The University of Alabama Career Center is pleased to offer the 2017-18 Career Guide, a resource that provides ideas, recommended steps, and examples for your career planning and job-search efforts. Our material is based on research of best practices and is tailored where possible for UA students and alumni. Topics covered can be discussed personally with a Career Center staff member in one of our four offices any weekday from 8 a.m. to 5 p.m. We look forward to working with you as you plan your career and launch your job search.

Main Office
3400 Ferguson Student Center • 205-348-5848
career.ua.edu
@UACareerCenter
UA Career Center
University of Alabama Career Center

Career Center at Culverhouse
249 Bidgood • 205-348-2691
cba.ua.edu/career
@CareersCBA
The University of Alabama-Culverhouse College of Commerce & Business Admin.

Career Center @ C&IS
Reese Phifer Hall • 205-348-5848
cis.ua.edu/current-students/career-center-cis/

Engineering Satellite
1004 Bevill • 205-348-4839

The University of Alabama
CAREER.UA.EDU
WHAT THE CAREER CENTER CAN DO FOR UNIVERSITY OF ALABAMA STUDENTS AND ALUMNI

CAREER ADVISING
A career consultant can provide you information and guidance for selecting a major, exploring careers, preparing to be a competitive job-seeker, etc. Make an appointment in Handshake and get to know your consultant.

ASSESSMENTS
Our career consultants are able to help you assess your interests, preferences, values, and skills and will discuss with you how these personal factors influence your career planning, from your first year and onward.

GROUP AND CLASS PRESENTATIONS
Our staff welcomes opportunities to speak to classes and student organizations regarding career preparation, graduate school planning, and our services.

CAREER FAIRS
The fall and spring career fairs are great opportunities to learn more about future employers. For dates and more information, check the events calendar on career.ua.edu, or look on Handshake.

EMPLOYER INFO SESSIONS
Before conducting interviews on campus, employers may hold information sessions to talk with candidates about their organizations and the positions for which they are interviewing. Employers not interviewing on campus may also schedule information sessions to promote their opportunities and talk with prospective applicants. Find upcoming sessions on career.ua.edu and in Handshake.

ON-CAMPUS INTERVIEWS
Employers from across the country conduct interviews in the main Career Center office (3400 Ferguson Student Center). To see employers and apply for interviews, activate your Handshake account and upload your resume. Employers may conduct an initial screening to select qualified candidates.

PEER ADVISORS
Undergraduate peer advisors are trained to assist with resumes, cover letters, and interviewing, and are available for individual conversations and group presentations. Check the advisor schedule on career.ua.edu.
WHAT THE CAREER CENTER CAN DO FOR UNIVERSITY OF ALABAMA STUDENTS AND ALUMNI

Access Handshake by visiting career.ua.edu/Handshake or ua.joinhandshake.com.

HANDSHAKE

Handshake is The University of Alabama’s online recruiting system that allows students 24/7 access to search jobs and apply for on-campus interviews. Jobs are posted for all UA majors and the criteria for applying vary, and job locations are national and international.

Among the key features Handshake lists for recruiters and its 3.5 million student users:

- Students can quickly build rich profiles, enjoy continual personalization of career recommendations based on interests and connections, and search 500,000 postings by 120,000 companies.

- Employers can use multi-school postings, direct applicant filtering, powerful applicant filtering, and dedicated employer training and support.

FIND JOBS, INTERNSHIPS, AND ON-CAMPUS INTERVIEWS

Along with searching Handshake for job postings, you can apply for job interviews in Handshake, as well. Recruiters conduct interviews at UA each fall and spring semester; more than 150 employers held interviews on campus during the 2015-16 academic year.

SCHEDULE AN APPOINTMENT

Whether you need help with your resume or want to talk about choosing a major, you can use Handshake to schedule an appointment with a career consultant. Once logged in, select the Appointment tab on the left. You will be taken through a few simple steps to schedule a time that suits you.

START USING HANDSHAKE

To begin using Handshake, go to career.ua.edu/Handshake. Follow the instructions for logging in to your account. An account that you’ll need to complete is created for you soon after you begin classes at UA.

Be sure to complete your profile thoroughly, as it will be viewed by employers in their search for highly qualified candidates.

When you’re ready to browse job postings or sign up for on-campus interviews, you will need to upload a resume. A Career Center staff member will review your resume to make sure you’re set to share it with employers.

If you haven’t written or updated your resume, you might find the information and sample resumes on pages 25-37 helpful. Additional tweaking will give you the polished, tailored document you want. Your resume is important because it may be the first document employers see.

If you have questions about starting your resume or if you would like to have your resume reviewed, make an appointment in Handshake or call the main office at 205-348-5848.

Note: If you are interested in finding a job on campus, visit the UA Human Resources page: careers.ua.edu/jobs.

CAREER CENTER WEBSITE (career.ua.edu)

We encourage you to become familiar with our website and include it among your career-planning and job-search resources. You can take advantage of our free online tools at your convenience from any location.

Online services and resources include:

CareerBeam: This site is a virtual career success center that helps you clarify your career goals, research careers and industries, develop a networking plan, and implement a targeted job search.

Candid Career: Choose from thousands of informational videos to view on jobs, industry professionals, and related topics.

Virtual mock interviews: Interview Stream is a virtual interviewing system that allows you to record practice interviews privately from your home or in the Career Center. Information on completing a virtual mock interview are on page 49.
Career consultants in the Ferguson Student Center office and satellite offices in Bidgood, Reese Phifer, and Bevill halls are eager to help students champion their career action plans.

The semiannual career fairs at Coleman Coliseum and other career events throughout the academic year represent hard work by students, recruiters, and Career Center staff.

DEVELOPING SKILLS & STRATEGIES

Career Action Plan
Choosing a Major
Explore Careers; Off-the-Beaten-Path Careers
Informational Interviewing and Job-Shadowing
Building Your Career Network
Transferable Functional Skills
Self-Management Skills
Career-Readiness Competencies
Internships and Co-op Education
Making Your Dreams of Overseas Study a Reality
Get Involved on Campus and in the Community
The Most Effective Job-Search Strategy: Networking
Professional Headshots
Your Personal Brand; Effective Online Networking
Making the Most of Your Career Fair
Additional Job-Search Strategies
Researching Employers
Your Best Work Environment
FIRST- AND SECOND-YEARS

- Learn more about UA majors. Think of each major in terms of the skills and knowledge you will gain to prepare you for a variety of occupations.
- Browse the Occupational Information Network, onetonline.org, to expand your knowledge of possible careers.
- Meet with someone in the Career Center to discuss any questions you have about career planning.
- Talk with an academic advisor to plan a course of study related to your interests and career goals.
- Complete an informational interview to gain a professional’s perspective and advice.
- Get to know upperclassmen, faculty members, and administrators who can provide you with information about majors and career options.
- Visit the Center for Service and Leadership to learn about volunteering. Volunteering allows you to serve the community, explore career options, network, and build skills.
- Browse student employment opportunities on and off campus (see jobs.ua.edu).
- View the Student Organization Directory to identify opportunities for campus involvement.
- Talk with the Cooperative Education Office (coop.eng.ua.edu) or internship coordinators in your academic area about experiential education opportunities.
- Begin to develop your resume and meet with the Career Center for feedback and assistance.
- Start your Handshake account and upload your resume. Begin searching for summer jobs or internships.
- Get to know people from different populations through campus and community involvement. Visit the UA Crossroads website, crossroads.ua.edu, for information about intercultural activities.
- Demonstrate professionalism in your interactions and emails.

CAREER ACTION PLAN

JUNIORS AND SENIORS

- Update your profile and resume in Handshake.
- Check the Career Center calendar of events routinely for job application deadlines.
- Visit the Career Center to have your application materials reviewed and to discuss job-search strategies.
- Before your actual interview, use Handshake to schedule a mock interview in the Career Center.
- Take on a role of responsibility in a student organization or community project to develop leadership and time-management skills while building your resume.
- Identify career mentors. Talk with a career consultant for suggestions on identifying mentors.
- Continue developing skills and relationships through student organizations, internships, part-time employment, and volunteer experience.
- Brush up on dining/professional etiquette. This guide’s later sections offer tips and additional resources.
- If interested, research programs and entrance requirements for graduate school. Make plans to take entrance exams. Set up a timeline to apply.
- Talk with professors and supervisors about serving as references and provide them a copy of your resume.
- Explore career options by viewing job descriptions in Handshake and attending employer information sessions held throughout recruiting season.
- Research how social media networking might help in your job search.
- Create a professional LinkedIn profile and begin connecting with others.
- Attend career fairs and employer panels, preparing ahead of time to engage employers in conversation about your qualifications and employment opportunities.
- Identify recruiting opportunities on and off campus. Sign up for on-campus interviews through Handshake, which can be accessed from career.ua.edu/Handshake.
CHOOSING A MAJOR

Before choosing a major, clarify how your major fits with your goals for college and your career. Ask yourself the following:

• Do I want a major that will prepare me specifically for the career I have in mind?
• Do I want a major that will provide me with a broad skill set?
• Do I want a major that will enhance my chances of acceptance into graduate or professional school?

Self-awareness is necessary for choosing your major and your possible career path because you will invest time and effort into each. Allowing time for self-reflection while choosing a major may lead to more informed decisions, reducing the likelihood of rethinking your choices down the road. As part of your self-reflection, it may be helpful to explore the following:

• **Interests:** What do I enjoy doing? How do I spend my leisure time? What subjects do I like?
• **Personality:** What energizes me? What environment suits my learning and work style?
• **Values:** What is important to me? What motivates me to take action? What problems would I like to solve?
• **Skills:** What are activities in which I excel? What are my natural abilities?

Identifying Themes from Previous Experiences

Think of experiences in your life when you felt confident in what you were doing or felt things came naturally for you.

1. Describe these with enough detail to capture the setting, the actions you were taking, and the people around you (if any).
2. Look at your descriptions and identify recurring words.
3. Do you see themes among your experiences? If so, what are they?
4. Are you taking similar actions in each of these experiences?
5. Are you working alone or with others?
6. What was being accomplished in each of these experiences?
7. Were there specific challenges or problems being solved?
8. What skills were you demonstrating?
9. What about the situation excited you the most?
10. Do you want to explore careers that will offer you similar challenges?
How many careers can you describe in detail? Having limited knowledge of occupations may lead you to make assumptions about what skills are necessary to succeed in a given career. Occupations are constantly evolving, as are the needs of employers.

Knowing how your overall skills and qualifications can add value to an organization will not only help you secure your first job, but also stay relevant and advance as a professional. When faced with career decisions, there are basic questions to answer:

- What kind of work do I want to do based on my interests, abilities, values, and personality?
- Am I prepared? How will my skills and qualifications add value to that occupation/organization?
- Are the requirements of this occupation reasonable to me?
- Where are the employment opportunities?

The process of exploring careers can begin through online research or by talking with professionals in your fields of interest. Experiencing the profession as a volunteer, intern, or part-time employee may be the best way to learn about a career. The following resources may help answer the above questions.

**Easy Steps You Can Take If You’re Exploring Majors**

**Take a look at a complete list of UA majors.** At [ua.edu/majors](http://ua.edu/majors), scroll past majors you would not consider, but don’t eliminate majors simply because you know nothing about them. By clicking each major listed, you can get a general description and other information to help you determine if this might be a fit for you.

The Career Center, in partnership with [WhatCanIDoWithThisMajor.com](http://WhatCanIDoWithThisMajor.com), offers a section on [career.ua.edu](http://career.ua.edu) that pairs this resource and UA’s majors for ease of comparison.

**Review the list of occupations often associated with your top majors.** List at least five occupations or fields you think you might like or that you can’t rule out with additional information. The [Occupational Information Network (O*Net; onetonline.org)](http://onetonline.org) can help.

**List common skills, knowledge, and abilities required for the occupations you identified.** Refer to your list of academic areas/majors. Which appears to offer the best opportunities for you to develop the qualifications for the occupations of greatest interest to you?

In the Undergraduate Catalog ([catalog.ua.edu](http://catalog.ua.edu)), you will find brief course descriptions for each academic department. Which majors have courses that appeal to you based on your interests and/or career-preparation needs? Identify a faculty member from the department website or ask a career consultant to recommend someone and schedule an appointment to talk about the major. Make a list of questions before the appointment. If you continue having trouble deciding, you might consider possible issues preventing you from making a decision. Find help with the Career Center; make an appointment in Handshake or call 205-348-5848.

**Offbeat Careers**

If you’re drawn to occupations that seem off the beaten path (that is, not typically advertised in databases or filled through on-campus recruiting), then you should prepare for a more challenging job search. Networking can help in any type of job search; for some occupations, though, finding a professional to talk with seems as challenging as finding an actual job. Let your personal contacts know what you’re interested in and the type of careers you’re targeting. Never rule out the possibility that your network can produce the right connection.

The [Occupational Outlook Handbook (OOH; bls.gov/ooh)](http://bls.gov/ooh) provides detailed information on careers from 25 occupation groups, including Arts and Design; Entertainment and Sports; Farming, Fishing, and Forestry; and Life, Physical, and Social Science. Say you dream of creating visual effects for video games; you can read in the OOH about how to become a multimedia artist or animator with articles, profiles of professionals, and websites of professional associations for different careers.

**Resources for Researching**

- Watch brief videos of professionals from thousands of occupations talking about their careers. Look for the Resources tab on the Career Center website, [career.ua.edu](http://career.ua.edu), and select Candid Career from the menu.
- Scan career information presented in bullet-point format by searching keywords at O*Net, [onetonline.org](http://onetonline.org).
- Learn about daily tasks, work settings, salaries, projected growth, and more through the U.S. Department of Labor Statistics website, [bls.gov/ooh](http://bls.gov/ooh).
An informational interview is a conversation with a contact who can help you learn more about a career, an industry, or even a specific organization. You can get a firsthand account to determine if the career might be a good fit for you.

Job shadowing can be thought of as an extended informational interview. The duration will be decided by you and the person you’re shadowing.

**How do I prepare for these experiences?** Read about the career or organization of interest so you will have a foundation of knowledge from which to generate questions. Be organized with a list of questions and notepad.

**What if I don't know anyone to interview or shadow?** You may be able to identify someone from an organization’s staff directory. Ask family, friends, and acquaintances if they can recommend someone in your targeted profession. A Career Center staff member will also be glad to assist with this.

**What's the best way to request the interview or shadowing experience?** When you contact the person by phone or email, introduce yourself and let that person know you are interested in his or her profession and/or organization. Ask if they would be willing to meet with you to discuss their work. Provide a brief statement about yourself (e.g., major, year in school) and let them know what you are hoping to achieve in the meeting. If pursuing an informational interview, you can ask for a period of approximately 30 minutes. If pursuing a job-shadowing experience, you can let them recommend the length of time.

**Make an excellent impression.** Show respect and professionalism by being on time, dressed appropriately, and aware of the time you’ve been allotted. Write a thank-you note immediately afterward. If the person you interviewed suggested specific actions, report back to let them know the results. If you established good rapport with your interviewee, ask if you might maintain contact as you continue through college and begin your job search. Consider the following when planning questions to ask:

- How would you describe a typical day on the job?
- What do you like most about the job? Least?
- What was your career path? Would you recommend that same path?
- What changes do you anticipate for this industry or profession?
- Do you have any specific advice for me?
- What are your responsibilities in this position?
- What qualifications are most important for this career?
- What are the challenges of this industry or profession?
- What impresses you on resumes of applicants in this field?
- Do you know others in the field with whom I should meet?

**Reflect on what you learned from the interview:**

- What were the most/least appealing aspects of the job described?
- Does this job seem to be one in which I would like to invest my time?
- What will I need to do to prepare for success in this field?
- What steps am I motivated to take to begin preparing?

**BUILDING YOUR CAREER NETWORK**

Build a career network by recognizing the connections you have already. Make a list of everyone you know well, beginning with family and friends. Write a second list to include those with whom you have something in common (a shared social group, religious group, etc.). Add a third list to include those whom you see with some regularity (professors, academic advisors, etc.).

Examine your lists and consider what you know about each of your contacts. Is your classmate’s parent in the field you plan to enter? Does your professor keep in touch with former students who have entered the field of your choice?

Your lists will continue to grow, so organizing your contacts may be necessary. Identify the interactions you plan to have and set a goal for what you hope to accomplish through each. For example, your goal might be to learn if your contact knows anyone in a particular organization in his or her city. It will also help for you to think of the appropriate strategy for communicating with each. You may be able to talk with some in person, while others may need to be reached online or by phone.

Be prepared to take initiative and present yourself professionally when an opportunity arises. Networking is most effective when you see it as establishing a mutually beneficial connection. If you plan to ask your contacts for advice or information, then think of what you might offer them. Remember that a sincere offer of assistance in the future is better than neglecting their interests altogether.
Transferable functional skills are those you can apply in a variety of situations. Recognizing skills you possess and identifying ones you would like to develop help your career-planning in several ways. You can research professions that will allow you to use your skills in a rewarding way, create a plan for developing desired skills, and tell networking contacts and potential employers how your skills will fit with your target profession and organization.

Listed below are activities that represent a wide range of abilities. Highlight the skills you currently possess, circle those you would like to use routinely in your profession, and put a check by those you would like to develop. Consider avenues for developing or strengthening skills such as volunteering, working, actively participating in a student organization, and interning.

**LEADERSHIP AND MANAGEMENT**
- Making decisions
- Delegating responsibilities
- Raising funds
- Mediating between people
- Training others
- Conducting meetings
- Supervising employees
- Developing plans
- Building teams
- Seeing the big picture
- Managing a group
- Evaluating performance
- Identifying potential in others

**ANALYTICAL/ORGANIZATION**
- Compiling statistics
- Comprehending ideas
- Coordinating schedules
- Gathering information
- Organizing data
- Following the stock market
- Improving efficiency
- Staying on budget
- Breaking down complex problems
- Finding markets for new products
- Writing reports
- Interpreting language
- Thinking in a logical manner
- Defining a problem
- Using scientific rules/methods
- Managing financial resources
- Following up on details
- Prioritizing tasks
- Interpreting information

**COMMUNICATION**
- Investigating problems
- Remembering information
- Drafting reports
- Deciding uses of money
- Maintaining accurate records
- Analyzing problems
- Auditing
- Summarizing information
- Drafting budgets
- Following detailed instructions
- Evaluating costs/benefits
- Meeting tight deadlines
- Using math to solve problems
- Synthesizing data
- Editing
- Teaching
- Talking easily with people at all levels
- Writing proposals
- Debating
- Selling products
- Dispensing information
- Conducting interviews
- Speaking to groups
- Promoting events
- Serving as a travel guide

**PHYSICAL/TECHNICAL**
- Assembling things
- Inspecting physical objects
- Gardening
- Building furniture
- Writing computer programs
- Working with animals
- Designing an audio system
- Repairing electronics
- Operating equipment
- Competing physically
- Estimating physical space

**CREATIVE**
- Inventing new ideas
- Brainstorming
- Taking photos
- Arranging furniture
- Preparing food
- Drawing/painting/graphic design
- Designing flyers/ads
- Entertaining people
- Writing creatively
- Writing speeches
- Performing music
- Planning social events
- Designing websites
- Designing clothes

**RELATIONAL**
- Interacting with people
- Working with children
- Listening actively
- Making others feel comfortable
- Persuading others
- Confronting others
- Motivating others
- Understanding other cultures
- Resolving conflicts
- Providing care to others
- Networking with people
- Providing care for others
### SELF-MANAGEMENT SKILLS

Self-management skills relate to how you respond to life situations, how you interact with others, how you relate to your environment, etc. Some may come so naturally to you that they seem more like traits than skills. The fact is, they all require practice. They are transferable because they can be developed and demonstrated in all areas of life. In cases where task-oriented skills can be refined on the job, employers will prioritize candidates with proven self-management skills that fit the job and organization.

Below are examples. Circle ones that you can claim based on your typical behavior. If you have a specific example of when you have recently demonstrated the skill, put a check by it. In an interview, you may be asked to provide examples of demonstrating these skills.

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**Note:** Job-seekers able to connect their skills to the target position leave a much better impression on employers. Research your target job, organization, and industry and identify how your functional and self-management skills apply.
Employers are looking for new graduates to be Career Ready — they know how to use their talents, strengths and interests. The National Association of Colleges and Employers (NACE) has identified eight key competencies for career-readiness. Through your campus involvement, leadership positions and academic work, you can develop skills in these key areas that will prepare you for transition into the workplace.

**Career Management**

Identity and articulate skills, strengths, knowledge, and experiences; navigate career options and pursue these opportunities.

Ex. The student is able to navigate and explore job options that relate to his/her skills and goals, takes the steps necessary to pursue opportunities, and understands how to self promote in the workplace.

**Oral/Written Communication**

Articulate thoughts and ideas clearly and effectively to a variety of audiences; demonstrate public speaking skills.

Ex. The student has public speaking skills; is able to express ideas to others; can write/edit memos, letters, email, and reports clearly and effectively.

**Professionalism/Work Ethic**

Demonstrate personal accountability and effective work habits: punctuality, working productively with others, time management, understand the importance of a professional work image, and demonstrating integrity.

Ex. The student demonstrates integrity and ethical behavior, acts responsibility with the interests of the larger community in mind, and is able to learn from his/her mistakes.

**Teamwork/Collaboration**

Build collaborative relationships representing diverse cultures, races, ages, gender, religions, lifestyles, and viewpoints; work within team structure; negotiate/manage conflicts.

Ex. The student is able to work within a team structure and can negotiate and manage conflict.

**Leadership**

Leverage the strengths of others to achieve common goals; organize, prioritize, and delegate work; use empathetic skills to guide and motivate.

Ex. The student is able to assess and manage his/her emotions and those of others, and use interpersonal skills to coach and develop others.

**Critical Thinking/Problem-Solving**

Exercise sound reasoning and analytical thinking: use knowledge, facts, and data to solve problems and make decisions.

Ex. The student is able to obtain, interpret, and use knowledge, facts, and data in this process and may demonstrate originality and inventiveness.

**Application and Information Technology**

Select and utilize technology to solve problems and accomplish goals.

Ex. Apply computer skills to accomplish a given task and adapt to changing technology.

**Global/Intercultural Fluency**

Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions.

Ex. The student demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals’ differences.

**PRO TIP**

Hear our campus partners’ advice on these competencies in our video series on career.ua.edu.
Steps You Can Take If You’re Exploring Careers

In addition to providing opportunities to develop skills sought by employers, gaining career-related experience before graduation enables you to try out your career of interest and confirm or redirect your goals. Participating in the day-to-day work and observing the culture and environment are the best ways to research a career.

ABOUT INTERNSHIPS

Internships are opportunities to learn through practical experience and can be found in most fields. Internships may be paid or unpaid and may be full-time or part-time. Most positions are for one semester, though some are designed for longer periods. **All internships should have the common goal of providing students a chance to learn while they contribute to an organization’s daily operations.** In some cases, academic credit may be awarded for internship completion. Check with your academic advisor to determine if this is a possibility for you.

HOW DO I FIND AN INTERNSHIP?

- Create a Handshake account to view internship postings. Access Handshake through the Career Center website at career.ua.edu/Handshake or through ua.joinhandshake.com.
- Explore internship databases for your industry and check internship postings on employers’ websites.
- Network and learn about openings by attending career fairs.
- Meet with a career consultant to discuss possibilities, including creating an internship.
- Talk with your departmental internship coordinator.

WHEN SHOULD I DO AN INTERNSHIP?

It’s never too early to begin researching opportunities. Some employers specify juniors and seniors, while others hire freshmen and sophomores. Check with your academic department regarding internship requirements that may exist and be sure to note deadlines for internships. If you get started early, you may be able to do more than one internship during your college career.

WHAT IS COOPERATIVE EDUCATION?

Cooperative education (co-op) is an academic program in which students alternate periods of full-time study with periods of full-time employment. This program offers work that is related to the academic major or career interests of each student, greatly enhancing the student’s employment prospects after graduation. For more information about the UA Co-op Program and possible employment opportunities, visit coop.eng.ua.edu.

EDUCATION ABROAD

Making Your Dreams of Overseas Study a Reality

Spending time in another country has many benefits, including learning about a culture firsthand and developing language skills through daily conversation. The following skills and qualifications are among many you can acquire through your experience abroad: adaptability, self-confidence, independence, analytical skills, language skills, global perspective, cultural intelligence, and cross-cultural communication skills.

CAPSTONE INTERNATIONAL CENTER

Contact a staff member in the Capstone International Center (B.B. Comer) to learn more about studying abroad.

USEFUL WEBSITES

- The University of Alabama Capstone International: international.ua.edu
- U.S. Department of State, passport information: travel.state.gov
- The Student Study Abroad Handbook: studentsabroad.com
- Transitions Abroad (Work, Study, Travel): transitionsabroad.com
- Go Abroad (Work, Study, Travel): goabroad.com
GET INVOLVED ON CAMPUS AND IN THE COMMUNITY

STUDENT ORGANIZATIONS

Find an organization on campus that fits your interests and goals and simply get involved! Offer to head a committee or lead a project if you do not wish to run for an office. Employers will want to know how you have demonstrated leadership skills and you can do that without having a specific title.

VOLUNTEERING

As you work with other volunteers and take on assignments that may be new to you, you are networking and expanding your skills. The Center for Service and Leadership identifies meaningful service opportunities and places students in volunteer projects throughout Tuscaloosa and West Alabama. Learn more about volunteering locally by visiting volunteer.ua.edu. Students interested in volunteering in different locations throughout the world can research volunteer positions and read strategies for getting internships and full-time jobs in the nonprofit sector at idealist.org.

DEVELOPING SKILLS

Among the skills students develop through campus involvement and volunteering are organizing, persuading, promoting, brainstorms, communicating (speaking and writing), budgeting, planning, leading, coordinating, fundraising, recruiting, instructing, tutoring, coaching, creating, and time management. What skills do you need to obtain to be successful in your future career?

LEARNING ABOUT CAREERS

If you can volunteer with an organization closely associated with your career interests, then you may be able to gain valuable insight into the field. For example, if you want to work with a large nonprofit associated with health care, then working with any large nonprofit with a health care focus can be educational. Remember, though, that no two organizations are exactly alike, and your perspective as a volunteer will be different from the perspective of an employee. Observe the activities of the staff, but also ask for informational interviews to get a more comprehensive understanding.

BUILDING RELATIONSHIPS

When you volunteer or become involved in campus organizations, you have the chance to get to know people from other places who may have life experiences different from your own. Conversations in such settings can be as educational as those in the classroom and can introduce you to ideas that may influence your world view and career-planning.

REFLECTING ON EXPERIENTIAL LEARNING

Think about what you learned and contributed through your involvement. This can help you identify the types of experiences you would like to have as you move forward. This will also help you organize your thoughts for describing your experience to others, including prospective employers. The prompts below may help you get started.

I chose to participate in this experience because…
My initial contributions were…
My contributions grew to include…
The activity I enjoyed most was…
The skills I applied were…
This experience influenced my thinking on…
I learned that I can…
The people I met were…
I became more aware of…
As a result of this experience, I would like to…
**NETWORKING**

The Most Effective Job-Search Strategy

Studies reveal that at least 75 percent of jobs are acquired through networking. Networking may strike you as a formal process, but it is often nothing more than a conversation with daily contacts.

### YOUR NETWORKING INTRODUCTION

An introduction developed for networking situations may also be suitable as a response to the popular interview request “Tell me about yourself.” Remember that the goal is to be conversational and less formal, so practice your introduction until it flows naturally.

**INTRODUCTION EXAMPLE**

“I’m a _______ at The University of Alabama, majoring in ________. I chose (major) because _________________. Recently I have been (involved in, worked at, volunteered at, etc.), allowing me to strengthen my skills in _________________. Through classes and projects, I’ve learned ________________ and I believe I can contribute to the ________________ of an organization. I’m eager to take the next step in my career and I appreciate having this opportunity to talk with you.”

### EXAMPLE OF NETWORKING WITH EMPLOYERS

1. Introducing yourself to the employer: “Hi, Mr. Gates, I’m Pat Student. Thank you for taking time to come to UA to speak with us.”

2. Show your interest in the field or organization: “I am very interested in learning more about the internship program you mentioned. Is there an internship coordinator in your organization with whom I might speak?”

3. Get the contact information and, if appropriate, a recommendation: “May I say that you referred me to her?”

4. Express your gratitude: “Thank you very much, Mr. Gates. And again, thank you for taking time to speak with us.”

### EXAMPLE OF NETWORKING WITH DAILY CONTACTS

1. Contact a professor: “Hi, Dr. Lecture, this is Pat Student – I’m in your modern art class.”

2. Ask for help: “I need some assistance and thought you might be able to help.”

3. Specify what you are seeking: “I’m looking for a summer internship with an art museum or gallery.”

4. Ask if the professor knows of any possibilities or contacts: “Do you know of any museums that have hired interns from UA?”

5. Get the contact information OR ask if the professor will keep you in mind: “Is there a specific person you suggest I contact?”

6. Express your gratitude: “I appreciate your time and help. I will let you know how things go.”

### WHERE TO NETWORK

- Career fairs in fall and spring
- Employer information sessions
- Employer panels or guest speakers in classes
- Job-shadowing and informational interviewing
- Employer information tables on campus
- College tailgating activities

### NETWORKING WITH PEERS

Casual conversations can lead to sharing information about job opportunities around the world. You may hope to move to San Francisco, and a peer who prefers another city may have leads on jobs in that part of California. It’s also good to keep in mind that your classmate today may be in a position tomorrow to hire you. The student organization you’re involved in may be full of potential employers or references.

### EXAMPLE OF NETWORKING WITH PEERS

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BUSINESS ‘NETWORKING’ CARDS

While networking with prospective employers or professional contacts, it is not always appropriate or convenient to offer your resume. A recommended alternative is offering a business card that may also serve as a “mini-resume.”

You can choose from a variety of formats, so research your targeted profession or industry to know which styles might work best. UA career consultants will be glad to offer suggestions as well. No matter the style, you want your card to be printed on quality card stock.

The following are items that might be included on a student’s business card:

Front
Name
Phone, email
Graduation date
Degree, major, minor
The University of Alabama
URL of online resume or LinkedIn profile
Interest area (e.g. public relations)

Back
Internships at _________ (way to show relevant experience)
Skills (a few relevant to the field you’re targeting)
Languages (refer to skill level to clarify)
Certifications or licensures
(Note: If you are open to working in any location, then add that.)

PROFESSIONAL HEADSHOTS

For job-seekers who utilize LinkedIn and other social networks in their searches, or for those whose applications require them, a well-made headshot is an important tool to have.

Suggested attire for headshots is business professional; business casual is also acceptable in many cases. In general, photos depict subjects from the waist or chest up and use a background that is either neutral, like a solid color sheet or wall, or is otherwise not too distracting or busy; an outdoor scene with a shallow depth of field, for instance, could be used behind the subject. The face should be well lit and in focus, displaying a confident, professional expression.

Students and alumni can have professional headshots made for free in the Career Center. To schedule an appointment, log into Handshake. For those needing appropriate attire, contact the Career Center about its Crimson Career Closet, which lends professional clothing for free.

To take a photo to be used for professional purposes, stand with your feet firmly planted about shoulder-width apart, make your spine straight, and bring your shoulders back.
YOUR PERSONAL BRAND

Your personal brand is created through your actions, appearance, and words. When interacting in person and online, think about the image you’re presenting. Employers look for people who demonstrate professionalism, including respect for others and themselves. Your brand also includes your unique talents, skills, values, interests, and the contributions you would like to make as a student and professional.

The following questions provide a starting point for you to assess and, if need be, improve your brand. This is not simply an exercise about marketing yourself, but a way to reflect on who you are and the value you can add to society.

What are your natural abilities?
What skills have you developed into strengths?
What are you eager to accomplish or are interested in doing?
What are your top values?

How do you demonstrate respect for yourself and others?
How are you viewed by your peers? Faculty? Supervisors?
What do your social media/online activities say about you?

What does your body language say about you?
What does your verbal communication say about you?
What are your goals for the next year?

EFFECTIVE ONLINE NETWORKING

The following sites are among those recommended for developing your online presence and social networking strategies.

LINKEDIN
(linkedin.com)

Get started by creating your professional profile. Include what you can from the following:

- **Photo** (professional attire, plain background)
- **Headline** (What is your field? What do you want to do?)
- **Summary** (overview of skills and professional interests)
- **Experience** (jobs and accomplishments)
- **Education**

The LinkedIn site provides a Help Center with information on features and best practices.

TWITTER and FACEBOOK
(twitter.com, facebook.com)

Online networking opportunities have increased, but essential elements of networking have not changed.

- **Engage** in networking activities often (weekly Twitter chats, discussion boards, etc.)
- **Keep it from being all about you.** Offer to assist someone with a project or provide him or her with useful information.
- **Follow up.** This can make or break the relationship, and social networking platforms provide convenient opportunities.
- **Commit** to continuing your networking activities even during stretches that seem unproductive.

Follow those recognized as leaders in your field and/or companies that tweet job postings, and post appropriate updates about your job search. Visit the National Association of Colleges and Employers (NACE) social jobs partnership at facebook.com/socialjobs.

INSTAGRAM and PINTEREST
(mobile app/instagram.com, pinterest.com)

NACE’s advice for leveraging Pinterest and similar platforms encourages job-seekers to consider their visual identities, showcase their brands, and highlight organizations and individuals of interest.

- **Build** a professional brand for yourself with content related to your pursuits; rebuild to keep your brand fresh.
- **Interact with** or learn about an organization by liking, commenting, or sharing content.
- **Post a traditional or creative resume** on Pinterest.

PRO TIP

Search University of Alabama Career Center on Twitter, Instagram, Facebook, and YouTube.
MAKING THE MOST OF YOUR CAREER FAIR VISIT

The Career Center hosts several career fairs during the fall and spring semesters. These events offer opportunities for students and alumni to network with employers from a wide range of industries. Descriptions and dates for the Career Center’s different fairs are listed on career.ua.edu. Prepare by following these tips:

I. DRESS FOR SUCCESS

- The serious job-seeker should wear a suit that would be appropriate for an interview (refer to pages 52 and 53).
- Business casual (refer to page 52) is the expected attire if an interview suit is not worn.
- Wear minimal or no jewelry and do not wear cologne or perfume. Some recruiters may be allergic or sensitive to scents.
- Place your name tag on your right side. When the recruiter shakes your hand, your name will be in his or her line of vision.

II. PREPARE TO IMPRESS

- Check the list of employers attending and identify those of interest to you. Research their websites.
- Make brief keyword notes about what you want to discuss with each employer.
- Consider having business cards printed with your contact information, degree, graduation date, major, university, and targeted occupational areas.
- Practice giving a brief statement of what you are seeking in a job or career. Employers evaluate candidates on their ability to communicate qualifications, interests, and goals. Be prepared to share how you see yourself fitting into that organization.

III. DEMONSTRATE YOUR BEST

- Walk and stand with an upright posture that reflects confidence. Wait patiently if a recruiter is speaking with another student.
- Make eye contact when introducing yourself and while talking. Don’t forget to smile!
- Speak clearly. You want the recruiter to be able to hear and understand you.
- Offer a firm handshake. Your handshake is a part of the initial impression you make.
- Know in advance the main points you would like to cover. You don’t want to take too much of a recruiter’s time.
- If the recruiter has items to give away, wait until one is offered before taking it.
- Ask how you should follow up regarding the hiring process.
- Send a personalized thank-you note to each recruiter with whom you spoke.
ADDIONAL JOB-SEARCH STRATEGIES

Though networking is the most effective job-search strategy and should be done routinely, other strategies can be implemented as well. Research using LinkedIn, Twitter, Google+, Pinterest, and other professional social media sites, and incorporate strategies listed below that are relevant to your desired field.

RESPOND TO OPENINGS IN PRINT AND ONLINE

• **Handshake**: Activate your account through the Career Center website, **career.ua.edu**, or directly via [ua.joinhandshake.com](http://ua.joinhandshake.com)
• **On-campus interviews**: Sign up through Handshake
• **Websites of professional associations** (e.g., American Psychological Association, American Marketing Association)
• **Employment services and agencies** run by government and for-profit businesses
• **Organization websites**: Check for “Career” or “Employment” tabs
• **Job databases** created for specific industries or locations

CONTACT EMPLOYERS DIRECTLY

Contact managers in organizations to request an appointment. During your appointment, emphasize your knowledge and interest in their organization. Many job-seekers have used informational interviewing to create new positions by identifying organizational needs (through the interview, research, etc.) and proposing filling these needs with their own skills.

INTERVIEW THROUGH THE CAREER CENTER

During fall and spring semesters, recruiters from a variety of industries come to campus to interview candidates for full-time jobs and internships. Create an account in Handshake to view interview schedules and identify positions for which you qualify.

POSTING YOUR RESUME ON JOB BOARDS

If you choose to add this strategy to your job search, consider the following:
• Make sure your resume is error-free and in the format you like before posting it. After posting your resume on multiple sites, you don't want the task of going back to each one to make edits.
• Review the resume after posting to see how it appears to employers. You may need to edit the format.
• Do not post your references. When you are contacted about a job, the employer can ask for those contacts.
• Include keywords in your resume that accurately reflect your qualifications. Organizations may search on key words from the industry.
• Never post your Social Security number online.
• Find out if the site has an automatic purging date. You may need to update if you have not found a position and still wish to use job boards.

FOLLOW-UP AND RECORD-KEEPING

Follow-up and record-keeping are important for success. Keep records of all interviews, thank-you notes sent, referrals made, and follow-up actions taken. Research recommendations for your field regarding when to follow up after an initial contact or interview.

BE VISIBLE (PROFESSIONALLY) TO EMPLOYERS

Create professional profiles online and engage in social networking appropriately and often. Updating your sites and staying active in discussions shows that you are committed to contributing and not just receiving information. If you frequently update your networking sites, you improve your search-engine advantage.

BE SMART IN YOUR SEARCH

According to the U.S. Department of Labor, employers rely first on internal networks when looking for job applicants. It makes sense that they would turn to those they trust when needing to find new employees. No matter which job-search strategies you use, always ask yourself if there is anyone in your network who might have even a remote connection to the organization you’re targeting. Having someone on the inside mention your name as the resumes are being scanned can be the difference between being noticed and being overlooked.

PRO TIP

Be sure to utilize Handshake for all of your career needs — not only can it connect you with job and internship opportunities, but Handshake also allows you to schedule your own appointments for Career Center services. Try it now at [ua.joinhandshake.com](http://ua.joinhandshake.com).
ADDITIONAL JOB-SEARCH STRATEGIES

If you want to create a great resume and ace your interview, you will need to know the prospective employer. Learning details about the organization allows you to identify its needs and market yourself accordingly. Knowledge gained from employer research also enables you to conduct a more focused, effective job search and confirm that the work environment will be a good fit.

WHY SHOULD I RESEARCH EMPLOYERS?
Researching a company gives you valuable information before you interview and even before you send out your resume. Once you know about an organization, you can shape your resume and cover letter to reflect your abilities and knowledge that will benefit the company. During the interview, the knowledge gained from your research will enable you to carry on a productive conversation.

WHERE CAN I FIND INFORMATION ABOUT EMPLOYERS?
It is best to use a variety of resources to obtain a broader range of information. Most organizations have websites with mission, history, services, etc. Using search engines and social media sites will give you current information. If you find negative information, be sure to check it against other credible sources before making assumptions. Talk with those who know the organization. Be positive in your comments and neutral in your response to negative comments. You are gathering information, not sharing your opinions.

- Company website
- Social media sites (Facebook, LinkedIn, Twitter, et al.)
- Chambers of Commerce
- Government offices – local, state, and federal
- Better Business Bureau
- Campus career fairs
- UA alumni events
- Professional associations
- Trade shows
- Annual reports
- Stock reports
- Former employees
- News websites
- Business publications
- In-house publications
- Competitors and suppliers
- Civic and professional organizations
- Reference USA (referenceusa.com; free access on UA campus)

TIPS FOR CONDUCTING EMPLOYER RESEARCH
- Use a variety of sources and approaches to get a more comprehensive view.
- Research other organizations in the same field to make comparisons.
- Attend career fairs and employer information sessions on campus.
- Request a copy of the in-house newsletter or magazine for info on the organization’s operations.
- Speak to former employees if you know any, but realize that one person’s view may not represent the majority.

EMPLOYER CREDIBILITY
If you learn of a hiring organization that sounds questionable to you for whatever reason, it is worth your time to contact the Better Business Bureau to confirm the employer’s identity. Avoid jobs that require you to pay money up front, and never provide your Social Security number, driver’s license number, or date of birth until you have confirmed the legitimacy of the employer and the job offer.
EMPLOYER RESEARCH WORKSHEET

Current Contact Information

ORGANIZATION ___________________________ WEBSITE ___________________________
ADDRESS ________________________________ PHONE/FAX __________________________
CITY, STATE, ZIP __________________________ EMAIL ________________________________
OTHER OFFICE LOCATIONS __________________________

Learning About the Organization

HISTORY _________________________________
PRODUCTS/SERVICES PROVIDED _________________________________
ORGANIZATION TYPE: PUBLIC / PRIVATE / NONPROFIT  SUBSIDIARIES __________________
PARENT ORGANIZATION ___________________________ UNIONIZED: YES / NO
INTERNATIONAL ACTIVITY __________________________
RECENT ACTIVITIES (Has latest news coverage been good or bad?) ___________________________
NEW PRODUCTS ___________________________ JOINT VENTURES __________________________
ACQUISITIONS ___________________________ INNOVATIONS ___________________________
SOCIAL MEDIA ACTIVITY __________________________

Learning About the People Within the Organization

CEO/PRESIDENT (Titles of key personnel vary by industry) ___________________________
VICE PRESIDENTS ___________________________
OFFICERS/BOARD MEMBERS ___________________________
MANAGERS/DIRECTORS ___________________________ HUMAN RESOURCES ___________________________
ORGANIZATIONAL PHILOSOPHY ___________________________

NOTE: Depending on your field, you may have different categories to research. For example, prospective teachers researching school systems will want to find out about class sizes, community and parent involvement, student achievement, and district goals and resources. Learn what is important for your field and make sure you gather information relevant to your search and employment. Conclude if an organization you’re researching meets your requirements for a good match and determine how you can tailor your application materials and interview discussion to show them why you’re the candidate they need.
In order to feel satisfied that you have made a wise career decision, you want to find an organization that shares your values and offers you the work environment and benefits you desire.

IDENTIFY YOUR CAREER VALUES

Consider what is most important to you when evaluating the benefits, work environment, and opportunities. Examples include:

<table>
<thead>
<tr>
<th>Sample Benefits</th>
<th>Work Environment</th>
<th>Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational funding</td>
<td>Aesthetics</td>
<td>Advancement</td>
</tr>
<tr>
<td>Diversity hiring</td>
<td>Noise level</td>
<td>Diversity programs</td>
</tr>
<tr>
<td>Child care centers</td>
<td>Work space</td>
<td>Training</td>
</tr>
<tr>
<td>Adoption assistance</td>
<td>Staff interaction</td>
<td>Travel</td>
</tr>
<tr>
<td>On-site health services</td>
<td>Staff size</td>
<td>Networking</td>
</tr>
<tr>
<td>Sabbaticals</td>
<td>Location</td>
<td>Financial gain</td>
</tr>
<tr>
<td></td>
<td>Variety</td>
<td>Recognition</td>
</tr>
</tbody>
</table>

RESEARCH TO FIND THE RIGHT FIT

- Research the organization’s website, looking for signs of what you value in the workplace. Read the mission statement, vision statement, and company newsletter. You might also find information from LinkedIn, Facebook, and Twitter.
- Review the benefits and policies of the organization. If you want to work for an organization that values diversity, see if it has nondiscrimination policies. Does it appear that there are others like you working in the organization? Are they in management?
- Search beyond the employer’s website for news (good or bad) about the organization.
- Try to talk with current employees to assess their satisfaction.

MAKING A POSITIVE SOCIAL OR ENVIRONMENTAL IMPACT

Often referred to as “impact careers,” careers of service are found in all fields. Avenues for making a difference range from being directly involved with projects to investing in organizations that oversee the work. The following resources have a wealth of information to help you learn more about aligning your professional interests with social, economic, and environmental needs:

Impact Careers Resources
- NET IMPACT: netimpact.org
- Idealist Careers: idealist.org

NEED HELP IDENTIFYING YOUR WORKPLACE VALUES?

You may have a clear idea of your workplace values, but many job-seekers focus only on their interests and abilities and neglect to spend time reflecting on what they truly value. The Career Center offers resources that guide you through the process of ranking your workplace priorities. CareerBeam is among the resources offered that include exercises designed to help you identify what you value in a job and organization. Visit career.ua.edu and click the Resources tab.
On-campus interviews happen every fall and spring and are hosted by the Career Center. Mock interviews can help you prepare for the real deal.

Professional headshots are an important piece to a job-seeker’s social media presence and certain application requirements. Students and alumni can have their photos made free in the Career Center.
Begin by creating a comprehensive document, then tailor it for each job.

☑ MAKE A LIST: Generate a list of everything you have done or earned in college relating to jobs, campus activities, class projects, travel abroad, sports, volunteer activities, awards, honors, foreign languages, computer skills, and so on. List as many details as you can recall, including dates.

☑ BUILDING BULLET POINTS: Employers want to see accomplishments on your resume, not just tasks. Here is a formula for presenting bullet points to potential employers: action verb + example + results.

Start with an action verb (see page 36), then give an example that's specific as to what you did. Finally, show your purpose in the action, your accomplishment.

Good
• Tutored an eighth-grade student

Better
• Tutored an eighth-grade student in pre-algebra

Best
• Tutored an eighth-grade student in pre-algebra resulting in grade improvement from C to B+ in one semester

You may also identify what you learned or gained, in lieu of accomplishments. Also, you must quantify; use number form, not words.

☑ TAILOR INFORMATION:
Organize your sections according to relevance to the target job. If you have relevant experience (co-op, internship, part-time job, or an activity that directly relates to the target job), list that before experience that is not directly relevant.

Learn the key words associated with your target industry and incorporate them appropriately into your resume. Be sure to project an accurate reflection of your skill level and knowledge.

☑ PROOFREAD YOUR RESUME AND HAVE IT CRITIQUED: Proofread every single word and contact the Career Center for a resume critique. Consultants can help you promote your qualifications. The resume checklist on page 26 includes items you want to be sure to check when proofreading.

Education Section Examples for Unique Academic Programs

STEM Pathway to MBA
The University of Alabama, Tuscaloosa, AL
Master in Business Administration, May 2018
Bachelor of Science in (discipline), May 2017
GPA: #.##/4.0

New College
Bachelor of Arts, May 2018
The University of Alabama, Tuscaloosa, AL
New College, Interdisciplinary Studies
Depth Study: <name of depth study will go here>

Double Major
Bachelor of Arts, May 2018
The University of Alabama, Tuscaloosa AL
Double major: German and Psychology
OR Majors: German, Psychology
Minor: Blount Undergraduate Initiative

Sample Request to Someone to Serve as a Reference for You

Subject: [Your Name] Reference Request

Dear Mr./Ms./Dr. Jones:

I am writing to ask if you would be comfortable serving as a reference for me as I begin my job search. In (month), I will complete my undergraduate degree in [major], and I am exploring several opportunities in [field(s)].

Having [worked for you, been in your class, etc.], I believe you would provide potential employers valuable information related to my skills in [include relevant skills]. I have attached an updated copy of my resume and would be glad to provide additional information.

Thank you very much for your consideration. I look forward to hearing from you.

Sincerely,
Your Name

PRO TIP
A similar message can be used to ask for a letter of recommendation for graduate school.
BASIC RESUME CHECKLIST

Research will allow you to address the unique needs of the employer so you can tailor your resume accordingly. Basic points to check before sharing your resume include the following (cut out and/or copy for each resume you create):

- Contact information is current and email address is professional.
- Objective (if used) is brief and specific (identifies organization and position).
- Degree is written as it will appear on your diploma. You may need to check with your college to confirm accurate wording.
- Summary section (if used) includes skills relevant to the target job and/or organization.
- Information in each section is presented in reverse chronological order (most recent first).
- Descriptions of experiences are written as phrases that begin with action verbs or adverbs (e.g. “successfully,” “independently,” etc.).
- The appropriate verb tense is used throughout. Use either present tense or past tense, depending on the time of the experience.
- Names of organizations are written out and locations of employment include town and state.
- The method of presenting dates, addresses, and other information is consistent (e.g. “AL” or “Alabama”).
- Sections are lined up evenly and font is consistent throughout.
- Pronouns such as “I,” “me,” “us,” “we,” and “our” are not used.
- A recommended font (Calibri, Arial, Times New Roman) is used at point sizes 11 or 12. Name and headings may be larger.
- Personal information (birthday, marital status, etc.) is not included. If hobbies are included, supporting evidence for doing so is included.
- There are NO errors and the resume is clearly written. Proofread carefully and have a Career Center staff member review it also.

Freshman-Year Resumes

Once in college, you’ll want to format your resume similar to those shown on the following pages. Base your section headings on your content (work experience, community involvement, extracurricular activities, etc.). High school experience can be included on your freshman resume but you want to keep the resume to one page. Select the most recent and/or relevant information. Make sure you write years (2016, 2017) instead of grade levels (11, 12) beside extracurricular activities and other experiences. List your UA education (as shown on samples) above your high school. Follow the formatting guidelines and the resume checklist shown above, and visit the Career Center for additional assistance.

Creative Resumes

No matter how clever the design, a resume will still need to convey to the employer your potential to bring value to the organization. Focus first on the content of your resume. Think of creative projects you have done as a volunteer, organization member, employee, or intern. Relevant experience does not have to be a paid experience. If you are interested in learning how you might add an appropriate touch of creativity to your resume, talk with professionals in your targeted field or meet with your career consultant in the Career Center. Examples of creative resumes are available on a variety of websites, including Pinterest (pinterest.com).

International Resumes

If you are interested in working in another country, be sure to research guidelines for writing an appropriate resume for your desired location. A resource that may help you is transitionsabroad.com.

Resumes for Government Jobs

Resumes for federal jobs include more details than those written for jobs in private industries. You can begin building a resume for federal employment in the same way you build any resume: by listing jobs, skills, accomplishments, projects, leadership positions, and activities. After generating this list, visit federaljobresume.com or usajobs.gov to learn how to put your information into the required format.
The most effective resume is one that highlights your qualifications for the target job, presenting accurate, clearly written information that is free of grammatical or spelling errors.

**EDUCATION**

Standard format includes name of degree, expected date of graduation, name of institution, major and minor, and GPA. If you have questions about including your GPA, talk with your career consultant.

**SKILLS OR SUMMARY**

Look at skills specified in the job ad or list those you know to be important to your field.

**RELEVANT EXPERIENCE**

Consider the job for which you are applying and brainstorm experiences where you demonstrated related skills.

**OTHER EXPERIENCE**

You may have work experience that is not as directly related but still shows achievement and responsibility. You may highlight accomplishments from these jobs, or simply list them to show that you were working at that time.

**OTHER CATEGORIES**

Your resume’s content will help you determine appropriate categories. Consider what is most relevant to the target employer.

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**Catherine ‘Cat’ Grant**

www.linkedin.com/catgrant 205-348-5848 catherine.grant@gmail.com

**Education**

Bachelor of Science, May 2018
Major: Psychology  Minor: Spanish
GPA: 3.8/4.0  University Honors College

**Research**

Research Assistant, Psychology Department, August 2017-Present
*Briefly describe your role in the research using phrases as opposed to complete sentences*

Research Assistant, Social Cognitive Emotive Neuroscience (SCEN) Lab, August 2016-May 2017
Faculty Supervisor: Name Here, Ph.D.
*Briefly describe your role in the research using phrases as opposed to complete sentences*

Emotions Influence Memory. Poster presentation at the Undergraduate Research and Creative Activity Conference, The University of Alabama, Tuscaloosa, AL, March 30, 2016

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**PRO TIPS**

Know your resume inside and out. Be able to talk about everything on your resume in detail if asked! Also, in applying to graduate school, including the name of your supervising professor may be appropriate in some circumstances. Determine this before submitting your application.

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**SAMPLE RESUMES**

A resume for graduate school should enhance your application and provide the admissions committee a glimpse into your accomplishments and experiences as an undergraduate student. While resumes for job and graduate school have similarities, there are also differences.

**WRITING A RESUME FOR GRADUATE SCHOOL**

- Emphasize undergraduate research and/or senior projects.
- Focus on experiences relevant to your graduate school/career goals.
- List academic honors/recognitions as well as campus involvement, but elaborate only if the activities relate to your graduate school/career goals.
- Let your resume compliment rather than repeat your application essay.
- Follow recommended steps of effective resume writing (no errors, easy to read, etc.)
- Additional content might include honors thesis, publications, or presentations.
Mary Washington

www.linkedin.com/in/marywashington, 205.555.5555 | mwash@gmail.com

EDUCATION
Bachelor of Science in Commerce and Business Administration, May 20XX
The University of Alabama, Culverhouse College of Commerce, Tuscaloosa, AL
- Major: Marketing
- Specialization: Services Marketing
- GPA: 3.4/4.0
- Major GPA: 3.8/4.0 (Leslie GPA for 1.5 or above)

RELEVANT COURSE WORK
Buyer Behavior (Spring 20XX), Professional Selling (Spring 20XX), Strategic Marketing (Fall 20XX)

STUDY ABROAD
American Institute for Foreign Studies, Summer 20XX
- Barcelona, Spain
- Engaged in collaborative learning with international counterparts through projects, seminars, and coursework

PROJECT WORK
Organizational Theory and Behavior (GPA 3.0), Spring 20XX
- Case Project, The University of Alabama, Tuscaloosa, AL
- Researched 4 company 10K reports to determine profitability and marketability
- Collaborated with 6 team members to compose final report and recommendations utilizing Excel and PowerPoint

SKILLS
- Excellent interpersonal communication and presentation skills
- Mastery of all Microsoft Office programs

ADDITIONAL EXPERIENCE
Marketing and Sales Intern, May-August 2016
Chick-fil-A, Tuscaloosa, AL
- Fostered relationships through needs-based promotional activities, events and creative advertising designs
- Created flyers and marketing documents through InDesign to be used in promotions to students
- Created client orders to local stores and assisted with catering while maintaining accurate billing and invoicing records

LEADERSHIP EXPERIENCE
Recruitment Chair, Spring 20XX—Present
The University of Alabama, Tuscaloosa, AL
- Served as the director for all recruitment events, 2 per week for 6 weeks
- Supervise 10 committee members and assign responsibilities as necessary
- Contact approximately 20 recruits per day through cold-calling

PRO TIP
A one-page resume is a must for business, targeted job, or internship. Be sure to tailor your resume for each job description. Write your degree correctly—Bachelor of Science in Commerce and Business Administration.
To develop a new and efficient system for assigning and maintaining rental properties, customers and companies can communicate more effectively by developing this system. My Contribution:

- Benchmarked different rental property systems to identify requirements for solution.
- Worked with project team to identify and eliminate insignificant information and processes.
- Managed project scope and ensured all requirements were met.

During my tenure at the University of Alabama, I worked with the chapter's budget, preparing and monitoring the chapter's $500,000 budget. My Contribution:

- Created a sustainability plan for software implementation globally.
- Developed profiles for identifying types of suppliers and smooth transition throughout the methodology.
- Provided extensive documentation throughout the development process to ensure proper communication and unity of goals among all project stakeholders.

As an Internal Auditing Intern, I tested and documented SOX controls for HealthSouth's internal audit department. My Contribution:

- Worked with project team to identify and eliminate insignificant information and processes.
- Assisted in the implementation of a new Accounts Payable system.
- Developed an Excel spreadsheet to facilitate daily reconciliation of sales and receipts.

As a Web Developer at High Tide Automotive, I led planning for the 1st Annual "Night with the Dean." My Contribution:

- Led planning for 1st Annual "Night with the Dean.
- Created a sustainment phase in the methodology for software implementation globally.
- Developed profiles for identifying types of suppliers and smooth transition throughout the methodology.
- Provided extensive documentation throughout the development process to ensure proper communication and unity of goals among all project stakeholders.

As an Assistant Kitchen Manager at Artie's Pizza, I supervised up to eight employees while also cooking food and serving customers. My Contribution:

- Led planning for 1st Annual "Night with the Dean.
- Created a sustainment phase in the methodology for software implementation globally.
- Developed profiles for identifying types of suppliers and smooth transition throughout the methodology.
- Provided extensive documentation throughout the development process to ensure proper communication and unity of goals among all project stakeholders.

As a Technical Lead at The University of Alabama MIS Program, I worked with OIT leadership to create, redesign, and improve the functionality of the university website. My Contribution:

- Led planning for 1st Annual "Night with the Dean.
- Created a sustainment phase in the methodology for software implementation globally.
- Developed profiles for identifying types of suppliers and smooth transition throughout the methodology.
- Provided extensive documentation throughout the development process to ensure proper communication and unity of goals among all project stakeholders.

As a Web Developer, I trained, supervised, and evaluated 19 counselors and staff members. My Contribution:

- Led planning for 1st Annual "Night with the Dean.
- Created a sustainment phase in the methodology for software implementation globally.
- Developed profiles for identifying types of suppliers and smooth transition throughout the methodology.
- Provided extensive documentation throughout the development process to ensure proper communication and unity of goals among all project stakeholders.

As a Technical Lead, I engaged with OIT leadership to discuss development milestones. My Contribution:

- Led planning for 1st Annual "Night with the Dean.
- Created a sustainment phase in the methodology for software implementation globally.
- Developed profiles for identifying types of suppliers and smooth transition throughout the methodology.
- Provided extensive documentation throughout the development process to ensure proper communication and unity of goals among all project stakeholders.

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As a Technical Lead, I engaged with OIT leadership to discuss development milestones. My Contribution:

- Led planning for 1st Annual "Night with the Dean.
- Created a sustainment phase in the methodology for software implementation globally.
- Developed profiles for identifying types of suppliers and smooth transition throughout the methodology.
- Provided extensive documentation throughout the development process to ensure proper communication and unity of goals among all project stakeholders.
George L. Washington
Owalbertrue@crimson.ua.edu
205-555-1234

OBJECTIVE
To obtain an internship/full-time position in the field of Operations Management

EDUCATION
Bachelor of Science in Business Administration, May 20xx
The University of Alabama, Tuscaloosa, AL
Major: Operations Management; Minor: XXXX; Specialization: XXXX
GPA: 3.4/4.0
Dean’s List, President’s List, University Honors College

COMPUTER SKILLS
Microsoft Office Suite and Outlook

PROJECT WORK
Production Planning and Control (OM321)
Spring 20xx
- Utilized Microsoft Project to map project requirements
- Developed a new computerized tracking system for production planning

RELEVANT COURSE WORK
- Production Planning and Control, Spring 20XX
- Introduction to Management Science, Spring 20xx
- Computer Sciences, Spring 20XX

STUDY ABROAD
American Institute for Foreign Study (AIFS), Barcelona, Spain

RELEVANT WORK EXPERIENCE
Assistant Supervisor Intern
May 20xx-August 20xx
Burlington Industries, Burlington, NC
- Dispatched work orders to appropriate personnel
- Provided computerized tracking systems for production planning

ADDITIONAL WORK EXPERIENCE
Student Worker
Sept. 20xx-May 20xx
Material Management Office, The University of Alabama, Tuscaloosa, AL
- Assisted with inventory control
- Maintained accurate records of materials

LEADERSHIP
Recruitment Chair
January 20xx-Present
GSA, The University of Alabama, Tuscaloosa, AL
- Recruited and trained new members

ACTIVITIES
Society of Operations Management State Student Chapter, January 20xx–Present
- Received 2 academic scholarships
- Participated in work-study programs

COMMUNITY INVOLVEMENT
- Tuscaloosa Tornado Relief, May 20xx
- Habitat for Humanity, December 20xx

HONORS/AWARDS
Recipient of 6 academic scholarships

PRO TIP
A one-page resume is a must for any targeted job. Be sure to tailor your resume for each job you apply to. Targeted job-related skills are not a must, but reveal how the employee performed tasks associated with the job.

PRO TIP
Notice the bullet points under experienced in the resume. Simply list the transferable skills. Under Additional Information, list the bullets you might emphasize.

Casey Carter
www.linkedin.com/caseycarter
twitter: @caseycarter
205-348-5848

OBJECTIVE
Account Executive position with RTR Public Relations

EDUCATION
Bachelor of Arts in Communication and Information Sciences, May 2018
The University of Alabama, Tuscaloosa, AL
Major: Public Relations; Minor: Spanish
GPA: 3.3/4.0

SKILLS
Adobe InDesign, Photoshop, Microsoft Office Suite, Creating/Curating Social Media Content, Analyzing Data, Public Speaking

RELEVANT EXPERIENCE
Public Relations Intern
August 2017-Present
Webbmont Public Relations, Birmingham, AL
- Work independently on research, data collection, and presentations
- Write and edit press releases for multiple accounts
- Propose hashtags accepted by clients for use with their events
- Introduced practice of virtual meetings with staff through Google Hangouts

Account Executive
January 2017-May 2018
Campaign Class Project, The University of Alabama, Tuscaloosa, AL
- Supervised comprehensive publicity campaign used by Birmingham Convention and Visitors Bureau
- Conducted market research, developed effective strategies within budget, created promotional pieces, and presented proposal to clients

Senior Staff Reporter
January-December 2016
The Crimson White (UA Student Newspaper), Tuscaloosa, AL
- Generated ideas and completed 3-4 stories per week
- Edited 10 to 15 stories each week, consistently meeting tight deadlines

ADDITIONAL EXPERIENCE
Sales Associate
April 2015-July 2017
Danielle’s, Tuscaloosa, AL
- Exceeded sales quota each month by over 15%
- Promoted to training team after two months of employment

LEADERSHIP
Public Relations Student Society of America, Treasurer
January 2017-Present
ONE Campus Alabama, Social Media Chair
Parent Ambassador
October 2016-September 2017

VOLUNTEER ACTIVITIES
Habitat for Humanity
August 2015-Present
May 2015-Present

COMMUNITY INVOLVEMENT
Volunteer for Habitat for Humanity, Tuscaloosa, AL

HONORS/AWARDS
Recipient of 5 academic scholarships

PRO TIP
A one-page resume is a must for any targeted job. Be sure to tailor your resume for each job you apply to. Targeted job-related skills are not a must, but reveal how the employee performed tasks associated with the job.
Education

**Tyler Thompson**
423 15th Street East
Tuscaloosa, AL 35404

tyler.thompson@gmail.com
205-348-9848

**EDUCATION**
Bachelor of Science in Education, May 2017
The University of Alabama, Tuscaloosa, AL
Major: Elementary Education (K-6)
GPA: 3.4/4.0

**CERTIFICATIONS**
Class B State of Alabama (Elementary Education)
HIGHLY QUALIFIED
Passed Praxis II Teaching Reading, PLT: Grade K-6,
ELED Multiple Subjects
AMSTI Trained: Third-grade Math & Fifth-grade Science
CPR/First Aid Certified

**CLINICAL EXPERIENCE**
Intern, Verner Elementary, Spring 2017

**RELEVANT EXPERIENCE**
Camp Counselor, Brookwood Elementary, Fall 2016
Fourth Grade: 142 hours completed

**LEADERSHIP**
Treasurer, Delta Epsilon Iota Honor Society, Fall 2016-Present
Philanthropy Chair, Creme Key, Fall 2016–Spring 2017

**VOLUNTEER EXPERIENCE**
After School Tutor, Holt Elementary, Fall 2015-Present
Habitat for Humanity, Spring 2014

**ACTIVITIES**
Alabama Books for the Black Belt Initiative, 2014-Present
Education Honor Society, 2014-Present

NOTE: If you accomplished something in a clinical experience that would not be considered part of the routine duties, you may want to include that bullet point. An example would be filling in for the teacher during an unexpected three-week absence.

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Engineering

**Maria Martinez**
maria.p.jarau@gmail.com
305-348-9848
linkedin.com/marianmartinez

**EDUCATION**
Bachelor of Science in Mechanical Engineering
The University of Alabama, Tuscaloosa, AL
May 2017
Design Project: Thermal Test Chamber
Cumulative GPA: 3.5/4.0 Major GPA: 3.7/4.0

**Computer Skills**
Maple, Matlab, AutoCAD, I-DEAS, SINDA, RSketcher, Pro, SolidWorks,
CATIA, Microsoft Office Suite

**Work Experience**
Engineering Co-op
Acerulo Manufacturing, Charleston, S.C.

3rd Term: Quality Analysis – Materials/Metrology Lab, Summer 2017
  - Operated materials analysis equipment including SEM and EDS
  - Led team of students on QA test procedure project
  - Designed troubleshooting flow chart for new hives to increase efficiency

2nd Term: Mass Production – Parts Quality (Line Support), Fall 2016
  - Investigated and resolved issues on assembly line
  - Demonstrated ability to make decisions in time-limited situations
  - Developed and distributed reports to suppliers

1st Term: Parts Quality (Body and Chassis Group), Spring 2016
  - Updated and edited inventory in Excel
  - Worked with suppliers to coordinate production process updates
  - Performed design for hydraulic tailgate dampers

**Student Research Assistant, January-May 2015**
Department of Mechanical Engineering
The University of Alabama, Tuscaloosa, AL
  - Interacted closely with faculty to test electrical systems
  - Drafted report showing estimated savings using new system

**Additional Experience**
Best Buy, Tuscaloosa, AL
Digital Tech Sales Associate, May 2014-August 2015

**Campus Involvement**
Mentor, Mentor UP (Undergraduate Peer Partnership), 2015-Present
Society of Women Engineers (SWE), 2015-Present
Volunteer, Women's Resource Center, 2015-Present

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PRO TIP for EDUCATION STUDENTS
By the time you're a senior and have experiences from multiple placements, you may have grown to have a longer resume. If you have a senior and resume, list your experiences first and use bullet points to show accomplishments. Include your GPA on your resume. Include your GPA on your resume at the top point, your GPA on your resume, and your GPA on your resume.
Sample Resumes

**Heather Hibbleton**

**Education**
Bachelor of Science in Human Environmental Sciences, August 2018
The University of Alabama, Tuscaloosa, AL
Major: Human Development and Family Studies
Concentration: Adolescent and Youth Development
GPA: 3.9/4.0

**Internship**
Program Development Intern, May-August 2017
Youth Rising Campaign, Washington, D.C.
- Developed and presented civic engagement programs for teens
- Co-authored the "Rise" brochure for nationwide distribution
- Introduced incentive on social media sites, recruiting 275 followers in two weeks and increasing program attendance

**Volunteer Experience**
Volunteer Coordinator, January 2017-Present
Tuscaloosa, AL
- Coordinate 50-plus volunteers in food preparation
- Partner with churches and social services agencies for financial and personnel support
- Receive satisfaction rating of 4.9/5.0 consistently on volunteer feedback surveys

Volunteer, February-November 2016
Williams Health Services, Northport, AL
- Contributed ideas used in adventure programs for younger teens
- Organized library inventory by recommending and utilizing cataloging app
- Independently handled various office tasks demonstrating professionalism and knowledge of services

**Work Experience**
Catering Assistant, September 2014-Present
Kristin’s Cakes and Catering, Tuscaloosa, AL
- Handle routine store operations in absence of manager
- Create theme parties for birthdays according to client’s budget
- Earned the “Precisely Right” award three consecutive years based on customer feedback

**Campus Activities**
Crimson Student Outreach, January 2016-Present
Safe Sisters Peer Education Program, September 2015-Present
Crossroads Community Center, January-September 2015
AL’s Pals (Mentoring Program), September-December 2014

**Eric Evans**

**Education**
Bachelor of Science in Nursing, May 2018
Capstone College of Nursing, The University of Alabama, Tuscaloosa, AL
Minor 1: Biology
Minor 2: Psychology
GPA: 3.9/4.0

**Certification/Licensure**
Alabama Board of Nursing
Eligible to take National Council of Licensure Exam (NCLEX)
Basic Life Support, Cardiac Life Support

**Experience**
Preceptorship, January 2018-Present
UAB SICU, Birmingham, Al (225 hours)
- Monitor patient progress immediately following surgical procedures
- Coordinate discharge procedures with patients

Nursing Student, January 2016-December 2017
The Tuscaloosa Health Department, Tuscaloosa AL
Northport Medical Center, Northport, AL
DCH Home Health, Tuscaloosa, AL
DCH Regional Medical Center Tuscaloosa, AL
Ride Program, U.A Campus, Tuscaloosa, AL
*You may bullet your duties or the units in which you worked.

Clinical and Clerical Support Staff, May-December 2015
City of Birmingham Medical Unit, Birmingham, AL
- Performed injections, skin tests and vision/hearing screenings
- Recorded all activity with patients

**Computer Skills**
Meditech, Electronic Medication Administration Record, Microsoft Office Suite

**Honors/Activities**
Sigma Theta Tau (Honor Society of Nursing)
Capstone College of Nursing Association of Nursing Students
Alabama Association of Nursing Students

**Pro Tip**
If the responsibilities of your extracurricular activities relate closely to the requirements of the targeted job, consider adding bullet points emphasizing what you accomplished in those areas.

**Sample Resumes**

**The University of Alabama Career Center**

**Human Environmental Sciences**

**Nursing**

**Eric Evans**
250-A Cedar Drive, Tuscaloosa, AL 35401
eric.evans@gmail.com — 205-348-5848

**Education**
Bachelor of Science in Nursing, May 2018
Capstone College of Nursing, The University of Alabama, Tuscaloosa, AL
Minor 1: Biology
Minor 2: Psychology
GPA: 3.9/4.0

**Certification/Licensure**
Alabama Board of Nursing
Eligible to take National Council of Licensure Exam (NCLEX)
Basic Life Support, Cardiac Life Support

**Experience**
Preceptorship, January 2018-Present
UAB SICU, Birmingham, Al (225 hours)
- Monitor patient progress immediately following surgical procedures
- Coordinate discharge procedures with patients

Nursing Student, January 2016-December 2017
The Tuscaloosa Health Department, Tuscaloosa AL
Northport Medical Center, Northport, AL
DCH Home Health, Tuscaloosa, AL
DCH Regional Medical Center Tuscaloosa, AL
Ride Program, U.A Campus, Tuscaloosa, AL
*You may bullet your duties or the units in which you worked.

Clinical and Clerical Support Staff, May-December 2015
City of Birmingham Medical Unit, Birmingham, AL
- Performed injections, skin tests and vision/hearing screenings
- Recorded all activity with patients

**Computer Skills**
Meditech, Electronic Medication Administration Record, Microsoft Office Suite

**Honors/Activities**
Sigma Theta Tau (Honor Society of Nursing)
Capstone College of Nursing Association of Nursing Students
Alabama Association of Nursing Students

**Pro Tip**
If the responsibilities of your extracurricular activities relate closely to the requirements of the targeted job, consider adding bullet points emphasizing what you accomplished in those areas.
**Social Work**

**Kendra King**

507-A Umbridge Street  
Tuscaloosa, AL 35401  
205-348-5848  
kendra.king@gmail.com  
linkedin.com/kendraking

**EDUCATION**  
Bachelor of Social Work, May 2018  
The University of Alabama, Tuscaloosa, AL  
GPA: 3.62/4.0  
Dean’s List: five semesters

**SKILLS**  
Conversational Spanish, Interpersonal Communication  
Researching, Networking, Writing, Facilitating

**FIELD PLACEMENT**  
Residence Counselor, January 2018–Present  
Raeford Village, Montgomery, AL  
• Co-facilitate group sessions for male teenagers  
• Interview low-risk juveniles and prepare initial assessments  
• Observe residents’ interactions to chart behavior  
• Demonstrate clinical skills in drawing conclusions from testing and observing

**RELEVANT EXPERIENCE**  
Para Educator, June–December 2017  
Brewer Porch Children’s Center, Tuscaloosa AL  
• Guided clients in performing daily living skills demonstrating competence in behavior management  
• Transferred clients to medical appointments  
• Wrote shift summaries for treatment team

**ADDITIONAL EXPERIENCE**  
Sales Associate, October 2016–May 2017  
Great Outdoors, Tuscaloosa, AL  
Worked 25 hours per week to help finance education

**LEADERSHIP EXPERIENCE**  
National Association of Social Workers, 2015–Present  
Sigma Phi Alpha Sorority, Philanthropy Chair, 2015-16

**VOLUNTEER ACTIVITIES**  
Meals on Wheels, 2016–Present  
Soup Kitchen, 2015-16  
West Circle Community Council, 2015  
Temporary Emergency Services, 2015

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**Freshman**

**Francesca Freshman**

FrancescaFreshman@gmail.com  
205-555-5555

**Campus Address**  
Box 1234  
Tuscaloosa, AL 54321

**Permanent Address**  
138 Forest Drive  
Mytown, CA 12345

**EDUCATION**  
Bachelor of Arts in Communication and Information Sciences, May 2021  
The University of Alabama, Tuscaloosa, AL  
Major: Communication Studies

**WORK EXPERIENCE**  
Sales Associate, Big Mart, Mytown, CA, June 2016 – August 2017  
• Maintained detailed knowledge of inventory to provide customers with best solutions  
• Demonstrated adaptability and teamwork in shift changes and rotations through departments  
• Awarded customer service recognition by district manager

Child Care Provider, Mytown, CA, May 2013 – August 2017  
• Cared for children ranging in ages from 10 months to nine years  
• Created fun, educational activities prioritizing safety and age-appropriateness

**VOLUNTEER EXPERIENCE**  
Participant, Alabama Action, The University of Alabama, Tuscaloosa, AL, August 2017  
• Worked closely with team of 15 fellow freshmen to rebuild school playground  
• Gained understanding of challenges faced by children living in poverty

Volunteer, Sycamore Place, Mytown, CA, June 2016 – July 2017  
• Promoted fundraisers through social media resulting in more contributions than previous years

Volunteer, Soup Kitchen, Mytown, CA, September 2015 – May 2016  
• Worked 10 hours each week stocking supplies and serving food

**LEADERSHIP EXPERIENCE**  
Team Captain, Varsity Soccer East High School, Mytown, CA, January – May 2017

Vice-President, Spanish Club, East High School, Mytown, CA, March 2015 – March 2017

**SKILLS**  
Language: Conversational Spanish  
Computer: Proficient in Microsoft Word, PowerPoint, Excel, and Publisher
**Functional A**

Victoria L. Vale  
www.linkedin.com/victorialvale  
Twitter@victorialvale  
205-548-5848  
victorialvale@gmail.com  

**OBJECTIVE**  
Position in Nonprofit Administration  

**HIGHLIGHTS**  
Demonstrated ability to handle multiple projects and coordinate volunteers  
Effective communicator with proposal writing and public speaking experience  
Creative problem-solver with attention to diverse perspectives and solutions  
Successful increasing followers and donors through social networking  

**EDUCATION**  
Bachelor of Arts, May 2017  
New College, Interdisciplinary Studies  
The University of Alabama, Tuscaloosa, AL  
Depth Study: Nonprofit Management and Philanthropy  

**RELEVANT EXPERIENCE**  
**PROJECT MANAGEMENT**  
- Overseen all facets of annual fund-raiser for Alabama Learning Initiative, contributing to net donation of $11,000  
- Developed detailed job descriptions for 10 volunteer team leaders  
- Recommended successful incentive program for sales associates  

**COMMUNICATION**  
- Readily establish and maintain positive rapport with diverse groups  
- Drafted proposals that led to policy changes and additional funding  
- Facilitate campus discussion groups often including 30+ participants  
- Created pitch and sold sponsorship packages to 20 local organizations  

**EMPLOYMENT**  
Sales Associate, Accessory Alley, Tuscaloosa, AL, February 2014 - Present  
Server, Mugs and Bar and Grill, Tuscaloosa, AL, January 2013 - July 2014  

**CAMPUSS INVOLVEMENT**  
Philanthropy Chair, Alabama Learning Initiative, January 2014 - Present  
Million Dollar Band, August 2013 - 2015  
Public Relations Staff, New College Review, January 2014 - December 2015

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**Functional B**

Furman Foster  
205-348-5848  
furmanfoster@gmail.com  
www.linkedin.com/furmanfoster  

**OBJECTIVE**  
Information Management Internship with Falcon Enterprises, Inc.  

**SUMMARY OF QUALIFICATIONS**  
Outstanding performance record and proven interpersonal skills in diverse settings  
Ability to anticipate needs for success in multi-faceted, high-budget operations  
Effective in situations requiring clear focus, precision, and attention to efficiency  

**AREAS OF EXPERTISE**  
**MANAGEMENT**  
- Identified necessary resources to achieve immediate and future objectives  
- Enforced policies and ensured compliance with all organizational procedures  
- Trained and supervised 15 personnel, ensuring competency in all tasks  
- Collected data and generated reports for senior management  
- Interacted daily with personnel on all levels to accomplish tasks efficiently  

**OPERATIONS / LOGISTICS**  
- Improved readiness management by providing equipment status data  
- Simplified and standardized the collection and use of maintenance data  
- Visually inspected, counted, segregated, and stored supplies and equipment  
- Achieved efficiency and productivity through determining accurate field rations  

**COMMUNICATION**  
- Compiled, wrote, and presented briefings to officials for funding approval  
- Effectively trained new and veteran personnel on diverse detailed procedures  
- Delivered updates and status reports to senior officers and administrative units  

**EMPLOYMENT**  
Logistics Specialist, US Army, Iraq  
Unit Supply Specialist, US Army, Fort Hood, Texas  

**EDUCATION**  
Bachelor of Science in Commerce and Business Administration, May 2017  
The University of Alabama, Tuscaloosa, AL  
Major: Management Information Systems  
GPA: 3.3/4.0
Military experience provides opportunities to develop a range of skills, many of which transfer to civilian jobs. When you review the list of skills on pages 11 and 12, you may quickly identify specific responsibilities in the military that allowed you to learn or strengthen those skills.

Once you begin targeting jobs, you’ll want to write a resume that includes your military experience described in terms readily understood by someone without a military background. Avoid using military jargon, abbreviations, and acronyms.

**RESOURCES**

The following are resources that can help you translate your military experience and job titles into terms familiar to civilian employers:

- VA for Vets online Career Center: [vaforvets.va.gov/careercenter](http://vaforvets.va.gov/careercenter)
- Veterans’ Employment & Training Service Transition Assistance Program: [dol.gov/vets/programs](http://dol.gov/vets/programs)

Applying for a job with the federal government is different from applying for a position in the private sector. For more information about applying for federal government jobs, go to the Resource Center at [usajobs.gov](http://usajobs.gov).

Talking with peers about your career interests can lead to learning about opportunities and/or connections in your chosen field. You may also learn how others have effectively promoted their military experience to civilian employers.

The Center for Veteran and Military Affairs ([vets.ua.edu](http://vets.ua.edu)) provides opportunities for student veterans to meet and build relationships.

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**THE FUNCTIONAL RESUME**

A functional resume focuses more on your skills and areas of experience or expertise. A chronological resume emphasizes specific positions/titles and the tasks associated with each. If your chronological resume clearly shows experiences related to the target position, then a chronological format is most appropriate for you. If listing your qualifications chronologically does not immediately show the reader that you are a match for that job, then consider the functional format.

*Keep in mind that one resume will not necessarily be effective for all the jobs you’re targeting.* Consider asking a professional (or several) in your field to review different versions of your resume and offer suggestions on the best approach. A functional resume may be effective when you are:

- Targeting a career that does not relate directly to previous jobs
- Transitioning from volunteer roles and community activities to paying positions
- Presenting past experiences that are extremely similar (to avoid repeating very similar bullet points)
- Looking for a position for which you might be seen as overqualified based on previous jobs held
- A college student with skills developed from diverse activities including part-time jobs, activities, volunteer experience, etc.
- Someone with gaps in work history, including stay-at-home parents
- A candidate who has changed jobs fairly often and does not want to call attention to the employment dates
- A collegiate athlete who had little time for activities other than practicing, training, and competing

**THE MILITARY-TO-CIVILIAN RESUME**

Military experience provides opportunities to develop a range of skills, many of which transfer to civilian jobs. When you review the list of skills on pages 11 and 12, you may quickly identify specific responsibilities in the military that allowed you to learn or strengthen those skills.

Once you begin targeting jobs, you’ll want to write a resume that includes your military experience described in terms readily understood by someone without a military background. Avoid using military jargon, abbreviations, and acronyms.

**PRO TIP**

Focus on the skills you developed in leadership, communication, teamwork, management, supervision, training, translating, coordinating, planning, monitoring, and organizing. They are among the many transferable skills gained through military experience.

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Focus on the skills you developed in leadership, communication, teamwork, management, supervision, training, translating, coordinating, planning, monitoring, and organizing. They are among the many transferable skills gained through military experience.
Resume writers often use a passive approach in describing their experiences. Most employers do not want to see “responsibilities include…” They want to know what actions you take (or took) in your role, whether an intern, part-time employee, organization member, or volunteer.

Use power verbs to effectively communicate your experiences. Below are examples. Be sure to use the correct tense for current and former experiences.

### Power Words for Your Resume

**PLANNING-BASED ACTION WORDS**

| ADMINISTERED | CALCULATED | FORECAST | RESEARCHED |
| COMMISSIONED | EARNED | FORMULATED | REVISED |
| DETERMINED | INTERVIEWED | IDENTIFIED | STATEGIZED |
| DEVELOPED | RECOMMENDED | OBSERVED | STUDIED |
| DEvised | CLOSED | PLANNED | TAILORED |
| EVALUATED | EDITED | PREPARED | |

**ORGANIZATIONAL ACTION WORDS**

| ACQUIRED | COMMITTED | OBTAINED | ACCELERATED |
| ACTIVATED | CONFIRMED | ORDERED | ASSUMED |
| ADJUSTED | CONTRACTED | ORGANIZED | CHAINED |
| ALLOCATED | COORDINATED | PROCURED | CHANGED |
| ALTERED | CUSTOMIZED | RECRUITED | CONDUCTED |
| APPOINTED | DESIGNATED | RECTIFIED | DIRECTED |
| ARRANGED | DESIGNED | SELECTED | ELECTED |
| ASSEMBLED | ESTABLISHED | SECURED | EMPLOYED |
| CATALOGED | FACILITATED | SIMPLIFIED | EMPowered |
| CENTERIZED | IMPLEMENTED | SUGGESTED | ENCOURAGED |
| CHARTED | INTEGRATED | | ENLISTED |
| CLASSIFIED | INTEGRATED | | ENVISIONED |
| COLEcTED | INTEGRATED | | FOSTERED |
| |

**EXECUTING ACTION WORDS**

| ACTED | DISPLAYED | PROCESSED | LEADING ACTION WORDS |
| CARRIED OUT | DISTRIBUTED | PRODUCED | ACCELERATED |
| COLLECTED | INSTALLED | PROOFED | ASSUMED |
| COMPLETED | OPERATED | SOLD | CHAINED |
| CONDUCTED | PERFORMED | TRANSACTED | CHANGED |

**SUPERVISING ACTION WORDS**

| ADJUSTED | MEASURED | MEDIANED | ANALYZED |
| APPOINTED | MODIFIED | MONITORED | ASSESSED |
| ASSESS | COMPARED | OFFICIATED | COMPAR |
| CONTROLLED | OVERSAW | REVIEWS | REVISED |
| CORRECTED | SCREENED | REVISED | DISCOVERED |
| DISCOVERED | SET | SCRUTINIZED | ESTABLISHED |
| GRADED | SUPERVIS | MAINTAINED | |
| |ED | UPGRADED | |

### Words You’ll Use

Which terms listed do you think you might use on your resume? What other power words are you considering? Write your favorites here.

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The University of Alabama Career Center
RESUME SUMMARY SECTION

You may have seen resume samples that include a summary section. The summary appears after the contact information because its purpose is to show collective qualifications before getting into the details of each role. Though this section is optional, it can sometimes be beneficial.

Among the titles appropriate for summary sections are “Summary of Qualifications,” “Highlights of Qualifications,” “Competencies,” or simply “Summary.” Before you consider what to call it, consider if you actually need it.

If the bullet points listed for your jobs, volunteer roles, campus involvement, etc., show how you have demonstrated skills the employer needs, a summary may not add value. If you have a lot of experience to connect to the employer’s needs, summarizing your qualifications may be effective. Your summary needs to be tailored for each job in order to highlight your competitive advantage.

For example, if you are pursuing a job in sales and you performed well in multiple retail outlets, you might have a summary section that includes the following points:

- Five years’ experience in retail with multiple awards for top sales
- Establish excellent relationships with customers as noted in satisfaction surveys

Each of these points offers evidence—sales awards and satisfaction surveys—to support the message of being a good fit for the position and worthy of an interview. Summary points that offer only buzzwords without proving demonstration of skill are ineffective.

Having your resume reviewed by a Career Center consultant will help you determine if a summary section will work to your advantage.

ORGANIZATIONS RECEIVING A LARGE VOLUME OF RESUMES MAY NEED TO STORE THEM ELECTRONICALLY AND MAY USE SCANNING HARDWARE OR SOFTWARE FOR THE INITIAL RESUME SCREENING. THE FOLLOWING TIPS CAN HELP YOU CREATE A RESUME THAT APPEALS TO THE HUMAN EYE WHILE ALSO BEING READABLE BY SCANNERS.

- Use a sans serif font like Arial, Calibri, Tahoma, or Verdana. The characters in serif fonts like Times New Roman (Times New Roman) are likely to touch, and this increases the likelihood of your resume being misread by scanners.
- Avoid enhancements like italics, bold type, underlining, parentheses, boxes, graphics, and lines.
- Avoid a two-column format.
- Apply 11- or 12-point font size except for your name and possibly section headings, which may be larger to stand out.
- If mailing your resume, print with jet-black ink on high-quality, solid, light paper and do not fold or staple.
PREPARING A CURRICULUM VITAE and REFERENCE LIST

The curriculum vitae is a comprehensive biographical statement, typically three or more pages, emphasizing professional qualifications and activities. Below are tips to help you begin preparing your CV.

IS THE CV FOR YOU?

The curriculum vitae (also referred to as CV or vita) is a detailed and structured listing of education, publications, projects, awards, and work history. The CV works best for job-seekers applying for positions in academics or research. The CV may also work well for graduate school applicants required to elaborate on research experience and/or research interests.

The CV is far more detailed (typically 3-8 pages or more) than a resume (1-2 pages). The CV can include educational and work achievements, research experience, languages, skills, grants/fellowships/scholarships, classes, licenses or certifications, professional associations, and other relevant information. A resume is a shorter, concise document that highlights aspects of your background that relate to the position for which you are applying. Unless the prospective employer specifically requests a CV, it is safest to send a resume. Graduate students seeking employment outside academia will want to create a traditional resume instead of a CV.

Visit the Career Center main office for resources on sample CVs.

CV HEADINGS

CV headings may include some or all of the following:

- Personal and Contact Information
- Applicant Information
- Professional, Vocational, or Research Objective
- Education
- Relevant Course Work
- Awards, Honors, and Patents
- Research Experience
- Teaching Experience
- Relevant Experience
- Publications
- Related Skills (including technical)
- Presentations
- Conferences Attended
- Professional Licenses/Certifications
- Memberships and Associations
- Institutional Service
- Community Service

REFERENCE LIST

Some employers will ask you to provide a list of references from individuals who will be able to tell about your skills, work habits, and other qualifications. Generally, you will be asked to give a minimum of three. Consider supervisors, faculty members and advisors of organizations with which you are involved when identifying potential references. Employers want to hear from people who know your work habits and can talk about your performance.

Ask your selected contacts if they are willing to serve in this role before you list them. Provide them a copy of your resume so they have an idea of your experiences and the skills you are presenting to employers. You may also want to give them a brief overview of the job and requirements. Occasionally, employers will ask you to provide letters of recommendation.

Be sure to give your references all the accurate contact information and ample time (two weeks, if possible) to write a letter and send it by the deadline.
Curriculum Vitae

Cynthia Chinn
205-456-6859
Cynthia_chinn@gmail.com

EDUCATION
Master of Social Work
The University of Alabama, Tuscaloosa, AL
Concentration: Children, Adolescents and their Families
May 2018

Bachelor of Arts in Psychology
Georgia State University, Atlanta, GA
May 2016

FIELD PLACEMENT
Medical Social Work Intern
Hospital for Children, Sometown, AL
September 2017-Present
• Lead weekly parent support groups, successfully engaging participants
• Provide emotional support for families
• Complete assessments and discharge plans for patients in TSICU

Graduate Social Work Intern
Family Service Center, Someplace, AL
January-June 2017
• Completed intakes and assessed needs of emotionally disturbed youth with severe learning challenges
• Provided individual, group, and family therapy
• Maintained knowledge of community resources and made referrals as appropriate
• Served as mentor and tutor to six adolescents

RELEVANT EXPERIENCE
Youth Recreation Coordinator
Parks and Recreation Association, Northport, AL
May 2013-August 2017 (summers)
• Developed full day programs for campers from aged 5-9; approximately 60 each day
• Counseled and trained 24 volunteer student leaders for this impactful program
• Sought donations to implement and impact the programs involving equipment

Volunteer Mentor
St. Mary’s Center, Atlanta, GA
January 2013-May 2016
• Designed and implemented an after school program staffed by volunteers
• Provided tutoring and general emotional support for at-risk teens

RESEARCH EXPERIENCE
Research Assistant
Dr. Faculty, The University of Alabama, Tuscaloosa, AL
September 2016-Present
• Performed multiple statistical tests using SPSS
• Analyzed data and drafted reports

Research Assistant
El Centro: national Latino Research Center on Domestic Violence
August 2014-May 2015
• Conducted extensive literature review for interdisciplinary intervention effort
• Collected data through interviews with families
• Demonstrated competence using SPSS

GLOBAL EXPERIENCE
Education
Complutense University of Madrid, Spain
August-Dec 2015
• Experienced courses in Spanish literature, conversational Spanish

Travels
Spain, Portugal, Argentina, Costa Rica
December 2015

Mission Work
Habitat for Humanity in Haiti
Medical missions in Columbia
March 2016

CONFERENCES ATTENDED
NASW, Annual Conference, Washington, D.C.
June 2017

APHS A Regional Conference, Atlanta, GA
July 2017

PUBLICATIONS and PRESENTATIONS
Educational & Psychological Measurement, 100, 1108-1121.

Chin, Cynthia (2014, September). Mixed and Memory: Evaluating the Psychological Functioning of Child Prodigies. Paper presented at Symposium on Creativity, Georgia State University, Atlanta, GA.

Nota Bene: It used to be standard protocol to always include references in a CV; however, the thinking on this has changed more recently. Please do not say “references available upon request”; rather, create a separate page for references and submit them when asked.
The purpose of a cover letter is to entice the prospective employer to review your resume. A well-written, tailored cover letter and a resume targeting the specific job can be the winning combination that results in a call from the employer.

### Should I always send a cover letter?

If you have an opportunity to upload or send a cover letter along with your resume, do it! A cover letter is another marketing tool. Research the employer and craft your letter to demonstrate your knowledge of the organization and how you can contribute to its success.

### Format

You can use the standard business letter format (on 8½-by-11-inch paper). Some students choose to use the same heading that appears on their resume to create the appearance of a personal letterhead. For most job-seekers, a one-page cover letter is appropriate.

### Greeting

Try to identify a specific person involved in the hiring process; use “Dear Human Resources Manager:” or “Dear Hiring Manager:” if that is not possible. Do not use “Dear Sir or Madam:” or “To Whom It May Concern:” as those are considered outdated. Use a colon instead of a comma after the greeting.

### Emailing your cover letter

If you are going to email your resume, then the content of your cover letter can serve as the body of the email. If the employer requests that you attach both cover letter and resume, then your email will be a brief but professional message indicating that the requested documents are attached. Check to make sure they are attached before sending. Type the targeted position title in the subject line of the email. After sending your initial email, send a follow-up message asking if the attached documents were received.

### First paragraph

Refer to the position and how you learned about the opening. Include some piece of information to make the reader want to keep reading. If you have a mutual acquaintance whose name will get attention, this is the place to use it. If the job for which you are applying requires creative writing skills, then research how to write creatively while promoting your qualifications.

### Middle paragraph(s)

Draw a connection between your qualifications and experiences and the employer’s requirements and needs. Researching the organization will help you tailor this section and keep the reader’s attention. Use examples of how you have demonstrated skills they need.

### Closing paragraph

In closing the letter, establish your next step. Taking a proactive approach and stating that you will call within the next week or two to inquire about an interview is often an effective way to express your interest and initiative. If employers clearly state that they do not want phone calls, then do not say you will contact them by phone.
Sophia Spencer
sophia_spencer@gmail.com
123 Hire Street Tuscaloosa, AL 35405

September 21, 2017
Mr. Michael Morris
Human Resources Manager
Northwest Health Services
P.O. Box 1011
Seattle, WA 98101

Dear Mr. Morris:

I am writing to express my interest in the position of program manager with Northwest Health Services posted in The University of Alabama recruiting database, Handshake. With experience coordinating and implementing community programs, I have developed qualifications directly related to your needs.

Your initiatives in community partnerships are impressive and I would like to contribute my skills in strategic planning and assessment to the growth of these efforts. In my current position with Community Service Programs of West Alabama, I evaluate and promote supportive services including Meals on Wheels and Project SHARE. As the demand for services increases, I am challenged with implementing effective recruitment strategies while being fiscally responsible. Based on data collected, I designed a social media campaign resulting in a 45 percent increase in active volunteers.

Handling these responsibilities successfully while being a full-time college student requires the ability to manage time and priorities while also being flexible. Working well with people from diverse backgrounds and generations comes naturally to me, and I establish positive relationships with both long-term and prospective partners. In all responsibilities, I hold myself accountable, knowing that my role as an individual affects services provided to others.

The experiences and examples of initiative highlighted on my resume show my commitment to improving services to the community and individual clients. With skills that match those you require, I am confident that I can offer immediate assistance with your programs and marketing operations. Next week, I will contact you to discuss the possibility of meeting. In the meantime, you may reach me at 205-348-5848 or by email at sophia_spencer@gmail.com. Thank you for your time and consideration.

Sincerely,

Signature may be placed here

Sophia Spencer

PRO TIP
Read your cover letter out loud before sending. You can hear awkward wording that needs to be changed. Read it again and point to every word as you read. You will catch missing or repeated words and may catch spelling and grammatical errors.
Networking is the most effective job-search strategy, and pursuing leads through letters is one way to expand your network and possibly obtain a job. A networking letter may be sent via traditional mail or email. An updated resume should accompany the letter.

**TONE**
The tone of a networking letter is professional but not overly formal if you know the individual. If the person is not a close acquaintance, then make the connection for him or her in the first paragraph.

**MESSAGE**
To be effective, your letter needs to provide a brief summary of the skills you can contribute to an employer. You may want to include a brief example of how you have demonstrated these skills.

**BE RESPECTFUL**
Keep the letter brief and positive. You are asking the reader for a favor, and you don’t want to appear negative and frustrated about your job search.

**ASK FOR ASSISTANCE AND DIRECTION**
The purpose of your letter is to get advice and possible job leads. Take initiative to follow up and inquire about other potential contacts.

---

**Sample Networking/Prospecting Letter**

14 Championship Drive  
Tuscaloosa, AL 35487  
October 11, 2017  

Mr. Patrick Potter  
Director of College Recruiting Patterson Inc.  
4694 Murphy Drive  
Pasadena, CA 91101  

Dear Mr. Potter:  

While exploring job possibilities in the marketing field, I read information about Patterson Inc. and wanted to inquire about employment opportunities with your team. My goal is to build a career in marketing and I would like to move to the West Coast after graduation.  

My interest in marketing began when I volunteered at The Alabama Sports Festival as a college freshman. While there, I contributed to the promotion of an annual fundraiser, applying my creative thinking abilities and knowledge of the area. I began taking upper-level marketing classes and knew immediately the subject was the perfect fit. My internship with the West Coast League last summer convinced me to pursue a career in marketing and launched my quest to live in a western state.  

My resume is enclosed for your consideration. My education and experience match the qualifications of your marketing team, but they do not tell the whole story. Supervisor feedback and comments from co-workers confirm that I have the interpersonal skills and motivation needed to build a successful career in promotions and marketing research.  

I understand from researching Patterson Inc. that you maintain a very busy recruiting schedule this time of year. I thought we might be able to talk by phone for just a few minutes during the upcoming week. I will give you a call on October 18 to discuss employment possibilities. In the meantime, if you need to contact me, my number is 205-348-5848 and my email is benbutler@crimson.ua.edu.  

Thank you very much for considering my request. I look forward to talking with you.  

Sincerely,  

Ben Butler
WHY WRITE A THANK-YOU LETTER

A thank-you letter shows thoughtfulness, a characteristic many employers value. Since so few people write a thank-you note, someone who writes one will be remembered and have an edge over other interviewees who do not write letters.

WHEN TO WRITE ONE

Write a letter after receiving information, advice, or a referral from a contact. Write a letter immediately after interviewing for a job, within 24 hours of the interview. If you know the organization will be making a hiring decision right away, then send your thank-you letter as an email.

Sample Thank-You Letter

123 Cypress Drive
Northport, AL 35473
205-348-5848
October 15, 2017

Mr. Chris Cohen
Human Resources Director
HG Consultant
1212 Old Pike Road
Birmingham, AL 35222

Dear Mr. Cohen:

Thank you for the opportunity to interview yesterday for the systems analyst position. I enjoyed meeting with you and learning more about HG Consultants. You have a creative staff and an impressive history.

Your organization appears to be growing in a direction that parallels my interests and career goals. The interview with you and your staff confirmed my initial positive impression of HG Consultants, and I want to reiterate my strong interest in working for you. My prior experience in evaluating proposed systems, along with my training in communication, will enable me to progress steadily through your training program and become a productive member of your team.

Again, thank you for your consideration. If you need additional information, please feel free to contact me by phone or through email at polina.petrovic@gmail.com.

Sincerely,

Polina Petrovic

PRO TIP

Type the letter to make it look more professional and to show that you know how to format business letters. If others in the organization assisted with your interview arrangements, then you might send each of them a handwritten note. Thank employers for their time and express your continued interest in the organization with a letter that’s short and to the point.
CONFIRM/DENY ACCEPTANCE OF AN OFFER

ACCEPTING AN OFFER
You will likely receive an offer by phone and, after considering the offer, will in turn make a call to initiate the negotiation process or accept the offer. Though verbal commitments are considered final, written communication serves to officially confirm the agreement. If the offer letter you receive requires your signature, you may choose not to write an acceptance letter. If the offer letter does not require your signature, an acceptance letter can serve as your official acceptance of the position. An acceptance letter typically includes the following:
• Confirmation of employment decision
• Confirmation of start date and any other logistics agreed upon in phone conversations
• Expression of appreciation for the opportunity

DECLINING AN OFFER
If you receive an offer and decide that the job is not a good fit, decline the offer so the organization can move on in the hiring process. Declining an offer in a respectful, timely manner shows that you would like to maintain a good relationship with that organization and that you conduct yourself professionally. If the organization presented the job offer through email, then you can decline through email. If they offered the position by U.S. mail, then send your decline letter the same way.

WITHDRAWING YOUR NAME FROM CONSIDERATION
As soon as you decide to withdraw your name from consideration, you are ethically obligated to let the employer know. Doing so saves the employer from spending additional resources to recruit you and allows other candidates the opportunity to be considered. A phone call to your contact person is the most courteous way to communicate your decision; however, it is also recommended that you follow up with a letter.
• State your decision to withdraw.
• Provide a brief explanation (e.g., accepted a job that seems to be a better fit). Note: Do not state that you received a better job.
• Convey your appreciation for the employer’s time and consideration.

Sample
Decline Letter

123 Tide Avenue
Tuscaloosa, Al. 35487
205-348-5848

March 12, 2015

Mr. Takeshi Tanaka
Senior Manager
Ealing Industries
456 Seventh Street, NW
Sometown, TX 12345

Dear Mr. Tanaka:

Thank you for offering me the position of Project Manager with Ealing Industries. Though I feel very positive about the services and products of the company and appreciate the challenging opportunity you offer, I have had another offer that I believe more closely matches my current career goals and interests. Therefore, after careful thought, I must decline your offer.

I appreciate the courtesy and hospitality extended to me by your office, and I wish you all well in your endeavors.

Best regards,

Robin Romero
WHAT IS A PORTFOLIO?
A portfolio is a showcase of your work and accomplishments for others to view. In today’s competitive market, a creative and informative portfolio could be the key to setting you apart from other candidates. Remember, a portfolio cannot work magic by itself. Don’t rely on it to sell your skills to an interviewer. A good portfolio can help, but ultimately, you have to prove your skills and abilities in person.

WHY SHOULD I HAVE A PORTFOLIO?
Students from all majors can adapt and utilize portfolios as tools to help market themselves to prospective employers. The purpose and content of your portfolio will be determined by your career goal. If you are looking for jobs that require different experiences or skills, you may need to vary the contents.

WHAT DO I INCLUDE IN A PORTFOLIO?
What you present in your portfolio will vary according to your career field and the type of portfolio created (electronic or traditional). Among the items you might include are:

- Writing Samples
- Evaluations
- Photography
- Fine Arts Samples
- Graphic Design Samples
- Video Clips
- Design Projects
- Web Designs
- Media Campaigns
- Lesson Plans
- Project or Event Plans
- Project or Event Timetables
- Certificates
- Project or Event Commendations

CREATE A FREE ONLINE PORTFOLIO
With an online portfolio, you can showcase your videos, photographs, sketches, designs, and projects in one location. There are various free and paid options for creating an online portfolio, including the following:

- wix.com
- wordpress.com
- tumblr.com
- visualcv.com
- carbonmade.com
- portfolium.com

Creative Portfolio Display is a professional way to showcase your creative work in your LinkedIn profile. The application is offered through the Behance Network, behance.net, a free online platform.

PRO TIP
You can create a free, lifelong account at ua.portfolium.com using your Crimson email.
INTERVIEWING SUCCESS

Successful interviewing requires that you prepare, perform your best, and follow up afterward. Below are steps you can take before, during, and after an interview that can help catapult you ahead of the competition and ease anxiety and tension.

Before the Interview

It is critical for you to thoroughly research the organization before your interview. Interviewers may ask you what you know about their organization as a way of evaluating your interest in the position. **Review the information on pages 21-22 to learn more about conducting employer research.**

Be Professional

- Being professional encompasses everything: punctuality, dress, hygiene, verbal and nonverbal behavior, and dining etiquette.
- **Arrive at least 10–15 minutes early. Remember, you have only one chance to make a good first impression; being late or not showing at all will not be viewed favorably.**
- Do not arrive at the interview empty-handed. Consider bringing a portfolio that includes the following: resume, letters of recommendation, writing samples, projects and, if possible, performance evaluations. This gives the potential employer additional information to consider during the selection process.

Know the Position

Consider: What does the description entail? What are the essential functions of the office, company, or organization? To whom will you report? Does the position meet your expectations? Is the position compatible with your professional and personal ethics?

Dress Professionally

The way you dress has an effect on the interviewer’s initial impression of you. We recommend you take the conservative approach when dressing for an interview. **For details on appropriate attire, see pages 52-53.**

During the Interview

In the interview, it is your responsibility to convince the interviewer that you are the most qualified applicant for the position. Remember, you only have one chance to make a good first impression, and first impressions are lasting impressions. Listed below are some tips to follow at the beginning and during the interview.

- Give the interviewer a good, firm handshake, accompanied with eye contact.
- Be enthusiastic, confident, and courteous.
- Be aware of your nonverbal behavior.
- **Be prepared to think on your feet.**
- Ask relevant questions.
- Convey interest and knowledge about the position and company.
- Stress willingness, ability, and compatibility.
- **Avoid using filler such as “umm,” “you know,” “well,” “yeah,” “whatever,” “you know what I mean,” and “like.”**
- Listen to the questions carefully and articulate your thoughts clearly and concisely. Thank the interviewer for his or her time.
- Don’t address the interviewer by his or her first name unless invited to do so.
- Don’t let the employer’s casual approach fool you — maintain your professionalism.
- Don’t dominate the interview.
- Don’t discuss your personal problems.
- Don’t speak or act in a nervous manner.
- Don’t criticize yourself, but don’t be arrogant, either.
- **Don’t interrupt when the interviewer is talking.**
- Don’t bring up negative information about past jobs, co-workers, or former supervisors.
Traveling to an Interview

If the company leaves the planning of the trip to you, be sure to keep receipts of all incurred expenses for possible reimbursement. (Sometimes expenses incurred are not reimbursed.)

After confirming your arrangements with the company either by phone, mail, or email, inquire about your itinerary, directions, and emergency contact numbers.

Arrival

Plan to arrive the afternoon before the interview; this gives you the opportunity to leisurely check into your hotel, make sure you know how to get to the company site, and practice.

Observations to Make During an On-Site Interview

- Are the people happy or tense?
- Were you greeted in a warm, sincere manner?
- Is there enthusiasm within the company?
- Do you feel comfortable in the environment?
- Are your questions being answered honestly, or are they being avoided?
- How do the employees interact with one another?
- Is the workplace in line with your preferences?
- Do you have a good feeling about it? Be specific with the “why or why not” when considering this.

Interactions

Before or After the Interview

Companies may arrange for the candidate to meet with employees for a meal. The hosts or hostesses will make note of your social graces, ability to converse, and your ability to mix business with pleasure. It is best not to order alcohol. (See pages 56-57 for information on dining etiquette.)

Good Questions to Ask

Your questions should reflect your curiosity about the position and organization. The following are questions you might consider asking in the first interview if they’re not clearly answered during the course of the interview.

- What will a typical day look like for the person in this role?
- What goals need to be achieved in the first three months?
- How would you describe the ideal candidate for this position?
- How do you see this position evolving over the next few years?
- How will my performance be evaluated?
- How would you describe the organization’s management style?
- How would you describe the organization’s culture?
- What will have been accomplished in the first six months if I am successful in this role?

What Employers Want to Know

During interviews, employers are seeking to answer these questions:

- Can you do the job? (skills, knowledge)
- Will you do the job? (work ethic, initiative, commitment, adaptability, teamwork)
- Are you a fit for the organization? (professionalism, type of personality)

Go to each interview set to illustrate your abilities.

Inappropriate Interview Questions and How to Handle Them

Job interviews are tough and nerve-wracking enough, but a hiring manager might accidentally ask an inappropriate question during your interview. Know what these are and how to respond.

The Civil Rights Act of 1964 “prohibits employment discrimination based on race, color, religion, sex and national origin.” As a job-seeker, you want to be able to spot red flags that could indicate you’re being asked an inappropriate interview question. Read information provided by the U.S. Equal Employment Opportunity Commission at www.eeoc.gov.

If asked an inappropriate question, your options include:

- Briefly answer the question anyway, if you are comfortable doing so.
- Respond to the intent of the question.
- Ignore the question and change the subject.
- Tell the interviewer that the question doesn’t seem to be legal or relevant to the specific requirements of the job.
INTERVIEWING SUCCESS

One-on-One Traditional

This is the most common. It involves a series of open-ended questions: Tell me about yourself, what are your strengths, what do you know about our company, etc. For these, you should know your resume and yourself; research both the company and the position.

Behavioral and Situational

These types are based on the idea that past behavior and performance predicts future behavior and performance. They focus on experiences, behaviors, knowledge, skills and abilities that are job-related. Employers use this interviewing strategy to evaluate content skills, transferable skills and self-management skills. Use the STAR method.

The following sample questions can help prepare you for such interviewing:

1. How have you demonstrated initiative?
2. How have you motivated yourself to complete an assignment or task that you did not want to do?
3. Think about a difficult supervisor, professor, etc. What made him/her difficult? How did you make interactions successful?
4. Tell me about a complex project or task that you have been assigned.
5. Describe a situation where problems began to occur and the action you took.
6. Walk me through a situation where you had to do research and analyze the results.
7. What leadership positions have you held? Describe your leadership style.
8. Summarize a situation where you successfully persuaded others to do something or see your point of view.
9. How have you constructively dealt with a disappointment and turned it into a learning experience?
10. Describe a situation where class assignments and work or personal activities conflicted.

Case Studies

These types of questions are designed to evaluate how you process information, analyze a problem, determine key factors, and propose solutions that are supports by your analysis. This is a problem solving dialogue with the interviewer so you must talk through with him/her your thought process. They have to understand how you reached your conclusion. The correct answer is not as important as the process.

Q. A new sporting goods store is being opened in London. Discuss all the marketing issues regarding the opening of this new location.
Q. How much coffee is consumed in the city of New York on Mondays?
Q. At 3:15 how many degrees are there between the two hands of a clock?
Q. How would you work with a subordinate who is underperforming?
S.T.A.R. Skills Chart

Be relevant and memorable to networking contacts and employers by being able to verbalize how your skills will add value to an organization. This preparation will help you in your job search.

On the following charts, list skills that you developed and demonstrated in an extracurricular activity, part-time job, internship, or volunteer experience. Consider a specific example of how you demonstrated that skill beginning with the **situation**, the **task** required, the **action** you took, and the **result** of your action.

Describing your skills this way, the S.T.A.R. method, is very effective in interviews when you are asked to give an example of a time you demonstrated a particular skill.

<table>
<thead>
<tr>
<th>SKILL 1</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>SITUATION</strong></td>
<td>What necessitated use of this skill?</td>
</tr>
<tr>
<td><strong>TASK</strong></td>
<td>What needed to be done?</td>
</tr>
<tr>
<td><strong>ACTION</strong></td>
<td>What action did you take, using this skill?</td>
</tr>
<tr>
<td><strong>RESULT</strong></td>
<td>What was the result of the action you took?</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>SKILL 2</th>
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<tbody>
<tr>
<td><strong>SITUATION</strong></td>
<td>What necessitated use of this skill?</td>
</tr>
<tr>
<td><strong>TASK</strong></td>
<td>What needed to be done?</td>
</tr>
<tr>
<td><strong>ACTION</strong></td>
<td>What action did you take, using this skill?</td>
</tr>
<tr>
<td><strong>RESULT</strong></td>
<td>What was the result of the action you took?</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>SKILL 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SITUATION</strong></td>
<td>What necessitated use of this skill?</td>
</tr>
<tr>
<td><strong>TASK</strong></td>
<td>What needed to be done?</td>
</tr>
<tr>
<td><strong>ACTION</strong></td>
<td>What action did you take, using this skill?</td>
</tr>
<tr>
<td><strong>RESULT</strong></td>
<td>What was the result of the action you took?</td>
</tr>
</tbody>
</table>
INTERVIEWING SUCCESS

Telephone Interviews

Employers interviewing candidates in various locations will often narrow the list through phone interviews before arranging on-site interviews.

Telephone interviews may be conducted by one individual or by a panel. If a phone interview is arranged with an employer in another time zone, be sure to clarify which time zone will be observed.

When anticipating a phone interview, answer the call by stating your name. This professional greeting will prevent the caller from having to ask for you.

Arrange to have a reliable phone in a quiet location where you can limit or avoid distractions. Feel free to contact the Career Center (205-348-5848) and ask about room availability.

Print a copy of your resume, the job description, and questions you plan to ask them. You may also want to have keywords written down that will help you recall examples you would like to share in your responses.

Remember to smile! Smiling will increase the level of energy in your voice. Sit straight as if you were meeting with the interviewers in person.

Video Interviews

To save time and money, employers may interview through video calling programs like Skype.

Practicing will allow you to see how you appear on a screen and hear how your voice carries. Your goal should be to look just as you would if you were sitting in the room with the interviewer.

Position the camera on your computer to capture the upper half of your body. This will allow the employer to observe some of your nonverbal communication. For eye contact, look at the camera rather than the screen.

Make sure your surroundings reflect a professional setting. Clear away distractions, including pets that might interrupt your thoughts or appear on screen. Check the lighting to make sure you will be visible.

Before speaking, wait to make sure the interviewer is completely finished. Speak clearly and smile!

Structured Interviews

In this interviewing strategy, all potential candidates are asked the exact same questions.

Interviewing with Other Candidates

If you are invited to interview along with other candidates, be mindful of how you interact. Introduce yourself to the other candidates and be sure during the interview to balance contributing your comments with listening. Avoid interrupting and be careful not to dominate the conversation. If another shares a view you planned to share, think of a comment that adds to that one. Make sure you are participating and not simply observing.

Group Interviews

When interviewed by a group, direct your answers to the entire group by making eye contact and addressing each member.

Mock/ Virtual Interviews

The Career Center offers mock interviews, which are scheduled in Handshake and are designed to simulate actual interviews and provide students immediate feedback for improving their interviewing skills, as well as virtual mock interviews through InterviewStream, accessible from career.ua.edu. Students without web cams may call the Career Center at 205-348-5848 and ask about room availability.
Handshake is The University of Alabama’s new platform for students to find jobs and internships, sign up for on-campus interviews, and schedule career consulting appointments, and is represented by a yellow hand-shaped chair.

New to the Career Center service lineup is the Crimson Career Closet, a space and service that lends professional clothing to students for free for interviews and other career-related purposes.

PROFESSIONALISM, ETIQUETTE, AND LIFE AFTER COLLEGE

Professional Dress & Etiquette 52-58
Guidelines for Conducting an Ethical Job Search 58
Evaluating Job Offers; Negotiating Salary 59
Monthly Budget Worksheet 60
Planning for Graduate School 61
Life After College 62
Hearing terms like “business professional” and “business casual” can leave one wondering what to wear to career-related events. Appropriate work attire depends on several factors: the type of job, the industry, your geographical area, and the company culture among them. For a job interview, it’s important to know which style is preferred for your chosen field. When in doubt, assume that business professional is appropriate. Here are some general guidelines for business professional and business casual styles.

**PROFESSIONAL ATTIRE**

Invest in a conservative suit — black, gray, and navy are safe bets.

Dress shirts and blouses should be solid or pastel colors and should complement your suit color.

Close-toed shoes are appropriate.

Socks/stockings should match your outfit color scheme or should be neutral.

If carrying a notebook, portfolio, or padfolio, have one that’s brown or black in color.

**Business Professional**

- This is a style of clothing that is less formal than business professional, but it is still intended to give a business-like and professional impression.

- Color and pattern are acceptable for shirts and blouses, but shouldn’t be outlandish. Golf shirts or polo shirts may also be appropriate.

- Slacks should be pressed and can be khaki, corduroy, wool, flannel, or linen.

- Sweaters and blazers should fit well and not be too tight, baggy, or low-cut.

- Loafers, flats, and boots are acceptable footwear.

- Denim or blue-jean fabric is not acceptable as business casual.

**Accessories and Grooming**

- Don’t wear cologne or other strong scents; others may be allergic or sensitive. Deodorant should be neutralizing.

- Nails should be well manicured and clean.

- Hairstyles should be well-groomed; long hair should be controlled or pulled back in a neat, simple style.

- For jewelry, a wristwatch and one ring per hand are appropriate. Earrings, it is recommended, should be small, as they may be less distracting.

- A Windsor knot is the standard choice for business attire. Learn to perfect this knot with diagrams and videos online.

- Overall, employers’ focus should be on your skills and personality as a candidate, not what you’re wearing.
Professional Styles

Crimson Career Closet

The Crimson Career Closet is a lending service for students and alumni who need professional clothing for career-related events, such as a job interview. Schedule a time to utilize the Closet with an appointment in Handshake.
Demonstrating professional etiquette can help you secure employment and advance in your career.

**PROFESSIONAL ETIQUETTE**

**INTRODUCTIONS AND GREETINGS**

When first introduced, stand up to meet the person. If you are introducing other people, introduce the lower-ranked person to the higher-ranked person. For example, “Mr./Ms. Greater Authority, I would like to introduce Mr./Mrs. Lesser Authority.” If you have forgotten someone’s name, ask him or her politely.

**WORK HOURS**

Always be punctual. Pay attention to policies related to breaks and absences. If possible, avoid requesting leave during the first few months on the job. Avoid excessive absenteeism.

**DEADLINES**

Be on time or early on deadlines. Know what and when you need to submit as you begin a project. Be sensitive to others’ schedules when working on team projects.

**NEATNESS**

Management may view neatness as organized and precise. Appear to be neat. Maintain a clutter-free work area especially if you share work space with a colleague.

**CONVERSATIONS**

Listen to others attentively and speak when they have finished speaking. Maintain eye contact and keep a polite tone and appropriate volume. Keep your conversations brief and on track. Do not ask personal questions or offer too much personal information. Be sociable, but avoid gossip.

**TELEPHONE COMMUNICATION**

Turn off your cellphone or switch it to silent mode when you are not on breaks or at lunch. When leaving voice mail messages, speak slowly and clearly. Provide your name and number at the beginning and end of a lengthy message. Always speak politely.

**PERSONAL SPACE**

Try to stand no closer than an arm’s length away from the person with whom you are speaking. Keep your voice at a level appropriate for your work environment during phone calls and face-to-face conversations. Avoid decorating your work space with items that might offend others.

**SHARED SPACE**

Take responsibility for cleaning up after yourself when using counters and appliances shared with others. Avoid strong smells that will travel throughout the office. Wash and return utensils and cups and label items placed in the refrigerator. If using a shared photocopier, make sure the paper tray is full when you leave it.

**MEETINGS**

Arrive several minutes early and ask if you are uncertain about the seating pattern. Turn off your cellphone and give your attention to the speaker. Let the speaker know if you plan to use your phone to enter or search for information during the meeting. Do not interrupt; note what is said and share your points later. If providing a report, be concise and stay on subject. Unless directed otherwise, do not share information discussed in closed meetings.

**SOCIAL AND BUSINESS EVENTS**

Practice the basic rules of social/business events:
- Attend when possible.
- Mingle and meet new people.
- Maintain a professional image.
- Give your attention to those present. Put your cellphone away unless you are expecting an urgent call.
- Limit alcohol consumption.

**PUBLIC SPEAKING**

Speak in a way that suits the circumstances and the audience and that is authentic to your style. Avoid using offensive language even in casual settings. Be aware of your allotted time and stay on track.

**TEAMWORK**

Be respectful of others and listen to their views. Meet your deadlines when contributing to team projects. Learn your role in decision-making in teams and watch for opportunities to lead when your skills can benefit the group. Encourage others and focus on the overall mission.

**COMMON COURTESIES**

Hold the door open for the person behind you. Put items back where you found them. Return a borrowed item in the same condition. Show appreciation; compliment others. Do what you say you will do. Say “please” and “thank you.” Offer assistance to others. Assume the best unless you have facts to prove otherwise.
PROFESSIONAL EMAIL CORRESPONDENCE

While we may be unguarded in our tone when we email friends, in demonstrating professional etiquette, an appropriate tone should be maintained when communicating with employers and other professional contacts.

There are general guidelines that should be followed when emailing cover letters, thank-you notes, and replies to various requests for information. Apply the following advice to every email you write:

- Use a meaningful subject header for your email — one that is appropriate to the topic.
- Always be professional and businesslike in your correspondence. Address the recipient as Mr., Ms., or Mrs., and always verify the correct spelling of the recipient’s name. Business etiquette resources recommend using “Ms.” unless you know the recipient prefers “Mrs.” or “Miss.” If unsure if your instructor has a Ph.D. or Ed.D., “Dear Professor ____:” can be used.
- Be brief in your communications. Don’t overload the employer with lots of questions in your email. Go through your message before sending to make sure it is concise.
- Avoid using slang and text-message abbreviations.

- Sign your email with your full name.
- Exclude the emoticons. While these symbols may go over well with friends and family, do not use them in your email communications with business people.
- Do not use strange fonts, wallpapers, or multicolored backgrounds. A standard font is most appropriate.
- Be sure to proofread and spellcheck your email before sending it. Make sure you capitalize and punctuate correctly. Avoid excessive use of capital letters and exclamation marks.
- Respond to emails promptly.
- Do not assume that professionals who tend to be informal will be tolerant of unprofessional emails.

Examples of Professional and Unprofessional Emails

**UNPROFESSIONAL**

From: 2cute@....com  
To: instructorname@ua.edu  
Subject: hey

so how’s it going? can you tell me what i missed in class bc iv’e had a lot going on and i could not make it and i want an A in this class. also i need a reference for an internship and thought u would be a good one bc i had you last yr too.

**PROFESSIONAL**

From: studentname@crimson.ua.edu  
To: instructorname@ua.edu  
Subject: Reference Request for Internship

Dear Dr. Faculty:

Thank you for taking time recently to talk with me about graduate school. I plan to continue researching programs and opportunities to get experience.

Today, I saw an internship posting and would like to stop by during your office hours to talk with you about being a reference for me. I will give you a call Thursday.

Best regards,

Full Name

If you would like a faculty member or other potential reference to tell a prospective employer that you demonstrate professionalism, then you need to demonstrate it. Establish habits that will lead others to see you as a professional.
DINING ETIQUETTE

If invited for a meal interview, remember: In addition to your interviewing skills, your table manners are being observed. Learning proper dining etiquette will serve you well in many business and social settings.

Place Settings Etiquette

**BREAD ON THE LEFT, DRINK ON THE RIGHT**

It may be difficult to determine which drink is yours when you arrive at the table. Here is a helpful tip from Martha Stewart:

Hold both hands in front of you, palms facing each other. Using the tips of your thumb and forefinger, make circles on each hand. The remaining three fingers in each hand point upward. Your left hand will form a \( b \) and your right hand will form a \( d \). Bread \( (b) \) is on the left, and drink \( (d) \) is on the right.

**DINNER PLATE**

Between bites, rest your knife diagonally at the top of the plate and your fork nearby with the tines up. When finished, place your utensils parallel to each other on the side of your plate, knife tip resting in the plate well.

**SOUP BOWL**

The soup bowl may be placed on top of the dinner plate when the table is initially set. While eating the soup, rest your spoon in the bowl. Do not put it on the plate under the bowl until finished.

**BREAD PLATE**

Bread should be broken (not cut) into bite-sized pieces. Butter only the piece you are preparing to eat. When butter is served, put some on your bread plate and use as needed.

**NAPKIN**

Place your napkin in your lap. If you need to excuse yourself, place the napkin in your chair. When leaving the table after the meal, place the napkin on the side of the plate, loosely folded.

**FORKS**

The general rule for silverware is to work from the outside in as the meal progresses. If there are three forks, they are usually salad, fish, and meat, in order of use from outside in. A fourth fork, the cake fork, may be above the plate.

**KNIVES AND SPOONS**

KNIVES: Your knife is to the right of the plate. Sometimes there are multiple knives, for meat, fish, and salad, in order of use from the outside in — just like the forks. The butter knife will appear placed horizontally on the bread plate (see above).

SPOONS: Your tea spoon will be to the right of the dinner knife; if needed, the soup spoon will be to the right of the tea spoon. The dessert spoon is above your plate.

**GLASSES**

The water glass is just above the tip of the knife. To the right of the water glass is the red wine glass, and the white wine glass is to the right of that.

**PRO TIP:** During a job interview or networking function, the general rule is to avoid alcohol.
CUTTING MEATS
When holding the meat knife, place your index finger about an inch down the handle to help press down firmly. Hold the fork in your left hand, prongs down. Cut only enough for each mouthful.

FINGER FOODS
Raw vegetables, crispy bacon, corn on the cob, artichokes, raw asparagus, and fruits with stems are among foods you may eat with your fingers. French fries may be eaten with your fingers if the other foods served are also finger foods. If the other foods are eaten with a fork, use a fork to eat the fries.

Table Manners
- If not eating, place your hands in your lap or rest your wrists on the edge of the table. Do not put your elbows on the table.
- Meeting materials should be placed under your chair.
- Do not begin eating until everyone at the table has been served or until the host asks you to begin.
- If you need to signal the server about a problem with your food or utensils, do so discreetly. It is recommended that you refrain from sending back food.
- Do not ask to taste someone else’s food, and do not offer a taste of your food to another.
- Taste your food before seasoning it. Don’t assume it needs seasoning before tasting to see.
- Do not talk or laugh with your mouth full.
- Cut one piece of food at a time. Cut only enough food for the next bite.
- Chew with your mouth closed.
- If soup is too hot to eat, do not blow on it. Let it cool. For soup, dip the spoon into the soup, moving away from you. Fill it only ¾ full to avoid spilling. Sip from the edge of the spoon. Do not slurp!
- Try to finish at the same time as your host or the majority of the group at the table.
- Excuse yourself to visit the restroom if you need to blow your nose.
- If you cough or sneeze, cover your mouth with your napkin.
- Keep your focus on the others at your table even if the restaurant or dining area is noisy and full of distractions.
- Avoid discussing politics, religion, or any other topic that might be perceived as controversial. Safer topics include recent best-selling books, movies, travel, sports, technological advances, and hobbies.
- Do not ask for a to-go box. This may be appropriate if you are with close friends in an informal dining situation.
- Do not answer a call or text at the table. If you absolutely must communicate with another party during the meal, excuse yourself politely and be as brief as possible. Diverting your attention from those at your table is considered unprofessional and rude.

Ordering
Order foods that can be eaten with utensils; avoid food that are difficult to eat.
- Do not order the most expensive item on the menu.
- A la carte items are ordered and priced separately.

Serving
Offer a dish to the person on your left, then serve yourself and pass on to your right. If someone to your left asks you to pass a dish, pass to the left. Servers will typically serve food from the left and clear dishes from the right.
- Pass the salt and pepper together and set them on the table rather than handing them directly to the person.
- Butter, spreads, or dips should be placed on your plate before spreading or eating.

Resources
- whatscookingamerica.net
- diningetiquette.org
- etiquettescholar.com
BUSINESS RECEPTION ETIQUETTE

- Dress appropriately. Check if the reception calls for business casual or business professional attire.
- Take business (networking) cards. See page 17 for recommendations.
- Eat beforehand so you can focus on mingling. It’s fine to eat while there, but that shouldn’t be your priority.
- Arrive on time or a little bit early.
- If name tags are provided, place yours on your right side so it’s more visible to people shaking your hand.
- Show confidence through your posture and body language as you move around the room.
- When introducing yourself, offer a firm handshake and make eye contact. Clearly state your name and also theirs: “It’s nice to meet you, Ms. Davis.”
- When looking for people to approach, consider their body language and facial expressions. Are they into a deeper conversation with someone else at the moment? Do they appear instead to be in a lighter conversation and open to others joining them?
- Approach others and ask if you might join them. Introduce yourself and be prepared with a conversation starter. Then listen attentively so you can continue the conversation. Safe examples are, “How has your day been?” “This is a nice venue. Have you been here before?” “What brought you to this event (don’t ask if the answer is obvious)?” Avoid bringing up subjects that might be controversial (e.g., politics, religion, personal matters).
- Be an attentive listener. Do not talk over or interrupt others.
- When accepting a business card, take a few seconds to read it. You might see a detail that leads to a question; reading also shows respect.
- If you visit the buffet, choose foods that are easily eaten while standing and that will not leave your fingers messy.
- Put dip onto your plate before dunking chips, crackers, veggies, etc.
- Avoid holding a plate and drink at the same time, as that will prevent you from shaking hands.
- Do not monopolize another’s time. When there is a natural break in the conversation, you might say, “I’ve enjoyed talking with you, but I’m sure you’d like to meet some others…” If you’ve exchanged cards, you might add that you’ll be in touch.
- Thank the host before leaving.

CONDUCTING AN ETHICAL JOB SEARCH

From the National Association of Colleges and Employers Principles for Professional Conduct Committee:

1. Provide accurate information about your academic work and records.
2. Conduct your job search with honesty and integrity. Do not stretch the truth on your resume, applications, or during any part of the interview process.
3. Interview genuinely. Interview only with employers you’re sincerely interested in working for and whose eligibility requirements you meet. “Practice” interviewing is misleading to employers.
4. Adhere to schedules. Appear for all interviews, on campus and elsewhere, unless unforeseeable events prevent you from doing so. If you can’t make the interview because of an unforeseeable event, notify the employer at the earliest possible moment.
5. Don’t keep employers hanging. Communicate your acceptance or refusal of a job offer to employers as promptly as possible, so they can notify other candidates that they are still being considered or that the position is filled.
6. Accept a job offer in good faith. When you accept an offer, you should have every intention of honoring that commitment. Accepting an offer only as a precautionary measure is misleading to the employer and may restrict opportunities for others who are genuinely interested in that employer.
7. Withdraw from recruiting when your job search is completed. Let employers that are actively considering you for a job know that you are now out of the running.
8. Claim fair reimbursement. If an employer has agreed to reimburse you for expenses you incur in its recruitment process, your request should be only for reasonable and legitimate expenses.
9. Obtain the career information you need to make an informed choice about your future. It’s up to you to acquire the information about career opportunities, organizations, and any other information that might influence your decisions.
CONSIDERATIONS RELATED TO FINANCIAL FEATURES OF THE JOB

Your hard work paid off and now you have multiple job offers. How can you be sure you are making the right choice?

Thoroughly evaluating offers includes examining both the nonfinancial features of the job and the financial compensation. Consider first what you value about the job itself, the organization, and the work environment.

You may be eager to discuss salary, but, whenever possible, let the interviewer bring up the topic. Your job in the interview is to convince the employer that you are the candidate they do not want to lose.

Know how your qualifications fit their needs and be able to communicate that confidently (avoid arrogance) and specifically. If asked about salary expectations or requirements, you might ask in return what salary the organization has in mind for that position. If it is lower than you expected, then you have an understanding of where to begin with your negotiation.

Research typical salaries for your targeted position before the interview. Be sure to focus on positions that match your education and level of experience. Websites to review include salary.com and careeronestop.org.

With accurate information, you can respond, “The average regional salary for a person with my qualifications and education is $ ___."

If asked about salary before you have a chance to relate your qualifications to the job, state that the position itself is more important than the salary and that you hoped to discuss your qualifications first. Keep the conversation focused on your qualifications and not your need for a higher salary because of student loans and other expenses. The decision to negotiate should be based on the value you bring to the organization from experience, abilities, and education.

Compensation may be offered in benefits as well as salary (e.g., insurance coverage, pension plans, paid vacations). A low starting salary may be offset by the prospect of a salary increase in the near future. Consider what you might be able to negotiate other than salary, like reimbursement for moving expenses.

If the salary or compensation package offered is unacceptable, politely state what would be acceptable to you and close the interview by reaffirming your interest in the company and the job. If the employer says he/she will think about your offer, wait a week and call back. If the employer states that your salary requirement is unacceptable, then express regret that you were unable to reach a compromise and restate your interest in the position and the organization.

Send a thank-you letter within 24 hours of your interview. This may not lead to a salary agreement, but you will have handled the negotiation process professionally, leaving a positive impression.

CONSIDERATIONS RELATED TO NONFINANCIAL FEATURES OF THE JOB

It is also important to consider the overall compensation package. A higher salary does not necessarily mean the best offer financially. Consider your needs for health care, tuition reimbursement, relocation assistance, and retirement prep.

EVALUATING JOB OFFERS

Which job seems to be a better fit?

Which job can you see yourself doing each day for at least 40 hours per week?

Which work environment seems to be a better fit?

Which organizational culture suits you best?

Which location is best suited to your needs?

Which job offers more of what you value in a career?

Which job matches your personality type the most (see pg. 4 for more)?

CONSIDERATIONS RELATED TO FINANCIAL FEATURES OF THE JOB

Which employer offers better health insurance for your needs?

Which employer offers better retirement funding?

Is there an option in either organization for profit-sharing?

Which job offers the best compensation package?

Will company-owned work devices be provided?

Is either salary commission-based?

Does either organization have a system in place for promotions?

NEGOTIATING SALARY
MONTHLY BUDGET WORKSHEET

Congratulations, you’ve been offered a job! Now you can begin planning your new monthly budget.

Monthly Expenses

<table>
<thead>
<tr>
<th>Expense</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Card Payments</td>
<td>$</td>
</tr>
<tr>
<td>Rent</td>
<td>$</td>
</tr>
<tr>
<td>Renter’s Insurance</td>
<td>$</td>
</tr>
<tr>
<td>Life Insurance</td>
<td>$</td>
</tr>
<tr>
<td>Prescriptions</td>
<td>$</td>
</tr>
<tr>
<td>Student Loans</td>
<td>$</td>
</tr>
<tr>
<td>Electricity/Gas/Water</td>
<td>$</td>
</tr>
<tr>
<td>Cable/Internet/Video-Streaming Service</td>
<td>$</td>
</tr>
<tr>
<td>Car Payment (including insurance)</td>
<td>$</td>
</tr>
<tr>
<td>Food (groceries and dining out)</td>
<td>$</td>
</tr>
<tr>
<td>Gas for Car</td>
<td>$</td>
</tr>
<tr>
<td>Dry Cleaning</td>
<td>$</td>
</tr>
<tr>
<td>Phone</td>
<td>$</td>
</tr>
<tr>
<td>Clothes</td>
<td>$</td>
</tr>
<tr>
<td>Hair Care and Manicures</td>
<td>$</td>
</tr>
<tr>
<td>Gifts</td>
<td>$</td>
</tr>
<tr>
<td>Charitable Contributions</td>
<td>$</td>
</tr>
<tr>
<td>Health Club Membership</td>
<td>$</td>
</tr>
<tr>
<td>Entertainment (movies, ball games, concerts, trips)</td>
<td>$</td>
</tr>
<tr>
<td>Magazine Subscriptions and Books</td>
<td>$</td>
</tr>
<tr>
<td>Jewelry, Electronics, Games</td>
<td>$</td>
</tr>
<tr>
<td>Child Care</td>
<td>$</td>
</tr>
<tr>
<td>Pet Expenses</td>
<td>$</td>
</tr>
<tr>
<td>Other:</td>
<td>$</td>
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<td>Other:</td>
<td>$</td>
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<td>Other:</td>
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<td>Other:</td>
<td>$</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$</strong></td>
</tr>
</tbody>
</table>

**PRO TIP** Pay your bills on time. Do your best to save a certain amount each month.
PLANNING FOR GRADUATE OR PROFESSIONAL SCHOOL

QUESTIONS YOU SHOULD ASK YOURSELF

• What kind of positions am I qualified for with my undergraduate degree?
• Will a graduate degree be beneficial for better job offers, higher initial starting salaries, and advancement opportunities in my chosen career?
• What types of graduate and professional degree programs exist for my chosen career and where are they?
• Should I look at pursuing a master’s degree or earning another baccalaureate degree?
• How do I feel about taking more tests, writing papers again, and having tons of reading?
• Does the thought of more studying trigger anxiety and stress?
• Which schools offer the field of study I am interested in pursuing?
• Where is the school located geographically?
• What are the application procedures and admission requirements?
• Will the program I choose require a thesis or dissertation?
• How long do I have to complete the program of study?
• What about cost (i.e., cost of living, out-of-state tuition, rent, on-campus housing, health insurance, and other miscellaneous expenses)?
• Does the department or university offer assistantships to offset the cost of tuition?
• Will I have an internship, practicum, or field experience?
• What is the placement rate into full-time employment?

CONSIDERATIONS WHEN APPLYING TO GRADUATE/PROFESSIONAL SCHOOL

Admissions criteria are one of the main factors you consider when applying to graduate and professional schools. Entrance criteria and standards vary from institution to institution and are dependent upon the academic discipline, selectivity of the institution, and number of seats available in the program. Criteria for admission typically include:

• Grade Point Average (GPA)
• GRE, MAT, LSAT, MCAT, or GMAT Scores
• Personal Statement
• Experience or Undergraduate Research
• Completion of Prerequisites
• Letters of Recommendation
• Admissions Essay(s)
• Resume or Curriculum Vitae (CV)

Many graduate programs have deadlines from December to March; however, be aware that each institution has different deadlines for application packets to be completed before submitting them to the appropriate department for selection.

If you would like to be considered for an assistantship, make sure you know when your application needs to be submitted. When deciding who will receive assistantships, departments review the applications of students who have been fully admitted by deadline. Generally, the more competitive the program is, the earlier you need to submit all pertinent application materials.

TO HOW MANY SCHOOLS SHOULD YOU APPLY?

A common recommendation is to apply to five or six schools, reflecting the following categories:

• One program that is extremely desirable with very competitive admissions standards
• Three programs that are realistic for you in terms of admission standards and that also meet your criteria
• Two programs you are confident in being admitted to that meet your criteria

Some students choose to apply to 10 or more graduate and professional schools; however, keep in mind that this can become costly in terms of both time and money.

WHEN SHOULD YOU START SUBMITTING APPLICATIONS?

Visit testing.ua.edu for registration info on graduate school admission testing.

FINANCIAL AID AND ASSISTANCE

Each school and lending institution has its own standards for the application process and system of awarding financial assistance; check the website of the school or agency for details.
LIFE AFTER COLLEGE

Making the Transition from School to Life in the Working World

There is a lot to consider as you leave college to enter the workforce. Prepare early for this transition.

**ORGANIZATIONAL BEHAVIOR AND OFFICE POLITICS**

- Take time to learn how to work with new managers.
- Learn to listen to others and seek advice; don’t try to prove yourself all the time.
- Consider what others on a team have to say, and work together. Be respectful in all situations.
- If no mentor is set up for you, find one for yourself.
- Be careful what you say about others; protect your image; know who can be trusted and who cannot.
- Adapt to the organization’s style and culture.
- Don’t be afraid to ask questions.
- Volunteer for projects and committees, but don’t line up more work than you can handle.
- Show enthusiasm and take initiative. Offer to help others with projects as time allows.
- Remember that you are in charge of your own career; don’t blame others if it’s not going the way you want.
- If you make a mistake, take responsibility and communicate with management.

**OUTSIDE THE WORKPLACE**

- Take an inventory of your strengths and weaknesses and know what you want to achieve.
- Give yourself time to adjust, especially if you’ve moved far from home.
- Get involved in places that allow you to meet people.
- Make a budget and stick to it; keep track of your expenses so you can tell where your money is going. A budget worksheet can be found on page 60.

**EFFECTS OF BREAKING THE LAW**

Any criminal record can have a negative effect on your career. You may not be eligible for teacher certification; you won’t get security clearance for military, state, or federal jobs; you will have trouble getting a job in a medical field where there is access to controlled substances; and you may not be eligible for jobs requiring travel if you have driving offenses.

Consequences for different violations vary, but you don’t want to give an employer any reason to question your character or judgment.

**MOVING**

- Know what your needs are in a home or apartment.
- When you look at properties, check to make sure everything works as it should.
- Read leases carefully and discuss any questions or concerns with the leasing agent.
- Complete a condition report so you have a record of any damages already made to the property; if not, you may lose your security deposit for something you didn’t do.
- There are lots of costs to consider: moving expenses, deposits, utilities (there is a charge to hook them up when you move in, and you need to have an idea of how much they’ll cost per month), phone, Internet access, water, cable, trash pickup, insurance, etc.

FROM STUDENTS TO ALUMNI

Alumni can contribute significantly to UA’s efforts in recruiting and preparing students for successful employment. The following are among the many possible contributions alumni can make:

- Let the Career Center know about your post-graduation plans (job, school, etc.) at the time of your graduation or soon after with the First Destination survey.
- Offer to do an informational interview with a student interested in your field or organization.
- Arrange for a student to shadow you on the job.
- Talk with your organization about posting jobs in Handshake and/or attending UA career fairs.
- Talk with your alumni chapter about networking events you might host for UA students.
Students, Alumni, and Friends of The University of Alabama:

We hope the Career Guide will be a valuable tool in your pursuit of a satisfying career. The job-search process requires individual thought and decision-making, and this guide can serve as a foundation from which to start. The content has been compiled from our own research and excellent resources on career-related topics.

If you have questions about information or tips included in the Career Guide, or would like specialized assistance from one of our career consultants, we hope you will come see us in the main office in the Ferguson Center or in one of the satellite offices. Our contact information is on the opening page of this guide and also on our website (career.ua.edu).

We look forward to being of service to you in the future.

Best wishes as you continue along your career path!

— The UA Career Center Staff