



CAREER SERVICES GUIDE

2008-2009



UAF CAREER SERVICES

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careerservices@uaf.edu
www.uaf.edu/career/

UAS CAREER SERVICES

102 Mourant Building
907-796-6368
careerhelp@uas.alaska.edu
www.uas.alaska.edu/careerservices/

OBJECTIVE

To provide professional and personalized assistance to students, alumni and the university community as they explore careers and search for employment.

HIGHLIGHTS

- Career Exploration
- Internships
- Job Search Help
- Resume Writing
- Interview Practice
- Interest Assessments

EDUCATION

University of Alaska Fairbanks
Fairbanks, Alaska

University of Alaska Southeast
Juneau, Alaska

EXPERIENCE

- Job Shadow
- Student Employment
- Internships & Practicums
- Summer Employment
- Part Time Jobs
- Full Time Employment

COMMUNITY INVOLVEMENT

- Volunteer
- Campus Clubs
- Organizations
- Leadership



learn • engage • change

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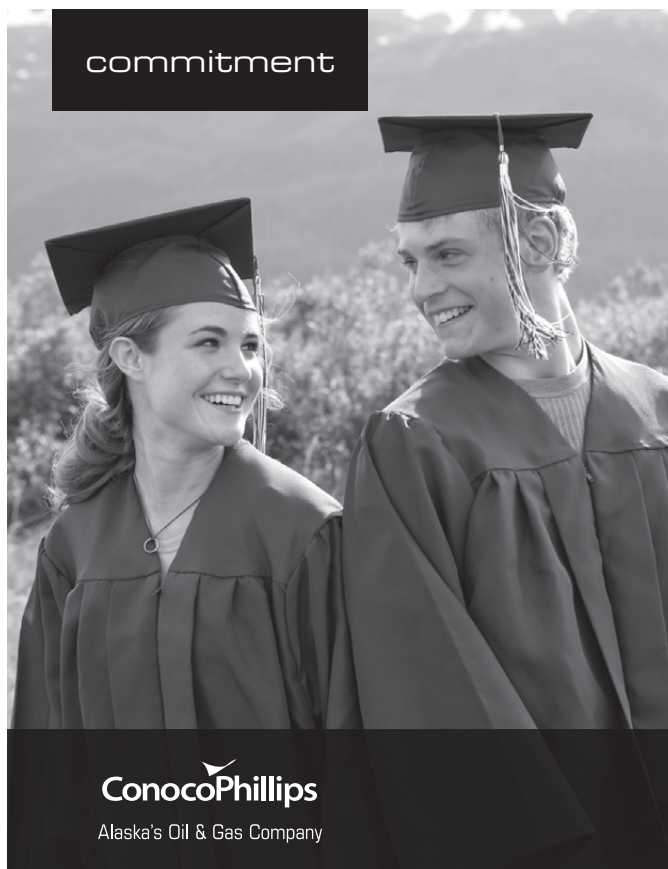
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University of Alaska Community

UAF Academic Advising
UAF Alumni Association
UAS Alumni and Friends

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UNIVERSITY OF ALASKA FAIRBANKS

ARMY ROTC



What is Army ROTC?

Army ROTC (Reserve Officers' Training Corps) is a series of elective courses making up one of the best leadership programs in the country and can be part of your UAF experience. The program combines topics in military science with practical leadership training to prepare men and women to become Army officers. During classes and field training you will quickly build the confidence and self-discipline necessary to succeed in your studies and help prepare you for success after graduation. You will learn how to motivate and lead others, manage complex tasks, and communicate ideas effectively; the same traits prospective employers will be looking for when you graduate. Upon graduation from UAF and the Army ROTC program, you will be fully prepared to take charge as a leader. Army ROTC uses effective classroom and practical "hands-on" training to prepare our highly motivated cadets to receive their commission as a Second Lieutenant (2LT) in the U.S. Army, the Army Reserve, or the Army National Guard.

What are the benefits of the ROTC?

Participants in the ROTC program develop critical skills in management and leadership, which are valuable to any civilian or military career. Students gain confidence, self-discipline, and technical experience. New lieutenants will enter the workforce as a leader and supervise as many as 45 individuals, while being accountable for hundreds of thousands of dollars worth of assets. If you decide to leave the military, civilian employers desire the leadership experience and technical knowledge that you have. Some of these skills and credentials include:

- Effective leadership and management skills
- Accomplished oral and written communications skills
- Superior problem-solving skills
- Meticulous organizational skills
- Military life attracts and instills substantial value-added qualities:
 - Discipline, Commitment, Loyalty, Resourcefulness and Respect
- Plus it instills the value of:
 - Teamwork, Diversity and a drug-free lifestyle

Financial Benefits: There are a number of financial benefits that you can apply for and receive as an ROTC cadet, depending on your eligibility. Contact the Military Science department

to find out the eligibility requirements for each of these benefits and which ones may apply to you:

- ROTC Scholarship - Full tuition and mandatory fees plus a \$1200/year book allowance
- CH 30 Montgomery GI Bill - \$1075/month (full-time)
- CH 1606 Selected Reserve Montgomery GI Bill - \$309/month (full-time)
- Montgomery GI Bill Kicker - \$350/month
- Federal Tuition Assistance (USAR only) - \$250 per credit, up to \$4500/year
- State Tuition Reimbursement (ARNG only) - 100% tuition
- Drill Pay as E-5 (FY07) - \$247/month
- ROTC Stipend - Freshmen: \$300/month
Sophomore: \$350/month
Junior: \$450/month
Senior: \$500/month

Will ROTC activities affect my class schedule?

Since ROTC is a scheduled class in the UAF curriculum, the ROTC should not affect your class schedule. Your grades are our top priority. The time commitment required for ROTC is minimal, consisting of one class (with optional lab) per semester. You will have enough time to balance your leadership training with your academic demands.

Do I get to wear a uniform?

Army ROTC cadets are issued uniforms for wear on lab days only ... the rest of the time you will look like the rest of the students on campus.

Do I have to participate in a physical fitness class?

If you are a scholarship cadet you are required to participate in our Physical Training (PT) 3-times per week. If you are not on scholarship the PT is optional. We strongly encourage all of our non-scholarship cadets to participate since it helps develop healthy habits and helps prepare you to pass the Army Physical Fitness Test which is a requirement if you should decide to apply for a scholarship.

Do I have to go into the Army after college?

There is no military service obligation for taking the freshman and sophomore Army ROTC class unless you apply for and accept a scholarship (receiving money from the government for college is what triggers the military service requirement),



so these classes are a great no-risk way of looking at the Army to see if it might be something for you to consider for a career ... or even a jump start to a civilian career after getting a few years of experience after college. If you decide to go through all 4-years of Army ROTC you will have a military service obligation and will begin that service as a leader in a very highly respected profession.

What happens when I finish college?

When you graduate from college as an Army ROTC Cadet, you will be commissioned as a second Lieutenant. You can serve on Active Duty, in the Army Reserve, or in the National Guard. Your career as an Officer will be just beginning, and you'll find a variety of interesting and exciting career fields (16 to choose from) in the Army.

Sounds great, how do I get started?

Enrolling in the Army ROTC class is as easy as signing up for any other UAF college class. The MILS 100 and MILS 200 level courses are open to all students on campus. MILS 101, Foundations of Officers, is offered in the fall. MILS 102 is offered in the spring. Cadets who graduate from the program at UAF can earn a Minor in Military Science along with the BA or BS of their selected major.

What if I have more questions?

That's easy! Just stop by the Military Science office in the Patty Center, Room 115, and talk to the Army ROTC Enrollment and Scholarship Officer, Major Kelly Nichols. If you prefer you can give her a call at **907-474-7501** or send her an email at rotc@uaf.edu. She will be glad to answer any question that you have. Want more information? Visit <http://www.uaf.edu/rotc/index-6.html>

STRENGTH TO LEAD AND ACHIEVE!

WELCOME TO ALL UNIVERSITY OF ALASKA FAIRBANKS STUDENTS!

When you enroll in a Military Science class you'll gain the leadership skills, discipline and confidence to succeed in college and in life. To find out more about Leadership, Officership and Scholarships at UAF Army ROTC, contact

Major Kelly Nichols at

(907) 474-7501

email

rotc@uaf.edu

or drop by the Military Science Department at

Patty Center, Room 115

<http://www.uaf.edu/rotc/index-6.html>

ARMY ROTC. START STRONG.



ARMY STRONG.™

How Career Services Can Work for You

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Many students who go to college never take advantage of their school's Career Services Department. Yet, individuals and job seekers outside the academic realm will pay hundreds or even thousands of dollars for the same services that students can access for free.

The Career Services staff is here to assist you through all phases of the career development process, from assessing your interests and abilities and helping you research a specific career, to creating a winning resume, developing your interviewing skills and learning how to do a full-fledged job search. Overlooking the assistance we provide could mean the difference between launching yourself on a path to securing a dream job, or just settling for any job.

Career Services offers a variety of services and resources to help students to prepare for and find employment that will lead to a fulfilling career. These include:

- ◆ Personalized career consulting
- ◆ Computerized career-related assessments
- ◆ Help with designing and preparing resumes and cover letters
- ◆ Assistance with job search techniques and interviewing skills
- ◆ Resources for researching up-to-date labor market information
- ◆ Access to on-campus and off-campus employment opportunities and internships
- ◆ Job fairs & events highlighting local, national and international employers
- ◆ On-campus recruitment visits by companies looking to hire students

Career Services also offers an array of workshops presented in collaboration with other campus departments. Our staff works with faculty and local and regional employers to establish internships, many of which are related to specific programs of study. These internships provide students with the opportunity to gain practical on-the-job experience. Some even allow students to earn credit towards their degree.

So, don't be a stranger to the Career Services Department. Visit our office and learn about the wealth of resources we offer to help you get the most out of your college experience.

Career Services Mission Statement

The Department of Career Services assists individuals in identifying and implementing career choices. We provide career counseling, job search and internship advising, and on campus employer recruiting to students, alumni, staff and faculty.

Career Services Contact Information

UAF Career Services

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P.O. Box 756380
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Tel: (907) 474-7596
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E-mail: careerservices@uaf.edu
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Office hours: Weekdays 8:00 AM to 5:00 PM

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Fax: (907) 796-6005
E-Mail: careerhelp@uas.alaska.edu
Web site: www.uas.alaska.edu/careerservices/
Office hours: Weekdays 8:00 AM to 5:00 PM

Finding Employment Opportunities

Besides helping students explore career options and learn job search skills, the Career Services Department is your best resource for finding employment opportunities both on and off-campus. Our staff work with local, regional and national employers on a regular basis and keep abreast of the employment opportunities they offer.

On-campus employment: Go to the **UA Jobs** online system, www.uakjobs.com.

Off-campus employment: Career Services provides a different online system which allows students to search for and apply to current job openings. Visit your campus Career Services web site and link to this valuable employment resource.

UAF students: *UAFCareerConnect* at www.uaf.edu/career/.

UAS students: *UASJobLink* at www.uas.alaska.edu/careerservices/.

UAFCareerConnect

www.uaf.edu/career/

UASJobLink

www.uas.alaska.edu/careerservices/

Students/Alumni

- Find internships & employment
- Research employers
- Track University career events
- Apply and interview for jobs and internships
- Receive email alerts about job and internship opportunities

Employers

- Find employees
- Advertise jobs and internships
- Register for campus career events

Check it out!

For help using your personal student career management account, contact your Career Services office.

On-Campus Student Employment

Working on campus offers students a variety of benefits. You can earn money, gain skills, explore your interests and augment your academic program while demonstrating your abilities and work ethic without leaving campus. Additionally, you will work under supervisors who support student academic success. You will learn time management techniques enabling you to better balance your course work with your job.

Choosing a Student Job

How will a job fit in with your personal and academic goals?

Consider positions that could contribute to your experience or resume. How would an employer view the experiences listed on your resume or application? The money you make might not be as important as the quality of the work experience you will be receiving or the network of references you will be building.

What skills do you have? What skills do you need?

Knowing yourself is the most important step towards choosing an appropriate student job. The best approach is to apply for jobs that you are qualified for as well as ones that offer training and/or experiences you want and need. Many students acquire important technology, communication, and life skills from student positions.

Student Assistant A, B & C

The University of Alaska, Board of Regents created the salary schedule for student assistant employment. The letters “A, B, C” refer to a suggested level of duties and activities to match the wage level. Human Resources works with departments to determine what wage level matches the duties described for a student job. This prevents the over or under working of students, as well as assigning an appropriate wage to the position. For the most updated salary schedule, see the Human Resources web site.

Apply for a Student Job at www.uakjobs.com

Each position will have different application instructions, so read to the end of the job description carefully!

To apply, go to www.uakjobs.com. If you wish, you can choose to view the “Applicant Tutorial” option listed in the left-hand (blue) column. Or, select the “Advanced Job Search” option in the upper left, then under Employment Type choose “Student,” and under Job Location choose “Fairbanks” or “Juneau” and click Search. This will provide you with a listing of all student jobs on campus. Follow the on-screen instructions to complete an application.

Federal Work Study

Federal Work Study is federal financial assistance provided to eligible students to help cover college expenses and promote work skills.

1. Submit the Free Application for Federal Student Aid (FAFSA), available at the Financial Aid Office or online: www.fafsa.ed.gov. Student AND parent information is needed.
2. You and the Financial Aid Office will receive notification of any eligibility. For details, contact the Financial Aid Office.
3. Visit the Financial Aid Office at least once per semester to indicate your interest in maintaining your work study funds; the funds may be reassigned to another student if you're not using them.

Student Employment

To work on the UAF or UAS campus, students must be enrolled in a minimum of 6 undergraduate or 9 graduate credits in the current semester (for some jobs, enrollment in 12 undergraduate credits is required). For summer and holiday employment, students must be enrolled in the previous or upcoming semester.

Students must maintain a GPA no less than 2.0.

Students may work up to 20 hours per week while in school and up to 40 hours per work week during academic breaks and summer. Students can hold more than one position if the total hours does not exceed these limits.

Waivers are sometimes possible. Contact Career Services for details.

Finding a Student Job

Go to UAKJobs.com

Select **Advanced Job Search**

On the **Search Jobs** menu under **Employment Type** select **Student**.

Under the **Job Location** select your campus.

Click **SEARCH**, and available jobs on your campus will be listed.

UAF Career Services Events 2008–2009

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The events listed on this calendar are subject to change. Please check with Career Services to confirm the exact dates and locations and for other events and workshops that may be scheduled.

September

Student Job Fair

UAF Departments seek students for on-campus positions.

Law School Consortium

Regional recruiters come to UAF to help students and alumni identify skills and experience for admission to law school. All majors encouraged to attend!

October

Engineering Career Week

Engineering and technical firms conduct interviews and information sessions. They hire for full-time and internship positions. Featured events: Job Fair and Employer Job Panel.

Accounting Week

Local and national accounting firms interview and hire for full-time and internship positions.

November

Natural Resources, Fisheries & Sciences Career Day

Students meet employers and find out about employment and internship opportunities.

December

Congratulations Grads!

Visit Career Services for job search assistance.

UAF Career Services

110 Eielson Building
University of Alaska Fairbanks
P.O. Box 756380

Fairbanks, AK 99775

Tel: (907) 474-7596

Fax: (907) 474-7445

E-mail: careerservices@uaf.edu

Web site: www.uaf.edu/career/

Office hours: Weekdays 8:00 AM to 5:00 PM

January

Student Job Fair

UAF Departments seek students for on-campus positions.

February

Visitor Industry Job Fair

Students, alumni, and community members are hired for summer and full-time jobs with Alaska's visitor industry employers.

Business Career Week

Businesses conduct interviews and information sessions, and hire for full-time and internship positions. Featured events: Job Fair and Employer Job Panel.

March

Career Expo

Employers from all fields—including social services, law enforcement, governmental agencies, business, science, computer science, and engineering fields—seek students and community members for full-time jobs and internships. There will be a special section for Summer Employment.

Job Shadow

Students shadow alumni and other employers in their field of interest for 1/2 day. Call Career Services for details. 474-7596

April

National Student Employment Week

A celebration of the contributions of UAF's student employees.

Student Job Fair

UAF Departments hire students for on-campus positions for summer and next fall.

May

Congratulations Grads!

Visit our web site for info on last minute summer employment opportunities. Come to Career Services for help in the job search.

UAS Career Services Events 2008–2009

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The events listed on this calendar are subject to change. Please check with Career Services to confirm the exact dates and locations and for other events that may be scheduled during the year.

September

Student Job Fair

Learn about on- and off-campus job opportunities and how apply for them.

Volunteer Fair

Learn about volunteer opportunities in the community.

October

Life After College Series

Two workshops sponsored by the UAS Alumni Association – one on Credit Reports, and one on Your Financial Identity.

Exchange & Study Abroad Fair

An introduction to national and international learning opportunities, such as exchange programs and internships, available to UAS students.

November

Health Fair

Learn about the health services available to UAS students, the benefits of maintaining good health, and explore a wide range of health-related occupations.

Etiquette & Networking Night

A dinner event where students learn about and practice professional etiquette and manners, and network with local career professionals

Global Gala

An evening of entertainment hosted by UAS students from other countries and students who have studied or interned abroad.

December

Congratulations Grads!

Visit Career Services for job search assistance.

January

Student Job Fair

Learn about on- and off-campus job opportunities and how apply for them.

February

Sensible Living/Financial Realities Seminar

Learn about the real costs of living on your own and how to wisely manage your finances.

Visitor Industry Fair & Summer Job Fair

Local tourism industry employers visit campus to recruit students, alumni and community members for summer and full-time jobs.

March

Grand Theft Identity

A workshop to help you reduce your chances of becoming a victim of identity theft.

Natural Science/Natural Resource Career Day

Meet career professionals and employers and find out about internships and employment opportunities in these fields.

April

National Student Employment Week

A celebration of the contributions of UAS student employees.

May

Congratulations Grads!

Visit our web site for info on last minute summer employment opportunities. Come to Career Services for help in the job search.

UAS Career Services

102 Mourant Building
University of Alaska Southeast
11120 Glacier Highway
Juneau, AK 99801
Tel: (907) 796-6368
Fax: (907) 796-6005

E-Mail: careerhelp@uas.alaska.edu

Web site: www.uas.alaska.edu/careerservices/

Office hours: Weekdays 8:00 AM to 5:00 PM

Myths About Career Decision Making

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Myth #1

Career planning is an irreversible process.

False: Individuals can change career directions whenever their talents and needs dictate because such attributes are in a continual state of change and reshaped by vocational experience.

Myth #2

There is only one right job for me.

False: An individual has multiple potentials. There are numerous job situations in which a person's talents can be equally applied, and the nature of these possibilities will expand as one's work experience accumulates.

Myth #3

Most people start their careers at age 21 and proceed in a straight line toward their ultimate career objectives.

False: The career paths of most people are filled with turns and sudden changes of direction. People do not reach their ultimate career decisions when they are 21 because the experiences they gather in one type of work often changes their attitudes about careers and how their talents can be applied to other kinds of work (e.g., news reporting and interviewing can be adapted to later work in social services, management consulting, or public relations).

People seldom realize the extent to which their past job experiences give them flexibility in pursuing future jobs. The degree to which these experiences change career needs is also overlooked. For example, social workers have become city planners, advertising writers have become management consultants, mortgage brokers have become magazine editors.

Ask people who are 35 what they were doing when they turned 21 and you will be amazed to discover that, in many cases, they were doing work that is worlds apart from their current job. Often you'll hear these people say, "I just got lucky." They are unaware of the inherent fluidity of the career development process, the degree to which their past experience is used in their present jobs.

Myth #4

Each and every job requires a particular set of talents.

False: Most jobs, with the exception of a few highly technical and specific ones, can be accomplished in a variety of ways by people who possess different sets of capabilities.

Myth #5

There is a particular set of job responsibilities for every occupation.

False: People in positions with the same title often perform different tasks, or perform similar tasks using a very different work style. Job responsibilities and required skills differ from one industry or field to another, allowing people with varying capabilities to fill similar roles.

Myth #6

A liberal arts student has few talents that are valuable in the real world.

False: By the time an individual is 18 to 20 years old, he or she will have developed identifiable abilities that can be applied successfully in a wide variety of occupations.

Myth #7

A student's major predicts the career of a liberal arts graduate.

False: Most liberal arts majors are not vocationally specific. Thus, a greater proportion of "liberally educated" people find themselves choosing work that is not directly related to their major field of study.

Myth #8

A liberal arts graduate is nothing without a graduate or professional degree.

False: Many liberal arts graduates are prominently employed in a variety of fields including business, social services, government and publishing, without having acquired advanced educational credentials.

Myth #9

A liberal arts graduate must have experience to find a job.

False: Experience helps, but most college graduates are hired predominantly for their potential to learn and advance within the organization rather than for their existing work capabilities or experiences.

Myth #10

There is little opportunity for a liberal arts student to explore career options.

False: Many methods and resources exist outside of the classroom to explore career possibilities. Your Career Services Department is a great place to start.

Adapted and reprinted with permission from the University of Oregon Career Center.

Mapping Your Career Path

Career planning is an ongoing process. Once started, you are likely to cycle through the various steps of the process several times throughout your life – each time you decide to change majors, jobs or occupations. The following is a brief outline of the various steps in that process.

Career Planning Process

Step 1 Become aware of what you want. Ask yourself: With what do I want to work? People, data, things? Where do I want to work? Fairbanks, Juneau, elsewhere in Alaska, lower 48, abroad? What is important to me? Money, security, creativity, routine, etc.? As we gain more experience we often return to this step to re-evaluate ourselves and what is important to us, and then cycle through the career planning process again.

Step 2 Develop a list of your strongest job skills, interests and personality traits. Ask yourself: Am I organized? An effective listener? Creative, analytical, flexible, honest?

Step 3 Develop a list of occupational alternatives that interest you. Teacher, counselor, geographer, scientist, minister, wildlife biologist, financial advisor, musician, artist, etc.

Step 4 Research options that interest you most. Explore occupational information online, through the Alaska Career Information System (AKCIS) or other career-related web sites. Conduct informational interviews with people doing what you think you want to do. Take a class related to your area of interest. Participate in an internship or job shadow. Attend job fairs and talk with employers. Develop a network of professional contacts.

Step 5 Choose up to three of your preferred occupations among those you've researched. Identify educational and training requirements, and the required skills for those occupations. Would membership in a student club or professional organization help? What type of work, paid or voluntary, would help?

Step 6 Implement a plan to acquire the education and/or training required to prepare yourself for your occupation(s) of choice.

After completing the Career Planning Process, you will be well on your way to searching for meaningful employment and experiences, such as volunteer work, apprenticeships, or graduate school (see Essential Steps for Job Search Success on page 13).

The following resources highlight various methods of learning about yourself and finding occupational options to best match your unique abilities and traits.

Career Exploration Resources


Internet & Publications: The Internet offers a wealth of web sites devoted to careers. One of the more useful resources is the Alaska Career Information System (AKCIS), which offers Alaska-specific occupational and educational information.

Visit Career Services to find out how you can log on to this user-friendly and comprehensive web site. Other web sites include O*NET (an Occupation Information Network site maintained by the U.S. Department of Labor), ALEXsys (the Alaska Department of Labor's Job Bank), and various other commercial job search sites. Another good source of career information is professional association web sites. There are also volumes of career-related publications available in local job centers and libraries.

Assessment Instruments: There are a variety of assessment instruments to help individuals learn more about their specific interests, skills, personality type and values, and how they relate to occupations. Utilizing these tools can help you to create a list of occupations to best fit your own unique characteristics. Some of the instruments available through Career Services include:

- ◆ **Myers-Briggs Type Indicator (MBTI).** Assesses your individual preferences and can help you to make more informed career decisions and to learn interpersonal skills.
- ◆ **Strong Interest Inventory.** Assesses your interests and compares them to those of people working in various occupations. It helps you to identify occupations and academic majors for you to evaluate and explore.

Check with your Career Services staff for a list of other assessment instruments that may be available.



MAC proudly supports
our community
and the University of Alaska

*Whether you live, work, or play in the
Fairbanks North Star Borough,
we invite you to experience our services.*

Experience More. Experience MAC

Phone: 907.356.1253 Toll free: 1.877.883.1253 Fax: 907.356.2370

Interviewing Yourself Into a Career

Q: What is the best way to learn about an occupation?

A: Talk to as many people as you can who work in that field!

Informational Interviews

Find career information. Develop a professional network. But...do not ask for a job!

Whether you are undecided about what career to pursue or know exactly what you want to do, visiting with career professionals can provide important insights into careers — insights you can't find by reading a book or looking at employment statistics.

Unfortunately, few career explorers utilize this valuable human resource. Yet, the advantage of conducting what are termed "informational interviews" with career professionals is that you are the one doing the interviewing — there is no pressure, no competitive forces at work. You are also visiting a potential place of employment and gaining information about what that job is really like, whether it is something you would like to do and, if it is, how to better prepare for it.

Jim Stark, a technical team leader for a watershed research group, says that while he was still in school he scheduled regular informational interviews with watershed resource professionals so he could ask them about their jobs and begin to develop a network of contacts.

"It was amazing," Stark recalls. "I never got turned down by any one of them, and three out of four times they were really motivating experiences." The network of 20 professional contacts Stark developed during his senior year in college not only advanced his understanding of his career field, it also led him into his first job. "If you're out there meeting with people, you're more likely to see opportunities when they arise. Opportunities aren't usually in the 'Want Ads.' They come from being out there talking to people," Stark says.

Besides interviewing people who do the kind of work that interests you, relatives and friends can also be sources of information about career possibilities. Even though they may not be doing work you are especially interested in, you can practice your interview skills and quite possibly begin getting a clearer picture of what does interest you. Relatives and friends can also provide you with a list of referrals with whom to visit to learn about other jobs.

Scheduling and Conducting Informational Interviews

Remember that when you conduct an informational interview, you are not seeking employment. You are seeking specific information about a job, the skill and educational requirements, training and advancement opportunities, and preparation requirements.

When contacting professionals to interview, identify yourself, tell them how you obtained their name. Explain that

you are gathering career information. Ask for 20 to 30 minutes to talk with them about their career. Don't limit yourself to contacting just one individual in one company in a particular field. Every job, even in the same field, is slightly different. So, scheduling visits with several people who work in the same occupation will be more useful. It will also help you expand your knowledge and network of contacts.

Do your homework before an interview. Learn as much as you can about the field you are investigating. Log on to the Alaska Career Information System (AKCIS), O*NET or other Internet resources for a description of the occupation. If possible, learn about the organization your contact works for by reading the company's literature. Ask the company's receptionist how you can learn more about the company. You might also talk with people you know who work there, or those who do business with the company.

Write down a list of specific questions you want answered during the interview. The list will help you keep the interview on track and gain the information you are seeking (see Informational Interview Questions on page 11).

When going to your interview, or when visiting a company to gather information, dress appropriately. Don't just walk in off the street in ragged jeans, a T-shirt and a baseball cap. Make a good impression every time you visit a company. You may want to work there some day, and first impressions are often lasting ones.

When going to the interview, bring a pad of paper and a pen (one that works!) to take notes, but don't get carried away writing everything down. Listen intently. Jot down important ideas and job search information, or the names and phone numbers of other potential contacts. You can also take an updated copy of your resume. Either before or after your interview, ask the career professional if he or she would be willing to review it. Ask for recommendations regarding your overall career plans and qualifications.

Thank your source for meeting with you, both upon your arrival and upon your departure. Express your appreciation for the chance to learn about their career field. If additional contacts are not offered during the interview, before you depart, don't be afraid to ask for additional names. Do not ask them for a job! You scheduled the interview to gather information about their career and to express your career interests. Asking for a job, or for a job referral, will leave them feeling that you asked for their time under false pretenses. However, if they mention a job opportunity, certainly express your interest in finding out more about it.

Lastly, follow up with a thank you card or letter. Ask to be kept informed of any other information that may be of help to you in your career research.

Informational interviews are one of the most practical, educational and effective methods to explore career options and to develop a network of professional contacts. So, get out there and start talking to people. You just might end up interviewing yourself into a career.

Informational Interview Questions

Here is a list of questions to help you get the most out of an informational interview with a career professional.

1. What motivated you to pursue this occupation (or career)?
2. What is your job like? On a typical day, what kinds of problems do you deal with and what kinds of decisions do you make?
3. What do you like most about your job? What do you like least about it?
4. What social obligations go along with your job? Are you expected to join any organizations or participate in any activities outside of work?
5. What kind of preparation such as: work, activities, schooling or hobbies did you do before entering this occupation?
6. What was most helpful in preparing you for your current position?
7. What are the most important skills you use in this job?
8. Are there any specific educational requirements for this job?
9. What do you think is the best way to prepare for and enter this occupation?
10. Are there advancement opportunities in this field?
11. Are there any major changes taking place in your occupation, either due to technology or the marketplace?
12. Why do people decide to leave this occupation?

Remember, these are just sample questions, but they cover most of what you should ask during an interview. If your source(s) do not provide you with any referrals during the interview, before you leave, be sure to ask if they know of anyone else in their profession who you might contact. Thank them for their time then follow up with a thank you note or card.

Never ask for a job. The purpose of an informational interview is to help you better understand what is involved in a specific occupation and to develop contacts who may be able to refer you to a possible job opportunity in the future.



**Jason
Carroll**
age 30

2001 Bachelor's Degree
Business Administration

Branch Manager
First National Bank Alaska

Hometown:
Kenai, AK



“When I graduated from the
University of Alaska, Fairbanks

I never imagined that in two short years I would be handed the keys to my own bank branch.

First National Bank Alaska's Management Associate program made it possible for me to achieve my goals.

Today I have an established career—
I can't imagine doing anything else. **”**

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Internships: Real World Experience

.....

What is an Internship?

An internship is a planned, “real world” learning experience that provides an opportunity to gain practical, on-the-job training in a field of interest to you. It serves as a bridge between the classroom and the world of work, allowing you to apply what you have learned in school to real-life work experiences. You can think of it as apprentice-type training.

Internships are usually short-term, structured and supervised. Because of the emphasis on learning rather than money, internships are often coordinated to provide academic credit. However, internships can offer a stipend or hourly wage only, or a combination of academic credit and pay.

What are the Benefits?

- ◆ Extremely valuable, practical experience
- ◆ Individualized instruction on-the-job
- ◆ Ability to apply classroom theories in the real world
- ◆ Personal contacts with people working in your career field
- ◆ Better preparation for post-graduation employment
- ◆ Excellent resume builder

Who is Involved in an Internship?

Many internship opportunities only involve a student and employer and no academic credit is given. However, students may coordinate academic credit for some internship positions by working closely with their employer and a faculty supervisor. Generally, the student is responsible for completing assigned tasks and meeting pre-established objectives. The faculty supervisor acts as a liaison and representative of the academic department in order to maintain the instructional goals of the internship experience. The employer provides instruction, guidance, and general assistance for the duration of the internship.

How do I Choose an Internship?

Identifying and selecting an internship requires significant thought and self-assessment. Here are some things to keep in mind:

- ◆ Evaluate your personal and academic interests and determine your career goals
- ◆ Identify the skills you have to offer to an employer
- ◆ Decide the type of organization in which you would like to work
- ◆ Determine your workplace values
- ◆ Evaluate the necessity of monetary compensation
- ◆ Select a geographical area in which to work

If this sounds a bit overwhelming, don't worry! Career Services staff is available to assist you.

Evaluating and Concluding an Internship

- ◆ Ask for feedback on your performance during the internship
- ◆ Record your work activities in a journal to help evaluate both the internship experience and the company after the internship ends
- ◆ Have your supervisor formally evaluate your work performance
- ◆ Thank your supervisor and co-workers for the instruction and guidance
- ◆ Add this valuable experience to your resume

Internship Success

A successful internship experience relies primarily on one person: YOU. Treat an internship like a full-time professional position. Students who succeed take the initiative and ASK QUESTIONS. You will not know how to do everything, nor will this be expected. However, being observant, learning quickly, volunteering to help, and working hard are keys to an outstanding internship. You may do such a great job that you are offered a full-time position after graduation!

Job Shadowing

If your schedule does not allow the time commitment necessary to participate in an internship, another great way to gain valuable insights into a particular occupation or career field is to do a job shadow. This program allows students to spend a few hours to a few days “shadowing” a career professional to learn about the day-to-day duties and responsibilities associated with the job. It is not only a great way to research an occupation of interest to you, but it also allows you to begin developing your network of contacts, as many of the career professionals associated with the job shadow program are UAF or UAS alumni.

To learn more about internship and job shadowing opportunities, visit Career Services, check with your professors and advisors, or read about opportunities on the bulletin boards in your academic department.

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Essential Steps to Job Search Success

A successful job search takes commitment, time and research. Most of all it takes self knowledge so that you can pursue a job that will best match your interests, skills, abilities, personality and values. The resources and information on the following pages can help you prepare for and obtain your desired job.

Research is Essential

1. Research the company.

- ◆ Review company literature.
- ◆ Read the company web site and mission statement.
- ◆ Find out how the company is structured, who their major competitors are, and the financial picture of the organization.

2. Research the position.

- ◆ The more you know, the better able you will be to market yourself to a specific position.
- ◆ Review detailed information about the specific occupation you are pursuing by logging onto the Alaska Career Information System (AKCIS) or another online career information web site.
- ◆ If possible, set up an informational interview (see page 10) and talk with someone doing similar work to ask what they like and dislike about their position and the company. Ask informed, high-quality questions. Do these interviews for research only. Do not use them as a way to apply for a job.

3. Research the “fit.”

- ◆ Your goal is to get a job that you will enjoy and do effectively. Ask yourself honestly whether this is really what you want to do and where you want to be. Keep in mind that most people change jobs every 2-3 years.
- ◆ Inquire about organizational culture and values. Being involved in an organization that matches your style will provide for a better “fit.”
- ◆ Find out about growth potential and training opportunities as they are often a key component of an appropriate job.

Once you have done your research and know what job you wish to pursue, it's time to utilize the information you've gathered by creating an effective resume and cover letter, and preparing yourself for a potential job interview.

Degrees In Demand...Top 10

According to the National Association of Colleges and Employers (NACE) listed below are the top ten degrees in demand.

- | | |
|---------------------------------------|-------------------------------------|
| 1. Accounting | 6. Economics |
| 2. Mechanical Engineering | 7. Information Sciences and Systems |
| 3. Electrical Engineering | 8. Marketing/Marketing Management |
| 4. Computer Science | 9. Computer Engineering |
| 5. Business Administration/management | 10. Management Information Systems |

For more information on internships and jobs visit your Career Services office and UAFCareerConnect or UASJobLink.

Search Resources

UAF/UAS Career Services
Department

UAF: www.uaf.edu/career/

UAS: www.uas.alaska.edu/careerservices/

Organization Networks

Alaska Job Centers

Chambers of Commerce
(state and local)

Professional Associations

Community Service Clubs

Staffing Agencies

Libraries

Student Clubs & Organizations

People Networks

Alumni Mentor Network

Community Involvement

Friends/Acquaintances

Supervisors/Previous
Employers

Faculty & Staff

Internet and Publications

Alaska Business Directory

Alaska Journal of Commerce
- Book of Lists

Alaska Career Information
System (AKCIS)

Alaska Job Center Network
(www.jobs.state.ak.us)

O*NET (Occupational
Information Network online)

Employer/Corporate web sites

Local, state and federal
government agencies

National Association of
Colleges and Employers

Newspapers/Want ads

On-line Job Banks

Salary surveys

Trade journals

Graduation Reports

Developing a Winning Resume

Resume → Interview → Job!

The function of a resume is to get you a job interview. It should provide your name, contact information and a synopsis of your skills, abilities, education and accomplishments. Yet, despite its brevity, a good resume takes time to create. It requires a realistic self-assessment of your interests, abilities and goals, an investigation into the company or organization to which you are applying, and an understanding of the specific job you are applying for. Over the course of your career, as you acquire new skills and experiences, your resume should be updated accordingly. It's also important to note that one resume does not fit all situations. It's usually best to tailor your resume to each position for which you are applying.

Hiring managers do not read resumes. They skim them. Therefore, your resume is really more a piece of advertising than a comprehensive data sheet. It is one of the primary marketing tools you can use to promote yourself to a prospective employer. So, be sure to target it to a specific job, and keep it concise and easy to read.

Framework for Building an Effective Resume

To create a good resume, you must start with a specific objective in mind. This can be a job objective, learning objective, career objective or professional objective. Once you determine your objective, you will then need to create a list of your skills, experience and education that are relevant to the position you are applying for.

A good resume must effectively relate your relevant skills, experience and education to a prospective employer. Thus, it is important to first carefully review job descriptions and to assess whether or not you possess the required skills, experience and educational background to fill the position. If you do not have the skills, or if your qualifications to fill the job are not apparent on your resume, you will not be invited for an interview.

Personal Data (Identification)

Make your name the most prominent piece of information on your resume. Use bold text, no smaller than 14 point and no larger than 24 point. Under your name, in a smaller point size include your address and phone number, with ZIP and area codes. List a message number if you do not have voice-messaging, an answering machine, or if your roommates are unreliable, and give an email address if you have one. Be sure that your email address is professional. Never include personal information such as your age, marital status or health.

Objective Statement

An objective statement is optional. It tells the employer what kind of work you seek. It should be no longer than one sentence. Objectives are oftentimes left off of resumes in favor of expanding one's goals in a cover letter (see Guidelines for Effective Job Search Letters on page 29).

Education

List your educational background in reverse chronological order, starting with your highest degree and working backward. Generally, you do not need to list your high school diploma. Listing your GPA is optional in most fields, but is encouraged if it's a 3.5 or above. Minors and dissertation or thesis topics are also included in this section, as are honors bestowed at graduation. Sometimes you may want to highlight your experience or give a summary of your qualifications before listing your education, especially if your skills are more relevant than your degree.

Experience

In addition to full and part-time employment, this category also includes intern or volunteer experiences. Include job titles, employers, dates, city and state of your place of work, and responsibilities. Use a positive tone and action words to describe your duties and responsibilities that best match the employer's needs. Strive to show growth or contributions you made while in each assignment, listing the most relevant duties in a given job description. Do not feel obligated to include every job you have ever held.

Computer Skills/Foreign Languages

These can be listed in a "Summary of Qualifications" statement near the top of your resume, included within your previous position descriptions, or listed in a separate category altogether. Whatever the case, specify your computer skills, including software, hardware, programming languages, and applications. If including in previous position descriptions, give examples of projects you have accomplished to illustrate your level of expertise. List the foreign language(s) that you read, write, and/or speak and your level of fluency in each. Levels of fluency are defined as being proficient, knowledgeable, or familiar with a language.

Research

By listing the past and present research projects in which you have participated, you give the employer insight into your abilities and training.

Additional Categories

Using categories specific to the requirements on the vacancy announcement allows you to target the specific position to which you are applying. It will also allow you to expand on your skills and experience.

References

Most employers prefer to see references as part of, or attached to, the resume. "Available upon request" is seldom used anymore. (For more information on selecting and preparing references, please see page 29).

Guidelines on Resume Design

Although the information you choose to highlight about yourself is vital to your resume's effectiveness, there are some important design guidelines for building a good resume.

Length

A one-page resume works well for the recent graduate. If you have extensive work history, two pages are reasonable. If you are eliminating information that will help you obtain the interview just to keep your resume to one page, you are only hurting your chances of securing the interview. If you do go to two pages, make sure the most important information is stated on the first page. Be sure to include your name and contact information on each page of the resume.

Appearance

- ◆ An organized, readable layout determines whether a resume is read. Make sure it is concise. Direct the reader's eye with the format. Use 10-12 point font size for the body text.
- ◆ Use bullet points with action verbs to describe your duties (see Action Word List on page 18).
- ◆ High-quality white, off-white, ivory, or beige paper is preferred. Avoid papers with marbled textures or speckled backgrounds because they photocopy poorly.
- ◆ Use a word processor with a laser printer or have your resume professionally copied.
- ◆ Make sure there are no typographical, spelling, or grammatical errors.
- ◆ Use formal style without contractions or acronyms.

Content

- ◆ Design your resume with a particular objective in mind. Present information important to the objective first.
- ◆ Sell yourself, attracting attention to your special abilities.
- ◆ Be selective about what you include, but never falsify or exaggerate information.
- ◆ Place dates on the right-hand side of the resume in order to de-emphasize them. You do not want them to distract the reader, but at the same time, you want them to be easy to find.

Types of Resumes

There is no "perfect" or "right" resume format. The format you select will depend upon the type of job you apply for and your past experiences. (Samples of some common resume formats begin on page 19.) Review them to determine what format or combination of formats will best represent you.

The most popular formats are chronological, functional, and combination. They are described below, along with some additional formats that are sometimes used. If you're not sure which style of resume to use, visit your Career Services Office for assistance.

Chronological

Most effective when the work history and education are directly related to the career objective. It organizes experience by date, beginning with the most recent. It emphasizes continuity and allows for elaboration on duties within each position.

Functional

Identifies and highlights responsibilities, skills, and functions which are transferable from previous experience to a new goal/position. Most commonly used when job titles do not relate specifically to skills acquired, when a career change is made, or when someone has been out of the workforce for a period of time.

Combination

Similar to the chronological format, the combination resume clusters and highlights relevant experiences and allows a break in date continuity while minimizing or eliminating unrelated experience. It combines elements of both the chronological and functional formats. It highlights what you are offering as a candidate. Employers are looking for facts and specifics in order to assess your achievements and potential. The more specific, concise examples of successes you can present, the more impressed employers will be with you.

Electronic

Electronic resumes can be used in several ways. Method 1: Applying to companies via email where your resume is sent as part of a document or as an attachment. Method 2: Submitting your resume via electronic forms provided by the company. Here you need to ensure that the application is completed exactly as the company prescribes in order to get your information into their database. Method 3: Using the Internet as a marketing tool by posting your resume on your personal web page and inviting employers to go to the web page for your information.

Scannable

These are resumes scanned by a computer to pick up key words or phrases to help companies automate part of their selection process. Scanning limitations require that these resumes meet certain standards. The use of white paper, printed on one side only, preferably on a laser printer is recommended. Left-justify your text, use a standard font such as Arial or Times New Roman, and a font size of 10 or 12, with the larger size preferable. It is also recommended to limit text bolding, and avoid italics, lines, dots, bullets, etc. To best target your resume, use the key words from the vacancy announcement and address as many of their required and preferred qualifications as possible.

Curriculum Vitae

A vitae, also known as a Curriculum Vitae or CV, is a specific resume geared toward candidates for medical, academic, teaching and research positions. Emphasis is placed on academic background that is directly related to the position sought. A CV includes more headings than a traditional resume. Headings include teaching, research, continuing education, advanced training, publications, articles, conference presentations, abstracts, book reviews, and unpublished papers. A CV is typically two or three pages. Although different than standard resumes, a CV should follow the same guidelines on neatness, clarity and organization.

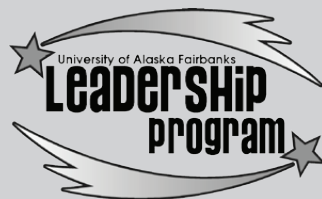
Common Resume Pitfalls

1. **Too long.** Most new graduates should restrict their resumes to one page. If you are having trouble condensing, visit with your Career Services staff.
2. **Typographical, grammatical, or spelling errors.** These errors suggest carelessness, poor education, and laziness. Have others proofread your resume! Do not rely on spell- or grammar-checkers.
3. **Hard to read.** A poorly typed or copied resume looks unprofessional. Use a computer. Use a plain typeface, no smaller than 10-point font. Bullets, underlining, boldface type and italics should be used only to make the document easier to read.
4. **Too verbose.** Do not use complete sentences or paragraphs. Say as much as possible with as few words as possible. A, an, the, and I can almost always be left out. Put your best foot forward without misrepresentation, falsification, or arrogance.
5. **Too sparse.** Give more than the bare essentials, especially when describing related work experience, skills, accomplishments, activities and interests.
6. **Irrelevant information.** Tailor each resume to each position you seek. Include all education and work

- experience, but emphasize only relevant experience, skills and activities. Do not include marital status, age, gender, children, height, weight, religious affiliation, etc.
7. **Too snazzy.** Use good quality bond paper, but avoid exotic types, colored paper, photographs, binders and graphics.
 8. **Boring.** Make your resume as dynamic as possible. Use action verbs and adjectives to describe what you accomplished on the job. Quantify your accomplishments, e.g., how many people you supervised; how much you increased revenue, etc. Avoid using superlative language. Take advantage of your rich vocabulary and avoid repeating words.
 9. **Too modest.** The resume showcases your qualifications in competition with other applicants. Put your best information forward!

Mission

The mission of the UAF Leadership Program is to cultivate leaders for Alaska by creating and supporting a rich variety of student leadership development opportunities, partnering with academic departments and the community, and recognizing successful student leadership.



- **Leadership Development:** We offer a number of opportunities for emerging to experienced leaders to expand their leadership toolboxes.
- **Volunteer Opportunities:** Develop your leadership potential while also helping those in the community.
- **Student Organizations:** Membership in student organizations can provide social, career development, volunteer, leadership development, and resume enhancing experiences.

Contact:

474-1170, leadership@uaf.edu,
or visit www.uaf.edu/leadership/



UAF is an AA/EEO employer and educational institution.

Exploring Majors?

Talk to an academic advisor from the Academic Advising Center and develop an educational & career plan that's right for you!

Services provided by the Academic Advising Center include:

Major Mania: Annual Majors Fair Spring 2009

Pre Professional Advising
medical, dental, veterinarian, law, library
science, health fields, etc.)

STRONG Interest Inventory

Discover Career Planning Program

Alaska Career Information Systems

Study Skills 101 Student Success Workshops

University Skills 201 Student Success

SkillsTutor Computerized Math, English
and Reading Tutoring Program

Learning Style Assessments

Math, English & Reading Placement Testing

UAF Academic Advising Center

509 Gruening Bldg.
(907)-474-6396 or (888) 823-8780
advising@uaf.edu www.uaf.edu/advising

Helpful Resume Section Headings

These possible section headings may help you call attention to your unique background and qualifications as they relate to the requirements of a potential job.

OBJECTIVE

- Objective or Job Objective
- Teaching Objective
- Career Objective
- Professional Objective

SUMMARY OF QUALIFICATIONS

- Summary
- Highlights
- Highlights of Qualifications
- Related Qualifications
- Related Skills and Abilities

EDUCATION

- Education or Academic Training
- Course Highlights
- Thesis or Dissertation
- Research
- Continuing Education
- Licenses & Certification
- Endorsements

SKILLS

- Special Talents or Special Skills
- Laboratory Skills
- Computer/Technical Skills
- Language Competencies or Relevant Skills

EXPERIENCE

- Work Experience
- Professional Background
- Employment History
- Related Experience
- Career Achievements
- Internships or Practica
- Student Teaching Experience
- Teaching Experience
- Coaching Experience
- Supervisory Experience
- Management Experience
- Military Service
- Grant Writing Experience
- Public Relations Experience
- Consulting Experience

HONORS

- Scholarships or Fellowships
- Activities and Distinctions
- Service or Performance Awards
- Honors and Awards

VOLUNTEER WORK & INVOLVEMENT

- Volunteer Activities
- Related Activities
- Community Involvement
- Professional Activities
- Extracurricular Activities
- Memberships
- Professional Affiliations
- Committee Work
- Leadership

WORKSHOPS/WRITING

- Publications
- Workshops or Conventions
- Seminars or Presentations
- Conference Leadership
- Conference Participation
- Exhibitions

PERSONAL

- Related Interests
- Related Hobbies
- Study Abroad
- Travel Abroad

REFERENCES

- Placement File
- Credentials
- References or
- Recommendations

KNOWLEDGE

- Areas of Knowledge
- Areas of Expertise
- Profile
- Career Highlights
- Summary
- Experience Highlights

Action Word List

ANALYSIS

account
analyzed
appraised
assessed
briefed
clarified
classified
compared
computed
correlated
debated
defined
determined
diagnosed
evaluated
examined
identified
inspected
interpreted
interviewed
investigated
maintained
mapped
monitored
observed
perceived
reasoned
researched
reviewed
screened
solved
studied
summarized
surveyed
synthesized
verified
visualized

ASSISTANCE

advised
assisted
bolstered
collaborated
contributed
cooperated
enlisted
facilitated
fostered
helped
participated
referred

served
strengthened
supported

CREATION & DEVELOPMENT

adapted
authored
built
composed
conceived
corrected
created
designed
developed
devised
discovered
drafted
eliminated
established
expanded
experimented
facilitated
formulated
generated
improved
increased
influenced
initiated
innovated
introduced
invented
launched
modified
performed
planned
produced
promoted
recommended
reduced
shaped
solved
substituted
visualized
volunteered

ACHIEVEMENT

advanced
assured
eliminated
encouraged
facilitated

fostered
improved
increased
inspired
maximized
motivated
promoted
provided
restored
stimulated
strengthened
upgraded

COMMUNICATION

addressed
advertised
answered
briefed
correspond
debated
explained
expressed
facilitated
interviewed
lectured
listened
narrated
prepared
presented
publicized
recorded
responded

TEACHING & COUNSELING

advised
advocated
aided
applied
briefed
clarified
coached
communicated
consulted
demonstrated
empathized
enabled
encouraged
enlightened
facilitated
focused
fostered

guided
helped
implemented
improved
informed
inspired
interpreted
lectured
led
modified
motivated
observed
promoted
reflected
related
restored
shared
solved
strengthened
substituted
supported
taught
trained
validated

OPERATIONS & REPAIRS

adjusted
adapted
clarified
corrected
eliminated
executed
expedited
facilitated
fixed
implemented
installed
modified
operated
prepared
produced
programmed
repaired
serviced
sustained
transported
used
utilized

NEGOTIATION

advised
advocated
arbitrated
bargained
facilitated
lobbied
mediated
merged
persuaded
promoted
reconciled
solved

ORGANIZATION

arranged
balanced
budgeted
clarified
classified
collected
compiled
coordinated
detailed
developed
facilitated
filed
graphed
gathered
identified
inspected
located
planned
processed
programmed
recorded
reorganized
recorded
reproduced
retrieved
revamped
reviewed
revised
streamlined

SERVICE

assisted
attended
cared
delivered
entertained

facilitated
maintained
prepared
procured
provided
supplied

PERSUASION

advertised
enlisted
generated
helped
improved
led
motivated
negotiated
promoted
raised
recommended
recruited

SUPERVISION & MANAGEMENT

administered
allocated
approved
assigned
authorized
consulted
contracted
decided
delegated
directed
distributed
encouraged
enforced
evaluated
facilitated
fired
hired
implemented
instructed
led
motivated
oversaw
planned
promoted
responded
retained
reviewed
scheduled
supervised

Sample: Chronological Resume

Anne Helene Pitka

P.O. Box 753636
Fairbanks, Alaska 99775
(907) 474-2525
E-mail: fnahp@uaf.edu

EDUCATION **B.B.A. in Accounting, 12/08**
University of Alaska Fairbanks, Fairbanks, Alaska
Overall GPA: 3.5, Major GPA: 3.8

A.A. in General Studies, 05/05
University of Alaska Fairbanks, Fairbanks, Alaska

EMPLOYMENT EXPERIENCE **Graduation Coordinator, 02/07 – Present**
Office of the Registrar, University of Alaska Fairbanks

- Audit transcripts to verify compliance with degree requirements
- Certify students for graduation and confirm honor qualifications
- Advise faculty/staff/students concerning degree requirements and academic regulations
- Review petition and change of major forms

Lab Tutor, 09/06 – 02/07

- UAF School of Management, Fairbanks, Alaska
- Assisted students on various accounting homework problems
- Maintained grade book for Intermediate Accounting courses

Program Auditor, 08/05 – 05/06

- Fairbanks Native Association, Fairbanks, Alaska
- Audited licensed home care providers' menus to ensure compliance with government regulations
- Computed monthly payment to providers
- Demonstrated sound judgment in ethical and adverse situations
- Interviewed and trained new staff

COMPUTER SKILLS General: MS Word, Excel
Graphics: MS PowerPoint, Pagemaker
Databases: MS Access, Filemaker Pro
Applications: Web Page Design

ACTIVITIES Vice President/Member, UAF Accounting Club (GAAP) — 3 years
Orientation Leader for New Students — 2 years
Volunteer Income Tax Assistance (VITA) — 1 year
Volunteer, Festival of Native Arts — 3 years

HONORS & CERTIFICATIONS Golden Key National Honor Society Member
Dean's List; 3 years
First Aid and CPR — current

Sample: Functional Resume

Robert J. Martin

P.O. Box 87385, Fairbanks, Alaska 99708 • Tel: (907) 455-6060 • E-mail: fnrjm@uaf.edu

Highlights

- Five years leadership experience
- Strong public speaking/presenting skills
- Proven team member

Education

B.A. Sociology University of Alaska Fairbanks, Fairbanks, AK Expected May 2010

Relevant Experience

Communication Skills

- Utilized strong experience in interpersonal communication to interact professionally with clients and coworkers
- Presented public workshops and briefings; presented relevant information in entertaining and accessible manner
- Developed and maintained relationships with clients and vendors including confidential information
- Provided constructive program feedback, assisted with change implementation

Technical Skills

- Performed successfully with IBM PC's in networked environment
- Used solid skills in Windows operating system; PageMaker 6.5; and 10-key machine
- Executed maintenance tasks with MS Access, Excel, PowerPoint and Dreamweaver
- Developed troubleshooting ability with LCD projectors and IBM PC hardware

Administrative Abilities

- Performed general office procedures including using multi-line phone, fax, copier and networked computers
- Worked successfully in multi-faceted environment with walk-in clients, phone and electronic based inquiries
- Assisted with tracking program budget and purchasing
- Conducted informal evaluation of performance

Work History

Student Assistant, UAF Bookstore, Fairbanks, Alaska 09/06 – Present
Guide, Northern Alaska Tour Company, Fairbanks, Alaska Summers 2005 – 2008
Administrative Assistant, UAF Business Office, Fairbanks, Alaska 03/03 – 12/04

Community Involvement

Member, Midnight Sun Swim Team Board of Directors, Fairbanks, Alaska 01/03 – Present
Volunteer, Big Brothers Big Sisters, Fairbanks, Alaska 11/03 – 12/06
Volunteer, Kid's Voting, Fairbanks, Alaska 09 – 10/03

Trainings

CPR for the Professional Rescuer, American Red Cross Expires: 2009
Multi-page web Site Design, UAF Tanana Valley Campus Spring 2006
Time Management for HR Professionals, Career Track Fall 2004

Sample: Combination Resume

Shawn Morgan

P.O. Box 75629, Fairbanks, Alaska 99707 E-mail: fssmm@uaf.edu Cell: (907) 455-9962

Summary of Qualifications

Strong public relations skills and organizational ability in fast-paced organizations
Proven ability to manage simultaneous projects and deadlines
Demonstrated analytical and problem-solving skills

Education

University of Alaska Fairbanks
MBA in Business Administration May 2008
BBA in Finance May 2004

Relevant Coursework

- Finance Management
- Entrepreneurship
- Derivative Securities
- International Business
- Organizational Behavior
- Statistics

Public Relations Experience

President, Associated Students of Business (ASB) 2005

School of Management, UAF

- Co-organized Annual Business Leader of the Year Banquet for the Fairbanks business community
- Led five member club management team
- Facilitated club meetings including speaker arrangements

Tours and Ticketing Agent

May – September 2004

River's Edge Resort

- Coordinated reservations for high volume of visitors
- Promoted city attractions and tours; transported visitors
- Critiqued tours; made suggestions for improvement
- Organized and stocked gift shop

Administrative Experience

Office Assistant

September 2004 – Present

UAF Bookstore

- Provide consistent customer service to students, faculty, staff and campus visitors
- Troubleshoot unique customer needs and requests
- Communicate with suppliers concerning special orders
- Facilitate shipping and receiving of merchandise

Computer Skills

Proficient with Windows and Macintosh platforms: WinNT, MS Word, Excel, PowerPoint, Filemaker PRO, FTP, MS Front Page

Sample: Electronic/Scannable Resume

Nancy K. Morrison

2304 Auburn Court
Fairbanks, AK 99709
Phone: (907) 474-7777
E-mail: ftnkm@uaf.edu

OBJECTIVE

Seeking computer programmer position to utilize formal education and practical experience to help my employer improve customer response time while decreasing total costs and expenses.

SUMMARY

15 years experience in installation, repair and maintenance of equipment.
Provide high quality direct service to clients.
Handle end-user complaints diplomatically and efficiently.
Coordinate personal computer (PC) training and support.
Design systems for quick access to vital information.
Troubleshoot and solve problems.

EDUCATION

Bachelor of Science Degree in Computer Science, May 2007
University of Alaska Fairbanks (UAF), GPA 3.57

COMPUTER SKILLS

Computer Languages: ADA, C, C++, BASIC, FORTRAN, Pascal, PL/1, LISP, HTML

Assembly Language: 8085/Z80, 6800, 68000, VAX, MC68HC11

Operating Systems: UNIX, MS-DOS

Packages: UNIX Utilities and Text Processing, Autocad

Software: MS Word, MS Excel, MS PowerPoint, Microsoft Project, LabView, MATLAB, Logic Works, Pspice

WORK HISTORY

Student Technician, UAF Career Services, Fairbanks, Alaska January 2004-Present
Maintain computer systems for a local area network (LAN).
Operate and maintain career guidance software.
Design and implement programs to print and distribute schedules and tracking of information distribution.
Design department web site and teach staff to use each component.

Client Service Specialist, Xerox Corporation, Anchorage, Alaska May 1994-May 2002
Maintained territories of 55 to 300 machines, exceeding targets.
Successfully coordinated installation of 60 machines under strict deadlines.
Developed field repair procedure for Xerox copier paper-tray problem.
Managed \$15,000 annual inventory.

COMMUNITY INVOLVEMENT AND PROFESSIONAL AFFILIATIONS

President, Association of Computing Machinists (ACM) Student Branch, UAF
Fairbanks Food Bank Volunteer

PERSONAL

Financed 100% of college expenses.
Interest and experience in electronics.

Sample: Educator Resume

Tammy Jackson

P.O. Box 845920, Fairbanks, Alaska 99708
E-mail: fstj@uaf.edu

home: (907) 452-3832
fax: (907) 457-0987

Alaska Certification

Type A: Secondary, History

Expires: 2009

Teaching Competencies

World History	Ballroom Dance	U.S. History
Alaskan Studies	Economics	Wood Shop
Geography	Political Science	Physical Education

Education

University of Alaska Fairbanks
Teacher Certification Program, GPA 3.5 May 2004
Bachelors of Arts in History, GPA 3.0 May 2003

Teaching Experience

Substitute Teacher December 2003 — Present

Fairbanks North Star Borough School District, Fairbanks, AK

- Subjects taught: Physical Education, Social Studies, U.S. and World History
- Utilized appropriate and consistent classroom management and discipline techniques

Student Teacher Fall 2003

Z.J. Williams Memorial School, Napaskiak, AK

- Subjects taught: U.S. History, Alaska Studies, Social Studies, Wood Shop
- Developed several thematic units on Alaskan native cultures
- Incorporated the use of the Internet as a research tool

Camp Counselor Summers, 2001, 2002 & 2003

Camp Fire USA

- Provided a safe, age-appropriate environment for group of 8-14 children to learn outdoor skills and teamwork
- Served on team to develop activities and themes

Honors

UAF Dean's List
UAF Leadership Honors
U.S. Army Commendation Medal

Professional Organizations

National Council for the Social Studies
Alaska Historical Society
Alaska Council for the Social Studies

Credentials

Alaska Teacher Placement, (907) 450-8400, atp@email.alaska.edu

Sample: Technical Resume

Antwone Goode

392 Airport Way, Fairbanks, Alaska 99701, (907) 456-0100, E-mail: fsang@uaf.edu

EDUCATION:

M.S. Mechanical Engineering, expected May 2010
University of Alaska Fairbanks, Fairbanks, Alaska

B.S. Mechanical Engineering, May 2006
San Jose State University, San Jose, California
Senior Project: Designed/constructed a food processing machine following FDA guidelines. Integrated stainless steel, plastic, a pneumatic system, and servo-motors.

RELEVANT LICENSING:

Professional Engineer in Training (EIT) License #BE02278962

EXPERIENCE:

UAF Engineering Computer Lab, Fairbanks, AK, 08/01 – 02/02, 08/04 – present
Lab Assistant

- Resolved student computer problems, maintained hardware, and taught seminars.

Special Technologies, Inc., Sunny, CA, 01/04 – 07/04
Intern - Manufacturing Engineer/Mechanical Engineer

- Designed fixtures to accelerate assembly process of biomedical equipment using AutoCad 12.
- Used MRP system to track assembly projects and to control inventory.
- Set up Documentation Control area for ISO 9000 audit.
- Inspected all outgoing assemblies to ensure quality.

TECHNICAL SKILLS:

Computer Applications (IBM): Proficient in Word, Excel, AutoCad 12, Autosketch
Familiar with Matrixx, Matlab, Siler Screen

Computer Applications (Mac): Accomplished in Design CAD 2D/3D, MSWord, MSEXcel,
Pagemaker

Computer Programming: Lisp, Prolog, COBOL, Pascal, dBase, R-Base, FoxBase,
Paradox, DataEase, C++, Fortran 77, Pascal, BASIC

Additional: Nationally ranked expert chess player

EXTRACURRICULAR ACTIVITIES:

Calculus Tutor, Lathrop High School, Fairbanks, AK
Exhibit Clerk, Tanana Valley State Fair, Fairbanks, AK
Volunteer, City Council Election Committee, Union City, TX
Co-Chair, 75th Annual Pi Tau Sigma National Convention, San Jose, CA

PROFESSIONAL AFFILIATIONS:

American Association for Advancement of Science (AAAS)
American Society of Mechanical Engineers (ASME)
Pi Tau Sigma - National M.E. Honor Society

Curriculum Vitae: Page One

VALERIE TRUDEAN

4343 BlueBell Avenue, Fairbanks AK 99709
(907) 589-5623 E-mail: fvtv@uaf.edu

EDUCATION

Ph.D., Land Resource Management/Biology: Interdisciplinary Program
University of Alaska Fairbanks (UAF), May 2005
Dissertation Title: "Manifestation of the Spruce Beetle in Northern Arctic Climates, including the Fairbanks area." Advisor: Dr. Dale Shimek

Master of Science, Forest Science, The Evergreen State College, Olympia, Washington, June 2001
Bachelor of Science, Biology, University of Wisconsin Madison, Madison, Wisconsin, May 1999

RESEARCH EXPERIENCE

Graduate Research Assistant, UAF Biology Department, 05/01-05/04
Assisted in the design, implementation, and evaluation of research investigations conducted through the College of Natural Sciences. Provided orientation and training to peer graduate research assistants.

TEACHING EXPERIENCE

Graduate Teaching Assistant, UAF Biology Department, May 2002 – May 2005
Taught undergraduate level courses and conducted labs in Biology and Botany.

CURRENT RESEARCH

Hemlock Dwarf Mistletoe (*Arceuthobium tsugense*) – "Mode of Infection"
Roosevelt Elk (*Cervus elaphus roosevelti*) – "Habitat Range and Fall Behavior Patterns of Two Herds in the Quinault Valley of Olympic National Park"
Pileated Woodpecker (*Dryocopus pileatus*) – "Use of Artificially Created Snags in Olympic National Forest"
Ponderosa Pine (*Pinus ponderosa*) – "Formulation of a Master Fire Chronology or a Watershed in the Eastern Cascades; Wilderness Fire Management"
Governor's Subsistence Task Force Plan – "Process Evaluation of the Task Force Proposal"

RELEVANT EXPERIENCE

Subsistence Ranger, Healy, Alaska
Denali National Park and Preserve, May 2000 – September 2000

- Assisted in the development of a subsistence management plan
- Provided data, information, and feedback to Federal Subsistence Board
- Managed subsistence information, issues, and permits
- Assisted in aerial hunting patrols
- Represented data using Microsoft Excel and Access

Backcountry Ranger, Port Angeles, Washington
Olympic National Park, July 1998 – September 1998

- Provided visitor contact, assistance, and education
- Responded to fire, search and rescue, and emergency medical incidents
- Supervised two volunteer rangers
- Utilized computers to issue permits, document patrols, and create signs

Curriculum Vitae: Page Two

VALERIE TRUDEAN Page 2

PUBLICATIONS

Trudean, V. 2000. "Mode of Infection – Hemlock Dwarf Mistletoe." *Journal of the Northern Resources Association*, 6 (1), 18-24.

Trudean, V. "Use of Artificially Created Snags in Olympic National Forest." *National Park Journal*.

PRESENTATIONS AT PROFESSIONAL MEETINGS

"Mode of Infection – Hemlock Dwarf Mistletoe," Northern Resources Conference, Seattle, May 2004

"Backcountry Medical Response," Annual Meeting, Association of National Park Rangers, June 2001

FELLOWSHIPS AND GRANTS

Graduate Opportunity Fellowship, University of Alaska Fairbanks, 2004-2005

Fund for Improvement of Postsecondary Education (FIPSE) Grant, University of Alaska Fairbanks, 2004

PROFESSIONAL MEMBERSHIPS

Association of National Park Rangers, June 1992 – present

HONORS

Outstanding Graduate Student Teacher, University of Alaska Fairbanks, May 2004

Outstanding Sciences Student of the Year, The Evergreen State College, May 2001

Performance Award, Olympic National Park, June 1998

COMMUNITY INVOLVEMENT

Volunteer Field Guide, Friends of Creamer's Field, June 2003 – present

Volunteer, Boys & Girls Clubs of the Tanana Valley, June 2001 – September 2004

REFERENCES

Dale Shimek, Ph.D., Land Resource Management, University of Alaska Fairbanks, (907) 474-9090

Bill Atkins, Ph.D., Biology Department, University of Alaska Fairbanks, (907) 474-2882

Kate Trost, Ph.D., Forest Science Department, The Evergreen State College, (360) 866-6661

Kevin Brochman, National Park Service, Port Angeles, Washington, (360) 928-7134

POTENTIAL ADDITIONAL HEADERS FOR CURRICULUM VITÆ

COMMITTEE WORK

ACADEMIC SERVICE

LICENSURE

TECHNICAL EXPERTISE/FIELD WORK

LANGUAGES

CONSULTING EXPERIENCES

Tips for Writing the Federal Government Resume

- 1) **Plan to spend plenty of time.** It is a lengthy process to properly create and maintain a federal government resume. If an application form is required, make sure to use the correct one.
- 2) **Make sure it is neat and typed.**
- 3) **Familiarize yourself with the federal system.** Know how to find the key words in the vacancy announcement and the various levels of qualifications. A counselor at Career Services can help you with this.
- 4) **Be specific and list information accurately.** Fill in all the blanks. Indicate N/A for not available or UNK for unknown.
- 5) **Your resume must include the following information.** Omitting required information could result in your resume being disqualified and/or damage your potential for an interview.

JOB INFORMATION

Announcement number, title and grade(s) of the job for which you are applying.

PERSONAL INFORMATION

Full name, full mailing address, and day and evening telephone numbers

Social Security Number

Country of Citizenship (most federal jobs require US citizenship)

VETERANS PREFERENCE

REINSTATEMENT ELIGIBILITY

EDUCATION

WORK EXPERIENCE—include volunteer experience and major projects

OTHER QUALIFICATIONS—include special responsibilities, training others, cross-cultural experience

- 6) **Know your KSAs (Knowledge, Skills and Abilities).** Write them for maximum points.

Knowledge: information, fact or procedure which demonstrates your ability to perform

Skills: an observable competence to perform a learned psychomotor activity

Ability: a demonstrated capability to perform an observable behavior or a behavior that results in an observable product

Excerpted from *The Student's Federal Career Guide* by Kathryn Kraemer Troutman and Emily K. Troutman

- 7) **Show increased levels of responsibility.**
- 8) **Indicate Teamwork and Leadership experience with examples and results.**
- 9) Additional resources for assistance:
www.usajobs.opm.gov
<http://federaljobs.net/applyfor.htm>

(A partial example of a federal government resume is provided on page 28).

FEDERAL EMPLOYMENT

Five Great Reasons to Answer the *Call To Serve*

1) The Nation's Largest Employer is Hiring!

By 2009, more than half of all current federal employees may be eligible to retire, including those who could be given early retirement options.

Unlike some other employers, the federal government will never go out of business. It will always need good people to protect the interests of American citizens.

2) There's a Job for Every Interest

You can combine your skills with your interests – for example, use your accounting background to improve the environment, your engineering degree to improve airport security, or your biology degree to conduct cutting-edge medical research.

3) You Can Make a Difference

The work that government employees do has an impact on the life of every American.

You can play a vital role in addressing pressing issues, from homelessness to homeland security.

4) The Federal Government Can Help Pay for School

Federal agencies may help you payback your student loans if you work there for a certain length of time.

Pursue a graduate degree, and your employing agency may just pick up the tab!

5) You Can Advance Quickly

Federal agencies offer excellent training and development opportunities, and training can begin your first day on the job.

There are a number of "fast track" possibilities for advancement within your field.

A new report, *Where the Jobs Are: Mission Critical Opportunities for America*, released by the Partnership for Public Service, outlines government-wide projected hiring needs through 2009 and is based on a survey of 34 federal agencies which represent nearly 99% of the federal workforce. The survey finds nearly 193,000 mission critical jobs need to be filled by 2009.

Sources: calltoserve.org and makingthedifference.org

For more information on Federal Careers and Internships visit: www.makingthedifference.org

Sample: Federal Government Resume

Jason Bahl

2001 Madison Ave
Fairbanks, AK 99775
907-488-9856 (Home)
907-856-1453 (Work)
907-852-5623 (Fax)
E-mail: fsjbb@uaf.edu

Social Security Number: 000-00-0000
Country of Citizenship: United States of America
Veteran's Preference: N/A
Contact Current Supervisor: Yes

OBJECTIVE

Environmental Engineer, GS-1234-07

SUMMARY OF QUALIFICATIONS

- Work independently or as a team member to meet goals and objectives
- Complete research for and coauthor environmental impact studies
- Use computer models to forecast bird migrations after reforestation efforts
- Conduct field studies on soil erosion and levels of pollutants in Denali National Park

WORK EXPERIENCE

Environmental Protection Agency

21 South St, Fairbanks, AK

Supervisor: Jimmy Jones (907) 474-0000 (Supervisor may be contacted)

May 2003 – present

Salary: Stipend and 3 credit hours

20 hours/week

Environmental Technician Intern III

Duties and Responsibilities:

- Work as part of three person team to conduct research on levels of pollution in Alaska's National Parks
- Analyze soil, water and air samples
- Research historical files
- Write grant proposals and assisted supervisor in monitoring other grants

Hilltop Ski Resort

474 Eagle Lane, Cleary Summit, AK

Supervisor: David Thoreau (907) 585-8558 (Supervisor may be contacted)

October 2002 – April 2003

Salary: \$160 per weekend

15 hours/week

Shift Leader

Duties and Responsibilities

- Maintained ski trails to ensure customer safety
- Operated and maintained ski lift equipment and made repairs as required
- Briefed clients on ski range operations, safety precautions, and weather and trail conditions

Note: This is a partial sample. Other headings and information would follow.

References & Letters of Recommendation

Positive references and letters of recommendation are essential to a successful job search or entrance into graduate school. Throughout your career you will be developing new references, as well as maintaining contact with individuals who have known you and your skills for a long time. Important contacts, which could turn into references, are made through all aspects of your life, including any job, college course, or volunteer situation.

Potential References

- Former or current employers
- Faculty and staff
- People who have supervised you
- Volunteer, practicum or internship advisors
- People you have supervised
- Co-workers

Selecting References

- **A diverse list of references is important.** It is best to select your references so that all of your skills and abilities will be mentioned. Most employers are interested in talking to someone who has worked with you in an official capacity, e.g., someone who is a professional reference. Therefore, character references, such as family and friends, should be provided only at an employer's direct request.
- **Select three to five responsible people who will say great things about you and your work.** Ask them, "Are you comfortable being a positive reference for me?"
- **It is CRITICAL to get permission from your references before using their name.**
- **Obtain accurate contact information from your references:** Name, Title, Organization, Phone Number(s), Mailing Address and Email Address.
- **Your references need to be accessible to the potential employer.** Be sure to ask if listing their home, work, and/or cell phone number(s) is acceptable.

Preparing References

- **Keep your reference providers aware of your job search efforts.** Provide them with a copy of the job description(s) and your resume, so they can be familiar with your experience and goals.
- **Suggest to your references which of your skills and experiences you would like them to discuss or include in a letter.**

Supplying References to Employers

- **When employers ask for references be sure to give them what they request.** Generally, the term "references," refers to names and contact information.
- **Employers now prefer that you provide reference information with your application materials instead of listing "available upon request."** This reduces the employer's workload by eliminating the need to re-contact you.
- **Prepare your reference list in an easy to read format.** If they are on a separate page, be sure to place your own name and contact information at the top of your references page. Use the same heading as on your resume.

Letters of Recommendation

- **"Letters of Recommendation"** are often written by faculty members recommending a student for admission to a graduate program. However, some employers will request letters of recommendation from your references.
- **Interfolio Credential Service:** Through our partnership with Interfolio, Career Services provides the university community with a state-of-the-art online credentials service that securely streamlines, simplifies, and speeds up the credentials and portfolio process for everyone. Visit the Interfolio web site at www.interfolio.com.

Guidelines for Effective Job Search Letters

Cover Letters, Thank You Letters, Letters of Acceptance

To be effective, each type of letter should be error free with correct spelling, grammar, and sentence structure. The Career Services staff can provide you with examples and offer suggestions and feedback on all types of letters.

Cover Letter

A cover letter should be specifically tailored to the job and organization. They are also called: "Letter of Introduction," "Letter of Interest," or "Application Letter." (See examples on pages 30–31).

Thank You Letter

A thank you letter follows an interview and expresses your appreciation for the interview and re-emphasizes your interest in the position. It can also be used for responding to a rejection or withdrawing yourself from consideration for the position, e.g., expressing your appreciation of the employer's time in considering/interviewing you (see example on page 32).

Letter of Acceptance

A letter of acceptance documents your acceptance of the position after the job offer. Restate the details of your start date, job title, and other pertinent details.

Cover Letter: Response to Advertised Position

Katie Kounsel

1261 Any Street, Chico, CA 95928
Tel: (530) 555-01212 Email: kkouns@server.net

March 22, 2008

Aaron Smith
County of Yolo
Human Resources
625 Court St., Room 101
Woodland, CA 95695

Dear Mr. Smith:

In response to your county's advertisement regarding the Social Work Practitioner position, I am enclosing a resume for your review. In May of this year I will have completed my Masters degree in Social Work (MSW). Upon graduation, I would enjoy returning to Yolo County to work with your team. I spent many of my childhood years in Woodland and feel connected to the area and the population.

My studies have focused on human development, and I have experience working with children and families. I have worked collaboratively with primary caregivers, school professionals, health care professionals, and other counselors to create service plans, increase family communication, and promote safety for children.

Currently I am interning at Butte County Behavioral Health (Chico Community Counseling Center). This county position has provided a clinical setting to perform individual, family, and group counseling. I am confident my knowledge of family systems, the DSM-IV mental health diagnoses, and my understanding of state and local laws and regulations would make me an excellent addition to your team.

I look forward to an opportunity to further discuss how the skills I developed through my education and experience can contribute to this position.

Thank you for considering my application.

Sincerely,

Katie Kounsel

Katie Kounsel

Enclosure: resume

Relates past experience, personal and professional, to the position.

Impressive list of skills.

Well written transitions.

Asks for the interview!

PARTS OF A COVER LETTER

1. Heading

Use the same heading as your resume.

2. Introduction

State the specific position and how you learned about it.

State why you are interested and/or qualified.

Should seize the employer's attention.

Cover letters adapted with permission from the Career Center, California State University, Chico web site.

Cover Letter: Unsolicited Application for Employment

SAMANTHA SELLERS

1231 University Avenue, Fairbanks, AK 99700
Tel: (907) 123-4567 Email: student@sample.net

February 19, 2008

Rick Reviewer
Manager, Recruiting and Training
A&D Seafood Company
2222 Oceanside Road
Anchorage, Alaska 99500

Dear Mr. Reviewer:

I am graduating in May 2008 with a Bachelor of Arts in Communication Studies including an option of Organizational Communication from University of Alaska Fairbanks (UAF). I am interested in a sales position with your company because A&D Seafood Company has established a worldwide reputation in the seafood industry and remains family-owned.

Growing up in a commercial fishing community has taught me the different challenges a person faces when working in the industry. In addition, as a senior at UAF, I learned to deal with a variety of management and sales challenges through courses in human resource management, speech communication, interpersonal communication, and negotiation. Along with my education, my experience as a sales coordinator for ABC Farms has confirmed my interest and success in a sales career.

From your web site, I understand A&D is dedicated to turning challenges into opportunities and change into growth. This growth has resulted in a reputation for high quality and strong customer relationships. This is the type of organization where I am confident my skills and knowledge would be best suited. Some of my skills and knowledge include:

- Proven sales experience
- Ability to work effectively as part of a team
- Experience in the agricultural industry
- Interpersonal communication skills
- Strong public speaking skills

Although my resume provides a summary of my background and experiences, I would like to meet with you in person to discuss any available opportunities with A&D Seafood Company. I can be reached at (907) 123-4567 or student@sample.net.

Thank you for your time and consideration.

Sincerely,
Samantha Sellers

States career objective.

Explains experience and education relevant to the company and position.

Company research ties applicant's skills to the organization's goals.

Bulleted skills avoids repeated use of I and presents transferable skills in attention getting manner.

Asks for the interview!

Emailed letter has no space for a signature.

PARTS OF THE COVER LETTER . . . continued

3. Body: 1-3 Paragraphs

*Each paragraph should have a main topic.
State specific skills.
Relate experience to the job.
Show your best attributes.
Be concise.*

4. Closing

*Restate your interest in the job.
Ask for the interview.
Thank them for reviewing your application.*

Thank You Letter

Leah Kennedy
300 Gillette Avenue, Fairbanks, Alaska 99709
(907) 474-3127
E-mail: l.kennedy@uaf.edu
www.ais693.uaf.edu/ais693/kennedy

December 10, 2005

Mr. Skip Moss
Recruitment Coordinator
Manpower Temporary Services
PO Box 1700
Houston, TX 77001

Dear Mr. Moss,

I appreciated the opportunity to interview with you for the Administrative Assistant position. Before you make your final decision, I want you to know I am extremely interested in this position and in Manpower Temporary Services.

You made it clear that you are looking for someone who can prioritize, handle numerous tasks and work well under pressure. When you combine my accomplishments in the business setting with my computer and office background, you will find that I fit your profile perfectly.

Thank you for the interview and opportunity to gain some insight into your organization. I look forward to hearing from you.

Sincerely,

Leah Kennedy

Leah Kennedy

The Art of Successful Interviewing

A job interview can be an intimidating experience, but there really is no secret to developing effective interviewing skills. Preparation and practice are the keys!

In preparing for interviews, you must be able to assess your skills and experiences and then state how your unique qualifications match the career or specific position you seek. In addition to self-assessment, the more you research an occupation and/or company, the better your ability to express yourself in an interview.

Students who have conducted informational interviews prior to beginning their job search (see Interviewing Yourself Into A Career on page 10), have found that preparing for job interviews is so much easier and they feel more comfortable because they know more about their employment field and the particular company/organization to which they have applied. Participating in mock interviews (practice interviews with Career Services staff or with career professionals/mentors willing to volunteer their time) also allows you to practice and acquaint yourself with the interview process.

You want to accomplish two objectives in a job interview. First, you want to make a favorable impression. Second, you want to gather information to help you determine whether or not you actually want to work for the interviewer/employer.

The interviewer's objective, on the other hand, is to obtain enough information about you to make an accurate assessment of your qualifications, background, and career goals. They want to select the best possible candidate for their organization.

When preparing to tell your story to a prospective employer, it can be helpful to use the **STAR Method**. Explain a past **Situation**, your **Task** or role, the **Action** you took, and the **Results** of your action. If you get nervous during an interview, you can think of the points by remembering "STAR."

The STAR method also helps you determine if an experience is a good one to use at an interview. Here is an example: "When I worked at the state library, many of the books were not filed correctly (Situation). I was in charge of shelving books on three floors (Task). I talked to my boss about designing a new employee training method at the next staff meeting (Action). All the library assistants helped in sharing ideas for the new training on shelving. After that meeting, there were fewer misplaced books, and customers asked fewer questions about finding books that were listed as 'in' (Results)."

Once you have six to eight experiences, practice telling the stories out loud to a friend or to Career Services staff. Besides experiences, it may also help to pick three or four skill areas that you wish to focus on during the interview. Example: I am a team player, have multi-cultural experience, and have strong computer skills. If you think through the job requirements, identify skills that match, and practice talking about your experiences, you will be well prepared for the interview.

It Starts With First Impressions

Any time you interact with a potential employer, whether it is conducting research on the company, inquiring about job openings, picking up a job application, or visiting the business as a customer, imagine yourself being evaluated by those who you contact. Always be positive, upbeat and professional when corresponding in person, by mail, phone or email. Always be respectable in the way you dress and the way you act. First impressions are usually lasting ones.

Even though being invited to a job interview is certainly exciting, more preparation is needed. **The following steps are keys to landing the job.**

Continue researching the organization through its marketing literature and/or its web site. Talk to people who know the company, or to current employees. Learn about its history, customers, services or products, business philosophy, the kind of people it employs and, if possible, its management.

Make sure you know the location of its offices or stores, especially the location where you are to be interviewed. Identify the parking situation, with whom to check in for the interview and where, and the company's preferred attire in the workplace. Knowing this information beforehand can help reduce the pre-interview anxiety and allow you to concentrate on preparing mentally for the interview.

Plan ahead by making sure the clothes you plan to wear are fresh, clean and pressed, that you are well-rested and properly groomed. Stale clothes, tired eyes, smelling of alcohol or tobacco, won't leave a positive impression. Plan to go alone, and give yourself plenty of time to get to the interview location — preferably five to ten minutes early. Wearing appropriate clothes, appearing clean and alert, and arriving early will allow you to feel more confident, at ease, and better able to adjust to the surroundings. You can use the extra time to dry off your hands, take deep breaths to relax, or visit the restroom.

When you arrive at an office for an interview, introduce yourself and tell the receptionist you have an appointment for an interview. Give the time of the appointment and the name of the person who will interview you or who scheduled the interview.

Greet your interviewer by name, shake hands, and introduce yourself. "Hello Mr. or Ms. So and So" is always appropriate. Don't call your interviewer by their first name unless asked. Wait for the interviewer to offer you a seat. Do not sit down until they have seated themselves.

Many employers and recruiters begin interviews with small talk. Topics can range from the weather to sports and will rarely focus on anything that directly draws out your skills. Nonetheless, you are still being evaluated. Many interviewers are trained to evaluate candidates' various qualities. This means you must do more than smile and nod. Employers seek people with direction and motivation. You can demonstrate these characteristics by your answers to these innocent sounding questions. If you are nervous, it is okay to mention it. Interviewers are used to nervous job applicants. However, they

will pay attention to how you handle pressure. Simply saying, “I’m a little nervous. This opportunity is really important to me,” may help create a more relaxed atmosphere and help restore your confidence.

Engaging in the Interview

Once the official part of an interview begins, interviewers will carefully be listening and evaluating your answers to their questions. Here is a list of what you are likely to be evaluated on:

1. **How mentally alert and responsive are you?**
2. **Can you draw proper inferences and conclusions during the course of the interview?**
3. **Do you demonstrate a degree of intellectual depth when communicating, or is your thinking shallow and lacking depth?**
4. **Have you used good judgment and common sense regarding life planning up to this point?**
5. **What is your capacity for problem solving?**
6. **How well do you respond to stress and pressure?**

If you have done your research on the position and organization, and have carefully evaluated how your own experiences and skills relate to the position, you should easily be able to formulate concise answers to some of the questions you will be asked. However, refrain from reciting memorized answers. You want to come across as interested and naturally enthusiastic about the job, not rehearsed and flat.

During the interview, sit up straight and look alert. Do not chew gum or smoke, even if the interviewer does. Feel free to smile when appropriate. When being asked a question, look the interviewer in the eyes to show you are listening, but avoid staring. Try to maintain eye contact while answering the question, though glancing away occasionally as if thinking is fine. Vary the tempo and tone of your voice. Have your resume and/or portfolio with you to refer to, as it may trigger your memory. Be sincere, positive, and honest with your answers and steer away from any troublesome areas. You, more than your interviewer, can control the content of the interview. Know in advance what you want to stay and look for opportunities to say it.

Do not talk about what was wrong with past jobs or past employers. This is a common mistake job applicants make. Instead, talk about what you are looking for in a job or what you have learned about yourself and how you work. Do not mention financial or personal problems.

When you have questions about the job duties, ask them early in the interview so that you can target your abilities to the job as the interview progresses. Relate your background and accomplishments to the employer’s needs. Some employers will tell you that they have set aside time at the end for questions. Others might be comfortable with you asking questions throughout. Pay attention to an employer’s body language and watch how they react to your questions.

If the interview isn’t going smoothly, do not panic. Some interviewers might test you to see how you handle stress. Stay positive, and ask your interviewer to repeat anything you do not understand so you can gather your thoughts.

Expect the Unexpected

During the interview, you may be asked some unusual questions. Many times questions are asked simply to see how you react. For example, surprise questions could range from, “Tell me a joke” to “What time period would you have liked to have lived in?” These are not the kind of questions you can prepare for in advance. But through your reaction and the response given, you will be evaluated by the employer. The best advice is to pause briefly to consider the question then give a natural response.

The Closing Counts, Too

The conclusion of the interview is also very important. During this time, your overall performance is being assessed. Remain enthusiastic and courteous. Often this is when you are given the opportunity to ask questions. Be sure to have some questions written or at least thought through that will help you to decide whether the position is suitable for you. It is appropriate to ask the interviewer about the hiring process and when a decision will be made. You could also ask if there are any important skills needed for the job that have not been covered in the interview. This allows the employer to state some issues/concerns, and for you to then speak to those issues/concerns. If training has not been addressed during the interview, you could ask how training is provided by the company to help employees improve their skills and job performance.

Do not ask questions about salary, benefits, vacation or other perks of the job. Wait for the interviewer to introduce these subjects. The best time to talk about salary is after you have been offered the job. You are then in a much better position to negotiate.

The conclusion of the interview is usually indicated when the interviewer stands up. Shake their hand and thank him/her for considering you. Being forthright is a quality that most employers will respect. During the interview or shortly after, write down the name(s) of the interviewer(s) so you won’t forget them. Send a thank you letter within two days.

Tips for Telephone Interviews

Telephone interviews can be challenging because you receive no visual cues from the interviewer. However, there are some advantages. You can use notes, you can move around, talk with your hands, or wear whatever you want.

If you have applied for a job and anticipate hearing from an employer about an interview, or if you expect a call from a prospective employer for any reason, consider the following in preparation for that call.

- Make sure the message on your answering machine or voice messaging is courteous and professional. It may be the employer's first impression of you.
- Inform everyone who may answer the telephone that employment calls may come at any time. If you feel your roommates or members of household are unreliable, consider listing a message or cell phone number. Be sure to manage your cell phone calls appropriately.
- If you leave a message after returning a missed call, always leave your first and last name, your phone number and a good time to call you back.
- If an employer schedules a specific time to call you, make sure you are available and that you have a quiet place to talk.
- Keep a copy of your resume and cover letters close to the phone.
- Keep paper and a pen next to the phone, or on you at all times for taking notes.
- Create a file on each organization that you have contacted in any way. You can refer to the file while talking on the phone and bring up pertinent information.

There are also some important things to remember when an employer does call.

- If a call surprises you, ask the employer to hold for a moment and compose yourself. Do not put the employer on hold for more than 30 seconds. If the timing is extremely bad for you, ask if you can return the call. Let the employer know the exact time that you will call, or arrange an appropriate time convenient to both of you and stick to that time.
- Never put the employer on hold while you answer "call waiting" or another "incoming call."
- Be aware that the interviewer may actually include a group of people. If they do not introduce themselves, ask if they would mind doing so. Write down their names and titles, and feel free to ask who is asking a specific question if you are not sure.
- Voice is important. Be sure to convey energy and enthusiasm. Although the employer can't see you, smile. It will help you feel more energized.
- Listen carefully to each question asked. Envision the recruiter sitting across from you and answer as if they are present.
- Speak directly into the phone. Keep the mouthpiece about one inch from your mouth. Do not eat, chew gum or smoke while on the phone, sound is amplified! Do not use a speakerphone, even if the interviewer does.

Types of Interviews

Screening

A few questions designed to find out if you would fit their company's culture and the basic job requirements. For example, human resource representatives may do screening interviews at job fairs.

Individual

One-on-one interview with a full range of questions about the position. Usually at the company.

Tag-team

An individual interview back to back with an interview with another interviewer. The interviewers could be the immediate supervisor, the boss, or a co-worker. They may ask the same questions. It is okay to give the same responses.

Group

Interactive type of interview with other people who are applying for the same position. Employers use this technique to see how you work in a group. They look for leadership and team skills. Mainly used in banks or residence halls.

Stress

A type of interview where you feel like someone is kicking the back of your chair. Usually used for sales or finance positions where they want to know that you really want the job. They may suggest you apply to another company or ask the same question over and over.

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Types of Interviews
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Panel

Two or more employees interviewing you at once. They may take turns asking you questions. Direct your answers to the person who asks you a question. As you are answering, calmly make eye contact with the other people at the table.

Problem solving

Questions to find out how you think through and solve a problem. How many pennies are in the state you live in? How many telephone poles are there from here to the next largest city? Talk through how you would figure this problem out. It is not about coming up with the right number. This type is usually used in technology or for science related interviews.

(Adapted from the Alaska Career Information System)

Questions Employers Ask

The main part of the interview starts when the interviewer begins asking direct questions. If the interviewer only vaguely describes the position and you want more specific information, ask questions. Be sure you have a clear understanding of the job and the company. Be prepared to provide examples of your skills and successes, as well as deal with the aspects of your background that could be construed as negative, e.g., low grade point average, no participation in outside activities, or no related work experience. It is up to you to convince the interviewer that although these points appear negative, positive attributes can be found in them. For example, a low grade point average could stem from you having to fully support yourself through college. You might have no related work experience, but plenty of experience that shows you to be a loyal and valued employee. Sharing specific examples of your successes is important. Maintain a positive atmosphere during the interview. The interviewer controls the question. You control the atmosphere. Below are some interview questions you may encounter.

Personal

- Tell me about yourself.
- What do you consider to be your greatest strengths? Weaknesses?
- What are your goals?
- What motivates you most?
- Describe your ideal job.
- Describe a situation in which you recognized a potential problem as an opportunity. What did you do?
- Where do you want to be in five years? Ten years?
- Tell me about a time when you came up with an innovative solution to a challenge you were facing. What was the challenge? What roles did others play?
- What kind of problems are frustrating you? How do you deal with those problems?
- Have you had difficulty getting along with a former professor/supervisor/co-worker and how did you handle it?
- Define success. Define failure.
- Of which accomplishments are you most proud?
- What are your hobbies?

About the Job

- How does your college education or work experience relate to this job?
- Why do you want to work with our organization?
- What do you know about our organization?
- Why should you be the one hired for this job?
- Why do you want to change jobs now? (if applicable)

Education

- Describe your education.
- Do you plan to return to school for further education?
- Why did you choose your major?
- In which campus activities did you participate?
- Which classes in your major did you like best? Least?
- Which elective classes did you like best? Least?

- Do your grades accurately reflect your ability?
- Were you financially responsible for any portion of your college education?
- Did you drop out of school? If so, why?

Work History & Experience

- Tell me about your most recent job or internship. What were your responsibilities at that job or internship?
- What was the best part of your last position? What did you like the least?
- What job-related skills have you developed?
- Did you work while going to school? In what positions?
- What did you learn from these work experiences?
- Have you ever quit a job? Why?
- You have not worked before or not worked in several years. Explain why.
- Give an example of a situation in which you provided a solution to an employer.
- Give an example of a time in which you worked under deadline pressure.
- Have you ever done any volunteer work?
- How do you think a former supervisor would describe your work?
- Are you comfortable with public speaking? Give us an example of groups you have spoken to.
- Have you ever supervised a group of employees?
- Describe your supervisory style.
- Give an example of how you prioritize workload.
- Describe a situation when you worked on a team.
- Tell us about your computer skills.
- Have you ever been convicted of a felony or misdemeanor?

Career Goals

- Do you prefer to work under supervision or on your own?
- What kind of boss do you prefer?
- Would you be successful working with a team?
- Do you prefer large or small organizations? Why?
- How do you feel about working in a structured environment?
- Are you able to work on several assignments at once?
- How do you feel about working overtime?
- How do you feel about traveling in your job?
- Would you be willing to relocate?
- Are you willing to work flextime?

Questions to Ask Employers

When the interviewer asks, “do you have any questions?” it’s important to have a few ready. Ask well thought out questions that communicate your knowledge of and interest in the company. Questions should elicit positive responses from the employer. Prepare more questions than you will ask as some questions may be answered during the course of your interview.

Important questions to ask are: “Would you like me to clarify or give more information relating to any of my answers to your questions?” or “Is there anything else you’d like to know about me?” A good question to end with is “Is there anything that would prevent me from coming on board?” These questions give interviewers an opportunity to voice their concerns and/or objections and you can address them before leaving the interview. Below are some questions to consider asking. Keep in mind, however, not all of these questions are appropriate for all situations.

Personal Qualities

- After reviewing my application is there anything else you would like to know about me?
- How do you feel about creativity and individuality?

Organization Related

- What is the largest single concern facing your staff (department) now?
- Why did you join and stay with your company?
- What characteristics do the achievers in this company seem to share?
- Tell me some of the reasons people like working here.
- What type of training or workshop programs do you offer new employees?
- How often are performance reviews given?
- What products (or services) are in the developmental stage right now?
- Do you have plans for expanding this company/department?
- What are your growth projections for the next year?
- Have you cut your staff in the last three years?
- Is your company environmentally conscious? In what ways?
- Does your company offer either single or dual career-track programs?
- What are the chances for growth in this job and in this company?
- Is it your company’s policy to promote from within?
- Where does this position fit into the organizational structure?
- What kind of partnerships does your organization have with others in the community?

Questions to Ask Employers (continued)

Job Specific

- Describe the typical first six months or year assignments?
- Is this a new position or am I replacing someone?
- Was the person successful? Why or why not?
- Has there been much turnover in this department?
- What skills and qualities are considered the most useful for success in this position?
- What is the most difficult part of the job?
- To whom would I report? What will my first assignment(s) be?
- What special projects will I have the opportunity to work on?
- Is there any travel involved in this position?
- May I talk with the last person who held this position?
- What are the typical career paths? What are realistic time frames?
- How will my performance be evaluated?
- Once the probation period is completed, how much authority will I have over decisions?
- What kind of teamwork projects will I be involved in?
- How will the training for this position be completed?
- Describe the work environment; walk me through a typical work day.
- What do you see as the greatest challenge for the person in this position?

Interview Process

- What is the next course of action? When should I expect to hear from you, or should I contact you?
- I would really like to work for your company. I am confident I could do this job well. When will you be making your decision to fill this job?

Attire to Get You Hired

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During an interview or when starting a new job, your appearance can enhance or hurt the impression you make. Complimentary clothes, accessories and other factors are important to making an appropriate visual statement. Though preferences change between organizations, there are some basic rules to follow. Keep in mind that some organizations still draw a distinct line between business and casual dress. For a good rule of thumb, pay a visit to the company before your interview to see how the people dress. Dressing a notch above their typical workday wear is a good plan.

Alaska Standards in Work Attire

Alaskan professional attire often differs from other places. Keep this in mind as you research information on dressing for interviews and jobs, and dress appropriately for the organization. The general tips still apply, especially during the first impression stages of an interview. When in doubt, ask someone in the organization. It is important that you conform to wearing professional clothing during your job search, especially so that employers will know that you take the situation seriously.

Women

- Business suits
- Dress skirt and blouse
- Shoes: simple, low heels
- Slip (make sure it's hidden!)
- Pantyhose should be worn with dresses

Men

- Suit and tie
- Sport coat and dress slacks
- Shoes: dark, dress shoes
- Socks: match shoes or pants, long enough to avoid showing leg when sitting

General Appearance Tips

- Be conservative – avoid loud colors or patterns and trendy clothing.
- Wear simple jewelry and light make-up; accessories should compliment your outfit, not overshadow it.
- It is better to over dress than to under dress.
- Avoid perfume or cologne (allergies & personal preferences can be your demise).
- Maintain good hygiene, including trimmed nails, deodorant, brushed teeth, hair off face, etc.
- Do a final check in the bathroom: comb your hair, straighten your tie or skirt, dust your shoes, wash your hands, etc.
- Carry a briefcase with extra copies of application materials and a portfolio.

How to Address Illegal Questions

INQUIRY AREA	ILLEGAL QUESTIONS	LEGAL QUESTIONS
National Origin	Are you a U.S. Citizen? Where were you/your parents born? What is your "native tongue?" Photos cannot be required to accompany applications.	Are you authorized to work in the U.S.? What languages do you read, speak or write fluently?
Age	How old are you? When did you graduate from college? What is your birth date?	Are you over the age of 18?
Personal/Family	What is your marital status? Who do you live with? Do you plan to have a family? Have you ever been arrested?	Would you be willing to relocate if necessary? Travel is an important part of the job. Would you be willing to travel if necessary?
Affiliations	What clubs or social organizations do you belong to? Do you go to church? Do you have a handicap? Have you ever collected disability or workers' compensation?	List any professional trade groups or other organizations that you belong to, especially if they are relevant to your skills and qualifications.

What is the right answer when asked an illegal question?

- First, you may simply ask the interviewer how a particular question may relate to your position.
- You have the choice to simply answer the question. Do so, however, with the knowledge that you are giving information that is not job-related.
- You have the choice to refuse to answer the question. By selecting this option, you'll be within your rights, but you risk being perceived as confrontational or uncooperative.
- Another option is to examine the intent behind the question and respond with an answer as it may apply to the job. For instance, the interviewer may ask, "Are you a U.S. citizen?" or "What country are you from?" You could say, "I am authorized to work in the United States." Or, your interviewer might ask, "Who is going to take care of your children when you have to travel?" You might answer, "I can meet the travel and work schedule that this job requires." You could further clarify by adding, "because childcare has already been resolved."






BP recruiting Alaskans for key professional and operations positions

BP now attracts increasing numbers of Alaskan university graduates for positions in the company's petroleum technology and commercial fields. BP puts a special emphasis on recruiting from the University of Alaska and among Alaska college students attending school out of state. The efforts to recruit Alaska students from out-of-state universities were expanded in 2007. BP hired 10 Alaska university students this year for its "Challenger" program where young people are introduced to scientific, technology and commercial positions within the company. New hires train two to three years in several jobs within their professional fields. BP has recruited 45 Alaska graduates since 1998 in the fields of petroleum technology and commercial, introducing these young people to careers in the petroleum industry that will be challenging and rewarding - and in their home state. BP will be visiting the University of Alaska this Fall. Please visit our website at www.bp.com/uscollegecareers

Employment Law

An organization's employment policies stem from several important federal laws. Below is a brief summary of these regulations.

Equal Employment Opportunity

The University of Alaska (UA) is an equal opportunity employer and educational institution. This means that UAF and UAS must comply with federal and state laws such as the Equal Pay Act, Civil Rights Act of 1964, as amended, Age Discrimination in Employment Act; American with Disabilities Act; and Alaska Statute 18.80.220. These laws and acts are designed to ensure that individuals are treated fairly regardless of their protected status in all aspects of employment.

Unlawful Employment Practices

Any employment action that violates the acts, laws and statutes designed to ensure fair and equitable treatment regardless of the protected status of an individual could be subject to a discrimination complaint at the federal, state or university level.

Affirmative Action

Both UAF's and UAS's objective of equal opportunity will be met by taking affirmative action which involves making intensified, goal oriented efforts to increase the number of women and minorities in positions where their representation has been less than the proportionate to their availability.

Americans With Disabilities Act (ADA)

The American with Disabilities Act (ADA) of 1991 prohibits employers from discriminating against individuals with disabilities. A disability is defined as a physical or mental impairment that substantially limits one or more of major life activities, which includes but are not limited to, walking, seeing, speaking, hearing, breathing, or working. The ADA covers all aspects of employment from the application process to the working environment. A qualified person with a disability is someone who, with or without a reasonable accommodation, can perform the essential functions of a position. Employers are required to engage in the reasonable accommodation process when notified by an employee or applicant with a disability.

Here are some contacts for additional information on equal employment:

Alaska State Commission for Human Rights

800 A Street, Suite 204
Anchorage, AK 99501-3669
Toll free complaint line: 1-800-478-4692
TTY: 1-800-478-3177

U.S. Small Business Administration

1-800-827-5722; TDD (202) 205-7333
www.sba.gov

UAF Division of Student and Enrollment Services

5th floor Gruening Building
(907) 474-7317

UAS Student Resource Center

Novatney Building
(907) 796-6000

Equal Employment Opportunity Commission

Federal Office Building
909 First Avenue, Suite 400
Seattle, WA 98104-1061
1-800-669-4000 or 1-800-669-EEOC (3362)
www.eeoc.gov

EEO/AA Director

UAF Chancellor's Office
316 Signer's Hall
Fairbanks, AK 99775
(907) 474-6600
fneeb@uaf.edu

UAS Personnel Services

Bill Ray Center, 1108 F Street, Room 208
Juneau, AK 99801
(907) 796-6263

You Didn't Get an Offer . . . Now What?

Everyone faces rejection at some time or another in their search for employment. Rejection can take place at several steps in the job search process.

Not getting an interview

Despite the fact that some positions receive hundreds of applicants and employers can only choose a few candidates to interview, not getting invited to interview can be disheartening to a student. That's why it's important to remember that the job hunt is a numbers game. The more competition for a job, the tougher it is to make the cut. Taking advantage of the resources available to you in Career Services, such as resume building and cover letter writing, can help you to stand out in a crowd of applicants.

You can certainly play the numbers game another way by applying for lots of jobs, which may result in more potential opportunities to interview. But it is more practical and more important to apply for the right kinds of jobs, ones that match your interests, skills and experience. Not only will they offer a better fit, but because you're more interested, you're more likely to do better in the interview.

Not landing an offer after an interview

This type of rejection can cut deep because you may feel you were so close. If you thought the interview went well, it may be hard to understand why an employer didn't want you. To make matters worse, you may see friends and other students landing jobs. As tough as it may be, it's important to keep a positive attitude. Review "The Art of Successful Interviewing" in this guidebook, or visit with Career Services staff to help you evaluate unsuccessful interview experiences and how you might improve your chances in the next interview.

Not being extended an offer to return after an internship or a work experience

Students must remember that no experience is wasted. Whether you enjoyed the job or not you will have learned something not only about the job, but also about yourself. Take that experience and use it to your advantage in your next job.

Simulating the Job Hunt

There are activities you can do in school that mimic the job hunt. Volunteering to do fundraising or to organize a school or community event can help you develop an appreciation for rejection. Here, instead of asking professionals for a job, you are asking them for money to support an event. While participating in such activities you're very likely to encounter rejection where it's not a job offer that's at stake. That experience may help you to better understand and cope with rejection when encountered during a job search.

At URS, we tackle projects of all sizes all over Alaska, the US, and the world, in a cooperative, team-oriented environment. If you have skills in:

- *Biology & Natural Resources*
- *Engineering*
- *Geosciences*
- *GIS*
- *Planning*



—then we'd like to know about you. Check out www.urscorp.com/careers and send your resumé to:

Recruitment
URS Alaska
2700 Gambell, Suite 200
Anchorage, Alaska 99503

Equal Opportunity Employer

THE STRENGTH TO HEAL
and learn lessons in courage.

The pride you'll feel in being a doctor increases dramatically when you care for our Soldiers and their Families. Courage is contagious. Our Health Professions Scholarship Program (HPSP) helps you reach your goal by providing full tuition, money towards books and lab fees, a \$20,000 sign-on bonus, plus a monthly stipend of more than \$1,900.

To learn more about the U.S. Army Health Care Team, call Sgt. 1st Class Anthony Hill at 907-632-8246, email anthony.hill@usarec.army.mil, or visit healthcare.goarmy.com/info/mchpsp1.

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Here is a list of some factors for consideration when evaluating an offer:

- Nature of the work
- Organizational structure
- Stability of organization
- Level of autonomy
- Travel
- Salary
- Mentoring
- Lifestyle of employees
- Quality of higher management
- Support for continuing education/training
- Level of responsibility
- Location
- Work hours
- Benefits
- Variety of work
- Stability of industry
- Advancement opportunities
- Training and development opportunities
- Transferability of skills/experience from job
- Prestige of job or organization

Evaluating an Offer of Employment

In the excitement of being offered a job it's easy to forget there are still important decisions to be made before you officially accept the offer. You need to remember: You didn't work hard in school just to take any job that comes along. You want to make sure the job is right for you, that you'll be happy in the position or with the company you'll be working for. Chances are, if you did your homework before applying for the job and asked the right questions during your interview, you'll know if it is right.

Still, it's important to carefully evaluate and give serious thought to a job offer. There are three critical issues to consider:

1. How closely does the job offer match your career goals?
2. Do you need additional information about the job, the offer, the company, or any other factors in order to make a decision?
3. Are there issues you may want to negotiate to bring the offer closer to your employment goal?

The better you understand your own specific interests, abilities and values, and the more research you've done into the types of work and organizations that match those attributes, the easier it will be to address these particular issues. It is not unusual to discover, as you're weighing different factors about an offer, that you have additional questions or need more information about a job or the particulars of an offer. In such cases you may need to call one of your interviewers to ask additional questions, or contact someone you know who works for the company to find out more about the work environment. You can also visit with a Career Services staff person to help you in your decision making process.

Why Consider Graduate School?

The strongest reason for attending graduate school is for professional advancement or development. Graduate school is generally for people who wish to specialize in a particular field or who wish to teach or do research. Those considering graduate school should focus specifically on what they hope to accomplish by obtaining an advanced degree.

Expectations of Graduate School

- **Time Commitment:** Most full-time graduate students can complete a master's degree in one to three years and a doctorate in four to eight years.
- **Energy Commitment:** Graduate study is radically different from undergraduate study. It's more focused, intense, expensive and individualized than undergraduate studies. The reading and research demands are also much greater. Graduate work involves more than class assignments. As a graduate student, you'll be in the process of becoming "an expert" through reading and research, initiative, and independence. Being a graduate student requires you to be good at balancing, negotiating, and prioritizing.

Which Graduate School is Best for You?

There are many important issues to consider:

- **Educational Opportunities:** Research the type of educational opportunities offered to students, e.g., lectures, seminars, research, and practicum. Research special academic programs, such as accelerated, cooperative education, internships, independent study, and study abroad opportunities.
- **Finances:** Of course you want the best school for your interests, but you need to take into account how much it costs. Many graduate programs offer teaching, research, and fellowship assistantships. These may provide financial assistance, cover tuition

costs, and offer hands-on experience in your field. In addition, grants, loans, and scholarships are well worth investigating as you apply to programs.

- **Geographic location:** Identify where you would be comfortable living, working, and going to school (for yourself and perhaps your family).
- **Faculty:** You should find out the reputation of the faculty in the schools of interest to you. Talk to students and others in your field. How accessible are faculty members to students? Is the faculty researching in areas that interest you?
- **Attrition:** Research the number of graduate school degrees awarded yearly, as well as the average length of time to complete the program. The percentage of students who fail to complete the program will tell you something about the program.
- **On-Line Schools:** Do your research! Are they accredited and nationally recognized? Do their degrees get you the jobs you seek?


Requirements for Admission

The following requirements are standard for most Universities:

- Application form
- Admission test scores (GRE, GMAT, MCAT, etc.)
- Official transcripts
- Undergraduate degree and/or course requirements
- Letters of Recommendation
- Statement of Intent or Purpose

Career Services Offers Assistance

- Links to graduate school resources
- Career consultants to assist with the application process, perform interviews, and critique your personal statements
- “Peterson’s Guide to Graduate Study”





**OCCUPATIONAL THERAPY
AS A CAREER**



The field of Occupational Therapy is expected to grow 36 percent faster than other professions! –
US Department of Labor

Occupational therapy uses purposeful activity and meaningful occupation to help individuals achieve or maintain their capacities to function in daily life activities, such as taking care of one self, fulfilling family roles, and participating socially or in productive work. The occupational therapist plays a key role in helping people maximize their potential through lifestyle adaptation and possible use of assistive devices. Occupational therapists treat infants to seniors affected by physical, cognitive, and/or emotional impairments.

Eastern offers two methods of entry into the Master of Occupational Therapy Program: with a bachelor’s degree in any discipline or enter during the senior year of one’s undergraduate study with a Bachelor of Arts in Interdisciplinary Studies. Contact us at 509-368-6560 and/or visit our website at www.ewu.edu/ot for more information.

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University of Alaska student Seth Holden interned with McKinley Capital Management in Anchorage, summer 2005.

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apfc.org

Final Words...

A Note About Liberal Arts Degrees...

The Value of a Liberal-Arts Education

"I strongly believe in the value of a liberal arts college education. The liberal arts include political science, English, history, philosophy, and related fields. Liberal arts classes tend to focus on ideas and how to handle them, and the courses are organized around reading books, having discussions, and composing papers. The liberal arts curriculum aims to help students achieve two things: 1) to teach them how to think critically, or how to build intellectual muscles that allow them to analyze and organize ideas, and 2) to broaden their understanding of the world by having them grapple with underlying principles and issues that are behind the challenges facing society and themselves. There is a myth that liberal arts degrees do not lead to any jobs, but this is quite untrue. Liberal arts degrees are great preparation for careers in business, teaching, journalism, law, the arts, and many other careers. I would say that liberal arts training is an important preparation for anyone who wants to be a leader in society ... Looking to the future, I believe that liberal arts training will be even more valuable as American jobs will be increasingly information age jobs where people will be required to effectively manage ideas and information. Liberal arts grads will have the ability to adapt and re-train themselves to take advantage of opportunities that arise in our increasingly dynamic global economy."—Timothy Landhuis, a political-science grad interviewed on the Web site of his alma mater, Cal State Easy Bay

Get a Job and Start a Career...

With Your Liberal Arts Degree

1. Sharpen Your Focus

- "I'll do anything" does not work
- Identify an occupational and/or career interest
- Communicate focus in your resume
- For help, visit your Career Services office.

2. Know your Liberal Arts Skills

- Writing
- Speaking
- Foreign languages and cross-cultural knowledge
- Research and information retrieval
- Analytical thinking
- Creative thinking
- Effective with ambiguity
- Learning and synthesizing new ideas

3. Give Your Skills a Little Boost

- Computer skills...A must have
- Study job postings for the work you want to do. See what skills are required. Decide how you will boost those skills.
- Take a class or workshop.
- Pursue self help or independent study

Sources: *Quintessential Careers: Ten Ways to Market Your Liberal Arts Degree* by Katharine Hansen, www.quintcareers.com/marketing_liberal-arts_degrees.html; and *Liberal Arts Skills That Are Most Useful in Careers*, by Donald Asher, www.quintcareers.com/Liberal_Arts_Skills.html

Skills and Strengths College Students May Not Realize They Possess... That Employers Love!

College Grad's Skills

Analytical
Problem Solving
Inventing New Ideas
Public Speaking and Presentation
Read for Information
Handling Detailed Work
Find Information
Communicate Information
Work Under Pressure
Write For Understanding
Propose Alternatives
Work Collaboratively
Computer Proficiency and Technical Savvy

Strengths Employers Love

Initiative
Willing and Able to Learn
Assertive and Forthright
Tactful and Diplomatic
Flexible
Writing
Identify Problems
Develop Solutions
Discuss Ideas and Options Objectively
Meet Deadlines
Read for Content
Technical Skills

***Highlight your skills and strengths in the resume.
Elaborate on them in your cover letter.***

Source: *Skills and Strengths College Students May Not Realize They Possess and that Employers Love!* www.quintcareers.com/College_Student_Skills_Strengths.html

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CAREER SERVICES GUIDE 2008-2009



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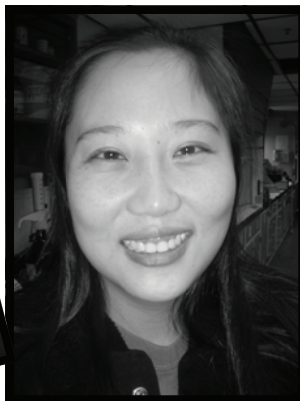
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Doug Bishop
Planning/Econ Manager
BBA Accounting



Bongchu Chi
Lab Technician
MS Chemistry



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AA Process Tech



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