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THE CAREER GUIDE

2018-19





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# career guide

## 2018–2019

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# WELCOME

## The Husky Experience

The Husky Experience encompasses the transformative educational experiences—inside and outside the classroom—that help UW students *discover passions* in life and work, *become independent thinkers and citizens*, and gain skills leading to *meaningful and rewarding careers*.

## How we help Huskies

The Career & Internship Center offers support and resources to *students of all majors and all levels* related to exploring majors and careers, writing a resume and cover letter, looking for an internship or job, applying to graduate school, developing networking strategies and enhancing interview skills. **We will help you gain experience, learn about the transfer of skills from college to work and successfully present yourself to employers and future colleagues.**



**SUSAN TERRY**  
Executive Director

## Campus career resources

While the Career & Internship Center serves students of all majors, there are additional career resources on campus dedicated to specific student populations. Examples include the *Foster School of Business Undergraduate Career Center*, *iSchool Career Services*, *Jackson School Career Services*, *College of the Environment Career Services blog* and the *Career Center @ Engineering*.

## W By the numbers

28k

Annual student and recent graduate interactions with the Center

47

Career Fairs across campus each year

170+

Career Center workshops per academic year

10k

Jobs & internships posted annually

## Explore

Use your time as a student to explore things that help you better understand yourself. This includes exploring your own interests and strengths, and the university and community at large.

## Experience

You can gain experience in many places and different ways. While at UW, you can pursue study abroad, internships, jobs, career fairs, mentorship, interviewing, research, conferences, professional development and more.

## Engage

During your time at UW, talk with people around you to learn more about opportunities and options as you prepare to launch beyond this campus. Engage with advisors, professors, alumni, community members, employers and with career resources.

## We provide:

One-on-one career coaching and practice interviews

Workshops, career classes, and employer panels

Database with hundreds of job and internship postings

Online resume review and online chat

Regularly updated online resources and blog posts for career interest areas

\*Statistics throughout Guide compiled from annual UW surveys; SilkRoad Top Sources of Hire 2017; Jobvite/ERE Media 2017 Recruiting Funnel Benchmark Report; CareerBuilder's (2017) Annual List of Strangest Interview/Body Language Mistakes; CareerBuilder (2017) Hiring Survey; Glassdoor surveys

# YOUR UW CAREER CHECKLIST

Experience can be gained in a variety of ways, including through academics, work, volunteer experiences, study abroad, extracurricular involvement, internships and anywhere you demonstrate skills useful in work or show your interests and passions. Use your time at UW to engage with the diverse resources and opportunities around you. **See the following steps for planning your time as a student.**

Among students who complete internships, **58%** do their first internship before their junior year

**During this year, I will:**  
*Write down the action steps you plan to take this year. Then, decide on a timeline and prioritize the things you want to begin doing soon.*

## 1. Explore in your First year

- ☐ Join a Registered Student Organization (RSO) or participate in other **student activities**
- ☐ Take **courses** related to potential majors or career interests
- ☐ **Talk to upperclassmen** about their experiences and plans
- ☐ **Make summer plans** related to exploring your interests

## 2. Try in Sophomore year

- ☐ Create a **LinkedIn** profile
- ☐ Find ways to develop **leadership and teamwork skills**
- ☐ Learn about organizations by attending an **information session**
- ☐ Conduct an **informational interview** with a professional
- ☐ Attend the **Internship Fair** in February to seek a summer internship

## 3. Refine during Junior year

- ☐ Reach out to employers and begin **networking** in your field
- ☐ Refine application materials, including a tailored resume, by attending career **workshops**
- ☐ Find organizations doing the work you would like to try doing
- ☐ Go to **career fairs** to seek summer internships
- ☐ Conduct a **mock interview** to practice articulating your skills

## 4. Pursue during Senior year

- ☐ Pursue **leadership** in your extracurricular or departmental activities
- ☐ Talk with a career coach to **determine your post-graduation plans**
- ☐ Continue **networking, job searching**, and attending **employer events**

## De-coding ‘‘CAREER SPEAK’’

**information sessions,** an informal time to meet employers and learn about their organization and openings

**informational interviews,** a form of networking where you ask questions and advice about someone's experience

**career fairs,** a formal event to speak with recruiters about current openings

**workshops,** informational sessions by career coaches about topics related to your professional development

**student activities & RSOs,** social opportunities to engage on campus and pursue leadership and involvement

# FIRST-YEAR STUDENTS

It's never too early to start thinking about your interests and how they relate to a career path. However, as a first-year student, you also have time to explore and figure things out. It's okay not to know what you want to do from the moment you set foot on the UW campus. Look for places to get involved, meet people and try new things!

Consider meeting with a career coach to discuss your interests and future aspirations and attending our exploratory workshops to learn about career options and tools for the rest of your time at the UW.

Use the questions on this page to start discussions with your career coach, adviser, family, friends or mentor.

*What activities on campus may be a good fit with your major and/or career interests? Look through the Registered Student Organization directory (uws-community. simplicity.com) and list a few you want to check out.*

*What questions do you have about connections between majors and careers? Write down the questions you want to discuss with a career coach or academic adviser.*

*Reflect on your interests, skills and strengths. What excites you? What topics or skills would you like to know more about?*

## Next steps:

- I will attend workshops about:*
- \_\_ Resumes
  - \_\_ Internships
  - \_\_ Internship Fair Prep
  - \_\_ Interviewing
  - \_\_ Networking
  - \_\_ LinkedIn
  - \_\_ Other:

- People I will talk to:*
- \_\_ Career coach
  - \_\_ First-year Interest Group (FIG) Leader
  - \_\_ Orientation Leader
  - \_\_ Academic Adviser
  - \_\_ Professor
  - \_\_ UW alumni
  - \_\_ Family member
  - \_\_ Other:

- I will explore:*
- \_\_ Student employment
  - \_\_ Undergraduate Research Programs
  - \_\_ Registered Student Organizations (RSOs)
  - \_\_ UW Alumni Association's Huskies@Work
  - \_\_ Husky Leadership Initiative (HLI)
  - \_\_ C21 (College of Arts & Sciences' Center for 21st Century Liberal Learning)
  - \_\_ UW Center for Experiential Learning and Diversity (EXPD)
  - \_\_ Other:



# CONNECT UW TO CAREER



## Major doesn't equal career

Your major is preparing you for a wide variety of career paths. In your major, you are learning specific disciplinary methods and content as well as developing versatile general skills. These may include the ability to think analytically, to view issues from multiple perspectives, to address societal implications, communicate complex ideas and more.

## Major skills = marketable skills

Employers might not know that they need to hire your major—it's up to you to convince them! Be able to articulate the types of skills you gained in your education. For example, a Comparative Literature major could share how their studies taught them to identify themes and messages from cryptic or lengthy information.

## 3 categories of jobs

1. Your **major is required or preferred**, and the job's primary responsibilities *directly relate* to your major (Ex: Engineer, Nurse)
2. Your **major is required or preferred**, but the job's primary responsibilities are *not directly related* to your major (Ex: Market Research Analyst, Business Analyst)
3. Your **major is not required or preferred**, but your other *transferable skills make you highly qualified* (Ex: Community Outreach Coordinator, Recruiter)

## Self-awareness

You should also think about what motivates and makes you happy in your work or other pursuits. Career choice should take into account your: **Values + Interests + Strengths**.

*The next pages are designed to help you identify your values, interests and strengths.*

### Ask yourself:

What energizes you?

What gives you joy?

What situations bring out your best?

What is a source of pride for you?

### Top 5 skills employers look for:

1. Critical Thinking/Problem Solving
2. Teamwork/Collaboration
3. Professionalism/Work Ethic
4. Oral/Written Communications
5. Leadership

# REFLECT ON VALUES

## How do values help me with career choice?

Your values are *the things that you believe are important in the way you live and work*. Values can play a significant role in deciding what type of work you want to do and in what type of environment that work will happen.

### 1a. Identifying my values:

Circle the values (beliefs, principles and things) that are important to you

Accomplishment	Cleanliness	Diversity	Happiness	Order	Self-reliance
Achievement	Comfortable life	Economic Security	Health	Love	Service
Activity	Community	Effective	Helpfulness	Loving	Stability
Advancement	Companionship	Equality/Fairness	Honesty	Nature	Status
Adventure	Competitiveness	Excitement	Hope	Peace	Self-respect
Affection	Compassion	Faith	Independence	Personal development	Sincerity
Affiliation	Competent	Fame	Improving society	Pleasure	Social justice
Ambition	Conformity	Family happiness	Innovation	Polite	Spirituality
Assisting others	Contentedness	Family security	Integrity	Power	Spontaneity
Authority	Contribution to others	Financial security	Intellectual	Pride	Status
Authenticity	Control	Flexibility	Involvement	Professional respect	Success
Autonomy	Cooperation	Forgiveness	Imagination	Rational	Symbolic
Beauty	Courageous	Freedom	Joy	Recognition	Taking risks
Belonging	Courteous	Friendship	Learning	Reliability	Teamwork
Broad/Open-minded	Creativity	Fun	Leisure	Religion	Tolerance
Caring	Dependable	Genuineness	Logical	Reputation	Tranquility
Challenging	Disciplined	Growth	Obedience	Respectful	Trust
Cheerful				Responsible	Truth
				Self-controlled	Wealth
					Other:

*Do you see the values you identified reflected in the choices you have made at UW? Think about clubs, jobs, classes, social group, volunteering and other ways you have been involved during your time at UW.*

### 1b. My 10 most important values:

From the circled list above, **narrow it down to the 10 you consider most important to you personally:**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

From this list of ten, **rank your five most important values**, with "1" being the most important value to you. Think about how you could discuss these with an employer or interviewer.

## Values-at-Work case study

See how Alison's top 5 values are connected to her work as an adviser and educator:

1. *Independence* – she works in an autonomous office with freedom to make decisions
2. *Helping others* – she meets regularly with clients to provide advice
3. *Friendship* – she works in an environment that promotes collaboration and camaraderie
4. *Self-respect* – she is proud and confident in her work, and her organization places emphasis on respecting diverse points of view
5. *Fun* – she incorporates dynamic activities into the class she teaches



# EXPLORE INTEREST AREAS

Because careers encompass more than a specific college degree, it's important to consider more than just your major in your career exploration. Consider factors like your interests, skills, goals, life circumstances, strengths, personality and more. To get started, reflect on how you have spent your time at UW so far.

2. Reflect on your personal activities and interests

Write a list of your favorite 5 activities, classes, projects, jobs, volunteer experiences or ways you spend your time outside of school. What are all the things you enjoyed or not about each activity? What tasks or actions were positive or brought deep engagement? What parts didn't feel like "work"? Specifics are good! Try to cover both academic and non-academic experiences.

	Activity or Experience	Likes	Dislikes
1.			
2.			
3.			
4.			
5.			

# IDENTIFY STRENGTHS & SKILLS

Now, looking at your list from the previous page, are there any similarities in the likes column? Any similarities across the dislikes? Note those in box 3a. Can you think of other activities where you've been able to have many "likes"? Looking for patterns and themes across experiences provides insight into possible interests, tasks and skills you might like to carry over into a career.

3a. Identify patterns or themes in your interests from your "likes" and "dislikes"

Look for patterns! They can relate to anything! Do you see patterns related to an interest in: *helping & supporting; problem solving; creating & designing; research & investigation; leading & influencing; analysis & evaluation?*

Examples of skills or strengths may include: *analyzing, communicating, collaboration, management, researching, developing systems/procedures, writing*

3b. Can you identify strengths or skills you used in those themes?

Additional assessments

1. **Dependable Strengths:** self-directed method through which you identify multiple Good Experiences (things you: 1. did well, 2. enjoyed, and 3. are proud of) and use those detailed stories to identify repeated, or "dependable," strengths you used. Take the assessment at **WOIS.org (sitekey: ayv714)**, attend a **strengths workshop** at the Career & Internship Center or discuss with a career coach.
2. **Strong Interest Inventory:** helps you explore your interests and generate related career options. Take the assessment at the UW Counseling Center.
3. **Myers-Briggs Type Indicator:** helps you understand your natural preferences, personality and explore related job families. Visit the UW Counseling Center to take it.

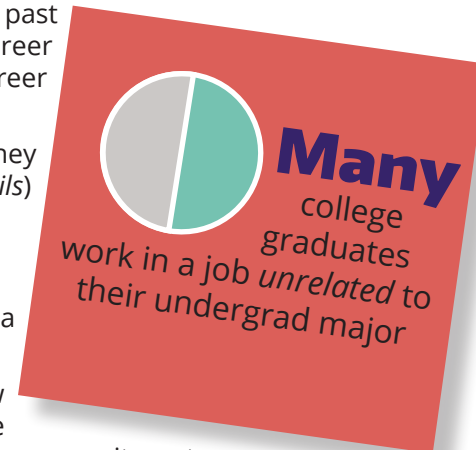


# CONNECT TO CAREERS

After you have developed some ideas about your skills and interests from past experiences, you can use those factors as a way to search for and test out career options. To get started, we recommend small experiments to try out career ideas. Some examples are:

- Career conversations (ask a professional about the skills and tasks they use! What do they like? Does it match with your list? *See page 19 for details*)
- Shadowing a professional for a few hours or a day at their job
- Attending a Career & Internship Center workshop on that career area
- Reading blogs and articles about the industry (start with interest area blog posts at [www.careers.uw.edu](http://www.careers.uw.edu))

As you conduct small experiments, check in with yourself to evaluate how it is going. What have you learned about career options? What ideas are still intriguing? Then, try testing out your career interests through larger commitments: internships, volunteer experiences, senior research projects & papers, and more!



## 4. "Career Challenge" - research and investigate the world of work

1. What employers have missions/values/products/services that appeal to you? *Use the websites on the next page to identify 2-3 possible good-fit industries or organizations and list them below.*
2. Do 1-2 informational interviews with a professional from one of the organizations you listed above in the next month (see page 18). *Write down questions you would like to ask a professional about strengths, skills and values in their work based on your self-reflection from the previous pages.*
3. *Brainstorm ways you could gain experience developing the skills or abilities this professional recommended to you. Internship, part-time job, extracurricular involvement, student activity, research, volunteering, etc.?*

# ONLINE RESOURCES

## Career and strength exploration websites

- **Careers.uw.edu**, resources and blog posts by career coaches with information related to specific career interest areas
- **ONetOnline.org**, occupational information by U.S. Department of Labor sharing about tasks, skills, education requirements and more about job titles
- **MySkillsMyFuture.org**, explore new career options based on skills and experiences gained in past jobs. Find salaries, training programs and job listings
- **WOIS.org**, Washington State resources (accessible with **ayv714** site key) with occupational information and strengths-related activities

## Job search websites

- **Careers.uw.edu**, extensive job and internship database for UW students and alumni
- **Indeed.com**, online job search aggregator pulling 65% of online job postings into one site
- **LinkedIn.com**, world's largest online professional network where you can create a profile, search for alumni, find jobs and internships and conduct company research
- **Glassdoor.com**, job site with applicant-powered reviews, interview and salary information



## Internship websites

- **Wayup.com**
- **Idealist.org**
- **Internships.com**

## International job search

- **GoingGlobal.org**, website with country career guides, H1B plus, global employer directory, and worldwide job/intern listings
- **ESLcafe.com**, resources for teaching English abroad

## Independent research

Initiate your own research about companies, locations or industries. Google search top companies in a specific city, look at the local Chamber of Commerce or pull up a company page on LinkedIn. Start a target list of organizations you admire, and then start to expand it by thinking about who else is similar or a competitor, operates in the same industry, hired the same employees, etc. *See the Job Search activity on page 17 to create a target employer list.*

## O-NET ACTIVITY

1. Use the "Occupation Quick Search" or "Browse" to start with an occupation that sounds interesting to you. *Look at the bullet points under "Tasks" and write the words or phrases that you would be interested in doing. Add to your list of tasks from "related occupations." Do not sort list by job titles.*
2. *Look at the tasks in your list. Do you see any repeats? Patterns? Can you categorize tasks in some way? Could you do these tasks in another industry or job title than you originally targeted? Think about using this information for a new "Career Challenge" (page 10).*



# handshake Find your next job!

Handshake connects you with the best internships and jobs from over 200,000 employers.

## Make the most of your job search:



### Log in to Handshake

Download the app or sign into your account at [uw.joinhandshake.com](http://uw.joinhandshake.com)



### Complete Your Profile

Add your work experiences, skills, interests, and organizations



### Discover Jobs For You

Browse collections of jobs & internships based on your profile and interests



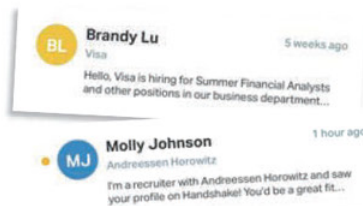
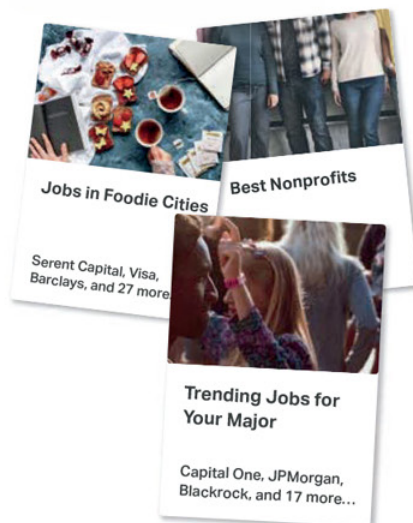
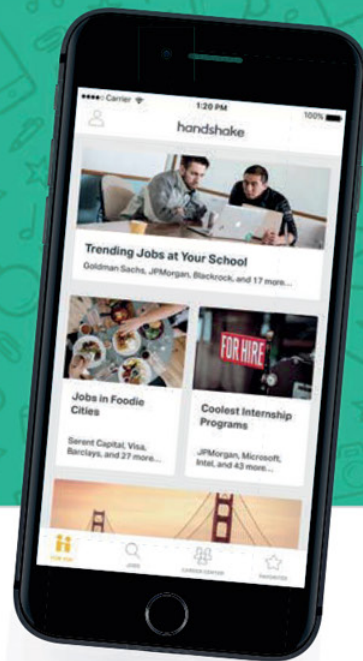
### Connect with Career Services

Schedule an appointment with a career coach, check out on-campus interview opportunities, and register for career fairs and events

## uw.joinhandshake.com

Login with your UW NetID credentials and begin searching for jobs, internships and campus jobs!

Questions? Contact us at [handshake@uw.edu](mailto:handshake@uw.edu)



# POST-GRAD OPTIONS

## Entering the job market

The UW survey results below show that a majority of UW graduates immediately enter the job market after graduation. There are countless opportunities for Bachelor's-degree graduates to enter the workforce. *For more information about job search strategies, see the following pages in this Guide.*

If you plan to enter the workforce, you might want or need to earn additional credentials to qualify for certain fields. You could do this by seeking online opportunities for training through free resources like *Lynda* or any variety of *Massive Open Online Course (MOOCs)* through sites like *EdX*, *Udacity* or *Coursera*. There are also options through Professional and Continuing Education Programs at universities (*see pce.uw.edu for options through the UW*). Decisions about the type of additional credentialing may depend on the requirements surrounding skills (is self-taught fine, or do you need a certification or degree?). *For tips about making decisions, see page 22.*

## Taking a gap year

A gap year refers to taking time (a year, more or less) after graduation to be involved in a short-term job, volunteer or training opportunity. This time should be about meaningful experiences that help clarify interests, skills, values and goals. It should not be used to postpone joining the "real world" or delay decision-making. You may pursue a gap year with the goal to save money before graduate school, try to gain more experience for a certain field or explore a new place. *If you are considering a gap year, it is important to ask yourself a few questions in order to get the most out of your time off.*

- What is my purpose for a gap year? How much time do I actually want to take off?
- Are there skills or experiences I need to gain during this time?
- Where should I be? Can I achieve these goals here, or do I need to move somewhere else?
- What will I be doing that I can add to my resume?
- How will I explain my gap year to future employers or schools?

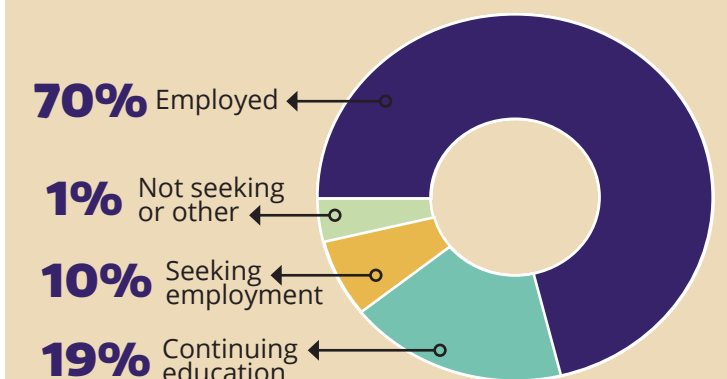
## Is graduate school for me?

It is a big investment of time and money, so consider your motivations and options before determining next steps. *Ask yourself:*

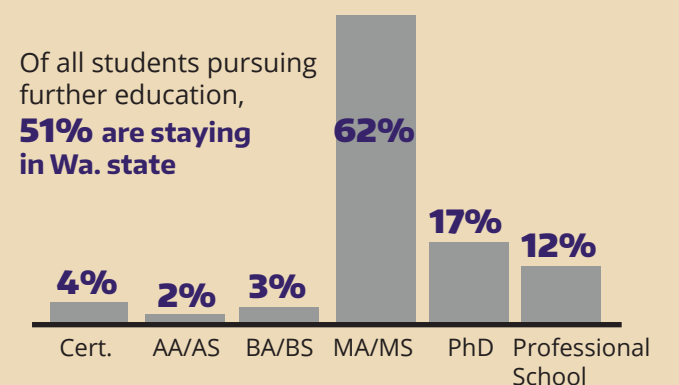
- What do I hope this degree will accomplish? Can I meet these goals without one?
- Am I using grad school to postpone making a decision or taking action about something?
- Have I talked to at least 3 people who completed similar grad programs to learn about their experiences in and after school?
- What would be my back-up plan if I don't get into a program?

If you've evaluated your decision and concluded that graduate school is right for you, see information about researching and selecting programs, mindful planning, letters of recommendation, and personal statement advice under "Graduate School Prep" at [careers.uw.edu/resources](http://careers.uw.edu/resources).

## 2016-2017 UW grads 6 months after graduation



Of all students pursuing further education, **51% are staying in Wa. state**





# FINDING JOBS & INTERNSHIPS

## Hiring trends and timelines

The job market is different for every industry and it is important to understand what employers in your field are seeking. However, there are **3 main strategies** outlined below to use in any job or internship search that will both speed up the process and lead to greatest success.

## Job and internship search strategies

### 1. NETWORKING

Employers like to hire based on recommendations or referrals. Various research on this topic indicates that lots of people get their jobs through contacts.

A first step in using networking to job search is to spread the word! **Let people know that you are looking and what you are seeking.** Ask advice from professionals, or request to have a career conversation (page 19). There are many approaches and styles of networking. *For more detail, see page 18.* To build new relationships, look for interest or community groups, and consider attending networking events, professional meetings, info sessions, career fairs or the University of Washington page on LinkedIn and the UW Alumni Association.

### 2. TARGETED RESEARCH

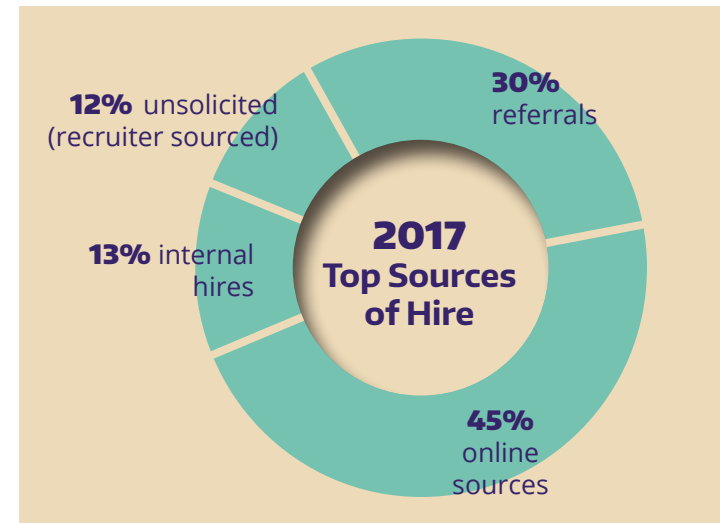
Think about who you might like to work for. Compile a list of target employers so that you can methodically visit their websites to find open positions or information about their hiring. This is more proactive than relying on job boards because you are actively seeking opportunities with organizations that fit with your skills and interests. *See page 17 for more tips to begin crafting your own target list.*

### 3. ONLINE JOB POSTINGS

Online job searching is still a major way job seekers find and apply for new opportunities. Job search engines are aggregators that search the web and pull job postings from other job boards and company websites onto their site.

- **Job Search Engines:** Indeed.com, LinkUp.com
- **Job Boards:** Careers.uw.edu, uwhires.admin.washington.edu, CareerBuilder.com, LinkedIn.com, Idealist.org (nonprofits), Dice.com (tech jobs), USAjobs.gov (federal government), Monster.com, Glassdoor.com

*See additional online career exploration resources on page 11.*



- Top employers of UW recent graduates**
- [1] University of Washington
  - [2] Americorps
  - [3] Amazon
  - [4] Microsoft
  - [5] Seattle Children's Hospital
  - [6] Google
  - [7] U.S. Armed Forces
  - [8] Boeing
  - [9] U.S. Government
  - [10] UW Medical Center



**9.1 WEEKS**  
is the average  
search time of  
UW grads for  
employment

6 mo. after graduation,  
**83%** of employed  
2017 UW grads were in a  
**career-related** position

# INTERNSHIPS

## Internships explained

Internships differ from jobs because they have a defined beginning and end, and often (but not always) center around defined projects. They are foremost an experiential learning opportunity and should have an intentional focus on student learning with a supervisor willing to discuss your learning goals and give you routine feedback and guidance. *For more detail, see the "Exploring Internships" handout at careers.uw.edu/internships.*

## Recruiting cycle

A common question about internships is, "when should I start looking for one?" The answer is...it depends. The highest number of internships are posted for UW students in March, April and October, however certain recruiting cycles vary based on industry, company size, and major. In general, it's never too early to start talking with people about opportunities! Below is a broad estimate about typical recruiting cycles (there are always exceptions):

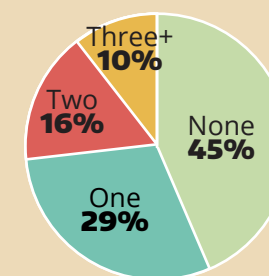
- **Business:** September - April
- **Engineering & Technology:** September - April
- **Consulting:** September - January
- **Communications & Media:** January - April
- **Nonprofit:** January - May
- **Government:** October - March

## Finding an internship

Strategies for finding an internship are the same as those for finding a job (*see page 14*). It is important to talk to people (network) and use campus resources (like your academic department, the Career & Internship Center and the Carlson Leadership & Public Service Center), in addition to searching online (Careers.uw.edu, WayUp.com, Internships.com, LinkedIn, etc.).

## Among 2016-2017 UW-Seattle grads,

Number of **internships completed\***



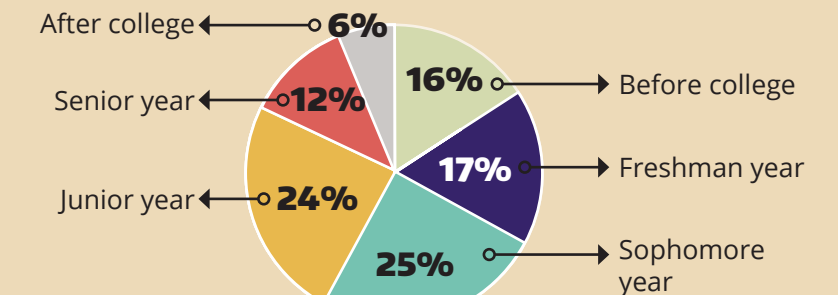
\* Internship participation was related to being employed in a career-related position

**Co-curricular** learning experiences completed

- 55%** intern experience\*
- 55%** faculty-mentored research project
- 38%** service-learning project

\* Skills gained from internships were considered important to post-grad positions

## First internships completed



## Typical Specs:

- 1-2 quarters long
- 9+ hours/week
- Take place at any time during the year
- Can be for pay, credit, neither or both

There are also several opportunities at UW to meet employers face-to-face. Attend Job & Internship Fairs in October, February and April. Look at our online calendar to see if employers are hosting an information session where you can learn more about their company and connect with the recruiter. *For more detail, see the "Finding Internships" handout at careers.uw.edu/internships.*



# MY INTERNSHIP PLAN

## Choosing an internship:

### 1. Reflect on interests:

- What skills do you want to learn or practice?
- What sector, industry, work environment or career path do you want to explore?

### 2. Consider logistics:

- How important is pay and location? What do you need and what can you be flexible about?
- When can you squeeze an internship into your schedule? Can you spare 10-15 hours per week during the quarter? Are you available for 20-40 hours per week during the summer?
- Do you require academic credit for your internship?

### 3. Seek and evaluate:

- Which search strategies from pages 14-16 do you think will be most effective for you?
- What do you need to do to get your resume and cover letter ready?
- How will you analyze if a position is right for you?

## CREATE A PLAN:

This week, I will:

Within the next two months, I will:

## Creating an internship

Applying to open positions isn't the only way to find an internship. Employers without structured internship programs (often smaller companies and nonprofits) may simply be waiting for a self-motivated student to reach out to them!

To create your own internship, first reflect on what you want out of an internship and research an organization you are genuinely passionate about or interested in. Then tailor your application materials and reach out to them to set up a meeting to discuss your interest. For more detail, see the "Creating Internships" handout at [careers.uw.edu/internships](https://careers.uw.edu/internships).

## International students

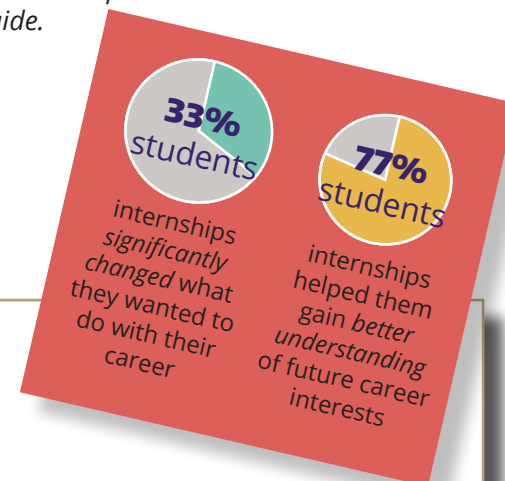
International students in F-1 status who meet certain eligibility requirements can participate in internships. Eligibility requirements include:

- Completed 3 full-time quarters
- Declared in a major
- Enrolled full-time (except during annual vacation quarter and final quarter of study)
- Internship must be mandatory program requirement or tied to a curriculum-related credit-bearing course

In addition to using the same strategies as domestic students to find internships, international students should speak with an International Student Services adviser ([iss.washington.edu](https://iss.washington.edu)) before pursuing an internship to learn more about eligibility and process. For more detail, see the "International Students & Internships" handout at [careers.uw.edu/internships](https://careers.uw.edu/internships) and page 32 in this Guide.

## Additional resources

- [careers.uw.edu/internships](https://careers.uw.edu/internships)
- [careers.uw.edu/jobs](https://careers.uw.edu/jobs)



# ONLINE JOB SEARCHING

## Using keywords on job boards

Job sites may have positions of all types and levels on one website or be industry-specific and targeted toward certain types of candidates. One way to find those targeted and industry-specific job boards is by using keywords to conduct an interest search (ex. "communications job board Seattle").

An effective method for using job boards includes searching by keyword to find positions requiring certain skills and tasks. Many companies are open to hiring a wide variety of majors, and job titles vary between companies, so keyword searches open new possibilities.

## Strategies for targeted online research

To create a **target list** of employers, you should conduct research to discover who exists in the marketplace. Community resources like Chambers of Commerce and location-specific or industry-specific news publications (newspapers, newsletters, social area-groups) are good ways to identify large employers and players. Social media, product reviews and information about competitors can also be helpful methods.

You might also visit the job boards and websites of professional associations in your field to see member organizations. LinkedIn or the UW Alumni Association are good places to see where other Husky graduates have gone to work.

Some UW departments maintain email listservs or departmental job boards on their websites that may direct you to local employers with partnerships with the department.

## Creating my keyword list:

**Brainstorm tasks you would specifically enjoy** (ex. writing press releases, analyzing data sets and identifying trends, creating graphics, designing visuals, etc.).

Look at a few job descriptions and highlight the items you are most excited about doing. **Write them here and use the keywords they used to find other jobs doing similar things.**

## Categories of keywords

- Target job title
- Current and previous job titles
- Current or target city, state
- Current or target region
- Skills (for the job you want)
- Job-specific, profession-specific and industry-specific tools
- Software relevant to target job
- Hardware relevant to target job
- Relevant industry and professional organizations
- Categories of employers
- Applicable education or licenses

## My target employer list:

**One or two companies I admire:**

## 2017 Top online sites for hires

1. Indeed - 65%
2. CareerBuilder - 11%
3. LinkedIn - 8%
4. Craigslist - 4%
5. Monster - 2%
6. Glassdoor - 2%

**Companies that are similar** (Tips: look at "related companies" on company pages on LinkedIn, search by industry for your geographic area, look at [iloveseatle.org](https://iloveseatle.org) to see the industry list, see the Chamber of Commerce for other companies in the same industry):

# NETWORKING

### What is it?

**Networking** is a rewarding, lifelong activity that is about building relationships with others to share and gain information.

You can use networking as a way to seek or give advice, learn more about a profession, industry or company, meet like-minded individuals, learn of new opportunities and gain referrals. One of the main strategies for building connections is to maintain an openness and awareness of people you encounter in your daily activities including professors, co-workers, peers and family.

### Different types and styles

**Networking in-person** takes place everywhere! Each person you meet is an opportunity to build a relationship and learn more. Formal opportunities include career fairs, employer information sessions and networking events.

**Online networking** offers exponential access to individuals whose paths you might never cross in real life. Use LinkedIn (page 20) and other social media to locate and initiate connections. Follow up on online conversations with in-person meetings or chats. If that is not possible, try to schedule a phone or Skype call.

### Networking advice

- Reach outside of your industry or major to broaden opportunities.
- Ask open-ended questions.
- Before networking, know who you want to talk to and what topics you want to discuss.
- Be open and listen to what your networking contact is saying.
- Always follow up! It shows an interest in an ongoing relationship.

### Introduction or elevator pitch:

(a) What is your name and what are you studying or interested in pursuing?

(b) What is important to know about you—interests, strengths, experiences?

(c) What do you know about this company or what question do you have?

### Building your network:

**Start with who you know.** Brainstorm and create a list of people already in your network who would be open to helping you.

**Expand your contacts.** Where are you involved (or can get involved) and meet new people? Consider group projects, committees, lab groups, volunteer projects, clubs, local events, workout classes, etc.

The most common introduction question at a career fair is, "What are you looking for here at the job fair?"

### Career Fair Tips

1. A good first impression is a lasting one. Don't forget to smile, make eye contact, and give a firm handshake.
2. Study the employer list in advance and research the organizations of most interest.
3. Bring copies of your resume.
4. Know your strengths, interests and goals so when an employer asks, you are prepared to answer!
5. Be memorable - before you leave the fair, return to your top choice employer to thank them and let them know you plan to follow up.
6. Be ready to ask questions

# CAREER CONVERSATIONS

### What is it?

Having a career conversation is initiating and leading a brief conversation (20-30 minutes) with a professional in a career field you are considering. You can learn more about a field and get advice about how to enter that field.

### How to conduct a career conversation

#### 1. FIND PEOPLE TO INTERVIEW

Start with your existing network of family, friends, advisers, professors and people they know. Also consider using the UW Alumni Association or the LinkedIn Alumni Search Tool. Other ideas include attending networking or professional association meetings (consider using the Seattle Networking Guide, attend a meet-up or find a professional association for your area of interest).

#### 2. PREPARE FOR THE INTERVIEW

Do preliminary research on the career field your interviewee represents. Write questions about the field that come to mind. Use these to make the meeting more useful and leave a good impression. Be prepared to share about your own strengths, interests and goals as well.

#### 3. CONDUCT THE INTERVIEW

Ask for information, advice and contacts. **Never ask for a job.** Take notes during the conversation and then use them to follow up and follow through. Questions may include:

- How did you get into this field? What is your work like?
- How does your job fit into the company overall?
- Describe a typical day or week. What do you like most and least?
- What credentials are needed for entry-level jobs?
- What skills/qualities are important to succeed here?
- What advice would you give to someone considering this field?
- Is any training provided on the job? What are opportunities for continued learning and growth?
- Can you suggest other people I might talk to about this field?

#### 4. FOLLOW UP

Always send a thank-you note (email or handwritten). Follow up on a semi-regular basis with a brief email on how you've used their advice.

### Sample Request Email

Dear Ms. Smith,

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

As a Communication major, the field of marketing sounds appealing to me, but I want to get a clearer sense of direction. I would love your advice about career possibilities in marketing, as well as a better handle on the day-to-day activities of this field.

Would you be available for a brief meeting (20-30 minutes)? Thank you for your consideration.

Sincerely,  
Chris M. Fine

### 5 reasons to do one:

1. Confirm (or not) interest in an occupation.
2. Learn about jobs you never knew existed.
3. Learn the qualifications for that career.
4. Receive "insider" info that could help you get a job.
5. Develop networking skills and contacts!

### Next steps

One area of interest I will explore:

Questions I want to ask in a career conversation:



# LINKEDIN

## How to use LinkedIn

LinkedIn allows you to show your qualifications, skills and experiences online to both people you know and those you don't know yet (recruiters, alumni and professionals at organizations you admire).

In addition to its obvious networking purposes, LinkedIn is also a helpful research tool. You can look at alumni from the UW to see *what someone with your same major went on to do for work*. You can also *research and identify new companies* and professional groups that will help you in your job search. **Consider attending one of the Career & Internship Center's LinkedIn workshops to learn more specifics about LinkedIn's tools.**

When reaching out to someone new, indicate how you found them and your reason for reaching out. *Always personalize LinkedIn connection requests by adding a note to your connection request.*

## Branding your profile

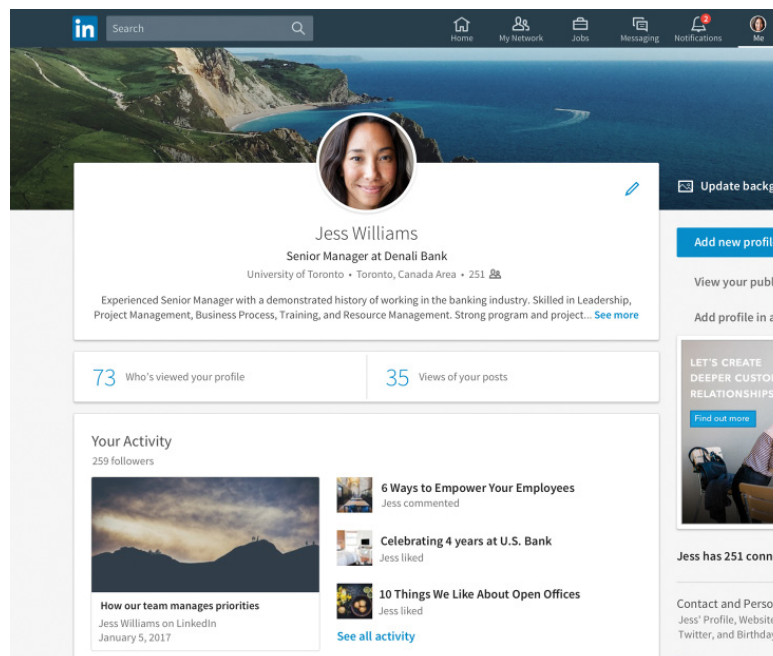
You want to make sure people can tell what drives you and what you are professionally interested in. Show this off in your LinkedIn summary as well as other online spaces (personal website, social media, etc.) **Use the activity box on this page to identify and refine your personal branding.**

## Websites or online portfolios

Your LinkedIn profile can include work samples beneath experiences, but depending on the field you are entering, a personal website or portfolio may also demonstrate skills and work examples.

**Creative arts & design students**, as well as students interested in writing, marketing, communications or PR careers, will use a portfolio to *demonstrate skills in writing and design*. You can include photos, videos, and other artifacts showing skills related to the job you want.

**Students in engineering, user experience design or software development** may build a personal website to *demonstrate technical skills (coding, web development, etc.) but also highlight project examples.*



## Identify your personal brand:

*Who am I? What kind of experience do I have?*

*What do I want to be known for? In other words, how do I want to be perceived?*

*What is my biggest selling point?*

## LinkedIn Profile Tips

1. Always include a profile picture. Profiles with photos are 21x more likely to be viewed and receive 9x more connection requests.
2. Include skills and seek endorsements or recommendations from colleagues. Profiles with at least 5 skills listed received up to 17x more views.
3. List your current or most recent position (or student status) with location. Over 30% recruiters search for candidates by location.
4. Write a personal summary. Think of it as an "elevator pitch" and use this space to highlight your personal brand.

# MY NEXT STEPS

Plan your next steps by considering the possible activities below or adding in something you want to try for each of the three main job and internship search strategies.

## 1. STRATEGY 1: Networking

- 2-3 people in my life I can reach out to for advice, support and/or connections
- 2-3 questions I want to ask as I'm gaining information about a career field
- 1 "stretch" activity that will help me expand my current network

## 2. STRATEGY 2: Targeted research

- Start a list detailing my target research areas (geographic location, industry, types/sizes of companies, etc.)
- 2-3 news sources or professional organizations related to the focus above to find and use
- A creative way I can use social media to help in my research

## 3. STRATEGY 3: Online job or internship boards

- Job or internship boards my friends or I have used
- Creative keyword searches to use on search engines to identify new, targeted job boards

UW grads who **actively engaged in career exploration & planning during their last 6 months** were more likely to be in a career-related position 6 months after graduation

# MAKING CAREER DECISIONS

## Decision-making

We all have to make many decisions about our future plans. Whether you are choosing a major, switching jobs, deciding where to eat or who to date, it can be very stressful. In fact, we may all believe these *myths*:

- My choice of major determines my career
- My career choice is permanent
- Making decisions should be really quick and easy
- Making decisions is all about me
- I have to make decisions alone
- Making this decision is overwhelming or impossible
- I don't have any control over what will happen

By identifying myths and planning the decision-making process, you can feel more confident in choices. **When making decisions, follow these steps:**

1. Think about 1 decision at a time
2. Recognize fears/barriers that may impact decision-making abilities
3. Gather information about the options under consideration
4. Generate alternatives and weigh the pros and cons
5. Take action

## Dealing with rejection

What people don't tell you is for each offer you receive from an employer, you're likely to receive several rejections. *Nobody is selected for every single job they apply for. Rejection is a normal part of the job search. It is important not to become discouraged or focus on what you might perceive as a "failure", but rather learn from it.* Use these methods to cope with rejection during your search:

- Adjust expectations. Look at the jobs you are applying for and evaluate the competitiveness of your qualifications and experiences.
- Follow-up. After applying, follow up to check on the status of your application. If you are not selected, ask how you might be able to improve for the future.
- Step back and reflect. Analyze your efforts to see what is going wrong. Be willing to adjust, revise and try new strategies.
- Find a way to stay positive and take care of yourself. Use positive self-talk and engage in enjoyable activities that build your confidence!

## Reframing & learning from rejection

Sometimes it helps to reframe your situation. Rather than dwell on failure (ex: "I didn't get that internship"), think of it as a learning experience (ex: "Now I know that my dream internship includes [insert dream here]"). **Ask yourself:**

1. What advice would I give a friend in this situation?
2. What is the worst thing that could happen if I took this risk? What is the best thing that could happen?

## Identify your decision-making style

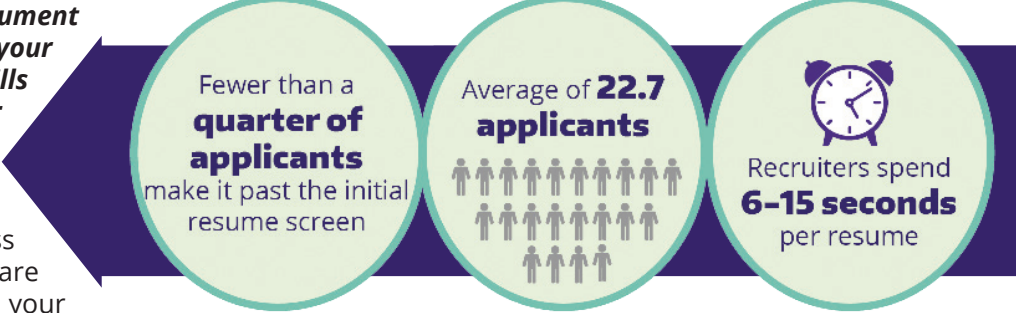
1. Think of a recent decision you've made. What steps did you take? First, second, and then third. Be specific.
2. What obstacles or challenges did you encounter along the way?
3. Who or what helped in your decision-making?

# RESUMES

## Purpose of resume vs. curriculum vitae

A resume is a **marketing document designed to demonstrate how your experiences, strengths and skills fit the needs of a particular opportunity.** The goal of the resume is to get an interview, not provide an autobiography. Resumes are used in most business and industry positions. They are expected to quickly summarize your relevant experience and education. **SEE THE EXAMPLE RESUMES STARTING ON PAGE 35.**

## For every one job posting...



The information you include on your resume is dependent on what you are applying for. Consider your most relevant qualifications: education, experiences, academic activities or projects, extracurricular involvement, leadership and more. Employers want to know what have you been doing, not just what you have been paid to do. **Reflect on how you have spent your time and built your skills over the past few years.**

A **curriculum vitae** is used to apply for positions in academia and research, and for grants. Resumes are the preferred documents in business and industry. For more information on writing a CV, visit the Graduate Student resources page at [careers.uw.edu/graduate-students](https://careers.uw.edu/graduate-students) and see an examples in this Guide on pages 44-47.

## Formatting and what to include

- Resumes should be one page (2 pages for those with professional experience)
- Font size can range from 10 to 12 point with margins between 3/4 and 1 inch
- Use white space on your resume so it doesn't look overly crowded with text!
- Do not include references on your resume. It's common practice to provide references as a separate document. See page 48 for additional information about references.

## How to market your skills

Demonstrate how you have used your skills (transferable and discipline-specific) through descriptions of experiences. When you are writing these descriptions, stay focused on action, contribution and impact. *See the box to the right for strategies on how to do this.*

Use verbs emphasizing how you used skills in your experiences. For example, an employer might be seeking someone with strong communication and teamwork skills. You can tell them that you: *Communicated with a team of 6 to identify barriers to access and recommend improvements to design.*

## Required resume information

1. **CONTACT INFORMATION:** Include your name, phone and email always. Mailing address, LinkedIn or portfolio URL are optional.
2. **EDUCATION:** Always include the name of the institution, the city-state location, the degree you are pursuing, (intended) major and minor(s), and expected graduation date. GPA, Study Abroad, Relevant Coursework and Honors are optional.
3. **EXPERIENCE:** Can be paid or unpaid, but always include the name of the organization, your position title or role, the city/state location and the date range of your involvement.

## Curriculum vitae (CV)

a document used for academic or research positions. Includes a full list of publications and presentations; length may be several pages.

## Tips for resume writing

Write descriptions of your experiences using this format:

### Action + Task + Result.

- Begin with a verb describing your action ("communicated with a team")
- Share the task you completed ("to identify barriers")
- End with the result ("recommend improvements").

Quantify or use numbers (percentages, sizes, dollar amounts, frequency, etc.) whenever possible to show the scale or scope of responsibility and demonstrate the impact you made.



# COVER LETTERS

## Purpose of a cover letter

The goal of a cover letter is to bridge the experiences on your resume with the position for which you are applying. A strong letter tells the employer *why you are interested* and *how you meet the qualifications*. A cover letter is:

- Not meant to repeat your resume, but to *supplement* it by sharing what you can offer to an employer
- An example of your writing abilities
- Never longer than one page
- Written in business professional format with contact information, the date and the employer's information

## Steps to writing a cover letter

1. Identify the main qualifications the employer is seeking
2. Consider how your education and experiences meet the listed qualifications
3. Present your fit with their position by sharing details about your experience or personal characteristics
4. Emphasize what you offer to the employer (not what the employer can do for you) related to the position
5. Provide specific examples or stories of demonstrated skills and related experience. Within these stories, highlight your job-related skills, specialized training, course work, class projects and/or significant accomplishments.

### Special tip:

Consider using the STAR method, *situation - task - action - result*, of storytelling (see page 29) to highlight your experience and strengths to employers. Using this method will highlight your experience (the S and T), describe your actions and skills (the A), and allow you to share what you learned and how it connects to the position (the R).

3826 Beechwood Place  
Seattle, WA 98195

January 17, 2018

Human Resources Dept.  
Automotive Americas, Inc.  
123 State Route 1  
Sunnyville, WA 12345

Dear Automotive Americas Hiring Manager:

I am writing to apply to the "Vehicle Research – Safety/Crash Engineer" position posted on the University of Washington HuskyJobs website. I have been following Automotive Americas' recent innovations in crash safety and engine design for the past three years, and after learning more about your commitment to employee excellence at the UW Infosession hosted by Paul Ellory and Pam Plotsky on January 8th, I believe that my internship experience and leadership experience fit well with this position.

During my six-month internship at Engineering Motor Corporation, I developed all aspects of a hybrid engine prototype, including building and testing prototypes using computer simulation to assess performance and safety. I further deepened my drafting and testing skills as an intern with Home Health Company where I tested fixtures and wrote extensive reports documenting my findings for the design team and I look forward to applying my engineering skills to a comprehensive vehicle research position.

Through my academic projects and club leadership in the UW chapter of the American Society of Mechanical Engineers (ASME), I developed strong project management and interpersonal skills. As ASME's president, I managed a six-person team to plan a successful departmental banquet for 300 attendees including local industry leaders and prominent faculty. In academic projects I take the lead in organizing tasks and keeping the group on track throughout the quarter, despite busy schedules and competing priorities.

I look forward to an opportunity to speak with you about my interest in joining the Automotive Americas engineering team. Please contact me at (206) 209-1047 or violetAu@uw.edu at your earliest convenience. Thank you for your time and consideration.

Sincerely,  
Violet Gold

Try to find the name of the recruiter or hiring manager. If not possible, list the department or supervisor's position title. If you still do not know, address the letter to the "Hiring Manager" or "Recruiter"

Note the use of stories to keep the letter interesting, as well as add more information than the employer can see on the resume

Don't be afraid to indicate what you would like next: the opportunity to speak with them further in an interview.

# COVER LETTER EXAMPLES

Rachel Smith, Manager Interaction Design Department  
UX Consultations Inc.  
1500 Pike Ave.  
Seattle, WA 98019

The letter starts by hooking the reader through emphasizing why she is interested in this opportunity with this specific organization.

Dear Ms. Smith:

Whether it's designing layouts for the UW yearbook or making art for my portfolio, I have a personal habit of evaluating empty spaces and thinking about how to allocate content. It was thrilling for me to discover the field of User Experience and Interaction design because I realized I could make a career out of this spatial awareness and design thinking. Through my time as a Human-Centered Design and Engineering student at the UW, I have developed both design and technical skills while pursuing projects, internships and various leadership roles. I am eager to bring these qualifications to the UX Designer position at UX Consultations Inc.

Working my way through school, my various retail positions familiarized me with the customer experience and taught me about purchasing behaviors that consumers bring to their online shopping. This knowledge led me to take on several projects in school where I redesigned an online shopping app. I took that process from ideation to conducting user research, walking through the wireframing and prototyping process, testing the prototypes with potential users, and recommending final design changes. My experience on both the retail and design ends of the process help me bring a new perspective that would be beneficial working with clients on their design projects at UX Consultations Inc.

Everything I have heard about UX Consultations Inc. from former classmates who have gone to work with you, as well as the projects I have seen in your client base, convince me that this is place I want to work and contribute. I am eager to talk with you more about how my skills and interests are a fit with this UX Designer position. I look forward to hearing back from you.

Thank you,  
Maribel Ande

Tom Douglas Restaurant Group  
2030 5th Qve  
Seattle, WA 98121

Dear Hiring Manager:

It is with great enthusiasm that I apply to your open Events Coordinator position that Mike Smith let me know about at the UW Career Fair. In addition to my 4 years of experience in the restaurant industry, I have enormous respect for the Tom Douglas restaurant group. I grew up going to Dahlia Lounge for brunch with my family every weekend, and I believe the creativity of the dishes and quality of service and dining experiences I have had there and at every Tom Douglas restaurant set the standard for the restaurant industry in Seattle. I am an excellent candidate to become the Events Coordinator because of my strong organizational and communication skills developed in the food industry, as well as my event planning experience where I gained management, multitasking and prioritization skills.

As an example of my event coordination and leadership skills, while working as the president of my registered student organization, History Fellows, I had the idea to organize an alumni networking panel and mixer to draw attention and increase membership of our group. Since it was my idea, I led the project. In our first planning meeting, I and the four other officers brainstormed a task list and event timeline. From there I delegated tasks based on the strengths of my team. My main role was to secure a venue, identify panelists, and ensure everyone stayed on target for their individually assigned tasks.

I researched event space on campus and found a great deal that fit our date, time and budget. After six cold call emails I was able to find 4 alumni willing to serve as panelists for our event. Meanwhile, I routinely checked in with other members to make sure they were completing their tasks in a timely manner. The day of the event I called a meeting to go over every aspect of our evening, making sure everyone was clear on their tasks for the night. After acting as the moderator for the panel discussion, audience members and panelists mingled and our event went off without a hitch. The feedback we received from students, faculty, and alumni was all incredibly positive and we increased our membership by thirty percent. It is now an annual gathering in its third year.

Because of the above example, and my background in the service industry, I feel well suited for the Events Coordinator position. I am dedicated to the fine dining experience and standards that Tom Douglas restaurants have come to be known for, and I have the organization, communication, and multitasking skills to enhance and enliven your team. I would love to speak to you about my fit for this role. You can reach me by phone at 206.333.4343 or via email at saoki@uw.edu. Thank you.

Sincerely,  
Steven Aoki

Notice how Steven shared an example of his skills in action by using a STAR story (see page 29). He also connected those skills to the position he's applying for.



# BUILD YOUR COVER LETTER

This is an opportunity for you to outline the content you want to include in your cover letter. Use this space for notes and ideas, to get a big picture written down, before you write the full letter on your own computer.

## Header with your name and contact info from your resume

Today's date:

Recruiter name:

Recruiter position title:

Company name:

Company address line 1:

Company address line 2:

Salutation: Dear \_\_\_\_\_:

**Opening paragraph:** *What are you applying for? Why are you interested in this opportunity? If you know or spoke to someone at this organization, include that evidence of networking. Why do you think you are a good fit with the position and the qualifications the employer is seeking?*

**Body paragraphs:** *Expand on your qualifications. Highlight examples and indicate stories when you have demonstrated these qualities. Tell them how the experiences you are highlighting are relevant to the position.*

**Closing paragraph:** *Reiterate your interest in the specific company and position. Include a closing summary statement about your fit and interest in the position. Close with a request for action (interview) and a thank you for the consideration.*

Sign off:

Name:

Business professional format with a header containing your contact information (may be same header as on your resume), date, and company information

A cover letter should always be **specific** to a job or company. Address the **core qualifications** you have identified through careful study of the job description. It is usually not possible to address every single quality listed in the job description.



Julia Yen, project manager  
Wastewater Treatment Division



Shazaad Jarrahian, project manager  
Parks and Recreation Division



Larry Jones, project manager  
Water and Land Resources Division



Margaret Bay, project manager  
Solid Waste Division

## Environmental Careers in King County

*Make a difference. Stay inspired.*

- Improve the quality of life in our region
- Reduce the impacts of climate change
- Protect natural resources and open spaces
- Work to further equity and social justice
- Earn competitive wages
- Learn more about paid internship opportunities
- Enjoy excellent employee benefits

Sign up for job alerts at  
[www.governmentjobs.com/careers/kingcounty/jobInterestCards/categories](http://www.governmentjobs.com/careers/kingcounty/jobInterestCards/categories)

Search for entry level, environmental, and professional jobs at  
[www.kingcounty.gov/greenjobs](http://www.kingcounty.gov/greenjobs)  
or text **KING GREENJOBS** to **468311**



**King County**

Department of  
Natural Resources and Parks

[www.kingcounty.gov/greenjobs](http://www.kingcounty.gov/greenjobs)



# WHAT TO EXPECT

## The goal of the interview

Interviewing is a chance for *you to assess fit with the company and position* and for the *employer to assess your match with the position and their organization*. Understanding the employer's perspective will help you anticipate questions as well as prepare answers to address the "real" question. The employer wants to know:

- Can you do a great job? How will you add value to our company?
- Are you a good fit for the organization? Will you be a good colleague?

## Interview formats

**IN-PERSON:** This is the most common interview type. An in-person interview may be one-on-one or with a hiring committee panel. When scheduling, ask what to expect and who you will be talking with.

**PHONE:** It is common to go through a phone screening process before landing an in-person interview. You may use notes and have your resume and the job description in front of you to refer to! Make sure you have good reception, are in a quiet space and your phone is fully charged before the call.

**VIDEO:** Video interviews, either on a platform like Skype or short pre-recorded answers, are growing in popularity. It is an inexpensive and efficient way for employers to "see" you and get a sense of who you are. *Test your technology (the sound, video quality and scenery behind you) prior to the interview.* Be sure you know who will be calling whom and at what time (and time zone). *See our Virtual Interviewing handout online at [www.careers.uw.edu/resources](http://www.careers.uw.edu/resources) for more tips.*

## How to prepare

Employers visiting the UW have told us that students' biggest mistake is a lack of preparation. **Use these tips to prepare for your next interview:**

- Research and share why you are interested in the company
- Review your qualifications for the job and be specific about the position you wish to fill. Be ready to discuss your strengths and share stories that demonstrate your skills and experiences
- Ask questions at the end of the interview

## Types of interview questions

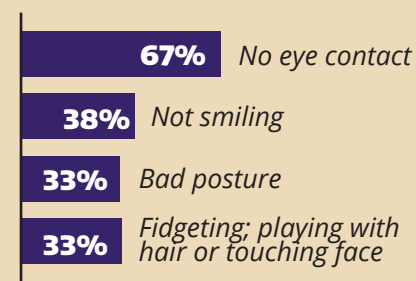
### COMMON OPENING QUESTIONS

These are typical questions asked near the beginning of the interview:

- Tell me about yourself
- What do you know about our organization/company?
- Why are you interested in this position?

## Non-verbal communication in interviews matters

According to a survey of employers, most common body language mistakes include:



## 5 common interview mistakes

- Missing the phone/video screening or interview
- Sending a generic (post interview) follow-up or not following up enough
- Following up too much
- Not asking any questions
- Not showing industry know-how

## How to answer, "Tell me about yourself"

**Structure your answer by sharing: present - past - future - strengths**

1. Briefly share where you presently are in your life, education and/or career.
2. Mention important facts from your recent past.
3. Describe how this current position fits with your interests.
4. Mention strengths you've developed through your experiences that relate to this new role and company.

# IN THE INTERVIEW

## BEHAVIOR-BASED QUESTIONS

Employers in *all industries* believe that past actions predict future behavior. It's likely they will ask you to describe specific situations when you demonstrated a skill critical to the position. **Use the STAR method to respond effectively to these types of questions.** Examples include:

- Tell me about a time you solved a problem
- Give an example of an unexpected situation and how you handled it
- Tell me when you demonstrated your ability to work on a team
- Describe a project you led. What did you do to keep it on track?
- Share an example of when you experienced an interpersonal difficulty and how you dealt with it

## TECHNICAL QUESTIONS

Employers may try to test your knowledge or skills. Depending on the job, this may mean asking you to code, solve problems on a whiteboard, or define/describe a key skill. Research what to expect through websites like Glassdoor.com, and brush up on your technical skills before the interview. **Explain your thinking and problem solving process. Tell why you are doing things a certain way and your train of thought.**

## CASE QUESTIONS

Case questions are when employers pose a *hypothetical scenario* and ask you *how you would handle it*. Demonstrate how you work through situations you would encounter by *showing the employer your thought process*. The answer isn't always as important as how you got there. **Explain the factors you are considering and why you are doing things in a certain order.**

## Example questions:

- What expectations do you have for this position within the first 30, 60, and 90 days on the job?
- What opportunities exist for advancement and professional growth?
- What will be the biggest challenge for the person in this position?
- What are the next steps in the hiring process?

## Questions to ask employers

Asking questions at the end of an interview shows your research and helps you evaluate fit with the position and company. Do not ask about salary, raises, benefits, flex-time, vacation, or questions that reveal you didn't thoroughly research the position or employer.

## After the interview

57% of job seekers don't send thank-you notes after the interview, but doing so is a chance to reiterate your interest. Email or handwritten notes are acceptable. Thank-you notes should be sent after phone screening calls, as well. *Follow up* if you haven't heard a response in the time frame indicated to inquire about the status of the position.

## Questions you want to ask:

## The STAR Method

When telling a story, using the **STAR method** is the most effective way to organize your answer. The employer wants to hear *relevant, specific, descriptive examples of you using your skills*. Therefore, follow these 4 steps to answer clearly with a story.

1. **Situation:** Explain the context of what happened
2. **Task:** Tell what you were supposed to do
3. **Action:** Describe *in detail* the steps and actions you took to accomplish your tasks
4. **Result:** What you accomplished and learned. Use this as a time to connect your learning to the job you are interviewing for.

# INTERVIEW PRACTICE

## Practice these questions

Write down notes about what you want to share in an interview. Be sure to back up your answers with evidence (stories) and use the STAR method where appropriate (see page 29).

1. *Tell me about yourself.*
2. *Why are you interested in this opportunity with our organization?*
3. *Tell me about the experience that has most prepared you for this position.*
4. *What are your greatest strengths?*
5. *What project or experience are you most proud of?*

## Get feedback

Now that you have prepared for these questions, give this sheet to a friend, family member or trusted advisor. Have them ask you a question and write down notes on your response.

1. *What did you like about this person's answer?*
2. *What is one way they could improve their answer?*
3. *How did they connect their story to the position they are interviewing for?*
4. *Nonverbal communication: Did you notice any nonverbal cues this person should be aware of?*

# EVALUATING OFFERS

## When you receive an offer

You aren't required to accept every offer you receive. Before accepting a position, carefully evaluate if the position is the right fit for you at this time. Follow the steps below for how to respond to an offer in the moment:

1. Thank them and express your excitement.
2. Ask for the details of the offer (salary and benefits package) and if they can send it to you in writing.
3. Request some time to review the offer and think things over. Find out when they would like your decision.
4. Thank them and let them know when you will get back to them.

After that conversation, you now have time to consider if you want the position and take a look at the details. **Use the questions in the adjacent box to consider if the position and the offer are the best fit for you.**

## Assessing the offer

The time between receiving and accepting an offer is the time to negotiate. Not all positions are negotiable, however you should look at the offer to determine if it is reasonable or below what you feel you are worth. Consider:

- How does the offer compare to other offers you've received?
- How does the offer compare to industry standards?
- Do you have special experience or skills that make you worth more?
- What about the other benefits: gym memberships, transportation costs, day care availability, insurance coverage, retirement, sick time and paid holidays, tuition reimbursement for future degrees, etc.

## Negotiating salary

If you have assessed the offer and feel you are worth more, you should try your hand at negotiating. **Remember to maintain a professional attitude and focus on what you are worth, not what you need.** A negotiation is a conversation. You should bring research and reasons you are worth more. It is recommended that you discuss with a career counselor or trusted mentor before negotiating.

- Focus on the value you bring to the organization (special skills/knowledge, training or education, experience)
- Ask questions like "How can we make this work?"
- Ask about modifying the job description to make higher pay reasonable
- If they cannot offer a salary increase, consider negotiating for a review and possible raise sooner than is normal for the position.

## Online salary resources

- **Salary Wizard** (salary.com)
- **Salary Calculator** (<http://www.salary.com/category/salary/>)
- **Glassdoor.com** (self-reported information for specific jobs at various companies)
- **Evaluating your benefits package** (collegegrad.com/jobsearch/21-5.shtml)
- **Job offer checklist** (collegegrad.com/jobsearch/jobofferchecklist.shtml)

## Deciding whether to accept an offer

- *What is it about **this** particular position that excites you (rather than simply feeling general excitement about having an offer)?*
- *How will this position will allow you to grow and expand your talents and skills for the future?*
- *Are the salary, benefits and work environment a fit with your values, lifestyle and needs?*

 **70%** of employers say they are **willing to negotiate salary** when extending offers to recent college grads

## After it is all finished

- Ask for the revised offer in writing as well.
- After you verbally accept, write an acceptance letter.
- **Once you accept a job offer, do not back out. Stop looking for jobs. Inform other companies that they should no longer be considering your application.**
- Thank and update those who helped you during the search.



## INT'L STUDENT ADVICE

## Want to work in the U.S.?

Culture and practices around the job search vary, but a successful U.S. job search requires your ability to:

- Market your personal strengths, skills, and accomplishments
- Demonstrate experiences in and out of the classroom (i.e. straight A's will not guarantee you a job)
- Show evidence of soft, or non-technical, skills
- Communicate effectively in writing and verbally
- Build a professional network

## Employment options

Below you'll find a brief overview of employment options for international students who want to gain work experience. It is highly recommended that you meet with an International Student Services (ISS) advisor ([iss.washington.edu](http://iss.washington.edu)) for more information.

## U.S. WORK AUTHORIZATION OPTIONS

- **On-Campus Employment:** Available to students currently enrolled at UW. Options include: RA/TA positions, library, IMA, University Bookstore, Housing & Food Services, the HUB, & many more.
- **Curricular Practical Training (CPT):** Allows you to work off-campus for a job or internship that is *directly related to your major*. You *must have an offer of employment before you apply* and applications are submitted to ISS. Allow at least one week for processing.
- **Optional Practical Training (OPT):** Allows you to work off-campus for a *job or internship that is directly related to your field of study*. You do not need an offer of employment to apply, but applications begin with ISS and are then sent to Immigration. Length of OPT may vary based on academic major. Allow 3-4 months for processing.

## HOME COUNTRY JOB OR INTERNSHIP SEARCH

Don't limit yourself to the U.S. job market. *Due to the number of international students studying in the U.S., there is no guarantee that you'll secure employment here.* If you make the most of your experience as a student in the U.S., you will be marketable to many companies, including those in your home country. During your visits home seek opportunities to explore interests and build skills in your intended career field.

## Next steps

As you explore career options, utilize the many resources available to you on campus including:

- Meet an *ISS advisor* to learn your work options
- Attend a workshop at the Career & Internship Center including *sessions specifically for international students*
- Connect with *FIUTS* for opportunities to lead, learn about different cultures, strengthen English skills, and volunteer
- Join a *Registered Student Organization (RSO)* to develop leadership and teamwork skills

**DURING 2016-2017,**  
of the eligible UW  
international students,  
**815 completed CPT.**  
**1290 students applied**  
**for OPT.**

## Practicing tough conversations

Practice answering the following questions during your U.S. job or internship search:

1. *Are you legally authorized to work in the U.S.?*
2. *Why would it be beneficial for me to hire you, an international student?*
3. *You are talking with an employer at a career fair and they say they do not hire international students. How do you respond?*
4. *You have just received a job offer, but your status as an international student has not come up. How would you approach the employer? What you would say?*

# RESUME ACTION VERBS

[illegible]

# RESUME EXAMPLE

CHRISTINE  
KIM

Seattle, WA  
253-221-1111  
Ck@uw.edu  
Linkedin.com/in/C\_kim3

SKILLS

- Effective communication skills when providing instruction that are clear and concise
- Commitment to public service and working with diverse populations
- Active listening skills when working with clients and customers
- Proficient in Microsoft Office Suite and social media platforms (Facebook, Instagram, Twitter)

EDUCATION

Intended Bachelor of Arts in History | University of Washington, Seattle, WA

EXPECTED – JUNE 2023

GPA – 3.37

Diploma | Wilson High School, Tacoma, WA

JUNE 2018

EXPERIENCE

Water Exercise Instructor | University of Washington Recreation, Seattle WA

SEPTEMBER 2018 – PRESENT

- Promote student health by preparing fun and entertaining water exercise classes for 10-20 college students

Barista | Anthem Coffee & Tea

OCTOBER 2017 – AUGUST 2018

- Provided customer services through daily interactions on a team of 3, while accurately producing drink orders
- Maintained an organized and cleanly working environment per company best practices
- Processed refunds, replacements and responded to customer concerns in a timely manner

LEADERSHIP & VOLUNTEER EXPERIENCES

Swim Instructor | Wilson High School, Tacoma, WA

MARCH 2016 – AUGUST 2018

- Taught children ages 4-10 in individual and group lessons how to float, paddle and kick across the pool on their own

Tacoma Youth Advisory Board | Tacoma, WA

MARCH 2016 – AUGUST 2018

- Organized monthly meeting agendas and coordinated 2 events to raise over \$5,000 to support various Tacoma youth initiatives

ACTIVITIES

Wilson High School Key Club, competitive club swimming, lifeguard/first aid certified

As a first-year student, Christine indicates her intended major and chooses to include experiences from high school as well as her new involvement at UW.

It is fine to include high school activities on your resume like Christine did. As she gains more experience at UW, she will eventually replace her older (high school) activities.

34 Career & Internship Center | careers.uw.edu

# RESUME EXAMPLE

ENIOLA VIGLIONESE

(306) 999-1234    viglionese@uw.edu

EDUCATION

University of Washington, Seattle WA

Expected graduation 6/2019

B.S. in Molecular, Cellular, & Developmental Biology

Minor: Spanish    Cumulative GPA: 3.67    Dean's List: 5 quarters

Study Abroad: Honors Zimbabwe: Population Health in Action - Research and Implementation in Zimbabwe, July -August 2017

HEALTHCARE EXPERIENCE

PhysAssist Scribe, Seattle, WA

7/2017 – Present

- Work alongside medical providers to input information into patients' medical charts at 2 Seattle hospitals
- Utilized EPIC health record software to document patient history and exams
- Communicated patient questions and requests to hospital staff as needed

Undergraduate Researcher, Ochowicz Lab, UW

4/2017 – 7/2017

- Kept clear and organized records of daily protocols
- Performed column chromatography, PCR, DNA cloning, DNA purification, and Excel data analysis

Volunteer, Healthcare Alternative Spring Break, Omak, WA

3/2016

- Observed family doctors and nurses in rural Washington clinics
- Gained insight into community health and structural poverty
- Interacted with patients and learned about presenting health problems

VOLUNTEERING

Patient Services Volunteer, UW Medical Center, Seattle, WA

5/2018 – Present

- Communicate with patients and family members to offer assistance during stay
- Supervise and play with children and siblings of patients while family met doctors

Volunteer, University District Food Bank, Seattle, WA

5/2016 – Present

- Partner with staff and volunteers to unload food deliveries and ensure deliveries meet safety specifications
- Bag groceries and serve individuals and families with dignity and respect

SHADOWING

UW Medicine Northwest Hospital, Seattle, WA

- Dr. Brailsford, Orthopaedics (6 hours), Dr. Nguyen, Podiatry (3 hours)
- Increased personal awareness of sports medicine injuries

Group Health Cooperative, Seattle, WA

- Dr. Vaughters, Family Medicine (25 hours), Dr. Williams, Obstetrics (6 hours), Dr. Ross, Psychiatry (8 hours)
- Gained greater appreciation for value of physician-patient interactions

LAB SKILLS

Proficient in: DNA cloning, PCR, Southern blot, Western blot, enzyme assaying, cell cultivation and counting, protein synthesis-purification, acid-base titration

Familiar with: Spectrophotometric and potentionmetric analysis, NMR, MS, IR

OTHER EXPERIENCE

Cashier, Etc. Market, UW

1/2015 – 6/2015

- Processed purchases and provided superb customer service in a fast-paced express market serving hundreds of customers per shift

Eniola chose to organize their experiences into sections that are both descriptive and indicative of how they are relevant to their career goals. They combine experiences by type rather than separating by paid or unpaid experience.

Career & Internship Center | careers.uw.edu 35



RESUME EXAMPLE

SHIRLEY GALLO

Seattle, WA | sgallo@uw.edu | (206) 555-3281 | linkedin.com/in/sgallo

SUMMARY

Passionate social justice advocate dedicated to creating sustainable programs addressing community health and wellness needs among underserved populations. Strong work ethic and time management skills demonstrated by balancing competitive play as Division 1 student-athlete for 2 seasons with deep campus and non-profit community involvement.

EDUCATION

**University of Washington** Seattle, WA  
Bachelor of Arts in Gender, Women and Sexuality Studies Expected June 2019  
• Minor in Nutritional Sciences

**Highline College** Des Moines, WA  
Associates of Arts June 2017

EXPERIENCE

**University of Washington Recreation** Seattle, WA  
Yoga Instructor January 2018-Present  
• Lead weekly yoga class for college students of diverse backgrounds and skill levels  
• Develop and adapt yoga sequences and teach proper techniques

**University of Washington Health & Wellness** Seattle, WA  
Peer Health Educator April 2018-Present  
• Facilitate 1-5 workshops per week on health related topics including nutrition, exercise, and stress management  
• Collaborate with 5 team members to organize, coordinate, and market 20+ events  
• Disseminate information regarding health resources available to students through presentations and tabling

**University of Washington Volleyball Team** Seattle, WA  
NCAA Division 1 Student-Athlete June 2017-December 2018  
• Supported team success through 15 hours per week of training and competition  
• Developed communication plan regarding team nutrition and hydration goals  
• Led tours of campus and athletic facilities for prospective students and families  
• Served as student-athlete panelist during visit programs

**America SCORES Seattle** Seattle, WA  
Lead Youth Team Mentor April –June 2018  
• Developed and presented culturally relevant lesson plans to educate and inspire 200 program participants to lead healthy lifestyles  
• Encouraged inclusive behavior among students  
• Trained and oversaw five Youth Team Mentor volunteers on basic health education, effective mentor techniques and coaching strategies

**Youth Team Mentor** April-June 2016 & 2017  
• Mentored and built relationships with 16 at-risk students at local school  
• Coached team on volleyball techniques and teambuilding exercises  
• Assisted staff to increase literacy by leading one-on-one writing sessions

ADDITIONAL EXPERIENCE

**Student Public Health Association, Member** September 2017-Present  
**Latino Student Union, Member** February 2018-Present  
**Starbucks, Barista** January 2014-March 2017

Shirley demonstrates the transferable skills she gained from her athletic activities.

For students with multiple roles at the same organization, they can follow this "split experience" format to differentiate the various positions and dates without repeating the organization name.

RESUME EXAMPLE

Daniel Garcia

jfg@email.com  
(206) 999-9876  
dangarcia.com/github

If you take extra classes outside of the UW, make sure you include them!

Education

University of Washington Expected March 2020  
B.S. double major - Applied and Computational Math Sciences Seattle, WA

Relevant UW coursework: Multivariate Statistical Methods, Applied Regression, Introduction to Machine Learning, Computational Methods for Data Analysis, Computer Programming I and II

Additional coursework - Coursera: Introduction to Data Science, Computational Methods for Data Analysis

Relevant Campus Involvement

DubHacks, University of Washington October 2016-present  
Logistics Director (2016), Team Participant (2015) Seattle, WA  
• Coordinated with 2 other directors all logistics for a 24-hour event including power supplies, refreshments, seating, and first aid, ensuring that over 75 participants had a successful experience  
• Collaborated on design and writing code with 3 UW students to build an app that matches students to study groups based on strengths and academic needs

Work Experience

UW Housing & Food Services January 2016-present  
Systems Assistant, UW Dining Seattle, WA  
• Track, reconcile, and ensure accuracy of more than 350 purchasing orders and vendor reports  
• Research product nutritional information through vendor inquiries and USDA research and work with registered dietitian to develop streamlined nutritional reporting process  
• Standardize nutritional packaging information and present updates to UW Dining staff  
• Run reports on trends in product nutrition and visualized data through Excel charts and tables

Additional Campus Experience

UW Latinx Student Union, University of Washington November 2016-present  
Member Seattle, WA  
• Recruit new members and support outreach efforts through staffing booths at fairs around campus  
• Organize supply and toy drive events and market through Facebook and email announcements resulting in over 65 UW community members participating

First Year Programs, University of Washington September 2017, 2018  
Dawg Daze Volunteer Seattle, WA  
• Ensure that incoming freshmen students have a memorable experience and meet people while staffing 9 events out of more than 200 total events during Dawg Daze  
• Assist event leaders including seating, answering student questions, and distributing materials and supplies so that each event runs smoothly and successfully

Technical Skills

Statistical Software and Programming Languages: SQL (proficient); SAS (basic knowledge of); R (proficient); Java (proficient)  
Additional skills: Excel, HTML

It's a good idea to indicate proficiency level of skills like Daniel did here.

Daniel doesn't have any internship experience, but he shows off how his involvement and activities have built his skills and qualifications.

# RESUME EXAMPLE

**HUY NGUYEN**

hnguyen@uw.edu | (206) 345-6767  
Seattle, WA | www.linkedin.com/in/hnguyen

Huy highlights his strengths as an international student, including his experience in different countries and language skills

**SUMMARY OF QUALIFICATIONS**

- Business-minded global leader with living, travel and work experience in 4 different countries
- Collaborative team member with experience working on cross-functional teams in professional market research project and case competition experience
- Analytical professional with strong attention to detail and creativity
- Proficient in Tableau, SPSS and Microsoft Office (Excel, Access, Word, PowerPoint)
- Tri-lingual (native Mandarin, expert English, fluent Cantonese) with comfort in multicultural environments

**EDUCATION**

**University of Washington**, Seattle Expected June 2020  
Bachelor of Arts in Economics  
Relevant Coursework: Microeconomics: Methods and Applications, Industrial Organization and Price Analysis, Econometric Applications, Global Business, Consumer Behavior, and **Multicultural Marketing and Business Development**

**RELEVANT EXPERIENCE**

- Participant, Global Business Case Competition**, Seattle, WA February 2019
- Researched and analyzed global and U.S. automotive market trends and strategies of companies rebuilding corporate reputation after ethics scandal
  - Coordinated with 4 other team members' findings to determine total and type of costs resulting from scandal; articulated assumptions underlying calculations
  - Consulted client by presenting high-level strategy recommendations including product and technology use, geographic focus, and US market specific responses in order to regain trust of customers and increase sales
- Market Research Analyst Intern, Penn Schoen and Berland**, Bellevue, WA October 2018-January 2019
- Assisted team to develop deep understanding of client needs to create research proposal
  - Examined and researched potential sales of new Microsoft product through questionnaire development and fieldwork
  - Collaborated with cross functional project team to analyze data, formulate product launch strategy recommendations, and present findings to client board
  - Wrote content and designed PowerPoint presentation and two page final summary report

- Treasurer, Alpha Sigma Phi Fraternity**, Seattle, WA January 2017-January 2018
- Maintained annual budget of \$600,000 and appropriation of funds among 3 bank accounts
  - Managed 35 expense accounts, internally and with contracted services, with no accounting errors
  - Conducted fundraising research for a \$7 million house renovation project by applying knowledge of segmentation strategy and position statement writing
  - Partnered with Philanthropy Chair to implement annual giving commitment from fraternity budget towards charities

**ADDITIONAL WORK & LEADERSHIP EXPERIENCE**

- Facilitator**, Unite UW, Seattle, WA September 2018-Present  
**Marketing Intern**, Bank of China, Shanghai, China June 2018-September 2018  
**Rikkyo-Yonsei-Keio-Fudan Student Leadership Forum**, South Korea, Japan, China June 2016-September 2016

Huy gained great experience through his Greek fraternity and wanted to show it off. When writing about it on his resume, he used transferable language to avoid sounding too "Greek".

To save space while still showing other activities, Huy listed his other positions without descriptions.

# RESUME EXAMPLE

**TAYLOR REED**

reedt@uw.edu | www.linkedin/in/taylorreed | 206.999.1234

**Summary**

- Motivated to pursue experiences for making a positive impact in global security, diplomacy and mediation.
- Calm and focused in stressful situations offering multiple perspectives to solve problems.
- Recognized as leader who builds effective teams with clear communication and focus on exceeding goals.
- Strong research, writing and presentation skills.
- MS Project, GIS (basic), Prezi, Google Docs, social media, Microsoft Office (Excel, Word, PowerPoint, Outlook).

**Education**

University of Washington, Seattle, WA  
Bachelor of Arts, Political Science (International Security Option)  
Minor: International Studies

June 2019

Transfer students like Taylor should include all of their degrees!

Olympic College, Bellingham, WA  
Associate of Arts and Sciences, Direct Transfer Degree

June 2017

**Related Experience**

- Northwest Model United Nations Assistant Logistics Secretary** Seattle, WA November 2017
- One of 5 leaders managing most administrative and logistical info and processes for the largest collegiate simulation of the UN in the Northwest.
  - Facilitated external relations for NWMUN included arranging guest speakers, resource fair co-ordination and solicited sponsors/donors raising \$350+.
- United States Navy Information Systems Technician / Communications Specialist** Bremerton, WA & Various Locations 2007 - 2012
- Operated and maintained equipment vital to the success of the organization; oversaw daily operations, policy compliance and standard operating procedure compliance of all aspects of tracked vehicle.
  - Prepared and briefed daily analysis reports to division commander. Daily duties required long range communications that were consistent and accurate.
  - Conducted operations with foreign forces, displaying ability to effectively communicate with diverse populations.
  - Ten-month deployment (2011).
  - Navy Achievement Medal (February, 2011).

**Additional Employment**

- Cashier, Costco Wholesale**, Silverdale, WA 2012-2016
- Process customer purchases (400+ customers in a standard 7.5 hr shift) and provide effective customer service in a high volume, fast paced environment.
  - Received staff recognition award for working plus attending college full time.
  - Started as cashier assistant and promoted to cashier in only 8 months due to attendance and customer service skills.

**Activities & Interests**

Husky Veterans; Husky Snow(boarding) Club; CrossFit, Tough Mudder, Half Marathons

If you have extra space, you may include activities and interests.

As a veteran, Taylor used transferable language to "translate" their military jargon into civilian terminology.



# RESUME EXAMPLE

**Jalila Asha**  
Seattle, WA 98125  
jasha@uw.edu || 206.222.3344

**Objective**

Liberal arts, interdisciplinary problem solver seeking summer internship in project-based environment to utilize and enhance skills in writing, project management, business and team collaboration.

**Summary of Skills**

Global business experience	Collaborative team player	Entrepreneurial attitude
Fluent in Arabic & English	Strong written communication	Comfort in multicultural environment
Conversational Turkish	Editing & copywriting skills	Familiar with design thinking

**Education**

University of Washington || Seattle, WA  
Bachelor of Arts, English, concentration in language & rhetoric || Expected June 2020  
Minor in Near Eastern Languages & Civilization

**Study Abroad**

Istanbul University || Direct Exchange Student || Istanbul, Turkey || August 2017-December 2017

- Study Turkish language and culture while enhancing knowledge of near eastern literature
- Demonstrate independence and adaptability in new and constantly changing environment

**Project Experience**

Ideathon Participant || UW Center for 21st Center Liberal Learning (C21) || Seattle, WA || May 2018

- Collaborate with interdisciplinary team of 5 liberal arts students in weekend intensive workshop
- Utilized design thinking to address question of enhancing engagement of UW humanities students
- Conducted in-depth interviews with current students and coded responses to identify themes
- Assessed findings and wrote and presented recommendations to university administrators

Student Consultant || Zain Iraq Telecommunications || Baghdad, Iraq || March 2016

- Collaboration between national telecommunications company and students from local high school to conduct market research assessing student and youth perception of new cellular technologies
- Conducted research, wrote summary of findings and presented to board of directors

**Experience**

Writing Tutor || Odegaard Writing Center || Seattle, WA || September 2018-Present

- Meet 10-30 students per day in one-on-one setting to assess grammar and presentation of ideas
- Provide critical feedback in constructive manner to students from all academic disciplines

Blogger || BooksoftheWorld.com || Seattle, WA || July 2017-Present

- Create and maintain blog reviewing new literature from global authors addressing cultural themes
- Write and publish posts in English and Arabic for global audiences
- Earn status as “verified reviewer” on Amazon.com

Customer Service Representative || Iraqi Airways || Baghdad, Iraq || June – September 2015, 2016

- Communicated with international customers to ensure smooth and pleasant travel experience

**Honors**

UW + Amazon Mentor Program || March 2018-Present  
Husky Leadership Initiative Student Advisory Board || September 2018-Present

Jalila's study abroad experience is significant to their career plans, so they added in that section for emphasis.

# RESUME EXAMPLE

**MIRANDA W. HUDSON**  
Seattle, WA 98121 – 123-123-4557- mhudson@uw.edu  
Linkedin.com/in/mirandahudson

**Summary of Qualifications**

Graduate student in Mechanical Engineering interested in design and production in the medical industry. Seeking to transition career of 6+ years in management into engineering role utilizing natural sciences and technology background. Strong research and design background evidenced by assistantship, projects and internship. Skills include:

**Technical Product Design:** Experienced designing and developing SolidWorks models for 3D printing. Designed diagrams and value maps indicating time and cost savings achieved by utilizing 3D technology. Completed core design courses for mechanical engineering, including: Introduction to Mechanical Design and Mechanical Engineering Design.

**Research and Evaluation:** Completed two years of research on various prosthetic design and engineering focused projects. Created proof showing 3D technologies can decrease turnaround time of prosthetic fabrication process.

**Leadership and Communication:** 6+ years managing 15-member food service and retail store as well as team lead on prosthetic hand design research and officer of Associated Students of Mechanical Engineering (ASME). Developed relationships with various clinics and hospitals in Seattle area for collaborative research.

**Education**

<b>Master of Science in Mechanical Engineering</b> <b>University of Washington</b> , Seattle, WA <b>Relevant Coursework:</b> Engineering Innovations in Medicine, Introduction to Biomechanics	<b>Anticipated June 2020</b>
<b>Bachelor of Science in Chemistry, minor in Biology</b> <b>Central Washington University</b> , Ellensburg, WA	<b>June 2011</b>

**Skills & Tools**

- Highly proficient in MATLAB, AutoCAD, SolidWorks, Adobe Systems, Microsoft Systems
- Working knowledge in Qualisys, ANSYS, Arduino

**Experience**

**Prosthetics Research Assistant**, UW Department of Rehabilitation Medicine Jan. 2018 - Present

- Collaborated with 8 employees from Seattle Children's Hospital and Cadence Biomedical to develop product.
- Took from design iteration through prototyping of prosthetic foot using 3D parts printed from my Solidworks designs.
- Analyzed motion capture data to further developing and adapting novel prosthetic foot.

**Voice Controlled Prosthetic Hand**, Mechanical Engineering Design Course Sept. 2018 - Dec. 2018

- Designed voice controlled prosthetic hand using 3D printed parts in collaboration with biomedical engineering department.
- Analyzed effectiveness of device through 3 stages of testing and wrote final report detailing findings.

**Store Manager**, Seattle Coffee Works June 2011 - March 2017

- Managed hiring, schedules and compensation for 15-member store serving 300+ customers per day
- Trained and provided feedback to new team members and seasonal employees over 6 years

**Intern**, Seattle Children's Hospital Sept. 2010 - June 2011

- Perform intake interviews to gather and record detailed medical information of clinical trial patients
- Communicate with parents and guardians about research requirements and explain scientific information about the trial in easily understandable language

**Involvement & Activities**

<b>Officer</b> (Spring 2018-Present), <b>Member</b> , Associated Students of Mechanical Engineering	Fall 2017 - Present
Organized industry guest speaker events for ASME as well as recruited 30 new students to join organization.	
<b>Member</b> , Society of Women Engineers	Fall 2017 - Present
<b>Volunteer</b> , American Red Cross	Nov. 2013 - March 2017
<b>Volunteer</b> , UW Medical Center	Jan. 2016 - Sept. 2018

As a career changer, Miranda uses a special type of Summary to highlight skills relevant to the field she is trying to enter. She highlights specific examples from her experiences under subheadings addressing requirements of positions she is seeking.

Even though she shared about skills in her Summary, Miranda should still describe briefly what she did in the positions she lists in reverse-chronological order.

# RESUME EXAMPLE

## Stephen Artur

360-222-5555 ■ sartur@uw.edu ■ Seattle, WA

### PROFILE

- 3+ years of experience in environmental education and marine conservation
- Focused on the intersection of public policy and natural sciences
- Excellent quantitative analytical skills and strong policy analysis background
- Ability to facilitate communication between managers, lawyers, and scientists
- Skills in GIS, environmental impact assessment, regulatory requirements, water quality testing

### EDUCATION

**University of Washington, Seattle** Expected June 2020  
**Master of Marine Affairs, Marine and Environmental Affairs**  
Relevant Coursework: Ocean and Coastal Law, Environmental Law and Policy, Marine Pollution Management and Policy, Governmental Responses to Global Climate Change, and Economics of Living Marine Resources

**University of Oregon, Eugene** June 2015  
**Bachelor of Science in Biology**  
Independent Project: Geological Analysis of Norwegian Fjords, Oslo, Norway Spring 2014

### INTERNSHIP EXPERIENCE

**Seattle Aquarium: Public Affairs Graduate Intern** - Seattle, WA, January 2017 - Present

- Assist the Director of Public Affairs with managing the relationships between the aquarium, city and county officials, the hospitality industry, and various organizations in the greater Seattle area
- Engage in discussions and research surrounding policy issues that affect aquarium operations

**Alaska Maritime National Wildlife Refuge: Intern** - Homer, AK, Summer 2016

- Assisted with the collection of fish samples and oceanographic data aboard a research vessel
- Presented programs on sea-life in the Alaska Maritime National Wildlife Refuge at the Islands and Ocean Visitor Center, developing strong public speaking skills
- Answered questions from visitors about the Alaska Maritime National Wildlife Refuge, increasing interpersonal communication abilities with diverse groups of people

### RESEARCH & TEACHING EXPERIENCE

**Marine Pollution Course, University of Washington: Teaching Assistant** - Seattle, WA, Spring 2017

- Taught two class sections on how scientific understanding informs environmental management
- Helped 50+ students develop a detailed understanding of how pollutants impact marine systems

**Coastal Waters Consortium: Marine Educator/Research Assistant** - Louisiana, Summer 2014

- Transformed research that investigates the effects of oil spills on coastal ecosystems into educational information and programming for students of all grade levels
- Performed research with principal investigator on projects involving the effects of oil spills on marsh fauna
- Co-coordinated a 6 week-long summer day camp session for over 300 students
- Trained 13 camp counselors in key science concepts, lab experiments, and safety procedures

### ADDITIONAL EXPERIENCE

**King Tides Program, Sea Grant Washington, UW: Volunteer** - January 2017 - Present  
**College of the Environment, UW: Student Advisory Council Member** - Seattle, WA, October 2016 - Present  
**University of Oregon: Science Outreach Assistant** - Eugene, OR, August 2013 - June 2014

### INTERESTS

Sustainability issues, governmental affairs and environmental policy, hiking, water sports, diving

The bullet points in Stephen's Profile pull together a big picture of his experiences to get the employer curious to know specifics further down the resume, while highlighting his unique strengths and qualifications for the role he is applying.

Stephen uses numbers to quantify and show the impact, scope and scale of the work he did in various roles.

# RESUME EXAMPLE

## KEISHAJONES

VISUAL ARTIST | PHOTOGRAPHER  
COMMUNITY ORGANIZER | DESIGNER

206.123.9876 keishajones@uw.edu keishajones.com

### experience

**INTERN, ARTIST TRUST | SEATTLE, WA | OCT. 2017 - NOW**  
I provide training for artists in the grantmaking process. While supporting the 8 grant programs at Artist Trust, I developed relationships with art administrators across the Washington arts service sector and honed organization and writing skills through research projects and updating online resources.

**FREELANCE PHOTOGRAPHER & EDITOR | SEATTLE, WA  
MAY 2016 - NOW**

I preserve moments in time. Clients hire me for event photography, portraiture and business marketing purposes. Additionally I specialize in nature photography, especially around the Puget Sound.

**ART STUDENT | SEATTLE, WA | SEPT. 2015 - NOW**

As a student in interdisciplinary visual arts, I use a variety of mediums including painting, drawing and digital painting to express ideas related to societal injustices and the need for creative expression to invigorate lasting change in communities.

### projects

**GAP GRANT - SEATTLE STREET BEAUTY | JUNE 2017**

Collaborated with street artists and Greenwood Neighborhood Association on public art creation

*Skills learned: community organizing, spraypaint and street art techniques, public art permitting*

**WEBSITE DESIGN - SOMART.COM | MAY 2017 - NOW**

*Skills learned: digital painting, storyboarding, wireframing, writing for web content*

### technical & design skills

Adobe CSS: Photoshop, Illustrator, InDesign  
Final Cut Pro  
After Effects  
Wordpress

Keisha showed her personal brand and career goals through both a header and a narrative-style summary section

As an art student, Keisha included jobs, internships and student experience and projects to highlight her work and talents.

### ALL YOU NEED TO KNOW ABOUT ME

I am an artist in love with all forms of creative expression. Much of my time has been spent doing art-making and studying how art enhances cultures, public spaces and encourages social engagement. I am interested in bringing my **skills in photography, design, digital art, creative communication and grant-writing** to an organization dedicated to **community engagement and improvement**.

### education

**UNIVERSITY OF WASHINGTON - SEATTLE  
BACHELOR OF ARTS, JUNE 2019**  
Major: Interdisciplinary Visual Arts  
Minors: Art History and Comparative History of Ideas  
*Coursework across studio art, digital arts, education and critical inquiry into a variety of cultural, political and historical contexts*

### study abroad

**LYON, FRANCE, AUG. - SEPT. 2017**  
PROGRAM: Thinking Visually, Seeing Critically: Making Art Work in Lyon, France  
Visited numerous public art sites to examine the role of art in shaping public space and urban environments. Created visual installation in educational art studio space in collaboration with Musée des Beaux-Arts.

### accomplishments & exhibitions

June 2017 | \$1500 Grant for Artist Projects (GAP) recipient | *Seattle Street Beauty*  
Mar. 2017 | Strange Coupling Jacob Lawrence Gallery | *Loneliness*  
Dec. 2016 | Manifest Gallery International Photography Annual | *Scenes from the Pacific Northwest*

### additional talents

drawing & painting  
calligraphy  
storyboarding  
pencil & paper  
digital painting  
street art and spraypaint as a medium



Yasmine Hejazi  
yhejazi@uw.edu / 206.555.5555  
Seattle, WA

EDUCATION

University of Washington, Seattle, WA  
**Bachelor of Science – Psychology**, Expected June 2019

- Minors – Anthropology and Law, Societies, & Justice
- University Honors Program - Major GPA, 3.8/4.0; overall GPA, 3.6/4.0
- Course Highlights – *Psychology of Gender; Women and the Law; Feminist Understanding of Victims; Women and Violence; Self-Concept; Race, Gender, and Sexuality in the Media*

**Study Abroad** – Amsterdam, Netherlands, August 2018  
Four-week international experience focused on crime, law, and justice in the Netherlands and the US, sponsored by the UW Honors Program

RESEARCH INTERESTS

- Resilience among female and male targets of violence
- Factors influencing women's decisions to report violence
- Methods of empowering young girls to self-advocate
- Sociocultural factors affecting development of gender role perceptions

An undergraduate student might include research interests to give the potential employer an idea about their future goals.

RESEARCH EXPERIENCE

**Research Assistant**, September 2018 – Present  
Psychology Department, Professor David Duncan Lab, University of Washington

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

**Lab Tech**, January 2018 – March 2018  
Psychology Department, Professor Maria Munoz Lab, University of Washington

- Ensured that Stress/Relaxation Lab equipment was continually updated and functioning well
- Calibrated relaxation induction equipment
- Recorded and coded data

RELEVANT PROJECTS

**"To Report or Not to Report: A Multifaceted Decision-Making Process"**  
(Directed research with Dr. Sherry Spater, Winter 2018)

- Collaborated with local relationship violence support center
- Interviewed 9 relationship violence victims regarding factors that encouraged or inhibited reporting the violence to law enforcement
- Presented paper at UW Undergraduate Research Symposium

**"Understanding the Relationships Among Television Exposure, Parenting Style, and Adolescents' Likelihood to Report Sexual Assaults"**  
(Final paper for Gender and Violence course, Winter 2017)

- Analyzed national database survey responses from adult women who had experienced at least one sexual assault occurring between the ages of 10 and 20
- Conducted chi square tests on 1238 participants and wrote 19-page paper

Yasmine included projects from both formal research settings as well as her academics.

TEACHING EXPERIENCE

**Peer Advisor**, September 2018 – Present  
Career Center, University of Washington

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

**Peer Health Educator**, September 2017 – June 2018  
Health Education Leadership Program, University of Washington

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

**Psychology Tutor**, September 2016 – June 2017  
Center for Learning & Undergraduate Enrichment, University of Washington

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

LEADERSHIP & MENTORING EXPERIENCE:

**Mentor**, September 2017 – June 2018  
DREAM Project, University of Washington

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

**Note-Taker**, September 2016 – June 2017  
Disability Resources for Students, University of Washington

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

HONORS & AWARDS:

Dean's List, University of Washington, 9 consecutive quarters  
Outstanding Psychology Student, University of Washington, June 2018  
Mary Gates Endowment Research Scholarship, University of Washington, November 2017  
Advanced Placement Scholar, June 2015

PUBLIC SPEAKING:

**Nelson, C.** (May 2018). *To report or not to report: a multifaceted decision-making process*. Poster presented at the Undergraduate Research Symposium, University of Washington.

AFFILIATIONS & ACTIVITIES:

Psi Chi, November 2014 – Present  
Phi Beta Kappa Honors Society, November 2016 – Present  
American Psychological Association (student member), May 2016 – Present  
UW Women's Choir, September 2015 – June 2016  
UW Ultimate Frisbee Intramural Team, September 2015 – June 2016

Undergraduate students who have published or presented their work should definitely show it off on a CV! Same goes for grants, fellowships and special academic honors.

Yasmine categorized her experience by areas of importance in academia: Research, Teaching and Leadership. This is a good idea for someone using a CV to apply to graduate programs.

Check with your advisor and department to determine the best format for your Curriculum Vitae.

**Andrew H. Peters**  
1100 NE Campus Parkway  
Seattle, WA 98195  
206-110-0089  
andrewpeters@uw.edu

EDUCATION

Ph.D., Microbiology, University of Washington, Seattle, WA, expected December 2019  
Thesis: Regulation of aerobic gene expression in *Escherichia coli*  
Advisor: Thomas W. Advisor  
B.S., Biology, University of Puget Sound, Tacoma, WA, June 2012

PUBLICATIONS

Refereed Journal Articles

**Peters, A.H.** and T.W. Advisor, 2017. Structures of the promoter and operator of the glpD gene encoding aerobic sn-glycerol 3-phosphate dehydrogenase of *Escherichia coli* K-12. J. Bacteriol. 45: 87-98  
Advisor, T.W., **A.H. Peters**, A. Colleague, S. Colleague, B. Person. 2016. Purification and characterization of the repressor for the sn-glycerol phosphate regulation of *Escherichia coli* K-12. J Biol. Chem. 17:23-52.

Manuscripts in Preparation

**Peters, A.H.** and T.W. Advisor. Structure of the glp repressor and the determination of DNA binding domains. (in preparation).

Abstracts

**Peters, A.H.** and T.W. Advisor. 2017. Nucleotide sequence of the glpR gene encoding the repressor of the *Escherichia coli* K-12. Am. Society of Microbiology, Anaheim, CA.  
Advisor, T.W., **A.H. Peters**, A. Colleague, S. Colleague, B. Person. 2016. Tandem operators control sn-glycerol 3-phosphate glp gene expression in *Escherichia coli*, Gordon Res. Con., Meriden, NH.

FELLOWSHIPS & AWARDS

2017 ASM Graduate Student Presentation Award  
2014 National Institutes of Health Pre-doctoral Fellowship  
2013 Department of Biology Fellowship

PRESENTATIONS

"Structure of the glp repressor and the determination of DNA binding domains," ASM Microbe, Chicago, IL, June 3-7, 2018  
"Structures of the Promoter and Operator of the glpD Gene Encoding," ASM Microbe, New Orleans, LA, June 1-5, 2017

Academic positions generally involve teaching, research and university service. For these reasons, it's a good idea to categorize your information accordingly.

RESEARCH EXPERIENCE

Doctoral Research Fellow, Department of Biology, University of Washington, Seattle, WA  
August 2015-present  
Designed and conducted experiments for the purification and characterization of the repressor for the sn-glycerol phosphate regulation of *Escherichia coli* K-12. Identified structure of the glp repressor and determined DNA binding domains.  
Pre-Doctoral Research Fellow, National Institutes of Health, Poolesville, MD  
August 2014-July 2015  
Synthesized and purified hundreds of oligonucleotides. Synthesized DNA. Constructed a cosmid library from human blood DNA.  
Research Assistant, Department of Biology, University of Washington, Seattle, WA  
September 2013-August 2014  
Performed protein bioassays and prepared tissue cultures. Assisted with DNA preparations for DNA fingerprinting including isolating DNA and gel electrophoresis. Analyzed data.

TEACHING EXPERIENCE

Laboratory Instructor, Department of Biology, University of Washington  
September 2015-June 2016  
Primary lab instructor for 2 undergraduate introductory microbiology courses.  
Teaching Assistant, Department of Biochemistry, University of Washington  
September 2014-June 2015  
TA for 3 undergraduate biochemistry classes. Advised students.

INDUSTRY RESEARCH EXPERIENCE

Biology Research Technician, ZymoGenetics, Inc., Seattle, WA  
June 2012-August 2014  
Participated in DNA fingerprinting project, digested genomic DNA with restriction enzymes, Separated digested DNA fragments by electrophoresis through agarose gels and transferred by Southern blotting technique. Prepared buffers, photographed gels, developed autoradiographs.

PROFESSIONAL AFFILIATIONS

American Society for Microbiology, 2013-present  
Sigma Xi, the Scientific Research Society, 2011-present

SERVICE & CAMPUS INVOLVEMENT

Volunteer Poster Reviewer, Undergraduate Student Research Symposium, May 2018, 2017  
Graduate Student Senate Representative, 2016-present  
Chosen as a member of the Husky 100, 2018 cohort



# REFERENCES

References are important resources in your job search. They are people who will vouch for you when an employer is making their final choice between candidates. **An employer will typically contact your references via phone or email to ask them questions after having interviewed you, prior to making you an offer.**

## How to choose references

You can use former supervisors, faculty or teachers, and colleagues who are able to attest to the quality of your work, skills, attitude and professionalism. Seek people who can speak about you both positively and objectively.

Make sure you have current contact information, job title and organization of your references. As you move forward in the interview process, send your references your resume and let them know the position you applied to and what skills and strengths you hope they can speak to. *If you haven't been in contact with one of your references lately, provide them with a summary of what you have been doing, your accomplishments and your ambitions. Make sure you thank them afterwards!*

## When to provide them to employers

Do not include reference contact information on your resume or a line stating "references available upon request." It is common practice to provide references as a separate document and if you are asked, that's a good sign—it means the hiring manager is interested in you and inquiring further.

## Letters of recommendation

Letters of recommendation differ from references because they are pre-written letters you send with your application. These are most often used in applications for graduate school programs or scholarships, fellowships, continuing education programs, etc. It is unusual and typically unnecessary to provide letters of recommendation along with job or internship application materials.

When asking someone to write a recommendation letter, give them plenty of advance notice! It's a good idea to share detailed information about what you are applying for, as well as provide all of your application materials so they have the most complete information about you, your interests and your qualifications. Also provide detailed instructions about how and where they should send the letter when finished.

### Your Name

*Contact information header (use the same header as on your resume)*

### REFERENCES

Dr. Susan Friedman  
Professor of American Ethnic Studies, University of Washington  
Box 35000  
Seattle, WA 98195  
(206) 545-5555  
SusanFriedman@uw.edu  
*Relationship: Professor and supervisor*

John Faster  
Owner, Eighth Generation  
8501 Pike St.  
Seattle, WA 98195  
(206) 123-4455  
johnfaster@eithergenerationnative.com  
*Relationship: Former supervisor*

Marjorie Plank  
Director of Family Programs, Northshore YMCA  
11811 NE 195th St.  
Bothell, WA 98011  
(425) 400-0066  
mplank@ymcaseattle.org  
*Relationship: Supervisor and mentor*

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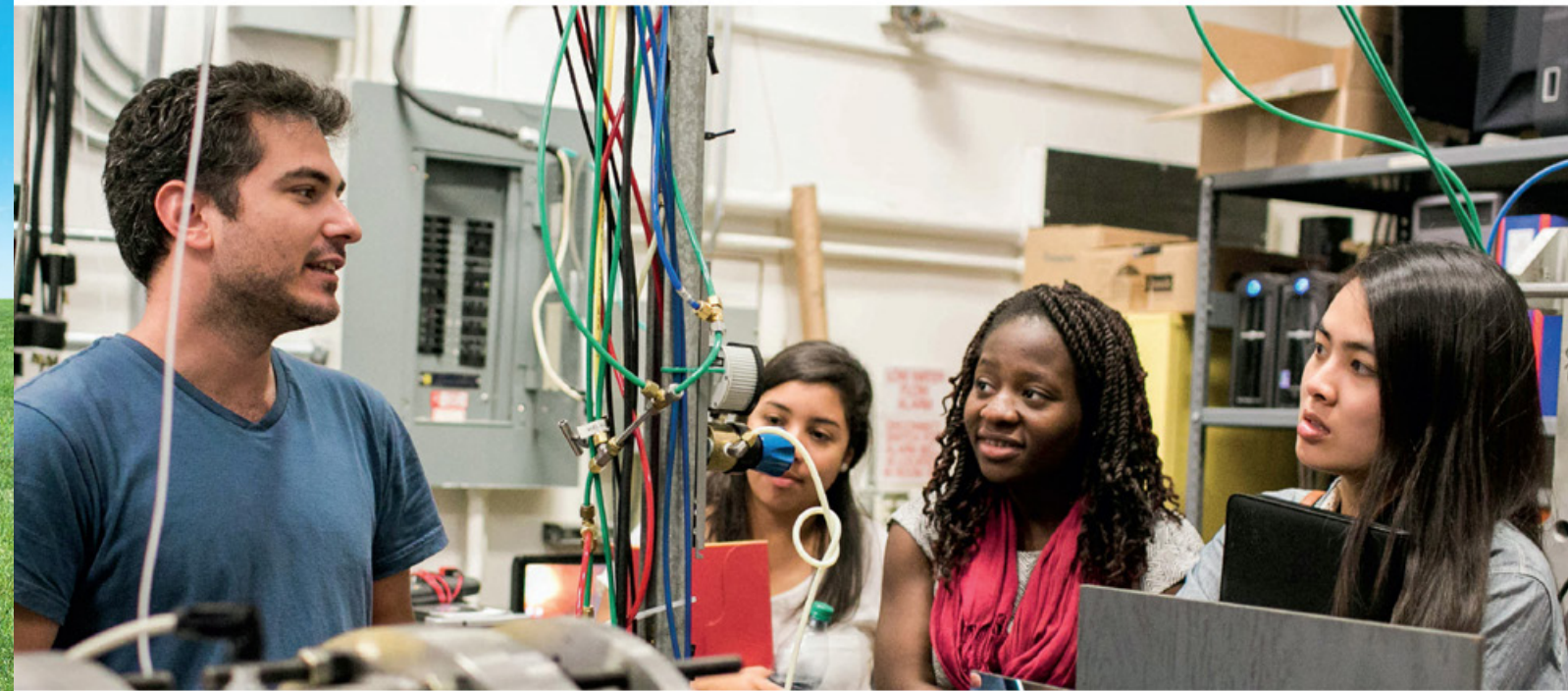


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My passion is using data to solve complex, real-world problems. I have had the amazing opportunity to study machine learning, data mining, and advanced statistical theory for my MS in Data Science. Equipped with essential technical skills and extensive hands-on experience, I look forward to harnessing the power of data science to help shape the world around us for the better.

EDUCATION	<p><b>Columbia University in the City of New York</b> <b>Master of Science in Data Science</b> 2020</p> <ul style="list-style-type: none"><li>• Algorithms for Data Science</li><li>• Probability &amp; Statistical Inference</li><li>• Machine Learning for Data Science</li><li>• Exploratory Data Analysis &amp; Visualization</li></ul> <p><b>University of Washington</b> <b>Bachelor of Science</b> 2019</p>
EXPERIENCE	<p><b>Data Science Capstone Project</b></p> <p>A semester-length data science project sponsored by a faculty member or Data Science Institute industry affiliate that synthesizes the statistical, computational, engineering challenges &amp; social issues involved in solving complex real-world problems.</p>
SKILLS	<p><b>COMPUTER SCIENCE</b> Python, Java, R, C++</p> <p><b>QUANTITATIVE SKILLS</b> Linear Algebra, Calculus</p>
LEADERSHIP	<p><b>Columbia Data Science Society</b></p>
HOBBIES	<p>Networking in New York City, Friends, Music, Meetups, Hackathons</p>
REFERENCES	<p>Available upon request at <a href="mailto:datascience@columbia.edu">datascience@columbia.edu</a></p>

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