

DON'T JUST EXPERIENCE.

Engage.

CAREER SERVICES PLANNING GUIDE



LAWRENCE UNIVERSITY

APPLETON, WISCONSIN

Contents

Welcome to Career Services	1
Getting to know Career Services	2
Mission Statement	2
Staff	2
Career Services Hours	3
Ongoing Events.	4
Grants and Awards	5
Timeline	6
Résumés.	7
Action Verbs for Résumés	11
Marketing your Off-Campus Study Experiences	13
References.	16
Education Résumés	17
Music Résumés	19
Art Résumés	24
Curriculum Vitae	27
Cover Letters	30
Portfolios	34
Websites.	37
Managing your Image	39
Web Presence	39
LinkedIn.	39
Personal Branding	39
Business Cards	40
Photographs.	41
Press Kits	41
Dress	41
Etiquette.	42
Email	42
Phone	42
Meeting	43
Workplace	43
Networking	44
Informational Interviews	44
Career Fairs	47
LinkedIn.	48

Job and Internship Search	49
Self-Exploration/Evaluation	49
Getting Started.	49
Search Strategies	50
Following Up.	50
Federal Job Search	51
Staying Organized	52
Other Letters.	53
Thank You Note	53
Email Requesting an Informational Interview	55
Resignation Letter	56
Interviews	57
Types of Interviews	57
Prepare & Practice	59
Know Yourself Exercise	61
Sample Questions	62
During	66
After	67
Components of a Job Offer.	68
Contracts and Terms.	68
Receiving an Offer	70
Negotiating.	70
Accepting an Offer	71
Declining an Offer.	71
Withdrawing Candidacy	71
Graduate School	73
Decisions.	73
Researching schools.	75
School Comparison Worksheet	77
Admission Requirements.	78
Financial Aid.	81
Grad School Application Timeline	83
Notes	84
References	86

Welcome to Career Services

Dear Lawrentians:

The process of preparing for your future, whether it is a campus job, summer internship, audition, research experience, graduate school, gap year or post graduate employment is about exploring your options which all requires preparation. The following pages provide you with guidance, tips, examples and resources to help you develop your career— from discovering your interests and skills to creating a résumé, connecting with alumni and others, deciding on a graduate school and evaluating a job offer.

As each of you are unique individuals, so will be your journey. Recognizing your individuality and that the career development process is fluid, the Career Services staff is available to help you wherever you are in the process. It does not matter whether you know what questions to ask or what you want to do now or in the future. We will figure those things out together! We hope you will familiarize yourself with the content of this Planning Guide and refer to it often.

You will have many experiences throughout your time at Lawrence and beyond and we look forward to engaging with you on your journey!

All the best,



Mary Meany
Dean of Career Services

See Career Services website for resources, calendar of events and other information
www.lawrence.edu/students/resources/career

MISSION STATEMENT

Lawrence University encourages students to think about **Life After Lawrence NOW!** As part of Student Affairs, Career Services provides a comprehensive program to support the relationship between academic planning and career planning within a liberal arts environment. This includes collaborating on strategies to support internships, graduate/professional school and career options. In addition, Career Services partners with alumni, faculty and staff to identify networking opportunities, outreach events and programs to assist students in planning for their future.

STAFF



Mary Meany '83
Dean of Career Services

Initiates and collaborates on strategies to support the relationship between academic planning and career planning within a liberal arts environment.



Tricia Plutz '03
Internship Coordinator

Fosters relationships with students, faculty, staff, alumni and internship sponsors to ensure an engaging experience through internships and shadowing experiences.



Sue Knott
Administrative Assistant

Provides administrative and operational support for staff, including scheduling appointments, marketing, and coordinating events and programs.



**Taylor Koch and
Kristen Nyholm**
Career Advisors

Provide advising to students and alumni while partnering to generate strategies for career planning and helping to determine interests, skills and strengths through one-on-one and on-demand sessions. Assist with outreach efforts to alumni, employers, staff and faculty for the benefit of students.



Grace Kutney
Technology Specialist

Manages technology needs, including the website and social media. Provides career coaching and advising to students and alumni while partnering to generate strategies for planning one's future and helping to determine interests, skills and strengths through one-on-one and on-demand sessions.





Career Services Hours

OFFICE HOURS

Monday–Friday, 8 a.m.–noon and 1–5 p.m.

DROP-IN HOURS

Drop-in hours are regularly scheduled blocks of time when you can come to Career Services without an appointment to ask quick questions about résumés, cover letters, CVs or any other career-related topics.

Check with Career Services for this term's Drop-in hours.

Career Services staff is also available by appointment to conduct mock interviews or résumé reviews and provide support, information and preparation for life after Lawrence.

CAREER CHATS

Some organizations, alumni and friends of the university host 30-minute, one-on-one Career Chats that can include discussions regarding application advice, culture of the organization, mock interviews and/or résumé reviews. Register in advance to secure an opportunity to gather individualized information and start building relationships through networking.

INFORMATION TABLES

When organizations are on campus, they often host information tables (most commonly in the Warch Campus Center). This is a casual opportunity to drop by and ask questions about an organization and its programs.

INTERNSHIPS 101

Internships 101 is designed for students looking to engage in their first internship. Attend a session to learn about support, techniques and tools available to start your internship search.

LAWRENCE SCHOLARS

Lawrence Scholars is a program that provides opportunities for you to learn from and network with alumni who have been successful in their fields. The program, which includes Lawrence Scholars in Arts and Entertainment, Lawrence Scholars in Business and Lawrence Scholars in Law, hosts several on-campus events and off-campus trips.

ON DEMAND WORKSHOPS

Customized On Demand Workshops are available for campus organizations, athletic teams, residence halls and academic departments. Some sample topics include résumé and cover letter writing, networking, job searching, applying to graduate school, gap year programs and advanced internship assistance.

To request an On Demand session, navigate to “Frequently Used Links,” on the bottom right side of the Career Services homepage, select “Request an On Demand Workshop” and complete the electronic form.

SENIORS: SUPPORT, STRATEGY AND SUCCESS (S⁴)

During weekly sessions, S⁴ provides you with the tools to promote your skills, create quality application materials, build a personal brand and feel energized about ***Life After Lawrence NOW!***

THINK GLOBALLY, EXPLORE LOCALLY (TGEL)

Career Services partners with local and regional for profit and nonprofit organizations to offer experiences that provide a sense of the opportunities available with the host organizations as well as with similar organizations around the world. TGELs are intended to give an on-site glimpse into the workplace, and to promote the view that the greater Fox Valley and eastern Wisconsin areas can be seen as microcosms of the national and global job markets.

LAWRENCE SCHOLARS IN BUSINESS AWARD

Students who have shown, through an excellent academic record and extracurricular activities, the right aptitude and aspirations to succeed in the highly competitive world of business are encouraged to apply for a \$5,000 award. Eligibility includes at least a 3.5 GPA and two completed courses in mathematics or economics. More information can be found at lawrence.edu/alumni/scholars/business.

LAWRENCE SCHOLARS IN LAW DENNIS HUEBNER PRE-LAW AWARD

The Huebner award, typically between \$500–\$2,000, is available to students interested in exploring or pursuing opportunities related to a career in law. Applicants should have a minimum of junior standing, a grade point average of 3.0 and a desire to attend law school. More information can be found at lawrence.edu/alumni/scholars/law.

SUMMER EXPERIENTIAL LEARNING GRANTS

The Volunteer and Community Service Center, Career Services and the Office of Community Based Learning and Research provide funding for students serving the community in nonprofit settings over the summer months through the following funds: Summer Volunteer Opportunity Grant (SVOG), Betty Heistad Barrett Fund for Excellence in Civic Service and Suzanne and Richard Pieper Family Foundation Endowment. The application can be found on the Career Services or Volunteer Center websites.

SUMMER VOLUNTEER OPPORTUNITY GRANT (SVOG)

This fund provides financial assistance for students participating in service projects as learning experiences during the summer months. SVOG funding is available to assist with the practical expenses for service projects. Part of the funding recognizes the financial demands of a Lawrence University education, part of the funding is also intended to offset the opportunity cost of a summer spent engaged in volunteer and service work. Although the grant itself helps to remove financial barriers to summer service, the SVOG program also seeks to enhance and develop the individual student learning imperative as well as the Lawrence community's broader understanding of service. To that end, recipients are encouraged to link service work and academic inquiry, and are expected to engage themselves and the campus community in a consideration of social, legal, political and other issues pertinent to their service project.

BETTY HEISTAD BARRETT FUND FOR EXCELLENCE IN CIVIC SERVICE

This fund provides students funding to participate in unique and valuable opportunities to learn, explore and grow as individuals while serving the nonprofit community. Nonprofit organizations can rarely afford to pay interns, but greatly benefit from the enthusiasm provided by college students who are eager to make a difference. Students who are granted funding will develop professional skills and gain practical exposure to the nonprofit field. They will set intentional learning goals and reflect actively on what they are learning throughout the experience.

SUZANNE AND RICHARD PIEPER FAMILY FOUNDATION ENDOWMENT

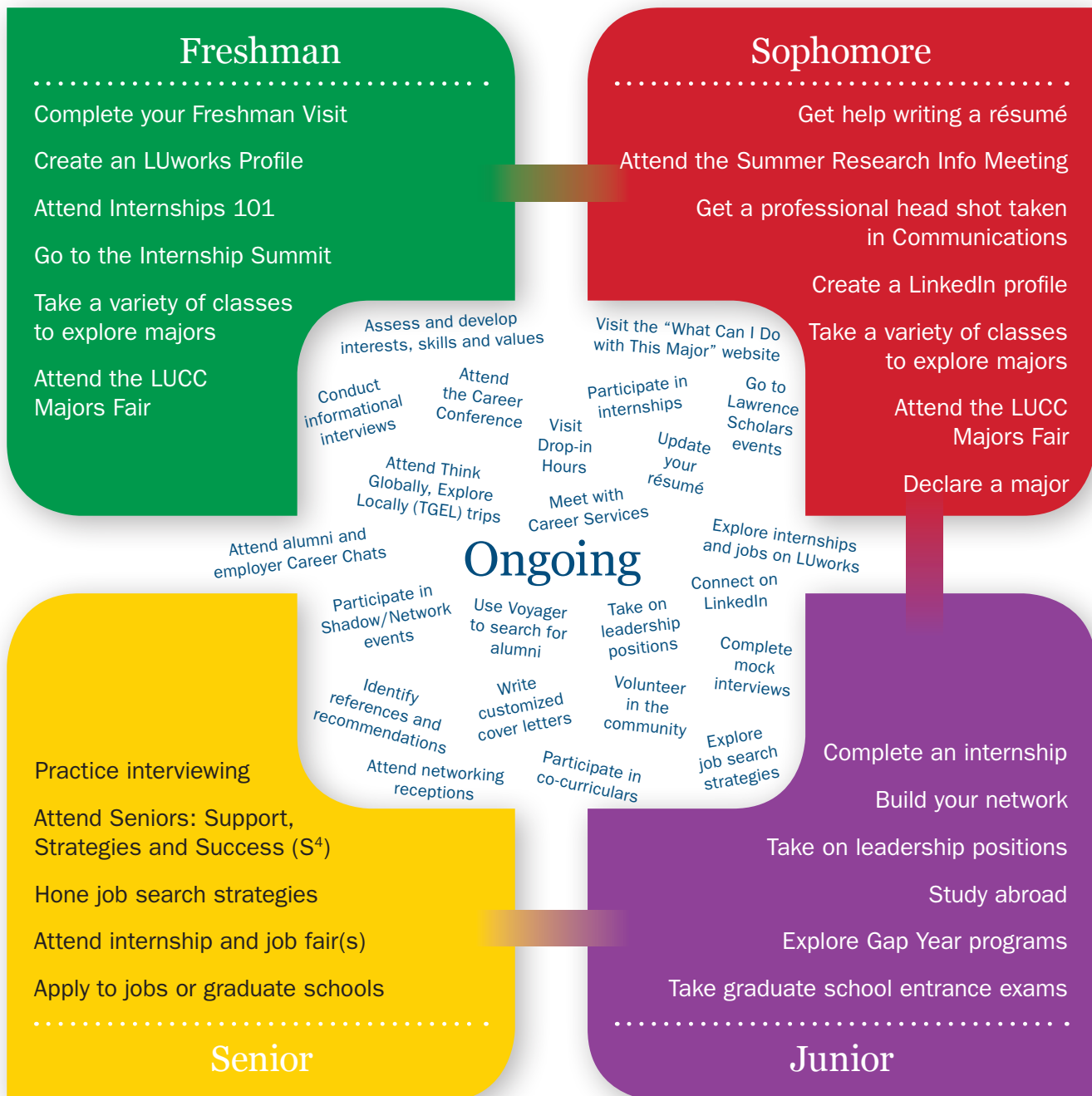
This fund is available to support student research, experiential learning and service projects that reflect, promote or otherwise align with the principles of student leadership. All recipients of a servant leadership grant must commit to enrolling in UNIC 170: Leadership and Service.

Other funding, such as Conservatory², may be available through the Provost or other academic offices.

Timeline

Planning for your future isn't just about applying for jobs and writing résumés, and it isn't just for seniors either. It's also about discovering your interests, skills and values and developing them along the way. Starting your career planning early is important. The outline that follows can help you navigate this important part of your life at Lawrence, with suggestions for each year.

Keep in mind that these are just suggestions, so feel free to explore at your own pace. For example, Career Services presents several different events throughout the academic year and we have broken them down into those we believe are most important for each class year, but don't feel like you can't attend WorkForce as a freshman or Employer Visits as a senior. Our events are for all Lawrentians. The same goes for internships, documents and topics to discuss with Career Services staff—do what feels right for you!



WHAT IS A RÉSUMÉ?

A résumé is a summary of your education, experience and skills that relate to your career goals or job/ internship objective(s). The primary purpose of a résumé is to obtain interviews with potential employers.

RÉSUMÉ PREPARATION

Before you begin your résumé, do some brainstorming and self-reflection. These are crucial steps in preparing your résumé. Think about the following:

- Tasks performed
- Skills and abilities used
- Accomplishments
- Interests and activities
- Volunteer experiences, internships and jobs

**DO NOT use templates when creating your résumé.
Start from scratch and craft your own!
Hiring managers can spot a template from a mile away!**

BASIC RÉSUMÉ TIPS:

- Be honest, stay positive and stick to your facts. Don't be afraid to brag.
- Avoid using pronouns such as "I" and "me" and unnecessary words such as "a," "an" and "the."
- Avoid using abbreviations; spell out club or organization names.
- Don't include personal information such as marital status, age, height, weight, social security number, etc. (Note: This information may be acceptable if applying internationally.)
- Make sure your email address is appropriate (e.g. FirstnameLastname@gmail.com or Lawrence email, not partygirl69@hotmail.com).
- Avoid references to specific religious or political organizations, unless it is relevant to the position.
- Create a master résumé that includes everything you have ever done. Use this for record-keeping purposes, NOT for applying to positions.
- Do not clutter your page—a résumé should be clear-cut.
- Use 0.75" to 1" margins.
- Use bold print and capital letters to emphasize important items.
- Font size should be between 10 and 12 points.
- Font should be easy to read and professional. Some choices may include Helvetica, Arial and Garamond. Avoid Comic Sans and other non-professional fonts, as well as default fonts such as Calibri and Times New Roman.
- Keep it brief and concise. Résumés should typically not be longer than one page; however, the length varies depending on your field.
- Make sure to proofread! Look for spelling and grammatical errors and ask someone else to check it as well.
- Customize your résumé for each position.

REQUIRED SECTIONS OF A RÉSUMÉ:

Include the following sections on all résumés, including those for education, music and art:

Contact Information

- Full name (middle initial is optional)
- Temporary school and/or permanent address
- Cell phone number
- Email address and LinkedIn page URL

Education

- School name and location (Lawrence University, Appleton, WI)
- Date of graduation (e.g., June 2016)
- Degree (e.g., Bachelor of Arts)
- Majors, Minors, interdisciplinary areas, independent studies, etc.
- GPA (if 3.0 or higher)
- Do not include high school
- You don't need to include other schools unless you received a degree or certification or studied abroad. You may choose to include specific courses if they relate to the position to which you are applying.

Experience

- Paid jobs, unpaid and paid internships and volunteer experience
- Can be separated into different headings to bring the most relevant information to the top of the page (i.e., Related Experience, Additional Experience, etc.)
- Under each heading, list in reverse chronological order with most recent first
- Include job title, organization, city, state, dates of employment
- Describe experience with bullet points that begin with action verbs (present tense for current experience(s), past tense for completed experiences)
- Action/Skill + How/What you did + Why/Result
- Do not use the same verb more than once within a listing
- Use simple bullet points that are dark and filled in, rather than check marks, pencils or other images

OPTIONAL SECTIONS OF A RÉSUMÉ:

The following sections are optional, but it's a good idea to use them if you have applicable information. Education, music and art students may also include these in their résumés.

Summary/Objective

- A 1–3 sentence summary of your most pertinent experience and qualifications.
- Customized for the position you are targeting, conveying attributes that otherwise would not be appropriate under “Work Experience.”
- Helpful to use when posting your résumé to a job board or if you are not sending a cover letter with your résumé.
- This section is becoming outdated and could be replaced with a “Qualifications” section instead, which should highlight key achievements, strongest skills and important experiences in about six bullet points or sentences.

Honors

- Scholarships received awards
- Dean’s List awards
- Honor societies awards

Study Abroad

- Include the country and school studied at (if applicable) as well as dates attended.
- See page 13 for more information on marketing your study abroad experience.

Related Courses

- Include this section if you have taken upper-level courses directly related to the field you are applying to or courses that are unique.
- Do not include basic courses for your major.
- Be selective regarding number of courses.
- Do not include course numbers or dates
- If your academic transcript has been requested, you do not need to include this section.

Skills

- Emphasize skills you feel will contribute to attaining your career goal
- List your level of knowledge (i.e., Proficient)
- Language (e.g., Intermediate or Fluent, do not include Beginner)
- Technical (e.g., MS Office, HTML, etc.)

Activities

- Sports, clubs, fraternity/sorority
- Regular volunteer experience

Leadership

- Officer or executive role in a fraternity/sorority or other club
- Captain of a sports team

TYPES OF RÉSUMÉS

Chronological

This format is best to use when moving from one position to another in a similar field. Education and experience are listed in reverse chronological order, starting with the most recent. Information is typically divided into sections and listed under headings such as education, experience, skills, activities and interests. Titles, organizations and dates are emphasized and duties and accomplishments are briefly described. This is probably the most common résumé format.

Combination

This format emphasizes major areas of accomplishment and skills and allows you to organize them in a way that supports your career objective. It is recommended when looking to move from one career field to another or when entering a field for the first time. Students applying for their first internship often find this format useful.

THE FINAL PRODUCT

When saving your résumé, make sure to give it a meaningful file name. For example: FirstLastname.doc. You can save the file as a .pdf to ensure that the formatting stays the way you want.

If printing your résumé, use résumé paper (available for purchase in Career Services and most stores). When choosing paper color, be as conservative as the position for which you are applying. White, tan and off-white colors are appropriate for most positions and pastel shades are sometimes acceptable for positions involving creativity.

Your résumé needs to be concise and appealing.

The average time spent on a résumé by a future employer is eight seconds!

ACTION VERBS FOR RÉSUMÉS

Communication and Interpersonal Skills

Addressed	Consulted	Edited	Involved	Persuaded	Solicited
Advertised	Contacted	Elicited	Joined	Presented	Specified
Arbitrated	Conveyed	Enlisted	Judged	Promoted	Spoke
Arranged	Convinced	Explained	Lectured	Proposed	Suggested
Articulated	Corresponded	Expressed	Listened	Publicized	Summarized
Authored	Debated	Formulated	Marketed	Reconciled	Synthesized
Clarified	Defined	Furnished	Mediated	Recruited	Translated
Collaborated	Described	Incorporated	Moderated	Referred	Wrote
Communicated	Developed	Influenced	Negotiated	Reinforced	
Composed	Directed	Interacted	Observed	Reported	
Condensed	Discussed	Interpreted	Outlined	Resolved	
Conferred	Drafted	Interviewed	Participated	Responded	

Creative Skills

Acted	Created	Drew	Illustrated	Modeled	Revised
Adapted	Customized	Entertained	Initiated	Modified	Revitalized
Began	Designed	Established	Instituted	Originated	Shaped
Combined	Developed	Fashioned	Integrated	Performed	Solved
Conceptualized	Directed	Formulated	Introduced	Photographed	
Condensed	Displayed	Founded	Invented	Planned	

Financial and Data Skills

Administered	Assessed	Computed	Estimated	Planned	Researched
Adjusted	Audited	Conserved	Forecasted	Programmed	Retrieved
Allocated	Balanced	Corrected	Managed	Projected	
Analyzed	Budgeted	Determined	Marketed	Reconciled	
Appraised	Calculated	Developed	Measured	Reduced	

Helping Skills

Adapted	Cared for	Demonstrated	Familiarized	Motivated	Supplied
Advocated	Clarified	Diagnosed	Furthered	Provided	Supported
Aided	Coached	Educated	Guided	Referred	Volunteered
Answered	Collaborated	Encouraged	Helped	Rehabilitated	
Arranged	Contributed	Ensured	Insured	Presented	
Assessed	Cooperated	Expedited	Intervened	Resolved	
Assisted	Counseled	Facilitated	Motivated	Simplified	

Management and Leadership Skills

Administered	Contracted	Enforced	Incorporated	Originated	Restored
Analyzed	Controlled	Enhanced	Increased	Overhauled	Reviewed
Appointed	Converted	Established	Initiated	Oversaw	Scheduled
Approved	Coordinated	Executed	Inspected	Planned	Streamlined
Assigned	Decided	Generated	Instituted	Presided	Strengthened
Attained	Delegated	Handled	Led	Prioritized	Supervised
Authorized	Developed	Headed	Managed	Produced	Terminated
Chaired	Directed	Hired	Merged	Recommended	
Considered	Eliminated	Hosted	Motivated	Reorganized	
Consolidated	Emphasized	Improved	Organized	Replaced	

Organizational Skills

Approved	Compiled	Inspected	Prepared	Reviewed	Systematized
Arranged	Corresponded	Logged	Processed	Routed	Updated
Cataloged	Distributed	Maintained	Provided	Scheduled	Validated
Categorized	Executed	Monitored	Purchased	Screened	Verified
Charted	Filed	Obtained	Recorded	Set up	
Classified	Generated	Operated	Registered	Submitted	
Coded	Implemented	Ordered	Reserved	Supplied	
Collected	Incorporated	Organized	Responded	Standardized	

Research Skills

Analyzed	Critiqued	Examined	Identified	Investigated	Searched
Clarified	Detected	Experimented	Inspected	Located	Solved
Collected	Determined	Explored	Interpreted	Measured	Summarized
Compared	Diagnosed	Extracted	Interviewed	Organized	Systematized
Conducted	Evaluated	Gathered	Invented	Researched	Tested
Formulated	Surveyed				

Teaching Skills

Adapted	Conducted	Encouraged	Guided	Motivated	Taught
Advised	Coordinated	Evaluated	Individualized	Persuaded	Tested
Clarified	Critiqued	Explained	Informed	Set goals	Trained
Coached	Developed	Facilitated	Instilled	Simulated	Transmitted
Communicated	Enabled	Focused	Instructed	Stimulated	Tutored

Technical Skills

Adapted	Constructed	Engineered	Overhauled	Repaired	Studied
Assembled	Converted	Fabricated	Printed	Replaced	Upgraded
Built	Debugged	Fortified	Programmed	Restored	Utilized
Calculated	Designed	Installed	Rectified	Solved	
Computed	Determined	Maintained	Regulated	Specialized	
Conserved	Developed	Operated	Remodeled	Standardized	

MARKETING YOUR OFF-CAMPUS STUDY EXPERIENCES

We encourage talking about off-campus study experiences in résumés as a piece of your educational background or a professional experience. Off-campus study programs show potential employers your experiences with diversity, willingness to try new things and ability to take on new challenges outside your comfort zone. Below are examples for each method:

Education: Lawrence University, Appleton, WI
Bachelor of Arts, June 2016
Majors: Psychology, Spanish
GPA: 3.3

International Study Abroad (ISA) Buenos Aires Program, University of El Salvador, Buenos Aires, Argentina, Fall 2015

- Completed coursework in Latin American culture and society
- Gained fluency in Spanish
- Examined effect of decreased access to affordable healthcare on mental health in Argentina for independent research project
- Communicated effectively with community members during interviews, overcoming linguistic and cultural differences

OR

Experience:

Off-Campus Study, Associated Colleges of the Midwest (ACM) Urban Studies Program, Chicago, IL
(Fall 2014)

- Interviewed five professionals in field of juvenile justice reform for independent study project.
- Navigated city via public transportation and adapted quickly to new environment.
- Researched best recommended practices of community organizing and conducted public presentations on how to be effective community organizers to over 30 nonprofit and community leaders through 10-week internship experience with OrganizeChangeNOW.

Kelly Kohler

kelly.t.kohler@lawrence.edu • linkedin.com/kellykohler • 920-832-6561
711 E. Boldt Way, SPC 810, Appleton, WI 54911

EDUCATION: Lawrence University, Appleton, WI, Bachelor of Arts June 2014
Major: Economics, Minor: English
GPA: 3.5
Studied at the Lawrence University London Centre Winter 2013

HONORS: Named to Dean's List, all terms
Lambda Sigma and Mortar Board national, scholastic honors

LANGUAGE: Fluent in Spanish

EXPERIENCE:

Public Relations Intern Fungi Advertising, Appleton, WI September 2013–present

- Collaborate with account team to develop research proposal for client
- Research and analyze communications strategies of major client and its competitors
- Write articles, press releases, blog entries and creative copy

Sales Intern Development Strategies, Chicago, IL Winter 2013

- Updated company web presence by creating blog content for inbound marketing purposes
- Attended training courses and client meetings with senior management with emphasis on honing sales techniques
- Created surveys to assess client needs

Social Media Intern Off-Campus Programs, Lawrence University Spring 2012

- Designed and developed marketing collateral including print, social media and video blog to support study abroad program, doubling application rates
- Hosted informational sessions for prospective students, campus organizations and parents

Records Intern Sheboygan Land Trust, Sheboygan, WI December 2011– May 2014

- Audited files for efficiency and compliance with Land Trust Alliance record-keeping standards
- Created and implemented strategic plan for overhaul of archival system
- Acted as Secretary at board and staff meetings, recording classified legal discussions

Writing Tutor Center of Teaching and Learning, Lawrence University September 2011– June 2013

- Mentored 30 students per year in written communications, focusing on essay style and organization
- Taught English mechanics and grammar to non-native speakers
- Improved students' writing grades by 10%

ADDITIONAL EXPERIENCE:

President, Mortar Board Honor Society, Lawrence University Winter 2013–present
Director of Risk Management, Lawrence University PanHellenic Council Spring 2011–12

TECHNICAL SKILLS:

Intermediate understanding of MS Word, Excel, PowerPoint, Prezi

Permanent Address:

1111 Main St.
Grosse Pointe Park, MI 48230

Karl Colman

karl.colman@lawrence.edu
920-832-0000
linkedin.com/karlcorman

University Address:

711 E. Boldt Way, SPC 128
Appleton, WI 54911

EDUCATION:

Lawrence University, Appleton, WI
Bachelor of Arts, June 2015
Majors: Physics and Mathematics
GPA: 3.4

RELATED COURSES:

Classical Physics	Modern Physics
Computational Mechanics	Electronics and Magnetism
Calculus III	

LABORATORY EXPERIENCE:

Kinematics and Dynamics	Electricity and Magnetism
Optics	

SKILLS:

Analytical/Problem Solving

- Worked with classical theories of physics including those related to electricity and magnetism
- Studied applications and implications of classical physics laws
- Solved 3-D calculus-based problems
- Devised electrical circuits using different combinations of diodes and switches
- Generalized and analyzed graphs to explain behavior of particle under consideration

Communications

- Analyzed and compared experimental results with results published in scientific journals
- Presented research paper on effects of radiation on microorganisms in collaboration with two lab partners
- Maintained technical notebook to record all proceedings of experiments carried out
- Tutored in middle school during fall of 2010
- Organized soccer team as captain of team

Technical Skills

- Applications: Kaleidograph, Latex, Maple, IDL, Java, Power Point, MS Word, Excel
- Operating Systems: Windows 2000/NT, Mac OS, Linux

WORK EXPERINCES:

Computer Lab Assistant	Computer Laboratory, Lawrence University	September 2014–Present
Tutor	VITAL Tutoring, Appleton, WI	January 2014–Present
Content Tutor	Spanish Department, Lawrence University	March 2012–Present

ACTIVITIES:

Soccer team	Fall 2012–Present
Basketball team	Winter 2012–Spring 2014
Debate team	Fall 2012–Spring 2013

REFERENCES

It is recommended that you have a minimum of three professional references when applying to jobs and internships. Consider asking former/current supervisors, professors, academic advisors, contacts from volunteer work, mentors and coaches. Always ask permission from a reference before listing them. If they agree, ask how they would prefer to be contacted (i.e., cell phone, work phone, email, etc.) It is also helpful to send them a current résumé along with the description of the position(s) for which you are applying. Make sure to keep them updated on your job search status.

Tips on formatting your reference page:

- Create a separate document for your references. They should not be included in your résumé.
- Use the same heading as your résumé.
- The style and size of font should also match your résumé.
- Either left align or center your text.
- Include the reference's name, position title, organization name, address, telephone number and email address.
- It is not necessary to include "References available upon request" on your résumé. Employers know to ask for references and will likely do so in the application process.

NOTE: Do not send your references with an application unless the employer specifically requests them.

Sample Reference Page

Permanent Address:

1111 Main St.
Grosse Pointe Park, MI 48230

Karl Colman

karl.colman@lawrence.edu
920-832-0000
linkedin.com/karlcolman

University Address:

711 E. Boldt Way, SPC 128
Appleton, WI 54911

REFERENCES:

Seeley G. Mudd
Library Director
Lawrence University
711 E. Boldt Way
Appleton, WI 54911
(920) 832-7000
seeley.g.mudd@lawrence.edu

George Dayton
Store Manager
Target
1800 S. Kensington Dr.
Appleton, WI 54915
(920) 749-9770
gdayton@target.com

EDUCATION RÉSUMÉS

Résumés for individuals seeking a teaching position are very similar to the basic résumés outlined on page 18. However, there are some differences. For example, if you have done a lot of teaching and other related activities you can use up to two pages for a résumé to outline your experience. If you have a second page, make sure to include your name, usually somewhere in the header. Here is some additional information to include on an education résumé:

Certifications and Licenses

Include any certifications or licenses you have obtained (e.g. Early Childhood through Middle Childhood, Early Adolescence through Adolescence, Early Childhood through Adolescence, English as a Second Language, Broad-field Social Studies, etc.). Anticipated certifications may be included with date to be granted.

Headings to Consider (optional):

- Teaching Experience
- Early Childhood Experience
- Elementary Education Experience
- Secondary Education Experience
- Childcare Experience
- International Teaching Experience

Outlining your Experience

Include as much information as you can about the experiences you have had in the classroom. Consider including the following:

- Classroom management experience
- Curriculum development/lesson plans
- Cross-curriculum experience
- Cooperative learning
- Working with diverse age groups, at-risk youth, ESL students
- Teaching strategies, styles and methods
- Standardized testing
- Use of assessment tools
- Use of theories, educational books and education exercises to encourage comprehension
- Participation in meetings
- Collaboration with other staff
- Parental involvement
- Organizing field trips and special projects
- Participation in the community
- Participation in after-school activities
- Learning and outcomes assessment
- Use of technology
- Interesting and innovative techniques to engage and excite students in a lesson plan or activity
- Accommodations
- Grading
- Individualized Education Plan (IEP) planning

OLIVIA ORMSBY

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602-849-7371

ormsby@msn.com • linkedin.com/oliviaormsby

EDUCATION	Lawrence University, Appleton, WI Bachelor of Arts, December 2016 <i>Major: History, Minor: Government</i> GPA: 3.8 <i>Certification: Early Adolescent through Adolescent</i>
HONORS	Lambda Sigma, Sophomore Honor Society Lawrence University Alumni Scholarship 2013–14
TEACHING EXPERIENCE	<u>Madison Middle School</u> , Appleton, WI <i>Student Teacher, 7th and 8th grade Social Studies</i> Fall 2015 <ul style="list-style-type: none">• Designed units and implemented relevant lesson plans to teach social studies topics of American History• Assisted students in creating presentations as part of research project on World War I• Established rapport and built relationships outside the classroom by supervising students at lunch• Proctored WKCE testing to high school students• Participated in parent-teacher conferences
RELATED EXPERIENCE	<u>Camp River Ranch</u> , Girl Scouts Totem Council, Carnation, IL Program Coordinator Summer 2015 <ul style="list-style-type: none">• Developed and implemented quality arts programming• Directly supervised Art Specialist and Unit Director• Worked with staff to address special needs of campers and behavior issues• Arranged and led staff training for 80 employees <u>Camp River Ranch</u> , Girl Scouts Totem Council, Carnation, IL Unit Counselor Summers 2013 and 2014 <ul style="list-style-type: none">• Collaborated with other staff to supervise 12–16 girls• Provided programming opportunities for campers including art, drama and leadership activities• Led all-camp activities for approximately 240 campers• Promoted to Program Coordinator
ACTIVITIES	Sergeant at Arms, Sigma Alpha Iota sorority, 2014 Volunteer troop leader, Girl Scouts of the Fox Valley Area, Appleton, WI, 2013
TECHNICAL SKILLS	Proficient with Mac and PC computers, iPads and Android tablets Experience with SMART board technology

JORDAN HIETT

1000 Lake Woods Trail, Dale, WI 55555 920-278-5555 hiettj@lawrence.edu [linkedin.com/jordanihiett](https://www.linkedin.com/jordanihiett)

EDUCATION: Lawrence University, Appleton, WI
Bachelor of Music, June 2016
Majors: Music Education and Saxophone Performance
GPA: 3.9

STUDY ABROAD:

Faenza Festival Internazionale del Sassofono, Faenza, Italy, Summers 2013, 2014, 2015

- Attended two-week summer festival.
- Played baritone saxophonist in classical and jazz quartets. Studied with: Otis Murphy (USA), Bruno Totero (France), Marco Albonetti (Italy), John Sapen (USA), Steven Jordheim (USA) and Arno Bornkamp (Netherlands).

TEACHING EXPERIENCE:

Private Saxophone Studio, Teacher, Appleton, WI, June 2013–present

- Created and maintained saxophone studio of approximately ten students, 60% of which came from parent or professor referral.
- Instructed students aged 9 to 17 years ranging in ability from beginner to advanced and college-bound.
- Worked with student with ADHD over eight month period.

Iola High School, Iola Middle School, Student Teacher, Iola, WI, Fall 2015

- Facilitated large and small group lessons to students. Groups ranged in size from 8 to 200.
- Taught private lessons on saxophone, flute, clarinet, bassoon, oboe, trumpet, French horn, trombone, tuba and percussion instruments.
- Designed parade performance replica for use in rehearsal.
- Documented and referred appropriate discipline issues to administrators.
- Participated in parent/teacher conferences.

PERFORMANCE EXPERIENCE:

Lawrence University Jazz Ensemble, Appleton, WI, 2013–2015

- Played baritone saxophone and served as featured soloist in 2013 and 2015. Doubled on flute, alto flute, bass flute, clarinet and bass clarinet.

Fischhoff National Chamber Music Competition, Notre Dame, IN, May 2013

- Played baritone saxophone in saxophone quartet.
- Competed at semifinal level in this international competition.

Coleman Chamber Ensemble Competition, Pasadena, CA, April 2014

- Played baritone saxophone in saxophone quartet.
- Selected one of ten groups based on audition from pool of 60 applicants.

ADDITIONAL EXPERIENCE:

Wait staff, Olive Garden, Appleton, WI

September 2013–present

Instrument Sales/Rental Associate, Heid Music, Appleton, WI

October 2012–June 2013

MUSIC RÉSUMÉS

Résumés for musicians are very similar to traditional résumés. They should follow the Basic Résumé Tips outline on page 7 and include much of the same information. Performance résumés are traditionally limited to one page and may require a photo, while non-performance résumés can be up to two pages, as long as you have enough related experience to fill the space. Make sure to include your name on the second page. It's a good idea to create several versions of your résumé to emphasize the experiences that pertain directly to the position to which you are applying. Below are some other specifics for music résumés:

Additional Sections

Include these sections if they apply to your experience:

Instrument or Voice Type

Major/Principal Teachers

This section is optional and should only be included on your résumé if it gives it strength. Do not list teachers with whom you have only had a few lessons.

Master Classes

If you have master class teachers whom you feel are important to list, be sure to make this distinction so as not to give the impression that you have studied with these people for extended periods of time.

Coaches

Summer Festivals and Competitions

Professional Certification, Licensure and/or Accreditation

Include state and area of certification. Anticipated certification may be included with date to be granted.

Performance Experience

List those ensembles/experiences that best portray your experience.

Compositions/Arrangements

Recordings and Broadcasts

Tours

Honors/Awards/Competitions

Include only important competitions and/or substantial honors in college. Do not include high school honors.

Affiliations/Memberships

Include professional memberships only. In the case of an academic résumé, one might include membership in the College Music Society, Music Educators National Conferences, etc. In the case of a performance, one might include union affiliation.

Professional Leadership

For example, guest lectures, clinics presented, professional presentations, adjudication, publications, student organizational leadership, etc.

Performance Experience Categories

Consider breaking your experience into different categories based on your area of expertise. The order of the sections should emphasize your strengths in the area to which you are applying (i.e., list Solo Performances first if applying for a solo performance; list Opera Engagements first if applying for an opera position, etc.).

Classical Vocalists

1. Full Roles
2. Partial Roles
3. Choral Experience
4. Solo Recitals
5. Musical Theater

Jazz Musicians

1. Clubs
2. Other Venues
3. Jazz Festivals
4. Has Performed with:
5. Recordings
6. Ensembles

Classical Instrumentalists

1. Orchestral Experience
2. Chamber Music Experience
3. Solo Performances
4. Soloist with Orchestras
5. Community Performances and Presentations

Composers

1. Original Works/Compositions
2. Selected Compositions
3. Premiers
4. Selected Performances of Original Works
5. Current Projects
6. Arrangements/Transcriptions
7. Commissioned Works

Pianists

1. Solo Recitals
2. Soloist with Orchestras
3. Chamber Music Performances
4. Accompanying
5. Church Positions

Beverly Jones, Harp

711 E. Boldt Way, SPC 21
Appleton, WI 54911
212-749-2234
bevjones@yahoo.com
[linkedin.com/beverlyjones](https://www.linkedin.com/in/beverlyjones)

Orchestra Engagements

New York Chamber Orchestra, January 2015–present
Ridgefield Philharmonic (CT), September 2013–present
New York Philharmonic
New Jersey Symphony
Berkshire Philharmonic (MA), 2011–14
Westchester Orchestra (NY), 2013–14
The Symphony of Northern New Jersey
Tanglewood Orchestra
Aspen Festival Orchestra

Opera Engagements

Opera Orchestra of New York, 2015–present
New York City Opera
Brooklyn Opera

Musical Theatre

Phantom of the Opera (Broadway)
A Chorus Line (Broadway)
Me and My Girl (Broadway)
Gypsy
King and I

Reviews

“She's got it all!”—The New York Daily News
“... a dazzling performance ... full of life.”—New York Times
“She plays with great virtuosity ...”—Boston Globe

Education

Lawrence University, Appleton, WI
Bachelor of Music, June 2015

Principal Teachers

Joan Doe (Principal, New York Philharmonic), present
Henry Bright (Principal, Metropolitan Opera Orchestra)
Mary Long (Principal, Boston Symphony)

Ilana Johnson, Soprano

1732 Spruce Street
Philadelphia, PA 19103
215-985-0930
ilana_johnson@gmail.com
linkedin.com/ilanajohnson

Opera Engagements

<i>Candide</i>	Cunegonde	Skylight Opera Theatre	2014
<i>Die Zauberflöte</i>	Papagena	Glimmerglass Opera	2014
<i>Die Zauberflöte</i>	First Spirit	Pennsylvania Opera Theatre	2013
<i>Xerxes</i>	Atlanta	Curtis Opera Theatre	2013
<i>Così fan tutte</i>	Despina	Curtis Opera Theatre	2013
<i>Postcard from Morocco</i>	Coloratura	Curtis Opera Theatre	2013
<i>Xerxes</i>	Romilda	European Centre for Vocal Art	2013
<i>Down in the Valley</i> (Weill)	Jenny	Kurt Weill Foundation (Germany)	2013
<i>Le Nozze di Figaro</i>	Susanna	Harvard Opera	2013
<i>The Emperor of Atlantis</i> (Ullman)	Mädchen	Curtis Opera Theatre	2013

Concert Engagements/Recordings

Song of William Bolcom	St. Louis Symphony, Carnegie Hall	2014
Song Cycle/Finney	Direct to Tape Recording	2013
Gong/Knussen – World Premier	Bernstein Gala Concert Prelude, Tanglewood	2012
Symphony No. 4/Mahler	Carnegie Music Hall, Pittsburgh	2011

Education

Lawrence University, Appleton, WI Bachelor of Music, June 2014

Training

<u>Teachers</u>	<u>Directors</u>	<u>Conductors</u>
Joan Caplan	Dorothy Danner	Max Rudolf
	Rhoda Levine	Leonard Slatkin
	Francesca Zambello	Steven Mercurio
	Chas Rader-Shieber	Lucas Foss

Awards

First Place, Concerto Soloists Competition, Mozart on the Square, Philadelphia, 2014
Finalist, Palm Beach Opera Competition (FL), 2013
First Place, National Association for Teachers of Singing, 2012, 2013

ART RÉSUMÉS

As with education and music résumés, art résumés are very similar to the traditional résumé. Headshots and/or images should not be used on a résumé, but can be displayed on your website or portfolio (more about those later). Some artistic fields, such as Graphic Design, may use creative formats. The style will depend on the position or organization with whom you are applying. It is common for artists to have two résumés: a traditional version and a creative one. Artist résumés may be longer than one page because there are generally more sections to include. However, use space wisely and avoid using a second page unless absolutely necessary. If you do need two pages, make sure to include your name on the second page. Below are some other differences for art résumés.

Additional Sections

Awards, Grants and/or Fellowships

- Include date, name of grant and name of granting institution if applicable.

Solo and Group Exhibitions

- Include the date, title of the show, gallery/venues, curator (if applicable) and city and state.
- You can separate solo and group exhibitions or keep them under one heading. If you keep them together, include solo or group in the description. Make sure you give credit to collaborative projects by including the names of your collaborators.
- Once you have many shows under your belt, you might want to change the heading to Selected Exhibitions. Then you can pick and choose shows that best reflect your career.
- Use the heading that makes the most sense for you. If you are a media based artist, use Exhibitions and Screenings. If you are a performance artist, consider Exhibitions and Performances. If you work on multiple types of projects, consider breaking them into categories (Public Arts Projects, Commissions, Curatorial Projects, Screenings, Performances, Lectures and Panels, Published Projects and Articles, etc.)

Bibliography

- This section should include reviews, articles, books and magazines published about you and your art. You can also include radio and TV interviews.
- Format as follows: Name of Writer, "Title of Article," *Title of Publication*, Date or issue number, Page number, URL (if applicable).

Collections

- Only include if your work is in a serious collection, like a museum or famous collector. Do not include friends and family in this section.
- Make sure to get permission from private collectors to include their name.
- Include the organization or individual's name as well as the city and state.
- List alphabetically by name.

Current Gallery Representation

- Only list galleries whose working relationships with you are current.
- Include the organization and city and state.

Residencies

- Include the year, name and location.

Press

- Include the author, title, publication name (in italics), city and state, date and page numbers.

Submission Materials

- Often times galleries, employers and clients will ask for a “standard package” or “documentation.” This usually includes 10–20 images of your work, your résumé, press clippings, a cover letter and sometimes a self-addressed stamped envelope.
- Don’t send snapshots, photocopies, headshots, brochures or postcards.
- See the Portfolios section for more information on samples of your work, press clippings and other possible items to include.

Consider reviewing résumés on gallery websites and those of established artists you respect to get an idea of how you might like yours to look.

Henry M. Gallery

711 E. Boldt Way
Appleton, WI 54911
920-832-6561

henry.m.gallery@lawrence.edu
linkedin.com/henrygallery
hmgallery.com

EDUCATION

Lawrence University, Appleton, WI June 2016
Bachelor of Art, *Major:* Studio Art, *Minor:* English
GPA: 3.8
Study Abroad: London Centre Fall 2014

AWARDS, GRANTS and HONORS

Dean's List, all terms
The Senior Art Prize for Men, 2015
Dyrud Family Collaboration Grant, 2014

EXHIBITIONS

Selected Works, Annual Senior Art Majors Exhibit, Lawrence University Spring 2016
Free, Young Space, Appleton, WI (curated by Kate Mothes) April 2015
Solo Exhibition, the Rabbit Gallery, Lawrence University Fall 2014

BIBLIOGRAPHY

Elizabeth Carlson and Benjamin D. Rinehart, "Art and Art History Department Awards," *Wriston Newsletter*, Appleton, WI, Fall 2015. 5.
Victor Viking, "Artist Spotlight: Henry Gallery," *The Lawrentian*, Appleton, WI, October 11, 2014. 9.

EXPERIENCE

Ceramic Studio Assistant Lawrence University September 2013–Present

- Mix clay, glazes, slip and other materials for use in the studio
- Maintain a clean and productive studio space for artists
- Coordinate with professors and co-workers to prioritize and complete necessary tasks

ARTery Intern Kohler Arts Center, Sheboygan, WI Summer 2014

- Developed collaborative projects that promote active participation by people of all skill levels and ages
- Organized and inventoried studio and supplies
- Coordinated the Art Center's participation in 4th of July parade
- Assisted with training, leading and scheduling of volunteers

CURRICULUM VITAE

While résumés are more common, occasionally you may be asked to submit a Curriculum Vitae (or C.V.). Curricula Vitae emphasize professional qualifications and activities, are traditionally three or more pages and are often used in higher education job searches. It is important to note that many other countries, including the United Kingdom, India, South Africa, Bangladesh, Canada and Australia refer to a résumé as a curriculum vitae. If you are asked to provide a C.V. for a job or internship in one of these countries, it is best to send a résumé first.

Follow the Basic Résumé Tips on page 7 when constructing your C.V. Include personal information just as you would on a résumé. Additional sections to include are:

Accomplishments

- Academic accomplishments
- Scholarships & Fellowships
- Honors & Awards
- Distinctions
- Professional/Career accomplishments
- Achievements
- Professional Recognition

Affiliations

- Professional memberships
- Memberships in scholarly societies
- Committees
- Committee Leadership
- Professional association advisory boards
- Advisory committees
- National boards

Education

- Educational background
- Academic preparation and training
- Degrees attained
- Principal teachers
- Dissertation (title/topic)
- Master's thesis (title/topic)
- Course highlights
- Areas of knowledge, experience and expertise
- Academic interests
- Extracurricular activities

International Experience

- Study abroad
- International projects
- Language competencies

Publications/Presentations/Creative Works

- Conference participation, presentation and leadership
- Convention addresses
- Lectures
- Scholarly presentations
- Programs and workshops
- Exhibits and exhibitions
- Arrangements and scores
- Performances and recitals
- Abstracts
- Scholarly works
- Books, chapters, professional papers, journal articles, reviews

Professional Experience

- Professional summary
- Selected experience
- Professional development
- Areas of expertise
- Proficiencies and skills
- Professional interests
- Grants and contracts
- Patents

Professional Training

- Internships
- Graduate fieldwork and practice
- Specialized training
- Professional certifications and licensures

Teaching and Research Experience

- Assistantships
- Teaching or research interests
- Academic appointments
- Teaching overview
- Research appointments, overview, awards and grants
- Funded projects
- Faculty leadership
- University assignments

Larry Viking

711 E. Boldt Way, Appleton, WI 54911

920-832-6561

Larry.Viking@gmail.com

[Linkedin.com/larryviking](https://www.linkedin.com/in/larryviking)

EDUCATION

Lawrence University, Appleton, WI

Bachelor of Arts, June 2016

Major: English

GPA: 3.8

TEACHING EXPERIENCE

Writing Tutor, Lawrence University Center for Teaching and Learning February 2015–Present
Revise and edit student papers; assist in improving writing assignments; teach grammar, outline formation and other basic writing skills.

Private Tutor, Neenah, WI September 2014–June 2015
Assisted students between the ages of seven to eleven with the study of vocabulary and math; taught students with learning disabilities to read using phonetic and whole language methods; helped visually impaired students write research papers and college application essays.

PUBLICATIONS

“Learning Curves,” *The Lawrentian*, September 15, 2015
“Zoo Days,” *The Lawrentian*, May 7, 2014

HONORS AND AWARDS

Lawrence University Dean’s List Fall 2012–present
The Tichenor Prize Spring 2014
The Wood Prize Winter 2013

CAMPUS LEADERSHIP EXPERIENCE

Vice President of Academics, Sigma Phi Epsilon, Lawrence University March 2015–present
Staff Writer, *The Lawrentian*, Lawrence University Spring 2014–present

WORKSHOPS/CONFERENCES ATTENDED

Lawrence Scholars in Business Career Conference, Lawrence University April 18, 2015
Annual Conference, The Associated Writing Programs, Washington D.C. April 3–5, 2013

PROFESSIONAL AFFILIATIONS

Member of the Modern Language Association
Member of the Associated Writing Programs

A cover letter is an essential part of your job search communication with an employer or graduate school. A cover letter or letter of application should always accompany your résumé whether it is mailed, emailed or faxed. For specific positions, your cover letter should be tailored to each individual employer and reflect your interest in the organization or position advertised. While the résumé provides an overview of your background, the cover letter allows you the opportunity to highlight those aspects of your background that are relevant to the particular position you are seeking and gives the employer a sample of your writing skills.

BASIC TIPS

- Letters should be addressed to a specific individual (preferably the person in charge of hiring or a manager/supervisor of the department to which you are applying). Make every effort to find the name of the individual, but when that is not possible, address the letter, “Dear Hiring Manager.”
- Research the organization and use what you learn to address why you want to work with the employer.
- If you have a job description with required or preferred qualifications, use your cover letter to show how you meet the requirements for the position. Use key words from the description.
- Focus on what you can do for the employer, not how the job will benefit you.
- Don’t start every sentence with “I.” Use some variety in your sentence structure.
- Instead of repeating your entire résumé, highlight relevant experiences or elaborate on specific areas that relate to the position. Use concrete skills and examples.
- Don’t apologize for not having certain qualifications.
- Keep your letter short and simple. It should not be more than one page.
- Your letter should be flawless. Keep it free of spelling and grammar errors.
- A professional cover letter should be typed in a business format.
- If mailing the letter, print it on paper that matches your résumé. Sign the letter in the space above your typed name with a pen.
- You can choose to insert an image of your signature if you are emailing the letter. Career Services can help you by scanning your signature and supplying you with an electronic signature document.

Kelly Kohler

kelly.t.kohler@lawrence.edu • [linkedin.com/kellykohler](https://www.linkedin.com/in/kellykohler) • 920-832-6561
711 E. Boldt Way, SPC 810, Appleton, WI 54911

Date of Letter

Person's Name

Person's Title

Name of Organization

Street Address

City, State, Zip

Your name and contact information should match the format on your résumé.

Dear Mr./Ms. _____:

Opening paragraph: Identify the job you are applying for. Convey enthusiasm for the position and the organization. Let them know what skills you have to offer. If a person within the organization referred you, mention the contact's name and title (make sure you have that person's permission).

Middle paragraph(s): Give 2–3 specific examples of how you have used your skills, citing work and volunteer activities and how they relate to the position for which you are applying.

Closing paragraph: Thank the employer for his/her time and consideration. Give your contact information and let them know you look forward to hearing from them. You **may** indicate that you will call to follow up during a specific time, but then you **have to** call and follow up.

Sincerely,

Type your name

This is the format if you are attaching your cover letter to an email. If you are printing and mailing your cover letter, include one or two more spaces above your typed name, leaving room to sign your name.

Tina Trever

1111 East Main St #1
Appleton, WI 54911

www.linkedin.com/tinatrever

920-555-9876
tina.r.trever@yahoo.com

May 6, 2015

Ms. Mary Nelson
Staffing Coordinator
Thresholds Psychiatric Rehabilitation Clinic
2900 Rosemont Blvd.
Rosemont, IL 60018

Dear Ms. Nelson:

I am writing to apply for the Case Manager/Outreach Worker position with Thresholds Psychiatric Rehabilitation Clinic. Kelly Kohler, a Clinical Therapist at Thresholds, has told me how much she enjoys her position and recommended that I apply. My qualifications include 2 years providing direct service, experience creating individualized treatment plans and familiarity with maintaining confidential records.

In my experience as an autism line therapist and group home supervisor, I provided emergency and daily support to residents. Educating clients about life skills in both group and individual settings and developing individual treatment plans for as many as 30 clients, I used different activities in addition to behavioral modification techniques to improve communications, behaviors and social skills of the clients. My client records were always completed accurately and timely.

Thank you for your time and consideration of my qualifications. I welcome the opportunity to meet with you to further discuss my qualifications and to learn more about this opportunity. Please feel free to contact me at 920-555-9876 or tina.r.trever@yahoo.com.

Sincerely,

Tina Trever

SENDING AN EMAIL COVER LETTER

The most important part of sending an email cover letter is to follow the employer's instructions. If the job posting says to include your cover letter and résumé as attachments, attach Microsoft Word or Adobe PDF files (preferred) to your email message. The body of your email should say something like this:

Dear Ms. Hurvis:

Attached is my cover letter and résumé for the internship position with ABC Company. Please contact me at 920-832-6561 or kelly.t.kohler@lawrence.edu with any questions.

Thank you.

Kelly Kohler

Portfolios are often used by artists to display a record of their art career to potential buyers and art galleries. They can either be displayed online or as a physical document. If using a physical/print portfolio, be sure to organize it in a portfolio book, presentation case or binder. It should look professional. Use only two or three different fonts and stick to dark colored font to make it easy to read and photocopy (if necessary). You should be able to explain what's in it, so review it before an interview. This will also help you prepare for the interview. Bring it to the interview and offer to leave a copy or email the electronic version for review.

TYPES

Academic Portfolios

- Common in education, these portfolios combine reflective assessments in academics, research, service and leadership to support your accomplishments.

Demo Reels/Show Reels

- Common in animation, film, TV and video games, this is a collection of your best work presented in audio or video format.
- Vimeo.com

Print Portfolios

- Common in advertising, fine arts, illustration, photography and graphic design, this is a physical presentation of your best work. Typically artists choose to have digital portfolios, but print portfolios are helpful for career fairs and interviews.
- Magcloud.com

Web Portfolios

- A best practice for all majors to show off their skills and talents and essential for those in the creative industries. Web portfolios showcase your work and skills online for employers, clients or classes.
- CarbonMade.com
- Behance.net
- Coroflot.com
- KROP.com

GETTING STARTED

Some questions to ask yourself:

- What type of portfolio is best for me?
- What type of media should I include?
- Who is my audience? What do I want them to know about me?
- What is my message? What unique skills and experiences have I had? How can I show them?
- What type of tool/site will I use?

WHAT TO INCLUDE

Artist Statement

- Your artist statement is a short summary that informs others about you as an artist. Describe what you hope to do, show or say with your art and what interests you in doing so. Your statement should help others appreciate your art and your standing as an artist.
- Keep it short—about 100–300 words—and never more than one page. Use words anyone can understand. Use present tense. Stay away from overly used phrases like, “my work is intuitive,” “my work is about the macro and the micro,” “my work is about the organic and the synthetic,” “my work is a personal journey,” “my work is about my experiences,” “I pour my soul into each piece,” or “I’ve been drawing since I was three years old.”
- To get started, brainstorm general words and phrases that describe you and your work. It might also be a good idea to get help from someone (Career Services, a friend, the Center for Teaching and Learning, a professor, etc.).

Biography

- Think of a biography as the story of your résumé. It allows you to show your personality, sum up who you are and what you have to offer and elaborate on the highlights of your career. Include personal details, such as where you were born, where you grew up, where you live now, your education, training and apprenticeships, etc.
- You may include a photo, if desired.
- Biographies are usually written in the third person, but can be written in the first person.

Résumé

- The résumé or curriculum vitae in your portfolio doesn’t have to be tailored—include everything! However, focus on the related experiences.

Samples (writing, images, animations, web pages, sound files, concept papers)

- Don’t include everything you have ever done. Instead, show only your best work. Your samples should provide evidence of your skills, knowledge, experience and uniqueness.
- Clearly label and describe the samples with the title, year, medium, dimensions (height x width x depth) or duration and a brief description. For 3-D art, take photos and fix them using Photoshop (or similar software). The larger the images, the better. Organize by styles or types (drawings, oil paintings, etc.), or groups/themes.

Press Releases, Newspaper clippings

- Include any article that mentions you, even if it is only a sentence.
- Clip the title bar from the first page (the publication's name and date of issue). Combine this with the full next of the article.
- Credit the article and the author.

Anything relevant that doesn't fit on your résumé

- Transcripts, course descriptions, special projects, learning agreements, evaluations, programs and flyers from events, letters of recommendation, awards

“Not having a website is like not having a phone number. You have to have it. At least get a blog and put some images up. Every artist needs a website.”

—David Gibson, curator and critic, *New York* (Bahandari & Melber, 2009, 77)

Remember that your website is not an autobiography; you don't need to include your entire life history. Show only your best work and provide relevant examples. Organize the content into sections and upload relevant documents or media to each.

Your website should have content you would be comfortable showing anyone. Choose colors and layouts that are best suited to your art. Don't use more than three fonts. Make sure it is easy to navigate. Keep it up to date with images, press, shows, your bio, etc. Do not include commercial work.

Below are some platforms that will help you get your website started.

- Squarespace.com
- Wix.com
- Weebly.com

WHAT TO INCLUDE

Homepage

Your homepage should be inviting—it is the first impression visitors will have of you. It needs to clearly convey what the site is and entice users to read more. Include your name, navigational buttons, upcoming shows and recent press.

Contact Info

Be careful how much contact information you include. You might even consider using a form for contact to avoid spam. You can also include a link to your gallery (if represented), as well as links to your LinkedIn, Facebook, Twitter, Instagram, etc.

Images and Clips

Follow the information on page 35 for samples. You may also want to consider using a watermark to avoid unauthorized copying or include a statement about how to contact you to request permission for use. Allow viewers to enlarge images. Use clips of videos and performances, rather than the entire work. Don't include prices for your work—this can cause problems if you decided to change your prices for a specific show or event.

C.V. or Résumé

Include links to other pages when available, such as the website of the gallery where you have an installation.

Press (or Text)

For pieces that only mention you briefly (such as group-show reviews), post the excerpt that talks about you and the link to the full article.

Biography

Optional

Artist Statement

Optional

Links

Optional. Think of this section like a “favorites” page. It allows you to reveal yourself to visitors and adds context to your work. Include artists you love, galleries you admire, venues you’ve shown in, magazines and blogs you read.

Sample Biographies*

John Artist was born in 1994 in Sheboygan, Wisconsin. In 2016, he received his Bachelor of Arts in Studio Art at Lawrence University. Artist has already been included in various important exhibitions, including “Portraits” at Lawrence University’s Leech Gallery, Appleton, Wisconsin and “Together” at The Museum of Wisconsin Art, West Bend, Wisconsin. Upcoming shows include “Current Works” at re:generation, Appleton, Wisconsin. Artist currently lives and works in Appleton, Wisconsin.

(Artist Name) lives and works in (City, State) and was a (Year) recipient of a (Grant, Scholarship, etc.). She has exhibited solo exhibitions at (Venue, City, State) and (Venue, City, State). Her numerous group exhibitions include (“Title”) at (Venue, City, State) and (“Title”) at (Venue, City, State). (Last Name) was honored with the (Title of Grant/Award) in (Year). Public Collections include (Name) and (Name). She is currently working on (describe work in a few words) for (“Title”) at (Venue, City, State) in (Year).

**Adapted from “Art/Work: Everything You Need to Know (and Do) As You Pursue Your Art Career,” Heather Darcy Bhandari and Jonathan Melber.*

WEB PRESENCE

- It is important to maintain a professional presence on all social media you are a part of, including photos, posts and personal information.
- Enable privacy settings on your social media profiles to ensure that employers see a professional image of you, while still allowing you to be candid on social media profiles.
- Make sure you have an appropriate email address. Employers may delete an email from partychic@yahoo.com or cooldude@gmail.com before even opening it.
- Do an Internet search for your name to find out what is out there for everyone to see.

LINKEDIN

LinkedIn is a valuable resource to market yourself to potential employers, expand your professional network, reconnect with professionals you have met in person and establish a professional online presence.

Be sure to add your skills and experience to your profile. LinkedIn is like a virtual résumé—what would you like potential employers to learn about you?

Top 5 Profile Tips:

1. Fill in your employment history.
2. Add your education.
3. Add a photo.
4. Add at least three skills.
5. Create your own vanity URL (and include it on your résumé, business cards, etc.).

Here are some more LinkedIn resources to get you started:

- **LinkedIn Profile Checklist:** snap.licdn.com/microsites/content/dam/university/global/en_US/site/pdf/LinkedIn%20Profile%20Checklist%20-%20College%20Students.pdf
- **Building a Great Student Profile:** snap.licdn.com/microsites/content/dam/university/global/en_US/site/pdf/TipSheet_BuildingaGreatProfile.pdf
- **Build Your Personal Brand:** snap.licdn.com/microsites/content/dam/university/global/en_US/site/pdf/TipSheet_BuildingYourBrand.pdf

See page 48 for more information on LinkedIn.

PERSONAL BRANDING

Personal branding is the message or presence you are known for by your classmates, professors, coworkers, friends and family. If you are not careful in sending or projecting the message you want, others will develop one for you.

By having a strong personal brand, you will be able to market your knowledge, skills and abilities to the employers you are looking to impress.

Developing your brand

- Know yourself. Do some self-assessment. What are your values, unique skills and abilities?
- Find out what others are saying about you (e.g., google your name).
- Utilize the three Cs: clarity, consistency and constancy. Convey a clear message on a consistent basis as often as you can.
- Ask others for feedback and then use it to mold your message.

How a personal brand can help

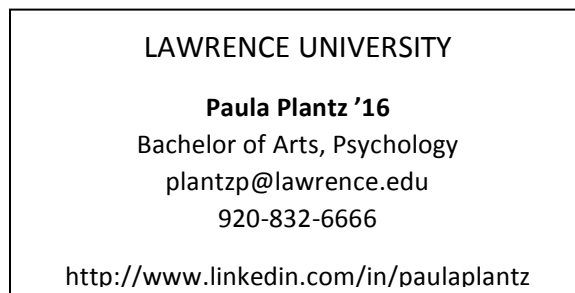
By having a clear personal brand you can:

- Effectively market yourself to employers.
- Leave positive impressions on new people you meet.
- Generate buy-in to who you are and what you can do.
- Differentiate yourself from others competing for jobs, grades, promotions and more.
- Develop credibility.
- Encourage trust from others due to your consistency.
- Leverage your value.
- Gain stronger self-confidence.

BUSINESS CARDS

Business cards are a valuable networking tool that assist in making connections with potential employers. The convenience of a business card maintains a professional presence when networking, where pulling out a piece of paper and a pen can seem unprepared and unprofessional.

As a student, your business card should look something like this:



PHOTOGRAPHS

- Photographs should be taken professionally. Sign up on the Communications web page for a free headshot: Lawrence.edu/info/offices/communications.
- Headshots should portray you as you are, not as you were five years ago or as you wish you were.
- Your photo should “say” something (you are happy, fun, warm, friendly, strong, professional, creative, etc.), giving the viewer various feelings/impressions about you.
- Your hair should be as you regularly wear it. Do not “do it up” in some exotic manner that you will never be able to duplicate. A picture should be realistic, giving the prospective employer a correct image of who you are.

PRESS KITS

Press kits are usually used for two purposes:

1. By the press in the city in which a musician or artist is about to perform
2. As a complete promotional package used in securing concerts or showings

They may also be used in accompanying application materials for a teaching position, demonstrating the performance level and notoriety achieved by the artist.

Press kits should be versatile. Individual materials which might be found in a press kit include pictures (formal, information, solo, ensemble), bios, samples of your work, repertoire lists, sample programs, reviews, as well as any other information which will give the reader a more in-depth view of your background.

DRESS

Dress professionally when networking, participating in a mock interview, informational interview or job interview. This may mean different things for different employers, but it is safer to dress up than to dress down. If in doubt, ask an advisor in Career Services.

A good go-to professional outfit might be a pair of slacks, a dress shirt and modest shoes. Before an interview, do your research to determine the appropriate dress. If it is unclear after checking the website and talking to your connections, it is always okay to ask Career Services for advice about what to wear.



We want you to be successful in the professional world as well as here at Lawrence, and knowing proper etiquette is a first step along the road to achievement. Below are some important tips on email, phone, meeting and workplace etiquette. Keep these things in mind as you interact with fellow students, faculty and staff, alumni and employers.

EMAIL

- Tips for constructing a professional email to a potential employer or networking connection:
 - Have a relevant, short subject line.
 - Use professional addresses (Ms., Mr., Dr., etc.) until told otherwise by the contact.
 - Include the main point of your email in the opening sentence.
 - Employers and recruiters are impressed by crisp, succinct writing.
 - Avoid typos.
 - Know your audience.
 - Use proper grammar, including appropriate use of upper and lowercase letters and punctuation.
 - Do NOT use emoticons ☺ ;) or acronyms (LOL, brb).
 - Don't use hard-to-read fonts or multi-colored backgrounds.
- Tips for email signatures:
 - An email signature should be straightforward and to the point, including information that is relevant to the individual you are emailing.
 - Email signatures that are too long or include too many ways for someone to contact you can be distracting, confusing and unprofessional.
 - An example of a good email signature:
 - Karl Colman '17
Vice President of Anthropology Club
colmank@lawrence.edu
- Be patient! Keep the organization's hours in mind when sending an email and waiting for a response. Many organizations are not open on weekends or after 5 p.m., so you may not get a response to a message sent during these times.
- Respond to an email as soon as possible, generally 2–3 days maximum. Allow at least 2–3 days for someone to respond to you before following up.
- Remember that email is not private; do not send confidential information via email.
- Begin messages with a greeting: Hello (name), for informal emails or Dear Mr./Ms. (last name): for business.
- End messages with a closing: Best, Warm Regards, Thank You or Sincerely and your name.

PHONE

- Record a voicemail greeting that includes your name (and company if applicable) and ask that callers leave a message.
 - Example: Hello, you have reached Henry Wriston. I am currently unavailable, so please leave a short message and I will get back to you as soon as possible. Thank you.
- When leaving a message for someone, state your name and number first (remember that some landlines do not have caller ID) and leave a brief message about the purpose of your call. Then repeat your name and

number again.

- Example: Hello, this is Beverly Jones and my number is 920-832-6561. I am calling to check on the status of my employment application. If you could call me back at your earliest convenience, I would appreciate it. Again, this is Beverly Jones and my phone number is 920-832-6561. Thank you.
- When placing a phone call, make a few notes about what you are calling about and take notes during your conversation.
- Every time you make a professional phone call, announce your first and last name and the purpose of your call.
 - Example: Hello, this is Olivia Ormsby and I am calling to set up an appointment for a mock interview with a Career Services staff member.
- When answering the phone, state the company or department you work in and your name, and end with a question of how you may help.
 - Example: Good morning, Career Services, this is Mary Meany. How may I help you?

MEETING

- Know the purpose of the meeting, prepare and participate.
- Be on time.
- Silence electronics and put them away.
- Keep the meeting on task by avoiding irrelevant tangents.
- Take notes, especially of the assignments given to you.
- Greet the receptionist, if there is one. Let the receptionist know who you are and whom you are meeting.

WORKPLACE

- Keep noise to a minimum; limit use of speakerphone, keep personal music low, don't shout between workspaces and be aware of the level of your voice.
- When being introduced to someone, stand up, smile and make eye contact. Greet the person with their name and shake their hand.
- Respect the privacy of others, both in their space and in community areas.
- Respect personal space—stand at least 18 inches from someone when conversing.
- Knock when requesting entrance to a cubicle or office (even if the door is open).
- Take care of communal property (copiers, fax machines, kitchen equipment); fix what you are able to fix or alert the person in charge of maintenance when necessary. Always tidy up after yourself.
- Don't eat other people's food or "borrow" small amounts of condiments without permission.
- Avoid office gossip, rumor spreading and jokes at others' expense.
- Don't make personal calls on the office phone or use your cell phone during work hours.
- Use workplace computers for work tasks only—don't check your personal email, Facebook, Twitter, etc.
- Observe the office culture to better understand the specific etiquette in your workplace.
- Limit how much fragrance you wear. Consider allergies and close working spaces.

Networking is a big part of career development and job searching. There are all kinds of statistics out there that confirm this statement. No matter what you call it (networking, personal connections or the hidden job market), the majority of jobs are found by making professional connections. However, networking doesn't have to be as scary as it might sound. It's really just about talking to people in your field of interest and building connections from those conversations. There are plenty of ways to do this, including setting up informational interviews, attending career fairs/networking events/one-to-one chats and setting up a LinkedIn account.

INFORMATIONAL INTERVIEWS

An informational interview is a meeting in which you talk to people who are employed in a job of interest to you. It is important that you use these meetings to gain knowledge and understanding and that you don't ask for a job.

Informational interviews provide many benefits:

- Sharpen your perception of the career or job that you have been considering.
- Help you explore a career, gather information about a specific organization or investigate a specific job.
- Allow you to discover what skills are required for certain jobs and match them with your own abilities and strengths.
- Help you gain greater confidence in your interviewing skills, since you direct the interviews with professionals.
- Provide the opportunity for you to expand your network of professional contacts.
- Offer you the opportunity to view people at work and find out how they feel about their jobs and what types of lifestyles surround their careers. This observation and inquiry will help you see yourself in similar positions and determine whether or not they would be right for you.
- Allow you to make a good impression with the person with whom you interview.
- Supply you with forthright advice about a profession or industry that you will never read in a book or online.
- Provide you with tips and information about the career field which may be valuable when preparing application materials and interviewing for jobs.

How to set up an Informational Interview

STEP 1: IDENTIFY PEOPLE TO INTERVIEW

Start with a list of people you already know—Career Services staff, friends, relatives, fellow students, faculty, present or former coworkers, supervisors, neighbors.

Next, use Voyager to search for alumni in your field:

1. Log on to Voyager and select “Find Alumni” and then “Search for Alumni.”
2. Select your major (or a major you would like to explore) or a region you are interested in OR search by employer or job title. Hint: hold the control key down to select more than one and click the “Go Find It!” button.
3. Scroll through the list of LU alumni and their organizations to gather ideas about different career paths and to identify individuals you would like to interview.

You can also try the Chamber of Commerce, professional organizations, organizational directories and public speakers to help identify specific places to contact.

STEP 2: PREPARE FOR THE INTERVIEW

Read all you can about the field prior to the interview. Decide what information you would like to obtain about the occupation or industry and prepare a list of questions you would like to have answered. It is also essential to research the organization prior to conducting the interview.

STEP 3: ARRANGE THE INTERVIEW

There are three ways of making contacts:

1. Telephoning (see pages 42–43 for tips)
2. Writing a letter/email (see pages 30–33 for a sample)
3. By referral: Either have someone who knows the contact make the appointment for you or mention that “_____ suggested I contact you to see if you would speak with me.”

Whichever means of contact you choose, make sure that you explain the purpose of requesting an interview. Remember, it is to gather information as you investigate a particular field. Emphasize that **YOU ARE NOT LOOKING FOR A JOB!** You only want information because you are interested in the field.

STEP 4: CONDUCT THE INTERVIEW

- Dress appropriately. Business casual is a safe route—dress pants or khakis with a nice shirt.
- Arrive early and remember to be polite and professional.
- Refer to your list of prepared questions; stay on track, but allow for spontaneous discussion. The person with whom you are interviewing may want to know something about you as well.
- Bring a copy of your résumé.
- Take notes sparingly. You can make notes following the discussion.
- Before leaving, ask your contact if they have other suggestions of people you could reach out to for information. Record the names and addresses of people to whom you were referred. Ask permission to use his/her name when contacting these new individuals.

STEP 5: FOLLOW-UP

Immediately following the interview, record the information gathered. Compile a notebook with the questions asked and responses received. Keep a list of the people with whom you talked, including their job title, employer, address and phone number.

STEP 6: SEND A THANK YOU NOTE

Be sure to send a thank you note to your contact no more than one to two days after the interview. This will help you be remembered in a positive way. See pages 54–56 for help writing a thank you note.

Sample Questions

- What do you do on a typical day?
- What skills do you use most often?
- What is most satisfying about your work?
- What are the biggest frustrations?
- What made you decide on this career? Is the career as you expected? How does it differ?
- What courses, training and experience have been most helpful to you in your present work? What do you feel is the best preparation for this kind of work?
- How does your work combine with your personal life?
- How much flexibility do you have in terms of dress, hours of work, vacation schedule, place of residence, etc.?
- How well suited is my background for this type of work?
- Is there an opportunity to obtain a summer job or internship in this field? Where?
- Where would you suggest that I look for job vacancies in this field?
- What job titles should I be looking for? What entry-level jobs are best for learning as much as possible?
- What is the salary range for various levels in this field?
- In what ways does this position require the use of specific skills?
- What types of training do organizations give to people entering this field?
- What opportunities for advancement are there in this field?
- What special advice would you give to a young person entering this field?
- Is there a demand for people in this field?
- Do you view this field as a growing one?
- Can you recommend others I should contact regarding this type of work? May I use your name when contacting them?

CAREER FAIRS

Career Fairs and other networking events are a great way to meet a variety of employers and connect with individuals in your field. Below are some tips to help you prepare for these events and get the most out of your experience.

Networking Tips:

- Be prepared. Know something about the organization or person you are meeting. You can find a lot of information by doing online research.
- Think about how you are going to introduce yourself.
- Come with at least three questions to ask and three stories to tell.
- Bring business cards, résumés, a notepad, a pen, tissues and mints.
- Dress professionally.
- Arrive early and remember you are on from the minute you walk in the door.
- Strengthen old relationships and build new ones.
- Sit with someone new and learn their name.
- Be confident in your approach by:
 - Having a strong handshake.
 - Showing genuine interest in the other person.
 - Giving eye contact.
 - Respecting personal space.
- Networking is about giving before you get. Talk about things you are learning that might benefit the organization.
- Always ask people their preferred method of communication for follow-up.

What Not To Do:

- Suggest you have nothing to learn.
- Be pushy.
- Discuss salaries.
- Suggest you have learned nothing.
- Over-share.
- Give the impression of being passive about your career.
- Interrupt.
- Speak negatively of others.

After the Event, Maintain the Connection:

- Follow up immediately. Send a thank you note or connect on LinkedIn within 24 hours.
- Send an update. Let your contact know what you have been doing since you last met.
- Share articles/news.
- Ask a question. Continue to use your connection as a resource, even after the event or informational interview.
- Go for coffee.
- Offer congratulations. Did your contact recently get a promotion? Congratulate them!
- Send a holiday greeting.
- Make a phone call. Stay in touch!

You can also use many of these tips while participating in Virtual Career Fairs.

LINKEDIN

LinkedIn is a great way to network with alumni, other students and individuals in your field. Here are some tips on networking, straight from the people at LinkedIn:

- 100% complete = 40x more opportunities. Building connections starts with people seeing all you have to offer. Members with complete profiles are 40x more likely to receive opportunities through LinkedIn.
- You're more experienced than you think. Think broadly about all your experience, including summer jobs, unpaid internships, volunteer work and student organization involvement. You never know what might catch someone's eye.
- Use your inbox. Networking doesn't mean reaching out cold to strangers. Start building your LinkedIn network by uploading your online address book (from your email account) and connecting to people you know and trust.
- Get personal. As you build your connections, customize your requests with a friendly note and, if necessary, a reminder of where you met, who introduced you or what organization you have in common.
- Join the "In" crowd. LinkedIn Groups can help you form new connections. Start with your school groups and reach out to alumni (they love to connect with students). Find volunteer organizations and associations you belong to.
- Lend a (virtual) hand. As you build connections, think about how you can support others. Comment on a classmate's status update or forward a job listing to a friend—your generosity will be returned.
- Update your status early and often. Networking isn't just about who you know; it's about who knows you. Stay on your network's radar by updating your LinkedIn status regularly – what you're reading, working on and more.
- Request informational interviews. As a student, don't ask professional contacts for a job. Instead, as for a brief phone conversation to seek their job search advice. Alumni, family friends and industry leaders are often willing to do so.
- Do your homework. Before an informational interview, a formal interview or a networking event, use LinkedIn's Advanced Search and Company Pages to learn about the background and interests of the people you're meeting.
- Step away from the computer! Support your online networking with a real human touch. Set up calls, attend live events and send snail mail notes to people you interact with on LinkedIn.

For more information, check out this LinkedIn video about networking: [youtube.com/watch?v=fsISiYE9VSs](https://www.youtube.com/watch?v=fsISiYE9VSs)

Searching for a job or internship can be a full-time job, and the responsibility rests with you alone. On average, it can take six to nine months of active job searching for a senior or recent grad to receive a job offer for after graduation. There is no magic formula for finding a job that fits you, but the information below will help you get there. Being proactive in your search will lead to more success. Opportunities will not come to you, but you can learn ways to find “hidden” opportunities.

SELF-EXPLORATION/EVALUATION

The first step in searching for a job or internship is knowing yourself. Make an appointment with Career Services for help identifying your interests, values and skills.

Before you begin searching for an internship, think about the following questions:

- What do you want to learn from an internship experience?
- What skills/knowledge can you contribute to an internship site?
- Do you know how the internship will help you with your career plan?
- What resources will you use to secure an internship?
- Are you aware of all the risks and the benefits of an internship?

Similarly, when beginning your job search, start by identifying and articulating your goals. Write an objective statement that includes the industry you want to go into as well as the skills you can offer.

Consider the following criteria and identify what you need in a position for it to be satisfying.

General Qualities

- Size of a city
- Distance from family and friends
- Type of location (urban, rural, etc.)
- Cultural opportunities

Employment Qualities

- Salary
- Benefits (health insurance, vacation, etc.)
- Opportunity for advancement
- Fit with supervisor/co-workers

GETTING STARTED

- Update your résumé and cover letter
- Update your LinkedIn profile
- Identify two or three people who would be good references for you. When asking someone to be a reference, give them a copy of your résumé and a description of the job you are applying for so they can prepare for the reference call.
- Write out a specific job/internship search timeline that includes regularly scheduled time to work on your search.
- Keep track of your applications in an excel file or binder. Include company contact information, position information, application requirements, application due date, date application was submitted, follow-up date, etc.

SEARCH STRATEGIES

There are several ways to search for a job or internship. The most common and effective are outlined below.

Networking

60–80% of job seekers obtain their job offer through networking. See the previous section for more information.

You can also use your current contacts to network by:

- Telling everyone who knows your name that you are looking
- Keeping in touch with contacts
- Building on favors and info sharing
- Letting them know how they can help you

Target List

Identify organizations and employers that interest you. Find these organizations by using directories, Chamber of Commerce information, searching the Internet and reviewing trade or industry publications. Make a list of the organizations you would love to work for and regularly check the websites of your targeted list.

Apply to Postings

Here are just a few places to start looking:

- LUworks
- Additional Job Listings on the Career Services website
- Job search engines (Indeed.com, Simply Hired, etc.)
- Professional association websites
- LinkedIn

Following Up

After you have submitted a résumé, be sure to follow up. Call the hiring manager (or the person to whom you addressed your cover letter) about a week after you submit your application or a week after the deadline for applications. You can say:

“Hello Mr. Hurvis. My name is Paula Plantz. Last week I submitted a résumé and cover letter in application to the bank teller position with Lawrence National Bank. I wanted to follow-up to make sure you received it.”

The employer will likely say that they did receive your application. (If they did not, you can ask if it would be okay to re-send your materials.) They may continue by letting you know that they are reviewing them this week, but if not, you can ask for the timeline of their hiring process or for the status of your application.

Practice this conversation with your roommate or a friend before making the call. It might also be helpful to write out what you want to say, in case you get nervous. Just make sure you aren't reading your notes word for word.

FEDERAL JOB SEARCH

Preparing for a federal career requires planning (at least a year and a half in advance of intended date of desired role) and preparation. Career preparation includes researching the industry/roles, conducting informational and mock interviews and securing an internship.

Below is a sampling of websites and resources you may find helpful:

- U.S. Department of State: state.gov/careers/
- USAJobs: usajobs.gov/
- USA.Gov: usa.gov/Citizen/Topics/Education-Training/Finding-Jobs.shtml
- Federal Bureau of Investigation: fbijobs.gov/index.asp
- The Pathways for Students & Recent Graduates of Federal Careers: help.usajobs.gov/index.php/What_are_the_Pathways_Programs%3F
- International Organizations Careers: iocareers.state.gov
- U.S. General Services Administration: gsa.gov/portal/category/100000

Internship/Graduate Programs

- Office of Personnel Management Internship Program: opm.gov/HiringReform/Pathways/program/interns/
- Office of Personnel Management Recent Graduates Program: opm.gov/HiringReform/Pathways/program/graduates/
- Fels institute of Government: fels.upenn.edu/
- Syracuse University Maxwell School of Citizenship and Public Affairs: maxwell.syr.edu/

Resume Help

- The Resume Guru for Federal Jobs: resume-place.com/kathryn-k-troutman/

Test Prep

- *Master the Civil Service Exams* provides the math, verbal, and clerical exercises you need to pass your civil service exam, plus four full-length sample tests with detailed answer explanations to help you hone your skills. Career Services has a copy available for checkout.

STAYING ORGANIZED

It’s important to stay organized when applying for multiple positions. Use the grid below or create one of your own to keep important information in one place.

Name of Organization	Position	Location	Application Materials	Contact Information	Application Due Date	Contacted Date	Follow-Up Date

In the past, hard copy letters were sent via “snail mail” for a variety of reasons, including inquiring about open positions, setting up informational interviews, accepting job offers, withdrawing an application, accepting job offers and rejecting offers. Some of these official letters have gone the way of the rotary telephone and these days, most of your communication with employers and graduate schools will be through email and telephone. Outlined below are some guidelines for writing professional emails and tips for when hand-written or hard copy letters are appropriate. Refer to the Components of a Job Offer section, starting on page 68, regarding accepting and rejecting job offers.

THANK YOU NOTE

This is an important piece of the job search and can play a significant role in the hiring process. The thank you note is critical for effective interview follow-up! After any interview (informational, full-time employment, graduate school, internship or summer job) it is extremely important to send a thank you note to the person(s) with whom you interviewed. If this is not feasible, send a thank you to your interview “host” or to the highest ranking manager you met with and include a request to extend your thanks to the entire group. When used to follow up on employment interviews, thank you notes should be sent within 24 hours.

Tips

- Hand-write a note to send in the mail if you know you will not hear back from the employer or graduate school for a week or more. If your handwriting is not legible, consider typing the note instead.
- Email the thank you if the employer or graduate school plans to contact you in less than a week.
- Thank you notes for informational interviews can be handwritten or emailed.
- Remember to send a thank you note to your references.

What to include

- Thank the interviewer for their time and the opportunity to interview with them.
- Express continued or enhanced interest in the position.
- Bring up something you enjoyed talking about or learning during the interview.
- Reiterate your skills or bring up additional information not discussed in the interview.

Sample Thank You Note for Interview

Permanent Address :

1111 Main St.
Grosse Pointe Park, MI 48230

Karl Colman

karl.colman@lawrence.edu
920-832-0000
linkedin.com/karlcorman

University Address :

711 E. Boldt Way, SPC 128
Appleton, WI 54911

May 29, 2017

Dr. Julia Edmonds, Director
Technical Design Group
Atlantic Engineering Systems, Inc
1220 Warwick Avenue
Newport News, VA 23607

If you are typing your letter to print and mail, your name and contact information should match the format of your résumé and cover letter. You should also include the interviewer's contact information. If you are emailing the thank you or handwriting it on a card, you can leave off this information.

Dear Dr. Edmonds:

I want to thank you very much for interviewing me yesterday for the Associate Engineer position. I enjoyed meeting you and learning more about your research and design work and the current market challenges facing Technical Design Group.

My enthusiasm for the position and my interest in working for Atlantic Engineering Systems were strengthened as a result of the interview. I think my education and internship experiences fit nicely with the job requirements and I feel certain I would make a significant contribution to the firm.

Please feel free to call me at 920-832-6561 if I can provide you with any additional information. Again, thank you for the interview and your consideration. I look forward to hearing from you.

Sincerely,

Sign your name after printing, if you are planning to mail your letter.

Karl Colman

EMAIL REQUESTING AN INFORMATIONAL INTERVIEW

Most informational interviews are arranged via email. Your email should include a brief introduction of yourself, including your intended career goals. Let the contact know who referred you to them and how they can help you.

Sample Email Requesting an Informational Interview

Dear Ms. Kennedy:

Jane Doe, Director of Development, suggested I contact you. She thought you would be in an excellent position as an alumna to assist me with a career decision.

As an economics major, I am exploring which career path to pursue. Public service, management consulting and IRS work all sound interesting to me at this point, but I want to go into my interviews next term with a clear sense of direction. I would like to get your advice on the long-term career implications of each path as well as a better handle on the day-to-day activities of a consultant.

Would you be willing to speak with me about your career path and offer advice regarding these fields? If so, please let me know some times you are available to meet in the next week or two. Thank you for considering my request.

Sincerely,

Paula Plantz

Sample Thank You for Informational Interview

Dear Ms. Smith:

Thank you very much for taking the time to meet with me Thursday to discuss the professional growth possibilities in information technology. I was impressed by your knowledge of the latest computer technology and appreciated your insight regarding companies that offer internships.

You gave me the name of Ms. Lucia Briggs at IBM to contact, and we have an appointment early next month when she returns from a business trip.

I will be in contact from time to time, to keep you posted on my career research and will bring a copy of my résumé to your office as soon as it is ready. Thank you for your help and valuable information.

Sincerely,

Karl Colman

RESIGNATION LETTER

If you decide to terminate employment with an organization, you will need to write a brief, simple and focused resignation letter. This letter should include the name of your current position, date of notice, official last day of employment and your current contact information. Be sure to thank the employer for the opportunities you have had with the company and end on a positive note.

Sample Resignation Letter

JORDAN HIETT

1000 Lake Woods Trail, Dale, WI 55555 920-278-5555 hiettj@lawrence.edu [linkedin.com/jordanihiett](https://www.linkedin.com/jordanihiett)

September 10, 2016

Ms. Wendy Mitchell
Director of Marketing and Communications
Music of the Baroque
111 North Wabash Avenue, Suite 810
Chicago, IL 60602

If you are typing your letter to print and submit, include your name and contact information as well as your employer's contact information. If you are emailing the notice, you can leave off this information.

Dear Wendy:

Please accept this letter as my two-week notice of resignation from my position as Communications Coordinator. I appreciate the opportunity you have given me to work with Music of the Baroque; however, I have accepted an offer as Assistant Director of Communications at The Virginia School of Performing Arts. My final day will be September 25, 2016.

I truly enjoyed the time I have spent with Music of the Baroque and I will miss being a part of your team.

Thank you,

Sign your name after printing. Remove the extra space if you are emailing.

Jordan Hiett

An interview is:

- A dialogue in which you and the employer can meet each other, share information and come to a tentative conclusion about the “match” that may exist between you and the available position.
- An opportunity for you to make an oral presentation of your qualifications, which allows you to highlight your strengths.
- One of the last and often most important steps in the hiring process. Whenever you are invited for an interview, ask who you will be meeting and how much time should be set aside.
- A two-way process. The employer is provided an opportunity to assess how well you communicate, how well qualified you are for the position and your level of motivation. You as a candidate should be attempting to identify whether or not you would want to work for the organization.
- An opportunity to learn more about yourself, the working world and the types of positions or organizations that match your needs and skills.
- Remember that an employer is using the interview to evaluate the total you. This includes your attitude, appearance, confidence, level of preparedness, knowledge of yourself, knowledge of the position and organization and your ability to successfully perform the duties of the position.

TYPES OF INTERVIEWS

There are many different types of interviews, but most will last 30–60 minutes and follow a similar format:

1. Introductory exchange/small talk
2. Mutual discussion of your background and qualifications as related to the employer’s needs
3. Time for your questions
4. Information about the next steps in the process

Screening Interviews

With large organizations, the first interview may be conducted by a human resources specialist. The screening interview is generally quite short and often takes place via phone or Skype. Its purpose is to screen out those applicants who are clearly not qualified. The interview will consist of probing questions to determine your technical competence and open ended questions to assess your ability to communicate on your feet. While the emphasis is on technical competence, they will also screen out those whose personalities clearly would not fit in the organization’s culture. Be sure to sell yourself. If you do well, you will likely be invited for a second interview.

Phone or Skype Interviews

Telephone or Skype interviews are often a form of a screening interview. See pages 42–43 for more information about phone etiquette. In addition to the tips for general interviews, here are some tips on phone interviews:

- **Use a landline if possible.** Landlines are less likely to drop calls and are clearer than cell phones. The interview room in Career Services is equipped with a landline as well as a computer. Call 920-832-6561 to reserve the room when setting up your phone interview. If you must use a cell phone, make sure it is fully charged and that you are in a location with good reception.
- **Consider your surroundings.** Take the call in a place where you will be uninterrupted. Avoid public places. Let your roommates know that you will be on an important call so they can plan ahead. Be aware of the background if you will be using Skype—a blank wall is best, to avoid distractions. You can reserve an interview room in Career Services for Skype interviews too.

- **Consider time.** Find out how long the call is expected to last. Allocate an additional 30 minutes beyond this time, just in case the interview goes long. Be ready to answer the phone 10 minutes ahead of schedule, in case the interviewer calls early. Keep time zones in mind as well. Will the employer be calling at 1 p.m. their time or your time?
- **Use notes.** (Only for phone interviews). Since the interviewer can't see you, feel free to lay out notes about the organization as well as the skills and experience you want to highlight. Print a copy of your résumé and the job description as well.
- **Answer the phone with your name.** Providing your name makes it clear that the interviewer is speaking to the correct person. You could say *Hello, Jordan Heitt speaking* or *Good morning/afternoon, this is Jordan Heitt.*
- **Smile.** When you smile, you sound optimistic and pleasant. This demonstrates professionalism and positivity.
- **Sit up.** Good posture helps you stay alert and professional.
- **Dress up.** Even though the interviewer can't see you (or all of you), dressing up can help you get into the right frame of mind. You know what they say, "Dress for the job you want, not the job you have."
- **Be aware of pauses.** Because the interviewer may not be able to see you, he/she cannot take cues from your body language as to whether you have paused momentarily or have completed an answer. If you pause too long, the interviewer might think they lost the connection!
- **Get the name and contact info of the interviewer(s).** This will allow you to followup with a thank you note. It will also help you identify your interviewer(s) should you have the opportunity to meet them face-to-face.

Panel Interviews

In the panel interview, two or more people interview you simultaneously, usually taking turns asking questions. You may be interviewed by multiple individuals who have their own separate agendas. In a panel interview, you will often find that the only person really listening to your answer may be the person who asked it. Make each member feel totally involved in the interview by looking at each person while you are responding to questions.

Series Interviews

The series interview consists of consecutive one-on-one interviews with different people in the organization, all in one day. The interviewers may include someone from human resources, the person to whom you will be reporting, two or three people who will be your colleagues in the same department or someone from a different department. The assumption behind series interviews is that several people's perspectives are better than one. After the series of interviews, the interviewers meet to discuss each candidate. There might not be agreement on the best candidate, but there is likely to be strong agreement on the finalists. The actual hiring manager will usually select one of them.

The key point in series interviewing is that you know in advance that it will be happening. You need to muster lots of energy to go through a series interview. Oftentimes, the same or very similar questions are asked in each interview, so be prepared to repeat yourself.

PREPARE AND PRACTICE

The key to success in any interview is preparation! It is important that you know as much as possible about the position for which you are applying and the organization with which you are interviewing. Preparation also means knowing yourself. You will be expected to articulate your goals, values, interests and skills.

Interview Basics

- Be certain of the time and place of the interview.
- Arrive for your appointment at least ten minutes early.
- Know the name, role and level of responsibility of each individual with whom you are to meet.
- Greet the interviewer with a firm handshake.
- Do not chew gum or smoke.
- Wait for the interviewer to be seated or to offer you a chair before sitting. If there are several chairs to choose from, select the chair in which you can directly face the interviewer.
- Maintain eye contact without staring.
- Body language is important. Posture should be erect, relaxed and open. Your hands should be used in a natural way that expresses animation, excitement and interest. Facial expressions should convey your sincerity and voice tone should be warm, well-modulated and relaxed.
- Keep the interviewer's attention. Do not ramble or include trivia in your responses. Answer in complete sentences and avoid use of slang.
- The interviewer controls the flow of the conversation, but you control the content; gently lead the conversation to highlight your strengths.
- Do not ask about salary and benefits unless the interviewer brings it up.
- If you need clarification on a question, ask for it.
- Use specific, concrete examples and refer to your accomplishments and strengths.
- Be prepared with your own questions.
- Always be courteous, sincere and honest. Do not criticize or put down previous employers, colleagues or supervisors. Provide positive examples focusing on your strengths.

What to Bring

- Name and title of the interviewer(s)
- Padfolio/Folder
- Pen/pencil
- Copies of your résumé
- List of your references
- Samples of your work or portfolio (if required)
- Copy of the position description
- Business cards

Research the Position and Organization

Thoroughly research the organization, career field, issues and trends related to the type of work you would be doing and be prepared to “speak the language” of the professionals who work in the field.

Here are some suggestions on what to research about the organization:

- Function and size
- Potential for growth or expansion
- Products and services
- Reputation
- Mission or values statement
- Location of its facilities
- Organizational structure
- Financial stability
- Clients it serves
- Opportunities for training
- Competitors
- Relocation policies
- Typical entry-level positions
- Typical salary ranges for your desired position

Where to find this information:

- The organization’s website
- People in the field
- Alumni employed by the organization
- LinkedIn
- GlassDoor.com
- Facebook
- Organization literature
- Public and career libraries
- Chambers of commerce
- Trade journals
- Newsletters
- Business magazines and associations
- Directories

You are strongly encouraged to practice interviewing with a Career Services staff member prior to an actual interview so that you can improve your interviewing techniques and become familiar with the “feel” of an interview situation.

KNOW YOURSELF

You should be prepared to discuss what you can offer the organization as well as your reasons for wanting to work for that particular employer. Prior to the interview, analyze your strengths and weaknesses and know exactly what you want to say (and what you don't want to say) during the interview. Evaluate problem areas in your background and be prepared to offer a positive explanation of these in case they are brought up. See the exercise below to help you prepare.

Know Yourself Exercise

Interests: What types of tasks excite you? What types of tasks bore/frustrate you?

Abilities: What skills do you have? Which ones are you willing to learn or improve for the job?

Education: How have courses, degrees or certifications prepared you?

Experience: How has previous full-time, part-time, freelance, volunteer or other work prepared you?

Values: What basic attitudes do you have toward work, other people, yourself and the world?

Strengths: What are you good at?

Goals: What are your short-term and long-term employment goals?

Weaknesses: What can you improve in order to become a better employee?

WHAT TO WEAR

The type of dress that is appropriate varies according to the type of position and organization with which you interview. Dress as it appears others in this type of position or organization dress. You should wear the same type of attire for screening interviews as you would for on-site interviews.

- In fields such as banking, sales, management and insurance, a conservative suit (i.e. navy or gray, solid or pinstripe) is appropriate.
- In fields such as retail, merchandising and advertising, a more colorful and stylish suit is acceptable.
- Less formal attire is worn for social service, education, IT and arts-related positions. Men can wear dress pants, shirt, jacket and tie; women can wear a skirt or dress pants, blouse and blazer or a dress with jacket.
- Be sure your shoes are polished, hair is neatly combed and make-up, jewelry and cologne are not excessive or distracting.

Remember: The way you dress contributes to an employer's first impression of you and suggests the image you might present on the job if you are hired.

SAMPLE QUESTIONS

Below are some common questions to help you practice for your interview. Keep in mind that this list is not comprehensive and you may be asked other questions during your interview. It is also a good idea to do some research to find questions specific to your field or the position for which you are applying. One helpful resource is glassdoor.com. Career Services and Lawrence Alumni in your field are other great resources!

Personal

- Tell me about yourself.
- How would a friend/professor/supervisor describe you?
- What are your greatest strengths?
- What would you say is an area in which you need improvement?
- What are your qualifications for this position?
- Why should we hire you instead of another qualified candidate?
- What else should I know about you?

Education-Related

- What college subjects did you like best? Least?
- If you had the chance to repeat your college career, what would you do differently? Why?
- Describe your most rewarding college experience.
- How has your education prepared you for this job?
- Do you have plans to continue your education?

Problem-Solving

- Describe a time you felt under pressure and how you handled it.
- Describe the last time you made a mistake. How did you deal with it?
- How will you prepare for the transition from college to the workplace?

Decision-Making

- Why did you decide to attend Lawrence University?
- What led you to choose your major?
- Why did you choose to enter this occupational field?

Teamwork

- What have you learned from participating in extra-curricular activities?

Thinking on Your Feet

- What was the last book you read/movie you saw?
- Define teamwork/success, etc.
- If you could be a type of fruit, what kind would you be and why?

Work-Related

- Describe an ideal work environment.
- Tell me about your part-time or summer jobs.
- How was your relationship with your past supervisor?
- How has your experience prepared you for a job with this organization?
- What did you enjoy most from your last job? Least?
- What did you learn from your most recent job?
- Do you prefer to work with others or alone?
- What kind of supervision style do you prefer?

Future Plans

- What would you like to be doing five years from now?
- What are your long and short-term career goals?
- How will this position fit with your long-term career goals?

Organization

- What do you know about our organization?
- Why did you decide to seek a position with this organization?
- In what ways can you contribute to our organization?
- How long do you plan to stay with our organization?
- What salary range do you anticipate for this position?

Behavioral

Behavioral interviewing is a questioning technique that asks the interviewee to give real-world examples of how you have handled specific events and challenges in your academics or the workplace. You will be asked to provide evidence that you have the skills required for the position. Behavioral interviewing is based on the belief that past behavior predicts future performance. Using the STAR technique will help you highlight relevant pieces of your example and give structure to your answer.

STAR TECHNIQUE

Situation: Describe a specific situation.

Task: Describe the problem that needed to be solved or the task that needed to be completed.

Action: Explain the steps taken to complete the task and the skills used. Be sure to keep the focus on you, even if you are discussing a group project.

Results: What happened? How did the situation end? What did you accomplish? What did you learn?

Tips for the STAR Technique

- Come up with three to five different situations that could answer a few of the questions below. Practice talking through these situations. This way, you will have a bank of a few situations to choose from, rather than every situation you have ever experienced and you'll know what to say.
- Don't forget the RESULTS part of STAR! Your interviewers will want to know how your story ends.
- Practice, practice, practice! Have a friend ask you some questions, practice in front of the mirror, write out your answers and don't forget to make an appointment for a mock interview with Career Services.

Sample Questions

- Describe the biggest challenge you've had in your last job or internship and how you handled it.
- Tell me about a situation when you had to learn something new in a short time. How did you do this?
- Give us an example of a situation in which you had to use your leadership skills.
- Summarize a situation where you had to generate a new idea or suggestion at work or school and tell me about how you got this idea implemented.
- How have you most constructively dealt with disappointment?
- Describe a situation where you had to work with a difficult boss, professor or co-worker. How did you successfully interact with this person?
- Can you recall a time when you delivered more than was expected of you?
- Tell me about a time when you used logic to solve a problem.
- Describe a decision you made that was unpopular and how you handled implementing it.
- What do you do when your schedule is interrupted? Give us an example of how you handle it.
- Have you had a chance to convince a team to work on a project they weren't thrilled about? How did you do it?
- Tell me about a time when you worked effectively under pressure.
- Describe a time when you were faced with problems or stresses at work that tested your coping skills. What did you do?
- Give an example of a time when you had to be relatively quick in coming to a decision.
- Give me an example of an important goal you had to set and tell me about your progress in reaching that goal.
- Describe the most creative work-related project you have completed.
- Give me an example of a problem you faced on the job and tell me how you solved it.
- Tell me about a situation in the past year in which you had to deal with a very upset customer or coworker.
- What accomplishment has given you the greatest satisfaction?
- Tell me about a time when you made a poor decision and how you corrected it.
- Tell me about a time when you worked as part of a team and one team member wasn't carrying his/her weight.

QUESTIONS TO ASK THE EMPLOYER

- What are the most important duties of the position?
- What skills are especially important for someone in this position?
- What are the challenging facets of the job? What are the top three challenges I will face in this job?
- How would you describe a typical day in this position?
- How much travel is normally experienced?
- How much evening or weekend work is expected?
- What kind of training is given to new employees?
- Are there opportunities for additional training?
- Is this a new position? How did the opening for which I am applying occur?
- What is the career path for this position?
- If I work hard and prove my value to the company, where might I find myself in five years?
- How and how often are performance reviews given?
- Outside my department, who else will I work with?
- Are transfer (overseas) opportunities available?
- What sort of management style is used within this organization?
- What do you like most/least about working here?
- What is the environment in the office like?
- Do employees tend to socialize with each other outside of work?
- How do you feel my style will complement the team culture?
- What kinds of assignments might I expect the first six months on the job?
- Will I be working on projects individually or part of a team?
- To what extent will I be responsible for determining my work objectives?
- What are your growth projections for the next year? What are the organization's plans for future growth?
- What are the organization's strengths and weaknesses?
- What is the largest problem facing your department at this time?
- Does the organization support membership and participation in professional organizations?
- What are the next steps of the hiring process? What is your timeline for completing the hiring process? When might I expect to hear from you about the position? (Ask one of these questions at the end if the interviewer has not already covered this topic).

DURING

A typical interview will progress through the following steps:

Initial Greeting

The first impression is very important. Be ready to make eye contact, offer a firm handshake and call the interviewer by name (using Mr. or Ms.).

Icebreaker

The interviewer may attempt to relax the candidate by making small talk and establishing rapport. You might comment on some things in their office (trophy, painting, etc.) or perhaps the building or office space.

About You

One of the most common interview questions is along the lines of “Tell me about yourself.” A good way to approach this question is to talk about your present, your past and your future, as it relates to the position for which you are interviewing.

1. **Present:** Where are you now? School, location, graduation date, degree, majors/minors, internships/jobs.
2. **Past:** Where have you been? Work, internships, leadership experience, volunteer activities, study abroad.
3. **Future:** Where are you going? How can you be of assistance to their organization?

Career Interests and Goals

You will almost certainly be asked to explain your interest in the position, organization and career field. In addition, you may be asked to articulate your short and long-term goals. This is where your preparation will help you display well-designed, mature and realistic career plans. If your career goals are inconsistent with the organization’s needs and interests, you will most likely be screened out.

Your Qualifications

To determine your qualifications, an employer will be looking for tangible results or achievements in work experiences, academic endeavors, community activities and leadership positions. Be prepared to give specific examples using positive action verbs emphasizing your accomplishments.

“What-if” Scenarios

The interviewer might pose a hypothetical situation and ask you to role-play your response to the problem. While it is difficult to plan for every possible situation, you can be prepared for this type of question and accept it as a challenge rather than displaying panic and uncertainty.

Organization Information

You may be asked what you know about the organization. Therefore, once again, researching the organization prior to your interview is extremely important. The interviewer will probably spend some time talking about the position and the organization. If you find yourself with a recruiter who talks continually, you will need to find a way to politely interject your own comments and highlight your interest in the position.

Your Questions

Most experienced interviewers allow time for your questions and you should have some prepared ahead of time. The interviewer does not want to answer questions that are covered on the organization's website, so be certain you have reviewed it carefully. Also, it is generally inappropriate to ask about benefits and salary during the screening interview, since you want to appear interested in the work itself, rather than the compensation and benefits package. See page 65 for sample questions.

Unethical Interview Questions

Questions involving religion, age, sex, marital status, credit rating, political affiliation, birthplace, national origin and sexual orientation are unethical to ask during an interview. If you are asked a question that you think is illegal, you have the right to refuse to answer or you may decide to answer the question, despite your unease. Either choice is acceptable and there is no right way to answer an unethical question.

The Closing

Although the interviewer should take the initiative to end the discussion, you should watch for clues that indicate the interview is over. If the interviewer does not tell you what the next step in the process will be, ASK. Finally, reaffirm your interest in the position and organization and reiterate your qualifications for the job. Make a strong summary statement that repeats your interest and strengths. Thank the interviewer for his/her time.

AFTER

First and foremost, send a thank you note to each person with whom you interviewed. More information about thank you notes can be found on page 53. Here are some other steps to take following the interview:

Analyze Your Performance

As soon as you return home, think about what went well during the interview and what you need to continue to work on. Make a list of the questions that stumped you or that you had a difficult time answering. Practice your answers to those questions with a friend, in front of a mirror, film yourself on your phone or make an appointment to practice with a career advisor to get additional tips and advice.

Status and Feedback

If you have not heard from the organization within the period indicated by the interviewer, you may wish to call to inquire about the status of your candidacy. If after a second (or third) interview, you are not offered the position, it may be acceptable for you to ask for feedback about your qualifications and their reasons for not hiring you. This will help you prepare for the next interview.

Don't "Jump the Gun"

It is usually best not to accept a job offer on the spot. State your interest and appreciation of the offer and request a reasonable amount of time to consider it (usually a few days or a week). Be sure to evaluate all aspects of the job before accepting it. Once you have accepted a position, your commitment is considered binding.

CONTRACTS AND TERMS

Salary is only one factor to consider when presented with a job offer. Below are some additional benefits and terms you will want to know before accepting or declining an offer.

Health Insurance

You will want information about what is covered, such as medical, dental, vision, prescriptions, etc. You will also want to know how much the employer contributes and how much you contribute. Ask when health insurance starts. Typically, coverage starts on the first of the month after your start date, but sometimes there is a waiting period before benefits kick in.

Life Insurance

Again, you will want to find out how much the employer contributes and how much comes out of your paycheck. There may be options of varying levels of coverage.

Pensions/401(k)/403(b)

Setting aside money for retirement may not be the first thing that comes to mind right now, but it is important to start saving early. Find out how much your employer contributes or if they match your contributions. Are the funds available immediately or is there a vesting period?

Vacation

How many vacation days will you get each year? Do you accrue vacation as you work or is it available as a lump sum after a certain amount of time? Does unused time carry over into the next year?

Company Car or Travel Reimbursement

If your job requires regular travel, it is important to ask if a company car will be provided or if you are expected to use your own vehicle. If one will not be provided, how much will you be reimbursed for travel (including gas and wear and tear)?

Disability Insurance

If you become sick or injured and can't work for a period of time, disability insurance will provide you with a portion of your income.

Profit-Sharing

Some for-profit companies split their gains with employees, depending on the company's profitability.

Stock Options

Many publicly traded companies offer their employees the option to purchase shares of the company's stock, or offer shares as part of the employee's compensation.

Relocation and Moving Expenses

If you are relocating to start a job or if relocation is a regular part of your job, you will want to know if your expenses will be covered.

Tuition Reimbursement

Some companies offer tuition reimbursement for advanced degrees. Many colleges and universities offer free or reduced tuition for dependents of employees.

Dependent Care

If you have children, or are planning to have them, consider your employer's options for child care. Some companies have child care on site. You may have to pay an additional fee for this service or it may be included in your compensation. Many organizations offer Flex Spending Accounts, which allow you to deduct a portion of your paycheck before taxes to pay for outside child care.

Club Memberships

Discounted or free memberships may be available through a variety of companies, such as the YMCA or local gym, AAA, cell phone carriers and professional organizations. Make sure to ask Human Resources for a list of these discounts.

At Will Employment

This type of employment is very common. It means that your employment can end at any time you or the employer chooses without penalty.

Non-Disclosure Agreements (NDA) and Non-Compete Agreements (NCA)

Your employer may ask you to sign one of these documents to protect themselves or their company from competitors or other outside sources. Some terms of NDAs and NCAs include:

- Employee agrees not to trade secrets with competitors
- Employee agrees not to discuss the details of their job with anyone
- Employee forfeits the right to quit and work for a competitor
- Employee forfeits the right to list their current job or the work they have done on their resume or in their portfolio for a length of time during or after employment

RECEIVING AN OFFER

Offers are typically given over the phone these days, so ask if they will be following up with an offer letter. This will help you review the details and ensure that you get what the employer is promising. You will also want to ask how soon the employer needs to hear back from you and how they would like to receive your decision (email, phone call, etc.).

Negotiating

KNOW WHAT YOU ARE WORTH

Back up your salary range with research (using the websites below) as well as your skills.

KNOW YOUR BUDGET

How much do you WANT to make, how much do you NEED to make and how much will you SETTLE for? Create a budget of monthly expenses, including rent, utilities, transportation, groceries, cell phone, Internet and cable, student loan payments, car payments and spending money. This will give you a good idea of how much you NEED to make in order to support yourself.

KNOW HOW MUCH A PARTICULAR JOB IS WORTH

Use the following resources to research what others in the field are making:

- NACEWeb.org
- Glassdoor.com
- RileyGuide.com
- Salary.com
- JobSearchIntelligence.com
- SalaryExpert.com
- SalaryList.com

CONSIDER MORE THAN JUST SALARY

Many employers have set salaries for entry-level positions, but other benefits may be negotiable, such as vacation time, relocation expenses, etc.

DOS AND DON'TS

- Don't be the first to mention salary.
- Don't lie about your salary history.
- Don't tell the employer your bottom line (what you'll settle for).
- Don't negotiate every part of the offer. Choose a few items that are most important to you.
- Don't take it personally.
- Don't feel obligated to accept the first offer.
- Don't negotiate right away. Go home and review the offer first. Consider seeking assistance in understanding the terms of the offer from Career Services.
- Do thank the employer for the offer.
- Do use insider information to help you decide what to negotiate.
- Do use hard data to justify your request.
- Do be professional and courteous during the process.
- Do get the offer in writing.

ACCEPTING AN OFFER

Once you have decided to accept an offer, simply contact the employer with the great news! A phone call might sound something like this:

Hello Larry, this is Tina Treavor. I'm calling about the offer you extended for the Junior Sales Analyst position. I am excited to let you know that I will be accepting the position.

The phone call will proceed with some specifics about the position, such as the start date and training. Remember, once you have accepted the offer it is considered unprofessional to continue interviewing for other positions or to accept additional offers.

You may be asked to submit your acceptance in writing, generally by signing an offer letter or other document provided by the employer.

DECLINING AN OFFER

If you've decided not to accept a position that has been offered to you, you must officially decline the offer. Leaving the employer wondering can be detrimental to your reputation; you never know when they might pop up in your future. A phone call could sound like this:

Hello Ms. Hurvis, this is Jordan Hiatt. I'm calling to let you know that, after careful consideration of your offer, I regret to inform you that I will not be accepting your offer for the position of _____.

WITHDRAWING CANDIDACY

Once you have accepted an offer, it is best to withdraw your application from any other employers with whom you have interviewed. Withdrawing your candidacy is also a good practice if you have decided not to pursue employment with an organization after being interviewed. A simple email to the individual you have been in contact with is the most common way to withdraw candidacy.

JORDAN HIETT

1000 Lake Woods Trail, Dale, WI 55555 920-278-5555 hiettj@lawrence.edu linkedin.com/jordanihiett

June 27, 2016

Ms. Jane Hurvis, Manager
Sales and Marketing Division
Colonial Properties, Ltd.
1700 Colonial Parkway
Williamsburg, VA 23186

Dear Ms. Hurvis:

Thank you for meeting with me to discuss the position of Commercial Leasing Agent with Colonial Properties. You have a fine organization and there are many aspects of the position which are very appealing to me. However, I have recently accepted another offer and would like to withdraw my candidacy with Colonial Properties.

Again, thank you for the consideration and courtesy extended to me during the interview process. It was a pleasure meeting you and your staff.

Sincerely,

Jordan Hiett

DECISIONS

The decision to attend graduate school is a big one. There are many factors to consider and you should feel confident about your choice. It is important that you do some soul searching and research before you jump in. This section will help lay the ground work for some of that self-exploration.

Questions to Ask

Before you decide to continue your education in graduate school, consider the following questions:

- Why do I want to go to graduate school?
 - Is it for personal or professional reasons?
 - Am I postponing some tough decisions by going to graduate school? (i.e., I'm not sure what I want to do with my life, so I'll just keep going to school.)
- How might graduate school affect my career or professional plans?
 - Will the graduate degree enhance or narrow my employment prospects?
 - Will the specific area of study help me get the job I want?
 - Look up your intended career at www.onetonline.org. Do most people in the field have a graduate degree? Will a master's degree be enough or will you need a doctorate?
- Do I need to attend right away?
 - Would I benefit more by gaining some practical experience before pursuing graduate school?
 - Search for current openings in your field and review position descriptions. Do most require a graduate degree or is more emphasis placed on experience?
- Am I burned out academically or anxious to continue with academic work?
 - If the thought of writing another paper makes you want to scream, you may need a break before continuing your education.
- Do I know exactly what discipline I want to study?
 - Choosing a program that's right for you is much easier when you know what you are looking for.
- How will I finance it?





Pros and Cons

There are a number of advantages to proceeding directly to graduate school, but there are probably an equal amount of disadvantages. A few to consider:





Graduate School

Now?

PROS

-  Continuity between undergraduate learning and graduate studies.
-  Easier to finance graduate school prior to other financial obligations (i.e. mortgages, family).
-  Beneficial to get education completed prior to entering the career field.
-  Can defer repayment of undergraduate loans.

CONS

-  Burnt out academically.
-  May not know if this is the right field for you without practical experience.
-  Adding additional loans, instead of paying off undergraduate loans.
-  Some programs (e.g. MBA) prefer candidates with experience.

RESEARCHING SCHOOLS

Once you have answered the previous questions and feel confident about going to graduate school, the next step is to decide where to go. Below are some things to consider. We have also provided a comparison chart on page 77 to help you stay organized.

- Full time or part time?
- Online or in person?
- Master's or doctorate?

Here are some sources for finding information:

- Talk with individuals who have knowledge of the field (faculty, advisors, friends, alumni, counselors) to determine what type of advance degree is needed.
- Consult books, articles, websites and graduate school catalogs.
 - Peterson's Guides
 - GradSchools.com
 - GradCU.com (available in Career Services)
 - GraduateGuide.com (available in Career Services)
- Write to individual graduate departments requesting information.
- Visit schools to meet with faculty and current graduate students.
- Talk by phone or establish an email discussion with graduate students enrolled in the programs which you are considering.
- Meet with graduate school recruiters on campus.
- Attend graduate school fairs and forums.

Factors to consider when selecting a graduate school:

ADMISSION REQUIREMENTS

- Can you realistically get admitted?
- How competitive is admission to the program?
- Do you meet the admissions requirements (GPA, test scores, course background, work experience, etc.)?
- Does the department prefer to admit recent college graduates or applicants with work experience?
- Does the department have a preference for full-time or part-time students?

CURRICULUM

- Does the graduate school have the curriculum you plan to pursue?
- Does the primary emphasis of the program suit your educational goals?
- Will the curriculum provide you with the background you desire?
- How do the requirements of the program compare to those of other institutions?
- How many courses/credits are required?
- Is a foreign language required?
- How many and what type of qualifiers are required (written/oral comprehensive exams, thesis, dissertation)?
- In what length of time can you complete the program?
- Does the program include practical experience?

REPUTATION AND QUALITY OF PROGRAM

- What is the reputation of the school, department, faculty and alumni?
- What type of reputation does the program have within the field you wish to enter after receiving your degree?
- What do students and faculty think of the program?
- How do alumni feel about their experience in the program?
- Is the program accredited? By whom?

PLACEMENT

- How many students complete the program?
- What percentage of the graduates find employment?
- Does the department help with placement of their graduates?
- What kinds of employment are most frequently pursued by graduates of the program?
- To what extent can you use the degree from this department to get into other kinds of work?

FACULTY

- How many faculty members are there?
- What is the faculty/student ratio?
- Is there a variety of points of view in the department or do most of the faculty follow one philosophy? What is the philosophy?
- Are there faculty within the program who would be willing and available to supervise your work?
- Are the faculty committed to teaching? Research? Service?
- What have the faculty published lately?
- Are the faculty well known in their field?
- How available to students are the faculty?

LOCATION AND SIZE

- Do you want to attend a large or small school?
- Do you prefer large or small classes?
- In what geographical area do you want to attend school?
- How close to your family and friends do you want to be located?
- Do you want to be in a city, suburban or rural area?
- Does the community offer social, recreational and cultural activities you enjoy?
- Is graduate housing available? What kind of off-campus housing is available?
- Is there public transportation to the school from the community?

COST/FINANCIAL AID

- What is the cost of the program?
- Has the cost risen over the last few years? Is the cost expected to rise?
- How much financial assistance is awarded in the form of fellowships, assistantships, paid internships, loans, etc.? Are these forms of assistance available in the first year? Do these extend beyond the first year?
- Will you be granted tuition remission?
- How much of a stipend, if any, will you receive?

SCHOOL COMPARISON WORKSHEET

Name					
Location					
Size					
Type (full or part-time, online or in-person)					
Admission Requirements (e.g. GRE, GPA, etc.)					
Cost & Expenses					
Financial Aid					
Curriculum					
Housing					
Facilities					
Activities					
Campus Visit					
Other Notes					

ADMISSION REQUIREMENTS

Admission requirements vary for each program. Below are some of the basic materials you may need to apply.

Application and Fee

Each school and sometimes the specific department, requires its own application and non-refundable application fee. It is recommended that you create drafts to be reviewed by faculty, Coordinator of Major Fellowships and Pre-Professional Advising or Career Services staff. It is important to submit a neatly typed, thorough application and the appropriate fee by the deadline. Remember to keep a copy of your completed application for your records.

Admissions Test Scores

The admissions tests required vary from institution to institution. The school's website will include information on which test (if any) is required. Preparation books and computerized study materials highlight directions and typical questions on the examination. Preparation courses review the directions, format and content of the exams, provide test-taking strategies and administer practice exams. It takes approximately four to six weeks for scores on admissions tests to be reported, so plan to take the exams early enough to meet required deadlines. Contact Career Services for test preparation books.

GRADUATE RECORD EXAMINATION (GRE)

- The most common admissions test
- Designed to measure verbal, quantitative and analytical writing.
- Subject Tests are offered in biochemistry/cell and molecular biology, biology, chemistry, computer science, literature in English, mathematics, physics and psychology.
- More information and a list of test centers can be found at ets.org/gre. The nearest test center is UW–Oshkosh.

GRADUATE MANAGEMENT ADMISSION TEST (GMAT)

- Used primarily for business and management programs, such as the MBA
- Designed to measure analytical, writing, quantitative, verbal and reading skills
- Does not measure business knowledge or skill
- More information and a list of test centers can be found at mba.com/us. The nearest test center is in Milwaukee.

LAW SCHOOL ADMISSION TEST (LSAT)

- Designed to measure skills that are considered essential for success in law school:
 - Reading and comprehension of complex texts with accuracy and insight
 - Organization and management of information and the ability to draw reasonable inferences from it
 - Ability to think critically, and the analysis and evaluation of the reasoning and arguments of others
- A 35-minute, unscored writing sample is administered at the end of the test. Copies of your writing sample are sent to all law schools to which you apply.
- More information and a list of test centers can be found at lsac.org/jd/lsat/about-the-lsat. The nearest test center is at UW–Green Bay.

NOTE: The Credential Assembly Service (CAS) combines your transcripts, test scores and evaluations into a single report that is sent to law schools when you apply. Find more information at lsac.org/jd/applying-to-law-school/cas.

MILLER ANALOGIES TEST (MAT)

- A high-level mental ability test requiring the solution of problems stated as analogies.
- Designed to reflect candidates' analytical thinking.
- Subject matter includes fine arts, literature, math, natural sciences and social sciences.
- More information and a list of test centers can be found at [pearsonassessments.com/postsecondaryeducation/graduate_admissions/mat.html](https://www.pearsonassessments.com/postsecondaryeducation/graduate_admissions/mat.html)

MEDICAL COLLEGE ADMISSION TEST (MCAT)

- Designed to assess problem solving, critical thinking and knowledge of natural, behavioral and social science concepts and principles prerequisite to the study of medicine.
- Almost all US medical schools require the MCAT.
- More information and a list of test centers can be found at [aamc.org/students/applying/mcat](https://www.aamc.org/students/applying/mcat)

PHARMACY COLLEGE ADMISSION TEST (PCAT)

- Measures general academic ability and scientific knowledge necessary for the commencement of pharmaceutical education.
- For more information and a list of test centers, visit [pcatweb.info](https://www.pcatweb.info).

DENTAL ADMISSION TEST (DAT)

- Comprised of four sections, including natural sciences, perceptual ability, reading comprehension and quantitative reasoning.
- For more information and a list of test centers, go to [ada.org/en/education-careers/dental-admission-test](https://www.ada.org/en/education-careers/dental-admission-test)

Grade Point Average (GPA)

GPA is one important factor for admission. How the GPA is weighed varies from one institution to another. Candidates are typically asked to list overall GPA and GPA in their major on the application. It is advisable to explain any unusual academic pattern or very poor grades.

Official Transcripts

An official transcript should be requested from the Registrar's Office. It demonstrates your receipt of an undergraduate degree and shows the array of coursework in which you were enrolled as well as the grades received.

Letters of Recommendation

Usually two or three letters of recommendation are required by graduate schools. Ask individuals who will be in a position to best assess your ability to perform well in the program to which you are applying (i.e., professors) or who can attest to your good character and interest in the field (i.e., employers or internship supervisors). Graduate schools usually request recommendations from faculty. Make sure to request recommendations at least one month prior to the due date and consider including a copy of your résumé or personal statement.

Samples of Previous Work

For entrance to some graduate programs, examples of your work will be required. Most often these include writing samples, art portfolios or audition tapes.

Specific Undergraduate Major

Some programs require either one or several undergraduate majors. Many programs require undergraduate courses from specific disciplines.

Personal Statement or Essays

In a statement of purpose you should articulate your goals. Indicate why you are interested in the field of study, the particular graduate school and the specific program as well as your related background. Also, emphasize what you have to offer the program and how you can benefit from it. If other essays are required, be sure to answer the specific questions and stay within the designated word limits. Research the programs to which you are applying so that your responses can be unique and targeted to each school. Keep a copy of essays for your own records.

Work Experience

Some programs require previous work experience. This shows your interest, commitment and desire to continue in the particular field and allows you to relate what you will learn in the classroom to the working world.

Interview

An interview is required for entrance into some graduate programs. Interview formats vary considerably. Some programs will request applicants to meet for 30 minutes to an hour with a faculty member and other interviews will be full day or weekend events with students, faculty and other applicants. Expect to pay for your own travel and lodging expenses.

During your interview you will likely talk with several faculty members as well as students. You might engage in small group discussions with students, faculty and other applicants. Participate in discussions but do not monopolize the conversation. Demonstrate your listening skills. The interviewers may have read your application file, but don't expect them to remember everything about you. Be forthcoming about your experiences, strengths and professional goals.

In meetings with current graduate students, try to ask questions to learn what they really think about their advisors and the program. Most students will be forthcoming, especially in one-on-one conversations. Don't underestimate the potential influence of current graduate students. Present your best side because current graduate students may be in a position to help or hurt your application. Some interviews include social events. Don't drink (even if others do). Remember that even though it seems like a party, it's an interview. Assume you are being evaluated at all times.

Refer to the Interviews section, starting on page 57 for more tips.

QUESTIONS FREQUENTLY ASKED BY GRADUATE SCHOOLS

- Why did you choose this graduate program?
- What are some of the reasons that you have chosen this profession?
- Tell me about your experience in the field.
- Why did you choose the college you attended?
- What are some of the reasons why we should accept you over the other applicants?
- Why do you want to go to graduate school now, rather than working for a few years first?
- If you are not accepted into graduate school, what would you do?
- How do you think grades and test scores should be evaluated for graduate school admission?
- What are your long range career goals?
- Describe three of your strengths and three of your weaknesses.
- What will your lifestyle be like ten years from now?
- If you could do anything at all with your life and money was no object, what would it be?

- What are some of the rewards and frustrations of this profession?
- What accomplishment has given you the greatest satisfaction?
- What do you think your life will be like while you are in graduate school? How will you deal with problems? How do you work under pressure?
- What was your most rewarding college experience?
- What is important to you?
- What college courses did you like the most? Least? Why?
- Tell me about yourself.
- How would your best friend describe you? Your worst enemy?
- Do you think that your grades and test scores are a good indication of your academic achievement?

FINANCIAL AID

Financial aid comes in a variety of forms. Consult the graduate or professional school for specific options related to your program and eligibility. Below are several common sources:

Fellowships

Fellowships are monetary awards given on the basis of scholastic record. The funds are generated either from an institution's own endowment of current income or sponsored by a private foundation, industry or the government. They generally pay for all your tuition and books, plus give you an annual amount to live in. These may be given for the length of your program or for one year—be sure to check the length of the fellowship.

Assistantships

These are sometimes called TAs (teaching assistantships), RAs (research assistantships), GAs (graduate assistantships) or PAs (project assistantships). Individual departments award assistantships. You work part time while pursuing your studies. A stipend serves as remuneration and sometimes tuition remission is granted. Inquire within the departments.

Resident Assistantship

Residence hall directors or graduate resident assistants work in the residence halls while pursuing their graduate studies. Usually, compensation includes tuition remission, a stipend and housing. Some programs offer credit.

Long Term Educational Loans

Loans are funds that need to be repaid that come from the federal government, state government, the college/ university or a private agency. They may be need-based or non-need based. Examples are Stafford Loans, Federal Perkin Loans or Federal Direct Loans. If you need to postpone the payment of your loans, you may apply for deferment for many reasons. Common deferments include: in school half time or more, unemployment, economic hardship, Peace Corps, teacher in a teacher shortage area, etc. Check with the financial aid office or your loan servicer for more information, forms and the maximum length of each deferment.

Grants

Grants are funds that do not need to be repaid. Pell grants are not available at the graduate level. Colleges/ universities may award grant money to help students in financial need.

Scholarships

Scholarships are also funds that do not need to be repaid. These are given for reasons such as financial need, academic ability, athletic ability or clubs/affiliations you or your parents are involved in (e.g., religious affiliations, military service, Boy Scouts, etc.).

Tuition Reimbursement

Furthering your career sometimes means you need to further your education. Some employers offer tuition reimbursement for staff members to take approved, work-related courses or certificates so that they may stay in their current position or advance within the company. This funding does not usually need to be repaid, but a certain tenure of employ is expected. Check with your employer to see what their guidelines are.

Online Resources

- US Department of Education Federal Student Aid: fafsa.ed.gov
- FastWeb: fastweb.com
- FinAid!: finaid.org
- FedMoney: fedmoney.org
- Jack Kent Cooke Foundation: jkcf.org
- eStudentLoan: estudentloan.com



Graduate School Application Timeline



Junior Spring Term

Decide if graduate school is an option

Start researching institutions and programs

Begin preparing for entrance exams

Register for entrance exams

Complete practice tests and study

Summer

Contact programs you are interested in to request information

Start exploring financial aid options

Take entrance exams

Reach out to recommendation writers

Determine a strategy for choosing schools

Senior Fall Term

Update your resume

Finalize your list of schools

Schedule campus visits

Start drafting personal statement

Have someone review your application materials

Senior Winter Term

Review applications one last time

Submit Applications

Confirm that all application materials were received

Apply for scholarships, grants, assistantships, fellowships, etc.

Attend interviews

Senior Spring Term

File the FAFSA

Send in the acceptance and deposit for your chosen program

Notify the schools you will not be attending

Send thank-you notes

Secure housing plans

References

Adams, Richard and Gandre, James. "Resume Preparation for Musicians." 2008.

Banis, William J. *The Art of Writing Job-Search Letters*. Impact Publications, 2009.

Bhandari, Heather Darcy and Melber, Jonathan. *Art/Work: Everything You Need to Know (And Do) As You Pursue Your Art Career*. New York: Free Press, 2009.

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