

Career Handbook



Office of Career Services & Alumni Relations

Andrew Young School of Policy Studies

Hours

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Hello AYS Students and Alumni!

The Career Services & Alumni Relations Office is open to all Andrew Young School (AYS) students and alumni. We specialize in working with policy studies majors and concentrations. We love all things public affairs!

Our mission is to support the AYS community by providing exceptional career guidance, expertise, services and resources.

We hope that this guide will be a useful resource as you pursue your degree and engage in your career planning!

Best of luck,

— AYS Career Services Team

Our Office Provides

Career Services for Students and Alumni — Individualized career counseling (exploration, decision-making, goal-setting), Handshake (on-line job/internship board), resume & cover letter reviews, LinkedIn profile feedback, internship/job search support (and resources), mock interviews, networking opportunities, career fairs and events, workshops, and graduate school application support.

Employer Relations — Support to employers with their full-time and internship recruiting needs, helping them connect with students and alumni.

Alumni Relations and Services — Community, connections and career counseling (and job search support) to AYS alumni.

Student Organizations — Support to all Andrew Young School student organizations.

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Career Exploration

You don't always **have** to know what comes next in your life or career.

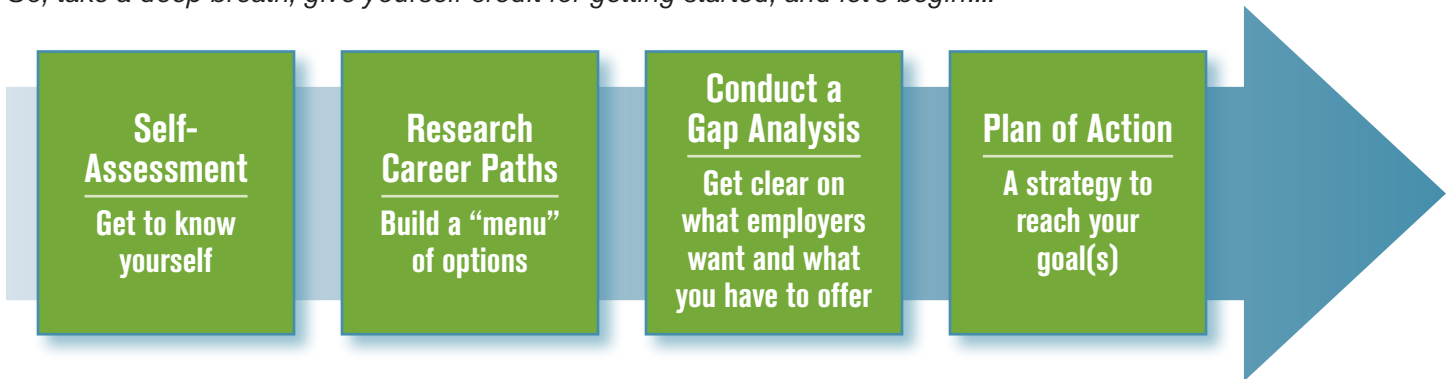
Building a career is a *process*; it is a life-long journey. It truly *can't* happen all at once. This process is just about being constantly curious, unafraid to ask questions and, most important, comfortable with sometimes NOT knowing what field or job you want *yet*.

“It's better to go slow in the right direction than to go fast in the wrong direction.”
— SIMON SINEK

You don't create a career by reading a booklet or website, completing a self-assessment tool, participating in an internship, accepting your first “real” job or pursuing graduate school. But **each** of those steps are stepping stones along what you will call your “career path.”

What we want you to know is that you will only ever need to take one step forward at a time. Each step, each action that you take, builds the foundation for the next step.

So, take a deep breath, give yourself credit for getting started, and let's begin!...



Self-Assessment

The “get to know yourself” stage is about asking yourself good questions and taking time to reflect. Take a close look at everything you enjoy, things that you do well, what you value and what you want for your life.

Self-assessment is about really taking some time to get to know yourself and all those things that make you unique, **BEFORE** you jump into an internship, job search or the graduate school application process.

“I'm still discovering the truth about me.”
— FRED ROGERS

This also includes looking at what you *believe is possible* and, often times, *challenging* those beliefs. For example, do you believe that you're not capable of something, or aren't brave enough or don't have the dedication, but you wish you did? Then ask yourself where the **proof** is for that inability. If it's an “old belief” from years ago, why not let it go and give that thing another try?! In other words, *don't let fear stand in your way!*

“I encourage you to accept that you may not be able to see the path right now, but that doesn't mean it's not there.”
— NICK VUJICIC

Self-assessment means you identify your likes/dislikes, wants/needs, strengths/challenges, skills/areas to develop, how you make decisions, where you get your energy from, what kind of information you find it easy to remember, and your interests (including what you'd like to know more about).

A **big** part of self-assessment and exploration will happen naturally, through *genuine curiosity*, participation in internships, volunteering, shadowing, talking with people, googling!, **trying new things**, questioning *old* things you've done or thought you wanted to do, being brave, going outside your comfort zone and trusting your gut. Simply start paying closer attention to what you genuinely do and don't feel drawn to — there's **very** good information to be found in your natural responses to the world around you.

Trying new things and reflecting on those experiences is maybe your single greatest tool in this “getting to know yourself” stage.

Formal Self-Assessment Tools

Formal self-assessment tools (sometimes called “personality tests”) focus on **specific areas** (i.e., interests, values, personality traits, strengths). Assessments **won't give you answers** to your career questions (ultimately, *you're* the only one that has those!), but they may give you new things to consider or to explore.

“**T**rust the vibes you get,
energy doesn't lie.”
— ANONYMOUS

Very often, these tools reinforce what you already know about yourself, increasing your confidence in your natural gifts and what you feel drawn to. They can also help you to better understand and clarify those things (i.e., situations, types of information, physical conditions, etc.) that you sometimes find challenging. Lastly, they can help you identify the strengths and skills that you want to market in your resume.

FORMAL ASSESSMENTS AVAILABLE AT GSU

- Myers-Briggs Type Indicator (a.k.a. Jung Typology Assessment) — The MBTI focuses on your natural personality preferences. You can access this free, on-line tool at <http://www.humanmetrics.com/cgi-win/jtypes2.asp>, then schedule a meeting with a career counselor at AYS Career Services to review your results and talk about next steps.
- StrengthsFinder — Identifies your top **strengths** and how to put these strengths into action (e.g., market your strengths on your resume and LinkedIn). (See AYS Career Services Office or GSU's Leadership Development Office for more information.)
- Strong Interest Inventory — This assessment focuses on your **interests** as they relate to six career themes. (Visit University Career Services for more information.)
- Focus 2 — A career and education planning system that offers insight on work interests, personality, skills, values and leisure activities. (Visit University Career Services for more information.)

According to the National Association of Colleges and Employers (naceweb.org), the top 5 qualities/skills that employers are seeking in new employees are:

- effective decision-making and problem-solving skills
- strong communication skills (including writing)
- ability to gather and process information
- strong organizational skills and ability to manage time effectively
- quantitative data analysis skills

Skills: Assessing Your Strengths and Areas for Growth

Part of the goal of self-exploration is to start getting clear about your current strengths (skills) and honest with yourself about what skills you want to develop. Here are a couple of exercises to help you start this process.

SKILLS EXERCISE 1

This activity is meant to help you start wrapping your brain around how to describe your strengths in resumes, cover letters, at career events and during interviews. The list of skills below is fairly short and doesn't include specialized skills but hopefully it will help get you started. (Feel free to add to it!)

STEPS

1. Put a star next to anything that feels like a strength.
2. Circle 3-5 that you'd like to develop.
3. Put a question mark next to things you'd like to learn more about and maybe develop.
4. Keep the list in the back of your mind as you continue with your exploration and as you progress through school.

SKILLS

| | | | |
|--|-------------------|-------------------|--------------------------|
| Interpersonal | Critical Thinking | Supervisory | Writing |
| Oral Communication | Creative Thinking | Leadership | Research |
| Public Speaking | Financial | Mediation | Administrative/Clerical |
| Counseling, Coaching and/or Mentoring | Foreign Language | Persuasion/Sales/ | Performance/Acting |
| Teaching/Training | Advanced Computer | Debating | Artistic/Creative |
| Client/Customer Service | Technological | Care Giving | Mechanical |
| Analytical/Logical Thinking | Data Analysis | Planning | Adaptability/Flexibility |
| | | Organizational | |

TIP: You can do this same exercise using the list of Action Verbs found in the Resume section of this book.

SKILLS EXERCISE 2: SWOT ANALYSIS

A SWOT Analysis is used to evaluate your *Strengths*, *Weaknesses*, *Opportunities*, and *Threats* (SWOT) as they relate to a chosen career path.

In a SWOT analysis, **internal factors** = your "strengths" and "weaknesses." **External factors** = ways of looking at "opportunities" and "threats" presented by the environment around you (the economy, aging population, policies, crime rates, etc.) and their potential impact on your career plans.

Take a shot at your current SWOT analysis and then schedule an appointment with an AYS career counselor to discuss strategies for maximizing your strengths and building strength in weaker areas.

SWOT ANALYSIS

Strengths

- What do you do well?
- What unique resources can you draw on?
- What do others see as your strengths?

Opportunities

- What opportunities are open to you?
- What trends could you take advantage of?
- How can you turn your strengths into opportunities?

Weaknesses

- What could you improve?
- Where do you have fewer resources than others?
- What are others likely to see as weaknesses?

Threats

- What could challenge you?
- What is your competition doing?
- What threats do your weaknesses expose you to?

Researching Career Paths

Build a “menu” of options

Now that you have done some self-exploration, it is time to explore possible career paths. Continue to be curious — this time, about career paths. We strongly suggest that you not limit yourself to one field or area yet.

As you conduct your research, keep in mind what you learned from your self-exploration and regularly check back in with yourself regarding how things fit or feel for you. Consider how well each option matches your needs, values, interests, and strengths and any other information you discovered about your natural inclinations.

WAYS TO BUILD YOUR “MENU” OF OPTIONS

- On-line career resources
- Company websites
- Informational interviews
- Networking
- Internships
- Shadowing experiences
- Career fairs and other programs
- And finally, but probably most importantly, reach out and **talk to people** who are in the professions, industries and organizations that interest you (see Informational Interviewing section).

On-line Exploration: (A few of the many, many places to start...)

- AYS Career Services Office Web Site
 - our web site has lists of job/ internship links
- What Can I Do With A Degree In?
 - resource sheets for each area inAYS: criminal justice, economics, public management/nonprofit and social work (from the University of Tennessee; see our web site for link)
- Occupational Outlook Handbook
 - profiles of hundreds of occupations (from US Bureau of Labor Statistics’
— www.bls.gov/ooh/)

Informational Interviews

A Conversation about a Career (where YOU ask the questions!)

An informational interview is a conversation with someone working in an area that you’re exploring, where *you* ask really good questions and gain great information. It is a terrific way to explore career paths and build your network.

WHAT’S IN IT FOR YOU?

First, this is **not** about asking for a job. This is purely **information** gathering (i.e., learning about what they do, how they got there and receiving recommendations — see below for questions), networking and relationship building. You may also gain professional leads or tips. Lastly, you will improve your communication skills and confidence through speaking with professionals.

WHAT’S IN IT FOR THE EMPLOYER OR PROFESSIONAL CONTACT?

Employers like to stay connected to potential talent, even when they do not have current job openings. But, make no mistake, **they are paying attention** to your level of professionalism and the potential for you to join their team in the future — or to refer you to a friend/colleague. They also like to share their knowledge and engage with students. They are often genuinely flattered by your interest and/or deeply respect the mutual friend that connected you to them.

BENEFITS OF INFORMATIONAL INTERVIEWING

- Get firsthand information about the realities of working within a particular field, industry or position. This is the kind of information that isn't always available online.
- Find out about career paths you did not know existed.
- Discover what others with your same major are doing in their careers.
- Get tips about how to prepare for and enter a given career.
- Learn what it's like to work at a specific organization.
- Gain knowledge that can help you in a job search. Resume (and cover letter) writing and interviewing become much easier when you have a good sense of what specifically interests you and how your background and skills match the qualifications of a field, industry or job.
- Start a professional relationship and expand your network in a career field.
- Meet people who may forward job leads to you in the future.
- Learn about how others have balanced their work and other priorities.

There will always be a reason why you meet people. Either you need to change your life, or you're the one that will change theirs."
— ANONYMOUS

Remember, the person you are interviewing is doing you a favor, so be flexible in terms of format (phone or in-person), timing, location and length of meeting (typically 20-30 minutes). You may offer to buy the person a cup of coffee or lunch while you talk. Again, the purpose of informational interviews is to meet people and learn about a career paths, not to ask for a job/internship immediately.

TIP: Bring your *A Game!* to these meetings. Always dress in business casual for informational interviews (see Dress for Success section). Prepare, bring questions (and your resume in case they ask to see it), arrive early and send a thank-you note within 24 hrs.

QUESTIONS TO ASK @ INFORMATIONAL INTERVIEWS

Questions about the job and field overall

- What kinds of tasks do you do on a typical day or week?
- What types of tasks do you spend most of your time doing?
- What do you like most about what you do, and what do you like least?
- What are some of the biggest challenges facing your company and your industry today?
- I really like doing _____. Do you have an opportunity to do that type of work in this career?
- What characteristics or skills does a person in this job need to have?
- Do you usually work independently or as part of a team?
- What types of decisions do you make?
- How does your work fit into the mission of the organization?
- What types of advancement opportunities are available for an entry-level worker in this career?
- I read that _____ is an issue in this occupation. Have you found that to be true?
- How do you see your industry changing in the next 5-10 years?
- What's unique or differentiating about your company?

I am neither clever nor especially gifted, I am only very, very curious."
— ALBERT EINSTEIN

Questions about working conditions

- What kind of hours do you work?
- Is your schedule flexible or set?
- Are those hours typical for most jobs in this occupation, or do some types of jobs have different hours?
- Does this career include or require travel?
- Do you have any health concerns associated with your career?
- How does this career affect your lifestyle?

Note: Follow-up within 24 hours of your informational interview with a short thank-you note.

Questions about training

- How did you prepare for this career?
- How did you find this job?
- Do you have any advice for someone trying to break into this field?
- What type of entry-level job offers the most learning opportunities?
- What professional associations would you recommend to someone starting out in this field?
- What do you read (print and/or online) to keep up with developments in your field?

Questions about other careers and contacts

- Do you know of any similar careers that also use _____ or involve _____?
- I know that people in this career specialize in _____ and _____. Do you know of any other specialties?
- I think I really like this career. But do you know of similar jobs that do not have this _____ characteristic?
- Can you suggest anyone else I should talk with? May I tell them that you have referred me?

Job Shadowing

Another great way to learn more about career paths, employers and different organization and company environments is to “shadow” a professional for a day (or even a week). Be a “fly on the wall,” so to speak. Hang out with someone and watch what they do and ask questions.

Finding someone to shadow can be tricky but a great vehicle can be through an informational interview. If you really hit it off with someone in an informational interview you might ask how s/he would feel about having you come shadow them for a day. Worst they can say is no, so give it a try! (For other ways to find people, see Networking section later in this handbook.)

Conduct “Gap Analysis” — An Exercise



Now that you have researched possible career fields, your next step is to determine what you need to compete in those fields.

A “Gap Analysis” is the process of taking a close look at each job title you’re considering and honestly assessing your current skills, experience and knowledge as it relates to that position. You may discover “gaps” such as you need some experience in the field, a specific technical skill (i.e., GIS) or leadership skills. Finding those

“gaps” is the goal. It’s not a problem. *It’s a place to start!*

From there you’ll know what you need to look for in your classes or your next internship, part-time job, or volunteer experience. You may find out that you need to use Lynda.com to build a specific skill and then do a project to

demonstrate that skill, or that it's time to get involved in a student club to gain communication and leadership skills. A Gap Analysis is a healthy, necessary comparison exercise that helps you build a strategy and plan for moving forward.

The Process



1. Locate 3-5 job announcements/postings of the **same position** in different organizations (e.g., Security Officer). Maybe all security officers, regardless of where they work, will need to have a clear criminal record or a minimum of high school degree.

- VERY IMPORTANT NOTE: It's **crucial** to compare one role at a time, (i.e., the **same positions**, in different organizations) so that you can *fairly* assess what is **consistently looked for** by employers (i.e., the minimum qualifications) in that specific role.
- If you're looking to see what you need to compete effectively for a Security Officer position, you will assess the standard level of skills and qualifications for JUST a Security Officer. You wouldn't compare a Security Officer, Parole Officer AND Police Officer at the same time.
- If you're also interested in the role of Parole Officer or Police Officer, you can conduct a separate gap analysis for both of those later. It's a great idea to conduct a gap analysis for each job title you're considering before you start a job search.

2. Highlight the **minimum** and "preferred" qualifications (and responsibilities) common across the job announcements (again, for the same role in different places).

3. Open a blank doc and create a table with 3 columns:

- **Column 1 - Minimum/preferred qualifications**
- **Column 2 - Your matching/related experience, skills, and knowledge**
- **Column 3 - How you'll gain that experience if you don't have it yet**

4. *Fill in column 1:* List each consistently required qualification for the job title.

5. *Fill in column 2:* Write ways/examples of how you would explain or prove (i.e., resume, cover letter and interview) that you **can do**, or do have each requirement/qualification. You base your "proof" on examples from your educational/volunteer/work experience. If you cannot identify an example, leave that space blank — you found a gap.

6. Now, "mind the gaps!" It's time to examine your list of "gaps." Again, these blank spaces, **gaps and areas for development are not problems**. They are good information for you.

- It's time to get honest with yourself: Do you want to build skills in those areas in order to make yourself more competitive? Are you ready to make a plan and do the work? Or have you decided that you'd like to explore other titles?

Close your eyes and
imagine the best version
of you possible. That's who you
really are, let go of any part
of you that doesn't believe it."
— C. ASSAAD

For example, if you discover that the only way to successfully land a job as a Policy Analyst is to have a masters degree and you're not ready to commit to graduate work right now. That's absolutely ok. Move on. Explore another field. This is all about exploration and making good career decisions for yourself.

7. *Fill in column 3:* If the gaps you found are things that you're ready to work on in order to successfully pursue employment in that field, then that's where you **start with making a plan**.

GAP ANALYSIS EXAMPLES

| SECURITY OFFICER | | |
|---|---|---|
| Required/Preferred Qualifications | Examples of my matching/ related skills, experience or knowledge | How I will develop this area |
| Prior experience in security or law enforcement | <p>Worked for a summer as a Security Officer for Target.</p> <p>Completed an internship with the DeKalb County Police Department.</p> | [no gap] |
| Successful completion of Use of Excessive Force Training | [gap] | Will research training available through on-line or local resources |
| RESEARCH ASSISTANT | | |
| Required/Preferred Qualifications | Examples of my matching/ related skills, experience or knowledge | How I will develop this area |
| Must have degree in Economics | Will complete Bachelor of Science in Economics in one year. | [no gap] |
| Substantial training in mathematics or computer programming preferred | Completed 3 upper-level math courses (A in one and B's in two) and 1 programming course (B). | <p>To build programming skills, to meet the "substantial training" will look into taking additional math and computer programming courses.</p> <p>Will also take the time to independently work on projects and post via on-line, group-feedback sites to receive feedback and experience.</p> <p>Will conduct an informational interview with someone currently working as a Research Assistant to find more ideas for how best to break into this field</p> |

Career Development Plan/Timeline

Below is a very broad timeline for your time in undergrad or a masters program. If you're unsure what to do next, take a look below for suggestions. (Also, *come see us!* Everyone is on a different path. We'll help you determine *your* best, next step.)

“You’ll never change your life until you change something you do daily. The secret of your success is found in your daily routine.”

— JOHN C. MAXWELL

Bachelor's Degree, Freshman Year

Master's Degree, First Year, Fall Semester

- Get to know AYS Career Services at the *New Student Orientation*, attend one of our Career Services Overview workshops, or stop by and see us.
- Review the AYS Career Services' Calendar of Events and mark your calendars with key events. (Updated regularly on our web site. Hardcopies available at our office.)
- Register with Handshake, Andrew Young School's on-line job/internship board, where employers are looking specifically for AYS students and alumni.
- Join a student organization in your area of interest. For a list of AYS Student Organizations, visit our web site.
- Join professional organizations in your area of study. For a list of options visit our web site.
- Never written a resume? Attend an AYS *"Resume & Cover Letter"* workshop.
- Start creating a draft of your resume; Graduate students: make updates, including AYS.
- Consider searching for an internship. Keep in mind, not all internships have to be for academic credit. (Note: Some summer internship deadlines are as early as Oct. or Nov. the year before... *so get started early!*)
- Conduct at least 3-4 informational interviews with professionals in your career field of interest.
- Attend alumni networking events (AYS Fall Alumni-Student Mixer and monthly Coffee Chats).
- Get curious about the world! Observe what people are doing for a living. Ask about their job and career path.
- Visit University Career Services (UCS) to learn about their services. Sign up with Panther Career Net (PCN) — UCS's on-line job board.

Bachelor's Degree, Sophomore Year

Master's Degree, First Year, Spring Semester

- Review the AYS Career Services' Calendar of Events and mark your calendars with key events. (Updated regularly on our web site. Hardcopies available outside our office.)
- Update your resume with accomplishments, volunteer experiences, and key courses or projects from the Fall semester.
- Stop by AYS Career Services during walk-in hours or schedule an appointment (on-line or in person) to meet with a career counselor to talk about your career search.
- Start exploring different career paths, industries and fields of interest.
- Conduct a Gap Analysis for your top job/career choices. (See the Gap Analysis section of this book for details.)
- Conduct at least 3-4 informational interviews with professionals in your career field of interest.
- Develop an internship search strategy. Consider what internship experience(s) would help build your skills, experience, field knowledge or connections? Spring is a busy time for summer internship searching, with deadlines starting in the fall and running through early May.

- Familiarize yourself with the internship requirements for your degree program (see your department for info).
- Register and attend the AYS Government and Nonprofit Career Fair.
- Finalize your summer internship.
- Schedule a mock interview with AYS Career Services. This is a great way to practice and receive feedback! (Can also use VIPS [Virtual Interview Practice System] at University Career Services [via Panther Career Net].)
- Attend alumni networking events (Alumni Coffee Chats and more!).
- Explore professional networking opportunities in the ATL region and try something new; step outside of your comfort zone and you might be surprised what cool experiences you find!
- Set up and begin building a LinkedIn profile. (You will regularly edit/update this.) Have a professional picture taken at a major AYS event or on Photo Fridays at UCS.

Bachelor's Degree, Junior Year

Master's Degree, Second Year, Fall Semester

- Update your resume with accomplishments, volunteer experiences, and key courses or projects from the past several months.
 - Update your LinkedIn profile. Some ideas: Update your summary (share what you're currently working on or new ideas about your career focus); add a PDF summarizing a course project; add a leadership role you've been engaged in; and/or ask someone to write a short recommendation for you (and return the favor for them!).
 - Upload/update your resume in Handshake and Panther Career Net. (Register with both systems if you have not done so already.)
 - Review the AYS Career Services Calendar of Events and mark your calendars with key events. (Updated regularly on our web site. Hardcopies available outside our office.)
 - Join professional organizations in your area of study. Visit our web site for suggestions or search on LinkedIn.
 - Conduct 2-3 informational interviews with AYS alumni and/or professionals in your career field(s) of interest.
- TIP:** Locate connections via LinkedIn.
- Develop your job search (or graduate school) plan and meet with a career counselor to review and receive suggestions.
 - If planning to go to graduate school, begin asking for letters of recommendation and find out about standardized testing dates; research programs and application deadlines.
 - Visit with academic advisor in the AYS Office of Academic Assistance to make sure you are on track to graduate.
 - Attend career fairs in your local communities to network/search for internship opportunities.
 - Schedule a mock interview with AYS Career Services or utilize VIPS (Virtual Interview Practice System) at University Career Services (via Panther Career Net).
 - Attend alumni networking events.
 - APPLY FOR GRADUATION. (May graduation deadline is usually first week of September.)

Bachelor's Degree, Senior Year

Master's Degree, Second Year, Spring Semester

- Review the AYS Fall Career Calendar of Events and mark your calendars with key events. (Updated regularly on our web site. Hardcopies available outside our office.)
- Update your resume and LinkedIn profile with accomplishments, volunteer experiences, and key courses or projects from the previous several months.

- Conduct at least 3-4 informational interviews with professionals in your career field of interest.
- Conduct a strategic job search. (Meet with AYS Career Services regularly for support and guidance.)
- Attend the AYS Government and Nonprofit Career Fair. (Follow up on any good leads or new connections.)
- Continue interviewing with potential employers.
- Attend a “How to Negotiate a Job Offer” workshop (see AYS Career Services calendar).
- Attend alumni networking events.
- If you are planning to relocate, schedule visits to your target cities during Spring Break.

“Experience is the teacher
of all things.”
— JULIUS CAESAR

Ways to Gain Experience

There's More to You Than Your Major or Field of Study

Earning a college degree is an important accomplishment; one that you can take tremendous pride in. However, that's not the sum total of who you are and what you offer to an employer. And, it's not the only thing that employers are looking for. They are also looking for skills and abilities developed through experiences such as campus and community involvement, internships, part-time jobs and studying abroad. These skills will include things such as teamwork, communication skills, and organizational skills (see skills section for longer list).

AYS Student Clubs

“Leadership ability” is a key skill that employers are looking for. Getting involved in student clubs can help you gain this skill and experience. There are many opportunities both within the Andrew Young School as well as the larger GSU and ATL communities to become involved in various student and community organizations, take on leadership roles, and engage in research. Leadership and other contributing positions can allow you the opportunity to facilitate meetings, organize events, mediate conflict, and oversee a budget — great skills and experience that will impress future employers! (Visit our web site for a list of AYS student organizations.)

Volunteering

Volunteering can provide valuable experience and networking opportunities, as well as establish connections within your community. Even volunteering few hours per week or for a one-time event can expose you to ideas, career possibilities and people. Volunteering your time for something you believe in also demonstrates your dedication to social issues and/or different areas of interest to employers. In addition, these types of experiences are great opportunities to network and to get used to talking with different people from all walks of life!

Resources for locating volunteer opportunities: GSU's Office of Civic Engagement, Hands On Atlanta, and Idealist.org.

Study Abroad

Participating in a Study Abroad program is a great way to learn about global perspectives, different cultures and new languages. AYS sponsors a variety of study abroad and student exchange programs.

For more information and resources, please see the AYS Study Abroad website.

Professional Associations and Conferences

Professional associations and industry conferences are valuable resources for networking, learning more about an industry, engaging in professional development opportunities, and finding out about jobs or internships. Many associations and conferences have student membership rates and/or scholarships available. For a list of professional associations in your academic area, visit our web site.

Join (“follow”) professional associations on LinkedIn. These are important cyber-circles where you’ll hear about current industry topics and issues (and can even participate in conversations). Keeping yourself up-to-date on these issues will better prepare you to engage in informational and formal interviewing.

TIP: Try to notice whether you find these on-line discussions and topics interesting or boring. That can be good information as you make career decisions. In addition, internship and job opportunities are often posted within these groups.

Internships

A strong internship can be a power-house of a career-starter! An internship is an “out-of-the-classroom” **learning** experience. It’s about putting your formal academic knowledge into action.

The benefits:

- ✓ Gain valuable professional experience.
- ✓ Build skills and abilities to add to your resume and your toolbox of skills for your next experience.
- ✓ Gain confidence and professional etiquette knowledge.
- ✓ Add to your list of cool experiences to share with your next employer.
- ✓ See first-hand what it’s like in a field of interest. (Good food for thought as you make career decisions!)
- ✓ Expand your professional network.
- ✓ Employers utilize internships to test out future employees. In addition, employers are much more likely to hire previous interns than people who haven’t worked with them in the past.
- ✓ Bottom line: Internships make you more competitive. Period.

“Don’t be afraid to take time to learn. It’s good to work for other people. I worked for others for 20 years. They paid me to learn.”
— VERA WANG

Facts about internships

WHAT YOU NEED TO KNOW

INTERNSHIPS VS. PART-TIME JOBS OR VOLUNTEER EXPERIENCES

INTERNSHIP

- You LEAVE with more skills and knowledge than what you came with
- The employer supports your **learning**

PART-TIME JOB OR VOLUNTEER EXPERIENCE

- You COME IN with skills and knowledge that the employer needs
- The employer has a need to fill

PAY VS. UNPAID VS. CREDIT

- Paid or unpaid (Compensation will vary widely between industries and depending on your level of experience)
- Can be for credit or not
- Can be for credit AND paid (see *Myths* below for more information)

A NOTE ABOUT ACADEMIC INTERNSHIPS

Currently, at the Andrew Young School, three departments require an academic internship as part of the curriculum (both undergrad and grad) — Criminal Justice, Public Management and Policy, and Social Work. Economics offers an internship option, but it's not required. For details regarding each department's requirements and internship process, visit your program department web site or AYS Career Services page for more info.

TIMEFRAMES AND DEADLINES

- Internships can run as short as six weeks (over a holiday, for instance), or as long as a year.
- Can be one semester or multiple.
- Can be part-time (generally during academic year) or full-time (generally during summer).
- There are structured internship programs that bring in several interns at similar times every year and have set application processes and deadlines.
- Internship application deadlines vary. Some are as early as the fall before the summer of the internship (e.g., Fall 2016 for Summer 2017 start date). Some are as late as a month prior to starting. Visit organization and company websites for application details. If you are unsure, contact the organization.

Myths

Myth: You have to earn academic credit in order for an experience to be considered an internship.

Not true. You **don't** always have to earn credit for internships. Internships are all about gaining **experience**. You can engage in an internship (i.e., an out-of-the-classroom **learning** experience) just for the experience. Students often participate in more than one internship during undergrad and graduate school. In fact, we *highly* recommend that you seek out internships, beyond what is required for your program.

Myth: If you earn academic credit, then you can't be paid.

Not true. You can earn academic credit AND be paid (or receive a stipend — more on stipends coming up).

Compensation is entirely separate from your academic program. A couple of examples: 1, you find a paid internship that also fits the requirements for your program (win-win situation!!), or 2, you find a great unpaid position, the employer offers to work with you on the credit piece of the puzzle, AND you also ask (no harm in asking) if they might be willing/able to provide you with compensation (or a stipend to cover transportation, meals, wardrobe, etc.).

Be aware, however, that employers *can* have their own rules. So, an employer can say that you must earn credit in order to participate in their internship program (or that you must be enrolled in school in order to participate). But that is unique for each employer.

To repeat, depending on the employer, **you can earn credit AND be paid.**

Myth: You can only complete an internship in your junior or senior year.

Not true. For some academic-based internships (where you earn credit) you do have to wait until your junior or senior year, based on program course sequencing (see your academic department Internship Guidelines).

However, many internship programs (i.e., employers) are open to anyone as early as high school on up. Plus, participating in multiple internships, starting early in college, can help make you more competitive for the higher level internships during your junior and senior years.

Myth: You can only participate in internships related to your major or program of study.

Not true. You may have to complete an academic internship for your program and that *will* need to be related to your major or field of study. But, again, not all internships need to be done for academic credit. You can also complete internships in any other area or field of interest, separate from your academic program requirement.

Myth: You have to be a full-time student to be eligible for an internship.

Not true. There are many programs that offer internships to recent grads. The timeframe is generally within two years of graduation. Some programs and employers have their own rules around this so be sure to read the eligibility requirements carefully.

THINGS TO CONSIDER BEFORE COMMITTING TO AN INTERNSHIP

- Is an internship required for your degree program? If so, what are your AYS department application deadlines and what are your responsibilities? (Visit your major/program of study department web site and talk with your department Internship Coordinator to find out what you need to know in order to earn credit for your experience.) Note: Some depts. have very early deadlines (as early as 3 months prior to the start of your field experience) for applying and turning in paper work.
- Do you have time in your schedule to commit to an internship?
- Do you have reliable transportation and can you make it to your internship on time consistently?
- What are your interests? What do you want to learn about? What skills do you want to learn or build?
- What skills do you bring to the employer?

An internship is always about you **learning** but you should also market what you can bring to the experience. For example, you may be interested in learning about how a nonprofit agency is managed but also have some experience organizing volunteers. Maybe you can assist with volunteer management while also learning about the policies, funding and other processes of the agency.

FINDING AN INTERNSHIP

There are a variety of ways to find an internship. No one way is the best way. You should plan to use any and all resources available to you.

Suggestions:

- Determine what area(s) (i.e., companies and organizations, national programs, etc.) you plan to target. Do a little exploring first, to narrow things down.
- Visit employer web sites and review their internship application process closely.
- Meet with a career counselor in AYS Career Services.
- Network — Get out and meet people. (See the Networking section in this book.)
- Talk with faculty — Make sure that you connect with your department early on in your search if you intend to earn academic credit.
- Connect with alumni — Use LinkedIn, ask AYS Career Services for contacts, attend career events that alumni often attend (e.g., Fall Alumni & Student Mixer — see AYS Fall Calendar).
- Keep an eye out for current postings on **Handshake** and **Panther Career Net** (University Career Services).
- Attend career events and workshops.

Tools for the Search

Resumes

Your resume gets you an interview — then, you get yourself the job! Your resume is your primary marketing tool. It is an employer's first impression of you. It is a document that should be unique to you, summarizing your education, experience, skills and qualifications as they relate to your career goals and the hiring needs of the employer.

First and foremost, your resume should:

- Get the reader's attention; be easy to see key points in 20-30 seconds
- Be error-free and have consistent formatting throughout
- Generate interest in you and what you have to offer to an industry in general or specific employer

Types of Resumes

CHRONOLOGICAL

A chronological resume is focused on chronology (dates) and is straight forward in terms of sections and order of content. There is only one experience section where everything is listed, starting with the most recent (in *reverse* chronological order). This type of resume focuses on your work history and education. The downside of this style is that it puts the work on the employer to find the experience that relates to their opportunity and needs.

FUNCTIONAL

A functional resume lists major skill categories and combines all of your work experience together, pulling those descriptions out from under each experience. In this way, it focuses on your skills and experience, rather than on your chronological work history.

COMBINATION

A combination resume brings the best aspects of the chronological and functional types together, allowing you to effectively market your skills and experience. This type of resume highlights specific skills you possess related to the desired job, but also shows where you obtained those skills. In this style, you **categorize your experience** and separate it into different sections. You then have the flexibility to move different sections based on the target audience.

CURRICULUM VITA (CV)

A CV is typically used when applying for academic or research positions. It is a longer resume, often 3+ pages, including things such as comprehensive listings of publications, presentations, conferences attended, research interests, teaching experience, and grant awards. Note: A resume is commonly referred to as a CV outside the US.

Writing Your Resume — Suggested Content/Layout

This section outlines some of the most common sections used by Andrew Young School students and alumni.

It's a good idea to simply start by getting all your information down in a document. Ultimately, strong resumes will be ordered with the audience in mind — **a tailored resume**. The next section contains some examples of layouts and

formatting. Choose the sections and styles that you prefer to create a resume that is entirely your own and will stand out from the crowd!

TIP: We strongly advise against using templates. They can be confining and limit your options with using space. In addition, you will run the risk that your resume looks like many others. Lastly, employers will know that you've used a template and may question your ability to use Word.

What Makes up a Resume?

NAME, ADDRESS, TELEPHONE, & EMAIL

- Center or left justify your name at the top of the page. Include both your current and permanent addresses and one phone number (voicemail message should be professional).
- List a professional email address (yourname@gmail.com NOT sportsnut22@gmail.com).

TIPS: Check both voicemail and email regularly. ▪ Consider creating a separate e-mail account that you'll use for professional communication. ▪ Consider including the link to your LinkedIn URL at the top.

OBJECTIVE (NOT ALWAYS REQUIRED)

When you have a varied background, are changing careers or are specifically targeting one industry and/or one function, an objective can be helpful to clarify your goal to the employer.

However, you won't always need an objective. For example, when you're attending a career fair and will be meeting with several employers, you can leave the objective off or keep it broad (e.g., *To gain professional experience in nonprofit management through a summer 2016 internship*).

ACTIVITY

Creating an objective: Use this short exercise to see if you can put together a strong objective statement.

1. **Position you are seeking** (e.g., Community Educator)
2. **Your primary field of interest** (e.g., Children's health)
3. **List 2-3 broad skills or background that you offer to this field/position** (e.g., Healthcare background, strong public speaking skills, ability to build rapport easily with different people)
4. **Now, put it all together:**

Sample Objective: To obtain a position engaged in community education, focused on children's health issues, applying healthcare background, an ability to build rapport easily with individuals from varying backgrounds and strong public speaking skills.

EDUCATION

As is the case in every section of your resume, start with the most recent thing first and work backwards (i.e., reverse chronological order). This means that for all students, GSU and the Andrew Young School of Policy Studies will be listed first. NOTE: High school will come off after sophomore year of college.

We highly recommend that you include AYS in your listing of GSU. This school has name recognition and will offer you the chance to stand out from the large GSU crowd. For example,

Georgia State University, Andrew Young School of Policy Studies, Atlanta, GA

Master of Arts in Economics, May 2016 (Note: This will be your expected graduation month/year.)

Another way of ordering it could be,

Master of Arts in Economics, May 2016

Andrew Young School of Policy Studies, Georgia State University, Atlanta, GA

Consider what the employer is looking for and what will attract their attention. Regardless how you choose to order and format your degree/university(ies), the only rule here is that you need to stay consistent and list any other schools in your education section exactly the same.

If applicable, in the education section, you can also include study abroad, honors, thesis completion, and/or relevant courses.

RELATED EXPERIENCE (MAY HAVE MORE THAN ONE... SEE EXAMPLES)

This is the longest and most important part of your resume. It should include both paid and unpaid work, and part-time and full-time work (although there's no need to indicate "full" or "part-time" next to or as part of each job listing).

TIP: If you have held numerous part-time jobs to help finance your education, you may want to put a statement under the section header such as, "Held various summer and part-time jobs to finance educational expenses."

Use **verbs** to describe your work (use present tense for anything current and past tense for anything in the past). Don't repeat the same verbs over and over again. Mix up the verbs that you choose (*see next section for list to help you get creative*). Don't be hard on yourself if this section is challenging. Stop by and see us — we're happy to help!

NOTE: References should be listed on a **separate document** (*see example later in book*).

OPTIONAL SECTIONS

- Study Abroad OR International Experience
- Volunteer Work OR Community Involvement
- Leadership Experience OR Activities — both college and outside activities.
- Relevant Skills — list or describe special skills applicable to your area of interest or industry (computer, language, etc.)
- Honors and Awards — academic honors, scholarships
- Publications — articles, books or manuscripts you have published (senior thesis can be listed in this section)
- Military Experience — dates of service, ranks, duties, training, and honorable discharge
- Additional Skills OR Additional Training — a catch-all category which allows you to add depth to your resume

Electronic Resumes

- When submitting resumes, cover letters, transcripts, or writing samples electronically, always save/send them as Adobe PDF files.
- Convert each file separately, and name them clearly with your last name and the type of document (ex: Jones Resume or Jones Cover Letter). (Note: The exception here would of course be if the employer requests everything in one document/packet. Always follow the employer's instructions.)
- Subject line: When submitting via email, make sure that your subject line is very clear: e.g., Sam Jones — Application for Summer Policy Internship (include job # if applicable). Use the text of your e-mail as an opportunity for a brief cover letter. But, keep it short and remember the "scroll factor" and limited time factor!

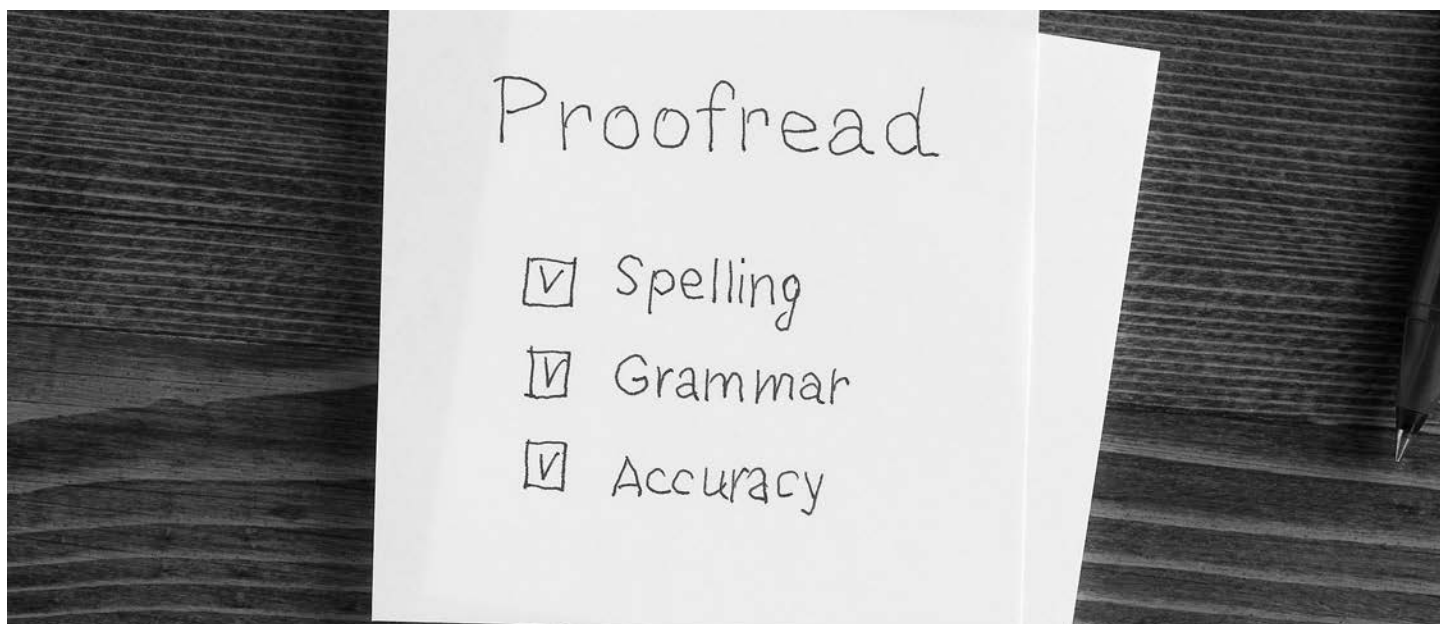
Resume Content and Formatting Basics to Keep in Mind

| CONTENT | FORMAT |
|--|---|
| <p>No “I,” “my” or “me” is used on your resume. Your resume is written in the first person, but you don’t use it literally.</p> <p>TIP: <i>“Pretend” that you’re using “I” and then drop it. For example,</i></p> <p>[I] Collected and entered information into local database; [I] Analyzed data and created a report which was submitted to the Program Director. (The “I” isn’t included, it’s assumed.)</p> | <p>No spelling, grammar or typographical errors. Check and double-check and have someone else review your resume. You will get de-selected very fast for spelling/grammar errors. The only exception to this rule is that the statements that you use to describe your experience will, generally, not be complete sentences and that’s ok. That’s part of how resumes are written. But spelling mistakes and unclear statements are not acceptable.</p> |
| <p>The first 1/2 of your resume is “prime real estate” so be sure that you put the most important things closer to the top.</p> | <p>Stay consistent with all formatting: spacing, bold, underline, etc. (e.g., If you bold your schools at the top, then all the names of places listed in your experience and volunteer sections should also be bolded).</p> |
| <p>Your resume should reflect the required/preferred qualifications of the job or internship you’re looking for. Watch what they emphasize and highlight that in your resume.</p> | <p>Headings or the first word in each heading line should be consistently capitalized.</p> |
| <p>Use industry language to demonstrate your knowledge of the organization/field (e.g., If they frequently talk about being “client-focused,” be sure you mention working with clients in the past, if you have done so). You’ll see their common language on their site and in the job description.</p> | <p>“Your Name and page 2” should be in the header of the second page, if you go on to a second page.</p> |
| <p>Quantify in your job descriptions (details are key in a resume).</p> | <p>Resume should always fill the page but not go over. Adjust your margins if you need to.</p> |
| <p>Include specific tools/technology that you used for projects or on jobs (e.g., Excel, Access, SPSS).</p> | <p>Margins generally be: 3/4" to 1" (with left and right — same; top and bottom — same)</p> |
| <p>Make sure that each of your experiences includes: the name of the place, your title, city, state, dates and description.</p> | <p>Font sizes: Name — largest thing on the page = 14-20pt; Contact info = 10pt.; Text = no smaller than 11pt.; Headers slightly larger than general text = 12-13pt.</p> |
| <p>You will not include your photo, gender, age, marital status or sexual orientation on your resume.</p> | <p>Length: Most undergrads and recent grads will have a one page resume. If you have an extensive work history, then your resume can be two pages maximum (federal resumes are longer).</p> |

| CONTENT | FORMAT |
|---|--|
| High school comes off after sophomore year. | Paper: Print your resume on resume paper. The paper is slightly heavier than regular print paper. Pick a color that is light and neutral. This will allow for your resume to be photocopied easily. Use the same color paper for all of your documents (resume, cover letter, etc.). |
| If you use acronyms, make sure that you write out the full name the first time that you list it — e.g., Georgia State University (GSU). | When sending your resume electronically, always save it as a PDF. |

Common Resume Mistakes

- Using “I,” “my,” “me,” or “we” in your resume.
- Making your name at the top of the page too small. Use at least 14 point font. Do not exceed 20 point font.
- Using odd/crazy font styles/colors. Common fonts to use would be Arial, Times Roman, Calibri or Garamond.
- Being inconsistent in style and formatting (e.g., if you use periods in a bullet point description, use them throughout the entire resume; keep tabs aligned).
- Including personal information, such as social security, marital status, citizenship, gender, photographs and date of birth (some personal information is allowed in federal resumes).
- Being inconsistent in your action verb tenses (e.g., using present tense in descriptions of jobs where you no longer work).
- Overcrowding your resume or making the font too small.
- Repeating information in multiple areas of resume.
- Simply typing in what your job responsibilities were. Employers want to see more than job descriptions; they want to see results and details (e.g., If you coordinated programs for another organization include names, titles and attendance or results of those programs).
- Using acronyms without first writing them out (e.g., NATO, ACLU, USDA).



Verbs to Use in Your Resume (What *actions* did you take?)

| | | | | |
|---------------|---------------|---------------|--------------|---------------|
| accelerate/d | construct/ed | explain/ed | measure/d | reproduce/d |
| accomplish/ed | contact/ed | explore/d | mediate/d | research/ed |
| achieve/d | continue/d | facilitate/d | model/ed | resolve/d |
| acquire/d | contract/ed | figure/d | modify/ied | respond/ed |
| activate/d | convene/d | finance/d | mold/ed | restore/d |
| adapt/ed | convey/ed | focus/ed | monitor/ed | retain/ed |
| adjust/ed | coordinate/d | forecast/ed | motivate/d | retrieve/d |
| administer/ed | correspond/ed | form/ed | name/d | review/ed |
| advise/d | counsel/ed | formulate/d | negotiate/d | revise/d |
| allocate/d | create/d | foster/ed | observe/d | rewrite/wrote |
| analyze/d | critique/d | found/ed | obtain/ed | route/d |
| annotate/d | decide/d | function/ed | operate/d | schedule/d |
| anticipat/ed | define/d | generate/d | order/ed | search/ed |
| applie/d | delegate/d | govern/ed | organize/d | select/ed |
| appraise/d | deliver/ed | group/ed | originate/d | serve/d |
| arranged | demonstrate/d | guide/d | outline/d | shape/d |
| articulate/d | derive/d | help/ed | oversee/saw | share/d |
| assemble/d | design/ed | identify/ied | perceive/d | show/ed |
| assess/ed | detect/ed | illustrate/d | perform/ed | simplify/ied |
| assign/ed | determine/d | immunize/d | persuade/d | solicit/ed |
| author/ed | develop/ed | implement/ed | plan/ed | solve/d |
| balance/d | devise/d | improve/d | plant/ed | specify/ied |
| brief/ed | direct/ed | increase/d | present/ed | speek/spoke |
| budget/ed | distribute/d | inform/ed | preside/d | stimulate/d |
| build/t | draft/ed | initiate/d | print/ed | structure/d |
| catalogue/d | edit/ed | institute/d | produce/d | study/ied |
| categorize/d | educate/d | instruct/ed | protect/ed | supervise/d |
| chair/ed | effect/ed | interpret/ed | provide/d | support/ed |
| clarify/ied | elicit/d | interview/ed | publiciz/ed | synthesize/d |
| clear/ed | encourage/d | introduce/d | question/ed | target/ed |
| code/d | establish/ed | invent/ed | raise/d | teach/taught |
| collaborat/ed | evaluate/d | investigate/d | recommend/ed | test/ed |
| compare/d | examin/ed | judge/d | record/ed | train/ed |
| compile/d | execute/d | lead/led | recruit/ed | translate/d |
| complete/d | exhibit/ed | listen/ed | reduce/d | tutor/ed |
| compose/d | expand/ed | maintain/ed | render/ed | update/d |
| compute/d | expedite/d | manage/d | repair/ed | utilize/d |
| conduct/ed | experience/d | market/ed | report/ed | verify/ied |
| consolidate/d | experiment/ed | master/ed | represent/ed | write/wrote |

[Chronological Undergrad Resume with Courses]

320 West Ave. Tucker, GA 30084 • 678-555-8687 • jjobseeker55@student.gsu.edu

Jacob Jobseeker

Objective

A fast learner and dedicated worker, seeking an internship in human resources.

Education

Bachelor of Science in Public Policy

May 2018

Concentration: **Public and Nonprofit Human Resource Policy**

Andrew Young School of Policy Studies – **Georgia State University**, Atlanta, GA

- AmeriCorps Scholarship Earned for completing 300 hours of volunteer service.

Relevant Coursework:

- Families and Society
- Race and Ethnic Relations
- Working with Policy Data
- Human Communication
- Computer Information Systems
- American Government

Experience

Professional Promotions Brand Ambassador

XYZ Marketing, Inc., Atlanta, GA

2014-Present

- Serve as an independent contractor for various marketing companies hired to do promotional sales.
- Skills required to be a successful contractor include suggestive selling, interpersonal communication, sensitivity to diversity, and optimism.
- Acted as Field Marketing Manager for various accounts which included product display assembly and presentation, showcasing product lines, and ensuring administrative paperwork was filled out and sent to the clients and/or hiring marketing company.

Leadership Intern

Georgia Department of Labor, Unemployment Insurance – Appeals Unit, College Park, GA

Summer 2016

- Wrote office memos and responded to client complaints using MS Word and organized in an Excel spreadsheet under minimal supervision.
- While maintaining confidentiality, entered case information regarding unemployment benefits for the appealing party in the GDOL database system.
- Assisted executive management with the hiring and training of new staff by scheduling interviews, putting together selection packages, and training booklets.

Teaching Assistant

Centennial Place Family YMCA, Atlanta, GA

Sept. 2013-Feb. 2014

- Assisted the lead Pre-K teacher with routine activities and assignments for children ages 3 and 4.
- Managed classroom effectively while promoting a positive learning environment.
- Filed all class work for twenty children and documented children's daily routines for their parents to ensure effective parent communication and co-curricular involvement.

Volunteer Experience

Volunteer, **City of Refuge**, The Mission Church, Atlanta, GA

Summer 2013- Present

- Prepare and serve meals to homeless single women and children of the Eden Village Housing Center.

Jumpstart Volunteer, **AmeriCorps**, Atlanta, GA

Spring 2011

- Selected via competitive application and interviewing process.
- Taught children ages 4-5 read and write; Served as a mentor.

[Functional Resume]

SUSIE FUNCTIONAL

99 Azalea Drive, Decatur, GA 30303
sfunctional@hotmail.com (404) 111-2310

QUALIFICATIONS SUMMARY

Administrative Management and Support professional with experience working in fast-paced environments demanding strong organizational, technical, and interpersonal skills. Trustworthy, ethical, and adept at handling confidential information; committed to superior customer service. Confident and poised in interactions with individuals at all levels. Detail-oriented and resourceful in completing projects; able to multi-task effectively.

Capabilities include:

- | | | |
|-----------------------|------------------------------|-----------------------|
| • Customer Service | • Account Management | • Telephone Reception |
| • Word Processing | • Filing & Data Archiving | • General Accounting |
| • Computer Operations | • Office Equipment Operation | • Problem Solving |

EXPERIENCE HIGHLIGHTS

Administrative Support

- Performed administrative and secretarial support functions for the Vice President of a large sportswear manufacturer. Coordinated and managed multiple priorities and projects.
- Provided discreet secretarial and reception services for a busy family counseling center. Scheduled appointments and maintained accurate, up-to-date confidential client files.
- Assisted with general accounting functions; maintained journals and processed accounts payable and accounts receivable payments. Provided telephone support; investigated and resolved billing problems for an 18-member manufacturer's buying group. Trained and supervised part-time staff and interns

Customer Service & Reception

- Registered incoming patients in a hospital emergency room. Demonstrated ability to maintain composure and work efficiently in a fast-paced environment while preserving strict confidentiality.
- Conducted patient interviews to elicit necessary information for registration, accurate prioritization, and to assist medical professionals in the triage process.
- Orchestrated hotel special events and reservations; managed customer relations and provided exemplary service to all customers.

Management & Supervision

- Promoted rapidly from front desk clerk to assistant front office manager at an upscale hotel. Oversaw all operations including restaurant, housekeeping, and maintenance. Troubleshooted and resolved problems, mediated staff disputes, and handled customer complaints.
- Participated in staff recruitment, hiring, training, and scheduling. Supervised a front-desk staff.

EDUCATION & TRAINING

GRADUATE CERTIFICATE, Nonprofit Management, Georgia State University, 2016
BBA, Managerial Sciences, Georgia State University, 2013

EMPLOYMENT HISTORY

Accounting Assistant, Guardian, Inc., Peachtree City, GA (2012-2014)
Patient Services Registrar, Georgia Health System Hospital, Peachtree City, GA (2011-2013)
Assistant Front Office Manager, Sheraton Decatur, Decatur, GA (2009-2011)
Receptionist/Secretary, Family Counseling & Guidance Center, Griffin, GA (2008-2009)
Administrative Assistant, Southland Sportswear, Dacula, GA (Summer 2007)

VOLUNTEER EXPERIENCE

After School Tutor, Peachtree City Children's Home, Peachtree City, GA (2014-present)

- Tutor elementary school kids in math 5 hours per week

Donation Volunteer, Dacula Soup Kitchen, Dacula, GA (2014-2016)

- Coordinated and recorded intake of food donations from local food drives

Cancer Walk Coordinator, American Cancer Society, Dacula, GA (2013)

- Part of 5-person volunteer team that organized the Dacula Cancer Walk, which raised \$65,000 and had 300 participants

CHRISTOPHER CRIMINOLOGY

13 East Some Ave
Valdosta, GA, 33333
(404) 111-1111

Ccriminology25@student.gsu.edu

OBJECTIVE

To obtain a summer internship in private security or a related criminal justice field.

EDUCATION

Georgia State University, Andrew Young School of Policy Studies, Atlanta, GA

Bachelor of Science in Criminal Justice

Expected Graduation December 2017

Georgia Military College, Valdosta, GA

Associate of Arts in History

October 2011

CRIMINAL JUSTICE COURSE PROJECT

American Constitutional Law, **Georgia State University**

Spring 2016

- Closely reviewed the *United States v. E.C. Knight Company*, 156 U.S 1 (1895) case
- Researched cases that influenced this case and created a timeline for all related cases
- Outlined all dissenting judge rulings
- Developed website summarizing case background, decisions and subsequent laws created based on the case ruling

WORK EXPERIENCE

Dollar Tree, Valdosta, GA

June 2015 – August 2015

Store Associate

- Organized displays and racks with appropriate merchandise; Reported damaged products
- Provided excellent customer service with floor sales and assisted customers with purchases
- Monitored the quality of the goods sold in the store
- Assessed customer problems and complaints and quickly addressed issues
- Obtained knowledge of on-floor and backroom stock locations

Concept Packaging Group, Valdosta, GA

January 2012 – May 2013

Warehouse Worker

- Created and maintained parts for whirlpools and jacuzzis, as part of the assembly line process
- Followed highly specific product measurements and kit guidelines
- Adhered to production deadlines
- Trained newly hired workers on products and services

SKILLS

- Microsoft Office (Including Excel and ability to build spreadsheets)
- Strong verbal and written communication skills; exceptional interpersonal skills
- Ability to work calmly under pressure, prioritize effectively and stay well organized

Heather Humanitarian

111 Doing Good Drive | Atlanta, GA 30315 | (678) 111.1111 | hhumanitarian@gmail.com

SUMMARY OF QUALIFICATIONS

- Ability to manage multiple high priorities in a fast-paced environment; Skilled at demonstrating good judgment and making decisions in challenging situations; Fast learner
- Exceptional interpersonal conflict resolution skills to be administered in any environment; Effective communications skills, written & oral
- Extensive knowledge of human development and behavior; Capable of intuitively affecting a desired result
- Proven leadership skills demonstrated through leading numerous academic group projects as well as in professional settings

EDUCATION

Bachelor of Social Work (BSW) - GPA 3.82; May 2016

Georgia State University, *Andrew Young School of Policy Studies*, Atlanta, GA

Associate of Science, Cum Laude - GPA 3.33; May 2014

Atlanta Metropolitan State College, Atlanta, GA

Business Office Administration Diploma - GPA 4.0; May 2007

Advanced Career Training Vocational School, Atlanta, GA

HUMAN SERVICES EXPERIENCE

Atlanta Legal Aid Society, Inc. - *Social Work Intern*, Atlanta, GA, 2015-present

- Develop social work intern protocols for future interns
- Institute suicide awareness and prevention strategies and tools
- Assess clients for social work services; empower and promote self-advocacy tips for clients
- Create and provide resource materials specific to address clients' needs; follow-up with clients
- Advocate for client's rights to services
- Utilize Legal Server system to access and establish case files and notes

Atlanta Metropolitan State College - *Office Manager*, Atlanta, GA, 2013-2014

- Supported Environmental Health and Safety Director prepare reports to be delivered to the State Board University System; Maintained all confidential environmental records in a secure database
- Shared in the organization and coordination of preparation for AMSC yearly Earth Day celebration

Youth Enhancement Services, Inc. - *Executive Assistant/Office Manager*, Atlanta, GA, 2010-2012

- Served as a human resources professional; Processed payroll through an online Paychex database system
- Directly supported the Executive Director and the YES staff; Recorded and replenished inventory
- Appraised reports and summarized time-sensitive documents to be reviewed by YES board member

ADDITIONAL WORK EXPERIENCE

Georgia State Waffle House - *Server*, Atlanta, GA, 2013-2016

- Recognized as Employee of the Month; Maintained high ranks as one of the best employees
- Proven record of performing beyond daily responsibilities; Frequent customer reviews reported to corporate as being the best server; Facilitated the calling out of up to twelve tickets at one time during morning rush

Waffle House - *Server*, Union City, GA, 2010-2012

- Handled patron requests; Settled customer issues & employee disputes as Floor Team Leader

PROFESSIONAL ASSOCIATIONS AND COMMUNITY INVOLVEMENT

- **National Association of Social Workers (NASW)** 2015-present
- **National Association for the Advancement of Colored People (NAACP)** 2015-present
- **Hands On Atlanta** 2015-present

Izzy International

123 Some St. NE Apt. 3 ♦ Atlanta, GA 30313 ♦ (111) 111-1111 ♦ iinternational9@student.gsu.edu

Education

Andrew Young School of Policy Studies – Georgia State University, Atlanta, GA

Master of Public Administration – GPA 4.0

5/2016

Georgia Southern University, Statesboro, GA

Bachelor of Science, Political Science – Summa Cum Laude, GPA 4.0

5/2014

- *International Studies Minor; Honors Program Distinction*

Study Abroad:

- Albania, Greece, Montenegro and Kosovo, Summer 2012; Egypt, 1/2011

Public Affairs Experience

The George-Anne, Statesboro, GA

08/2013-05/2014

Political Columnist

- Composed weekly columns concerning current events
- Researched a wide array of issues while adhering to strict publication deadlines

Georgia Southern University, Model United Nations Team, Statesboro, GA

08/2012-05/2014

Delegate

- Researched international global policy issues within the context of various State governments
- Drafted award-winning policy memos and papers concerning global economic policy
- Collaborated with delegates of diverse backgrounds to draft hypothetical legislation at two conferences

Office of Congressman Phil Gingrey, Marietta, GA

05/2011-08/2011

Congressional Intern

- Prepared daily news briefs at the request of the Director of the Congressional Office
- Processed and addressed constituent concerns on behalf of Congressman Gingrey
- Reviewed and updated the congressional district's existing database on Non-Profit Organizations

International Experience

International Model United Nations Association, Inc., Atlanta, GA

10/2014

Administrative Director

- Oversaw the administration of conference services for the Southern United States Model United Nations High school conference
- Prepared conference materials before and throughout the duration of the conference
- Managed an administrative staff of 4 in executing the functions of the department

Additional Work Experience

Georgia State University, Andrew Young School of Policy Studies, Atlanta, GA

08/2014-Present

Graduate Research Assistant – Department of Public Management and Policy

- Provide support to faculty in the administration of several undergraduate courses
- Conduct extensive research on various topics of interest on behalf of Georgia State faculty

AquaGuard Pool Management, Associate, Marietta, GA

05/2013-08/2014

Georgia Southern University, Statesboro, GA

Office of Admissions, Admissions Rep.

08/2012-05/2014

Office of First-Year Experience, Peer Leader

08/2012-12/2012

Language Skills

Spanish – Intermediate (spoken and written)

[Curriculum Vitae (CV)]

ADAM ACADEMIC

11 Some Road • Alpharetta, Georgia 30329 • (770) 222-3498
aacademic35@yahoo.com

EDUCATION

Ph. D. Candidate (Public Policy) - May 2017 (expected)

Joint Georgia State University/Georgia Institute of Technology doctoral program - Atlanta, Georgia

Specialization: Disaster Management and Environmental Policy

Dissertation Title: "The Determinants of Disaster Preparedness: A Survey of New Orleans Organizations"

Chair: Dr. Parker Boltan

Masters of Arts – Economics

Georgia State University - Atlanta, Georgia, 2009

Masters of Business Administration – Water Resource Management and Policy

Darton University - Albany, Georgia, 2006

Bachelor of Agriculture – Agricultural Economics

University of Agriculture - Abeokuta (UNAAB), Ogun State, Nigeria, 2004

RESEARCH EXPERIENCE

Research Assistant - Andrew Young School of Policy Studies (AYSPS)

2012-Present

- Writing a literature review on the history of the U. S. Emergency Management System

Research Assistant - Georgia Institute of Technology, School of Public Policy

2009-2011

- Conducted interviews on disaster issues either individually or in conjunction with Dr. Roy Noon
- Helped design and code a follow-up survey for the interviewees
- Entered information into a database, analyzed the data and wrote a report
- Coordinated multiple stakeholders and facilitated the sharing of knowledge among them
- Helped to develop a proposal on the transportation of hazardous materials

Policy Analyst - Andrew Young School of Policy Studies and Georgia Health Policy Center

2008

- Led a team that developed a comprehensive database of health-related publications.

Research Assistant - Andrew Young School of Policy Studies, Environmental Economics

2006-2007

- Applied Geographic Information System (GIS) to map irrigated lands in southeast Georgia.
- Made substantial contribution to the final report.

Short-term Research Consultant - Water Planning and Policy Center, Albany, Georgia

2005

- Prepared a research report on desalination
- Provided strategic coordination/leadership on desalination issues

Research Assistant – Darton University, College of Business

2003-2005

- Provided administrative support to faculty members
- Used the internet to conduct literature review searches for faculty members

TEACHING EXPERIENCE

Georgia State University - Atlanta, Georgia

Lecturer, "Research Design"

Summer 2012

Graduate Teaching Assistant, "Macroeconomics"

2011-2012

Darton College - Albany, Georgia

2005

Guest lecturer, "Desalination"

COMMUNITY SERVICE PROJECTS

National Youth Service Corps (NYSC), Karu Local Government, Nigeria

March 2001–Feb. 2002

- Served as a corps member for the Nigerian government upon graduation from the University of Agriculture.
- Worked as part of a community service team, which built public facilities for impoverished areas within the country and provided city beautification efforts.
- Self-initiated and managed two additional service projects, which were completed above and beyond the daily corps service requirements:

Poverty Reduction Project

- Developed a harvesting plan to grow fruits and vegetables which were donated to ten needy families

Facilities Enhancement Project

- Created a fundraising campaign to secure funding to provide office furniture and equipment for the NYSC office in Karu. The successful campaign raised approximately 27,000 Naira

AREAS OF RESEARCH AND TEACHING INTEREST

Disaster Policy (especially, earthquake policy)/Emergency Management, Environmental Policy, Poverty Issues, Natural Resource Management, Adaptive Ecosystem Management, Public Policy Analysis, Research Design, Organizational Behavior, Desalination.

CONFERENCE PAPERS AND PRESENTATIONS

Obstacles and Disaster Risk Reduction: A Survey of New Orleans Organizations, (Dr. Chris Smith, co-author), Southeastern Conference for Public Administration (SECOPA), Orlando, Florida, September 24th–27th, 2011.

Obstacles and Disaster Risk Reduction: A Survey of New Orleans Organizations, (Dr. Chris Smith, co-author), Andrew Young School of Policy studies, September 11, 2010.

Information and Disaster Risk Reduction: A Survey of New Orleans Organizations, (Dr. Chris Smith, co-author), Midwest Political Science Association, Chicago, Illinois, April 3-6, 2009.

The Role of Information in Disaster Risk Reduction: A Survey of New Orleans Organizations, (Dr. Chris Smith, co-author), Andrew Young School of Policy studies, March 25, 2009.

Actions and Perceptions of Disasters: A Survey of Organizations in New Orleans, Louisiana, (Dr. Chris Smith, co-author), Workshop for Original Policy Research, School of Public Policy, Georgia Institute of Technology, Atlanta, Georgia, September 28, 2008.

Digging Through the Rubble: A Meta-Analysis of Elite Opinion Flood Studies, (Dr. Chris Smith, co-author), Workshop for Original Policy Research, School of Public Policy, Georgia Institute of Technology, Atlanta, Georgia, September 21, 2008.

Influence of Political and Organizational Structure on Flood Decision Making: Preliminary Findings in New Orleans, LA, (Dr. Roberto Diaz and Dr. Chris Smith, co-authors), Mid-America Flood Center Annual Meeting, Chicago, February, 2008.

Adaptive Management in Developing Nations, Andrew Young School of Policy Studies, Georgia State University, 2007.

Desalination as a Water Source for Municipal and Industrial Water Users: The Future is Now (presented with Nancy Lynn, co-author), Georgia Water Resources Conference, University of Georgia, 2004.

WORKS IN PROGRESS

Influence of Political and Organizational Structure on Flood Decision Making: Preliminary Findings in New Orleans, (Dr. Roberto Diaz and Dr. Chris Smith, co-authors), Stakeholder report for the MAF Center.

Obstacles and Risk Reduction: A Survey of New Orleans Organizations (Dr. Chris Smith, co-author, submitted to *Natural Hazard Review*).

Adam Academic – 2

CONFERENCES ATTENDED

Annual Natural Hazard Research and Applications Workshop, Colorado, 2010 & 2011

Law Review Symposium, Atlanta, Georgia, February 2008

National Environmental Partnership Summit, Atlanta, Georgia, May 2007

HONORS/AWARDS

Carolyn Young Scholarship, AYSPS, GSU, 2011-2012

Graduate Research Assistantship, NSF and Mid-America Flood Center, 2010-2011

Graduate Research Assistantship, Georgia State University, 2006-2010

Most Outstanding MBA Student Award, Albany State University, Albany, Georgia, 2004

Certificate of Merit, NYSC, Nasarawa State, Nigeria, 2001

LANGUAGES

| | <u>Reading</u> | <u>Writing</u> | <u>Speaking</u> |
|------------------|----------------|----------------|-----------------|
| English (Native) | excellent | excellent | excellent |
| Arabic | good | fair | fair |
| French | fair | fair | fair |
| Yoruba (Native) | excellent | excellent | excellent |

VOLUNTEER WORK

United Nations Online Volunteer, 2008-present

American Red Cross, Decatur, Georgia, 2005

Habitat for Humanity, Albany, Georgia, 2002-2004

Management Committee on Transportation (MANCOT), UNAAB, 1999-2001

COMPUTER SKILLS

- Stata and SPSS; GIS Arc View
- MS Office (including Excel and Access)

REFERENCES

Dr. P. Bolten
Dept. Public Administration & Urban Studies
Andrew Young School of Policy Studies
Georgia State University
P.O. Box 8520
Atlanta, Georgia 30302-3992
404-413-0022
pbolten@gsu.edu

Dr. R. Noon
Georgia Institute of Technology
P.O. Box 1232
Atlanta, Georgia 30302-3992
404-854-9876
rnoon@gt.edu

Dr. C. Smith
University of Colorado Denver
School of Public Affairs
P. O. Box 12345
Denver, CO 80217 - 3364
303-315-2000
Chris.Smith@UCD.edu

References

Employers will almost always want to talk with 2-3 of your professional references. They may ask for those up front when you submit your resume or they may wait and request your list later in the hiring process. If the employer waits and asks you for your references after the interview that can be a positive indication that they are interested in moving forward.

Good people to ask to be references are previous managers, faculty or staff members, internship supervisors, mentors, etc. References can be verbal (i.e., via phone) or written (i.e., a letter of recommendation). It will depend entirely on the employer and situation. Plan ahead if you'll be asking someone to write a letter. Give them a minimum of 2-3 weeks to write the letter.

REFERENCES SHOULD

- know you well and have a high opinion of you!
- know your educational and career goals
- have known you for a little while (as opposed to recently met)
- be able to favorably compare you with your peers
- know your work and be able to talk positively
- be able to write a good letter

Ideally, you'll have at least one faculty reference, one employment and maybe one from an internship, community or leadership experience.

VERY IMPORTANT: Make sure that each of your references is aware that you're applying to internship or full-time opportunities so that they won't be surprised when they receive a call from an employer.

TIP: Schedule a brief meeting to talk with each of your references. Bring your resume and description of what you are applying for; share your goals and why you believe you're a good candidate for the opportunity. This gives them good content to use in their letter. Lastly, stay in touch; keep them posted on how the application goes as well as your overall career progression. References generally feel invested in your efforts and truly appreciate hearing how you're doing!

Unless **specifically directed** to list these as part of your resume, you will create a separate document as your "References" page (use same header as your resume) and you'll include the following information for each reference:

First and Last Name
[How you know this person]
Job Title (Rank, if a Professor)
Department (if applicable)
Agency/Employer Name
Mailing Address (full mailing address)

Phone Number
Email Address

FOR EXAMPLE:

Dr. James Ricks
[Professor — multiple classes within major]
Associate Professor
Department of Criminal Justice
Andrew Young School of Policy Studies
Georgia State University
14 Marietta Street, NW
Atlanta, GA 30303
(404) 413-1111
Jricks1@gsu.edu

Federal Government Resumes

The federal job application process is complex. A large part of the process is the federal resume. Federal resumes are usually two or more pages in length, and it is not uncommon for them to reach 10 or more pages depending on an applicant's background. USAJobs and makingthedifference.org are great resources. The resume format used by USAJOBS is long (2+ pages) and it does not follow private industry standards.

TIP: AYS Career Services also has resources that you can borrow, for an in-depth look at applying for federal jobs.

SOME THINGS TO INCLUDE IN A FEDERAL RESUME

- Social security number
- Veteran's status
- Geographical preferences for seeking employment
- References (References ARE included on a federal resume.)
- Supervisor's name/telephone number and how many hours worked for each job you have held
- *NOTE: Additional "points" are given for GPA above a 3.5 or honors society membership*
- Your resume is reviewed first by a human resources specialist (*not* a hiring manager). HR professionals are not specific field experts in each position posted, so your resume needs to communicate (using keywords from the job description) your qualifications clearly. *The more detail the better.* Again, length does not matter — so use extreme detail and show accomplishments and outcomes!
- *NOTE: You can upload/save multiple resumes in USAJOBS.*

TIP: Build an account in USAJOBS and use their resume builder program to develop your federal resume. This will give you a better shot at providing all of the required information to support your application for a position.



HYRE MI

99 Peachtree Parkway
Atlanta, GA 30303

(404) 845-1478
hyre.mi@gmail.com

Seeking a full-time internship position with the Centers for Disease Control and Prevention.

EDUCATION & CERTIFICATIONS

MASTER OF PUBLIC ADMINISTRATION, Andrew Young School of Policy Studies,
Georgia State University, Atlanta, GA, May 2017

- 4.0/4.0 GPA
- Completed six FEMA certifications related to Disaster Preparedness and Communications

BACHELOR OF SCIENCE IN NURSING, **Emory University**, Atlanta, GA, May 2012

- 4.0 GPA – *Summa Cum Laude*
- “Outstanding Scholar” of graduating class

BACHELOR OF ARTS IN SOCIOLOGY, **University of Georgia**, Athens, GA, December 2008

RELEVANT COURSEWORK

Statistical Methods for Health Sciences

- Developed competency in the appropriate use of data summarization and presentation of basic statistical methods. Used SPSS and MS Excel to manipulate data and to perform basic analysis.

US Health Care System

- Established advanced knowledge of the US health care system, current organization of the health care system, ability of the system to meet population needs, policy environment that influences access to care, and trends that could impact the system in the future.

Evidence-based Management of Public Health Programs

- Techniques and procedures for monitoring achievement of a program’s objectives, generating evidence of program effectiveness, and assessing impacts in public health settings. Focus on evaluation framework that leads to evidence-based decision-making in public health.

Health, Risk, and Crisis Communication in Public Health

- Sharpened written communication skills that can be used in technical reports, crisis communication plans, or to provide objective summaries to groups or individuals.

Public Health Disaster Preparedness and Emergency Response

- Complemented primary care skills with responder training, which included securing advanced certifications from FEMA in Incident Command System (ICS) and National Incident Management System (NIMS). Developed community disaster plans for emergency management personnel.

Epidemiology in Public Health

- Developed skills to critically read and evaluate public health work using epidemiological principles.

Environmental Health Concepts in Public Health

- Survey of major topics of environmental health. Pending competencies include: Understanding existing regulatory frameworks for controlling environmental and occupational agents, identifying major economic and social implications of policy options related to environmental health environment, and examining current legal framework, policies, and practices associated with environmental health and how they improve public health.

HEALTH CARE / RESEARCH EXPERIENCE

CENTERS FOR DISEASE CONTROL AND PREVENTION (CDC) – Atlanta, Georgia April 2013 – Present
National Center on Birth Defects and Developmental Disabilities
Student Research Assistant/Field Worker

Supervisor: Ann Clark, (404) 413-0945 Salary: \$18,000 Hours Worked: 20 hours

- Drafted standard operating procedures for research study
- Served as a member of the planning group that developed research study design and execution
- Used technical skills in various software programs to improve team project management
- Train field workers on specimen collection
- Use strong interpersonal and cultural sensitivity skills to establish rapport and recruit program participants
- Present research findings to individuals and will serve on technical writing team to publish findings
- Obtained CDC security clearance including laboratory access

CHILDREN'S MEDICAL GROUP, P.C. – Atlanta, Georgia December 2011 – Present

Assistant Head Nurse

Supervisor: Jim Varrachio, (678) 598-3358 Salary: \$48,000 Hours Worked: 40 hours

- Train and supervise up to 18 registered nurses in a large pediatric practice.
- Monitor patient vaccination schedules, provide patient/parent education, facilitate sub-specialist care, and act as liaison between patients, physicians, and specialists.
- Serve on evaluating committee responsible for evaluating Electronic Health Records needs and vendor products and providing purchasing and operational recommendations in advance of practice EHR rollout.
- Create and maintain strong relationships with patients, practitioners, specialists, and vendors to ensure operational excellence.
- Collected and evaluated office productivity data and provided CMG physicians with recommendations that streamlined clinical processes to decrease patient wait time, improve patient outcomes and increase patient and employee satisfaction.

ATLANTA METRO MEDICAL CENTER – Marietta, Georgia June 2010-Oct 2011

Registered Nurse

Supervisor: Gail Hackel (576) 685-2965 Salary: \$42,000 Hours Worked: 40 hours

- Provided direct patient care on a medical/surgical pediatric unit.
- Responsibilities included patient assessments and monitoring, daily care, charting, education, medication management, admissions, discharges and patient satisfaction.
- Established patient care goals, monitored and analyzed quantitative and qualitative data, provided recommendations to physicians, and provided patient education to improve health outcomes.
- Introduced asthma patient teaching program that streamlined the education process, better utilized employee and material resources, and increased patient satisfaction while decreasing patient return rate.

COLLEGE OF NURSING, Emory University– Atlanta, Georgia Summer 2009

Graduate Teaching Assistant

Supervisor: Dick Parsons, (404) 968-5873 Salary: \$15,000 Hours Worked: 20 hours

- Researched evidence-based practice in the pediatric primary care setting to ensure teaching materials were consistent with the latest industry standards.
- Reviewed course materials, organized and updated online course site, solicited student and faculty feedback via interviews and questionnaires, and communicated regularly.
- Created and distributed recruitment materials for adjunct faculty.

MANAGEMENT AND OPERATIONS EXPERIENCE

THE HOME DEPOT– Southeast Region Oct 1998-Jan 2008

Director of Merchandise & Operations

- Provided leadership and direction for 9 district managers, 3 merchandise and operations managers, and 94 stores in 9 states generating approximately \$700 million in annual sales.
- Developed regional sales and expense budgets, sales initiatives, service programs, and succession plans, monitored progress towards goals and made operational adjustments necessary to meet or exceed goals.
- Developed and promoted regional, district and store staff members.
- Created and implemented corporate events program that generated \$4.5 million in sales for the region and an 8 point increase in customer satisfaction.

- Led regional committee related to customer service initiatives and served on various national committees related to sales driving, merchandise floor plans, marketing plans, operations rollouts, diversity awareness, and management recruitment & retention.

District Manager

- Provided leadership and direction for 15 stores in 3 states generating approximately \$100 million in annual sales.
- Responsibilities included personnel hiring and development, guest relations, profit and loss control, store operations, local media and community relations, and loss prevention.
- Successfully developed and promoted store staff into store, district and regional management positions.
- Coached and mentored new District Managers as part of the regional DM training program.

Operations Support Manager / Sales Manager

- Provided operations support to district management and store teams in a 50+ store region.
- Responsibilities included managing store openings/closings, store systems, supply procurement, vendor relations, contract negotiation, and store support.
- Developed and implemented new store signage and display program within established time and expense parameters which created a seven point improvement in the “competitive prices” service metric.
- Implemented new accounting policy and procedure that achieved greater fiscal accountability at store level decreasing store losses by an average of 5%.

Store Director

- Provided leadership and direction for single store operations with 40 to 130 employees and generating \$6.5 to \$11 million in annual sales.
- Responsibilities included personnel hiring and development, guest relations, profit and loss control, and execution of company standards.
- Recruited and interviewed management candidates and supervised training stores involving extensive coaching of management trainees.
- Regional facilitator for company diversity awareness and training programs.

Various Store Management Positions

- Provided leadership and direction for single store operations with 30 to 110 employees and generating \$6 to \$9 million in annual sales.
- Responsibilities included personnel hiring and development, guest relations, profit and loss control, and execution of company standards.
- Developed and presented training program for in-season Front End procedures (cash control, loss prevention, customer service).
- Participated in company diversity focus group.

PROFESSIONAL LICENSES / ACHIEVEMENTS

- Georgia RN license – RN12345
- Inducted into Sigma Theta Tau International Honor Society of Nursing, 2006
- Six Sigma Yellow Belt certification, 2008
- FEMA Certifications:
 - IS-00700.a - National Incident Management System (NIMS) and Introduction – FEMA
 - IS-00100.b – Introduction to Incident Command System (ICS) – FEMA
 - IS-00200.b – ICS for Single Resources and Initial Action Incident – FEMA
 - IS-00011.a – Animals in Disasters: Community Planning – FEMA

TECHNICAL SKILLS

- Proficient in Microsoft Office – Word, Excel, PowerPoint, Access (data input)
- Beginning proficiency in SPSS
- Internet research tools – Explorer, Firefox, Google, PubMed
- Google Groups, Google Docs

Cover Letters

Purpose of the Cover Letter

A cover letter is sent with your resume and is used by employers to evaluate your professionalism, writing skills and interest. It is your chance to convince them to invite you for an interview. This letter will not be a repeat of your resume; it will support, highlight and add to what you've included in your resume.

You'll select 1-2 great examples of your experience or skills to highlight in the letter. You'll draw connections between your qualifications, experiences, and interests and the employer's hiring needs.

A STRONG COVER LETTER

1. Clearly states, why you are interested in working for the employer (based on your research).
2. Explains the value that you would add to the organization (i.e, relevant experience, skills, knowledge, results from another position you've held, etc.).
3. Is a writing sample used to assess your communication skills and the quality of your work. A poorly written cover letter, or grammatical or typographical errors, will be used to screen you out of the selection process.

Preparing to Write

First, do your research!

It is *highly* recommended that you create a tailored cover letter for each application. Every employer has a unique mission and set of hiring needs. Strong cover letters highlight the information that is most relevant to each employer's hiring needs.

Know the organization

Review the organization's website and identify:

- The mission, vision, and goals of the organization
- How they describe their work
- How the organization differentiates itself from others in the field
- How the department to which you are applying fits into the organization

TIP: "Google them!" for published research, media coverage, and social media posts.

Know the position requirements

Carefully read the job description and identify:

- Required vs. preferred qualifications
- Responsibilities and tasks required for the position
- Education, experience, and licensure requirements
- Technical skills

All this info will be helpful in expressing **your motivation for applying**, your **knowledge of the organization** and your relevant **skills and experiences** in your letter. (And, if you don't use it all in the cover letter you *will* later, in an interview, hopefully!)

Content & Structure of a Cover Letter

Each cover letter should be *targeted for each position*. A cover letter will be relatively short — three or four paragraphs — where you will discuss the most important aspects of your education, experience, skills, and qualifications, related to the position. After you've written a few letters, naturally some of the sentence structure and format will be similar, but don't submit generic, form letters. They won't get read.

Employers typically want to know:

➤ *Can you do the job?*

Highlight key knowledge and skills you've gained through work experience, education, and research. Focus on how and when you have performed some of the tasks/functions outlined in the position requirements.

➤ *Will you do the job?*

Explain how your work experience and education are related to the organization's mission and work. Include your desire to be engaged in that work and your overall commitment and work ethic.

➤ *Will you fit in?*

Convey shared organizational values and positive personal attributes. If you are familiar with the industry, incorporate specific language or jargon which demonstrates your understanding of the issues, policies, stakeholders or other factors that impact the organization's work.

Compare your resume and the job description before you start writing. Look for action verbs, skills, values in the mission or work that you can relate to or have in common. Select 1-2 specific examples of things you've done or accomplished to highlight. *Make them want to hear more of what you've accomplished and could do for them!*

For example, if in the job description they specifically reference building relationships with the population that they provide services to, then give an example of a time when you did that and the result or outcome (i.e., Were you commended by your supervisor? Did you receive positive feedback from someone you assisted?).

Your cover letter should be as flawless as possible. Errors may cause you to be de-selected. Proofread your letter and have at least two other people proofread it as well.

TIP: Be sure to double-check that you've changed the employer name and job title you are applying for in each letter.

PAGE LENGTH

Generally, cover letters should be one page. For more advanced students who have extensive work histories and applicable skills, two-page cover letters are acceptable, but be as succinct as possible. Remember, you're telling them enough to get them interested in hearing more. Save some good stuff for the interview!

FONTS & MARGINS

- Use consistent and clear fonts (11 pt. minimum). Resist the urge to be fancy. Times New Roman or Arial are safe choices. The font should match the font on your resume.
- Maintain a sufficient amount of white space — makes it easier to read.
- Use consistent margins — no smaller than 0.5".

Watch out for these common cover letter **ERRORS!**

- **Spelling, grammar or typographical (“typos”) errors.**
- **Addressing letters “old school”** — e.g., “Dear Sir:” or “Dear Madame:” You should address the letter with “Dear (or Hello) Ms./Mr./Dr. So-and-so:” If gender is unclear, use something like “Hello Hiring Manager,” or “Dear Human Resources Manager.”
- **Addressing letters with “To whom it may concern.”** Find out who to address the letter to, if at all possible. (Search the organization web site or LinkedIn.) An alternate to use could be “To the Selection Committee.”
- **Being boring and formulaic.** Write a letter that will make the employer want to get to know you better.
- **Omitting the date, salutation, your phone number or attachment.**
- **Using distracting fonts/colors.** Except in rare cases, cover letters should look conservative. Use your examples, language and word choice to convey your creativity and enthusiasm.
- **Cumbersome wording.** For example, “Enclosed herewith please find my resume.” There’s no need to get fancy (do you really ever say “herewith”?!), simply be clear and professional (e.g., My resume is attached for your review.).
- **Lengthy letter.** Less is more. Succinct and well written is the goal.
- **Being too brief.** “Please accept my enclosed resume for the position of Executive Director. Thank you.” is too short. View the letter as an opportunity to sell yourself!
- **Abbreviating (e.g., Cir., Ave., Dec.).** Take time to spell words out. It looks much better.
- **Using fading printer cartridges.** Whenever possible, use a laser printer. There is a computer lab on the 7th floor of the Andrew Young School.
TIP: FedEx/Kinkos is a 24/7 option.
- **Inaccurate information about the organization.** Verify all information about the organization that you use in your letter.
- **Emphasizing a lack of experience (or anything negative).** Do not call attention to your weaknesses or lack of experience. Focus on your skills, and organizational and industry knowledge. Don’t apologize for not having some piece of their preferred requirements. Focus on what you DO bring to the position.
- **Humor or being overly casual.** Your cover letter should be written in a serious, professional tone.
- **Demanding statements.** It is a common mistake to state “I am looking for a unique opportunity in which I will be adequately challenged and compensated.” This implies that you expect the employer to satisfy your needs — not the other way around. Instead, indicate how you would make a contribution. *Exception:* It’s reasonable to let potential internship employers know what you’re looking forward to learning.



The Parts of a Cover Letter

Include the header you use for your resume. This is like your professional "letter head."

Note, in an email, your full contact info should go below your signature at the end of the message.

Betsy Budgeting

100 Some St. ♦ Atlanta, GA 30300 ♦ bbudgeting@student.gsu.edu ♦ 404.111.8888

Mr. Charles Hunter
Director
Senate Budget and Evaluation Office
111 Downtown Street
Atlanta, GA 30000

Include the full contact name (if possible), title and address for the place you're applying too.

"re"= Regarding. Then, you include the position you're applying too, with job# if they list one in the description.

Note: This would be the subject line if you e-mail your resume.

Tell them why they're reading the letter. "I am writing to..." and then make one or two statements that generally summarize why you believe you'd be a good fit.

Start with "Dear:" or "Hello:"
Ms./Mr./Dr.
So-and-So.
If you don't have a name: "Dear Human Resources Representative"

Re: Application for Program Analyst (Job# 12234)

Dear Mr. Hunter:

I am writing to apply for the Program Analyst position with the Senate Budget and Evaluation Office. After reviewing the role requirements and mission of SBEO, I believe that my professional and academic experiences make me an ideal candidate for the policy analyst role. My work as a legislative intern at the State Office of Planning and Budget, combined with my what I have learned through my graduate work in the Masters of Public Administration program at the Andrew Young School of Policy Studies has fully prepared me for this opportunity.

During my internship in the Fiscal Management Division of the Governor's Office of Planning and Budget, I contributed to the creation of a data-driven budget by performing tasks such as conducting budgetary analysis of assigned agencies and programs, evaluating and monitoring state legislation and attending legislative committee meetings. In addition, I maintained the state-wide legislative database, and analyzed and processed data for the National Association of State Budget Officers (NASBO)

These skills came from the job description so Betsy Budgeting makes sure to point out where she's used them before.

I am particularly proud of the work I did to reconcile past survey data for NASBO. Through my efforts in examining the Governor's Budget Reports and the Amended Budget in Briefs from 1991 to the present, we were able to retroactively fill out the surveys in a consistent fashion.

My skills in data management, nonpartisan budget analysis, and program evaluation combined with my experience in the legislature and working with the state budget would make me a valuable asset to the Senate Budget and Evaluation Office team. I am eager to learn more about your organization and the process behind creating a policy-driven budget for the Senate.

The middle 1-2 paragraphs can be the toughest to write. Refer to the job description and what you've read on their web site. Point out 2-4 things to highlight what you bring to the position. Then, select 1-2 things you're very proud of, with results, to make them want to invite you to interview.

Reiterate your genuine interest in the position and wrap it up by letting them know how they can reach you.

I would welcome the chance to meet with you to learn more about your needs. I can be reached at 404.111.8888 or bbudgeting@student.gsu.edu. Thank you for your time and consideration, I look forward to hearing from you.

Thank you,

Betsy Budgeting

Betsy Budgeting

[Comparison Style Cover Letter]

Michel S. Jaimez

1234 Peachtree Road
Atlanta, GA 30303

January 15, 2016

John Smith
Director of Personnel
Lutheran Social Services
987 Main Street
Atlanta, GA 30001

Dear Mr. Smith:

I am a recent MSW graduate of the Georgia State University Andrew Young School of Policy Studies. I am strongly interested in your current opening for a Coordinator of Immigrant Programs. Your position fits my experience, education and interests; I believe I could make a real contribution to the Lutheran Social Services mission of reaching out to the diverse populations of our growing community.

Your Requirements

*Excellent communications skills;
language skills*

*Familiarity with needs of immigrant
community*

*Three or more years of nonprofit
experience*

My Qualifications

Extensive experience writing in varied forms for varied audiences. Persuasive speaking as advocate for homeless. Excellent interpersonal skills, effective active listener. Fluent in Spanish.

Born in immigrant family. Worked with immigrants in homeless shelter. Researched barriers to healthcare access in the Atlanta Somali community for master's paper.

Four years in nonprofits: Bridge for Runaway Youth and The Refuge, a homeless shelter in downtown Atlanta.

I would appreciate an opportunity to interview for this position. I would be happy to answer any questions you might have about my candidacy. I can be reached at 678-224-5001 or mjaimez@comcast.net. I look forward to speaking with you.

Sincerely,

Michel Jaimez

Michel S. Jaimez

[Paragraph/Traditional Style Cover Letter]

IZZY INTERNSHIP

111 Street Ave SE
Atlanta, GA 30000

(111) 111-1111
Izzy123@student.gsu.edu

October 1, 2016

Mr. John Smith
SVP of Programs & Chapter Member Services
100 Black Men of America, Inc.
141 Auburn Avenue
Atlanta, GA 30303

Re: Application for V.I.P. Internship Program

Dear Mr Smith:

I was referred to you by Ms. So-and-So, from the Andrew Young School of Policy Studies. As a junior attending Georgia State University, I am very interested in interning with the marketing division of your organization. I am pursuing a degree in Economics with a minor in Marketing, and I believe that this combination of analytical skills and creativity will make for a great asset within the 100 Black Men of America.

Your internship description explained that you are seeking a mission-driven student with a familiarity with Microsoft Office as well as analytical, critical thinking and interpersonal skills. As a student, I regularly use Microsoft Word and PowerPoint to write essays and create presentations. In addition, Economics coursework (including Microeconomics, Computer Science and Calculus) has helped build my analytical skills. In addition, I have been working part-time in the retail industry throughout college. As a Visual Merchandiser and Sales Associate, it is critical to effectively convey information to my coworkers regarding merchandising standards, as well as provide professional and courteous service to customers. Implementing merchandising tasks given to me by my managers often requires me to think critically when deciding how to successfully market products. Through these experiences, as well as others, I am continuing to develop critical and analytical thinking as well as communication skills.

I believe I would be an ideal candidate for your internship program, and I would welcome the opportunity to become an apprentice with the 100 Black Men of America. Please do not hesitate to reach me via email or phone. I look forward to speaking with you concerning the internship position. Thank you for time and consideration.

Sincerely,

Izzy Internship
Izzy Internship

[Another Cover Letter Example]

Alan Towson

14 Highland View | Norcross, GA 30092
404-111-2222 | atowson47@gmail.com

January 22, 2016

Ms. Kari Wao
Program Manager
Emory University Hospital
111 Clifton Rd NE
Atlanta, GA 30333

RE: Emory Healthcare Hospital Summer Internship Program

Dear Ms. Wao:

I am writing to apply to the Emory Healthcare Hospital Summer Internship Program. I am passionate about addressing the healthcare disparities faced by many racial and ethnic minority groups and to improving the health of our community.

As my resume indicates, I have engaged in several activities related to health and healthcare. I am particularly proud of the time I spent as a Patient Quality Intern for Detroit Community Health Connection. Over the course of the internship, I designed my own patient satisfaction survey. I used the survey to assess various aspects of patient care within the system of clinics. Through this project, I obtained and improved several valuable skills including data analysis and program evaluation.

I am excited for the opportunity to work for the largest health care system in Georgia. The project-based program supports my long-term career goals by allowing me to explore possible avenues of addressing healthcare disparities. Exposure to the executive leadership team will be instrumental in my personal and professional development. I look forward to speaking with you regarding my application. Please feel free to contact me at 404-111-2222 or atowson47@gmail.com.

Thank you, in advance, for your consideration.

Sincerely,

Alan Towson

Alan Towson

Thank-You Notes

The Finishing Touches on Your Interview Process

It is customary (and simply the right thing to do), to send a thank-you note within 24 hours of a job interview, informational interview or networking meeting.

Benefits

- Polite and professional — reflects very highly on your manners and ability to conduct yourself professionally.
- Demonstrates to the employer, the professional behavior that they could count on if they hired you.
- Makes you stand out because, unfortunately, not all job applicants send thank-you notes.
- Allows you the opportunity to address (very, very briefly) anything that you feel you missed in the interview (i.e., a question that you weren't able to answer or felt that you could have answered better).
- Allows you the chance to emphasize your qualifications.
- Lastly, as with cover letters, thank-you notes are one more chance to prove that you have strong writing skills.

“We must find time to stop and thank the people who make a difference in our lives.”
— JOHN F. KENNEDY

Hard-copy vs. email

As an interview is coming to a close, it's important that you ask what the next step(s) is in the process as well as their timing for making a decision. Based on this information you'll determine the best method for sending your note.

Hand-written notes are very “high-touch” and can provide the opportunity to show a higher level of sincerity and personalization. They convey a thoughtful, personalized professionalism. However, if you have a very short period of time for it to reach them and you can't drop it off yourself, you'll need to email your thank-you note.

Group Interviews/Multiple Interviews

If you interview with more than one person, get a card (or contact information) from each interviewer. Send a thank-you note to each person, highlighting something that you remember from your interaction with each of them.



[After an Interview — hard copy]

Brenda Frankly

Georgia State University, Box 0001
Atlanta, GA 30302

September 14, 2016

Mr. Timothy Christian, Program Director
Oakdale Outdoor Education Center
Box 4000
Roswell, GA 30027

Dear Mr. Christian:

Thank you very much for taking the time to interview me yesterday for the position of Program Coordinator. I enjoyed meeting you and learning more about the mission of the Oakdale Outdoor Education Center.

After talking with your staff and visiting the impressive facilities at Oakdale, I continue to be very interested in the position. I believe that my education in environmental policy and previous experience leading environmental education programs fit closely with the job requirements you outlined. The potential to contribute to Oakdale's three-part mission of awareness, action, and research is very exciting to me.

Again, thank you for interviewing me and providing me the opportunity to learn more about the work of Oakdale Outdoor Education Center. If I can provide you with any additional information, please do not hesitate to call me at 770-443-0023 or email me at bfrankly@gsu.edu. I look forward to hearing from you.

Sincerely,

Brenda Frankly

Brenda Frankly

[After Informational Interview — hard copy]

Mr. Christopher Bacon
199 Peachtree Road
Atlanta, GA 30003
678-777-7777

September 1, 2016

Dear Mr. Smith:

I appreciated the opportunity to meet you at the Independent Sector Conference last week. I thoroughly enjoyed our discussion about the impact of the political landscape on the nonprofit sector. Your insight regarding the direction you see things moving had me thinking for hours after our conversation. As you suggested, I have enclosed a resume to remind you of my background.

In addition to a Master of Public Policy degree in Nonprofit Policy and a Bachelor of Arts in Economics, I offer five years of experience in positions ranging from Research Assistant with the Georgia Budget and Policy Institute to my most recent position as Associate Policy Analyst with the Georgia Office of Planning and Budgeting.

I have enjoyed working in a range of areas including budgetary analysis, data analysis for program evaluation, strategic planning, and tracking economic trends and state policy developments. I am interested in exploring senior policy analyst positions, particularly in the area of program evaluation and strategic management, at other public or nonprofit institutions.

If you know of any openings, or have colleagues who may be aware of analyst positions, I would appreciate your passing the information along to me.

It was a pleasure meeting you. Thank you very much for taking time to talk with me. I look forward to staying connected.

Sincerely,

Christopher Bacon

Christopher Bacon

Enc. Resume

[Email Thank-You Notes]

Dear Ms. Walter:

Thank you very much for taking the time to interview me yesterday for the Summer Internship position in Community Programming available at the United Way. I was so excited to learn more about the range of programming offered to the Atlanta community. You certainly work hard to provide support and education to those in need.

I was thrilled to gain a more complete understanding regarding what interns have the opportunity to learn and to be exposed too in this internship program. I would welcome the chance to support your overall efforts with my strong organizational skills as well as the ability to easily connect with others.

I continue to be very interested in this position. Please don't hesitate to let me know if you need any additional information from me.

I look forward to the possibility of joining your team in the near future!

Many thanks,

Josey Smith

Hello Ms. Brady,

Thank you for the opportunity to shadow you yesterday during your work day. It was wonderful speaking with you and also understanding the full scope of the work that you do at the Center for Children and Young Adults.

The Early Intervention Program you direct is an amazing venture, and an inspiration to become involved with an agency targeting at-risk youth. Although I plan to pursue a career in social work after completing my BSW, I had not given thought to working exclusively with young adults until I visited your office.

Currently, as you recommended, I am applying for an internship with the Atlanta Teen Intervention Center. I will keep you updated on the status of my application.

Thank you again for the interest you expressed in my career development. I appreciate all of your help.

Sincerely,

Tamara Keith

Professional Etiquette

From job interviewing to hosting business meals, from making the phone call to landing the deal, etiquette, image and the ability to convey professionalism are what make lasting impressions on employers. Professional etiquette can be subtle but it is essentially a set of social guidelines and manners to be followed in formal and informal professional situations.

The Basics

Nuts and bolts

Good posture, shaking hands in the traditional manner, making eye contact, smiling upon introductions and reciprocating in small talk are the very basics of professional etiquette. In most professional circles, avoid using first names, replacing them with titles such as Mr. or Ms. until instructed otherwise.

Observe and Mirror

Observe the interactions of your superiors with coworkers and clients. At meetings, sit or stand when the group or individual does, watch your posture and keep your attention on the speaker.

Common Etiquette Violations

- Arriving late (or way too early!)
- Checking personal email/Facebook during a meeting/conversation
- Texting (or constantly checking your phone for alerts) during work (unless it's an absolute emergency)
- Wearing headphones/earbuds in the office
- Using "text" language in your professional emails
- Excessive drinking at company/organization sponsored events
- Highly casual attire (Regardless of the permission you're given to be casual, you should always remain relatively conservative and professional.)
- Forgetting your manners
- Coming to a meeting unprepared
- Using slang or profanity
- Talking about your employer via Facebook
- Talking about politics or religion
- Excessive talking at meetings
- Interrupting others in meetings

Punctuality and Work Coverage

Being on time for work and meetings and after breaks is also a form of basic professional etiquette. If you are going to be late or need to be absent, call your supervisor and provide as much advance notice as possible. It is preferable to speak to your supervisor or a support staff member to ensure your message is delivered.

Communication Etiquette

Very soon after you start a new job or internship, ask your supervisor the form of communication that s/he prefers (i.e., phone/voicemail, e-mail, text) and what times of the day are best to connect. Keep in mind, texting is a very informal way of communicating (and one that can't be relied upon).

Respond to all emails and voice mails within a specified time period even if you do not have an answer. Use appropriate grammar and punctuation. Remove unprofessional "signatures" from your email account profile.

Mannerisms and Dress

Professionally, you will be dealing with coworkers and clients of different ages, cultures and backgrounds. Avoid using trendy phrases, slang and curse words. Dress to the level of your clients and coworkers or slightly above, and avoid flashy jewelry and strong colognes or perfumes.

Inappropriate mannerisms include: nontraditional handshakes, hugging, "street" hand gestures and making faces.

Dress for Success

First Impressions

You only have one chance to make a first impression! Are you ready to run into a potential employer or admired faculty member randomly, at any time during the week? Since the Andrew Young School is in the heart of Atlanta, there are numerous occasions for casual, but important, professional exchanges to take place. You're building a professional reputation while you're in school. Everyone that you meet is part of your network. It's important that you spend some time considering the impression you want to make.

This doesn't mean that you have to dress in a suit every day. But, taking yourself seriously (as a professional already), while you're in school, will increase your self-esteem and directly impact the people and opportunities that you attract into your life.

What image do you want to convey to your immediate community?

What would you want a potential employer to remember about you if you passed her/him on the street?

“Dress how you want to be addressed.”
— ANONYMOUS

What to Wear to an Interview, Informational Interview or Career Fair

Always dress professionally for an interview, even if the work environment is casual. Use the interview to determine the culture of the organization, including dress policies. You may decide it isn't a comfortable fit for you but do not give the employer any reason to select someone else over you before they have had a chance to get to know you.

- **Avoid Strong Fragrances** — Many people have allergies to fragrances or simply don't have the same taste that you do. Wear deodorant, but do not wear perfume, cologne, or strong aftershave.
- **Well-Groomed** — Freshly showered, a neat hairstyle, clean, trimmed nails, and good breath are **crucial**. Shined shoes and fresh clothes that are crisply ironed/dry cleaned are important. Bring some breath mints. Also, make sure that tattoos are covered. You may be able to reveal them later but not during the interview.
- **Model your suit before the day of the meeting/interview** — It is a good idea to “try out” your interview suit before the interview to make sure it fits well and so you know how you feel in it while walking, sitting, and standing. A well-fitted suit looks professional and gives you confidence. (Note: Very often suits can't be worn right off the rack, they need to be altered to perfectly fit you.)
- **Less is More** — Wear minimal jewelry and do not carry more than one briefcase or handbag. Remember, you need a free hand to shake hands with people.
- **Items to avoid** — Backpacks, water bottles, and other campus gear are not appropriate for an interview. Buy a portfolio/padfolio and pen to hold copies of your resume and a tablet for notes.
- **Cell phone** — Turn OFF your cell phone. **Period.** You need to dis-engage from your cell phone for the duration of the interview or meeting unless there's been an emergency with your family/friends. (Note: Even a cell phone on vibrate is a disturbance.)

FOR WOMEN

- **Hair and make-up** — Hair should be away from your face and neatly cut or styled. Wear daytime, natural-looking makeup — no heavy eyeliner or glittery shadows. Nails should be clean, in a uniform color; avoid overly long fingernails and nail art. Lip color should not be trendy or bright.



- **Suit** — Wear conservative, two-piece matching business suits; pant suits or knee-length skirts. Be prepared to take off your suit jacket and have a shirt with a collar and sleeves underneath, not a sleeveless blouse or camisole. You do not need to spend hundreds of dollars on a new suit. Explore outlet and consignment shops and watch for sales.
- **Blouse** — Lighter-colored professional button-down shirt, shell, or sweater should be worn under your suit jacket. V-neck line should not expose cleavage, and shirts should not be too tight fitting so that buttons pull across the chest line exposing skin or undergarments.
- **Hosiery** — This is an area that is slightly up for debate. Some women no longer wear hose and it's absolutely acceptable. Use your best judgment and think about the environment where you'll be interviewing. If it's conservative, you should probably wear panty-hose, at least to interview. If it's more relaxed, you may be able to get away with bare legs. Ask around and when in doubt — wear them (skin-toned and no pattern).
- **Shoes** — Low-heeled and closed-toe pumps — regardless what time of year it is. Avoid brightly colored shoes. Black, brown, or navy blue are traditional colors. Make sure they are polished and not scratched up along the heel.
- **Accessories** — Keep it simple. No more than one ring on each hand. No visible tattoos or multiple piercings; one pair of earrings is acceptable, and a small necklace or bracelet. Carry either a purse or a professional bag, but not both.



FOR MEN

- **Grooming** — Hair neatly trimmed; including facial hair. Nails should be clean and neat.
- **Suit** — Wear a conservative, two-piece matching business suit, preferably dark in color (navy or black). You do not need to spend a lot of money on a suit. Explore outlet and consignment shops and watch for sales.
- **Shirt** — Wear a long-sleeved, light-colored, ironed, button-down shirt. The shirt should fall 1/4- to 1/2-inch below the suit sleeve. *Wear a white cotton t-shirt underneath your shirt to hide perspiration and to protect your suit.*
- **Ties** — Yes, you need one! Choose a tie with a conservative pattern that ends at mid-belt.
- **Shoes** — Comfortable, polished, leather shoes, with or without laces, should match your suit color.
- **Socks** — Dark-colored socks (no white athletic socks!).
- **Accessories:** Leather belts should match the color of your shoes. No visible piercings or tattoos.





WHAT IS BUSINESS CASUAL?

Business casual can be tricky because it's vague and it largely depends on the culture of the organization or company. It should still be conservative, not revealing, and neat. It is not as formal as a suit, but not as casual as what you would wear out with friends or to a party. "Casual Fridays" are still professional. You are still in a business environment and want to be comfortable meeting even the Director of your organization.

Note: Business casual attire should be worn to workshops, panels and presentations sponsored by the Andrew Young School or to employer information sessions if the session is more of a lecture. If the employer session is more of a reception, professional dress is suggested. Again, we also encourage students to wear business casual daily to school — just in case!

MEN

Wear black or khaki pants, neatly pressed, and a pressed long-sleeved button-down shirt. Polo shirts (also ironed!) may be appropriate if the environment will be more casual, or outdoors. Wear a leather belt and leather shoes (not athletic shoes or sandals). Ties are generally not necessary for business casual, but if in doubt, wear a tie without a sport coat.



WOMEN

Do not confuse club attire with business attire. Follow the same rules regarding skirt or pant length and concealing cleavage as you would in interview attire. In addition to tailored shirts or blouses, tailored knit sweaters or sweater sets are appropriate business casual choices. Thin straps, high heels and flip-flops are not appropriate.



Job (or Internship) Search

Conducting an internship or job search can be a daunting, exhausting process. Looking for a job IS (unfortunately) a job in and of itself. *(Note: Throughout this section, when we refer to the job search process, we'll also be referring to the internship search process. The search processes are largely the same. Where there are differences, we make that clear.)*

Some facts

- A typical **internship** search can take 1-6 months.
- The average **full-time** job search can take 3-9 months (or even as long as a year+).
- 70% or more of opportunities are not posted publically (esp. the higher up the ladder you climb). They're "hidden" and located through word of mouth and other resources.
- There is no one *right* way to conduct a search. Use all the resources available to you.

“What I learned from architectural drafting is that everything has to have a plan to work. You just can't wing it. I can't get all the materials I need for a house and just start building. Whether it's a career, family, life – you have to plan it out.”

— ICE CUBE

Having said all that, it's important to know that there are ways to reduce the stress of the job search, present yourself as an attractive and competitive candidate, and effectively utilize your time.

An effective search process boils down to 2 things:



You need to know **yourself** and you need to know the **industry & organization** where you're hoping to work.

KNOW YOURSELF

Sure, you already "know" yourself... But do you really *know* yourself? Enough to market yourself to an employer? As we discussed earlier in this book, locating the "best fit" career path involves first getting clear on your interests, values, personality preferences, skills, etc. It means taking the time to explore and reflect and do some "soul searching."

Your ability to confidently and effectively articulate your qualifications to an employer is directly impacted by the work you've put into getting to know yourself. If you have not done so already, take some time to do some self-exploration. Read the Career Exploration section of this handbook for suggestions and schedule an appointment with a career counselor.

“Sometimes the smallest step in the right direction ends up being the biggest step of your life.”
— ANONYMOUS

KNOW THE INDUSTRY AND ORGANIZATION

Thoroughly research the position and organization to which you are applying.

What to look for: The organization's mission, products and services offered, growth, competitors, number of employees, organizational structure, geographic locations, working climate, benefits, community involvement, and anything else that you consider important. “Google” them to see if they've been in the news recently and check social media for recent posts. Look up recent articles published about the organization or company — read their current news.

The Search Process

Where to Look

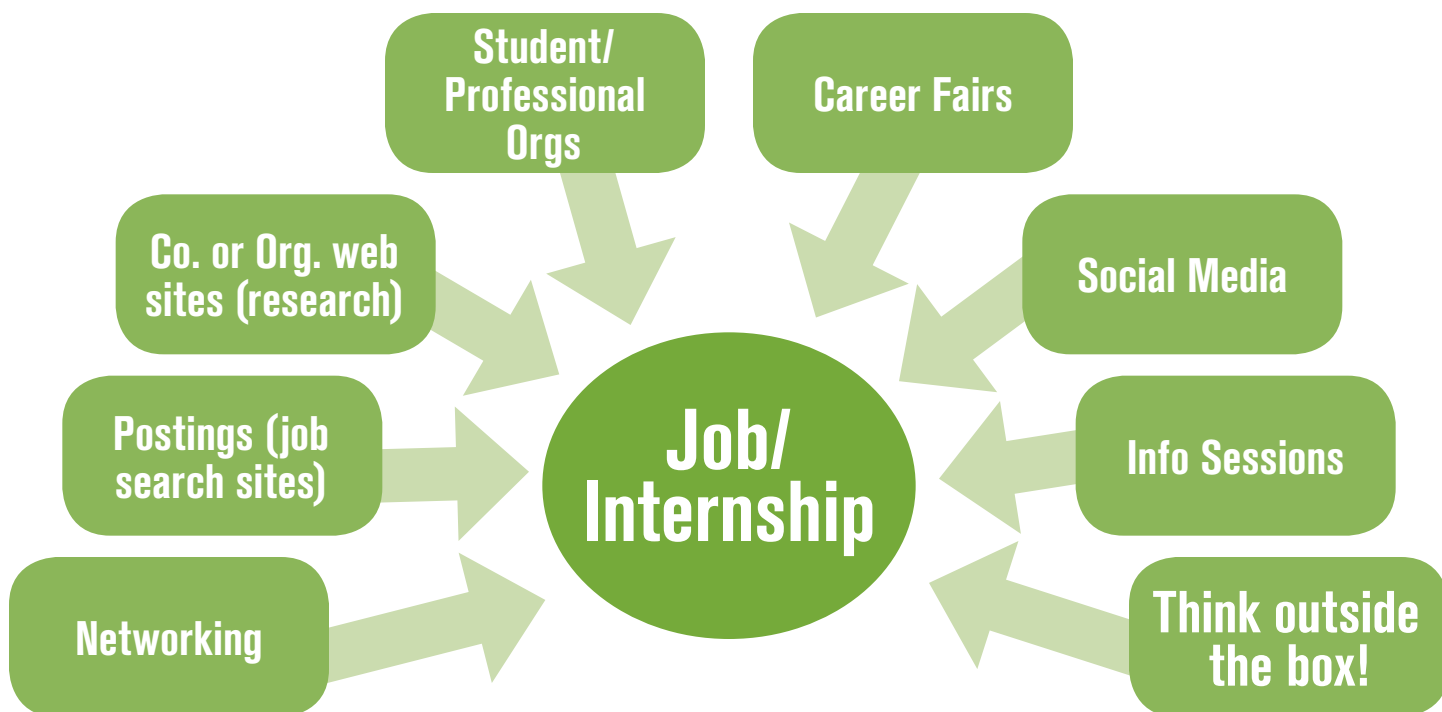
This process is rarely a straight shot (i.e., do this → get the job). You'll need to use every resource that you can think of to search for opportunities. You'll network, attend events, use the web (larger sites and specific organization/company sites), use social media, and anything else you can think of! *Get creative!* Keep going. There's always something you can be doing.

Introducing! **Handshake** — AYS Career Services NEW on-line job/internship management system! (Handshake replaces CareerLink) Visit our web site for link to access. You'll log-in using your campus id and password. Easy-peasy! Note: If you're an alum, e-mail our office (ayscareers@gsu.edu) to receive your log-in info.

 **handshake**

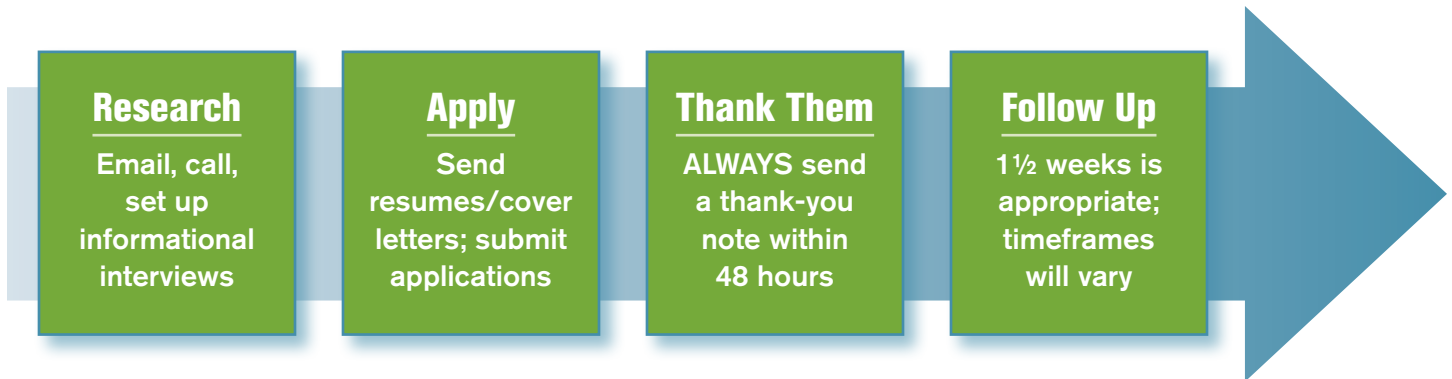
MULTI-PRONGED APPROACH

There's ALWAYS something you can be doing to search for opportunities.



Steps

The steps you'll take, will be repeated many times over.



Prepare Your Resume and Other Materials

Understand exactly what the position requires and tailor your resume, cover letter and application to each position for which you have applied. Yes, this means you need more than one resume. But, don't let that overwhelm you. Tailoring your resume and cover letter isn't that hard and we're here to help. Schedule an appointment with a career counselor to receive some feedback and assistance.

On-Campus Job Boards

Make it part of your weekly routine during your internship or job search to regularly check the new postings in GSU's on-line job boards. All AYS students have access to **Handshake** Andrew Young School, Career Services NEW job board and **Panther Career Net**, University Career Service's job board (career.gsu.edu).

If you are majoring or minoring in the Robinson College of Business be sure to visit their web site to learn about how you can access their job board as well (cmc.robinson.gsu.edu).

Faith is taking the first step
even when you don't see the
whole staircase."
— MARTIN LUTHER KING, JR.

Stay Organized

Keep careful records of your job search process, what you've applied for, names of contacts, deadlines and timeframes for following up. Put reminders on your calendar and in your phone.

TIP: Save any job announcements that you are responding to, as these announcements will be pulled down from websites and may be unavailable later.

Follow up

About 1-1½ weeks after submitting an application (or sending your resume), is a good time to follow up and make sure that they've received your materials. This can be a great way to get yourself moved to the top of the pile and closer to being invited for an interview.

Try to follow up via phone and talk with someone, if possible. That way you can ask what their timeframe is for interviewing, reiterate your interest in the opportunity, let them know that you're happy to get them any additional information they need and, lastly, that you would welcome the chance to interview (and will make yourself available at their convenience).

TIPS: Don't call more than twice (could be seen as pushy) and when you call the second time, leave a voice mail. ▪ NEVER call if the job announcement specifically says, "no phone calls."

Networking

Only a small percentage (15% approx.) of jobs are advertised. Therefore, not only is networking a great way to learn about your industry, it may turn out to be key in your job search!

Who Do You Know? (And... who knows you?)

Professional networking is about *relationships*. It's about **conversations** and the sharing of information, ideas and support. It's about asking what you can do for others.

It's not complicated and doesn't have to be nerve-wracking. It's just about meeting professionals in your field, hearing about their day-to-day activities, learning what the required skills are, and getting tips on how to break into the field.

Who do you know and respect? Go talk with that person (or people) and build from there.

Remember the incredible community that you have within the Andrew Young School; the students, faculty, staff and alumni. You're **surrounded** every single day with people that work in a range of public affairs-related industries.

Ideally, you'd start networking before you start a job search.

- *Get curious* about what other people do for a living.
- *Ask questions*, be friendly, and show a genuine interest in others.
- *Get involved* in campus events, student and community organizations as well as professional associations.
- *Get to know your community*, involve yourself in what is happening around you. Let people get to know you!

Networking will also involve conducting informational interviews with people who are in fields, roles and positions that you are exploring, as well as with recruiters and hiring managers (you'll meet those folks at career fairs and events) at the organizations you wish to work (see *Informational Interview* section earlier in book).

Here's a perfectly reasonable way to begin a professional conversation with someone new: "Hello So-in-so! I'm actively exploring my career options right now. By the way, how did you get into the work you're doing?"

Some Networking TIPS

- Always send thank-you notes (emails or note-cards) following every meeting/appointment.
- Join the professional organization/association connected to your academic field of study or industry. [Note: Student membership is usually much less expensive than professional membership.]
- Talk with faculty; get to know them and ask if they can recommend anyone that you should connect with.
- Be careful not to take up too much of your networking contact's time. Show gratitude and professionalism in all your interactions.
- Be prepared with good questions. Be curious about others, their work, interests, goals and aspirations.
- People like feeling "seen and heard." Be someone who listens well and appreciates the presence and input of another professional. (Calling all introverts here! Use that "superpower" of yours and listen really well as you network.)
- Ask politely for connections/referrals, and accept the response you receive — don't push!
- Follow up on any referrals within 48 hours. Those types of connections can go "quiet" very quickly.
- Stay connected to the people in your network that are most important to you. Reach out to them at least once a year, to say hello and see how they're doing.

TIPS FOR INTROVERTS

Networking may be the very last thing that you want to do, if you are introverted, or have a quiet personality. Approximately 50% of the general population consider themselves introverted. So, you're not alone!

“Everything you want is on the other side of fear.”
— JACK CANFIELD

Here are a few survival tips:

- Utilize social media and email to initiate communication.
- Schedule face-to-face meetings in locations that are comfortable for you (coffee shop, library, etc.).
- When you need to be at a larger event, prepare in advance (i.e., decide who you'd like to talk with and come up with some questions), plan to attend with a friend and support each other (e.g., at a career fair, split up and visit one table each, then regroup and share how it went).
- When attending a large event (e.g., a reception), scan the crowd for people that are either alone or in groups of three. It's easier to walk up to an individual (who is likely as uncomfortable as you are), or to step in and introduce yourself to a group of three people.
- Pace yourself; you don't have to visit every employer at a fair. Prioritize; visit one or two and call it a day.

Finding Networking Contacts

EVERYONE THAT YOU KNOW IS IN YOUR “NETWORK”!

Professional networking is about getting to know your community and letting key people know that you're exploring professional options.

Consider faculty, staff, classmates, people you know through internships, part-time jobs or volunteering, people in your community outside of school, friends from other colleges, coaches, mentors, family members, *or even the person that you chat with in the line at Kroger*, etc. These are all different relationships, with varying levels of support to offer.

By engaging in the Andrew Young School community while you are a student, you will begin to form a network which can last throughout your career. Take advantage of events, student clubs, speakers, mixers, and academic opportunities and connect with people that share your interests.

PROFESSIONAL ASSOCIATIONS

A professional association is a nonprofit organization that is connected to a particular field and supports research in the field as well as professional development for its members. All the fields in the Andrew Young School have professional associations connected to them (e.g., American Economic Association, National Association of Social Workers). As a member of a professional association, you gain access to the membership directory, and can also attend conferences, trainings, workshops, and social networking events. They also may post fellowship and scholarship opportunities. Visit our web site for a list of associations tied to Andrew Young School disciplines.

ALUMNI & ALUMNI ASSOCIATIONS

AYS alums are directly engaged in policy work across the metro Atlanta as well as the country. Our office works directly with alumni throughout the year. Watch our calendar for AYS alumni and student networking events. Let us know if you're interested in talking with an alum in a field or organization of interest. We may be able to make a connection for you.

Once you graduate, stay in touch with us and consider joining the AYS Alumni Board and/or working with our office to support students with their career/job search. Also, as an alum, consider joining the central GSU Alumni

Association so that you may benefit from their networking events. Alumni association mixers, networking events, or service opportunities allow you to connect to fellow alumni.

Social Media and the Job Search

Social media isn't purely social anymore. Social media has given all of us visibility like never before. So, unless you're completely "unplugged" and don't use the web for any social activities, it's time to start being careful about what you're sharing with the world. When you start building a career, you start creating a "professional persona." You need your on-line information and overall presence to be professional (and/or tighten up those privacy settings!).



FaceBook:
facebook.com/AYSCareers



LinkedIn: Andrew Young
School — Career Services



Twitter: @AYSCareers

QUICK ACTIVITY

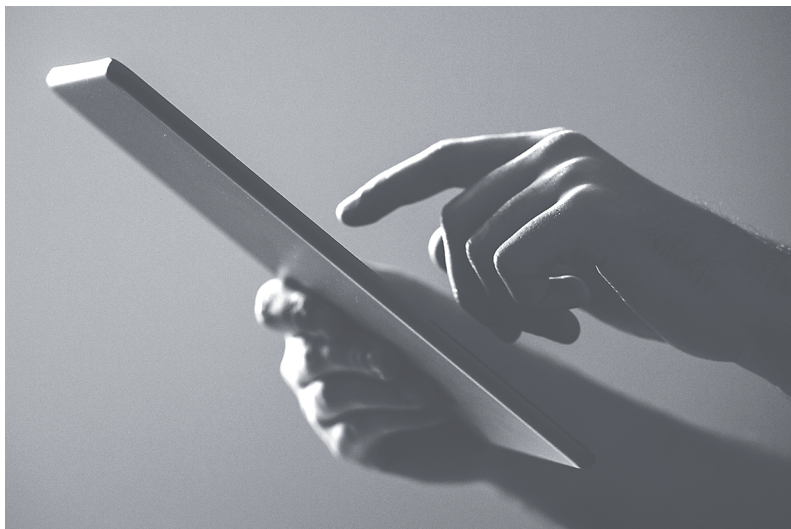
Put this book down and "google" yourself. Find out what people see when they "google" you. That's what an employer will see BEFORE they invite you to interview.

Why Use Social Media in Your Search?

- Employers across industries — private sector, nonprofit, government — use the web and specifically, social media to market opportunities, search, pre-screen and eliminate potential candidates. Fact: As much as 92% of employers use LinkedIn during recruitment process (National Association of Colleges & Employers, 2014).
- Internships and jobs are posted via social media, and sometimes even faster than they are posted on company web sites or major job search sites.

**"Don't compare your beginning
to someone else's middle."
— JON ACUFF**

- Having an on-line professional presence has become essential to marketing yourself.
- Utilizing LinkedIn, Twitter and Facebook effectively can get you closer to the "hidden job market" (i.e., opportunities not posted publically; positions that may even end up being created for you, based on your unique skills!).
- By actively engaging in cyber-circles in your field of interest you'll already be part of their larger professional community. You'll see what they're talking about, what's new in the field, and what's challenging. This can be helpful information as you make career decisions and prepare for interviews.
- LinkedIn essentially allows you to build an on-line professional portfolio, where you can include things like links to projects or web sites, short endorsements from previous employers regarding your work, areas of interest, etc. This gives you additional ways to attract employers, beyond your resume.
- Depending on your industry, Twitter can be a great way to stay current and even contribute to conversations in your field.
- Following companies and organizations on social media outlets demonstrates sincere interest and professional engagement to employers.



LINKEDIN TIPS

LinkedIn might become your favorite social-networking tool. If you haven't gotten familiar with LinkedIn and set up your profile, you'll definitely want to do that when you're ready to begin actively networking. LinkedIn will help you keep all of your networking contacts in one place. It will allow you to search for potential new contacts and help others see what you've done and have to offer.

- Complete your profile — Don't leave it with large empty spaces and no photo. Employers will pass right by it.
- Include a photo that is a professional-looking "head shot" (only your head and shoulders).
- Add detail to your profile so that it isn't just a copy of your resume.

THINGS TO CONSIDER

- Details to your employment descriptions
 - Course projects
 - Activities
 - Community involvement
 - Ask previous supervisors, co-workers or people that you've volunteered with to provide a recommendation for you
- TIP:** Offer to reciprocate and provide people with recommendations for them.
- Follow companies, organizations and professional associations of interest
 - Consider creating "Posts" (LinkedIn's version of a blog) to share ideas or information on a professional topic of interest

FACEBOOKS TIPS

Again, the www is a very public space. While it's fun to have on-line social interactions with friends and family, as you build your professional reputation stay very aware of the image you're communicating.

- Tighten up your privacy settings.
- Ask friends to stop "tagging" you in crazy photos (un-tag yourself if you don't want a photo public).
- Consider changing your "just for fun" FB profile name to something that can't easily be found in a search. This way, only people that you find or that you give your info to, will be able to find you.
- DO NOT "vent" about any person, place or thing in your status updates, especially if you're conducting an internship or job search. (e.g., "Long day trying to find an internship... :-(Feel like it's all a bunch of @#&!?"... If a potential employer saw that, you would be eliminated from the list of potential candidates immediately.)



Applying for Federal Jobs or Fellowships

Applications for almost all federal positions — internships and fulltime opportunities — can be found on [USAJobs.gov](https://www.usajobs.gov). Spend some time getting to know this site and the many important resources they offer.

Pathways Programs

The Federal government offers three "pathways" for students into federal employment (see www.usajobs.gov/StudentsAndGrads for more info):

1. **The Internship Program** — Open to high school students and undergrads
2. **Recent Grads Program** — Open to individuals within two years of completing a degree

3. **Presidential Management Fellows Program (PMF)** — Competitive post-graduate fellowship (see below and pmf.gov for more info)

PRESIDENTIAL MANAGEMENT FELLOWS (PMF) PROGRAM

For more than three decades, the PMF Program has been the Federal Government's premier leadership development program for advanced degree candidates (e.g., masters or professional degree) or individuals that have graduated within the past two years. PMF is a competitive fellowship that provides opportunities to train and work for two years at a federal agency in a paid, full-time position with benefits. Ultimately, it can open doors to permanent employment in the federal government. (more info: pmf.gov)

OTHER FELLOWSHIP PROGRAMS

Many federal agencies operate uniquely tailored and funded fellowships for recent graduates of masters or Ph.D. programs. Students are encouraged to visit individual agency sites (like the CDC, for example: www.cdc.gov/employment/menu_fellows.html), and review their "student" pages — which normally outline such opportunities. Note: Many of these fellowship programs to have application deadlines 12-18 months ahead of their start dates, so start searching early.

International Students

Job hunting as an international student involves extra challenges. Beyond the difficulty of graduating and finding a job that suits you, you will have to make sure you have the appropriate work authorization and find an employer willing to sponsor you.

Begin the job search process early — it may take up to a year, so try to begin 6 months to one year in advance of when you would like to start working. Allow at least 4 months to get USCIS work authorization for Optional Practical Training if you are in F-1 status.

Most of your search will be self-directed, consisting of applying directly to employer vacancies. Although personal and professional networks are important in finding jobs in the U.S., in general, you must create these networks and be proactive in identifying job opportunities.

It is critical that you prepare yourself thoroughly to apply and interview, and understand what your current visa status means as well as what you'll need for the H-1B visa process. Each student's situation is different make an appointment with **GSU's International Student and Scholar Services Office** to discuss your plans to go on the U.S. job market and to learn about relevant work permission guidelines and immigration regulations. Have patience and persistence. Every year, the US grants almost 200,000 H-1B visas.

Employers are not allowed to discriminate in hiring on the basis of immigration status. If you are asked about your visa status on an application or during an interview, be honest and positive about your specific situation.

Many jobs, particularly those linked with the government, require employees to be U.S. citizens or permanent residents. Therefore, a good place to begin is with companies that have a history of hiring international students. You may also want to call your country's embassy or consulate to inquire about your home country's companies which do business in the U.S.



USEFUL RESOURCES

- GSU's International Students and Scholars Office
- The Riley Guide: Comprehensive guide to job listings from multiple countries and regions (rileyguide.com/internat.html)
- Information, services, and resources for international students (www.internationalstudent.com/jobsearch)
- H1 Visa Jobs: Online database of American employers for international professionals (h1base.com)
- Foreign Labor Certification Data Center: Employers who have submitted foreign labor certification applications (flcdatacenter.com)
- Going Global — Accessible via Panther Career Net (GSU — University Career Services)

Interviewing

Getting Ready

This is what you've been waiting for... The call for an interview! So, be sure to regularly check the phone (voicemail) and email that you listed on your resume and cover letter. Reply as quickly as possible or you'll run the risk of losing your opportunity.

When scheduling your interview, make sure you find out:

- ✓ The time, location and anything special you should know about their location (parking, etc.?)
- ✓ The number of people that will be in the interview
- ✓ The structure (group, back-to-back with different people, panel, etc.) (see below for details)
- ✓ Whether you'll need to prepare a presentation; and, if so, make sure you clearly understand what they want in the presentation, how much time you'll have and what access to computer/overhead equipment you'll have
- ✓ Whether there will be any assessments or tests (i.e., writing sample, aptitude, etc.)

Preparing for Your Interview

After scheduling your interview, get started thoroughly researching the organization and the individuals that will conduct the interview(s). If you are unsure about the exact person (or people) you will meet, research the job, department and company, and try to learn about the leaders within the company.

Consider what you would look for if you were sitting in the interviewer's seat. What are the required and preferred qualifications for the job? What do you bring to the position? What can you share that will prove that to them?

(See page 61 for the STAR interviewing method.)

“I’ve missed more than 9000 shots in my career. I’ve lost almost 300 games. 26 times, I’ve been trusted to take the game winning shot and missed. I’ve failed over and over and over again in my life. And that is why I succeed.”

— MICHAEL JORDAN

Develop multiple questions to ask your interviewers. These can be questions about the organization, the position, or the individuals themselves. Your questions will show how much research you have done. Do not ask random questions that seem wasteful or generic. Remember — this is your chance to interview them as well!

PRACTICE, PRACTICE, PRACTICE!

Whatever you do, do not go into an interview without practicing. Here are some ways to get some practice and feedback:

1. Schedule a Mock Interview with AYS Career Services (use on-line scheduling system — career.aysps.gsu.edu/individualized-career-counseling/)
2. Practice with a friend or out loud by yourself.
3. Practice virtually with VIPS, an on-line interview preparation tool where you can independently practice answering tough interview questions and schedule an appointment to meet with a career counselor to review and receive feedback. Log into your Panther Career Net account to access VIPS. (Questions? University Career Services — career.gsu.edu)

GETTING READY & THE DAY OF THE INTERVIEW

- Be on time — this is *absolutely* **CRITICAL**.

Actually, arrive 10-15 min early (but no earlier than that). Check and double check your interview time and location. Leave enough time for travel, based on a high-volume traffic situation. If you arrive significantly earlier, take a walk or drive around the block until closer to the correct arrival time.

TIP: Take a dry run to your destination prior to the day of the interview so you'll be comfortable with where you're headed. (Also, develop at least one alternate route in case of traffic or unforeseen issues. Don't *ever* plan to rely solely on GPS! You could end up driving in circles, delayed or parked in front of a vacant lot because the location has changed and the GPS was wrong?!)

- Dress to impress (see Professional Etiquette section for what to wear)
- Bring a portfolio/padfolio, resume, and pen (no book bag)
- Handshake (not too firm and not too weak)
- Make eye contact
- Show genuine interest and gratitude
- Be an active, engaged listener

“Believe you can and
you're halfway there!”
— ANONYMOUS

Types of Interviews

SCREENING/PHONE INTERVIEW — WHEN AN EMPLOYER CALLS YOU IN RESPONSE TO YOUR APPLICATION/RESUME

- Companies use screening tools to ensure that candidates meet minimum qualification requirements.

DIRECTIVE/STRUCTURED INTERVIEW — WHEN AN EMPLOYER INTERVIEWS YOU FOR A JOB/INTERNSHIP USING A SET FORMAT

- The interviewer has a clear agenda that s/he follows. Sometimes companies use this rigid format to ensure fairness with all candidates; interviewers ask each candidate the same series of questions, and compare the results.

BEHAVIORAL INTERVIEW — WHEN AN EMPLOYER ASKS TO DESCRIBE YOUR SPECIFIC EXPERIENCES RELATED TO THE POSITION

- This is the most common interview style that relies on your previous behavior to indicate future performance.
- Basically, this process asks you to “*prove it.*” **Prove** that you have the skills, knowledge and experience to do the job.

Depending upon the responsibilities of the job and the working environment, you will very likely be asked to describe a time that required problem-solving skills, adaptability, leadership, conflict resolution, multi-tasking, initiative or stress management. You will be asked how you have dealt with various situations.

“Be so good they can't ignore you.”
— STEVE MARTIN

The “STAR” method can be very helpful in preparing for behavioral interviews (see section coming up).

BACK-TO-BACK INTERVIEWING — MULTIPLE, SEPARATE INTERVIEWS, ONE RIGHT AFTER ANOTHER

This makes for a very long day! Usually takes ½ or a full day. Several people within an organization may be interested in interviewing job/internship candidates (e.g., hiring manager, human resource personnel, members of prospective department, other departments this position interacts with, upper management of the organization, etc.). The trick is to make eye contact and try to get to know each interviewer. Whenever possible, relate your answers to their department/priorities. In this situation, it's normal to repeat answers when asked the same question by different people.

TIP: While providing similar answers to the same or similar questions is fine, prepare **multiple examples** from different experiences in your work and academic history to add some variety.

GROUP INTERVIEW — MULTIPLE CANDIDATES AT THE SAME TIME

Interviewing simultaneously with other candidates can be nerve-wracking, but it provides the company with a sense of your leadership potential and style as well as how you interact with peers (i.e., timid, bossy, attentive, attention-seeking, do others turn to you instinctively, or do you compete for authority?).

The interviewer also wants to view what your tools of persuasion are: do you use logic and careful reasoning to gain support or do you divide and conquer? The interviewer(s) might call on you to discuss an issue with the other candidates, solve a problem collectively, or discuss your qualifications in front of the other candidates.

PANEL INTERVIEW — MULTIPLE INTERVIEWERS AT SAME TIME

For companies and organizations that rely heavily on team cooperation (or simply to save time), they will bring a hiring committee together to interview a candidate. For obvious reason, this can be one of the more pressure-filled interview situations. It requires lots of preparation, knowing your audience and staying focused and in the moment. Ideally, you'll know in advance who is on the committee and will be sitting in on the interview (don't be afraid to ask who will be on the committee when you are invited to interview). Typically, they will take turns asking questions; often focused on specific topics that impact their area of responsibility.

TIP: Prepare a list of questions tailored to each person's function/department.

CASE INTERVIEW

This method is primarily used by consulting firms. This is a broad, two-way discussion that tests your ability to creatively approach complex or ambiguous problems in unfamiliar businesses, structure your thinking, and reach sensible conclusions in a short time based on the available facts.

The STAR Method

STAR = Situation | Task | Action | Result

The STAR interviewing method is one way to help you organize your thoughts in preparation for behavioral interview questions (the one where you “prove” your skills, experience, knowledge, etc). Again, open-ended behavioral questions are very common. So, consider giving this process a try.

- **Situation:** Describe the specific situation that you were in or the task that you needed to accomplish. Provide details; tell the whole “story.” The situation can be from a previous job, internship, volunteer or classroom experience, or any relevant event.
- **Task:** What goal were you working toward? What was the objective? (i.e., the “task” in front of you?)
- **Action:** Explain the actions you took to address the situation with an appropriate amount of detail. Keep the focus on YOU. What specific steps did you take? What was your particular contribution? Don’t describe what the team or group did when talking about a project, but what you did. Use the word “I,” not “we.”
- **Result:** Describe the outcome of your actions. Don’t be shy about taking credit for your behavior. What happened? How did the event end? What did you accomplish? What did you learn? Be sure the outcome or result reflects positively on you (even if the result itself was not favorable).

TIP: You can use examples that had a negative result (such as “we ultimately weren’t selected as first”) can highlight your strengths in the face of adversity.

Sample STAR Response

- **Situation (S):** Advertising revenue was falling off for my college newspaper, *The Review*, and large numbers of long-term advertisers were not renewing contracts.
- **Task (T):** My goal was to generate new ideas, materials and incentives that would result in at least a 15% increase in advertisers from the year before.
- **Action (A):** I designed a new promotional packet to go with the rate sheet and compared the benefits of *The Review* circulation with other ad media in the area. I also set up a special training session between the account executives and a School of Business Administration professor, who discussed competitive selling strategies.
- **Result (R):** We signed contracts with 15 former advertisers for daily ads and five for special supplements. We increased our new advertisers by 20% over the same period last year.

ACTIVITY: GETTING YOUR LIST OF EXAMPLES READY

1. Open a blank doc or take out a blank piece of paper.
2. For each year that you have been either working in this field or aiming to work in the field list at least one accomplishment or one thing that you’re proud of.
 - Vary your examples; don’t take them all from one area of your life.
 - *Don’t over-think this.* You can add details later. Just write down a short phrase that sums up the accomplishment for that year (or maybe break down by semesters).
3. Select 3-5 good examples and break them down (beginning, middle, and end) using the STAR method. “Tell a story!” Add the necessary details to make it clear to the listener.
4. Review this list before you go into an interview so you’ll have concrete examples at the tip of your tongue.

TIP: Be specific. Don’t generalize and speak in broad terms. Get detailed and organized with your description.

SAMPLE BEHAVIORAL INTERVIEW QUESTIONS

Practice using the STAR Method on these common behavioral interviewing questions:

- Describe a situation in which you were able to use persuasion to convince someone to see things your way.
- Describe a time when you were faced with a stressful situation that demonstrated your coping skills.
- Provide an example of a time when you used good judgment in solving a problem.
- Provide an example of a time when you successfully set and met a goal.
- Give me an example of a time when you had to conform to a policy that you didn't agree with.
- Tell me about a time when you had to go above and beyond the call of duty to get a job done.
- Tell me about a time when you had too many things to do and you were required to prioritize your tasks.
- Give me an example of a time when you had to make a split second decision.
- What is your typical way of dealing with conflict? Give me an example.
- Tell me about a time you were able to successfully interact/work with an individual that you didn't personally like.
- Tell me about a difficult decision you've made in the last year.
- Give me an example of a time when something you tried to accomplish and failed.
- Give me an example of when you showed initiative and took the lead.
- Tell me about a recent situation in which you had to deal with an upset or difficult customer or co-worker.
- Give me an example of a time when you were able to motivate others.
- Tell me about a time when you delegated a project effectively.
- Tell me about a time when you failed and explain how you handled that.
- Tell me about a time when you were forced to make an unpopular decision.

COMMON INTERVIEW MISTAKES

- | | |
|---|--|
| ➤ Smoking immediately before an interview | ➤ Not remembering what's on your resume |
| ➤ Drinking or staying up late the night before | ➤ Asking too many questions or no questions |
| ➤ Using inappropriate humor | ➤ Being unprepared to answer the standard questions |
| ➤ Piercings/tattoos | ➤ Interrupting |
| ➤ Talking poorly about previous employer | ➤ Yawning |
| ➤ Lying about your skills/experience/knowledge | ➤ Slouching |
| ➤ Forgetting the name of the interviewer | ➤ Bringing along a friend or parent |
| ➤ Wearing perfume or aftershave | ➤ Chewing gum |
| ➤ Forgetting to turn off your phone or wearing a Bluetooth earpiece | ➤ Laughing, giggling, whistling, humming, lip-smacking |
| ➤ Failing to research the employer | ➤ Saying "you know," "like," "I guess," and "um" |
| ➤ Failing to demonstrate enthusiasm | ➤ Name-dropping or bragging |
| ➤ Inquiring about benefits or salary too soon | ➤ Speaking rudely to the receptionist |
| ➤ Being unable to explain how your strengths and abilities apply to the job | ➤ Checking the time |
| ➤ Forgetting to bring several copies of your resume | ➤ Oversharing |

FOLLOWING UP AFTER YOUR INTERVIEW

During your interview, make sure you get the contact information of each interviewer. Send a thank-you card/email within 48 hours. Highlight why you are still interested in the position and include a short statement about why you are a fit for the position/organization. Be sure to tell them you want the job!!! (See thank-you notes section.)

RESPONDING TO INAPPROPRIATE OR ILLEGAL QUESTIONS

Fortunately, it is very rare that an interviewer will ask an illegal question. But, be advised that the following areas of your life are off limits in an interview. If asked questions on these topics, you are under no obligation to answer:

- Race
- Age
- Religion
- Place of birth
- Disabilities
(including mental health history/issues)
- Marital status (including if you are engaged)
- Children (including plans to have children and/or even if you look obviously pregnant)
- Sexual orientation
- Gender orientation
- National origin

If you encounter a situation where you are asked a difficult or uncomfortable question, you can,

1. Respectfully decline to answer.
2. Ask if you can hear more about how the question relates to the job and then answer in relationship to that concern, without revealing your personal information. (For example, if asked whether you're planning to have children in the near future. You can reply that any changes in your personal situation will not impact your job performance or commitment to your responsibilities.)
3. Lastly, report any uncomfortable or inappropriate behavior on the part of an employer to AYS Career Services. It is our job to act as your advocate and we want to be aware of anything inappropriate. By sharing this information with us, you may prevent it from happening to someone else. Your information will be held in complete confidence.

Evaluating a Job Offer/Negotiation

Congratulations! Receiving a job offer is something to feel proud about. Now you need to make the best decision for yourself.

#1 Rule — Do NOT accept any offer immediately. Ever. Even if the offer is absolutely outstanding and everything that you're looking for. Always give yourself (ask them for) at least 24 hrs. to think, talk with people that you trust and make a carefully considered response. Let them know that you're grateful for the offer and that you'd like some time to consider everything carefully. Ask how soon they'd need your decision.

Facts about negotiation:

- **Over 60%** of managers leave room for negotiation
- **8 out of 10** managers are willing to negotiate salary and benefits
- Only **33%** of applicants negotiate
- Men are four times more likely than women to negotiate
- Managers want to hear candidates explain why they're worth more by highlighting specific accomplishments

Common Negotiation Fears

| FEAR | REALITY |
|--|---|
| That the offer will be rescinded | Employers expect to be asked about negotiation. They may, in fact, deliberately offer a lower amount, anticipating coming up to amount that they're willing to pay. |
| Fear of conflict | Negotiation isn't a conflict. It's simply taking care of yourself. |
| That you're not actually "worth" more and should take anything | This is the final chapter in the interviewing process where it's your job to convey an honest, healthy level of confidence. The employer wants to know that you know your worth. Do your research. This isn't personal. Negotiation is based on facts. Research and be ready to articulate your market value. Know your competition and how you measure up. Sit up straight, shoulders back, deep breath and take care of yourself! |
| Fear of being told "no" | Ok, what's the worst that happens here? Embarrassment? It will be a greater embarrassment not to try. And you'll be proud that you did. |
| If considering asking for a raise or an internal advancement opportunity (already on the job), fear that you'll get fired for asking | Having honest conversations about your overall value added and areas for growth is just plain smart. Your employer will respect that you asked. It also may get your boss thinking about how to move you up, even if it doesn't happen immediately. |

TIP: If you're asked to provide "salary expectations" early on in the process (i.e., when applying, in the screening or first face-to-face interview) give a reasonable **range**. Be honest with yourself: what's the lowest that you'd take and what's the highest that you can fairly compete for. (See The Negotiation Process section for more info.)

Research, Resources and Determining Your Worth

Before you even apply for a position, you should have already researched and determined what the average starting salary for the position is you are considering.

RESOURCES

- Occupational Outlook Handbook: www.bls.gov/ooh/
- Salary.com
- Payscale.com
- Glassdoor.com
- Salaryexpert.com
- Federal GS Pay Levels: www.fedjobs.com/pay/pay.html
- Nonprofit Sector — Opportunity Knocks Wage & Benefits Report (AYS Career Services has a copy)

KNOW YOUR BOTTOM LINE, RIGHT FROM THE START

Once you have researched the averages, carefully determine the following three numbers for yourself (to keep in mind as you move forward with interviews and ultimately, the negotiation process):

1. The reasonable salary based on your research.
2. The most that you could expect in your field.
3. The bottom line of what you need or can accept (this is very individual).

SALARY DEPENDS ON

- Size of employer and its current level of success
- Job function
- Location (region of country)
- Your professional level (B.S., M.S., Ph.D., D.Sc.)
- Your years of experience
- Your previous work experience
- Skills

“You have to decide what your highest priorities are and have the courage – pleasantly, smilingly, nonapologetically, to say “no” to other things. And the way you do that is by having a bigger “yes” burning inside.”

– STEVEN COVEY

EVALUATING AN OFFER: IT’S NOT JUST ABOUT THE \$\$

The salary offer is a major part of the “compensation package,” but it’s not the only part. And, it’s not the only factor that will impact whether you like the job and are satisfied with your work.

Consider all aspects of the job, such as:

- Hiring or signing bonus
- Commute time
- Benefits
- Cost of commuting
- Location
- Opportunities for professional growth
- Opportunities for family
- Cost of living

Other questions to ask yourself:

- Will this job give you the opportunity to learn new skills and grow?
- Is the environment – physical and co-workers – comfortable to you? Will you be comfortable working with other people that work there?
- Will you be able to work with your boss?
- Do the people seem happy and satisfied? What’s the turn-over rate?
- Does this job fit with your values?

The Negotiation Process

1. First, ask if there’s room for negotiation.
2. Then, be ready to provide an alternate offer and support the offer with facts.
 - It is very important that you’ve **done your research** and you know whether you’re competitive.
 - Consider how well the interviews went. Did you do really well and hit it off? Do you feel that you made a great impression and convinced them that you’re the best person for the job?
 - Base your reasons on the job description and their “required” and “preferred” qualifications. What makes you the best candidate?
 - Quantify your response: Level of education, related/unique experience, unique value that you add, skills, etc.
 - Convey the value/results you expect to bring in your new job.

EXAMPLE OF A NEGOTIATION CONVERSATION

EMPLOYER: *We believe this is a good fit and would like to offer you the job, starting at \$35,000 annually.*

Assume they explain your benefits at this time as well.
If not, you will want to ask sometime before the end of this conversation.

YOU: *First, thank you very much for the offer. I believe this is a great fit as well! However, I did have a different starting salary in mind. Is there any room for negotiation?*

Be prepared to explain what makes you feel you are qualified for a higher amount. (Consider your answers to point #2 in The Negotiation Process above.)

EMPLOYER: *We may have some room to move. What did you have in mind?*

YOU: *Based on my experience and the market rate for this position, as well as (include anything that you believe would make you stand out from other candidates), I was looking for something in the range of **[provide range or number]**.*

Then, be quiet at this point. Give them a chance to consider your offer. They WILL NOT take the offer off the table. [NOTE: If they push you to be specific, be ready to give them one number at this point.] They may ask for time to talk with human resources or their boss and would then call you back. Waiting can be uncomfortable but it's the right thing to do at this point. The worst that happens should be that they come back to you with a slightly higher offer but not the highest in the range you provided.



“Be stubborn about your goals, and flexible about your methods.”
— ANONYMOUS

THINGS THAT MAY BE NEGOTIABLE

- Salary
- Bonus structure (annual, signing, based on what?)
- Health insurance (out-of-pocket costs?)
- Relocation assistance
- Retirement plan (do they match? when vested?)
- Disability insurance
- Flexible spending
- Decision date/Start date
- Vacation/sick/personal time
- Tuition assistance

DOs AND DON'Ts OF NEGOTIATION

| DO | DON'T |
|---|--|
| <ul style="list-style-type: none"> ➤ Consider the whole offer, not just the salary ➤ Be positive — Always thank the recruiter for the offer (even if it is very low) ➤ Use the phone or voice messages, not email ➤ Follow up your phone call with a letter ➤ Respect the timeframe that the employer gives you for making a decision ➤ Be diplomatic and professional ➤ Know when to stop negotiating; decline with grace ➤ Get the final offer in writing. Don't be shy about asking for a confirmation email. If things move forward with a contract and you see a discrepancy from what was agreed to in the negotiation process, you'll have that to reference. | <ul style="list-style-type: none"> ➤ Most important! Be sincere. Don't enter into negotiations (i.e., ask if they're open to negotiation) if you know that you won't accept any offer. Similarly, don't provide a counter-offer unless you know that you'd accept that offer. ➤ Play "hard ball." This is about fairness and requires professionalism and diplomacy. Negotiation isn't a game. ➤ Highlight negative reasons why you're declining the offer |

Additional Resources

Visit our web site for:

- Extensive list of career and job search resources (links)
- Calendar of events
- AYS Department Internship Coordinators and links to departmental academic internship information

Visit our office for:

- A small collection of popular, national, print career resources

Additional Career Resources On-Campus

- University Career Services (UCS) — (Student Center West, Rm 270)
 - *Panther Career Net* — University Career Services job/internship board
- Robinson College of Business — Career Resource Center (35 Broad Street, Suite 635)
 - *Robinson Career Connection* — RCB's on-line job board
- School of Public Health — Career Management Center (1 Park Place)
- College of Law — Career Services Office — (85 Park Place — ground floor)
 - *Symlicity* — Law School's on-line job board

“Create the highest, grandest vision possible for your life, because you become what you believe.”
— OPRAH WINFREY

This image shows a full page of white paper with horizontal grey ruling lines. The lines are evenly spaced and run across the width of the page. In the bottom right corner, there is a small green rectangular box. Inside this box, the text reads: "Don't stop until you're proud!" in a bold, dark blue font, with the first letter 'D' being significantly larger than the rest of the words. Below this quote, in a smaller, all-caps, dark blue font, it says "- ANONYMOUS".

**“Don’t stop until
you’re proud!”
— ANONYMOUS**



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