Successful career planning is strategic planning – you need to look ahead, see what you envision for your end point (career), and then work backwards to determine the right skills, leadership opportunities, and paths you must take to accomplish that goal. Just like Mapquest/Google Maps/GPS, you need a starting point and an ending point – and then step-by-step directions to make calculated moves to ensure you reach your destination.

The Office of Academic Assistance & Career Services provides resources to help public health students successfully integrate into the Georgia State community and to develop opportunities to gain career and leadership skills. Students and alumni from all School of Public Health departments are welcome to benefit from our services.

Services provided by the office and staff include:

- **Career Services** – individualized career counseling, resume and cover letter reviews, internship guidance, job search resources, networking opportunities, career fairs, graduate school application support, etc.
- **Leadership Opportunities** – we serve as a point of contact to all School of Public Health student organizations
- **Study Abroad** – our office provides information on all of the Study Abroad options offered by the School of Public Health and partners with the GSU Study Abroad office for programs offered outside of our school.
- **Alumni Services** – we help connect and track our alumni and offer opportunities for current students to engage with alumni through networking opportunities.

**Contact Us**

We are located in downtown Atlanta on the sixth floor of One Park Place, near Woodruff Park. Our office suite is 640.

Hours: Monday – Friday, 8:30am – 5:00pm

Phone Number: 404-413-1438
Fax Number: 404-413-1489

Email: sphcareers@gsu.edu

Website: publichealth.gsu.edu/students/career-resources/

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<th>Physical Address</th>
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</table>
| Office of Academic Assistance & Career Services  
School of Public Health  
Georgia State University  
One Park Place, Suite 640C  
Atlanta, GA 30303 | Office of Academic Assistance & Career Services  
PO Box 3984  
Atlanta, GA 30302-3984 |
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As a School of Public Health student, you need to approach your future career plans much like a business or organization uses their strategic plan – you need a systematic process to envision your desired future, and build active steps to accomplish defined goals and objectives.

Each of you have already committed to pursuing a degree in public health. Now the real question is – what job titles or career paths are you hoping to pursue with that degree? What were your thoughts before you picked this field or chose to come back to school to get your advanced degree? There must have been a job title, a person you knew who was doing something you wanted to do, or maybe a personal health issue in your family that highlighted a career field you felt could help eradicate that disease as a result of your work? Whatever the reasons were for picking your degree, it is time to build a career plan (strategic plan) that will best align you to become the top candidate for that future position.

We suggest that you follow a four-step process for exploring your career options

1. Complete numerous self-assessment tools that can help you identify your strengths, weaknesses, opportunities, and threats.

2. Research job titles, career fields, industries, and sectors based on your interests/strengths/opportunities, and gather profiles of skills and experience that are needed of top candidates in those fields/jobs.

3. Conduct a Gap Analysis on yourself to determine which of those skills you currently have, which ones you will gain as a result of your coursework, and what skills/certifications/experience you will need on your resume to gain entrance into that profession upon graduation.

4. Map out a career plan, semester by semester, of the experiences, internships, trainings, networking, etc. that you need to do in the time you have left in school to maximize your ability to not only fill in your skill gaps, but to excel in those skills prior to graduation.

STEP 1: SELF-ASSESSMENT TOOLS

Self-assessment is a process by which you learn more about yourself – what you like, what you don’t like, and how you tend to react to certain situations. Knowing these things can help you determine which occupations and work situations could be a better fit for you.

As an enrolled student at Georgia State University, you have access to numerous self-assessment tools offered through either University Career Services or the University Counseling & Testing Services. These assessments will not only look at your values, your personality type, and your interests, but they can also help you identify your skills, which are the things you need to market in your resume.
• Jung Typology Assessment (Myers-Briggs) – you may access this free, online tool at: www.humanmetrics.com/cgi-win/JTypes2.asp. You may schedule an individualized appointment with a career counselor in either the School of Public Health or University Career Services to interpret your results.

• SWOT Analysis – A SWOT Analysis is a strategic planning tool used to evaluate the Strengths, Weaknesses, Opportunities, and Threats involved in a project or in a business venture or in any other situation of an organization or individual requiring a decision in pursuit of an objective.

The aim of conducting your own personal SWOT analysis is to identify the key internal and external factors that are important to you achieving your career objective. Internal factors, as they relate to you and your ability to perform a job function, include looking at your “strengths” and “weaknesses” (abilities or traits inherent to you). External factors, however, are ways of looking at “opportunities” and “threats” presented by the external environment (the economy, aging population, policies, emerging epidemics, etc.) and their potential impact on your career plans.

WHAT SKILLS DO I HAVE AND WHICH ONES DO I NEED TO DEVELOP?
Below is a list of commonly requested skills. This is not an exhaustive list, and does not include specialized skills needed for some jobs. It may, however, be helpful for an initial assessment of skills that you already have, and skills that you wish to develop. The list may also help you think about how to describe your strengths on your resume.

Interpersonal Skills
• Knows how to express feelings warmly and sensitively
• Gives and receives feedback in a constructive manner
• Knows how to interpret and use body language
• Recognizes and values the uniqueness of individuals; works well with a wide variety of diverse people

Oral Communication Skills
• Presents information and ideas clearly and concisely, with content and style appropriate for the audience
• Presents opinions and ideas in an open, objective way

Public Speaking Skills
• Makes formal presentations
• Presents ideas and positions in an interesting way
• Maintains poise in public situations

Client Service Skills
• Builds a relationship of mutual trust with clients
• Understands or perceives clients’ needs
• Acts as an advocate for clients
• Handles complaints and concerns in a sensitive way
• Tailors services to meet the needs of an individual’s goals

Analytical/Logical Thinking Skills
• Draws specific conclusions from a set of general observations (deductive reasoning)
• Draws general conclusions from a set of specific facts (inductive reasoning)
• Examines data to understand inter-relationships and correlations
• Synthesizes information and ideas
• Clarifies the nature of a problem, evaluates alternatives, proposes viable solutions, and determines the outcome of the various options

Critical Thinking Skills
• Reviews different points of view or ideas and makes objective judgments
• Examines underlying assumptions
• Formulates a question, analyzes a problem, or defines a situation with clarity, accuracy, and fair-mindedness
• Reviews or develops policy and programs
• Identifies all possible options, weighs the pros and cons, assesses feasibility, and chooses the most viable option
• Ability to generate new ideas, invent new things, create new images or designs
• Designs new approaches to solve problems
• Able to make connections between seemingly unrelated things
• Able to reshape goals to reveal new possibilities

Advanced Writing Skills
• Selects, interprets, organizes, and synthesizes key ideas
• Adjusts style, form, and content to a particular audience
• Drafts non-routine correspondence and complex reports
• Writes in a creative way for the general public
• Edits written text to ensure that the message is as clear, concise, and accurate as possible

Research Skills
• Develops appropriate methodology and implements a plan
• Knows how to find and collect relevant background information
• Able to identify people who have relevant information
• Knows how to collect and compile data
• Able to analyze data, summarize findings, and write a report

Financial Skills
• Keeps accurate financial records
• Manages a budget effectively
• Establishes and maintains accounting and auditing procedures
• Prepares and interprets financial statements and reports
• Able to monitor inventory flow

Language Skills
• Fluent in language(s) other than the one dominant in the organization

Advanced Computer Skills
• Able to learn new software quickly
• Able to manipulate data in a computer system

Technological Skills
• Understands technical specifications; reads technical manuals with ease
• Able to maintain computer or other systems; able to analyze potential dysfunctions and troubleshoot for potential problems
• Able to suggest modifications to an existing system or design a new system to improve performance

Supervising Skills
• Motivates individuals to perform well
• Identifies and uses human resources in an effective way
• Delegates responsibilities and establishes an appropriate system of accountability
• Monitors progress and assesses the quality of job performance of others

Leadership Skills
• Motivates and empowers others to act
• Inspires trust and respect in others
• Builds effective teams
• Involves others without coercing or cajoling
• Promotes open discussion and involvement of all participants while not dominating
• Facilitates and manages group interactions
• Delegates effectively

Planning Skills
• Lays out a step-by-step process for achieving a goal
• Establishes objectives and needs, evaluates options, and chooses the best option
• Able to analyze all the requirements (i.e., human, financial, and material resources) to accomplish specific goals
• Establishes realistic timetables and schedules

Organizational Skills
• Organizes information, people, or things in a systematic way
• Establishes priorities and meets deadlines
• Develops or streamlines procedures
• Monitors progress and effectiveness

Persuading Skills
• Communicates effectively to justify a position or influence a decision
• Able to sell products and promote ideas
• Effective in lobbying for change

Mediation Skills
• Helps those with opposite viewpoints reach mutual agreements, either through consensus or compromise
• Deals with conflict in an open, honest, and positive way

Care Giving Skills
• Identifies and responds appropriately to the need for care, counseling, treatment, or therapy
• Patient and empathizes with others
• Gives sensitive care to people who are sick or elderly or who have severe disabilities

Administrative/Clerical Skills
• Operates computers and other basic office equipment
• Designs and maintains filing and control systems

Adaptable Skills
• Capacity to adapt to new situations and settings and to tolerate change well
• Sees change as an opportunity, rather than as a problem

Counseling Skills
• Responds to others in a non-judgmental way
• Builds trust and openness with others
• Helps others understand themselves better and builds self-esteem
STEP 2: RESEARCH CAREER PATHS

Now that you have explored your values, interests, and skills, it is time to explore ideas for possible career paths. Take the time to research your career options now; there are more options out there than you think!

Keep a running list of careers that you have considered. Brainstorm, write ideas down, and fill in details when appropriate. You should continually evaluate and re-evaluate this list, removing options as you complete research about each career to see how well it matches your needs, values, interests, and skills, and adding new ideas as they occur to you.

Websites we encourage you to visit when mapping out career paths and job titles:
• Go Government – This student friendly website outlines career opportunities, internships, fellowships, and overall career exploration tips for jobs in federal government (all areas). It is a great resource to search for career fields based on your field and concentration. [www.gogovernment.org](http://www.gogovernment.org).

In addition to these online resources, we also encourage you to review the list of specialty areas and employers who commonly employ Public Health graduates:

<table>
<thead>
<tr>
<th>AREAS</th>
<th>EMPLOYERS</th>
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<tr>
<td>HEALTH POLICY AND MANAGEMENT</td>
<td>Hospitals</td>
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<td>Health systems</td>
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<td>Clinics</td>
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<td>Medical groups</td>
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<td>Hospices</td>
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<td>Home health agencies</td>
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<td>Long-term care facilities</td>
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<td>Mental health facilities</td>
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<td>Managed care organizations</td>
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<td>Health finance organizations</td>
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<td>Insurance companies</td>
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<td>Pharmaceutical companies</td>
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<td>Academic medical centers</td>
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<td>Legislative offices</td>
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<td>State government agencies</td>
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<td>Public health departments</td>
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<td>Advocacy groups</td>
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<td>Health foundations</td>
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<td>Federal government agencies</td>
<td>Department of Health and Human Services</td>
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<td>Centers for Medicare and Medicaid Services</td>
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<td>Department of Veterans Affairs</td>
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<td>Food and Drug Administration</td>
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<td>Office of the Surgeon General</td>
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<td>Centers for Disease Control and Prevention</td>
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<td>National Institutes of Health</td>
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<td>Military</td>
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<td>Nongovernmental agencies, e.g. Red Cross</td>
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<td>Professional associations, e.g. American Medical Association</td>
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<td>AREAS</td>
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<tr>
<td><strong>BEHAVIORAL SCIENCE AND HEALTH EDUCATION</strong></td>
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<tr>
<td>Programming for:</td>
<td>State government agencies, public health departments, wellness centers, community mental health centers, corporate wellness programs, fitness facilities, schools, colleges and universities, hospitals, private research foundations, research and development firms, international health agencies</td>
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<td>Disease Prevention</td>
<td>Federal government agencies including:</td>
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<tr>
<td>Health Promotion</td>
<td>Centers for Disease Control and Prevention</td>
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<td>Community Outreach</td>
<td>Department of Health and Human Services</td>
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<td>Grant Writing</td>
<td>Office of the Surgeon General</td>
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<td>Fundraising</td>
<td>Nonprofit organizations such as:</td>
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<td>Volunteer Coordination</td>
<td>American Red Cross, American Heart Association, American Cancer Society, American Lung Association</td>
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<td>Social Marketing</td>
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<td>Public Relations</td>
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<td>Research</td>
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<td><strong>BIOSTATISTICS</strong></td>
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<td>Biomedical Research</td>
<td>Federal government agencies including:</td>
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<tr>
<td>Data Analysis</td>
<td>Centers for Disease Control and Prevention</td>
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<td>Clinical Trials</td>
<td>National Center for Health Statistics</td>
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<td>Technical Writing</td>
<td>State government agencies, public health departments</td>
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<td>Teaching</td>
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<td><strong>EPIDEMIOLOGY</strong></td>
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<tr>
<td>Research</td>
<td>Federal government agencies including:</td>
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<tr>
<td>Program Design</td>
<td>National Institutes of Health, Centers for Disease Control and Prevention, military</td>
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<tr>
<td>Program Evaluation</td>
<td>State government agencies, public health departments, world health organization (WHO)</td>
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<tr>
<td>Clinical Work</td>
<td>Private research foundations, pharmaceutical industry</td>
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<tr>
<td>Incident/Disease Investigation</td>
<td>Research and development service firms</td>
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<tr>
<td>Risk Assessment Surveillance</td>
<td>Nonprofit organizations, hospitals, colleges and universities</td>
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<tr>
<td>Teaching</td>
<td>Medical schools</td>
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<td>Technical Writing</td>
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<td>AREAS</td>
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</tbody>
</table>
| **ENVIRONMENTAL AND OCCUPATIONAL** | Federal government agencies such as:  
  CDC’s National Center for Environmental Health  
  National Institute for Occupational Safety and Health  
  Agency for Toxic Substances and Disease Registry  
  Environmental Protection Agency  
  Food and Drug Administration  
  Military  
  State government agencies  
  Public health departments  
  Private research facilities  
  Nonprofit organizations  
  Environmental agencies  
  Consulting firms |
| Research |  
 Field Research |  
 Air Quality |  
 Food Protection |  
 Radiation Protection |  
 Solid Waste Management |  
 Water Quality |  
 Noise Control |  
 Housing Quality |  
 Vector Control |  
 Toxicology |  
 Occupational Safety Risk |  
 Assessment |  
 Management |  
 Policy Development |  
 Consulting |
| **GLOBAL HEALTH** | International organizations such as:  
 World Health Organization (WHO)  
 United Nations Children Fund (UNICEF)  
 United Nations Development Programme  
 Food and Agriculture Organization (FAO)  
 World Bank  
 Bilateral government development agencies such as:  
 Centers for Disease Control and Prevention  
 Public Health Service  
 Office of International Health  
 Peace Corps  
 Nonprofit organizations such as:  
 International Red Cross  
 CARE  
 Doctors Without Borders |
| Social and Economic Development |  
 Health Policy |  
 Demography |  
 Women’s Health |  
 Children’s Health |  
 Nutrition |  
 Design of Healthcare Systems |  
 Disease Prevention and Control |  
 Disaster/Disease Relief |  
 | And finally, but probably most importantly, you need to reach out and start talking to people who are in the jobs and professions you hope to be a part of.  
 It is imperative to build and maintain a strong social network. We recommend that you begin to make connections with alumni and community members working in your field of interest. By meeting current employees in your field, you will be able to learn more detail about the actual day-to-day activities that are required, skills that may be helpful |
(or necessary) to develop, and get tips on how to secure a job in the field. Who knows, you might even land an internship or practicum just by talking to people in the field!

**NETWORKING**

Networking is based upon the exchange of information, ideas, and support. You should build your network based upon the question, “How can I help?” rather than “What can I get?” To begin networking, you should join the School’s LinkedIn and Facebook pages. (See the Job Search section of this book.) Be sure to fill out your entire profile on LinkedIn. If you already have identities on these networks, be sure that all public content is updated and appropriate for the professional setting. Once you have joined these networks, begin by connecting to old college friends, alumni groups, former co-workers, industries, professional organizations, etc. Watch for job postings and blog entries that may contain helpful information. LinkedIn is also a great place to network within your friends’ networks. Use your network to “meet” new professionals.

Besides online networking, face-to-face networking is also an effective way to make connections. There are many opportunities to meet new people through face-to-face contact if you are willing to make the effort. By participating in events or joining social or professional organizations, you often have easy opportunities to network. Some examples of places you may be able to network are: career fairs, public talks/seminars/mixers, School of Public Health Speaker Series, religious organizations, PTA, Rotary Club, Chamber of Commerce meetings, nonprofit board of directors, volunteer events, alumni functions, and professional organizations.

Generally, you should plan to:

- Use a multi-pronged approach – live and online
- Send thank-you cards (yes, the old-fashioned kind!) and emails
- Spend the money to join as a student member of professional organizations
- Ask your faculty for their contacts

And DO NOT:

- Be negative!
- Give up!
- Be obnoxious or wordy
- Forget to respond quickly to referral partners
- Abuse relationships
- Put things on your Facebook or LinkedIn pages that will hurt you!

Remember, only around 15% of job openings are advertised. Not only is networking a great way to learn about the sector in which you are interested, but growing and maintaining your network may turn out to be key in your job search!

**INFORMATIONAL INTERVIEWS**

An informational interview is an excellent tool to receive career and industry advice. Use the interview to gather information on the respective field, and to find employment leads and expand your professional network. This differs from a job interview because you, as the job seeker, are the one asking the questions.

*Benefits of Informational Interviewing:*

- Get firsthand, relevant information about the realities of working within a particular field, industry or position. This kind of information is not always available online or in print.
- Find out about career paths you did not know existed.
- Discover what others with your same major are doing in their careers.
- Get tips about how to prepare for and enter a given career.
- Improve your communication skills and confidence speaking with professionals.
Learn what it’s like to work at a specific organization.
Gain knowledge that can help you in a job search. Resume writing and job interviewing become much easier when you have a good sense of what interests you have and how your background and skills match the qualifications of a particular field, industry or job.
Initiate a professional relationship and expand your network of contacts in a specific career field; meet people who may forward job leads to you in the future or become a mentor to you.
Learn about how others have balanced their work and other priorities.
Remember, the person you are interviewing is doing you a favor, so be sure to be flexible in terms of format (phone or in-person), timing, and length of meeting (typically 20-30 minutes). You may offer to buy the person a cup of coffee or lunch while you talk. Be aware that informational interviews offer you a chance to learn about a career path; the purpose is not to ask for a job. Use this opportunity to build a relationship and expand your network.

Some questions that you may consider asking:
• What do you like most about what you do, and what would you change if you could?
• What are some of the biggest challenges facing your company and your industry today?
• Are there any professional or trade associations I should connect with?
• What do you read in print and online to keep up with developments in your field?
• How do you see your industry changing in the next 10 years?
• What’s a typical day like for you?
• What’s unique or differentiating about your organization or company?
• How has (fill in the blank – being an epidemiologist, a federal employee, working at a nonprofit, etc.) differed from your expectations?
• What have been your greatest moments and biggest challenges? What part of this job do you find the most challenging or satisfying?
• What training is required for this type of work?
• What personal qualities or abilities are important to being successful in this field/position/company?
• How did you end up in this position? What has been your career path?
• What advice would you give a person entering this field?
• Is there anyone else in your network that you suggest I contact or conduct an informational interview with?

CONFERENCES AND PROFESSIONAL ASSOCIATIONS
Professional associations and industry conferences are valuable resources for networking, learning more about an industry, professional development opportunities, industry speakers, and finding out about job opportunities. Many associations and conferences have student membership rates and/or scholarships available. For a list of professional associations in your academic area, please see publichealth.gsu.edu/students/career-resources.

STEP 3: CONDUCT GAP ANALYSIS – AN EXERCISE
So now that you have researched possible career fields and job titles, the goal now is to determine what skills and strengths you have to compete for these future positions. What gaps or weaknesses does your candidacy have that you can work on and improve upon while you are in school? Sometimes the best way to explore career options is to work backwards. This exercise is great for people who are looking for a bit of focus.
1. Begin by searching job postings. Identify five (5) job descriptions that you see yourself applying for upon graduation from your degree program. You may want to begin by searching the specialty online job boards such as Public Health Employment Connection, Opportunity Knocks, DEVEX, USAJOBS, etc.

2. Once you have identified your job descriptions, print them out. NOTE: Do not compare apples and oranges in this portion of the exercise. Compare similar job titles with similar job titles – print 5 epidemiologist positions but do not compare two epidemiologist positions with three health promotion counselor positions. The goal of the exercise is to get a pulse of what skills/requirements are needed in each career path you are considering. So you will most likely conduct one gap analysis for each career title/path you are considering.

3. Highlight all of the minimum qualifications, desired qualifications, and job responsibilities that are common between all 5 job postings. Also, make note of unique requirements which might be useful in obtaining should you wish to differentiate yourself as a future candidate.

4. Create a list of the required/desired qualifications for that career field and match each qualification with example(s) of how you can fulfill it. Pretend as if you were in the interview chair and an employer asked you to talk about examples that show you can do those skill areas. These examples should demonstrate your skillset based on your educational/volunteer/work experience. It may also be helpful to build a skills matrix that outlines each task, how you accomplished the task, the purpose of the task, and the results. If you cannot identify an example, leave the space blank (thus showing you a gap you need to work on!). Do not limit your thinking – and do not look at your resume when you are doing this step. Free think and jot down as many examples as you can think of. The goal after this exercise is to see where your skills were learned, and then making sure those bulleted examples are now in your resume when you re-vamp it!

5. Examine your list for “holes” in your skillset/resume. The blank spots in your example list are areas which you should develop during your time in school in order to be a viable candidate in your job search initiatives. Also, if the skill area only has one or two examples that you can think of to illustrate your skills in that area, that particular skill may be a “weakness” in your candidacy, which also warrants developing new skills in.

6. You should talk to your career counselor in the School of Public Health after you have completed your Gap Analysis to discuss ways to build missing skills and to also find practicum sites that could help you either obtain or practice your areas in need of improvement.

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**Gap Analysis Example (List)**

<table>
<thead>
<tr>
<th>REQUIRED/DESIRED QUALIFICATIONS</th>
<th>MY MATCHING EXPERIENCES/SKILLS</th>
</tr>
</thead>
</table>
| Demonstrated experience working on a team | • Completed a semester long health impact assessment with a team of fellow students and presented our findings to the community stakeholders  
• Currently work as part of a customer service team in the healthcare industry, with annual goals |
| Collection, analysis, and interpretation of statistical data and preparation of reports | • Authored thesis examining youth tobacco initiation; executed logistic regression in SPSS with data from the Global Youth Tobacco Survey  
• Worked with American Cancer Society to collect data on intervention-related smoking quit-attempts and presented the results to research leadership team  
• As a volunteer with the American Lung Association – GA Chapter, worked on cleaning and analyzing data from participants and prepared summary report to submit to national office |
| Familiarity with statistical software and proficiency with MS Office applications | • Successfully transferred data from MS Access to SPSS and conducted analysis for thesis  
• Attended Intro to Epi Info™ training and completed certification  
• Use MS Office products to build presentations and write reports |
STEP 4: CREATE/MAP CAREER DEVELOPMENT PLAN

FALL SEMESTER – 1ST YEAR

August/September
- Join the SPH Practicum/Career Opportunities Listserv and LinkedIn network
- Join professional organizations in your area of study. For a list of options visit: publichealth.gsu.edu/students/career-resources/
- Join a student organization in your area of interest.
- Attend University Career Services orientation and sign up with Panther Career Net
- Attend “Managing Your Online Presence – LinkedIn” workshop
- Attend “Resume & Cover Letter” workshop
- Complete a gap analysis with SPH career staff

October/November
- Consider searching for and securing your first internship (doesn’t necessarily have to be for course credit)
- Attend SPH professional development and other sponsored events
- Complete resume and upload to Panther Career Net
- Attend career fairs in your local communities to begin networking and searching for internship opportunities.
- Attend alumni networking events
- Attend student and professional organization meetings
- Conduct at least two informational interviews

SPRING SEMESTER – 1ST YEAR

January/February
- If you have not done so, join the SPH Practicum/Career Opportunities Listserv and LinkedIn network
- Develop your internship search plan
- Evaluate and adapt (as required) your internship search plan
- Read through the practicum requirements on the SPH website: publichealth.gsu.edu/students/practicum/
- Finalize your summer or Fall Internship (if applicable)
- Conduct at least two informational interviews

March/April
- Schedule a time to use VIPS – Virtual Interview Practice System for a mock interview (University Career Services Center)
- Attend alumni networking events
- Attend student and professional organization meetings
- Finalize your summer internship (if applicable)
- Attend thesis and capstone defenses
- Revisit progress on gap analysis

FALL SEMESTER – 2ND YEAR

August/September
- If you have not done so already, APPLY FOR MAY GRADUATION! Deadline is usually first week of September!
- Revisit your portfolio in Panther Career Net – make sure your profile and resumes are up to date
- Attend “Resume & Cover Letter” workshop if you have not done so
- Conduct at least two informational interviews with SPH alumni or professionals in your areas of interest
- Schedule a time to use VIPS - Virtual Interview Practice System for a mock interview
- Develop your job search plan
- Schedule an appointment with SPH career staff to review your job search plan
- Attend student and professional organization meetings
- Attend alumni networking events

October/November
- Visit with SPH graduate advisor, to make sure you are on track to graduate as planned
- Evaluate and adapt (as needed) your job search plan
- Attend career fairs in your local communities to begin networking/searching for internship opportunities
- Attend student and alumni networking events
- Register for and begin interviewing with employers through University Career Services/Panther Career Net
- Attend thesis and capstone defenses

Alternative:
- Attend “Applying to a Ph.D. Program” – for students who are interested in studies at the Ph.D. level.
SPRING SEMESTER – 2ND YEAR

January/February
• If you have not done so, join the SPH Practicum/Career Opportunities Listserv and LinkedIn network
• Continue interviewing with potential employers
• Attend student and alumni networking events

March/April
• Attend thesis and capstone defenses
• Participate in SPH-sponsored events and lectures
• Attend student and alumni networking events

BUILDING YOUR SKILLSET
Earning a graduate degree is an important step towards your career goals. Future employers, however, will also be looking for additional skills and abilities that job candidates have developed in experiences such as campus and community involvement, part-time work, study abroad, and internships. These skills reach beyond classroom knowledge and may include teamwork, communication skills, and organizational skills.

SPH STUDENT CLUBS & LEADERSHIP OPPORTUNITIES
There are many opportunities to become involved in student organizations, leadership roles, and research. Involvement in these organizations and programs will help you develop skills and gain experience in your chosen field of study. Many SPH student organizations host speakers from the Atlanta community, giving members an opportunity to network and learn important practical information. Taking on a leadership position within an organization can provide you the opportunity to facilitate meetings, organize events, mediate conflict, and oversee a budget. These opportunities will give you many examples to demonstrate your mastery of these skills. For a list of School of Public Health student organizations, please see publichealth.gsu.edu/student-life. For a comprehensive listing of student clubs throughout Georgia State University, visit gsu.orgsync.com.

VOLUNTEERING
Volunteering with an organization can provide valuable experiences and networking opportunities, as well as establish connections with your community. Even if your volunteering experiences are only a few hours per week or a one-time event, these are great additions to your resume because they demonstrate your dedication to social issues and/or an area of interest.

To begin looking for volunteer opportunities, you can consult the Georgia State University Office of Civic Engagement, sign up at Hands On Atlanta, or peruse websites such as www.idealist.org.

STUDY ABROAD
Participating in a Study Abroad program is a great way to learn about global perspectives, different cultures, and new languages. SPH sponsors numerous study abroad opportunities. Our goal is to foster global perspectives and understanding within the academic community.

For more information and resources, please see the SPH Study Abroad website: publichealth.gsu.edu/academic/study-abroad. Students are also encouraged to visit the GSU Study Abroad office to learn about additional study abroad opportunities, scholarships, and discounted travel services: www.studyabroad.gsu.edu.

May
• Complete the SPH Alumni Survey when it is emailed to you
• Make sure you join your department SPH Students & Alumni LinkedIn network
• Sign up as a member of the GSU Alumni Association

AS SCHEDULED
• Attend Career Services & Student Life Workshops
• Attend GSU Career Fairs
• Attend Networking Events and Conferences
All students in the School of Public Health are required to complete a practicum experience as part of their academic degree requirements. This practicum will be helpful to all types of students, whether they are beginning their first career or making a transition to a new field.

In addition to your practicum, you are also encouraged to pursue internships (whether paid or unpaid) to help fill in your gap analysis/required skill sets. Academic credentials are important, but never underestimate the importance of real world experience! Work experience helps you to build a track record of success and accomplishment. This will give you a foundation for future success and increase your appeal to employers. Most employers want to fill top positions with employees who can show “I’ve done this before, and done it successfully!”

An internship or practicum can also lead directly to a job. An internship/practicum is valuable because it will give you experience in the field specifically related to your area of study. Through an internship, you have the opportunity to gain new skills, make new professional contacts and experience a different work environment. The more internships you do, the bigger your network becomes when it is time to find a job. If you put all of your eggs into one basket (just your practicum), then your network is limited to just that one circle.

Finally, internships give you the chance to find out more about specific professions. Although you may have an idea of what you can do with your degree, there may be possibilities that you have not considered. By working in an organization in your field, you will learn to understand the different options that are available.

For helpful resources about finding a practicum or internship, consult our website: publichealth.gsu.edu/students/practicum and publichealth.gsu.edu/students/career-resources.

RESOURCES FOR FINDING A PRACTICUM AND INTERNSHIP

There are many places you can look to in order to find practicum sites and internships. SPH Career Services offers various resources to help you with your search – so there should be absolutely no reason for you not to find one (or two, or three, or four!). Here is a list of resources we have to offer you in your search:

• Join our Career & Practicum Opportunities Email Listserv – This listserv is intended for School of Public Health students/alumni looking for a practicum, internship or job. It will be used to distribute information about job and practicum/internship opportunities for the respective concentrations within School of Public Health. Always remember that these lists are provided for students and alumni of the School of Public Health School – so please refrain from encouraging non-SPH students to join. (Keep the competition out!)

To Sign Up for the Listserv: New SPH students are automatically added to the list with their GSU email address. To add a personal email address, visit publichealth.gsu.edu/students/practicum/email and enter your full name and email address.

• Register with Panther Career Net – This is the job board hosted by University Career Services. career.gsu.edu/home/about-us/panther-career-net
Internship Database – the SPH Career Services office currently maintains various databases that track all of the practicum placements our students have completed over the past few years. Make an appointment with the practicum coordinator to discuss your interests and access the database.

Industry/Key Interest Area Spreadsheets – the SPH Career Services office has also compiled comprehensive spreadsheets on local (Atlanta and surrounding counties) employers who are sorted by either concentrations we offer in our school or by key areas that match many of our students’ areas of interest. To gain access to these spreadsheets, make an appointment with SPH Career Services.

Meet with SPH Practicum and Career Planning Coordinator in the Office of Academic Assistance & Career Services

Meet with the internship coordinator in GSU University Career Services.

WHAT IS A RESUME?
A resume is an employer’s first impression of you. It should be an individually designed document that summarizes your education, experiences, and qualifications as they relate to your career goals and the hiring needs of a future employer. Your resume should market you and your abilities in order to land an interview.

In general, your resume should:
• Be easy to read in 30-60 seconds
• Command the reader’s attention
• Stimulate interest in you
• Be designed to fit a specific career path
• Focus on skills related to the job to which you are applying

TYPES OF RESUMES

CHRONOLOGICAL
The chronological resume is the most common type of resume, and expected by most employers. List your education, jobs, and experience in reverse chronological order, starting with the most recent. This type of resume focuses the employer on your work history and education.

FUNCTIONAL
The functional resume highlights specific skills directed towards the job sought. It lists major skill categories and combines all of your work experience together. This resume type is good for individuals changing career paths or with less than two years of work experience. It focuses the employer on your skill set rather than your work experience. Do not use this resume format, however, if you are applying for federal jobs via USAJOBs.

COMBINED
The combined resume is half functional and half chronological. This type of resume highlights specific skills directed towards the desired job, but also shows where the skills were obtained. It is appropriate for individuals changing career paths.
**CV**
The Curriculum Vita highlights education, professional experience, publications, presentations, conference attendance, honors, professional activities and memberships, research interests, teaching experience, and grant awards. This type of resume is typically used when applying for academic or research positions.

**WHAT TYPE OF RESUME IS BEST FOR ME?**

<table>
<thead>
<tr>
<th>CONSIDER A CHRONOLOGICAL RESUME IF:</th>
<th>CONSIDER A FUNCTIONAL/COMBINED RESUME IF:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most/all of your experience has been in one field.</td>
<td>You have very diverse experiences that don’t add up to a clear-cut career path.</td>
</tr>
<tr>
<td>You are an established job-seeker with steady experience in your chosen field.</td>
<td>You are a college student with minimal experience and/or experience unrelated to your chosen career field.</td>
</tr>
<tr>
<td>Your experience is primarily traditional paid employment.</td>
<td>Some of your experience is not traditional paid employment, but internships, volunteer work, class projects, sports, leadership positions – and/or the actual experience may be secondary to the skills attained.</td>
</tr>
<tr>
<td>You plan to stay in the same field when you pursue your next job.</td>
<td>You want to transition to a new field that is very different from what all your previous experience points to.</td>
</tr>
<tr>
<td>You have minimal or no gaps in your work history.</td>
<td>You have been unemployed for more than a few months or have gaps in your work history. Example: Homemakers who took time to raise a family and now wish to return to the workplace. For those with gaps, a chronological format can draw undue attention to the gaps, while a functional resume enables you to portray transferable skills attained through such activities as domestic management and volunteer work.</td>
</tr>
<tr>
<td>Someone looking at your resume or work history for a few seconds would know immediately what you want to do and where you excel.</td>
<td>Someone looking at your resume or work history for a few seconds would not be able to immediately discern what you want to do and where you excel.</td>
</tr>
<tr>
<td>Your field is very conservative (examples: banking, law), and functional resumes are not the norm.</td>
<td>You seek a job in a field that is not extremely conservative.</td>
</tr>
<tr>
<td>You have been at most of your jobs for more than a year, and preferably at least two.</td>
<td>Your chronological resume gives the appearance of a “job-hopper” because some of your jobs have been of short duration and/or you have held several jobs over a relatively short period.</td>
</tr>
<tr>
<td>Submitting your resume to Monster.com and/or other job boards is a primary part of your job-seeking strategy.</td>
<td>You do NOT plan to submit your resume to Monster.com and/or other job boards that do not accept functional resumes (or you plan to have a chronological version for job boards and a functional version for other uses).</td>
</tr>
<tr>
<td>Submitting your resume to headhunters, recruiters, and/or executive search firms is a primary part of your job-seeking strategy.</td>
<td>You do NOT plan to submit your resume to headhunters, recruiters, or executive search firms – which tend NOT to favor functional resumes (or you plan to have a chronological version for headhunters, recruiters, and executive search firms and a functional version for other uses).</td>
</tr>
</tbody>
</table>
WRITING YOUR RESUME – SUGGESTED CONTENT/LAYOUT

BASIC RULES

• Study the job descriptions of jobs for which you are interested in applying. See what they prioritize in their required/preferred qualifications.

• Conduct a Gap Analysis (see Gap Analysis exercise in this handbook) on the job classifications you are targeting – and prepare to develop more than one resume, depending on how diverse/divergent your career options are.

• Create your own name categories within the resume, based on pooling together sections that sell you best.

• Devote more space to and emphasize those aspects of your experience that best qualify you for the position. Imagine what you would talk about in an interview that makes you most qualified, and make sure that information is easy to find in your resume.

• Mirror the language of your target market. Use the same key words used in the announcement in your resume.

• Length: If you have recently graduated from an undergraduate program, most resumes will be one page. If you have an extensive work history, then your resume can be two pages maximum (different rules apply for federal resumes).

• The reader’s eye travels from left to right and from top to bottom. Things on the right side of the page and towards the bottom have the chance of not being read! So put less important information at the bottom of the resume, and things you might want to “hide” towards the right margin (like employment dates if they were short).

• Learn about how your resume is going to be reviewed (Federal, scanned, in-person review, etc.) and target/edit it appropriately.

• If you need a printed version of your resume for a career fair or to present during an Informational Interview: Print your resume on resume paper that can be bought at any office supply store. The paper is slightly heavier than regular print paper. Pick a color that is light and neutral. This will allow for your resume to be photocopied easily. Use the same color paper for all of your documents (resume, cover letter, etc.).

• Save your resume as a PDF if you anticipate emailing or uploading the document to employers or websites/job boards. The PDF will protect your fonts, your margins, and the look of your document as you see it on your computer.

COMPONENTS OF THE RESUME

Name, Address, Telephone, & Email
Your name should be either centered at the top of the page or placed to the left. Use only one telephone number where you can be easily reached, and be sure you answer all phone calls professionally and have an equally appropriate voicemail message. List one professional email address (yourname@gmail.com instead of hotlips22@gmail.com). Check both voicemail and email regularly. NOTE: When you ramp up your job search, you might consider creating a new email account that is used solely for the purpose of applying for jobs. This will allow you to clearly see what is coming in and going out of that account.

Education
Start with the highest level of education that you have achieved and work backwards. Leave off your high school diploma. List your degree title first (not Georgia State University) and in bold, since you are selling the degree and the skills it infers vs. saying “Hey, I’m from Georgia State.” Human Resource professionals are searching resumes for skills/degrees and could care less about where people went to school as their primary qualifying factor.

Under the heading, include degree, concentration, and your expected graduation date. If applicable, you can also include additional information such as study abroad, thesis completion, honors, and relevant courses. Think about what sells you best and bold it!

Related Experience
This is the longest and most important part of your resume. It should include both paid and unpaid work, including part-time or full-time work experience. If you have held numerous part-time jobs to help finance your education, you may want to put a statement at the end of this section such as, “Held various summer and part-time jobs to finance educational expenses.” Use action verbs to describe the work you did or do (use present tense for anything current
and past tense for anything in the past). Be sure to choose your verbs creatively and do not be repetitive in your word choice. This section should reflect skills that are desired for the position you are applying for – not just a mere listing of your job responsibilities! Avoid labeling jobs as “part-time” as this tells the employer that you should only be given half credit for your time of service. Don’t give them ammunition to lessen your expertise.

Optional Sections
- Study Abroad/International
- Volunteer Work – additional transferable skills
- Activities – both college and outside activities
- Relevant Skills – list or describe special skills applicable to type of career sought (computer, language, etc.)
- Honors and Awards – academic honors, scholarships
- Publications – list the articles, books or manuscripts you have published (if your thesis is going to be published, mention that here)
- Military Experience – include dates of service, ranks, duties, training, and honorable discharge
- Other Skills and Interests – a catch-all category which allows you to add depth to your resume

REFERENCES
Most job applications require you to provide a list of 2-3 professional references. On the resume, you are not encouraged to include this list of names and addresses as part of your initial resume document, unless specified and asked for in the job announcement. You similarly do not need to list “references available upon request” as that is already a given. References should be reserved and only provided when asked for by the employer. You do not want an employer contacting your references before you have had a chance to discuss a job application with them to brief them, and prepare them for the reference check.

When compiling your references, you may question “Whom Should I Ask to Serve as a Reference?” Consider faculty members, administrators, internship/co-operative education supervisors, and employers.

Keep in mind that no one person will satisfy all of these criteria. Aim for a set of letters or references that cover the range of your skills. Ideally, letters should cover your academic and scholastic skills, research abilities and experiences, and applied experiences (e.g., co-operative education, internships, related work experience). The best thing you can do to ensure that your references and/or reference letters cover all the bases is to provide your references with all the necessary information pertaining to the job(s) you are applying for. Do not assume that they will remember anything about you.

ELECTRONIC RESUMES
When submitting resumes, cover letters, transcripts, or writing samples electronically, always send as Adobe PDF files. When applying for a position using both a cover letter and a resume, convert each file into a PDF and then merge the PDF files into one file – so that when the reader opens the document, they get to see the cover letter before the resume. Name your PDF using your last name (Ex: John Smith Resume). If the directions on the application website indicate you should send your cover letter and resume as separate documents, do not merge them. Follow the directions. When submitting via email, attach each file and write a brief explanation detailing the attached documents and the reason you are sending them (ex: job application, internship application, inquiry).
COMMON RESUME MISTAKES

- Using “I”, “me”, or “we” in your resume.
- Making your name at the top of the page too small. Use at least 14 point font. Do not exceed 24 point font.
- Using odd/crazy font styles/colors. Common fonts to use would be Arial, Times Roman, Calibri or Garamond.
- Being inconsistent in style (ex. If you align dates on the right-hand side, use this convention throughout the entire resume).
- Including personal information, such as social security, marital status, citizenship, gender, photographs, and date of birth (some personal information is allowed in federal resumes).
- Being inconsistent in your action verbs – using past tense and present tense in jobs you held previously. We suggest using past-tense verbs in all job descriptions except your present job.
- Overcrowding your resume or making the font too small.
- Repeating information in multiple areas of resume.
- Using extremely old experiences. Focus on more recent experiences.
- Simply typing in what your job responsibilities were.
- Using acronyms (i.e. NATO, ACLU, USDA).

FEDERAL GOVERNMENT RESUMES

The federal job application process is complex. To apply for federal positions, you must understand the process, find a job within www.usajobs.gov for which you are qualified, prepare a federal resume, and provide supporting documents. You may wish to consult the SPH Career Services office for help with applying for federal jobs or a website such as gogovernment.org for more tips. While USAJOBS will allow you the option to upload your own personal resume, we highly advise AGAINST doing so – but rather use their resume building tool internal to USAJOBS and fill out their template. The reason for this is because when we build our own resumes we tend to leave off things like our salary history and our number of hours worked in a job – yet these are important requirements needed in a federal resume. So use the USAJOBS resume builder and do not upload your own resume.

WRITING A RESUME FOR A FEDERAL JOB

The first thing you need to know, and accept, about applying for federal jobs is that the resume format used by USAJOBS is unique and it does not follow regular industry standards. Federal resumes are usually two or more pages in length, and it is not uncommon for them to reach 10 or more pages depending on an applicant’s background. Here is a list of items customary to building a federal resume:

- You will include your social security number
- You will be asked to indicate your geographical preferences for seeking employment
- Foreign languages, if you have them, will be described by proficiencies
- You will include your references
- For each job you have held, you will be required to provide your supervisor’s name and telephone number
- You are required to indicate how many hours you worked in each of your positions
- You will be given additional “points” if your resume indicates a GPA above a 3.5 or if you are member of an honors society
- Your resume will first be reviewed by a human resources specialist (not a hiring manager), so this is the first person you need your resume to speak to. Remember – HR specialists are not experts in the field you are applying for, so your resume needs to communicate and keyword match the job description/requirements. The more detail the better. Remember – length does not matter – so use extreme detail and show accomplishments and outcomes!
- You can upload/save up to 5 resumes in USAJOBS – so if you are applying for different career paths (epidemiologist vs. public health analyst), create a resume for each job title – to ensure you are putting your best foot forward with each resume.
- For additional information, visit: www.usajobs.gov/Content/pdfs/Tutorials-Resume.pdf

RESUME EXAMPLES

CHRONOLOGICAL RESUME, FUNCTIONAL RESUME, COMBINED RESUME, FEDERAL WITH COURSES RESUME AND CV EXAMPLES

Examples of each of these can be found on pages 20 through 28.
ERIC HALL
111 Peach Pass Road, Duluth, Georgia 30387
(770) 852-9515  ehall12@yahoo.com

Education

Master of Public Health in Epidemiology
Georgia State University - Atlanta, GA
Expected Graduation: May 2016

Bachelor of Arts in Biology
University of Georgia, Athens, GA
December 2013

Public Health Experience

Cryptosporidium Surveillance Intern
Georgia Department of Public Health
Atlanta, Georgia
Aug. 2014-present

- Conduct interviews, data analysis, and review SENDSS for lab data completeness
- Assist staff and other interns with routine surveillance and interviews of other enteric illnesses
- Organize and manage department evaluation data in SPSS

Risk Behavior Survey Intern
Gwinnett County Board of Health
Duluth, Georgia
Sept. 2013-May 2014

- Performed data management and basic analysis of the Youth Risk Behavior Survey (YRBS) data
- Created a data map and data dictionary of YRBS data; provided a YRBS draft report; and developed fact sheets

West Nile Virus Program Technician
DeKalb County Board of Health
Decatur, Georgia
May 2013-Aug. 2013

- Conducted assessments to identify breeding sites and to report mosquito infestations

Undergraduate Research Assistant
Entomology Department, Dr. Patricia Moore
Athens, Georgia

- Tracked behavioral observations, documented changes using cell biology and microscopy techniques

Teaching Assistant and Tutor
Clarke County After-School Program
Athens, Georgia

- Tutored middle and high school students in biology and chemistry; served as volunteer advisor to the high school science club. 90% of middle school students experienced improved science grades within one semester

Skills

- Microsoft Word, Microsoft Excel, Microsoft PowerPoint
- SPSS, SAS, STATA, R, NVivo
- Intermediate Spanish

Community Service

Hands on Atlanta Volunteer
Oct. 2012-present

Emory John’s Creek Hospital Front Desk Volunteer
Dec. 2011-present

Leadership & Professional Memberships

Public Health Student Association (Georgia State University)
Aug. 2013-present

National Institute of Environmental Health Sciences Student Member

Black Student Union, Treasurer

Additional Experience

Customer Service Associate
SunTrust Bank
Athens, Georgia

- Responsible for opening accounts, processing transactions and selling products and services
- Recognized as a SunTrust Branch Top Performer - March 2011, June 2012, and December 2013
FUNCTIONAL RESUME EXAMPLE

MARIE FUNCTIONAL
99 Azalea Drive, Decatur, GA 30303
mfunctional@hotmail.com (404) 423-2310

QUALIFICATIONS SUMMARY
Biostatistician experienced working in fast-paced environments demanding strong organizational, technical, and communication skills. Committed to data quality control; resourceful in completing projects; and able to multi-task effectively. Confident and poised in interactions with individuals at all levels. Capabilities include:

- Database design
- Database management
- Manuscript writing
- SAS, SPSS and Stata
- Quality control analyses
- Statistical graphics
- Grant writing
- Presenting results
- Problem Solving

EXPERIENCE HIGHLIGHTS

Data Analysis
- Performed short-term and long-term biostatistical consultations with four clinical investigators
- Assisted in database design, programming, and management for two CDC-funded studies
- Analyzed research data using basic and advanced statistical methodologies, interpreted results for clinical investigators, and prepared reports

Writing & Presenting
- Wrote methods sections and analysis plans for incorporation into protocols, abstracts, manuscripts and grants
- Documented methods and results through preparation of interdepartmental memoranda and reports; communicated assumptions made and generalization of results
- Presenting preliminary analyses and participated in discussions with interdisciplinary project team

Management & Supervision
- Promoted rapidly from program assistant to program coordinator in large, public hospital. Oversaw quality control functions for data collection related to injury prevention
- Recruited, trained, and supervised undergraduate interns

EDUCATION & TRAINING
- MASTER OF PUBLIC HEALTH, Biostatistics, Georgia State University, 2014
- PROFESSIONAL CERTIFICATE, Geographic Information Systems (GIS), Georgia State University, 2013
- BACHELOR OF SCIENCE, Chemistry, Georgia State University, 2010

EMPLOYMENT HISTORY
- Data Analyst, Department of Veterans Affairs, Decatur, GA (2013-present)
- Program Coordinator, Grady Memorial Hospital, Quality Control, Atlanta, GA (2010-2013)
- Program Assistant, Grady Memorial Hospital, Quality Control, Atlanta, GA (2009-2010)
- Receptionist/Secretary, SciMetrika, Atlanta, GA (2008-2009)
- Administrative Assistant, Southland Sportswear, Dacula, GA (Summer 2008)

VOLUNTEER EXPERIENCE
- Math Tutor, City of Decatur Schools, Decatur, GA (2010-present)
  - Tutor elementary school kids in math 5 hours per week
- Donation Volunteer, Dacula Soup Kitchen, Dacula, GA (2011-2014)
  - Coordinated and recorded intake of food donations from local food drives
- Cancer Walk Coordinator, American Cancer Society, Dacula, GA (2013)
  - Part of 5 person volunteer team that organized the Dacula Cancer Walk, which raised $65,000 and had 300 participants
MADELENE HAUTE

4491 Hamby Pond Place, Acworth, GA 30102
Telephone: (770) 677-9515  Email: mhaute@gsu.edu

PROFESSIONAL SUMMARY

Experienced Program Officer with several years of progressive grants management opportunities and continued educational enhancements. Innovative, hands-on, results-driven manager with proven experiences in the areas of public health program management and development of new relationships. Career includes multiple leadership roles and a consistent record of collaborating with public and private stakeholders. Technologically-confident leader with a reputation for strategic vision, effective leadership, and flawless execution; career skills include the following:

Federal Grants Management  Professional Communication Skills
Personnel Management  Partner Relations  Project Management
Leadership Skills  Analytical & Problem Solving Skills

EDUCATIONAL BACKGROUND

Master of Public Health – Health Management & Policy
GEORGIA STATE UNIVERSITY, Atlanta, GA
School of Public Health – 2015

Master of Business Administration
UNIVERSITY OF GEORGIA, Athens, GA
Terry College of Business – 2010

Bachelor of Arts – Political Science
KENNESAW STATE UNIVERSITY, Kennesaw, GA – 2004
Magna Cum Laude

INTERNATIONAL EXPERIENCE

• Served as a volunteer providing coordination and distribution of food to people affected by the Liberian Civil War
• International travel to 10 foreign countries
• Foreign language proficiency in French and Russian

PROFESSIONAL EXPERIENCE

Program Officer
CDC FOUNDATION, Atlanta, GA Dec 2010 – Present
• Provided administrative and financial oversight of 22 grant-funded projects based at CDC and implemented throughout the world
• Managed annual portfolio in excess of $35 million
• Oversaw the development and administration of contracts with private contractors
• Monitored program implementation for compliance with defined program services and operation
• Conducted needs assessment, accurately prepared requests for proposals and ensured that quality control measures were implemented
• Interacted with all levels of government, contractors and the private sector in a way that promoted respect, encouraged cooperation and contributed to excellent performance
• Supervised the collection, compilation, analysis and reporting of data and the preparation of financial and administrative reports
MADELENE HAUTE
4491 Hamby Pond Place, Acworth, GA 30102
Telephone: (770) 677-9515 ♦ Email: mhaute@gsu.edu

Program Associate
CDC FOUNDATION, Atlanta, GA Sept 2008 – Nov 2010
• Responsible for development and management of a strategic portfolio of foundation investments (grants and contracts) in support of the chronic disease strategy
• Identified promising areas of research and programming to fill key gaps in knowledge related to chronic disease and guided development of related Requests for Proposals (RFPs)
• Managed internal and external relationships to achieve the foundation’s desired impact and provided strategic decision-making for portfolio
• Delivered project briefings and updates to foundation leadership and represent the foundation in meetings with external stakeholders and partners, as well as at scientific conferences and workshops
• Served as partner and resource to grantees to achieve strategic objectives

Program Associate
CARE INTERNATIONAL, Atlanta, GA Jan 2006 – Sept 2008
• Assisted colleagues in building a work plan and operationalizing the strategy of the global pandemics initiative
• Provided project management skills to support team by tracking all grants and contracts from conception to conclusion
• Drafted and tracked operational and grant budgets for the initiative
• Drafted and edited grant proposal summaries and recommendation memos for management and board review
• Monitored grant processes and reporting, and participated in the development of processes to measure, learn from, and improve impact

Project Administrative Assistant
CARE INTERNATIONAL, Atlanta, GA Sept 2004 – Dec 2006
• Performed research, gathered and compiled data, synthesized information, and formatted materials
• Provided grants management support, including creating reports from grants management system
• Responsible for interfacing with foundation executives and/or program area presidents’ offices, and external partners
• Scheduled appointments and meetings, managed complex calendars, and made travel arrangements
• Maintained an organized system of tracking, monitoring, and prioritizing tasks and projects

Public Health Policy Research Fellowship
POLICY RESEARCH, ANALYSIS, AND DEVELOPMENT OFFICE/OFFICE OF THE ASSOCIATE DIRECTOR FOR POLICY CENTERS FOR DISEASE CONTROL AND PREVENTION, Atlanta, GA Sept 2003 - Mar 2004
• Conducted research and analysis on a wide variety of public health-related topics
• Conducted reviews to abstract relevant information in documents to support decision-making
• Reviewed and edited policy research/analysis documents for publication
• Provided research assistance to support policy research contracts
• Performed data analysis to support policy research projects on a wide variety of health topics

Personnel Specialist
UNITED STATES AIR FORCE, Charleston, SC Sept 1998 - Jul 2002
• Supervised the logistics of providing training for more than 4,000 active duty personnel; provided direct supervision in various disciplines including customer service, training, and counseling.
• Facilitated training and orientation programming for incoming Air Force personnel. Provided customer support and resources for base personnel and their families regarding an array of issues and concerns.
• Awarded “Personnel Manager of the Year 1998”, “Airman of the Year 1998” and “Sharp Image Award”.

PROFESSIONAL AFFILIATION

• Alpha Phi Alpha Fraternity Inc.
• American Public Health Association
RUDI MONAHAN
99 Peachtree Parkway
Atlanta, GA 30303
(404) 845-1478
rmonahan@gmail.com

Seeking a full-time internship position with the Centers for Disease Control and Prevention.

EDUCATION & CERTIFICATIONS

MASTER OF PUBLIC HEALTH – ENVIRONMENTAL HEALTH – Georgia State University, January 2014-Present
- Completed six FEMA certifications related to Disaster Preparedness, Communications, and Community Planning

BACHELOR OF SCIENCE IN NURSING – Emory University, May 2008
- 4.0 GPA – Summa Cum Laude
- “Outstanding Scholar” of graduating class

BACHELOR OF ARTS - SOCIOLOGY – University of Florida, December 2002

RELEVANT COURSEWORK

Statistical Methods for Health Sciences
- Developed competency in the appropriate use of data summarization and presentation of basic statistical methods. Used SPSS and MS Excel to manipulate data and to perform basic analysis.

US Health Care System
- Established advanced knowledge of the US health care system, current organization of the health care system, ability of the system to meet population needs, policy environment that influences access to care, and trends that could impact the system in the future.

Evidence-based Management of Public Health Programs
- Techniques and procedures for monitoring achievement of a program’s objectives, generating evidence of program effectiveness, and assessing impacts in public health settings. Focus on evaluation framework that leads to evidence-based decision-making in public health.

Health, Risk, and Crisis Communication in Public Health
- Sharpened written communication skills that can be used in technical reports, crisis communication plans, or to provide objective summaries to groups or individuals.

Public Health Disaster Preparedness and Emergency Response
- Complemented primary care skills with responder training, which included securing advanced certifications from FEMA in Incident Command System (ICS) and National Incident Management System (NIMS). Developed community disaster plans for emergency management personnel.

Environmental Health Concepts in Public Health
- Survey of major topics of environmental health. Pending competencies include: Understanding existing regulatory frameworks for controlling environmental and occupational agents, identifying major economic and social implications of policy options related to environmental health environment, and examining current legal framework, policies, and practices associated with environmental health and how they improve public health.

HEALTH CARE / RESEARCH EXPERIENCE

CENTERS FOR DISEASE CONTROL AND PREVENTION – Atlanta, Georgia April 2014 – Present

NATIONAL CENTER ON BIRTH DEFECTS AND DEVELOPMENTAL DISABILITIES

Student Research Assistant/Field Worker
- Drafted standard operating procedures for research study
- Served as a member of the planning group that developed research study design and execution
- Used technical skills in various software programs to improve team project management
- Trained field workers on specimen collection
- Used strong interpersonal and cultural sensitivity skills to establish rapport and recruit program participants
- Present research findings to individuals and serve on technical writing team to publish findings
- Obtained CDC security clearance including laboratory access
CHILDREN’S MEDICAL GROUP, P.C. – Atlanta, Georgia
Assistant Head Nurse
- Train and supervise up to 18 registered nurses in a large pediatric practice.
- Monitor patient vaccination schedules, provide patient/parent education, facilitate sub-specialist care, and act as liaison between patients, physicians, and specialists.
- Serve on evaluating committee responsible for evaluating Electronic Health Records needs and vendor products and providing purchasing and operational recommendations in advance of practice EHR rollout.
- Create and maintain strong relationships with patients, practitioners, specialists, and vendors to ensure operational excellence.
- Collected and evaluated office productivity data and provided CMG physicians with recommendations that streamlined clinical processes to decrease patient wait time, improve patient outcomes and increase patient and employee satisfaction.

ATLANTA METRO MEDICAL CENTER – Marietta, Georgia
Registered Nurse
- Provided direct patient care on a medical/surgical pediatric unit.
- Responsibilities included patient assessments and monitoring, daily care, charting, education, medication management, admissions, discharges and patient satisfaction.
- Established patient care goals, monitored and analyzed quantitative and qualitative data, provided recommendations to physicians, and provided patient education to improve health outcomes.
- Introduced asthma patient teaching program that streamlined the education process, better utilized employee and material resources, and achieved higher patient satisfaction while decreasing patient return rate.

MANAGEMENT AND OPERATIONS EXPERIENCE

The Home Depot – Southeast Region
Director of Merchandise & Operations
- Provided leadership and direction for 9 district managers, 3 merchandise and operations managers, and 94 stores in 9 states generating approximately $700 million in annual sales.
- Developed regional sales and expense budgets, sales initiatives, service programs, and succession plans, monitored progress towards goals and made operational adjustments necessary to meet or exceed goals.
- Developed and promoted regional, district and store staff members.
- Created and implemented corporate events program that generated $4.5 million in sales for the region and an 8 point increase in customer satisfaction.
- Led regional committee related to customer service initiatives and served on various national committees related to sales driving, merchandise floor plans, marketing plans, operations rollouts, diversity awareness, and management recruitment & retention.

Operations Support Manager / Sales Manager
- Provided operations support to district management and store teams in a 50+ store region.
- Responsibilities included managing store openings/closings, store systems, supply procurement, vendor relations, contract negotiation, and store support.
- Developed and implemented new store signage and display program within established time and expense parameters which created a seven point improvement in the “competitive prices” service metric.
- Implemented new accounting policy and procedure that achieved greater fiscal accountability at store level decreasing store losses by an average of 5%.

PROFESSIONAL LICENSES / ACHIEVEMENTS
- Georgia RN license – RN12345
- Six Sigma Yellow Belt certification, 2008
- FEMA Certifications:
  IS-00700.a - National Incident Management System (NIMS) and Introduction – FEMA
  IS-00100.b – Introduction to Incident Command System (ICS) – FEMA

TECHNICAL SKILLS
- Proficient in Microsoft Office – Word, Excel, PowerPoint, Access (data input)
- Beginning proficiency in SPSS
- Internet research tools – Explorer, Firefox, Google, PubMed
GEORGIA H. COWELL
791 Wylie Street
Atlanta, Georgia 30316
Phone: (770) 665-3498
gorgia.cowell@me.com

EDUCATION
Doctor of Philosophy Candidate (Public Health)
Georgia State University – Atlanta, Georgia, May 2016 (expected)
Dissertation Title: “Examining the Association between Parental Smoking and Adolescent Age of Smoking
Initiation in Africa”
Chair: Dr. Michael Eriksen

Master of Public Health – Health Management and Policy
University of Alabama – Birmingham, Alabama, 2009

Bachelor of Arts – Sociology
Samford University – Birmingham, Alabama, 2007

RESEARCH EXPERIENCE
Research Assistant – Georgia State University School of Public Health 2013-Present
• Writing a literature review on the history of tobacco control policy in sub-Saharan Africa

Research Assistant – Georgia State University, Center for Health, Law, and Society 2010-2013
• Conducted interviews on tobacco control policies on state college and university
campuses with Dr. Elizabeth Harris
• Helped design, test, and implement a follow-up survey for the intervenuees
• Entered data into SPSS, analyzed results, and wrote a report
• Coordinated multiple stakeholders and facilitated the sharing of knowledge among them
• Helped to develop a proposal on the transition to tobacco-free campuses

Policy Analyst – School of Public Health, University of Alabama 2009
• Led a team that developed a comprehensive database of health-related publications

Research Assistant – School of Public Health, University of Alabama 2008-2009
• Applied Geographic Information System (GIS) to map food deserts in southeast Atlanta
• Made substantial contribution to the final report

Short-term Research Consultant – Voices for Alabama’s Children, Montgomery, Alabama 2007
• Prepared a research report on Early Periodic Screening, Diagnosis, and Treatment (EPSDT)
• Provided strategic coordination/leadership on Medicaid and Title V issues

Research Assistant – School of Social Work, University of Alabama 2004-2007
• Provided administrative support to faculty members
• Used the internet to conduct literature review searches for faculty members

TEACHING EXPERIENCE
Georgia State University - Atlanta, Georgia
Lecturer, “Research Design” Summer 2013
Graduate Teaching Assistant, “Health Finance and Administration” 2012-2013
COMMUNITY SERVICE PROJECTS
Girls on the Run, Atlanta, Georgia  March 2002–Feb. 2003
- Served as a lead coach and community organizer for 3rd – 5th grade program
- Service requirements included engaging school administrators and community members, securing event locations, and providing oversight for physical wellbeing of young runners
- Self-initiated and managed two additional service projects, which were completed above and beyond the daily service requirements:
  - **Positive Nutrition Project**
  - Developed a healthy nutrition program that was delivered to girls and their families throughout the track season
  - **Tobacco-Free Families Project**
  - Created a marketing campaign with the help of Girls on the Run participants; campaign messages were delivered to families to encourage quit attempts among smokers and abstinence among non-smokers

AREAS OF RESEARCH AND TEACHING INTEREST

CONFERENCE PAPERS AND PRESENTATIONS
- *Parental Smoking and the Case for Quit Lines*, (Dr. John Bartlet, co-author), Midwest Health Association Association, Chicago, Illinois, April 3-6, 2012.
- *A Novel Approach to Identifying Fresh Food Sources: Mapping Birmingham Food Deserts*, (Dr. Chris Smith, co-author), Workshop for School of Public Health, University of Alabama, Birmingham, Alabama, September 21, 2009.

WORK IN PROGRESS
- *Influence of Political and Organizational Structure on Tobacco Control Policies: Preliminary Findings from Zambia and Malawi*, (Dr. Chris Smith, co-author), Stakeholder report for the Bloomberg Foundation.

CONFERENCES ATTENDED
- National Conference on Tobacco and Behavioral Health Workshop, Bethesda, Maryland, July 2013
- National Conference on Tobacco and Behavioral Health Workshop, Bethesda, Maryland, July 2012
- National Conference on Tobacco and Behavioral Health Workshop, Bethesda, Maryland, July 2011
- National State Medicaid for Children Partnership Summit, Birmingham, Alabama, May 2007

COMPUTER SKILLS
- MS Word, Excel, PowerPoint, and Access; SAS and SPSS; GIS Arc View

HONORS/AWARDS
- Georgia Health Foundation Scholarship, SPH, GSU, 2013-2014
- Graduate Research Assistantship, University of Alabama, Birmingham, Alabama, 2007-2009
- Most Outstanding MPH Student Award, University of Alabama, Birmingham, Alabama, 2009
LANGUAGES

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VOLUNTEER WORK

United Nations Online Volunteer, 2012-present
Georgia Rugby, Atlanta, Georgia, 2010-present
Graduate Student Mentor, SPH, 2010-present
University of Alabama commencement, Fall 2009
AIDS Walk, Birmingham, Alabama, 2007
Habitat for Humanity, Birmingham, Alabama, 2002-2004

REFERENCES

Dr. M. Eriksen
Dean and Professor
School of Public Health
Georgia State University
P.O. Box 3995
Atlanta, Georgia 30302-3992
404-413-0022
meriksen@gsu.edu

Dr. C. Smith
University of Alabama
School of Public Health
P. O. Box 12345
Denver, CO 80217 - 3364
205-315-2000
chris.smith@uab.edu

Dr. E. Harris
Center for Health, Law, and Society
Georgia State University
P.O. Box 1232
Atlanta, Georgia 30302-3992
404-413-9876
eharris@gsu.edu
FEDERAL RESUME EXAMPLE, PAGE 1

John Smith
1818 America Way
Washington, DC 20032
Mobile: 202-555-XXXX
Email: JohnSmith@publicservice.com

Country of citizenship: United States of America
Veterans’ Preference: No
Registered for Selective Service: Yes

AVAILABILITY
Job Type: Permanent
Temporary Promotion
Federal Career Intern
Work Schedule: Full Time
Part Time

DESIRED LOCATIONS
US-DC-Washington/Metro
US-VA-Northern

WORK EXPERIENCE
Department of Political Science - The George Washington University
Washington, DC US
9/2009 - 5/2010
Salary: 12 USD Per Hour
Hours per week: 25

Research Assistant
- Wrote reports using Microsoft Word about international security and political economies, including graphs and charts, which provided professors with crucial information necessary to conduct their research.
- Edited draft-articles later published in International Affairs Magazine, ensuring consistent formatting, punctuation and grammar.
- Managed database in Microsoft Access by retrieving and entering data from over 15 projects, creating a centralized location for 25 staff members to easily access information for conducting research.
- Coordinated with 25 faculty members and research partners from the research team via telephone and email to prepare weekly meetings and facilitate communication among research leaders which improved team efficacy and efficiency by brainstorming ideas and meeting deadlines.
- Improved project efficiency by supervising research tasks among 3 freshman assistants which helped in completing time-sensitive assignments. (Contact Supervisor: Yes, Supervisor’s Name: Dr. Bob Smith, Supervisor’s Phone: (202) 555-5555)

ABC Tech
Los Angeles, CA US
Salary: 11 USD Per Hour
Hours per week: 40

Receptionist/Administrative Assistant
- Coordinated the master calendar of all internal and external events resulting in fluid operations while supporting more than 50 employees by assisting them with
scheduling management.
-Prepared employee surveys and project metrics using Windows Excel by compiling information and generated tables and graphs used in monthly presentations measuring company performance and to identify areas to improve operations.
-Used strong customer service skills to provide routine information and directing them to appropriate staff and locations for appointments and responding to inquiries regarding basic company operations.
-Organized client correspondence and files into categories improving staff’s access to key contacts. (Contact Supervisor: Yes, Supervisor’s Name: Christopher Kim, Supervisor’s Phone: (909) 555-6543)

Elliot School of International Affairs - The George Washington University
Washington, DC US
Salary: 10 USD Per Hour
Hours per week: 20

Student Assistant
-Supported over 60 faculty members by updating and inputting files, records and contacts to an online database, improving their access to them and ensuring the most recent information.
-Managed department email and telephones by directing calls to faculty members and answering inquiries regarding departmental operations and curriculum, improving efficiency.
-Produced standard formatting guidelines for reports and presentation materials which improved the appearance and organization of letters, documents and emails.
-Wrote and edited agendas, letters, power points and other documents for faculty meetings resulting in more efficient and effective meetings. (Contact Supervisor: Yes, Supervisor’s Name: Dr. Sam Smith, Supervisor’s Phone: (202) 555-9090)

EDUCATION
The George Washington University
Washington, DC US
Bachelor’s Degree - 5/2010
120 Semester Hours
Major: Political Science
GPA: 3.45 out of 4.0

LANGUAGES
Spanish
Spoken: Intermediate
Written: Intermediate
Read: Intermediate

AFFILIATIONS
International Affairs Society
Vice President
College Democrats
Events Chair

REFERENCES
Dr. Albert Einstein
Department of Political Science - The George Washington University
Phone Number: (202) 555-XXXX
Email Address: AEinstein@publicservice.com
Reference Type: Professional

John Doe
ABC Tech
Director
Phone Number: (909) 555-XXXX
Email Address: JD@publicservice.com
Reference Type: Professional

Dr. George Washington
The Elliott School of Public Policy
Dean of Elliott School of Public Policy
ADDITIONAL INFORMATION

Skills:
- Strong written and oral communication skills.
- Proficient in Windows-based programming including Excel spreadsheet, Word processing, Access and Power Point.
- Strong analytical and problem solving skills.
- Excellent organizational and management skills.
- Typing Ability: 55 words per minute

Leadership Experience:
Vice President of the International Affairs Society
- Led organization of 100+ students.
- Planned semiannual meetings, developed recruitment efforts and served as the organization’s representative at student association meetings.

Events Chair of College Democrats
- Coordinated major events by the College Democrats including seminars featuring prestigious guest speakers, as well as fundraising events giving me experience in event planning and logistics management.
- Served as the primary point of contact when sponsoring external events.

Activities:
Writer for school newspaper, “The Hatchet”
- Wrote over 45 articles for “The Hatchet” involving student life.
- Conducted interviews and research to gather reliable information for the publishable articles

Student Admissions Representative; Tour Guide
- Demonstrated excellent public speaking skills
- Provided information to prospective students about the admissions process and the opportunities available to students at the George Washington University which played a crucial role in their college decision-making processes.

Freshman Orientation Leader
- Facilitated workshops and informational sessions on high school to college transition which acclimates new students and their parents to the George Washington University.
- Advised and counseled newly matriculated students and parents via small-group discussions.
PURPOSE OF THE COVER LETTER
A cover letter is a narrative summary of the information listed in a resume that you have created to apply for a specific position. Do not simply duplicate your resume in paragraph form, but instead use the cover letter to draw attention to connections between your qualifications, experiences, and interests and the employer’s hiring needs. Use the cover letter as a tool to persuade an employer to invite you for an interview.

A strong cover letter introduces who you are, articulates why you are interested in working for a specific organization, and emphasizes the value that your relevant experiences and qualifications (as outlined in your resume) can bring to the employer. It is also a preliminary writing sample that employers will use to assess your communication skills and the quality of your work. A poorly written cover letter, or one with grammatical or typographical errors, will be used to screen you out of the selection process.

PREPARING TO WRITE
Every employer has a unique set of hiring needs that determines what she/he looks for in an employee, and by extension, in a cover letter. **Create a customized and targeted version of your cover letter in response to every position.** In each cover letter, highlight only the information that is most relevant to each employer’s hiring needs.

To create a targeted cover letter, you should research the following topics:

**SCOPE OF WORK**
Examine the organization’s website, printed materials, published research, media coverage, and social media. Identify:
- The mission, vision, and goals of the organization
- How they describe their work
- How the organization differentiates itself from others in the field
- How the department to which you are applying fits into the organization

Using this information, develop a set of organizational characteristics to help you demonstrate your knowledge of and commitment to the organization’s work in the first and last paragraphs of your cover letter.

**POSITION REQUIREMENTS**
Carefully read the job description from the employer. Then, find descriptions for similar positions in peer organizations. Identify:
- Responsibilities and tasks required for the position
- Degree, experience, and licensure requirements
- Required technical skills

Use these requirements to discuss your relevant skills and experiences within the body of your cover letter.
TIPS FOR WRITING AN EFFECTIVE COVER LETTER

STRUCTURE & CONTENT
Your cover letter should be a brief document with all of the relevant information about your interests and qualifications seamlessly integrated into three or four short paragraphs. Be sure to discuss the most important aspects of your education, experience, skills, and qualifications that are relevant to the position. Use the lists of organizational characteristics and position requirements that you gathered from your research to understand the employer’s priorities and how your skills relate. Employers typically want to know:

- Can you do the job?
  - Highlight the most important knowledge and skills that you have gained through work experience, education, and research. You can also focus on how and when you have performed job functions that relate to the position requirements.

- Will you do the job?
  - Emphasize the degree to which your work experience, education, and research are related to the organization’s mission and scope of work.

- Will you fit in?
  - Convey shared organizational values and positive personal attributes. If you are familiar with the industry, be sure to incorporate specific language or jargon which demonstrates your understanding of the issues, policies, stakeholders, or other factors that impact the organization’s work.

FORMAT
Your cover letter must look flawless! A single error in a cover letter may cause the employer to assume that you are careless in your work. Proofread your cover letter. Proofread it again. Have at least two other people proofread your cover letter. Then, proofread your cover letter at least one more time. And make sure if you are using a cover letter over and over as you apply for different jobs, that you take the time and make sure you have changed the employer name and job title you are applying for in each letter. This is one quick way to get yourself thrown out of a resume pile! However, you are strongly encouraged NOT to use a form letter – as each cover letter should be targeted for each position.

PAGE LENGTH
Generally, your entire cover letter should be one page. For more advanced students who have extensive work histories and applicable skills, two page cover letters are acceptable, as long as they are succinct.

FONTS & MARGINS
- Use consistent and clear fonts. Resist the urge to be fancy. “Times New Roman” or “Arial” are safe choices. 
  Make sure the cover letter font matches the font used on your resume.
- Avoid the use of italics. They can be difficult to read.
- Do not use a font size smaller than 10 or 11, depending on the font chosen.
- Maintain a sufficient amount of white space on the page so that your letter is easy to read.
- Use consistent margins – they should never be smaller than 0.5 in.

COMMON ERRORS TO AVOID WHEN WRITING A COVER LETTER
- Spelling errors. One applicant said he was well suited for “writting and editing chores... contac t (sic) me at the adrwss (sic) below.” Would you give him your editing work? Another writer said she would enjoy “hearing form (sic) us.” Word processing spell checkers make mistakes; so proof everything.
- Typos, like “thankyou for your assistance” or using “there” instead of “their.”
- Not checking grammar. One person wrote, “It sounds exciting and give (sic) me the opportunity to use my skills.” Check your letters for correct sentence structure. Have friends review them too.
- Unrelated career goals – Tailor each cover letter to the employer who will receive it. An employer is interested in what you can do for him/her. Your letter should demonstrate a genuine interest in the position and a commitment to fulfilling its duties. You should not include what you hope to accomplish for yourself.
- No signature. Even if you type your name at the end of correspondence, you should either sign the page in your own handwriting to give it a personal touch or insert a scanned copy of your signature.
• Enclosing a photo. In the United States, attaching a headshot photo to an application is inappropriate.
• Addressing letters, “Dear Sir:” or “Dear Sirs:” As you know, many readers today are women. If gender is unclear, the salutation should be something like “To the Selection Committee” or “Dear Human Resources Manager.” Also, do not address letters with “To whom it may concern.”
• Being boring and formulaic. Don’t waste your first paragraph by writing a boring introduction. Use the first paragraph to grab the employer’s attention. Tell the employer why you are writing and summarize the reasons you are qualified for the position, expanding on your qualifications in later paragraphs. Don’t use such clichés as “Enclosed please find my resume” or “As you can see on my resume enclosed herewith.” Employers can see that your resume is enclosed; they don’t need you to tell them. Such trite phrases just waste precious space. Write a letter that will make the employer want to get to know you better.
• Forgetting the date and/or salutation.
• Cluttered desktop publishing. With the advent of PCs, some job seekers feel the urge to “be creative” using various type sizes and fonts. Avoid this in business correspondence. Except in rare cases, business letters should look conservative. If you want to be creative, do so in your choice of words. Save Microsoft Publisher and Photoshop for your holiday cards.
• Oddball phrasing, such as “an opportunity to expand my strengths and delete my weaknesses...” Or, “You may feel that I’m a tad overqualified.” Or, “Enclosed herewith please find my resume.” Do you talk that way? You should write in a way that reflects your best speaking capabilities. Avoid poor phrasing by having others critique your letters.
• Mailing form letters. Some letters contain “fill in the blanks.” Generic forms don’t work well.
• Not saying enough. One want ad letter read, “Please accept my enclosed resume for the position of Executive Director. Thank you.” That’s too short. A letter is an opportunity to sell, so say something about yourself.

• WRITING IN ALL CAPS. IT IS HARD TO READ. DON’T DO IT. It feels like you are screaming at the reader.
• Abbreviating Cir., Ave., Dec., and all other words. Take time to spell words out. It looks so much better.
• Forgetting to enclose your resume. If you say you’re enclosing one, then do.
• Using fading printer cartridges. Whenever possible, use a laser printer, even if you have to borrow one or use the printers in the GSU Library.
• The 300-word paragraph. The worst mistake in marketing is writing too long. Limit sentences to seven or eight words, and limit paragraphs to four or five lines. In letter writing, short is usually better. If you can’t say it well in one page, you probably can’t say it well at all.
• Inaccurate information about the organization – Make sure you verify any information about the organization if you are going to use it in your cover letter. Be specific and tie it into your skills and experiences. It is also important to not bluff your way through information. Do not state that you are familiar with the organization unless you have specific information to back that up.
• Emphasizing a lack of experience – Do not call attention to your weaknesses or lack of experience in your cover letter. This only emphasizes your shortcomings instead of your strengths. Center on your skills, organizational and industry knowledge.
• Humor – Using anecdotes – Your cover letter should be written in a serious, professional tone. If you use anecdotes, you run the risk of not being seriously considered. You should always keep a polite and respectful tone in your letter.
• Demanding statements – You should never demand something from the employer in your cover letter. It is a common mistake to state “I am looking for a unique opportunity in which I will be adequately challenged and compensated.” This insinuates that you expect the employer to place you in a position that satisfies your needs – not theirs. It is more effective to indicate where you feel you could make a contribution to the organization.

Adapted from:
• www.careerlab.com/letters/intro06.htm
• www.wa.gov/esd/guides/resume/letter/letter_commonmistakes.htm
• www.ehow.com/how_2068858_spot-common-cover-letter-mistakes.html
January 15, 2013

John Smith
Director of Personnel
Refugee Family Services
2300 Henderson Mill Road NE, Suite 200
Atlanta, GA 30345

Dear Mr. Smith:

I am a recent MPH graduate of the Georgia State University School of Public Health. I am strongly interested in your current opening for a Health Education Manager of Women’s Programs. Your position fits my experience, education and interests; I believe I could make a real contribution to the Refugee Family Services mission of reaching out to the diverse populations of our growing community.

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<tr>
<th>Your Requirements</th>
<th>My Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent communications skills; language skills</td>
<td>Extensive experience writing in varied forms for varied audiences. Persuasive speaking as advocate for refugees. Excellent interpersonal skills, effective listener. Fluent in Arabic.</td>
</tr>
<tr>
<td>Familiarity with needs of immigrant community</td>
<td>Born in immigrant family. Worked with immigrants in homeless shelter. Researched barriers to reproductive health in the Atlanta Sudanese community for master’s thesis.</td>
</tr>
<tr>
<td>Three or more years of nonprofit experience</td>
<td>Four years in nonprofits: Feminist Women’s Health Center, a reproductive health clinic in Atlanta, GA.</td>
</tr>
</tbody>
</table>

I would appreciate an opportunity to interview for this position. I would be happy to answer any questions you might have about my candidacy. I can be reached at 678-224-5001 or asiddig@comcast.net. I look forward to speaking with you.

Sincerely,

Alexander Siddig
May 1, 2014

Ms. Melody Cooley  
Kaiser Family Foundation  
1330 G St NW,  
Washington, DC 20005  

Dear Ms. Cooley:

I am writing, at the suggestion of your colleague Mark Stevenson, Senior Director of Health Policy, to express my interest in the Research Associate position in the Program on Medicare Policy. As an experienced health policy researcher, I understand and appreciate the value that Kaiser Family Foundation adds to the nation’s understanding of major health care issues as the leading provider of non-partisan health policy analysis. With my strong qualitative and quantitative analytical skills, I am ideally suited to help the Kaiser Family Foundation maintain this quality standard.

In my current position as the Research Assistant at Healthcare Georgia Foundation, I assist in the writing and editing of reports, testimony, presentations, journal articles and other publications, related to Medicare. This involves conducting detailed analyses of Medicare Advantage and Part D plans; out-of-pocket spending; issues related to economic, retirement, and health security of people on Medicare; and the challenges facing beneficiaries with low incomes and those with significant health and long-term care needs. I am also responsible for the examination of Medicare spending and long-term fiscal challenges; Medicare and health reform; and delivery system reform.

In addition to the aforementioned, I have spent the past two years enhancing my expertise in quantitative research and analysis through the pursuit of an MPH in Health Management Policy at Georgia State University’s School of Public Health. I am also taking supplemental public policy coursework at the GSU Andrew Young School of Policy Studies.

Through my education and experience, I possess an in-depth knowledge of the health care field, as well as highly relevant research and analysis skills that directly lend themselves to your stated employment needs. I have enclosed my resume for your review. If you have any additional questions, feel free to call me at 646-234-5678 or email me at mmcfly@gsu.edu. Thank you for your time and consideration. I look forward to hearing from you soon.

Sincerely,

Marty McFly
LETTER OF INQUIRY

Lucinda Bowers  
4578 Peachtree Corners Blvd  
Atlanta, GA 31234

October 11, 2013

Ms. Tamara Jackson  
Executive Director  
ECO-Action  
250 Georgia Avenue, SE, Suite 309  
Atlanta, GA 30312

Dear Ms. Jackson:

I am a graduate student in environmental health at the Georgia State University School of Public Health, studying issues affecting water and air quality. In my research, I came across the publications of ECO-Action and was impressed by both the quality of your work and the clarity of your positions. I am writing to inquire about the possibility of an internship with ECO-Action this coming summer.

Prior to entering GSU, I spent 3 years working with community organizers in southeast Atlanta. I saw the huge gap between the needs of these disenfranchised communities and the resources available to them. I learned a great deal about grassroots organizing, local and state precautionary policies, and the environmental health risks that threaten these communities. I returned to school to develop the writing and research skills to become an effective advocate for environmental justice.

At GSU, I am taking coursework in analytic tools: quantitative methods, policy analysis and program evaluation, as well as polishing my lab skills. Before June, I will also have completed a general course in social policy and a specialized course in Built Environment and Environmental Justice.

I would be happy to meet with you to learn more about the work of ECO-Action and to discuss the possibility of an internship that would be to our mutual benefit. I am especially interested in ECO-Action’s research needs and how I might contribute to your work.

I will call in the next two weeks to set up an appointment at a time convenient to you. If you wish to contact me, I can be reached at (770) 788-3456 or at my e-mail address (lbowers@gsu.edu). Thank you for your time; I look forward to meeting with you.

Sincerely,

Lucinda Bowers
**HOW AND WHEN TO SAY “THANK YOU”**

It seems amazing, but it’s true: A simple thank-you note after a job interview, informational interview, networking meeting, or job fair can wield considerable power and influence, and reflect very favorably on your candidacy for the position. Why? Several reasons:

- **In sending a thank-you note, you show your interviewer common courtesy and respect.** Unfortunately in our busy and often impolite world, we simply don’t acknowledge each other’s time, efforts and commitments. So in sending a thank-you note, you tell your interviewer in no uncertain terms that you appreciate the time he or she has given you. After all, he or she had to give up part or all of the day to be with you, and expend effort learning more about you and what you have to offer.

- **So few job applicants send thank-you notes that you automatically stand out if you do.** It’s shocking, but the majority of job applicants fail to send thank-you notes after their interviews. Why? Who knows? But the bottom line is that you wind up in a position to shine simply by putting forth the effort of sending a note. A thank-you note should be written and mailed or emailed the day of your interaction. By simply tucking a few thank-you cards and stamps in your padfolio, you can have your note written and mailed during your next coffee break.

- **A thank-you note gives you an opportunity to reiterate points you made during your interview.** Have you ever left an interview wishing you had more strongly emphasized a certain skill or experience the employer seemed to be looking for? A thank-you note gives you the chance to do just that. After using the first paragraph of your note to thank your interviewer, you can use a brief second paragraph to touch again upon the key points you made in your interview. You can also use a similar strategy to “clean up” any interview rough spots you might have had – i.e., to expand upon or clarify responses you felt were weak or shaky.

- **A thank-you note lets you make points you forgot to make in your interview.** Sometimes after an interview, as you walk out to your car, you smack yourself on the forehead and say to yourself, “Why didn’t I talk about _____?!” Frustrating? You bet. But you can take care of the problem to some degree in your thank-you note. Again, perhaps in the second paragraph, you can say something to the effect of “After our discussion, it occurred to me that I forgot to tell you about ________.”

- **A thank-you note demonstrates your written communication skills.** In receiving and reading your thank-you notes, your interviewer will see firsthand how you handle yourself on paper. You’ll be using similar skills every day with the company’s potential clients, customers, and vendors – so the interviewer will be reading carefully to see how you come across in print. Be sure to proofread your note carefully before sending it, and, if hand writing the note, be sure to write neatly and legibly.

- **A thank-you note allows you to tell the employer – “I want this job.”** While it is nice to thank someone for their time, this is your final opportunity to let the employer know that you are truly still interested in the position following the interview process.

**Thank-You Notes**
THANK-YOU NOTE TIPS

ELECTRONIC THANK-YOU NOTES
If your interviewer has given you his/her business card and it has an email address on it, then it is acceptable
to send your thank you that way. If you have any doubts, though, you are always safe sending a hard copy letter.
It is also acceptable to send a brief thank-you note through email on the day of your interview, and follow-up with
a more detailed note through the mail. Additionally, it is important to keep in mind that certain federal and state
agencies may have high levels of security, delaying the promptness of a hard copy letter that was originally intended.

When emailing, be sure to send from an email account with a professional address (yourname@gmail.com or
yourname@gsu.edu, etc.) and remove any personal quotations or weblinks from your signature line. Use an easy
to read font, and do not use any background images. Remember that this is a professional communication and should
reflect the quality of the work that you can offer the employer.

INTERVIEW PANELS
If you interview with more than one person, be sure to get a card from each interviewer. Send a thank-you note
to each, noting a particular item that was discussed in the interview. Always send hard copy notes and personalized
emails to individuals.

TIMING
Write and mail or email a thank-you note within 24 hours of your meeting.

Adapted from campus.monster.com/articles/jobhunt/notes by Peter Vogt

THANK-YOU EXAMPLES

AFTER AN INFORMATIONAL INTERVIEW (EMAIL EXAMPLE)

Dear Mr. Waters:

Thank you so much for your generosity of time and information yesterday. Your assistance in matching my skills
and interests to future possibilities has given me a much broader perspective for my search.

I am particularly interested in following up on your suggestion about internship opportunities with the Georgia
Department of Public Health and will be contacting George Smith later today.

Again, thank you so much for your help and I will let you know how everything turns out.

All the best,

Joe Smith
Bethany Frankly  
Georgia State University Box 0001  
Atlanta, GA 30302  
September 14, 2013  

Mrs. Brenda Smith, Program Director  
Center for Black Women’s Wellness  
477 Windsor Street SW, Suite 309  
Atlanta, GA 30312  

Dear Mrs. Smith,  

Thank you very much for interviewing me yesterday for the Program Coordinator position. I enjoyed meeting you and learning more about the mission of the Center for Black Women’s Wellness.  

After talking with your staff and visiting the impressive facilities at CBWW, I am eager to reaffirm my interest in the position. I think my education in health promotion and behavior and previous experience leading wellness and nutrition education programs fit closely with the job requirements you outlined. The potential to contribute to CBWW’s mission to provide free and low-cost services to empower black women and their families is very exciting to me.  

Again, thank you for interviewing me and providing me the opportunity to learn more about the work of CBWW. If I can provide you with any additional information, please do not hesitate to call me at 770-443-0023 or email me at bfrankly@gsu.edu. I look forward to hearing from you.  

Sincerely,  

Bethany Frankly
From **job interviewing** to **hosting business meals**, from making the phone call to landing the deal, **etiquette, image** and the **ability to convey your “brand”** are what make lasting impressions on employers.

Business etiquette is basically the social guidelines and manners to be followed in business situations when dealing with others.

**BUSINESS ETIQUETTE BASICS**

**THE BASICS**

Good posture, shaking hands in the traditional manner, making eye contact, smiling upon introductions and reciprocating in small talk are the very basics of business etiquette. In most professional circles, avoid using first names, replacing them with titles such as Mr. or Ms. unless instructed otherwise.

**OBSEERVE AND MIRROR**

Observe the interactions of your superiors with coworkers and clients. At meetings, sit or stand when the group or individual does, watch your posture and keep your attention on the speaker. Always arrive on time and come prepared if you are actively involved in the meeting.

**PUNCTUALITY AND WORK COVERAGE**

Being on time for work and meetings and after breaks is also a form of basic business etiquette. If you are going to be late or need to be absent, call your supervisor immediately and provide as much advance notice as possible. Speak to someone in person. It is preferable to speak to your supervisor or a support staff member to ensure your message is delivered.

**COMMUNICATION ETIQUETTE**

Respond to all emails and voice mails within a specified time period even if you do not have an answer right away. Remove unprofessional “signatures” from your email account profile. Use appropriate grammar and punctuation.

**MANNERISMS AND DRESS**

In business, you will be dealing with coworkers and clients of different ages, cultures and backgrounds. Avoid using trendy phrases, slang and curse words. Dress to the level of your clients and coworkers or slightly above, and avoid flashy jewelry and strong colognes or perfumes. Inappropriate mannerisms include nontraditional handshakes, hugging, “dance” moves, “street” hand gestures and making faces.
COMMON BUSINESS ETIQUETTE VIOLATIONS

- Arriving late (or way too early!)
- Checking personal email/Facebook
- Texting friends on your cellphone while in the office setting
- Use “text” language in your business emails
- Excessive drinking at social sponsored events
- Being “too casual” with your attire
- Forgetting your manners
- Coming to a meeting unprepared
- Wearing headphones/earbuds when in the office
- Using slang or profanity
- Talking about your employer via Facebook
- Talking about politics or religion
- Excessive talking at meetings

DRESS FOR SUCCESS

Remember, you only have one chance to make a first impression! All School of Public Health students should view themselves, while they are in school, as “on the job market” – which means always dressing as a future professional does. Does this mean you need to wear a business suit every day to school? No, but it does mean that you need to seriously look at your closet and your clothing choices, and ask yourself – if I met my ideal future employer today when I was at school, would I want them to remember me for how I was dressed? What impression would I leave with them?

WHAT TO WEAR TO AN INTERVIEW, INFORMATIONAL INTERVIEW, OR CAREER FAIR

Use the interview to determine the culture of the organization, including dress policies, but do not give the employer any reason to select someone else over you before they have had a chance to get to know you.

- Avoid Strong Fragrances – Wear deodorant, but do not wear perfume, cologne, or aftershave. Many people have allergies to fragrances, and you could be interviewing in tight office spaces which could allow your fragrances to overpower the employer.
- Be Well-Groomed – Clean nails, showered, good breath, and a neat hairstyle are always crucial. Shined shoes and fresh clothes that are crisply ironed/dry cleaned are also important. Bring some breath mints. Also make sure that tattoos are covered.
- Practice, Practice, Practice – It is a good idea to “try out” your interview suit once or twice before the interview so you know how you feel in it while walking, sitting, and standing. Also, make sure your suit fits well. If it does not, have it altered. A well-fitted suit looks professional and gives you confidence.
- Avoid Items That Show You Are A Student – Backpacks, water bottles, and other campus gear are not necessary for an interview. Also, turn OFF your cell phone! Even a cell phone on vibrate is a disturbance. Buy a portfolio/padfolio to carry with you and to also hold additional copies of your resume. Make sure you bring a pen – and make sure it is new so it has ink!
- Less is More – Keep your look simple. Wear minimal jewelry and do not carry more than one briefcase or handbag. Remember, you need a free hand to shake hands with everyone you meet.

FOR WOMEN

- Grooming: Hair should be away from your face and neatly cut or styled. Wear daytime, natural-looking makeup – no heavy eyeliner or glittery shadows. Nails should be clean, in a uniform color; avoid overly long fingernails and nail art. Lip color should not be trendy or bright.
- Suit: Wear conservative, two-piece matching business suits. Knee-length skirts or pant suits are both appropriate. Color should be worn under your suit jacket. Be prepared to take off your suit jacket.
• **Blouse:** Lighter-colored professional button-down shirt, shell, or sweater should be worn under your suit jacket. V-neck line should not expose cleavage, and shirts should not be too tight fitting so that buttons pull across the chest line exposing skin or undergarments.

• **Hosiery:** Never show bare legs! Wear at or near skin-toned pantyhose or trouser socks. And always have a spare pair in case you get a run.

• **Shoes:** Low-heeled and closed-toe pumps are a must. Avoid brightly colored shoes. Black, brown, or navy blue are traditional colors. Make sure they are polished and not scratched up along the heel.

• **Accessories:** Keep it simple. No more than one ring on each hand. No visible tattoos or piercings, except for one pair of earrings and a small necklace or bracelet. Carry either a purse or a professional bag, but not both.

## FOR MEN

• **Grooming:** Have your hair neatly trimmed, including facial hair. Nails should be clean and neat.

• **Suit:** Wear a conservative, two-piece matching business suit, preferably dark in color (navy or black). You can also mix/match suit coats with dress slacks – as long as the colors/patterns complement one another.

• **Shirt:** Wear a long-sleeved, light-colored, button-down shirt. The shirt should fall 1/4-to 1/2-inch below the suit sleeve. Be sure your shirt is pressed and ironed. Poly-cotton blended shirts withstand wrinkles best, but they are also warmer. Wear a white cotton t-shirt underneath your shirt to hide perspiration and to protect your suit.

• **Ties:** Yes, you need one! Choose a tie with a conservative pattern that ends at mid-belt. Practice tying your knot over and over, and if you are still new to tying ties, watch a YouTube video on how to tie one!

• **Shoes:** Comfortable leather shoes, with or without laces, should match your suit color. Do not wear brown shoes with black or blue suits. Black shoes are best. Make sure they are polished.

• **Socks:** Wear dark-colored socks to match your suit. Socks should be worn over the calf.

• **Accessories:** Leather belts should match the color of your shoes. No visible piercings or tattoos. Bring a portfolio.

### BUSINESS CASUAL

Much like interview attire, business casual should still be crisp, conservative, covering, and neat. It is not as formal as a full interview suit, but not as casual as attire you would wear to school or a party. You are still in a business environment and want to be comfortable meeting even the CEO of your organization.

Business casual attire can be worn to workshops and presentations that are sponsored by the School of Public Health or to employer information sessions if the session is more of a lecture. If the employer session is more of a reception, professional dress is suggested. We also encourage students to wear business casual daily to school – just in case!

**Men:** Wear black or khaki pants, neatly pressed, and a pressed long-sleeved button-down shirt. Polo shirts (also ironed!) may be appropriate if the environment will be more casual, or outdoors. Wear a leather belt and leather shoes. Athletic shoes and sandals are inappropriate. Ties are generally not necessary for business casual, but if in doubt, you can wear a tie without a sport coat.

**Women:** Do not confuse club attire with business attire. Follow the same rules regarding skirt or pant length and fit as you would in interview attire – continue to conceal cleavage. In addition to tailored shirts or blouses, tailored knit sweaters or sweater sets are appropriate business casual choices. For the most conservative look, toes should be covered. Thin straps and high heels are not appropriate. Hose are not essential for business casual, but still preferred.
The job search process can be overwhelming and confusing. A common saying is that looking for a full-time job is a full-time job. And remember that one important statistic – 85% of the currently available jobs in the job market are not advertised! So finding the hidden opportunities takes time. There are ways to reduce the stress of the job search, present yourself as an attractive and competitive candidate, and effectively utilize your time.

**KNOW YOURSELF**
You will be more successful in your job search if you are confident that your experience and skills qualify you for the position for which you are applying. To do this, you must have a clear idea of your skills, interests, accomplishments, experience, goals, and values. If you have not done so already, maybe completing some of the self-assessment tools outlined under “Career Planning” in this handbook might be helpful.

**DO YOUR HOMEWORK AND FIND A GOOD MATCH**
Thoroughly research the position and organization to which you are applying and make certain you are a good fit. Think about products and services offered, growth, competitors, number of employees, organizational structure, geographic locations, working climate, benefits, community involvement, and anything else that you consider important. Look up recent articles published about the organization or company – read their current news.

**BE OBSESSIVE ABOUT THE DETAILS**
Understand exactly what the position requires and tailor your resume, cover letter, online application, and interview answers specifically to each position for which you have applied. Yes, this means you need more than one resume! Check, double-check, and have a friend check again to be sure that your documents are free of typos. You can also make an appointment with a career counselor either in the School of Public Health Career Services office or the GSU University Career Services office.

**BE FOCUSED**
Be persistent and follow-up. Keep careful records of your job search process, including all materials used in the job search: resume, references, recommendation letters, cover letters, job postings, research conducted on employers, correspondence from employers, and any other relevant materials. Make sure you print out the job announcement you are responding to, as these announcements will be pulled down from HR websites and unavailable later should you secure an interview. Many students build MS Excel spreadsheets to track their application, modes of communication, closing dates, etc.

If you are high tech and enjoy using phone apps to help manage your time and keep you organized, there are smart phone applications on the market that will help you not only search for jobs, but keep your records in order and at your fingertips. To read more, visit: [www.salary.com/the-10-best-job-hunting-apps-to-get-you-hired](http://www.salary.com/the-10-best-job-hunting-apps-to-get-you-hired).
HAVE A POSITIVE ATTITUDE
Be flexible and open to new opportunities. This could mean being willing to relocate, expand your horizon from the ideal job to more tangentially related areas, or accept a more entry level position than anticipated in order to secure a position in a desirable organization or company. Continue to have informational interviews, use your network, and research new positions to always have new opportunities to apply for.

WHY SHOULD I HIRE YOU?
It is becoming increasingly difficult to attain a job or internship opportunity these days, so it is essential to both be properly prepared, and to fully utilize your extended network of professional and educational connections. Remember, your competition is not only your classmates who are earning the same exact degree as you, but your competition is everyone else out in the market and across the nation (or even internationally). So your non-stop guiding question, every day to yourself, should be “Why Should They Hire Me?”

UTILIZING YOUR NETWORK
Networking is not asking for a job; it is developing a broad range of contacts. The key to networking starts before the job search, and includes involvement in campus events and student organizations, as well as professional associations. It also means conducting numerous and various types of informational interviews with people who are in the positions you wish to hold, with hiring officials at the organizations you wish to work at, and with senior executives looking for young talent in your area of study.

LINKEDIN
The School of Public Health School has an established LinkedIn group for its current students and alumni. We encourage you to build a profile in LinkedIn (use a professional picture please), and start connecting to your classmates and alumni. Remember, finding a job is about who you know! We also encourage you to join other groups within LinkedIn (professional associations, your previous alma maters, employer groups, etc.). To begin your LinkedIn profile, visit: www.linkedin.com. To join the SPH current student/alumni group, visit: www.linkedin.com/groups/Public-Health-Alumni-Students-Georgia-3779836/about.

PROFESSIONAL ASSOCIATIONS
Joining professional associations as a student member has its benefits. As a student member, you not only gain access to the membership directory of the organizations (to be used for securing informational interviews), but you can also attend conferences, trainings, workshops and social networking events offered by the organizations. They also may post fellowship opportunities and scholarships. For a comprehensive list of public health associations, visit: publichealth.gsu.edu/students/career-resources.

ALUMNI ASSOCIATIONS
Be sure to take advantage of alumni association events and connections in your area. Many universities and colleges have alumni groups in locations throughout the country, and in some cases, the world. Alumni association mixers, networking events, or service opportunities may allow you to connect to fellow alumni and offer you another network within which to work. Be sure to join the GSU Alumni Association so that you may benefit from their networking events.

CLASSMATES AND FACULTY
School of Public Health students and faculty offer a broad range of personal and professional experiences. Almost 50% of our SPH student body is currently employed in some capacity – so everyone is connected to employment opportunities. Take advantage of events, student clubs, speakers, mixers and academic opportunities from which you may connect to individuals with similar interests to your own. By engaging in the School of Public Health community while you are a student, you will begin to form a network which will last throughout your career.
BEING PREPARED
You never know who you will meet, or when. You should always have an up-to-date, neat resume and business card available and ready to hand out. Buy a padfolio (leather folder) to carry to meetings and interviews which always has more than one copy of your resume, business cards, paper on which to take notes, and a pen. Your appearance should always be tidy and appropriate for a business casual work environment, even when going to class. If your teacher brings a surprise guest speaker to class, or you happen to enter an elevator with a great contact, you want to be ready to leave a favorable opinion. Remember, as a student, you are always on the job market – so dress to impress daily.

YOUR ELEVATOR SPEECH (THE MARTA EXAMPLE)
What would you do if you met the CEO of your dream company on the MARTA train? Would you be able to describe yourself in the time it took to reach the next stop? Would you have a presentable resume on hand to leave with the employer? As a job seeker, developing this pitch is an important tool that can be used frequently in networking and interviewing situations. An effective pitch will immediately convey (in one minute or less) to the listener who you are as a professional, what your unique qualifications are, and how you can meet the employer’s needs.

Use these questions to guide you in developing your own MARTA pitch:
• What is the focus of your search? What kind of position are you looking for?
• What skills and qualifications do you offer? What is your background?
• What is it that differentiates you from your peers?
• What are your professional accomplishments?
• How can you benefit the employer?

Now, put it all together and PRACTICE! Don’t go into too much detail. Your goal is simply to pique your listener’s interest and make yourself memorable. And remember to practice asking for business cards – so you can send a thank-you card/note later that evening or the next day. Do not forget to follow up!

SPH CAREER SERVICES
Whether you are a current student in the School of Public Health, an alumnus, or an employer seeking a top caliber candidate to meet your hiring needs, we are happy to provide career resources to meet your individual goals.

CAREER ADVISEMENT
Students are invited to schedule individualized career advising appointments with our staff of counselors. To schedule an appointment, visit: publichealth.gsu.edu/students/career-resources. Topics commonly covered during 30-minute advisement appointments include: resume review, internships, getting involved with student organizations, proofing cover letters, seeking guidance to develop a career plan, study abroad options, PhD school admissions, and job searching.

CALENDAR OF EVENTS
Each semester the SPH Career Services office will publish a Career Calendar of events on our website, which includes workshops, employer sessions, career fairs both on campus and in the Atlanta community, and a comprehensive listing of meeting dates for all SPH student clubs and organizations.

SPH CAREER & PRACTICUM OPPORTUNITIES LISTSERV
We deliver a weekly email highlighting recent job, internship, and professional development opportunities. This email is intended for School of Public Health students/alumni looking for a job or an internship. Remember that these lists are provided for students and alumni of the School of Public Health School – so please refrain from encouraging non-SPH students from joining. (Keep the competition out!)
To Sign Up for the Listserv:
New SPH students are automatically added to the list with their GSU email address. To add a personal email address, visit publichealth.gsu.edu/students/practicum/email and enter your full name and email address.

GSU UNIVERSITY CAREER SERVICES (UCS)
Location: 260 University Center
Office Hours: Monday – Friday, 8:30 a.m. – 5:15 p.m.
Main Reception Line: (404) 413-1820
Walk-in resume reviews (no appointment needed): Monday – Friday, 9 a.m. – 3 p.m.

PANTHER CAREER NET
Panther Career Net is Georgia State University’s 24/7 online job and internship board. It provides free access to students and employers. This job board has over 15,000 Georgia State University students using it. Students can upload their resume and have it ready for employers recruiting for internships, part-time on- and off-campus jobs, as well as career entry-level positions. You must have your resume reviewed and approved by the career counselors in UCS in order to use and interview through Panther Career Net, so it is imperative to meet with their counseling staff during their resume walk-in advising appointment times. To learn more about Panther Career Net, visit: career.gsu.edu/panther-career-net.

PRACTICE INTERVIEWS
Successful interviewing is a skill that requires confidence. Confidence is acquired through knowledge and practice. UCS sponsors practice interviewing sessions with professional recruiters from around the nation. Students registered with UCS through Panther Career Net can sign up for a mock interview with an employer.

Upon completion of the interview, the interviewer will provide the student with specific feedback on interviewing skills and the effectiveness of the student’s resume.

VIPS (POWERED BY INTERVIEW STREAM)
VIPS is another opportunity for students to practice their interviewing skills in a non-threatening environment. The main purpose is to give the student valuable experience and practice in developing interview skills. Since the self-produced mock interview is stored and accessible online, job seekers and students can solicit feedback and constructive criticism from career services staff, alumni, friends, family and employers about their performance.
And you can practice as often as there are available time slots! Practice, practice and more practice is the key to successful interviewing. You will leave this University feeling confident about your skills in interviewing, and isn’t that what you want?

Log into your Panther Career Net account to sign up and have fun in your virtual interview!

APPLYING FOR JOBS

GENERAL TIPS FOR SUBMITTING JOB APPLICATIONS
When submitting an application, resume, cover letter, or letter of inquiry for any job, you must be sure to pay attention to detail. Typos, grammatical errors, formatting errors, or incorrect job details may mean the difference between your application being considered or not. Proofread your documents and communications carefully, and if possible, have a friend read them as well. A good strategy is to write your document, let it sit for several hours, and then proofread again. Also remember to send in your documents as Adobe PDF files to ensure your formatting and page breaks remain intact.

HOW TO FIND OPEN JOBS
While job boards and electronic job postings provide a wealth of information about companies and opportunities, remember that many jobs are not posted, or posted for a VERY brief amount of time. Use your network, internship sites, friends, colleagues, and mentors to learn about word-of-mouth job opportunities.

APPLYING FOR FEDERAL JOBS OR FELLOWSHIPS
On December 27, 2010, President Obama signed Executive Order 13562, entitled “Recruiting and Hiring Students and Recent Graduates,” which established two new federal hiring programs and modified another. They are the Internship Program for current students; the Recent Graduates Program for people who have recently graduated from qualifying educational institutions or programs (2 years from the date the graduate completed an academic course of study); and the reinvigorated Presidential Management Fellows (PMF) Program for people who obtained an advanced degree (e.g., graduate or professional degree) within the preceding two years.

INTERNSHIP PROGRAM
The Internship Program is for current students. The new Internship Program provides college students with paid opportunities to work in agencies and explore Federal careers while completing their education. To find out more about the Internship Program, go to the Program Fact Sheets webpage: www.opm.gov/HiringReform/Pathways/program/interns.

RECENT GRADUATES PROGRAM

• Internship Program
  www.opm.gov/HiringReform/Pathways/program/interns/
• Recent Graduates Program
  www.opm.gov/HiringReform/Pathways/program/graduates/
• Presidential Management Fellows (PMF) Program
  www.pmf.gov/
• Fellowship Programs
  Visit individual agency sites

• Fellowship Programs
  Visit individual agency sites
PRESIDENTIAL MANAGEMENT FELLOWS (PMF) PROGRAM
For more than three decades, the PMF Program has been the Federal Government’s premier leadership development program for advanced degree (e.g., masters or professional degree) candidates. Executive Order 13562 expands the eligibility window for applicants, making it more “student friendly” by aligning it with academic calendars and allowing those who have received a qualifying advanced degree within the preceding two years to participate about the PMF Program, go to the PMF webpage: www.pmf.gov.

FELLOWSHIP PROGRAMS
Many federal agencies operate uniquely tailored and funded fellowships, intended for students who are recent graduates of masters or Ph.D. programs. Students are encouraged to visit individual agency sites (like the CDC, for example: www.cdc.gov/employment/menu_fellows.html), and review their “student” pages – which normally outline such opportunities. It is standard for many of these fellowship programs to have application deadlines up to 12 or 18 months ahead of their start dates, so start searching for these opportunities early.

INTERNATIONAL STUDENTS
Job hunting as an international student involves extra challenges. Beyond the difficulty of graduating and finding a job that suits you, you will have to carefully plan your strategy to make sure you have the appropriate work authorization and to find an employer who will be willing to sponsor you. Although personal and professional networks are important in finding jobs in the U.S., in general, you must create these networks and you must be proactive in identifying job opportunities. Begin the job search process early – it may take up to a year, so try to begin six months to one year in advance of when you would like to start working. Allow at least four months to get USCIS work authorization for Optional Practical Training if you are in F-I status.

It is imperative that you prepare yourself thoroughly to apply and interview, and arm yourself with knowledge about your current visa status and about the H1B visa process. Each student’s situation is different so be sure to make an appointment with University Career Services and the International Student and Scholar Services Office to discuss your plans to go on the U.S. job market and to learn about relevant work permission guidelines and immigration regulations. Have patience and persistence. Every year, the US grants almost 200,000 H1B visas. Remember that employers are not allowed to discriminate in hiring on the basis of immigration status. If you are asked about your visa status on an application or during an interview, be honest and positive about your specific situation.

Keep in mind that many jobs, particularly those linked with the government, require employees to be U.S. citizens or permanent residents. A good place to begin is with companies that have a history of hiring international students. You may also want to call your country’s embassy or consulate to inquire about your home country’s companies which do business in the U.S.

There are several websites which may be helpful as you begin your search:
• The Riley Guide: Comprehensive guide to job listings from multiple countries and regions (rileyguide.com/internat.html)
• Information, services, and resources for international students (www.internationalstudent.com/jobsearch)
• H1 Visa Jobs: Online database of American employers for international professionals (h1base.com)
• Foreign Labor Certification Data Center: Employers who have submitted foreign labor certification applications (flcdatacenter.com)

Remember to check with the International Students and Scholars Office (iss.ssu.edu) to discuss your specific situation and sign-up for any workshops they are offering relating to job placement.
SCHEDULING YOUR INTERVIEW

On your resume and cover letter, you should include contact information (phone and email) which you check and answer at least daily. If you are contacted about setting up an interview, reply immediately. Many jobs are time sensitive, and you may lose your opportunity if you wait to follow-up. Additionally, any delays in scheduling your interview impart the impression that you are not eager or excited by the job.

Some questions you should ask when scheduling your interview:

- How many people will be in on the interview?
- What will the structure be like (group, writing sample, shifts of different people, etc.)
- Is there anything they would like you to bring with you to the interview?
- Anything you should know about their location (parking, etc.?)

PREPARING FOR YOUR INTERVIEW

After scheduling your interview, you should be sure to research the organization and the individuals with whom you will meet. If you are unsure about the exact person you will meet, research the job, department, company, and try to learn about leaders within the company. Be sure to have a clear understanding of the qualities that you feel make you a good fit for the job and organization, as well as craft at least 5 questions to ask your interviewers. They may be questions about the organization, the position, or the individuals. Your questions show how much research you have done. Do not ask random questions that seem wasteful or too generic. Remember – this is your chance to interview them as well! If you are interviewed by a panel, or tag-team interview, have some questions that are the same and some that show you have researched their backgrounds.

TIMELINESS

Check and double check your interview time and location. Leave enough time for travel, even on the worst of traffic days. Be prompt, but not too prompt – 15 minutes early is acceptable. If you arrive on-site earlier, listen to the radio, take a walk, get a bottle of water, or otherwise occupy yourself until your time. If you know that you are navigationally challenged, you may want to map out/travel to your destination the day before your interview so that you will arrive without mishap.

TYPES OF INTERVIEWS

Things to remember:

- It is not about what you want. It is about what they need.
- Presentation, presentation, presentation.
  - Dress to impress
    - Men – clean nails, facial hair groomed (if at all), colored socks, dress shoes, tie/suit
    - Women – tuck in the cleavage, skirt respectable length, no perfume, minimal jewelry, power suit
  - Padfolio, Resume, and Pen: leave the BIG purse/book bag in the car
  - Handshake: Be firm and not a limp fish
  - Understand the different types of interviews
INFORMATIONAL INTERVIEW

- This type of interview is not about asking for a job! You are seeking insight and information only!
- A meeting that you initiate, job seekers secure informational meetings in order to seek the advice of someone in their current or desired field, as well as to gain further references to people who can lend insight.
- Employers that like to stay apprised of available talent, even when they do not have current job openings, are often open to informational interviews, especially if they like to share their knowledge, feel flattered by your interest, or esteem the mutual friend that connected you to them. During an informational interview, the jobseeker and employer exchange information and get to know one another better without reference to a specific job opening.

Questions To Ask @ Informational Interviews

- Questions about the job
  - What kinds of tasks do you do on a typical day or in a typical week?
  - What types of tasks do you spend most of your time doing?
  - What do you like best about this job?
  - What excites you most about this job?
  - What are some of the more difficult or frustrating parts of this career?
  - I really like doing ___________. Do you have an opportunity to do that type of work in this career?
  - What characteristics does a person in this job need to have?
  - Do you usually work independently or as part of a team?
  - What types of decisions do you make?
  - How does your work fit into the mission of the organization?
  - What types of advancement opportunities are available for an entry-level worker in this career?
  - I read that ________ is an issue in this occupation. Have you found that to be true?
  - Is this career changing? How?
- Questions about working conditions
  - What kind of hours do you work?
  - Is your schedule flexible or set?
  - Are those hours typical for most jobs in this occupation, or do some types of jobs have different hours?
  - Does this career include or require travel?
  - Do you have any health concerns associated with your career? How does this career affect your lifestyle?
- Questions about training
  - How did you prepare for this career?
  - How did you find this job?
  - Do you have any advice on how people interested in this career should prepare?
  - What type of entry-level job offers the most learning opportunities?
- Questions about other careers and contacts
  - Do you know of any similar careers that also use ___________ or involve ___________?
  - I know that people in this career specialize in _____ and _______. Do you know of any other specialties?
  - I think I really like this career. But do you know of similar jobs that do not have this ________ characteristic?
  - Can you suggest anyone else I could ask for information? May I tell them that you have referred me?

TIPS for Informational Interviews

Come prepared with thoughtful questions about the field and the company.

Gain references to other people and make sure that the interviewer would be comfortable if you contact other people and use his or her name.

Give the interviewer your card, contact information and resume.
SCREENING/PHONE INTERVIEW
• Companies use screening tools to ensure that candidates meet minimum qualification requirements. Screening interviewers often have honed skills to determine whether there is anything that might disqualify you for the position.

TIPS for Screening Interviews

Highlight your accomplishments and qualifications.

Get into the straightforward groove. Your personality is not as important to the screener as verifying your qualifications.

Answer questions directly and succinctly. Save your winning personality for the person making hiring decisions!

Even if the interview is on the phone, dress up and prepare just like you would if it was live.

DIRECTIVE/STRUCTURED INTERVIEW
• In this style of interview, the interviewer has a clear agenda that he or she follows unflinchingly. Sometimes companies use this rigid format to ensure parity between interviews; when interviewers ask each candidate the same series of questions, they can more readily compare the results. Directive interviewers rely upon their own questions and methods to tease from you what they wish to know.
• These interviews might feel a bit impersonal/cold.

TIPS for Directive Interviews

Flex with the interviewer, following his or her lead.

Do not relinquish complete control of the interview. If the interviewer does not ask you for information that you think is important to proving your superiority as a candidate, politely interject it.

TAG-TEAM INTERVIEW
• Expecting to meet with Ms. Glenn, you might find yourself in a room with four other people: Ms. Glenn, two of her staff, and the Sales Director. Companies often want to gain the insights of various people when interviewing candidates. This method of interviewing is often attractive for companies that rely heavily on team cooperation. Not only does the company want to know whether your skills balance that of the company, but also whether you can get along with the other workers. In some companies, multiple people will interview you simultaneously. In other companies, you will proceed through a series of one-on-one interviews.

TIPS for Tag-Team Interviews

Treat each person as an important individual.

Gain each person’s business card at the beginning of the meeting, if possible, and refer to each person by name. If there are several people in the room at once, you might wish to scribble down their names on a sheet of paper according to where each is sitting.

Make eye contact with each person and speak directly to the person asking each question.

Use the opportunity to gain as much information about the company as you can. Just as each interviewer has a different function in the company, they each have a unique perspective.

When asking questions, be sensitive not to place anyone in a position that invites him to compromise confidentiality or loyalty.

Bring at least double the anecdotes and sound-bites to the interview as you would for a traditional one-on-one interview. Be ready to illustrate your main message in a variety of ways to a variety of people.

Prepare psychologically to expend more energy and be more alert than you would in a one-on-one interview.

Stay focused and adjustable.
MEANDERING INTERVIEW

• This interview type, usually used by inexperienced interviewers, relies on you to lead the discussion. It might begin with a statement like “tell me about yourself,” which you can use to your advantage. The interviewer might ask you another broad, open-ended question before falling into silence. This interview style allows you to tactfully guide the discussion in a way that best serves you.

TIPS for Meandering Interviews

Come to the interview prepared with highlights and anecdotes of your skills, qualities and experiences. Do not rely on the interviewer to spark your memory—jot down some notes that you can reference throughout the interview.

Remain alert to the interviewer. Even if you feel like you can take the driver’s seat and go in any direction you wish, remain respectful of the interviewer’s role. If he or she becomes more directive during the interview, adjust.

Ask well-placed questions. Although the open format allows you significantly to shape the interview, running with your own agenda and dominating the conversation means that you run the risk of missing important information about the company and its needs.

BEHAVIORAL INTERVIEW

• Many companies increasingly rely on behavioral interviews since they use your previous behavior to indicate your future performance.

• In these interviews, employers use standardized methods to mine information relevant to your competency in a particular area or position. Depending upon the responsibilities of the job and the working environment, you might be asked to describe a time that required problem-solving skills, adaptability, leadership, conflict resolution, multi-tasking, initiative or stress management. You will be asked how you dealt with the situations.

TIPS for Behavioral Interviews

Anticipate the transferable skills and personal qualities that are required for the job.

Review your resume. Any of the qualities and skills you have included in your resume are fair game for an interviewer to press.

Reflect on your own professional, volunteer, educational and personal experience to develop brief stories that highlight these skills and qualities in you. You should have a story for each of the competencies on your resume as well as those you anticipate the job requires.

Prepare stories by identifying the context, logically highlighting your actions in the situation, and identifying the results of your actions.

Keep your responses concise and present them in less than two minutes.
THE STAR METHOD

The STAR method is a structured manner of responding to a behavioral-based interview question by discussing the specific situation, task, action, and result of the situation you are describing.

- **Situation:** Describe the situation that you were in or the task that you needed to accomplish. You must describe a specific event or situation, not a generalized description of what you have done in the past. Be sure to give enough detail for the interviewer to understand. This situation can be from a previous job, from a volunteer experience, or any relevant event.

- **Task:** What goal were you working toward?

- **Action:** Describe the actions you took to address the situation with an appropriate amount of detail and keep the focus on YOU. What specific steps did you take and what was your particular contribution? Be careful that you don’t describe what the team or group did when talking about a project, but what you actually did. Use the word “I,” not “we” when describing actions.

- **Result:** Describe the outcome of your actions and don’t be shy about taking credit for your behavior. What happened? How did the event end? What did you accomplish? What did you learn? Make sure your answer contains multiple positive results.

Make sure that you follow all parts of the STAR method. Be as specific as possible at all times, without rambling or including too much information. Oftentimes students have to be prompted to include their results, so try to include that without being asked. Also, eliminate any examples that do not paint you in a positive light. However, keep in mind that some examples that have a negative result (such as “lost the game”) can highlight your strengths in the face of adversity.

SAMPLE STAR RESPONSE

**Situation (S):** Advertising revenue was falling off for my college newspaper, The Review, and large numbers of long-term advertisers were not renewing contracts.

**Task (T):** My goal was to generate new ideas, materials and incentives that would result in at least a 15% increase in advertisers from the year before.

**Action (A):** I designed a new promotional packet to go with the rate sheet and compared the benefits of The Review circulation with other ad media in the area. I also set up a special training session for the account executives with a School of Business Administration professor who discussed competitive selling strategies.

**Result (R):** We signed contracts with 15 former advertisers for daily ads and five for special supplements. We increased our new advertisers by 20 percent over the same period last year.

HOW TO PREPARE FOR A BEHAVIORAL INTERVIEW

Recall recent situations that show favorable behaviors or actions, especially involving course work, work experience, leadership, teamwork, initiative, planning, and customer service.

- Prepare short descriptions of each situation; be ready to give details if asked.

- Be sure each story has a beginning, middle, and an end, i.e., be ready to describe the situation, including the task at hand, your action, and the outcome or result.

- Be sure the outcome or result reflects positively on you (even if the result itself was not favorable).

- Be honest. Don’t embellish or omit any part of the story. The interviewer will find out if your story is built on a weak foundation.

- Be specific. Don’t generalize about several events; give a detailed accounting of one event

- Vary your examples; don’t take them all from just one area of your life.
SAMPLE BEHAVIORAL INTERVIEW QUESTIONS

Practice using the STAR Method on these common behavioral interviewing questions:

- Describe a situation in which you were able to use persuasion to successfully convince someone to see things your way.
- Describe a time when you were faced with a stressful situation that demonstrated your coping skills.
- Give me a specific example of a time when you used good judgment and logic in solving a problem.
- Give me an example of a time when you set a goal and were able to meet or achieve it.
- Tell me about a time when you had to use your presentation skills to influence someone's opinion.
- Give me a specific example of a time when you had to conform to a policy with which you did not agree.
- Please discuss an important written document you were required to complete.
- Tell me about a time when you had to go above and beyond the call of duty in order to get a job done.
- Tell me about a time when you had too many things to do and you were required to prioritize your tasks.
- Give me an example of a time when you made a split decision.
- What is your typical way of dealing with conflict? Give me an example.
- Tell me about a time you were able to successfully deal with another person even when that individual may not have personally liked you (or vice versa).
- Tell me about a difficult decision you've made in the last year.
- Give me an example of a time when something you tried to accomplish and failed.
- Give me an example of when you showed initiative and took the lead.
- Tell me about a recent situation in which you had to deal with a very upset customer or co-worker.
- Give me an example of a time when you motivated others.
- Tell me about a time when you delegated a project effectively.
- Give me an example of a time when you used your fact-finding skills to solve a problem.
- Tell me about a time when you missed an obvious solution to a problem.
- Describe a time when you anticipated potential problems and developed preventive measures.
- Tell me about a time when you were forced to make an unpopular decision.
- Please tell me about a time you had to fire a friend.
- Describe a time when you set your sights too high (or too low)

GROUP INTERVIEW

- Interviewing simultaneously with other candidates can be disconcerting, but it provides the company with a sense of your leadership potential and style. The group interview helps the company get a glimpse of how you interact with peers – are you timid or bossy, are you attentive or do you seek attention, do others turn to you instinctively, or do you compete for authority? The interviewer also wants to view what your tools of persuasion are: do you use argumentation and careful reasoning to gain support or do you divide and conquer? The interviewer might call on you to discuss an issue with the other candidates, solve a problem collectively, or discuss your peculiar qualifications in front of the other candidates.

TIPS for Group Interviews

Observe to determine the dynamics the interviewer establishes and try to discern the rules of the game.

If you are unsure of what is expected from you, ask for clarification from the interviewer.

Treat others with respect while exerting influence over others.

Avoid overt power conflicts, which will make you look uncooperative and immature.

Keep an eye on the interviewer throughout the process so that you do not miss important cues.
PANEL INTERVIEW

- A panel job interview takes place when an applicant for employment is interviewed by a panel of interviewers. In some cases, the candidate will meet separately with the panel. In other cases, there will be panel of interviewers and multiple candidates all in the same room.

TIPS for Panel Interviews

*Make direct eye contact with the person asking the question – but also make eye contact with other panelists.*

*Try to remember names of people so you can refer to them as you talk (write their names down when they introduce themselves in the beginning).*

CASE INTERVIEW

- Mostly used by consulting firms in their hiring
- Case interviews are a broad, two-way discussion demonstrating your ability to creatively approach complex or ambiguous problems in unfamiliar businesses, structure your thinking, and reach sensible conclusions in a short time based on the available facts.
- Suggested resources to learn more about Case Interviews:
  - www.mckinsey.com/careers/apply/interview_tips
  - mycareerdeloitte.com/us/en/students/recruiting_tips/caseinterviewpreptool

FOLLOW-UP INTERVIEW

- Companies bring candidates back for second and sometimes third or fourth interviews for a number of reasons. Sometimes they just want to confirm that you are the amazing worker they first thought you to be. Sometimes they are having difficulty deciding between a short-list of candidates. Other times, the interviewer’s supervisor or other decision makers in the company want to gain a sense of you before signing a hiring decision.
- The second interview could go in a variety of directions, and you must prepare for each of them. When meeting with the same person again, you do not need to be as assertive in your communication of your skills. You can focus on cementing rapport, understanding where the company is going and how your skills mesh with the company vision and culture. Still, the interviewer should view you as the answer to their needs. You might find yourself negotiating a compensation package. Alternatively, you might find that you are starting from the beginning with a new person.

TIPS for Follow-Up Interviews

**Be confident.**

**Accentuate what you have to offer and your interest in the position.**

**Probe tactfully to discover more information about the internal company dynamics and culture.**

**Walk through the front door with a plan for negotiating a salary.**

**Be prepared for anything: to relax with an employer or to address the company’s qualms about you.**
COMMON INTERVIEW MISTAKES

When an employer advertises a job, chances are they will receive many more applications than there are available positions. When your application shines and you secure your interview, avoid these common mistakes:

• Arriving late.
• Arriving too early – 15 minutes before the interview is appropriate.
• Lighting up a cigarette, or smelling like a cigarette.
• Drinking or staying up late the night before
• Using inappropriate humor
• Forgetting to take out your piercings/cover tattoos.
• Look like you just pulled your clothes out of the dresser drawer
• Bad-mouthing your last boss or over explaining why you left your last job.
• Lying about your skills/experience/knowledge.
• Wearing the wrong (for this workplace!) clothes.
• Forgetting the name of the person you’re interviewing with – write it down in your padfolio if you tend to forget names.
• Wearing perfume or aftershave.
• Wearing sunglasses – even on top of your head.
• Forgetting to turn off your phone or wearing a Bluetooth earpiece.
• Failing to research the employer in advance.
• Failing to demonstrate enthusiasm.
• Inquiring about benefits too soon.
• Talking about salary requirements too soon.
• Being unable to explain how your strengths and abilities apply to the job in question.
• Failing to make a strong case for why you are the best person for this job.
• Forgetting to bring several copies of your resume and/or portfolio.
• Failing to remember what you wrote on your own resume.
• Asking too many questions or no questions at all.
• Being unprepared to answer the standard questions.
• Failing to listen carefully to what the interviewer is saying.
• Talking more than half the time – people really like to talk about themselves, so you should let your interviewer do that.
• Interrupting your interviewer.
• Neglecting to match the communication style of your interviewer.
• Yawning.
• Slouching.
• Bringing along a friend, or your mother.
• Chewing gum, tobacco, your pen, your hair.
• Laughing, giggling, whistling, humming, lip-smacking.
• Saying “you know,” “like,” “I guess,” and “um.” If you tend to use filler words, practice eliminating them before your interview. Don’t be afraid to pause while thinking about your answer rather than using fillers.
• Name-dropping or bragging or sounding like a know-it-all.
• Asking to use the bathroom. Leave enough time before your interview to use the facilities before your interview begins.
• Being falsely or exaggeratedly modest.
• Being too familiar and jokey.
• Shaking hands too weakly, or too firmly. Practice!
• Failing to make eye contact (or making continuous eye contact).
• Becoming angry, defensive, or complaining.
• Speaking rudely to the receptionist. Remember, the receptionist is typically your gatekeeper. It pays to be nice to him or her!
• Checking the time.
• Oversharing.

FOLLOWING UP AFTER YOUR INTERVIEW

During your interview, make sure you get the contact information of each person you speak with. Send a thank-you card/email within one (yes one!) business day (read the Thank-You Note section of this handbook). Highlight why you are still interested in the position and include a short statement about why you are a fit for the position/organization. Be sure to tell them you want the job!!!
Salary negotiation is a process where one person negotiates amount of pay, earnings, salary, wages, bonuses, benefits, perks, annual review, or salary raise with another person.

REALITY OF NEGOTIATION
- CareerBuilder.com surveyed 875 hiring managers and found that over 60% of managers leave some room for offer negotiation.
- A Society for Human Resource Management survey found that 8 out of 10 recruiters are willing to negotiate salary and benefits, yet only 33% of applicants negotiate.
- Managers want to hear candidates explain why they’re worth more by highlighting specific accomplishments.
- Men are 4x more likely to initiate negotiations as compared to women.
- 20 percent of adult women say they never negotiate at all, and when they do, they typically ask for and get less when they do negotiate – on average, 30 percent less than men.

Many people fail to negotiate their salary due to these common fears:
- will not get hired
- will get fired if I try to do it for an internal advancement opportunity
- might damage my ability to be considered for a pay raise or promotion
- hate conflict
- am not sure if I am worth more money (uncertainty of self-worth)
- fear hearing the word NO

SALARY RESEARCH RESOURCES & DETERMINING YOUR WORTH
Before you even apply for a position, you should have already researched and determined what the average starting salary for the position is you are considering. If you have not done so already, here are a few resources to help you begin your search and comparisons.
- Salary.com
- PSPHcale.com
- Jobnob.com
- Glassdoor.com
- Federal GS Pay Levels: www.fedjobs.com/pay/pay.html
Things to consider when you are trying to come up with your three numbers. Will this job give me the opportunity to learn new skills? What is the potential for growth within the organization? What is the potential for growth outside it? If the company went under tomorrow, what new skills and experiences would you bring to your next employer? Will I have the opportunity to work with a diverse group of people, and expand my list of professional contacts? Do I like my potential boss as a person? Do I respect him or her? Do the people in the office seem like they are happy and satisfied by the work they do? Does this job fit with my values and long-term career goals? What is their benefit package? Is there loan repayment? Can I telecommute and lower my automobile wear and tear costs? Do they offer on-site child daycare at a reduced cost?

You might also considering building a spreadsheet, and have three columns identified as “Ideal Salary”, “Offered Salary” and “Acceptable Salary”, so you know how low you can go versus what the market average is. It may help you map out how to compare offers.

**SALARY NEGOTIATION**

**EVALUATING AN OFFER**

Candidates should look at all of the items listed below as part of their salary negotiation. Most of the information related to benefits for an organization will be listed under their human resources webpages. Use your salary research tools above to determine cost of living equivalencies. If you have a family or want to inquire about the diversity practices of an organization, there are also websites available to help you review a community you are considering (example: www.greatschools.org).

Remember, when considering an offer, consider all of the following factors:

- Hiring or Signing Bonus
- Benefits
- Location
- Commute Time
- Cost of Commuting
- Cost of Living
- Opportunities for Professional Growth
- Opportunities for Family
- Relocation Assistance

**RULES FOR NEGOTIATING SALARY**

Some companies will try to screen out candidates with expectations that do not match with theirs early during the interview process. Carefully evade the question if you can. If they insist on you offering the initial salary range, make sure you give a large range, and that the smallest number within the range is still within shooting distance of your ideal salary.

When you begin to negotiate your starting salary, consider the following:

- Prepare Options
  - Have options and alternatives to reduce defensiveness and to lead to positive resolution for all concerned.
  - Quantify your value and performance
  - Mention your value in quantifiable terms, such as how much grant funding you successfully secured for your previous organization. Then say how valuable you expect to be in your new job.
- Listen
  - Negotiation requires persuasion and listening to others. Don’t miss information vital to negotiation.

Once you have researched the averages, you should then determine **3 NUMBERS** to help you enter your negotiations:

1. Minimum annual salary you will need to survive (rent/mortgage, car payments, college loan repayments, etc.)
2. Based on the industry research, a number you think is a fair salary for the position
3. A padded version of the industry norm – but be realistic
DOS AND DON’TS ABOUT SALARY NEGOTIATION:

Do

• Make sure you cannot change something small that would make the job attractive
• Use the phone or voice messages, not email
  ▶ Calling conveys confidence, respect, and professionalism
  ▶ Always follow up your phone call with a letter
• Be positive
  ▶ Thank the recruiter for the offer – indicate how a competing offer seems more appropriate now for your career goals, location, etc.
• Keep in touch
  ▶ Recruiters are always looking to identify good people
  ▶ Who knows where your career might take you, or where the recruiter may end up!
• Be diplomatic and professional at all times
  ▶ Keep in mind you have to work with these people
  ▶ Do not get on their bad side before you even start work!
• Know when to stop negotiating

Don’t

• Burn any bridges
  ▶ Decline with grace – you may turn the recruiter into a professional ally
• Highlight negative reasons why you’re declining the offer