CAREER DEVELOPMENT GUIDE
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MAJOR & CAREER DISCERNMENT

WORKBOOK
MAJOR & CAREER DISCERNMENT

You have already started and are continually engaging in the career development process. This process is not limited to your college years - it is something that will continue throughout your lifetime. Key elements to help college students engage in the process are: figure out who you are (values, interests, personality, and skills), study what you enjoy/get involved, explore careers, reflect and take action.

CAREER DEVELOPMENT MODEL

This diagram serves as a visual guide for understanding the steps we encourage you to take in your major and career discernment. It is a dynamic process with movement back and forth between stages, though we suggest beginning with building self-awareness. Whenever considering a career change, employ the same steps of assessing, exploring, reflecting, and taking action! The details may differ but the process is essentially the same. Learning this process as a student is a valuable lifelong tool.

FIGURE OUT WHO YOU ARE

In order to choose a major or career path you must know yourself. Knowing yourself entails identifying Values, Interests, Personality, and Skills (VIPS). To achieve long term career satisfaction it is important to implement all four VIPS in your future career. Personal experiences help to identify and learn more about your VIPS. Think about everything you’ve done to this point (classes, activities, jobs, service, etc.) as you complete the inventories suggested in the “Tools to Use” box.

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>TOOLS TO USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Meet with your advisor to explore resources and services on campus</td>
<td>• 7 Clues: A Career Assessment Activity (pg. 7)</td>
</tr>
<tr>
<td>• Become involved in extracurricular activities for personal and professional development</td>
<td>• Values: Prioritizing Your Values (pg. 9) and Work Values (pg. 11)</td>
</tr>
<tr>
<td>• Learn about the Center for Career Development (CCD) and review the information on Major &amp; Career Discernment online (CCD website)</td>
<td>• Interests: Achievements Inventory (pg. 12), Strong Interest Inventory* (Measures level of interest in occupational areas, activities, school subjects, and work environments, then compares your interests with working professionals in a wide variety of occupations)</td>
</tr>
<tr>
<td>• Make an appointment with a Career Counselor</td>
<td>• Personality: Myers Briggs Type Indicator* (Helps students better understand their personality preferences)</td>
</tr>
<tr>
<td>• Assess your values, interests, personality, and skills through self-assessment tools, workshops, and appointments with a Career Counselor</td>
<td>• Skills: Skills Assessment Inventory and Application; Achievements Inventory</td>
</tr>
</tbody>
</table>

*Meeting with a Career Counselor is required to take these assessments
Your major does not define your career path! You will be more motivated to attend class if you are interested in what you are studying. Engage on campus, and remember experiences help to better understand your values, interests, personality, and skills (VIPS).

### ACTION STEPS TOOLS TO USE

- Get to know faculty in departments under consideration—attend a professor’s office hours
- Speak with upperclass students in majors you are considering
- Attend the “Majors Fair” during the Fall semester
- Review course descriptions and requirements for majors/minors
- Participate in academic clubs of interest by visiting www.sao.nd.edu
- Understand how skills obtained in the classroom are transferable to the “real world”
- What Can I Do With This Major?*
- ND Course Bulletin and Departmental Websites*
- SAO Website, www.sao.nd.edu
- Success Stories & Data (First Destination Report)*

*For detailed information visit undergradcareers.nd.edu

### EXPLORE

Research careers related to what you have learned about yourself.

### ACTION STEPS TOOLS TO USE

- Research industries/career paths
- Compare VIPS to career paths
- Conduct informational interviews with family, friends, faculty, juniors/seniors in your major, and alumni
- Seek opportunities on campus to learn about/become involved in majors/clubs/service
- Engage with employers and organizations on campus
- Candid Career, Vault, What Can I Do With This Major*
- O*Net, Occupational Outlook Handbook*
- IrishCompass, Alumni Website (my.nd.edu), LinkedIn*
- Success Stories & Data (First Destination Report)*
- Attend Student Activities Night (Fall Semester)
- Attend Career Fairs, Info Sessions, and panel talks for the areas in which you’re interested*

*For detailed information visit undergradcareers.nd.edu

### REFLECTING AND TAKING ACTION

Reflecting throughout this process is a critical component of the cycle. Every experience shapes you in some way, whether you realize it or not. Taking some time to slow down and think about how experiences and activities have affected you will be immensely helpful. **Your career development is your responsibility.** No one can tell you what to major in or what career to pursue (although some will try). It’s up to you to be an active participant in your career journey and in your decisions!
7 CLUES: A CAREER ASSESSMENT ACTIVITY

Learning your own unique pattern of interests, motivation, satisfaction and meaning is an important first step in career development. Answer the 7 following questions to get started.

WHAT CLASSES FASCINATE AND ABSORB YOU?

WHAT ARE YOUR DREAM JOB(S)?

WHAT DO YOU NATURALLY DO WELL?

WHAT LOCAL, SOCIETAL, OR WORLD ISSUES INTEREST YOU?
WHAT IS THE MOST GRATIFYING THING YOU’VE EVER DONE? WHAT EXPERIENCES TURNED OUT TO BE MOST DISSATISFYING TO YOU?

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

WHAT IS SOMETHING YOU ARE DOING WHEN YOU LOSE TRACK OF TIME?

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

IF YOU KNEW YOU Couldn’T FAIL, WHAT WOULD YOU MOST LIKE TO DO?

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________
PRIORITIZING YOUR VALUES

For each of the statements below, circle the number in the statement that best represents your feelings and how it applies to you.

RESPONSE VALUES

<table>
<thead>
<tr>
<th>NOT AT ALL</th>
<th>1</th>
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1. It is important that family and friends recognize and value my work.
2. I want to be acknowledged and respected by others in my field.
3. I want to work for firmly established, prestigious organizations.
4. I want a job that is glamorous in the eyes of others.
5. My title or rank is important to me.
6. Promotions and the respect of others in my organization are important to me.
7. I measure my worth as an employee according to my salary.
8. It is important that I be financially independent from my family.
9. I want as high an income as possible and will pick a career field accordingly.
10. Material things are important to me.
11. I want to maintain a comfortable lifestyle.
12. A comparison of salaries and benefits packages will determine which job offers I accept.
13. I enjoy seeing concrete results from my efforts.
14. I am most motivated when I am working toward identified goals.
15. It is important that my work lead to better opportunities.
16. My work is most satisfying when I am able to develop new skills or acquire new knowledge as a result.
17. When I do something, I want to do it well.
18. I do not want to “waste my time.”
19. I always welcome changing activities and changing roles.
20. I enjoy a variety of tasks rather than a single area of concentration.
21. I can focus on more than one activity or topic at a time.
22. I dislike routine activities and thrive on variety.
23. I am not afraid of new places or people; they energize me.
24. I can keep the details of many projects in my head.
25. I am proud of my ability to offer ideas in many situations.
26. I like to come up with new solutions to old problems.
27. I tackle problems that others prefer to avoid.
28. I like to try out original solutions rather than rely on conventional ones.
29. I like to develop more efficient approaches to tasks.
30. I feel constrained when told to use the “tried and true” method for solving a problem or completing a task.
31. Easy work bores me.
32. If a difficult problem arises, I have the urge to tackle it.
33. Without challenging work, I feel frustrated and unfulfilled.
34. I like working on assignments that require real learning and effort.
35. I require intellectual challenges to stimulate my thinking.
36. I prefer to take on new, unexpected projects, rather than knowing each week what my work will entail.
37. Team projects do not appeal to me. I would prefer my own success not depend on how well someone else does their job.
38. I like to do things on my own, without a lot of orders or directions.
39. I want the chance to use my capacity for independent thinking and actions.
40. I like being responsible for a project from start to finish.
41. My friends and family will respect my ability to support myself.
42. I want the feeling that I can depend on myself entirely.
For each of the following groups of questions, find the sum total of the circled responses. Using the point totals, rank order your values and list them below. The highest scores reflect your top values. (If two or more values have the same score, make a judgment as to which is more important to you).


Questions 1-6
Questions 7-12
Questions 13-18
Questions 19-24
Questions 25-30
Questions 31-36
Questions 37-42
Questions 43-48
Questions 49-54
Questions 55-60
Questions 61-66
Questions 67-72
Questions 73-78

<table>
<thead>
<tr>
<th>SCORING</th>
<th>QUESTIONS</th>
<th>TOTAL SCORE</th>
<th>RANKING ORDER</th>
<th>WORK VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prestige</td>
<td>Good Salary</td>
<td>High Achievement</td>
<td>Variety</td>
<td>Creativity</td>
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<tr>
<td>Mental Challenge</td>
<td>Independence</td>
<td>Service and Altruism</td>
<td>Leadership</td>
<td>Self-Expression</td>
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<tr>
<td>Interpersonal Relations</td>
<td>Commitment/Work Ethic</td>
<td>Interest</td>
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</table>
WORK VALUES INVENTORY

This checklist presents common “satisfaction factors” that people receive from their jobs. Begin by reading the entire list, then rate each item using the scale that follows. Circle your top 5 work values.

<table>
<thead>
<tr>
<th>Very Important 1</th>
<th>Important 2</th>
<th>Not Very Important 3</th>
<th>Not Important 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help Society: Contribute to the betterment of the world I live in.</td>
<td>Security: Be assured of keeping my job and a reasonable financial reward.</td>
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<tr>
<td>Help Others: Help others directly, either individually or in a group.</td>
<td>Fast Pace: Work quickly and keep up with a fast pace.</td>
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<tr>
<td>Public Contact: Have lots of daily contact with people.</td>
<td>Recognition: Be recognized for the quality of my work visibly or publicly.</td>
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<tr>
<td>Work with Others: Have close working relationship with a group.</td>
<td>Excitement: Work that offers change and stimulation.</td>
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<tr>
<td>Affiliation: Be recognized with an organization where status is important to me.</td>
<td>Adventure: Do work that requires me to take risks.</td>
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<tr>
<td>Friendship: Develop close personal relationships with coworkers.</td>
<td>Profit, Gain: A chance to accumulate money and goods.</td>
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<td>Competition: Pit my abilities against others where there are clear outcomes.</td>
<td>Independence: Work on my own, determine my own work with little supervision.</td>
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<td>Make Decisions: Have the power to set policy and determine a course of action.</td>
<td>Moral Fulfillment: Work that contributes to a set of important moral standards.</td>
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<td>Work Under Pressure: Work where deadlines and high quality are demanded.</td>
<td>Location: Find a place to live that matches my lifestyle and personality.</td>
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<tr>
<td>Power and Authority: Control other people’s work activities.</td>
<td>Community: Live in a town where I can get involved with community affairs.</td>
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<tr>
<td>Influence People: Be in a position to change people’s attitudes and opinions.</td>
<td>Physical Challenge: Have a physically demanding job that is rewarding.</td>
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<tr>
<td>Work Alone: Do things by myself, without much contact with others.</td>
<td>Knowledge: Seek knowledge, truth, and understanding.</td>
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<tr>
<td>Knowledge: Seek knowledge, truth, and understanding.</td>
<td>Intellectual Status: Be regarded by others as an expert or a person of intellect.</td>
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<tr>
<td>Artistic Creativity: Do creative work in any of several art forms.</td>
<td>Creativity: Create new ideas, programs, or anything else not previously developed.</td>
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<tr>
<td>Creativity: Create new ideas, programs, or anything else not previously developed.</td>
<td>Aesthetics: Have a job that involves sensitivity to beauty.</td>
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<tr>
<td>Aesthetics: Have a job that involves sensitivity to beauty.</td>
<td>Supervision: Guide other people in their work.</td>
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<tr>
<td>Supervision: Guide other people in their work.</td>
<td>Change and Variety: Have changing job duties or settings.</td>
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<tr>
<td>Change and Variety: Have changing job duties or settings.</td>
<td>Precision Work: Do work that allows little tolerance for error.</td>
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<tr>
<td>Precision Work: Do work that allows little tolerance for error.</td>
<td>Stability: Have job duties that are largely predictable and not likely to change.</td>
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<tr>
<td>DESCRIBE THE ACHIEVEMENT</td>
<td>WHY YOU ARE PROUD OF THIS ACHIEVEMENT</td>
<td>LIST OF SKILLS USED</td>
<td>ENJOYED USING SKILL</td>
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</table>
SKILLS ASSESSMENT: INVENTORY

Assess your skill level for each item in the categories below. Put a check by skills you have and circle the skills that are your strongest.

### CRITICAL THINKING/PROBLEM SOLVING
- Handle ambiguity
- Adapt to new ideas
- Analyze ideas
- Create
- Demonstrate foresight
- Develop new approaches
- Experiment
- Extrapolate to other situations
- Identify trends
- Imagine possibilities
- Interpret information
- Investigate
- Conduct research
- Learn by doing
- Learn by listening
- Learn by processing in the moment
- Learn by reading
- Reason logically
- Observe
- Retain facts and details
- Summarize and synthesize information
- Accept responsibility
- Adapt to new situations
- Advise
- Build teams
- Create learning opportunities
- Delegate
- Demonstrate integrity and values
- Identify direction
- Identify problems and solutions
- Manage meetings
- Manage organization

### DIGITAL TECHNOLOGY/SCIENTIFIC
- Accounting
- Adapt to new and emerging technologies
- Maintain a budget
- Code
- Visualize and communicate data
- Estimate
- Engage in financial planning
- Forecast
- Identify trends
- Leverage technology ethically
- Compute mathematically
- Utilize scientific methodology
- Perform specific lab skills/techniques
- Utilize specific software programs
- Analyze systems
- Use databases and/or spreadsheets
- Use statistical methods
- Use statistics
- Accept responsibility
- Adapt to new situations
- Advise
- Build teams
- Create learning opportunities
- Delegate
- Demonstrate integrity and values
- Identify direction
- Identify problems and solutions
- Manage meetings
- Manage organization

### VERBAL/WRITTEN COMMUNICATION
- Proficient at business analysis
- Communicate clearly verbally
- Communicate clearly in writing
- Speak to new people easily
- Communicate creatively
- Define
- Proficient at editing/restatement
- Write in an expository manner
- Facilitate meetings/groups
- Persuade others
- Sell/promote ideas
- Summarize information
- Perform technical writing
- Accept responsibility for behavior and actions
- Anticipate problems
- Assume quality
- Demonstrate values
- Evaluate
- Execute projects
- Follow through
- Function well under stress
- Honest
- Possess integrity
- Manage time well
- Plan effectively
- Punctual
- Respond appropriately
- Follow a schedule
- Set goals and priorities
- Create/shape
- Design with materials
- Design with music
- Design visually
- Imagine
- Improve
- Interrelate materials/themes
- Notice beauty/aesthetics
- Perform
- Proficient at visual imaging

### ETHICAL CONDUCT/PROFESSIONALISM
- Accept responsibility for behavior and actions
- Anticipate problems
- Assume quality
- Demonstrate values
- Evaluate
- Execute projects
- Follow through
- Function well under stress
- Honest
- Possess integrity
- Accept responsibility
- Adapt to new situations
- Advise
- Build teams
- Create learning opportunities
- Delegate
- Demonstrate integrity and values
- Identify direction
- Identify problems and solutions
- Manage meetings
- Manage organization

### ARTISTIC SKILLS
- Create/shape
- Design with materials
- Design with music
- Design visually
- Imagine
- Improve
- Interrelate materials/themes
- Notice beauty/aesthetics
- Perform
- Proficient at visual imaging

### DIVERSE/INTERCULTURAL FLUENCY
- Understand cultural identity
- Demonstrate openness, sensitivity, and inclusiveness with all people
- Display empathy
- Possess knowledge of other cultures
- Learn from diverse cultures, races, ages, genders, sexual orientations, religions
- Understand individuals’ differences
- Value and respect diverse cultures, races, ages, genders, sexual orientations, religions
- Examine one’s beliefs
- Build alliances/teams
- Collaborate
- Communicate well
- Manage conflict
- Encourage others
- Facilitate group process
- Form good rapport
- Handle problems/complaints
- Help others
- Listen well
- Mediate
- Provide instruction/input
- Provide services
- Relate well to others
- Reliable
- Respectable
- Service-oriented
- Sympathetic

### TEAMWORK
- Agile/quick
- Athletism
- Athletics
- Cook
- Coordination
- Construct
- Design
- Draft
- Garden
- Handle objects
- Install materials
- Operate tools/machines
- Possess outdoor skills
- Produce
- Repair/restore
- Possess stamina/endurance
- Possess physical strength

### PHYSICAL AND HANDS-ON SKILLS
## SKILLS ASSESSMENT: APPLICATION

In the space below identify specific experiences in which you have used the skills/competencies on the left hand side. These experiences may come from courses, jobs/internships, service/volunteer work, club membership, activities, and/or overall interests/life experience.

<table>
<thead>
<tr>
<th>SKILLS/COMPETENCIES</th>
<th>COURSES</th>
<th>JOBS/INTERNSHIPS</th>
<th>SERVICE/ VOLUNTEER WORK</th>
<th>INTEREST/LIFE EXPERIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking/Problem Solving</td>
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<tr>
<td>Digital Technology/Scientific</td>
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<td>Leadership/Innovative</td>
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<td>Verbal/Written Communication</td>
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<td>Ethical Conduct/Professionalism</td>
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<td>Artistic Skills</td>
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<tr>
<td>Diverse/Intercultural Fluency</td>
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<td>Teamwork</td>
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<tr>
<td>Physical/Hands-On Skills</td>
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</tbody>
</table>
After completing the proceeding Major and Career Discernment workbook pages, as well as the MBTI and Strong Interest Inventory (if applicable), compile your results and insights here. Jot down careers of interest and plan next steps in the career development process.

**VALUES**
Look back at Prioritizing Your Values (p. 9) and Work Values Inventory (p. 11) to answer the following questions.

What values are most important for you to have a personally satisfying career?

1.

2.

3.

4.

**INTERESTS**
If you took the Strong Interest Inventory, look back at your results to answer the following questions.

What 2-3 themes best categorize your interests (i.e., Realistic, Investigative, Artistic, Social, Enterprising, Conventional)?

What are some careers that match those interests that you’d like to explore?

1.

2.

3.

4.

**PERSONALITY**
If you took the MBTI, look back at your results to answer the following questions.

What are your personality preferences?

- Extraversion or Introversion (focusing attention and getting energy):

- Sensing or Intuition (learning about new things):

- Thinking or Feeling (making decisions):

- Judging or Perceiving (approaching/organizing life):

What is your MBTI best fit type?
What are some features you would like a professional environment to have that would fit well with your personality preferences?

1. 
2. 
3. 
4. 

**SKILLS**

Look back at Achievements Inventory (p. 12), Skills Assessment: Inventory (p. 13), and Skills Assessment: Application (p. 14) to answer the following questions.

What are your most outstanding skills you want to utilize in a career?

1. 
2. 
3. 
4. 

What skills do you want to develop?

1. 
2. 
3. 

**WHAT’S NEXT?**

Based on the outcome of the Values, Interests, Personality, and Skills, what are your next steps?

I plan to...
WRITING YOUR RESUME

A resume is often the first sense a recruiter has of you, your abilities, and accomplishments. Resumes receive about six seconds of a recruiter’s time, so don’t try to include everything during your time at Notre Dame. Think of your resume as a tool that markets your most applicable skills and experiences. A well-written resume can help your chances of getting an interview.

TYPES OF RESUMES

REVERSE CHRONOLOGICAL
This is the most common resume format for college students. A reverse chronological resume organizes information by jobs/experiences with the most recent listed first.

FUNCTIONAL
A functional (or skills-based) resume works well for professionals but typically not for undergraduates. It organizes information into functional groups of skills or accomplishments.

COMBINATION
This type of resume organizes information with an emphasis on skills in reverse chronological order. Experiences and skills can be tailored to the specific requirements of a position.

CREATIVE
Typically utilized for applying to design positions, this type of resume does not follow a specific format. A creative resume showcases a student’s design capabilities while delivering key accomplishments in a unique aesthetic.

CONTACT INFORMATION (REQUIRED)
- Name—slightly larger font than the rest of the document
- Address (permanent, campus, or both)
- ND email address and cell phone number

OBJECTIVE (OPTIONAL)
- If you choose to use an objective make it specific to the industry and position—a vague objective can do more harm than good

EDUCATION (REQUIRED)
- University and city/state
- Degree and month/year of graduation
- Major(s), minor(s), and concentration(s), if applicable
- GPA. If stating Major GPA, include cumulative GPA too, and do not round up!
- Include high school for First Year students. Sophomores can include it if returning home for an internship
- Study abroad programs or other universities, if applicable, formatted the same as current university

RESUME TIPS

- Use Microsoft Word, not Google Docs or Pages
- One page, be brief but provide sufficient information
- Font size should be between 10-11 pt., margins between 0.5-1 inch
- Consistency and clarity are key
- Utilize strong action verbs to begin your bullet points, but vary your word choice
- Tailor your resume to each position
- Include results/accomplishments; quantify when possible
- Emphasize your unique skills
- Make your resume stand out—use a personalized heading, bolding, and lines in selective areas
- Keep your resume updated with experiences, accomplishments, GPA
- References should not be on resume
- Save resume as a PDF

RESUME ON GO IRISH
- Always have an updated default resume in Go IRISH. The first resume you upload will be your default resume
- If multiple resumes are uploaded, select a default resume by clicking the Make Default button. Employers see the default resume when they run searches in the resume book
- Check the PDF icon next to the resume title to view and ensure that your resume converted correctly

COMMON RESUME SECTIONS

Resume sections should be tailored to the position for which you are applying. Many sections are flexible and can be combined to tell your unique story.
HONORS (OPTIONAL)
- Relevant accomplishments, achievements, scholarships or awards earned for exceeding average standards in either academics, athletics, or in a work environment
- Honors can be included under Education instead of listed separately

RELEVANT COURSES (OPTIONAL)
- Consider adding unique courses beyond general or introductory requirements of the major
- Include courses related to career goals, objectives, and/or skill sets

EXPERIENCE (REQUIRED)
- Always include the name of organization, location, job title, and dates worked
- Utilize strong action verbs, quantify results when possible, and use a variety of verbs to start each bullet point
- Describe the scope and context of a situation. Explain the actions you took and the impact these had on both the organization and yourself
- Talk about what was learned and the skills developed, not just the tasks/jobs that were performed
- Do not limit “Experience” to jobs or employment; Clubs or project work can also be included

LEADERSHIP, ACTIVITIES, SERVICE (OPTIONAL)
- It is important to list quality over quantity in this section
- Name the organization, role/position title, date, and a possibly a bullet describing skills, responsibilities, and/or accomplishments

SKILLS (REQUIRED)
- Includes computer, technical, language, science/laboratory, and production skills when applicable
- Do not list soft skills—instead incorporate those skills into your experiences to demonstrate how they were developed

INTERESTS (OPTIONAL)
- Certain industries may also like to see an “Interests” section that includes hobbies and areas of interests
- Interest sections can be combined with “Skills” or “Activities”
- Be honest and specific when listing interests—you may be asked about them in an interview!

NACE COMPETENCIES
(The National Association of Colleges and Employers)

Career readiness of college graduates is of critical importance in higher education, in the labor market, and in the public arena. Career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition to the workplace.

Conveying these competencies through your resume and application will allow you to show those viewing it that you have the qualities needed to succeed.

Critical Thinking/Problem Solving:
Exercise sound reasoning to analyze issues, make decisions, and overcome problems.

Oral/Written Communication:
Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization.

Teamwork/Collaboration:
Build collaborative relationships with colleagues and customers, work within a team structure, and negotiate and manage conflict.

Digital Technology:
Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals.

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

Professionalism/Work Ethic:
Demonstrate personal accountability, effective work habits, integrity, and ethical behavior.

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

Global/Intercultural Fluency:
Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions.

SOURCE: Survey of Employers and Universities - NACE Readiness for the New College Graduate: A Definition and Competencies
RESUME ACTION VERBS

Avoid using common words such as helped, worked, and responsible for.

A accelerated accommodated accomplished accounted for achieved acquainted acquired adapted added adjusted administered advertised advised advocated aided altered analyzed anticipated applied appointed appraised approved arbitrated arranged assembled assessed assisted assumed attached attained attended augmented authored

B balanced bolstered briefed budgeted built

C calculated catalogued caused chaired changed charted checked circulated

D debated decided defined delegated delivered demonstrated designed detached determined developed devised directed disclosed disclosed discovered dispatched displayed distributed drafted dramatized

E earned edited

F facilitated familiarized filed forecasted foresaw formulated fostered found founded

G gained gathered generated governed graded greeted grouped guaranteed

H handled heightened highlighted

I identified illustrated implemented improved incorporated

J increased informed initiated innovated inspected inspired instructed interpreted interviewed invented inventoried invested investigated

K joined judged keyed

L laminated launched lectured lead learned led liaised logged

M maintained managed marketed maximized measured medicated merged modified monitored motivated

N negotiated notified

O observed obtained opened operated orchestrated

P participated perceived performed persuaded planned prepared presented processed procured produced profited programmed projected promoted proofed proposed proved provided publicized published purchased

Q qualified

R rated received recognized recommended recorded recruited reduced referred regulated reorganized repaired replaced reported represented researched resolved restored restructured resulted in

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U unified updated upgraded upgraded utilized
## resume checklist

### General Format

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| ☐   | ☐  | Is the resume one page? 
| ☐   | ☐  |
| ☐   | ☐  | Is the first and last name at the top of the page in bold? Are address, phone number, and email easy to read? 
| ☐   | ☐  |
| ☐   | ☐  | Does the education section follow directly after the contact information? 
| ☐   | ☐  |
| ☐   | ☐  | Is formatting (e.g. bold, font, bullet sizes, heading styles) consistent throughout the resume? Are the headings and statements evenly spaced? 
| ☐   | ☐  |
| ☐   | ☐  | Are verb tenses present tense for current experiences; past for previous experiences? 
| ☐   | ☐  |
| ☐   | ☐  | Are there approximately 1-4 statements in bulleted format under the Experience section? 

### Content

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</table>
| ☐   | ☐  | If included, does the Objective statement clearly state industry, position, and 2-3 skill sets? 
| ☐   | ☐  |
| ☐   | ☐  | Does the resume include the applicable headings? Education, Experience, Activities/Leadership/Service, and Skills? 
| ☐   | ☐  |
| ☐   | ☐  | Does the Education section state official degree and graduation date? Is the cumulative GPA included if higher than 3.0? Is the GPA accurate and not rounded up? 
| ☐   | ☐  |
| ☐   | ☐  | Do the bulleted descriptions demonstrate major accomplishments rather than routine tasks/duties and are they quantifiable when possible? 
| ☐   | ☐  |
| ☐   | ☐  | Do the bulleted descriptions start with action verbs and demonstrate the use of key skills? 
| ☐   | ☐  |
| ☐   | ☐  | Is the resume free of personal pronouns (e.g. no references to “I”, “we”, “me”, “us”, “my”)? 
| ☐   | ☐  |
| ☐   | ☐  | Is the resume completely free from spelling, punctuation, abbreviations, and grammatical errors? 

Mary Smith
msmith01@nd.edu | 574.123.4567 | 2020 E. Jefferson Blvd, South Bend, IN 46617

EDUCATION
- University of Notre Dame
  First Year Studies
  GPA: 3.65
  Notre Dame, IN
  May 20XX

- Clay High School
  GPA: 3.92
  Class Rank: 3/267
  South Bend, IN
  June 20XX

EXPERIENCE
- Introduction to Engineering Systems
  Controlled Descent Project, Team Member
  Notre Dame, IN
  Fall 20XX
  • Collaborated with a team of four members to design, build, and test a prototype to protect a "medical aid package".
  • Designed a system to protect a weight and sensor dropped from a second story balcony, receiving positive feedback and an A grade from professor.

- Interactive Design Project, Team Member
  Notre Dame, IN
  Fall 20XX
  • Collaborated with a team of three members to iteratively design a picture frame for the University bookstore using SolidWorks.
  • Developed initial design for frame, 3D printed it, and tested it against specifications.
  • Redesigned and retested the frame based on feedback from peers, instructors, and customers to achieve a final product.

ACTIVITIES
- Mending Minds Club, Volunteer/Member
- The Bald and Beautiful Club, Member

SKILLS
- Language: Intermediate Italian
- Computer: Microsoft Office, Mat Lab, LabVIEW, Adobe Illustrator, Photoshop

It's helpful to place your email/cell number under name

JANE HALL
jhall2@nd.edu | (574) 123-4567
Campus: 242 Pangborn Hall • Notre Dame, IN 46556 Permanent: 10000 Timberstone Drive • Fishers, IN 46000

EDUCATION
- University of Notre Dame
  Bachelor of Arts | English with Creative Writing Concentration
  Minors: Business Economics, Irish Studies
  Notre Dame, IN
  May 20XX

HONORS
- Notre Dame Dean's List Fall 20XX
- Finalist Poet in the American High School Poets
- National Poetry Quarterly 20XX
- AP Scholar with Distinction 20XX and 20XX

EXPERIENCE
- The Orb Hamilton Southeastern High School News Magazine
  Managing Editor
  Fishers, IN
  Fall 20XX - Spring 20XX
  • Oversaw transition from newspaper to news magazine.
  • Delegated coverage, articles, photography, layout, and design work.
  • Led staff of thirty in production of seven news magazines.

- Hamilton Southeastern High School News Magazine
  News Editor
  Fishers, IN
  Fall 20XX - Spring 20XX
  • Wrote and edited articles for all sections of newspaper.
  • Selected articles to be printed in news section.
  • Created page layouts for news section.

- Teen Advisory Board of Hamilton East Public Library
  President
  Fishers, IN
  Fall 20XX - Spring 20XX
  • Led meetings of 10-15 peers to create and plan library events and teen zone renovations.
  • Volunteered at library events for teens and children.

- University of Notre Dame Summer Scholars
  Resident Counselor
  Notre Dame, IN
  Summer 20XX
  • Coordinated events for summer scholars outside the classroom.
  • Supervised section of students during the two week camp experience.

- Fishers YMCA of Greater Indianapolis
  Lifeguard Summer
  Fishers, IN
  Summer 20XX-20XX
  • Certified in CPR and Lifeguard training.
  • Acted as main authority figure in YMCA swimming pools.

- Entrepreneurial Swim Instructor
  Founder and Instructor
  Fishers, IN
  Summer 20XX-20XX
  • Created swim lessons business, teaching strokes and technique in backyard pool.
  • Managed finances, scheduling, and expansion to over 20 students aged 3-12 in individual lessons.

ACTIVITIES
- Creative Writing Club, "Mustard," 20XX - present
- Classical Music Club, 20XX - present
- Feminist Group, "Notre Dames," 20XX - present
- Pangborn Interhall Flag Football, Linebacker, 20XX

SKILLS
- Computer: Adobe Creative Cloud InDesign, Illustrator, Photoshop, and Microsoft Word, PowerPoint, Excel, Outlook
- Language: Basic Spanish, Basic Irish
- Creative Writing: Two unpublished YA novels; sixty-five poems.
SHARON BLAKE

Current Address: 111 Bennetton Road • South Bend, IN • 46677 • sblake572@nd.edu
Permanent Address: 10995 Killer Hill Coulee • La Crosse, WI • 54677 • (888) 999-2222

EDUCATION
University of Notre Dame
Bachelor of Arts Political Science, Arabic, and Peace Studies
GPA: 3.96 Honors: Pi Sigma Alpha, Y arrow Award for academic excellence
May 20XX

American University in Cairo
Arabic Language and Egyptian culture immersion
Spring 20XX

American University in Cairo
Bachelor of Arts in Arabic and Theology
GPA: 3.35
May 20XX

RESEARCH AND COURSES
Senior Honors Thesis, University of Notre Dame
"Arab Spring and the Influence of Social Media on Political Dissent"
May 20XX

Beyond Politics, an Undergraduate Review of Politics, University of Notre Dame
"The Campaign Against Torture: The United States and the War on Terror"
May 20XX

Islamist Political Parties in Comparative Perspective International Human Rights Movement
May 20XX

LANGUAGE
Modern Standard Arabic (Intermediate), Egyptian Colloquial Arabic (Beginner), French (Beginner)

INTERNATIONAL EXPERIENCE
Product Managers, Mansour Group, Marketing Intern
Summer 20XX

Putubiw Junior Secondary School, Volunteer
Summer 20XX

World Relief, Volunteer
Summer 20XX

LEADERSHIP AND SERVICE
Co-Founder and President, Gulf Coast Action League
August - October 20XX

VOTE Committee, Center for Social Concerns
Fall 20XX - Present

Co-President, Notre Dame Peace Fellowship
Spring 20XX - Present

Student Leadership Award, Student Government
Fall 20XX, Fall 20XX

Social Concerns Commissioner, Lewis Hall
Fall 20XX - 20XX

ND Votes Commissioner, University of Notre Dame
Fall 20XX

TECHNOLOGY
ProQuest, Keesings, SSPS, and Microsoft Word, Excel, and PowerPoint
**REVERSE CHRONOLOGICAL – SALES & TRADING**

**Emily Marie O’Connor**  
1117 Lewis Hall, Notre Dame, IN 46556 | econnor43@nd.edu | (574) 123-4567

**EDUCATION**  
University of Notre Dame, Notre Dame, IN  
Bachelor of Business Administration in Finance, Bachelor of Arts in Program of Liberal Studies  
May 20XX  
GPA 3.50

**MARKET RELATED ACADEMIC TRAINING AND EXPERIENCE**  
Internal Market Watch, Notre Dame, IN  
Spring 20XX-Present  
Group Leader  
- Analyze major economic trends and events across four geographic regions including both developed and emerging economies, culminating in weekly presentations and discussion panels  
- Debate macro-investment ideas within different asset classes, including equities, interest rates, and foreign exchange, after discussing market trends and predicting their impact on the global economy

Student International Business Council, Notre Dame, IN  
Spring 20XX  
Citigroup Sales and Trading Project  
- Conducted fundamental analysis and research on various equities, bonds, CD contracts, and options, achieving a portfolio return of 5.2% on a $15 million account over a two-month period  
- Engaged in a weekly discussion led by Cit traders, sales people, and capital markets specialists on central bank policy, different option strategies, and various fixed income trading tendencies

**Trading Floors, New York, NY**  
Job Shadow Participant  
October 20XX  
- Cultivated relationships and reached out to traders and salespeople by using ND alumni network database and arranged trading floor visits to Cit, Credit Suisse, Deutsche Bank, Goldman Sachs, J.P. Morgan, Mizuho, and UBS

**UBS Wealth Management, Chicago, IL**  
Summer Intern  
Summer 20XX  
- Constructed and reviewed portfolios to meet the specific financial needs of clients and, if applicable, created structured product opportunities which enhanced client returns while retaining adequate liquidity  
- Scrutinized macro and microeconomic releases in order to formulate an overall outlook on how each asset class would perform in the near-, mid-, and long-term timeframes in various economic scenarios

**LEADERSHIP & SERVICE**  
Notre Dame Student Senate, Notre Dame, IN  
Fall 20XX-Present  
- Advocate the needs of Lewis Hall residents by promoting improved special needs facilities, campus safety, and social inclusion initiatives while serving in the student senate

Political Campaign Volunteer, Louisville, KY  
Summer 20XX  
- Appraised the cost / benefit feasibility of media and social media options to determine the best marketing strategy for the Martha Smith U.S. Congress Campaign; analyzed campaign contributions to ensure compliance with federal guidelines  
- Formulated, wrote, and edited different policy positions as part of a team that drafted campaign speeches

**Take Ten Childhood Violence Prevention, South Bend, IN**  
Fall 20XX-Spring 20XX  
- Created a “safe zone” environment where children could feel free to voice their issues and develop support groups to share their concerns; established small discussion groups in which children could develop critical thinking skills  
- Counselled underprivileged students of local elementary schools in conflict resolution and violence prevention techniques

**SKILLS & INTERESTS**  
Area to showcase your diverse interests and passions  
- Technical - Bloomberg Certified in Equities and Fixed Income Securities | Proficient in Microsoft Office Interests - Water Skiing | Trail Biking | Distance Running | Italian Opera | Humanane Society | Writing Short Stories | Activities - Undergraduate Women in Business Conference Committee Member (led initiative to include Social Impact

**REVERSE CHRONOLOGICAL – INVESTMENT BANKING**

**Michael H. Graves**  
495 Keough Hall, Notre Dame, IN 46556 | mgraves@nd.edu

**EDUCATION**  
University of Notre Dame, Notre Dame, IN  
Bachelor of Business Administration  
Major: Finance  
Second Major: History  
Bloomberg Certification in both Equities & Fixed Income Securities  
May 20XX  
Cumulative GPA: 3.81  
Dean’s List 20XX- Present

**RELEVANT EXPERIENCE AND ACADEMIC TRAINING**  
Sorin Capital, Stamford, CT  
Summer Analyst  
Use “action” verbs as the first word of bullet points, and give results whenever possible  
- Analyzed a portfolio of 15 commercial properties using income and comparable methods of valuation such as DCF and capitalization rates to build assumptions that helped to maximize the return on investment  
- Collaborated with the principal manager to outline a detailed timeline for creating and distributing unregistered securities to accredited investors in efforts to raise $50 million to invest in distressed commercial real estate  
- Developed an interface allowing the investment team to find favorable price-value mismatches within series of standardized CMBS indices through a Principle Component Analysis Pricing Model, resulting in the firm profiting over $1.2 million

Morningstar Capital, Chicago, IL  
Investment Analyst  
- Articulated strategic financial plans for prospective clients that are now being used by the marketing group to make financial proposals and recommendations to prospective clients, and has, thus far, resulted in the conversion of six prospects to clients  
- Conceptualized and designed an innovative spreadsheet illustrating monthly trading activity which has been implemented by the investment committee as a tool in making portfolio and investment decisions

**Student International Business Council, Notre Dame, IN**  
Fall 20XX  
Goldman Sachs Strategic Advisory Project – Travel Team Member  
- Collaborated with a five member team to develop a viewpoint on Netflix (NASDAQ: NFLX) using numerous valuation methodologies ultimately proposed strategic alternatives for NFLX, including M&A, credit and debt options

Credit Suisse IPO Project  
Team Leader  
Fall 20XX  
- Analyzed the historical (IP) of Manchester United (NYSE: MANU) and presented and defended conclusions and decision rationale to senior members of the Credit Suisse banking team; empowered as experienced members by assigning their key roles

UBS Wealth Management, Stamford, CT  
- Valued MANU using comparable companies, precedent transactions, and DCF analysis using a WACC of 8.2% and exit multiple of 9.4x 2017E EBITDA, implying an equity valuation of $2 billion, a market capitalization of $32.26 billion

Wall Street Prep Modeling Seminar, Chicago, IL  
Spring 20XX  
- Showed exposure to key industry parameters such as DCF, EBITDA, and LBO

• Completed an intensive two-day financial modeling course in which the team built an 8-tab financial model and completed a DCF and LBO analysis of Stryker (NYSE: SYK) and Southwest Airlines (NYSE: LUV)

• Extracted data from Value Line, Capital IQ and FactSet to build up the revenue and EBITDA components of the DCF build-out

• Assessed different valuation technologies including precedent acquisitions transactions, comparable public companies, DCF, LBO, and sum of the parts to determine the best valuation tool for the specific cases

Wall Street Club Fall Investment Bank Tour, Chicago, IL  
Fall Break 20XX  
- Visited Chicago offices of BMO, Cit, Credit Suisse, Houlihan Lokey, J.P. Morgan, Morgan Stanley, Robert W. Baird, and William Blair to learn about their unique cultures, market coverage strategy, and interaction with product teams

**LEADERSHIP AND COMMUNITY OUTREACH**  
Gulu, Uganda  
January - March 20XX  
- Sponsored a program to improve the Gulu Community Development Center through infrastructure improvements and projects to ensure long term viability of the center so it can continue its mission of providing hope and necessary services to residents

**SKILLS & INTERESTS**  
- Interests – Political & Moral Philosophy | Web Development and Marketing | Elementary Education Reform | Run the Holy Half Marathon
**KRISTEN KELLY**

**Permanent Address:**
2000 Shamrock Drive
Greencastle, IN 40000

**School Address:**
1000 Cedar Street
South Bend, IN 46637

**kkelly@nd.edu**
(574) 123-4567

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**UNIVERSITY OF NOTRE DAME**

**Master of Science in Accountancy**
Notre Dame, IN
May 2020

**Bachelor of Business Administration**
Notre Dame, IN
May 2019

**Major:** Accountancy, Minor: Peace Studies

**GPA:** 3.93

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**NOTRE DAME LONDON PROGRAM**

**Study Abroad, International Business Certificate**
London, England
Fall 2017

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**HONORS**

- Indiana CPA Society Scholarship Winner
- Lilly Community Foundation Scholar
- Whirlpool Sons and Daughters Scholarship Winner
- Beta Alpha Psi Member

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**EXPERIENCE**

**CROWE HORNHERT, LLP**

**Federal Tax Intern**
Indianapolis, IN
June-August 2018

- Prepared personal, business, and not-for-profit tax forms and returns
- Compiled research for specific tax positions, including FIN 48 support
- Assisted with research for client prospecting projects
- Wrote memoranda detailing consequences of corporate restructuring plans

**BBDO EUROPE**

**Human Resources Intern**
Greencastle, IN
May 2016-July 2016

- Prepared employee mailings and information packets for new hires
- Processed employee verifications and loan forgiveness forms
- Updated employee database and worked to eliminate excessive usage of paper
- Gained exposure to the internal functioning of a government-funded office

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**LEADERSHIP**

**RYAN HALL**

**Resident Assistant**
Notre Dame, IN
August 2017-May 2018

- Supervised the safety and well-being of 267 hall residents
- Trained to handle emergencies, conflicts, and dorm management
- Served as temporary hall president, judicial commissioner, and orientation staff

**GREENCASTLE COMMUNITY SCHOOL CORPORATION**

**Human Resources Intern**
Greencastle, IN
May 2016-July 2016

- Prepared employee mailings and information packets for new hires
- Processed employee verifications and loan forgiveness forms
- Updated employee database and worked to eliminate excessive usage of paper
- Gained exposure to the internal functioning of a government-funded office

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**ACTIVITIES**

- Tutor, Notre Dame Academic Services for Student-Athletes
- Student Assistant, Notre Dame London Undergraduate Program

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**SERVICE**

- Volunteer Receptionist, American Red Cross, South Bend, IN
- Site-leader, Urban Plunge, Indianapolis, IN
- Participant, Appalachia Seminar, David, KY

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**EDUCATION**

- Bachelor of Arts, Double Majors: International Economics-Spanish and English
  - GPA: 3.87, Dean’s List Fall 20XX-Fall 20XX
  - Fundación Ortega y Gasset, May 2020
  - Toledo, Spain May 20XX
  - GPA: 3.39

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**INTERNSHIPS**

**Huron Consulting Group, Chicago, IL**

- Healthcare Summer Business Analyst
  - Assisted in on-site implementation of Centralized Patient Access Services for hospital network in Corpus Christi, Texas
  - Completed time studies of newly implemented processes, validating reporting metrics with Huron project team
  - Explained reporting tool to client director, created training plans, and updated all client guides
  - Won intern case competition with team of five interns

**U.S. Securities and Exchange Commission, Washington, D.C.**

- Summer College Honors Intern, Office of Education and Advocacy
  - Collaborated with financial agencies such as the Commodities Futures Trading Commission, the Department of the Treasury, and the Federal Reserve to coordinate a conference educating teachers on the financial market
  - Organized conference operations including emailing applicants, coordinating speakers, arranging catering and transportation, and creating program material

**LEADERSHIP**

**RYAN HALL**

- Resident Assistant, Notre Dame, IN
- Supervised the safety and well-being of 267 hall residents
- Trained to handle emergencies, conflicts, and dorm management
- Served as temporary hall president, judicial commissioner, and on orientation staff

- Directed committee in organizing events to enrich the academic lives of Notre Dame students
- Designed Professor-Student coffee house series to encourage conversation between faculty and students in a relaxed setting

**GREENCASTLE COMMUNITY SCHOOL CORPORATION**

- Human Resources Intern, Greencastle, IN
- Prepared employee mailings and information packets for new hires
- Processed employee verifications and loan forgiveness forms
- Updated employee database and worked to eliminate excessive usage of paper
- Gained exposure to the internal functioning of a government-funded office

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**EXPERIENCE**

- Writing Center, University of Notre Dame, Notre Dame, IN
  - Spring 20XX-Present
  - Recommended by faculty to tutor undergraduate and graduate students in academic, essay, and formal writing
  - Presented at National Council on Peer Tutoring in Writing (NCPTW) Conference in October 20XX in Orlando, FL
  - Received $1000 grant from Notre Dame and $150 grant from NCPTW to conduct research and travel to conference

- Nordstrom, Tyson’s Corner, VA
  - Sales Associate, Men’s Sportswear
  - Effectively operated Nordstrom’s POS system, earned wages on commission

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**SKILLS & INTERESTS**

- Technical: Microsoft Word, Excel, Access, STATA
- Language: Advanced Spanish speaking and writing
- Interests: Drawing and painting, Traveling abroad, Reading historical fiction, Alpine skiing, Running, Piano
Mark W. Howard
Marked as: Vonnie W. Howard

143 Stanford Hall, Notre Dame, IN 46556 • Cell: (614) 123-4567 • mhoward@nd.edu

LAURA A. ANDERSON

113 Study Hall, Notre Dame, IN 46556 • Cell: (614) 123-4567 • llander@nd.edu

113 Study Hall, Notre Dame, IN 46556 • Cell: (614) 123-4567 • llander@nd.edu

EMPHASIS ON INTERNSHIP EXPERIENCE

The resume • Include any internship experience, even if the company was not mentioned. • Include internships in the reverse chronological order.

EMPHASIS ON TECHNOLOGY

The resume • Include any experience with technology. • Include technology-related coursework, projects, and assignments.

EMPHASIS ON PROFESSIONAL EXPERIENCE

The resume • Include any professional experience, including teaching, consulting, and project management. • Include professional experience in the reverse chronological order.

EMPHASIS ON LEADERSHIP

The resume • Include any leadership roles, such as team leader, project manager, and committee chair. • Include leadership experience in the reverse chronological order.

EMPHASIS ON RESEARCH

The resume • Include any research experience, including faculty and student research. • Include research experience in the reverse chronological order.

EMPHASIS ON ACTIVITIES

The resume • Include any activities outside of coursework and professional experience. • Include activities in the reverse chronological order.

EMPHASIS ON HONORS

The resume • Include any honors and awards, including academic and extracurricular. • Include honors and awards in the reverse chronological order.

EMPHASIS ON SKILLS

The resume • Include any skills, including technical, soft, and transferable. • Include skills in the reverse chronological order.
Adam M. Wilson
Current Address: 4 O’Neill Hall | Notre Dame, IN 46556 | (574) 123-4567 | adamwilson@nd.edu
Permanent Address: 40 Red Oak Road | Lakeview, IL | 60001

EDUCATION
University of Notre Dame | Notre Dame, IN | May 20XX
Bachelor of Science, Majors: Science Pre-Professional and Spanish GPA: 3.62

Universidad Popular Autónoma del Estado de Puebla | Puebla, Mexico | Fall 20XX
Bachelor of Science, Major: Biochemistry GPA: 3.32

EXPERIENCE
The Hill Lab - Professor Reginald Hill | Notre Dame, IN | Fall 20XX - Present
Undergraduate Research Assistant
• Utilize different scientific techniques of splitting cells in studying the biology of cancer
• Received a research grant studying the relationship between pancreatic cancer and Hydrogen Sulfide Salts

Minority Pre-Med Society | Notre Dame, IN | Fall 20XX - Present
Secretary
• Organize workshops for pre-med majors and get advice on the medical school application process
• Plan and manage the annual blood drive for the Notre Dame campus, one of the biggest blood drives on campus

Common Hope | Puebla, Mexico | Fall 20XX - Present
Medical Volunteer
• Assisted in pharmacy, dental, medical, and mobile clinics while providing public health talks in schools
• Promoted and participated in community health fairs, created public health related flyers, and accompanied social workers on home visits

Choula General Hospital | Puebla, Mexico | Fall 20XX
Medical Intern
• Supported physicians in two public hospitals to gain exposure to experience of international medicine
• Performed in-depth rotations with physicians and surgeons while speaking Spanish to patients
• Identified deficiencies in various departments: gynecology, internal medicine, surgery, pediatrics, pathology

Mother Theresa House | Lansing, MI | Summer 20XX
Caretaker
• Cared for the terminally ill in a non-profit house and administered daily medication

LEADERSHIP
Resident Assistant – O’Neill Hall | Notre Dame, IN | Fall 20XX - Present
University of Notre Dame | Notre Dame, IN
• Devise programs and activities designed to meet the needs of residents and establish rapport within the community
• Participate in a rotational management schedule during the evening hours arranged with and approved by the Rector
• Build relationships with residents to provide direct academic assistance and appropriate educational referrals

Undergraduate Teaching Assistant | Notre Dame, IN | Spring 20XX - Present
University of Notre Dame – Biology Department
• Serve as liaison between students and professor, learning different ways to teach based on different learning styles

ACTIVITIES
College Mentors for Kids | Vice President | Fall 20XX - Present
• Develop weekly activities with students in 4th through 6th grade focusing on higher education and career goals

The Observer | Sports Columnist | Fall 20XX - Spring 20XX
• Wrote over 100 sports columns that included game previews and recaps, feature stories on Notre Dame Athletics

SKILLS
Technical: Proficient in Microsoft Word, Excel, PowerPoint, and Visio
Language: Proficient in conversational and written Spanish
Interests: Aviation, Fantasy Football, Chicago Bears, Service Opportunities, South American culture, Twitter

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ROBYN-ELIZABETH LAVINE
relavine2@nd.edu | (555) 555-5555
Current Address: 111 LaSalle Ave. • South Bend, IN 46617
Permanent Address: 222 Newbury St. • Boston, MA 02115

EDUCATION
University of Notre Dame, Notre Dame, IN | May 20XX
Bachelor of Science, Major: Biochemistry GPA: 3.32

RESEARCH
Organic Chemistry Laboratory, Dr. Christina Yang, University of Notre Dame | Spring 20XX
Synthetic Organic Chemist
• Contributed to analog synthesis of polyketide natural products tedanolide and myriaporone ¾ for cancer research
• Developed synthesis schemes to novel GEX1A analogs: Niemann-Pick Type C (NPC) disease research
• Continued GEX1A analog efforts and independently developed synthesis schemes for additional analog studies

Siteman Cancer Center, Dr. Derek Shepherd, University of Seattle | Summer 20XX
Research Scholar
• Developed tissue bank through patient-derived tumor xenografts of colorectal cancer (CRC)
• Explored influence of CCR2 ligands on monocyte recruitment to tumor environment in CRC
• Performed qPCR on CRC tissue to quantify RNA and ELISA to evaluate protein expression

PRESENTATIONS AND PUBLICATIONS

EXPERIENCE
Introduction to Biology Laboratory, Notre Dame, IN | Fall 20XX - Spring 20XX
Teaching Assistant
• Taught two sections of lab to 25 first year biology majors
• Collaborated with a team of undergraduate teaching assistants to prepare labs, answer questions during lab sessions, and grade assignments covering a broad range of biological science topics

Scripps Hospital, Boston, MA | Summer 20XX
Emergency Department Volunteer
• Observed physicians and nurses completing medical procedures

SKILLS
Laboratory: Photomicroscopy, Mass Spectrometry, Immunocytochemistry, Plasmid DNA Isolation, Transformation
Computer: Microsoft Office, Adobe Photoshop, HTML
Language: Fluent in French

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Include key lab skills
# Matt Miles

**Current Address:** 100 Corby Drive • Notre Dame, IN 46556 • (574) 123-4567 • mmiles25@nd.edu  
**Permanent Address:** 300 Drenth Drive • Notre Dame, IN 46556 • (574) 123-4567

## Education

**University of Notre Dame, Notre Dame, IN**  
Bachelor of Science, Electrical Engineering, May 20XX  
Overall GPA: 3.12

### Relevant Courses
- Signals and Systems  
- Semiconductors I & II  
- Magnetic Fields and Waves  
- Neural Networks  
- Electrical Circuits I & II  
- Communication Systems

## Experience

### Office of Information Technology, Notre Dame, IN

- **Computer Cluster Consultant, Summer 20XX**  
  - Provided technical assistance to lab users regarding the use of printers, scanners, computers, and software applications  
  - Maintained printing facilities and Linux, Solaris, and Windows machines

### NCAA Athletics

**University of Notre Dame Varsity Football Team**  
Defensive Line, 20XX- Present, Captain - Present  
- Gain excellent time management skills balancing a weekly 30+ hour practice, training, competition, and travel schedule in addition to academics  
- Serve as liaison between the 30 member defensive unit and the coaching staff  
- Attaining skills to deal with the different personalities and resolve concerns  
- Foster a spirit of community as peer mentor to three first year team members of the defensive unit  
- Acquire mental toughness and became accustomed to pressure situations

## Leadership

### Rosenthal Leadership Academy, Notre Dame, IN

- **Selected Participant, Fall 20XX-Spring 20XX**  
  - Nominated on behalf of peers, coaches, and support staff to represent the program in monthly meetings, retreats, and workshops

### Student Advisory Council, Notre Dame, IN

- **Member, Fall 20XX**  
  - Contributed to the overall experience of student athletes by organizing events and workshops to promote the mission of the council: community, camaraderie, career, communication, and character

## Activities

- **Planning Committee Member, Freshmen Retreats, 20XX - 20xx**  
- **Eucharistic Minister, Sacred Heart Basilica and Stanford Hall, 20XX - Present**  
- **Overnight and Day Host, Notre Dame Prospective Students, 20XX - 20xx**  
- **Volunteer, Urban Plunge, New York, NY, December 20XX**  
- **Volunteer, Habitat for Humanity, Spring Break 20XX**

## Skills
- C/C++, MATLAB, LabVIEW, ESoft, SAP 2000, Photoshop, Microsoft Office

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# Joshua Bell

**Current Address:** 100 Corby Drive • Notre Dame, IN 46556 • (574) 123-4567 • jbell@nd.edu

## Education

**University of Notre Dame, Notre Dame, IN**  
Bachelor of Arts, May 20XX  
Major: Film & Television Production  
Minor: Business Economics  
GPA: 3.52

### Relevant Courses
- Neural Networks  
- Electrical Circuits I & II  
- Communication Systems

## Internships

### Jarrett Creative, New York, NY

- **Development/Production Intern, June 20XX-August 20XX**  
  - Created pitches for different networks like USA, CMT, and VH1 and helped move already picked up projects forward by researching leads and following up with potential talent  
  - Acted as a production assistant on a Lifetime Movie Network show

### American Pavilion, Cannes Film Festival, Cannes France

- **Film Documentary Intern, June 20XX-August 20XX**  
  - Selected as one of fifteen fellows from a pool of over 1,100 to participate in a summer media internship incorporating numerous career planning seminars  
  - Acquire mental toughness and became accustomed to pressure situations

## Experience

### Office of Information Technology, Notre Dame, IN

- **Intern, June 20XX-August 20XX**  
  - Provided technical assistance to lab users regarding the use of printers, scanners, computers, and software applications  
  - Maintained printing facilities and Linux, Solaris, and Windows machines

### NCAA Athletics

**University of Notre Dame Varsity Football Team**  
Defensive Line, 20XX- Present, Captain - Present  
- Assisted with the LA auditions and Top 40 Reveal episodes for the 3rd season of The X Factor  
- Logged and transcribed arrivals and backstage segments for character realities

### Students Against Destructive Youth (SADY), Notre Dame, IN

- **Fisher Regatta Head Commissioner, May 20XX**  
  - Managed a staff of over 20 people and oversaw every aspect of the event from paperwork to day of event  
  - Interacted directly with food, beverage, and apparel vendors, Notre Dame Security, and Student Affairs to ensure that the event ran smoothly in the eyes of attendants, staff, and Notre Dame authorities  
  - Served as Marketing Commissioner for freshman year

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## Skills
- Computer: Proficient in MS Word, PowerPoint, Excel, Adobe Photoshop, Premiere Pro and Final Cut Pro  
- Interests: Soccer, Graphic Design & Creating Posters, Sand Volleyball
**Alex Martin**

**University of Notre Dame**
Student Administrative Assistant, Notre Dame, IN  May 20XX

**EDUCATION**
- **Bachelor of Arts, Majors: Mathematics and Program of Liberal Studies**
  - University of Notre Dame, May 20XX
  - Glynn Family Honors Program
  - GPA: 3.96
- **College of Arts and Sciences**
  - Boston College, Fall 20XX-Spring 20XX

**FELLOWSHIP**
- **Intercollegiate Studies Institute Honors Fellow**
  - Fall 20XX-Spring 20XX
  - Attended an on-campus conference participating in lectures on politics, economics, society, and engaged in discussion and debate on key topics
  - Developed public, private, and social-sector solutions to national problems with professor in-year-long mentoring fellowship

**EXPERIENCE**
- **Notre Dame, IN**
  - **Credit Suisse IPO Project, Small Group Leader**
    - Fall 20XX
    - Constructed pitch book describing investment highlights, risk factors, and valuation for a historic IPO to present to Investment Banking analysts at Credit Suisse in Chicago
    - Ensured learning development of group by providing advising, resources, and feedback
  - **Wedbush Securities Investment Experience Project Team Member**
    - Spring 20XX
    - Produced project to present to analysts at Wedbush Securities consisting of research, volatility analysis and price forecasting for several commodity and currency pairs
  - **GTCR Leveraged Buyout Project Team Member**
    - Fall 20XX
    - Created project to present to Private Equity partners at GTCR in Chicago, which consisted of research summary, projections, and final buy out price of a publicly traded company

**LEADERSHIP**
- **Program of Liberal Studies Student Advisory Committee, Representative**
  - 20XX-Present
  - Provided student input to head of academic department
  - Evaluate candidates for teaching positions and make recommendations regarding new hires
  - Plan and execute academic and social events
- **Notre Dame Gender Relations Center, Peer Educator and Leadership Council**
  - 20XX-Present
  - Create and speak at programs relating to gender roles, body image, and eating disorders
  - Organized anti-sexual violence march in cooperation with Take Back the Night, national organization
- **Boston College Lecture Series, Chair**
  - 20XX-20XX
  - Proposed program on healthcare, identified topics and contacted speakers to bring to Boston College
  - Chose moderators, time, venue, and ensured program was executed smoothly

**SKILLS**
- Language: Proficient in Mandarin, Basic in Spanish
- Technical: Microsoft Office

**RESUME/CV - APPLYING TO GRADUATE SCHOOL**

**Aurora E. Smith**

55555 Smart Way • Granger, IN 55555 • (555) 555-5555 • auroraesmith@noemail.com

**EDUCATION**
- **University of Notre Dame, Notre Dame, IN**
  - May 20XX
  - Bachelor of Arts, summa cum laude
  - Major: Film, Television, and Theatre
  - Concentration: Television
  - GPA: 3.97
  - Glynn Family Honors Program

**Research**
- **Independent**
  - **Senior Thesis** "Coveted Demos and Better Tomatoes: Contemporary Teen Television and the Small-Town Idyll."
    - Advisor: Rori Gillmore
    - Presented research to the Department of Film, Television, and Theatre
  - "You Know You Love Me: Contemporary Celebrity Gossip Blogs and the Illusion of the Real."
    - FIT Special Studies
    - Advisor: Jess Mariano, Fall 20XX

**FELLOWSHIP**
- **Intercollegiate Studies Institute Honors Fellow**
  - Fall 20XX-Spring 20XX
  - Attended an on-campus conference participating in lectures on politics, economics, society, and engaged in discussion and debate on key topics
  - Developed public, private, and social-sector solutions to national problems with professor in-year-long mentoring fellowship

**EXPERIENCE**
- **Notre Dame, IN**
  - **Professor Kevin Dreyer, Director of Theater, June 20XX-present**
    - Selected by professors to provide feedback about undergraduate experience in the department to a panel of external reviewers
  - **Student Administrative Assistant, Notre Dame, IN**
    - 20XX-Present
    - Department of Film, Television, and Theatre
    - Provided assistance and information to prospective and current majors
    - Wrote and edited copy for departmental promotional material
    - Carried out a variety of short-term research projects at professors' requests
  - **Student-Athlete Tutor, Notre Dame, IN**
    - 20XX-Present
    - Office of Academic Services for Student-Athletes
    - Tutored student-athletes enrolled in Basics of Film and Television and Introduction to Business Statistics
  - **Undergraduate Representative, Notre Dame, IN**
    - February 20XX
    - Department of Film, Television, and Theatre External Review Board
    - Selected by professors to provide feedback about undergraduate experience in the department to a panel of external reviewers

**Scholarly Presentation**
- **Smith A.E., March 20XX, "Gender-Bending Baddies: The Conflation of Evil and Gender Deviance in the Works of Walt Disney."
  - Presented at The Society for Cinema and Media Studies Conference Chicago, IL

**Achievement**
- **Outstanding Work in Television Studies, University of Notre Dame**
  - May 20XX
  - Induction into Phi Beta Kappa
  - Martin’s Supermarket Scholarship

**Skills**
- Language: Proficient in Mandarin, Basic in Spanish
- Technical: Microsoft Office
**CREATING THE FEDERAL RESUME**

Create your USAJobs.gov account and build your federal resume with the resume builder to apply for jobs and internships posted on USAJobs.gov. The Federal Resume is not a 1-page resume! Your resume may be 2-5 pages long, but strategically tailor the resume for each position.

- Key word match with the announcement. Tailor the wording in your resume to reflect the exact language of skills, experiences, and duties used in the posting. This is key to obtain application points.

- Think broadly to demonstrate experience and skills mentioned in the announcement. Include any related experiences (unpaid, volunteer, club leadership, high school, college, summer internships) as long as they are relevant. For some opportunities, a year of courses can count for experience. List courses and credit hours if relevant.

- Use the CCAR model (below) to demonstrate accomplishments and results. Utilize brief paragraphs or bullet statements in the experience and additional information sections that include:
  - **Context** (why important)
  - **Challenge** (what obstacles/risks faced)
  - **Action** you took (not the team’s)
  - **Result** (what your action improved, changed, impacted)

- Make it your goal to earn 100 rating points for each application package. Include all relevant information concisely. Divide the section into sub-categories (such as leadership, activities, honors, professional associations, service). Include activities, even from high school, that demonstrate you have the knowledge, skills, abilities, or experiences required.

- If you are required to complete a questionnaire, you MUST have very few “no” responses on the questionnaire to score enough points to be considered eligible. Think outside of the box. For example:
  - Have you ever owned your own business? If you mowed lawns for summer money, or ran a computer repair service for your neighbors you can respond “Yes.”
  - Have you scheduled people? If you scheduled children for swimming, music, or tutoring lessons you can respond “Yes.”

  **Example of CCAR**

  **Objective**
  Obtain a summer internship position in the Cryptanalysis and Exploitation Services Summer Program or the Graduate Mathematics Program at the National Security Agency utilizing data science, data analysis and advanced mathematical skills before beginning a Masters of Science in Applied and Computational Mathematics and Statistics with a focus on predictive analytics.

  **Experience**
  **Learning Resource Center**
  219 Coleman-Morse Center
  Notre Dame, IN 46556 United States
  09/2012-05/2014
  Salary: ##.## USD Per Hour
  Hours per week: 4

  **Peer Tutor**
  Exceptional academic performance coupled with strong oral and written communications skills led to employment as a peer tutor. Tutored first year students struggling in calculus courses by reviewing and strengthening their understanding of class content leading to the students’ successful completion of the course. Deconstructed complex mathematic concepts for struggling students by breaking the concept down into simple and easy to replicate steps resulting in the enhancement of students’ understanding of the concept and ability to complete assigned homework problems. Conducted large group review sessions available to all students covering calculus course content by facilitating discussion between students on various content allowing the students to verbalize their understanding of class content leading to the students’ successful completion of the course.

  **South Bend Office of Innovation**
  227 W Jefferson Blvd
  South Bend, IN 46601 United States
  06/2013-08/2013
  Salary: ##.## USD Per Hour
  Hours per week: 40

  **Data Analyst Intern**
  Acquired and cleaned crime report and street light data using R resulting in the successful analysis of the relation between street lighting and crime in the city of South Bend. Analyzed crime report and street light data using neighborhood spatial requirements and statistical distribution of the data leading to a successful policy recommendation to the mayor’s council on crime reduction methods. Developed a procedure using numerical analysis for the measurement of police effect allowing the South Bend city government to correctly identify successful policies. Created a tutorial for city employee ArcGIS users teaching proper implementation of the ArcGIS-R bridge resulting in the increase in statistical analysis tools through R further enhancing data analysis. Developed a methodology using object oriented programming for analysis of peak times and locational hotspots of Computer Aided Dispatch (CAD) calls to the police department leading to decision making of when and where additional police force would prove helpful. Exploited data structures using algorithms in a hands-on experience.

- Make sure to SAVE the job posting. You cannot access it after the posting closes. Review your application before submitting. If any required question or documentation is missing, your application will not be considered.

- Questions about the posting? Contact the person, number, or email on the job posting often listed under “how to apply.”
Experience

University of Notre Dame
Master of Science, May 2016
Area of Study: Applied Mathematics and Computational Statistics
Specialty: Predictive Analytics
Relevant Coursework: Applied Linear Models, Topics in Statistics

Languages
French: Spoken: Intermediate   Written: Beginner     Reading: Intermediate
Spanish: Spoken: Intermediate   Written: Beginner     Reading: Beginner
Korean: Spoken: Beginner    Written: Beginner     Reading: Beginner

Programming and Software: Microsoft Word, Excel and Power Point, R, MATLAB, C++, ArcGIS
Relevant Projects: Data Analysis-The Statistical Analysis of Gender Bias in Films
• Analyzed the relationship between the Bechtel test scores for films and profit through the utilization of statistical analysis tools in R, resulting in a thorough understanding of computer based statistical analysis and understanding of variables contributing to the gender biasness of a film

Olympia Dance Center
111 Jeffy St. SE
Allerton, IL 00000 United States
09/2009-06/2012
Salary: N/A USD Per Hour
Hours per week: 2
Assistant Dance Teacher
• Identified struggling students and conveyed information in the learning style best suited for the student resulting in the student’s successful mastery of the dance step
• Managed classes of 10 dancers aged 5-6 through structured lesson plans resulting in a unified presentation of learned skills in a dance recital

University of Notre Dame
Bachelor of Science, May 2015
GPA: 3.714/4.0
Credits Earned: 119 Semester hours
Major: Applied Mathematics and Computational Statistics
Minor: Asian Studies

Additional Skills

Programming and Software: Microsoft Word, Excel and Power Point, R, MATLAB, C++, ArcGIS
Relevant Projects: Data Analysis-The Statistical Analysis of Gender Bias in Films
• Analyzed the relationship between the Bechtel test scores for films and profit through the utilization of statistical analysis tools in R, resulting in a thorough understanding of computer based statistical analysis and understanding of variables contributing to the gender biasness of a film

Programming and Web
• Demonstrated experience in utilizing user defined types, for and while loops in C++ to create a compilable and playable Tetris like computer game resulting in an interactive demonstration of a mastery of C++ code programming skills

Languages
French: Spoken Intermediate   Written: Beginner     Reading: Intermediate
Spanish: Spoken Intermediate   Written: Beginner     Reading: Beginner
Korean: Spoken: Beginner    Written: Beginner     Reading: Beginner

International Study:
Yonsei University Summer Special Program, Seoul, South Korea (Summer 2014)
• Lived and attended school in Seoul, South Korea
• Academic studies focused on Korean language

Yonsei University Exchange Program, Seoul, South Korea (Fall 2014)
• Lived and attended fall semester of junior collegiate year in Seoul, South Korea
• Academic studies focused on Korean history, Korean media, Korea philosophy and Korean language

Civic Leadership:
Vice President and Member, University of Notre Dame Juggling Club, 2012-2015
• Recruited new members through the collection of emails at the club fair resulting in the growth of attendance and representation in the club
• Taught new members the skills necessary to juggle balls as well as other juggling items through step by step explanations and encouragement resulting in all members being able to juggle

Treasurer and Member, University of Notre Dame Swing Club, 2012-2015
• Budgeted for special events and workshops through the collection of club dues and fundraisers resulting in occasional workshops and the weekend exchange with other university swing clubs
• Documented current dues paying club members for the continued running of the club under university policy

Big Brother Little Brother Commissioner, Sorin Hall, 2013-2014
• Organized events between upper and lower classmen in the dorm successfully facilitating positive relations within the dorm and providing additional support for first year student’s in their adjustment to college life

Interests:
Tutoring, Foreign Languages, Traveling, Dancing, Music

References

Dr. Doug Stiller
University of Notre Dame, Applied Mathematics and Computational Statistics
Title: Tenured Professor
Phone: 574-631-4444
Email: dstiller@nd.edu
Reference Type: Academic

Marvin Sturdy
South Bend Office of Innovation
Title: Director
Phone: 574-255-7293
Email: sturdym@sb.org
Reference Type: Professional

Dr. Jouyun Lee
Yonsei University
Title: Professor of Korean History
Phone: 7+111-222-6789
Email: jouyunl@yonsei.edu
Reference Type: Academic
COVER LETTERS

Cover letters serve as a bridge between your resume and the specific job to which you are applying. Therefore, there isn’t a “one size fits all” cover letter. A cover letter is also a reflection of your writing skills, so take time and care to proofread and review your document. It needs to be specific to the organization and position—a generic cover letter will not help you.

SEND A COVER LETTER WHEN:
• Applying through Go IRISH or another online database and the employer has requested it
• Responding to a job posting via direct mail or email
• Sending a response to a referral from a friend or acquaintance

GUIDELINES

A COVER LETTER SHOULD BE:
• Formal, polished, and grammatically correct
• Precise, concise, cordial, and confident
• Written in the active voice
• Varied in sentence structure—don’t begin all sentences with “I”
• Printed on the same type of paper as your resume
• Targeted to the needs of the company and requirements of the position
• A way of connecting the job description with your resume and skills

ADDRESS COVER LETTERS TO A SPECIFIC PERSON
If you do not have a contact name:
• Investigate the company website and other online resources for contacts and addresses
• Call the company and request the name of the person responsible for hiring college graduates in your career area
• If all efforts fail, use a proper salutation such as “Dear Sir or Madam” or “Dear Hiring Manager”

FIRST PARAGRAPH - “WHY THEM?”
• States WHY you are writing
  - Responding to an advertised opening
  - Inquiring about a possible opening
• States WHY you are applying to, or are interested in, this employer
  - Company’s training program
  - Company’s product or service
  - Demonstrate your company research
• Mention your contact/referral if you have one

SECOND PARAGRAPH - “WHY YOU?”
• States WHAT qualifications you bring to the position
• Highlights two or three experiences or academic achievements that directly relate to the qualifications the employer is seeking
• Proves through examples of experiences and activities that you have key skills for the position—i.e., leadership, communication, problem-solving ability, and analytical skills
• May close with a summary sentence of your qualifications and a confident statement that you can make a contribution to the organization

THIRD PARAGRAPH - “NEXT STEPS”
• States WHAT you WANT—an interview or an opportunity to further discuss your qualifications and employment opportunities
• May reference your enclosed or attached resume
• Thanks the person and indicates that you look forward to speaking to or meeting with him/her, but indicates flexibility as to time and place
• Optional: Can state that you will call the contact person at a certain time/day to discuss scheduling a meeting or an interview

See Sample Cover Letters on the following pages.

Schedule an appointment for a resume or cover letter review online at undergradcareers.nd.edu.
Sample Cover Letters

Position Description

Chart your course for success in a fast-paced learning environment and get set to become a top-performing account manager in the group insurance segment of the employee benefits industry. Highly motivated and results driven recent grads and early-career professionals will experience on-the-job and classroom training, coaching and mentoring as part of CIGNA Group Insurance’s Leadership Development Program.

August 22, XXXX

Mr. Kim Dean
University Relations Specialist
CIGNA Corporation
900 Cottage Grove Road, A-122
Hartford, CT 06152

Dear Ms. Dean:

Please consider my enclosed resume for the CIGNA Leadership Development Program. Currently, I am a senior majoring in marketing at the University of Notre Dame. The qualities I have to offer CIGNA in this program include:

- **An achiever with outstanding interpersonal skills:** While working as an intern at XYZ Company, I was selected for the marketing strategy team that partnered to increase revenue by 41% and customer base by 20%. Prior to attending Notre Dame, I volunteered for a local non-profit organization where I worked with clients from different cultures. Based on my contributions and commitment to the organization, I earned recognition as “Volunteer of the Month.”

- **Demonstrated leader and team player:** I co-founded a student organization aimed at increasing community service involvement campus-wide. Over the past three years, we have been able to generate a 32% increase in student participation, and have made valuable contributions to the community. I also served as a Resident Assistant in one of the University’s largest residence halls while achieving a 3.59 GPA in my classes.

- **Excellent analytical and quantitative abilities:** In a team-based business simulation, I continuously analyzed the market and our competition for a financial services firm throughout the semester. The professor acknowledged our final project as being “an outstanding example for future classes.” Last summer as an intern, I participated in a cross-functional team to assess a proposed business venture expanding customer product offerings.

CIGNA is a long-time leader in providing full-service solutions. Through this approach, the company has continued to expand its client base and market position for more than 125 years. Specifically, your mission to help people lead healthier, more secure lives matches my own personal values and interests, as demonstrated through my community service efforts.

I am committed to adding value and contributing to CIGNA’s global expansion. Please consider placing me on your interview schedule during your campus visit. Thank you in advance for your consideration. If you have questions prior to your visit, please feel free to contact me at (574) 258-5555.

Sincerely,

Peter Smith

1807 Construction Road
Apartment #18
Notre Dame, IN 46556

October 15, XXXX

4 blank lines here

Mr. Phillip Sorrel
Director of Sales
ABC Corporation
1 Industry Plaza
Framington, NJ 02089

2 blank lines here

Dear Mr. Sorrel:

I recently spoke with Mr. Connors at the Fall Career Expo at the University of Notre Dame regarding career opportunities within the pharmaceutical industry, and he suggested I contact you. ABC Corporation’s recent market expansion and use of the most current biotechnology in its products is particularly impressive. I am very interested in a Pharmaceutical Sales Representative position with your company and have enclosed my resume for your review.

My Science Business education has exposed me to principles of business—marketing, accounting, finance, and management—while also establishing the strong science foundation necessary in the pharmaceutical industry. As a marketing intern last summer, I applied and developed these skills in a corporate environment. Through interaction with clients ranging from computer hardware businesses to local grocers, I fostered strong communication skills and the ability to work with diverse customers. Additionally, I am committed to achieving results. For example, my new approach to marketing an on-campus community service program increased student participation by 25%. Given my goal-driven nature and desire to succeed, I am confident that I can make a positive contribution to your Sales Department.

I would like the opportunity to further discuss my qualifications and any sales opportunities within ABC Corporation. I will call you during the week of November 1 to see if we might schedule a convenient time to meet. I look forward to our conversation.

Sincerely,

Peter Smith

1 Industry Plaza
Framington, NJ 02089

4 blank lines for signature

Mary Flint

Enclosure

Include if sending a hard copy of the letter and resume.
**POSITION DESCRIPTION**

Product Development Engineering careers at Vandelay Industries offer you the chance to drive innovation and embrace bold new challenges as a member of the team responsible for revolutionizing the automotive industry. Today, we’re on a new road, with defined goals and renewed energy. You’ll see it in our attention to quality and performance, and in the groundbreaking designs and technologies that create an unparalleled driving experience for our customers.

We’re looking for an Engineer with 0–3 years of experience and a BSME to do the following:

- Design and develop robust manufacturing processes for wiring manufacturing facilities
- Follow Vandelay’s Advanced Process Development process throughout the project and assure deliverables are met on time
- Seek out, understand, and interpret product requirements that can be implemented in innovative new manufacturing processes and in a socially and environmentally conscious manner.

---

**Knowledge and skills gained through classes and projects count as experience**

---

**Immediate state why you are interested in the company and position**

---

**Highlight relevant skills gained through specific internship and academic experience**

---

**Quantify accomplishments when possible**

---

**Sincerely,**

*Anthony Hermann*

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**When applicable, state that you have applied on Go IRISH, and indicate interest in obtaining an on-campus interview**

---

**3.5% by researching affordable, alternative materials from which to source project prototypes.**

---

**Reduced physical waste by nearly 22% in the first year, as well as cut costs for the ME department by**

---

**Vandelay Industries’ innovative approach to providing eco-friendly options for those in the automotive industry are of great importance and particular interest to me. Furthermore, Vandelay Industries’ recent market expansion and use of the most current materials technology in its products is extremely impressive.**

---

**Dear Mr. Costanza:**

I recently spoke with Art Vandelay at the Fall Career Expo at the University of Notre Dame regarding the Product Development Engineer position with Vandelay Industries, and he suggested I contact you. Vandelay Industries’ innovative approach to providing eco-friendly options for those in the automotive industry are of great importance and particular interest to me. Furthermore, Vandelay Industries’ recent market expansion and use of the most current materials technology in its products is extremely impressive.

My Mechanical Engineering education and my experience in and out of the classroom makes me a valuable candidate. As an engineering intern last year at Delphi I learned a great deal of how engineering and technology companies work closely with the automotive industry, and I believe this experience will allow me to contribute immediately to your team. Additionally, I am committed to advancing social and environmental standards in our industry, as shown through my involvement in the American Society of Mechanical Engineers and Student Energy Board. Our efforts are to reduce materials waste across Notre Dame’s campus, and specifically in regards to materials waste in engineering projects. Our efforts reduced physical waste by nearly 22% in the first year, as well as cut costs for the ME department by 3.5% by researching affordable, alternative materials from which to source project prototypes.

Furthermore, my active involvement in student government has helped strengthen my leadership and communication skills, both of which are vital for successful engineers. I am confident that I can help move Vandelay Industries’ initiatives forward and make a lasting and immediate impact on your team.

Please refer to my attached resume for a more detailed explanation of my experiences and qualifications. I want to thank you for taking the time to read my letter and for considering me for the Product Development Engineer position. If I can answer any questions please feel free to contact me at jsmith@email.com or (555) 555-1234.

Sincerely,

*Julie Smith*

---

**As a tax consultant intern for True Partners Consulting, I worked extensively in researching Section 199 and other complex tax deductions for our clients. I created templates for future use in evaluating the availability of specific deductions and also generated a methodology for the analysis of fixed assets for tax purposes. As an international tax intern for Zimmer, Inc., I was able to learn the foundations of the U.S. and foreign tax structures and experience first hand the importance of tax solutions in a Fortune 500 company.**

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**In my Principles of Marketing class, I led a team of eight through a semester-long project which followed a product through the entire marketing process and resulted in a 200-page report and 20 minute presentation. I led discussions, critiqued my team members’ work, and motivated them to produce the best work possible. Outside of my academic and work experiences, I served as the Community Service Coordinator for the Black Cultural Arts Council and fostered a relationship with the Robinson Community Learning Center establishing community service activities for our club.**

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**Accompanying this cover letter is my resume, which I also submitted through Go IRISH for your review. I would like the opportunity to further discuss with you the associate tax analyst position and my qualifications. I noted that Lilly will be conducting on-campus interviews and hope to talk with you sometime before then. Thank you for your consideration.**

Sincerely,

*Anthony Hermann*

---

**When applicable, state that you have applied on Go IRISH, and indicate interest in obtaining an on-campus interview**

---

**Dear Mr. Costanza:**

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Sincerely,

*Julie Smith*

---

**As an Associate Financial Analyst, you will experience an exciting career offering a wide range of opportunities for professional development, including the two-year Lilly Initial Financial Experience (“LIFE”) training program. By strengthening your skills through a variety of financial assignments, you will deepen your financial expertise, learn and contribute to the business, and impact patients through your work in finance.**

---

**When applicable, state that you have applied on Go IRISH, and indicate interest in obtaining an on-campus interview**

---

**Dear Mr. Costanza:**

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Sincerely,

*Julie Smith*
**Full-time Marketing Position Inquiry**

mary.domer@underarmour.com

**Full-time Marketing Position Inquiry - Mary O’Connor**

Dear Ms. Domer:

I recently learned of Under Armour’s full-time positions through Ms. Bridget Kibbe, a Director at Notre Dame’s Center for Career Development, and I am very interested in this opportunity. My previous corporate internship experience, extra-curricular activities, competitive drive, and passion for athletics make me a strong candidate for this position.

While working as a business analyst intern for Target Inc. this previous summer, I developed several important skills required by this competitive corporate setting: fast-paced learning, dedication, creativity, and the ability to work as part of a team. Through partnering and individual critical thinking skills, my intern team presented an actionable inventory strategy to the division upon completion of the internship.

As an intern in Liz Claiborne’s International Marketing Division during the summer of 20XX, I worked with several cross-functional teams. These interactions were the most rewarding experiences of this internship, giving me the opportunity to effectively communicate with, and learn from, a diverse group of professionals.

Serving as the Director of Marketing for the Student International Business Council has given me the opportunity to explore my interests while applying classroom skills to real world business modules. In this challenging leadership position, I successfully led marketing projects with major companies, developing strategies and providing market research for future implementation. Through these experiences, my interpersonal skills, specifically my presentation and communication abilities, have been strengthened. With focus, time management, and determination, I have also maintained an accomplished academic record at Notre Dame.

Becoming a part of Under Armour and representing the brand preferred by today’s athletes is an exciting opportunity. I look forward to discussing Under Armour’s full-time positions with you at a later date. Thank you for your time and consideration.

Sincerely,

Mary O’Connor

(555) 555-5555

http://www.linkedin.com/in/moconnor

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It is acceptable to leave closing open-ended, but generally better to retain control by asking for a specific appointment.
REQUIRED WRITING SAMPLE GUIDELINES

Many applications for opportunities that include analysis, research, communications, or are academically based will require a writing sample as part of the initial application package. Consider the following when preparing or sending a writing sample:

- Usually 3-5 pages in length.

- If you already have a well written writing example longer than the recommended 3-5 pages, write an abstract for the first page summarizing the hypothesis, main points, and conclusion. Let the reader know the following pages are an excerpt of the same document. Include page numbers, your name, and the title of the paper on each following page.

- It’s ideal that the paper combines both a topic of interest to, or relates well with, the employer.

- Most importantly, the paper must demonstrate your best writing whether or not the topic relates with the employer.

- If expected to have writing samples as part of the application process, select one or two ahead of time and ask a faculty member to review and suggest improvements. Incorporate the edits and prepare the abstracts ahead of time; this will help you get an application out quickly if meeting a tight deadline.

- Most employers are seeking to assess how well you write and communicate critical thinking. The writing sample will give them an idea of the type of research and topics you have chosen to examine and what matters to you. The writing sample allows the employer to have a small window into your perspectives. Many employers are seeking to understand your analytical, critical thinking, integrative and synthesis skills.

- Some employers are seeking to assess your creative communication, how well you persuade others through your writing, and what kinds of ideas you integrate or present in an interesting twist of perspective.

- When considering what writing sample to send, look at the work of the employer. What are the underlying skills most needed in the internship or job for which you are applying (critical thinking, research, academic writing, creative, persuasive writing, etc.)? Select a writing sample that best exemplifies the skills the employer is seeking.

- Writing samples must not contain confidential information, grammatical errors, or misspellings.

- Your writing sample must have been written solely by you. A group project paper is not acceptable and submitting one would be a misrepresentation.

- Provide a “roadmap” for your reader. The recruiter is reading a lot of writing samples. At the top of your document, include your name, date you wrote the document, why (for what class or project), and what you think it demonstrates about you; no more than three sentences.
FINDING OPPORTUNITIES
MAP YOUR INTERNSHIP & JOB SEARCH

Ready to search for your internship or job? Map it first and be more effective in pursuing what YOU want!

Figure out your preferences on the following four parameters—Industry, Compensation, Function, Location. Know when and where to look for the opportunities that interest you by understanding how/when/where industries tend to recruit and post opportunities. Those that come to campus are a small percentage of the large number of employers that seek to hire college students and recent graduates.

**INDUSTRY**

What two industries are of top interest to me?

1

2

Where are these industries most prevalent? (Reference USA May help: see the CCD website)

1

2

When/where do these two industries recruit and post positions (see General Recruiting Deadlines on the next page for more info)?

When: 

Where: 

On-Campus

Off-Campus

Go IRISH

Organization Website

Career Development

Other Online Resources

**COMPENSATION**

How much? Range:

$ $  $ $  

What’s the range for rental costs in my top choice location?

$ $  $ $  

What’s the national average pay for my top function/industry?

$ (See Glassdoor or NACE salary survey)

**FUNCTION**

What tasks do I want to do all day in order of preference? Be specific!

1

2

3

4

I’ve considered these position titles (in order of preference):

1

2

3

4

**INTERNSHIP COMPENSATION ONLY**

Does my top choice industry offer paid compensation?

Yes

No

If no, Funding Sources to check out:

The Center for Career Development

My Academic Department

Scholarships

Research Funding

CUSE Fellowships

See CCD website for more info
What skills do I have for these tasks/positions (utilize Skills Assessment on p. 13)

1 ___________________________________________  2 ___________________________________________
3 ___________________________________________  4 ___________________________________________

**LOCATION**

Where do I need/want to be in order of preference?

1 ___________________________________________  2 ___________________________________________
3 ___________________________________________  4 ___________________________________________

How do these locations fit with my top choice Industry? Is the Industry located there? Try to avoid “I'll live ANYWHERE” and select one or two “preferred” places to live.

**GENERAL RECRUITING DEADLINES**

*These are the general hiring timelines for internship and full-time positions, there are always exceptions*

**FALL RECRUITING**
- Accounting
- Actuarial
- Consulting
- Education
- Engineering Fields
- Financial Services
- Government
- Healthcare
- Insurance
- Investment Banking
- Marketing
- Post-Graduate Service
- Retail
- Technology

**SPRING-SUMMER RECRUITING**
- Advertising
- Architecture
- Design Fields
- Education
- Entertainment/Media
- Government Sector
- Human Resources
- Insurance
- Marketing
- NGOs
- Nonprofit Sector
- Post Graduate
- Service
- Public Relations
- Publishing
- Real Estate
- Research
- Sports/Recreation
- Sales

**ETHICAL JOB & INTERNSHIP SEARCH POLICIES**

The Center for Career Development at the University of Notre Dame requires students who are engaged in a career or job search to conduct themselves in an ethical manner reflecting the policies and expectations put forth by the University of Notre Dame in its student handbook, DuLac. The Center for Career Development takes this issue seriously and requires all students who use its services to sign a contract that outlines expectations and consequences.

Students who renege on an offer of employment will be held accountable by the University. Any student who reneges on a full-time job or internship offer acceptance will be deactivated from Go IRISH and required to meet with the Center for Career Development’s Director of Undergraduate Career Services and Director of Employer Engagement to discuss the circumstances of why the acceptance was reneged, and appropriate next steps. The relevant dean may be made aware of any student who has reneged on an offer. Each student is required to read and sign this policy when registering for an account on our Go IRISH recruiting system.
NETWORKING

Networking involves speaking with professionals in your fields of interest in order to explore careers and gather information. It is not about asking a person for a job or internship and it is not one-sided, you ask for assistance but can also provide assistance to others. Networking is merely relationship building and maintenance.

WHY SHOULD I NETWORK?

EXPLORE CAREERS AND INDUSTRIES

You can use networking to gather information. If you’re unsure about your major or industry of interest, you can explore options by identifying people who majored in the subjects you are considering and are now using those majors in different ways. Then reach out for a conversation.

FIND CONTACTS

If you’re more certain about your preferred industry or have it narrowed down to a few, you can use networking to establish contacts in those fields. These people can become great sources of knowledge or potentially mentors. If you have an interview coming up, you should find someone at the organization to get their insights before the interview.

LEARN ABOUT JOB/INTERNSHIP OPPORTUNITIES

Networking should be a part of any job or internship search. Approximately 70% of all jobs/internships are found through networking so it’s to your benefit to engage in this practice.

HOW DO I REACH OUT TO CONTACTS?

This depends on how well you know that person. While email is best for someone you don’t know well, a phone call may be appropriate for someone you speak with regularly. Include the following information in any correspondence: your introduction, who referred you/how you found the contact, why you’re reaching out, what you hope to learn, and a specific request (like a brief conversation).

After the initial outreach, wait a week for a reply. If you don’t receive one, send a follow-up email. If you still don’t receive a response, move on to another contact.

WHO IS IN MY NETWORK?

Take the example below left and apply it to create your own network on the right:

- Family
- Friends
- Professors
- Co-Workers
- Alumni
- Supervisors
- Neighbors
- Professional Organizations
HOW SHOULD I NETWORK?

UTILIZE THESE RESOURCES TO LOCATE AND NETWORK WITH ALUMNI AND OTHER PROFESSIONALS

<table>
<thead>
<tr>
<th>Resource</th>
<th>Website</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IrishCompass</td>
<td>IrishCompass.nd.edu</td>
<td>Search for alumni who have expressed interest in helping with informational interviews, job shadows, mentorships, and more</td>
</tr>
<tr>
<td>MyNotre Dame</td>
<td>My.nd.edu</td>
<td>Identify alumni on myNotreDame, the University’s Alumni Association database, to reach out and connect with the ND community regarding your career development</td>
</tr>
<tr>
<td>Directory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notre Dame</td>
<td>My.nd.edu</td>
<td>Explore contacts and events occurring in a particular geographic region for those alumni clubs in order to network and connect with alumni in that area</td>
</tr>
<tr>
<td>Alumni Clubs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LinkedIn</td>
<td>LinkedIn.com</td>
<td>Build and engage your network with 500+million professionals from around the world</td>
</tr>
<tr>
<td>Go IRISH</td>
<td>UndergradCareers.nd.edu</td>
<td>Find organizations of interest and reach out to employer contacts that recruit at Notre Dame</td>
</tr>
<tr>
<td>Career Shift</td>
<td>UndergradCareers.nd.edu</td>
<td>Locate contacts from targeted organizations in the contacts section</td>
</tr>
</tbody>
</table>

INTERVIEW

Dear Mr./Ms. Alum,

I am a Notre Dame junior pursuing a career in journalism. Next Friday, March 26th, I have an internship interview with [insert organization name] for [insert position title]. I am very interested in this opportunity and would like to gain your insight on [insert organization name] to learn more about how I can stand out in the interview.

Would you have time for a 10-minute phone call so that I may ask about your experiences at [insert organization name] and any advice you might have for me in my interview?

I would be free anytime over the lunch hour, Tuesday or Thursday afternoons when I'm not in class, or in the evenings. Thank you for your consideration, I look forward to hearing back from you.

Sincerely,
John Smith
Jsmith8@nd.edu | 574-123-4567

THANK YOU

Dear Mr./Ms. Alum,

Thank you again for taking time from your busy schedule to speak with me last Friday morning about your career. Your advice was very helpful! I will be contacting Ms. Amy Smith today, as you suggested. In addition to following up with that contact, I have applied to job openings with ABC Inc., and XYZ Co. Thank you for that suggestion! (Include a point or two about advice they gave you that you took to heart).

I hope you have a great start to the summer! Again, thanks for your insight. If any additional suggestions come to you mind please pass them along. I will keep you posted on my job search progress.

Regards,
Jane Johnson
Jjohn2@nd.edu | 574-123-4567

SAMPLE NETWORKING LETTERS/EMAILS

Dear Mr./Ms. Alum,

I am a junior marketing major at Notre Dame who is interested in discovering more about the public relations field. I found your contact information through the Alumni Association directory, myNotreDame. (Add one or more lines highlighting why you have interest in the field)

Would you have time for a 15-minute phone call to discuss public relations as a possible career path? I would like to ask you about your experience in the industry, your career path, and ask any advice you would have for me on pursuing the field.

I would be free anytime over the lunch hour, Monday, Wednesday and Friday mornings, Tuesday and Thursday afternoons, or in the evenings.

I'm sure you have many demands on your time so I thank you for your consideration. I look forward to hearing back from you.

Go IRISH!

Jane Smith
Jsmith9@nd.edu | 574-123-4567

CAREER EXPLORATION

Dear Mr./Ms. Alum,

I am an undergraduate junior majoring in Business at Notre Dame. I am currently doing my research on [insert field of interest] and found your contact information through [insert resource]. (Add one or more lines highlighting why you have interest in the field)

Would you have time for a 15-minute phone call to discuss your experiences in [insert field of interest]? I would like to ask you about your role in the industry, your career path, and any advice you would have for me on pursuing the field.

I would be free anytime over the lunch hour, Monday, Wednesday and Friday mornings, Tuesday and Thursday afternoons, or in the evenings.

I'm sure you have many demands on your time so I thank you for your consideration. I look forward to hearing back from you.

Go IRISH!

John Doe
Jdoe123@nd.edu | 574-123-4567
YOUR LINKEDIN PROFILE

Employers use social media to target applicants and learn more about them. Make sure your social media presence is professional and targeted.

**FULL NAME**

**Headline**

Your headline is a short, memorable, professional slogan that highlights your skills and accomplishments as well as what you are seeking. Think of it as your thesis. “Student at Notre Dame” is not a strong headline because it does not promote your unique strengths.

**Summary**

Your summary should be a concise, confident statement about your skills, qualifications, and goals. It should include information about your education and experience and build on your headline. Think of it as your introductory paragraph. It should be 3-6 sentences and written in the first person.

**Experience**

Treat this section as you would the Experience section on your resume. You should include any job (even part-time), internship, research, extracurricular/service, or leadership experience that is particularly relevant or significant. Include the names of the organizations, job titles, dates, and locations. Use bullet points or short paragraphs to describe your accomplishments.

**Education**

List all your institutions of higher education, including study abroad and schools transferred from (if applicable). Include your degree, major(s), minor(s), concentration(s), GPA, and dates.

LinkedIn offers the option to upload your resume.

LinkedIn allows you to customize your profile by adding sections relevant to you, including Organizations, Volunteer Experience, Skills, Honors & Awards, Courses, Projects, and Recommendations. There is also a Profile Strength indicator to help you identify areas of your profile for improvement.

This can be a simple phone camera photo or a professional headshot. Be sure you are nicely dressed, alone in the photo, in front of a non-distracting background.
INFORMATIONAL INTERVIEWING

This is one of the most common ways to network and gives you the opportunity to connect meaningfully with a professional. Informational interviewing is asking someone about what they do – it is not asking for a job or internship.

PRIMARY GOALS

- Investigate a specific career field and learn about important issues in that field
- Narrow down career options or uncover options you never knew existed
- Obtain advice on where your skills might be applied
- Broaden your network of contacts for future reference

WHO SHOULD I INTERVIEW?

You can contact a wide range of professionals from a variety of fields. Contacts generally fall into one of two categories: people you know and people you don’t know. It helps to ask people you know to introduce you to people they know who work in your desired field.

People you know:  
- Friends
- Family
- Neighbors
- Co-workers
- Professors

People you don’t know:  
- Alumni
- Professional Organization Members
- Employers
- Social Media Contacts

HOW DO I PREPARE?

Preparing for an informational interview allows you to be more confident, make a positive impression, and ensures you get your questions answered. It also allows you to respond to questions about yourself more effectively.

To prepare, you should:

- Identify what you want to get out of the meeting
- Research the professional and his/her company
- Research the industry
- Review your experiences, interests, and skills
- Practice your introduction
- Develop a list of questions

If the meeting will be in person, be sure to arrive a few minutes early and dress in formal or business casual attire (depending on the industry and venue). If the meeting will be virtual or over the phone, be sure to identify a quiet space you can use in advance that has a strong internet connection.

WHAT QUESTIONS SHOULD I ASK?

Sample Questions for an Informational Interview:

- How did you enter this job/career?
- What do you do in a typical day/week?
- What are the most interesting aspects of your job?
- What do you like least about this career? And what do you find dull or repetitious?
- How would you recommend someone break into this field?
- What educational background is required?
- What kind of person would be best suited for this career in terms of personality, interests, and skills?
- What kind of experience or internship would help in this career?
- Are there specific courses a student might take that would be particularly beneficial in this field?
- Is travel expected with this job?
- What types of training do companies give to people entering this field?
- What technologies are integrated into this career?
- What special advice would you give to a young person entering this field?
- How do you see the jobs in the field changing over the next five years? What can I do to prepare myself for such changes?
- How can I learn more about this career/job?
- What professional organizations are active and responsive in this career field?
- Are there any other individuals you recommend I speak with to learn more about this career?
- What are some job titles of entry-level positions in the career field? What is the career trajectory?
- What is a typical salary range in this field?
- What advice would you give on locating opportunities, the time frame for applying, and the application process?
WHAT DO I DO AFTER THE MEETING?

SEND A THANK YOU NOTE
Within two days, send a thank you email or note highlighting the value of the meeting and referencing something specific the professional suggested. This keeps the door open for future exchanges.

REFLECT ON WHAT YOU LEARNED
Every informational interview allows you to learn about possible careers. Take the time to reflect upon what you learned and how that relates to your own values, interests, personality, and skills. You might find that your interest has been piqued further, or that a particular career isn’t exactly what you thought it was. It’s important to have multiple conversations with people in a given field to get a full picture of it.

DEVELOP A PLAN TO STAY IN TOUCH
Since networking is relationship building, it’s important to stay in touch with your contacts. It may be a simple email filling them in on something new in your professional life, sending an article that could be of interest to them, or sharing a seasonal greeting. It is appropriate to follow up every few months, but it depends on whether or not you have something substantial to say. Don’t forget, not everyone will find time to reciprocate so don’t take offense if you don’t get a reply. Also create a database to track contact information - name, date of conversation or follow-up, outcome, and notes.

FINAL TIPS/KEYS TO NETWORKING
- Create a list of everyone you know and identify how they could help you gather career information
- Define what information you need and what you are trying to accomplish
- Know yourself (values, interests, personality, and skills) and practice a concise introduction
- Start each in-person encounter with a firm handshake, good eye contact, and a smile
- Be tactful, courteous, and authentic in all conversations
- Adopt a positive attitude about networking and be proactive
- Send communications at least a week apart and no more than 3 times; if you don’t receive a response, move on
- Create a database of contacts with notes about each person and conversations you had
- Send a thank you note after any networking interaction
- Focus on quality of interactions, not quantity
- Be patient - you may start slowly but soon you will build momentum

THANK YOU NOTE EXAMPLES

Dear Mr./Ms. Alum,
Thank you again for taking time from your busy schedule to speak with me last Friday morning about your career. Your advice was very helpful! I will be contacting Ms. Amy Smith today, as you suggested. In addition to following up with that contact, I have applied to job openings with ABC Inc., and XYZ Co. Thank you for that suggestion!

(Include a point or two about advice they gave you that you took to heart).

I hope you have a great start to the summer! Again, thanks for your insight. If any additional suggestions come to your mind please pass them along.
I will keep you posted on my job search progress.

Regards,
Jane Johnson
Jjohn2@nd.edu
574-123-4567

SOCIAL MEDIA TIPS
One in three employers have rejected candidates based on something that was on their social media. The tips below will help guide you before reaching out to future employers or potential networking contacts.
- Adjust your privacy settings
- Be aware of what is public (photos, posts, etc.)
- Search yourself on Google
- Proactively tag or un-tag yourself in photos and events
- Always proof before you post
- Never complain about your job or boss or broadcast confidential employer information
- Utilize social media sites to research organizations and professionals
- Follow companies of interest and engage in career related groups
- Customize the invitation to connect on LinkedIn (who you are, how you know that person, and why you want to connect)
- Use the University of Notre Dame Career Insights feature on LinkedIn to search for alums (see the CCD website for more information)
INTERVIEWING & JOB OFFER EVALUATION
Interviews are used for both full-time and internship opportunities, as well as service, graduate/professional school, and fellowship opportunities. They are perhaps the most significant part of the hiring/evaluation process. Both you and the interviewer have your own objectives:

**YOUR GOALS ARE TO:**
- Showcase your skills and interpersonal qualities
- Demonstrate that you are a match for the position through specific examples of past experiences
- Determine if the position/organization are a good fit for you

**THE INTERVIEWER’S GOALS ARE TO SEE:**
- If you have the skills to do the job
- If you are motivated to do the job
- If you are a fit with the organization’s culture

**TYPES OF INTERVIEWS**

**RESUME/TRADITIONAL**
This form of interviewing goes through your resume. Questions are about your education, prior work experience, and activities. It is very straightforward. Be ready with examples.

**BEHAVIORAL INTERVIEWING**
Some companies, especially those in consulting and finance, are concerned not only with your experience but also with your ability to address complex problems and reach logical conclusions. The emphasis here is on your thought process; there is not necessarily a right or wrong answer.

**CASE**
Some companies, especially those in consulting and finance, are concerned not only with your experience but also with your ability to address complex problems and reach logical conclusions. The emphasis here is on your thought process; there is not necessarily a right or wrong answer.

**TECHNICAL**
Companies in financial services, accountancy, technology, engineering, or science may ask questions related to academic coursework or concepts (e.g. programming skills) and/or industry knowledge (e.g. market indices).

*Please refer to undergradcareers.nd.edu for specific resources
FOR PROFIT

ORGANIZATION KNOWLEDGE
- Annual Report, especially the letter to Shareholders
- Company history
- Company mission statement

INDUSTRY KNOWLEDGE
- Industry background/general information
- Competitors

CURRENT EVENTS
- New products/lines of business

INTERVIEW CHECKLIST

NONPROFIT ORGANIZATION

ORGANIZATION KNOWLEDGE
- Mission and services
- Population(s) served
- How the organization refers to its constituents—clients, guests, patrons, members
- Executive Director, CEO or President of local, regional, national, and/or international levels

SECTOR KNOWLEDGE
- Current size, numbers served, number of employees within the nonprofit sector

CURRENT EVENTS
- Recent news articles about the organization

GOVERNMENT AGENCY

ORGANIZATION KNOWLEDGE
- Public service mission
- Top position titles and names in agency
- Level of government at which the agency functions (city, state, federal)
- Branch of government

SECTOR KNOWLEDGE
- Sector trends and current economic state

CURRENT EVENTS
- Recent news articles about the organization

RESOURCES*
- ReferenceUSA, IBISWorld, Business Insights Essentials, Business Source Complete, Mergent Online

*Please refer to undergradcareers.nd.edu for specific resources
COMMON INTERVIEW QUESTIONS

You can’t anticipate the questions you’ll receive in an interview. However, common themes include applications of analytical, problem solving, and decision-making skills; leadership development; creativity; teamwork; and personal development. These should be answered using specific examples. Interviews often include a mix of different types of questions.

RESUME-BASED/QUALIFICATIONS

- Why are you interested in our organization? Industry?
- What work experience has been the most valuable to you and why?
- Why did you choose to attend Notre Dame and how did you select your major(s)?
- How do you think you have changed personally in the past (five) years?
- What challenges are you looking for in a position?
- What three trends do you see in the future for our industry?
- Tell me about yourself.
- Why do you want to work in (career field)?
- Why do you feel you will be successful in this program?
- What is your greatest strength/weakness, and how will it affect your performance in this program?
- What are some of the most creative things you have done?
- What characteristics do you think are important for this position?
- Tell me about your summer internship.
- How has your education at Notre Dame prepared you for a _______ position?
- Where do you see yourself in five years?
- What has been the biggest accomplishment in your life and why?
- Why should I hire you?

BEHAVIORAL

- Give an example of a problem you have solved and the process you used.
- Describe a situation in which you had a conflict with another individual and how you dealt with it.
- What idea have you developed and implemented that was particularly creative or innovative?
- Tell me about a team project of which you are particularly proud and your contribution.
- What types of situations put you under pressure, and how do you deal with the pressure?
- Tell me about a situation when you had to persuade another person to your point of view.
- Describe a time when you added value to an existing work process.
- Describe a leadership role you have held, and tell me why you committed your time to it.
- In thinking about a past position you have held, what did you do to make your duties more effective?
- Describe one of the toughest competitive situations you have faced and how you handled it.
- What has been one of your greatest disappointments and how did you respond?
- Tell me about a time you failed.
- Describe a situation in which you were criticized, and how you responded.
- Tell me about a time you went above the call of duty.

THE PSYCHOLOGY BEHIND COMMON INTERVIEW QUESTIONS

It is important to know that some employers ask questions that seem very simple; however, the hidden meaning behind the questions may not be simple at all.

WHAT INTERVIEWERS ASK YOU

1. Describe yourself. How does your background qualify you for this job?
2. What are your greatest strengths and weaknesses?
3. Why this job? Why this organization?
4. How would your peers describe you?
5. What makes you think you will succeed in this organization?
6. Why should we hire you? What do you bring to this job?

WHAT THEY REALLY WANT TO KNOW IS

1. Can you take an incredible amount of information, organize it quickly in your head, and present it in a concise and articulate fashion?
2. How mature are you in dealing with your weaknesses? Can you identify methods for self-improvement?
3. Have you done your homework? Are you analytical?
4. How do you see yourself? Are you a leader or a follower? (A quiet confidence is needed here—not arrogance or egotism).
5. Have you accurately identified the skills and expertise needed to succeed? Can you prove you have them?
6. How are your promotion and persuasion skills? Are you believable? If you can’t sell yourself, how will you be able to sell our products/company/ideas?
The STAR technique provides a concise and thorough framework for organizing responses to behavioral interview questions. Describing specific experiences adds credibility to your responses regarding your qualifications for the position. Begin by analyzing and identifying themes within the job description. Then reflect on your experiences to identify examples of when you demonstrated the skills, qualities, and knowledge required for the position. You should draw from classroom, extracurricular, volunteering, and job/internship experiences. Think about what skill(s) you can highlight with each example (ex: teamwork, communication, analytical, etc.) as well as the questions for which you can use each example.

Note, when providing examples that involved a team, be sure to balance a description of the team’s efforts with your specific role (see the following STAR examples). If you don’t have much team experience, consider joining a club or participating in a volunteering trip!

**STAR APPROACH IN ACTION**

**SITUATION:** Describe the context of the situation - class project, student activity, volunteer, job, etc.

**TASK:** Describe the task and your specific role - goal, problem to be solved, improvement to be made, etc.

**ACTION:** Describe the actions you took - planning and implementation done to reach goal, solve a problem, etc.

**RESULT:** Describe the outcomes of your action - impact, influence, change resulting from your action, etc.

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**STAR APPROACH IN ACTION**

**SITUATION:** As a member of the American Society of Mechanical Engineers, a student organization with 100 members,...

**TASK:** ...I suggested establishing a mentoring program for area junior high school students to increase their interest in math and science and as a way for engineering students to explore careers in teaching.

**ACTION:** I formed a committee to research the idea and then develop procedures, policies, and marketing plans. To recruit participants, we designed an email to send to all mechanical engineering students. After presenting our proposal to a local middle school science teacher, we were welcomed into the classroom.

**RESULT:** Ten pairs of students were active in the mentoring program last year. As seniors, two engineering graduates entered the teaching profession and the junior high students started an engineering club after school. We have already started organizing this year’s program with the same teacher.

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**STAR APPROACH IN ACTION**

**SITUATION:** In the class Ethical Leadership, we discussed real world problems and the types of leadership required to address those problems.

**TASK:** As a team of six, we were assigned a project on habitat destruction. We were asked to develop a comprehensive project including a definition of the problem, our proposed solution, and an explanation of the type of leadership necessary to implement the solution.

**ACTION:** I took the initiative to make meeting plans throughout the semester before everyone’s schedules became too packed. We drafted a timeline for our project, setting goals for each meeting. At every step of the project, we ensured that tasks were divided equally among the team. I sent out reminders to team members before upcoming deadlines. For the final day, we were each in charge of part of the project presentation. We each made our slides for the PowerPoint presentation, and I combined the slides to ensure the format was congruent.

**RESULT:** Our presentation received positive feedback from a panel of professors and our classmates. Since we each had a share of the project, we were knowledgeable in our respective sub-topics. The professor complimented us on our teamwork.
QUESTIONS TO ASK THE INTERVIEWER

Interviewers typically give you the opportunity to ask questions at the end of an interview. Make the most of this opportunity - it can be a red flag to employers if you don’t ask any questions. The questions you ask will help you gain information to aid in your decision-making process. Your questions should focus on the industry, the organization, and the position.

INDUSTRY QUESTIONS

• If you were interviewing with a retail company, a good industry question might be: Despite the rise of artificial intelligence (AI) based solutions to reshape the retail workforce, only a handful of traditional brands have been effective at implementing AI strategies to drive business efficiency. In your opinion, is AI the best way to stay relevant? What else can retailers do to adapt?
• If you were interviewing with an automotive company, a good question might be: Product recalls not only affect a company’s current revenues, but could also affect its long-term performance by reducing customer confidence. What steps can be taken to reduce the number of recalls, and if recalls do occur, how can customer confidence be restored?
• In what ways has this organization been most successful in terms of products/services over the past several years compared to competitors in (this industry)?
• What challenges and opportunities do you see over the next two years regarding growth in (this industry)?
• What kind of changes do you expect to see in (this industry) over the next two to three years?

ORGANIZATION QUESTIONS

• If you were interviewing with a publishing company, a good organization question might be: Could you talk about the data metrics that help drive major publishing decisions, such as when to develop an imprint?
• Could you talk about the key data that drives goal setting and strategic planning for (the organization)?
• How would you describe the culture of your organization?
• What has been the professional growth track for other students who have been recruited by your company over the past 3-5 years?
• Does your organization encourage its employees to pursue additional education?
• How do you feel my style will complement the team culture?

POSITION QUESTIONS

• Describe the rotational training program associated with this position/internship. How is employee performance evaluated during the training period?
• What career paths have others followed after completing the program?
• As an intern, what kind of projects will I receive?
• What characteristics best describe individuals who are successful in this position?
• How is job performance evaluated?
• Describe the three top challenges that I’ll face in this job.
• What are the key deliverables and outcomes that this position must achieve?

INTERVIEWING TIPS

• Arrive 5-10 minutes early. Give yourself plenty of time for travel.
• Map your route, parking, etc. in advance. Have the office phone number on hand in case you need to contact them.
• Turn cell phone OFF (not vibrate).
• Bring a notepad, extra copies of your resume, a copy of your transcript and your project, design, art, or architecture portfolio when appropriate.
• Build rapport with the interviewer(s) in the first five seconds. Greet the interviewer(s) with a smile, firm handshake, and make eye contact.
• Brief silence is OK—if you are stumped by a question, take a moment to collect your thoughts. Asking for clarification (depending on the question) may also buy you some time and/or make it more clear.
• Be prepared with thoughtful questions.
• Close the interview reiterating your interest in the organization and the position. Understand the next steps and the timetable. You may have to ask for this information.
• Ask for a business card in order to follow-up with a thank you note.
• Remember, any interaction with the organization is a part of the decision-making process (information sessions, meeting the recruiter at a tailgate, pre-nights, and talking with greeters, receptionists, or office assistants.)
INTERVIEW DRESS

What you wear conveys how important the opportunity is to you. The primary goal in dressing for an interview is to feel good while projecting an image that matches the requirements of the position and organization. The professional standard is to wear a two-piece, matching suit in gray, navy, or black. If you are uncertain about attire, check with a counselor at the CCD or an alumnus at the organization.

SHIRTS
Wear a long-sleeved, collared, button-down shirt in white, light blue, or another calm color.

TIES
Whether stripes or small dots, patterns should be subtle.

SUITS
A two-piece matching suit in navy, dark gray, or black is appropriate. A skirt and blazer combo also works.

BLOUSE/TOPS
Wear a professional top in neutral or pastel colors.

SUITS
A two-piece matching suit in navy, dark gray, or black is appropriate. A skirt and blazer combo also works.

SHOES, SOCKS, & BELTS
Wear dress shoes, dark socks, and a belt to match your shoes.

WRINKLE-FREE
Whatever you decide to wear, make sure your attire is wrinkle-free.

PANTS
Khaki pants fall in the category of business casual.

SKIRTS
Skirts should always be knee-length.

SHOES
Coordinate your outfit with flats or low closed-toe heels in dark or neutral colors.

DRESSES
A dress can also be worn, even under a blazer. Like skirts, the dress should be knee-length.

PANTS
Blue pants also fall in the category of business casual.

BUSINESS CASUAL

Business casual is one notch down from traditional interviewing attire. When the dress code is business casual, keep in mind it’s not appropriate to wear your favorite old t-shirt, ripped jeans, old sneakers, or flip-flops. Remember the “business” part of business casual, and leave your old comfortable clothes at home. Outfits should still be clean, pressed, and fit properly. Sandals or peep-toe shoes may be permissible in some offices but save flip-flops for the weekend.

NON-VERBAL COMMUNICATION

Along with attire, non-verbal communication is also an important factor to keep in mind while interviewing.

• Be aware of your body language and smile
• Be relaxed, but exude energy, have a firm handshake
• Avoid distracting body motions, such as adjusting hair and clothes
• Make eye contact when speaking with the interviewer(s)
• Sit comfortably, but attentively with good posture
POST INTERVIEW FOLLOW-UP

A thank you note restating your interest in the position and the organization should be sent within 24 hours of each interview, to each person with whom you spoke. Make each note somewhat different and try to reference something you discussed in the interview. Take no further action until at least one week beyond the date when they said they would contact you. At that time a phone call to see if a decision has been made is appropriate.

THANK YOU NOTE EXAMPLE

It was a pleasure to meet with you about the Marketing Representative position at ABC Organization. I especially appreciated talking with you about...

If given the opportunity, I am confident I can make valuable contributions to your organization. Thank you for the time you took to interview me. I look forward to hearing from you about this position.

JOB OFFER EVALUATION

After receiving an offer, you may ask yourself: Should I take it? How do I decide between multiple offers? How do I accept or decline the offer?

SHOULD I ACCEPT ANY OFFER?

Think very carefully about the offer and don’t accept until you are ready, as an acceptance must be made in good faith with an intention to honor the acceptance. Some questions to ask yourself include:

- Are the organization’s values and culture in sync with mine?
  Did I engage well with the people I met?
- Is the work challenging? Do they provide me with quality professional development opportunities? Will it take me on my desired professional path in a reasonable time frame?
- Even if it isn’t the exact position I was hoping for, will I gain skills that will positively influence my career/professional development?
- Does the compensation package (salary, benefits, vacation, health and retirement plans) meet my needs?
- Is it in a geographic location that interests me?
- How do I feel about the required level of travel?

Use the matrix on the right to help with your evaluation. If you would like to discuss your situation please contact The CCD to speak with a Career Counselor.

ACCEPTING AN OFFER

When accepting a job offer, you should do so in writing by restating your interest and the key components of your job offer. However, any acceptance (even verbal) must only be given with the full intention of honoring that acceptance.

JOB OFFER EVALUATION MATRIX

Create your own list of features that matter to you and list them in order of importance, with the most important feature appearing at the top of your list. Rate the features of each company’s offer on a scale of one to five (5=excellent; 1=poor). This is one way to compare job offers. List in order of importance to you. See the questions on the left (Should I Accept Any Offer?) for guidance.

<table>
<thead>
<tr>
<th>FEATURE</th>
<th>COMPANY 1</th>
<th>COMPANY 2</th>
<th>COMPANY 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary (EXAMPLE)</td>
<td>5</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Opportunity to travel</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

TOTAL RATING


The Center for Career Development’s Ethical Job & Internship Search Student Policy requires that you also notify all other organizations to whom you have applied that you have accepted an offer and wish to withdraw your name from further consideration.

You may also consider notifying and thanking all those who have helped you in your job search, including those who served as references, provided you leads, and gave advice.

WITHDRAWING/DECLINING AN OFFER

Sending an email or letter when withdrawing from the interview process or declining an offer is important to assure good relations with the organization.

- Withdraw from the interview process/decline an offer as soon as you know you are no longer interested, or immediately after accepting an offer from another organization
- Withdrawing/declining tactfully in a timely manner will not offend the organization
- Be positive—let them know it was a difficult decision, express your appreciation, and thank them for the opportunity

EXPLODING OFFERS

Exploding offers are those with short deadlines. The Center for Career Development’s Employer Job Offer Policy outlines the timing required for employers to provide students to make decisions. If you are faced with an exploding offer, please contact the Center for Career Development; we can help negotiate the date if the employer recruited on campus through the Center for Career Development.

REQUESTING MORE TIME

When faced with a decision to accept an offer that you feel you can’t make in the time allotted, you can consider requesting more time from the employer. You may need a phone conversation with the employer about your request to extend the offer deadline, but it’s wise to provide a "heads-up" to the employer regarding the nature of your request before the call. Make sure to express your enthusiasm and gratefulness for the offer. Odds are extremely low that the recruiter will rescind the offer just for asking - and if they do, it’s probably best to steer clear of the company anyway. Do not wait until the last minute to ask for an extension - a week or more before the deadline is preferred.

If you are struggling to make a decision or are feeling pressured by a company to make a quick decision, please make an appointment with the Center for Career Development - we can help you evaluate your options. See the CCD website for examples of ways to ask an employer for more time to consider an offer.

ACCEPTING AN OFFER

Dear Mr./Mrs. Representative:

Thank you for offering me a position with (name of organization) in your (location or division). I appreciate the efforts that everyone in your organization have made on my behalf.

After giving your offer serious consideration, I am confident that joining your firm will offer the challenges and rewards I seek. I enthusiastically accept your offer of employment at an annual salary of $________, and a start date of (date). Becoming a (position title) with (name of organization) will provide me the opportunity to make a genuine contribution and to develop professionally.

On (date) I plan to be in the area to look for suitable housing. Would you please send me any pertinent information you have available?

I want to express my appreciation again for the many courtesies you and others in your organization have extended to me. I am looking forward to beginning a rewarding career with (name of organization).

Sincerely,

(Written signature)
(Your name typed here)

DECLINING AN OFFER

Dear Mr./Mrs. Representative:

Thank you for offering me a position as a (position title) with (name of organization). I appreciate the efforts that everyone in your organization have made on my behalf.

Deciding where to begin my career has been a difficult decision. Although your offer was very attractive, I have elected to decline the invitation to join (name of organization), and accept another position.

Again, thank you for your kindness and consideration. I wish you success in your recruitment efforts.

Sincerely,

(Written signature)
(Your name typed here)
GRADUATE & PROFESSIONAL SCHOOL

ADDITIONAL POST-GRAD OPPORTUNITIES
## Questions to Consider

<table>
<thead>
<tr>
<th>Questions to Consider</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you know what career you would like long term?</td>
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<tr>
<td>Does the career you would like to pursue long term require a higher degree?</td>
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<tr>
<td>Do you know what you want to study and are you still curious and passionate about that particular field?</td>
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<tr>
<td>Are you emotionally ready for the rigors of graduate school?</td>
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<tr>
<td>Are you financially ready (it’s an expensive proposition if you’re unsure or unready)?</td>
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<tr>
<td>Do you know why you want to go to graduate school?</td>
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<tr>
<td>Do you have the necessary requirement(s) to enter the program you desire (major, test score, industry or volunteer experience, research, internship)?</td>
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<tr>
<td>Do you know the type of graduate program you want to pursue?</td>
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</tbody>
</table>

1 year Graduate Degree; 2 year Master; Law; Medical; Allied Health; 5-7 year PhD; Research, Clinical, or Applied

## If You Answered Yes to the Questions Above

**Consider These Timelines in Applying:**

**Sophomore year, second semester**
- Talk with professors; line up research opportunities for junior year; start researching graduate programs

**Junior year**
- Know the application deadline for your graduate program
- Obtain faculty-directed research and independent research experience (summer, senior thesis, or capstone)
- Read broadly in the field; take notes on readings and ideas by major contributors in the field
- Get to know faculty members from whom you will want recommendations
- Study and prepare for the graduate school testing necessary for your program; free practice tests available through Kaplan
- Sign up for testing with enough time before application submission deadlines that you could take the test(s) once more to achieve a higher score

**Senior year**
- Research, evaluate, and select programs to which you want to apply
- Prepare CV or graduate school resume
- Figure out a graduate school finance plan
- Prepare and submit application materials

**Components of the Application Process:**
- Essay or Personal State and Resume/CV – begin with plenty of revision time
- Interviewing (particularly medical schools) practice interview skills before the first interview
- Recommendation Letters – ask faculty members with plenty of advance notice

## If You Answered No or Are Unsure How to Answer the Questions Above

- Begin talking to your professors, alumni who pursued a graduate program you are considering, current ND graduate students, and/or a career counselor at The Center for Career Development
- Learn more about graduate school in order to make a well-informed decision
- Consider the possibilities listed on the next page which would include: taking a “gap” year, doing service, gaining a fellowship, or entering the military
- Consider entering the world of work via an internship or job

## Graduate School Resources

- **Petersons Grad School Bound** – Includes details about student and faculty demographics as well as key dates and program fees.
- **Petersons Allied Health Graduate Programs** – Provides general overview with links to more specific programs.
- **ABA-LSAC Official Guide to ABA – Approved Law Schools** – Provides in-depth information about law schools and allows students to see likelihood of admission to different schools based on their GPA and LSAT scores.
- **Start Class** – Includes a list ranking law schools with some quick stats, and more details about each school when you click on it.
- **Princeton Review** – Provides variety of law school rankings, such as law schools with best professors, best resources for minority students, most liberal/conservative students, etc; includes a search by region.

*Please refer to undergradcareers.nd.edu for specific resources*
ADDITIONAL POST-GRADUATE OPPORTUNITIES

THE “GAP” YEAR
A gap year is taking some time off between life stages. During this period, you may explore a new interest area, or you may choose an experience that enhances your skills and career goals. Before deciding if a gap year is right for you, ask yourself:

- Are there experiences that I want to have before I enter my career?
- Do I need this experience to enhance my skills, or to build additional professional experience?
- Does this experience relate to my long term career goals? If not, am I okay with that?
- How long do I want this gap year to be? Do I want to travel internationally?
- Would I consider a three-month internship, such as with an NGO, before moving to another opportunity?
- Would this experience improve my CV or research skills to be a more competitive applicant for a graduate or professional degree program?

SERVICE
Choosing to volunteer post-graduation can be a life-changing experience and provide you with key skills for the next step in your career. Before deciding if service is right for you, consider the following possibilities:

- What community or social issue is most important to me?
- Do I want to spend one or two years dedicating time and energy to addressing community and social issues?
- Do I want to live in community or not?
- Is the service program faith-based or not? Is that an important factor in my decision?
- Does the program offer a stipend or salary?
- Do I want a domestic or international service program?
- Do I need health insurance and does this program provide it (most do)?
- Does my service program provide housing?
- May I qualify for postponement or forbearance to repay my loans during my service?
- Does this volunteer opportunity provide an educational award applicable to education loans or future education tuition and fees?
- Can this service opportunity help build professional experience that will open the next career door for me?
- Will this opportunity allow me to work with populations or social issues I want to focus on longer-term?
- Find postings on Go IRISH and explore a vast array of service opportunities through the Center for Social Concerns

FELLOWSHIP
A fellowship is a project or research that includes an applied component, offered in a wide range of areas – teaching, research, service, and further graduate study. Fellowships are competitive so begin investigating your sophomore year by talking with your professors and the staff at the Flatley Center for Undergraduate Scholarly Engagement (CUSE). A fellowship or Fulbright can also enhance your application for a graduate or professional degree program. Some fellowships can help pay for graduate studies.
Check out the CUSE website, www.cuse.nd.edu/fellowships, or www.ideal-ist.org to learn more about opportunities.

MILITARY
As an ROTC cadet or deciding to pursue Officer Candidate School, your post-graduate plans may be set for the next few years after graduation. However, there are still resources to help NOW with your career transition:

- Notre Dame Alumni Career and Professional Services – ROTC Group (access through my.nd.edu)
- DoD (Department of Defense) Transition Assistance Program (TAP)

PRE-LAW ADVISING
The Center for Career Development has recently added pre-law advising to our services. Contact the CCD at (574) 631-5200 or email CareerDevelopment@nd.edu for more information.