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 see in the employees they hire.

At Arts and Sciences Career Services, we’ll show you how to use your liberal arts and sciences education to find a career you 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 join career communities that will connect you with the industries you’re interested in.

The 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.

COLLABORATE WITH US ON YOUR CAREER JOURNEY

As soon as you enroll in the College of Arts + Sciences, choose a few Career Communities to join. Each community will offer unique online content and opportunities, as well as two types of events:

DISCOVER EVENTS

A series of casual events where you can speak off the record with alumni and employers about potential career fields in a laid-back setting. These events are designed to help you learn about your interests and find meaningful work that you’ll love.

CONNECT EVENTS

A more professional event series catered to students who have decided upon their career paths and are ready to connect with alumni and employers about opportunities. These events are designed to help you achieve success in your internship and full-time job search.

In addition to our Career Communities, we have:

- Career courses to help you with everything from choosing a career to applying for full-time jobs
- Career advisors for every major and Career Community ready to speak with you in one-on-one appointments
- Numerous career fairs, employer information sessions, and other opportunities to meet hiring organizations from across the country

CAREER COMMUNITIES

- Government, International Affairs, and Public Policy is a career community that focuses on governance, national security, Foreign Service, planning, regulation, and administration at the local, state, and federal levels. The positions in this field enforce and determine policy through political systems and institutions, ensuring that fundamental rights are universally guaranteed.

- Design, Retail, and Apparel is a career community focused on the creation and design of goods and opportunities in merchandising, store management, and buying. These positions exist in corporate organizations, wholesale or manufacturing establishments, theater or dance companies, and design firms in large cities.

- Finance, Consulting, Management, & Sales is a career community focused on careers that provide expertise to maximize profitability or effectiveness and sell resources or goods. Positions will vary widely depending on the type of organization and resource being sold.

- Journalism, Sports, Entertainment, and Production is a career community that encompasses every facet of the entertainment industry at the local, regional, and national levels. The most common careers in the entertainment cluster can be broken down into production or direction, business or management, and artistic performance.

- Marketing, Advertising, and Public Relations is a career community focused on the transferable skills of written and verbal communication in a variety of different career paths. Employers range from global, multibillion-dollar businesses that connect manufacturers to consumers to small nonprofits that create and disseminate content to specific constituencies or audiences.

Meaningful + Successful

learn more at careers.college.indiana.edu
CAREER DEVELOPMENT PROCESS

The career development process is a series of 4 cyclical steps over a person’s lifetime where careers are explored and goals refined. Individuals will progress through the process in unique ways and with different timeframes. An ideal career exploration and job search process will include all 4 steps.

**1 KNOW YOURSELF:**
- Self Assessment
  - Websites/eBooks
  - Informational Interviewing
  - Job Shadowing
  - Professional Associations
  - Career Events

**2 RESEARCH CAREERS**
- Internships
- Job Shadowing
- Volunteering
- Part-Time Jobs
- Clubs/Activities
- Service-Learning Classes
- Building a Network
- Career Events

**3 TRY OUT THE CAREER**
- Finding Opportunities
- Career Fairs & Events
- Resume/Cover Letter
- Interviewing
- Applying to Graduate School
- Building a Network
- Job Offer Negotiation

**4 JOB SEARCH**
- Finding Opportunities
- Career Fairs & Events
- Resume/Cover Letter
- Interviewing
- Applying to Graduate School
- Building a Network
- Job Offer Negotiation

**KEEP IN MIND:** It’s common for people to cycle through steps 1-3 several times before moving on to step 4 (the job search). As your goals and interests change, begin the process again.
Finding Job + Internship Opportunities

Learn how to effectively search for positions

What makes a job search successful?

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:

- 60% networking with colleagues or potential employers
- 30% researching organizations
- 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!

We are sharp + savvy
Networking

Networking is the most important part of the job search. As you can see below, well over half of all jobs are filled through the hidden job market.

What is networking?
Networking is a lifelong process of meeting people and making connections. Networking is not just about getting a job... it can be much more. Your network can be comprised of professional friends and colleagues, former co-workers, and acquaintances you meet outside the workplace.

An example of networking in action:
Katherine is a senior Psychology major. She has been actively involved with Big Brothers Big Sisters (BBBS) as a mentor, but her long-term goal is to work for a community health organization. Alison, a professional staff member in the BBBS office, she discovered that Alison’s husband is a psychiatrist at a mental health facility in town. After an informal introduction through Alison, Katherine was offered an internship with Alison’s husband—a position that was created specifically for her! As you can see, Katherine’s position at BBBS—and her connection to Alison—led to an opportunity that only networking could provide.

How are jobs filled?

1. Hidden job market
   Includes networking contacts, personal connections, and referrals.
   It is estimated that 50 to 80% of all jobs are filled this way.

2. Visible job market
   Includes job postings on search engines, company websites, and social media.
   It is estimated that only 20 to 50% of all jobs are filled this way.

Who is in your network?

family friends
friends from yoga class
IU professors and staff
IU student volunteers of BBBS
psychology club co-volunteers
former internship peers and supervisor
INFORMATIONAL INTERVIEWING

Informational interviewing is the best way to build your network and find opportunities.

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:

- IU Alumni Association
- LinkedIn
- Campus organizations
- Professional organizations
- Chambers of Commerce

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

- Career Communities (careers.college.indiana.edu)
- Associations Unlimited (IU Libraries)
- Google or other search engines

Don’t forget to 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 (see below). You should also track the date of your last contact with each person. You could also use LinkedIn to manage your connections. You should also 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!

When you find someone to contact, send an email similar to this example 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.

**EXAMPLE EMAIL**

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

julien@healthcare.com

kattay@iu.edu

**SAMPLE SPREADSHEET**

<table>
<thead>
<tr>
<th>Name &amp; Contact Information</th>
<th>Connection</th>
<th>Notable Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justin Lloyd</td>
<td>Met at Networking Night event</td>
<td>Has interns and entry-level staff members for IU Health</td>
</tr>
<tr>
<td>Annie Smith</td>
<td>Met in yoga class</td>
<td>Knows the hiring manager for St. Vincent and has experience in mental health organizations; agreed to an informational meeting with me.</td>
</tr>
</tbody>
</table>

In the Excel file, you can keep track of important details such as:

- Name and contact information of the professional
- Date of the last contact
- Notable points or advice from the conversation

Don’t forget to 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!
RESEARCHING

Researching organizations is another essential part of successfully finding a job.

Research is important for a number of reasons. Firstly, you want to make sure the organization is a good fit for your needs and experience. Secondly, organizations expect you to know all about them before you apply! Here are some suggested sites to get you started:

- Official Company Websites
  - Most organizations have great information on their official websites. You can generally find mission statements, company statistics, current initiatives and other useful information.

- Search Engines
  - Use search engines to look for recent articles about organizations of interest. Has the organization done anything newsworthy lately? It is important to be aware of both positive and negative news stories related to organizations.

- Salary Listing Websites
  - It’s a good idea to learn about average salaries in your industry and, if possible, your organization of interest. Sites such as O*Net Online (onetonline.org) have nationwide salary statistics and sites such as Glassdoor (glassdoor.com) have specific company statistics.

- Informational Interviews
  - In addition to building your network, informational interviews can also help you learn about specific organizations. If you can find someone to interview in a company that posts a job you might be interested in, you can learn quite a bit more about the inner workings of the organization and gain a contact within the company!

- Official Company Websites
  - Most organizations have a “career” or “employment” tab where they list openings within the company. If you have trouble finding the tab, you can sometimes look for the sitemap to find out where positions are posted.

- Career Link
  - Arts & Sciences Career Services has its own job board, called Career Link. You can search for hundreds of full-time jobs and internships across the country, as well as apply for on-campus interviews and see which employers are visiting campus.

- Career Communities
  - Arts + Sciences Career Services offers a number of Career Communities that allow students to engage with alumni, faculty, staff, and employers around specific industries. They communities can provide numerous internship and full-time opportunities.

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

- Arts + Sciences Career Services Website
  - Arts & Sciences Career Services has many resources online to aid in your job search, including search engines, professional associations, and other helpful articles and resources.

APPLYING FOR JOBS

Applying for jobs strategically is one of the most important steps to securing employment after graduation.

As you’ve already learned, simply applying for jobs without networking and researching won’t get you results. Nor will you get results by applying for jobs on the wrong search engines and with the wrong resources.
COVER LETTERS

Enhance your application and prove that you’re a good fit for the organization.

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
- Demonstrates your written communication skills
- Strengthens your chances of securing an interview

Cover Letter Dos and Don’ts

- Proofread your letter to ensure it is error-free
- Do not restate your resume
- Save the file as a PDF (unless otherwise stated in the application instructions)
- Include your name in the document title (Taylor_Katherine.pdf)
- Use block formatting (left aligned text with double spaces between sections)
- Use the header from your resume
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

2112 N. Dogwood Avenue
Bloomington, IN 47405
November 2, 2014

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
Before you start: Creating 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.

Start your resume: Pulling together the pieces
Begin creating “experience blocks,” consisting of organization/company, job title, location, dates, and accomplishment statements. Create an education section and, potentially, sections for computer skills, language, or other skills.

Tailor for the position you want: Using a job description
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. The resume on the next page is an example of a tailored resume based upon the job description below.

Sample Job Description:
(used to tailor resume on next page)
**EXPERIENCE BLOCKS**

Be consistent. 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

**HEADINGS**

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

**Technical Skills I Want to Highlight:**

**Other skills (i.e. teamwork):**

**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

**COURSEWORK (optional)**

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

**TYPES OF EXPERIENCE**

**Potential Headings**

<table>
<thead>
<tr>
<th>Experience</th>
<th>Headings:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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)

**Pai 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**

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**

Student Member

- Gaborone, Botswana
- May–August 2013

- 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**

- Bloomington, IN
- May 2014

- Tutored small groups of 10 students
- 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

**MENTORING & LEADERSHIP EXPERIENCE**

**Big Brothers Big Sisters**

Mentor

- Bloomington, IN
- October 2012–present

- Mentored 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

**Tweens Peaks Camp**

Camp Counselor

- Gunnison, CO
- May–August 2011 & 2012

- Counseled campers through difficult situations, such as bunkmate conflicts to aid in growth and development
- Developed 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**

- Bloomington, IN
- August–December 2013

- 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
EDUCATION & HONORS
Indiana University  
Bachelor of Arts, GPA: 3.74/4.0  
May 2014  
Bloomington, IN
- Majors: Psychology; International Studies  
- Minors: Health Studies; East Asian Languages & Culture (Chinese Mandarin, Proficient)

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  
Student Researcher  
September–May 2012  
Bloomington, IN
- Research children’s 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  
Student Member  
May–August 2013  
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  
Tutor  
September–May 2012  
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  
- Designed 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  
Mentor  
October 2012–present  
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

Teens Peak Camp  
Camp Counselor  
August 2011 & 2012  
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  
Student  
August – December 2013  
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

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 why 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?

SKILLS SECTION TIPS:
- 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.

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

FormattinG tips:
- Spell it out: no abbreviations.
- No need to mention that you have TMI (too much information) warning: do not include personal information such as birth date, ethnicity, interests, or hobbies.
- Include GPA (only if above 3.0).
- Include Indiana University and Bloomington, IN.
- 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).

How:  
- i.e., plan  
- i.e., educational experiences such as research opportunities, internships or groups

Why:  
- i.e., to increase cultural engagement
PREPARING FOR A CAREER FAIR

Reasons to Attend

Regardless of your major, year in college, or future goals, there are many benefits to attending a career fair. 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

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

Sample questions you may ask

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.

Internships

- 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 to your organization, 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.

At the fair

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 below:

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
INTERVIEWING

Make a good impression and secure an offer by following these four steps

1 RESEARCH

Learn as much as possible about the organization or company:

- 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 Alumni Directory or LinkedIn to see if there are any alumni working for the company you could speak with to learn more.

Highlight some skills and important aspects of the job description:

List some company facts and research:
**PREPARE**

**EXAMPLE**

<table>
<thead>
<tr>
<th>Skill to Highlight:</th>
<th>Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Situation</strong></td>
<td>I was participating in a research project in the Cognition and Action Neuroimaging lab where we manage toddlers’ interactions and behaviors.</td>
</tr>
<tr>
<td><strong>Problem</strong></td>
<td>One of the children got really sick during one of our sessions.</td>
</tr>
<tr>
<td><strong>Action</strong></td>
<td>I took initiative and went to our emergency contact information database to contact the child’s parent.</td>
</tr>
<tr>
<td><strong>Result</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

This SPAR (Situation/Problem/Action/Result) 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.

### Types of Interviews

- Phone
- In-Person
- Online
- Group

### Common Interview Questions

While it is better to prepare for an interview by compiling your list of SPARs, here are some typical interview questions that you may be asked:

- 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.

**Questions to Ask the Employer**

At the end of the interview, you will have the opportunity to ask the employer questions. Try to ask questions that genuinely interest you, but also display your knowledge of the organization.

- 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?

**Use this formula to brainstorm potential questions:**

This is what I know + This is why I care + So tell me more about...

**Example:**

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

**To-Do List:**

- Bring a padfolio or notepad, extra copies of your resume, and a list of questions to ask the employer
- Give yourself plenty of time to travel and arrive a few minutes early
- Plan out your day ahead of time. Look up directions, parking, address, etc.
- Have the office phone number on hand in case you need to contact them

Using the skills and important aspects of the job description (previous page), use the SPAR acronym to develop examples that illustrate those skills. You can use these SPARs to answer interviewing questions - each SPAR example can be used to answer multiple questions. The SPAR acronym can help you develop examples.
GET READY

Below are some tips on wardrobe choices and general day-of-interview prep.

+ **SUIT**: Wear a two-piece matching suit in navy, dark gray, or black or wear a two-piece suit or skirt and blazer combo. Skirts should cover thighs when seated.

+ **SHIRT**: A long-sleeved, collared, button-down shirt or a blouse, knit sweater, or shell is appropriate.

+ **SHOES & SOCKS**: Match your belt to your shoes. Wear dark socks and professional business shoes, flats, or professional-looking heels (no higher than 2 inches).

+ **NEVER WEAR**: Shorts, cologne, sandals, t-shirts, miniskirts, low-cut blouses, leggings, large jewelry, or platform heels.

+ **GROOMING**: Always be clean shaven or have well-groomed facial hair. Makeup should be minimal and fingernail polish should be neutral in color. Clean fingernails are also important.

---

THANK-YOU LETTERS

- Before you leave, write down names of interviewers and/or get business cards so you don’t misspell names.

- Send thank-you letters to each person who interviewed you within 24 to 48 hours of the interview (can be handwritten or sent via email).

- Check for typos.

- Be sure to thank them for their time, restate interest/show enthusiasm, mention something you discussed with the interviewer(s).
NEGOtiATING A JOB OFFER
Matching Your Experience with Compensation

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.

SUCCESSFUL NEGOTIATION:

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

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

3. 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 B’s offer is lower. Would we be able to negotiate my starting salary or an incentive/retention bonus?”
GRADUATE SCHOOL
Furthering your career goals

Considering Graduate School? Before starting your application, consider some of these questions and talk with professors, academic and career advisors, professionals in the field, and current graduate students.

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 possess the grades and test scores necessary for admittance into the program of your choice? (Most graduate programs will look for a minimum GPA of 3.0)

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

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.

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.

- 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 Premed Center, Arts + Sciences Career Services, and your professors/academic advisors for help composing your personal statement.
- Resume or Curriculum Vitae (CV)

Don’t go to graduate school simply because...

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

(Continued on next page)
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

EDUCATION & HONORS
Indiana University
Bachelor of Arts, GPA: 3.9+ A-A
Psychology; International Studies
Minor: Health Studies; East Asian Languages & Culture (Chinese Mandarin, Proficient)

Hudson Holland Scholars Program (top 20 percent of high school class, 3.2+ GPA)
September 2020–present

Global Health Promotion (top 35 percent of class, min. GPA in psychology courses of 3.50)
March 2015–present

Gaborone - Community Public Health Summer Program
Student Volunteer
Gaborone, Botswana
- Gained cross-cultural competency through integration living with local family, resulting in increased awareness
- Designed local school 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
Tutor
September–May 2012

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 student by assessing needs regarding intercultural conflicts due to language barriers

MENTORING & LEADERSHIP EXPERIENCE
Big Brothers Big Sisters Mentor
Manor, IN
- Mentored a child with weekly visits to discuss homework, involvement, and friendships to provide support
- Planned educational experiences such as museum trips for a group of five students to increase cultural engagement

Teach for America (DC)
Teach for America (DC)
- 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 prepared input access to Canvas learning management system

Cultural Immersion & Language
Gaborone - Community Public Health Summer Program
Student Volunteer
Gaborone, Botswana
- Gained cross-cultural competency through integration living with local family, resulting in increased awareness
- Designed local school 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
Tutor
September–May 2012

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
- Advised student by assessing needs regarding intercultural conflicts due to language barriers

Teaching Assistant, Experimental Psychology & Social Psychology Courses
Department of Psychology, Indiana University
- 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 prepared input access to Canvas learning management system

Cognition and Action Neuroimaging (CAN) Laboratory
Indiana University
- Analyzed results of interactive sessions based on child's actions to make conclusions regarding brain function and understanding
- Research toddlers' cognitive interactions using functional magnetic resonance to determine cognitive growth
- Developed research strategies at annual conference through group presentation

PRESENTATIONAL & LEADERSHIP EXPERIENCE
**Hudson Holland Scholars Program**
Student Volunteer
- Collaborated with a team of five students to complete literature review of current research and write an action plan to educate community members about the perceptions of vaccinations in other countries
- Developed understanding of global health concerns and public policy to gain a broader knowledge base

GLOBAL HEALTH COURSEWORK
Global Health Promotion, School of Public Health, Indiana University
August–December 2013
- Collaborated with a team of five students to complete literature review of current research and write an action plan to educate community members about the perceptions of vaccinations in other countries
- Developed understanding of global health concerns and public policy to gain a broader knowledge base

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

KATHERINE C. TAYLOR

EDUCATION & HONORS
Indiana University
Bachelor of Arts, GPA: 3.9+ A-A
Psychology; International Studies
Minor: Health Studies; East Asian Languages & Culture (Chinese Mandarin, Proficient)

Hudson Holland Scholars Program (top 20 percent of high school class, 3.2+ GPA)
September 2020–present

Gaborone - Community Public Health Summer Program
Student Volunteer
Gaborone, Botswana
- Gained cross-cultural competency through integration living with local family, resulting in increased awareness
- Designed local school 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
Tutor
September–May 2012

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
- Advised student by assessing needs regarding intercultural conflicts due to language barriers

MENTORING & LEADERSHIP EXPERIENCE
Big Brothers Big Sisters Mentor
Manor, IN
- Mentored a child with weekly visits to discuss homework, involvement, and friendships to provide support
- Planned educational experiences such as museum trips for a group of five students to increase cultural engagement

Teach for America (DC)
Teach for America (DC)
- 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 prepared input access to Canvas learning management system

Cognition and Action Neuroimaging (CAN) Laboratory
Indiana University
- Analyzed results of interactive sessions based on child's actions to make conclusions regarding brain function and understanding
- Research toddlers' cognitive interactions using functional magnetic resonance to determine cognitive growth
- Developed research strategies at annual conference through group presentation

PRESENTATIONAL & LEADERSHIP EXPERIENCE
**Hudson Holland Scholars Program**
Student Volunteer
- Collaborated with a team of five students to complete literature review of current research and write an action plan to educate community members about the perceptions of vaccinations in other countries
- Developed understanding of global health concerns and public policy to gain a broader knowledge base

GLOBAL HEALTH COURSEWORK
Global Health Promotion, School of Public Health, Indiana University
August–December 2013
- Collaborated with a team of five students to complete literature review of current research and write an action plan to educate community members about the perceptions of vaccinations in other countries
- Developed understanding of global health concerns and public policy to gain a broader knowledge base

Research Experience
Cognition and Action Neuroimaging (CAN) Laboratory
Indiana University
- Analyzed results of interactive sessions based on child's actions to make conclusions regarding brain function and understanding
- Research toddlers' cognitive interactions using functional magnetic resonance to determine cognitive growth
- Developed research strategies at annual conference through group presentation

Presentational & Leadership Experience
- 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 prepared input access to Canvas learning management system

Awards
Indiana University
Bachelor of Arts, GPA: 3.9+ A-A
Psychology; International Studies
Minor: Health Studies; East Asian Languages & Culture (Chinese Mandarin, Proficient)

Hudson Holland Scholarship Program (top 20 percent of class, min. GPA in psychology courses of 3.50)
September 2020–present

Publications
- Analyzed results of interactive sessions based on child's actions to make conclusions regarding brain function and understanding
- Research toddlers' cognitive interactions using functional magnetic resonance to determine cognitive growth
- Developed research strategies at annual conference through group presentation

Conference Presentations
American Psychology Association Conference, Chicago, IL
- 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 prepared input access to Canvas learning management system

Teaching Assistant, Experimental Psychology & Social Psychology Courses
Department of Psychology, Indiana University
- 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 prepared input access to Canvas learning management system

Cognition and Action Neuroimaging (CAN) Laboratory
Indiana University
- Analyzed results of interactive sessions based on child's actions to make conclusions regarding brain function and understanding
- Research toddlers' cognitive interactions using functional magnetic resonance to determine cognitive growth
- Developed research strategies at annual conference through group presentation

PRESENTATIONAL & LEADERSHIP EXPERIENCE
**Hudson Holland Scholars Program**
Student Volunteer
- Collaborated with a team of five students to complete literature review of current research and write an action plan to educate community members about the perceptions of vaccinations in other countries
- Developed understanding of global health concerns and public policy to gain a broader knowledge base

GLOBAL HEALTH COURSEWORK
Global Health Promotion, School of Public Health, Indiana University
August–December 2013
- Collaborated with a team of five students to complete literature review of current research and write an action plan to educate community members about the perceptions of vaccinations in other countries
- Developed understanding of global health concerns and public policy to gain a broader knowledge base

Research Experience
Cognition and Action Neuroimaging (CAN) Laboratory
Indiana University
- Analyzed results of interactive sessions based on child's actions to make conclusions regarding brain function and understanding
- Research toddlers' cognitive interactions using functional magnetic resonance to determine cognitive growth
- Developed research strategies at annual conference through group presentation

Presentational & Leadership Experience
- 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 prepared input access to Canvas learning management system

Awards
Indiana University
Bachelor of Arts, GPA: 3.9+ A-A
Psychology; International Studies
Minor: Health Studies; East Asian Languages & Culture (Chinese Mandarin, Proficient)

Hudson Holland Scholarship Program (top 20 percent of class, min. GPA in psychology courses of 3.50)
September 2020–present

Publications
There are two types of personal statements: 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 that you should 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?

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.

The following diagram is one popular way of formulating your personal statement. Schedule an appointment with your career advisor to discuss your personal statement in detail.

1. Where You've Been
   It is important to include a paragraph or two stating your past experiences and qualifications for the graduate program. This can include discussing past coursework, research, internships, and volunteer activities that tell a story about the background you are bringing to the program.

2. Where You're Going
   Be sure to highlight how receiving this graduate degree factors into your long-term goals.

3. Why This School
   Describe how the coursework, research opportunities, and faculty mentorship that the particular program offers are related to your long-term goals.
Career Advising: Schedule an appointment online through Career Link

Connect With Us careers.college.indiana.edu | iuascs@indiana.edu | 812-855-4278 | @IUASCS