CAREER GUIDE

CAREER SERVICES CENTER
Dear Marquette University Student, Alumnus or Alumna:

The entire Marquette University Career Services Center staff is available to provide comprehensive career education and professional preparation services and resources for undergraduate students, graduate students, and alumni. Career counselors, advisers and interns are available to assist students and alumni with a variety of career-related topics such as:

- Career development and direction
- Resume and cover letter writing plus other correspondence
- Interviewing techniques and job search strategies
- Networking and professional etiquette
- Graduate and professional school decisions and applications
- Post-graduate service opportunities and application process

Where to Begin

Career education is a cycle. Regardless of how old you are or what year you are in college, career success depends on these two essential steps prior to pursuing your post graduate experience:

1. **Career Exploration:** Make an intentional, well-researched career choice based on your interests, values, and skills.
2. **Career-related Experience:** Gain career-related experience through internships, co-ops, and other skill-building opportunities.

As you move through your own career development process you will most likely choose one of these post-graduate paths to pursue:

3. **Post-graduate Education:** Graduate or professional school program.
4. **Post-graduate Service:** One- or two-year service programs such as Peace Corps, City Year, Jesuit Volunteer Corps, Americorps, etc.
5. **Post-graduate First Job:** First professional position.

As you explore this Career Guide and our website (marquette.edu/csc), you will find that many of our services and resources are accessible online. In addition, you may find that a personal visit through a one-hour individual appointment with a career counselor or a 15-minute walk-in appointment with a career intern will best suit your needs. We also welcome questions by telephone or e-mail. Whatever mode you use to access our services, know that we strive to deliver personalized one-on-one service.

We look forward to serving you!

Laura F. Kestner-Ricketts
Director, Marquette University Career Services Center
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Getting Started

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### Checklists

#### Career Exploration Checklist
- Schedule Your Career Counseling Appointment
- Identify Your Interests, Skills, and Work Values
- Determine Your Transferable Skills
- Complete a Career Assessment
- Take a Career Course
- Define Your Satisfying Occupational Characteristics
- Conduct Career Research: Career Fields and Marquette Majors
- Conduct Informational Interviews
- Develop Your Occupational Targets

#### Career Related Experience Checklist
- Review Your Occupational Targets
- Actuate Your MU Career Manager Account
- Write Your Professional Resume and Cover Letter
- Develop Your Professional Network and Join LinkedIn
- Conduct Career Research: Employer Organizations
- Develop Your Target List: Employer Organizations
- Attend Career Fairs and Networking Events
- Create Your Elevator Pitch
- Develop Your Interviewing Skills
- Build Your Career Wardrobe
- Develop The Art of Professionalism

#### Post-graduate Education Checklist
- Review Your Occupational Targets
- Conduct Career Research: Post-grad Education Programs
- Develop Your Target List: Post-grad Education Programs
- Start the Decision Making Process
- Develop The Art of Professionalism

#### Post-graduate Service Checklist
- Review Your Occupational Targets
- Conduct Career Research: Post-grad Service Programs
- Develop Your Target List: Post-grad Service Programs
- Activate Your MU Career Manager Account
- Write Your Professional Resume and Cover Letter
- Gather References and Letters of Recommendation
- Complete Application Requirements
- Write Your Personal Statement
- Develop Your Professional Network and Join LinkedIn
- Attend Career Fairs and Networking Events
- Create Your Elevator Pitch
- Develop Your Interviewing Skills
- Build Your Career Wardrobe
- Start the Decision Making Process
- Develop The Art of Professionalism

### Your Career Counseling Appointment

**Appointment: Scheduled with a Career Counselor**

Students meet with a career counselor to discuss the career issues of their choice. The counselor will likely ask about personal and career background, interests, coursework, and related aspects that affect career decision making to ensure a good understanding of the student’s unique situation. Resources may be discussed along with next steps that may include taking a career assessment.

- Individual career appointments may be made by calling 414.288.7423.
- Appointments are available each weekday during office hours.
- All services are offered to current students and alumni. Individual counseling is available by appointment concerning all areas of career development.

**What to Expect**

**What to expect when you call**

The receptionist will help you schedule an individual career counseling appointment that fits within your schedule. Appointments are approximately 45-60 minutes. You will be asked to provide a brief reason for your appointment and why you are scheduling the appointment. You will also be asked your name, year in school, phone number, and major. This information will help the receptionist schedule you with a provider who will best meet your needs, and it will help the provider know why you are coming to the Career Services Center.

**What to expect in your first appointment**

It is normal to be nervous for your first appointment. Each career counselor will take some time at the beginning of your appointment to get to know who you are and what you are hoping to learn. Your career counselor will likely request other information (e.g., interests, skills, work values, family expectations) to ensure they have a good understanding of your situation. These questions might not be asked if you are only coming to the Career Services Center for quick logistical questions such as job offers or salary questions. At the end of the appointment, you and your provider will decide on a plan that best suits your needs.

**What to bring to your appointment**

Depending on the topic of discussion you may consider bringing your current resume, accessible online or paper copy; you may also come early and print out a copy in our office prior to your appointment. If you have scheduled a practice interview consider bringing a job description for a position for which you might interview.

**Confidentiality**

Everything you say at the Counseling Center is held in confidence, meaning the provider cannot discuss it with other people. There may be instances where a counselor shares information within Career Services, with an academic advisor, or Marquette’s Counseling Center to develop additional career or job search options for students. In addition, it is legally required that proper authorities be advised if a student divulges or is perceived as likely to commit any act of violence to self or others. The Career Services Center also reserves the right to disclose to proper authorities information about illegal acts being planned or currently enacted as judged ethically appropriate by the counselor. Further, if a Marquette employee (faculty or staff) receives a report of a student or employee being sexually assaulted, that employee has a legal duty to promptly report the details (including name, date, and location) to Marquette’s Department of Public Safety (DPS).

**Drop-in Hours**

This 10-15 minute meeting with a career intern is available on a first-come, first-served basis. Possible topics to discuss with a career intern include an overview of the Career Services Center, a brief resume critique, or questions about MU Career Manager. Additional topics may be best covered in an appointment with a career counselor. Please call to schedule an appointment.

- Monday through Friday: noon to 2:00 p.m.
- Walk-ins are not available during the summer
Interests, Skills, and Work Values

In order to decide which career field is most suitable for you, we must first determine your preferences. Self-assessment is a very important step in helping you identify majors and careers that might be a good fit. After all, how can you find what you are seeking if you don’t know what it looks like?

Interests

An interest is something on which you like to expend energy. Understanding interests can help us think about the types of work-related activities we might find enjoyable. So, how do we go about determining interest? Think about what you like to do in your spare time. What kinds of activities are you drawn to? List them here.

Skills

By making a list of skills, you can begin to recognize more career influences. Skills refer to personal attributes, talents, or abilities that you bring to a job or that you acquire by doing a job or by some form of learning. So, how do we go about determining skills? Ask your friends and family members what they think your strengths are. Think about past evaluations from positions you have held in the past. List them here.

Work Values

The following is a list of work values that many people have identified as being important to them in their careers. These values describe a wide variety of attributes associated with various work settings. Rate the degree of importance in choosing a career for yourself using the following scale. Identify what most satisfies you about work by selecting work values that are the most important to you and list them in the space below.

1 – Not important at all  2 – Somewhat important  3 – Reasonably important  4 – Very important

<table>
<thead>
<tr>
<th>Work Values</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Help society: Do something to contribute to a better world</td>
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<tr>
<td>Help others: Be involved in helping others in a direct way</td>
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<tr>
<td>Work with others: Close working relationships with a group</td>
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<tr>
<td>Competition: Pit my abilities against others with win/lose outcomes</td>
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<tr>
<td>Work under pressure: Face situations with time constraints or where quality of my work is judged critically</td>
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<tr>
<td>Power and authority: Control work activities of others</td>
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<tr>
<td>Influence people: Be in a position to change attitudes or opinions of others</td>
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<tr>
<td>Work alone: Conduct work by myself, without contact with others</td>
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<tr>
<td>Knowledge: Pursue knowledge, trust, and understanding</td>
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<td>Personal growth: Engage in work that offers me the opportunity to grow as a person</td>
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<tr>
<td>Creativity: Engage in creative work; art, design, event planning, interior design, writing, performing, etc.</td>
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<tr>
<td>Variety: Have responsibilities that offer variety in content or setting</td>
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<tr>
<td>Stability and security: Have a work situation that is predictable, with probability that I can keep my job</td>
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<tr>
<td>Recognition: Be recognized for the quality of my work</td>
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<tr>
<td>Excitement: Experience a high degree of excitement at work</td>
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<tr>
<td>Profit gain: Have a strong possibility of earning large amounts of money</td>
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<tr>
<td>Location: Work in a place near my home, with a short drive or bus ride</td>
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<td>Fun: Work in a setting where I am free to be playful, humorous, and exuberant</td>
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<tr>
<td>Autonomy: Have responsibilities that allow me freedom to determine how and when work is accomplished</td>
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<td>Status: Have a position that carries respect within the community</td>
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<td>Advancement: Have the opportunity to work hard and see rapid career advancement</td>
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<td>Productive: Produce tangibles, things I can see and touch</td>
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<td>Aesthetic: Create things that are beautiful and contribute to making the world more attractive</td>
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<tr>
<td>Achievement: Experience a feeling of accomplishment for a job well done</td>
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<tr>
<td>Environment: Work in a pleasant, clean, comfortable setting</td>
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<tr>
<td>Supervision: Work as part of a team that is managed with fairness and appreciation</td>
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List the items you indicated are very important to you here.
Career Assessments

Assessments require skilled assistance in interpretation. It’s one thing to take an assessment; it’s quite another to truly understand its meaning. The Career Services Center offers several assessments available to students only after having had an initial intake appointment with a career counselor. Schedule an appointment by calling 414.288.7423.

- **Myers-Briggs Type Indicator:** Learn about your interests and values, five things that you need in a career for it to be satisfying, and careers that fit. Only available upon meeting with a career counselor.

- **Strong Interest Inventory:** Based on the idea that people with similar interests are attracted to similar careers. Your personalized report identifies your optimum career choices based on your interests. Only available upon meeting with a career counselor.

**Online assessments:** If you are interested in tackling this step on your own prior to discussing your plans with a career counselor, start with this online tool:

- **My Next Move (mynextmove.org):** The site has tasks, skills, salary information, and more for over 900 different careers. Users can find careers through keyword search, by browsing industries that employ different types of workers, or through the O*NET Computerized Interest Profiler (CIP).

Career Courses

Each semester the Career Services Center offers courses on topics such as:

- **Career Exploration:** Career Planning and Decision Making
- **Career-Related Experience:** Gaining Experience through an Internship
- **Post Grad Job Search:** Job Search Strategies
- **Post Grad Education:** Pursuing Graduate/Professional School

Currently, some of these courses are listed in the course bulletin under ARSC, but are open to all majors. Beginning in 2014-2015 these courses will be listed in the course bulletin under MARQ. The Career Services website (marquette.edu/csc) lists current offerings.

Your Satisfying Occupational Characteristics

Now that you have developed a list of your interests, skills, and work values, it’s time to bring them together and think about how you could apply these in different careers.

Start by summarizing the main themes that came out of your self-assessment. In addition to the themes from your self-assessment exercises, don’t forget to add things like:

**Themes from Interests, Skills, and Work Values**

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**Personal Qualities | Do You Enjoy…**

- Working with people
- Working with things
- Working with data
- Working with ideas
- Solving complex problems
- Selling ideas, being persuasive
- Working outdoors, indoors

**Employment Qualities | A Dose of Reality…**

- Demand or Outlook: Will there be job openings when you graduate?
- Salary: Common advice is **not** to borrow more for college than you will make in your first year as a professional; Consider starting salary, mid-level salary, and top-level salary.

**Workday Qualities | Fit With Lifestyle…**

- Does this professional allow for work/life balance? Are flexible hours possible? What are expected working hours per week?
- What kind of workspace might you have? Cubicle? Office? Classroom?

Once you have a list of at least eight satisfying occupational characteristics, start thinking of careers that incorporate these themes. Share the list with a friend or family member to get additional ideas about careers. At this point, it’s just brainstorming — so write down everything that comes to mind.

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8.
Career Research

Research Career Fields Online
The best way to learn what it is really like in a particular career field is through research. This can be done in two ways: online resources and informational interviewing (talking to people in the field).

For each career field you are exploring be sure to gather at least the following information:
- Salary range
- Employment outlook
- Education requirements
- General description of career/job
- Skills needed
- Work environment/conditions
- What people in this field like and dislike about their positions

Online Resources
All career research comes from one place: the US Bureau of Labor Statistics. Below are some of our favorite online resources, which offer different ways to locate and organize the data.
- Marquette University Career Services Center Resources: marquette.edu/csc/resources
- O*Net Center: onetcenter.org
- Occupational Outlook Handbook: bls.gov/oco
- CareerOneStop: careeronestop.org
- Marquette University Career Services Center Resources: marquette.edu/csc/resources

Research Marquette Majors
Spend some time reviewing all of the majors Marquette has to offer. Review the courses and make note of the ones that interest you.
- marquette.edu/explore/majors.php

Research Employers Online
The best way to learn what it is really like in a particular organization is through research. This can be done in two ways: online resources and informational interviewing (talking to people who work in those companies).

For each employer or organization you are exploring be sure to gather the following information:
- History of the organization
- Types of products/services offered
- Reputation
- Locations
- Size and organizational structure
- Financial stability
- Philosophy
- Prospects for growth or change
- Major competitors
- Promotional activities
- Current industry trends/issues
- Mission and vision of the organization
- General description of career/job
- Skills needed
- Work environment/conditions
- What people in this field like and dislike about their organizations

Online Resources
The best resource is each organization's website. Below are some of our favorite additional online resources, which offer different ways to locate company information.
- Marquette University Career Services Center Resources: marquette.edu/csc/resources
- Reference USA: referenceusa.com/Home/Home
- Book of Lists: https://secure.bizjournals.com/orgAccess/mu318716c-aut@83179s
- The Riley Guide, Research and Target Employers: rileyguide.com/research.html
- Vault: vault.com

Research Graduate Programs and Institutions
The first step in pursuing an advanced degree is making certain that graduate or professional school is for you. Begin by asking yourself if a graduate degree is required in order for you to meet your career goals. Be sure that your answer is yes before taking on more education loans.

Just as you prepared a list of your satisfying occupational characteristics for making a career decision, you can also use this method of determining criteria for graduate programs.

How to find information
- Attend area graduate and professional school fairs.
- Visit institutions — while on campus, talk with faculty, students, and admissions staff.
- Conduct informational interviews with people in your field. Refer to “Informational Interviews” section.

Online Resources
- Marquette University Career Services Center Resources: marquette.edu/csc/resources
- Peterson's: Peterson's Find the school that's right for you: petersons.com
- US News Education: grad-schools.usnews.rankingsandreviews.com/best-graduate-schools
- Visit institutional and program websites.

Research Post-grad Service Programs
Committing to a one- or two-year post-grad service program is a big step. Your time spent as a volunteer will have a big impact upon you and others. Here are some questions to help you reflect upon the decision to volunteer.

The first set of questions will help you reflect on your motivations and expectations. The second set is questions you should ask prospective programs.

Questions to Ask Yourself
- Why do I want to be a volunteer? Everybody decides to volunteer for different reasons. Are you idealistic? Do you want to deepen your relationship with God? Are you committed to social justice? Do you anticipate personal growth? Do you want to change your life?
- What are my expectations? What do you want to experience during your time as a volunteer? What do you hope to gain? What do you expect from your program and specific placement?
- What do I have to offer? What gifts can you share with others? What are your strengths/weaknesses? What professional skills do you bring?
- How do I handle change? A volunteer year involves a lot of change. Not only will you be living in a new place with new people, you also won’t be earning a salary. How do you handle change? Have you ever been far from your family and support system? How will you adjust to living simply?
- How do I relate with others? Many volunteers find living in community to be the most difficult part of their volunteer year. How do you interact with others? How do you deal with problems and disagreements? Do you have a sense of humor?
- What gives me satisfaction? At the end of the day, what makes you feel good? What do you find comfort in?
- What do you like to do with others? How do you spend your time when you’re alone?
Questions to Ask the Program

- What type of placement does your program offer? What work will I be doing? Do I need to have previous experience? Will you train me to do things I don’t know how to do? How long is your program? Where will I be serving?
- What type of living situation do you have? Programs offer a variety of different living situations. Will I be living with others like me? Where will I be living? How much stipend will I receive? Can I bring a car?

Questions to Ask of People in Potential Programs

- What kind of support do you provide your volunteers? Will I be trained? What do I do if I have a problem at my placement? Will there be retreats? How often will I interact with other volunteers?
- How does the application process work? How long does the process take? Do I need to be interviewed? What paperwork will I need to complete?
- What are your program’s benefits? Will my student loans be deferred? Will I receive any training? Are AmeriCorps Awards available?
- May I speak with former volunteers? Volunteers who have gone before you are your best resource to learn about a program. Be sure to ask the program if you can contact volunteers who could share their experiences with you.

Online Resources

- Marquette University Center for Community Service: marquette.edu/osd/service/post_grad_agencies.shtml
- Links to programs by area of interest
- Information about annual Post-grad Service Fair

Informational Interviews

Talking to people who currently are in positions and career fields that interest you is one of the best ways to gain valuable career information. More often than not, people are open to being interviewed about their careers and career paths. Typically people, especially alumni, are excited to share advice and contacts with students.

Where to Find Professionals to Interview

- LinkedIn: Not on LinkedIn? Refer to “Your Professional Network and LinkedIn” section.
  - Logon to LinkedIn, search groups for MUCSC Group and join.
  - Logon to LinkedIn, search groups for Marquette University Alumni Association (MUAA) and join.
  - Connect with Marquette Alumni for Career Networking on the CIRCLES eMentor Network: marquette.edu/csc/mentor/index.shtml
- Friends of family/family of friends
  - Make a list of people you know and their occupations (if you know)
  - Teachers, Co-workers, Service clubs, Social groups, Religious Institutions

How to Conduct an Informational Interview

Skillfully used, an informational interview is one of the most valuable sources of occupational information. Though it may cover some of the same ground as printed material or information on a company website, it presents opportunities for an intimate and flexible inside view of a job field unmatched by other sources.

Be prepared to ask specific questions. Your objective is to learn as much as you can. To accomplish this in as short a time as possible, prepare a written list of questions.

Suggested questions to ask during a career information interview:

1. In your current position, what do you do in a typical day?
2. What are the most interesting aspects of your job?
3. What part of your work do you consider dull or repetitious?
4. What percentage of your time do you devote to such duties?
5. In your work, do you have opportunities to interact with people from diverse backgrounds?
6. What were the jobs you had which led to this one?
7. How long does it usually take to move from one step to the next in this career path?
8. What is the step above the position you currently hold?
9. What is the top position you can expect to have in this career field?
10. Are there other areas in this field to which people may be transferred? What are they?
11. What are the prerequisites for your position?
12. Are there any specific courses a student might take that would be beneficial in this field?
13. What entry-level jobs qualify people for this field?
14. What types of training do companies give to a person entering this field?
15. What is the salary range for the various levels in the field?
16. What aspects of a career in this field do you consider particularly good? Particularly bad?
17. Is there a demand for people in this field?
18. Do you view this field as a growing one?
19. How do you see the jobs in this field changing over the next two years?
20. What can I do to prepare myself for such changes?
21. What is the best way to obtain a position that will start me in this field?
22. Do you have information on job specifications and descriptions that I may have?
23. What special advice would you give a young person entering this field?

Informational Interview Follow Up

Send a thank you letter to all those you interview. Strong follow up may be the difference between getting to the next step or not. A thank you letter is also an opportunity for you to reiterate your skills or to mention something you may have forgotten or did not have the chance to speak about:

- Thank You Emails: Send immediately following the interview (within 24 hours) to all those with whom you met.
- Thank You Note/Letter: Drop in mail within two days; send to all those with whom you met.
- Phone Call Follow Up: In your interview you should have asked what the timeline was for making a decision. You are free to call once a few days AFTER the decision-making date. Call the hiring manager in charge of your interview.
- Connect with your contacts via LinkedIn: Not on LinkedIn? Refer to “Your Professional Network and LinkedIn” section.
Your Occupational Targets

Evaluate Your Career Fields
Take a look at the majors and career fields that interest you. Based on your career field research, how does each career field match up with your satisfying occupational characteristics you defined earlier?

Those that match well are worth pursuing; try to narrow it down to no more than three.

<table>
<thead>
<tr>
<th>Career Field</th>
<th>Matches My Satisfying Occupational Characteristics?</th>
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</thead>
<tbody>
<tr>
<td>Example: Social Worker</td>
<td>Well</td>
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<tr>
<td></td>
<td>Well</td>
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<tr>
<td></td>
<td>Well</td>
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<tr>
<td></td>
<td>Well</td>
</tr>
</tbody>
</table>

List Your Top Three Career Fields
1. 
2. 
3. 

Develop a Clear and Specific Occupational Target
Now that you have your Top Three Career Fields, you need to develop language to help you translate these into Occupational Targets. Having one to three clear Occupational Targets helps you better communicate with those in your professional network and potential employers.

Your Occupational Target is a personal statement defining the specifics you wish to attain through work.

- **It's personal:** Others may share similar goals, but your objective should state your goals in terms that you are comfortable with.
- **It's a commitment:** Stating a goal identifies who you are and what you want to achieve.
- **It's action-oriented:** You take control of your life and communicate to an employer what you can do in action terms.
- **It's directional:** Focus on your future to identify steps to take and information to seek. Your focus can be short- or long-term. You will be better equipped to evaluate potential work situations after examining your future goals.
- **It's specific:** Clearly identify facts about a work situation. Broad terms like “successful” or “challenging” may mean something to you, but convey no facts to an employer.

What Do I Include in an Occupational Target?
Deciding what to include in an Occupational Target can be difficult. The following pages specify 10 elements you can include in your objective. Remember, the elements you choose should align with your personal situation.

- **Career Field:** Career fields are general areas of work that include many different job titles which require similar kinds of work activities.
- **Position Title:** Position title, occupational title, or job title is the name of a specific position one holds and may be appropriate for your Occupational Target.
- **Organizational Category:** Organizational category refers to settings in which you might like to work. In the broadest sense, organizations are categorized as either service-producing or goods-producing. More specifically, organizations are categorized by industry groups.
- **Functional Area:** Functional area refers to the structure of an organization. Identifying a functional area in an Occupational Target specifies which part of the organization would be of interest to you without narrowing yourself to a specific industry group or organizational category.
- **Skills:** Skills are special talents, functions (general skills), or tasks (specific skills) that you have learned to do well.
- **Populations:** Populations are the people you work with as you do your work. In an Occupational Target, population usually refers to the clients or customers of your services or products.

Examples of Clear and Specific Occupational Targets

- **Instead of this:** Something to do with clean water
  - **Try this:** Create safe water supplies, sanitation facilities and hygiene-related facilities for rural villagers in developing countries.

- **Instead of this:** Help people using my listening and communication skills
  - **Try this:** Represent the rights and interests of crime victims as a victims advocate in the county court system.

- **Instead of this:** Something to do with green business
  - **Try this:** Industrial level recycling of post-consumer electronics and global trade in such materials.

- **Instead of this:** Something using my reading and writing skills
  - **Try this:** Write strong brand-on copy for an educational publishing firm with a focus on competing in new and emerging markets and mediums.

Your Occupational Targets (One is great. Have no more than three.)

1. 
2. 
3. 

MU Career Manager

MU Career Manager is the online career management tool for Marquette University students, alumni and employers.

- Apply to local, regional and national jobs and internships/co-ops posted daily by employers.
- Participate in on-campus interviews for jobs and internships/co-ops.
- Research employers attending upcoming on-campus career fairs.
- Review the schedule of upcoming information sessions and events to find the right opportunities for you.
- Become eligible for the resume referral program allowing employers to search for your resume.

Getting Started

Students
ALL Marquette University undergraduate and graduate students* have an account.

- Log in easily using your CheckMarq/eMarq username and password: marquette.edu/career-manager
- Existing Users
  - Verify your existing MU Career Manager account profile.
  - Make any updates to your account profile.
  - Activate your account profile by providing and updating the information requested.
- New Users
  - Activate your NEW MU Career Manager account profile.
  - Complete your account profile and upload a current resume in less than five minutes
  - Need help writing a resume? Find tips on Resume and Cover Letter Writing at marquette.edu/csc
  - You may choose to have your resume critiqued by a career adviser.
- Alumni
Alumni will access the system using the NEW alumni login: myinterface.com/marquette/alumni

Student data is now imported each semester from the Office of Registrar. Some data is locked and can only be changed by Career Services. Locked fields include: Citizenship, Year in School, Degree, Cumulative GPA, Grad Date, Username, MUID, Password.

Partnerships:
- LinkedIn: The LinkedIn integration allows students to see individuals in their social networks who are connected to a specific employer or job.
- Indeed.com: No. 1 site worldwide, access to millions of jobs from thousands of company websites and job boards
- Internships.com: World’s largest database of paid and for-credit internships
- Juju.com: Links millions of jobs found on thousands of career portals, recruiter websites, job boards, and other employment sites across the Internet

By registering on MU Career Manager, you give the university permission to release your information and resume to legitimate employers. The Marquette University Career Services Center has permission to verify all academic information provided. NOTE: Any false or incorrect information knowingly provided by a student is cause for immediate and permanent removal from MU Career Manager.

Resume and Cover Letter Writing

Learn Resume Basics

The suggestions that follow are based on several years of experience with the recruiting process and employer feedback. Be aware that most rules for a good resume are not set in stone, but are strong guidelines. There is no one “right” way to write a resume. Employers have different opinions on what they prefer; therefore, it is important for your resume to best highlight your skills and interests. Our suggestion is to listen to the themes and use common sense, and your resume will be great.

Resume Parts

Contact Information including:
- Your name as you want to be referred to professionally (Jon Baker, Jonathan Baker, Jon E. Baker)
- Current address and phone number with area code (Your cell phone is the best option.)
- Email address (professional addresses only)
- LinkedIn profile link

Objective OR Summary of Qualifications/Personal Profile Section:

Depending on your level of experience or clarity of your Occupational Target, you might consider two options for beginning your resume. This is used to help “set the stage” for employers. This section helps people know WHY they are reading your resume. If you need help developing a career goal refer to “Occupational Target” section.

OBJECTIVE

A clear objective helps focus and select information. Although you may wish to make your objective broad, do not make it so broad that it says nothing. If you are pursuing employment in more than one field, simply create different objectives for each field.

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

SUMMARY OF QUALIFICATIONS/PERSONAL PROFILE

If your career goal is obvious and the intent of your resume is clear you may consider using a “summary of qualifications” or “personal profile” depending on what’s most appropriate for you.

A summary of qualifications should summarize your resume and accomplishments much like an introduction might summarize a book. You could also think of this as a “tagline” for yourself and the rest of the resume will have the supporting information for your “advertisement.” You can use this space to match your accomplishments to the qualifications of the job to which you are applying.

These should be written in the third person, not using “I” or “me” throughout, and they should provide a highlight of the top items that set you apart as a candidate. Think of the top three or four things that highlight you as a candidate and differentiate you from the other candidates in the pool.

If you don’t have these skills, don’t say this in your profile!

If you worked full or part time to defray your college costs that might be something to highlight since it shows that you have great time-management and multi-tasking skills.

If you speak other languages, that should be highlighted here. Additionally, if you are from abroad, your work-authorization status should probably be mentioned in order to reduce confusion with prospective employers.

Personable and motivated entry-level marketing professional with experience in both nonprofit and for-profit environments. Skilled in marketing plan design and implementation. Efficient presentation and communication skills acquired through student leadership positions.
You could also do this as a summary of qualifications, using bullet points:

- Two years of internship experience within a Fortune-500 company
- Proven leadership experience with a student organization
- Fluency in Spanish

Education Section:
- List for each degree-conferring institution beyond high school:
  - Name of educational institution or specialized training program
  - Location (city, state) of each institution
  - Degree or certification obtained
  - Actual or anticipated graduation date
  - Major/Minor/Area of concentration or emphasis
  - GPA/Major GPA (if proud of it, >3.0)
  - Certifications and/or licenses related to career goal
  - Relevant coursework, projects, and/or thesis (optional)
- Example: Marquette University, Milwaukee, WI

Bachelor of Arts Degree in Psychology, May 2014

Experience Section:
- This part of your resume may include several sections such as:
  - Work Experience
    - Internship Experience
    - Volunteer Experience (service learning, community service, and student teaching)
  - Campus Leadership
  - Career Related Experience: any area in which you may have significant experience and is related to your career goal, even remotely
  - Other Work Experience: Use this to list jobs you have had to show consistency, longevity, or just simply that you know how to work. Sometimes this section does not include bulleted action word statements because what you are doing may be obvious such as Bartender.
- You may divide this between Career Related Experience and Other Work Experience.
- Briefly describe for each position:
  - Job title, organization name, city, state, date (month and year)
  - List your responsibilities for each position using bulleted statements and a variety of “Action Words” (listed on page 18) to describe situations and achievements
  - Example: Front Desk Assistant, Marquette University Career Services Center, Milwaukee, WI August 2011 – May 2012
    - Greeted and assisted all clients, students and visitors of the Career Services Center
    - Provided administrative support to all functions of the Career Services Center
  - List each experience in reverse chronological order, meaning more recent first. If your most career-related experience was a year ago and it will get buried under your job at the coffee shop, then create a new section called Career Related Experience and put it there where it will show up first.
  - Include scope of responsibility such as: Trained eight student workers.
  - If you have little experience related to your career objective, think about class projects that demonstrate your skills. List these just like a position with the name of the project, name of the class, Marquette University, and semester (Fall 20XX). Then list the objective of the project just like you would list action word phrases under each position.

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

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

Technology/Computer Skills Section:
More employers are asking about these skills, and many assume that college students today are very tech-savvy. Many of you don’t have industry-specific tech skills, but if you do, then those need to be highlighted. It may be that you don’t have space for a separate “technology” section, in which case a “Computer skills include …” line could be added to your profile or you could address the skills in the description of the job in which you used them. Don’t waste space listing every MS Office program you use since it’s generally agreed that if you can’t use MS Office you’re in BIG trouble in the workplace.
Action Words

Absorbed | Contributed | Generated | Planned | Segmented
Accelerated | Controlled | Granted | Pointed out | Seized
Accentuated | Cooperated | Guided | Pooled | Shared
Accomplished | Coordinated | Handled | Practiced | Showed
Achieved | Created | Helped | Prepared | Simplified
Adhered to | Critiqued | Hosted | Presented | Skilled
Administered | Delegated | Implemented | Prevailed | Specialized
Adopted | Demonstrated | Increased | Produced | Sponsored
Advanced | Derived | Indicated | Programmed | Streamlined
Announced | Designated | Influenced | Progressed | Strengthened
Applied | Designed | Initiated | Projected | Strengthened
Appraised | Detected | Innovated | Promoted | Succeeded
Apprehended | Developed | Instituted | Prompted | Supervised
Assessed | Devised | Integrated | Proposed | Supported
Assigned | Directed | Invested | Provided | Surpassed
Assimilated | Discharged | Investigated | Pursued | Sustained
Assisted | Dispatched | Justified | Qualified | Synchronized
Assured | Displayed | Listed | Quantified | Synthesized
Attained | Earned | Logged | Quoted | Taught
Attracted | Effect | Made | Reacted | Trained
Authorized | Efficient | Maintained | Recommended | Transacted
Balanced | Emphasized | Managed | Recovered | Translated
Bargained | Employed | Mapped | Refine | Triumphed
Benefited | Empowered | Mastered | Regulated | Troubleshoot
Balistered | Enforced | Measured | Reinstate | Tutor
Boosted | Engineer | Mentored | Rejected | Uncovered
Budgeted | Enhanced | Merited | Remained | Understood
Built | Enriched | Mobilized | Represented | Undertook
Carried out | Established | Model | Resisted | Unified
Caused | Exceeded | Multiplied | Resolved | United
Charted | Excell | Negotiated | Restored | Updated
Checked | Exercised | Observed | Resumed | Upgraded
Closed | Exerted | Obtained | Retained | Used
Collaborated | Exhibited | Operated | Revamp | Utilized
Combined | Expedited | Organized | Revealed | Validated
Commanded | Featured | Originated | Revived | Ventured
Commissioned | Financed | Outlined | Saved | Verified
Complied | Forecasted | Oversaw | Scheduled | Viewed
Conducted | Formed | Participated | Schemed | Withstood
Constructed | Formulated | Performed | Screened | Witnessed
Continued | Fullfilled | Persisted | Secured

• Heading is an appropriate size with name formatted to stand out appropriately.
• LinkedIn handle may also be included if your LinkedIn account is up-to-date.

Overall Appearance

Formatting
- Resumes tend to be very conservative in format with the primary goal being readability. In some fields, such as advertising, marketing, and fine arts, creativity is more acceptable and often expected. Creativity should not detr from the overall content and flow of a resume.
- We suggest that you never use resume templates provided by Word. They waste too much white space, use fonts we don’t suggest, and organize your information poorly.

Tabs and Bullets:
- Remember that the fewer indents and tabs you use the better your resume will translate into document readers that employers use for your online submissions.
- Additionally, when you use bullet points, use the bulleted function in Word rather than bullet characters and spaces.
- Bullet points are not complete sentences, so periods are not needed. If you do choose to use them, however, be consistent and use them throughout the document.

Length
- If possible, use a one-page resume for new and recent grads. If you have trouble fitting all of your information on one page, drop in during walk-in hours or make an appointment with a career counselor.
- Margins should be between a half inch and one inch. Often this makes the difference between a one- and two-page resume.

Font
- Use one color and one font throughout the document.
- Font size is between 10-12 points and is consistent.
- To differentiate titles and headers, use different type treatments, but keep these to a minimum.
- Serif fonts are easier to read than sans-serif fonts in a document like this — Google it if you’re not familiar with those font styles. Times New Roman has been popular, but doesn’t allow the letters to blend together well in some cases. You can experiment with fonts like Georgia, Garamond or Bookman Old Style for the feel that suits your resume.
- The font size will vary depending on the font that you use, and the same goes for the size of your margins. You will have to experiment to see what is readable for the font you choose.

Grammar, Spelling, Typos
- No grammatical or spelling errors.
- No personal pronouns (I, me, my, etc.) are used.
- Unless necessary, avoid definite and indefinite articles in descriptions such as “a,” “an,” and “the.”
- All information is delivered in bullet, action-word statements. Because these are not complete sentences, periods are not necessary.

Heading
- Include contact information: Full name, address, phone number and appropriate email address.
- LinkedIn handle may also be included if your LinkedIn account is up-to-date.
- Heading is an appropriate size with name formatted to stand out appropriately.

• Serif fonts are easier to read than sans-serif fonts in a document like this — Google it if you’re not familiar with those font styles. Times New Roman has been popular, but doesn’t allow the letters to blend together well in some cases. You can experiment with fonts like Georgia, Garamond or Bookman Old Style for the feel that suits your resume.
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- LinkedIn handle may also be included if your LinkedIn account is up-to-date.
- Heading is an appropriate size with name formatted to stand out appropriately.
Transferable Skills:
Transferable, functional skills are required in many different work situations. They are built into your liberal arts education and are valued by employers. A bit of reflection will allow you to see that your courses, research projects, college work experience, extracurricular activities, internships and field study experiences have all been instrumental in providing you with skills employers value. If asked in a job interview how your education has prepared you for a specific job, you can be ready with some good answers if you think about it beforehand. Take a look at the list below and determine which of these transferable skills you have developed.

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

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

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

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

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

Computer Skills
- Use computer software to prepare reports, graphs, brochures, websites, etc.
- Internet research and email skills
- Computer programming skills
- Web page and website design skills
- Social media skills

Personal Skills
- Define and explain ethical behavior and practice it in difficult situations
- Take initiative in job related duties
- Tolerance for stress and ambiguity
- Demonstrate flexibility and ability to handle change
- Recognize the value of lifelong learning and seek professional development opportunities
- Identify personal values and apply them when making decisions
- Ability and motivation to develop knowledge and skills in expanding job responsibilities
**Cover Letters**
The key to a search is to communicate with the person who has the ability to hire or admit. Therefore, your cover letter is extremely important. Effective cover letters convey a sense of purpose, project enthusiasm for the position or program, and demonstrate your knowledge of the employer or graduate program's goals and needs.

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

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

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

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

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

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

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

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

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

**CLOSING**
- Salutation
- Signature

**Have Resume Professionally Critiqued**
There are three ways to have your resume critiqued:

- Meet individually with a career counselor by scheduling an appointment
  - Individual career appointments may be made by calling 414.288.7423.
  - Appointments are available each weekday during office hours.
- Meet individually with a career intern during drop-in hours
  - A 10-15 minute meeting with a career intern is available on a first-come, first-served basis.
  - Monday through Friday: noon to 2:00 p.m. (Walk-ins are not available during summer.)
- Verify your profile and upload a resume to MU Career Manager. When prompted mark the box indicating that you would like your resume critiqued.

**Study Abroad**
While studying abroad you may have had the opportunity to gain skills employers seek.

- Communication Skills: Foreign language skills; effectively participate in group discussions with people from diverse backgrounds; identify and manage different needs of people and groups
- Interpersonal Skills: Global point of view; appreciation of diversity; cultural awareness; understanding of global dependence; sensitivity to other cultural values, norms, customs and communication patterns; tolerance of differences
- Cultural Competence: Willingness and ability to value the importance of culture in interpersonal interaction with all segments of the population; value differences; promote quality interactions to underserved, racial/ethnic groups by valuing differences and integrating cultural attitudes, beliefs, and practices; ability to develop and promote those with skills and practices which are important in cross-cultural interactions to ensure that interactions occur in a culturally competent manner

**Education Section:** Include your study abroad experience as part of the education section. Consider including specific skills that are related to your academic experience.

**Example:**

**EDUCATION**
MARQUETTE UNIVERSITY, Milwaukee, WI
Bachelor of Arts Degree in English, May 20xx
Minor: Spanish
GPA 3.0/4.0; GPA in Major 3.3/4.0

MARQUETTE STUDY CENTER, Madrid, Spain, Fall 20xx
- Study abroad program with a focus on Spanish language and culture
- Gained fluency in Spanish

**Experience Section:** If you had an internship while studying abroad include it as part of the experience section. If you did not have an internship while studying abroad, consider including a specific aspect of your study abroad experience under the experience section. Be sure to include the skills you gained while studying abroad.

**Example:**

**EXPERIENCE**
Fall 20xx FACULTAD DE FILOSOFIA Y LETRA, Madrid, Spain
Intern-Teacher Assistant
- Tutored Spanish students studying English
- Interacted with students both in and out of classroom to help improve English speaking and reading skills
- Helped implement a mentor program with Marquette students as a means for the Spanish students to practice their English speaking skills

**Study Abroad**
- Adapted quickly to Spanish culture and academic system
- Demonstrated sensitivity to cultural values and differences
- Improved verbal and written Spanish communication skills
- Developed global perspective

**Marquette University Career Guide**

22 | Marquette University
OBJECTIVE
Management trainee position in an international company; offering communication/listening skills, organizational ability and problem-solving aptitude

STRENGTHS
- Customer service: Six years of experience in tactfully handling customer concerns
- Quick, driven and goal-oriented
- Analytical. Solid analytical and problem-solving skills
- Research and investigation skills: Able to make effective use of all available resources
- Personal attributes: Self-starter, fast learner, decisive, team player and goal-oriented
- Fluent in French, both written and spoken

EDUCATION
Bachelor of Arts Degree in Psychology
Marquette University, Milwaukee, WI
Study Abroad Student; lived with host family

COURSEWORK
• Organizational Behavior
• Industrial Psychology
• Social Psychology

CAREER RELATED EXPERIENCE
Student Manager
Lerner New York, Rochester, NY

Student Ambassador
Admissions Office, Marquette University, Milwaukee, WI

• Customer service: Six years of experience in tactfully handling customer concerns
• Proficiency in Adobe InDesign and Photoshop

HONORS
• Alpha Sigma Nu, Israel Honor Society
• MU National Academic Scholarship
• Rotary Young
• American Scholarship
• Phi Chi, Psychology Honor Society
• Bancroft Award of Merit

ACTIVITIES
• Colleague Hall Council, President
• International Student Organization, Big Brother, Big Sister
• Volunteer Tutor, Indo-Chinese Learning Center

Garamond

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mepattypatterson@gmail.com | XXX Glandale Ave. Hinsdale, IL 60521 | 414.288.7423
www.linkedin.com/in/careerservices | Twitter: @MU_CSC
mupattypatterson@gmail.com  | XXX Glendale Ave. Hinsdale, IL 60521 | 414.288.7423

OBJECTIVE
Seeking an opportunity in public relations upon graduation that will provide a platform to utilize my skills as an organizer, implementer, planner and collaborator in order to be an effective team member

EDUCATION
Marquette University
Bachelor of Arts Degree in Communication with a minor in Public Relations
Cumulative GPA: 3.5/4.0

EXPERIENCE
Lively Communications
Founded in 2004, Lively Communications is a full-service firm serving a variety of brands from across the country.

New Business and Public Relations Intern
- Implemented and executed the creation of the 500+ page recap report for Milwaukee Irish Fest
- Researched, evaluated and reported potential new business prospects for the agency

Public Relations Intern
- Utilized CisionPoint in order to create media lists and subsequently pitch regional media for Milwaukee Irish Fest
- Conducted research to write fact sheets, newsletter articles and band announcements for Milwaukee Irish Fest

Marquette Career Services Center (MUCSC)
- Developed global perspective

MUSC delivers career education, resources and support for all Marquette University students and alumni.

Career Ambassador
- Conducted research in order to more effectively reach out to students through a public relations campaign
- Utilized feedback to implement guerrilla marketing campaign including snow paint, flashing and giveaways in order to increase student awareness of the Career Services Center

Mileofka Theater
- Researched, evaluated and reported potential new business prospects for the agency
- Conducted research to write fact sheets, newsletter articles and band announcements for Milwaukee Irish Fest

Bennett & Cooper, Inc.
Cooper, Bennett & Cooper, Inc. is one of the Chicago area's leading commercial real estate services providers.

New Business and Public Relations Intern
- Researched, evaluated and reported potential new business prospects for the agency
- Conducted research to write fact sheets, newsletter articles and band announcements for Milwaukee Irish Fest

Public Relations Intern
- Utilized critical thinking and organizational skills to compile media lists for targeted mass mailings
- Conducted research in order to more effectively reach out to students through a public relations campaign

Cooper, Bennett & Cooper, Inc.
Cooper, Bennett & Cooper, Inc. is one of the Chicago area’s leading commercial real estate services providers.

PR and Marketing Intern
- Fulfilled the role of Marketing Coordinator by executing the process to order property signs, flyers, and postcards
- Conducted research in order to more effectively reach the target demographic

ACTIVITIES AND LEADERSHIP
- Service Trip Facilitator, Marquette Action Program — Canton, MS (Summer 20xx)
- Public Relations Student Society of America (PRSSA) Member (September 20xx – May 20xx)
- Panhellenic Association: Vice President Communications (December 2007 – December 20xx)
- Service Trip Participant, Marquette Action Program — Enid, OK (March 20xx)
- Service Trip Participant, Hinsdale Hospital Auxiliary Junior Board — Quito, Ecuador (June 20xx)

RELATED SKILLS
- Proficiency in Adobe Design and Photoshop
- Strong knowledge of CisionPoint

Garamond

Georgia
Your Professional Network and LinkedIn

The hidden job market consists of jobs that cannot be seen, are not advertised, and are not made known to the public in a formal way. As many as 75% of jobs are not available publicly.

Most employers prefer referrals from employees or others since they know these are more reliable and less trouble. You can become a successfully referred candidate by developing a network and networking skills.

Create LinkedIn Profile

LinkedIn is a social networking website for people in professional occupations. It is possibly THE most important tool in your job search toolbox.

LinkedIn Checklist:

- Create your profile: linkedin.com
- Photo: Add a professional-looking photo to be seven times more likely to be found in searches
- Headline: Stand out with a keyword-rich headline that describes how you want to be known on LinkedIn
- Summary: Write a brief summary describing your professional background and aspirations
- Experience: List all the jobs you’ve held, along with brief descriptions of each role
- Education: Add all the schools and colleges you’ve attended
- Skills and expertise: Add at least five key skills to your profile
- Recommendations and endorsements: Get recommendations and endorsements from former colleagues, clients, managers, and classmates
- Location and industry: Add your industry and ZIP code so recruiters looking for candidates like you can find you
- URL: Customize your profile URL and put it on your website, resume, email signature, and business cards to drive traffic to your LinkedIn profile
- Privacy settings: Control what others see about you and what types of notifications are sent out
- Add email addresses: Add all your email addresses to avoid accidentally losing access to your account
- Search jobs: Find jobs by keyword, title, company, postal code, function, industry, years of experience, and date posted using advanced search
- Join groups: Search for groups relevant to your professional interests: alumni groups, industry groups, geographic groups, and more
  - Access our MUCSC Group on LinkedIn
  - Access the Marquette University Alumni Association (MUAIA) Group on LinkedIn
  - Connect with Marquette Alumni for Career Networking on the CIRCLES eMentor Network

Your Target List

Post-grad Job Search

Develop a target list of employers with whom you would like to work. Targeting employers puts you in full control of your search. Think about those employers for whom you would like to work. Choose a specific industry or facet of your field on which to focus. For example, communications graduates can work in public, academic, corporate, or other special settings, or they can opt to not work in a “traditional” role but expand out into sales, management or even consulting.

Online Resources

The best resource is each organization’s website. Below are some of our favorite additional online resources, which offer different ways to locate company information.

- Reference USA: www.referenceusa.com/Home/Home
- Book of Lists: www.secure.bizjournals.com/rgAccess/mu318716c-aug83179s
- Vault: vault.com

Post-grad Service Programs Search

- Create a list of potential programs in your career field of interest; start exploring programs.
- Research programs based on your satisfying occupational characteristics. Haven’t identified yours yet? Refer to “Your Satisfying Occupational Characteristics” section.
- Make note of application requirements and timelines for the programs.

Online Resources

Marquette University Center for Community Service: marquette.edu/ssid/service/post_grad_agencies.shtml

- Links to programs by area of interest
- Information about annual Post-grad Service Fair

Post-grad Education Program Search

- Create a list of potential programs in your career field of interest; start exploring programs.
- Research programs based on your satisfying occupational characteristics. Haven’t identified yours yet? Refer to “Your Satisfying Occupational Characteristics” section.
- Make note of application requirements and timelines for the programs.
- Determine which programs you plan to apply to, and begin the application process.
- Apply to nine institutions (programs):
  - Three “safe” schools: a program that you will almost certainly get into because your test scores, GPA, and grades are well above average when you look at the program’s profile.
  - Three “reach” schools: a program that you have a chance of getting into, but your test scores, GPA, and grades are a bit on the low side when you look at the program’s profile.
  - Three “match” schools: a program that you are pretty likely to get into because your test scores, GPA, and grades fall right into the middle range when you look at the program’s profile.

Online Resources

- Peterson’s, Find the school that’s right for you: petersons.com
- Visit institutional and program web sites
Career Fairs and Networking Events

Prepare for Professional Events

Managing Your Expectations:
You are responsible for making the most of any networking event including career fairs. This means that you should begin with clearly defined and realistic expectations. At career fairs, you will not receive a job offer but you may leave with a scheduled interview. At other events, you will have the opportunity to make a significant number of contacts that can lead to legitimate career prospects.

For most candidates, success will depend on effective follow-up after the fair and of course

Prepare for the event:
Most events will have a website with more information. Career fairs and other networking events, such as conferences, may have a list of registered attendees. If so, scan for organizations that interest you or employ people with your background. Spend time researching them ahead of time using LinkedIn and other tools listed under “Research Organizations.”

• Write and print several copies of your resume, highlighting skills and experiences related to your career goal. Don’t have one? Refer to “Resume and Cover Letter Writing” section.
• Pull together a professional outfit, preferably a business suit. Want to learn more? Refer to “Your Career Wardrobe” section.

At the Event:
• Wear a legible, easy-to-read nametag.
• Make an intentional effort to meet people and organizations you researched in advance.
• Offer your hand for a professional handshake.
• Be prepared to make small talk.
• If appropriate, share your elevator pitch with those within your career field or in a position to assist.
• Ask for a business card from those with whom you wish to follow up.

If you’re at a career fair, you may:
• Begin the conversation with your elevator pitch.
• Ask the employer a question or two relating to your career goal.
• Ask the employer for next steps. The employer may be scheduled to interview on campus through Marquette University Career Services Center.

Things to Bring:
• Your elevator pitch to introduce yourself, highlight your qualifications and why you are interested in the position and/or company
• Copies of your business cards and resume (25-50 depending on size of event and number of employers you’d like to talk to)
• A professional hardcover notepad portfolio and/or briefcase for resumes, company information, business cards and notes
• A smile, strong handshake and positive attitude
• Energy! (Be your best and as refreshed as possible.)

Employer Expectations at Career Fairs:
Some employers are only collecting resumes; some may not be able to accept any resumes and may ask you to submit application materials online. Some are building/assessing an applicant pool; some are ready to fill specific vacancies. Some will expect you to express your interest by already knowing about their organization; some will view this day as a career fair/information gathering process. Most employers will expect you to follow up if you are interested.

All employers expect you to be professional, willing to initiate conversation and able to highlight your strengths.

Questions to Ask at Career Fairs:
First and foremost, questions should be natural. Be yourself. Don’t rifle through your questions; maintain a flow.

• What kind of entry-level positions exist within your company?
• Do you offer internships?
• If so, what percentage of interns is offered positions after graduation?
• What does your company consider the five most important qualities in an employee?
• What courses do you suggest in order to be a successful candidate?
• What personality traits are important to be successful at your company?
• What made you choose this company?
• How long have you been with the company?
• What goals does your company have for the next years and beyond?
• Does your company hire on a continual basis or just at certain times of the year?
• How long is the hiring process for an individual hire?
• How many employees does your company have?
• Are graduate degrees important? If so, in what areas?
• Is there a GPA cut off for your new hires?
• What things has your company accomplished of which you are especially proud?
• For how many years does the entry-level employee typically stay with the company?
• What is the retention rate in the company?
• Do you expect your employees to relocate?
• What are the next steps in the hiring process?

Learn How to Follow Up with New Professional Connections

After the Event:
• Follow up with those professionals who peaked your interest.
• Connect with them on LinkedIn.
• Send an e-mail or hand-written note thanking them for their time and include a copy of your resume.

The Thank You:
• Thank You Emails: Send immediately following the interview (within 24 hours) to all those with whom you met.
• Thank You Note/Letter: Drop in mail within two days; send to all those with whom you met.
• Phone Call Follow Up: In your interview you should have asked what the timeline was for making a decision. You are free to call once a few days AFTER the decision-making date. Call the hiring manager in charge of your interview.

Your Elevator Pitch
This sales pitch will arm you with all you need to begin an intelligent and effective conversation with new professional contacts.

• Where you are now (degree, program, year in college)
• Where you have been (career-related experience, leadership experience, part-time work experience)
• Where you are going (future goals)

If you’re at a career fair, you may add:
• What you know about the organization and how you are a good fit
• End with a question to start the conversation

“Hello, I’m Dot and I will graduate in 20XX with my Bachelor of Arts Degree in Communication. As a student here at Marquette, I have had the chance to gain leadership and organizational skills through my involvement in the ABC Club. In addition, I have worked for two years as a server at the Annex allowing me to gain valuable customer service experience. I am seeking an internship in the field of public relations for next summer. Can you share with me any opportunities within your organization that might fit with my skills and experience?”
Interviewing Skills

Common Interviewing Concerns

Students and experienced professionals alike are commonly concerned about the term “selling yourself” during an interview and may be thinking, “…but I’m not much of a salesperson.” Other common concerns are that an interviewer may be perceived as “self-centered” or “bragging” if they talk about themselves. While these concerns are understandable, the heart of these concerns is typically that you are coming across as someone you are not. Selling yourself in the context of a job interview involves talking about yourself in a way that effectively communicates your well-earned and genuine skills, accomplishments and talents that relate to your fit for a position. Knowing yourself and what you genuinely have to offer employers will help you to confidently articulate your attributes during an interview. Additionally, it is important to know what employers are seeking in a candidate.

Employers Want to Know

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

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

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

The Key to an Effective Interview Is Preparation

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

What Should You Prepare?

- Knowledge of yourself
- Knowledge of the organization
- Verbal communication skills
- Non-verbal communication skills
- Professional appearance

What You Need to Know About the Employer

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

Areas you could research include:

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

Behavioral-based Interviewing — A Common Interviewing Technique

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

An example of the STAR system:

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

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

Frequently Asked Interview Questions

* Indicates a behavioral question

**Education**

**How and why did you select Marquette University?**

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

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

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

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

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

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

All employers wonder if you are mature, if you will be a hard worker or if you will prefer to do the minimum required. This question is a test of those qualities. What is your maturity level? How would you describe your work ethic? If your GPA is low, be prepared to talk about it. Hopefully, it will have been rising each semester and will be highest in your major.
Skills/Achievements
Tell me about yourself. How would you describe yourself? How would others describe you?
Do not get rattled by this question, and do not go into your life story. These questions are meant to probe not only your ability to do the job but also your preparation for the interview. Your preparation (or lack of it) will be immediately show-
cased. Have you thought about and are you able to give illustrations of your skills, knowledge bases and traits that
match the position? Think of the qualities that employers look for: Do you have an example of how you demonstrated
some of these qualities? If you do, then state that. If that doesn’t work for you, then qualify the question. Ask “What
area of my background would be most relevant to you?” and take it from there.
Why should I hire you?
This is where you should really sell yourself. Highlight areas from your background that relate to the company’s needs.
Recap the interviewer’s description of the job, matching it with your skills.
How do you think a friend or professor who knows you well would describe you?
Of course, be honest. Think about any compliments you have gotten on projects or activities. Don’t just discuss
characteristics, but include examples of why friends or professors would describe you that way.
What are your skills or strengths?
Share a short list of three to five transferable skills (not personality traits) critical to performing this position well. A
good way to assess which skills are most important is to study the job description and the ad. Usually the responsibil-
ities are listed in order of importance and require specific skills to perform them well. Then design at least one story
in STAR format (situation, task, action, result) that will illustrate this strength. Isolate high points in your background.
Always back your answers with specific examples. You do have at least three strengths. Your biggest mistake here is
to sell yourself short!
In what areas do you need to improve?
What do you consider your biggest weakness?
Everyone has weaknesses, but a careless answer can virtually end your consideration as a candidate, so prepare
this answer thoughtfully before you arrive. The interviewer is trying to find out 1) are you aware of your weaknesses,
2) have you thought about how you might improve, and 3) are your weak points going to jeopardize how you perform?
There are three ways to approach this question. If there is a minor part of the job about which you lack knowledge but
will gain it quickly, use that. Be careful using this one. Put the weakness in the past. You had it once, but now you are
over it. Design the answer so that your weakness is ultimately a positive. This one is your best move. You may also
discuss something you have not yet learned but intend to.
Think about something you honestly wish you did better: “I really wish I felt more comfortable speaking in public.
Through my classes I have given a lot of presentations and each time I feel more confident. But there are others
who seem to be really good at it. I really hope to be able to speak very comfortably and effectively in front of
groups someday.”
What accomplishment has given you the greatest satisfaction?*
What is the toughest challenge you have faced?* Why?
In your story, include the skills, traits and knowledge that aided in this achievement. Use the STAR system and be
certain to end with positive results. Make sure you are proud of something you accomplished rather than being
proud of someone or something else in which you had no contribution.
As we make our decision about your fit for this position, what do you want us to remember about you?
Is there any additional information you feel would help me in thoroughly evaluating you for this position?
These are typical wrap-up questions at the end of an interview. Always be ready to give a summary of your qualifica-
tions in two to three sentences. This could be your skills, personal traits, work ethic, or passion for the career. Make
the answer short and spirited.
Can you work under pressure?* How do you work under pressure?*
Don’t just give a yes or no answer; elaborate. Explain why. Give an example of a time when you felt that you were
working under pressure. Talk about how you successfully dealt with the pressure.

Skills and Competencies (continued)
multiplying numbers. What have you learned from your work/internship/co-op experiences?*

Tell me about a time when you worked with someone whose first language wasn’t English.
This is an attempt to get a sense of your awareness, knowledge, and skills in working with people who are different
than you. Differences can be defined by race, ethnicity, religion, social background, sexual orientation, age, etc.
Think of positive experiences that demonstrate your ability to relate and communicate with people from a variety
of backgrounds.
If you cannot come up with an answer NOW is a good time to begin engaging in experiences that offer such skill
building. The Career Services Center offers a monthly program called POWER Lunch that might help you develop
your multicultural competence.
Work Experience/Environment
Tell me about the position that has given you the most satisfaction.*
What have you learned from your work/internship/co-op experiences?*

Describe what you think would be an ideal relationship between a supervisor and a subordinate.
What qualities does a successful manager possess?
In order to assign you to an appropriate manager or section of the company for a second interview, the interviewer
needs to know how you want to be supervised. He or she also wants to know what management styles displease you.
This is time for you to succinctly describe the qualities and attitudes you would desire in a supervisor. This is not time
for character assassination. Employers are looking for someone who, if there is a problem, will handle the situation
maturely. Answer thinking of what you envision as being the relationship between supervisor/supervisee. Don’t just
make it up. Think about why you would want a supervisor to be supportive or hands-off or a mentor or give autonomy,
etc. Be realistic in thinking about whether or not your potential supervisor is asking the question and what his or her
style seems to be now. This is a good question to ask of him or her, too.
Tell me about a time ... .* When you had a major problem and explain how you dealt with it.
A good follow-up question to this might be: How would you handle the same situation differently now?
When you made a poor decision and how you corrected it.
When you had to adapt to a difficult work situation.
When you worked with someone you disliked and how you handled the situation.
Describe these events as non-judgmentally as possible. Explain difficult situations using facts (not emotions) and be
as succinct as possible. Discuss the event in a professional manner and even though the result may not have been
ideal, remember to also share what you learned. Possible examples: Differences in work habits, work values, or
ethical attitudes.

Tell me about a time when you supervised or worked with someone older than you.
Tell me about a time when you worked with someone whose first language wasn’t English.
This is an attempt to get a sense of your awareness, knowledge, and skills in working with people who are different
than you. Differences can be defined by race, ethnicity, religion, social background, sexual orientation, age, etc.
Think of positive experiences that demonstrate your ability to relate and communicate with people from a variety
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as succinct as possible. Discuss the event in a professional manner and even though the result may not have been
ideal, remember to also share what you learned. Possible examples: Differences in work habits, work values, or
ethical attitudes.
Will you be willing to relocate?
Do you have a geographical preference or limitation?

How much are you willing to travel?

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

Traits/Values/Beliefs
What motivates you to put forth your greatest effort?
Is it financial reward, work environment, the supervisor, helping others, variety, challenge, etc.?

Employers want to assess this area because they know what factors they can and cannot provide.

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

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

What are your salary expectations?

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

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

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

Career Plans and Goals
Why did you choose this particular career field?

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

Where do you see yourself in five years?

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

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

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

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

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

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

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

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

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

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

Schedule practice interview with a career counselor
Practice interviews are available to coach you through a professional interview and to give you direct feedback on your interviewing skills. Feedback may include information about your answers and your professional presentation.

Learn about interview follow-up
Strong follow-up may be the difference between getting an offer or not. If an employer has two equally skilled potential employees who both fit with the organization, receiving professional follow-up may tip the scales in one’s favor.

A thank you is also a place for you to reiterate your skills or to mention something you may have forgotten or did not have the chance to speak about.

• Thank You Emails: Send immediately following the interview (within 24 hours) to all those with whom you met.
• Thank You Note/Letter: Drop in mail within two days; send to all those with whom you met.
• Phone Call Follow Up: In your interview you should have asked what the timeline was for making a decision. You are free to call once a few days AFTER the decision-making date. Call the hiring manager in charge of your interview.
• Connect with your contacts via LinkedIn: Not on LinkedIn? Refer to “Your Professional Network and LinkedIn” section.
Your Career Wardrobe

Interview Attire

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

Unfortunately, making your way into the world of work means you may be judged on the way you look and how you present yourself. This may not always be fair. There are a number of things you can do to feel confident about yourself in an interviewing situation. As you know, you only get one chance to make a first impression.

Dress for the job you want, not the job you have. You’re trying to sell yourself.

Musts:
ALWAYS wear a suit to an interview, even if the people who work at the organization are not wearing suits and the job doesn’t require it. Remember, the people there already have the job… you don’t!

Hygiene
Always have fresh breath and clean body hygiene. This may seem obvious, but take a shower, use deodorant, and brush your teeth.

• Wear perfume, cologne, or aftershave that is subtle, as some people may be allergic. Your scent should leave the room when you do.

• Cover visible tattoos with makeup.

• Have clean, short nails without ragged edges. Women have unpolished nails or use clear polish or a neutral tone.

• Take out any piercings (nose, eyebrows, tongue, etc.). They can be put back in when you are not interviewing or at work.

Women’s Attire

Do wear:
• A conservative suit (navy, black, gray). Pants suits are acceptable with many companies. Check out the office culture to find out for sure. When in doubt, wear a skirt suit.

• Clothing that fits your body correctly. Clothing is too tight when it is pulling horizontally across your body or has gaping buttons. Clothing is too big when tops are falling off the shoulders or pins are used to hold waistbands.

• Appropriate undergarments at all times.

• A slip, if your skirt is unlined. It should be light or dark according to the color of the skirt and length should extend to hemline.

• Accessories (necklaces, earrings, and bracelets) in keeping with the fashion trends of the season. Wear only one ring per hand.

• An ironed blouse or shell.

• Clothing that is appropriate for the current season.

• Neat, pressed, clean clothing without tears, rips, hanging threads or pills. All buttons, snaps, or hooks should be on the garment and hems sewn in place.

• Polished shoes with matching belt (if appropriate).

• Sleeve length for suit should fall between your wrists and the top knuckle of your thumb.

Don’t wear:
• Deep scoop necklines or deep V-necklines without a scarf or camisole.

• Casual clothing (denim, casual twill, knit Tshirts).

• Flashy, trendy, chunky shoes or accessories.

• Shoes that are not polished or are in need of repair.

• Large accessories around the head and neck, large hair boxes, large drop/hoop earrings, or three or more earrings per ear.

• More than one ring on each hand.

Men’s Attire

Do wear:
• A conservative suit (navy, black, gray).

• Sleeve length for suit should fall between your wrists and the top knuckle of your thumb.

• A matching tie that extends below the belt line.

• An ironed long-sleeve cotton shirt.

• A white undershirt beneath your dress shirt.

• Clothing that is appropriate for the current season.

• Neat, pressed, clean clothing without tears, rips, hanging threads, or pills. All buttons, snaps, or hooks should be on the garment and hems sewn in place.

• Polished shoes with matching belt.

Don’t wear:
• Casual clothing (denim, casual twill, knit Tshirts).

• Flashy, trendy, cartoonish tie.

• Casual suede or unpolished shoes.

• Earrings of any kind (ear, nose, or otherwise).

• Sports (tube) socks. Your socks should match your pants.

• Distracting jewelry.

Hair
• Neat, clean, free of oil and dandruff. Combed, styled.

• Length should be no longer than below the collar in the back or below the eyebrows in the front.

• Beards and mustaches must be neat, trimmed, and complimentary to your face. Some professionals would argue a beard is not acceptable; if you are not attached to it, go ahead and shave it off. You can always grow it back.
What Is Business Casual?
There are many interpretations of business casual. This is how we define it:

- For women: A reasonable length skirt or dress pants of a non-jeans material combined with a top (such as a dress shirt, polo, or cardigan set) is considered acceptable. An informal dress with appropriate skirt length is also acceptable.
- For men: A combination of collared shirt (such as a dress shirt or polo shirt), dress pants (such as khakis or blue, brown, or black trousers) with a belt. Jeans are not acceptable business casual attire. A blazer or business jacket can optionally be added.
- Unacceptable for either gender: Rumpled or ripped clothing. T-shirts, miniskirts, underwear as outerwear, inappropriately revealing attire such as bare midriffs, and flip-flops.

Building a Career Wardrobe
There are a lot of things to think about when making the transition from college grad to career professional. Though you may have considered what to wear on your first day, you may not have thought about all that goes into building a career wardrobe. Before spending your entire first paycheck on trendy clothes that will only last you a season or two, take time to build a wardrobe that lasts.

There are a lot of resources to help you determine your style, your colors, and your “look.” Use those resources (some listed below) to compliment the following wardrobe basics. Also, I am providing information for both genders, separating men and women only for simplicity’s sake.

Shopping tips:
- Only buy items that can be worn in at least three combinations (example: top with three different bottoms).
- Try to avoid “outfits” that only allow you to wear each piece with the other pieces purchased together.
- Don’t forget appropriate undergarments.
- Steer clear of fashion trends that only last one or two seasons.

Basic Career Wardrobe Level One Women
- Skirts: 2 all season
- Shirts: 1 white | 1 black
- Tops: 6 work appropriate (blouse, button up, shell)
- Dresses: 2 all season
- Sweaters: 1 fitted pullover | 1 cardigans
- Jeans: 1 work appropriate
- Pants: 3 pairs all season
- Suits: 1 classic suit
- Jackets: 2 all season
- Outerwear: 1 classic trench
- Bag: 1 leather shoulder | 1 tote
- Shoes: 1 pair dark heels | 1 pair dark flats | 1 pair slingbacks | 1 pair neutral pumps

Basic Career Wardrobe Level One Men
- Shirts: 6 work appropriate
- Sweaters: 2 pullovers
- Jeans: 1 work appropriate
- Pants: 5 pairs all season
- Suits: 1 classic suit
- Jackets: 2 all season
- Outerwear: 1 classic trench
- Shoes: 1 pair dark | 1 pair neutral

References and Letters of Recommendation
Approach faculty members, employers, etc. to write recommendation letters. Remember to provide them with any required recommendation forms, your resume, a stamped/pre-addressed envelope, and the deadline for submission.

Create a Reference List to Include Only When Requested
Send thank you notes to people who wrote your recommendation letters, informing them of your success. The term reference refers to:
1. A person who may be asked to talk about your skills, experience, and work ethic.
2. The actual written or verbal statement of qualification, ability, or character.

References — Business World
Historically, references were written and confidential. However, the business world as a whole has long since abandoned written letters of recommendation and instead prefers a list of your references including an address, phone, email, and the person’s relationship to you. A potential employer may call a reference and ask questions about you.

Letters of Recommendation — Education, Health Care, Social Services, Graduate School
Letters of recommendation are written evaluations of an individual’s performance whether at work or in the classroom. This information is an integral part of the world of education, health care, and social services. Communication of this information is necessary and appropriate. It is no longer necessary that these letters be confidential. You can gather letters of recommendation from instructors, advisers, supervisors or anyone who has witnessed your abilities.

Keep the original of these letters and make copies to send out with your resumes or application packets. Ask letter writers not to address the letter to anyone in particular — simply put at the top, “Letter of Recommendation for <your name>.” All letters should be signed and dated.

Choosing Your References
- Be sure to ask individuals who will provide honest, candid, and positive recommendations.
- Select professional references; do not select friends as “character” references.
- Choose people whom you have asked in advance to serve as references. When asking people to serve as references, give them a copy of your resume or list of your work experiences and activities. Talk to them about your career goals. This way, they are more prepared to talk to a potential employer in a helpful way.
- Remember that people have busy lives. If there are deadlines, be sure to tell your references. Check in with them if necessary while being respectful and gracious.
- Always follow up with your references when you have accepted the position. Send them a thank you note telling them about your new opportunity.
Decision-making

Decision-making is not to be taken lightly. People make decisions a variety of ways.

Career decisions may include:

- Choosing a major
- Narrowing your career goals or occupational targets
- Selecting a career-related experience
- Choosing a post-grad service program
- Choosing a post-grad education program and institution
- Comparing job offers

Determine Your Satisfying Occupational Characteristics

This is similar to the steps used in “Career Exploration” in that it focuses on your interests and values. This time, focus on those priorities you need in this position for it to be satisfying. Limit your most important qualities to less than 10. Some items to consider might be:

Employment qualities

- Pleasant surroundings/office space
- Opportunity for advancement
- Salary (current or future)
- Benefit package: paid time off, 401K, sick days, health insurance tuition assistance
- Commuting time
- Company image and ethics
- Size of organization
- Flexible work hours
- Overtime vs. no overtime
- Travel
- Local arts, entertainment, cultural activities
- Variety in work

Location qualities

- Specific metro area or local, regional, national, international location
- Distance from family and friends
- Urban, suburban, rural
- Weather and other location-type qualities (water, mountains, woods)
- Cost of living
- Significant other’s career

Gather Informational Facts And Data

Depending on which type of career decision you are making, you will want to gather the appropriate information. Much of this is detailed in the “Career Research” section. Once you have gathered this data either from your career research or job offers, you are ready to evaluate.

Evaluate Possibilities

Using a spreadsheet makes this process much easier. Here is an example of a career decision-making grid for determining which job offer to take.

<table>
<thead>
<tr>
<th>Satisfying Occupational Characteristics</th>
<th>Job Offer A</th>
<th>Job Offer B</th>
<th>Job Offer C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary + Benefits</td>
<td>$42,000 + A Benefits</td>
<td>$48,000 + C Benefits</td>
<td>$44,000 + A Benefits</td>
</tr>
<tr>
<td>Distance from family</td>
<td>2 hour drive</td>
<td>20 minutes</td>
<td>2 hour drive</td>
</tr>
<tr>
<td>Flexible schedule</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Urban</td>
<td>Yes</td>
<td>Suburban</td>
<td>Yes</td>
</tr>
<tr>
<td>Commute</td>
<td>&gt;15 minutes</td>
<td>None – live at home</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Cost of living</td>
<td>Medium</td>
<td>Cheap – live at home</td>
<td>Medium</td>
</tr>
<tr>
<td>Advancement</td>
<td>After 6 months</td>
<td>After 12-month training</td>
<td>Don’t Know</td>
</tr>
</tbody>
</table>

Gut Instinct

Based on this spreadsheet more information may be needed — such as an actual budget if you’re not living at home. Another great way to determine if a position will be a good fit is to “live with it” for a while. Spend the day imagining you have taken one offer. Imagine your life with that position. The next day do the same with the other choice. What is your gut telling you?

Check in With Stakeholders

Think about all of the people invested in your career. Who has contributed to your success? Who has helped you along the way? Be sure to share your career decisions with these people. You can begin to develop and grow your professional network and garner additional support for your career path.

Adjust Your Academic Plan Accordingly

Begin looking into which skill development and educational requirements will best help you gain the skills needed for these career fields.

Talk with your academic adviser about declaring or changing your major if necessary.

Should I Change My Major?

Not all career fields or occupational targets require a specific major. Having career-related experience specific to your occupational target is equally important as what you might major in. If you are considering a change in major, weigh the pros and cons in terms of length of time it will take to complete your bachelor’s degree as a result of a change versus your ability to gain career-related skills that complement your current major. Obviously some occupational targets will require a specific major, but don’t assume this is true for all occupational targets.
You may just say you have accepted a position with another organization. It is acceptable to mention the name of the organization. End with an appropriate statement to keep the door open for some possible future contact. In other words, stay on good terms.

Negotiate an Offer
Don’t be afraid to ask for time to make up your mind. Once you have been extended an official offer, you should be given sufficient time to decide whether to accept. You should ask for your offer in writing.

Never accept one offer and then later reneg if a more attractive one materializes. To do this is unethical, and reflects poorly on you and Marquette University. It may sound old-fashioned, but “your word is as good as a written contract.” If you verbally tell one employer you accept a position, then change your mind and accept another, you could potentially be the target of legal action for not honoring your word. While this rarely happens in today’s challenging market, it is an important consideration in the job search.

Multiple Interviews, Multiple Offers, and Timing
Multiple Offers
While many job seekers might see this as a good problem to have, it’s a tough spot to be in. And most job seekers aren’t sure how to navigate it well. After all, can you put the first company off, and if so, for how long? What should you say to the first company in the meantime? And can you take the offer but rescind your acceptance later if the other job comes through?

The first step here is to call the company that made you the job offer. We’ll call it, Company A. Explain that you’re very interested in the job and would like some time to think it over, and ask when they need to hear back from you. Any reasonable employer will give you a bit of time — generally a few days to a week. Be aware, though, that many employers will balk at giving more time than that. Request for more than a week might signal that you’re hoping for an offer from somewhere else in the interim and may make them question your interest level.

Next, contact the other company, Company B, immediately. Don’t delay by even a day — time is crucial here. Explain to them how an offer ion another company, that you need to give them an answer quickly, and Company B is your first choice. If Company B is strongly interested in you, there’s a good chance they’ll be willing to expedite things. However, Company B might tell you they can’t speed up their timeline. If that happens, then you have a difficult decision to make: Are you willing to turn down Company A’s offer without any guarantee that you’ll get an offer from Company B in the future? Your answer probably depends on your financial situation and how confident you feel about other prospects coming along.

But what you shouldn’t do is accept Company A’s offer with the intention of backing out of it later if Company B comes through. Company A will have turned their other candidates loose by that point, as well as invested time and money in preparing for your arrival, so reneging on your acceptance would burn that bridge to a crisp. You’d also risk damaging your reputation in your industry, because people talk and you never know when that will come back to haunt you. Assume once you accept an offer, you’ll need to keep your word.

Using an Offer as Leverage with Other Employers
If you are awaiting word of an offer from another employer in which you are very interested, write or call (depending on urgency) to say that another employer has made you an offer before and making a decision you would like to know your status. Don’t push too hard or the employer may lose interest.

Declining an Offer
Reply as soon as possible in writing. Indicate why you are declining if you can do so tactfully and constructively. You may just say you have accepted a position with another organization. It is acceptable to mention the name of the organization. End with an appropriate statement to keep the door open for some possible future contact. In other words, stay on good terms.

Financial Matters and Benefits

Finance Your Education
• Request scholarship/fellowship/assistantship information from each school where you applied.
• File your Federal Income Tax Return (required before you can complete the FAFSA).
• Complete the FAFSA online and submit all completed scholarship application forms.
• Prepare for any admission/assistantship interview by scheduling a mock interview with Career Services.
• Attend any preview days/assistantship interview sessions/faculty interview sessions for each institution.

Salary Lessons

Salary Lesson One: Don’t Bring Up Salary Until It’s Brought Up With You
Salary negotiation is one of the final steps in the job search process. While it may be a factor in your mind, most employers would not ask for an interview if they did not think that they could afford the “going rate” for your talents. You should not ask about salary during your initial interviews. In most cases, you should never introduce the subject. Leave discussions about money and benefits to your prospective employer; they will broach the subject with you at an appropriate time.

Salary Lesson Two: Be Ready to Name a Salary Range When Asked
Regardless of when an employer brings up salary, you will be expected to be ready to discuss it. There are a number of ways you can use to prepare for the conversation so that you are familiar with the typical use to prepare for the position you are seeking. You can find national averages for graduating students in specific industry sectors through quarterly salary survey reports published by the National Association of Colleges and Employers (NACE). These reports are available in the Career Services Center. NACE also offers a salary calculator which is on their homepage.

Salary Lesson Three: Figuring Out What You Need to Live On
Upon graduation it is very important to organize your finances. You will probably be surprised how quickly your paychecks will disappear; therefore, it is important to set a budget for yourself.

Many employers say new graduates have unrealistic salary expectations. The truth is, there are many factors that affect starting salary and you need to take those into account before bringing your expectations in line with reality. For example, geographic location and cost of living play a big part in determining salary, with salaries fluctuating among metropolitan, suburban, and rural areas. The starting salary for a sales job in a metropolitan area with a high cost of living will probably be significantly higher than the salary for the same job in an area with a low cost of living.

When designing your budget, don’t forget to...
• Consider the cost of living for the area to which you are relocating.
• Calculate expensive start-up costs. Some examples include:
  - Rent (first month, last month, down payment, damage deposit)
  - One-time installation fees for Internet, electricity, cable, gas, etc.
  - Car purchase
  - Insurance (car or personal, renters)
  - Household items (everything from cleaning supplies to a shower curtain)
  - Furnishings/household accessories (dishtowels, tablewear, linens, etc.)
  - Professional wardrobe (business attire, fundamentals [socks, underwear, etc.] )
• Utilities (air conditioning, heat, hot water, gas, electric)
• Transportation (parking, gas, public transportation passes, maintenance fees)
• Food (groceries, meals out)
• Electronics (TV, cable or satellite, Internet, music, cell phone and landline plans)
• Student loans (federal and private)
• Medical expenses (prescriptions, over-the-counter medications)
• Insurance (auto, health, dental, property)
• Taxes (local, state, federal)

Salary Lesson Four: Factoring in Benefits
In factoring your total compensation, consider three things: salary, benefits package, and lifestyle. Depending on whether or not stock options or signing bonuses are included in your benefits, a full employee benefits package can add as much as 20 to 40 percent to your base salary. Many employers will offer great benefits that may exceed your expectations. For example, some companies and organizations will subsidize or completely pay for continuing education and a graduate degree. Others share profits with their employees. General benefits you should look for include vacation and sick time, health and dental insurance, life and disability insurance, retirement contributions (i.e. 401K matching).

One-time expenses are often easier for employers to handle than an annual salary increase. For example, you might be able to negotiate for the purchase of a laptop or PDA. Moving expenses are another one-time expense for which employers may offer to provide compensation. (Note: Save all receipts as your moving expenses may be tax-deductible, including food and lodging expenses during the physical move). If you are able to have part of your move reimbursed and are asked to come up with an estimate, get several estimates from different moving companies.
The Art of Professionalism

Any new experience gives you a chance to redefine yourself.

• Will you become the professional your program/office/co-workers/supervisors always dreamed of?
• Will you be someone who exhibits strong skills, good judgment, and polite and appropriate behavior?

Whether you are beginning a new internship, job, graduate school program, or service program, focus on creating the professional image to which you aspire. Many employers consider internships to be a “working interview.” Make the most of your time with new colleagues and professionals no matter how short or temporary it might seem.

Before You Start

• Find out what the dress code is; stock up on work clothes. Want to learn more? Refer to “Your Career Wardrobe” section.
• Research the company; know the people and departments. LinkedIn can help.
• Figure out your commute and any stops along the way that could better prepare you for your day.

Your First Few Days ...

• On your first day/week dress and behave more conservatively; get a feel for the culture.
• Remember the names of those you are introduced to. In your first few days on the job, jot down names until you remember them. They only have to remember one new name, while you have scores.
• If you can, personalize your workspace. Frame your degree and hang it on the wall.
• Be a sponge; try to absorb all the information about the company, the people, the culture.
• Get organized and develop your routine.

Find a Mentor

Having a good mentor can be a game-changer. Connecting with someone who can help you learn the ropes, the written and unwritten rules, is a lifesaver. It may take time but try to find someone who is:

• Experienced
• Looking for a leadership role
• In the field you are in or would like to be in
• Willing to set aside time to help

Organization Politics

• Own up to mistakes
• Always try to stay out of boss-bashing
• When someone compliments you for something done as a group, always give the group credit
• Surround yourself with the right crowd
• Learn to “read” your co-workers and superiors

Planning and Time Management

• Plan your day in advance
• Use To-Do lists and a daily planner
• Develop a routine — be punctual!
• Don’t forget to schedule breaks
• Always have a pen and notepad handy

• Have the following either in your car or at your desk:
  • Mints
  • Deodorant
  • Blazer (or extra shirt/tie)
  • Pain reliever

Top 10

<table>
<thead>
<tr>
<th>Mistakes</th>
<th>Ways to Succeed</th>
<th>Topics to Avoid Discussing at Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sharing too much personal information</td>
<td>• Taking initiative – volunteering for projects</td>
<td>• Religion</td>
</tr>
<tr>
<td>• Using offensive language</td>
<td>• Being positive</td>
<td>• Politics</td>
</tr>
<tr>
<td>• Being late for work</td>
<td>• Keep good relationships with everyone in the office</td>
<td>• Problems with your significant other, roommate, or parents</td>
</tr>
<tr>
<td>• Becoming too good of “friends” with the boss</td>
<td>• Set good boundaries</td>
<td>• Your career aspirations</td>
</tr>
<tr>
<td>• Gossiping</td>
<td>• Take a leadership role when given the chance</td>
<td>• Your health problems</td>
</tr>
<tr>
<td>• Texting Cell Phone use</td>
<td>• Be innovative and find creative ways of helping the company succeed</td>
<td>• Anything negative about anyone else at work!</td>
</tr>
<tr>
<td>• Not participating in staff events</td>
<td>• Listen — really listen</td>
<td>• Salary</td>
</tr>
<tr>
<td>• Participating in staff events and drinking too much!</td>
<td>• Making use of your evaluations and feedback</td>
<td>• Avoid dirty jokes</td>
</tr>
<tr>
<td>• Dressing too casually</td>
<td>• Network, network, network</td>
<td></td>
</tr>
<tr>
<td>• Dating a co-worker</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ETIQUETTE

Email

• Use “Please” and “Thank You”
• Use titles until given permission to do otherwise: Mr., Mrs., Dr.
• DON’T WRITE IN ALL UPPERCASE – it’s like shouting
• Be concise
• Plz Don’t Abbrvt.
• Use spell check

Cell Phone

• Turn your cell phone ringer off
• Use your cell phone only for important calls.
• Let your cell phone calls go to voicemail
• Find a private place to make cell phone calls
• Don’t bring the cell phone into the bathroom … EVER

ETIQUETTE

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Your Personal Statement

Both post-grad service and post-grad education often require essays or personal statements. The tips below will help in either situation. These tips were gleaned from a lecture by Don Asher on “Graduate Admissions Essays” at Marquette University in March 2010.

The overall application package will represent who “you” are to people whom you will most likely not know personally. The written expression of your qualities as an applicant will often be a very important way for decision makers to get to know why you are an acceptable candidate for their program. Thus, it is essential to take great care in preparing this part of your application.

Exercises for Building a First Draft:
- Intellectual influences: Answer with at least a full sentence but no more than a half page.
- What writer and which particular articles in your field of study have had the greatest influence on the development of your thought?
- Who were your favorite professors in college and why? How has each influenced you?
- What is the best paper or exam you ever wrote in your major and what makes it good?
- What do you consider the most important book, play, article, or film you have ever read/seen, and how has it influenced you?
- What is the single most important concept you have learned in college?
- What are some encouraging words others have said to or about you through the years?
- Where were you and what were you doing when you first thought of pursuing this particular direction of graduate study or volunteer position?
- What were you doing when you decided to pursue this particular area of graduate study or volunteer position?
- How has your interest evolved and what specific turning points can you identify?
- What work experiences have led you to believe you would like to pursue graduate education?
- What experiences as a volunteer or traveler have influenced your career direction?
- What experiences from your family life have contributed to this choice?
- Academic background (for graduate/professional school)
- How have you prepared yourself to succeed in graduate school?
- What body of relevant knowledge will you take with you?
- What study or lab skills have you honed to date?
- What personal attributes or physical characteristics make you particularly likely to succeed in your new career?
- What is your biggest accomplishment to date? Make a list of many things you are proud of to get you thinking.

Your Personal Statement Checklist
- Prepare an outline and create a draft
- Answer all the questions being asked
- Make sure your essay has a theme or a thesis
- Provide evidence to support your claims
- Make your introduction unique
- Write clearly and make sure it is easy to read
- Be honest and confident, and be yourself
- Be interesting and positive
- Make sure your essay is organized, coherent, and concise

- Write about yourself and use examples from your own life experiences
- Use a mixture of long and short sentences
- Discuss your future goals
- Mention any hobbies, past jobs, community service, or research experience
- Speak in the first person (I.)
- Mention weaknesses without making excuses
- Discuss why you’re interested in the school and/or program
- Show, don’t tell (use examples to demonstrate your abilities)
- Ask for help
- Proofread and revise your statement at least three times
- Have others proofread your essay

Things to Avoid in Your Personal Statement
- Grammar or spelling errors
- Wordiness of use of jargon (don’t try to impress the readers by using big words)
- Foul or inappropriate language
- Repetition or including pieces irrelevant to essay
- Generalization, clichés, or gimmicks
- Negativity, defensiveness, or arrogance
- Focus on other people rather than yourself and your story
- Simply repeating your resume or making lists of accomplishments, awards, skills, or personal qualities

Application Requirements

Post-grad Service
The following items may be required for applications:
- Your personal statement or essay. Don’t have one? Refer to “Your Personal Statement” section.
- Official copies of your transcripts available through Marquette Central
- Application fees
- Application that includes employment history
- Letters of recommendation. Don’t have one? Refer to the “References and Letters of Recommendation” section.
- Your professional resume. Don’t have one? Refer to “Resume and Cover Letter Writing” section.

Post-grad Education
- Your personal statement or essay. Don’t have one? Refer to “Your Personal Statement” section.
- Official copies of your transcripts available through Marquette Central
- Application fees
- Letters of recommendation. Don’t have one? Refer to the “References and Letters of Recommendation” section.
- Your professional resume. Don’t have one? Refer to “Resume and Cover Letter Writing” section.
- Financial aid forms: FAFSA, usually due in early spring