

Career Development Center

Undergraduate Career Guide



Oregon State
University





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Get Introduced

The Career Development Center

Main Location

A110 Kerr Administration Building

541-737-4085 | career@oregonstate.edu

Monday – Friday, 8 a.m. – 5 p.m. | drop-in 10 a.m. – 3 p.m.

For more information visit career.oregonstate.edu

Satellite Locations

College of Liberal Arts and College of Education | 204 Bexell Hall
Karla Rockhold | karla.rockhold@oregonstate.edu | 541-737-3733

College of Engineering | 124 Johnson Hall
541-737-3607

College of Science | 109 Kidder Hall | 541-737-3854
College of Public Health and Human Sciences | 105 Women's Building | 541-737-8900
Tzu-Chin (Claire) Wu | claire.wu@oregonstate.edu

College of Agricultural Sciences and College of Forestry | 200C Strand Ag
College of Earth, Ocean and Atmospheric Sciences | 104 Wilkinson
Britt Hoskins | britt.hoskins@oregonstate.edu | 541-737-4012

College of Business Career Success Center | 102 Austin Hall
Dan Ziriaux | csc@oregonstate.edu | business.oregonstate.edu/careers

University Exploratory Studies Program | 109 Waldo Hall
uesp.oregonstate.edu | 541-737-8144

OSU Cascades Career Development Center | 106 Tykeson Hall
career@osucascades.edu | osucascades.edu/cdc | 541-322-3157

From the Director

Dear Student:

Congratulations on starting your career search. Whether you're looking to earn a place in your field, enter graduate school, complete post-graduation service or take another path, we're here to help.

We'll give you the tools to become a profession-ready Oregon State University graduate.

This Career Guide is one of those tools. You'll start with self-assessments and career exploration and will continue to build your personal brand. You'll learn how to craft a résumé and cover letter that showcases your strengths and experiences. You'll learn how to interview, network and find opportunities.

Use the Career Guide with other Career Development Center resources, such as online tools, professional development workshops, industry treks and meetings with Career Development Center staff, and start carving your career path.

Brandi Fuhrman
Executive Director

Our Services and Resources

We offer one-on-one **appointments with advisors as well as career events and networking opportunities**. For all career needs, refer to our website **career.oregonstate.edu** or visit us in person.

One-On-One Advising

Meeting with a **peer advisor** is as simple as coming to our office. Our student advisors will work with you to review résumés and cover letters, provide interview advice, demonstrate our online tools and schedule advisor appointments.

Our **career advisors** meet with students in their respective colleges to provide specific information for career development in each field. This option is also available via phone for Ecampus students and other learning locations. OSU Cascades students, please visit **osucascades.edu/cdc** for more information.

To make an appointment with your advisor, contact our main office or schedule via your **Handshake** account (oregonstate.joinhandshake.com).

Workshops and Webinars

Many of our career workshops involve employers and provide valuable networking opportunities. **Stay up-to-date** on what we are offering through our website and **Handshake** so you don't miss out!

Networking Opportunities

Career Expos: We host career fairs every term. Check out the list of events by logging into Handshake and selecting the 'Events' tab.

Speed Mock Interviews: During the week of career expos, we offer speed mock interviews to prepare you for networking with employers. Information on these events can be found on Handshake.

Ecampus and Learning Locations

We hold virtual events for Ecampus students throughout the academic year, including webinars and online workshops covering résumés, cover letters, job and internship searches, and negotiating. If traveling to Corvallis is an option, Ecampus students are welcome to attend events like career fairs in person.

Sign up for any events through your **Handshake** account.

Our online career tools are available to all current students, both on and off campus, to increase career readiness and confidence. You can access them through **career.oregonstate.edu**.





Local and national employers, jobs and internships. Build your profile showing your work experience and education, register for upcoming career fairs and workshops, and request career advisor appointments.



Interview practice to help you develop interview skills and become confident with questions.



Résumé review with individualized feedback on content and formatting.

Use this tool before a peer or advisor appointment to help you write your best résumé.



A self-assessment tool to help you discover interests, personality traits and values, and to research career options.

Review results with our advisors and discuss how to move from education to career.



International opportunities. GoInGlobal provides an overview of the job market and application guidelines for various countries to help you plan for study/work abroad. The tool also includes an H1-B visa database for international students wishing to work in the U.S. after graduation. Don't forget to connect with the Office of Global Opportunities for guidance about going abroad.



RESEARCH

Denmark 4,947 mi

STUDY

Norway 4,686 mi

Brazil 6,023 mi

Istanbul 6,275 mi

Cape Town 10,276 mi

INTERN

Chile 6,415 mi

SERVICE

Thailand 7,665 mi

Get Planning



Career Steps

Step 1: Get Planning

- Take a **Focus 2** self-assessment to explore real occupations and your working personality, data and facts.
- Build your **Handshake** profile.
- Get involved by joining a student organization, volunteering, attending campus events or finding a job related to your career goals.
- Come to the Career Development Center for a drop-in appointment to review your résumé and/or cover letter.
- Explore relevant courses, minors and study-abroad options with your academic advisor.
- Get to know your professors during office hours, and maintain a solid GPA.

STEP

1

Step 2: Get Professional

- Begin researching and identifying 2-3 employers of interest and reach out to set up informational interviews or a job shadow.
- Increase your online presence by creating a **LinkedIn** profile or electronic portfolio.
- Attend career events, expos and workshops.
- Explore research and internship opportunities.
- Develop your elevator pitch to use during networking events.
- Take on leadership roles in student organizations.
- Start acquiring professional attire appropriate to your field.

STEP

2

Step 3: Get Connected

- Network and make **LinkedIn** connections with professors, faculty, advisors and alumni.
- Attend employer events and career panels to explore opportunities and industry-specific job/internship search strategies.
- Join relevant professional organizations/associations in your field.
- Research graduate schools and requirements for acceptance into programs of interest.
- Develop a list of professional references.
- Expand engagement in on- and off-campus activities to diversify skills, experiences and connections.
- International students: investigate Curricular Practical Training (CPT) to work in the U.S. during college.

STEP

3

Step 4: Get Hired

- Update your **Handshake** profile, résumé, cover letter and LinkedIn.
- Leverage the network you have built both on- and off-campus to find opportunities.
- Use Handshake and other job boards to apply for jobs or internships.
- Attend speed mock interviews hosted by the Career Center and use **StandOut** to practice interview skills for employment and graduate school.
- Evaluate your online presence from an employer's/program's perspective.
- Create a professional email address and phone message.
- International students: investigate requirements for Optional Practical Training (OPT).

STEP

4

Career Exploration

Discovering new possibilities and your unique skills and interests is the basis of career exploration. This is also important for individuals reevaluating their current career. Every Oregon State college/school has **academic advisors** to help you understand which degrees are available to you and how to get you from education to career. Connect with them regularly to ensure that you are on track. You can use the **resources below independently or with a college career advisor** to gain insights into possible career paths.

Assessments

Use Focus 2 assessments to find out more about yourself. Based on your answers about working interests, values and hobbies, Focus 2 gives you insight into your working personality and a list of career options that you can start researching and exploring.



Informational Interviews and Job Shadowing

Use informational interviews and job shadowing to learn more about a career, industry or organization of interest and to build your network and allow industry professionals to evaluate you as a potential candidate.

Experiential Learning

Participate in internships, volunteer (learn more from OSU Community Engagement and Leadership), study abroad (contact OSU Global Opportunities) and take part in other learning opportunities to build your qualifications, increase your network and introduce yourself to new fields and career options. Participation in student clubs is another great way to build your résumé, learn and meet people from your field (connect with OSU Community Engagement and Leadership).

University Exploratory Studies Program (UESP)

UESP is offered to students who want to explore majors and careers before committing to an academic path. Learn more at oregonstate.edu/uesp.

O*Net and My Next Move

O*Net (onetonline.org) and MyNextMove.org are based on U.S. Bureau of Labor Statistics data. You can explore 1,000 unique occupation titles, salaries, career outlooks and job responsibilities. These free, not OSU-affiliated, tools are great for researching career possibilities.

Informational Interviews and Job Shadowing

An **informational interview** is a conversation with a professional from your field who can give you insight into a company, position or career path. This can be an HR professional, a recent graduate working at a company or an OSU alumnus—anyone who can serve as a connector in your field. Consider reaching out to your professors, family, friends, professionals you have met and/or alumni. Most informational interviews last about 30 minutes.

Job shadowing is an unpaid opportunity to observe a professional in your field or position of interest. The time varies depending on availability and type of position—some shadows last an hour, others several days.

Informational Interview Questions

- How did you get started in this field?
- What do you enjoy most about your job?
- What are common entry-level positions in your field?
- What skills are needed to be successful in your role?
- How has the industry changed since you first began?
- What set of characteristics does your organization look for when hiring?
- What's it like to work at your company?
- What advice would you give a person aspiring to enter your field of work?
- What has been the biggest learning curve for you in this role?
- **Who else should I connect with at your company or at similar organizations?**

Reaching Out

- Introduce yourself with your name, major and university.
- Describe your interest in the person's field and/or position.
- Highlight why the contact is beneficial for you.
- Make clear that you want to conduct an informational interview and/or job shadow.
- Be flexible.
- Be clear on the amount of time this will take.
- Express your appreciation, excitement and passion. Remember, they are doing you a favor.
- Always respect the professional's time and consideration and stick to your agreed schedule. Informational interviews and job shadows are a courtesy to you as a developing professional and student.

Hello _____,

My name is _____, and I am a sophomore at Oregon State University in the College of Liberal Arts, majoring in psychology. My academic advisor gave me your name and contact information as an alumnus from my degree program who is open to meeting with students. I am specifically interested in pursuing a career in counseling.

I would be very grateful for an opportunity to introduce myself and ask you some questions about the marketing field and how you got to where you are. The interview will take approximately 20-30 minutes of your time, and I am flexible to work around your schedule.

Please contact me by responding to this email or by calling me at 555-555-5555. Thank you so much for your time. I look forward to meeting you.

Respectfully,

Career Readiness Skills

Are you career ready? Employers look for graduates who know how to articulate their skills, talents, interests and strengths. The National Association of Colleges and Employers has identified **eight key career readiness competencies** that employers look for. Think about how you have developed these skills through your experiences at Oregon State and how you can demonstrate them in applications and interviewing.

Communication

Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization.

- The individual has public speaking skills, is able to express ideas to others and can write/edit memos, letters and complex technical reports clearly and effectively.
- Skills are developed through papers, presentations, group projects, through customer service and by asking clarifying questions.

Critical Thinking/Problem Solving

Exercise sound reasoning to analyze issues, make decisions and overcome problems.

- The individual is able to obtain, interpret and use knowledge, facts and data in this process and may demonstrate originality and inventiveness.
- Skills are developed through research papers/projects, group projects, service learning and action plans with specific steps to solve a problem.

Tip

- Test your career readiness with a Focus 2 'Am I Career Ready?' assessment. Access Focus 2 through career.oregonstate.edu.

Career Readiness Skills

Teamwork/Collaboration

Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles and viewpoints.

- The individual is able to work within a team structure and can negotiate and manage conflict.
- Skills are developed through group projects where responsibility is shared and not divided, such as sports, team-oriented jobs, student organizations and by handling difficult conversations in person with respect.

Leadership

Leverage the strengths of others to achieve common goals and use interpersonal skills to influence, coach and develop others.

- The individual is able to assess and manage his or her own emotions and those of others, use empathetic skills to guide and motivate, and organize, prioritize and delegate work.
- Skills are developed through leadership roles in student organizations or group projects, fraternity and sorority life, and by taking initiative on additional job responsibilities.

Professionalism/Productivity

Demonstrate personal accountability and effective work habits (e.g., punctuality, working productively with others and time workload management) and understand the impact of nonverbal communication on professional work image.

- The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind and is able to learn from mistakes.
- Skills are developed by completing assignments on time and using a calendar or planner to prioritize work/assignments.

Career Management

Identify and articulate one's skills, strengths, knowledge and experiences relevant to the desired position and career goals, and identify areas necessary for professional growth.

- The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.
- Skills are developed in career fairs, career development workshops and events, mock interviews and internships.

Global/Intercultural Fluency

Value, respect and learn from diverse cultures, races, ages, genders, sexual orientations and religions.

- The individual demonstrates openness, inclusiveness, sensitivity and the ability to interact respectfully with all people and to understand individuals' differences.
- Skills are developed by attending campus events that encourage you to step outside your comfort zone, engaging in conversations with individuals who have different perspectives, participating in a study-abroad or volunteer experience to broaden your horizons.

Information Technology Application

Leverage current and emerging technologies ethically and efficiently to solve problems, complete tasks and accomplish goals.

- The individual demonstrates effective adaptability to new and emerging technologies.
- Developed in group projects, student organizations and course projects.

International Students

Oregon State University is proud to host international students from all over the world. To help international students in their career development, we list **job search practices customary to the United States** below. For all other international student needs such as CPT, OPT or visa status, contact the Office of International Services.

Résumé Guidelines

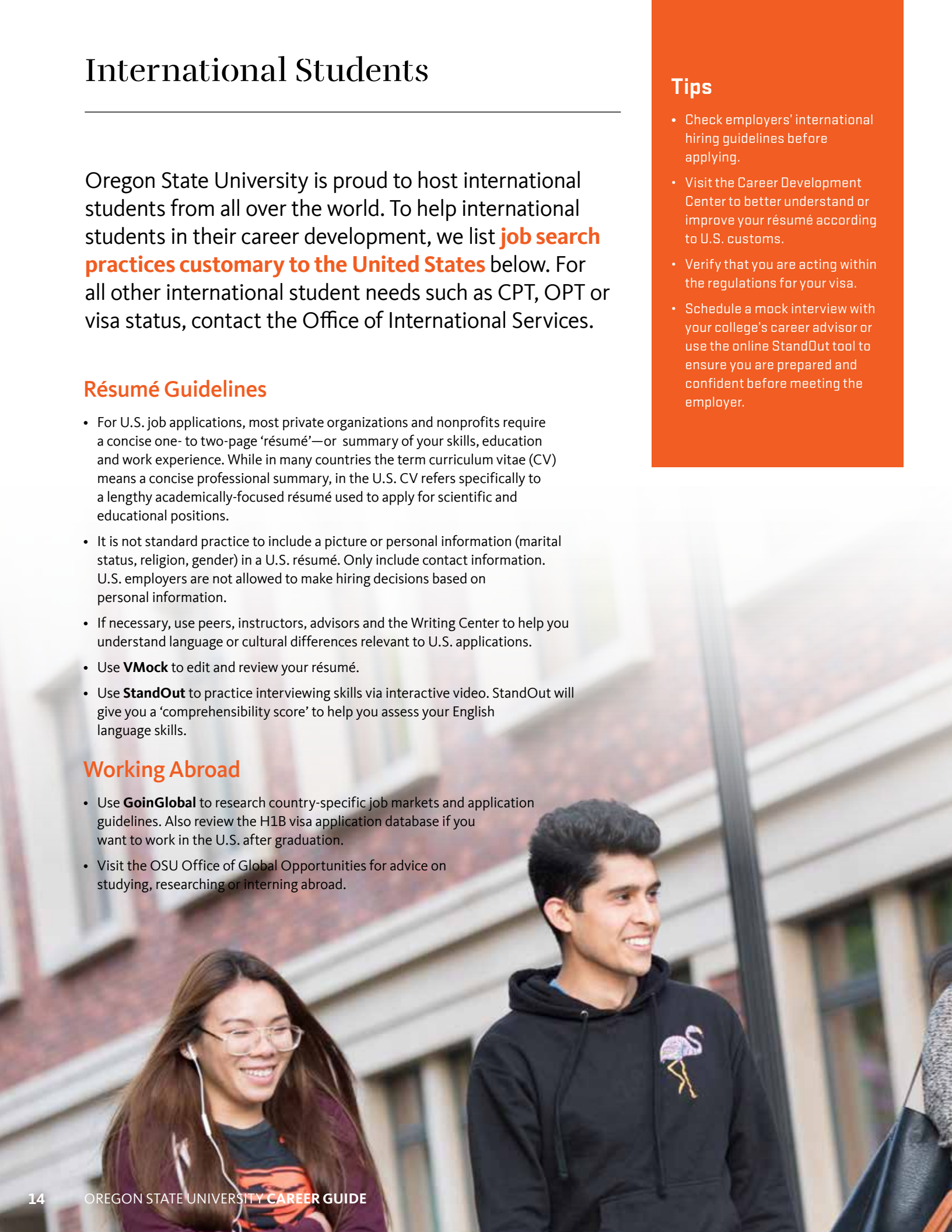
- For U.S. job applications, most private organizations and nonprofits require a concise one- to two-page ‘résumé’—or summary of your skills, education and work experience. While in many countries the term curriculum vitae (CV) means a concise professional summary, in the U.S. CV refers specifically to a lengthy academically-focused résumé used to apply for scientific and educational positions.
- It is not standard practice to include a picture or personal information (marital status, religion, gender) in a U.S. résumé. Only include contact information. U.S. employers are not allowed to make hiring decisions based on personal information.
- If necessary, use peers, instructors, advisors and the Writing Center to help you understand language or cultural differences relevant to U.S. applications.
- Use **VMock** to edit and review your résumé.
- Use **StandOut** to practice interviewing skills via interactive video. StandOut will give you a ‘comprehensibility score’ to help you assess your English language skills.

Working Abroad

- Use **GoinGlobal** to research country-specific job markets and application guidelines. Also review the H1B visa application database if you want to work in the U.S. after graduation.
- Visit the OSU Office of Global Opportunities for advice on studying, researching or interning abroad.

Tips

- Check employers’ international hiring guidelines before applying.
- Visit the Career Development Center to better understand or improve your résumé according to U.S. customs.
- Verify that you are acting within the regulations for your visa.
- Schedule a mock interview with your college’s career advisor or use the online StandOut tool to ensure you are prepared and confident before meeting the employer.



Transfer and Non-Traditional Students

Transfer and non-traditional students have **unique challenges and opportunities** in career development. They may need to condense networking and job search practices into two years and may want strategic support in formulating how to talk about previous work experience. The Career Development Center can help.

Meet with Us and Stay in the Loop

Meeting regularly with your **academic advisor** is essential to ensure you are on track to graduate and move toward your chosen career. It's also a good idea to meet with a **career assistant** for a drop-in appointment to look at your résumé or cover letter and/or to schedule an appointment with a **college-specific career advisor** to talk about the resources and strategy you can use in pursuing your path.

Network

Networking on campus or online introduces you to many resources. Career events, especially the career fairs held each term, are great platforms to network and meet employers.

Find other students, alumni and staff on **LinkedIn**, join clubs or organizations, participate in career workshops and events, engage in research or participate in an internship. If you are on a compressed two-year schedule, take advantage of these opportunities starting in your first or second term of school.

Communicate Your Life Experience

- **Focus on transferable skills.** If you worked as a server in a restaurant for 15 years, focus on 'supervision of staff' or 'handling competing priorities.' Focus less on tasks and more on what previous jobs have in common with future jobs.
- **Use résumé sections to arrange previous experience.** Instead of putting all your experience under 'work experience' in one long section, consider pulling out your most relevant experience into its own section, and include volunteering and projects to build out that section. This allows you to list experience chronologically within sections but to move more relevant experience toward the top of your résumé. Put less relevant experience in an 'additional work experience' section at the bottom.
- **Do you have gaps in experience?** Use more sections to break up your experience into categories in your résumé. List volunteer or community experience to fill in gaps. Consider using years instead of months next to experience when appropriate. If needed, use cover letters to give more context about your unique path.
- **Need experience but are working full-time?** Try to get some short-term volunteer experience with an employer in your field or work an on-campus job between classes to build your résumé. Classroom projects and club involvement can also supplement experience.





Get Professional

3

The Résumé

Your résumé advertises you as a candidate for a job, internship or other position.

Résumés are used as a primary screening to determine the most qualified applicants. The first step to catch the recruiter's eye or pass through an electronic screening system is creating a résumé that effectively shows your experiences and skills.

Your résumé should highlight your knowledge, skills, abilities, experiences and accomplishments as they relate to your career goals.

Chronological Résumé

The chronological format is recommended for most people seeking jobs and internships. Education and other experiences are presented in reverse chronological order starting with most recent.

Functional Résumé

The functional format often works well for professionals with vast experience seeking a career change or for people who have gaps in employment. Marketable skills and other areas of expertise are emphasized, as opposed to work experience. Skills are organized into clusters (e.g., fundraising experience or communication skills) instead of a timeline.

Curriculum Vitae (CV)

Used to apply for scientific, research and often graduate school positions, a CV is a thorough record of all of an applicant's academic work (research, presentations, publications). Organizations will ask for a CV if they prefer it over a standard résumé.

Federal or State Government Résumé

This type of résumé is typically 3-5 pages long and must include a record of every required skill or experience listed in the job description. It also includes supervisors' names and hours worked in previous jobs. Visit [USAJobs.gov](https://www.usajobs.gov) for information on government résumés.

Common Résumé Sections

Your résumé **connects your experiences and skills to the position you apply for** and shows why they make you the ideal candidate. Elaborate on the skills you gained from your experiences, don't just list them. Tailor each résumé to a specific opportunity. Every company and field is different; get advice on résumé norms from a professor, advisor or someone working in the industry.

Education

- Breakdown of undergraduate and graduate education, study abroad and internships.
- Include GPA if it's requested or above a 3.0. You may use your cumulative or program-specific GPA.

Work Experience

- Dynamic, action- and results-oriented summary of professional experiences.

Study Abroad

- Explanation/description of study-abroad programs.

Volunteer Experience

- Summation of volunteer and community involvement.

Projects

- Projects, research, field work or specific coursework that relate to the position.

Summary of Qualifications/ Professional Summary

- Replaces the traditional objective statement.
- One to three lines or bullet points at the top of the résumé that summarize your top skills for that employer. Avoid personal pronouns. Example: "Computer science major with programming expertise in C++, Python and Java and real-world experience building robust websites and programs for the City of Corvallis."

Leadership and Involvement

- Clubs, community engagement, experiences in athletics, fraternity and sorority involvement, and leadership activities.

Skills/Languages

- Proficiencies in computer programs, languages, etc.

Awards/Acknowledgements

- Work, educational and other awards and scholarships describing the award and listing the date and awarding organization.

Relevant Coursework

- Top 4-8 courses that relate specifically to the position. Avoid jargon and course numbers, use the full course titles instead (e.g., plant propagation).

Additional Section Examples

- Scientific fieldwork
- Computer languages
- Intercultural experience and languages
- Technical skills
- Communication experience
- Professional memberships and activities
- Licenses and certifications
- Military service and training
- Practicum experience
- Teaching and coaching experience
- Public speaking experience

Curriculum Vitae (CV)

A CV is a document for **presenting your qualifications for academic employment**. It's a comprehensive overview of your academic and professional accomplishments, as opposed to a résumé which is more of a qualification snapshot tailored to each position you apply for. Unless otherwise specified, assume that academic positions at four-year universities and some community colleges require CVs and all other positions require résumés.

When to Use a CV

When applying for:

- Academic and research positions
- Grants, fellowships and awards
- Some graduate school programs

CV vs. Résumé

CV:

- Academic, research or scientific
- Detailed summary; no page limit
- Goal is to construct scholarly identity
- Include references

Résumé:

- Industry employment in the U.S.
- Brief synopsis; one to two pages maximum
- Goal is to construct a snapshot of your professional identity

CV Formatting

- Required Sections: Name, email, phone number, mailing address, education, and links to portfolio and/or LinkedIn
- Recommended Sections: Publications, dissertation/thesis, conferences, presentations, teaching experience, study abroad, lab or specialized skills, academic service, community involvement, certifications/licenses/credentials, research experience/techniques/interests, professional/work experience, membership or professional affiliations, languages, summary/profile, leadership, volunteer work/service, fellowships or grants, honors/awards/distinctions





Résumé Checklist

This list will help you **construct a professional résumé with relevant content**. Think about the areas and make notes for each section as appropriate. If a category does not have enough space, use additional paper.

Overall Appearance and Formatting

- I used a professional/easy-to-read font (Arial, Georgia, Tahoma, Times New Roman, etc.).
- The font size is consistent throughout the résumé; only the heading and section titles are larger.
- There is consistent/appropriate spacing between lines and blocks of text. It's easy to differentiate sections.
- Bold, underline, and/or italics are used sparingly to enhance readability.
- My choice of bullet style is appropriate and consistent. Bullets are closed or open circles. (Check-marks and arrows are not standard.)
- The document is of appropriate length: 1-2 pages (standard résumé/private sector), 3-5 pages (federal/government résumé) or 3-10 or more pages (scientific/academic CV), for an undergrad, probably 2-5 pages for the CV.
- In a single-page résumé, at least two thirds of the page are filled with text. If there are additional pages, the final page is at least half full. I have not left a couple lines or one item floating on its own page.
- I saved the résumé as a PDF to maintain formatting.
- There are no graphics, artwork or pictures (unless industry-appropriate).
- There are no spelling or grammar errors. Two other people reviewed the résumé and verified this.
- I tailored headers to the opportunity where appropriate (e.g., Agricultural Research & Fieldwork, Teaching Experience vs. generic section headers, e.g., Work Experience).
- Margins around the outside are no smaller than 0.5" and no larger than 1".

Contact Information/Heading

- My name is bolded and in a larger font (14-16 pt) at the top of the page.
- I provided an appropriate mailing address. Local or school address, just city and state, or omitting altogether are options.
- I included a phone number that I check regularly with an appropriate voice message greeting (format (555) 555-5555 or 555-555-5555).
- I provided a professional email address (OSU email is fine until graduation).
- Where appropriate, extra professional information has been included: LinkedIn (condensed URL format), portfolio URL or website/online projects URL.

Summary of Qualifications or Professional Summary

- Optional; replaces objective section.
- My statement is short and simple (1-3 sentences), written in paragraph form without personal pronouns or as a bulleted list.
- It includes my most relevant 2-5 skills with language tailored to the position description I am applying to.

Education and Certifications

- I listed my college/university experience in reverse chronological order. I omitted high school. (Transfer degrees are optional.)
- I don't include college/university experience that did not result in a degree or certificate (unless there's a relevant reason to include it).
- I listed my earned or anticipated degree(s) with majors, minors, options, certificates and licenses.
- I included my projected graduation date next to my ongoing program (e.g., June 2026) vs. explaining that it is expected or anticipated.
- Optional: GPA of 3.0 or higher is listed. (Include GPA if mentioned in the position requirements. Can opt to include in-major GPA. International students can use U.S. equivalent to different scales.)
- Where appropriate, I included study abroad, relevant coursework/projects, thesis titles or research (may also go in separate sections).

Work or Professional Experience

- I listed employer, city, state, job title and dates of employment.
- I included months and years, not specific days of employment (April 2013, not April 25, 2013).
- I used bullet points to summarize responsibilities and achievements. They are 1-3 lines each.
- Each statement begins with an action verb.
- All verbs for a position are in the same tense (past tense for past experience, present for ongoing).
- Where appropriate, I use verbs and phrases similar to those in the position description. I didn't copy phrases from the description.
- I have not used personal pronouns—I, me, my (e.g., I worked on writing a grant).
- I placed emphasis on results, achievements and transferable skills. I thought about my value from the organization's perspective.
- Where appropriate, I used numbers, industry terminology and data to show my strengths and knowledge in quantifiable ways.

Additional Résumé Tips

- I don't have a lot of professional experience yet, so I described course projects in detail, listed skills I've learned in labs or classes, volunteer experiences, club involvement, extracurriculars, etc. to build a case for my field experience.
- I tailored my résumé to the position/organization I am applying to, prioritizing my most relevant skills and experience.
- Since employers often only spend about 6 seconds looking at résumés, I reviewed my résumé asking what they would see in that time.
- I used key words from the position description or company website.
- I listed my most relevant experience/skills in the top third of the page to catch the reviewer's eye.
- The whole document is consistent in period usage, date format, header size, spacing width, tenses, etc.
- I have not included personal references on the résumé; rather I compiled references in a separate sheet.
- I omitted personal information (marital status, age, religion, gender).

Additional Tips for CVs

- I included sections on to research, teaching, funding/grants, service, publications, projects, conference attendance, trainings and workshops, memberships, awards, etc.
- I have been concise but thorough in explaining my accomplishments and skills, not limiting myself to 1-2 pages like a standard résumé.
- My focus has been on scholarly or academic pursuits, but I remembered to include industry and work experiences.
- My CV is balanced, showing involvement in community/organization/service and real-world experience in addition to research interests.
- I followed the appropriate format (Chicago, MLA, etc.) for my citations.
- My name is bolded when listed in multi-author publications.
- The CV is chronological within sections. The most relevant sections to the position/organization are prioritized.
- My last name and page number are on each page footer.
- I have quantified where possible (e.g. number of students taught in courses, number of samples run).
- I avoided dense paragraphs and overly long bullets that might decrease digestibility of content.
- I haven't just listed jobs, projects and classes; I included sub-bullets with context explaining what I did and what results I achieved.
- I clearly mentioned my current assistantship or role with the university so I don't appear to have a multi-year work gap.

Power Statements

Power statements create a more powerful résumé. They highlight your achievements, illustrate your tasks, quantify your results and show your impact in a role. **Jobs, internships, community service, club involvement, military experience and projects should all be backed up with power statements.** A power statement should be no more than two lines.

Power Statement



Action Component

ACTION WORD AND CONCISE DESCRIPTION OF TASK

- Describe your actions to complete a task or solve a problem by using an action word.
- Focus on key skills and words found in your industry.
- Use the position description as a guide on what skills and words to use.



Result Component

QUANTIFIED RESULTS AND OTHER CONCRETE EVIDENCE

- Your results illustrate how your efforts can translate to the organization to which you are applying.
- Quantify with numbers, including percentages, dollars or volume.
- Only quantify when appropriate. This can be overdone if forced into every bullet point.

BASELINE

“Served sandwiches to satisfy customer requests.”

- This is a description of responsibilities. While it supports that you have customer service experience, it lacks connections to your transferable skills.

ON YOUR WAY

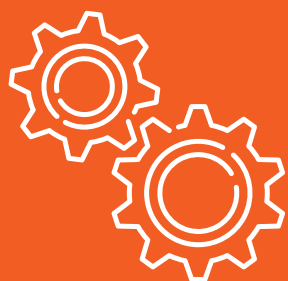
“Provided excellent customer service by listening to successfully serve customers.”

- This statement is more appealing because it demonstrates transferable skills and includes a desirable outcome.

FINISH LINE

“Provided excellent customer service by listening and responding to customer needs and diffusing tension during rush times. Implemented new processes to reduce ingredient waste by 30% over the year.”

- This statement encompasses the positive aspect of the two previous examples. It also explains efforts and includes a quantified desirable outcome that translated to various fields and positions.



Action Words

Use action words to **illustrate your skills**. Each statement in your résumé should begin with an action word. Use present tense for current positions and past tense for previous ones.

Communication

| | | | |
|--------------|--------------|--------------|-------------|
| addressed | corresponded | joined | publicized |
| advertised | critiqued | lectured | reasoned |
| arbitrated | defined | linked | recommended |
| arranged | described | listened | reinforced |
| articulated | discussed | marketed | reported |
| clarified | edited | mediated | represented |
| collaborated | elicited | moderated | revised |
| communicated | explained | negotiated | solicited |
| conferred | expressed | participated | spoke |
| consulted | formulated | persuaded | suggested |
| contacted | informed | perused | summarized |
| contributed | interacted | presented | synthesized |
| conveyed | interviewed | promoted | translated |
| convinced | involved | proposed | |

Creative

| | | | |
|----------------|-------------|-------------|--------------|
| abstracted | developed | illustrated | orchestrated |
| acted | devised | improvised | originated |
| adapted | directed | initiated | performed |
| authored | displayed | innovated | photographed |
| combined | drafted | inspired | revamped |
| composed | entertained | introduced | shaped |
| conceptualized | envisioned | invented | solved |
| created | fashioned | launched | tailored |
| customized | founded | modeled | visualized |
| designed | generated | modernized | wrote |

Financial

| | | | |
|--------------|------------|------------|-----------|
| acquired | calculated | invested | reduced |
| adjusted | computed | issued | regulated |
| administered | corrected | maximized | retrieved |
| allocated | decreased | minimized | specified |
| apportioned | determined | multiplied | submitted |
| appraised | disbursed | planned | tabulated |
| approximated | enumerated | prepared | tested |
| assessed | estimated | projected | validated |
| audited | figured | rated | |
| balanced | forecasted | realized | |
| budgeted | increased | reconciled | |

Helping

| | | | |
|--------------|------------|---------------|--------------|
| accommodated | counseled | helped | satisfied |
| advocated | dedicated | motivated | served |
| aided | eased | prevented | smoothed |
| alleviated | elevated | provided | supplemented |
| ameliorated | empowered | referred | supported |
| assisted | encouraged | reformed | sustained |
| bolstered | expedited | rehabilitated | volunteered |
| boosted | fostered | relieved | |
| cared for | furthered | remedied | |
| cooperated | guided | revitalized | |

Leadership

| | | | |
|--------------|-------------|-------------|--------------|
| accomplished | developed | improved | reorganized |
| achieved | directed | increased | reviewed |
| administered | eliminated | influenced | salvaged |
| advanced | enforced | instituted | saved |
| appointed | enhanced | launched | scheduled |
| attained | established | led | screened |
| chaired | exceeded | managed | secured |
| consolidated | excelled | motivated | selected |
| controlled | expanded | oversaw | sought |
| coordinated | fine-tuned | planned | spearheaded |
| cut | generated | prioritized | streamlined |
| decided | grew | produced | strengthened |
| delegated | handled | raised | succeeded |
| demonstrated | hired | recovered | surpassed |
| designated | hosted | recruited | |

Organization

| | | | |
|--------------|--------------|-------------|--------------|
| accelerated | corrected | integrated | purchased |
| accomplished | customized | logged | recorded |
| addressed | devised | maintained | refined |
| approved | dispatched | maximized | reserved |
| arranged | distributed | mobilized | resolved |
| assigned | enlisted | modified | responded |
| brainstormed | executed | monitored | scheduled |
| catalogued | filed | obtained | screened |
| categorized | finalized | organized | set up |
| coded | followed | planned | standardized |
| compiled | formulated | prepared | systematized |
| completed | generated | prioritized | tabulated |
| configured | implemented | processed | updated |
| contracted | incorporated | procured | verified |

Research

| | | | |
|-------------|--------------|--------------|---------------|
| analyzed | converted | extrapolated | questioned |
| catalogued | correlated | formulated | researched |
| benchmarked | deciphered | gathered | reviewed |
| branded | determined | identified | recognized |
| critiqued | documented | indexed | searched |
| classified | diagnosed | inspected | solved |
| collected | evaluated | interpreted | studied |
| compared | examined | investigated | submitted |
| concluded | experimented | measured | substantiated |
| conducted | explored | linked | surveyed |
| confirmed | extracted | queried | synthesized |

Teaching

| | | | |
|-------------|------------|----------------|------------|
| adapted | developed | explained | persuaded |
| adopted | educated | facilitated | schooled |
| advised | empowered | guided | stimulated |
| briefed | enabled | individualized | taught |
| coached | encouraged | influenced | tested |
| coordinated | enriched | instructed | trained |
| counseled | evaluated | motivated | tutored |

Technical

| | | | |
|-------------|---------------|------------|-------------|
| adapted | converted | installed | remodeled |
| applied | debugged | maintained | repaired |
| assembled | deconstructed | modeled | restored |
| built | designed | operated | specialized |
| calculated | engineered | overhauled | upgraded |
| computed | fixed | programmed | utilized |
| constructed | fortified | redesigned | |

Science/Study Abroad Résumé

Imani Moore

imanimoore@oregonstate.edu | (541) 988-8784
4577 Pine Way, La Pine, Oregon 97759

The largest font on the page should be your name. Your name should be 14-16 pt, body 11-12 pt; headers can be one size increase from the body content.

EDUCATION

Oregon State University

June 20XX

Bachelor of Science in Microbiology, option in Aquatic Biology

Corvallis, Oregon

Minor in Chemistry

GPA 3.56

A school or permanent address can be listed. Choose what is relevant for the positions you are applying for or what you prefer.

STUDY-ABROAD EXPERIENCE

University of Valencia

Sept. 20XX - Dec. 20XX

Valencia, Spain

- Researched in field, biological functions and behaviors of phytoplankton during pre-cold season
- Broadened perspective and understanding of diverse people and cultures

Study and work abroad can be listed separately or under other categories such as Experience or Education.

RELATED EXPERIENCE

Lab Technician, OSU College of Forestry

June 20XX – current

Corvallis, Oregon

- Maintain in vitro plant tissue cultures of transgenic hybrid poplars and transgenic plants in growth room and greenhouses
- Extract, quantify and verify the quality of plant genomic DNA results
- Collaborate with faculty mentor to refine research methods and adapt work respective to feedback

A more general category header such as Experience can be used to include various types of relevant experience (academic, volunteer and work).

Student Research Project, Hatfield Marine Science Center

Jan. 20XX – March 20XX

Newport, Oregon

- Predicted possible niche of exotic European Green Crab, *Carcinus maenas*, in the Yaquina estuary, based on salinity and water temperature
- Curated scientific article with two team members of results for Green Crab research group

Including relevant course projects is a great way to highlight the connection between your education and the position.

Research can be listed in a general category like Experience or can have its own section if there is enough detail and relevance.

CUSTOMER SERVICE EXPERIENCE

Sales Representative, OutlawNet

June 20XX – Aug. 20XX

Sisters, Oregon

- Reached out to customers throughout Oregon to promote and discuss benefits of new internet service provider
- Diagnosed and corrected minor repairs on customers' devices
- Tracked billing via email and Microsoft Excel tables and database
- Developed effective communication skills, specific to complaints

Even if previous work experience is not directly related to the position, there are always transferable skills to highlight.

ASSOCIATIONS

Member, OSU Symphonic Band

Fall 20XX – current

- Perform concerts for students and Corvallis community
- Traveled to Taiwan for concert tour

Cultural Educator, Lonnie B. Harris Black Cultural Center

Spring 20XX – current

- Participate in professional development activities, celebrate culture and build understanding.

An open category like Associations or Affiliations is a great place to list clubs or groups you have experience with. These can make connections with recruiters and illustrate you are well-rounded.

Transfer Business Student Résumé

Benny Lee

1500 NW Oregon Avenue, Corvallis, Oregon 97330
541-500-5123 — Benny.lee@oregonstate.edu

EDUCATION

Oregon State University June 20XX

Bachelor of Arts, Marketing, Minor, American Sign Language Corvallis, Oregon

GPA: 3.7

Associate of Arts, Chemeketa Community College

- Recent Marion county high school graduate program gifting one year of state-funded full-time enrollment at community college

GPA: 3.6

AWARDS

Oregon State University June 20XX – current

Dean's List Corvallis, Oregon

- Maintain minimum 3.5 GPA while enrolled in at least 12 credits

College of Business Transfer Student Scholarship Sept. 20XX – June 20XX

- Selected as a transfer student ambassador, serving incoming students through mentorship and providing transition resources.

WORK EXPERIENCE

Social Media and Branding Coordinator, *Downtown Corvallis Association* August 20XX – current

Corvallis, Oregon

- Broadcast more than 30 events weekly by designing flyers, posters and social media posts to encourage community involvement for events and local businesses
- Monitor all external marketing strategies (emails, print, social media posts, etc.) to promote consistent branding and increase visibility
- Cultivate partnerships with local businesses through regular meetings and collaboration to mutually publicize and support events/projects

Marketing Intern, *Pride Center* Sept. 20XX – June 20XX

Corvallis, Oregon

- Created all office branding for promotional and informational flyers, posters and website
- Collaborated with full-time marketing communication specialist on three-month project to create new image and overall department presentation for new academic year
- Regularly attended university branding and advertising workshops and events to stay updated and consistent with institutional guidelines

AFFILIATIONS

Philanthropy Chair, *Alpha Sigma Phi* Jan. 20XX – Dec. 20XX

Corvallis, Oregon

- Planned and facilitated fraternity's independent philanthropy efforts for more than 50 members including a partnership with Benton Habitat for Humanity
- Coordinated larger external philanthropy events and projects with other local fraternities and sororities

GPA's are optional (unless specifically requested by the employer). Generally, over 3.0 can be listed. You can use your cumulative or your major GPA.

Transfer students have the option of including their two year degree or omitting it depending on space and relevance.

The Awards header is often synonymous with Acknowledgements. Use them to showcase exceptional experiences that put you a step ahead of your fellow candidates.

Scholarships can be listed in several areas: Under Awards, as shown here, under Education or Acknowledgments. Give a brief statement explaining the relevance of the award.

Dates and locations should be positioned in a column on the right of the page. Dates should also be in reverse chronological order—most recent entry first.

Affiliations is a great spot to list clubs, associations, programs and Greek life, as shown here. When including Greek life, focus on what roles you had or what you did to build skills, rather than just membership. This section could also be labeled Campus Involvement or Leadership Experience.

Engineering/Veteran Résumé

Hussein Molvi

Corvallis, Oregon | Hussein.molvi@gmail.com | 541-541-5415

linkedin.com/in/hussein-molvi/

EDUCATION

Oregon State University

December 20XX

Bachelor of Science in Mechanical Engineering, focus in Aerospace Engineering

Corvallis, Oregon

GPA 3.55

PROFICIENCIES

Software: MATLAB, Creo Elements/Pro, AutoCAD, LaTeX, SolidWorks, Python, MotionLab, Microsoft, MAC

Language: Spanish

HONORS AND AWARDS

Academic

• **Dean's List, Oregon State University**

Fall 20XX – current

Veteran Scholarships

• **Pat Tilman Foundation**

Fall 20XX – current

• **Zonta Service Foundation**

Fall 20XX – Spring 20XX

United States Army

• **Distinguished Service Metal**

May 20XX

• **Army Good Conduct Metal**

Sept. 20XX

• **Army Commendation Metal**

Dec. 20XX

EXPERIENCE

United States Army

Jan. 2011 – Dec. 20XX

Combat Engineer

Fort Leonard, Missouri

- Problem-solved with small team to discover more efficient demolition, mine detection, bomb clearing and combat techniques and tactics
- Drafted theoretical models for combat positions, bridges and obstacles, and other defense methods tested in the field, of which more than 100 were successfully implemented
- Tested and operated more than 20 various heavy machines and specialized equipment

Airborne Infantry Section Leader

Aug. 20XX – Sept. 20XX

Fort Benning, Georgia

- Coordinated team of 15 soldiers during domestic training program and four separate combat tours to ensure safety, unity and completion of assigned tasks filtered through me from senior-level commanders
- Promoted to section leader, mentoring 20-30 new soldiers, and developed management skills of existing team members leading to five other promotions of trainees

If you do not have a residence or do not want to list one, simply list your city and state. This is recommended for public disbursement of your résumé (LinkedIn, career fairs and other events).

Using a customized LinkedIn URL allows the employer to view your credentials and possibly make mutual connections.

'Proficiencies' or 'Skills' are categories you can use for languages, software, specialized trainings, etc.

Avoid acronyms, abbreviations and military terms that civilians might not understand. Describe and include the full breadth of your military experience.

When returning to the workforce after a hiatus, it is important to list your previous notable employment. It showcases your work ethic, unique experiences and other areas of expertise that could be useful.

International Student/Computer Science Résumé

Xiao (John) Chen

1122 Western Blvd Unit 11 • Corvallis, Oregon, United States •
541-555-1234 • chenxiao@oregonstate.edu

Your name should be big and noticeable at the top of your résumé. You can use your given name and/or your alternative American name, if you have one.

EDUCATION

Oregon State University

December 20XX

Bachelor of Science, Electrical Engineering and Computer Science

Corvallis, Oregon

United States

GPA 3.85

Contact information can include phone number, email, physical/mailling address, international address, LinkedIn URL, or URL to online portfolio. Do not include height, weight, date of birth/age, gender, martial status or other personal information that could be cause for discrimination.

Tsinghua University

December 20XX

Emphasis in Computer Science

Beijing, China

GPA 3.90

Do not include photos on or attached to your résumé or cover letter.

COMPUTER SCIENCE PROJECTS

Program Writing

Fall 20XX

- Collaborated with small group to write a program usable by clients on a mass server to be fictionally implemented into an office or other work/team setting
- Used program to explain how server could protect information and accounts, as well as manage high work load and storage

If your GPA was on a 10-point scale, you can use online converters to change it to the 4-point scale used in the United States (vice versa for using your American GPA when applying in other countries).

Web Development

Spring 20XX

- Coordinated group of four to create a new web application allowing users to upload photos of any species of tree, flower or other botanical life and generate extensive information and history
- Coded and analyzed program to regularly assess and address glitches, limitations and weaknesses based on group discussion

Data Analysis and Structuring

Fall 20XX

- Developed system of analyzing, recording and storing over 50 GB of data pulled from a web application
- Analyzed coding structure of ten different databases, identifying areas of improvement to write a comprehensive evaluation, including new implementations and corrections to increase capacity, productivity and decrease margin of error

Tailor your headers to catch employers' eyes with relevant key words.

SKILLS

Languages: Mandarin

Coding: SQL, C++, C#, Java/Java Script, PHP, Python, IOS

WORK EXPERIENCE

Technical Specialist

June 20XX – Dec. 20XX

Apple Store, Xidan Joy City

Beijing, China

- Diagnosed 50-100 computer, laptop, tablet and phone viruses and glitches every day, recommended correction options and fixed devices in-store
- Maintained knowledge of new technology and programs via corporate and in-person research to ensure advice to clients was accurate and updated

Functional Résumé

TANIA SHARP

503-123-4567 | tsharp@gmail.com | linkedin.com/in/tsharp | Beaverton, OR

SUMMARY

Energetic and detail-oriented administrative specialist with experience in reception, customer service, meeting coordination, scheduling, and file management. Eager to blend exceptional organizational skills with diverse marketing, retail, and outreach experience in an office support role.

AREAS OF EXPERTISE

Reception & Customer Service

- Greeted and interacted with an average of 100 customers per day
- Responded to client questions efficiently and proactively to resolve concerns
- Answered incoming calls and directed callers to appropriate departments
- Managed public email account and handled 75+ new messages daily
- Cultivated relationships with donors and potential supporters via phone and community events

Scheduling & Meeting Coordination

- Created complex weekly schedules for team of 10 staff members
- Coordinated weekly team meetings, reserved board rooms, and finalized agendas
- Prepared PowerPoint slides and presentations for meetings and fundraising events
- Assisted in planning quarterly fundraising events for 300+ attendees
- Interfaced with vendors, booked venues, and arranged catering and entertainment

Administrative Support

- Organized and maintained 500+ donor files and assisted the transition to paperless filing system
- Monitored employee records, including promotions, discipline, and PTO
- Drafted content and announcements for biweekly newsletter
- Supported social media presence and posted news and event details across online platforms

WORK EXPERIENCE

Outreach Volunteer Coordinator | Community Education Fund | Portland, OR | 2016-Present

Marketing Intern | Banana Tree Designs | Portland, OR | Summer 2016

Shift Supervisor | Cuppa Joe | Hillsboro, OR | 2013-2015

EDUCATION

Bachelor of Arts in Communications | Oregon State University, Corvallis, OR | June 2016

AWARDS & RECOGNITION

Fundraiser of the Year Award | Community Education Fund | 2017

TECHNICAL SKILLS

Microsoft Office Suite (Mac/PC), Salesforce, Instagram, Facebook, Twitter, Hootsuite

Agricultural Degree Résumé

Kevin Gonzalez

Corvallis, OR • (456) 333-9453 • kgonzalez55@gmail.com

Education

B.S. Agricultural Business Management

Oregon State University, Corvallis, OR; 3.75 GPA

June 2019

Relevant Courses

Agricultural & Food Management, Information Technology in Agriculture, Agricultural & Food Economics, Agricultural Business Management, Price & Market Analysis

Agricultural Skills

- Soil science and crop management experience, basic laboratory skills (sampling, microscope operation, following safety procedures)
- Cattle feeding, herding, immunization, grazing
- Equipment operation and maintenance
- Training and supervising others on day-to-day farming operations

Employment History

Agronomy & Operations Intern, CSS Farms, Pasco, WA

Jun. 2018 – Aug. 2018

- Pulled onion and potato samples to test for quality and sugar content. Monitored pest pressure of insects, weeds, and disease in potato and onion fields
- Gave direction to two field scouts on a daily basis
- Evaluated and graded onions in the lab, measured crop development, and conducted quality assurance procedures. Sampled soil and tissue for nutrient management
- Gained experience with marketing, sales, and shipping logistics

Forestry Intern, Seneca Jones Timber Company, Roseburg, OR

Jun. 2017 – Sept. 2017

- Worked with the harvest administrator, carrying out harvesting operations
- Completed stocking surveys in the field and assisted foresters with road layout
- Gained wildfire operations experience on the Horse Prairie wildfire
- Assisted the silviculture department with roadside and helicopter spraying

Landscape Work Crew, Yoncalla School District, Yoncalla, OR

Jun. 2016 – Aug. 2016

- Landscaping, building maintenance, painting, welding tasks

Cattle Ranch Worker, Big Cows Ranch (Family Operation), Yoncalla, OR

Aug. 2009 – Present

- Work cattle in a fast-paced environment, execute water system maintenance and installation, perform equipment maintenance
- Set chokers and assisted with towing logs to self-loading truck for logging
- Sell produce and meat at farmers' markets

Leadership & Involvement

- OSU House President – Farmhouse Fraternity (Activities and outreach coordination, service projects for Be the Match and Leukemia-Lymphoma Society) **2018 - 2019**
- Oregon State University intramural sports (Football, volleyball) **2017 - 2018**
- Yoncalla Community Garden Volunteer (Planting, weeding, talking with the public, coordinating with community food bank) **2017 - 2018**

Health Promotion Résumé

Betty Medford

1023 Harrison Boulevard, Corvallis OR, 97330

(541) 545-5410

Betty.Medford@oregonstate.edu

QUALIFICATION SUMMARY

- Ability to quickly learn in new situations, functioning as an independent self-starter
- Proven skills in organizing, implementing, and working with diverse team members

EDUCATION

Oregon State University, Corvallis OR

December 2016

Bachelor of Science in Health Promotion and Health Behavior

EXPERIENCE

The Methodist Hospital, Corvallis OR

September 2016 - present

Administrative Intern-Nursing Operations

- Designed a project with 2 other interns in preventing hospital-acquired pressure ulcers
- Executed and monitored the hospital-acquired pressure ulcers prevention project on 7 patients aged between 45 and 85

South Shore Senior Resort, Beaverton OR

May 2016 - August 2016

Intern-Community Engagement Department

- Created an earthquake preparedness protocol for the facility targeting the senior residence
- Conducted the first earthquake drill to ensure 200+ senior residences are familiar with the protocol
- Organized schedules of 6 community-based weekly events to ensure smooth event execution

Oregon Health & Science University, Portland OR

May 2016 - August 2016

Summer Undergraduate Research Program Intern, Dr. Ruth Jobs, in Anesthesiology Department

- Designed 2 projects focusing on the use of estradiol as a therapeutic treatment on gap junctions following traumatic brain injury
- Created 2 abstracts and 1 poster on project results to present in the annual summer intern symposium

LEADERSHIP

Kappa Delta Sorority, Corvallis OR

September 2014 - May 2016

Vice President of Recruitment and Membership

- Designed and coordinated the 2014 Recruitment Committee consisting of 35 people
- Led 120 members in 5 workshops and for 2 weeks through recruitment totaling over 150 hours

VOLUNTEER EXPERIENCE

- Children's Hospital: Eugene OR (May-July 2015) Organized over 2,000 Emergency Room clinical charts
- International Service Learning: San Jose, Costa Rica (June 2015) Shadowed 5 family physicians, recorded 200 diarrhea patients' diet history

SKILLS

Computer: Advanced Microsoft Office Suite software including Excel, PowerPoint, Word, Outlook

Language: Native Spanish speaker, working proficiency in Japanese

Certificate: CPR and First Aid Re-certification in January 2016

Student Teacher Résumé

Rachael Smith

smithr@gmail.com

503-300-4200

Elementary School Teacher K-5

Dedicated and compassionate elementary school teacher with a background in child development and classroom management. Experience with students from a wide range of age levels and various academic needs. Invested in fostering positive relationships with all students to build a respectful classroom community.

SKILLS

SMARTboard • Classroom Management • ELL Lesson Development • Adaptability •
Experiential Learner • Strong Listener • First Aid/CPR Certification

EDUCATION & CERTIFICATION

Oregon State University, Corvallis, OR

Bachelor of Science: Education June 2019

Bachelor of Science: Human Development and Family Sciences June 2019

State of Oregon Preliminary Teaching License June 2019

Endorsements: Multiple Subjects, Elementary and ESOL

STUDENT TEACHING

Waverly Elementary – Albany, OR

August 2018 – Present

Student Teacher – 1st Grade

- Effectively working with diverse student populations, modeling, and teaching respect
- Developing and implementing clear, organized, sequential learning activities and lessons using Investigations 3 and ReadyGen
- Aligning lessons and activities with instructional objectives and ensuring suitability for varied developmental and language needs
- Assessing students' language proficiency, reading fluency, next number fluency, number identification, advanced quantity discrimination, and missing number using DIBELS and DRA2
- 500+ hours of teaching and observation experience

RELEVANT WORK EXPERIENCE

Lemoore Parks and Recreation – Lemoore, CA

June 2017- Present

Summer Camp Counselor

- Organized and led small and large group activities such as crafts, nature, songs, games, and swimming
- Identified and responded to camper behavioral issues, reporting concerns to camp leadership
- Provided assistance to camp counselors and administrative leadership by supervising campers at all times to ensure safety and enjoyment
- Communicated with parents regarding participant experiences and expectations

Music Major Résumé

CLINT R. WILLIAMS

crwilliams@gmail.com
linkedin.com/in/clintrwilliams/

(541) 123-4567
2200 South Garfield Street, Corvallis, OR 97330

PROFESSIONAL SUMMARY

Motivated Audio Engineer with solid recording, editing, and mixing experience. Effective communicator and team player with exceptional organizational, project, and time management abilities. Constantly researching new audio technologies and processes to ensure premium services.

EDUCATION

Oregon State University, Corvallis, OR June 2019
Bachelor of Fine Arts in Music 3.62 GPA

Courses:

- Midi Systems and Applications
- Sound Synthesis
- Audio Technologies

RELEVANT EXPERIENCE

Self-employed, Corvallis, OR Sept 2016 – present
Freelance Audio Engineer

- Record sounds in-studio and on locations to obtain necessary tracks
- Keep all equipment in good working order to maximize sound quality
- Set up equipment on-site, including microphones and recording devices
- Collaborate with clients to determine project scopes and set milestones
- Utilize specialized software to mix and edit sound tracks
- Deliver final audio files to customers and make adjustments as needed

KBVR 88.7 FM Radio Station, Corvallis, OR Dec 2017 – March 2019
Radio Co-Host

- Served as weekend disk jockey
- Researched stories for radio segments
- Created radio contests to increase audience engagement
- Conducted live interviews with performers and callers

Arizma Studios, Corvallis, OR Sept 2016 – Dec 2017
Assistant Engineer

- Adjusted sound quality to meet product standards
- Followed-up with customers regarding project changes and updates
- Tested, calibrated, and repaired equipment

SKILLS

- Meticulous in sound quality
- Skilled in critical music analysis
- High proficiency with acoustic and electronic equipment
- Able to work effectively in a fast-paced environment
- Excellent knowledge of music production, audio and music technology, and sound engineering

Social Science Degree Résumé

Julie Jamboree

Corvallis, Oregon

(503)555-9878

juliejambo@oregonstate.edu

Available Full-Time May 2017

Education

Bachelor of Arts - Psychology

May 2017

Oregon State University, Corvallis, OR

Related Experience

Advocate

Aug. 2014 - Present

Crisis Center for Women and Families, Woodburn, Oregon

- Support victims of power-based violence throughout the reporting process
- Provide information regarding local resources to assist victims in the recovery process
- Educate the community on the warning signs of domestic violence to assist with prevention

Resident Assistant

Aug. 2014 - May 2015

Oregon State University, OR

- Managed a university residence hall for a diverse group of undergraduate students
- Counseled undergraduate students on both personal and academic challenges
- Fostered positive relationships with residents to increase their comfort in seeking help
- Developed informative programming to address common issues within the population

Youth Development Staff

Summers 2013 - 2015

YMCA, Salem, Oregon

- Coordinated with a team of 7 staffers to ensure each child's individual needs were met
- Motivated children in groups of up to 30 to participate in daily activities by generating excitement
- Collaborated with a team to create quality programming for children ages 6-15

Research Experience

Jan. 2015 - May 2015

Primary Investigator - Effects of Mentorship on Freshman Self-Esteem

- Developed a quantitative research study to examine the positive effects of volunteering
- Measured and analyzed quantitative research data using SPSS
- Presented findings in a manuscript using APA guidelines
- Defended results and their potential implications in a class presentation

Teaching Experience

Jan. 2015 - May 2015

Teacher's Assistant - School of Psychological Services, OSU

- Instructed group study sessions for 3-10 participants to ensure students understood class material
- Graded class assignments to assess material comprehension and lesson effectiveness
- Lectured on Childhood Development to develop teaching philosophy and pedagogy

Community Involvement

June 2015

Post-Hurricane Harvey Relief Volunteer

- Assisted in the efforts to rebuild an orphanage
- Interacted with children ages 2 months-14, to help them meet their needs
- Provided children and adults with emotional support after enduring trauma.

Sorority Community Service, Alpha Omicron Pi, e.g., facilitated learning activities with Boy & Girls Club children, completed a project day with Habitat for Humanity.

Undergraduate Environmental Science CV

WALTER OCEAN

1234 West Hills Blvd., Apt. 222
541-123-4567, wocean@gmail.com
linkedin.com/walterocean

EDUCATION

Bachelor of Science, Environmental Science
Oregon State University, Corvallis, Oregon

June 2019

- Senior Thesis: Evaluating Energy Conservation for Electricity in the Benton County

AWARDS

- Dean's Honors Fall 2019 - Spring 2020
- Oregon State University Scholars Program
- Golden Key International Honor Society

RESEARCH EXPERIENCE

Research Assistant, OSU Sustainability Office
Corvallis, Oregon

Dec. 2018 - Present

- Conduct weekly interviews to assess city residents' electricity usage
- Collaborate with research team to construct surveys on electricity usage for a sample of 100+ households monthly
- Analyze and compile data in organized reports to inform policy recommendations

Fieldwork Assistant, OSU Sustainability Office
Corvallis, Oregon

Sept. - Dec 2018

- Evaluated and revised Oregon State's campus Environmental Impact Report
- Collected surface groundwater samples from the Willamette River and analyzed for pesticide contamination

RELEVANT WORK EXPERIENCE

Conservation Outreach Intern, Center for Biodiversity & Conservation
Corvallis, Oregon

March 2018 - Present

- Create and implement program of applying remote sensing GIS applications to biodiversity conservation
- Develop targeted strategies incorporating city and county advice aimed at reaching out to government officials, citizens, and community educators

Waste Consultant, Corvallis Environmental Center
Corvallis, Oregon

Jan. 2016 - March 2018

- Recruited businesses and non-profits to participate in free water waste audit and performed waste audits
- Educated local citizens about environmental issues in person and via telephone

- Wrote weekly press releases and sponsored educational events to promote environmental stewardship
- Updated and maintained Oregon client contact database with 500+ clients

POSTER PRESENTATIONS

"Legal, Technical, and Economic Challenges in Integrating Renewable Power Generation into the Electricity Grid." National Association of Environmental Professionals 2018 Annual Conference. Fort Lauderdale, FL: June 2018.

PROFESSIONAL AFFILIATIONS

| | |
|--|---------------------|
| Member, National Association of Environmental Professionals (NAEP) | May 2018 - Present |
| Member, Association of Environmental Studies & Sciences (AESS) | Oct. 2017 - Present |

SKILLS

Computer: Proficient in Microsoft Office Suite, SPSS, JAVA, and ARC GIS
 Language: Fluent in French and Conversational in Spanish

RELEVANT COURSEWORK

Climate Science; Natural Resources Policy & Law; Environmental Economics and Policy; Soil Science; Human Impacts on Ecosystems; Integrated Watershed Management; Geovisualization and Cartography; GIScience Analysis and Applications

INVOLVEMENT

Environmental Sciences Club Member, OSU College of Earth, Ocean, and Atmospheric Sciences

- Led two Global Issue Discussions on sea turtles and global warming as well as zero-waste lifestyles. Prepared a 3-minute presentation and facilitated dialogue on topics. Serve as a composting facilitator for the college. Sept. 2017 - Present

Earth Day Participant

- Joined clean-up crews serving parks and local beaches. Pulled weeds, repaired fences, painted public buildings and planted trees. April 2016 and 2017

Bandon Animal Shelter Volunteer

- Socialized with dogs and cats, took them on walks and groomed rescue animals. March 2013-2014

Cover Letter

The cover letter is a **separate document to support the résumé**. It's not a place to repeat items stated in the résumé, but to elaborate on unique qualifications that make you a strong candidate. This is where you tell why you're excited to work at the organization and what specific experience you bring to it, and where you talk in depth about your top two or three qualifications. Expectations for cover letter format and content vary, but here are some common principles.

Do

- Be concise, original and direct.
- Promote yourself.
- Focus on the positives.

Don't

- Be vague, too wordy, boastful, presumptuous, deceptive.
- Summarize your résumé.

Tips

- Proofread at least three times.
- Read it aloud.
- Print it out and have at least two people review format and content.
- Match the header (your name and contact information) to your résumé's to maintain a consistent, polished look.
- Be careful of your tone; strike a balance between professional, genuine excitement and humility. You don't want to sound like you lack confidence or that you are prideful.

First Name Last Name

Email Address | Phone Number | Physical Address or LinkedIn URL

Date

First and Last Name of Recruiter

Their Position/Title

Organization

Street Address

City, State Zip

Dear [Director or Coordinator _____] or [Hiring Manager]:

Opening paragraph. State your reason for the letter: the position you are applying for, how you heard about it and your interest.

Second/third paragraph. List examples and illustrate how and why you are a qualified candidate. Describe relevant work, volunteer, educational or personal experiences not listed in your résumé or expand on what was listed.

Closing paragraph. Share your desire to meet with them/follow up in person, preferably for an interview. Tell them to refer to your résumé for further review of your qualifications. Thank them and tell them you can be reached at any of your provided contact information.

Sincerely, Best regards, etc.

Your signature

Your full name



Cover Letter Checklist

Overall Format and Editing

- I wrote one page in correct business letter format: left justified, no indents starting paragraphs, single-spaced, line breaks between paragraphs and sections, 10-12 pt font.
- I had at least two people review the letter for spelling, errors and to make sure it is tailored to the opportunity.
- The tone is confident and positive, showing genuine interest and highlighting my abilities. It is not boastful; it is not negative about me or the company.

My Address Block or Header (2-4 lines)

- My name, address (optional), city, state and ZIP code (optional), phone number, and professional email address are included in my header, each on its own line with no spaces between lines.
- I placed my header in one of three locations: 1) at the top of the letter before the date, formatted identical to my résumé header, 2) at the top of the letter before the date, formatted as a left justified block or 3) at the bottom of the letter below my signature, formatted as a left justified block.
- I left one line of space between my header and the date or start of the letter.

Date Format

- I positioned the date at the top of the page before the organization's address (format: September 14, 20XX).

Employer/Organization

Address (3-4 lines)

- I included the name and title (if known) of the individual I am sending the letter to.
- I included the name of the organization.
- I included the street address with city, state and ZIP code of the organization. All lines are in a left-justified block.

Salutation (1 line)

- I used a standard business letter greeting: 'Dear' and then either first last name or title (Dr./Mr./Ms.) and last name, followed by a colon (e.g., Dear Dr. Wu: or Dear Jamie Phelps:).
- When I didn't know the name of the individual, I used a title as a substitute (Dear Hiring Manager, Dear Human Resources Manager); I avoided using 'To Whom It May Concern.'

Introduction (1 paragraph)

- I identified the position for which I am applying. I specified if I was referred by a person (called out by name), have had any connection to the organization or notable interactions with recruiters/employees.
- I briefly highlighted why I am interested in the position and organization.
- I demonstrated my strengths to the reader in a summary of one-to-two-line powerful statements.

Main Body (2-3 paragraphs)

- I identified my strongest/most relevant qualifications, skills and abilities. I answered, 'Why should they hire me?'.
- I avoided repeating a list of skills from my résumé. I wrote a narrative with details and results I achieved to provide compelling evidence and examples to supplement my résumé.
- I incorporated keywords and phrases from the position description and/or organization's website.
- I elaborated on why I am interested in the position, company/organization, industry and/or location.
- I focused the letter on the organization's needs and what I offer, not what I want to get from them.
- I avoided self-deprecating language or anything that questions my value or qualifications as a candidate.

Closing (1 short paragraph)

- I thanked the reader for taking time to read the letter.
- I reinforced my desire to work for the organization and my fit for the position.
- I identified next steps (availability for interview) and/or described how I will follow up with the employer.

Signature

- I ended the letter with a conventional closing such as 'Sincerely' or 'Best regards' followed by a comma.
- I included my first and last name 3-4 spaces down from the closing. If I submit a paper copy, I'll write my signature within this space above my name.

Cover Letter

Curt Johnson

2000 SE Woodworking Rd.
Corvallis, OR 97330
(555) 444-3333
curt.johnson75@gmail.com

April 11, 2020

Test-a-Rific Laboratories
88888 NE Circle Blvd.
Corvallis, OR 97330

Dear Ms. Leslie Knope:

I am writing to apply for the Laboratory Assistant position with Test-a-Rific Laboratories at the Corvallis, OR, location. My background in chemistry, biology, and natural sciences provides me with an excellent foundation of knowledge that I am excited to bring to your environmental testing laboratory.

First, I recently obtained my bachelor's degree in environmental science with a minor in chemistry. Through coursework and projects, I developed scientific skills such as UV and atomic absorption spectroscopy, gas and liquid chromatography, fluorometry, titration, and potentiometric calculations. For example, I completed a self-paced laboratory course which allowed me to work independently and become familiar with various types of analytical equipment. To be successful in this course, I needed to determine the value of the unknown for each of 10 experiments within one percent of the accepted value. Based on this experience, I am confident I can follow scientific procedures and learn to use the equipment in your lab quickly.

In addition to my scientific background, I am someone who prides himself on completing tasks efficiently and bringing a strong work ethic into everything I do. For instance, as part of a recent restoration planning project for my major, I had multiple objectives with firm deadlines to meet, such as site visits to the Bald Hill Natural Area, project timelines, and budget breakdowns. I collaborated with three team mates to ensure we always met our goals and communicated effectively about the tasks needing completion. Ultimately, we provided a thorough assessment and recommendation report to the county to inform future decision making.

This position represents a great opportunity to utilize my background while gaining invaluable experience within a working laboratory. I hope to hear from you soon about the possibility of an interview. Thank you for your time and consideration.

Sincerely,

Curt Johnson

Cover Letter

February 9, 2018

Karen Swinton
Human Resources Manager
Northwest Consulting
544 Main Street
Santa Cruz, CA 97000

Dear Ms. Swinton:

I am applying for the position of business coordinator at Northwest Consulting on the recommendation of Sebastian Powers. I am an energetic and dynamic person, capable of thinking creatively, who also possesses experience in business and finance. I am eager to develop a long-term career in management consulting and am interested in discussing with you how my skills could be valuable to your organization.

My immersion in the world of business and finance began as an intern at Hemisphere Financial Advisors. Even as a college junior, I regularly cold-called CEOs and the owners of successful Portland corporations to persuade them to meet with me. I attribute my success to an ability to think creatively, understand complex information, and communicate crisply. I effectively explained to customers the value my firm could provide in tax, legal, insurance, and investment realms. I helped clients understand large ideas in simple terms, motivated them to action, and then cooperated with a team of global associates to implement leads.

My wide-ranging college career has provided me with a combination of skills and experience that are well-suited to the challenges of consulting. My senior ecology thesis involved extensive research, and required me to convey my ideas concisely in an oral presentation and a comprehensive treatise. Several leadership positions in a variety of activities throughout my years at Oregon State required me to organize my time and resources efficiently and to assist others in doing the same.

My distinctive background has well equipped me with tools that will make me valuable to Mermaid Consulting. Thank you for your time and consideration. I'm available to answer any questions you may have and look forward to hearing from you soon.

Sincerely,

Ariel McKay
7241 NW Adairs Rd., Albany, Oregon
(541) 738-1234 | mckaya@gmail.com

References

References are **people who can attest to your professionalism, character and qualifications.** They support your résumé and cover letter. They should know you well and have a positive perception of you to share with potential employers.

Ideal Candidates

- Past professors/teachers
- Previous employers/supervisors
- Trainers
- Volunteer managers

Sometimes employers will request a ‘peer reference.’ This means fellow students, coworkers, team members, etc. The reason is to gain an understanding of how you work and interact with others on your level.

Tips

- Never list family members as references.
- Always ask people when you want to list them as a reference, even if you used them before. Ask them several weeks before they might be contacted.
- Make sure your references know what the position and organization is so they can speak to that. Tell references you’ve used in the past if they will be contacted again. Asking once is not sufficient for all requests.
- Give your references a copy of your most current and relevant résumé and remind them of your interactions with them, so they can give an accurate and positive report about you.
- Never ask your references to lie for your gain.
- It’s never too early to start building your pool of references.

Reference Sheet Format

A reference list is typically a single page with three to four entries set up as illustrated below. Your name and contact information are listed at the top exactly like on your résumé and cover letter.

First Name Last Name
Email Address | Phone Number | Physical Address/LinkedIn

Reference name, job title
Company/organization
Physical address
Phone number
Email address
Relation to you

Reference name, job title
Company/organization
Physical address
Phone number
Email address
Relation to you

Reference name, job title
Company/organization
Physical address
Phone number
Email address
Relation to you

Letters of Recommendation

Similar to verbal references, letters of recommendation from supervisors, professors, advisors, etc. **attest to your successes, character, progress and other impressive achievements.** As with references, letters of recommendation should be provided by those who have great respect and appreciation for you and can communicate that.

Asking

You must ask someone to write a letter of recommendation. Some people decline: they don't have the time, they don't feel it's appropriate, they don't write letters of recommendation in general, etc.

When you ask, explain what program or position and organization you are applying to. This will help them gauge what to highlight in the letter. Also clarify the deadline and how to submit the letter—to you or the employer directly, electronic or hard copy.

Give the letter writers your résumé and a list of your top achievements. Let them know how you've worked with them in the past, what your top skills are, etc. This is not boasting; it's helpful.

Many professionals have previously written or are trained to write letters of recommendation; you shouldn't have to guide them. Do communicate to them any specific requests from the employer or program, such as only one page, address to _____, specifically speak to the candidate's _____.

Many professionals, especially instructors and professors, are often flooded with recommendation requests. Therefore, they might ask you to draft your own letter for them to proof, edit and sign. In this case, have other mentors and peers review your letter and help you think of qualities, skills and experiences to include. This may feel unusual to you, but is a common practice.

The more advance notice you give, the more likely someone will be able to accommodate your request. Aim for a minimum of two weeks.

Required Information

- Their title and organization
- How they know you and how long they have known you
- Brief evaluation/summary of their observation of your skills, strengths, qualifications, etc., with examples as needed
- Direct statement of recommendation and why

Suggested Information

- Potential
- Dependability/consistency
- Motivation/initiative
- Character
- Work ethic
- Examples of contributions
- Examples of achievements

Developing Your Portfolio

A portfolio is a **collection of documents, works, samples, publications, etc.** compiled in a case or binder or on a personal webpage. It is essential for design and art majors to showcase accomplishments and credentials. It should be added to throughout your education and career to illustrate present skills and progress.

Types

Academic (group or individual)

- Research
- Papers
- Projects
- Awards
- Other successful or impressive coursework

Professional

- Résumé
- Cover letter
- Letters of recommendation
- Performance evaluations
- Awards
- Other impressive professional acknowledgments or achievements

Self-Curated

- Awards
- Artwork
- Personal accomplishments or creations you want to showcase

Organization

Chronological

- In order from newest to oldest or vice versa

Narrative

- Display each piece in the form of a story or message you want to convey about yourself
- Primarily for art or design portfolios

Informational/Professional

- Introduction/brand page (optional)
- Résumé
- Cover letter
- References
- Letters of recommendation
- Closing/thank you page

Platforms

Web-Based

Create a personal website to display your work suited to your style and preference. Suggested sites:

- wix.com
- weebly.com
- sites.google.com
- squarespace.com
- wordpress.com
- Programs such as Adobe Portfolio

Hard Copy

Create, edit or scan your documents, then print and compile them into a physical case.

- A more traditional and direct method of sharing your work with employers, recruiters, investors, etc.





Check-in

What are you checking in for?
Please select an option below

Appointment



Cancel

4

Get Connected

Job and Opportunities Search

Whether you are applying to a job or internship, service activity, research position or other opportunity, use the following **strategies to help with the search.**

1. Know Yourself

- Identify your interests. When you read a position description, picture yourself doing the tasks it lists. Are they a fit?
- Be able to communicate your skills and accomplishments to employers and organizations.

2. Know Your Target

- Make a list of organizations that interest you.
- Set goals and track deadlines.

3. Create a Presence

- Clearly articulate relevant skills in your résumé and cover letter.
- Tailor your documents to each position you apply for.
- Create a thorough **LinkedIn** profile.
- Make sure that social media privacy settings portray you in a professional way.

4. Get Professional Experience

- Work part-time, volunteer and get an internship.
- Consider research, unpaid opportunities and job shadows.
- Join student organizations in your field and be active.

5. Be Open-Minded

- Be open to all types of industries and positions that will leverage your skillset.
- Look for positions in a variety of geographical locations.
- Don't focus only on the position; instead, look at the skills required for the position. You may be qualified for more positions than you think.

6. Consider Many Types of Organizations

- For-profits and nonprofits
- Government agencies (local, state and federal)
- Small and medium companies
- Service organizations (Peace Corps, Teach for America, etc.)

7. Develop a Network

- Conduct informational interviews.
- Join professional associations and clubs.
- Leverage social media to connect with professionals in your desired area.
- Attend networking opportunities provided by the university (career expo).
- Network on **LinkedIn**.

8. Maintain a Presence

- Periodically reach out to companies, recruiters and professionals in your network.
- Reach out to employers two weeks after submitting your résumé to see if they received it and to reiterate your interest.
- Send a thank you note within one day of connecting with a contact or recruiter.

9. Use OSU Resources

- Ask your network for advice.
- Visit the Career Development Center.
- Leverage your peers and professors for opportunities or advice.

10. Be Patient and Positive

- Start early! Depending on the position and field, searches can take months.
- Try a different approach if your current one isn't working.

Tips

- Establish personal contact with any organization you plan to apply to.
- Meet a recruiter, call with questions about an application, get a friend to put in a good word for you or conduct informational interviews.
- Don't be anonymous!

Job Search Resources

| Resource | What it is | Type of Resource |
|--|---|--|
| Handshake Access through OSU account through career.oregonstate.edu | Platform for connecting with employers and jobs, and for attending Career Development Center events | Find jobs and internships based on interests Discover organizations and campus career events and build a professional profile to be accessed by employers |
| GoinGlobal Access through OSU account through career.oregonstate.edu | Tool for researching application processes, visas and customs in other countries. Very helpful for international students who want to work in the U.S. and have questions about companies that sponsor H1-B visas | International job search and application guidance |
| O*Net onetonline.org | Occupational information on hundreds of careers based on U.S. Bureau of Labor Statistics data | Career preparation |
| Buzzfile buzzfile.com/Major/Employers-by-Major | Indexing service that sorts employers in a geographic region into industries so you can find employers related to your major. Great for Ecampus students. (Not OSU-affiliated, for background research only.) | Employer research tool |
| Oregon.gov | Lists jobs and internships available in Oregon government | Job and internship search |
| Usajobs.gov | Lists federal jobs and internships | Job and internship search |
| Indeed indeed.com | Employment opportunities in many industries | Job and internship search |
| Mac's List macslist.org | Jobs specific to the Northwest | Job and internship search |
| Idealist and Work for Good idealist.org | Nonprofit jobs | Job and internship search |
| Chronicle Vitae chroniclevitae.com/job_search/new | Academic and faculty positions | Job and internship search |

Federal Positions

Ten Tips for federal government applications:



1. Know where to look.

- USAJobs.gov is a one-stop shop for federal openings, descriptions, benefits and how to apply.

2. You must demonstrate each requirement from the position posting.

- Being vaguely qualified doesn't cut it. You must show how you meet all of the qualifications and skills in writing, before the interview phase. Be explicit. If Microsoft Word is a requirement, you must list it.
- Print out the position description and highlight every required skill. Then type out your résumé sections to match them, checking them off as you go.

3. Federal résumés are longer than private sector résumés, typically 3-5 pages.

4. Tailor your application to each position.

5. Fill out your online profile/résumé in advance.

- Because federal job openings are competitive, they are often posted for five days only.
- Fill out your profile early so it's ready to go, and set your search preferences so relevant jobs come straight to your inbox.

6. Use the online résumé builder instead of your uploaded résumé.

- Federal résumés will include unique fields like hours worked at previous positions, supervisor names and numbers, permission to contact, GS/grade levels, salaries, etc.
- The résumé builder will walk you through the requirements. You can format the résumé sections as needed before uploading them.

7. Start early. Federal application processes can take a while.

- Hiring can involve various stages or special steps like getting security clearance. Plan on 1-4 months from application to hire date.
- Most job posts close at 11:59 p.m. ET, that's 8:59 p.m. PT. Submit your application early.

8. Find out if you're a preferred candidate.

- Certain groups of people such as those with a disability, Native Americans, students and recent grads, veterans and Peace Corps/AmeriCorps volunteers may get extra points on their application.
- Check the position description.

9. Gain an advantage through networking.

- Your application may get more attention if someone on the inside knows you and your work.
- Attend the agency's workshops, volunteer, connect with alums on **LinkedIn** who work there, get to know your local recruiter, and/or call the hiring manager to ask good questions about a specific position.

10. Check out USAJobs Pathways Programs for students and recent grads.

- These are internship/mentorship programs for students and recent grads. They provide professional development and the possibility of being hired full-time afterward.

Networking

Networking gives you a competitive edge in the market. **Eighty-five percent of job hires are a result of networking.** Your network is a web of people whom you know personally, professionally and/or academically. You can expand your web by meeting new people and through the connections of people you know. All this depends on making positive impressions.

Meaningful connections can be made during events like career expos, workshops and info sessions, and during brief and spontaneous interactions. For these moments, an **elevator pitch**—a brief introduction of yourself and your qualifications—is helpful.

Elevator Pitch

Effective networking means knowing what to say when making a new professional connection. The elevator pitch is a great way to answer the common interview question, ‘tell me about yourself.’ It’s not a speech; it’s a two-way conversation in which you give detailed information about yourself. Make sure to ask questions and listen.

- Include your name, major, year in school.
- State what you are seeking (job or internship) and in what field.
- List one or two experiences (job, internship, volunteer, etc.) that have strengthened two or three of your skills.
- State what you know about the organization, including positions, projects or values.
- End by stating how interested you are to learn more about the organization.

Hello, my name is _____, and I’m completing a _____ degree at Oregon State University.

I am interested in a career/internship in the _____ field/industry.

I have been involved (during college) in _____ and have developed skills in _____.

I have also worked as a _____ with _____ and discovered that I really enjoy _____.

Could you tell me more about _____?

Handshake

Handshake connects Oregon State University students and alumni to **tens of thousands of employers, jobs and internships, regionally and across the country.** Many of these employers specifically search for Oregon State students.

You can also use Handshake to sign up for on-campus and virtual workshops, information sessions, career fairs/ expos and other career-focused events.

Features

Search thousands of jobs and internships in the U.S. under the 'Jobs' tab:

- Filter by keyword, industry, job type, location and more to find exactly what you want.
- Save filters and create search alerts.
- 'Favorite' jobs. As Handshake learns what you're interested in, it will suggest similar jobs.

Register for career expos, workshops and college-specific events:

- Click on 'Events' to browse a list of upcoming in-person and virtual events or search for key terms. Career fairs are listed under the 'Fair Search' tab.
- Preview the list of companies that will attend the career fair to better plan your visit.

Follow employers to stay connected and up-to-date with them:

- Search for companies you know or search for relevant organizations by key terms, then 'Favorite' them.

Optimizing Your Presence on Handshake

1. Log in with your ONID at oregonstate.joinhandshake.com. All students have an account.
2. Update and fill your profile with relevant experience, qualifications, skills and more. The profile is an online résumé, similar to what you'd put on **LinkedIn**.
3. Make your profile public so employers can find you. Under 'Settings & Privacy,' click 'Allow employers to be able to find and view my profile,' then click 'Save Update.' This is optional.
4. Turn on notifications so you know when employers are reaching out. Go to 'Notifications,' select 'Edit Notification Preferences,' and choose when and how you want to hear from Handshake.
5. Download the Handshake app to get direct notifications and have easy access to the platform.



Vetting

The Career Development Center reviews all employers and jobs coming through Handshake. Fraudulent requests and those not adhering to OSU policy are eliminated, but some illegitimate requests may slip through.

- Never provide personal financial information (PayPal, bank accounts, etc.) to any employer.
- Never send money to an employer.
- Be cautious of opportunities showing excessive grammar/ punctuation errors.
- Be wary of larger companies using personal email domains (yahoo, gmail, etc.). Smaller or family-owned companies may have personal email domains for their contact information.
- Do a web search if you feel unsure about an employer or position.
- Report fraudulent/spam employers or jobs to the Career Development Center.

LinkedIn

As you make new professional connections, you need a place to stay in contact. LinkedIn is the **premier platform for creating and maintaining your professional online presence**. On LinkedIn, you can engage with your connections, expand your network, and search for job and internship opportunities.



LinkedIn Best Practices

1. Create a **custom URL** related to your name by going to your profile and selecting 'Edit public profile & URL.'
2. Connect with people you meet at career expos and other networking opportunities within **24 hours** of meeting them.
3. When connecting with someone, send a **personalized message** explaining the purpose for your invitation to connect.

Hi Xiomara– I am currently a senior studying mechanical engineering at Oregon State and hope to enter the aerospace industry upon graduation. I noticed that you are an OSU alumna with experience in this industry. I would love to connect with you and learn more about your career path. Thanks in advance! -Phuong Quynh

4. **Follow organizations** and influencers that align with your goals and values.
5. **Stay active** in your network and share, like and comment on posts you find interesting.

Use the LinkedIn Alumni Search to Explore Careers and Network

Find out where your classmates and recent OSU alums from your program are working and how they got there.

Search for Oregon State University's page and click on the 'Alumni' tab. Then search for your majors or program by keyword. You can see where the alums are, follow their careers, make a list of possible companies and send messages to connect with them. Your affiliation with other Beavers may be your foot in the door of a great opportunity.





LinkedIn Checklist

Photo

- Industry-appropriate attire
- Plain or natural background
- No selfies
- Just yourself

Headline

This is a short sentence to tell someone who you are and what you have to offer.

- Relate it to your field of study/industry.
- Mention what you want to do.
- Make it short, memorable and professional.

Example: Spanish and sociology double major, vice president of OSU Language Club—seeking communications internship

Summary

In a few sentences to a few paragraphs, demonstrate why they should hire you.

- Be clear and concise.
- Use key words that are relevant to your industry.
- Describe your skills and goals.

Example: In my three years of study at Oregon State University, I have been highly involved in intercultural and diversity student activities and organizations. Together with my Spanish and sociology education, these experiences have inspired me to pursue a career with non-profits, specifically working with Latinx communities, post-graduation.

Work and Volunteer Experience

- Include past and current work experiences, leadership roles, military experience and/or volunteer opportunities.
- Highlight your accomplishments.
- Use power statements.
- Can include more information than a standard résumé, but keep it concise and effective.

Skills and Endorsements

- Make sure the skills you list are relevant to your industry.
- If making a career or discipline shift, focus on universal, transferable competency skills (such as communication, problem solving, etc.).
- Add at least five skills.
- Connections can endorse you for the skills at which you are best.
- Endorse the skills of people with whom you have direct experience. Message coworkers, faculty, etc. and ask for endorsements of your skills.

Education

- Do not list high school.
- Include community college or previous school if applicable.
- List your university, field of study and expected graduation year.
- List the activities and societies in which you are involved.

Recommendations

- Ask supervisors, professors or team mates to write you a recommendation.
- Pick a person who knows your skillsets and abilities well.

Accomplishments

- Include projects, certifications, languages, relevant courses, military acknowledgments and compelling awards.

Custom URL

- Customize/personalize your public URL so that it reflects your name and can be used in professional documents like résumés.

Ten Tips for a Great LinkedIn Presence

Showcase your experience and professional interests on LinkedIn.

1. Write an Informative Profile Headline

Your headline is a short, memorable professional slogan. For example, 'Honors student seeking marketing position.'

Check out the profiles of students and recent alumni you admire for ideas.

2. Pick an Appropriate Photo

LinkedIn isn't Facebook. Upload a high-quality photo of you alone, professionally dressed. No party shots, cartoon avatars or puppy pics!

Profiles with photos are seven times more likely to be viewed.

6. Update Your Status Regularly

Posting updates helps you stay on your network's radar and build your professional image. Mention your projects, professional books or articles, or events you're attending.

Many recruiters read your feed.

7. Show Your Connectedness

Groups you join appear at the bottom of your profile. Joining some shows that you want to engage in professional communities and learn the lingo.

Start with your university and industry groups.

3. Show Off Your Education

Include all your schools, major(s) and minor, courses, and study abroad or summer programs. Don't be shy! LinkedIn is an appropriate place to show off your GPA, test scores, and honors or awards.

4. Develop a Professional Summary

Your summary statement is like the first few paragraphs of your best-written cover letter—concise and confident about your qualifications and goals. Include relevant work and extracurriculars.

5. Fill 'Skills & Expertise' with Keywords

This section is the place to include keywords and phrases that recruiters search for. Find relevant ones in job listings that appeal to you and profiles of people who have the kinds of roles you want.

8. Collect Diverse Recommendations

The best profiles have at least one recommendation for each position a person has held. Recruiters are most impressed by recommendations from people who have directly managed you. Ask supervisors/mentors/managers to post something on your behalf.

9. Claim Your Unique LinkedIn URL

To increase the professional results that appear when people search for you online, set your LinkedIn profile to 'public' and create a unique URL (e.g., www.linkedin.com/in/JohnSmith).

10. Share Your Work

You can also add actual examples of your writing, design work, or other accomplishments on your profile, where you can share rich media or documents. What better way to sell your skills than to show employers exactly what you can produce?

Courtesy of LinkedIn.com

Career Fairs and Expos

Career fairs or career expos are valuable, on-campus opportunities to **find, meet and network with hundreds of potential employers**. Every term, employers looking to fill positions come to campus. They aren't just looking for full-time hires; they are looking for interns, summer workers, volunteers and the opportunity to just meet you. It doesn't matter if you aren't looking for a job right now; come explore possibilities for your future and build relationships with organizations. Use Handshake to find career fair dates and lists of attending employers.

What to Expect

The day before the fair, the Career Development Center holds **mock interviews** to help you feel comfortable and prepared to meet employers.

At the expos you can expect hundreds of employers from various industries with tables offering information and job announcements. **Also, watch for field-specific sub-fairs and events for certain majors.**

Don't wait until your last year to attend the fairs! Career fairs are beneficial for students of all years and majors.

Steps for Career Fair Success

- 1. Stay in the loop on Handshake.** Know when and where career fairs and accompanying events are held.
- 2. Prepare your Résumé.** Use **Vmock** for a virtual résumé review in advance of the fair or come to Career Development Center drop-ins to work with a career assistant. Once your résumé is ready, print at least 10 copies to share with organizations of interest.
- 3. Do employer homework.** Research the employers planning to attend the fairs. Find companies or positions you are interested in so you can have informed conversations with them at the event. This will help you stand out from other candidates.
- 4. Know your audience.** Remember the importance of a first impression. Dress, prepare and present yourself for the position/organization you want.
- 5. Meet and greet.** Smile and offer a handshake to the recruiters. Be confident, but wait your turn to speak. Introduce yourself and ask well-informed questions. This is a conversation, not a pitch contest. Offer to leave your résumé with them and get their contact information.
- 6. Make a move.** Within 48 hours of the fair, send an email or call employers you made a connection with. Thank them for their time and reiterate what you had discussed at the fair. Make it personal and unique to them/their organization and try to set up a next step (company tour, informational interview, volunteering, application).

Tip

After chatting with employers, make notes on the back of their business card so you remember the details of your conversation. This will help you tailor your follow-up.

Experience Outside the Classroom

Experiential learning provides **hands-on experiences outside of classrooms, a chance to clarify your career interests and expand skills** for your career. All of these experiences can also be included in your résumé.

Jobs

Compensated work, on or off campus, short- or long-term, part- or full-time

- Each job is a stepping stone in your career where you develop valuable skills like communication, time management and organization.
- Aim for jobs, even part-time or summer positions, that are related to your field as they will be more compelling to future employers.
- Positions on and off-campus also guide your career and educational goals and help you discover new interests.

Internships

Temporary, paid or unpaid, student training experiences at a company or organization in the field of interest to gain skills and qualifications for your career

- Internships help students figure out what positions interest them. They also show employers you have academic and real-life experience.
- More than half of all graduates in a recent survey said that an internship got them a job.
- Many OSU majors require internships, often defined as including a mentorship component and formal learning objectives.

Study, Intern or Work Abroad

A variable amount of time a student spends studying for a degree in a country that is not the student's country of origin

- Study-abroad experiences show that you are well-rounded and culturally aware and are a great asset for employers.
- Study abroad can also help you discover interests in new industries, locations, programs or languages.

Clubs

On- or off-campus associations dedicated to a goal, activity, hobby, cause, etc.

- Being a part of a club shows initiative and passion which employers find appealing in candidates. It highlights your non-work-related qualities that employers might relate to.
- OSU hosts hundreds of student organizations. Chances are there is one that will help you grow in your field.

Volunteering

Unpaid, freely chosen opportunities to help others or an organization with a project, event, etc.

- Volunteering demonstrates generosity, initiative and investment in your community/surroundings.
- It's a way to get your foot in the door of organizations in your field or to get experience in a shorter, more flexible time than a formal job.

Research

A faculty-mentored or independent investigation aimed at solving important problems

- OSU is Oregon's top public research institution, and opportunities abound. Research projects show expertise in your field and build your résumé.
- It's a great way to network and build relationships in your department, in labs or across campus.
- Research experience can be key to getting in to graduate school.

Non-Academic Training

Training for particular certifications relevant to the position of interest that is not required for your degree

- Examples: A local medical clinic hosting a HIPAA training or a CPR/first-aid certification or an ad agency sponsoring a certified course in Photoshop and editing programs.
- Participating in these experiences shows your initiative and genuine interest in the field or organization and is a great networking opportunity.



5

Get Hired

Interviewing

Successfully managing an interview is key to being selected for the opportunity you want. The interview provides organizations **an opportunity to assess your knowledge and skills**, to get to know your personality and to examine your verbal and nonverbal communication skills. To do your best, prepare and practice.

Types of Interviews

Traditional Interview

This type includes broad questions to determine if you have the skills to perform the position and are a fit for the organization.

- Why did you choose your major?
- Tell me about yourself.
- What are your strengths and weaknesses?
- Why do you want to work, research or volunteer here?

Behavioral Interview

These are based on the idea that past behavior is the best indicator of future performance. Many companies use this type of interview. Questions for behavioral interviews usually start with 'Tell me about a time when...'. When answering and preparing for these interviews, follow the STAR format (see page 61).

Case or Technical Interview

Case interviews are used by consulting companies in various industries as well as banking and financial firms, computer science companies or anywhere you are showing a technical skill in the hiring process. This type of interview tests the candidate's analytical, communication, problem solving and adaptability skills. Case interviews include written cases, business cases and brain teasers.

Interview Formats

In-Person

- This can be one-on-one, with other candidates and/or conducted by a panel of interviewers.
- Arrive at least ten minutes before the scheduled time.
- Body language and other nonverbal indicators are especially important.

Video

- Can be a two-way platform or pre-recorded.
- Same behavior and etiquette as an in-person interview.
- Check your internet connection ahead of time, be in a quiet and well-lit environment, and make sure you will not be disrupted or have distractions in the room.
- Focus on the camera rather than the screen.

Phone

- Typically used as a preliminary interview.
- Have some notes or key points written down for reference, but do not read off a page.
- Ensure you are in a quiet, distraction-free place with strong and clear reception.
- While most nonverbal signals won't come across, a smile will come through in your voice—try to answer the way you would if they could see you.

Interviewing Tips

Tips for Every Interview

- **Practice with friends, family, advisors, etc.** Video interviews can be rehearsed on **StandOut**.
- **Research the expectations for dress.** Dress can range greatly in organizations. You can also reach out to your contact and ask what their standards are. In the absence of this information, err on the side of caution and dress in what would be considered business professional.
- **Research the organization** so you can talk about your connection to or passion for it.
- **Develop an elevator pitch** and memorize the key points for your answers to ‘tell us about yourself’ questions.
- **Answer questions strategically.** It’s ok to pause and gather your thoughts and to ask clarifying questions. Instead of rambling, structure your answers, such as ‘Yes, I’d like to mention two examples of that, #1 and #2.’
- **End answers with a confident summary statement.** One of the hardest parts of answering is knowing when to stop talking. Once you’ve given evidence of your abilities, use a summary statement to finish, e.g., ‘So, based on my design experience, I know I could create a great new website for the launch.’ Pay attention to names and all components of a question to show you are respectful and thoughtful.
- **Be aware of your body language, tone of voice, facial expressions, speed and eye contact.** Take a second to breathe. Sit up straight, give a firm handshake, make frequent eye contact and smile.
- **Ask two or three of your own questions,** thought of ahead of time, to show your interest in the organization and position.
- **Thank them for their time and consideration** both at the end of the interview and within 24 hours via email.

Second or Multiple Follow-ups

- Always **highlight your skills and ideas and your desire to continue to grow** in the position.
- You will likely meet more employees, managers, partners, etc. with each interview. Do your best to **remember names and leave a lasting positive impression** with each person regardless of their position.
- Recruiters often consider the opinion of all of the people you meet; so **keep these tips in mind for the entire duration of the visit.**



Special Interviews

Case Interviews

Preparation is key to successful case interviews. Candidates who are able to communicate their skills and demonstrate how they logically and creatively think through actual problems are more successful.

Characteristics and Components

- Situation-based interview questions
- No right or wrong answer
- Assessing logical and creative critical-thinking skills

The interview questions can include actual problems that the organization is working/has worked on. For example, you may be asked to analyze a decline in profits for a particular service or resource, identify the cause and recommend solutions to solve the problem.

Purpose

A case interview is an interactive way to test a candidate's knowledge of industry trends, solutions and ways to implement change. Case interviews are most common in business and information technology. They test an individual's ability to use structure, logic and an intelligent approach to solve problems. Although there is generally no correct answer, candidates are expected to ask the interviewer logical questions and make thorough recommendations to solve problems.

Technical Interviews

Preparation is essential in the technical interview process. Candidates who can communicate their technical skill are more successful.

Characteristics and Components

Technical interviews assess a candidate's problem-solving skills, reasoning abilities and technological skills.

Components can include:

- At-home coding challenges
- Phone screens
- In-person questions
- Assessments

The questions can include puzzles, trivia, pair-programming and coding problems. For example, you're given a binary tree and two nodes in the tree and asked to find the lowest common ancestor of the two given nodes in $O(n)$ time. To understand the interview process, first assess your technical skills by inventorying your skill set and experiences. Consider:


- What technology-based courses (i.e. data structures and algorithms) have I taken?
- What relevant class projects or certificates did I complete?
- How do transferable skills I developed through experiential learning (i.e. internships, shadowing, coding boot camps, part-time jobs, hack-a-thon) translate to this position?
- How do I articulate my competencies gained through personal projects or other work?



Knowing Your Strengths

To answer interview questions honestly and make a good impression, you need to **understand yourself** as a person and as an employee, manager, etc.

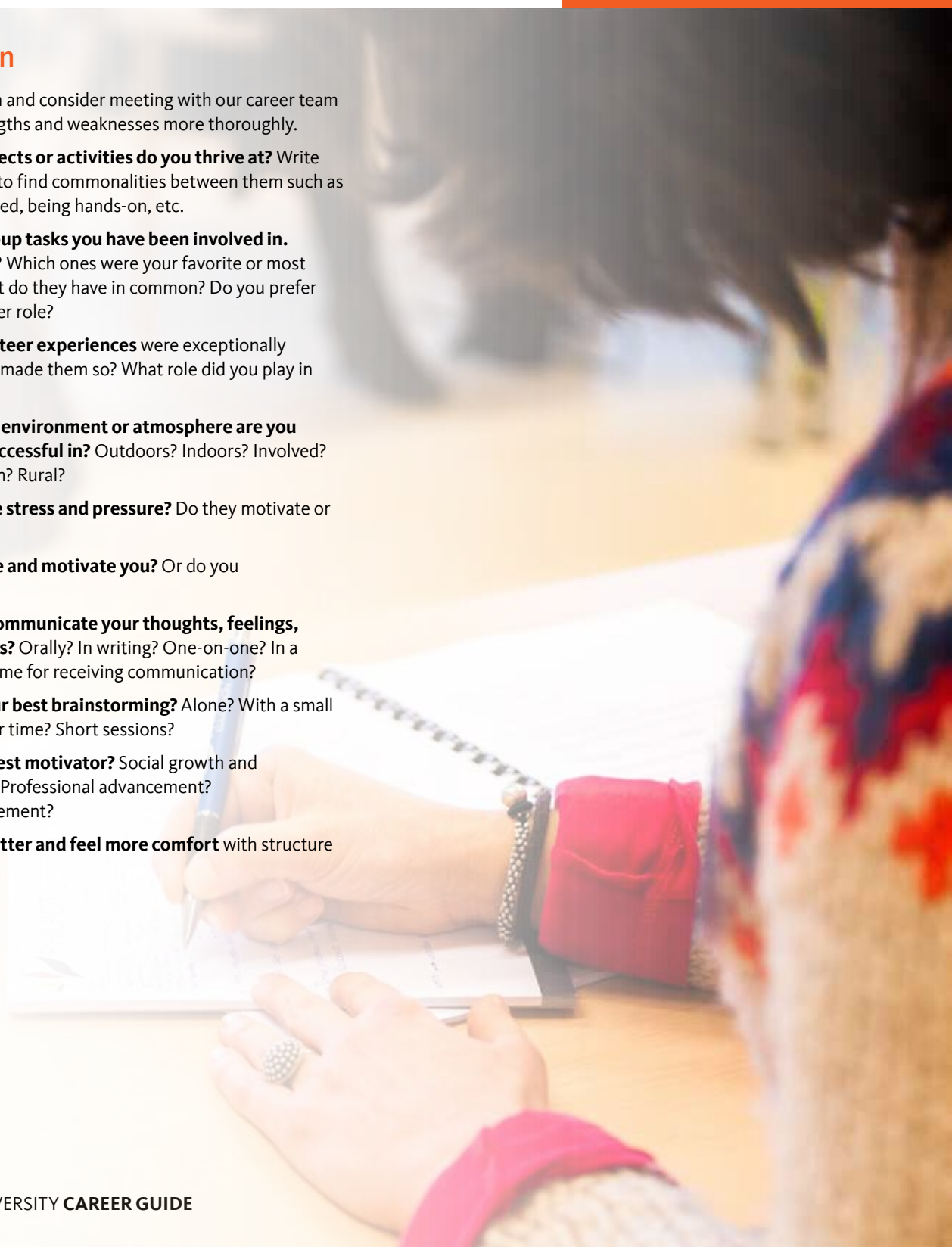
Tips

- Use **Focus 2** as a tool to better understand skills.
- Use **StandOut**  to practice interviewing skills.

Self-Evaluation

Try this self-evaluation and consider meeting with our career team to examine your strengths and weaknesses more thoroughly.

- **What types of projects or activities do you thrive at?** Write them down and try to find commonalities between them such as being people-oriented, being hands-on, etc.
- **Reflect on past group tasks you have been involved in.** What was your role? Which ones were your favorite or most successful, and what do they have in common? Do you prefer the leader or follower role?
- **What jobs or volunteer experiences** were exceptionally enjoyable and what made them so? What role did you play in making them great?
- **What type of work environment or atmosphere are you most happy and successful in?** Outdoors? Indoors? Involved? Independent? Urban? Rural?
- **How do you handle stress and pressure?** Do they motivate or burden you?
- **Does change excite and motivate you?** Or do you prefer consistency?
- **How do you best communicate your thoughts, feelings, ideas and questions?** Orally? In writing? One-on-one? In a group? Is this the same for receiving communication?
- **How do you do your best brainstorming?** Alone? With a small or large group? Over time? Short sessions?
- **What is your greatest motivator?** Social growth and connection? Wage? Professional advancement? Community improvement?
- **Do you perform better and feel more comfort** with structure or fluidity?



The STAR Method

The STAR method is a strategy for **answering behavior-based questions** to evaluate your skills gained in past experiences.

Practice this to be prepared for most interview questions.

Situation

State the situation or context.

Describe the setting in which your example takes place. What was the situation? What were you doing? Who were you working with? What were you working on?

Answer: "During my role as an intern at company X, I was responsible for managing all of the details for events, and I supervised a group of five for hosting events."

Task

Identify the task or issue at hand.

Explain the 'problem' and what you needed to address. What was the goal you were striving for or the problem you were trying to solve?

Answer: "After reviewing past reports, I found that event attendance had dropped by 20% over the past few years. I wanted to make sure that we brought attendance back up."

Action

Explain the action you took.

Talk through the specific steps you took to address the task at hand. Demonstrate and mention skills you used. What did you do to resolve the problem or reach your goal?

Answer: "First, I collected feedback from past attendees and vendors by sending out a survey. I used this to design a new approach that would be more effective in promoting the event."

Result

Discuss the results of your efforts.

Explain how your actions contributed to the overall result. How did the story end? What did you learn from the experience? Include concrete, quantifiable data to provide specific details in your response.

Answer: "The company was able to use the new plan to host a new event. By using my strategies, we raised attendance by 30% in the first year. I learned that it is important to continually adapt strategies to increase participation."



Interview Questions

Review and answer these questions to prepare for interviews.

Career Management

- Why do you think you'd be a good fit for this position? (One-minute elevator pitch)
- Why do you want to work at XX company? (Elevator pitch mixed with company mission)
- What do you believe is your greatest professional strength and weakness?
- Tell us about a time when you collaborated with others to achieve a goal.
- What are your short-range and long-range career objectives? Or, what is your five-year plan? (Don't indicate that your plan is to only stay in the role for a short period of time.)

Communication

- Tell me a little bit about your _____ experience (e.g., following procedures/running experiments/working with the public). Go through the job description and highlight all the skills the organization wants and formulate a question around them. Practice answering each, especially about weaknesses you have. Anticipate in advance how to highlight your positive aspects.
- Tell me about a time when a project or task was successful due to your communication skills.
- Tell me about the last presentation you conducted.
- Tell me about a time you needed to tailor your message to an audience.

Teamwork/Collaboration

- Tell me about a time when you realized in the middle of a project that things were not going as planned. What did you do?
- Tell me about a time when you had a disagreement with a team member or coworker and how you resolved it.

Leadership

- Give me an example of a time when you motivated other people under challenging circumstances.
- Describe a situation where you used persuasion to convince someone to see things another way.
- Tell us about a time you led a project or group of people.

Professionalism/Productivity

- Tell me about a time when you failed to achieve the stated objective/goal in a work or educational situation.
- Tell me about a time when you completed a project with minimal direction.
- Give me an example of an important goal you had to set, and tell me about your progress in reaching that goal.
- Tell me about a time you had to go above and beyond expectations to accomplish a goal.

Education/Goals

- How or why did you choose your major?
- What types of campus activities have you participated in?
- How do you think you will use/apply your degree in a new job?
- What accomplishments are you most proud of?

Global/Intercultural Fluency

- Tell us about a time when you worked with people with different backgrounds or cultures than your own. What did you learn from this experience?
- Tell us about a time you intentionally went outside your comfort zone.

Interview Follow-Up



Follow up after an interview by sending a **thank you note to those you interviewed with within 24 hours**. You can send an email or a letter through the mail. Email ensures a timely receipt while a letter sent through the mail is more formal.

Dear _____,

Opening paragraph. Express appreciation for the opportunity. Mention the location and date of the interview or meeting. Make a positive statement about your interest in the organization.

Second paragraph. Emphasize a specific point which will make you stand out in the employer's memory. Supply additional information that was omitted during the interview.

Closing paragraph. Close with additional appreciation. Make a positive statement about your qualifications for the position.

Sincerely,

Dressing for an Interview

What is considered appropriate and normal in one office may not be suitable in another. The range is wide in different fields, geographic regions and industries. We differentiate **two categories of attire in the workplace—business casual and professional**. For fields that do not fall in these categories, consult peers, professors, advisors, alumni and the internet before attending interviews or going to the organization for the first time.

When you attend an interview, the rule is to dress a little nicer than people dress on a daily basis at the organization. For example, if you are interviewing at a farm and people wear jeans and tennis shoes, leather shoes and khakis might be appropriate. If it's a bank where people wear slacks and button ups, one step up might be a suit.

Business Casual

- Often used for daily workplace wear
- More room for creativity and unique style
- Pants or capris
- Skirts or dresses that are at just above the knee or longer
- Darker, non-ripped jeans
- Tie or no tie
- Typically no tennis or lace-up shoes
- Typically no graphic tees
- Depending on the organization, visible tattoos and piecing may be acceptable

Professional

- Can be for daily wear, but is often for special, significant days/events
- Simple, solid fabrics in darker colors
- Blazer, dress or suit coat is typically expected
- Ties are common with button-up shirts
- Close-toed shoes
- Typically, tattoos and piercings should not be visible if possible

Keep in Mind

- You are **representing yourself and your aspirations**—let your appearance reflect that. Pay attention to appropriate hygiene and clean clothes.
- **Employers make decisions based on limited data and first impressions**; so be intentional about the messages you convey and learn from each interaction. If you make a mistake in an interview, try something new next time.
- Always **be yourself!** There is plenty of room within both dress categories to stay true to yourself and show personal style with accessories, patterns and colors.
- Regardless of the type of interview, **dress in a way that makes you comfortable** and aligns with your identity.

Communicating with Organizations

Whether you are in an interview, responding to an email or talking on the phone, **keep all communication—verbal and nonverbal—professional**. The relaxed tone used with friends is not the same as professional communication.

Email

- **Include a clear, direct and brief subject line.** Don't make the other person guess what your message is about. The subject line is often the deciding factor whether the email gets read or discarded.
- **Always re-read before sending.** Proofread your emails before sending them to eliminate errors and to check the tone of the email. Give a good impression while clearly communicating the intent of the message.
- **Use a professional email address.** Your email address is part of your professional brand. An unprofessional email address may not make a positive impression on those reviewing your résumé.
- **Say please and thank you.** Using these words in your emails sounds professional and respectful.
- **Be careful with first names.** Err on the side of formality. For example, use Mr., Ms. or Dr. to address someone vs. using first names (until instructed otherwise). You can avoid using the person's name altogether and begin an email with 'Good morning.'
- **Respond in a timely manner.** Responding within 24 hours is proper etiquette, even if you just reply to acknowledge receiving the email and to express you will reply soon.
- **Avoid using too many exclamation marks.** When writing a professional email, don't overuse exclamation marks and bolded words. This can come across as overly eager or inexperienced.

Phone Calls and Voicemail

- **Identify yourself quickly.** Don't leave the other person guessing who it is. State your name and where you are calling from to give context for the phone call.
- **Have an appropriate voicemail.** Your voicemail is often someone's first impression of you—make it professional. It should be easy to understand and appropriate for all callers. State your full name and phone number with a brief message.
- **Be prepared.** Have a notepad and pen ready for notes you might need to jot down. Be ready to ask questions.
- **Slow down.** Since interviewers are unable to read your facial expressions and body language, slow down your vocal pace to allow them to understand exactly what you are saying. Many people speed up when they are nervous; so take a deep breath.
- **Practice ending your phone call.** If it is a phone interview, thank the interviewers for their time and summarize any action you will take after the call.

Nonverbal Communication

You may have perfected your answers to interview questions, but much of the first impression you make will be based on nonverbal communication.

- Make eye contact with the interviewer.
- A firm handshake will exude confidence and capability.
- Sit up straight with feet either flat on the floor or ankles crossed. Lean forward slightly to appear interested and engaged.
- Relax your shoulders.
- Smile and nod while listening.
- Don't cross your arms.
- If you need to do something with your hands, interlock your fingers and hold them loosely in your lap, or hold a pen and a notepad.

Offers and Salary Negotiation

Should you negotiate your salary? Salary negotiation is perfectly normal and expected for most full-time job offers. Research what someone of your qualifications typically makes, and prepare to make a case for what you believe you should be paid. Don't be afraid to ask—as long as you are polite and not demanding, an offer is seldom rescinded. But before you ask, study up on salary negotiation techniques.

Negotiation Conversation

_____, I am so appreciative and excited to receive this offer for the _____ position with your company. I am specifically pleased with the _____ feature that we discussed last time we met.

After researching my position in the market I discovered that the average starting salary, with my level of education and experience, is between \$65,000 and \$70,000, which is \$5,000 higher than the salary offered.

I'd like to counter your offer with this range. Is there an opportunity to negotiate to align with the value I will bring to this position?

Thank you so much for your time and consideration.

Avoiding negotiation hurts—big time!

For instance, if an employee received an average annual pay increase of 5% and their starting salary was \$55,000 rather than \$50,000, they would earn an additional \$600,000+ over the course of a 40-year career.

Source: The Journal of Organizational Behavior





Seven Steps of Salary Negotiation

1. Thank the employer for the offer. Request time to think about it. Be enthusiastic and appreciative. Ask about benefits (health, dental, retirement), vacation time, advancement opportunities, additional clauses (non-compete, non-disclosure) and a start date. Do not accept the offer on the spot, even if you want to take it.

2. Research your fair market value. Use tools like Glassdoor, PayScale and Salary.com to determine what people in similar positions with similar experience make. Federal government salary ranges are listed in the General Schedule Pay Scale, and most state and university salaries can be found online.

Factor in your geographic location (expensive or low cost of living), the type of employer (nonprofit, large company, small start-up, etc.), special skills/certifications/degrees you offer that make you more qualified, and your previous experience/number of years in the field.

3. Determine your number. Based on your research, determine your desired salary range. Most employers will expect you to negotiate.

A negotiation method recommended by the AAUW (American Association of University Women) is to use a range. Set the bottom number as the lowest you can accept and the top number no more than 20% higher. That way, whatever the employer offers, you will be happy with the result.

4. Make your case. Lay out your position confidently using evidence about your experience and qualifications and explain why you believe a higher salary is appropriate. This is not about what you want, but what you are worth to the company.

If possible, don't be the first person to give a salary number. If the employer asks you what you'd like to make, ask what is typical for the position. If you're pressed further, give your salary range. The risk of giving a number first is undercutting or overshooting what is appropriate.

5. Get ready for the negotiation dance. Employers will rarely accept your counter offer on the spot. They will typically go back to their manager and check budget numbers and then either accept your offer or counter lower. At this point, it's up to you to accept or decline or ask for something different.

6. Remember non-monetary negotiation options. If the organization can't budge on the salary, or even if it can, it may be worthwhile to negotiate other aspects such as flexible work hours, vacation time or education opportunities.

7. Get the offer in writing. Make sure to get a formal offer letter laying out the salary, start date, benefits, location and required acceptance date. Review the offer for accuracy before accepting it.



Get Accepted



Graduate School

If you consider pursuing a master's degree, professional certificate or doctoral degree, **review the questions below** to make sure this is the right path for you. Research your career goals and consult with career and academic advisors before making a decision.

What should I expect from graduate school and how is it different from undergraduate studies?

Though programs and fields differ, some aspects of grad school are often alike:

- It's more **independent** and involves more reading and writing.
- It transitions from practical skills acquisition to **theory and inquiry-driven research**.
- You become a peer in your field, and the **expectations for your performance are higher**.
- In some programs you can **get paid** to go to grad school instead of paying for it. You're part employee, part student.
- **Conferences, presentations and publications** become more central to your experience.

How will graduate school impact my career goals?

Do market research, consult professionals and mentors in the field, reach out to alumni, and discuss the benefits with advisors. Reflect on the pros and cons to determine if graduate school is worth investing your time and money.

Grad school shouldn't be considered an assumed next step following your bachelor's degree. Evaluate what the graduate degree would help you achieve. Is it a required qualification for the career you want? Have you researched the job you're targeting and its education needs? Is your goal to become a subject-matter expert on a certain topic?

Do I have the means to attend graduate school?

Programs and institutions offer different financial arrangements for graduate studies. Some programs will waive your tuition and offer you a stipend to serve as a graduate research or teaching assistant employed by a faculty member while working toward your degree. These assistantships are particularly common in science fields.

A master's in business or a law degree are often paid for out of pocket. Research financial aid sources on the program website and meet with the **graduate program coordinator** to ask about **assistantships, fellowships, scholarships, loans** and other means of payment.

Does it matter if I've been done with my undergraduate degree for a period of time?

Many graduate students take time after they complete their undergraduate education to gain experience in their industry. Some graduate programs prefer candidates with work experience.

Graduate School

Graduate school is a **journey that requires guidance and mentorship from application to graduation**. Use the available resources to meet admission deadlines, understand requirements, explore funding and balance graduate school with life and career.

Graduate Resources

Meet with **Career Development Center** advisors for help with graduate school applications, program searches, understanding graduate school logistics, and résumé and CV.

The **OSU Graduate School** is also a great source of information about what graduate school is like and what it takes to be a successful applicant. For more information on Oregon State's offerings, visit gradschool.oregonstate.edu.

Researching Grad Schools

- Ask a trusted faculty member about program recommendations.
- Look at where researchers in your subfield went. Check conference listings, online CVs and names in scientific articles.
- Review industry association websites and online ranking services such as *The Princeton Review* and GradSchools.com.

Research Graduate Programs

- Are they research-heavy or course-based? Do they include a practicum? How does the curriculum compare to your dream job?
- Who are the faculty? Do they align with your interests?
- Where are graduates finding jobs? Check **LinkedIn** alumni search or program websites.
- What about the thesis, dissertation, projects and comprehensive exams?
- What are the application deadlines?
- Do you want to live where the program is located?

Master's vs. Ph.D.

| Practice-Based – Cultivating Practitioners | | | Research-Based – Cultivating Researchers | |
|---|--|---|--|---|
| Master's Program | Professional Program (Master/Doctoral) | Doctoral Program (usually requires a master's degree) | Master's Program | Doctoral Program (usually requires a master's degree) |
| 2-3 years | 3-4 years | 3-5 years | 2-3 years | 4-7 years |
| M.A. M.S. M.Ed. M.B.A. M.S.W. M.S.N. M.P.H. | Doctor of Medicine (M.D.) Doctor of Osteopathy (D.O.) Doctor of Dental Surgery (D.D.S.) Doctor of Pharmacy or (Pharm.D.) Doctor of Veterinary Medicine (D.V.M.) Juris Doctor (J.D.) | Ed.D. Dr. PH. Doctor of Nursing Practice (D.N.P.) etc. | M.S. | Ph.D. |

Pros and Cons

Pros

- Immersion into your field and topics you love; becoming an expert researcher/peer alongside faculty.
- Required or preferred qualification for many jobs in industry and academia.
- Greater earning potential.

Cons

- Difficult academically and sometimes emotionally (grad students are six times more likely to suffer from depression/anxiety; Nature Biotechnology study).
- Becoming overqualified and screened out by some employers; you might need to relocate geographically.
- Foregoing full-time salary to remain a student for a period of years.

Graduate School Application

Gather Your Materials

- Application form and fee
- Transcripts
- Personal statement or research statement
- Admissions exam scores—GRE, MCAT or LSAT (www.ets.org)
- Letters of recommendation
- A résumé or CV
- Double-check that you meet requirements for GPA, foreign language and prerequisite degrees.

Admissions Exams

Admissions exams like GREs are rigorous, difficult tests.

Programs differ in how they weigh (or don't weigh) these scores. Ensure that you understand scoring requirements and preferences for programs of interest. Then reserve ample time to study and take practice tests (often available online).

Study books can often be checked out from the library. These tests reward those who have invested time in learning how to navigate and perform according to their logic.

Before Applying

- When is the **application deadline**?
- What are the **program entry requirements** (education level, tests, essays, letters of recommendation, etc.)?
- How will you **fund the program**?
- What is the **funding deadline**?
- Are there circumstances to factor into your **timeline** (need to relocate, hours you can manage, etc.)?

Application Timeline

JUNE

- Narrow down programs to apply to.
- Review application requirements of each program.
- Mark down the application deadline.
- Start preparing for admission test.
- Register for the admission test.
- Reach out to each program and find the contact person to ask questions.

AUGUST

- Take the admission test.
- Search for financial aid and apply.
- Start writing personal statement.

SEPTEMBER

- Request letter of recommendation.
- Request official transcript.
- Fill out applications.
- Polish your résumé.
- Polish your personal statement.

OCTOBER - JANUARY

- Submit application.

JANUARY - MAY

- Review acceptances and decide.



Personal Statement

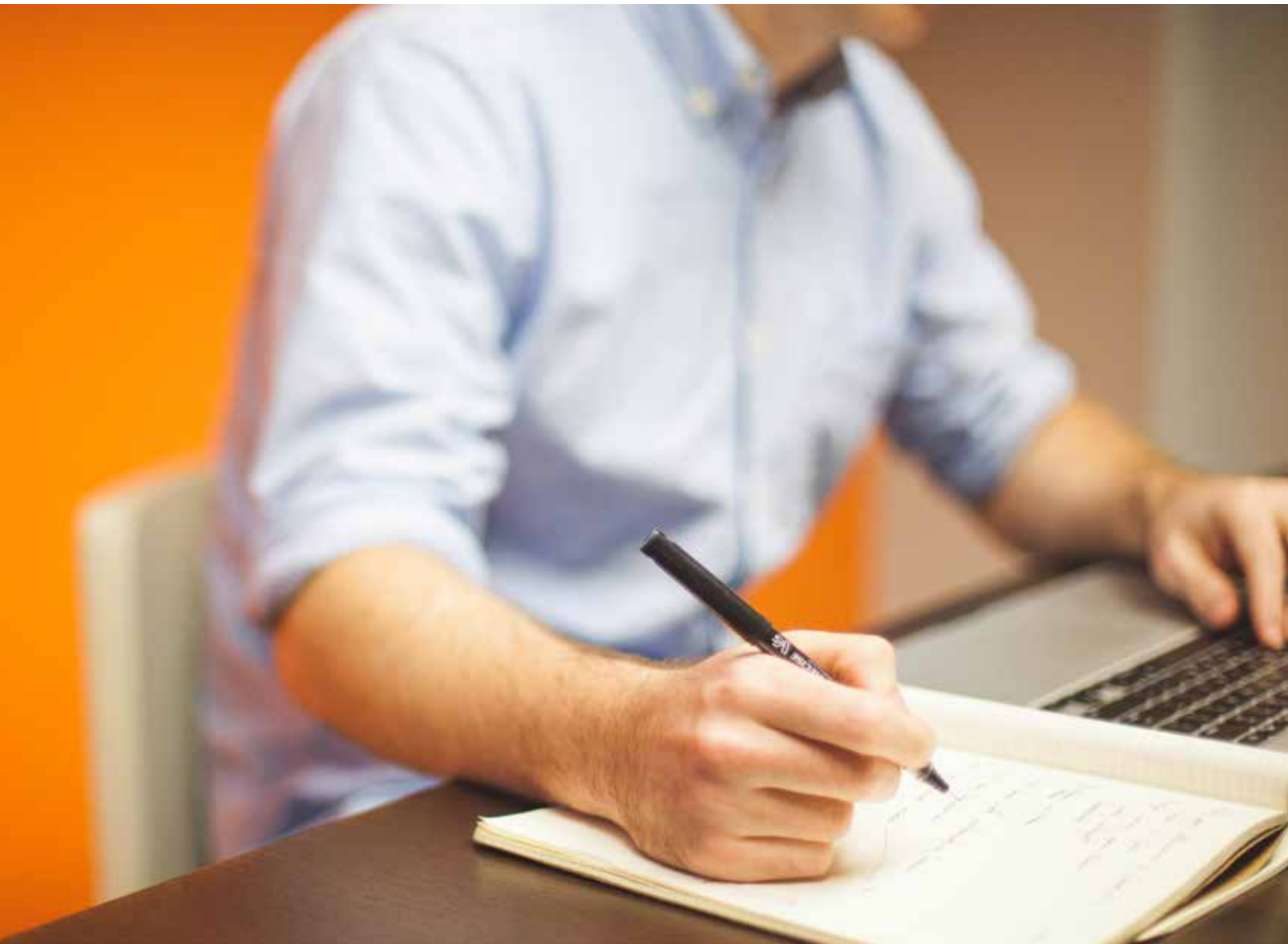
A personal statement is **used in the graduate program admissions process to assess applicants**. It describes your goals (e.g., research or study areas of interest) and intent for attending graduate school.

Each program is different.

Some may ask for a general personal statement or statement of research interests. You may also encounter essay questions that are very specific to your program of interest. Depending on the nature of the program, it might be advantageous to identify a faculty member you are interested in working with on your thesis or dissertation. However, in professional or practicum-driven programs, this might not be appropriate.

The admissions process is competitive.

Your personal statement needs to sell your unique qualifications, experiences and connections. Programs look for candidates with a strong point of view on what they want to learn and accomplish and a record of success. Even though it's called a 'personal' statement, skip the childhood story about seeing the ocean and wanting to become an oceanographer. Instead, focus on the details of real experiences that have equipped you for the program. Use faculty, mentors, alumni, the Writing Center and other resources to help you create your personal statement. Put your best foot forward!



Personal Statement

| A great personal statement... | A poor personal statement... |
|--|--|
| ...is a narrative built on concrete skills, detailed experiences and evidence . It explains what you are doing in school/work now and how that relates to what you want to do in the program. | ...uses vague, broad sentences (often with too many adjectives) that don't convey your tangible skills and experience, and it doesn't include details. |
| ...identifies specific aspects of the program and/or potential faculty advisors whose work you are drawn to and shows you've done your homework. | ...focuses on broad desires for your future and general statements about the state of the world. It's not aligned specifically with the program and is not written to fit each program you apply to. |
| ...explains how graduate school fits into your long term-vision for your career or research plans. | ...focuses on childhood stories and inspirations and doesn't include a clear perspective of where you want to go in the program and after. |
| ...is well-organized and cohesive . Each paragraph has a clear purpose with supporting points. All paragraphs flow in a logical order building a case for why you would be an asset to the program. | ...is disjointed without a clear path from each paragraph and without clear evidence backing up your points. It meanders (points are made and then abandoned) and includes spelling/grammar errors. |

Liberal Arts Sample

Vague Sentences: "As an undergraduate, I took a lot of classes in writing and rhetoric where I learned to be a better communicator. I want to continue learning about rhetoric and the theories about how people persuade each other in graduate school."

Specific Sentences: "In my junior year, through courses in critical theory, I began to learn how to use the work of theorists like Foucault as a lens to understand and dissect the dynamics of power and knowledge in our society. In particular, I'm fascinated by how power and powerlessness intersect with issues facing displaced people groups and refugees seeking asylum. I'm interested in further developing my understanding of critical theory with a social and ethical focus. I believe Dr. Rutherford's research into the Syrian refugee crisis would align well with my research interests."

Natural Resources Excerpt

"Through my interpretation internship with The Nature Conservancy, I was exposed to the ecology of riparian corridors and learned about the complex interdependency between animals and native plant species. While sharing information with visitors about the preserve and answering their questions, I observed firsthand how invasive species can create a new normal in natural systems. For example, I saw the Himalayan blackberries covering the banks of the Willamette River or the American Bullfrog diminishing the numbers of native turtles, fish, snakes and other frogs in Oregon waterways. This understanding was further developed by a research project I completed in partnership with two classmates where we identified and catalogued 10 invasive species in the Olalla Reservoir in Toledo, Ore.

In my graduate studies, I not only want to deepen my understanding of conservation challenges like these, but I want to measure the public's knowledge of specific threats to riparian ecosystems and correlate this understanding with policy action. Human-nature interaction is complex and presents ever-growing challenges on a local and global scale. I seek to understand both the science of natural resources and stakeholder involvement so that I can position myself effectively for conservation advocacy or policymaking in the future.

I was drawn to Oregon State University's online Master of Natural Resources program because of its focus on 'workable solutions for complex natural resources challenges.' It's important that we work with the existing economic and environmental systems, developing a full understanding of all public interests, in order to create real change in the Northwest. In particular, I appreciate the balance offered in your curriculum between ecology and human systems, as well as the ability to choose a tailored focus area..."

Complete Personal Statement: Education

I distinctly remember the moment that I knew I wanted to become an educator of teachers. I stood in the front of a dilapidated classroom in Ghana. Its dusty walls, rickety wooden chairs and single tripod that held a small whiteboard were far from an ideal classroom. I was mid-lesson with my nine students in the Agriculture Education class when one of my students raised her hand and excitedly described an idea. She wanted to teach sustainable agriculture by having her students design and execute a real experimental garden. She was forming a notion of teaching as more than lecture. I saw several proverbial light bulbs flick on as my students envisioned the real situations and possibilities in which they would teach. After several weeks of assigning them lesson design and learning theory, it became concrete. And I realized my path was in developing others into really great teachers.

This moment happened last summer when I joined AgriCorps and moved to Africa. My husband and I were placed at the Kumasi Institute of Tropical Agriculture, an agriculture training college located outside Kumasi, Ghana. It was this experience of teaching collegiate level students that solidified my ambitions. It is thus my goal to earn a Ph.D. in Science Education from Oregon State University with the goal of teaching agriculture at the post-secondary level, focusing on agriculture education and teacher training.

Based on my previous training in pedagogy and agriculture, I believe I would be an asset to your program. I have been building my experience over the last seven years, starting with earning a B.S. in Agriculture Education and a teaching credential at California State University, Chico. Following completion of my degree, I accepted an agriculture teaching position at Liberty Ranch High School in the summer of 2011. This young program provided opportunities for me to write curriculum, create new agriculture classes, write grants, and help build a program from the ground up. The four years I spent at Liberty Ranch were unforgettable. I quickly realized that I found the greatest joy not in the aspects I originally became an agriculture teacher for (county fairs, chapter officers), but in the classroom. The day-in day-out multi-faceted puzzle to create the 'perfect' lesson fueled my energy.

During my second year teaching, I began the online master's program in Agriculture Education at CSU and graduated in the spring of 2014. This degree allowed me to explore advanced learning theory, use scientific inquiry to measure my teaching performance, and provided me with tools to help improve my own department. My thesis investigated the factors in which first- and fourth-year agriculture students enroll in agriculture classes. The research presented many findings, one of which was that the fourth-year agriculture students in my district enrolled in agriculture courses because they were more challenging and dynamic than their non-agriculture counterparts. This process not only enhanced my abilities to conduct research, but also gave insight into the nature of my students.

While teaching at Liberty Ranch, I had the opportunity to work with other education professionals in creating agriculture curriculum through California Foundation for Agriculture in the Classroom. I also presented the curriculum I developed for my Agriculture Chemistry class at California Agriculture Teachers Association (CATA) road shows and biannual meetings. These experiences helped refine my abilities to create rigorous and relevant curriculum.

A sense of wonder drove my husband and I to join AgriCorps in the fall of 2014. The prospect of agricultural development work in conjunction with a teaching position at the collegiate level intrigued me. My work at KITA has included an amalgam of duties such as teaching, administrative work, teacher evaluations and project planning. Progress is slow and cultural barriers often halted achievement. Yet, if there's one thing I've realized in Ghana amidst the limited resources and struggling economy, it's that a good teacher has no border. What works in a small dairy community in Galt, California, often can work in a farming college in rural Ghana. Despite the foreign language and different teacher-student dynamic, I found this realization incredible.

It is this experience that has prompted me to pursue a higher degree in agriculture education and to devote my career to helping new and existing teachers utilize fail-safe teaching strategies. During my studies, I am specifically interested in investigating learning theory with regards to how agriculture teachers can create critical thinkers and problem-solvers in their classrooms, the changing nature of agriculture education with the adoption of new nationwide assessments, and how I can best prepare educators to meet the needs of 21st century students.

After speaking with Dr. Croom last fall, I believe Oregon State University can foster my learning in such a way that provides collaborative opportunities with department faculty and staff, encouragement to explore and research unanswered questions, and provide ample opportunities to enhance my teaching skills.

Instead of a vague 'love of teaching,' the student gives a specific, tangible example to anchor the essay. She avoids terms like 'passion' and 'fell in love with' to describe her educational path.

Student identifies her long-term goal and how the higher degree supports it.

Student discusses her credentials that help qualify her for the program.

Student is mentioning some of the theories and techniques she knows which will be part of the advanced degree.

Student explains the relevance of these experiences in terms of skills that transfer to the program.

Student lays out a direction for her program including what she wants to study and with whom. She also mentions a specific faculty member.





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