



# **2007 - 2008** **Career Guide**

**UW Career Center**

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EXPLORE CONNECT SUCCEED

UNIVERSITY OF WASHINGTON

# CAREER GUIDE

2007 - 2008

## University of Washington Career Center



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## table of contents:

Career Services.....	2
• Mission.....	2
• Key Services & Events.....	2
• Campus Recruiting & Job Listings.....	2
• Letter of Evaluation Service .....	2
Steps in Career Planning .....	3
Decision-Making .....	4
• The Career & Major Decision Matrix.....	5
Information About Self .....	6
• Strengths Exploration Chart.....	8
• Strengths Reality Test .....	9
Information About Options .....	10
• Printed Resources in UWCC Library .....	10
• Informational Interview/Meeting .....	11
• Internships, Co-ops, Summer Jobs.....	12
• Researching Grad Schools .....	12
• Grad School Exam Preparation .....	13
Taking Action .....	14
• Job Search Strategies .....	14
• Resume Preparation .....	15
• Curriculum Vitae Preparation.....	16
• Sample Resumes & Curriculum Vitae .....	17
• Cover Letters.....	24
• Preparing for the All-Important Interview .....	26
• Career Portfolios.....	29
Advertiser Index.....	30

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### SPECIAL ACCOMMODATIONS

To request disability accommodations, please contact the UW Career Center at 206-543-0535 (voice); or you may contact the Office of the ADA Coordinator at 206-543-6450 (voice); 206-543-6452 (TDD); 206-685-3885 (FAX); or [access@u.washington.edu](mailto:access@u.washington.edu) (e-mail) at least ten days in advance of the event.

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# CAREER SERVICES

## Our Mission

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

## Why Use the UW Career Center?

- Over 350 companies and organizations visit us annually through the Campus Recruitment Program.
- Hundreds of employers attend our career fairs every year.
- We list thousands of jobs and hundreds of internships on our HuskyJobs website each year.
- You can learn how to articulate your strengths and find out what you really want.
- We help hundreds of students and alumni with successful job searches each year.

## Our Motto

Explore, Connect, Succeed!

## Our Services

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

### Career Planning & Counseling

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

### Resume Resources

A winning resume is your calling card and can make the difference in getting that all-important first interview. Looking for direction to get started or need a professional eye to review the one you have? Build your resume in OptimalResume on our website, stop by for a walk-in appointment or attend our workshop, "Resumes in the 21st Century". Whatever your need, we have the resources to help you write a great resume!

### Interview Preparation

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

### Jobs & Internships

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

### Career Workshops

We offer an ongoing series of drop-in workshops each month. You will find an up-to-date calendar on our website. Topics include:

- Roadmap to Choosing a Major
- What Can I Do with My Major?
- Applying to Graduate and Professional School
- Internships and Student Jobs
- Job Search Strategies for International Students
- Making Career Connections
- Making the Most of a Career Fair
- Resumes in the 21st Century
- Successful Interviews
- Job Offer and Salary Negotiations

### Career Fairs & Events

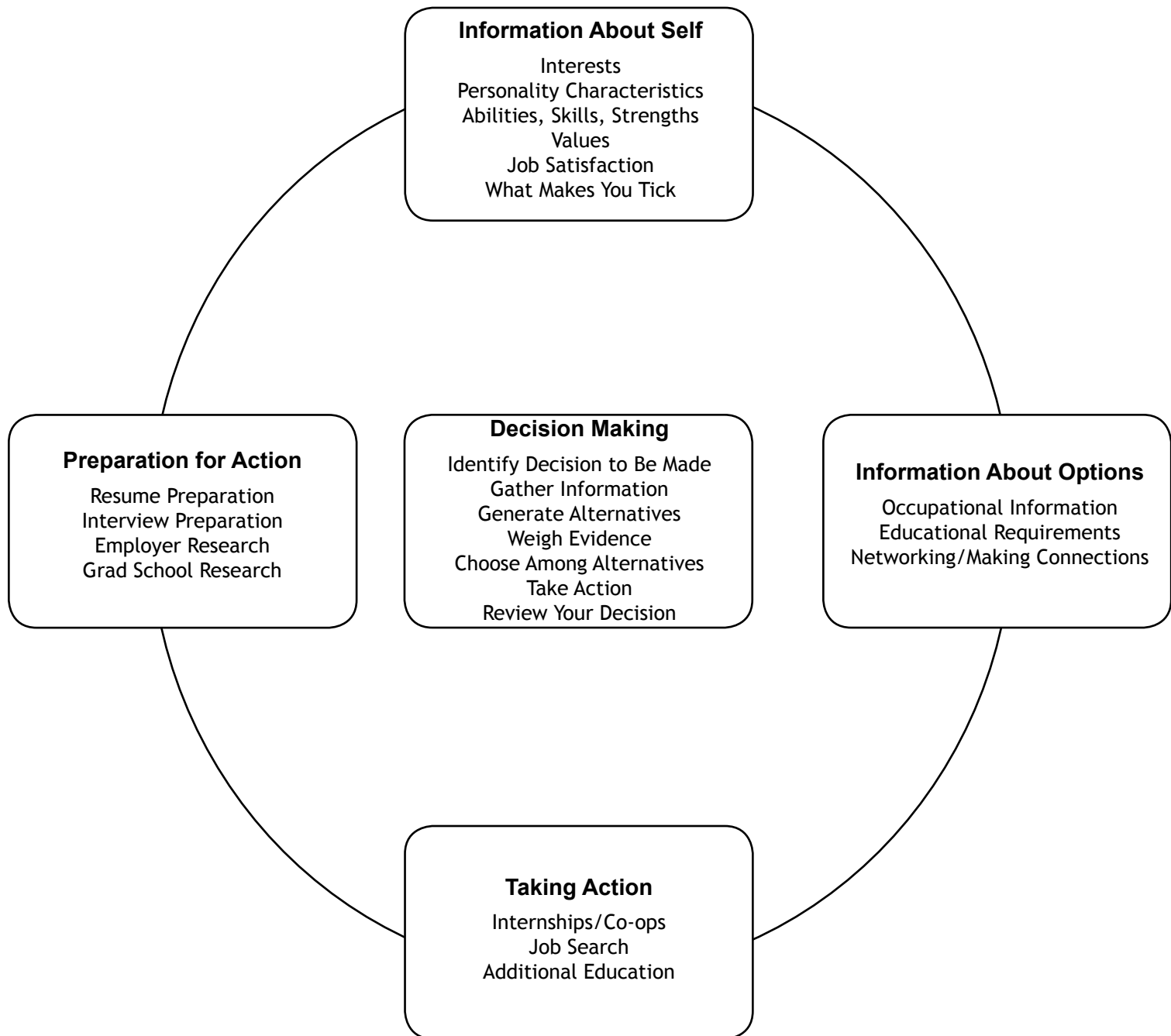
Finding a job or an internship means making connections. Our Center schedules numerous events throughout the year that bring employers from companies, non-profit organizations, government agencies and more to campus. Popular events include the Spring Career Fair, Minority Career Fair, Featured Employer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

### Letter of Evaluation Service (LEO)

The UW Career Center offers a Letter of Evaluation online (LEO) file service to UW students and alumni who are applying for employment in an academic institution or to a graduate or professional school program, including medical, dental and law.

Files serve as a depository for confidential or non-confidential letters of recommendation from academic sources. For information, call 206-543-9104 or email [ccsfiles@u.washington.edu](mailto:ccsfiles@u.washington.edu).

# STEPS IN CAREER PLANNING



# DECISION-MAKING

## A PLANFUL PROCESS

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

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

Are you trying to choose an academic major? Trying to figure out which career direction you'll pursue after graduation? Thinking about attending graduate or professional school? Wondering which jobs are a good match for you? All of the above? Lumping two or three decisions into one makes it more difficult to decide. Put into words what the decision is that needs to be made now. Keep it simple.

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

You'll need to gather relevant data, see things as they are, face the facts and be realistic based on what you know about yourself and about your options. Compare and contrast what you know about yourself (your skills, interests, and values) with what you know about your options.

### **3. What options will work? Generate alternatives.**

In addition to gathering information by reading and research, you can also explore your options by talking to others and getting hands-on experience. Consider all the possibilities. Use your imagination. Brainstorm with others. List the possible courses of action. Do not leave out an attractive possibility just because you do not, at the moment, see how it can be done. Explore several options and then determine those that are the best match for you.

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

Carefully consider each option using your head and your heart. What are the disadvantages? What are the costs? What steps do you need to take to get there? What might happen if you choose that option? What are the consequences? Are there barriers that might get in the way (e.g., low GPA, no related experience, etc.)? How will your choice affect you and others? How much do you care about the things that might be gained or lost by each possible alternative? Read books. Visit websites. Talk to academic advisers and career counselors, faculty, other students majoring in your fields of interest, and professionals working in jobs and careers you are considering.

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

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

### **6. Take action.**

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

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

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

# DECISION MAKING

## THE CAREER, MAJOR & JOB DECISION MATRIX

Comparing what you know about yourself with what is needed to succeed allows you to identify advantages and disadvantages, narrow your options, and identify next steps.

CAREER, MAJOR, OR JOB OPTIONS	RESPONSIBILITIES & REQUIREMENTS	MY SKILLS, INTERESTS, & VALUES	ADVANTAGES	DISADVANTAGES	NEXT STEPS
<b>EXAMPLE:</b> Internship with the Sonics	Work nights/weekends Work 25 hours per week Make \$0 Survey fans at games Survey fans over the phone Attend town hall meetings Research other arenas	Finance Communication Analysis Basketball Student leadership Relationshipship with partner Travel	Free season tickets Free merchandise Hang out with fun people Look good on resume Learn a lot Make good connections for the future	Work more hours than planned Make no money and have no time for p/t job No time or money for travel Leave little time for partner Not directly related to major	See if they will let me work 15 hours instead of 25 Research other positions with the Sonics Look for other internships in HuskyJobs Talk to partner
<b>OPTION 1:</b>					
<b>OPTION 2:</b>					
<b>OPTION 3:</b>					
<b>OPTION 4:</b>					

Adapted from the Major Decision Matrix developed by Kay Balston, UW Undergraduate Advising, 2001.

# INFORMATION ABOUT SELF

## Explore Your Strengths

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

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

1. Accept yourself as having a unique kind of excellence that is always growing within you.
2. Recognize that the elements of your excellence have been demonstrated from time to time throughout your life. These elements have most likely been demonstrated in experiences you identify as achievements: **good experiences in which you did things well, you enjoyed doing them, and you are proud of what you did.**

3. Believe that by carefully identifying and studying your good experiences, you will find the pattern of skills and talents you have repeatedly used to make those experiences happen.
4. Focus on using this pattern of skills and talents or strengths. They are the reliable elements of your special excellence. This pattern of strengths provides clues to the kinds of career activities that are likely to be part of your future achievements regardless of your job titles or job descriptions.

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

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

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

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

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

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## INFORMATION ABOUT SELF

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

For each of your top 10 experiences write one or two paragraphs describing the situation, the tasks you completed, the actions you took and the outcomes you felt good about. See STAR method on page 27.

## EXAMPLE OF GOOD EXPERIENCE

### *Inventing a Study Abroad Experience*

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

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

[illegible]

**Which good experiences stand out as the best?** Rank order the top ten experiences, and place the ranking (1 for the top) in the boxes to the left of the achievement.

### LIST YOUR TOP 10 GOOD EXPERIENCES

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



# INFORMATION ABOUT SELF

## STRENGTHS EXPLORATION CHART

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

**Instructions for using the chart:** The first column is for exploration of your top Good Experience. Go down the column scanning each of the 52 skills, talents or strengths in the chart and put a check mark beside the ones that have been strongly applied in that experience. Do the same with the other Top Ten Good Experiences you described. The blank spaces at the end of the chart are for skills, talents or strengths you feel should be on the chart but are not there.

	1	2	3	4	5	6	7	8	9	10	Total
Analysis											
Artistic											
Budget											
Controls											
Coordination											
Creative											
Design/Art											
Details											
Energy/Drive											
Economical											
Figures											
Follow-through											
Foresight											
Human Relations											
Ideas											
Imagination											
Individualist											
Initiative											
Inventive											
Leader											
Liaison											
Manager											
Mechanical											
Memory											
Negotiations											
Observation											

	1	2	3	4	5	6	7	8	9	10	Total
Organizer											
Outdoors/Travel											
Ownership											
People											
Perspective											
Persevering											
Personnel											
Persuasive											
Planner											
Policy Making											
Practical											
Problem Solving											
Production											
Programs											
Promotion											
Research											
Sales											
Service											
Showmanship											
Speaking											
Systems/Procedure											
Things											
Training											
Troubleshooting											
Words											
Writing											

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

You may want to consider meeting with a career counselor in the UW Career Center to discuss the process of uncovering your strengths and ways of creating new opportunities that provide career satisfaction.

# INFORMATION ABOUT SELF

## STRENGTHS REALITY TEST

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

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

**Strength:**

**Examples:**

1.

2.

3.

**Strength:**

**Examples:**

1.

2.

3.

**Strength:**

**Examples:**

1.

2.

3.

**Implications:** When seeking employment the best opportunities will be those where there is a match between the skills needed to do the job and your significant strengths. Feature the strengths you have tested above on your resume in a Background Summary (see the resume example on page 19). Incorporate examples of how you have demonstrated these strengths in your answers to interview questions (see "How to Answer the Real Question Behind Most Interview Questions" on page 28). Meet with a career counselor at the UW Career Center to explore further how your strengths can be used in your job search.

# INFORMATION ABOUT OPTIONS

## websites

### Internships

cityyear.org/seattle/  
idealist.org  
inroads.org  
internships.com  
internshipprograms.com  
monstertrak.com  
nsee.org  
rsinternships.com  
twc.edu  
volunteermatch.org

### Graduate Schools

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

### Job Search

collegegrad.com  
careerbuilder.com  
quintcareers.com  
job-interview.net  
jobweb.com  
careers.wsj.com  
jobhuntersbible.com  
spherion.com  
vault.com  
wetfeet.com  
craigslist.com

## PRINTED RESOURCES AVAILABLE IN UWCC LOBBY

- *The Wet Feet Insider Guide to Industries & Careers for Undergrads*
- *Alternatives to the Peace Corps*; Joan Powell
- *Law School Buzz Book* (Vault)
- *Business School Buzz Book* (Vault)
- Peterson's Series on Grad Schools
- *Puget Sound Business Journal Book of Lists*
- *College Majors and Careers*; Paul Phifer
- *International Business & Trade Directories*
- *Environmental Careers in 21<sup>st</sup> Century*; The Environmental Careers Organization
- *Event Resource Guide*; Marion Clifton
- *Management Consulting: A Complete Guide to the Industry*
- *Master Lists*; Media Inc.
- *Proven Resumes*; Regina Pontow
- *Washington Manufacturers Register*
- *Where to Turn Plus, Health and Human Services in King County*; Crisis Clinic
- *Writers Market*; Holm & Lucyszyn
- *Fortune*
- *Transitions Abroad*
- *Vault's College Career Bible*
- *Vault Guide to Schmoozing*

The **University of Washington Library System** has an extensive collection of resources.

- **Career Materials Collection** on second floor of Odegaard for career books and occupational information.  
UW Reference collections in the Suzzallo, Odegaard, Business Administration, and Engineering libraries.  
Review stock reports, annual reports, company clippings, trade journals, magazines, periodicals, indexes, and directories (local, state, national and international).
- **Local and national newspapers:** *Puget Sound Business Journal*, *The Seattle Times*, *Seattle Weekly*, *Media Inc.*, *The Wall Street Journal*, and *The New York Times*.
- **Magazines:** *Fortune*, *Forbes*, *Money*, *Barron's*, *Business Week*, *Business World*, *Harvard Business Review*, *Newsweek*, *Time*, and *U.S. News and World Report*.
- **Use the Internet:** for employer homepages and much more!  
UWCC Homepage: [www.careers.washington.edu](http://www.careers.washington.edu)  
Majors & Jobs: *Google> What can I do with a Major in...*  
Informational Meetings: <http://www.washington.edu/alumni/students/>  
Washington Occupational Information System: [www.wois.org](http://www.wois.org)  
(Note: WOIS has the most current info on jobs, salaries, and educational programs in Washington State and is accessible from computers at the UW and public libraries with site licenses.)

# INFORMATION ABOUT OPTIONS

## INFORMATIONAL INTERVIEW/MEETING

### WHAT:

A conversation with a professional in a career field you are considering; a technique for gathering occupational information.

### WHY:

To increase your knowledge about a career field and develop valuable contacts. To develop self-confidence about your own abilities and your "fit" with a particular field.

### WHEN:

Any time you are trying to make a career decision.

### WHO:

Contact people in the career field you are investigating; e.g., family members, friends, professional organizations, career fairs, classmates, teachers, employers, former employers, speakers you have heard, alumni associations.

### WHERE:

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

### HOW:

- Identify a few academic majors or career fields that seem to match your interests and abilities.
- Get names, addresses, and telephone numbers through contacts, referrals, newspaper/magazine articles, directories, or call an organization and ask for the name of the person in charge of the activity in which you are interested.
- You may want to precede your call with a letter. It is important not to ask them to call: **YOU** must take the initiative. (See sample letter above.)
- State the reason for your request clearly: "I am interested in obtaining more information and advice..." Make it clear that you are not asking to be considered for a job.

### HOW TO PREPARE:

- Do some preliminary research. Read about the academic field or occupation, (See "Information About Options," page 10). To make the meeting more useful and leave a good impression, prepare a list of questions.
- Ask the person to suggest names of others whom you might interview.
- Take notes and keep contact information.
- ALWAYS follow up with a thank you note! Thank the person for their time and ask permission to keep in touch.

### INFORMATION INTERVIEW REQUEST LETTER

Dear Ms. Howard:

I have been doing research at the University of Washington Career Center regarding the biotechnology industry. Having discovered your company and your name in the *Washington Manufacturers Register*, I thought that you would be an excellent person to assist me with career information.

As a biology student, I am exploring career paths. The biotech field sounds interesting to me at this point, but I want to get a clearer sense of direction. I would like to get your advice on the long-term career implications of this field and other possible options as well as a better handle on the day-to-day activities of what people do in the biotech field.

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

Sincerely,

Michael C. Fine



### Suggested Questions to Ask During an Information Meeting

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

# INFORMATION ABOUT OPTIONS

## INTERNSHIPS, CO-OPS AND SUMMER JOBS

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

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

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

### Consider creating your own internship.

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

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

- Visit the UW Career Center (UWCC) website for internship info and links:  
[www.careers.washington.edu](http://www.careers.washington.edu)
- Use the UWCC HuskyJobs database to identify open positions and employers:  
<http://washington.csm.symplicity.com/students/>

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

### Prepare yourself. Steps in the process:

- Determine which opportunities match your interests and goals.
- Check departmental eligibility qualifications for earning academic credit.
- Review job descriptions and learning objectives.
- Attend and participate in workshops and events at the UW Career Center:
  - Internship and Summer Jobs Workshop
  - Resume Workshop or Walk-in appointments
  - Successful Interviews Workshop
  - Mock Interviews with a career counselor or peer advisor
  - Career Fairs
  - Featured Employers Nights
- Keep track of what you are learning and communicate with your supervisors so that you can get the most out of the experience.

## RESEARCHING GRAD SCHOOLS

### Why Should I Research Grad Schools?

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

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

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

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

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

Another way to research grad schools is through Informational Interviewing (see page 11) with current and past students in the program and visiting the school and talking directly with department faculty and staff.

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

US News - <http://www.usnews.com/usnews/edu/grad/grhome.htm>

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

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

# INFORMATION ABOUT OPTIONS

## GRAD SCHOOL EXAM PREPARATION

### What Are Grad School Exams?

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

For test dates and more information on the GREs:

Graduate Record Examinations - <http://gre.org>

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

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

## PERSONAL STATEMENT PREPARATION

### What Are Personal Statements?

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

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

Writing an effective personal statement means knowing yourself and your goals well and the ability to tell a good story. For more on personal statement writing visit [www.accepted.com](http://www.accepted.com) online, or look into these books:

*Graduate Admission Essays: Write Your Way Into the Graduate School of Your Choice*, by Donald Asher.

*How to Write a Winning Personal Statement for Graduate and Professional School*, by Richard J. Stelzer.

You can have your personal statement reviewed by a CCS career counselor by scheduling a counseling session or during Walk-in Appointments. There are a number of writing centers on campus where you can also get assistance in writing a personal statement. Please visit <http://faculty.washington.edu/jwholmes/uwrite.html> for a complete list and locations. Your own personal contacts may be helpful as well.

## PROFESSIONAL SCHOOL INTERVIEW PREPARATION

### Do All Grad Schools Require an Interview?

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

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

First, research the professional schools you have applied to in order to determine their academic emphasis, faculty projects, and how you match.

Second, it is helpful to have developed your personal statement so you have clarity about your background, goals, philosophy and ways you can contribute to a graduate program.

Third, make an appointment with a UWCC career counselor or peer adviser for a Mock Interview.

**Important:** Be sure to deliver your **personal statement** and the **school name** to the counselor two days in advance so they can better arrive at questions to ask you.

Following are some helpful websites in preparing for grad school interviews:

- Medical, Dental and Pharmacy School questions and info - Student Doctor Network [www.studentdoctor.net](http://www.studentdoctor.net)

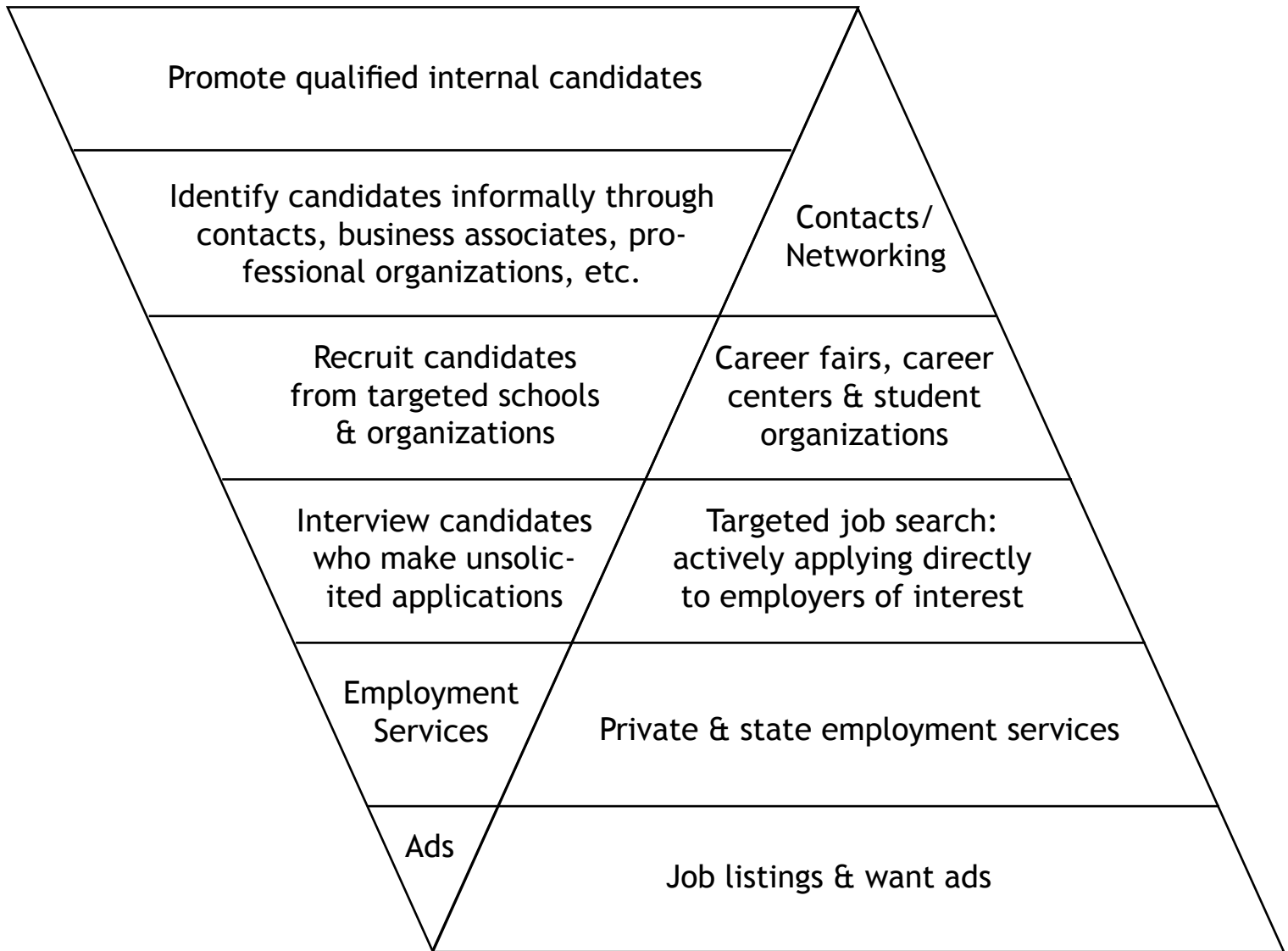
### LETTER OF EVALUATION FILE

**Letter of Evaluation Files** are recommended for students who anticipate applying to several graduate or professional schools. Many of the grad schools require confidential files which are difficult to maintain by an individual since it would mean continually asking references for copies of their letters to be sent directly to the school. The Letter of Evaluation files serve as a depository for confidential or non-confidential letters of recommendation from academic sources and are best established at least one quarter before submitting applications. For more details on how to set up a Letter of Evaluation File with the UW Career Center contact our office or go to <http://explore.careers.washington.edu/leo>.

# TAKING ACTION

## JOB SEARCH STRATEGIES

### Employers' Recruitment Methods



### Job Seekers' Strategies\*

\*NOTE: The Internet can be used on all strategy levels. Use all the search strategies. Try to spend most of your time networking.



# TAKING ACTION

## RESUME PREPARATION

### TYPICAL STRUCTURE FOR A RESUME

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

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

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

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

**Work and Experience.** List your job title, place of employment, city, state and dates. Write supporting statements that give evidence that you have the skills the employer needs and wants. Avoid "responsibilities included." Instead, make your descriptions powerful by starting each one with a verb. Below is a list to get you started.

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

**References.** It is optional to include a statement indicating that references are available. If you want to list your references, do so on an attached sheet, not on the resume itself. See page 16.

### RESUME KEY POINTS

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

## resume action words:

Administered  
Analyzed  
Appraised  
Audited  
Balanced  
Budgeted  
Collaborated  
Communicated  
Compiled  
Completed  
Conducted  
Consulted  
Contributed

Coordinated  
Created  
Critiqued  
Decreased  
Demonstrated  
Designed  
Developed  
Directed  
Distributed  
Documented  
Edited  
Enhanced  
Established

Expedited  
Facilitated  
Financed  
Generated  
Improved  
Implemented  
Initiated  
Investigated  
Led  
Managed  
Negotiated  
Organized  
Planned

Presented  
Prioritized  
Produced  
Researched  
Reviewed  
Scheduled  
Shared  
Supervised  
Supported  
Trained  
Updated  
Worked  
Wrote



# TAKING ACTION

## CURRICULUM VITAE

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

Curriculum Vitae	versus	Resume
<ul style="list-style-type: none"><li>• Used when applying for positions in academia, research, grants</li><li>• Summary of all your educational and professional background</li><li>• Includes full list of publications</li><li>• Space is not a premium; may be several pages in length</li><li>• Will be thoroughly read by search committee</li></ul>		<ul style="list-style-type: none"><li>• Used everywhere a CV is not specifically requested</li><li>• Summary of related experience and education</li><li>• Space is at a premium; one page, sometimes two in length</li><li>• Will be scanned quickly</li><li>• Used as a marketing tool</li></ul>

See sample on page 23

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

## CHOOSING YOUR BEST REFERENCES

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

Recommenders often take a personal interest in your search.

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

Ask for permission from your recommenders before you use their name. Because it is too important to your future to assume that these people will write a positive recommendation, ask them if they have any reservations about giving you a good reference. If

they are at all hesitant, you might decide not to include them on your list.

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

Jennifer Scott

### References

**Dr. Bob Roberts**  
Professor of Biology  
University of Washington  
Box 350000  
Seattle, WA 98195  
206-555-0000  
[bobroberts@u.washington.edu](mailto:bobroberts@u.washington.edu)

**Susan Jones**  
Department Manager  
National Marine Fisheries Service  
1234 56<sup>th</sup> Street  
San Diego, CA 92111  
708-000-0000  
[susanjones@ucsd.edu](mailto:susanjones@ucsd.edu)

**Jim Johnson**  
Sales Manager  
Comp USA  
4515 Roosevelt Way  
Seattle, WA 98115  
206-123-4567  
[jim.johnson@compusa.net](mailto:jim.johnson@compusa.net)

## REVERSE CHRONOLOGICAL RESUME

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

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

### THOMAS DAVIDSON

tds@u.washington.edu

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

Permanent Address:  
400 Whitman Avenue  
Yakima, WA 98555  
360-555-1212

#### OBJECTIVE

Internship in the Human Resources field.

#### EDUCATION

Bachelor of Arts in **Business Administration**, GPA: 3.4, June 2009  
University of Washington, Seattle, WA  
Completed 12 credits in Human Resources

Diploma, Roosevelt High School, Seattle, WA, June 2005

#### EXPERIENCE

**Customer Service Representative**, September 2007 - present

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

**Mentor/Tutor**, December 2006 - June 2007

Early Scholars Outreach Program, Seattle, WA  
Monitored school performance of students from inner-city schools. Planned motivational activities for students. Designed and led workshops for parents of students.

**Hall Government President**, September 2005 - June 2006

University of Washington, Seattle, WA  
Planned activities designed to enhance students' university experience. Collaborated with administration to ensure quality of services. Trained and supervised student staff.

**Courtesy Clerk**, June 2003 - September 2005

Safeway Stores, Seattle, WA

#### ACTIVITIES

President, Distributive Education Club of America (DECA),

Roosevelt H.S., 2004 - 2005

Member, Speech and Debate team, Roosevelt High School, 2002 - 2003

#### HONORS/AWARDS

Dean's List, UW - 3 quarters

UW Alumni Student Leadership Award, 2006

Golden Acorn/Award (for outstanding community service), 2004

Describe associations and awards if not commonly known.

### John Turner

555 North Pine Street  
Seattle, WA 98105

206-555-5555

jturner@u.washington.edu

#### OBJECTIVE

Entry level position in mechanical engineering with the Boeing Company.

#### EDUCATION

University of Washington

Bachelor of Science in Mechanical Engineering

- GPA in major: 3.3
- Worked 20-40 hours a week while attending college full-time.
- Supported 75% of college costs.

Seattle, WA  
Expected March 2008

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

#### Special Projects

**Automated SwingAway Fetchless Batting Tee**, Winter 2008

- Designed motion control system using stepper motor, Motorola 68HC11 microcontroller, and LCD screen.
- Wrote computer code using Assembly computer language.
- Researched human factors for required torque load of stepper motor.

#### RELATED EXPERIENCE

Micro Encoder, Inc.

Test Engineering Intern

- Designed test system using servo-mechanical components.
- Conducted research and tests on next generation linear encoder scales.
- Documented test system including details and schematics using AutoCAD.
- Fabricated mechanical and electrical components for repair and creation of test equipment.

Kirkland, WA

June 2007 - present

Include names of specific programs used.

Charles A. Gove and Associates, Inc.

Computer Aided Drafter

- Drafted plans and details using AutoCAD for mechanical, electrical, and environmental engineers.
- Updated Spill Prevention and Containment Countermeasure plans as specified by federal law.

Seattle, WA

Summer 2006

#### OTHER EXPERIENCE

University of Washington Career Center

Peer Advisor

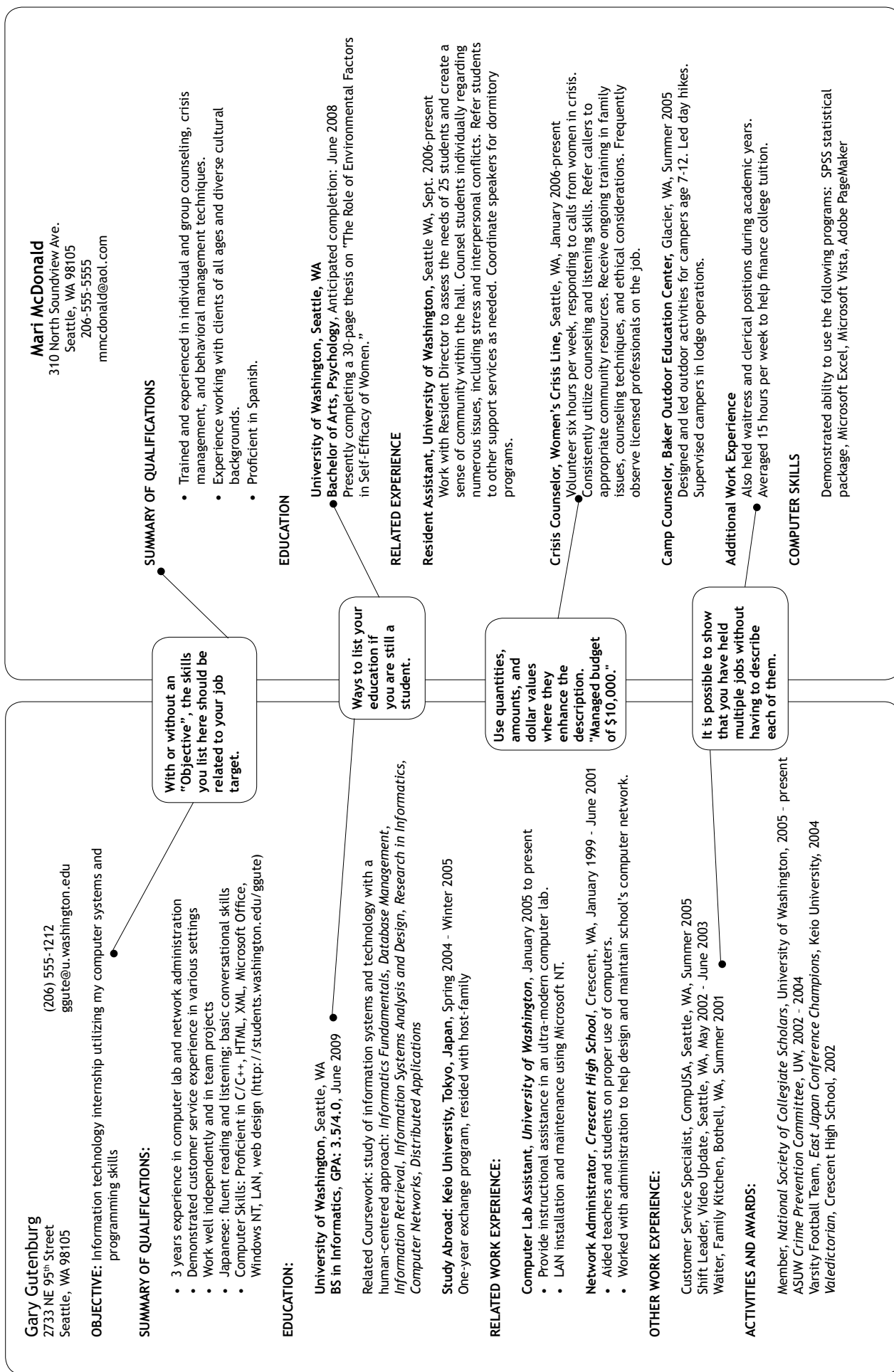
- Provided career services information to student groups up to 135.
- Assisted with web site upgrade.

Seattle, WA

Sept 2005 - June 2006

# SUMMARY OF QUALIFICATIONS WITH REVERSE CHRONOLOGICAL RESUME

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



# FUNCTIONAL/SKILLS RESUME

Used with little related experience—good format for career changers and graduating students.  
Emphasis on skills. Also a good resume for Informational Interviewing (without using an objective).

**Elizabeth English**  
221 North Peach Street  
Seattle, WA 98105  
206 555-5555  
eenglish@aol.net

## Background Summary

Well-versed in the day-to-day aspects of publishing including editing and development; proofreading, fact checking and copy editing; production scheduling; publication planning and design; marketing and customer service. Eager and willing to take on new challenges and responsibilities whenever needed to assist in all aspects of publication. Adaptable, quick to learn, and able to work independently and in teams to accomplish group objectives.

## Education

BA in English, minor in Communications, University of Washington, Seattle, WA, June 2008.  
GPA 3.3. Dean's list six quarters. Course work concentrations in Expository Writing and Mass Media Communications. Studied abroad in London, spring quarter 2005. Awarded foreign-study travel grant by the Department of English.

## Experience

### Editing and Development

- Read and evaluated over 200 short fiction submissions by UW students, faculty, and staff for *Bricolage*, an undergraduate literary publication.
- Participated in weekly editorial meetings. Provided feedback and opinion on submissions under consideration by the editing staff.
- Prepared presentations on new submissions. Made recommendations to the editing staff.

### Proofreading and Copy Editing

- Checked facts and did research for publications.
- Proofread copy and supported the production staff.
- Served as a member of the final copy-editing team of the galleys for the 2006 issue of *Bricolage*.

### Production and Design

- Participated in design meetings.
- Contributed to the day-to-day workings of production activities.
- Frequently solicited by design editor for opinion on graphics and layout.

### Promotion, Marketing, and Customer Service

- Served as a liaison with local bookstores.
- Assisted in coordinating the annual *Bricolage* reading at Barnes and Noble Bookstore.
- Represented *Bricolage* at the 2003 Northwest Bookfest book fair in Seattle.

## Work History

Editorial Staff Member *Bricolage Literary Arts Journal*, UW  
Waitress Costa's Restaurant, Seattle, WA  
Shipping Clerk UW Surplus Property

### Activities and Volunteer Work

*UW Daily*, contributing writer, 2004. Goodwill Literacy Project, tutor, 2002 -2004. English Department Outreach Program (to underrepresented populations in high schools), 2004 - 2005.

## Computer Skills

Proficient in MS Word, Excel, Vista; Adobe PageMaker and Illustrator; familiar with Access.

**RUMI TSUCHIHASHI**

3240 West Boston Street  
Seattle, WA 98195  
206-233-0000  
rumit@u.washington.edu

## Objective

Training Assistant/Coordinator position in an International or Intercultural field.

## Background Summary

Trained in interpersonal problem solving, organizational skills, and writing. Team player with experience in cross-cultural training, program coordination, and customer service. Native fluency in Japanese. Computer skills include Macintosh (Word, Excel), IBM (Word Perfect) and basic database management.

## Experience

### Cross-Cultural Training

- Designed and conducted workshops on Japanese patterns of communication.
- Researched and assembled a cultural diversity information packet, as part of a training for educators.
- Conceived and conducted a successful study abroad workshop, followed by individual counseling sessions, preparing participants for logistical arrangements and cultural adjustment overseas.

### Program Coordination

- Effectively managed program participants of diverse ethnic and cultural backgrounds.
- Designed and edited monthly program calendar and newsletter, which aided internal communication.
- One program accelerated its application process by more than 50% after a complete revision of the program information packet and forms.

### Customer Service

- Served as liaison between volunteers and clients by exercising active listening skills, successfully mediating many interpersonal conflicts and problems of miscommunication.
- Maintained regular phone and written contacts with clients, keeping detailed written documents which promoted continuity and cohesion in the service.

## Work History

Caseworker Big Sisters of King County, Seattle, WA 2005-2007  
Program Coordinator Japan-America Society, Seattle, WA 2005  
Program Coordinator/Interpreter American Red Cross, Seattle, WA 2004  
ESL Teacher's Assistant Bellevue Cherry Crest School, Bellevue, WA 2003  
Counselor/Administrative Asst. ECC Foreign Language Institute, Everett, WA 2001

## Education

B.A., Intercultural Communications. University of Washington - Seattle, WA, June 2007. Graduated cum laude. Coursework concentration in organizational and interpersonal communication, writing, and psychology.

## Other Facts

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

## COMBINATION RESUME

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

### DAVID POLITICOWSKI

5320 10<sup>th</sup> Street \* Oak Harbor, WA 98035 \* 360-755-1212  
dpoltico@u.washington.edu <http://students.washington.edu/dpolitico>

#### OBJECTIVE:

Communications or public relations position with a multimedia company that specializes in global communications.

#### QUALIFICATIONS:

##### Communication:

- Coordinated with a group of interns in producing inter-active cinema project
- Leadership:**
  - Student athlete involved in varsity sport activities 25-30 hours a week while attending school full time
  - Member of the Executive Council, Chi Psi Fraternity
  - Camp counselor and facilitator, Young Life of Gig Harbor

##### Computer skills:

- Proficient in Microsoft Office
- Constructing web page using Microsoft FrontPage
- Background knowledge in 3D applications such as Cosmo Worlds, SoftImage, Povray and Maya (version 2.5)

#### EDUCATION:

**University of Washington, Seattle, WA**  
BA in Political Science June 2008. Certificate and emphasis in Political/Global Communications, GPA 3.0  
Related courses: Global Communications, Speech Communications, Economics and Computer Graphics

#### PROJECT:

Designed virtual world for collaborative cinema project that included a presentation, website, and video trailer. Utilized the 3D applications of Cosmo Worlds, Povray and Maya and conducted extensive research into each. (Fall 2007-Winter 2008)

#### EXPERIENCE:

**Speech Communications Lab Intern**, University of Washington, Seattle, WA, April 2006-present  
**New Media Research Lab Intern**, University of Washington, Seattle, WA, January 2006-April 2006  
**Volunteer, Seattle Tennis Club**, Seattle, WA, June 2005-September 2005  
**Representative, Graebel Quality Movers, Inc.**, Kent, WA, June 2004-May 2005  
**Camp Instructor**, Camp Ramah Yachad, Ukraine, Summer 2001

#### ACTIVITIES:

- University of Washington Varsity Football team, 2004-2007
- Member of Chi Psi Fraternity (Alpha Theta Delta), 2005-Present
- Volunteer at Franklin Elementary School, Tacoma, 2005
- Young Life of Gig Harbor and Tacoma, 2002-2004

### GINA GREEN

5342 Woodlawn Avenue, Seattle, WA 98103  
206-555-1212  
ggreen@u.washington.edu

#### SKILLS

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

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

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

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

**French Fluency:** Spent 2002-2003 in Lyon, France, taking civil engineering classes in French.

#### REPRESENTATIVE PROJECTS

**Urban Stormwater Runoff Monitoring and Policy Analysis, Research and Thesis Focus, City of Bellevue and the University of Washington, Winter-Spring 2006**

Water quality oversight for the Lakemont Boulevard construction project in Bellevue. Extensive analysis of water quality regulations and permit requirements, development of a stormwater monitoring plan and compilation and analysis of baseline data.

**Water Quality Monitoring, Sittum Waterway Remediation Project, Commencement Bay, Tacoma, WA, Spring 2004**

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

**Bridge Inspection and Design, USDA Forest Service, Summer 2003**

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

**Drainage Studies, Moffatt, Nichol and Bonney, Inc., Portland OR, Spring-Summer 2002**

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

#### EXPERIENCE

City of Bellevue Dept. of Transportation, **Research Assistant**, October 2005 to present.

Sanders and Associates, Inc., **Environmental Engineer**, June, 2005 to October 2005.

National Forest Service, **Civil Engineering Technician**, Summer 2003.

Moffatt, Nichol and Bonney Consultants, Inc., **Civil Engineering Intern**, Summer 2002.

#### EDUCATION

**Masters of Science**, Environmental Engineering, University of Washington, December 2006

**Bachelor of Science**, Civil Engineering, Washington University, St. Louis, MO, May, 2004

l'Institut National des Sciences Appliquées, Lyon, France, 2002-2003

#### HONORS AND AWARDS

Henry L. Gray Fellowship, University of Washington, 2005-2006

Society of Women Engineers Scholar, Washington University, 2000-2003

Dean of Engineering Honorary Scholar, Washington University, 2000-2003

## STANDARD RESUME

## SCANNABLE RESUME

Scannable resumes are requested by companies that receive a high volume of resumes. Your resume is entered or scanned into a computer database. Employers do key word searches of the database to find matches with resumes.

Ngoc-Anh Nguyen	
4000 185th Street SW Lynnwood, WA 98037	206-670-1000 nanguyen@u.washington.edu
<b>Objective</b> Research assistant or lab technician position	<b>OBJECTIVE</b> Research assistant or lab technician position
<b>Education</b> University of Washington, Seattle, WA Bachelor of Science in Biochemistry, August 2008 Bachelor of Science in Chemistry, August 2008	<b>EDUCATION</b> University of Washington, Seattle, WA Bachelor of Science in Biochemistry, August 2008 Bachelor of Science in Chemistry, August 2008
<b>Lab Skills</b> Proficient with: <i>DNA cloning, PCR</i> <i>Southern blot</i> <i>Western blot</i> <i>Cell cultivation and counting</i> <i>Protein synthesis-purification</i> Familiar with: <i>Enzyme assaying</i> <i>Reagent preparation</i> <i>Spectrophotometric / potentiometric analyses</i> <i>NMR, MS, IR</i> <i>Acid-base titration</i>	<b>KEY QUALIFICATIONS</b> DNA cloning, PCR, Southern blot, Western blot, cell cultivation and counting, protein synthesis-purification, enzyme assaying, reagent preparation, spectrophotometric and potentiometric analyses, NMR, MS, IR, acid-base titration, research, leadership, team work, coordination, problem solving, critical thinking, analysis, electronics equipment, cultural awareness, dedication, precise, accurate, adaptable, proficient, resourceful, excellent communicator, report writer, quick learner, quality assurance, trainer, medical terminology, scientific method, Microsoft Access, Excel, Word, Project Manager, Office
<b>Research Experience</b> Research Assistant, University of Washington, Seattle, WA January 2006-March 2007 <ul style="list-style-type: none"> <li>Entered data in computer from photoelectric experiment</li> <li>Related data to excitation of electrons of different metals</li> </ul>	<b>RESEARCH EXPERIENCE</b> Research Assistant, University of Washington, Seattle, WA, January 2006-March 2007 Entered data in computer from photoelectric experiment Related data to excitation of electrons of different metals
<b>Work History</b> Chemistry Tutor, Instructional Center, University of Washington, Seattle, WA January 2005-present <ul style="list-style-type: none"> <li>Tutor Educational Opportunity Program (EOP) students</li> <li>Train new tutors in teaching concepts of chemistry</li> <li>Develop skills in working with a diverse population of students</li> </ul> Electronics Assembler, John Fluke Company, Everett, WA Summers 2002, 2003 <ul style="list-style-type: none"> <li>Operated a robot in parts assembly line</li> <li>Tested voltmeter for quality control</li> </ul>	<b>WORK HISTORY</b> Chemistry Tutor, Instructional Center, University of Washington, Seattle, WA, January 2005-present Tutor Educational Opportunity Program (EOP) students Train new tutors in teaching concepts of chemistry Develop skills in working with a diverse population of students Electronics Assembler, John Fluke Company, Everett, WA Summers 2002, 2003 Operated a robot in parts assembly line Tested voltmeter for quality control
<b>Volunteer Work</b> Refugee Women's Alliance (ReWA), Seattle, WA January 2005-present <ul style="list-style-type: none"> <li>Teach English to Southeast Asian refugee women</li> </ul> University of Washington Medical Center, Seattle, WA January 2003-June 2005 <ul style="list-style-type: none"> <li>Assisted neurosurgery resident in clinical neurosurgical research by conducting literature research, reviewing angiograms, MRIs, and CT scans to determine presence of aneurysms in epileptic patients</li> </ul>	<b>VOLUNTEER WORK</b> Refugee Women's Alliance (ReWA), Seattle, WA, January 2005-present Teach English to Southeast Asian refugee women University of Washington Medical Center, Seattle, WA, January 2003-June 2005 Assisted neurosurgery resident in clinical neurosurgical research by conducting literature research, reviewing angiograms, MRIs, and CT scans to determine presence of aneurysms in epileptic patients
<b>Activities</b> Vietnamese Student Association, University of Washington President, September 2006-present Vice-President, September 2005-June 2006 Treasurer, September 2004-June 2005	<b>ACTIVITIES</b> Vietnamese Student Association, University of Washington President, September 2006-present Vice-President, September 2005-June 2006 Treasurer, September 2004-June 2005

Stack the heading—one line for each part of the address, phone, e-mail.

Use nouns as key words—can list in a key word section.

Keep design simple. Avoid graphics, underlines, italics, bullets, too much boldface.

Mail in large 8.5" x 11" envelope or copy and paste into an online form.

# E-MAIL COVER LETTER AND RESUME

Don't submit your resume as an attachment unless the employer indicates that they accept them. (And include your resume in the e-mail message in any case.)

**From:** Matt Suzuki  
**To:** Jeff Sasaki  
**Sent:** Thursday, August 16, 2007 4:15 PM  
**Subject:** Matt Suzuki - Resume: Financial Systems Specialist  
**Attachment:** Matt Suzuki Resume and Cover Letter.doc (19.5KB)

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

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

Sincerely,  
Matt Suzuki

\*\*\*\*\*

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

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

● **OBJECTIVE:** A career in the field of Information Systems and Accounting

Use full left margin. No tabs.

**EDUCATION:**  
University of Washington, Seattle, WA  
B.A. Business Administration, Information Systems and Accounting options, March 2007  
GPA: Overall 3.34, Information Systems 3.35, Accounting 3.15

North Seattle Community College, Seattle, WA (9/02-8/04)  
Pre-Business Emphasis, 90 credits, GPA: Overall 3.45

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

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

**EXPERIENCE:**  
**FINANCIAL SYSTEMS INTERN** — QWEST, Seattle, WA (9/05-6/06)  
\* Developed a document locator application for the Corporate Tax Office  
\* Designed and coded the application using MS-Visual Basic and Access  
\* Trained 30 office staff in use of the program and maintaining the database

**COMPUTER LAB CONSULTANT** — University of Washington (9/05-3/06)  
\* Assisted students and faculty in use of personal computers and applications  
\* Responded to questions regarding the use of computer applications  
\* Performed basic hardware and software repairs

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

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

**AWARDS:**  
Outstanding Student Award, Dept. of Accounting, UW (2003-2005)  
"I Make a Difference" Award, QWEST (June 2005)

## GRACE B. DOCTOR

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

gbdoctor@u.washington.edu

### EDUCATION

**Ph.D., Microbiology**, Expected June 2008  
University of Washington, Seattle, WA

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

**B.S., Biology; Minor: Chemistry**, June 2000  
University of Puget Sound, Tacoma, WA

### HONORS/AFFILIATIONS

Phi Beta Kappa  
National Institutes of Health Pre-doctoral Fellowship, August 2002 - present  
American Society for Microbiology, 1999 - present  
Sigma Xi, the Scientific Research Society, 1998 - present

### RESEARCH INTERESTS

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

### TEACHING INTERESTS

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

### RELATED EXPERIENCE

#### Research

Ph.D. Research, Department of Biology, University of Washington  
Seattle, WA August 2003 - present

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

Pre-Doctoral Research Fellow, National Institutes of Health  
Poolesville, MD, August 2003 - July 2004

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

## Grace B. Doctor

Page 2

Research Assistant, Department of Biology, University of Washington  
Seattle, WA, September 2001 - June 2003

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

Biology Research Technician, Zymo Genetics, Inc.  
Seattle, WA, June 2000 - August 2000

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

### Teaching

Laboratory Instructor, Department of Biology, University of Washington  
Seattle, WA, September 2002 - June 2003

- Taught two laboratory sections for undergraduate Introductory Microbiology course

Teaching Assistant, Department of Biochemistry, University of Washington  
Seattle, WA, September 2000 - June 2001

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

### PUBLICATIONS

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

**Doctor, G. B. and T. W. Adviser, 2003.** Structures of the promoter and operator of the *glpD* gene encoding aerobic *sn-glycerol 3-phosphate* dehydrogenase of *Escherichia coli* K-12. *J. Bacteriol.* 45: 87-98

**Adviser, T. W., G. B. Doctor, A. Colleague, and S. Colleague.** 2002. Purification and characterization of the repressor for the *sn-glycerol 3-phosphate* regulon of *Escherichia coli* K-12. *J. Biol. Chem.* 17: 23-52.

### ABSTRACTS

**Doctor, G. B. and T. W. Adviser.** 2003. Nucleotide sequence of the *glpR* gene encoding the repressor of *Escherichia coli* K-12. *Am. Society for Microbial.*, Anaheim, CA.

**Adviser, T. W., G. B. Doctor, A. Colleague, S. Colleague, and A. M. Graduate.** 2001. Tandem operators control *sn-glycerol 3-phosphate glp* gene expression in *Escherichia coli*, *Gordon Res. Conf.*, Meriden, NH.



# TAKING ACTION

## COVER LETTERS

The cover letter, or letter of application, should be mailed or emailed to an employer with your resume. The purpose of the letter is to present your skills and experience in future-oriented terms which highlight what you offer to the employer.

Use the letter as an opportunity to sell yourself for the particular job or job function you are seeking. Identify your experience and education that is most directly related to that job.

A well-organized, carefully constructed, and concisely written letter will convey your ability to communicate effectively on paper, an important aspect of most jobs. It will also demonstrate your interest in and qualifications for the position.

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

### COVER LETTER CONTENT & FORMAT

Date

Your Present Address  
City, State Zip Code

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

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

**The first** paragraph should state the position you are seeking, indicate why you are writing, and tell how you learned of the position. State your qualifications (education, experience, skills). Write in conversational short sentences.

**The middle** paragraphs highlight the most significant information the employer will read on your resume relating to your education, experience, activities, and skills. You may also present additional information about your experience or personal characteristics which are not listed in your resume.

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

**The last** paragraph should have a summary statement of your qualifications and interest. Include information such as your telephone number and e-mail. Always thank the employer for consideration of your application.

Sincerely,

(your signature in blue or black ink)

Full name typed

Enclosure: Resume

### COVER LETTER SAMPLE

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

October 6, 2007

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

Dear Mr. Reynolds:

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

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

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

Sincerely,

*Ryan Anderson*

Ryan Anderson

Enclosure: Resume

### COVER LETTER SAMPLE

5006 Wallingford Ave. NE  
Seattle, WA 98105

July 24, 2007

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

Dear Ms. Stevens:

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

My six-month internship with Singapore Airlines and my international student organization leadership roles have helped me develop many relevant skills. In addition to my account development, project management and technical skills, I will bring to the position strong interpersonal skills, assertiveness and creativity to work cooperatively with program partners. My international experience, cultural background and language skills will help me to work with clients while bringing the Western perspective to projects. My resume is enclosed for your review.

I am excited and eager to apply my background and strengths to team projects with The Asia Pacific Group. I look forward to meeting with you to further discuss how my qualifications might match with the Emerging Leaders Program executive track positions. I can be reached by phone at 206-534-0928 or e-mail at kmorris@u.washington.edu.

Thank you for considering my application.

Sincerely,

Keri Morris

Enclosure

### Cover letters should be:

- Individually tailored (never a form letter).
- Addressed to an individual by name, including correct title, company name and address.
- Written in your own words in a conversational style with short sentences. Centered on the page with one inch margins.
- Closed with a request for action and "Thank You" for consideration. Signed in ink.
- Send the original on the same paper stock as your resume with a matching envelope. (Always keep a copy for your records.)

# TAKING ACTION

## FOLLOW UP LETTERS

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

Thank you letters should be individually prepared and sent to the person with whom you met within 24 to 48 hours of the interview. If you interviewed with more than one person, you may send one letter to the person who appears to be "most in charge" of hiring and say you appreciated meeting with "you and your staff."

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

### FOLLOW-UP LETTER

301 Brooklyn Ave.  
Seattle, WA 98915

April 25, 2007

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

Dear Mr. Nelson:

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

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

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

Sincerely yours,

Robert Montana

### WITHDRAWAL LETTER

3537 Michigan Avenue  
Seattle, WA 98115

March 15, 2007

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

Dear Ms. Larsen:

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

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

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

Sincerely,

Mallika Jamison

### THANK YOU LETTER

1030 West 15th Avenue  
Seattle, WA 98111

January 15, 2007

Ms. Lori Kato  
Safeco Corporation  
Safeco Plaza  
Seattle, WA 98185

Dear Ms. Kato,

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

As you recall, I have 5 years experience working with computer systems similar to yours. Based on my proven performance through this experience, my skills would be an asset to your organization now and in the future.

I am looking forward to hearing from you next week regarding your decision. Please contact me at 206-522-1000 or by e-mail at [gsingle@u.washington.edu](mailto:gsingle@u.washington.edu).

Sincerely,

Georgia Singleton

### ACCEPTANCE LETTER

May 27, 2007

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

Dear Ms. Jeffries:

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

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

Sincerely,

Seth Harmon

# TAKING ACTION

## PREPARING FOR THE ALL-IMPORTANT INTERVIEW

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

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

Start at the company web site and also use other resources. Read annual reports, company brochures and other literature, conduct a media search for articles about a company of interest, peruse trade journals, check library references (*Moody's Industrial Manual*, *Dunn & Bradstreet*, *Thomas Register*...) and perform Informational Interviews to gain deeper insights (see page 11).

Go to UWCC Web Resources at [www.careers.washington.edu/webresources/](http://www.careers.washington.edu/webresources/) and click on Company Research for more links.

### Employer tips for preparation include:

- Practice interviews with videotaped mock interviews, by attending an employer interview panel, or practicing in front of a mirror. Prepare for anticipated questions. (Come to the UWCC for mock interviews.)
- Always be on time for the interview—arrive 15 minutes early.
- Your appearance influences the interviewer's first impression of you. Dress appropriately to match the professional standards of the workplace for the position you are seeking. Professional dress on your part demonstrates respect.
- Prepare a professional-looking folder or portfolio and bring it to the interview. Be sure you have: a pen, paper, extra copies of your resume, a list of your references, and any forms which were required prior to your interview (applications, transcripts, etc.). A portfolio may contain a few samples of projects you developed or other documentation that provides evidence of your accomplishments and strengths. (see page 29)

## Interview Formats

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

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

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

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

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

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

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

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

# TAKING ACTION

## Behavior-Based Interviews

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

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

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

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

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

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

## Interviewing Books

*Knock 'Em Dead 2004*, Martin Yate

*Interview Power: Selling Yourself Face to Face*, Tom Washington

*Naked At The Interview: Tips and quizzes to prepare you for your first real job*, Burton Jay Nadler

*Job Interviewing for College Students*, John D. Shingleton

*Sweaty Palms: The Neglected Art of Being Interviewed*, Anthony H. Medley

*Interview for Success*, Krannich and Krannich

*The Complete Q & A Interview Book*, Jeffrey Allen

*Interview Survival Kit*, Ivy Advising

## Ethics and Professional Behavior

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

### DO

- Show up on time for the interview.
- Convey enthusiasm and interest.
- Dress the part of a job seeker.
- Be truthful.
- At meals, order items that are easy to eat and follow the lead of your host. Do not drink alcohol.
- Follow up after the interview with a thank you note.
- Cease other interviewing activity once you have formally accepted a job offer.

### DO NOT

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

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

# TAKING ACTION

## Ways to Answer Interview Questions

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

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

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

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

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

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

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

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

The key to a good interview is the ability to articulate your strengths. Equally important is the need to provide evidence for those strengths. Your ability to convey this information demonstrates the effectiveness of your communication skills.

The only **REAL** question behind most interview questions is: **How can you be of value to me and this organization?**

To answer this, you need to:

- 1) know your strengths
- 2) be able to talk about your strengths
- 3) give proof that you really have those strengths.

Here's how:

- Suppose the interviewer says "Tell me about your background." Keeping in mind the job description, choose three of your strengths that seem called for in the description.
- Then you might say, "My strengths include speaking in public, problem solving, and getting people to cooperate; which one of these would you prefer that I start with?"
- The employer will either pick one or have you choose. Name the strength and give the best two examples of when you demonstrated that strength. Follow the STAR method to be sure that the examples you give are both short and clear. Speak no more than two minutes; most people cannot pay attention for much longer than that.
- Then ask, "Is this the kind of information that you want? Would you like another example of this strength, or shall I go on to another strength?"

That's it! You're talking about your strengths and you're giving evidence for those strengths. Those are among the most important things you can do in the interview.

Need help identifying or clarifying your strengths? You can start exploring your strengths by completing the *Information About Self* exercise in this career guide, found on pages 6 through 9. Counselors in the UW Career Center can assist you with this process as well.

In summary, the job interview is the time when you should ask about the job specifications, speak about your strengths and how they relate to those specifications, and suggest either modification or opportunities in the future that might make better use of your strengths.



# TAKING ACTION

## CAREER PORTFOLIOS

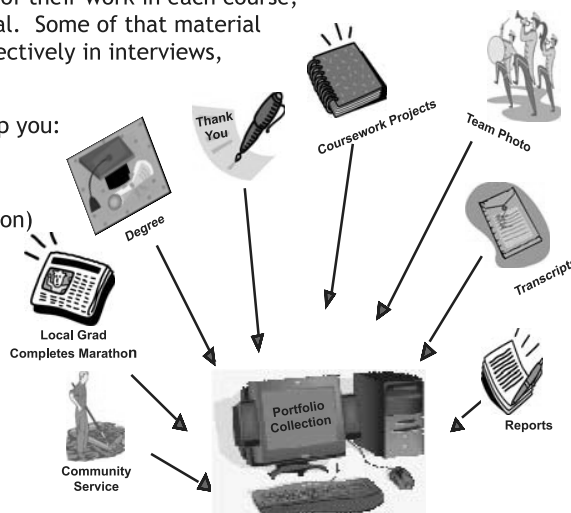
For decades, artists, photographers, architects, graphic designers and writers in search of work have used portfolios to showcase their abilities and qualities. Finally, individuals in all other areas - from business to science - are now discovering how portfolios can help them advance their careers. Even college students are developing portfolios to demonstrate that their learning experiences have increased their potential for employment.

Now that many college professors are requiring students to present a portfolio of their work in each course, more students are preparing material that could be used to show their potential. Some of that material could be converted easily into career portfolio material, which, when used effectively in interviews, can significantly increase your potential of getting the job you want!

And, portfolios can do more than just help you during interviews! They can help you:

- prepare for interviews
- convince others of your skills, abilities and qualities
- communicate clearly (finding your focus, focusing the interview conversation)
- showcase your skills graphically
- demonstrate the results of your work
- establish the habit of documenting your accomplishments and results
- create your personal database
- assess your own progress in your career development
- see and evaluate the patterns in your own work preferences and values

For more information on the basics of portfolios and what is in a portfolio visit our workshop website: [careers.washington.edu/careerplan/workshop.php](http://careers.washington.edu/careerplan/workshop.php)



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

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**inspired**  
by the people  
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# Advertiser Index

- Army Medical Corps . . . . . 31
- cbcampus.com . . . . . Inside Back Cover
- Frito-Lay, Inc. . . . . 31
- GlaxoSmithKline . . . . . 32
- Oldcastle APG . . . . . 32
- Philip Morris USA . . . . . 30
- RSM McGladrey Inc. . . . . 29
- Safeway . . . . . 32
- Seattle Police Department. . . . . 32
- Skanska USA Building Inc. . . . . 31
- U.S. Navy . . . . . Inside Front Cover
- Washington State Department of  
Financial Institutions . . . . . 30

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EOL 8/07/07

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University of Arizona, Class of 2002  
INDUSTRIAL ENGINEER  
Young Block Company / Oldcastle APG



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