THE CAREER GUIDE
2015–2016

WHAT’S INSIDE:
- resumes/cover letters
- career advice
- interviewing
- job/internship searching
- linkedin tips

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UNIVERSITY of WASHINGTON
Division of Student Life
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SPECIAL ACCOMMODATIONS:
To request disability accommodations, please contact The Career Center at 206.543.0535 (voice); or you may contact Disability Resources for Students (DRS) (Seattle campus, matriculated students), 448 Schmitz, Box 355839, phone 206.543.8924/V, 206.543.8925/TTY, 206.516.8379 (FAX), or email uwdss@u.washington.edu; or the Disability Services Office at: 206.543.6450/V, 206.543.6452/TTY, 206.616.8379 (FAX), or email at dso@u.washington.edu at least ten days in advance.

The University of Washington ensures equal opportunity in education regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, disabled veteran, or Vietnam era veteran status in accordance with University policy and applicable federal and state statutes and regulations. The Career Center operates under the policies and regulations of the University of Washington and the laws and regulations of the State of Washington and the Federal Government. The Career Center upholds and expects students, alumni, and employers to adhere to the principles of college recruiting of the National Association of Colleges and Employers, which states that they will present themselves fairly and honestly.
HOW WE HELP HUSKIES

In a nutshell...

We want all students to have a full Husky Experience:
The Husky Experience leads to a future career.
This includes more than a credential or degree. It’s about:

1. real work experience gained through internships or part-time employment
2. the transfer of skills and experience gained in college to the work environment
3. learning how to successfully present oneself to employers and future colleagues

To that end, we help students:

EXPLORE... their strengths, UW majors, and possible career paths that align with their strengths and studies
PREPARE... resumes, cover letters, networking, interviews, grad school applications, and more
CONNECT... with alumni and employers
SUCCEED... with on-campus jobs, internships, career positions, and grad school admission

By providing:

One-to-one coaching/counseling and group meet-up discussions
Numerous workshops, labs, career classes, success certificate, and employer panels
5 annual career fairs and 2 annual grad school fairs
HuskyJobs – database with hundreds of jobs & internships
Online resources – streaming workshops, handout library, interactive calendar, & more

In other words...

"we empower students and alumni:
"I wouldn’t be the person I am today without our brief sessions. I say that with my whole heart."

to launch their careers:
"I am able to enjoy my current full-time position with Amazon because I earned it over a summer internship which I was offered as a result of job searching on HuskyJobs. Thanks!"

and to prepare for future transitions:
"The Career Center was a great resource throughout my undergraduate time at the UW, everything from resume workshops to one-on-one time with counselors was invaluable to my life as a student and the tools I learned are ones that I still utilize in my profession today."

Tips for Huskies

1. Be open-minded about majors. All fields of study sharpen students’ skills and can lead to meaningful employment.
2. Take advantage of resources. The campus is brimming with people eager to help you find fulfillment in academics, hobbies, friendships, career, and life!
3. Know that a 4.0 is not everything. Employers want experience… internships, research, part-time work, service learning, student leadership roles, and volunteer positions!
4. Reflect upon your experiences, integrate the things you learn from in-class and out-of-class experiences, and learn to tell your story.

New in 2015-2016:
The Career Center @ Engineering

The Career Center @ Engineering will be a branch of the central UW Career Center that will serve the needs and interests of the nearly 5,000 College of Engineering students at the UW Seattle campus, and the employers that wish to recruit them.

Every year, students and alumni interact with the Career Center over 22,000 times!
careers.uw.edu

Stay connected with the Career Center for updates and career advice.
HEY HUSKIES!

Here are 5 tips that will turn you into a professional dawg. After all, jobs don’t just magically appear!

1. Be open-minded about majors
2. Seek out-of-class learning experiences
3. Build your network
4. Reflect on skills and strengths
5. Use the Career Center!

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THE CAREER CENTER FAQS

Common Questions Students Ask Us:
• How can the Career Center help me?
• How do I find a job?
• Should I apply to this job?
• What counts as “experience”?
• What resources are available to me?
• How can I figure out what I want to do after graduation?
• How do I find an internship?
• What are my strengths and how can I best articulate them?
• What kinds of things do alumni with my major do?
• How can I find people to talk to in my field of interest?
• How can I find a passion?
• How can I show experience if I don’t have any?
• What is the best job search strategy?
• What can I expect from/in a career counseling appointment?
• How do I figure out what I’m good at or interested in?
• How do majors and careers relate?
• I’m a transfer student. What should I do now to help me figure out what’s next?
• I want to get a good job after college. How do I do this?
• What are my next steps?

Common Questions About Grad School:
• I’m considering graduate school. What are my next steps?
• What is a non-academic job search like for a PhD student?

QUESTIONS/ THEMES
I WANT TO ADDRESS:
Even if you are not sure where to start or what questions you should be asking … we’d love to talk with you. In case you are beginning to think about themes or questions you’d like to discuss, below is space for capturing those thoughts.

What is your major? Spanish
What/Who helped you at the Career Center? Ms. Wang was extremely supportive and answered all my questions. Her tips and advice were so critical in helping my application stand out from the crowd. In addition, Patrick Chadsey’s resume workshop gave me a better understanding of the application process.

What advice do you have for fellow students? Always, always (always!) plan ahead. Talk to your counselor now about classes to see how they fit into your educational goals. Be on the lookout for jobs, internships, and study abroad programs that cater to your interests and will build upon your skills set. Under the drop-in sessions and workshops in the career center. If you land an interview, practice! Employers expect everyone to be nervous, but what’s most important is presenting yourself well which becomes a lot easier if you prepare beforehand. UW has all the resources to help you succeed, and the opportunity to be extraordinary is too tempting to pass up.

What is the success you want to share? I’ve been hired as the Student Assistant for the Division of Spanish and Portuguese Studies! This is my first job ever and it’s a perfect fit for my major and career path. I love being surrounded by people who love language and are so passionate about education.
First-Year Students
Passion + Purpose = Profession
What's your plan?

Explore
Explore your new community. Get involved across campus and start building networks. Have fun as you begin your Husky Experience!

Ask
Undecided? Make an appointment with a Career Counselor or Academic Advisor and explore your options.

Ideation
Reflect on your interests, skills, and strengths. What are you passionate about? Pursue opportunities that reflect your interests.

Attend
Go to workshops, labs, and meetups. Meet employers at career events and gather information and make connections that will help you in the future.

Create
Start building a strong resume foundation by curating your experiences. Maintain a positive and professional online presence.

Review
Consult with a Career Counselor to learn about the relationship between academic majors and careers. Consider the possibilities ahead.

Plan Ahead
Investigate your summer options and leverage your first-year experiences to help you secure an internship, volunteer/job shadow opportunity, or part-time job.

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Hi, **UDub**. We’re Hudson River Trading. You know, automated trading, the kind that uses **machine learning** and **smart algorithms** to improve market efficiency. HRT is a **tech company** and our people are **physicists and statisticians, engineers and mathematicians**. We’re **UW**, Harvard, CMU, MIT, Stanford, and more. At HRT, responsibility is **distributed** according to individual impact, so becoming a **systems** engineer means you’ll work on challenging **computer science** problems. Become an **algo developer** and you might find yourself looking at **massive amounts of market data** and using a variety of tools to come up with **complex** strategies. If you are a **hacker** who wants to work in a **powerful computing environment**, we want programmers who can reduce latency and increase throughput, in a place where every second counts. And don’t be fooled – **we’re not a typical finance company**; our coders are the most important investment we have – and they know it. It’s no secret that your **compensation will be high** and rewards are **merit-based**. We are proud to be a math and technology company with a culture that mirrors any you’d find in Silicon Valley: we are code-writing, **ping-pong-playing**, challenge-seeking problem solvers. Join the fun and become a **coder at HRT. <3**

P.S. – **we HRT new york city <3**

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CCSD CHANGES LIVES, STARTING WITH YOURS
Accept the challenge and teach where you can make a difference.
We are searching the globe for those committed individuals with extraordinary passion, the keen ability to connect with students, and a relentless drive to achieve life-changing results.
Create Your Husky Experience
The Husky Experience encompasses the transformative educational experiences – inside and outside the classroom – that help UW students discover their passions in life and work, become independent thinkers and citizens, and gain the skills that lead to meaningful and rewarding careers.

These transformative experiences may include course assignments and projects, research, field work, public service, service learning/community service, volunteering, study abroad, internships, practicums, intercollegiate sports, campus jobs, co-ops, student government, and student organizations.

1. IDENTITY
Who am I becoming and what will I stand for?

2. CHOICES
What am I doing with my time and effort and is it helping me to get where I want to go?

3. RELATIONSHIPS
Who am I meeting at the UW and how can these people help me?

4. TRAJECTORY
What will I be doing over the next few years and are those things connected to my interests and strengths?

OUTCOMES:
lifelong learning
leadership
career strategy
cultural understanding
community engagement
health and wellness

Next Steps
• Attend a workshop in the Career Center
• Select one new (high impact) opportunity to try out through service learning, student organizations or a leadership activity
CAREER PATHS FOR HUMANITIES & SOCIAL SCIENCES MAJORS

Achieving an excellent education is about many things: becoming a well-educated citizen, gaining knowledge for thoughtful and well-considered decisions, engaging your curiosity, and developing skills that will contribute to the greater good, to name a few. In addition, your education also prepares you to pursue a wide variety of career paths.

A major and more: Depth of knowledge generally refers to the information and ways of thinking that are directly related to your academic major. In addition, you have developed an incredibly versatile set of more general skills: to think analytically and critically; to view issues in context and from multiple perspectives; to ask and address questions about ethical and societal implications; to pursue research; to engage your creativity; and to communicate complex issues clearly. Thus, Humanities & Social Sciences majors offer an array of skills which are highly valued by employers from all sectors.

Many Possibilities. Because your major is not narrowly focused on specific career paths, you have a wide array of professional options. While this kind of career flexibility is definitely good news, it requires you to be more proactive in identifying and articulating your skills to potential employers.

Ready for the work world. The top five critical skills identified by employers in a recent national survey were:

- Ability to communicate clearly
- Interpersonal / Teamwork skills
- Problem-solving and decision-making abilities
- Ability to find and process information
- Ability to plan, organize, and prioritize

You have undoubtedly developed these skills while studying at UW.

JOB SKILLS RELATED TO HUMANITIES & SOCIAL SCIENCES

Here are even more career-related skills and strengths that employers value:

- Read/interpret/synthesize complex material
- See situations from multiple perspectives
- Produce effective persuasive writing
- Design and implement engaging presentations
- Understand nuance and subtlety
- Handle ambiguity adeptly
- Apply mental agility to creative problem-solving
- Understand the broader context
- Gather, analyze, organize, interpret data
- Link abstract concepts to practical applications
- Understand human nature and its variations
- Conduct thorough, accurate, in-depth research
- Identify and examine implications
- Adeptly access vast range of informational resources
- Propose and support recommendations
- Evaluate validity of information and resources
- Simultaneously see big picture and details
- Gather, organize, analyze large data sets
- Engage intellectual curiosity
- Analyze data for patterns and meaning
- Bring motivation, imagination, enthusiasm, initiative
- Work well individually and on teams
- Understand and appreciate cultural diversity
- Understand how data can be interpreted in multiple ways
- Explore social, cultural, scientific implications
- And many more!
CONSIDER JOBS IN ALL THREE OF THESE CATEGORIES:

1. Your major is required or preferred and the job's primary responsibilities directly relate to your major
2. Your major is required or preferred but job's primary responsibilities aren't directly related to your major
3. Your major isn't required or preferred but your other transferable skills make you highly qualified

Examples of entry-level positions open to all majors:
- Investigative Advocate
- Policy and Advocacy Specialist
- Social Media Campaign Developer
- Associate Account Strategist
- Service Coordinator
- Grassroots Advocacy Coordinator
- Environmental Research Assistant
- Law Center Knowledge Assistant
- Recruitment & Admissions Assistant
- Assistant Community Outreach Coordinator
- Micro-funding Support Coordinator
- Assistant Organizing Director
- Financial Advisor
- Patient Services Representative
- Outreach Coordinator
- Junior Project Manager
- Internet Marketing Specialist
- Immigration Assistant
- Marketing Coordinator
- Account Coordinator
- Project Manager
- Employee Benefits Assistant Team Leader

These are just general examples. The Career Center staff can help you find positions that meet your goal. Explore our Career Paths Series online at career.uw.edu/students/what-can-i-do-with-a-major-in.
Thinking Ahead
What's next?

Reflect
Reflect on your interests, skills, and strengths. What are you passionate about? Pursue opportunities that reflect your interests.

Ask
Have questions? Meet with a Career Counselor and begin strategizing.

Exploration
Explore your options and continue building your networks. Gather information about jobs, internships, careers, and academics.

Attend
Make the most of what the Career Center has to offer. Connect with employers via career fairs, on-campus interviews, and information sessions.

Create
Refine your resume and LinkedIn profile. Use social media to connect with employers.

Strategize
Consult with a Career Counselor to strategize for the coming quarters. Do you need coaching on how to maximize your time and experiences?

Plan Ahead
Develop an action plan and leverage your experiences to help you land an internship or job.

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IDENTIFY YOUR STRENGTHS

Explore Your Strengths from Good Experiences in Your Life

Recognizing your strengths is the first step to discovering a career fit that maximizes your opportunities for success and satisfaction. Significant strengths are motivated skills that are used repeatedly in experiences you have done well and enjoyed doing. The more you know about your strengths, the more you will understand how to adapt to the changing demands of the workforce. By using your strengths you will be able to improve interpersonal relationships, build your career, increase your job satisfaction, and reduce stress on the job.

Four Basic Steps...

1. Accept yourself as having a unique kind of excellence that is always growing within you.
2. Recognize that the elements of your excellence have been demonstrated from time to time throughout your life. These elements have most likely been demonstrated in experiences you identify as achievements: Good Experiences in which you did things well, you enjoyed doing them, and you are proud of what you did.
3. Believe that by carefully identifying and studying your Good Experiences, you will find the pattern of skills and talents you have repeatedly used to make those experiences happen.
4. Focus on using this pattern of skills and talents or strengths. They are the reliable elements of your special excellence. This pattern of strengths provides clues to the kinds of career activities that are likely to be part of your future achievements regardless of your job titles or job descriptions.

Ways to Identify Good Experiences (something specific you...did well, enjoyed, are proud of):

1. What is the “good experience” that first comes to your mind? Describe it briefly in the following space and list your age at the time it took place.

2. What activities give you the most enjoyment when you are not at work? These could include hobbies, volunteer work, ventures, projects with the family, or anything else. Give two or more examples.

3. In your latest assignment, project, activity, or work, which parts of it did you do best and enjoy most? Give two or more examples.

4. In your formal schooling, which two or three subjects did/will you continue to study and enjoy most?
IDENTIFY YOUR STRENGTHS

List 10-15 or more of your good experiences, devoting a few words to each. It doesn’t matter when they occurred, but rather what you did to make the good experiences happen and whether there were outcomes that you felt good about. These experiences can come from any part of your life: school, sports, employment, personal relationships, etc. Cover all parts of your life from childhood to the present. Remember the definition of a Good Experience: 1) Something you did well; 2) Enjoyed doing and; 3) Are proud of.

3 EXAMPLE: Inventing a Study Abroad Experience
1 EXAMPLE: Helped Plan Friend’s Wedding
5 EXAMPLE: Student Club Fundraiser
2 EXAMPLE: Internship Database Project
4 EXAMPLE: Group Presentation in Communications Class

Which Good Experiences stand out as the best?
Prioritize your top ten experiences above, and place the ranking (1 for the top) in the boxes to the left.

List Your Prioritized Top 10 Good Experiences

1. ________________________________________________ 6. __________________________
2. ________________________________________________ 7. __________________________
3. ________________________________________________ 8. __________________________
4. ________________________________________________ 9. __________________________
5. ________________________________________________ 10. __________________________

For 4 - 5 of your top 10 experiences write one or two paragraphs describing the situation, the tasks you completed, the actions you took and the outcomes you felt good about.

Example of Good Experience

Inventing a Study Abroad Experience

The problem I had to solve was that I couldn’t afford any of the study abroad programs offered by my school, but I felt strongly that experiencing another culture was necessary to the education I wanted—so I decided to go find one I could afford. First, I went to the registrar to find out what I would have to do to get credit and discovered that the school had to be accredited and that the credits could fulfill some of my general education requirements. Then I asked professors and other students and checked all the bulletin boards near all the language, culture and international studies departments. I wrote to several schools in Mexico and Spain for more information and signed up for work-study jobs on campus. I also took a job during Winter break to save money for my trip.

One of the accredited schools in Mexico seemed to have what I wanted: language, culture and history courses in Spanish and a home-stay experience. So I looked for transportation to Mexico and discovered a cheap bus tour package that would get me there and back (and it turned out to be a wonderful adventure, too). While there, I worked and played hard and the whole experience exceeded my expectations and raised my confidence. My language skills improved enough that I also was able to travel independently by bus to Mexico City, which led to several other adventures, and I learned more than I ever anticipated about life in another very different culture. Finally, when I returned to school the following year, I had earned eight general education credits toward my Bachelors in Latin American Studies.
**Strengths Exploration Chart**

This chart enables you to re-examine your Good Experiences and identify possible strengths. Significant strengths will be those skills or talents that have shown themselves repeatedly in your top ten Good Experiences. A significant strength is inner-motivated—one that you almost can’t help using whenever the opportunity comes up.

Instructions for using the chart: The first column is for exploration of your top Good Experience. Go down the columns scanning each of the skills, talents or strengths in the chart and put a check mark beside the ones that have been strongly applied in that experience. Do the same with the other Top 10 Good Experiences you described. The blank spaces at the end of the chart are for skills, talents or strengths you feel should be on the chart but are not there.

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**Implications:** Items with the highest totals could be significant strengths. Examine those skills that have the highest totals and think about the many situations in which you have used them. How could you use these skills in your ideal job? Are there ways you could combine some of the skills to create opportunities? The completion of these activities begins a process of identifying significant strengths and finding meaningful work where you can be at your best and utilize more of your potential. You may want to consider meeting with a career counselor in The Career Center to discuss the process of uncovering your strengths and ways of creating new opportunities that provide career satisfaction.

Used with permission from Dr. Bernard Haldane, CENTER FOR DEPENDABLE STRENGTHS info@dependablestrengths.org, www.dependablestrengths.org
IDENTIFY YOUR STRENGTHS

Strengths Reality Test

To identify your significant strengths, perform the following reality test (try to test 6-12 strengths):

Write the strengths you wish to test in the boxes below. For each strength, identify three distinct examples of experiences in which you strongly applied that strength. First, review the Good Experiences used to complete the Exploration Chart on the previous page for ideas. Next, think of other experiences that are good examples of using that strength. It should be relatively easy to come up with three examples, if the strength you are testing is truly a significant strength.

Strength: ____________________________
Examples:
1. ____________________________
2. ____________________________
3. ____________________________

Strength: ____________________________
Examples:
1. ____________________________
2. ____________________________
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Strength: ____________________________
Examples:
1. ____________________________
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Strength: ____________________________
Examples:
1. ____________________________
2. ____________________________
3. ____________________________

Implications: When seeking employment the best opportunities will be those where there is a match between the skills needed to do the job and your significant strengths.

Next Steps
- Reflect on how your strengths shape your academic and career path
- Include your strengths in your resume, LinkedIn profile summary or other online media
- Practice integrating strengths into your elevator pitch and interviews
- Talk about your strengths with a career counselor, adviser, or mentor
- Explore the online WOIS strengths activity for additional career implications at wois.org.

Used with permission from Dr. Bernard Haldane, CENTER FOR DEPENDABLE STRENGTHS
info@dependablestrengths.org, www.dependablestrengths.org
## CAREER & OCCUPATIONAL INFORMATION

**Washington Occupational Information System (www.wois.org):** WOIS has the most current info on jobs, salaries, and educational programs in Washington State and is accessible from computers at the UW and public libraries with site licenses. (Note: Student access to WOIS off campus - use sitekey —> jbs541)

### Careers/Occupations
- careers.uw.edu/
- bls.gov/ooh
- onetonline.org
- mynextmove.org
- myskillsmyfuture.org
- careeronestop.org
- careercornerstone.org
- roadtripnation.com

### Internships
- careers.uw.edu/HuskyJobs
- idealist.org
- internmatch.com
- internships.com
- inroads.org
- twc.edu

### Job Search
- careers.uw.edu/HuskyJobs
- indeed.com
- simplyhired.com
- glassdoor.com
- linkedin.com
- vault.com
- quintcareers.com
- jobhuntersbible.com

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### Quantitative Strategies
Transform the global markets through cutting edge algos and technology.

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Visit us at citadel.com/careers and connect with us at [LinkedIn]([enter LinkedIn URL here]), [Twitter]([enter Twitter URL here]), [Instagram]([enter Instagram URL here]), [Facebook]([enter Facebook URL here]).
Informational Interview

What:
Informational Interviewing is a key strategy for both career exploration and the job search process. Essentially it’s a brief conversation (20-30 minutes) with a professional in a career field you are considering so you can learn more about the career and get some advice about how to prepare to enter that field.

Why:
Four good reasons for doing informational interviews:
1. Can help confirm (or not) your interest in an occupation.
2. Learn about jobs/job titles you never knew existed.
3. Receive “insider” info that could help you get a job.
4. Develop networking skills and contacts!

Where:
At a mutually convenient place (or by phone or Skype), preferably where you will be able to observe a typical work setting for that occupation.

How:
1. Find and invite people to interviews
   • Your existing network of family, friends, advisers, professors and people they know.
   • UW Alumni Association—including the Husky Career Network and UW LinkedIn group.
   • LinkedIn—The whole purpose of this website is professional networking!
   • The Seattle Networking Guide (iloveseattle.org)—groups and organizations by category.
   • Various directories—such as The Environmental Services Directory, Media Inc.’s Master Lists, Washington Manufacturers Directory, and Community Resources Online. Ask a counselor to help you locate an appropriate directory.
   • Professional Associations: Organizations whose primary purpose is to support people in a particular field (i.e., the American Marketing Association, Public Relations Society of America...).

2. Prepare for the interview
   • Do some preliminary research about the career field that your interviewee represents. WOIS.org is an excellent place to start.
   • To make the meeting more useful and leave a good impression, prepare a list of questions ahead of time.

3. Conduct the informational interview
   • Ask for info, advice and contacts only; never ask for a job.
   • Take notes; you will use this info to follow up.

Next Steps

• Identify an area of interest to explore
• Find a contact to talk to through existing networks or LinkedIn
• Draft questions to ask during an informational interview
• Review “informational interviews: a 4-in-1 strategy”: careers.uw.edu/workshops

Informational Interview Request Letter/Email
Dear Ms. Smith:
I am currently a junior at the University of Washington and am very interested in the field of marketing. Having discovered your name on the website for the Puget Sound Chapter of the American Marketing Association, I thought that you would be an excellent person to assist me with career information.

As a Communication major, I am exploring career paths. The field of marketing sounds appealing to me, but I want to get a clearer sense of direction. I would like to get your advice on the long-term career possibilities in marketing as well as a better handle on the day-to-day activities of what people do in this field.

I will call you next week to see if we can arrange a brief meeting (20 - 30 minutes) at your convenience. Thank you for considering my request.

Sincerely,
Chris M. Fine
Internships and Summer Jobs

Expand your potential and increase your marketability. By participating in an internship, volunteer role, or working a summer job you gain the related experience employers seek in prospective candidates.

First, decide what kind of experience you want:
- Think about the work you want to learn more about.
- What skills would you like to gain more experience using?
- Which organizations, companies, and industries interest you?
- Does the experience have to be paid or can it be unpaid? Consider paid, unpaid, volunteer, and academic credit opportunities as equally beneficial.
- Would you like to earn academic credit? Check with the Carlson Leadership and Public Service Center and/or your department for information about earning credit.

Consider creating your own internship.
- What are your learning goals and objectives?
- Meet with an adviser, professor, mentor or a career counselor at The Career Center for ideas.

Look for opportunities using a variety of resources:
- Visit The Career Center website for internship info and links.
- Use the HuskyJobs database to identify open positions and employers: huskyjobs.washington.edu
- Attend career fairs and ask about internships, co-ops and student employment.
- Visit the Experiential Learning Center website: expd.uw.edu
- Go to academic departments and visit their websites.
- Visit company and organization websites for current internship opportunities.

Prepare yourself. Steps in the process:
- Determine which opportunities match your interests and goals.
- Check departmental eligibility qualifications for earning academic credit.
- Review job descriptions and learning objectives.
- Attend and participate in workshops and events at The Career Center.
- Keep track of what you are learning and communicate with your supervisors so that you can get the most out of the experience.

Next Steps

- Sign up for HuskyJobs
- Check with your academic department for subject-specific internships
- Attend the Internship Fair winter quarter

WHY CHOOSE WEYERHAEUSER?

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   WE GROW PEOPLE TOO

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   WE AIM TO WIN

3. We are sustainable
   IT’S IN OUR DNA

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   WHAT WE DO MATTERS

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We offer a range of exciting career and internship opportunities for smart, talented people who are passionate about making a difference.

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BROWSE OUR JOBS AT: wy.com/careers
Should I Go to Graduate School?

Graduate school is a big investment of time and money, so carefully consider your motivations and options before determining your next steps. While many professional graduate programs prepare students for a particular career path, other graduate programs do not. Some important questions to think through include:

- What do I hope to accomplish with a graduate degree? Can I accomplish these goals with or without a graduate degree?
- Do I want a graduate program to advance my career?
- Am I asking graduate school to make a decision about my career for me?
- Am I using graduate school as a way to forestall making a decision or taking action about something else?
- Have I talked to at least three people who completed similar graduate programs about their experiences both in the program and after graduation?
- What would be my back-up plan if I do not get into a graduate program?

Researching and Selecting Graduate Programs

Develop a list of criteria to analyze possible graduate programs. Some possible questions to consider as you conduct research:

- What academic programs fit you best or are you most attracted to?
- What is the overall structure of the program (duration, class schedule, research opportunities, etc.)? Will this structure work for me?
- What expertise and opportunities does the faculty provide?
- What kinds of support does the program provide for professional development, including assistance finding a job after I graduate?
- Where do alumni of the program go? Could I talk to a graduate of the program?
- What kinds of financial or academic support is offered during the program? Will I be able to work or have an internship during the program?
- What is the culture of the school and the program? What are the program’s values—how do they relate to my own values?
- Does the program's curriculum meet requirements needed for licensure or certification?
- How much financial aid will I need? What is my expected starting salary in a first job after graduate school?

Mindful Planning

Most graduate programs require multiple application components. Applications may be due as far out as 12 months before a program begins. Familiarize yourself with what is common for your target field of study. Develop a system for tracking and completing specific parts of the application process to ensure timely and accurate completion of your applications. Be sure to check for:

- Standardized tests or exams (GRE, MCAT, LSAT, DAT, GMAT, OAT, PCAT, etc.)
- Letters of recommendation (one or multiple recommenders)
- Personal statement (one or multiple essays)
- Official or unofficial academic transcripts
- Resume or Curriculum Vitae
- Other information, depending on program and field

Some programs also require an interview once initial review of applications has commenced—interviews are very common in health fields, doctoral programs in biology and genetics, and business school among others. The Career Center offers mock interviews—submit your personal resume and application materials at least two days before your appointment to ensure customized mock interview questions.

A Note on Letters of Recommendation

Start by developing professional relationships with work supervisors, faculty members and others well in advance of beginning the application process. Some specific ways to demonstrate your interest include working hard, attending office hours, asking questions, and working well on group projects and work teams. Plan to have at least three different recommenders. Select recommenders based on how well they know you and feel comfortable speaking to your ability to succeed in a graduate program. When you ask recommenders, provide supporting materials and information to assist the letter writing process (resume, samples of work, personal statement, goals, etc.). Be sure to outline how many letters will be needed and their respective due dates. Send a sincere thank you note to each recommender at the end of the process. Consider using an online tool or system (for example: interfolio.com) for collecting and storing these important letters.

Personal Statement Writing Assistance

Writing an effective personal statement means knowing yourself and telling your story well. Many places on campus offer assistance with crafting a strong statement including:

- The Office of Merit Scholarships, Fellowships & Awards for personal statement writing workshops
- The Odegaard Writing and Research Center for personal statement reviews
- The Career Center for personal statement reviews

If I know I want to go to graduate school at some point, but not in the next year, what should I do?

Some suggestions include: maintain relationships and stay in touch with faculty members and others you would like to have as recommenders and mentors. Find ways to stay involved in your field of interest through lectures, events, volunteering, research, travel or other pursuits. Practice writing and engage in regular self-reflection. Conduct informational interviews with graduate level alumni from programs of interest. Read scholarly writing (journal articles, books) in your field of interest. Consider preparing for and taking necessary standardized tests—some exam scores are good for multiple years.
A ONE-OF-A-KIND MASTER’S DEGREE:
The Next Step to a High-Impact Career

CURRENT PROGRAMS INCLUDE:
> MS in Bioinformatics
> MS in Biotechnology
> MS in Computer Science
> MS in Energy Systems
> MS in Health Informatics
> MS in Information Assurance
> MS in Project Management

YOUR CAREER AMBITIONS HAVE CHANGED, OR YOU’VE DISCOVERED A NEW PASSION.

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Enter a customized ALIGN master’s program that ties your previous experience to graduate studies in your new field of choice, eliminating the need for extensive supplemental coursework or a second bachelor’s degree.

STEP 2
Take advantage of hands-on, real-world learning experiences and internships, as well as one-on-one career coaching to prepare you for your new industry.

STEP 3
Graduate with your master’s degree and experience in a high-demand, high-impact field—all within a traditional master’s degree timeframe.

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Mentorship & Recruiting
Sponsored Research
industry.data.science.columbia.edu
Career Fair Success

- Research the employers attending and be knowledgeable about their organization and the types of positions they’re hiring for
- Devise a plan for the fair—prioritize your top employers, arrive early, and come prepared
- Be authentic and enthusiastic—make an outstanding first impression and talk confidently about your strengths and skills, and how you add value to that organization
- Practice your introduction—briefly describe how your studies, activities, projects, strengths and interests fit the position
- Prepare a concise resume that is targeted to top priority employers; bring more general versions of your resume for other companies (~30 copies)
- Dress like you would for an interview and present yourself professionally
- Apply online; simply handing your resume to the recruiter doesn’t mean you’ve submitted your application
- Treat your interactions as networking opportunities and be sure to follow up with a thank you email

Want more information and coaching on how to make the most of your career/internship fair experience? Attend a Career Fair Success workshop in advance of the fair.

“SHOULD I APPLY FOR THIS JOB?”

Q: I really want this job, but I don’t have all the qualifications. Should I apply anyway?

A: Of course there is no one answer that applies to every situation. It's very common, however, for people to apply for a job (or internship) even if you don’t have all the qualifications. Perhaps more importantly, it’s quite common for employers to hire someone who doesn’t have every requirement. Furthermore, the employer will deem some qualifications more important than others, so maybe you have the most essential requirements. If you have most of the requirements, you want the job, and you think you can do a great job, then go ahead and apply.

Q: Some job postings indicate they want applicants to have a certain amount of experience. What counts as “experience”?

A: This is a great question, but again there isn’t one answer for every situation. In general, employers seek experience because experience is one concrete way to assess that you have specific skills and can apply them in a practical, real world setting. Usually students and recent graduates haven’t had a chance to develop very much professional-level experience, but you may still have gotten experience in other ways (e.g., internships, field work, participation in student or community organizations, class projects, research papers, and volunteer work, to name a few). So consider these types of experiences and include them on your resume if they’re relevant to the position you’re applying for.
SUMMER career fair

June 16th, 2-6pm | HUB North Ballroom
careers.uw.edu/students/summer-career-fair

BITE INTO NEW OPPORTUNITIES THIS SUMMER!

For more info about this and other career events throughout the year, visit http://careers.uw.edu/Calendar
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+ Residual Stress Detection & Analysis
+ Forensic Failure Analysis
+ Damage Assessment
+ Non-Destructive Engineering
+ Specialized Services for Nuclear
+ Metallurgy & Materials
+ Corrosion, Fatigue & Creep Analysis
+ Microbiological Influenced Corrosion
+ Structural Field Monitoring & Instrumentation
+ Large-Scale Testing Facility
+ Radioactive Materials Testing (Hot Lab)
+ *NEW* Exterior Wall Testing System
LinkedIn

LinkedIn.com operates the world’s largest professional network on the Internet with more than 300 million members in over 200 countries. 223k+ Huskies (alumni, students, staff) are on LinkedIn! LinkedIn is a great resource for anyone, whether you are an undecided student exploring options, or a strategic job seeker. One key aspect of using LinkedIn effectively is having a complete profile. Users with complete profiles are 40 times more likely to receive opportunities through LinkedIn.

Consider “following” employers (ex: Nike, Teach for America, Tesla, City of Seattle, REI, Sony, Disney, Yelp, NPR, Amazon, Gates Foundation, Seattle Genetics, UW, Microsoft, K2 Sports, King County) and industries (Health Care, Sports Marketing, Non Profits, Social Media, Environment, IT) of interest. Find employers to follow by searching the “companies” tab. Learn about industries and employers to follow by viewing other people’s profiles and by joining groups. This will help you become a magnet for useful information and become quite knowledgeable and more connected to employers, industries and groups you might like.

Networking on LinkedIn:

- Always customize messages and connection-requests you send through LinkedIn. Simple reminders of where you met or what organization you have in common is appreciated. If you are being referred by a mutual contact, write a brief introduction of who you are and why you would like to connect.
- Many LinkedIn experts believe you need at least 30-50 connections for your LinkedIn network to be strong. Think quality of connections, not quantity. Connect first with people you know and trust, then build your network from there – a) family & friends, b) university affiliations, c) work/internship affiliations d) volunteer affiliations.
- Be sure to support your online networking with real human contact. Set up phone calls, attend live events and send email to people you interact with on LinkedIn. Online methods should supplement, not replace, in-person relationship-building.

LinkedIn Features and Resources:

- linkedin.com/college/alumni - search through 223K profiles of UW alumni and students and find out “where they work”, “what they do”, “what states and cities they live in”, “what they studied”, “what they’re skilled at” and “how you are connected”
- students.linkedin.com - useful tips, videos and advice for maximizing your time and strategy in using LinkedIn
- linkedin.com/edu/fos - “field of study explorer”, investigate career paths of all LinkedIn users.

Next Steps

- Create a profile
- Attend a workshop on LinkedIn in the Career Center
- Join your departmental or UW alumni group on LinkedIn
- Connect with friends and colleagues

Husky Hired!

A Career Center Spotlight on Student & Alumni Success

What/Who helped you at the Career Center?
“I used the HuskyJobs website nearly exclusively in my job/internship search, and the internship I accepted was found on Husky Jobs.”

What advice do you have for fellow students?
“Always make academics your number one focus that should be the reason you’re at the UW. As far as employment advice, I’d say to apply to and seek out all of the opportunities you’re interested in, even if you’re not completely qualified for all of them. Also, take any opportunity you can get if you have no prior experience; it might not be your ideal position to be an unpaid intern doing busywork, but at least it gets your foot in the door and an entry on your resume.”

What is the success you want to share?
“I landed a programmer/web developer internship with a small music licensing start-up company based in Seattle.”

Sean Happenny
LinkedIn Profile Checklist

- **PHOTO:** It doesn’t have to be fancy - just use your cellphone camera in front of a plain background. Wear a nice shirt and don’t forget to smile!

- **HEADLINE:** Tell people what you’re excited about now and the cool things you want to do in the future.

- **SUMMARY:** Describe what motivates you, what you’re skilled at, and what’s next.

- **EXPERIENCE:** List the jobs you held, even if they were part-time, along with what you accomplished at each. Even include photos and videos from your work.

- **ORGANIZATIONS:** Have you joined any clubs at school or outside? Be sure to describe what you did with each organization.
The Career Center | careers.uw.edu

VOLUNTEER EXPERIENCE & CAUSES:
Even if you weren’t paid for a job, be sure to list it. Admissions officers and employers often see volunteer experience as just as valuable as paid work.

SKILLS & EXPERTISE:
Add at least 5 key skills - and then your connections can endorse you for the things you’re best at.

HONORS & AWARDS:
If you earned a prize in or out of school, don’t be shy. Let the world know about it!

COURSES:
List the classes that show off the skills and interests you’re most excited about.

PROJECTS:
Whether you led a team assignment in school or built an app on your own, talk about what you did and how you did it.

RECOMMENDATIONS:
Ask managers, professors, or classmates who’ve worked with you closely to write a recommendation. This gives extra credibility to your strengths and skills.

Want more LinkedIn tips for students? Check out students.linkedin.com
KEY POINTS—TAILOR YOUR RESUME

Revise your resume for each position that you apply for. (It’s not as bad as it sounds, we promise, and it’s definitely worthwhile!) Use the job posting as your guide for revisions. Employers know what they want in an applicant and the job posting tells you what they want. Your resume needs to tell the employer that you fit their needs. (Note: There will be some occasions, such as Career Fairs, when you won’t be able to tailor your resume to a specific position, but you should still consider tailoring your resume in a more general way for your intended audience.)

HOW TO TAILOR YOUR RESUME: Your resume is a marketing piece, not an autobiography or history of your life, so focus on the particular skills, experience, and education that are specifically relevant to the position you’re applying for. Here are some of the resume categories to potentially tailor:

• **Objective:** This is the easiest category to revise. It can be as simple as the title of the position you’re applying for and the organization you’re applying to. Tailoring an objective may help provide focus for your resume, but remember that using an objective statement is optional.

• **Summary of Qualifications:** This is probably the category that changes the most from application to application. The Summary is primarily a bulleted list of what the employer wants that you have (hard skills, soft skills, experience, education, interests).

• **Education:** Of course your degree(s) and major(s) won’t change from application to application, but you can list titles of courses you’ve taken if they are relevant to the specific position you’re applying for.

• **Relevant Projects:** “Relevant” means relevant to the job you’re applying for. A project can come from any context: it can be as simple as a paper or a group or individual project you did for a class. But it needn’t be academic, so it could be, for example, a marketing or outreach project that you did for a student or community organization. This can be an extremely powerful section of your resume, especially if you don’t yet have much related work experience.

• **Experience:**

  A. **Experience Categories:** There are many ways to organize your Experience sections:

  o “Employment” [or “Work Experience”] and “Volunteer Experience” can be separate categories, but they don’t necessarily need to be separate

  o Using the word “Experience” instead of “Employment,” allows you to include both paid and unpaid experience in the same category

  o Dividing your experience into Relevant Experience and Additional Experience allows you to put your most relevant experiences toward the top of our resume

  o Consider using a more specific term than “Relevant” such as “Marketing Experience” or “Environmental Experience” or “Finance-Related Experience” if these terms are related to the position you’re applying for

B. **Basic Content:** In the Experience category, you typically include the following information: Job/Position Title, Dates you were in the position, Employer/Volunteer Organization, and City/State. Underneath this information, you include bullet points regarding what you actually did in that job. (See “C” below).

C. **Bullet points under Experience:** In any job or volunteer position, you probably do at least 15-20 different activities, but you can’t usually have 20 bullets on your resume to describe what you did. So identify the activities you did, how you did it and why that is related to the job you’re applying for and list these.

• **Leadership:** Leadership is a completely optional category, but if you have some leadership experience, then consider including this on your resume. Sometimes people call this category “Leadership/Community Service Experience” if they have both kinds of experience.

• **Additional Optional Categories include:** Honors and Awards, Professional Affiliations. You can also create headings that will help the employer understand that you are a good fit.

### Formatting Your Resume

Although there is no one “right” way to format your resume, your formatting should make your resume easy-to-read so that a potential employer can see your relevant skills and experience at a glance. In addition to the suggestions below, take a look at the various resume examples in this Career Guide.

- **Margins:** Adequate white space helps to make your resume easier to read. Try to make your margins no smaller than .8 inches on all sides. Margins can be bigger than this, but it’s best not to make them smaller than .8”.

- **Font:** Aim for 11- or 12-point font size (no smaller than 10-point). Use an easy-to-read font style (e.g., Calibri works well). In addition, use bold, bold-italic, and italic to help the reader understand what’s what. For example, in the experience section, you could make your job title bold-italic and your employer bold, but be sure to use bold (or any kind of formatting), sparingly.

- **Spacing:** As mentioned above, adequate “white space” makes your resume more attractive and readable. This refers not only to margins, but also to space between major headings and between entries within headings. It’s good to double-space between main categories. If you have more than one entry under a heading— for example if you’re listing two different jobs under the experience section—put a space between the two entries.

Read through the various examples of resumes in this Career Guide for more ideas. The Career Center also offers workshops (online and in-person) as well as 1:1 reviews of your resume.

### Next Steps

- Draft or update your resume
- Get your resume reviewed
- Attend a Career Center resume lab to polish it
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ACTION VERBS FOR RESUME WRITING

Action verbs are a great way to start bullet points on your resume, particularly in your descriptions of jobs, internships, projects and similar experiences. We have provided a list of verbs to get you started. Select the action words that most accurately reflect your skills and experience to craft precise and powerful bullet point phrases.

Note: the action verbs below are not a complete list. You may want to use a thesaurus and dictionary to identify additional action words to use.

### Analytical & Financial
- Summarized
- Surveysed
- Systematized
- Tested
- Validated

### Creative
- Combined
- Composed
- Conceptualized
- Condensed
- Constructed
- Created
- Designed
- Developed
- Devised
- Edited
- Entertained
- Established
- Formulated
- Illustrated
- Initiated
- Integrated
- Introduced
- Modeled
- Originated
- Performed
- Photographed
- Revised
- Revitalized
- Shaped

### Interpersonal
- Adapted
- Advised
- Advocated
- Answered
- Coached
- Collaborated
- Contributed
- Cooperated
- Counseled
- Demonstrated
- Enabled
- Encouraged
- Expedited
- Facilitated
- Focused
- Furthered
- Guided
- Initiated
- Interacted
- Intervened

### Leadership
- Accomplished
- Advanced
- Administered
- Appointed
- Approved
- Assigned
- Attained
- Authorized
- Chaired
- Completed
- Coordinated
- Decided
- Delegated
- Developed
- Directed
- Diversified
- Enforced
- Enhanced
- Established
- Founded
- Generated
- Headed
- Implemented
- Improved
- Incorporated
- Increased
- Initiated
- Inspected
- Instituted
- Integrated
- Introduced
- Led
- Managed
- Mobilized
- Motivated
- Organized
- Oversaw
- Planned
- Presided

### Prioritized
- Produced
- Recommended
- Recruited
- Reorganized
- Replaced
- Represented
- Reviewed
- Revitalized
- Secured
- Selected
- Solidified
- Stimulated
- Streamlined
- Strengthened
- Supervised
- Sustained
- Unified

### Communication
- Addressed
- Advertised
- Arbitrated
- Articulated
- Authorized
- Clarified
- Collaborated
- Communicated
- Composed
- Consulted
- Contacted
- Conveyed
- Convinced
- Corresponded
- Debated
- Defined
- Demonstrated
- Described
- Developed
- Directed
- Discussed
- Drafted
- Edited
- Explained
- Expresssed
- Familiarized
- Formulated
- Illustrated
- Incorporated
- Informd
- Interpreted
- Interviewed
- Marketed
- Mediated
- Moderated
- Outlined
- Participated
- Persuaded
- Presented
- Promoted
- Proposed
- Publicized
- Published
- Reconciled
- Recruited
- Referred
- Reinforced
- Reported
- Responded
- Specified
- Spoke
- Summarized
- Synthesized
- Translated

### Restructured
- Reviewed
- Scheduled
- Screened
- Seid up
- Submitted
- Supplied
- Standardized
- Systematized
- Updated
- Unified
- Validated
- Verified

### Marketing
- Accelerated
- Achieved
- Completed
- Conceived
- Conferred
- Delivered
- Earned
- Exceeded
- Expanded
- Generated
- Increased
- Improved
- Launched
- Led
- Marketed
- Maximized
- Minimized
- Promoted
- Resolved
- Restored
- Saved
- Shaped
- Succeeded
- Surpassed
- Transformed
- Won

### Technical
- Adapted
- Applied
- Assembled
- Automated
- Built
- Calculated
- Computed
- Conserved
- Constructed
- Controlled
- Converted
- Designed
- Developed
- Diagnosed
- Drafted
- Engineered
- Inspected
- Installed
- Maintained
- Manufactured
- Measured
- Monitored
- Operated
- Overhauled
- Programmed
- Regulated
- Remodeled
- Repaired
- Restored
- Specialized
- Standardized
- Upgraded
- Utilized
Resume Examples

Jayden Jackson
jjs@uw.edu - 206-543-1212
linkedin.com/in/jaydenjackson

401 Haggett Hall
University of Washington
Seattle, WA 98195

EDUCATION
University of Washington, Seattle, WA, June 2018
Second Year Student - intended Communications major, GPA: 3.4,
Dean's List - 2 quarters
Coursework: Speech Communication, Public Speaking, Public Debate,
Interpersonal Communication, Creative Writing
Diploma, Roosevelt High School, Seattle, WA, June 2014

EXPERIENCE
Customer Service Representative, 2015 - present
Key Bank, Home Loan Center, Seattle, WA
Lead educational seminars for first-time home buyers. Train new staff
members. To process home equity loans. Assist managers in organizing
employee orientation.

Mentor/Tutor, 2014 - 2015
Early Scholars Outreach Program, Seattle, WA
Monitored school performance of students from inner-city schools.
Planned motivational activities for students.
Designed and led workshops for parents of students.

Member, Hall Government Committee, 2014 - 2015
University of Washington, Seattle, WA
Planned activities designed to enhance students' university experience.
Collaborated with administration to ensure quality of services. Trained and
supervised student staff.

Courtesy Clerk, 2012 - 2014
Safeway Stores, Seattle, WA

ACTIVITIES
Member, Speech and Debate Team, Roosevelt High School, 2012 - 2014

HONORS/AWARDS
UW Alumni Student Leadership Award, 2014
Golden Acorn/Award (for outstanding community service),
Roosevelt HS, 2014

Don’t include personal information (marital status, health, weight) or photo.

John Tran
555 North Pine Street
Seattle, WA 98105

EDUCATION
University of Washington
Bachelor of Science in Mechanical Engineering
• GPA in major: 3.3
• Worked 20-30 hours a week while attending college full-time
• Supported 65% of college costs

Special Projects:
Automated Swing-Away Batting Tee, Electro-Mechanical Design (ME 302), Fall 2015
• Designed motion control system using stepper motor, Motorola 68HC11
  microcontroller, and LCD screen
• Wrote computer code using Assembly computer language
• Researched human factors for required torque load of stepper motor

RELATED EXPERIENCE
Test Engineering Intern
June 2014 – present
Micro Encoder, Inc.
Kirkland, WA
• Designed test system using servo-mechanical components
• Conducted research and tests on next generation linear encoder scales
• Documented test system including details and schematics using AutoCAD
• Fabricated mechanical and electrical components for repair and creation
  of test equipment

Computer Aided Drafter
Summer 2013
Charles A. Gove and Associates, Inc.
Seattle, WA
• Drafted plans and details using AutoCAD for mechanical, electrical, and
  environmental engineers
• Updated Spill Prevention and Containment Countermeasure plans as specified
  by federal law

OTHER EXPERIENCE
Peer Advisor
Sept 2013 – June 2014
University of Washington Career Center
Seattle, WA
• Provided career services information to student groups up to 135
• Assisted with website upgrade

Include names of specific computer programs used.

Write in a concise style. Omit personal pronouns and articles (a, an, the).
Volunteer positions can be listed under experience. They could also be listed
under a separate “Volunteer Experience” heading.

Supplement experience by including descriptions of related class projects.
For early undergrads okay to include high school education, clubs, projects and
experience (DECA, Robotics Club, Newsletter/Yearbook Editor...)

Indicating hours worked during school shows qualities employers look for: energy
level, time management, multi-tasking, and responsibility.

Describe associations and awards if not commonly known.

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level, time management, multi-tasking, and responsibility.

Describe associations and awards if not commonly known.

Volunteer positions can be listed under experience. They could also be listed under
a separate “Volunteer Experience” heading.

Include names of specific computer programs used.
Resume Example

Chris Gutenburg  
2733 NE 95th Street  
Seattle, WA 98105

(206) 555-1212  
cguten@uw.edu  
linkedin.com/in/chrisgutenburg

OBJECTIVE: Information technology internship contributing my computer systems and critical thinking skills

SUMMARY OF QUALIFICATIONS:

- 2 years’ experience in user experience (ux) research and application development
- Proficient in Java, C++, SQL, HTML, XML, MAC OS, PC, LAN, WAN, MS Office
- Web design (http://students.washington.edu/cguten)
- Demonstrated customer service experience in technical settings
- Work well independently and on team projects with diverse populations
- Highly adaptable and flexible in changing environments
- Japanese: fluent reading and listening; basic conversational skills

EDUCATION:

University of Washington, Seattle, WA
BS in Informatics, GPA: 3.5/4.0, expected June 2016
- Study of information systems and technology with a human-centered approach


Study Abroad: Keio University, Tokyo, Japan, Spring 2012 – Winter 2013
- Conducted research on Japanese web design, analyzed data, wrote report in Japanese

USER EXPERIENCE RESEARCH/DESIGN PROJECT:

"Encouraging Newcomers to Engage." Design Thinking, UW, Spring 2015
Final group research project examining design variables that influence users to engage in organizational activities
- Applied design principles to research extent to which each of 5 variables contributed to user engagement
- Completed qualitative and quantitative analyses
- Presented findings at UW Undergraduate Research Symposium

RELATED EXPERIENCE:

Computer Lab Assistant, UW Odegaard Library, June 2013 - Present
- Provide instructional assistance in high use computer lab
- LAN installation and maintenance using

Computer Network Volunteer, Crescent High School, Crescent, WA, January 2008 - June 2009
- Worked with administration to help design and maintain school’s computer network
- Aided teachers and students on proper use of computers
- Saved school $16,000 and increased teacher/student use by over 35%

OTHER EXPERIENCE:

Customer Service Specialist, Fry’s Electronics, Seattle, WA, Summer 2013
Shift Leader, Video Update, Seattle, WA, May 2010 - June 2011
Waiter, Family Kitchen, Bothell, WA, Summer 2009

ACTIVITIES AND AWARDS:

Member, National Society of Collegiate Scholars, University of Washington, 2012 – present
ASUW Crime Prevention Committee, UW, 2009 – 2011
Varsity Football Team, East Japan Conference Champions, Keio University, 2011
Valedictorian, Crescent High School, 2009

With or without an “Objective,” the skills and experiences you list here should be related to your job target.

Use quantities, amounts, and dollar values where they enhance the description. “Managed budget of $10,000.”

It is possible to show that you have held multiple jobs without having to describe each of them.
Amber Edmundson  
1315 NE Campus Parkway  
Seattle, WA 98105  
(206) 555-5555  
ambere123@uw.edu

Amber's FRESHMAN Resume:

Summary of Qualifications:
- 5 months experience with cash-handling and customer service
- Attentive listener and self-starter
- Enthusiastic and eager to learn
- Hardworking and responsible

Education:
University of Washington, Seattle, WA  
Intended major: Psychology  
Expected graduation 6/2016
Ballard High School, Seattle, WA  
High school diploma  
6/2012

Work & Volunteer Experience:
Volunteer, Ballard Food Bank, Seattle, WA  
(Summers) 2011-2013
- Distributed donated food and hygiene items to persons in need
- Assisted drivers with unloading donated items and sorting

Babysitter for Carroll family, Seattle, WA  
9/2010- 6/2012
- Coordinated schedules and oversaw daily activities for 2 children (ages 8 and 10)
- Prepared meals, completed household chores, and assisted children with homework

Volunteer Gift Shop Cashier, Nordic Heritage Museum, Seattle, WA  
5/2010-9/2010
- Assisted visitors with gift store purchases, provided information about museum programs and events, and operated cash register

Community Service:
Activity Coordinator, Ballard HS Earth Service Corps Club, Seattle, WA  
- Coordinated monthly service-learning activities for club of 20+ students

Additional Skills:
- Current CPR and First Aid Certification
- Microsoft Office programs: Word, Excel, and PowerPoint; Mac proficient
- Familiar with various social media sites, including: Facebook, Twitter, and Instagram
- Spanish – conversational speaking and writing ability

Amber's SENIOR Resume:

OBJECTIVE: Marketing Specialist position with LiveBuzz Media and Marketing, Inc.

SUMMARY OF QUALIFICATIONS
- Strong marketing and PR skills, experience, and education
- Organized and detail-oriented with excellent follow-through
- Ability to communicate well with wide diversity of stakeholders
- Strong analytical, quantitative, and problem-solving skills
- Enthusiastic, media-savvy, self-motivated, results-oriented
- Experience working in multicultural, fast-paced environment
- Bilingual: English and Spanish

EDUCATION
University of Washington, Seattle  
B.A. in Psychology (Minor in International Studies and Spanish)  
Expected June 2016
Related Coursework: Marketing, Business Communication, Research Methods, Statistics, Microeconomics, Cultural Influences in Economic and Political Policy, Multicultural Issues in Education and Society

RELEVANT EXPERIENCE
Marketing Intern, Abercrombie & Fitch, New York, NY, Summer 2015
- Supported online marketing activities including creation of a product website
- Created social media marketing plan utilizing Twitter, Facebook, LinkedIn, and MarketApp
- Conducted competitive intelligence research by reviewing marketing materials of competitors
- Supported personalization of products by generating advertising and public relations materials

MARKETING & PUBLIC RELATIONS PROJECTS
"Marketing and Business Plan for Jump-In-Now." Business Communications, UW, Spring 2015
Final group project and presentation providing support for a real, new start-up company.
- Gathered data and studied analytics regarding current market
- Completed qualitative and quantitative market analyses
- Wrote business plan and recommended timeline for rollout of new product

Public Relations Media Packet for Students Who Care Dance-Athon, UW Spring Fundraiser, Spring 2014
- Created PR/Advertising campaign for UW fundraiser
- Designed promotional materials for various media including radio, Facebook, Twitter, LinkedIn
- Raised over $5000 in scholarship money for Office of Disability Services

LEADERSHIP AND COMMUNITY SERVICE EXPERIENCE
President (2014-Present) /Outreach Chair (2013-2014), Students for Social Responsibility, UW, Seattle  
Publicity Chair (2013-2014), Psychology in Business Interest Group, University of Washington, Seattle  
Peers Telephone Counselor (volunteer), (2012-2013), Kent Crisis Clinic, Kent, WA  
Community Volunteer, (Summers, 2011-2013), Ballard Food Bank, Seattle, WA  
Activity Coordinator (2011-2012) Ballard HS Earth Service Corps Club, Seattle, WA

ADDITIONAL EXPERIENCE
Barista, UW Housing and Food Services, Seattle, WA, Sept 2014-Present
Customer Service Representative, Seattle MediaWorks, Seattle, WA, June 2012 - August 2014
Dear Mr. Parsons:

I would like to apply for the Program Specialist-Climate Affairs position with the Association for Environmental and Social Justice. Because of my long-standing interest in environmental issues, I visit your website frequently and was thrilled to see that you are currently seeking applicants for this position. I will be graduating from the University of Washington in June, and this position is exactly the type of career that I am seeking.

I believe that my education, experience, skills, and career goals provide an excellent match for both this position and your organization’s mission and core values. My commitment to environmental policy and advocacy led me to major in Political Science and minor in Environmental Science & Resource Management. This allowed me to pursue my particular interest in climate issues through specialized coursework such as my upper-level classes in Climate and Climate Change and Environmental Politics and Policy in the United States. One example of my work in this area is a paper I wrote earlier this year on “Relative Contributions of Three Fossil Fuels to Climate Change.” I plan to present this paper at UW's Undergraduate Research Symposium next month.

In addition to my strong academic background in environmental studies, climate change, and political affairs, I have strong organizational, communication, and budget-related skills. In my positions as Vice-President and Treasurer of the Students for Social and Environmental Justice organization, I engaged in scheduling, coordinating, and facilitating meetings and handled our organization’s budget. In another arena, due to my strong work ethic and interpersonal skills, I received the Employee-of-the-Year Award in 2012 from my employer, the Columbia Bread and Bakery Shop.

I am very interested in the Program Assistant-Climate Affairs position not only because I believe that my skills and experience are an excellent match for this position, but also because I passionately believe in EPS’s mission and core values. Your commitment to creating and sustaining environmental balance for the welfare of all represents the exact values to which I am personally and professionally committed. I look forward to talking with you soon.

Thank you for considering my application.

Sincerely,

Shane Wilson

4523 Brooklyn Ave. NE
Seattle, WA 98105

Shane Wilson

4567 Brooklyn Avenue NE
Seattle, WA 98105

206-555-5555
shanew@zzz.com

SUMMARY OF QUALIFICATIONS
• Experience in and passion for environmental advocacy
• Strong organizational skills and experience working with budgets
• Detail-oriented, meticulous, reliable, hard-working
• Demonstrated time-management/multi-tasking skills and ability to meet deadlines
• Excellent research skills and ability to communicate clearly
• Effective computer skills including expertise with Microsoft Office Suite

EDUCATION
University of Washington
Bachelor of Arts, Political Science
Minor: Environmental Science & Resource Management
Seattle, WA
Expected June 2016

Related Coursework: Climate and Climate Change; Culture, Ecology, and Politics; Politics & Law of International Human Rights; Environmental Politics and Policy in the United States; Global Environmental Politics; International Environmental Politics; Introduction to Environmental Economics

RELEVANT EXPERIENCE
Students for Social and Environmental Justice, University of Washington
Vice-President/Co-Founder
Treasurer
• Co-founded campus environmental and advocacy group
• Contributed to creating and revising organization’s constitution and policies
• Developed and implemented marketing and fundraising plans
• Coordinated development of environmental justice internship program

Northwest Society for the Protection of Our Environment
Community Outreach Intern
• Assisted in organizing major annual fund-raising events
• Organized and coordinated volunteers for Seattle community events
• Gathered data, interviewed stakeholders, and wrote reports regarding fundraising events
• Participated as member of Society’s policy development committee
• Revised and maintained organization’s web pages

June 2013 - August 2015

RELEVANT PROJECT
Relative Contributions of Three Fossil Fuels to Climate Change: An Exploration.
(Final paper for Culture, Ecology, and Politics, Winter 2015)

EMPLOYMENT EXPERIENCE
Administrative Assistant, Financial Aid Office, University of Washington
Server/Cashier, Columbia Bread and Bakery Shop, Seattle, WA
September 2013 - Present
May 2010 - June 2013

AWARDS AND ACTIVITIES
Rotary Club Scholarship (2013)
Employee-of-the-Month Award (Columbia Bread/Bakery, June and November, 2012)

PROFESSIONAL AFFILIATIONS
American Political Science Association (APSA), Student Member
Science, Technology & Environmental Politics Section, APSA, Student Member
Society for Climate Research, Student Member

The Career Center | careers.uw.edu
Resume Example

GABRIEL AQUINO
15700 Ash Way
Lynnwood, WA 98037
206-670-1000
gabeaquino@uw.edu
www.linkedin.com/in/gabeaquino

EDUCATION
University of Washington, Seattle, WA
Bachelor of Science in Biochemistry, August 2016
Diversity Minor
Study Abroad: Andes to Amazon, Biodiversity, Conversation, and Sustainability in Peru
August 2015 - September 2015
- Enhanced global perspective by engaging with indigenous people, conservationists,
  and other stakeholders on social, economic, and environmental issues
- Explored diversity of large geographic region and analyzed sustainable
  alternatives for biodiversity conservation

LAB SKILLS
Proficient in: DNA cloning, PCR, Southern blot, Western blot, enzyme assaying,
cell cultivation and counting, protein synthesis-purification, acid-base titration
Familiar with: Spectrophotometric and potentionmetric analyses, NMR, MS, IR

RELATED EXPERIENCE
Genetic Counseling Volunteer Assistant, Genetic Medicine Clinic at UW Medical Center
October 2015 - current
- Assemble medical information and map out medical pedigrees
- Handle sensitive and confidential patient information and medical
  records according to clinic’s policies and procedures
- Job shadow genetic counselors and gain valuable insight into provider/client
dynamics

Chemistry Tutor, Instructional Center, University of Washington
September 2013 - June 2014
- Tutored Education Opportunity Program Students 7 hours per week
- Trained and on-boarded 3 new tutors in teaching chemistry concepts
- Developed excellent cross-cultural communication skills working with a diverse
  population of students

LEADERSHIP & ACTIVITIES
Intern, Student Health Consortium (SHC), ASUW
September 2014 - August 2015
- Partnered with SHC Director to develop programs educating students about
  health, wellness, and nutrition
- Recruited and trained 150+ student models for Everybody Every Body Fashion
  Show, a large-scale annual event promoting healthy body image and identity
- Coordinated with pre-health Registered Student Organizations to schedule
  quarterly meetings and identify opportunities for partnership

Volunteer Tutor, Pipeline Project, University of Washington
December 2013 - March 2014
- Served as a positive role model and mentored underserved high school students
  on the college application process

Need to Develop a CV?
See Morgan Nelson’s 2-pager in the Career Guide for an example. For making a 1 page CV, consider Gabriel Aquino’s resume as a good example, and add some sections: research interests and academic projects.
QUANLEI HUANG
4593 45th Ave. N Seattle WA 98125
q.huang@uw.edu - 206.345.6767
linkedin.com/in/quanleihuang

Samuel Reed
4368 N Admiral Way Seattle, WA 98118
(206) 764-1234 - samreed@uw.edu
linkedin.com/in/samreed

**OBJECTIVE**
Project Management Internship contributing my problem solving skills and aptitude for innovation

**SKILLS AND ACHIEVEMENTS**
- 3+ years executive experience in project management and operational development of 72-member nonprofit
- Excellent presentation, coaching, and public speaking skills
- Exceptionally culturally competent from living, working, and traveling to 7 countries in 2 years
- Avid networker, team player, and problem-solver with passion for adventure
- Languages: Mandarin (native), Fujian (conversational), Cantonese (basic)
- Proficient with MS Office Suite such as Word, Excel, PowerPoint, Publisher

**EDUCATION**
University of Washington, Seattle, WA
Bachelor of Arts - Economics (GPA: 3.1, Dean’s List-3 quarters) June 2016
Awarded $4,000 Mary Gates Leadership Scholarship (over 800 applicants)

**RELATED EXPERIENCE**
**AIESEC United States Inc., Seattle, WA**
President, UW Local Committee (Jan-Dec 2014) Vice President of Marketing and Sales, UW Local Committee (Jan-Dec 2013)
- AIESEC - world’s largest student-led talent sourcing program providing international talent to organizations and leadership development programs for 80,000 members in 124 countries and territories
- Led chapter to 4 awards including National Excellence Award (top chapter), DHL ‘Can-Do’ Attitude Award
- Coach 6 Vice Presidents to progress management strategies and marketing initiatives, resulting in 300% net sales gain, 100% net market reach, and 90% talent retention
- Oversee 50+ events and projects within budget; increasing audience by 10%
- Develop social media and direct marketing initiatives to 30,000 students

**Student Consultant, Atlantic Street Center, Seattle, WA**
Jan-Mar 2013
- Collaborated with team of 4 to analyze current, financial, and SEO performance levels of social service non-profit organization
- Delivered 10 strategic/tactical recommendations to HR department to increase operational efficiency and improve internal communications; 4 recommendations implemented by Executive Director

**ADDITIONAL EXPERIENCE**
**Lead Organizer, Girls Rising at UW, Seattle, WA**
April-June 2013
- Led team of 3 to organize all marketing, logistical, and fundraising aspects of public movie screening resulting in event attendance of 200

**International Organizing Committee Team Leader, AIESEC Russia**
Moscow, Russia
June-Aug 2012
- Collaborated with team of 62 to execute planning, organization and logistical support of conference for 1000 delegates with budget of $9,000,000 for AIESEC International Congress

**ACTIVITIES & INTERESTS**
Travel (Indonesia, Fuji, New Zealand, Philippines, Russia, China, India); proficient piano player and folk dancer

**SUMMARY OF QUALIFICATIONS:**
- Analytically minded with acute observational skills and an eye for detail
- Recognized as leader who builds effective teams with clear, straightforward communication
- Calm and focused in high stress situations offering multiple perspectives to solve problems
- Counted on to meet deadlines; often operate ahead of schedule
- Completed ASA Exam P (Probability) - October 2014

**EDUCATION:**
University of Washington, Seattle, WA
B.A in Applied Computational Math Science-Economics Option, GPA 3.2 Expected June 2016

**RELATED EXPERIENCE:**
**Corporate Tax Intern, Liberty Mutual Insurance, Seattle, WA**
January 2015 – March 2015
- Accurately prepared, filed, and paid state premium tax liabilities
- Coordinated with Boston office management to complete premium returns ahead of schedule
- Awarded $4,000 Mary Gates Leadership Scholarship (over 800 applicants)
- Used Adobe Acrobat, Microsoft Excel, and premium tax compliance software to create and compile returns and support documents; submitted returns for review and signature

**Controller Intern, SASMI Trust Fund, Fairfax, VA**
August 2013 - September 2013
- Assisted controller in preparation of month end procedures
- Processed contributions to company trust fund to ensure timely updates of fund accounts

**OTHER EXPERIENCE:**
**Team Leader, United States Army Infantry, Fort Lewis, WA**
June 2005 – September 2009
Operation Iraqi Freedom June 2007 – March 2008
- Managed team of 20 people providing 30% of platoon’s firepower and security
- Accounted for highly sensitive equipment in excess of $50,000
- Utilized finely tuned observation skills to provide security for coalition forces
- Increased knowledge in advanced first aid and land navigation skills
- Organized and led teams of up to 8 personnel through variety of combat training exercises

**AWARDS:**
**Army Commendation Medal (Awarded August 2007)**
- Thwarted attack on coalition forces allowing team to reposition and engage opponent
- Managed efforts in successful evacuation of disabled vehicle from dangerous zone

**Army Achievement Medal (Awarded November 15, 2007)**
- For dedication to duty, excellence, and expansive knowledge in field

**Purple Heart Medal (Awarded December 24, 2007)**
- Awarded for injuries sustained during combat operations

**ADDITIONAL SKILLS:**
- Proficient in Microsoft Office; conversational Spanish
Jane Lewis
1234 Main Street
Seattle, WA 98103
jlewis@email.edu
206-555-5555

SUMMARY OF QUALIFICATIONS:
- Experienced program developer and evaluator demonstrated by work with more than 6 organizations
- Highly skilled in efficiently coordinating patients, volunteers, events, and interventions
- Passionate, persistent critical thinker evidenced by creating sustainable programs addressing real community needs and securing over $60,000 in support from foundations and organizations
- Proven researcher – in field, lab, library, and online – with qualitative and quantitative methods
- Fluent in Spanish; able to serve as interpreter and educator for Spanish-speaking individuals

EDUCATION:
University of Washington, Seattle, WA
MPH in Community Health Practice, Expected 6/2016
- Capstone Final Project: Managed and developed a participatory theater project to educate Latinos about diabetes in Seattle. Wrote grants, constructed a project budget, facilitated staff and community meetings, and ensured a participatory communication process.
- Practicum - Conducted quantitative and content analysis of REACH diabetes intervention program activities. Implemented REACH coalition key informant interviews.

Carleton College, Northfield, MN
BA in Latin American Studies, 5/2010
- Advanced Study Certificate of a Foreign Language and Literature in Spanish
- Independent Research Fellowship to Chile, summer 2010
- Technos Japan Exchange Program Scholarship, summer 2009

PROGRAM DEVELOPMENT EXPERIENCE:
Public Health Seattle & King County, Seattle, WA
Intern – WIC/AMN Maternity Support Services Programs, 1/2015-6/2015
- Developed and taught a physical activity group curriculum for 16 pregnant women.
- Implemented a written evaluation component for the pilot program leading to improvements for subsequent classes and followed up with a group interview of initial attendees.
- Designed a plan for the distribution of the materials involving local youth as ambassadors.

AmeriCorps*VISTA (with The Giving Tree), Seattle, WA
Program Developer, 10/2010-10/2011
- Supervised 40 volunteers and employees for non-profit woodshop, producing toys for children in need.
- Managed retail sales revenue, organized monthly board meetings, and coordinated community event to educate elementary aged children about homelessness using music and interpretive dance performance.
- Raised more than $46,000 through foundation and corporation grants in collaboration with the Housing First project, a collaboration between the Downtown Emergency Service Center and the UW Addictive Behaviors Research Center to measure the impact of providing housing to chronic public inebriates.
- Designed a plan for the distribution of the materials involving local youth as ambassadors.

Friends of Almanjayar, Granada, Spain
Volunteer Program Developer, 6/2010-9/2010
- Assisted in developing health education materials (posters, postcards, and t-shirts) for use in this mentoring program for Gypsy youth in the neighborhood of Almanjayar.
- Designed a plan for the distribution of the materials involving local youth as ambassadors.

RESEARCH EXPERIENCE:
University of Washington, Alcohol and Drug Abuse Institute, Seattle, WA
Research Assistant, Measurement and Assessment of Risk on the Street (MARS), 9/2015-Present
- Interviewed 90 homeless youth and young adults in 3 Seattle drop-in centers over a 5 month period.
- Co-managed data collection coordination including 180 hours of recorded interview data.
- Determine coding methodology and begin preliminary data analysis.
- Promoted program with national media coverage on CBS Evening News.

OTHER EXPERIENCE & ACTIVITIES:
Member, National Community Public Health Association, 1/2011-present
Board Member, King County Community Health Coalition, Seattle, WA, 12/2012-7/2014
Spanish Language Assistant, Carleton College, Northfield, MN, 9/2009-5/2010
Augustana College Summer Spanish Program, Center for Inter-American Studies, Ecuador, 6/2010-8/2010
Member, Latin American Student Organization (LASO), Carleton College, Northfield, MN, 4/2008-5/2010
Elmira Hernandez
1450 NW Evergreen Place • Seattle, WA 98195 • (206) 000-0000 • elmira.hernandez@email.com

PROFILE
Science educator with extensive experience planning and leading successful programs and events. Strong leadership skills evidenced by developing and managing field trips and day camps for over 30 staff members and 700 students. Deep commitment to science education honed in teaching students ages 7-28 in both Spanish and English.

EDUCATION
University of Washington, Seattle, WA M.S. Earth & Space Sciences
Thesis: Slope Stability Analysis of Seattle Neighborhoods

University of Oregon, Eugene, OR B.S. Biological Sciences
Senior Project: Groundwater Fluctuations in Eastern Oregon and Implications for Water Use
Independent Project: Geological Analysis of Norwegian Fjords, Oslo, Norway

RELATED EXPERIENCE
Curriculum Assistant Volunteer, Pacific Science Center, Seattle, WA Sept. 2014 - present
• Work with 4 Youth & Family Programs staff members to create curriculum and supplementary activities for a new summer camp program opening June 2016 for elementary and middle school students

Teaching Assistant, Earth & Space Sciences, University of Washington, Seattle, WA Spring, Summer 2015
• Taught quiz sections, graded assignments, and managed labs for three undergraduate geology classes

Science Educator & Program Manager, Oregon Valley Community College, Bend, OR Oct. 2012 - Aug. 2014
• Coordinated 6 week-long summer day camp sessions for over 300 elementary aged students
• Trained 8 undergraduate camp counselors and 13 high school assistant counselors in key science concepts, lab experiments, and safety procedures for summer day camp sessions
• Managed 7 field trips for an additional 520 4th grade students in collaboration with the National Forest Service and local municipalities between October and May each year

Program Coordinator, Science Division, Oregon Valley Community College, Bend, OR July 2010 - Sept. 2012
• Worked with science faculty to develop 3 new geology labs for Geology 101 class in Spring 2012 for 35 students and managed printing of instructor and student guides
• Organized Science Division’s research symposium attended by over 150 students and faculty
• Presented to 9 local high school physical science classes on basic geology concepts
• Worked with lab technician to write new standard operating procedure for SEM (Scanning Electron Microscope) and trained 3 student assistants to use it

REPRESENTATIVE PROJECTS
• Planned quarterly field trips for geology, ecology, and biology classes to regional locations
• Developed mock mobile app based on freecycle.org concept of reuse and sustainability
• Designed user interface prototype through wireframes and user research

EXPERIENCE
Marketing Assistant, Marketing, Oregon Valley Community College, Bend, OR Jan. 2012 – Nov. 2014
• Researched and developed digital marketing plans
• Designed digital and print marketing materials for company’s showcase at International Consumer Electronic Show (CES)
• Contributed to website revamp by conducting needs assessments, determining priorities, and establishing workflow timeline

ACTIVITIES AND INTERESTS
• Founding Member of Digital Marketing Club at National Taiwan University
• 2 years English teaching experience (students ages 10-15)
• International travel (over 18 countries)
CAREER CHANGE TO COMPUTER SCIENCE

Seattle University now offers a “Career Change Path to Master’s Degree”
This program is in three parts:
1. Beginning Programming Boot-Camp (if necessary)
2. Fundamentals of Programming Graduate Certificate
3. Master of Science in Computer Science Program

Admission Requirements for Certificate:
An Undergraduate Degree and programming experience

Basic Admission Requirements: An Undergraduate Degree

*Start here if no programming experience

• Programming Boot Camp
A twelve (12) week intensive summer program. Courses in three blocks of four weeks, Mondays, Tuesdays, Wednesdays and Thursdays

*Start here with programming experience

• Fundamentals of Computer Science Certificate
Graduate Certificate 18 Credits
CPSC 5011: Object-Oriented Concepts
CPSC 5021: Database Systems
CPSC 5031: Data Structures and Algorithms
CPSC 5041: Computing Systems Principles I
CPSC 5042: Computing Systems Principles II
CPSC 5051: Fundamentals of Software Engineering
Two courses per quarter, each course taught one night a week.

• Master of Science in Computer Science
Satisfactory completion of Certificate, no GRE required
Late afternoon and evening classes
Takes as little as 18 months
References

References are important resources in your job search. These can be former supervisors, faculty, and colleagues who can attest to the quality of your work, skills, attitude, and professionalism. Seek people who can speak about you positively and objectively.

Make sure you have their current contact information, job title, and organization. As you move forward in the interview process, send your references your resume and let them know the position you applied to and what skills and strengths you hope they can speak to. If you haven’t been in contact with one of your references lately, provide them a summary of what you have been doing, your accomplishments, and your ambitions. Be sure to thank them!

Do not include reference contact information on your resume or a line stating “references available upon request.” It’s common practice to provide references as a separate document and if you are asked, that’s a good sign—it means the hiring manager is interested and inquiring further.

---

Name

Contact information header (use the same font and style as your resume)

REFERENCES

Dr. Susan Friedman  
Professor of Biology, University of Washington  
Box 35000  
Seattle, WA 98195  
(206) 545-5555  
SusanFriedman@uw.edu  
(Professor and supervisor)

John Faster  
Owner, Northwest Native Landscaping  
8501 35th Ave NE  
Seattle, WA 98105  
(206) 123-4567  
jfaster@nwnativelandscaping.com  
(Former supervisor)

Marjorie Plank  
Director of Family Programs, Northshore YMCA  
11811 NE 195th St  
Bothell, WA 98011  
(425) 400-0000  
mplank@ymcaseattle.org  
(Former supervisor)
RESEARCH EXPERIENCE

Doctoral Research Fellow, Department of Biology, University of Washington, Seattle, WA
August 2010-present
- Designed and conducted experiments for the purification and characterization of the repressor for the sn-glycerol phosphate regulation of Escherichia coli K-12. Identified structure of the glp repressor and determined DNA binding domains.

Pre-Doctoral Research Fellow, National institutes of Health, Poolesville, MD
August 2010-July 2011
- Synthesized and purified hundreds of oligonucleotides. Synthesized DNA.
- Constructed a cosmid library from human blood DNA.

INDUSTRY RESEARCH EXPERIENCE

Biology Research Technician, ZymoGenetics, Inc., Seattle, WA
June 2008-August 2009
- Participated in DNA fingerprinting project, digested genomic DNA with restriction enzymes. Separated digested DNA fragments by electrophoresis through agarose gels and transferred by Southern blotting technique. Prepared buffers, photographed gels, developed autoradiographs.

TEACHING EXPERIENCE

Laboratory Instructor, Department of Biology, University of Washington
September 2013-June 2014
- Taught a section of introductory biology lab for 2 undergraduate introductory biology courses.

Teaching Assistant, Department of Biochemistry, University of Washington
September 2010-June 2011
- Taught laboratory sections for 3 undergraduate biochemistry classes. Advised students.

PROFESSIONAL AFFILIATIONS

American Society for Microbiology, 2010-present
Sigma Xi, the Scientific Research Society, 2009-present
Morgan Chen
1234 56th St NE, Apt 78 / Seattle, WA 98195
mchen1234@uw.edu / 206.555.5555

EDUCATION
University of Washington, Seattle, WA
Bachelor of Science – Psychology, Expected June 2016
• Minors – Gender, Women, & Sexuality Studies and Law, Societies, & Justice
• University Honors Program – Major GPA, 3.84/4.0; overall GPA, 3.6/4.0
• Course Highlights – Psychology of Gender; Women and the Law; Feminist Understanding of Victims; Women and Violence; Self-Concept; Race, Gender, and Sexuality in the Media

Study Abroad – Amsterdam, Netherlands
Four-week international experience focused on crime, law, and justice in the Netherlands and the US, sponsored by the UW Honors Program

RESEARCH INTERESTS
• Resilience among female and male targets of violence
• Factors influencing women's decisions to report violence
• Methods of empowering young girls to self-advocate
• Sociocultural factors affecting development of gender role perceptions

RELEVANT PROJECTS
• Collaborated with local relationship violence support center
• Interviewed 9 relationship violence victims regarding factors that encouraged or inhibited reporting the violence to law enforcement
• Presented paper at UW Undergraduate Research Symposium

“Understanding the Relationships Among Television Exposure, Parenting Style, and Adolescents’ Likelihood to Report Sexual Assaults” (Final paper for Gender and Violence course, Winter 2014)
• Analyzed national database survey responses from adult women who had experienced at least one sexual assault occurring between the ages of 10 and 20
• Conducted chi square tests on 1238 participants and wrote 19-page paper

RESEARCH EXPERIENCE
Research Assistant, September 2014 – June 2015
Psychology Department, Professor David Duncan Lab, University of Washington
• Coded interviews of parents describing their discipline practices
• Entered data from 60 interviews into SPSS

Lab Tech, January 2014 – March 2014
Psychology Department, Professor Maria Munoz Lab, University of Washington
• Ensured that Stress/Relaxation Lab equipment was continually updated and functioning well
• Calibrated relaxation induction equipment
• Recorded and coded data

PRESENTATION
Cover Letter Format, Content & Samples

The cover letter should be emailed or uploaded/submitted to an employer with your resume. The purpose of the letter is to present your skills and experience in future-oriented terms which highlight what you offer to the employer. The letter is an opportunity to sell yourself for the particular job you are seeking. Identify your experience and education that is most directly related to that job.

A carefully constructed and concisely written letter will convey your ability to communicate effectively in writing. It will also demonstrate your interest in and qualifications for the position and overall interest in their organization.

Your Present Address
City, State Zip Code

Date

Name of Individual
Job Title of Individual
Company or Organization Name
Street Address or P.O. Box Number
City, State, Zip Code

Cover letter content & format

Dear Mr./Ms./Dr. ____________:

The first paragraph should state the position you are seeking, indicate why you are writing, and tell how you learned of the position. State your top 2 - 4 selling points/provide proof of your top selling points (education, experience, skills). Write in conversational short sentences.

The middle paragraphs should present additional information about your experience or personal characteristics in some detail. In other words, it contains stories or examples from your education, experiences and activities.

Emphasize what you offer to the employer (not what the employer can do for you), related to the position you are seeking. You might provide specific examples of demonstrated skills and related experience. Highlight your job related skills, specialized training, course work, class projects, and significant accomplishments. Indicate resume is attached/enclosed.

The last paragraph should have a summary statement of your qualifications and interest and why you want to work for the particular employer. Include information such as your telephone number and email. Always thank the employer for consideration of your application.

Sincerely,

Full name typed
Enclosure: Resume

Cover letter sample

5006 Wallingford Ave. NE
Seattle, WA 98105

October 2, 2015

Ms. Jessica Stevens
Director of Talent Sourcing
The Asia Pacific Group
67 Benton Street, #03-01
Singapore 189655

Dear Ms. Stevens:

I saw the executive track position in The Asia Pacific Group’s Emerging Leaders Program while viewing the University of Washington’s Huskyjobs online system. The training and support your organization provides to its employees is impressive and the mission of supporting business development in the Pacific Rim is exciting to me. As a senior in International Studies, I believe the executive track position is a very good match for my skills in leadership, cross cultural communication, and project management.

My leadership skills would be an asset to your organization. As vice president of an international student organization, I helped increase membership by 25% and planned six events that reached a total of 500 students. During my internship with Singapore Airlines, I used my Mandarin Chinese and English skills to help foster partnerships among employees in the United States and Singapore. Working together, employees from both locations developed three new strategies for increasing and enhancing air traffic between the two countries.

Finally, in a marketing class during spring quarter, I served as the manager of a project for an assignment that called for groups of four students to spend five weeks analyzing the marketing needs of a local business. I created goals and timelines, collected status reports, researched and gave the final presentation of our project. We finished our assignment several days prior to the deadline, our professor gave us high marks, and the business owner is currently implementing two of our three recommendations.

I am eager to apply my strengths and background to team projects at The Asia Pacific Group. I welcome the opportunity to meet with you to further discuss how my qualifications might match with the Emerging Leaders Program. Please feel free to contact me by phone at 206-555-5555 or by email at kerikatanabe@uw.edu.

Thank you for considering my application.

Sincerely,

Keri Katanabe

Next Steps

- Attend a Career Center cover letter workshop
- Practice writing a draft cover letter
- Have a peer or friend proofread your cover letter
- Get your cover letter reviewed during a Same-Day-Session
YOU’D MAKE A REALLY GOOD DOCTOR IF YOU WEREN’T BUSY BEING AN OFFICE MANAGER.

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Sacramento, California
Follow-Up, Thank-You, Acceptance & Withdrawal Letters

A thank-you letter should be sent after every interview to express your appreciation for the interview and demonstrate your understanding of professional business etiquette. A letter also demonstrates your writing skills and allows you the opportunity to restate your interest and qualifications for the position.

Thank-you letters should be individually prepared and sent to the person with whom you met within 24 to 48 hours of the interview. If you interviewed with more than one person, you may send one letter to the person who appears to be “most in charge” of hiring and say you appreciated meeting with “you and your staff.” If you are able to get all interviewers’ names, you may send each a thank-you note.

Thank-you letters are one or two very short paragraphs. Be sincere and positive. Close with a suggestion for continued contact or a request for the next interview.

Follow-up letter

301 Brooklyn Ave.
Seattle, WA 98115

April 25, 2015

Mr. Frank Nelson
EvansGroup Public Relations
190 Queen Anne Ave. N.
Seattle, WA 98109

Dear Mr. Nelson:

At the recent University of Washington Spring Fair, Mr. John Niserati encouraged me to contact you regarding a position as a public relations assistant. I will be graduating in June from the University of Washington with a BA degree in Communications and English. My educational background, experience, and interest would allow me to be an effective contributor to your organization.

Last summer’s internship at Richmond Public Relations provided me the opportunity to refine my writing skills in a variety of stylistic modes. I developed press releases, business letters, feature-length articles and assisted with speeches. My responsibilities also brought me into direct client contact with the accounts of Chateau St. Michelle and Puget Sound Energy. Among many other things, my internship taught me the importance of developing a broad understanding of each product or service and collaborating creatively with the graphic designers, photographers, and printers.

I will contact you soon to inquire about the possibility of setting up an appointment. Thank you very much for your consideration, and I look forward to meeting with you.

Sincerely yours,

Robert Montana

Withdrawal letter

3537 Michigan Avenue
Seattle, WA 98115

March 15, 2016

Ms. Sarah Larsen
AccessLine Technologies
11201 SE Eighth St.
Bellevue, WA 98004

Dear Ms. Larsen:

I would like to thank you for the time you spent with me on Monday, March 2nd. Your interview was most thorough and informative.

After careful consideration, I have concluded that Access Line Technologies does not closely match my particular career interests at this time. I would, therefore, like to withdraw from further consideration.

Again, thank you for your interest in considering me for the position.

Sincerely,

Mallika Jamison

Interview - thank-you letter

1030 West 15th Avenue
Seattle, WA 98111

January 15, 2015

Ms. Lori Kato
Safeco Insurance
115 Pike Street
Seattle, WA 98185

Dear Ms. Kato,

I appreciated having the opportunity to meet with you today to discuss the employment opportunities at Safeco. Based on our discussion, I am even more convinced that I could do an outstanding job and be an asset to your organization.

As you may recall, I have five years of experience working with computer systems similar to yours. Based on my proven performance through this experience, my skills would be an asset to Safeco now and in the future.

I am looking forward to hearing from you next week regarding your decision. You may contact me at 206-522-1000 or by email at gsingle@uw.edu.

Sincerely,

Georgia Singleton

Acceptance letter

May 27, 2015

Ms. Teresa Jeffries
Meier & Frank
501 Fifth Avenue
Portland, OR 98335

Dear Ms. Jeffries:

I am pleased to confirm my acceptance of the position as Management Trainee at Meier & Frank. During my visit, I was quite impressed with the scope of operations and training utilized. I look forward to making a strong contribution and helping Meier & Frank maintain a competitive edge.

On June 23rd, I will report to work at the Lloyd Center store. Again, I would like to express my appreciation for this opportunity and look forward to being part of the Meier & Frank team.

Sincerely,

Seth Harmon

Info interview follow-up email

From: Chris Fine
To: Tessa Howard
Sent: Wednesday, October 31, 2015
Subject: Thanks for meeting with me!
Attachment: Chris Fine Resume.doc (12.4KB)

Dear Ms. Howard,

Thanks so much for meeting with me last month and helping me to better understand how I can develop a career path in the marketing field. It was a pleasure talking with you! And the information and advice you gave me was very helpful and inspiring. I especially appreciated your recommendation to speak with Marty Westfall at Edelman's PR regarding the promotional marketing field. He gave me suggestions on how to conduct an internship search in that field along with some additional contacts. By the way, he mentioned this article on Personal Branding and Social Media which I thought you might like to read. Here's the link: www.psbj.com.

Also, I wanted you to know that I registered for the Promotional Marketing Using Social Media course for winter quarter that you suggested. It will involve individual research and a group project. I'll let you know how it goes!

Thanks again! You helped me be even more excited about my passion with marketing!

Best regards,

Chris Fine
Recruiters' Impressions of Interviewing UW Students
(2012-2013)

What They Had to Say

Where Students Did Well:
- Arriving on Time: 3.78/4
- Looking Appropriate for the Interview: 3.42/4

Where Students Need to Improve:
- Effectively Articulating Their Strengths: 3.07/4
- Researching the Organization: 3.06/4

Polish Your Interview Skills
- Attend or download our Successful Interviewing Workshop
- Read the interview tips in our Career Guide
- Sign up for a Mock Interview

Recruiters ranked students on a scale from 1-4

Career Center / careers.uw.edu / 134 MGH / 206-543-0535
INTERVIEWING FOR JOBS OR INTERNSHIPS

Getting Started
You can be effective and successful in your interviews ... believe that. Interviewing is a skill you can learn. Knowing strengths and articulating them effectively is important and usually takes practice. Interviewing is a “two way street,” meaning the job candidate is interviewing the employer to ensure a good fit and the employer is interviewing candidates to fill a position.

The Employer’s Perspective
There are several primary objectives for the interviewer and you may get questions that directly or indirectly relate to these themes, so it’s smart to keep these in mind!
- Can you do a great job?
- How will you add value to our company?
- Are you a good fit for our organization?
- Will you be a good colleague?

What to Get Across In the Interview
Thorough preparation is key to a good interview. Just as you would prepare for a test or project in one of your classes, you need to continue putting similar focus on the interview process. Overall, here are important themes to express during an interview:
- You are a ‘good fit’ for the position
- You are a ‘good fit’ for their organization / company
- You have a positive attitude and are professional
- You came prepared for the interview and are enthusiastic about their organization / company
- You want the job or internship

Types of Interviews & What to Expect
Interviews may come in many shapes and forms. Interviews usually last between 20 minutes to an hour long. Be prepared to answer questions about your education, experience, achievements, activities, skills, career goals, strengths, weaknesses and interest in their organization.

Types of interviews include phone interviews, Skype interviews, on-site interviews (most common), which are 1:1, or a group interview (multiple interviewers). Many employers use a multi-round interviewing process to screen applicants and to help the organization make informed hiring decisions. If you aren’t sure what kind of interview to expect (when you are invited for one), it’s fine to ask in advance.

Preparing for the Interview
- Research the employer and study the position description
- Anticipate questions and think about examples and answers you could give
- Practice interviewing (out loud) with friends or in the Career Center (mock interviewing)
- Pick what (professional-looking) outfit you’ll wear
- Ask references in advance if they’ll give a positive reference, in case employers contact them
- Plan to show up on time for the interview. Arriving 10-15 minutes early helps you not feel rushed.

- Bring a pen or pencil, extra copies of your resume, a list of references and any forms which were requested prior to your interview (application, transcript, writing samples). Bring a professional looking folder to hold this material.

During the Interview: Tips
- Be friendly, smile, maintain good eye contact
- Use a firm, but not crushing, handshake
- It’s okay (and natural) to be nervous
- Be positive and emphasize your strengths
- Convey enthusiasm and interest
- Listen carefully and ask for clarification if necessary
- Pause and think, if you need to, before answering
- Never say anything negative about anyone
- Keep answers to the point (90 seconds – 2 minutes max)

During the Interview: Types of Questions
It’s common for employers to ask you a mix of types of questions, ranging from common-introductory to behavior-based and situational questions. Employers sometimes ask us unexpected questions and usually ask if we have questions to ask them (and yes, you should ask the employer questions). Having researched the employer and studied the position description (prior to the interview) and being yourself and a good listener during interviews, will help you in answering questions effectively.

Common Introductory Questions
These are typically open-ended questions at or near the beginning of an interview.
- Tell me a little about yourself
- What do you know about our organization / company?
- Why are you interested in this position?

Anticipate you’ll be asked questions like this and know what you want to say beforehand, then give your answers to the best of your ability.

For the typical ‘tell me about yourself’ question, consider using this approach (present - past - future - strengths): briefly share where you presently are in your life/education/career; briefly mention important facts from your recent past; describe why you are interested in this current position you are pursuing; and mention several strengths you have that relate to this role and to their company. You will want to practice answering this question so you are comfortable with it!

Behavior-Based Questions
These are fairly common interview questions. Employers generally believe that past actions predict future behavior. These are questions in which you are asked to describe specific situations when you have demonstrated a skill critical for success in the position you are seeking.
- Tell me about a time that demonstrates your problem-solving skills
- Give an example of a time when you experienced an unexpected problem and how you handled it
The STAR Method

Use the STAR method to help you respond effectively to behavioral interview questions. This method also provides the interviewer with a relevant, specific, descriptive example of using your skills. Tell a brief story in your answer using STAR:

- **Situation:** the context of what happened
- **Tasks:** what you were supposed to do
- **Action:** what you did to accomplish your tasks
- **Result:** what you accomplished and/or learned

Ending your answer with results brings your response to a natural close.

**Situational Questions**

In these questions, employer describes a hypothetical situation (that you realistically may encounter on the job) and asks how you would respond. Examples include:

- A customer you are working with becomes frustrated and angry about your company’s products/services and wants to talk with your manager—what do you do?
- What would you do if the priorities on a project you were working on changed suddenly?
- You are leading a project, a team member isn’t contributing, how will you deal with this?
- You don’t have the information you need to prioritize your projects. Your co-workers and supervisor are unavailable for you to ask for assistance. How do you handle the situation?

Relate your answer to a real situation if possible. Use your best judgment if you’ve never experienced a situation like this. It’s ok to ask for time to think.

**Negative Questions**

If faced with a question like this, answer the question truthfully, but emphasize something positive: What did you learn from the experience and/or how you would do it differently next time?

- Tell me about a time you experienced an interpersonal difficulty and how you handled it
- Tell me about a mistake you made in the past
- I see a two-year gap in your work history – what were you doing during that time?
- Tell me about a weakness that you have

**Strategies for responding to a question about weaknesses:**

- Talk about a weakness you used to have but have already eliminated or improved
- Talk about behaviors that are negative in their extremes, but positive in moderation
- Mention a weakness that is unrelated to the job / wouldn’t impact your success at the job
- Mention a weakness they already know you have (it didn’t prevent them from interviewing you)

**Unexpected Questions**

Questions you didn’t anticipate being asked, which often surprise you. Examples include:

- What is the last book you’ve read and would you recommend it?
- What are your salary expectations and when can you start?
- If you could be a superhero, what would you want your superpowers to be?
- How would you describe your sense of humor?
- How do you spend your free time / what do you do for fun?

In answering unexpected questions, it’s best to pause, think and respond. It’s ok to ask for time to think or clarification. Try your best and be yourself.

**Questions to Ask (and Not Ask) the Employer**

- Is there anything else you would like to know about me in terms of my strengths and how I can make a contribution?
- What results do you expect to get from the person in this position?
- What is a typical day like for the person in this position?
- What do you enjoy most about working here?
- What opportunities exist for advancement and growth?
- What do you see as the biggest challenge with this position in the first six months?
- What are the next steps in the job application/hiring process?

**Questions NOT to ask during the interview:**

- Don’t ask about salary, raises, benefits, flex-time, leave/vacation accrual
- Questions that reveal you haven’t done your research into the position/employer prior to interview

**After the Interview: Follow-up**

- Send a thank-you note that day
- Email or paper-notecard and be specific in your thanks
- If the employer doesn’t contact you, call or email them a week after you expected to hear from them
Final Tips
- Educate yourself and be informed about the position and their company
- Be positive, stay positive
- Speak clearly and communicate your value
- Demonstrate interest and enthusiasm
- Treat everyone well during the interview process
- Follow-up

A Quick Note about Professional Attire
Researching the company and knowing the industry’s acceptable dress standards is an important factor in deciding how you will dress for that important interview or meeting. Generally, it is always better to overdress than to underdress. Every job seeker, employer, and interview is different. We encourage you to use your best judgment and most importantly, how you present yourself is up to you! For advice on what to wear in professional situations, talk with a mentor, friend and/or come visit the Career Center. Our Pinterest board has tips and examples, pinterest.com/UWCareerCenter/interview-business-attire/
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*According to published information as of March 2015*