

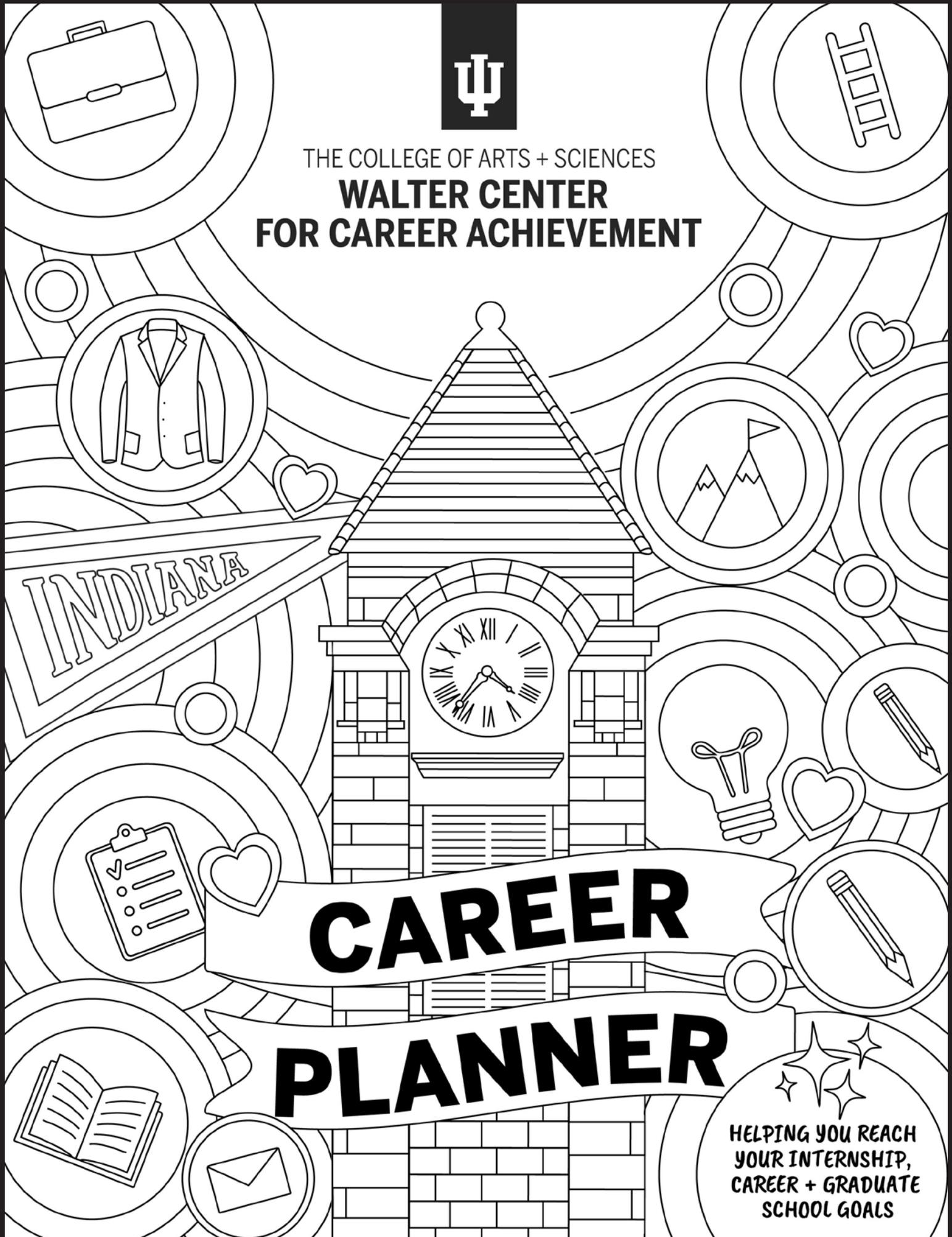


THE COLLEGE OF ARTS + SCIENCES
**WALTER CENTER
FOR CAREER ACHIEVEMENT**

CAREER

PLANNER

HELPING YOU REACH
YOUR INTERNSHIP,
CAREER + GRADUATE
SCHOOL GOALS



FIND A CAREER YOU'LL LOVE.

With a degree from the College, you're opening doors to your future. Employers say that the creative, communication, and problem-solving abilities that traditionally come from a liberal arts and sciences education are the most valuable attributes they seek in employees.

At the Walter Center for Career Achievement, we'll show you how to use your liberal arts and sciences education to find a career you'll love. Come see us as soon as you've declared your major. We'll get you started—and we'll be with you every step of the way, from finding experiences that make you marketable to deciding on a career that matches your values, interests, and strengths. You'll be able to engage with Career Communities that will connect you with the industries you're interested in.

The biggest achievement you'll ever attain is loving who you are and feeling empowered by your beliefs. Let us help you translate your degree from the College of Arts and Sciences into a challenging, fulfilling career.

What Can Your Degree Do for You?

Your College of Arts and Sciences degree is valuable across a wide range of careers and industries. Career Communities are designed to help you explore online and discover careers that align with your interests and goals. In addition to our Career Communities, we have:

Career Studio

- + Drop in to get your career questions answered, or use our space and the help of career coaches to start your job or internship search.
- + Mon. - Fri. 9:00 a.m. - 4:30 p.m.

Career Fairs + Events

- + Numerous career fairs and events bring recruiters and IU alumni to campus each semester.
- + careers.college.indiana.edu/events

One-on-One Coaching

- + Receive personalized advice, support, and guidance when making career decisions in pre-scheduled appointments.
- + go.iu.edu/careercoaching

Career Courses

- + These courses help you with everything from choosing a major to applying for opportunities post-graduation.
- + careers.college.indiana.edu/career-courses

What is a Career Community?

Your major doesn't confine you to a specific job type or field, and now is a great time to explore. Career Communities are designed to help you discover careers in industries that interest you.

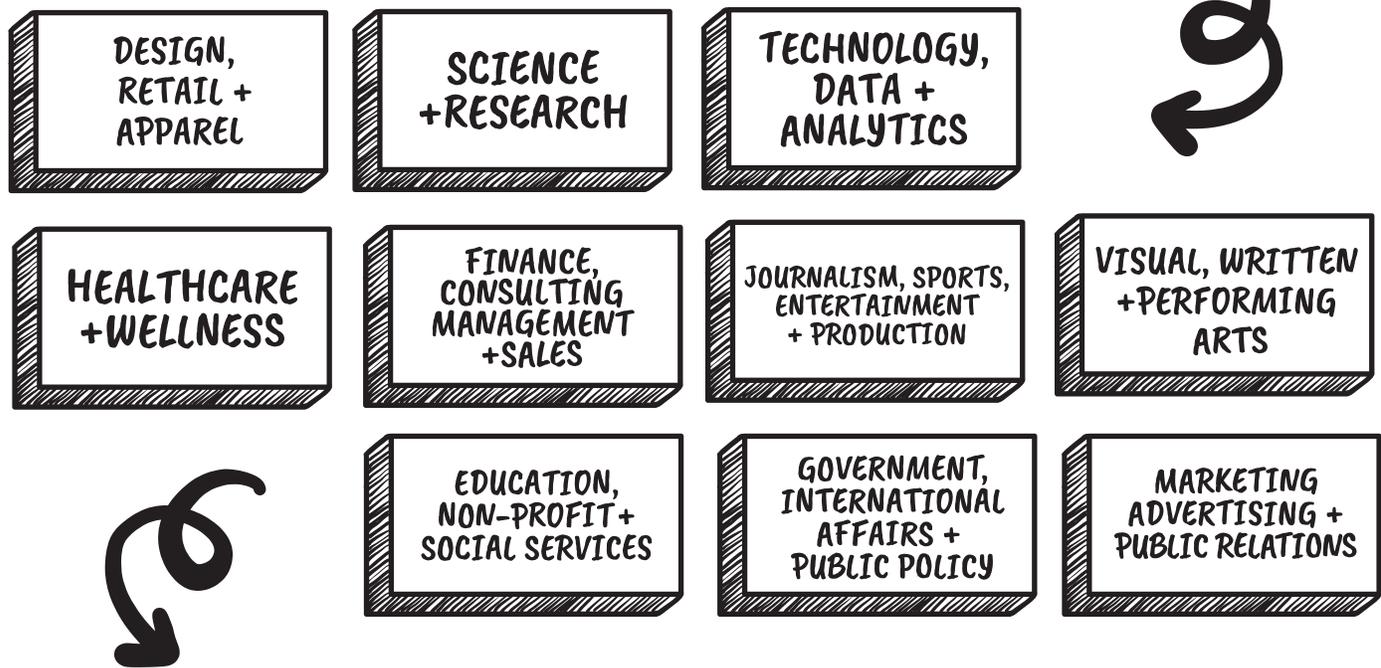
1. Declare a Major

Study something you love! Your major won't place you in a specific job. Figure out what kind of work sounds interesting to you – whether it relates to your major or not.

2. Explore Career Communities

We've grouped industries that relate to each other into communities. Choose a few to help you try out interesting potential careers. Getting experience in more than one community will help you narrow down your options and make decisions.

Tip: Use the guide on page 5 to figure out what kind of experience you want to get.



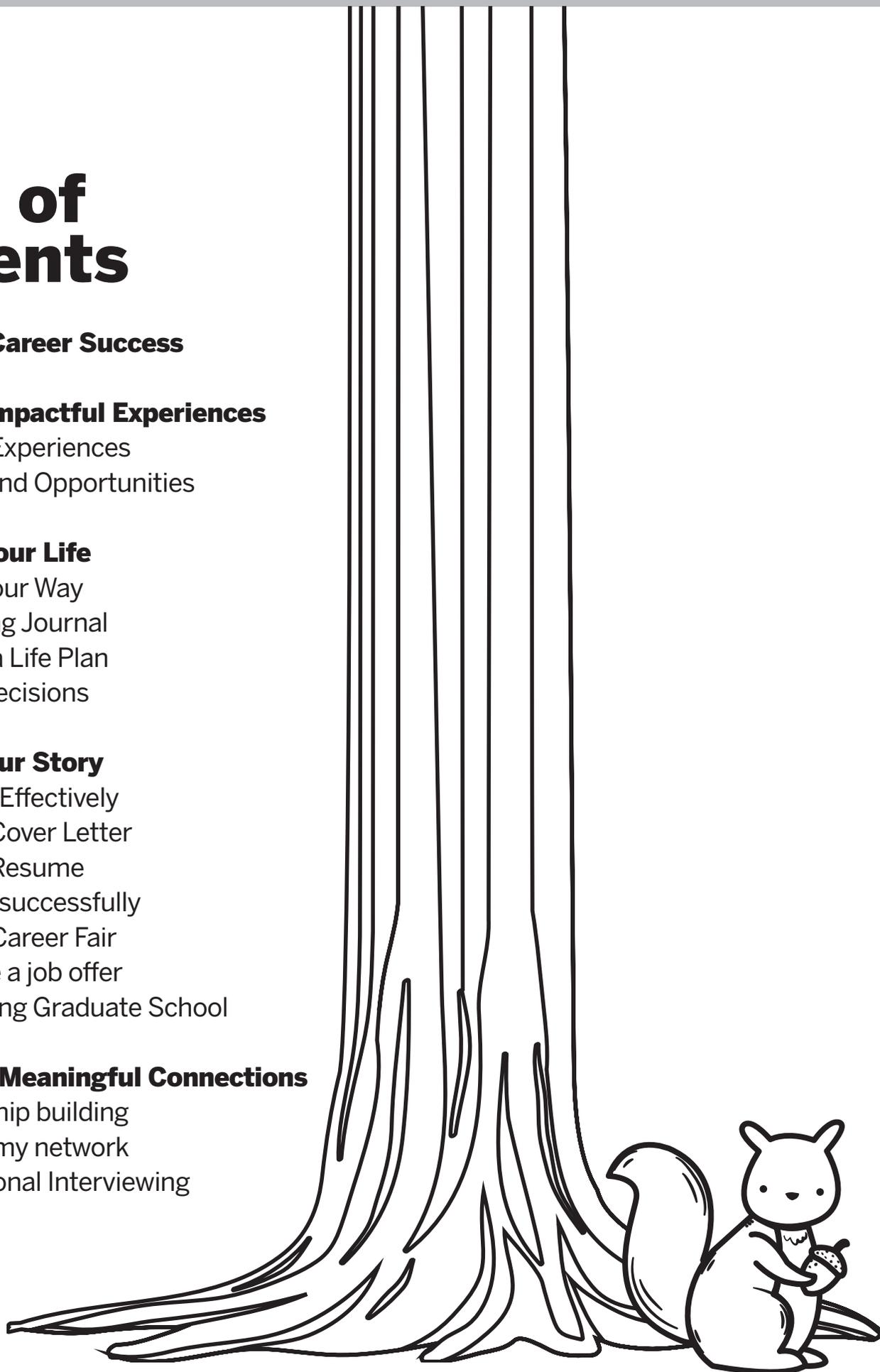
3. Make Career Decisions

You'll be able to narrow down your options once you have some experience in areas that interest you. Then you'll learn how to tell your story as you prepare to apply for jobs and graduate programs.

Tip: Start narrowing your options on page 8, and learn about applying for jobs and graduate programs on page 18.

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Keys to Career Success

Career planning can feel stressful, messy and undefined. At the Walter Center, we help you navigate this process by showing you how to...



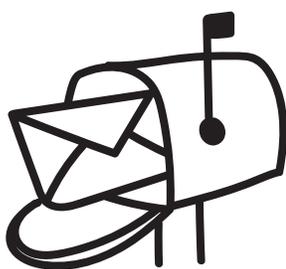
Pursue Impactful Experience

Even if you don't know what you want, start getting experience! You'll develop self-knowledge about your likes, dislikes and "must haves" in the world of work. You'll acquire marketable skills, too. It can be low commitment, like a job shadow, or more involved, like an internship.



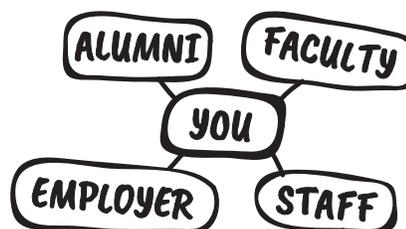
Design Your Life

What about your experiences engaged and energized you? What themes emerged? How do they impact what you want to do after graduation? It may be tempting to settle on one answer, but because the future is unpredictable, we encourage you to be flexible and develop multiple plans.



Share Your Story

Connect the dots between the experiences you've gained and the places you want to go. You'll tell your liberal arts story — how you came to your major, what you learned from your experiences, and why you've decided on a particular destination — through application materials, networking and interviewing.



Build Meaningful Connections

You want to keep in touch with people like the faculty you speak with during office hours or staff (like career coaches!) who help you make decisions or most importantly, IU alumni you reach out to for guidance and employers you meet on campus. These individuals are transformative to your success.

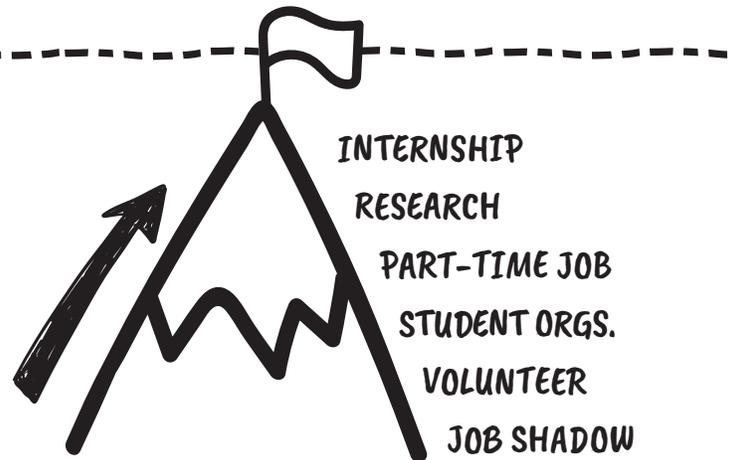


How do I pursue impactful experiences?

Even if you don't know what you want, start getting experience! You'll develop self-knowledge about your likes, dislikes and "must haves" in the world of work (you'll acquire marketable skills, too). It can be low commitment, like a job shadow, or more involved, like an internship, depending on your confidence and preparation.

How Confident Are You?

Think about the potential field in which you would like to gain experience. How confident are you in pursuing this field post-graduation? How you answer this scaling question may help determine the level of commitment you are seeking with this experience.



IF YOU THINK:	TRY THIS:	CONFIDENCE:	COMMITMENT:
"I have no clue if I like this field, but I'm interested."	Job Shadow Informational Interview	Low	Low
"I think I like this field, but I haven't tried it yet."	Community Volunteer Student Organization Part-Time Job Faculty Research	↓	↓
"I have some exposure, but I need more to make sure it's a good fit."	Internship	High	High

What are these experiences?

How do you start to get experience if you've never had any before? First, we will break down what each of these experiences are and then figure out how you can begin to pursue each one.

Job Shadow

A job shadow is the opportunity to spend time observing someone working in a field you find interesting. While you won't be doing hands-on work, you'll get a chance to preview the work and see what a day in the life of the career looks like.

Informational interview

Whereas a job shadow is a chance to follow someone around while they do their job, an informational interview is an opportunity to ask someone a list of questions and have a conversation about their work. This is a good chance to ask specific questions you have about a career field and how to best enter the field, as well as information about the tasks, duties, perks, and challenges of working in the field.

Find Someone to Job Shadow or Interview

- Asking people you know. Do you have any personal connections to this industry? If not, ask your friends, family, and faculty — you'll be surprised how easy it is to find someone working in your industry of interest!
- Using LinkedIn or the Walter Center Success Network to discover IU alumni. (Tip: *Learn more about how to reach out to alumni on page 54.*)

Don't Forget to do Your Research

It's important to prepare for your informational interview by writing out specific questions you'd like to ask. Ask whatever you are curious about, but don't ask about anything too personal, such as compensation.

Community Volunteering

Volunteering is a chance to give back to your community while trying out a career and developing skills. Bloomington has over 300 nonprofit organizations that range from working with animals to community gardening and music festivals.

Some opportunities will be short-term (such as those preparing for an event or festival) while others might be ongoing (such as shifts at a food pantry or an after-school program for children). Choose opportunities that work best with your schedule and level of commitment.

Student Organizations

Joining a student organization allows you to meet other students while you gain experience and skills. Many organizations have leadership positions that allow you to build specific skills, such as treasurer or marketing chair. A leadership position will stand out on your resumes and allow you to develop marketable skillsets.

Part-Time Jobs

You've still got to pay the bills. The good news is a part-time job is a great way to see if you like a particular field while still making some money.

Even if your job doesn't necessarily align with your career interests, you may be able to convince your supervisor to let you take on projects and responsibilities that better align with your interests after you've built up some credibility in the role.

Research positions

Whether you want to attend graduate school or not, engaging in research with faculty is a great opportunity to build skillsets that look good on a resume and help you learn about the types of work that interest you. There are also scholarships and grants available on campus if you want to conduct research of your own.

Internships

This is probably the most well-known of all the experiences we've discussed so far. Internships are generally a formal opportunity to work with an employer in a field of interest. They are a great chance to build industry connections and get a real sense of whether you like a particular type of work. While many students do internships in the summer, there are also lots of opportunities to find internships in the fall and spring semesters.





Where do you find opportunity?

Once you've narrowed down which type of experience you would like to pursue you will need to do some searching to find a particular opportunity that's right for you.

Volunteer Positions

🔗 Visit [bloomington.in.gov/volunteer](https://www.bloomington.in.gov/volunteer)

The City of Bloomington Volunteer Network posts a variety of volunteer opportunities all year long. If you're looking to volunteer in a different city, search for a similar network for that area.

Student Organizations

🔗 Visit [beinvolved.indiana.edu](https://www.beinvolved.indiana.edu)

Each fall semester, the Student Involvement Fair brings together the hundreds of student organizations on campus. This is a great time to check out all of the opportunities at once and talk to other students who've been involved in the groups before committing to one organization. Many departments have student organizations under their umbrella — ask your academic advisor and faculty for organizations in your major.

Part-time Work

🔗 Visit careers.college.indiana.edu

Handshake, our job board, features many part-time opportunities.

🔗 Visit career.indiana.edu/career-events

Each fall, campus hosts a part-time job fair with on-campus and off-campus opportunities. This is a great time to check out part-time opportunities in Bloomington.

🔗 Visit jobs.iu.edu

Use this website to look for additional part-time jobs at IU.

Research Positions

Start by asking the academic advisors and faculty in your department about potential opportunities. Departments may have different timelines, so know when applications are accepted and how to apply. Don't hesitate to reach out to faculty in other departments and majors, especially if you are interested in their research. Many offices on campus not affiliated with an academic department also offer research opportunities.

🔗 Visit jobs.iu.edu

Ask around or look here to find these opportunities.

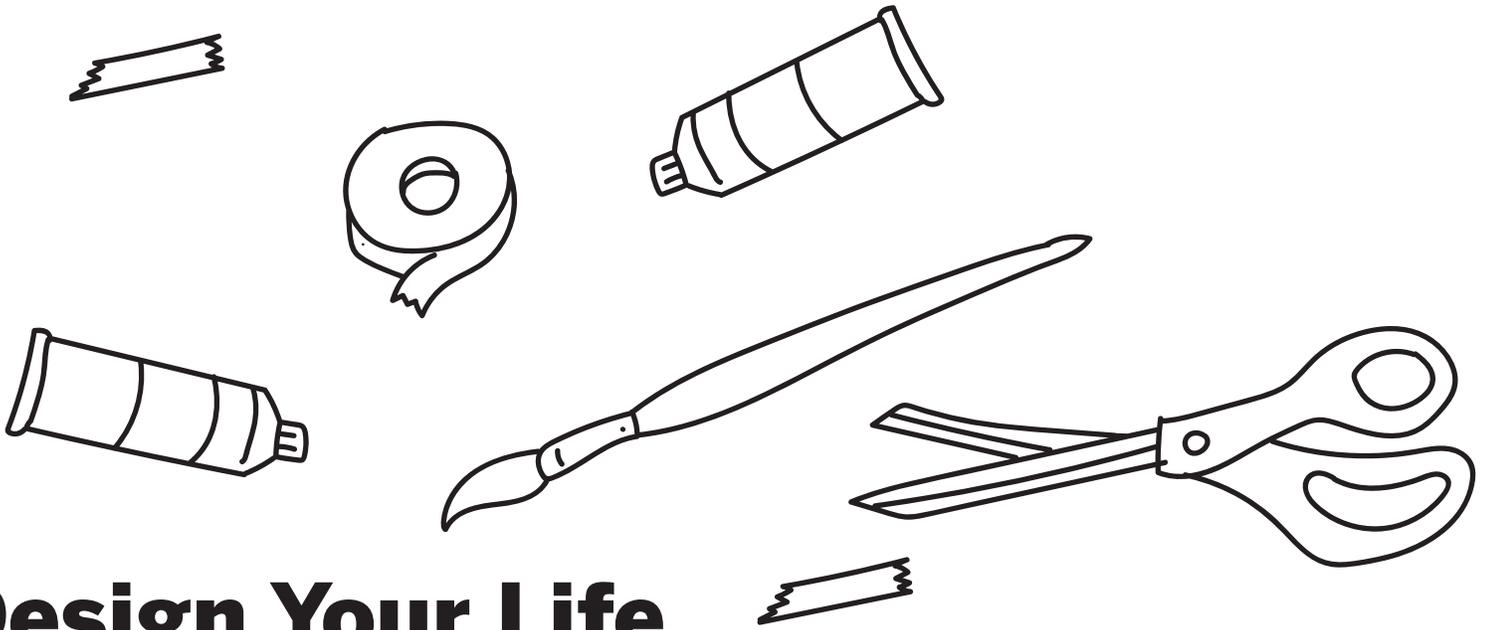
🔗 Visit scholarships.indiana.edu or hutton.indiana.edu

Organizations such as the Hutton Honors College and the Office of Scholarships have research funds for undergraduate students — check their websites to see what is available.

Internships

🔗 Visit careers.college.indiana.edu

The Walter Center hosts multiple career fairs each semester. Visit our website to prepare for a career fair, search for positions on our job board, and apply for internship scholarship. If you're interested in an organization that doesn't have any positions posted, don't hesitate to reach out to them. You never know when they might be willing to create an internship opportunity just for you.



Design Your Life

Before you know where you're going, you have to know where you've been. It's important to examine and reflect on your past experiences, both professional and personal. What about your experiences engaged and energized you? What themes emerged from your various experiences? How do they impact what you want to do after graduation?

It may be tempting to settle on one answer, but because the future is unpredictable, we encourage you to be flexible and develop multiple plans. You've probably figured out by now that the best way to plan for unpredictability is to embrace flexibility and adaptability.

The activities outlined below and on the following pages are designed to help you reflect on your past and brainstorm for your future.

WAYFINDING JOURNAL



This journaling activity will help you process your current experiences to find patterns and think about next steps. **Perfect for: Students who need direction and aren't sure what comes next.**

LIFE PLAN(S)



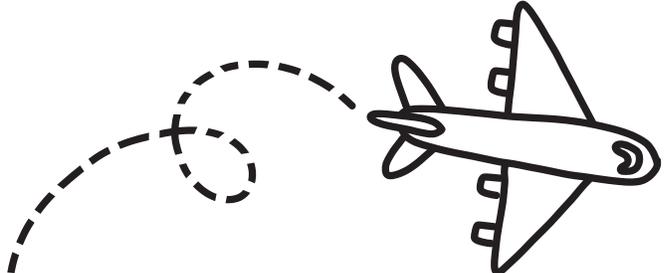
This planning activity encourages you to think about alternative career goals and stretch beyond a singular post-graduation plan. **Perfect For: Everyone - life can throw curve balls to us all and it's always good to be nimble and flexible with our career (and life) plans!**

DECISION MAKING

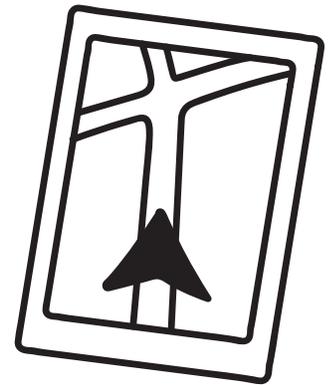


This decision-making activity allows you to rank and analyze your potential choices to gain clarity around next steps in your career plan. **Perfect For: Students who are stuck in the decision-making phase of career planning and have a hard time making big decisions.**

¹ Burnett, B. Evans, D. (2016) *Designing Your Life*. New York, NY: Alfred A. Knopf.



Finding Your Way



Have you ever had your phone or car GPS fail while you were driving somewhere unfamiliar? What did you do? Maybe you pulled into a gas station to ask for directions (or get a phone charger) or maybe you just kept moving toward your destination by following road signs and trusting your sense of direction.

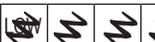
We can use these same ideas to navigate our lives. Paying attention to the times in your daily life in which you are engaged and energized can help lead you in a direction that brings you closer to your goals.

Wayfinding Journal

Track your daily activities (classes, work, student organization meetings, volunteer meetings, social activities, etc.) in the Wayfinding Journal. You'll want to note if you feel particularly energized or engaged in the activity you're doing, or if you reach flow, which occurs when you get so involved in an activity that you lose track of time, reach inner clarity and feel calm.

After you complete the week, take some time to review your journal. What patterns do you see? What surprises you?

Tracking your activities throughout the week will help you narrow in on the direction you'd like to travel in to get closer to a destination in your career development. Trust your internal compass to help you steer yourself and consider meeting with a career coach to share your reflections. A completed journal entry would look something like this:

ACTIVITY:	ENGAGEMENT:	ENERGY:	FLOW:
VOLUNTEERING AT IU AUDITORIUM	 <input type="checkbox"/> <input type="checkbox"/> HIGH	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> +	YES 

NOTES: **USHERED AUDITORIUM GUESTS. I LIKED BEING ABLE TO BE INVOLVED WITH THE ARTS BUT I DIDN'T FEEL ENERGIZED FROM INTERACTING WITH SO MANY PEOPLE.**

Create a Life Plan(s)

We sometimes think about our life plan in a singular, linear way. We often think about our “Plan A” as being the absolute goal and our “Plan B” as a back-up if things don’t go according to plan. In reality, life doesn’t often unfold in such a neat, orderly way. As someone on the cusp of beginning a post-college career journey, it’s important to keep an open mind and brainstorm multiple plans for the future – not just committing to one path forward.

In their book *Designing Your Life*, Bill Burnett & Dave Evans introduce the idea of Odyssey Planning, which requires readers to create three separate versions of their lives for the next five years.

Odyssey Planning 101²

Create three alternative versions of the next five years of your life. Each one must include:

1. A visual/graphical timeline. Include personal and non-career events as well – do you want to be married, train to win the CrossFit Games, or learn how to bend spoons with your mind?
2. A title for each option in the form of a six-word headline describing the essence of this alternative.
3. Questions that this alternative is asking – preferably two or three. A good designer asks questions to test assumptions and reveal new insights. In each potential timeline, you will investigate different possibilities and learn different things about yourself and the world. What kinds of things will you want to test and explore in each alternative version of your life?
4. A dashboard where you can gauge:
 - Resources (Do you have the objective resources – time, money, skill, contacts – you need to pull off your plan?)
 - Likability (Are you hot or cold or warm about your plan?)
 - Confidence (Are you feeling full of confidence, or pretty uncertain about pulling this off?)
 - Coherence (Does the plan make sense? Is it consistent with you and your Workview and Lifeview?)

Watch Us Do It:

Alternative Plan: #1 6 word title: *Life as a D.C. Museum Curator*

NOW	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Continue Internship at the Mather’s Museum Apply to Art History Graduate Programs in D.C. Graduate from IU! 	Go to Graduate School Move to D.C. Find a Side Job as an Art History Tutor 	Grad School Year 2 Look for Jobs at Museums in the D.C. Area 	Work at a Museum Trip to Italy 	Get Promoted! 	

Questions this plan addresses: *Is D.C. too big for me? Will I make enough money? Will I get tired of working at a museum?*

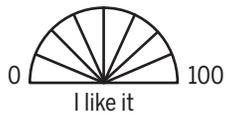


It's your Turn!

Alternative Plan # ____ 6 word title:

NOW	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5

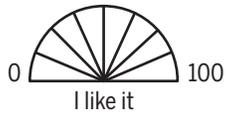
Questions this plan addresses:



Alternative Plan # ____ 6 word title:

NOW	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5

Questions this plan addresses:



Alternative Plan # ____ 6 word title:

NOW	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5

Questions this plan addresses:



Making Decisions

It can be hard to trust our own judgment and weigh our options objectively when making big decisions. You may have used a pro-and-con list in the past — this can be helpful, but it doesn't tell you how positive a pro is or how negative a con is. Using a weighted decision-making matrix is the best way to make a distinction between those elements.

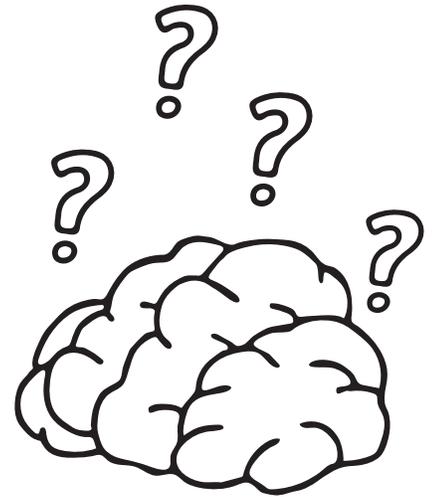
How do I do it?

Below, we'll go through an example to see how it works, and then you'll try it out for yourself. In this example, a student is trying to decide what institution they want to attend for graduate school. The student knows that faculty, location, cost, graduate assistantship options, courses offered, and program prestige are important.

How does this help me make a choice?

When you complete your chart, you aren't locked into choosing the highest scoring option. This strategy allows you to think strategically about what you want and value. We hope thinking through these scores gives you clarity about the option that's right for you. It's possible you'll see the scores and be disappointed that option 2 scored higher than option 3 and decide to follow your gut.

This tool will help you look at your options from multiple angles and help you feel more informed about why you think a certain way about a choice and why you are leaning a certain way. You may want to use it when deciding which course to register for, or what internship or job offer to accept. It can be applied to many scenarios.



Learn How it Works:

1. Decide on the 5-8 factors that will influence your decision.
2. Split 100 percentage points to indicate how much each matters.
3. Make vertical columns and list each of the potential decision choices you are considering.
4. Rate each factor (1-10) by its level of appeal (1 = not appealing at all. 10 = extremely appealing.) in each of the potential decisions you are considering.

STEP 1



STEP 2



FACTOR	%	OPTION 1	OPTION 2	OPTION 3	OPTION 4
		Washington University	University of Illinois	Vanderbilt University	Duke University
Faculty	20%	6	7	5	6
Location	10%	4	8	6	4
Cost	30%	7	4	5	6
Assistantships	20%	3	6	8	5
Courses	15%	5	4	5	7
Prestige	5%	4	7	6	8
Total	100				

← STEP 3

← STEP 4

↓ STEP 5

FACTOR	%	OPTION 1	OPTION 2	OPTION 3	OPTION 4
		Washington University	University of Illinois	Vanderbilt University	Duke University
Faculty	20%	6	7 (x 20=140)	5	6
Location	10%	4	8 (x 10=80)	6	4
Cost	30%	7	4 (x 30=120)	5	6
Assistantships	20%	3	6 (x 20=120)	8	5
Courses	15%	5	4 (x 5=60)	5	7
Prestige	5%	4	7 (x 15=35)	6	8
Total	100	525	(Sum of the Above) 555	575	585

← STEP 6

5. Multiply the percentage for each factor by the rating given to each option. For example, the 20% given to faculty multiplied by its 7 rating for option 2 equals 140. The option 2 column further demonstrates how this works.

6. Add the results for each factor to get the total scores for each option. For example, in option 2, adding the results 140+80+120+120+60+35 = 555.

Try it Out:

Help yourself decide what major to choose, job or internship offer to accept, or even what student organization you want to join. You can use this tool to help you look at your options, whatever they may be, from multiple angles so you can feel more informed.

FACTOR		OPTION 1	OPTION 2	OPTION 3	OPTION 4
Total	100				

What did you learn from completing the chart?



Share Your Story

Once you've designed a few potential plans for the future, it's time to connect the dots between the experiences you've gained and the places you want to go.

How do you do this? You tell your liberal arts story: how you came to your college major, what you learned from your experiences, and why you've decided on a particular destination.

We'll help you tell this story through the job search process – from drafting application materials, like resumes and cover letters, to attending career fairs and interviewing with employers.

Let's get started!

What makes a job search successful?

On the following pages, you'll learn step-by-step what materials you need for a successful job search, how to create them from scratch, and how to present them effectively to an interviewer, recruiter or potential employer.

CREATE A COVER LETTER

A successful cover letter conveys your unique voice to employers and adds context to your resume.

CREATE A RESUME

A successful resume strengthens your chances of securing an interview.

INTERVIEW SUCCESSFULLY

Interviewing is one of the most stressful parts of the job search for many students, but a few simple steps can greatly improve your chances of getting an offer.

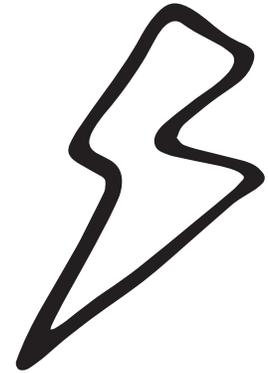
ATTEND A CAREER FAIR

On-campus events like career fairs provide a great opportunity to meet potential employers and share your story.



Where should I start?

Many students think the best way to find opportunities is to continuously apply for many different jobs and internships over and over again. In reality, job and internship seekers should divide their time between:



30%

Researching opportunities

60%

Networking with colleagues or potential employers

10%

Applying for opportunities

The job and internship search process is generally nonlinear and you may revisit these three steps multiple times during your search.

How to Research Effectively

You will need to do some research to make sure an organization is a good fit for your needs and experience. You also need to be informed about the company in order to prepare your application materials.



COMPANY WEBSITES

Most organizations have an official website where you can find mission statements, statistics, current initiatives and other useful information.



SEARCH ENGINES

See if there are news stories about the organization. Did they do anything newsworthy lately? It is important to be aware of both positive and negative news stories related to organizations.



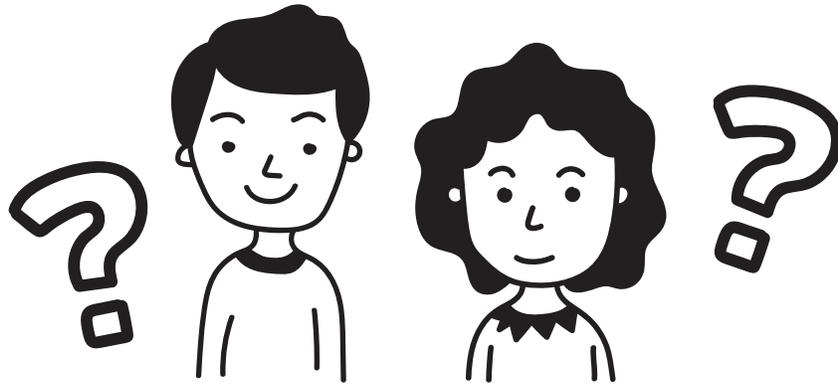
SALARY WEBSITES

It's good to know average salaries in your industry and, if possible, your organization of interest. Look at Onetonline.org for nationwide salary statistics and sites such as glassdoor.com for specific company statistics.



INFORMATIONAL INTERVIEWS

If you can find someone, an informational interview can help you learn about the inner workings of a company through someone who already works there — and you'll gain a new contact!



Where should I apply for jobs?

Applying for jobs and hoping for the best won't get you results, but neither will applying for jobs with the wrong resources. Use these resources to find a position you'd like to apply for.

First, use the Walter Center Website

Go to careers.college.indiana.edu. Our website has many online resources to aid in your job search, including industry-oriented search engines, professional associations, job and internship postings, and a calendar of events that will allow you to meet recruiters. Then visit:

COMPANY WEBSITES

Most organizations have an official website where you can find mission statements, statistics, current initiatives and other useful information.

HANDSHAKE

On Handshake, you can browse hundreds of full-time jobs and internships, see which employers are visiting campus, apply for an on-campus interview and make a coaching appointment.

CAREER COMMUNITIES

The Walter Center has Career Communities, which allow students to engage with alumni, faculty, staff, and employers around specific industries. Communities can provide numerous opportunities.

LINKEDIN

In addition to networking, LinkedIn also features a large number of job postings from across the world. You can search by industry, location, or employer.

Did you find anything interesting that you might want to apply for or come back to later?

Creating a Cover Letter

For most applications you'll need at least a cover letter and a resume. Each job posting will list additional content you may need, such as a letter of recommendation or a portfolio. You can always ask a career coach for help tailoring your application materials to your specific industry.

A cover letter allows you to express your interest in and enthusiasm for the position and the organization. It also allows you to highlight skills or experiences that are especially relevant to the position, demonstrate your written communication skills, and strengthens your chances of securing an interview.

COVER LETTER DO'S AND DON'TS



- Save the file as a PDF, unless otherwise instructed
- Include your name in the document title: Taylor_Katherine.pdf
- Use block formatting: Left-align text with double spaces between sections
- Use the header from your resume

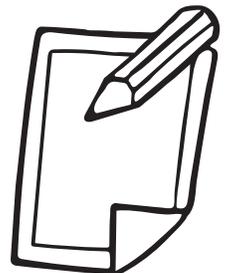


- Restate your resume
- Submit without proofreading

Need help with your job search?

Drop into Career Studio at the Walter Center for Career Achievement Monday through Friday from 9:00 to 4:30 p.m. for unstructured time to work on your resume or cover letter, research organizations, or ask a career coach quick questions about other career-related topics. Students often visit Career Studio at the Walter Center to talk with an undergraduate peer coach about topics such as:

- Exploring Career Communities
- How to format a cover letter
- What to say to a recruiter on LinkedIn
- Using the Walter Center Success Network
- Benefits of taking a career course
- Creating a resume from scratch
- Finding opportunities to gain experience



Build Your Cover Letter

Introductory Paragraph

- + Briefly state why you're writing
- + Mention the specific job title and how you heard about the opening
- + If you have a personal connection to the organization, mention that person's name
- + Mention something you know or respect about the organization

What is something unique about this organization that appeals to you?

Body Paragraph

- + State how your skills, education, or experience match the requirements of the position.
- + Use one or two specific examples and short stories to provide evidence of relevant skills, strengths, and accomplishments, without repeating your resume word for word.
- + Mention how the experiences you wrote about will let you help the employer.

What is a skill you want to highlight? What is an example or story that demonstrates that skill?

Skill to Highlight:

i.e., ability to work in a team

Example or Story:

i.e., student research experience in a lab with seven other peers

Closing Paragraph

- + Refer to the enclosed resume and provide your phone number and email address to make it easy to contact you.
- + Express your appreciation for the employer's time and consideration.

Cover Letter Example

2112 N. Dogwood Avenue
Bloomington, IN 47405

November 2, 2019

Ms. Louise Julien
Human Resources Manager
Southern Mental Health Center
123 Hireme Way
Indianapolis, IN 40326

Dear Ms. Julien:

I am writing in regard to the Care Coordinator position at Southern Mental Health Center, which I learned about on Indiana University's myJobs website. The mission of Southern Mental Health, to "empower our clients while contributing to the field," aligns perfectly with my own philosophies on supporting clients in making their own life improvements. I believe that my experience working as a mentor and a tutor, along with my degree in Psychology from Indiana University Bloomington, makes me an excellent candidate for this position.

The position of Care Coordinator at Southern Mental Health Center requires someone who excels in working as a team member, understands how to prioritize tasks and patient needs, and can complete tasks efficiently. As a student researcher for the Cognition and Action Neuroimaging (CAN) Laboratory, I acted as a member of a seven-person team to analyze findings from observations of 18 toddlers' cognitive interactions, which taught me to gather and assess findings accurately. In working with toddlers, I learned to actively listen and observe in order to understand and prioritize their unique needs and complete my responsibilities efficiently.

In addition, I am confident that my education and professional experience make me a strong candidate for the Care Coordinator position. Enclosed is my resume, which further details these experiences. I look forward to learning more about the position and Southern Mental Health Center. Should you have any questions, please contact me at 812-855-0000, or email me at kattay@indiana.edu. Thank you for your time and consideration.

Sincerely,



Katherine C. Taylor

Enclosure

USE A PERSONAL GREETING

Avoid "To Whom It May Concern" or non-tailored greetings whenever possible

SHOW YOUR RESEARCH

Let them know what you like about the organization and why you want to work there

GIVE AN EXAMPLE

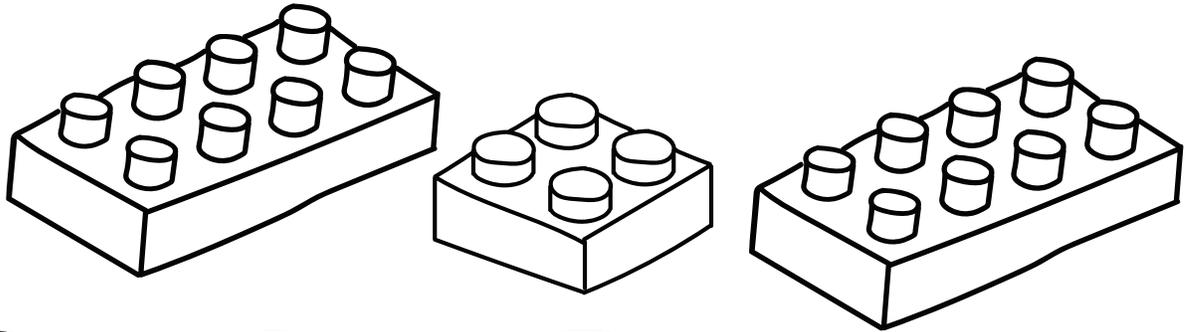
See the previous page to learn how to highlight your skills in body paragraphs

FOLLOW-UP

Restate your contact info, thank them for their time, and reference your enclosed/attached resume

SCAN YOUR SIGNATURE

Personalize your closing by scanning in a picture of your signature



Creating a Resume

A resume is essentially a summary of your career so far. It tells where you've been to help you get to where you want to go.

There are a few key things to do:



CREATE A MASTER RESUME

Write down everything you have done since coming to IU. If you are a freshman or sophomore, you can still include experience from high school (only very relevant high school info should be used after sophomore year). List everything, including volunteer experience, internships, jobs, relevant coursework, student clubs or groups, and study abroad.

PUT THE PIECES TOGETHER

Begin creating "experience blocks," consisting of organization/company, job title, location, dates, and accomplishment statements. Create an education section and, potentially, sections for technical skills, language competencies, and other involvement.

TAILOR IT FOR A SPECIFIC POSITION

Read the job description, making notes about skills or traits mentioned. Make a list of the skills you would like to highlight in your resume.

TYSON C. LORENZO

1101 N Fee Lane, Bloomington IN 47405
(812)-855-0000 • tclorenzo@indiana.edu

EDUCATION & HONORS

Indiana University

Bachelor of Arts, GPA: 3.74/4.0

Majors: Psychology; International Studies

Minors: Health Studies; East Asian Languages & Culture (Chinese Mandarin, Proficient)

May 2020
Bloomington, IN

Psi Chi Honor Society (top 35 percent of class, min. GPA in psychology courses of 3.50)

March 2017–present

Hudson Holland Scholars Program (top 20 percent of high school class, 3.2+ GPA)

September 2017–present

PSYCHOLOGICAL RESEARCH EXPERIENCE

Cognition and Action Neuroimaging (CAN) Laboratory, Indiana University

September 2019 –May 2020

Student Researcher

Bloomington, IN

- Research toddlers' cognitive interactions using functional magnetic resonance to determine cognitive growth
- Analyze results of interactive sessions based on child's actions to make conclusions regarding brain function and understanding
- Presented research findings at annual convention through group presentation

CULTURAL IMMERSION & LANGUAGE

Gaborone - Community Public Health Summer Program

May–August 2019

Student Member

Gaborone, Botswana

- Gained cross-cultural competency through living with local family resulting in increased awareness
- Designed local flyer campaign using Photoshop to promote safe drinking water habits in several towns
- Completed patient intake forms based on medical history questions to best provide services at local clinic

Practical English Tutorials Program, Indiana University

September 2018–May 2019

Tutor

Bloomington, IN

- Facilitated conversations using Chinese Mandarin to explain English language concepts to international students
- Collaborated with a team of tutors to plan activities designed to increase students' English vocabulary
- Critiqued writing assignments to address grammatical issues and improve writing ability
- Created discussion topics based on conversational English to promote student engagement with classmates
- Advised students by assessing needs regarding intercultural conflicts due to language barriers

MENTORING & LEADERSHIP EXPERIENCE

Big Brothers Big Sisters

October 2017–present

Mentor

Bloomington, IN

- Mentor 8-year-old child on a weekly basis regarding homework, involvement, and friendships to provide support
- Plan educational experiences such as museum trips for a group of five students to increase cultural engagement

Tween Peaks Camp

May–August, 2016 & 2017

Camp Counselor

Gunnison, CO

- Counseled campers through difficult situations, such as bunkmate conflicts, to aid in growth and development
- Researched leadership and inclusion to create programs that promoted a positive environment for 24 girls
- Monitored off-site three-day camping trips of 48+ campers by organizing meals, activities, and schedules to ensure safe new experiences

GLOBAL HEALTH COURSEWORK

Global Health Promotion, School of Public Health, Indiana University

August– December 2018

Student

Bloomington, IN

- Collaborated with a team of five students to complete literature review of current research and write an action plan to educate class members about the perceptions of vaccinations in other countries
- Developed understanding of global health concerns and policies to gain a broader knowledge base

Building Your Resume

HEADER

- + Make your name stand out
- + Include email, phone, address
- + Can include permanent/home and current/school address

EXPERIENCE BLOCKS

Always include:

- + Name of organization/company
- + Location and dates
- + Your position title
- + 2 to 5 bullet points (accomplishment statements)
- + Past or present? If you are still doing the job or internship, write in the present tense. If you no longer hold the position, write in the past tense.
- + Include jobs, internships, volunteer or leadership experience, study abroad, coursework, and student clubs or groups

If applicable, you can include research experience:

- + Research experience and skills can also be highlighted in these blocks
- + Write about these experiences just like a job, internship, or club
- + Explain what you were researching by answering “how” and “why” for each of your skills
- + Don’t forget: you need to focus on SKILLS

TAILORED HEADINGS

- + Don’t be too generic. Headings like “Experience,” “Relevant Experience,” or “Activities” don’t help guide the employer
- + Consider how to frame your experience to make it relevant to the position for which you are applying

For example, the heading “Graphic Design Experience” tells much more than just “Experience.”

COURSEWORK (OPTIONAL)

- + Include only classes that are relevant to the position you want
- + Consider projects, research, group work, industry knowledge, or skills you gained

EDUCATION & HONORS

- + Include Indiana University and Bloomington, IN
- + Include the name of your degree (spell out Bachelor of Arts, Science, etc.)
- + Include major, minor, concentrations
- + Include GPA (only if above 3.0)
- + Add honor societies
- + If you include scholarships/honor societies, be sure to specify what you received it for or why you were inducted
- + No need to mention your high school. After sophomore year, only college experiences should be on your resume (unless your high school experience is uniquely relevant to the position)

ACCOMPLISHMENT STATEMENTS

- + Start with a strong action **verb** for each bullet
- + Explain **how** you demonstrated this skill: What did you do? Who did you work with?
- + Explain **why** you used the skill or the result: What did you accomplish? How were people impacted?

SKILL VERB

+

HOW

+

WHY

SKILL VERB	+	HOW	+	WHY
Plan		Educational experiences such as museum trips for group of five		To increase cultural engagement

COMPLETED STATEMENTS

Plan educational experiences such as museum trips for group of five to increase cultural engagement

SKILLS SECTION TIPS:

HOW TO EXPLAIN LANGUAGE SKILLS

- + Literate: Can comfortably read and write the language.
- + Conversational: Can speak the language.
- + Proficient: Can read, write, and speak the language well.
- + Fluent: Can read, write, and speak the language with similar skill to a native speaker. (You must be prepared to be interviewed and work in this language.)

COMPUTER SKILLS:

- + Include software, languages, and hardware experiences required for the job, as well as your skill level.

LAB SKILLS:

- + Include information about laboratory procedures or techniques you can conduct or equipment you can operate.

FORMATTING TIPS:

- + Keep your resume to one page; it is a summary of your most relevant experiences (the length may vary from industry to industry; it is important to do research on industry standards).
- + Keep it simple. Use the same formatting throughout to make your resume easy to read.
- + Spell check: errors do not make a good first impression.
- + Do not include personal information such as birth date, ethnicity, interests, or hobbies.
- + No need to mention that you have references; employers will request them.
- + Spell it out: no abbreviations.



VINCE VAN GEAUX

GRAPHIC DESIGNER

CONTACT

+1 812 555 5555

VINCEVANGEAUX@GMAIL.COM

WWW.VINCEVANGEAUX.COM

 @vincevangeaux

 @vincevangeaux

 /vincevangeaux

GRAPHIC DESIGN EXPERIENCE

GRAPHIC DESIGN INTERN

BLUELINE MEDIA PRODUCTIONS MAY 2019 - PRESENT

- Research for inspiration, materials, and merchandise to discover methods of producing final products
- Develop ideas to pitch to the creative director on a daily basis for product, web, and graphic design
- Handle front-desk communications such as email, phone calls, and greeting clients

PAGE DESIGNER

INDIANA DAILY STUDENT JAN 2016 - APRIL 2019

- Designed covers and inside pages to create aesthetically pleasing layouts with optimal readability
- Copy-edited one section per newspaper published
- Conceptualized 1-2 illustrations per publication for stories without photographs

CUSTOMER SERVICE EXPERIENCE

STUDENT STAFF

INDIANA UNIVERSITY DINING AUG 2015 - APRIL 2019

- Completed multiple hours of ServSafe training to verify food safety knowledge
- Maintained food safety and kitchen cleanliness during every shift by preparing my work station and wiping it down
- Assisted more than one hundred customers an hour while ensuring every person received individualized treatment

VOLUNTEER DOCENT

ESKENAZI MUSEUM OF ART DEC 2015 - APRIL 2016

- Conducted ten guided tours each shift to facilitate optimum experiences for the patrons
- Utilized knowledge of art history to answer all questions about the Rococo Art Movement, African art, and Contemporary Art
- Adapted to the interests of each individual group by altering the amount of time spent with each collection
- Promoted more than twenty museum events via social media and by writing articles for the local newspaper

EDUCATION

BACHELOR OF ARTS, STUDIO ART (B.A)

INDIANA UNIVERSITY | MAY 2019

GPA: 3.2 / 4.0

SKILLS

- Illustration
- Design theory
- Web content development
- HTML/CSS
- Adobe Creative Suite
- Photo editing
- Typography

Should you include a skills section?

As you see below in the 'Research Skills' section, we have included the technical skills this student has gained through her science major and experiences. Employers will often reference this section to learn about your technical skills. Your transferable skills, such as written communication, teamwork, and leadership skills should be highlighted in your accomplishment statements. By including them in your accomplishment statements, you have more space to expand on and demonstrate those non-technical skills.

KATHERINE C. POTTER

394 N. Dogwood Ave., Bloomington IN 47405

[\(812\)-855-0000](tel:(812)855-0000) • katpotter@indiana.edu

EDUCATION & HONORS

Indiana University

Bachelor of Science, GPA: 3.74/4.00

Major: Chemistry

Minor: Psychology

May 2020

Bloomington, IN

Iota Sigma Pi (National Honor Society for Women in Chemistry)

Hudson Holland Scholars Program (top 20 percent of high school class, 3.2+ GPA)

March 2018–present

September 2017–present

CHEMISTRY RESEARCH EXPERIENCE

Dann Lab, Indiana University

Student Researcher

- Analyze NMR, IR spectroscopy and mass spectroscopy to determine chemical structure
- Develop a foundational understanding of recent scientific breakthroughs by interpreting research
- Control records and logs of research to ensure accuracy and care in experiments and data collection

Bloomington, IN

September 2018–present

CULTURAL IMMERSION & LANGUAGE

Gaborone - Community Public Health Summer Program

Student Member

- Gained cross-cultural competency through integration living with local family resulting in increased awareness
- Designed local flyer campaign using Photoshop to promote safe drinking water habits in several towns
- Completed patient intake forms based on medical history questions to best provide services at local clinic

Gaborone, Botswana

May-August 2018

MENTORING & LEADERSHIP EXPERIENCE

Women in Science, Indiana University

President

- Lead bi-weekly meetings with 15+ members and collaborate closely with Vice-President to plan and implement quarterly events
- Execute marketing plan to redesign recruitment practices resulting in 30% increase in student engagement

Bloomington, IN

August 2018–present

Member

- Attended meetings and participated in events to increase overall knowledge of science industry and build relationships with other women to support one another in the sciences

August 2017–August 2018

GLOBAL HEALTH COURSEWORK

Global Health Promotion, School of Public Health, Indiana University

Student

- Collaborated with a team of 5 students to complete literature review of current research and write an action plan to educate class members about the perceptions of vaccinations in other countries
- Developed understanding of global health concerns and policies to gain a broader knowledge base

Bloomington, IN

August–December 2016

RESEARCH SKILLS

Biochemistry: Protein purification - Affinity chromatography (Histidine and GST tag) and FPLC, ELISA, SDS-PAGE

Instrumentation: Fourier transform IR spectroscopy, Isothermal titration calorimetry (ITC), Atomic absorption spectrometer, UV-Vis spectrophotometer

Microscopy: Phase-contrast, epifluorescence and confocal microscopy, OMX high-end confocal microscope

Skill Verbs for Resumes

Make your accomplishment statements shine by using strong writing.

Communication Verbs

Addressed	Conferred	Edited	Interviewed	Outlined	Reinforced
Advertised	Consulted	Elicited	Introduced	Participated	Reported
Arbitrated	Contacted	Encouraged	Involved	Persuaded	Resolved
Arranged	Conveyed	Enlisted	Joined	Planned	Responded
Articulated	Convinced	Explained	Judged	Presented	Represented
Authored	Corresponded	Expressed	Lectured	Presided	Solicited
Clarified	Debated	Formulated	Listened	Promoted	Specified
Collaborated	Defined	Furnished	Marketed	Proposed	Spoke
Communicated	Developed	Incorporated	Mediated	Publicized	Suggested
Composed	Directed	Influenced	Moderated	Reconciled	Summarized
Condensed	Disseminated	Interacted	Negotiated	Recruited	Translated
Conducted	Drafted	Interpreted	Observed	Referred	Wrote

Creative Verbs

Acted	Created	Enhanced	Imagined	Launched	Presented	Structured
Adapted	Customized	Entertained	Improvised	Modeled	Proposed	Updated
Authored	Designed	Established	Improved	Modified	Publicized	Visualized
Combined	Developed	Fashioned	Initiated	Originated	Published	
Composed	Devised	Forecast	Instituted	Performed	Revised	
Conceived	Directed	Formulated	Integrated	Photographed	Revitalized	
Conceptualized	Displayed	Founded	Introduced	Piloted	Shaped	
Condensed	Drew	Illustrated	Invented	Planned	Solved	

Data Collection + Finance Verbs

Added	Appraised	Cashed	Determined	Forecast	Netted	Reconciled
Accounted	Assessed	Compounded	Developed	Formulated	Planned	Reduced
Administered	Audited	Computed	Divided	Invested	Prepared	Researched
Adjusted	Balanced	Conserved	Documented	Managed	Programmed	Retrieved
Allocated	Budgeted	Corrected	Estimated	Marketed	Projected	Tabulated
Analyzed	Calculated	Counted	Figured	Measured	Qualified	Verified

Research Verbs

Analyzed	Compiled	Determined	Experimented	Inspected	Measured	Solved
Assessed	Conducted	Diagnosed	Explored	Interviewed	Organized	Summarized
Clarified	Critiqued	Drafted	Extracted	Invented	Researched	Surveyed
Collected	Defined	Evaluated	Formulated	Investigated	Reviewed	Systematized
Compared	Detected	Examined	Gathered	Located	Searched	Tested

Technical Verbs

Adapted	Computed	Determined	Inspected	Printed	Replaced	Tested
Applied	Conserved	Developed	Installed	Programmed	Restored	Upgraded
Assembled	Constructed	Drafted	Maintained	Rectified	Solved	Utilized
Built	Converted	Engineered	Mapped	Regulated	Specialized	
Calculated	Debugged	Fabricated	Operated	Remodeled	Standardized	
Coded	Designed	Fortified	Overhauled	Repaired	Studied	

Leadership Skills

Administered	Contracted	Enhanced	Hosted	Motivated	Replaced
Assigned	Controlled	Established	Implemented	Navigated	Restored
Analyzed	Converted	Evaluated	Improved	Organized	Reviewed
Appointed	Coordinated	Executed	Incorporated	Originated	Recruited
Approved	Decided	Expedited	Increased	Overhauled	Scheduled
Assigned	Delegated	Formed	Initiated	Oversaw	Secured
Attained	Developed	Founded	Inspected	Planned	Selected
Authorized	Directed	Generated	Instituted	Presided	Staffed
Chaired	Eliminated	Governed	Led	Prioritized	Streamlined
Coached	Emphasized	Handled	Managed	Produced	Strengthened
Considered	Encouraged	Headed	Maximized	Recommended	Supervised
Consolidated	Enforced	Hired	Merged	Reorganized	Training

Organizational Skills

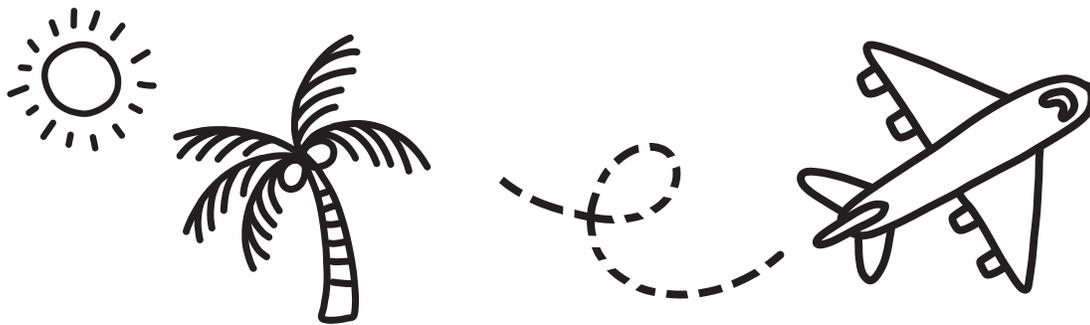
Approved	Compiled	Inspected	Prepared	Reviewed	Updated
Arranged	Corrected	Logged	Processed	Routed	Validated
Catalogue	Corresponded	Maintained	Provided	Scheduled	Verified
Categorized	Distributed	Monitored	Purchased	Screened	
Charted	Executed	Obtained	Recorded	Submitted	
Classified	Filed	Operated	Registered	Supplied	
Coded	Generated	Ordered	Reserved	Standardized	
Collected	Incorporated	Organized	Responded	Systematized	

Problem Solving Skills

Adjusted	Converted	Eliminated	Planned	Resolved	Solved
Analyzed	Determined	Examined	Prepared	Reviewed	Tested
Anticipated	Diagnosed	Executed	Recommended	Selected	Verified
Changed	Discovered	Expanded	Reconciled	Set Up	Utilized
Completed	Doubled	Identified	Reorganized	Simplified	

Teaching + Mentoring Verbs

Adapted	Coordinated	Enabled	Guided	Persuaded	Trained
Advised	Counseled	Encouraged	Individualized	Reviewed	Transmitted
Clarified	Critiqued	Evaluated	Informed	Simulated	Tutored
Coached	Developed	Explained	Instilled	Stimulated	
Communicated	Empowered	Facilitated	Instructed	Taught	
Conducted	Edited	Focused	Motivated	Tested	



How to Include Study Abroad Experiences

Your study abroad experience can add great diversity and unique skill sets to your resume. Below are some ideas on how to incorporate your study abroad experience in your resume.

Sample Experience Blocks

Universidad de Sevilla, Seville, Spain Jan.-May 2017

- + Adapted to Spanish Culture and developed Spanish fluency through daily interactions with host family and community
- + Led a research team on developing social programs and presented findings to class in Spanish
- + Enhanced communication skills by interacting with people of different cultures and languages

Paul Valéry University, Montpellier III, Montpellier, France May-Dec. 2017

- + Increased French language proficiency through daily communication with French peers
- + Bolstered knowledge of French culture through extensive classroom study and host family experience

Chulalongkorn University, Bangkok, Thailand July-Oct. 2016
Research Assistant

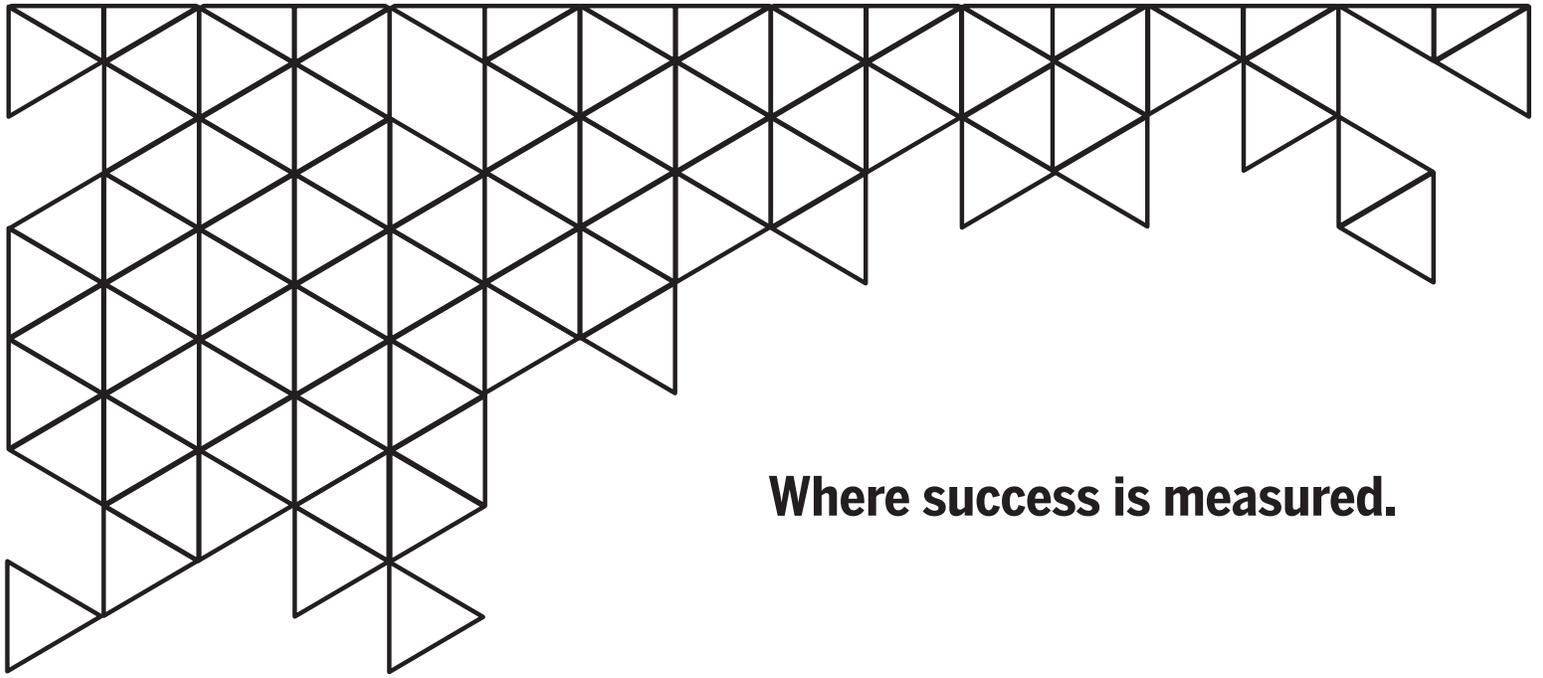
- + Conducted research and implemented surveys to learn teaching habits of Thai educators
- + Developed training materials in Thai for educators in public schools focused on improving teaching methods and active learning strategies
- + Presented finding of research to educators from various countries in East Asia at annual committee meeting
- + Immersed in culture and language of Thai daily life, gaining leadership, cross-cultural communication, and problem-solving skills.

How to Articulate Language Proficiency According to LinkedIn

Scale/ Framework	LinkedIn Scale
Level 0	N/A
Level 1	Elementary Proficiency
Level 2	Limited Working Proficiency
Level 3	Professional Working Proficiency
Level 4	Full Professional Proficiency

Sample Skills + Abilities Gained

- + Adaptability
- + Cultural Sensitivity
- + Problem Solving
- + Communication
- + Confidence
- + Organizational Skills
- + Teamwork Skills
- + Independence
- + Perseverance
- + Dealing with ambiguity
- + Flexibility



Where success is measured.

REPORT + EXPLORE CAREER OUTCOMES

With the Career Analytics Platform (CAP)

+ REPORT YOUR EXPERIENCES

Use CAP to share your internship and volunteer experiences and post-grad outcome.

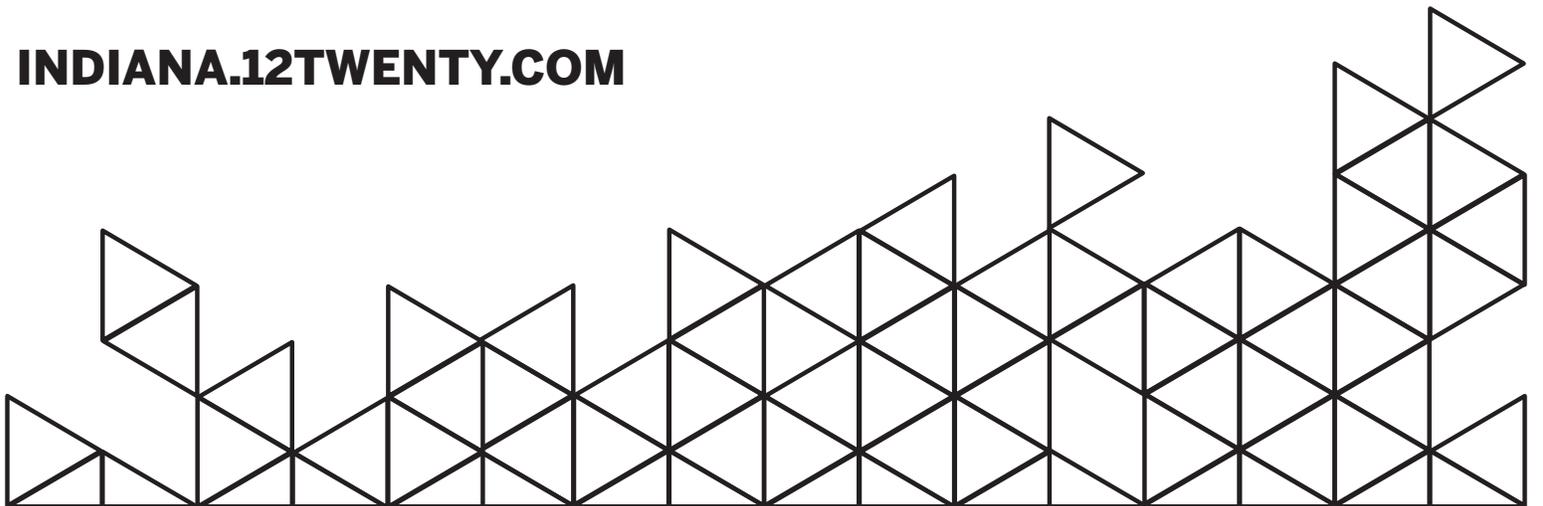
+ LOOK AT OUTCOMES

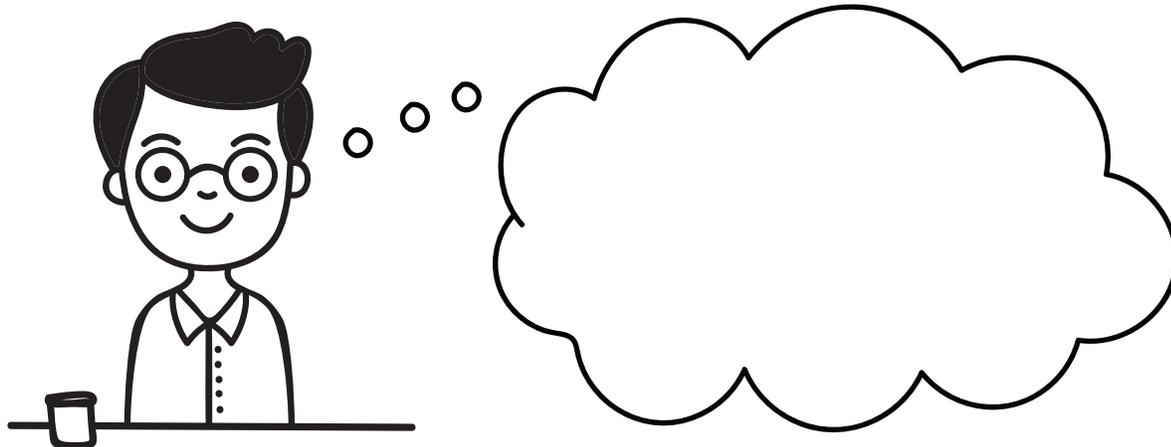
Explore the outcomes for students with your degree & how graduates succeed after school

+ APPLY YOUR KNOWLEDGE

Meet with a career coach to find out how this data can impact your preparation for the working world

INDIANA.12TWENTY.COM





Interviewing Successfully

Make a good impression, ace the interview and secure an offer by following these four steps:

1. RESEARCH THE COMPANY

By investigating potential employers, you can discover details about the employer that will help prepare you for an interview. You'll be able to learn about what qualities they look for in their employees to better present yourself as the best candidate.



2. PREPARE + REHEARSE

Practicing your interview skills helps reduce stress during the actual interview, which in turn allows you to focus on connecting with your interviewer rather than struggling to come up with answers.

3. DRESS PROFESSIONALLY

It's important to dress professionally for a job interview because how you dress and carry yourself is the difference between a good or bad first impression.

4. SAY 'THANK YOU'

Sending a thank you note or email after a job interview helps you build relationships with people who can influence the hiring decision and help you stand out from other candidates vying for the job.

1. Research the Company

Learn as much as possible about the organization:

- + What is the mission, goal, or purpose of the organization?
- + What kind of content do you see on its official website?
- + Has the company been in the news recently?
- + What projects or initiatives are they currently working on?
- + How much do you know about the culture of the organization?
How big is the organization? How many employees does it have?

Talk to anyone you know who works at the organization/company or check the Walter Center Success Network or LinkedIn to see if there are any alums working for the company you could speak with to learn more.

IMPORTANT SKILLS + ASPECTS OF THE JOB DESCRIPTION:



COMPANY FACTS + RESEARCH

2. Prepare + Rehearse

Use the SPAR Method

With the skills and important aspects of the job description in mind, use the SPAR acronym to develop examples that illustrate those skills.

Situation • Problem • Action • Result

You can use SPARs to answer interviewing questions. When you use SPAR, you can develop a few examples that can be used to answer multiple possible questions. For example:

Skill to Highlight	Problem Solving
S	I was participating in a research project in the Cognition and Action Neuroimaging lab where we manage toddlers' interactions and behaviors.
P	One of the children got really sick during one of our sessions.
A	I took initiative and went to our emergency contact information database to contact the child's parent.
R	I was able to calm the child down without upsetting the other children and her father was really thankful for the way I handled the situation. He ensured us his daughter would be back to participate as soon as she was feeling better.

This SPAR relates to the following questions:

- Tell me about a time you had to handle a difficult situation?
- Describe a situation in which you worked as part of a team and what role you had within the team. Give me an example of your problem-solving capabilities.

Try it out!

Skill to Highlight	
S	
P	
A	
R	



Prepare to Ask Questions

At the end of the interview, you will have the opportunity to ask the employer questions. Try to ask questions that genuinely interest you, as well as display your knowledge of the organization. This could include questions like:

- + What is the culture of the organization?
- + How do you see new staff contributing to the (initiative, project)?
- + What are your goals for this position in the first year?

Formula for Brainstorming Questions:

What I know + Why I care + Tell me more about ...

What I Know	I read that your company is increasing its philanthropic contributions by 20 percent
Why I Care	I have always been passionate about fundraising for nonprofits
Tell me more about	Can you tell me more about this new initiative?

What questions would you ask in an interview?



... and Prepare to Answer Questions

It's best to prepare for an interview by compiling your list of SPARs so you're ready for whatever might come your way. However, here are a few typical interview questions:

- + Tell me about yourself.
- + Why are you interested in working with our organization?
- + What is one of your greatest strengths?
- + What is one of your greatest weaknesses?
- + You can always use the career guides online or Google to find industry specific interview questions as well.

Before Going to the Interview:

- + Bring a portfolio or notepad, extra copies of your resume, and a list of questions to ask the employer
- + Give yourself time to travel and arrive a few minutes early. Look up the parking situation, building address and directions before you're in the car.
- + Have the office phone number handy in case you need to contact them

3. Dress Professionally

Your best outfit + your confidence = a great first impression. These tips outline commonly accepted attire for interviewing. However, you may want to tailor your outfit depending on what industry you hope to be working in and your personal style.



General Guidelines

TOPS collared button down, blouse, sweater

BOTTOMS appropriate length and neutral colors

SUITS matching neutral colors

SHOES match belt, walk well in them

GROOMING clean and neutral

Avoid these Items

Bold makeup, strong cologne or perfume, shorts and casual shoes

4. Say ‘thank you’

By sending a thank you note, you show your interviewer common courtesy and respect for their time. Since so few applicants send a thank you note, you’ll automatically stand out if you do.

Dear Mr./Ms. Last Name:

I enjoyed speaking with you about the research position. I’m excited about the potential opportunity to work with such an excellent company.

As you recall, we talked about how I worked on similar research projects while studying for my master’s degree at Indiana University, as well as my suggestions for statistical analysis that proved to be valuable.

Thank you again for taking the time to interview me. If you have any questions or need any further information, please do not hesitate to contact me at janesmith@email.com or at 812-123-4567.

Sincerely,



Jane Smith

Thank You Note Tips

- + Before you leave the interview, get business cards or write down names to ensure accuracy.
- + Send thank-you letters to each person who interviewed you within 24 to 48 hours of the interview. These can be handwritten or emailed.
- + Be sure to thank your interviewers for their time, restate your interest and enthusiasm for the position, and mention something you discussed with the interviewer.
- + Finally, Check for spelling mistakes and typos before sending!



Attend a Career Fair

Regardless of your major, year in school or future goals, there are many benefits to attending a career fair. At our Career + Internship Fair, which happens each fall and spring semester, you can:

- + Investigate positions and career fields you could pursue with your major and background
- + Meet representatives from organizations for whom you are interested in working
- + Get more information about specific companies and organizations
- + Gain valuable interview experience
- + Increase your chances of interviewing with an employer
- + Receive sound job search advice from seasoned company recruiters
- + Develop your network of contacts

WHAT SHOULD I ASK A RECRUITER?

Do your homework before you attend the fair and find answers to as many of these questions as possible—it shows the employer you are serious about your candidacy.

INTERSHIPS

- + What experiences might I have as an intern in your organization?
- + Do you offer both paid internships and internships for academic credit?
- + Do many of your interns become full-time employees after their internship?
- + What is your favorite part about working for [name of organization]?

JOBS

- + What skills do you look for in potential candidates?
- + What type of previous work experiences do you look for in candidates?
- + What's the best way to apply and how long does the process usually take?
- + Will you be on campus to interview?

SAMPLE QUESTIONS THEY MAY ASK YOU

- + When are you available to begin working?
- + Are you interested in full-time or internship opportunities?
- + What kind of position are you looking for?
- + Which geographic areas are you interested in?
- + Why did you stop at our table today?
- + May I have a copy of your resume?

WITHIN TWO WEEKS OF THE FAIR, follow up with the representatives you spoke to, unless you have discussed an alternative arrangement. Employers may leave a fair with hundreds of resumes, and they report that less than 5 percent of students follow up after a fair. This simple step can give you a big advantage.

DEVELOPING YOUR “PITCH”

Don't ask what positions the employers have; tell them what you're seeking. The best way to do this is with a prepared “pitch” or elevator speech. Your pitch is a 10- to 15-second introduction that includes:

- + Who you are (your major, your interests)
- + What you offer (skills, experience)
- + What you're looking for (a good opportunity to show tailored interest in the company)
- + A good follow-up question

Example: Hi, I'm Bob Marks. I'm a junior at IU majoring in apparel merchandising. I did an internship last summer with a designer in New York and that really piqued my interest in clothes designed for customers with disabilities. I'm hoping to complete another internship in a related area this summer. I know your company recently developed a line of activewear for customers with disabilities. How did this innovative line come about?

TRY WRITING YOUR OWN PITCH:

Who you are (your major, your interests)

What you're looking for (a good opportunity to show tailored interest in the company)

What you offer (skills, experience)

A good follow-up question



Negotiating a Job Offer

Negotiation is a process during which you and an employer come to a mutual agreement about the terms of your employment or your compensation package. Every job seeker can negotiate, but not every job seeker should negotiate. When deciding what is right for you, it is important to first have a clear understanding of your “market value.” Consider what skills, knowledge, and experience you offer an employer, then consider how your profile satisfies the needs of the organization.

1. RESEARCH

First, you want to determine what your offer is worth, and any additional expenses you might have. Knowledge of the position, its requirements, and the organization will help you place value on the offer. The following resources can assist you with researching aspects of an offer:

- + PayScale: Career Field Starting Salaries
- + MyMove: Location-Specific Cost of Living
- + Federal & State Taxes (to calculate monthly take home pay)
- + Money Smarts: Create a Budget

STEP 2: EVALUATE

Many organizations do not negotiate entry salaries. However, negotiations can focus on many aspects of an offer. Health and retirement plans are usually standard for all employees, but (generally speaking) the following aspects of an offer are potentially negotiable:

- + Salary
- + Location
- + Relocation Expenses
- + Start Date



STEP 3: IT'S TIME TO

NEGOTIATE

How you negotiate, rather than simply what you say when you negotiate, may make the difference when an employer decides on a final job offer. If you conduct yourself with confidence, realism, and grace as you present your research, you will be far more persuasive than if you lacked an understanding of industry standards and organizational resources. Simple and direct inquiries tend to yield the best results.

The employer should be the first to introduce the topic of compensation. Once this topic is broached, however, you should feel free to inquire about various aspects of the compensation package. These tips can help you prepare your negotiation delivery:

- + **Strike when the iron is hot**—when an employer has decided you are essential to the organization and has offered you a position. Discuss a desirable decision date with your employer, so you have time to investigate the offer.
- + If possible, **negotiations should be conducted in person or over the phone, and then summarized in writing**. A written record is more binding and allows you to examine both the salary and benefits.

EXAMPLE NEGOTIATION DELIVERIES

Negotiation Topic: Relocation Costs

Scenario: You have been offered a full-time position across the country, and will need to end your lease early, and pay to move all your furniture and belongings to your new city. After careful research, you have determined this will cost more money than you have, and will be making in the first few months on the job.

Preparation: Assess relocation expenses by considering gas prices, moving company fees or similar fees, travel time to the new city, lease termination fees, and security deposits for a new living arrangement. Outline this budget concisely to present to an employer.

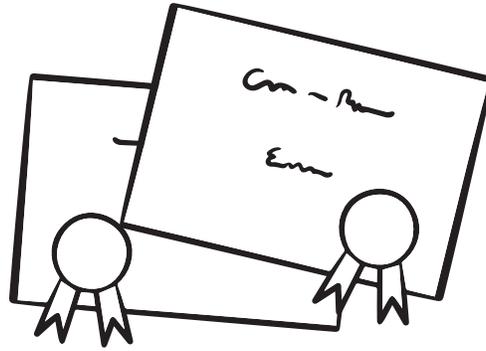
Script: “After researching moving costs, and creating a budget for relocating to your city, I’ve realized that I will be struggling to cover expenses the first few months of my employment. Would it be possible for me to receive reimbursement in addition to my starting salary?”

Negotiation Topic: Starting Salary

Scenario: You have been offered two full-time positions. After careful consideration, you conclude that Firm A matches your career objectives and values closer than Firm B; however, Firm B offers a significantly more competitive salary.

Preparation: Research entry-level salaries for your career field; factor in the location of each job and cost of living. Compare Firm A’s and Firm B’s offers to the average salary. Outline this research concisely to present to Firm A.

Script: “Thank you so much for offering me a position at Firm A. I have received another offer, which seems to match average compensation in this career field, while Firm A’s offer is lower. Would we be able to negotiate my starting salary or an incentive/retention bonus?”



Are you considering going to graduate school?

Before starting your application, talk with professors, academic and career advisors, professionals in the field, and current graduate students. Consider these questions:

-
- + Why are you interested in going to graduate school?
 - + What are your career goals?
 - + How will an advanced degree help you attain these goals? Is an advanced degree required?
 - + Do you have the academic stamina to continue your education or do you need time off?
 - + Do you have the grades and test scores needed for admittance? (Most programs require 3.0 GPA)
 - + Will full-time work experience enhance your candidacy for graduate school admittance?

CHOOSING A PROGRAM

Now that you've decided that graduate school is the next step for you, it's time to begin looking for programs. Your professors and advisors are great resources. Also, try looking at graduate school directories and websites to explore programs.

- + Petersons.com
- + GraduateGuide.com
- + GradSchools.com
- + US News and World Report ranking list
- + Professional associations in your field

Some industries prefer graduates from accredited programs, so be sure to check on hiring practices in your industry before choosing programs.

APPLICATION PROCESS

Use this list to make sure you have these materials ready for your applications. Be sure to carefully review the application checklist for each of the programs to which you are applying (the examples below are general guidelines). You should carefully devise a system of record keeping, maintain copies of everything, and begin talking to your professors, requesting letters of recommendation, and researching programs during your junior year.

FINANCIAL AID

Opportunities for financing your graduate school education vary greatly, depending on the program and the field of study. While working on your application materials for graduate school, you should be asking the specific programs about potential merit-based scholarships, graduate student loan programs, and graduate assistantships, which include research, teaching, and administrative

positions. Sites such as U.S. News and Petersons have additional information on types of aid and how to finance your graduate school education. Be sure to ask the program you plan to attend about options for paying for graduate school.

- Application Form**
- Test Scores.** Different fields require different tests. Give yourself several months to prepare. The GRE is the most common exam for graduate school; for specific information visit ETS.org
- Official Transcript**
- Recommendation Letters.** It is vital that you get to know your professors and other supervisors well. You will need approximately three letters of recommendation. Give recommenders at least a month to write the letters. Provide them with your resume, a statement of your experience and goals, any necessary forms, and a stamped, addressed envelope (if necessary).
- Personal Statement.** Visit Writing Tutorial Services, the Career Development Center, Health Professions and Prelaw Center, Walter Center for Career Achievement, and your professors/academic advisors for help composing your personal statement.
- Resume or Curriculum Vitae (CV)**

DON'T GO TO GRADUATE SCHOOL JUST BECAUSE...

- + You don't know what you want to do for a career
- + You are avoiding the job search
- + Your parents say you need to go
- + You want a way to defer student loan payments
- + You are unhappy with a current job



COMPARING THE RESUME...

Resume

a marketing tool, a summary of your experiences.

- + Highlight of professional accomplishments
- + One page
- + Short sentences/ accomplishment statements
- + Less class and academic focused
- + Can be customized to fit each position during the job search

KATHERINE C. TAYLOR

2112 N. Dogwood Ave., Bloomington IN 47405
(812)-855-0000 • kattay@indiana.edu

EDUCATION & HONORS

Indiana University

Bachelor of Arts, GPA: 3.74/4.0

Majors: Psychology; International Studies

Minors: Health Studies; East Asian Languages & Culture (Chinese Mandarin, Proficient)

May 2014
Bloomington, IN

Psi Chi Honor Society (top 35 percent of class, min. GPA in psychology courses of 3.50)

March 2013–present

Hudson Holland Scholars Program (top 20 percent of high school class, 3.2+ GPA)

September 2010–present

PSYCHOLOGICAL RESEARCH EXPERIENCE

Cognition and Action Neuroimaging (CAN) Laboratory, Indiana University

September–May 2013 & 2014

Student Researcher

Bloomington, IN

- Research toddlers' cognitive interactions using functional magnetic resonance to determine cognitive growth
- Analyze results of interactive sessions based on child's actions to make conclusions regarding brain function and understanding
- Presented research findings at annual convention through group presentation

CULTURAL IMMERSION & LANGUAGE

Gaborone - Community Public Health Summer Program

May–August 2013

Student Member

Gaborone, Botswana

- Gained cross-cultural competency through integration living with local family resulting in increased awareness
- Designed local flyer campaign using Photoshop to promote safe drinking water habits in several towns
- Completed patient intake forms based on medical history questions to best provide services at local clinic

Practical English Tutorials Program, Indiana University

September–May 2012

Tutor

Bloomington, IN

- Facilitated conversations using Chinese Mandarin to explain English language concepts to international students
- Collaborated with a team of tutors to plan activities designed to increase students' English vocabulary
- Critiqued writing assignments to address grammatical issues and improve writing ability
- Created discussion topics based on conversational English to promote student engagement with classmates
- Advised students by assessing needs regarding intercultural conflicts due to language barriers

MENTORING & LEADERSHIP EXPERIENCE

Big Brothers Big Sisters

October 2012–present

Mentor

Bloomington, IN

- Mentor 8-year-old child on a weekly basis regarding homework, involvement, and friendships to provide support
- Plan educational experiences such as museum trips for a group of five students to increase cultural engagement

Tween Peaks Camp

May– August, 2011 & 2012

Camp Counselor

Gunnison, CO

- Counseled campers through difficult situations, such as bunkmate conflicts to aid in growth and development
- Researched leadership and inclusion to create programs for 24 girls that promoted a positive environment
- Monitored off-site three-day camping trips of 48+ campers by organizing meals, activities, and schedules to ensure safe new experiences

GLOBAL HEALTH COURSEWORK

Global Health Promotion, School of Public Health, Indiana University

August– December 2013

Student

Bloomington, IN

- Collaborated with a team of five students to complete literature review of current research and write an action plan to educate class members about the perceptions of vaccinations in other countries
- Developed understanding of global health concerns and policies to gain a broader knowledge base

KATHERINE C. TAYLOR

2112 N. Dogwood Ave., Bloomington IN 47405
(812)-855-0000 • kattay@indiana.edu

Research Experience

Cognition and Action Neuroimaging (CAN) Laboratory, Indiana University
Student Researcher September–May 2013 & 2014
Bloomington, IN

- Research toddlers' cognitive interactions using functional magnetic resonance to determine cognitive growth
- Analyze results of interactive sessions based on child's actions to make conclusions regarding brain function and understanding

Presented research findings at annual convention through group presentation

Conference Presentations

American Psychology Association Conference, Chicago, IL
Co-Researcher & Presenter

- Co-presented research with Dr. S. Jackson on Psychology in the Workplace: Transforming Human Resources

Publications

Taylor, K. C. and Victor, G.T. (2014). Understanding Psychological Brain Functions. *Psychology Today*, 8, 77-89.
Taylor, K.C and Jackson, S. (2014) Psychology in the Workplace: Transforming Human Resources. *Psychological Science*, 10, 12-24.

Professional Associations

- American Board of Professional Psychology
- American Psychological Association

Bloomington, IN

Teaching Experience

Department of Psychology, Indiana University

Undergraduate Teaching Assistant, Introduction to Psychology Course Supplemental Instruction

- Lead supplemental instruction session for 20+ students covering topics from previous week's lectures and providing exam preparation

Department of Psychology, Indiana University

Teaching Assistant, Experimental Psychology & Social Psychology courses

- Taught Experimental Psychology and Social Psychology courses for 4 semesters, preparing lesson plans, monitoring quizzes and exams, and maintaining frequent office hours
- Graded quizzes, exams, and papers; input scores into Canvas learning management system

Awards

Indiana University

Bachelor of Arts, GPA: 3.74/4.0
Majors: Psychology and International Studies
Minors: Health Studies and East Asian Languages & Culture (Chinese Mandarin, Proficient)

May 2014
Bloomington, IN

Psi Chi Honor Society (top 35 percent of class, min. GPA in psychology courses of 3.50)
Hudson Holland Scholars Program (top 20 percent of high school class, 3.2+ GPA)

March 2013–present
September 2010–present

Curriculum Vitae (CV)

a detailed overview of academic accomplishments.

- + Academically focused
- + More than one page
- + Highlights courses, research, teaching experience, publications, presentations, and conferences
- + Showcases skills
- + Typically used for research, academic, and medical positions

...WITH THE

CURRICULUM VITAE



Personal Statement

There are two types of personal statements (statement of purpose): those that require you to answer prompts and those that provide few or no directions. If not specified, your personal statement should be approximately 1.5 to 2 pages in length.

Before you begin writing your personal statement, take time to reflect on your past experiences, reasons for applying to graduate school, and what makes you stand out from the other applicants. Answering the questions below will provide a strong foundation for writing your personal statement.

-
- + What is missing from your application packet that you want the committee to know about you?
 - + What is unique, special, and distinctive about you or your experiences?
 - + How did you get interested in this field and what has been the impact of the field on your life experiences so far?
 - + What are your career goals?
 - + Are there any gaps in your academic record to explain?
 - + What personal characteristics and/or skills do you possess that will help you succeed in this profession?
 - + What have you learned about this field throughout your various experiences and education?
 - + Have you overcome any hardships or obstacles?
 - + What makes you a strong fit for this program?
 - + Why are you interested in this specific school?

GENERAL GUIDELINES

Tell a Story and Concentrate on Your Opening Paragraph

Make your statement memorable by writing a story with concrete details that are unique and lively. Draw the reader in with your unique story and build upon this throughout the statement.

Be Specific

What skills have you developed that will allow you to succeed? Also consider what you are going to do after graduate school and what skills you will learn from the program that will make you a great advertising executive, English professor, or researcher, for example.

Research and Know Your Audience

Mention parts of the curriculum that are in line with your areas of interest and specific faculty with whom you want to do research.

Avoid Certain Subjects and Clichés

If possible, avoid talking about experiences from high school or other controversial topics (religious/political issues), unless they are relevant to the program to which you are applying. Avoid generic reasoning (such as attending art school because you are creative) whenever possible. Answer the questions on the previous page to help you avoid clichés.

Showcase Your Fit

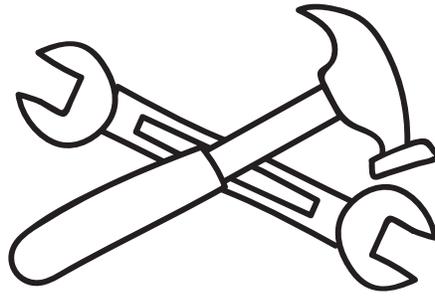
Make sure that you explain why you are a good fit for the program as well by doing research about the program, classes offered, and faculty members in the department. Demonstrate through your personal statement that you and the program are a good match by providing examples and tying together your experiences.

PERSONAL STATEMENT FORMULA

The following diagram is one popular way of formulating your personal statement.



Schedule an appointment with your career coach to discuss your personal statement in detail at go.iu.edu/careercoaching



Build Meaningful CONNECTIONS

While pursuing experiences, designing plans for the future and sharing your story, you'll also want to keep in touch with the connections you make along the way – these can be faculty you engage during office hours, staff (like career coaches) who help you make decisions, and – most importantly - employers you meet on campus and alumni you reach out to for guidance. These individuals will be transformative to your future success!

LET'S GET STARTED

How can you use your natural social skills to build relationships and talk about careers that you're interested in at the same time? We'll use these topics to learn how:

Networking Relationship Building

We want to help you use your natural skills of building meaningful relationships to help you in your career development process, not teach you how to ask for a job or get a business card.

How does it work?

We'll do some activities that allow us to examine our social circles to determine how they can be expanded and used for building our careers.

Informational Interviewing

This key tool is one of the best ways to use your growing community to learn about careers, industries, and companies you're interested in.

NETWORKING IS OUT, RELATIONSHIP BUILDING IS IN.

For those of you who get chills at just the thought of networking, fear not, your day has come. We want to help you use your natural skills of building meaningful relationships to help you in your career development process.

We're not talking about asking someone for a job, or introducing yourself with the hopes of getting a business card. We are talking about getting to know people and letting them get to know you. Don't worry about how much or where you do it – whether one-on-one or in groups, it is more important just to start. As Lindsay Pollack, author of *Getting from College to Career* explains, "I encourage you to drop any negative connotations you associate with networking – images of schmoozy guys shaking dozens of hands and giving out their business cards like free samples at a super market. In my definition, networking is about building and maintaining relationships. (p.89)"

You'll be able to rely on the connections you build for company, emotional support, to obtain help, gain and share information, and form alliances to better your life.

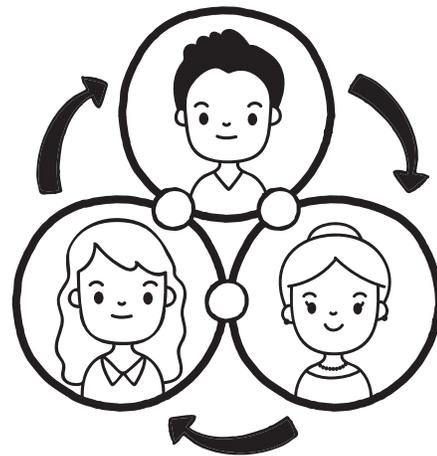
Why should I build relationships?

There are many reasons to develop relationships throughout life. Right now, one of the most valuable reasons is the chance to get to know others who share your passions.

On top of that, did you know that most jobs are not posted or advertised publicly? According to Matt Youngquist, the president of Career Horizons, "At least 70 percent, if not 80 percent, of jobs are not published. And yet most people – they are spending 70 or 80 percent of their time surfing the net versus getting out there, talking to employers, taking some

chances [and] realizing that the vast majority of hiring is friends and acquaintances hiring other trusted friends and acquaintances."

[Relationship building] is not contacting everyone you know when you are seeking a new job and asking if they know of any job openings. Instead, it is an exchange of information. When you develop a career networking contact, you may not have any pertinent information to share immediately; however, you can always be available to help in the future.



Where can I do it?

Everywhere! There is no bad place to start building a relationship with people around you. Think about people you meet on campus, at work, in classes, during community events, etc. These are all great places to build relationships.

When should I do it?

Always! Whether you believe it or not, you are always building meaningful relationships with people around you. It is what you do with them and how much you invest in them that matters.

¹ Pollack, L. (2007, 2012). *Getting From College to Career*. New York, New York: HarperCollins Publishers.

² Kaufman, W. (2011). A successful job search: It's all about networking. NPR. Retrieved from [https://www.npr.org/2011/02/08/133474431/a-](https://www.npr.org/2011/02/08/133474431/a-successful-job-search-its-all-about-networking)

[successful-job-search-its-all-about-networking](https://www.npr.org/2011/02/08/133474431/a-successful-job-search-its-all-about-networking)

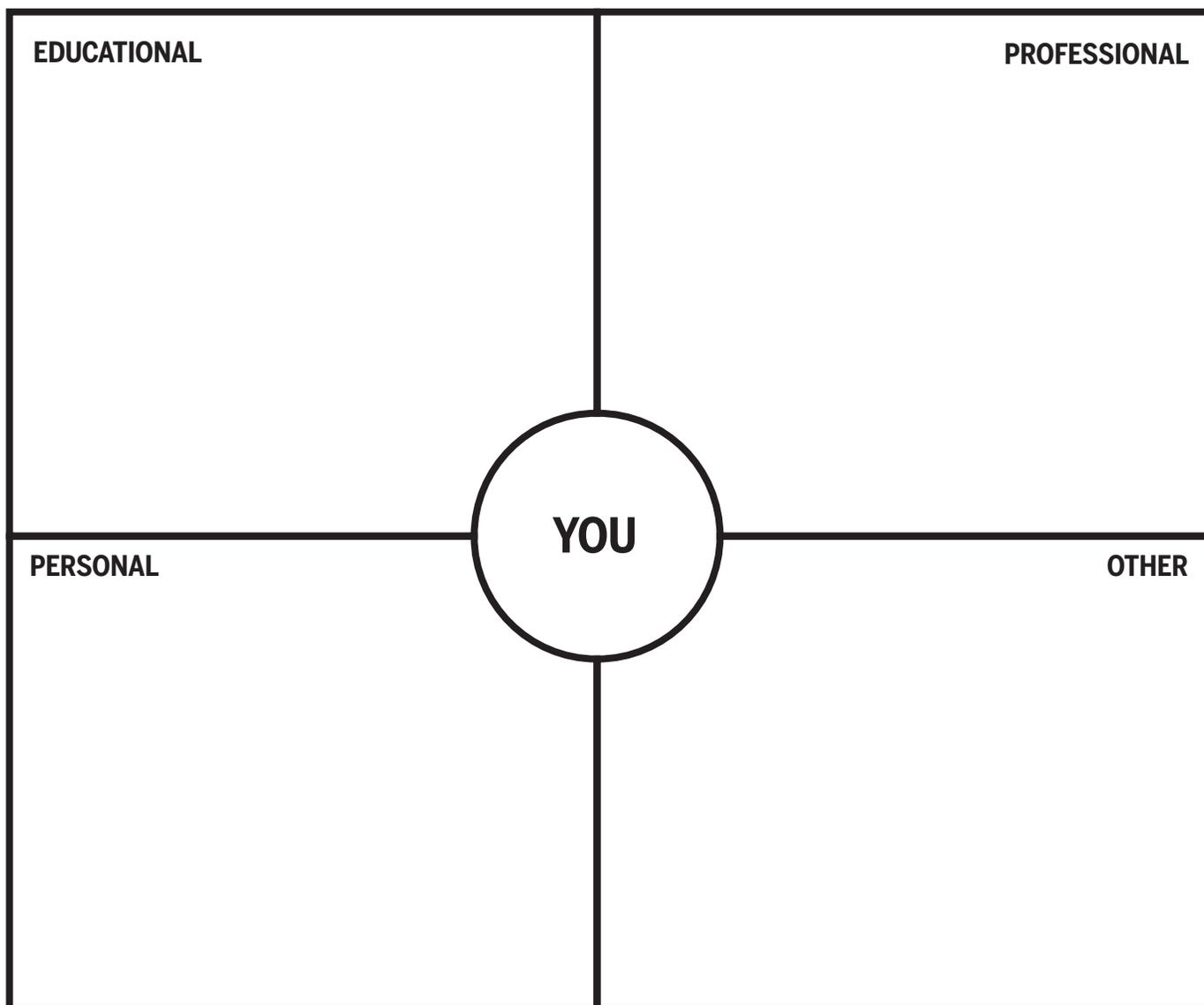
³ Indiana University (2019). Why You Network. Retrieved from https://iu.instructure.com/courses/1467746/pages/m3-%7C-why-you-network?module_item_id=14233987

Who's in My Network?

There's a little bit of prep work to do in order to find out who's already in your network. These are probably people you see quite often. Let's get started.

1. BRAINSTORM YOUR RELATIONSHIP CIRCLES

Fill out the Mind Map with the names of people you know and who you might go to for help or advice. Friends, family, classmates, acquaintances—anyone is fair game and no one should be left out. See how many you can get in one minute!



EXPAND YOUR REACH

IN A CLASSROOM SETTING

- + Get to know faculty who interest you.
- + Faculty are very well connected on campus and can make simple referrals to another faculty member who shares your interest.
- + Ask good questions.
- + Share academic and career interests.
- + Ask about faculty members' fields of interest.

IN A CLUB OR STUDENT ORGANIZATION

- + Join an academic or professional club that attracts students of like interests.
- + Get involved in school governance.
- + Join a multicultural group to expand your understanding of another culture.
- + Find a special interest group.
- + Many upperclassmen have asked the same questions you're asking and may have already learned "the best person to talk to" about your area of interest.

IN AN ADVISING APPOINTMENT

- + Your academic and career advisors are terrific resources for academic and career information because that's what they do best. *Tip: Club advisors (typically faculty and staff with an interest in the organization) and special program directors can be very helpful to you as well.*

AT A PANEL/WORKSHOP

- + Academic and career advising offices, academic departments, and student organizations host many opportunities for you to learn more about careers. Opportunities include:
 - Information Sessions
 - Career Fairs
 - Workshops
 - Expos
- + Learn more from:
 - Faculty
 - Community professionals
 - Alumni

2. FIND PEOPLE

Now that you've had a chance to think about some people in your circles and what speed you want to take, let's talk about how to find more people and expand your circles.

- + **LinkedIn and other social media:** make sure your profile is professional and that you always attach a personalized note to your "connect" requests.
- + **Walter Center Success Network:** start with the IU alumni who have already said that they want to help you!
- + **Look at your relationship circles again:** review who you wrote down during the brainstorm. Who can you start contacting now?

3. NOW YOU'VE FOUND PEOPLE. WHAT'S NEXT?

Reach out to schedule an informational interview.

- + Have some questions prepared that show you have done your homework.
- + Tip: stay up to date on the news. Current events in news and in your industry are great conversation starters and may even connect to the organization or person you are interested in.

4. REMEMBER: THE GOLDEN RULE!

Building a meaningful relationship means that you both are there to help each other.

- + Share your insight
- + Share useful resources
- + Offer to help answer questions they may have or use your expertise to help them

Relationship building "is not just about who you know; it's about who knows you. You've got to get out there, introduce yourself, and become known and respected." (Pollack, p.89)

5. THANK YOU!

Remember to always send a thank you letter to the person you talked to. Thank them for their time and reference a specific piece of advice they gave you.

4 This worksheet courtesy of Indiana University Edge. Indiana University (2019). Mind Map for Networking [PDF]. Retrieved from https://iu.instructure.com/courses/1467746/pages/m3-%7C-identifying-your-connections?module_item_id=14233988

5 This worksheet courtesy of Indiana University Edge. Indiana University (2019). Expand Your Reach on Campus [DOCX]. Retrieved from https://iu.instructure.com/courses/1467746/pages/m3-%7C-exploring-opportunities?module_item_id=14233998



Informational Interviewing

Informational interviewing is one of the best ways to make your growing [community] work for you. It is your opportunity to begin building your community with professionals in your field and learn about what the work is really like. An informational interview is not an opportunity to ask for an internship or a job. Rather, it is a fact-finding mission about the career, industry, or company you are interested in.

Talk to as many people as you can – there is always more to be learned about your chosen field based on the diversity of work settings, different organizational structures, and visions and missions that drive different organizations. Many professionals are happy to share information on their jobs or the industry. You just have to ask!⁶

WHAT DOES IT LOOK LIKE?

An informational interview is a 20- to 30-minute conversation between you and a professional in a career field of interest. Use these resources to find professionals to contact:

- + Walter Center Success Network
- + IU Alumni Association
- + LinkedIn
- + Campus organizations
- + Professional organizations
- + Chambers of Commerce

Joining a professional association is a great step toward developing a large network of potential colleagues. Here are some resources that can help you learn about associations related to your career goals:

- + Go.iu.edu/careercommunities
- + Associations Unlimited (IU Libraries)
- + Google or other search engines

EXAMPLE REQUEST EMAILS

Dear Ms. Julien,

My name is Katherine Taylor. I'm a Psychology and International Studies major at IU researching a possible career in healthcare. I found your name using the IU Alumni Directory. If you have the time, I would like to meet with you for 20 minutes to discuss your field. If you're unable to meet, perhaps you could suggest a co-worker or someone you know for me to contact. I appreciate your time.

Thank you,
Katherine

Dear Mr. James,

I've been researching public relations professionals on LinkedIn who have experience in campaign planning, and your profile caught my attention because we both studied at Indiana University and have similar interests. Would you have a few minutes that I could talk to you more about your experiences in campaign planning?

Thank you,
Eva

I FOUND SOMEONE. NOW WHAT?

When you find someone to contact, send an email similar to these examples to ask for some of their time. During the meeting or phone call,

you can ask questions about their background and what led them to their current position. You can also ask about the culture of their organization and any advice they have for entering the field. It is not acceptable to simply ask them for a job; this conversation is about gathering advice and information.

You can use the Informational Interviewing Worksheet to help you map out what your goal is and ideas of questions to ask. These are not the only questions to ask, but are a good starting point. Add in questions that will help you know if this opportunity is right for you.

DON'T FORGET TO STAY IN CONTACT

Stay in contact with new connections after completing informational interviews. Many students keep a Microsoft Excel file of their connections to help them keep track of new contacts.

Contact	Connection	Notable Point
Justin Lloyd IU Health 812.000.0000 jllloyd@iuhealth.org	Met at Networking Night event	Hires interns and entry-level staff members for IU Health
Annie Smith St. Vincent Hospital 317.000.0000 asmith@stvincent.org	Met in yoga class	Knows the hiring manager for St. Vincent and has experience in mental health organizations; agreed to an informational meeting with me.

You should track the date of your last contact with each person. You could use LinkedIn to manage your connections. You should periodically connect with important members of your established network - such as former supervisors or professors. You never know when you might want to ask them for a letter of recommendation or reference!

I DID IT. NOW WHAT?

Based on what you learned and what you know about yourself, do you think this industry or company is a good fit for you? Do you have the necessary skills? Does it fit with your values and things you enjoy doing? If there are differences, how much of a problem will those differences be for you? Are you going to continue to pursue and/or research this career more? If NO, ask yourself why? Did you not like the person interviewed? Did you not like the job itself? Did you not like the environment?

EXAMPLE FOLLOW-UP EMAIL

Dear Ms. Smith:

Thank you for the opportunity to meet with you last Tuesday to share your insights on your career. Our discussion was most helpful and has confirmed my interest in pursuing an [major] degree at [university]. I will definitely be [action you'll take, given the information you've learned] and will follow up with [contacts they gave you]. The information you shared has been of great value to me. As you requested, I will let you know of my progress.

Again, I deeply appreciate your time and consideration.

Sincerely,
Type your name here

In your follow-up thank you note, acknowledge how appreciative you are of their time and help and share how the information helped you make any decisions or take further actions on your own career path.

⁶ Indiana University (2019). Informational Interviewing. Retrieved from https://iu.instructure.com/courses/1467746/pages/m3-%7C-informational-interviewing?module_item_id=14267291

⁷ Indiana University (2019). After Informational Interviews. Retrieved from <https://iu.instructure.com/courses/1467746/pages/m3-%7C->

[after-informational-interviews?module_item_id=14317119](https://iu.instructure.com/courses/1467746/pages/m3-%7C-after-informational-interviews?module_item_id=14317119)

⁸ Sample letters courtesy of Indiana University Edge.

⁹ 2019). After Informational Interviews. Retrieved from https://iu.instructure.com/courses/1467746/pages/m3-%7C-after-informational-interviews?module_item_id=14317119



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