



Career Guide 2009 - 2010

A COMPREHENSIVE GUIDE TO CAREER SERVICES

Carnegie Mellon
CAREER AND PROFESSIONAL
DEVELOPMENT CENTER

Carnegie Mellon
CAREER & PROFESSIONAL
DEVELOPMENT CENTER

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Greetings!

Carnegie Mellon University holds as its highest ambition the lifelong personal and professional success of its students, faculty, and staff, and the broader welfare of the local and global communities to which our members do and will belong. We have long prided ourselves on developing a training ground for the best and brightest to achieve in all arenas, consistent with their enormous talent. Our success in curricular and research opportunities for professional skill development is without equal. It is with this in mind that our attention focus expands to professional development more broadly definedp professionalism, organizational savvy, communication and interaction skills, and leadership skillsa nd to creating the opportunities for training and experiential learning related to professional development.

This professional development endeavor in an ongoing and comprehensive collaboration. Whether in your first year or final year of matriculation, the entire Career and Professional Development Center staff is here to support you, and most specifically, your Career Consultant will serve as your mentor through this process.

The Career Guide is only one of many resources available to you through the Career and Professional Development Center. While this book is an excellent starting point, meeting with your Career Consultant is the most important next step on your journey. Just as your faculty are leaders in their field, so too are our Career Consultants among the most skilled professionals in the country. In addition, our recruiting and employer relations team has developed exceptional relationships with hundreds of the top employers in the country. Together, we will ensure your success whether you are still exploring careers or have clarified your goals and seek specific help with your job search.

The end result of this journey will be a seamless transition into your career, graduate school, or other meaningful enterprise. Toward that goal, we work tirelessly to assist you at every opportunity. Certainly, we look forward to becoming an integral component of your university experience.

Best wishes for a wonderful year!

Sincerely,

Your Dedicated Career and Professional Development Center Staff

WELCOME

Welcome to the Carnegie Mellon University *Career Guide*. Within this guide are many services and suggestions which can help you pursue your career goals during your academic studies at Carnegie Mellon. In addition, many of our resources and services are now listed on the Career and Professional Development Center’s website. If you have any comments or suggestions about our services or this *Guide*, please feel free to email us at career@andrew.cmu.edu.

—Career and Professional Development Center Staff

Mission Statement

The Career and Professional Development Center staff motivates and empowers students to explore options and pursue careers. The center provides a comprehensive range of services, programs and materials focusing on career exploration and decision making, skill development, experiential learning, and career placement. The Career and Professional Development Center is committed to assisting employing organizations in their attempt to meet hiring needs for the mutual benefit of Carnegie Mellon students and employers.

Career and Professional Development Center Vision

Students whose educational and career choices maximize lifelong professional impact and personal satisfaction.

Career and Professional Development Center Goals

Career Exploration & Decision Making

1. Students who have fully explored the variety of educational and career options and made a decision that is consistent with their interests, skills and values.

Skill Development

2. Students who possess the professional skills, leadership skills and interpersonal skills to ensure future career growth and success.

Experiential Learning

3. Students who value experiential learning and have participated in internships, campus, summer, part-time employment, or community service opportunities.

Career Placement

4. Students who are highly skilled in self-directed job or internship search techniques and become active participants in the career placement process.
5. Students who are successfully employed within a career that is consistent with their skills, interests and goals.

Employer Development

6. An energized and expanding employer base (artistic, corporate, public, service) committed to a long-term relationship with Carnegie Mellon founded on the continual enhancement and development of employer relationships.

CARNEGIE MELLON STATEMENT OF ASSURANCE

Carnegie Mellon University does not discriminate and Carnegie Mellon University is required not to discriminate in admission, employment, or administration of its programs or activities on the basis of race, color, national origin, sex or handicap in violation of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973 or other federal, state, or local laws or executive orders.

In addition, Carnegie Mellon does not discriminate in admission, employment or administration of its program on the basis of religion, creed, ancestry, belief, age, veteran status, sexual orientation or in violation of federal, state, or local laws or executive orders. However, in the judgment of the Carnegie Mellon Human Relations Commission, the Department of Defense policy of, “Don’t ask, don’t tell, don’t pursue,” excludes openly gay, lesbian and bisexual students from receiving ROTC scholarships or serving in the military. Nevertheless, all ROTC classes at Carnegie Mellon University are available to all students.

Inquiries concerning application of these statements should be directed to the Provost, Carnegie Mellon University, 5000 Forbes Avenue, Pittsburgh, PA 15213, telephone (412) 268-6684 or the Vice President for Enrollment, Carnegie Mellon University, 5000 Forbes Avenue, Pittsburgh, PA 15213, telephone (412) 268-2056.

Obtain general information about Carnegie Mellon University by calling (412) 268-2000.

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College Recruitment Media and the Carnegie Mellon University Career and Professional Development Center would like to thank the above sponsors for making this publication possible.

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CARNEGIE MELLON CAREER AND PROFESSIONAL DEVELOPMENT CENTER

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Student Employment

Pati Kravetz	Director of Student Employment
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CAREER AND PROFESSIONAL DEVELOPMENT CENTER HOURS

When classes are in session:

Monday - Thursday	8:30 a.m. - 6:00 p.m.
Friday	8:30 a.m. - 5:00 p.m.

When classes are not in session:

Monday - Friday	8:30 a.m. - 5:00 p.m.
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Year Round:

Appointments may be made Monday - Friday, 9:00 a.m. - 5:00 p.m.

Walk-in Hours:

For your college-specific walk-in hours call (412) 268-2064.

CAREER AND PROFESSIONAL DEVELOPMENT CENTER

University Center

Lower Level

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www.cmu.edu/career

CAREER AND PROFESSIONAL DEVELOPMENT CENTER SERVICES

RESOURCES FOR EXPLORING OPTIONS

The Career and Professional Development Center provides career resources and assessment tools for students to gather information about their interests and values, and link this information to majors and careers. These avenues provide a framework for organizing, exploring, and confirming academic and career goals. They include:

Career and Professional Development Center Library: A library containing books, periodicals and other resources relevant to choosing majors, researching careers, searching for employment, and considering graduate school. Some books may be signed out of the Center on a limited basis.

Strong Interest Inventory: An instrument that provides feedback on interests and relates them to careers.

Myers-Briggs Type Indicator: The MBTI instrument determines preferences on four dichotomies. Combinations of these preferences result in 16 distinct personality types. Understanding characteristics unique to each personality type provides insight on how they influence an individual's way of communicating and interacting with others.

Alumni Database: An online directory of Carnegie Mellon Alumni. Custom searches can be performed using locations, cities, and majors as criteria. <http://www.alumniconnections.com/olc/pub/CMU/oldintro/oldintro.cgi>

ON-CAMPUS INTERVIEW PROGRAM

Each year the Career and Professional Development Center offers an extensive campus recruiting program that begins in September and ends in April. Representatives from employing organizations visit Carnegie Mellon to interview students for summer internships and permanent full-time positions.

Registration for On-Campus Interviewing

The Carnegie Mellon Career and Professional Development Center utilizes TartanTRAK, an online employment opportunities and events management system for both employers and students. Students can submit resumes for on-campus jobs, upcoming interviews, internships and full-time positions. Employers can post jobs and internships, schedule interviews, register for career fairs and more. To access TartanTRAK, visit the Career and Professional Development Center's homepage at www.cmu.edu/career.

The Campus Interview: You should arrive in the Career and Professional Development Center 10 to 15 minutes before your interview. Place a check in front of your name on the interview schedule and wait for the interviewer to greet you.

Interview Cancellation Policy: If you find it necessary to cancel an interview, you must notify the Career and Professional Development Center (412-268-1646 or gmarnell@andrew.cmu.edu) at least 24 hours before the time of an interview

scheduled Tuesday through Friday, and 72 hours before a Monday interview appointment. Students who "No Show" or "Late Cancel" may forfeit their interviewing privileges for the remainder of the academic year.

PHONE INTERVIEW POLICY

On-campus interviews are reserved for currently enrolled eligible students who are able to present themselves for the interview in person with an employer conducting interviews in the Carnegie Mellon Career and Professional Development Center. **Except for study abroad and co-op students, pre-selected students must be in Pittsburgh to participate in an on-campus interview. Pre-selected students cannot use interview slots for phone interviews.**

If you are outside of Pittsburgh and are interested in a phone interview, please include a cover letter, and submit it with your resume on TartanTRAK explaining your interest in a phone interview with the employer. Phone interviews will not replace an on-campus interview slot and are at the discretion of the employer.

If you are pre-selected and are outside of Pittsburgh unexpectedly due to a second round interview, networking event, flight delay, family matter, etc., you must cancel your on-campus interview within 24 hours of the scheduled interview. Email or call the employer to explain your reason for having to cancel and request a phone interview (outside of the campus interview times) at a mutually convenient time.

EMPLOYMENT COUNSELING

Career Consultants provide individual coaching and assistance to students seeking campus, off-campus, summer, internship, part-time and permanent opportunities. Assistance can include:

- Refining resume and employment correspondence
- Developing a job search strategy
- Practicing interview techniques
- Identifying job search resources and services

RESOURCES FOR GAINING EXPERIENCE

The Career and Professional Development Center provides information about:

- Student employment
- Community service opportunities
- Off-campus employment
- Internships
- Summer jobs
- Undergraduate research
- Career classifieds

CAREER AND PROFESSIONAL DEVELOPMENT CENTER SERVICES *continued*

EMPLOYMENT SERVICES

As a complement to individual advising appointments with a Career Consultant, the following services provide assistance with the summer, internship or permanent job search:

- TartanTRAK job vacancy listings
- On-campus interview program
- College- and major-specific career programs
- Job fairs
- Campus interview feedback program
- CareerSearch contact information database

CREDENTIAL SERVICE

A credential file is a collection of student materials which can be sent to prospective employers or graduate schools to aid in the selection process. These materials typically include letters of recommendation, resume, transcripts, and writing samples. Carnegie Mellon uses an online service, Interfolio, which allows students to manage their own unique electronic portfolio. Interfolio not only manages the documents, but will also mail them. To access Interfolio, go to www.interfolio.com.

MOCK INTERVIEW PROGRAM

The Mock Interview Program provides students with an opportunity to practice and develop interviewing skills in a simulated interview environment with alumni and employer representatives. Sign up on TartanTRAK. Additionally, Career Consultants are available to conduct mock interviews.

ON-LINE RESOURCES

A variety of Internet sites contain information about career fields, job search strategies, and internship and full-time job vacancies.

Carnegie Mellon Career and Professional Development Center: www.cmu.edu/career

The Career and Professional Development Center website provides important information about:

- Center services
- Campus recruiting and upcoming events
- College-specific career information
- Career and employment web links
- Student employment
- Salary and post-graduation data
- Information on fellowships, scholarships and grants
- International resources
- TartanTRAK access
- Graduate student resources

CareerSearch

CareerSearch is a powerful database of over four million companies nationwide, functioning in a variety of industries. The database is compiled from nationally recognized data publishers and is continually updated. Current students can access CareerSearch from their own computer, WebISO, using this web link www.cmu.edu/career/careersearch. The site is limited to three users at a time and each user will be limited to half-hour blocks of time. For alumni access, contact your College Career Consultant at (412) 268-2064 for the web link.

Going Global Country Career Guides

Going Global Country Career Guides are the ultimate international job seeker's guide! Packed with country-specific information, this massive research tool contains more than 35,000 resources for finding international employment at home and abroad. Each country segment has been developed by a local career specialist from their worldwide team, and contains recommended web sites, detailed resource descriptions, insider tips and professional advice. Access Going Global at www.studentaffairs.cmu.edu/career/studentsnalumni.html

Vault Guides

Vault is an online career library that contains a collection of more than 100 career guides and employer profiles. This a great resource for your job and internship search.

Company Research: Read the latest on many employers. Learn about company history, current events, hiring information and other company data. Get detailed information about salaries, hiring and more.

Industry Career Guides: Download any industry career guides to get the scoop on the hiring process, career paths and more.

PDF versions of Vault Industry and Career Guidebooks including titles such as:

Vault Guide to International Careers

Vault Guide to Biotech Careers

Vault Guide to Finance Interviews

Vault Guide to Schmoozing

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Vault Guide to Resumes, Cover Letters, and Interviews

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h1visajobs.com

h1visajobs.com is designed to assist international students in finding jobs with the opportunity for sponsorship. The site contains information on immigration

news that students might find interesting. Access h1visajobs.com at www.studentaffairs.cmu.edu/career/successguides/H1Visajobs.pdf.

Using the Internet

The Internet is an invaluable resource for students exploring careers or searching for internships and jobs. The Career and Professional Development Center staff explores new websites and regularly adds new links to the Center's website. Contact your Career Consultant for additional website recommendations pertaining to your major.

SERVICES FOR ALUMNI

Details about alumni services are available on the Alumni website at www.cmu.edu/alumni/benefits/career/jobs. The services include:

- Graduate school planning
- Full-time job and internship listings on MonsterTRAK
- Alumni database
- Reciprocal services with other colleges and universities
- Career and employment counseling
- Career resource center
- TartanTRAK vacancy listings for Alumni one year post graduation still seeking their first employment experience.
- Campus interviews (for up to one year after graduation)
- Credential service

CAREER RESOURCES

RESOURCES FOR GRADUATE STUDENTS

The Career and Professional Development Center assists graduate students in clarifying career goals and seeking opportunities for employment or further graduate study. The Career and Professional Development Center library contains self-help resources and career books. The Career and Professional Development Center's website includes links to various academic, business, research and industry sites.

For guidance and information on graduate school funding, students are encouraged to contact the Fellowships and Scholarships Office. Search their website: www.cmu.edu/fso/. Please know that some graduate units maintain their own career support services, most notably the Tepper School and the Heinz School.

Sample Internet Resources for Graduate Students

Carnegie Mellon Career and Professional Development Center

www.cmu.edu/career

The Chronicle of Higher Education

www.chronicle.com

The Academic Employment Network

www.academploy.com

RESOURCES FOR UNIQUE POPULATIONS

A number of resources exist on the Internet that are relevant to African Americans, Hispanic Americans, Native Americans, gay/lesbian/bisexual/transgender students, women, and students with disabilities.

Sample Internet Resources for Unique Populations

Carnegie Mellon Career and Professional Development Center

www.cmu.edu/career

Diversity/Careers

www.diversitycareers.com

Equal Opportunity Publications
www.eop.com

National Association of Working Women
www.feminist.com

The Black Collegian Online
www.black-collegian.com

Gay Workplace Issues
www.hrc.org/worknet

Carnegie Mellon Equal Opportunity Services
www.cmu.edu/hr/eos

RESOURCES FOR NON-TECHNICAL STUDENTS

A Message to Non-Technical Students

The Career and Professional Development Center has actively collected a variety of career resources for students interested in non-technical fields. Numerous programs are also held each year regarding topics such as career exploration and job search strategies. Students interested in non-technical fields are encouraged to meet with their college Career Consultant to learn about college-specific resources, services, and events. Additional information for BA, BHA, CFA, MCS, and H&SS students can be found on the Career and Professional Development Center website.

Sample of Resources for Non-Technical Students

Topic shelves in the Career Resource Center include:

- Visual arts
- Performing arts
- Business and industry
- Communications/advertising/public relations
- Education
- Humanities and social sciences
- Science
- Public sector/law
- Service

INTERNATIONAL STUDENTS AND THE JOB SEARCH

Looking for a job is seldom easy for any student. For you, the international student, the job search process can be especially confusing. You may lack an understanding of U.S. employment regulations, or perhaps you are unaware of the impact your career choice has on your job search. You may also be unsure about your role as the job-seeker and the resources used by American employers to find candidates.

The following is an overview of the issues most relevant to international students in developing a job search strategy. Additional information about the employment process and related topics can be found through your Career and Professional Development Center and on the Internet.

U.S. CITIZENSHIP AND IMMIGRATION SERVICES (USCIS) REGULATIONS

As an international student, you should only obtain employment-related information from an experienced immigration attorney or your campus USCIS representative. *Advice from any other resource may be inaccurate.* Once you have decided to remain in the United States to work, contact the Office of International Education (OIE) and make an appointment with your OIE representative. In addition to helping you fill out necessary forms, the OIE representative will inform you of the costs associated with working in the United States.

IMPORTANCE OF SKILLS AND CAREER FIELD

Find out if your degree and skills-set are currently in demand in the U.S. job market. An advanced degree, highly marketable skills or extensive experience will all make your job search easier. Find out what region of the United States holds the majority of the jobs in your field; you may need to relocate in order to find the job you want. Learn all you can about your targeted career field by talking to professors, reading industry publications, attending workshops and regional conferences, and meeting with your Career Consultant.

ROLE OF EMPLOYERS

It is the employer's responsibility to find the right people for his or her company—*not to help you find a job*. The interview is successful when both of you see a match between the employer's needs and your interest and ability to do the job.

The employer (through hiring managers, human resources staff or employment agencies) will most likely use several resources to find workers, including:

- College recruiting
- Campus or community job fairs
- Posting jobs on the company website or on national job posting sites on the Internet
- Posting jobs in major newspapers or trade publications
- Posting jobs with professional associations
- Resume searches on national online services
- Employee referrals
- Regional and national conferences
- Employment agencies ("headhunters")

Are you accessible to employers through at least some of the above strategies? If not, develop a plan to make sure your credentials are widely circulated. Notify as many people as possible in your field about your job search.

STRONG COMMUNICATION SKILLS

You can help the employer make an informed hiring decision if you:

- Provide a well-prepared resume that includes desirable skills and relevant employment experiences
- Clearly convey your interests and ability to do the job in an interview
- Understand English when spoken to you and can effectively express your thoughts in English

It's important to be able to positively promote yourself and talk with confidence about your education, relevant skills and related experiences. Self-promotion is rarely easy for anyone. But, it can be especially difficult for individuals from cultures where talking about yourself is considered inappropriate. When interviewing in the United States, however, you are expected to be able to explain your credentials and why you are suitable for the position.

Be sensitive to the interviewer's verbal and nonverbal cues. Some international students may not realize when their accent is causing them to be misunderstood. Interviewers are sometimes too embarrassed or impatient to ask for clarification, so be on the lookout for nonverbal clues, such as follow-up questions that don't match your responses or sudden disinterest on the part of the interviewer. Also, make sure you express proper nonverbal communication; always look directly at the employer in order to portray confidence and honesty.

If your English language skills need some work contact the Intercultural Communication Center, 308 Warner Hall, www.cmu.edu/fcc. Get involved with campus and community activities. These events will allow you to practice speaking English. The more you use the language, the more proficient you will become. These activities are also a great way to make networking contacts.

CAREER AND PROFESSIONAL DEVELOPMENT CENTER

The Career and Professional Development Center, www.cmu.edu/career, can be a valuable resource in your job search. Be aware, however, that some employers using the Career and Professional Development Center won't interview students who are not U.S. citizens. Though this may limit your ability to participate in some campus interviews, there are numerous ways to benefit from the Carnegie Mellon Career and Professional Development Center:

- Attend sessions on job search strategies and related topics
- Work with your Career Consultant to develop your job search strategy
- Attend campus career fairs and company information sessions to inquire about employment opportunities and to practice your networking skills
- Schedule a mock interview

It's a good idea to get advice from other international students who have successfully found employment in this country and to start your job search early. Create and follow a detailed plan of action that will lead you to a great job you can write home about.

Written by Rosita Smith. Edited by Carol Young, Carnegie Mellon.

PULSE ENERGY #140

**WILL PLACE AT
PROOFING STAGE**

McKESSON

Empowering Healthcare

McKesson is everywhere in healthcare.
We're where you should be, too.



Being part of a Fortune 15 company with over \$90 billion in revenue doesn't happen just because you have good business sense, it takes drive and passion. And people like you.

McKesson offers a wealth of opportunity for individuals with a desire to make a difference in providing industry-leading healthcare services and solutions. We are seeking college graduates for a variety of positions at our Alpharetta, GA headquarters and various other locations across the US.

Software Development

Sales Associate

Technical Support

Implementation Consultant

Application Analyst

And many more...

For information regarding current openings and other on-campus activities visit our website:
mckesson.com/mckessononcampus

EOE

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ROADMAP TO CAREER PLANNING

Use this checklist to keep you on target!

STEP ONE: INCREASE SELF KNOWLEDGE

- Meet with your Career Consultant to help you to begin exploring or confirming your focus in college.
- Take a career inventory to help you know how your unique interests, talents and values relate to major and career direction.
- Familiarize yourself with all of the resources available in the Career and Professional Development Center.
- Sign up to become a registered user in TartanTRAK.
- Use the Career and Professional Development Center to help you make choices about school-year positions on/off campus and identify summer opportunities.
- Get involved: take advantage of other social/academic organizations and services on campus!

STEP TWO: EXPLORE YOUR OPTIONS

- Plan to meet with your Career Consultant to learn about career options related to your major choice.
- If you haven't done so yet, get involved in social/academic organizations and services on campus!
- Attend workshops and programs sponsored by the Career and Professional Development Center.
- Make or confirm your choice of major. See Step One if you are still trying to make this decision.
- Consider part-time, on-campus positions and internships that relate to your major or would otherwise help you to develop additional skills.
- Use Career and Professional Development Center services such as counseling, campus interviews, career resource library, and TartanTRAK.
- Consider your study abroad options. Check with the Office of International Education.
- Explore opportunities for independent research and creative projects through the Undergraduate Research Initiative Office, www.cmu.edu/uro.
- Register with the Fellowships and Scholarships Office to receive scholarship/fellowship information, www.cmu.edu/fso.

STEP THREE: CLARIFY DIRECTION

- Send for career materials from professional associations and consider joining one as a student member.
- Devote a significant amount of time seeking a summer job/internship related to your field. Attend job fairs and search for internships on TartanTRAK. Your Career Consultant can assist you with additional resources.

- Assume a leadership role in campus organizations and/or volunteer projects.
- Develop relationships with advisors and faculty members. Identify individuals who will serve as references for graduate school or employment.
- Schedule a mock interview.
- Explore your options to attend graduate or professional school. The Career and Professional Development Center has many resources to help you make and prepare for this decision.
- Planning for medical or law school? Meet with your advisor before spring about admission processes and testing: Medical School: Amy Burkert, HPP Director/Assoc. Head, (412) 268-8494, or Law School: Joseph Devine, Pre-Law Advisor, (412) 268-2924.

STEP FOUR: ARRIVE AT YOUR DESTINATION

Plan for Graduate School

- Complete applications and take the necessary entrance exams.
- Request faculty members and employers to serve as references.
- Start a credential file for graduate school application materials at the Career and Professional Development Center.
- Continue researching graduate school funding sources by searching the Fellowships and Scholarships Office at www.cmu.edu/fso.

Embark on a Job Search

- Meet with your Career Consultant for assistance with your job search plan.
- Frequently check the Interview section of TartanTRAK to learn about employer information sessions and interview schedules.
- Attend workshops for last-minute help with resumes, employment letters, interviewing skills and working job fairs.
- Network with parents, friends, alumni and others.
- Contact employers by participating in on-campus recruiting and job fairs. Review job postings in TartanTRAK and the Internet.
- Use the CareerSearch database, for access to over four million companies. Current students can connect to CareerSearch through WebISO, using this web link: www.cmu.edu/career/careersearch.

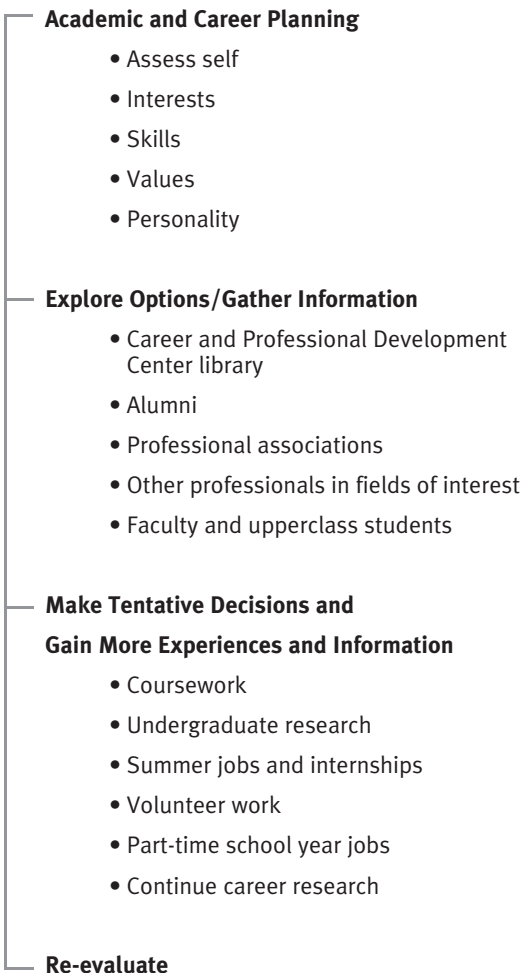
CHOOSING MAJORS AND CAREERS

EXPLORING OPTIONS

Whether you are clear about your goals or are currently deciding, exploration and evaluation can help you be more satisfied and successful with your academic and career decisions. Many people “fall into” a choice rather than making a deliberate decision. In high school, many students are often not presented with the tools to make these important decisions. Your Career Consultant can help you explore career options. Also, sometimes it’s easy to be overly influenced by:

- Money
- Job outlook
- Parents’, friends’, or teachers’ opinions
- What society values
- Aptitudes without regard to interest
- Interests without regard to aptitudes
- Childhood dreams not informed by current career information

The following is a framework from which to more broadly view steps in the process:



ASSESSMENT AND EXPLORATION QUESTIONS

There are no easy, overnight answers in the academic and career planning process, but the following checklist will help you get started.

Regarding Interests

- What gives you energy?
- What do you avoid?
- What reading or activities are you attracted to when there are no requirements?
- What books are difficult for you to finish?

Regarding Abilities

- What comes naturally to you?
- What talents have you not had enough opportunity to test or develop?
- In what areas do you excel?

Regarding Personality

- What characteristics make you unique?
- What majors, careers, or work environments would support your characteristics?
- In what situations have you felt a good “fit?”
- What were the times in which you felt like you thought much differently than others around you, or like a “fish out of water?”

Regarding Values and Environment

- What is most important to you in an academic environment: support, competitive challenges, reputation, flexibility?
- What is most important to you in a work environment: creativity, security, independence, helping others, job outlook?
- What role do you want work to play in your life?

Regarding Academic Information

- Do you know the complete range of majors, minors and concentrations available to you, even relevant ones in other academic colleges?
- Are there particular courses or experiences that would be most useful in testing your skills and interests?
- Have you discussed your interests and options with an academic advisor?
- Have you sought information from a variety of upper-level students?
- What are the ranges of career options that are open to your particular academic path or other options you are considering?

For help with further self-assessment and with linking this information to careers and majors, you may want to meet with a Career Consultant. The Internet can also be a useful resource when exploring and assessing career and academic goals. For web links, access the Career and Professional Development Center website.

TAPPING THE HIDDEN JOB MARKET

Your off-campus job search should neither begin nor end with the help wanted ads. Studies have shown that only 10%-20% of available jobs are ever advertised. It takes much more than merely perusing the classifieds. By employing a number of methods, you constantly increase your chances of landing a job. Some techniques you might use:

Networking: Probably the most effective way to meet potential employers and learn about possible jobs is to tap into your personal network of contacts. You might think it's early to have professional contacts, but think about everyone you know—family members and their friends/co-workers, professors, past employers, neighbors, and even your dentist. Don't be afraid to inform them of your career interests and let them know that you are looking for work. They will likely be happy to help you and refer you to any professionals they think can be of assistance.

Informational Interviewing: This approach allows you to learn more about your field by setting up interviews with professionals. The purpose of these interviews is to meet professionals, gather career information and investigate career options, get advice on job search techniques and get referrals to other professionals. When setting up these interviews, either by phone, email or letter, make it clear to the employer that you have no job expectations and are seeking information only. Interviewing also familiarizes you to employers, and you may be remembered when a company has a vacant position.

Temporary Work: As more companies employ the services of temporary or contract workers, new graduates are discovering that such work is a good opportunity to gain experience in their fields. Temporary workers can explore various jobs and get an inside look at different companies without the commitment of a permanent job. Also, if a company decides to make a position permanent, these “temps” already have made good impressions and often are given first consideration.

Electronic Job Search: One source of jobs may be as close as a personal computer. Various online resume services let you input your resume into a database, which then can be accessed by companies searching for applicants who meet their criteria. Companies also post job listings on websites to which students can directly respond by sending their resumes and cover letters.

Persistence is the key to cracking the hidden job market. Attend meetings of professional associations and become an active member. After you begin the above processes, and your network base expands, your search will be made easier. Employers will appreciate your resourcefulness—and view you as a viable candidate.

INFORMATIONAL INTERVIEWS

An informational interview consists of speaking with a professional currently working in an occupation to gain information and insights about a career, industry

or specific organization. This information can be used in choosing a major, exploring career options, or preparing for a future job. Students should be clear with the professionals they are contacting that the discussion is to learn about a career area and not to obtain a job. Use contacts from family, friends, faculty, and alumni to identify potential contacts. Following an interview, students are strongly encouraged to send a thank-you letter.

Informational Interviews can provide students with:

- Real world information about careers
- A network of contacts for the future
- Suggestions on how to use your college years
- Insights on what employers value

Top 10 Sample Questions to Ask During an Informational Interview

- What is a typical day like on this job?
- What do you like most about your work? Least?
- What steps did you take to get where you are?
- What kind of position could a college graduate anticipate when entering this field?
- What personal qualities are necessary to succeed at this type of work?
- What is the outlook for this field?
- What is the starting salary range for a college graduate?
- Are there courses or skills that you advise I take and learn to help me prepare?
- What methods would you recommend for doing a job search in this field?
- Who else would you suggest I speak with for additional information?

NETWORK YOUR WAY TO A JOB

Many people use the classified ads as their sole job search technique. Unfortunately, statistics show that only 10% to 20% of jobs are ever published—which means that 80% to 90% of jobs remain hidden in the job market. For this reason, networking remains the number one job search strategy.

Networking Defined

A network is an interconnected group of supporters who serve as resources for your job search and ultimately for your career. Some great network contacts might include people you meet at business and social meetings who provide you with career information and advice. Students often hesitate to network because they feel awkward asking for help, but it should be an integral part of any job search. Though you might feel nervous when approaching a potential contact, networking is a skill that develops with practice, so don't give up. Most people love to talk about themselves and their jobs and are willing to give realistic—and free—advice.

SAMPLE REQUEST FOR AN INFORMATIONAL INTERVIEW LETTER

Student's Address

Date

Contact's Address

Dear Ms. Law:

Professor George Smith, my faculty advisor at Carnegie Mellon, suggested I contact you about my interest in the fields of law and politics. He suggested you could be particularly helpful since you had previously practiced law and are currently working as a lobbyist.

As a sophomore Policy and Management major, I am beginning to explore these fields so I can plan my electives and work experience to make the most of my time in college. I've been reading about career possibilities, and look forward to your insights about what a typical work day is like. I'd also like to hear what you liked and disliked about previous jobs and about typical kinds of summer jobs that exist to help a person get experience and exposure.

I'll be in New York City March 23-27 for my Spring Break and would like an opportunity to meet briefly with you. I will call your office next week to schedule a convenient time. I look forward to our telephone conversation and to meeting you in March.

Sincerely,

Student's Signature

Student's Name Typed

community associates. Attend meetings of organizations in your field of interest and get involved. You never know where you are going to meet someone who could lead you to your next job.

3. **Be Professional:** Ask your networking prospects for advice—not for a job. Your networking meetings should be a source of career information, advice and contacts. Start off the encounter with a firm handshake, eye contact and a warm smile. Focus on asking for one thing at a time. Your contacts expect you to represent yourself with your best foot forward.
4. **Be Patient:** Heena Noorani, research analyst with New York-based Thomson Financial, recommends avoiding the feeling of discouragement if networking does not provide immediate results or instant answers. She advises, "Be prepared for a slow down after you get started. Stay politely persistent with your leads and build momentum. Networking is like gardening: You do not plant the seed, then quickly harvest. Networking requires cultivation that takes time and effort for the process to pay off."
5. **Be Focused on Quality—Not Quantity:** In a large group setting, circulate and meet people, but don't try to talk to everyone. It's better to have a few meaningful conversations than 50 hasty introductions. Don't cling to people you already know; you're unlikely to build new contacts that way. If you are at a reception, be sure to wear a nametag and collect or exchange business cards so you can later contact the people you meet.

Eight Keys to Networking

1. **Be Prepared:** First, define what information you need and what you are trying to accomplish by networking. Remember, your purpose in networking is to get to know people who can provide information regarding careers and leads. Some of the many benefits of networking include increased visibility within your field, propelling your professional development, finding suitable mentors, increasing your chances of promotion and perhaps finding your next job.
Second, know yourself—your education, experience and skills. Practice a concise, one-minute presentation of yourself so that people will know the kinds of areas in which you are interested. Your networking meeting should include the following elements: introduction, self-overview, Q&A, obtaining referrals and closing.
2. **Be Targeted:** Identify your network. For some, "I don't have a network. I don't know anyone," may be your first reaction. You can start by listing everyone you know who are potential prospects: family members, friends, faculty, neighbors, classmates, alumni, bosses, co-workers and

QUESTIONS TO ASK DURING NETWORKING MEETINGS

- What do you like most (least) about your work?
- Can you describe a typical workday or week?
- What type of education and experience do you need to remain successful in this field?
- What are the future career opportunities in this field?
- What are the challenges in balancing work and personal life?
- Why do people enter/leave this field or company?
- Which companies have the best track record for promoting minorities?
- What advice would you give to someone trying to break into this field?
- With whom would you recommend I speak? When I call, may I use your name?

DOS & DON'TS OF NETWORKING

- Do keep one hand free from a briefcase or purse so you can shake hands when necessary.
- Do bring copies of your resume.
- Don't tell them your life story; you are dealing with busy people, so get right to the point.
- Don't be shy or afraid to ask for what you need.
- Don't pass up opportunities to network.

6. Be Referral-Centered: The person you are networking with may not have a job opening, but he or she may know someone who is hiring. The key is to exchange information and then expand

your network by obtaining additional referrals each time you meet someone new. Be sure to mention the person who referred you.

7. Be Proactive: Stay organized and track your networking meetings. Keep a list of your contacts and update it frequently with the names of any leads given to you. Send a thank-you note or email if appropriate. Ask if you can follow-up the conversation with a phone call, or even better, with a more in-depth meeting in the near future.

8. Be Dedicated to Networking: Most importantly, networking should be ongoing. You will want to stay in touch with contacts over the long haul—not just when you need something. Make networking part of your long-term career plan.

Written by Thomas J. Denham, managing partner and career counselor for Careers In Transition LLC.

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STUDENT EMPLOYMENT

The Student Employment Program promotes experiential learning and professional development. An on-campus position at Carnegie Mellon is more than just a paying job; it is an opportunity to develop personally and professionally outside of the classroom. All full-time students are permitted to work on campus, regardless of work-study eligibility. Having a work-study award is not a guarantee of a job. All students are responsible for finding and applying for available jobs, advertised in TartanTRAK at www.cmu.edu/career.

Student employment jobs in TartanTRAK require students to attach a resume when applying. If you don't have a resume, you can create one quickly by following the helpful advice and example in the Essential Resume Advice for First Year Students Center Success Guide.

First-time student employees at Carnegie Mellon University must complete the Form I-9 which is for employment eligibility verification. Refer to the Student Employment website, www.cmu.edu/studentemployment, for the list of documents to present at Payroll Services to complete the form.

Students with questions regarding work-study awards and eligibility should contact The HUB at www.cmu.edu/hub or call (412) 268-8186.

HOW TO FIND A SUMMER INTERNSHIP

1. Prepare Your Resume

- Read the Resume Career Quick Tips Handout.
- Locate resume-writing resources available in the Career and Professional Development Center.
- Examine Career and Professional Development Center example resumes (see pages 25-34).
- Meet with a Career Consultant and have your resume critiqued.

2. Research Career Fields, Employers or Interest, and Positions

- Explore your interests and have them assessed; see your Career Consultant to have the Strong Interest Inventory and/or MBTI administered and interpreted.
- Examine what positions are out there. Look through handouts, books and websites about career options for your major.
- Access the Career and Professional Development Center library for career-related books and employer directories.

- Conduct research using web resources.
- Network with professionals working in the areas that interest you.
- Think about where you might want to work (geographic locations).
- Attend job fairs on campus like the BOC (Business Opportunities Conference), the TOC (Technical Opportunities Conference), the EOC (Employment Opportunities Conference) and CAOC (Creative Arts Opportunities Conference).
- Network with your parents, family, friends, professors and advisors, and let them know that you are looking for a summer internship.

3. Identify Opportunities at the Career and Professional Development Center

- Register for TartanTRAK to search for summer internships. Also electronically “drop” your resume for on-campus recruiting for internships and sign up for a mock interview to improve your interviewing skills.
- Use CareerSearch (www.cmu.edu/careersearch) on the web, a database of over 4 million potential employers nationwide. It can also be used to find potential internships.
- Look through the library of resource books that the Career and Professional Development Center provides.
- Set up an appointment with a Career Consultant to discuss internship opportunities.
- Pick up information packets on resumes, interviews, cover letters and more.
- Visit the Career and Professional Development Center web page at www.cmu.edu/career and check out links to other sites for internships.
- Read your college-specific Career and Professional Development Center website for information on recruiting and program announcements.
- Attend relevant Career and Professional Development Center sponsored workshops on topics including: internship search strategies, resume/ cover letter writing, job fair tips, interviewing tips, negotiation tips, and more (for a complete listing, see the Career and Professional Development Center homepage and the schedule of events).

INTERNSHIP SEARCH TIMELINE

September (or ASAP)—PREPARE

- Write a resume.
- Have it reviewed by a Career Consultant.

Late September

- Attend the on-campus job fairs.
 - BOC (Business Opportunities Conference): network and make contacts
 - TOC (Technical Opportunities Conference): network and make contacts
- Attend relevant Career and Professional Development Center seminars.
- Decide what you want from an internship.
 - Responsibilities/Experience
 - Geographic location
 - Compensation

October/November—RESEARCH

- Research companies to find internship and general information.
 - Internship programs
 - Contact people
 - Deadlines
- Start watching and applying (depending on interest, field and major) to postings on TartanTRAK for summer internship positions.
- Attend relevant Career and Professional Development Center seminars.

December/January—NETWORK

- Use your time at home to talk to your relatives, neighbors, and parent's friends to find internship opportunities.
- If you want to work near home, contact local companies and try to set up informational interviews, obtain contact names.

February

- Attend the EOC (Employment Opportunities Conference).
- Attend the CAOC (Creative Arts Opportunities Conference).
- Keep applying to positions on TartanTRAK.

February/March—INTERVIEW

- Send your resume (if you haven't already done so) to companies/organizations that you are interested in (if they are not coming to campus to interview).
- Brush up with a mock interview by signing up through TartanTRAK.
- Be prepared—know what you will be asked and what you will ask.
- Write thank-you letters to everyone that you interview with.

Late March—DECIDE/KEEP APPLYING

- When and if several offers are made, know where you would like to work most and start the negotiation process.
- Decide which company is best for you and contact them.

April—GET READY

- Make travel plans and moving arrangements (if applicable).
- Find housing in the area (if applicable).
- Make sure you have all of the paperwork and employer needs/expectations in order.

May Through August—WORK

- Try to establish excellent contacts within the company, field, etc., for future networking purposes.
- Be sure you are gaining the type of experience you are looking for. If not, seek the advice of a supervisor.

OFF-CAMPUS EMPLOYMENT

Off-campus employment is another means of earning money while developing skills. Many of these jobs are part-time or short-term assignments. Sources of off-campus employment include:

- TartanTRAK, which includes Career Classifieds
- Temporary employment agencies
- Newspaper employment section
- State and local employment services

COMMUNITY SERVICE AND VOLUNTEERING

Community service and volunteering provide students with the opportunity to use current skills or develop new skills to support a community-based initiative or contribute talents to the goals of a particular organization. The opportunities can be paid or unpaid, and are considered real work experiences in the eyes of the organization and future employers. These opportunities can include working on-campus, in the local community and at the national or international level.

Sources of community service and volunteer opportunities include:

- Career and Professional Development Center office and website
- Division of Student Affairs
- Center for School Outreach
- Career and Professional Development Center library

CENTER FOR SCHOOL RESEARCH

Many academic departments offer undergraduate research or independent study projects. These are an excellent way to test out an interest in graduate school and to gain new skills relevant to your career objective. Students interested in undergraduate research are encouraged to:

- Contact the Undergraduate Research Office in Warner Hall or visit their homepage, www.cmu.edu/uro, to learn about funded and non-funded research opportunities.
- Meet with faculty members to inquire about opportunities within their departments.

Sample Internet Resources for Getting Experience

Carnegie Mellon Career and Professional Development Center
www.cmu.edu/career

Cool Works Summer
www.coolworks.com


Research Experience for Undergraduates (REU)
www.nsf.gov/funding

Ad Council

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Every decision we make has consequences. We choose what we put into our lakes and rivers. We choose what we release into the air we breathe. We choose what we put into our bodies, and where we let our children run and play. We choose the world we live in, so make the right choices. Learn what you can do to care for our water, our air, our land and yourself at earthshare.org. Earth Share supports more than 400 environmental and conservation organizations that impact you every day.

Visit us at earthshare.org

 Earth Share

GRADUATE AND PROFESSIONAL SCHOOL

IS GRADUATE SCHOOL RIGHT FOR YOU?

At some point in your college career, you must decide what you would like to do after graduation—and that includes whether or not to attend graduate school. If you're trying to determine whether graduate school is right for you, here are some pointers to help you make an enlightened decision.

1. Should I consider going to graduate school?

Going to graduate school might be a good idea if you...

- want to be a professor, lawyer, doctor, investment banker or work in any profession that requires a post-secondary education.
- wish to develop additional expertise in a particular subject or field to maximize your future earning potential and opportunities for career advancement.
- are deeply interested in a particular subject and wish to study it in-depth—AND have the time and financial resources to devote to further education.

Going to graduate school might not be a good idea if you...

- are trying to delay your entry into the “real world” with real responsibilities and real bills.
- are clueless about your career goals.
- aren't prepared to devote the time and hard work needed to succeed.
- want to stay in school longer to avoid a poor job market.

2. Is it better to work first or attend graduate school immediately after I complete my undergraduate degree?

Work first if...

- you would like to get some real-world work experience before investing thousands of dollars in a graduate degree.
- the graduate school of your choice prefers work experience (most MBA and some Ph.D. programs require this).
- you cannot afford to go to graduate school now, and you haven't applied for any scholarships, grants, fellowships and assistantships, which could pay for a great deal of your education.

Go to graduate school now if...

- you are absolutely sure you want to be a college professor, doctor, lawyer, etc., and need a graduate degree to pursue your dream job.
- you have been awarded grants, fellowships, scholarships or assistantships that will help pay for your education.

- you're concerned that once you start earning real money, you won't be able to return to the lifestyle of a “poor” student.
- your study habits and mental abilities are at their peak, and you worry whether you'll have the discipline (or motivation) to write papers and study for exams in a few years.

3. I am broke. How will I pay for tuition, books, fees and living expenses?

- Family: You've likely borrowed from them in the past; maybe you're lucky enough for it to still be a viable option.
- Student Loans: Even if you've taken out loans in the past, another \$50,000 - \$75,000 may be a sound “investment” in your future.
- Fellowships/Scholarships: A free education is always the best option. The catch is you need a high GPA, good GRE/GMAT/LSAT/MCAT scores and the commitment to search out every possible source of funding.
- Teaching/Research Assistantships: Many assistantships include tuition waivers plus a monthly stipend. It's a great way to get paid for earning an education.
- Employer Sponsorship: Did you know that some companies actually pay for you to continue your education? The catch is they usually expect you to continue working for them after you complete your degree so they can recoup their investment.

4. What are the pros and cons of going to graduate school full-time vs. part-time?

Benefits of attending graduate school full-time:

- you'll be able to complete your degree sooner.
- you can totally commit your intellectual, physical and emotional energy to your education.
- ideal if you want to make a dramatic career change.

Benefits of attending graduate school part-time:

- work income helps pay for your education.
- you can take a very manageable course load.
- you can juggle family responsibilities while completing your degree.
- allows you to work in the function/industry/career of your choice while continuing your education.
- employer will often pay for part (or all) of your graduate degree.

5. Assuming I want to go to graduate school in the near future, what should I do now?

- Identify your true strengths, interests and values to help you discover what is right for YOU—not your friends or parents.

- Keep your grades up and sign up (and prepare) to take the required standardized tests.
- Talk to faculty, friends and family who have gone to graduate school to get their perspective about the differences between being an undergraduate and a graduate student.
- Talk to faculty, friends and family who are in your targeted profession to get a realistic sense of the career path and the challenges associated with the work they do.
- Investigate creative ways to finance your education—by planning ahead you may reduce your debt.
- Research graduate schools to help you find a good match.
- Investigate the admissions process and the current student body profile of your targeted schools to evaluate your probability for admission.
- Have faith and APPLY! Remember, you can't get in unless you apply.

Written by Roslyn J. Bradford.

LETTERS OF RECOMMENDATION

Candidates for employment, graduate school, scholarships or any activity for which others will evaluate their talents and abilities will need to request letters of recommendation. The content and quality of these letters, as well as the caliber of the people who write them, are critical to the selection process.

Selecting People to Serve as References

Select individuals whom you feel are knowledgeable of your skills, work ethic, talents and future capacity. The selection of your references is critical, as a reference that is ill-informed could sabotage all the great work you have done in a matter of minutes. Choose people who have known you for a minimum of six months. The longer they have known you the better, but they must have had regular contact with you to observe your growth and development. A reference from someone who may have known you several years ago but you have not spoken to in a year or more is not in a position to critique your skills.

If you must choose between several people, select those who know you the best but who also hold a higher rank in their profession. A department head is a better candidate than a graduate assistant or an instructor. Never choose someone on status alone, continue to choose people based on how well they know you and how much they want to assist you in your job search. *Do not choose people who are not committed to you or who are not very familiar with your background.*

Try to Meet Face to Face

Never assume someone will want the responsibility to serve as your reference. Make an appointment to discuss your career goals and purpose of the letter of recommendation. Determine if the person would want the responsibility of serving as your reference, which involves

GRADUATE AND PROFESSIONAL SCHOOL CHECKLIST

The Career and Professional Development Center provides assistance to students considering graduate or professional school. Students are encouraged to use the following checklist to determine the appropriate decision regarding graduate school and implementing strategies to be successful.

- Meet with a faculty member, academic advisor or Career Consultant. Call (412) 268-2064 to make an appointment to discuss career goals and plans.
- Attend graduate and professional school programs sponsored by various colleges and departments.
- Participate in the Graduate School Preparation workshop.
- Learn test requirements and test dates, and register on time.
- Request information from graduate schools with programs of interest.
- Establish a credential file with the Career and Professional Development Center.
- Gather assistantship, fellowship, scholarship and financial aid information. Contact the Fellowship and Scholarship Office at www.cmu.edu/fso.
- Seek recommendations from appropriate references.
- Write targeted essays with the appropriate focus.
- Apply on time and keep the lines of communication open.
- Stay organized, keep accurate records and make a copy of all materials sent.

Internet Resources for Researching Graduate and Professional Schools

Kaplan Education Centers
www.kaplan.com

Gradschools.com
www.gradschools.com

Peterson's: Colleges & Universities
www.petersons.com

Princeton Review Online
www.review.com

Graduate School Rankings
www.usnews.com/usnews/edu/grad/rankings/rankindex_brief.php

Geographic Directory of Graduate Schools
www.allaboutgradschool.com

CollegeSource
<http://collegesource.org/home.asp>

not only writing a letter supporting your skills, but also handling any phone inquiries and responding to other questions which may be posed by a selection committee. Persons who serve as a reference have responsibilities that go beyond the words they put on paper. They should feel strongly about your success and desire to do whatever they can to assist you in reaching your goals. You have come too far to let someone jeopardize your future.

A personal meeting is always best because you can observe your potential reference's body language to see how interested he or she is in assisting you. A slow response to a question or a neutral facial expression may be this person's way of trying to show you that he/she does feel comfortable serving as your reference. Trust your instincts. If you don't feel that you want to pursue this person as a reference you are not required to inform them of your decision. At any rate, always thank the person and end the meeting on a positive note.

Help Them Help You

You must assist your reference-givers so they can do the best job possible. Provide them with a copy of your current resume, transcript, job descriptions for the type of employment you desire or other detailed information related to the purpose of the letter. Provide a one-page summary of any achievements or skills exhibited with the person who will be writing the letter. They may not remember everything you did under their supervision or time spent with you. Finally, provide them with a statement of future goals outlining what you want to accomplish in the next few years.

An employer will interview you and then contact your references to determine consistency in your answers. You should not inflate what you are able to do or what you may have completed in work or school assignments. A reference is looked upon as someone who can confirm your skill and ability level. Any inconsistencies between what you said in your interview and a reference's response could eliminate you from further consideration. The key is to keep your references informed of what you are going to be discussing with employers so there is a clear understanding of what is valued by the employer.

What's the Magic Number?

Each situation will dictate the appropriate number of references that will be required. The average would be

three to five letters of recommendation. Generally, references are people whom you have known professionally; they should not be family or friends. When selecting people as references, choose people who know you well and have the most to say pertaining to the purpose of the letter. One person may be very appropriate for a reference for employment, while another would be best for use in admission to graduate or professional school or a scholarship application.

Encourage your reference to use strong, descriptive words that provide the evidence of your interpersonal skills initiative, leadership, flexibility, conflict resolution, decision-making, judgment, oral and written communication skills, and grasp of your field of study. Education Majors are encouraged to request a letter from the cooperating teacher, supervising teacher, professor(s) in your major, and a current or former employer.

Maintain Professional Courtesy

Give your reference writers ample time to complete their letters and provide a self-addressed stamped envelope. Make it as easy for them as possible so they don't have to spend valuable time searching for the proper return address and a stamp. Follow up with your letter writers and let them know the status of your plans and search. They will want to know how you are doing and whether there is anything else they may do to increase your candidacy. You never know when you will need their assistance again, and it is just good manners to keep those who care about you informed of your progress. Finally, many times when two or more candidates are considered equally qualified, a strong letter of reference can play an important role in determining who is selected for the position.

Maintaining a good list of references is part of any professional's success. Continue to nurture valuable relationships with people who will want to do whatever they can to aid in your success. Your personal success is based on surrounding yourself with positive people who all believe in you. No one makes it alone; we all need a little help from our friends.

Written by Roseanne R. Bensley, Career Services, New Mexico State University.

Maintaining a good list of references is part of any professional's success. Continue to nurture valuable relationships with people who will do whatever they can to aid in your success.

ETHICS: STUDENT INTERVIEWING, SITE VISIT, JOB AND INTERNSHIP OFFERS

You are expected to attend all scheduled campus interviews.

By missing or canceling an interview, without sufficient notification, you have wasted a time slot that could have been filled by another student.

You are expected to be on time for a campus interview.

Being late reflects badly on you as a candidate and disrupts the appointment times of other candidates on the schedule.

You are expected to present your qualifications in a truthful manner.

This applies both to information on your resume/cover letter and to your answers in interviews. Information you provide during the interview process can be verified and a false statement could cost you the job (even after the company has agreed to hire you).

You are expected to honor all agreements made with recruiters.

This is especially true of site visits. When you accept a second interview opportunity with a company, you set into motion a whole series of travel arrangements, scheduling, hotel reservations and a host of other details. If you subsequently fail to follow through with the site visit without giving the company enough advance notice of your decision, you will cost them a considerable amount of wasted time and money, and you will deny another student the opportunity to interview. This could impact the organization's actions regarding future recruiting activities at Carnegie Mellon.

You are expected to honor all agreements made with recruiters.

This is especially true of accepting a job offer. Accepting a job offer is giving your word to that employer. By going back on your word (or reneging), you affect more than yourself. Reneging is highly unethical and risky. First, you will NEVER be able to work for that employer. It makes you look bad and makes Carnegie Mellon look bad. That employer may not want to recruit here in the future. Second, word may spread among recruiters in your field and could potentially affect your future employment opportunities.

You are expected to cease interviewing upon your acceptance of a job offer.

Continuing to look for employment after accepting an offer—either verbally or in writing—is highly unethical

and potentially risky for your career. (If you are discovered word will spread among recruiters in your field and could potentially affect your future employment opportunities.)

THE RESUME

The resume is often the first impression an employer receives about a candidate and serves as a student's marketing tool. Students are encouraged to carefully write a resume that clearly and concisely describes pertinent information about skills, experiences and career goals. This may include creating a few versions of a resume which are tailored to specific career areas. Since a resume is made up of sections that help employers learn about the candidate, some sections are essential, while others are considered optional. There is no single format reserved for a resume. Even though you can get ideas from many people and many samples, you must decide what best communicates the most important information to an employer. Getting feedback from potential employers prior to the job search is recommended.

Content

- Keep the resume to one page in length if possible; advanced degree students and candidates who have worked for several years may require more than one page. If using more than one page, be sure your name is at the top of subsequent pages.
- Include items that are most relevant to, and supportive of, a career goal.
- Be clear, concise and consistent in writing descriptions and formatting the layout of the page.
- Consider including a career objective to show self-awareness and commitment to a field.
- Prioritize items so that most relevant items appear first.
- Use action verbs and highlight achievements, quantifying results if possible.
- Avoid abbreviating names of organizations, titles and descriptors.
- Include both campus and permanent address, if applicable, so employers can locate you easily.
- Include email address. You may include homepage address if showing sample work, but be certain all aspects of your homepage are suitable for employer viewing.

Format

- Be sure the resume is easy to read with clean, simple lines and reasonable use of white space on the page. Artistic resumes should not be over designed, the portfolio is a more appropriate vehicle for showing the range of your creativity.
- Use white or off-white paper, standard 8½" x 11".
- Print only on one side of paper if a two-page resume.
- Use font size that is readable, typically no smaller than 10 point or larger than 14 point (name can be up to 32 points, if desired).
- Use formatting, such as boldfacing, underlining and italicizing sparingly. Do not use two special formats in one phrase.

Computer Scannable Resumes

Some companies are scanning resumes into a computer to create searchable databases. Whether you need to produce a scannable resume will depend on your employer targets. Some studies indicate that about half of mid-sized companies and most large companies use this type of system. Use no bullets, italics, boxes, columns, or underlines. Contact your Career Consultant for additional information on scannable resumes.

RESUME CONTENT

Contact Information

Name, address (home and campus/local if applicable), telephone number (including area code), email address, web page (if applicable).

Objective

Describe briefly and clearly the type of work you are seeking and the skills you are offering.

Education

- Name of institution*
- Year of graduation or anticipated graduation
- Degree to be earned (degrees may be written out or abbreviated)
- Refer to any special training in addition to this formal education
- Field of study
- Relevant courses
- Thesis topic (if applicable), include title and brief description

Experience

Name and briefly describe paid employment, internships, summer jobs, field study, and/or project work. (Project work can also be listed under "Education" or under a separate section such as "Academic Experience" or "Project Work.") Include the following:

Employer Name
City, State/Location
Job Title/Position
Dates of Employment or Experience

Traditional resume formats begin with present/last position and record information in reverse chronological order. However, your most important and relevant experiences should ideally appear first. If you have had nonrelevant work experience after a more relevant experience, try creating more specific categories such as "Relevant Experience," "Writing Experience," "Computer Experience," or "Work Experience." List experiences accordingly in reverse chronological order within each category.

Skills

Refer to any skills specific to your field. List computer skills and foreign language proficiencies.

Honors

Special Awards, Dean's List, Scholarships

Achievements

Shows, Exhibits, Publications (can also be listed in a separate section)

Activities

Campus/Community Activities, Leadership and Volunteer Positions (can also be listed under "Experience" if relevant to objective), Hobbies/Interests (optional)

References

It is optional to indicate that references are available upon request. It is suggested to mention that items such as portfolio or writing samples will also be furnished upon request.

***NOTE:** The appropriate way to write Carnegie Mellon University is without a hyphen. Also "CMU" is an abbreviation often used within the university, but should not be used when writing resumes, cover letters and other official documents. Once the complete university name is used in a document, you can simply use "Carnegie Mellon."

POWER VERBS FOR YOUR RESUME

accelerated	chaired	edited	indexed	performed	revitalized
accommodated	charted	educated	indicated	persuaded	revived
accomplished	clarified	elevated	inferred	pioneered	
achieved	classified	elicited	influenced	planned	sanctioned
acquired	coached	employed	informed	polished	satisfied
acted	collaborated	empowered	initiated	prepared	scheduled
activated	collected	enabled	innovated	prescribed	screened
adapted	commissioned	encouraged	inspected	prioritized	scrutinized
added	committed	endorsed	inspired	processed	secured
addressed	communicated	engineered	instituted	procured	served
adjusted	compared	enhanced	instructed	produced	set goals
administered	compiled	enlarged	integrated	programmed	settled
admitted	composed	enlisted	interceded	projected	shaped
advanced	computed	enriched	interpreted	promoted	smoothed
advised	conceptualized	enumerated	interviewed	publicized	solicited
aided	concluded	envisioned	introduced	purchased	solved
alleviated	confirmed	established	invented		sought
allocated	consented	estimated	investigated	queried	spearheaded
allowed	consolidated	evaluated	involved	questioned	specified
altered	constructed	examined	issued		spoke
ameliorated	contracted	excelled		raised	stimulated
amended	contributed	executed	judged	rated	streamlined
analyzed	converted	exercised	justified	realized	strengthened
appointed	convinced	expanded		recommended	studied
apportioned	cooperated	expedited	launched	reconciled	submitted
appraised	coordinated	explained	lectured	recorded	substantiated
apprised	correlated	extended	led	recruited	suggested
approved	corresponded	extracted	licensed	rectified	summarized
approximated	counseled		lightened	reduced (losses)	supervised
arbitrated	created	fabricated	linked	refined	supplemented
arranged	critiqued	facilitated		referred	surveyed
ascertained	customized	familiarized		reformed	sustained
assembled		fashioned	maintained	regarded	synthesized
assessed	debugged	figured	marketed	regulated	systematized
assigned	deciphered	finalized	measured	rehabilitated	
assisted	dedicated	forecasted	mediated	reinforced	tabulated
attained	delegated	formulated	minimized	rejuvenated	tailored
attested	deliberated	fostered	mobilized	related	traced
audited	demonstrated	founded	modeled	relieved	trained
augmented	designated	fulfilled	moderated	remedied	transacted
authored	designed		modernized	remodeled	transformed
authorized	determined	generated	modified	repaired	translated
	devaluated	grew	monitored	reported	transmitted
balanced	developed	guaranteed	motivated	represented	
bolstered	devised	guided	multiplied	researched	updated
boosted	diagnosed			reserved	upgraded
brainstormed	directed	hired	negotiated	resolved	
budgeted	disbursed			(problems)	validated
built	dispatched	identified	officiated	restored	valued
	displayed	illustrated	operated	retrieved	verified
calculated	drafted	implemented	orchestrated	revamped	visualized
catalogued		improved	organized	reviewed	
centralized	eased	improvised	originated	revised	wrote
certified	eclipsed	increased	overhauled		

Power Verbs adapted with permission from the Career Resource Manual of the University of California, Davis.

RESUME ADVICE FOR FIRST YEAR STUDENTS

By beginning your resume now, you will have the basis to update your resume with new experiences. Hence, you will have it ready when the time comes for you to submit a resume for a volunteer position, internship opportunity, or when it is time to apply to graduate school or look for a job.

Remember to stop by the Career and Professional Development Center to schedule a time with your Career Consultant sometime during your first year. You will want to bring your resume to that appointment to have it professionally critiqued, and also for advice on developing a competitive resume during the time that you are working on your undergraduate degree.

First Resume Builder:

Fill in your information in each section to develop your first resume.

Contact Information: Name, address (home and campus/local if applicable), telephone number (include area code), email address, home page (if applicable).

Job Objective: Describe briefly and clearly the type of work you are seeking and the skills you are offering.

Education: Name of institution *, expected degree if known (degrees may be written out or abbreviated), year of expected graduation, field of study or relevant courses. Refer to any special training in addition to formal education.

Experience: Name and describe paid employment, internships, summer jobs, field study, and/or project work.

(Project work can also be listed under "Education" or under a separate section such as: "Academic Experience", "Project Work"). Traditional resume formats begin with present/last position and record information in reverse chronological order:

Employer Name, City, State/Location

Job Title/Position, Dates of Employment

Experience and skills related to this position

Additional Skills: Refer to any distinct skills of interest to a potential employer such as computer skills and foreign language proficiencies.

Honors: Special Awards, Dean's List, Scholarships

Achievements: Shows, Exhibits

Activities: Campus/Community Activities, Leadership and Volunteer Positions (can also be listed under "Experience" if relevant to objective), Hobbies/Interests (optional)

References: It is optional to indicate that references are available upon request. It is suggested to mention that items such as portfolio or writing samples will also be furnished upon request.

***NOTE:** The appropriate way to write Carnegie Mellon is without a hyphen. Also "CMU" is an abbreviation often used within the university, but should not be used when writing resumes, cover letters, and other official documents.

Freshman Resume

freshman@andrew.cmu.edu

University Address

SMC 9999 5032 Forbes Ave.
Pittsburgh, PA 15289
412-234-5678

Permanent Address

100 Main Street
Boston, MA 01250
617-999-9999

EDUCATION

Carnegie Mellon University

Bachelor of Science in Business Administration

Pittsburgh, PA

May 2013

Boston Public High School

High School Diploma, with honors

Awards: National Honor Society, National Merit Scholar
All City Athlete and Scholar

GPA: 3.75/4.0

Boston, MA

May 2009

RELEVANT COURSEWORK

Principles of Economics

Macroeconomics

Optimization

Multivariate Analysis

Intro to Business

Intro to Programming

EXPERIENCE

Boston Bank

Bank Teller

- Assisted customers with daily transactions including deposits, withdrawals and account queries.
- Managed documents relating to changes and updates within the Boston Bank System.

Boston, MA

May - Aug. 2009

Sylvan Learning Center

Tutor

- Assisted 20 students with advanced algebra.
- Worked approximately 30 hours per week.

Boston, MA

June - Aug. 2008

City Soccer League

Soccer Referee

- Organized and refereed matches for 8-11 year olds playing in the city soccer league.

Boston, MA

May - July 2007

LEADERSHIP AND SERVICE

National Honor Society

Treasurer

- Managed a \$2,000 budget for the organization.
- Kept track of all receipts and expenses.

Boston, MA

Sept. 2007 - Sept. 2008

Boston Children's Hospital

Volunteer

- Performed over 200 hours of community service.
- Assisted visitors to the hospital with questions.

Boston, MA

Sept. 2006 - April 2008

SKILLS

Computer: Advanced knowledge of Microsoft Office (Word, Excel, Outlook, PowerPoint)

Languages: Basic Spanish and French

Operating Systems: Windows 95/98/2000/ME/XP, Macintosh OS

Current Address
 SMC 3211, 5032 Forbes Avenue
 Pittsburgh, PA 15289-3211
 412.626.4444

SOFIE WARE
 sofieware@andrew.cmu.edu

Permanent Address
 79 Grand Street
 Newport, NY 11355
 711.355.6677

OBJECTIVE

A challenging position combining my skills in electrical and computer engineering and business

EDUCATION

CARNEGIE MELLON UNIVERSITY Pittsburgh, PA
 M.S. Electrical and Computer Engineering May 2010
 B.S. Electrical and Computer Engineering May 2009
 Minor: Business Administration
 Overall GPA: 3.21/4.00

WORK EXPERIENCE

GOLDMAN SACHS New York, NY
Consolidated Equity Finance Analyst Summer 2009
 • Assisted Senior Associate with monthly closing process
 • Reconciled books and records to internal and external sources to function as a strong internal control
 • Distributed Stockholders' Equity projections to senior management
 • Aided in posting transactions to the General Ledger

IBM Gaithersburg, MD
Intern, E-Business Solutions Summer 2008
 • Compiled a report on web mining tools to aid in restoring IBM's internal and external sites
 • Installed and tested the Siebel E-business Transaction software on IBM Netfinity servers
 • Aided the IBM e-business solutions team in researching current e-marketplaces and B2B/B2C Internet companies

CARNEGIE MELLON Pittsburgh, PA
Teaching Assistant, Economics Department Spring 2009
 • Instructed 35 students on the Principles of Economics
 • Developed class structure and weekly lesson plans, and held weekly office hours

Computing Skills Course Instructor, Computer Education August 2007 - May 2009
 • Instructed required computer skills course for incoming freshmen
 • Worked with and evaluated students to promote maximum computing utilization

PROJECTS

Road Sign Recognition, Digital Communication & Signal Processing System Design Spring 2008
 • Designed and implemented a road sign recognition algorithm on a TI C67 DSP
 • Presented project at the Carnegie Mellon Undergraduate Research Symposium

Recession of a Nation, Money and Banking Fall 2007
 • Composed a proposal delineating the current and future situations of America's economy based on the trend analysis of various economic indicators as part of a four member team

E-Muse, Fundamentals of Electrical Engineering Fall 2006
 • Built a circuit placed inside a ball, in a team of three students, to detect the ball's direction and speed by producing different noises that are functions of these signals

COMPUTER SKILLS

Programming Languages: C/C++, Java, Perl, Visual Basic, MIPS Assembly, Verilog, HTML
Application Software: MATLAB, Minitab, Maple

LEADERSHIP

OM - Spiritual Organization, President: Apr. 2009 - present, Secretary: Jan. 2006 - Mar. 2008
Office of the Dean of Student Affairs
 • Take Our Children to Work Day Planning Committee: August 2008 - present
 • Niteline Information Resource/ Crisis Control Phone Line Volunteer: August 2008 - present
 • Mosaic Annual Conference on Women's Issues Planning Committee: 2006 - 2007
Society of Women Engineers, Annual Winter Semiformal Chair: April 2007 - March 2008

HONORS

Dean's List: Fall 2008, Sony Scholarship
 U.S. Citizen

Jo B. Seeker

University Address: 5032 Forbes Avenue, SMC 1111, Pittsburgh, PA 15289, (412) 555-2121, intern@cmu.edu
Home Address: 3350 Main Street, Anytown, ID 83706, (208) 555-2121

Education

Carnegie Mellon University, Tepper School of Business Pittsburgh, PA
Bachelor of Science in Business Administration May 2011
Finance Track; Relevant Courses: Accounting, Regression Multivariate Analysis and
Microeconomics
GPA: 3.7/4.0

Experience

Morgan Stanley, Private Wealth Management Boise, ID
Financial Advising Intern May - August 2009

- Researched equities and debt securities, issuing securities, investment company products and economic analysis through studying the *Series 7 License Exam Manual*
- Utilized Morgan Stanley resources to enhance understanding of financial service providers

Piper Jaffray, Private Client Services Boise, ID
Financial Advising Team Assistant May - August 2008

- Contributed to a team achieving \$1 million in new assets under management each month
- Utilized Excel, Bloomberg, and other software to complete various operational tasks
- Prepared quarterly newsletters and client meeting materials such as stock research
- Determined and executed the most efficient method for contacting clients

Leadership

UBS Freshman Frenzy Program New York, NY
Participant June 2009

- Selected, as one of 25 freshmen, to participate in a four-day program at UBS
- Learned about equities, fixed income, rates and currencies, municipal securities, operations and private banking from UBS employees of all levels
- Engaged in interactive trading simulations and pitch book preparations

Carnegie Mellon University Solutions High School Conversion Project
Finance Committee Member January 2009 - Present

- Assist the Mt. Washington Community Development Center in launching a \$21 million project of converting an abandoned high school into a neighborhood center
- Researched criteria and restrictions for low income tax credits

Undergraduate Finance Association
Events and Sports Coordinator November 2008 - Present

- Help coordinate various events, such as keynote speaker presentations, to develop members interests in finance and to create opportunities in pursuit of professional goals
- Increased membership by planning events targeted at athletes

Honors and Activities

- Marine Corps Outstanding Achievement Award; National Society of Collegiate Scholars
- Co-Captain and 2008 MVP, Carnegie Mellon Women s Varsity Soccer

Skills

- Intermediate in written and spoken Spanish
- Microsoft Excel, Word, and Power Point; Minitab; Adobe Acrobat Reader; Microsoft Outlook and Contact Manager; Windows Operating System; Java

Polly Mer

School Address: SMC 1220, 5032 Forbes Avenue, Pittsburgh, PA 15289-1220

Permanent Address: 284 South Main Street, San Francisco, CA 94120

Email: pollymer@andrew.cmu.edu **Cell:** (412) 222-2424

OBJECTIVE To obtain a position in the consumer product, pharmaceuticals, or chemical industries that will utilize my analytical, technical and interpersonal skills.

EDUCATION **Carnegie Mellon University** Pittsburgh, PA
Bachelor of Science in Chemical Engineering and Chemistry, May 2010
Overall GPA: 3.22/4.0

RELEVANT EXPERIENCE **Johnson & Johnson Consumer Products Company** Skillman, NJ
ADVANCED TECHNOLOGIES INTERN, Summer 2009

- Planned and executed clinical studies to evaluate auditory, biofeedback, and gustatory technologies for their impact on psychological mood.
- Analyzed data and presented results to employees and management.

Dow Chemical Company Freeport, TX
RESEARCH & DEVELOPMENT INTERN, Summer 2008

- Investigated process variables for incorporating a filler into an epoxy resin.
- Learned control program for new instrument and trained other users.

Chemistry Department, Carnegie Mellon University Pittsburgh, PA
RESEARCH ASSISTANT, January 2007- May 2008
(Partially funded by Carnegie Mellon Small Undergraduate Research Grant)

- Synthesized and purified electrically conductive polymer products and intermediates for research projects.

PROJECT **Unsteady State Heat Transfer with Internal Phase Change**, Spring 2009

- Quantitatively analyzed the internal phase change of an object subject to heat/air flow.
- Developed an object that illustrated time and temperature dependent spatial properties.

ADDITIONAL EXPERIENCE **Career and Professional Development Center, Carnegie Mellon University** Pittsburgh, PA
CIT CAREER ASSISTANT, August 2008 - present

- Organize and advertise career workshops.
- Research opportunities for engineering internships.
- Create career-related handouts to facilitate job and internship searches.

LEADERSHIP **Selection Chairperson, Lambda Sigma Honor Fraternity**, Spring 2008 - Spring 2009

- Organized service projects and planned agenda for meetings.
- Conducted interviews and selected new Lambda Sigma members.

SKILLS LABORATORY: organic synthesis and purification, quantitative analysis, instrumentation, unit ops, transport
INSTRUMENTS: gas absorber, rheometer, NMR, FTIR, UV/VIS, HPLC, GC/MS
COMPUTER: Mathcad, Pro/II, MS Office, C/C++, HTML, SimuLink, Aspen PLUS, GAMS
SPOKEN LANGUAGES: Fluent in Spanish; Conversant in French

ACTIVITIES & HONORS Varsity Tennis Team, 2007 - present
Alpha Beta Gamma Sorority, 2005 - present, House Manager, 2008 - 2009
Tau Beta Pi, Engineering Honor Society, 2008 - present
Phi Kappa Phi, Honor Fraternity, 2008 - present
American Institute of Chemical Engineers, (AIChE) 2006 - present
Andrew Carnegie Society Scholar, Class of 2010
College of Engineering Dean's List, Fall 2007 - Fall 2008
Andrew Carnegie Scholarship, Fall 2006 - present

Arch Hitect

architect@gmail.com
612.272.0649

address
329 River Road
Essex Jct, VT 05452
802.879.6368

Education

Carnegie Mellon University, Pittsburgh, Pennsylvania
Bachelor of Architecture, University Honors, December 2009
Minor in **French and Francophone Studies**
GPA 3.63 / 4.0

Japan Summer Study Abroad, Kyoto, Japan
Carnegie Mellon University, June 2007 – August 2007

Experience

Teaching Assistant Carnegie Mellon University
Pittsburgh, Pennsylvania, September 2008 – December 2008
Served as liaison between students and professor
Distributed assignments and answered questions

Architectural Intern, WTW Architects
Pittsburgh, Pennsylvania, May 2008 – August 2008
Generated experiential sketches for presentation
Documented as-built and existing site conditions
Assisted with schematic design and construction documents

Housing Design, 4th Year Design Studio: Occupancy Osage, West Virginia
September 2007 – December 2007
Designed housing with input and review from community
Planned and operated booth at annual street fair

Deli Employee, Bagel Factory
Pittsburgh, Pennsylvania, June 2006 – August 2006
Prepared bagels, sandwiches and wholesale orders
Opened and closed store, cashiered and cleaned

Honors

Dean's List, Spring 2004, Fall 2006 – Fall 2008
4th Year Design Awards Nominee, March 2008
International Modern Languages Honor Society, 2007 – 2008

Skills

Computer: Revit, Maya, AutoCAD 2D/3D, Architectural Desktop,
Form-Z 3D, Rhinoceros 3D, MicroStation 2D/3D, Photoshop,
InDesign, Illustrator, Excel, PowerPoint, HTML

Hand: Perspective Drawing, Rendering, Drafting, Model Building

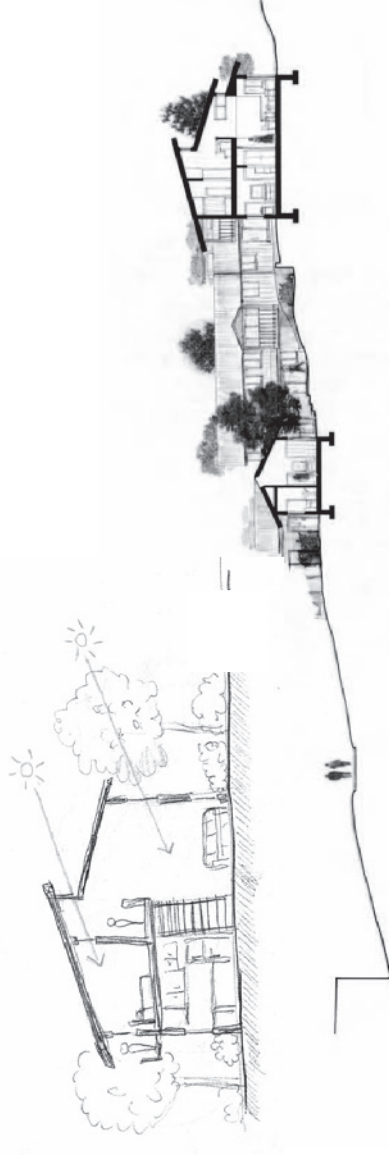
Language Conversational French

Activities

AIAS Member, 2004 – Present
Glass Blowing October 2008 – December 2008
Varsity Cross-Country, August 2008 – November 2008
National Collegiate Inventors & Innovators Alliance, March 2008
San Diego Conference Presenter
Presented Japan summer abroad woodshop project
Intramural Floor Hockey, 2006 – 2008
National Youth Leadership Conference, December 2004
Washington DC Conference Participant

landscape housing

fall 08



landscape housing

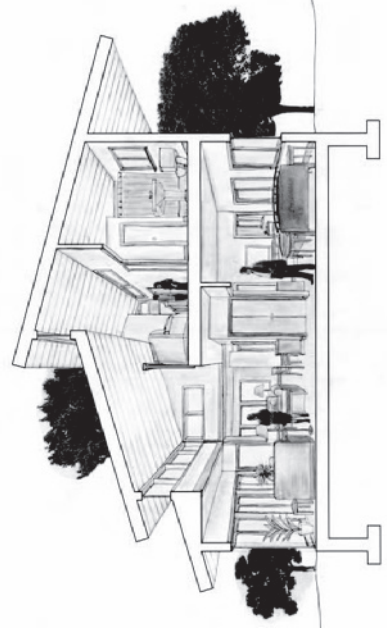
fall 08

Osage, West Virginia

Family housing overlooks the main street of this small town. It is arranged in clusters along the hillside, creating small communities. Each of the one to three bedroom units opens into the landscape, blurring the definition of interior and exterior. Footpaths provide access to the nearby street and parks.

Presentation:

AutoCAD, ink, and marker on vellum



Paula Cee

paulacee@andrew.cmu.edu

SMC 1919
P.O. Box 0123
(412) 862-1919

709 Elmer Drive
Erie, PA 16546
(814) 456-1919

Objective	To obtain a full-time consulting position using my leadership, problem solving and research skills
Education	<p>Carnegie Mellon University, Pittsburgh, PA Bachelor of Science, May 2010 Major: Policy and Management, GPA: 3.62 Minor: Business Administration</p>
Technical Skills	<p><i>Computer Software:</i> Microsoft Office, Minitab, SAS, Netscape, Internet Explorer, Filemaker Pro <i>Computer Hardware:</i> Unix, MS DOS, Windows 95, Windows 98, and Macintosh platforms</p>
Projects	<p>Policy Analysis III Environmental Protection Project on Noise Pollution, September 2009 - Present</p> <ul style="list-style-type: none"> • Researched and analyzed current abatement methods dealing with standards of noise pollution • Presented data and progress reports to class and panel of experts using cost-effective analysis <p>Policy Analysis II Social Security Project, March 2009 - April 2009</p> <ul style="list-style-type: none"> • Researched and analyzed costs, benefits, and effectiveness of implementation plans for the market failure of current social security policies • Presented prepared material to peers and professors
Research Experience	<p>Policy Intern, June 2008 - August 2008 Georgia State University - School of Policy Studies, Atlanta, GA</p> <ul style="list-style-type: none"> • Prepared and presented research data on U.S. tobacco policy and litigation in order to formulate a research proposal for the National Science Foundation Grant <p>Research Assistant, September 2008 - May 2009 Carnegie Mellon University, Pittsburgh, PA</p> <ul style="list-style-type: none"> • Coded data subjects for conversion into a CD-ROM for the use of teenagers in their decision making processes
Work Experience	<p>Career and Professional Development Center Assistant, September 2008 - Present Carnegie Mellon University, Pittsburgh, PA</p> <ul style="list-style-type: none"> • Collaborate with the Career Consultants and departments to initiate special projects dealing with student needs and interests • Assist with career-related programs, organize student survey results, identify internship opportunities, contact employers, and work on computer projects <p>Consulting Intern, June 2008 - August 2008 Advent Software, Inc., New York, NY</p> <ul style="list-style-type: none"> • Assisted in preparation for special events such as consultant trainings, conferences and meetings • Maintained custom reports, consulting calendar, utilization accounting, and client database • Served as Junior Recruiter for the Sales Division
Leadership	<p>Asian Students Association, Carnegie Mellon, Pittsburgh, PA <i>Vice President</i>, January 2009 - Present</p> <ul style="list-style-type: none"> • Coordinated activities and events for over 100 members • Organized events with officers of other organizations and administrative personnel <p><i>Treasurer</i>, September 2007 - May 2008</p> <ul style="list-style-type: none"> • Assisted in organization, budgeting, funding and publicity for events • Served as a liaison between officers and members of Student Activities and Student Senate
Honors/Activities	<p>Student Employee of the Year Award Recipient, Carnegie Mellon University Career and Professional Development Center Dean's List Recipient, Fall Semester Asian Christian Fellowship Salvation Army Corps Volunteer</p>

Adam Up

adamup@andrew.cmu.edu

CAMPUS ADDRESS:

5032 Forbes Avenue
SMC 3540
Pittsburgh, PA 15289-3540

PERMANENT ADDRESS

2541 Windsor Drive
Erie, PA 16506
Cell: 814-555-5555

OBJECTIVE:

To obtain an operations research analyst position

EDUCATION:

Carnegie Mellon University, Pittsburgh, PA
Bachelor of Science in Mathematical Sciences May 2010
Operations Research Concentration
Minor: Business Administration
GPA 3.28

WORK EXPERIENCE:

Supply Chain Intern, Amgen, Longmont, CO

May 2009 to August 2009

- Increased storage capacity over 30% in traditionally overstocked areas of the warehouse
- Formulated and implemented a linear program to determine optimal placement of shelving structures accounting for safety hazards and volume requirements

Junior Operations Research Analyst, Center for Army Analysis, Fort Belvoir, VA

May 2008 to August 2008

- Worked on an independent project outlining a future scenario the Army may be facing within the next 30 years
- Determined the optimal method of completing the scenario given a series of physical constraints
- Obtained Interim secret security clearance from the US Army

LEADERSHIP EXPERIENCE:

Sigma Alpha Epsilon, Carnegie Mellon University

Vice President, January 2009 to Present

- Planned and oversaw the elections of new officers for the chapter
- Edited and wrote changes to governing bylaws
- Facilitated transitions between incoming and outgoing officers

Development Secretary, January 2008 to January 2009

- Accounted for attendance at philanthropic and member events
- Maintained a working database of members and their participation in the chapter

TECHNICAL SKILLS:

Software: Matlab, Maple, Mathematica, LaTeX, Eclipse, Microsoft Office

Computer Languages: Java, C++, C, Perl, MySQL

Language: Conversant in Spanish

MEMBERSHIPS:

- Science and Humanities Scholars Program
- Mellon College of Science Student Advisory Committee
- Carnegie Mellon University Math Club

Al Gorithm

azg@cmu.edu

Carnegie Mellon University, SMC 1234, 5032 Forbes Avenue, Pittsburgh, PA 15213
315 Newport Road, Morris, OK. 74445 • (918) 555-6197

OBJECTIVE

To obtain a professional position in the consulting industry utilizing my relevant experience, technical expertise, and problem solving skills.

EDUCATION

Carnegie Mellon University, Pittsburgh, PA

Bachelor of Science in Computer Science, May 2010 GPA: 3.0

Selected Coursework: Software Engineering for IT 1 & 2, Technology Consulting in the Community, Database Applications, Computer Networks

SKILLS

Computer Languages: C, C++, Java, JSP, JavaScript, ActionScript, VB.NET, ASP.NET, SQL, HTML, PHP

Applications: Microsoft Office, Visual Studio .NET, Dreamweaver, Fireworks, Flash, Photoshop, Remedy

Operating Systems: Unix, Linux, Windows, MacOS

EXPERIENCE

Artemia Health Systems, Cleveland, Ohio

Student Intern (Summer 2009)

- Created new functionality for state-level prescription drug information system
- Worked with end users to determine their information needs
- Wrote application to create custom surveys
- Migrated old Visual Basic code to ASP.NET

Carnegie Mellon University Computing Services Help Center, Pittsburgh, PA

Student Consultant (September 2008 - Present)

- Resolved issues regarding networking (wired, wireless, and dialup), and email problems for Carnegie Mellon University users
- Answered questions about software supported by the university, such as MS Office
- Communicated with customers through email, telephone, and face to face

PROJECTS

News Delivery System (Spring 2009) - online information gathering/presentation system

- Integrated old code with new for web application delivering custom tailored web news
- Coded in Java using Model-View-Controller architecture

Vintage Foundation (Fall 2008) - a consulting project in a nonprofit organization

- Advised on new technologies to help further the organizational mission
- Instructed program director on building a user-friendly website and relational database
- Assessed systemic problems and suggested possible solutions

Ebarter (Fall 2007) - an online bartering system running on Apache Tomcat

- Applied software engineering principles along with J2SE Web Development Kit
- Led team in coding phase of development

References Available Upon Request

Info Systems Jr.

Is2@andrew.cmu.edu

CAMPUS:

5032 Forbes Avenue
SMC 1234
Pittsburgh, PA 15272
(412) 555-1212

PERMANENT

5505-1/5th 42nd Street
First Floor
Info Park, NY 00899
(999) 543-1346

EDUCATION

Carnegie Mellon University

Bachelor of Science in Information Systems

- Concentration in Business / Economics

Additional major in Business Administration

- GPA: 3.38 / 4.00
- Deans List with Honors – Fall 2005
- Xerox Technical Minority Scholarship, Carnegie Mellon Institutional Scholarship

Pittsburgh, PA
May 2009

Major GPA: 3.82 / 4.00

EXPERIENCE

Carnegie Mellon Annual Giving

Student Phone Ambassador

- Phone alumni and parents to update data records, answer questions, share news about Carnegie Mellon, and seek support for the Annual Fund.
- Top 5% of employees, raising \$63,050 in Fall 2007 semester, which accounted for 12.6% of department revenue.

Pittsburgh, PA
Spring 2007 – Present

Lehman Brothers

Global Technology Services Analyst, Information Technology Division

- Developed Corporate Action Booking and Settlement of Trades Project to streamline and automate handling of booking and settlement activity associated with various Corporate Actions.
- Created store procedure that optimized database operations by automated truncating or removing of outdated entries.

Jersey City, NJ
Summer 2008

Morgan Stanley

Global Risk and Analysis Analyst, Investment Management Division

- Analyzed, tabulated, and reported on the risk metrics of 13 Emerging Markets portfolios worth over \$5 billion.
- Utilized Morgan Stanley resources to enhance understanding of the financial industry.
- Gained over 400 credit hours for professional certifications.

New York, NY
Summer 2007

Johnson & Johnson Case Competition

- Developed a marketing campaign for Johnson & Johnson consumer product lines using emerging technologies to build lasting consumer relationships.
- Awarded first place for developing a long-term strategic marketing campaign targeting women.

October 6th-9th, 2006

LEADERSHIP

Management Game – President

- Manage a six student team operating a fictional watch manufacturing company with over \$50,000,000 in assets.
- Serve as liaison to Board of Directors, coordinate team efforts, and develop direction for the company.

Spring 2009

SKILLS

- **Skill Sets:** HTML, XHTML, XML, CSS, VBA, RSS, DTD, PHP 5, MySQL 5, UML 2, Java, JavaScript
- **Software:** Microsoft Office (Strong Proficiency in Excel), The Yield Book, MP2, Minitab

ACTIVITIES

- Varsity Track & Field
- Fringe Intramurals and Buggy
- Safewalk

2004 – 2006
2004 – 2006
Spring 2005 – 2006

EMPLOYMENT LETTERS

Employment letters are an important communication tool and most job search campaigns cannot be conducted without them. When sending a letter, students should follow the basic business letter format described in this section. Regardless of whether you send your letter via postal mail or email, strong letters will produce a positive first impression. Students who send exceptional letters, on paper or electronically, are noticed and strongly considered for opportunities.

Cover Letter Overview

- Introduces the student and resume to an employer and identifies the reason for sending credentials to the employer.

- Communicates to a prospective employer the student's relevant skills, knowledge and accomplishments and matches them to the characteristics of a specific position or organization.
- Serves as a marketing tool that motivates the employer to read the resume and consider the student for an interview.

Cover Letter Guidelines

Targeted: To a specific employer and position, includes research you have done.

Persuasive: Focus on meeting employer needs, not your desires.

SUGGESTED COVER LETTER FORMAT

Student's Address

Date

Contact Person

Title

Department

Employer's Name

Address

Dear Mr./Mrs./Ms./Dr. (Contact Person):

First Paragraph—Introduction (2 - 4 sentences)

Establishes the purpose of your letter, attracts attention and arouses interest.

- State why you are writing by naming the specific position or type of job.
- Tell how you heard about the position/employer and why you are interested.
- Insert a brief sentence stating your degree, major, college affiliation, graduation date.
- Mention the name of your contact person, if applicable.

Second/Third Paragraph—Body (1 - 2 paragraphs, depending on background)

Generate interest with content by referencing the employer research you have done and how your skills/background match the employer's needs.

- Indicate how you can help the employer achieve organizational goals in your specialty. Focus on what you can do for them rather than why you want the position.
- Highlight your most significant accomplishments, abilities and experiences that are specifically relevant to the employer and job requirements.
- Sell your credentials—your mission is to prove you should be invited to an interview. Make reference to enclosures.
- Do not simply repeat your resume but point out important experiences and key assets—show some of this to demonstrate to the employer your more personal qualities which cannot be indicated on a resume.

Fourth Paragraph—Closing (4 sentences maximum)

State your commitment to action.

- Mention enclosed resume or sample work, if applicable.
- Indicate that you will call to inquire about the possibility of an interview and/or the timing of the selection process.
- Do not indicate you will be waiting for the employer to contact you.
- Thank the employer.

Sincerely,

Student's Signature

Student's Name Typed

Tone: Clear and concise. Confident, but not arrogant. Avoid cute and clever.

Accuracy: Correct grammar, punctuation and spelling. Have someone else proofread in addition to spell checking.

Individualized: Addressed to an individual, not Dear Sir/Madam.

Paragraphs: 3-4 brief paragraphs. Limit to one page. Block style.

Paper/Printing: High-quality bond paper with matching envelopes. Laser print.

Types of Cover Letters

Letter of Application: Explains interest in a specific position. Includes pertinent details about qualifications and requests action.

Letter of Inquiry: Expresses interest in working for the employer and inquires as to whether a particular type of position is available.

Using Contacts in a Cover Letter

Students should mention the name of a contact whenever possible. A contact can be a professor, a friend's parent, alumnus/ae or someone else you know through networking. By mentioning the contact's name, a whole new image about the candidate is generated. The employer may conclude that the contact is endorsing the candidate; the resume will be read and the likelihood of an interview is increased.

SUGGESTED THANK-YOU LETTER FORMAT

Student's Address

Date

Contact Person

Title

Department

Employer's Name

Address

Dear Mr./Mrs./Ms./Dr. (Contact Person):

First Paragraph

Thank the employer and confirm interest

I appreciated the opportunity to speak with you on (date). The information you shared with me about (organization name) increased my interest in working with you. I remain excited about the possibility of applying my education and experience to the position we discussed.

Second Paragraph

In the second paragraph, show the employer you were paying attention and try again to make yourself stand out. You may want to highlight a specific topic you discussed during the interview or indicate some skill/experience that will set you apart from the other applicants.

Third Paragraph

Reconfirm interest and offer additional information

If I can provide you with any additional information, please let me know. I look forward to hearing from you soon.

Sincerely,

Student's Signature

Student's Name Typed

SAMPLE COVER LETTER

700 Any Street
Pittsburgh, PA 15232

October 10, 2009

Ms. Willa Getajob, Director
Information Technology Executive Board
300 Pennsylvania Avenue, NW
Washington, DC 20006

Dear Ms. Getajob:

I am writing to you to apply for the Security Assurance Analyst position in your IT Consulting Practice posted on your company's website. Robert Carey, who works in your audit department, recommended that I contact you directly. I am currently working on my Master of Information Systems Management degree at Carnegie Mellon University and will be graduating this December.

Your job posting indicates you are seeking an individual with a strong computer security background. Having a marked interest in electronic and information security, I have selected courses and project work to specialize in those areas. My current IS academic project involves exploring privacy laws regarding company Internet usage to determine user compliance and defining LAN/WAN implications for HIPPA. I also have 2 years of corporate experience in cryptography and electronic crimes law. I feel my knowledge of network computer intrusion, information warfare, and (laboratory confined) hacking would significantly facilitate a strategy and best-practices position with the ITEB. I have gained invaluable presentation, writing, analytical, and organizational skills from these experiences.

Please find my resume enclosed for your review. I will be in the Washington DC area next month and would appreciate the opportunity to meet with you to discuss my qualifications and interests. I will call you next week to see if this is a possibility. If you have any questions or need additional information, do not hesitate to contact me at gather@andrew.cmu.edu or 412-555-5555.

Sincerely,

Hunter Gatherer

Hunter Gatherer

Enclosed: Resume

EMAIL CORRESPONDENCE

For most of us, sending and receiving email is simple and fun. We use it to communicate with friends and family and to converse with our contemporaries in an informal manner. But while we may be unguarded in our tone when we email friends, a professional tone should be maintained when communicating with prospective employers.

Email is a powerful tool in the hands of a knowledgeable job-seeker. Use it wisely and you will shine. Use it improperly, however, and you'll brand yourself as immature and unprofessional. Dr. Sherry Reasbeck, a San Diego-based career counselor, warns that some email mistakes leave a bad impression. "It's irritating when the writer doesn't stay on topic or just rambles," says Reasbeck. "Try to succinctly get your point across—then end the email."

Be aware that electronic mail is often the preferred method of communication between job-seeker and employer. There are general guidelines that should be followed when emailing cover letters, thank-you notes and replies to various requests for information. Apply the following advice to every email you write:

- Use a meaningful subject header for your email—one that is appropriate to the topic.
- Always be professional and businesslike in your correspondence. Address the recipient as Mr., Ms. or Mrs., and always verify the correct spelling of the recipient's name.
- Be brief in your communications. Don't overload the employer with lots of questions in your email.
- Ditch the emoticons. While a 😊 or an LOL (laughing out loud) may go over well with friends and family, do not use such symbols in your email communications with business people.
- Do not use strange fonts, wallpapers or multi-colored backgrounds.
- Sign your email with your full name.
- Avoid using slang.
- Be sure to proofread and spell-check your email before sending it.

Neal Murray, former director of the career services center at the University of California, San Diego, sees a lot of email from job-seekers. "You'd be amazed at the number of emails I receive that have spelling errors, grammatical errors, formatting errors—emails that are too informal in tone or just poorly written," says Murray. Such emails can send the message that you are unprofessional or unqualified.

When you're dealing with employers, there is no such thing as an inconsequential communication. Your emails say far more about you than you might realize, and it is important to always present a polished, professional image—even if you are just emailing your phone number and a time when you can be contacted. If you are sloppy and careless, a seemingly trivial communication will stick out like a sore thumb.

Thank-You Notes

If you've had an interview with a prospective employer, a thank-you note is a good way to express your appreciation. The note can be emailed a day or two after your interview and only needs to be a few sentences long, as in the following:

Dear Ms. Jones:

I just wanted to send a quick note to thank you for yesterday's interview. The position we discussed is exactly what I've been looking for, and I feel that I will be able to make a positive contribution to your organization. I appreciate the opportunity to be considered for employment at XYZ Corporation. Please don't hesitate to contact me if you need further information.

Sincerely,
John Doe

Remember, a thank-you note is just that—a simple way to say thank you. In the business world, even these brief notes need to be handled with care.

Cover Letters

A well-crafted cover letter can help "sell" you to an employer. It should accomplish three main things:

1. Introduce yourself to the employer. If you are a recent college graduate, mention your major and how it would apply to the job you are seeking. Discuss the organizations/extracurricular activities you were involved in and the part-time jobs you held while a student, even if they might seem trivial to you. Chances are, you probably picked up some transferable skills that you will be able to use in the work world.
2. Sell yourself. Briefly state your education and the skills that will benefit the employer. Don't go into a lot of detail here—that's what your resume is for—but give the employer a sense of your strengths and talents.
3. Request further action. This is where you request the next step, such as an appointment or a phone conversation. Be polite but sincere in your desire for further action.

Tips

In addition to the guidelines stated above, here are a few tips to keep in mind:

- Make sure you spell the recipient's name correctly. If the person uses initials such as J.A. Smith and you are not certain of the individual's gender, then begin the email: "Dear J.A. Smith."
- Stick to a standard font like Times New Roman, 12-point.
- Keep your email brief and businesslike.
- Proofread everything you write before sending it.

While a well-crafted email may not be solely responsible for getting you your dream job, rest assured that an email full of errors will result in your being overlooked. Use these email guidelines and you will give yourself an advantage over other job-seekers who are unaware of how to professionally converse through email.

Written by John Martolo, a free-lance writer based in San Diego.

SOCIAL NETWORKING WEBSITES (FACEBOOK, MYSPACE.COM)

Career professionals—and parents—are warning young job seekers that using social networking sites such as Facebook and MySpace, may be hazardous to your career. After all, do you want your potential employer to see photos of you at last weekend's party? Certainly, those photos could diminish your prospects of landing a job. But, while some online content can put job searchers at a disadvantage, more are using social networking to enhance their preparation for interviews, garner an advantage over less-wired peers, and even gain an edge with recruiters.

One example of a positive use of social networking websites is gathering background information about the recruiters with whom you will interview. By finding out about topics that will interest the recruiter, you may gain an upper hand in the interview process. In addition, stronger connections with a potential employer can be made by talking about the clubs he or she belongs to and even friends you have in common—information that can be discovered on Facebook.

Facebook research can also be used to prepare for site visits. By using the alumni connections available through Facebook, you can gain added insight into potential employers. If you are interviewing with a company, search for alumni who are working there. You can have conversations with alumni via Facebook that you wouldn't have in an interview, such as, "do you like it at the company?" or "can you negotiate salary?"

Networking Rules

When you seek and maintain professional connections via social networking sites, follow the same etiquette you would if you were networking by phone and in person. Remember that every contact is creating an impression. Online, you might tend to be less formal because you are communicating in a space that you typically share with friends. However, any time you are communicating with a potential employer, you want to maintain your professionalism. Just as you would not let your guard down if you were having dinner with a potential employer, you must maintain a positive and professional approach when conversing with networking contacts online. Ask good questions, pay attention to the answers, and be polite—this includes sending at least a brief thank-you note anytime someone gives you advice or assistance.

If It's OK for Mom, It's OK for Facebook

The more controversial aspect of the interplay between social networking and job searching is the privacy debate. Some observers, including career counselors, deans, and parents, worry that students put themselves at a disadvantage in the job search by making personal information available on Facebook and MySpace pages. More and more companies are using such websites as a screening tool.

Concern about privacy focuses on two areas: social life and identity/affiliations. Parents and career counselors argue that job searchers would never show photos of themselves at a party in the middle of an interview, so why would they allow employers to see party photos on a Facebook page? Students often respond that most employers do not even use social networking sites and that employers already know that college students drink.

While it may be true that senior managers are less likely to be on Facebook, young recruiters may be active, and in many cases, employers ask younger employees to conduct web searches of candidates. Why risk losing a career opportunity because of a photo with two drinks in your hand?

It's easy to deduce that if an employer is comparing two candidates who are closely matched in terms of GPA and experience, and one has questionable photos and text on his or her online profile and the second does not (or does not have an accessible page at all), that the second student will get the job offer.

Identity—Public or Private?

Identity and affiliations are the second area where social networking and privacy issues may affect your

Strategies for Safe and Strategic Social Networking

1. Be aware of what other people can see on your page. Many recruiters are now using these sites and other recruiters ask their colleagues to do searches on candidates.
2. Determine access intentionally. Some career counselors advocate deactivating your Facebook or MySpace pages while job searching.
3. Set a standard. If anything appears on your page that you wouldn't want an interviewer to see, remove the offending content.
4. Use social networking to your advantage. Use these sites to find alumni in the companies that interest you and contact them before you interview in your Career and Professional Development Center or before a site visit. In addition, use social networking sites and Internet searches to learn more about the recruiters who will interview you before the interview.

It's time to begin your career.



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Hey, let's face it, competition for jobs, graduate programs and the latest industry news is as fierce as ever. It's tough to stand apart and get noticed. GrduatingEngineer.com can give you the competitive edge you're looking for. Whether it's job postings, career advice or company profiles, GrduatingEngineer.com provides you with the information you need to get where you want to go.

You've got the brains, now go get the tools!

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THE JOB SEARCH *continued*

job search and employment prospects. Historically, job searchers have fought for increased protection from being asked questions about their identity, including religious affiliation and sexual orientation, because this information could be used by biased employers to discriminate. Via social networking sites, employers can now find information that they are not allowed to ask you.

Employers can no longer legally ask these questions in most states, however, some students make matters like religion, political involvement, and sexual orientation public on their web pages.

Just as you consider whether or not to include religious and political affiliations as well as sexual orientation or transgender identity (GLBT) on your resume, you must consider whether you want this information to be available via social networking sites. There are two strategies to consider. One approach is that if you wish to only work for an employer with whom you can be openly religious, political, or GLBT then making that information available on your web page will screen out discriminating employers and make it more likely that you will land with an employer open to your identity and expression.

A second approach though, is to maintain your privacy and keep more options open. Investigate potential employers thoroughly and pay special attention at site visits to evaluate whether the company would be welcoming. This strategy is based on two perspectives shared by many career professionals. First, as a job searcher, you want to present only your relevant skills and experience throughout the job search; all other information is irrelevant. Second, if you provide information about your identity and affiliations, you may be discriminated against by one person in the process even though the company overall is a good match.

Written by Harriet L. Schwartz.

Conducting an effective job search requires a student to research and learn as much as possible about the potential employer. The more a student knows about an employer, the more confident he/she is likely to feel and this translates into better communication and a more productive exchange.

Information you should know about a potential employer:

- Size and structure of organization
- Location of facilities
- Product line, industry, service, clients, markets
- Past, current, potential growth
- The competition
- Stock history
- Length of time on assignments
- Training provisions
- Name of interviewer or contact
- Recent news items and trends

The following are sources that may help students research employers:

- The Internet
- Hunt Library reference section

- Professional and trade associations
- Industry periodicals and magazines
- Faculty, advisors, family and friends
- State and federal employment offices
- Local and regional libraries
- Telephone directories
- Newspapers
- Job fairs
- Contacting the employer directly
- Employment agencies

Employer Information Sessions

Many Employer Information Sessions are held on campus each year in conjunction with on-campus recruiting. These sessions are designed to introduce students to the employer and the employment opportunities available, and are an excellent way to learn about career fields and the variety of employers that visit campus. Employer Information Sessions are generally held the night before the employer interviews on campus. A complete schedule, which is updated regularly, can be found on TartanTRAK.

DRESSING PROFESSIONALLY

A student's professional image is an important part of the job search campaign, especially during the interview process. A polished appearance creates a positive first impression. This is essential so that the employer can move on to learning more about the student and qualifications without any distractions or hesitancy. Research literature on interviewing supports this: approximately eighty percent (80%) of the hiring decisions are impacted by those first few moments. It is important for students to invest in professional-looking attire, in colors and designs that are appropriate for the industry and produce confidence. For interviews, conservative attire rather than a fashion statement is best. However, the style of dress should be reflective of the type of work or industry. Students are encouraged to ask a professional in the field or a Career and Professional Development Center staff member. When in doubt, males and females should wear a suit.

Elements of a Polished Look

- Pressed clothes and polished shoes
- Clean fingernails
- Little or no cologne/perfume
- Neat hair
- Fresh breath
- Genuine smile

Men

- Charcoal, navy or gray suit
- Conservative tie
- White long-sleeved dress shirt
- Professional shoes
- Neatly trimmed hair, mustache, and sideburns
- Minimal jewelry
- Blazer and well-pressed pants with matching tie
- Double-breasted suits for certain situations
- No white socks

Women

- Classic suit with notched collar or collarless
- Hosiery
- Sophisticated, updated blouse
- Knee-level hemline
- Closed-toe pumps with moderate to low heel
- Lightened makeup and neutral nail polish
- Neatly styled or pulled back hair
- Minimal jewelry

Many employers use job fairs—both on and off campus—to promote their opportunities and to pre-screen applicants. Job fairs come in all shapes and sizes, from small community-sponsored events to giant regional career expositions held at major convention centers.

Most job fairs consist of booths and/or tables manned by recruiters and other representatives from each organization. For on-campus events, some employers also send alumni representatives. Large corporations and some government agencies have staffs who work the job fair “circuit” nationwide.

An employer’s display area is also subject to wide variance. It could be a simple table with a stack of brochures and business cards and a lone representative or an elaborate multimedia extravaganza with interactive displays, videos, posters and a team of recruiters.

FASHIONS AND ACCESSORIES

Generally, the appropriate dress for job fair attendees is business attire. If you’re unsure of the dress code (particularly for off-campus events), it would be wise to err on the overdressed side—you’ll make a better impression if you appear professional. Think of it as a dress rehearsal for your real interviews!

Remember to bring copies of your resume (or resumes, if you have several versions tailored to different career choices), a few pens and pencils (have backups—they have a way of disappearing), a folder or portfolio and some sort of note-taking device (a paper or electronic pad). Keep track of the recruiters with whom you speak and send follow-up notes to the ones who interest you. Don’t bring your backpack; it’s cumbersome for you, it gets in the way of others and it screams “student!” instead of “candidate!”

STOP, LOOK AND LISTEN

Keep your eyes and ears open—there’s nothing wrong with subtly eavesdropping on the questions asked and answers received by your fellow career fair attendees. You might pick up some valuable information, in addition to witnessing some real-life career search “dos and don’ts.”

In order to maximize your job fair experience, you must be an active participant and not just a browser. If all you do is stroll around, take company literature and load up on the ubiquitous freebies, you really haven’t accomplished anything worthwhile (unless you’re a collector of key chains, mousepads and pocket flashlights). It is essential to chat with the company representatives and ask meaningful questions.

Before the fair, work on marketing yourself to a new person. Think about your strengths and abilities and how they would benefit a company. Develop this, along with internship or class information, into a brief introduction.

The questions you ask at a job fair should be developed from your pre-event research. This allows you to further expand on information you’ve gathered and shows that you’ve done your homework.

FAIR THEE WELL

By all means, try to attend at least one job fair before beginning your formal job interviewing process. For new entrants into the professional career marketplace, this is a good way to make the transition into “self-marketing mode” without the formality and possible intimidation of a one-on-one job interview. It’s an opportunity that’s too valuable to miss.

A FEW WORDS ABOUT JOB FAIR ETIQUETTE

1. Don’t interrupt the employer reps or your fellow job-seekers. If someone else is monopolizing the employer’s time, try to make eye contact with the rep to let him or her know that you’re interested in speaking. You may be doing a favor by giving the recruiter an out. If all else fails, move to the next exhibit and plan to come back later.
2. If you have a real interest in an employer, find out the procedures required to secure an interview. At some job fairs, initial screening interviews may be done on the spot. Other times, the career fair is used to pre-screen applicants for interviews to be conducted later (either on campus or at the employer’s site).
3. Sincerity always wins. Don’t lay it on too thick, but don’t be too blasé either. Virtually all employers are looking for candidates with good communication skills.
4. Don’t just drop your resume on employers’ display tables. Try to get it into a person’s hands and at least say a few words. If the scene is too busy and you can’t get a word in edgewise, jot a note on your resume to the effect of, “You were so busy that we didn’t get a chance to meet. I’m very interested in talking to you.” Look around the display for the recruiter’s business card (or at the very least, write down his or her name and get some literature with the company’s address) and send a follow-up note and another copy of your resume.
5. A list of attending employers is usually available in advance of a job fair. Use it to do research (at minimum, visit their website and, if available, view their company videotape). A little advance preparation goes a long way and can make you stand out among the masses of other attendees.

CARNEGIE MELLON JOB FAIRS

Career Express Weekend—September 12 & 13, 2009

Business Opportunities Conference—September 17, 2009

Technical Opportunities Conference—September 15 & 16, 2009

Employment Opportunities Conference—February 4, 2010

Creative Arts Opportunities Conference—February 11, 2010

The job interview enables the student and employer to learn about each other and to see if there is a potential match with the opportunity. A personal interview is usually required to secure a position. This is a very important step in landing a campus job, internship, or permanent job. Each student will be required to communicate abilities, skills, interests, aptitudes and career objectives to the employer. A student's education, experience, personality, appearance, poise, mannerism, alertness and intelligence are brought into focus and evaluated during an interview. The Career and Professional Development Center provides several services and resources to help students develop strong interviewing skills. Information on the following services can be found on the Center's website.

Services:

- The Mock Interview Program provides students with an opportunity to practice and develop interviewing skills in a simulated interview environment with alumni and employer representatives.
- Interview workshops and programs are offered at various times throughout the academic year.
- Career Consultants are available to discuss and practice interview strategies.
- Interview Evaluation Forms: Campus recruiters are asked to anonymously complete Interview Evaluation Forms following their interviews with students. These evaluations may provide valuable feedback. You may request that your Career Consultant share this confidential information once you have had a minimum of three campus interviews.

PRE-INTERVIEW

Self-Assessment: Students are encouraged to compile a list of personal strengths and past accomplishments to boost confidence and share with the employer. Identify and evaluate education, experiences, skills, accomplishments, strengths and weaknesses as they relate to the position.

Research the Employer: Gather as much information about the employer as possible. Refer to the Employer Research section on page 41 of this *Guide* for additional information.

Attend an Employer Information Session: Many employers who interview on campus host information sessions. Students are encouraged to attend these presentations which are generally held the night before on-campus interviews. Refer to page 41 for additional information.

Practice Interview Techniques: Rehearse how to describe qualifications and aspirations. See the Mock Interview Program section on page 6.

Prepare Yourself: Know the name, title and level of responsibility of the interviewer, arrive 10-15 minutes before the interview, bring additional materials as appropriate, and dress to project an image of confidence and success.

THE INTERVIEW

Entrance

Have a positive and cheerful attitude and give the interviewer a warm greeting with a firm handshake. Attitude should be one of openness or sensitivity to the interviewer's style and a feeling of mutual responsibility for creating a comfortable atmosphere and establishing a common ground.

Presentation

Relax and think of the interview as an exchange of information between two individuals. It is an opportunity to market relevant skills and experiences. This is best done by backing up statements with specific examples; sharing the outcome or solution to a specific problem or assignment, and summarizing. These strategies will emphasize your strengths.

Nonverbal Behaviors

Nonverbal cues are 50% of the interview. Be aware of posture, eye contact, hand gestures and facial expressions.

Positive

- Occasional affirmative nodding of the head
- Maintaining a pleasant facial expression
- Leaning forward
- Firm handshake
- Appropriate dress
- Sitting with hands, feet, and arms unfolded
- Good eye contact
- Smiling appropriately

Verbal Behaviors

- Be concise and complete when answering questions
- Use action verbs
- Provide concrete examples to support competencies
- Offer information to support candidacy

Questions for the Employer

- Have 2-4 questions prepared
- Ask the interviewer for a business card
- Questions should reflect the amount of research done

Exit

- Thank the interviewer and give a firm handshake
- Walk confidently from the interview

POST-INTERVIEW

Debrief Yourself

- Make notes about positive experiences from the interview
- Make notes about areas in which improvement or refinement are needed
- Note any information to include in a thank-you letter

Send a Thank-You Letter

- Personalize the experience
- Reiterate or add a point about qualifications
- Confirm the next step in the interview process
- See the sample thank-you letter on page 36.

TYPES OF INTERVIEWS

Interviewing styles vary among employers and interviewers. To better prepare for an interview, students are encouraged to be familiar with the different types of interviews which may be encountered. Additional information on interviewing can be found on the Career and Professional Development Center website or in the Career and Professional Development Center.

Screening Interview

The goal of this interview is to get the facts from a student by identifying relevant skills and abilities, verifying the resume, and looking for a solid candidate. It is usually less than one hour, and depending on the employer and location, can take the form of a campus, site visit, video or telephone interview.

Behavioral Interview

This interview is based on the idea that a student's past behavior is useful in predicting future performance. Typical questions center around how a student has handled past situations where skills, abilities and teamwork have been demonstrated. Areas could include project work, relevant work experiences, difficult situations, accomplishments, and leadership roles.

Telephone Interview

This interview is sometimes used as a screening interview when neither the employer nor student can travel. It is used to assess whether or not the student should be considered for an on-site interview. Occasionally, students seeking internships and summer jobs have been interviewed and hired using this method.

Group Interview

A group interview involves several people taking turns asking questions or presenting scenarios for the student to respond to or solve. It could be used as a group discussion which can help determine how a student interacts with other members of the group who could be potential colleagues.

CASE STUDIES

Many employers are now using case studies in their interviews. This is a common method used to judge a student's problem-solving skills. Basically, the interviewer presents the student with a situation or problem. The student is asked to discuss approaches to the problem and a possible solution. It may start out as a vague scenario which may require the student to ask for additional information. In this case, the interviewer is assessing the student's ability to identify key issues. It may also be very specific in order to test the student's quantitative skills. Case studies can be very involved and last 10-20 minutes. Keep in mind that there is no right answer as long as your response is backed up with logic and facts.

QUESTIONS ASKED BY EMPLOYERS

Before you begin interviewing, think about these questions and possible responses and discuss them with your Career Consultant. Conduct mock interviews and be sure you are able to communicate clear answers to interviewers.

Personal

1. Tell me about yourself.
2. What are your hobbies?
3. Why did you choose to interview with our organization?
4. Describe your ideal job.
5. What can you offer us?
6. What do you consider to be your greatest strengths?
7. Can you name some weaknesses?
8. Define success. Failure.
9. Have you ever had any failures? What did you learn from them?
10. Of which three accomplishments are you most proud?
11. Who are your role models? Why?
12. How does your college education or work experience relate to this job?
13. What motivates you most in a job?
14. Have you had difficulty getting along with a former professor/supervisor/co-worker and how did you handle it?
15. Have you ever spoken before a group of people? How large?
16. Why should we hire you rather than another candidate?
17. What do you know about our organization (products or services)?
18. Where do you want to be in five years? Ten years?
19. Do you plan to return to school for further education?

Education

20. Why did you choose your major?
21. Why did you choose to attend your college or university?
22. Do you think you received a good education? In what ways?
23. In which campus activities did you participate?
24. Which classes in your major did you like best? Least? Why?
25. Which elective classes did you like best? Least? Why?
26. If you were to start over, what would you change about your education?
27. Do your grades accurately reflect your ability? Why or why not?
28. Were you financially responsible for any portion of your college education?

Experience

29. What job-related skills have you developed?
30. Did you work while going to school? In what positions?
31. What did you learn from these work experiences?
32. What did you enjoy most about your last employment? Least?
33. Have you ever quit a job? Why?
34. Give an example of a situation in which you provided a solution to an employer.
35. Give an example of a time in which you worked under deadline pressure.
36. Have you ever done any volunteer work? What kind?
37. How do you think a former supervisor would describe your work?

Career Goals

38. Do you prefer to work under supervision or on your own?
39. What kind of boss do you prefer?
40. Would you be successful working with a team?
41. Do you prefer large or small organizations? Why?
42. What other types of positions are you considering?
43. How do you feel about working in a structured environment?
44. Are you able to work on several assignments at once?
45. How do you feel about working overtime?
46. How do you feel about travel?

47. How do you feel about the possibility of relocating?
48. Are you willing to work flextime?

ARE YOU READY FOR A BEHAVIORAL INTERVIEW?

“Tell me about a time when you were on a team, and one of the members wasn’t carrying his or her weight.” If this is one of the leading questions in your job interview, you could be in for a behavioral interview. Based on the premise that the best way to predict future behavior is to determine past behavior, this style of interviewing is gaining popularity among recruiters.

Today, more than ever, each hiring decision is critical. Behavioral interviewing is designed to minimize personal impressions that might cloud the hiring decision. By focusing on the applicant’s actions and behaviors, rather than subjective impressions that can sometimes be misleading, interviewers can make more accurate hiring decisions.

A manager of staff planning and college relations for a major chemical company believes, “Although we have not conducted any formal studies to determine whether retention or success on the job has been affected, I feel our move to behavioral interviewing has been successful. It helps concentrate recruiters’ questions on areas important to our candidates’ success within [our company].” The company introduced behavioral interviewing in the mid-1980s at several sites and has since implemented it companywide.

Behavioral vs. Traditional Interviews

If you have training or experience with traditional interviewing techniques, you may find the behavioral interview quite different in several ways:

- Instead of asking how you *would* behave in a particular situation, the interviewer will ask you to describe how you *did* behave.
- Expect the interviewer to question and probe (think of “peeling the layers from an onion”).
- The interviewer will ask you to provide details and will not allow you to theorize or generalize about events.
- The interview will be a more structured process that will concentrate on areas that are important to the interviewer, rather than allowing you to concentrate on areas that you may feel are important.
- Interviewers may take notes throughout the interview.

The behavioral interviewer has been trained to objectively collect and evaluate information and works from a profile of desired behaviors that are needed for success on the job. Because the behaviors a candidate has demonstrated in previous positions are likely to be repeated, you will be asked to share situations in which you may or may not have exhibited these behaviors. Your answers will be tested for accuracy and consistency.

If you are an entry-level candidate with no previous related experience, the interviewer will look for behaviors in situations similar to those of the target position:

“Describe a major problem you have faced and how you dealt with it.”

“Give an example of when you had to work with your hands to accomplish a task or project.”

“What class did you like the most? What did you like about it?”

Follow-up questions will test for consistency and determine if you exhibited the desired behavior in that situation:

“Can you give me an example?”

“What did you do?”

“What did you say?”

“What were you thinking?”

“How did you feel?”

“What was your role?”

“What was the result?”

You will notice an absence of such questions as, “Tell me about your strengths and weaknesses.”

How to Prepare for a Behavioral Interview

- Recall recent situations that show favorable behaviors or actions, especially those involving coursework, work experience, leadership, teamwork, initiative, planning and customer service.
- Prepare short descriptions of each situation; be ready to give details if asked.
- Be sure each story has a beginning, a middle and an end; i.e., be ready to describe the situation, your action and the outcome or result.
- Be sure the outcome or result reflects positively on you (even if the result itself was not favorable).
- Be honest. Don’t embellish or omit any part of the story. The interviewer will find out if your story is built on a weak foundation.
- Be specific. Don’t generalize about several events; give a detailed accounting of one event.

A possible response to the question, “Tell me about a time when you were on a team and a member wasn’t pulling his or her weight” might go as follows: “I had been assigned to a team to build a canoe out of concrete. One of our team members wasn’t showing up for our lab sessions or doing his assignments. I finally met with him in private, explained the frustration of the rest of the team and asked if there was anything I could do to help. He told me he was preoccupied with another class that he wasn’t passing, so I found someone to help him with the other course. He not only was able to spend more time on our project, but he was also grateful to me for helping him out. We finished our project on time and got a ‘B’ on it.”

The interviewer might then probe: “How did you feel when you confronted this person?” “Exactly what was the nature of the project?” “What was his responsibility as a team member?” “What was your role?” “At what point did you take it upon yourself to confront him?” You can see it is important that you not make up or “shade” information and why you should have a clear memory of the entire incident.

Don’t Forget the Basics

Instead of feeling anxious or threatened by the prospect of a behavioral interview, remember the essential difference between the traditional interview and the behavioral interview: The traditional interviewer may allow you to project what you might or should do in a given situation, whereas the behavioral interviewer is looking for past actions only. It will always be important to put your best foot forward and make a good impression on the interviewer with appropriate attire, good grooming, a firm handshake and direct eye contact. There is no substitute for promptness, courtesy, preparation, enthusiasm and a positive attitude.

QUESTIONS TO ASK DURING AN INTERVIEW

Prepare a list of well-researched questions to ask the interviewer. Keep in mind that your questions should reflect the amount of research you have done rather than your lack of research. The questions below are guidelines; create and adapt questions to meet your individual needs and interview situation.

1. Which parts of the job are most challenging?
2. How are the goals for this job set?
3. What activities are routinely performed in this job?
4. What other departments/divisions do you interact with the most?
5. How much travel is involved and to where?
6. How are new product teams formed?
7. Where will the position be located?
8. Will relocation be required in the future? To where?
9. What is the length of the training program/period?
10. What is the average time to move within a particular career path?

IMPROPER INTERVIEW SITUATIONS OR ILLEGAL QUESTIONS

Interviewing styles vary from employer to employer. Identifying improper or illegal questions may not be easy, especially if a student is unaware of what is considered appropriate and legal. The Career and Professional Development Center believes that students have rights during the interview process and should be aware that certain behaviors and questions may be unethical or unlawful.

We encourage students to become knowledgeable of illegal or improper questions and the options for responding to them. Information on this matter is available in the Career Resource Library. If you believe an improper or illegal question has been asked during an interview process, share your concern with the Director of the Career and Professional Development Center or a Career Consultant. In this way, the issue can be addressed without harming a job prospect.

STUDENTS WITH DISABILITIES: ACING THE INTERVIEW

The traditional face-to-face interview can be particularly stressful when you have a disability—especially a visible disability. Hiring managers and employers may have had little prior experience with persons with disabilities and may react with discomfort or even shock to the appearance of a wheelchair, cane or an unusual physical trait. When this happens, the interviewer is often so uncomfortable that he or she just wants to “get it over with” and conducts the interview in a hurried manner. But this scenario robs you of the opportunity to present your credentials and could prevent the employer from identifying a suitable, qualified candidate for employment.

It is essential that you understand that interviewing is not a passive process where the interviewer asks all the questions and you simply provide the answers. You, even more than applicants without disabilities, must be skilled in handling each interview in order to put the employer representative at ease. You must also be able to demonstrate your ability to manage your disability and be prepared to provide relevant information about your skills, experiences and educational background. In addition, you may have to inform the employer of the equipment, tools and related resources that you will need to perform the job tasks.

To Disclose or Not to Disclose

To disclose or not to disclose, and when and how to disclose, are decisions that persons with disabilities must make for themselves during the job search process.

Under the Americans with Disabilities Act (ADA), you are not legally obligated to disclose your disability unless it is likely to directly affect your job performance. On the other hand, if your disability is visible, it will be evident at the time of the interview so it may be more prudent to acknowledge your disability during the application process to avoid catching the employer representative off guard.

Reasons for Disclosing

You take a risk when you decide to disclose your disability. Some employers may reject your application based on negative, preconceived ideas about persons with disabilities. In addition, you may feel that the issue is too personal to be publicized among strangers. On the other hand, if you provide false answers about your health or disability on an application and the truth is uncovered later, you risk losing your job. You may even be held legally responsible

TIPS ON MANAGING THE INTERVIEW

Prior to the Interview

1. Identify a career services staff person to help you prepare employers for their interview with you.
2. Arrange for several taped, mock interview sessions to become more confident in discussing your work-related skills and in putting the employer representative at ease; rehearse ahead of time to prepare how you will handle inappropriate, personal or possibly illegal questions.
3. If your disability makes oral communication difficult, create a written narrative to supplement your resume that details your abilities.
4. Determine any technical support, resources and costs that might be necessary for your employment so that you can respond to questions related to this topic.
5. Be sure that the Career and Professional Development Center has information for employers on interviewing persons with disabilities.
6. Seek advice from other workers with disabilities who have been successful in finding employment.
7. Review the general advice about interviewing outlined in this *Career Guide*.

During the Interview

1. Put the interviewer at ease before starting the interview by addressing any visible disability (if you have not done so already).
2. Plan to participate fully in the discussion (not just answer questions); maintain the appropriate control of the interview by tactfully keeping the interview focused on your abilities—not the disability.
3. Inform the employer of any accommodations needed and how they can be achieved, thereby demonstrating your ability to manage your disability.
4. Conclude the interview by reiterating your qualifications and giving the interviewer the opportunity to ask any further questions.

if you failed to inform your employer and an accident occurs that is related to your disability.

Timing the Disclosure

The employer’s first contact with you will typically be through your cover letter and resume, especially if you initially contacted the organization. There are many differing opinions on whether one should mention the

disability on the resume or in the cover letter. If you are comfortable revealing your disability early in the process, then give careful consideration to where the information is placed and how it is stated. The cover letter and resume should primarily outline relevant skills, experiences and education for the position for which you are applying. The reader should have a clear understanding of your suitability for the position. Therefore, if you choose to disclose your disability, the disclosure should be brief and placed near the end of the cover letter and resume. *It should never be the first piece of information that the employer sees about you.* The information should also reveal your ability to manage your disability while performing required job functions.

When You Get the Interview

As stated earlier, it may not be wise to hide the disability (especially a visible disability) until the time of the interview. The employer representative may be surprised, uncomfortable or assume that you intentionally hid critical information. As a result, more time may be spent asking irrelevant and trivial questions because of nervousness, rather than focusing on your suitability for the position. Get assistance from contacts in human resources, your Career and Professional Development Center or workers with disabilities about the different ways to prepare the interviewer for your arrival. Take the time to rehearse what you will say before making initial contact. If oral communication is difficult for you, have a career services staff person (or another professional) place the call for you and explain how you plan to handle the interview. If you require support for your interview (such as a sign language interpreter), contact human resources in advance to arrange for this assistance. Advance preparation puts everyone at ease and shows that you can manage your affairs.

“Students With Disabilities” written by Rosita Smith.

PROFESSIONAL ETIQUETTE

Your academic knowledge and skills may be spectacular, but do you have the social skills needed to be successful in the workplace? Good professional etiquette indicates to potential employers that you are a mature, responsible adult who can aptly represent their company. Not knowing proper etiquette could damage your image, prevent you from getting a job and jeopardize personal and business relationships.

Meeting and Greeting

Etiquette begins with meeting and greeting. Terry Cobb, human resource director at Wachovia Corporation in South Carolina’s Palmetto region, emphasizes the importance of making a good first impression—beginning with the handshake. A firm shake, he says, indicates to employers that you’re confident and assertive. A limp handshake, on the other hand, sends the message that you’re not interested or qualified for the job. Dave Owenby, human resources manager for North and South Carolina at Sherwin Williams, believes, “Good social skills include having a firm handshake, smiling, making eye contact and closing the meeting with a handshake.”

The following basic rules will help you get ahead in the workplace:

- Always rise when introducing or being introduced to someone.
- Provide information in making introductions—you are responsible for keeping the conversation going. “Joe, please meet Ms. Crawford, CEO at American Enterprise, Inc., in Cleveland.” “Mr. Jones, this is Kate Smith, a senior majoring in computer information systems at Northwestern University.”
- Unless given permission, always address someone by his or her title and last name.
- Practice a firm handshake. Make eye contact while shaking hands.

Dining

Shirley Willey, owner of Etiquette & Company in Carmichael, Calif., reports that roughly 80% of second interviews involve a business meal. Cobb remembers one candidate who had passed his initial interview with flying colors. Because the second interview was scheduled close to noon, Cobb decided to conduct the interview over lunch. Initially, the candidate was still in the “interview” mode and maintained his professionalism. After a while, however, he became more relaxed—and that’s when the candidate’s real personality began to show. He had terrible table manners, made several off-color remarks and spoke negatively about previous employers. Needless to say, Cobb was unimpressed, and the candidate did not get the job.

Remember that an interview is always an interview, regardless of how relaxed or informal the setting. Anything that is said or done will be considered by the interviewer, cautions Cobb.

In order to make a good impression during a lunch or dinner interview, make sure you:

- Arrive on time.
- Wait to sit until the host/hostess indicates the seating arrangement.
- Place napkin in lap before eating or drinking anything.
- When ordering, keep in mind that this is a talking business lunch. Order something easy to eat, such as boneless chicken or fish.
- Do not hold the order up because you cannot make a decision. Feel free to ask for suggestions from others at the table.
- Wait to eat until everyone has been served.
- Keep hands in lap unless you are using them to eat.
- Practice proper posture; sit up straight with your arms close to your body.
- Bring food to your mouth—not your head to the plate.
- Try to eat at the same pace as everyone else.
- Take responsibility for keeping up the conversation.

- Place napkin on chair seat if excusing yourself for any reason.
- Place napkin beside plate at the end of the meal.
- Push chair under table when excusing yourself.

Eating

Follow these simple rules for eating and drinking:

- Start eating with the implement that is farthest away from your plate. You may have two spoons and two forks. The spoon farthest away from your plate is a soup spoon. The fork farthest away is a salad fork unless you have three forks, one being much smaller, which would be a seafood fork for an appetizer. The dessert fork/spoon is usually above the plate. Remember to work from the outside in.
- Dip soup away from you; sip from the side of the spoon.
- Season food only after you have tasted it.
- Pass salt and pepper together—even if asked for only one.
- Pass all items to the right. If the item has a handle, such as a pitcher, pass with the handle

toward the next person. For bowls with spoons, pass with the spoon ready for the next person. If you are the one to reach to the center of the table for an item, pass it before serving yourself.

- While you are speaking during a meal, utensils should be resting on plate (fork and knife crossed on the plate with tines down).
- Don't chew with your mouth open or blow on your food.

The interviewer will usually take care of the bill and the tip. Be prepared, however, if this doesn't happen and have small bills ready to take care of your part, including the tip. Never make an issue of the check.

Social skills can make or break your career. Kenitra Matheson, human resource director with Dellinger and Deese in Charlotte, N.C., emphasizes, "Etiquette and social skills are a must! Our employees have to exhibit a certain level of professionalism and etiquette, given that we constantly interact with our clients." Be one step ahead—practice the social skills necessary to help you make a great first impression and stand out in a competitive job market.

"Professional Etiquette" written by Jennie Hunter, a professor at Western Carolina University.



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THE ON-SITE INTERVIEW

An on-site interview is an invitation to travel to the employer location to be evaluated as a candidate, to see the facilities first-hand, and to meet other members of the organization. Following are some tips to help students prepare for and be successful during an on-site interview.

PRE-VISIT

Acknowledge All Site Visit Invitations

When a student chooses to accept or decline the visit, it is important to communicate this information with each employer. Take written notes when calling to ensure accuracy of details. Get the name of a person who can be called if additional questions or concerns arise. Students are strongly encouraged to only accept invitations from employers in which there is a genuine interest. Insincerity is readily discernible to an employer and could earn a student a lasting impression with that employer. It can also influence relationships for other students and the university at large.

Clarify All Travel Details

It is common practice for most employers to assume all reasonable travel expenses incurred by a student who is specifically invited to visit the employer site. If this is not stated, seek clarification. Employers expect students to travel tourist class on airlines, stay in convenient, safe and moderately priced hotels, and to eat at reasonably priced restaurants. Some employers will judge the responsibility, resourcefulness, maturity, and integrity of a student by the manner in which these expenses are managed. Travel expenses for an employer are significant and it is not acceptable to cancel arranged travel plans at the last minute.

Students should be certain that the following items are firmly established:

- Dates of visit
- Reimbursement protocol
- Contact person
- Travel/flight and lodging arrangements
- Local transportation
- Trip and interview itinerary

TRIP PREPARATION

The following tips are designed to help students plan their wardrobe and be prepared for various situations.

Wardrobe

Each student should plan to wear an outfit appropriate for the visit. In many cases, a business suit will be the

norm. However, there may be situations, like a plant tour, which may require a student to bring additional clothing. Seek clarification when calling to schedule the trip.

Necessary Items

Students are encouraged to take: extra resumes, appropriate clothing, transcripts or list of completed courses, extra tie or hosiery, writing samples, project or summer reports, and breath mints.

Reviewing Employer Literature and Resume

Students planning to visit an employer should review employer literature/information and the content of their resume. Employer review can include information received directly from the employer, on the Internet, and in libraries. Students should expect that interviews will be longer and more detailed than the first or campus interview. During the on-site interview, students should plan to make notes of pertinent facts and impressions about the visit whenever an opportunity is available. Students are exposed to a lot of information and insights into the job, the organization, and the people. These notes will help when evaluating the position and writing a thank-you letter.

Accommodations

Many employers make arrangements for students to stay in convenient, safe and moderately priced hotels. The following tips are designed to help students have a pleasant experience:

- Schedule a morning wake-up call with the hotel front desk.
- If the initial room is unsatisfactory for any reason, call the front desk and request a new room.
- Non-smoking rooms are available.
- Local telephone calls are not free.
- Do not bill any long distance telephone calls to the room; use your credit card or call collect.
- Do not bill any movies, laundry, or food service to the room.
- Review the bill upon check-out to verify its accuracy.

Post Visit

- Write a thank-you note to those individuals met during the visit. This should be done shortly after the visit.
- Settle travel expense reimbursements with the employer as soon as possible. Write a letter and include the receipts. Make a copy of all receipts before sending them to the employer.

COST OF LIVING INDEX

The following is a selection of cities where many graduating students accept offers. The cost of living index is based on the composite price of groceries, housing, utilities, transportation, health care, clothing and entertainment in each city listed. Use the calculation to compare salaries in different cities. For further information about the data below, please refer to <http://www.bestplaces.net/html/col1.asp>.

To compare information from other sources, refer to these Web sites:

<http://www.salary.com>
<http://verticals.yahoo.com/cities/> and <http://www.homefair.com/homefair/calc/salcalc.html?type=to>.

SALARY COMPARISON EQUATION

City #1 x Salary = \$ _____
 City #2

What is the Los Angeles equivalent of a \$40,000 salary in Dallas?

$\frac{\text{Los Angeles}}{\text{Dallas}} \times \$40,000 = \$67,097$

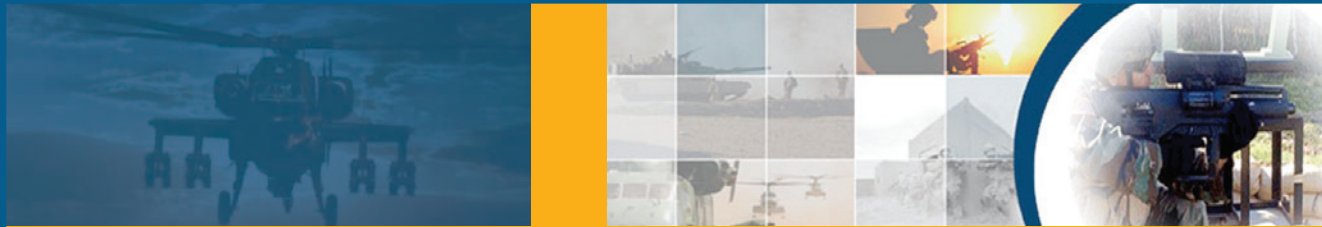
Average City, USA	100	Idaho		Montana		South Carolina	
Alabama		Boise	94	Billings	87	Charleston	107
Birmingham	80	Illinois		Nebraska		Columbia	82
Montgomery	77	Chicago	126	Lincoln	81	South Dakota	
Alaska		Springfield	75	Omaha	81	Sioux Falls	84
Anchorage	114	Indiana		Nevada		Tennessee	
Arizona		Bloomington	88	Las Vegas	104	Chattanooga	82
Flagstaff	122	Indianapolis	75	New Jersey		Memphis	72
Phoenix	104	South Bend	71	Atlantic City	103	Nashville	89
Tucson	95	Iowa		Princeton	148	Texas	
Arkansas		Des Moines	81	Newark	105	Austin	96
Little Rock	80	Iowa City	91	New Mexico		Dallas	93
California		Kansas		Albuquerque	96	Houston	86
Fresno	104	Kansas City	76	Santa Fe	122	San Antonio	75
Irvine	169	Kentucky		New York		Utah	
Los Angeles	156	Lexington	86	Albany	105	Salt Lake City	98
Sacramento	111	Louisville	78	Buffalo	78	Vermont	
San Diego	147	Louisiana		New York City	164	Burlington	109
San Francisco	187	Baton Rouge	89	Syracuse	80	Virginia	
San Jose	161	New Orleans	91	North Carolina		Richmond	87
Colorado		Maine		Chapel Hill	127	Virginia Beach	109
Boulder	140	Portland	103	Charlotte	91	Washington	
Colorado Springs	91	Maryland		Raleigh	106	Seattle	132
Denver	105	Baltimore	92	North Dakota		Washington, DC	166
Connecticut		Massachusetts		Fargo	80	West Virginia	
Hartford	95	Boston	128	Ohio		Charleston	75
New Haven	99	Michigan		Cincinnati	80	Wisconsin	
Stamford	181	Ann Arbor	99	Cleveland	78	Madison	93
Delaware		Detroit	74	Columbus	86	Milwaukee	83
Wilmington	87	Lansing	72	Dayton	73	Wyoming	
Florida		Minnesota		Oklahoma		Cheyenne	87
Miami	137	Minneapolis	102	Oklahoma City	79		
Orlando	94	St. Paul	96	Tulsa	78		
Georgia		Missouri		Oregon			
Atlanta	112	Kansas City	80	Portland	109		
Hawaii		St. Louis	80	Pennsylvania			
Honolulu	178			Philadelphia	92		
				Pittsburgh	84		

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{I bet he could eat a lot of cookies.}



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For more information about a career in AEC, visit www.atec.army.mil/aec/careers.asp

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