



University of Findlay

# Career Development Handbook



THE UNIVERSITY

FOUNDED  
1882

OF FINDLAY



## Our Mission

To actively engage the University of Findlay students and alumni by guiding, educating, and empowering them through experiential learning and professional development opportunities.

## Contact Information

Center for Career & Professional Development

419-434-5874 | [ccpd@findlay.edu](mailto:ccpd@findlay.edu)

113 Old Main

## Hours of Operation

Monday - Friday: 8:00am – 5:00pm



# Our Services









You are the heart of the work we do. Our staff is here to help with your career-related needs at every step of your college experience. It is a process, so come see us and let us help!

## Things we help with include:

- Internship/CPT Search Assistance
- Resume Development/Review
- Cover Letters
- Interviewing Skills
- LinkedIn Profile
- Job Search Assistance
- Individual Appointments
- Career Fair Preparation
- Career Closet-Professional Attire
- Networking
- Online Job Board
- Professional Headshots



# Table of Contents

	<b>Freshman</b> .....	<b>1</b>	
	Career Choice Help - O*NET	Resume	Experiential Learning
	Getting Involved	Informational Interviews	Money Matters
	<b>Sophomore</b> .....	<b>15</b>	
	Elevator Speech	LinkedIn & Networking	Money Matters
	Update: Resume	Mock Interviews	Internship/Job Search
	Intro: Cover Letter		
	<b>Junior</b> .....	<b>35</b>	
	Update II: Resume	Online Portfolio	Interview Formats
	Experiential Learning	Networking	Graduate School Preparation
	<b>Senior</b> .....	<b>49</b>	
	Update III: Resume	Money Matters	Job Search
	<b>Graduate Student</b> .....	<b>61</b>	
	Graduate Studies		
	<b>International Student</b> .....	<b>65</b>	
	Resume	CPT/OPT Process	
	<b>Life After Graduation</b> .....	<b>73</b>	
	<b>Resource Materials</b> .....	<b>75</b>	
	FAQ	Job Fair Prep/Networking	Cover Letters
	Experiential Learning	Job Search Strategies	Personal Statements
	<a href="#">Career Development Videos</a>	Resume/CV Samples	Interviews
		Word Bank	Professional Dress
			Negotiating Salary



# Freshman

Welcome to your freshman year at the University of Findlay! Now that you are officially an Oiler, **here are some things you can do to begin your path to personal and career success:**

- Getting Involved
- Resume
- Interviews
- Experiential Learning
- Money Matters
- Career Choice Help - O\*NET





# Career Choice Help - O\*NET

**Are you undecided as to what career path to choose?  
Or are you interested in several occupational possibilities?** Complete the O\*NET Interest Profiler  
<https://www.mynextmove.org/explore/ip>

## **The O\*NET Interest Profiler can:**

- Help you find out what your interests are and how they relate to the world of work.
- Help you decide what kinds of careers you might want to explore.

On each screen, click the Next button at the bottom to continue. You can use the Back button at the bottom to re-read the instructions or change your answers.

For additional career assessment information, contact the Oiler Success Center at 419.434.5680.







# Getting Involved

## **Why is it a good idea to become involved in extracurricular activities on campus and in the community?**

- Provides a connection with the school
- Helps build a community
- Encourages a discovery of passions and strengths
- Adds depth to the resume
- Promotes organizational and time management skills

There are many campus activities in which to become involved such as: social and honorary fraternities and sororities, instrumental and vocal music groups, organized student programs such as concerts in the AMU, various intramural sports, academic clubs, and religious groups and events. There are also many off-campus volunteering opportunities.

For more information on volunteering, contact the Office of Service and Community Engagement:

419.434.6671  
volunteer@findlay.edu

Contact the Office of Office of Student Activities, Commuter Services and Leadership Development for more information on campus groups and activities:

419.434.4606  
studentactivities@findlay.edu





Getting  
Involved

# Resume

You may have a resume which you were required to create during high school. You may be able to use this as a foundation to a more advanced and professional document. Or you may not have a current resume at all. Some tips to remember when editing your old resume or starting from the beginning are:

- Start with a blank Word document instead of a template.
- Use a font which is legible and professional. Name is bolded and sized larger than the body of the resume. Simple is best.
- Determine the resume's purpose – the primary purpose is to attract the employer and get the interview.
- Use bullet points under the experience section, choosing descriptive words to explain and quantify tasks performed in the job. Refer to the Resource Material section for more information.
- Rather than using an objective statement, a profile or summary may be included if you have related experience. Use a profile or summary section to highlight your strengths and skills.

Be sure to line dates up by setting tabs, not using the space bar.

The CCPD will assist you in reviewing and updating your resume during your college career.

[See a starter resume sample on the following page.](#)



**SAMPLE RESUME** – See more samples in the Resource Material section

## Name

City, State Zip | 111-111-1111 | name@findlay.edu

### SUMMARY

This section is optional, especially with starter resumes. Your summary will describe your strengths and abilities and will be easier to develop once you create your elevator pitch.

### EDUCATION

**The University of Findlay** | Findlay, Ohio  
*Bachelor of Science in Animal Science/Pre-Veterinary Medicine Option* Anticipated Month Year  
GPA: *(Will go here once established if over 3.0)*

**High School** | City, State  
*Honors Diploma, College Preparatory Classes* Month Year  
GPA: *(if over 3.0)*

*High School Information is only included through sophomore year of college; then removed.*

### EXPERIENCE

Organization | City, State Inclusive dates  
*Your Title*

- 2-4 Bullet points describing specific responsibilities/achievements
  - Start each bullet with a strong verb, eliminate personal pronouns
  - Quantify with numbers/include details
- These could be transferrable skills*

Organization | City, State or City, Country Inclusive dates  
*Your Title*

- 2-4 Bullet points describing specific responsibilities/achievements
- Start each bullet with a strong verb, eliminate personal pronouns
- Quantify with numbers/include details

*(Follow this format for as many experiences that you have)*

*(ADDITIONAL POSSIBLE CATEGORIES)*

### LEADERSHIP EXPERIENCE

Same format as above Inclusive dates  
*(Bullet points are not necessary unless you wish to list skills that are transferrable to the position for which you are applying)*

### TECHNICAL SKILLS *(if applicable)*

Computer software in which you are proficient  
Other equipment/devices in which you are skilled

**HONORS and AWARDS** *(Again – if received during high school, this should be removed at the end of sophomore year. There may be some exceptions – check with CCPD counselor.)*

*(Optional)* Inclusive dates

### VOLUNTEER

*(Optional)*



# The Informational Interview

## What is an informational interview?

According to Steve Dalton, author of *The 2-Hour Job Search*, an informational interview is a conversation between an information seeker (you) and an information keeper (usually an employee at one of the job seeker's target employers).

## Preparing for an Informational Interview is Two-Fold

- **External Preparation:** should take only about 15 minutes. Research the company by Googling them and looking at their website.
- **Internal Preparation:** concerned mainly with being ready to answer the "Big Three," which are frequently asked interview questions. See [page 123](#) for the "Big Three."
  - » Contact a professional to request and schedule a shadow time
  - » Prepare a list of questions
  - » Dress appropriately for the industry which you shadow

Even though this is an informational interview, this is a networking experience which may lead to job opportunities in the future.

## At the actual Informational Interview

There are three phases to these interviews. Use the TIARA method to guide the Q&A phase.

1. Small talk
2. Questions and Answers: TIARA is Dalton's acronym for the topics you will cover during this phase - Trends, Insights, Advice, Resources and Assignments.
3. Next Steps (wrapping up the conversation)



## **FOLLOWING UP**

It is courteous and recommended that you follow up after each informational interview. This is how you begin to build your professional network.

\*For more details on informational interviews, visit your CCPD counselor.



# Experiential Learning

## JOB SHADOWING

### What is Job Shadowing?

Job shadowing is a career exploration activity that offers an opportunity to spend time with a professional who works in your career field of interest. In addition to observing daily activities of the employees and the organization, job shadowing benefits include:

- Assistance in determining career paths
- Exposure to networking opportunities
- Professional development
- Expert insights

### How do you find a job shadowing experience?

Find a professional with whom you would like to shadow and contact them in a professional manner. Check for alumni through LinkedIn or send an email to local employers. (See next page)

### Job Shadowing Checklist

- Set goals to determine reason for shadowing
- Research the field and organization
- Contact professional to request and schedule a shadow time
- Prepare a list of questions
- Dress appropriately for the industry which you shadow
- Be on time
- Ask and answer questions clearly and professionally
- Take notes recording date, time, and what you observe (person you are shadowing, work environment, duties, and other points of interest)
- Send employer a thank you note no later than the next day





## Example shadowing request:

Dear Mr./Ms. Last Name:

I am currently a freshman at the University of Findlay majoring in \_\_\_\_\_. Professor \_\_\_\_\_ suggested you might be willing to allow to spend a day observing you so I can learn more about \_\_\_\_\_. I would be very appreciative if you allowed me to observe you for a half- or full-day as you go about your usual schedule. If possible, it would be helpful if we also had a short interview toward the end of the shadowing so I could ask you any questions I might have about the \_\_\_\_\_ industry after observing your activities and actions.

Thank you for considering my request. Feel free to contact me at 555-555-5555 or xxxxx@findlay.edu.

Sincerely,





Name



# Money Matters

The stress of a new environment, meeting new people, classes, homework, exams and campus activities is more than enough for an upcoming college freshman. The last thing you need to worry about are financial burdens.

## Here are some tips to alleviate monetary woes:

-  **Learn to budget and stay within your means.**
-  **Control some of the common high expense areas for students:** eating out, entertainment, clothing and electronics.
-  **Use credit cards wisely.** Plastic can make or break your credit rating. Don't charge more than you can pay off each month. The best way to increase your credit score is to make timely payments.
-  **As with credit cards, use your student loans wisely.** Recognize that this is money you will eventually need to repay. Only borrow what is educationally necessary.

Make it a habit to visit your financial aid counselor at least once a year to maintain control of your financial aid account or more often if you have questions.



## What amount of money will you need to earn to pay your debts after you graduate?

Check out the calculator on the Educate to Career website now to help you determine your required post-graduation salary.

**Go to:** <https://www.jobsearchintelligence.com/etc/jobseekers/salary-calculator.php>



# Sophomore

Welcome to your sophomore year! **By this point, we hope you've accomplished the following:**

- Gotten involved on campus
- Started a resume
- Conducted informational interviews
- Explored Experiential Learning: Job Shadowing
- Reviewed Money Matters
- Completed the O\*NET Interest Profiler

If you haven't quite checked each of these off your list, no worries. Refer to the Freshman section to get up to speed. If you can check each of these off, kudos to you! Let's keep moving forward.

**This year, we're going to:**

- Create an Elevator Speech
- Update your resume
- Learn how to write a cover letter
- Create your LinkedIn profile
- Begin networking with professors, classmates, alumni and professionals
- Practice your interviewing skills; participate in mock interviews
- Reevaluate your financial situation
- Begin researching internship opportunities
- Create your LAMP list





# Elevator Speech

“Tell me about yourself” is a much harder assignment than it seems, especially in professional situations. Learn how to concisely and confidently say your name, your recent history and your goals. Then practice, practice, practice until you’re comfortable telling your own story.

✓ **Tip\*** Run it past a mentor for feedback.

## What is an Elevator Speech?

A 30-second description of yourself emphasizing:

- 1. How your “Key Skills” define you.**  
This might relate to your major or particular technology. Try to be concrete here rather than focusing on soft skills.
- 2. The value you bring to the organization.**  
Be authentic. What have you accomplished so far? What are you passionate about? What are your goals? If you find it difficult to analyze yourself, ask friends or relatives to describe your best qualities and greatest achievements or take a self-assessment test with O\*NET.
- 3. How you create results for the organization.**  
Show your confidence. While it’s never a good idea to project arrogance, many students err on the side of self-deprecation. If you project confidence, without projecting arrogance, others will be comfortable with you.

\*It should roll off your tongue, be natural and conversational\*

## Effectively said, the person hearing it will know for certain:

- What differentiates you from others
- What your skills bring to the company



**Use this page to draft your Elevator Speech:**

1. What are you good at (i.e. your major or an accomplishment)?

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2. What is your biggest strength in this area or a compliment you've received?

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3. What is your career goal?

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4. What motivates you (who do you want to help inspire or why do you enjoy what you do)?

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Clean up the transitions between your answers to result in your completed Elevator Speech:

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# Elevator Speech

Be careful that you are not overly deliberate or focused solely on self-promotion. But seize the opportunity, too.

## **Reassess your Elevator Speech regularly:**

Your experience, ideas and ambitions are going to evolve as your career develops, so make sure your Elevator Speech is keeping up. Just as you should regularly update your resume, remember to regularly revisit your self-introduction every few months.

## Use your Elevator Speech as a guide for:

- Resume profile
- LinkedIn summary
- Introduction at job fairs
- One-on-one encounters
- Any other networking opportunity

You should highlight relevant academic courses, projects completed as class assignments, and experience gained during high school and college. This is a great time to begin working on your Summary/Profile section on your resume.





# Update: Resume

## OPTIMIZE YOUR PROFILE SECTION

### Use a minimized version of your Elevator Speech as a guide for creating your profile.

Think of your profile as a way to sell yourself to prospective recruiters or as a headline in a news article to catch the reader's attention. Try to make your profile statement no longer than 3-4 lines. The goal is to make it short and powerful.

### Paragraph-style or bullet-style?

Either works, but if you already have a lot of only one style across your resume, try the other style for your profile statement. The goal is to keep your overall resume attractive and readable.

### Don't waste space

Don't mention things they're not looking for — remember to carefully read the job posting to see what skills and experience you should be writing into your profile.

### Skills

Included skills can be derived from extracurricular activities like student organizations or volunteer opportunities. Be sure to focus on specific results from your work. Try to keep 'soft skills' or personality-based skills to a minimum on a profile statement, unless those are the main skills the employer is seeking. Stick to job-specific skills on your resume profile statement.

\*Please see resume samples in the Resource Material section of the handbook.



# Intro: Cover Letter

## Purpose of the cover letter

To get the interview! Motivate the reader to want to meet you (interview you) and learn more about you.

## How:

- 1. Get the reader's attention**  
Stand out from the crowd (the large volume) of other letters/resumes.
- 2. Make the human connection**  
Personalize your cover letter and experience data; give the reader a sense of who you are.
- 3. Make a connection between you and the job**  
Show your "fit" with the job; make the direct connection between your qualifications and the job requirements; state how you will benefit the company.
- 4. Relate your qualifications**  
Convey your interest in the specific position with the specific company; showing what you know about the company and the industry indicates your interest. (Requires you to research the company/industry first).
- 5. Communication**  
Showcase your written communication skills with attention to message, construction, flow, and tone.

## Anatomy of the Cover Letter

Use the Business Letter Format:

Block paragraphs (entirely left-justified) with exception of your contact information at top, which can be either centered or left-justified.

It is recommended to keep the heading (name and contact information) consistent with your resume. Refer to [page 117](#) for an example.





# LinkedIn & Networking

By having a strong LinkedIn profile you are branding yourself as a high-performing professional. Most hiring managers report looking at LinkedIn profiles to learn about a person's personality, skills, and strengths.

## **Crafting a LinkedIn Profile that Rocks**

Go to <https://www.linkedin.com/> and begin building your future.

- 1. Photo:** Professional, nice shirt, bright location, smile. Avoid selfies, cropping, and background clutter.
- 2. Headline:** Your "slogan," what you're doing now and want to do in the future.
- 3. About:** Describe what motivates you, your skills, your goals.
- 4. Experience:** List jobs you've had, focus on skills learned, not tasks.
- 5. Organizations:** List clubs you have joined, describe what you did.
- 6. Education:** Add school, degree, major, and all educational experiences.
- 7. Volunteer Experiences/Causes:** List.
- 8. Skills & Expertise:** Add 5 key skills.
- 9. Honors & Awards:** Show off prizes earned in or out of school.
- 10. Courses:** Include classes that show off your skills and interests.
- 11. Projects:** Include projects — it shows applied learning and future potential.
- 12. Recommendations:** They give credibility to your strengths and skills.



## To Begin Networking

The “Interests” tab allows you to begin your search for companies, groups, and industry professionals.

Interests:      Companies  
                     Groups  
                     SlideShares

The “My Network” tab holds the LinkedIn Alumni tool, where you can find people who went to your school, and help you explore alumni career paths.

My Network:   Add Contacts  
                     Connections  
                     People You May Know  
                     Find Alumni

✓ **Tip\*** For more info, go to <https://university.linkedin.com/linkedin-for-students?trk=micro-mktg-stu-us-more>



# Mock Interviews

## MOCK INTERVIEWS

The CCPD offers mock interviews to help you get comfortable interviewing, and prepare for the “real deal.”




- ▶ Reduce Anxiety
- ▶ Improve Communication
- ▶ Develop Interview Skills
- ▶ Learn to Answer Hard Questions
- ▶ Practice for Real Interview
- ▶ Receive Feedback

### Before the Mock Interview

- **Know yourself:** Be able to discuss your career goals, strengths, skills, accomplishments, interests, etc. Prepare concrete examples.
- **Know the employer:** If possible, try to agree on a mock employer ahead of time. Be able to discuss their products, services, organizational structure, success record, etc. Review the organization’s website, look for recent news and articles from other sources.
- **Practice your interview questions:** Anticipate general, behavioral, and situational interview questions. (Use the S.T.A.R. Method to answer behavioral questions.)
- **Plan your wardrobe:** Try on your interview outfit ahead of time. Be professional. (See the Resource Materials for more information.)
- **Gather needed materials:** Come with extra resumes, a professional pen, leather portfolio and note pad. Know the interviewer’s name.
- Prepare at least 5 questions about the position and/or company.



- 
- ✓ **Tip\*** See the Resource Materials for practice interview questions and an explanation of the S.T.A.R Method.

### During the Mock Interview

- **Be aware of your body language:** Offer a confident greeting\*
- **Illustrate your qualifications with answers:** Do not just say, "I'm a good manager." Give an example of how you handled a situation that illustrates good management skills.
- **Convey your qualifications:** Know 3-5 reasons why you are a good candidate and weave them into the interview.
- Ask questions that you have prepared ahead of time that have not already been answered.

### After the Interview

- Follow up with a thank you note within 24 hours; emailing is acceptable.

### Additional Resources

[StandOut](#) is an online interview tool. You will create an account using your UF email and a password of your choice.

- ✓ **Tip\*** Other appropriate confident greetings are a slight bow, a nod of the head, or saying hello with a quick wave.



# Money Matters

## FINANCIAL ASSESSMENT

Understanding how your student loans affect your overall financial picture will enable you to make more informed decisions about a wide variety of factors that can impact your future success such as:

- Evaluating career options
- Accepting job offers
- Establishing a budget
- Developing a savings plan

Below are some questions you should be able to answer:

- How much money do I have in student loans?
- When do I need to start repaying each loan?
- What will my monthly payment be?
- What is my interest rate, and when does it start accruing?

If you need help answering these or other loan questions:

- Contact Financial Aid at 419.434.4791
- Go to [www.findlay.edu/offices/student/financialaid](http://www.findlay.edu/offices/student/financialaid)

✓ **Tip\*** Remember to apply for as many scholarships as possible each year. Check with Financial Aid for options.

Where do you lack funding? Do you need to get a job? Or do you need a loan and from whom or where?

To help you get started with a budget, financial aid has provided some guidelines for properly allocating your income and expenses in the above graphic. These percentages should be used as a road map to start building your own budget. **The figures will need adjusted to fit your own personal circumstances.**







- ▶ Housing & Utilities | 40%
- ▶ Debt & Savings | 20%
- ▶ Food | 15%
- ▶ Personal Expenses | 15%
- ▶ Transportation | 10%

## BUDGETING TIPS

### **Make a Budget**

Establishing a budget (and sticking to it) is important in managing your finances. It is good practice to budget now; when you're looking for a position you need to know the minimum salary you can accept. Ask yourself if that amount is reasonable for your major's career options.

Know how much money you have coming in each month (after taxes) and how much you need to allocate to cover bills, miscellaneous expenses, savings, and entertainment.



# Money Matters

## **Stick to your budget**

A good budget can tell you exactly how much money you have to spend each month. Avoid overspending or taking on added debt (such as credit cards or car loan) if you may have difficulty repaying it.

## **Use credit wisely**

Building a good credit history can be beneficial when used responsibly. Make sure you understand all of the lending and repayment terms and can afford the added expenses before taking on any additional debt.

## **Establish an emergency fund**

You never know when the unforeseen (such as a major car repair or medical expense) will happen. Having an emergency savings can help you weather unexpected storms.

## **Save for your future**

Regularly saving even a modest amount starting when you are young can quickly add up, helping to establish a nice nest egg for your future. It is helpful to have some money saved for upcoming internships; allotting for gas, housing, etc.



# Internship/Job Search

## RESEARCH INTERNSHIPS

It's time to build on your volunteering and job shadowing experiences, and begin exploring your internship search.



### Follow up on informational interviews

Previously formed relationships that have been maintained over time can develop into internships with their company, or through their personal or company's connections.



### Continue networking

Gain info/advice about a career field, industry, and organization; utilize connections between friends, family, professors, LinkedIn, etc.



### Attend job fairs

Direct contact with employers and businesses can lead to future internships.



### Don't limit yourself

Look for a variety of internships within your skill set and interest-area; remain open to unexplored opportunities that may unfold.



### Online presence

Resumes and cover letters are only part of the story; recruiters often use social media as part of their screening process.



# Getting your career ducks in a row

Long-term Career Goal: \_\_\_\_\_

What jobs or education are needed to reach this goal?

If education is needed, what GPA and coursework are preferred or necessary?

Are you currently taking prerequisite coursework which is needed or beneficial?

Is your GPA a good fit with your career goal(s)? Why?

If work experience is required, are you prepared to begin those jobs/internships during the summers and upon graduation?





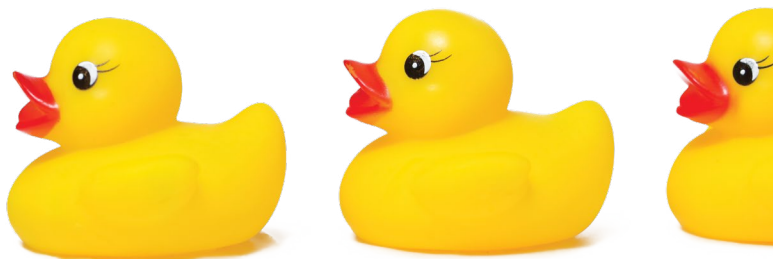
What internships and jobs have you already completed in preparation?

What skills and areas are you lacking?

What experience can help fill in what is lacking?

What type of budget is needed for your goal and lifestyle?

What is the average and starting salary for your career plan?




# Internship/Job Search

## BEGINNING YOUR JOB SEARCH...THE TIME IS NIGH

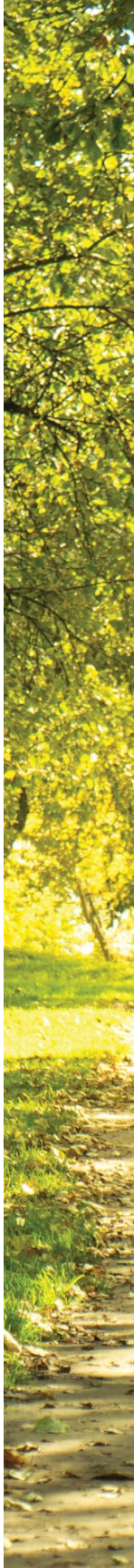
Although you still have a couple of years to go, now is the time to intentionally lay the ground work for your post-graduation employment. Rather than focusing your efforts entirely on applying to online postings, we strongly encourage you to engage your network and use the professional skills you've been working on. We recommend using the method outlined in Steve Dalton's *The 2-Hour Job Search*.

### Create your LAMP List

1. This list, composed in Excel, starts with "L", a list of 40 (we know that seems daunting) employers. These employers can be dream employers, alumni employers, trend-setting employers, or competitors of any of those.
2. Fill in the "A," alumni, column with either a "y" for yes an alumnus works there, or an "n" for no, you don't know of an alumnus working there.  
 **Tip\*** Visit UF's page on LinkedIn and click on the Alumni tab
3. Fill in the "M," motivation, column with either a 1, 2, 3, 4, or 5; 1 meaning you're not excited about the employer at all to 5 being over-the-moon motivated to work there.
4. Finally, the "P," posting, column. A "3" means they currently have a relevant-to-you job posting, "2" means they have a not-so-relevant-to-you posting, and "1" means they have no current job postings.

### Now it's Time to Sort & Prioritize Your LAMP List

"Custom Sort" and sort first by motivation (largest to smallest), then by posting (largest to smallest), then alumni (Z to A).



Once it's sorted, focus your initial efforts on conducting informational interviews with at least one representative from each of your top 5 employers.

**\*See the Freshman section for a refresher on how to prepare for and conduct an informational interview**

	A	B	C	D
1	L (List of Employers) ▾	A (Alumni?) ↕	M (Motivation) ↕	P (posting) ↕
2	Employer 37	Y		5 1
3	Employer 38	N		5 1
4	Employer 39	N		5 1
5	Employer 40	N		5 1
6	Employer 32	N		4 2
7	Employer 34	Y		4 1
8	Employer 35	Y		4 1
9	Employer 36	Y		4 1
10	Employer 33	N		4 1
11	Employer 5	Y		3 3
12	Employer 6	Y		3 3
13	Employer 7	N		3 3
14	Employer 8	N		3 3
15	Employer 9	N		3 3
16	Employer 10	N		3 3
17	Employer 11	N		3 3
18	Employer 12	N		3 3
19	Employer 13	N		3 3
20	Employer 14	N		3 3
21	Employer 15	N		2 3
22	Employer 16	N		2 3
23	Employer 17	N		2 3
24	Employer 18	N		2 3
25	Employer 19	N		2 3
26	Employer 20	N		2 3
27	Employer 21	N		2 3
28	Employer 22	N		2 2
29	Employer 23	N		2 2
30	Employer 24	N		2 2
31	Employer 25	N		2 2
32	Employer 26	N		2 2
33	Employer 27	N		2 2
34	Employer 28	N		2 2
35	Employer 29	N		2 2
36	Employer 30	N		2 2
37	Employer 31	N		2 2
38	Employer 1	Y		1 3
39	Employer 2	Y		1 3
40	Employer 3	Y		1 3
41	Employer 4	Y		1 3

A Sorted LAMP List Example



# Junior

## **By this point, we hope you've accomplished the following:**

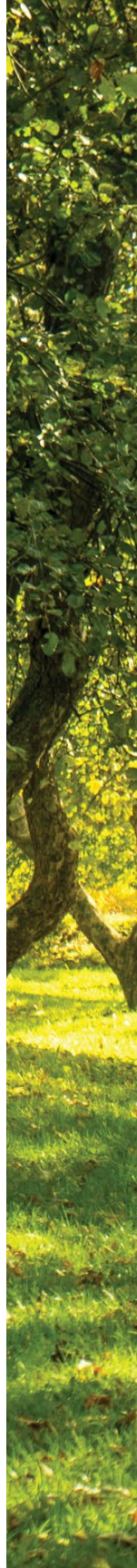
- Created an Elevator Speech
- Updated your resume
- Learned how to write a cover letter
- Created your LinkedIn profile
- Continue networking with professors, classmates, alumni and professionals
- Practiced your interviewing skills; participated in mock interviews
- Reevaluated your financial situation
- Continue researching internship opportunities

If you haven't quite checked each of these off your list, no worries. Refer to the Freshman and Sophomore sections to get up to speed.

If you can check each of these off, kudos to you! Let's keep moving forward.

## **This year, we're going to:**

- Update your resume (yes, again)
- Get involved on campus and diversify your experiences
- Create an online portfolio
- Continue to network
- Gain recommendations on your LinkedIn profile
- Continue looking into internship and job opportunities
- Become more familiar with the different types of professional interviews
- Learn how to follow up after an interview
- Plan for gradate school







# Update II: Resume



## Profile

Can you focus this statement any further? What specific skills/knowledge do you bring to the table as an employee? What have been some key measurable accomplishments so far?



## Education

This is likely going to stay pretty much the same. But...has your projected graduation date changed? How about your GPA? Have you changed majors? Added a minor? Also, if you haven't already, go ahead and delete your high school information out of this category. Your college experience can now carry this document and your experience.



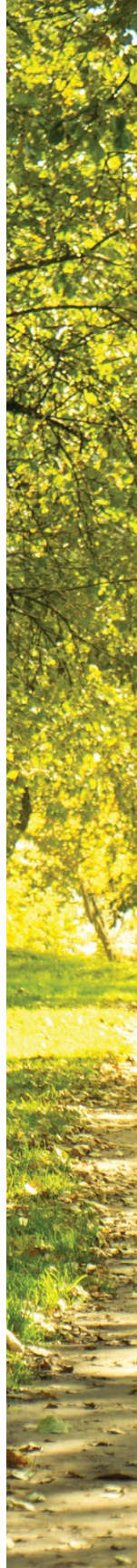
## Research/Project

Have you done any undergraduate research? If so, include the research title, the adviser, date, and a brief description. The same thing goes for any major academic projects you've completed.



## Experience

You might still have some part-time or summer jobs in this category, and that's OK. You will want to list your most compelling and related experience on your resume first, even if it is not the most recent. You still need to list your experience in each subheading in reverse chronological order, but utilizing multiple experience subheadings will help ensure your related experience gets noticed. However, if you've also obtained experience related to your major/career goals, consider breaking your experience section into two: Related Experience and Additional Experience. Remember to begin your bullet points or blurbs with verbs (see Resource Materials for verb list); present tense for current experiences and past tense for experiences that are over and done with. Keep these in reverse chronological order.



○○ **Other Possible Categories**

Community Involvement/Volunteer Work, Campus Involvement/University Involvement, Honors/Awards, Certifications, or Licenses

**\*Refer to the Resource Materials for samples**

**Carly Classroom**

419-555-0000 • [CarlyC@findlay.edu](mailto:CarlyC@findlay.edu)

"Educating the mind without educating the heart is no education at all." -Aristotle (1)

**Profile**

Educator with four years' experience incorporating cooperative learning strategies and interactive activities to engage students. Implement inquiry-based lessons where students are prompted and learn through discovery. Looking to help a district exceed its own expectations for success.

**Licensures and Endorsements**

Educator with four years' experience incorporating cooperative learning strategies and interactive activities to engage students. Implement inquiry-based lessons where students are prompted and learn through discovery. Looking to help a district exceed its own expectations for success.

May 2016

**Education**

The University of Findlay | Findlay, OH  
Bachelor of Science, Early Childhood Education, GPA: 3.85  
Kappa Delta Phi - National Education Honor Society, inductee May 2015

September - December 2015

**Teaching Experience**

Elida Elementary School | Elida, OH  
Student Teaching - first grade

- Instructed (2) 27 students in Spelling, Reading, Math, English, Science, and Social Studies
- Taught Science and Social Studies from Big Books and through experiments which promoted enthusiastic learning
- Maintained interest and provided an interactive atmosphere, enabling students to significantly and effectively hone learning skills

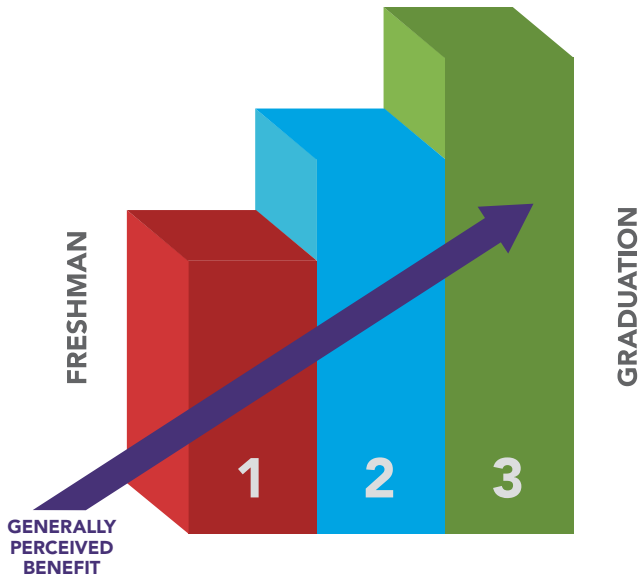
# Experiential Learning

## DIVERSIFY YOUR EXPERIENCES

While we strongly encourage you to obtain various experiential learning opportunities during your time at UF, we also want to encourage you to ensure these experiences are diverse. What do we mean by that?

- Volunteer with different types of organizations
- Job shadow with companies of varying sizes and industries; maybe even job shadow different job functions
- Continue to be involved on campus
- Intern with multiple companies with differing work environments
- Consider studying abroad or doing a semester through The Washington Center

Having diverse experience will simultaneously expose you to even more career options, while also adding breadth to your resume and portfolio. Keep the 3 Tiers of Experiential Learning in mind. Try to get multiple experiences in each tier.



## THE TIERS OF EXPERIENTIAL LEARNING

### Tier 1 Defining Qualities

- On Campus
- Indirectly or directly aligns with student's major
- May offer some intellectual freedom
- Average duration 1-19 hours

### Tier 2 Defining Qualities

- On or off Campus
- Direct networking opportunities
- Indirectly or directly aligns with student's major
- Offers the student some creative and/or intellectual freedom
- May be done as part of a non-internship course
- Average duration 20-39 hours

### Tier 3 Defining Qualities

- Off Campus
- Direct professional networking opportunities
- Directly aligns with student's major
- Offers creative and intellectual freedom
- Average duration of 40+ hours



# Online Portfolio

## WHAT ARE YOU WAITING FOR?

A portfolio is an opportunity for you to tell your story and to get the employer more invested in you as a possible new hire. You will be giving greater detail than covered in your resume.

The value of a portfolio/website is linked to your profession. If you are a coder or designer, it makes perfect sense, but if you are an accountant, probably not so much. Now, your online presence is critical in the digital world.

## Steps to Create a Digital Portfolio



**Consider your audience** - Your portfolio has one job, to answer the question, "Why should I hire you?"



**Choose your source** - There are numerous free resources for building your portfolio:

- Crevado
- Wix
- WordPress



**Generate content** - Typically, online portfolios contain the following pages: Homepage, About Me, Selected Works, Resume, and Other



**Maintain** - Nothing is worse than having outdated information out in the world for prospective employers to see. Make a point to keep your online portfolio up to date.



**Tip\*** Include your online portfolio link on your resume and LinkedIn profile.



# My Online Portfolio



3,456,807  
John Doe: My lovely cat sleeping  
Martha Smith: Oh! Nice shot!  
Thomas Morvant: I really love your cat  
Michael Michaelson: Beautiful  
My bryan: Lazy cat!

John  
California  
34,567,5

"Hi there! My  
John Doe and I  
travel and pets.  
Don't forget to follow  
and like my photos!"

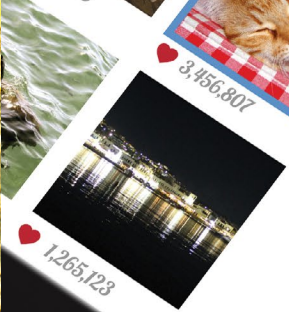
Show Portfolio  
Visit Website  
Most popular  
Featured



2,356,248



3,456,807



1,265,123

# Networking

## MAINTAIN AND EXPAND



### Talk to People

While it may seem daunting, networking is about building mutually beneficial relationships and then maintaining them. Touch base regularly (every few months) with those people you're already inspired by and consider a part of your network. Talking to people is still the best way to also build your network. Get out there. Tell your story. Listen to other people's stories.



### Continue Networking Through LinkedIn

1. Make sure your LinkedIn profile is completed.
2. You have more flexibility on LinkedIn versus a paper resume in terms of space. Really explain and convey the value of each of your experiences.
3. Start with connecting with people you know.
4. Customize your connection requests.
5. Join Groups that are relevant to your fields of interests.
6. Participate in the conversations happening on LinkedIn.
7. Update your status regularly – while keeping it professional, of course.
8. Request informational interviews.







### **LinkedIn Recommendations**

Add a boost to your LinkedIn profile by asking for and receiving Recommendations. These recommendations serve as built-in validation of your skills, experience, work style, etc. Aim to receive at least one recommendation for each of your internships and jobs. Recommendations written by direct supervisors tend to have the greatest impact.



### **Attend CCPD and UF Events**

Keep your eye on the UF calendar and attend events. Push the boundaries of your comfort zone by participating and getting to know others.



# Interview formats



## Telephone Screening

Typically scheduled in advance (though not always). The purpose is to obtain general information from you to see if you meet the desired criteria.



## Online Screening

Some employers are using online platforms to save themselves time. You'll rarely know the questions in advance and they're video recorded.



## In-person Screening

Used to assess your attitude, interest, professional style. Be sure to use an appropriate confident greeting and maintain good eye contact.



## Selection

You will be asked in-depth questions to evaluate your skills and ability to fit in to the organization.



## Simulation/Skills Based

This type of interview puts your skills to the test. It may be something as simple as walking the employer through your portfolio, or they might actually have you do a task that you'd be expected to complete when you're hired.



## Peer Group

You have the opportunity to speak with would-be peers. This is a great chance to get a feel for personalities. Observe. Listen. Ask questions. Pay attention to body language.



## Panel

A group of interviewers. Sometimes this is the search committee. The idea is that this puts more pressure on you as the candidate. Remember that each interviewer will bring their own perspective and agenda to the interview. Consider that while developing your answers.





### **Luncheon**

Held over a meal, typically lunch. Be sure to research the restaurant ahead of time and know what you'll order. This type of interview tends to be more conversational than Q&A in format.



### **Video**

Becoming more and more common. Only 7% of communication through this interview are the words you're saying. Test the technology ahead of time. Consider your appearance, the lighting, background, background noise, and of course, your answers.

### **Tips for Success**

- Do your research
- Know yourself
- Smile
- Prepare for the "Big 3" and then some
- Refer to Resource Materials for sample interview questions

### **FOLLOWING UP POST-INTERVIEW**

1. Make sure to inquire about the next steps before you leave the interview. The answer will typically provide you with a timeline and what to expect.
2. Send a thank you note or email to each individual who interviewed you within 24 hours of your interview.
3. If you have not heard anything by the time you were originally told (at the end of the interview), it's OK to reach out again.






# Graduate School Preparation

## PLANNING ON OR CONSIDERING GRADUATE SCHOOL?

If the idea of graduate school is something you're considering, we encourage you to think about what your end goal is and weigh the benefits of going and not going. Is it necessary for the field you're going into? Is it something you could do after you've gained some full-time working experience? Would you need to go full time or could you do part time?

If you're considering going to graduate school, now is the time when you should be doing that research. There is a lot of information out there, so we'd recommend keeping the information organized in a spreadsheet; one column for each school you are interested in.

### Information you should be looking for includes (but is by no means limited to):

- |   |  |
|---|--|
|  Website                 |  Program Cons                     |
|  Application Deadline   |  Cost                            |
|  Application Materials |  Financial Assistance           |
|  Program Pros          |  Average Acceptance Credentials |

Though applications are likely not due for some time, now is the time to gather the information and compare your options.





# Senior

Congratulations on making it to your senior year!

Whether you are planning on entering the workforce after graduation or going to graduate school, there are some important things to keep in mind. The following pages contain information specific to your senior year.

Senior year can be stressful and many students face pressures with graduation approaching. Some students will be looking to find a full-time job offer while others are hoping to hear back from a graduate program. Although there is much to do, by preparing for senior year in advance, you will have time to enjoy your last undergraduate year.





## **By this point, we hope you've accomplished the following:**

- Updated your resume again
- Gotten involved on campus and diversified your experiences
- Created an online portfolio
- Continued to network
- Gained recommendations on your LinkedIn profile
- Created your LAMP list
- Participated in internship opportunities
- Become more familiar with the different types of professional interviews
- Learned how to follow up after an interview
- Started planning for graduate school
- Begun looking into job opportunities

If you haven't quite checked each of these off your list, no worries. Refer to the Freshman, Sophomore, and Junior sections to get up to speed. If you can check each of these off, kudos to you! Let's keep moving forward.






## **This year we are going to focus on:**

- Finalizing your resume
- Updating your budget
- Formalizing your job search strategy
- Negotiating salaries
- Ensuring your values align with your intended position
- Updating your online presence





## Update III: Resume

-  **Review your resume** at the beginning of your senior year. This is the year you will be applying for full-time positions or perhaps going to graduate school the following year.
-  **Remove any outdated information** from high school if it still appears on your resume. You will want to tailor your resume for particular positions and be sure to utilize terminology that is consistent with your field of study.
-  **Include your graduation month and year** so employers are aware of when you could begin full-time work. If you have not included a profile/summary, this is a great time to incorporate one.
-  **Watch for** vocabulary that would lead someone to believe you are a college student. Senior year is a time to adjust phrases such as “extracurricular activities” to a title which is more professional such as “leadership.” Adding leadership experience throughout your resume will help you stand out to employers and graduate schools more than simply being a member of an organization.
-  **If you have a lot of relevant experience**, it is acceptable in most cases to have a 2-page resume, especially as a senior. There may be times a Curriculum Vitae (CV) is appropriate, in which case it can be a much longer document. For information on CVs, refer to [page 105](#).



# Money Matters



**For seniors**, budgeting is especially important. Additional considerations may need to be made after graduation for items you have been receiving financial assistance with when you were a student. Be sure to read your student success guide from Financial Aid and follow up with their office for any specific questions.



**Next**, create a budget for after graduation. There are budgeting tools available online and through the Financial Aid office. Be sure to find a budget that is specific to your situation.



**Budgeting is important as you begin** to search for positions and negotiate salaries. It is beneficial to remain knowledgeable about your financial situation and expenses in various locations. The results might impact where you look for positions and what type of salary you are able to accept. Having a budget and being aware of what benefits cost can also give you a more accurate way of comparing positions.





# Job Search

## JOB SEARCH STRATEGY

The full-time job search is similar to the process of searching for an internship. If you have an idea of the full-time position you are interested in, be sure it is a good fit for your life after graduation as well.

On [page 59](#), there is a worksheet to assist you.

Be sure to reach out to connections early senior year and let them know you are seeking a position; get specific information. It is important to be proactive with your job search. Attend job fairs in the fall and follow up on leads. For specific job search strategies, refer to [pages 33 and 85](#).



### Accepting a job offer

Congratulations on your job offer! When accepting your new position, it is a good idea to restate the starting date, position title, and compensation. Be sure to thank the employer and relay your enthusiasm to begin.



### Declining an offer

In a professional manner, state you are declining the offer and thank them for the opportunity. It is very important to make a good impression when declining an offer. You might end up working for that employer down the road or crossing paths with some of their current employees. Recruiters spend a lot of time on candidates during the search process.



### Request for an extension to accept an offer

If you need more time to determine whether or not to accept an offer, ask for an extension; respond by the agreed upon date. For specific job search strategies, refer to [page 85](#).





### **Withdraw from search**






Provide a brief, professional explanation of why you are withdrawing and express your appreciation for the time the organization has spent and the opportunity they offered.



# Job Search

## NEGOTIATING SALARY

Negotiating salaries can make many people uncomfortable. It is no wonder many candidates choose to avoid negotiating and thereby could be accepting either a reduction in pay or benefits.

-  **Do your homework!** Do you know what others are being paid in a similar position? A good start is researching the Educate to Career's salary calculator. Compare benefits and the cost of living too.
-  **Be specific.** It is recommended that you have an exact dollar amount, not a range or a rounded number. It will show you have done your homework and are being detailed. Consider that the employer will likely counter with a lesser amount.
-  **Know your bottom dollar.** If you completed your budgeting, you should know what amount you need to make based on your expenses.
-  **Provide some facts.** Why should the employer offer you a higher salary or additional benefits? What skills/experience do you have to justify what you are asking for? If you are not able to negotiate salary, you can also try to negotiate for other benefits.
-  **Be confident.** Many college students don't feel confident about their abilities. Remind yourself why you are capable and know being confident will assist you in many aspects of working full-time. Being confident when negotiating is a great place to start. It may help to pretend you are negotiating and serving as an advocate for someone else. Many individuals are not as reserved when speaking about a deserving friend or family member.

\*For more specific information, [refer to page 131](#).





# Job Search

## DO YOUR VALUES ALIGN WITH YOUR CAREER CHOICE?

**On the line**, number the list below in order of importance 1-10 (there will be some left blank) in regards to your long-term career goals. 1 should be the most important to you and 10 the least from that group.

**Also**, place an asterisk next to the top 4 that are the most important immediately after graduation.


- \_\_\_ Work/Life balance
- \_\_\_ Starting/Ending Salary
- \_\_\_ Prestige
- \_\_\_ Flexibility
- \_\_\_ Advancement/Growth opportunities
- \_\_\_ Stability/Turnover rate
- \_\_\_ How the position aligns with personal goals
- \_\_\_ Atmosphere and work space
- \_\_\_ Location of position
- \_\_\_ Social interaction
- \_\_\_ Professional development
- \_\_\_ Relocation
- \_\_\_ Average age of retirement
- \_\_\_ Organizational culture
- \_\_\_ How the position fits into personal beliefs, morals, and values


**Begin researching** the four marked with an asterisk through a variety of sources (professional organizations, alumni, Bureau of Labor Statistics). Does your career goal align with your priorities listed? Does your career goal still seem to fit?





## UPDATE ONLINE PRESENCE

 **Senior year is a good time to** update your LinkedIn profile and be sure you do not have any outdated accounts on Twitter, Facebook, Instagram, and others. Employers will often be searching these sites when deciding whether to give you an interview or a full-time offer.

 **Go through old photographs** and remove any that don't put you in the best light. Also, make sure your usernames are not offensive. Keep in mind, you will likely be working with others that have opposing views. Do your social media accounts portray those with opposing views in a negative light? If so, clean it up!



# Graduate Student

As a graduate student, regardless of the how much or little experience you have under your belt, the career development process outlined in this handbook applies to you.

## **By this point, we hope you've accomplished the following:**

- Finalized your resume
- Updated your budget
- Formalized your job search strategy
- Learned how to negotiate salaries
- Ensured your values align with your intended position
- Updated your online presence

If you haven't quite checked each of these off your list, no worries. Refer to the Freshman, Sophomore, Junior, and Senior sections to get up to speed.

## **In this section we will cover:**

- Making the most of your graduate studies.
- Seeking out experiential learning opportunities.
- Also plan to continue attending events sponsored by the Center for Career & Professional Development.





OLD MAIN

Graduate  
Student

# Graduate Studies

## HOW TO MAKE THE MOST OF YOUR GRADUATE STUDIES

-  **All of the graduate programs are unique.** Pharmacy and Health Professions will be going out on their clinical rotations to gain professional experience.
-  **Make the most of your clinical experience by** taking notes and asking questions, putting in extra hours, and volunteering to help.
-  **Also ask your clinical instructor** to give you feedback on your resume/CV and set up a time for you to do a mock interview with them. Ask them for advice, what they look for in a candidate, and how you can continue to improve.
-  **Graduate programs outside of** Pharmacy and Health Professions may not have an experiential component as part of the curriculum. It is up to you to seek out opportunities to gain experience in your field. Gaining experience that compliments your graduate degree is crucial. Relevant experience is the most sought out qualification by hiring managers.
-  **The Center for Career & Professional Development** is here to help. We host multiple workshops, job fairs, and mock interviews that will help you with your career development process and facilitate networking opportunities with potential employers.





# International Student

Although there are some cultural differences between your country and the United States, career development and job search skills are universal. College students need to know how to create an effective resume, build a strong network of people, brand themselves and understand how to successfully find jobs and internships.

**The Center for Career & Professional Development can assist international students in the following ways:**

- Help create an American-style resume and cover letter
- Search for an internship (CPT) or a job after graduation (OPT)
- Prepare for interviews and practice skills through mock interviews
- Learn how to network and utilize resources





# Resume

SAMPLE RESUME – See more samples in Resource Material section

## YOUR NAME

111-111-1111 | name@findlay.edu | City, State Zip *(Use local information)*

### HEADLINE/SUMMARY

In this section, show what value you will bring to an employer. Condense your experiences, and draw immediate attention to your areas of expertise. How do you achieve success? What does this result in? What unique skills can you bring to an employer? Back it up with specific language from your industry.

### EDUCATION

**The University of Findlay** | Findlay, Ohio Anticipated Month Year of Graduation

Bachelor of Arts/Science in \_\_\_\_\_

GPA: *(if over 3.0)*

Related Coursework: *(Optional)*

**University Attended in Home Country** | City, Country

Month Year of Graduation

Degree Received

### RELATED EXPERIENCE *(Reverse Chronological order)*

Name of Business| City, State

Inclusive dates

Your Position

- 2-5 Bullet points describing specific responsibilities/achievements
- Start each bullet with a strong verb, eliminate personal pronouns
- Do not repeat bullet points; rather pull out different things you learned with each experience
- Quantify with numbers, pull out details about your hands-on experience

*(Follow this format for as many experiences that you have)*

### ADDITIONAL WORK EXPERIENCE

Name of Business| City, State

Inclusive dates

Your Position

- **FOCUS on transferrable skills with this work experience**
- 2-3 Bullet points describing specific responsibilities/achievements
- Start each bullet with a strong verb, eliminate personal pronouns

*(Additional optional categories may include, but are not limited to, the following:*

### RESEARCH

### VOLUNTEER/COMMUNITY INVOLVEMENT

### TECHNICAL SKILLS

### LANGUAGE SKILLS

### UNIVERSITY ACTIVITIES







# CPT/OPT Process

If you are an F-1 student, you have the option of training in the United States by engaging in practical training during your program or after it ends. Practical training can provide valuable work experience by sharpening and adding to the skills you are learning in school.

There are two types of practical training available for F-1 students: curricular practical training (CPT) and optional practical training (OPT).

## Curricular Practical Training (CPT)

- CPT is integral to your major and the experience must be part of your program of study.
- You must be enrolled in your program of study for nine months to be eligible for CPT.
- Your DSO will provide you a new Form I-20, "Certificate of Eligibility for Non-immigrant Student Status," which shows the DSO has approved you for this employment.
- You can work on CPT either full-time or part-time.
- CPT requires a signed cooperative agreement or a letter from your employer.
- If you have 12 months or more of full-time CPT, you are ineligible for OPT, but part-time CPT is fine and will not stop you from doing OPT.

## Optional Practical Training (OPT)

- OPT must relate to your major or course of study.
- You can apply for 12 months of OPT at each education level, (i.e., you may have 12 months of OPT at the bachelor's level and another 12 months of OPT at the master's level).
- Your DSO will provide you with a new Form I-20 that shows the DSO recommendation for this employment.



- For work authorization, you must mail a completed apply for work authorization Form I-765, "Application for Employment Authorization," to U.S. Citizenship and Immigration Services (USCIS) and pay a filing fee. USCIS will send you a Form I-766, "Employment Authorization Document," (EAD) upon approving your Form I-765.
- Wait to start work until after you receive your EAD.

### 24-Month STEM OPT Extension

You may qualify for an additional 24 months of OPT under the following circumstances:

- You are currently participating in a regular period of OPT.
- You received a science, technology, engineering or mathematics (STEM) degree at an undergraduate level or higher and seek a training opportunity related to this degree.
- You received your qualifying STEM degree from a currently accredited SEVP-certified college or university.
- The employer from which you are seeking employment uses the E-Verify program.
- You and your prospective employer have completed and signed the Form I-983, "Training Plan for STEM OPT Students."
- For more information about the specific eligibility requirements for the 24-month STEM OPT extension, please visit the STEM OPT Hub on Study in the States.
- Once your DSO verifies that your Form I-983 is complete and keeps it in your student record, they will provide you with a new Form I-20 that shows their recommendation for this training opportunity.

Continued on the next page



# CPT/OPT Process

- You must apply for work authorization by electronically filing a Form I-765 with USCIS and paying a filing fee. USCIS will send you an EAD upon approving your petition.
- You may continue to work on your expired EAD for OPT up to 180 days while your 24-month extension petition is pending if you meet the following conditions:
  - » You are currently in a period of post-completion OPT.
  - » You properly and in a timely manner filed your application for the 24-month extension with USCIS.
  - » You must report changes in name, address, employer and loss of employment to your DSO within 10 days of any change.

CPT and OPT information was collected from the US Immigrations and Customs Enforcement website:  
<https://www.ice.gov/sevis/practical-training>

## Job Search Sites

- [MyVisaJobs.com](https://www.myvisajobs.com)
- [Indeed.com](https://www.indeed.com)

✓ **Tip\*** For more career information and assistance, please make an appointment with your counselor in the Center for Career & Professional Development.





# Life After Graduation

**Did you know lifetime career and professional development services are available through the University of Findlay Center for Career and Professional Development (CCPD)?** The CCPD staff can assist you with updating your resume, practicing your interviewing skills, and incorporating job search strategies. You are welcome to come back any time.

**Be a lifelong learner,** seek out opportunities to continue to learn more and be at the cutting edge of your field. Now that you have entered your career field, the learning has really just begun. Attend annual conferences, take advantage of professional development, and continuing education opportunities. Being willing to continue to learn and grow as a person and a professional is vital.

**Consider becoming** a mentor to UF students, allowing students to conduct informational interviews with you, and/or participating in CCPD events like Mock Interview Day as an employer. **The Wolf Center for Alumni, Parent & Friends also hosts** numerous events and opportunities to stay connected with the University of Findlay.

Contact them at [alumni@findlay.edu](mailto:alumni@findlay.edu) or visit [www.findlay.edu/offices/advancement/alumni/](http://www.findlay.edu/offices/advancement/alumni/)

Connect with **UF Professional Alumni Network** on [LinkedIn](#)





# Resource Material







## FAQ

### **WHEN SHOULD A STUDENT VISIT THE CENTER FOR CAREER & PROFESSIONAL DEVELOPMENT (CCPD)?**

Ideally, students would make an appointment during fall semester of their first year. However, we can work with you at any time during your college career, and even after you graduate.

### **DO I NEED AN APPOINTMENT?**

Quick questions will not require an appointment. We recommend scheduling an appointment for more in-depth assistance. Scheduling appointments can be done through [Starfish](#) or completing [Request an Appointment](#) form.

### **WHAT DO I BRING TO AN APPOINTMENT?**

Bring your questions, resume, jobs you are interested in, if applicable. Depending upon the purpose of the appointment, you may need to bring a cover letter, job offer or other requested information.

### **WHAT CAN A CCPD COUNSELOR DO FOR ME?**

Once you connect with a CCPD counselor, they will be able to assist you with internship/job search strategies, resume and cover letter writing, and interview preparation.

### **DO I HAVE TO PUT MY GPA ON MY RESUME?**

It is not required, but if you choose to do so, we recommend that it be at least a 3.0 or higher.

### **HOW LONG SHOULD MY RESUME BE?**

One to two pages.

### **SHOULD I PUT MY REFERENCES ON MY RESUME?**

No, your references go on a separate document.

### **WHEN SHOULD I START MY INTERNSHIP SEARCH?**

Your sophomore year is the time to begin the internship search, as well as, building on your volunteering and job shadowing experiences.



## WHAT IS THE DIFFERENCE BETWEEN A RESUME AND A CV?

A CV (Curriculum Vitae) is a specialized and extended resume that generally has more extensive details about your work experience and your skills. A CV is often multiple pages and includes publications, academic conference presentations, teaching experience, and public service. Usually, a CV is only necessary if you have an advanced graduate or professional degree and you are seeking a doctorate-level position. The vast majority of undergraduate students will have no need for a CV, and should instead focus on developing several targeted resumes.

A resume is a one or two-page document specifically tailored to the job opening. Most employers want only as much information as needed to demonstrate that your skills and experience match the needs of the job description.

## WHEN SHOULD I START TO JOB SEARCH?

Job searches, networking, researching employers, sending resumes, etc., should begin at the end of junior year or the beginning of senior year. But the career development efforts that will make your job search successful begin now. Employers tell us that students are far more likely to be hired if they can show some kind of previous experience in the field, paid or unpaid.

## WHAT QUESTIONS SHOULD I ASK AT THE END OF THE INTERVIEW?

See the Interview Questions within the Resource Material section on [page 127](#).



## FAQ

### WHAT CAN/SHOULD I DO TO STAND OUT?

Have a positive attitude. Be friendly and approachable. Be yourself. Be honest. Create a LinkedIn profile. Become familiar with virtual platforms. When possible, do your homework and take time to research companies – review their mission, news or announcements, and their annual report. Write thank you cards/emails.

### WHAT DO I DO IF I GET MULTIPLE OFFERS OR HAVE ACCEPTED AN OFFER AND GET ANOTHER ONE FROM MY TOP PROSPECT?

The first step is to call company A that made you the job offer. Explain that you're very interested in the job and would like some time to think it over, and ask when they need to hear back from you. Generally, they will give you a few days to a week. Be aware of the time frame. Offers are usually valid for 48 to 72 hours. Be respectful of the employer's need. You are not the only applicant.

Next, contact the company B immediately. Explain to them that you have an offer from another company and you need to give them an answer quickly, but company B is your first choice. If they are clearly interested in you, there's a good chance they'll be willing to expedite things. If company B hires you, notify company A that you have accepted an offer from another company that better aligns with your career path. See the video [Negotiating Your Job Offer](#).





# FAQ'S



## SUMMARY BY

Category	Amount
Food	200,000 \$
Entertainment	200,000 \$
Medical	350,000 \$
Personal Items	100,000 \$
Travel	500,000 \$
Utilities	500,000 \$
Other	2,000,000 TRV




## Monthly Sales





# Experiential Learning

## Experiential Learning Definition

Experiential Learning is a structured, curriculum-related endeavor (either on campus or off) which asks you to apply your knowledge and skills outside the traditional classroom experience. It is characterized by variability and uncertainty; can be course-based or sought independently; and in its best form is conducted through four phases:

 **Design** - What will the experiential learning endeavor look like? The first step of the process involves you working in tandem with a professor in your major and a representative in the Center for Career & Professional Development. Together we will explore opportunities deemed appropriate for you considering your goals, academic load/schedule, major, etc. This is where your learning objectives will be laid out and a 'game plan' will be made.

 **Conduct** - Participating in the experience  
You will acquire relevant, hands-on experience. If it is an internship or related to a course, you will also keep up with their learning objectives and other related coursework as deemed appropriate by the faculty internship adviser/professor.

 **Reflect** - What happened? What did you learn? How will this make you more marketable? If the experience is tied to a class, the reflection will take part within the class or with the faculty internship adviser. If it is not tied to a class, the reflection can take place with a representative of the CCPD. This reflection may be one of many forms such as a written reflection paper, presentation, discussion, journal, video diary, blog, etc.

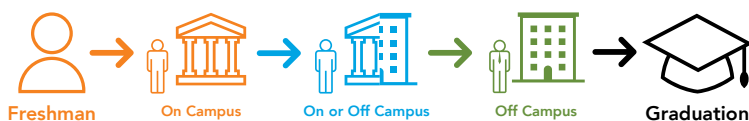




**Evaluate - How did you do?** You will receive and complete evaluations throughout your experience (if it's an internship). If the experience is credit-bearing, you will be formally evaluated by the instructor in the form of a grade. (This information is useful in determining future experiences/opportunities for students.)

Experiential Learning endeavors fall into three tiers\* and encompass activities including internships, service learning, undergraduate research, study abroad, and other creative and professional work experiences which are seen as a progressive and developmental process.

\* Tiers of Experiential Learning are based on the generally perceived scale of benefit the student receives by participating in the particular endeavor. Experiential learning opportunities with a lower tier value are of lesser perceived value—from a career development perspective—than those of a higher tier. Characteristics of the experience affecting the tier are things such as whether it's on campus or off, whether it provides professional networking opportunities, the degree of creative and intellectual freedom offered to the student, and the degree to which it aligns with the student's major and career action plan. Value is also perceived through the variety and diversity of the experiential learning endeavors. Refer to the definition for examples of what is generally considered to be Experiential Learning.



# Job Fair Prep/Networking

Networking can be uncomfortable even for experienced professionals. To make it less painful, the following are tips to make the most of a job fair/networking opportunity.

## **PRIOR TO JOB FAIR**

**First**, master your Elevator Speech by referring to [page 19](#).

**Research** the organizations and individuals who are registered to attend the job fair. Prioritize the top 10 employers you want to talk with about their organization.

**Dress professionally**. Additional details on [page 129](#).

## **DURING THE JOB FAIR**

**Once you arrive** at the event begin networking with your lowest priority employer and work your way up to your top priorities. After you have spoken with a handful of employers you will get more comfortable and confident.

**When you introduce yourself**: confident greeting, repeat their name to help you remember and make sure you said it correctly. Deliver your Elevator Speech, ask questions that demonstrate you have done your research on their organization, open up a brief dialogue and ask them for their business card or for permission to send/give them your resume.

**When you are talking with** the employer first ask if it is OK to take some notes. Then jot down information about their organization and your conversation.

## **AFTER THE JOB FAIR**

**Always follow up** with a thank you to all the individuals you met. Look through your notes to add details about what impressed you.

Additional networking details are on [pages 43 and 44](#).







# Job Search Strategies



Be proactive. Your dream job is not going to be handed to you — you need to go out and get it.



Our office recommends utilizing the method in *The 2-Hour Job Search* by Steve Dalton. See [page 33](#) and contact your CCPD counselor to learn more.

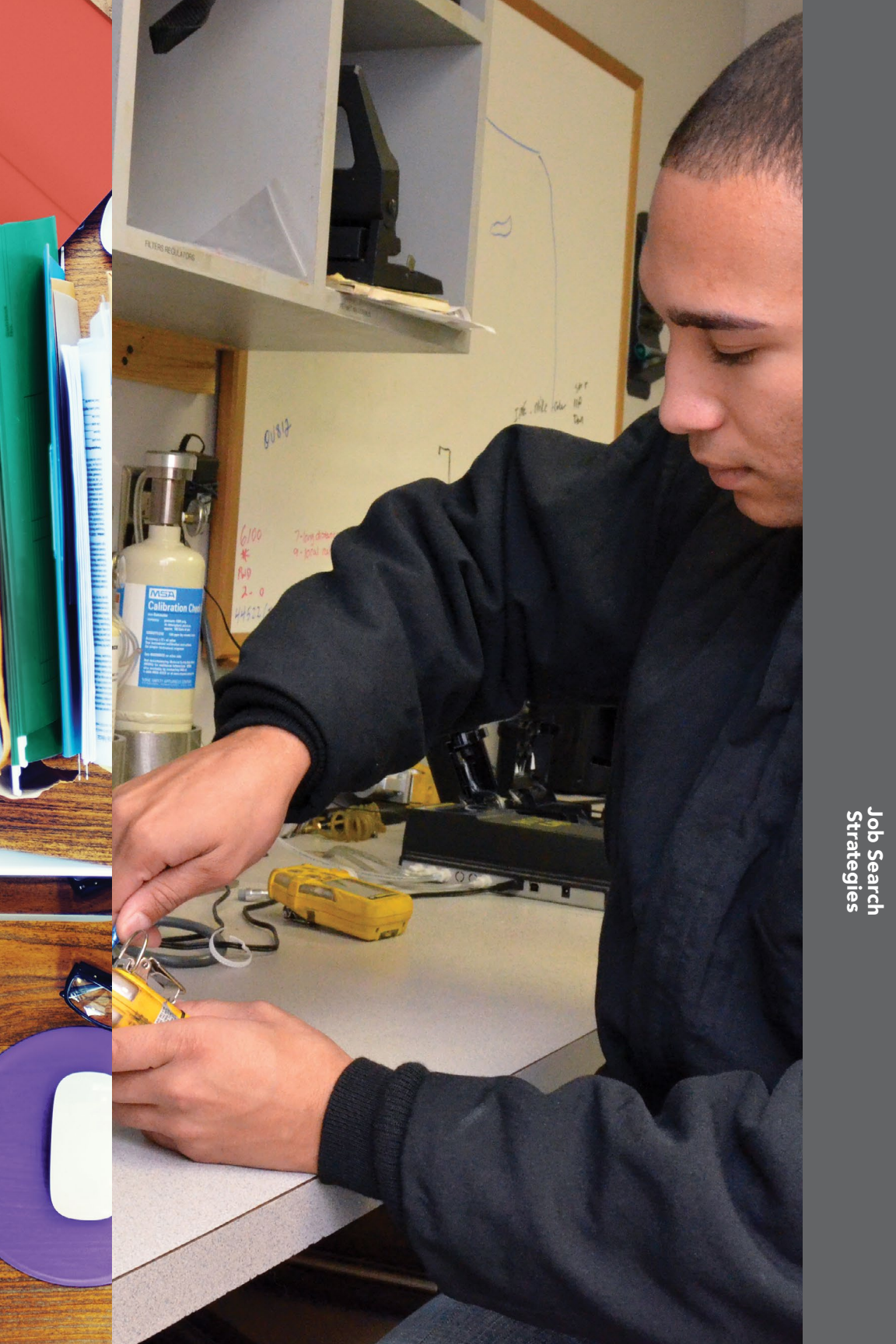


It is estimated that 70%-80% of jobs are not advertised or posted on job boards and of those that are, only 1 in 13 go to an online applicant.



The steps of the job search process include: choose a career, create a resume/cover letter tailored to the opportunity in which you are interested, apply for the job, get interviews, pass interviews and choose an offer. Additional networking details are on [page 43](#).





# Resume/CV Samples

The main purpose of a resume is to get a job interview. Employers initially spend an average of 20 seconds per resume.

## Employers are looking for:

- Experience
- Involvement outside of classroom
- Well-rounded individuals
- Leadership positions
- Skills that set you apart

## USE YOUR RESUME AS A MARKETING TOOL

Highlight facts about yourself as they relate to the specific opportunity for which you are applying. It is often the first contact a potential employer has with you — if you keep them interested they will keep on reading.

## Things to keep in mind:

- Statements should be honest and positive.
- Punctuation, grammar, and syntax must be flawless.
- Be sure to look at your resume from an employer's perspective.
- Consistency is king.

## Tips for Describing your Experiences:

- Include job title, organization, location (city, state), dates, and description for each work experience and extracurricular activity.
- List them in reverse chronological order, starting with the most recent experience.
- Avoid passive phrases such as "responsibilities included..." or "duties involved..." Instead start each statement with a strong action verb (see list in the Resource Material section.)
- Quantify responsibilities and accomplishments by using numbers or percentages when possible.



- Use terms, jargon, and buzz words specific to your industry.
- Good sources for keywords: job listings, trade journals, professionals in your field, and employer information.

### Examples of How to Elaborate on Your Experiences:

#### Before:

Sales Associate

- » Assisted customers
- » Rang up purchases

#### After:

Sales Associate

- » Assisted 30-50 customers during each six hour shift in specialty foods store
- » Handled more than \$1,000 in daily cash transactions

### REFERENCES

Three to five references should be provided on a separate document. Provide the name and title of each reference along with complete contact information including address, telephone number, and email address.

Do not use friends and relatives as references.

Good choices include faculty members, supervisors, organization advisors and fellow researchers.

This section includes a checklist for your resume followed by examples provided for guidance. Each resume will have unique comments on it highlighting certain sections and giving tips to improve your resume.

Read through each resume sample and comments, as many of these themes apply to various majors.



# Resume/CV Samples

## THINGS TO CHECK

### Is Your Resume Well-Written?

- If relevant for the position, have you included links to a portfolio or samples of your work?
- Have you included your basic contact information, including name, city, state, zip, email address, your LinkedIn url, and phone number?
- Have you customized your resume for the specific job to which you're applying?
- Does your profile statement shine through? (For example, something that makes you stand out from other applicants, or highlights that you're uniquely qualified for the position.)
- Have you included relevant information about your education?
- Have you included your dates of involvement at each organization?
- Have you used metrics where possible to better illustrate your success?

### Is Your Resume Properly Formatted & Designed?

- Has your formatting remained consistent across all positions? (For example, if you're bolding job titles, are all job titles indeed bolded?)
- Are your margins even?
- Are all items properly aligned? (For example, if you've right-aligned dates, are they all lining up with one another?)
- Are all links you've included clickable if submitted online?





## Is Your Resume Edited & Polished?

- View our [Career Development Video playlist](#) for the ATS video?
- Have you edited out irrelevant job experiences?
- Are sections of your resume in the order that best highlight your skills and what you have to offer the employer? (For instance, if you're a recent grad with internships in different fields, you might separate your most relevant experience from "other" experience instead of ordering everything by date.)
- Have you edited out generic action verbs for more specific ones?
- Have you found more professional-sounding alternatives to unprofessional-sounding terms?
- Are your skills all truly special? (While speaking a foreign language is indeed noteworthy, these days, it might not be that noteworthy to say you're proficient in Microsoft Word or capable of using email.)
- Is everything 100% true? (If you write that you're fluent in a foreign language on your resume, you should be prepared to speak that language during your interview.)
- Have you done a spell check and grammar check?
- Finally, have you asked a friend who hasn't read your resume before to provide a final glance for errors, inconsistencies, or confusing phrases?



# Resume Samples

## Carly Classroom

Findlay, OH 45840 | 419-555-0000 | carlyc@findlay.edu

### Summary (or Specific Position – ex: *Aspiring Early Childhood Educator*)

Educator with four years' experience incorporating cooperative learning strategies and interactive activities to engage students. Implement inquiry-based lessons where students are prompted and learn through discovery. Multilingual with proficiency in English, Spanish and Italian. 1

### Licensures and Endorsements

Licensure: Early Childhood Education PK-5, Prekindergarten Special Needs Endorsement    Anticipated June 2020

### Education

The University of Findlay | Findlay, OH    May 2020

*Bachelor of Science, Early Childhood Education*

GPA: 3.85

Kappa Delta Pi - National Education Honor Society (Inducted May 2019)

### Teaching Experience

Elida Elementary School | Elida, OH    September – December 2019

*Student Teaching – 1st Grade*

- ❖ Instructed 27 students in Spelling, Reading, Math, English, Science, and Social Studies 2
- ❖ Taught Science and Social Studies from Big Books and through experiments which promoted enthusiastic learning
- ❖ Maintained interest and provided an interactive atmosphere, enabling students to significantly and effectively hone learning skills
- ❖ Instituted positive classroom management strategies and disciplinary programs that effectively handled challenging behaviors
- ❖ Presented parents with feedback on their child's performance at parent-teacher conferences and through notes
- ❖ Assisted with Family Night, Open House, and Christmas Play preparations

Lander Elementary School | Cleveland, OH    September – November 2018

*Junior Methods – 3rd Grade*

- ❖ Prepared interactive geometry lesson using Legos
- ❖ Created an economic "Classroom Market" that the 20 students maintained for the year
- ❖ Conducted assessments using ESGI to track the progress of students in math and language arts
- ❖ Appealed to auditory, visual, kinesthetic, and tactile modalities

Jefferson Primary School | Findlay, OH    September – October 2017

*Sophomore Block - Kindergarten*

- ❖ Aided with assessments including DIBELS to monitor students' phonological awareness skills 3
- ❖ Designed an interactive storyboard to support read aloud

### Teaching-Related Experience

Kidsport Gymnastic Academy | Lima, OH    January 2019 – Present

*Gymnastics Coach*

- ❖ Supervise six tumbling classes for preschoolers, beginners, and intermediate students
- ❖ Apprise parents of student progress and address any concerns

The University of Findlay Clubhouse | Findlay, OH    January 2018 – April 2020

*Tutor*

- ❖ Performed reading pre- and post-assessments and use data to inform age level appropriate lessons
- ❖ Provided one-on-one intervention to improve reading success

Name

page 2

### Teaching-Related Experience, continued

Kiddie College Daycare | Findlay, OH    January 2017 – August 2018

*Teacher's Aide*

- ❖ Administered a safe and enjoyable environment for 15 children, 3 - 5 years old 4

### Volunteer

Habitat for Humanity, *Secretary* | Findlay, OH    March 2017 – May 2020

Girl Scouts, *Troop Leader* | Lima, OH    April 2016 – August 2018

Calvary Baptist Church, *Bible School Leader* | Cleveland, OH    July 2017

### Experiences Abroad


University of New Castle | Newcastle, Australia    Summer 2019

*Volunteer Assistant Instructor - Jesmond Primary School*

- ❖ Led small reading and discussion groups and assisted first-grade students in refining their math skills for summer Discovery Camp





- 
1. Some educators include a quote that aligns with their philosophy of education.
  2. In bullet points, use past tense verbs when the experience is completed or it's a one-time opportunity. Use present tense verbs if you are still involved.
  3. Spelling out an acronym is only needed when the person reading your resume would question what it stands for.
  4. As long as you stay consistent throughout bullet points, it is optional to spell out numbers under ten. The same thing goes for periods at the end of your bullet points.



# Resume Samples

## Stacey Smith

Chicago, Illinois 60616 | (312) 555-0000 | smiths@pretend-email.com

### SUMMARY

Dedicated pre-veterinary student with practical experience in animal handling and strong foundational knowledge of basic animal care procedures. Skills include maintaining current knowledge of veterinary medical trends, dedication to providing quality, compassionate care to animals, and a growth mindset with each new opportunity.

### EDUCATION

**The University of Findlay**, Findlay, Ohio May 2016  
Bachelor of Science in Animal Science/Pre-Veterinary Medicine Option and Biology 1  
Minor: Chemistry  
Dean's List 2011-2015, GPA: 3.68

*Related Coursework:* Practical Animal and Equine Handling, Genetics, Meat Evaluation 2

### EXPERIENCE

**Veterinary Assistant** August 2014–Present  
CatDog Veterinary Clinic LLC, Chicago, Illinois

- Check and record animals' temperature, heart rate, and respiration rate
- Assist four veterinarians with routine, diagnostic, and surgical procedures
- Ensure biosecurity measures were followed when disinfecting surfaces and surgical kits 3

**Animal Handling Volunteer** June 2014–August 2014

- Best Rescue, Cleveland, Ohio
- Observed kennel population of 20 dogs on average for illness such as fecal parasites
  - Utilized customer service skills while processing client payments, invoices, and reminder phone calls for approximately 25 clients per day

### Observer

May 2012–August 2013

- Many Animals Clinic, Findlay, Ohio
- Observed lameness exams being conducted on Thoroughbreds including digital radiography and ultrasound
  - Viewed therapies including PRP, shockwave, and stem cell treatments

### RESEARCH

"Cellular changes undergone to *Plethodon ocmulgee*" August 2013–May 2014

- Collaborated with five students to determine phylogeny by using techniques such as DNA extraction and Gel Electrophoresis
- Presented research during the Symposium for Scholarship and Creativity

### LEADERSHIP

**Building Volunteer** Fall 2015  
Habitat for Humanity


- Participated in fundraising for the first University of Findlay Habitat house and assisted with building the home's foundation

### Member

September 2013–May 2014

- Block and Bridle
- Attended bi-monthly meetings to organize two annual events with 100 students in attendance to promote agriculture and sense of community on campus



- 
1. Be sure your major title is listed the same as what is listed in the course catalog.
  2. Listing related coursework is optional. If you list coursework, pick out only a few of the most valuable courses that apply to the position. It is best to avoid introductory courses.  
Listing skills learned in the courses is also optional. As examples, you could list restraining techniques, giving IM/IV injections, and dehorning.
  3. It often sounds more professional to elaborate on job skills. Instead of listing “Clean kennels” or “Monitor animals” try to list bullet points in a professional, detailed manner as shown here.
  4. If you have research experience, be sure to list details on your resume.



# Resume Samples

## First and Last Name

888-888-8888 ■ name@findlay.edu

Motivated student with two years of experience in C++, SQL, and HTML5/CSS. Passionate about driving compliance in a manufacturing setting and working both individually and in groups. Utilize strong analytical and technological skills to accomplish goals in a laboratory setting.

### Education

**The University of Findlay**, Findlay, Ohio Overall GPA: 3.5  
*Bachelor of Science in List Exact Major Title* Expected Graduation: May 2020

**Related Coursework:** EHS Compliance and Enforcement, Public Health Microbiology, Web Page Development, Operating Systems

**Tiffin Columbian High School**, Tiffin, Ohio Overall GPA: 3.2  
*Diploma, College Preparatory Coursework* June 2016

### Certifications and Trainings <sup>1</sup>

- 3-Day Hazardous Materials Chemistry Workshop Include month and year
- Microsoft Office Specialist Excel 2013 Include month and year
- OSHA 30-Hour General Industry Compliance Include month and year
- Microsoft Office Expert Two Certification Excel 2013 Include month and year

### Experience

**Computer Technician**, Findlay, Ohio June 2016 – Present  
*3C Computer Repairs*

- Serve as one of only three employees working at a completely student-run business
- Resolve hardware issues

**All Hazards Training Center**, Findlay, Ohio June 2016 – Present  
*Student Assistant*

- Assist in setting up training courses for approximately 11 organizations
- Maintain equipment and corrected any deficiencies

### Volunteer <sup>2</sup>

**Jefferson Elementary Students**, Tiffin, Ohio October 2012 – March 2016  
*Math Mentor*

**Library Summer Reading Program**, Bascom, Ohio June 2014 – August 2015  
*Volunteer*

### Extracurricular


**The University of Findlay Cross Country**, Findlay, Ohio August 2016 – Present  
*Varsity Member*

- Participate in annual fundraising activities totaling approximately \$8,000 annually for the team
- Manage time efficiently while completing two practices per day during the season

**The University of Findlay Math Club**, Findlay, Ohio August 2016 – Present  
*Treasurer*

- Manage the club's finances including accounts payable and receivable



- 
1. Many College of Science students will have certifications and/or trainings that are important to list.
  2. We do not recommend including a one-time volunteer opportunity on your resume. If you are involved with a club or organization and attend a few meetings a year, simply list the organization, your title, and the dates. If you are more involved or an officer, include bullet points as you would with your other experiences.



# Resume Samples

## First and Last Name

Findlay, Ohio 45840 | (567) 555-0000 | example@pretend-email.com

### Profile

Aspiring broadcast journalist; experience working with different sized audiences and public speaking. Looking to work for a company that values quality journalism and delivering breaking news in a timely manner. Proficient in Adobe InDesign and social media platforms.

### Education

**The University of Findlay**, Findlay, Ohio  
Bachelor of Arts in Journalism/Digital Media  
Anticipated May 2020

**High School Name**, City, State  
GPA: 3.83  
May 2016

#### Activities

National Honor Society | Member  
Marching Band | Member  
Fall 2012 – Spring 2015  
Fall 2011 – Spring 2015

### Related Experience

**UFTV** | The University of Findlay, Findlay, Ohio  
Anchor  
August 2015 – Present

- Film weekly news broadcast for my 15-minute show.
- Write my own scripts for broadcast.

**The Pulse** | The University of Findlay, Findlay, Ohio  
Staff writer  
August 2015 – Present

- Write weekly news stories about things going on around campus; have written five stories to-date.
- Participate in staff meetings and pitch story ideas.

### Volunteer Work

**Big Brothers Big Sisters**, Cleveland, Ohio  
August 2013 – Present

**Relay for Life**, Findlay, Ohio  
Spring 2015

**Habitat for Humanity**, Findlay, Ohio  
Spring 2015


### Additional Experience

**Dairy Queen**, Cleveland, Ohio  
Crew Member  
June 2014 – August 2015

- Enhanced communication and customer service skills by interacting with customers, taking orders, and making recommendations.
- Worked varying shifts and hours; offered additional help when needed.

**McDonald's**, Cleveland, Ohio  
Crew Member  
June 2012 – June 2014



- 
1. This high school information is appropriate to leave on through your sophomore year of college. Once you begin your junior year of college, all of your high school information should be removed.
  2. Note that there are two different "Experience" sections on this resume. The "Related" section appears first because it's a higher priority section.
  3. Sometimes you will see dates aligned as they are in this sample - all the way to the right. However, sometimes they will be aligned using a left tab. Either way is totally acceptable, as long as they're consistent throughout the document.
  4. A lot of times, positions in the "Additional Experience" section will not include any bullet points. However, if you decide to include one, or multiple, we recommend focusing on transferable-to-your-major skills—in this case communication and customer service.



# Resume Samples

## FIRST NAME LAST NAME 1

City, State Zip | 567.555.5555 | lastnameinitial@findlay.edu

Criminal Justice major exceedingly interested in criminal process and procedures, government functions and devoted to eagerly learning and gaining as much experience as possible to prepare for a future in law enforcement. 2

### Relevant Internship Experience 3

**YouNameIt County Sheriff's Office** Spring 2016  
City, Ohio

- Became acquainted with the duties of law enforcement officers as well as the duties of dispatch and other staff members employed by the county.

**YouNameIt Community Corrections** Fall 2015  
City, Ohio

- Learned how to evaluate and complete ORAS for offenders; complete PSIs; administer drug screens; interview both suspects and offenders; and impose proper sanctions.

**X County Prosecutor's Officer (40 Hours)** July 2015  
City, Ohio

- Observed the prosecutors in the courtroom and during pre-trials when interviewing and evaluating citizens.

### Education

**The University of Findlay**, Findlay, Ohio May 2015  
Bachelor of Arts in Criminal Justice, Political Science (double major), **3.88 GPA**

- ✓ Achieving Dean's List Recognition.
- ✓ Black Student Union - a leadership and diversity group.
- ✓ Criminal Justice club.
- ✓ Former member of the JV Women's Basketball team and Varsity Women's Lacrosse team.

### Related Coursework

- Corrections
- Criminal Investigation
- Criminal Law
- Criminal Profiling
- Forensic Science
- Judicial Process
- Policing

### Certifications & Accomplishments


- CPR Certified (April 2016)
- Participated and completed numerous 5Ks including the Ohio II Warrior Dash 4

### Work History

**Blanchard Valley Hospital** Position Title – Findlay, Ohio Current  
**Lowes** Position Title – Findlay, Ohio May 2014 – March 2016  
**Finish Line** Position Title – Findlay, Ohio March 2013 – June 2014





- 
1. This sample includes some color which is becoming more acceptable regardless of industry. However, the color should not detract from the information, only enhance it.
  2. This profile statement does not include the title of "Profile." Title or no title, either way is acceptable.
  3. Most current students will have their "Education" section under their "Profile." However, if you have significant real world experience, then "Education" does not necessarily need to be before "Experience." As you progress in your career, the focus is more on "Experience" rather than "Education." Therefore, it would be appropriate to reorder the categories accordingly.
  4. This type of information is not appropriate for all resumes. It works in this case because physical fitness is an expectation and part of the job in the criminal justice industry.



# Resume Samples

## YOUR NAME

City, State Zip | baudresume@findlay.edu | (555) 555-5555 | www.linkedin.com/in/name 1

### PROFESSIONAL SUMMARY

---

Aspiring financial professional with impeccable work ethic and efficient time management skills. Striving to better service customers through innovation. Use creativity and engaging activities to help my team identify growth.

### EDUCATION

---

THE UNIVERSITY OF FINDLAY | FINDLAY, OHIO

MAY 2017

#### Bachelor of Science in Accounting

*Financial and Managerial Emphasis*

Minors: *International Business and Finance*

GPA: 3.7

Dean's List

2015 - 2016

### WORK-RELATED EXPERIENCE

---

#### FINANCIAL ANALYST

AUGUST 2016 - PRESENT

GSW MANUFACTURING | FINDLAY, OHIO

- Manage cash flow of over \$10,000 for the company using projections, trends, and historical data, resulting in full coordination and consolidation of the 2016FY budget. 2
- Complete accurate and timely end of month closing/reconciliation for several different inter-company accounts, including Japan West (restaurant), Japanese yen, Mexican peso, insurance, and operating cash. 3
- Present ROI report to management on a monthly basis.

#### ACCOUNTING INTERNSHIP

SUMMER 2016

GSW MANUFACTURING | FINDLAY, OHIO

- Learned and performed accurate and timely accounts payable & receivable daily tasks.
- Provided end of month closing/reconciliation for several different intercompany accountings.
- Assisted financial Glovia ERP software implementation for Mexico locations in Reynosa & Dolores, resulting in efficient and accurate international accounting complying with Mexican laws.
- Wrote reports & expanded software experience in limelight, Glovia, excel, and Cognos.

### LEADERSHIP

---

#### IMA, Member

2015 - CURRENT

- Selected for Leadership Experience Program in San Diego, CA, for IMA's Global Board of Directors & Committee Meeting

#### CPA OHIO HONOR SOCIETY, Member

AUGUST 2015 - CURRENT

#### STUDENT EXCHANGE VIETNAM | Hanoi Scholars, Hanoi, Vietnam

SPRING 2016

- Economics Focus: *Domestic & Social Matters Study*
- Research Project Focus: *A Study on The Decreasing Rates of Poverty*



1. It is not necessary to include your street address on your resume.
2. Use the correct tense. For experience that was in the past, use past tense; for experience in the present, use present tense.
3. Quantify responsibilities whenever possible.

#### LEADERSHIP, CONTINUED

##### SERVICE AMBASSADOR PROGRAM | UNIVERSITY OF FINDLAY

FALL 2016

- Built personal and educational relationships with international students; incorporated teamwork and bilingual communication to serve the community by volunteering over fifteen hours each semester.

##### STUDENT ROTARY CLUB | UNIVERSITY OF FINDLAY

AUGUST 2013 - MAY 2016

- Verified outstanding work ethic by volunteering at a warehouse completing laborious tasks in a team effort.
- Built professional communication skills by interacting and serving alongside Rotary Clubs all over the country.

##### MAZZA MUSEUM ART PROGRAM

OCTOBER 2010 - MAY 2013

- Executed outstanding creative abilities through face painting booth and children's art events.
- Sharpened event management skills through planning, set-up and post-event preparation and supervision.

#### OTHER WORK EXPERIENCE

##### GAME DAY INTERNSHIP

OCTOBER 2015 - JANUARY 2016

CLEVELAND BROWNS WI-FI TEAM | CLEVELAND, OHIO

- Completed timely and detailed live game audits regarding Browns' full coverage Wi-Fi implementation.
- Delegated and incorporated efficient teamwork strategies to set up large stadium tailgate event.

##### SALES AND MECHANIC

MUDDY RIVER BICYCLE CO. | FINDLAY, OHIO

MARCH 2014 - AUGUST 2016

- Lead shop administrator who performed accurate and timely tasks for the small business, including weekly and quarterly inventory controls, resulting in excellent point-of-sales system knowledge.
- Lead sales associate, performing excellent and personal customer service to each individual.
- Problem-solved to discover root cause of mechanical problems & specialized in road cycling bike fit.

##### LAB TECHNICIAN

COOPER TIRE & RUBBER COMPANY | FINDLAY, OHIO

JANUARY - JULY 2015

- Performed accurately detailed tests & experiments for engineering experimental projects.
- Tested/released materials for the plant while multitasking machinery and equipment.
- Communicated experimental completion through sap and excel reporting.

#### ORGANIZATIONS

##### ACCOUNTING CLUB - UNIVERSITY OF FINDLAY

AUGUST 2015 - CURRENT

- Demonstrated professional business acumen by networking with CPAs and other professionals.
- Actively participated in team building activities with fellow students regarding current accounting issues.

##### WOMENS RUGBY CLUB TEAM - UNIVERSITY OF FINDLAY

SPRING 2016

- Incorporated effective communication skills to work as team using intentional strategies on & off the field.
- Demonstrated excellent leadership skills by instructing and encouraging players during weight lifting practices.



# Resume Samples

## HEALTH PROFESSIONS RESUME SAMPLE

### YOUR NAME

City, State Zip | (419) cell-phone | name@findlay.edu

#### Education

The University of Findlay - Findlay, Ohio  
Occupational Therapy Doctorate  
Bachelor of Science In Psychology

December 2020  
May 2017

#### Certifications

Certified State Tested Nurse Aid (STNA)  
Plan to take NBCOT Exam

July 2017 to present  
Feb. 2021

#### Clinical Experience

Mercy St. Vincent's Medical Care Center - Toledo, Ohio  

- Assisted in fast-paced, inpatient acute care setting
- Completed evaluations and developed occupation-based intervention plans for acute patients
- Provided care in general medicine, orthopedic, neurology, and cardiac units
- Managed independent caseload approximately five weeks into the 12-week rotation, meeting 79% of the productivity standards expected for an entry level practitioner

Sept. 2020 to Dec. 2020

Tree Line Substance Abuse Recovery Center - Findlay, Ohio

June 2020 to Sept.2020

- Served individuals in an inpatient substance abuse rehabilitation program
- Planned and implemented daily group sessions to increase client participation in life skills
- Continued intervention with home or community-based visits once client completed inpatient program to further develop life skills for a meaningful and independent lifestyle
- Managed caseload including group and individual intervention sessions one week into the rotation, with supervision, as needed, to optimize professional growth and client progression

Lima West Closing the Achievement Gap (CTAG) Program - Lima, Ohio

Sept. 2019 to Apr. 2020

- Developed and implemented programming for at-risk, female, middle school students to emphasize positive behaviors in order to increase chances of finishing high school education
- Conducted individual sessions aimed at addressing study habits, factors affecting school performance, and the presence of risk-filled behaviors including negative social participation and engagement in substance-related activities
- Completed a grant proposal which included a needs assessment, research-based explanation of need for program, proposed budget, outline of program

Fort Bragg Army Medical Center - Fayetteville, North Carolina

Nov. 2019

- Assisted in the Traumatic Brain Injury department of the medical center for one week
- Observed of evaluation and vision treatment related to traumatic brain injury

Nationwide Children's Hospital - Columbus, Ohio

March 2019

- Assisted in the pediatric inpatient rehabilitation unit of the hospital for one week
- Created and implemented one treatment session for a TBI patient at the end of the week

#### Additional Experience

Bridge Personal Care Services - Findlay, Ohio

July 2017 to present

State Tested Nurse Aid (STNA)

- Assist with activities of daily living to aging individuals in a home setting

1. Use city, state & zip as an indicator where you want to work.
2. Look up your major and degree in the course catalog to double check you are writing it out correctly.
3. Either abbreviating or spelling out the state is appropriate as long as it is consistent throughout.
4. Abbreviating your months is acceptable as long as you are consistent throughout your resume.



- Complete housekeeping duties such as washing dishes, doing laundry, and floor care
- Follow care plans appointed by either the family or nursing staff
- Provide companionship to the individuals through conversation and meaningful activities

The Center for Autism and Dyslexia - Findlay, Ohio  
Volunteer/Aide

Nov. 2015 to June 2019

- Helped students with school work and to learn responsibility by assisting with classroom chores
- Shadowed the Occupational Therapist in individual sessions with the students
- Assisted students with meal preparation during lunchtime
- Helped staff keep students calm and under control during free time, class time, and recess

**Research**

2019 to 2020

Effectiveness of Occupational Therapy Programming as Perceived by County Jail Inmates

*Member of research team to attempt to answer the question: "Does occupational therapy programming equip inmates in a county jail with necessary life skills for successful community reentry as perceived by the inmates?"*

- Gathered research based on Occupational Therapy program at the Hancock County Justice Center
- Completed literature review to support necessity of OT programming in the jail
- Assessed questionnaires to determine the effectiveness of the questions posed to inmates

**Activities and Involvement**

Human Trafficking Coalition in Hancock County  
• Steering Committee Member

Dec. 2019 to present

The University of Findlay

- Woodrow Wilson Visiting Fellow Ambassador Program
- Student Advisory Group for Dr. Katherine Fell

2018 to 2020

Oct. 2016 to May 2019

5. Not everyone will have all the subheadings shown in the sample. Only list what you have and go into appropriate detail.



# Resume/CV Samples

## What is a Curriculum Vitae?

A curriculum vitae, often called a “CV” or “Vita” for short, is a detailed, lengthy, structured outline of your education, publications, projects, awards, and employment history. It is not uncommon for a mid-career candidate’s vita to be as long as twenty pages. Vitas are typically required for doctorate-level positions.

## Differences Between a CV and Resume

The most noticeable difference between CVs and resumes is usually the length. Entry level resumes are usually limited to a page or two. CVs, however, often run three or more pages.


Another distinction between resumes and CVs is the work description sections. Bullet points are very commonly used in resumes and tend to appear somewhat less frequently in CVs.

A more subtle but equally important distinction is that whereas the goal of a resume is to construct a professional identity, the goal of a CV is quite specifically to construct a scholarly identity.

## Information to Include in Your CV

- Name, city, state, zip, phone number, and email
- Education: Include conferral dates and degree titles of all degrees
- Licensure/Certification
- Work Experience: Include teaching, research, clinical rotations, clerkships and graduate assistantships
- Publications, Presentations, Papers and Patents
- Performances, Exhibitions and Compositions
- Grants Awarded, Worked on, or Revised
- Languages and International Travel
- Awards, Honors, and Recognition
- Professional Memberships



- 
- Professional Service and Consultations
  - Relevant Leadership Experience
  - Specific Skills: Include lab techniques and equipment, computer programs and languages, technology and other technical skills
  - Include page numbers in the footer.

### **Information to NOT Include in Your Professional Resume or CV**

- Age
- Ethnic identity
- Political affiliation
- Religious preference



## CV SAMPLE

### First and Last Name

Findlay, Ohio 45840 | 419.434.5874 | pharmD@findlay.edu

#### EDUCATION

**The University of Findlay** | Findlay, Ohio  
College of Pharmacy – Doctor of Pharmacy May 2020

#### LICENSES AND CERTIFICATIONS 1

**Pharmacy Intern License** September 2017 – Present  
Ohio State Board of Pharmacy

**Advanced Cardiovascular Life Support for Healthcare Providers** April 2017 – Present  
American Heart Association

**Basic Life Support for Healthcare Providers** May 2017 – Present  
American Heart Association

**Immunization Administration Certificate** April 2016  
College of Pharmacy, The University of Findlay  
Ohio State Board Approved Immunization Delivery Training Program

**Basic HIPAA Privacy Compliance** March 2015  
College of Pharmacy, The University of Findlay

#### ADVANCED PHARMACY PRACTICE EXPERIENCE

**Special Populations – Emergency Medicine** November 2019 – Present  
St. Rita's Medical Center | Lima, OH  
Preceptor: Daniel Lindsay, PharmD

- Performed medication reconciliations, attended emergency codes, counseled patients, evaluated patient therapies, participated in topic discussions, attended meetings, and shadowed a nurse practitioner.
- Projects: completed a drug utilization review assessing the usage of prothrombin complex concentrate, presented a case study on opioid overdose, and constructed an alteplase pearls of practice handout.

**Elective – General Medicine** October 2019 – November 2019  
Joint Base Elmendorf Richardson Hospital | Anchorage, AK  
Preceptor: Elizabeth Saltz, PharmD

- Dispensed and counseled on outpatient and inpatient medications, helped manage therapy in the anticoagulation clinic, and attended military personnel meetings.
- Projects: gave a presentation on Alzheimer's disease, wrote responses to drug information requests, patient case reports, and led a journal club discussion regarding cardiovascular effects of empagliflozin.

**Special Populations – Intensive Care** September 2019 – October 2019  
St. Rita's Medical Center | Lima, OH  
Preceptor: Suzanne Marques, PharmD

- Evaluated therapies of intensive care and trauma patients, attended trauma team meetings, counseled patients, participated in topic discussions, and shadowed a respiratory therapist.

Projects: presented a case on cerebral venous thrombosis and wrote an article about the SPRINT trial.

1. Be sure to include all of your licenses and certifications as well as the date completed/range.





### Ambulatory Medicine 1

St. Rita's Medical Center | Lima, OH

August 2019 – September 2019

Preceptor: Staci Dotson, PharmD

- Counseled warfarin patients, updated patient charts, and assisted with diabetes appointments ran by certified nurses, pharmacists, and dietitians.
- Projects: led a journal club discussion about the PARADIGM-HF trial, presented a case study on gastric banding, and wrote an article regarding the association of bladder cancer risk with pioglitazone use.

### Institutional/General Medicine

St. Rita's Medical Center | Lima, OH

July 2019 – August 2019

Preceptor: Laura Schulz, PharmD

- Performed medication reconciliations, counseled patients, attended medical rounds, participated in topic discussions, and observed heart catheterizations
- Projects: presented a case study on warfarin related nephropathy, wrote patient case reports, and composed a newsletter article regarding the use of the combination drug, sacubitril/valsartan, in heart failure

## INTRODUCTORY PHARMACY PRACTICE EXPERIENCE

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**Advanced Specialty Hospitals** | Toledo, OH

March 2018 – April 2018

Preceptor: Martin Menard, PharmD, MBA

- Dose adjusted warfarin and antibiotics, compounded creams, evaluated treatments, and assisted in inventory.

**Mercy St. Vincent Medical Center** | Toledo, OH

August 2017 – September 2017

Preceptor: Deidre Rohaley, PharmD

- Attended medical rounds, prepared intravenous solutions, assessed patient therapies in the emergency department, and learned how to verify prescriptions in the computer system

**CVS Pharmacy, Store #6172** | Kenton, OH

March 2017 – April 2017

Preceptor: Kathy Pleasant, PharmD

- Dispensed prescriptions, counseled patients, assisted in inventory, and transferred prescriptions.

**Pharmacy Solutions** | Pandora, OH

September – November 2016

Preceptor: Emily Kempf, PharmD

- Assisted the pharmacist in filling prescriptions, inventory of medications, counseling patients, and delivering prescriptions to various long-term care facilities

**Health Partners of Western Ohio** | Kenton, OH

February – April 2015

Preceptor: Kyle Glasgow, PharmD

- Observed patient consultations, entered, verified and dispensed prescriptions, and counseled patients.

**Kroger Pharmacy, Store #555** | Kenton, OH

October – November 2015

Preceptor: Kaylee Dunson, PharmD

- Input prescriptions, dispensed medications, received prescriptions by telephone, and counseled patients.

## RESEARCH EXPERIENCE 2

---

**Laboratory Manager/Research Assistant**

August 2018 – July 2020

Advisor: Donald Walker, PhD 3

- Management of four independent projects consisting of 6-8 students each semester.
- **Primary research project:** Systematic and phylogenetic analyses of the plant pathogenic fungal family Gnomoniaceae. Techniques utilized include DNA extraction, PCR, gel electrophoresis, nanospectroscopy, microscopy, digital imaging, aseptic technique, fungal isolations, grant and manuscript writing.

Name | Phone Number 4

Page 2 of 5

2. List your research experience on your CV. It is important to provide detailed bulleted points in this section.
3. List the professors with whom you are conducting your research.
4. After page 1 of your CV, include your name and page number in the footer.



# CV Sample

- **Secondary research projects:** 1) Determining anti-cancer activity of fungal secondary metabolites, 2) Biotransformation using fungi, 3) The top down effect; Red back salamander effects on fungal communities in midwestern upland deciduous forests. Techniques utilized include thin layer chromatography, solid-liquid solvent extraction and partitioning, field research and biological sampling techniques, environmental DNA extraction, next-generation sequencing, 454 pyrosequencing.
- **Student training:** Trained students in molecular biology, microscopy, and digital imaging techniques.

## ADDITIONAL EXPERIENCE 5

<b>Rieck Center and Greenhouse Student Assistant</b> The University of Findlay	May 2015 – June 2020
<ul style="list-style-type: none"><li>• Monitored and tended to plants, fed animals, and assisted in the upkeep of the nature preserve building.</li></ul>	
<b>Pharmacy Camp Counselor</b> College of Pharmacy, The University of Findlay	January 2017 – January 2019
<ul style="list-style-type: none"><li>• Attended meetings throughout the year to plan and prepare for operation of the summer camp, which engages high school students in activities in and out of the classroom, providing them with an understanding of the pharmacy profession and our pharmacy program.</li></ul>	
<b>USA/Japan Student Ambassador</b> The University of Findlay	July 2018 – August 2018
<ul style="list-style-type: none"><li>• Represented the University of Findlay in the UF-KAKE Bridge Program while traveling throughout the country of Japan for a month, meeting with government officials, visiting universities and famous landmarks, and learning about the culture.</li></ul>	

## HONORS AND GRANTS

<b>Dana R. Jackson, R.Ph., C.Ph. Scholarship</b>	August 2018, August 2019
<b>President's Scholarship</b>	August 2015 – May 2019
<b>College of Pharmacy Research Travel Award</b>	May 2018
<b>Student Academic Development Grant</b>	March 2018
<b>Natural Sciences Research Grant</b>	Jan. 2015, Sept. 2016, Sept. 2017
<b>Sigma Xi Research Grant for Aid in Research</b>	April 2016
<b>Alice Mary Kraus Jackson Memorial Scholarship</b>	August 2015
<b>Linz-Fath Memorial Scholarship</b>	August 2015
<b>R.E. Allen Scholarship</b>	August 2015

## MEMBERSHIPS

<b>Alpha Zeta Omega Professional Pharmaceutical Fraternity – President</b>	May 2019 – May 2020
<ul style="list-style-type: none"><li>• Led the fraternity at all meetings of the Theta Gamma chapter, oversaw activities and events, supervised and received reports from all committees, and submitted documents to the national board members.</li></ul>	
<b>Mycological Society of America</b>	March 2017 – May 2020
<ul style="list-style-type: none"><li>• Attended conferences and contributed publications.</li></ul>	
<b>Sigma Xi Scientific Research Society</b>	February 2017 – May 2020
<ul style="list-style-type: none"><li>• Provided information to students with the goal of enhancing and promoting science and research.</li></ul>	
<b>The Ohio Academy of Science</b>	November 2012 – May 2020

Name | Phone Number

Page 3 of 5



- Presented primary research yearly at national conferences.

<b>Academy of Student Pharmacists</b>	September 2015 – May 2020
<ul style="list-style-type: none"> <li>• Received information provided by the American Pharmacists Association to help navigate through pharmacy school, explore careers in pharmacy, and connect with others in or pursuing the profession.</li> </ul>	
<b>Student National Pharmaceutical Association - Treasurer</b>	August 2018 – May 2019
<ul style="list-style-type: none"> <li>• Developed and submitted budgets for the chapter, whose purpose is to coordinate programs that provide services, research and training in areas affecting health care or minority populations.</li> </ul>	
<b>Alpha Zeta Omega – Signare/Inter-Chapter Committee Chair</b>	August 2018 – May 2019
<ul style="list-style-type: none"> <li>• Recorded and submitted the weekly meeting minutes to fellow chapter members and national supreme officers; Helped ensure contact with other chapters by arranging and informing on inter-chapter events.</li> </ul>	
<b>Student Societies of Health-System</b>	September 2014 – May 2018
<ul style="list-style-type: none"> <li>• Stimulated interest in health-system pharmacy careers, and encouraged career development and professionalism among students aspiring careers in health-system pharmacy.</li> </ul>	
<b>Students for Alumni Relations</b>	September 2015 – May 2017
<ul style="list-style-type: none"> <li>• Organized activities and events for homecoming week at the University of Findlay.</li> </ul>	
<b>Student National Pharmaceutical Association – Assistant Treasurer</b>	August 2015 – May 2017
<ul style="list-style-type: none"> <li>• Assisted the treasurer in developing and submitting budgets for the chapter, research and training in areas affecting health care or minority populations.</li> </ul>	
<b>Alpha Zeta Omega – Associate Signare</b>	August 2015 – May 2017
<ul style="list-style-type: none"> <li>• Wrote newsletters, maintained the group website, and made event flyers for the fraternity, whose goal is to promote the profession of pharmacy.</li> </ul>	
<b>Colleges Against Cancer</b>	August 2015 – May 2016
<ul style="list-style-type: none"> <li>• Organized and attended events such as Relay for Life and the Great American Smokeout to raise awareness of cancer and support the American Cancer Society.</li> </ul>	

#### VOLUNTEER SERVICES

<b>Hancock County Medication Collection</b>	April 2018 – April 2020
<ul style="list-style-type: none"> <li>• Worked with other pharmacy students to collect and dispose of expired medications twice a semester.</li> </ul>	
<b>Marathon Health Screenings Volunteer</b>	October 2018 – November 2019
<ul style="list-style-type: none"> <li>• Tested the cholesterol, HbA1c, and blood pressure of employees at Marathon Oil Company, and counseled them on their results.</li> </ul>	
<b>City Mission of Findlay – academic service learning project</b>	November 2019
<ul style="list-style-type: none"> <li>• Presented educational information about hypertension and diabetes, including preventative measures.</li> </ul>	
<b>Presbyterian Church Food Pantry Volunteer</b>	April 2019
<ul style="list-style-type: none"> <li>• Helped distribute food and personal care items to over 300 people within the Findlay community.</li> </ul>	
<b>Jacobs Primary School – academic service learning project</b>	March 2019
<ul style="list-style-type: none"> <li>• Developed and presented educational dental health activities at an after-school program involving second and third grade students and their adult mentors.</li> </ul>	
<b>Chopin Hall Health Screening – academic service learning project</b>	October 2018
<ul style="list-style-type: none"> <li>• Tested the cholesterol, HbA1c, and blood pressure of community members, and counseled their results.</li> </ul>	
<b>Pharmacy Camp Assistant</b>	June 2018
<ul style="list-style-type: none"> <li>• Assisted high school students with pharmacy related activities at The University of Findlay's campus.</li> </ul>	
<b>Humane Society and SPCA of Hancock County</b>	September 2017 – March 2018

Name | Phone Number

Page 4 of 5



# CV Sample

- Spent time with animals at the shelter and volunteered at community bingo nights.
- University of Findlay College of Pharmacy – Volunteer** August 2017
- Passed out fliers and answered questions about the Hancock County Drug Collection at a local football game; Logged expired medications to be discarded.

## ATTENDANCE AT PROFESSIONAL MEETINGS

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<b>Symposium for Scholarship and Creativity</b> – Findlay, OH	April 2018, April 2019, April 2020
<b>The Ohio Academy of Science</b> – Findlay, North Canton, and Columbus, OH	April 2017, April 2018, April 2019
<b>Mycological Society of America National Conference</b> – Lansing, MI	June 2018
<b>Posters at the Capitol</b> – Columbus, OH	April 2017, April 2018
<b>Alpha Zeta Omega National Convention</b> – Orlando, FL and Baltimore, MD	January 2017, July 2018

## PUBLISHED ABSTRACTS AND CONTRIBUTED PRESENTATIONS

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- Last name, B.R.**, Walker, D.M. 2019. New species of fungi in the plant pathogenic family Gnomoniaceae (Ascomycota) from Japan. *Inoculum*, 65, 35–36. Presented at: Mycological Society of America Annual Conference, Lansing MI, June 8, 2019.
- Walker, D.M., **Last Name, B.R.**, Graham, S.P., Wooten, J. 2018. A metagenomics approach to the top-down effect; red-backed salamander effects on fungal communities in Midwestern upland deciduous forests. *Inoculum*, 65, 54. Presented at: Mycological Society of America Annual Conference, Lansing MI, June 8, 2018.
- Last Name, B.R.**, Walker D.M., Two new genera of fungi in the plant pathogenic family Gnomoniaceae (Ascomycota) from Japan. *Ohio Journal of Science* 114, 9. Presented at: Symposium for Scholarship and Creativity, University of Findlay, April 2, 2018, Ohio Academy of Science, Walsh University, April 05, 2018.
- Walker D.M., **Last Name, B.R.**, Graham S., Wooten J., A Metagenomics Approach to the Top-Down Effect; Red-Backed Salamander Effects on Fungal Communities in Midwestern Upland Deciduous Forests. *The Ohio Journal of Science* 114, 16. Presented at: Symposium for Scholarship and Creativity, University of Findlay, April 2, 2018, The Ohio Academy of Science, Walsh University, April 05, 2018, and Mycological Society of America Annual Conference, Lansing MI, June 8, 2018.
- Last Name, B.**, Walls, T., Walker, D.M. 2017. Six new species of fungi in the highly diverse genus *Plagiostoma* from Japan (Gnomoniaceae, Diaporthales). Presentation at: Symposium for Scholarship and Creativity, University of Findlay, April 17, 2017, Ohio Academy of Science, University of Findlay, April 06, 2017, Posters at the Capitol, Columbus, OH, April 9, 2017, and TriBeta Conference, Dayton, OH, March 23, 2017.
- Last Name, B.**, Walls, T., Stupka, K., Miller, J., Mejia, L.C., and Walker, D.M. 2017. Two new species in the highly diverse genus *Plagiostoma* from Japan (Gnomoniaceae, Diaporthales). *Ohio Journal of Science* 113, 33.
- Miller, J.A., Finlayson, T., Bloom, K., Miller, J., **Last Name, B.**, Walker, D.M., Edelbrock, M.A. 2016. Cancer cell viability in response to fungal secondary metabolites. Poster presentation at: Symposium for Scholarship and Creativity, The University of Findlay, April 17, 2017.

## PUBLISHED MANUSCRIPTS

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- Walker D.M., **Last Name B.**, Esterline D., McAndrew M., Edelbrock J., Graham S., Kelehear C. A novel protocol for washing environmental microbes from amphibian skin. *Herpetological Review*. 2019.
- Walker D.M., **Last Name B.R.**, Esterline D., Graham S.P., Edelbrock M.A., Wooten J.A. A metagenomics-based approach to the top-down effect on the detritivore food web; a salamander's influence on fungal communities within a deciduous forest. *Ecology and Evolution*. 2018.





# Word Bank

## A

Accentuated  
Accompanied  
Achieved  
Acquired  
Acted  
Adapted  
Addressed  
Adjusted  
Administered  
Adopted  
Advanced  
Advertised  
Advised  
Advocated  
Aided  
Allotted  
Amended  
Amplified  
Analyzed  
Anticipated  
Applied  
Appointed  
Appraised  
Approved  
Arranged  
Articulated  
Assembled  
Assessed  
Assigned  
Assisted  
Attended  
Audited  
Authored  
Awarded

## B

Balanced  
Blended  
Blocked  
Bought  
Bridged  
Broadened  
Budgeted  
Built

## C

Calculated  
Canvassed  
Capitalized  
Catalogued  
Cautioned  
Centralized  
Certified

Chaired  
Challenged  
Changed  
Charted  
Checked  
Cited  
Clarified  
Classified  
Closed  
Co-authored  
Coached  
Communicated  
Compared  
Compiled  
Composed  
Conducted  
Conserved  
Considered  
Consolidated  
Constructed  
Consulted  
Contacted  
Contracted  
Contributed  
Controlled  
Converted  
Conveyed  
Convinced  
Cooperated  
Coordinated  
Counseled  
Corresponded  
Created  
Critiqued  
Cultivated

## D

Debated  
Decided  
Decreased  
Deducted  
Defined  
Delegated  
Delivered  
Demonstrated  
Described  
Designated  
Designed  
Detected  
Determined  
Developed  
Devised  
Devoted  
Diagnosed  
Diagramed

Directed  
Discovered  
Discussed  
Displayed  
Dissected  
Distributed  
Documented  
Drafted  
Drew

## E

Earned  
Edited  
Educated  
Elected  
Enabled  
Encouraged  
Engineered  
Enhanced  
Established  
Estimated  
Evaluated  
Examined  
Executed  
Exhibited  
Expanded  
Expedited  
Experimented  
Explained  
Explored  
Expressed

## F

Facilitated  
Fielded  
Finalized  
Finished  
Focused  
Forecasted  
Forged  
Formalized  
Formed  
Formulated  
Fostered  
Founded  
Framed  
Furthered

## G

Gathered  
Generated  
Graded  
Guided



**H**

Handled  
Headed  
Hired  
Hosted

**I**

Identified  
Illustrated  
Implemented  
Improved  
Incorporated  
Increased  
Influenced  
Informed  
Initiated  
Innovated  
Inspected  
Inspired  
Installed  
Instituted  
Instructed  
Integrated  
Interacted  
Interpreted  
Interviewed  
Introduced  
Investigated  
Issued

**L**

Launched  
Led  
Linked  
Lobbied

**M**

Maintained  
Managed  
Mapped  
Marketed  
Measured  
Mediated  
Mentored  
Mobilized  
Modeled  
Modified  
Monitored  
Motivated

**N**

Navigated  
Negotiated

**O**

Observed  
Orchestrated  
Organized  
Originated  
Outlined  
Overhauled  
Oversaw

**P**

Participated  
Partnered  
Performed  
Persuaded  
Photographed  
Pioneered  
Planned  
Played  
Plotted  
Predicted  
Prepared  
Presented  
Processed  
Produced  
Programmed  
Promoted  
Proposed  
Provided  
Publicized  
Purchased

**Q**

Qualified  
Questioned

**R**

Raised  
Ranked  
Recorded  
Redesigned  
Refined  
Rehabilitated  
Remodeled  
Reorganized  
Repaired  
Represented  
Researched  
Resolved  
Responded  
Restored  
Revamped  
Reviewed  
Revised  
Revitalized  
Revived

**S**

Scheduled  
Screened  
Scrutinized  
Secured  
Selected  
Served  
Serviced  
Settled  
Shaped  
Simulated  
Sold  
Solicited  
Solved  
Sought  
Specialized  
Specified  
Spoke  
Sponsored  
Staffed  
Standardized  
Stimulated  
Streamlined  
Strengthened  
Studied  
Submitted  
Summarized  
Supervised  
Supplied  
Supported  
Surveyed

**T**

Tailored  
Taught  
Targeted  
Tested  
Trained  
Translated

**U**

Updated

**V**

Verified

**W**

Wrote



# Cover Letters

## COVER LETTERS

Cover letters have been part of the application process for quite some time. Some employers put a lot of emphasis on the cover letter and others do not. It is better to have a quality cover letter to send rather than not including one at all. A more traditional cover letter has a business letter format. With increasing use of technology, there are some job seekers who have transitioned away from the traditional cover letter and have included more concise information in the body of an email, sometimes called an e-note.

Both types are discussed on the following pages; however, this is another case where knowing your audience is very important! Use the most appropriate format for that position, company, or industry.

### Traditional Cover Letter

- Determine the specific person to whom you should address the letter by researching online or asking human resources. If you are still unsure, or if multiple people will read it, leave off the salutation.
- One page with an introduction, body, and conclusion paragraph.
- Focus on the employer's needs and connect your experiences and skills with their organization.
- Individualize each letter to the position and employer.
- An effective cover letter motivates the employer to review your resume and invite you for an interview. The cover letter focuses on either job availability (letter of inquiry) or initiating candidacy for a position (letter of application).

✓ **Tip\*** Refer to the job description to give your cover letter focus





## MODERN COVER LETTER-3P

### Compared to a traditional cover letter, an E-note is:

- More concise and straightforward
- Readable on a mobile device
- More flexible:
  - » Does not require a long introduction paragraph
  - » Can include how you will solve a problem for the company, ask a question, or include a fact/quote to get the reader's attention
  - » Can include bullet points

For the intro, there are numerous styles to choose from, all of which are NOT the old-school...“I am writing to apply for \_\_\_\_\_. I found this position posted on \_\_\_\_\_.”

### More modern methods include:

- Traditional: Briefly state why you're writing
- Interest-Piquing: Start off with impressive information to grab immediate attention.
- Drop Names: Let referrals do the work. (Use this approach whenever possible.)
- Who You Are: Important to communicate in every letter.
- Quote: A relevant and meaningful quote.

### Tips for Writing the Introduction

- Keep it brief; get to the point.
- Key in to reader's interests.
- If you're stuck, move on to rest of letter and write the introduction LAST.
- Avoid being overly clever in your introduction. It's more important to be crisp and clear.



# Cover Letter

## Traditional Cover Letter Format

[The same heading (name/contact information)  
as your resume]

[Date]

[Name of Contact Person, Title]

[Name of Organization]

[Address of Organization]

[City, State, Zip]

Dear [Contact Person]:

**FIRST PARAGRAPH.** State the reason for the letter, the specific position or type of work you are applying for, and how you learned of the opening, such as through a professional in the organization, the Center for Career & Professional Development, news media, friend, website, or employment service. If you were referred, remember to mention the individual who referred you.

**SECOND PARAGRAPH.** Include information that shows you have researched the organization and demonstrates your ability to help them achieve their goals. Indicate why you are interested in the position, the organization, and its products or services. If you are a recent graduate, explain how your academic background and experiential learning makes you a qualified candidate. If you have some practical work experience, point out specific achievements or unique qualifications. Give two or three examples of your accomplishments or abilities. Be specific and brief. Do not just repeat information that is on your resume.

**FINAL PARAGRAPH.** Restate your interest and indicate your availability for a personal interview. If you intend to follow up, indicate how and when you intend to do so. Close your letter with a confident statement which will encourage a positive response.

Sincerely,

[Include a handwritten signature if able]

[Your type written name]



## E-Note Format

Re: [Include the job title/number]

Begin by including a fact or question which shows you have done research on the company. Follow up by including a couple of additional facts about you and what make you stand out. Here, you want to show how you would benefit the company with an issue they have or simply help them improve.

- You can also list your “selling points” in a bulleted format

Next, include a statement to indicate that a follow-up would be appreciated. Thank them for their time.

Sincerely,  
Joe Smith

[Include your contact information]



# E-Note Example

**FIRST NAME LAST NAME**

City, State Zip  
Email | Phone number

---

[Date]

[Addressee Name, Title]  
[Company Name]  
[Company Street Address]  
[City, State Zip]

RE: [If in reference to a specific job, include that title/number here. If not, delete this line.]

Dear [specific person. If no specific addressee's name is known, delete this salutation altogether]:

We've been steering our students in the direction of using this approach when it comes to their cover letters – the 3 “P” approach:

1. Personal – Provide a unique **personal** connection/interest to the desired career field. Your personal experiences and background have influenced you to this profession; what were those influencers?
2. Professional – After mentioning the personal background information that draws you to the career field, now is where you tie in **professional (and intentional) steps** you've taken to set yourself up well to enter the career. Highlight experiences that will directly relate to what you will be doing in the role you're applying for.
3. Position – Here is where you make the direct connection to why you're the best person for the specific job. Based on your personal background, and the professional steps you've been taking, it makes perfect sense why you're applying for this **specific position** within the **specific organization**. Mention duties, programs, or responsibilities that you'd be doing in the new role and how you're already prepared to step in and do those things well. Build the ego of the organization by mentioning specific and unique attributes that make them stand out amongst their peers. Lastly, you want to make sure you focus on what you can do to enhance/add value to the position. Don't just mention what you're hoping to gain, but what you're excited to give.

Sincerely,

First and last name



## E-Note Example

Re: Technology Service Assistant

In the current marketplace, 65% of employers state they have issues with technology which inhibit their growth potential. As an intern for two summers, I was able to implement two programs which increased efficiency in the office by 8%.

- Excellent leadership skills as shown by serving as computer club Vice President
- Collaborated with four other individuals while employed with a student-run business

If you are looking for similar results, I would appreciate the time to discuss what else I have to offer.

Sincerely,

Jennifer Smith








419-XXX-XXXX

smith@findlay.edu





# Personal Statements

## GRADUATE SCHOOL WRITING TIPS

-  **Pay close attention to what question(s) is actually being asked** - This is a dead giveaway for candidates who've written one generic statement and sent it to multiple schools. Answer what's been asked.
-  **Dive in** - You need to get started. Sometimes rather than spending your energy on planning it out in your head, just start writing. You will come back and edit later.
-  **Articulate why you've landed on your chosen career** - Because of your past, diverse experiences, you'll have a good idea as to why you've landed where you are. Refer to any written reflections you've done post-experiential learning.
-  **Be specific** - This is something personal statements and resumes have in common; being specific adds credibility to your claims.
-  **Tailor your statement to the university and program** - Each university and program has their own mission and values. How will you demonstrate and support these if you're admitted?
-  **Be sincere** - Don't get too caught up in making the statement sound too academic. This is a personal statement after all; it's OK for you to write with that in mind.
-  **Describe your interests** - Ideally, these interests are related to your chosen program/career. Delve into that a little bit, if it makes sense for the specific question.





 **Demonstrate your motivation and capacity to succeed** - Capitalize on your past experiences and successes. How will they help you succeed at this university/in this program?

\*The Writing Center, a part of the Academic Support Center, can assist you throughout the process of composing your personal statements and/or letters of intent.



# Interviews

## INTERVIEW QUESTIONS

### The "BIG 3"

- Tell me about yourself.
- Why do you want to work in this position?
- Why do you want to work in this industry/job function?

### Biographical/Personal Questions

- What is your biggest strength? What is your biggest weakness?
- How would your friends describe you? How would a former employer or teacher describe you?
- What motivates you to put forth your greatest effort?
- How do your qualifications relate to our company?
- What is your biggest achievement not found on your resume?
- Where do you see yourself in 5 years? 10 years?
- When working in a group, what role do you typically take on?
- Do you think your GPA is a good reflection of how you perform? Why or why not?
- Why should we hire you?
- What is the last book you read?

### Knowledge Questions

- What do you know about our company/organization?
- What do you think it takes to be successful in this organization?
- What criteria are you using to evaluate the company for which you hope to work?
- What do you think is the most critical public issue of our time?





## Readiness and Experience Questions

- Why did you choose your major?
- Why did you choose to attend the University of Findlay?
- Do you think you received a good education?
- What job-related skills have you developed?
- Have you ever done any volunteer work?
- What types of decisions are most difficult for you?
- What have you learned from your mistakes?
- How do you react to pressure?
- How has your prior experiences/education prepared you for this job?
- How do your current skills apply to this position?

## Behavioral Questions

### (What Have I Done - the S.T.A.R. Method)

The most effective way to answer behavioral questions is the STAR method. According to the STAR approach you should structure your answers to a behavioral interview question by highlighting the following:

#### **S = Situation**

Describe to the interviewer the details of the situation. Give them an overview of who, what, when, where, and why, if applicable.

#### **T = Task**

What was it you were doing in the situation?

#### **A = Action**

What action did you take to complete the task or resolve an issue?

#### **R = Result**

Describe the outcome of the situation.



# Interviews

## Example Behavioral Questions

- What was the last project you headed up, and what was its outcome?
- Tell me about a time when you had to give someone difficult feedback. How did you handle it?
- Give an example of a time when you set a goal and were able to meet or achieve it.
- Tell me about a time you tried something new and failed.
- Can you describe a time your work was criticized and how you handled it?
- Has anyone asked you to do something unethical? How did you handle the situation?
- Tell me about the toughest group you've had to work with. What made the group tough? What did you do?

## Situational Questions (What Would I Do)

- A customer was promised delivery of our product on a certain date, but because of manufacturing delays, our company was not able to deliver on a timely basis. The customer is angry and demanding some kind of compensation for the unexpected delay. How would you handle the situation?
- How would you handle an employee whom you supervise who is late for work every day, takes long lunches, and frequently leaves early?
- One of your co-workers frequently makes mistakes that affect the company's reputation. You have tried talking to this colleague, but you have seen no improvement in the quality of his work. What would you do next?

## Brainteaser Questions

- Sell me this pencil.
- If you were an animal, what would you be and why?
- How would you describe the color yellow to a blind person?





## Questions for You to Ask at the End of the Interview

- What is a typical day like in this job?
- What personal qualities, skills, or experience, would help someone succeed in this position?
- What new skills can I hope to learn here?
- What is the greatest challenge in this position?
- What are the priorities of this position?
- What do you expect me to learn within the first three months?
- Why did you choose to work here? What keeps you here?
- Does your company/organization plan to restructure in the near future?
- How would you describe the work environment?
- What type of training program do you offer new employees?
- Can you explain the performance review process?
- What is the retention rate of people in this position?
- What makes your organization different from your competitors?
- What opportunities exist for professional growth and development?
- What are the next steps in the interview process?











# Interviews

## Topics to Avoid During the First Interview

- Salary/Benefits (unless they are brought up by the interviewer)
- Vacation Time

## 8 Interview Tips

-  Before going into an interview do a self-analysis and research the organization thoroughly.
-  Develop a plan for what you want to tell the organization based on your self-analysis and research. During the interview process, you will be able to incorporate those details into your answers.
-  Recall and write down times when you have utilized your leadership, organizational, problem solving, teamwork, and critical thinking skills.
-  Practice. Talking about your experience, skills, and why an employer should hire you can feel awkward. The more you practice the more comfortable and confident you will be in an interview. How you say it is sometimes more important than what you say.
-  Answer questions by telling your story in an engaging way by showing enthusiasm and knowledge of the organization.
-  Crafting a positive response is key when interviewing. If you are asked about a time when you failed or about a weakness you have, be sure to stay positive. By letting the interviewer know what you learned from the experience or how you are continuing to turn your weakness into a strength, you show the employer that you have a growth mindset and value continual learning.
-  Relate past experiences to the job for which you are interviewing. It is very important to ask appropriate questions at the end of the interview. Refer to [page 131](#) for sample questions to ask at the end of the interview.
-  Follow up with an individual thank you to everyone who interviewed you.





# Professional Dress



## What to Wear?

Students and alumni should dress professionally in all interactions with employers or networking opportunities. This includes job fairs, interviews, conferences, and more. There are some positions which would require clothing that is not considered business professional but is still professional for that field. An example would be wearing quality boots when applying for a position with an equine barn or zoo. Research the employers ahead of time to gain knowledge of their culture. If you have specific questions on what would be appropriate, ask your counselor in the Center for Career & Professional Development.

# career closet

If you are in need of professional clothing, the Career Closet may have an option available for an upcoming interview, career fair, or professional event. Professional clothing for men and women (including shirts, jackets, belts, ties, slacks, and skirts) can be borrowed for a limited number of days, for the cost of a small dry-cleaning fee. Leather padfolios can be borrowed free of charge. For information, call 419-434-5874.



Please note that the Students' Attire in the middle of this photo is what would be considered "business casual."



## GUIDELINES

All interviews are formal situations. A neat, clean, and professional appearance is vital in making a great first impression. You want the interviewer to focus on you, not your clothing.

Dress in a manner that is professionally appropriate for the position in which you are applying. A conservative suit in neutral or dark colors is best. Choose a plain colored shirt with a tie or scarf that compliments the color of the suit. A skirt is acceptable, but it should not be higher than just above the knee. Be sure your outfit does not have any wrinkles. Shoes should be clean, closed-toe and match the suit. Avoid high heels. Include a belt and dark, tall socks. Make sure your hair is out of your face and all facial hair is well-groomed. Be sure your fingernails look nice.

Bring a professional padfolio. Remember to check details! You want to give the employer the impression that you are detail-oriented and feel confident instead of hiding an aspect of your appearance during your interactions.



# Negotiating Salary

## NEGOTIATING TIPS AND SCENARIOS

Most organizations expect you to negotiate. The decision to try to negotiate can make a huge impact on your career-earning potential.



### How to answer “What are your salary expectations?”

- On the application list “negotiable.”
- If you are asked in person or over the phone, say something like, “I would be much more comfortable if you extended me an offer based on what you have budgeted for this position.” Then pause ... silence is OK. Depending on their offer, negotiate accordingly.



### What do you do if they extend an offer that is low?

- An appropriate response would be, “Based on the research I have done, the salary offer is 10%-15% less than the average for this position and location. I was anticipating an offer in the \$45,000 - \$55,000 range.”



### What do you do if you are extended an offer and are still waiting to hear back from another employer?

- Ask for some time to think it over.
- Call the other employer immediately and let them know you have another offer and would like to meet with them as soon as possible about their position, stating you would regret accepting the offer without first discussing their opportunity further.

### Try not to get fixated on money; look at the total benefits package and opportunities for promotion.

- Consider negotiating benefits for flexibility in work hours, vacation time, retirement match or tuition benefits.





### Don't let it get personal.

- Remain respectful, calm and polite through this process.
- Remember your biggest advantage when negotiating is the ability to walk away, if you are not willing to walk the employer has the advantage.

See the video [Negotiating Your Job Offer](#).

### DEFINITION OF TERMS

“The beginning of wisdom is the definition of terms”  
— Socrates



**Internship** - To establish uniformity in the use and application of the term “internship,” The National Association of Colleges and Employers, NACE recommends the following definition - An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent.



**Experiential Learning includes** - informational interviews, job shadowing, volunteer work, service learning, undergraduate research, on-campus internships, student teaching, clinical rotations, off-campus practicums/internships, Community Urban Experience (CUE), Introductory Pharmacy Practice Experience (IPPE), Advanced Pharmacy Practice (APPE), and study/service abroad.





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# Ohio **MEANS** internships & co-ops





University of Findlay

[www.findlay.edu](http://www.findlay.edu)