We’re Hiring Forward Thinkers

LOOKING TO TRANSFORM TOMORROW, TODAY

Leidos is hiring forward thinkers. We’re a company with over 40 years of elevating careers and solving national security, health, and infrastructure problems in ways no one else can. We’re on the cutting edge of cyber network protection, taking on cancer at a genetic level and re-engineering America’s critical infrastructure. Leidos offers internships and is currently seeking problem solvers for entry-level positions in:

- Computer Science
- Computer Engineering
- Electrical Engineering
- Cybersecurity
- Mechanical Engineering
- Aerospace Engineering
- Systems Engineering
- Biological Sciences
- Civil Engineering
- Business

Help tackle the biggest problems in national security, health and infrastructure today, to transform the world tomorrow and make the world a better place for generations to come.

Apply today.
jobs.leidos.com
LOOKING TO TRANSFORM TOMORROW, TODAY

Forward Thinkers

We're Hiring

- Mechanical Engineering
- Cybersecurity
- Computer Engineering
- Computer Science
- Business
- Civil Engineering
- Biological Sciences
- Systems Engineering
- Aerospace Engineering

Help tackle the biggest problems in national security, health and infrastructure re-engineering America’s critical infrastructure. Leidos offers internships and is currently on the cutting edge of cyber network protection, taking on cancer at a genetic level and solving national security, health, and infrastructure problems in ways no one else can. We’re making the world a better place for generations to come.

Apply today.
UNIVERSITY CAREER CENTER

Make meaning of your academic and co-curricular educational experiences and prepare for competitive and prestigious career opportunities.

Voice: 301.314.7225  |  Fax: 301.314.9114
www.Careers.umd.edu

THE PRESIDENT’S PROMISE

Each student has the chance to engage in a special experience and the opportunity for extraordinary personal growth.

Voice: 301.314.7888
www.PresidentsPromise.umd.edu

HOURS OF OPERATION

University of Maryland
3100 Hornbake Library, South Wing  |  College Park, MD 20742
Main Office: M-F  |  8:30 a.m.-5 p.m.
Career Assistance: Walk-in and by appointment  |  Resource Room: Check website or call for hours

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@UMDCareerCenter

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CCSD CHANGES LIVES, STARTING WITH YOURS
Accept the challenge and teach where you can make a difference.
We are searching the globe for those committed individuals with extraordinary passion, the keen ability to connect with students, and a relentless drive to achieve life-changing results.
Hagerstown Community College embraces STEM education and is searching for innovative individuals to share their knowledge to help students stay close and go far.

In 2012, HCC built a brand new Science, Technology, Engineering and Mathematics (STEM) Building, which provides sophisticated new spaces for HCC’s biotechnology, alternative energy technology, and cybersecurity programs. The building’s design has incorporated many sustainable and green technologies for energy efficiency and instructional purposes.

If you are interested in working in a higher education institution where exciting growth and opportunities are being experienced, then visit www.hagerstowncc.edu/employment for the current list of staff and faculty positions available.

For more information, contact the Office of Human Resources at hr@hagerstowncc.edu or 240-500-2585.

Hagerstown Community College is an Equal Opportunity Employer and is committed to the recruitment, selection, hiring and retention of a diverse workforce.

• **ORANGE County Schools** consistently ranks as one of the top public school systems and top communities in the nation for educational opportunities and quality of life. Highest per pupil expenditure in the state.

• **Our district consist of 13 schools:** 7 elementary including one year-round school of choice, 3 middle schools, 2 high schools and an alternative school.

• **With competitive local salary supplements, ORANGE County Schools** maintains one of the most competitive teacher salaries in the state.

**TO APPLY:**
www.orangecountyfirst.com

**FOR INFORMATION ON LICENSURE:**
www.ncpublicschools.org

**FIND US ON FACEBOOK:**
www.facebook.com/OrangeCountySchools, NC

**LOCATED AT:**
200 East King St.
Hillsborough, NC 27278

**PHONE:**
919-731-8126

**University Career Center & The President’s Promise**

**SUCCESS starts here**

Share your success story at ter.ps/UCCStory. If we use your testimonial, you’ll get a free CAREER the Turtle Tee!
Individuals can enter this model at different points of their academic career. Whenever you consider a career change, employ these same steps. The specific details will differ, but the process is essentially the same. Learning this process as a student makes this a valuable lifelong tool.

1. **ASSESS YOURSELF**
Identify your interests, skills, values and personality. A good grasp of these attributes allows you to consider appropriate majors, investigate potential career fields, prepare a competitive resume and effectively explain qualifications to employers. Unsure of how to approach this? Start with us!

2. **EXPLORE YOUR CAREER OPTIONS**
Learn all you can about occupations and career fields that might be a good fit with your interests, natural abilities, personal values and overall personality characteristics. Our Center has several ways of making this easier for you.

3. **GAIN EXPERIENCE**
This is critical. Internships and well-chosen part-time jobs help apply theoretical classroom learning to real-life, test career goals, gain on-the-job experience and build a network. The President’s Promise provides opportunities for integrated learning experiences through internships, research, study abroad, living-learning programs, leadership and service-learning, designed to complement academic majors.

4. **CONSIDER GRADUATE/PROFESSIONAL SCHOOL**
Graduate school involves personal and financial commitment. Research areas of interest and possible programs to find good fits for you. Applying involves entrance exams, personal essays, letters of recommendation and more depending on the program. Whether you’re just starting to consider graduate school or you’re well into the application process, take advantage of our helpful Center resources.

5. **SEARCH FOR A JOB**
Your Terp Guide emphasizes important considerations for a knowledgeable, organized and successful search. First, create and polish your resume and cover letter. Utilize multiple top search strategies including networking, events, connecting with employers and social media.
Four-Year Career Plan

FIRST YEAR: AWARENESS

☐ Visit the Center in person and follow us online.
☐ Complete a personality/career assessment, such as FOCUS 2, to see how your interests relate to your career path.
☐ Register for Careers4Terps and take advantage of internships, part-time, summer and/or volunteer opportunities in your career area(s) of interest.
☐ Begin planning for The President’s Promise opportunities such as research, study abroad, student leadership or volunteerism.

☐ Explore your interests through work-related experiences, job shadowing and speaking with professionals in a variety of occupations.
☐ Develop targeted resume(s) and cover letter(s) and have them critiqued at the Center.
☐ Register for PSYC123: The Psychology of Getting Hired to learn what influences the hiring process and how to develop your competitive edge.
☐ Attend Center fairs, career panels, workshops and networking events.

SECOND YEAR: EXPLORATION

☐ Discuss career goals with Center staff.
☐ Build your resume by pursuing career and major-related opportunities.
☐ Research various career fields and professions of interest, use Evisors (UMD Alumni Advisor Network) for career and job search advice and conduct informational interviews.
☐ Establish and maintain your professional media presence through such networks as LinkedIn, Twitter and Blogger.
☐ Update your Careers4Terps account.

☐ Attend career and internship fairs, networking events and employer site visits to learn about professional opportunities.
☐ Maintain a good academic record. Employers see grades as an objective measure of your abilities and time management skills.
☐ Bring in updated targeted resume(s) and cover letter(s) for critiques at the Center.
☐ Register for PSYC123: The Psychology of Getting Hired to learn what influences the hiring process and how to develop your competitive edge.

THIRD YEAR: EXPERIENCE

☐ Assess your progress and check in with Center staff as needed.
☐ Gain practical experience through internships, study abroad, research, student activities and volunteer work.
☐ Conduct a virtual mock interview to see how well you do and practice your 30-second “commercial/elevator pitch.”
☐ Interview with employers seeking interns through the On-Campus Interviewing (OCI) Program.
☐ Network with employers at information sessions, events and fairs.

☐ Update and create Search Agents in Careers4Terps.
☐ Continue building your professional brand via social media.
☐ Update your targeted resume(s) and cover letter(s), and have them critiqued at the Center.
☐ Develop relationships with professionals who could serve as references.
☐ (For Potential Graduate Students) Familiarize yourself with graduate or professional school admissions procedures.

FOURTH YEAR: TRANSITION

☐ Strategize your upcoming job search with Center staff.
☐ Attend Center events to strengthen job search skills such as resume writing, interviewing and networking.
☐ Develop targeted resumes and cover letters to support job search activities and have them critiqued at the Center.
☐ Utilize Search Agents in Careers4Terps to receive alerts and apply for employment.
☐ Research prospective employers thoroughly before interviews.

☐ Present your qualifications to employers attending Career & Internship Fairs.
☐ Take advantage of the On-Campus Interviewing (OCI) Program for full-time jobs.
☐ Continue to network and conduct informational interviews with employers of interest.
☐ (For Potential Grad Students) Have your personal statement critiqued for graduate or professional school applications.
Programs & Services

CENTER STAFF CAN HELP YOU:

- Address educational and career decisions
- Identify useful resources
- Pursue internship, full-/part-time opportunities
- Tailor resumes and cover letters
- Sharpen job search skills and strategies
- Plan for graduate and professional school

THE PRESIDENT’S PROMISE

The President’s Promise offers undergraduates an integrated learning experience to enhance career readiness. Opportunities include living and learning programs, research experiences, public and private sector internships, international experiences, service-learning initiatives and leadership experiences.

NETWORKING EVENTS

Connect with alumni and employers during the academic year. Opportunities include:
- resume and mock interview clinics
- career and employment panels
- job shadowing and informational interviews
- career and internship fairs
- employer networking sessions

INTERN FOR A DAY

Visit host sites for one day internship/shadowing experiences. You may attend meetings, participate in informational interviews with other staff members or work on small projects.

CAREER SHUTTLES

Center-sponsored field trips to employer sites from various industries. Shuttle seats are limited. Students should RSVP early.

CAREER COURSES

- PSYC123: The Psychology of Getting Hired • 1-credit (online)
  Looks at what’s behind the hiring process, applies psychological principles and strategies for landing internships or other jobs. Freshman/Sophomore standing.
- EDCP 108i: Academic Transitions to Internships • 1-credit (online)
  Increases your knowledge about career fields of interest, what an internship experience entails and how to identify potential sites. For students looking for that first internship!
- UNIV099: Internship Seminar • 0-credit
  Complements supervised work experiences and assures that experiences are noted on your transcript.

EVISORS-UMD ALUMNI ADVISOR NETWORK


CAREERS4TERPS

Update your Careers4Terps profiles to manage your career. C4T is your gateway to:
- career advising appointments
- internship and job postings with alerts
- event calendar—workshops, panels and employer programs
- interview opportunities with recruiters
- employer information sessions/networking events

Gain access to the following virtual resources:

- FOCUS 2
  Career testing/self-assessment
- Candid Career
  Career-related informational videos by UMD alumni
- Vault
  Employer/industry insights, rankings and reviews
- InterviewStream
  Practice interviewing 24/7/365
- GoinGlobal
  Work abroad, visas, international student resources

SOCIAL MEDIA

Follow @UMDCareerCenter to access career-related news wherever you are, whenever you’re ready.

If you follow us anywhere, follow us on Facebook and Twitter. Receive event updates, daily tips and giveaway opportunities!

What your fellow Terps think you should know about the Center, jobs and internships.

Infographics, articles and videos to help with professional dress, interviewing and the world of work.

3100 Hornbake Library, South Wing • 301.314.7225 • Schedule an appointment online! • www.Careers.umd.edu • www.PresidentsPromise.umd.edu
Most of us have heard the frustrating phrase, “Need a job to get experience, need experience to get a job.” The President’s Promise ensures that the University of Maryland is chock-full of opportunities outside the classroom to help you identify your passions and gain a competitive edge.

Pursuing these opportunities will:
• Help clarify career interests
• Build your network
• Exercise your leadership skills
• Give you a competitive edge
• Broaden your horizons
• Strengthen your skill sets

Staff are available at the University Career Center & The President’s Promise to help you navigate through all of your specific interests and options to select the best opportunities for your personal goals.

Schedule an appointment through our website to learn more about the different types of opportunities and which ones are best for you.

www.PresidentsPromise.umd.edu
Internships offer you on-the-job experience—the number one factor employers consider when hiring employees. Internships can be full- or part-time, short- or long-term, paid or unpaid, for or not for credit, or any combination of these. Above all, an internship needs to be a supervised work experience that enhances a student’s academic and/or career skills.

**INTERNSHIP FAQs**

What important steps should I take before seeking an internship?
Self-assess. What skills and strengths do you have to offer an organization? What career field is of most interest to you? Are you open to a part-time, fall or spring semester internship? Where, geographically, do you want to intern, and do you have connections in that location?

When should I begin searching for an internship?
Now! It is best to start searching at least one semester in advance to allow time to research internships, prepare application materials, and practice interviewing skills.

Do I get paid for my internship?
Some internships are unpaid; however, some pay regular hourly wages or offer a small stipend. Be aware of the U.S. Department of Labor’s Fair Labor Standards Act which helps determine whether interns must be paid the minimum wage for the services that they provide to “for-profit” private sector employees.

Do you have to be a junior or senior to have an internship?
While many internships are advertised for juniors and seniors, opportunities exist for students of all academic levels.

What are the guidelines for an internship for academic credit?
You need to arrange credit with your department or internship coordinator, or contact University Career Center staff for assistance.

**HELPFUL INTERNSHIP WEBSITES**

Careers4Terps: Careers.umd.edu
Federal Government internships: usajobs.gov
Non-profit internships: idealist.org
All industries: indeed.com, internships.com and industry-specific websites

**BRIGHT FUTURES: INTERNSHIP SCHOLARSHIP**

Our Center accepts scholarship applications for unpaid internships with nonprofit or governmental agencies. For more information on this undergraduate opportunity, visit: www.Careers.umd.edu/Scholarships

**INTERNSHIP SEARCH TIMETABLE & CHECKLIST**

The internship search can feel overwhelming. This checklist breaks down your search into smaller, more manageable steps. Start checking off as many of these activities as you can and you will be on your way to landing an internship!

Know Yourself & Where You Want to Intern
- Identify your strengths, skills and interests.
- Develop a list of fields of interest; research industry trends and associated job boards.
- Identify the geographic region(s) where you would like to intern.
- Develop a list of potential employers with internships that interest you.

Prepare for the Search
- Register on Careers4Terps through Careers.umd.edu—you now have access to 500-1,000 internship postings!
- Attend a How to Find an Internship program or make an appointment to learn about the different resources available for finding an internship.
- Prepare customized resumes and cover letters for each internship opportunity. Use the samples in this guide to get started.
- Create a LinkedIn.com account to connect with UMD alumni to search for internships.
- Conduct informational interviews with UMD alumni to gain insight on searching for internships in your field of interest.
- Talk to everyone you know about your internship search—keep faculty, family, friends, previous teachers and coaches, and alumni updated on your search.
- Check your wardrobe for proper interview attire and purchase items as necessary.

Start the Search
- Regularly check Careers4Terps on Careers.umd.edu for open internships.
- Attend career and internship fairs on campus to network with employers seeking interns.
- Maintain a system for keeping track of applications, contacts, interviews, and other activities.
- Practice your interview skills through mock interviews and/or InterviewStream on Careers4Terps.
- Send thank you letters and emails after every interview.
- Keep in touch with advisors in the University Career Center regarding your internship search and progress.
Qualities Desired in—College Graduates

ENERGY, DRIVE, ENTHUSIASM & INITIATIVE

Hard-working, disciplined and dependable
Eager, professional and positive attitude
Strong self-motivation and high self-esteem
Confident and assertive, yet diplomatic and flexible
Sincere and preserves integrity
Ambitious and takes risks
Uses common sense

ADAPTS TEXTBOOK LEARNING TO THE WORKING WORLD

Quick learner
Asks questions
Analytical; independent thinker
Willing to continue education and growth
Committed to excellence
Open-minded, willing to try new things

KNOWLEDGE OF COMPUTERS

Established word processing, spreadsheet, database and presentation software skills
Excellent computer literacy

COMMUNICATION SKILLS

Good writing skills
Excellent oral communication skills
Listens well; compassionate and empathetic
Excellent problem-solving and analytical skills
Creative and innovative

LEADERSHIP SKILLS

Organizational skills and attention to detail
Accepts and handles responsibility
Action-oriented and results-driven
Loyal to employers
Customer-focused
Team-spirited; understands group dynamics
Always willing to help others
Mature, poised and personable
Diversity aware; treats others with respect and dignity

ORIENTED TO GROWTH

Acceptance of entry-level position; doesn’t view tasks as “menial”
Academic excellence in field of study
See organization’s full picture, not just area of specialization
Willing to accomplish more than required

Source: Recruiting Trends by L. Patrick Scheetz, Ph.D., Collegiate Employment Research Institute. (c) Michigan State University
EASY STEPS TO IDENTIFY YOUR TRANSFERABLE SKILLS

Step 1. Make a list of every job title you’ve held (part-time, full-time and internships), along with volunteer, sports and other affiliations since starting college. (Be sure to record officer positions and other leadership roles.)

Step 2. Using your transcript, list the classes in your major field of study along with foundation courses. Include electives that may be related to your employment interests.

Step 3. For each job title, campus activity and class you’ve just recorded, write a sentence and then underline the action taken. (Avoid stating that you learned or gained experience in any skill. Instead, present your skill more directly as a verifiable qualification.)

“While working for Jones Engineering, I performed 3D modeling and drafting.”

NOT “While working for Jones Engineering, I gained experience in 3D modeling and drafting.”

“As a member of the Caribbean Students Association, I developed and coordinated the marketing of club events.”

NOT “As a member of the Caribbean Students Association, I learned how to market events.”

Step 4. Make a list of the skills/experiences you’ve identified for future reference during your job search.

ADDITIONAL TIPS TO HELP IDENTIFY YOUR TRANSFERABLE SKILLS

1. Review your list of transferable skills with someone in your field(s) of interest to help you identify any additional skills that you may want to include.

2. Using a job posting website, print out descriptions of jobs that interest you to help you identify skills being sought. (Also use these postings as guides for terminology on your resume.)

3. Attend career fairs and company information sessions to learn about the skills valued by specific companies and industries.

Written by Rosita Smith.
Did you know the average amount of time an employer spends reviewing a resume is 30 seconds? This means that you have to put in the work to make it stand out.

How do you accomplish this? For starters, clarity and brevity are important qualities for your resume, but the information you provide must also be relevant. Tailoring your resume to the job’s required skills and experiences is a MUST. A well-written resume should include highlights such as relevant coursework, relevant skills and experience.

**SUGGESTED CONTENT**

**Contact Information:**
Name (do not use nicknames), Permanent Address (and School/Local Address), Phone Number, your customized LinkedIn URL and Email Address. Be sure that your voicemail message is a neutral greeting, and that you use a professional email address.

**Objective:**
A brief statement of the type of position for which you wish to be considered. May be stated (1) by job title, (2) by level or type, (3) in terms of the skills you wish to use or develop, or (4) as a combination of all three.
- Job title: To obtain a position as a market researcher.
- Level or type of responsibility: To work in a social service agency, with responsibility for program planning and implementation.
- Skills: A position in the conservation field using skills in lobbying, fund raising, and grant writing.
- Combination: (1) Sales representative with (2) responsibility for identifying and building a client base (3) employing organizational and interpersonal skills.

Don’t forget to tailor your objective for each employer that you contact.

**Education:**
- Begin with most recent degree (omit high school).
- Include degree received or anticipated (Bachelor of Arts, Master of Science, etc., major (concentration), minor and certificate program.
- Date degree was granted or is expected
- University name and location
- GPA if it is 3.0 or higher
- Academic honors, scholarships and awards (Dean’s List)
- You may also include a subsection that lists relevant coursework related to the position
- Study abroad experience

**Experience:**
- List job/position title
- Organization/company name
- Location (city, state)
- Dates (month/year)
- ALWAYS start with action verbs, such as “collaborated, wrote, designed and implemented,” to describe job tasks, activities performed and accomplishments.
- Emphasize what you have learned, such as ability to work independently or on a team.
- Provide specific examples and quantify accomplishments using statistics and numbers to strengthen your resume.
- Include paid experiences, such as full- and part-time work, internships, summer jobs and assistantships.
- Don’t forget unpaid experiences, including volunteer positions, internships, extended research projects, extra-curricular activities, coursework, or class projects that often lead to the acquisition of valuable knowledge and skills.
- Always use present tense verbs to describe the job you are in now and past tense to describe previous jobs.

**Activities:**
List activities in or out of school, if not already covered in the experience section. Include activities relevant to the position, or where you have developed significant transferable skills, such as leadership and public speaking.

**Skills:**
- Computer (hardware and software)
- Foreign language proficiency (literate, fluent)

**Non-Academic Honors and Awards:**
List any awards and honors you may have received.

**Professional Affiliations:**
List memberships in professional organizations, offices and dates held.

**Other Pertinent Information:**
Citizenship, special licenses, certificates, clearances.

**References:**
Do not list references directly on your resume or use the phrase “References available upon request.”
Top 10 Pitfalls in Resume Writing

1. **Too long.** Most new graduates should restrict their resumes to one page. If you have trouble condensing, get help from a career services professional.

2. **Typographical, grammatical or spelling errors.** These errors suggest carelessness. Have at least two people proofread your resume. Don’t rely on your computer’s spell-checkers or grammar-checkers.

3. **Hard to read.** A poorly typed or copied resume looks unprofessional. Use a plain typeface, no smaller than a 12-point font. Asterisks, bullets, underlining, boldface type and italics should be used only to make the document easier to read, not fancier. Again, ask a professional’s opinion.

4. **Too verbose.** Do not use complete sentences or paragraphs. Say as much as possible with as few words as possible. “A”, “an” and “the” can almost always be left out. Your resume should include appropriate industry keywords, but be careful in your use of jargon and avoid slang.

5. **Too sparse.** Give more than the bare essentials, especially when describing related work experience, skills, accomplishments, activities, interests and club memberships that will give employers important information.

6. **Irrelevant information.** CUSTOMIZE each resume to each position you seek (when possible). Emphasize only RELEVANT experience, skills, accomplishments and activities. Do not include information that would be illegal or inappropriate if asked about in an interview. This includes: marital status, age, sex, children, race, ethnicity, religion, etc.

7. **Obviously generic.** Too many resumes scream, “I need a job—any job!” The employer needs to feel that you are interested in a particular position and want to work for their specific organization.

8. **Too snazzy.** Of course, use good quality bond paper, but avoid exotic fonts, colored paper, photographs, binders and graphics. The exceptions for this rule are artistic positions, such as graphic designers.

9. **Boring.** Make your resume as dynamic as possible. Begin every statement with action verbs, using them to describe what you have accomplished in past jobs. Don’t forget to also include language specific to the field in which you are applying. Also, avoid repeating words by using an online thesaurus.

10. **Too modest.** The resume showcases your qualifications in competition with other applicants. Put your best foot forward without misrepresentation, falsification or arrogance.

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**INSIDER INFORMATION (THE LEGAL KIND)**

Gain an edge in your job search by conducting preliminary research on the organizations where you want to work. Investigating an organization’s mission, goals, values and needs is a process necessary in identifying which organizations to focus on and those that are going to be a good fit for you.

**UMD Resources for Research**

- **Careers4Terps:** In addition to giving you access to full-time, part-time and internship positions, Careers4Terps provides information about employers and their UMD contacts. These employers want to hire UMD students!

  - **Vault:** Log in through C4T for employer/industry insights, rankings and reviews.

  - **Candid Career:** Contains videos of UMD alumni discussing their career journeys and other job search videos. Log in through C4T.

  - **UMD Alumni Advisor Network:** Set up an appointment to meet virtually with an alumnus for a career conversation, resume tips or mock interview. Free for students.

  - **Careers4Terps:**

    - **UMD Alumni Advisor Network:**
      - **Special Events & Employer Information Sessions:** Check the calendar at careers.umd.edu for updates on Center events as well as Employer Information Sessions that can not only help you with job search skills, but also give you insider information on what organizations are looking for in new hires.

**Bottom Line:** Employers expect you to exhibit knowledge of their organization in your cover letter and during interviews.

**Other Online Resources**

- **Organization Web Sites:** Most organizations maintain extensive sites that include information regarding their organization’s history, mission statement, community involvement, special events, executive bios or even past annual reports. This information can be found under Careers, About Us, or Contact Us sections.

- **Social Media:** Many organizations maintain a social media presence on sites such as Twitter, Facebook and LinkedIn. Through these feeds/pages, they provide organization news and occasionally, job postings. LinkedIn can be helpful to see if any employees are UMD alumni or what positions they held before their current one. Before connecting with organizations on these sites, make sure that your own social media presence is a professional one.

- **Industry Specific Publications/Journals:** Subscribing to online or print publications in your career field can keep you updated about new practices in your industry.

- **Search Engines:** Just google it! A simple search through an online search engine can lead you quickly to helpful information or bring up news articles involving the organization.
Using action verbs to describe your experiences will infuse your resume with energy. Whenever possible, use verbs that represent functions of the job you are seeking. The categories that follow are an ample representation of the roles and skills that students utilize and employers seek. Remember to use present tense verbs for current activities and past-tense verbs for completed activities. Also, try not to use the same verb twice: the thesaurus in your word processing software should provide more than enough possibilities.

**Communication**
Arbitrate
Arrange
Create
Develop
Direct
Edit
Enlist
Explain
Field
Identify
Influence
Interpret
Lead
Mediate
Merge
Motivate
Negotiate
Obtain
Persuade
Proofread
Read
Reason
Recruit
Resolve
Spell
Write

**Detail**
Arrange
Calculate
Certify
Classify
Collate
Collect
Compare
Compile
Compute
Debug
Dispatch
Enforce
Execute
File
Inspect
Maintain
Organize
Process
Reconcile
Respond
Retrieve
Schedule
Tabulate
Validate

**Helping**
Advise
Assess
Back
Coach
Comfort
Consult
Counsel
Diagnose
Enable
Encourage
Facilitate
Foster
Guide
Help
Interact
Interview
 Mentor
Model
Negotiate
Observe
Promote
Refer
Rehabilitate
Represent
Secure
Stabilize
Support
Tailor
Treat
Tutor
Volunteer

**Office Support**
Arrange
Balance
Chart
Complete
Coordinate
Dispense
Operate
Order
Organize
Prepare
Process
Schedule
Screen

**Research**
Analyze
Clarify
Collect
Critique
Decide
Define
Diagnose
Examine
Extrapolate
Gather
Interpret
Interview
Investigate
Isolate
Manage
Measure
Monitor
Organize
Review
Survey
Synthesize

**Financial**
Administer
Advise
Allocate
Analyze
Appraise
Audit
Budget
Calculate
Compute
Develop
 Manage
Monitor
Plan
Prepare
Record
Research
Revise
Solve
Track

**Management**
Administer
Analyze
Assign
Authorize
Contract
Control
Coordinate
Delegate
Develop
Direct
Discipline
Enlist
Evaluate
Execute
Institute

**Teaching**
Adapt
Advise
Advocate
Brief
Clarify
Coach
Communicate
Coordinate
Counsel
Demonstrate
Develop
Enable
Encourage
Establish
Explain
Facilitate
Influence
Inform
Initiate
Instruct
Invent
Persuade
Rescue
Stimulate
Train

**Technical**
Analyze
Chart
Compute
Conduct
Design
Devise
Fabricate
Forecast
Generate
Inspect
Install
Integrate
Modify
Operate
Prepare
Process
Program
Reconfigure

**Creative**
Act
Conceptualize
Create
Customize
Design
Develop
Devise
Direct
Fashion
Generate
Illustrate
Integrate
Paint
Perform
Plan
Revitalize
Shape
Synthesize
Visualize
Write

**Get the Action Verb of the Day**
@UMDCareerCenter

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**OVERALL DOCUMENT FORMAT**

**EDUCATION**

**EXPERIENCE SECTION(S)**

**ADDITIONAL EXPERIENCE & SKILLS**

**BOTTOM LINE**

**CONTACT INFORMATION**

---

**OBJECTIVE**

**REFERENCES**

---

14
Your

RESUME CHECKLIST

Guide

OVERALL DOCUMENT FORMAT
- Is the formatting consistent, not too much white space, and appropriate margins used (between .5" and 1.25")?
- Is the font size between 10-12pt, and used consistently? Is the typeface professional and easy to read?
- Is the resume free of grammatical and spelling errors?
- Do you use present tense for current positions and past tense for past experiences?
- Is the document an appropriate length (one page suggested)?
- Are content sections listed in order of what is most relevant, with Objective and Education at the top?
- Are items within content sections listed in reverse chronological order?
- Do you use short, concise statements and avoid using personal pronouns (I, me, my)?

CONTACT INFORMATION
- Does the resume contain the necessary contact information? Did you provide your name, mailing address (permanent and/or local), email address, phone number, LinkedIn URL?

OBJECTIVE
- Does the objective clearly describe the position or type of position you are seeking? Does it include what skills you seek to use/develop?

EDUCATION
- Does this section begin with University of Maryland academic information? Degree, major/concentration, graduation or anticipated graduation date?
- Are honors, academic scholarships and awards listed (if applicable)?
- Are relevant courses, study abroad experience and research included?
- Is GPA treated appropriately? Included if 3.0 or above, omitted if below 3.0.

EXPERIENCE SECTION(S)
- Does each experience include position title, organization name, location and date/duration? Student, class and university included if the experience was a course project?
- Does the resume exclude all outdated experiences? Omitting high school information after your UMD sophomore year?
- Do your bullet points start with strong action verbs?
- Do your bullet points identify the knowledge, skills and abilities utilized in that position?
- Do your bullet points effectively describe what you did, how you accomplished it, why the task was important, and/or what impact your performance had within the organization?
- Are your experiences described in ways that support your objective and do you use career field specific language?
- Have you included keywords that are found in the job description?

ADDITIONAL EXPERIENCE & SKILLS
- Are relevant non-work experiences, extracurricular activities, volunteer work, leadership roles, etc. included in an additional section?
- Is your “Skills” section limited to technical and language skills relevant to the position that you are seeking?

REFERENCES
- Does your resume exclude names of references or the phrase: “References available upon request”?

BOTTOM LINE
Overall, are you proud of the way your resume looks and reads? Have you made the key information easy to find and understand? Can you provide a rationale for each piece of information included (in terms of relevance)?

Lastly, the purpose of a resume is to obtain an interview. If you were an employer, would you want to interview the person represented by this resume?
Samples of Work Experience

TALENT SCOUT ASSISTANT

- Initiated contact with up and coming artists for possible representation
- Helped promote and distribute artists in both physical and digital markets
- Reviewed and edited proofs of CDs/covers, advertisements and other marketing projects
- Managed the benefit Youth Concert Series that attracted 200 attendees

SALES ASSOCIATE/VISUALS COORDINATOR

- Aided customers in finding proper sizes, assembling outfits and finalizing purchases
- Represented the brand through personal presentation and positive interactions
- Designed and constructed visual layouts including bust forms, window displays, floor sets and lighting

SERVER

- Implemented and maintained a system of cost effective operations to keep expenses at a minimum
- Provided quality customer service in a fast-paced environment (at least five tables per hour)

RESIDENT ASSISTANT

- Planned community development programs for 150 residents
- Referred residents to campus services and programs
- Gained crisis management and conflict mediation skills
- Served as liaison between University residents and Resident Life administrators
- Logged judiciary, maintenance and program evaluation paperwork

STUDENT OFFICE ASSISTANT

- Provided administrative and programmatic support to office events
- Designed print and electronic promotional materials for direct distribution and Twitter posts
- Coordinated AV and room set up for workshops and panels
- Greeted program attendees and processed event registrations
- Responded to phone and email inquired regarding events and services
- Performed data management including evaluation compilation and report generation

SPORTS STAFF

- Planned comprehensive sports curriculum for 100 campers
- Provided instruction in sporting techniques through verbal communication and physical enactment
- Designed innovative approaches to ensure equal participation of all involved campers

CAMP COUNSELOR

- Supervised a special-needs camper’s engagement in daily camp activities
- Developed a specialized agenda and facilitated group activities
- Received “Staff Member of the Session” award three times

UNDERGRADUATE RESEARCH ASSISTANT

- Selected for faculty research project with Undergraduate Director of Government & Politics department
- Assembled comprehensive database of U.S. Supreme Courts briefs
- Analyzed approximately 1,500 Supreme Court Amicus Curiae Briefs
- Recruited and scheduled over 20 students for research experiments
- Coded and organized primary research results onto spreadsheets

CUSTOMER SERVICE REPRESENTATIVE

- Directed phone calls and scheduled appointments
- Trained over 10 new student employees
- Communicated with customers to address inquiries, researched accounts and recorded resolutions

RETAIL SERVICES

- Assured customer satisfaction and diffused stressful situations with customers
- Trained new employees on a touch screen computer program for cashiers
- Presented promotional information and made recommendations based on customers’ needs

TEACHING ASSISTANT

- Facilitated classroom discussion for two sections of 20 students each for Sociology course
- Graded quizzes and reflective journals
- Met with students daily to answer questions and provide feedback on papers and assignments
Articulating Experiences for Resumes & Interviews

**INTERNSHIP**

Marketing Intern
ABC Agency, Washington, DC
- Strengthened Microsoft Excel skills by creating more efficient client information database system
- Analyzed company’s young adult marketing campaign and created comprehensive report on findings
- Developed interactive presentation to present market research findings to marketing team
- Based on superior performance, invited to serve on management team’s Intern Advisory Board

**UNDERGRADUATE RESEARCH**

Research Assistant/Lab Coordinator
Department of Psychology, College Park, MD
- Conducted research in the Interpersonal Relationships Lab, translating basic science principles into therapeutic interventions
- Oversaw lab’s daily activities and 14 other undergraduate assistants, and standardized all psychological measures used within the lab
- Surveyed participants in an attachment study and coded data
- Interviewed Research Assistant (RA) applicants for the next semester, evaluated applications, and chose new RAs

**STUDY ABROAD**

Education:
Accademia Italiana, Florence, Italy
Program of study: Italian language and Italian cultural studies

Related Experience:
English Language Teaching Assistant
Scuola Primeria San Pier Martire, Florence, Italy
- Instructed English language to Italian students, ages 7-11
- Discussed aspects of United States culture, including American holidays, sports, and school

**LEADERSHIP**

President
TerpThon, College Park, MD
- Coordinate Fall new member campaign; increased membership 15%
- Manage yearly budget of $8500; prepared proposal for student government funding allocation
- Enhanced organizational skills by coordinating event logistics such as scheduling volunteers, making room reservations, preparing meeting agendas, and overseeing social media marketing efforts

**LIVING & LEARNING COMMUNITIES**

Spanish Immersion Program Scholar
Language House Immersion Program, College Park, MD
- Interact and communicate in Spanish with 4 roommates in a living-learning environment
- Research and discuss Spanish history, culture, literature, art, and ideologies in a cluster of 20 students

**SERVICE LEARNING**

Volunteer Tutor
Prince George’s County Public Schools, MD
- Tutor elementary-aged students once a week in math and reading
- Design customized activities and games for students based on individual needs
- Increase communication skills by discussing students’ progress with teachers and parents
- Develop peer training program for new college-aged tutors
- Awarded Volunteer Tutor of the Year by peers, teachers, and students, May 20XX

Potential Interview Questions:
- How did your technical skills improve while working at this internship?
- Based on this experience, do you see yourself working in the field after graduation? Why? Why not?

Potential Interview Questions:
- What made you interested in working in a research lab?
- What skills have you gained from this research experience that you plan on using if you are offered a job here?

Potential Interview Questions:
- How did this position impact your experience when you were studying abroad?
- Have you changed since studying abroad? If so, how?

Potential Interview Questions:
- How did you handle personality conflicts with members of your organization?
- How did you assess the success or failure of your events?

Potential Interview Questions:
- What did you learn about your communication skills while working with parents, students, and teachers?
- How did you measure your level of success while tutoring and after tutoring your student(s)?
Angela BSOS
456 Mill Rd., Hagerstown, MD 21740 • 540-000-0000 • a.bsos@umd.edu • www.linkedin.com/in/ab

OBJECTIVE
Research Analyst position using forecasting, communication, and statistics skills.

EDUCATION
Bachelor of Arts in Economics, University of Maryland (UMD), College Park, MD May 20XX
• Member: Economics Association of Maryland, Sport Business Society, Campus Ambassador, and Markets & Society Leadership Council
• Research: Wrote 20-page policy report on Argentine and Malian economy including a historical and policy analysis. Submitted recommendations and provided a hypothetical action plan.

RELATED EXPERIENCE
Economics Intern, IHS Global Insights, Washington, DC Summer 20XX
• Developed industry-specific research projects, collected data, and wrote weekly reports.
• Utilized statistical modeling to forecast production and consumption of market.

Financial Intern, Merrill Lynch, World Financial Center, New York, NY Summer 20XX
• Created portfolio analysis reports which led to three new clients for the firm.
• Researched individual stock and ETF positions for clients and presented analysis.
• Conducted cold calls on behalf of wealth management team with a focus on high-net-worth individuals.

Research Analyst Intern, Decision Tek, LLC, Rockville, MD Fall 20XX
• Examined academic and industry research using internet, internet, and journal resources.
• Organized, reviewed, and analyzed statistical data pertaining to transportation policy.
• Created visual presentations of findings using Prezi and MS PowerPoint.

LEADERSHIP EXPERIENCE
Athletic and Social Chair, Treasurer, AAA Fraternity, UMD, College Park, MD 20XX – 20XX
• Oversaw funding for social events by creating and implementing a $5,000 yearly budget.
• Maintained the financial statements and balance sheets for all of fraternity’s expenses and accounts.
• Managed approximately $5,000 worth of capital to ensure revenue for future activities.

Treasurer, Rotaract Club of College Park, College Park, MD 20XX – 20XX
• Managed financial responsibilities on fixed budgets as well as researched and organized activities to raise funds.

SKILLS
Computer: SPSS software, SATA (Data Analysis and Statistical Software), Argo, QuickBooks, Drools, MATLAB, Social Media tools, and Emerald, MS Excel, MS Word, MS PowerPoint, Photoshop
Research: Proficient in searching: Mediamark, Mintel, Lexis-Nexis, and Business Search Premier

HONORS
• Senior Dillard Award, presented annually to “The Most Outstanding UMD Graduating Senior in Economics” (selected out of a graduating class of 400)
• Phi Beta Kappa; Economics Honors Program; University Honors Program
• Dean’s Academic Scholar (highest award given by the UMD College of Behavioral and Social Sciences)
Sophia P. Health
7950 Kines Court  410-333-3333 College Park, MD, 20742  sphhealth@gmail.com

O B J E C T I V E :
Obtain a full-time summer internship at the Centers for Disease Control & Prevention focused on health promotion and community outreach.

E D U C A T I O N :
Bachelor of Science, Community Health  Graduating May 20XX
University of Maryland, College Park, MD  3.8 GPA

E X P E R I E N C E :
National Institute on Aging at NIH, Office of Communications and Public Liaison
Full-time Intern  January 20XX - Present
• Create website, social media, and blog content for health consumers and medical researchers, secure approval, post through content management systems, and measure effectiveness using Google Analytics
• Identify new audiences and online promotion/marketing tactics for NIA health and aging content, write plans, implement, and help to evaluate content

Community Health Awareness, Messages, & Prevention (CHAMP) Lab, University of Maryland
Research Assistant  August 20XX - Present
• Independently manage a health literacy seed grant research project via administration of over 100 surveys to Prince George’s County residents, maintenance of project databases, and assessment of project data
• Write literature reviews and research papers through the analysis and assessment of project data using SPSS, peer-reviewed journals, and scientific databases

University Health Center, HEALTH Works Program, University of Maryland
Peer Educator  August 20XX - Present
• Give presentations to 20 peer groups/organizations about wellness, stress, nutrition, and body image
• Organize and execute campus health events and fairs to raise general health knowledge

Medstar Family Choice, Washington, D.C.
Community Outreach Intern  June 20XX - August 20XX
• Planned and implemented health fairs with over 300 attendees within the Washington, D.C. community
• Maintained patient information and health care records

Horowitz Center for Health Literacy, University of Maryland
Undergraduate Intern  January 20XX - May 20XX
• Engaged in local community outreach and education to increase knowledge and awareness of health literacy
• Coordinated educational table display where 100 students were surveyed for National Public Health Week

Athena Institute, Columbia, MD
Wellness Intern  June 20XX - August 20XX
• Developed and presented wellness program trainings for 60 staff members
• Coordinated recreational and volunteer opportunities for over 100 clients with developmental disabilities

A C T I V I T I E S :
• Treasurer, Phi Alpha Epsilon Honorary Society, University of Maryland
• Member, Office of Multi-Ethnic Student Education Academic Excellence Society, University of Maryland

S K I L L S :
• Proficient in Microsoft Excel, Word, PowerPoint, Adobe Photoshop and InDesign
• Trained in SPSS Statistics, Drupal, Google Analytics, and basic HTML

Franny Lucky
frannylucky@umd.edu  www.linkedin.com/in/frannylucky

Permanent Address:
4 Leaf Clover Road  School Address:
Rockville, MD, 20745  14050 Hagerstown Hall
301-444-XXXX  College Park, MD, 20742
301-314-XXXX

O B J E C T I V E :
Exhibit Development and Design internship using research, design, and administrative skills.

E D U C A T I O N :
Bachelor of Arts, Double Major in Art History & Economics  Anticipated May 20XX
University of Maryland, College Park, MD  Cumulative GPA: 3.6

American Cultures, College Park Scholars Program  September 20XX - December 20XX
• Actively participate in three semesters worth of discussion classes which focus on Latin American cultures and histories
• Excel in three supporting classes including American Studies, Art and Archeology of Meso-America, and American History after the Civil War
• Traveled to Puerto Rico during winter to experience culture

Related Projects:
• Volunteered to assist interns designing student campus art gallery
• Crafted class project to design museum exhibit including wall and room texts and a pictorial representation of the layout
• Wrote 10-page research paper based on museum exhibit, class discussions, and relevant theory

H on o r s Societies:
• Primannum Honor Society
• The National Society of Collegiate Scholars

L E A D E R S H I P E X P E R I E N C E :
Inter-Chapter Relations Committee Member Phi Sigma Pi  September 20XX - Present
• Participate in activities that focus on scholarship, service, and social activities
• Cooperate with a committee to plan an inter-chapter weekend event

Terrapin Leadership Institute, University of Maryland  February - April 20XX
• Completed a seven week workshop series to develop leadership and teamwork skills
• Gained proficiency in key leadership skills including collaboration and ethical decision making
• Received a recommendation by leadership staff for engaged participation
• Created a product of learning to demonstrate key leadership skills learned and showcase written communication, critical thinking, and reflection skills

Maryland Leadership Conference, University of Maryland  November 20XX
• Selected as a member of a 50 person, interdisciplinary cohort
• Participated in critical dialogue surrounding social change
• Practiced effective teamwork and leadership through large group discussions, small group dialogues, and real-life application
Teresa Turtle  
9700 Green Lilly Lane, Dry Log, MD 20704  
301.999.1111 or Cell: 301.999.1112  
www.linkedin.com/in/teresaturtle  
tturtle@umd.edu

OBJECTIVE
Research position in Mechanical Engineering using proven technical, leadership, and communication skills.

EDUCATION
Master of Science in Mechanical Engineering  May 20XX  
University of Maryland, College Park, MD  
Cumulative GPA: 3.625  
Thesis: Manipulation of Luminescent Porous Silicon Structures

Bachelor of Science in Mechanical Engineering  May 20XX  
Turtle Tech University, Lubbock, TX  
Magna Cum Laude

RESEARCH EXPERIENCE
Research Assistant  August 20XX - present  
University of Maryland, College Park, MD  
- Generated a mathematical model of a two finger with opposing thumb robotic gripper to study the forces required to maintain a stable grasp during slewing motions.
- Created kinematic model of a robot with TELEGRIP created by TERP Robotics, Inc. for use in a telerobotics project funded by the Terrapin National Resource Center.
- Designed/Created Internet web pages for the Mechanical Engineering Department.

Research Assistant  August 20XX - July 20XX  
University of Maryland, College Park, MD  
- Built non-vibrating 1.5-ton aluminum platform for NMR management.
- Consulted with professor on construction of super-conducting NMR spectrometer.
- Designed and manufactured integrated circuits in lab.

EXPERIENCE
Process Documentation Intern  June 20XX - August 20XX  
Shell Mechanics, Inc., Austin, TX  
- Consulted manufacturing teams to create visual assembly procedures to meet requirements for ISO 9000 certification using Image Enhancement Software, a Kodak DCS 420 Digital Camera, and a Tektronix Phasar 340C Printer.
- Established a comprehensive training program for new manufacturing technologists.

EXPERIENCE
Computer System Administrator  January 20XX - May 20XX  
Turtle Tech University, Dept. of Mechanical Engineering, Lubbock, TX  
- Managed and maintained various computer systems (SUNstations, IBM PCs, DECstations, and MACs).
- Assisted users with their problems.
- Installed new software packages and conducted system testing and backup.

Material/Manufacturing Technologist (Co-op)  January 20XX - January 20XX  
Shell Mechanics, Inc., Austin, TX  
- Worked towards on-time delivery to customers through close interaction with suppliers and diligent efforts to find alternate suppliers during periods of backorders/shortages.
- Developed/implemented a proactive JIT process to eliminate backorders/shortages of 650 hardware items for an entire Workcenter composed of five Workcells.
- Reduced cycle time through Workorder Training and tracked Workcenters KPIs.
- Increased product manufacturability through Engineering Change Order procedure.

COURSES AND SKILLS
- AutoCad: Level I and II Advanced
- HTML and FORTRAN Programming
- Engineer in Training (EIT)
- Total Quality Management
- Design for Manufacturability
- Statistical Process Control
- Fluent in Spanish and French

HONORS AND ACTIVITIES
- Graduate Student Government, Treasurer
- American Association of University Women Selected Professions Fellowship
- Pi Tau Sigma: Secretary (3 semesters), Treasurer (1 semester)
- Tau Beta Pi Member since 20XX

PROFESSIONAL AFFILIATIONS
- American Society of Mechanical Engineers
- Society of Women Engineers
- American Association of University Women
APRIL SUMMER  
222-22 Rhode Island Avenue, NE  
Washington, DC 20002  
202.222.2222  
asum2000@umd.edu

PROFESSIONAL SUMMARY
• Extensive experience writing within multiple genres, including literary criticism and creative fiction.
• Excellent research skills, including training in archival research methods.
• Strong background in African American history, culture, and literature including over 8 courses dedicated to African American and minority discourse.

EDUCATION
Master of Arts, English Language and Literature  Expected May 20XX  
University of Maryland, College Park, MD

Thesis  
“Mapping the Modern in Pauline Hopkins’ Of One Blood and W.E.B. Du Bois’s Dark Princess”

Relevant Coursework
- Transnational American Literature
- African American Literature of the Nadir

Areas of Interest and Research
• 19th and 20th Century African American Literature
• Relationship between racial and gender perceptions and popular culture
• Literatures of the African Diaspora
• Hemispheric and Transnational Literature
• Domesticity, empire, and nationalism, citizenship and gender in African American Literature
• The African American “romance” novel

Bachelor of Arts, American Studies  May 20XX  
The George Washington University, Washington, DC

Thesis  

Relevant Coursework
- Literary Theory
- US Cultural Criticism

Academic Honors and Awards
Phi Beta Kappa
Honors for Excellence in Scholarship in American Studies, The George Washington University

Study Abroad  September 20XX - December 20XX  
Temple University Rome

SCHOLARLY PRESENTATIONS
• “The House that Hopkins Built: Domesticity and Citizenship in Pauline Hopkins’ Contending Forces.”  
Graduate Conference, SUNY, NY, February 20XX; and Graduate Conference, George Washington University, Washington, DC, March 20XX

• Invited respondent to Ivy Wilson’s “Black Diaspora and Revolution in 19th Century African American Poetry,” University of Maryland, College Park, MD, 20XX

RELATED WORK EXPERIENCE
English Instructor  September 20XX - May 20XX  
Pre-College Programs, University of Maryland, College Park, MD
• Instructed and assessed entering freshman and rising high school seniors in contemporary American fiction, poetry, and non-fiction, rhetoric, writing, and literary analysis.
• Provided additional support in study skills and note taking in college-level classes.

Research Intern  May 20XX - August 20XX  
Anacostia Community Museum of African American History, Washington, DC
• Performed archival research on 19th Century Anacostia organizations and communities for the museum's forthcoming “Across the River” exhibit celebrating Anacostia’s local and national achievements.

Research Assistant  February 20XX - May 20XX  
American Federation of Teachers, Washington, DC
• Compiled research data for the annual AFT publication of Making Standards Matter.
• Designated person for information on teaching standards, classroom procedures, and educational materials.

MEMBERSHIP AND AFFILIATIONS
• University of Maryland African Diaspora Reading Group
• Modern Language Association

ADDITIONAL WORK EXPERIENCE
Marketing and Public Relations Coordinator  August 20XX - Present  
University Career Center (UCC), University of Maryland, College Park, MD
• Write and edit monthly press releases, emails and short marketing text for programs and events.
• Create and distribute monthly event calendars.
• Coordinate UCC Maryland Day involvement—plan activities, coordinate logistics, and supervise team of staff members and 10 student employees.

Marketing Analyst  February 20XX - August 20XX  
Condé Nast Publishing, New York, NY
• Created and distributed weekly sales reports to editors and marketing coordinators for over 20 magazine titles.
• Collaborated with editors on special marketing projects aimed at evaluating performance of cover designs.

Product Manager  June 20XX - February 20XX  
Source Interlink, New York, NY
• Worked as part of a team that coordinated the national launch of Marvel Comic Books in Barnes and Noble, included organizing, distributing, marketing, and displaying 18 individual titles.
• Maintained current publisher accounts including sales analysis, solicitations, new distribution, distribution changes, in store expansions, and receiving problems.
• Served as liaison between distribution centers, publishers and printers to ensure timely production of all weekly and monthly magazines.
GUIDE FOR COVER LETTERS

Your Address
City, State ZIP Code
Date

Name
Title
Employer
Street Address
City, State ZIP Code

Dear ________________:

First Paragraph: Be enthusiastic and indicate your reason for writing (i.e., the specific position, type of work). Tell how you learned of the opening. (If referred by someone — professor, relative, former employer, etc. — it is a good idea to mention that person’s name and that s/he suggested you write.) State reason(s) for your interest in the position and/or the organization.

Second Paragraph: If you recently graduated, explain how your academic background makes you qualified for the position. If you have related experience, point out specific achievements or unique qualifications. DO NOT REPEAT THE SAME INFORMATION FOUND IN THE RESUME. This is a good place to mention ADDITIONAL information not stated in your resume. Tell them why you are particularly interested in their organization. Say something about their website or something you have seen in a publication by the organization.

Third Paragraph (may be combined with second paragraph): Refer to the enclosed resume, which summarizes your qualifications, training and experience.

Final Paragraph: Indicate your desire for a personal interview to further discuss how your background and interests fit the needs of the organization. Recognizing that the reader will be receiving more than just your resume, assume the responsibility for the next step—“I will call your office next week to see if a mutually convenient time can be arranged.” (And then do it!) In the interim, restate your contact information (telephone number(s) and email address(es)) and your accessibility to provide any further supportive information (e.g., references, portfolio, writing samples, etc.). Thank the reader for their time and consideration of your qualifications.

Sincerely,

(Sign your name)

Your Name (Typed)
Email and/or phone number

123 Elm Street
College Park, MD 20740
April 1, 20XX

Nicole Thomas
Director, Quality Control
Merck & Company, Inc.
410 Georgia Avenue, NW
Washington, DC 20001

Dear Ms. Thomas:

At the University of Maryland Fall Career Fair, I had the opportunity to speak with a recruiter and learn about the entry-level Quality Control position available with Merck & Company, Inc. I will graduate in May with a Bachelor of Science in mathematics, specializing in statistics. My interest in corporate production and plant management has prompted me to contact you about this opportunity.

As you can see from my resume, my production internship with Kraft Foods last summer included valuable experience in both quality control and operations management. I have also taken many related courses, which I’m certain will provide a strong theoretical foundation for employment in this area. These courses include Applied Research Methods, Business Statistics, Collective Bargaining and Operations Management. I have also been active in many business-related campus activities. My self-motivation and independent work ethic, along with my aptitude for statistics, make me a strong candidate for this position.

I am eager to meet with you to further discuss this exciting opportunity. I look forward to hearing from you regarding next steps in the process. Thank you for your time and consideration.

Sincerely,

Jason Vincent
JVIN28@umd.edu
240-222-2226

Jason Vincent
Sample Correspondence

**SAMPLE THANK-YOU LETTER**

3543 Larchwood Drive
Silver Spring, MD 21103
June 14, 20XX

Ms. Leslie A. Jones
Personnel Director
Fielder Associates
2341 18th Street, N.W.
Washington, DC 20003

Dear Ms. Jones:

Thank you for taking the time to meet with me yesterday regarding the Youth Services vacancy at your organization. The interview strengthened my enthusiasm for the position and interest in working for your growing organization.

As I had mentioned, my part-time work and internship experiences in scheduling activities and organizing programs would seem a good background for the position. In addition, I believe my energy and rapport in working with youth would aid in the success of the program.

Please contact me at 301.256.1321 if you need additional information. I look forward to hearing from you.

Sincerely,

Leonard S. Goodyear
Leonard S. Goodyear
LGoodyear1@umd.edu

**SAMPLE LETTER OF ACCEPTANCE**

000 Third Street
College Park, MD 20740
January 13, 20XX

Ms. Sarah Jones
Director of Marketing
United Widget Corporation
000 Maple Avenue
Orlando, FL 32821

Dear Ms. Jones,

I am happy to accept your offer to join the United Widget Corporation’s new product development department at a starting salary of $38,000 per year.

Thank you for your assistance with my relocation to central Florida; your help will certainly make my transition to southern living quite smooth. As requested, I will keep receipts for reimbursement purposes.

I will report to your office on February 7, 20XX, eager to contribute to the new product development department and UWC.

Sincerely,

Linda Smith
Linda Smith
LindaSmith228@umd.edu
References 101

Find references that will be able to speak to your strengths and accomplishments in the workplace or volunteer setting. Avoid family and friends.

Supply your references with a list of your accomplishments and involvements to help your references fill in the rest of your professional picture.

Ask. Never include someone as a reference without first asking if they are free and able to act as one. Make sure they are relevant references, able to offer a positive recommendation.

Give your references a heads up so that they know to expect a call. Help them identify the call by supplying as much information as possible.

Offer your references updates on your application process. Especially make sure to tell them if you received the job. Above all else, send a thank-you note!

Nurture the relationships you have with references. These are strong connections that could be beneficial to your growth any point in your life and career.

SAMPLE REFERENCE SHEET

References

OLIVIA K. SMITH
12345 South Avenue
Philadelphia, PA 19131
215.222.3333
oksmith125@umd.edu

Dr. Alex Cline, Professor, University of Maryland
2130 Skinner Building
College Park, MD 20742
301.314.0000
acline@umd.edu

Ms. Amy Watts, Assistant Director, Orientation Office,
University of Maryland
1102 Cole Field House
College Park, MD 20742
301.000.0000
awatts@umd.edu

Mr. Ace Collins, Volunteer Coordinator, Helping Hands
5142 Slate Avenue
College Park, MD 20742
546-000-0000
acecollins@helpinghands.net
Email CORRESPONDENCE

Email is a powerful tool in the hands of a knowledgeable job-seeker. Use it wisely and you will shine. Use it improperly and you’ll brand yourself as immature and unprofessional.

Email is often the preferred method of communication between job-seeker and employer. There are general guidelines that should be followed when emailing cover letters, thank-you notes and replies to various requests for information.

New Message
To       John Doe <jdoe@xyzcorp.net>
From     Jane Smith <smith_jane@terpmail.umd.edu>
Subject  Thank you!

Dear Mrs. Jones:

I just wanted to send a quick note to thank you for yesterday’s interview. The position we discussed is exactly what I’ve been looking for, and I feel that I will be able to make a positive contribution to your organization. I appreciate the opportunity to be considered for employment at XYZ Corporation. Please don’t hesitate to contact me if you need further information.

Sincerely,

Jane Smith

EMAIL SUBJECT

Use a meaningful subject header—one that is appropriate to the topic.

TITLES

Address the recipient as Mr., Ms., or Mrs. and always verify the correct spelling of the recipient’s name.

If the person uses initials such as J.A. Smith and you are not certain of the individual’s gender, then begin the email: “Dear J.A. Smith.”

CONTENT

• Be brief. Don’t overload the employer with lots of questions in your email.
• Save the emoji for the friends and family.
• Do not use strange fonts, wallpapers or multicolored backgrounds. Stick to standards like Times New Roman, 12-point or Helvetica, 10 point.
• Avoid using slang.

LAST CHANCE

ALWAYS proofread and spell-check before sending. Your emails say far more about you than you might realize. If you are sloppy and careless, a seemingly trivial communication will stick out like a sore thumb.

THANK-YOU NOTES

If you’ve had an interview with a prospective employer, a thank-you note is a good way to express your appreciation. The note can be emailed a day or two after your interview and only needs to be a few sentences long. See the above example.

SIGNATURE

Sign using your full name. Make sure any social networks mentioned in your (optional) signature block have been reviewed, deemed safe for work and useful to your professional brand. Also remove all irrelevant quotes, links and images.
CONTROL YOUR IMAGE
Review your online representation before promoting yourself online. How do you present yourself on Facebook? YouTube? Blog? Remove anything questionable that could damage your reputation. Sites like Reppler are a great way to automate the process and receive alerts if anything new pops up.

UTILIZE CAREERS4TERPS
As a Terp, you can belong to an exclusive career and internship database that only UMD students and alumni can access. Recruiters post to Careers4Terps because they believe in Maryland students. Set up search agents that notify you when positions of interest are posted and post your resume for employers to find.

BE ACTIVE ON LINKEDIN
Each month, 187 million users visit LinkedIn. Create a profile that displays both your personality as well as your qualifications. Join groups in fields of professional interest and join in the discussions. Build your network with quality contacts. Optimize your profile for search engines (SEO) so that recruiters can find you through keywords.

USE TWITTER
Employers connect with potential employees and post job opportunities on Twitter. See if your ideal employers have Twitter handles to follow. Engage them via Twitter to learn more. You’re checking for good fits as much as recruiters are. Search for handles dedicated to widespread job postings such as @USA_Internship and @NYFashionJobs.

PROMOTE YOURSELF
LinkedIn isn’t the only network worth posting on. If you have established social networks already, use them. Let your friends and family know the type of job you’re looking for and you might just get a hit. Six degrees of separation is a real thing, especially in the digital age. Just avoid bombard ing feeds with your job search woes.

RESEARCH INDUSTRIES & SEARCH JOB POSTINGS
Remember to check the large job databases, but also industry-specific boards that cater to your demographic. Once you’ve found something promising, research the company. Companies engage with potential hires on Pinterest, YouTube and even infographics to share what it’s like to work with them. Envision yourself there. Do you like it?

MAINTAIN ONLINE ETIQUETTE
Your online interactions are a demonstration of your communication skills. Remember to maintain professional language when connecting with employers online. Avoid too many follow up contacts—this can be perceived as creepy or needy. When tweeting, don’t try fitting so much into a one post that you must resort to netspeak.
MEET FACE TO FACE
You might have developed virtual friendships with members of industry, special interest, or alumni groups. See if you can take those relationships offline. See if groups are already established and if not, set one up yourself.

ATTEND JOB FAIRS, CONFERENCES AND CLASSES
Go where groups of people in your field assemble. Everyone has a common interest and often their intention is to make connections—conversations flow naturally. Job fairs catering to your major and career interests are best, but you can also attend events that might intersect with your field, such as a medical clinical job fair if you want a staff accountant job.

SET UP INFORMATIONAL INTERVIEWS
Spend 20 minutes with someone in the field to research a position, industry, or company you’ve targeted and add contacts to your network. They’ll be more likely to want to help you and possibly put in a good word on your behalf or hand-deliver your resume. Tap your network by asking, “Do you know anyone who works in ___?” and confirming it’s okay to contact them.
At the end of the interview, ask for more leads so you can meet others.

MASTER STORYTELLING & CASUAL CONVERSATION
Learn how to slip in bits about your job search while discussing general topics of interest. Later, practice relaying more detailed, career-related information about yourself. Share specific skills and talents. In interviews, you’ll deliver memorable examples through story and in the gym or coffee shop, you’ll engage innumerable eyes and ears to help your job search.

GET INVOLVED
Now is a great time to volunteer for a nonprofit or industry group. You’ll get out of the house, feel a sense of accomplishment, and pick up some new skills. While helping out, you could make some valuable new industry contacts that you might never meet otherwise.

NETWORK FROM WITHIN
Taking a job that isn’t exactly a perfect fit at your dream company is a great way to gain footing for the position you really want. If you want to work in marketing for Sony Records but you’re offered a quality control position, take it. In a few years you may be right where you want to be. Experience within a company you fit well with increases your chance of inside mobility.

NUITRUE YOUR NETWORK
Even after you’re hired, don’t stop adding to your network and nurturing your contacts. 80% of jobs go to someone with a connection to the company. Be that someone. Put forth a positive attitude and memorable conversation, engage new people, and be the total package that Terps are known to be.
Since its creation in May 2003, LinkedIn has changed the shape of recruiting. According to a 2015 study, 95% of recruiters use LinkedIn to source and vet candidates. LinkedIn search results come from scanning keywords popular in your field. Incorporating industry-specific keywords and phrases in your queries can increase your visibility. This is called Search Engine Optimization (SEO).

As you build your LinkedIn presence, remember that SEO is a major contributor to LinkedIn success. LinkedIn search results come from scanning the user’s 1st, 2nd and 3rd degree connections for the search query. Recruiters often use trending, industry-specific keywords and phrases in their queries. Incorporating industry-specific keywords and phrases into your profile can increase your visibility.


### John Smith
Worker’s rights advocate seeking non-profit opportunities
Graduating 2018
Washington D.C. Metro Area | Philanthropy
Current University of Maryland
Previous Global Organizing Institute, University of Maryland
Education University of Maryland College Park
Graduating 2018
Worker’s rights advocate seeking non-profit opportunities in D.C. | Baltimore, MD | Miami, FL | Canton, MS | Atlanta, GA

### Summary
I went into college with sights on a Criminal Justice degree, staying up late planning meetings and holding discussions on social justice at Maryland (JAM). By my junior year, I was elected President, bringing the campus to the surrounding area and onto a national level. I have spoken with hundreds of workers and employers from Auto Workers Union, helping broadcast social media messages on worker’s rights issues in five major cities.

After graduation I want to dedicate my time to an opportunity that understands the value of public image and social media in their fight for quality working conditions for workers.

I have spoken with hundreds of workers and employers from Miami, FL; Canton, MS; and Atlanta, GA. During my Presidency in JAM, I also spoke with decision-makers on multiple levels, both local and national media outlets, and rooms of 100+ engaged community members and activists.

I think Big. I keep calm in the face of a dozen microphones (or those who disagree). I’m all about the group AND the individual. I’ve been known to blast “Eye of the Tiger” before a rally or two.

### Recommendations
Tap into your network for powerful testimonials.

Ask for recommendations from those who really know you—such as supervisors, professors, teammates or those you’ve led—who will highlight what working with you is like and how you contributed to the organization or experience. Requests should be personalized, polite and gracious. Include a few words outlining accomplishments or qualities they might mention about you and ALWAYS send a thank-you afterward.

### How to Ask for an Introduction
Send InMail to the person that will introduce you and clarify why you’re asking for an introduction. The person you want to be introduced to might see this message if the InMail is forwarded on.

### Background
Education University of Maryland College Park
Graduating 2018
Specialties: Event planning, policy, social media, grassroots marketing, Spanish.
I went into college with sights on a Criminal Justice degree. By spring semester my sophomore year, I was staying up late planning meetings and holding discussions with fellow members of the student organization Justice at Maryland (JAM). By my junior year, I was elected JAM’s President. My interest expanded from campus to the surrounding area and onto a national level. This past summer I was involved with the United Auto Workers Union, helping broadcast social media messages and spreading awareness of auto workers’ rights issues in five major cities.

After graduation I want to dedicate my time to an opportunity that understands the value of public image and social media in their fight for quality working conditions for our nation’s workforce.

I have spoken with hundreds of workers and employers from varying backgrounds in D.C., Baltimore, MD; Miami, FL; Canton, MS; and Atlanta, GA. During my Presidency in JAM, I also spoke with decision-makers on multiple levels, both local and national media outlets, and rooms of 100+ engaged community members and activists.

I think Big. I keep calm in the face of a dozen microphones (or those who disagree). I’m all about the group AND the individual. I’ve been known to blast “Eye of the Tiger” before a rally or two.

Specialties: Event planning, policy, social media, grassroots marketing, Spanish.
The search strategies outlined below are most common and useful strategies to implement during a job or internship search. Using multiple strategies will increase your chances of securing an interview.

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<tr>
<th>Strategies</th>
<th>Getting Started</th>
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<tr>
<td>Networking</td>
<td>Approach: • Faculty and advisors within major field • Alumni/classmates • Friends, neighbors, or relatives • Co-workers and employers • Internship supervisors Develop an ongoing, give-and-return relationship with your connections.</td>
<td>• Informational interviews • Employer Info sessions • Connect with professionals through social media • Attend career fairs and connect with recruiters • Intern/volunteer with organizations to create connections</td>
<td>Don’t know anyone? Meet new people by joining clubs and associations; locate and join online social networking groups, and be open to meeting with others everyday. It is an ongoing process!</td>
</tr>
<tr>
<td>Targeted Search</td>
<td>Identify a target based on your values (i.e., specific location, industry, existing contact, organizations ranked within an industry, or diverse workforce).</td>
<td>• Online/print directories • Chamber of Commerce • Newspaper • Career Insider: Employer Guides • Careers4Terps: Employer Database</td>
<td>Many positions are never advertised, so you must network or implement a targeted job search to locate them! This is a commonly used strategy and especially useful for small organizations.</td>
</tr>
<tr>
<td>On-Campus Recruiting</td>
<td>Visit the Center’s Careers4Terps database and complete your profile. Review upcoming recruiting events by clicking “Events.” Complete a quick interview search on the home page of Careers4Terps by clicking “Campus Interviews I Qualify For” to research upcoming interviews.</td>
<td>Careers4Terps: • Post your resume • RSVP for employer events • Apply for on-campus interviews • Schedule a “Search Agent” to receive positions matching your interests</td>
<td>Completely fill out your Careers4Terps profile and receive targeted emails of networking opportunities related to your career interest. UMD students/alumni have a competitive edge with employers who post on Careers4Terps.</td>
</tr>
<tr>
<td>Posted Positions</td>
<td>Develop a list of keywords or job functions that are of interest. A thorough list will assist you in filtering through 1,000’s of advertised positions. Establish search alerts, sign up for email alerts, or follow RSS feeds based on your keywords whenever possible.</td>
<td>• Aggregate job boards • Niche job boards • Newspaper • Employer’s website • Professional associations</td>
<td>Utilize aggregate job boards (i.e., Indeed.com, Simplyhired.com) to search many websites at once. Niche job boards will yield field-specific opportunities.</td>
</tr>
<tr>
<td>Social Media</td>
<td>Decide on a social media avenue and thoroughly complete your profile. Post professional and academic achievements and connect with professors, co-workers, alumni, etc. Develop a plan for how often and for what purpose you will utilize social media.</td>
<td>• LinkedIn • Twitter • Facebook • Blogging Platforms (Wordpress, Tumblr) • Google+</td>
<td>Remember that social media is primarily for networking and researching. To get a position you will have to take a connection offline, so utilize information gained online as a conversation facilitator.</td>
</tr>
<tr>
<td>Employment Agencies</td>
<td>Identify your skill set and industry references. Also consider your geographical work preferences and contact an agency in that area.</td>
<td>Utilize the Center’s free online career assessment tool to identify your skills. Locate an agency in your area using yellowpages.com.</td>
<td>The initial interview may include tests to assess your skills. Prepare for this interview as you would a traditional interview.</td>
</tr>
</tbody>
</table>

Jobs & Internships

The search strategies outlined below are most common and useful strategies to implement during a job or internship search. Using multiple strategies will increase your chances of securing an interview.
Informational interviewing is a networking approach which allows you to meet key professionals, gather career information, investigate career options, get advice on job search techniques and get referrals to other professionals.

The art of informational interviewing is in knowing how to balance your hidden agenda (to locate a job) with the unique opportunity to learn firsthand about the demands of your field. Never abuse your privilege by asking for a job, but execute your informational interviews skillfully, and a job may follow.

What motivates professionals to grant informational interviews?
Most people enjoy sharing information about themselves and their jobs and, particularly, love giving advice. If someone from your high school reached out to you for advice on attending the University of Maryland, you would most likely be more than willing to answer questions and give advice. Some may simply believe in encouraging newcomers to their profession and others may be scouting out prospects for anticipated vacancies. It is common for professionals to exchange favors and information, so don’t hesitate to call upon people.

How do you set up informational interviews?
You can set up an informational interview through email, phone call, Linkedin or UMD Alumni Advisor Network (see adjacent box). The best way to obtain an informational interview is by being referred to someone, so make sure to ask your network if they know of anyone in your field of interest and research Linkedin to find individuals of interest.

What do I say to someone to ask for an informational interview?

Example message to send through LinkedIn or email:
“Dear Andrew, My name is Julie Jones and I received your contact information from Megan Lee in the Career Center. I am currently a senior at the University of Maryland majoring in public relations. I admire your career path in PR and am wondering if you might have time to meet with me or have a quick phone call to answer some questions I have about the field. Thank you in advance!” Julie Jones

Always remember to send a thank-you letter to every person who grants you time and to every individual who refers you to someone.

JOB MARKET QUESTIONS

If you are preparing to enter the job market, you may wish to ask questions such as:
1. What experiences would make an entry-level job seeker competitive?
2. What are the major challenges/problems that your organization is facing and would like solutions for?

UMD ALUMNI ADVISOR NETWORK

A free, online platform that allows alumni to provide career and professional advice to students and alumni in a safe and secure environment. Additionally, over 100 free webinars are available.
Also known as an elevator pitch, this is your prepared 30-second introduction. It is used when networking, attending career fairs or during internship/job interviews. Well-thought-out commercials demonstrate that you are well spoken, qualified and prepared.

**NAME**

**MAJOR AND CLASS YEAR**

**SKILLS GAINED FROM EXPERIENCE(S)**
(i.e. work, volunteer, internship, study abroad or on-campus leadership)

**CAREER INTEREST(S)**
customized depending on the field the employer/networking contact represents

**ENDING QUESTION**
to gain more information

“Hi, my name is ____. I’m a (graduate student, junior, etc.) at the University of Maryland majoring in ____. My interest in ____ has developed through ____ (i.e., describe internships, in-class projects, part-time work experiences, etc.).”

Continue by answering the recruiter’s questions. Ex. “What type of job are you seeking?” Do NOT answer “Anything” or “It doesn’t matter.”

End with a question or request: “When do you anticipate accepting applications for your summer internship?”

or “May I contact you if I have additional questions?”

**Networking Scenario**

“Hi! My name is Mary Land. I’m a senior Psychology major at the University of Maryland. I’ve completed a broad range of psychology courses, my focus being on interpersonal relationships and cross-cultural psychology. My interests led me to complete a 100-hour internship related to Human Resources, researching discrimination claims, assisting payroll with paperwork and developing questions for employee interviews. The internship strengthened my analytical, problem-solving and communication skills and confirmed that I’m very interested in going into the field post-graduation. Can you tell me more about your Human Resource Department or suggest a colleague I may speak more with?”

**Career Fair Scenario**

“Hello, I’m Terra Pinn. I’m a junior English major. I’m hoping to work in public relations. I noticed that you posted a PR internship on Careers4Terps. Currently I work as a part-time sales associate at a large department store. I love working in retail. Now I’m hoping to move into the corporate side in a PR role. Would you tell me a little more about your internship?”
Getting the Most Out of the Career Fair

Many employers use career fairs—both on and off campus—to promote their opportunities and to pre-screen applicants. Career fairs come in all shapes and sizes, from small community-sponsored events to giant regional career expositions held at major convention centers.

Most career fairs consist of booths and/or tables staffed by recruiters and other representatives from each organization. For on-campus events, some employers also send alumni representatives. Large corporations and some government agencies have staffs who work the career fair “circuit” nationwide.

An employer’s display area is also subject to wide variance. It could be a simple table with a stack of brochures and business cards and a lone representative or an elaborate multimedia extravaganza with interactive displays, videos, posters and a team of recruiters.

FASHIONS AND ACCESSORIES

Generally, the appropriate attire for career fair attendees is more relaxed than what you’d wear to an actual job interview. In most cases, “business casual” is the norm. If you’re unsure of the dress code (particularly for off-campus events), it would be wise to err on the overdressed side—you’ll make a better impression if you appear professional. Think of it as a dress rehearsal for your real interviews!

Remember to bring copies of your resume (or resumes, if you have several versions tailored to different career choices), a few pens and pencils (have backups—they have a way of disappearing), a folder or portfolio and some sort of note-taking device (paper or pad). Keep track of the recruiters with whom you speak and send follow-up notes to the ones who interest you. Don’t bring your backpack; it’s cumbersome for you and it gets in the way of others.

STOP, LOOK AND LISTEN

Keep your eyes and ears open—there’s nothing wrong with subtly eavesdropping on the questions asked and answers received by your fellow career fair attendees. You might pick up some valuable information, in addition to witnessing some real-life career search “do’s and don’ts.”

In order to maximize your career fair experience, you must be an active participant and not just a browser. If all you do is stroll around, take company literature and load up on the ubiquitous freebies, you really haven’t accomplished anything worthwhile (unless you’re a collector of key chains, mousepads and pocket flashlights). It is essential to chat with the company representatives and ask meaningful questions.

Create a one-minute ‘commercial’ as a way to sell yourself to an employer. This is a great way to introduce yourself. The goal is to connect your background to the organization’s need. In one minute or less, you need to introduce yourself, demonstrate your knowledge of the company, express enthusiasm and interest and relate your background to the company’s need.

YOU’RE A PROSPECTOR—START DIGGING

The questions you ask at a career fair depend upon your goals. Are you interested in finding out about an internship or full-time job? Then focus your questions on the application and interview process, and ask for specific information about that employer.

FAIR THEE WELL

By all means, try to attend at least one career fair before beginning your formal job interviewing process. For new entrants into the professional career marketplace, this is a good way to make the transition into “self-marketing mode” without the formality and possible intimidation of a one-on-one job interview. It’s an opportunity that’s too valuable to miss.

CAREER FAIR ETIQUETTE

1. Don’t interrupt the employer reps or your fellow job-seekers. If someone else is monopolizing the employer’s time, try to make eye contact with the rep to let him or her know that you’re interested in speaking. You may be doing a favor by giving the recruiter an out. If all else fails, move to the next exhibit and plan to come back later.

2. If you have a real interest in an employer, find out the procedures required to secure an interview. At some career fairs, initial screening interviews may be done on the spot. Other times, the career fair is used to pre-screen applicants for interviews to be conducted later (either on campus or at the employer’s site).

3. Sincerity always wins. Don’t lay it on too thick, but don’t be too blasé either. Virtually all employers are looking for candidates with good communication skills.

4. Don’t just drop your resume on employers’ display tables. Try to get it into a person’s hands and at least say a few words. If the scene is too busy and you can’t get a word in edgewise, jot a note on your resume to the effect of, “You were so busy that we didn’t get a chance to meet. I’m very interested in talking to you.” Look around the display for the recruiter’s business card (or at the very least, write down his or her name and get some literature with the company’s address) and send a follow-up note and another copy of your resume.

5. If you know ahead of time that one of your “dream companies” is a career fair participant, do some prior research (at minimum, visit their website). A little advance preparation goes a long way and can make you stand out among the masses of other attendees.
1. BE AUTHENTIC.

Who are you and what do you want? What have you accomplished so far? What are you passionate about? What are your goals? Ask friends or relatives to describe your best qualities and greatest achievements or take a self-assessment test online or through your college career center.

2. LEARN HOW TO INTRODUCE YOURSELF.

Once you know who you are, the next step is being able to communicate that to others. “Tell me about yourself” is a much harder assignment than it seems, especially in professional situations. Learn how to concisely, confidently say your name, your recent history and your goals, then practice, practice, practice until you’re comfortable telling your own story.

3. SHOW YOUR CONFIDENCE.

While it’s never a good idea to project arrogance, many students err on the side of self-deprecation. Even if you feel inexperienced or awkward in professional situations, never make fun of yourself or put yourself down. If you project confidence and comfort with yourself, others will be comfortable with you.

4. DEVELOP THE TOOLS OF THE TRADE.

Just as a company or product needs marketing materials, you need various items to “market” yourself to recruiters, networking contacts, grad school admissions committees and others. These materials include your resume, cover letters, email address, voicemail message, online profiles and website or blog. Every representation helps to reinforce the brand you want to present, so be professional and consistent across each medium.

5. SHOW YOUR CARDS.

Business cards are a great way to show your professionalism and desire to keep in touch with the people you meet, and they are increasingly popular among career-minded students. Don’t worry if you don’t have a title or company; just print simple, professional-looking cards with your name, phone number and email address and, if you’d like, your college and major. VistaPrint is a good resource for free or inexpensive business cards.

6. DRESS FOR SUCCESS.

Make sure your personal appearance matches the image you want to project. Find out what kind of clothes are appropriate for your desired industry and invest in the best you can reasonably afford. When in doubt, err on the side of formality.

7. BUILD A PROFESSIONAL ONLINE IMAGE.

Everyone is Googling everyone else these days, so be vigilant about your online identity. Even if your social network settings are tight, take down any photos of partying, drinking or “unprofessional” behavior just in case. Then, enhance your brand online by creating a strong profile and becoming active on LinkedIn, the professional social network.

8. TAKE A WRITING CLASS.

Guess why the “I Judge You When You Use Poor Grammar” group on Facebook has over 400,000 members? Even in the days of IM, texting and Twitter, writing and speaking skills still matter. Use proper grammar, capitalization and spelling in all professional communications (that means no LOLs, BRBs or ROTFLs!).

9. ASK FOR FEEDBACK.

Find a professional you trust—a friend, relative, professor, etc.—who will be candid with you and ask this person to tell you if there are any areas where you’re getting in your own way. For instance, do you say “like” or “you know” too much? Do you come across as hyper, entitled or uninformed? If necessary, take a class or get some coaching in any area where you could use some polish.

10. REASSESS YOUR PERSONAL BRAND REGULARLY.

Your experience, ideas and ambitions are going to evolve as your career develops, so make sure your personal brand is keeping up. Just as you should regularly update your resume, remember to regularly revisit your self-introduction, wardrobe, online profiles and other elements of your personal brand every few months. Be flexible.
**CAREERS4TERPS Tip Sheet**

Setting up a Search Agent will allow you to receive notifications whenever a new position is posted, as long as it matches your search query.

**SET UP A SEARCH AGENT**

1. Login to Careers4Terps at www.Careers.umd.edu and select Careers4Terps Jobs from the Job Postings menu.

2. Click Advanced Search and select attributes (major, position type, etc.) and submit.

3. Title the current search under Saved Searches. Schedule it to run as a search agent. There is no limit to the number of saved searches or search agents.

4. Return to Saved Searches when you want to edit the settings for any Search Agent.

**SIGN UP FOR ON-CAMPUS INTERVIEWS**

Connect with employers in our Center!


2. Make sure your profile is up-to-date and your current resume is uploaded.

3. To the right under Quicklinks, select “Campus Interviews I Qualify For.”

4. Review the listings. Apply for the positions you are interested in. Note: You may want to tailor your resume and upload different versions.

5. Typically employers have a week after a position’s application deadline to review applications and select candidates they wish to interview. Review your status at any time via Interview Requests, under the Interviews Tab.

If you are selected: You’ll receive an email. Login as soon as possible to select an interview time.

If none of the available interview times work with your schedule, contact our Center or the employer directly to see if other arrangements can be made.

If you are selected as an alternate: You are not guaranteed an interview, but can sign up for any available slots after invited students have had a chance to sign up. You will receive an email in advance of the alternate sign-up date to inform you of when to check for available slots.

If you are no longer interested: Decline as soon as possible so employers can select an additional candidate.

If you need to cancel: Check if you can cancel via the Interviews tab under “Scheduled Interviews.” If the cancellation deadline has passed, contact our Center as soon as possible to cancel.
FOR THE INTERVIEW

You want to present the most appropriate professional impression for your interviews. When it comes to your appearance, conservatism and conformity are in order in most business and technical job interviews. However, this can vary by industry. When in doubt, it is better to be too conservative than to be too flashy.

- Two-piece suits (solid colors, tighter-woven fabric)
- Tailored, collared shirts or blouses under your suit jacket
- Conservative with makeup and jewelry
- Neatly trimmed or shaved hair
- Shoes that are polished or in good condition
- Wrinkled clothing
- Ties with wild or ornate designs
- Missing buttons, crooked ties and lint
- Tags and labels on new clothing
- Runs in your stockings

FOR THE JOB

After you ace the interview and accept the job offer, what happens? You start your professional career—and you have to look the part! For recent graduates just entering professional life, additions to wardrobes or complete overhauls, are likely needed. Limited funds, however, can be an obstacle. Image consultants suggest “capsule wardrobing”. By mixing and matching, an eight-piece capsule wardrobe can generate up to 28 ensembles.

- Establish a professional wardrobe budget
- Allot 50% of your budget to accessories
- Purchase a suit jacket that is versatile and can work with a number of other pieces
- Buy fashion basics that you can build on
- Don’t overlook the importance of nice briefcase or leather portfolio

“Office casual” is becoming the accepted mode of dress at more and more organizations. The rules for casual attire, however, are subject to each organization. The safest fashion rule for new employees to follow is to dress about the same as your most conservatively dressed co-worker. As a new hire, don’t try to “push the boundaries” of casual attire.

**Fashion Arrests**
- Never wear denim jeans or shorts unless the vast majority of others do
- Don’t dress too provocatively—you’re at work, not a club
- “Casual” doesn’t mean “sloppy”—clothes should be free of stains and holes
- Workout wear belongs at the gym

**Play it Safe**
- Khaki or black pants are usually a safe bet
- As for formal business attire, buy the best that your budget will allow
- If you will be seeing clients, dress appropriately for their workplace, not yours
- Go to the mall—most department and specialty stores have sections devoted to this style of office attire
- When in doubt, stick with “neutral” colors, such as black, khaki, dark navy, or grey
- Avoid visible body piercings or tattoos until you learn about what the organization’s formal (or informal) policies may be.
MEETING & GREETING

Maintain eye contact.
Rise when introducing or being introduced.
Provide information when making introductions—you are responsible for keeping the conversation going.
Unless given permission, always address someone by his or her title and last name.

Arrive on time, if not early.
Wait to sit until the host/hostess indicates seating arrangement.
Interviewers usually take care of the bill and tip, but bring small bills for your part just in case.
Keep hands in lap unless you are using them to eat.

Eating

• Wait to eat until everyone is served
• Eat at the same pace as everyone else
• Bring food to your mouth, not your head to the plate

Practice proper posture; sit up as straight as you can with your arms close to your body.

Passing

• Salt and pepper together
• Pass to the right
• Handles toward next person
• Spoon toward next person
• Pass before serving yourself

Dip soup away from you; sip from the side of the spoon.

Utensils

• Work from the outside in
• Soup spoon is farthest from plate
• Salad fork is second from plate
• Tiny third fork is for seafood/appetizer
• Dessert fork/spoon is above plate

Napkins

• On lap before eating or drinking
• On chair seat if excusing yourself
• Beside plate at meal’s end

This will be a talking business lunch. Order something easy to eat, like boneless chicken or fish and don’t hold the order up with indecision.

When speaking, cross utensils with all prongs downward.

Don’t chew with your mouth open or blow on your food. Place utensils on plate before speaking.

Adapted from article by Jennie Hunter, a professor at Western California University
What Happens During the Interview?

IT STARTS BEFORE YOU EVEN SAY HELLO

Arrive 15-20 minutes early and prepare to meet people who are not part of your formal agenda. Be courteous to everyone regardless of his or her position; you never know who might be watching you and your actions once you arrive.

Typical interviews start before you enter the interview room. The recruiter begins evaluating you the minute you are identified. Shake the recruiter’s hand upon being introduced. Don’t be afraid to extend your hand first. This shows assertiveness.

THE RECRUITER HAS THE FLOOR

The main part of the interview starts when the recruiter discusses the organization. Ask questions if the recruiter uses vague generalities about the position and you want more specific information. Have a clear understanding of the job and the company.

As the interview turns to talk about your qualifications, be prepared to deal with aspects of your background that could be construed as negative, i.e., low grade point average, no participation in outside activities, no related work experience. Convince the recruiter that although these points appear negative, positive attributes can be found in them. A low GPA could stem from having to fully support yourself through college; you might have no related work experience, but plenty of experience that shows you to be a loyal and valued employee or that you possess related transferable skills.

IT’S YOUR TURN TO ASK QUESTIONS

When the recruiter asks, “Now do you have any questions?” it’s important to have a few ready. Questions should bring out your interest in and knowledge of the organization. Don’t ask questions with answers easily be found online.

By asking intelligent, well-thought-out questions, you show the employer you are serious about the organization, want more information and you have done your homework. Prepare some questions ahead of time, but feel free to ask any questions that come up during the interview as well.

THE CLOSE COUNTS, TOO

The interview isn’t over until you walk out the door. During the conclusion the recruiter is assessing your overall performance to be sure that not only can you do the job, but you want to do the job and would fit in with their organization’s office culture.

Remain enthusiastic and courteous. Shake the recruiter’s hand and thank him or her for considering you. Being forthright is a quality that most employers will respect. Let the employer know you are still interested in the position and why.

Just as any good salesperson would never leave a customer without attempting to close the sale, never leave an interview without some sort of closure. Although the employer has the final power to offer a job, your demeanor during the entire interview process gives you a great deal of power, too.

EXPECT THE UNEXPECTED

During the interview, you may be asked some unusual questions. Don’t be too surprised. Many times questions are asked simply to gauge your reaction. For example, a recruiter may ask, “Tell me a joke” or “What time period would you like to have lived in?” While these questions are not always used, they are intended to force you to react under some stress and pressure. The best advice is to think and give a natural response.

TYPES/METHODS

Types
- Behavioral
- Technical
- Case-style

Methods
- Phone
- Virtual (video/Skype)
- Group/Panel
- On-site

THE SITE VISIT/INTERVIEW

After an on-campus interview, strong candidates may be invited to visit the employer’s facility. An invitation to an on-site interview is NOT a guarantee of a job offer, but a chance to examine whether or not you will be a good match for the job and organization. If invited, respond promptly if you are sincerely interested. Decline politely if you are not. Never go on an on-site interview for the sake of the trip.

Document the name and phone number of the person coordinating your trip in case your plans change unexpectedly. Verify who will be handling trip expenses. Most medium- and large-size companies (as well as many smaller ones) will pay your expenses, but some will not.

Bring extra copies of your resume and any paperwork you may have forwarded to the employer; names, addresses, phone numbers and email addresses of your references; an updated college transcript; a copy of your best paper as a writing sample; a notebook; a black and/or blue pen for taking notes; and names and addresses of past employers. Bring extra money and a change of clothes. Anything can happen and you need to be ready for emergencies.

Soon after the site visit, review the business cards of those you met or write the information in your notebook before leaving the facility. A thank-you letter should be written to the person(s) who will be making the hiring decision. Stay in touch with the employer if you want to pursue a career with them.

An interview is a two-way street. You are there to evaluate the employer and determine if your expectations are met for job content, company culture and values, organizational structure, and lifestyles (both at work and leisure). Take note of how the employees interact, and also assess the physical work environment.

Partially adapted from Roseanne R. Bensley, Career Services, New Mexico State University.
Questions Employers Ask

**PERSONAL**

1. Tell me about yourself.
2. What are your hobbies?
3. Why did you choose to interview with our organization?
4. Describe your ideal job.
5. What can you offer us?
6. What do you consider to be your greatest strengths?
7. What are areas of growth for you?
8. Have you ever had any failures? What did you learn?
9. Of which three accomplishments are you most proud?
10. Who are your role models? Why?
11. How does your college education or work experience relate to this job?
12. What motivates you most in a job?
13. Have you had difficulty getting along with a former professor/supervisor/co-worker and how did you handle it?
14. Have you ever spoken to a group of people? How large?
15. Why should we hire you rather than another candidate?
16. What do you know about our organization (products or services)?
17. Where do you want to be in five years? Ten years?
18. Do you plan to return to school for further education?

**EDUCATION**

19. Why did you choose your major?
20. Why did you choose to attend your college or university?
21. Do you think you received a good education? How?
22. In which campus activities did you participate?
23. Which classes in your major did you like best? Least?
24. Which elective classes did you like best? Least? Why?
25. If you were to start over, what would you change about your education?
26. Do your grades accurately reflect your ability?
27. Were you financially responsible for any portion of your college education?
28. What has been the most influential aspect of your college experience?

**EXPERIENCE**

29. What job-related skills have you developed?
30. Did you work while going to school? In what positions?
31. What did you learn from these work experiences?
32. What did you enjoy most about your last employment? Least?
33. Have you ever quit a job? Why?
34. Give an example of a situation in which you provided a solution to an employer.
35. Give an example of a time in which you worked under deadline pressure.
36. Have you ever done any volunteer work? What kind?
37. How do you think a former supervisor would describe your work?

**CAREER GOALS**

38. Do you prefer to work under supervision or on your own?
39. What kind of boss do you prefer?
40. Would you be successful working with a team?
41. Do you prefer large or small organizations? Why?
42. What other types of positions are you considering?
43. How do you feel about working in a structured environment?
44. Are you able to work on several assignments at once?
45. How do you feel about working overtime?
46. How do you feel about travel?
47. How do you feel about the possibility of relocating?
48. Are you willing to work flextime?

Before you begin interviewing, think about these questions and possible responses and discuss them with a career advisor. Conduct mock interviews and be sure you are able to communicate clear, unrehearsed answers to interviewers.

Practice your responses with InterviewStream conducted using the webcam on your computer. Go to [www.Careers.umd.edu](http://www.Careers.umd.edu) for more info.

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Questions to Ask Employers

1. Please describe the duties of the position.
2. What kinds of assignments might I expect the first six months on the job?
3. How is feedback on my job performance given? How often?
4. Is this a new position or am I replacing someone?
5. Can you describe the typical work schedule for the position?
6. What qualities are looking for in the candidate who fills this position?
7. What skills are especially important for someone to be effective in this position?
8. How much of the position requires team/project work versus independent work production?
9. What opportunities might there be to work on special projects?
10. Where does this position fit into the organizational structure?
11. What is the growth potential for someone in this position?
12. How much travel, if any, is required in this position?
13. How would you describe the company's culture?
14. What products (or services) are currently in development?
15. Does the company have plans for expansion?
16. How has the company been impacted by the economy in recent years?
17. Does the company value creativity and individuality?
18. Is the company environmentally conscious? In what ways?
19. In what ways is a career with your company better than one with your competitors?
20. What is the biggest challenge facing the company? The greatest opportunities?
21. What characteristics do the achievers in this company seem to share?
22. Are salary adjustments geared to the cost of living or job performance?
23. Does the company encourage further education?
24. In what ways does the company engage or give back to the local community?
25. Is flextime offered?

ADDITIONAL QUESTIONS

26. What do you like best about your position, the company?
27. What would you describe as the company's values or top priorities?
28. What are the next steps in the interview process? When should I expect to hear from you or should I contact you?

Are You Ready for a Behavioral Interview?

Today more than ever, each hiring decision is critical. Behavioral interviewing is designed to minimize personal impressions that might cloud the hiring decision. By focusing on the applicant's actions and behaviors, rather than subjective impressions that can sometimes be misleading, interviewers can make more accurate hiring decisions.

How to Prepare for a Behavioral Interview

- Recall recent situations that show favorable behaviors or actions, especially those involving coursework, work experience, leadership, initiative, planning and customer service.
- Prepare short descriptions of each situation; be ready to give details if asked.
- Be sure each story has a beginning, a middle, and an end; i.e., be ready to describe the situation, your action and the outcome or result.
- Be sure the outcome or result reflects positively on you (even if the result itself was not favorable).
- Be honest. Don't embellish or omit any part of the story. The interviewer will find out if your story is built on a weak foundation.
- Be specific. Don't generalize about several events; give a detailed accounting of one event.

USING THE STAR TECHNIQUE TO ANSWER BEHAVIORAL QUESTIONS

Think of 4-6 situations you have been faced with in the past. Vary your examples so they are from all areas of your past (including internships, volunteering, class projects, part-time jobs, school activities, etc.). Describe your stories using the following STAR method. Practice telling the story using the STAR method, but do not memorize them word for word.

S – Situation or (T) Task
Describe a specific situation or task (i.e., “Assigned to a team and team member wasn’t pulling their weight.”)

A – Action
What action did you take? (“I met with the team member in private and explained the frustration of the rest of the team asked if there was anything I could do to help.”)

R – Result
What happened as a result? What was the outcome? (“We finished our project on time and got a B on the assignment.”)
inspired THINKING

When in the office, we develop new perspectives to invent what can’t be invented anywhere else, leading the world in signals intelligence and information assurance.

We draw our inspiration from our work, our colleagues and our lives. During downtime we create music and paintings. We run marathons and climb mountains, read academic journals and top 10 fiction.

Each of us expands our horizons in our own unique way and makes connections between things never connected before.

At the National Security Agency, we are inspired to create, inspired to invent, inspired to protect.

U.S. citizenship is required for all applicants. NSA is an Equal Opportunity Employer and abides by applicable employment laws and regulations. All applicants for employment are considered without regard to age, color, disability, genetic information, national origin, race, religion, sex, sexual orientation, marital status, or status as a parent.

Computer/Electrical Engineering
Computer Science
Cybersecurity
Information Assurance
Mathematics
Foreign Language Analysis
Intelligence Analysis
Cryptanalysis
Signals Analysis
Business
Finance & Accounting
Paid Internships, Scholarships & Co-op

APPLY TODAY

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IntelligenceCareers.gov/NSA
How to Prepare for Video Interviews

**AMBIANCE**
Dress professionally, silence distractions (i.e. cell phones, pets, roommates, etc.), and avoid situating yourself in front of any noisy backgrounds. Also avoid harsh backlight that will turn you into a silhouette.

**KNOW THE PROGRAM**
Oovoo, Skype, iChat, Yugma. The list goes on and on. Before your interview, make sure you’ve played around with the program enough to know how it works.

**BRAND YOURSELF**
Just like the email address on your resume or the message on your voicemail—be professional. Be sure the username used for your virtual interview represents you as a mature and polished candidate.

**TEST THE CONNECTION**
Do you have a readily available power source? Is the wifi signal strong? Do you have access to a phone, and if it’s a cell phone, strong service? Even if everything is checked beforehand, technology can still fail you. Make sure you have the interviewer’s phone number, just in case!

**POSITION & POSTURE**
Do you look at yourself on the screen, or talk directly into the camera? Does your posture present you as casual and relaxed, or confident and poised? Be sure to practice your positioning and posture prior to the interview!
The Art of Negotiating

NEGOTIATING A JOB OFFER

An area of the job search that receives too little attention is negotiating. Once you have been offered a job you have an opportunity to discuss the terms of employment. Negotiating doesn’t have to be an uncomfortable experience. Rather than a win-lose proposition, negotiating is about each party understanding what’s most important to the other and finding common ground.

WHAT’S NEGOTIABLE

For an entry-level position there are limits on what’s negotiable. Benefits packages are usually fixed according to a position’s classification level. That includes health care and other insurance options, retirement plans, the number of days allotted for vacation and the rate of accrual. The terms aren’t usually negotiable. Advancement opportunities may also be structured so that employees must first complete trainings, rotational programs, or a series of benchmarks before being considered for the next level. But the following items may be open for discussion.

Start date. This is usually the most negotiable issue with the exception of training program requirements. Employers understand that you are transitioning into a new life stage and need time to wrap up commitments. Even if there is a mandatory start date for training, it may be possible to arrange unpaid leave time after training concludes.

Support for professional development. This is sometimes included in the hiring package. But if it’s not, inquire about it. Membership in professional associations, conference attendance, and certifications related to the job are perquisites an employer may be willing to cover, especially if it’s clear how it will enhance performance.

Signing bonus. A signing bonus is one-time money paid to a recent hire to help offset moving expenses, wardrobe, transportation, or other necessities of a new job. Not all employers award them, but it doesn’t hurt to ask.

Base salary. This is the most difficult item to negotiate over and the most important for the candidate. Raises are calculated on base salaries, so small increments add up significantly over time. As with signing bonuses, not all employers are willing to negotiate on starting salaries. Those that do will probably not budge more than 5% from the original offer. But if your own estimates suggest a higher offer, you need to consider negotiating. Once hired you will have significantly less latitude to alter your base salary.

HOW TO NEGOTIATE

Negotiating requires a deliberate process and a strategy. Each step needs to be executed with sensitivity to how the employer may respond. The best advice: Don’t negotiate without talking to someone. Call the career center and ask for an individual appointment. If they know you’re on a tight timeframe they will often slot you in quickly.

1. Buy time. After receiving an offer ask how soon the employer will need a response. Hopefully you will have more than a few days. This will give you a chance to fully evaluate the job and decide if you want to negotiate.

2. Find out if it’s possible to negotiate. It’s a good idea to allow a day to pass before posing this question back to the employer. Why? You’ll want the employer to know you’ve thoroughly reviewed the offer before taking this step. Otherwise it may seem like you’re just haggling to get as much as you can. If the employer is open to negotiating, explain that you will respond quickly with some thoughts.


4. Determine a strategy. Under what terms would you accept the offer? As stated, which means you would still accept if the employer doesn’t budge (and suggests you might not want to negotiate at all)? With some incremental increase (which might be less than you actually ask for)? Know where you stand for every possible response.

5. Compose a thoughtful counter offer. In an email, spell out your thinking on why you are asking for a higher salary or other allowance. Share the calculations for how you arrived at the figure and the sources for your reasoning. “Bookend” the note with affirmations of the opportunity; that is, begin the note with words that express how excited you were to get the offer and finish with how great it’s going to be joining the team. Frame the negotiation as the only item you need to resolve in order to say “yes.” IMPORTANT: send the email before the deadline you were originally given.

6. Follow up with a phone call. A few hours later or the next morning. Negotiations are personal and need to be done with lots of sensitivity. Your emailed counter offer gave the employer a chance to understand your priorities and concerns before a conversation occurs. But you will talk through the negotiation.

7. Conclude with poise and tact. If the employer agrees to your terms, express excitement and gratitude. If the employer meets you halfway—and that’s enough for you to say yes—express excitement and gratitude. If the employer doesn’t move far enough or says no, express gratitude and indicate that you still need some time to consider the offer. Follow up the next day with a phone call and politely decline. Again, express gratitude for the offer. [You never know when your paths will cross again.]

As stated above, don’t tackle the negotiation process on your own. Get advice from a career professional so that you can make informed, objective decisions.

Written by Kelley Bishop, Director, University Career Center & The President’s Promise
University of Maryland, College Park
The benefits that accompany a full-time job salary may represent a substantial portion of the overall offer. Benefits that cover key costs that would otherwise be big out-of-pocket expenses can differentiate a good offer from a great one.

What kinds of benefits can you expect at your first job out of college? That depends. Not all benefits programs are created equal, and most have certain rules, limitations and exclusions, particularly in regard to health plans. The benefits described below will give you a general overview of what many companies offer employees:

**GENERAL OVERVIEW OF BENEFITS COMPANIES MAY OFFER**

- **Medical insurance.** The most basic and important benefit you can receive. Limits an employee's financial liability in the event of illness or injury and often covers routine physicals.
- **Disability insurance.** Provides income in the event of a long-term disability.
- **Life insurance.** Provides benefit payment to family members in the event of the employee’s death.
- **Dental insurance.** Basic dental coverage usually includes cleanings, scalings and x-rays.
- **Prescription drug plan.** Typically allows employees to pay a fixed co-payment for each prescription.
- **Vision.** Defrays the cost of eye exams and corrective lenses.
- **Retirement plans.** The most common are employee-funded 401(k) plans supplemented by matching funds from the employer. In some companies there is a specified waiting period before new employees can participate.
- **Flexible spending accounts.** Allow employees to set aside untaxed dollars for dependent care and other health-related expenses.
- **Tuition reimbursement.** Covers the cost of continuing education as long as classes pertain to the job and certain grade levels are maintained.
- **Vacation.** A set number of days off with full pay. Longevity with the company may increase the number of vacation days awarded.
- **Sick time.** Paid leave in the event of illness.

There are also soft benefits that aren’t monetary but may make an offer more attractive. Flextime, for example, allows employees to partially determine the start or end time of a work day as long as core hours—typically between 10:00 AM and 3:00 PM—are respected. Similarly, telecommuting (working virtually from home) may be allowed under certain circumstances. Depending on the industry or professional field, there may be a flexible dress code. Or, if it’s a formal environment, there may be “dress down Fridays” that allow employees to wear business casual.

Understanding all the components of a benefits package takes time. It can be helpful to consult with a human resources or experienced professional familiar with benefits.

Adapted from John Martalo, a freelance writer based in San Diego.
### What's My Income?

**INCOME**
- Salary (after taxes/benefits) $\
- Other income (after taxes) $\
- Total monthly income $\

### Monthly Total

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Monthly Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Home</strong></td>
<td></td>
</tr>
<tr>
<td>Housing Cost (Rent/Mortgage/Taxes)</td>
<td>$</td>
</tr>
<tr>
<td>Utilities (Electric/Gas/Water/Sewage, etc.)</td>
<td>$</td>
</tr>
<tr>
<td>Internet/Home Phone/Cable/Netflix</td>
<td>$</td>
</tr>
<tr>
<td>Home Repairs/Maintenance</td>
<td>$</td>
</tr>
<tr>
<td>Groceries</td>
<td>$</td>
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<tr>
<td>Laundry/Cleaning</td>
<td>$</td>
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<tr>
<td><strong>Transportation</strong></td>
<td>$</td>
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<tr>
<td>Public Transportation</td>
<td>$</td>
</tr>
<tr>
<td>Car Loan</td>
<td>$</td>
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<tr>
<td>Insurance</td>
<td>$</td>
</tr>
<tr>
<td>Parking/Tolls</td>
<td>$</td>
</tr>
<tr>
<td>Car Repair/Maintenance</td>
<td>$</td>
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<tr>
<td>Gas</td>
<td>$</td>
</tr>
<tr>
<td><strong>Bills</strong></td>
<td>$</td>
</tr>
<tr>
<td>Student Loans</td>
<td>$</td>
</tr>
<tr>
<td>Credit Cards</td>
<td>$</td>
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<tr>
<td>Cell Phone</td>
<td>$</td>
</tr>
<tr>
<td>Subscriptions</td>
<td>$</td>
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<tr>
<td><strong>Health</strong></td>
<td>$</td>
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<tr>
<td>Doctor Appointments/Co-pay</td>
<td>$</td>
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<tr>
<td>Prescriptions</td>
<td>$</td>
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<tr>
<td>Gym Memberships</td>
<td>$</td>
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<tr>
<td>Over-the-counter Medication</td>
<td>$</td>
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<tr>
<td><strong>Entertainment &amp; Personal</strong></td>
<td>$</td>
</tr>
<tr>
<td>Movies/Concerts</td>
<td>$</td>
</tr>
<tr>
<td>Dining Out (coffee, snacks, etc.)</td>
<td>$</td>
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<tr>
<td>Travel/Vacation</td>
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<tr>
<td>Clothing</td>
<td>$</td>
</tr>
<tr>
<td>Personal Hygiene</td>
<td>$</td>
</tr>
<tr>
<td>Gifts</td>
<td>$</td>
</tr>
</tbody>
</table>

### Your Total Monthly Income $ - Your Total Monthly Expenses $ = Total Savings $
As liberal arts graduates enter the job market, their direction may not be as obvious as that of their technically trained counterparts. For the most part, engineering or computer science majors know exactly where to target their efforts. Liberal arts majors are less fortunate in that regard—such a heading cannot be found in the want ads. Yet if they learn to target their aptitudes, they have as good a chance as anyone to find meaningful work.

What you need to do, explains one career advisor, is to find out what you really want to do—regardless of your major. Students often ask, “What can I do with a major in philosophy?” That’s the wrong question. The real questions are, “What fascinates me? How can I connect my interests with a job? What do I really want to be doing in 20 years?”

Once you have answered those questions, look at possibilities for matching your interests with a job. There are more options than you might think. As a liberal arts major, you have to do much more work in terms of researching different job markets and finding out where there is a demand. Conduct in-depth research on any companies that appeal to you, and try to match their needs to your wants. You must be specific, however. It is possible to be too general, too open and too flexible.

To be successful, you should combine your long-term vision with short-term specificity. Present yourself to your potential employer as someone who both understands the broad goals of the company and has the ability to grow and contribute in the long run. But most importantly, show how you can excel in that specific job. Once you’ve taken the time to determine your real interests and have set some long-term goals, map out a plan—long- and short-term—on how to get there.

Your liberal arts education has equipped you to take a broad topic and research it. Use those skills to make the connection between what you want and what companies need. Once you find job descriptions that match your long-term interests, set about shaping your resume and, if need be, getting the additional specific skills, training or certification to get that first job.

Your first job may not match your long-term goal. But it’s the first step. And that, at this point, is the all-important one.

### WHAT LIBERAL ARTS GRADUATES ARE DOING

A sampling of the wide range of positions filled by liberal arts graduates:

- Accountant
- Administrative assistant
- Advertising account executive
- Air traffic controller
- Artist
- Auditor
- Bank manager
- Business systems analyst
- Buyer
- Child support enforcement officer
- Claims examiner
- Communications specialist
- Computer specialist
- Copywriter
- Counselor
- Customer service representative
- Editor
- Employee relations specialist
- Engineering planner
- Financial consultant
- Graphic designer
- Hotel manager
- Human resource specialist
- Industrial designer
- Interpreter/translator
- Librarian
- Management consultant
- Marketing representative
- Medical/dental assistant
- Museum coordinator
- Office administrator
- Outpatient therapist
- Paralegal
- Photographer
- Probation officer
- Product specialist
- Psychologist
- Public relations specialist
- Quality engineer
- Recreation administrator
- Research analyst
- Restaurant manager
- Retail manager
- Sales representative
- Social worker
- Speech pathologist
- Stockbroker
- Systems analyst
- Tax consultant
- Teacher
- Technical writer
- Transportation specialist
- Underwriter
- Urban planner
- Writer

...
WHAT ARE THE SALARIES LIKE?

Commonly, a federal position is ranked according to the level of responsibility and difficulty and assigned a grade based on the General Schedule (GS) classification. The grades range from GS-1 through GS-15, which correspond to salary ranges. Applicants with a bachelor's degree enter at the GS-5 or GS-7 level. Special pay rates exist for high-cost cities and areas, such as the Washington D.C. metropolitan area, and certain occupations. For more information visit OPM.gov/policy-data-oversight/pay-leave/salaries-wages/

HOW DO I LOCATE AGENCIES OF INTEREST?

Use the resources below to research and identify agencies of interest based on their mission statement, mission-critical hiring needs, area of work, populations they serve, etc. Create an agency target list by writing down all federal agencies that spark your interest.

- The Partnership for Public Service oversees a survey of the Best Places to Work in the Federal Government: BestPlacestoWork.org/BPTW
- The Partnership also offers information on the mission-critical positions in current demand in their publication Where the Jobs Are: Data.wherethejobsare.org/wtja/home
- Even the smaller organizations hire for a variety of positions. You may even have less competition. Review a list of all federal departments and agencies: USA.gov/directory/federal

HOW CAN I NETWORK WITH THE FEDS?

Networking and information gathering are also important for a federal job. Learn about career positions by contacting federal employees and talking with hiring officials. Many agencies attend our annual job fairs or participate in the Center's panels and programs. Do not forget to consider internship (fall/spring terms are less competitive than summer) and part-time job opportunities with the federal government.

THE LARGEST EMPLOYER IN THE U.S.

Federal agencies hire thousands of new employees each month. With the University of Maryland’s close proximity to Washington D.C., it is an employment option UMD graduates frequently use.

GETTING A JOB WITH THE FEDS

Each agency manages its own hiring. The U.S. Office of Personnel Management (OPM) simplified the federal job search by developing USAJOBS (USAJOBS.gov). The site lists most, but not all, federal jobs.

It is very important to have in hand or save online the full vacancy announcement, the appropriate application forms, the closings/deadline dates for applications, specific duties of the position, whether a written test is required, educational requirements, etc. Then follow the application instructions. Most Federal jobs can be applied for by submitting a federal-style resume using the Resume Builder at USAJOBS. Some applications require special forms available at the agency’s website or at OPM.gov/forms or additional steps. Read the vacancy announcement.

Some federal agencies are independent from the OPM hiring system and are not required to post positions in USAJOBS, although some do. Consult these agencies directly through their websites and see a list of exempt agencies at GovCentral.monster.com/benefits/articles/1659-expected-service-agencies.

Are there special programs for undergraduates and graduate students, and for recent graduates?
Yes. Pathways provides talented students and recent graduates with greater access to federal jobs and internships, as well as meaningful training, mentoring and career development opportunities. It is comprised of the Internship Program, Recent Graduates Program, and Presidential Management Fellows Program. Visit USAJOBS.gov/StudentsAndGrads to learn more.

When can I apply?
Applicants may apply for government jobs up to nine months before graduating. Appropriate documentation must be submitted (e.g., an official copy of your college transcript) at the time of application.

Federal Employment

There are more than 120+ federal departments and agencies

USAJOBS.gov has roughly 30,000 vacancy announcements on their site at any given time

91% of federal government jobs are outside of the D.C. area.

Statistical source: http://www.gogovernment.org

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How is a federal resume different than a traditional job resume? Although some of the characteristics are the same, there are distinct differences. For best consideration, you are encouraged to follow the requested format listed in the job description, which is often times USAJOBS’ “Resume Builder”. USAJOBS.gov provides federal job seekers additional details and tips about federal resumes on the website before hitting submit. The sample below points out some key things to note.

**PERSONAL INFORMATION**

Additional information may be required, such as desired locations; social security number; high school and graduation date; veteran’s status; citizenship; Grade (GS) level; etc.

**EMPLOYER INFORMATION**

More detailed information requested, such as job start and end month/day; full employer address; salary information; hours per week; supervisor name and contact information.

**BE MORE SPECIFIC**

Go into greater detail about job duties and the outcomes of your work, if possible. It is acceptable to use the “I” pronoun to describe your experience.

**EMPHASIZE KSAS**

Don’t just describe your previous job duties. Explain the specific knowledge, skills, and abilities that you acquired from your different work related experiences.

**SECTION HEADINGS**

Some section fields are required. Optional sections to include: Additional Information, Job Related Training, Language Skills, Organizations/Affiliations, and Professional Publications. Complete these if applicable.

Amy Federal
10 Berry Mill Road, Fairfax, VA 22030
Email: amy.federal@gmail.com • 000-000-0000
Security Clearance: N/A
Veteran’s Preference: N/A

**WORK EXPERIENCE**

**Systems Analyst and Research Intern**
University of Maryland Medical Center, 737 W Lombard St #116, Baltimore, MD 21201
Supervisor: Mary Will, (000) 000-0000; Yes, you may contact
Salary: $18/hour; 30 hours a week
Helped six departments in the Center enter, retrieve and manage data for 1,000+ patients using the hospital’s specialized software.

**RESEARCH SKILLS:** Worked with researchers on patient follow-ups for longitudinal studies. Evaluated project proposals to assess feasibility issues and provided alternatives. Consulted with management, and technicians to determine computing needs and system requirements. Utilized updated systems to locate patients whose next visit was approaching to send them an appointment message.

**Resident Assistant**
University of Maryland, 2101 Annapolis Hall, College Park, MD 20742
Supervisor: Pat Employer, (000) 000-0000; Yes, you may contact
Salary: unpaid; 10 hours a week
Supervised a floor of 40 residents and created programs and activities designed to meet the needs of residents on the floor. Served 8 hours of on-call duty once a month.

**COMMUNICATION SKILLS:** Presented information to students about emergency procedures. Communicated resource referrals to students on an individual basis by analyzing their needs and providing contact information to campus support offices. Educated residents on public safety rules and communicated infractions to the appropriate support office. Logged written details related to judiciary, maintenance, and program evaluations into a secure database.

**ORGANIZATIONAL SKILLS:** Planned over 10 community development programs for 150 residents. Decided on program topics by analyzing residents’ needs and knowledge level of campus resources. Recruited guest speakers to present on topic areas and reserved space for each event. Created an advertising campaign for each program by developing fliers, posting to social media, and using word of mouth strategies.

**EDUCATION**
University of Maryland, College Park, MD
Bachelor of Science in Computer Science
Major GPA: 3.80/4.0, Overall GPA: 3.4/4.00
Relevant Coursework: Computer Graphics, Theoretical Foundation of Computing, Computer Ethics, Organization of Programming Languages

**ADDITIONAL INFORMATION**

**HONORS:**
Primannum Honor Society
The National Society of Collegiate Scholars

**ORGANIZATIONS/AFFILIATIONS**
Member, Intramural Soccer, UMD
Volunteer, Comcast Center Concessions, UMD
Member, Cyber Security Club, UMD

**REFERENCES**
Brianna Boss, University of Maryland, Department of Residence Life, Residence Hall Director
bboss@umd.edu, 301-314-0000

This section may be different than the supervisor you list in the “Work Experience” section depending on who you want to serve as a reference.

**LENGTH**

Federal resumes are typically longer (2-5 pages) than traditional resumes and require more detailed descriptions of duties and accomplishments.
Are you looking for more from your future career than just a steady income? Do you find the traditional employment track unappealing? Do you want to impact your community or the world? Then a career in the nonprofit sector may be the answer.

WHAT IS A NONPROFIT?

Nonprofits (also known as not-for-profits) are organizations that promote a cause or provide a public service and are granted tax-exempt status by the Internal Revenue Service under section 501 of the Federal Tax Code. Nonprofits are often at the forefront of advocacy, social issues and scientific research. Some manage and promote the arts, culture or even history in communities across the nation. Political and labor groups are nonprofit organizations, as are professional and trade organizations. The broad category of nonprofits also includes non-governmental organizations (NGOs) that provide critical services to areas affected by war or natural disasters. Some promote environmental issues on an international scale.

IS A NONPROFIT RIGHT FOR YOU?

Most nonprofit employees are not motivated by money or a prestigious title. They find fulfillment in a career that contributes to the welfare of others or advances a particular cause and often work with people with shared altruism and passion. Unlike the private sector or government, there are usually endless entry-level opportunities where related experience is not required. But working for a nonprofit is not all bliss and passion, nor is it an escape from work-related stress. Nonprofit employees may not have to meet sales goals or make money for their shareholders, but they are still held accountable for their decisions by their funding sources and constituents. Some organizations are highly politicized. Resources tend to be limited for staff development, bonuses or the latest equipment. Nonprofit workers learn to work effectively with a broad range of people, including clients, elected officials, volunteers, donors and local civic leaders.

OPPORTUNITIES

Reviewing the current job openings in the nonprofit sector, you will see a broad range of jobs. Positions with arts organizations can include curators, writers, performing artists and event planners. Health agencies often hire counselors, researchers and lobbyists. All nonprofit companies require the services of grant writers, fundraisers (also known as development officers), accountants, information technology workers and office managers. While idealism and passion may be the fuel to energize an organization, solid administrative skills including writing, strong interpersonal skills, multiple business and political contacts, and good business acumen are highly valued and required to ensure the stability and longevity of an organization.

Will I earn enough?
The wide variety of agencies in staff size, organization budget and scope of activities make providing a salary range difficult. The salary of the executive director of the Red Cross could be six figures, while the executive director of a two-person local organization may be in the low 30s. The Chronicle of Philanthropy (Philanthropy.com) periodically publishes the salaries of top executives in nonprofits. In general, the larger an organization and the wider its scope, the greater the salary—though it may still be below the national average. Career advancement is also more likely within a larger organization.

HOW TO FIND NONPROFIT POSITIONS

Talk to others in the field to help decide if the nonprofit sector is for you. Schedule appointments with three or four directors and program administrators to learn the differences (and similarities) between agencies. Ask about the traits of people typically hired and job types available. Learn what makes the field satisfying—and frustrating. Ask about pay, advancement and highly sought skills. Read about different agencies, and volunteer with an agency of interest to become acquainted with the staff and services. Volunteer positions sometimes become paid positions or provide solid leads and the “inside track” to paid positions.

SEARCH RESOURCES

- Idealist (Idealist.org): Comprehensive job, internship and volunteer listings
- Careers4Terps: Search “Employer Profiles” for “non-profit sector: Foundation” or “non-profit/philanthropy”
- National Scholarships Office (Scholarships.umd.edu): Detailed listing of Washington, DC internships with nonprofits, think thanks and embassies
- Americorps (NationalService.gov): Federal program offering extensive service opportunities, typically (though not always) completed after graduation from college

Adapted from an article written by Rosita Smith.
Looking for a job is seldom easy for any student. For an international student, the job search process can require additional research and adjustments. Your experience with multiple countries and cultures will broaden your choices.

CLARIFY YOUR GOALS and OPTIONS

Being clear about your job search goals does not have to mean limiting your options! However, both the process and the timeline will be different depending on the geographical region, industry and type of organization you are targeting.

INTERNATIONAL SEARCH

- Use GoinGlobal to look up different country profiles and their requirements for work authorization.
- Tailor your job application documents according to the conventions of the target country. For example, in some countries applicants are expected to provide their date of birth or photo.
- Attend campus events for international students on campus to meet people from your potential countries of interest.
- Use LinkedIn and information from your professors to identify alumni from your program who went on to work in the country of your choice. Reach out to them for advice.
- Stay in touch with faculty, colleagues, friends and family in your home country to stay current on developments in your industry and potential job opportunities. Be prepared to “translate” the experience obtained in the U.S. for contacts who may not be familiar with it.

U.S. SEARCH

- Work authorization rules will make the timeline of your search more rigid. Communicate with the International Students and Scholars Services office early to stay on top of requirements for your status.
- Some employers are legally prohibited from hiring non-citizens. These restrictions have nothing to do with your qualifications. Use GoinGlobal to locate organizations that have hired international applicants in the past.
- Be prepared to articulate to employers the practical steps involved in hiring you. Employers with little experience hiring international candidates may find the process daunting. Show them that it is manageable!
  - I can work full-time in the summer and part-time during the academic year.
  - I am eligible to work in the U.S. for [how long]; all that would be needed from you is an offer letter, the other steps I would complete through my school.

STRATEGIES FOR COMMUNICATION

1. Follow general suggestions for resume formatting and content. International experience may need additional context if you think that the employer may not be familiar with it.
   Example: Cipla (top-five pharmaceutical company in India)

2. Do not be afraid to clarify, ask follow-up questions, or correct the employer if they misunderstand you.
   Example: Actually, I meant… Let me rephrase that: …

3. Focus on your individual contributions to give the employer an accurate picture of your skills and background. If talking about yourself excessively is inappropriate in your culture, remember that you are helping the employer see how you will fit in with their organization. Highlighting the impact of your work on the team or organization may help you overcome a reluctance to self-promote.

4. Do not apologize for who you are. If you are not a native speaker of English, do not list it as your weakness as a candidate. Language skills are just a part of your overall qualifications. Remember that there is considerable variation among native speakers of English in accents and regional varieties.

If asked by the employer, focus on your experience using communication skills in English, rather than proficiency or non-native status. Use examples of class or client presentations, papers, reports.

By Katya Solvyeva, University of Maryland, University Career Center & The President’s Promise
Resources for Students with Disabilities

Like other college students seeking employment after graduation, you want to find an opportunity that allows you to contribute and develop your skills in an organization which supports and mentors your career advancement. At the same time you want a workplace environment that recognizes your diversity and values the contribution you can make.

How do you determine if the organization is the right fit and has a welcoming, supportive climate? Research! Research! Research! Begin by determining who works at the organization. Learn what the demographic composition is at all staff levels. Find out if the organization has affinity groups. Check if the organization has received any recognition for diversity-related performance. Know its non-discrimination policies. This information can be acquired through articles, associations and networking with others in the industry or the organization. Attend career-related events targeting diverse students where you can comfortably ask questions.

During the hiring process continue the evaluation. Has the correspondence been informative, supportive and welcoming? If on site, observe the workplace. Does it appear to be a comfortable climate? How does the staff interact with each other? Who is in what position? How have they advanced? Ask why they selected the organization and what has caused them to stay. Connect with racially diverse alumni in the organization, professional associations and University of Maryland affinity alumni groups.

Staff members within the University Career Center & The President’s Promise are available to discuss how these and other issues may impact your job search. Go to www.careers.umd.edu for more information and to schedule an appointment or call 301.314.7225. Remember when you transition from college to the workplace, it will be different. At the same time you want your new environment to be equitable and offer the same opportunity for success and advancement as any student entering the workforce.

Resources for Students of Color

As a student or alumnus(a) with a disability, you may have some additional questions as you transition into the workforce. Traditional face-to-face interviews can be an intimidating process; it is best to practice and be prepared for a variety of situations.

Determining whether or not to disclose your disability to an employer can be a difficult process. Under the Americans with Disabilities Act (ADA), you are not legally required to disclose your disability unless it is likely to directly affect your job performance.

The Americans with Disabilities Act (ADA) prevents employers from discriminating against qualified candidates with disabilities in application procedures, hiring, firing, advancement, compensation, training, and other terms, conditions and privileges of employment.

As an applicant or employee, you are entitled to reasonable accommodations. Reasonable accommodations include, but are not limited to:

- Making the employment space accessible and usable to persons with disabilities
- Reappointment to vacant position, changing work schedule and/or reestablishing position description
- Permitting assistive technology or devices, adjusting examinations, trainings materials, or policies, and providing readers or interpreters.

As long as it does not cause extensive hardship to the business’s ability to function, employers are required to make reasonable accommodations for the known disability of a candidate or employee.

SOME HELPFUL WEBSITES

- Maryland Diversity (marylanddiversity.com) provides employment information focused towards Maryland’s diverse population.
- IMDiversity (imdiversity.com) provides career and self-development articles and offers an employment database for diverse populations.
- DiversityInc (diversyinc.com) offers articles for job seekers with questions about the job search.
- DiversityJobs (diversityjobs.com) hosts a job search database and provides links to articles related to diversity in the workplace.
- Diversity Employers (diversityemployers.com) provides jobs and information on organizations committed to recruiting diverse talent.
- Black Enterprise (blackenterprise.com/career) offers career advice to explore opportunities and successfully advance.
- AsiaMedia (jobs.asiamedia.com) provides job opportunities with Asian-friendly employers and career resources for Asian Americans.
- Hispanic Alliance for Career Enhancement (haceonline.org) maintains a resume database of Latino professionals in a wide range of disciplines.
- Native American Jobs (employment.nativeamericanjobs.com/jobs) offers employment resources and job directory of Native American employers and career possibilities.

Written by Pamela Allen, Program Director—Career Foundations with the University Career Center & The President’s Promise
Resources for Students with Disabilities continued

WHAT AN EMPLOYER CAN’T DO

An employer cannot ask an applicant to answer medical questions/take a medical exam prior to extending a job offer. Employers also cannot ask an applicant if they have a disability.

WHAT AN EMPLOYER CAN DO

An employer can ask a candidate if they can perform the job and how they would do so with or without a reasonable accommodation. Once an offer is given, the employer can condition the offer by having applicants answer medical questions or pass a medical exam, but only if ALL employees in similar positions have to do the same. If an employer needs medical documentation to support an employee’s request for an accommodation, the employer can then require a medical exam. An employer can also ask medical questions to an employee if the employer has reason to believe that the employee cannot perform the job safely. An individual’s medical information is required to be kept confidential and in separate files.

The University Career Center & The President’s Promise staff are here to prepare students for interviews and job search. Contact us at 301.314.7225 or visit www.careers.umd.edu to schedule an appointment. Use your discretion to discuss any of these issues or concerns during your appointment.

For information about interviewing skills refer to pages 36-42 and for information pertaining to the job search refer to pages 26-35.

RESOURCES

The following are resources that may be helpful as you conduct your job search:

- www.ncd.gov (independent federal agency charged with advising the President, Congress, and other federal agencies regarding policies, programs, practices, and procedures that affect people with disabilities)
- www.dol.gov/odep (develop and influence policy and practices that increase the number and quality of employment opportunities for people with disabilities)
- www.eeoc.gov (responsible for enforcing laws related to discrimination, includes various resources and information for applicants/employees with disabilities)


Resources for LGBT Students

As a lesbian, gay, bisexual or transgender (LGBT) student or alumnus(a), you may have additional questions as you transition from college to the working world. While most universities provide a vibrant support network for LGBT students, the workplace can be different and you may have to engage in additional career exploration and research to best align your values and goals with a supportive work environment.

In particular, you may have questions about how “out” you want to be on your resume, in your interview, on the job and in work-sponsored social gatherings. You may also have questions about appropriate interview or workplace attire in relation to your gender identity.

As you explore potential workplaces, you may want to research some or all of the following:

• Organizational climate
• Partner benefits
• Employee Resource Groups (ERGs)
• Non-discrimination policies
• Ways to combat and respond to workplace discrimination
• Changing state and national laws and regulations

Staff members within the University Career Center & The President’s Promise are available to discuss how these issues may impact your job search and to help you clarify your personal values and career goals. Call (301) 314-7225 or visit www.careers.umd.edu to schedule an appointment and use your discretion to confidentially discuss any of these issues during your appointment. There is also a designated staff member who serves as the liaison to the University of Maryland’s LGBT Equity Center. Career development programming and networking events are offered for LGBT students throughout the school year.

The following resources may also serve as helpful tools as you begin your job search:

- www.outforwork.org (National nonprofit providing career information, resources, events, an internship/job board and extensive online library)
- www.outandequal.org (Nonprofit seeking to end employment discrimination of LGBT employees)
- www.hrc.org (Maintains the “Corporate Equality Index,” which is searchable by employer and/or policy)
- www.prideatwork.org (Fosters collaboration between organized labor/unions & the LGBT community)
- www.nglcc.org (National LGBT Chamber of Commerce)
- www.outprofessionals.org (Offers a network of “out” professionals in various fields)

By Kate Juhl, Program Director with the University Career Center & The President’s Promise, University of Maryland.
At some point in your college career, you must decide what you want to do after graduation—and that includes whether or not to attend graduate school. Here are some pointers to help you make an enlightened decision.

1. SHOULD I CONSIDER GOING TO GRADUATE SCHOOL?

Going might be a good idea if you…

• want to be a professor, lawyer, doctor, investment banker or work in any profession that requires a post-baccalaureate education.
• wish to develop additional expertise in a particular subject or maximize future earning potential and career advancement.
• are deeply interested in a particular subject and wish to study it in-depth—AND have the time and financial resources to devote to further education.

Going might not be a good idea if you…

• are trying to delay your entry into the “real world” with real responsibilities and real bills.
• are clueless about your career goals.
• aren’t able to devote time and hard work needed to succeed.
• want to stay in school longer to avoid a poor job market.

2. IS IT BETTER TO WORK FIRST OR ATTEND GRADUATE SCHOOL IMMEDIATELY AFTER I COMPLETE MY UNDERGRADUATE DEGREE?

Work first if…

• you want some real-world work experience before investing thousands of dollars in a graduate degree.
• the graduate school of your choice prefers work experience (most MBA and some Ph.D. programs require this).
• you can’t afford graduate school now, and haven’t applied for any scholarships, grants, fellowships or assistantships, which could pay for a great deal of your education.

Go now if…

• you are absolutely sure you want to be a college professor, doctor, lawyer, etc., and need a graduate degree to pursue your dream job.
• you have been awarded grants, fellowships, scholarships or assistantships that will help pay for your education.
• you’re concerned that once you start earning real money, you won’t be able to return to the lifestyle of a “poor” student.
• you worry whether you’ll have the discipline (or motivation) to write papers and study for exams in a few years.

3. I’M BROKE. HOW WILL I PAY FOR TUITION, BOOKS AND LIVING EXPENSES?

• Family: You’ve likely borrowed from them in the past; maybe you’re lucky enough for it to still be a viable option.
• Student Loans: Even if you’ve taken out loans in the past, another loan may be a sound “investment” in your future, depending on your field of study.
• Fellowships/Scholarships: A free education is always the best option. The catch is you need a high GPA, good GRE/GMAT/LSAT/MCAT scores and the commitment to search out every possible source of funding.
• Teaching/Research Assistantships: Many assistantships include tuition waivers plus a monthly stipend. It’s a great way to get paid for earning an education.
• Employer Sponsorship: Did you know that some companies pay for you to continue your education? The catch is they usually expect you to continue working for them after you complete your degree to recoup their investment.

4. WHAT ARE THE PROS AND CONS OF GOING TO GRADUATE SCHOOL FULL-TIME VS. PART-TIME?

Benefits of attending graduate school full-time:

• you’re able to complete your degree sooner.
• you can totally commit your intellectual, physical and emotional energy to your education.
• ideal if you want to make a dramatic career change.

Benefits of attending graduate school part-time:

• work income helps pay for your education.
• you can take a very manageable course load.
• you can juggle family responsibilities while completing your degree.
• allows you to work in the function/industry/career of your choice while continuing your education.
• employers may pay for part (or all) of your degree.

5. ASSUMING I WANT TO GO TO GRADUATE SCHOOL IN THE NEAR FUTURE, WHAT SHOULD I DO NOW?

a. Identify your true strengths, interests and values to discover what is right for YOU—not friends or parents.
b. Keep your grades up and sign up (and prepare) to take the required standardized tests.
c. Talk to faculty, friends and family who have gone to graduate school to get their perspective about the differences between undergraduate and graduate life.
d. Talk to faculty, friends and family who are in your targeted profession to get a realistic sense of the career path and the challenges associated with the work they do.
e. Investigate creative ways to finance your education—by planning ahead you may reduce your debt.
f. Research graduate schools to help you find a good match.
g. Investigate the admissions process and the current student body profile of your targeted schools to evaluate your probability for admission.
h. Have faith and APPLY! You can’t get in unless you apply.

Written by Roslyn J. Bradford.
### STEP 1: BRAINSTORMING

**Actions:**
- Devote time to reflect on the following questions.
- Discuss them with friends or family members.
- Jot down notes. In some cases write sentences.
- Think about the flip side of each question. For example, why are you really committed to the field of biology despite pressure from your parents to become a lawyer or to get a job?

Your answers to some of these questions will form the heart of your personal statement.

1. **How did your pre-college education influence your decision to pursue graduate study in your field?**
   *Think about:* High school courses, teachers, special programs, student organizations, and community or volunteer work.

2. **How has your college experience influenced your decision?**
   *Think about:* College courses, professors, academic interests, research, special programs, student organizations, and the decision-making process you went through to choose your major.

3. **How has your work experience influenced your decision?**
   *Think about:* Internships, externships, part-time jobs, summer jobs, and volunteer or community work.

4. **Who has had the most influence on your decision to pursue graduate study? In what ways?**
   *Think about:* Parents, relatives, teachers, professors, clergy, friends of the family, college friends, parents of friends, local merchants, supervisors, coaches, doctors, dentists, lawyers, etc.

5. **What situation has had the most influence on your decision?**
   *Think about:* Family, academic, work or athletic situations. Think about happy, sad, traumatic, moving, or memorable situations.

6. **What personally motivates you to pursue graduate study in this field?**
   *Think about:* Your personal skills, interests, and values.

### STEP 2: WRITING YOUR PERSONAL STATEMENT

**Actions:**
Incorporate your responses to the above questions. Begin writing your first draft:

1. Develop an outline of your statement prior to writing. It doesn’t have to be detailed. It can be three or four main points in the order you want to make them.

2. Accentuate your strengths and what makes you unique.
3. Explain your weaknesses in positive ways. For example, refer to them not as weaknesses but as areas for improvement or growth.
4. Paint pictures and tell stories about what makes you special. In this way the admissions readers will remember you. The story can be happy or sad. The more feeling you can inject into your statement, the more you will stand out.
5. Find out the specific orientation and philosophy of the graduate program. Adapt and refine your statement to fit. This will make you stand out from other applicants who recycle the same personal statement with each application.

**Suggested Outline**
The word count or length of your personal statement will vary from school to school, and is typically double-spaced. Here is a suggested outline. You should adjust the main point of each paragraph and number of paragraphs depending on the desired length of your personal statement and the areas in your background that you choose to emphasize.

- **Paragraph 1** A personal human-interest story
- **Paragraph 2** Your academic interests and achievements
- **Paragraph 3** Your relevant work and/or research experiences
- **Paragraph 4** Your career interests
- **Paragraph 5** Why you are interested in this particular school
- **Paragraph 6** The qualities you will bring to this school

**REFERENCES**
*Write for Success: Preparing a Successful Professional School Application, Third Edition, October 2005* by Evelyn W. Jackson, PhD and Harold R. Bardo, PhD. NAAHP, National Association of Advisors for the Health Professions, Inc.


**PERSONAL STATEMENT CRITIQUES**
Contact the University Career Center & The President’s Promise and make an appointment with a career counselor to have your personal statement critiqued. For grammar, writing, or spelling help, contact the Writing Center at [www.english.umd.edu/academics/writingcenter](http://www.english.umd.edu/academics/writingcenter). Ask a professor if they would review it as well. Having feedback from professionals with different points of view can only make for a stronger personal statement overall.

Adapted with permission from the Office of Career Services at Rutgers University, New Brunswick Campus.
TRUE: SGU is the #1 provider of doctors into first-year US residencies for the past 6 years combined. Over 850 US residencies to date in 2016.*

TRUE: SGU has a network of over 14,000 School of Medicine Graduates who have impacted health care worldwide.

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**http://usmle.org/performance-data/
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