

STEPS:

Strategies
Toward
Enhancing
Professional
Success



Career Guide

You'll find Career Services on every ASU campus.

Downtown Phoenix

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D E A R S T U D E N T :



Congratulations on taking the initiative to explore critical strategies for your career success. Advancing your personal and professional development is a priority we share. At ASU, we recognize that our role in facilitating your achievement does not end in the classroom. As such, we pride ourselves in providing you with the most current knowledge and planning tools available, to help you make the most well informed decisions possible regarding your future. ASU's Career Services, Counseling and Consultation and University College offices encompass many different programs and services especially designed to aid you in realizing your career goals, and I urge you to take full advantage of every opportunity they offer.

As one example, this guide has been compiled to offer insight regarding the myriad career planning resources available throughout ASU's multiple campuses. While the information contained herein is a useful tool intended to illustrate important career-related concepts, ideas, and exercises, it is meant to enhance, not replace, the individual and group services provided by our ASU career advisors, counselors and psychologists. Once you have reviewed the guide carefully, I strongly encourage you to visit one of the offices to receive additional personalized assistance.

Working together, we can help you to explore the many occupational avenues available to you and empower you to develop a strategy for translating your aspirations into a practicable and fulfilling career in today's dynamic, global workplace. Again, I commend your proactive efforts to prepare for the next important phase of your life and invite you to maximize our career resources and personnel as you move forward.

Best wishes in all your future endeavors.

Sincerely,

A handwritten signature in black ink that reads "Michael Crow". The signature is fluid and cursive.

Michael M. Crow

President



SCORE!

Picking up this *Guide* just helped you take a step toward personal and professional satisfaction.

Who knew? Showing an interest in investigating career options is the real step, but if you're reading this you're on your way. The University wholeheartedly supports your career exploration through services and resources on the ASU campuses.

The *Career Guide* is created with the intention of helping you wade through your major and career options by teaching you how to find the right information to make a good decision. Once you've made that decision there is information on resume writing and job search. The process of career development is here to help you translate your dreams and ambitions into a viable and satisfying career.

While the *Guide* presents important concepts, ideas and exercises, it is not intended to replace individual and group services. ASU staff from career and counseling offices helped produce this publication, and invite you to make use of these services and resources. Additionally, there are other departments where you can seek assistance, which are highlighted at the end of the *Guide*.

We hope you will find this a
useful resource and guide.
Enjoy your journey of **discovery,**
exploration, AND action!

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CAREER DEVELOPMENT RESOURCES AT ASU

Career Services (Tempe campus)

Student Services Bldg., Room 329
(480) 965-2350

Counseling & Consultation

Student Services Bldg., Room 334
(480) 965-6146

University College Academic Advising

Undergraduate Academic Services Bldg.,
Room 129
(480) 965-4464

Disability Resource Center

Matthews Center, Room 143
(480) 965-1234

Career Preparation Center (Polytechnic campus)

Student Affairs Quad #4
(480) 727-1411

Career Services (West campus)

University Center Bldg., Room 320
(602) 543-8124

Adult Re-Entry Program

915 S. Rural Rd.
(480) 965-2252

Multicultural Student Services

Student Services Bldg., Room 394
(480) 965-6060

Career Services

(Downtown Phoenix campus)

Post Office, Suite 110
(602) 496-1213

Equal Opportunity:

All services are open to ASU candidates without regard to race, creed, color, ancestry, sex, sexual orientation, age, or disability. If special accommodations are required to access our resources/services due to a disability, please inform us as soon as possible to allow reasonable time for a response.

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A R I Z O N A
S T A T E
U N I V E R S I T Y



INTRODUCTION

So what do you want to be when you grow up? **What's your major?**
What do you want to do when you graduate?
Simple questions, right? Ever feel like you're just expected
to know the answers? This can be frustrating, embarrassing or confusing.

So many choices, where do you start?

It may be tempting to avoid the subject all together, and hope that something comes along before you graduate. You may think that finding the answer is no big deal and you really don't need to invest a lot of time or effort. Don't count on it. There's a lot wrapped up in making a career decision. Think about what's at stake.

You will spend a great deal of time working in your career. Obviously you will want to be doing something you enjoy and find satisfying. But that's not all. Your career affects your lifestyle, your place in the community, how much time you have for family, friends, or whatever. It also affects how you feel about yourself. Your career plays a huge role in balancing your internal world with all those external demands and pressures.

The idea here is not to freak you out,
but to get your attention.

The *Career Guide* is here to help you learn the basics of career development. The goal is to help you make informed decisions that will leave you professionally and personally satisfied. Depending on how well you know yourself, and at what point you are in your life, may determine the portions of this guide that will be most helpful to you.

The *Career Guide* is sliced up (much like that pizza under your bed) into three elements: Discover, Decide and Do It! The first step is to Discover what you want, and what your options are. Then, you need to Decide which career(s) will best satisfy your requirements.

And finally, **Do It!** Try it out, get involved, gain experience, A N D **GO FOR IT!**

CAREER PLANNING MODEL



Career Development Through a Lifetime

Career planning is a process used throughout your life time as you make changes in what you want to do, where and how you want to do it and what you want in return. Jobs will come and go and the skills required to do your work will continually change just as you change, including your interests, skills and values.

The career planning model **Discover, Decide and Do It!** is used in this *Career Guide* and will help you with your current and future career decisions. This is not meant to be a short step-by-step process and then you will be done. You may find yourself backing up and going through some of the steps several times. Each time you cycle through the process, you are working closer to more satisfying choices. We will be referring to it throughout the *Guide* as we lead you through activities and information to help you with one of your most interesting life experiences. **So have fun! And do it!**

Career Planning Model

Discover

what you want. Discover includes the framework for the process of effective assessment of your interests, skills and values and exploration of possible career choices. You will be amazed at your career options!

Decide

what will work for you from all your career possibilities. This will help give you direction in your job search and make it less overwhelming for you.

Do It!

helps you implement your plan and internship/job search strategies, including making contacts, resume/cover letter writing, interviewing, follow-up and exploring graduate school.

Now it's time to get started!

DISCOVERING WHAT YOU WANT



Discover

What do You Want?

- Values Motivators
- Needs, Desires
- Interests
- Skills, Talents
- Personality, Lifestyle

HERE'S WHAT WE'RE GOING TO DO:



- Set the record straight about common misconceptions about careers and majors that often interfere with making career decisions
- Explore what is important to you, what rewards you want and what you need
- Identify some of your interests
- Evaluate what you're good at, and what you like doing

BY THE END OF THIS SECTION YOU WILL be able to:

- Differentiate between truth and myth about careers and majors (this should help you feel more confident)
- List what you desire and require from a career
- Summarize your areas of interest
- Identify your strengths and a set of skills that are likely to help you succeed

Any of this sound like **YOU?**

“My career has to meet all my needs.”

A career includes all of your life pursuits, both paid and unpaid. You can end up spending a lot of time looking for ‘the perfect career’. What you need to do is find out what is really important and balance your life so that you can satisfy desires that matter most.

“I’m stuck with this major/degree.”

Nope, that’s not how it works. Just because you chose a major or graduated with a certain degree doesn’t mean you’re locked into that field. It’s a degree, not a life sentence! Just because you got a history degree doesn’t mean you have to teach. There are more options than that. Career advisors can help you explore these. Despite the myth, employers do not hire majors — they hire people who have the skills necessary to do the job. That means you can choose to work in a field other than your college major. Now, doesn’t that lift a weight off your shoulders?

“I have to make the absolute right decision.”

Worrying about making the “correct” choice for a major (or other career decisions) will just cause a massive tension headache. You don’t need that kind of stress. There are not absolute right or wrong answers. We all grow through life, and make decisions because they seemed like the best idea at the time. Reflecting ten years from now you probably wouldn’t make the same choices. The way you can end up feeling more confident is to do some research. Knowing that you’ve looked into it and that you’re making an informed decision should lighten the burden.

Also, it’s best not to choose your profession because someone said, “Dude, you’d be an awesome brain surgeon!” If the use of the word dude wasn’t enough to throw a red flag, remember you are the one who knows what will make you happy. It’s okay to look into it, but don’t make your decisions solely on someone else’s ideas.

“My job determines my worth.”

One definition of success is being happy with what you do. It’s not about satisfying others’ expectations of what is ‘good for you’. Just because Joe Schmoe thinks you’d be cooler if you were a doctor, doesn’t mean that you should attempt to overcome your fear of blood to please someone else. You are the one who will be doing this job, not everyone else. Focus on what works for you. If you’re happy, those that care about you will be, too. And by the way, you are way more likely to be successful if you choose what you love. As Dr. Wayne Dyer, a psychologist and best selling author says, “Do what you love, and love what you do.” By doing so you’ll feel more connected with purpose and fulfillment.

“My first job will determine my career.”

On average, people have between three to five career changes in their life. So, how can one’s first job determine the rest of their life? You might start out in one area, and realize it’s not what you wanted and try something else. That’s normal.

Discover

PART 1

The purpose of this section is to help you figure out what you really want in a career. This is mostly about you, not what’s out there. Remember, no freaking out. We’ll take it step by step. You may need to be a little patient, but it’s worth it.



A WORD ABOUT MAJORS AND CAREERS

Choosing a major is not the same as choosing a career.

In fact, oftentimes the connection between the two is pretty loose. What you get from completing a degree is skills, knowledge, interesting experiences and the ability to be an independent learner. What you do with them is entirely up to you. It is true, however, that some professions do require certain degrees or certifications like teaching, engineering, architecture or nursing, to name a few.

Basically, the more a career requires specialized expertise, the more necessary it is to have a related degree. It's great if you have a clear idea of what you want to do, and can choose your major to fit the plan. Don't worry if you already have a major or have to choose one soon and you really have no idea what you want to do. If you choose a major that excites you, most likely you'll work harder, do better and find something that you truly enjoy (a key ingredient for success).

Keep in mind that your first job after graduation is probably only the first step of many towards realizing your career goals. The creation of new job titles and career fields is continuous, so selecting a career is not a one-time decision, but an on-going process. A college degree certifies an ability to learn, and that shouldn't end with graduation.

CHECK OUT

this government website
for more information on careers:
www.doleta.gov/programs/onet

I'd like to buy a Value

When it comes to choosing a career, probably the most important thing you need to know is what matters to you. Your values determine what kinds of rewards you want and how you define success. They're what motivate you every day.

Values can actually mean an assortment of things, so let's break it down. What really drives at you can come from a variety of different sources:

Needs: These mostly come from your current (or anticipated) situation. They may be physical, environmental, social, emotional, spiritual, intellectual or financial.

Core beliefs and principles:

These are the beliefs you have about your place in the world, what's right, what's wrong and what constitutes a "good life." These include family, culture, religion, spirituality, or the community in which you grew up.

Desires: What you long and strive for are desires. They may be what you want to receive, give, do, be or create. These may be driven by your experience, environment, natural abilities and/or personality.

Balance: This is all about trying to satisfy the internal and external pressures that come from all the different roles you play, as well as the tension between beliefs, desires and needs.

It is important to note that any given value may stem from any one or more of the above categories.

For example, the desire for prosperity or independence may come from your beliefs, environment or family values.

How does my attitude affect my choices?

A healthy attitude, a reality-based belief system and positive feelings are important elements in career planning.

What's your attitude like these days? Are you:

- a. unhappy in the present and pessimistic about the future?
- b. feeling inadequate and believing that no matter how hard you work, you won't succeed?
- c. thinking everyone else is better off?
- d. seeing the glass as half empty?
- e. fairly confident that you will find your niche?
- f. mostly certain you can create a rewarding life with some hard work (which you are willing to do)?
- g. enjoying the present and looking forward to the future?
- h. seeing the glass as half full?

Value	Ranking (0-4)
Accomplishment, achievement: attain tangible results or seek continuous improvement	
Aesthetic environment: pleasing, comfortable	
Affiliation or belonging: connection to others or organizations	
Challenge of self or others	
Creativity in ideas or new things	
Excitement, risk, adventure	
Expertise, authority: be recognized for or apply an expertise	
Family	
Fulfilling a purpose	
Fun, joy, pleasure	
Leading or taking charge	
Helping or showing concern for others individually or on a large scale	
Being humble or modest	
Independence, autonomy, freedom	
Integrity, honor, respect	
Intellectual stimulation	
Making a contribution to society	
Multicultural or culture-specific environment	
Opportunity for growth, advancement	
Physical activity: being active or focused on well-being	
Power: have the ability to implement change	
Problem solving	
Regular, predictable schedule	
Preserving or protecting the environment	
Security: long-term stability, job security	
Social recognition, status, prestige	
Spirituality	
Travel	
Variety: have varying duties, schedule or environment	
Wealth or material prosperity	
Working with hands	
Others	



OK,
time to get busy. . .

Left is a list of common work-related values. It's by no means a list of all work-related values, but it should give you an idea of what they are and help you figure out what you want. Take a few minutes to check out the list. On the column next to the value, rank how important each one is according to your own beliefs, desires and needs.

Remember that these values can mean different things to different people. So, do this just for you and focus on those items which are most important to a satisfying decision.

Use the following scale to rank the values:

- 0 = Not Important at all
- 1 = Somewhat Important
- 2 = Important
- 3 = Very Important
- 4 = Essential

What about your feelings? Are you:

- i. a little anxious?
- j. upset about having to decide on a career path when you don't feel ready?
- k. afraid of making a mistake, or choosing the wrong career and wasting time?
- l. a bit hopeless about the future?
- m. confused about what you should be doing to find the right academic major or career?

It's ok and normal to experience different emotions when faced with making an important decision. Career decisions can be difficult and can be stressful. The important thing to note is how these feelings are affecting you. If these feelings start to get in the way of moving forward, or start to interrupt daily life, then it might be time to meet with someone who can help sort through these emotions. Check out the 'Our Friends' section at the end of the Guide for helpful resources.



Gotta have it

What are some conditions or specific requirements that absolutely must be met regarding your career choice? These could be limitations or simply "Must haves." Do you have a short time line and need to find something in the meantime? Do you need to stay in this state or country? Is graduate school a part of the picture? Is it important that you can leave work to pick the kids up from school? These are the types of questions you should consider.

Here is a list of possible types of constraints. In the space next to the category, write down any absolute restrictions you may have that will directly impact your career choice. Feel free to add your own!

Below is a list of possible types of needs or requirements. In the space to the right, note any restrictions you may have which will impact your career choice.



Time

Do you have a deadline to get a job, make a decision, finish school?

Geographical

Are you limited to a certain city, state, country or neighborhood?

Physiological

Do you have any physical limitations?

Financial

Do you need to make a certain amount of money or acquire possessions?

Family

Do you have any family obligations or expectations that affect your choices?

Cultural

Are there any limits or special considerations due to cultural traditions or expectations?

Spiritual

Are there spiritual or belief systems to take into consideration?

Legal

Are there legal issues affecting your options, including visa or immigration status?

Educational

Are you limited to certain schools? Is grad school an option?

Industry or Field

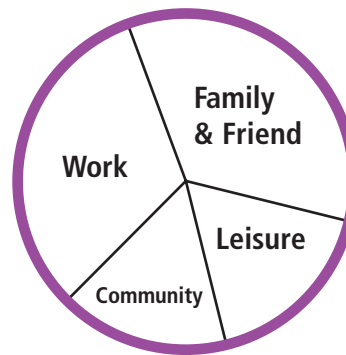
Are there any industries where you either must or cannot work?

Academic

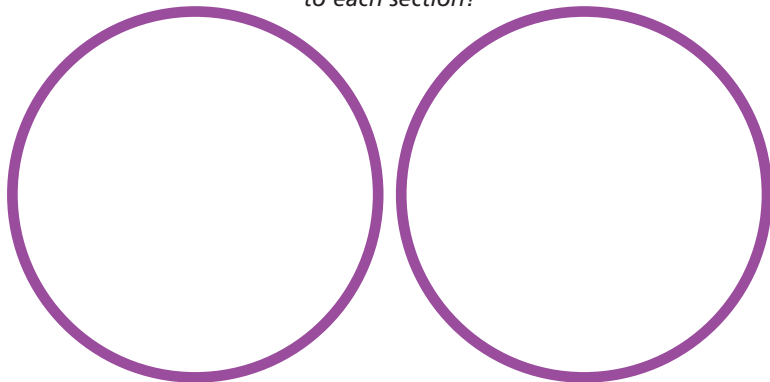
Are any academic areas off limits for you? Are any mandatory?

Other

Anything else that must be considered when making a career choice?

[illegible]

What percent of your time do you want to dedicate to each section?





The fun stuff

When thinking about where you want to be and what you want to do, it is good to remember the things that **give you a sense of accomplishment and fulfillment may have the flexibility to lead to careers.**

Interests are ideas that capture your mind.

They are what you want to think about and what you like to put your energy into. To be successful in any career, you will need to invest a great deal of energy.

This is more likely to happen if you choose something that genuinely interests you.

Jot down your ideas and in the next section, we'll look at how to use this data.

_____	Do you have any hobbies?
_____	What do you love to do in your free time (sleeping doesn't count)?
_____	Is there anything you could talk about for hours?
_____	Think back to the last time you stayed up to 3 a.m. in a deep conversation- what was it you were talking about?
_____	What school subjects do you like?
_____	Have you taken a class that you looked forward to going to each day?
_____	What categories would you choose if you were on a game show?
_____	If you were at a party and a group was engaged in an intense discussion, what subject would make you want to join in?
_____	With what social or community group(s) do you identify or devote your attention?
_____	What magazines do you read?
_____	What section of the newspaper do you read first?
_____	What sections do you head to immediately in bookstores and libraries?
_____	What Internet sites do you like to browse?
_____	Are there any classes that you've heard about that intrigue you?
_____	If you were to write a book, what would it be about?
_____	Have you ever gotten so absorbed in doing something, that you lost track of time? What were you doing?
_____	Are there situations in your life that were "defining moments" and have shaped your interests today?

Play that back

Now, step back and look at your answers to the questions above. Reflect on your answers and write your observations.

Are there any patterns or common themes?

Do you see any connection between your interests and your values?

If so, make a note of it. We'll use this information in the next section.

WHAT CAN YOU DO?

Everyone is born with a variety of natural talents.

Howard Gardner, in his book "Frames of Mind," identified seven categories of natural talent he calls seven types of 'intelligence.' They are listed in the table below. He believes that everyone is born with all of these talents in varying degrees. Your level of talent is simply a measure of how quickly and easily you are able to learn related tasks and concepts.

Skills are developed when you apply your talents to various experiences. In order to be successful in any career you need to be proficient in the skills required for the job. Work-related skills can be divided into two categories: work content and transferable. Work content skills are specific abilities related to performing a particular task, such as balancing accounts, writing computer programs or directing a play. Transferable skills are the more general skills required to perform specific tasks. These are the skills that are easily reassigned from one experience to another. Examples include critical thinking, communication, organization or creativity. While some specific work-content skills may be required to enter into any given profession, it is primarily the transferable skills that are the most marketable, and most important to consider when making a career decision. Your level of proficiency with any skill is dependent on your natural talent, amount of experience and motivation to use or learn that skill. Valuable experience through which skills are developed may be gained through academic projects, extracurricular activities, work, volunteering, internships, and everyday life. Motivation comes from your values and interests.

Remember, in order to be successful, satisfied and happy, you need to be proficient, motivated and adequately rewarded (according to your values). You may be very skilled at something, but not motivated because it is not aligned with your values, or it is simply not of interest to you.

The more your career is consistent with your values, interests and skills, the greater your chances for achievement and satisfaction become.

Natural Talents

MUSIC	Play, sing, compose, or conduct
MATH	Use arithmetic, logic, reasoning and analysis
VISUAL/SPATIAL	Draw, paint, sculpt, create visual design
PHYSICAL	Possess strength, endurance, dexterity, flexibility, balance, coordination
LANGUAGE	Read, write, speak, comprehend
INTERPERSONAL	Empathize, connect, and motivate people
INTRAPERSONAL	Understand inner self, use intuition

SKILL SAVVY

Taking time to fully assess your skills, abilities, values and interests helps you to answer the question, "What do I want?" Identifying your skills is essential for exploring careers, creating a resume or preparing for a job search, but it's also important to look at how skills can serve your interests.

If you were to make a list of your skills, how long would it be? Most likely it would be short, because most of us are not in the habit of identifying all our skills. Often people describe themselves as "skill-less," but in reality have hundreds. Skills are developed over a lifetime as well as daily through extracurricular activities, work, volunteering, class projects, internships, and every day life! For example, working as a food server, you develop multi-tasking, teamwork, interpersonal communication, problem solving, customer service, public relations and marketing skills. Planning a Quinceañera, you develop organizing, planning, negotiating, budgeting, creativity, and communication skills. During a class project you may, research, write and present a paper, team with other students to analyze data, and motivate and support your teammates in a positive way. These are skills you learn to hone as a student, and skills employers love to see.

Types of Transferable Skills

ADAPTIVE SKILLS include organization, punctuality, dependability, resourcefulness and initiative. These self-management skills are developed early in your life and continue to evolve out of your basic temperament and your living situation.

FUNCTIONAL SKILLS deal with the basic tangibles of work in three areas — data, people and things. They are the skills that are easily transferable from one experience to another. They are developed through experience, education and everyday living. Functional skills enable you to work successfully in many different jobs and to change careers without retraining.



Skills CHECKLIST

Taking a skills inventory can be an eye-opener for most people.

Until you actually see the variety and depth of skills, it can be hard to appreciate how many skills you have. Take a look at the Skills Checklist that lists over 200 skills. This list is just to get you started and by no means is it all inclusive. See what skills you have and which ones you desire to gain. Remember this is only a partial sample of skills, and you may very well have several not listed here. Use this list to begin assessing your skills. Your goal should be to take an accurate inventory of your skills, prioritize your skills according to level of interest and determine your proficiencies.

DIRECTIONS:

- (1) Place a check mark by those skills you've used in the past.
- (2) Then, review your checked skills and circle those that interest you most.
- (3) Next, rate the circled skills according to your level of proficiency as one of the following:

(h)igh: You can give 4-6 vivid examples of using this skill successfully

(s)atisfactory: You can give at least 3 solid examples of using this skill

(d)eveloping: You can give an example of using this skill

(l)acking: You do not have examples of using this skill

Recognize you may be very skilled at something, but not want to use this skill in your career. Likewise, you may not be very skilled at something, but still have a great interest in developing the skill. As your preferences change and you develop new skills, your prioritized list will also change. Therefore, these assessment activities are recommended throughout your career.

- (4) Add to this list or change it as you need. We will refer back to this exercise later in the Guide.

COMMUNICATION / PEOPLE SKILLS

Addressed	Corresponded	Furnished	Mediated	Reconciled
Advertised	Created	Helped	Moderated	Recruited
Arbitrated	Debated	Identified	Motivated	Referred
Arranged	Defined	Incorporated	Merged	Reinforced
Articulated	Developed	Influenced	Negotiated	Reported
Authored	Directed	Interacted	Observed	Resolved
Clarified	Discussed	Interpreted	Obtained	Responded
Collaborated	Dispatched	Interviewed	Outlined	Sold
Communicated	Distinguished	Involved	Participated	Solicited
Composed	Drafted	Joined	Persuaded	Specified
Condensed	Edited	Judged	Presented	Spoke
Conferred	Elicited	Led	Promoted	Suggested
Consulted	Enlisted	Lectured	Proposed	Summarized
Contracted	Explained	Listened	Publicized	Synthesized
Conveyed	Expressed	Manipulated	Read	Translated
Convinced	Formulated	Marketed	Reasoned	Traveled
				Wrote

CREATIVE SKILLS

Abstracted	Designed	Formulated	Invented	Published
Acted	Developed	Founded	Launched	Revised
Adapted	Devised	Generated	Memorized	Revitalized
Began	Directed	Illustrated	Modeled	Shaped
Combined	Discriminated	Imagined	Modified	Shared
Composed	Displayed	Imported	Originated	Set
Conceptualized	Drew	Initiated	Painted	Solidified
Condensed	Entertained	Innovated	Perceived	Solved
Created	Established	Instituted	Performed	Synthesized
Customized	Explored	Integrated	Photographed	Visualized
	Fashioned	Introduced	Planned	Wrote

MANAGEMENT / LEADERSHIP SKILLS

Accentuated	Coordinated	Fine Tuned	Moderated	Reorganized
Administered	Cut	Generated	Motivated	Replaced
Advanced	Decided	Handled	Navigated	Restored
Analyzed	Delegated	Headed	Organized	Restructured
Appointed	Developed	Hired	Originated	Reviewed
Approved	Directed	Hosted	Overhauled	Salvaged
Assigned	Doubled	Implemented	Oversaw	Saved
Attained	Eliminated	Improved	Performed	Scheduled
Chaired	Emphasized	Incorporated	Planned	Secured
Considered	Enforced	Increased	Presided	Selected
Consolidated	Enhanced	Initiated	Prioritized	Streamlined
Contained	Established	Inspected	Produced	Strengthened
Contracted	Evaluated	Instituted	Quadrupled	Supervised
Controlled	Executed	Led	Recommended	Terminated
Converted	Expanded	Managed	Recovered	Tripled
		Merged	Recruited	Troubleshoot

DATA / FINANCIAL SKILLS

Administered	Budgeted	Developed	Managed	Qualified
Adjusted	Calculated	Estimated	Marketed	Reconciled
Allocated	Computed	Extracted	Measured	Reduced
Analyzed	Conserved	Forecasted	Netted	Researched
Appraised	Corrected	Increased	Planned	Retrieved
Assessed	Decreased	speed	Prepared	Solved
Audited	Detailed	Maintained	Programmed	Trimmed
Balanced	Determined	accuracy	Projected	Yielded

HELPING SKILLS

Adapted	Cared	Directed	Insured	Related
Adjusted	Clarified	Educated	Intervened	Rendered
Advised	Coached	Encouraged	Led	Represented
Advocated	Collaborated	Ensured	Listened	Resolved
Aided	Contributed	Expedited	Mentored	Safeguarded
Answered	Cooperated	Facilitated	Motivated	Serviced
Arranged	Counseled	Familiarized	Perceived	Simplified
Assessed	Demonstrated	Furthered	Prevented	Spoke
Assisted	Developed	Guided	Provided	Supplied
Attended	sensitivity	Helped	Referred	Supported
	Diagnosed	Integrated	Rehabilitated	Used teamwork
				Volunteered

ORGANIZATIONAL / DETAIL SKILLS

Accomplished	Compiled	Followed	Operated	Recorded
Achieved	Completed	through	Ordered	Reviewed
Approved	Configured	Generated	Organized	Routed
Arranged	Corrected	Implemented	Prepared	Scheduled
Catalogued	Corresponded	Incorporated	Processed	Screened
Charted	Dispatched	Inspected	Provided	Standardized
Classified	Distributed	Judged	Purchased	Submitted
Coded	Diversified	Logged	Recorded	Supplied
Collated	Enforced	Maintained	Registered	Systematized
Collected	Executed	Met deadlines	Reserved	Tabulated
Compared	Facilitated	Monitored	Responded	Updated
	Filed	Obtained	Retained	Validated
			Retrieved	Verified

RESEARCH SKILLS

Analyzed	Detected	Extrapolated	Linked	Reviewed
Branded	Determined	Field Formulated	Located	Searched
Catalogued	Diagnosed	Gathered	Measured	Scanned
Clarified	Differentiated	Hypothesized	Observed	Studied
Collected	Documented	Indoctrinate	Organized	Solved
Compiled	Evaluated	Inspected	Perceived	Summarized
Compared	Examined	Interpreted	Published	Surveyed
Conducted	Experimented	Interviewed	Recognized	Synthesized
Critiqued	Explored	Invented	problems	Systematized
Decided	Extracted	Investigated	Researched	Tested
				Wrote

TEACHING SKILLS

Adapted	Conducted	Encouraged	Informed	Shared
Adopted	Coordinated	Enlightened	Initiated	Simulated
Advised	Counseled	Evaluated	Instilled	Stimulated
Benchmarked	Critiqued	Explained	Instructed	Taught
Briefed	Decided	Facilitated	Invented	Tested
Clarified	Developed	Focused	Motivated	Trained
Coached	Empowered	Guided	Persuaded	Transmitted
Communicated	Enabled	Individualized	Schooled	Tutored
		Influenced	Shaped	Valued

TECHNICAL SKILLS

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

MANUAL SKILLS

Assembled	Controlled	Handled	Performed	Retooled
Bound	Drilled	Lifted	set-up	Shipped
Bent	Drove	Moved	Pulled	Skilled
Built	Fed	Operated	Punched	Tended
				Worked

Check point:

As you do this assessment work, you may have questions or need in-depth information or assistance not available in the *Guide*. Check out the following resources for further exploration:

At ASU Tempe:

Career Services and Career Education Center, SSV 329
(480) 965-2350

- Walk-in and career advising
- Computerized self-evaluation and career guidance programs
- Career planning books
- Career development workshops

Counseling and Consultation, SSV 334
(480) 965-6146

- Career and personal styles inventories and small group workshops through Career Testing Services
- Individual consultation with counselors regarding career/life planning issues
- Presentations and workshops for groups and classes

Multicultural Student Services, SSV 394
(480) 965-6060

- Mentoring program
- Career-related academic classes and programming

At ASU West:

Career Services, UCB 320
(602) 543-8124

- Career exploration sessions
- Computerized career guidance program
- Career workshops and advising
- Career planning books and resources

At ASU Polytechnic:

Career Preparation Center,
Student Affairs Quad #4
(480) 727-1411

- Career inventories and exercises (including the Myers-Briggs Type Indicator and Strong Interest Inventory)
- Individual career advising and small group workshops exploring the world of work

At ASU Downtown:

Career Services
Post Office, Suite 110
(602) 496-1213



This is the **life...**

At one time or another everyone envisions his/her "perfect life" — the life that you hope to be leading.

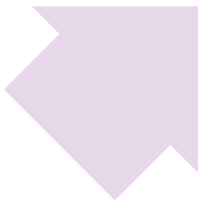
This daydream is important to consider when making decisions.

Think about it.

What's going to help you connect with your life's purpose? What type of life do you imagine living? Where will you live? Do you want to live in the city? Live in a community that's less urban? Attend the opera? Plant an organic garden? Go to rock concerts on weekends? Go rock climbing in the mountains? Take the subway to work? Bike on an open roadway? Do you want to live in a warm climate, or would you be lost without four distinct seasons? Do you like the ocean, the mountains, the desert? Do you want to have a pet goat? Do you want your children to ride a bus to school or walk? What kind of house do you want? Car? Do you want to be able to borrow a cup of sugar from your neighbor? These are the types of questions that help determine your desired lifestyle.

For many, being able to have their preferred lifestyle is becoming just as important as their profession. Many people choose careers based upon what they think will maximize the quality of their lives and the lives of the people they care about.

To help identify your preferred lifestyle, write a brief description of your ideal life in the following space:

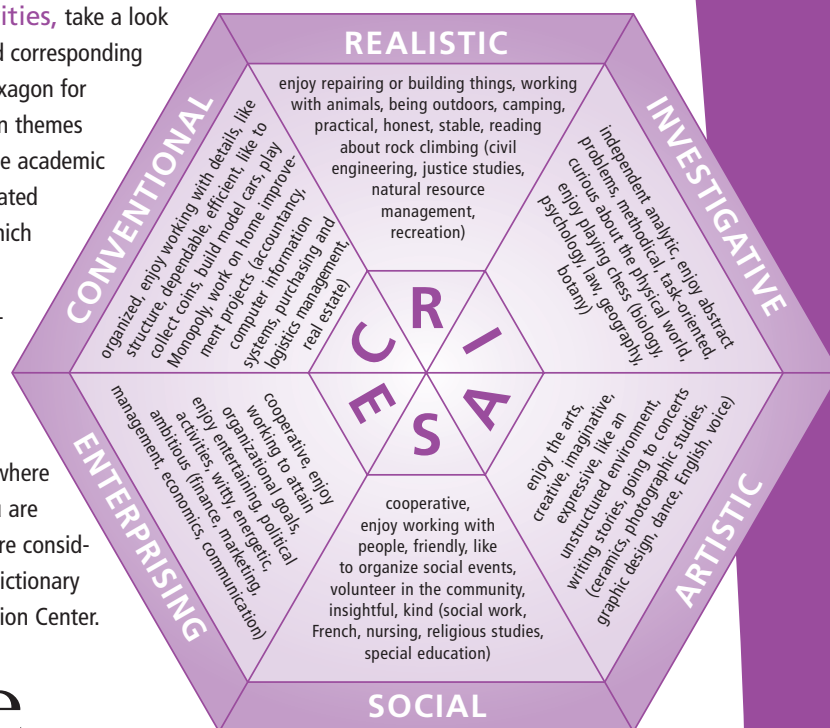


Holland's Occupational and Personality Themes

To help identify patterns in your favorite activities, take a look at Dr. John Holland's model of occupational environments and corresponding personal styles. Holland arranged his six basic themes in a hexagon for a reason. Themes adjacent to each other are more similar than themes directly opposite. Which themes fit your interests? A few of the academic majors offered at ASU are listed inside parentheses with a related theme. There are many other fields of study not listed here which may fit your pattern.

Once you are familiar with Holland's diagram, mark the corresponding letter in those occupational themes which best fit your interests and characteristics. These become your personal code.

Think about taking (or auditing) a class in an academic area where you have some interest, talk to a faculty member in fields you are curious about or talk with students in academic major(s) you're considering. For a list of occupations related to your code, use the Dictionary of Holland Occupational Codes available in the Career Education Center.



Time to integrate

Before moving on to the next section, it's time to integrate

the information you have gathered. In the space below, **describe what you want your career to look like**, include your absolute needs. Integrate information from previous exercises. What rewards do you want and how would you describe your view of success? How does it fit into other life roles? What sort of skills would you like to be using? What are some industries or types of fields you are interested in? What would you be great at? What would you like to be great at? I need a career that. I want. I would love to be. It will have to. allow. and provide for. I am really interested in.

Before you turn the page...

- ➡ Can you list which values matter to your career decisions?
- ➡ Can you describe the differences between transferable and functional skills? Have you assessed your skills and identified those you'd like to attain? Which skills serve your interests?
- ➡ Did you note trends in your favorite activities and check out how they fit into your criteria for evaluating career options?

WHAT ARE MY OPTIONS?

Once you feel confident that you have a greater self-awareness and what type of lifestyle you desire, it is time to start coming up with ideas for possible careers. The idea is to use the information gathered in the previous section to help you evaluate potential career pathways. We'll start off with any ideas you may already have, but you'll need to do some research as well — **there are more jobs and careers out there than you think**. By keeping in mind what you need and want out of work, you have a **better chance of selecting a satisfying career**.

Take time to combine what is most important to you with what you know about the work environment and use that information to make informed career decisions. It's important to realize most professionals will work for 30 to 40 years — well over 80,000 hours — after college. Taking a few hours now (and at various points in your life) to investigate options can result in a much more enjoyable 40 years.

Don't be surprised if what you really want out of life changes as you grow personally and professionally. As you have different life experiences, your perspectives and desires change. New opportunities tend to present themselves. Due to these emerging opportunities, your need for job and career-related knowledge will continue after your time at ASU, and in some cases, into retirement.

Discover

What do You Want?

- Values Motivators
- Needs, Desires
- Interests
- Skills, Talents
- Personality, Lifestyle

GENERATE OPTIONS

- Brainstorm Ideas
- Investigate Possibilities
- Explore Alternatives
- Get Information

HERE'S WHAT WE'RE GOING TO DO:



- Brainstorm and generate lists of ideas and previously considered fields
- Look at ways to gather career information
- Learn how use resources to find out about the world of work

BY THE END OF THIS SECTION YOU WILL be able to:

- List possible careers that sound interesting to evaluate in the next section.



What ideas have you already had?

What do you want to be when you grow up? As cheesy as it sounds, it's a good question. Think back to when you were a kid — how did you answer this? Write down anything you have ever wanted to be. Go ahead and include your daydream jobs (even if it's an alligator wrestler!).

What ideas have you considered recently? Has anybody ever suggested something that sounded interesting? Have you taken an amazing class and imagined, "How could I make a life doing this?" Did you hear about a friend who sets up parties for Oprah and you were like, "hmm, I could do that?" Don't hold back. Brainstorm all ideas you've considered. Remember, we're still discovering. The important thing is that you generate ideas and be open. _____

Expand your world...

Discover what's out there! Find out about careers connected to your interests from the previous section. There are hundreds of books on different careers in the Career Education Center (CEC). Flip through the index of books under "Majors and Careers" and look up career ideas that grab your attention. Write them down. Don't worry about being practical, or totally racking your brain with research, yet. Just get the general idea. This is a time for paying attention to what gets your attention. Look in the *Occupational Outlook Handbook* for short descriptions of occupations listed by the U.S. Department of Labor. Explore "What can I do with a Major in . . . ?" handouts in the CEC and online at www.asu.edu/career



PART 2

The purpose of this section is to generate ideas for career options and start information gathering. Remember we're still discovering. Next, we'll look at where and how to get good career information to start narrowing down your list.



It's all about people...

Sometimes the best resources for exploring careers are the people around you.

Who are the people in your community who are doing work you find interesting? Maybe the friends of people you know are doing interesting work, find out. Talking with instructors and professors is another great way to find out what people in their field do. Jot down any ideas that sound cool.

Did you catch that new Jamie Foxx flick?

Seen any good movies lately? How about decent TV shows? Any intriguing articles in the newspaper? Often, people learn of interesting occupations through TV shows or movies. Even news shows and the "Lifestyle" section of the newspaper can feature people in interesting lines of work. The trick is to pay attention to everyone you see. One word of caution, though, never base something as important as a career decision on a superficial impression. We're just generating ideas here. Making a decision requires much more careful thought, which we'll do a bit later. Jot down a few ideas while they are fresh in your mind:

TRENDS

Trends are not just for the fashion-minded. Labor market projections show where experts believe the greatest demands for new jobs will emerge.

When considering career options, note the occupational supply and demand. What's growing and what's not can give you ideas for what to add or watch out for as you start investigating career options.

How do I find out about career choices?

Books, media, Internet, people, and the career library are great ways to learn about career choices. There are books, magazines, pamphlets and even flyers (check out "What can I do with a major in ___?" flyers) about career fields and jobs in the career center. Academic advising departments can also point you to resources within their college. Some of the sources you used to generate ideas are also the same sources for researching. If you want a general idea of a most professions, check out the *Occupational Outlook Handbook*. It's put together by the U.S. Department of Labor and has short descriptions of hundreds of jobs. List any that are interesting

Note to Self

Look at all of the ideas you generated under the previous categories.

What do you notice?

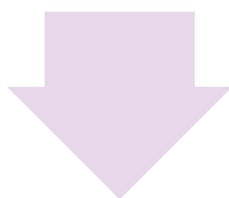
Any patterns? Any similar types of occupations, or fields?

Are you all over the place?

Does this reveal anything about yourself that you didn't know?

Does it confirm any suspicions?

Part 3 should help you make sense of these ideas, by taking a look at them from all different angles.



Evaluate

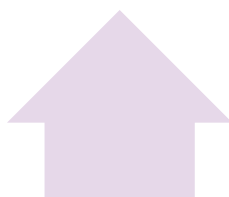
Now that you have all this information, **let's start pulling it together.**

First things first. Take all of the ideas from each category and make a list of possible career choices.

Rank order them according to what's most interesting or important to you. From this point forward you will be evaluating and re-evaluating this list, trying to shorten it. In order to make a quality decision about what you want to be doing, you need to get information on each career. This requires researching each career to see how well it matches your needs, values, interests, and skills.

Reality Check

Before you start researching all these careers, determine if you have **enough information already to decide** whether a career meets your "absolute needs" identified earlier. At this point you may or may not have enough information. The goal is to determine if it fulfills the requirements that you identified as "must haves." This is a "yes" or "no" answer. If the answer is "no" and the condition cannot be met, cross it off your list. **Now it's time to really dig in.**





Investigating possibilities:

Exploring careers

Okay, so you've got a general idea of a handful of careers that could be cool. **It's time for the real research** (I told you it was coming). You need to delve in and find out just what you'll have to do in those careers to figure out if it's something that could make you happy. **Expanding your knowledge** of the work world will help you determine what a career entails, if that career is a good choice for you and how to prepare for that field. Taking the time to explore careers answers important questions, which is why it is a key part of the career development process.

This should not be overlooked. Making career choices with little or inaccurate information rarely turns out positively. Think about how much time you would spend researching the type of car you want to purchase. Would you go out and buy the first car you looked at? Probably not. Similar kind of effort and thought needs to be put into career decisions.

There is much more to learn about careers and occupations than you may think.

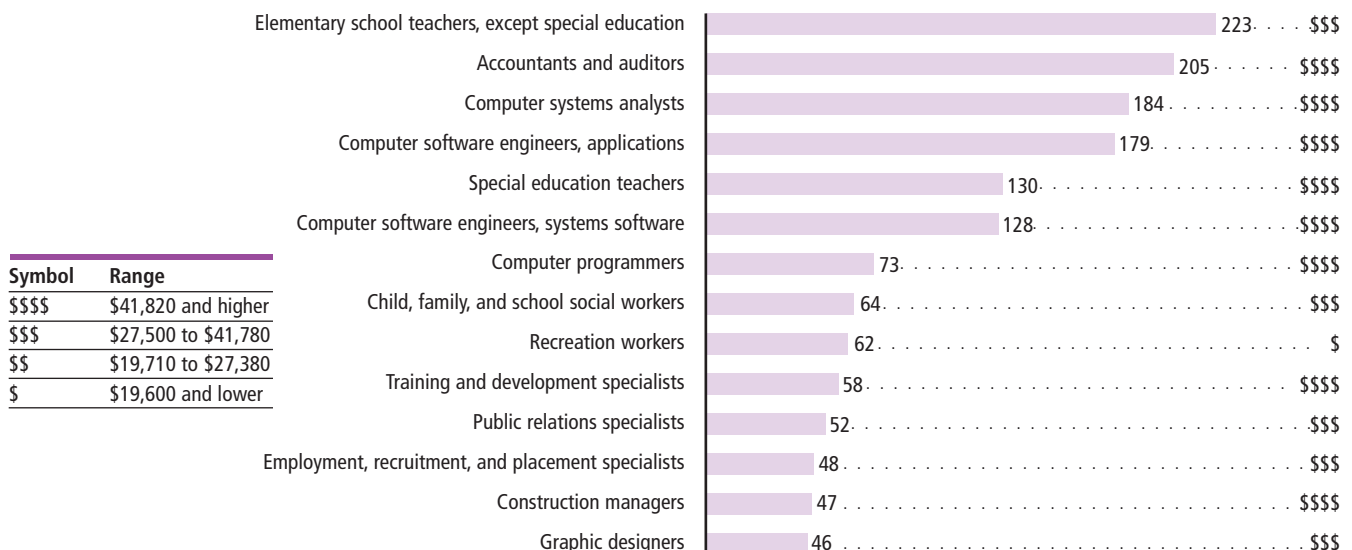
The following exercises are designed to aid in increasing your knowledge about the world of work and **finding the best career fit**.

- 1. Here are some tips on the types of sources where you can find rich information:**
Formal research. Research various careers and occupations by using career books, periodicals, career encyclopedias and computer programs. These resources can be found at the Career Education Center (CEC) at the ASU Tempe campus, Career Services at the ASU West campus, the Career Preparation Center at the ASU Polytechnic campus, Career Services at the Downtown Phoenix campus, and at campus and public libraries.
- 2. Informal Research.** Sometimes the people in your immediate family and community are invaluable career resources just waiting to be asked! Talk with people you meet and ask them about their career fields. Even through casual conversations you will gain useful information. People generally love to share their experiences with others, especially if it's to help. A more systematic approach to this research is called informational interviewing. We'll talk about that some more later in this section.

Most new jobs: Bachelor's degree

Numeric change in employment in the top 20 large-growth occupations that usually require a bachelor's degree, projected 2002-12.

Earnings





Trends to note

The days of nine to five shifts in a cubicle are looming above you — or are they? That which is characterized in the film *Office Space* is slowly transitioning out (with the exception of traffic jams on the freeway. Switching in the fast lane and then it immediately halting will never end. Never.)

There are three major trends in the workforce to be aware of: the advent of telecommuting, an increase in part-time and temporary jobs and heightened competition for degreed positions.

Telecommuting is hot. By developing your technology and computer skills, you will gain the flexibility to live and work away from “the office.” An increasing number of people are finding that through telecommuting they are able to work for companies based on the opposite coast, or internationally.

Contracting is now commonplace. Companies are focusing on hiring teams of part-time, temporary and contract workers for specific projects. For this type of job, it is best to think of yourself as an independent contractor. This means you will be able to work with a variety of organizations throughout your career. To find these types of jobs it is helpful to belong to a professional organization. Life long learning will be necessary, and adding that to your resume may give you an edge over the other contract folk.

Competition for degreed positions is on the rise. More people are training for careers and coming to interviews armed with degrees. With a larger pool of applicants with degrees, employers are looking for on-the-job experience and internships to separate those hired from those continuing the job hunt. These employers want those who have had quality education experiences. Show that you’re ready to contribute to the work place and it will make a good impression.

Career Quiz

1. The average person holds _____ or more different jobs in their lifetime.
a) 15 b) 10 c) 5 d) 25
2. Approximately _____% of interns are offered full time employment.
a) 45.3 b) 22.7 c) 9.6 d) 57.6
3. Approximately _____% of jobs are not posted and are found through networking.
a) 10 b) 30 c) 55 d) 80
4. _____% of employers believe a period of consistent temporary work is comparable to full-time work.
a) 56 b) 34 c) 14 d) 70
5. What is the number one thing employers look for in new hires?
a) high GPA b) communication skills
c) computer skills d) leadership
6. Having a good handshake in an interview makes a difference to _____% of employers.
a) 17 b) 28 c) 53 d) 74
7. According to a recent survey, about _____% of graduating college seniors have had a paid or unpaid internship.
a) 30 b) 80 c) 60 d) 50
8. Nearly _____% of employers report that recruiting entry-level talent is the primary focus of their internship programs.
a) 75 b) 62 c) 83 d) 55

Answers: 1-a 2-d 3-d 4-a 5-b 6-d 7-b 8-a



Researching occupations outline

Copy and use this outline when researching different career areas.

The information you gather will help you organize the data needed for informed decision-making.

Flash forward:

Researching occupations is important homework for an internship or job interview down the road. Think about how to use and articulate this information to land an internship or job.

- Size of organization in industry
- Annual sales growth for the past five years
- Products and/or services
- How it differs from its competitors
- Geographic locations
- Reputation
- Corporate culture
- Number of plants, stores or branches
- Organizational structure
- Location of headquarters
- Other companies they may own
- Relocation policies
- Typical career path in your field
- Company history
- In what areas they hire college graduates

Career Field/Occupation _____

Nature of the work

Duties _____

Skills _____

Activities _____

Typical workday _____

Working conditions

Work environment _____

Hours _____

Work alone or with others _____

Type of supervision _____

Populations served (age, identify status, geography) _____

Psychological aspects of work setting (stress levels, crisis situations, deadlines, multiple tasks, etc.) _____

Qualifications

Education _____

Skills _____

Experience _____

Personal traits _____

Preparation needed for entry into the field

Academic degree or training, length and cost of education, which schools offer this program and where they are located _____

Internships and/or experience _____

Opportunities and future outlook

Occupation workforce size and composition _____

Geographic distribution (Can this work be done anywhere?) _____

Large/small firms _____

Advancement/related opportunities _____

Economic benefits

Entry-level and average annual earnings (locally and elsewhere)

Related benefits (insurance, vacation, sick leave, education)

Non-economic benefits

Personal satisfaction factors _____

Associated lifestyle _____

Psychological rewards _____

Special work situations

Irregular work hours _____

Seasonal work _____

Overtime or night work _____

Travel _____

Hazards _____

Other (Check your values list for ideas) _____

FINDING THE RIGHT CAREER

Knowing What You Want

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

Researching Career Options

- Develop a list of career possibilities to research.
- Visit your career library to learn about various careers. *The Dictionary of Occupational Titles* and the *Occupational Outlook Handbook* are valuable resources.
- Consider whether your desired career requires an advanced degree.
- Keep up with current trends in your field through trade publications, news/business magazines and newspapers and the internet.
- Identify employers interested in interviewing someone with your academic background and experience; create a list of three or more employers in the field you are considering.
- Make at least three professional contacts through friends, relatives or faculty to learn more about your field of interest or utilize the Alumni career information network (through the ASU Alumni website <http://www.asu.edu/alumni/devils-den/index.html>).
- Meet with faculty and alumni who work or who have worked in your field to talk about career opportunities and the outlook in your field.

DISCOVER PART 2

Check point:

As you continue to learn more about prospective careers, take a step back and reflect on how the career relates to your interests, skills and personality.

Based on what you've researched, note any gaps and cross items off your list that don't match your criteria. Keep in mind as you collect information and start evaluating options, career advisors are available at any point in the process to discuss your ideas and figure out next steps.



Talk to the pros

Informational interviewing

Another great way to learn about career fields is to participate in informational interviews, where you **talk with someone in the field** you're considering and get all the juicy details. Some of those people may allow you to **"shadow" them**. This is where you spend a day with them and learn about all the types of things they do. For example, many public relations specialists read upwards of 30 magazines each morning to keep up to date for their clients. This is the type of knowledge you could get from a job shadow or informational interview that isn't in most books.

Printed materials are a great place to research careers, but may not provide all the information you seek. After adequate reading, you may want to start talking with those working in your area of interest. These people can offer the kind of insight you will not find in a book.

The process of identifying and interviewing people is called informational interviewing. For the most part, people are willing to help you with your research and career decisions. However, you need to follow a guideline to maximize what you get out of this. Read on to find out how to get started.

Step 1: Finding people to interview Start by identifying resources to assist you in finding people in your fields of interest. You may not realize it, but your network of contacts is already extensive. Think about it: if you know 50 people and each of those people knows 50 people, eventually your network could snowball into almost the entire population of the United States! This list could include faculty, academic advisors, family, friends, co-workers, past employers and neighbors. While these people may not work in your area of interest, they may know someone who does. This step involves asking around. See who your friends know that you could speak with. Another option to find contacts is through the Alumni career information network, available online at <http://www.asu.edu/alumni/devils-den/index.html>. The network is a growing listing of ASU alumni who have given permission for students to contact them for career information and mentoring. That's you! Special events by Career Services also help facilitate this process so check out the Career Services home page for current event information.

Step 2: Initiating contact There are a plethora of acceptable ways to set up informational interviews (calling, writing letters, sending emails), but how isn't as important as what you say when first making contact. Introduce yourself, let him/her know how you got his/her name and explain why you are making contact. Make sure to clarify that you are not looking for a job at this time, but wanting career information. Ask for a personal meeting or for a time to conduct an interview by phone. Push for a meeting in person, as people tend to be more open this way. Your introduction might look or sound like this: "My name is [first and last], and I'm a student at Arizona State University. [Name of person who referred you (if applicable)] gave me your name and encouraged me to contact you. I'm in the process of making important career decisions and would welcome the opportunity to speak with you about your career. I realize you have a very busy schedule, but would there be an opportunity to meet (or call) you in the next couple of weeks?"

If they are quick to refer you to the human resources department or say they are not hiring anybody, politely clear up that you are not looking for a job, but want information about their career field. These are crucial contacts, so take the time to think about the kind of impression you want to make.

Step 3: Getting ready Create a list of questions surrounding the topics that impact your career decision. You might want to ask about working conditions, college majors that apply to this career, qualifications, salary and future job growth. Develop questions that will get you advice on what makes an ideal candidate for this type of position (skills, abilities, personality).

Take a couple minutes and think of a handful of things you want to know and write them below (so you don't forget!):

1. _____
2. _____
3. _____
4. _____

Step 4: **Conducting the interview** In general, the interview should take 20 to 30 minutes. Be mindful of your interviewee's schedule and stick to the allotted time, unless he/she gives permission to continue. Arrive and end on time. If you are getting good information from a conversational professional, you don't want to have to run off to a class. Also, dress to make a good impression. Be prompt and have well thought-out questions. Always ask how you might meet other people in this or related fields. You may want to ask specifically for the names of others you might be able to contact. Even though this is not a job interview, you may be asked questions about your abilities, interests and future plans and may want to consider leaving a resume if asked.

Step 5: **Following-up** After the interview, consider what you've learned and make a few notes to help you remember. Does what you discovered about the occupation fit with who you are? You might have more questions at this point. Meeting with a career advisor to strategize where to go from this point may be useful.

Take a few minutes to send the person a thank you note. They have given their time to help you, and you should thank them in a professional manner. After all, should you go into that field, you may run into them in the future.

Reflect on what you gained from this interview and what questions you still have in the following space:

Before
you turn the page...

- Do you know how and where to find important career information including: job trends, salary information, work environments, qualifications, projected demand, and related occupational areas?
- Can you describe ways a major does and doesn't relate to your career and interest?
- Could you describe the usefulness of an informational interview to a friend and know how to find and contact people for one? Have you made a list of potential people for interviews?

Checking in...

Good going!

You've done lots of important work in this section that **you should feel good about**. The next section will help you more deeply examine your list to help you arrive at a tentative decision. This decision should be considered tentative because as you test and re-evaluate, you can change your mind. However, in seriously researching, examining, and testing your options, you may find the decision is still ok. The idea is to keep working at it until you feel a level of certainty and satisfaction that helps you move forward to carry out your plan.

DECIDE!



Evaluate career options using these Six thinking hats!

Now, it's time to really look carefully at the careers on your list.

Using *Six Thinking Hats* can help you to **look at each option from a variety of angles** you might not normally consider. You may prefer a purely rational approach, or maybe you typically use your emotions. Perhaps you think of how your decisions will affect or be viewed by others.

All of these methods have advantages and limitations. *Six Thinking Hats* helps you **combine the advantages** of each style, helping you to get a more rounded view of your decisions. It'll help you break out of any limiting habits you may have, which can lead to trouble later on. This method was developed by Edward de Bono in his book *Six Thinking Hats* and can be used for all types of decisions. Each thinking hat represents a different style of thinking, and looks at different kinds of information.

In the process of 'wearing' each hat, you may realize that you need more information.

Research to make sure you have the information you need to make an informed decision. That may include reading books, searching the Internet, talking to people, getting involved through volunteering and activities or job shadowing. The point is there are a lot of factors to carefully consider **so keep examining and re-examining to find the right fit.**

Decide



Evaluate Career Options

- Analyze Using Multiple Decision Making Styles
- Make A Plan

Career Plan

HERE'S WHAT WE'RE GOING TO DO:



- Evaluate career options from different angles
- Apply a decision-making style that works best for you
- Make a plan to test and/or implement your decision

BY THE END OF THIS SECTION YOU WILL be able to:

- Identify different styles of decision-making and make a tentative decision
- Develop a plan to carry out your intention

White Hat: According to Edward de Bono, with this thinking hat you look at the information you have gathered and determine the best choice, based on what you know. This is the rational, logical approach. Look at each career on your list and compare it to your list of “must haves.” Do they meet your needs or minimum requirements? If any do not, cross it off your list. Now, look at your list of high-scoring values. These are the ones that are most important to you. How well does each career satisfy them? Which careers hold the most interest for you? Are any of the careers on your list associated with the interests you identified in the previous section? Look back at your talents and skills. Which careers match up with your abilities? You may want to make a chart and rank how well each career matches your needs, values, interests and skills. For a more rigorous analysis of this information, you may want to use a grid analysis on the Career Services website to actually generate a score for each career, based on this information.



Decide

PART 3

The purpose of this section is to look at styles of decision-making. This is where all your exploration work and research really count. Now aren't you glad you hung in there? Let's put it all together to figure out what career options fit, and plan your next steps.

Red Hat: Wearing the red hat, you pay attention to your intuition and emotions. What is your gut reaction to the idea of each career? Really give yourself time to tap into your feelings. Emotions and intuition contain a lot of important information. Close your eyes and visualize yourself in each career. How does it feel? You may want to visit, do an informational interview or job shadow someone in those careers to determine how it feels for you to be there. Also, try to imagine how other people will react emotionally. How will each career affect family, friends and co-workers? How about people that will not understand your reasoning?



Often, you will have a mixture of emotions associated with each choice. You may feel excitement, confidence, fear or uncertainty all about one career. This is normal. Some emotions will help motivate you, while others may get in your way. You will have to decide whether the motivators are strong enough to get you through the tough times, and whether you can or want to overcome the blockers.

Six thinking hats continued. . .

Talk it over...

Decision-making,

as you can see, involves a myriad of factors that may not fit perfectly into a decision-making formula. This may be a critical juncture at which you sit down with a career advisor to **evaluate your options and alternatives.**

Remember the resources we mentioned in the intro? Well, here's where you call on those resources to help out. There's also a section at the end of the *Guide* with even more resources. Whoever you choose to talk your decision over with, or whatever decision-making style you use, **it's all about making sure you've thoughtfully explored your options with good information.**

Next comes the really fun part — making it happen!

Black Hat: Black hat thinking looks at all of the possible problems or difficulties associated with a decision. Part of this involves being realistic. When considering each career, ask yourself, “Can I really do this? Do I have what it takes? What could go wrong here? What are the obstacles or challenges? What are the risks? What am I missing?” Black hat thinking is not meant to discourage you. It actually makes your decision much stronger, because it forces you to think of possible obstacles, so that you can prepare for them in your final plans — ultimately giving you much more confidence, and a greater likelihood of success.



Yellow Hat: The yellow hat helps you think of the positive aspects of each choice. What are the rewards, benefits, best case scenarios? Yellow hat thinking helps keep you motivated when things get difficult.



Green Hat: The green hat makes you look at your career options creatively. Look at each career on your list. Look at all of them together. Is there some pattern or unique combination of careers or interests, values and skills that you haven't thought of? Is there some way your talents and experience combine in a way that is uniquely you? This is a chance to completely tailor your uniqueness to find your own niche. Is there a way to perhaps combine aspects of one career with an aspect of another? How would you finish the following statements: “It would be really cool if...I wish I could find something that... My dream job would be...”



Blue Hat: The blue hat ties it all together. Wearing the blue hat makes you check to see if you thoroughly considered all hats, rather than skipping over the hats that do not represent your favorite style. What have the different hats revealed about you and each career choice? How do they relate to each other? What's the next step?



Make a Plan

Based on your answers to the previous exercise, set some goals, get a plan and take action. Here are some **tips for goal setting**:

1. **Be specific and concrete.** You will find the more specific you get, the easier it is to meet (and often surpass) your goals. Plan small steps and specify when you will take each step and with what frequency. For example, "I will visit the Career Education Center this week, and I will read two books or pamphlets related to my major."
2. **Visualize.** Close your eyes and picture yourself taking action to meet and live with your goal. Does it feel right?
3. **Put goals in writing.** This brings reality to your goals and greatly increases your chances of attaining them.
4. **Put goals into time frames.** Set deadlines for yourself and revise these deadlines freely. They are not set in cement. Create steps in your time frame. Write these steps into your daily calendar or to-do list.
5. **Create a support system.** Tell family, friends and faculty of your goals and ask for support. It is good to have a network to help you get there and celebrate with you when you do.
6. **Personalize your goals.** This can be a challenge with goals that you have to meet (like taking Organic Chemistry). The trick is to realize what the benefit is to you personally. Turn chores into things you want to do for yourself.
7. **Evaluate.** Track your successes and stumbling blocks. Give yourself credit and positive feedback. Tell your family what you have accomplished and how proud you are of yourself. Recognize which goal(s) you aren't meeting and ask yourself why that is. Does the goal still fit?

Before you turn the page...

Take a moment
to answer these
questions:

- ▶ Do you need more information in order to decide?
- ▶ Do you need more experience, education or training to gain necessary skills and knowledge?
- ▶ Do you need help overcoming emotions or habits that may block moving forward?
- ▶ Do you need to deal with any potential problems?
- ▶ Do you need some new ideas?

If you answered **yes** to any of the above questions, you may need to schedule some time to talk with a career advisor.

At this point,
you may be ready to test your ideas.
FLIP the page AND Do It!

GAIN EXPERIENCE

It's time to test drive your career.

You can try out your career decision by

getting involved in internships, campus and community activities, volunteer work, service learning and job shadowing.

Through these experiences, you get an inside look at organizations, which will help you assess whether this field, occupation, industry, or organization meets your needs and expectations. These types of on-the-job training provides the opportunity to try out different careers, and even help adjust your career plans, if needed. Frequently during internships you are exposed to different career fields and meet people from those fields.

Establishing contact with these people is a great way start to building a professional network.

You may also find a mentor to help guide your professional exploration process.

Mentors can be a great resource to learn about a field, and to learn how to get started on a chosen career pathway. After these experiences, re-evaluate to see if your decision still fits.



Do it!

V
Go For It!

- Resume & Employment Letters
- Network
- Job Search
- Interview
- Negotiate

IV
GAIN EXPERIENCE

- Internships
- Activities
- Volunteer
- Job Shadow

HERE'S WHAT WE'RE GOING TO DO:



- Look at why you should consider an internship
- Point out the best places to look for an internship
- Learn how to create an internship
- Connect your activities, involvements, and service learning experiences to your career choices

BY THE END OF THIS SECTION
YOU WILL be able to:

- Identify what you want from an internship
- Register with Sun Devil CareerLink for internships (and jobs)
- Create an internship

MORE THAN GETTING COFFEE:

Internships revealed

1. Why do I need an internship?

Consistently employers are looking for people who have related work experience. You aren't the only one graduating in your major — set yourself apart.

Plus, an internship can help assure you that you're making the right career choice. Also, you will know what's expected of you and be much more prepared when you start your career.

2. How do I find an internship?

Start researching organizations that you might be interested in. Remember, the ideal internship will give you the chance to try out a potential career, so pick places where you can get that trial run. When you know more about the organization, you can better describe your skills in relation to what they are looking for.

Go the online route. Register for Sun Devil CareerLink at www.asu.edu/career. You can search for internships and co-ops, plus if you want you can have your resume put in the online resume book. That means that employers from all over the nation can search for you.

Advisors can be helpful in finding the choice internships, and they are the ones that can help you create your own internship if you can't find what you're looking for. Advisors at Career Services, in your department or at University College are all there to help you.

Okay, so you know all that stuff. Well, do you have a resume and cover letter ready to go? You should. A strong resume is essential to landing a good internship. Basically, you need to market your skills to match the organization's needs. Take advantage of the resume and cover letter writing workshops offered by Career Services. There are also videos, flyers and advisors to guide you to a brilliant resume.

The other suggestion for finding an internship is to talk to people. You do it every day, so make it work for you. Let all the people who know you, support you and know of your intentions. For students, this may just mean other students. Whoever you enlist, explain to them what kind of internship you seek. They may know someone who knows something about a position or opportunity. Some of the best internships come this way because they're often unadvertised.

Internship revealed continued. . .



PART 4

The purpose of this section is to help you identify where you can 'test drive' your career while gaining knowledge, skills, and connections. Field experiences are opportunities to fine tune your decision, get feedback on your career choice, and plan next steps. This may include recycling through previous steps in the career planning model with new information.

3. What if I can't find one in the exact career area I want?

It's not easy, but you can actually create your own internship. There are situations where you may not be able to find an internship that suits your needs and you must go this route.

Here's how:

1. Be sure that your resume reflects the skills, experience and abilities that you will bring to the internship.
2. Decide which company or organization you would like to work for, and be sure they have a department that fits your needs. (This takes a bit of investigative work, but it's worth it!)
3. Find the appropriate contact person within the organization. Generally, this would be the head of the department in which you would like to work. You can get his or her name a variety of ways: through the organization's web site, through family, friends or alumni or by simply calling the organization and asking for this person's name, title and contact information.
4. Contact the site supervisor through a letter, e-mail or phone call. The key here is to define what you are seeking (e.g. "a summer position in which I can use my strong writing skills"), your area of interest or expertise and what you will bring to the experience ("a willingness to work hard, an eagerness to learn and contribute").

Two important pieces of advice when you are making your contacts:

- **Do not say**, "Do you have any internships available?" If they have not used interns before, their answer will probably be no. Describe your desire to work for the company in terms of a summer or semester "work experience" to learn more about a specific career field.
- **Ask if there are any projects** they haven't had time to tackle, which you could complete while gaining experience in the field. Share information about background and skills you have that might be of interest to them.

5. Make use of the internship books and binders at Career Services. Develop learning objectives for the experience. Look at past and similar postings in the internship books and binders. If you see one from the past that appeals to you, contact them! If they offered an internship before, chances are if you inquire, they'll offer it again.
6. Don't wait until the last minute. You need time to get your resume to the appropriate people. Do your company research in the career center before you leave campus for winter or summer break, and feel free to ask career center staff for help in building alumni networking contacts.

4. Do I need to do an internship to graduate?

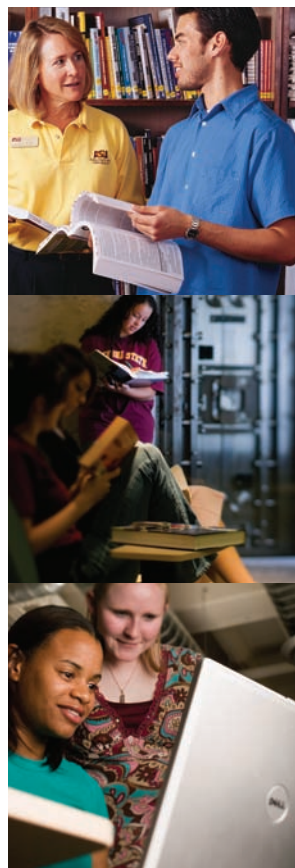
That all depends on your major. Certain programs say it's a must, while others let it be optional — check with your academic advisor to get the details.

5. When should I do my internship, because I heard those were for your senior year?

Do internships when you can get the most out of them. Start your planning early the semester prior to when you actually plan to do the internship. You often hear of people taking an internship during their senior year, because they are hoping it will lead to full-time employment (and sometimes it does). Some internships require basic coursework in the field, so the junior and senior years are a great time to apply those skills.

The junior year is also very popular, because this is the year students start to consider graduate school and having an internship can help with admission.

However, internships can also be done in the sophomore or even freshman years! Completing one early can help with determining majors or specific careers you might desire within a major. Plus, it increases your employability. It's great to be able to do more than one internship.



6. Is it worth my time if it's an unpaid internship?

That all depends. If you're looking for interesting and useful experience in your field, then limiting yourself to paid internships isn't in your best interest. The experience is more of an investment in your future career.

Also, sometimes you'll get paid in another way. The organization might give you employee discounts, free stuff or give you the chance to participate in workshops or trainings that are only for regular employees. Also, check with your academic department to get all the specifics on internship credit.

7. What's the difference between an internship and part-time work?

The defining characteristic of an internship is that it is connected to your academic major or career interests, and allows the opportunity to apply what you've learned in the classroom. Oftentimes, learning objectives are identified and a formal feedback process is in place to ensure you are working toward those objectives. Part-time work may or may not relate to your major or career interests, however, there is still something to gain from it — most notably experience and contacts for networking. If you find an internship isn't what you expected, talk to an internship coordinator to discuss options. In some of the hard-to-break-into fields, internships may include “grunt work” (support duties, coffee runs, mail sorting, etc.). Your goal may be just to get your foot in the door and become known. In all cases, focus on what you can learn from the experience — ask questions, showcase your work ethic, and be adaptable. The people you meet can be great resources to alert you to potential openings, orient you to the realities of the industry, and/or serve as influential references.

8. I don't have time to do an internship because of school and a part-time job. Can I use my part-time job as an internship?

Maybe. This is a situation where you would have to create your own internship. This may require performing career-related work at your current job, in addition to your regular duties. Speak with your supervisor, academic advisor, and faculty — they are the ones who can give the okay. If you're seeking credit or transcript notation, work with your academic department to work through all the requirements.

N A M E
ONE
COOL
P L A C E
where I could intern?

How about 15?

Entertainment

1. Comcast
2. The Edge 103.9 FM
3. SIRIUS
4. Sony Pictures
5. Warner Bros.
Entertainment Group
6. XM Radio

Online

7. eBay
8. Expedia
9. Google

Other

10. Eastman Kodak
11. Johns Hopkins Center
12. Johnson & Johnson
13. Kyocera Wireless
14. NASA
15. Pepsi

Activities Involvement in campus life and activities are a part of the college experience.

Where and how you choose to get involved depends on what experiences you hope to gain. With over 500 ASU clubs and organizations, your chances of finding one that serves your interests are pretty good. You can explore your options and find out what's available through the Student Organization Resource Center located on the third floor of the Memorial Union or on-line at <http://www.asu.edu/clubs/sorc>

Community Community activities, volunteer work, and service learning offer hands-on experiences focused on providing service to a community. The skills, knowledge, worldview, and contacts obtained are just as valuable as those acquired through paid experiences or internships. Service learning is typically an internship experience connected with a class or program. For more information about how to get involved in Academic Success and Engagement Programs, visit <http://universitycollege.asu.edu/asep.php>

Sun Devil CareerLink

Sun Devil CareerLink is an on-line recruitment system that will allow you to:

- view and apply for internships and jobs posted not only to ASU, but also nationally and internationally
- post your resume for employers to view
- view and schedule on-campus interviews with employers
- receive important announcements and information about upcoming career events

How Do I Register? Register by creating your “Profile.” It's an easy 3-step process:

1. Enter your contact information
2. Enter your educational information
3. Enter your demographic information (Visa/work authorization information is required)

You can/should update your profile as needed, including your “Employment Preferences.”

Be sure to set up a “job search agent” to receive automatic announcements when new positions that meet your criteria are posted.

When looking for internships, research, or other campus involvement opportunities, be sure to check with your college and academic program for announcements and opportunities related to your discipline.

DO IT!

Beginning your job search can be an **overwhelming process if you do not have a plan.**

In an intensely competitive job market, it's imperative to use multiple search strategies and capitalize on your most valuable resource — your network. Recognize what you have to offer, research available opportunities, and put together a set of solid personal marketing tools to tackle the task. This includes career power tools such as a carefully crafted resume and cover letter, effective job search know-how, honed interviewing skills, and a powerful portfolio. By knowing what you want, and clearly articulating your short-and long-term career goals, you can set yourself on a track **for a satisfying career.**

Do it!



Go For It!

- Resume & Employment Letters
- Network
- Job Search
- Interview
- Negotiate

HERE'S WHAT WE'RE GOING TO DO:



- Define a job search plan, including strategies for the published and unpublished job market.
- Articulate your qualifications, including skills, experiences and talents, verbally and in writing.
- Create appropriate, well-developed, visually attractive marketing materials, including: resumes, cover letters, applications and portfolios.
- Research employers to identify potential opportunities and/or prepare for interviews.

BY THE END OF THIS SECTION YOU WILL be able to:

- Draft and tailor your resume to a targeted position
- Write an employment letters to fit your situation
- Conduct an effective job search
- Formulate effective responses to behavioral interview questions
- Negotiate strong offers

SEEKING strategy?



A guide to a game plan To save you some frustration and a lot of time and energy during your job search, **we're letting you in on what really works** and telling you **how to do it.**

First off, identify your target(s).

Yes, it's the same question: **what do you want?** Hopefully, you have some idea of what you are looking for (if not, you should head back to the Discover section). This can be specific such as a finance internship at Wells Fargo, or you may want a certain type of position like sales, teaching or computer programming. It is also possible to target a type of position in a particular industry such as a sales position in the aviation industry. Don't worry if you have a couple areas of interest.

Just follow these steps
for each one

A guide to a game plan continued. . .

Do it!

PART 5

The purpose of this section is to create targeted and focused marketing tools to help you launch a successful job search. All your hard work from prior sections culminates here to prepare you for putting your plan into action. Now, it's time to make your move. Use these powerful career tools to Go For It! and launch into *your* successful career.



A guide to a game plan

Step 1: **Understand the employer's needs.** If you were an employer seeking a qualified employee, what information would you need to evaluate the candidate's qualifications? Consider these questions:

- Does the person have the skills or knowledge to perform the job?
- Does the person know anything about our company/agency?
- Why is the person interested in employment here?
- Does he/she know what direction our company is taking?
- What can the person offer that can help improve our situation?
- What skills or strengths can he/she offer us?
- I do not want to waste time and money training someone who will leave us after a short while.

So, what are the person's goals and how can this position lead to fulfilling them?

An employer wants to know as much as possible about the job candidate to decide if the person is a good match for the position he/she is attempting to fill. You can use the skills required for that position as a way to measure how well you fit the job.

Step 2: **Assess your qualifications.** While on the job hunt, you want to stay one step ahead of potential employers. You want to be able to answer their questions in a way that will show them you have the strengths and qualifications they are looking for. Before you can do that, you need to understand what those strengths are and which employers are seeking your qualifications. Start examining your work-related strengths by pondering the following questions:

- What type of experience do I have that is related to my career goals?

- Do I have appropriate co-op or internship experience?

- What about volunteer experience or class projects?

- What has my educational training prepared me for?
(This not only includes college degrees, but also special seminars, workshops and training courses.)

- What types of personal skills do I possess
(i.e. time management, trustworthiness, good listener, project management, flexibility, initiative, etc.)?

After listing your strengths and skills, write a list of where and how you developed each skill, include examples of how each was used and developed. This information will be helpful when preparing your marketing materials for employers. Plus, it's handy to be able to "prove" to an employer you have a skill, because you've got the experience details handy.

Step 3: Identify your most desirable functional skills.

You now should be aware of your many work-related skills. You may want to use some skills more than others. Decide which skills and interests you want to use most. This list can help guide you in your search. List the top three:

1. _____
2. _____
3. _____

Step 4: Use job search resources.

You know what your skills are, now comes the hard part — deciding how you want to use them. Make use of multiple resources when researching. To start your search, you don't even have to leave campus. Take some time to head over to the Career Services office. They offer a wide range of services including recruiting opportunities, job listings, career fairs and database services. Plus, they have a library of materials on careers, options for various majors and industry research.

If you are brave enough to venture off campus and put in a little work to get some knowledge, try an internship or part-time job. It helps you develop the skills needed for employment (which employers love to see on your resume) and you get to network a bit.

Once you're ready to step out for a full-time job, don't be afraid to mail out unsolicited applications and resumes. This form of prospecting requires following up. Show your job interest and give the company a call to make sure they received the goods. This can result in some good, unadvertised job leads.

Step 5: Putting it all together.

After figuring out what you want and where those jobs are, **develop a plan to implement your strategies.** Consider when, where and how to make

contact with your targeted employers. What will you emphasize with each employer?

Which marketing materials do you need to assemble? **Stick to your timeline and keep records of your progress.** It's a time-consuming process, but it is worth it.



Take a glimpse at these resources to help find employment in your chosen area.

FINDING JOBS IN YOUR FIELD

1. **Networking.** Making contact with prospective employers through membership in groups, clubs and organizations has proven to be **the best way** to get to know people who make hiring decisions. Visit the ASU alumni networking database at <http://www.asu.edu/alumni/devils-den/index.html>
2. **On-campus recruitment.** Register for on-campus interviews. Over 1,000 organizations a year recruit internships and full-time positions through Career Services.
3. **Job Fairs.** Attend campus and community job fairs. Learn how to make the most of a job fair by attending a workshop or going online to www.asu.edu/career.
4. **Hotlines.** Many companies and educational institutions have 24-hour employment opportunity hotlines and Web pages.
5. **Newspapers and professional publications.** Employment advertisements are always a consistent source of current job openings.
6. **Federal, state, county and city jobs.** Regularly published announcements of public and civil service jobs are maintained in career centers, libraries and online.

Use the Internet!

The Internet has quickly become one of the most widely used methods of job search. The information is easy to access, and when coupled with a focused approach your search here

could be very productive. However, **the Internet should be used in addition to other methods.**

It doesn't replace networking, the on-campus recruitment or any other resource.

Search engines can be helpful when using the right key words. The more focused the search, the less time-consuming the process can be. If you need assistance learning how to use the Internet, visit the Learning Resource Center (MU 14 and Palo Verde West 173).

This *Guide* brings up networking so many times you will never forget the word again. So, how about just once more? The Internet is the largest network. Getting to know people in the field is one of the best ways to learn about open positions. Use company websites for easy access to the good information — including organizational charts to help make contact with key people in the organization.

Also, making use of mailing lists (also known as listservs) can be a great way to network. They can be a source about professions, where you can discuss current issues in the career field, get advice and opinions from colleagues, see job listings and enhance your general knowledge of an occupational area.

Another great way to make use of online resources is to check out the job listings and submit your resume to a database. There are a variety of career sites ranging in size, focus, support and specialty. Major sites can be categorized as job banks (databases of job listings), resume databases (post your resume for employers to view), career information services and virtual career centers and fairs.

Before starting your search, know the type or title of positions you are seeking. Websites vary how often they update, so only use sites that seem to have updated listings in your field. Career information services are sites that offer advice on career issues ranging from career fields and trends to resume writing and job hunting.

Make your application **NEAT, ACCURATE** and **POSITIVE**

Since it speaks for you, remember you want your foot in the door, not in your mouth.

DO IT! PART 5

Please print or type —

Be sure to write neatly (use a pen with black ink), a typed application will do even better. Read the instructions first, sometimes certain sections ask for a "handwritten" response. Spelling and grammar must be correct. Neatness counts!

Employment history —

Never write, "see resume" on an application - it defeats the purpose of the application to gather specific information in a designated order. Space is limited, so be concise and use action verbs to convey your accomplishments. Use a dash or N/A if a section does not apply to you.

REFERENCES

Name	Address	Telephone	Email	Years Known

State any additional information you feel may be helpful to us in considering your application.

I hereby affirm that the information provided on this application (and accompanying resume, if applicable) is true and complete to the best of my knowledge

I give Any Name Company the right to investigate all references and to secure additional job-related information about me. I understand that the misrepresentation or omission of facts called for is cause for dismissal at any time without any previous notice. I hereby release from liability Any Name Company and its representatives for seeking such information and all other persons, corporations or organizations for furnishing such information.

I also understand that (1) Any Name Company has an illegal drug policy that provides for pre-employment testing as well as testing after employment; (2) consent to and compliance with such policy is a condition of my employment; and (3) continued employment is based on the successful passing of testing under such policy.

Signature of Applicant: _____

Any Name Company is an equal opportunity employer. We adhere to a policy of making employment decisions without regard to race, color, religion, sex, sexual orientation, national origin, citizenship, age or disability. We assure you that your opportunity for employment with Any Name Company depends solely on your qualifications.

REFERENCES

Name	Address	Telephone	Email	Years Known

State any additional information you feel may be helpful to us in considering your application.

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Signature of Applicant: _____ Date: ____/____/____

Any Name Company is an equal opportunity employer. We adhere to a policy of making employment decisions without regard to race, color, religion, sex, sexual orientation, national origin, citizenship, age or disability. We assure you that your opportunity for employment with Any Name Company depends solely on your qualifications.

sample application

Salary —

Whenever possible, include a salary range based on research done on your major and/or industry.

References —

Make sure you have the correct contact information (addresses / phone number / email) for your references. Also, make sure those being kind enough to be your reference know that they will be getting a call. Provide them with information about the positions, your interviews and a current resume.

Reasons for leaving —

This question can be the most difficult to answer. Do not say anything negative or berating about yourself or your former employer. For students, the reason may be as simple as to further your education or to find full-time employment in your field.

Additional remarks —

Do not leave this section blank! Make constructive use of this space. Insert statements about your abilities and reasons you would be a desirable candidate or information related to the job description not already addressed on the application or in your resume.

Illegal drug policy —

You are being told upfront that this company will test you for illegal drug use. You will have to pass a drug screening before employment. Understand the conditions of the drug policy you are agreeing to abide by. For more on this subject check out "Drug testing in the employment selection process" on page 67.

Equal opportunity —

This is telling you that the company will not discriminate based on your gender, ethnicity, age, etc.

ARIZONA
STATE
UNIVERSITY



Flaunting your skills

(without seeming arrogant!)

A guide for writing resumes

Before getting to the nitty gritty of making a well-developed, effective resume, let's get those pesky questions out of the way.

Why do I need a “well-developed” resume?

Do you want the job? Having a visually attractive and well thought-out resume can mean the difference between getting an interview or not. Often the resume is the first impression an employer gets of a potential employee. Think about what kind of impression you want to make.

So, what's a resume for? The whole purpose of a resume is to not to get a job, but to get an interview. When writing the resume, use the right language for your industry, keeping in mind who will be reading it and what they'll look for. It's a good idea to have more than one resume, each with a different focus.

Try to keep the resume short — you don't want to take up too much of your reader's time. The reader is going to expect a clear, concise summary of your qualifications. Your goal is to attract enough attention to get an interview.

What goes into the resume? Each person brings unique qualifications, abilities and objectives. Organize the content to emphasize your strengths and accomplishments and to minimize weaknesses (see the Skills Checklist, pages 16-17, for assistance). Certain basic information, described in this section, should be included. However, you can determine the appropriate headings for the categories you choose. The amount of space devoted to each category and the order that they appear are up to you.



So you're ready to write a resume!

Or are you?

Writing a resume requires some careful **thought, research** and **preparation**.

You are ready to start writing your resume when:

- ▶ You have a clear idea of what you are looking for. This may be a specific job or a type of position. It could also be a scholarship, entrance to a professional program or admission to a graduate school.
- ▶ You know the requirements of what you are looking for based on research, published material (like job descriptions or admission requirements) and talking to people.
- ▶ You know why you are qualified.
- ▶ You can identify the experiences in which you demonstrated and developed relevant skills, knowledge and experience required.

The most effective resumes have a definite target. They are designed to show skills, knowledge and experience that match the requirements of what you are seeking. The least effective resumes are very general, and just show work history. Think about the impression you want to create and what you want them to know. What you say and how you say it, how it's organized, and what's emphasized about your experiences make a big difference.

If you are sending a resume in search of a job or internship, **its purpose is to get you an interview.**

Resumes do not get jobs. You get jobs by talking to people, and showing employers you have what they are looking for. Sending a resume should always be done as part of a job search strategy that includes a lot of networking (Yes, even if you are in a technical field!).

Organize your resume

There is no single right way to organize a resume. There are some general guidelines that are highly recommended, but this is your document. You have the freedom to organize the information in whatever way best shows your qualifications. **Remember, the more tailored to the position the better.**

- ▶ While it may be tempting, resume templates are not recommended. They make it very difficult to create a unique document that is designed to show your specific qualifications for the job. Basically, they make you look like everyone else who used the template. This will not help you stand out.
- ▶ In most cases, one page is preferred — two pages maximum. If you use two pages, make sure that the most important information is on the first page.
- ▶ Put the most important information at the top and work your way down, based on the requirements of the position. The most common categories are described in this section, but you can create headings to categorize your experience as needed.
- ▶ Keep the organization simple and consistent. You want the reader to focus on the content and not be distracted by inconsistent or confusing formatting.
- ▶ Use space wisely and efficiently. The resume should look full, but not crowded.

*Flaunting your skills—
A guide for writing resumes continued. . .*



FORMATTING

- Use standard font styles such as Times New Roman, **Arial** or **Courier**.
Select one size (10-12 point) for everything on the resume except your name.
Make your name stand out (**14-18 point, bold**).
- All margins should be the same (top, bottom, left and right).
One-inch margins are ideal, but you can go as small as a half-inch, if necessary.
Be aware lots of text and small margins can be a turn-off to a potential employer.
- Headings should be in **bold**, and may also be CAPITALIZED, if you choose.

NAME/PERSONAL INFORMATION

In general, this section should present your name, address, phone number and e-mail address in a space-efficient, visually appealing manner.

- Make sure your name really stands out, and is easy to read at a glance.
- Balance the information across the page, rather than simply stacking everything in the center or left margin. Minimize the number of lines used. Don't waste space.
- Make sure your e-mail address projects a professional image
(hotbabe@aol.com is not a good idea).
The same goes for your outgoing voicemail message.
- Do not include marital status, age, gender, social security number, ethnicity, religious or political affiliation or personal photographs. However, if you have a strong personal feeling that including the information was relevant and advantageous to your situation, do so knowing that you could expose yourself to potential bias.

OBJECTIVE vs. SUMMARY

Objectives and summary sections establish the focus of the resume. It helps the employer understand where you want to enter the organization and/or where you want to go with your career goals. Most of the time, an objective is best for new graduates. A summary section should only be used when you have specific, concrete qualifications that usually come from years of experience.

Objectives

- State clearly what type of position, industry or specific job you are seeking.
- If you choose to elaborate, be sure to emphasize what skills, experience or knowledge you have to offer, not what you want from the position.

Summaries

- Describe specific skills, experiences and/or accomplishments directly related to the desired position.
- Do not simply list personal qualities.
- This is best used if you have extensive professional experience and need to encapsulate lots of information

EDUCATION

The education section should list the colleges or universities you have attended in reverse chronological order (most recent first). It is not necessary to include every one. Do not include high school after your freshman year, unless you have exceptional accomplishments or extensive experience that you want to mention. Listing community college(s) attended is optional.

- Typically, you will want to list your degree, as stated on your diploma, followed by your major and graduation date (month and year) on the first line.
- If relevant, include your minor, concentration areas and certificates on the second line.
- Spell out the college or university, followed by city and state or country.
- GPA is usually recommended. You may use cumulative, major, ASU GPA or your GPA from the last 3-4 semesters. Just make sure you specify what you are listing.
- You may include academic honors or scholarships in the EDUCATION section if you only have one to three. Any more than that will probably require an AWARDS or HONORS section.
- If you worked while going to school and financed your education and/or living expenses, you may include a statement describing number of hours worked per week. This helps tell “the rest of the story.”

CERTIFICATIONS

It may be best to have a separate section if certification is required for your desired position. Examples include Teaching Certification, CPR or Microsoft.

RELEVANT COURSES/PROJECTS

Sometimes relevant knowledge and skills have been gained through course work, including group or individual projects. It is very common for people in technical fields to have an extensive PROJECTS section. Sometimes, it may be enough to simply list classes.

- Choose projects or classes that demonstrate skills or knowledge that are relevant to the desired position.
- Describe both the topic of the project as well as the process you followed to carry it out using the language of your field whenever possible.
- Use action verbs to communicate transferable skills such as researched, analyzed, wrote, presented and worked in teams.
- For technical projects, give an overview of the project and specify what tools, processes or applications you used.

Resume Rules

1. It has to be error-free. This means no spelling or grammatical errors.
2. Organize your information so white space on the page is used appropriately. If you don't, the employer will think you are either too lazy to format your resume or you don't have much to offer.
3. The strongest information should go at the top. You want them to think “Wow!” right from the get-go.
4. When replying to a job posting, a cover letter must accompany the resume.
5. Unless they have been requested, references are never sent with the cover letter and resume.
6. Print on high-quality, bonded paper in conservative colors (white, off-white). Marbleized paper can be distracting and makes it difficult to scan.
[Note: in certain industries — design, architecture, art, graphic design, photography and public relations — the design of the resume may be just as important as the content. A more visually appealing resume, while still professional, can bring attention to your creative abilities.]
7. Never include personal information such as your marital status, birth date or health.



Scanner Friendly Resumes

A growing number of companies are using electronic resume scanners due to smaller human resource departments and larger volumes of resumes received daily. You should take this into account when creating your resume.

Here are the do's and don't's.

AVOID:

- Complex layouts
- Columns
- Graphics
- Shading
- Underlining
- Folding (It can be helpful to use a lightweight piece of cardboard to keep resumes flat and mail in large envelopes)
- Stapling (No resume should be stapled. This goes for stapling the cover letter to the resume as well)

USE:

- Solid bullets
- Bold face (Use for emphasis on headings and other relevant information)
- A sans serif font (Arial is a sans serif font, while Times New Roman is a serif font)
- 10 – 12 point font size
- Wording from the job announcement (You want the scanner to recognize which job you are seeking)

STUDY ABROAD

Experiences while studying abroad involve skills that are useful in the workplace. You may want to dedicate a whole section to your study abroad experiences, especially if you have more than one. It can also be included as a subheading under the EDUCATION section.

- Include what courses you studied, which countries, universities, and when you went.
- Use action verbs to describe what you did, what skills you used, and any accomplishments. Be sure to include cultural interaction and experiences.

SKILLS

It is almost always good to include a SKILLS section to show concrete skills. This section may be called SKILLS or you may decide to specify what kind of skills, including language proficiency(ies), computer, technical, laboratory, or others that are relevant to the position.

- In this section, simply list the skills you wish to highlight. You may want to create subheadings to categorize the skills. This is very common for people with extensive computer skills, or for those with several types of skills.
- Do not list transferable skills such as communication, leadership or problem-solving. These are best shown through examples in EXPERIENCE, COURSE PROJECTS or ACTIVITIES sections.

EXPERIENCE

The purpose of this section is to show the skills, knowledge and (of course) experience that qualify you for the position by giving examples of where you have demonstrated them in the past. It is not to simply show work or academic history, or a list of duties you performed at various jobs. Just like the SKILLS section, you can create categories for different types of experience such as SALES EXPERIENCE, LABORATORY or WRITING EXPERIENCE.

- Think about the skills you used while performing work-related tasks, and decide which ones are relevant to the position you want.
- Create action-oriented statements describing what you did, what skills you used, and any accomplishments or results of your work.
- Use numbers whenever possible to quantify accomplishments or to show complexity of a task.
- Organize information in reverse chronological order (most recent first) within each section, and use past or present tense, as appropriate.
- Include job title, company (or organization) and dates (month, year – month, year).
- Related unpaid experiences may fit here too if the skills match the resume focus.

ACTIVITIES/VOLUNTEER/COMMUNITY SERVICE/MEMBERSHIPS

Extracurricular or volunteer work is a great place to demonstrate leadership, organizational and any number of other important skills. It is also a place to show the other side of you, outside of work or school. You may list extracurricular, recreational, volunteer, community or leadership activities in a single section, or you may want separate headings, depending on how many of each you have to show.

Showcase your skills

Resume design

Format for effect

There is more than a single way to put together a resume.

There are times when certain styles are better suited. The three basic resume formats are chronological, functional and combination (of chronological and functional). Each of the three has advantages and disadvantages, but the chronological and combination are by far the two most popular.

The chronological resume

is **focused around time** and is comprised of the following sections:

Identification / Contact Information, Objective, Education and Experience.

Work experience is listed with most recent work experience first,
and is useful when demonstrating continuous employment.

Employers tend to prefer this format.

The goal is to allow them to see what you were doing and when you were doing it.

The functional format

focuses on professional skills that may have been developed from a conglomeration of experiences. Dates of employment, employers and job titles are less important here, compared to the skills you have developed.

This format is good for those entering a professional field for the first time,
those with extensive skills and expertise and those changing careers.

With this type of resume, you must have a strongly focused job objective.

Skill areas are clustered together under appropriate headings, such as
Management, Sales, Communication, Production, etc.

A combination resume

has the advantages of both the chronological and functional formats.

This is often the preferred layout for those with a strong performance record.

In addition to Contact Information, Job Objective and Education, **it includes a functional skills section and a chronological history.** The functional skills section highlights accomplishments and skills in different categories relevant to the objective, without reference to employers or where the skills were developed.

Position, dates and employer information are listed toward the bottom of the resume.

Vita or Curriculum Vitae

is **more comprehensive than a resume and may be three to ten pages in length.**

Generally, the vita works best for people seeking government, academic or research positions.

It includes the same information found in resumes, but **covers the information more extensively.**


The education section is key and provides thorough information such as research, thesis or dissertation topics.

Instead of a job objective, a vita may offer a professional summary that highlights experience and skills.

Other headings found in a vita include:

Special Competencies, Papers Presented, Special Research Interests,
Professional Memberships, Foreign Languages, Publications
and Courses Taught.

sample
resumes





A chronological resume — Fine Arts

Name	Street Address	City, State Zip Code	Phone Number
Email	Street Address	City, State Zip Code	Phone Number

OBJECTIVE A Photojournalist position with "Pennsylvania Highways" incorporating formal photography training with exceptional writing skills and passion for travel

EDUCATION

Bachelor of Arts, Digital Arts May 2007
Minor: **Communication**
Barrett Honors College Arizona State University Tempe, AZ GPA: 3.75
Honors Thesis: "Photography and its Effect on Modern Historical Perspective"

Associate of Arts, Photography May 2003
Bucks County Community College, Newtown, Pennsylvania

INTERNSHIP

Graphic Designer, Public Relations Department July 2005-Present
Tempe St. Luke's Hospital Tempe, AZ

- Photograph and document daily activities throughout hospital for representation on organization website and promotional materials.
- Design and prepare layouts for website, instructional aides, posters, and promotional brochures using Flash Media, Photoshop, Java, and Word.
- Consult with hospital personnel to develop new concepts for publication layouts that strategically conveyed desired message or image.
- Demonstrated ability to handle multiple team projects with tight deadlines in highly stressful environment through disciplined time management and effective communication skills.

STUDY ABROAD

Summer Session in Greece Summer 2006

- Completed academic coursework in Personal Documentary Photography, including the compiling of memorabilia and digitizing photographs to develop interactive on-line travel journal utilizing Flash Media, Dreamweaver, and HTML.
- Visited museums and attended seminars regarding history, mythology, art and architecture.

Semester at Sea Fall 2005

- Incorporated photography coursework with cultural studies while traveling on an ocean liner to Brazil, South Africa, Kenya, India, Vietnam, China, Japan, Israel, Egypt, Turkey, Greece, Italy, and Spain.
- Interacted directly with local population, developing significant awareness of cultural, historical and political issues, while cultivating self-reliance and creative problem-solving skills.

SKILLS

Languages: Fluent English and French, conversational Spanish and Turkish
Computer: Dreamweaver, Flash Media, Front Page, Photoshop, HTML, JavaScript, Visual Basic, Office
Photography Equipment: Kodak, Canon, and Pentax digital equip; Kodak, Xerox and Ricoh printing



Highlights related

internship experience

no work history

A chronological resume — Education

Name		Street Address City, State Zip	Phone Number Email Address
OBJECTIVE	Seeking a teaching position in a K-6 classroom		
EDUCATION	Bachelor of Arts in Education Magna Cum Laude May 2007 Arizona State University Tempe, AZ ▪ Kappa Delta Pi (Educational Honor Society) ▪ Phi Eta Sigma National Honor Society		
TEACHING EXPERIENCE	Student Teacher, Kindergarten Spring 2007 Andersen Elementary Chandler, AZ ▪ Assumed full responsibility of teacher, working primarily with Second Language Learners at Title 1 School ▪ Created, prepared and implemented lesson plans for all academic areas, based on district curriculum and AZ state standards ▪ Collaborated with Kindergarten team weekly in developing thematic units ▪ Compiled portfolios and facilitated student-led parent conferences Reading Practicum Curry Elementary Tempe, AZ Fall 2006 ▪ Mentored an at-risk, third grade student; designed and implemented lessons twice a week based upon AZ State Standards for Language Arts Internships Kindergarten Curry Elementary Tempe, AZ Fall 2006 1 st /2 nd /3 rd Multiage Class Gilbert Elementary Gilbert, AZ Spring 2006 Kindergarten Hull Elementary Tempe, AZ Fall 2005 ▪ Assisted teacher in daily tasks including instruction, management and assessment ▪ Incorporated technology in reading, science, math and social studies lessons ▪ Communicated with parents, students and faculty from diverse populations Tutor South Mountain elementary Phoenix, AZ Spring 2004 ▪ Tutored 1 st grade at-risk students in English studies ▪ Independently created lesson plans; organized activities to stimulate learning and development ▪ Explained a variety of subjects adapting to a diversity of learning styles and abilities		
RELATED EXPERIENCE	Water Safety Instructor City of Tucson Aquatics Tucson, AZ Summers 2004, 2005 ▪ Planned and taught swim lessons, based upon Red Cross Curriculum, for children ranging from 6 months to 14 years old; CPR and First Aid Certified Volunteer, Camp Sparkey, Arizona State University, Tempe, Arizona Spring 2003 ▪ Served as member of a 3-person team to organize games and activities for educational day camps for at-risk students		
ACTIVITIES	ASU Water Polo Team August 2003-Present ▪ Demonstrate exceptional time management, work ethic and teamwork maintaining full course load while participating in intercollegiate, Division One athletic competition ▪ Developed and implemented disciplined training and organizational strategies to achieve personal athletic and academic goals		



Highlights related

academic and work

experiences

sample
resumes



A functional resume — Journalism

Highlights related
skill-base and
experience

Name				
Street Address	City, State Zip	Phone Number	Email	
OBJECTIVE A Marketing or Public Relations position in the Broadcast Industry				
EDUCATION				
BACHELOR OF ARTS, BROADCASTING		May 2007		
Walter Cronkite School of Journalism and Mass Communication Arizona State University, Tempe, AZ GPA 3.2				
BROADCAST EXPERIENCE				
BROADCAST ASSISTANT INTERN		Fall 2006		
KAET Public Television Station, Tempe, AZ				
<ul style="list-style-type: none">• Operate and troubleshoot broadcast systems ensuring seamless, error-free productions.• Accurately maintain operational maintenance logs of equipment according to FCC regulations.• Initiated efficient documentation system that reduced duplication and increased inter-department communication and cooperation.				
MARKETING INTERN		Fall 2005		
KKFR Power 92 Radio Station, Phoenix, AZ				
<ul style="list-style-type: none">• Handed out flyers and promotional items at numerous marketing events while creating a fun, high energy, atmosphere and playfully competing with fellow interns for most flyers distributed.• Wrote press releases and edited marketing materials for thematic advertising campaigns meeting strict deadlines and coordinating with marketing department team.				
DJ		November 2003-May 2005		
WLRA 88.1FM Lewis University, Romeoville, Illinois				
<ul style="list-style-type: none">• Produced, marketed and performed as radio DJ Saturday afternoons.• Wrote and performed original 'jingles' for miscellaneous campus events including Homecoming, Rush Week, and final exams. Voted "Most Original DJ" one semester by radio station staff.				
CUSTOMER SERVICE EXPERIENCE				
BARTENDER		July 2005-Present		
The Buzz, Scottsdale, AZ				
<ul style="list-style-type: none">• Provided excellent service for up to 300 customers during four-hour period in a fast-paced environment.• Troubleshoot inventory issues, ordering supplies to maintain stock levels crucial for quality service.• Problem-solve and negotiate a diversity of customer service issues through effective listening, communication, hustle, and a sense of humor.• Developed loyal customer base by cultivating strong client relationships.				
SWING MANAGER		June 2003-May 2005		
McDonald's, Romeoville, Illinois				
<ul style="list-style-type: none">• Set and achieved monthly sales targets by establishing service time goals for drive-thru, grill and front counter, and creating a friendly, customer-oriented environment.• Thoroughly trained and supervised new employees ensuring compliance with policies, procedures, customer-service standards and all electronic systems.				
ACTIVITIES				
Public Relations Co-Chair , Sigma Phi Epsilon Fraternity Tempe, AZ		January 2005-Present		
<ul style="list-style-type: none">• Planned events and advertised through media such as State Press, e-mail, fliers, and direct contact.• Created all promotional materials, wrote press announcements; exceeded last year's attendance 40%.				
Freelance DJ Phoenix, AZ		June 2005-Present		
<ul style="list-style-type: none">• Perform as DJ for weddings and special events approximately once a month.				
Member , National Academy of Television Arts & Sciences ASU, Tempe, AZ		January 2006-Present		

A functional resume — Concurrent Degrees

Name

Street City, State Zip Code Cell Phone Number Home Phone Number Email Address

OBJECTIVE

A position as Program Manager in a nonprofit organization offering services for youth and families

EDUCATION

Bachelor of Science, Sociology December 2006
Bachelor of Arts, Spanish December 2006
American Humanics Certificate
 Arizona State University Tempe, AZ GPA: 3.5

Relevant Courses

Fundraising	Managing Not-for-Profit Organizations	Volunteerism
Programming	Youth and Human Service Workshop	Modern Social Problems

PROJECTS

Humanics Plan: Collaborated with team of community nonprofit professionals to create strategic 5-year plan outlining future goals of American Humanics certification program. Presented recommendations to faculty.

AHMI Fundraiser: Teamed with 19 students to raise \$23,000 through donations and organizing community events to attend the annual American Humanics Management Institute.

MULTICULTURAL EXPERIENCE

Study Abroad, Cuernavaca, Mexico Summer, 2003

- Completed 9 credit hours of Spanish study in a cultural immersion program.
- Volunteered 60 hours per week caring for 50 disadvantaged children ages 6 months-6 years old.
- Interacted with local community members and children exclusively in Spanish.
- Developed problem solving skills, perseverance and appreciation for other cultures.

VOLUNTEER EXPERIENCE

Volunteer Saint Vincent DePaul Phoenix, AZ March 2004-Present

- Prepare and serve food to the homeless one day per week.

Volunteer American Red Cross Mesa, AZ Fall 2003

- Provided guidance and assistance for donors at local blood drives. Contacted and recruited potential donors by telephone. Successfully attained 4 new volunteers for future blood drives.
- Participated in a weekly escort service that provides community members with rides to appointments.

LEADERSHIP EXPERIENCE

Chapter President Alpha Kappa Delta Honor Society Tempe, AZ August 2004-Present

- Coordinated and led monthly meetings, organizing community and fund-raising event.
- Contacted and invited professional community members and alumni to speak at networking engagements.

Missionary New York, New York January 2000-January 2002

- Organized and led bi-monthly meetings that provided support and guidance for other missionaries.
- Tutored culturally diverse children ages 6-12 in English as a Second Language.
- Performed community service in soup kitchens, convalescent homes, and youth homes.

AWARDS

Arizona State Regent Scholar Maroon and Gold Scholar Gold Key National Honor Society



Highlights related

skills with no

work history

sample
resumes



A combination resume — Engineering


Highlights

related skills

Name

Street Address | Phone Number
City, State Zip | Email

OBJECTIVE To obtain a Mechanical Engineering Internship integrating strong technical proficiency, team leadership and commitment to excellence

EDUCATION

Bachelor of Science in Engineering, Mechanical Engineering May 2007

Arizona State University Tempe, AZ GPA: 3.67

- Sun Devil Scholarship for academic performance and community service

Associate in Applied Science, Programming and Systems Analysis May 2004

Phoenix College Phoenix, AZ GPA: 3.86

- Awarded "Who's Who in Community College" for academic excellence

TECHNICAL SKILLS

Tools: AutoCAD, I-DEAS, LabVIEW, SolidWorks,

Programming: C, C++, Basic, Visual Basic, HTML, Java, SQL

Operating Systems: Windows XP, 2000, 98, UNIX, DOS

Applications: MS Word, Excel, PowerPoint, Access, MS PROJECT, MatLab

PROJECTS

Ski Stress Test: Conducted dynamic mechanical stress analysis of snow skier impacting mountainside. Used MatLab to determine breaking point of ski as well as force transmission to skier. Compiled detailed report including diagrams generated in AutoCAD. Presented findings to class using PowerPoint.

Vibration Analysis: Acted as team leader to create a vibration analysis technique for asynchronous, counter-rotating shafts for use in aerospace industry. Identified potential failure modes and highest risk probability using Visual Basic. Used MS PROJECT to delegate tasks, and set schedules and meetings.

Visual Paradigms: Created Graphical User Interface using Visual Basic for Pharmacy database containing patient personal, medical, insurance, and prescription information.

EXPERIENCE

Student Worker

August 2004-May 2006

Career Services IT Department, ASU Tempe, AZ

- Solve technical problems daily, greatly improving departmental productivity
- Facilitated ordering, distribution and set up of 40 computers for students and employees. Presented potential solutions for student-employer database.

Instructional Specialist

August 2004-May 2005

ASU Intercollegiate Athletics Tempe, AZ

- Tutor students in math and computer science courses and provide guidelines to improve students' study habits.
- Communicate technical or abstract ideas using analogies and adjusting to different learning styles, resulting in significant academic improvement and reduced anxiety.

ACTIVITIES

Pi Tau Sigma: President of Honorary Mechanical Engineering Society 2005-present

Women in Science and Engineering: Member

2004-present

Society of Hispanic Professional Engineers: Member

2004-present

Community Service: Participated in Highway and Stadium cleanups

2004, 2005

Classical Guitar: Teach Classical Guitar to children at Boys and Girls Club AZ

A combination resume — BIS

NAME		
Street Address City, State Zip	Cell Phone Email	
OBJECTIVE		
A position in Planning and Development Research		
EDUCATION		
Bachelor of Interdisciplinary Studies, Geography and Psychology		August 2007
Emphasis: Geographic Information Systems		
Arizona State University Tempe, AZ GPA: 3.65 Last four Semesters		
INTERNSHIP		
Lowell Elementary School, Phoenix, AZ		January-May 2007
<ul style="list-style-type: none"> Guided 7th and 8th grade students through an Urban Community project by generating educational pamphlets containing a site map of the Rio Salado Project made with GIS. Supervised internet research for biological habitat used in restoration of the Rio Salado Project, greatly enriching students' knowledge of research methodology, documentation and copyright issues. 		
RELEVANT COURSEWORK		
Human Geography Physical Geography	Social Psychology Air Photo Interpretation	Research Methods and Statistics Geographic Information Technology
Geographic Information Systems		
<ul style="list-style-type: none"> Developed a model GIS for use by Director of Public Safety within Tempe City boundary. Researched and extracted data from U.S. Census Bureau, implemented data sets into Arc View 8.3 via Arc GIS. Created a needs assessment for a GIS data base by doing land survey, historical analysis, and interview with Tempe City Manager. Compiled well-written report and presented recommendations to class via PowerPoint. 		
Interdisciplinary Principles		
<ul style="list-style-type: none"> Organized portfolio integrating sub disciplines of Psychology and Geography demonstrating how beliefs, attitudes and behaviors are related to geographic location. Collaborated with peers to research correlations between media violence and aggression, created a survey for 6th grade students, and delivered creative, well-organized presentation to class. 		
Urban Geography		
<ul style="list-style-type: none"> Explored the phenomena of Urban Sprawl and its effects on the environment and local population. Compiled maps by means of Census TIGER files to assess prospective growth based on demographics. 		
COMPUTER SKILLS		
Arc View 3.2, Arc GIS 8.3 (Arc View 8.3, Arc Toolbox, Arc Catalog), MS Word, PowerPoint, Excel, FrontPage		
EXPERIENCE		
Manager		August 1999-Present
Dry Clean USA, Phoenix, AZ		
<ul style="list-style-type: none"> Coordinate employee schedules balancing daily business needs with employee availability. Provide quality customer service resolving client concerns and researching missing claims. Motivate team members to perform essential operations efficiently and effectively, while having fun 		
ACTIVITIES		
Student Member, American Planning Association (APA)		September 2006-present
Volunteer, Devil's Advocates, ASU Tempe, AZ		Fall 2005, Spring 2006
Lobbyist, Phoenix City Planning Commission		January 2005
Chairperson, Neighbors Helping Neighbors Program, Mesa, AZ		November 2005-present
Softball Coach		Summers, 2004, 2005



Highlights related

academic course

work

sample
resumes



A combination resume — Business

Highlights related
internship and
academic experience

N A M E	
Street • City, State Zip Code Cell Phone • Home Phone • E-mail	
OBJECTIVE To obtain a Supply Chain Purchasing position, utilizing technical knowledge and negotiation skills.	
EDUCATION Bachelor of Science, Supply Chain Management W.P. Carey School of Business, Arizona State University, Tempe, Arizona May 2007 Certification in Quality Analysis Overall GPA: 3.4. Major GPA: 3.7. Dean's List, 3 consecutive semesters Financed education and living expenses, working 25-30 hours per week	
PURCHASING INTERNSHIP Buyer, Salt River Project, Tempe, AZ Summer 2006 <ul style="list-style-type: none">▪ Successfully negotiated with suppliers for the purchase of materials to ensure lowest total costs▪ Interacted with a wide range of suppliers regarding quality, logistics, and billing to establish win-win relationships▪ Presented recommendations for quantitative inventory and production strategies to determine effective reorder points	
COURSE PROJECTS Introduction to Manufacturing Engineering Fall 2005 Intel Corporation, AMHS Group, Ocotillo, Arizona <ul style="list-style-type: none">▪ Designed web application to facilitate live, instant updates to factory lot information in local database▪ Resulted in ROI of 10% labor reduction, eliminated paper trail, and streamlined overall process Manufacturing Planning & Control Systems Spring 2005 Littlefield Factory Simulation, ASU, Tempe, Arizona <ul style="list-style-type: none">▪ Competed for most profitable factory, simulating 52-weeks of factory operations in six real-time hours▪ Tracked and estimated inbound supply, production capacity, outflow, and market demand▪ Awarded 2nd place overall, competing against graduate engineering students	
EXPERIENCE Best Buy, Phoenix, AZ September 2004 – Present Product Specialist <ul style="list-style-type: none">▪ Related practical benefits and technical features of product to customers, helping to make decisions on important purchases▪ Achieved "President's Club" status as recognition of excellent sales performance and customer service Armond Group Corporation, Beijing, China June 2002 – August 2003 Database Management / Assistant Desktop Technician <ul style="list-style-type: none">▪ Improved speed and efficiency of mission-critical medical database file, increasing productivity for data-entry staff▪ Coordinated with manager of networks to replace main Intranet server and address hardware/software issues	
SKILLS <ul style="list-style-type: none">▪ Operating Systems: Windows XP Professional/Home, 2000, ME, 98, 95, 3.x, MS-DOS 5.0-6.x▪ Application Software: Microsoft Office, MS Project, MS Visio, MS Publisher, Adobe Photoshop, and Cute FTP▪ Languages: Fluent in English, Mandarin Chinese	
COMMUNITY INVOLVEMENT <ul style="list-style-type: none">▪ Vice President of Information Technology and Publications, Institute of Supply Management Fall 2005-Present▪ Volunteered for Muscular Dystrophy Association, Phoenix, AZ Fall 2004▪ Volunteered for Big Brothers/Big Sisters daycare activity Spring 2004	
WORK STATUS: Authorized to work in U.S.	

Being professional online: Netiquette

E-mail has become a common form of business communication. It's acceptable for use in the employment process as well. Employers have commented that resumes, introductory letters, even thank you letters are appropriate e-mail contacts. **As a standard, follow the employer's lead** and communicate with the organization in the format the information was originally posted or requested. Remember proper netiquette in these communications: keep the writing formal, to the point and brief. This isn't an e-mail to your friends talking about your day. This deserves the same thought you would give to something you were mailing.

Following up is important; there is a fine line between persistence and intrusion, so use discretion. E-mail your cover letter and resume as one document in plain ASCII text to ensure that your information will be received in a readable format.

It's okay to use industry key or buzz words. Check with the employer to determine the appropriate application process. As with anything you send an employer, e-mails must be error free. Spell check is a must!

Before you mail...

Is your resume and/or letter:

- free of typos, spelling and grammatical errors?
- organized to demonstrate the skills the employer needs?
- full of appropriate action verbs and work-specific nouns?
- easy for an employer to visually and electronically scan (no major underlining or italics, no odd symbols)?
- graphically pleasing? Centered on the page with even margins?
- addressed to the person in charge of hiring for the job? If not, find a name.
(If absolutely impossible to find a name, see the Application cover letter sample for appropriate options.)

Does your resume and/or letter:

- match the specific needs stated by the employer in the job description?
- focus on achievements, particularly on those directly related to job-specific skills and teamwork?
- support your objective?
- emphasize your internships, course projects, co-curricular activities, community service, professional activities, technical skills, etc.?
- have any "I" statements? Resume — get rid of them. Letter — minimize them.
- have a good flow that will make sense to the employer?
- demonstrate that you have researched the company to ensure a good match of your skills to their needs?
- describe your skills, abilities, educational background and personal traits that may contribute to that organization?
- provide appropriate contact information?

DO IT! PART 5

Step write in

Writing employment letters

Before considering how you are going to communicate your interests to an employer, carefully consider your audience, the field, and industry. There are different communication norms and standards for every field.

Research these and be aware of what's expected and most effective.

In most formal hiring processes, **a resume is not the only document you have to create when searching for jobs.** There are four kinds of letters that you may need to write: cover letters, thank you letters, acceptance of a job offer and rejection of a job offer. These letters need to be focused, in the right tone and professional. Before you jot out a note to the employer, take the time to identify your goal (beyond "to get a job"). Dedicating a few extra minutes to your letter can mean the difference between a good or bad impression on the potential employer.

A cover letter is a letter of introduction. It can be tailored as a letter of application for when you are applying for an available position, as a prospecting letter when generating interest and learning of possible openings or as a networking letter when you're out to get some information. Resumes are always accompanied by a cover letter. However, you can send a cover letter alone.



sample employment letters

Your street address
City, State Zip code
Date

Ms. Darla Theiss
Charles Schwab and Company
4722 North 24th Street
Phoenix, AZ 85016

Dear Ms. Theiss:

The intent of this letter is to express interest in the Customer Service Representative position posted September 8, 2005 on the Arizona State University Sun Devil CareerLink recruiting program. The scope of the position and my professional and educational background are well-matched to the qualifications expressed.

Upon graduation in May with a Finance degree, I would like to build upon the following experiences to start a successful career within Charles Schwab:

- Series 7 license to be completed by July 2006
- Intensive coursework in financial planning and investment planning
- Experience in information systems and database management
- Five years diverse customer service experience

As a four-year customer of Charles Schwab, I have been thoroughly impressed with the high level of service and respect received through various personnel throughout the organization, and am confident in my abilities to maintain the same standard of exceptional service and professionalism. Enclosed is a resume which further details my qualifications for the position. I will contact you on September 20 to arrange an opportunity to further discuss my qualifications for the Customer Service Representative position. In the meantime, please do not hesitate to contact me should you have any questions at 602-965-2350.

Thank you in advance for reviewing my application materials.

Sincerely,
(Sign here)
Your name

Your Street Address
City, State, Zip Code
Phone number
Date

Ms. Molly McGee
Creative Director
All Media Advertising, Inc.
555 West La Canada Lane
San Francisco, AZ 11111

Dear Ms. McGee:

Susan Peters, a Marketing professor at Arizona State University, suggested I contact you regarding advice and information about entering the field of advertising. I also found your name listed in the Sun Devil CareerLink at the Career Education Center in Career Services, so I feel I must be on the right track in pursuing your professional knowledge.

I will complete my bachelor's degree in Marketing this December and desire to begin a career in advertising. Currently, I am working as an intern for a large firm in the Phoenix metropolitan area where I developed a strong interest in print and media productions. Ms. Peters informed me of your background as a producer and writer, and I feel you are exceptionally qualified to give me advice regarding my career development.

Early next week I will call you to see if we could arrange a brief meeting at your convenience. Thank you in advance for your time.

Sincerely,
(Sign here)
Your Name

Networking letters

Networking letters are used when you have been referred to a specific person within an organization or industry.

- Identify the person who referred you and why.
- State your purpose (seeking career-related internship opportunities, etc.), or who referred you.
- Discuss your background as related to your purpose.
- Be proactive and state when you will be in contact.

Application letters

Application letters state interest in a specific job that was advertised formally.

This is the most common type of employment letter.

- State the specific job title (and job number if applicable), date and publication site where you found the position.
- Discuss what interests you about the organization.
- Match your professional and personal qualifications with what the employer stated was specifically needed.
- Be proactive and state when you will be in contact.

Your Street Address
City, State, Zip Code
Date

Mr. Patrick Dodson
Lone Cactus Food and Beverage Company
162 Getzen Drive
Scottsdale, AZ 85258

Dear Mr. Dodson:

Thank you for interviewing me for the management position with Lone Cactus. I enjoyed meeting you and learning more about Lone Cactus' customer base and philosophy. Your approach to providing exceptional quality service is a management philosophy well aligned with my expectations.

As we discussed in the interview, my management experience and formal training provide the essential skills necessary to meet the needs of your rapidly expanding organization. My strong background in customer service and retail management, coupled with my degree in Management, make me an excellent match for this position.

I reiterate my interest and enthusiasm for the position, and I know I can make a solid contribution to Lone Cactus' objectives. Please feel free to contact me for any additional information at (480) XXX-XXXX. Thank you again for your interest and time.

Sincerely,

(Sign here)

Your Name

Your street address
City, State, Zip Code
Phone number
Date

Ms. Sydney Barnes, Manager
Stark and Harris
8238 North Palm Place
Phoenix, AZ 85024

Dear Ms. Barnes:

Recently, while researching public relations firms in the Phoenix area, I was particularly attracted to the consistent, quality image your firm is actively creating and maintaining for your clients. Public relations is an area that capitalizes on my natural talents as well as complements my formal education and extra-curricular experiences, as demonstrated by the following achievements:

- Promotions internship with E.B. Lane and Associates, Inc.: Developed advertising campaign and media materials to promote new community grocery store. Campaign increased sales by 60%.
- Former Student Publicity Chair for Arizona State University student government: Produced press releases, internal and external newsletters and public service announcements for 44,000 ASU students.
- Special commendation from a local non-profit organization: Awarded for developing new brochures and implementing a successful direct mail campaign which resulted in doubling the clothing and food donations from the community.

Enclosed is my resume for your consideration. I would sincerely appreciate a few minutes of your time to discuss employment opportunities and will call you in two weeks if I haven't heard from you. Thank you in advance for your consideration and I look forward to speaking with you.

Sincerely,

Thank you letters

Thank you letters are used in a variety of situations to express appreciation to an employer or individual who helped you in your job search, including employment and informational interviews and job fairs. The thank you should be sent no later than 24 hours after the meeting.

- Reiterate your interest in the position and/or industry.
- Express appreciation for other job search assistance such as referral, information or a contact name.
- Highlight positive aspects of the interview/meeting and re-emphasize your qualifications.

Prospecting letters

Prospecting letters are unsolicited letters that demonstrate your skills related to a position or organization. Identify the most appropriate hiring manager and send the letter directly to him or her. Match your professional qualifications and skills to possible organizational needs.

- State the position you are interested in.
- Discuss what interests you about the organization. (Yes, this requires research!)
- Be proactive and state when you will be in contact.

sample
employment
letters

A R I Z O N A
S T A T E
U N I V E R S I T Y



sample employment letters

Your Street Address
City, State, Zip Code
Date

Ms. August September
Executive Director
Chatham Information Solutions
One Corporate Parkway
Chandler, AZ 85281

Dear Ms. September:

I am writing to confirm my acceptance of your employment offer received on May 1st as a Project Manager for Chatham Information Solutions, at an annual salary of \$XX,XXX. Thank you for the opportunity to make a significant contribution to the organization. I am confident you will find me an enthusiastic and competent team member.

As we discussed, I will report to your office directly at 8 am on Monday, May 26, 2005 for my first day of employment at Chatham. As per your instructions, prior to my start date I will have completed my medical examination and drug test.

I look forward to joining the organization and becoming a member of your exciting and innovative team. Thank you for your offer and confidence.

Sincerely,

(Sign here)

Your Name

Your Street Address
City, State, Zip Code
Date

Mr. Donald Duggan, Division Manager
Tax Time, Inc.
72 Coyote Canyon Drive
Phoenix, AZ 85024

Dear Mr. Duggan:

Thank you very much for offering me the position of Accounting Assistant with Tax Time, Inc. It was very helpful to hear the details of the position and I am grateful for the additional time I was given to consider your offer. Tax Time, Inc. has an excellent reputation and I found many aspects of this position very appealing.

However, after deliberation I feel my professional interests are leading in a different direction. As a result of this difficult decision, I have decided to decline your offer for the Accounting Assistant position at this time.

I enjoyed meeting you and your team, and sincerely appreciate your courtesy and interest. I wish you much success in guiding your new department to success.

Sincerely,

(Sign here)

Your Name

Letters of non-acceptance

Non-acceptance letters are used to formally reject a job offered by an employer.

- Follows a telephone call expressing your appreciation for the employer's interest and offer.
- Create a thoughtful, professional thank you for the specific offer made.

Acceptance letters

Acceptance letters generally follow a telephone conversation or written offer within which terms and details of employment are confirmed.

- Inform the employer of your acceptance of an offer.
- Clarify and/or confirm salary, start date and pre- and post-employment conditions (i.e. medical examinations, professional certifications, etc.).
- Reinforce the employer's hiring decision.

ADDITIONAL TIPS

for WRITING JOB SEARCH LETTERS

1. Produce error-free, clean originals.
2. Use correct business style.
3. Focus on content, not length.
4. Be honest and sincere.
5. Avoid starting all sentences with the word "I."
6. Letters are marketing tools that should be employer-oriented. Research!
7. Always address letters to individuals. Avoid: "To Whom it May Concern" or "Dear Sir or Madam." If you are not sure, call and ask!
8. Write tailored letters to each employer. Mass produced, generic letters will get you no where in a hurry.
9. Do not reiterate your resume; rather, highlight those skills or experiences which will be of greatest interest to the employer.
10. Use good quality paper and envelopes that preferably match your resume.
11. Letters should be focused, highly readable and avoid jargon. They should also not exceed one page.
12. Check spelling and proofread!

References

An integral part of a job search is creating an effective list of references.

You should have three to five individuals as references.

These people need to feel comfortable discussing your skill level, qualifications, abilities and perhaps previous work experiences in a very positive manner.

They may be former supervisors, co-workers, faculty or advisors with whom you have had extended professional contact. For professional references, stay away from family members and personal friends.

Before including someone as a reference, it is common courtesy to ask the person. When doing so, always give the option to decline. To help prevent weak references, you may want to ask "Would you feel comfortable being contacted as an employment reference?" instead of "Can I use you as a reference?" A lukewarm reference can be more detrimental than no reference at all. Give your references a copy of your resume, and tell them to expect possible calls from your potential employers. Better yet, give a copy of job descriptions **and don't forget to say thanks when all is said and done.**

Your references shouldn't be included on your resume. Put the list on a separate sheet to bring with you to an interview, or mail in afterwards.

Many resumes will end with the phrase "References available upon request." This is a definitive method, but not necessary if you need more space for your qualifications. You can just assume that for most professional positions references will be needed and you will be expected to provide them.

In fields like education, architecture, performing and creative arts, employers often ask that applicants submit actual letters of reference. Generally, these letters should be written within the last few years and reflect experiences and situations directly related to your area of interest. These reference letters should be written by people who you have directly worked or studied with. Supply these individuals with a resume and give suggestions as to what they should emphasize in their letter.

Who are your references?

1. _____
2. _____
3. _____

As a minimum, the number of letters of references requested is three.

If you ask more than three people to provide you a letter, you have more flexibility when you are mailing out copies to potential employers.



Bringing up the money

A common sticky situation is whether to include salary information when it has been requested on a resume or an application. Of course candidates want to comply with a possible employer's application request, but no one feels comfortable discussing this type of information until an offer has been made. **Divulging your salary requirements or history will have an impact on an employer's preconception of you strictly on an economic basis,** not on your qualifications for the position. Dollar amounts have the ability to label you (accurately or not) and cause trouble. Too high or too low can be red flags for an employer, as this information is used to screen candidates.

Then what is the solution? Only one in 20 employers who request salary information refuses to consider applicants due to omission of this information, according to Stanley Wynett, author of *Cover Letters That Will Get You the Job You Want*. Basically, employers are truly seeking the best candidate for the position. After the effort and expense they put into recruiting for the position, most will at least screen your application or resume.

If you decide to share your salary history or requirements, always state your needs or preferences as a range based upon market value research. You want to leave room for negotiation or discussion. By using words such as "open" or "flexible," you emphasize your interest in the position. Negotiation is most effective when done face-to-face. For the gritty details of how to negotiate, flip to page 70.

KNOWING

YOUR NEEDS

Monthly Expenses	\$
Rent	\$ _____
Utilities	\$ _____
Car	\$ _____
Food	\$ _____
Insurance (health, auto, dental, home/rental) ..	\$ _____
Credit Cards	\$ _____
Student Loans	\$ _____
Gas	\$ _____
Personal Care	\$ _____
Entertainment	\$ _____
Other	\$ _____
TOTAL	\$ _____
Cost of living index:	_____





Rubbing elbows

An important job search tool

Networking is an art. Just talking with people about your interests, skills, and career goals is an important start. You don't have to be an extravagant schmooze to flex networking skills. It's all about uncovering job search information and developing employment leads through personal, professional and social contacts. Remember many of these leads will be to unadvertised positions in the hidden job market. Okay, a little schmoozing might be helpful. **The hidden job market is estimated to contain from 60-80 percent of the total job market.**

This job market has less competition than the advertised market, because it is estimated that less than 25 percent of all employment seekers consistently access it. Aside from having a way into the hidden job market, networking can help you increase self-confidence, make new friends, develop mentors, gain advice from professionals in your field and find moral support.

You may think your network is limited right now, but when you think about all the people you have gone to school with, worked with or have gotten to know through organizations, your list begins to grow. Your network might include: family members, friends, co-workers, faculty, neighbors, professional societies, community-based organizations, fraternities and sororities, co-op and internship supervisors, academic and career advisors and religious organizations. **Let these people know about your career goals.** Most have been in your situation and will help you if they can.

You can make contact with those in your network by phone, in person or by letter/e-mail. All are acceptable. Just keep a few things in mind: have a capsule biography prepared and ready to present, know what information you want to share and the questions you want to ask, be positive and courteous and be aware of the demand you are placing on the individual's time.

A capsule biography is a short presentation on you. It can include your name, education, related work experience, internships/co-ops, volunteerism, skills, honors and activities and ways you could make a contribution to an organization's goals.



Accessing the “hidden job market”

Many students rely solely on on-campus interviews, taking a wait-and-see attitude before seeking opportunities away from campus. Some hesitate an entire semester hoping that the right position will miraculously appear before their eyes in some publication. Waiting will accomplish nothing in a job search.

Serious job seekers understand it is necessary to create a network, access the hidden marketplace and take their employment search off-campus - while simultaneously taking advantage of on-campus recruiting. Many students try to integrate all these tasks into their search, but most are mystified as to how to effectively do so. Luckily, you have this *Guide*.

Author and career expert Jim Clayton explains in his book, *Research-Mail-Follow-up (R-M-F)*, that R-M-F is an effective, yet simple system, which will allow you to identify positions with organizations that may not recruit on-campus or advertise on-line or in newspapers. It will also enable you to develop network leads and make the most of potential ‘dead ends’.

Phase One: Research

Start research by targeting and researching 10-15 organizations that could potentially seek someone with your background. Identify their products/services, hiring authorities and organizational goals. Determine how you might fit into hiring plans. Assemble cover letters that show the research you’ve done. Market yourself based on your skills and accomplishments. Convey to these companies how you can make a contribution.

Write down some of the organizations you may have interest in:

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Phase Two: Mail

After finishing your research, send out your resumes and cover letters. Keep track of when, to whom and where they were mailed. The mail phase requires waiting. Local employers should receive your resume in three to four days, while out-of-state will get them in five to six days.

Phase Three: Follow-up

Call as close to the estimated arrival dates of your resumes as possible. If you wait too long, your resumes will become lost. When following up, ask the hiring authority if your resume has been received, and determine if there is interest in your background. There are three possible outcomes here.

Be prepared to deal with each of these.

- **Yes, there is interest.** Find out more about the position, duties, responsibilities and any other information that will assist you in marketing your background. Set up an interview time and do more research on the company. Start thinking about ways to market yourself.
- **No interest. Capitalize on rejection.** Ask the employer for a referral to another potential hiring source who might have interest in your background. By asking for a referral you have accessed the hidden job market. Referral is essential when the job market is tight. If you get one, make contact with the individual as soon as possible. Connect yourself with the individual who referred you. Have a 30 second commercial (or capsule biography) prepared that presents your skills, abilities and major accomplishments. Ask for a personal meeting to discuss your qualifications in greater detail.
- **The employer has not received your resume.** Suggest a time that you might drop it off and meet for a personal interview. If the employer has no interest or no position, ask for a referral.

Your goal in this process is to either get interviews or referrals. Continue the R-M-F system until you have secured the position you desire. Your employment search is your current job, so work on it every day. For detailed examples on how to refine this system, visit the Career Education Center library to locate this book.

You got an interview!

You must be doing something right! An interview is an opportunity for both you and the employer to decide whether you are right for each other.

You never get a second chance to make a great first impression.

Never arrive to an interview late or too early. Ten minutes early is best. Make sure you project a professional image. Wear professional attire suitable to your field. Oftentimes, this may be a suit in conservative colors for formal organizations or business casual if the employer is less formal. Avoid these mistakes that detract the interviewer from the skills, knowledge, and abilities you offer: distracting mannerisms, big or distracting jewelry, plunging necklines, inappropriate attire, strong perfume, or lack of preparation.

Employment interviews are set up much like a five-paragraph English paper. There is an introduction where the interviewer will try to break the ice and set a positive tone. At this point you need to establish a positive first impression of yourself, demonstrate your confidence, enthusiasm and positive attitude and make an effort to connect with the interviewer. Also, relax and be yourself. Basically, make them want to get to know you.

Then, the body of the interview is filled with the probing of information about your education, experience and abilities. It seems simple, but you really must listen to each question before answering. One of the things you'll be rated on is your ability to communicate. Your non-verbal behavior counts as well, so be aware of your body language.

The closing portion is your chance to make a sales pitch for yourself. Use this time to reiterate your interest in the job and company, determine the next step in the selection process and get contact and follow-up information.

Within 24 hours of an interview send a follow-up thank you letter, written in a business letter format, expressing your appreciation and reaffirming your interest in the position.

Reflect on your interview and make notes to yourself that will help you improve. Use each experience as a tool to polish your interviewing skills.

Actions | Speak Louder Than Words

Non-verbal Communication Tips for Interviews

Negative qualities leading to rejection of a candidate in an employment interview include:

1. Poor personal appearance
2. Candidate is perceived as overbearing, overly aggressive, conceited or a know-it-all
3. Inability to express self clearly — poor voice, diction, grammar
4. Lack of interest and enthusiasm — passive, indifferent
5. Lack of confidence and poise

You can improve the impression you make during the interview by following and practicing the following tips:

- Make good eye contact (but don't stare) to demonstrate interest and personalize the interview.
- Use facial expression. . . smile!
- US custom expects a firm handshake, not limp or bone crushing. Lean into it and bend your arm at the elbow when you shake hands.
- Demonstrate good posture and body position. Sit comfortably with shoulders fairly erect and chin level.
- Demonstrate interest by nodding, leaning forward slightly and using hand gestures to accentuate your message.
- Keep enthusiasm in your voice by using a self-assured, confident tone.
- Good grooming is not to be compromised!
- Keep perfume/cologne to a minimum or don't use any at all.
- Eyeglasses should be clean, modern looking and not tinted. They can give the perception of intelligence.



“Tell me about a time...”

Behavioral interviews

Behavioral interviews are the most frequently used interviewing method.

The purpose is to get you to describe how you’ve handled previous situations.

The premise is that your past performance and behaviors are the best predictors for future on-the-job behavior and performance.

In this case, the interviewer will select certain performance categories (leadership, communication, problem solving, etc.) and for each category will give a situation that simulates the kinds of problems you are likely to experience on the job.

This is a great chance for you to show off your skills by describing specific situations that you handled effectively.

To prepare for this situation, think about different experiences related to your accomplishments and achievements or any special recognition you’ve received. Be ready for questions related to the type of person you are. Think of examples for responses to illustrate the skills you have.

Ideally your answers should include a **situation, task, action and result (STAR)**.

Situations

should be a brief description of the project you worked on or how you got involved in the situation.

Tasks

should explain your role in the project — chair of committee, member of a team or project manager.

Action

is where you describe the course of action you took: what you, did, how you did it and when you did it. Make sure to use action verbs.

Results

are the most important part of the response.

Relate what you accomplished, how it benefited the organization and what was improved or changed.

A final note: avoid the temptation to use experiences from other people.

You can best demonstrate your skills in a behavioral interview if you talk about specific situations in which you, not others, were involved. Besides, they may ask for details and know you’re lying — then you have no chance at the job.

What to say Here are some examples:

A tip for developing better answers is to write down situations that relate to work, volunteer and leadership activities. Include examples that have happened recently and situations that relate to the job for which you’re being considered.

- situations that resulted in receiving commendations from clients, peers and/or supervisors
- situations for which you received special recognition
- participation on a team project where your contributions added to the success of the project
- a time when you worked effectively with others who are culturally different from yourself
- stressful situations you have dealt with and how you successfully handled them.

Also, you may want to practice discussing these examples out loud. Have a friend or family member listen to your presentation and give you some feedback.

Drug Testing

in the Employment Selection Process

The use of drug testing is becoming commonplace in hiring, so don't be shocked or offended when asked to take a drug test. A positive test result is serious, and having it on your record may ruin future employment consideration. Retesting for false positives may be routine (at 60 days, six months or one year); however some companies refuse any retest and a rejection is permanent.

What Can You Do?

- Ask for reasons for rejection.
- Report any prescription drugs or medication taken before testing.
- Know the policy on retesting.
- Find out what type of laboratory testing is done to ensure fair and accurate procedures.
- Be aware that undue interest or reluctance to test may be interpreted negatively.

What Should You Not Do?

- Attempt to smuggle in a drug-free sample — often observed testing is used.
- Plan to dilute the sample with water at the test site. Many companies use "tidy bowl" type colored disinfectant.
- Use masking agents. They can be detected and will require retesting after a waiting period. If the masking is detected again it could mean rejection from consideration.
- Hope that enough time has passed since last usage. Learn the facts about residual differences and time spans.
- Hope the courts will rule against it before it becomes a problem for you.



I think they like you!

Second interviews and office visits

If you pass the screening interview, you might be invited for another interview at one of the organization's offices. **The second interview allows you to get a better, more detailed idea of the job** and lets the employer get a more in-depth glimpse of your personal qualities.

There are a few different things the company might do for this second interview. They may have someone greet you when you arrive and be your host for the visit. This person may be a graduate of your school or someone who works in your area. Other times, the company will plan the day to keep you busy in purposeful activities. You'll meet several key managers, including those responsible for hiring decisions — so play nice!

The third tactic is to have an interview luncheon or dinner. This is prime opportunity for you and the employer to get to know each other outside the formal process. Be aware that despite the variety of discussion topics, you're still under scrutiny. You don't want to end up arguing, so avoid politics, controversial issues or philosophical debates. Everyone is making some assessment so be aware.

Use the second interview to learn what it would be like to work for the company. Ask questions left unanswered and that you need to know before deciding to accept or reject any job offer.

Money Matters **When does the company pay for your expenses?**

- If you are required to stay overnight, hotel accommodations will usually be made for you.
- Some companies follow the practice of arranging for your travel reservations and sending the tickets to you. Other organizations will consider advancing your expense money or reimbursing you afterward, and will have you make all of the travel arrangements.
- Most companies are very prompt in handling the reimbursement of your expenses, and this may be handled in one of two ways. Either, during the day of your visit, you will be given the option of completing an expense form, or if you are not sure of the total expenses, the company will allow you to submit your expense statement following your visit. However, don't exploit this situation by expecting them to pay for your pay-per-view TV in the hotel room or for the gift you purchased to take back home.



No, that's a chilled salad fork

Business etiquette

While hearing the word “etiquette” may make you think of “Miss Manners,” the whole topic shouldn’t make you giggle. Businesses and organizations care, because **employees represent the organization**. If you will be working overseas, do keep in mind that etiquette differs from culture to culture. Living and working in a global community means developing an awareness and sensitivity to communities different than the ones to which you have become accustomed. **Having an interest and taking the time to become informed is the best way to avoid most mishaps**. In the United States, proper behavior in a business setting is different than that in social settings. The major areas of concern are introductions, group meetings and receptions, dinner and an interview and alcohol.

Introductions. When being introduced to another person, you are expected to stand and offer a handshake. When you’re introducing yourself, don’t include titles like Ms. or Dr. Give your first and last name and a bit of information about yourself. If you are introducing two people, use the name of the higher-ranking person first (in a business setting, the customer or client is the higher-ranking person).

Group meetings and receptions. When in a crowd, wear your name tag below your right shoulder so that when you shake hands the name tag moves forward and increases visibility. Have a friendly smile and use eye contact when shaking hands. Until someone gives you permission, you shouldn’t call him/her by his/her first name.

Food is often available at these shindigs, which can mean your hands are full eating delicious sandwiches. It’s important to keep your right hand free, whenever possible, for handshakes.

Dinner and an interview. Employers like to conduct interviews during meals, which means you have to concentrate on interviewing as well as eating. The whole point of the meeting is to interview, but do remember to eat at the same pace as your interviewer. This is a different situation than eating Wendy’s with your friends. Good table manners can set you apart from other candidates, so keep your elbows off the table and know how to handle silverware appropriately (no shoveling food in your mouth). Jobs have been lost due to candidates pushing food onto their fork with their thumb. So, now you know better. As a general rule, steer clear of messy, labor intensive, or heavy foods like crab legs, steaks, spaghetti, bony fish or barbecue.

Alcohol. Sometimes these functions will have alcohol available. If possible, avoid altogether. You are being evaluated based on your qualifications and not on whether you order an alcoholic beverage. Plus, no one makes a good impression when they’re drunk. Stumbling and slurring words is never impressive.

Knowing how to behave in these situations comfortably takes some practice and knowledge. Read up a bit, and practice good etiquette. You’ll be better prepared for work functions if you do.

Types of portfolios:

Career: help prepare for and used for seeking a new position, or negotiating a pay raise — include accomplishments, organization research, skill assessment and qualifications for the position.

Showcase: a marketing tool to be used during an interview to demonstrate concrete evidence of education, skills and qualifications essential to the position.

Electronic: electronic or web-based version of a showcase portfolio. Clearly state program requirements to run the application.

Self-Discovery: collect and store information regarding personality, values, skills and interest assessment, dreams, goals, ideal job descriptions and accomplishments.

Education: collect and store teaching philosophy, teaching methods, strategies, assignments, syllabi, student pictures and projects, lesson plans, writing samples and transcripts.

A portfolio should be:

- easy to carry and current
- easy to add or modify information (a three-ring binder works well)
- professional in appearance (use plastic sleeves to keep pages clean)
- self-explanatory and well designed for ease in locating specific information (use tabs and captions)
- easily customized to demonstrate requirements for a specific position

The showcase portfolio

will allow you to:

- clearly articulate and track your accomplishments in and outside of the classroom and connect these experiences to your career field
- increase your self-awareness and increase your self-confidence regarding your qualifications
- substantiate your career decision by demonstrating competencies and capabilities for your career field

Powerful portfolios

Portfolios have found its place as a tool to prove essential skills, and showcase special abilities in the job search process.

Though not common to all professions, **a portfolio is a really useful tool to help track your experiences and prepare yourself.**

A portfolio is a tool that lets you show rather than tell what you've done and where you've been. In the broadest sense, it's a collection of papers and other examples (class projects, writing samples, tapes of oral presentations) of your work that demonstrates your skills and sets you apart from other job candidates. You could also include performance reviews or letters of reference.

What goes into your portfolio depends on your needs. You want to have your portfolio tuned to the type of job you're seeking. It would be pointless to bring in a portfolio of written work when seeking a job as public speaker. Use the job description to determine how best to fine tune what is included in that compendium.

Use it to apply for full-time jobs or internships, graduate programs, scholarships or grants; transition into a new career; seek a promotion or negotiate a pay raise; market your business or document professional development.

You may want to practice how you will use your portfolio in an interview. You can use it at any point — beginning, during or closing of an interview. You may even want to have a smaller version that you can leave with the employer. (Of course, a nice copy and no originals!) Having a portfolio, shows a high level of preparation and interest. That will set you apart from everyone else.

So, just how do you communicate all this great stuff you've done?

What types of skills can you cover in a portfolio? Perhaps some examples would help. Read on, my friend.

Oral presentation: Presentations created, developed and presented in class, using appropriate verbal and nonverbal skills. May include technical skills like using PowerPoint.

Written: Written reports and papers that are clear and concise using correct grammar, form and punctuation.

Interpersonal: Facilitating discussions (use the word facilitate, it makes you sound professional — and smart), developing rapport with others, effectively participating in a team environment and creating a comfortable setting for others.

Teamwork: Know your role within a team (creativity, organization, facilitator).

Project management: Organizing and planning a project, meeting all deadlines or ensuring a quality project.

Problem solving: Creating unique solutions and using analytical skills to solve problems.

Leadership: Using appropriate interpersonal styles and methods to guide individuals or groups toward completing a task and changing style of communication to adapt to individuals with different cultural perspectives.



Cost of Living Index

The cost-of-living index conceptually measures the living expenses according to location. It is based on the composite prices of groceries, housing, utilities, transportation, health care, clothing and entertainment. Ratings are expressed in numerical values with 100.0 being the national average, so that a rating of 110 would indicate a cost of living 10 percent higher than the national average. There are many on-line tools for comparing cost of living indexes, so do your research before negotiating salary and benefits.

Cost of Living Index* for selected cities:

Phoenix	AZ	98.2
San Francisco	CA	177.0
San Diego	CA	141.0
Los Angeles	CA	153.1
Denver	CO	96.5
Washington	DC	137.8
Chicago	IL	128.6
Baton Rouge	LA	104.1
St Louis	MO	99.9
New York City	NY	212.1
Oklahoma City	OK	92.0
Portland	OR	110.9
Dallas	TX	95.2
Salt Lake City	UT	97.3
Seattle	WA	118.6

*2nd quarter 2004 through 1st quarter 2005.

Negotiating job offers

When accepting a position, it's important that you understand the details of your salary and benefits. Employers usually discuss this when they make an offer. Sometimes it's hard to know when you're allowed to bring up salary. If the salary is not specified at the time of the offer, it's the time to ask.

In order negotiate a strong offer, you have to know the market.

When you base salary requests on rational, objective data it strengthens your negotiating position.

The kind of information you may need about your market value can be found in salary surveys in the career centers at ASU, local libraries, trade journals and online. Armed with this data, you will be less inclined to accept an unreasonably low offer or request something outrageous.

There are three key things to keep in mind that will help you arrive at a salary that makes you and the employer happy. They are:

Knowing yourself and your needs. Know your monthly expenses, understand your priorities and know the cost of living index (see box on this page) for the area in which you will be living.

Researching current salaries and benefits. Before you get to the crucial sit-down, it's best to do some research. Find average salary figures for your field at (www.asu.edu/career). Review national salary data in the Career Education Center. Think about the entire package — salary, health plan, tuition reimbursement, flex time, etc. The company will have done its homework as well. So, the recruiter will know how much you'd generally be paid. For starters, access www.asu.edu/career for starting salaries of recent ASU graduates.

Discussing salary expectations. You need to understand exactly what is expected of you and how your performance will be measured. Consider all factors. If the salary and benefits package offered do not meet your personal needs or are not competitive with similar positions you have researched, politely explain this to the employer and ask that the offer be reviewed. Bear in mind that salary negotiation is an ongoing process. The first step toward setting yourself up for a raise in the future begins with the initial negotiating session. There are also many other forms of compensation to consider such as flex time, benefits, and perquisites (or perks).

Go into the meeting with a salary figure in your head based on national and local/regional salary surveys. The idea is to have the recruiter make the first offer. The first time they ask what salary you'd accept say something similar to: **I am much more interested in doing (type of work) here at (name of company) than I am in the size of the initial offer.** Focusing on the job will set you apart from everyone else who answered with a number.

The next time salary is approached, tell them: **I will consider any reasonable offer.** The wording is vague and doesn't lock you into anything, but is still polite. Once the hiring manager makes an offer then it's up to you to decide if it's fair.

Evaluating Offers. There are several other factors to evaluate besides salary when considering an employer's offer. Is the position what you had hoped for in terms of a challenge? If you value the opportunity to gain responsibility and independence, will the position give you fulfillment in those areas? What will the environment and culture be like? Will you be comfortable? Will the atmosphere be supportive? Are you satisfied with the caliber of management and opportunities for advancement or continuing education? It seems like a lot of questions to answer, but doing so will make you happy in the end. This is a good time to review the key values you outlined at the beginning of the *Guide*. Do some comparisons and contrasts to help weigh your decision.

Ethics 101

These may seem basic, but they apply to all job seekers. In other words, you're not supposed to break any of these rules:

- Do not 'pit' one employer against another in order to receive a higher salary or benefits package. Instead, negotiate based on concrete market research.
- If you are involved in salary negotiations, be realistic in your expectations and base them on current salary offers for similar positions, industries and locations.
- Once you have accepted an offer, STOP LOOKING! Discontinue and/or cancel interviews with other organizations and notify each one of your acceptance (although you do not need to mention the specifics of your new position/offer).

Do your homework and soul searching before you accept or decline an offer; employers would rather you take more time to make the right choice than to make the wrong decision quickly.

Pros:

Cons:

Graduate school

Are four or five years of school just not enough for you?

Graduate school is something that you may need to consider, either for personal fulfillment or to make it in your chosen field. **There are certain situations where an advanced degree or graduate study is important.** Some careers require it (e.g. law, medicine, counseling, college professor). Besides, it is also an opportunity for you to immerse yourself in studying something you truly enjoy.

Remember, a graduate degree doesn't hold magical powers. An advanced degree does not guarantee a job, better pay or greater marketability. Be aware some employers may be hesitant to hire inexperienced people for entry-level positions just because they have an advanced degree. Expecting a higher salary because of your degree doesn't always pan out. A graduate degree related to the field in which you're working helps as you ascend a career ladder and seek out inviting assignments.

Think about the reasons for applying to graduate school, it will help you make an informed decision. It might help to make a list of the pros and cons of attending graduate school. If you think graduate school is right for you, start researching as early as your junior year. Talk with an advisor in the graduate college to help you identify if graduate school is right for your situation.

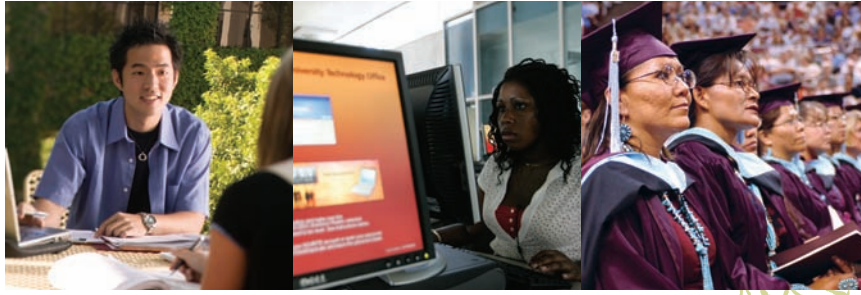


Graduate school continued. . .



Steps for applying to grad school

- Step 1.** Start early and research schools that offer a program of study that interests you. Resources like the Peterson's Graduate Programs may be found in campus and public libraries as well as campus career centers, and will help you gather information on:
- a. costs/financial aid
 - b. reputation of each school, faculty and program
 - c. student/faculty ratio or class size
 - d. diversity of faculty and student body
 - e. employment services, if applicable
 - f. housing and general location information
 - g. residency requirements
- Step 2.** Research admission procedures for each school targeted by obtaining a graduate catalog. Typical admission requirements include:
- a. tests (GRE, LSAT, MCAT, GMAT, MAT)
 - b. GPA (usually 3.0 or above)
 - c. letters of recommendation (usually 3)
 - d. official transcripts from each college attended
 - e. personal statement
 - f. interview
- Step 3.** Research the following information concerning the possible tests required for admission:
- a. test dates and registration deadlines
 - b. computerized vs. pencil and paper format
- Step 4.** Prepare for and take the required tests early enough so that the test results will be received by each targeted school before the application deadlines. Some schools won't accept an application until test results have been received.
- Step 5.** Fill out application forms and write a personal statement. Make an appointment with an advisor for assistance, if needed.
- Step 6.** If possible, schedule an appointment with a faculty member from the department to which you are applying to discuss research and mentorship options for your thesis/dissertation.
- Step 7.** Mail all required admissions information and fees so that you can meet the application deadline stated in the catalog.



A diverse and global w o r k p l a c e

Re-entry population. Those who are transitioning, going back to school, or who are considering a return to the job market are considered re-entry students and/or workers. Re-entering the job market can cause people to wonder how their age will be perceived by employers or to question how their skills may be relevant in a changing work environment. Returning to school can also raise similar concerns about age in a college setting. There are a multitude of strengths you bring to the work and educational setting so it's helpful to be clear about your motivations and assess your needs and situation.

- **Assess your motivation for entering the job market or returning to school.** You probably have already thoughtfully explored several options before pursuing this chosen path. What are the motivators that influenced your decision? How will this decision help you attain your personal or professional goals? Being clear about your intentions, staying centered on your motivations, and affirming your decision are important steps to help attain the personal and/or professional goals that originally set you on this path.
- **Analyze your strengths and limitations.** Do an inventory of your strengths and enlist others who are helpful and supportive to generate this list. Look realistically also at any limitations that affect how you see yourself. People can sometimes misapply their fears or limitations to an unfamiliar environment, and create unnecessary barriers. Using this knowledge about strengths and limitations can help you look at where you want to focus your energies and establish a plan to minimize or overcome obstacles.
- **Think skills, not age.** In an employment setting, remember that employers need to see you put your best foot forward by focusing on positive strengths. Identify your support mechanisms. Consider family and friends as well as support groups of individuals pursuing similar challenges. For additional information and support, visit the Adult Re-Entry Center (contact information available at the end of the *Career Guide*).

A diverse and global workplace continued. . .



Ethnic minorities. Employers recognize the realities of a global marketplace and understand that whole organizations benefit from diverse ideas, experiences, expressions, and worldviews. While ethnic minorities have made many gains educationally and professionally over the past 25 years, continued effort is needed to correct the present effects of past discrimination that still exist. More employers are embracing diversity as a competitive advantage and are increasing diversity initiatives along with continuing affirmative action programs within their organizations to actively recruit and retain talented and motivated employees.

Certain fields are hard pressed to attract minorities. Fields such as math, science and some technical areas continue to experience extreme shortages. Some pre-professional and graduate school programs address these concerns with services and programs designed to attract diverse applicants. Additionally, employers may offer stipends or scholarships as incentives for students to pursue a particular field of study. Being aware of these trends might assist you as you consider your educational and employment options.

Establishing networks with majority and minority-based professional organizations will enhance your opportunity to grow personally and professionally. Organizations such as the Institute of Electrical Engineers, Hispanic Business Student Association, Society of Black Engineers and The American Marketing Association, work effectively with professionals in the field and often sponsor career-related events to assist you in career-building opportunities.

Students with disabilities. Students who have challenges can be successful in securing employment. Students with a disability must carefully examine the options available to them when selecting a career or examining employment opportunities. It is necessary to match your interests and skills and identify any functional limitations that might cause a need for accommodations in the workplace. Knowing and understanding the legal rights of disabled persons is another a very important aspect to your job search.

If you are a student with a disability, you will need to identify **functional limitations**. A keen understanding of the requirements of a job and how you may or may not be able to carry out those functions is important. Job shadowing, conducting informational interviews and literature research will help you identify the actual day-to-day responsibilities of a position. If the job requires particular functions, an awareness of your abilities is important in understanding your opportunities for successful employment. Are you able to lift objects? Do you have long-term or short-term memory limitations? Are you able to kneel, stand, bend or move your head? If these or other functions are required for the job, can you do them with some assistance? Once you take inventory of your strengths and weaknesses to perform the job, then you will be able to see yourself, with all things being equal, as a qualified applicant who can perform the functions with or without accommodations.

An employer covered by a statute that prohibits discrimination must provide **reasonable accommodation** for a qualified individual with a disability to perform the job. Employers may be required to modify a task or work environment to accommodate a job-related functional limitation an employee with a disability may have. If you feel that you are qualified to perform the job with reasonable accommodation, then convey to your prospective employer the accommodations needed.

These accommodations can take several forms. Employers can make workplace facilities more accessible, modify work schedules, restructure jobs or acquire or modify equipment or devices. Exploring your needs as well as your strengths is important in conveying your fit for the position. This process will help you not get sidetracked by what might be considered non-traditional opportunities. As long as you know what your fit is, you can be confident in marketing yourself for eventual employment opportunities. For additional information and support, contact or visit Disability Resources for Students (contact information is located at the end of the *Career Guide*).

Source: J.G.Allen, Successful Job Search Strategies for the Disabled: Understanding ADA, (1994)

Lesbian, Gay, Bisexual, Trans, Queer (LGBTQ). Students and employees at ASU may not be discriminated against based upon their sexual orientation and/or gender identity. However, it is not necessarily the policy of all employers to protect their LGBTQ job applicants and employees from harassment and/or discrimination. Heterosexism, the presumption that all people are heterosexual and that heterosexuality is the only normal and healthy orientation for all individuals, and homophobia, the irrational fear of LGBTQ people or people who seem to be not heterosexual, prevail in our society. Gay, lesbian and bisexual individuals must give very careful thought before they “come out of the closet” either at work or with family and friends. It is, for most, a terribly difficult decision or process. With regard to your employment situation, even if you are protected by policy(ies) in your current job, you may not be protected in another employment setting, and once you are “out” it is highly unlikely to go back to a life of certain anonymity. Being open can interfere with your career, however presenting your true self can also promote your career. Personal circumstances and comfort level are all part of the process to determine what’s going to work best in your situation.

Students who are LGBTQ need to understand the realities of the workplace. Despite the pervasive discrimination, there is some reason to believe that change is occurring — albeit slowly. Some organizations have stepped forward in their efforts to encourage diversity, and even provide health benefits to the domestic partners of employees, social and support groups, as well as sensitivity and diversity training. Resources are available to determine the openness of various companies and institutions. Moreover, you can contact groups that can assist by providing support and information. Finally, students are strongly encouraged to discuss their concerns with qualified career counselors and advisors. Some web sites to explore are:

- hrc.org/worknet
- asu.edu/assn/ubiquity
- asu.edu/mss
- AOL instant messenger: asulgbtq

Sources: E.H. McWhirter, *Counseling for Empowerment*. American Counseling Association (1994); Phyllis Gillespie, “To come out or not to come out.” *The Arizona Republic*, November 29, 1993.

International Students. International students are a dynamic force in the changing marketplace bringing a diversity in experience, bi-/multi-lingualism, and worldviews. As an international student, you may find many cultural differences with the United States job search process compared to the job search in your home country. Be aware of these differences, and take advantage of the many workshops offered by Career Services and the International Student Office (ISO) to help adjust to these differences. In addition, the ISO can help you stay informed about the regulations you must follow and the processing time frames to be eligible for practical training. Practical training is NOT the same as having United States Work Authorization; be knowledgeable in what you legally can and cannot do.

Most international students are allowed to have Optional Practical Training, which is the 12 months of work experience that must be completed within the 14 months after completion of your studies. Some students may be eligible for Curricular Practical Training, which is an internship or co-operative education experience that provides practical work experience prior to graduation. Check early in your academic studies to determine if internship/co-operative experience is part of your academic program. To prepare for practical training, start well in advance of the time you want to begin your practical training by focusing on when you must complete your paperwork and the skills (including English speaking skills) that you must demonstrate in your job search. The following websites provide relevant information for international students studying in the United States:

- Department of Justice:
usdoj.gov
- Department of Labor:
workforsecurity.doleta.gov/foreign.asp



Final thought

Having a professor dislike you tends to force you to work extra hard to earn your “A.” A supervisor who dislikes you can have a much more significant impact. He or she is someone who determines whether and how fast you move up and can make life unbearable if your relationship deteriorates. A good relationship with your supervisor can mean the difference between success and failure.

Also, while you’re an adult and shouldn’t have to be reminded — play nice with others! Treat your co-workers courteously. Employers look with disfavor on employees who gossip about co-workers, indulge in petty work relationship feuds, treat customers and co-workers rudely or let their inability to be fair and impartial interfere with their decision-making abilities and working relationships.

When you start at this new job, you may have to do some menial tasks. This is not to degrade you or insult your intelligence, but employers think of it as part of your training. Play along. Employers expect their employees to take full responsibility for their work and show interest in their assignments.



There is no avoiding office politics. Whether or not you enjoy the game, you will generally find yourself caught up in it. The best way to become a savvy player is to stay focused on common interests of the organization. Make relationships with the right people, whose opinions or decisions can influence your career. The friends you make through co-workers, superiors, subordinates and colleagues will be the basis for a professional career network.

Now is the time for you to make full use of your resources. Take advantage of all the options available to you. Grow in your current environment. Participate in professional development programs, serve on task forces or committees and volunteer for special projects that will provide you with exposure needed for advancement. These kinds of things help you grow and learn, preparing you for moving up in the organization. Finally, consider a mentoring relationship with an individual you respect for his or her experience, savvy and competence. You may benefit by gaining access to information that normally would be out of reach and having a safe environment in which to ask important questions.

The first job is a starting point, and while it may not be the “dream job” it will help you get there — or decide it just isn’t right for you. We are continually growing and changing. **Ever so often, take time to re-assess your skills and interests;** they may change over time.

Your ideal career may change, too. Most people switch theirs three or four times in their lifetimes. This is all part of the career development process. Luckily, you’ve gone through the steps now and anytime you are unsure about your career goals **you know how to evaluate your options and make a good decision.** Keep this *Guide* not only for potential career changes, but also as a handy reference for writing resumes and cover letters.

We would love to help you **land that dream job.**

Our Friends Need more information?

TRY THESE SERVICES.

DO IT! PART 5

Career Services (Tempe campus)

Student Services Bldg, Room 329

(480) 965-2350 www.asu.edu/career

Career Services provides numerous services designed to meet the career development needs of students and alumni. (ASU alumni more than one year past graduation may be assessed a fee for some services).

Resources and comprehensive services include:

- **Walk-in advising facilitates** the career planning process, offering quick reviews of resumes, cover letters and applications, and providing answers to short career-related questions.
- **Sun Devil CareerLink (SDCL)** includes online postings for full-time, internship and co-op opportunities. Also, allows users to upload their resumes to an online "resume book." Access Sun Devil CareerLink through www.asu.edu/career.
- **Workshops** offer insight on a variety of topics such as Internships, How to Market Your Liberal Arts Degree, Career Decision-Making, Resume Writing, Job Search, Interviewing Skills and others. Career advisors are also available to make career presentations to classes and student organizations.
- **Career and job fairs** designed for specific student populations and the entire university community, these events provide opportunities to learn about different careers and meet with potential employers.
- **Internship programs** assist students in acquiring career-related work experience.
- **Employment services** help graduating seniors and alumni in finding full-time positions in corporate, nonprofit, governmental and educational settings.
- **Career Education Center (CEC)** is a comprehensive career library that provides resources on all aspects of the career development process. The CEC contains:
 - career information and job search books
 - articles relating to academic majors
 - recruiting materials, company information and Website addresses
 - employment, salary and labor market statistics
 - geographic/regional information and international job search resources
 - job listing in the public and private sectors
 - internship information and listings

Career Services (West campus)

University Center Bldg, Room 220

(602) 543-8124 west.asu.edu/career

Specially trained staff members assist enrolled students with career development, personal development and counseling intervention strategies for academic success. Various workshops, seminars, individual appointments and group sessions are offered. The center's Resource Room includes a large collection of career planning and personal development books, video workshops, job postings, computer-assisted career guidance programs and graduate school information.

Services continued. . .



Career Preparation Center (Polytechnic campus)

Student Affairs Quad #4

(480) 727-1411 poly.asu.edu/students/career

- **Individual career counseling** may include career exploration and planning, resume and cover letter critiques and internship and job hunting assistance.
- **Career assessment exercises** and inventories are available to clarify career-related values, interests, skills and personality motivators.
- **Career fairs and events** provide opportunities to meet employers for networking and jobs (East campus students are also eligible to attend career fairs at the Tempe campus)
- **Online job postings** including degree-related full-time, part-time and internships positions in corporate, educational, non-profit and government organizations.
- **Mock Interviews** are practice interview sessions (which can be videotaped).
- **On Campus Interviewing** at Tempe campus is available to Polytechnic campus students and alumni as well.
- **Group and classroom workshops** are held on topics such as resume and cover letter writing, effective job search strategies, interviewing and salary negotiation.

Career Services (Downtown Phoenix campus)

Post Office, Suite 110

(602) 496-1213

Counseling & Consultation

Student Services Bldg, Room 334

(480) 965-6146 counseling.asu.edu

Counseling and Consultation (C&C) provides a number of career-related services through both its main office and the Career Testing Services (CTS) Program, including those listed below.

- **Career Testing Services** — C&C offers two separate exploration workshops through our Career Testing Services. Both workshops are based upon established tests that are taken prior to attending each workshop. The Career Exploration workshop focuses on career/major selection and utilizes the Strong Interest Inventory to help you find a major or career based upon your interests. The Personal Styles Exploration workshop focuses on personal style evaluation and utilizes the Myers Briggs Type Indicator to facilitate understanding of personality preferences. Exploration workshops can help you better understand yourself and to make more informed decisions about your career direction.
- **Testing Support Services** — If your career plans include graduate school, chances are you will need to take a graduate entrance exam as part of the application process. C&C provides preparation resources through our Testing Support Services at an affordable cost. Testing Support Services offers a series of short courses to help you prepare for the GRE, GMAT, or LSAT. The courses are offered several times each semester by our specially trained staff of instructors. The preparation courses provide instruction to increase math and verbal competence, and recommended test-taking techniques are taught and reinforced through in-class exercises.
- **Personal Consultation** — Sometimes individual counseling with a career focus is helpful for students. In addition, career related issues may come up in conjunction with other problems or concerns that students face. At such times, an appointment for a personal consultation at C&C may be appropriate. A personal consultation is a 45-50 minute individual meeting with a counselor to gather information, sort out the issues and discuss options for further assistance. Depending on the specifics of the problems or concerns, a recommendation might be made for ongoing services at C&C. Alternatively, C&C might help a student get connected with counseling, career assistance, academic, medical or other services outside of the office if that seems a better fit. Such services might be through resources on campus or in the community. Personal consultation appointments are available at no cost to ASU students.

University College Academic Advising

Undergraduate Academic Advising Services Bldg, Room 129

(480) 965-4464 — Exploratory/Undeclared majors — ASU at the Tempe campus

(602) 543-9222 — Exploratory/Undeclared majors — ASU at the West campus

(480) 727-1452 — Exploratory/Undeclared majors — ASU at the Polytechnic campus

(602) 496-4278 — Exploratory/Undeclared majors — ASU at the Downtown Phoenix campus

(480) 965-1970 — School of Letters and Sciences (BIS students)

<http://universitycollege.asu.edu>

University College provides academic advising for exploratory/undeclared students, BIS majors and students who need assistance in exploring major/career options at ASU. Academic advisors can assist you in selecting a major by suggesting choices among the offerings in the general studies curriculum and entry level major requirements. They also encourage you to explore and identify majors consistent with your interests, values and goals. Advisors help you understand university academic requirements, policies and procedures. Academic advisors in all ASU colleges and departments are eager to answer questions regarding requirements and career opportunities in their specific area.

Disability Resource Center — The Access Employment Program

Matthews Center, Room 143

(480) 965-1234 (v)/965-9000 (TTY) asu.edu/studentaffairs/ed/drc

The Access Employment Program (AEP) facilitates career exploration, development and personal growth. The AEP will help students with disabilities recognize appropriate career and work environments by allowing them to job shadow careers in various settings. This allows students to have a realistic understanding of their abilities in comparison to employment and job tasks in the current job market.

With the assistance of the program coordinator, the AEP provides a forum where businesses and students meet in an informal and friendly atmosphere. Discussions include business practices, negotiating for reasonable accommodations and adopting a positive outlook regarding the relationship between businesses and individuals with disabilities.

An important component of the AEP is The Blue Ribbon Committee, which is comprised of leading business professionals who give insight as to what is expected in the job market today. Committee members and their businesses provide an environment for students to explore their abilities and an opportunity to identify limitations that may need accommodation. This way, students can match their abilities with possible career choices.

Services continued. . .



International Student Office

Student Services Bldg, Room 265

(480) 965-7451 asu.edu/studentaffairs/ed/iso

F-1 and J-1 students may work off-campus with approval from the United States Immigration and Customs Enforcement (USICE, formerly INS). To apply for this immigration benefit, the International Student Office (ISO) educates international students about the eligibility criteria for employment through one-on-one advisement and workshops on Optional Practical Training (OPT) basics. The ISO provides the necessary immigration documentation and forms so that students may complete the application process for an Employment Authorization Document (EAD) with USICE. The office also distributes literature and assists employers to communicate with graduates from specific countries regarding employment opportunities abroad.

Multicultural Student Services

Student Services Bldg, Room 394

(480) 965-6060 asu.edu/mss

The Multicultural Student Center supports the transition, retention and graduation of multicultural students by engaging them in various support services and programs within a culturally affirming environment. MSC staff members work to address the academic, personal and cultural needs of students through summer transition programs, student organization programming and one-on-one guidance, consultation and referral. The Multicultural Student Center is open to all ASU students and all students are encouraged to take advantage of MSC programs and services. However, the Multicultural Student Center targets its efforts to primarily support and meet the needs of African American, Asian Pacific Islander, American Indian, Asian American, Hispanic/Latino, Lesbian, Gay, Bisexual, Transgender, and Woman students.

Adult Re-entry Program

915 S. Rural Rd

(480) 965-2252 asu.edu/studentaffairs/iss/are.html

The Adult Re-entry program provides programs and services to support students 25 and over in reaching their academic goals. The Adult Re-entry Center, located in the lower level of the Memorial Union, offers a welcoming environment for mature students to study, meet other students and get valuable information about the services available on campus.

Office of the University Dean of Student Affairs

Student Services Bldg, Room 263

(480) 965-5852

Career Services is a department within the division of Student Affairs. The division fosters the academic, social, emotional and physical growth of learners by creating an inclusive holistic learning environment that offers services and opportunities for students to maximize their learning experience and become well-rounded productive citizens.

How did we do?

Your feedback is very important to us and helps us improve.

Please take a moment to respond to these questions about your experience with this *Guide*.

Your responses are confidential and used only by Career Services staff to help make important decisions about the *Career Guide*. Thank you for your time and thoughtful comments!

1. Please let us know how you acquired the *Career Guide* and for what purpose(s).

a. Did you acquire the *Career Guide* for personal use? If so, what questions/concerns did you expect the *Career Guide* to address?

b. Did you receive the *Career Guide* as part of a class assignment? If so, for which class? Please explain your assignment.

2. What parts of the *Career Guide* did you find most useful?

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4. What additional comments or suggestions do you have that would help us improve this publication?

5. OPTIONAL:

I am willing to be contacted by Career Services staff for additional information about my comments, if needed.

First and Last Name: _____

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