The 2016-2017 CAREER GUIDE

Explore:
Identify your strengths & interests
Discover career options
Conduct informational interviews

Experience:
Build a resume & cover letter
Internship & job search
LinkedIn tips

Engage:
Network with professionals
Career fair success
Interviewing

Contact us:
careers.uw.edu
206.543.0535
Join our movement.
HCA is moving Washington state toward better health and better care at lower costs.


Work with us

What we have to offer you:

- Meaningful work
- A collaborative workplace
- A great total compensation package
- Flexible work arrangements
  - Flexible schedules
  - Telecommuting
  - Virtual meetings

Are you passionate about public service? Are you curious about health policy to expand access to health care? If you are an active listener with an aptitude for collaborating with diverse audiences, then a career in government at Washington State Health Care Authority could be for you!

We are transforming health care in our state to achieve better health, better care, and lower costs for the more than 2 million Washington residents we serve.

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DISCOVER WHAT'S NEXT IN YOUR CAREER

PROFESSIONAL AND CONTINUING EDUCATION FOR BUSY ADULTS, WITH FLEXIBLE PART-TIME OPTIONS IN THE EVENING, ON WEEKENDS AND ONLINE.

KEEPLEARNING.UW.EDU
in many places in ways. While there at the with people around you to learn more about opportunities and options as you

To that end, we help students:  
Explore...things that better help you understand yourself. This includes exploring your own interests and strengths, the university at large including majors, classes and RSOs, and the community around you.  
Experience...is something to be gained in many places in types of ways. While here at the UW, you can pursue study abroad, internships, jobs, career fair, mentorship, interviewing, professional relationships, research, conferences/development, and more as various types of experience enhancing your student and professional growth.  
Explore...with people around you to learn more about opportunities and options as you move through your journey at UW and beyond. Engage with advisors, professors, alumni, community members, employers, and with career resources.

By providing:
One-to-one coaching/counseling and mock interviews  
Numerous workshops, labs, career classes, and employer panels  
$ annual career fairs and 2 annual grad school fairs  
HuskyJobs – database with hundreds of jobs & internships  
Online resources – chat, online resume reviews, interactive calendar, & more

In other words...  
we empower students and alumni:  
"I wouldn’t be the person I am today without our brief sessions. I say that with my whole heart.”

to launch their careers:  
"I am able to enjoy my current full-time position with Amazon because I earned it over a summer internship which I was offered as a result of job searching on HuskyJobs. Thank you!"

and to prepare for future transitions:
"The Career & Internship Center was a great resource throughout my undergraduate time at the UW, everything from resume workshops to one-on-one time with counselors was invaluable to my life as a student and the tools I learned are ones that I still utilize in my profession today."
Common Questions Students Ask Us:

Q: How can the Career & Internship Center help me?
A: The Career & Internship Center offers guidance and resources related to exploring majors and careers, writing a resume and cover letter, looking for an internship or job, applying to graduate school, developing networking strategies, and enhancing interview skills.

Q: How do I choose a major or career that is a good fit for me?
A: Reflection and research. Take time to reflect on your individual values, interests, personality, and skills. Conduct research about certain areas of interest, which could be in the form of informational interviewing, job shadowing, or online research. Meeting with a career counselor can be a good first step in setting decision making goals.

Q: How do I find an internship or job?
A: The most effective job and internship search utilizes a variety of different strategies. Diligently look at job listings, network with people who may have contact suggestions for you, directly approach targeted employers of interest, and put your best effort into writing your resume and preparing for interview questions.

Q: What counts as experience?
A: Experience can be gained in a variety of ways, such as academic work, volunteer experiences, study abroad, extracurricular experiences, internships, or other experiences which demonstrate skills useful in work.

Q: How do I prepare for an interview?
A: The best way to prepare for an upcoming interview is to research the company, do practice interview questions, reflect on past experiences to use as examples, and participate in mock interviews through the Career & Internship Center.

Q: How can I figure out what to do after graduation?
A: Meeting with a career counselor can be an opportunity to discuss questions, obstacles, challenges, and possibilities as you work through your job search. A career counselor can help you discover and clarify goals, encourage self-discovery, and elicit strategies to assist you throughout the post-graduation process.

Q: I’m considering graduate school. What are my next steps?
A: Confirm your interests by talking with faculty members and graduate students in the possible focus area. Also check out websites, conferences, and related professional associations to gain more information. When evaluating programs, consider admissions requirements, program emphasis, faculty, facilities, accreditation, cost, location, size and post-grad school employment.

Even if you are not sure where to start or what questions you should be asking...

We would love to talk with you. You can make a scheduled one-on-one appointment, come in for a Same Day Session with any quick questions, or attend one of our many workshops and employer events.

QUESTIONS/THEMES I WANT TO ADDRESS:

Even if you are not sure where to start or what questions you should be asking... we’d love to talk with you. In case you are beginning to think about themes or questions you’d like to discuss, below is space for capturing those thoughts.

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PLANNING YOUR PATH from college to career

**First year - EXPLORE**
- Join an RSO or participate in other student activities
- Take courses related to potential majors or career interests
- Talk to an upperclassmen about their experiences and plans for after college
- Learn about organizations by attending an information session
- Consider summer plans related to exploring your interests

**Sophomore year - TRY**
- Create a LinkedIn profile
- Find ways to develop leadership and teamwork skills
- Conduct an informational interview with a professional in the field you are considering
- Attend the Internship Fair in February
- Seek an internship for the summer

**Junior year - REFINE**
- Reach out to employers and begin networking in your field
- Refine application materials by attending career workshops
- Find organizations doing the work you would like to try doing
- Go to career fairs including the Internship Fair to seek summer internships
- Conduct a mock interview to practice articulating your skills

**Senior year - PURSUE**
- Pursue a higher level role with your club, fraternity, sorority or other departmental activities
- Talk with a career counselor to determine when to apply for jobs or graduate school
- Continue networking, job searching, and attending employer events

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**Why visit the Career & Internship Center as a first-year student?**

**Brainstorm activities on campus that may be a good fit with your major and/or career interests.**

**Ask questions and learn about connections between majors and careers.**

**Reflect on your interests, skills and strengths. What excites you? Pursue opportunities reflecting these interests.**

**Go to workshops, labs and meetups to gather information and make connections across campus.**

**Start building a strong resume foundation by tracking your experiences.**

**Investigate summer options and leverage your first-year experience to secure an internship, job shadow or part-time job.**

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**The Career Planning [class] has taught me more about myself than I ever thought it would. It allowed me to explore my skills and interests and to critically reflect on them.**

- UW freshman, class of 2019

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**De-coding “CAREER SPEAK”**

**Informational interviews**, an informal time to meet employers and learn about their organization and openings.

**Career fairs**, a formal event to speak with recruiters about current openings.

**Workshops**, informational sessions by career counselors about topics related to your professional development.

**Student activities**, social opportunities to engage on-campus and pursue leadership and involvement.

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**By the numbers**

- 1,091: First-year students engaged with the Career & Internship Center during 2015-2016
- 2: Quarters offering a career planning course designed for first-year students
- 50%: Of first-year students enroll in a Freshman Interest Group (FIG)
- 889: Registered Student Organizations (RSOs) on the Seattle campus

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*Statistics from InternMatch surveys and annual UW surveys

*Statistics from Higher Education Research Institute First College Year Survey
**HUSKY EXPERIENCE**

**Create Your Husky Experience**

The Husky Experience encompasses the transformative educational experiences—inside and outside the classroom—that help UW students discover their passions in life and work, become independent thinkers and citizens, and gain the skills that lead to meaningful and rewarding careers.

These transformative experiences may include course assignments and projects, research, field work, public service, service learning/community service, volunteering, study abroad, internships, practicums, intercollegiate sports, campus jobs, co-ops, student government, and student organizations.

1. **IDENTITY**
   - Who am I becoming and what will I stand for?

2. **CHOICES**
   - What am I doing with my time and effort and is it helping me to get where I want to go?

3. **RELATIONSHIPS**
   - Who am I meeting at the UW and how can these people help me?

4. **TRAJECTORY**
   - What will I be doing over the next few years and are those things connected to my interests and strengths?

**OUTCOMES:**
- Lifelong learning
- Leadership
- Career strategy
- Cultural understanding
- Community engagement
- Health and wellness

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**CAREER PATHS FOR HUMANITIES & SOCIAL SCIENCES MAJORS**

Achieving an excellent education is about many things: becoming a well-educated citizen, gaining knowledge for thoughtful and well-considered decisions, engaging your curiosity, and developing skills that will contribute to the greater good, to name a few. In addition, your education also prepares you to pursue a wide variety of career paths.

A major and more: You are learning specific disciplinary methods and content while completing your major. In addition, you are simultaneously developing an incredibly versatile set of more general skills: to think analytically and critically; to view issues in context and from multiple perspectives; to ask and address questions about ethical and societal implications; to pursue research; to engage your creativity, and to communicate complex issues clearly. Thus, Humanities & Social Sciences majors offer an array of skills that are highly valued by employers from all sectors.

**CONSIDER JOBS IN ALL THREE OF THESE CATEGORIES:**

1. Your major is required or preferred, and the job’s primary responsibilities directly relate to your major.
2. Your major is required or preferred, but job’s primary responsibilities aren’t directly related to your major.
3. Your major isn’t required or preferred, but your other transferable skills make you highly qualified.

Examples of entry-level positions open to all majors:
- Investigative Advocate
- Policy and Advocacy Specialist
- Social Media Campaign Developer
- Associate Account Strategist
- Service Coordinator
- Grassroots Advocacy Coordinator
- Environmental Research Assistant
- Law Center Knowledge Assistant
- Recruitment & Admissions Assistant
- Assistant Community Outreach Coordinator
- Micro-Funding Support Coordinator
- Assistant Organizing Director
- Patient Services Representative
- Outreach Coordinator
- Junior Project Manager
- Internet Marketing Specialist
- Immigration Assistant
- Marketing Coordinator
- Account Coordinator
- Employee Benefits Assistant Team Leader

**JOB SKILLS RELATED TO HUMANITIES & SOCIAL SCIENCES**

Here are even more career-related skills and strengths that employers value:
- Read/interpret/synthesize complex material
- See situations from multiple perspectives
- Produce effective persuasive writing
- Design and implement engaging presentations
- Understand nuance and subtlety
- Handle ambiguity adeptly
- Nimble and creative problem solving
- Understand the broader context
- Gather, analyze, organize, interpret data
- Link abstract concepts to practical applications
- Understand human nature and its variations
- Conduct thorough, accurate, in-depth research
- Identify and examine implications
- Adeptly access vast range of informational resources
- Propose and support recommendations
- Evaluate validity of information and resources
- Simultaneously see big picture and details
- Gather, organize, analyze large data sets
- Engage intellectual curiosity
- Analyze data for patterns and meaning
- Bring motivation, imagination, enthusiasm, initiative
- Work well individually and on teams
- Understand and appreciate cultural diversity
- Understand how data can be interpreted in multiple ways
- Explore social, cultural, scientific implications
- And many more!

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**Next Steps**

- Attend a workshop in the Career & Internship Center
- Select one new (high impact) opportunity to try out through service learning, student organizations or a leadership activity
It’s okay not to know what you want to do for the rest of your life when starting college, finishing college or even in a first job. Figuring out what to pursue for a major or career is an ongoing process with no right or wrong answer.

**EXPLORING YOUR STRENGTHS**

Explore your strengths from good experiences in your academic, work and personal life.

A career exploration process starts with you. Reflect and ask yourself: Who am I? What do I have to offer? What are my strengths, skills, talents abilities, in general and from my academics/major? Then use that information to explore areas of interest and career options. Exercises that can assist you in identifying your strengths, skills and talents are below. These exercises are taken from the Dependable Strengths Process. For further exploration attend a Strengths Identification Workshop and/or visit WOIS http://www.wois.org/use/depstren/

Start by identifying Good Experiences (GE) in your life. The definition of a GE for the purpose of this work is:

- Something YOU feel you DID well...this means only your opinion counts and you actively made it happen.
- Something you ENJOYED doing...the event brought out joy in you; do not include things you do well but do not enjoy.
- Something you are proud of...the event was accompanied by a sense of pride
- GEs happen any time or any place in your life. Review academic, extracurricular, hobbies, etc., for possibilities.
- A GE is a specific, concrete event that describes a particular short story of your life, and has a beginning and end.
- A GE is often a small "triumph" in your life that gives you a sense of satisfaction and fulfillment.

Reflect on and begin to list GE’s from your life. As you do, consider GE’s from all times in life—before the age of 10, adolescence, and end.

On a separate page, continue to list more GE’s. For 4-5 of your top GE’s, write one or two paragraphs describing the situation, the tasks you completed, the actions you took and the outcomes you felt good about. See STAR method in interviewing section of this Career Guide to help you construct your “story.” Focus on what you did, how you did it and the results you achieved.

Examples:

- Created my own study abroad experience
- Business Management Group Project
- Hiked Mt. Rainier
- Tutored middle school age kids in math

**EXAMPLE OF GOOD EXPERIENCE:**

Created my own Study Abroad Experience

I wanted to have a study abroad experience but could not afford the cost of existing programs. To make it happen, I first went to the registrar to find out what was needed for credit. I learned the school I attend must be accredited and that the credits could fulfill some of my general education requirements. Then I talked with professors and other students to gather ideas, and checked all the bulletin boards near the language, culture and international studies departments. After identifying several accredited schools in Mexico and Spain, I wrote to them for more information. I secured additional work study employment fit employment during winter break. From my earnings I saved $1,000.

I chose one of the accredited schools in Mexico that had everything I wanted: language, culture, history courses in Spanish and a home-stay. I researched transportation to Mexico and found a cheap bus tour package that would get me there and back (a wonderful adventure on its own). In Mexico, I worked, played hard, immersed myself in the culture and improved my language skills enough to travel independently. The experience exceeded my expectations, raised my confidence and provided me with lifelong friends. I fulfilled my goal of a multicultural educational experience and earned 8 credits toward my BA in Latin American Studies.
EXPLORE YOUR STRENGTHS

Strengths Exploration Chart

Significant strengths may be those skills/talents that “show up” repeatedly in your top 10 GE. Keep in mind, a significant strength is inner-motivated—one that you almost can't help using whenever the opportunity arises.

INSTRUCTIONS FOR USING THE CHART: The numbers on the first line represent your top 10 GE. Review one GE at a time and go down the FULL list (both side of the page) and check the ones you strongly applied in that experience. Fill blank spaces in before beginning to review GE. Complete all 10 GE. NOTE: You are looking for a pattern to emerge, identifying strengths that tend to “show up” in your top GE. This is intended to be completed fairly quickly.

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NOTE: Items with the highest totals could be significant strengths. Examine the strengths/skills with the highest totals and reflect on the many situations in which you have used them. How could you use these strengths/skills in your ideal job? Are there ways you could combine some of the skills to create opportunities? The completion of these activities begins a process of identifying significant strengths and finding meaningful work where you can be at your best and utilize more of your potential. Consider meeting with a career counselor for exploration on strengths and career opportunities.

Used with permission from Dr. Bernard Haldane. CENTER FOR DEPENDABLE STRENGTHS, info@dependablestrengths.org, www.dependablestrengths.org

Strengths Reality Test

To identify your significant strengths, perform the following reality test (try to test 6-12 strengths):

Use your own words to describe the significant strengths you identified from the chart. For each strength, identify three distinct examples in which you strongly applied that strength. For ideas, first review the GE used to complete the chart. Next, think of other experiences that are good examples of using that strength. It should be relatively easy to come up with three examples if the strength you are testing is truly a significant strength. If identifying examples is challenging for a strength, move on to the next.

When exploring career and job opportunities, you are looking for a match between the skills needed to do the job and your significant strengths/skills.

<table>
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<th>Strength:</th>
<th>Example 1</th>
<th>Example 2</th>
<th>Example 3</th>
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**Implications**

When seeking employment the best opportunities will be those where there is a match between the skills needed to do the job and your significant strengths.

**Next Steps**

- Reflect on how your strengths shape your academic and career path
- Include your strengths in your resume, LinkedIn profile summary or other online media
- Practice integrating strengths into your elevator pitch and interviews
- Talk about your strengths with a career counselor, adviser, or mentor
- Explore the online WOIS strengths activity for additional career implications at wois.org

**CAREER & OCCUPATIONAL INFORMATION**

Washington Occupational Information System (WOIS) - WOIS has the most current info on jobs, salaries, and educational programs in Washington State and is accessible from computers at the UW and public libraries with site licenses. (Note: Student access to WOIS off campus - use steley — ddg510)

CAREER & INTERNSHIP CENTER | careers.uw.edu

CAREER & INTERNSHIP CENTER | careers.uw.edu

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Career & Internship Center | careers.uw.edu

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Career & Internship Center | careers.uw.edu
Informational Interview

What:
Informational interviewing is a key strategy for both career exploration and the job search process. Essentially it’s a brief conversation (20-30 minutes) with a professional in a career field you are considering so you can learn more about the career and get some advice about how to prepare to enter that field.

Why:
Four good reasons for doing informational interviews:
1. Confirm (or not) your interest in an occupation.
2. Learn about jobs/job titles you never knew existed.
3. Receive “insider” info that could help you get a job.
4. Develop networking skills and contacts!

Where:
At a mutually convenient place (or by phone or Skype), preferably where you will be able to observe a typical work setting for that occupation.

How:
1. Find and invite people to interviews
   - Your existing network of family, friends, advisers, professors and people they know.
   - UW Alumni Association and UW LinkedIn group.
   - LinkedIn—The whole purpose of this website is professional networking!
   - The Seattle Networking Guide (iloveseattle.org)—groups and organizations by category.
   - Meetup.com
   - Professional Associations: Organizations whose primary purpose is to support people in a particular field (i.e., the American Marketing Association, Public Relations Society of America...).

2. Prepare for the interview
   - Do some preliminary research about the career field that your interviewee represents. WOIS.org is an excellent place to start.
   - To make the meeting more useful and leave a good impression, prepare a list of questions ahead of time.

3. Conduct the informational interview
   - Ask for info, advice and contacts only; never ask for a job.
   - Take notes; you will use this info to follow up.
   - Suggested questions:
     - How did you get into this field? What is your work like?
     - How does your job fit into the company’s overall operation?
     - Describe a typical day or week on your job. What do you like most about this position?...least?
     - What typical educational credentials are required for entry?
     - What skills, abilities and personal qualities are most important to succeed in your work?
     - What advice would you give to someone still in college, aspiring to a career in this field (major, courses, work...)?
     - How would you advise someone seeking a job in this field?
     - Is any on-the-job training provided? What are the opportunities for continued learning and growth?
     - My strengths include the following: , , , and . How might they match with positions in this field? I have a resume if you would like to see it.
     - Can you suggest other people I might talk with regarding this field? May I mention that you referred me to them?
     - Send a thank-you note
      - Always send a thank-you note to the interviewee (either a handwritten note or email is good!)

4. Follow up
   - To maintain a “warm” connection, follow up on a regular basis with a brief email on how you’ve used their advice and/or contacted their referrals.
   - You may also follow up in person with contacts at professional association meetings and networking events.
Everything you need to know about INTERNSHIPS

What?

**Internship (noun)**
a form of experiential learning that takes place in a workplace environment. It allows a student to integrate academic learning with practical or “hands-on” experience, to develop or refine specific skills, or to explore a career interest.

**Typical Specs:**
- 1-2 quarters long
- 9+ hours/week
- Take place at any time during the year

60% of UW graduates participate in at least 1 internship before graduation

Among 2013-2014 UW graduates, participating in an internship was related to being employed and in a “career-related” position 6 months after graduation

When?

First internships completed

6% After college

12% Senior year

16% Junior year

24% Sophomore year

25% Freshman year

72% of the 98 employers at 2016 Internship Fair hired an intern following the Fair

Why?

64% Employers

Prefer to hire candidates with work or intern experience

32% Seniors

Said internships significantly changed what they wanted to do with their careers

77% Students

Said internships helped them gain better understanding of future career interests

How?

Students use an average of 5 tools & resources to secure an internship

Students send an average of 8 applications to secure an internship

*Statistics from InternMatch and NACE surveys

*Statistics are based on responses to annual UW surveys

At the W

Reflect on what you want out of an internship:
- Learn a new skill and practice a skill you recently learned.
- Apply your classroom learning in a real-world setting.
- Experience a new sector, industry, or work setting.
- Explore an interesting career path.
- Get your foot in the door at a specific organization.

Think about logistics:
- Many internships are paid but some are not. How important is pay to you?
- Do you want to pay for and earn academic credit for the learning that takes place in your internship? It’s completely optional.
- Internships can happen anytime of the year. When can you squeeze in a 10-15 hour a week internship?

Look for internships:
- Contacts—get referrals from friends, family, professors, advisers, etc.
- Events—employer information sessions and departmental, university, and regional fairs.
- Online—HuskyJobs, UW departmental websites, employer websites, internship clearinghouse sites, internet keyword searches, etc.
- Create your own—approach an organization you feel passionate with a proposal stating how you could benefit them and what you could learn from them.

Get your materials together:
- Draft and polish a resume, cover letter, intro email, and thank you email.
- The importance of these documents cannot be overstated. Take them seriously. Make sure they are error-free and tailored to specific internships.

Evaluate opportunities:
- Does the internship involve meaningful work...or just menial tasks?
- Does the employer seem committed to providing ongoing supervision and feedback?
- Is the employer willing to help you create learning goals?

Have a stellar internship experience:
- Look for learning opportunities in every task and don’t be afraid to ask questions.
- Take initiative, look for ways to contribute, and follow-through.
- Put yourself out there and meet others.
- Communicate clearly and regularly with your supervisor.
- Be professional, punctual, and positive.
- Reflect on what you learned and how to articulate that to future employers.

Next Steps

- Sign up for HuskyJobs
- Attend the Internship Fair in winter quarter
- Have your application materials reviewed
- Check with the Carlson Center or your academic department about earning credit for the learning that takes place in an internship

INTERNSHIPS

Internships are a key way students learn outside the classroom. An internship can help shape your career trajectory, expand your professional network, build your resume, and bolster your chances of securing meaningful employment after graduation. If you’re interested in internships but unsure how to get one, you’re not alone! Hopefully the information below will help the process seem a little less mysterious.

**Turn tech into a career...**

Huskies can join our winning team at att.jobs

...with benefits & growth potential.

Discounts on our products and services

Tuition reimbursement

Paid time off

401(k) savings plan

We offer medical/dental/vision

And we reward excellence with advancement!

*Benefits eligibility is determined based on the hours and duration of your applicable benefits plan. All benefits are available to eligible employees.
INTERNSHIPS: HOW TO CREATE ONE

Applying to open positions isn’t the only way to find an internship. Many students create their own. Employers without structured internship programs (most often smaller companies and non-profits) aren’t necessarily closed off to the idea of having interns…they’re just waiting for curious, self-motivated students to reach out to them!

Reflect & Research
- Find an organization you’re genuinely passionate about…you love their products, care about the population they serve, believe in their mission, etc.
- Reflect on what you want out of an internship…to hone a skill you learned in class, develop a new skill, practice a new style of working, experience a new work setting, etc.
- Figure out a good-fit contact within the organization…somebody who works in a department of interest to you, somebody with whom you share something in common, or somebody who knows somebody you know.

Write & Refine
- Tailor your resume to showcase your most relevant skills and experiences.
- Write a one-page proposal letter (similar to a cover letter) that covers the following:
  - How do you know about the organization and why are you interested in interning there?
  - How can you contribute to their organization? Give brief ideas of projects you can work on, problems you can help solve, populations you can serve, etc.
  - How are you qualified? What knowledge, skills, and experience would help you be successful there?
  - What do you want to learn from them? Share some brief ideas; you’ll create actual learning goals later.
  - Available start date, preferred end date, and approximate number of hours per week you’re available.
- Craft a professional email with a short, compelling summary of what’s in your attached resume and proposal.
- Have your documents reviewed and then polish them.

Reach Out
- Consider setting up a meeting with your contact to discuss your proposal or get advice.
- Give/send/email your resume and proposal letter to your contact or a hiring manager on a specific team.
- Follow up in a week or two…and then follow up one more time if you don’t hear back.
- Send thank you notes to your contacts and the employers who took the time to engage with you.

Getting Credit for an Engineering Internship (ENGR 321/601)

The Engineering Internship Program offers students the opportunity to explore and develop their careers through professional practice.

ENGR 321 (for undergraduate students) and ENGR 601 (for graduate students) provide students with an opportunity to apply theoretical concepts from the classroom to the realities of the field. After completing the program, students earn credit applicable toward their degree with ENGR 321 or ENGR 601 listed on their permanent transcript.

For INTERNATIONAL STUDENTS, the course is the credit-bearing mechanism for Curricular Practical Training (CPT), and the CCE@E staff serve as the departmental advisor with ISS. Additional information for international students can be obtained by contacting the Engineering Internship Coordinator at engrice@uw.edu.

For more information about fees or to sign-up for the courses, students should contact the Career Center @ Engineering, engrice@uw.edu

The job market is different for every industry and it is important to understand what employers in your field are seeking. However, certain strategies and information stay the same across all industries, majors and position types.
LinkedIn Profile Checklist

- **PHOTO:** It doesn’t have to be fancy - just use your cellphone camera in front of a plain background. Wear a nice shirt and don’t forget to smile!

- **HEADLINE:** Tell people what you’re excited about now and the cool things you want to do in the future.

- **SUMMARY:** Describe what motivates you, what you’re skilled at, and what’s next.

- **EXPERIENCE:** List the jobs you held, even if they were part-time, along with what you accomplished at each. Even include photos and videos from your work.

- **ORGANIZATIONS:** Have you joined any clubs at school or outside? Be sure to describe what you did with each organization.

- **PHOTO:**

  ![LinkedIn Profile](https://www.example.com/linkedin-profile)

  **David Xiao**
  
  Econ Major and Aspiring Financial Analyst
  
  San Francisco Bay Area | Financial Services
  
  Berkeley Ventures
  
  University of California, Berkeley
  
  **Summary**

  I’m a senior at Berkeley, starting to look for roles in the financial industry. As an economics major, I’m fascinated by the invisible forces that shape our world. Why does one company succeed and another fail? It’s impossible to predict which idea will be the next big thing!

  As such, I’ve taken on internships in startups and have interned with a tech venture capital firm. And now I’ll put that experience to good use, analyzing tomorrow’s up-and-coming companies.

  **Experience**

  **Venture Capital Internship**

  **Berkeley Ventures**

  May 2015 – September 2015 (5 months) | Berkeley, CA

  Conducted research on 25 startup companies and presented my findings to the fund’s board, leading to a new $1.5 million investment.

  **Projects**

  **Venture Capital Financing in India**

  May 2015

  For our International Monetary Economics course, Paul and I decided to study the emerging venture capital industry in India. By looking at data from the World Bank, we were able to understand the challenges and opportunities facing this vibrant sector. And we developed a series of recommendations for overcoming these challenges, which we delivered to our professors in a final-term paper.

  **RECOMMENDATIONS**

  Ask managers, professors, or classmates who’ve worked with you closely to write a recommendation. This gives extra credibility to your strengths and skills.

Want more LinkedIn tips for students? Check out students.linkedin.com
APPLYING TO GRADUATE SCHOOL

Should I Go to Graduate School?

Graduate school is a big investment of time and money, so carefully consider your motivations and options before determining your next steps. While many professional graduate programs prepare students for a particular career path, other graduate programs do not. Some important questions to think through include:

- What do I hope to accomplish with a graduate degree? Can I accomplish these goals with or without a graduate degree?
- Do I want a graduate program to advance my career?
- Am I asking graduate school to make a decision about my career for me?
- Am I using graduate school as a way to forestall making a decision or taking action about something else?

Have I talked to at least three people who completed similar graduate programs about their experiences both in the program and after graduation?

What would be my back-up plan if I do not get into a graduate program?

Researching and Selecting Graduate Programs

Develop a list of criteria to analyze possible graduate programs. Some possible questions to consider as you conduct research:

- What academic programs fit me best or am I most attracted to?
- What is the overall structure of the program (duration, class schedule, research opportunities, etc.)? Will this structure work for me?
- What expertise and opportunities does the faculty provide?
- What kinds of support does the program provide for professional development, including assistance finding a job after graduate?
- Where do alumni of the program go? Could I talk to a graduate of the program?
- What kinds of financial or academic support is offered during the program? Will I be able to work or have an internship during the program?
- What is the culture of the school and the program? What are the program's values—how do they relate to my own values?
- Does the program's curriculum meet requirements needed for licensure or certification?
- How much financial aid will I need? What is my expected starting salary in a first job after graduate school?

Mindful Planning

Most graduate programs require multiple application components. Applications may be due as far out as 12 months before a program begins. Familiarize yourself with what is common for your target field of study. Develop a system for tracking and completing specific parts of the application process to ensure timely and accurate completion of your applications. Be sure to check for:

- Standardized tests or exams (GRE, MCAT, LSAT, DAT, GMAT, OAT, PCAT, etc.)
- Letters of recommendation (one or multiple recommenders)
- Personal statement (one or multiple essays)
- Official or unofficial academic transcripts
- Resume or Curriculum Vitae
- Other information, depending on program and field

Some programs also require an interview once initial review of applications has commenced—interviews are very common in health fields, doctoral programs in biology and genetics, and business school, among others. The Career & Internship Center offers mock interviews—submit your personal resume and application materials at least two days before your appointment to ensure customized mock interview questions.

A Note on Letters of Recommendation

Start by developing professional relationships with work supervisors, faculty members and others well in advance of beginning the application process. Some specific ways to demonstrate your interest include working hard, attending office hours, asking questions, and working well on group projects and work teams. Plan to have at least three different recommenders. Select recommenders based on how well they know you and feel comfortable speaking to your ability to succeed in a graduate program. When you ask recommenders, provide supporting materials and information to assist the letter writing process (resumes, samples of work, personal statement, goals, etc.). Be sure to outline how many letters will be needed and their respective due dates. Send a sincere thank you note to each recommender at the end of the process. Consider using an online tool or system (for example: interfolio.com) for collecting and storing these important letters.

Personal Statement Writing Assistance

Writing an effective personal statement means knowing yourself and telling your story well. Many places on campus offer assistance with crafting a strong statement including:

- The Office of Merit Scholarships, Fellowships & Awards for personal statement writing workshops
- The Odegaard Writing and Research Center for personal statement reviews
- The Career & Internship Center for personal statement reviews

If I know I want to go to graduate school at some point, but not in the next year, what should I do?

Some suggestions include: maintain relationships and stay in touch with faculty members and others you would like to have as recommenders and mentors. Find ways to stay involved in your field of interest through lectures, events, volunteering, research, travel or other pursuits. Practice writing and engage in regular self-reflection. Conduct informational interviews with graduate level alumni from programs of interest. Read scholarly writing (journal articles, books) in your field of interest. Consider preparing for and taking necessary standardized tests—some exam scores are good for multiple years.
Creating competitive RESUMES

A resume is a marketing document designed to demonstrate how your experiences, strengths and skills fit the needs of a particular opportunity. The goal of a resume is to get the interview, not to provide an autobiography.

For every one job posting...

The most competitive resumés...

What employers look for...

Employers seek skills including:

- **Leadership**
- **Teamwork ability**
- **Written communication skills**
- **Problem-solving skills**
- **Verbal communication skills**
- **Work ethic**
- **Analytical/quantitative skills**
- **Technical skills**
- **Verbal communication skills**

You can gain these skills through:

- **Class projects**
- **Student organizations**
- **Internships or jobs**
- **Independent studies**
- **Research experiences**
- **On-campus involvement**
- **Leadership**
- **Volunteering or community service**

*Statistics from CareerBuilder 2015 Candidate Behavior Survey, NACE 2016 Job Outlook Survey*

Recruiters spend 6-15 seconds reviewing a resume

Average of **22.7 applicants** make it beyond the initial resume screen, according to 50% of employers

Fewer than a quarter of applicants make it beyond the initial resume screen, according to 50% of employers

Curriculum Vitae

The curriculum vitae (CV) is a document that details your academic and professional accomplishments. CVs are more comprehensive documents than resumes. They are most often used for academic or research positions, whereas resumes are the preferred documents in business and industry.

Curriculum Vitae

- Used when applying for positions in academia and research, and for grants
- Summary of all your educational and professional background
- Includes full list of publications and presentations
- Space is not a premium; may be several pages in length
- Will be thoroughly read by search committee

References

References are important resources in your job search. These can be former supervisors, faculty, and colleagues who can attest to the quality of your work, skills, attitude, and professionalism. Seek people who can speak about you positively and objectively.

Make sure you have their current contact information, job title, and organization. As you move forward in the interview process, send your references your resume and let them know the position you applied to and what skills and strengths you hope they can speak to. If you haven’t been in contact with one of your references lately, provide them a summary of what you have been doing, your accomplishments, and your ambitions. Be sure to thank them!

Do not include reference contact information on your resume or a line stating “references available upon request.” It’s common practice to provide references as a separate document and if you are asked, that’s a good sign—it means the hiring manager is interested and inquiring further.

Resume

- Used everywhere a CV is not specifically requested
- Summary of related experience and education
- Space is at a premium; one page, sometimes two in length
- Will be scanned quickly
- Used as a marketing tool

For more information on writing a curriculum vitae visit the Grad Student resources page: careers.uw.edu/GradStudents/academic-careers

For more grad student resume samples, go to: careers.uw.edu/GradStudents/beyond-academia

Sample Reference Sheet

**Name**

Contact information header (use the same font and style as your resume)

**REFERENCES**

Dr. Susan Friedman
Professor of Biology, University of Washington
Box 35000
Seattle, WA 98195
(206) 545-5555
SusanFriedman@uw.edu
(Professor and supervisor)

John Faster
Owner, Northwest Native Landscaping
8501 35th Ave NE
Seattle, WA 98105
(206) 123-4567
jfaster@nwnative landscaping.com
(Former supervisor)

Marjorie Plank
Director of Family Programs, Northshore YMCA
11811 NE 195th St
Bothell, WA 98011
(425) 400-0000
mplank@ymca seattle.org
(Former supervisor)

Formatting Guidelines

- Single spacing
- Adequate white space
- Easy-to-read font (serif or sans serif)
- Space between sections
- Photos
- Personal information (birthdate, social security number, etc.)
- Company logos
- Clip art

Margins: \( \frac{7}{8} \) in. \( \frac{1}{2} \) in. \( 1 \) in.

Cover Letter Format, Content & Samples

The cover letter should be emailed or uploaded/submitted to an employer with your resume. The purpose of the letter is to present your skills and experience in future-oriented terms that highlight what you offer to the employer. The letter is an opportunity to sell yourself for the particular job you are seeking. Identify your education and experience most directly related to that job.

A carefully constructed and concisely written letter will convey your ability to communicate effectively in writing. It will also demonstrate your interest in and qualifications for the position and overall interest in their organization. Including your skills and experience in future-oriented terms that highlight what you offer to the employer. The letter is an opportunity to sell yourself for the particular job you are seeking.

The first paragraph should state the position you are seeking, indicate why you are writing, and tell how you learned of the position. State your top 2 - 4 selling points/provide proof of your top selling points (education, experience, skills). Write in conversational short sentences.

The middle paragraphs should present additional information about your experience or personal characteristics in some detail. In other words, it contains stories or examples from your education, experiences and activities.

Emphasize what you offer to the employer (not what the employer can do for you), related to the position you are seeking. You might provide specific examples of demonstrated skills and related experience. Highlight your job related skills, specialized training, course work, class projects, and significant accomplishments. Indicate resume is attached/enclosed.

The last paragraph should have a summary statement of your qualifications and interest and why you want to work for the particular employer. Include information such as your telephone number and email. Always thank the employer for consideration of your application.

Sincerely,

Full name typed

Use “Hiring Manager” or “Recruiter” if no name is given.

Next Steps

• Attend a Career & Internship Center cover letter workshop
• Practice writing your letter
• Have a peer or friend proofread your cover letter
• Get your cover letter reviewed during a Same-Day Session
ACTION VERBS FOR RESUME WRITING

Action verbs are a great way to start bullet points on your resume, particularly in your descriptions of jobs, internships, projects and similar experiences. We have provided a list of verbs to get you started. Select the action words that most accurately reflect your skills and experience to craft precise and powerful bullet point phrases.

Analytical & Financial
- Summarized
- Surveyed
- Systematized
- Tested
- Validated

Creative
- Combined
- Composed
- Conceptualized
- Condensed
- Converted
- Created
- Designed
- Developed
- Devised
- Edited
- Engineered
- Established
- Formulated
- Illustrated
- Integrated
- Introduced
- Marketed
- Originated
- Performed
- Photographed
- Revised
- Revitalized
- Revised

Leadership
- Accomplished
- Advanced
- Administered
- Appointed
- Assigned
- Attracted
- Authorized
- Coached
- Coordinated
- Delegated
- Directed
- Developed
- Diversified
- Enlarged
- Established
- Funded
- Generated
- Headed
- Implemented
- Improved
- Incorporated
- Instructed
- Involved
- Initiated
- Instituted
- Led
- Managed
- Mobilized
- Motivated
- Organized
- Oversaw
- Planned
- Prioritized
- Produced
- Recommended
- Recruited
- Reorganized
- Replaced
- Reviewed
- Revitalized
- Secured
- Selected
- Solicited
- Automated
- Synthesized
- Systematized
- Taught
- Tested
- Trained

Marketing
- Accelerated
- Achieved
- Acquired
- Accomplished
- Conceived
- Delivered
- Earned
- Exceeded
- Expanded
- Generated
- Improved
- Launched
- Led
- Marketed
- Maximized
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SECOND-YEAR STUDENT EXAMPLE

Jayden Jackson
jjs@uw.edu - 206-543-1212
linkedin.com/in/jaydenjackson
401 Haggett Hall
University of Washington
Seattle, WA 98195

EDUCATION

University of Washington, Seattle, WA, June 2018
Second Year Student - intended Communications major, GPA: 3.4,
Dean’s List - 2 quarters
Coursework: Speech Communication, Public Speaking, Public Debate,
Interpersonal Communication, Creative Writing

Diploma, Roosevelt High School, Seattle, WA, June 2015

EXPERIENCE

Customer Service Representative, 2016 - present
Key Bank, Home Loan Center, Seattle, WA
Lead educational seminars for first-time home buyers. Train new staff members to
process home equity loans. Assist managers in organizing employee orientation.

• Mentor/Tutor, 2015 - 2016
Early Scholars Outreach Program, Seattle, WA
Monitored school performance of students from inner-city schools.
Planned motivational activities for students.
Designed and led workshops for parents of students.

• Member, Hall Government Committee, 2015 - 2016
University of Washington, Seattle, WA
Planned activities designed to enhance students’ university experience.
Collaborated with administration to ensure quality of services. Trained and
supervised student staff.

 Courtesy Clerk, 2013 - 2015
Safeway Stores, Seattle, WA

ACTIVITIES

Member, Speech and Debate Team, Roosevelt High School, 2013 - 2015

HONORS/AWARDS

UW Alumni Student Leadership Award, 2015
Golden Acorns/Award (for outstanding community service), Roosevelt HS, 2014

Don’t include personal information (marital status, health, weight) or photo.

Environmental Example

Amber Edmundson
(206) 555-5555
ambere123@uw.edu

SUMMARY OF QUALIFICATIONS

• Knowledgeable about environmental communication; experienced in content writing, developing
  promotional materials, and social media marketing related to natural resource education
• Strong listener with the creative ability to carry through on projects and contribute to innovation
• Excellent public speaking skills developed from conducting presentations to various sized groups
• Highly effective communicator and team member within fast-paced, multicultural environments

EDUCATION

University of Washington, Seattle
B.A. in Environmental Studies, Minor in Global Health, Expected June 2017
Related Coursework: Environmental Justice, Business Strategy and the Natural Environment, Social Justice
and Health, Global Environmental Politics, Communication and the Environment

RELEVANT EXPERIENCE

Volunteer, Alaska Maritime National Wildlife Refuge, Homer, AK, Summer 2016
• Presented programs on sea-life in the Alaska Maritime National Wildlife Refuge at the Islands and Ocean
  Visitor Center, developing strong public speaking skills
• Answered questions from visitors about the Alaska Maritime National Wildlife Refuge and the USFWS,
  increasing interpersonal communication abilities with diverse groups of people
• Assisted with the collection of fish samples and oceanographic data for studies of the marine environment
  aboard a research vessel

Communications Intern, Washington Department of Natural Resources, Olympia, WA, Summer 2015
• Developed content that informed the public about natural resource-related issues, including forestry,
  aquatic restoration projects, fire prevention, recreation and environmental education
• Promoted the agency’s mission using social networking sites Facebook, Twitter, Flickr, and a blog
• Wrote and edited a variety of blogs, articles, web and social media content

Mentor, UW Dream Project, UW Seattle, September 2014 – September 2015
• Tutored and provided mentorship to youth who attend high schools in various low-income neighborhoods,
  developing strong interpersonal communication skills
• Assisted and guided students on their process of applying to colleges
• Proof-read and edited 20+ college applications

LEADERSHIP AND COMMUNITY SERVICE EXPERIENCE

Planning Committee, Campus StepUp: A Social Justice Retreat, UW, August 2015-Present
Member, Black Student Alliance, UW, January 2014-Present
Community Volunteer, Ballard Food Bank, Seattle, WA, June 2014-December 2016
Activity Coordinator, Ballard HS Earth Service Corps Club, Seattle, WA, July 2013-December 2015

ADDITIONAL EXPERIENCE

Barista, UW Housing and Food Services, Seattle, WA, September 2015-Present
Store Associate, Seattle Habitat for Humanity, Seattle, WA, June 2012 - August 2014

For early undergrads it is okay to include high school education, clubs, projects and experience
(GeCA, Robotics Club, Newsletter/Yearbook Editor...)

LinkedIn.com/in/amberjedmundson
Gabriel Aquino
15700 Ash Way
Lynnwood, WA 98037
206-670-1000
gabeaquino@uw.edu
www.linkedin.com/in/gabeaquino

Education
University of Washington, Seattle, WA
Bachelor of Science in Biochemistry, August 2016
Diversity Minor
Study Abroad: Andes to Amazon, Biodiversity, Conversation, and Sustainability in Peru
August 2015 - September 2015
• Enhanced global perspective by engaging with indigenous people, conservationists, and other stakeholders on social, economic, and environmental issues
• Explored diversity of large geographic region and analyzed sustainable alternatives for biodiversity conservation

Lab Skills
Proficient in: DNA cloning, PCR, Southern blot, Western blot, enzyme assaying, cell cultivation and counting, protein synthesis-purification, acid-base titration
Familiar with: Spectrophotometric and potentiometric analyses, NMR, MS, IR

Related Experience
Genetic Counseling Volunteer Assistant, Genetic Medicine Clinic at UW Medical Center
October 2015 - current
• Assemble medical information and map out medical pedigrees
• Handle sensitive and confidential patient information and medical records according to clinic’s policies and procedures
• Job shadow genetic counselors and gain valuable insight into provider/client dynamics

Chemistry Tutor, Instructional Center, University of Washington
September 2013 - June 2014
• Tutored Education Opportunity Program Students 7 hours per week
• Trained and on-boarded 3 new tutors in teaching chemistry concepts
• Developed excellent cross-cultural communication skills working with a diverse population of students

Leadership & Activities
Intern, Student Health Consortium (SHC), ASUW
September 2014 - August 2015
• Partnered with SHC Director to develop programs educating students about health, wellness, and nutrition
• Recruited and trained 150+ student models for Everybody Every Body Fashion Show, a large-scale annual event promoting healthy body image and identity
• Coordinated with pre-health Registered Student Organizations to schedule quarterly meetings and identify opportunities for partnership

Volunteer Tutor, Pipeline Project, University of Washington
December 2013 - March 2014
• Served as a positive role model and mentored underserved high school students on the college application process

Need to Develop a CV?
See Grace Nowak’s and Morgan Chen’s 2-page CVs in the Career Guide for examples. For making a 1-page CV consider Gabriel Aquino’s resume as a good example, and add some sections: research interests and academic projects.

Served as a positive role model and mentored underserved high school students on the college application process

December 2013 - March 2014

Coordinated with pre-health Registered Student Organizations to schedule

Recruited and trained 150+ student models for Everybody Every Body Fashion

Primary role was to tutor students on the college application process

November 2013

Gabriel Aquino
15700 Ash Way
Lynnwood, WA 98037
206-670-1000
gabeaquino@uw.edu
www.linkedin.com/in/gabeaquino

Education
University of Washington, Seattle, WA
Bachelor of Science in Biochemistry, August 2016
Diversity Minor
Study Abroad: Andes to Amazon, Biodiversity, Conversation, and Sustainability in Peru
August 2015 - September 2015
• Enhanced global perspective by engaging with indigenous people, conservationists, and other stakeholders on social, economic, and environmental issues
• Explored diversity of large geographic region and analyzed sustainable alternatives for biodiversity conservation

Lab Skills
Proficient in: DNA cloning, PCR, Southern blot, Western blot, enzyme assaying, cell cultivation and counting, protein synthesis-purification, acid-base titration
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Related Experience
Genetic Counseling Volunteer Assistant, Genetic Medicine Clinic at UW Medical Center
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December 2013 - March 2014

Coordinated with pre-health Registered Student Organizations to schedule

Recruited and trained 150+ student models for Everybody Every Body Fashion

Primary role was to tutor students on the college application process

November 2013

SUN HUANG
shuang@uw.edu
206-345-6767
www.linkedin.com/in/sunhuang/

Objective
Project Management Internship contributing my problem solving skills and aptitude for innovation

Skills and Achievements
• 3+ years executive level experience in project management and development of a 72-member nonprofit
• Produced 5 market research projects studying SEO, segmentation strategy and inbound marketing
• Demonstrated high level of cultural competent from living, working, and traveling in 7 countries in 2 years
• Highly adaptable to changing environments with a passion for adventure
• Proficient with MS Office, Tableau, Prezi and basic skills in HTML
• Languages: Mandarin (native), English (fluent), Fujian (conversational), Cantonese (basic)

Education
University of Washington, Seattle, WA
Bachelor of Arts, Economics (GPA: 3.4/Dean’s List) June 2016
Awarded $4000 for Mary Gates Leadership Scholarship (over 800 applied)

Related Experience
AIESEC United States Inc., Seattle, WA
January 2014-Present
Local Committee President (Jan 2016-Present)
Local Committee Vice President of Marketing and Sales (Jan-Dec 2014)
• AIESEC is the world’s largest student-led talent sourcing program that provides international talent to companies and organizations and leadership development programs to 80,000 members in 124 countries
• Led chapter to win 4 awards, including the National Excellence Award (top chapter in the US), and DHL ‘Can-Do’ Attitude Award
• Directed and coached Executive Board of 6 Vice Presidents to examine management strategies and marketing initiatives, resulting in 300% net sales gain, 100% net market reach, and 90% talent retention
• Oversaw the budget of 50+ events and projects that increased market reach by 10%
• Developed direct and social media marketing initiatives to campus audience of 30,000

Student Consultant, Atlantic Street Center, Seattle, WA
January-March 2015
• Collaborated with team of 4 analyze current, financial, and SEO performance level of social service non-profit organization
• Delivered 10 strategic and tactical recommendations to HR department to increase operational efficiency, and improve internal communications, with 4 implemented by Executive Director

Treasurer, Alpha Sigma Phi Fraternity, Seattle, WA
January 2014-January 2015
• Maintained annual budget of $600,000 and appropriate of funds among 3 bank accounts
• Responsibly managed 35 expense accounts, internally and with contracted services, with no accounting errors
• Applied knowledge of segmentation strategy and position statement writing to conduct fundraising research for a $7 million house renovation project
• Systematized payment by integrating Square credit card technology, producing a 166% increase in collections

Activities and Awards
• Duke of Edinburgh Gold Award, oriented and executed a 2 week hiking expedition to summit Mt. Kenya, 2014
• Selected for month long leadership program in Okinawa, Japan (AIEPO) culminating in pitch to local government to preserve local coral reefs, 2013
Veteran Example

SAMUEL REED
samreed@uw.edu
(206) 764-1234
linkedin.com/in/samreed

SUMMARY OF QUALIFICATIONS:
• Analytically minded with acute observational skills and an eye for detail
• Recognized as leader who builds effective teams with clear, straight forward communication
• Calm and focused in high stress situations offering multiple perspectives to solve problems
• Counted on to meet deadlines; often operate ahead of schedule
• Proficient in Microsoft Office; Conversational Spanish
• Completed ASA Exam P (Probability) - October 2015

EDUCATION:
University of Washington, Seattle, WA
B.A in Applied Computational Math Science-Economics Option, GPA 3.2 Expected June 2016

RELATED EXPERIENCE:
Corporate Tax Intern, Liberty Mutual Insurance, Seattle, WA January 2015 – March 2015
• Accurately prepared, filed, and paid state premium tax liabilities
• Coordinated with Boston office management to complete premium returns ahead of schedule
• Used Adobe Acrobat, Microsoft Excel, and premium tax compliance software to create and compile
• Returns and support documents; submitted returns for review and signature

Controller Intern, SASMI Trust Fund, Fairfax, VA August 2014 - September 2014
• Assisted controller in preparation of month end procedures
• Processed contributions to company trust fund to ensure timely updates of fund accounts

OTHER EXPERIENCE:
Team Leader, United States Army Infantry, Fort Lewis, WA June 2005 - September 2009
Operation Iraqi Freedom, June 2007 – March 2008
• Managed team of 20 people providing 35% of platoon’s firepower and security
• Accounted for highly sensitive equipment in excess of $50,000
• Utilized finely tuned observation skills to provide security for coalition forces

• Operated and maintained up to 15 weapons systems and communications equipment
• Increased knowledge in advanced first aid and land navigation skills
• Organized and led teams of up to 8 personnel through variety of combat training exercises

AWARDS:
Army Commendation Medal (Awarded May 5, 2007)
• Thwarted attack on coalition forces allowing team to reposition and engage opponent
• Managed efforts in successful evacuation of disabled vehicle from dangerous zone

Army Achievement Medal (Awarded November 15, 2007)
• For dedication to duty, excellence, and expansive knowledge in field

Purple Heart Medal (Awarded March 24, 2007)
• Awarded for injuries sustained during combat operations

Grad Student Public Health Example Resume - Page 1 of 2

Jane Lewis
1234 Main Street
Seattle, WA 98103
jlewis@email.edu
206-555-5555

SUMMARY OF QUALIFICATIONS:
• Experienced program developer and evaluator demonstrated by work with more than 6 non-profit organizations
• Highly skilled in efficiently coordinating patients, volunteers, events, and interventions
• Passionate, persistent critical thinker evidenced by creating sustainable programs addressing real community needs and securing over $60,000 in support from foundations and organizations
• Proven researcher – in field, lab, library, and online – with qualitative and quantitative methods
• Fluent in Spanish, able to serve as interpreter and educator for Spanish-speaking individuals

EDUCATION:
University of Washington, Seattle, WA
MPH in Community Health Practice, Expected 6/2017
• Capstone Final Project- Managed and developed a participatory theater project to educate Latinos about diabetes in Seattle. Wrote grants, constructed a project budget, facilitated staff and community meetings, and ensured a participatory communication process.
• Practicum- Conducted quantitative and content analysis of REACH diabetes intervention program activities. Implemented REACH coalition key informant interviews.

Carleton College, Northfield, MN
BA in Latin American Studies, 5/2011
• Advanced Study Certificate of a Foreign Language and Literature in Spanish
• Independent Research Fellowship to Chile, Summer 2011
• Technos Japan Exchange Program Scholarship, Summer 2010

PROGRAM DEVELOPMENT EXPERIENCE:
Public Health Seattle & King County, Seattle, WA
Intern – WIC/Maternity Support Services Programs, 1/2016-6/2016
• Developed and taught a physical activity group curriculum for 16 pregnant women.
• Completed a survey of WIC/MSS clientele’s needs and interests in physical activity.
• Implemented a written evaluation component for the pilot program leading to improvements for subsequent classes and followed up with a group interview of initial attendees.
• Created and distributed print and email marketing materials for participant recruitment.
• Prepared participant recruitment for fall and spring seasons.

AmeriCorps*VISTA (with The Giving Tree), Seattle, WA
Program Developer, 10/2011-10/2012
• Supervised 40 volunteers and employees for non-profit woodshop, producing toys for children in need.
• Managed retail sales revenue, organized monthly board meetings, and coordinated community event to educate elementary aged children about homelessness using music and interpretive dance performance.
• Raised more than $46,000 through foundation and corporation grants in collaboration with staff fundraising assistant and established priorities for using the funds.
• Promoted program with national media coverage on CBS Evening News.

Friends of Almanjayar, Granada, Spain
• Assisted in developing health education materials (posters, postcards, and t-shirts) for use in this mentoring program for Gypsy youth in the neighborhood of Almanjayar.
• Designed a plan for the distribution of the materials involving local youth as ambassadors.
Member, Latin American Student Organization (LASO), Carleton College, Northfield, MN, 4/2009-5/2011
Augustana College Summer Spanish Program, Center for Inter-American Studies, Ecuador, 6/2011-8/2011
Board Member, King County Community Health Coalition, Seattle, WA, 12/2013-7/2015
Member, National Community Public Health Association, 1/2012-present

OTHER EXPERIENCE & ACTIVITIES:
• Determine coding methodology and begin preliminary data analysis.
• Co-manage data collection coordination including 180 hours of recorded interview data.
• Interviewed, trained and supervised 9 front desk volunteers.
• Participated in outreach to local communities of homeless youth resulting in an 18% increase in new clinic visits over a 4 month period and an 8% increase in visits by returning youth.
• Built relationships with youth and provided referrals and basic necessities.

Southern Tier AIDS Program, Ithaca, NY
Harm Reduction Coordinator, 11/2012-10/2013
• Provided harm reduction information, safer injection supplies and community referrals to 68 participants in rural syringe exchange program.
• Supervised and trained 8 volunteers and 3 staff on confidentiality, safety, and operating procedures.
• Coordinated and conducted community outreach, marketing, and education presentations in 6 rural communities and towns attended by a total of 117 local residents.
• Secured $22,000 in funding through writing grant proposals to 3 foundations and corporations.
• Established budgets, managed grants, and reported to funders on a bi-annual basis.
• Developed and conducted program evaluation resulting in 18-page report for program leadership with recommendations for program improvement and established new metrics for future evaluation.

RESEARCH EXPERIENCE:
University of Washington, Alcohol and Drug Abuse Institute, Seattle, WA
Research Assistant, Measurement and Assessment of Risk on the Street (MARS), 9/2016-Present
• Established budgets, managed grants, and reported to funders on a bi-annual basis.
• Secured $22,000 in funding through writing grant proposals to 3 foundations and corporations.
• Established budgets, managed grants, and reported to funders on a bi-annual basis.
• Developed and conducted program evaluation resulting in 18-page report for program leadership with recommendations for program improvement and established new metrics for future evaluation.

Samuel P. Harnett, Chair, 3/2016
• Work with 4 Youth & Family Programs staff members to create curriculum and supplementary activities for a new summer camp program opening June 2017 for elementary and middle school students.

Teaching Assistant, Earth & Space Sciences, University of Washington, Seattle, WA
• Taught quiz sections, graded assignments, and managed labs for 3 undergraduate geology classes

Science Educator & Program Manager, Oregon Valley Community College, Bend, OR
• Co-coordinated 6 week-long summer day camp sessions for over 300 elementary aged students
• Managed 7 field trips for an additional 520 4th grade students in collaboration with the National Forest Service and local municipalities between October and May each year
• Developed and published science curriculum meeting state standards for all day camps and field trips resulting in 3 new partnerships with local elementary and middle school teachers
• Ordered, inventoried, and managed over $8,000 of laboratory and curriculum supplies
• Trained 8 undergraduate camp counselors and 13 high school assistant counselors in key science concepts, lab experiments, and safety procedures for summer day camp sessions

ORANGE EXPERIENCE & ACTIVITIES:
• Member, National Community Public Health Association, 1/2012-present
• Board Member, King County Community Health Coalition, Seattle, WA, 12/2013-7/2015
• Spanish Language Assistant, Carleton College, Northfield, MN, 9/2010-5/2011
• Augustana College Summer Spanish Program, Center for Inter-American Studies, Ecuador, 6/2011-8/2011
• Member, Latin American Student Organization (LASO), Carleton College, Northfield, MN, 4/2009-5/2011

Independent Project: Geological Analysis of Norwegian Fjords, Oslo, Norway Spring 2009
Senior Project: Groundwater Fluctuations in Eastern Oregon and Implications for Water Use
Thesis: Slope Stability Analysis of Seattle Neighborhoods
University of Oregon, Eugene, OR
M.S. Earth & Space Sciences
Senior Project: Groundwater Fluctuations in Eastern Oregon and Implications for Water Use
Independent Project: Geological Analysis of Norwegian Fjords, Oslo, Norway
Spring 2009

RELATED EXPERIENCE
Curriculum Assistant Volunteer, Pacific Science Center, Seattle, WA
• Work with 4 Youth & Family Programs staff members to create curriculum and supplementary activities for a new summer camp program opening June 2017 for elementary and middle school students.

Teaching Assistant, Earth & Space Sciences, University of Washington, Seattle, WA
• Taught quiz sections, graded assignments, and managed labs for 3 undergraduate geology classes

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• Developed and published science curriculum meeting state standards for all day camps and field trips resulting in 3 new partnerships with local elementary and middle school teachers
• Ordered, inventoried, and managed over $8,000 of laboratory and curriculum supplies
• Trained 8 undergraduate camp counselors and 13 high school assistant counselors in key science concepts, lab experiments, and safety procedures for summer day camp sessions

Program Coordinator, Science Division, Oregon Valley Community College, Bend, OR
• Work with 4 Youth & Family Programs staff members to create curriculum and supplementary activities for a new summer camp program opening June 2017 for elementary and middle school students.

Science Outreach Assistant, University of Oregon, Eugene, OR
• Work with 4 Youth & Family Programs staff members to create curriculum and supplementary activities for a new summer camp program opening June 2017 for elementary and middle school students.

ADDITIONAL EXPERIENCE
Research Assistant, Lucy Walker Lab, University of Washington, Seattle, WA
• Work with 4 Youth & Family Programs staff members to create curriculum and supplementary activities for a new summer camp program opening June 2017 for elementary and middle school students.

Science Outreach Assistant, University of Oregon, Eugene, OR
• Work with 4 Youth & Family Programs staff members to create curriculum and supplementary activities for a new summer camp program opening June 2017 for elementary and middle school students.

PROFESSORSHIP:
Graduate Student Example
SHI-FANG (SUSAN) CHEUNG
Seattle, WA
sfcheung@uw.edu | 206-123-4567 | www.susancheung.com

SKILLS & ACHIEVEMENTS
• Passionate and skilled UX designer with proficiency in usability research, observation and analysis, wireframing/Axure, and Adobe Suite
• 2 years of experience in corporate digital marketing
• Excellent presentation and communication skills
• Bilingual in Mandarin Chinese (native) and English (fluent)

EDUCATION
University of Washington, Seattle, USA Expected Aug. 2017
Master of Communication in Digital Media
Relevant coursework: Advanced User Research and UX Strategies; Qualitative Research Methods, Digital and Social Media Analytics, Programming and Data Science for Social Media

National Taiwan University, Taipei, Taiwan Aug. 2012
Bachelor of Arts in Sociology

REPRESENTATIVE PROJECTS
Porch.com Usability Research, Advanced User Research Final Project Winter 2017
• Conducted Heuristic reports, created personas and related surveys, developed 6 usability tests
• Received excellent grade and scheduled to submit self-explanatory report to Porch’s UX team

Freecycle Mobile Application, Introduction to User Research Final Project Fall 2016
• Developed mock mobile app based on freecycle.org concept of reuse and sustainability
• Designed user interface prototype through wireframes and user research

EXPERIENCE
Marketing Assistant at Kingston Technology, Taipei, Taiwan Jan. 2013 – Nov. 2015
• Researched and developed digital marketing plans for Lead Marketing Team
• Designed digital and print marketing materials for company’s showcase at International Consumer Electronic Show (CES) attended by over 1,000 people
• Contributed to website revamp by conducting needs assessments, determining priorities, and establishing workflow timeline

ACTIVITIES AND INTERESTS
• “Live Tweet” Volunteer, Seattle Interactive Conference Nov. 2016
• Founding Member, Digital Marketing Club, National Taiwan University Sept. 2011 – Aug. 2012
• International travel (over 18 countries)

Grace H. Nowak
1100 NE Campus Parkway
Seattle, WA 98195
206-000-0000
gracehnowak@email.edu

EDUCATION
Ph.D., Microbiology, University of Washington, Seattle, WA, expected June 2017
Dissertation: Regulation of aerobic gene expression in Escherichia coli
Advisor: Thomas W. Advisor

B.S., Biology, University of Puget Sound, Tacoma, WA, June 2009

PUBLICATIONS
Referred Journal Articles

Manuscripts in Preparation

Abstracts

FELLOWSHIPS & AWARDS
National Institutes of Health Pre-doctoral Fellowship, August 2009-present
Department of Biology Fellowship, 2012
RESEARCH EXPERIENCE

Doctoral Research Fellow, Department of Biology, University of Washington, Seattle, WA
August 2011-present
   Designed and conducted experiments for the purification and characterization of the repressor for the sn-glycerol phosphate regulation of Escherichia coli K-12. Identified structure of the gpl repressor and determined DNA binding domains.

Pre-Doctoral Research Fellow, National Institutes of Health, Poolesville, MD
August 2011-July 2012
   Synthesized and purified hundreds of oligonucleotides. Synthesized DNA. Constructed a cosmid library from human blood DNA.

Research Assistant, Department of Biology, University of Washington, Seattle, WA
September 2010-August 2011
   Performed protein bioassays ad prepared tissue cultures. Assisted with DNA preparations for DNA fingerprinting including isolating DNA and gel electrophoresis. Analyzed data.

INDUSTRY RESEARCH EXPERIENCE

Biology Research Technician, ZymoGenetics, Inc., Seattle, WA
June 2009-August 2010
   Participated in DNA fingerprinting project, digested genomic DNA with restriction enzymes. Separated digested DNA fragments by electrophoresis through agarose gels and transferred by Southern blotting technique. Prepared buffers, photographed gels, developed autoradiographs.

TEACHING EXPERIENCE

Laboratory Instructor, Department of Biology, University of Washington
September 2014-June 2015
   Primary lab instructor for 2 undergraduate introductory microbiology courses.

Teaching Assistant, Department of Biochemistry, University of Washington
September 2011-June 2012
   TA for 3 undergraduate biochemistry classes. Advised students.

PROFESSIONAL AFFILIATIONS

American Society for Microbiology, 2011-present

Sigma Xi, the Scientific Research Society, 2010-present

Morgan Chen
1234 56th St NE, Apt 78 / Seattle, WA 98195
mchen1234@uw.edu / 206.555.5555

EDUCATION

University of Washington, Seattle, WA
Bachelor of Science – Psychology, Expected June 2017
   • Minors - Gender, Women, & Sexualities Studies and Law, Societies, & Justice
   • University Honors Program - Major GPA, 3.8/4.0; overall GPA, 3.6/4.0
   • Course Highlights – Psychology of Gender; Women and the Law; Feminist Understanding of Victims; Women and Violence; Self-Concept; Race, Gender, and Sexuality in the Media

Study Abroad – Amsterdam, Netherlands
Four-week international experience focused on crime, law, and justice in the Netherlands and the US, sponsored by the UW Honors Program

RESEARCH INTERESTS

• Resilience among female and male targets of violence
• Factors influencing women’s decisions to report violence
• Methods of empowering young girls to self-advocate
• Sociocultural factors affecting development of gender role perceptions

RELEVANT PROJECTS

   • Collaborated with local relationship violence support center
   • Interviewed 9 relationship violence victims regarding factors that encouraged or inhibited reporting the violence to law enforcement
   • Presented paper at UW Undergraduate Research Symposium

“Understanding the Relationships Among Television Exposure, Parenting Style, and Adolescents’ Likelihood to Report Sexual Assaults” (Final paper for Gender and Violence course, Winter 2015)
   • Analyzed national database survey responses from adult women who had experienced at least one sexual assault occurring between the ages of 10 and 20
   • Conducted chi square tests on 1,238 participants and wrote 19-page paper

RESEARCH EXPERIENCE

Research Assistant, September 2015 – June 2016
Psychology Department, Professor David Duncan Lab, University of Washington
   • Coded interviews of parents describing their discipline practices
   • Entered data from 60 interviews into SPSS

Lab Tech, January 2015 – March 2015
Psychology Department, Professor Maria Munoz Lab, University of Washington
   • Ensured that Stress/Relaxation Lab equipment was continually updated and functioning well
   • Calibrated relaxation induction equipment
   • Recorded and coded data
RELATED WORK EXPERIENCE

Peer Advisor, September 2015 – Present
Career Center, University of Washington
- Review students’ resumes and cover letters for formatting, content, and clarity
- Facilitate mock interviews with undergraduates applying for jobs and graduate programs

Peer Health Educator, September 2016 – Present
Health Education Leadership Program, University of Washington
- Present information on various health-related topics to groups ranging from 5 to 95
- Organize fairs and events that promote healthy choices

Psychology Tutor, September 2014 – June 2015
Center for Learning & Undergraduate Enrichment, University of Washington
- Led one-to-one tutoring sessions regarding introductory psychology courses
- Tutored approximately 6 students weekly

LEADERSHIP & VOLUNTEER EXPERIENCE

Mentor, September 2015 – June 2016
DREAM Project, University of Washington
- Assisted low-income and first generation high school students in attaining higher education
- Guided 3 students as they completed application forms and financial aid materials

Note-Taker, September 2014 – June 2015
Disability Resources for Students, University of Washington
- Attended each session of the 3-course organic chemistry series
- Scribed notes for two students with disabilities

HONORS & AWARDS

Dean’s List, University of Washington, 9 consecutive quarters
Outstanding Psychology Student, University of Washington, June 2016
Mary Gates Endowment Research Scholarship, University of Washington, November 2015
Advanced Placement Scholar, June 2013

AFFILIATIONS & ACTIVITIES

Psi Chi, November 2015 – Present
Phi Beta Kappa Honors Society, November 2016 – Present
American Psychological Association (student member), May 2015 – Present
UW Women’s Choir, September 2014 – June 2016
UW Ultimate Frisbee Intramural Team, September 2013 – June 2014

PRESENTATION

October 15, 2017

Ms. Ann Smith
Vice President, Analyst Recruiting
Global Analyst, Inc.
123 Northwest Avenue
New York, NY 12345

Dear Ms. Smith:

I am writing to you to express my interest in the financial analyst internship for summer 2017. I believe that my interest in investment banking, coupled with my major in Industrial & Systems Engineering and minor in finance, make me an ideal candidate for your position. My strengths as related to this internship role include the following:

- I had an internship with Clothing Corp. as a financial analyst. I was able to develop strong practical and analytical skills and had the opportunity to observe, from an operational perspective, what it takes for a company to succeed and thrive.
- My classroom and project experience in ergonomics allowed me to work successfully in a team to redesign operations for a small business in order to improve efficiency. I developed my communication and leadership capabilities, as I was in charge of delegating tasks, creating the working outline, and compiling our finished product.
- While maintaining a 3.75 GPA, I have been an active leader on campus. I served as the treasurer of my fraternity, Kappa Theta Delta. Additionally, I am an active participant in the Environmental Engineering Design Team, which works to solve environmental problems through innovative and environmentally sound engineering. Specifically, I have worked on a project to create a more green work environment for large corporations that waste a great deal of paper products.
- Finally, I also successfully manage my own investment portfolio.

I believe that my demonstrated success and interest in the field makes me an excellent fit for this program. I hope that you find my skill set to be in line with your needs, and I look forward to an opportunity to interview for this position.

Sincerely,

John Washington

John Washington
johnwash@uw.edu
(206) 785-2938

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**Sally Washington**

(206) 300-0000 • wsal@uw.edu • 1000 Townhouse Lane, Bellevue, WA 98008

**Summary of Qualifications**

- Well-rounded electrical engineering student with industry & research experience in signal processing.
- Proficiency in C/C++, Python, Java, bash scripting, OpenCV Library, Point Cloud Library (PCL).
- Proven problem solver with strong team leadership & communication skills.
- Thrives in high-pressure and challenging work environments.
- Multi-lingual: Japanese (fluent in conversational, reading & writing), Spanish (basic conversation).

**Education**

University of Washington (Seattle, WA) June 2017 (expected)
Bachelor of Science degree in Electrical Engineering
GPA: 3.23
Specialized in Digital Signal and Image Processing and Mathematics Minor

**Work and Research Experience**

  - Project 1: Designed vision-based controller for walking speed and heading of bipedal robot.
    o Developed visual pattern detector/tracker application in C++
    o Collaborated with robotics team located in Florida to set up and run tests remotely on robot.
  - Project 2: Identified and measured distortion of lidar sensor data by robot’s face guard (visor).
    o Benchmarked performance of seven visor materials by analyzing quality of lidar scans taken with each visor installed separately
    o Implemented spatial change detector algorithm in C++ to detect changes between lidar scans with and without installed visor.
    o Designed automated testing procedure using bash scripts
    o Investigated and reported ways to preserve accuracy of lidar scans with visor installed.

- **Undergraduate Research Assistant**, University of Washington (Seattle, WA) Dec 2013 – Present
  - Developed software used to automate tracking in video recorded experiments.
  - Implemented foreground segmentation algorithm for detection, using OpenCV in C++.
  - Performed calibration to remove camera lens distortion from data points.
  - Reduced video processing time from 6hrs to 15s (worst case) for ~1,300 frame videos on laptop.
  - Taught the basic programming concepts in and features of C++ to 100 undergraduates.

**Questions to guide you:**

- How much experience do you have in this field?
- What is it about your personality that makes this job a good fit for you?
- What accomplishments are you most proud of and can best illustrate your abilities?
- What experiences, skills, and characteristics matter in your target job(s)?
- What would you look for if you were the hiring manager?
- What critical problems are you well positioned to solve?

**Summary of Qualifications:**

- 3-5 concise sentences that accurately and effectively summarize your work experience.
- Includes a combination of soft skills and technical (hard) skills.
- Reflects how you want to be summarized as a potential candidate.

**Extracurricular Activities**

- **Society of Women Engineers – Vice President of Community Outreach**, Sep 2015 – Dec 2016
- **UW Engineering Ambassadors – Activities Planner**, May 2014 – Jan 2015
Dear Automotive Americas Hiring Manager:

I am writing in response to the “Vehicle Research – Safety/Crash Engineer” position posted on the University of Washington HuskyJobs website. Currently I am a senior with a 3.42 GPA in Mechanical Engineering. In addition to relevant experience and academic background, I am very interested in the automotive industry and feel that my work values would be a good fit for Automotive Americas.

As the attached resume indicates, my well-rounded background makes me an excellent candidate for your engineering position. I have a total of 12 months experience with test lab settings and procedures, both in industry and through the classroom. As a six-month intern at Engineering Motor Corporation, I developed all aspects of a hybrid engine prototype, including building and testing prototypes using computer simulation to assess performance and safety. I utilized computer-aided drafting methods to design test fixtures and generated test reports during my internship with the Home Health Aide Company. I also developed my leadership and interpersonal skills as president of UW’s American Society of Mechanical Engineers, where I was in charge of a six-person Executive Board and planned our annual departmental banquet for 300 attendees.

I look forward to an opportunity to speak with you about my interest in becoming a productive member of Automotive Americas engineering team. Please contact me at (206) 209-1047 or violetAu@uw.edu at your earliest convenience. Thank you for your time and consideration.

Sincerely,

Violet Gold
Violet Anne Gold
INTERVIEWING FOR JOBS OR INTERNSHIPS

Getting Started
You can be effective and successful in your interviews ... believe that. Interviewing is a skill you can learn. Knowing strengths and articulating them effectively is important and usually takes practice. Interviewing is a “two way street,” meaning the job candidate is interviewing the employer to ensure a good fit and the employer is interviewing candidates to fill a position.

The Employer’s Perspective
There are several primary objectives for the interviewer and you may get questions that directly or indirectly relate to these themes, so it’s smart to keep these in mind!
• Can you do a great job?
• How will you add value to our company?
• Are you a good fit for our organization?
• Will you be a good colleague?

During the Interview: Types of Questions
It’s common for employers to ask you a mix of types of questions, ranging from common-introductory to behavior-based questions. Having researched the employer and studied the position description (prior to the interview) and being yourself and a good listener during interviews, will help you in answering questions effectively.

Common Introductory Questions
These are typically open-ended questions at or near the beginning of an interview.
• Tell me a little about yourself
• What do you know about our organization / company?
• Why are you interested in this position?
Anticipate you’ll be asked questions like this and know what you want to say beforehand, then give your answers to the best of your ability.
For the typical ‘tell me about yourself’ question, consider using this approach (present - past - future - strengths): briefly share where you presently are in your life/education/career; mention important facts from your recent past; describe why you are interested in this current position you are pursuing; and mention several strengths you have that relate to this role and to their company. You will want to practice answering this question so you are comfortable with it!

Behavior-Based Questions
These are fairly common interview questions. Employers generally believe that past actions predict future behavior. These are questions in which you are asked to describe specific situations when you have demonstrated a skill critical for success in the position you are seeking.

• Tell me about a time that demonstrates your problem-solving skills
• Give an example of a time when you experienced an unexpected problem and how you handled it
• Tell me about a time that demonstrates your ability to work well on a team
• Describe a project you led. What did you do to keep it on track?
• Tell me about a time you experienced an interpersonal difficulty and how you handled it

Try to answer with a specific example and use the STAR method.

The STAR Method
Use the STAR method to help you respond effectively to behavioral interview questions. This method also provides the interviewer with a relevant, specific, descriptive example of using your skills. Tell a brief story in your answer using STAR

Situation: the context of what happened
Task: what you were supposed to do
Action: what you did to accomplish your tasks
Result: what you accomplished and/or learned

Ending your answer with results brings your response to a natural close.

Questions to Ask (and Not Ask) the Employer
• Is there anything else you would like to know about me in terms of my strengths and how I can make a contribution?
• What results do you expect to get from the person in this position?
• What is a typical day like for the person in this position?
• What do you enjoy most about working here?
• What opportunities exist for advancement and growth?
• What do you see as the biggest challenge with this position in the first six months?
• What are the next steps in the job application/hiring process?

Questions NOT to ask during the interview:
• Don’t ask about salary, raises, benefits, flex-time, leave/vacation accrual
• Questions that reveal you havent done your research into the position/employer prior to interview

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Postdoctoral and Research Fellow training positions are currently available in Dr. Gary H. Gibbons’ research program in the Genomics of Metabolic, Cardiovascular and Inflammatory Disease Branch of the National Human Genome Research Institute (NHGRI). The successful candidate will join Dr. Gibbons’ multi-disciplinary research team composed of research fellows, staff, and students with a range of expertise including: genetics, epidemiology, health disparities research, bioinformatics, systems biology, clinical science, computational biology and molecular medicine.

Dr. Gibbons’ research program is particularly interested in elucidating the systems biology, bio-social interactions and molecular networks that mediate the predisposition of individuals of African ancestry to cardio-metabolic disorders and cardiovascular complications (hypertension, obesity, cardiovascular disease, and stroke). The conceptual framework of the program seeks to integrate a multi-level approach that incorporates both systems biology and a socio-ecologic model in understanding the multi-dimensional determinants of ancestry-related differences in health and disease. For more details on Dr. Gibbons research program please visit https://www.genome.gov/27557487/gibbons-scientific-summary/.

The qualified candidates should be highly motivated and have a doctoral degree with research experience and training in one of the following: genetics, genetic epidemiology, statistical genetics, computational biology, systems biology, bioinformatics, molecular biology or related fields upon the start date in the lab. Previous post-doctoral research experience in these fields is desirable.

Interested applicants should submit their curriculum vitae, a detailed letter of interest, and the names of three potential references to Dr. Gary H. Gibbons. Correspondence should be sent to gibbonslab@mail.nih.gov or mailed to:

Gary H. Gibbons MD.
c/o Adam Davis PhD.
Cardiovascular Disease Section
Genomics of Metabolic, Cardiovascular and Inflammatory Disease Branch
National Human Genome Research Institute
Building 10, Room 7N321
Bethesda, Maryland 20892

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DATA SCIENTIST

212-854-5660 datascience.columbia.edu datascience@columbia.edu

My passion is using data to solve complex, real-world problems. I have had the amazing opportunity to study machine learning, data mining, and advanced statistical theory for my MS in Data Science. Equipped with essential technical skills and extensive hands-on experience, I look forward to harnessing the power of data science to help shape the world around us for the better.

EDUCATION
Columbia University in the City of New York
Master of Science in Data Science 2018
- Algorithms for Data Science
- Probability & Statistical Inference
- Machine Learning for Data Science
- Exploratory Data Analysis & Visualization

University of Washington
Bachelor of Science 2017

EXPERIENCE
Data Science Capstone Project
A semester-length data science project sponsored by a faculty member or Data Science Institute industry affiliate that synthesizes the statistical, computational, engineering challenges & social issues involved in solving complex real-world problems.

SKILLS
COMPUTER SCIENCE
Python, Java, R, C++

QUANTITATIVE SKILLS
Linear Algebra, Calculus

LEADERSHIP
Columbia Data Science Society

HOBBIES
Networking in New York City, Friends, Music, Meetups, Hackathons

REFERENCES
Available upon request at datascience@columbia.edu

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