COLLEGE to CAREER
Guide to Career Planning and Job Search
2014–2015

Connect your dream to a career
All students, from freshman year through graduate school, are encouraged to attend jobs fairs. This is an excellent opportunity to learn about careers. You may even come away with an internship or a job!

**Fall 2014**

**UAF On-Campus Job Fair:** September 11–12  
Learn about on-campus job opportunities for students carrying 6 credits or more.

**Law School Fair:** September 18  
Meet representatives from law schools to learn about the application process and careers.

**Careers in Energy Recruitment Week:** September 22–26  
Employers will be recruiting for internships and full-time employment positions.

**Careers in Energy Job Fair:** September 24  
Learn about careers in the energy sector. Find an internship or job!

**Accounting Recruitment:** September 29–October 10  
Employers will be recruiting for internships and full-time positions.

**Natural Resources, Fisheries and Sciences Job Fair:** October 23  
Learn about careers in natural resources, fisheries and natural sciences.

**Fall Job & Internship Fair:** November 12  
Learn about careers in a wide variety of fields. Find an internship or a job.

**Spring 2015**

**UAF On-Campus Job Fair:** January 22  
Learn about on-campus job opportunities for students carrying 6 credits or more.

**Engineering Career Week:** February 23–27  
Employers will be recruiting for internships and full-time employment positions. Attend information sessions.

**Spring Engineering Fair:** February 25  
Learn about careers in engineering. Find an internship or job.

**Spring Job and Internship Fair:** February 25  
Learn about careers in a wide variety of fields. Find an internship or a job.

**Major Mania and On-Campus Student Job Fair:** March TBA  
Learn about majors at UAF and summer jobs on campus.

**Department of Labor Job Fair:** March 24  
City-wide job fair hosting a wide variety of employers looking for summer and full time employees.

**National Student Employee Week:** April 6–10  
Celebrate the wonderful contributions of UAF student employees.
Greetings,

Welcome to UAF Career Services, where we inspire great people to do great things! We invite students, staff and faculty to use our career resources for your own purposes or for assisting others with their career planning.

Located in Eielson 110, Career Services provides resume/cover letter review, interview practice, job search assistance and career exploration. Our online career management tool CollegeCentral.com/uaf contains valuable career preparation information including our upcoming campus recruiting events. You may also upload a resume for employers to review. We develop strong partnerships with academic departments, employers and the community.

If you are new to campus, be sure to make Career Services one of your first stops, as the title of this guide indicates, we strive to make your transition from college to career meaningful and successful. Our staff is ready to work with you in person or online. Visit us at www.uaf.edu/career.

We look forward to helping you find your path to career success!

See you soon,
Career Services

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UAF Career Services

Mission statement
The Department of Career Services assists individuals in identifying and implementing career choices. We provide career counseling, job search and internship advising, and on-campus employer recruiting to students, alumni, staff and faculty.

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How Career Services Can Help You

Many college students never take advantage of their school’s career services department, yet people outside the academic realm pay hundreds or even thousands of dollars for the same services students can get for free.

**Career Services staff can help you through all phases of career development:**
- Assess your interests and abilities
- Identify and research a specific career option
- Create a plan to achieve your desired career
- Conduct an effective job search

Overlooking the assistance we provide could mean the difference between securing a fulfilling career and just settling for any job. Visit our office and learn about the wealth of resources we offer to help you get the most out of your college experience.

**Services and resources**
- Personalized career consulting
- Computerized career-related assessments
- Help with designing and preparing resumes and cover letters
- Assistance with job search techniques and interviewing skills
- Resources for researching up-to-date labor market information
- Access opportunities to on-campus and off-campus employment and internships
- Job fairs and events highlighting local, national and international employers
- On-campus recruitment visits by companies wanting to hire students
- Internships and Job Shadows

**CollegeCentral.com/uaf**

CollegeCentral.com/uaf is the online service that connects students with employers.
- Find internships and employment
- Research employers
- Track career events at UAF
- Apply and interview for jobs and internships
- Receive e-mail alerts about job and internship opportunities

**To register:**
- Go to UAF Career Services website: www.uaf.edu/career/
- Click the CollegeCentral.com button
- Under “First time student/alumni user?” select Click here
- Your user name is your UAF Student ID number

**Finding employment opportunities**

Career Services staff work with local, regional and national employers on a regular basis and keep abreast of the employment opportunities they offer.
- On-campus student employment and all jobs at the University of Alaska: UAKJobs, www.uakjobs.com
- Off-campus employment with employers registered with Career Services on CollegeCentral.com/uaf
Develop Your Career Path

Career planning is not a one-time event.
You are likely to cycle through the career-planning process several times throughout your life, entering and exiting the process at different stages. It is estimated that individuals will change occupations seven times during their working life. As you gain more experience you may re-evaluate what is important to you and then visit different stages of the career-planning process again.

The career planning process

Become aware of what you want.
- Ask yourself:
  » Do I want to work with people, data, or things?
  » Where do I want to work?
  » Geographic location?
  » Large corporation, small business, nonprofit sector, government?
  » What is important to me? Money, security, creativity, routine, independence?
- Resources to help you:
  » Assessments to identify your interests and values
  » Career counseling
  » UAF Career Services

Develop a list of your strongest interests, personality traits and job skills.
- Ask yourself:
  » What are my transferable skills?
  » What are my personal qualities and traits?
  » List of skills and qualities: [www.uaf.edu/career/students/cs_guide/qualities_and_traits/](http://www.uaf.edu/career/students/cs_guide/qualities_and_traits/)
- Resources available at Career Services:
  » Counseling
  » Myers-Briggs Type Indicator

Develop a list of occupational alternatives.
- Ask yourself:
  » What careers match my interests and values?
- Resources to help you expand your list:
  » Strong Interest Inventory
  » O*Net [http://online.onetcenter.org/](http://online.onetcenter.org/)
  » Career Services

Research occupations that interest you most.
- Explore occupational information online.
  » O*Net [http://online.onetcenter.org/](http://online.onetcenter.org/)
  » Company websites or other career-related websites
  » Conduct informational interviews with people who have jobs and careers that appeal to you. (See Informational Interviews section.)
  » Take a class related to your area of interest.
  » Attend job fairs and talk with employers.
  » Develop a network of professional contacts.

Explore in-depth a few of your preferred occupations
- Job Shadow: visit an employer’s place of work
- Informational Interviews: conduct an interview with someone already in a career field
- Internships: gain experience while exploring occupations
- Volunteer in your preferred occupations.

Implement a plan
- Determine when you can participate in an internship.
- Consult an academic advisor to develop a long-range education plan.
- Acquire the education and/or training required.
- Your college plan should include at least one of these experiences:
  » Internship
  » Volunteer work
  » Extracurricular activity
  » Student employment
  » Part-time or summer jobs
Explore career options

Job shadow
- Spend a few hours to a few days “shadowing” a career professional.
- Learn about a particular occupation or career field.

Informational interviews
One out of every 200 resumes results in a job offer.
One out of every 12 informational interviews, however, results in a job offer.

Conduct an informational interview
- Speak with a person already established in their career.
- Explore careers and clarify your career goal.
- Expand your professional network.
- Build confidence for your job interviews.
- Access the most up-to-date career information.
- Identify your professional strengths and weaknesses.
- Gain insight into the hidden job market.
- People who grant informational interviews are generally willing to share 20-30 minutes of their time to explain their expertise in their field.

Guidelines for informational interviews
- Identify an occupation.
- Identify people to interview from the company human resources department and website, or your own set of contacts.
- Prepare ahead of time. Research the field and organization.
- Never ask for a job. But, a job offer may be an unexpected side benefit to this valuable practice.

Schedule the informational interview
Phone, e-mail or in person: It should be brief and to the point.
- Briefly introduce yourself.
- State that you are researching careers in the contact’s field and would like to ask some questions.
- Briefly state your interests or experiences in the person’s field, organization or location.
- Emphasize that you are seeking first-hand information and whatever they share will be appreciated.

Tips for the informational interview
- Dress appropriately for an interview.
- Bring paper and a pen to take notes.
- Have a list of specific questions you want answered during the interview.
- Thank your source for meeting with you, upon both arrival and departure. Follow up with a thank you card or letter.

Sample informational interview questions
- What motivated you to pursue this occupation (or career)?
- What is your job like? On a typical day, what kinds of problems do you deal with and what kinds of decisions do you make?
- What do you like most about your job? What do you like least about it?
- What social obligations go along with your job? Are you expected to join any organizations or participate in any activities outside of work?
- What kind of preparation such as work, activities, schooling or hobbies did you do before entering this occupation?
- What was most helpful in preparing you for your current position?
- What are the most important skills you use in this job?
- What is the potential for career advancement in this field?
- Are there any major changes taking place in your occupation, either due to technology or the marketplace?

Compiled from Quintessential Careers. For details on Informational Interviews, visit their website: www.quintcareers.com/informational_interviewing.html.

Career exploration resources
- Internet
  » AKCIS: Alaska Career Information System
  » O*NET: Occupation Information Network
  » Professional association websites
- Assessment Instruments
  » Myers-Briggs Type Indicator (MBTI): Identifies individual personality preferences
  » Strong Interest Inventory: Assesses your interests and identifies related occupations and academic majors (offered by Academic Advising)
- Career Services Department

For more information on career development resources, visit:
www.uaf.edu/career/students/cs_guide/search_resources/
Gain real-world experience

Employers increasingly expect entry-level applicants to already have experience. Employers often hire from their intern pool.

Internships: professional experience

An internship is a planned, real-world learning experience that provides an opportunity to gain practical, on-the-job training in a field of interest to you.

- Apply what you have learned in school to real-life work experiences.
- Bridge your academic experience to the world of work.
- Paid/Unpaid: It may offer a stipend or hourly wage, a combination of academic credit and pay, or be unpaid.

Choosing an internship

- Decide the type of organization in which you would like to work.
- Determine your workplace values.
- Evaluate the necessity of monetary compensation.
- Select a geographical area in which to work.

Benefits of an internship

- Individualized instruction on-the-job
- Ability to apply classroom theories in the real world
- Personal contacts with people working in your career field
- Better preparation for post-graduation employment
- Excellent resume builder

Unpaid internships and volunteer work

- Invest in your future through experience in a professional setting.
- Develop a network of professional contacts.
- Consider the value of the experience and how it will position you in your job search.

Internships for academic credit

Students may coordinate academic credit for some internship positions by working closely with their employer and a faculty supervisor.

- The student is responsible for completing assigned tasks and meeting pre-established objectives.
- The faculty supervisor acts as a liaison and representative of the academic department in order to maintain the instructional goals of the internship experience.
- The employer provides instruction, guidance and general assistance for the duration of the internship.

Evaluating and concluding an internship

- Ask for feedback on your performance during the internship.
- Record your work activities in a journal to help evaluate both the internship experience and the company after the internship ends.
- Have your supervisor formally evaluate your work performance.
- Thank your supervisor and co-workers for the instruction and guidance.
- Add valuable experience to your resume.

Internship success

A successful internship experience relies primarily on one person: YOU.

- Treat an internship like a full-time professional position.
- Take the initiative and ask questions.

You will not know how to do everything, nor will this be expected. However, being observant, volunteering to help and working hard are keys to an outstanding internship. You may do such a great job that you are offered a full-time position after graduation!

For more information on internships: [www.uaf.edu/career/students/jobs/intern-links/](http://www.uaf.edu/career/students/jobs/intern-links/)

The value of volunteering

Volunteer work is an essential component of career preparation in skill development and community engagement.

For information on volunteering visit the Volunteer Office in the Wood Center, and see [www.uaf.edu/woodcenter/leadership/volunteer/](http://www.uaf.edu/woodcenter/leadership/volunteer/)

Student activities: leadership experience

Leadership is more than a plus on your resume. It’s a star.

Employers seek applicants with leadership experience in school activities and volunteer work.

- Learn how to be an effective team member as well as a team leader.
- Develop your interpersonal skills and problem solving abilities.
- Contribute to the community at large.
- Have fun! Check out campus and community organizations related to your major and to your interests.

UAF student organizations: [www.uaf.edu/woodcenter/leadership/organizations/active/](http://www.uaf.edu/woodcenter/leadership/organizations/active/)

UAF Leadership Program: [www.uaf.edu/leadership/](http://www.uaf.edu/leadership/)

Northern Leadership Center: [www.uaf.edu/som/nlc/](http://www.uaf.edu/som/nlc/)
On-campus student employment:

work experience

Working on campus offers students a variety of benefits

- Gain practical experience.
- Earn money, gain skills, explore your interests and augment your academic program without leaving campus.
- Learn time-management techniques balancing your course work with your job.
- Develop your abilities and work ethic.
- Work for supervisors who support student academic success.
- Practice searching for and landing a job that is a good fit for you.

Employers seek applicants who have work experience.

Student employment is an opportunity to explore different types of jobs and work environments:

- Administrative
- Technical
- Labor
- Educational

Typical on-campus jobs

- Office Assistant
- Grounds and Maintenance
- Recreation
- Laboratory
- Library
- Tutor

On-campus student employment requirements

- Enrolled in a minimum of 6 undergraduate or 9 graduate credits in the current semester.
- For summer and holiday employment, students must be enrolled in the previous or upcoming semester.
- Minimum 2.0 GPA

On-campus student employment guidelines

- During the semester, students may work up to 20 hours per week.
- During academic breaks and summer, students may work up to 40 hours per week.
- Students can hold more than one position if the total hours do not exceed these limits.
- Waivers are sometimes possible. Contact Career Services for details.

Choosing an on-campus student job

Knowing yourself is the most important step towards choosing an appropriate student job.

Many students acquire important technology, communication, and life skills from student positions. The money you make might not be as important as the quality of the work experience you will be receiving or the network of references you will be building.

Ask yourself:

- Am I qualified for this job?
- Will it offer training and/or experiences that I want and need?
- How will a job fit in with my personal and academic goals?
- How would an employer view the experiences listed on my resume or application?

Student assistant A, B and C

The letters A, B and C refer to a suggested level of duties and activities to match the wage level.

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FINDING AN ON-CAMPUS STUDENT JOB

UAKJobs.com

1. Go to www.uakjobs.com
2. Select Advanced Job Search.
3. On the Search Jobs menu under Employment Type select Student.
4. Under the Job Location select your campus.
5. Click SEARCH, and available jobs on your campus will be listed.
6. Follow the on-screen instructions to complete an application.

Federal Work Study

- Federal Work Study is federal financial assistance provided to eligible students to help cover college expenses and promote work skills.
- Submit the Free Application for Federal Student Aid (FAFSA), available at the Financial Aid Office or online at www.fafsa.ed.gov. Student and parent information is needed.
- You and the Financial Aid Office will receive notification of eligibility. For details, contact the Financial Aid Office or visit www.uaf.edu/finaid/
- Visit the Financial Aid Office at least once per semester to indicate your interest in maintaining your work-study funds; the funds may be reassigned to another student if you’re not using them.
Myths about career planning

**Myth #1**
I am the only one who is undecided about a career.
FALSE
- Many students are undecided about their future career and their major.
- Your Career Services office can help you identify your interests and match them to careers.

**Myth #2**
Choosing a major means choosing a career.
FALSE
- Employers look for these qualities that may not be directly related to a major: clear communication; quantitative, analytical thinking; teamwork; initiative
- Employers look for experience outside the classroom, such as: internships, volunteer work and participation in student organizations.
- When your major does not lead directly to an occupation, explore occupations that fulfill your interests.

**Myth #3**
Career assessments will identify the careers that will be best for me and where I will succeed.
FALSE
- Career assessments give you information about how your interests and values relate to different types of careers.
- You make the final decision about the best career fit.

**Myth #4**
There is one perfect occupation for me in a career that will last throughout my life.
FALSE
- Most people change jobs an average of 5 – 7 times throughout their lives.
- Most people change careers 3 – 5 times.
- Career development is an ongoing process of learning about yourself and where you fit in the world of work.

**Myth #5**
A liberal arts degree does not prepare me for a job or a career.
FALSE
- A liberal arts degree helps you develop valuable transferable skills. Some extra effort is needed to match these skills with a job and a career.
  » Identify careers of interest.
  » Know your transferable skills (see page 8).
  » Obtain extra training/education needed for careers of interest.

More myths about career decision making:
www.uaf.edu/career/students/cs_guide/career_decision_myths/
Know your transferable skills

Marketable job skills can be broken down into five basic categories — skills sets — that job-seekers can use in showing applicable skills from one job/career to the next.

Communication: the skillful expression, transmission and interpretation of knowledge and ideas
- Speaking effectively
- Writing concisely
- Listening attentively
- Expressing ideas
- Facilitating group discussion
- Providing appropriate feedback
- Negotiating
- Perceiving nonverbal messages
- Persuading
- Reporting information
- Describing feelings
- Interviewing
- Editing

Research and Planning: the search for specific knowledge and the ability to conceptualize future needs and solutions for meeting those needs
- Forecasting, predicting
- Generating ideas
- Identifying and solving problems
- Imagining alternatives
- Identifying resources
- Gathering information
- Setting goals
- Extracting important information
- Defining needs
- Analyzing
- Developing evaluation strategies

Human Relations: the use of interpersonal skills for resolving conflict, and relating to and helping people
- Developing rapport
- Listening
- Conveying feelings
- Providing support for others
- Motivating
- Sharing credit
- Counseling
- Cooperating
- Delegating with respect
- Perceiving feelings, situations
- Asserting

Organization, Management and Leadership: the ability to supervise, direct and guide individuals and groups in the completion of tasks and fulfillment of goals
- Handling details
- Coordinating tasks
- Managing groups
- Delegating responsibility
- Teaching
- Coaching
- Counseling
- Promoting change
- Selling ideas or products
- Decision making with others
- Managing conflict

Initiative: the day-to-day skills that assist in promoting effective production and work satisfaction
- Implementing decisions
- Enforcing policies
- Being punctual
- Managing time
- Attending to detail
- Meeting goals
- Enlisting help
- Accepting responsibility
- Setting and meeting deadlines
- Organizing
- Making decisions

Reprinted with permission from Quintessential Careers (www.quintcareers.com/transferable_skills_set.html).

GET A JOB AND START A CAREER WITH YOUR LIBERAL ARTS DEGREE

1. Sharpen your focus
   - “I’ll do anything” does not work
   - Identify an occupation and/or career interest
   - Communicate focus in your resume
   - For help, visit your Career Services office

2. Know your liberal arts skills
   - Writing
   - Speaking
   - Foreign languages and cross-cultural knowledge
   - Research and information retrieval
   - Analytical thinking
   - Creative thinking
   - Comfort working with ambiguous concepts
   - Learning and synthesizing new ideas

3. Give your skills a little boost
   - Computer skills — a must-have
   - Study job postings for the work you want to do. See what skills are required. Decide how you will improve those skills.
   - Take a class or workshop.

4. Identify your transferable skills.
   Visit www.quintcareers.com/Liberal_Arts_Skills.html for more information.
Job Search Success

Do your research

A successful job search takes commitment, time and research.
Develop self-knowledge so that you can pursue a job that will best match your interests, skills, abilities, personality and values. The more you know, the better able you will be to market yourself to a specific position.

1. Research the company.
   - Review company literature.
   - Read the company website and mission statement.
   - Find out how the company is structured, who its major competitors are and the financial picture of the organization.

2. Research the position.
   - Find detailed information about the specific occupation you are pursuing. You can use:
     » O*Net, www.onetonline.org
     » Alaska Career Information System (AKCIS), http://akcis.intocareers.org
   - Set up an informational interview. Do these interviews for research only, not as a way to apply for a job.
   - Find out about growth potential and training opportunities as they are often a key component of an appropriate job.

3. Research the “fit.”
Get a job that you will enjoy and do effectively. Being involved in an organization that matches your style will provide for a better “fit” between you and the job. Ask yourself:
   - Is this really what I want to do?
   - Is this where I want to be? Keep in mind that most people change jobs every 2 – 3 years.
   - What are the organizational culture and values?

Get organized

- Keep a file on each organization that you have contacted.
- Develop a file for each job application. Include:
  » Job description
  » Resume and cover letter
  » Company and job research notes
  » Telephone and e-mail contact notes
  » Notes from the interview

Some websites with further information on job search success:

www.jobweb.com: This site is from Job Choices, a magazine published by the National Association of Colleges and Employers, and provides information on job searches, graduate school and employer profiles.
Resources to job-search success: www.uaf.edu/career/students/cs_guide/search_resources/ This site is part of an extended Career Services Guide on the UAF Career Services website.

MAKE THE MOST OF JOB FAIRS

By Sally Kearsley
A job fair is a great place to gather information about potential employers and make contacts that can lead to your first job. Here’s some advice on how to make the most of your time.

5 things to take to the job fair
1. Copies of your resume
2. A smile, a strong handshake and a positive attitude
3. A 30-second “sales pitch”
4. Information about the organizations that will be attending
5. Be dressed to meet employers

5 things not to do at the job fair
1. Don’t cruise the booths with a group of friends.
2. Don’t carry your backpack, large purse, or other paraphernalia with you.
3. Don’t come dressed for soccer practice (or any other extremely casual activity).
4. Don’t “wing it” with employers.
5. Don’t come during the last half hour of the event.

5 things to take home from the job fair
1. Business cards from the recruiters you have met.
2. Notes about contacts you made.
3. Information about organizations you have contacted.
4. A better sense of your career options.
5. Self-confidence in interacting with employer representatives.
Build a Winning Resume

Resume → Interview → Job!

The function of a resume is to get a job interview.
- Target it to a specific job.
- Make it concise.
- Use formatting to make it easy to read.
Hiring managers do not read resumes. They skim them. Keep it to one page; two pages if you have publications.

Develop an effective resume

A good resume takes time to create.
An effective resume relates to the job you are applying for.
- Carefully review the job description.
- Identify matches between your background and job requirements.
- Mention every skill that you possess listed in the job description as “required” or “desired”.

Resume sections

Current contact information
- Name and current mailing address
- Phone number with area code
  » Make sure your voice mail or answering machine message sounds professional.
- Message number
  » If you do not have a cell phone, voice-messaging or an answering machine, provide number where messages may be left.
  » Anyone taking a message for you should be polite, sound professional and be able to write a detailed message.
- E-mail address
  » Should look and sound professional
  » Do not include personal information
  » Age, marital status or health

Objective statement
- Recommended when the job seeker is changing careers
- Should be concise, no longer than 2 – 3 sentences
- State what kind of work you seek: internship, entry level or experienced

Profile
- A brief narrative statement at the top of the resume explaining the experience you bring to the employer
- Highlights skills, experiences, and goals that are related to the specific job

- Includes key words found in the job posting demonstrating your qualifications
- Helpful when your career goals have shifted away from your work history

Education
List your educational background in reverse chronological order, starting with your most recent degree and working backward.
- Name of degree, major and minor, if relevant
- Honors such as summa cum laude, magna cum laude, or cum laude
- Institution and its location: city, state
- Date of graduation or expected graduation
- GPA if over 3.0 or if requested in job description
- Dissertation or thesis topic
- Generally, you do not need to list your high school diploma.

Experience
- Job Title
- Employer
- Location: city, state
- Dates employed
- Use bulleted phrases to list responsibilities and accomplishments.
- Start the phrases with an action verb. See Action Word List on page 14.
- Show your best work and the most valuable contributions you made.
A work history of up to 10 years is standard unless otherwise requested.
You may want to put volunteer experience in a separate section.

Summary of qualifications
List your skills and qualifications that most closely match the job description.
- Specific skills and abilities
- Years of experience in particular field or skill set
- Training and certificates
- Computer skills
- List software, hardware, programming languages and applications
- Foreign language(s) and your level of fluency in each
Place “Summary of Qualifications” at the top of the resume if you are changing career fields and/or your educational background does not exactly fit the job. Present qualifications as transferable skills.
Research
By listing past and present research projects you give the employer an insight into your abilities and training.

References
Contact your reference before listing them.
- Name and position or title
- Organization
- Location: city, state
- Telephone number
- E-mail address
- Provide a sample letter

Resume design guidelines
We recommend against using resume templates. Creating your resume yourself allows you to highlight unique qualifications and customize it to particular jobs. See the resume section for some design examples.

Length
- One-page resume for recent graduates.
- For an extensive work history and research, two pages are reasonable.

On a curriculum vitae or resume that is more than one page, note your name on each page in a small font in a header or footer.

Appearance
A concise, organized, readable layout helps ensure that the employer reads your resume.
- Direct the reader’s eye with the format. Use bold, bullets and indents.
- Use 10 – 12 point font size for the body text.
- Check for typographical errors. Ask someone to proofread your resume.
- Use bullet points with action verbs to describe your duties and achievements.
- Use formal style without contractions or acronyms.
- Hard copies of your resume should be printed at the highest quality setting available on white, off-white, or ivory paper.

Content
Content should match job qualifications. Look at both required and desired qualifications listed on the job description.
- Direct attention to your special abilities that match the employer’s needs.
- Do not falsify or exaggerate information.

Types of resumes
The most popular formats are chronological, functional and combination. If you’re not sure which style of resume to use, visit Career Services for assistance.

Chronological
- Highlights your work history
- Most effective when the work history and education are directly related to the job.
- Organizes experience in reverse chronological order, starting with the most recent.
- Emphasizes continuity and allows for elaboration on duties of each position.

Functional
- Emphasizes skills and experiences related to the job
- Identifies and highlights responsibilities, skills, and functions which are transferable from previous experience to a new goal or position
- Used when work history does not match the job or for a career change

Combination
- Highlights what you are offering as a candidate
- Combines elements of both the chronological and functional formats to get the best of both formats
- Clusters and highlights relevant experiences
- Allows for breaks in date continuity
- Minimizes or eliminates unrelated experience.

Electronic
Most resumes now are sent by e-mail, submitted via electronic forms or posted on the Internet for review.
- A PDF (Portable Document Format file) of your resume ensures that formatting will not be distorted in transmission.
- Complete company electronic applications exactly as the company prescribes in order to get your information into their database.

Scannable
These are resumes scanned by a computer to pick up key words or phrases to help companies automate part of their selection process.
- Use the key words from the vacancy announcement. These are some of the words that the scan will look for.
- Highlight as many of their required and desired qualifications as possible.
- Use white paper, printed on one side only.
- Left-justify your text, use a standard font such as Arial or Times New Roman, and a font size of 10 or 12.
- Limit use of text bolding, italics, lines, dots, bullets, etc.
Curriculum Vitae

A vitae, also known as a curriculum vitae or CV, is a specific resume geared toward candidates for medical, academic, teaching and research positions.

- Present your academic background that is directly related to the position.
- Section headings: teaching, research, continuing education, advanced training, publications, articles, conference presentations, abstracts, book reviews and unpublished papers.
- Typically more than two pages.

Although different than standard resumes, a CV should follow the same guidelines on neatness, clarity and organization.

Common resume pitfalls

Avoid using superlative language.

Put your best foot forward without misrepresentation, falsification, or exaggeration.

Too long

- Recent graduates should restrict their resumes to one page.
- Trouble condensing? Visit Career Services for assistance.

Typographical, grammatical, or spelling errors

- Errors suggest carelessness, poor education and laziness.
- Have others proofread your resume! Do not rely on spell-and grammar-check.

Hard to read

- Poorly typed or copied resume look unprofessional.
- Use a plain font, no smaller than 10 point.
- Use bullets, underlining, boldface type and italics to make the document easier to skim and read.

Too verbose

- Do not use complete sentences or paragraphs.
- Use phrases starting with action verbs.
- “A”, “an”, “the” and “I” can almost always be left out.

Too sparse

- Give more than the bare essentials.
- Describe related work experience, skills, accomplishments, activities and interests.

Irrelevant information

- Tailor each resume to the position you seek.
- Emphasize only relevant experience, skills and activities.
- Do not include marital status, age, gender, children, height, weight, religious affiliation, etc.

Too snazzy

- Use good-quality bond paper.
- Avoid exotic types, colored paper, photographs, binders and graphics.

Boring

- Be dynamic!
- Use action verbs and adjectives
- Quantify your accomplishments, e.g., how many people you supervised; how much you increased revenue.
- Use a rich vocabulary and avoid repeating words.

Too modest

- Put your best information forward!
- Highlight accomplishments and experiences.

Bring your resume to UAF Career Services for a counselor to review it. They can help you avoid common pitfalls, as well as help improve the overall quality of the resume.
Resume section headings

Below is a list of possible titles for section headings. The order does not necessarily reflect the order in which they should be listed. Usually the Objective comes first and then Education. If your education or degree does not match the position you are applying for but your experience does, place a summary of qualifications after the objective.

OBJECTIVE
• Objective or Job Objective
• Teaching Objective
• Career Objective
• Professional Objective

PROFILE
• Career Summary
• Profile Statement

SUMMARY OF QUALIFICATIONS
• Summary
• Highlights
• Highlights of Qualifications
• Related Qualifications
• Related Skills and Abilities

EDUCATION
• Additional Training
• Course Highlights
• Thesis or Dissertation
• Research
• Continuing Education
• Licenses and Certification
• Endorsements

SKILLS
• Special Talents or Special Skills
• Laboratory Skills
• Computer/Technical Skills
• Language Competencies or Relevant Skills

EXPERIENCE
• Work Experience
• Relevant Work Experience
• Professional Background
• Employment History
• Related Experience
• Career Achievements
• Internships or Practica
• Student-Teaching Experience
• Teaching Experience
• Coaching Experience
• Supervisory Experience
• Management Experience
• Military Service

• Grant-Writing Experience
• Public Relations Experience
• Consulting Experience

HONORS
• Scholarships or Fellowships
• Activities and Distinctions
• Service or Performance Awards
• Honors and Awards

VOLUNTEER WORK
• Community Involvement
• Volunteer Activities
• Related Activities
• Professional Activities
• Extracurricular Activities
• Memberships
• Professional Affiliations
• Committee Work
• Leadership

WORKSHOPS / WRITING
• Publications
• Workshops or Conventions
• Seminars or Presentations
• Conference Leadership
• Conference Participation
• Exhibitions

PERSONAL
• Related Interests
• Related Hobbies
• Study Abroad
• Travel Abroad

REFERENCES
• Placement File
• Credentials
• References or Recommendations

KNOWLEDGE
• Areas of Knowledge
• Areas of Expertise
• Profile
• Career Highlights
• Summary
• Experience Highlights
**Action Word list**

**ACHIEVEMENT**
- advanced
- ensured
- eliminated
- encouraged
- enhanced
- facilitated
- fostered
- improved
- increased
- inspired
- maximized
- motivated
- promoted
- provided
- restored
- stimulated
- strengthened
- upgraded

**ANALYSIS**
- analyzed
- appraised
- assessed
- briefed
- clarified
- classified
- compared
- computed
- correlated
- debated
- defined
- determined
- diagnosed
- evaluated
- examined
- identified
- inspected
- interpreted
- interviewed
- investigated
- maintained
- mapped
- monitored
- observed
- perceived
- reasoned
- researched
- reviewed
- screened
- solved
- studied

**ASSISTANCE**
- advised
- assisted
- bolstered
- collaborated
- contributed
- cooperated
- enlisted
- facilitated
- fostered
- helped
- participated
- referred
- served
- strengthened
- supported

**COMMUNICATION**
- addressed
- advertised
- answered
- briefed
- correspond
- debated
- explained
- expressed
- facilitated
- interviewed
- lectured
- listened
- narrated
- prepared
- presented
- publicized
- recorded
- responded

**CREATION and DEVELOPMENT**
- adapted
- authored
- built
- composed
- conceived
- corrected
- created
- designed
- developed
- devised
- discovered
- drafted
- eliminated
- established
- expanded
- experimented
- facilitated
- formulated
- generated
- improved
- increased
- influenced
- initiated
- innovated
- introduced
- invented
- launched
- modified
- performed
- planned
- produced
- promoted
- recommended
- reduced
- shaped
- solved
- substituted
- visualized
- volunteered

**NEGOTIATION**
- advised
- advocated
- arbitrated
- bargained
- facilitated
- lobbied
- mediated
- merged
- persuaded
- promoted
- reconciled
- solved

**OPERATIONS and REPAIRS**
- adjusted
- adapted
- clarified
- corrected
- eliminated
- executed
- expedited
- facilitated
- fixed
- implemented
- installed
- modified
- operated
- prepared
- produced
- programmed
- repaired
- serviced
- sustained
- transported
- used
- utilized

**ORGANIZATION**
- arranged
- balanced
- budgeted
- clarified
- classified
- collected
- compiled
- coordinated
- detailed
- developed
- facilitated
- filed
- graphed
- gathered
- identified
- inspected
- located
- planned
- processed
- programmed
- recorded
- reorganized
- reproduced
- retrieved
- revamped
- reviewed
- revised
- streamlined

**PERSUASION**
- advertised
- enlisted
- generated
- helped
- improved
- led
- motivated
- negotiated
- promoted
- raised
- recommended
- recruited

**SERVICE**
- assisted
- attended
- cared
- catered
- delivered
- entertained
- facilitated
- maintained
- prepared
- procured
- provided
- supplied

**SUPERVISION and MANAGEMENT**
- administered
- allocated
- approved
- assigned
- authorized
- consulted
- contracted
- decided
- delegated
- directed
- distributed
- encouraged
- enforced
- evaluated
- facilitated
- fired
- hired
- implemented
- instructed
- led
- motivated
- oversaw

**TEACHING and COUNSELING**
- advised
- advocated
- aided
- applied
- briefed
- clarified
- coached
- communicated
- consulted
- demonstrated
- empathized
- enabled
- encouraged
- enlightened
- facilitated
- focused
- fostered
- guided
- helped
- implemented
- improved
- informed
- inspired
- interpreted
- lectured
- led
- modified
- motivated
- observed
- promoted
- reflected
- related
- restored
- shared
- solved
- strengthened
- substituted
- supported
- taught
- trained
- validated
ANNE HELENE PITKA
PO Box 753636, Fairbanks, Alaska 99775 907.474.2525 ahpitka16@gmail.com

EDUCATION
BBA in Accounting  Overall GPA: 3.5  Major GPA: 3.8  Expected: 12/XX
AA in General Studies  05/XX
University of Alaska Fairbanks, Fairbanks, Alaska

CORE COMPETENCIES
Budgeting & Planning  Accounts Receivable/ Accounts Payable  Auditing
Financial Analysis  GAAP & GAAS Knowledge  Reporting
Project Management  MS Office: Word, Excel, Access, PowerPoint  Quickbooks

EMPLOYMENT EXPERIENCE
Lead Lab Tutor, UAF School of Management, Fairbanks, AK  09/XX-Present
• Promoted to Lead Lab Tutor based on dependability, self-initiative, and efficiency
• Received “Outstanding Tutor” Award for two years in a row
• Assisted students on various accounting homework problems
• Maintained grade book for Intermediate Accounting courses

Intern, Doyon Foundation, Fairbanks, AK  Summer XX
• Achieved highest participation rate ever for Morris Thompson Memorial Golf Tournament through improved marketing strategies and received recognition by Doyon’s President for efforts
• Created, calculated, and prepared budget projections
• Entered customer invoices and vendor bills using Quickbooks
• Presented Event Report to Board of Directors using PowerPoint
• Raised $180,000 for scholarship fund by soliciting sponsors and donations
• Coordinated meetings with Golf Committee, organized reception and gala

Program Auditor, Fairbanks Native Association, Fairbanks, AK  08/XX-05/XX
• Audited licensed home care providers’ menus to ensure compliance with government regulations
• Computed monthly payment to providers
• Demonstrated sound judgment in ethical and adverse situations
• Interviewed and trained new staff

ACTIVITIES
• Vice President/Member, UAF Accounting Organization: (GAAP)-3 years
• Orientation Leader, New Student Orientation Program-2 years
• Volunteer, Volunteer Income Tax Assistance (VITA)-1 year
• Volunteer, Festival of Native Arts-3 years

HONORS
• Golden Key National Honor Society Member-current
• Dean’s List-3 years
Objective: To obtain a position in the social services field where I can develop management skills by assisting in fundraising and development

Highlights
More than three years experience developing strong customer service, marketing, and networking skills.
Top fundraiser for American Diabetes Association’s Fairbanks Tour de Cure, $8,000 (20XX).
Computer Proficiency: MS Word, Excel, PowerPoint, Access; Razor’s Edge.

Education
BA Psychology, with Minor in Marketing GPA: 3.75 Expected: May 20XX
University of Alaska Fairbanks
Chancellor’s List (20XX-20XX), Dean’s List (20XX-20XX)

 Relevant Experience
Marketing and Fundraising
• Called over 50 companies/alumni to solicit donations for University of Alaska, UAF programs, and a fundraising event.
• Coordinated REV-IT-UP for New Student Orientation by contacting UAF departments to staff tables, creating fliers, and scheduling volunteers.
• Created fliers, posters, and banners for workshops; updated department website using current software.
• Input data into complex databases such as MS Access and Razor’s Edge.

Customer Service
• Provided customer service in a friendly and professional manner.
• Handled cash and credit card transactions.
• Greeted customers and assisted them in finding items.
• Directed customers/students to appropriate departments.

Leadership
• Provided information about UAF to incoming freshmen and transfer students during campus tours.
• Presented PowerPoint workshop and trained student workers on soliciting donations.
• Mentored/tutored 20 third graders in reading once a week for three years.

Work History
Student Assistant C, UAF New Student Orientation Department, Fairbanks, AK 02/XX-05/XX
Student Assistant C, UA Statewide-Development Office, Fairbanks, AK 11/XX
Cashier, Fred Meyer, Fairbanks, AK 05/XX-12/XX

Community Involvement
Student Ambassador, University of Alaska Fairbanks, Fairbanks, AK 10/XX-05/XX
Mentor/Tutor, Woodriver Elementary School, Fairbanks, AK 08/XX-06/XX
Fairbanks Tour de Cure Rider, American Diabetes Association, Fairbanks, AK 06/XX-XX

Trainings
Multi-page Web Site Design, UAF Community and Technical College Spring 20XX
Time Management for HR Professionals, Career Track Fall 20XX
CPR for the Professional Rescuer, American Red Cross Expires: 20XX
Shawn Morgan  
PO Box 75629, Fairbanks, AK 99707    smmorgan@alaska.edu    907.455.9962

Summary of Qualifications  
Experience in public relations in fast-paced organizations  
Proven ability to multi-task and meet deadlines  
Demonstrated analytical and problem-solving skills  
Performed progressive leadership roles in volunteer organizations  
Computer Proficiency: MS Office Suite; QuickBooks

Education  
**MBA in Business Administration**  GPA: 3.8    May 20XX  
**BBA in Finance**  GPA: 3.5    May 20XX  
University of Alaska Fairbanks, Fairbanks, AK

Relevant Coursework  
Finance Management  International Business  Entrepreneurship  
Derivative Securities  Organizational Behavior  Statistics

Public Relations Experience  
**President, Associated Students of Business (ASB)**  20XX-20XX  
School of Management, UAF  
• Co-organized Annual Business Leader of the Year Banquet, community event  
• Led five member club management team  
• Facilitated club meetings including speaker arrangements

Tours and Ticketing Agent  
River’s Edge Resort, Fairbanks, AK  
• Coordinated reservations for high volume of visitors  
• Promoted city attractions and tours; transported visitors  
• Critiqued tours; made suggestions for improvement  
• Organized and stocked gift shop

Administrative Experience  
**Office Assistant**  September 20XX-Present  
UAF Bookstore, Fairbanks, AK  
• Provide consistent customer service to students, faculty, staff and campus visitors  
• Troubleshoot unique customer needs and requests  
• Communicate with suppliers concerning special orders  
• Facilitate shipping and receiving of merchandise

Community Involvement  
**President (20XX), Associated Students of Business (ASB)**  20XX-XX  
**President/Vice President of Membership/Treasurer, UAF Toast of Alaska**  20XX-XX
WILLIAM WORKER

4000 4th Street, Fairbanks, AK 99701  (907) 978-7070  wzworker@alaska.edu

CIVIL ENGINEER

PROFILE

Self-motivated, dedicated, safety-conscious college student with a unique blend of educational qualifications & 10+ years’ professional engineering and construction carpentry experience. Demonstrated project management and leadership abilities. Proficient in MS Word, Excel, PowerPoint; C++, MATLAB, and AutoCAD.

EDUCATION HISTORY

- **BS in Civil Engineering**  GPA: 3.4  Expected: May 20XX
  University of Alaska Fairbanks  Fairbanks, AK

WORK EXPERIENCE

**Civil Engineering Intern**
Alaska Department of Transportation - Fairbanks, AK  05/XX – 09/XX

- Worked on plan making, bid preparation, pay estimates, SWPPP preparation, road construction, culverts, guardrails, foundations, surveying, traffic and safety operation.
- Performed as Project Site Inspector in each of the respective fields mentioned.
- Used transits and pee guns for surveys for measurements of stockpile aggregate material.
- Used AutoCAD and Excel for plan preparation.

**Construction Carpenter**
Fountainhead Development - Fairbanks, AK  04/XX – 08/XX
Champion Builder’s – Juneau, AK  06/XX – 08/XX
Alaskan Construction and Remodel – Juneau, AK  05/XX – 10/XX

- Used transits on job site.
- Reviewed inspections for foundations and framing with civil engineers.
- Performed carpentry from foundation to finish work.

**Math Peer Leader, Math Tutor, Math Tutor Volunteer**
UAF – Alaska Native and Science and Engineering Program (ANSEP) – Volunteer  02/XX – Present
UAF – American Science and Engineering Society (AISES) – Volunteer  02/XX – Present
University of Alaska Southeast - Juneau AK – Math Peer Leader, Math Tutor  08/XX – 05/XX

- Tutored students in elementary college algebra to calculus 2.
- Helped students work as a team to solve math problems.

PROFESSIONAL AFFILIATIONS

- American Society of Civil Engineers (ASCE)  08/XX – Present
- Alaska Native Science and Engineering Program (ANSEP)  08/XX – Present
- American Indian Science and Engineering Society (AISES)  08/XX – Present
Clara Peters
PO Box 8459, Fairbanks, Alaska 99708
home: (907) 452-3002
anewteacher@gmail.com

Alaska Certification
Initial Teaching Certificate, Chemistry, Math Expires: 20XX

Teaching Competencies
Met Alaska’s passing score for Praxis II in Chemistry and Math June 20XX
Met Alaska’s passing score for Praxis I February 20XX

Education
Certificate of Completion in Secondary Licensure Program GPA: 3.75 May 20XX
Bachelors of Science in Chemistry and Minor in Math GPA: 3.5 May 20XX
University of Alaska Fairbanks, Fairbanks, AK

Teaching Experience
Substitute Teacher for 9th-12th graders January 20XX - Present
Fairbanks North Star Borough School District, Fairbanks, AK
• Subjects taught: Chemistry, Math, Physics, Forensics
• Utilized appropriate and consistent classroom management and discipline techniques

Student Teacher
West Valley High School, Fairbanks, AK Fall 20XX
• Taught chemistry to 11th graders
• Prepared units; designed goals and subject content, incorporating national and state standards
• Prepared place-based lessons utilizing smart board, clickers, Google Docs, and ExamView

Co-Instructor Summers, 20XX-20XX
Alaska Summer Research Academy (ASRA)
• Co-taught forensics and chemistry modules to highly engaged 8th-12th grade students
• Served on team to develop (ASRA) activities and modules

Honors
UAF Dean’s List Fall-Spring 20XX-20XX
UAF Leadership Honors Spring 20XX

Professional Organizations
Vice President, UAF American Chemical Society, Student Chapter 20XX-20XX
Member, UAF American Chemical Society, Student Chapter 20XX-20XX
Member, American Indian Science & Engineering Society (AISES) 20XX-20XX
Antwone Goode
392 Airport Way, Fairbanks, Alaska 99701, (907) 456-0100, engineer@alaska.edu

EDUCATION:
- **MS Mechanical Engineering**, expected May 20XX
  University of Alaska Fairbanks, Fairbanks, Alaska
- **BS Mechanical Engineering**, May 20XX
  San Jose State University, San Jose, California
  Senior Project: Designed/constructed a food processing machine following FDA guidelines. Integrated stainless steel, plastic, a pneumatic system, and servo-motors.

RELEVANT LICENSING:
- Professional Engineer in Training (EIT) License #BE02278962

EXPERIENCE:
- **UAF Engineering Computer Lab**, Fairbanks, AK, 08/XX-05/XX
  Lab Assistant
  - Resolved student computer problems, maintained hardware, and taught seminars.
- **Special Technologies, Inc.**, Sunny, CA, 01/XX-07/XX
  Intern - Manufacturing Engineer/Mechanical Engineer
  - Designed fixtures to accelerate assembly process of biomedical equipment using AutoCAD.
  - Used MRP system to track assembly projects and to control inventory.
  - Set up Documentation Control area for ISO 9000 audit.
  - Inspected all outgoing assemblies to ensure quality.

TECHNICAL SKILLS:
- **Computer Applications:** MS Office: Word, Excel, PowerPoint, Project; AutoCAD, Autosketch, MATLAB, SolidWorks
- **Programming Languages:** C++, Fortran, Excel Macro (VBA)
- **Additional:** Nationally ranked expert chess player

EXTRACURRICULAR ACTIVITIES:
- Calculus Tutor, University of Alaska Fairbanks, Fairbanks, AK
- Exhibit Clerk, Tanana Valley State Fair, Fairbanks, AK
- Co-Chair, 75th Annual Pi Tau Sigma National Convention, San Jose, CA

PROFESSIONAL AFFILIATIONS:
- American Association for Advancement of Science (AAAS)
- American Society of Mechanical Engineers (ASME)
- Pi Tau Sigma - National Mechanical Engineering Honor Society
VALERIE TRUDEAN
4343 Bluebell Ave - Fairbanks AK 99709
(907) 589-5623 – researcher@alaska.edu

EDUCATION
Ph.D., Land Resource Management/Biology: Interdisciplinary Program
University of Alaska Fairbanks (UAF), May 20XX
Dissertation Title: “Manifestation of the Spruce Beetle in Northern Arctic Climates, including the Fairbanks area.” Advisor: Dr. Dale Shimek

Master of Science, Forest Science, The Evergreen State College, Olympia, Washington, June 20XX

Bachelor of Science, Biology, University of Wisconsin Madison, Madison, Wisconsin, May 20XX

RESEARCH EXPERIENCE
Graduate Research Assistant, UAF Biology and Wildlife Department, September 20XX -- May 20XX
Assisted in the design, implementation, and evaluation of research investigations conducted through the College of Sciences office. Provided orientation and training to peer graduate research assistants.

TEACHING EXPERIENCE
Graduate Teaching Assistant, UAF Biology and Wildlife Department, May 20XX – May 20XX
Taught undergraduate level courses and conducted labs in Biology and Botany.

CURRENT RESEARCH
Hemlock Dwarf Mistletoe (Arceuthobium tsugense) – “Mode of Infection”
Roosevelt Elk (Cervus elaphus roosevelti) – “Habitat Range and Fall Behavior Patterns of Two Herds in the Quinault Valley of Olympic National Park”
Pileated Woodpecker (Dryocopus pileatus) – “Use of Artificially Created Snags in Olympic National Forest”
Ponderosa Pine (Pinus ponderosa) – “Formulation of a Master Fire Chronology or a Watershed in the Eastern Cascades; Wilderness Fire Management”

RELEVANT EXPERIENCE
Subsistence Ranger, Healy, Alaska
Denali National Park and Preserve, May 20XX – September 20XX
• Assisted in the development of a subsistence management plan
• Provided data, information, and feedback to Federal Subsistence Board
• Managed subsistence information, issues, and permits
• Assisted in aerial hunting patrols
• Represented data using Microsoft Excel and Access

Backcountry Ranger, Port Angeles, Washington
Olympic National Park, July 20XX – September 20XX
• Provided visitor contact, assistance, and education
• Responded to fire, search and rescue, and emergency medical incidents
• Supervised two volunteer rangers
• Issued permits, set up exhibits, and created signs
VALERIE TRUDEAN

Page 2

PUBLICATIONS

PRESENTATIONS AT PROFESSIONAL MEETINGS
“Mode of Infection - Hemlock Dwarf Mistletoe,” Northern Resources Conference, Seattle, May 20XX
“Backcountry Medical Response,” Annual Meeting, Association of National Park Rangers, June 20XX

FELLOWSHIPS AND GRANTS
Graduate Opportunity Fellowship, University of Alaska Fairbanks, 20XX-20XX
Fund for Improvement of Postsecondary Education (FIPSE) Grant, University of Alaska Fairbanks, 20XX

PROFESSIONAL MEMBERSHIPS
Association of National Park Rangers, June 20XX – present

HONORS
Outstanding Graduate Student Teacher, University of Alaska Fairbanks, May 20XX
Outstanding Sciences Student of the Year, The Evergreen State College, May 20XX
Performance Award, Olympic National Park, June 20XX

COMMUNITY INVOLVEMENT
Volunteer Field Guide, Friends of Creamer’s Field, June 20XX – present
Volunteer, Boys & Girls Clubs of the Tanana Valley, June 20XX – September 20XX

REFERENCES
Dale Shimek, Ph.D., Land Resource Management, University of Alaska Fairbanks, (907) 474-9090
Bill Atkins, Ph.D., Biology Department, University of Alaska Fairbanks, (907) 474-2882
Kate Trost, Ph.D., Forest Science Department, The Evergreen State College, (360) 866-6661
Kevin Brochman, National Park Service, Port Angeles, Washington, (360) 928-7134

POTENTIAL ADDITIONAL HEADERS FOR CURRICULUM VITAE

<table>
<thead>
<tr>
<th>COMMITTEE WORK</th>
<th>TECHNICAL EXPERTISE/FIELD WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC SERVICE</td>
<td>LANGUAGES</td>
</tr>
<tr>
<td>LICENSURE</td>
<td>CONSULTING EXPERIENCES</td>
</tr>
</tbody>
</table>
Federal Government Resumes: Tips

When applying for a federal government job, follow these steps to help ensure a successful application.

1. **Plan to spend plenty of time.** It is a lengthy process to properly create and maintain a federal government resume. If an application form is required, make sure to use the correct one.

2. **Make sure it is neat and typed.**

3. **Familiarize yourself with the federal system.** Know how to find the key words in the vacancy announcement and the various levels of qualifications. A counselor at Career Services can help you with this.

4. **Be specific and list information accurately.** Fill in all the blanks. Indicate N/A for not available or UNK for unknown.

5. **Your resume must include the following information.** Omitting required information could result in your resume being disqualified and/or damage your potential for an interview.

   **JOB INFORMATION**
   Announcement number, title and grade(s) of the job for which you are applying.

   **PERSONAL INFORMATION**
   Full name, full mailing address, and day and evening telephone numbers
   Social security number
   Country of citizenship (most federal jobs require US citizenship)

   **VETERANS PREFERENCE**
   REINSTATEMENT ELIGIBILITY

   **EDUCATION**
   WORK EXPERIENCE—Include volunteer experience and major projects

   **OTHER QUALIFICATIONS**—Include special responsibilities, training others, cross-cultural experience

6. **Know your KSAs (Knowledge, Skills and Abilities).** Write them for maximum points.

   **Knowledge:** information, fact or procedure that demonstrates your ability to perform

   **Skills:** an observable competence to perform a learned psychomotor activity

   **Ability:** a demonstrated capability to perform an observable behavior or a behavior that results in an observable product

   Excerpted from *The Student’s Federal Career Guide* by Kathryn Kraemer Troutman and Emily K. Troutman

7. **Show increased levels of responsibility.**

8. **Indicate teamwork and leadership experience with examples and results.**

A partial example of a federal government resume is provided on page 24.

Additional resources for writing a federal government resume can be found at [http://federaljobs.net/applyfor.htm](http://federaljobs.net/applyfor.htm)

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**FEDERAL EMPLOYMENT**

Five Great Reasons to Answer the Call To Serve

1. **The Nation’s Largest Employer is Hiring!**
   By 2009, more than half of all current federal employees may be eligible to retire, including those who could be given early retirement options.
   Unlike some other employers, the federal government will never go out of business. It will always need good people to protect the interests of American citizens.

2. **There’s a Job for Every Interest**
   You can combine your skills with your interests — for example, use your accounting background to improve the environment, your engineering degree to improve airport security, or your biology degree to conduct cutting-edge medical research.

3. **You Can Make a Difference**
   The work that government employees do has an impact on the life of every American.
   You can play a vital role in addressing pressing issues, from homelessness to homeland security.

   Federal agencies may help you payback your student loans if you work there for a certain length of time.
   Pursue a graduate degree, and your employing agency just might pick up the tab!

5. **You Can Advance Quickly**
   Federal agencies offer excellent training and development opportunities, and training can begin your first day on the job.
   There are a number of fast-track possibilities for advancement within your field.

   **Where the Jobs Are: Mission Critical Opportunities for America**, released in September 2009 by the Partnership for Public Service, outlines government-wide projected hiring needs. Our federal government is hiring tens of thousands of new employees at a steady pace, with job openings available for every interest area and at virtually every agency. **Where the Jobs Are**, the only comprehensive projection of the federal government’s hiring needs, presents a clear roadmap of these exciting public-service possibilities, outlining both the specific types of permanent, full-time federal jobs being filled, and agency-by-agency hiring projections.

   **Sources:**
   [www.calltoservecareers.org](http://www.calltoservecareers.org) and [makethefuture.org](http://makethefuture.org)

   Visit the above sites for more information on federal careers and internships.
Federal resume guidelines

Note: These guidelines are current as of May 2010. Follow instructions in the job announcement and visit www.usajobs.gov for most current application guidelines.

- Use a font size of 11 or 12 for the body of information, with headings 12 to 14.
- Use Times New Roman since it is the font often used for government business.
- Insert your last name on each page with the page number in a footer.
- Clearly organize all relevant information
- DON’T worry about length! More information is better.

Your Name
Your address
Your phone number
Your e-mail address

Sometimes Social Security numbers are included here when applying online. Do NOT include social security numbers on resumes passed out. Other questions that may be asked that could be included here: country of citizenship, veterans preference, and/or if contacting your current supervisor is okay.

OBJECTIVE

A short paragraph beginning with the job title followed by what you would like to gain from the position is a good start. If you can tailor the objective to a specific job somewhere, it will be that much better.

Seasonal employment as a biological assistant, experiencing a new location, spending time outdoors, and gaining incomparable knowledge as I expand my work experience toward a wildlife management/conservation career.

EDUCATION

List each school in reverse chronological order, most recent first. Include appropriate year(s) of attendance and specific area(s) of study under each school name.

2005 – 2010 University of Alaska Fairbanks, Alaska
BS in Wildlife Management

2008 – 2009 University of Alaska Anchorage, Alaska
Wildlife Biology, Outdoor Recreation

2007 – 2008 Griffith University, Australia (University Study Abroad Consortium)
Environmental Sciences

2005 – 2007 California State University, Chico, California
Rangeland/Wildland Ecology, Outdoor Recreation

EXPERIENCE

List every paid job, major projects you have worked on for school and volunteer experiences. The following format works well for federal jobs. Include: position, supervisor name and contact information (indicate whether the supervisor may be contacted or not), address of place you worked or volunteered, and the duration of work (include hours worked per week and if you were a volunteer, full-time employee, part-time employee or intern).

Alaska Federal Junior Duck Stamp Program Assistant

Supervisor: Tamara Mills (may contact) 907-785-3007  tamara_f_mills@fws.gov
U.S. Fish and Wildlife Service
Migratory Bird Management September 2008 – May 2009
1011 East Tudor Road 20 hrs/week
Anchorage, Alaska 99503 volunteer

While attending the University of Alaska Anchorage, I completed an outreach internship with the Migratory Bird Management Office. This involved working with my supervisor to conduct all outreach projects in the greater Anchorage area and environmental education programs in classrooms for the Migratory Bird Management Office. This included assisting with all aspects of 2009 Alaska Federal Junior Duck Stamp Program coordination, which had 1,015 entries from
95 different teachers at 69 different schools across Alaska. I was responsible for determining my own work schedule, which often involved evenings and weekends. Specifically I was responsible for:

- Logistics (50% of time): I made contacts with educators, other contacts
- Project Development (30%): I coordinated the judging ceremony for Junior Duck Stamp. This involved careful selection of a team of officials who judged student artwork and selecting numerous volunteers.
- Classroom Presentations (20%): title and description

Start with your most recent experience and then work backwards. Begin job duties by explaining and describing your work environment in a short paragraph format. Federal personnel reviewers like to have the jobs broken down into their major components, which can be done in any way that best highlights your skills and experience. It is important to go into detail. Use as many examples that you need to explain the work that you did. Be sure that all the percentage elements total 100%. REMEMBER, more detail is better for federal applications.

Citizen Science Technician

**Supervisor(s): David Tessler (may contact)**  
(907) 268-2332  
david_j_tessler@alaska.gov

Alaska Department of Fish & Game  
September 2008 – May 2009

333 Raspberry Road  
20 – 30 hrs/week

Anchorage, Alaska 99518  
$8.50/hr

In addition to the outreach internship I completed through the Migratory Bird Management office, I also worked as a Citizen Science Technician for both U.S Fish and Wildlife Service and Alaska Department of Fish and Game. The program was a collaborative effort among Alaska Department of Fish and Game, U.S. Fish and Wildlife Service, Alaska Natural Heritage Museum, The Alaska Zoo, and Chugach National Forest in an effort to increase awareness of Alaska’s loon, grebe, bat and frog species through education programs as well as bolster volunteer involvement in monitoring in an effort to provide statewide data on these species to observe population trends. I determined my own weekly schedule, including weekends and nights. I was responsible for:

- Data Entry (50%): Entered statistical data on Alaska’s frog, bat, loon and grebe species.
- Educational Outreach (50%): Scheduled classroom presentations and worked with graphic designers to develop educational posters to be distributed in local schools.

**OTHER QUALIFICATIONS, ACTIVITIES, INTERESTS, AND HONORS**

Below are other categories to consider. Remember to continue to explain and give details. Think of categories that might catch the attention of the selecting official.

**AWARDS RECEIVED**

Write out acronyms and consider including a brief description of the award, since reviewers are often not familiar with many of the awards.

- University of Alaska Fairbanks Wildlife Student of the Year, 2010. This award is given to the student who best demonstrated…(description).
- AYUSA (Academic Year in USA) Scholarship for student exchange to Australia, 2007 – 2008. One of 15 recipients nationally for the academic award that recognized… (description)

**TRAINING/CERTIFICATES**

It is important to indicate that you have a driver’s license and other certifications. Even if licenses or certifications have expired, note them as training.

- Alaska Driver’s License, expires June 2014
- Wilderness First Aid, expires June 20012
- Arctic Survival, February 2009 — Knowledge in principles, procedures, techniques and equipment to survive extreme Arctic conditions and to assist in safe recovery.
- Bear/Firearms Training through U.S. Fish and Wildlife Service, May 2008
COMPUTER SOFTWARE
Give examples of how you have used the program.
- Proficient with Microsoft Word and Excel
- Used PowerPoint application to present project at…(description)
- Proficient with Internet and search engines

OUTDOOR EXPERIENCES
Don’t just list that you enjoy some activity but describe to what degree you are involved.
- Spent up to two months at a time staying at remote family cabin without running water and electricity near Skwentna, Alaska
- Annual kayak camping trips on remote Alaska lake systems of up to two-week durations
- Enjoy flying with father (pilot) throughout bush Alaska
- Snowshoe at family cabin during winter months up to six miles and 800-foot elevation gains
- Avid backpacker — I have completed trips of up to 10 days including traversing wilderness Alaska conditions with elevation gains of 2,000 feet…

MULTICULTURAL EXPERIENCE
It might also be working with cowboys, interacting with the community while conducting spotted owl research near Denali National Park, etc.
- Spent three weeks with a family in Germany the summer before my senior year of high school.

LANGUAGES
Morse code, American Sign Language, etc.
- Beginner: Spanish

MECHANICAL SKILLS
Great value-added skills to show! If you are an avid ditch digger, put it down. Also describe tools/equipment used and skill level in detail.
- Mechanics — Regularly conduct all maintenance on personal cars, trucks, outboard boat motors, ATVs, snow machines, etc. Have completely rebuilt…
- Over a three-year period built a 30’ x 24’ log cabin that I currently live in. Working knowledge of the safe use of chainsaw…

WILDLIFE EXPERIENCE
- Behavioral and population study of loons and grebes, May – August 2009

PEOPLE SKILLS
Expand this… include teaching experiences, you trained others, or where you have taken on responsibilities for others such as being a caregiver, etc. Don’t overlook anything. You never know when a hiring official needs an ultimate Frisbee player for the city league.
- Each position I have held throughout my work history has involved working with people. Throughout the various positions I have worked with a wide spectrum of individuals with different learning styles in a number of settings. Active in team sports, including basketball, soccer, and ultimate Frisbee.

REFERENCES
Include name, title, address, phone number and/or e-mail address. Generally three references is the norm. Don’t use ones that are listed above in your work experiences.
More references available upon request.
Letters to employers are tailored to the organization, the job or the career field. They must be error-free, grammatically correct, and varied in sentence style. Ask someone who will take the time to carefully review your letter to proofread it.

Cover letters
- Accompany a resume as part of the application.
- Expand on your experience, skills, and abilities that match the job.
- Explain how you are uniquely qualified for the job.
- Give an example of how you express yourself in writing.
- See examples on the following pages.

Letters of introduction or interest
- Accompany a resume and unsolicited application for employment.
- Highlight why you are interested in a particular organization or career field.
- May be used with requests for informational interviews (see page 4).

Thank you letters
- Thank the employer for interviewing or meeting with you.
- Express your appreciation for the interview and re-emphasize your interest in the position.
- Highlight the qualifications you bring.
- Are an opportunity to mention something you forgot to include in the interview.
- Should be sent within a day after the interview.

Letters of acceptance
- Document your acceptance of the position after the job offer.
- Restate the details of your start date, job title and other pertinent details such as salary and benefits.

Writing an acceptance letter
It is important to write a formal acceptance letter regardless of how you were offered the job. Acceptance letters can be used to:
- State your understanding of the terms of employment.
- Thank the employer for hiring you.
- Create a good impression before your first day.

TIPS TO IMPROVE THE CLARITY AND POSITIVE IMPACT OF YOUR LETTER
- Design your letter to be work-centered and employer-centered. Your letter should respond to the job posting, address the needs of the employer and evoke a desire to learn more about you.
- Group similar items together in a paragraph. Organize the paragraphs in logical relationship to the other(s). Place the most important items first, supported by facts.
- Keep your letter professional. Avoid being either overly familiar or overly officious in tone. Job-search letters are business letters which are formal, not informal, documents.
- Be as brief as possible. Say what you mean directly without a lot of verbiage.
- Write clearly and simply. Avoid jargon and overly complex sentences.
- Be positive in content, tone, and word choice. Convey optimism, responsibility, and productivity.
- Use active voice and action verbs.
- Keep the reader’s interest by varying sentence structure and length.
- Reduce uncertainty and abstraction for the reader by including specific facts.


PARTS OF A COVER LETTER
1. **Heading**: Use the same heading as your resume.
2. **Introduction: 1st Paragraph**: State the specific position and how you learned about it. State why you are interested and/or qualified. Should seize the employer's attention.
3. **Body: 1 – 2 Paragraphs**: Each paragraph should have a main topic. State specific skills. Relate experience to job. Show your best attributes. Be concise.
4. **Closing**: Restate your interest in the job. Ask for the interview. Thank them for reviewing your application.
Cover Letter

A cover letter should answer this basic question:

How do you meet the qualifications for the position as they are listed in the job posting?

Your cover letter should demonstrate how your background fits the job.

- Study the position description and the qualifications to determine what the employer is looking for in a job candidate.
- Create a worksheet to organize information about your background.
  - Highlight each qualification, duty, skill and ability listed in the job posting. Put them into a list.
  - Take special note of required and desired qualifications.
- Under each item, list your experiences, education/training, and certifications with specific examples that match each.
- Use these questions as guidelines for specifics:
  - What was your task or responsibility?
  - What did you do?
  - What were the results?
  - What did you learn?

Sample Posting for a Student Job from UAKJobs

Qualifications, duties, skills and abilities have been underlined.

```
Position Information
Title: Library Archives Student Assistant

Job Posting Information
Job Posting Summary:
Typical duties include: processing incoming manuscript and photograph collections; assisting patrons with research; re-filing and re-shelving collections; photocopying and other basic office tasks; moving collections under the direction of the supervisor; entering information into various computer programs; other duties as assigned.

Knowledge, skills, and abilities required for this position:
Required skills include: ability to write well; work with the public; work with constant interruptions; learn complex and detailed tasks; lift or move 35 pounds’ ability to handle rare, fragile, and delicate materials in a careful and responsible manner; knowledge of MS Windows, Word, and Access.

Typical education or training required for this position (including licenses):
Classes in Alaskan history, anthropology, cultural heritage, geography, science, or related northern topics. Classes in the social sciences and humanities. Library skills classes.

Preferred knowledge, skills, or abilities for this position:
Knowledge of Alaska history, anthropology, cultural heritage, geography, or related northern topics and library procedures.

Job Duties (may include any of the following):
- Perform customer service duties and answer inquiries via phone, in person, and/or email
- Operate office equipment including phones, photocopiers, fax, and computers
- Enter data/information into computer programs
- Assist archival staff in processing manuscript and photograph collections
- Assist the arctic bibliographer in routine tasks
- Follow the rules and policies of the department regarding the handling of materials
```

Notice how the job requirements are matched to the applicant’s background in the sample cover letter on pg. 29.
IWANNA JOBB

Date

Search Committee Chairperson
University of Alaska Fairbanks Library
Fairbanks, Alaska

Dear Search Committee Members:

Working as an Archives Assistant as posted on UAKJobs is an exciting opportunity because it compliments my career goal of becoming a librarian.

As a Student Assistant with the Museum of the North at the University of Alaska Fairbanks, part of my duties were to assist with the tagging, cataloguing and entering each item’s data into an Excel database for the History of Alaska exhibit. This enhanced the knowledge that I had received in corresponding classes on Alaskan history and culture which are listed on my resume.

Another aspect of this position was working in the museum lobby. Duties for this position included greeting visitors, answering questions, updating Access membership database along with answering inquiries by phone. Prioritizing tasks was a large part of the job due to frequent interruptions by patrons and phone calls, both of which required excellent customer services skills.

As a member of the UAF Future Librarians Club, I wrote a successful proposal to fund a services project concerning community outreach to elementary schools by performing a series of reading groups that introduced children to age appropriate books on Alaskan history. This proposal utilized both my research and writing skills which are reflected by the grades I received on papers/projects completed for my classes.

These experiences have also prepared me to be a contributing team member demonstrating flexibility and attention to detail.

I hope that you will find my background suited to fulfill the duties of a student Archives Assistant and will invite me to an interview.

Thank you for considering my application.

Sincerely,

Iwanna Jobb

Note: The underlined segments in this letter are to demonstrate how to incorporate language from the job description. DO NOT underline the cover letter you submit to an employer.
Emma Murphy  
PO Box 75000, Fairbanks, AK 99775  (303) 871-4687  emmamurphy@gmail.com

OBJECTIVE: To obtain an internship position in the communication field as a scientific writer.

SUMMARY OF QUALIFICATIONS
- Over 3 years experience editing documents in the disability field
- Proficient with MS Office: Word, Excel, PowerPoint, Publisher; adaptive technology software
- Able to work well with people of diverse backgrounds, including individuals with disabilities
- Self-motivated, diplomatic, detail-oriented

EDUCATION AND AWARDS
BA Physics, BA Journalism  
University of Alaska Fairbanks  
Dean’s List  
Expected: May 20XX
Fairbanks, AK  
Fall 20XX-Spring 20XX

WORK AND SCHOOL EXPERIENCE
COMMUNICATION
- Wrote articles for classes and the student newspaper.
- Researched technical topics by reading scientific papers and attending lectures.
- Co-presented reports with team members using MS PowerPoint.
- Coordinated National Honor Society programs with local businesses and schools.
- Took notes and translated & scribed for students through UAF Disabilities Services.
- Answered and helped direct customer phone calls.
- Contacted and interviewed sources for various newspaper and class articles.

SCIENCE
- Used laboratory equipment in a safe manner for advanced physics courses.
- Prepared and presented poster for American Physical Society 20XX Spring Conference.

OFFICE
- Scanned, processed and edited electronic textbook files for UAF Disabilities Services.
- Organized confidential client files.
- Organized, shelved and located books and other materials.
- Handled cash/credit transactions and inventoried products.

WORK HISTORY
- Student Assistant 20XX-Present  
  University of Alaska Fairbanks Disabilities Services  Fairbanks, AK

- Summer Library Page Summers 20XX-XX, 20XX  
  Denver Public Library  Denver, CO

PROFESSIONAL AFFILIATIONS
- Vice President, Society of Physics Students 20XX-20XX
- Participated in poster session at American Physical Society Conference May 20XX

Notice how the accompanying letter elaborates on the career objective, education, and experience listed in the resume, and links them to the job and the employer.
April 4, 20XX

Ms. Amy Lang  
Program Administrator  
Idaho National Lab  
US Department of Energy  
PO Box 536501  
Washington, DC 20053

Dear Ms. Lang:

This letter is part of my application for the Communications/Information Technology Intern position at Idaho National Lab with the Department of Energy, posted on UAFCareerConnect. The opportunity to gain experience in my chosen career, while applying the skills I have developed from my experience and education, is an exciting one.

My experience includes a variety of communication tasks. I contacted and interviewed over 25 individuals from the Fairbanks community for various newspaper and class articles. In the Disability Services Office at the University of Alaska Fairbanks, I edited electronic textbook files. I also took notes, translated, and scribed for UAF students with disabilities in several of their classes. These experiences required strong listening and written communication skills required for the Idaho National Lab Intern position.

Ever since I decided to pursue a career in scientific writing, the Department of Energy has been high on my list of prospective employers. The focus on nuclear energy research is of great interest to me. Contributing to the team responsible for informing the public about interesting and valuable research happening at the Idaho National Lab is an opportunity I would like to participate in. I believe that the background I am gaining in my dual BA degrees in Physics and Journalism prepares me well to perform communications and public relations tasks.

I look forward to further discussing this position with you. My resume, unofficial transcripts, and references are enclosed for your review. If you have questions or would like to schedule an interview, please contact me by phone at (303) 871-4687 or email me at: emmamurphy@gmail.com.

Thank you for considering my application.

Sincerely,

Emma Murphy

Enclosures
Katie Kounsel  
1261 Any Street, Chico, CA 95928  
Tel: (530) 555-0121  E-mail: kkouns@server.net

March 22, 20XX

Aaron Smith  
County of Yolo  
Human Resources  
625 Court St., Room 101  
Woodland, CA 95695

Dear Mr. Smith:

In response to your county’s advertisement regarding the Social Work Practitioner position, I am enclosing a resume for your review. In May of this year I will have completed my Masters degree in Social Work (MSW). Upon graduation, I would enjoy returning to Yolo County to work with your team. I spent many of my childhood years in Woodland and feel connected to the area and the population.

My studies have focused on human development, and I have experience working with children and families. I have worked collaboratively with primary caregivers, school professionals, health care professionals, and other counselors to create service plans, increase family communication, and promote safety for children.

Currently I am interning at Butte County Behavioral Health (Chico Community Counseling Center). This county position has provided a clinical setting to perform individual, family, and group counseling. I am confident my knowledge of family systems and the DSM-IV mental health diagnoses, and my understanding of state and local laws and regulations would make me an excellent addition to your team.

I look forward to an opportunity to further discuss how the skills I developed through my education and experience can contribute to this position.

Thank you for considering my application.

Sincerely,

Katie Kounsel  
Enclosure: resume

Source: Cover letters adapted with permission from the Career Center, California State University, Chico website.
Samantha Sellers
1231 University Avenue, Fairbanks, AK 99700
Tel: (907) 123-4567   E-mail: student@sample.net

February 19, 20XX

Rick Reviewer
Manager, Recruiting and Training
A&D Seafood Company
2222 Oceanside Road
Anchorage, Alaska 99500

Dear Mr. Reviewer:

I am graduating in May 2010 with a Bachelor of Arts in Communication Studies including an option of Organizational Communication from University of Alaska Fairbanks (UAF). I am interested in a sales position with your company because A&D Seafood Company has established a worldwide reputation in the seafood industry and remains family-owned.

Growing up in a commercial fishing community has taught me the different challenges a person faces when working in the industry. In addition, as a senior at UAF, I learned to deal with a variety of management and sales challenges through courses in human resource management, speech communication, interpersonal communication, and negotiation. Along with my education, my experience as a sales coordinator for ABC Farms has confirmed my interest and success in a sales career.

From your website, I understand A&D is dedicated to turning challenges into opportunities and change into growth. This growth has resulted in a reputation for high quality and strong customer relationships. This is the type of organization where I am confident my skills and knowledge would be best suited. Some of my skills and knowledge include:

- Proven sales experience
- Ability to work effectively as part of a team
- Experience in the agricultural industry
- Interpersonal communication skills
- Strong public speaking skills

Although my resume provides a summary of my background and experiences, I would like to meet with you in person to discuss any available opportunities with A&D Seafood Company. I can be reached at (907) 123-4567 or student@sample.net.

Thank you for your time and consideration.

Sincerely,

Samantha Sellers
Sample: Thank you letter

Mr. Skip Moss, Recruitment Coordinator
Manpower Temporary Services
P.O. Box 1700
Houston, TX 77001

Dear Mr. Moss,

I appreciated the opportunity to interview with you for the Administrative Assistant position. Before you make your final decision, I want you to know I am extremely interested in this position and in Manpower Temporary Services.

You made it clear that you are looking for someone who can prioritize, handle numerous tasks and work well under pressure. When you combine my accomplishments in the business setting with my computer and office background, you will find that I fit your profile perfectly.

Thank you for the interview and opportunity to gain some insight into your organization. I look forward to hearing from you.

Sincerely,

Leah Kennedy

Sample: Acceptance letter

Ms. Sarah Mellish
Greenley Corp., Inc.
1010 Madison Avenue
New York, NY

Dear Ms. Mellish:

It was certainly wonderful news when you called this afternoon to offer me the position as assistant buyer for Greenley Corp. Please consider this letter my formal acceptance.

I am pleased to accept your offer at a salary of $29,000 annually. As we agreed, my starting date will be July 28 to enable me to finish a summer computer class that will enhance my skills for Greenley Corp. I also understand that I will receive full company pay and benefits during the 12-week training program and that I am considered probationary during that time.

Thank you again, Ms. Mellish, for offering me this wonderful opportunity, and do let me know if I can do anything in advance of my start date to facilitate the paperwork, or if there are any areas you would like me to research.

What a delight it will be to work with you and the Greenley team!

Sincerely,

Jane Oakley
Positive references and letters of recommendation are essential to a successful job search or acceptance into graduate school.

- Your references should be individuals who can make specific comments on your performance in the workplace or in the classroom.
- Their comments should relate to the position and job description.
- Character references, such as family and friends, should be provided only at the request of an employer.

Potential references

- Former or current employers
- Faculty and staff
- People who have supervised you
- Volunteer, practicum or internship advisors
- People you have supervised
- Co-workers

Selecting references

- Create a master list of diverse list of references.
  - Select your references so that all of your skills and abilities will be mentioned.
- Select three to five responsible people who will say positive and specific things about you and your work.
- It is CRITICAL to get permission from your references before using their name.
  - Ask them, “Are you comfortable being a positive reference for me?”
- Obtain accurate contact information from your references.
  - Name, title, organization, phone number(s), mailing address and e-mail address
  - Ask if listing their home, work, and/or cell phone number(s) is acceptable.

Preparing references

- Keep your references up to date on your job search efforts.
  - Give them a reminder if you are at the stage when an employer might call them.
  - Provide them with a copy of the job description(s) and your resume, so they can be familiar with your experience and goals.
- Suggest skills and experiences you would like them to discuss or include in a letter if there are some highlights you would like them to comment upon.

Supplying references to employers

- Prepare your reference list in an easy-to-read format.
- UAF Career Services recommends that you not use “References upon request.”
- If an employer requests them, add them to your resume as a second page under the heading References. Include your contact information in the same format as on your resume.

Letters of recommendation

Letters of recommendation may be requested for admission to a graduate program, scholarships and employment. When asking someone to write a letter of recommendation, follow the same guidelines as for references.

- Interfolio Credential Service
  - UAF recommends using this online credentials service. It securely streamlines the credentials and portfolio process for everyone.

Be your own best reference!

Using social media

Social media is a great way to get information about potential employers, but remember it is a two-way street. Employers can also get a sense of you and whether you may or may not fit into their organization.

- Use social media as a tool to help you get noticed in a positive manner.
- Do not include anything in your online profile that you would not want your employer to see: images, comments, status updates, and anything else viewable to your potential employers.
- Use your online profile as a different type of resume, career focused and error free.
- Do not mix personal with professional. Present yourself as a potential employee, not a friend.
- Use keywords in your profiles that demonstrate desirable qualities in your field. Employers often use keyword searches to find profiles with desired skill sets.
- Contact information should be appropriate for a job search. Make sure your email address and twitter handle are professional, such as a simple variation on your name.

College to Career: The Art of Successful Interviewing

Preparation and practice: keys to a successful interview

As with almost all aspects of life, everyone gets better with practice.

To be a top contender for a job, there is nothing better than a successful interview, yet interviews can be intimidating prospects. Here are some suggestions to help you prepare to present yourself at your best.

Assess your skills and experiences

- Focus on 3 – 4 areas where your skills are the strongest. Knowing these will help you tell your interviewer why they should hire you.
- Practice describing your special talents and skills.
- Examine your work and education background. Look for skills and experiences that match the job description.

Create a list of experiences to relate

Employers want real examples of how you behave professionally.

- Identify examples that relate to the job description and where you have performed well using your skills and background.

Practice relating the experiences aloud

- The STAR method is a helpful way to organize your thoughts and communicate clearly.
  » S: Explain the Situation
  » T: Describe your role or Task
  » A: The Action you took
  » R: The Results of your action

- Include what you learned or what you might do differently in the future.
- Avoid memorized answers. No one wants to listen to a scripted message.

Organizing your thoughts ahead of time and practicing them aloud will help you to feel more confident and communicate clearly in the interview. Be able to describe your useful skills in layman’s terms in case your interviewer is not an expert in the field.

STAR EXAMPLE

SITUATION: When I worked at the state library, many of the books were not filed correctly.

TASK: I was in charge of shelving books on three floors.

ACTION: I designed and proposed a new employee training method to my boss. I then presented the new method to the library assistants at the next staff meeting and everyone contributed ideas for the new training on shelving.

RESULT: After the new training program was implemented, there were fewer misplaced books, and customers asked fewer questions about finding missing books.

Participate in mock interviews

- Practice the interview process to improve your communication and overcome nervousness and anxiety.

Mock interviews are practice interviews. They help a new job seeker get a feel for the interviewing process. It is also an opportunity to verbalize how your background, skills and abilities fit the job.

Behavior based interviews

Behavioral-based interviews and questions have become standard practice.

- Recruiters ask for detailed descriptions on how you handled yourself in certain tasks and situations.
- The premise is that past behavior predicts future performance.

Themes for these types of questions include:

- Disagreements and conflicts with coworkers
- Innovative solutions to problems
- Qualities of a team leader and qualities of a team member
- Meeting or failing to meet deadlines
- Responding to criticism from a superior, co-worker or classmate
- Persuading someone to accept your idea or concept
- Seeing a problem as an opportunity
- Adapting to diverse people, situations, and environments

For more information on behavioral interviews go to: www.quintcareers.com/behavioral_interviewing.html

Sample behavioral interview questions:
www.quintcareers.com/sample_behavioral.html
First impressions

First impressions are lasting ones.

Often they are made even before you go to the interview.

- Voice messages may be the employer’s first impression of you.
  - The message on your answering machine or voice mail should be courteous and professional.
  - A shared landline phone should be answered in a courteous manner, whether it is you or a roommate.
- Cleavage, tattoos, piercings and perfumes can distract the employer from your job qualifications and interpersonal abilities. Dress conservatively. Cover up the tattoos and piercings. Take out showy nose, eyebrow, lip and ear rings. You want the employer to remember your fit with the job and the organization.
- Be positive, upbeat and professional when corresponding in person, by mail, phone or e-mail.
- Be respectful in the way you dress and the way you act any time you interact with a potential employer or anyone on their staff.
- The person answering your questions or taking your application may be the CEO sitting in for the receptionist on a break. You never know!

Dress professionally for the position.

- Research industry expectations regarding attire. This could be simply walking through the lobby of the workplace to observe how employees dress.
- Being dressed a little more formally than your interviewers is OK. It shows respect for them, the position and the company.
- Get plenty of sleep the night before. Your physical appearance will be at its best when you are alert and rested.
- Avoid perfumes and colognes.
- See “Attire to Get Hired” on page 39.

Plan ahead to be on time.

- Map your route to the interview site.
- Know where to park and how to enter building.
- Plan to arrive 10 – 15 minutes early.

Introduce yourself politely to the receptionist.

- Introduce yourself to the receptionist. State the purpose of visit and the interviewer’s name.
- Thank the receptionist for assistance.
- The receptionist is one of the first employees of the company you will meet. While receptionists may not be making hiring decisions, they will certainly mention their impressions to the interviewer.

Greet the interviewer cordially.

- Greet your interviewer using Mr., Ms. or Mrs.
- Shake their hand.
- Tell the interviewer your name.
- Wait to be offered a seat before sitting.
- Relax yourself to appear friendly and be memorable.

Expect small talk.

- Engage in the conversation, be responsive and take initiative.
- Do not worry if the conversation catches you off guard. The interviewer may be testing you to see how you react under pressure. Try to relax and respond naturally.

Many interviewers will begin the interview with casual conversation. This is a prelude to the interview where they examine your responses for qualities the company seeks.

The interview

Your goal in an interview is to show and tell your best qualities to the interviewer.

The interviewer’s goal is to evaluate you on different criteria than just skill.

Points to include in the interview

- How you fit the job qualifications
- Why you want the job
- Why you want to work for the organization
- What you can contribute to the employer
- What you have learned about yourself and your work

More tips

- Relate your background and accomplishments to the employer’s needs.
- Do not talk about what was wrong with past jobs or past employers.
- Be sincere, positive and honest with your answers.
- Have your resume and/or portfolio with you in a professional-looking folder.
- Avoid mentioning financial concerns or personal problems.

How will you be evaluated?

Once the official part of an interview begins, interviewers will carefully listen and evaluate your responses. In addition to your knowledge about the job and interaction styles, they may look for the following qualities.

- How well do you understand the job and meet its qualifications?
- What skills do you use when interacting with others?
- How mentally alert and responsible are you?
- Can you draw proper inferences and conclusions during the course of the interview?
Do you demonstrate a degree of intellectual depth when communicating, or does your thinking lack depth?

Have you used good judgment and common sense regarding your life planning up to this point?

What is your capacity for problem solving?

How well do you respond to stress and pressure?

**Refrain from reciting memorized answers**

- Present yourself as interested and naturally enthusiastic about the job, not rehearsed and flat.
- Research the position and organization to fit your skills to the job.
- Formulate concise answers.

**Maintain proper body language**

Sit up straight and look alert.

- Avoid fidgeting.
- Smile when appropriate.
- Maintain eye contact when being asked questions.
- Be aware of your tone of voice. Keep it energetic and avoid monotone answers.

Body language says more about people than their words. Match your body language to the impression you want to make.

**Be prepared to ask questions**

- Prepare 3 – 5 questions ahead of time.
- Ask about the duties of the job early so you can target your answers to the position.
- Pay attention to an employer’s body language and watch how they react to your questions.
- Some employers may start the interview by asking whether you have any questions. Others will tell you that they have set aside time at the end for questions. Others might be comfortable with you asking questions throughout the interview.

**If the interview is not going smoothly, don’t panic**

- Some interviewers might test you to see how you handle stress.
- Stay positive.
- Ask your interviewer to repeat anything you do not understand so you can gather your thoughts.

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**Expect the unexpected**

Sometimes questions are asked simply to see how you react.

- Pause briefly.
- Consider the question.
- Give a natural response.

During the interview, you may be asked some unusual questions. Surprise questions could range from, “Tell me a joke” to “What time period would you have liked to have lived in?” These are not the kind of questions you can prepare for in advance, but your reaction and response will be evaluated by the employer.

**The closing counts, too**

**Concluding the interview**

- Remain enthusiastic and courteous.
- Ask questions.
- Prepare questions ahead of time to help you decide if the position is suitable for you.
- Leave the interviewer(s) with three things that you would like them to remember about you.

This is also an opportunity to give additional information about your background that you think is important to the position and that was not covered in the interview.

**Questions to consider asking at the close of the interview**

- What do you want the person in this position to accomplish within the first three months?
- Are there any important skills needed for the job that have not been covered in the interview?
- What is the time frame for making the hiring decision?

**Questions to avoid**

- What is the starting salary?
- What are the vacation plans, company benefits or other perks of the job?
- Wait for the interviewer to introduce these subjects. The best time to talk about salary is after you have been offered the job. You are then in a much better position to negotiate.

**The conclusion of the interview**

- This is usually indicated when the interviewer stands up.
- Shake hands and thank him/her for considering you.
- During the interview or shortly after, write down the name(s) of the interviewer(s) so you won’t forget.

**Follow Up**

- Thank your interviewer for their time before leaving.
- Send a thank you note via e-mail or hand deliver within two days. See examples in Job Search Letters section.
The goal of an interview is to leave a positive impression. Remind the interviewer of your interest, but avoid being annoying.

**Links to more information on interviewing:**

**Sizing up your interviewer in 60 seconds**
www.uaf.edu/career/students/interviews/interview-information-and/interview-insight/

**Do’s and Don’ts for Second (and Subsequent) Job Interviews**
www.uaf.edu/career/students/interviews/second_interviews/

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**Attire to get hired**

During an interview or when starting a new job, your appearance can enhance or hurt the impression you make. Complimentary clothes and accessories make a visual statement. Though preferences change between organizations, there are some basic rules to follow. Keep in mind that some organizations still draw a distinct line between business and casual dress. For a good rule of thumb, pay a visit to the company before your interview to see how the people dress. Dressing a notch above their typical workday wear is a good plan.

**Alaska standards in work attire**

Alaska professional attire often differs from other places. Keep this in mind as you research information on dressing for interviews and jobs, and dress appropriately for the organization. The general tips still apply, especially when making a first impression. When in doubt, ask someone in the organization. Dressing professionally, appropriate to the job, lets the employer know that you take the situation seriously.

**Women**
- Business suits
- Dress skirt and blouse
- Shoes: simple, low heels
- Slip (make sure it’s hidden!)
- Pantyhose should be worn with dresses

**Men**
- Sport coat and dress slacks
- Shoes: dark dress shoes
- Socks: match shoes or pants, long enough to avoid showing leg when sitting
- Suit and tie

**General appearance tips**
- Be conservative — avoid loud colors or patterns and trendy clothing.
- Wear simple jewelry and light makeup; accessories should complement your outfit, not overshadow it.

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**TYPES OF INTERVIEWS**

**Screening**
A few questions designed to find out if you would fit their company’s culture and the basic job requirements. Conducted by telephone or at job fairs.

**Individual**
One-on-one interview with a full range of questions about the position. Usually at the company and conducted by the hiring supervisor.

**Group**
Interactive type of interview with other people who are applying for the same position. Employers use this technique to see how you work in a group and to assess leadership and team skills.

**Panel**
Two or more employees interviewing you at once. They may take turns asking you questions. Direct your answers to the person who asks you a question. As you are answering, calmly make eye contact with the other people at the table.

**Tag-team**
An individual interview back to back with an interview with another interviewer. The interviewers could be the immediate supervisor, the boss, or a co-worker. They may ask the same questions. It is OK to give the same responses.

**Peer Group**
An interview with potential co-workers who will not make the hiring decision, but will evaluate how you would “fit in”.

**Webcam**
Employers are using webcams to interview by video conference to cut travel costs and time.

**Luncheon**
Lunch with potential co-workers, supervisors and directors from other departments. The purpose of this interview is to assess how you handle yourself in social situations. Tip: Order food that is easy to eat and won’t drip on your clothes.

**Second Interview**
Similar to the first interview but longer and with more people; it’s often held at company headquarters. There may be a combination of individual, panel and peer group interviews. The focus is to ensure that you have the necessary skills and that you will fit in with organization’s culture.

(Adapted from the Alaska Career Information System and Career Choices)
• It is better to overdress than to underdress.
• Avoid perfume or cologne (allergies and personal preferences can be your demise).
• Maintain good hygiene, including trimmed nails, deodorant, brushed teeth, hair off face, etc.
• Do a final check in the bathroom: comb your hair, straighten your tie or skirt, dust your shoes, wash your hands, etc.
• Carry a briefcase with extra copies of application materials and a portfolio.

Tips for telephone interviews

Telephone interviews can be challenging because you receive no visual cues from the interviewer.

• Voice is important.
  » Pay attention to how you answer the phone.
  » Envision the recruiter sitting across from you and answer as if they are present.
  » Be aware of flat, monotone responses.
• Convey energy and enthusiasm.
  » Although the employer can’t see you, smile.
  » It will help you feel more energized.
• Listen carefully to each question.
  » Ask for clarification if needed
• Speak directly into the phone.
  » Keep the mouthpiece about one inch from your mouth.
  » Do not eat, chew gum or smoke while on the phone — sound is amplified!
  » Do not use a speakerphone, even if the interviewer does.
• Have a quiet place to talk.

Be aware that the interviewer may actually include a group of people. If they do not introduce themselves, ask if they would mind doing so. Write down their names and titles, and feel free to ask who is asking a specific question if you are not sure.

Telephone etiquette

• If you leave a message after returning a missed call, always leave your first and last name, your phone number and a good time to call you back.
• If an employer schedules a specific time to call you, make sure you are available and that you have a quiet place to talk.
• If a call surprises you, ask the employer to hold for a moment and compose yourself. Do not put the employer on hold for more than 30 seconds. If the timing is extremely bad for you, ask if you can return the call. Let the employer know the exact time that you will call, or arrange an appropriate time convenient to both of you and stick to that time.
• Never put the employer on hold while you answer call waiting or another incoming call.

Tips for webcam interviews

• Dress to impress. Wear proper business attire.
• Get rid of the clutter. Sit in front of a solid background.
• Get familiar with the technology. Test your webcam and do a practice run.
• Have a back-up plan if technology fails. Have the employer’s contact information with you.
• Avoid interfering sounds. Ask UAF Career Services if there is an extra space in the office where you can do the interview.
• Look into the camera lens.
• Be sure to smile.

Source: Job Choices Magazine, jobchoicesonline.com, “Ready for a Webcam Interview?”, Matt Berdt

Questions employers ask

The main part of the interview starts when the interviewer begins asking direct questions. The sections below are representative questions from the main categories of questions interviewers will ask from.

Tips to prepare for employers’ questions

• Know your skills.
  » Provide examples of your skills and successes related to the position
• Know why you want the job.
• Know why you chose the particular career field.
• Know the company.
  » Have a clear understanding of the job and the company.
  » Any research you have done will show but do not hesitate to ask additional questions.
  » If the interviewer only vaguely describes the position and you want more specific information, ask questions.
• Know your transferable skills.
  » Identify skills and abilities that you developed in experiences that may not be directly related to the job.
  » Identify specific examples.

Stay upbeat. The interviewer may control the question, but you can influence the atmosphere and the experience as a whole.

• Focus on your positive attributes that fit the position.
• Maintain a positive atmosphere during the interview.

Questions

Personal

• Tell me about yourself.
• What do you consider to be your greatest strengths? Weaknesses?
• What are your goals?
• What motivates you most?
• Describe your ideal job.
Describe a situation in which you recognized a potential problem as an opportunity. What did you do?

Where do you want to be in five years? Ten years?

Tell me about a time when you came up with an innovative solution to a challenge you were facing. What was the challenge? What roles did others play?

What kind of problems frustrate you? How do you deal with those problems?

Have you had difficulty getting along with a former professor/supervisor/co-worker and how did you handle it?

Define success. Define failure.

Of which accomplishments are you most proud?

What are your hobbies?

Describe your education.

Do you plan to return to school for further education?

Why did you choose your major?

In which campus activities did you participate?

Which classes in your major did you like best? Least?

Which elective classes did you like best? Least?

Do your grades accurately reflect your ability?

Did you drop out of school? If so, why?

Tell me about your most recent job or internship. What were your responsibilities at that job or internship?

What was the best part of your last position? What did you like the least?

What job-related skills have you developed?

Did you work while going to school? In what positions?

What did you learn from these work experiences?

Have you ever quit a job? Why?

You have not worked before or not worked in several years. Explain why.

Give an example of a situation in which you provided a solution to an employer.

Give an example of a time in which you worked under deadline pressure.

Have you ever done any volunteer work?

Tell us about your computer skills.

Have you ever been convicted of a felony or misdemeanor?

Do you prefer to work under supervision or on your own?

What kind of boss do you prefer?

Would you be successful working with a team?

Do you prefer large or small organizations? Why?

How do you feel about working in a structured environment?

How do you feel about working overtime and traveling in your job?

Would you be willing to relocate?

Are you willing to work flex time?

How does your college education or work experience relate to this job?

Why do you want to work with our organization?

What do you know about our organization?

Why should you be the one hired for this job? (if applicable)

When the interviewer asks, “do you have any questions?” The answer is “yes.”

Make this part of the interview work for you. It is an opportunity to continue the conversation and emphasize how you are a good match for the job.

Prepare three to five questions ahead.

Asking for details on the duties and responsibilities not covered in the interview reflects a desire to perform well.

Questions about information on the company website communicate your knowledge of and interest in the company.

Prepare more questions than you will ask as some questions may be answered during the course of your interview.

Below are some questions to consider asking. Keep in mind, however, not all of these questions are appropriate for all situations.

Sample questions

Personal Qualities

After reviewing my application is there anything else you would like to know about my background?

Are you comfortable with public speaking? Give us an example of groups you have spoken to.

Have you ever supervised a group of employees?

Describe your supervisory style.

Give an example of how you prioritize workload.

Describe a situation when you worked on a team.

Tell us about your computer skills.

Have you ever been convicted of a felony or misdemeanor?

Career goals

Education

Work history and experience

About the job

Questions for you to ask employers

The WEAKNESS QUESTION

Often interviewers will ask about a weakness that you bring to the position. This is not a personal disclosure of some character flaw. Respond to this question as a weakness that you would like to improve upon. State the weakness and emphasize the strategy you use to overcome it. The interviewer is assessing how you evaluate yourself and your strategies to improve performance.
Organization Related
- What is the largest single concern facing your staff (department) now?
- Why do you enjoy working for this company?
- What characteristics do successful employees in this company seem to share?
- What type of training or workshop programs do you offer new employees?
- What opportunities are there for professional growth and upward mobility?
- What products (or services) are in the developmental stage right now?
- What kind of partnerships does your organization have with others in the community?

Job Specific
- What would you like the person in this position to accomplish in the first 6 months and after a year?
- What skills and qualities are considered the most useful for success in this position?
- What do you see as the greatest challenge for a person new to this position?
- To whom would I report? What will my first assignment(s) be?
- How will my performance be evaluated?
- Once the probation period is completed, how will my work load and responsibilities change?
- What kind of teamwork projects will I be involved in?
- Describe the work environment; walk me through a typical work day.

Interview Process
- What is the next step in the hiring process? Will there be a round of second interviews?
- When will you make the hiring decision? May I call you? When is a good time?
- I would really like to work for your company. I am confident I could do this job well. When will you be making your decision to fill this job?

Questions to ask after the job offer
See the section Evaluate the job offer, page 44.

Employment law
An organization’s employment practices should always comply with organizational, state and federal civil rights laws.

Equal employment opportunity
The University of Alaska is an equal opportunity employer and educational institution. This means that UAF must comply with federal and state laws such as the Equal Pay Act; Civil Rights Act of 1964, as amended; Age Discrimination in Employment Act; American with Disabilities Act; the Genetic Non-Discrimination Act; and Alaska Statute 18.80.220. These laws and acts are designed to ensure that individuals are treated fairly regardless of their protected status in all aspects of employment.

Unlawful employment practices
Any employment actions that treat individuals unfavorably based on their protected status violates university regulations, State Statutes and Federal Law.

Affirmative Action
UAF’s objective of equal opportunity will be met by taking affirmative action that involves making intensified, goal-oriented efforts to increase the number of women and minorities in positions where their representation has been less than the proportionate to their availability.

Americans With Disabilities Act (ADA)
The American with Disabilities Act (ADA) of 1990, as amended, prohibits employers from discriminating against individuals with disabilities. A disability is defined as a physical or mental impairment that substantially limits one or more of an individual’s major life activities. Major life activities include but are not limited to caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, working and operation of a major bodily function. A “qualified individual” with a disability is a person who meets legitimate skill, experience, education or other requirements of an employment position, and who can perform the “essential functions” of the position with or without reasonable accommodation. The law covers all aspects of employment from the application process to the working environment. Employers are required to engage in the reasonable accommodation process when notified by an employee or applicant with a disability.

Some links with more information:
10 Tough Interview Questions and 10 Great Answers
- www.uaf.edu/career/students/interviews/interview-information-and/tough-questions-and-answe/
- CollegeCentral.com/uaf
### How to address unacceptable questions

<table>
<thead>
<tr>
<th>Inquiry Area</th>
<th>Unacceptable Questions</th>
<th>Acceptable Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Origin</td>
<td>Are you a U.S. citizen?</td>
<td>Are you authorized to work in the U.S.?</td>
</tr>
<tr>
<td></td>
<td>Where were you/your parents born?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is your native language?</td>
<td>What languages do you read, speak or write fluently?</td>
</tr>
<tr>
<td></td>
<td>Photos cannot be required to accompany</td>
<td></td>
</tr>
<tr>
<td></td>
<td>applications</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>How old are you?</td>
<td>This position has a minimum age requirement. Do you meet that requirement?</td>
</tr>
<tr>
<td></td>
<td>When did you graduate from college?</td>
<td>this position requires a Bachelors Degree. Do you meet that requirement?</td>
</tr>
<tr>
<td>Personal / Family</td>
<td>What is your marital status?</td>
<td>Would you be willing to relocate if necessary?</td>
</tr>
<tr>
<td></td>
<td>Who do you live with?</td>
<td>Travel is an important part of the job. Would you be willing to travel if necessary?</td>
</tr>
<tr>
<td></td>
<td>Do you plan to have a family?</td>
<td>Our office is open 8am-5pm M-F and 11am-3pm on Sat. Are you able to meet this working schedule?</td>
</tr>
<tr>
<td>Criminal Record</td>
<td>Have you ever been arrested?</td>
<td>Have you ever been convicted of a felony or misdemeanor?</td>
</tr>
<tr>
<td>Affiliations</td>
<td>What clubs or social organizations do you</td>
<td>List any professional trade groups or other organizations that you belong to that are relevant to your skills and qualifications.</td>
</tr>
<tr>
<td></td>
<td>belong to?</td>
<td></td>
</tr>
<tr>
<td>Disability</td>
<td>Do you have a handicap?</td>
<td>Are you able to perform essential functions of this job with or without reasonable accommodation?</td>
</tr>
<tr>
<td></td>
<td>Have you ever collected disability or workers’ compensation?</td>
<td></td>
</tr>
</tbody>
</table>

#### What are your options if asked an unacceptable question?

- Respond with an answer as it may apply to the job. For instance, the interviewer may ask, “Are you a U.S. citizen?” You could say, “I am authorized to work in the United States.”
- Ask the interviewer how the question relates to the position.
- Answer the question, knowing that you are giving information that is not job-related.
- If the question is not related to the job you may refuse to answer it. You’ll be within your rights but may be perceived as uncooperative or confrontational.
Offers of Employment

Evaluate the job offer

You didn’t work hard in college just to take any job that comes along. Make sure the job is right for you, that you’ll be happy in the position or with the company you’ll be working for. Chances are, if you did your homework before applying for the job and asked the right questions during your interview, you’ll know if it is right.

Give serious thought to a job offer

- Do you need additional information about the job, the offer, the company or any other factors in order to make a decision?
- Call one of your interviewers to ask additional questions.
- Contact someone you know who works for the company to find out more about the work environment.
- Visit with a Career Services staff person to help you in your decision-making process.

Some factors to consider when evaluating an offer:

- Nature of the work
- Organizational structure
- Stability of organization and the industry
- Level of autonomy and responsibility
- Travel
- Salary and benefits
- Mentoring
- Employees’ work/life balance
- Style of higher management
- Support for continuing education/training
- Location
- Work hours
- Variety of work
- Dual careers
- Advancement opportunities
- Training and development opportunities
- Transferability of skills/experience from job
- Prestige of job or organization

Salary research websites:

- Salaries.com
  www.salaries.com
- O*Net
  http://online.onetcenter.org/
- NACE Salary Calculator
  www.jobsearchintelligence.com/NACE/salary-calculator-intro/
- CollegeCentral.com/uaf

You didn’t get an offer...now what?


The job hunt is a numbers game

It took one person 13 months sending out 123 resumes to get 3 interviews.

It took another person 17 interviews to get 1 job offer

Didn’t get called? Re-evaluate your job search.

- Re-evaluate your cover letter and resume. Did they respond to the qualifications stated in the job description?
- Is your background a good fit with the positions you are looking for?
- Contact Career Services to review your resume and cover letter and to examine the fit between your background and the job.

No job offer? Re-evaluate your interview.

- Did you practice interviewing?
- Can you state your career interests and how they fit the kind of job you are seeking?
- Contact Career Services for interview tips and practice.
- Or see page 36.

Keep your mind in the game

- Focus on your activities, not employer rejections.
  » Focus on making network contacts.
  » Keep a schedule for job searching. Set weekly goals and fulfill them.
- Fill your mind with positive thinking. This works.
  » Focusing on discouragement and frustration will decrease your energy. This will be reflected in cover letters and your interviews.
  » Imagining success leads to success. Read good books, create affirmations and remind yourself of your strengths.
- Give yourself an hour to sit in your pain, and then move on.
  » Identify your hurt and frustrations.
  » Discard the negative thinking and emotions that are holding you back.
  » Start over!
Starting to work in an organization is a unique and critically important time. The first year on a new job is a separate and distinct career stage. It is a transition stage; you are not a college student anymore, but you are not really a professional yet. Taking a special perspective and using special strategies will help make your first year successful.

**First-year goals: more than just productivity**

- Acceptance
- Respect
- Credibility

**First-year success strategies**

- Slow down.
  - Earn acceptance and understand your new organization before trying to make big contributions.
- Learn the culture.
  - Learn the spoken and unspoken sets of rules and norms about behavior.
  - Pay attention to the way things are done.
  - Find ways to fit in.
- Manage a good impression.
  - Everything you do early on will be magnified.
  - Exhibit willingness to learn and change.
  - Practice good judgment and build good relationships.
  - Respect expertise and experience of older employees.
  - Be confident in your potential but humble about what you can do first.
  - Exhibit a willingness to work hard to learn how to make a contribution.
- Learn the art of being new.
  - Understand that you are new and will need to “pay your dues.”
  - Learn the organization.
  - Gain acceptance.
- Manage your expectations.
  - Expect to be surprised: the odds are that many things about your job won’t be what you expect them to be.

**Source:** The Critical First Year on the Job, Ed Holton.

**First-year skills**

- Respect your manager’s authority.
- Accept criticism and feedback well.
- Be flexible; expect the unexpected.
- Take ownership of the job.
- Eliminate your need for supervision.
- Play it straight.
- Keep disagreements behind closed doors.
- Ask for help (but not too much).
- Motivate yourself instead of waiting to be motivated.
- Do more than you’re asked to do.
- Accept assignments willingly.

**Navigating the organization**

**Organizational culture: elements to pay attention to**

- Mission of the organization
- Guiding philosophies
- Basic values and norms: social and communication
- Behavioral expectations
- Work ethic
- What gets rewarded
- Management philosophies
- Ethical standards
- Sacred beliefs and events
- General atmosphere
- Attitude of employees
- Office climate

**Organizational political skills**

- Learn to compromise with others.
- Involve others in decisions before they are made.
- Understand the players in every activity.
- Learn good negotiation skills.
- Understand which battles are worth fighting and which ones are futile.
- Learn to build coalitions of people who agree with you on an issue.
- Don’t go out on a limb by yourself.
- Identify what the difficult political issues are.
- Understand who has the power and who wants it.
Graduate School

Graduate study is radically different from undergraduate study. More than fulfilling class assignments, it is a focused, intense and individualized course of study. As a graduate student you take on a commitment to becoming "an expert" through reading and research, initiative, and independent study.

Why consider graduate school?
- Specialization in a particular field
- Preparation to teach at a university level or conduct independent research
- Licensure
- Professional advancement or development

Time commitment
- Master’s degree: one to three years, full-time student
- Doctorate degree: four to eight years, full-time student

What to look for in a graduate school
- Educational Opportunities: Accelerated programs, cooperative education, internships, independent study and study abroad opportunities
- Faculty: Reputation of the faculty in the schools of interest to you
  - Talk to students and others in your field.
  - How accessible are faculty members to students? Is the faculty researching in areas that interest you?
- Attrition: The number of students completing their degree
  - Research the number of graduate school degrees awarded yearly, as well as the average length of time to complete the program.
  - The percentage of students who fail to complete the program may raise a red flag.
- Program Format: Lectures, seminars, research and practicum
- Research Opportunities: Special projects or grants with faculty
- Finances: Assistantships in teaching and research; fellowships; grants, loans and scholarships
- Geographic Location
- Online Schools: Do your research!
  - Are they accredited and nationally recognized?
  - Do their degrees get you the jobs you seek?

Requirements for admission
The following requirements are standard for most universities:
- Application form
Potential Employers

Employers from these fields visit campus and actively recruit students for internships and employment:

- Accounting, banking, business and services
- Energy, engineering, Mining, and Sciences
- Healthcare

Ads on the following pages have been placed by employers who participate in recruitment events, job fairs and career days at UAF. They support the publication of the Job Search and Career Development Guide. Take a moment to view their ads and visit their websites to learn about the variety of internship and employment opportunities they offer.

EMPLOYER RECRUITERS ON UAF CAMPUS

ABR, Inc
Acme Analytical Laboratories
AES EPT
aeSolutions
AlasConnect
Alaska Aerospace Development Corporation
Alaska Center for Energy and Power
Alaska Tags and Titles
Alban & Company
Alyeska Pipeline Service Company
Army Career and Alumni Program
ASRC Energy Services
AT&T
Avalon Development Corporation
Baker Hughes
The Boeing Company
BP
Brice, Inc.
ConocoPhillips
Cook & Haugeberg LLC CPAs
Cook Inlet Aquaculture Association
Design Alaska
Denali State Bank
DOWL HKM
Downland - Bach
Doyon Utilities
Enterprise Rent-a-Car
ExxonMobil
Fairbanks Daily News-Miner
Fairbanks Memorial Hospital
Fairbanks Native Association
Fairbanks Police Department
Fairbanks Resource Agency
Fast Enterprises LLC
Fastenal Company
First National Bank Alaska
GEO Care, Inc.
Geotemps, Inc.
Goldbelt, Incorporated
The Great Alaskan Bowl Company
HAP Alaska/Yukon
Home Depot
Jacobs Engineering
Kiewit
Kinross Gold
Kohler, Schmitt & Hutchison PC CPAs
KNOM Radio Mission, Inc.
KPMG LLP
Madden Real Estate
Mikunda, Cottrell & Co.
National College of Natural Medicine
Native Village of Eyak - DENR
NAVSEA Port Hueneme
NMS - NANA Management Systems
Northern Alaska Tour Company
Nova Copper, Inc.
PDC Engineers
Personnel Plus
Repsol
Resource Data
Saltwater
Schlumberger
Shell Oil Company
SLR International Corporation
SRK Consulting
State of Alaska Dept of Environmental Conservation
State of Alaska Dept of Fish & Game
State of Alaska Dept of Labor & Workforce
State of Alaska Dept of Transportation
State of Alaska Legislative Audit
Tanana Chiefs Conference
TDL Staffing, Inc.
Teck Alaska
TerraSound Limited
Tesoro Alaska Company
UAF Fire Department
UAF Human Resources
UAF International Programs & Initiatives
UAF K-12 Outreach
UAF Office of Information Technology
UAF Alumni Association
UAF Career Services
UAF College of Natural Sciences
UAF Interior Aleutians Campus, CTC: Emergency Services - Wildland Fire Control Program
UAF School of Fisheries and Ocean Sciences
UAF Residence Life
UAF Satellite Facility
U.S. Fish & Wildlife
U.S. Dept of Bureau of Land Management
U.S. Peace Corps
USKH, Inc.
Walsh, Kelliher & Sharp
Wells Fargo Bank
Westmark Fairbanks Hotel & Conference Center
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Jennifer Mahlen
1995 Bachelor’s Degree: Business Administration
Vice President & Loan Officer
First National Bank Alaska
Hometown: Fairbanks, AK

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1-800-441-2962 option #3 or email akcis@alaska.gov

AKCIS.ORG
## Some Hiring Stats for 2014 Bachelor’s Degree Students*

### AVERAGE SALARIES BY DISCIPLINE

<table>
<thead>
<tr>
<th>Broad Category</th>
<th>2014 Average Salary</th>
<th>2013 Average Salary</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>$57,229</td>
<td>$55,635</td>
<td>2.9%</td>
</tr>
<tr>
<td>Communications</td>
<td>$48,253</td>
<td>$43,835</td>
<td>10.1%</td>
</tr>
<tr>
<td>Computer Science</td>
<td>$62,103</td>
<td>$58,547</td>
<td>6.1%</td>
</tr>
<tr>
<td>Education</td>
<td>$40,267</td>
<td>$40,337</td>
<td>-0.2%</td>
</tr>
<tr>
<td>Engineering</td>
<td>$62,891</td>
<td>$62,062</td>
<td>1.3%</td>
</tr>
<tr>
<td>Humanities &amp; Social Sciences</td>
<td>$38,049</td>
<td>$37,791</td>
<td>0.7%</td>
</tr>
<tr>
<td>Math &amp; Sciences</td>
<td>$44,299</td>
<td>$42,731</td>
<td>3.7%</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td><strong>$48,707</strong></td>
<td><strong>$45,327</strong></td>
<td><strong>7.5%</strong></td>
</tr>
</tbody>
</table>

### Top-Hiring Industries/Average Starting Salaries

- **Educational Services**: $41,923
- **Professional, Scientific, and Technical Services**: $55,535
- **Healthcare and Social Assistance**: $45,222
- **Federal, State, and Local Govt. (OES Designation)**: $50,026
- **Finance and Insurance**: $57,683

*Source: NACE Salary Survey September 2014*
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* Full-time training required
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How can I prepare for an interview?
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