



UNIVERSITY of WEST FLORIDA

# Career Development GUIDE

2019



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Career Development and  
Community Engagement  
UNIVERSITY of WEST FLORIDA

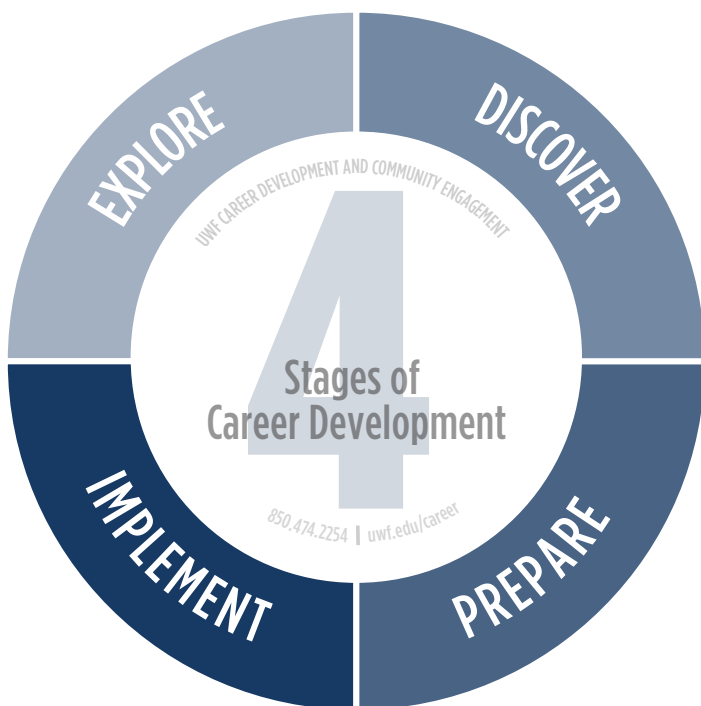
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# Career Development Model

## FOUR-STAGE CAREER DEVELOPMENT MODEL



Everybody has a unique path from college to career and as responsibilities, such as assignments, lectures, and social activities increase through your college years, it is easy to delay planning for life beyond graduation. Using the Career Development Model as resource can help you stay on track in preparation for your career. Our 4-stage Career Development Model can be easily used as a checklist to determine where you are in your progression toward the career of your dreams.

The 4 stages are: Explore, Discover, Prepare, and Implement. Each stage of this flexible model can be customized to meet your needs and to guide your progress in achieving your career goals. It is further explained over the next few pages of the Career Development Guide; so take some time to review each stage to identify what action items you have already completed. Additionally a career coach is available to help you navigate the model or to answer any questions you may have.

### STAGE 1: EXPLORE

- Visit [mycareershines.org](http://mycareershines.org), [onetonline.org](http://onetonline.org), or meet with a career coach to learn about different careers and majors
- Volunteer at local nonprofit agencies to help you learn more about your interests
- Describe and define your ideal job
- Reflect on current or past jobs to identify your transferable skills (see pp. 11-12 for more information)
- Research and join student organizations through ArgoPulse that relate to your interests
- Attend the Part-Time Job Fair or search Handshake to look for a job that can help you gain important transferable skills
- Clean up your Facebook page and other social media pages; update privacy settings
- Set up a LinkedIn account to begin developing your professional image and connect with 50 people
- Have a professional headshot taken to include on your social media profiles
- Explore your Handshake account, which gives you access to career tools as well as volunteer, internship, and job opportunities (see pp. 7-8 for more information)
- Visit [uwf.edu/career](http://uwf.edu/career) for further exploration
- Consider drafting a few career-related goals using the SMART technique (see p. 5 for more information). Remember, you are only looking for a place to start. The STEP Model on the next page will guide you through the process

## STAGE 2: DISCOVER

- Continue to explore and affirm your interests by volunteering with agencies and events in the community that relate to your career interests; use Handshake to explore volunteer and service opportunities and keep track of your volunteer hours
- Investigate additional experiential learning opportunities such as job shadowing, volunteering, internships, or CoOps (see p. 7 for more information)
- Research potential employers and job titles in your field of interest
- Draft a targeted résumé and visit Career Development and Community Engagement for it to be reviewed
- Expand your LinkedIn connections to include 100 people in your network
- Consider joining a registered student organization through ArgoPulse and seek out leadership positions within those organizations (e.g., SGA)
- Identify 3 people who would be good references to speak to your skills and abilities (e.g., advisors, professors)
- Consider using [mycareershines.org](https://mycareershines.org) to take a career assessment if still unsure about your major and discuss results with a career coach
- Attend the Part-Time Job Fair to look for a job that can help you gain important transferable skills
- Attend industry-specific career events hosted by Career Development and Community Engagement posted in Handshake (through MyUWF)

## STAGE 3: PREPARE

- Participate in experiential learning opportunities such as internships, job shadowing, volunteering, or CoOps (see p. 7 for more information)
- Build transferable skills for your résumé through hands-on and volunteer experience (see pp. 11-12 for more information)
- Begin planning for the job search or graduate school by setting personal deadlines
- Visit [mycareershines.org](https://mycareershines.org) to research graduate schools and explore programs you are interested in pursuing if further education is in your future
- Develop your 1-minute commercial (see p. 25 for more information)
- Attend multiple career-related events, such as employer meet & greets, career panels, and career road trips hosted by Career Development and Community Engagement to network and learn of job or internship

## STEP Model Explained

### SPECIFY WHAT YOU WANT

- Explore interests, personality, skills, work, & lifestyle values
- Identify known or perceived barriers
- Recognize any potential ambivalence related to decision making

### TRACK DOWN INFORMATION

- Learn about careers & majors by reviewing websites such as [mycareershines.org](https://mycareershines.org) & [onetonline.org](https://onetonline.org)
- Find out about occupations of interest: duties & responsibilities, types of employers, supply & demand, & salary ranges
- Talk to people in your field of interest; participate in job shadowing

### EVALUATE & DECIDE

- See a career coach to discuss insights gained through investigation and reflection on past experiential learning
- Weigh pros & cons
- Evaluate options & consequences of options using a SWOT analysis & other tools
- Make an informed decision & begin moving forward

### PLAN NEXT STEPS

- Set goals for reaching your major or career
- Identify the first step of your career path
- Develop plans necessary to obtain your goals
- Test plan through your volunteer work, part-time jobs, internships, or job shadowing
- Network with individuals who can guide & assist you

# Career Development Model

opportunities

- Form relationships with professors and instructors to understand more about field-specific opportunities
- Serve as a student organization officer or leader to develop skills through meaningful participation
- Participate in a mock interview, either online at [uwf.edu/optimal](http://uwf.edu/optimal) or with a career coach from Career Development and Community Engagement in Building 19
- Ensure you are dressing for success during interviews and career fairs (see p. 27 for more information)
- Join LinkedIn groups and follow companies that relate to your career field to begin networking
- Expand your LinkedIn connections to include 150 people in your network
- Update your résumé with new experiences and/or relevant coursework
- Upload your résumé to Handshake to be reviewed by Career Development and Community Engagement staff
- Develop a tailored cover letter for a part-time position, an internship, or another opportunity
- Complete a second sweep of your social media presence to ensure it is employer-friendly

## STAGE 4: IMPLEMENT

- Identify your employable skills and how to market them
- Visit Career Development and Community Engagement to learn about effective job search techniques
- Finalize targeted résumés and cover letters for professional positions
- Submit your updated résumé in OptimalRésumé for review at [uwf.edu/optimal](http://uwf.edu/optimal)
- Perfect your interview skills by participating in mock interviews provided by Career Development and Community Engagement
- Make sure to utilize the STAR technique when interviewing and finalize your 1-minute commercial (see p. 25 for more information)
- Complete additional preparation for interviews by reviewing typical interview questions you may encounter during an interview (see pp. 26 & 28 for more information)
- Obtain all resources you may need for an interview: Appropriate interview attire, padfolio or portfolio with extra copies of your résumé, and networking/business cards
- Research and become knowledgeable about competitive salary ranges in your field (see p. 31 for more information)
- Expand your LinkedIn connections to include 200 people in your network
- Join professional associations or organizations in your career field and attend meetings and/or conferences
- Identify and confirm at least 3 individuals who are willing to serve as references during your job search (see p. 20 for more information)
- Review graduate schools' websites to ensure you meet required application deadlines
- Consider creating a portfolio or other supplemental job search materials to give you a competitive advantage in the job search



Optimize your job search by accessing online tools available to UWF students and alumni:

### **Optimal Résumé**

Easily and quickly create an impressive, professional résumé that you can share online or download and print.

### **Optimal Interview**

Practice interviewing using your webcam to record responses to common interview questions. Submit your recorded mock interview to a career coach who will review it and provide feedback.

Start using these tools at [uwf.edu/optimal](http://uwf.edu/optimal).

# Identify Your V-I-P-S

## Know Your VIPS

By reflecting on your values, interests, personality traits and skills (VIPs), you gain insight that can help you uncover your optimal career path and work environment. Use the questions below to help you make these connections.

### VALUES

- Is it important that you believe in the mission of an organization?
- How important is work-life balance?
- Where do you want to live?
- Do you want flexible work hours?
- How long of a distance are you willing to commute?

### INTERESTS

- What have you received praise or recognition for in the past?
- Do you enjoy activities that relate to people, things or data?
- What do you find most fulfilling and enjoyable?

### PERSONALITY

- What characteristics would you say describe you?
- How would your friends describe you?
- Do you prefer to lead or follow?
- Do you prefer to work as part of a team or alone?
- Do you prefer a regular routine or an ever-changing schedule?

### SKILLS

- What are your key abilities, talents and strengths?
- Do you prefer to communicate in writing or verbally?
- Do you enjoy analyzing complex issues, problems or data?
- Do you enjoy creative activities and artistic tasks?

When your career choices are aligned with your VIPs, you may be happier and more productive at work. Implement all four of your VIPs in your future career to achieve long-term career satisfaction. Start identifying your VIPs by listing them in the spaces below.

VALUES	INTERESTS	PERSONALITY	SKILLS

# Goal Setting

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Establishing your VIPS is the foundation for developing future career goals. Two types of goals that may assist you in planning for your future are short-term and long-term goals. Short-term goals refer to goals that can be accomplished in the immediate future and are often a part of a long-term goal. Long-term goals refer to overarching goals that usually take time to complete. These goals often need short-term goals or steps to complete them.

## Goal Setting Tips

Write them down! Goal setting is all about visibility. Write goals where you can see them.

1. Write goals as declarations (e.g., “I will apply for graduate school.”).
2. Include action verbs in your goals to identify what you are going to do.
3. Share your goals with people. Mentors can be great for helping you understand and reach your goals.
4. Goals can change, and sometimes they should. Do not be afraid to let your dreams change.
5. Deconstruct your end goal to pinpoint specific aspects of that larger goal that need to be accomplished; then develop mini-goals that are not too general or overwhelming.

Use the **SMART Goal** formula below to improve your chances of success in achieving goals:

## SMART: Specific, Measurable, Attainable, Realistic, Timely

<b>S</b>	<b>SPECIFIC</b>	Create a goal that is clear and unambiguous.
<b>M</b>	<b>MEASURABLE</b>	Include definite numbers and values to help you determine when your goal is met.
<b>A</b>	<b>ATTAINABLE</b>	Consider available resources to determine if the goal is achievable.
<b>R</b>	<b>REALISTIC</b>	Create a goal that is challenging but also manageable and offers a likelihood of successful completion.
<b>T</b>	<b>TIMELY</b>	Identify a target date for completion.

## Goal Examples

- Complete informational interviews with 2 accountants by November 15 to learn more about the profession.
- Use Handshake to find at least 3 possible graphic design internships to apply to by January 1.

## Your Goals

Identify 2 SMART Goals related to your academic or career development on the lines below:

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

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



# Pathfinder Worksheet

Use the worksheet below to assist you in your major and career decision process. Pay special attention to the key tips highlighted on p. 2 if you are looking for guidance on where to start. The goal of this worksheet is to allow you to research occupations that you would like to learn more about and how you can do so.

1. Go to [mycareershines.org](http://mycareershines.org), [onetonline.org](http://onetonline.org), and [bls.gov](http://bls.gov) websites
2. Sort through the list of occupations presented to identify those you want to further explore
3. Write down 3 occupations that interest you based on your values, interests, personality, & skills
4. List the education level required to pursue this particular path
5. Write down the typical salary range for this occupation
6. List 3 job duties that are interesting to you (and any that are unappealing to you)

**1** | Occupation Title: \_\_\_\_\_  
Education Required: \_\_\_\_\_  
Salary Range: \_\_\_\_\_  
Primary Tasks: \_\_\_\_\_

**2** | Occupation Title: \_\_\_\_\_  
Education Required: \_\_\_\_\_  
Salary Range: \_\_\_\_\_  
Primary Tasks: \_\_\_\_\_

**3** | Occupation Title: \_\_\_\_\_  
Education Required: \_\_\_\_\_  
Salary Range: \_\_\_\_\_  
Primary Tasks: \_\_\_\_\_

## Digging Deeper to Help Yourself

1. Identify 1 person who could help you learn about each career path
2. Identify 1 department on campus that could talk to you about each career path
3. Identify 1 website that can inform you about each career path
4. Identify 1 student or professional organization that aligns with each career path
5. Identify the education and training needed for each career path



### WORDS OF WISDOM

“It is never too early to begin getting experience and exploring career possibilities! There is a lot of introductory information available via the internet and other university resources, and sometimes the most valuable insight comes from conversations and hands-on experiences. Networking with local groups, for example, IT Gulf Coast or Pensacola Young Professionals, is a great way to meet people in different career fields to learn about what they do and begin establishing a network that will help you in the future.”

- David Slattery, Navy Federal Credit Union

# Experiential Learning

## When Experience Matters Most: Learn by Doing

Experiential learning means gaining active, hands-on experience in the real world as part of your academic field of study and career development.

### Through several forms of experiential learning, you can...

- Obtain career-related experience
- Explore career interests & clarify future career goals
- Network with professionals in your field & identify potential mentors
- Improve your post-graduation job prospects
- Incorporate classroom theories with applied learning experiences
- Improve your essential job search skills such as professional résumé writing & interviewing techniques
- Develop the marketable skills employers seek when making hiring decisions
- Earn recognition for your experience through transcript notation or course credit
- Develop professional references for your future career
- Increase self-confidence
- Learn more about your interests, abilities, & values

### INFORMATIONAL INTERVIEWING

Complete informational interviews with employers, family, or alumni in your fields of interest to learn more about those professions. From your informational interviews, try to identify

- Skill sets that are required for an entry-level position in the field (& then participate in activities that would help develop those skills)
- Potential individuals who could serve as future resources for networking & your job search

### Get Involved in Service: Volunteer

**Volunteering** is about giving your service to help others, but it is a great way to help yourself, too. You may participate in community service to complete a class project, to explore a career interest, to gain hands-on experience in your field of study, or to apply for a scholarship. By engaging in the community, you can learn new skills, build a professional network, and demonstrate to employers your commitment to career goals.

### Follow a Professional: Job Shadow

Spend a half day, full day, or several days shadowing a professional by participating in **job shadowing**. This opportunity is designed to help you gain valuable exposure to a career through observation and discussion with professionals at work.

### Gain More Experience: Intern or CoOp

An **Internship** is most often a one-semester experience that may or may not be for academic credit. It may also be paid or unpaid, but employers should comply with the Fair Labor Standards Act (FLSA). Students typically seek internships in their junior and senior years. If seeking credit, you should meet with your academic advisor to determine if you are eligible to pursue an internship. Schedule an appointment with Career Development and Community Engagement to develop a strategy for finding an internship.

**Cooperative Education** programs (CoOps) are multi-semester experiences that are always for course credit and always paid. Students may experience two forms of CoOps: parallel or alternating. A parallel CoOp student works and goes to school at least three semesters in a row while an alternating CoOp student alternates between the workplace and school by semester.

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Reflection is an important part of experiential learning that allows you to glean meaning from an experience. Because many experiential learning opportunities relate back to your classes and academics, it is good to consider how class concepts and theories may relate to your hands-on experience.

Below is a worksheet designed to help you reflect on your experiential learning opportunity. Reflection can come before, during, and after the opportunity. Before the experience, think about the organization's mission and how you plan to contribute to it. After the experience, ask questions to address what you learned, how it applies to your intended career, and what can you do with your acquired knowledge and skills in the future. Write your responses in the space provided below.

**What have I learned in my classes that I want to experience in a workplace setting?**

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**What do I want to gain by the end of this experience?**

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**What have I learned from my experience that gives me a competitive edge in the future?**

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“While at UWF, I decided to study social work. The department requires that students complete two internships at different placements prior to graduation. I was able to learn so much and receive the perfect hands-on experience during my second internship with the Department of Children and Families. My experience at DCF enabled me to be further prepared to attend graduate school in the fall!”

**- Arielle Griffin**

# Handshake 101

## Careers Start with a Handshake

Handshake is an online career development platform and your one-stop-shop for launching your career. The functionality and features provided by Handshake include:

- Upload a résumé and complete your online career profile
- Allow your online career profile and résumé to be viewable by employers
- Keep track of your appointments with career coaches in one location
- View upcoming on-campus career events
- Learn which employers are attending upcoming career fairs
- Research contact information for regional and national employers
- Search for and apply to open positions

## Handshake at UWF

The image displays the Handshake web interface and its mobile app. The web interface is divided into several sections: a top navigation bar with tabs for 'For You', 'Jobs', 'Events', 'Career Center', and a user profile 'Jenny'; a left sidebar with a user profile for Jenny Tyner and statistics; a main content area with 'Your Favorite Jobs' (listing 'Special Education Teacher - Summer...' and 'Engineering Psychology Intern'), 'Recommended For you', 'Jobs Near Madison, WI', and 'Jobs Popular for Your Major'. The mobile app shows a 'Recommended for You' section with job cards. A 'Download on the App Store' button is located at the bottom right of the mobile app view.

- The **For You** tab gives you snapshot of your account profile and displays a customized list of jobs and events *for you*.
- The **Jobs** tab allows you to search for jobs, apply for jobs, view registered employers, and view the On-Campus Interview schedule.
- All of the Career Development events are housed under the **Events** tab. In this section, you can search for and learn about all the upcoming events including employer meet & greets, career panels, career road trips, etiquette dinners, and career fairs. You can also see which employers will attend each event.
- The **Career Center** tab allows you to see the UWF school profile, schedule appointments with Career Coaches, and access event/appointment surveys.
- Through the **Student Dashboard** tab (your name will display here), you can access and manage your profile to make updates to your account, see who viewed your profile, upload resumes and cover letters, manage your career interests, and view account activity.
- Mobile version of Handshake platform. Download the iOS app or access through web browser.

## How to Search for Jobs and Experiential Learning Opportunities

- G. The **Job Search** function allows you to use keywords, filters, and location criteria to search for jobs. Once you have searched for a position under the **Jobs** tab, the snapshot above demonstrates how the results will appear. The search results will show the job title, company name, job location, and position type. This is an easy way to scan through the job openings to see which positions may be of interest.
- H. The **Applications** tab allows you to apply to jobs and track their statuses.
- I. The **Employers** tab allows you to search for and favorite employers. It also provides select contact information for employers who are registered with Handshake.
- J. The **On-Campus Interviews** tab allows you to search for and see any upcoming On-Campus Interviews. You can favorite the companies who are hosting interviews and use this information to apply to positions.
- K. You can save jobs you are interested in as favorites. You can then easily find them and check the status of your favorites by clicking the **My Favorite Jobs** link.
- L. The **Filters** option allows you to narrow your search according to specific parameters. You can search for jobs according to industry, employer, job type, and location.

### Are you looking for JasonQuest?

In May 2018, the Handshake career management system officially launched and replaced JasonQuest as the platform for connecting UWF students to internships, cooperative education experiences, career events, and postgraduate employment. For more information visit [uwf.edu/handshake](http://uwf.edu/handshake) or call 850.474.2254.



# Transferable Skills

An important part of what makes you valuable to an employer is your skillset. Transferable skills are used in many different careers, and help make you an attractive job candidate. But identifying skills—especially the transferable ones—can be difficult.

## Communicate Your Value with Transferable Skills

While you may or may not have a great deal of work experience related to your target career field, you likely have more transferable skills than you realize. Take time to inventory your list of transferable skills and begin to incorporate them into your résumé and cover letter. Using the lists below can assist you in prepping for interviews and writing your résumé and cover letter.

<b>ORGANIZATION &amp; MANAGEMENT</b> Direct & guide a group in completing tasks & attaining goals	<b>INTERPERSONAL &amp; COMMUNICATION</b> Exchange, transmit, & express knowledge & ideas	<b>RESEARCH, DATA &amp; TECHNOLOGY</b> Search for specific knowledge & utilize technology
initiating new ideas making decisions overseeing tasks or projects solving problems meeting deadlines managing time working under pressure multi-tasking prioritizing & organizing developing goals supervising motivating coordinating assuming responsibility teaching interpreting policy mediating recruiting resolving conflict organizing giving directions	maintaining team cooperation interacting & appreciating people from diverse backgrounds leading others speaking effectively writing concisely listening actively expressing ideas facilitating discussion providing appropriate feedback negotiating perceiving nonverbal messages persuading describing feelings interviewing editing summarizing promoting working on a team conducting presentations or speeches thinking on one's feet	analyzing statistical data & ideas defining needs investigating reviewing literature for information gathering information formulating hypotheses calculating & comparing developing theory developing questionnaires/surveys identifying resources outlining producing results setting goals thinking critically predicting and forecasting solving technical problems utilizing specific programs & software preparing graphs & documents conducting effective Internet research illustrating computer programming designing web pages

<b>HUMAN RELATIONS</b> Attend to the social, physical, or mental needs of people	<b>DESIGN &amp; PLANNING</b> Imagine the future; develop a process for creating it
being sensitive counseling advocating coaching providing care conveying feelings & thoughts empathizing attending to others' needs facilitating group process	anticipating problems & identifying key issues creating images designing programs planning events brainstorming new ideas improvising & creating solutions conceptualizing & composing thinking visually anticipating the consequences of action or inaction

*Adapted and reprinted with permission from Binghamton University Career Development Center*

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## What Skills and Qualities are Important to Employers?

According to the **2018 National Association of Colleges and Employers (NACE) Job Outlook Survey**, the top 10 qualities/skills employers seek are TRANSFERABLE skills. In which of these skills do you excel? How have you demonstrated these? How can you develop them further?

1. Problem-solving skills
2. Ability to work in a team
3. Written communication skills
4. Leadership
5. Strong work ethic
6. Analytical/quantitative skills
7. Verbal communication skills
8. Initiative
9. Detail-oriented
10. Flexibility/adaptability

### Take Stock of Your Transferable Skills

1. Review the lists in the following five categories and underline all the skills you have.
2. Then go back and circle the 10 underlined skills you enjoy using most.
3. Write these top 10 skills in the left column on the chart located on the next page.
4. Then, in the right column, write a brief example of how you have demonstrated each skill in a job, class, internship, or extracurricular activity.

This will help as you consider career options and as you prepare for your job search. The skills you identify on a résumé or in a job interview will need to be driven by the job description.

	Top 10 Most Preferred Skills	Example of How You Have Used Each Skill
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		



# Résumé Development

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An effective résumé does more than summarize your educational background and work history; it highlights your skills, accomplishments, and key capabilities in a clear, concise, and compelling way. It also emphasizes the results of your efforts and draws clear parallels between your skills and experience and the employer's needs.

The first step is choosing a résumé format: chronological, functional, or hybrid. Each one has its benefits, but one will be more effective than the others depending on the type of position you are applying for and your previous experience. See pp. 15-17 for descriptions and examples of each format.

After you decide what type of résumé works best for you, it is now a good idea to reflect on your list of accomplishments both in and out of the classroom. Approach the résumé from an employer's perspective—what are they looking for in a candidate? Once you've identified your skills, it's time to put your résumé together.

## Basic Résumé Elements

### THE HEADER

- Includes your name, current address, email and home or cell number. Your name should be the largest font on the page
- You may wish to include your permanent address if you will be moving during your job search
- Use an appropriate email address and voicemail.
- If you have a professional website (e.g., LinkedIn, online portfolio, etc.), include the URL in the header

### THE OBJECTIVE

- Objective statements are usually optional. If included, it should be specific to the position for which you are applying
- Reference the job title and the name of the organization when possible (e.g., "Seeking a position as a Management Trainee at Target Corporation")
- You should also offer a summary of any relevant-to-job skills you possess if you decide to use an objective statement

### EDUCATION

- List all degrees in reverse chronological order; include proper name of your degree (consult the UWF catalog if you are unsure)
- For each degree, include the following information: institution name, city, state, and graduation month and year
- Include your GPA if it is 3.0 or greater; cumulative or in-major GPA can be used if properly labeled
- Include a "Projects" subsection to show applied experience and knowledge
- Include relevant coursework that directly relate to the job for which you are applying. (Optional)

After the education section, the order of other headings should start with the most relevant and end with the least relevant for the job to which you are applying. Additional examples of possible résumé headings can be found on p. 15-16.

### EXPERIENCE

- List each entry in reverse chronological order and include the following information for each entry: position title, organization, city, state, date range (month and year for start and end of term)
- Begin bullets with a variety of power verbs (see p. 14), not with "I" or as complete sentences
- Avoid personal pronoun use (e.g., "I," "us," "we," "my," etc.) if possible
- Quantify results and use numbers whenever possible to demonstrate how often, how many, or how much (e.g., "Increased event attendance by 15%...")
- Use active, present-tense verbs to describe activities or jobs you are currently performing
- Use active, past-tense verbs to describe activities or jobs performed in the past
- Consider how these bullet points highlight skills and experiences that match the position requirements

### REFERENCES

- You do not want to list references on the résumé because you will want to notify your references that an employer may be contacting them.
- If the employer requests your references, it would be appropriate to provide them on a separate sheet of paper. (See p. 20 for an example of a reference sheet.)



## Other Considerations

- Uncover content for the résumé by answering the journalistic questions of **who, what, when, where, why,** and **how** for each experience in your background that is related to the position
- Use a bulleted list to describe activities and accomplishments
- Because there are trends within industries/fields, you may develop a strong résumé template for a particular category of positions. It is also often appropriate to have multiple versions of your résumé, which may vary in content and structure depending on your target.
- Successful résumés are tailored to the job and demonstrate that you have the necessary background for the position.

## POWER VERBS

### COMMUNICATION

addressed  
arbitrated  
arranged  
authored  
briefed  
communicated  
composed  
contacted  
convinced  
described  
developed  
directed  
documented  
drafted  
edited  
enlisted  
formulated  
influenced  
informed  
interpreted  
interviewed  
lectured  
marketed  
mediated  
moderated  
motivated  
negotiated  
persuaded  
presented  
promoted  
publicized  
published  
reconciled  
recruited  
reported  
spoke  
summarized  
translated  
wrote

### CREATIVE

acted  
composed  
conceived  
conceptualized  
conducted  
created

designed  
developed  
directed  
established  
fashioned  
founded  
illustrated  
improvised  
instituted  
integrated  
introduced  
invented  
originated  
performed  
planned  
revitalized  
shaped

### FINANCIAL

accounted for  
adjusted  
administered  
allocated  
analyzed  
appraised  
audited  
balanced  
budgeted  
calculated  
computed  
controlled  
developed  
financed  
forecasted  
managed  
marketed  
monitored  
planned  
procured  
projected  
purchased  
reconciled  
researched

### HELPING

advised  
advocated  
assessed  
assisted

clarified  
coached  
counseled  
demonstrated  
diagnosed  
educated  
ensured  
evaluated  
facilitated  
familiarized  
fostered  
guided  
observed  
provided  
referred  
rehabilitated  
represented  
supported

### MANAGEMENT

administered  
analyzed  
appointed  
approved  
assigned  
assumed  
attained  
chaired  
consolidated  
consulted  
contracted  
delegated  
designated  
determined  
developed  
directed  
evaluated  
executed  
expedited  
formulated  
managed  
organized  
oversaw  
planned  
prioritized  
produced  
recommended  
recruited

reviewed  
scheduled  
supervised

### ORGANIZATION

approved  
arranged  
catalogued  
classified  
collected  
compiled  
consolidated  
dispatched  
distributed  
enlisted  
executed  
expedited  
generated  
implemented  
inspected  
integrated  
monitored  
operated  
organized  
prepared  
processed  
purchased  
recorded  
revamped  
revised  
retrieved  
scheduled  
screened  
specified  
systematized  
tabulated  
updated  
validated

### RESEARCH

acquired  
analyzed  
calculated  
clarified  
collected  
compared  
conducted  
critiqued  
designed

determined  
diagnosed  
evaluated  
examined  
extracted  
formulated  
identified  
inspected  
interpreted  
interviewed  
investigated  
located  
modified  
organized  
processed  
researched  
reviewed  
summarized  
surveyed  
systematized

### RESULTS

accelerated  
accomplished  
achieved  
attained  
awarded  
completed  
contributed  
decreased  
eliminated  
enlarged  
established  
expanded  
improved  
increased  
initiated  
introduced  
launched  
pioneered  
recognized as  
reduced  
resolved  
selected as  
succeeded

### TEACHING

adapted  
advised

applied  
clarified  
coached  
communicated  
coordinated  
developed  
enabled  
encouraged  
evaluated  
explained  
facilitated  
guided  
implemented  
incorporated  
informed  
initiated  
instructed  
integrated  
modified  
motivated  
persuaded  
reinforced  
set goals  
stimulated  
taught  
trained  
tutored

### TECHNICAL

assembled  
built  
calculated  
computed  
designed  
devised  
engineered  
fabricated  
integrated  
maintained  
operated  
overhauled  
programmed  
remodeled  
repaired  
solved  
trained  
upgraded

# Functional Résumés

## Functional

A functional (or skills-based) résumé organizes information into functional groupings of skills or accomplishments.

- Emphasizes skills, de-emphasizes job history
- Presents skills & experiences grouped by specific functions (i.e., writing, research, communication, leadership, graphic design, etc.)
- Used by career changers & those wanting to summarize, not reiterate, the same experiences

### Functional Résumé Example

<h2 style="margin: 0;">Anita Job</h2>		9975 University Pkwy   (850) 777-7777 Pensacola, FL 32514   <a href="mailto:ajob@gmail.com">ajob@gmail.com</a>
<b>OBJECTIVE</b>		
To obtain the Anthropology Intern position with Peoples of the World, Inc. where I can offer strong leadership and communication skills.		
<b>EDUCATION</b>		
<b>May 2018</b>	<b>Bachelor of Arts Anthropology</b>	University of West Florida - Pensacola, FL Emphasis: Cultural Anthropology
<b>Relevant Courses:</b> People and Cultures of the World      History of Anthropology Method and Theory                              Applied Anthropology		
<b>May 2016</b>	<b>Associate of Arts Anthropology</b>	Future Argo Community College - Pensacola, FL
<b>SKILLS &amp; ABILITIES</b>		
<b>Communication</b> <b>Verbal</b> <ul style="list-style-type: none"> <li>Presented over 10 research reports to groups ranging in size from 15 to 50 describing ongoing research of topics including domestication throughout history, food habits along the Gulf Coast, and global rites of passage.</li> <li>Interviewed over 30 individuals as part of research conducted at the University of West Florida on alcohol consumption amongst students.</li> <li>Interacted with diverse populations on topics relevant to their needs in an academic setting.</li> </ul> <b>Written</b> <ul style="list-style-type: none"> <li>Prepared 20-page reports covering topics such as Applied Anthropology Ethics and The Value of Anthropology in the 21<sup>st</sup> Century.</li> <li>Transcribed notes taken from over 30 oral interviews as part of ongoing research conducted by the UWF Anthropology Department.</li> </ul> <b>Leadership and Teamwork</b> <ul style="list-style-type: none"> <li>Conducted 10 independent original research projects in areas of Anthropology.</li> <li>Initiated a departmental study group for Anthropology students to maintain and enhance their understanding of current research in Anthropology.</li> </ul> <b>Group</b> <ul style="list-style-type: none"> <li>Participated in group research projects designed to engage multiple researchers in order to foster collaboration across disciplines.</li> <li>Managed a group of 12 undergraduate researchers for a field study project focused on alcohol consumption as compared with rates of retention at UWF.</li> </ul> <b>Human Relations</b> <ul style="list-style-type: none"> <li>Worked with diverse populations, age groups, and gender identities.</li> <li>Engaged as a liaison with minority groups at the UWF campus.</li> </ul>		
<b>PROFESSIONAL INVOLVEMENT</b>		
June 2016 - Present	Anthropology Club, Member	
Feb. 2015	American Anthropological Association Conference, Attendee	

### Functional Résumé Example

<h2 style="margin: 0;">BILL NYE</h2>		1250 Pensacola Drive, Pensacola, FL (850) 222-2222 BillNye@hotmail.com <a href="http://www.linkedin.com/mye">www.linkedin.com/mye</a> <a href="http://www.nyesciencesite.com">www.nyesciencesite.com</a>
<b>Education</b>		
<b>Bachelor of Science, Chemistry</b> University of West Florida - Pensacola, FL <span style="float: right;">May 2018</span>		
<b>Relevant Coursework:</b> Organic Chemistry, Biochemistry, Microbiology, Inorganic Chemistry, Instrumental Analysis		
<b>Honors &amp; Achievements:</b> <ul style="list-style-type: none"> <li>Outstanding Chemistry Student <span style="float: right;">2016</span></li> <li>President's List <span style="float: right;">2015, 2016</span></li> <li>Dean's List <span style="float: right;">2014</span></li> </ul>		
<b>Skills &amp; Abilities</b>		
<b>Verbal &amp; Written Communication</b> <ul style="list-style-type: none"> <li>Presented research reports in biochemistry regarding the electron configuration in atoms to 40 students and faculty members</li> <li>Instructed sophomore- and junior-level students as part of class participation in chemistry labs in order to maintain a safe environment</li> <li>Generated 20+ reports on chemical testing within 3 chemistry labs, which included supply inventories, ongoing work, and lab incidents</li> <li>Reviewed procedures on safety in the laboratory, ensuring proper care of caustic chemicals</li> </ul>		
<b>Organization</b> <ul style="list-style-type: none"> <li>Prepared schedules and timesheets for tasks to be completed weekly over the course of 3 years</li> <li>Organized systematic routes for service delivery to ensure energy efficiency and product security</li> </ul>		
<b>Management &amp; Supervision</b> <ul style="list-style-type: none"> <li>Supervised and trained over 10 individuals in proper safety and security procedures</li> <li>Interacted with faculty, staff, and students in order to maintain a good study environment within the Chemistry Department</li> <li>Initiated and led 5 workshops to train 17 chemistry tutors on effective tutoring techniques</li> </ul>		
<b>Training</b>		
<b>Good Manufacturing Practice</b> <span style="float: right;">May 2016</span> World Health Organization		
<b>Fundamentals of Regulatory Chemistry</b> <span style="float: right;">September 2015</span> Federal Drug Administration		
<b>Chemical Laboratory Safety</b> <span style="float: right;">February 2015</span> University of West Florida		
<b>Employment</b>		
<b>Ice Crème Attendant</b> <span style="float: right;">September 2015 – May 2016</span> Twistee Freeze Ice Crème Shoppe - Pensacola, FL		
<b>Rod &amp; Reel Salesman</b> <span style="float: right;">January 2014 – August 2015</span> Jerry's Bait and Tackle - Pensacola, FL		
<b>Lawn Mower</b> <span style="float: right;">March 2011 – October 2013</span> Self Employed - Pensacola, FL <span style="float: right;">(seasonal)</span>		



It is important to create a résumé structure that showcases your accomplishments to a hiring manager at a glance.

# Chronological Résumés

## Chronological

A chronological (or reverse chronological) résumé organizes information by jobs and/or experiences in reverse chronological order—with the most recent experiences listed first.

- Emphasizes employment history
- Lists positions & employers in reverse chronological order
- Describes activities & accomplishments in each job
- Used by people changing jobs or advancing within a career field

## Chronological Résumé Example

<b>John E. Law</b>		
11000 University Pkwy • Pensacola, FL 32514 • (850) 867-5300 • jel7@students.uwf.edu		
<b>EDUCATION</b>		
<b>Bachelor of Arts, Criminal Justice</b> University of West Florida Pensacola, FL Minor: Pre-Law	May 2019	GPA: 3.92
➤ <b>Relevant Courses:</b> Criminology, American Criminal Justice System, Judicial Process, The Legal System and Ethics		
<b>EXPERIENCE</b>		
<b>Intern</b> <b>Florida Department of Law Enforcement</b>	Sept. 2016 - Feb. 2017	
➤ Prepared daily reports for review by multiple levels of oversight within the department		
➤ Analyzed criminal statistics on a weekly basis for generated reports		
➤ Operated a statewide database of 200k+ individuals overseen by the department		
➤ Assessed potential areas for growth in Florida Law Enforcement		
<b>Military Police Officer</b> <b>United States Marine Corps</b>	Jan. 2007 - Dec. 2013	
➤ Dispatched military police officers in response to incidents ranging from violent crimes to theft		
➤ Reported on criminal activities within the Marine Corps in order to assess problem areas		
➤ Trained over 20 new recruits on tactics and techniques used by military police		
➤ Maintained equipment such as weapons and safety gear for a staff of 50 military police officers		
<b>PROFESSIONAL ORGANIZATIONS</b>		
➤ Criminal Justice Student Association, President Sept. 2015 - May 2017		
➤ American Society of Criminology, Member Nov. 2015 - May 2016		
➤ University of West Florida Alpha Phi Sigma, Member May 2015 - Apr. 2016		
<b>VOLUNTEER EXPERIENCE</b>		
<b>Habitat for Humanity</b>	250 total hours	June 2015 - Apr. 2016
➤ Participated with Alpha Phi Sigma in over 200 community service hours assisting the rebuilding and upkeep of housing for low-income families		
➤ Directed student volunteers on 3 build sites in a range of activities from painting to installing drywall for over 50 hours		

## Chronological Résumé Example

<b>Matt R. Rodgers</b>	
1111 Neighbor Way Pensacola, FL 32514 <a href="http://www.linkedin.com/MrRodgers">www.linkedin.com/MrRodgers</a>	
850-474-2000 <a href="mailto:Mr.Rodgers@gmail.com">Mr.Rodgers@gmail.com</a> <a href="http://MRhospitalityportfolio.com">MRhospitalityportfolio.com</a>	
<b>OBJECTIVE</b>	To obtain the Hospitality Coordinator position with ABC Company utilizing my strong communication skills and knowledge of successful customer service practices.
<b>EXPERIENCE</b>	
<b>5/2014 – 8/2015</b>	<b>Event Coordinator/Trainer</b> <b>Walt Disney World, Animal Kingdom – Orlando, FL</b> <ul style="list-style-type: none"><li>● Provided customer service for various areas of tourist-oriented theme park</li><li>● Served as relief shift leader for up to 20 employees</li><li>● Trained 12 new employees in guest relations and standard operating procedures for attractions</li><li>● Received certificate of appreciation for 1 summer of perfect attendance</li></ul>
<b>5/2013 – 7/2013</b>	<b>Deckhand Trainee/Student</b> <b>Sail Away – Cutchogue, NY</b> <ul style="list-style-type: none"><li>● Worked aboard a 130-foot gaff-rigged schooner for 9 weeks while sailing around the Caribbean and along the East Coast</li><li>● Learned navigation techniques including basic and celestial navigation</li><li>● Performed supervisory duties of over 7 deckhands as Junior Watch</li></ul>
<b>EDUCATION</b>	
<b>5/2017</b>	<b>Bachelor of Science, Global Hospitality and Tourism: Service Management</b> University of West Florida, Pensacola, FL Minor: Marketing Overall GPA: 3.4
<b>LANGUAGES</b>	English – Native Language Spanish – Proficient, Conversational
<b>CAMPUS INVOLVEMENT</b>	
<b>5/2016 – 8/2016</b>	Student Transition Programs, Orientation Leader
<b>6/2015 – 5/2016</b>	Club Managers Association of America, President
<b>1/2014 – 5/2015</b>	Club Managers Association of America, Secretary
<b>8/2014 – 8/2015</b>	Homecoming Executive Board, Volunteer Coordinator
<b>8/2014 – 5/2015</b>	Explore and Conquer Series [academic/professional skill development], Participant
<b>REFERENCES</b>	Available Upon Request

## Section Headings to Consider

Headings are suggested sections, but you may find others that are typical of a résumé in your career field. Seek feedback from faculty and advisors in your field for a deeper understanding of what is expected. These can be applied to any résumé format.

- Education
- Community Involvement
- Related Coursework
- Internship Experience
- Honors & Achievements
- Computer Skills
- Work Experience
- Accomplishments
- Volunteer Experience
- Professional Affiliations
- Activities/ Leadership
- Publications
- Related Experience
- Presentations
- Military Experience
- Language Skills

# Hybrid Résumés

## Hybrid

A hybrid résumé is a combination of the chronological and functional formats. This type of résumé can be used to highlight skills that are relevant to the job you are applying for and also provide the chronological work history.

- Emphasizes both skills and work/experiential learning background, employing relevant aspects of each to promote experience related to opportunity sought
- Utilizes best practices for both functional and chronological résumés (see pp. 15-16)
- Includes supplemental experience or additional employment sections as experience allows
- Used by individuals who have some—but not extensive—experience in the field or industry they hope to enter

## Hybrid Résumé Example

<b>Dee Sharp</b> 11000 University Parkway   Pensacola, FL 32514 (850) 474-2000   DSharp@gmail.com	
<b>Objective:</b>	To obtain the position as Flautist, First Chair, for the Pensacola Philharmonic, promoting musical appreciation to the local community.
<b>Education:</b>	<b>Bachelor of Music, Music Performance</b> April 2017 University of West Florida, Pensacola, FL GPA: 3.41
	<b>Associate of Arts, General Studies</b> May 2015 Pensacola State College, Pensacola, FL
<b>Relevant Experience:</b>	<b>Flautist, First Chair</b> March 2013 - June 2017 UWF Symphonic Band, Pensacola, FL <ul style="list-style-type: none"><li>• Performed over 20 original pieces to diverse populations ranging in group size from 20 to 200 at a variety of venues including the Saenger and Pensacola Little Theater</li><li>• Interacted with audience members after performances to encourage continued public support and involvement in the UWF Music program</li><li>• Supervised 3 incoming flautists in the UWF Music program</li><li>• Composed and performed a senior recital, which was attended by 50+ students, faculty, and members of the public</li></ul>
<b>Relevant Proficiencies:</b>	<b>Music Appreciation Promotion</b> <ul style="list-style-type: none"><li>• Participated as flautist in pep rallies, football games, and other events totaling over 200 performances in and around Pensacola, FL</li><li>• Organized recital for music students to perform for friends and family</li><li>• Instructed 5 students individually on a weekly basis for 10 hours on how to perform using instruments such as piano, trumpet, flute, and bassoon</li></ul> <b>Flautist/Performance Technique Expertise</b> <ul style="list-style-type: none"><li>• Presented a research paper addressing flautist techniques and methods to 25 musicians</li><li>• Trained and conditioned 50+ student musicians on techniques and methods for successful marching performance</li></ul> <b>Organization and Musician Development</b> <ul style="list-style-type: none"><li>• Created training materials for student marching band members to allow for other volunteers or senior musicians to train new students</li><li>• Produced training timesheets and practice schedules for music students</li></ul>
<b>Supplemental Experience:</b>	<b>Server</b> December 2014 - July 2016 Blue Lobster, Pensacola, FL
	<b>Teller</b> August 2013 - December 2014 First National Bank of Florida, Pace, FL
<b>References:</b>	Available upon request

## Hybrid Résumé Example

<b>Hi Tech</b> 1400 Computation Circle Pace, FL 32571 850-123-4321 Hi.Tech@gmail.com <a href="http://www.linkedin.com/in/hitech">www.linkedin.com/in/hitech</a>	
<b>EDUCATION</b>	
<b>Bachelor of Science, Computer Science</b> University of West Florida, Pensacola, FL	<b>12/2016</b>
Selected Coursework: Software Engineering I & II, Human-Computer Interaction, Theory & Fundamentals of Networks, Advanced Computer Programming, Data Mining	
<b>PROFESSIONAL EXPERIENCE</b>	
<b>Computer Systems Specialist Intern</b> Big Computer Corporation, Milton, FL	<b>8/2016 - Present</b>
<ul style="list-style-type: none"><li>• Installed and engaged in troubleshooting on Windows systems</li><li>• Maintained and performed regular troubleshooting on servers</li><li>• Developed and updated help desk tickets for various activities</li><li>• Provided training for various administrative software packages</li><li>• Coordinated with management and processed various quotes for service</li><li>• Performed research on all computer hardware and software</li></ul>	
<b>SKILLS AND ABILITIES</b>	
<b>Teamwork and Communication</b> <ul style="list-style-type: none"><li>• Conducted computer and system performance tests and troubleshooting exercises in a laboratory environment with teams ranging from 2 - 6 researchers utilizing Python code on Linux operating systems</li><li>• Delivered presentation addressing networking fundamentals and employing Cisco routers and switches to 35 peers</li><li>• Interacted with 100+ customers weekly through sales-oriented positions, answering inquiries, providing high-quality service, and consistently receiving positive feedback from teammates, customers, and supervisors</li></ul>	
<b>Technical Skills</b> <ul style="list-style-type: none"><li>• Capstone Project: Designed and developed an application monitoring heartrate and number of steps for ABC Health Company written in C# using the Visual Studio integrated development environment on the Windows 10 operating system interfacing with an SQL Server database</li><li>• Languages: Java, C++, C, Visual Basic .NET, ASP .NET, Visual Basic 6</li><li>• Software Packages: Adobe Photoshop, AutoCad, Microsoft Visio</li><li>• Databases: MS SQL SERVER, IBM DB2, Database Design</li><li>• Operating Environment: UNIX, Linux, Windows</li></ul>	
<b>ADDITIONAL EMPLOYMENT HISTORY</b>	
<b>Pizza Delivery Driver</b> The Pizza Place of Pace - Pace, FL	<b>9/2014 - 8/2016</b>
<b>Cashier</b> Flomaton's Finest Fast Food Restaurant - Flomaton, AL	<b>7/2013 - 9/2014</b>

## Federal Résumés

A federal résumé uses the same information from other résumé formats, but goes into more depth about your skills, past duties and accomplishments. Visit [gogovernment.org](http://gogovernment.org) to see more in depth instructions on how to create a federal résumé.

### PRIVATE INDUSTRY

- 1-2 pages
- No supervisors or salaries listed
- Fewer details in descriptions
- Creative, graphic, and functional résumés are acceptable
- Keywords are desirable

### FEDERAL GOVERNMENT

- 3-5 pages is acceptable
- Supervisors' names and salaries included
- More details for work descriptions to demonstrate your qualifications for a job
- Chronological, traditional format
- Keywords are needed
- References are included in résumé

## How is a CV different from a résumé?

A curriculum vitae (CV) is used in academic circles and medical careers as a replacement for a résumé and is far more comprehensive. A CV elaborates on education to a greater degree than a résumé and is expected to include a comprehensive listing of professional history, including every term of relevant employment, academic credential, publication, contribution, or significant achievement. In certain professions, it may even include samples of the person's work and be several pages in length. One of the most important things to remember when working on your curriculum vitae is that there is not one standard format. There are different emphases in each discipline, and a good CV is one that emphasizes the points that are considered to be most important in your discipline and conforms to standard conventions within your discipline.

## Common CV Headings

- Name & contact information
- Education
- Dissertation title or topic
- Fellowships/Awards/Honors
- Research experience
- Teaching experience
- Other relevant experience
- Presentations\*/Conferences
- Publications\*

\*Consult your field's publication style guide for the recommended approach to citing these works.

## Additional Headings to Consider

- Certification(s)
- Professional associations
- Leadership & service
- Community involvement
- Research Interests
- Special training
- Languages (include level or proficiency)
- References

**Jonathan O. Benjamin**  
(540) 555-3000 | job@uwf.edu  
1200-F University Terrace | Destin, FL 32541

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**OBJECTIVE** Post-doctoral research position related to DNA sequencing.

**EDUCATION**

**Doctor of Philosophy, Microbiology**, Expected June 2018  
Virginia Polytechnic Institute and State University (Virginia Tech), Blacksburg, VA  
**Dissertation:** Regulation of aerobic gene expression in *Escherichia coli*  
Advisor: Thomas W. Adamson

**Master of Science, Biology**, December 2013  
University of West Florida, Pensacola, FL  
**Thesis:** An examination of anthocyanin gene copy number in two northwest *Delphinium* species

**Bachelor of Science, Biology**; Minor: Chemistry, May 2011  
University of West Florida, Pensacola, FL

**HONORS/AFFILIATIONS**

American Society for Microbiology, 2008 - present  
Sigma Xi, The Scientific Research Society, 2014 - present  
National Institutes of Health Pre-doctoral Fellowship, 2012 - 2013  
Cunningham Dissertation Fellowship (Virginia Tech research grant), 2016 - 2017  
Phi Beta Kappa, inducted 2008

**RESEARCH INTERESTS**

Regulation of aerobic gene expression.  
DNA sequencing and determination of DNA binding domains.

**TEACHING INTERESTS**

Undergraduate biology and microbiology courses including microbiology, genetics, and microbial genetics.  
Graduate microbiology courses.

**RELATED EXPERIENCE**

**Research**

**Pre-Doctoral Fellow/Ph.D. Research**, Department of Biology, University of West Florida, Pensacola, FL, August 2015 - May 2016

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

**Research Fellow**, National Institutes of Health, Poolesville, MD  
May 2013 - August 2014

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

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Jonathan O. Benjamin Page 1 of 2

**Research Assistant**  
Department of Biology, University of West Florida, Pensacola, FL  
August 2010 - May 2011

- Performed protein bioassays and prepared tissue cultures
- Assisted with DNA preparations for DNA fingerprinting, including isolating DNA and gel electrophoresis
- Analyzed data to present at the Student Scholars Symposium

**Biology Research Technician**  
Biotech Research Laboratories, Inc., Roanoke, VA  
May 2010 - August 2010

- Participated in DNA fingerprinting project
- Digested genomic DNA with restriction enzymes
- Separated digested DNA fragments by electrophoresis through agarose gels and transferring via employment of the Southern Blotting Technique
- Prepared buffers, photographed gels, and developed autoradiographs

**Teaching**

**Laboratory Instructor**, Department of Biology, University of West Florida, Pensacola, FL  
August 2012 - December 2013

- Taught 2 laboratory sections each semester for undergraduate introductory Microbiology course
- Prepared and coordinated the use of laboratory materials, equipment, and resources

**Teaching Assistant**, Department of Chemistry, University of West Florida, Pensacola, FL  
August 2011 - May 2012; August 2012 - May 2013

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

**PUBLICATIONS**

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

Doctor, J. B. and T. W. Advisor. 2015. Structures of the promoter and operator of the *glpD* gene encoding aerobic sn-glycerol 3-phosphate dehydrogenase of *Escherichia coli* K-12. J. Bacteriol. 52: 136-162.

Advisor, T. W., J. B. Doctor, A. Colleague, and S. Colleague. 2013. Purification and characterization of the repressor for the sn-glycerol 3-phosphate regulon of *Escherichia coli* K-12. J. Biol. Chem. 118: 98-132.

**ABSTRACTS**

Doctor, J. B. and T. W. Advisor. 2015. Nucleotide sequence of the *glpR* gene encoding the repressor of *Escherichia coli* K-12. Am. Society for Microbiol., Anaheim, CA.

Advisor, T. W., J. B. Doctor, A. Colleague, S. Colleague, and A. M. Graduate. 2015. Tandem operators control sn-glycerol 3-phosphate *glp* gene expression in *Escherichia coli* Gordon Res. Conf., Meriden, NH.

Doctor, J. B. and T. W. Advisor. 2014. Regulation of aerobic sn-glycerol 3-phosphate dehydrogenase *glpD* gene expression in *Escherichia coli* K-12. Am. Soc. for Microbiol., Miami Beach, FL.

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Jonathan O. Benjamin Page 2 of 2

# Cover Letters

A well-written cover letter should complement your résumé and will help paint a more complete picture of who you are as a person and candidate. Each cover letter should be specific to the position for which you are applying; therefore, one cover letter does not apply to all circumstances. When writing a cover letter, make sure you write it from the employer's perspective (e.g., what unique contributions are you going to bring to the job/company?). Try to keep your letter to one page and include at least three paragraphs.

## Cover Letter Basics

- Distinguish yourself by addressing your cover letter to a specific individual if possible. Call or visit the company to get the appropriate person's name & title
- Do not just reiterate your resume; make sure you touch upon aspects of your character & personality
- If you heard about the position through networking, make sure you state that early in your letter
- Show that you have done your research by mentioning what interests you most about the position/company
- Use the same high-quality paper for your resume, cover letter, & reference sheet
- If you are emailing your resume to an employer, use a shortened version of the text of your cover letter in the body of the email. It must be effective and concise

## COVER LETTER SAMPLE

Susie Jobseeker (*your name and address*)  
1010 University Road, Apt. B  
Pensacola, FL 32514

September 25, 2020

Mr. Phillip Cross (*employer's name, title, and address*)  
Assistant Director of Career Development and Community Engagement  
University of West Florida  
11000 University Parkway  
Pensacola, FL 32514

Dear Mr. Cross,

**First Paragraph.** Your main objective in this opening paragraph is to give your cover letter focus by describing the position or type of work for which you are applying. You also want to let the reader know where you found the ad or how you heard about the opening/company (e.g., friend, social media, online job board, etc.). It is also advantageous to mention at least something about the company or position that interests you. This shows that you have done some research about the position and/or company.

**Second Paragraph.** This is where you pull out the "big guns." Make sure you draw a specific connection between the position/company and your qualifications and experiences. One of the most common pitfalls in cover letter writing is detailing how working for that company will benefit you. The employer really needs to know what unique contributions you are going to bring to the position/company. This is a great time to talk about educational experiences such as special projects completed in a specific class. Make sure you can cite specific instances of demonstrated behavior. For example, if you say that you are an organized person, make sure you follow that statement with a specific example of how/when these organizational skills have helped you or been recognized by others. The cover letter is the time to speak about the "intangibles" of your character and personality whereas the résumé is simply a listing of your experiences.

**Final Paragraph.** Refer the reader to the enclosed résumé that summarizes your qualifications, training, experiences, etc. Assure the employer that you are the right person for the job by continuing to draw a connection between your unique skills and the position/company. Also, make mention of the next step. If there is an open position that has been posted, it probably means that there is a process already in place. In this case, it is acceptable to say, "I look forward to setting up an interview whereby we may discuss my qualifications further." If you are prospecting or networking to find a job, make sure you mention how you will follow up (e.g., "I will call you....," "I will be in your city on a certain date and would like to meet...."). Make sure to indicate your flexibility, repeat your phone number (or add a different number where you can be reached during certain hours), and offer any assistance necessary to help obtain a speedy response. Finally, make sure you thank the reader for his/her time reviewing your application materials.

Sincerely,  
(*Make sure you sign the letter or scan in your signature*)

Susie Jobseeker

Enclosure  
(*This means that you have attached documents such as a résumé and/or portfolio*)

## Types of Cover Letters

**APPLICATION LETTER** You are applying for a job posted for open recruitment. In this case, you can use the job description to help draw a connection between what the company is looking for and your unique skills and experiences.

**PROSPECTING LETTER** In this case, there is not an open position, but you are interested in working for a specific company. You will need to highlight your unique contributions. In your concluding paragraph, be sure to make mention of the next step and be prepared to follow up on your own.

**NETWORKING LETTER** Your main objective is to identify a specific connection between you and the reader. Make sure to mention this connection early on in the cover letter. The rest of the letter should be written as a prospecting letter.



## Purpose

The purpose of a reference sheet is to have a list of people who can verify and elaborate on your professional experience for a potential employer should the employer request references. Past employers, professors, and advisors are some of the best professional references to have. Be sure to maintain close professional relationships with these contacts. If you include a statement such as “References Available Upon Request” on your résumé, you should be able to produce a reference sheet as soon as one is requested.

## Things to Remember

Make sure to include people who are familiar with your work and know what type of person you are. It is important to select individuals who know your distinctiveness so that they can provide a positive and accurate description of you to the employer. You should always contact your references before including them on a reference sheet. It is also a good idea to give them a copy of your résumé and talk to them about the job you are seeking so they will know how to best represent you.

## Reference Sheet Tips

### What to Include

- Your header from your résumé
- Your reference's information, which includes:
  - ✓ Name
  - ✓ Department/Company
  - ✓ Title/Position
  - ✓ Address
  - ✓ Telephone number
  - ✓ E-mail
  - ✓ Relationship to this person (e.g., supervisor, coach, advisor)

### Other considerations

- List 3-5 professional references or however many are requested on application instructions
- Make sure you ask permission from a reference before putting his/her name on your reference sheet
- Give the reference a copy of your résumé
- Examples of references include former employers, professors, coworkers, coaches, or advisors
- Do not send references with your résumé if they are not requested; instead, take your reference sheet to the interview
- Inform your references as to when they can expect to be contacted by a potential employer & provide them information regarding your interest & skills for the job so they are fully aware of your skills & experiences that coincide with the position



# Graduate School: Is It Right for You?

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

- have a clear sense of what career you want to pursue and if an advanced degree is required for entry into that field
- are interested in law, medicine, or college/university teaching, which are areas that require a degree beyond the baccalaureate level
- are able to benefit from an increase in salary/promotional opportunities as a result of advanced study
- want to immerse yourself in the study of a particular academic discipline purely for the love of it

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

- are unsure of your career interests
- regard the campus as a sheltered place and are trying to delay entrance into the “real world”
- want to stay in school to avoid a poor job market

## Should I work first before attending graduate school?

### Work first if...

- work experience is desired when applying to your desired field of study (In the case of some competitive professional schools, admissions may be very interested in your work background)
- work experience is needed for you to clarify your career goals
- work experience would enhance your application credentials by offsetting mediocre grades or test scores

### Attend graduate school first if...

- you are absolutely sure that the career you want requires a graduate degree
- you are concerned that if you do not go now, you will not be able to return to the lifestyle of a college student
- your study habits and mental abilities are at their peak, and you do not want to lose the discipline or motivation to write a paper or study for exams

## Choosing the Right Program for You: Types of Degrees

Some graduate degrees are academic, and others are professional in orientation. Academic degrees focus on original research whereas professional degrees stress the practical application of knowledge and skills required for practicing in the profession. A master's degree may take 1 to 3 years to earn, and a doctoral degree generally takes 4 or more years to complete. Those who intend to pursue doctoral degrees may elect to choose a school where they can complete both degrees or choose to earn a master's degree first and then proceed to a different university or somewhat different program of study for their doctoral work.

Once you have decided to pursue graduate study, begin to explore schools through various websites, such as [mycareershines.org](http://mycareershines.org) (click on the **Go to College** tab > **Explore Colleges & Universities**), [gradschools.com](http://gradschools.com), and [studentdoctor.net](http://studentdoctor.net) (for information about medical schools). It is also a good idea to discuss graduate schools with faculty or consider visiting the campus for a better perspective.

## Criteria to Consider When Looking at Graduate Programs

- Degree requirements
- Entrance requirements
- Length of program
- Program reputation/ranking (accreditation)
- Program/Research emphasis
- Publications & professional affiliations
- Application deadline
- Cost
- Financial aid & scholarships
- Department size/diversity
- Career potential
- Thesis/Dissertation/Comprehensive exam requirements
- Partner/Family considerations
- Number of accepted students per year
- Feedback from alumni
- Faculty-to-student ratios
- Experiential learning opportunities
- Delivery formats (online, in-person, weekends, evening, summers, small cohorts, etc.)



# Graduate School: Applying to a Program

Application requirements differ substantially among institutions and programs, so read each school's material carefully to make sure you file a complete and timely application.

## Graduate Admission Exams

Schools generally require a graduate admission exam, which you should plan to take approximately 1 year before your anticipated matriculation date. The tests vary by type of graduate study. The schools' catalogs will specify which test you need and may give some indication of the score needed to be competitive for the program. The most common graduate admission exams are listed below with websites for more information.

- **gre.com** - Graduate Record Examination
- **lsat.com** - Law School Admission Test
- **aamc.org/mcat** - Medical College Admission Test
- **mba.com** - Graduate Management Admission Test
- **pcatweb.info** - Pharmacy College Admission Test
- **milleranalogies.com** - Miller Analogies Test



Most tests are offered on UWF's campus; contact Testing Services for availability, prices, and times.

**uwf.edu/testing | 850.473.7340**

## Official Transcripts

Your undergraduate work must also be sent to the graduate schools; contact the UWF Office of the Registrar to have your official transcripts sent.

## Letters of Recommendation

Letters of recommendation are also a typical admission requirement. Schools may specify who should write the letters, how many letters should be written, what topics should be addressed, and any other specific criteria. The best recommender is one who has high regard for your work, is credible, and knows you well. If you have not already, build relationships with faculty members and other mentors and discuss with them your reasons for going to graduate school and why you are applying to specific programs. Approach your recommenders early in the fall of your senior year to give them time to write the letters. It is helpful to provide your recommenders with copies of your résumé, personal statement, transcript, and online instructions or addressed, stamped envelopes to mail the letters.

## Personal Statement/Letter of Intent

This is an important and time-consuming aspect of the application because it is your opportunity to present yourself beyond the numbers. This is one measure of your writing ability, so be meticulous about spelling, grammar, and writing style. The essay is also used to assess your enthusiasm for the field of study, your motivation, creativity, maturity, and uniqueness. Check out **mycareershines.org** (Go to College > Graduate School page), **statementofpurpose.com** and **gradschools.com** (Resources > Get Informed > Applying to Graduate School > Essay Writing) for more information and examples.

When writing your personal statement, pay attention to word, page, and character limits. Also, be sure to thoroughly answer specific question prompts. Aligning responses to institutional missions and values is important as well. Your personal statement could be the deciding factor in your admission to graduate school, so be sure to thoroughly review it and have other reviewers provide feedback. These reviewers can include career coaches, faculty members, and others.

*Some information adapted and copied with permission from the National Association of Colleges and Employers (NACE)*

## What Admissions Committees are Seeking

The following themes can be incorporated in your personal statement:

- Individual's background (academic/research, professional, relevant personal information, etc.)
- Commitment to/enthusiasm for the field of study and particular program
- Specific research interests
- Publication potential
- Personality and uniqueness
- Work ethic (leadership, initiative, etc.)
- Commitment to goals and motivation in general
- Creativity
- Maturity and self-awareness
- Volunteer/philanthropic experience and altruistic future intentions

# Job Search Strategies: Networking

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Your ability to create and foster relationships just may be your most powerful job search strategy. **According to the U.S. Bureau of Labor Statistics, approximately 70% of the time, individuals find their careers through networking.**

Networking can be done anytime and anywhere—at a coffee shop, through online social networking, at a job fair, or through a chance encounter. The most important first step in networking is to smile and be friendly. You never know with whom you might strike up an important conversation.



## Here are some tips on how to get the most out of networking

### Know what you want.

Knowing what you want can help you identify new people who you should meet, people who have applied their skills and goals to their career. Also, be specific about your career goals.

### Be assertive.

Treat it like a political campaign, and do not be afraid to promote yourself. Use your time with new people wisely. You need to give the impression that you are confident.

### Do not ask for jobs.

Imagine calling an individual to ask if he/she has any jobs available. It may force the other person to say no to you. Instead, ask for advice, and people will be more likely to share their time.

### Pack your marketing materials.

An up-to-date résumé as well as networking or business cards with your contact information are great to keep with you and will make it easy to give people access to your information. Follow up after meeting someone by making a call or sending an e-mail telling the person how much you enjoyed your discussion, and never forget to say, “Thank you.”

### Do not forget your current network.

Your current network is comprised of family members, friends, teachers, coaches, pastors, and community members who can be great resources, both as advocates and advisors.

### Use social media as a networking tool.

Social media is a great tool to begin your professional networking. Employers are actively utilizing social media to recruit and hire employees. Once you have connected with someone through social media, try to arrange face-to-face interactions through informational interviews or other meetings. On the following page are some steps to work toward that end goal.

# Job Search Strategies: LinkedIn

LinkedIn, what some call “professional Facebook,” is the world’s largest professional social network. It is used widely by recruiters, hiring managers, and professionals in hundreds of industries to both develop themselves professionally and to find qualified candidates for open positions. With hundreds of millions of members, LinkedIn allows a user to:

- Easily create a professionally-oriented presence online
- Discover connections to organizations and opportunities via people he or she already knows
- Learn about trending news in an industry or field and share it with others
- Get introduced to the right person to contact at an employer of choice
- Find job and internship opportunities as well as the individuals who posted them

This next page will cover strategies about creating a strong profile, using LinkedIn to network and connect professionally, and finding internship and job listings.

*\*Adapted from the National Association of Colleges and Employers’ The Career Counselor’s Guide to LinkedIn, 2016*

## COMMUNICATING WITH ALUMNI

Whether you’re a student or recent graduate, the LinkedIn Alumni Tool can help you make academic and career choices based on the actual paths of alumni. Visit [linkedin.com/alumni](https://www.linkedin.com/alumni) and start connecting with more than 43,000 UWF alumni across the world.

## Sample Alumni Cold Contact Message

“Hello, Ms. Jones. I’m a fellow UWF alum and was impressed by your profile. I’m also a recent Communication grad, and I’m always looking to connect with others in the field. Would you be interested in a brief phone conversation sometime soon? Thanks for considering my request and keep up the excellent work.”

**Jill Smith ‘16**

To get the most benefit out of your LinkedIn account, it is important to not only give consideration to the creation of your profile, but also to the management of your online presence. Use the following approaches to establish a successful LinkedIn presence.

## Profile Creation and Maintenance Tactics

- Take a professional headshot to include on your profile. Contact Career Development and Community Engagement for more information
- Include industry-specific buzzwords in your summary section
- Develop a short, bulleted list of key skills/highlights for your summary section
- Use the intuitive, user-friendly editor built in to LinkedIn to add section content
- Incorporate appropriate field-related pictures, documents, and images into each section
- Solicit endorsements and recommendations from former and current employers, faculty members, etc.
- Use others’ profiles as models and exemplars

## Online Presence Management Tactics

- Demonstrate that you are a dynamic user through meaningful status updates (e.g., volunteer work, research papers, industry-related posts, etc.)
- Find and engage with relevant-to-field LinkedIn Groups (e.g., SHRM for human resources job seekers)
- Look at those who came before you by conducting an alumni search to uncover natural connections through major, student organization, or other affiliation (e.g., History majors, SGA, fraternity or sorority membership, etc.)
- Utilize LinkedIn’s job search tool
- Reach out to recruiters, and pay attention to second-degree connections who can introduce you to opportunities (e.g., current and past company employees, etc.)
- Follow companies or organizations with whom you might be interested in working
- Send targeted, individualized messages when making connections



# The Interview Process

## Types of Interviews

**TRADITIONAL INTERVIEWS** tend to focus on your résumé. Interviewers use your résumé as a guide to explore your decisions and achievements through academics, work, campus, and community involvement. The interview questions focus on your attitudes, professional or management styles, interactions with others, and, sometimes, reactions in hypothetical situations. One benefit of interviewing is for both the interviewer and interviewee to see whether or not their values, interests, personalities, and skills are compatible.

Each interview is different, but there are standard questions that arise. By reviewing them in advance, you can arrive confident and ready to articulate your skills and qualifications.

- **Always answer the question directly.** If the interviewer asks you how you feel about an issue in the workplace, be sure to give a clear and concise answer to the question.
- **Have your one-minute commercial ready.** Many times an interviewer will ask you to describe yourself. By using a 1-minute commercial, you should summarize your abilities, skills, goals, accomplishments, and interests. You also want to highlight your background and different types of experience. The goal of the 1-minute commercial is to give the interviewer enough information that he or she will want to learn more about you and what you can offer the company. Some items to highlight in your commercial are:
  - Your major
  - Type of position you are seeking
  - Work experience
  - Class projects
  - How your background & goals fit with the company's needs
- **Try not to ramble.** Many times when interviewers ask open-ended questions, you may feel the urge to give long, wordy answers. Remember to give clear, concise answers that are directly related to the questions the interviewer asks.
- **Provide examples.** If the interviewer does not ask you for specific examples of situations, try to give examples when they are appropriate for the question. By giving examples that support your statements, you are showing analytical skills that will strengthen your presentation and allow for a more memorable picture of your skills for the interviewer.

**BEHAVIORAL INTERVIEWS** focus on actions and behaviors and not on hypothetical situations. The purpose of this type of interviewing is to evaluate past behaviors and use them as predictors of future behavior. Instead of concentrating on how you would handle a situation, the interviewer focuses on how you did handle the situation. The hiring official/committee will want to hear details and not generalizations concerning events. Typically, interviewers who conduct behavioral interviews are trying to collect and evaluate information about behaviors that are needed to be successful on the job.

In these types of interviews, you will be asked to give examples of how you handled certain situations. These questions may range from, "Tell me about a time when you were faced with an ethical dilemma," to "Tell me about a time when you demonstrated leadership skills." When you are asked questions of this nature, remember to use the **STAR technique** outlined below.

## STAR Technique

**SITUATION:** Define the situation or "set the stage"

**TASK:** Identify the task or the problem that needs action

**ACTION:** Describe the action that you took, illustrating the skills you used

**RESULT:** Summarize the outcome of the situation

Below is an example of how you might use the STAR technique to answer the question, "Tell me about a situation in which you demonstrated leadership skills."

**SITUATION** "Last year, my student organization sponsored a fund raising project for a local after-school program."

**TASK** "I was asked to organize the project."

**ACTION** "I recruited & chaired a committee of 8 to accomplish our goal under a tight deadline, which was successfully met. I led the committee in developing a fund raising plan, which included a budget. I then initiated the proposal of the plan to the Student Activities Board in order to seek approval."

**RESULT** "The plan was approved, and the campaign generated more than \$3,000 for the after-school program. Because the plan worked so well, I was asked to become a member of the Campus Activities Executive Board the following semester."

\*Development Dimensions International, Inc. of Pittsburgh, Pennsylvania, claims the STAR technique as their "Copyrighted Intellectual Property."

Interviewing information adapted with permission from Claremont University.

# Interviewing Best Practices

## Interview Do's

- Remember to brainstorm before the interview. You should have 5 concrete examples of strong communication, leadership, and teamwork skills.
- Know the exact time, location, and how long it takes to get to the interview.
- Arrive at least 15 minutes early. Also, know the interviewer's phone number in case there is a problem and you are going to be late.
- Treat everyone in the office with respect. You never know whose opinion may be solicited during the hiring process.
- Make eye contact, offer a firm handshake, and have a friendly expression when you greet the interviewer.
- Listen to the interviewer's name and pronunciation. Always address the interviewer by his/her title (e.g., Ms., Mrs., Mr., or Dr.) and last name unless you are invited to do otherwise.
- Be thorough in your responses, but be concise in the wording. Be sure to give detailed examples when asked.
- If you do not understand a question, politely ask for clarification.
- Be honest about yourself and your abilities. If you are dishonest and the interviewer discovers it, your job offer may be withdrawn — or worse, you may be fired after receiving the job.
- Research the company and prepare questions that you did not find in your research. This will show the interviewer you have taken the initiative to find out about the details of the company.
- Know about the next steps in the hiring process; know whom you expect to hear from next and when.
- When the interview is complete, make sure to offer a firm handshake to the interviewer, and thank him or her for considering you for the position.
- Remember to ask for business cards from each person who is interviewing you. You will want to write them each thank you notes for their time and consideration of you for the open position
- Maintain good eye contact and posture

## Interview Don'ts

- Don't make negative remarks about past employers or companies.
- Don't make excuses about your behaviors or actions. Take responsibility for your decisions.
- Don't lie on the application or answers to interview questions.
- Don't repeat the information from your résumé. Elaborate further on your varied experiences that relate to the position.
- Don't focus excessively on others' contributions when discussing your own skills and experiences.
- Don't treat the interview casually. You are wasting the interviewer's and company's time.
- Don't give the impression that you are only interested in the position's salary. Don't ask about the salary or benefits until the interviewer brings up the subject. (But be prepared to talk about salary at any time, and be ready to have talking points in order to negotiate.)
- Don't ask about promotions until after an offer is formally extended.
- Don't chew gum or smell like smoke.
- Don't answer your cell phone during the interview. If you have a cell phone, turn it off before the interview begins.
- Don't act like you are desperate for employment or that you would take any job offered to you.
- Don't be unprepared for typical interview questions. You might not be asked all of the questions, but being unprepared looks foolish.
- Don't exhibit frustrations or negative attitudes in the interview process.
- Don't fidget, slouch, or use excessive hand gesturing.

*Interviewing Do's and Don'ts adapted with permission from Virginia Tech University.*



# Interview Attire

## What Your Clothes Say About You

Appropriate attire supports your image as a person who takes the interview process seriously and understands the nature of the industry in which you are trying to become employed. Even if it is not an interview, make sure to dress professionally for any interaction with an employer. Your attire should be noticed as being appropriate and well-fitting, but it should not take center stage. If you are primarily remembered for your interview attire, this is probably because you made an error in judgment!

Dressing nicely and appropriately is a compliment to the person you meet, so, if in doubt, err on the side of dressing better than what may be expected. Even if you are aware that employees of an organization dress casually on the job, you should still plan to dress professionally for the interview unless you are specifically told otherwise by the employer. Never confuse an interview or business function with a social event. Do not dress for a party or a date. Remember, you want your experience and qualifications to shine. Your appearance should enhance your presentation, not overwhelm it!



### CASUAL

This type of casual clothing is not appropriate for most workplace settings, especially not for job interviews.



### SOCIAL EVENTS

While this attire is dressier and more fitting for a social event or date, it is still not considered appropriate attire for an interview.



### PROFESSIONAL WEAR

These outfits could be recommended for job interviews. They are professional and meet all the criteria for making a good impression!

MEN

WOMEN

	Essential Interviewing Attire	Other Important Tips
MEN	<ul style="list-style-type: none"> <li>• Suit (e.g., navy, gray, khaki)</li> <li>• Tie</li> <li>• Long-sleeved, button-up shirt (light solids or conservative stripes)</li> <li>• Gently worn shoes</li> <li>• Belt</li> <li>• Socks</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that all facial hair is well groomed</li> <li>• Use cologne sparingly</li> <li>• If you choose to wear jewelry, be conservative</li> </ul>
WOMEN	<ul style="list-style-type: none"> <li>• Pant or skirt suit (skirt should hit knees)</li> <li>• Blouse or knit top</li> <li>• Shoes/heels (heels should be no higher than 3 inches)</li> <li>• Hose (optional depending on time of year)</li> </ul>	<ul style="list-style-type: none"> <li>• Select modest styles and conservative colors for your suit</li> <li>• Blouses or knit tops with small patterns &amp; subtle colors are recommended</li> <li>• Use perfume sparingly</li> <li>• Depending on the industry, conservative jewelry is suggested</li> </ul>

## So how much will this cost me?

You are not expected to be able to afford the same clothing as a corporate CEO. However, do invest in quality attire that will look appropriate during your first 2 or 3 years on the job. One good quality suit is sufficient for a job search if that is all your budget allows. You can vary your shirts, blouses, ties, & other accessories to change up the outfit.

\*These descriptions portray very traditional gender identities. Dress professionally for the gender you would like to be seen as to the interviewer. When in doubt, select professional, but gender-neutral clothing choices. This is a highly individualized decision. Utilize resources such as HRC's Corporate Equality Index (available at [hrc.org](http://hrc.org)) to evaluate the employer or organization's policies and practices pertinent to gender identity and expression.

# Sample Questions and Scenarios

## Sample Interview Questions

### Questions Asked by Employers

1. Tell me about yourself.
2. What are your long-range and short-range goals?
3. What is your greatest strength/weakness?
4. Why should I hire you?
5. What qualifications do you have that make you think you will be successful in this career?
6. What is your perceived role when working as part of a team? Tell me about a time when a co-worker/group member did not fulfill his/her responsibilities. How did you react?
7. Tell me about a time when you felt you were in conflict with a supervisor or co-worker. How did you react? How was it resolved?
8. What interests you most about this position and/or company?
9. How do you determine or evaluate success?
10. What questions do you have for me?

### Questions to Ask Employers

1. What type of training does your organization offer?
2. What types of assignments might I expect during the first 6 months?
3. What is the organization's plan for the next 5 years, and what is the department's role?
4. Describe the team/project assignments and the mix of people involved.
5. What is the management philosophy of this organization?
6. How would you describe the company culture?
7. What is the largest single challenge facing your staff or department right now?
8. How do you feel about creativity and individuality?
9. Do you have plans for expansion?
10. What is the next course of action? When should I expect to hear from you, or should I contact you?

*NOTE: This is not an exhaustive list of possible interview questions.*

## Understanding Illegal or Unethical Interview Questions

Potential employers are supposed to ask you questions that are related to the job you are seeking. Those questions should be related only to facts that are relevant to whether you can perform the functions of the job. Some types of questions are protected from being asked by law, such as those that are based on race, color, sex, marital status, number and/or ages of children or dependants, religion, and national origin (unless disclosure of this information is required to meet the job description). Other questions regarding age, sexual orientation, and disability are also prohibited if they are used solely to discriminate against a prospective candidate.

### Inappropriate Interview Questions and How to Handle Them

- You can rephrase the question. For example, you may encounter an employer who states, "This job requires a lot of travel; would your spouse object to you being away from home often?" You could answer, "Are you asking me if I will be able to travel for the job? If so, yes, I can assure you I can travel as needed."
- You can answer the question. If you answer the question directly, you may jeopardize your chances of being hired. Although there may be legal recourse available to you, this is not the preferred outcome for most job applicants.
- You can refuse to answer the question. If you refuse to answer, you still run the risk of appearing uncooperative or confrontational and losing the job. There may be legal recourse, but that is hardly a perfect situation.
- You can examine the question for its intent and respond with an answer as it might apply to the job. For example, if an employer asks you, "What kind of child care arrangements have you made?" Your answer could be, "I can meet the work schedule that this job requires."

*Adapted and copied with permission from The National Association of Colleges and Employers (NACE)*

# Dining Etiquette

Job interviews over dinner require a less aggressive sell than an office interview. The company usually believes you can do the job at this point and would like to evaluate your social skills.

- Focus on the interviewer even if the restaurant is noisy and full of distractions
- Avoid discussing religion, politics, or anything else that might be controversial
- Although the setting might be casual, do not become too familiar with the interviewer; remain professional
- Try your best to remain relaxed and stay confident; remember the company often believes you can do the job

## Dining Etiquette Tips

Use excellent table manners and follow these dining etiquette tips at the table:

### DO'S

- When in doubt of the proper procedures, observe your host and follow good examples
- If more than 1 person is interviewing you, allow everyone to sit, and then put your napkin in your lap
- Order something that is easy to eat; if in doubt, order what the interviewer is eating
- Wait for everyone at your table to be served before beginning the meal
- Transport food to your mouth, not your mouth to your food
- Sit up straight at the table
- If you are asked to pass the pepper or the salt, do it as a set
- When you are not eating, keep your hands on your lap or resting on the table (with wrists on the edge of the table)

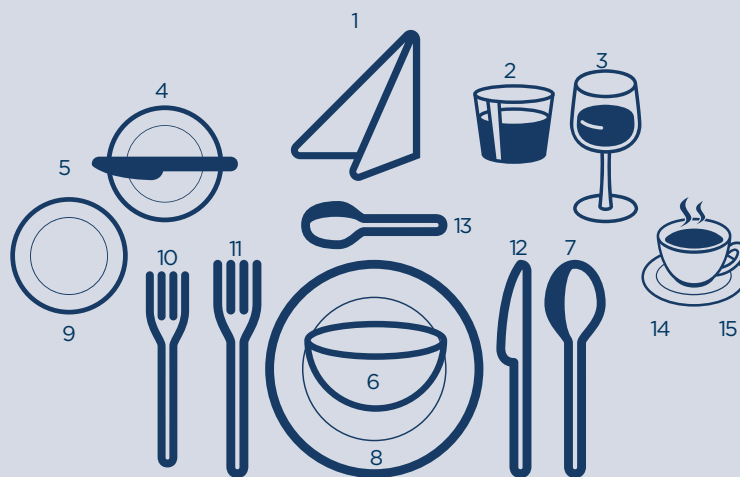
### DON'TS

- Never spit an inedible object into your napkin (remove food from your mouth with an inconspicuous motion using a dining utensil and discreetly place on plate)
- Never put silverware on the table after it has been used (rest it on the plate instead)
- Never chew with your mouth open or speak with your mouth full
- Don't slurp from a spoon
- Don't apply cosmetics at the table
- Never have gum at the dinner table
- Don't ask for seconds or ask the server to take your food back
- Do not order alcohol (unless the employer does or offers, then 1 glass would be appropriate with the meal)

## After the Meal

- Be sure to thank your host(s) for the meal
- Ask for business card(s) from your host(s) if you have not already requested one
- Leave on a positive note by expressing your interest in the job
- Write the host(s) "thank you" notes

## FORMAL TABLE SETTINGS



1. Napkin
2. Water Glass
3. Wine Glass
4. Bread Plate
5. Bread Knife
6. Soup Bowl
7. Soup Spoon
8. Dinner Plate
9. Salad Plate
10. Salad Fork
11. Dinner Fork
12. Dinner Knife
13. Dessert Spoon
14. Coffee Cup
15. Saucer



# Thank You Letters

## Want to continue to make a good impression?

Make sure you write a thank you letter after your phone and in-person interviews. You should use every opportunity possible to reinforce your interest and qualifications for the position. A thank you note should be sent no later than 48 hours after your interview.

## The thank you letter accomplishes 3 main things

- It reminds the employer of your interview and expresses your sincere appreciation
- It reemphasizes your strongest qualifications; make sure to draw attention to the match between your qualifications and the job requirements
- It reiterates your interest in the position; you can also use this opportunity to provide something you may have neglected to mention in the interview

Many students ask if it is acceptable to e-mail a thank you note. If you have been using e-mail to communicate with the employer prior to the interview, it is acceptable to e-mail your thank you note. However, a handwritten letter is recommended.

Although the example provided is typed, a handwritten note on an actual thank you card is the preferred method; please use this as an example of appropriate content.

Make sure you obtain the correct spelling, proper title, and address for the recruiter(s) who interviewed you. A great way to ensure this information is correct is by collecting business cards from the recruiters who interviewed you. If you are interviewed by more than 1 person, make sure you send a thank you note to each individual separately. This will demonstrate your sincere appreciation for each person.



*Thank You*

Dear Mr. Jones,

Thank you for taking the time to interview me for the Marketing internship available in the Career Development and Community Engagement office at the University of West Florida. I especially enjoyed learning more about your department and your commitment to students.

Based on our conversation, I am confident that with my education and prior work experiences, I could make a considerable contribution to your department and the University as a whole. In addition to the strengths we discussed yesterday, I also want to let you know that I have a strong background using Adobe InDesign for the creation of the monthly newsletter for my sorority.

I look forward to hearing from you regarding the next step in the interview process. Please do not hesitate to contact me should you need additional information about my qualifications.

Thank you again for your consideration.

Sincerely,

(signed name)

# Evaluating Job Offers

## Salary Decision Making

Large-figure salaries can be very enticing, but they may not be enough to make ends meet in some of the larger cities around the world. Fortunately, there are many websites that can help you find out more about the cost of living in many areas both inside and outside of the United States. Another great resource would be the chamber of commerce in the location of interest.

## Weighing a Job Offer

You are down to your final semester; you have 1 more research paper standing between you and graduation; you have had a successful interview with the employer of your dreams and were made an offer. The salary is phenomenal but so is the cost of living in the new city. The big question becomes whether you can afford to take the job. So many things come into play when weighing a job offer, and it is difficult to know where to begin.

First, you have to decide on the merits of the position:

- Is my new workplace culture one in which I would thrive and be happy?
- Will it offer me challenges that will keep me interested and motivated?
- Does the employer show (nonmonetary) appreciation for his/her staff?
- Is there a possibility of advancement?
- Is the job located in or near a city in which I would like to build a life?

Second, think about salary and whether you can afford to take the position and live the lifestyle you want. Consider the following questions when creating your budget:

- How much mortgage or rent can I afford based on the salary offer?
- Should I have renters insurance?
- Will I still have a car payment?
- Will my car insurance increase?
- Can I afford to start paying off my student loans?
- What will the essentials (e.g., cable TV, high-speed Internet, cell phone) cost?
- How much will my electricity, heat, water, sewer, and trash bills be?
- Does the employer sponsor a retirement plan? How much will I be expected to contribute?
- What about a rainy-day fund in the event my car breaks down or I encounter another emergency?

When it comes to budgeting, be honest with yourself. What do you really spend on entertainment, food, texting, etc.? Would you be willing to give up anything to have the job and live in the city of your dreams? [Cashcourse.org](https://www.cashcourse.org) is an online money management tool to get you started in the right budgeting direction. Once you know what you need to live on, you have your bottom line or “walk away” salary. In other words, if an employer cannot offer you more than the minimum you need to live on, you need to walk away from the job offer or be willing to renegotiate the salary.

After learning the minimum salary to meet your needs, identify the average local wage for the position you are being offered. The ability to speak to the employer intelligently about your salary and benefit needs will go a long way to establish your credibility with the employer. Be sure to do your homework. Know the latest wages and hiring trends for the area where you are applying for positions. The U.S. federal government’s [careeronestop.org](https://www.careeronestop.org), [onetonline.org](https://www.onetonline.org), or [mycareershines.org](https://www.mycareershines.org) are all great places to start. These websites list salaries by career, location, knowledge, and skill level. A little research is all you need, and you will be able to use the phrase, “Based on the U.S. Department of Labor’s current wage statistics for this area, a person with my skills and abilities should be making a salary in the range of...” (Hint: always start in the mid-to-high range; you can always negotiate down, but it is almost impossible to negotiate your way back up if needed). Again, be sure to check the chamber of commerce in the location of interest as another source for salary information.

Now you know the wages and trends, and the employer made you an offer; what do you do if it is a bit less than you want? If it is less than your

walk-away salary, you must commit to walking away or trying to negotiate the offer. Chances are if it is a few thousand dollars, the employer will be willing to talk. If the salary is low but livable, talk to the hiring official about throwing in extra benefits (e.g., extra personal days, assistance with student loans, etc.). It never hurts to ask, and you will feel like a more valued employee if the employer is willing to compromise to keep you. Finally, whatever you do, be polite and do not burn bridges. Whether you turn the offer down in person, by email, or over the phone, be sure to send a thank you. After all, you never know when things may change and the employer is willing to pay a little more for your expertise.





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Career Development and  
Community Engagement

UNIVERSITY of WEST FLORIDA