busy and do not want to spend unnecessary time contacting you. Return phone calls during normal business hours as soon as possible. The longer you wait to return a call, the greater the likelihood that employers will assume you are not interested in the position.
- 2) ***Interviewing Over the Phone:*** Some employers may want to conduct an initial screening interview with you by phone. Be prepared for this. If you are not prepared to interview by phone when an employers calls, request to set up an interview appointment at a mutually convenient time. The interview should be set up within the same week the employer contacts you. Once a time has been set, make sure you do not miss the phone call. Most phone interviews last anywhere from 15 to 30 minutes.
- 3) ***Conducting the Phone Interview:*** You should be prepared to discuss your qualifications, experience, skills, abilities and education as you would during a face to face interview. Prepare ahead of time and outline the points you want to make on paper to make sure you cover all the necessary information. Remember, the employer cannot see you, so it is appropriate to have a written outline in front of you to assist you in answering questions. If you are unfamiliar with interview techniques, check out our Interviewing packet at the Career Services Center.
- 4) ***Know What the Next Step Is:*** Before the conversation ends, make sure you know the next step in the process. Find out when you can expect the employer to contact you again or when it is best for you to call and follow up.
- 5) ***Interviewing Off-Campus:*** If the employer invites you to an interview off campus, make sure you write down immediately all the pertinent information including the day and time of the interview, the business address and directions, the name(s) of the people you will be interviewing with and any other relevant information. Be on time and take copies of your resume with you.
- 6) ***Follow-Up with Career Services:*** When an employer invites you for an interview, please let Career Services know for future reference. Let us also know if you were offered a position and if you accepted.

## Sample Behavioral Interview Questions

- Describe a situation in which you had to exhibit leadership.
- Give me an example of when you had to schedule your time.
- Describe a situation where you wish you had acted differently with someone in school. What did you do? What happened?
- Give me an example of when your ideas were strongly opposed in a discussion. How did you react?
- What was your biggest decision within the last year?
- Give me an example of a situation in which you had to elicit the cooperation of others. How did you go about it? What was the result?
- Describe the biggest problem you've faced in the last few months and how you handled it.
- Describe an example of things you have done which were more than was expected.
- Have you ever faced a situation in which someone you assigned a project failed to complete it on time or completed it below standard? How did you find out about it and what actions did you take?
- Describe your biggest success in college.

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### S.T.A.R.

#### **S = SITUATION**

Describe a specific situation that addresses the question

#### **T = TASK**

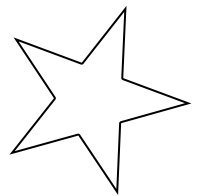
Describe your tasks associated with the situation

#### **A = ACTION**

Describe actions you took to address the situation

#### **R = RESULT**

Describe the results of your actions



**DRESS FOR SUCCESS**

First impressions are a significant part of the interviewing process. When deciding what to wear for your interview it is important to remember that dressing for success can make or break your chances of getting the position.

**WOMEN**

Women should stick to these guidelines when picking out their interviewing wardrobe:

- ◇ Dark suit, pant or skirt, in grey, black, navy, or brown
- ◇ Blouse in a coordinating color
- ◇ Conservative make-up, perfume, and hair
- ◇ Minimal jewelry
- ◇ Closed toe heels in coordinating color

**Don't forget to leave your cell phone in the car or turn it off! Also, don't chew gum!**

# MEN



Men should follow these guidelines when picking out their interviewing wardrobe:

- ◇ Dark pantsuit in grey, black, navy, or brown
- ◇ Dress shirt
- ◇ Coordinating tie, belt, socks, and shoes
- ◇ Well-groomed
- ◇ Moderate cologne

**Don't forget to leave your cell phone in the car or turn it off! Also, don't chew gum!**





## BUSINESS ETIQUETTE

There is a standard code of conduct that goes along with the world of work. By examining business etiquette in the present, you can enter a mutually beneficial relationship in the future.

### CORRESPONDENCE

- Write a follow-up or thank you within 48 hours of meeting
- Women should be addressed as "Ms."

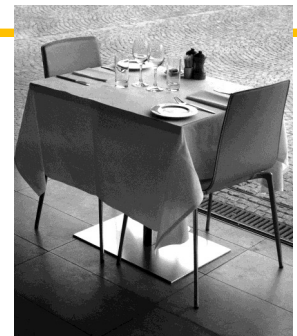
### DINING

- Let host take the lead
- Eating utensils are used from outside-in
- Always pass to the right
- Do not order the most or least expensive item



### TELEPHONE

- Return calls the same day if possible
- Do not leave someone on hold more than 30 sec.
- Do not make personal phone calls at work



**Voicemail Identity Etiquette** Make sure your answering machine has a professional sounding message. Remove any inappropriate language, music and other recordings. Employers begin to form an impression of you through their phone contact with you.

## INSPECTING YOUR ELECTRONIC FOOTPRINT

Be careful what you post online if you want to be able to get a job in the future. Your blog, web site, Facebook, Twitter, Pinterest, MySpace, online dating profile, or even blog postings might expose non-professional activities to a potential employer. According to a survey conducted by business social networking site Viadeo, one-fifth of hiring managers have used the Internet to find personal information about potential job candidates, and a quarter of those have rejected candidates based on what they found.



### Step 1: Find out what your identity is

Google your own name. This is the best way to see what your online identity looks like to potential employers who are likely to Google you. Type your first and last name in quotes and review the results. Look at what web pages come up and decide if you are pleased with what is there. Are you accurately and adequately represented? How would you like to be seen?

### Step 2: Improve your identity

If you're unhappy with your Google hits, there are a few things you can do. One great way to improve your online identity is to create your own website. The website can highlight your work skills and experience. This is an excellent way to give yourself a professional identity that will most likely appear at the top of your name's search results.

Another action to take is to delete compromising photos or blogs from sites like Facebook, Myspace, or Twitter. These types of sites will probably be high in Google searches, so they are important to focus on.

Also, you can consider using a service like ReputationDefender.com, which can help you manipulate your Google results by pushing positive links higher and negative ones lower. There are multiple websites that provide services like this, but keep in mind they may cost you a bit of money.



## What It's Used For

- Explore occupations to find detailed information about:
  - Common Work Tasks
  - Physical Demands
  - Licensing/Certification
  - Hiring Practices
  - Wages
  - Employment Opportunities
  - Advancement Opportunities
  - Skills & Abilities
- Research U.S. colleges, graduate schools, programs of study, and financial aid
- Compare occupations between states
- Explore military options

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## How to Access

- Begin at [www.jcu.edu/careercenter](http://www.jcu.edu/careercenter)
- Click on “Go to Career Connection”
- Click on “here” under the “Students and Job Seeking Alumni”
- Log into your Career Connection account or create a new one
- Click on “Resource Library”
- Click on “OCIS” and then click on the blue drop down text below
- Enter username: JCarrollUn
- Enter password: ohiocis03

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## Best Features

- Information about self-employment, jobs of the future, and links to assessment tools
- Features video links to receive an insider’s view of job expectations
- SKILLS Assessment helps you match your skills for which occupations you would be best suited
- OCIS’ enormous databases of scholarships are available to students based on need, leadership, academics, interests, organization affiliation, or local community!

## 12 Money Tips for College Graduates



1. Outline your short-term and long-term financial goals.
2. Prepare a monthly budget that will work for you.
3. Open your own individual bank account that's not cosigned by a parent or guardian.
4. Set up online banking so you can manage your finances if you're away from home.
5. Review your bank, credit card and loan statements at least once a month, so you can catch any errors.
6. If you move, notify your bank, card and loan issuers as soon as possible.
7. If you need to close an account, confirm that the account and appropriate lines of credit have been closed by verifying it with the bank.
8. Stay current on your student loans, don't miss deadlines and consolidate your loans, if appropriate.
9. Ask about student loan repayment benefits when you apply for jobs.
10. Educate yourself about how to build credit, save for retirement and manage other money matters.
11. Set up a savings plan that automatically sets aside money from your paychecks.
12. Start saving for retirement now.

**Learn more about budgeting in *Reality 101* by Fran Katzanek which can be found in the Career Center Library.**