The Next Step
A Guide to Career Development
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## In Grateful Recognition

*The Next Step* is a free resource to you thanks to the employers listed in the back of this book. They are interested in University of Evansville students as potential employees and many of them will visit our campus for career fairs and recruitment during 2016-17. Learn more about opportunities with them by visiting the Center for Career Development’s website.

It is with sincere thanks that the University of Evansville Center for Career Development acknowledges the active support, encouragement, and resources of the following, without whose help this publication would not be possible: Mercer University Career Services, University of Illinois Career Center, University of Missouri-Columbia Career Center, UNC-Greensboro, Indiana University, Ball State University, Monster.com, George Washington University, NACEweb, Georgia Institute of Technology, and Princeton University.

www.evansville.edu/careercenter

Search for (or post) internships, co-op positions, and part-time and full-time jobs through Handshake! These as well as additional resources are listed on our website.

Schedule your appointment online: www.evansville.joinhandshake.com
The Next Step: A Guide to Career Development

Look for these and other career events throughout the year!

### Fall 2018

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For details on these events, or for more information about our services and resources, please visit [www.evansville.edu/careercenter](http://www.evansville.edu/careercenter) or contact the Center for Career Development at 812-488-1083.
Center for Career Development

Staff
Gene Wells, gw5@evansville.edu
Senior Director, Center for Career Development
Kim Mattingly, km477@evansville.edu
Associate Director for Employer Development
Linda Wulf, lw8@evansville.edu
Associate Director, Center for Career Development
Dianna Cundiff, dc114@evansville.edu
Associate Director, Center for Career Development
Abby Michel, ar249@evansville.edu
Assistant Director, Center for Career Development
Nichole Coffey, ns50@evansville.edu
Assistant Director, Alumni and Parent Relations
Alison Morris-McDonald, am268@evansville.edu
Coordinator, Employer Relations
Donna Schmitt, ds120@evansville.edu
Senior Administrative Assistant

For information on how to register with Handshake, a calendar of upcoming events, and access to comprehensive career and graduate school resources, please visit our website: www.evansville.edu/careercenter

Services
The Center for Career Development partners with University of Evansville colleges and schools to deliver quality services and support to students and alumni. Our services include:
- Career guidance, assessments, and academic major decision-making
- Internship and cooperative education (experiential education) facilitation
- Full-time, part-time, and summer job search assistance
- Graduate school application process
- Campus recruitment and career fairs
- Web-based job and résumé listing service for students and employers

Our staff maintains relationships with local, state, regional, national, and international employers through alumni contacts, friends of the University, and professional associations such as the National Association of Colleges and Employers and the Career Development Professionals of Indiana.

Using The Next Step
Congratulations! Acquiring The Next Step: A Guide to Career Development, represents your active participation in your career development and demonstrates your commitment to maximizing your personal potential.

This publication is designed for students who are ready to take the next step toward finding full-time professional employment, graduate school, internships, cooperative education, research opportunities, summer work, or part-time jobs. This guide is a starting point and is an overview of basic career-related issues. It is neither comprehensive nor exhaustive and is meant to encourage you to engage the staff of the Center for Career Development in meaningful dialogue about your future.

Schedule your appointment online:
www.evansville.joinhandshake.com

Connect with UE Center for Career Development on Facebook.
www.facebook.com/UECareerCenter

Follow us on Twitter @UECareers

Join the UE careers group on LinkedIn!

Find the Center for Career Development on YouTube
www.youtube.com/user/uecareerservices
Your University of Evansville education has provided you with the necessary knowledge, skills, and commitment to make a difference in the world—and because of the dedication of our faculty and staff, you are prepared to enter the professional world of employment and graduate education. Indeed, our alumni are CEOs of global corporations, prominent researchers, innovative entrepreneurs, educators, and so much more. Their UE education has opened doors for them that are now open for you as you embrace the next phase of life’s journey. And it all begins with a well-planned and successful career development program that is designed for you—our UE students and alumni.

The 15th edition of the Next Step: A Guide to Career Development provides you with valuable information about how to successfully navigate your job search. This includes preparing you with strategic tools for describing your experiences inside and outside the classroom that will set you apart from other applicants. The guide, along with the staff in the Center for Career Development and your faculty, are available to support you in the development of your career plan. Importantly, it is never too early to start making those plans! Be sure to utilize their knowledge to identify the best plan for you as you consider participating in experiential education opportunities, planning study abroad programs, engaging in a Change Lab, or doing undergraduate research within your discipline. You only have a short amount of time at UE to embrace everything available to you—your career search plan is your roadmap to the future, and we are here to help.

We want to prepare you to engage the world as informed, ethical and productive citizens. In 2017, 94% of our graduates were employed or pursuing further education within six months of graduation. It shows that what happens at the University of Evansville makes a difference to employers and graduate schools. And it shows that our students have been very good at planning for their future. And, we are here for you after graduation! As a UE alum, you can network with over 32,000 other alumni who work around the globe. The UE Connect program maximizes the power of your UE alumni network and has the ability to open doors for you that would otherwise remain closed.

We are proud that the University of Evansville plays a significant role in preparing you for a very bright future. We are excited to see what the future holds for you as you pursue this next step in life’s journey. And, remember that together, We Are the University of Evansville.

All the best,

Christopher M. Pietruszkiewicz
President
Freshman Year

- Develop relationships with faculty members and advisors by:
  1. identifying your interests, abilities, skills, and values,
  2. developing short- and long-term academic and career goals.
- Explore various majors and minors, occupations, and interests with career development, academic advisors, and faculty members.
- Decide *not to decide* about an academic major and participate in the Major Discovery Program. It is an opportunity to take Discussion 100, a class designed for students who have not declared a major. Meet with faculty members especially interested in helping you explore your interests.
- Take the TruTalent Personality assessment through our office.
- Research interesting occupations and majors through online resources, career development resources, and talking to faculty members and professionals. A list of online resources is on the back cover of this guide and on our website at www.evansville.edu/careercenter.
- Conduct an informational interview with a professional in the career in which you are interested to learn more about his or her career path and position.
- Consider study abroad options, including spending a semester at Harlaxton College. Make your academic advisor aware so he or she may better advise you during course registration.
- Attend career development outreach program workshops and forums, including career fairs.
- Sign up for the Advanced Career Education (ACE) Certificate to begin building your professional image. Schedule an appointment with the Center for Career Development.
- Get involved! Explore student organizations, clubs, and departmental groups on campus.
- If you have already declared a major, look for opportunities to gain more experience in your field of interest (e.g., student organizations, part-time jobs, internships, co-op positions, volunteer activities).
- Create a résumé of your current and previous experiences; upload it to Handshake.
- Review information on iBace, a certificate program designed to give all majors business experience. Additional information on iBace can be found at www.evansville.edu/iBace.
- Complete an online audit of yourself: www.evansville.edu/careercenter/downloads/ProfessionalImageSelfAudit.pdf
- Start building your all-important online professional image. Learn about the business networking site, LinkedIn, and create your account. www.linkedin.com.

Sophomore Year

- Continue exploring careers related to your area of interest.
- Register for Experiential Education 090: Building Your Professional Image, a seven-week intensive guide to prepare you for professional document development, job search skills and interviewing techniques.
- Update and manage your LinkedIn account. Make sure it is 100 percent complete and use the recommendations feature: www.linkedin.com then join the UE Careers group.
- Find and “Like” us on Facebook at www.facebook.com/UECareerCenter, follow us on Twitter @UECareers, Pinterest at UE Center for Career Development, and Instagram at @uecareer.
- Discuss your career and educational plans with career development, academic advisors, faculty members, and your own personal network of family and friends.
- After earning 60 credit hours at UE, you are strongly advised to declare a major field of study in order to make satisfactory academic progress.
- Update your résumé with current information and be sure to upload it to Handshake.
- Consider gaining valuable life experiences through studying abroad. Speak with the Office of Study Abroad staff and your academic advisor to implement a plan.
- Become involved in experiential learning opportunities through internships, co-op positions, and service learning. To learn more, contact the career development center and your academic advisor.
- Join a student organization to gain transferable skills, such as leadership, teamwork, and communication.
- Become a member of the student professional organization that best matches your career interests.
- Take advantage of career workshops and forums through the career development outreach program.
Junior Year

☐ Construct a timeline and action plan concerning your post-graduation plans.

☐ Identify post-graduation options: graduate school, year-of-service programs, professional school, or full-time employment.

☐ Revisit your career interests, values, skills, and abilities. How have they changed?

☐ Be a leader! Increase your participation in student organizations and clubs by serving in a leadership capacity.

☐ Continue to actively participate in the student professional organizations that you have previously chosen.

☐ Attend career workshops, seminars, job fairs, and graduate school activities.

☐ Establish a network of professionals in the business world or with graduate schools and maintain communication.

☐ Take graduate or professional school examinations.

☐ Gain real-life experience through internships, co-op positions, part-time jobs, volunteer activities, research, conference presentations, and class projects.

☐ Make an appointment with career development for further career and higher education assistance.

☐ Degree candidates must file an application for the degree with the Office of the Registrar one year prior to the intended date of graduation.

☐ Participate in the Student-Alumni Mentoring Program. Call 812-488-1083 for more information.

☐ Consider applying for post-graduate scholarships and fellowships. Visit www.evansville.edu/careercenter for more information.

☐ Refine your portfolio items and plan for future projects; practice presenting your portfolio and using its contents to answer interview questions.

Senior Year

☐ Narrow your career choices by prioritizing your interests, values, skills, and abilities.

☐ Make an appointment with your academic advisor early in the academic year to ensure that you are on track for graduation.

☐ Gain additional experience that strengthens your qualifications.

☐ If planning to attend a graduate or professional school, complete your applications three to four weeks prior to the school deadlines.

☐ Visit graduate schools and increase communication with your potential department to ensure that the program fits your needs.

☐ Revise and strengthen your résumé with help from the career development staff. Upload the revised version to Handshake.

☐ Schedule a mock interview appointment with the career development office.

☐ Make sure your Handshake contact information and profile is up-to-date.

☐ See career development for individualized assistance (such as developing an action plan for employment or mapping out graduate or professional schools) in planning your career path.

☐ Put the finishing touches on your portfolio; be sure to include senior projects, research, etc.

☐ Sign up for UE Connect to build a relationship with a professional in your related field, location, major, etc. www.evansville.edu/alumni/ueconnect.cfm.

☐ Complete an online professional image audit of yourself: www.evansville.edu/careercenter/downloads/ProfessionalImageSelfAudit.pdf.

☐ Use your LinkedIn account to its fullest by networking with others who may assist you in reaching your career goals; keep it updated and have fresh references that reflect the most current experiences.

Schedule your appointment online:

www.evansville.joinhandshake.com
The TruTalent Personality career interest assessment will help you explore your options, make informed decisions, and encourage the pursuit of your dream career. If you are struggling with any of the following issues or questions, you would benefit from completing the assessment. Please select the following that apply.

- I like my major, but I do not know what kind of a career I could pursue.
- I am unsure if there are particular majors or minors better suited to my possible career directions.
- I am considering a few majors and minors but cannot decide which one(s) best fit my interests and talents.
- I am interested in learning about the types of academic and work environments in which I would be most successful.
- I want to identify personal strengths that relate to my major, my academic success, and the career decision-making process.

Upon completion of the assessment tool, we will work with you to plan your next steps. We may suggest that you create connections through the Student-Alumni Mentoring Program and campus organizations. Talking to faculty and staff members about potential majors, minors, and study abroad options could lead to your participation in experiential education. Finally, attending a career workshop or networking event allows you to gain a few of the skills necessary for career success.

What Can I Do with This Major?

Have you ever asked yourself “What can I do with this major?” Well, you are not alone. The career development office has a convenient website resource to help you find answers to that question. Simply go to www.evansville.edu/careercenter and click on “Students/Alumni” and then “Major & Career Exploration.” You will then have access to information about common career areas, typical employers, and strategies designed to maximize career opportunities for more than 50 majors.

Interested in completing the TruTalent Personality? Please visit www.evansville.joinhandshake.com and select the “TruTalent Personality” option to schedule your appointment.

Major Discovery Program

Through the Major Discovery Program you will have resources and expert help as you choose your academic path at the University of Evansville. A class designed for undeclared majors – DISC 110: Student Success Strategies with the undeclared student in mind – provides a structured academic approach to discovering options for majors and careers. Learn more at www.evansville.edu/majors/undeclared.

UE Connect: Alumni and Friends of the University

UE Connect is designed to assist students with career related needs and to connect them with engaged alumni who will support their professional goals. As part of UE Connect, alumni and friends of the University have volunteered to serve as resources to help with your major and career development.

- Meet and network with alumni by participating in the Student-Alumni Mentoring Program see page 7, visit www.evansville.edu/alumni/studentInfo.cfm.
STUDENT INFORMATION

As a student of the University of Evansville, you have the opportunity to participate in the Student-Alumni Mentoring Program. Our goal is to directly connect current juniors and seniors with alumni and friends of UE in order to establish a variety of professional support systems.

What are my requirements as a student?

- Participate in a job shadow activity with your mentor.
- Meet once per month for one hour with your mentor.
- Attend at least one Mentor Speaker Series luncheon.
- Conduct a résumé review with your mentor.

What are my responsibilities as a student?

- Attend networking functions with your mentor as agreed by both parties.
- Frequently communicate with your mentor and seek his or her advice.
- As a conscientious and fully engaged citizen of the University of Evansville, you are expected to conduct yourself as mature and responsible member of the University community (in relation to the Mentoring Program, such behavior would include being prompt for meetings and appointments, courteous communication, appropriate dress, and other professional behavior).

For more student information, visit: www.evansville.edu/alumni/studentInfo.cfm

The opportunities that blossomed from the UE Connect Student Mentoring Program organized by UE career development exceeded my expectations. This program improved my knowledge of my desired profession and expanded my connections within the career field. The Center for Career Development introduced me to a University of Evansville alum that currently works in the profession I am interested in pursuing. I received the opportunity to job shadow once a month as my schedule allowed with the mentor I was paired with and additionally made connections with others in the same profession. Beyond the learning of daily tasks and expectations required, my mentor also offered me guidance on graduate school applications and a letter of recommendation. I recommend all UE juniors and seniors to apply to the Student-Alumni Mentoring Program not only to learn more about their desired career but to expand their connections for job placement and acceptance to graduate schools.

Olivia Voegerl
Biology and Exercise Science
Graduation Date
MENTOR INFORMATION

As an alumnus, parent, or friend of the University, you have the opportunity to mentor and lead many students. Our goal is to directly connect current juniors and seniors with alumni and friends of UE, in order to establish a variety of professional support leaders.

Objectives of the program

- Provide insight into career opportunities through students’ interaction with alumni.
- Promote student leadership and encourage experiential education involvement.
- Offer contacts and networking opportunities in the students’ fields of interest.

Mentor Expectations/Program Requirements

- Participate in a job shadow activity with student.
- Meet once per month for one hour with student.
- Attend one Mentor Speaker Series luncheon (if possible).
- Conduct a résumé review with student.

What are my responsibilities as a mentor?

- Introduce the student to your professional network.
- Provide an opportunity for the student to tour your company.
- Involve the student in social and networking functions.
- Assist the student with their professional development needs.

For more mentor information, visit: www.evansville.edu/alumni/mentorInfo.cfm

I first became involved with the UE Connect Student Mentoring Program about nine years ago. My first student was Alicia Neaves, UE Class of 2011. Alicia is now a Reporter for KENS Eyewitness News in San Antonio, Texas, and she maintains contact with me. My experience with the mentoring program has benefited both the student and me, as the mentor. I still learn a lot working with these very intelligent and promising individuals trying to help them with my years of practical experience as a working professional. Although I retired three years ago, I have continued to mentor UE students. I am probably the “most senior” mentor involved with the program today. The students I have mentored have all entered the professional workforce and have accomplished many things to date. I am so very proud of all of them. I can only say the mentoring experience has been extremely rewarding for me, and I urge other alumni to get involved.

Gene Weisheit
Class of 1978

It has been an honor and a privilege to be a part of the UE Connect Student Mentoring Program. I believe our connections with one another are important for our personal growth, and I view this program as a way to help someone at a professional and personal level. In sharing the obstacles and opportunities that I have encountered in my life with my mentee, not only did I provide an advantage for him professionally, but I learned something about what being a mentor truly means. I have learned things throughout my career that did not make much sense to me and could be very frustrating. I have come to realize that these lessons, though they did not make much sense at the time, were excellent learning experiences that I would be able to use as an instrument for teaching others. I believe my mentee heard the things I was telling him and took them to heart. This gave me an increased sense of responsibility and forced me to reflect on many of my past experiences and situations. I would encourage all students and potential mentors to invest their time in this amazing program.

Scott Allen
SCADA Engineer, Vectren

ACE Certificate

The University of Evansville’s Professional Development Certificate

- Self-evaluation
- Communication and image
- Engagement and Connection

The Advanced Career Education (ACE) Certificate program offers the opportunity to gain the skills needed to easily communicate your professionalism, skills, and career focus to potential employers and graduate schools. With a partnership that includes faculty, advisors, the Center for Career Development, experiential education opportunities, and an extensive network of alumni and friends, the ACE Certificate program will challenge you to evaluate your career goals, polish your professional image, and create the building blocks of a lifelong professional network.

To participate in this program, apply online at www.evansville.edu/careercenter/stAceApp.cfm.
MAKING THE MOST OF YOUR EXPERIENCE AT UE

By beginning your career development process early, more choices and opportunities will be available to you upon graduation. It is through the process of exploration and evaluation that you are able to identify your career-related goals, identify multiple resources and opportunities to accomplish your goals, and become actively engaged in the Evansville Experience. Employers and graduate schools want students to master and have personal understanding of four distinct processes.

1. A strong academic connection as demonstrated through courses, research, projects, technical and computer skills, internships, co-op positions, and study abroad experience.

2. A clear pattern of campus involvement, accomplishments, and leadership.

3. A history of basic employment that documents critical skill building; employment in retail environments is favorably considered.

4. Recognition and promotion of self-identified, professional-related skills and attributes.

Early in my UE education, I took a required class for all psychology majors where we completed the ACE Certificate through the Center for Career Development. Through this, I developed my resume, a cover letter, and completed a mock interview. I did not recognize yet that these would be invaluable tools to set me up for success. When I began applying for my first internships, I already had all of the materials I needed. As my list of experiences grew, I knew my resume needed an update and the CCD was there to help me.

I continued to utilize these services throughout my time at UE. I visited the office several times preparing summer internship materials. With the help of the staff, I perfected my cover letters and landed my dream internship. They also encouraged me to apply for the internship stipend to help supplement my summer internship on the east coast. Later, they worked with me on my PhD application materials, helping me edit my personal statement. When I had to choose between programs, the CCD staff helped me navigate the process through asking pertinent questions and discussing differences in financial packages. Their patient expertise was so appreciated and I felt more confident each time I left one of their offices. The Center for Career Development truly set me up for success and celebrated these successes with me along the way.

Kristen Fowler
Class of 2018
Major: Psychology
Minors: Neuroscience and Ethics
What is an informational interview?
Talking to persons who have jobs that interest you is called informational interviewing. This process can be one of your most valued strategies in gathering information and establishing contacts as you build plans for the future. Many professionals will take time away from their busy schedules to talk with you. With planning and focus, interviews can benefit you and your career.

Know What You Want to Accomplish
The primary objectives of informational interviews are to:
- Investigate a specific career field
- Obtain advice on where you might fit in
- Learn the jargon and important issues in the field
- Broden your network of contacts for future reference and incorporate into LinkedIn or other business social media approach

Conducting the informational interview
Before
- Learn as much as you can about the organization and similar organizations.
- Write down any questions you wish to ask. Use open-ended questions to engage your contact in conversation. (Refer to the sample questions below.)
- If possible, learn something about the person with whom you will be interviewing.
- Dress professionally. (Page 47)
- Bring copies of your résumé. (Distribute them only upon request.)

During
- Arrive 10-15 minutes before your appointment.
- Restate your purpose and the reason you are talking with this particular person.
- Be prepared to initiate the conversation and use your 30-second oral resume or 15-second elevator speech. (Page 46)
- Adhere to the original time request of 20-30 minutes.
- Ask for referrals to other appropriate individuals in the field or in related organizations. Do they have specific recommendations on professional organizations or business social media sites, such as LinkedIn?
- Keep in mind that this is an information-gathering and advice-seeking interview, not an employment interview.
- Let the individual you are interviewing bring up the discussion of specific job vacancies.

After
- Send a thank-you note and keep the individual you have interviewed posted on your progress.
- Evaluate your style of interviewing. What could you have done better?
- Use what you have learned when you conduct your next interview.
- Evaluate the information you received. How does it relate to your plans?

Sample informational interview questions
1. Would you please describe your typical work day?
2. What jobs and experiences led you to your present employment?
3. What general skills are needed to perform your responsibilities (e.g., organizing, supervising, writing)?
For additional informational interviewing questions, please visit www.evansville.edu/careercenter.
Find your next job!

Handshake connects you with the best internships and jobs from over 200K employers.

Make the most of your job search:

- **Log in to Handshake**
  Download the app or sign into your account at evansville.joinhandshake.com

- **Complete Your Profile**
  Add your work experiences, skills, interests, and organizations

- **Discover Jobs For You**
  Browse collections of jobs based on your profile and interests

- **Connect with Career Services**
  Schedule appointments, interviews, and career fair visits on Handshake

evansville.joinhandshake.com

Build your career on Handshake with 6M other students and over 200K employers.
Money Matters

Experiential Education Stipend

Are you completing an unpaid experiential education experience? You may be eligible for up to a $500 stipend.

To qualify:

- Be a University of Evansville student in good academic standing, completing a minimally paid or unpaid experiential education opportunity.
- Be enrolled in a UE credit or noncredit internship, co-op, practicum or other experiential learning course and complete all requirements to receive a passing grade. In order to receive University of Evansville credit for an internship experience, students must generally complete 50 hours of on-site work experience for every hour of academic credit; or as determined by each academic department. The stipend will be determined by the number of work hours completed; 150 or more hours = $500; >150 to 100 hours = $333; > 100 to 50 hours = $167.
- Submit an Internship Stipend Request Application Form to: ds120@evansville.edu and career@evansville.edu. The form is available on the career center website: www.evansville.edu/careercenter/students/EeIntro.cfm.
- Have an active résumé submitted for use in Handshake.

Students are eligible to receive the stipend once during their college career. During the fall and spring terms, stipends are generally distributed after midterm.

Career Travel Fund

Through the generosity of the Lilly Endowment, the University of Evansville Center for Career Development is facilitating a Career Travel Fund for students and recent alumni up to eight months post-graduation interviewing for post-graduate outcomes and experiential education in Indiana.

Reimbursement is offered to University of Evansville students and alumni traveling throughout the state of Indiana to participate in professional career events, employment and graduate school interviews. Funding will only be available on a reimbursement basis and will be tracked by the Center for Career Development. Funds may be used for lodging (up to $100 per recruitment visit), meals, and mileage (up to $100 at 40¢ per mile per recruitment visit) expenses.

1. Apply to reserve funding approximately two weeks prior to intended travel dates.
2. Complete and submit the following documents:
   - A position description or equivalent of the event/interview/program
   - All event/company/program contact information and location of event/interview
   - Active résumé or CV submitted for use in Handshake
   - Center for Career Development Travel Request Form*
   - If participating in a University-sponsored event a Field Trip And Domestic Travel form* must be completed.

*All forms are available on AceLink and should be printed and submitted to the Center for Career Development or emailed to ds120@evansville.edu and career@evansville.edu
“I grew immensely through my three clinical experiences in ways that you cannot in a classroom setting. I learned to apply the things I learned in UE lab time to effectively treat patients in a real-world setting.”

“Internships are literally awesome! This helps you fully understand the concepts you learn from classes and apply those.”

“Learned many skills, made great connections and developed an idea what I want in life.”

“It was a fantastic experience that got me my job after graduation working in sales and marketing.”

“Best experiences to prepare me for my adult life.”

Comments from the 2018 UE Student Experiential Education Survey

Experiential Education Continuum

Experiential education, such as internships and co-op positions, is a window into the world of professional work; a chance to take a risk-free career test drive and explore your career choices. In a recent national survey of employers, it was reported that over 60 percent of new college hires had some sort of internship or co-op experience. This survey also reported that students with internship and co-op experience have higher starting salaries than those without experience — sometimes as much as 20 percent more.

Like any employment activity, securing the right experiential education experience takes planning, professionalism, and a significant amount of effort. Read further to identify the types and benefits of experiential education and to get started with the planning process.

<table>
<thead>
<tr>
<th>Cooperative Education</th>
<th>Internships</th>
<th>Practicums/Student Teaching/Clinicals</th>
<th>Research</th>
<th>Part-Time Jobs/Work-Study</th>
<th>Service Learning</th>
<th>Job Shadowing/Informational Interview</th>
<th>Volunteer</th>
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</thead>
<tbody>
<tr>
<td>Paid</td>
<td>Paid and not paid</td>
<td>Not paid</td>
<td>Paid and not paid</td>
<td>Paid (financial aid, other)</td>
<td>Not paid, paid or stipend</td>
<td>Not paid</td>
<td>Not paid</td>
</tr>
<tr>
<td>Two semesters or longer</td>
<td>One semester (fall, spring, or summer)</td>
<td>One semester (fall, spring, or summer)</td>
<td>One semester (fall, spring, or summer) or longer</td>
<td>Varying duration</td>
<td>Varying duration</td>
<td>Brief, limited involvement</td>
<td>Varying duration</td>
</tr>
<tr>
<td>Career related employment integrated with academic programs; measurable learning objectives</td>
<td>Career related; measurable learning objectives, may include a seminar</td>
<td>Career related; measurable learning objectives</td>
<td>Career related; measurable learning objectives; may be career related; minimal academic integration</td>
<td>May be career related; measurable learning experiences integrated with academic programs and social consciousness</td>
<td>Career related, structured information gathering</td>
<td>May be career related; minimally structured experience based in social consciousness</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Course or independent</td>
<td>Course</td>
<td>Course or independent</td>
<td>Independent</td>
<td>Course</td>
<td>Independent</td>
<td>Independent</td>
</tr>
</tbody>
</table>

Adapted from the University of Missouri-Columbia Career Center
Benefits to consider when completing your experience

- **Employment**
  Students with internship experience stand out from the crowd in the job hunt.

- **Take charge of your learning**
  Internships are opportunities for you to design your own curriculum and expand upon the campus-based curriculum.

- **Theory into practice**
  Apply theories learned in class to real-life situations.

- **Awareness through increased community involvement**
  Develop a greater understanding of your role and potential contributions to society.

- **Personal growth**
  Solving problems in unfamiliar situations can bolster your self-confidence and show you where you need improvement.

- **Helping hand**
  Helping others increase their own capacities is also a benefit and goal of an internship.

- **New environment**
  Introduce yourself to a new environment and the challenges of a work setting.

- **Research**
  Explore new and old academic and career interests.

Excerpts from *The Helping Hand: Student Guide to Getting the Most Out of an Internship*, National Society for Experiential Education

### Timeline and Checklist

<table>
<thead>
<tr>
<th>You want a...</th>
<th>When to start looking...</th>
</tr>
</thead>
</table>
| Summer internship, co-op, or other experiential education opportunity | International: August-September before anticipated experience  
National or Regional: September-October before anticipated experience |
| Fall internship, co-op, or other experiential education opportunity | International: November-December before anticipated experience  
National or Regional: December-January before anticipated experience |
| Spring internship, co-op, or other experiential education opportunity | International: February-March before anticipated experience  
National or Regional: May-June before anticipated experience |

### Identifying and developing your plan

1. Set up a meeting with your academic advisor to discuss curriculum-specific requirements and to identify other individuals who may help you achieve your goal.

2. Schedule an appointment with the career development staff and register with Handshake.

3. Create a résumé and cover letter.

4. Enroll in *Experiential Education 90 – Building a Professional Image*. All students considering an internship or co-op position are strongly encouraged to take this course. Some programs require that their students complete this course before being eligible to earn credit. See the career development staff for more information.

5. Review internship descriptions and think about the kind of internship you want to have. Virtually all academic departments offer credit for experiential education opportunities.

6. Consider your academic, student organization, leadership, and athletic schedules. When would you be able to devote 10 or more hours per week to an internship?

7. Apply for the experiential education stipend through the Center for Career Development.

### Implementing your plan

Please see “How to Conduct an Effective Job Search” on page 23 for more information on this process.
Graduate school is right for you if:
- The career you want to pursue requires education beyond the baccalaureate level. Education, law, medicine, dentistry, pharmacy, and psychology are examples of such fields.
- You are interested in the particular academic discipline purely for the love of it and would never forgive yourself if you did not give it a try.
- After working for a while, you want to add a graduate degree in order to advance professionally or to change your field of employment.

Graduate school may be wrong for you if:
- You have not decided what kind of career you want to pursue. Remember, competitive programs look for individuals who have clearly defined interests.
- You are pressured by family or friends.
- You are doing it simply to postpone the inevitable job search; a graduate degree is not a job guarantee.

How to start the graduate school process

**Freshman and sophomore years**
- Assess your interests, abilities, and career goals.
- Begin informational interviews with current graduate students.

**Junior year**
- Gather information on graduate programs (www.petersons.com).
- Visit school websites for graduate bulletins and application materials.
- Learn entrance examination requirements and dates.
- Investigate application deadlines.

**Pre-senior summer**
- Narrow your list of schools.
- Gather financial information.
- Register for entrance exams.
- Write a first draft of a graduate essay or statement of purpose.
- Contact recommendation sources.
- Prepare financial statements for financial aid.
- Visit top school choices.
- Develop a *professional* online presence.

**Fall semester senior year**
- Select schools.
- Review your graduate essay or statement of purpose draft with a faculty member.
- Take entrance exams.
- Request letters of recommendation.
- Make arrangements with the registrar for your transcripts to be sent.
- Make arrangements for entrance exam scores to be sent.
- Prepare final versions of your graduate essay or statement of purpose.
- Submit completed applications with required fees at least two weeks prior to the deadlines.
- Follow up with the schools to be sure that your application has been received and is complete.

**Spring semester senior year**
- If required, schedule and attend a meeting with the admission committee.
- Schedule a mock interview with the career development center prior to the admission committee interview.
- Follow up with the registrar to have final transcripts sent.
- Accept or decline graduate school admission offers.

Prestigious scholarships
Consider an opportunity to study abroad, participate in a year-of-service program, or apply for a prestigious scholarship. Information on various programs can be found on the career development website at www.evansville.edu/careercenter.
## Timeline

18 - 24 months prior to application deadline: evaluate your options
12 - 18 months prior to application deadline: narrow your choices
6 - 12 months prior to application deadline: applying to schools
2 - 3 months after application deadline: make your decision

## Evaluate your options

18 - 24 months prior to application deadline

<table>
<thead>
<tr>
<th>Petersons Guide</th>
<th><a href="http://www.petersons.com">www.petersons.com</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Petersons Guide</strong></td>
<td>assists you with finding schools that offer the programs you are interested in. Each school's listing gives the following information: address, degrees offered, enrollment numbers, number of applications received and percentage of those accepted, entrance requirements, financial aid offered, and a contact person.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate School Guide</th>
<th><a href="http://www.graduateguide.com">www.graduateguide.com</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate School Guide</strong></td>
<td>This guide is a good resource if you need to stay in a particular state for graduate school. Each school’s listing gives the following information: address, programs and degrees offered, tuition, and contact information.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>U.S. News &amp; World Report</th>
<th><a href="http://www.usnews.com">www.usnews.com</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>U.S. News &amp; World Report</strong></td>
<td>Check graduate school rankings through <em>U.S. News &amp; World Report</em>. Bear in mind that these cannot offer a comprehensive picture.</td>
</tr>
</tbody>
</table>

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<tr>
<th>Contact the schools you are interested in</th>
</tr>
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<tbody>
<tr>
<td><strong>Contact the schools you are interested in</strong></td>
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</table>

## Narrow your choices

12 - 18 months prior to application deadline

- **Read the materials** you have received from the schools to learn about their class sizes, specialties, entrance requirements, and faculty research areas.
- **Do a reality check** of your qualifications and the schools’ admission criteria. For example, if a program requires a 3.5 GPA and a 1300 GRE score, but your GPA and test score are not quite that high, check with the admission office for that graduate school. The staff can tell you whether your test scores and GPA might be acceptable.
- **Use personal fit** rather than rankings to select your top choices. Just because a graduate program is ranked number one by *U.S. News & World Report* does not mean that it is the program for you.
- **Narrow your choices** of schools and programs down to about 10 (three minimum). Apply to these schools early in your senior year.

- **Check the competitiveness of the program** by looking at the number of applications received in comparison with the number of acceptances.
- **Pay close attention to the entrance requirements** of a school and its program. It does not hurt to include one or two schools that are a “sure thing.” These include schools that have score and GPA requirements that are far lower than your own and schools that accept far more applications than they reject.
- **Consider applying to similar programs**. For example, if you are pursuing a career in clinical psychology, think programs.
- **Visit your top two or three choices**. Speaking with faculty and students gives you an accurate picture of the program and its requirements. If it is not possible to visit the school, contact the program director to ask which students and professors would be willing to speak with you via a telephone appointment.
Applying to schools
6 - 12 months prior to application deadline

Prepare for the appropriate test.
- Prepare for the test several months in advance. Free materials are available for most admission tests if you register early.
- Websites and information on graduate admission tests are available at careercenter.evansville.edu.

Strengthen your application
- Schools look at things besides your entrance exam scores and your grade point average.
- Involvement in some activities and leadership positions while at UE is important. Schools appreciate a 4.0, but they also want someone who can interact with peers.
- Get some practical experience. Plan to do an internship prior to your senior year so it appears on your application. Try to find a summer job in your desired career field.

- Select references who can speak of your abilities and accomplishments. Prestigious references are fine; however, if they cannot speak honestly and openly of your accomplishments, they will not be effective. Only send in the number of references that are asked for in the application materials.

- Your essay must be perfect. Make sure you have several persons proofread your essay before you send it. Current professors, employers, the writing center staff, or career development staff members are great resources. The essay must be typographically error free and grammatically correct.

- Send in all materials two to three weeks in advance of the deadline. Call each school to ensure all materials were received.
Make your decision
2 - 3 months after application deadline

*If you have been accepted to more than one graduate program, you must decide which one is right for you.*

- Pay close attention to the number of students accepted into your program. Some are very large and some are very small – which is a better fit for you? Also, compare the number of applicants to the number of acceptances. This can tell you the popularity and competitiveness of a program.
- Pay attention to the specialty of the program. Each graduate school catalog usually has a career section to let you know what types of careers their graduates hold. Do these fit your career goals?
- Discuss career goals with faculty of the graduate program to see if their curriculum fits your needs. Faculty members will be honest with you – they are not paid to recruit. If their program is not a good fit for you, they will tell you.

*If you are not accepted into a graduate program, you must develop a strategic plan.*

- Next time, apply to a large number of graduate schools to improve your chances of admission.
- There are many reasons a student might not get into a graduate program. Do not give up hope. There are many things you can do to make your second shot at graduate school a success.
- Ask an admission counselor or a faculty member at the graduate school why you were not accepted. Ask them to be candid.
- Consider taking additional undergraduate courses to raise your GPA or to fulfill missing graduate program entrance requirements.
- Sit out of school a year or two. Get a job in the area you wish to pursue or participate in a year-of-service program. The real-life experience will help you the next time you apply to graduate school.
- If your test scores are the reason you did not get accepted, consider retaking the tests. Make sure you practice and study for the exams. Do not assume that it will be easier the second time around.

For more information pertaining to graduate school, please visit www.evansville.edu/careercenter.
Experience has shown that informal networking and contact development meetings are a rich source of job leads and information about unpublished job opportunities. Successful networking, both traditional and online, requires that you have as many meetings as possible to tell your story to as many individuals as possible, so that they realize you are in the job market. Career Days, UE alumni or Rotary mentoring programs, campus professional organizations, career recruiting activities, and special events are excellent ways to meet career professionals and build your network. Family and friends also may be a rich resource of professional contacts.

LinkedIn is the most professional of the social networking sites and has over 433 million users have profiles on LinkedIn, including executives from every Fortune 500 company. LinkedIn is the world’s largest professional network on the Internet. (See page 21)

If you have problems getting “past the secretary,” call before 9:00 a.m. or after 6:00 p.m. Chances are, the individual you are trying to reach may be answering his or her own telephone.

If you call as a result of a referral, state that person’s name early in the conversation.

Indicate that you need only 20 to 30 minutes of the person’s time – make sure you adhere to this time limit.

Express the desire for a personal interview as opposed to a telephone conversation.

By letter or email
As with telephoning for an interview, a letter or email requesting an appointment should include a personal introduction and state the purpose for seeking the appointment.

Writing tips
- Type all letters in business format and double check for correct grammar and spelling.
- Always indicate in the concluding paragraph that you will be calling the office on a specific date (usually one week after you mail the letter) to arrange for a convenient appointment time – make sure you adhere to this schedule.
- Maintain an organized file of all letters and keep a contact list of the outcomes of your efforts.

Reasons to Network
- Meet professionals who work in your career field.
- Gain the maximum amount of exposure.
- Get information about target industries or companies, actual job openings, or employment trends.
- Develop rapport with prospective employers.
- Obtain additional names to enlarge your network.
- Establish new, beneficial connections.

How to Contact Persons in Your Network

By telephone
When calling to schedule an appointment, three points should be covered:
1. Offer a personal introduction.
2. Identify your purpose for seeking an appointment.
3. Arrange a mutually convenient time.

Telephone tips
- Write an outline or script of what you are going to say on the telephone. This will decrease your anxiety and ensure that you will cover all the necessary information. Additionally, you will be perceived as organized and professional.
NETWORKING – THE MOST SUCCESSFUL OF JOB SEARCH TECHNIQUES

**Fundamental networking techniques**

- Ask for additional referrals.
- Develop a tracking system.
- Know your contacts.
- Utilize faculty members, alumni, family, and friends.
- Attend professional conferences and meetings.

  | Send thank-you notes, messages, or letters. |
  | Implement a follow-up system. |
  | Be courteous and demonstrate tact. |
  | Have a résumé ready; ask for feedback. |
  | Develop a basic business card. |

**Know your product (you!) – Basic marketing concepts**

- Be fluent with your 30-second oral résumé.
- Focus on the value you bring to an employer.
- Create and foster a unique brand.
- Help your references prepare to help you.

  | Know your market. |
  | Understand the customer (the employer). |
  | Work on your packaging (dress like a professional). |
  | Let your résumé set the table for your interview. |

**Cultivating Your Network to Find the Hidden Job Market**

Statistics show that 80 percent of new jobs are never advertised.* Networking is a necessary skill in order to access the hidden market.

- Your network can include everyone.
- Your network should include 20 to 30 highly targeted, selective, and resourceful individuals.
- Networks often reflect six degrees of separation and overlap with one another; therefore, use the utmost care and professionalism in cultivating them.
- Use new, professional, and social media to implement a web-based networking strategy.


**Speed Networking Event**

Engineering Speed Networking – October 18, 2018
STRATEGIES TO LEVERAGE SOCIAL MEDIA AND ONLINE NETWORKING IN YOUR JOB SEARCH

As the job market continues to change, it becomes more important to use multiple tools and resources in a job search. Looking for a job cannot be a haphazard, last minute race to the finish. Any job search needs to have a well-developed plan (see page 23), should implement a strategy, and incorporate social networking as a tool.

LinkedIn

LinkedIn is the most professional of the social networking sites and has more than 500 million users. Nine million companies have profiles on LinkedIn, including every major company and most small companies in the United States. Two new hires are made through LinkedIn every minute. The fastest growing demographic is students. Here are tips to effectively utilize LinkedIn.

- Make sure your profile is 100 percent complete. This includes an appealing summary (your 30-second oral résumé, page 46), recommendation, experience, education, and professional picture. Your information should contain keywords that are relevant to your occupation.
- When inviting someone to connect with you, personalize the invitation. Do not use the canned message.
- Use the “Jobs” tab to search for available positions, then use your network to see who you may know at that company. If you have a second degree connection, politely ask your first-degree connection to introduce you. REMEMBER: All formal business etiquette rules apply. You want to make the best first impression that you can.
- Use the “Connections” tab to “Find Alumni” from your University! You can narrow individuals by city, company, what they do, and what they studied! Use this resource to locate and contact individuals who could potentially assist you in your internship and career search.
- Join groups that are of professional and personal interest to you. Follow the conversations on these groups and make intelligent comments. Potential employers may read these comments.
- LinkedIn allows companies to post student jobs and internships for free. You can use this portal: students.linkedin.com.
- If you have an interview, research the interviewer on LinkedIn to help you learn about that person. This may prove helpful in establishing a commonality during the interview.
- Include your customized LinkedIn URL in your email signature, on your résumé, business card, and other marketing materials. This makes it easy for new acquaintances to connect with you.

Facebook, Twitter, Google+, Pinterest, and Instagram

- Share that you are currently in your job search IF you are not currently employed. Your friends may know of a position. However, don’t expect your friends to do the work of your job search.
- “Like” and “Follow” companies that you are interested in on Facebook, Twitter, Pinterest, and Instagram. This will allow you to learn about company culture, see current news, and explore available positions.
- Connect Facebook and Twitter to LinkedIn.
- Create a Google+ account and use the circles and hangouts to connect with influential people.
- Follow career coaches and professionals on Pinterest; Use career boards to research information from what to wear to résumé advice.
- Review the guidelines about monitoring your online image (page 22) and clean up your pages if necessary.

All of these forms of social media tools can be very powerful if used correctly. Be sure to create and implement your personal brand into your networking sites, always be truthful and obey the rules of etiquette.

Information adapted from:
“How to connect with an employer via LinkedIn” by Kaitlin Madden, CareerBuilder

“6 tips to help you use LinkedIn more effectively” by Selena Dehne, JIST Publishing

“Using LinkedIn to get a job: Lessons from the KCITP Career Fair” by Dave Greenbaum, DoctorDave’s Blog
Begin the review process to be sure your online profile is spotless before it is seen by recruiters and potential employers.

**Google yourself**

It’s important for you to know what people see when they Google your name.

1. □ Google Search: Search your own name on Google. This is something a potential employer will do, and it’s a good idea to know ahead of time what they will see.
   a. □ Check multiple pages of search results, not just the first 10 results.
   b. □ Search all terms associated with your name (i.e. Your name + past employers, education).
   c. □ Check the images tab to make sure all photos of you are appropriate for viewing.

2. □ Google Alerts: Establish Google Alerts for your name and any of the terms you would check in Step 1. As Google finds new information with those terms posted on the web, you will receive a notification. If you have a very common name, consider using your middle initial to differentiate yourself.

**Build your professional online presence**

LinkedIn is incredibly valuable as a massive database of other people’s personal brands and career paths to research.

1. □ Create a complete profile including keywords a recruiter or business owner might use to find someone with your skills and interests. Present these attributes prominently and frequently to attract recruiters searching online.

2. □ Upload a purely professional photo. Be sure no alluring or unprofessional images are available of you. Plan to have your professional headshot taken each year at the University of Evansville Career Day event, and use that photo for all networking purposes.

3. □ Check the “Contact Me” option. Many recruiters search LinkedIn only for candidates willing to be contacted.

4. □ Join groups to build connections and become part of conversations about industry news in addition to receiving daily emails with job postings relevant to your interests.

5. □ Every time you reach out to connect with someone, customize the “I’d like to add you as a connection” messages (also similar to the messages you can send when you friend someone on Facebook). This is a great, easy way to stand out and show that you are someone who takes the time to personalize your communications.

6. □ Scour other people’s LinkedIn profiles to look for companies you may want to apply to, job titles or professions you didn’t know about, professional organizations where you might network, and people with similar interests who might be willing to offer some job search advice.

**Facebook**

1. □ Be sure all available information is accurate and up to date. Also, complete your work history.

2. □ On the Privacy Settings page, change the “Photos Tagged of You” setting to “Only Me” and “None of my Networks” so that you can untag yourself in any embarrassing photos or ask friends to delete them.

3. □ Go to the “Privacy Settings” section. If you want to be found by recruiters on Facebook and are comfortable with what they will find, set search visibility to “Everyone on Facebook.” If you want to reserve Facebook for your personal life, limit it accordingly.

4. □ Also in the privacy settings, check “Public Search Listing,” which will create a public search listing for anyone searching on a search engine outside of Facebook.

5. □ Set separate networks for private and professional contacts. Add new contacts to the appropriate network.

6. □ Check to see which applications are visible on your profile page and which publicize information about you. Alter settings to limit who sees what information.

7. □ Alter privacy settings to limit who can write on your Facebook wall and who can read posts to your wall.

Finally, search your own name on Twitter to see what people are saying about you. Even if you are a frequent Twitter user, your name may appear in conversations you missed.

**Job boards**

1. □ Update: Check SimplyHired, Indeed, Glassdoor, TheLadders, and any job boards that feature your résumé to ensure information is current. Be sure to update old profiles or delete them.

2. □ Contacts: Make sure you have search and “contact me” features enabled. Many sites offer features to remain confidential. Ensure they are set to display and search only the information you want public.

**Clean up your web presence**

1. □ Fix it: If you have the ability to edit the website, do so. Sites like Wikipedia will allow you to edit web pages, but keep in mind most changes are tracked and can be changed back.

2. □ Ask: Contact that former employer to correct the “About Us” page that still lists you as “Managing Director” or that friend who’s posted embarrassing photos of you.

3. □ Defend: If you can’t edit or delete the information, be prepared to defend it in an interview. This is especially true of negative stories in the press, which can be corrected if proven inaccurate but will rarely be removed.

Adapted from cdn.theladders.net/static/images/editorial/webchecklist09.0218.pdf and www.pwc.com/en_US/us/careers/pwctv/assets/your_online_image_worksheet.pdf
Use this seven-step process to implement your plan. How prepared are you for planning and conducting an effective job search? Successful job seekers must have both good information and well-developed job hunting skills. Three of the most important keys to being a successful job seeker are:

### Step 1: Analyze yourself as the product
Identify your values, interests, skills, experiences, goals, strengths, and weaknesses.

### Step 2: Explore career options
Conduct research, information interviews, and review professional organizations to explore career options.

### Step 3: Target and organize your job search
Solicit feedback from experts to evaluate your effectiveness, prepare job goals, organize a timeline, utilize a monthly planner, and expect your search to take six to nine months.

### Step 4: Prepare job search support materials
Tailor résumés, cover letters, portfolio information (if applicable), and your customized list of questions to ask employers to reflect your qualifications as they relate to the interests of prospective employers.

### Step 5: Build and practice your presentation skills
Create and hone your oral presentation skills through mock interviews and interview question flash cards and by anticipating behavioral, situational, or competency based interview questions.

### Step 6: Develop and conduct a job search campaign
Utilize multiple strategies such as pursuing advertised vacancies, developing a contact network, and contacting employers directly while consistently following up, keeping good records, and being persistent.

### Step 7: Interview, negotiate, and secure an offer
Manage this critical stage by following through with sending thank-you cards, negotiating with win-win outcomes, signing a formal acceptance, and conducting yourself in an ethical and professional manner.
Everyone benefits from a career fair

**Freshmen, sophomores, and juniors**
- Collect information about careers that interest you.
- Learn about prospective internships, co-op positions, part-time jobs, and summer employment.

**Seniors**
- Seek full-time professional positions.
- Gather information about employers in your field.

**All students and alumni**
- Review the employer list. Determine where employers are located and in what order to visit them. If there is a specific employer that you are interested in, practice speaking with other employers first.
- Take advantage of the opportunity to network with potential employers or contacts. Access recruiters in advance on Handshake.
- Practice meeting employers and discussing positions with potential employers.
- Explore requirements for different careers.
- Make contacts for follow-up discussions regarding their hiring process.
- Collect business cards or write down contact information to keep for your job search.
- Bring plenty of résumés and a folder or portfolio to put materials in.
- Learn about employment trends and current and future positions within different companies.
- Broaden your focus to include many types of employers; for example, hospitals, nonprofit organizations, and government agencies recruit and hire professionals in many different fields.
- Discover the training, compensation, and other benefits of each company (let the employer offer information about salary – do not ask).
- Do not travel in groups with other students or monopolize the employers’ time.

What employers want from you
- Be prepared! Have your résumé critiqued by our staff.
- Be enthusiastic, smile, and have plenty of résumés.
- Have a pen or pencil and paper available for notes.
- Take the initiative! Walk up to them and engage the employers; they are at the fair to speak to you. Be direct about the type of position you are interested in, and let them know if you are just gathering information.
- Use a firm handshake and good eye contact.
- Demonstrate strong communication skills.
- Be prepared with questions. Engage the representatives courteously and enthusiastically.
- Follow up and thank the company representative; send a thank-you card within 48 hours.
- Follow-up and follow-through contacts are up to the student; be persistent and polite.
- Submit an additional or amended résumé during your follow-up contacts.

Be prepared to share with employers
- Share specific career and job objectives and expectations.
- Indicate your individual strengths and weaknesses, citing specific examples that demonstrate your skills.
- Let an employer know what contributions you will make to their operation. Be specific, this is not the time to discuss generically what you can do.

Wear professional attire
This is your chance to make a good first impression. Follow these guidelines:
- Business professional dress is mandatory.
- Women should wear a business suit with coordinating blouse and closed-toe shoes.
- Men should wear a suit or dress slacks with a shirt and tie.
- Hats and tennis shoes are unacceptable.

### University of Evansville Sponsored Career Fairs

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seasonal and Part-Time Job Fair</td>
<td>September 5, 2018</td>
</tr>
<tr>
<td>STEM Career Fair</td>
<td>September 25, 2018</td>
</tr>
<tr>
<td>Health Careers Fair</td>
<td>October 16, 2018</td>
</tr>
<tr>
<td>Indiana Means Business!</td>
<td>November 15, 2018</td>
</tr>
<tr>
<td>Career Day</td>
<td>February 12, 2019</td>
</tr>
<tr>
<td>Career Expo</td>
<td>February 21, 2019</td>
</tr>
<tr>
<td>Summer and Part-Time Job Fair</td>
<td>March 20, 2019</td>
</tr>
<tr>
<td>Teacher Recruitment Fair</td>
<td>April 9, 2019</td>
</tr>
<tr>
<td>Teacher Candidate Interview Day</td>
<td>April 11, 2019</td>
</tr>
</tbody>
</table>

country on its website at [www.evansville.edu/careercenter](http://www.evansville.edu/careercenter).
Employers are keenly aware of the global nature of business in the twenty-first century and want professional employees who have developed competencies in other cultures. At UE, a majority of students have rated their study abroad experience as the highlight of their college career; take advantage of that enthusiasm by incorporating your study abroad experience into your job search. Your international experience will be attractive to employers. You should include this experience on your résumé and in your cover letter, portfolio, and job interviews to fully leverage this life-transforming opportunity.

Experiences in other countries offer opportunities for personal growth and exploration as well as the opportunity to build valuable skills and traits that will enhance your ability to compete as a top job candidate. The key to any job search is your ability to communicate the impact and value of your experience to potential employers.

**What types of skills and attributes are developed through studying abroad?**

The skills and attributes gained while studying abroad are as diverse and varied as each individual’s experience. The following list offers examples of skills often developed or enhanced through living in other countries.

- Communication skills (including listening and overcoming language barriers)
- Foreign language skills and cultural competence
- Global point of view, appreciation of diversity, tolerance, cultural awareness, and sensitivity to customs and cultural differences
- Flexibility and adaptability
- Motivation and initiative
- Organizational and time-management skills
- Ability to identify, set, and achieve goals
- General travel and navigational skills
- Problem-solving and crisis-management skills
- Patience and perseverance
- Independence, self-reliance, and responsibility
- Inquisitiveness and assertiveness

Where should I include study abroad experience on my résumé?

There is no one approach that works for every candidate. Here are a few suggestions to get you started:

- If you participated in a study program and attended classes abroad, list the experience in your education section.
- If you gained practical work experience while abroad, such as an internship, part-time job, or practicum, list it in a work experience, internship experience, or career-related experience category.
- You can also include study- and work-abroad programs in a separate category titled International Experience or International Education. This option may be the most appropriate if you have had multiple experiences abroad.
- Include accomplishment statements and mention key skills you developed through these experiences.

Should I discuss my study abroad experience in my cover letter or during job interviews?

The key to writing a great cover letter and preparing for a job interview is to match your skills and abilities to the needs of the employer. In most cases, international experience will be attractive to employers. You will need to determine which skills will enable you to sell yourself best.

Your cover letter should

- Highlight one or two of your top skills or attributes.
- Refer to your travel experience.
- Spark employers’ interest and direct them to your résumé for additional information about your qualifications.

As you get ready for job interviews, prepare stories that highlight your skill sets and reflect on several experiences from your past, including studying abroad. Be sure to tell your story with enthusiasm and genuineness. Employers want to know what meaning you have made out of studying abroad. What changes if any did you make in your curriculum, goals, or approaches to life?

Adapted from cms.bsu.edu/academics/centersandinstitutes/rinker/studyabroad/alumniofsa/marketingyourself

www.evansville.edu/studyabroad
What is a résumé?

- An intentional sales and marketing document – its purpose is to help you obtain a job interview
- A succinct and brief description targeted to a specific career field and addressed to the needs of a specific employer
- An effective summary of your relevant skills, knowledge, and accomplishments

It is possible that you may have to develop several versions of your résumé for an effective, targeted job search.

Good résumés may be presented in the following formats:

- Chronological (good format for traditional college students with an average amount of experience and related activities)
- Functional (most helpful for those changing careers, nontraditional age students, and those with gaps in their employment history)
- Combination of chronological and functional

A résumé should not be:

- Prepared by a stranger
- Copied from another source
- Hurriedly developed in a generic word processing template or wizard function

Step-by-Step: creating the first draft

1. Brainstorm what you will put on your résumé. Use the worksheet on page 30 as a guide.
2. Determine how these experiences will fit into categories and subcategories. (See list on following page for examples.)
3. Begin talking about your experiences in terms of the value that you added to the organization or your own skill set. Remember to begin all statements with a past tense action verb. Choosing the right words and phrases is critical for selling your marketable skills and experiences.
4. Work and rework all sections of your résumé.
**Summary and qualifications**

This section of your résumé should be the last section you create. In it, you will highlight the skills and qualities that you have described in your résumé so that the information is tied together for an employer. This is also a great section to draw parallels between what an employer is looking for in a candidate (find this in the job posting) with the skills that you already possess.

**What sections should be in a résumé?**

A résumé generally includes the following broad sections:

- **Contact Section**
  - Who are you? Where and how can you be reached?

- **Objective Statement**
  - What do you want to do? (Be brief, five to 12 words with no personal pronouns)

- **Summary Section**
  - What skills and qualities do you have?

- **Education Section**
  - What have you learned? What degrees, training, and certifications have you earned? Have you studied abroad? Have you completed any major projects?

- **Employment Section**
  - What have you done? Describe your internships, co-op jobs, work, leadership, and volunteerism; use past-tense action verbs.

**Categories and subcategories may include:**

- **Computer Skills**
- **Qualifications Summary**
- **Certifications**
- **Honors**
- **Leadership**
- **Projects**
- **Community Service**
- **Publications**
- **Study Abroad**
- **Technical Skills**
- **Education/Degrees**
- **Cooperative Education**
- **Courses**
- **Professional Experience**
- **Skills**
- **Presentations**
- **Activities**
- **Achievements**
- **Laboratory Skills**
- **Accomplishments**
- **Internship Experience**
- **Scholarships**
- **Languages**
- **Volunteer Activities**
- **Training**
- **References Available**
- **Professional Development**
Tips for résumé development

The type of résumé and categories you choose are determined by educational status (e.g., traditional student, nontraditional student, alumnus) or other factors (e.g., gaps in employment, length of employment, change of career or experience). Consider the following:

- Categories should reflect what is most important to the employer or industry. Start with what best demonstrates your experience and your career objective.
- One-page résumés are preferred by virtually all employers for most entry-level positions. But, there are exceptions to every rule; for example, education and nonprofit fields tolerate a two-page résumé format.
- A good rule of thumb is to have one page for every 6-10 years of professional work experience.
- When preparing a two-page résumé, make sure the most marketable and critical information is on the first page. If your résumé is two pages, they must both be full pages.
- Be sure to use terminology that is employer, industry, or job specific.
- Well-organized résumés are visually appealing and do not contain spelling, typographical, grammatical, or punctuation errors.
- Every good résumé is concise and well organized so the most important information is first. Remember, the content should reinforce your objective.
- Begin each statement or phrase with a powerful action verb. Statements are best used in a bullet-style format and should be less than three lines. Eliminate unnecessary words. **Use the most aggressive past-tense action verb possible.**
- Your most recent information should come first – most recent education, employment, and leadership.
- Use a readable and familiar font (e.g., Times New Roman, Arial, Helvetica, Century Schoolbook). The type size should be uniform and fall in the range of 10.5-12 point (except for your name).
- When employers review résumés, they spend very little time on each, usually only 20 to 30 seconds. Make sure that your résumé is readable.
- Résumés should be printed on high quality (16-25 lb.) bond paper; white, off-white, or ivory preferred. Avoid colors and textures that do not photocopy well, such as gray or marble.

### Résumé Tips

<table>
<thead>
<tr>
<th>Content</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>List your GPA if 3.0 or better</td>
<td>Margins – .7” all around, possible .5” top/bottom</td>
</tr>
<tr>
<td>Statements should indicate your skill set or how you added value to the organization</td>
<td>Use the ruler bar to set your own tabs – <strong>do not use the space bar</strong></td>
</tr>
<tr>
<td>No high school information (few exceptions)</td>
<td>Do not use tables</td>
</tr>
<tr>
<td>No personal pronouns</td>
<td>Name in 16-20 point; all other text uniform size, preferably 11 or 12 point</td>
</tr>
<tr>
<td>Honors and non-leadership activities in list format</td>
<td>Make information uniform and aligned</td>
</tr>
</tbody>
</table>
| Always use past-tense (even for current positions) | Keep bullets and special charac-
ters simple; do not use too many |
| Use terminology from your field | Use all caps, bold, and italics sparingly; avoid underlining |
| Begin statements with a powerful action verb (see page 31) | Limit punctuation |
| You must be ready to talk about everything on your résumé; if you cannot, do not list it | Use a common font, such as Times New Roman or Arial |

### Scannable and electronic résumés

Many large corporations and technology-oriented firms use scanners and software to complete the initial screening of résumés. Scannable résumés require a specific format. Keep a version of your résumé for online submission. This version should not have tabs, bullets, bold or italic text, or any other formatting. Use only plain text.

More information on how to tailor your résumé for your field is available at [www.evansville.edu/careercenter](http://www.evansville.edu/careercenter) or [www.jobweb.org](http://www.jobweb.org). Please also refer to the sample résumés in this guide for examples on format as well as content.
Writing a Curriculum Vitae

A curriculum vitae (Latin for “the course of one’s life”), is a comprehensive statement of your educational background, teaching and research experience, and other academic qualifications and activities. In academic circles, the CV is the foundation of any application for employment, funding, awards, fellowships, or grants. A CV can serve other purposes as well, such as providing the basis for an annual review by your employer or for introductions at conference presentations. Many search committees will look at the CVs of job candidates before anything else in screening applications. It is therefore extremely important that your CV effectively communicate the range and scope of your qualifications while highlighting your particular teaching and research strengths. Because CV styles and norms vary from one discipline to another, you should have your CV reviewed by faculty in your department/field before sending it out!

Sections
- Identification: Name and full contact information
- Education: All institutions graduated from; no high school?
- Dissertation/Abstract/Most Recent Research
- Awards/Fellowships/Honors/Grants
- Publications/Creative Work
- Presentations/Meeting Abstracts
- Work Submitted/Work in Progress
- Research Experience
- Teaching/Tutoring/Related Experience
- Research/Teaching Interests and Competencies
- Professional Training/Related Work Experience
- Languages
- Professional Affiliations and Service
- Academic Service/Community Outreach

General Tips on Form and Style

Even though content determines the length of your CV, you should aim for a tightly constructed, succinct and efficient presentation of your credentials. There is no excuse for typographical error in your CV. Proofread and ask others to proofread for you. Careless errors send a very bad message.

- Your name and the page number should be in a header or footer on each page after the first. Because maintaining a CV is iterative, you should get in the practice of updating it at least every six months to a year. Many scholars include a “revised” date in a footer on the first page.
- Use an 11- or 12-point font size with 1” inch margins.
- Use past-tense action verbs, measured descriptions, parallel grammar, no first-person pronouns, and little punctuation.
- Be careful not to pluralize section headings that cover one entry only.
- Keep dates to the right as opposed to listing them first in your sections. The reader’s eye naturally gravitates to the left—you want your biggest selling points there (e.g. your pedigree/school, your job title, etc.).
- Use boldface, italics, All Caps and spacing to highlight information, but be consistent and sparing in your use. Overuse distracts readers and defeats your purpose.
- Do not use graphics, shading, colors and underlining; if you use lines, put at least ¼” inch of white space around them. Lines are not recommended.
- Cite electronic references to articles, portfolios, courses, etc., to show your technical savvy if you created the site. Personal web pages should be referenced only if all material presented is professional. Irrelevant text (e.g. vacation photos, personal narratives, etc.) may turn off some members of your audience.
- All CVs should be laser-printed in black ink on white or light-colored, 8 ½” x 11” bond paper, 25% cotton fiber, minimum 20 lb, not to exceed 30 lb.

Note: It has become more common to see headshot photographs on CVs, particularly in the natural sciences. Think about what information this text communicates and be aware that some search committees may cover up the photo in adherence to anti-discriminatory policies. Photos are NOT recommended; put a photo in a LinkedIn account.

<table>
<thead>
<tr>
<th>Resume or CV?</th>
<th>Resume</th>
<th>CV</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL</td>
<td>Non-academic position</td>
<td>Academic position, Grant, Graduate Program</td>
</tr>
<tr>
<td>AUDIENCE</td>
<td>HR, Recruiter, Corporate Employers</td>
<td>Fellow Academics</td>
</tr>
<tr>
<td>CONTENT</td>
<td>Information relevant to the position</td>
<td>All academic achievements, including Awards, Research, Publications, Courses, Teaching Experience</td>
</tr>
<tr>
<td>LENGTH</td>
<td>1 page</td>
<td>Multiple pages – generally 1-3 pages for Master’s candidates</td>
</tr>
<tr>
<td>FORMAT</td>
<td>Clean and Organized</td>
<td>Varies from one discipline to another, but should still be a clean, organized format</td>
</tr>
</tbody>
</table>

The Academic Job Search Handbook (Mary Morris Heiberger & Julia Miller Vick, 2001)
Job Search in Academe: Strategic Rhetorics for Faculty Job Search Candidates (Dawn M. Farno & Cheryi Reed, 1999)

Cracking the Academia Nut: A Guide to Preparing for Your Academic Career (Margaret Newhouse, 1997)
To Boldly Go: A Practical Career Guide for Scientists (Peter Fiske, 1996)

Adapted from the University of Virginia Career Services website: Curriculum Vitae (CV) – career.virginia.edu/resumes/creating-your-resume/curriculum-vitae-cv
Use this worksheet to begin your brainstorming process. Write down key experiences and skills that you want to include in your résumé. Focus on results and accomplishments.

<table>
<thead>
<tr>
<th>Education</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Including degree, courses, projects, study abroad, senior seminar, research, senior design)</td>
<td>(Including committee chairs, executive boards, orientation leader, resident assistant, community service)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Experience</td>
<td>Professional Affiliations and Awards</td>
</tr>
<tr>
<td>(Including internships, summer jobs, co-op positions, jobs, campus employment)</td>
<td>(Including clubs, organizations, Greek life, volunteerism, awards, honors, activities)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The **underlined** words are especially good for pointing out accomplishments.

**Management Skills**
- authored
- briefed
- collaborated
- convinced
- corresponded
- corrobated
- developed
- directed
- drafted
- edited
- enforced
- enlisted
- explained
- expressed
- formulated
- honored
- influenced
- informed
- interpreted
- lectured
- listened
- mediated
- moderated
- negotiated
- networked
- orchestrated
- participated
- partnered
- persuaded
- presented
- promoted
- publicized
- reconciled
- recruited
- responded
- revised
- sparked
- spoke
- translated
- verbalized
- wrote

**Technical Skills**
- piloted
- pinpointed
- polled
- predicted
- quantified
- researched
- reviewed
- solidified
- specialized
- studied
- substantiated
- summarized
- surveyed
- systematized
- targeted
- verified

**Financial Skills**
- administered
- allocated
- analyzed
- appraised
- audited
- balanced
- budgeted
- calculated
- capitalized
- commercialized
- computed
- decreased
- developed
- diversified
- doubled
- drove
- eliminated
- estimated
- financed
- forecasted
- gained
- managed
- marketed
- merchandised
- minimized
- modified
- planned
- projected
- raised
- recovered
- renegotiated
- reported
- researched
- secured
- solicited
- sponsored

**Helping Skills**
- accommodated
- advocated
- aided
- assessed
- assisted
- championed
- clarified
- coached
- conveyed
- counseled
- delivered
- demonstrated
- diagnosed
- differentiated
- educated
- expedited
- facilitated
- familiarized
- gathered
- guided
- handled
- helped
- motivated
- recommended
- referred
- rehabilitated
- represented
- remedied
- renewed
- served
- steered
- supplied

**Research Skills**
- captured
- chartered
- clarified
- collected
- compared
- concluded
- critiqued
- deciphered
- derived
- detected
- diagnosed
- evaluated
- examined
- experimented
- explored
- extracted
- found
- hypothesized
- identified
- inspected
- interpreted
- interviewed
- investigated
- observed
- organized

**Teaching Skills**
- adapted
- advised
- aligned
- clarified
- coached
- communicated
- compelled
- coordinated
- demystified
- developed
- enabled
- encouraged
- energized
- enveloped
- evaluated
- explained
- facilitated
- guided
- influenced
- informed
- inspired
- instructed
- persuaded
- reinforced
- set goals
- simplified
- standardized
- stimulated
- structured
- supplemented
- trained

**Creative Skills**
- accentuated
- acted
- altered
- brainstormed
- changed
- composed
- conceptualized
- conducted
- created
- customized
- designed
- developed
- directed
- dramatized
- established
- fashioned
- founded
- illustrated
- initiated
- integrated
- intensified
- introduced
- invented
- originated
- performed
- planned
- published
- published
- purchased
- processed
- purchased
- released
- recombined
- revitalized
- shaped

**Clerical or Detail Skills**
- approved
- arranged
- authenticated
- catalogued
- classified
- collected
- compiled
- completed
- corrected
- detailed
- discerned
- dispatched
- dispensed
- documented
- executed
- finalized
- generated
- implemented
- inspected
- installed
- inventoried
- located
- monitored
- operated
- organized
- outlined
- prepared
- processed
- purchased
- recorded
- reorganized
- rescheduled

**Additional Verbs**
- accomplished
- achieved
- acquired
- advanced
- effected
- ensured
- excelled
- expanded
- improved
- overcame
- perfected
- progressed
- rejuvenated
- resolved
- restored
- satisfied
- spearheaded
- streamlined
- succeeded
- transformed
- unified

**Communication Skills**
- addressed
- arbitrated
- arranged
- arbitrated
- arbitrated
- arbitrated
- arbitrated
- arbitrated
- arbitrated
- arbitrated
- arbitrated

**More Verbs for Accomplishments**
- accomplished
- achieved
- acquired
- advanced
- effected
- ensured
- excelled
- expanded
- improved
- overcame
- perfected
- progressed
- rejuvenated
- resolved
- restored
- satisfied
- spearheaded
- streamlined
- succeeded
- transformed
- unified

**ACTION VERBS**
- confronted
- consolidated
- consulted
- continued
- contrasted
- convinced
- cultivated
- decided
- determined
- defined
- discovered
- displayed
- distinguished
- earned
- emphasized
- empowered
- endorsed
- enhanced
- equalized
- exceeded
- exhibited
- featured
- focused
- forged
- formed
- fostered
- governed
- hosted
- inspected
- integrated
- judged
- justified
- manufactured
- maximized
- mentored
- nominated
- obtained
- offered
- officiated
- provided
- reengineered
- refined
- remanufactured
- replaced
- represented
- restructured
- secured
- selected
- separated
- streamlined
- suggested
- supported
- synthesized
- taught
- teamed
- tested
- tutored
- verified
- widened
- won
- worked
John Swampy  
**Objective**: A full-time professional in warehouse management or consulting  

**Special Skills**  
- Proven abilities in field research, laboratory equipment and techniques; Extensive experience in working with and leading groups; Exceptional learning skills; Organized and dedicated leader; Self-confident; Passion for science; Enjoy solving problems; Enthusiastic and responsible; Good public speaker  

**Education**  
- B.S. Environmental Science Minor: Theological Studies  
- University of Evansville, Evansville, IN  
- Expected December 2016  
- GPA: 3.15  

**Computer Skills**  
- Word, Excel, Access (limited)  
- Distillation  

**Laboratory Skills**  
- PowerPoint, Windows, Explorer, Chromatography  
- Mac/Unix, Calculating, Titrations  

**Senior Project**  
- Researched, tested, and presented a comprehensive study of groundwater flow in the White River floodplain; examined variables of directional flow, pollutants, and the groundwater source  

**Service**  
- O'Charley's, Snapping Turtle Falls, IN  
- Summers/Breaks 2014–Present  

**Activites**  
- Kappa Chi  
- Admission Special Events Team  
- Cougar Staff Writer  

**Leadership**  
- Students for Environmental Action  
- 2015–Present  
- President  
- Recognized and facilitated the development of the only campus organization dedicated to environmental awareness  
- Coordinated and developed the implementation of a successful student-run recycling program and led the organization to be named 2012 Student Organization of the Year  

**Engineering**  
- Engineering Economics – Financial Conditions and Cost/Labor Conditions  
- Quality Assurance and Exposure to Six Sigma  
- Product, Process Improvements, and Simulations  

**Experience**  
- Rheem, Inc., Swampy Falls, GA  
- January 2013–August 2014  
- Process Engineering Co-op (3 Rotations)  
- Completed extensive investigation of work methods and processes, which included time-motion studies, ergonomics, economics, safety, and efficiency  
- Implemented an extensive line balancing project that significantly improved production line efficiency and reduced station down time by 17 percent  
- Actively participated in an extensive plant layout redesign and plant expansion project that included continuous, intermittent, and project processing systems  

**Leadership**  
- Sigma Phi Epsilon, Community Service Chair  
- Collaborated with executive leadership team to implement an ambitious program to increase the number of service projects from two to five and more than double the chapter member service hours per semester  

**Professional**  
- ASME, University of Evansville Student Chapter Vice President  
- School of Engineering Dean’s Advisory Board  
- 2013–2014  

Sunny D. Optics  
**Objective**: Summer 2013 Electrical Engineering Related Position  

**Summary**  
- Record of personal and academic achievement  
- Mechanically inclined with over four years of hands-on experience  
- Highly effective team member and leader  
- Utilizing software in daily work setting with experience to CAD  
- Competitive and project driven  

**Education**  
- University of Evansville, Evansville, IN  
- Expected Graduation May 2017  
- GPA: 3.52  

**Computer Skills**  
- Word, Excel, Access, PowerPoint, Distillation  
- AutoCAD, Basic, Pro/E  

**Service**  
- O’Charley’s, Snapping Turtle Falls, IN  
- Summers/Breaks 2014–Present  

**Activites**  
- Kappa Chi  
- Admission Special Events Team  

**Leadership**  
- Students for Environmental Action  
- 2015–Present  
- President  
- Successfully started a new service-related registered student organization, which required developing a constitution, budget, and bylaws  
- Increased membership from five to twenty in one semester and raised over $2,000 for a local charity  

**Service**  
- O’Charley’s, Snapping Turtle Falls, IN  
- Summers/Breaks 2014–Present  

**Activites**  
- Kappa Chi  
- Admission Special Events Team  

**Leadership**  
- Engineering and Science  
- 2013–Present  
- President  
- Organized and facilitated the development of the only campus organization dedicated to environmental awareness  
- Coordinated and developed the implementation of a successful student-run recycling program and led the organization to be named 2012 Student Organization of the Year  

**Engineering**  
- Engineering Economics – Financial Conditions and Cost/Labor Conditions  
- Quality Assurance and Exposure to Six Sigma  
- Product, Process Improvements, and Simulations  

**Experience**  
- Rheem, Inc., Swampy Falls, GA  
- January 2013–August 2014  
- Process Engineering Co-op (3 Rotations)  
- Completed extensive investigation of work methods and processes, which included time-motion studies, ergonomics, economics, safety, and efficiency  
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- Actively participated in an extensive plant layout redesign and plant expansion project that included continuous, intermittent, and project processing systems  

**Leadership**  
- Sigma Phi Epsilon, Community Service Chair  
- Collaborated with executive leadership team to implement an ambitious program to increase the number of service projects from two to five and more than double the chapter member service hours per semester  

**Professional**  
- ASME, University of Evansville Student Chapter Vice President  
- School of Engineering Dean’s Advisory Board  
- 2013–2014  

Lissa Field-Sampler  
**Objective**: Internship in biomedical research and technology  

**Qualities**  
- Highly motivated and goal-oriented; Campus leader with proven skills in teamwork; Willing to provide a consistent, dependable and academically oriented; Good background in life science and engineering; Understanding of biomedical research and modeling  

**Education**  
- B.S. Biochemistry  
- University of Evansville, Evansville, IN  
- Expected Graduation May 2017  
- GPA: 3.49  

**Computer Skills**  
- Word, Excel, Access, PowerPoint, Distillation  
- AutoCAD, Basic, Pro/E  

**Service**  
- O’Charley’s, Snapping Turtle Falls, IN  
- Summers/Breaks 2014–Present  

**Activites**  
- Kappa Chi  
- Admission Special Events Team  

**Leadership**  
- Engineering and Science  
- 2013–Present  
- President  
- Organized and facilitated the development of the only campus organization dedicated to environmental awareness  
- Coordinated and developed the implementation of a successful student-run recycling program and led the organization to be named 2012 Student Organization of the Year  

**Engineering**  
- Engineering Economics – Financial Conditions and Cost/Labor Conditions  
- Quality Assurance and Exposure to Six Sigma  
- Product, Process Improvements, and Simulations  

**Experience**  
- Rheem, Inc., Swampy Falls, GA  
- January 2013–August 2014  
- Process Engineering Co-op (3 Rotations)  
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- Actively participated in an extensive plant layout redesign and plant expansion project that included continuous, intermittent, and project processing systems  

**Leadership**  
- Sigma Phi Epsilon, Community Service Chair  
- Collaborated with executive leadership team to implement an ambitious program to increase the number of service projects from two to five and more than double the chapter member service hours per semester  

**Professional**  
- ASME, University of Evansville Student Chapter Vice President  
- School of Engineering Dean’s Advisory Board  
- 2013–2014
SALLY SPEAKER
Home: 411 Highway One • Bremen, IN 47725 • (317) 999-0000
Campus: UE Box 009 • Evansville, IN 47722 • (812) 488-0000 • ms09@evansville.edu

OBJECTIVE
Full-time professional position in mass communication

SUMMARY
Previous professional experience with broadcast news and production; Proven leader and public speaker; Interviewing skills; Work well in teams; Excellent skills in meeting deadlines; Energetic; Planning and organizing activities/events; Dedicated

COMPANY/ Technical Skills
Advertising
Excel

Professional
PowerPoint
Netscape

Internships

WEB Design

Word

Student Government

Design

ASON

LEADERSHIP

电台

SALES SPEAKER

EDUCATION

B.S. Mass Communication Business Administration Minor

University of Evansville, Evansville, IN

May 2016

Experince

Volunteer Counselor

Happy Christian Day Camp
Snapping Turtle, Indiana

Summer 2010-2011

Volunteer Counselor

Laurel Christian Academy
Atlanta, GA

Summers 2014-2015

World of Coca-Cola

SUMMARY
Thorough understanding of business fundamentals; Outstanding leadership and teamwork skills; Excellent interpersonal communication; Goal and project driven; Hardworking; Client and customer oriented; Proven skills in planning, organizing, and budgeting; Energetic; Marketing and sales skills

COMPANY Computer Skills

Excel

PowerPoint

Netscape

Web

Previous professional experience with broadcast news and production; Proven leader and public speaker; Interviewing skills; Work well in teams; Excellent skills in meeting deadlines; Energetic; Planning and organizing activities/events; Dedicated

KANA M. BUSINESS
Home: 801 Wild Turkey Dr • Beautiful Beach, FL 32000 • (407) 000-0000
Campus: UE Box 2123 • Evansville, IN 47722 • (812) 479-0000 • km00@evansville.edu

OBJECTIVE
Professional position in management, marketing, or human resource management

SUMMARY
Through understanding of business fundamentals; Outstanding leadership and teamwork skills; Excellent interpersonal communication; Goal and project driven; Hardworking; Client and customer oriented; Proven skills in planning, organizing, and budgeting; Energetic; Marketing and sales skills

COMPANY

EXPERIENCE

Marketing Research: Developed a comprehensive marketing plan for an Evansville area neighborhood revitalization project

Publishing and Editing: Performed all functions necessary to publish the 2016-17 University of Evansville Student Handbook, including gathering information, editing and layout, and coordinating printing and distribution

LEADERSHIP

PRESIDENT

Panhellenic Council

February 2014-Present

Managed and directed Executive Board and Panhellenic Council meetings

Revised and strengthened Panhellenic Council bylaws and screening recruitment manual that increased member accountability, efficiency, and equity in recruitment

Significantly improved the relationship between Greek organizations and faculty, through the development/distribution of a monthly newsletter and a series of forums that encouraged communication and understanding

INTERNSHIP

MARKETING INTERN

Georgia Music Hall of Fame

Spring 2015

Co-developed and implemented the marketing plan for the Fall 2015 Georgia Music Hall of Fame Induction Ceremony and Music Month festivities, which included developing mass media ads, soliciting corporate sponsors, preparing/managing budget in excess of $40,000; planning/overseeing 20 activities, arranging catering for 42 events, and scheduling/directing 85 community volunteers.

WORK

THE LIMITED
Beautiful Beach, FL

SUMMARY

Summer 2012-2015

EXPERIENCE

Sales Associate/Certified Trainer

Recognized for superior sales and customer satisfaction performance for five consecutive summers

Served as assistant buyer for store and completed a six-week training program held in New York City

Trained and mentored all new employees of six Metro-beach stores for two consecutive summers

HONORS/ ACTIVITIES

Panhellenic Executive Board

Sister Christian Life Chair • Recruitment Coordinator

Order of Omega

SAB, Cohoﬀen Chair

Honor Society

Delta Chi Sigma Pi Social/Community Service Chair • Recruitment Coordinator

Chi Omega Fraternity

Student Government Association

Elected to position by student body, represented their interests to implement change in the campus community

Represented chapter at the national leadership training institute

Related Project

Eﬀectively designed and implemented a comprehensive public relations plan for the Student Government Association

LEADERSHIP

Sister/President/Secretary Student Government Association

2013-Present

Elected to position by student body, represented their interests to implement change in the campus community

Directed the Chari with SGA program and served on the executive board

Acquainted all SGA members with Robert’s Rules of Order

Vice President: Chi Omega Fraternity

2013-Present

Implemented and led a successful scholarship program for chapter members and pledges; led to improvement of chapter GPA and member study habits

Represented chapter at the national leadership training institute

Vice President of Recruitment: Panhellenic Council

2012-2015

Interviewed and selected 20 Rush counselors to promote consistent message on the ideals of Greek Life

Planned and executed a week of Rush activities for over 200 participants

Effectively designed Rush brochure and T-shirt to market Greek life and opportunities

Dana's List • Delta Sigma Pi Social/Community Service Chair • Recruitment Coordinator

SALSA SPEAKER

HONORS

Social Assault Prevention Task Force President • Reporter for the Courier

...
Chrissy D. Facilitator
2004 S.E. Riverbend Circle • Evansville, IN 47722 • 812.812.9999 • cf000@evansville.edu

OBJECTIVE
Professional work experience in Sales, Management, and Service

PROFILE
- Very competitive, goal driven, and self-motivating
- Highly organized, dedicated, punctual, and responsible
- Training and mentoring others
- Demonstrated initiative and problem solving
- Strong verbal and written communication proficiency
- Experienced leader and go-to team member

COMPUTER SKILLS
- Windows
- Word
- Excel
- Outlook
- Works
- Publisher
- Pages/Writer

EDUCATION
M.S. Public Service Administration
Expected May 2016
R.A. Doucet Mayor Sociology and Philosophy – Minor: Business Administration
May 2016
UNIVERSITY OF EVANSVILLE
Evansville, IN
Cum Laude

PROFESSIONAL EXPERIENCE
SALES
- Promoted from Sales Associate to Business Consultant after demonstrating excellent customer service skills and the ability to sell
- Exceeded personal sales goals, presently the top Business Consultant in the region for the month, quarter, and year in sales volume
- Developed exceptional customer relationships and amassed complete customer satisfaction
- Maintained product and industry knowledge, especially on new product lines and competitors

LEADERSHIP/TRAINING
- Motivated new business consultants to strive to make their goals and develop long-term customer relationships
- Assisted and trained all new employees on aspects of selling and company procedures
- Spearheaded the collection of customer e-mail addresses, which resulted in department being the top address collector in the company, and resulting in increased individual and team sales
- Resolved customer service problems and issues, especially those relating to sales, product customization, and equipment lease

COMMUNICATION/TEAMWORK
- Facilitated critical communication between families and hospital staff during patient crises
- Collaborated with professional team members in completing highly detailed and meticulous tasks
- Taught and mentored new staff in learning how to use computer software and maintaining communication policies and procedures

WORK HISTORY
Bumper Canisters • Those Widget Devices, Evansville, IN
2014-Present
Surgery Ombudsman • Methodist Hospital, Henderson, KY
2012-2014
Financial Consultants • Jones & Jones, Jasper, IN
2006-2010

COMMUNITY SERVICE
- Tox for Tom Volunteer
- Food Evander Volunteer
- B-A-Donor Project Manager
- Easter Seal Sustainable Business Inc.
- Eastside Business Center, Client Volunteer

A, Athlete
100 Munster Butterly Rd • Pleasant, KY 55555 • 111-333-2222
UE Box 999 • Evansville, IN 47722 • 222-555-1111 • a00@evansville.edu

OBJECTIVE
Ministry or faith-based internship experience beginning Fall 2013

SUMMARY
- Advising, including, and leading others
- Operative, communicative, and disciplined
- Committed to enhancing the development and well-being of others
- Open-minded and flexible
- Well-developed interpersonal communication skills
- Organizing and planning events

Computer Skills
- Word
- IPSS
- Presentation
- Excel
- Publisher

EDUCATION
B.S. Psychology Minor: Interpersonal Communication
Expected May 2017
UNIVERSITY OF EVANSVILLE
Evansville, IN
GPA 3.24

Study Abroad
HARLAXTON COLLEGE, Grantham, England
Summar 2014-2015

RELATED EXPERIENCE
FELLOWSHIPS OF CHRISTIAN ATHLETES
2015-Present

- As a part of a team, helped to revitalize FCA on the University of Evansville campus
- Developed a weekly program and events such as guest speakers, small group activities, and community service events
- Communicated and shared relevant information and personal experiences with college students

FIRST UNITED METHODIST CHURCH
Pool, KY
Summer 2014 and 2015

- Organized weekly youth programs and scheduled service projects for 5-10 parishioners
- Managed operational budget for programming and maintained a monthly newsletter
- Advised youth with personal concerns and referred to community resources when necessary
- Evaluated youth programming model and initiated the development of a new bible study

FIRST CHRISTIAN CHURCH
Swimn, IN
Summer 2012

- Initiated youth group membership by 75% during a two-month period
- Planned and executed social and service events for 20 youth group members

LEADERSHIP
NCAA DIVISION I SWIM TEAM
August 2013-Present
- Successfully balanced academics and an intense Division I athletic schedule
- Recognized by team as most inspirational for 2006-2007 season
- Collaborated with volunteer team to facilitate multiple events at the annual Swimming Special Olympics competition

ORIENTATION LEADER
2013-Present
- Guided and mentored incoming freshmen to ensure a successful academic, social, and emotional transition to the college environment
- Referred students to academic and counseling services as necessary

HONORS/ACTIVITIES
- Dean’s List, Two Terms
- Student Christian Fellowship Leader
- Chi Omega Sorority Leader
- Gamma Chi, Recruitment 2010

Heather Nonprofit
3530 Allen Drive • Evansville, Indiana 47750 • 812.953.6535 • hln0@evansville.edu

OBJECTIVE
Professional position where service to the public is the core value

SUMMARY
- Motivated, experienced, and professional
- Self-starter with excellent interpersonal skills
- Dependable, loyal, accountable, and mature
- Service-oriented with an interest to explore careers in public service; Record of personal achievement, graduating with GPA of 3.85 and 3.67 respectively

PROFESSIONAL EXPERIENCE
Resource Specialist, Harrison College, Evansville, Indiana
2012-Present
Management/Service
- Independently and collaboratively administered daily functions of a resource center for over 600 university students
- Actively managed multimedia resource of 15 full-use PCs, scanners, video equipment, laminators, document binders, and poster makers
- Trained and mentored students in developing sophisticated and technologically savvy presentation skills
- Supported and assisted all students on all technology issues and instructional materials

Collaboration/Communication
- Established interpersonal skills and collaboration with four departments and a faculty and staff of 50
- Assisted faculty members in presentations of professional presentations utilizing PowerPoint
- Coached and implemented an informal student tutoring program serving to serve community
- Collaborated with administrators and teachers for over 75 student tutoring placements in surrounding school districts
- Delivered excellent written and verbal communication across a spectrum of constituents

Technology/Problem Solving
- Troubleshoots PCs, printers, scanners, copy machines, and laser printers
- Actively advocated for up-to-date technology, demonstrated value and necessity of specific resources
- Applied computer proficiency in Microsoft Office programs, scanning, editing, formatting documents, and presentations

DEAN’S FURNITURE SHOWROOM, Evansville, Indiana
2014-Present
- Assisted customers and completed administrative duties while maintaining arrangement and presentation in the showroom
- Collaborated with customers
- Managed inventory
- Resolved customer service problems and issues, especially those relating to sales, product customization, and equipment lease

EDUCATION AND CONTINUING PROFESSIONAL DEVELOPMENT
Master of Science, Public Service Administration, University of Evansville, Evansville, IN
May 2015
Bachelor of Liberal Studies, University of Evansville, Evansville, IN
May 2014

LEADERSHIP AND COMMUNITY SERVICE
- Office Staff Association – Maintained fund-raising for scholarships
- Evansville Racquet Mission – Coordinated and implemented annual adopt-a-family
- Evansville Literacy Coalition – Established and promoted involvement of all readers
- United Way – Participated in Day of Caring
- Susan G. Komen Foundation – Raised funds for Race for the Cure

EXPERIENCE
- Coordinated independent travel to multiple abbeys and religious sites in Europe

SUMMARY
- Successfully completed study abroad experience at Harlaxton College, Grantham, England
- Completed study abroad experience at the University of Evansville

EDUCATION
B.S. Middle School Education Mathematics Concentration
Anticipated May 2017
UNIVERSITY OF EVANSVILLE
Evansville, IN
GPA 3.25

LEADERSHIP
- Successfully completed PRAXIS Exam

INTERNATIONAL TEACHING PROJECT
- As a part of a team, coordinated, planned, and implemented lesson plans for 1st-5th grade students in Jamaica; advised area teachers on new classroom management and teaching techniques

TEACHING EXPERIENCE
Student Teacher
Rocky Creek Middle School • Corbin, KY
2013
- Planned and implemented mathematics curriculum for two advanced and one developmental mathematics classes
- Implemented peer tutor program for developmental class, which resulted in a significant increase in test performance of both groups (tutors and students)
- Participated in the implementation of a team-wide computer enrichment program for middle school mathematics classrooms
- Maintained and adapted classroom management techniques to ensure a quality learning environment

- Practicum
- Full Term
- Bumpy Road Middle School • Corn Bloom, IN
- Assisted and observed middle school mathematics classes
- Provided individual and small group tutoring support to reinforce key mathematical concepts

Volunteer Tutor
Bumpy Road Middle School • Corn Bloom, IN
June 2015-February 2017
- Assisted students with 7th grade mathematics classes
- Provided individual and small group tutoring support to reinforce key mathematical concepts

RELATED EXPERIENCE
- Successfully completed study abroad experience at the University of Evansville
- Successfully completed PRAXIS Exam

COMMUNITY INVOLVEMENT
- Susan G. Komen Foundation – Raised funds for Race for the Cure
- United Way – Participated in Day of Caring

EXPERIENCE
- Successfully completed study abroad experience at the University of Evansville
- Successfully completed PRAXIS Exam

SUMMARY
- As a part of a team, coordinated, planned, and implemented lesson plans for 1st-5th grade students in Jamaica; advised area teachers on new classroom management and teaching techniques

- As a part of a team, coordinated, planned, and implemented lesson plans for 1st-5th grade students in Jamaica; advised area teachers on new classroom management and teaching techniques

- Successfully completed study abroad experience at the University of Evansville
- Successfully completed PRAXIS Exam

- Successfully completed study abroad experience at the University of Evansville
- Successfully completed PRAXIS Exam

- Successfully completed study abroad experience at the University of Evansville
- Successfully completed PRAXIS Exam
Nurse C. Wellington
UE Box 900 • Evansville, Indiana 47722 • (812) 812-0000 • mt00@evansville.edu

OBJECTIVE
Nursing extern opportunity with a professional focus in surgical techniques and after-care

QUALIFICATIONS
Strong fundamentals of delivering quality clinical care in a variety of environments; Interest in women’s and family health initiatives; Creating and organizing health and wellness presentations; Training and mentoring others; Collaborating in multidisciplinary clinic team environments

COMPETENCIES
• Computer skills: PowerPoint, Excel, Word

EDUCATION
University of Evansville, Evansville, Indiana Expected Graduation, May 2017 Bachelor of Science in Nursing GPA 3.22 CPR and CNA Certifications

CLINICAL EXPERIENCE
Molly Methodist Hospital OR/DMSC, Adult Med Surgery, Pediatrics, Pediatrics and ICU

• Improved and expanded knowledge of patient care in acute, pediatric, surgery, and after-care settings, with a focus on clinical procedures and patient communication

The State Hospital and Doorways Psychiatric Mental Health and Alzheimer’s Disease

• Developed and led a group program on optimism and social skills

• Utilized important therapeutic interventions while working with mental health patients (intervention/support mental health setting)

Building Blocks Substance Abuse

• Observed the importance of group therapy in fighting substance abuse and relapse prevention

All Women’s Hospital Obstetrics

• Administered Epidurals & vaccine infants prior to discharge and completed well-baby screenings

• Educated women and families on postpartum and infant care

Pulson Avenue Women’s Shelter Health Education

• Developed and presented community-based health education programming to promote healthy decision making to local schools, social service agencies, and clients

PROFESSIONAL EXPERIENCE
Local Hospital – Student Nurse

• Successfully completed a 20-hour Response to Disaster Emergencies certification program

• Increased skills to include knowledge of EKG lead placement and testing, blood glucose monitoring, and Blood draws

• Collaborated with other health professionals in providing optimal care through weekly clinical staffings, presentations, and daily communication

• Recognized for superior performance, received a promotion and named to Hospital Team

LEADERSHIP
Student Nurse Association of Peots Vice President (2015-2016), Junior Class Representative (2015-16)

• Implemented programs designed to integrate nursing education into the life of the university including Healthy Chicks Student Fair

• Addressed prospective students and educated them on the benefits of the University of Evansville’s nursing program

Marilyn P. Therapist
Permanente 332 Cathedral Circle • Grandville, MI 49418 • (765) 663-0000

OBJECTIVE
Physical Therapy position working with patients with physical and developmental disabilities

SKILLS
Computer: Excel, SPSS, Access, Word

EDUCATION
University of Evansville, Evansville, Indiana GPA 3.56

CLINICAL EXPERIENCE
HOSPITAL Lafue, IN March-April 2016

• Evaluated and treated patients in a neurorehabilitation setting with primary diagnoses of TBI, SCI, and CVA

PROGRESSIVE CARE CENTER Evansville, IN January-February 2015

• Guided treatment of patients in the transitional unit of a hospital to prepare them for the return home

VIA CHRISTI REGIONAL MEDICAL CENTER Wichita, KA Summer 2014

• Conducted evaluations and treatments including whirlpool, sharp debridement, and dressing changes for patients with a variety of wound diagnoses

• Demonstrated proficiency in rehabilitation patients in the acute care setting including those in the intensive care unit, trauma unit, cardiac unit, oncology unit, burn center, neurocritical care unit, and orthopedic unit

ARNETT SPORTS PLUS REHABILITATION Laffayette, LA Summer 2013

• Performed evaluations and implemented treatments for individuals with impairments including back pain, neck pain, arthritis, plantar fasciitis, and hip, knee, and shoulder injuries and surgeries

• Developed home exercise programs for patients and assisted in teaching maternal and postpartum exercise classes

PROJECTS
• Spearheaded the development of a basketball exercise program for children and young adults with physical and developmental disabilities

• Organized and conducted a group project to assess clinical thinking skills among second and third year college students working toward a health sciences degree in the Evansville community

• Investigated the effects of infrared therapy on wound healing and recommended which infrared unit should be purchased by a clinical facility

• Assisted in the instruction of a martial arts class for children and young adults with a variety of disabilities

LEADERSHIP
UNIVERSITY OF EVANSVILLE PHYSICAL THERAPY CLUB Secretary/Executive Board 2015-Present

• Planned and participated in Easter Seals coupon book sales and therapeutic massage fund raisers, raising over $1,500 in a three-month period

COMMUNITY SERVICE VOLUNTEER 2013-2014

• Assisted over 100 hours of service to Race for the Cure and Habitat for Humanity

HEALTH CARE EXPERIENCE
REHAB SPECIALTY HOSPITAL Evansville, IN Team Care Assistant January 2012-Present

• Implemented a weekend exercise program for patients under the instruction and guidance of the rehabilitation department, which included a progress chart and program assessment

Jonnie B. Nurse
AA02 Homer Mirror • Evansville, IN 47710 • (812) 000-1212 • jbb0@evansville.edu

OBJECTIVE
Professional nursing opportunity in pediatrics or emergency care

EDUCATION
University of Evansville Evansville, Indiana May 2016 GPA 3.15 Bachelor of Science in Nursing

Monetary, National Student Nurses Association

Student Affiliate, American Nurses Association

STUDY ABROAD Harlaxton College Grantham, England Fall 2015

• Completed and continued the health care systems of the U.S. and Great Britain

HEALTH
University of Evansville Nursing Community Project Grantham, England Spring 2014

• Research, developed, and created a community health education program regarding childhood obesity for the Boys and Girls Club after-school program

PROJECT
• Coordinated with community resources and raised funds to sponsor this year’s and next year’s health education program

PROFESSIONAL
St. Mary’s Medical Center Evansville, IN

• Summer 2014 and 2015 Student Nursing-EMERGENCY ROOM

• Performed Foley catheterization on both male and female clients and tracked patient's progress in acute care setting

• Instrumented skills to include knowledge of EKG lead placement and testing, blood glucose monitoring, drawing blood, and administering medications

LEADERSHIP
College Mentors for Kids University of Evansville 2012-2014

• Coordinated with an executive team to re-locate the regional office at the University of Evansville, organizing a networking event spectacular for all of the various programs of the university

• Expanded program to include three elementary schools serving over 100 students

Newman Club University of Evansville Evaduate, IN

• Organized and coordinated school staff and student representatives to manage the university mission

• Recognized for superior performance, received a promotion and named to Hospice Team

LEADERSHIP
Student Nurse Association of Peots Vice President (2015-2016), Junior Class Representative (2015-16)

• Implemented programs designed to integrate nursing education into the life of the university including Healthy Chicks Student Fair

• Addressed prospective students and educated them on the benefits of the University of Evansville’s nursing program

Bessa E. Science
Huna RR 10000 Chico Crossing • Chico, CA 95928 • (707) 693-9564

Campus UE Box 9000 • Evansville, IN 47722 • (812) 812-0000 • bessa@evansville.edu

OBJECTIVE
Employment as Physical Therapist Assistant

EDUCATION
University of Evansville

• B.S. Exercise Science Expected May 2017 GPA 3.63

• Physical Therapist Assistant Certification December 2016

CLINICAL

• Local Hospital Cardiac Rehab Evansville, IN May 2014-Present

• Coordinated Phase II and III cardiac rehab, became proficient in taking BP during exercise

Hosint Rehabilitation Units of Indiana

• Little Sisters of St. Francis Hospital Beech Grove, IN February-April 2014

• Rehabsilitated a diverse group of patients within the acute care setting including those within the ICU, cardiac unit, oncology unit, and center for joint replacement

• Resident State Hospital OP Sports Medicine Terre Haute, IN Summer 2015

• Demonstrated proficiency treating individuals who had an array of impairments including low back pain; neck pain; and knee, hip, and rotator cuff repair surgeries

• Get Busy Personal Fitness Evansville, IN August-November 2015

• Examined exercise principles with emphasis upon periodization and strength training

Union State Hospital OP Sports Medicine Terra Haute, IN Summer 2013

• Demonstrated proficiency treating individuals who had an array of impairments including low back pain; neck pain; and knee, hip, and rotator cuff repair surgeries

Projects
• Designed and executed exercise prescription for two individuals while performing as their personal trainer for one semester

• Investigated the effects of exercise training in reference to weight lifting with the use of resistance training apparatus

LEADERSHIP
Resident Life University Evansville Resident Assistant, Scholastic, Mentor, and Highest Residence Halls May 2015-Present

• Coordinated group fitness classes in the student recreation center, including sping, fall, and winter

• Planned, researched, publicized, and encouraged intra-mural programming to foster community and personal development among residents

• Coordinated residence activities with mental health, wellness, interpersonal relationships

• Interaction Christian Fellowship University of Evansville LEADERSHIP TEAM MEMBER and BIBLE STUDY LEADER 2015-Present

• Directed mission activities and bible studies for 90 members within Evansville community

Physical Therapy Club University of Evansville EXECUTIVE BOARD PTA REPRESENTATIVE 2012-2015

• Represented PT club, assisted in therapeutic fund raisers, and established liaisons for PT students on the benefits of APTA membership

HEALTH CARE

• Supervised Fit for Life program, maintained cleanliness of facility, performed cleaning duties

• Performed client initial evaluations, completed intake process, made recommendations
Susan Psychology
1401 South UE Avenue • Evansville, IN 47714 • 812-480-0000 • 1001sp@evansville.edu

OBJECTIVE
PhD program in Clinical Psychology, including a graduate or research assistantship

EDUCATION
B.S. Psychology May 2016
Clinical Psychology Specialization
Minors: Criminal Justice and Sociology
UNIVERSITY OF EVANSVILLE
Evansville, IN
GPA 3.68

STUDY ABROAD
HARLAXTON COLLEGE • Grantham, England
Spring 2015
• Investigated and summarized the differences between the U.S. and Great Britain regarding access to mental health resources

COMPUTER SKILLS
SPSS • PowerPoint

RESEARCH EXPERIENCE
Independent Research Project
University of Evansville
Spring 2014
• Examined and compared results in a replication of a prior study, examined multiple variables, and applied regression analysis techniques

Research Assistant
University of Evansville/Vanderburgh County Prosecutor’s Office
Fall 2015
• Collaborated with a team to study methamphetamine use and perceptions of usage
• Collected and entered survey data for analysis utilizing SPSS

National Science Foundation REU Program
Summer 2012
Northwestern State University, Bossier, LA
• Retrieved archival records on Massachusetts state and federal firearm violation sentencing
• Performed analysis of data and reviewed significantly inconsistent sentencing patterns

Senior Thesis Research Project
University of Evansville
Fall 2012
• Designed a quantitative investigation of perceptions of and attitudes toward several types of mental health disorders and administered to young adults and senior citizens

American Psychological Association Convention
November 2012
New Orleans, LA
• Presented research in both its oral and poster presentations

Psychology Research Conference
April 2013
University of Evansville, Evansville, IN
• Presented research on methamphetamine use and perceptions of usage

EXPERIENCE
Research Assistant
Mental Health Technicians
Southwestern Addiction Services
Evansville, IN
• Administered and discharged patients
• Monitored Vital signs of detox patients and distributed medications
• Maintained patient records
• Supervised and directed treatment sessions and activities

Teacher’s Assistant
Experiencial Psychology, University of Evansville
Spring 2012
• Assisted students with research questions and individual projects
• Conducted study sessions and maintained office hours

Orientation Leader
Summers 2012, 2013
• Efficiently managed and allocated student activities budget of $100,000
• Supervised and organized a 60-person crew for the construction of a Habitat for Humanity house in Indiana

Student Government Association Treasurer
2013 - 2014
• Directed and organized all intramural events for 2,000 students and faculty members at the university as well as supervising six university fitness center undergraduate staff members

LEADERSHIP
President of Academic Development, Alpha Fraternity
2013 - 2015
• Coordinated daily tutoring sessions for brothers; cultivated relationships with faculty member through campus involvement and research
• Supervised and organized a 60-person crew for the construction of a Habitat for Humanity house in Indiana

Director, Clinical Supervision
Gettabettasoon Clinic
Spring 2014
• Directed and organized all internal events for 2,000 students and faculty members at the university as well as supervising six university fitness center undergraduate staff members

References
Ms. Sally Happ-Starnes, MSN, RN
Director, Clinical Supervision
St. Louis Children’s Hospital
5 Children’s Place
Saint Louis, MO 63110
sally.happ-starnes@bjc.org
(314) 000-0000

Ms. Peki Inman, BSN, WHNP-C
Assistant Professor of Nursing
St. Louis Children’s Hospital
5 Children’s Place
Saint Louis, MO 63110
peki.imman@bjc.org
(314) 000-0000

Ms. A.J. Helper, BSN, RN
Director, Health and Wellness Center
University of Evansville
1800 Lincoln Avenue
Evansville, IN 47714
(812) 480-0000

Carl I. Systems
2000 Loyale Ln • Griffith, IN 46319 • (219) 976-0767 • cbl1@evansville.edu

OBJECTIVE
Professional work experience in Information Systems or Computer Technology

PROFILE
Excellent verbal and written communication skills; Well-developed management and problem solving skills. Highly responsible, dedicated, and organized; Strong technical skills in hardware, peripherals, and software installations; Ability to grasp new concepts quickly; Present leader and U.S. Military Veteran

Computer Skills
Windows • Java • Excel • PowerPoint • Access • DSS • WordPerfect • Access • C++ (limited)

EDUCATION
Bachelor of Liberal Studies • Expected graduation, May 2017
UNIVERSITY OF EVANSVILLE
Evansville, IN

Project
As part of an independent integrated study project, determined the type of computer hardware and software needed to set up a computing system for a local nonprofit business; coordinated tests and observed the initial use of the system to ensure that it performed as planned

Certificate: Computer Repair and Installation
Received June 2015
FLINTSTROHOOCH TECHNICAL INSTITUTE
Thomson, GA

PROFESSIONAL EXPERIENCE
LEADERSHIP/COORDINATION
• Promoted to Associate Warehouse Supervisor in recognition of superior work performance and team work

Excel
• Supervised teams of up to 14 employees

WAREHOUSE/SOFTWARE/TECHNICAL
• Successfully completed technical certification in computer installation and repair
• Installed cameras, scanners, printers, software packages, and memory upgrades to various PCs

COMMUNICATION
• Troubleshooted and repaired computers for friends and family

M.S. Health Services Administration
Major GPA 3.68
University of Evansville, Evansville, Indiana
Expected graduation, May 2017

PROFESSIONAL HEALTH CARE EXPERIENCE
Clinical Research Intern
Gettabettasoon Clinic • Willowsville, Indiana
January 2016 - Present
• Collaborated with director and developed a comprehensive survey to benchmark clinic performance with regional clinics in Indiana, Illinois, and Kentucky
• Evaluated, analyzed, and wrote report from the survey data for the director and staff
• Created business development recommendations to improve standardization and operational clinic procedures and preventative care
• Mentored four interns in the Six Sigma continuous improvement processes in health care organizations

Management Intern
Mascot Hospital • Collington, Indiana
Fall 2015
• Initiated, codified, and executed a strategic marketing plan which involved community sponsorship and events
• Strengthened understanding of integrated health care delivery systems
• Developed business strategies to improve profitability with a team of professional staff and interns

Orientation Leader
Summer 2012, 2013
• Developed with university personnel and 32 orientation leaders, the freshman orientation program for over 1,250 freshmen and parents to help with year-one transition issues

Howard S. Administrator
1255 South UE Avenue • Evansville, IN 47714 • 812-555-0000 • 1001sp@evansville.edu

OBJECTIVE
Health care marketing or management position

PROFILE
Background in health care management principles and practices; Understanding of marketing fundamentals; Customer-oriented; Experienced in utilizing business software; Skilled in planning and project development; Organized, Engaging leader; Handicrafting; Budget experience; Exposure to compliance, continuous improvement, HIPPA, and JUCO

Computer Skills
• Excel • Access • Explorer • PageMaker • PowerPoint

EDUCATION
M.S. Health Services Administration
Major GPA 3.68
University of Evansville, Evansville, Indiana

REFERENCES
Mr. A.J. Helper, BSN, RN
Director, Health and Wellness Center
University of Evansville
1800 Lincoln Avenue
Evansville, IN 47714
(812) 480-0000

John Nursing Graduate
105 W. Main St, Room 109 • Evansville, IN 47714
(812) 635-1946 • jl292@evansville.edu
Definition and purpose

Cover letters are formal business letters that always accompany résumés or applications. Each cover letter has two main purposes:

1. to present individual qualifications related to the specific job requirements and employer expectations, and
2. to elicit further consideration from the employer.

Employers must be impressed by this introduction if they are to read the résumé or application with serious interest. A résumé or application alone is not an effective way to acquire an interview. Tailored cover letters (with strong emphasis on skills and experience as they relate to a specific job in a targeted organization) are more effective than generic cover letters. The extra time it takes to carefully define your background will be worthwhile.

Traditional format

First paragraph: Why you are writing
In your initial paragraph, state the reason for the letter, name the specific position or type of work for which you are applying, and indicate from which resource (e.g., career development, news media, friend) you learned of the opening.

Second and third paragraphs: Why you are qualified
Indicate why you are interested in the position, the company, its products or services and, above all, what you can do for the employer. Set yourself apart from other candidates by matching your qualifications to the employer’s specific needs. If you are a recent graduate, explain how your academic background makes you a qualified candidate for the position.

Highlight your practical work experience, specific achievements, and unique qualifications. Refer the reader to your enclosed résumé, which summarizes your qualifications, training, and experience. The letter should add to your résumé without reiterating the same information.

Fourth paragraph: What you want
In the closing paragraph, indicate your desire for a personal interview and your flexibility regarding the time and place. Let the employer know how and when you can be contacted. Repeat your telephone number and email address in the letter. Tell the employer that you will follow up in a given period of time (e.g., a couple of days, a week) to set up an interview; be sure to follow through. Thank the employer for taking the time to consider your application materials.

Cover emails

When responding to a job opportunity via the Internet, the cover email follows the same format as described above with one exception. In the subject line of the email, put the exact position title and reference number, if applicable, for which you are applying. Start your message with the salutation (there is no need to type dates and addresses) and an introductory paragraph. Use the information described in your second and third paragraphs above and close with a variation of your fourth paragraph.

Sample email format

[Insert salutation]:
[Insert text from first paragraph, why you are writing]
[Insert text from second and third paragraph, why you are qualified]
[Insert text from fourth paragraph, what you want]
[Your name]
Attachment: Résumé
1. **Type each letter individually.** Keep in mind the specific job you are applying for. The letter should be no longer than one page and follow proper business letter format. Use paper similar to that used for your résumé.

2. **Research the company.** Show that you know something about that particular organization. Indicating that you have researched the organization shows that you are interested in the employer.

3. **Write to a specific person.** Find the name of a specific person within the organization, preferably the one who is likely to make employment decisions. Be sure to correctly spell the individual’s name and include his or her job title. Avoid generic “Dear Sir/Madam” or “To whom it may concern” letters.

4. **Focus on the employer’s point of view.** Convey your experience and skills in ways that relate to the employer's position, work, or field. Address the company’s needs, concerns, and priorities.

5. **Focus on solutions.** Whenever applicable, present your problem-solving abilities within your cover letter. Employers do not want to read about all the difficulties that you have faced in your education or past careers, but rather how you overcame those difficulties and what you learned from those experiences.

6. **Be persuasive.** Cover letters are persuasive rather than descriptive documents. Therefore, emphasize specific qualifications that are related to the job or employer.

7. **Select one or two attributes.** Highlight one or two of your most significant accomplishments or abilities to show that you are an above-average candidate. Selecting only one or two special attributes improves your chances of being remembered.

8. **Make every word count.** Use clear, crisp, and succinct language.

9. **Use action verbs.** Describe your previous experience and background with dynamic action verbs. By using the active voice and strong action verbs in your writing, you hold the reader’s attention and convey a sense of energy.

10. **Avoid a familiar tone.** Be sure not to start every sentence with “I” or “My.” Ideally, there should be only two or three sentences in your entire letter that begin with “I” or “My.” This letter is a business correspondence, not a conversational piece.

11. **Be specific.** Rather than being “generally qualified,” use specific examples to demonstrate your qualifications.

12. **Use your own words.** Show yourself as being human, real, professional, and employable. Your individuality should be reflected in your cover letter. Be enthusiastic, conversational, and friendly.

13. **Proofread and spell-check your work carefully.** Your letter should be free of spelling or grammatical errors. These errors detract from your intended message and communicate that you are sloppy or unprofessional.

14. **Demonstrate sincerity, energy, and enthusiasm.** The cover letter is your opportunity to showcase your interest in the job and the company that you are applying to. Even though your letter is first and foremost a business correspondence, it is still extremely important that you show the employer your excitement and desire to work for their company.

15. **Be honest.**
5123 North Monticello Avenue
Evansville, IN 47722

June 15, 2016

Ms. Elisabeth Employer
Publishers Today Inc.
200 E. Wacky Drive
Chicago, IL 60606

Dear Ms. Employer:

Please accept this letter and attached résumé as my application for the editorial internship position with Publishers Today Inc. I discovered the internship through BookJobs.com and feel it would be the perfect complement to my education as a creative writing major at the University of Evansville. The position with Publishers Today would allow me to combine my passion for fiction and love of organization.

One of the most attractive qualities about trade publishing is the variety of skills it requires. For the past year, I have worked as an assistant editor at the award-winning literary journal Evansville Review. This experience has taught me how to handle fiction submissions and evaluate their content with professionalism. Through my work as a newspaper editor and English tutor, I developed a deep understanding of grammar and excellent writing skills. The variety of publications I have worked with has also acquainted me with a number of different styles, including Associated Press and Modern Language Association. These experiences, along with my enthusiasm for the written word, have prepared me well for an internship with a diverse publishing house such as Publishers Today.

During the week of June 25 to 30, I will be available for interviews in Chicago and would welcome the opportunity to discuss my qualifications with you further. If you would like to set up an interview time, I can be reached at 812-488-0202 or by e-mail at jj0000@evansville.edu. Thank you for taking the time to review my request, and I look forward to hearing from you soon.

Best regards,

Jane A. Jobseeker

Enclosure: Résumé
301 S. Weinbach Avenue, Room 99-99
Evansville, IN 47714

February 25, 2016

Ms. Nonprofit Employer
United Way
1000 Helping Hand Way
Evansville, IN  47710

Dear Ms. Employer:

After reviewing your internship listing that I found on the University of Evansville’s Handshake Job Platform, I am enthusiastically submitting my résumé for your consideration. As a rising senior majoring in mass communication and minoring in sociology and business administration, I am seeking an experience with which to apply my professional skills and give back to the Evansville community. Last semester, after discussing internship options with Dr. Do Good, my sociology professor, he suggested I contact you.

Hands-on projects in my previous jobs and class assignments have developed in me the critical skills needed by your agency. Last summer, I developed practical experience working for my county food bank assisting new clients, learning the service referral process, and creating an easy-to-use Excel spreadsheet of donors and suppliers. During this experience, I assisted the director in implementing a significant upgrade to the computer system, improving record keeping, and updating their website. The following semester, I was able to put this knowledge to use in helping a local church start a food bank as part of a class project. Our team helped them establish a free website, raise over $500 to purchase a computer, and develop a training manual, which is still in use today.

As a member of the faith-based service organization, Widow’s Mite, I have completed over 500 hours of community service and have volunteered at three organizations supported by United Way: the Lampion Center, Holly’s House, and the Christian Life Center. Our organization has plans to double the number of UE students volunteering in the community and I am co-chair of the volunteer recruitment committee. The goal is to have over 20 volunteers working at least five hours per week in the community during the 2014-15 academic year. The combination of relevant experience with my personal traits of team work, initiative, organization, and goal setting would make me a valuable addition to the United Way team.

The summer internship with the United Way of Southwestern Indiana would allow me to experience and practice aspects of managing a premiere nonprofit social service agency. Enclosed is my résumé for your review, and I am eager to speak with you about my interests and skills. I am available for an interview at your convenience. You may reach me by calling 812-488-0000 or emailing 133aa@evansville.edu. Thank you very much for considering my request, and I look forward to hearing from you.

Sincerely,

Sunny Disposition

Enclosures: Résumé
References
Thank-You Letters and Cards
As a professional courtesy, thank-you letters or handwritten thank-you cards should follow every interview 24 to 48 hours after the event. This will further distinguish you from other candidates. Keep in mind the goals of such correspondence:
- To express genuine appreciation for the employer’s time and consideration
- To reaffirm your interest in the position and to cite additional qualifications you may not have discussed thoroughly in the interview
- To clarify information that may not have been positively conveyed
- To confirm your understanding of the next step in the application process
- To include your expense statement and any other details of your visit

In some instances, thank-you letters or cards serve another purpose. Some employers fail to respond expeditiously to job candidates, and they need a nudge. A polite way to nudge the employer to act is to enclose an updated résumé or to comment about any new developments since the initial interview. Another approach is to say that another employer is pressing and a decision is necessary.

Acceptance Letters
While you will initially speak with the employer directly to accept a position, you will also want to send an acceptance letter as a follow-up. The acceptance letter should:
- Be addressed to the person who made you the offer.
- Be typed in a standard business letter format (see page 39, Formatting a Cover Letter).
- Include: appreciation for the offer, acceptance of the position, title of the position/department, and an overview of the hiring terms discussed (start date, who to report to on the first day, etc.).

Withdrawal and Rejection Letters
As part of managing your professional image, you are expected to communicate with employers regarding your candidacy. After you have accepted a position, you should:
- Send a formal business letter to the appropriate companies to withdraw your candidacy from any of the other positions for which you have applied.
- Prepare a courteous and thoughtful letter to decline employment offers that do not fit into your career goals.
- Thank the employer for their offer and consideration and that you hope to communicate with them again in the future regarding additional opportunities.

16 Tips for Using Email at Your New Job
1. Do not use your employer’s email address for anything other than work-related correspondence.
2. Read email carefully so that you can respond appropriately.
3. Don’t send confidential material by email.
4. Use a subject line that reflects what your message is about.
5. Don’t use abbreviations or text-message jargon (BTW, LOL, or smiley faces, and so forth) in your email.
6. Use a brief greeting as you might in a letter (Dear John, Good morning Mrs. Smith). Include a closing (Sincerely, Yours, Thanks).
7. Use spell check and reread your message before sending.
8. Respond to email promptly.
9. Use typefaces and colors that are appropriate to your workplace. Ask if your office has a style that you should follow.
10. If you find you are emailing back and forth several times, pick up the phone to settle the issue.
11. If you forward a message, remove the FW from the subject line.
12. Change the subject line if the topic of the email changes.
13. Do not share other people’s email addresses.
14. Be careful using “reply all.” Consider whether it is necessary that everyone sees your reply.
15. Do not forward other people’s messages without permission.
16. Watch the tone of your email. Remember, the person receiving the email can’t see your body language.

Courtesy of the National Association of Colleges and Employers, copyright holder
Employers and graduate schools considering your candidacy often require you to provide a list of references and reference letters. Employers may request a reference list at your initial application, and before or after your interview. Normally references will not be contacted until you are a finalist for a position. Graduate schools often request reference letters as part of the application process.

Give careful consideration of whom you ask to serve as your reference. References verify your experience, confirm your competence, build credibility, and increase the employer’s confidence that your skills, abilities, past job and school performance, and accomplishments make you a good fit for the position.

Identifying your references
- References may include the following people: faculty and academic advisors, professors, bosses, supervisors, and coworkers.
- Create a list of six to 10 possible references who know you as a professional. As a college student or recent alumnus, at least one reference should be a professor or faculty member.
- Choose wisely. Do not include individuals who have minimal knowledge of your professional capabilities.
- Do not settle. If the person seems hesitant to serve as your reference, ask someone else.

Requesting a reference
- Select three to four professional references for each employment position or graduate school application. Having a list of potential references allows you to pick and choose from the list.
- Personally contact each person and ask if he or she will serve as your reference. Do not send an email or leave a voicemail message.
- Schedule an appointment with each individual to discuss the types of positions you are interested in applying for and how you see your skills, experience, abilities, and qualifications fitting in with those positions.
- Ask early. Do not wait until the last minute or your last year of college. Build your recommendation portfolio by asking your employer or supervisor to write you a letter whenever you leave or complete your job if you left on good terms. If you did really well in a course you took during your sophomore year, do not be afraid to ask your professor to write you a reference letter at the end of the semester.

Providing your references with information
- Provide your references with your current résumé, a summary of goals and plans, and any other document (e.g., transcript) you feel is necessary for them to provide an employer with thorough and positive information.
- Notify your references when you have included them on a job application.
- If your reference is writing a letter of recommendation, you should provide him or her with stamped, addressed envelopes. Include a cover sheet with a list of the graduate schools or employers for which you are requesting letters.

How to cite a reference
April Johnson, PhD  
Associate Professor of History  
University of Evansville  
12 Ace Purple Way  
Evansville, Indiana 47722  
812-555-5678  
aJ000@evansville.edu

Use the same header, font, and point size for the reference page that you used on your résumé.

Thanking your references
- Send a thank-you card to your reference after you know the letter has been sent out or that he or she has spoken with the organization.
- You may also consider reconctacting your references to apprise them of your situation. Continue to cultivate relationships with your network even after you have secured employment or graduate school admission.
Successful interviewing for any professional position requires extensive preparation. You will not be able to fool an employer; they will know if you have not given much thought to the position and how you would add value to their company.

- Before an actual interview, **schedule a mock interview** with the career development staff to practice your interviewing skills.
- Before every interview, you must **research the company**, scrutinize the position description, anticipate potential questions, plan questions to ask, and understand the company culture. Great sources for information include the organization’s annual report; Form 990 (for non-profit organizations); publications; and the organization’s LinkedIn account, website, and employees.
- **Prepare answers to possible questions.**  
  See careercenter.evansville.edu/students/jobsearch for more information.
- If you are traveling for the interview, make sure you will have plenty of time when you arrive. Work out all travel arrangements prior to the interview day, including how costs of travel will be handled. Make sure you have the **employer’s contact information** in case your travel plans are delayed. Have extra cash and credit cards just in case there are extra expenses.
- Bring extra copies of your résumé as well as a portfolio with pen, paper, and questions that you have prepared.

---

**Step 2** The interview

- Research indicates that the **first impression can make or break your interview.** Arrive at the interview 10 minutes early and be confident. Be aware of the message you are sending with your body language and have a firm handshake.
- **Turn off your cell phone** and other electronic devices, or leave them in your car.
- **Bring copies of your résumé and reference sheet.**
- Assume each question has a purpose. Listen attentively and answer directly, in a straightforward manner.
- Keep the interviewer’s attention. Use voice inflections and limited gestures. Find out what he or she likes and talk about common interests. You will stand out in a positive way.
- **Treat everyone you meet as if they are interviewing you;** most likely, they are!
- If the interview includes a meal, **avoid alcoholic beverages.** Also, try to avoid messy dishes or foods that are considered finger foods.
- Speak with the interview organizer about the next stages in the hiring process.
Step 3 Closing and follow-up

- Ask any questions that you still need answered.
- **End the interview with a firm handshake**, thank the interviewers, and **ask for business card(s) to follow-up**.
- Write a thank-you card or letter to confirm your interest and to inquire about the next step. Send the card or letter 24-48 hours after the interview to everyone you spoke with during the interview. This will further distinguish you from other candidates.
- Consider each interview a learning experience, whether you are offered the job or not. Take thorough notes, including names, dates, what you felt you did right, and how you could improve next time.
- **If you are offered the position, ask the employer for a chance to think about the decision.** Work with the employer to decide when your answer must be communicated. See page 51 for more information.
- **If you are not offered the position, talk to the employer about how you can improve for your next interview.**

The video interview

In today’s interview process, utilizing online video, such as Skype or Google Hangouts, has become a common practice. While these types of interviews offer the convenience of not having to travel, there are several things you should be prepared to address.

- Create a professional username.
- Dress appropriately – yes, from head to toe! You never know when an interviewer might ask you to stand up, and pajama bottoms with your suit jacket will not be impressive.
- Prepare your environment – Think about where you will set up your computer, ensuring that you have soft, natural light, clean, uncluttered surroundings, and NO DISTRACTIONS (cell phones, TVs, and other devices should be turned off). Also, be sure that you will not be interrupted by others. The Center for Career Development can assist you locating a space.
- Eye contact – Remember to look into the webcam, not at the monitor! You will want your interviewer to feel as though you are maintaining good eye contact.
- Technical difficulties – It’s technology, and sometimes it just doesn’t work properly. Remain calm, explain the situation, and address it as quickly as possible. This allows you to demonstrate your ability to handle stress under pressure.
- Always practice ahead of time! Just as with any other type of interview, practicing will help you feel confident and prepared.

Contact the Center for Career Development to schedule your mock Skype interview!

*Information from “9 Things You Need to Prepare for a Skype Interview” by Michelle Gianotti www.joinkoru.com/skype-interview-tips/
The Telephone Interview
When you have been selected for a telephone interview or screening, you should prepare for and act as you would in a traditional face-to-face interview. To ensure a seamless conversation consider the following:

- Confirm with the employer if they plan to call you or you should call them at the specified time (also confirm time zones).
- Call from a quiet area with limited background noise.
- Smile to change the tone of your voice and speak clearly.
- Provide shorter answers.
- Have your résumé, questions to ask the employer, and a notes page and pen available.

Remember, the goal of the telephone interview is to schedule a time to speak with the employer in person, so be sure to articulate your interest in speaking with them face-to-face.

The Second Interview
Congratulations! You passed round one; now on to the second interview! Remember that even though the company considers you to be a top candidate, the second interview is definitely not the time to arrive unprepared.

Second interviews typically last either a half day or a whole day. This means that you will have to be mentally alert and ready to go for an extended period of time. The following tips will help you prepare for the second interview; however, it is important that you visit our office in Student Life Suite, Ridgway University Center, and our website at www.evansville.edu/careercenter for additional advice.

Tips for the Second Interview
- Review all the information on pages 43-44 about interviewing.
- Research information on the organization. You will need even more information than what you researched for the first interview.
- Develop a list of in-depth questions that will give you additional insight into the organization and the duties you will perform if hired.
- Know the salary range for your degree level and field. Do not bring up salary until the employer does.
- Ask for a schedule of the day prior to your interview so that you can be prepared with names and titles as well as the time length of different events.
- Call your contact or human resources to determine what type of dress is expected. Dress in a conservative suit unless you are instructed otherwise.
- Expect little “down” time to relax. You will most likely have a series of interviews with different individuals or groups. A short break may be all the time that you will have for yourself.
- Remember that this interview is to assess your fit with the organization – how well you might get along with coworkers, superiors, and subordinates. Collect business cards or write down the names of everyone that you meet (so you can send thank-you cards to everyone).
- If you are not given one during the interview and if time permits, ask for a tour of the organization.
- After a second interview, some companies will offer a position on the spot, others may take a few weeks before an offer is made. Make sure that you follow up with your contact about the next stage in the hiring process.
- Do not forget to mail thank-you notes to everyone you spoke with during the interview within 24 to 48 hours!

Information adapted from “The Second Interview” by Thomas Denham, National Association of Colleges and Employers. The article can be found online at www.jobweb.com.
30-SECOND ORAL RÉSUMÉ

Example 1
Hi, my name is Joe Smith and I am a junior at the University of Evansville, majoring in mass communication. I am looking for an internship experience in technical writing at a local news station. Through my course work, I have developed strong computer and analytical skills. While working as a staff writer at the University's magazine, the Crescent Magazine, I won the award for “Best Feature Article” in Indiana. My piece was also submitted nationally, where I received third place. Last summer I worked as an intern at the Evansville Courier & Press to gain experience with print media. At the Courier & Press, I worked with the copy editing and writing staff to gain perspective on both fields.

Example 2
Good morning, my name is Peggy Jones and I am a recent graduate of the University of Evansville. My degree is in business administration with concentrations in global business and marketing. I am interested in working for your company because the position you have available will give me the opportunity to design marketing campaigns for the division that is located in South America. I am extremely accomplished in Quark and Photoshop. I developed my skills not only through course work but also through an internship with XYZ Corporation as a marketing intern. While there, I developed a newsletter for employees in two different countries, working with the staff to ensure that translations fit into the marketing layout. During a study abroad experience in Honduras, I gained knowledge of marketing techniques for a South American country.

Purpose
It is important to prepare and practice a 30-second oral résumé as a response for the persistent question, “Tell me about yourself.” Whether the question is asked in a social setting, an interview, or a networking event, a well-planned answer can set you apart from the crowd as well as spark additional conversation with the questioner. Prepare your oral résumé by following the tips below.

Step-By-Step
1. Begin by brainstorming about what you would want someone to know about you. Write down all of your ideas.
2. Consider including the following information:
   - Job objective
   - Education and training
   - Skills
   - Accomplishments and achievements
   - Prior employment
   - Other experience
3. Narrow down your options. Pick the top five things you want the questioner to know about you.
4. Develop a paragraph that encompasses all of the things you wish to say.
5. Practice makes perfect! Read your résumé aloud several times.

Tips
1. Prepare more than one oral résumé for various situations.
2. Practice your résumé by calling your voicemail and later playing back the message. Think about how it sounds and what you would like to change.
3. Make sure that your oral résumé keeps the listener’s attention.
If you are still not sure how to dress for the interview, call the employer and ask! But do not call the hiring manager; instead, ask to be put through to human resources and say:

“I have an interview with __________ in the __________ department for a position as __________. Could you please tell me what would be appropriate dress for this interview?”

For more information, visit www.evansville.edu/careercenter.
Level 1: Smart Casual
Smart casual is very different from “casual” alone. This level of attire is designated for the day-to-day functioning of most office environments, and needs to be dressier than what you would normally wear around your house. Some items for you to think about include:

**Women**
- Khaki or dress pants
- Knee-length or longer dress/skirt
- Sweater set
- Blouse
- Dress shoes, heels, or boots

**Men**
- Khaki or dress pants
- Polo-style shirt
- Button-down dress shirt
- No tie required
- Dress shoes

Level 2: Business Professional
Business professional is a considerable step up from business casual. This level of attire is often worn for business meetings and presentations or workshops. Some ideas for you to think about in this level include:

**Women**
- Business knee-length dress with suit jacket
- Suit jacket and ironed pants (do not have to be of same set)
- Dress shoes

**Men**
- Dress pants and blazer/sport coat
- Nice collared shirt
- A tie
- Dress shoes

Level 3: Interview Attire
Interview attire should be the most formal level of attire in your wardrobe. While this level of attire is appropriate for interviews, it can also be worn to things like professional conferences or your top-level business meetings. Some ideas for you to think about include:

**Women**
- Suits that are below the knee
- Blouses – modest cut
- Conservative colors
- Closed toed shoes – small heel

**Men**
- A quality suit – single-breasted
- Shirt and tie underneath
- Conservative colors
Professional etiquette is invaluable in today’s society. As the workplace becomes increasingly competitive, knowing how to behave can make the difference between getting ahead and getting left behind. Manners tell you what to do and what to expect in a situation.

**Introductions** – Know in which order to introduce people. In a professional setting, highest ranking or honored guest’s name first, and avoid using the word **meet**, as this will actually put the emphasis on the wrong person.

- Introduce a peer within the company to an outsider to your company.
- If a male and a female have equal status, introduce the male to the female. “Ms. Smith, may I introduce Mr. Jones.”
- When being introduced, both of you rise, extend your hands, and give a friendly handshake (no bone crushing please).

**Professionally speaking** – Common Mistakes

- Assuming that all business associates want to be called by their first name. Wait until they ask you to call them by their first name; do not ask them.
- Sending out sloppy-looking business correspondence with errors.
- Mistreating secretaries of the business associates.
- Smoking in professional settings. Never smoke at a meal except before the first course arrives and after dessert is cleared.
- Giving conflicting signals about who pays. The inter-viewer usually pays. If you do not know, you can offer to pay your bill. Do not argue. Say thank you.
- Failing to put your “thank you” in writing when it takes someone more than 10 minutes to do something for you. Respond within 24 to 48 hours.

**Mealtime manners** – Be refined when you dine

- If there are eight or fewer persons at your table, wait until everyone has been served to begin eating. Wait for several to be served if you are in a large group or at a banquet.
- As soon as you are seated at the table, fold your napkin in half and place it in your lap. It should remain there during the entire meal.
- If you need to leave the table during the meal, place the napkin on table.
- Remove inedible food with your cupped hand. Try to perform these removals inconspicuously.
- Practice good posture at the dinner table – elbows in, please.
- Use your hands to break your bread. As you go along, break a piece off and then butter it.
- Avoid gesturing with your utensils.
The dream scenario has become a reality – you have been offered a job. Now what? At this point, you have an important choice to make. The following are important considerations you should factor into your decision-making process.

- **Evaluate the offer.** Is the position aligned with your professional goals and objectives? Can you picture yourself working in the organization and with your potential coworkers? Is your total compensation (salary and benefits) appropriate? See salary negotiation tips below.

- **Ask for time to think over everything.** The National Association of Colleges and Employers’ Principle Committee recommends that employers provide students three weeks to accept a job offer. You have the right to ask the employer for a period of time to reflect on the job offer before it goes cold; however, you do not want to keep the employer waiting. Communicate your decision to the employer as soon as possible.

- **Provide additional information.** Follow up with the employer to make sure they have all of the information they need to finalize the offer (i.e., transcripts, reference letters, and correspondence).

- **Accept a job in good faith.** After you have accepted a position, you are committed to the position and employer even if a better offer comes along a few days later. Your honor and professional reputation are valuable and may be hard to rebuild within your profession. Therefore, it is extremely important for you to take time to make a well-informed decision. You do not need to accept a position immediately after it is offered.

- **Withdraw your candidacy from other positions once you accept the offer.** Informing companies that you are out of the job market will demonstrate your professionalism. It also will help your friends who may be interested in the job(s) for which you were applying during your search.

- **Get the offer in writing.** Having the offer in writing reduces the potential for future misunderstandings and allows for you to be clear about salary, benefits, start date, etc.

- **Follow up with your network.** As you sign on the bottom line, we recommend that you do not forget to thank and notify your references and professional network of your new employment. Continue to build and strengthen your professional relationships. You never know when you may need them again.
SALARY NEGOTIATION TIPS

From the very first interview with an organization, you want to communicate to the employer how your experience, skills, and accomplishments will add value to their organization. As the employer becomes more interested in your potential, they will be more open to further negotiation. UE’s career development staff recommends incorporating the following tips in your negotiation approach.

- **Understand the negotiation process.** The purpose of the negotiation process is to reach a mutual agreement with the employer. You do not want the negotiation process to be a confrontation. Remember in a few weeks, you will be working on the same team as the individual(s) with whom you are negotiating.

- **Avoid discussing salary until you have been offered the position or until the employer brings up the subject.** The employer may have concerns regarding your genuine interest in the position or company if you ask about the salary before you ask about the position description.

- **Know your worth in the marketplace.** Utilize the salary websites listed on the back cover of this career guide to help you identify an appropriate salary range. Be prepared with this information early in your job search process because you may be asked by the employer for your salary history or expectations.

- **It is not always just about salary – benefits add up too.** As the base salary is discussed, you should also consider fringe benefits such as health insurance, retirement savings plan, vacation plans, opportunities to grow professionally, travel, overtime pay, and compensation time. More details can be found at [www.evansville.edu/careercenter](http://www.evansville.edu/careercenter).

THE ETHICS OF JOB, GRADUATE/PROFESSIONAL SCHOOL, OR EXPERIENTIAL EDUCATION SEARCH

In uncertain economic conditions, especially when first entering the professional marketplace, it may be difficult to adhere to what seems to be a strict code of ethics regarding the role and expectations of a new job seeker. Many current and past blogs, blasts, and Internet advice from experts rail against the job seeker who is not prepared or focused and engages in seemingly unethical job search practices. When conducting an effective and ethical job or graduate/professional school search, every detail counts. Always remember: it is a small world we live in.

The National Association of Colleges and Employers (NACE) publishes an annual guide that addresses these concerns: *Playing Fair...Your Rights and Responsibilities as a Job Seeker*: [www.naceweb.org/playing_fair](http://www.naceweb.org/playing_fair).

Here are their guidelines and some specific advice from the UE Center for Career Development you may use in order to conduct an ethical job or graduate/professional search that is fair and helps you set a high standard of relational interaction between job seekers and employers.

- **Provide accurate information about your academic work and records, including courses taken, grades, positions held, and duties performed.** You can, however, refuse to provide an employer with specific information about any job offers you may have received from other employers. You do not have to name the organizations that have made you offers, nor do you have to provide specific information about what salaries you’ve discussed with those organizations. Instead, you can give broad responses to such questions, naming types of employers – “I’ve interviewed with employers in the retail industry” – and offering salary ranges rather than specific dollar amounts – “The salary offers I’ve received have been in the $25,000 to $30,000 range.” Incidentally, it’s in your best interest to research salaries and to let employers know that you have done so.

- **Be honest.** Conduct your job search with honesty and integrity. Do not lie or stretch the truth on your résumé, applications, or during any part of the interview process.
Interview genuinely. Interview only with employers you're sincerely interested in working for and whose eligibility requirements you meet. “Practice” interviewing is misleading to employers – wasting both their time and money – and prevents sincerely interested candidates from using those interview slots.

Adhere to schedules. Appear for all interviews, on campus and elsewhere, unless unforeseeable events prevent you from doing so. And, if you can’t make the interview because of an unforeseeable event, notify your career center or the employer at the earliest possible moment.

Don’t keep employers hanging. Communicate your acceptance or refusal of a job offer to employers as promptly as possible, so they can notify other candidates that they are still being considered or that the position is filled. The Center for Career Development suggests that job search candidates request a minimum of three business days to respond to a written offer and depending on how far off a start date is (more than 120 days), up to three weeks to consider.

Accept a job offer in good faith. When you accept an offer, you should have every intention of honoring that commitment. Accepting an offer only as a precautionary measure is misleading to the employer and may restrict opportunities for others who are genuinely interested in that employer. It can be considered a serious ethical breach to accept and then decline an offer. Not only is it professionally damaging to the job searcher, it may also affect the relationship between your alma mater and that organization. A college student candidate’s reputation is very much tied to their academic department, college or school, the institution and in many cases the career center. Burning your own bridge is bad enough; damaging your institution’s reputation may be unresolvable.

Withdraw from recruiting when your job search is completed. If you accept an offer or decide that full-time graduate or professional studies are for you, notify your career center and withdraw from the on-campus recruiting process immediately. And, let employers that are actively considering you for a job know that you are now out of the running by sending an email or letter if necessary. By informing everyone that you’ve got a job or are headed to graduate school, you not only get the chance to brag but also to help your friends who are trying to get on interview schedules or who are being considered for positions.

Claim fair reimbursement. If an employer has agreed to reimburse you for expenses you incur in its recruitment process, your request should be only for reasonable and legitimate expenses.

Obtain the career information you need to make an informed choice about your future. It’s up to you to acquire the information about career opportunities, organizations, and any other information that might influence your decisions about an employing organization. Your career center, faculty, advisors, and others stand ready to assist you with gathering relevant data and supporting you in the many challenges of conducting an effective and ethical job or graduate/professional school search.
PROFESSIONAL EMPLOYMENT OPPORTUNITIES FOR INTERNATIONAL STUDENTS

Curriculum practical training (CPT) is an experiential education employment opportunity that is an integral part of your curriculum and will be counted toward your degree.

Optional practical training (OPT) is a benefit for international students who hold F-1 visas. OPT permits up to 12 months of off-campus employment for the purpose of gaining independent practical experience related to the student’s major field of study. It is usually awarded at the completion of a degree program.

Getting Started

Communicate your interest in CPT or OPT with your academic advisor, the Office of Cultural Engagement and International Services and the Center for Career Development six to 12 months before the date you wish to begin the experience. It is your responsibility to tell your advisor and the Office of Cultural Engagement and International Services staff of your intent so that they are able to provide the necessary support and guidance.

The following information gives a general overview. For more detailed information, please visit the career development website (www.evansville.edu/careercenter) or contact the Office of Cultural Engagement and International Services.

OPT Eligibility

- You must have held lawful student status and been enrolled on a full-time basis for at least one full academic year (excluding time spent in an intensive English program) and be in F-1 status at the time of application.
- F-1 students must be in good academic standing with the University of Evansville to be eligible for OPT. Students who are on a leave of absence or have been suspended from their academic programs are not eligible for OPT.
- F-1 students are limited to a total of 12 months of OPT for their program of study, regardless of how many schools they may have attended. However, F-1 students who change to a higher educational level will be eligible for another 12 months of OPT. (For example, students who use 12 months of OPT after a bachelor’s program, would be eligible for another 12 months if they move on to a master’s program, but not if they move on to a second bachelor’s program.)
- F-1 students who have engaged in a total of 12 months or more of full-time CPT during a program of study are not eligible for OPT for that program.

CPT Guidelines and Eligibility

For international students who hold an F-1 visa, CPT is a benefit that permits off-campus employment. Such employment is allowed only if it fulfills one of the following academic objectives:

- A course offered in the University of Evansville course catalog for which a student will earn academic credit
- A University of Evansville cooperative education program or required non-credit internship/practicum
- A thesis or final project to which the work contributes materially and substantially

Employment that offers excellent or relevant experience to a student’s field of study, but does not meet one of the objectives listed above, does not qualify for CPT. You are eligible for CPT after you have been lawfully enrolled on a full-time basis in a degree program for one full academic year (excluding time spent in an intensive English program) and currently hold F-1 status. Graduate students holding F-1 status are exempt from the one full academic year requirement only if their graduate program requires immediate participation in CPT. Written communication from an academic advisor or the chair of the department is required for such cases.

Students who hold F-1 visas and are enrolled for study with UE’s Intensive English Center are not eligible for CPT.

Kate Hogan, Director of Cultural Engagement and International Services
812-488-2279 • kh114@evansville.edu
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Keep in touch with the Office of Alumni and Parent Relations:
812-488-2586, alumni@evansville.edu

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Jessica Hanger, CFSA, CAMS, MBA, Senior Manager B.S., Accounting, University of Evansville
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The University of Evansville offers a distinctive educational experience encouraging personal transformation through a wide range of opportunities for intellectual, emotional, spiritual, and physical growth. The Office of Student Affairs plays a key role in the educational mission of the University by intentionally creating an environment of self-discovery. Partnering with the campus to foster character development and community engagement, the Office of Student Affairs commits itself to personal interaction, quality services, collaborative education, and student empowerment. This commitment encourages and supports the journey of relevant and responsible adult life.

Career Development Mission Statement
As part of the student affairs division, the Center for Career Development actively facilitates educational opportunities that empower and engage students in self-discovery, development, and professional transformation in a collaborative community of students, alumni, employers, and University partners and friends. We deliver resources and guidance that enable students and alumni to achieve their career goals.

Our Commitment
The Center for Career Development is committed to:
- Maintaining a creative, flexible, and welcoming career exploration and recruiting environment
- Supporting and collaborating with the faculty to deliver transformative educational experiences
- Bringing excellence to all constituent relationships, including University students, alumni, faculty and staff members, employers, and community partners.

Center for Career Development ■ Room 234, Ridgway University Center ■ 812-488-1083 ■ career@evansville.edu ■ www.evansville.edu/careercenter