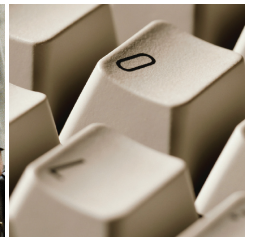
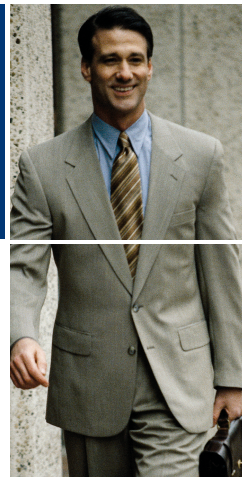


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Please take advantage of the employment opportunities that appear throughout your 2006-2007 Marquette University Job Search Guide. Help your career search by contacting the organizations listed below. These employers are actively recruiting college graduates like yourself and have made your Job Search Guide possible. Visit www.Career-Guides.net to view the online version of this publication.

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career.services@marquette.edu

Hours

Academic Year

Monday - Friday: 8:00 a.m. - 5:00 p.m.
Open until 7:00 p.m. on Wednesdays
Call for Walk-In Hours

Summer

Monday through Friday
8:00 a.m.- 4:30 p.m.
No Walk-In Hours

Overview of Services for Students and Alumni

Marquette University Career Services Center (CSC) provides comprehensive career and employment services for undergraduate students, graduate students, and alumni. Services, programs, and major events follow.

Career Counseling, Job Search, and Finding Internships

Individual counseling is available by appointment to students and alumni concerning all areas of job search.

- Career development and direction
- Resume and cover letter writing plus other correspondence
- Interviewing techniques and preparation
- Job search strategies
- Networking and etiquette
- Graduate and professional school decisions and application
- Employer and occupational research
- Salary negotiation and first year on the job success
- Fellowships and competitive scholarships



The Kimberly-Clark Career Library

This center provides a wide variety of employment, career and graduate school information, including:

- Subscriptions to online and print resources offering occupational information and full-time and internship vacancies
- Additional full-time job listings not posted online
- Industry information that include a variety of directories that help job seekers uncover potential employers in particular industries or in specific areas of the country
- Information and handouts concerning occupations, such as “What Can I Do with a Major in ...” and “Where in the World are MU Grads?”
- Graduate and professional school and entrance exam information
- Job search resources including sample resumes, sample cover letters, interviewing skills, and information about search strategies
- Several computers for job search use, including access to a laser printer

The CSC Website (www.marquette.edu/csc)

Here you will find access to information about CSC services including:

- Links for students by year in college or stage of career development process
- Job listings via a variety of links to national and regional databases
- Campus interviewing schedules and registration procedures
- Handouts and resources by topic or year in PDF format
- Links to company websites and search tools for information about cities, regions and employment
- Occupational information including types of positions that are related to various majors
- Several important online resources are available. These require a unique password which can be obtained by calling the office.
 - **MU CareerTRAK:** Online system posting internship and position openings, managing resumes for referral to employers, and coordinating on campus recruiting activities.
 - **MU Connect:** Career Alumni Network, a database of thousands of Marquette alumni who have volunteered to be a source of networking and career advice.
 - **Reference USA:** a database of 13 million companies and organizations. Searchable by geographic location, SIC codes, company size, etc.
 - **EmployOn:** Real-time search/match technology services to help job seekers find position openings.
 - **InterviewStream:** This online service greatly enhances the preparedness, communication ability, screening, and assessment process of candidates in multiple environments through a mock interview.
 - **DISCOVER:** Using research-based assessments of career-relevant interest, abilities, and job values, DISCOVER helps individuals consider career options that are a good match.
 - **Vault:** The Internet's ultimate destination for insider company information, advice, and career management services.

Career Fairs

Students can jump start their internship or full-time job search at a career fair. A fair allows you to talk to many employers in a short time span, present them with your resume and verbally give them a short summary of what you have to offer.

- **Fall Career Fair:** Two-day job fair conducted by Career Services for Marquette students only. Held in early fall. Employers: 100+
- **WorkForce Fair:** Wisconsin Private Colleges Fair held in Marquette's Student Union for MU students and those from other private colleges in Wisconsin. Held in early spring. Employers: 100+
- **National Jesuit Collegiate e-fair:** Jesuit Universities band together to attract employers seeking candidates. Held in early spring.
- **Big East Career Consortium Virtual and On-Site Fairs:** Schools from the Big East Conference host an on-site fair in New York City and a virtual fair. Held in early spring.

Graduate and Professional School Assistance

The CSC also provides counseling and materials to students interested in applying to graduate and professional schools. Test applications are available for the GRE, GMAT, LSAT, etc. Information about graduate schools is available in hard copy and on the website. Students are encouraged to make appointments to discuss application procedures, essay writing, and eligibility for Fulbright, NSF, Rhodes, Marshall and other awards.

Walk-in Hours

Brief walk-in sessions for students and alumni are offered every day with a Career Intern (times change each semester.) Check the website for updated hours when classes are in session during the academic year. Possible topics to discuss with a Career Intern include an overview of the Career Services Center, a brief resume critique or questions about MU CareerTRAK.



MU CareerTRAK

This comprehensive online system manages on campus recruiting activities, internship and full-time position openings, and resumes for referral to employers.



Campus Recruiting: Internships and Full-time

Each semester more than 1500 interviews take place in the Career Services Center between employers and students for full-time employment and internships. Employers represent business, industry, and government. Employers from education, health, social services, publishing, advertising and related fields participate to a lesser extent in campus recruiting. These employers often recruit students through career fairs, resume referral, and internships. Students in all fields are encouraged to register with CSC as many employers that visit campus are looking at candidates from all fields and disciplines.

Interview Dates

First semester: October through November

Second semester: February through April

Students must register through MU CareerTRAK to sign up for interviews using the online system. Check out who is coming to campus this semester by searching the Campus Events Calendar and looking under Career Services.

Special Groups

Campus recruiting is only one recruiting tool used by employers. Students must also utilize a variety of other job search strategies to ensure finding employment. Undergrads are encouraged to watch for publicity about the following opportunities and to attend orientation sessions as well.

- Public accounting firms do most of their interviewing in the fall. (December, May and August graduates should all interview during fall semester.)
- Co-op interviews in the College of Engineering are coordinated through the Co-op Office. Most of those interviews are held in the Career Services Center.
- Internship interviews are held during the fall and spring recruiting seasons and are also coordinated by the Career Center.

Internship and Full-time Position Openings

Notice of job postings are available both in hard copy in the CSC Resource Center and on the Internet. Start your search with these Career Services Center favorites:

- **MU CareerTRAK:** Use CareerTRAK to access internships and jobs submitted through Marquette.
- **Internship Listings:** Subscriptions and links to internship listings.
- **EmployOn:** Real-time search and match technology services to help job seekers locate position openings.
- **All Job Listing Sites:** Local, national, and field-specific sites for job listings.
- **Occupational Listings:** Learn about different careers and skills needed.
- **Project Connect:** Positions in education.

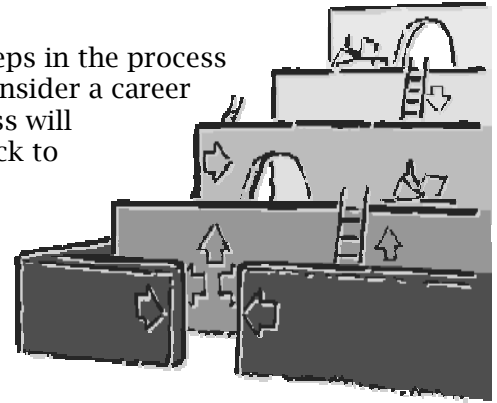
Resume Referral

While hundreds of firms visit campus each year, there are many that call to request resumes and/or send job vacancies. Resumes of graduating students and alumni actively seeking employment are accessible to employers who have professional career opportunities available. The MU CareerTRAK program allows the CSC staff to generate resumes electronically according to very specific employer criteria. Last year over 38,000 resumes were referred to employers.

The Career Development Process

Career development is a lifelong and ongoing process. There are four steps in the process of selecting a career or major. These steps can be used each time you consider a career change. With each career change the details may change, but the process will remain the same. Throughout this process you might need to recycle back to previous steps as you continue self exploration and eliminate options.

In reality, only the individual who faces the choice can make the choice. Others are available to help, but ultimately the decision is yours! You will get out of the process what you choose to put in. This is your future, so it is worth the effort. The four steps of career selection follow, beginning with the foundation, which is to Know Yourself.



1 Step One: Know Yourself: Someone Determining a Major or Career Path

A good career decision can only be made when you become aware of your personal style, identify your interest and skill areas, and acknowledge your work values. Without these pieces of the puzzle, a career decision is not grounded or based on criteria which matters to you.

This typically takes place in your **freshman** or **sophomore** year; however, many graduating **seniors** need some assistance in this area. The Counseling Center (288.7172) is a good place to start if you are selecting or clarifying your major.

2 Step Two: Understanding Career Fields

What are occupations and career fields that provide the best blend of your unique style, interests, skills, and values? The goal in this step is to identify possible career options which match your criteria for job satisfaction and those which offer no fit. In this step, books and electronic resources can provide information about career fields so that comparisons can be made between occupation characteristics and personal characteristics.

This typically takes place in the **freshman** or **sophomore** year; however, many students who have already chosen a major may still be unclear as to what to do with it. **Juniors** and **seniors** can benefit from this step as well.

3 Step Three: Try-on Careers

Test drive your career choice to see if there is a fit. Talk with people in the field, observe them working, work in the field while gaining career-related experience, or take classes to learn more about the field. Add the third dimension to your career decision. How is the fit? This may be a time to recycle. As possible career choices are eliminated, others may need to be identified, requiring a step back.

You may be ready for an internship as early as your **sophomore** year but typically **juniors** and **seniors** are involved in this type of career-related experience.

4 Step Four: Your Job Search

Once you have made a decision and developed a career goal, you could be ready for your job search. Studies show it takes about six months of active job searching to find a position that fits with your education and career goals.

In addition to helping with your career development, the Career Services Center is also here to aid you in conducting a meaningful and effective job search. Our Kimberly-Clark Career Library contains valuable information about organizations interested in Marquette students and alumni, and binders of actual job postings for internships and full-time positions. These job postings compliment those available on-line through MU CareerTRAK.

Seniors should begin this process in earnest the fall prior to a May graduation. These same steps may be used for alumni or students seeking an internship.

Class Checklists

Seniors

Congratulations on your accomplishments thus far! By this stage, you have most likely chosen a major, gained career-related experience, and have begun thinking about your job search or graduate/professional school. If you are still unsure of your major or need help in determining your career path, start with resources specifically designed for this stage of career development.

- Enroll in Job Search Strategies (ARSC 051) that will guide you through the job search process.
- Research careers using on-line resources, informational interviewing, job shadowing, and networking with professionals in your career interest area.
- Identify skills employers seek and transferable skills you possess.
- Begin building your professional network using the MU Connect: Career Alumni Network database.
- Develop a resume and e-mail it as an attachment to be critiqued to career.services@marquette.edu.
- Register with MU CareerTRAK to view full-time positions, participate in on-campus interviews, and become eligible for the resume referral program.
- Develop a job search plan. Need help? Make an appointment with a career counselor.
- Practice your interviewing skills. Get interviewing feedback through a mock interview.
- Attend career fairs so that you can talk to many employers in a short time span, present them with your resume, and verbally give them a short summary of what you have to offer.
- Explore options for graduate and professional school.



Juniors

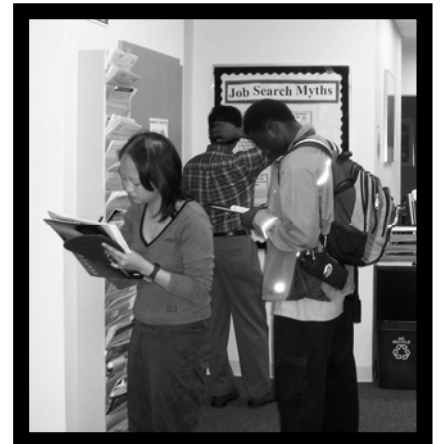
Typically, juniors have chosen a major and are gaining career-related experience. The next step is preparing for the job search or applying to graduate/professional school.

- ❑ Enroll in Job Search Strategies (ARSC 051) that will guide you through the job search process.
- ❑ Engage in self-assessment to identify your interests, skills, values and personality characteristics and match those to possible career choices.
- ❑ Research careers using on-line resources, informational interviewing, job shadowing, and networking with professionals in your career interest area.
- ❑ Begin building your professional network using the MU Connect: Career Alumni Network database.
- ❑ Gain skills through career-related experiences, such as internships, co-ops, part-time or summer jobs, volunteer activities and service learning.
- ❑ Develop a resume and e-mail it as an attachment to be critiqued to career.services@marquette.edu.
- ❑ Register with MU CareerTRAK to view full-time positions, participate in on-campus interviews, and become eligible for the resume referral program.
- ❑ Develop a job search plan. Need help? Make an appointment with a career counselor.
- ❑ Practice your interviewing skills. Get interviewing feedback through a mock interview.
- ❑ Attend career fairs so that you can talk to many employers in a short time span, present them with your resume, and verbally give them a short summary of what you have to offer.
- ❑ Explore options for graduate and professional school.

Sophomores

During your second year as a student at Marquette University, you might be questioning how you can decide on a major, what careers you are interested in, and how to go about gaining career-related skills.

- ❑ Enroll in Career Planning and Decision Making (ARSC 050) that will help you assess your interests, skills, values, personality characteristics, investigate career possibilities, and learn how to use a wide variety of resources in your career search.
- ❑ Engage in self-assessment to identify your interests, skills, values and personality characteristics and match those to possible career choices.
- ❑ Join a student organization to gain valuable skills that all employers seek.
- ❑ Research careers using on-line resources, informational interviewing, job shadowing, and networking with professionals in your career interest area.
- ❑ Begin building your professional network using the MU Connect: Career Alumni Network database.
- ❑ Gain skills through career-related experiences, such as internships, co-ops, part-time or summer jobs, volunteer activities and service learning.
- ❑ Develop a resume and e-mail it as an attachment to be critiqued to career.services@marquette.edu.
- ❑ Register with MU CareerTRAK to view full-time positions, participate in on campus interviews, and become eligible for the resume referral program.
- ❑ Schedule an appointment with a career counselor to identify careers based on your chosen major, learn about internships, practice interviewing skills in a mock interview, and develop a career plan.



Freshmen

During your first year as a college student, you are probably asking yourself many questions regarding your future career. What major should I choose? What courses should I enroll in? How do I find out what I want to do with my life? Here, at Marquette University, there are numerous resources available to help you with these questions.

- ❑ Become familiar with student services offered at Marquette University.
- ❑ Join a student organization to gain valuable skills that all employers seek.
- ❑ Become familiar with the majors offered at Marquette and enroll in a variety of courses to explore majors that appeal to you. Your academic advisor is versed in all majors and areas of study and can help you identify an academic plan that will suit you.
- ❑ Enroll in Career Planning and Decision Making (ARSC 050) that will help you assess your interests, skills, values, personality characteristics, investigate career possibilities, and learn how to use a wide variety of resources in your career search.
- ❑ Engage in self-assessment to identify your interests, skills, values and personality characteristics and match those to possible career choices.
- ❑ Find career-related part-time or summer jobs using JobConnection. This free service is available for already admitted and currently enrolled Marquette students seeking part-time job opportunities and for employers who are searching for Marquette students.
- ❑ Engage in volunteer activities and service learning. Combining community service with classroom theory enriches students' learning, personal growth and sense of civic responsibility.
- ❑ Research careers using on-line resources, informational interviewing, job shadowing, and networking with professionals in your career interest area.

Graduate Students

Graduate students earning master's degrees go about the job search in a very similar manner to a student graduating with a bachelor's degree. The candidate must prepare a professional resume and cover letter, practice interviewing skills and do a thorough job search.

- ❑ Develop a job search plan. Need help? Make an appointment with a career counselor.
- ❑ Identify skills employers seek and transferable skills you possess.
- ❑ Begin building your professional network using the MU Connect: Career Alumni Network database.
- ❑ Develop a resume or CV (curriculum vitae) and e-mail it as an attachment to be critiqued to career.services@marquette.edu.
- ❑ Practice your interviewing skills. Get interviewing feedback through a mock interview.
- ❑ Attend career fairs so that you can talk to many employers in a short time span, present them with your resume, and verbally give them a short summary of what you have to offer.



International Students

Most international students (F-1 visa) usually have chosen a major or have a good idea of what they want to study by the time they arrive as freshmen at Marquette. Listed here are tips and resources specific to international students. These should be used in addition to the services and resources listed for all students.

- ❑ Research careers using on-line resources, informational interviewing, job shadowing, and networking with professionals in your career interest area.
- ❑ Identify skills employers seek and transferable skills you possess.
- ❑ Begin building your professional network using the MU Connect: Career Alumni Network database.
- ❑ Gain skills through career-related experiences, such as internships, co-ops, part-time or summer jobs, volunteer activities and service learning
 - F-1 visa students have the possibility of doing one year of Curricular Practical Training (CPT) which allows an international student to participate in special required academic work programs or possibly do internships for academic credit. If you have the opportunity to use Curricular Practical Training (CPT), take advantage of it as students are more competitive if they have had one or two internships.
- ❑ Develop a resume and e-mail it as an attachment to be critiqued to career.services@marquette.edu. Develop an excellent American resume. In general, American resumes contain information that speak to your ability, skills and experience to do a certain job. Employers cannot ask questions that go beyond your ability to do a job. For example, you should not put personal information on the resume like your age, race or your parents' occupations.
- ❑ Register with MU CareerTRAK to view full-time positions, participate in on campus interviews, and become eligible for the resume referral program.
- ❑ Develop a job search plan. Need help? Make an appointment with a career counselor.
 - There are more jobs in the U.S. open to international students in the technical fields: computer science, IT and engineering. Jobs are also a bit more in demand in the accounting field. However, when the economy is soft, it is more difficult for F-1 students to find a position.

If you cannot find a position in the U.S., your next best plan may be to seek an international job. Since you have studied abroad, know two or more languages and have an excellent degree, you make a good employment prospect for worldwide employers.

Research companies that tend to issue H1-B sponsorships. Many employers do not want to sponsor H1-B visas for the following reasons:

- They are unfamiliar with the process and know that hiring an American is much easier. Therefore it helps if the international student knows the process and can explain the steps in detail.
- Fear that the international student will sooner or later want to return to the home country. Training costs employers. (In big companies, the hiring and training of one employees costs upwards of \$8,000.)
- Lack of top language skills. Many employers expect employees to have excellent communication skills. Even though international students can speak and write English, it is often not at the standard that employers desire.
- Some employers feel that by issuing H1-B visas, they are depriving Americans of positions. Therefore the international student must be able to explain that the government allows around 65,000 H1-B visas each year and that if a visa is not issued to you, it will go to another student for another company.

- ❑ Practice your interviewing skills. Get interviewing feedback through a mock interview. Don't be afraid to sell yourself! Let employers know your skills and what challenges you have overcome by studying abroad.
- ❑ Attend career fairs so that you can talk to many employers in a short time span, present them with your resume, and verbally give them a short summary of what you have to offer.

Searching for a Full-time or Internship Position

1. Know yourself
2. Define your criteria
3. Perfect your job search materials
4. Three ways to find a job
5. Set goals and time commitments

Know Yourself

Make a list of 10 skills and qualities you possess. Then write a specific example of how you might demonstrate that skill. Think of concrete examples to demonstrate those skills. Use examples from school, class projects, activities, volunteer experiences, internships, work, etc.

Skill or Quality	Example to Demonstrate
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____

Transferable Skills

Transferable, functional skills are required in many different work situations. They are built into your liberal arts education and are valued by employers. A bit of reflection will allow you to see that your courses, research projects, college work experience, extracurricular activities, internships and field study experiences have all been instrumental in providing you with skills that employers value.

If asked in a job interview how your education has prepared you for a specific job, you can be ready with some good answers if you think about it beforehand. Take a look at the list on the following page and determine which of these transferable skills you have developed.

Because these are already written as action-word phrases, combining one or two and adding them to your resume and cover letter might help you to better demonstrate what you have to offer.

Planning and Organizational Skills

- Meet deadlines and manage time effectively
- Work under time and environmental pressures
- Successfully juggle multiple demands (school and work)
- Identify and prioritize things to be accomplished
- Assess needs
- Develop goals for self and/or an organization
- Work effectively with organization members
- Follow up with others to evaluate progress of tasks
- Stick to a difficult endeavor and see it through to completion (4 years of college)

Critical Thinking Skills

- Quickly and accurately identify the key issues when making a decision or solving a problem
- Identify general principles that explain data or human behavior
- Examine assumptions underlying analyses or conclusions
- Recognize interrelationships in information obtained from diverse sources
- Use facts to judge validity of theories
- Create innovative solutions to complex problems
- Critically evaluate theories and research and apply the results to solve problems

Human Relations and Interpersonal Skills

- Maintain group cooperation and support
- Keep a group on track when working towards a goal
- Interact and work effectively with peers, superiors and subordinates
- Interact with and appreciate people from diverse cultural, social, ethnic and religious backgrounds
- Communicate effectively and sensitively in both individual and group situations
- Teach a skill, concept or principle to others
- Leadership skills
- Demonstrate effective social behavior in a variety of settings and circumstances
- Effectively collaborate with others to complete projects or reach goals
- Delegate tasks and responsibilities
- Ability to work on a team on diverse assignments

Oral and Written Communication Skills

- Organize and present ideas effectively for formal and spontaneous speeches
- Effectively participate in group discussions and brainstorm ideas
- Debate issues while respecting the opinions of others
- Read and condense large amounts of material
- Write reports clearly, grammatically, concisely, objectively, convincingly and in appropriate format
- Write and speak effectively in a foreign language
- Deliver verbal presentations clearly and persuasively
- Express and defend ideas in a clear, objective, non-dogmatic manner
- Effectively utilize campus resources for public relations
- Use various media to present ideas effectively and/or imaginatively
- Possess courteous telephone skills

Personal Skills

- Define and explain ethical behavior and practice it in difficult situations
- Take initiative in job related duties
- Tolerance for stress and ambiguity
- Demonstrate flexibility and ability to handle change
- Recognize the value of life long learning and seeks professional development opportunities
- Identify personal values and apply them when making decisions
- Ability and motivation to develop knowledge and skills in expanding job responsibilities

Research and Investigation Skills

- Use a variety of sources of information to research problems or answers to questions
- Conduct literature searches on -----
- Develop a new research question(s)
- Apply a variety of research methods to test the validity of data
- Design an experiment, plan or model that systematically defines a problem
- Construct, administer and interpret questionnaires or surveys
- Ethically recruit and treat research subjects
- Select appropriate statistical tests for the analysis of research
- Analyze and interpret statistical data.
- Interpret qualitative and quantitative data
- Use computers or laboratory equipment to assist with research
- Select, administer, score, and interpret various psychological tests or assessments
- Deal effectively with financial, temporal, and personnel constraints on research

Computer Skills

- Use computer software to prepare reports, graphs, brochures, and to conduct research
- Internet research and e-mail skills
- Computer programming skills
- Webpage and website design skills

Define your criteria

Think of at least FIVE things you need in a position for it to be satisfying. Remember, this isn't about what you will be doing for the REST OF YOUR LIFE; it is about what you will be doing next.

Some examples of items to consider:

General qualities

- Cultural opportunities
- Distance from family/friends
- Size of city
- Type of location (urban, suburban, rural)
- Any other location-type qualities

Employment qualities

- Salary (base pay, commission)
- Benefits (health insurance, vacation, sick days, retirement plan)
- Opportunity for advancement
- Training program

- Fit with co-workers
- Fit with direct supervisor
- Promotional opportunities
- Office environment (casual, business)
- Relocation possibilities

Perfect your job search materials

Based on your resume and cover, would YOU hire you? Be sure you have a perfect resume that has been critiqued by several people. You can have a professional in the Career Services Center critique yours by e-mailing it as an attachment to career.services@marquette.edu. For more information on resume writing, go to page 15.



Three ways to find a job

1. Respond to position openings
2. Develop target list of employers
3. Network with potential contacts and employers

Respond to position openings

Develop a list of job search sites that list openings related to your field and check them regularly. Start your search with these Career Services Center favorites all found at www.marquette.edu/csc

- **MU CareerTRAK:** Use CareerTRAK to access internships and jobs submitted through Marquette.
- **Internship Listings:** Subscriptions and links to internship listings.
- **EmployOn:** Real-time search and match technology services to help job seekers locate position openings.
- **All Job Listing Sites:** Local, national, and field-specific sites for job listings.
- **Occupational Listings:** Learn about different careers and skills needed.
- **Project Connect:** Positions in education.

Additional websites directly related to your career goals may be found by searching the internet. The most effective ways of finding what you are looking for is to search by career field then using the words “jobs” or “careers.” Another way is by searching for professional association websites.

Field-specific search

Go to favorite search engine such as Google
Type: <your field> jobs or <your field> careers
See what comes up
Example: Forensic Science Jobs

Professional Associations

Go to favorite search engine such as Google
Type: <your field> association
Example: Public Relations Association
See what comes up
Look for words like: career, employment, jobs

Develop target list of employers

Targeting employers puts you in full control of your search. Think about those employers for whom you would like to work. You choose a specific industry or facet of your field on which to focus.

For example, communications graduates can work in public, academic, corporate, or other special settings, or they can opt to not work in a "traditional" role but expand out into sales, management or even consulting.



In order to select your industry, you have to know **Who Hires People With Your Skills**. You can use business rankings from several sources to help you create lists of target employers. There's no reason why you can't target a specific area for your job search and then find all the potential employers within that area.

The Career Services Center offers several resources that can help you develop your target list of employers.

- **“Where in the World are MU Grads?”** This is a listing of Job Titles and Hiring Organizations of Marquette Grads with data taken from annual survey of recent Marquette University graduates by the Career Services Center and the Office of Institutional Research. These handouts can be found in the Kimberly-Clark Career Library and on our website.
- **MU Connect: Career Alumni Network** This database of Marquette alumni can be used to see what MU alumni are doing with specific degrees. Check out the industries, organizations, and networking opportunities available by using this service. This can be accessed using your eMarq login on our website.
- **Reference USA** Targeting a specific city? Use this database of 12 million companies and organizations to develop your targeted list by industry. This can be accessed on campus computers .
- **EmployOn** Use this real-time search and match technology to search jobs and organizations by skill sets and majors. Interested in using your communication skills, simply search by that criteria and see what employers are hiring. This can be accessed using your eMarq login on our website.
- **Vault:** Use this comprehensive resource for identifying the top companies for many different industries across the nation. This can be accessed using your eMarq login on our website.

Actively pursue employers on your list

- Check out their web pages looking for words like career, jobs, and employment
- Use **MU Connect: Career Alumni Network** to locate MU alumni within the company. Try to find a contact within the department for whom you would like to work
- Get past the human resources gatekeeper!

Network with potential contacts and employers

There are two types of job markets, **formal** and **informal**.

The **formal job market** consists of jobs that can be seen, are advertised, and are made known to the public. They are also known as “traditional” or “visible” sources of job leads.

The **formal job market makes up 25% of the job openings**. These positions are advertised through job search websites, newspaper ads, positions posted with the career services office, private employment agencies, state employment services, and job search/employer websites.

The **informal job market** consists of jobs that cannot be seen, are not advertised, and are not made known to the public in a formal way. **As many as 75% of jobs are not available through any publicly available process**. In fact, most employers prefer referrals from employees or others since they know these are more reliable and less trouble. These positions are found through personal contacts, friends, relatives, direct contact with employers, and **networking**.

Networking is a necessary tool to access this informal job market. There are two ways to begin your networking process, through warm and cold contacts.

Warm contacts begin by networking with people you know.

Examples of warm contacts include:

- Parents and Relatives (friends of relatives)
- Friends (relatives of friends)
- Neighbors
- Alumni, using the MU Connect: Career Alumni Network
- Present and former co-workers
- Teachers and faculty (past and present)
- Members of professional organizations
- Service clubs
- Social groups (Young Professional of Milwaukee, Young Professional of Chicago)
- Religious institutions



Questions to ask these contacts include:

1. Do you know of any openings for a person with my skills?
2. Do you know of anyone else who might know of an opening?
3. Do you know someone who has a good network of professional contacts?

It is important to follow up on this information because it can lead to several other contacts.

Set goals and time commitments

Finding a job is a full-time job. Set weekly goals for working on your job search.

- Send “cold letters” to former internship sites that you enjoyed
- Create a list of contacts in areas to which you are interested in relocating; send them all a cold letter and resume.
- Each week set aside a few hours to check the websites that you have identified as helpful and send out resumes and cover letters. The Kimberly-Clark Career Library is a nice, quiet setting to do this. The library also has computer access, a laser printer, and job search experts all around!
- Stay Positive. Feeling a little frustrated, stop by for a pep talk from Career Services.
- Throw away rejection letters! Onward and upward!
- Celebrate how far you have come. A bachelor’s degree deserves to be celebrated!

Writing a Perfect Resume

Resumes are written advertisements of a job seekers skills and interests. Resumes are a job seekers chance to make a positive impression on an employer. A resume is a brief summary of a job seeker's qualifications and accomplishments and is intended to demonstrate a person's potential for a particular position. The purpose of a resume is to secure an interview.

There is no "right" way to write a resume. Employers have different opinions on what they prefer; therefore, it is important for your resume to best highlight your skills and interests.

Resume Key Components

- Basic Information/Heading
- Career Objective/Profile
- Skills Summary
- Education
- Experience
- Honors/Activities/Leadership/Special Skills



Basic Information and Heading

- Your name as you want to be referred to professionally (Jon Baker, Jonathon Baker, Jon E. Baker).
- Current address and phone number with area code (where you can be reached now!).
- Permanent address and phone number with area code (if you will be in different locations during your search, include an address of someone who will always know how to reach you. This could be a family address).
- If you use e-mail, include your address. Be sure to keep your e-mail name professional. Examples: Firstname.Lastname@marquette.edu; Firstname.Lastname@yahoo.com

Objective

The objective statement is more than a statement of what position you want. It lets employers know why they are reading your resume. A clear objective is critical to resume development because it helps focus and select information. Although you may wish to make your objective broad, do not make it so broad that it says nothing. If you are pursuing employment in more than one field, simply create different objectives for each field.

Your career objective should answer this question, "What do I want to do?" Is it for graduate school, a part-time job, an internship, a professional position after graduation, a scholarship? Make sure your objective makes this clear.

Possible components of effective objectives:

- Specific position
- Type of company/industry
- Skills/Knowledge Bases/Traits (in order of importance to the job)
- Experience
- Work philosophy

Sample Objectives:

- Laboratory internship utilizing critical thinking skills, chemistry and biology knowledge bases, and a dedication to quality.
- Public relations position with a focus in special events. Enjoy utilizing human relations, organizational and marketing skills.
- News reporter with a daily newspaper using interviewing, writing and photography skills.
- Editor/writer position. Specifically interested in preparing and editing journal articles and writing training materials.
- Management trainee position within the retail industry leading to buying responsibilities.
- Program development position within a nonprofit or social service agency that serves youth and families.
- Position teaching science or social studies at the secondary school level.
- Internship position to explore career options in the health field.

Skills Summary

A skills summary is optional, but can be a productive way to communicate 3-4 subjective strengths/qualities about you to the employer. This section allows you to bring up skills which you believe you possess. It is important that you are able provide evidence of these skills in the rest of your resume, your cover letter, and in your interview.

Sample Skills:

- Compassionate professional; able to easily develop rapport with patients from diverse backgrounds.
- Highly organized; able to work in a fast-paced environment.
- Always seeking to expand skills and take on new challenges.
- Enjoy speaking before small or large groups; articulate, humorous.
- Effective communicator, written and spoken, English and Spanish.

Education

List for each degree-conferring institution beyond high school:

- Name of the educational institution or specialized training program
- Location (city, state) of each institution
- Degree or certification obtained
- Actual or anticipated graduation date
- Major/minor/area of concentration or emphasis
- GPA/Major GPA (if proud of it)
- Certifications and/or licenses related to career goal
- Relevant coursework, projects, and/or thesis (optional)

Study Abroad should also be included in the Education section. Include the name of the educational institution, location, term you studied abroad, and special skills you acquired that are related to your academic experience.

Example:

MARQUETTE STUDY CENTER, Madrid, Spain, Fall 20xx
Study abroad program with a focus on Spanish language and culture.
Gained fluency in Spanish.
Demonstrated sensitivity to cultural values and differences.

Experience

This part of your resume may include several sections such as work experience, volunteer experience (internships, community service, and student teaching), campus leadership, and any area in which you may have significant experience, such as publications/ presentations or knowledge. Use headings to market similar experiences together such as: Clinical Experience, Career Related Experience, Publications Experience, Research Experience, and Other Work Experience. Your experience may require multiple categories, especially if you have both related and unrelated experience.

Briefly describe for each position:

- Job title, organization name, location (city, ST), and dates. List the most recent position first and work backwards.
- List your responsibilities for each position using a variety of ACTION WORDS to describe situations and achievements.
- Elaborate on accomplishments, additional responsibilities, improvements made on the job, and supervisory duties in bulleted format.
- Unless necessary, avoid using articles in descriptions such as “a”, “an”, “the.”
- Include scope of responsibility such as: Trained eight student workers
- Concretely outline any outstanding results such as: Developed new computerized customer listing using MS Access software to improve output by ten percent
- Quantify results as much as possible such as: Increased sales by 5% from previous summer; conducted office study that led to greater clerical efficiency.



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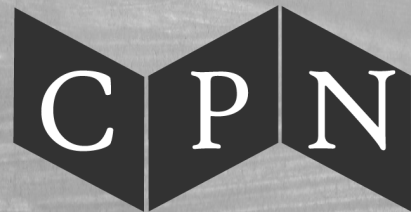
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Honors, Activities, Leadership, or Special Skills

Front load these with those most important or most pertinent to your objective (career goal). You may want to use specific headings such as **professional organizations, computer skills, and leadership positions**. Include any honors, scholarships or recognition awards that you have received. If you were actively involved in any clubs, teams or committees while in college, those may be included also. The key to this section is keeping it brief. If you feel you need more detail, use the guidelines for Experience and make it a complete section.

Interests

The trend is to keep away from any extraneous information that does not clearly connect to your career goal. However, if you are applying for a position in which you have experience through a hobby or leisure activity, you may want to consider adding it to your resume. For example, if you are applying for a forest ranger position and you enjoy hiking in the wilderness, include it by stating: Skilled in all-terrain hiking, camping and navigating. What you need to ask yourself is, "Will this information help the potential employer learn more about how well I can do the job?" If your answer is yes, then be sure to include the information.

Electronic Resumes

More and more employers are accepting job search materials and applications electronically. Many organizations have websites for you to post your resume and cover letter. Others accept materials via e-mail. There are some basic rules to keep in mind when applying for positions online. For assistance on translating your resume into a text format, check the CSC website handout.

When to use an electronic resume

Option 1: Send a quick e-mail referring to an attached cover letter and resume. This is the most common method to use when you have the contact person's e-mail address and he/she is expecting your resume either because it is posted with an ad or you have spoken with him/her.

Date: Tues, 20 November 20XX 19:12:33-0700 (EDT)
From: Grace Goodwin (grace.goodwin@marquette.edu)
Subject: Account Executive Position
To: Bernard Murray Bmurray@rapidforms.com

Mr. Murray-

Attached please find a cover letter and resume for the Account Executive Position at Rapid Forms. Please contact me if you have questions or trouble receiving my information. Thank you.

Grace Goodwin

***DON'T FORGET TO ATTACH YOUR COVER LETTER AND RESUME!

Option 2: Send your cover letter as the body of the e-mail message. Paste your resume after the cover letter. Many employers won't accept attachments because of the threat of computer viruses. If in doubt, ask before you send any attachment. This method can be used in lieu of attachments and will assure that the information is received.

Date: Tues, 20 November 20XX 19:12:33-0700 (EDT)
From: Grace Goodwin (grace.goodwin@marquette.edu)
Subject: Account Executive Position
To: Bernard Murray Bmurray@rapidforms.com

Mr. Murray-

Cover Letter Text...

Refer to your resume below..."Below is a text version of my resume...."

Grace Goodwin

Option 3: Organizations may ask you to complete an online application or to submit your resume through their websites. You may be able to upload your original resume from your disk. If you are given blanks to fill in, simply cut and paste from your TEXT RESUME. Your text resume will already be formatted for such a method.

Gracie Goodwin

PO Box 1881 • Milwaukee, WI 53201 • 414-288-3577 • ggoodwin@mu.edu

Objective	Seeking a summer research internship in the field of biology				
Education	<p><u>MARQUETTE UNIVERSITY</u>, Milwaukee, WI Bachelor of Science Degree in Biology, May 20xx Minor: English GPA: 3.2/4.0</p> <p><u>NATIONAL UNIVERSITY OF IRELAND</u>, Galway, Ireland, Spring 20xx Study abroad program with focus on Irish history and literature Gained cultural awareness and appreciation of diversity</p>				
Relevant Classes	<table> <tr> <td>Principles of Biology</td> <td>Ecology- Evolution</td> </tr> <tr> <td>Microbiology</td> <td>Subtropical Ecology</td> </tr> </table>	Principles of Biology	Ecology- Evolution	Microbiology	Subtropical Ecology
Principles of Biology	Ecology- Evolution				
Microbiology	Subtropical Ecology				
Lab Skills	Cell fractionation by differential centrifugation, RNA analysis extraction and fractionation, membrane isolation, Lipid extraction techniques				
Computer Skills	MS Office, Windows, Webpage design				
Career-Related Experience	<p><u>MARSHFIELD CLINIC</u>, Marshfield, WI, Summer 20xx Research Intern</p> <ul style="list-style-type: none"> • Learned advanced research techniques under the supervision of a research scientist • Contributed to special projects in the laboratory 				
Other Experience	<p><u>MARQUETTE UNIVERSITY OFFICE OF RESIDENCE LIFE</u>, Milwaukee, WI, August 20XX- May 20XX Student Worker and Hall Secretary</p> <ul style="list-style-type: none"> • Provided information about Marquette Residence Halls to current and incoming students, parents and visitors • Acted as a liaison between administrators and those with questions about halls • Assisted with office tasks including data entry and mailings • Created bulletin board displays providing information to students living in the halls <p><u>SODEX/MARRIOT FOOD SERVICES</u>, Milwaukee, WI, October 20XX- May 20XX Cashier</p> <ul style="list-style-type: none"> • Handled cash transactions • Interacted with customers in a fast paced environment • Completed specific tasks within set deadlines • Maintained clean working area 				
Additional Work Experience	<p>HARDEE'S RESTAURANT, Server, Des Moines, IA, 08/xx-05/xx COOL CAMP FOR KIDS, Cabin Counselor, Zion, WY, Summers 'xx-'xx</p>				
Honors and Activities	Dean's List, Presidential Scholarship, Arts and Entertainment Committee, Intramural field hockey				

Banita Patel

834 N. 17th Street • Milwaukee, WI 53233 • 414-598-3255 • banita.patel@mu.edu

OBJECTIVE

Dedicated candidate seeking a social services position working with children. Offering maturity, insight, sense of humor and a special interest in abused children.

EDUCATION

MARQUETTE UNIVERSITY Milwaukee, WI

Bachelor of Arts Degree in Criminology and Law Studies, May 20xx

Major: **Social Welfare and Justice** GPA: 3.6/4.0

Related Courses

Family Counseling and Therapy

Faith, Justice and Social Change

Social Welfare Policy and Programs

Practice Skills with Individuals, Families and Groups

Human Behavior in the Social Environment

Ethics in Social Welfare and Justice

RELATED WORK EXPERIENCE

Walker Home and School, Milwaukee, WI

Summer 20xx

Social Work Internship

- Planned, implemented, and participated in social and recreational activities for children
- Utilized strong interpersonal communication skills with the children
- Adhered to the special needs of children exhibiting emotional and behavioral difficulties
- Attended to the administrative functions of childcare, including attending treatment meetings, writing reports, and actively participating in supervision and professional development opportunities offered at Walker

Private Family, Glenview, IL

6/20xx-9/20xx

Nanny/Tutor

- Assisted a first grader with schoolwork and aided him in overcoming both Attention Deficit Disorder and Dyslexia
- Assisted a third grader with schoolwork
- Adhered to the children's needs

Mount Sinai Hospital, Milwaukee, WI

1/20xx-5/20xx

Staff Assistant

- Assisted staff with care of patients with Alzheimer's
- Served meals and participated in activities with patients

OTHER WORK EXPERIENCE

Marquette University Alumni Relations, Milwaukee, WI

9/20xx-current

Phonathon Caller

- Utilize interpersonal communication skills while speaking with alumni
- Maintain pro-active contact with alumni
- Solicit contributions to the Marquette Fund and Blue and Gold Fund
- Update alumni on current and upcoming events at Marquette

ACHIEVEMENTS

- Dean's List
- Ignatian Academic Scholarship

REFERENCES AVAILABLE UPON REQUEST

Robert M. McGee

754 N. 21st Street • Milwaukee, WI 53233 • 414.565.4948 • robert.mcgee@marquette.edu

OBJECTIVE Seeking a Clinical Research Assistant position at Abbott Laboratories.

EDUCATION MARQUETTE UNIVERSITY, Milwaukee, WI
Bachelor of Science Degree in Biomedical Engineering, May 20xx
Major: **Biocomputing** GPA 3.6 / 4.0

Significant Courses: Biomedical Instrumentation Design, Image Processing,
Biocomputers Design, Lab I and II, Theory of Ethics

Senior Design Project

- Collaborated with a team to produce software
- Created software for Johnson Controls corporation
- Presented final project to company
- Ensured the use of software and assisted in training users

CAREER-RELATED EXPERIENCE

1/20xx – Present BAXTER HEALTHCARE CORPORATION, Milwaukee, WI
Software Verification Engineer Assistant

- Performed various tasks assisting senior software engineer
- Composed software programs to fit needs of the business
- Checked current data for errors and made corrections
- Interacted in a team-oriented environment

9/20xx – 5/20xx MARQUETTE ELECTRICAL ENGINEERING DEPARTMENT, Milwaukee, WI
Lab Assistant for Sophomore Circuit Laboratory

- Prepared labs for instructors
- Assisted instructors in labs by giving personal attention to students
- Graded lab reports and assignments

OTHER EXPERIENCE

1/20xx – 12/20xx MARQUETTE UNIVERSITY, Milwaukee, WI
Science Library Assistant

- Assisted students with using library equipment
- Packaged books for shipment and shelving
- Created designs for library publicity
- Trained individuals to use library computer systems

COMPUTER SKILLS

- Microsoft Word, Excel, PowerPoint
- SPSS
- KMK Software Creator
- Adobe Illustrator, Photoshop

ACTIVITIES/HONORS

- Dean's List
- Alpha Beta Gamma Member and Coordinator
- National Engineering Competition May 20xx; 4th place standing
- Junior Golf Coach and Tutor – Branch Country Club

Sample Resume • ENGLISH – SPANISH TEACHING

Susan M. Allen

622 N. 13th Street • Milwaukee, WI 53233

(414) 288-5576 • susan.allen@mu.edu

PROFILE

Seeking a position as a high school English and/or Spanish teacher.

- **Certification: 9-12 English (#435), 9-12 Spanish (#243)**
- Spanish fluency, study in Spain; travel to England's Shakespeare country
- Experience and interest in yearbook and newspaper; editor of newspaper during high school
- Dedicated educator; mature, sense of humor
- Believe strongly in assessing students needs, using a variety of teaching methods and accurately assessing individual learning styles
- Passion for motivating and inspiring students to help them reach their full potential

EDUCATION

MARQUETTE UNIVERSITY, Milwaukee, WI

Bachelor of Arts Degree in English, May 20xx

Minor: **Spanish**

GPA: 3.2/4.0; Major GPA: 3.5/4.0

INSTITUTE OF LANGUAGE, Seville, Spain, Summer 20xx

- Study abroad program with a focus on Spanish language and culture
- Improved fluency in Spanish
- Gained global point of view and openness to new ideas and practices

PROFESSIONAL EXPERIENCE

Fall 20xx

MILWAUKEE PUBLIC SCHOOLS, Milwaukee, WI

Student Teacher

- Organized and presented unit plans in English classes independently on a regular basis
- Coordinated and lead all classroom activities for two weeks
- Team taught one poetry unit
- Tutored high-risk students after school and acted as a mentor and role model
- Participated in committee for adoption of new language textbook

Summers

'xx-'xx

WOODS GIRL SCOUT CAMP, Woods, WI

Counselor

- Served as advisor to ten girls and helped coordinate camp activities
- Directed volleyball and tennis program
- Ensured safety of all campers

VOLUNTEER EXPERIENCE

Spring, 20xx

HISPANIC OUTREACH PROGRAM, Milwaukee WI

Interpreter, 10 hours/week

09/xx – 06/xx

REPAIRERS OF THE BREACH, Milwaukee WI

Literacy Tutor, 3 hours/week

AWARDS/ACTIVITIES

- Honors Program, Dean's List, three semesters
- MU Student Education Association, President
- Intramural Volleyball

REFERENCES AVAILABLE UPON REQUEST

Action Words

Use these Action Words to describe situations and achievements. Use a mix of the words as to avoid repetitiveness.

accentuated
accomplished
achieved
adhered to
administered
adopted
advanced
applied
apprehended
assimilated
assisted
assumed
attained
authorized
built
carried out
caused
charted
checked
collaborated
combined
commanded
commissioned
conducted
constructed
continued
contributed
controlled
cooperated
coordinated
created
delegated
demonstrated
derived
designated
designed
developed
devised
directed
discharged
dispatched
displayed
earned
effected

emphasized
employed
empowered
enforced
engineered
established
exceeded
excelled
exercised
exerted
exhibited
expedited
featured
formed
fulfilled
generated
handled
helped
implemented
indicated
invested
made
maintained
managed
mapped
mastered
merited
mobilized
modeled
negotiated
obtained
operated
organized
originated
outlined
oversaw
participated
performed
persisted
planned
pointed out
pooled
prepared
prevailed

practiced
produced
programmed
progressed
projected
promoted
prompted
proposed
pursued
qualified
regulated
remained
represented
resisted
resolved
restored
resumed
revealed
revived
schemed
secured
seized
shared
showed
specialized
sponsored
stressed
succeeded
supervised
supported
surpassed
sustained
synchronized
synthesized
transacted
understood
undertook
used
utilized
ventured
verified
withstood

Creating Effective Cover Letters

The key to a successful job or graduate school search is to communicate with the person who has the ability to hire or admit. Therefore, your cover letter is extremely important. Effective cover letters convey a sense of purpose, project enthusiasm for the position or program, and demonstrate your knowledge of the employer or graduate program's goals and needs. Each cover letter should be customized to fit the position for which you are applying.

Many times individuals will spend hours writing a "perfect" resume and very little time writing a quality cover letter. Remember that your cover letter not only accompanies your resume, it is usually on top of your resume when the envelope is opened. A positive first impression requires that your cover letter be neat and concise, containing no errors in spelling or grammar. Each cover letter should be customized to fit the position for which you are applying.

You will want to customize your cover letter depending on its purpose. Some reasons for sending a cover letter may be:

- A result of a direct search
- A response to an advertisement
- A follow up on a contact made through networking

No matter what your reason for sending a cover letter, be sure it contains the following information:

- Return address with the date
- Name, title, organization, and address of the person you are writing

First Paragraph

- State purpose of letter
- Indicate your interest in the position or company
- Flatter your audience by using company/ program information found through research

Second Paragraph

- Explain how your background makes you a qualified candidate
- Give an example, talk about a specific project, accomplishment, or service
- Highlight information found in the resume

Third Paragraph

- Refer the reader to your enclosures (resume, reference, examples of work)

Final Paragraph

- Indicate your intentions for follow-up
- Repeat a number where you may be reached

Closing

- Salutation
- Signature

Jane J. Smith

1328 N. 70th St. • Milwaukee, WI 54305 • 414-288-7423 • jane.smith@mu.edu

April 30, 20xx

Mr. James Winthrop
Communications Manager
Midwest Health Insurance Company
Chicago, IL 60048

Dear Mr. Winthrop:

I am writing to inquire as to your company's needs in your communications department. I know Midwest Health is a highly-regarded, fast-growing company, the type of organization I hope to work for. I have both a well-rounded education and excellent background of experience to offer your department.

I will be graduating this May from Marquette University in Milwaukee, Wisconsin, with a Bachelor of Arts Degree in Public Relations. While a student, I completed two internships and one part-time position, sharpening my skills in different areas. I was trained in research, writing and meeting deadlines at the ABC Toy Company where I wrote for the company's toy safety manuals. While working as a University Career Fair Intern, I gained experience in special event planning, advertising and computer database management. In my part-time position at a local hospital, I was involved in fundraising where I supervised a phone-a-thon and further developed my public speaking skills by addressing local associations soliciting their help in the hospital's cancer research campaign. In addition to the above qualifications, I have excellent interpersonal skills and leaderships skills, and can analyze and problem solve quickly. I am flexible, dedicated, reliable and always eager for a new challenge.

Enclosed is my resume. I will call you in a week to make sure that you have received my resume and to inquire if I can possibly set up an appointment with you to learn more about your company and possible future job openings. I can be reached at 414-288-7423 or jane.smith@mu.edu. Thank you for your time and consideration.

Sincerely,

Jane Smith

Jane Smith

- List two- three subjective strengths
- Give examples that would demonstrate these strengths.

Enclosure

Michael S. Marketing10902 S. West St. • Chicago, IL 00000 • 827-746-0000 • MSM@email.com

December 8, 20xx

Ms. Patricia Davis
 Funjet Vacations
 7098 N. Green Bay Road
 Milwaukee, WI 53212

<p>If you do not know the name of the recruiter, simply use one of the following:</p>

- | |
|--|
| <ul style="list-style-type: none"> • Dear Human Resources • Dear Hiring Manager • Dear Funjet Vacations |
|--|

Dear Ms. Davis:

I would like to be considered for the Associate Promotions Manager position at Funjet Vacations which I learned about through your listing on MU CareerTRAK. I have researched your company online and am convinced that I can make a significant contribution. I match your ideal candidate descriptions as a “people-oriented, flexible, fast learner with the ability to work in a fast-paced environment.” I believe the following accomplishments demonstrate these qualities.

- As a recent intern in the Heritage Bank Personnel Department, I was responsible for instituting a new payroll deduction program for health club memberships. I contacted four area health clubs to establish special contract for bank employees, promoted the program through paycheck announcements, and convinced the health clubs and my employer to provide two months of free membership. This contributed to an initial participation rate of 10%, twice our goal.
- In my Marketing and Promotions class, my group was responsible for developing a new product promotion campaign. We chose to develop a marketing campaign for a new Marquette University Visa card, where 1% of the monthly purchases would be contributed to the University. The publicity campaign involved contact with alumni, including recent graduates. We not only received an “A” for the projects, but the Marquette University Advancement Office is currently considering this idea for their annual appeal.

These marketing experiences taught me the value of detail, follow-up and flexibility when working on promotional projects. Further descriptions of my background are in the enclosed resume. I am hoping that these examples and my marketing degree will convince you to learn more about me in an interview. I will call to follow up on this letter within the next week. I can be reached at 827-746-0000 or MSM@email.com. Thank you for your time.

Sincerely,

Michael S. Marketing

Michael S. Marketing

Enclosure

References and Letters of Recommendation

The term reference refers to:

1. A person who may be asked to talk about your skills, experience, and work ethic.
2. The actual written or verbal statement of qualification, ability, or character.

References—Business World

Historically, references were written and confidential. However, the business world as a whole has long abandoned written letters of recommendation and instead prefers a list of your references including an address, phone, e-mail, and the person's relationship to you. A potential employer may call a reference and ask questions about you.

Letters of Recommendation—Education, Health Care, Social Services, Graduate School

Letters of recommendation are written evaluations of an individual's performance whether at work or in the classroom. This information is an integral part of the world of education, health care, and social services. Communication of this information is necessary and appropriate. However, it is no longer necessary that these letters be confidential. You can gather letters of recommendation from your instructors, advisors, supervisors or anyone who has witnessed your academic or work ability.

Keep the original of these letters and make copies to send out with your resumes or application packets. This is known as self-credentialing. Ask letter writers not to address the letter to anyone in particular; simply put at the top, "Letter of Recommendation for <your name>." All letters should be signed and dated.

Sample Reference List

Dr. Sally Wilcox

Assistant Professor of History
Marquette University
P.O. Box 1881
Milwaukee, WI 53201
414.288.7423
sally.wilcox@mu.edu

Professor for one class and my curriculum advisor
for three years.

Dr. Ken Smiley

Professor of Political Science
Marquette University
P.O. Box 1881
Milwaukee, WI 53201
414.288.7423
kenneth.smiley@mu.edu

Professor of my advanced seminar course and
advisor to my international relations project.

Mr. Jordan Jameson

Office Manager
Background Check Department
Wisconsin Department of Intelligence
100 Wisconsin Avenue
Milwaukee, WI 53201
414.555.5656
jjameson@wdi.gov

Supervisor and trainer for my Department of
Intelligence internship.

Ms. Angelique Brown

Volunteer Supervisor
Teen Service Club
20111 W. Wells Street
Milwaukee, WI 53201-1881
414.288.7423
angelique.brown@mu.edu

My supervisor and mentor for working with
troubled teens.

Thank You Letter

Always send a thank you letter. Often it may be the difference between getting an offer or not. If an employer has two equally skilled potential employees who both fit with the organization, receiving a professional thank you letter may tip the scales in one's favor. A thank you letter is also a place for you to reiterate your skills or to mention something you may have forgotten or did not have the chance to speak about.

Formatting Suggestions

Timing is critical! This letter should always be sent within 24 hours after the interview. There are three ways to send a thank you:

- A typed thank you letter using letterhead that matches your resume heading
- A handwritten note using a professional notecard or thank you card.
- An e-mail thank you.

Regardless of the method you select, send a thank you letter to every person with whom you interviewed; otherwise, send it to the chair of the screening committee. This letter is to *express appreciation, reiterate your interest* in the position, and to *further sell yourself* and your skills as they relate to the position specifically.

SAMPLE THANK YOU LETTER

Grace J. Goodwin

PO Box 1881 · Marquette University · Milwaukee, WI 53201 · 414-288-7423 · ggoodwin@mu.edu

March 4, 20XX

Ms. Jane Jones
Personnel Manager
ABC Agency
500 Fortune Avenue
Corporate, USA 12565-9876

Dear Ms. Jones:

Thank you for talking with me last Thursday about the possibility of a Lab Technician position with the ABC Agency. I was excited about the interview but became even more enthusiastic about the position when you mentioned that research for an AIDS cure would be part of the responsibilities of the position.

As you may recall, I enjoy conducting experiments and finding alternative methods of solving problems. College courses in biology and chemistry magnified this interest. Furthermore, my work experience at Children's Hospital Medical Center provided practical application of laboratory testing and research and gave me growth-producing responsibility. All should prove to be of value in early productivity within the position.

I look forward to hearing from you by March 18, as you mentioned. If, in the meantime, you have any further questions, please call me at 414-288-7423.

Sincerely,

Grace J. Goodwin

Grace J. Goodwin

Selling Yourself in an Interview

Employers want to know

- Can you successfully perform this job? (Your **ability and suitability** for the job)
- Will you fit into the organization? (Your **suitability** for the company)
- Will you stay for a reasonable amount of time? (This means **three or more years**)
- What is your **willingness to give time and quality effort** to the job?

You, the interviewee, must also be seeking some answers.

- Will this position's responsibilities fit well with who I am?
- Will I be happy working in this industry?
- Will I be a good match for this particular organization/department/manager?

The key to an effective interview is PREPARATION.

Being unprepared for an interview indicates to an employer that you would probably be unprepared with your work assignments as well. Recruiters tell us that the main reason candidates fall short in an interview is that they don't inspire confidence that they can or are willing to do the job. Confidence is rooted in knowledge, which is, in turn, rooted in preparation.

What should you prepare?

- Knowledge of Yourself
- Knowledge of the Organization
- Verbal Communication Skills
- Non-verbal Communication Skills
- A Professional Appearance

"Nothing great has ever been done
without enthusiasm."
~ Ralph Waldo Emerson

What You Need to Know About the Employer

Every employer expects you to know how to do research as a result of your education. Therefore, it is expected that you know as much as possible about his/her company. Research coupled with being able to ask pertinent questions and discuss the organization and field with some degree of familiarity will reflect your ability to be a self-starter.

Areas you could research include:

- History of the organization
- Types of products/services offered
- Reputation
- Locations
- Size and organizational structure
- Financial stability
- Philosophy
- Prospects for growth or change
- Major competitors
- Promotional activities
- Current industry trends/issues

Sources of information:

- **Reference USA:** a database of 13 million companies and organizations. Searchable by geographic location, SIC codes, company size, etc.
- **EmployOn:** Real-time search/match technology services to help job seekers find position openings.
- **Vault:** The Internet's ultimate destination for insider company information, advice, and career management services.

"If they haven't prepared for the interview by knowing about my company,
it raises serious questions about how they would perform on the job."
~ quote from an employer talking to Changing Times magazine

Top Qualities and Skills Employers Seek

- **Communication skills:** This includes verbal: being able to communicate with others including those from different cultures; written: possessing knowledge and use of proper grammar, correct spelling, and general sentence structure; and presentation: skilled at creating and presenting information and ideas to individuals and groups.
- **Leadership skills:** The ability to guide, direct, or influence people.
- **Teamwork skills:** These are effective when the skills create an effective team dynamic. Students must be self-reliant while also being able to work with others.
- **Geographic awareness:** Awareness of space, where countries and cities are located, social and cultural geographic movement, and dominant physical assets of a region are critical to a company's vitality.
- **Global understanding:** The ability to interact with people from all over the world and understand global issues.
- **Technical:** Technical aptitude includes what is required in a position, computer literacy with major software and basic troubleshooting skills.
- **Analytical thinking:** Being able to take time to examine something in great detail in order to understand it better or discover more about it.
- **Strong work ethic:** Taking pride in projects and working hard in order to accomplish a task.
- **Time management skills:** Managing projects, meetings, deadlines, and other responsibilities in a systematic and efficient way.
- **Flexibility/adaptability:** According to the needs of an organization, being able to adjust easily to a new environment or different conditions



Behavioral Interviewing-- A Common Interviewing Technique

Behavioral based interviewers believe that past behavior is an accurate predictor of future behavior. They concentrate many of their questions on situations that candidates have encountered in the past. What they want to hear is an illustration of your behavior. Typical questions focus on understanding a specific situation or challenge that you have faced that will demonstrate a particular quality or skill that is relevant to the position. To maximize the effectiveness of your answers, try using the STAR system.

S= Describe a situation. (one-two sentences)

T= Talk about the task.

A= Explain the action you took. (one-four sentences)

R= Talk about the positive results, quantifying if possible. (one-three sentences)

An example of the STAR system:

Question: Tell me about a time when you have shown initiative.

Answer: I worked for a summer in a small warehouse. I found out that a large shipment was due in a couple of weeks and that there was very little space available for it (situation). The rear of the warehouse was disorganized and the inventory system was outdated (task), so I came in on a Saturday, figured out how much room was needed, cleaned up the mess in the rear and catalogued it all on new inventory forms (action). When the shipment arrived, the truck just backed in. There was even room to spare and the new inventory system saved us a good deal of time (results).

Frequently Asked Interview Questions

** Indicates a behavioral question*

Education

How and why did you select Marquette University?

The important section of this question is in the word how. The manner in which you make large decisions is vital information for an interviewer who believes that you probably will be quite consistent in your decision-making mode.

What led you to this major and what courses did you like most/least?

Let the love of your favorite subject matter show! If your major or classes that you enjoyed the most do not seem to have a direct connection to the position you are interviewing for, concentrate on the skills that these classes developed. If the main reason that you didn't like coursework was the professor, the interviewer will wonder about your ability to be productive in the occasional difficult work situations that are common to any professional position.

How has your education prepared you for this job? In which respects are you best prepared or most knowledgeable?

Your education has given you much. Be prepared to discuss three areas - theory/facts via coursework, hands-on experience (labs, internships, projects, co-ops) and the total experience of an MU education (include your major, the core curriculum and your volunteer activities).

What is your GPA and how does it reflect your academic abilities?

All employers wonder if you are mature, if you will be a hard worker or if you will prefer to do the minimum that is required. This question is a test of those qualities. What is your maturity level? How would you describe your work ethic? If your GPA is low, be prepared to talk about it. Hopefully, it will have been rising each semester and will be highest in your major.

Skills/Achievements

Tell me about yourself.

How would you describe yourself?

How would others describe you?

Do not get rattled by this question, and do not go into your life story. These questions are meant to probe not only your ability to do the job but also your preparation for the interview. Your preparation (or lack of it) will be immediately showcased. Have you thought about and are you able to give illustrations of your skills, knowledge bases and traits that match the position? Think of the qualities that employers look for: Do you have an example of how you demonstrated some of these qualities? If you do, then state that. If that doesn't work for you, then qualify the question. Ask "What area of my background would be most relevant to you?" and take it from there.

Why should I hire you?

This is where you should really sell yourself. Highlight areas from your background that relate to the company's needs. Recap the interviewer's description of the job, matching it with your skills.

How do you think a friend or professor who knows you well would describe you?

Of course, be honest. Think about any compliments you have gotten on projects or activities. Don't just discuss characteristics, but include examples of why friends or professors would describe you that way.

What are your skills or strengths?

Share a short list of 3-5 transferable skills (not personality traits) that are critical to performing this position well. A good way to assess which skills are most important is to study the job description and the ad. Usually the responsibilities are listed in order of importance and require specific skills to perform them well. Then design at least one story in STAR format (situation, task, action, result) that will illustrate this strength. Isolate high points in your background. Always back your answers with specific examples. You do have at least three strengths. Your biggest mistake here is to sell yourself short!

In what areas do you need to improve?

What do you consider your biggest weakness?

Everyone has weaknesses, but a careless answer can virtually end your consideration as a candidate, so prepare this answer thoughtfully before you arrive. The interviewer is trying to find out 1) are you aware of your weaknesses, 2) have you thought about how you might improve, and 3) are your weak points going to jeopardize how you perform? There are three ways to approach this question. If there is a minor part of the job about which you lack knowledge but will gain it quickly, use that. Be careful using this one. Put the weakness in the past. You had it once, but now you are over it. Design the answer so that your weakness is ultimately a positive. This one is your best move. You may also discuss something that you have not yet learned but intend to.

*What accomplishment has given you the greatest satisfaction?**

*What is the toughest challenge you have faced? Why?**

In your story, include the skills, traits and knowledge that aided in this achievement. Use the STAR system and be certain to end with positive results. Make sure you are proud because of something you accomplished rather than being proud of someone or something else of which you had no contribution.

As we make our decision about your fit for this position, what do you want us to remember about you?

Is there any additional information you feel would help me in thoroughly evaluating you for this position?

These are typical wrap-up questions at the end of an interview. Always be ready to give a summary of your qualifications in two to three sentences. This could be your skills, personal traits, work ethic, or passion for the career. Make the answer short and spirited.

*Can you work under pressure? How do you work under pressure?**

Don't just give a yes or no answer; elaborate. Explain why. Give an example of a time when you felt that you were working under pressure. Talk about how you successfully dealt with the pressure.

Work Experience/Environment

*Tell me about the position that has given you the most satisfaction.**

*What have you learned from your work/internship/co-op experiences?**

Talk about the most career-related position you can. If you really loved organizing the last homecoming as a student leader, talk about that experience and the skills you used, relating it to your current field. If you loved planting flowers for your grandmother and you're seeking an accounting position, the employer may wonder why you're not pursuing a career as a green thumb.

*How have your extracurricular activities provided experience applicable to the workplace?**

All of your life experiences are connected in some way. What skills, traits and work habits have you utilized and strengthened? Ideas for illustrations: positions of leadership, being an active responsible member, adding quality, or designing new programs.

Tell me about your favorite supervisor - your least favorite supervisor.

Describe what you think would be an ideal relationship between a supervisor and a subordinate.

What qualities does a successful manager possess?

In order to assign you to an appropriate manager or section of the company for a second interview, the interviewer needs to know how you want to be supervised. He/she also wants to know what management styles displease you. This is a time for being able to succinctly describe the qualities and attitudes that you would desire in a supervisor. This is not a time for character assassination. Employers are looking for someone who, if there is a problem, will handle the situation maturely. Answer thinking of what you envision as being the relationship between supervisor/supervisee. Don't just make it up. Think about why you would want a supervisor to be supportive or hands-off or a mentor or give autonomy, etc. Be realistic in thinking about whether or not your potential supervisor is asking the question and what his or her style seems to be now. This is a good question to ask of him or her, too.

*Tell me about a time:**

When you had a major problem and explain how you dealt with it.

A good follow up question to this might be, How would you handle the same situation differently now?

When you made a poor decision and how you corrected it.

When you had to adapt to a difficult work situation.

When you worked with someone you disliked and how you handled the situation.

Describe these events as non-judgmentally as possible. Explain difficult situations using facts (not emotions) and be as succinct as possible. Discuss the event in a professional manner and even though the result may not have been ideal, remember to also share what you learned. Possible examples: Differences in work habits, work values, or ethical attitudes.

Will you be willing to relocate?

Do you have a geographical preference or limitation?

How much are you willing to travel?

Tell the truth. State amount of travel in terms of annual percentage. If you are willing to relocate, know what locations the company presently has and refer to them. You may need to ask questions about what type, how much, and to where you would be relocating or traveling. Be as flexible as you can. Remember, though, if you aren't willing to do this, don't accept the position if offered. A bad "fit" is the number one reason for leaving a position.

Traits/Values/Beliefs

What motivates you to put forth your greatest effort? Is it financial reward, work environment, the supervisor, helping others, variety, challenge, etc.? Employers want to assess this area because they know what factors they can and cannot provide.

What have you accomplished at work or as a volunteer that you consider innovative, that demonstrated initiative, that required problem solving skills, that was a collaborative effort, etc.? *

How do you determine and evaluate success?

Do you have standards? What are they? What does quality mean to you? How will you know whether or not you are successful? How much do you depend on other people's feedback?

What are your salary expectations?

Until you are offered a position, this question should not be answered. Right now you are searching for a position and a company that are a good match. If you share your ideas, and your expectations are significantly different than theirs (whether low or high), you may no longer be a candidate. If you both come to the conclusion that this could be an excellent situation, then you must be ready to discuss this subject. Before your first interview, conduct research on salaries in the industry, in this type of position, and in the geographical area. What is fair for you in terms of a total package? What do you need vs. what might you desire? Remember to assess benefits as well as the salary.

What two or three things are most important to you in your work?

Be honest here, too. But also be professional and career-oriented. Talk in terms of values such as: helping others, interacting with many different people, making tough decisions, having a variety of responsibilities, having the opportunity for advancement, being recognized for your contributions, making a difference in peoples' lives, etc. Stay away from those more egocentric reasons such as pays well, great vacation and benefits package, fun social atmosphere, easy commute, cool uniform.

Career Plans and Goals

Why did you choose this particular career field?

What are your long and short-range goals and objectives?

Where do you see yourself in five years?

These questions are designed to find out 1) if you set goals, 2) if your goals are related to your profession or industry, and 3) if you have goals of pursuing excellence. People want to hire someone who is self-motivated, who wants to improve, and who has taken the time to establish a vision beyond today. An exact career goal is not necessary nor is a plan that stretches far into the future.

How do you balance the needs of work and school with your personal life?

This is a time to discuss what balance means to you and how you achieve it. Employers are concerned about your physical, mental and emotional health because they believe a well-balanced employee will be productive. You may wish to talk about a few of your activities that you believe promote your well-being. Personal relationships are not of interest to the employer.

Specific to Organization

Why are you seeking a position with our company? Tell me what you know about our organization.

This is a test! Do you want to work here enough to have done your homework? It is assumed that, as a college student, you have the abilities to learn and to research. Now this company wants to know if you were motivated enough to have utilized these skills in learning about them. Know the company's mission, its competencies and goals so that you can relate honestly to the issues that they believe are important. This question is one of the most important ones that interviewers ask. Interviewers want to know if you care about this company and what it does. They will assume that if you don't care about them as a company, you probably wouldn't care about your co-workers or clients, either.

In what ways do you think you can contribute to our organization?

Be specific. Use your list of strengths and skills developed earlier.

What criteria are you using to evaluate potential employers?

Make a list of your criteria, then share as much as seems appropriate. Your criteria for decision-making reflects your value system. Understanding a candidate's values aids the interviewer in understanding your motivating factors and your ability to be a committed employee.

What You Could Ask and What You Want to Observe

Interviews are two-way streets, and it is your responsibility to learn as much as possible about the employer. (There are some places where, after a probing interview, you will not want to work!) What information do you need before you can make a good decision? Think about previous work situations and design a picture of an ideal company for you as a professional. Then create a series of questions that will help you understand as much as possible about the company.

Record your questions (neatly) and bring them along in your folder. Employers want you to care about where you work and will not be offended when you refer to your written set of questions. Your questions will indicate both your level of interest and your amount of preparation.

- Major challenges of the position
- Mission/goals/philosophy/vision of the organization
- Major challenges for the company/industry
- Some of the department's ongoing and anticipated special projects
- Evaluation and feedback - how and when delivered
- How the position fits into the "big picture" of the company
- Skills successful employees possess
- What employees like best and least working here/why do they stay
- New employee training and professional development opportunities
- Long-range possibilities for employees in similar positions who consistently perform well
- Who co-workers and/or supervisor are
- Reason for position vacancy/rate of turnover
- Culture of the organization (how they "do things around here," type of behavior that is rewarded, etc.)
- Improvement/change/expansion and how it is accomplished

Dress for Success Basics

BASICS

- It is important to project a professional image.
- Employers may assume that this is the best you will ever look.

MUSTS

- ALWAYS wear a suit to an interview, even if the people who work at the organization are not wearing suits and the job for which you are interviewing doesn't require it. Remember, the people there already have the job...you don't!
- Always have fresh breath and clean body hygiene.
- Wear perfume, cologne, or aftershave that is subtle, some people may be allergic. *Your scent should leave the room when you do.*
- Cover visible tattoos with makeup.
- Have clean, short nails without ragged edges. Women, have unpolished nails or use clear polish or a neutral tone.
- Take out any piercings (nose, eyebrows, tongue, etc). They can be put back in when you are not interviewing or at work.

WOMEN

- A conservative suit (navy, gray, black). Pants suits are acceptable with many companies. Check out the office culture to find out for sure. When in doubt, wear a skirt suit.
- Clothing that fits your body correctly. Clothing is too tight when it is pulling horizontally across your body or has gaping buttons. Clothing is too big when tops are falling off the shoulders or pins are used to hold waist bands.
- Appropriate undergarments at all times.
- A slip, if your skirt is unlined. It should be light or dark according to the color of the skirt and length should extend to hemline.
- Accessories (necklaces, earrings, and bracelets) in keeping with the fashion trends of the season. Wear only one ringed-finger per hand.
- An ironed blouse or shell.
- Clothing that is appropriate for the current season.
- Neat, pressed, clean clothing without tears, rips, hanging threads or pills. All buttons, snaps, or hooks should be on the garment and hems sewn in place.
- Polished shoes with matching belt (if appropriate).
- Sleeve length for suit would fall between your wrists and the top knuckle of your thumb.

MEN

- A conservative suit (navy, black, gray).
- Sleeve length for suit should fall between your wrists and the top knuckle of your thumb.
- A matching tie that extends below the belt line.
- An ironed long-sleeve cotton shirt.
- A white undershirt beneath your dress shirt.
- Clothing that is appropriate for the current season.
- Neat, pressed, clean clothing without tears, rips, hanging threads, or pills. All buttons, snaps, or hooks should be on the garment and hems sewn in place.



Pursuing Graduate and Professional School

Applications

The process of applying to the graduate or professional school of choice is a lengthy and often costly one and should begin in earnest at the end of the junior year. The following is a brief outline of the steps in applying to graduate school. Grad school candidates can make an appointment to see Maryann Desaulniers, Career Counselor, at 288-7423.

Selecting Graduate Schools

In the spring of your junior year, begin the selection process while still able to consult with faculty as they are a major source of information. When talking with professors, acquaint them with your academic background and specific interests. Don't just state a history major; rather, be more focused stating an interest in the Tudor-Stuart period of English history. Ask them about universities with a strong English history department. Study the backgrounds of professors in the departments of prospective schools. As you become more serious, it is fine to e-mail a professor with specific questions about the program.

Follow up faculty discussions with a visit to the Career Services Center's web page, graduate/professional school section, which contains programs like gradschools.com and collegesource.org. (<http://www.marquette.edu/csc/students/graduate.shtml>)

Through these programs you can find which schools offer various areas of study and browse the entire university bulletin. This will save you the need to order the catalog before you are sure of a strong interest in the program. Hard copy information is also available in the Career Services Center on some programs.

A selection of professional school bulletins for law, medicine, veterinary medicine, dentistry, pharmacy, etc. is available in the Office of Pre-Professional Studies in the College of Arts and Sciences, Marquette Hall, Room 208.

It is often suggested that students apply to graduate schools categorized by difficulty of acceptance. In other words, apply to two or three prestigious schools that are "long-shots," two or three that are "competitive but possible," and two or three that are "more probable." The higher one's GPA and test scores, the more flexibility one has in applying to the more selective schools.

Personal Expenses

Applying to graduate or professional school can be costly. Admissions fees, transcripts, postage and examinations can cost a minimum of between \$300 and \$600.

Financing Graduate Education: Tuition Scholarships, Assistantships, Fellowships and Loans

Merit-Based Aid: The Graduate School administers merit-based aid. Merit-based aid is determined by the academic accomplishments and scholarly promise of applicants, not by their financial need. Competition for these awards is great. The Marquette Graduate School supports as many of its students as its budget allows. Still, not every qualified applicant can expect to receive support, and not every graduate program offers merit-based aid. About one third of graduate students at Marquette University receive full or partial financial aid from the Graduate School in the form of tuition scholarships, graduate assistantships, or fellowships. To qualify for merit-based aid applicants must apply by the appropriate financial aid competition deadline and plan to be registered full-time.

- **Tuition scholarships** are awarded on the basis of academic ability and anticipated contribution to a field. Tuition scholarships involve no work or service beyond full-time registration. A tuition scholarship may be full or partial and will pay for tuition charges only.
- **Graduate assistantships** are designed not only to provide for financial support of graduate students, but to meet the institutional needs of teaching and research. Duties vary considerably. A graduate assistant may be asked to assist faculty in reading and grading student papers and exams, be responsible for leading laboratory or discussion sections, teach formal classes, or undertake advanced research projects. A full graduate assistantship requires approximately 20 hours of work per week. Assistants receive both a living stipend, in exchange for performing their work duties, and a tuition scholarship.

- **Graduate fellowships** do not require work in exchange for stipends and/or tuition scholarships. The amounts of fellowships vary. Fellowships require nomination by individual graduate units. Most fellowships are given to senior graduate students rather than to first year students. A complete listing of fellowships and nomination procedures is usually in the school's graduate bulletin.
- The Marquette Graduate School is located in Holthusen Hall (414) 288-7137. Full details of Graduate School merit-based aid are in the *Graduate Bulletin* and are available at www.grad.mu.edu.
- **Need-Based Aid:** Graduate students may apply for need-based loans. Student loans are administered by Marquette's University's Office of Student Financial Aid. Applicants must complete the FAFSA financial aid form (www.fafsa.com). Marquette University's Financial Aid Office is located in the 1212 Building, (414) 288-7390. OSFA Web site: <http://www.marquette.edu/financialaid/index.shtml>.

Testing

Usually an admissions test is required for graduate or professional school application. Below are a list of the various exams given for various areas of graduate study:

- The Graduate Record Exam - GRE (www.gre.com)
- The Law School Admissions Test - LSAT (www.lsac.com)
- The Medical College Admissions Test - MCAT - on (www.aamc.org), the all encompassing medical school application site.
- The Graduate Management Admissions Test - GMAT (www.gmat.com)
- The Miller Analogies Test - MAT (www.tpcweb.com)

Transcripts and Letters of Recommendation

Transcripts can be requested from the Registrar's Office in ample time to meet admissions and fellowship application deadlines. For details and costs, contact the Registrar's Office, Marquette Hall, 288-7034.

Most institutions will request between three and five letters of recommendations. Students usually request them from the professor in the major field who knows the candidate and his/her work best, the highest-ranking person in the major field who knows the candidate personally and then a professor in another field who knows the candidate well.

Prepare several copies of a detailed resume of academic background to give to the writers of the letters. Request an appointment with the professors that have been chosen and provide them with a resume before the appointment. This allows them to be of greater assistance during the appointment and provides them a broader base for a supportive letter on the candidate's behalf.

A Personal Essay

This essay is sometimes called an intellectual statement and may be required for graduate school admission. It is a carefully prepared statement which includes the highlights of intellectual and personal development and gives relevance and substance to graduate pursuits. In this statement, describe academic experiences, individual talents and special interests along with future aspirations. This is no easy assignment. This may be the first time that a candidate has been asked to evaluate him or herself in such a manner. It must be prepared with the utmost care and with sufficient time for extensive reflection and revision. It cannot be done very well in the time constraints of the late fall. Plan to prepare a draft during the summer and then put it aside. After a period of time, review critically, revise and then put it aside again. Repeat this process as many times as necessary for satisfaction. The Marquette Writing Center can assist students in polishing their essays. Please call or stop in Raynor Library, Room 240, 8-5542. Maryann Desaulniers in the Career Services Center can also help students polish essays.

Application Forms

Check and double-check the application forms and supporting papers for accuracy. The assembling of complete applications is the candidate's responsibility. Know all application deadlines.

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