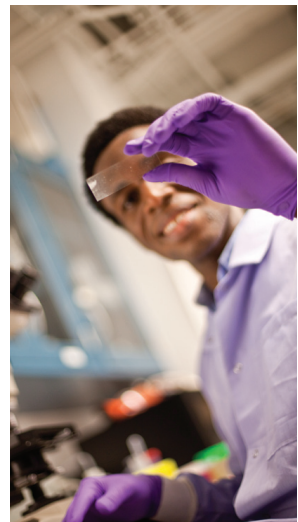


Johns Hopkins Bloomberg School of Public Health

2015-2016

# Career Planner



*Connecting Students to Global Careers*

# Working to Save Lives WORLDWIDE

You have a lot to offer the world! Launch your career and put your education into action at the United States Agency for International Development (USAID). Contribute to life-changing large scale projects alongside the world's best professionals. The Global Health Fellows Program (GHFP) II works with people at all stages of their careers. We help prepare capable global health professionals and enhance the diversity of the workforce. Positions are available year-round. Schedule a free resume consultation with us to find out more!



Photo: Kashish Das Shrestha/USAID

[www.ghfp.net](http://www.ghfp.net) | [communications@ghfp.net](mailto:communications@ghfp.net)



**USAID** | GLOBAL HEALTH FELLOWS II



The Global Health Fellows Program II is a project of the US Agency for International Development implemented by the Public Health Institute.



## INTERNSHIPS & FELLOWSHIPS

Recent Master's, PhD Graduates and Alumni Welcome to Apply for Paid Public Health Opportunities

To learn more and apply, go to:  
[www.orau.org/maryland](http://www.orau.org/maryland)



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Since 1965, University Research Co., LLC (URC) has been dedicated to improving the quality of health care, social services, and health education worldwide. Our work spans over 45 countries.

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**Career Services Office**

2017 E. Monument Street  
Baltimore, MD 21205  
410-955-3034 • 410-502-9809 (FAX)  
JHSPH.Careers@jhu.edu

Monday – Friday, 8:30 AM – 5:00 PM

**Betty H. Addison, Sr. Director, Student Life Services**  
**Paul Hutchinson, Assistant Director, Career Services**  
**Penny White, Sr. Administrative Coordinator, Student Life Services**

## **CAREER SERVICES OFFICE**

The mission of the Career Services Office is to:

- Provide competent and professional career planning and job search assistance to students and graduates of the School.
- Strengthen partnerships between the students and representatives in public health agencies (government, private, non-profit, for-profit) throughout the Baltimore/Washington metropolitan areas.
- Provide career forums, workshops and seminars designed to sharpen students' career goals and job search skills.
- Assist students in locating full-time and part-time positions, internships and consultancies during and after their training programs.

## **STUDENT AFFAIRS**

Student Affairs (SA) is a comprehensive student services unit in the Johns Hopkins Bloomberg School of Public Health that provides advising to students, faculty and staff on academic policies, financial support and information management, and helps to create linkages between the academic mission of the School and public health careers. SA brings together the functions of several offices to serve a student from the time of initial inquiry through graduation and beyond:

- Admission Services
- Career Services
- Disability Support Services
- Financial Aid Office
- Student Outreach Resource Center (SOURCE)
- Records and Registration
- Student Life
- Student Affairs Operations

The mission of Student Affairs at the Johns Hopkins Bloomberg School of Public Health is to foster student learning by providing exceptional programs and services through an integrated team effort. This is achieved by promoting respect, integrity, collaboration with the University community, and a commitment to the needs of a diverse population.

## **DIVERSITY AND INCLUSION STATEMENT**

Johns Hopkins is a community committed to sharing values of diversity and inclusion in order to achieve and sustain excellence. We firmly believe that we can best promote excellence by recruiting and retaining a diverse group of students, faculty and staff and by creating a climate of respect that is supportive of their success. This climate for diversity, inclusion and excellence is critical to attaining the best research, scholarship, teaching, health care and other strategic goals of the Health System and the University. Taken together these values are recognized and supported fully by the Johns Hopkins Institutions leadership at all levels. Further, we recognize that the responsibility for excellence, diversity and inclusion lies with all of us at the Institutions: leadership, administration, faculty, staff and students.

Questions regarding Title VI, Title IX and Section 504 should be referred to the Office of Institutional Equity, Wyman Park Building, Suite 515, 3400 North Charles Street, Baltimore, Maryland 21218, (410) 516-8075, TTY (410) 516-6225.

## RESUMES AND CURRICULUM VITAE

### Key Characteristics

#### RESUME

- Lean toward brevity
- Position-driven
- Have more than one version
- Strong emphasis on content & action verbs
- Goal of a resume is to...  
**construct a professional identity**

#### CURRICULUM VITAE

- Lean toward completeness
- Exposé of work life; a “living document”
- Continuous catalog
- Less emphasis on content & action verbs
- Goal of a curriculum vitae is to...  
**construct a scholarly identity**

### **What is the purpose of a resume/CV?**

The purpose of a resume/CV is **TO GET AN INTERVIEW!** An employer will select applicants on the basis of how well their skills match up with the job requirements. Sometimes, the difference between getting an interview and being placed in the “no” pile is a well put-together resume/CV.

### **Top two things to remember about resumes**

1. **RELEVANCY** – how relevant is the information about yourself to the position you are applying for?
2. **CLARITY** – how clearly can you present this information to the audience reading your resume/CV?

### **Resume Styles**

<p><b><u>Hybrid (pg. 4)</u></b></p> <ul style="list-style-type: none"> <li>• A combination of the chronological and functional format</li> <li>• Helps with organization of content</li> <li>• Generally used for individuals with divergent backgrounds</li> </ul>	<p><b><u>Chronological (pg. 6)</u></b></p> <ul style="list-style-type: none"> <li>• Reverse date order</li> <li>• Preferred style for employers</li> <li>• Emphasis on job titles and organizational names</li> <li>• Generally used to highlight increasing levels of responsibility</li> </ul>	<p><b><u>Functional (pg. 8)</u></b></p> <ul style="list-style-type: none"> <li>• Focuses on qualifications of the individual</li> <li>• Used to highlight transferable skills &amp; experience</li> <li>• Generally used for individuals with little experience</li> </ul>
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### **Let’s explore each section of a resume:**

#### **Profile/Summary**

1. Lose the objective statement, but use the profile/summary to give an overview and show what you bring to the table
2. Designed to draw the reader in and emphasizes your qualifications up-front
3. Short sentences supported by content in your resume that match what the employer is looking for in a candidate

#### **Education**

1. List educational experiences in reverse chronological order with current degree/school first.
2. Typically reserved only for degrees completed or to be completed.
3. Be sure to include concentration (if applicable), relevant coursework, certificates and honors, etc.

#### **Experience**

1. Highlight the experience that is the most relevant to the audience receiving your resume
2. Use action words (pg. 12) which specifically describe what you have done (present tense verbs = current positions; past tense verbs = past positions)

#### **Professional Development**

1. Designed to showcase all of the additional work and effort you have undertaken to develop yourself professionally
2. It is a “catch-all” for various skills and activities such as computer skills, languages, memberships, etc.

### **Questions to ask yourself before you begin to create/revise your resume/CV?**

1. Who is my intended audience? **Answer: For-profit, non-profit, academia, research, etc.**
2. What is my biggest selling piece? **Answer: your degree!!!**
3. What resume format do I want use? Chronological or Functional or Hybrid? **Answer: Hybrid is most effective.**
4. How can a job/position announcement help me? **Answer: Gives you clues on what to include in resume.**
5. How many pages should it be? **Answer: more than one page is acceptable!!**

*Hybrid Style Resume*

**John Hopkins**

2017 E. Monument St.  
Baltimore, MD 21205

410-955-3034 • [jhopkins@jhu.edu](mailto:jhopkins@jhu.edu)

**Tip:** Think of the profile as your “30 second commercial” or “elevator speech” on paper.

**Tip:** Be sure to have a professional sounding voicemail message and professional looking email address.

**PROFILE**

Master of Public Health candidate concentrating in child and adolescent health. Health educator with over 6 years experience in both domestic and international settings. Researcher and community organizer with a strong focus towards improving the quality of life through health communication and cooperation with local governments. Fluent in Spanish, French and Russian.

**EDUCATION**

**Master of Public Health (MPH)**

Johns Hopkins Bloomberg School of Public Health, Baltimore, MD

Expected May 2016

**Concentration:** Child and Adolescent Health

**Relevant Coursework:** Principles of Human Nutrition, Prenatal & Infant Growth & Development, Maternal & Child Health Legislation and Programs, Child Health and Development

**Tip:** Include relevant coursework to highlight your academic training

**Honors:** Sommer Scholar

**Bachelor of Science in Biology**

University of Georgia, Athens, GA

**Tip:** Bold your degree and job titles

May 2014

**PUBLIC HEALTH EXPERIENCE**

**Health Educator/Treasurer**

Latinos for Progress, Baltimore, MD

Aug. 2014—Present

*Latinos for Progress is a non-profit organization focused on providing Hispanic health outreach services, including HIV/AIDS prevention and diabetes/obesity prevention.*

- Administer HIV/AIDS testing for Baltimore’s Latino population
- Counsel participants on health issues and help with navigation of the public health system
- Act as a Spanish-English Translator for participants and medical staff
- Provide health and legal information and support to callers
- Manage 3 multi-thousand dollar grants
- Serve as member of the executive committee and of the Community Health Advisory Board

**Internal Team Coordinator**

Bhutan Practicum Project in Health, Baltimore, MD and Thimphu, Bhutan

May 2013 – Jul. 2014

- Oversaw group preparations for a trip to work with the Bhutan Ministry of Health
- Exchanged maternal and child health related information with Bhutanese counterparts
- Prepared grant proposals and requests of support

**Rural Health and Sanitation Volunteer**

Peace Corps, Colonia Takuare, Paraguay

Oct. 2011 – Aug. 2012

- Co-led national HIV/AIDS conference and training
- Designed and facilitated health training and authored a manual for teachers
- Taught classes on nutrition, dental health, intestinal parasites, and reproductive health
- Collaborated with health post on reproductive health and vaccination programs
- Developed 3 pilot programs to improve site development and communication processes
- Cultivated links with Paraguayan NGOs and coordinated municipal and departmental efforts

**RESUMANIA**

*Need help in writing, revising and/or creating your resume/CV? Look out for **RESUMANIA!!!** During this event, career services staff and public health professionals will be on hand to provide quick, short-term resume feedback and advice. **Can’t join us???** You can always schedule a one-on-one appointment with the Career Services Office to get an in-depth resume review.*

John Hopkins, pg. 2

**RESEARCH EXPERIENCE****Research Assistant**

Oct. 2015 – Present

Johns Hopkins Bloomberg School of Public Health, Baltimore, MD

- Collect, organize and compile all data pertaining to project sponsored by Food & Drug Administration
- Assist in the organization and development of expert panel on measuring quality indicators
- Coordinate various sources of patient information to inform symposium focus

**Faculty Research Assistant**

Oct. 2012– Jul. 2013

University of Maryland, College Park, MD

- Assisted in managing the Child Development Lab in the Department of Human Development
- Developed working relationships with a portion of the 600 participants and their families
- Scheduled annual visits with the families
- Administered visits with participants who ranged from 2 to 6 years of age
- Managed and trained 25 undergraduate research assistants
- Cultivated a number of research skills including project design, data collection through questionnaire administration, behavioral assessments, and data entry
- Computed composite scores based on questionnaire data

**TEACHING/TRAINING EXPERIENCE****Trainer**

Spring 2015

Area Primary Schools: Nghezimani, South Africa

- Created and led teacher workshops on integration of HIV/AIDS into future curriculum
- Developed and presented lesson plans for life skills, family planning and HIV/AIDS prevention for host-country national students at a local secondary school

**Pre-School Facilitator**

Fall 2013

El Círculo de Recreación y Aprendizaje: Santa Isabel, Quito, Ecuador

- Assisted and often led class of twelve 3-6 year olds
- Developed the children's social, language, hygiene skills
- Taught two 4th grade classes of 35 students in history, math, and science

**PUBLICATIONS/PRESENTATIONS**

Hopkins, J. Coylew, M.J., Dirbed, C. "The Future of Health Services: Summary of Experts," e-Health. 2014 June; 13(3):341-7.

Rosenstein, A.H., Hopkins, J., et al., "Emerging Trends in Research," American Journal of Medical Quality. 2013 May-Jun; 22(3):164-9.

**PROFESSIONAL DEVELOPMENT****Computer Skills:** Microsoft Office Suite, STATA, SPSS**Languages:** Spanish (Fluent), French (Conversational); Russian (Conversational)**Memberships:** American Public Health Association (2013–Present); Global Health Council (2013–Present); Maryland Public Health Association (2014–Present)**Travel Abroad:** Paraguay, South Africa, Bhutan, Ecuador, Dominican Republic, Bangladesh, China, Peru, Colombia, Costa Rica, Mexico, Ireland, Romania, Czech Republic, Hungary, Austria**Volunteer:** Coordinator, JB Grant Child Survival Week (2015–Present); Crisis Counselor, Maryland Sexual Assault Crisis Service (2011–2013)**Tips for Writing Successful Resumes/CVs**

1. Start with one base resume/CV to use as your internal document which includes everything
2. Avoid "cookie-cutter" resumes/CVs
3. Make your resume/CV easy to scan quickly – outline format
4. Education = biggest selling piece!!!
5. Proofread, Proofread, and Proofread again. There should be no spelling or grammar errors in the resume/CV
6. List a page number and your name on each additional page

*Chronological Style Resume*

**Michelle Bloomberg**

615 N. Wolfe St., Room 1200  
 Baltimore, MD 21205  
 Mobile: 818-998-6512  
 Email: mbloomberg@gmail.com

**PROFILE**

Master of Science in Public Health student studying international health with a strong focus towards global disease epidemiology and control and vaccine science and policy. Research assistant with experience in both lab and applied research settings for both foreign and domestic partners. Community volunteer serving in a variety of levels ranging from leadership to support. Fluent in French and Arabic.

**Tip:** For graduate degrees, GPA of 3.6 or higher

**EDUCATION**

**Master of Science in Public Health (MSPH), GPA: 3.97/4.0** Expected May 2017  
 Johns Hopkins Bloomberg School of Public Health (JHSPH), Baltimore, MD

**Concentration (Track):** Global Disease Epidemiology and Control  
**Relevant Coursework (to be completed by May 2016):** 3 terms of Epidemiologic Methods, 4 terms of Biostatistics, Introduction to International Health, Infectious Disease Epidemiology, Global Disease Control Programs and Policies, Foundations of Behavioral Change Interventions in Developing Countries, Managing NGOs

**Certificate in Vaccine Science and Policy** Expected May 2016  
 Johns Hopkins Bloomberg School of Public Health, Baltimore, MD

**Bachelor of Arts in Public Health, GPA: 3.7/4.0** May 2013  
 Widmore College, Widmore, IL  
**Honors:** Phi Beta Kappa, Widmore Scholar

**Tip:** For undergraduate degrees, GPA of 3.2 or higher

**EXPERIENCE**

**Vice President** Fall 2015 – Present  
 African Public Health Network, JHSPH

- Assist in student group oversight, volunteering, coordinating events and funding
- Serve on the 2010 World AIDS Day Planning Committee
- Coordinate a school-sponsored Run For Africa event
- Volunteer for Episcopal Refugee and Immigrant Center Alliance

**Research Assistant** Dec. 2013 – June 2014  
 Clinton Health Access Initiative (CHAI)

- Promoted the informed policy on HIV vaccine uptake in low income countries
- Assisted the communications team with material cataloging and updates
- Researched special topics such as modeling HIV supply/demand/cost



**M. Bloomberg, pg. 2****Program Intern**

Jan. – May 2013

Bill &amp; Melinda Gates Foundation

*Recipient of the Gates Foundation award for Population and Reproductive Health*

- Conducted research examining risk factors for malaria in pregnant women in rural villages
- Developed the protocol and questionnaire for study
- Managed, collected and analyzed data which will assist in future research at the project site

**Monitoring and Evaluation Intern**

Sept. – Dec. 2012

PATH Malaria Vaccine Initiative (MVI)

- Created a database for a unified country evaluation system of advocacy activities
- Conducted malaria-related research for the advocacy project
- Wrote and edited fact sheets and success stories
- Ensured the quality of data submitted by community health centers via on-site visits
- Supervised implementation of National Malaria Program treatment and prevention policies
- Coordinated with local authorities for sites of new advocacy field research

**Senior Research Assistant**

Summer 2012

Widmore College

- Performed a comprehensive genetic screen to discover new genes involved in insect olfaction leading to the discovery of a probable new class of odorant receptors
- Assisted with qualitative and quantitative analysis, quality assurance and quality control
- Trained and supervised two laboratory technicians and two research assistants

**Laboratory Assistant**

Winter 2011

Crane Chemical Senses Center

- Performed general laboratory tasks including preparing slides for health related studies of the effects of malaria outbreak and direct patient studies

**Child Life Volunteer**

Fall 2010

Children's Hospital of Chicago

- Consoled and entertained hospitalized children and infants to provide relief and comfort during traumatic and stressful times in their lives

**PUBLICATIONS**

Boston, R., **M. Bloomberg**, et al. (2014). "Physical Functioning in Women with HIV"; Public Health Magazine; November 2011, New York, NY.

**PROFESSIONAL DEVELOPMENT**

**Language Skills:** French (Fluent); Arabic (Fluent); Swahili (Basic)

**Computer Skills:** STATA (Biostatistics computing software); Microsoft Office products (Word, Excel, and PowerPoint); Filemaker Pro; ArcGIS

**Memberships:** Global Health Council (2014-Present); Officer, JB Grant Society (2015-Present)

*Functional Style Resume*

**Paige Health**

600 N. Wolfe St.  
Baltimore, MD 21205  
410-955-3034 • phealth@hotmail.com

**PROFILE**

Master of Science student studying epidemiology with additional training in humanitarian assistance. Public health professional and researcher with strong skill sets on program management and implementation of resources. Fluent in French and conversational in German.

**EDUCATION**

**Master of Science (ScM) in Epidemiology** Expected May 2016  
Johns Hopkins Bloomberg School of Public Health, Baltimore, MD

**Certificate in Humanitarian Assistance** May 2016  
Johns Hopkins Bloomberg School of Public Health, Baltimore, MD

**Bachelor of Arts (BA) in Anthropology** May 2014  
State University, Eastham, MA

**Tip:** Used to demonstrate “skills” learned in the classroom. More descriptive than just listing relevant coursework under degree.

**PUBLIC HEALTH TRAINING**

Johns Hopkins Bloomberg School of Public Health, Baltimore, MD Aug. 2015 – Present  
**Principles of Epidemiology (Fall 2015)**

- Designed studies using basic epidemiologic methods
- Identified the place of epidemiology in preventive medicine and disease investigation
- Reviewed papers to assess the validity of their design and inferences

**Social Epidemiology (Fall 2015)**

- Identified and described four distinct core areas of research
- Applied concepts, theories and methods from the field of social epidemiology to a research problem

**INTERNATIONAL EXPERIENCE**

- Assisted in the implementation of child-focused mobile medical units to serve 2000+ vulnerable Iraqi refugee children, including the training of school officials, development of operational plans, provision of logistical support, and development and implementation of a monitoring and evaluation system
- Developed and submitted funding and project proposals for both the Jordanian government and international funding agencies such as UNICEF, United Nations Development Programme (UNDP), and the US Bureau of Population, Refugees and Migration
- Identified, compiled and mapped the psychosocial and mental health services available to refugees and vulnerable Jordanians in the Amman area
- Supervised a health assessment study of Iraqi refugees including training interviewers, sample supervision, data management and quality control and analysis of study findings
- Conducted research on the psycho-social and behavioral risk factors associated with poor adherence to highly-active anti-retroviral therapy (HAART) for AIDS in Botswana
- Assisted in providing medical care, primarily malaria, pre-natal and wound care, for the displaced Batwa people in rural southwest Uganda
- Analyzed barriers in villagers rural sub-Saharan Africa face in accessing adequate health care

## P. Health, pg. 2

**RESEARCH EXPERIENCE**

- Identified and enrolled eligible patients and their families at primary care clinic serving primarily low-income families in inner-city Baltimore for a study on how the relationships between health providers and parents of infants affect how well parenting advice is followed
- Administered initial and follow-up surveys to eligible patients in Baltimore
- Monitored patient appointments and clinic attendance
- Compiled and analyzed data on global trade by researching and evaluating sources for two journal articles on double standards in international agricultural trade and the impact of trade liberalization on agricultural productivity in sub-Saharan Africa
- Conducted extensive reviews of the literature on epidemiology and disease surveillance for USAID funded research project
- Assisted with data entry and analysis on study related to establishing new intervention and safety planning program
- Engaged in research site recruitment and participant retention by creating new recruitment materials and outreaching to local health clinics, and hospitals
- Trained in conducting qualitative interviews for research studies by faculty

Tip: Reverse chronological timeline of work

**WORK HISTORY**

**Research Assistant**, Harriet Lane Pediatric Clinic, Baltimore, MD (Sept. 2014-Present)

**Program Support Officer**, International Medical Corps, Amman, Jordan (July 2013-Aug. 2014)

**J. William Fulbright Fellow**, Gaborone, Botswana (Aug. 2012-July 2013)

**Research Assistant**, Infectious Disease Care Center, Gaborone, Botswana (Aug. 2011-July 2012)

**Medical Support Staff**, Bwindi Community Health Centre Kanungu District, Uganda (Summer 2011)

**Volunteer**, SHAWCO Mobile Health Clinics Cape Town, South Africa (Feb.-June 2011)

**Volunteer**, Treatment Action Campaign Cape Town, South Africa (Feb.-June 2011)

**Research Assistant**, Boston University, Boston, MA (Aug. 2008-May 2009)

**PROFESSIONAL DEVELOPMENT**

**Language Skills:** Fluent English, French, Conversational German

**Computer Skills:** Proficient in Word, Excel, Access, PowerPoint, STATA, EpiData, research search engines including LexisNexis and PubMed

**Training:** Medication Adherence Training and AIDS Care Fundamentals Workshops, Botswana, KITSO AIDS Training Program AIDS Initiative Partnership (April 2013)

Curriculum Vitae

**Matthew Bloomberg, MHS**

Home Address:  
 978 Lombard Street  
 Baltimore, MD 21202  
 Cell: (555) 555-5551  
 Email: [mbloom@gmail.com](mailto:mbloom@gmail.com)

Office Address:  
 Johns Hopkins Bloomberg School of Public Health  
 615 N. Wolfe St, W2300  
 Baltimore, MD 21205  
 Email: [mabloombe@jhuh.edu](mailto:mabloombe@jhuh.edu)

**EDUCATION**

Expected May 2016

Tip: Dates on the left margin

**Doctor of Philosophy (Ph.D.)**, Department of International Health, Program in Global Disease Epidemiology and Control, Johns Hopkins Bloomberg School of Public Health (JHSPH), Baltimore, MD

**Dissertation:** Indirect Benefits of Rotavirus Vaccination in Bangladesh (Dr. John Hopkins)

May 2012

**Master of Health Sciences (MHS)**, Department of International Health, Program in Global Disease Epidemiology and Control, JHSPH, Baltimore, MD

May 2008

**Bachelor of Arts (BA)**, Biology, Hartwick College, Oneonta, NY

**Senior Thesis:** Impact of Agricultural and Waste Water Treatment Facility Runoff on the Incidence of Antibiotic Resistant Bacteria in Streams (Dr. Paige Health)

**SCHLORASHIPS**

Sep. 2011-Aug. 2014

Clinical Trials Training Program in Vision Research (Full Tuition), National Eye Institute Training Grant Number EY 07127, National Institutes of Health

May 2011

Clements-Mann Fellowship, Johns Hopkins Bloomberg School of Public Health

**PROFESSIONAL TRAINING**

May 2011

Vaccine Science and Policy Certificate, Department of International Health, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD

December 2010

Clinical Vaccine Trials and Good Clinical Practice (GCP), Johns Hopkins Bloomberg School of Public Health, Center for Immunization Research, Baltimore, MD

**RESEARCH EXPERIENCE**

June 2010 – Dec. 2014

**Research Assistant**, Center for Immunization Research, Department of International Health, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD

- Involved in study coordination, protocol development, data management and analysis, drafting of materials for publication, and microbiology and immunology laboratory analyses for Phase I and Phase II studies of new enteric vaccines. (Dr. John Hopkins)

Nov. 2009 – May 2010

**PHASE Intern**, Maryland Department of Health and Mental Hygiene, Epidemiology and Disease Control Program, Baltimore, MD

- Conducted an assessment of Hepatitis C Virus screening and treatment practices of providers serving individuals with limited resources. (Dr. William Penn)

July 2008 – Aug. 2009

**Research Technician**, Partners AIDS Research Center, Massachusetts General Hospital, Harvard Medical School, Boston, MA

- Performed molecular and immunology assays for studies on Hepatitis C virus infection, including mammalian tissue culture, DNA extraction, elispot, lymphoproliferative assays, chromium release assays, intracellular cytokine staining, tetramer/pentamer staining, and multicolor flow cytometry. (Dr. Matt George & Dr. Lee Michael)

M. Bloomberg, pg. 2

July 2007 – June 2008

**Lab Manager**, HCV group, Partners AIDS Research Center, Massachusetts General Hospital, Harvard Medical School, Boston, MA

- Oversaw training and supervision of new technicians, management of BL2+ tissue culture room, and ordering of reagents and supplies. (Dr. Lee Michael)

**TEACHING EXPERIENCE**

2010 – 2015

**Teaching Assistant**, Department of International Health, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD

**Course title:** Clinical Vaccine Trials and Good Clinical Practice:

- Developed course materials in conjunction with instructors, communicated with students, maintained course website, and graded assignments; 5 terms. (Samantha Brown & Julie Smith)

**Course title:** Clinical and Epidemiologic Aspects of Tropical Diseases

- Scheduled guest lecturers, communicated with students, maintained course website, and graded exams and assignments; 3 terms. (Dr. Jim Miller & Dr. Cooper Sims)

**Course title:** Introduction to International Health

- Facilitated discussion group sessions, held office hours, and graded assignments; 1 term. (Dr. Pat Sajak)

Jan. 2008 – June 2009

**Tutor**, Study Smart, Boston, MA

- Conducted private, in-home tutoring for SSAT/ISEE, PSAT, and SAT prep and academic subjects.

**PROFESSIONAL MEMBERSHIPS**

2010 – Present

American Society for Microbiology

2012 – Present

Global Health Council

**SELECTED PUBLICATIONS**

**Tip:** Be sure to bold your name in list of authors.

**Bloomberg M**, Namaz, L, Kite, R, Elliott, F, Cadwell, M [in press], Malnutrition levels in children in developing South American nations, *Journal of Vaccine Science*: 10.1016/.2011.09.065

**Bloomberg MJ**, Rudy, M, James, L, Anthony, C, Waterson, S, Levin, M [2014], Comparative evaluation of the antibody in amyotrophic lateral sclerosis (ALS) and enzyme-linked immunospot (ELISPOT) assays for measuring mucosal immune responses to Shigella antigens, *Journal of Vaccine Science* 23:6214–6987.

**SELECTED PRESENTATIONS**

Namaz, L, Kite, R, Elliott, F, Cadwell, M, **Bloomberg M**. Volunteers receiving live CETC vaccine have reduced severity of illness following H10407 challenge. Presented at the 8<sup>th</sup> International Conference on Vaccines for Enteric Diseases, Cannes, France, 2014.

Rudy, M, **Bloomberg M**, Fatima, P, Honda, V, Taeroe V, Deering, R, Nuracum, L, Burg, P, Walker, T, Lundgren D, Swenarole, Q. Immune Responses in Volunteers Challenged with Enterotoxigenic *E. coli*. Presented at the 7<sup>th</sup> International Conference on Vaccines for Enteric Diseases, Malaga, Spain, 2012.

**STRONG ACTION WORDS**

accomplished	cut	indoctrinated	purchased
achieved	decreased	influenced	recommended
acted	delegated	informed	reconciled
adapted	demonstrated	initiated	recorded
addressed	developed	innovated	recruited
administered	devised	inspected	reduced
advanced	diagnosed	installed	referred
advised	directed	instigated	regulated
allocated	dispatched	instituted	rehabilitated
analyzed	distinguished	instructed	remodeled
approved	diversified	integrated	repaired
arranged	drafted	interpreted	represented
assembled	edited	interviewed	researched
assigned	educated	introduced	restored
assisted	eliminated	invented	restructured
attained	enabled	launched	retrieved
audited	encouraged	lectured	revitalized
authored	engineered	led	saved
automated	enlisted	maintained	scheduled
balanced	established	managed	schooled
budgeted	evaluated	marketed	screened
built	examined	mediated	set
calculated	executed	moderated	shaped
catalogued	expanded	monitored	solidified
chaired	expedited	motivated	solved
classified	explained	negotiated	specified
coached	extracted	operated	stimulated
collected	fabricated	organized	streamlined
compiled	facilitated	originated	strengthened
completed	familiarized	overhauled	summarized
composed	fashioned	oversaw	supervised
computed	focused	performed	surveyed
conceptualized	forecast	persuaded	systemized
conducted	formulated	planned	tabulated
consolidated	founded	prepared	taught
contained	generated	presented	trained
contributed	guided	prioritized	translated
controlled	headed up	processed	traveled
coordinated	identified	programmed	trimmed
corresponded	illustrated	projected	upgraded
counseled	implemented	promoted	validated
created	improved	provided	worked
critiqued	increased	published	wrote

**COVER LETTERS**

The importance of a strong, well-written cover letter cannot be overstated. A cover letter is used to introduce yourself to a potential employer and provide insight into your resume. It should highlight key skills and abilities relevant to the qualifications in which the employer is interested. A cover letter should be concise and present a clear idea of what you can offer the employer. It demonstrates your ability to communicate in writing and organize your thoughts in a cohesive manner, both of which are pertinent to most positions.

Cover Letter Structure

- One page (two pages are acceptable for academic positions)
- 3-5 paragraphs; No more than five sentences per paragraph
- Use key words, action words, and adjectives describing your skills
- Be sure each cover letter is specifically tailored to the position to which you are applying
- Mention contacts and referrals (if applicable)
- Always address to an individual; do not use "To whom it may concern" or "Dear Human Resources"

**Getting Started**

- Your return address at the top of the page
- The date will appear two lines below the return address (make sure to write out the date; don't abbreviate)
- Include company contact information (contact name and title, address, and phone number) two lines beneath the date
- The salutation will fall two lines below the addressee information
- Begin with "Dear Mr. " or "Dear Ms.", followed by the person's last name

**Introduction Paragraph**

The introduction paragraph should:

- State your specific interest (include the job title you are seeking)
- Use strong statements that will motivate the employer to read further
- Use a reference to previous discussions or contact - give specific dates to help the reader remember
- Establish common goals and relationships
- Be concise (2-4 sentences)
- Catch the reader's attention

**Body of the Letter**

The body of the letter should:

- Be one to three paragraphs
- Be no longer than two to five sentences per paragraph
- Make use of keywords
- Be written using short but complete sentences
- Show how your background matches the employer's criteria; emphasize your functional skills
- Use a specific example of your skills (if applicable)

**Closing Paragraph**

The closing paragraph should:

- State that your resume is included for review
- Name the action to be taken – (offer specific date of action)
- Thank the recipient

1876 W. Terrace St., Apt #3  
Baltimore, MD 21218

January 3, 2016

Shelia Westwood  
Human Resource Manager  
CARE International  
343 Mifflin Ave  
Atlanta, GA 94876

Dear Ms. Westwood,

I was excited to see that CARE International is seeking candidates for the Mental Health Specialist position. Dr. Barbara Watts, Senior Health Specialist at CARE made me aware of the position, and recommended that I submit my application. I am confident that my previous experience as well as my skills in behavior change communication and program development would prove useful in the position.

In May 2016, I will complete my Master of Public Health (MPH) degree with an emphasis on drug and alcohol dependence. While studying for my degree, I completed a six month internship at the Maryland Department of Health and Mental Hygiene (DHMH). During this internship, I assisted in developing a specialized rehabilitation program that was successful in decreasing the number of reported alcohol and drug users in Baltimore City. In addition, I have worked in West Africa with the Peace Corps developing health promotion programs and facilitating mental health workshops in poverty stricken areas.

I believe that my skills and work experience in mental health would be a good match for the Mental Health Specialist position at CARE International. I have enclosed my resume and look forward to discussing my qualifications with you in the near future. I will plan to follow up two weeks after the position closing date. In the meantime, I can be reached at (410) 955-5555 or via email at jhopkins@jhu.edu. Thank you for your time and consideration.

Sincerely,

*John Hopkins*

John Hopkins

Enc: Resume

## **Sample Cover Letter for an Academic Position**

January 14, 2016

Dr. James Gerontology  
Department of Epidemiology  
Emory University School of Public Health  
Atlanta, GA 30334

Dear Dr. Gerontology,

I am writing in response to your notice in the November issue of the *Journal of Epidemiology* regarding the position of Assistant Professor of Epidemiology in your department. I am currently a doctoral candidate at the Johns Hopkins Bloomberg School of Public Health and expect to complete all requirements for the degree by March, 2016.

My dissertation deals with the evaluation of access to health care in the metropolitan Philadelphia area. Through my association with the National Association of Health Services Executives (NAHSE), I interviewed 80 mothers participating in various parent education programs. From the qualitative data I gathered, as well as from quantitative data collected by NAHSE, I am evaluating the efficacy of the programs. In addition, the qualitative data have led me to challenge cultural assumptions about health care practices and to consider issues surrounding the mainstream definitions of seeking medical treatment. Since the populations I have studied are largely poor minorities, I am examining the role of social norms and the family experience of these parents.

As you can see from my CV, I have been most fortunate in my graduate student career to have had ample opportunity both to teach and to do research. As a teaching assistant and as an instructor of my own courses, I have been afforded a great deal of experience with a wide range of courses, including Qualitative Methods, Outcomes Research and Environmental Induced Illness; a list of my teaching interests can be found on my CV. The anonymous reviews by my students have been consistently laudatory, citing my knowledge, teaching style, and enthusiasm as highlights of the courses. I am committed to working with students and have maintained professional relationships with many of them years beyond the classroom.

My research interests are as varied as my teaching. I have engaged in organizational research for the past three years with Dr. Chad Everett at the University of Michigan, School of Public Health. One article stemming from this work, "Comparing Community Health Centers, Hospital Outpatient Departments, and Physician Offices," has recently been published in the *Journal of the American Medical Association (JAMA)*. In addition, I have worked extensively with Professor Jane Arbor, formerly of Bryn Mawr College and currently of the University of North Carolina – Chapel Hill School of Public Health. This work has included my master's project on quality health care for the medically under-served in North Carolina. Recently, I independently conducted research on female crack addicts in rehabilitative programs, a project which I eventually hope to address in a series of short papers.

I have been an active member of the academic and social communities at both Schools of Public Health at Johns Hopkins and the University of North Carolina. I have served on numerous committees and have been a vigorous and enthusiastic participant in university life. My involvement spans groups as serious as the University Academic Planning and Budget Committee, the Provost's committee to which only two graduate students are appointed each year, and as whimsical as the annual talent show, which I originated and continue to run each year.

I believe that I would be an asset to your department and university and would welcome the opportunity to discuss the assistant professorship with you further. I look forward to hearing from you.

Sincerely,

*T. L. Candidate*

T. L. Candidate



**NETWORKING**

Networking can mean different things for different people, but mainly networking is **simply talking and listening** to people and at the same time **developing relationships** around **common interests and experiences**. Or put more simply, networking is how you met your friends, selected your classes, chose your concentration, or decided where to go for lunch/dinner. Why network? *Because networking is the most effective means for getting a job.* It is important to know that only 15% of available jobs are advertised through online resources, newspapers, and trade journals. That means that the other 85% are found by being in the right place at the right time or through word of mouth. So, the saying, “It’s not what you know, but who you know!” takes on new meaning. The theory behind networking is relatively simple, but to get results, it takes work.

**TYPES OF NETWORKS**

**Personal**

- Immediate family
- Relatives, near and far
- Close friends & casual acquaintances
- Distant friends, old friends, ex-roommates
- People in your neighborhood – your doctor, dentist, insurance agent, broker, personal banker, mechanic, spiritual leader, or counselor

**Professional**

- Colleagues in your organization: superiors, subordinates, peers, secretaries, support staff
- Colleagues in other organizations
- Competitors and professional acquaintances
- Board of Directors, board of trustees and advisory boards
- Consultants, contractors, lawyers, accountants, etc.

**Community**

- Community or volunteer organizations (Boy Scouts, Girl Scouts, United Way)
- Professional, cultural and civic organizations
- Philanthropic organizations and fundraising groups
- Public-private organizations;
- Business development organizations
- Chambers of Commerce

**Basics of networking**

Networking is about building relationships and connections in a purposeful, organized way. Networking is not quickly acquiring names of people just to get a job. Networking is about **creating advocates for yourself** that can pay attention to opportunities on your behalf. Or they can refer you to individuals that might help in your job search and connect you to job opportunities either before they are posted, or ones that an organization is looking to fill from a known source and never formally posts. Networking is much more about **“planting the seed”** with others so they can help you out not in the short term, but in the long term.

**Why is networking so stressful?**

The “meeting” people part of networking can be intimidating – **it takes us out of our comfort zone!** Many of us are not naturally extroverted people who like to “work a room.” How do you overcome this anxiety? Start by knowing a little bit about yourself. Try to answer these questions: 1. **What is my career trajectory?**; 2. **Where do I see myself headed?**; 3. **Where did I come from?** Next, begin identifying people who might know something about the type of job you want. Then, establish priorities. Where will you start? Professional directories, colleagues, business correspondents during the past year are a possibility. *Don't confine your network to contacts in your profession.* The key to successful networking lies in understanding that you aren't directly asking for someone to help you find a job. Instead you're looking to create a low-key, low-intensity, low-stakes, low-demand and low-risk to **both parties** that does not have many strings attached.

***JHSPH Society of Alumni***

One of the resources that you have available to you is the vast number of alumni both domestically and internationally. The Johns Hopkins Bloomberg School of Public Health encompasses approximately 20,000 alumni spanning 120 countries. The JHSPH Society of Alumni (<http://www.jhsph.edu/alumni>) sustains these connections by engaging alumni and strengthening institutional relationships. Our alumni are the best alumni, and many of them are willing to share information with you to assist in your job search.

***Johns Hopkins Connect***

Johns Hopkins Connect is the Hopkins-only networking site that allows you to search for and make connections with other Johns Hopkins alumni. Your student account will give you access to the Career Networking portal which allows you to search for alumni by area of study, location, and name. Send a direct message to start building relationships with alumni. The first time you log in as a student, you will be asked to provide your first and last name, and your JHED ID. From there, follow the instructions to create a password to give you access to the web of alumni connections all over the world.

INFORMATIONAL INTERVIEWS

Informational interviews are one of the easiest and most effective ways to meet people in a professional field in which you are interested. Tapping into the knowledge of others will provide you with invaluable information to help you as you make career decisions. Informational interviews are meetings you arrange with a person who currently does the job you think you might want, or who has specific knowledge of an occupation or career field of interest. Your contact person certainly has the most up-to-date information on the position you are investigating, but may or may not have the power to hire you within the organization.

**What to remember:**

1. You are not asking for a job
2. Think like a reporter gathering information and asking good, open-ended questions
3. Planting the “seed” for future help
4. Tap into the fact that people generally like to talk about themselves and usually are willing to help
5. Initiate contact via email first
6. Timely follow-up is the key to maintaining and establishing the connection
7. Confirm date, time and offer to call or meet with them face-to-face

**What questions to ask:**

1. How did you get to be where you are at?  
**OR** What was your career trajectory?
2. What ways do you use your JHSPH training in your current position? **OR** How did your JHSPH training prepare you?
3. What advice would you give to a student preparing for their transition from school to working?
4. Can you describe your typical day to me?
5. What is it like to work at your organization?

GOALS OF INFORMATIONAL INTERVIEWING

1. **Create advocates** – at the conclusion of a good informational interview, you will have established a new professional relationship with your contact. This contact will become an “advocate” for you-keeping their eyes and ears open for any potential opportunities.
2. **Influential introduction** – if the contact you meet does not have the means to help you out directly, perhaps he/she can provide you with an “influential introduction” to another colleague that might be better suited to you. Having someone else vouch for you goes a long way in helping to meet new contacts.
3. **Personalizes your job search** – your job search is about you, the person. People want to hire people that they think they know. Get out from behind your computer, go out and meet people. The more you do it, the better you will get at it and the easier networking will become.

HOW TO GET STARTED WITH INFORMATIONAL INTERVIEWING

Email is the preferred method for starting any type of informational interviewing. It is less intrusive than a phone call and the recipient can decide to respond at a time that works best for them.

**1. Introductory email**

**Subject line:** Questions from a current JHSPH student

**Email Text:** My name is \_\_\_\_\_ and I came across your information in a search of \_\_\_\_\_ in the \_\_\_\_\_. I’m curious to learn more about your career path and about your work at (name of organization). I’m emailing you today to see if it would be possible to find a convenient time in your schedule for an informational interview. I’d only ask for approximately 30 minutes of your time as I’m sure your schedule is quite busy.

If necessary, I can send you more information about me and what I’m currently doing at the Bloomberg School of Public Health. I’m hoping you’ll be able to accommodate this request.

Thanks in advance for your consideration and I look forward to hearing from you soon!

Sincerely,

John Hopkins  
MPH Candidate, May 2016

**2. Follow-up email exchanges**Possible email reply from recipient:

John-

Thanks for your email. I would be happy to speak with about my career path and what is like to work with my organization. I really love it here!!!

Please send me a copy of your resume so I can review it before we talk. Let's plan to have a conversation for 20-30 minutes via phone in the next couple of weeks.

My flexible days are Wednesday, Thursday and some Fridays. Have a good weekend!

Mike Health  
ABC International

Your email reply:

**Tip:** Plan to write back in 24-48 hours if possible.

Mike-

Thanks so much for getting back to me. Attached you will find my resume.

Next Wednesday, November 17<sup>th</sup> is a good date for me. Would a phone call at 1 pm work for you?

Look forward to speaking with you soon.

John Hopkins  
MPH Candidate, May 2016

**3. Confirming email and offering to call**Confirming email from you:

Mike-

We are confirmed for Wednesday Nov 17<sup>th</sup> at 1 pm to speak over the phone.

I will plan to call you at the number in your contact information.

Should you need any additional information from me prior to our call, please don't hesitate to contact me.

John Hopkins  
MPH Candidate, May 2016

## **NETWORKING IN A DIGITAL AGE**

### **Using Technology in the job Search**

Because almost all jobseekers are using technology today in conducting their job search, it is important to remember proper “netiquette.” Many jobseekers use the internet to identify potential employers and apply for jobs, but now many more employers are using social media to recruit for their organization. According to a recent report from a recruiting website, over 80% of employers are using social media in their recruiting practices so you want to be sure your digital image is updated and the information about you is accurate.

### **Employers and Social Media Sites**

In the 20th century, employers mainly had to rely on the “paper information” you presented about yourself, such as resumes, cover letters, transcripts, etc. Employers did not really get a chance to know who you were until either they spoke with you over the phone or when they met you during an interview. Today, employers have many more resources at their disposal to learn more about you. Websites like Facebook, Google, LinkedIn, etc. can often provide information which will have a significant impact on the impression an employer has about a potential candidate. When applying for jobs, protect yourself and avoid revealing too much personal information. If you are not sure about what should be seen, consider using the “Grandma Rule” – would you want your grandmother to see your online profile?

### **REFINING YOUR DIGITAL IMAGE**

#### **Your Online Digital Trail – Where does it go?**

It is recommended that you do a Google search on your name every 3-6 months just to see what results come up. Are you satisfied with the results? Are you confident prospective employers will see your results favorably? Take these steps to be sure your Google search turns up the information you want to see.

1. **Clean up digital dirt.** Remove any photos, Facebook photo tags, content and links that can work against you in an employer's eyes.
2. **Keep your thoughts to yourself.** Avoid writing negative comments about co-workers anywhere on the Internet (i.e., blogs, comment sections, etc.). This only makes employers question how you will act as a potential employee. Keep the content you post focused on positive things.
3. **Be selective about whom you accept as friends.** Don't forget others can see your friends when they search for you. Change your privacy settings or better yet, temporarily shut down your account. Just like with everything else that is available online, you want to be sure you have some control or an idea of what others are seeing about you.

### **THE POWER OF SOCIAL NETWORKING**

LinkedIn has become a powerful tool in helping professionals connect both virtually and face-to-face. Currently, LinkedIn has over 300 million members and it is commonly referred to as the “Professional Facebook.” As a student, you can utilize LinkedIn to...

- Build your professional network
- Connect to alumni and other public health professionals
- Learn and keep up to date about current trends

In addition, LinkedIn can allow you to passively job search. More and more recruiters are searching LinkedIn profiles to find qualified applicants to fill positions. It is very important to make sure your LinkedIn profile is complete with information from your resume. Details like your education, work history and skills will help to enhance your online reputation.

### **PROPER “NET”IQUETTE**

- Use smart, professional subject lines in emails
- “Think Before You Hit the Send Button”
- Do not use inappropriate email addresses – @jhu.edu email address is fine
- Don't mass-email your resume. Generally, unsolicited resumes don't get read. Experts say that only two out of every 100 unsolicited resumes are read
- Send the resume to a specific person with a cover letter type of message in the body of the email indicating your intent to follow-up
- Follow-up by phone or email for each resume you send
- If you're concerned about the visual quality of a resume you are sending by email, consider converting your document into a PDF

## **JOB SEARCHING**

Searching for a new job can be a daunting prospect for any professional. Securing the right position takes hard work, research, persistence and good instincts. Below are some strategies to help you make the most of your search efforts:

- **Clarify your career goals.** Take the time to evaluate what you want out of your career. What does your ideal job look like to you? What is your career trajectory? Write your answers to these questions and keep these in mind during your search.
- **Research the market.** Know as much as possible about the organizations that interest you. You can find this information through company websites, **JHSPHConnect** (<https://jhsph-csm.symplicity.com>), local newspapers, state industrial directories, and reference books. Try targeting a few companies in which you are interested (whether they are advertising or not) and calling to see if they are hiring in the near future.
- **Network.** Identify and choose people to connect with. Be thorough and creative in compiling your list of people to contact. Begin with people you know: faculty, classmates, former employers and colleagues, family members, and alumni. Collect new contacts; develop relationships. Create advocates for yourself to be aware of opportunities on your behalf. Develop a networking plan: make calls, send emails and letters. Have business cards printed and with you at all times.
- **Location vs. Industry.** A question to ask yourself - is geographic region more important to me or is the industry/company more important to me? An answer to this question may help you to decide between what you want and what you're willing to accept.
- **Reverse pyramid.** Consider starting your job search broadly at first and then narrowing it down as you progress further in your education and training.
- **Brush up on skills.** Online courses can help you stay current. You might also want to evaluate how your soft skills could be improved; consult friends, former colleagues or career staff for tips.
- **Make your case in writing.** Ensure that your resume and cover letter are error-free – ask a career services staff member to double-check both for spelling and grammar.
- **Consider temporary employment.** Professional-level temporary assignments enable you to work for companies of all sizes and across many industries. You'll gain valuable experience that just might help you land your next job.

Searching for a position is full-time work in itself. By following the suggestions above, you'll be well on your way to clarifying your career goals and building skills that will serve you well in your next job –and future jobs.

### **Need to find a JOB?**

#### **Try JHSPHConnect**

**Johns Hopkins Bloomberg School of Public Health's Online Career Management System**

**It's easy, it's always available, and most importantly, *IT WORKS!!***

<https://jhsph-csm.symplicity.com/>

- Research the more than 4,000 organizations that use the system
- Receive New Job Announcements directly from the system via email
- View upcoming events using the calendar function
- Use the one-click & customized job searches to focus your job search

For more information and access to the system, contact Career Services at (410) 955-3034 or [jhsph.careers@jhu.edu](mailto:jhsph.careers@jhu.edu).

## **JOB SEARCH STRATEGIES FOR INTERNATIONAL STUDENTS**

International students are encouraged to include skills assessments in the job search process while completing academic studies. Visit the Career Services Office to find out what services are available to you. Talk with a career consultant who can help identify your skills, interests, and abilities and assist you with identifying what jobs might be appropriate. In addition, you can discuss the best strategy for translating previous overseas experience.

### **Internships**

An internship experience in the U.S. enhances your skills and adds American work experience to your credentials. In addition, it provides valuable networking contacts with potential employers and professionals in your field and gives you exposure to the work environment of an American or multinational company. Similar benefits accrue for students who pursue work experience in other countries or at home.

### **Rules of the American Job Search Process**

For positions in the U.S., begin eight to ten months in advance of the date you wish to be employed. This will help you to become familiar with the American job search process and allow adequate time to research employers, develop job search skills, and conduct the search. Meet with a career consultant to discuss goals and plans for your job search. Take advantage of the workshops offered throughout the academic year to develop your job search skills and gain confidence in American-style interviewing.

### **Office of International Services (OIS)**

The Office of International Services (OIS) is the sole unit at Johns Hopkins dedicated to providing consistent, exceptional immigration services and international programming support for all Johns Hopkins divisions and their international students, scholars, faculty, researchers, and staff in the United States. OIS serves over 3,300 international students from more than 130 countries, as well as over 3,000 international visiting scholars, faculty, researchers, staff, and their dependents annually through our five service locations at Harbor East, Homewood, Medical Institutions, Peabody Institute, and Washington, D.C.

#### **OIS @ Medical Institutions**

1620 McElderry Street, Reed Hall, Suite 405  
Baltimore, Maryland 21205  
(410) 955-3371 FAX: 410-955-0871

Email: [internationalservices@jhmi.edu](mailto:internationalservices@jhmi.edu); Website: <http://ois.johnshopkins.edu/>

**Office Hours:** Monday-Thursday 8.30am-4:30pm. The OIS is closed to the public every Friday however, advisors are still accessible via email and phone.

#### **Want to Talk with an Expert?**

##### **Walk In Hours**

- Monday and Wednesday, 1 pm - 4pm
- Tuesday and Thursday, 9am - 12pm

Walk in advising is for F-1 and J-1 questions that can be answered in ten minutes or less. For other questions, please call 410-955-3372 to make an appointment.

### **Hiring in the U.S.**

Meet with an international student advisor in the Office of Office of International Services at Medical Institutions, to learn about regulations governing practical training and employment, and prepare to educate potential employers about visa issues and practical training. Some employers may be reluctant to hire individuals who are not permanent residents or citizens of the U.S. because:

- They have government contracts which preclude hiring non-U.S. citizens.
- They view the process of understanding and working with immigration laws and visas as too complex.
- They have a wealth of other qualified candidates from which to choose.

Be prepared to answer these questions: "Why should I invest time and resources in hiring you for only twelve months of practical training?" "What happens after practical training ends?" "Are you willing to return to your home country or

relocate to another country?" Appropriate responses impact the outcome of the interview. Remember to apply for a social security number. This is a requirement if you are considering employment in the U.S.

### Employer Expectations

Make sure you understand the cultural dynamics and overall expectations of working in an American organization. U.S. employers expect their employees to be hard-working, creative, problem solvers, and independent workers as well as team players. The ability to communicate well is important. In addition, employers appreciate a professional style of dress and personal interaction that is direct and assertive, not aggressive. Work with a Career Services consultant to better understand American employer expectations and attitudes, and become familiar with this type of work environment.

### Start a Networking Campaign

While you may have excellent credentials and an impressive academic record, you will need to find contacts that can assist you in your job search. Do not ignore direct sources of finding a job such as internet advertisements or job fairs. Johns Hopkins alumni are an important key to your job search: <http://alumni.jhu.edu>. You will find that personal contacts (family, friends, faculty, classmates and alumni) can help you discover valuable opportunities and introduce you to prospective employers. Look for expatriates and tap into their cultural network. It is also helpful to seek out professional organizations such as the American Public Health Association (APHA) and the Association of Schools of Public Health (ASPH).

### Use Other Job Search Strategies for U.S. and Home Country Employment

- **Campus Interview Program:** Several employers participate in our on-campus interviewing program.
- **International Student Groups or MPH Societies (J.B. Grant)**
- **Your Country's Embassy in Washington, DC**
- **Direct Contact with Employers through Letters, Calls, Information Interviewing**

You may not get the first, second or even fifth job for which you have applied or interviewed, but do not take this as a personal rejection. To increase your competitiveness, use all you have learned in the job search process to present your capabilities effectively. In addition to your experience (internationally and in the U.S.) and your language skills, do not forget to emphasize your academic experience received through work on major projects, papers, etc. Remember, any information that signals unique or special talents will help you stand out in a prospective employer's eyes. Don't delay. Start the process as soon as possible. Come to the Career Services Office to speak with a career consultant.

### **Passport Career**

*Passport Career™ is your portal of entry to explore, learn and access useful country-specific career information and resources. Finding a job in another country can be a daunting task for spouses/partners of international employees/assignees or for students looking for jobs in other countries. From executives to spouses to students, where to begin both overwhelms and challenges the individual with regard to launching a global job search. Passport Career™ is designed to demystify the process and open the doors to the unique employment resources and tools that will help international professionals move forward with their job search goals.*

*Passport Career™ is the first-ever, comprehensive, online global job search support system for globally-minded organizations and institutions that support people moving to or living in unique and challenging destinations around the world. Passport Career™ provides more than 12,000 pages of unique content and resources that cover [75+ countries and 250+ cities](#) around the globe—more than any other online career tool available!*

*Passport Career™ includes the following:*

- **Career & Job Search Information, Resources, & Services**
- **Job & Internship Search Tools**
- **Internship & Volunteer Search Tools**
- **Global Effectiveness Resources**

*For more information and access to the system, contact Career Services at (410) 955-3034 or [JHSPH.Careers@jhu.edu](mailto:JHSPH.Careers@jhu.edu).*

## **INTERVIEWING**

An interview is your opportunity to show a potential employer that you are the right person for the position. The employer is attempting to gauge whether you will fit into the organization's culture. They want to know how interested you are in doing the work and if you can be counted on to get the job done. If you are being called into an interview, this can meet at least two things: you have the minimum qualifications and someone thinks you can do the job. The key to successful interviewing is convincing the interviewer(s) that you're the "right fit" for the job.

The best interviews are ones that evolve into a conversation about you. If you get to this point, hopefully your conversation will begin to center around your passions and interests. If your interview is just question, then answer, question, then answer, it might not be going so well. Having this conversation about you is important because interviews are all about how your personality is going to "fit" into an organization's culture, a team's group dynamics, and a supervisor's working style. The interviewer really is trying to dig at or probe into what type of personality you have so it is best to act as natural as possible to allow your true personality to come out.

### **PRIOR TO THE INTERVIEW**

#### **Research the Organization**

You should prepare carefully for the interview by researching information about the organization, its projects and its mission or philosophy. Your research should help you generate questions that you can ask during the interview.

Your research should focus on (but not be limited to) the organization's:

- Location(s)
- Facilities
- Size
- Products and services
- Financial data
- History
- Executive biography
- Management and employee data
- Mission, vision, strategies and goals
- Recent news and announcements

#### **Research Yourself**

You should be prepared to have a quick summary of your qualifications, tailored to the position, which you can use to introduce yourself and answer the "tell me about yourself" question. This should be based on the information in the profile on your resume and not a historical recount of your resume (first I got my degree in...then I went to work for...)

#### **Arriving at the Interview**

You should arrive 15 minutes prior to your interview time and know the interviewers' names ahead of time. This will save you from embarrassment and will show the employer that you are a professional individual. When you arrive at the interview, you should be prepared and have the following items with you:

- Extra resumes, reference sheets, and letters of recommendation (if applicable)
- A note pad and two pens
- Educational transcripts
- Work samples (if applicable)
- For a dinner/lunch interview- small travel toothbrush
- Special note for women - extra hosiery

### **THE INTERVIEW**

During the interview be sure to speak clearly and concisely. Make sure that you are speaking with confidence and that you are maintaining good eye contact with all interviewers. In addition, pay close attention to your posture and non-verbal communications. Do not fidget or use your hands excessively while speaking. These things distract interviewers and take away from your presentation.

#### **TOP 10 INTERVIEWING TIPS**

1. Research the company and industry beforehand.
2. Read the job description thoroughly.
3. Look the part – dress for the position and the company.
4. Be enthusiastic!
5. Listen carefully to the question and answer the question asked.
6. Tell memorable stories to illustrate strengths.
7. Match your strengths to the position.
8. Highlight your experience as a team player.
9. If asked for examples, be as specific as possible.
10. Leave something to remember you by – articles, portfolio, etc.



### Questions and Answers

Employers ask questions in many ways to explore and probe your background and skills. In addition to your stated answer to the questions, an interviewer is also seeking answers to questions which are not ever directly asked. These are the questions-behind-the-questions (QBQ). Let's examine some of the types of questions you might expect in an interview as well as examine what the questions really mean.

#### **Open-Ended, Personal Questions**

##### **1. Tell me a little about yourself.**

**QBQ:** "How do you view yourself?"

This question is a common opener so a short summary about you is good to use here. Start with the most current information about yourself and go backwards from there. It is a good idea to keep your answer brief (45-60 seconds).

##### **2. Where do you see yourself five years from now?**

**QBQ:** "Are you going to be committed to this organization?"

This question does not need to be answered with exacting detail. You want to give the interviewer the general direction you believe your career is heading. But you want to make sure your answer aligns with the organization you are interviewing with.

##### **3. What are your strengths and weaknesses?**

**QBQ:** "How well do you know your limitations?"

This question is a very common one asked during interviews. The goal with this question is to understand and articulate what you are good at and what you are working to get better at. Your strengths are the characteristics about yourself which do not require much effort in order for you to do very well at. For example, "I'm very good at..." Your weaknesses are the characteristics about yourself which require much more effort in order for you to do well at. For example, "I have to work harder at..."

##### **4. Name two or three accomplishments have given you the most satisfaction and why?**

**QBQ:** What is important to you or what do you value?

This question is one that can include either professional accomplishments, personal accomplishments, or both. What the interviewer really wants to know is "What do you value?" Typically, our proudest accomplishments align with values you hold the strongest and these same values will most likely continue as a future employee.

##### **5. How do you think a friend, classmate, or professor, who knows you well would describe you?**

**QBQ:** What is your personality type?

This question looks at how self aware you are about your personality. It is harder for us to describe our personality, but through the lens of different people, you can more easily describe the type of person you are.

##### **6. Tell me what you know about our organization?**

**QBQ:** Did you do your homework on us?

This question will help an employer measure how prepared you are for the interview. Did you look over the website? Do you know the mission of the organization? Do you know if the organization has recently been in the news?

##### **7. When presented with a variety of tasks, how do you prioritize your activities?**

**QBQ:** How do you work?

This question is a way to get some insight into your process for completing your work. How do you go about getting your work done? Do you create to-do lists?

##### **8. If you had the luxury of creating the ideal work environment, what would it look like to you?**

**QBQ:** How do you like to work with others?

This question wants to find out how you might interact with your future colleagues. Also, it looks at the ways you like or dislike to be managed.

##### **9. Why should I hire you?**

**QBQ:** Explain to me why you are qualified for this position?

This question typically is asked at the end of an interview. This is your final "sales pitch." Do not be humble in your response. You want to leave a good last impression with your interviewer highlighting everything that makes you the top choice for the position.

## BEHAVIORAL INTERVIEWING

Behavioral interviewing is an interviewing technique used to show how past behavior is the best predictor for your future performance. By focusing on the applicant's actions and behaviors, rather than subjective impressions that can sometimes be misleading, interviewers can make more accurate hiring decisions.

### How to Prepare for a Behavioral Interview

- Recall recent situations that show favorable situations or actions, especially involving course work, work experience, leadership, teamwork, initiative, planning, and customer service.
- Prepare short descriptions of each situation. Be ready to give details if asked.
- Be sure the outcome or result reflects positively on you (even if the result itself was not favorable).
- Be honest. Don't embellish or omit any part of the story.
- Be specific. Don't generalize about several events. Give a detailed account of one event.

### How the Behavioral Interview Works

- Instead of asking how you would behave, the interviewer will ask you to describe how you did behave.
- Expect the interviewer to question and probe (think of "peeling the layers from an onion").
- The interviewer will ask you to provide details, and will not allow you to theorize or generalize about several events.

### Problem Solving Questions

These questions require you to solve a 'real world' problem. Often the organization is not looking for the 'right' answer, but they would like to see the process that you use to solve the problem. Therefore, when you answer a problem-solving question, you should:

- Listen carefully to what is being asked.
- Ask clarifying questions (if applicable).
- Respond by first explaining how you would gather the data needed to make a decision.
- Discuss how you would use that data to generate options.
- Explain your recommendation/solution based on the data, the available options, and your understanding of the position that you are interviewing for currently.

### Unrelated Questions

These questions are asked to probe your thought process and how you make decisions. They generally have nothing to do with the qualifications for the position. **Example: Who would you want with you if you were stranded on a deserted island?** - A carpenter, to ensure that we would be able to build shelter and eventually a vessel to sail from the island (thus showing your resourcefulness)

### Illegal Questions

Most employers are familiar with the laws regarding what questions they can and cannot ask. If you feel a question is inappropriate, don't get upset and refuse to answer. Ask the question **"Can you tell me how that pertains to the job?"** in a polite and respectful way. In the United States, there are many things that potential employers cannot ask job candidates. Answering illegal questions can be a bit tricky. But we can offer some help. There are three basic strategies for handling an illegal question:

#### Option #1 - Refuse Completely

This method can be used if you would just rather not answer the question, or if you feel the interviewer is going to use the answer against you. It is dangerous though and may make you look like a troublemaker. The fear that you may sue them can work either for or against you. This depends completely on the interviewer. For this refusal you would say something like "That question is not really very proper so I think we should go on to the next question."

#### Option #2 - Mention that the question is illegal, but answer it anyway.

This is option is sometimes used when you don't really mind answering the question, but you don't like that it was asked in the context of a job interview. You are perfectly within your right to say "I don't think that question is completely proper, but I don't mind answering. No, I am not married."

#### Option #3 - Just answer it

This is the simplest approach. If your answer is probably what they want anyway, then sometimes the safest approach is to just answer the question. A job interview is no place to fix all of society's problems. If you really want to do something, if you don't get the job, then get a lawyer and sue for the illegal questions.

Interviewing and Image

- 60% of an interview is the way you look (are dressed)
- 30% of an interview is the way you physically present yourself (body language)
- 10% of the interview is what you have to say

Thus, image plays a big role in the interview. Below is a checklist to help in creating a “Professional Image in Public Health”

**Physical Appearance****Women’s Image Wardrobe**

- Wear a skirt and jacket (matched or unmatched) or a dress and jacket in plain style (pant suit is OK)
- Wear fashionable shoes, preferably heeled, and always tights or stockings
- Makeup should be discreet and carefully applied
- Avoid dangly earrings, clanking bracelets and floppy scarves that can be distracting
- If you have loops on your dress/skirt, wear a belt

**Men’s Image Wardrobe**

- It is generally wise to wear a dark suit and a lighter shirt and a dark tie (avoid garish patterns and bow ties)
- Wear dark colored shoes and they must be polished

**Body Language**

- Enter a room confidently, with purpose and look please to be there.
- Hold your head up and shoulders back in a comfortable position.
- Shake hands firmly but not with a vice-like grip.
- Smile. A smile is one of the most underestimated business tools.
- Avoid fidgeting, scratching or fussing with objects & no matter how nervous, do not clench your fists.
- Always make and retain eye contact with anyone you are talking to.
- Body spacing - Do not stand too close to anyone – about three feet away is acceptable.
- Sit back in your seat and place your feet firmly on the floor. This will make you feel more confident.
- Sit upright and lean forward slightly giving the impression of being alert and interested.

**Verbal**

- Make sure that you can be heard.
- Always be courteous to anyone you meet – Gate guard, secretary, receptionist, etc.
- Be aware of the interviewer’s reaction to your voice.
- Do not mumble or drop your voice to a whisper towards the end of sentences.
- Avoid singsong or monotone recitations, which give the impression that you are over-rehearsed.
- Also avoid slang, grunts, “ums” and any other verbal tics.

**TIPS FOR INTERVIEWING IN INTERNATIONAL ORGANIZATIONS**

- **Take your time.** Get focused, organize your points, and recall what you said in your cover letter.
- **Showcase your second language.** If a second language is required, expect to conduct at least a part of the interview in that language.
- **Be clear about your motives.** Be prepared to explain in a compelling way why you want to work overseas.
- **Tell a good story.** Prepare an anecdote or two that is based on your past experience. The story should relate to the position requirements and show you in a favorable light.
- **Translate theory into practice.** Being able to relate a story about a relevant past experience is far more memorable than a “textbook” answer.
- **Stress your writing skills.** Offer copies of your writing, both in English and in any required second language.
- **Know your timeline.** Be ready to discuss possible departure and return dates, if going overseas.
- **Be curious.** Ask some questions of your interviewers.
- **Finally, get personal.** The best time to mention any special needs (disability, special education for children, major family problems) is toward the end of the first interview when you sense things are going well.

## **PREPARING FOR A CAREER FAIR**

Each year public health employers attend career fairs (including the Public Health Career Fair here at the Johns Hopkins Bloomberg School of Public Health) in an effort to attract top talent to their organizations. Below are some tips to assist you in preparing for a career fair.

### **Be sure to:**

- Arrive early
- Dress appropriately
- When possible, know the interviewer's name: pronunciation, spelling, and title (Mr., Miss, Ms., Mrs., Dr.)
- Extend a warm greeting and firm handshake
- Maintain good eye contact
- Show enthusiasm and zeal
- Display knowledge of the company, industry, position, interviewer, and job location
- Be prepared to answer and ask questions
- Turn off cell phones and remove hands free devices

### **Ensure that you have:**

- A briefcase or portfolio, note pad, and pens
- Several resumes, several reference sheets, and letters of recommendation
- Educational transcripts (if necessary)
- Work samples (where applicable)
- Business Cards
- Toothbrush and dental floss if you are attending a career fair after lunch
- For women: Extra hosiery. If you carry a briefcase leave the purse behind to keep your hands free

### **Remember to:**

- Obtain the representative's business card
- Leave your resume/CV with the representative
- Follow-up after the career fair with a thank you letter
- Make the most of the day

## **HOW TO INTRODUCE YOURSELF AT A CAREER FAIR**

How you initiate a conversation with an employer representative is important. The first words you speak make a big impression on a potential employer. When you meet a representative at a career fair you should greet them with a smile, firm handshake and introduce yourself using the format below or a similar format:

1. Provide information about yourself and your education. (10-15 seconds)
2. Why you are interested in speaking with them? (10 – 15 seconds)
3. Discuss your relevant work experience. (10 – 15 seconds)
4. What are some of your accomplishments - either in the classroom or at an organization? (15-30 seconds)

### **32<sup>nd</sup> ANNUAL PUBLIC HEALTH CAREER FAIR**

Sponsored by the Career Services Office, the 2016 Public Health Career Fair will take place on **Friday, March 4, 2016** in the School of Public Health building. This school wide event provides a convenient location for agency representatives from around the country to meet with students, faculty, and alumni to discuss agency functions, employment opportunities, consultancies, internships, and provide career information for public health graduates and professionals.

***To see a list of employers at last year's Career Fair, or download a copy of the Public Health Career Fair Student Handbook, go to <http://www.jhsph.edu/careerfair>.***

*With more than 600 students and over 50 employers, it's an event you don't want to miss!!!*

## **HOW TO APPLY FOR INTERNSHIPS AND FELLOWSHIPS**

The route to securing an internship/fellowship can be confusing and filled with pitfalls. However, it is often a journey worth taking because your future employment may depend upon the quality of your internship/fellowship experience. There are many considerations to explore when applying for an internship/fellowship; some of those considerations are covered below.

### **THE APPLICATION**

The application is the first element that most organizations look at when you apply for a fellowship/internship. Therefore, you should give careful consideration to the application and always fill it out properly.

#### Deadlines

Consider the deadline date and send the application well in advance – Why? If individuals are reviewing applications as they arrive, your application will get more consideration early in the process as opposed to closer to the deadline when everyone else is sending their application. Remember, the most popular internships/fellowships have deadlines in the fall and winter months (Sept. through March)

#### Follow Instructions

Most applications have explicit instructions to follow. These instructions may sometimes seem arbitrary to you, but to the organization these instructions are crucial. They are expecting to receive applications in a certain way, with the proper information included. Some organizations throw away applications that are not in accordance with their application instructions.

Common Mistakes Include:

- *Sending more or less references/recommendations than asked for*
- *Attaching a CV or resume in lieu of filling out the application*
- *Not having transcripts sent directly from your previous school(s)*
- *Not placing recommendations in sealed envelopes*
- *Not including standardized test scores*

### **PERSONAL STATEMENT**

Most organizations will generally ask for a Personal Statement (sometimes called a Goal Statement, etc). The statement is a way for the organization to review your interests and to determine your motivation for applying for the fellowship/internship. Also, the personal statement is the organization's first look at your writing skills and it should be written with clarity using excellent grammar and spelling.

#### Be Concise and Clear

A personal/goal statement should be clear and easy to read. The organization should be able to view a synopsis of your background and a summary of where you wish to be in the future. A personal/goal statement is not the time to tell your life story, but to highlight relevant career and academic interests and how the fellowship/internship opportunity aligns with your interests.

#### Highlight Your Skills...Don't Tell Them What They Can Do For You

A personal/goal statement should convey to the organization what you bring to the table. Don't spend a great deal of time writing about what the fellowship/internship will do for you, but show how you can make a contribution to the organization and/or the field of study. The personal/goal statement is your opportunity to sell your skills and abilities – take advantage of the opportunity.

#### Remember NOT to:

- Include personal discriminating information (such as marital status, sexual orientation, etc), unless the requirements specifically asked for it
- Use long sentences
- Overuse technical jargon
- Brag or fabricate
- Make mistakes with grammar and/or spelling

#### Remember to:

- Include your future goals and relevant research interests
- Answer the question: 'Why should you be accepted to the fellowship/internship program?'
- Highlight only your relevant skills and accomplishments
- Follow instructions with regards to the length of the personal/goal statement

### NETWORKING FOR INTERNSHIPS AND FELLOWSHIPS

Calling or meeting people from the organization with whom you wish to have an internship or fellowship can increase your chances of being accepted to their program. Remember that most people want to hire someone with whom they are familiar. In addition, having a strong reference is an excellent way to increase your chances of being accepted to a fellowship/internship program. For example, if your advisor is well known, a call from him/her to the organization may work wonders. Contacting alumni who work for the organization can be an excellent means of advancing your application for the internship/fellowship.

#### If You Do Not Meet the Requirements

If you are interested in an internship/fellowship and you do not meet the requirements, you may still want to apply. Exceptions are made in some cases. If programs allow candidates to interview before the application deadline, you should visit and interview.

#### Why Do Employers Like Internships & Fellowships?

An internship/fellowship saves the employer money. It is a cost-effective hiring process and it is a preview of your skills and a chance for them to see what you're capable of. It can result in a job offer upon graduation, if they liked you. Also, as students, you bring in fresh ideas and you serve as a steady flow of new talent. If you have positive experiences at the organization, you can provide free advertising to other students that might be potential candidates.

#### Finding Fellowship Resources

A majority of fellowships are going to be government or foundation sponsored. Be sure to pay close attention to the unique requirements and qualifications required (i.e., citizenship requirements). It is probably a good idea to create a spreadsheet or organizational system to keep track of deadlines, etc. A good place to find a list of different fellowship sites in order to get an overview of what is out there is the Association of Schools of Public Health.

#### Finding Internship Resources

While some organizations might have established some internship programs, most do not. Approach prospective employers directly. Don't wait for an internship to be posted. Identify potential employers using directories and databases, word of mouth, and inquire about possibilities for an internship. Inquire as to whether an internship can be created for you. A majority of the time organizations will not discourage "free help", but you'll need to be sure to create a "win-win" situation for both yourself and the organization. Funding sources for internships can vary from organization to organization - some are scholarships and grants with amounts ranging from monthly to yearly stipends, hourly rates, or pay per project.

### WINTER BREAK CHECKLIST

Take advantage of your winter break by reviewing and following up on career and job search activities. Here are a few things you can do to get your job search off the ground.

- **Network.** Identify and choose people to connect with. Begin with people you know...faculty, classmates, former employers and colleagues, family members, and alumni. Collect new contacts and develop relationships. Create advocates who can be vigilant for new opportunities on your behalf.
- **Research companies.** Know as much as possible about the organizations that interest you. You can find this information through company websites, **JHSPHConnect** (<http://jhsph-csm.symplicity.com>), local newspapers, state industrial directories, and reference books available in public libraries.
- **Develop a strong resume and cover letter.** Have these reviewed and critiqued. Resources can be found on the Career Services website (<http://www.jhsph.edu/careers>)
- **Engage in informational interviews.** Contact alumni in the specific geographic area in which you seek employment (<http://alumni.jhu.edu/>). Treat the informational interview like any job interview. Wear appropriate attire, bring questions and resumes, and be prepared to talk about yourself and your skills.
- **Research salary ranges** in your specific field and geographic location(s) of interest. There are many informational sources on the Internet.

### A TOOLKIT FOR CAREER SUCCESS

Each year's winter break, the Career Services Office provides "A Toolkit for Career Success," a course to assist students and alumni in their job search. Last year's course shifted from alumni presentations about resume/CVs and cover letters, job search strategies, interviewing, salary negotiation, networking, etc. to a more advanced topics such as professional communication in the workplace and effective management skills. Keep a look out for this course in either the second or third week of the Winter Intersession.

## **SALARY NEGOTIATION**

As your job search nears completion, you will need to evaluate each job offer that you receive. In addition, you may find that you wish to negotiate a job offer. Give careful consideration to evaluating and negotiating job offers in order to assist in your career success. The main goal of any negotiation is protect anything that will put money into your pocket and protect anything in it. Listed below are some key points that can help you in this process.

### **Evaluating Offers**

A job offer involves more than just salary. When evaluating a job offer take the total compensation package (salary, signing bonus, benefits and perks) into consideration. In particular, you should consider benefits such as tuition reimbursement, medical coverage, vacation time, sick leave, savings plans (401k, 403b, etc), stock options, and flexible work practices, as well as perks such as relocation reimbursement, free movie tickets, training, etc.

Also, you should consider the organization's culture and growth potential when evaluating a job offer. Try to develop an understanding of how the organization operates on a daily basis. Questions you should ask are: "Is the environment supportive?", "Are employees valued?", and "Can I be successful in this organization's environment?" In addition, you should be looking at your growth potential in the organization. Ask yourself: "Do I see myself growing in the organization?" and "Where will I likely be in 2-5 years if I stay with this organization?"

### **Negotiating Offers**

When negotiating salary take the following details into account:

- Never begin negotiating a job offer until you are offered the position  
**Explanation:** If you begin negotiating before an offer is made, you may find that the organization will not make you an offer.
- Negotiating job offers can be risky  
**Explanation:** Unfortunately, you may lose a job offer if you choose to negotiate the offer. Some employers rescind their original job offer when the negotiation process begins.
- Seek to receive all job offers in writing and be cautious of employers that will not give you written offers  
**Explanation:** Make sure that you get offers (including new offers that are made after negotiating) in print. A verbal offer cannot be verified and can be changed.
- Research the organization before negotiating in order to find out the salary range for the position you are seeking  
**Explanation:** Organizations (even those in the same industry/field) provide compensation at different levels. Do research to find what the organization normally offers for the position you are seeking.
- Remember some offers are not negotiable  
**Explanation:** Do not be surprised if an organization does not allow you to negotiate an offer. Some organizations have a strict policy when it comes to compensation.
- Ask questions about benefits that are not stated in the offer such as tuition reimbursement, etc  
**Explanation:** Be sure that you have all the information possible on the benefits of the job offer. Some benefits may not be explained in the job offer and you should search for clarity on the benefits that you can expect to receive.
- Know what you are worth in the current job market  
**Explanation:** Understand the value of your skills in the current job market. This will help you understand your negotiating power.
- Never lie during job offer negotiation and use discretion  
**Explanation:** Lying during the negotiation process can catch up to you. Many employers will ask to verify the information that you have told them. In addition, be careful with disclosing too much information and over-negotiating.
- Timing can be extremely important  
**Explanation:** Considering that the organization is making a business decision in hiring you, take into consideration that they are expecting you to make a timely decision and to keep them informed of your employment status/decision.

**THE PROCESS**

**1**

**Begin by stating your interest in the position and how well your skills match the qualifications of the position**

Start the conversation on a positive note. For example: *“I was excited to receive the job offer and I am very interested in the position. I feel confident that my communication and analysis skills will allow me to make a positive contribution to the organization.”*

**2**

**State your position**

Build your case for desiring to negotiate the offer. Some scenarios for building your case may be:

1. Based on your research of the cost of living and/or the market value for your skill set, you found that you need more compensation
2. Based on other job offers that you received you found that your market value is higher than what you have been offered by the organization
3. Based on the shortage of individuals in your chosen field you found that you are worth more than what the organization offered
4. Based on your current situation you find that you need to negotiate your start date and/or benefits package

**3**

**Ask the employer if they can provide more compensation**

After stating your position, ask the employer if they can provide additional compensation. For example: *“After doing research on the cost of living in New York, I found that the total compensation of the offer will not allow me to secure an apartment and live in the surrounding area. Is there anything else you can do in terms of the offer?”*

**4**

**When asked, state an acceptable salary range**

Be careful not to give an exact salary figure. State a salary range. For example: *“I would be interested in an offer between \$65,000 and \$75,000.”*

**5**

**Work on creative solutions if necessary**

Be prepared to be involved in creating the solution. The organization may ask you to provide options for them to consider when negotiating the job offer. Consider all angles including benefits, perks, signing bonuses, relocation expenses, etc. For example: *“I would consider accepting a lower salary if the organization could provide relocation expenses and tuition reimbursement.”*

**Points to Remember**

- Seek to create a win-win situation
- Never fabricate information
- Stop interviewing once you accept an offer
- Know when to stop negotiating
- Understand your needs and the needs of the organization
- Write a letter of acceptance to formally accept the offer



## **FOLLOW-UP LETTERS**

### **Why do you send Follow-up Letters?**

Follow-up letters are critical in today's busy world. These letters show that you are professional and interested in the organization, position, etc. The letters also keep consistent contact with your networking contacts, which puts you in a better position to be considered for career opportunities.

### **Types of Follow-up Letters**

- Thank You Letter (example, pg. 32)
- Acceptance Letter (example, pg. 33)
- Declining Offer Letter (example, pg. 33)
- Response to a Rejection Letter (example, pg. 34)
- Withdrawal of Application Letter (example, pg. 34)

### **Send the appropriate follow-up letters to anyone who has:**

- Referred you to employers or other contacts
- Interviewed you for employment
- Offered you a position
- Rejected you for employment
- Provided you with general information
- Written recommendations for you

### **Timing**

- In most cases follow-up letters should be sent **within 24-48 hours** of the interview, conversation, receipt of letter, etc; but no more than three business days later.

### **Length of your letter**

- **Keep it to a brief page.** Don't stress a lot of details - it's more important to send something quickly rather than to delay doing it for days.

### **Personalize each letter**

- When interviewing with several people at one organization, take a few seconds between interviews to write down some notes about each conversation. Use these notes when writing individualized thank you letters to each interviewer.
- When sending letters to several people at an organization, each letter does not need to be completely different from the rest. However, do not send identical letters to several people - your letters will generally all end up in your file in the Human Resources department.

### **Other Tips**

- **Ask for your interviewers' business cards**, or write down the interviewers' titles and the proper spelling of their names before leaving the interview site.
- **Carefully proof read each letter** and have one other person do so, too.
- **Print each letter on a high quality linen or bond paper** (available at most copy centers), in white, off-white, cream or *light gray*, and mail them in matching envelopes.

### **Letters - E-mail vs. Postal Mail**

- In a survey by the National Association of Colleges and Employers (NACE), employers were asked if thank you letters could be sent by e-mail. Three out of the four employers responding said that an e-mail thank-you note is acceptable.
- You can get your thank you letter out immediately via email, rather than waiting for it to be delivered by the postal service. If there is no sense of urgency, you may still want to send a quick email thank you followed by a traditional letter or note.
- Proofreading is just as important in an email as it is in a traditional letter. Be sure to check spelling, grammar, typos, etc. Also, keep a copy in your Out mailbox or cc: yourself so you have a copy of each message you've sent.

## Thank You Letter Sample

454 N. Baltimore St  
Baltimore, MD 21205

April 2, 2016

Ms. Jessica Agency  
Recruiting Specialist  
ABC International  
Any Address  
Anywhere, Any state, Any zip

Dear Ms. Agency:

Thank you for taking the time to interview me for the position of Senior Clinical Project Manager with your organization. Your discussion of upcoming public health trends at ABC International, as well as the expectations of clinical managers, was very informative and interesting. I am confident that I would make a strong contribution to your staff by increasing the efficiency in the labs and expanding your research program.

As discussed in our interview, my qualifications that would directly relate to your company include:

- Over four years of broad-based experience in the medical field,
- My ability to effectively handle many different projects simultaneously, and
- My experience working with medical doctors and other clinicians.

Again, thank you for taking the time to consider my candidacy. If there are further questions, please feel free to contact me at (410) 955-1111 or via email at [astudent@jhu.edu](mailto:astudent@jhu.edu). As we discussed, I look forward to hearing from you the week of May 5, 2016 with your final decision.

Sincerely,

*Any B. Student*

**Thank the person for his or her time, and state your interest (or non-interest) in the job and your enthusiasm for the organization. Whenever possible, say something that will help your interviewer remember you as an individual from amongst all the candidates:**

1. Addressing a topic of particular interest (to the interviewer or to you) that arose during the conversation, especially where that topic reflects favorably on your job-related skills (for example, you talked for 15 minutes about the mountaineering trip you led last summer or your research on the health care industry);  
**OR:**
2. Addressing an interviewer's specific concern in greater detail than was possible during the actual interview (for example, the interviewer seemed concerned that you did not have the quantitative skills necessary for the job);  
**OR:**
3. Re-emphasizing a skill or strength important to that interviewer (for example, the interviewer showed a particular interest in your research and publications activities).

Follow-up Letters

Follow-up letters should be sent via mail to present a professional image. Sending a 'declining offer letter' via email may be construed by some individuals as being evasive.

ACCEPTANCE LETTER SAMPLE

222 S. Green Ave.  
 Baltimore, MD 21205  
 (410) 555-5555

February 20, 2016

Mr. Joe Jones  
 Executive Director  
 XYZ Government Agency  
 555 Executive Lane  
 Washington, D.C. 20211

Dear Mr. Jones:

It is with great pleasure that I accept your offer of employment as a Senior Epidemiologist at XYZ at the salary of \$85,000 and a start date of June 1, 2016. I am confident that I will make a strong contribution to your staff by performing expert analyses.

I appreciate your help and all the information that you have given me. It will make my upcoming transition to your company successful. Throughout the interview process I found the individuals at XYZ to be very knowledgeable and I look forward to working with you and other XYZ employees.

Thank you again for your assistance during the interview process.

Sincerely,  
*Jane M. Doe*  
 Jane M. Doe

DECLINING OFFER LETTER SAMPLE

222 S. Green Ave.  
 Baltimore, MD 21205  
 (410) 555-5555

February 20, 2016

Mr. Joe Jones  
 Executive Director  
 XYZ Government Agency  
 555 Executive Lane  
 Washington, D.C. 20211

Dear Mr. Jones:

Thank you for extending an offer to me for the Research Scientist position with your organization. After much consideration, I am declining your offer to accept a position that I feel is a better fit for my career goals.

I appreciate your help and all the information that you have given me. Throughout the interview process my excitement about XYZ grew and I found the individuals at XYZ to be very knowledgeable and happy to be employed there. Again I appreciate your time and consideration.

Sincerely,  
*Jane M. Doe*  
 Jane M. Doe

RESPONSE TO A  
REJECTION LETTER SAMPLE

222 S. Green Ave.  
Baltimore, MD 21205  
(410) 555-5555

February 20, 2016

Mr. Joe Jones  
Executive Director  
XYZ Government Agency  
555 Executive Lane  
Washington, D.C. 20211

Dear Mr. Jones:

Thank you for allowing me the opportunity to interview for the Health Care Analyst position. I appreciate your assistance during the interview process and all the information that you have given me. Throughout the interview process my excitement about XYZ grew and I found the individuals at XYZ to be very knowledgeable and happy to be employed there.

Although I was not the candidate you chose for this position, I am still excited about XYZ and if possible would like to be considered for future opportunities. Again I appreciate your time and consideration.

Sincerely,

*John M. Doe*

John M. Doe

WITHDRAWAL OF  
APPLICATION LETTER SAMPLE

222 S. Green Ave.  
Baltimore, MD 21205  
(410) 555-5555

February 20, 2016

Mr. Joe Jones  
Executive Director  
XYZ Government Agency  
555 Executive Lane  
Washington, D.C. 20211

Dear Mr. Jones:

Thank you for allowing me the opportunity to interview for the Health Educator position. At this time I do not wish to pursue the potential of future employment at your company. Again I appreciate your time and consideration.

Sincerely,

*John M. Doe*

John M. Doe



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