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Location

Career Services Center
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1324 West Wisconsin Avenue
PO Box 1881
Milwaukee, WI 53201-1881
Phone: 414-288-7423
Fax: 414-288-5302
www.marquette.edu/csc
career.services@marquette.edu

Hours

Academic Year

Monday - Friday: 8:00 a.m. - 5:00 p.m.
Wednesdays: 8:00 a.m.-7:00 p.m. by appointment
Call for Walk-In Hours

Summer

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

Overview of Services for Students and Alumni

Marquette University Career Services Center (CSC) provides comprehensive career services for undergraduate students, graduate students, and alumni. Services, programs, and major events are listed below and in the following pages.

Career Counseling, Job Search, and Finding Internships

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

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

The Kimberly-Clark Career Library

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

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

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

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

- Links for students by year in college or stage of career development process
- Job listings via a variety of links to national and regional databases
- Campus interviewing schedules and registration procedures
- Handouts and resources by topic or year in PDF format
- Links to company websites and search tools for information about cities, regions and employment
- Occupational information including types of positions that are related to various majors
- Several important online resources are available. These require a unique password which can be obtained by calling the office.
 - **MU Career Manager:** Online system posting internship and position openings, managing resumes for referral to employers, and coordinating on campus recruiting activities.
 - **MU Connect:** Career Alumni Network, a database of thousands of Marquette alumni who have volunteered to be a source of networking and career advice.
 - **Reference USA:** a database of 13 million companies and organizations. Searchable by geographic location, SIC codes, company size, etc.
 - **Golden Eagle Search:** Use this real-time search and match technology to search for internships and full-time positions as well as organizations by skill sets and majors. Interested in using your communication skills? Simply search by that criteria and see what employers are hiring. Looking for an internship? Include the word intern in your search criteria.
 - **Going Global:** This online database provides employment information for employers in 31 countries, hosting over 100,000 international jobs and internships.
 - **VAULT:** The Internet's ultimate destination for insider company information, advice, and career management services.

Career Fairs

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

- **Fall Career Fair:** Two-day job fair conducted by Career Services for Marquette students only. Held this year on September 23rd and 24th.
- **WorkForce Fair:** Wisconsin Private Colleges Fair held in Marquette's Student Union for MU students and those from other private colleges in Wisconsin. Held this year on February 18th.
- **Big East Career Consortium Virtual and On-Site Fairs:** Schools from the Big East Conference host an on-site fair in New York City and a virtual fair. Held in early spring.

Graduate and Professional School Assistance

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

Walk-in Hours

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

MU Career Manager Orientation Sessions

Stop in our office for a quick 20 minute tutorial on how to use our online system to gain access to job and internship postings, on-campus interviews, career fairs and career events. Check the website for information on scheduled dates when classes are in session during the academic year.

MU Career Manager and On-Campus Recruiting

MU Career Manager is Marquette's comprehensive online system that manages on-campus recruiting activities including career fairs and on-campus interviews, internship, co-op and full-time position openings and resumes for referral to employers. Employers who post positions on MU Career Manager are looking to hire Marquette students and alumni.

On-Campus Recruiting: Internships and Full-time

Each school year, more than 1,500 interviews take place in the Career Services Center between employers and students for full-time employment and internships. Our career fairs kick off the on-campus recruiting seasons each semester. Employers represent business, industry, non-profit and government. Employers from education, health, social services, publishing, advertising and related fields participate to a lesser extent in on-campus recruiting. These employers often recruit students through career fairs, resume referral, and internships. Students in all fields are encouraged to register with CSC as many employers that visit campus are looking at candidates from all fields and disciplines.

On-Campus Interviews

Fall semester: September through November

Spring semester: February through April

Students **must** register through MU Career Manager to sign up for interviews. It takes less than 5 minutes to set up an account. Don't delay; many deadlines hit when classes begin. Check out who is coming to campus each semester by searching on MU Career Manager and searching the University Calendar of Events and looking under Career Services. Need assistance? Stop in during our daily walk in hours or attend one of our weekly MU Career Manager Orientation Sessions in our office when classes are in session during the academic year. Check the website for details.

Special Groups

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

- Many companies, including public accounting firms, do most of their interviewing in the fall. December, May and August graduates should plan to interview during fall semester.
- Internship interviews are held during the fall and spring recruiting seasons and are also coordinated by our office.
- Co-op interviews in the College of Engineering are coordinated through the Co-op Office. Most of these interviews are held in the Career Services Center.

Internship and Full-time Position Openings

Notice of job and internship postings are available online through a variety of resources. Start your search with these Career Services Center favorites found on our website: www.marquette.edu/csc

- **MU Career Manager:** Use MU Career Manager to locate internships and jobs submitted to Marquette
- **Internship Listings:** Subscriptions and links to internship listings
- **Golden Eagle Search:** Use this real-time search and match technology to search for internships and full-time positions as well as organizations by skill sets and majors. Interested in using your communication skills? Simply search by that criteria and see what employers are hiring. Looking for an internship? Include the word “intern” in your search criteria
- **All Job Listing Sites:** Search local, national and field-specific websites for job listings
- **Occupational Listings:** Learn about different careers and skills needed

Resume Referral

While hundreds of firms visit campus each year, there are many that call to request resumes and/or send job vacancies. Resumes of graduating students and alumni actively seeking employment are accessible to employers who have bona fide, professional career opportunities available. MU Career Manager allows employers to generate resumes electronically according to their very specific criteria. Last year over 22,000 resumes were generated by employers.

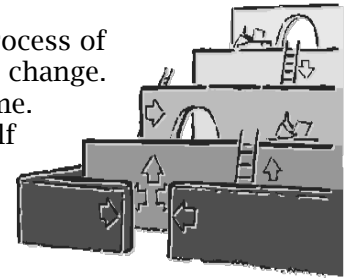
Social Networking

In today’s age, most people in the workforce are utilizing social media either personally or professionally. Use your own personal platforms to create an effective brand for yourself in cyberspace.

- **Facebook-** On your own profile, be sure to set your privacy settings to private. This will ensure that your information can only be seen by those people to whom you allow access. Also, clean up your profile while job searching. You never know who may be viewing your profile. Many employers also use Facebook to recruit. If there are companies you have an interest in, become a fan of theirs. This will give you a way to stay connected with them.
- **LinkedIn-** This professional networking tool can allow you to connect with people in your field of interest. Join groups in your area of interest to expand your network and learn more about potential careers from the people that are living them.
- **Twitter-** Use Twitter to market yourself. Tweet about your professional interests, follow others with those interests, and gather information about your industry. Be careful about what you tweet though, since Twitter is far more public than even Facebook.

The Career Development Process

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



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

Step One: Know Yourself | Determining a Major or Career Path

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

- Register for [ARSC 1040: Career Planning and Decision Making Class](#) (primarily freshmen and sophomores). This one-credit course will help you assess your interests, skills, values, personality characteristics, investigate career possibilities, and learn how to use a wide variety of resources in your career search.
- [Join a student organization](#) to gain valuable skills that all employers seek.
- [Become familiar with the majors](#) offered at Marquette and enroll in a variety of courses to explore majors that appeal to you.
- Engage in [self-assessment](#) to identify your interests, skills, values and personality characteristics and match those to possible career choices.
- Consider [volunteer activities and service learning](#). Combining community service with classroom theory enriches students' learning, personal growth and sense of civic responsibility.

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

Step Two: Understanding Career Fields

What are occupations and career fields that provide the best blend of your unique style, interests, skills, and values? The goal in this step is to identify possible career options which match your criteria for job satisfaction. In this step, books and electronic resources can provide information about career fields so that comparisons can be made between occupation characteristics and personal characteristics.

- Register for [ARSC 1040: Career Planning and Decision Making Class](#) (primarily freshmen and sophomores). This one-credit course will help you assess your interests, skills, values, personality characteristics, investigate career possibilities, and learn how to use a wide variety of resources in your career search.
- [Research careers](#) using on-line resources, informational interviewing, job shadowing, and networking with professionals in your career interest area. [VAULT](#) and [MU Connect](#) are good places to begin.
- Learn first-hand from professionals in your field and begin building your [professional network](#) using the MU Connect: Career Alumni Network database.
- Using online job searching databases such as [MU Career Manager](#) and [Golden Eagle Search](#) to learn what kinds of jobs are out there for someone with your career interests.
- Register with [MU Career Manager](#) to view full-time positions, participate in on campus interviews, and become eligible for the resume referral program.
- Attend [career fairs](#) so that you can talk to many employers in a short time span, present them with your resume, and verbally give them a short summary of what you have to offer.
- [Schedule an appointment](#) with a career counselor to identify careers based on your chosen major, learn about internships, practice interviewing skills in a mock interview, and develop a career plan.

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

Step Three: Try-on Careers

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

- Register for ARSC 1050: Job Search Strategies (primarily juniors and seniors). This one-credit course designed to introduce students to the fundamentals of planning and organizing job search strategies.
- Gain skills through career-related experiences, such as internships, co-ops, part-time or summer jobs, volunteer activities and service learning.
- Develop a resume and have it critiqued by a professional.
- Register with MU Career Manager to view full-time positions, participate in on-campus interviews, and become eligible for the resume referral program.
- Attend career fairs so that you can talk to many employers in a short time span, present them with your resume, and verbally give them a short summary of what you have to offer.
- Explore options for graduate and professional school.

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

Step Four: Make a Decision and Act on that Decision

By test driving possible career choices, you have identified options which meet your selection criteria from step 1. Now is the time to evaluate and select options which best meet the majority of your criteria. Develop a map or plan which will help you reach your career goals. Work your plan. Once you have made a decision and developed a career goal, you could be ready for your job search. Studies show it takes about six months of active job searching to find a position that fits with your education and career goals.

In addition to helping with your career development, the Career Services Center is also here to aid you in conducting a meaningful and effective job search. Job postings are available on-line through MU Career Manager.

- Register for ARSC 1050: Job Search Strategies (primarily juniors and seniors). This one-credit course designed to introduce students to the fundamentals of planning and organizing job search strategies.
- Schedule an appointment with a career counselor to clarify career goals based on your chosen major, learn about internships, practice interviewing skills in a mock interview, and develop a career plan.
- Identify skills employers seek and transferable skills you possess.
- Build your professional network using the MU Connect: Career Alumni Network database.
- Develop a resume and have it critiqued by a professional.
- Register with MU Career Manager to view full-time positions, participate in on-campus interviews, and become eligible for the resume referral program.
- Develop a job search plan. Need help? Make an appointment with a career counselor.
- Practice your interviewing skills. Get interviewing feedback through a mock interview.
- Attend career fairs so that you can talk to many employers in a short time span, present them with your resume, and verbally give them a short summary of what you have to offer.
- If required to fulfill your career goal, apply for graduate and professional school.

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

Step Five: Evaluate Your Choice

Throughout life and often times before reaching your first goals, you are presented with a series of crossroads. You must determine if you want to make changes in your roadmap and set different goals or if your original plan still fits. You may find information that you had not uncovered before that causes you to question your choice. If you decide that this is the time to make a change, you need to revisit a previous step, or even step one, and do some more research.

Know Yourself, Know Your Skills

Know Yourself

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

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

12 Essentials for Success: Competencies Employers Seek in College Graduates

- **Working in a Diverse Environment:** Learning from people who are different from you – and recognizing your commonalities – is an important part of your education and essential preparation for the future.
- **Managing Time and Priorities:** Managing how you spend your time, and on what, is essential in today's world. Learn how to sort priorities so you stay in control of your life.
- **Contributing to a Team:** Each person's contribution is essential to success. Having the ability to work collaboratively with others is vital. This includes identifying individual strengths and harnessing them for the group building consensus, knowing when to lead/ when to follow, and appreciating group dynamics.
- **Navigating Across Boundaries:** Life is filled with boundaries – good and bad. Discover how to avoid the boundaries that become barriers so you don't hamper the ability to collaborate with other people.
- **Acquiring Knowledge:** Learning how to learn is just as important as the knowledge itself. No matter what your future holds, you'll continue to learn every day of your life.
- **Thinking Critically:** Developing solid critical thinking skills means you'll be confident to handle autonomy, make sound decisions, and find the connection between opportunities you have to learn and how those opportunities will affect you future.
- **Performing with Integrity:** It only takes one bad instance to destroy years of good faith and good relationships. It's important to develop a code of ethics and principles to guide your life.
- **Developing Professional Competencies:** The end of college is the beginning of a new education. Build on what you already know and keep learning new skills – your job will challenge you to grow and develop in ways you haven't imagined yet.
- **Communicating Effectively:** Developing listening, interpreting, and speaking skills is just as important as reading and writing.
- **Solving Problems:** You may only have thought about problem-solving when you're faced with a crisis. Understand the process and mindset of successful problem-solving and you'll more easily handle the bigger challenges that come your way.
- **Balancing Work and Life:** You've got a lot to accomplish in a short time. How do you get it all done and still stay sane? The key is maintaining balance among the different parts of your life.
- **Embracing Change:** Just about every aspect of life is in a constant state of change. Sometimes it may seem that no sooner do you get caught up than you have to start all over again. No matter how you feel about change, you have to learn to deal with it.

Transferable Skills

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

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

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

Planning and Organizational Skills

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

Critical Thinking Skills

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

Human Relations and Interpersonal Skills

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

Oral and Written Communication Skills

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

Personal Skills

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

Research and Investigation Skills

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

Computer Skills

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

Define your criteria

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

Students responding to NACE's *2008 Graduating Student & Alumni Survey* listed their criteria for choosing an employer as follows:

Some examples of items to consider:

General qualities

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

- Salary (base pay, commission)
- Medical insurance
- Annual salary increases
- 401(k) retirement plan
- Dental insurance
- Life insurance
- Family-friendly benefits
- Tuition reimbursement
- Flextime
- Training program
- Fit with co-workers and direct supervisor
- Office environment (casual, business)
- Relocation possibilities

Employment qualities

- Opportunity for advancement
- Job security
- Quality of employer's benefit package
- Friendly co-workers
- Location of the job

Writing an Effective Resume

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

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

Resume Key Components

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

Basic Information and Heading

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

Objective

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

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

Possible components of effective objectives:

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

Sample Objectives:

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

Skills Summary

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

Skill Highlights

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

Education

List for each degree-conferring institution beyond high school:

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

Experience

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

Briefly describe for each position:

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

Honors, Activities, Leadership, or Special Skills

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

Interests

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

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, and identify and manage different needs of people and groups
- **Interpersonal Skills:** Global point of view, appreciation of diversity, cultural awareness, understand global dependence, sensitive to other cultural values, norms, customs and communication patterns, tolerant of differences
- **Cultural Competence:** Willingness and ability to value the importance of culture in interpersonal interaction with all segments of the population, value differences, promotes quality interactions to underserved, racial/ethnic groups through the valuing of differences and integration of cultural attitudes, beliefs, and practices, and able to develop and continued promote those with skills and practices 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.

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.

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

Fall 20xx MARQUETTE STUDY CENTER, Madrid, Spain

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

Electronic or Text Resumes

Because so many employers are requiring submission of job search materials and applications online it is necessary to also have a text resume. Many organizations have websites specifically for you to post your resume and cover letter. Others accept materials as attachments via e-mail. There are some basic rules to keep in mind when applying for positions online.

Transforming your resume into an electronic (or text) resume

- Save your resume as “Text Resume.”
- Take out all formatting on your resume by selecting all and changing the style to normal. Take out bolding, underlining, and italicizing. Left justify everything. Make all text the same size and font.
- Limit line length to 65 characters.
- Use - or ~ in place of bullets.
- Use capital letters for your headings.
- For instances where you tabbed to align items such as dates, use a hard return instead, making the item go to the next line. Length does not matter in an electronic resume; therefore, take out all pagination. Your text resume will not look as nice or inviting as your original resume; focus on content and readability.
- Save your text resume and keep it handy. You will be able to cut and paste it into online applications.
- E-mail your resume to yourself first to check the formatting.
- Remember to update your text resume as you update your original resume.

When to use an electronic resume

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

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

Dear Mr. Murray:
I have attached a copy of my cover letter and resume for the Account Executive Position at Rapid Forms. Please contact me if you have questions or trouble opening the attachments. Thank you.

Grace Goodwin

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

Option 2: Send your cover letter as the body of the e-mail message. Paste your resume after the cover letter. Many employers won’t accept attachments because of the threat of computer viruses. This method can be used in lieu of attachments and will assure that the information is received.

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

Dear Mr. Murray:
Cover Letter Text...
Refer to your resume below...”Below is a text version of my resume....”

Grace Goodwin

Option 3: Organizations may ask you to complete an online application or to submit your resume online. You may be able to upload your original resume. If you are given blanks to fill in, simply cut and paste from your TEXT RESUME.

FirstName LastName

Street Address ▪ City, ST ▪ phone number ▪ e-mail address

PROFILE

Highly <adjective> candidate offering over <#> years experience in <area> and <area>.

Seeking a position as a <position title> at <Company Name> utilizing the following strengths:

- Action word statement of relevant skills gained
- Action word statement of relevant skills gained
- Action word statement of relevant skills gained

EDUCATION

MARQUETTE UNIVERSITY, Milwaukee, WI

Bachelor of _____ Degree, May 20xx

Major: _____, Minor: _____

magna cum laude, GPA: x.x/4.0

SCHOOL ATTENDED FOR STUDY ABROAD, City, Country

<Semester> 20xx

- Statement of skills gained

PROFESSIONAL EXPERIENCE

COMPANY, City, ST

Position Title, <Month> 20xx - <Month> 20xx

- Action word statement of skills gained, accomplishments, scope of experience, or quantifiable result
- Action word statement of skills gained, accomplishments, scope of experience, or quantifiable result

COMPANY, City, ST

Position Title, <Month> 20xx - <Month> 20xx

- Action word statement of skills gained, accomplishments, scope of experience, or quantifiable result
- Action word statement of skills gained, accomplishments, scope of experience, or quantifiable result

NON-PROFIT EXPERIENCE

ORGANIZATION, City, ST

Position Title, <Month> 20xx - <Month> 20xx

- Action word statement of skills gained, accomplishments, scope of experience, or quantifiable result

VOLUNTEER WORK

ORGANIZATION, <Month> 20xx - <Month>20xx

ORGANIZATION, <Month> 20xx - <Month>20xx

FirstName LastName

Street Address City, ST ZIP | Phone Number
Email address

OBJECTIVE

A position as a <job title> with <organization>

EDUCATION

MARQUETTE UNIVERSITY, Milwaukee, WI

Month Year

Bachelor of _____ Degree in _____

Minor: _____

GPA: x.x/4.0

Related Coursework: List the full titles of your most relevant classes here, not just the course number

WORK EXPERIENCE

ORGANIZATION, City, ST

Month Year – Month Year

Job Title

- Action word statement of skills gained, accomplishments, or quantifiable result
- Action word statement of skills gained, accomplishments, or quantifiable result
- Action word statement of skills gained, accomplishments, or quantifiable result

ORGANIZATION, City, ST

Month Year – Month Year

Job Title

- Action word statement of skills gained, accomplishments, or quantifiable result
- Action word statement of skills gained, accomplishments, or quantifiable result
- Action word statement of skills gained, accomplishments, or quantifiable result

ORGANIZATION, City, ST

Month Year – Month Year

Job Title

- Action word statement of skills gained, accomplishments, or quantifiable result
- Action word statement of skills gained, accomplishments, or quantifiable result
- Action word statement of skills gained, accomplishments, or quantifiable result

AWARDS

- Dean's List, number of semesters
- Scholarships received

- Award Received
- Award Received

ACTIVITIES

- **List Association**, Member, Semester 20xx
- **List Association**, Member, Semester 20xx
- **List Association**, Member, Semester 20xx

- **List Association**, Member, Semester 20xx
- **List Association**, Member, Semester 20xx
- **List Association**, Member, Semester 20xx

COMPUTER SKILLS

List computer programs and competencies here

FirstName LastName

Street Address • City, ST • phone number • email address

Profile

Seeking a position as a <position title> at <Company Name> utilizing the following skills:

- List relevant skill based on experience
- List relevant skill based on experience
- List all technical abilities (including creative programs)

Education

Marquette University, Milwaukee, WI

Bachelor of _____ Degree, May 20xx

Major: _____ GPA: x.x/4.0

Dean's List • <Semester> 20xx, <Semester>, 20xx

Projects

Course Title, <Semester> 20xx

- List project tasks and accomplishments
- List project tasks and accomplishments

Course Title, <Semester> 20xx

- List project tasks and accomplishments
- List project tasks and accomplishments

Experience

Position Title, Company, City, ST <Semester> 20xx

- Action word statement of skills gained, accomplishments, or quantifiable result
- Action word statement of skills gained, accomplishments, or quantifiable result
- Action word statement of skills gained, accomplishments, or quantifiable result

Position Title, Company, City, ST Summers 20xx, 20xx, and 20xx

- Action word statement of skills gained, accomplishments, or quantifiable result
- Action word statement of skills gained, accomplishments, or quantifiable result
- Action word statement of skills gained, accomplishments, or quantifiable result

University

List Association, Member, <Semester> 20xx

Involvement

Include short description of role and responsibilities

Student Organization Member, <Semester> 20xx

Include short description of role and responsibilities

Sample Resume Content

It is important to have a resume that best conveys your skills and experiences to employers. Simply copying what others have listed will not set you apart from your peers. Think long and hard about the types of action word statements of skills gained, accomplishments, or quantifiable results that you will use. We have created some general lists of such action word statements in addition to college-specific statements. Remember to use only those that accurately describe your own experiences and can be backed up with examples.

General Skills from 12 Essentials

- Value the importance of culture in interpersonal interactions with all segments of the population
- Managed time and priorities by breaking large projects down into manageable tasks
- Developed a logical plan for tackling multiple responsibilities
- Contributed to a team by defining common goals and building consensus
- Navigated across boundaries in order to achieve a goal
- Acquired knowledge, ideas, and facts in all types of situations
- Used critical thinking skills to gather pertinent data and identify the important elements
- Developed professional competencies and became familiar with professional and technical standards
- Communicated effectively; able to write and speak clearly and persuasively
- Solved problems by gathering information from reliable sources

General Communication

- Prepared promotional materials for local business
- Collaborated with team to design logo, brochure, database for mailing and follow-up survey
- Organized company sponsored marketing and sales conferences
- Coordinated product presentations and supplier/retailer business sessions
- Maintained event schedules
- Coordinated work programs for _____
- Maintained communications with service learning site, contacts, professors and students
- Systematized record-keeping procedures to ensure that standard data was being collected

Transferable Skills

Additional sample statements examples can be found on page 8 in reference to the following categories

- Planning and Organizational Skills
- Critical Thinking Skills
- Human Relations and Interpersonal Skills
- Oral and Written Communication Skills
- Personal Skills
- Research and Investigation Skills
- Computer Skills

College-specific sample statements can be found online at www.marquette.edu/csc/students/resume.shtml.

Action Words

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

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

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

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

Creating Useful Cover Letters

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

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

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

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

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

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

First Paragraph

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

Second Paragraph

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

Third Paragraph

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

Final Paragraph

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

Closing

- Salutation
- Signature

Jane J. Smith

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

April 30, 20xx

Mr. James Winthrop
Communications Manager
Midwest Health Insurance Company
123 W Main St
Chicago, IL 60048

Dear Mr. Winthrop:

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

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

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

Sincerely,

Jane Smith

Jane Smith

Enclosure

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

Michael S. Marketing

10902 S. West St. • Chicago, IL 00000 • 827-746-0000 • MSM@email.com

December 8, 20xx

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

If you do not know the name of the recruiter, simply use one of the following:

- Dear Human Resources
- Dear Hiring Manager
- Dear Funjet Vacations

Dear Ms. Davis:

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

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

These marketing experiences taught me the value of detail, follow-up and flexibility when working on promotional projects. Further descriptions of my background are in the enclosed resume. I am hoping that these examples and my marketing degree will convince you to learn more about me in an interview. I will call to follow up on this letter within the next week.

I can be reached at 827-746-0000 or MSM@email.com. Thank you for your time.

Sincerely,

Michael S. Marketing

Michael S. Marketing

Enclosure

References and Letters of Recommendation

The term reference refers to:

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

References—Business World

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

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

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

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

Choosing your references

- Be sure to ask individuals who will provide honest, candid, and positive recommendations.
- Select professional references. Unless requested, do not select friends to serve 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 for writing letters or completing forms, 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.

Sample Reference List

Dr. Sally Wilcox

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

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

Dr. Ken Smiley

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

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

Mr. Jordan Jameson

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

Supervisor and trainer for my Department of Intelligence internship.

Ms. Angelique Brown

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

My supervisor and mentor for working with troubled teens.

Searching for a Full-time or Internship Position

Your Job Search

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

In addition to helping with your career development, the Career Services Center is also here to aid you in conducting a meaningful and effective job search.

Internships are a great way to...

- Gain career-related skills and abilities
- Apply theories learned in the classroom to the workplace
- Acquire a better understanding of the professional demands and requirements of a particular career field
- Gain confidence in making the transition from the academic atmosphere to the world of work

An Internship may be...

- Related to a student's academic major/minor
- Helpful to a student who is DECIDING on a major or minor area of study
- Conducted during the summer or the academic year
- Paid or volunteer, depending on the employer
- For academic credit or not, determined by each college at MU

Three ways to find an internship or full-time position

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

Respond to position openings

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

- **MU Career Manager:** Use MU Career Manager to access internships and jobs submitted through Marquette.
- **Golden Eagle Search:** Use this real-time search and match technology to search for internships and full-time positions as well as organizations by skill sets and majors. Interested in using your communication skills? Simply search by that criteria and see what employers are hiring. Looking for an internship? Include the word intern in your search criteria.
- **Internship Listings:** Subscriptions and links to internship listings.
- **All Job Listing Sites:** Local, national, and field-specific sites for job listings.
- **Occupational Listings:** Learn about different careers and skills needed.

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

Field-specific search

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

Professional Associations

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

Develop target list of employers

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

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

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

- **“Where in the World are MU Grads?”** This is a listing of Job Titles and Hiring Organizations of Marquette Grads with data taken from the annual survey of recent Marquette University graduates. These handouts can be found in the Kimberly-Clark Career Library and online.
- **MU Connect: Career Alumni Network** This database of Marquette alumni can be used to see what MU alumni are doing with specific degrees. Check out the industries, organizations, and networking opportunities available by using this service.
- **Reference USA** Targeting a specific city? Use this database of 12 million companies and organizations to develop your targeted list by industry.
- **Golden Eagle Search:** Use this real-time search and match technology to search for internships and full-time positions as well as organizations by skill sets and majors. Interested in using your communication skills? Simply search by that criteria and see what employers are hiring. Looking for an internship? Include the word intern in your search criteria. This can be accessed using your eMarq login online.
- **VAULT:** Use this comprehensive resource for identifying the top companies for industries across the nation.

Actively pursue employers on your list

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

Network with potential contacts and employers

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

Warm contacts begin by networking with people you know. Examples of warm contacts include:

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

Questions to ask these contacts include: Do you know of any openings for a person with my skills? 2. Do you know of anyone else who might know of an opening? Do you know someone who has a good network of professional contacts? It is important to follow up on this information because it can lead to other contacts.

Set goals and time commitments

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

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

Making the Most of a Career Fair

You made it to the AMU Ballrooms. Someone has just handed you a guidebook, a nametag and a plastic bag. Now what? Try these concrete tips to get what you need out of the Career Fair:

Prepare for the Fair:

- Write a resume highlighting skills and experiences related to your career goal
- Locate the guidebook online and scan for employers seeking students like you; do your research
- Pull together a professional outfit, preferably a business suit (Note: this can be borrowed from a friend)

Your 60 Second Commercial:

This sales pitch will arm you with all you need to begin an intelligent and effective conversation with employers.

- 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)
- 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?"

At the Fair:

- Locate your chosen employers on the map.
- Offer your hand for a professional handshake (one shake).
- Begin the conversation with your 60 second commercial.
- 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 in our office.

After the Fair:

- Follow up with those employers who piqued your interest
- Send an e-mail or hand-written letter thanking them for their time and including a copy of your resume

Things to Bring:

- Copies of your resume (25-50 depending on size of event and number of employers you'd like to talk to).
- A smile, strong handshake and positive attitude.
- Your 60 second commercial to introduce yourself, highlight your qualifications and why you are interested in the position and/or company.
- Information about the organizations that you will be approaching.
- A professional hardcover notepad portfolio and/or briefcase for resumes, company information, business cards and notes.
- Energy! Be your best and as refreshed as possible.

Managing Your Expectations:

You are responsible for making the most of a career fair. This means that you should begin with clearly defined and realistic expectations. You will not receive a job offer at the fair, but it is realistic to assume you will make a significant number of employer contacts. For most candidates, success will depend on effective follow-up after the fair.

Employer Expectations:

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 will 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:

First and foremost, questions should be natural. Be yourself. Don't rifle your questions; maintain a flow.

Sample Questions to Ask Organization Representatives:

- What kind of entry-level positions exist within your company?
- Do you offer internships?
- If so, what percentage of interns are offered positions after graduation?
- What does your company consider the 5 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 chose this company?
- How long have you been with the company?
- What goals does your company have for the next five 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 G.P.A. cut off for your new hires?
- What things have 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?

Tips:

- Do not read directly from the above list of questions at the career fair. Be relaxed and natural.
- Attend the Career Services Career Fair Prep Workshop which is held in the fall and spring before the career fair. Contact our office for more information.
- It's never too early to start thinking about your career. Students in all years and all majors are encouraged to attend a career fair.
- Don't be discouraged if the recruiter can't take your resume. Legal guidelines may prohibit the employer from taking your resume. Many employers require candidates to apply on their website.
- If you attend the fair with a friend, separate and work the fair alone. Employers want to talk to you, not you and your friend. Plan a time and place to meet up after the fair.
- Follow up with the organization representative(s) you meet with. We hear from employers that many students do not do this, so it's a great way to stand out.
- Arrive at the career fair as early as possible. Some employers may have to leave a bit early; you don't want to miss them.
- Do not bring a member of your family to the career fair. You laugh, but we have seen this!
- Career Services is here to help! Please contact our office if you have any questions.

Thank You Letter

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

Formatting Suggestions

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

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

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

SAMPLE THANK YOU LETTER

Grace J. Goodwin

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

March 4, 20XX

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

Dear Ms. Jones:

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

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

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

Sincerely,

Grace J. Goodwin

Grace J. Goodwin

Selling Yourself in an Interview

Employers want to know

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

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

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

The key to an effective interview is PREPARATION.

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

What should you prepare?

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

What You Need to Know About the Employer

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

Areas you could research include:

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

Sources of information:

- **Reference USA:** a database of 13 million companies and organizations. Searchable by geographic location, SIC codes, company size, etc.
- **Golden Eagle Search:** Use this real-time search and match technology to search for internships and full-time positions as well as organizations by skill sets and majors. Interested in using your communication skills? Simply search by that criteria and see what employers are hiring. Looking for an internship? Include the word intern in your search criteria.
- **VAULT:** The Internet's ultimate destination for insider company information, advice, and career management services.

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 that you have faced that will demonstrate a particular quality or skill that is relevant to the position. To maximize the effectiveness of your answers, try using the STAR system.

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

T= Talk about the task.

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

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

An example of the STAR system:

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

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

Frequently Asked Interview Questions

** Indicates a behavioral question*

Education

How and why did you select Marquette University?

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

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

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

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

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

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

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

Skills/Achievements

Tell me about yourself. How would you describe yourself? How would others describe you?

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

Why should I hire you?

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

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

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

What are your skills or strengths?

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

In what areas do you need to improve?

What do you consider your biggest weakness?

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

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 because of something you accomplished rather than being proud of someone or something else of which you had no contribution.

*As we make our decision about your fit for this position, what do you want us to remember about you?
Is there any additional information you feel would help me in thoroughly evaluating you for this position?*

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

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

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

Multicultural Competence

Tell me about a time when you worked on a project with someone who came from a different cultural background than yourself.

Describe 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 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?**

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

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

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

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

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

What qualities does a successful manager possess?

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

*Tell me about a time:**

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

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

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

When you had to adapt to a difficult work situation.

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

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

Will you be willing to relocate?

Do you have a geographical preference or limitation?

How much are you willing to travel?

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

Traits/Values/Beliefs

What motivates you to put forth your greatest effort?

Is it financial reward, work environment, the supervisor, helping others, variety, challenge, etc.?

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

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

How do you determine and evaluate success?

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

What are your salary expectations?

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

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

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

Career Plans and Goals

Why did you choose this particular career field? What are your long and short-range goals and objectives? Where do you see yourself in five years?

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

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

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

Specific to Organization

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

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

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

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

What 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.)

Dress for Success Basics

BASICS

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

MUSTS

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

WOMEN

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

MEN

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

Pursuing Graduate and Professional School

Applications

The process of applying to the graduate or professional school of choice is a lengthy and often costly one and should begin in earnest at the end of the junior year. The following is a brief outline of the steps in applying to graduate school.

Selecting Graduate Schools

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

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

Through these programs you can find which schools offer various areas of study and browse the entire university bulletin. This will save you the need to order the catalog before you are sure of a strong interest in the program.

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

Personal Expenses

Applying to graduate or professional school can be costly. Application fees, transcripts, postage and examinations can cost a minimum of between \$500 and \$1000.

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

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

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

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

Testing

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

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

Transcripts and Letters of Recommendation

Transcripts can be requested from the Registrar's Office in ample time to meet admissions and fellowship application deadlines.

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

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

A Personal Essay

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

Application Forms

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

Your First Year as a Professional

Congratulations on earning your degree and accepting your first professional full-time job upon graduation! You are now entering into the next phase of your life, and there are a number of things you need to know in order to make a smooth transition from the academic world into the world of work:

Don't Underestimate the Importance of Professional Appearance

Based on appearance, a positive or negative first impression can be made. Appropriate dress can lend credibility to you and your position because wardrobe projects self-esteem, level of confidence, and professionalism. In addition, appropriate business attire works to your advantage when it comes time for promotions, raises, and job evaluations.

More than 70% of American companies allow some form of casual attire on occasions. To ensure that you dress appropriately, research dress code in your field and specifically, your place of employment. If in doubt, always err on the conservative side and remember the following rule of thumb: Dress like the successful people in your organization.

Here are the **Don'ts** of professional attire (for a more detailed list please see our Dress for Success handout): Avoid excessive or flashy jewelry and make up, shorts, miniskirts, stretch, or capri pants, sleeveless or bare back shirts and dresses, low-cut blouses and shirts, form-fitting spandex attire, ties with large prints or cartoon characters, sandals, shoes with elaborate bows and buckles, bare legs. It is a good idea to keep an extra shirt or blouse, pressed and boxed, in your car. You may also consider having an extra tie or an extra pair of nylons available at the ready. Keep a toothbrush and breath mints in your desk for bad breath emergencies.

Cultivate Solid Time Management Skills

Good time management skills begin with goal setting. Plan your day in advance by rehearsing what you need to accomplish that day during your morning commute. Ten to fifteen minutes of planning in the morning will equal an extra hour or more of productivity during the day. There are a number of tools available to help you plan your daily activities (e.g., a Day-Timer, Franklin Covey Planner, or other pocket planners). It is a good practice to carry a notepad with you to write down your thoughts or daily reminders as they occur to you. If you drive, get a windshield-attached notepad.

Develop a routine that increases your personal productivity. If you can take public transportation to work it will give you time to read (and may also save you money). If you drive, get in the habit of listening to books on tape. It is amazing how much reading you can accomplish over the course of a year.

Don't forget to schedule times to relax and take a break throughout the day. Park at the far end of the lot in the morning, go for a brisk walk each day, or stretch your legs during lunch. It will clear your mind and make you more productive for the remainder of the day. Join a health club: Exercise will increase your level of energy; you will look better and feel better.

Develop Strong Interpersonal Skills

Talk 20% and listen 80% because you learn by listening and not by talking. Get in the habit of remembering the names of those you are introduced to. In your first few days on the job it might be a good idea to jot down names until you remember them and don't be afraid to ask the person to help you with his or her name in case you forgot it. Project positive attitude by smiling (even if you feel like frowning) because everyone loves a cheerful person. Be the first person to say "hello" to others in the morning.

If someone is confrontational with you, avoid the confrontation. Take time to cool off before you respond and focus on solutions and not problems. Don't be a complainer and ignore those who attempt to practice their art upon you. Finally, always take the opportunity to praise others who are worthy of praise. If someone has done well, take the time to compliment him or her. When someone compliments you for your work, don't say "it was nothing" or try to talk them out of it. Just say "Thank you" with a smile and move on.

Focus on Career Development, Education, and Training

Ask your boss to point out areas for continuous improvement. Know and understand the company training program and take advantage of it. Continue your education; even if you do not pursue a formal degree, make learning a lifelong vocation. What you learn will affect what you earn. Computer skills are one of the skills you should focus on developing as you need to be proficient in the use of technology in your work.

Be aware of the work that is going on around you because these could be your areas of potential future growth. Make sure that you understand your role in contributing to the bottom line of the company and keep your eyes focused on the big picture rather than your own cube. Invest time in networking with professionals within the organization. Take others out to lunch to learn about their jobs and departments. Know who your boss' boss is as this is the person who may recommend or authorize your promotion in the future.

If you love what you do, success will follow. If you think that you do more than what you are paid to do, you will eventually be paid more for what you do. And finally, don't ask for a raise because you need more money; ask for a raise because you are worth more money.

Learn About Ethics and Politics in the Workplace

Develop a reputation for honesty and integrity. Integrity means doing what is right, even if it is unpopular, unfashionable, or unprofitable. Don't lie, cheat, or steal, even when the temptation is great. Stand for honesty and integrity in all you do, and you will be amazed how far it will set you above your peers. If you have failed in these areas in the past, your new job is an opportunity to start fresh. You must earn your reputation over time and live up to it at all times, at work and everywhere else.

Don't use profanity, never tell dirty jokes, racist jokes, or sexist jokes and ignore those who attempt to share them with you. When dining out with co-workers or clients limit yourself to one glass of wine or beer and wait for someone else to order liquor first—don't be the only one.

Watch and emulate those who are successful in your company; allow them to be your mentors from afar. Make sure to show respect for your boss in everything you do. Don't join in when others are boss bashing—it can be contagious. Always seek the good in others, and they will be more likely to find it in you.

Manage Your Money Wisely

Eat lunch in to save both time and money. Even just \$5 per lunch eating out adds up to \$2500 per year. Besides, it is healthier to bring your own lunch, not to mention that you will often be viewed as a hard worker for consistently staying in when others are going out.

Take time to understand your company's benefits plan instead of waiting until you need to use one of the benefits to understand it. Sign up for your 401(k) plan as soon as possible so that you can be taken care of later in life. If your employer provides the option, have your paycheck set up for direct deposit to save the time and hassle of depositing each paycheck and giving you quicker access to your money. Always pay your bills on time, especially credit cards and student loans. An unblemished credit record is an asset that should be protected. Don't run a monthly balance on your credit card—if you can't pay it off, don't buy it. Remember, wealth and happiness are not the same thing. There is more to life than the endless accumulation of wealth. There will never be enough money. You must find your wealth elsewhere in your life.

And Lastly...

Always give back to those who are less fortunate than you. No matter how hard you have worked to get where you are now, there is always someone who has not had the same opportunities that you have had in life. Do your best to give something back.

Business Etiquette

Business etiquette is simply about building relationships in the professional world. It provides guidelines for handling a variety of situations so you are able to act with grace and confidence. By understanding a few simple principles, you will develop the ability to put others at ease and let your personality shine through.

Job Search

- Make it easy to reach you by phone and record a professional-sounding message that includes your name and/or phone number
- Build relationships with people long before you may need a favor and try to offer help in return
- Stay in touch with contacts by meeting for coffee, e-mailing articles of interest, or sending cards when appropriate (holiday, birthday, congratulatory, get-well, etc.)
- Send thank you notes to all who help you along the way to share the news of your new internship or job and offer future assistance to the helpers

At the Workplace

- Treat all with courtesy and respect; this means avoiding office gossip, rumor spreading, and jokes at others' expense
- Take responsibility for mistakes, apologize, and present a solution
- Don't make disagreements personal—focus on the situation (not the person) and be open to compromise
- Work to get the most out of your relationship with your boss; offer ideas, be prepared, be a team player, and accept decisions
- Respect personal space—stand at least 18 inches from someone when conversing and knock when requesting entrance to a cubicle or an office

Communication

- Listen carefully, observe body language, and use eye contact; don't let your mind wander
- Use questions to clarify meaning and avoid misunderstandings
- When being introduced to someone, stand up, smile and make eye contact, greet the person, and shake their hand; when you introduce people, state their names and provide a little information about each
- Every time you make a phone call, announce your first and last name and where you are calling from unless you are very familiar with the recipient of the call
- Explain the purpose of your phone call and ask the person if they have time to talk; if the person is busy, ask when would be a good time to call again
- When answering the phone, state the company or department you work in, your name, and end with a question of how you may help (for example, "Accounting Department, this is Mary Brown—how may I help you?")
- Remember that e-mail is not private; do not send confidential information electronically
- The more serious the message you need to communicate, the less appropriate e-mail is as a medium

Dining

- Wait until invited to be seated and sit down only after host sits down
- Place your napkin in your lap as soon as everyone is seated (within 30 seconds of sitting down) and place the napkin folded in half with the crease toward you
- Do not cut the roll open, slather butter on it, and "dig in;" Instead, break the roll apart, tear off a small, bite-sized portion, butter it, and eat it one piece at a time
- Take the lead from your host when ordering
- When sitting at the table, sit up straight and do not cross your legs, except at the ankle
- Keep in mind that silverware is used from the outside of the setting towards the plate
- When being served by the wait-staff, do not begin eating until everyone at your table has been served
- Follow the lead of your host—it is recommended that you NEVER order alcohol of any kind
- If something is too far from your grasp, address the person closest to it at the table and ask politely, "After you have used it yourself, would you please pass me the salt?"
- Do not pick up your dessert plate and place it on your dinner plate, simply reach across your dinner plate and eat your dessert
- Place your silverware at the four o'clock position to signal to your server that you are through