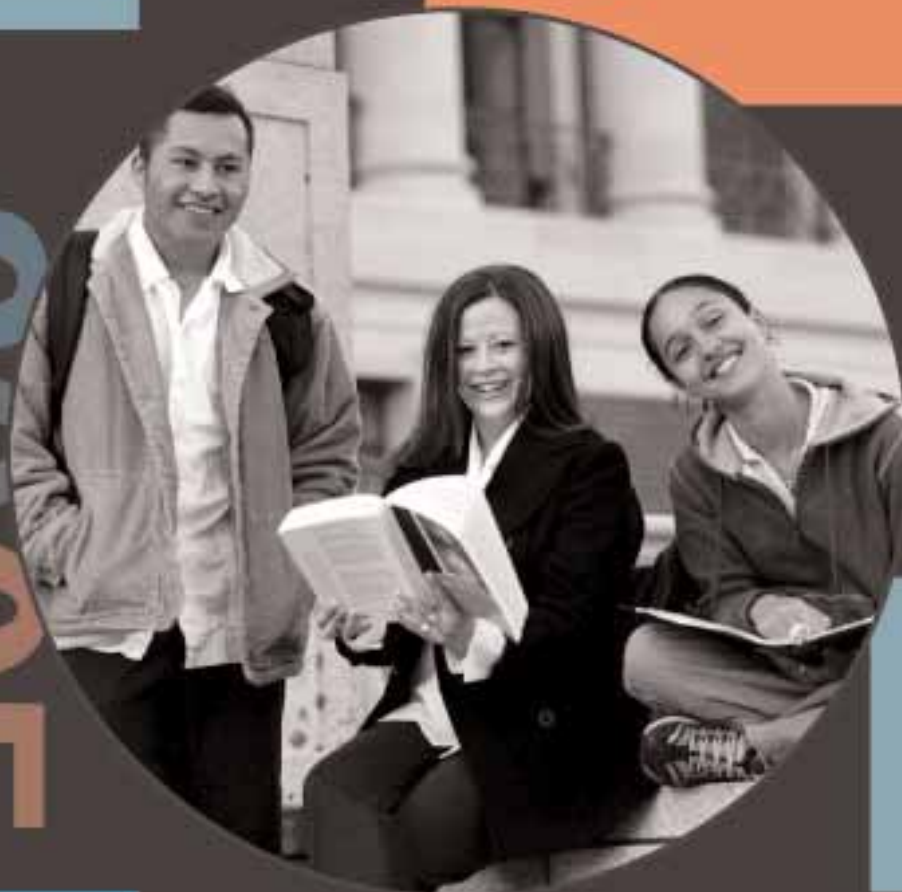


Career Guide

Gateway to
the Future



OSU

Oregon State
UNIVERSITY

Career Services

2006
2006
2006
2006
2006
2006



Career Services
Oregon State University, 8 Kerr Administration Building, Corvallis, Oregon 97331-2127
T 541-737-4085 | F 541-737-0532 | <http://oregonstate.edu/career>

Dear OSU Student:

Welcome to the Career Services Career Guide. Career Services would like to encourage you to take advantage of the services and programs that we provide for all students at OSU to help in your career planning and preparation.

This guidebook provides an introduction and overview of the Career Service Center and the services we offer. As you go through this guide, you will see that the Center can assist you in all aspects of your personal career development and exploration process.

Career Services is committed to providing you with the best services and programs. We offer the On-Campus Recruiting Program, which brings more employers to recruit at OSU than any other school in the state of Oregon. We can also facilitate your search for an internship or cooperative education experience, which allows you to work in a career field of interest while still in school. The Center can also offer career guidance and planning through individual appointments with advisors. The professional staff of Career Services can assist you with exploring career options that can prepare you to make successful career choices.

Open your mind to the unlimited possibilities and let Career Services help you open the door to your future. Career Services wishes you much success in your pursuit of a career and your current and future endeavors.

Sincerely,

A handwritten signature in cursive script that reads "Tom Mummerlyn".

Tom Mummerlyn
Director

Career Services

8 Kerr Administration Bldg.
Corvallis, Oregon 97331-2127
<http://oregonstate.edu/career>

(541) 737-4085
FAX (541) 737-0532



CAREER GUIDE

A Placement Manual® Series Publication

2005-2006

Oregon State
University

Career Services

Tom Munnerlyn, Director737-4085

Edie Blakley, Corrdinator, NSE and
Assistant to Director737-4085

Career Assistants: Students
representing various OSU colleges
assist with advising, group career
workshops and special projects737-4085

Counselor Appointments737-4085

Cheryl Herring
Employer Services Coordinator737-0523

Information Desk737-4085

Kathleen Lillis, Receptionist737-4085

Mike Mays, Student Interview
and Employment Coordinator737-0520

Tom Phillips, Career Counselor737-0530

Carrie Coplan, Career Counselor737-0529

Adry Clark, Career Counselor737-0519

ADVERTISER INDEX

CareersandColleges.com9

Collegiate Funding5

Enterprise Rent-A-Car21

U.S. Navy . . .Inside Front Cover

Rights - All Rights Reserved.
No part of this publication may
be reproduced without written
permission of the publisher.
© Copyright 2005
Career Recruitment Media

TABLE OF CONTENTS

USING CAREER SERVICES

Our Mission, Our Policies, Our Services	3
Career Development—A Checklist	5

CAREER PLANNING AND JOB SEARCH INFORMATION

How to Find the Right Job	6
National Student Exchange Program (NSE)	7
Summer Jobs	7
International Student Employment	7
Cooperative Education and Internships	8
Writing Cover and Thank-You Letters.....	9
Writing a Resume	11
The Top Ten Pitfalls in Resume Writing	14
Power Verbs for Your Resume	15
Transferable Skills	16
Network Your Way to a Job.....	17
Ten Rules of Interviewing	18
Dressing for the Interview	19
Are You Ready for a Behavioral Interview?	20
Questions Asked by Employers	21
Questions to Ask Employers.....	22
Tapping the Hidden Job Market.....	22
Using Employer Literature for Successful Interviews.....	23
Students With Disabilities: Acing the Interview	24
Don't Forget the Small Companies	25
Job Search Strategies: Pros and Cons	26
International Students and the Job Search	27
Getting the Most Out of a Career Fair	28
Evaluating and Offer of Employment	29
Marketing Your Liberal Arts Degree	30
State and Federal Jobs	31
Advice From the Experts—Interviewing Tips From On-Campus Recruiters	31
2005-2006 Anticipated Recruiters	32

Cover Photo—OSU Publications



211 W. Wacker Drive, Suite 900
Chicago, IL 60606
www.careermedia.com

OUR MISSION

As a gateway to the future, we support the mission and goals of Oregon State University through centralized services that provide skills and knowledge to develop career life-planning processes. We stimulate a life-long attitude of inquiry, openness, and social responsibility through partnerships with students, alumni, the academic community, and employers.

Location

Career Services is located on the lower level of the Kerr Administration Building. We are open from 8:00 a.m. to 5:00 p.m., Monday through Friday. In addition, our World Wide Web page provides information at any time on available services, jobs, and employers. You can access our page at: <http://oregonstate.edu/career>.

POLICIES ON THE USE OF CAREER SERVICES

Eligibility

Currently enrolled Oregon State University students and all alumni are welcome and encouraged to use Career Services to assist them in their career development process anytime while in school and thereafter.

Participation

Students and alumni who wish to use Career Services are encouraged to attend an orientation seminar and to register for services. Services and resources include the following:

Personalized Assistance

- Individual and group advising appointments with a Career Advisor for personal, in-depth assistance in the job and internship search process as well as the career exploration and planning process.
- 15 minute Drop-in Advising to ask brief questions related to one's job or internship search, including resume and cover letter critiques.
- Mock interviews which are videotaped and critiqued by a Career Advisor.

Information Resources

- A Career Reference Library of books and other materials concerning career issues, occupational information, and employment contacts.

Workshops, Seminars, and Programs

- Information and skill-development seminars and workshops important to your job or internship search, including Resume and Cover Letter Writing, Interviewing Preparation, Job Search Strategies, and Internship Search Strategies.
- Career Fairs in the fall and winter terms that bring to campus organizational representatives whom you can speak with to explore opportunities for learning and work.

Interviewing, Job Searching, and Electronic Resources

- Career Services Homepage, 24-hour access, providing links to career resource information, employment contacts, and job and internship opportunities.
- On-Campus Interviewing Program for meeting with organizations recruiting on campus for full-time, internship/co-op, and summer job positions. Office registration required.
- Participation in Resume Matching, a resume referral service to employers for OSU students and alumni.

OUR SERVICES

Career Seminars

Workshops are offered frequently on topics helpful to students and alumni in the job search process. Workshops include:

- Cover Letter and Resume Writing: Tips on resume and cover letter preparation.
- Interview Preparation: How to prepare for interviews.
- Job Search Strategies: How to organize an efficient employment search, including Internet use.
- Opportunities in Cooperative Education and Internships: The types and benefits of co-ops and internships while you are in college.
- Networking and Dining Etiquette: Learn effective networking skills, proper table manners and how to make a great impression on potential employers.
- Other related topics of interest to students and alumni are also addressed in workshops.

Career Advising

Appointments are available with Career Advisors for individual help in your career search. Advisors are also available during drop-in time for brief consultations. Practice or mock interviews are available with Career Services advisors and may be videotaped. The mock interviews are reflective of actual interviews and are designed to provide feedback which can improve interviewing skills. Assessment testing is also available for a small fee to help students learn about themselves in their career development process.

Reference Library

Career Services maintains a library of books and other materials related to career opportunities and the job search. Videotapes on topics helpful in a job search are also available for viewing in our video room. Other reference materials include summer, co-op, internships and full-time and student off-campus employment opportunities; sample resumes and writing aids; career fields and organization descriptions; and job listings in various fields. Salary information, based on national surveys, is also available. Employers consistently remark that researching the company is paramount in making a good first impression in the interview.

Career Fairs

Each fall and winter Career Services invites representatives from government, private, public and non-profit organizations to come to campus and provide information about their business, possible employment needs and qualifications in an informal setting. Students are invited to drop by and talk with the employers between classes. Watch for details in the *Daily Barometer*.

National Student Exchange

The NSE program allows academically qualified students to spend a portion of their undergraduate years at another school while paying in-state tuition rates and maintaining academic progress toward degree requirements.

Peace Corps

Career Services can connect you with a Peace Corps representative to discuss international Peace Corps opportunities in education, business, environment, agriculture, health and nutrition, forestry, and community development.

On-Campus Recruiting and Interviewing

Career Services acts as a recruiting and interviewing center for industrial firms, government agencies, school districts, and other employers. During each academic year, hundreds of organizations recruit prospective employees through our office. Interviews are for full-time employment, cooperative education and

internships, and summer employment. Peace Corps candidates are also interviewed in Career Services.

The recruiting year begins in October of each year and continues through the following May. Undergraduate and graduate students in an OSU degree-granting program and OSU alumni may participate in campus interviews. A recruiting schedule of company visits for the current term is available via Career Services' home page. It is updated frequently. Our on-line recruiting system allows students registered with Career Services to schedule interviews over the web. Suggestion: Visit our web page regularly to get up-to-date information, additions, and changes of organizations participating in recruitment—it changes frequently!

Student Employment

Career Services coordinates the posting of student jobs, including on-campus jobs, off-campus jobs, Federal Work Study jobs, summer jobs and internships, as well as full-time and career opportunities. Beaver Recruiting is the web-based medium for these postings, as well as other events related to employment, making this information available to students and alumni from any location at any time. Employers post directly to the web; students access the jobs there and apply directly to the employer. Career Services also provides the *Student Employment Manual* as the sole reference for the conduct of student employment at Oregon State University.

Resume-Match

When students and alumni register with Career Services and publish their electronic resumes, their resumes become part of a searchable database. Upon employer request, Career Services will compile qualified students' resumes for specific positions. The employer may then contact those students directly.

Discover

The career guidance and information system, Discover, is available for student use. This system allows students to complete an interest, values, and skills inventory and to research occupational and educational offerings.

Other Services in the Center:

- Computers with internet access and Discover.
- Typewriters to complete application forms.
- Applications for companies requiring them.
- Word processing workstation.

CAREER DEVELOPMENT—A CHECKLIST

1 Self Exploration

Find out more about yourself and what you want in a job.

- Use the Discover computer program
- Take the Strong Interest Inventory
- Take the Myers-Briggs Type Indicator
- Take the Self-Directed Search
- Read the Career Guide
- Take ALS 114 (Career Decision Making course)
- Use assessment exercises in career books (located in Career Services' Resource Library)

3 Career Focus

Explore your choices, determine the best fields for you, acquire resume-enhancing experiences.

- Participate in an internship
- Do volunteer work
- Get part-time/seasonal/full-time work
- Go on company visits
- Participate in National Student Exchange and/or study overseas

2 Occupational Exploration

Investigate possible occupations; comparing them to your self-exploration results

- Research using Discover computer program
- Review literature in Career Services' Resource Library
- Conduct informational interviews
- Join clubs and activities, seeking leadership roles
- Attend lectures of campus speakers
- Talk with your professors
- Explore information on the internet
- Read/subscribe to books/periodicals in your field
- Talk to friends and family

4 Job Search

Make a successful transition from school to work

- Attend Resume, Interview, and Job Search workshops
- Attend Orientation and register with Career Services for On-Campus Recruitment
- Write your resume
- Research possible employers using the Web, Yellow Pages, Chambers of Commerce, etc.
- Visit employers
- Network with friends, family members, professors, current or past employers etc.

HOW TO FIND THE RIGHT JOB

Finding the job you want takes many steps and involves just as many decisions. This checklist is designed to help you along the way and guide you to the appropriate sources. Be sure to discuss your progress with your career advisor.

Knowing What You Want

- ✓ Choose your ideal work environment—large corporation, small business, government agency or nonprofit organization.
- ✓ Choose your ideal location—urban, suburban or rural.
- ✓ List your three most useful job skills and know which is your strongest.
- ✓ Know whether you want to work with people, data or things.
- ✓ Know whether you enjoy new projects or prefer following a regular routine.
- ✓ List some of the main career areas that might interest you.
- ✓ List your favorite leisure time activities.
- ✓ Know what kind of reward is most important to you in a job—money, security, creative authority, etc.

Researching Career Options

- ✓ Develop a list of career possibilities to research.
- ✓ Visit your career services library and utilize the internet to learn about various careers. *The Dictionary of Occupational Titles* and the *Occupational Outlook Handbook* are valuable resources.
- ✓ Consider whether your desired career requires an advanced degree.
- ✓ Keep up with current trends in your field through trade publications, news/business magazines and newspapers.
- ✓ Identify employers interested in interviewing someone with your academic background and experience; create a list of three or more employers in the field you are considering.
- ✓ Use the Internet to learn more about potential employers and check out salary surveys and hiring trends in your anticipated career field.
- ✓ Make at least three professional contacts through friends, relatives or professors to learn more about your field of interest.
- ✓ Meet with faculty and alumni who work or who have worked in your field to talk about available jobs and the outlook for your field.

Getting Experience

- ✓ Narrow down the career options you are considering through coursework and personal research.
- ✓ Participate in a work experience or internship program in your chosen field to learn of the daily requirements of the careers you are considering. Such assignments can lead to permanent job offers following graduation.
- ✓ Become an active member in one or more professional associations—consult the *Encyclopedia of Associations* for organizations in your field.
- ✓ Volunteer for a community or charitable organization to gain further work experience. Volunteer positions can and should be included on your resume.

Creating a Resume

- ✓ Form a clear job objective.
- ✓ Know how your skills and experience support your objective.
- ✓ Use action verbs to highlight your accomplishments.
- ✓ Limit your resume to one page and make sure it is free of misspelled words and grammatical errors.
- ✓ Create your resume using a word processing program and have it professionally duplicated on neutral-colored paper, preferably white, light gray or beige. If you are submitting your resume online, be sure to include relevant keywords and avoid italics, bold and underlined passages.
- ✓ Compose a separate cover letter to accompany each resume and address the letter to a specific person. Avoid sending a letter that begins “Dear Sir/Madam.”

Preparing for the Interview

- ✓ Arrange informational interviews with employees from companies with which you might want to interview. Use your network of acquaintances to schedule these meetings.
- ✓ Thoroughly research each employer with whom you have an interview—be familiar with product lines, services offered, and growth prospects.
- ✓ Practice your interviewing technique with friends to help prepare for the actual interview.
- ✓ Using the information you have gathered, formulate questions to ask the employer during the interview.
- ✓ Arrive on time in professional business attire.
- ✓ Collect the needed information to write a thank-you letter after each interview.

NATIONAL STUDENT EXCHANGE PROGRAM (NSE)

Oregon State University offers a wide range of nationally and internationally recognized programs of which the National Student Exchange (NSE) is one. Through the NSE program, academically qualified students are given the opportunity to spend a portion of their undergraduate years at another school, **while paying in-state tuition rates** and maintaining academic progress toward degree requirements. Credits earned during the exchange become a part of the student's OSU transcript.

Over 170 colleges and universities in 48 states, 3 territories and Canada currently participate in the National Student Exchange program. While on exchange you will have the opportunity to experience a different learning environment, broaden your social and cultural awareness, and live in another part of the United States. OSU students who have gone on exchange often describe the opportunity as the highlight of their college years and a very meaningful educational experience.

How To Qualify

To qualify, you must: (1) Be a full-time student in good standing; (2) Have a 2.5 cumulative grade point average at the time of application and during the quarter prior to exchange; and (3) Be an undergraduate who has earned at least 45 hours of credit by the time the exchange begins.

The Basic Steps

During the fall term, we provide you with information about the colleges and universities you would like to attend. During winter term, you submit a formal application to participate in the program and indicate your top three exchange choices. You also pay a nonrefundable application fee. During March, representatives from NSE colleges and universities meet to arrange the acceptance of exchange students. You will be notified of the results in March. You then have the choice of declining or accepting admission to your exchange institution. Upon acceptance of the exchange opportunity, you begin working with the NSE coordinator at your exchange institution in order to obtain materials necessary for admissions, registration, housing, etc. Throughout the process, the NSE staff at OSU as well as at the exchange institutions are available for assistance.

Further Information

If you participate in the National Student Exchange program, we believe you will have the opportunity to experience the very best education possible both on this campus and at other colleges or universities. Further information about each NSE college or university can be found on the Web at <http://oregonstate.edu/career/main.htm> or by contacting Career Services at (541) 737-4085.

SUMMER JOBS

Finding a summer job is similar to looking for a permanent job. The main difference is the length of time you intend to be on the job. Students need to tell the employer they plan to return to school in the fall. The job objective on the student's resume should reflect this intent.

Start looking for summer jobs during winter term, since many organizations such as Yellowstone, Grand Teton and Crater Lake National Parks, and Oregon Caves start interviewing before spring break. The same holds true for highly sought-after companies.

Be sure to take advantage of available career seminars at Career Services so you can learn the on-campus interview process and learn how to develop a resume and interview successfully.

Look at these materials in Career Services:

- Listings of summer job vacancies
- On-campus interview schedule
- The Federal List of Summer Jobs
- *The Summer Employment Directory*

INTERNATIONAL STUDENT EMPLOYMENT

U.S. Immigration and Naturalization Service (INS) regulations permit international students to engage in short-term employment for practical training under certain conditions. Generally, practical training (such as an internship) is permitted if the student has been enrolled in a full-time program of study for 9 months or longer and is making satisfactory academic progress or has recently completed (or will soon complete) the program of study. The employment must be directly related to the student's major. The training may occur during or after the academic program. Students on F-1 visas are eligible for a maximum of 12 months of curricular practical training during studies and 12 months of optional practical training during or after studies. Students on J-1 visas are eligible for 18 months of academic training during or after studies (postdocs, up to 36 months). In all cases, written permission is required before employment may begin.

During or following the practical training, a nonimmigrant student may be offered longer term employment on an H-1B visa. This visa is for work in specialty occupations; it is limited to a total of 6 years (approved for a maximum of 3 years at a time). The petition for H-1B status is employer-driven. The employer, rather than the employee, makes the petition to INS. An approval of an H-1B visa limits the employee to a specific job with a specific employer at a specific location for a specified salary and time period.

Information on regulations and procedures for practical training is available from International Education, 444 Snell Hall. International Education holds weekly sessions on practical training to advise students on the procedures, their opportunities and their responsibilities. Registration for a session is made through their receptionist at 737-3006. INS regulations do not permit employment discrimination based on citizenship, immigration status or national origin.

COOPERATIVE EDUCATION AND INTERNSHIPS

Cooperative Education (Co-op) and internships offer students a supervised opportunity to gain professional work experience which relates to their academic program.

Characteristics of Co-op and Internships

- Pre-planned academically related work experiences
- Contribute to career clarification
- Provide for integration of classroom instruction and on-site work experience
- Involve on-site supervision by qualified employers and site sponsors
- Provides a global perspective to work experience
- May include evaluations by students, site supervisors and faculty members
- May be a source of financial support

Benefits for Students

- Allows exploration of career options
- Serves as a testing ground for classroom theory
- Provides job experience in the student's occupational field without a long-term commitment
- Develops an understanding of professional demands and requirements within a particular field
- Improves basic work skills and increases professional competence
- Exposes students to facilities, equipment and situations not available in the classroom
- Paid positions provide financial help to defray educational costs
- Provides the opportunity for higher starting salaries than less experienced graduates
- Develops potential contacts for employment or networking after graduation
- Provides experiences with other countries, languages and cultures
- Eases the transition from the university to the world of work

Credit for Co-op and Internships

While credit is not available in all programs, students often receive credit for their work experience. Co-op and internships use the 410 number for undergraduate programs and the 510 for graduate level. Credit options vary from no credit to a specified number of credits decided by the student's department. Students need to check with their departmental advisors in order to take advantage of these options.

Full-Time/Part-Time

Co-op and internship opportunities may be available any time during the year. Students may work full-time or part-time for three to six months or more at the placement site. Options may be available in some programs for students to work three to six months, return to campus, then work again for three to six months. If the placement site is located in Corvallis or the vicinity, some students may be able to

work part-time and take classes as well. Most students do not take other classes during their co-op/internship experience, however. Co-op and internship positions are available nationwide and should not be viewed as a "summer only" or a "summer job" program. Students should begin planning early to secure a co-op or internship.

Pay or Non-pay

Program and company/agency policies vary, but many students in co-op/internships receive pay for their services in the form of salary, stipends, or scholarships. Some programs offer students excellent opportunities with agencies that do not pay but offer other benefits.

Steps for Getting Involved in Co-op and Internships

1. Attend a *Co-op and Internship Options* seminar at Career Services.
2. Analyze your skills, interests, academic and career goals.
 - What kind of experience do you want?
 - What are your educational, career and professional goals?
 - What type of organization do you want to work for?
 - Remember, any company or organization could be a potential site!
3. Define your schedule and plans.
 - Establish a timetable for your experience. Decide when to begin and end.
 - Do you have a geographical preference?
 - Will you accept paid or nonpaid positions?
4. Obtain information about opportunities. Internships are listed in binders in Career Services and on the Career Services home page through Job-Trak. Other sources include department faculty and advisors, directories and other contacts.
5. Research potential internship sponsors.
6. Prepare personal resume, cover letter and practice interviewing techniques.
7. Follow application procedures for each organization and contact others that you wish to target as possibilities. Follow up with interviewers.
8. Final selection is made by the site sponsor. Follow up to be sure that you understand their expectations.
9. Finalize academic and other plans. **Complete the Cooperative Education Internship Approval and Learning Agreement available on-line via the Career Services home page.** Be sure to print, submit, then obtain all necessary signatures.
10. Begin the co-op or internship.

Employers and students who desire to participate in the Co-op and Internship Program should contact Career Services at Oregon State University, 737-4085.

WRITING COVER AND THANK-YOU LETTERS

The purpose of the cover letter is to introduce yourself and show how your background fits the particular job and/or employer to which you are applying. It is your opportunity to expand on points from your resume that you feel are especially noteworthy or specific to the job description. For example, you can let the employer know that you are willing to relocate, that you have a mutual acquaintance or that you have done your homework on the employer and know how you can be an asset to them. Prepare an original cover letter for each job—a form letter will not do. Always send a cover letter when mailing an application or resume to an employer.

Basic Cover Letter Guidelines

1. Research the employer.

Research the prospective employer's organization to match your skills, abilities and values with those of the organization. In your cover letter, show why you are a good fit with the employer. Send the letter to a specific person whenever possible.

2. Analyze the job description.

Look for responsibilities and qualifications of the job and design your cover letter to match these as closely as possible.

3. Analyze your background.

Think about your background in relation to the job duties and qualifications. Ask yourself, "What have I done that is similar to the duties of this job?"

Areas to think about are courses taken, classroom projects, past work experience, summer jobs, internships, volunteer experience, extracurricular involvement (on and off campus) and travel.

Cover Letter Do's and Don'ts

Do...

- Use paper to match your resume
- Write an original cover letter to each employer and position
- State in the first sentence why you are writing
- Show that you know your career goals, the position and the employer's organization
- Demonstrate originality and enthusiasm
- Proofread! Remember, spell check will not pick up all errors!

Don't...

- Make the letter more than one page
- Use generic, all-purpose cover letters—never copy cover letters
- Be long-winded; make your points succinctly

Thank-You Letter Guidelines

Interviews should be followed with a thank-you letter within 48 hours. It shows your appreciation and offers you the opportunity to express continued interest in the organization. The letter should be short and concise; no longer than two paragraphs. You should include: date of the interview; the company name; restatement of your interest, highlighting a key point of the interview. If you must add any facts overlooked in the interview, be sure these items are new and not already covered in your resume.

The format used for the thank-you letter should be similar to the cover letter. Address the thank-you to the interviewer, using the interviewer's correct title and address. Names and addresses of on-campus recruiters are available in the Career Services Center. Finally, be sure your name, current address and telephone number are included.

GENERAL OUTLINE FOR A COVER LETTER

Applicant's Address
Applicant's Phone Number
Date of Letter

Use complete title and address

If possible, address it to a particular person by name

Employer's Name and Title and Address

Salutation:

Opening Paragraph: State why you are writing, name the position or type of work for which you are applying and mention how you heard of the opening or organization.

Make the addressee want to read your resume. Be personable and be enthusiastic

Middle Paragraph(s): Explain why you are interested in working for this employer and specify your reasons for desiring this type of work. If you have had relevant work experience or related education, be sure to point it out, but do not reiterate your entire resume. Emphasize skills or abilities you have that relate to the job for which you are applying. Be sure to do this in a confident manner and remember that the reader will view your letter of application as an example of your writing skills.

Be brief but specific; your resume contains details

Top and bottom margins should be equal

Final Paragraph: The closing paragraph is the most important. We suggest a persistent, businesslike closing statement which puts you in control of the response. For example: "I will call you on (date) to discuss this career opportunity with (name of organization)." Indicate your desire for a personal interview. You may suggest alternative dates/times or advise of your flexibility as to time/place, especially if you will be in the city on a certain date and would like to set up an interview. Or, if the company will be recruiting in your area, or if additional information or references are desired, say you are willing to accommodate the company's schedule and requests.

Sincerely,

Always sign letters

Your Name typed

enclosure

If a resume or other enclosure is used, note in letter

GENERAL OUTLINE FOR A THANK-YOU LETTER

Applicant's Current Address
City, State, ZIP Code

Date of Writing

Ms. Jane Doe
Title

Organization

Street Address

City, State, ZIP Code

Dear Ms. Doe:

1st Paragraph: Express appreciation for opportunity; mention location and date of interview or meeting; make a positive statement about your interest in the organization.

2nd Paragraph: Emphasize a specific point which will make you stand out in the employer's memory; supply any additional information which was omitted from the interview.

3rd Paragraph: Close with additional appreciation; make a positive statement about your qualifications for the position.

Sincerely,

(your name signed)

Type your name

Basic Resume Guidelines

Choose a format that best highlights your education, skills and experience. A chronological format lists your most recent information first and moves backward in describing your education, skills and experience. This type of format is easier to write and is often used by college students and recent graduates. An achievement format highlights the successes you have experienced in college and employment. Achievements rather than job titles are described. A functional resume is organized by skills and is often used by people with graduate degrees or those who have accumulated many different job experiences.

Use standard typefaces such as Courier and Helvetica. It is important that the letters do not touch each other so they can be read if scanned into a database. Use a font size of 10 to 14 points. In a scannable resume, avoid italics, underlines, vertical and horizontal lines or any special effects that might alter the scannability of your resume. A laser printer original maintains the high-quality resume product. Also, references can be listed on a separate piece of paper with your name at the top.

The following headings are appropriate to use in your resume:

IDENTIFICATION: Begin the resume with your name, mailing address, and phone number. List both a college and permanent address, if appropriate, as well as a home phone, work phone, or message phone.

CAREER/JOB OBJECTIVE (optional): This statement, usually one or two sentences, should indicate the kind of job that you are seeking, the type of organization you prefer, and the career field in which you are interested. Strike a balance between being too specific (limiting your opportunities) and too general (vague and generic doesn't give any information).

EDUCATION: Concentrate on your college education, listing the name and location of school, degree received, year of (expected) graduation, academic major and minor. If you attended a school but did not receive a degree, list the school, major area of study, and inclusive dates of attendance. List your GPA if above 3.0—GPA in major, upper division GPA, overall GPA—whatever works best for you. Research projects, thesis title, internships or co-op

education, etc., can also be listed, along with phrases such as, "Earned 90 percent of college expenses."

EXPERIENCE: For a chronological resume, list company name and location, job title, a short job description using "action verbs," and dates of employment. For a functional resume, list only the job descriptions and skills utilized (e.g., "management skills," "communications skills," "supervisory skills," etc.) and identify company names and locations later in the resume.

SPECIAL SKILLS (optional): Computer familiarity, bilingual ability, certificates, licenses, etc., especially if related to your career.

ACTIVITIES/HONORS/AWARDS/VOLUNTEER/COMMUNITY SERVICE (optional): The category can be very broad or broken down into individual categories. It can include clubs or activities from college, civic or community groups, professional memberships or organizations, scholarships and University awards, etc.

INTERESTS (optional): More than just hobbies, this is a list of active involvement, especially in areas related to your career. It shows diversity and variety in your personal and professional lifestyle.

REFERENCES: These should be people who can attest to your skills and abilities as they relate to the job, including professors and former employers. Don't list them here: state "Available upon request," or include a separate sheet with name, title, company, mailing address and phone. If you've established a Placement File with us, state "References available upon request from Career Services," and include our address and phone. Always ask permission before listing someone as a reference.

Don't include: marital status, health, birthdate, height/weight, religion, a picture, or other items which could be used in a discriminatory way. A computer or word processor is recommended for typing both cover letter and resume, but make sure they're printed on a laser printer and not on an Imagewriter® or dot matrix printer. Once on a computer disk, it's easy to change or update parts of your cover letter or resume.

SAMPLE CHRONOLOGICAL RESUME

CHARLES BAY

(503) 380-2364 • BAY@EMAIL.COM
4918 SW TECHNOLOGY LOOP # 65 • CORVALLIS, OREGON 97333

EDUCATION

Oregon State University Corvallis, Oregon
Bachelor of Science, Civil Engineering
Minor in Construction Engineering
Expected Graduation December 2005

COURSEWORK

Professional-Level Coursework: Civil Engineering Materials, Structural Theory I & II, Fluid Mechanics, and Hydraulic Engineering

EXPERIENCE

5/04-1/05 **Nelsen & Associates, Inc.** Portland, Oregon
Transportation Planning Summer Intern

- Collected field data for existing conditions traffic analysis
- Applied traffic analysis tools to evaluate data and produce useful results
- Communicated results through written reports and through active participation in meetings with project team and clients
- Contributed to project management tasks, including preparing project proposals and client updates

8/02-5/04 **Summit University Plant Services** Newberg, Oregon
Building Repair & Maintenance Work-Study

- Personally responsible for addressing, planning, and properly modifying structures
- Met with project manager to help evaluate project effectiveness
- Instructed and trained others to perform a variety of repair techniques

Summers 02-03 **Treeline Masonry, Inc.** Redmond, Oregon
Mason Apprentice

- Responsible for assembling, preparing, and organizing job site materials for efficient job-site management
- Managed time effectively in administering to multiple tasks
- Learned from experienced masons the tools, techniques, and stratagem necessary to skillfully construct with masonry

COMPUTER SKILLS

Platforms & Applications: AutoCad 2000, Excel, PowerPoint, Corel Draw, MS - Word, SAP 2000, ADAMS, Windows, Internet Explorer

ACTIVITIES

Engineering: ITE Student Chapter Member and Secretary (9/04-present)
Outdoor: Camping, Wakeboarding, and Playing Soccer

SAMPLE CHRONOLOGICAL RESUME

Angela McGuire

angie@orst.edu

Campus Address:
1362 SW 'A' Street
Corvallis, Oregon 97333
(541) 753-8784

Permanent Address:
6977 Pine Ridge Road
Sisters, Oregon 97759
(541) 549-5499

EDUCATION

Oregon State University (OSU)
Bachelor of Science in Biology
Minors: Chemistry and Spanish
Expected Graduation: June 2006
GPA 3.2

EXPERIENCE

Lab Technician, College of Forestry, OSU 6/03 - present
Maintain *in vitro* plant tissue cultures of transgenic hybrid poplars and transgenic plants in growth room and greenhouses; extract, quantify, and verify the quality of plant genomic DNA; assist with Southern analysis and establish field trials

Researcher, OSU and Newport, Oregon 1/04 - 3/04
Predicted possible niche of exotic European Green Crab, *Carcinus maenas*, in the Yaquina estuary, based on salinity and water temperature; wrote scientific article for Green Crab research group

Address Clerk, Kerr Administration Building, OSU 10/02 - 6/03
Updated OSU students' billing addresses via computer network, **BANNER**; performed secretarial services including typing, copying, and filing

Sales Representative, OutlawNet, Sisters, Oregon 8/02 - 10/02
Telemarketed company's role as an Internet service provider to local community; made small repairs on customer's computers; tracked billing via email

Lab Assistant, Agricultural Life Sciences, OSU 10/01 - 5/02
Acid washed, autoclaved, and cleaned lab ware; assisted supervisor; performed titrations, analyzed and summarized data sets

ACTIVITIES

Oregon State University Symphonic Band 2003-present
Perform concerts for students and Corvallis community
Traveled to Taiwan for concert tour, March 2004
Flutist for church choir 1998-present

INTERESTS

Hiking, running, camping, music, photography, travel, foreign films

SAMPLE FUNCTIONAL RESUME

Mark E. Jones

200 NE Lombard Street
Portland, Oregon 97202
(503) 555-0000

mjones@email.com

OBJECTIVE

Seeking an administrative role in health care and education with an emphasis on community education

COMMUNITY RELATIONS AND TRAINING

- Served as liaison to high school and college classes; guest lecturer on health and welfare issues
- Presented college orientation programs to students and recruitment status briefings to staff members
- Graduated from and facilitated 20 smoking-cessation classes

SUPERVISION AND ADMINISTRATIVE SKILLS

- Coordinated in-house and inter-agency planning of extended medical care and adoptions
- Learned budgetary intricacies of public assistance; supervised 10 technicians; authorized monthly disbursements of thousands of dollars
- Prepared comprehensive reports and recommendations for agency and court use

COUNSELING AND INTERVIEWING SKILLS

- Provided crisis management and long-term counseling with individuals and families of diverse backgrounds and status
- Counseled individuals and groups dealing with issues of stress, illness and disabilities, and life transitions
- Conducted investigative interviewing and in-depth personal assessments

EMPLOYMENT HISTORY

Medical Social Worker Kaiser Hospitals, Portland, Oregon 2006-present
Counselor/Child Abuse Investigator Children's Services Division, Portland, Oregon 2004-2005
Intake Counselor/Case Manager Multnomah County Social Services, Portland, Oregon 1999-2001

PROFESSIONAL AFFILIATIONS

Member, The National Association of Social Workers (NASW)
 Co-chair of National Conference 2005, Association for Community Organization and Social Administration (ACOSA)
 Co-chair, Northwest Alliance for Social Issues and Community Education (NASICE)

EDUCATION

Master of Social Work Portland State University, Portland, Oregon 2005
Bachelor of Arts in Sociology Oregon State University, Corvallis, Oregon 2002

SAMPLE FUNCTIONAL RESUME

LISA ANN MILLER

1825 SW Adams Salem, Oregon 97304 (503) 786-2243 l.miller@email.com

CAREER OBJECTIVE

Seeking a results-oriented account executive position leading to a career in corporate sales management

EDUCATION

Oregon State University Corvallis, Oregon
 Bachelor of Science in Business Administration, June 2006
 Emphasis: Marketing GPA: 3.7

STRENGTHS

Earned 100% of College Expenses
 High degree of self-motivation
 Ability to function independently and as a team member
 Capable of performing complex analytical tasks
 Comfortable in fast-paced, competitive environments
 Proficient with professional communication, both oral and written

SALES / MANAGEMENT SKILLS

- Doubled monthly sales quota consistently for two years, re-evaluating and increasing goals on a quarterly basis
- Handled more than 40 professional marketing accounts
- Consulted with clients to promote services and ensure high-quality customer-care
- Assisted with managerial duties including making budgeting decisions and conducting new-employee training

ANALYTICAL SKILLS

- Evaluated prospective clients' needs as well as hardware/software capabilities by phone
- Screened advertising inquiries and qualified purchase intentions
- Analyzed, evaluated and recommended solutions to customer problems

COMMUNICATION SKILLS

- Utilized skillful and persuasive speaking techniques in a variety of professional settings
- Demonstrated interpersonal skills with clients and co-workers
- Facilitated monthly staff meetings, forecasting sessions, and yearly end-of-season evaluations

EMPLOYMENT

Telemarketing Representative Xerox corporation April 2004 – present
 Customer Service Representative US Bank June 2002 – May 2004
 Direct Sales Intake Specialist Jafra Skin Care June 2001 – June 2002

LEADERSHIP ACTIVITIES & AWARDS

Peer Counselor, OSU Business School
 Representative, US Bank Management Interchange Conference
 Volunteer and Staff Assistant, Boys Club of America
 Member, National Association for Professional Saleswomen
 Awarded, Dave Holt Scholarship

THE TOP TEN PITFALLS IN RESUME WRITING

1. **Too long.** Most new graduates should restrict their resumes to one page. If you have trouble condensing, get help from a technical or business writer or a career center professional.
2. **Typographical, grammatical or spelling errors.** These errors suggest carelessness, poor education and/or lack of intelligence. Have at least two people proofread your resume. Don't rely on your computer's spell-checkers or grammar-checkers.
3. **Hard to read.** A poorly typed or copied resume looks unprofessional. Use a plain typeface, no smaller than a 12-point font. Asterisks, bullets, underlining, boldface type and italics should be used only to make the document easier to read, not fancier. Again, ask a professional's opinion.
4. **Too verbose.** Do not use complete sentences or paragraphs. Say as much as possible with as few words as possible. *A, an* and *the* can almost always be left out. Be careful in your use of jargon and avoid slang.
5. **Too sparse.** Give more than the bare essentials, especially when describing related work experience, skills, accomplishments, activities, interests and club memberships that will give employers important information. Including membership in the Society of Women Engineers, for example, would be helpful to employers who wish to hire more women, yet cannot ask for that information.
6. **Irrelevant information.** Customize each resume to each position you seek (when possible). Of course, include all education and work experience, but emphasize only relevant experience, skills, accomplishments, activities and hobbies. Do not include marital status, age, sex, children, height, weight, health, church membership, etc.
7. **Obviously generic.** Too many resumes scream, "I need a job—*any* job!" The employer needs to feel that you are interested in that particular position with his or her particular company.
8. **Too snazzy.** Of course, use good quality bond paper, but avoid exotic types, colored paper, photographs, binders and graphics. Electronic resumes should include appropriate industry keywords and use a font size between 10 and 14 points. Avoid underlining, italics or graphics.
9. **Boring.** Make your resume as dynamic as possible. Begin every statement with an action verb. Use active verbs to describe what you have accomplished in past jobs. Take advantage of your rich vocabulary and avoid repeating words, especially the first word in a section.
10. **Too modest.** The resume showcases your qualifications in competition with the other applicants. Put your best foot forward without misrepresentation, falsification or arrogance.

DON'T RELY ON SPELL-CHECKERS OR GRAMMAR-CHECKERS ON THE COMPUTER.

The Three Rs

The three R's of resume writing are **Research, Research, Research**. You must know what the prospective company does, what the position involves and whether you will be a fit, before submitting your resume. And that means doing research—about the company, about the position and about the type of employee the company typically hires.

Research the company. Read whatever literature the company has placed in the career library. For additional information, call the company. Ask for any literature it may have, find out how the company is structured and ask what qualities the company generally looks for in its employees. Ask if there are openings in your area, and find out the name of the department head and give him or her a call. Explain that you are considering applying to their company, and ask for their recommendation for next steps. Thank that person for the information, and ask to whom your resume should be directed.

The Internet is another key tool to utilize in your research. Most companies have Web sites that include information regarding company background, community involvement, special events, executive bios or even past annual reports. Be sure to take advantage of the World Wide Web during your job search.

Research the position. The more you know about the position, the better able you will be to sell yourself

and to target your resume to that position. If possible, interview someone who does that same job. In addition to finding out the duties, ask if there is on-the-job training, whether they value education over experience (or vice versa) and what kind of turnover the department experiences. Ask what they like about the position and the company; more important, ask what they don't like about it.

Finally, research yourself. Your goal is not just to get a job. Your goal is to get a job that you will enjoy. After you find out all you can about the company and the position, ask yourself honestly whether this is what you really want to do and where you really want to be. The odds are overwhelming that you will not hold this position for more than two or three years, so it's not a lifetime commitment; however, this first job will be the base of your lifetime career. You must start successfully so that future recommendations will always be positive. Furthermore, three years is a long time to spend doing something you don't like, working in a position that isn't challenging or living somewhere you don't want to live.

One last word of advice: Before you go to the interview, review the version of your resume that you submitted to this employer. The resume can only get you the interview; the interview gets you the job.

POWER VERBS FOR YOUR RESUME

ANALYZED	facilitated	achieved	promoted	classified	maintained
abstracted	interpreted	acquired	read	collated	motivated
appraised	interviewed	advanced	reduced	collected	negotiated
assessed	lectured	allowed	reflected	compiled	persuaded
briefed	listened	assured	reinforced	composed	promoted
clarified	narrated	bolstered	related	coordinated	purchased
classified	prepared	eliminated	restored	copied	raised
compared	presented	encouraged	saved	correlated	recommended
computed	publicized	expanded	shared	detailed	recruited
correlated	recorded	facilitated	solved	facilitated	stimulated
critiqued	reported	fostered	spoke	filed	
debated	responded	guaranteed	stimulated	gathered	SUPERVISED
defined	spoke	inspired	strengthened	graphed	MANAGED
detected	talked	mastered	substituted	identified	administered
determined		maximized	supported	inspected	allocated
diagnosed	CREATED	minimized	sustained	located	approved
discriminated	DEVELOPED	motivated	taught	maintained (books)	arranged
dissected	acted	obtained	trained	mapped	assigned
evaluated	adapted	overcame	validated	met (deadlines)	authorized
examined	authored	promoted		methodized	bolstered
identified	bolstered	provided	OPERATED	obtained	coached
inspected	built	reduced	REPAIRED	organized	conducted
integrated	charged	restored	MAINTAINED	planned	consulted
interpreted	clarified	stimulated	adjusted	prepared	contracted
interviewed	composed	strengthened	adapted	prioritized	controlled
investigated	conceived	upgraded	bolstered	processed	coordinated
judged	corrected		clarified	programmed	decided
maintained	designed	COUNSELED	corrected	ranked	delegated
mapped	devised	INSTRUCTED	eliminated	recorded	directed
monitored	discovered	LEARNED	executed	reorganized	dispatched
observed	drafted	adapted	expedited	reproduced	distributed
perceived	eliminated	advised	facilitated	retrieved	educated
ranked	established	advocated	fixed	revamped	encouraged
read	expanded	aided	implemented	reviewed	enforced
reasoned	expedited	applied	installed	revised	evaluated
related	experimented	assessed	modified	routinized	executed
researched	facilitated	assisted	ordered	scheduled	exercised
reviewed	fashioned	bolstered	prepared	set	expedited
screened	fixed	briefed	produced	simplified	facilitated
scanned	formulated	cared	programmed	solved	fired
solved	generated	charged	promoted	streamlined	followed (through)
studied	improved	clarified	ran	structured	fostered
summarized	increased	coached	reduced	synthesized	hired
surveyed	influenced	comforted	serviced	systemized	implemented
symbolized	initiated	communicated	set	tabulated	instructed
synthesized	innovated	conducted	sustained	updated	led
verified	instituted	consulted	transported	SERVED	maintained
visualized	integrated	coordinated	upheld	assisted	managed
	introduced	demonstrated	utilized	attended	met (deadlines)
ASSISTED	invented	educated		cared	monitored
advised	launched	empathized	NEGOTIATED	delivered	motivated
bolstered	modified	enabled	advised	catered	organized
collaborated	originated	encouraged	advocated	entertained	oversaw
contributed	perceived	enlightened	arbitrated	facilitated	planned
consulted	performed	established	bargained	furnished	prepared
cooperated	planned	exercised	expedited	listened	prioritized
enlisted	prioritized	explained	facilitated	maintained	promoted
facilitated	produced	facilitated	fostered	prepared	purchased
fostered	promoted	guided	helped	procured	regulated
helped	proposed	helped	implemented	provided	reinforced
located	recommended	improved	improved	satisfied	responded
participated	reduced	influenced	informed	served	retained
referred	restored	inspired	interpreted	supplied	reviewed
served	refined	investigated	lectured	SOLD	scheduled
strengthened	revamped	led	listened	aided	selected
supported	set	maintained	listened	advertised	set
sustained	shaped	manipulated	maintained	auctioned	solved
	simplified	modified	maintained	bartered	strengthened
COMMUNICATED	solved	motivated	led	bolstered	supervised
addressed	styled	observed	listened	enlisted	taught
advertised	streamlined	perceived	listened	facilitated	trained
answered	substituted	persuaded	maintained	generated	
briefed	visualized		arranged	helped	
corresponded			assembled	improved	
debated	IMPROVED		balanced	led	
explained	INCREASED		budgeted		
expressed	(achievement words)		built		
			cataloged		
			clarified		

TRANSFERABLE SKILLS

If you're wondering what skills you have that would interest a potential employer, you are not alone. Many college seniors feel that four (or more) years of college haven't sufficiently prepared them to begin work after graduation. And like these students, you may have carefully reviewed your work history (along with your campus and civic involvement) and you may still have a difficult time seeing how the skills you learned in college will transfer to the workplace.

But keep in mind that you've been acquiring skills since childhood. Whether learning the value of teamwork by playing sports, developing editing skills working on your high school newspaper or developing countless skills while completing your coursework, each of your experiences has laid the groundwork for building additional skills.

What Are Transferable Skills?

A *transferable* skill is a "portable skill" that you *deliberately* (or inadvertently, if you haven't identified them yet) take with you to other life experiences.

Your transferable skills are often:

- Acquired through a class (e.g., an English major who is taught technical writing)
- Acquired through experience (e.g., the student government representative who develops strong motivation and consensus building skills)

Transferable skills supplement your degree. They provide an employer concrete evidence of your readiness and qualifications for a position. Identifying your transferable skills and communicating them to potential employers will greatly increase your success during the job search.

Remember that it is impossible to complete college without acquiring transferable skills. Campus and community activities, class projects and assignments, athletic activities, internships and summer/part-time jobs have provided you with countless experiences where you've acquired a range of skills—many that you may take for granted.

Identifying Transferable Skills

While very closely related (and with some overlap), transferable skills can be divided into three subsets:

- working with people • working with things
- working with information and data

For example, some transferable skills can be used in every workplace setting (e.g., organizing or public speaking) while some are more applicable to specific settings (e.g., drafting or accounting).

The following are examples of skills often acquired through the classroom, jobs, athletics and other activities. Use these examples to help you develop your own list of the transferable skills you've acquired.

Working With People

- Selling • Training • Teaching • Supervising
- Organizing • Soliciting • Motivating • Mediating
- Advising • Delegating • Entertaining
- Representing • Negotiating • Translating

Working With Things

- Repairing • Assembling parts • Designing
- Operating machinery • Driving
- Maintaining equipment • Constructing • Building
- Sketching • Working with CAD • Keyboarding
- Drafting • Surveying • Troubleshooting

Working With Data/Information

- Calculating • Developing databases

- Working with spreadsheets • Accounting • Writing
- Researching • Computing • Testing • Filing • Sorting
- Editing • Gathering data • Analyzing • Budgeting

Easy Steps to Identify Your Transferable Skills

Now that you know what transferable skills are, let's put together a list of your transferable skills. You may want to work with someone in your career services office to help you identify as many transferable skills as possible.

Step 1. Make a list of every job title you've ever held (part-time, full-time and internships), along with volunteer, sports and other affiliations since starting college. (Be sure to record officer positions and other leadership roles.)

Step 2. Using your transcript, list the classes in your major field of study along with foundation courses. Include electives that may be related to your employment interests.

Step 3. For each job title, campus activity and class you've just recorded, write a sentence and then underline the action taken. (Avoid stating that you *learned* or *gained experience* in any skill. Instead, present your skill more directly as a verifiable qualification.)

"While working for Jones Engineering, I performed 3D modeling and drafting."

NOT *"While working for Jones Engineering, I gained experience in 3D modeling and drafting."*

"As a member of the Caribbean Students Association, I developed and coordinated the marketing of club events."

NOT *"As a member of the Caribbean Students Association, I learned how to market events."*

Step 4. Make a list of the skills/experiences you've identified for future reference during your job search.

Using Transferable Skills in the Job Search

Your success in finding the position right for you will depend on your ability to showcase your innate talents and skills. You will also need to demonstrate how you can apply these skills at an employer's place of business. Consult the staff at your career services office to help you further identify relevant transferable skills and incorporate them on your resume and during your interviews. During each interview, be sure to emphasize only those skills that would be of particular interest to a specific employer.

Transferable skills are the foundation upon which you will build additional, more complex skills as your career unfolds. Start making your list of skills and you'll discover that you have more to offer than you realized!

Additional Tips to Help Identify Your Transferable Skills

1. Review your list of transferable skills with someone in your field(s) of interest to help you identify any additional skills that you may want to include.
2. Using a major job posting Web site, print out descriptions of jobs that interest you to help you identify skills being sought. (Also use these postings as guides for terminology on your resume.)
3. Attend career fairs and company information sessions to learn about the skills valued by specific companies and industries.

Written by Rosita Smith.

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

Networking Defined

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

Eight Keys to Networking

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

Questions to Ask During Networking Meetings

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

involved. You never know where you are going to meet someone who could lead you to your next job.

- 3. Be Professional** Ask your networking prospects for advice—not for a job. Your networking meetings should be a source of career information, advice and contacts. Start off the encounter with a firm handshake, eye contact and a warm smile. Focus on asking for one thing at a time. Your contacts expect you to represent yourself with your best foot forward.
- 4. Be Patient** Heena Noorani, research analyst with New York-based Thomson Financial, recommends avoiding the feeling of discouragement if networking does not provide immediate results or instant answers. She advises, “Be prepared for a slow down after you get started. Stay politely persistent with your leads and build momentum. Networking is like gardening: You do not plant the seed, then quickly harvest. Networking requires cultivation that takes time and effort for the process to payoff.”
- 5. Be Focused on Quality—Not Quantity** In a large group setting, circulate and meet people, but don't try to talk to everyone. It's better to have a few meaningful conversations than 50 hasty introductions. Don't cling to people you already know; you're unlikely to build new contacts that way. If you are at a reception, be sure to wear a nametag and collect or exchange business cards so you can later contact the people you meet.
- 6. Be Referral-Centered** The person you are networking with may not have a job opening, but he or she may know someone who is hiring. The key is to exchange information and then expand your network by obtaining additional referrals each time you meet someone new. Be sure to mention the person who referred you.
- 7. Be Proactive** Stay organized and track your networking meetings. Keep a list of your contacts and update it frequently with the names of any leads given to you. Send a thank-you note or email if appropriate. Ask if you can follow-up the conversation with a phone call, or even better, with a more in-depth meeting in the near future.
- 8. Be Dedicated to Networking** Most importantly, networking should be ongoing. You will want to stay in touch with contacts over the long haul—not just when you need something. Make networking part of your long-term career plan.

Dos & Don'ts of Networking

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

Written by Thomas J. Denham, director of the Siena College Career Center in Loudonville, N.Y. He can be reached at www.siena.edu/denham.

TEN RULES OF INTERVIEWING

Before stepping into an interview, be sure to practice, practice, practice. A job seeker going to a job interview without preparing is like an actor performing on opening night without rehearsing.

To help with the interview process, keep the following ten rules in mind:

1 Keep your answers brief and concise.

Unless asked to give more detail, limit your answers to two to three minutes per question. Tape yourself and see how long it takes you to fully answer a question.

2 Include concrete, quantifiable data.

Interviewees tend to talk in generalities. Unfortunately, generalities often fail to convince interviewers that the applicant has assets. Include measurable information and provide details about specific accomplishments when discussing your strengths.

3 Repeat your key strengths three times.

It's essential that you comfortably and confidently articulate your strengths. Explain how the strengths relate to the company's or department's goals and how they might benefit the potential employer. If you repeat your strengths then they will be remembered and—if supported with quantifiable accomplishments—they will more likely be believed.

4 Prepare five or more success stories.

In preparing for interviews, make a list of your skills and key assets. Then reflect on past jobs and pick out one or two instances when you used those skills successfully.

5 Put yourself on their team.

Align yourself with the prospective employer by using the employer's name and products or services. For example, "As a member of _____, I would carefully analyze the _____ and _____." Show that you are thinking like a member of the team and will fit in with the existing environment. Be careful though not to say anything that would offend or be taken negatively. Your research will help you in this area.

6 Image is often as important as content.

What you look like and how you say something are just as important as what you say. Studies have shown that 65 percent of the conveyed message is nonverbal; gestures, physical appearance, and attire are highly influential during job interviews.

7 Ask questions.

The types of questions you ask and the way you ask them can make a tremendous impression on the interviewer. Good questions require advance preparation. Just as you plan how you would answer an interviewer's questions, write out specific questions you want to ask. Then look for opportunities to ask them during the interview. Don't ask about benefits or salary. The interview process is a two-way street

whereby you and the interviewer assess each other to determine if there is an appropriate match.

8 Maintain a conversational flow.

By consciously maintaining a conversational flow—a dialogue instead of a monologue—you will be perceived more positively. Use feedback questions at the end of your answers and use body language and voice intonation to create a conversational interchange between you and the interviewer.

9 Research the company, product lines and competitors.

Research will provide information to help you decide whether you're interested in the company and important data to refer to during the interview.

10 Keep an interview journal.

As soon as possible, write a brief summary of what happened. Note any follow-up action you should take and put it in your calendar. Review your presentation. Keep a journal of your attitude and the way you answered the questions. Did you ask questions to get the information you needed? What might you do differently next time? Prepare and send a brief, concise thank you letter. Restate your skills and stress what you can do for the company.

In Summary

Because of its importance, interviewing requires advance preparation. Only you will be able to positively affect the outcome. You must be able to compete successfully with the competition for the job you want. In order to do that, be certain you have considered the kind of job you want, why you want it, and how you qualify for it. You also must face reality: *Is the job attainable?*

In addition, recognize what it is employers want in their candidates. They want "can do" and "will do" employees. Recognize and use the following factors to your benefit as you develop your sales presentation. In evaluating candidates, employers consider the following factors:

- Ability
- Loyalty
- Personality
- Acceptance
- Recommendations
- Outside activities while in school
- Impressions made during the interview
- Character
- Initiative
- Communication skills
- Work record

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

DRESSING FOR THE INTERVIEW

Depending upon your fashion style, whether it is the latest trends for the club scene or merely college senior casual, a job interview may be cause for some drastic wardrobe augmentation.

For your interviews, some of your individualism might have to be shelved or kept in the closet. In most business and technical job interviews, when it comes to your appearance, conservatism and conformity are in order.

While many companies have adopted the “office casual” dress code, don’t try to set new standards in the interview. When in doubt, it is better to be too conservative than to be too flashy. For men and women, a suit is the best bet.

Here are some guidelines:

MEN

- A two-piece suit will suffice in most instances.
- Solid colors and tighter-woven fabrics are safer than bold prints or patterns.
- Bright ties bring focus to the face, but a simple pattern is best for an interview. (A tip for larger men: Use a double Windsor knot to minimize a bulky appearance.)
- Wear polished shoes with socks high enough so no skin is visible when you sit down and cross your legs.

WOMEN

- A suit with a knee-length skirt and a tailored blouse is most appropriate.
- Although even the most conservative organizations allow more feminine looks these days, accessories should be kept simple. Basic pumps and modest jewelry and makeup help to present a professional look.
- Pants are more acceptable now but are not recommended for interviews.

Staying Within a Budget

For recent graduates just entering professional life, additions to wardrobes, or complete overhauls, are likely needed. Limited funds, however, can be an obstacle. Image consultant Christine Lazzarini suggests “capsule wardrobing.” For example, by mixing and matching, she says, an eight-piece capsule wardrobe can generate up to 28 ensembles.

Before shopping, Lazzarini advises establishing a budget, 50% of which should be targeted for accessories. For women, “even a brightly colored jacket could be considered an accessory when it makes an outfit you already have look entirely different.”

The most important piece in any wardrobe is a jacket that is versatile and can work with a number of other pieces, according to one fashion expert. This applies to men and women. “If you focus on a suit, buy one with a jacket which may be used with other skirts or trousers,” says a women’s fashion director for a major national retailer. “Then add a black turtleneck or a white shirt. These are the fashion basics that you can build on.”

A navy or black blazer for men can work well with a few different gabardine pants. Although this kind of ensemble would be just as expensive as a single suit, it offers more versatility.

One accessory recommended by company representatives is a briefcase. “When I see one,” says one recruiter, “it definitely adds to the candidate’s stature. It is a symbol to me that the individual has done some research and that he or she is prepared.”

A Final Check

And, of course, your appearance is only as good as your grooming. Create a final checklist to review before you go on an interview:

- Neatly trimmed hair
- Conservative makeup
- No runs in stockings
- Shoes polished (some suggest wearing your sneakers on the way to an interview and changing before you enter the interview site)
- No excessive jewelry; men should refrain from wearing earrings
- No missing buttons, crooked ties or lint

You want your experience and qualifications to shine. Your appearance should enhance your presentation, not overwhelm it.

Taking a Casual Approach

“Office Casual” is becoming the accepted mode of dress at more and more companies. The rules, however, for casual attire are subject to tremendous company-to-company variance. At some, “casual day” is a Friday-only observance, where the dress code is *slightly* relaxed—a sports coat and slacks for men and slacks and a sweater for women. At others, especially entrepreneurial computer companies, it’s shorts and sandals every day.

The safest fashion rule for new employees to follow is *dress about the same as your most conservatively attired co-worker*. As a new hire, don’t try to “push the boundaries” of casual attire.

Fashion Arrests: 1) Never wear blue denim jeans or shorts unless the vast majority of others do; 2) Don’t dress too provocatively—you’re at work, not at a dance club; 3) “Casual” doesn’t mean “sloppy”—your clothes should always be free of stains or holes; 4) Workout wear belongs at the gym.

Play It Safe: 1) Chinos or corduroy slacks are usually a safe bet for both sexes; 2) As for formal business attire, buy the best that your budget will allow; 3) If you will be seeing clients, dress appropriately for *their* workplace, not yours; 4) Go to the mall—most department and specialty stores have sections devoted to this style of office attire.

ARE YOU READY FOR A BEHAVIORAL INTERVIEW?

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

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

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

Behavioral vs. Traditional Interviews

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

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

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

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

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

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

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

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

“Can you give me an example?”

“What did you do?”

“What did you say?”

“What were you thinking?”

“How did you feel?”

“What was your role?”

“What was the result?”

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

How to Prepare for a Behavioral Interview

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

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

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

Don’t Forget the Basics

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

QUESTIONS ASKED BY EMPLOYERS

Personal

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

Education

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

Experience

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

Career Goals

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

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

QUESTIONS TO ASK EMPLOYERS

1. Please describe the duties of the job for me.
2. What kinds of assignments might I expect the first six months on the job?
3. Are salary adjustments geared to the cost of living or job performance?
4. Does your company encourage further education?
5. How often are performance reviews given?
6. What products (or services) are in the development stage now?
7. Do you have plans for expansion?
8. What are your growth projections for next year?
9. Have you cut your staff in the last three years?
10. How do you feel about creativity and individuality?
11. Do you offer flextime?
12. Is your company environmentally conscious? In what ways?
13. In what ways is a career with your company better than one with your competitors?
14. Is this a new position or am I replacing someone?
15. What is the largest single problem facing your staff (department) now?
16. May I talk with the last person who held this position?
17. What is the usual promotional time frame?
18. Does your company offer either single or dual career-track programs?
19. What do you like best about your job/company?
20. Once the probation period is completed, how much authority will I have over decisions?
21. Has there been much turnover in this job area?
22. Do you fill positions from the outside or promote from within first?
23. What qualities are you looking for in the candidate who fills this position?
24. What skills are especially important for someone in this position?
25. What characteristics do the achievers in this company seem to share?
26. Is there a lot of team/project work?
27. Will I have the opportunity to work on special projects?
28. Where does this position fit into the organizational structure?
29. How much travel, if any, is involved in this position?
30. What is the next course of action? When should I expect to hear from you or should I contact you?

TAPPING THE HIDDEN JOB MARKET

Your off-campus job search should neither begin nor end with the help wanted ads. Studies have shown that only 15 percent of available jobs are ever advertised. It takes much more than merely perusing the classifieds. By employing a number of methods, you constantly increase your chances of landing a job. Some techniques you might use:

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

Informational interviewing. This approach allows you to learn more about your field by setting up interviews with professionals. The purpose of these interviews is to meet professionals, gather career information and investigate career options, get advice on job search techniques and get referrals to other professionals. When setting up these interviews, either by phone or letter, make it clear to the employer that you have no

job expectations and are seeking information only. Interviewing also familiarizes you to employers, and you may be remembered when a company has a vacant position.

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

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

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

USING EMPLOYER LITERATURE FOR SUCCESSFUL INTERVIEWS

Simply being informed about an employer does not guarantee a successful interview unless you can effectively use the information. Information about the employer's products, financial data, opportunities or how they impact society is only helpful if you know how to tactfully "weave" your new knowledge into the interview. This is no easy task and simply spouting facts or statistics—or prefacing a question with a lot of memorized information—is not the answer.

Most employers have literature and/or a web site describing their organization and opportunities. Major employers provide annual reports and company literature while smaller organizations publish brochures, fact sheets and annual reports. Either way, it's important for you to secure information on an employer before you interview.

Using Information in Answering Questions

Most of the questions you will be asked will not relate directly to the information in the literature. There are ways, however, to show how your skills and background meet the employer's needs using the information you gain. Some examples:

- Question:**
"Why do you think you might want to work for this company?"

Response:
"As I understand the job, there's plenty of opportunity to be involved in both the planning of marketing strategies and the actual selling. Besides using my communications skills and knowledge of chemicals in direct selling, I believe I'm creative when it comes to marketing."
- Question:**
"I see you're involved with the Spanish Club. What were some of the benefits from that experience?"

Response:
"As secretary, I was responsible for organizing a display on Spanish literature for the Cultural Fair we sponsored. Most of my correspondence with publishing houses was done in Spanish and I feel this experience added a whole new business angle to my fluency. I would feel very confident communicating with your international customers."
- Question:**
"What courses did you like best?"

Response:
"I enjoyed my Sociology of Learning class the most. During one in a series of field trips, I observed a rural daycare center. That confirmed for me that this type of setting is where I want to begin my career."

Using Information in Asking Questions

Next, it will be your turn to ask questions of the interviewer. It is to your advantage to ask questions which require the interviewer to expand on information you have learned from the employer's literature. Following are some excerpts from employer literature (in bold print), paired with questions that could be formulated from the information given.

"After about 12-15 months from the time you began, if you've demonstrated your ability, you'll be ready for promotion to Merchandising Manager. Your increased responsibility will include a larger sales volume and a number of sales associates reporting to you."

Questions Formulated

- "Could you talk about some methods by which trainees are evaluated?"
- "What kinds of communication channels are there between the trainees and the supervisors?"
- "What would you say is the major quality or accomplishment which distinguishes those who are promoted from those who are not?"

"Today's large store manager usually has gained experience in district or regional staff work."

Question Formulated

- "In viewing some of the background that your large store managers have, regional staff work is mentioned. Could you describe some of the responsibilities of staff work?"

"But that's still not the point. From the start, ABC Company has had a goal—a vision, if you will—of being the leader in communications. That's why we are into education and publishing and software, among other things."

Question Formulated

- "When the company looks to the future, it appears from the brochure that education, publishing and software are some key areas. What are some of the product areas now that might be less important in the future—that the company may be cutting back?"

Examples of Poor Questions

1. "Tell me about your training program." (Too general—shows you didn't do your homework.)
2. "At what salary level would I be if I progress to Step 3 in my second year with the company?" (Shows your concern is money as opposed to responsibility.)
3. "Could you explain your fringe benefits package?" (Standard, boring question—need to be more specific and ask about various aspects.)

Criteria for Examining Employers

Asking and answering interview questions in a prepared and professional manner is the key to successful interviewing. Use the following list of EMPLOYER INFORMATION CRITERIA (Adapted from "Recruiting Literature: Is It Adequate?" ECPO) as a guideline for what you need to find out about an employer BEFORE you choose to interview.

- Details and Functional Descriptions of Positions
- Training Program Outline
- Hiring Process (timing, evaluation criteria)
- Benefits
- Requisite Qualifications for Entry-Level Positions
- Typical Career Paths
- Introduction to Employer Products/Services
- Starting Salaries/Compensation Forms
- Employee Review/Evaluation Process
- Travel/Relocation Expectations
- General Hiring Patterns
- Regional Lifestyle/Cost of Living
- Organizational Chart/Structure

STUDENTS WITH DISABILITIES: ACING THE INTERVIEW

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

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

To Disclose or Not to Disclose

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

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

Reasons for Disclosing

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

Timing the Disclosure

The employer’s first contact with you will typically be through your cover letter and resume, especially if you initially contacted the organization. There are many differing opinions on whether one should mention the disability on the resume or in the cover letter. If you are comfortable revealing your disability early in the process, then give careful consideration to where the information is placed and how it is stated. The cover letter and resume should primarily outline relevant skills, experiences and education for the position for which you are applying. The reader should have a clear understanding of your suitability for the position. Therefore, if you choose to disclose your disability, the disclosure should be brief and placed near the end of the cover letter and resume. *It should never be the first piece of information that the employer sees about you.* The information should also

reveal your ability to manage your disability while performing required job functions.

When You Get the Interview

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

Tips on Managing the Interview

Prior to the Interview

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

During the Interview

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

Written by Rosita Smith.

DON'T FORGET THE SMALL COMPANIES

Do you realize that most new job growth in the United States comes from small businesses? Yet, most students concentrate their job search on *Fortune* 500 corporations or other large, well-known companies with defined and approachable personnel departments. But don't forget the small companies! Generally, any business with 200 or fewer employees is considered a small company. Small businesses are an economic powerhouse that are providing the economy with a wealth of jobs (nearly two-thirds of all new jobs!) and revenue.

Is a Small Company Right for You?

Life in a small organization is very different from that in a large organization. Small companies tend to offer an informal atmosphere, an all-for-one camaraderie and require more versatility and dedication on the part of the company and workers. Small companies are usually growing so they are constantly redefining themselves and the positions within them. Look at the following list of small company traits and consider which of them are advantages and which are disadvantages for you.

- You are given more responsibility and are not limited by job titles or descriptions.
- Your ideas and suggestions will be heard and given more attention.
- Career advancement and salary increases may be rapid in a growing company.
- You have less job security due to the high rate of failure for a small business.
- You have the opportunity to be involved in the creation or growth of something great.
- You may be involved in the entire organization rather than in a narrow department.
- You may be eligible for stock options and profit sharing.
- The environment is less bureaucratic; there are fewer rules and regulations and thus fewer guidelines to help you determine what to do and whether you're succeeding or failing.
- Successes and faults are more visible.
- Starting salaries and benefits may be more variable.
- A dominant leader can control the entire organization. This can lead either to more "political games" or a healthy, happy atmosphere.
- You must be able to work with everyone in the organization.

Are You Right for a Small Company?

Because most small companies do not have extensive training programs, they look for certain traits in potential employees. You will do well in a small company if you are:

- Self-motivated
- A generalist with many complementary skills
- A good communicator, both oral and written
- Enthusiastic • A risk-taker • A quick learner
- Responsible enough to get things done on your own

There are fewer limitations, and it's up to you to make the best or worst of that freedom. A small business often has a strong company culture. Learn that company's culture; it will help you on your way up the corporate ladder.

Finding a Job in a Small Company

One of the biggest hurdles to finding a job in a small business is contacting a hiring manager. Good timing is critical. The sporadic growth of many small companies can mean sporadic job openings, so you need to network. A small business tends to fill its labor needs informally through personal contacts and recommendations from employees. Job hunters must find their way into the organization and approach someone with hiring authority. This means you must take the initiative. Once you have someone's attention, you must convince him or her that you can do something for the company. How do you find information on small companies? Try these techniques:

- Contact the chamber of commerce in the area you would like to work. Get the names of growing companies in the industry of your choice. Peruse the membership directory.
- Participate in the local chapter of professional trade associations related to your career. Send prospective employers a cover letter and resume, then follow up with a phone call.
- Read trade publications, business journals, and area newspapers for leads. Again, follow up.
- Speak with small business lenders such as bankers, venture capitalists, and small business investment companies. These are listed in directories at local libraries.

Because small companies often have an informal hiring procedure, keep the following differences between large and small companies in mind as you conduct your job search:

Large Company	Small Company
Centralized personnel department	No personnel department
Formal recruiting program with recruiters seeking out potential employees	No full-time recruiters
Standardized hiring procedures	No standard hiring procedures
Keep resumes on file for a specified period of time	Usually won't keep resumes
Interview held with recruiters and managers	Interview often held with the founder or direct boss
Company literature usually available	No printed literature
Hiring done months in advance of starting date	Hired to begin immediately
Formal training programs	On-the-job training
Predetermined job categories	Jobs emerge to fit needs

Always do your homework on the company, and persuade them to hire you through your initiative and original thinking. If you haven't graduated yet, offer to work for them as an intern. This will give you experience, and if you do well, there's a good chance that a job will be waiting for you on graduation day.

Adapted with permission from the Career Resource Manual of the University of California, Davis.

JOB SEARCH STRATEGIES: PROS AND CONS

There are many ways of looking for a job, some of which are better than others. Presented below are some of the most popular ways, as well as helpful hints and pros and cons of each.

STRATEGY	TOOLS	PROS	CONS	HELPFUL HINTS
WANT ADS Scan want ads. Mail resume with cover letter tailored to specific job qualifications.	<ul style="list-style-type: none"> • Newspapers • Journals • Newsletters • Trade magazines • Cover letters • Resumes 	Involves minimal investment of time in identifying companies. Resume and cover letter are sent for actual job opening.	Resume and cover letter will compete with large number of others. Ads follow job market; least effective in times of economic downturn.	<ul style="list-style-type: none"> • Use as a meter on the job market in a certain career field. • Try to get your materials in as early as possible.
EMPLOYMENT AGENCIES Respond to employment agency ads in newspapers; check phone book for names of agencies to contact.	<ul style="list-style-type: none"> • Resumes • Business attire 	Fee-paid jobs for graduates in technical fields or those with marketable experience.	May be less help to non-technical/inexperienced graduates. Be wary if you, instead of the employer, have to pay a fee.	<ul style="list-style-type: none"> • Identify agencies that specialize in your field. • Make frequent contact with your counselor to obtain better service.
WORLD WIDE WEB Search online job banks and company Web sites. Submit resume online/post on job boards.	<ul style="list-style-type: none"> • Access to the web • Electronic resume 	Actual job openings. Many employers use a wide variety of job listing services. Many listings have free to low-cost access. Worldwide geographic reach.	Competition is growing as use of the web increases. Many jobs listed are technical in nature, though the visibility of nontechnical fields is growing.	<ul style="list-style-type: none"> • Use the web frequently as information and sites change quickly. • May need to conduct your search at off-peak times (early morning or late at night).
TARGETED MAILING Develop good cover letter tailored to a specific type of job and the needs of the company. Send letter with resume to selected companies.	<ul style="list-style-type: none"> • List of well-researched companies • Tailored cover letters • Resumes 	Better approach than the mass-mailing method. Investment of time and effort should merit stronger response from employers.	Requires a significant investment of time in researching companies and writing cover letters as well as following up with contacts.	<ul style="list-style-type: none"> • Try to find out who is in charge of the area in which you want to work; send your materials to that person. Great method when used in conjunction with networking.
IN-PERSON VISIT Visit many companies. Ask to see person in specific department. Submit resume and application, if possible.	<ul style="list-style-type: none"> • Business attire • Company address list • Resumes 	Resume and application are on file with the company.	Requires a great deal of time to make a relatively small number of contacts.	<ul style="list-style-type: none"> • Research the companies prior to your visit. Ask for a specific person or ask about a specific type of job.
NETWORKING Talk to everyone you know to develop a list of possible contacts; ask for information on job/companies and to circulate your resume.	<ul style="list-style-type: none"> • List of contacts • Resumes • Business attire 	May learn of unadvertised openings. May result in a courtesy interview. Often results in a closer match of your interests to a job.	A contact in itself is not enough to get you a job. You may exhaust all leads without landing a job. Quite time-consuming.	<ul style="list-style-type: none"> • Follow through on all leads. • Keep broadening your network of contacts.
ON-CAMPUS RECRUITING Follow specific procedures to secure on-campus interviews.	<ul style="list-style-type: none"> • Scheduling interviews • Employer literature • Resumes • Business attire 	One of the primary ways in which companies recruit for technical and business positions.	May be less effective for nontechnical/nonbusiness candidates.	<ul style="list-style-type: none"> • Use the interview schedule as a way to identify possible employers, even if you don't get to interview on campus with those employers.
RESUME REFERRAL Register with one of the many national referral services. As jobs are listed by employers, the data bank of registrants is searched for matches. If your materials match they are sent to the employers.	<ul style="list-style-type: none"> • Registration form supplied by service 	Another way to monitor the job market and get your qualifications to the attention of employers.	May involve a fee. Often more helpful to those in technical or specialized fields. May not learn of the status of your materials.	<ul style="list-style-type: none"> • Use only in conjunction with other job search strategies.

Reprinted with permission from Career Development and Placement Services, Pennsylvania State University, University Park, PA.

INTERNATIONAL STUDENTS AND THE JOB SEARCH

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

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

Immigration and Naturalization Service (INS) Regulations

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

Importance of Skills and Career Field

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

Role of Employers

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

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

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

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

Strong Communication Skills

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

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

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

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

If your English language skills need some work, get involved with campus and community activities. These events will allow you to practice speaking English. The more you use the language, the more proficient you will become. These activities are also a great way to make networking contacts.

Career Center

The career center can be a valuable resource in your job search. Be aware, however, that some employers using the career center won't interview students who are not U.S. citizens. Though this may limit your ability to participate in some campus interviews, there are numerous ways to benefit from the campus career center:

- Attend sessions on job search strategies and related topics.
- Work with the career services staff to develop your job search strategy.
- Attend campus career fairs and company information sessions to inquire about employment opportunities and to practice your networking skills.

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

Written by Rosita Smith.

GETTING THE MOST OUT OF A CAREER FAIR

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

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

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

Fashions and Accessories

Generally, the appropriate attire for career fair attendees is more relaxed than what you’d wear to an actual job interview. In most cases, “business casual” is the norm. If you’re unsure of the dress code (particularly for off-campus events), it would be wise to err on the overdressed side—you’ll make a better impression if you appear professional. Think of it as a dress rehearsal for your real interviews!

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

Stop, Look and Listen

Keep your eyes and ears open—there’s nothing wrong with subtly eavesdropping on the questions asked and answers received by your fellow career fair attendees.

You might pick up some valuable information, in addition to witnessing some real-life career search “dos and don’ts.”

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

Here’s a great bit of career fair advice from Stanford University’s *Career Fair ‘99* guide:

“Create a one-minute ‘commercial’ as a way to sell yourself to an employer. This is a great way to introduce yourself. The goal is to connect your background to the organization’s need. In one minute or less you need to introduce yourself, demonstrate your knowledge of the company, express enthusiasm and interest and relate your background to the company’s need.”

You’re a Prospector—Start Digging

The questions you ask at a career fair depend upon your goals. Are you interested in finding out about a particular career field? Then ask generalized questions about working within the industry. If you’re seeking career opportunities with a specific employer, focus your questions on the application and interview process, and ask for specific information about that employer.

Fair Thee Well

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

A Few Words About Career Fair Etiquette

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

EVALUATING AN OFFER OF EMPLOYMENT

Congratulations! You've successfully managed your second interviews and have been offered a job! Perhaps you've even received offers from more than one employer. Whether it's one offer or more, your euphoria is sometimes quickly replaced by anxiety about the decisions which lie ahead. You may be wondering, "Is this the 'right' job for me?" or "Am I going to be happy in this job, or should I just take it because I need a job, period?" Careful evaluation of your job offer and some serious thought as to how well the position and organization meet your needs can enable you to make the best choice for yourself. One of our staff members can help you sort out your options.

In evaluating your job offer, there are three critical questions you should address:

1. How closely does the offer match your career goal?

Think back to when you started your job search. What was important to you? What factors regarding a job, organization and work environment were on your "wish list"? Have they changed? How well does this position fit these factors? Below are some factors you may want to consider in evaluating your offer. Some of these may not be important to you, and there may be other factors not listed which are extremely important to your decision.

2. Do you need additional information about the offer (or anything) in order to make a decision?

It is not unusual to discover, as you're weighing different factors about the offer, that you have additional questions, lack some factual data, or simply need a better sense of what the job and organization are like. If this is the case, STOP! Don't go any further in your deliberations until you address these issues. You may need to call one of your

interviewers and ask additional questions, or contact an alum who works for the organization. If you need a better understanding of what it would be like during a day on the job, call the employer (if they are local) and ask to spend an afternoon observing an entry-level employee in the job you're considering. Most employers will be willing to accommodate you. If you have other questions or concerns which impact your decision, you should discuss them with a representative from our office.

YOU MAY NEED TO CALL ONE OF YOUR INTERVIEWERS AND ASK ADDITIONAL QUESTIONS...

3. Are there issues you may want to negotiate, which would bring the offer closer to your goal?

Perhaps the issues which concern you about the offer can be changed. If the job seems ideal except for location, then you might want to raise the issue with the employer. Some start dates are non-negotiable because training classes must begin together. In some instances, however, the start date can be adjusted.

Written by Virginia Lacy. Adapted with permission from Northwestern University's Career Services Guide; © 1998 Virginia Lacy.

Factors for Consideration

- Nature of the work
- Organizational culture
- Level of autonomy
- Travel
- Salary
- Mentoring
- Lifestyles of employees
- Stability of organization
- Quality of higher management
- Support for continuing education/ advanced degree
- Level of responsibility
- Location
- Work hours
- Benefits
- Variety of work
- Stability of industry
- Advancement opportunities
- Training and development opportunities
- Opportunities to learn and grow in job/company
- Transferability of skills/experience from job
- Prestige of job or organization

MARKETING YOUR LIBERAL ARTS DEGREE

As liberal arts graduates enter the job market, their direction may not be as obvious as that of their technically trained counterparts. For the most part, engineering or computer science majors know exactly where to target their efforts.

Liberal arts majors are less fortunate in that regard—such a heading cannot be found in the want ads. Yet if they learn to target their aptitudes, they have as good a chance as anyone to find meaningful work.

Students are no longer necessarily hired just because they have a particular degree. Math and physics majors are getting engineering jobs and liberal arts majors are getting accounting jobs. The reason new graduates are being hired is because they have specific skills that meet the needs of the employer.

No one is more suited to this approach than the liberal arts major. What you need to do, explains one career advisor, is to find out what you really want to do—regardless of your major. “Students often ask, ‘What can I do with a major in philosophy?’ But that’s the wrong question. The real questions are, ‘What fascinates me? How can I connect my interests with a job? What do I really want to be doing in 20 years?’”

Once you have answered those questions, look at possibilities for matching your interests with a job. There are more options than you might think. Don’t get stuck on titles. For instance, if you want to be an autonomous problem-solver, someone with good communication skills who can do a good job of synthesizing sources (as in writing term papers), forget about the titles and look at the job descriptions. Management consultants, career specialists, personnel managers, teachers or trainers within organizations and schools are just a few options.

CONDUCT IN-DEPTH RESEARCH ON ANY COMPANIES THAT APPEAL TO YOU, AND TRY TO MATCH THEIR NEEDS TO YOUR WANTS.

As a liberal arts major, you have to do much more work in terms of researching different job markets and finding out where there is a demand. Conduct in-depth research on any companies that appeal to you, and try to match their needs to your wants. You must be specific, however. It is possible to be too general, too open and too flexible.

To be successful, you should combine your long-term vision with short-term specificity. Present yourself to your potential employer as someone who both understands the broad goals of the company and has the ability to grow and contribute in the long run. But most importantly, show how you can excel in that specific job. And this, most likely, will involve some specialized skills. If you’ve taken business courses, had work

experiences or utilized a computer in your liberal arts work, point out those strengths.

Once you’ve taken the time to determine your real interests and have set some long-term goals, map out a plan—long- and short-term—on how to get there. Resources are plentiful—from the *Occupational Outlook Handbook* or *Dictionary of Occupational Titles* to numerous general job search books, as well as those dealing with specific topics such as *What to Do with a Degree in Psychology*, *The Business of Show Business*, etc.

Your liberal arts education has equipped you to take a broad topic and research it. Use those skills to make the connection between what you want and what companies need. Once you find job descriptions that match your long-term interests, set about shaping your resume and, if need be, getting the additional specific skills, training or certification to get that first job.

Your first job may not match your long-term goal. But it’s the first step. And that, at this point, is the all-important one.

What Liberal Arts Graduates Are Doing

A sampling of the wide range of positions filled by liberal arts graduates:

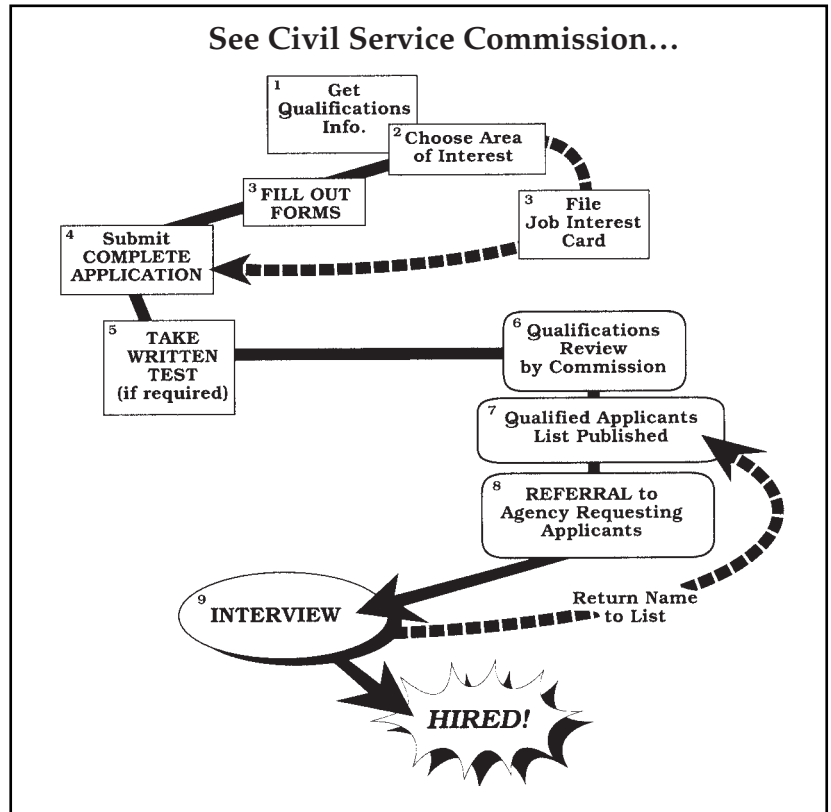
Accountant	Librarian
Administrative assistant	Management consultant
Advertising account executive	Marketing representative
Air traffic controller	Medical/dental assistant
Artist	Museum coordinator
Auditor	Office administrator
Bank manager	Outpatient therapist
Business systems analyst	Paralegal
Buyer	Photographer
Child support enforcement officer	Probation officer
Claims examiner	Product specialist
Communications specialist	Psychologist
Computer specialist	Public relations specialist
Copywriter	Quality engineer
Counselor	Recreation administrator
Customer service representative	Research analyst
Editor	Restaurant manager
Employee relations specialist	Retail manager
Engineering planner	Sales representative
Financial consultant	Social worker
Graphic designer	Speech pathologist
Hotel manager	Stockbroker
Human resource specialist	Systems analyst
Industrial designer	Tax consultant
Interpreter/translator	Teacher
Journalist	Technical writer
	Transportation specialist
	Underwriter
	Urban planner
	Writer

Where Can I Find Information About State of Oregon or Washington Jobs?

The Oregon State Employment Division has a web page: <http://www.emp.state.or.us/EMPLSVCS/>. In addition, current job openings are posted on the bulletin board of the Human Resources office, located on the first floor of the Kerr Administration Building. The State Employment Office in Corvallis is located at 545 SW 2nd Street, Corvallis, OR 97333; 757-4261/757-4254. The Salem Personnel Center can be reached at (503) 378-8344. The Washington State Personnel Department has a web site at <http://www.wa.gov/dop/home.html>.

Where Can I Find Information About Federal Jobs?

The U.S. Government's official site for jobs and employment information provided by the United States Office of Personnel Management is <http://www.usajobs.opm.gov/>. The web site for FedWorld Job Search is <http://www.fedworld.gov/jobs/jobsearch.html>. For a complete listing of positions, call Career America at (912) 757-3000. Some federal agencies also maintain information binders at Career Services.



ADVICE FROM THE EXPERTS— INTERVIEWING TIPS FROM ON-CAMPUS RECRUITERS

Research organizations in advance of interviews—Since most on-campus interviews are relatively short, it is important that you use this time to sell yourself to an employer. Don't waste this opportunity by spending too much time on issues that could have been answered by surfing the company's web site and/or viewing its videotape. Displaying your knowledge about a potential employer will greatly enhance your chances of interview success.

Define your career goals and the opportunities you want—One of the keys to making a successful sale is product knowledge. In the case of job interviews, that product is *you*. You need to perform a thorough self-evaluation well in advance of your interviews. Know what your strengths, weaknesses, skills and abilities are and be prepared to discuss them in the interview.

Be enthusiastic and sincere during your interviews—It is important for you to convey a genuine sense of interest during the interview. You must appear eager and flexible, but not too rehearsed. Don't fixate on being nervous. Even seasoned pros can have the "interview jitters." Above all, *never* be late for an interview appointment.

Be honest—Don't claim interest in an employer if you really do not intend to work for that organization. Don't lie on your resume or during the interview. While you should never draw attention to your weaknesses, don't attempt to hide a shortcoming by being untruthful. Learn how to deal with perceived (or real) weaknesses *before* your interviews by talking to a campus career services professional and/or reading books on job interviewing techniques.

Be realistic—Carefully evaluate what an employer has to offer you...and what you have to offer the employer. Don't accept a position that isn't suited to you "just because you need a job." Although most entry-level salaries have been on the rise, do not set your starting salary expectations too high. If a starting salary seems inordinately low, but is for a position that you really want, you might be able to arrange for an early salary review.

Some of this material is adapted from Recruiting Trends by L. Patrick Scheetz, Ph.D., Collegiate Employment Research Institute. ©Michigan State University.

2005-2006 ANTICIPATED RECRUITERS

3M	GAP Inc.	PricewaterhouseCoopers
ABF Freight, Inc.	General Electric Motors	Protocol Systems
AFG Industries	GeoEngineers	Puget Sound Naval Shipyard
AKS Engineering & Forestry, LLC	Georgia Pacific (Corporate)	
Abercrombie & Fitch	Google	Radisys
Advanced Micro Devices	Granite Construction	Robinson-Mays
Aerotek	Grant Thornton	Rogue Wave Software
Air Force ROTC	Hensel Phelps Construction	Roseburg Forest Products
AmeriCorp Vista	Hertz Equipment Rental Corporation	
American Family Insurance	Hewlett-Packard (Corvallis)	SEH America/Shin Etsu
Analog Devices	Hidden Valley Camp	Saint Mary Lodge & Resort
Andersen Consulting	Hitachi Consulting	Sandia National Lab
Anritsu	Hoffman Construction	Schrieber Foods
Applied Signal	Home Depot	Sears, Roebuck & Co.
Areva	Huffman-Wright Construction	Sharp Micro Electronics
		Shaw Industries
Bankers Life and Casualty	IBM	Sherman Brothers
Baugh Construction Oregon, Inc.	Intel Corporation	Sherwin-Williams
Bear Creek	International Paper	Shimmick Construction
Beaverton School District		Siuslaw Forest Service
Bechtel	JCPenney	Sonoco
Bi-Mart	James River Corporation	Sony Disc Manufacturing
Bidtek	Jeld-Wen, Inc.	Spectra Physics
Black & Veatch	John Hancock Financial Services	State Chemical Manufacturing
Blockbuster, Inc.	John Hancock Mutual Life	State Farm
Boeing	Johnson Controls	Stockamp \$ Associates
Boeing Engineering Div.		Stryker Endoscopy
Boise Cascade Corporation	KPMG Peat Marwick	Sun Valley Resort
The Bon	Kmart	Supra Products, Inc.
Bonneville Power	Keller Supply Company	Swinerton, Inc.
The Buckle	Kiewit Pacific NW District	Symantec
	Kohler Company	
CH2M Hill		Talbot, Korvola, Warwick
Central Intelligence Agency	LSI Logic	Target Distribution
Charles Pankow Builders Ltd.	Lanier Worldwide, Inc.	Target Stores
Chevron (Business)	Lattice Semiconductor	Tektronix
Chevron (Engineering)	Lease Crutcher Lewis	Teradyne, Inc.
Cintas	Longview Fiber Corporation	Timberline Software
College Pro Painters	Los Angeles County Department of Public Works	Tour Andover Controls
Columbia Grain	Lucidyne Technology	Toys R Us
Consolidated Electric Dist.		Triquint Semiconductor
Country Companies Insurance Group	MassMutual	
Cypress Semiconductor	Maxim Integrated Products	US Census Bureau
	Meier & Frank	US Pacific Builders
DPR Construction	Mentor Graphics	US West Communications
Dassault	Mervyn's California	United Rental
Deloitte & Touche	Microlinear	Universal Forest Products
Dillingham Construction	Microsoft	University Directories
	Morrison Knudsen	
E & J Gallo	Moss Adams LLP	Videx
EFG Company	Motorola	View Point Construction
Eaton Cutler Hammer		
Enterprise Financial Group	NEC Electronics	WaferTech
Enterprise Rent A Car (See Ad on Page 21)	National Semiconductor	Wal-Mart
Etec	Nestles Brand Foodservice Company	Walgreens
Ethos Group	New York Life (Portland)	Wallis Engineering
Expedia	Northwestern Mutual Life	Walsh Construction
		Washington Mutual
FM Global	Office Depot, Inc.	Walt Disney World
Fastenal (Salem)		Wells Fargo Bank
Ferguson	PAR 3	Weyerhaeuser (Intern Program)
First Investors Corporation	Pacificorp	Weyerhaeuser Company
Fletcher General Construction (Seattle)	Peace Corps	Weyerhaeuser Co., Particle Board Plant
Fluor	Pella	Wilder Construction
Ford Black & Company	Perkins & Company, P.C.	Willamette Industries
Foster Farms	Polaris Communications	William Mercer
Four Winds Camp	Pope & Talbot, Inc.	
Fred Meyer	Portland Camp Fire Council	
Frito-Lay (Vancouver)	Portland Public School	
The Fund for Public Research	Precision Castparts Corporation	Xerox

This is not a complete listing and is subject to change.
Consult with Career Services for the master calendar and complete job descriptions.