The Career Center at the University of Notre Dame
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The enFocus experience immerses Fellows and interns in an environment built to spur analytical thinking, encourage collaborative problem-solving, and inspire innovation.

enFocus deploys Fellows and interns to consult with local organizations, like the City of South Bend and the St. Joseph County Chamber of Commerce, to co-create solutions for the region’s most pressing socioeconomic issues. Our Fellows also utilize 30% of their time to work on social service projects or start their own companies.

Our goal is to become a force multiplier for good in the community by attracting future leaders and equipping them with the tools needed to make our region a better place to live, work, and play.

Apply for full-time Fellowships or year-round internships at sbenfocus.org
You’re the one

KPMG works hard to find the very best talent to join our firm and lead us into an exciting future. We look for young men and women who are smart, creative, confident and globally minded – like you! Introduce yourself to one of our campus recruiters soon. Because we think you may be the one.

kpmgcampus.com
Dear Notre Dame Undergraduate Students:

On behalf of The Career Center team, I welcome you to the 2015-2016 academic year! We are excited to provide coaching and resources as you engage in your own unique career development process. Students are at the heart of the work we do with organizations, recruiters, and alumni in cultivating relationships for networking, experiential, and future opportunities. We are energized by your varied interests and are here to help you regardless of class year, current plans, or future directions.

Career development is a lifelong process, unique to every individual, and we are dedicated to setting students up for a lifetime of successful career transitions. We will not “get you a job” or “get you into graduate school,” but we will be here to support you every step of the way.

An important starting point is reflecting on what is important to you. What are your values, interests, personality traits, and skills? Our Engagement team is poised to work with you on this early discernment – no need to have things figured out before connecting with us.

Once you have started to discern a bit more about yourself, you are ready to explore career opportunities in fields and industries of interest. Our Exploration team is ready to work with you as you prepare for life after Notre Dame.

Many industries and organizations participate in our campus recruiting. Go IRISH is Notre Dame’s own online recruiting system for: internship and job postings, on-campus interviewing opportunities, and career fair information. Of course, there are several other organizations and industries who do not use those traditional methods to find their talent, and our team of career coaches can help you discover countless other ways to uncover those opportunities and make connections in those fields.

The new Experiential team has lots of opportunities for you to gain experience and connect with current professionals to learn more about areas of interest. In addition to career fairs (on campus, off-campus, and virtual), we host numerous networking events, information sessions, treks to explore industries across the country, and mentoring programs. The goal of these programs is to help students make confident and well informed career decisions.

Use this Career Development Guide and our website as a portal to the many resources available to you. Stop by or give us a call to set up an appointment. We look forward to seeing you this year!

Best wishes for a fabulous 2015-2016,

Hilary Flanagan

Director, The Career Center
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The Career Center provides undergraduate students with individual career coaching, career development programs, and access to experiential opportunities and recruiting programs. Below are a few general facts to help you when visiting The Career Center:

**General FAQs**

**Where Is The Career Center Located?**
- Appointments with Career Coaches: 248 Flanner Hall
- Interviews in the Interview Center: 116 Flanner Hall

**What Are the Operating Hours of The Career Center?**
Monday-Friday: 8:00 a.m. - 5:00 p.m.
Evening hours available on Tuesdays until 8:00 p.m. only when regular classes are in session.

**How Do I Make an Appointment With a Career Coach?**
Call: (574) 631-5200

**What Types of Appointments Can I Make at The Career Center?**

**Engagement Team Appointments**
- Introduction to Career Center
- Exploring/Changing Majors & Careers
- Assessments Intake
- MBTI Review
- Strong Interest Inventory Review
- Writing Your First Resume
- Writing Your First Cover Letter(s)
- First-Time Career Fair Prep
- Summer Plans for 1st Years & Sophomores
- Internship Funding
- Mock Interviews

**Exploration Team Appointments**
- Resume Review
- Cover Letter Review
- Networking/Informational Interviews
- Internships/Employment Search
- Utilizing Online Resources
- Industry Exploration
- Career Fair Prep
- Interview Prep
- Mock Interviews (General)
- Case Interview Prep
- Mock Case Interviews
- Medical Mock Interviews
- Job Decision Making/Offer Evaluation
- Graduate School Exploration

**What Is a “Walk-In” Appointment?**
Walk-in appointments with a Career Center Intern or Coach are 15 minute sessions that are available on a first-come, first-served basis:
- Resume and Cover Letter Quick Feedback
- Brief questions
- Acquire general information about The Career Center and how to utilize our services

**When Are Walk-In Appointment Hours?**
Monday – Friday: 1:00 – 4:30 p.m.
Check our website for the most up-to-date information on walk-in appointments.
Only available during academic year while classes are in session

**How Do I Search for Opportunities or Schedule an Interview With an Employer?**
See page 51 for Go IRISH procedures.
Ethical Internship & Job Search Contract 2015-2016

The Career Center — University of Notre Dame

The Career Center at the University of Notre Dame requires students who are engaged in a career or job search to conduct themselves in an ethical manner reflecting the policies and expectations put forth by the University of Notre Dame in its student handbook, du Lac. The Career Center takes this issue seriously and requires all students to pass a quiz on the policy at the beginning of each year before being allowed to access Go IRISH.

Students who renege on an offer of employment will face disciplinary action, and may be referred to the Office of Community Standards. The relevant dean will be made aware of any student who has reneged on an offer of employment. If you feel a company has not provided you enough time to accept an offer of employment (please see the Notre Dame Employment Offer Policy for employer guidelines), please contact The Career Center immediately.

Policies and Procedures for an Ethical Internship and Job Search

Notre Dame Students will:

1) Attend all meetings, interviews, and other job-related commitments and obligations:

Coaching Appointments:
• Students are expected to honor all scheduled coaching appointments by being on time and prepared. Students more than 10 minutes late for an appointment, and who have not notified The Career Center, will be asked to reschedule.
• Students who are late/miss 2 appointments will not be permitted to schedule an appointment for 30 days.
• If a student cannot make a scheduled coaching appointment, he/she is required to notify The Career Center 24 hours in advance.

Interviews:
• Students will honor all interview commitments by being on time, prepared, and professional in their actions. Students not honoring an interview commitment will be considered a No-Show (see No-Show policy details).
• Canceling an on-campus interview must be done before the interview schedule “Sign-Up End Date” on the Go IRISH system—typically 48-72 hours before the interview (or more—check on Go IRISH). If a student cancels after an interview schedule freezes, and does not attend the interview, that student will be considered a No-Show. Notifying the employer after the freeze date does not exempt you from this policy—please call the Interview Center at 574.631.9915 if you have an issue with a scheduled interview.
• Canceling an on-campus interview due to your attendance at an on-site/final round interview should be done 48 hours prior to the on-campus interview by contacting the company contact and The Career Center’s Interview Center. Failure to do so will result in the student being considered a No-Show for the on-campus interview.
• Canceling an on-site/final round interview must be done 72 hours prior to the visit (not including weekends) by calling and emailing the company contact person. This allows companies to fill the interview slot with another candidate. Canceling after the 72 hour window has passed and not attending the on-site interview will result in the student being considered a No-Show.

Commitments and Obligations:
• If a student has arranged a meeting or phone call with an employer, The Career Center expects the student to honor these commitments by being prepared, professional, and on time.
• If an employer has requested information, presence at a function, an answer to an offer, etc., The Career Center expects that a student will honor all reasonable requests to the best of their ability and in a timely fashion.

2) Represent Oneself Professionally in all Recruiting Practices:

The following are practices which should be followed as students begin the job search process:
• Provide accurate information on a resume and in answers to interview questions regarding academic background, GPA, work history, activities, and other qualifications.
• Apply for interviews only when genuinely interested in the company and the position.
• Meet all online application deadlines for submitting resumes and obtaining interview times.
• Conduct extensive research about yourself, the industry, the company, and the position prior to your interviews.
• Attend information sessions sponsored by yourself, the industry, the company, and the position prior to your interviews.
• Attend information sessions sponsored by employers as your schedule permits.
• Dress and conduct oneself in a professional manner befitting a Notre Dame student.

3) Act Ethically When Accepting Offers of Employment:
• When accepting an offer of full-time employment or an internship (either paid or unpaid), one must have every intention of honoring that commitment. If a student accepts an offer of employment, admission to a graduate or professional school, or other post-graduate career opportunity, he/she must withdraw from the recruiting process immediately. This includes but is not limited to:
  • Not applying to future job postings.
  • Declining all future interview invitations.
  • Canceling any active applications.
  • Contacting all recruiters to inform them of your wish to be removed from the interviewing and recruitment process (this includes all scheduled interviews).
• Students who renege on an offer of employment will face disciplinary action and may be referred to the Office of Community Standards. The relevant dean will be made aware of any student who has reneged on an offer of employment. If you feel a company has not provided you enough time to accept an offer of employment (please see the Notre Dame Employment Offer Policy for employer guidelines), please contact The Career Center immediately. If it is determined a student reneged on a full-time job offer or an internship, the student will be deactivated from Go IRISH and the case will be referred to the Office of Community Standards.
The Career Center No-Show Policy

- Students who fail to attend a scheduled interview or fail to cancel an interview within the timeline parameters stated in the Ethical Job Search Contract will be considered a No-Show for that interview. The following details the steps The Career Center will take, student obligations, and potential consequences. Please note that until a final decision is made concerning your missed interview, students are expected to meet interview obligations for which you are already scheduled.

- If an employer reports a student as a No-Show for a scheduled interview, that student’s Go IRISH account will be blocked immediately—thus preventing that student from applying to any jobs or signing up for any additional interviews (you will still be able to login). To be reinstated on the Go IRISH system, the student will need to:
  - Complete a Missed Interview Explanation Form (this will be emailed to the student).
  - Meet with a Career Center staff member to request reinstatement.
  - Write a letter of apology/explanation to the employer.
  - Bring the Missed Interview Explanation Form and apology letter or draft email to the scheduled meeting. If a letter, also bring an unsealed envelope pre-addressed to the employer (include postage).

- The Career Center will review the Missed Interview Explanation Form and make its determination.

- The missed interview may be deemed an excused absence. An excused absence indicates a compelling reason for the absence (serious illness, family emergency), and documentation of the emergency (e.g., note from University Health Services, rector, resident assistant). If the missed interview is deemed an excused absence, the student will be reinstated on the Go IRISH system immediately.

- The missed interview may be deemed an unexcused absence. An unexcused absence may be an absence for a non-compelling reason (copied the wrong date or time, overslept, simply forgot about the interview), or it may be for a compelling reason but no corroborating evidence was provided.

- First Offense: The first unexcused missed interview will result in loss of application/scheduling privileges for seven calendar days. During this period, one’s Go IRISH account will be deactivated, preventing one from applying for positions or responding to companies who extend offers for interviews. Students will be expected to meet interview obligations previously scheduled prior to account deactivation.

- Second Offense: The second unexcused absence will result in permanent suspension from all on campus recruiting activities for the remainder of the academic year.

Fall Job Offer Policy (for full-time offers)

For students who have completed an internship with your firm/company:

- Graduating students who have completed an internship with your firm will be given until at least Fall break (October 17, 2015) to make a decision.

For students who have not completed an internship with your firm/company:

- Students receiving full-time employment offers before Fall break (October 17, 2015) will be given until November 1st to make a decision.

- Students receiving full-time employment offers after the start of Fall break (October 17, 2015) will be given until November 15th or two weeks from the date of the offer, whichever is later, to make a decision.

Fall Internship Offer Policy (for summer internship offers)

For students who have completed a prior internship with your firm/company:

- Any student receiving an additional internship offer after completing a prior internship with your firm or company will be given until November 1st to make a decision.

For students who have not completed an internship with your firm/company:

- Students receiving internship offers before the start of Fall break (October 17, 2015) as a result of on-campus recruiting will be given until November 1st or two weeks from the date of the offer, whichever is later, to make a decision.

- All other internship offers given during the fall semester will not expire until the end of the semester (December 19, 2015) or two weeks from the date of the offer, whichever is later.

Spring Job Offer Policy (for full-time offers)

Students receiving offers of full time employment during the spring semester will be given two weeks from the date of the offer to make a decision.

Spring Internship Offer Policy (for summer internship offers)

Students receiving an internship offer during the spring semester will be given until March 1st or two weeks from the date of the offer, whichever is later, to make a decision.
Self Assessment
Success in your career development process depends on how well you are able to identify and implement the four components of your self-concept: Values, Interests, Personality and Skills (VIPS). In order to identify your self concept, you must first conduct a self-assessment. See page 14 for the handouts to assist you in the first stage! The second stage is to explore careers and industries to see how your VIPS fit into possible careers paths. The third stage is to set goals on the information you have found out about yourself and to “test the waters” of different careers and industries. These could include goals to participate in informational interviews, job shadow, service, experiential programs, externships, internships and studying abroad, just to name a few. The fourth stage is to put your goals into action! The Career Center is here to help in all four stages.

Experiences will help you further identify your VIPS and aid in discovering what career path to follow!

Career Development Process

Assess
Act
Explore
Set Goals

Career Development Courses

Career Planning Strategies and Tactics
This course is designed to provide students with the tools to manage their career throughout their lifetime. It begins with self-assessment and clarifying career goals, continues with implementing job search strategies and tactics, and finally, outlines the transition from student to young professional. The plan also incorporates assistance in such areas as resume writing, interview preparation, interview skills, and other tactics. This is a one credit, satisfactory/unsatisfactory course offered through the Mendoza College of Business. Register with course number BAUG30000.

Personal Brand: Discovery
Career development involves self-assessment, career exploration, career decision-making, and conducting an effective internship and job search. This course will assist you with your individual career path and provide you with the tools and resources necessary to make an informed career decision. Register with course number AL23005.

Personal Brand: Exploration
Personal Brand Explorations is designed to provide students with the tools to manage their career throughout their working lifetime. It begins with self-assessment and clarifying career goals, continues with implementing job search strategies and tactics, and finally, outlines the transition from student to young professional. This course not only addresses the planning process, but also incorporates assistance in such areas as resume writing, interview preparation, interview skills, and other tactics. Register with course number AL33005.

Personal Brand: Experience
An essential part of career development involves career exploration. This course will allow you to take a week long immersion into a specific industry in order to explore a possible career field. This opportunity will also lay the groundwork for future networking possibilities. Register with course number AL43005.

Individual Appointments
The Career Center’s Engage Team specializes in major and career exploration. The Explore Team specializes in specific industries. Call (574) 631-5200 to schedule an appointment.
EXPERIENTIAL CAREER OPPORTUNITIES

Experiences are often the best way to ignite your interests and clarify your goals. Through the Career Center’s experiential opportunities, you can build your resume, hone in on your areas of interest and build your network within the field you hope to enter upon graduation. Whether you are studying studio art, on track to join a Big 4 company, or entirely undecided, there is a program below for you to benefit from.

Arts and Letters Business Boot Camp
- Learn basic finance, marketing and consulting skills through this fall break seminar in Chicago that culminates in a team case presentation.
- Benefits: Resume builder, financial, marketing and consulting knowledge and skill development and alumni networking.
- Open to: Sophomore and Junior Arts & Letters Majors.

Career Treks
- Travel with a group of students to a city and visit various organizations within a specific industry. Treks can last from two days to one week.
- Past Treks included: Media and entertainment, art museums and auction houses, nonprofit, government, DC, biotechnology, pharmaceutical and medical devices, technology, sports, graphic design, industrial design, theatre, advertising and public relations.
- Benefits: Insight into niche industries and their hiring processes, networking with top companies and organizations, exposure to various opportunities within each organization.

Open to: Sophomores, Juniors and Seniors who are interested in entering the particular field. Participants are accepted through an application process.

Job Shadowing
- Explore a possible career field by shadowing a Notre Dame alumnus for a day within a company or industry of choice.
- Benefits: Network building, day-in-the-life exposure, greater knowledge of industry, skills needed for the field.
- Open to: All years and all majors.

Mentoring
- Develop a relationship with an ND alumnus who has an expertise in the student’s areas of interest, location, industry and/or future goals.
- Benefits: Alumni networking, advice sharing, professional development.
- Open to: All years and all majors.

Consulting Consortium
- Peer-to-peer resource to assist students interested in pursuing a career in consulting through providing industry information, networking events, and interview preparation resources.
- Benefits: Exposure to consulting firms, support in preparing for case interviews, peer to peer support in pursuing a career in consulting.
- Open to: All years and all majors.

SIBC – Student International Business Council - sibc.nd.edu
- Real-world experience with international opportunities.
- 40+ semester-long projects with multinational corporations in Accounting, Consulting, Finance, Marketing and Social Entrepreneurship.
- Travel, enhance your skill set and participate in company visits as well as collaborate with students at other universities around the world.
- International internships and leadership opportunities.
- Open to: All years and all majors—over 500 students join each semester.

Wall Street Externship
- Insight into the financial industry through a hands-on and on-site experience that can span anywhere from three days to three weeks.
- Benefits: Resume builder, similar benefits to a job shadow yet tailored to the financial industry.
- Participants are accepted through an application process.
- Open to: Sophomores and Juniors.

Learn more about each program at careercenter.nd.edu.

Jump-Start Your Career with Extension Healthcare

Extension Healthcare is a leading healthcare IT company headquartered in Fort Wayne, Indiana. With more than 140 associates, Extension is currently looking to hire talented people in our community.

Check All That Apply:
✓ Bachelor’s degree in Business Technology, Computer Science, Information Technology, Software Engineering, or related field
✓ Wants to save lives
✓ Seeks professional development
✓ Desires competitive salary and full benefits
✓ Wants to work close to home in a fun and casual setting

Learn More and Apply Today!
www.extensionhealthcare.com/about-us/careers/
Careers@ExtensionHealthcare.com

Extension Healthcare
1950 West Cook Road, Ste 101
Fort Wayne, IN 46818

Learn about more about each program at careercenter.nd.edu.
### EXPERIENCE FOCUSED ACADEMIC COURSES

#### Career Planning Strategies and Tactics
- Semester-long, 1-credit course designed to provide students with the tools to manage their career throughout their lifetime.
- Benefits: Exposure to employers and industry information, develop skills for your career planning.
- Open to: Sophomore, juniors and seniors in all majors.

#### Personal Brand: Experience Course
- Two-week, 1-credit course offered in June that includes a 20-hour externship immersion with an organization in an industry of interest.
- Benefits: Personal brand development, career exploration.
- Open to: Rising seniors in all majors.

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<td>Summer</td>
<td></td>
</tr>
</tbody>
</table>
On-Campus Career Fairs

Fall Career Expo
The Fall Career Expo is held every fall in mid-September. This is a two-day fair that offers a wide variety of opportunities and industries for students to explore. Undergraduate and graduate students from all colleges and majors are encouraged to attend. Includes separate events for Full-time/Internship as well as Engineering Industry Day and Postgraduate service opportunities.

Winter Career and Internship Fair
The Winter Career and Internship Fair is held annually toward the beginning of the spring semester. This fair also offers a wide variety of opportunities and industries for students to explore. Undergraduate and graduate students from all colleges and majors are encouraged to attend.

Architecture Fair
Each spring the School of Architecture hosts a Career Fair to provide opportunities for students to meet with representatives of leading architecture firms.

Industry Networking Programs
Networking events bring employers from an industry or career field together to talk to students about careers in various fields.

Sample of Previous Career Events and Luncheons Include:
- Careers in Intelligence and National Security
- Careers in Publishing
- Consulting Career Night/Consulting Industry Forum
- Corporate Finance/Accounting
- Engineering Industry Specific Events
- Making a Living Making a Difference Nonprofit Career Series
- Opportunities with the U.S. State Department
- Real Estate Round Table
- Technology Meet the Firms
- Wall Street Forum

These events are open to all majors and provide students with the opportunity to gain insight into a particular field and network with employers.

Workshops
Career Center staff plan and present hundreds of workshops and presentations each year. Topics include:
- Finding and Funding Your Internship
- Making the Major Decision
- Career Fair Preparation
- Resume Writing
- Internship and Job Search Strategies
- Interview Preparation

Off-Campus Career Fairs
Notre Dame’s Career Center partners with a number of organizations to provide our students with additional career fair opportunities to connect with employers in a variety of geographic areas; including Boston, DC, Los Angeles, and New York.

Virtual Career Fairs
Notre Dame participates in several Virtual Career Fairs throughout the academic year including the Nonprofit/Service Fair, The Hire Big 10, SEC & ACC Career Fair, etc.
Major & Career Discernment

**ENGAGE IN SELF ASSESSMENT**

In order to choose a major or career path, you must know yourself. Knowing yourself entails identifying your Values, Interests, Personality and Skills (VIPS). To achieve long term career satisfaction it is important to implement all four of your VIPS in your future career. Completing the following handouts should help you with this process and will offer clues to understand your VIPS.

- **Getting Started:** Seven Clues to Help You Get Started
- **Values:** Prioritizing Your Values; Work Values; myplan.com
- **Interests:** Achievement Handout; Strong Interest Inventory* assessment measures your level of interest in occupational areas, activities, school subjects and work environments, and then compares your interests with working professionals in a wide variety of occupations.
- **Personality:** Myers Briggs Type Indicator* assessment and individual coaching appointments help students better understand their personality preferences.
- **Skills:** Skills Inventory; Skills Matrix; myplan.com
- Register for a Career Development Course.

*Meeting with a Career Coach is required to take these assessments

**STUDY WHAT YOU ENJOY**

Your major does not define your career path! You will be more motivated to attend class if you are interested in what you are studying.

- **What Can I Do With This Major/Degree?**
  [http://www3.nd.edu/~ndtcc/default.html](http://www3.nd.edu/~ndtcc/default.html)
- Read course descriptions in Notre Dame’s Bulletin of Information and on department’s websites
- Speak with faculty in the various departments you are considering and upper class students
- Attend the “Majors Fair” in early spring
- Participate in Academic Clubs that interest you: [http://sao.nd.edu/groups/categories.html](http://sao.nd.edu/groups/categories.html)

**EXPLORE**

Research careers related to what you have learned about yourself.

- **Candid Career, Vault, Wetfeet, myplan.com**—Learn and read about various careers online in our Online Resources on our website
- **O*Net**—has detailed descriptions of the world of work: [www.onetonline.org/](http://www.onetonline.org/)
- **First Destination Report**—Information regarding ND students’ plans following graduation. See report in Student’s tab under Success Stories/Data
- Use informational interviews with family, friends, alums and industry experts to gain practical career knowledge and find out details you would not find on company website. Utilize: myNotreDame—(the Alumni Directory) and LinkedIn. See Networking Section page 47

**SET GOALS: ACT**

- Review Four Year Checklist page 23
- Think about how to utilize your time, set goals and ACT! Some experiences to consider: Student clubs & organizations, experiential programs, job shadow, research, service, fellowship opportunities, studying abroad, and internships

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- Bolingbrook, Illinois

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careercenter.nd.edu  |  (574) 631-5200  |  ndcps@nd.edu
Seven Clues to Help You in Getting Started

Learning your own unique pattern of interests, motivation, satisfaction and meaning is an important first step in career development.

What classes fascinate and absorb you?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

If you had three lifetimes, what dream jobs attract you?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

What do you naturally do well?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

What local, societal, or world issues interest you?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

What is the most gratifying thing you ever did? What experiences turned out to be most dissatisfying to you?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

If you knew you couldn’t fail, what might you most like to do?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

What is something you are doing when you lose track of time?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Prioritizing Your Values

Name: ____________________________________________

For each of the statements below, circle the number that best represents your feelings about that statement and how it applies to you.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not At All</td>
<td>Moderately</td>
<td>Absolutely</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>For Me</td>
<td>True For Me</td>
<td>True For Me</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>It is important that family and friends recognize and value my work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2.</td>
<td>I want to be acknowledged and respected by others in my field.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>3.</td>
<td>I want to work for firmly established, prestigious organizations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>4.</td>
<td>I want a job that is glamorous in the eyes of others.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>5.</td>
<td>My title or rank is important to me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>6.</td>
<td>Promotions and the respect of others in my organization are important to me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7.</td>
<td>I measure my worth as an employee according to my salary.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>8.</td>
<td>It is important that I be financially independent from my family.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>9.</td>
<td>I want as high an income as possible and will pick a career field accordingly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>10.</td>
<td>Material things are important to me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>11.</td>
<td>I want to maintain a comfortable lifestyle.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>12.</td>
<td>A comparison of salaries and benefits packages will determine which job offers I accept after graduation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>13.</td>
<td>I enjoy seeing concrete results from my efforts.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>14.</td>
<td>I am most motivated when I am working toward identified goals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>15.</td>
<td>It is important that my work lead to better opportunities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>16.</td>
<td>My work is most satisfying when I am able to develop new skills or acquire new knowledge as a result.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>17.</td>
<td>When I do something, I want to do it well.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>18.</td>
<td>I do not want to &quot;waste my time.&quot;</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>19.</td>
<td>I always welcome changing activities and changing roles.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>20.</td>
<td>I enjoy a variety of tasks rather than a single area of concentration.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>21.</td>
<td>I can focus on more than one activity or topic at a time.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>22.</td>
<td>I dislike routine activities and thrive on variety.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>23.</td>
<td>I am not afraid of new places or people; they energize me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>24.</td>
<td>I can keep the details of many projects in my head.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>25.</td>
<td>I am proud of my ability to offer ideas in many situations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>26.</td>
<td>I like to come up with new solutions to old problems.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>27.</td>
<td>I tackle problems that others prefer to avoid.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>28.</td>
<td>I like to try out original solutions rather than rely on conventional ones.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>29.</td>
<td>I like to develop more efficient approaches to tasks.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>30.</td>
<td>I feel constrained when told to use the “tried and true” method for solving a problem or completing a task.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
Prioritizing Your Values  

31. Easy work bores me.  
32. If a difficult problem arises, I have the urge to tackle it.  
33. Without challenging work, I feel frustrated and unfulfilled.  
34. I like working on assignments that require real learning and effort.  
35. I require intellectual challenges to stimulate my thinking.  
36. I prefer to take on new, unexpected projects, rather than knowing each week what my work will entail.  

37. Team projects do not appeal to me. I would prefer that my own success not depend on how well someone else does his or her job.  
38. I like to do things on my own, without a lot of orders or directions.  
39. I want the chance to use my capacity for independent thinking and actions.  
40. I like being responsible for a project from start to finish.  
41. My friends and family will respect my ability to support myself.  
42. I want the feeling that I can depend on myself entirely.  

43. Work involving direct service to others would be very satisfying to me.  
44. The societal and political consequences of what I do are important to me.  
45. I would like my work to ultimately enhance the welfare of others.  
46. I like to feel that I am useful and needed.  
47. Sensitivity to the needs of others will be an important part of my career.  
48. I want to use my energies and abilities to help make the world a better place.  

49. I often evolve as a leader in the groups to which I belong.  
50. I enjoy planning and organizing a program or activity.  
51. I like to direct or coordinate other people’s work.  
52. It is rewarding to me to see things change as a result of my efforts.  
53. I like approaching a job with a broad perspective.  
54. I am at my best when I can delegate authority and assign the detail work of a project to others.  

55. I would like to discover who I really am and where my talents lie through my work.  
56. I would thrive if I got involved in unconfining work that truly taps my abilities and interests.  
57. I think that a lot of my natural talent would be wasted if I did not find just the right job.  
58. Being able to express myself is very important to me.  
59. Experimenting and trying out my own ideas should be a regular part of my work.  
60. I am not reluctant to let anyone know how I feel.  

61. I want to work with people who share my personal and professional interests.  
62. I am at my best when collaborating with others on a task or project.  
63. Discussing ideas with others is very rewarding and productive for me.  
64. Interaction with interesting people would enhance my work life.  
65. Meeting many new people should be one of the rewards to my work.  
66. The isolation of working alone depresses me.
Prioritizing Your Values—Scoring

Name ____________________________________________________________

For each of the following groups of questions, find the sum total of your circled responses. Using your point totals, rank order your values and list them below. Your highest scores should reflect your top values. (If two or more values have the same score, make a judgment as to which is more important to you).

<table>
<thead>
<tr>
<th>Items</th>
<th>Your Total Score</th>
<th>Rank Order</th>
<th>Work Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions 1-6</td>
<td>______</td>
<td>______</td>
<td>Prestige</td>
</tr>
<tr>
<td>Questions 7-12</td>
<td>______</td>
<td>______</td>
<td>Good Salary</td>
</tr>
<tr>
<td>Questions 13-18</td>
<td>______</td>
<td>______</td>
<td>High Achievement</td>
</tr>
<tr>
<td>Questions 19-24</td>
<td>______</td>
<td>______</td>
<td>Variety</td>
</tr>
<tr>
<td>Questions 25-30</td>
<td>______</td>
<td>______</td>
<td>Creativity</td>
</tr>
<tr>
<td>Questions 31-36</td>
<td>______</td>
<td>______</td>
<td>Mental Challenge</td>
</tr>
<tr>
<td>Questions 37-42</td>
<td>______</td>
<td>______</td>
<td>Independence</td>
</tr>
<tr>
<td>Questions 43-48</td>
<td>______</td>
<td>______</td>
<td>Service and Altruism</td>
</tr>
<tr>
<td>Questions 49-54</td>
<td>______</td>
<td>______</td>
<td>Leadership</td>
</tr>
<tr>
<td>Questions 55-60</td>
<td>______</td>
<td>______</td>
<td>Self-Expression</td>
</tr>
<tr>
<td>Questions 61-66</td>
<td>______</td>
<td>______</td>
<td>Interpersonal Relations</td>
</tr>
<tr>
<td>Questions 67-72</td>
<td>______</td>
<td>______</td>
<td>Commitment/Work Ethic</td>
</tr>
<tr>
<td>Questions 73-78</td>
<td>______</td>
<td>______</td>
<td>Interest</td>
</tr>
</tbody>
</table>

# Work Values Inventory

This checklist presents common “satisfaction factors” that people receive from their jobs. Begin by reading the entire list, then rate each item, using the scale that follows. Circle your top 5 work values.

<table>
<thead>
<tr>
<th>1 = Very Important</th>
<th>2 = Important</th>
<th>3 = Not Very Important</th>
<th>4 = Not Important at All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help Society: Contribute to the betterment of the world I live in.</td>
<td>Help Others: Help others directly, either individually or in a group.</td>
<td>Public Contact: Have lots of daily contact with people.</td>
<td>Work with Others: Have close working relationship with a group.</td>
</tr>
<tr>
<td>Affiliation: Be recognized with an organization where status is important to me.</td>
<td>Friendship: Develop close personal relationships with coworkers.</td>
<td>Competition: Pit my abilities against others and where there are clear outcomes.</td>
<td>Make Decisions: Have the power to set policy and determine a course of action.</td>
</tr>
<tr>
<td>Work Under Pressure: Work where deadlines and high quality are demanded.</td>
<td>Power and Authority: Control other people’s work activities.</td>
<td>Influence People: Be in a position to change people’s attitudes and opinions.</td>
<td>Work Alone: Do things by myself, without much contact with others.</td>
</tr>
<tr>
<td>Knowledge: Seek knowledge, truth and understanding.</td>
<td>Intellectual Status: Be regarded by others as an expert or a person of intellect.</td>
<td>Artistic Creativity: Do creative work in any of several art forms.</td>
<td>Creativity: Create new ideas, programs or anything else not previously developed.</td>
</tr>
<tr>
<td>Aesthetics: Have a job that involves sensitivity to beauty.</td>
<td>Supervision: Guide other people in their work.</td>
<td>Change and Variety: Have changing job duties or settings.</td>
<td>Precision Work: Do work that allows little tolerance for error.</td>
</tr>
<tr>
<td>Stability: Have job duties that are largely predictable and not likely to change.</td>
<td>Security: Be assured of keeping my job and a reasonable financial reward.</td>
<td>Fast Pace: Work quickly and keep up with a fast pace.</td>
<td>Recognition: Be recognized for the quality of my work visibly or publicly.</td>
</tr>
<tr>
<td>Excitement: Work that offers change and stimulation.</td>
<td>Adventure: Do work that requires me to take risks.</td>
<td>Profit, Gain: A chance to accumulate money and goods.</td>
<td>Independence: Work on my own, determine my own work with little supervision.</td>
</tr>
<tr>
<td>Moral Fulfillment: Work that contributes to a set of important moral standards.</td>
<td>Location: Find a place to live that matches my lifestyle and personality.</td>
<td>Community: Live in a town where I can get involved with community affairs.</td>
<td>Physical Challenge: Have a physically demanding job that is rewarding.</td>
</tr>
</tbody>
</table>
### Achievements Inventory

<table>
<thead>
<tr>
<th>Describe the Achievement</th>
<th>Why Are You Proud of This Achievement</th>
<th>List of Skills Used</th>
<th>Enjoyed Using Skill</th>
<th>Did Not Enjoy Using Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement 1:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement 2:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement 3:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement 4:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Skills Matrix

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>COURSES</th>
<th>JOBS/INTERNSHIPS</th>
<th>SERVICES/VOLUNTEER WORK</th>
<th>MEMBERSHIPS/ACTIVITIES</th>
<th>INTEREST/LIFE EXPERIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical Conduct/Integrity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking/Analytical Ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal and Written Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiative/Motivation Towards Goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visionary/Innovative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision Making/Problem Solving</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Globally and Diverse Minded</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research/Project</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Technical/Scientific</td>
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</tbody>
</table>
Name: 

Assess your skill level for each item on the 4 checklists below. Put a check by skills you think you have; double check skills you feel are your strongest.

### 1. FUNCTIONAL OR TRANSFERABLE SKILLS RELATED TO WORKING WITH **PEOPLE**

| __________ | Plan - Meetings or Workshops | __________ | Train |
| __________ | Plan - Goal Setting/Projections | __________ | Organize |
| __________ | Facilitate Groups or Discussions | __________ | Chair Meetings |
| __________ | Collaborate | __________ | Recruit |
| __________ | Consult/Advise | __________ | Sell |
| __________ | Nursing/Child Care | __________ | Public Relations |
| __________ | Social/Hosting Skills | __________ | Public Speaking |
| __________ | Negotiate/Arbitrate | __________ | Fund Raising |
| __________ | Supervise/Manage | __________ | Financial Management |
| __________ | Persuade/Influence | __________ | Telephone |
| __________ | Mobilize Resources | __________ | Promote |

**OBJECTS OR THINGS**

| __________ | Compute/Calculate | __________ | Distribute |
| __________ | Home Economic Skills | __________ | Work in Laboratory |
| __________ | Physical Coordination | __________ | Make Layouts |
| __________ | Manual Dexterity | __________ | Map |
| __________ | Horticultural Skills | __________ | Measure |
| __________ | Use of Office Machines | __________ | Keep Records |
| __________ | Mechanical Drawing | __________ | Use Instruments/Precision |
| __________ | Appraise/Estimate | __________ | Work |
| __________ | Assemble | __________ | Other |

**DATA/IDEAS/INFORMATION**

| __________ | Write Composition | __________ | Analyze |
| __________ | Gather Information | __________ | Innovate |
| __________ | Research | __________ | Financial Management/Budget Management |
| __________ | Read/Study | __________ | Design |
| __________ | Improve/Adapt | __________ | Visual/Imaging |
| __________ | Edit | __________ | Evaluate |
| __________ | Organize/Synthesize Data | __________ | Compute/Calculate |
| __________ | Develop Ideas | __________ | Observe |
| __________ | Conceptual Ability | __________ | Program |
| __________ | Scientific Methodology | __________ | Clerical Skills |
| __________ | Statistical Analysis | __________ | Diagnose |
| __________ | Forecast | __________ | Other |

### FUNCTIONAL SKILLS ANALYSIS from 1, 2, & 3

My most outstanding skills related to:

<table>
<thead>
<tr>
<th>Working with People</th>
<th>Objects/Things</th>
<th>Data/Ideas/Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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</table>
### 4. Personal or Self-Management Skills

<table>
<thead>
<tr>
<th>accurate</th>
<th>caring</th>
<th>positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>achiever</td>
<td>charming</td>
<td>practical</td>
</tr>
<tr>
<td>active</td>
<td>outspoken</td>
<td>productive</td>
</tr>
<tr>
<td>adaptable</td>
<td>patient</td>
<td>professional</td>
</tr>
<tr>
<td>administrator</td>
<td>perceptive</td>
<td>quick</td>
</tr>
<tr>
<td>ambitious</td>
<td>perfectionist</td>
<td>realistic</td>
</tr>
<tr>
<td>analytical</td>
<td>persistent</td>
<td>reliable</td>
</tr>
<tr>
<td>artistic</td>
<td>personable</td>
<td>researcher</td>
</tr>
<tr>
<td>assertive</td>
<td>persuasive</td>
<td>resourceful</td>
</tr>
<tr>
<td>broad-minded</td>
<td>punctual</td>
<td>responsible</td>
</tr>
<tr>
<td>builder</td>
<td>planner</td>
<td>respected</td>
</tr>
<tr>
<td>calm</td>
<td>visionary</td>
<td>manager</td>
</tr>
<tr>
<td>congenial</td>
<td>fair</td>
<td>methodical</td>
</tr>
<tr>
<td>conscientious</td>
<td>flexible</td>
<td>modest</td>
</tr>
<tr>
<td>considerate</td>
<td>forceful</td>
<td>motivator</td>
</tr>
<tr>
<td>consistent</td>
<td>forward-thinker</td>
<td>objective</td>
</tr>
<tr>
<td>constructive</td>
<td>frank</td>
<td>observant</td>
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<tr>
<td>controller</td>
<td>communicative</td>
<td>open-minded</td>
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<tr>
<td>courageous</td>
<td>compatible</td>
<td>opinionated</td>
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<tr>
<td>courteous</td>
<td>competitive</td>
<td>optimistic</td>
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<tr>
<td>creative</td>
<td>conceptual</td>
<td>organizer</td>
</tr>
<tr>
<td>cultured</td>
<td>friendly</td>
<td>outgoing</td>
</tr>
<tr>
<td>decisive</td>
<td>generous</td>
<td>kind</td>
</tr>
<tr>
<td>demanding</td>
<td>genuine</td>
<td>visionary</td>
</tr>
<tr>
<td>dependable</td>
<td>go-ahead</td>
<td>scheduler</td>
</tr>
<tr>
<td>designer</td>
<td>good-natured</td>
<td>scientific</td>
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<tr>
<td>democratic</td>
<td>honest</td>
<td>self-motivated</td>
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<tr>
<td>detailed</td>
<td>humanitarian</td>
<td>self-reliant</td>
</tr>
<tr>
<td>director</td>
<td>imaginative</td>
<td>sense of humor</td>
</tr>
<tr>
<td>dignified</td>
<td>intuitive</td>
<td>sensitive</td>
</tr>
<tr>
<td>diplomatic</td>
<td>just</td>
<td>shrewd</td>
</tr>
<tr>
<td>discerning</td>
<td>knowledgeable</td>
<td>sincere</td>
</tr>
<tr>
<td>disciplined</td>
<td>intellectual</td>
<td>smart</td>
</tr>
<tr>
<td>discreet</td>
<td>inspiring</td>
<td>sociable</td>
</tr>
<tr>
<td>discriminating</td>
<td>intellectual</td>
<td>straightforward</td>
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<tr>
<td>driving</td>
<td>intrepid</td>
<td>strategic</td>
</tr>
<tr>
<td>dynamic</td>
<td>inventive</td>
<td>support</td>
</tr>
<tr>
<td>efficient</td>
<td>just</td>
<td>systematic</td>
</tr>
<tr>
<td>eloquent</td>
<td>keen</td>
<td>tactful</td>
</tr>
<tr>
<td>energetic</td>
<td>knowledge</td>
<td>thinker</td>
</tr>
<tr>
<td>enterprising</td>
<td>logical</td>
<td>thorough</td>
</tr>
<tr>
<td>enthusiastic</td>
<td>loyal</td>
<td>thoughtful</td>
</tr>
<tr>
<td>esteemed</td>
<td>manager</td>
<td>tolerant</td>
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<tr>
<td></td>
<td></td>
<td>tough-minded</td>
</tr>
</tbody>
</table>

**My Strongest Personal or Self-Management Skills**

1. __________________________  
2. __________________________  
3. __________________________  
4. __________________________  
5. __________________________
Four Year Checklist

FIRST YEAR

- Meet with your First Year of Studies Advisor to explore resources and services
- Complete the “The Dean’s A-List” from the First Year of Studies Academic Guide
- Create and update your academic e-portfolio
- Become involved with extracurricular activities for personal and professional development
- Get to know your professors and meet with them during their office hours
- Attend the “All Majors Fair” during the spring semester
- Learn about The Career Center at careercenter.nd.edu and review the information in the “Major and Career” section found in the “Students” section
- Make an appointment with a Career Coach on the Engagement Team at the Career Center
- Assess your values, interests, personality and skills through Career Center self-assessment tools, workshops, and appointments with a Career Coach
- Register on Go IRISH—the Notre Dame online recruiting system
- Reach out to a Notre Dame Alum, personal contact, or interesting professional to conduct an informational interview or job shadow by utilizing the Alumni Directory in myNotreDame.nd.edu, or use LinkedIn and other Online Resources. See our Networking information on page 47 or under the “Student” section on careercenter.nd.edu.
- Develop and refine your online brand
- Create a resume

SOPHOMORE YEAR

- Make an appointment with a Career Coach at the Career Center
- Develop career related skills: writing, technology, foreign language
- Assess your values, interests, personality and skills through Career Center self-assessment tools, workshops, and appointments with a Career Coach
- Continue and/or become involved with extracurricular activities for personal and professional development
- Research majors by talking with faculty, upper-class students and/or a Career Coach to finalize decision on your major
- Register for Go IRISH—the Notre Dame online recruiting system
- Update, refine and upload resume to Go IRISH
- Develop your career e-portfolio and refine your online brand
- Reach out to a Notre Dame Alum, personal contact, or interesting professional to conduct an informational interview or job shadow by utilizing the Alumni Directory in myNotreDame.nd.edu, or use LinkedIn and other Online Resources. See our Networking information on page 47 or under the “Student” section on careercenter.nd.edu.
- Participate in career workshops and experiential programs to explore career fields/industries of interest
- Identify potential internships/externships and apply to one(s) of interest
- Understand how skills obtained in the classroom and in extracurricular activities are transferable to the ‘real world’

JUNIOR YEAR

- Make an appointment with a Career Coach at The Career Center
- Review “Internships and Job Search” link in the Students section of careercenter.nd.edu
- Continue to update, refine and upload resume to Go IRISH
- Practice interview skills by conducting a mock interview
- Decide which industries/internships to pursue. Review Career Center “Online Resources” link found on the home page of careercenter.nd.edu
- Attend career fairs and employer information sessions listed in the events section of Go IRISH
- Schedule interviews through Go IRISH to obtain an internship (paid or unpaid)
- Identify internships with employers/organizations that do not recruit on campus—check out the Job/Intern resources in the Online Resources link found on the home page of careercenter.nd.edu
- Seek positions of leadership in campus organizations and/or volunteer services
- Explore the option of attending graduate or professional school and prepare to apply. Be aware of exam deadlines (i.e., GRE, LSAT, MCAT, etc.)
- Participate in career exploration and experiential programs.

SENIOR YEAR

- Make an appointment with a Career Coach who is an “Industry Specialist” at the Career Center
- Review information under “Internship and Job Search” in the Students section of careercenter.nd.edu
- Organize job search strategies for obtaining full-time employment
- Update, refine and upload resume to Go IRISH
- Attend various career-related workshops and employer information sessions listed in the events section of Go IRISH
- Attend career fairs listed in the events section of Go IRISH
- Identify opportunities with employers/organizations that do not recruit on campus—check out the Job/Intern resources in the Online Resources link found on the home page of careercenter.nd.edu
- Know the hiring timelines of various industries—review the industries information at Career Center Online Resources link found on the home page of careercenter.nd.edu
- Attend various Graduate School programs in the fall and complete graduate school applications to meet established deadlines, if applicable. Be aware of exam deadlines (i.e., GRE, LSAT).
- Participate in mock interviews
- Prepare thoroughly for each interview that is conducted

www.careercenter.nd.edu  |  (574) 631-5200  |  ndcps@nd.edu
Job and Internship Search

When beginning your search for job and internship opportunities it is important to have four basic criteria established: industry and hiring timeline, function, location, and compensation. Knowing these will help you begin to search for opportunities of interest.

**INDUSTRY AND HIRING TIMELINE**

- Industry and position are rarely determined strictly by major!
- Learn more about the recruiting process and what opportunities are available
- Know when your industries of interest hire
- Not every industry recruits on campus; utilize other resources to use outside of Go IRISH

**FUNCTION**

- Your search will be more productive if you understand positions and functions before you begin
- Understand what skills you possess that are transferable to this function
- Identify on-campus activities as a student to gain experience and boost your confidence and marketability for a specific function
- Specific functions cross over many industries, e.g. a public relations role can be found in banking, fashion, entertainment, sports industry and education

**LOCATION**

- Determine if a specific location is a priority in your search and select your ideal locations
- Discover the cost of living and resources to find housing
- Recognize costs involved in conducting a search in distant locations

**COMPENSATION**

- Discover the salary level of the function and industry which you are pursuing (NACE salary survey/salary.com)
- Offers made through on-campus recruiting and/or from large organizations are usually standardized and at market level
- See Page 28 for information on Career Center funding options

**GENERAL RECRUITING DEADLINES**

**Fall Recruiting**
- Accounting
- Actuarial
- Consulting
- Education
- Engineering Fields
- Financial Services
- Government
- Healthcare
- Insurance
- Investment Banking
- Marketing
- Post-Graduate Service
- Retail
- Technology

**Spring to Summer Recruiting**
- Architecture
- Advertising
- Design Fields
- Education
- Entertainment/Media
- Government Sector
- Human Resources
- Insurance
- Marketing
- NGOs
- Nonprofit Sector
- Post Graduate Service
- Public Relations
- Publishing
- Real Estate
- Research
- Sports/Recreation
- Sales

There are ALWAYS exceptions, but these are the general hiring timelines for internship and full-time position.
Additional Post-Graduate Opportunities

Explore a broad array of career options throughout your time at Notre Dame. Your career direction may benefit from exploring other post graduate options. If you aren’t sure about the next step right after graduation, keep your overarching career goals in mind, then consider what skills and experiences you want to build that will contribute to, support, and/or provide the foundation for your overall career aspirations. Meet with a career coach at The Career Center to map out a plan!

GRADUATE OR PROFESSIONAL SCHOOL

Is Graduate School Right For You?
Maybe you are grappling with the question of whether or not to pursue a graduate degree. For some programs, a graduate degree is necessary to practice in the field. For other programs, there is no right or wrong answer—it depends on your interests.

Talk with professors in your field. Talk with alumni who pursued a graduate program you are considering. Talk with a career coach.

Questions to consider...
- Is an advanced degree required to attain my career goals? If so, what level—professional, Master’s or Ph.D.?
- Does my career choice require professional licensing?
- Will graduate or professional school be more valuable to me after I gain some experience in the field?
- Will I be more competitive for top programs after gaining experience?
- Am I ready to immerse myself in an intense study within a specific academic discipline?
- Do I want the career in which the graduate program prepares students to excel?
- Do I love the field enough to narrow my studies and obtain an advanced degree?

Before You Apply
Learn about the importance of accreditation status, faculty research interests, degree level, and program formats. Read articles that provide helpful tips for conducting in-depth research into graduate programs. Explore opportunities offered by different types of programs and determine which features are most important to you. Establish an application timeline to keep you on track and ensure all the elements of your application are completed and submitted on time.

Graduate School Testing
Standardized testing is a major part of the graduate school application process and may have a huge impact on acceptance into a program. The GRE is the common assessment for individuals hoping to pursue a graduate degree in humanities, social, physical, and biological sciences, the GMAT is a common requirement of those who wish to pursue a business degree, the LSAT is used to assess applicants to law school, and the MCAT is a common requirement for applicants to medical schools. There are other tests admissions committees use to help them assess the abilities of their applicants including GRE subject tests, and the TOFEL.

Applying to Graduate School
Most applications require prospective students to obtain 2-3 letters of recommendation, provide standardized testing scores and submit a resume tailored to a graduate school and a personal statement. Some schools may even require applicants to send a letter of intent, and participate in an extensive interview process. Each element of your application will help tell the story of who you are, and how you will contribute to the program.

Develop an understanding of the graduate admissions process. Understand how your application will be measured against programs standards as well as how you are likely to compare to other applicants to the program. Decide on the types of programs you will apply to, which degree you want

When evaluating a graduate or professional school program, consider these points:
- Are faculty members conducting research in your area of interest?
- What are the degree requirements?
- What is the average time to degree completion?
- Is financial support available?

It is also important to visit the program, and consider:
- What’s the work/study environment?
- Are the social outlets adequate for you?
- Do you connect with the faculty and other students in or entering the program?

Do your research before you visit so you are not asking questions answered easily on the website.

Resources for Exploring Graduate School

- Directory of Graduate Schools (including international programs)—gradschools.com
- Guide to Graduate Programs in the Physical Sciences and Engineering—gradschoolshopper.com
- Grad School Bound—petersons.com/graduate-schools.aspx
- Directory of Graduate Schools in the United States and Canada—graduateguide.com
- Guides for Medical School Application Process—https://www.aamc.org/students/applying/requirements/msar/
to pursue, and what actions you must take to enhance your chances of getting into your preferred graduate programs. Key elements of the application process may include:

- **Essay or Personal Statement and Resume/CV**—From the application process through your post-academic career, writing is an essential skill which, if practiced correctly, can give you an advantage over less well-written applicants.

- **Interviewing**—Medical schools usually conduct interviews. Prepare for these through the medical mock interview program at The Career Center. Some graduate and law programs require interviews as well. Although questions may be different than an interview for a job, preparing for and practicing your responses is absolutely necessary. Think about scheduling a mock interview for your graduate program or meeting with a Career Coach to strategize your answers.

- **Recommendation Letters**—Recommendation letters are a key piece of your graduate school application. Selecting an appropriate recommender who knows you personally and will endorse your talents in a positive light may mean the difference between acceptance and rejection.

Visit careercenter.nd.edu for approximate timetable and additional resources for applying to graduate school.

### SERVICE

Postgraduate service can be a life-changing experience and provide you with key portable skills for the next step in your career. Every year, approximately 9% of the graduating class make a commitment to service as a first destination choice. If you are considering a career in the nonprofit sector, post-graduate service experience with an organization focused on the issue or population pertinent to your career goals can be a tremendous asset. No matter what your career aspirations, your service experience will help you build your network and develop skills that will prepare you for your next career step.

### FELLOWSHIPS

If you are interested in a project or research that often also includes an applied component, consider a postgraduate fellowship. These opportunities are available to graduating seniors and are offered in a wide range of areas such as teaching, research, service, and further graduate study.

National fellowships are very competitive, so begin investigating opportunities during your sophomore year. The Center for Undergraduate Scholarly Engagement (CUSE) has staff members entirely dedicated to helping you assess, prepare and compete for these prestigious fellowships. Schedule a meeting with a representative in the Fellowships Office [http://fellows.nd.edu](http://fellows.nd.edu).

The Kellogg Institute for International Studies now offers a postgraduate fellowship that provides a year-long international experience. See [http://kellogg.nd.edu/students/idf/index.shtml](http://kellogg.nd.edu/students/idf/index.shtml) for more information.

There are numerous other fellowships (non-national) that usually have a project or research component, often last for a year, and may provide a stipend or some type of pay during the fellowship. Some of these are excellent for a research opportunity prior to further specialized study in graduate school. Some allow you to explore a topic in depth, combining both research and field work. Some are focused on a public service component, including public service leadership. CUSE provides a list of other outstanding fellowships in addition to the national fellowships at [http://fellows.nd.edu/fellowships/other/index.html](http://fellows.nd.edu/fellowships/other/index.html). Some fellowships are posted on Go IRISH. Idealist.org lists some fellowships as well.

The Career Center can assist you with your fellowship application process by helping with resume, essay and interview preparation.

### MILITARY - ROTC OR OFFICER CANDIDATE SCHOOL

As an ROTC cadet or deciding to pursue Officer Candidate School, your post graduate plans may be set, for at least the first few years after graduation. However, while you are at Notre Dame, don’t miss the opportunity to craft a stellar professional resume and communicate the numerous skills you are gaining through your program to an employer or your supervising officer. Utilize The Career Center while you are here. We have a number of career programs that might interest you.

Career Coaches are happy to meet with students to discuss all post-graduate opportunities.
Online Resources

The Career Center and The Mahaffey Business Library have assembled a comprehensive Online Resource Library providing Notre Dame students access to top notch resources. These resources have been purchased by The Career Center and The Mahaffey Business Library and require a Notre Dame NetID and password for access. To view all the resources offered on The Career Center website visit, careercenter.nd.edu/students/online-resources

| Career Exploration     | • Vault Career Insider  | • Candid Career  | • WetFeet          |
|                       | • Glassdoor            | • MyPlan.com    | • ReferenceUSA     |
| Industry and Market Research | • IBISWorld          | • MarketResearch.com | • Mintel Oxygen |
|                       | • Passport GMID        |                   |                   |
| Industries            | • Accounting           | • Actuarial      | • Advertising      |
|                       | • Architecture         | • Arts           | • BioTech & Pharma |
|                       | • Construction         | • Consulting     | • Corporate Finance|
|                       | • Design               | • Education      | • Energy           |
|                       | • Entertainment        | • Entrepreneurial| • Environmental    |
|                       | • Financial Services   | • Government     | • Healthcare       |
|                       | • Insurance            | • Legal          | • Manufacturing    |
|                       | • Marketing            | • Nonprofit      | • PR               |
|                       | • Publishing           | • Recreation     | • Retail           |
|                       | • Sports               | • Technology     | • Transportation   |
| Jobs/Internships      | • Go IRISH             | • UCAN           | • CareerShift      |
|                       | • Internships.com       | • GoinGlobal     | • US.jobs          |
|                       | • Career Opportunities for Liberal Arts | • Brad Traverse | • USAjobs.gov     |
|                       |                       | • Idealist.org   | • Onewire          |
| Company Profile       | • Business Insights: Essentials | • LexisNexis Academic | • Factiva         |
|                       | • Hoover’s Company Records | • Mergent Online  | • ABI/Inform Global|
|                       | • Guidestar            |                   |                   |
| Company Culture       | • CareerShift          | • GoinGlobal     | • Vault Career Insider |
|                       | • Candid Career        | • WetFeet        | • Glassdoor        |
| Current Issues        | • Business Insights Essentials | • Business Source Complete (EBSCO) | • Factiva         |
|                       | • LexisNexis Academic  |                   |                   |
| Financials            | • Mergent Online       | • LexisNexis Academic | • Factiva         |
| Salary                | • NACE Salary Calculator | • Salary.com    | • Glassdoor        |
|                       | • Occupational Outlook Handbook |                   |                   |
| Location              | • ReferenceUSA         | • D&B Million Dollar Database | • LinkedIn        |
|                       | • Uniworld             | • Idealist.org   | • CareerShift      |
|                       | • GoinGlobal           | • Business Source Complete (EBSCO) |                   |
Career Center Internship Funding

The Career Center funding program supports students who need financial assistance to participate in full-time summer internships. For complete application information visit our website at: careercenter.nd.edu

APPLICATION DEADLINE: April 13, 2016

BEFORE YOU APPLY:
Prior to submitting the online application, all applicants must make an appointment with The Career Center to review the application process.

General Application Criteria

• Applicants must have an internship offer in order to apply for funding
• Internship must be related to career goals and post-graduate plans
• Internship must be full-time (32-40 hours per week) for a minimum of 8 weeks in the United States, 7 weeks if abroad. The Non-Traditional Time Frame is a highly competitive fund which supports internships at one organization for a preferred minimum of 4 weeks.
• Funding is for expenses incurred as a result of participating in the internship. For unpaid internships selected applicants can receive up to $3,500 to help with food, transportation and housing costs. Paid interns can receive up to $1000. These maximum awards are higher when recipient is funded through the California Internship Initiative Fund.
• There is a maximum amount of funding a student may receive from the Career Center during their tenure at Notre Dame. This amount is further explained during funding appointments.
• Applicants need only submit one application to be considered for all the funds within the Internship Funding Program.
• Preference is given to juniors and sophomores. Graduating seniors are not eligible to apply.
• For complete information visit careercenter.nd.edu

General Application Criteria

Arts & Letters Summer Internship Program
Provided through the generosity of the Rogers, Aviles and Schlehuber Families for students in the College of Arts and Letters

Student Affairs Internship Support Fund
Provided through the generosity of the Student Affairs Division at Notre Dame for students of all majors

Alumni Internship Assistance Program
Provided by the Class of 2009 Senior Class Legacy Gift and additional alumni donors (Unpaid internship only)

California Initiative Internship Fund
Provided through the generosity of donors in California for students interning in the state of California

President’s Circle Fund
Provided through the generosity of key alumni that are members of the prestigious President’s Circle for all students

Soenen Entrepreneurial Program
Provided through the generosity of the Soenen Family for all students interning at a start-up or entrepreneurial company

Non-Traditional Time Frame Fund
A highly competitive fund available for two types of students with internships shorter than 8 weeks: for juniors abroad with an internship during the winter semester or for students with an unyielding circumstance which confines the duration of their summer internship to a minimum of 4 weeks and in exigent circumstances 3 weeks.

Check out The Career Center’s website for our monthly “Finding & Funding” Workshops for invaluable internship search tools as well as additional information about the funding programs!
Writing Your Resume

Your resume is often the only sense a recruiter has of you, your abilities, and your accomplishments. Studies show that resumes receive about 20 seconds of a recruiter’s time. Remember, your resume is a piece of paper that represents you. You should not try to include everything you’ve done during your time at Notre Dame—instead, think of your resume as a document that markets your most applicable skills and experiences to an employer. A well-written resume can help you reach your goal of getting the interview and eventually landing a job or internship.

Types of Resumes

Reverse Chronological
This is the most common resume format for college students. A chronological (or reverse chronological) resume organizes information by jobs/experiences in reverse chronological order—with the most recent experiences listed first. This format works well when:

- You are seeking an entry-level position
- You have a steady history of employment related to the position you are seeking

Combination
This type of resume organizes information with an emphasis on skills in reverse chronological order. Experiences and skills can be tailored to fulfill the specific requirements of a position. This format works well when:

- You want to highlight skills related to specific jobs
- You want to emphasize relevant skills and information that connect your experiences

Functional
A functional (or skills-based) resume organizes information into functional groupings of skills or accomplishments. This format works well when:

- You want to demonstrate a clear relationship between your skills and the position you are seeking
- Your experiences are not easily related to the position you are seeking

Creative
Typically utilized for applying to design positions, this type of resume does not follow a specific format. A creative resume showcases a student’s design capabilities while delivering key accomplishments in a unique aesthetic.

General Resume Tips

- One page—be brief but provide sufficient information
- Font size should be between 10-12 pts., margins between .5-1 inch.
- Consistency and clarity are key in formatting a resume
- Utilize strong action verbs to begin your bullet points, but vary your word choice (See page 30)
- Tailor your resume to each position
- Think of results and accomplishments—quantify when possible
- Emphasize your unique skills

Top 10 Skills Employers Seek in a Candidate for 2014 (from NACE)
1. Ability to work in a team structure
2. Ability to make decisions and solve problems
3. Ability to plan, organize, and prioritize work
4. Ability to verbally communicate with persons inside and outside the organization
5. Ability to obtain and process information
6. Ability to analyze quantitative data
7. Technical knowledge related to the job
8. Proficiency with computer software programs
9. Ability to create and/or edit written reports
10. Ability to sell or influence others

- Make your resume stand out—use a personalized heading, bold and italics, lines, etc.
- Print your resume on resume paper
- Keep your resume up-to-date with experiences, accomplishments, GPA, etc.
- Have your resume reviewed by a Career Coach or career intern
- Always have an updated default resume in Go IRISH

Common Resume Sections
Resume sections should be tailored to the position for which you are applying. Many sections are flexible and can be combined to tell your unique story.

Contact Information (Required)
- Name—slightly larger font than the rest of your document
- Your address (you can use your permanent or campus address or both)
- Email address and cell phone number (do not list your home phone number)

Objective (Optional)
- An objective is not needed on a “general” resume or for many industries
- If you choose to use an “objective” it should be specific to the industry and position—a vague objective can do more harm than good

Education (Required)
- Should be at the top of your resume
- University and location (note—University of Notre Dame is in Notre Dame, IN not South Bend, IN)
- Degree (Bachelor of Arts, Bachelor of Business Administration, Bachelor of Science) and month/year of graduation
- Major(s), minor(s), concentration(s) if applicable and GPA
- Study abroad programs or other universities, if applicable, should be formatted the same as current university

Honors (Optional)
- Relevant accomplishments, achievements, scholarships or awards that you earned for exceeding average standards in either academics, athletics, or in a work environment
- Honors may also be included under Education as well instead of listed as a separate section
Relevant Courses (Optional)
- Include courses related to your career goals, objective, and/or skill set in this section—this should NOT be a list of all of the classes you have taken in college
- Relevant coursework can be incorporated into “Education” if you have advanced/specialized course-work related to the industry/position

Experience (Required)
- List most recent jobs/experiences first
- Utilize strong action verbs and quantify results when possible (see below)
- Describe the scope and context of a situation and demonstrate the actions you took and the impact these had on both the organization (what value did you add?) and yourself (what skills did you develop?)
- Talk about what you learned and the skills you developed, not just the tasks/jobs you performed
- Do not limit “Experience” to jobs or employment, you may also include clubs or project work

Leadership, Activities, and Service (Optional)
- Your resume may contain one or all of these sections and some can be combined, such as Activities and Service

Skills (Required)
- This section typically includes computer, language, science/laboratory, and production skills when applicable
- Do not list soft skills in this section—instead incorporate those skills into your experiences to demonstrate how they were developed

Interests (Optional)
- Certain industries may also like to see an “Interests” section that includes hobbies and areas of interests that could be discussed in an interview
- Interest sections can be combined with another section such as “Skills” or “Activities”
- Be honest and specific when listing interests—you may be asked about them in an interview!

Sample List of Action Verbs
- accelerated
- accommodated
- accompanied
- accounted for
- achieved
- acquainted
- acquired
- adopted
- added
- adjusted
- administered
- advertised
- advised
- advocated
- aided
- altered
- analyzed
- anticipated
- applied
- appraised
- approved
- arbitrated
- arranged
- assembled
- assessed
- assisted
- assumed
- attached
- attained
- attended
- augmented
- authored
- balanced
- bolstered
- briefed
- budgeted
- built
- calculated
- catalogued
- caused
- chaired
- changed
- charted
- checked
- circulated
- classified
- cleared up
- collaborated
- collected
- combined
- compiled
- completed
- computed
- condensed
- conducted
- conferred
- consolidated
- constructed
- consulted
- controlled
- converted
- convinced
- coordinated
- copied
- corrected
- counseled
- counted
- created
- critiqued
- debated
- decided
- defined
- delegated
- delivered
- demonstrated
- designed
- detached
- determined
- developed
- devised
- directed
- disclosed
- discovered
- dispatched
- displayed
- distributed
- drafted
- dramatized
- earned
- edited
- educated
- elected
- eliminated
- employed
- encouraged
- enlisted
- ensured
- entered
- established
- estimated
- evaluated
- examined
- executed
- expanded
- expedited
- explained
- explored
- extended
- facilitated
- familiarized
- filed
- forecasted
- foresaw
- formulated
- fostered
- found
- founded
- gained
- gathered
- generated
- governed
- graded
- greeted
- grouped
- guaranteed
- handled
- heightened
- helped
- highlighted
- identified
- illustrated
- implemented
- improved
- incorporated
- increased
- informed
- initiated
- innovated
- inspected
- inspired
- instructed
- interpreted
- interviewed
- invented
- inventoried
- invested
- investigated
- joined
- judged
- key
- kept
- laminated
- launched
- lectured
- lead
- learned
- led
- liaisoned
- logged
- maintained
- managed
- marketed
- maximized
- measured
- medicated
- merged
- modified
- monitored
- motivated
- negotiated
- notified
- observed
- obtained
- opened
- operated
- orchestrated
- ordered
- organized
- participated
- perceived
- performed
- persuaded
- planned
- prepared
- presented
- processed
- procured
- produced
- profited
- programmed
- projected
- promoted
- proofed
- projected
- proposed
- proved
- provided
- publicized
- published
- purchased
- qualified
- ranked
- received
- recognized
- recommended
- recorded
- recruited
- referred
- regulated
- reorganized
- repaired
- replaced
- reported
- represented
- researched
- resolved
- restored
- restructured
- resulted in
- returned
- revealed
- reviewed
- revised
- saved
- scheduled
- screened
- scrutinized
- selected
- sent
- served
- set
- shipped
- showed
- sold
- solved
- sought
- specified
- spoke
- sponsored
- stabilized
- started
- stopped
- straightened
- streamlined
- strengthened
- studied
- submitted
- suggested
- summarized
- supervised
- supplemented
- surpassed
- taught
- terminated
- tested
- trained
- transferred
- unified
- updated
- upgraded
- utilized
Resume Checklist

Go through a self check of your resume. Make sure you can check “yes” to all of the questions below. These are great tips to make your resume stand out.

**General Format**

<table>
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<th>No</th>
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<tbody>
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</tbody>
</table>

- Is my name at the top of the page and in bold? Are my address, phone number and email easy to read?
- Is my resume an appropriate length? (1 page)
- Is formatting (e.g. bold, font, bullet sizes, heading styles) consistent throughout the resume? Are the headings and statements evenly spaced?
- Are verb tenses in the present tense for current jobs? Are verb tenses in the past tense for previous jobs?
- Do I have approximately 2-4 statements in bulleted form per job?
- Do the categories Objective (optional) and Education follow directly after my contact information?

**Content**

<table>
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</table>

- Did I include the following headings: Education, Experience, Activities/Leadership/Service and Skills?
- Does my education section state my official degree and expected graduation date? Did I include my cumulative GPA (if a 3.0 or above)?
- Is my GPA accurate and not rounded up?
- Do my statements demonstrate major accomplishments rather than routine tasks/duties? Check the statements that demonstrate your accomplishments.
- Do my accomplishment statements start with action verbs?
- Do my accomplishment statements demonstrate the use of key skills?
- Do my statements demonstrate the results of my accomplishments? Did I quantify my results (e.g. use numbers when possible)?
- Are all of my statements free of the first person (e.g. no references to “I”, “we”, “me”, “us”, “my”)?
- Does my resume end with strength? (e.g. Skills, Activities section)
- Is my resume completely free from spelling, punctuation, and grammatical errors?
- If included, does my objective statement clearly state what I am seeking and what I will bring to the position?
Reverse Chronological—Early Resume

Mary Smith
msmith01@nd.edu | 574.627.0124 | 2020 E. Jefferson Blvd South Bend, IN 46617

EDUCATION

University of Notre Dame, Notre Dame, IN
Bachelor of Arts
Major: Studio Art & Design
GPA: 3.6

Clay High School, South Bend, IN
June 20XX

Experience

Kildare’s, South Bend, IN
Fall 20XX - Present
Hostess
• Organized seating plan which matches the needs of the customers with availability of space and readiness of waiters and kitchen staff

Dream Boutique!, South Bend, IN
Spring 20XX - Present
Sales Associate
• Provided a personal level of service to boutique customers by selecting merchandise to meet their specific needs and preferences
• Assisted in creating display, pricing and organizing of merchandise

Jane and John Doe, South Bend, IN
Summer 20XX
Child Care Provider
• Supervised the safety and well-being of two children, ages 6 and 9, on a daily basis from 20-40 hours a week
• Coordinated daily schedules to ensure timely arrival for each child at different locations

Camp Wilderness, South Bend, IN
Summer 20XX
Counselor
• Collaborated with 6 camp counselors to plan and organize daily activities for 40 new campers each week, ages 8-12 years for 8 weeks
• Enforced rules, improvised activities and problem solved difficult situations

Frosty’s, South Bend, IN
Summer 20XX
Sales Associate
• Accommodated customer needs by providing products in a fast paced environment by delegating responsibilities with team members

Activities

Mending Minds Club, Volunteer/Member
The Bald and Beautiful Club, Member
Friends with Sisters, Volunteer
Hope Ministries, Volunteer

Skills

Language: Intermediate Italian
Computer: Microsoft Office, Adobe Illustrator, Photoshop

Reverse Chronological—Early Resume

Catherine Sharp
casharp@nd.edu, (574) 631-XXXX

Current Address:
754 Farley Hall
Notre Dame, IN 46556

Permanent Address:
256 Lotus Park
South Bend, IN 46617

EDUCATION

UNIVERSITY OF NOTRE DAME
Notre Dame, IN
Bachelor of Business Administration
May xxxx
Major: Management
GPA: 3.6/4.0

JOHN ADAMS HIGH SCHOOL
South Bend, IN
June xxxx
Class Rank: 3/267

Honors

Notre Dame Scholar
Joseph Boland Award
National Merit Scholar Semi-Finalist

Experience

ROBINSON COMMUNITY LEARNING CENTER
South Bend, IN
Tutor
Summer xxxx
• Tutored children ages 8-10 in math and science concepts
• Taught adults learning English with basic reading and writing skills
• Developed promotional materials for the center and performed clerical duties

SOUTH BEND PARKS AND RECREATION
DEPARTMENT
South Bend, IN
Head Lifeguard
Summer xxx-xxxx
• Ensured safety of patrons by guarding up to 100 children
• Managed and coordinated schedules of 6 lifeguards

Activities

Staff Reporter, The Observer (student newspaper)
Member, Management Club
Participant, Intramural Sports
Secretary, National Honor Society (John Adams High School)
Treasurer, Student Government (John Adams High School)
Captain, Volleyball Team (John Adams High School)

Volunteer

World Hunger Coalition
Literacy Council of South Bend
St. Joseph Regional Medical Center

Skills

Language: Proficient in Spanish
Sample Resumes

Combination Resume

Jason P. Winchester

Home Address
868 Home Drive
Miami, FL 31987

Cell (574) 631-XXXX
jwin@nd.edu

Campus Address
1234 Irish Way
South Bend, IN 46617

University of Notre Dame
Notre Dame, IN
Bachelor of Arts in Arabic, Theology and Peace Studies
GPA 3.35/4.0
May xxxx

Bachelor of Arts: Political Science, Arabic, Peace Studies
GPA 3.96/4.0
Pi Sigma Alpha
May xxxx

The American University in Cairo
Cairo, Egypt
Studied Arabic and Middle East history and culture
August xxxx - May xxxx

EXPERIENCE

The Observer Newspaper, Notre Dame, IN, Fall xxxx - Present
Report Editor, Production Editor
• Recognized for exceptional writing skills.
• Ensured the paper was produced without error through attention to detail.
• Worked well as part of a team under constant pressure and deadline.
• Demonstrated strong interpersonal skills through conducting interviews.

Alert Global Media, Miami, FL, Summer xxxx
Editorial Assistant
• Developed writing and editorial skills further in a professional setting.
• Planned an anti-money laundering conference in Dubai as part of a marketing team.
• Supported the CEO and worked under deadline and constant pressure.
• Contacted foreign embassy officials in Washington, D.C. for informational interviews.

The American University in Cairo, Cairo, Egypt, Spring xxxx
Student Orientation Leader
• Led the orientation for 400 New American students adjusting to life in Egypt.
• Gave presentations on intercultural differences and Egyptian society.
• Collaborated as part of a team to develop the program and content of the orientation.
• Utilized Arabic skills in helping students negotiate and acclimate to Egyptian life.

Notre Dame Campus Ministry, Notre Dame, IN, Fall xxxx - Spring xxxx
Retreat Leader
• Coordinated efforts with 14 other students to host two retreats for 70 freshmen.
• Used interpersonal skills with students in a group to build trust and community.

International Center for Technology, Cairo, Egypt, Fall xxxx - Spring xxxx
English Teacher
• Taught beginning and continuing English classes for an NGO serving the disadvantaged.
• Tailored curriculum to students’ interest in the business world.

Take Ten, Notre Dame, IN, Fall xxxx - Spring xxxx
Conflict Resolution Facilitator
• Facilitated nonviolent dispute resolution skills in a low-income elementary school.
• Enhanced strong interpersonal skills in dealing with young students.

LaFortune Student Center, Huddle, Cashier
• Managed dorm service events and promoted awareness of social justice issues

LEADERSHIP AND SERVICE

Gulf Coast Action League, University of Notre Dame, xxxx – Present
• Founded and served as first president of club dedicated to rebuilding the Gulf Coast
• Organized and lead a week-long service trip of 25 students to New Orleans in October xxxx
• Managed dorm service events and promoted awareness of social justice issues

ND Votes Commissioner, University of Notre Dame, xxxx
• Focused on registration, education, and mobilization of voters for the xxxx Election

STUDENT EMPLOYMENT

College of Engineering, Dean’s Office, Student Assistant, Fall xxxx - Present
LaFortune Student Center, Huddle, Cashier, Fall xxxx - Present
Notre Dame Law School, Library, Student Worker, Spring xxxx - Spring xxxx

LANGUAGES
Modern Standard Arabic (Intermediate), Egyptian Colloquial Arabic (Intermediate)

Reverse Chronological with Emphasis on Research & International

SHARON BLAKE

Current Address: 215 Barden Road • South Bend, IN • 46617
Permanent Address: 9377 Sand Lake Coulee • La Crosse, WI • 54602 • (574) 631-XXXX • sblake42@nd.edu

EDUCATION
University of Notre Dame - Notre Dame, IN
Bachelor of Arts: Political Science, Arabic, Peace Studies, May xxxx
GPA: 3.96/4.0

The American University in Cairo – Cairo, Egypt
International Student: Spring xxxx
Arabic Language Institute, Summer xxxx
Summer Language Abroad Grant

RELATED STUDIES

Islamist Political Parties in Comparative Perspective
International Human Rights Movement
Political Economy of Globalization
Causes of War

INTERNATIONAL EXPERIENCE

Marketing Intern with Product Managers, Mansour Group, Cairo, Egypt, Summer xxxx
• Studied marketing chain for Samsung products in Egyptian market

English Teacher with Better World NGO, Cairo, Egypt, Summer xxxx
• Taught English and Technology classes at Mansour Junior Secondary School
• Developed writing and editorial skills further in a professional setting

Beyond Politics: an Undergraduate Review of Politics, University of Notre Dame, Fall xxxx
• Planned an anti-money laundering conference in Dubai as part of a marketing team

“The Campaign Against Torture: The United States and the War on Terror”
• Managed dorm service events and promoted awareness of social justice issues

STUDENT EMPLOYMENT

College of Engineering, Dean’s Office, Student Assistant, Fall xxxx - Present
LaFortune Student Center, Huddle, Cashier, Fall xxxx - Present
Notre Dame Law School, Library, Student Worker, Spring xxxx - Spring xxxx

LANGUAGES
Modern Standard Arabic (Intermediate), Egyptian Colloquial Arabic (Beginner), French (Beginner)

COMPUTER
ProQuest, Keesings, SPSS, and Microsoft Word, Excel, and PowerPoint

If you are seeking employment with a global company you may choose to have an international section.
Emily Marie O’Connor
117 Lewis Hall, Notre Dame, IN 46656 | econners438@nd.edu | (574) 540-9698

EDUCATION
University Of Notre Dame, Notre Dame, IN
BACHELOR OF BUSINESS ADMINISTRATION IN FINANCE
GPA: 3.50
May 2015

Marist High School, Louisville, KY
GPA: 3.8840, Ranked in Top 5% of Class
May 2011

RELEVANT EXPERIENCE & ACADEMIC TRAINING
INTERNATIONAL MARKET WATCH, Notre Dame, IN
Spring 2013-Present
Group Leader
• Analyzed major economic trends and events across four geographic regions including both developed and emerging economies, culminating in weekly presentations and discussion panels
• Debuted macro-investment ideas across different asset classes, including equities, interest rates, and foreign exchange, after discussing market trends and predicting their impact on the global economy

UNDERGRADUATE WOMEN IN BUSINESS, Notre Dame, IN
Conference Committee Member
Fall 2012-Present
• Participated actively in bimonthly meetings, presentations, and mentorship programs as well as partnerships with other finance clubs
• Traveled to Robert W. Baird’s office in Chicago to meet numerous female associates and executives and learn more about careers in the firm and in finance

TRADING FLOOR SHADOWING, New York, NY
Fall 2013
• Sat on the equities and fixed income trading floors at J.P. Morgan, Bank of America, Credit Suisse, and Goldman Sachs during Notre Dame’s fall break

UBS WEALTH MANAGEMENT, Chicago, IL
Summer 2013
• Constructed and reviewed portfolios to meet the specific financial needs of clients by taking into account risk aversion and liquidity needs
• Scrutinized macro and microeconomic releases in order to form an overall outlook on how different asset classes would perform in the near-, mid-, and long-term timeframes
• Provided support for internal sales team by helping clients manage risk while enhancing returns through different structured product opportunities

OTHER EXPERIENCE & LEADERSHIP
NOTRE DAME ECK VISITOR’S CENTER, Notre Dame, IN
Tour Guide & Desk Receptionist
Fall 2012-Present
• Acted as a representative of Notre Dame to present the University in a positive light while giving directions and answering phone calls
• Led historical tours of campus while adding personal stories and experiences on campus

LEWIS HALL ATHLETICS, Notre Dame, IN
Athletic Commissioner
Fall 2012-Fall 2013
• Coordinated monthly hall events to foster and strengthen dormitory and school spirit
• Instructed and supervised instructional programs for all levels on stroke technique

CARDINALS COUNTRY CLUB, Louisville, KY
Lifeguard
Summer 2012
• Monitored pool area for violations and potential hazardous situations, and assisted in the maintenance of the pool area
• Instructed and supervised instructional programs for all levels on stroke technique

SKILLS & INTERESTS
Technical Skills: Bloomberg Certified in Equities and Fixed Income Securities, Proficient in Microsoft Office
Interests: Water Skiing, Trail Biking, Distance Running

Michael H. Graves

EDUCATION
University of Notre Dame
Bachelor of Business Administration
Majors: Finance, Sound Money, History
Business GPA: 3.90/4.00 Cumulative GPA: 3.89/4.00

EXPERIENCE
Sorin Capital, Greenwitch, CT
Summer Analyst
• Analyzed a portfolio of 15 commercial properties using income and comparable methods of valuation such as DCF and capitalization rates to build assumptions that helped to maintain the return on investment
• Collaborated with the principal manager to outline a detailed timeline for creating and distributing unregistered securities to accredited investors in efforts to raise $50 million to invest in distressed commercial real estate
• Built detailed economic models, researched risk factors and sensitivities, and completed various tasks for analysts to assist them with their coverage

Morningstar Capital, Chicago, IL
Investment Analyst Trainee
• Developed strategic financial plans for prospective clients that are now being used by the marketing group to make financial proposals and recommendations to prospective clients, and, thus far, resulted in the generation of seven new prospects to clients
• Conceptualized and designed an innovative spreadsheet illustrating monthly trading activity which has been implemented by the investment committee as a tool in making portfolio and investment decisions
• Researched and updated cost basis for each security held in the client portfolio, which streamlined the client portfolio database and allowed clients to make better informed risk-based decisions

Wall Street Prep Modeling Seminar, Notre Dame, IN
Spring 2013
• Completed an intensive two-day event covering applications of Accretion & Dilution and LBO models
• Constructed models from scratch through applications of valuation concepts including EBITDA, Enterprise Value, WACC, and Treasury Stock

LEADERSHIP & ACTIVITIES
Student International Business Council, Notre Dame, IN
Leader of Leveraged Buyout Group
• Led team to create pitch book with executive summary and financial model for healthcare company
• Determined revenue and EBITDA-driven deals within selected geographic region of operation
• Presented and defended final project, which consisted of detailed research, analysis, and final summation

NOTRE DAME ENTREPRENEURSHIP SOCIETY, Notre Dame, IN
January 2013-Present
Co-Director of Case Study Challenge
• Led the marketing campaign for keynote speaker address which included a corporate sponsorship, and media coverage
• Presented final case studies at conference

NOTRE DAME RUGBY CLUB, Notre Dame, IN
August 2013-Present
• Captained the varsity rugby team against Division I schools as a wing and co-captain
• Reformed the process for gathering membership information leading to an efficient and organized records system

COMMUNITY SERVICE
NOTRE DAME CENTER FOR SOCIAL CONCERNS, Notre Dame, IN
August 2013-Present
Tutor
• Participated in the Charles Black after-school program for underprivileged children
• Assisted twelve children with their homework, helped them develop skills, and act as a role model

APPALACHIA SERVICE PROJECT, West Virginia and Tennessee
Summer 2013-Summer 2014
• Worked to renovate several homes for families in the Appalachian Mountain region
• Constructed two homes, foundations, and new siding for multiple homes during week long trips over a three year period

INTERESTS & SKILLS
• Technical: Proficient in Microsoft Office and Programming Languages C++, CSS, PHP, HTML
• Interests: Golf | Web Development and Marketing | Elementary Education Reform | Rain in the Holy Half Marathon | Jazz music | Fly Fishing | Reading the Classics, including those by Hemingway & Tolstoy | McKnight and Wyland Art

Skills can show that you are an intriguing person with diversified interests.

This is the area to showcase your diverse interests and passions.
Interests can show that you are an intriguing person with diversified interests.

Reverse Chronological with Emphasis on Accounting

KRISTEN KELLY

School Address: kkelly@nd.edu
Permanent Address: 132 Dillon Hall • Notre Dame, IN 46556 • Cell Phone: (475) 855-6431

Conor James Carrington III

Permanent Address: 1548 S Farmington Rd • Greenville, CO 81034 • ccarrington@nd.edu
School Address: 720 Dillon Hall • Notre Dame, IN 46556 • Cell Phone: (475) 855-6431

EDUCATION:

UNIVERSITY OF NOTRE DAME • Notre Dame, IN
Bachelor of Arts - Concentration: Program of Liberal Studies Minor: Business Economics
GPA: 3.854/00

HONORS:

2nd place Finisher, Deloitte Case Competition (Spring xxxx)
Recipient, University of Notre Dame’s Dean’s List (Fall xxxx, Fall xxxx)
Recipient, Kellogg Institute Scholarship
• Selected to gain hands-on experience with policy institutes, non-governmental organizations and various businesses that will better equip them to function in a globalized world

RELEVANT EXPERIENCE & LEADERSHIP:
The Consulting Consortium Projects Division – Notre Dame, IN
Fall xxxx – Present

Project Leader
• Lead a team of five individuals on a semester-long web redesign project for a department at the University which entailed evaluating the website’s current structure, identifying the needs of key stakeholders and creating a structure that allowed for maximum exposure of resources and information
• Delivering recommendations to the client which includes a framework down to three levels of each section of the website, key design components, and support data for recommendations

EXPERIENCE

Crowe Horwath, LLP
Indianapolis, IN
June-August xxxx
• Prepared personal and business and not-for-profit tax forms and returns
• Assisted with research for specific tax positions, including FIN 48 support
• Wrote memoranda detailing consequences of corporate reorganizing plans

BBDO Europe
London, UK
Special Projects Assistant, Controller’s Team
September-December xxxx
• Processed taxable benefits through analysis of expense claims and current policy
• Calculated balances and issued invoices to agencies
• Organized supplier invoices and updated reference to reflect payments

Greencastle Community School Corporation
Greencastle, IN
Human Resources Intern
May-July xxxx
• Prepared employee mailings and information packets for new hires
• Processed employee verification and loan forgiveness forms
• Updated employee database and worked to eliminate excessive usage of paper
• Gained exposure to the internal functioning of a government-funded office

LEADERSHIP

Ryan Hall
Notre Dame, IN
Resident Assistant
August xxxx-Present
• Oversee the well-being and safety of hall residents
• Handle emergencies, conflicts, and dorm management
• Serve as temporary hall president, judicial commissioner, and orientation staff leader

ACTIVITIES

Tutor, Notre Dame Academic Services for Student-Athletes
Notre Dame, IN
Student Assistant, Notre Dame Undergraduate Program
Member, Zion United Church of Christ

Leading Young Life, Mishawaka High School, Mishawaka, IN
Volunteer receptionist, American Red Cross, South Bend, IN
Site-leader, Urban Plunge, Indianapolis, IN
Participant, Appalachia Seminar, David, KY

ADDITIONAL EMPLOYMENT:

Teaching Assistant, University of Notre Dame Department of Management – Notre Dame, IN
Fall xxxx – Present
• Mentor 30 students while grading papers and ranking presentations

Intern/Account Manager, The Coral Group - Denver, CO
May – August xxxx
• Generated leads for Sears while helping reduce company “kill rate” from 30% to 3%
• Promoted to account manager and ran national marketing campaign

Manager, DECA Creek Café - Denver, CO
• Implemented new business strategies to cut costs and set national sales record of $667,800
• Scheduled shifts and trained over 100 employees on POS computer system

ACTIVITIES & INTERESTS:

Selected Participant: Proctor & Gamble Leadership Camp
Student Manager: Notre Dame Varsity Athletics
Interests: World Cup soccer, downhill skiing, traveling, and cooking
**Combination Resume with Emphasis on Technology**

**Mark W. Howard**

- **Campus Address:** 143 Stanford Hall, Notre Dame, IN 46556 • **Cell:** (614) 330-8603 • mhowl@nd.edu

**EDUCATION**

- **University of Notre Dame, Notre Dame, IN**
  - **Bachelor of Science**
  - **Major:** Computer Engineering
  - **GPA:** 3.62/4.0
  - **Dean's List:** Fall 2014
  - **May 2016**

- **University of Notre Dame, London, England**
  - **Study Abroad Program**
  - **Summer 2013**

**WORK EXPERIENCE**

- **Lake Shore Cryotronics, Incorporated, Westerville, OH**
  - **Product Development Intern**
  - **Summer 2014 - Winter 2014**
  - \( • \) Developed User Interface and implementation using C# in Visual Studio to send new system inputs and receive its outputs in a serial port, along with graphing of outputs and logging data to CSV files
  - \( • \) Wrote programs in LabVIEW to acquire and manipulate experimental data from various instruments and interpreted results which helped clarify a hardware problem causing drift in output values
  - \( • \) Evaluated the operating temperatures of FETs on a large magnet power supply design to determine what voltage the regulator should produce for safe operating temperatures of the FETs and altered the existing circuit to allow for safer regulator voltage using a circuit design software
  - \( • \) Experimented with the calibration process of several large magnet systems to create a faster, more efficient process so the manufacturing engineers could spend five minutes instead of an hour calibrating a system

**RESEARCH EXPERIENCE**

- **Electrical Engineering Research with Dr. Peter Bauer, Notre Dame, IN**
  - **Research Assistant**
  - **Fall 2013 - Fall 2014**
  - \( • \) Explored the possibility of using constant power levels and adding energy storage to heavy machinery with large diesel engines to increase fuel efficiency over using continuously changing power
  - \( • \) Developed an algorithm to simulate an engine switching between several constant power levels to show how an engine might use constant power levels with energy storage instead of always changing power
  - \( • \) Wrote MATLAB code to calculate fuel consumption efficiency as a function of energy storage and discovered an increase in fuel efficiency up to 31% depending on the energy storage capacity
  - \( • \) Presented findings to Electrical Engineering faculty members and published a final report with the results of the research to be presented at a conference in Dearborn, Michigan in June 2015

**RELATED EXPERIENCE**

- **Web Applications Project, Notre Dame, IN**
  - **Spring 2015 - Present**
  - **Project Partner**
  - **Group experiences by skills for emphasis**
  - \( • \) Designing, implementing, and validating web software using a real domain name
  - \( • \) Learned the skills needed to launch a modern web application on Amazon Web Services, such as interfaces for web applications, server and client scripting and database integration, and security

- **SAE International Formula Hybrid Competition, Notre Dame, IN**
  - **Fall 2014 - Present**
  - **Team Member**
  - \( • \) Collaborating in a 25 person team to design and build a formula one car to race in competition
  - \( • \) Designed and developed a series hybrid powertrain system as part of the electronics team

**COMPUTER SKILLS**

- **Computer:** C, C++, Microsoft Visual C#, basic Java, Python, Unix, MATLAB, LabVIEW, Microsoft Office
Medical School Resume

Adam M. Wilson
Current Address: 4 O’Neill Hall, Notre Dame, IN 46556
Permanent Address: 43 Red River Road, Lakeview, IL 60094
Email: adamwilson@nd.edu

EDUCATION
University of Notre Dame | Notre Dame, IN
Bachelor of Science, Major: Science Pre-Professional, Spanish Language
Cumulative GPA: 3.66/4.0

RELATED EXPERIENCE
Undergraduate Research Assistant
University of Notre Dame – Hill Lab | Notre Dame, IN
Fall 2012 – Present
• Experienced applications of cancer biology with different scientific techniques of splitting cells
• Received a research grant studying the relationship between pancreatic cancer and Hydrogen Sulfide Salts

University of Notre Dame Minority Pre-Med Society | Secretary
Fall 2011 – Present
• Organized workshops for Pre-Med majors and get speakers to give advice on the medical school application process
• Plan and manage the annual blood drive for the Notre Dame campus, one of the biggest blood drives on campus

Medical Intern
Cholula General Hospital | Puebla, Mexico
Fall 2013
• Supported physicians in two public hospitals to gain exposure and experience in international medicine
• Performed in-depth rotations with physicians, and surgeons for 8 hours a week while speaking Spanish to patients
• Identified deficiencies in various departments: gynecology, internal medicine, surgery, pediatrics, and pathology

WORK EXPERIENCE
Resident Assistant – O’Neill Hall
University of Notre Dame | Notre Dame, IN
Fall 2014 – Present
• Served as liaison between student and professor, learning different ways to teach based on different learning styles

Undergraduate Teaching Assistant
University of Notre Dame – Biology Department | Notre Dame, IN
Spring 2013 – Present
• Served as liaison between student and professor, learning different ways to teach based on different learning styles

SERVICE & COMMUNITY ENGAGEMENT
University of Notre Dame’s International Summer Service Learning Project
Medical Volunteer | Antigua, Guatemala
Summer 2014
• Assisted in pharmacy, dental, medical, and mobile clinics while providing public health talks in schools
• Promoted and participated in community health fairs, created public health related flyers, and accompanied social workers on home visits

University of Notre Dame’s Summer Service Learning Project
Mother Theresa House Caretaker | Lanning, MI
Summer 2012
• Cared for the terminally ill in a non-profit house and administered daily medication

ACADEMIC & EXTRACURRICULAR ACTIVITIES
Hesburgh’s Heroes | Co-founder and Treasurer
Fall 2014 – Present
• Served Andean Health and Development (AHD), a non-profit that provides medical care to the rural population
• Developed the club’s annual budget along with planning and organizing events to educate the community

Council Mentors for Kids | General Manager and Vice President
Fall 2011 – Present
• Developed weekly activities with students in 4th through 6th grade focusing on higher education and career goals
• Taught children the importance of education, benefits of cultural understanding, and ways to give back to others

The Observer | Sports Columnist
Fall 2011 – Spring 2013
• Covered breaking news during the year and interviewed players and coaches several times throughout the week

SKILLS
Technical: Proficient in Visio and Microsoft Word, Excel, and PowerPoint
Language: Proficient in conversational and written Spanish
Interests: Aviation, Fantasy Football, Chicago Bears, Service Opportunities, South American culture, Twitter, Chipotle

Reverse Chronological with Emphasis on Laboratory/Research Skills

Robyn-Elizabeth Lavine
Current Address: 111 La Salle Ave, South Bend, IN 46617
Phone: (908) 675-3714
Permanent Address: 222 Newbury St, Boston, MA 02115
Email: relavine2@nd.edu

EDUCATION
University of Notre Dame, Notre Dame, IN
Bachelor of Science
Major: Biochemistry
Cumulative GPA: 3.32/4.0

RESEARCH EXPERIENCE
Organic Chemistry Laboratory, Dr. Christina Yang, University of Notre Dame
Fall 2013 – Spring 2015
• Contributed to analog synthesis of polyketide natural products tedanolide and myriaporone ¾ for cancer research
• Developed synthesis schemes to novel GEX1A analogs for Niemann-Pick Type C (NPC) disease research
• Continued GEX1A analog efforts and independently developed synthesis schemes for additional analog studies

Sieman Cancer Center, Dr. Dereck Shepherd, University of Seattle
Fall 2011 – Spring 2013
• Developed tissue bank through patient-derived tumor xenografts of colorectal cancer (CRC)
• Explored influence of CCR2 ligands on monocyte recruitment to tumor environment in CRC
• Performed qPCR on CRC tissue to quantify RNA and ELISA to evaluate protein expression

EXPERIENCE
Introduction to Biology Laboratory, Notre Dame
July 2013 – July 2014
Teaching Assistant
• Taught two sections of lab to 25 first year biology majors
• Collaborated with a team of undergraduate teaching assistants to prepare labs, answer questions during lab sessions, and grade assignments covering a broad range of biological science topics

American Chemical Society, University of Notre Dame
April 2013 – May 2014
Research Scholar
• Developed and participated in community health fairs, created public health related flyers, and accompanied social workers on home visits

ACADEMIC & EXTRACURRICULAR ACTIVITIES
University of Notre Dame Pre-Medical Society
Spring 2013 – Spring 2014
• Assisted nurses at the front desk with administrative duties
• Observed physicians and nurses completing medical procedures

PRESENTATIONS & PUBLICATIONS


SKILLS
Technical: Proficient in Microsoft Office, Adobe Photoshop, HTML
Language: Fluent in French
EDUCATION
University of Notre Dame, Notre Dame, IN May xxxx
Bachelor of Arts, Double Major-Mathematics and Program of Liberal Studies
Glyn Family Honors Program
GPA: 3.96/4.00

EXPERIENCE
Student International Business Council, Notre Dame, IN: Project Leader, Fall xxxx-Present
• Propose a growth strategy for Dunkin Donuts and present to BCG consultants at their Chicago office.

Bridge Project, Denver, CO: Intern, Summer xxxx
• Taught math, reading, and physical education to inner-city students and increased reading scores by an average of half a grade level over the summer.
• Created physical education curriculum that boosted student satisfaction, contributing to a 20% better attendance rate than the previous year.

Texas A&M Wiley Lecture Series, College Station, TX: Intern, xxxx-xxxx
• Identified and contacted speakers and topics to bring to Texas A&M.
• Proposed program on healthcare, chose speakers, moderators, time, venue, and focus, and ensured program was executed smoothly.

Program of Liberal Studies Student Advisory Committee, xxxx-Present
• Provide student input to head of academic department.
• Evaluate candidates for teaching positions and make recommendations regarding new hires.
• Plan and execute academic and social events.

Notre Dame Gender Relations Center Peer Educator, Leadership Council, xxxx-Present
• Created and spoke at programs relating to gender roles, body image, and eating disorders.
• Organized anti-sexual violence march in cooperation with National Take Back the Night organization.

LEADERSHIP
Fisher Regatta Head Commissioner, August 2014 – May 2015
• Managed a staff of over 20 people and oversaw every aspect of the event from paperwork to day of affairs.
• Interacted directly with food and beverage and apparel vendors, Notre Dame Security, and the Student Affairs Office to ensure that the event ran smoothly in the eyes of the attendees, staff, and Notre Dame authorities.

Fisher Hall Dance Commissioner, January 2013 – August 2014
• Planned dances including calling food vendors, DJs, organizing venues, and distribution of tickets.

Fisher Regatta Marketing Commissioner, January 2013 – August 2014
• Created a marketing campaign (created and distributed posters, directed a commercial, and helped sell shirt) for Fisher Hall’s signature event, the Fisher Regatta.

Notre Dame Freshman Class Council, 2012 – 2013
• Head of Fundraising & Apparel Committee
• Created apparel for the Class of 2016 from the design phase to selling and distribution.
• Raised over $10,000 from shirt sales.
• Organized and the Freshman Class Council Concession Stand (contacted vendors, oversaw operations on the day of, managed a staff of over 30 people throughout the day) and raised over $3000 in revenue.

EDUCATION
University of Notre Dame, Notre Dame, IN May xxxx
Major: Film & Television Production
Minor: Business Economics

PERSONAL
• Computer Skills: Proficient in MS Word, PowerPoint, Excel, Adobe Photoshop, Premiere Pro, and Final Cut Pro.
• Hobbies: Soccer, Graphic Design and Creating Posters, Sand Volleyball.
Reverse Chronological with Emphasis on Athletics

Jennifer Smith

Current Address: 307 McGlinn Hall • Notre Dame, IN • 46556 • (574) 555-1234 • jsmith@nd.edu

EDUCATION

University of Notre Dame, Notre Dame, IN
Bachelor of Business Administration: Marketing

May 2017

GPA: 3.214

RELEVANT COURSES

Average Semester Course load: 15 credits
Marketing Research • Quant. Analysis for Marketing Decision • Consumer Buying Behavior • Internet Marketing • Principles of Marketing • Public Relations

NCAA ATHLETICS

University of Notre Dame Varsity Softball Team
2013 – Present
Outfielder
- Awarded Monogram (varsity letter) due to outstanding athletic contribution (2014, 2015)
- Three time National Collegiate Athletic Association tournament participant

Leadership:
- Appointed, and successfully interviewed, to serve as a representative for the Student Athlete Advisory Committee; serving as the voice of the student-athlete population to University Administration
- Chosen as team’s point person in volunteer mentoring program within the South Bend school district
- Execute a crucial role on the team by embracing role and supporting teammates

Teamwork:
- Developed strong communication skills while working daily with 20 diverse women
- Set and achieved individual goals that contribute to ultimate team goals

Character:
- Developed a solid work ethic required to meet high expectations
- Thrive while working under pressure at the highest level of collegiate competition
- Accustomed to improving individual performance in order to meet team needs

WORK EXPERIENCE

Selected Participant, Rosenthal Leadership Academy, Notre Dame, IN
Fall 2014 – Spring 2015
- Nominated on behalf of peers, coaches, and support staff to represent the program in monthly meetings, retreats, and workshops
- Developed and promoted key leadership components of self-awareness, commitment to institutional and team goals, empathy and perspective, and general leadership skill building

Camp Counselor, Notre Dame Summer Softball Camp, Notre Dame, IN
Summer 2015
- Provided advice to young athletes, on and off the field, about the importance of a strong work ethic
- Lead by example by maintaining a positive attitude, being respectful to superiors and campers at all times
- Communicated effectively with young athletes ranging from age 8 – 18

Personal Lesson Instructor, Naples Softball Academy
Summer 2014 & Summer 2015
- Honed leadership skills by instructing and coaching athletes ages 12 – 15
- Leveraged personal experiences as a Division I student-athlete to positively influence and mentor aspiring student-athletes; discussed goal setting on a regular basis
- Developed and executed effective game plan to fit individual athlete development needs

SCHOLARLY

Smith, A.E. March xxxx. “Gender-Bending Baddies: The Conflation of Evil and Gender Deviance in the Works of Walt Disney.” Presented at The Society for Cinema and Media Studies Conference Chicago, IL

PRESENTATIONS

Aurora E. Smith

Sample Resume/CV for Applying to Graduate School

55555 Smart Way • Granger, IN 55555 • (555) 555-5555 • auroraesmith@noemail.com

EDUCATION

University of Notre Dame, Notre Dame, IN
Bachelor of Arts, summa cum laude, in Film, Television, and Theatre
Area of Concentration: Television

May xxxx

HONORS THESIS

“Coveted Demos and Better Tomatoes: Contemporary Teen Television and the Small-Town Idyll.”
Advisor: Rory Huntsberger.
- Researched how small town settings function to attract varied demographics to teen television texts
- Presented paper to the Department of Film, Television, and Theatre’s Honors Thesis Presentations, University of Notre Dame
April xxxx

ACHIEVEMENTS

Department of Film, Television and Theatre’s Award for Outstanding Work in Television Studies, University of Notre Dame
Induction into Phi Beta Kappa
Martin’s Supermarket Scholarship

RESEARCH

Research Assistant to Director of Theatre, Notre Dame, IN
June xxxx-xxxx
- Produced comprehensive, high-level study guides for faculty wishing to incorporate departmental productions into course syllabi

Research Assistant to Professor Max Medina, Notre Dame, IN
August xxxx-xxxx
- Conducted archival research utilizing The Walt Disney Company’s annual reports

Independent Researcher, Notre Dame, IN
Fall xxxx
- Department of Film, Television, and Theatre

ACADEMIC SERVICE

Student-Athlete Tutor, Notre Dame, IN
Fall 2015
- Tutored student-athletes enrolled in Basics of Film and Television and Introduction to Business Statistics
- Selected by professors to provide feedback about experience as an undergraduate in the department to a panel of external reviewers

PROFESSIONAL EXPERIENCE

Student Administrative Assistant, Notre Dame, IN
August xxxx-xxxx
- Department of Film, Television, and Theatre
- Provided assistance and information to prospective and current majors
- Carried out a variety of short-term research projects at professors’ requests

SCHOLARLY

Smith, A.E. March xxxx. “Gender-Bending Baddies: The Conflation of Evil and Gender Deviance in the Works of Walt Disney.” Presented at The Society for Cinema and Media Studies Conference Chicago, IL
Creating the Federal Resume

1) Create your USAJobs.gov account.

2) Build your Federal Resume on USAJobs.gov to apply for jobs and internships posted on USAJobs.gov.

3) Use this same model for creating a resume to apply for internships and jobs NOT posted on USAJobs.gov.
   
   **Exception:** The government agency is coming to campus for a career fair or presentation. It’s fine to hand them a one-page resume. However, to apply for the position, follow the guidelines for creating the federal resume.

4) The Federal Resume is not a 1-page resume! Your resume may be 1-5 pages long, but do this strategically.

5) Key word match with the announcement. Tailor the wording in your resume to reflect the exact language of skills, experiences, and duties used in the posting, as long as you have actually done these things. This is critical to obtain points for your application.

6) Think broadly to demonstrate experience and skills mentioned in the announcement. Include any related experiences—unpaid, volunteer, club leadership, high school, college, summer internships as long as they are relevant and demonstrate you have the experience required in the posting. For some opportunities, you can utilize a year of courses for a year of experience. List the courses and credit hours if the relevance is indisputable.

7) Demonstrate ACCOMPLISHMENTS, not just duties. Utilize brief paragraphs or bullet statements in the Work Experience or Additional Info sections of the resume to illustrate:
   - **Context** (why was this important)
   - **Challenge** (what obstacles/risks did you face)
   - **Action** (you (not the team) took)
   - **Result** (what your action improved, changed, impacted)

   Duties are something you do every day. Accomplishments have a result. Descriptive statements need to be presented as results you achieved through actions you took.

8) Make it your goal to earn 100 rating points for each application package, more if you have Veteran’s preference. The ADDITIONAL INFORMATION section can hold 20,000 characters, so take advantage of this space. A federal resume can be 2-5 pages so include all your targeted information, but be concise! Include ONLY relevant information. You can divide the additional information section into categories such as Leadership; Activities; Honors; Professional Associations; Community Service; etc. Include any activity (not just paid experiences), even from high school, if it demonstrates you have the knowledge, skills, abilities and experiences required.

9) If you are required to complete a Questionnaire:
   - You MUST have very few “no” responses on the Questionnaire to score enough points to be considered eligible.
   - “Think outside of the box,” e.g., have you ever owned your own business—if you mowed lawns for summer money; if you ran a computer repair service for your neighbors; if you babysat for several families—you can respond “Yes” to this question; e.g., have you scheduled people—if you scheduled children for swimming, music, or tutoring lessons—you can respond “Yes” to this question.

10) SAVE the job posting/announcement to which you are applying to a Word document. The posting is removed from USAJobs.gov at the closing date and you will not be able to access it after the deadline.

11) Review your application before submitting to ensure that you have completed all information requested and attached or uploaded all required documentation.

12) Most of the time, a cover letter is not required or requested. If you have any questions about this, call the agency to see if a cover letter will be used in the evaluation process.

13) Questions?
   Contact the person, number or email on the job posting often listed under “How to Apply.”
ABRAHAM LINCOLN
111 President Drive
Washington DC 20005 US
Mobile: 202 200 2222
Email: alincoln@pastpresidents.com

Country of Citizenship: United States of America
Veterans’ Preference: No
Highest Grade: Not applicable

Availability: Job Type: Permanent, Temporary, Recent Graduates
Work Schedule: Full Time
Desired Locations: US-DC-Washington/Metro
US-VA-Alexandria

Experience:
U.S. Department of State Consulate
Madrid, Spain
June-August 2014
Political and Economic Section Intern, NA
Supervisor: Jane Doe (509-111-1111)

• Researched and wrote five regional economic and political briefs for the US Ambassador’s Madrid consulate district visits
• Compiled ten briefs with fifteen professionals in regional chambers of commerce, banks’ nongovernmental organizations, and government offices to compile briefs enabling a shared understanding of material
• Synthesized information from external research and interviews
• Provided administrative support through sorting mail, filing documents, and answering multi-line phone system
• Utilized Spanish language skills and political and cultural knowledge in a variety of settings

ABC After School Program
South Bend, IN US 46556
September 2013-April 2014
Assistant Program Coordinator
Supervisor: John Doe (117-000-0000)

• Developed and monitored a mentoring program for 25 middle school students to improve academic performance that resulted in reducing absenteeism by 75% and increased reading levels by 2 or 3 grade levels on average
• Monitored the youth mentoring program within a limited resource community to promote positive and healthy youth development
• Recruited, trained, and managed thirty adult mentors
• Developed marketing and training materials for use in programs and mentoring initiatives
• Wrote a community grant proposal for purchasing additional instructional materials that was awarded the full request of $500
• Coordinated ten minute, weekly presentations on mentoring initiatives with individual and small groups of the adult mentors
• Communicated daily in Spanish with program participants and their families

Education:
University of Notre Dame, Notre Dame, IN 46556 US
Bachelor of Arts, May 2015
130 Semester Hours
GPA: 3.50 out of 4.0
Major: Economics, Spanish Language (double major), Peace Studies Interdisciplinary Program

Relevant Coursework, Licenses and Certifications:
Macroeconomics, Microeconomics, Statistics, Public Policy Process, U.S. Trade History

SAMPLE FEDERAL RESUME

ABRAHAM LINCOLN

Language Skills:

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spoken: Advanced</td>
<td>Spoken: Advanced</td>
</tr>
<tr>
<td>Written: Advanced</td>
<td>Written: Advanced</td>
</tr>
<tr>
<td>Read: Advanced</td>
<td>Read: Advanced</td>
</tr>
</tbody>
</table>

Affiliations:
National Spanish American Foundation Member, 2013–present

References:
Name: George Washington
Employee: Marble House University
Title: Professor, Spanish Language
Phone Number: 578-333-3333
Email Address: gwashington@pastpresidents.org
Reference Type: Academic

Name: James Madison
Employee: Department of State
Title: Director of Foreign Affairs
Phone Number: 456-444-4444
Email Address: jmadison@pastpresidents.org
Reference Type: Professional

Additional Information:
Skills:
• Grant writing experience - awarded “Dream Catchers Award” by Community and Recreation Services, Delaware County Government, Dec. 2014
• Regional expertise in Balkan, Post-Soviet, and Western European political issues; Including extensive regional travel
• Proficient in Microsoft Office Word, Excel, PowerPoint, Publisher; Stata; SPSXs

Research:
Senior Thesis: U.S. – Russia Trade Relations
April 2015
• Researched international trade agreements, particularly between the United States and Russia, completing detailed analysis of products and Russian and U.S. businesses maintaining the highest percentage of commodities traded, resulting in an opportunity to present findings at the History Scholars Conference

International Study:
Notre Dame Madrid Program, Madrid Spain
Spring 2014
• Completed a twenty-five page capstone paper including in depth economic analysis of past and present financial concerns of Western Europe
• Conducted research on historical implications of changes in economic wealth in Western Europe
• Presented research in a twenty-slide PowerPoint to fifty students and ten staff in the economics department

Leadership:
President, Student Chapter of Trade Analysis, University of Notre Dame
2013-2014
Residence Assistant, Badin Hall, University of Notre Dame
2014-2015
• Supervised, mentored, and led 40 female residents in creating a positive intellectual, social and supportive community

Basketball Coach, Tucker Recreation Association, Washington, DC
Summer 2012-2013
• Taught twelve, ten-year-old boys the fundamentals of basketball, sports ethics, and mental focus
• Coordinated travel logistics for away competitions

Volunteer Logistics Coordinator, Habitat for Humanity, New Orleans, LA
March 2013
• Contributed to rebuilding a home in St. Bernard Parish

Federal resumes require you to include # of semester hours to enhance eligibility
Cover Letters

Cover letters serve as a bridge between your resume and the specific job to which you are applying. Therefore, there isn’t a “one size fits all” cover letter. A cover letter is also a reflection of your writing skills, so take time and care to proofread and review your document. It needs to be specific to the organization and position—a generic cover letter will not help you.

You Should Send a Cover Letter When:
• Applying through Go IRISH and the employer has requested it
• Responding to a job posting via direct mail or email
• Sending in response to a referral from a friend or acquaintance

Guidelines
Your Cover Letter Should Be:
• Formal, polished, and grammatically correct
• Precise, concise, cordial, and confident
• Written in the active voice
• Varied in sentence structure—don’t begin all sentences with “I”
• Printed on the same type of paper as your resume
• Targeted to the needs of the company and requirements of the position
• A way of connecting the job description with your resume and skills

Cover Letters Should be Addressed to a Specific Person
If you do not have a contact name:
• Investigate the company website and other online resources for contacts and addresses
• Call the company and request the name of the person responsible for hiring college graduates in your career area
• If all efforts fail—indicate a specific job title, such as Director of Public Relations and use a proper salutation such as “Dear Sir or Madam”

Additional Tips
• Your cover letter should not be a repetition of the wording on your resume
• The font and formatting of your cover letter should match the font and formatting of your resume
• When sending a resume via email, you may follow the cover letter format to introduce your attached resume and put it into the body of the email (do not include the formal format with addresses and the date)
• The subject line for cover letters sent via email should have the position/job title and your full name
• Use the term “Enclosure” or “Enclosures” only if you are sending hard copies of your documents

Content
The First Paragraph—“Why Them?”
• States WHY you are writing
  - Responding to an advertised opening
  - Inquiring about a possible opening
• States WHY you are applying to, or are interested in, this employer
  - Company’s training program
  - Company’s product or service
  - Demonstrate your company research
• Mention your contact/referral if you have one

The Second Paragraph—“Why You?”
• States WHAT qualifications you bring to the position
• Highlights two or three experiences or academic achievements that directly relate to the qualifications the employer is seeking
• Proves through examples of experiences and activities that you have key skills for the position—i.e. hard-work, communication, problem-solving ability, and analytical skills
• May close with a summary sentence of your qualifications and a confident statement that you can make a contribution to the organization

The Third Paragraph—“Next Steps”
• States WHAT you WANT—an interview or an opportunity to further discuss your qualifications and any employment opportunities the employer may have
• May reference your enclosed resume
• Thanks the person and indicates that you look forward to speaking to or meeting with him/her, but indicates flexibility as to time and place
• Can state that you will call the contact person at a certain time/day to discuss scheduling a meeting or an interview

Please see Sample Cover Letters on page 43-46.

Contact The Career Center to schedule an appointment for a resume or cover letter review.
1807 Construction Road  
Apartment #18  
Notre Dame, IN 46556  

October 15, XXXX

Mr. Phillip Sorrel  
Director of Sales  
ABC Corporation  
1 Industry Plaza  
Framington, NJ  20589

Dear Mr. Sorrel:

I recently spoke with Mr. Connors at the Fall Career Expo at the University of Notre Dame regarding career opportunities within the pharmaceutical industry, and he suggested I contact you. ABC Corporation’s recent market expansion and use of the most current biotechnology in its products is particularly impressive. I am very interested in a Pharmaceutical Sales Representative position with your company and have enclosed my resume for your review.

My Science Business education has exposed me to principles of business—marketing, accounting, finance, and management—while also establishing the strong science foundation necessary in the pharmaceutical industry. As a marketing intern last summer, I applied and developed these skills in a corporate environment. Through interaction with clients ranging from computer hardware businesses to local grocers, I fostered strong communication skills and the ability to work with diverse customers. Additionally, I am committed to achieving results. For example, my new approach to marketing an on-campus community service program increased student participation by 25%. Given my goal-driven nature and desire to succeed, I am confident that I can make a positive contribution to your Sales Department.

I would like the opportunity to further discuss my qualifications and any sales opportunities within ABC Corporation. I will call you during the week of November 1 to see if we might schedule a convenient time to meet. I look forward to our conversation.

Sincerely,

Mary Flint

Enclosure

Include if sending a hard copy of the letter and resume.

Position Description
The Pharmaceutical Sales Representative is responsible for achieving sales goals and implementing company-approved programs within a (company assigned) geographically defined territory. This is accomplished by providing company-approved information and services to all classes of accounts such as physicians, retail pharmacies, hospitals, wholesalers, and managed care organizations. The Sales Representative is also responsible for coordinating sales strategies with appropriate teammates to maximize sales in territory.
August 22, XXXX

Ms. Kim Dean
University Relations Specialist
CIGNA Corporation
900 Cottage Grove Road, A-122
Hartford, CT 06152

Dear Ms. Dean:

Please consider my enclosed resume for the CIGNA Leadership Development Program. Currently, I am a senior majoring in marketing at the University of Notre Dame. The qualities I have to offer CIGNA in this program include:

• **An achiever with outstanding interpersonal skills:** While working as an intern at XYZ Company, I was selected for the marketing strategy team that partnered to increase revenue by 41% and customer base by 20%. Prior to attending Notre Dame, I volunteered for a local non-profit organization where I worked with clients from different cultures. Based on my contributions and commitment to the organization, I earned recognition as “Volunteer of the Month.”

  **Demonstrated leader and team player:** I co-founded a student organization aimed at increasing community service involvement campus-wide. Over the past three years, we have been able to generate a 32% increase in student participation, and have made valuable contributions to the community. I also served as a Resident Assistant in one of the University’s largest residence halls while achieving a 3.59 GPA in my classes.

• **Excellent analytical and quantitative abilities:** In a team-based business simulation, I continuously analyzed the market and our competition for a financial services firm throughout the semester. The professor acknowledged our final project as being “an outstanding example for future classes.” Last summer as an intern, I participated in a cross-functional team to assess a proposed business venture expanding customer product offerings.

CIGNA is a long-time leader in providing full-service solutions. Through this approach, the company has continued to expand its client base and market position for more than 125 years. Specifically, your mission to help people lead healthier, more secure lives matches my own personal values and interests, as demonstrated through my community service efforts.

I am committed to adding value and contributing to CIGNA’s global expansion. Please consider placing me on your interview schedule during your campus visit. Thank you in advance for your consideration. If you have questions prior to your visit, please feel free to contact me at (574) 258-5555.

Sincerely,

**Peter Smith**

Peter Smith
February 12, XXXX

Mr. Joe Irish
Lilly Corporate Center
Indianapolis, IN 46285

Dear Mr. Irish:

As a senior Accounting and Economics double major at the University of Notre Dame, I am seeking a full-time position that will utilize my strong communication and analytical skills. From the research I have conducted on Go IRISH and through contact with Ms. Eileen Froehlke, I am interested in pursuing Lilly’s associate tax analyst opportunity. What has especially drawn my attention to Lilly is its drive and dedication towards research and development and meeting needs that have been previously unmet in the medical field. As well, Lilly’s expectations of high integrity and respect for all the people the corporation serves impressed me.

As a tax consultant intern for True Partners Consulting, I worked extensively in researching Section 199 and other complex tax deductions for our clients. I created templates for future use in evaluating the availability of specific deductions and also generated a methodology for the analysis of fixed assets for tax purposes. As an international tax intern for Zimmer, Inc., I was able to learn the foundations of the U.S. and foreign tax structures and experience first hand the importance of tax solutions in a Fortune 500 company.

In my Principles of Marketing class, I led a team of eight through a semester-long project which followed a product through the entire marketing process and resulted in a 200-page report and 20 minute presentation. I led discussions, critiqued my team members’ work, and motivated them to produce the best work possible. Outside of my academic and work experiences, I served as the Community Service Coordinator for the Black Cultural Arts Council and fostered a relationship with the Robinson Community Learning Center establishing community service activities for our club.

Accompanying this cover letter is my resume, which I also submitted through Go IRISH for your review. I would like the opportunity to further discuss with you the associate tax analyst position and my qualifications. I noted that Lilly will be conducting on-campus interviews and hope to talk with you sometime before then. Thank you for your consideration.

Sincerely,

Anthony Hermann
Dear Ms. Domer:

I recently learned of Under Armour’s full-time positions through Mr. Lee Svete, Director of Notre Dame’s Career Center, and I am very interested in this opportunity. My previous corporate internship experience, extra-curricular activities, competitive drive, and passion for athletics make me a strong candidate for this position.

While working as a business analyst intern for Target Inc. in Men’s softlines this previous summer, I developed several important skills required by this competitive corporate setting: fast-paced learning, dedication, creativity, and the ability to work as part of a team. Through partnering and individual critical thinking skills, my intern team presented an actionable inventory strategy to the division upon completion of the internship.

As an intern in Liz Claiborne’s International Marketing Division during the summer of 20XX, I worked with several cross-functional teams. These interactions were the most rewarding experiences of this internship, giving me the opportunity to effectively communicate with, and learn from, a diverse group of professionals.

Serving as the Director of Marketing for the Student International Business Council has given me the opportunity to explore my interests while applying classroom skills to real world business modules. In this challenging leadership position, I successfully led marketing projects with major companies, developing strategies and providing market research for future implementation. Through these experiences, my interpersonal skills, specifically my presentation and communication abilities, have been strengthened.

With focus, time management, and determination, I have also maintained an accomplished academic record at Notre Dame.

Becoming a part of Under Armour and representing the brand preferred by today’s athletes is an exciting opportunity. I look forward to discussing Under Armour’s full-time positions with you at a later date. Thank you for your time and consideration.

Sincerely,

Mary O’Connor
(555) 555-5555
http://www.linkedin.com/in/moconnor
Networking

Approximately 70% of all jobs/internships are found through networking! Networking involves a “career conversation” to explore careers or for job/internship search support. Networking, in reality, is just relationship building. You are not asking the person to give you or find you a job or internship, merely building relationships and seeking advice.

Who is your Network?
Family, friends, professors, classmates, previous employers, Notre Dame Alumni, and professional associations

CONNECTING WITH NOTRE DAME ALUMNI AND OTHER PROFESSIONALS

Utilize these resources to locate and network with alumni and other professionals. Cross reference LinkedIn and myNotreDame if full information on an alumnus is not available.

myNotreDame Alumni Directory
Notre Dame students have full directory access to myNotreDame, the Notre Dame Alumni Association’s database.
1. Create your own account at my.nd.edu.
2. Click on “Connect -> Alumni Directory -> Login -> Create Account”.
3. Complete the registration with your nd.edu email address and the Alumni Association will send you a password within 24 hours.
4. Once in the system conduct a “Directory Search” for alumni using basic criteria or multiple criteria in the “Advanced” search.

Alumni Clubs
Alumni clubs’ websites allow you to seek out contacts and events occurring in a particular geographic region. Some sites even post jobs and internship or have contacts for current students. Find the clubs at my.nd.edu, hover over “Connect” and click “Clubs” and select your desired location in the drop down menus.

LinkedIn
Utilize LinkedIn to connect with Notre Dame Alumni as well as thousands of other experienced professionals.

To join LinkedIn:
2. Enter your name, email, and password; then click Join.
3. Fill out initial information to create your profile.
4. Confirm your email address by clicking the link sent to your email.
5. Your account is now created. Make your profile complete by going to the Profile tab and clicking “Edit Profile”.

To join the Notre Dame Alumni Network:
1. Go to the search bar at the top of the page.
2. Type “Notre Dame Alumni Network” in the search field.
3. Click “Join Group” and wait for approval.

CareerShift
Search for contacts from millions of companies by industry, location, or keyword. Access through our website’s Online Resources using your nd.edu email address to set up an account.
Go IRISH
Go IRISH is an excellent resource for locating Career Center contacts. Select the “Employers” tab and enter the name of an organization into the keyword search.

Networking Events
The Career Center offers many networking opportunities through the academic year with both ND alumni and various recruiters. See website and Go IRISH for information on all Career Center events and Information Sessions.

Tips:
• Create a database of contacts to keep your network organized.
• After any networking interaction, be sure to send a thank you note to the professional within 24-48 hours, either via email or snail mail.

INFORMATIONAL INTERVIEWING

What is an informational interview? It is asking someone about what they do—it is not about asking for a job or an internship! Think of it as relationship building.

The primary objectives of informational interviewing:
• Investigate a specific career field
• Uncover career options you never knew existed
• Assist in narrowing (or expanding) options
• Obtain advice on where your skills might be applied
• Learn about important issues in a career field
• Broaden your own network of contacts for future reference

Sample Questions for an Informational Interview

1. How did you enter this job/career?
2. What do you do in a typical day?
3. What are the most interesting aspects of your job?
4. What do you like least about this career? And what do you find dull or repetitious?
5. How would you recommend someone break into this field?
6. What educational background is required?
7. What kind of person would be best suited for this career in terms of personality, interest, and skills.
8. What kind of experience or internship would help in this career?
9. Are there specific courses a student might take that would be particularly beneficial in this field?
10. Is travel expected with this job?
11. What types of training do companies give to people entering this field?
12. What technologies are integrated into this career?
13. What special advice would you give to a young person entering this field?
14. How do you see the jobs in the field changing over the next five years? What can I do to prepare myself for such changes?
15. As a female or male, would I have any special challenges in a career in this field?
16. How can I learn more about this career/job?
17. What professional organizations are active and responsive in this career field?
18. Are there any other individuals you recommend I speak with to learn more about this career?
19. What are some job titles of entry-level positions in the career field? What is the career trajectory?
20. What is a typical salary range in this field?
21. What advice would you give on locating opportunities, the timeframe for applying, and the application process?

How to start your informational interview:

“Hello, my name is _______. I am a student at the University of Notre Dame. I am very interested in learning more about __________ and I would like to talk with you about what you do and the field in general.”
FINDING MENTORS

Learning from successful alumni and professionals is one of the most valuable resources Notre Dame students and graduates have in their career development. Mentoring can develop organically through personal and professional interactions, but students can actively seek out mentors through networking and informational interviewing. If you would like assistance with this process, you can meet with a Career Coach. You can also participate in one of our formalized mentoring programs.

Mentoring Programs
Students in various cities throughout the country have the opportunity to mentor with a Notre Dame alumnus working in these cities. The goal of the mentoring programs is to provide you with a great alumni contact through whom you can explore a specific career field in greater depth, learn professional networking, and gain advice about conducting a job search in that city and directing your own career path from college to career.

You do NOT have to have an internship secured to apply to the program. See Go IRISH for further details.

Monogram Club Career Mentoring Program—Year Round
MONOGRAM WINNERS: Interested in connecting with Monogram winners for career advice and networking opportunities in various industries across the country? Join the Notre Dame Monogram Club Career Networking Program today! Visit ndmonogramclub.com for further information.

SOCIAL MEDIA

Using Social Media for Your Job Search
- Plan a social media strategy that is right for your career goals
- Build an online professional profile
- Create a robust LinkedIn profile
- Use platforms like Twitter to expand your network
- Stay active on Foursquare, YouTube, and Pinterest
- Join LinkedIn Groups (industry-related and Notre Dame alumni group)
- Consider starting a blog related to the career interests about which you are passionate
- Pay it forward
- Use social media platforms to research organizations and people

Protect Yourself
- Adjust your privacy settings
- Be aware of what is public
- Search yourself on Google
- Be a proactive untagger
- While job searching or at a summer internship, think twice before updating your status about anything career-related
- Proof before you post

These are just some of the ways to ramp up your social media presence. This space is expanding rapidly and it is critical that you are using this in your job search to increase your professional network and find the job you want.

STAYING IN TOUCH WITH YOUR NETWORK

Networking is about building a relationship; it doesn’t mean every time you talk you are requesting assistance or advice. It may just be about touching base, an article of interest for every time you talk you are requesting assistance or advice. Networking is about building a relationship; it doesn’t mean

Connect Via Phone, Snail Mail or Email in These Potential Situations
- Share a link or a resource
- Information about an event you think they would enjoy attending
- An update on how you are doing, anything new you have begun, something you did related to their advice
- Ask them a new question showing you have done some research
- Introduce them to someone else ONLY if you think it would be beneficial to them
- Thank them for their time/insight after a networking meeting

Opening lines:
- I thought of you when...
- I learned something in class...
- I saw something in the news...
- I used something I learned when working with you...
- I followed your advice...
- I mentioned you (or your organization) to someone...

How Often to Follow Up?
Every few months is appropriate, yet it really depends upon what is occurring in your life and if you truly have something substantial to say to them. Always be sincere, remember the purpose is to gain information, not asking for a job or internship.

Method?
- Handwritten notes: Handwritten notes are unique in this day and age and make you stand out in a positive way
- Voicemail: Utilize phone calls when you need to communicate your energy and attitude
- Email: Good for a quick note, sending a link, or when time is of the essence. Utilize a clear and attention getting subject line

Final Thoughts
- Not everyone will find time to reciprocate
- Send communications at least a week apart and no more than 3 times, if you don’t receive a response
- Don’t be a stalker—persistence is admirable but not to the point of annoyance
- Prepare, prepare, prepare what you are going to say
- Be sure to send a thank you note after every networking meeting or phone call
Thank You Email

Mr./Ms. Alum:

I am a junior at the University of Notre Dame and I have an upcoming internship interview with (insert organization name) for (insert position title). I am very interested in this opportunity and would like to learn more about how I can stand out in the interview.

Would you be open to a 10-minute phone call, so that I may ask you about the company culture and any experiences you have with the internship program?

My contact information is included below. I look forward to the possibility of speaking with you in the near future. Thank you for considering my request.

Go Irish!
John Smith
Jsmith8@nd.edu
574-123-4567

Mr./Ms. Alum:

I am a senior marketing major at Notre Dame who is interested in discovering more about public relations. Consider adding one more line highlighting a connection or other area of common interest you may have. I found your contact information through the Alumni Association directory.

Would you be open to a 15-minute phone call to discuss public relations as a possible career path? I would like to ask you about your experience and for your advice on breaking into the field. Give the contact a time frame and topics to be discussed. The more specific one can be on discussion topics, the more productive the phone call will be.

My contact information is included below. I am sure you have many demands on your time so I thank you for considering my request. I hope to speak with you soon!

Sincerely,
Jane Smith
JSmith9@nd.edu
574-123-4567

Dear Mr./Ms. Alum:

I would like to thank you for meeting with me the morning of the 25th. Your advice was very helpful and I have contacted Ms. Amy Smith as you suggested. In addition to that contact, since our meeting I have actively pursued job openings with ABC Inc., XYZ Ltd., and 123 Co.

From time to time, I would like to drop you a quick note to keep you updated on my progress if that would be alright. If there is anything I can do to assist you, please do not hesitate to contact me. Thank you again for your time and insights!

Sincerely,
John Johnson

Thank You
On-Campus Interviewing and Go IRISH FAQs

Go IRISH is The Career Center’s primary recruiting database and includes both on-campus and off-campus interviewing opportunities for jobs and internships. Go IRISH can also be used to view upcoming employer information sessions, pre-nights, and career fair participants. It also serves as a job search engine for internship and full-time opportunities specifically seeking ND talent.

Profile
How do I complete my profile?
1. From the homepage, click Profile on the top navigation bar
2. Click Edit under the Personal section
3. Enter information
4. Click Save Changes and Continue
5. Enter information on the Academic tab
6. Click Save Changes and Continue
7. Enter information on the Privacy tab
   • Click yes to receive email notifications
   • Click yes to have your resume included in resume books available to employers. Note: Only your default resume will be included in the resume book
   • Click yes to have job listings sent to your email address
   • You may opt out of this at any time
8. Click Save Changes and Continue
   • This will take you to the Documents tab

Documents
How do I upload documents to Go IRISH?
1. First, save your resume, cover letter, and other documents on a flash drive or your hard drive
2. Click the Documents tab on the navigation bar, click Add New to upload a new document
3. Enter a Label (title) for your document
4. Select the Document Type (Resume, Cover letter, Writing Sample, Other Documents)
5. Click browse to select your file
6. Click Submit
   • You may submit up to 20 total documents
   • The first resume you upload will be your default resume
   • If multiple resumes are created, select a default resume by clicking the Make Default button. Employers see the default resume when they run resume searches in the resume book
   • Check the PDF icon next to the resume title to view and ensure that your resume converted correctly

How do I update existing documents in Go IRISH?
1. Finalize the resume you wish to update. Save it to your computer
2. Click Documents on the top navigation bar in Go IRISH
3. Click the view button of the resume you want to update
4. Click browse to find the saved resume
5. Choose the updated document
6. Click Submit
   • IMPORTANT! The saved document will not replace any previously submitted applications — only future applications
   • You will have to withdraw any previous applications and re-apply prior to any deadlines
   • Updates do not affect resume drop applications since resumes are emailed immediately after students apply

My transcript will not load into Go IRISH, what should I do?
This will happen if this file size is too large. Take a screenshot of your transcript, paste the screen shot into a word document, or any other type of file, and submit.

How do I request an official transcript?
Please visit The Office of the Registrar website to request your transcript. Detailed instructions are listed for current students, alumni and former students.
http://registrar.nd.edu/students/transcripts.php

Go IRISH Jobs and Internships
How do I search for jobs/internships on Go IRISH?
1. Hover over Jobs on the top navigation bar, then click Go IRISH Jobs
   • A list of all available jobs displays including Multiple School postings
2. You may filter available jobs by searching a keyword (i.e. job title, ID, description, events like fairs, employer name)
   • Perform an Advanced Search to narrow down specific available jobs even more (i.e. Full Time, NY, etc.)
3. Click Search after entering your filters
   • A list of available jobs displays
   • Click Job Title to view a specific job in detail
   • For a new search, click Back button at bottom of page, and click Clear before a new search

How do I apply for jobs/internships on Go IRISH?
NOTE: Please note any additional/special instructions listed on a job/internship listing. You may be required to apply on a company’s website in addition to submitting an application through Go IRISH.
1. After searching for jobs, click the Apply field to review job application instructions
2. Read all instructions and descriptions thoroughly
3. Read the HOW TO APPLY message, and information in the Note on requested documents field
4. Select the appropriate resume, cover letter, and or writing sample to use for this application
   • If you have no documents to choose, please return to your profile and upload them as needed (see Creating your documents for instructions)
   • You must click submit; otherwise you didn’t apply
5. I Have Applied will appear to the right with a checkmark to show you have successfully applied
How can I see what I have applied for on Go IRISH?
Job Postings—Viewing your applications for job postings:
1. Job Postings: Hover over Jobs on navigation bar, then click My Job Applications
2. On-Campus Recruiting (OCR) Applications: Hover over Jobs on navigation bar, then click My OCR Applications

How do I know if I have been selected for an interview?
On-Campus Recruiting (OCR) Applications—Viewing your applications for on campus interviews:
1. Click Interviews on top navigation bar
2. Two columns appear:
   - Left side is Requested interviews: These are positions for which you have applied but have no interview scheduled because:
     - The position is still accepting applicants/recruiter has not made selections yet. Pending will appear below the company name.
     - You were invited to interview, but have not yet chosen a time. Invited will appear below the company name. You may Schedule Interview or Decline Interview
     - You were not selected to interview for the position. Not Invited will appear below the company name.
     - Once the sign-up period ends, the status will change
       - If invited and didn’t choose a time, it will read Signup Ended
       - If not invited, it will read Not Invited
   - Right side is Scheduled Interviews: These are positions where you have chosen a time on a schedule to interview with the employer

Interviews
Interview timeslots are assigned on Go IRISH on a first-come, first-serve basis. An email with notification of the sign-up period is sent to students selected to interview. Emails can be delayed, however, so check Go IRISH regularly. Each position shows application dates, interview sign-up dates, the interview date and location.

Tips:
1. Do not schedule interviews during class or exams. The Career Center cannot provide a note excusing you from other commitments.
2. Interview sign-ups freeze typically 48-72 hours prior to the interview date. During the sign-up period, students can reschedule or withdraw from the interview without penalty.
3. Timeslots are limited. If all timeslots are filled, it is up to the student to monitor the schedule for changes until the freeze date. Students will not receive an email if a timeslot becomes available.
4. Students canceling an interview after the freeze date are in violation of the No-Show Policy and will be asked to explain the absence to a career coach. Failure to do so will result in loss of Go IRISH privileges. Refer to the No-Show Policy for more information.
5. Some employers bring greeters to interviews. Be prepared for this interaction by arriving at the Interview Center adequately attired and a few minutes early. Bring student ID for check-in.
6. Interviewer business cards are posted on the bulletin board next to the entrance daily.
7. Many employers hold pre-night events on campus before their interview day. Students will be notified of these events directly by the employer and students should make every effort to attend.

I was selected for an interview, how do I sign up for an interview time for an on-campus interview?
Signing up for OCR interview times:
A. On the home page, click “You may sign up for 1 (or more) interview(s)"
B. To sign up for a time slot, click the Schedule Interview button under the Requested Interviews column
C. Choose a time and click submit. Note: Do not schedule interviews during class or exams. The Career Center will not provide a note excusing you from other commitments

***Please know the date when sign-ups begin for a position so you have a better chance of selecting a time that works in your schedule. Sign-ups are on a first-come, first-served basis.

I was selected as an alternate for an interview, how do I sign up for an interview time for an on-campus interview?
Alternates choose interview times after the Invited students, and usually have 1-2 days to choose an interview time. It is critical to know when alternate sign-ups begin, as there may be limited slots or no slots remaining by the time you log into Go IRISH. Interview times are awarded on a first-come, first-served basis.

Signing up for OCR interview times during the “alternate sign-up period”:
A. On the home page, click “You may sign up for 1 (or more) interview(s)"
B. To sign up for a time slot, click the Schedule Interview button
C. Choose a time and click submit unless Go IRISH states: INVITED (ALL SLOTS TAKEN)

Non OCR Jobs:
If the job posting is still available on Go IRISH, you can withdraw and resubmit your documents. Be aware that MOST resumes are sent immediately upon applying to the employer, so you may want to email the employer that you are re-applying with an updated resume.

If the posting has been taken down and/or the deadline has passed, you cannot withdraw or edit any materials that have been submitted.
1. Hover over Jobs on navigation bar, then click Go IRISH Jobs
2. Click Applications tab to view all of your applications for job postings
3. To withdraw an application, click Withdraw Application before deadline
4. Edit documents as necessary, and resubmit prior to application deadline

Any revised resumes will impact only future applications.

Revising a resume/cover letter that has already been submitted:

If the posting has been taken down and/or the deadline has passed, you cannot withdraw or edit any materials that have been submitted.
1. Hover over Jobs on navigation bar, then click Go IRISH Jobs
2. Click Applications tab to view all of your applications for job postings
3. To withdraw an application, click Withdraw Application before deadline
4. Edit documents as necessary, and resubmit prior to application deadline

Any revised resumes will impact only future applications.

To withdraw an application, click Withdraw Application in your My OCR Applications.

If the posting has been taken down and/or the deadline has passed, you cannot withdraw or edit any materials that have been submitted.
1. Hover over Jobs on navigation bar, then click Go IRISH Jobs
2. Click Applications tab to view all of your applications for job postings
3. To withdraw an application, click Withdraw Application before deadline
4. Edit documents as necessary, and resubmit prior to application deadline

Any revised resumes will impact only future applications.

To withdraw an application, click Withdraw Application in your My OCR Applications.
To review all scheduled interview times:
A. Click Interviews on the navigation bar
B. View your position under the Scheduled Interviews column

*** Please know the date when sign-ups begin for a position so you have a better chance of selecting a time that works in your schedule. Sign-ups are on a first-come, first-served basis.

How do I decline an interview?
A. Click Interviews on the navigation bar
B. View your application under Requested interviews
C. Click Decline Interview before the deadline date

How do I reschedule an interview?
A. Click Interviews on the navigation bar
B. View your interview under Scheduled interviews
C. Click the Reschedule button next to the green arrow.
   Note: Interviews can only be rescheduled during the sign-up period

How do I cancel an interview?
A. Click Interviews on the navigation bar
B. View your interview under Scheduled interviews
C. Click the Cancel button next to the red X
   *NOTE: If the cancel option is unavailable it is too late to cancel your interview and you are expected to show up to the interview as scheduled.

Events
How do I search for an event?
1. Hover over Events on the navigation bar
2. Click Career Fairs, Information Sessions, or Workshops tab to view upcoming events
   - Career Fairs—Click the fair title to see a list of all employers attending
   - Information Sessions—Click More Options to select the Date/Time to review
   - Workshops—Click More Options to search by keywords and/or other criteria. Click workshop Title to view description of workshop

Career Fairs
How do I find a list of employers attending the Career Fair?
- Click Events on navigation bar
- Click the fair title to see a list of all employers attending

How do I find a list of internships/jobs the employers are hiring for at the Career Fair?
- Hover over Jobs on the navigation bar
  - Select Go IRISH Jobs
  - NOTE: read the section at the top of the page marked with a light bulb. Note the appropriate Keyword search options listed here.
  - To search for jobs or internships by Keyword, enter the Keyword listed for the upcoming career fair and hit enter

Connecting to Employers
I want to look for a certain company on Go IRISH, can I do that?
Under the Employers tab, you may select the employer directory, favorite employers, the names of company contacts, or by favorite company contact
- Enter Keyword to search for an employer/contact
- Click Search
- Click Company Name for company overview, available positions, contacts, etc.
- Click Available Positions to view all jobs with this employer
- Click Job Title to review a specific job title
How to Prepare for a Career Fair

Compose a Resume that Markets Your Background and Skills
- Review the “Writing Your Resume” section in this Guide
- Visit The Career Center for a resume review

Prepare, Prepare, Prepare
- Attend a “Prepare for the Career Fair” workshop
- Determine your objectives for attending
- Review the companies attending the fair and position descriptions on Go IRISH
- Select what organizations you plan to visit and conduct further research
- Visit company websites to review mission statements, annual reports, and products or services
- Develop and refine networking skills
- Develop your “30 Second Message”

Developing Your 30-Second Message
A good 30-second message includes:
1. Relevant background information: education and experience
2. Summary of your career interests and skills
3. A relevant question or request

The Foundation
- Hello, I’m... (name, year, and any connection to organization/industry/position)
- Articulate interest in industry/career field. Here are a few suggestions:
  - I have experience with... (explain something from a relevant experience, class, etc.)
  - Your company is... (demonstrate knowledge of company)
  - I’m interested in X because... (explain your interest in company/industry)
- I can... (match your skills with their needs)
- End with an engaging question

Questions to Ask
1. Could you tell me more about the client responsibilities of the Business Analyst position?
2. What are some of the campus and internship experiences that help candidates compete successfully for this position?
3. What is your position with the organization/company?
   a. What have you enjoyed most about your position?
   b. What have you found most challenging about your position?
4. What career paths are open to people who have succeeded in this position and what’s a typical time frame for advancing to a different opportunity?
5. Could you describe your training program for new associates?
6. What do you think are some of the most important skills and experiences undergraduates need to enter this career field?
7. Ask about an issue or current event that may be impacting the company (from your careful research)

Sample 30-Second Messages

Career Fair Specific:
Hi, my name is... I am a junior majoring in English and Business Economics. I specifically enjoy studying Victorian literature, doing close readings of text to determine underlying meanings, and crafting arguments supported by those readings. My Business Economics minor allows me to explore the more quantitative and structured part of my nature through the study of statistics, finance, and economic analysis. Together these allow me to combine big picture, creative thinking with analytical abilities. Because of this I think I would have a lot to offer a marketing organization like yours. Can you tell me about the work you do at... and what qualities you look for in your intern and entry-level candidates?

General Networking:
Hello, I’m... and I will receive my degree from Notre Dame this May where I have been majoring in Political Science with a focus on voting trends of various constituencies. I was able to apply that information through an internship this past year with the New Jersey Democratic Party. The internship allowed me to research key issues in various counties for the upcoming elections. I would like to use this experience by working on a larger campaign for a senator or congressperson. In order to break into this field, I have been conducting informational interviews and speaking to anyone who has knowledge of working for a campaign. Could you recommend anyone that I may speak with in order to gain a better understanding of the process of being hired onto a campaign?

Final Tips
- Know yourself and your audience
- You are telling your story—you are not a salesperson
- Control your message so that nothing is left up to interpretation
- Be enthusiastic

At the Fair
- Dress in business attire (see page 59) and bring several copies of your resume
- Be proactive by approaching employers
- Speak with both young alumni and experienced representatives
- Demonstrate confidence and enthusiasm in delivering your “30-Second Message”
- Unless the employer asks you for your resume at the beginning of your conversation, offer it to him/her at the end (“May I leave a copy of my resume with you?”) — this is a nice way to begin to close the conversation
- When the conversation seems to be ebbing, reiterate your interest in the company/industry and begin to disengage (i.e. “I’ve really enjoyed speaking with you and would like to leave a copy of my resume with you if I may”); another way to disengage from conversation
would be to acknowledge the line of students waiting to speak with the representative (if present) and indicate you do not wish to monopolize his/her time

- If they are interviewing the next day, ask the representative how to sign up for an interview (i.e. “After reviewing your company information and the position, I am interested in speaking with you further. How can I obtain a slot on your interview schedule at The Career Center?”)
- Obtain the representative’s business card to continue to develop the connection via email (“May I have one of your business cards and follow up with you if I have any questions about this opportunity/your organization?”)

**Following the Fair**

- Send an email thank-you note to the recruiters with companies of interest within 24-48 hours of the fair
- If you obtain an interview:
  - Prepare by researching the company, industry, competitors, and the position description on Go IRISH or at the Mahaffey Business Library
  - Review The Career Center’s Interview Guide and practice sample interview questions

**Utilize Go IRISH to Find Out More About the Companies, Industries, and Positions**

To view all companies attending a career fair:
1. Login to Go IRISH
2. Click on Events tab
3. Click on the name of the fair to view participating employers and general posting information

**To view job postings:**
1. Login to Go IRISH
2. Hover over Jobs/Internships and select Go IRISH Jobs
3. Perform a keyword search for the fair using the tips on the Jobs/Internships Search page

**Conduct Additional Company and Industry Research**

*Vault Online Career Library*
- Contains insider company information, advice, articles, and career, industry, and employer guides

*CareerShift*
- Search for information on a company and find contacts within the organization

*Factiva—access through Hesburgh Libraries*
- Provides access to global news and business information, including newspapers, same-day newswires, company reports, and media programs

*News.Google.com*
- Search for company-related current events

*Company Websites*
- Review mission statements, annual reports, and products or services

* These resources are available through the Online Resources section of our website.
Interviewing

Stand Out for the Right Reasons

Interviews are probably the most significant part of the internship and job/post graduate search processes. It is a dialogue between two parties, each with their own objectives.

The interviewer’s goals are to find out if:
- You have the SKILLS to do the job (both soft and technical skills)
- You are MOTIVATED to do the job
- You are a FIT with organization’s CULTURE

Your goals are to:
- Showcase your skills and interpersonal qualities
- Demonstrate your match for the job with solid, well-crafted examples of your experiences
- Determine if the position and the employer is a good fit for you

Gaining interview skills are critical whether you are pursuing an internship, full-time employment, a service opportunity, graduate or professional school, a fellowship, or a post graduate internship to break into a difficult field! Get your interview skills down. Understand the format, structure and STAR technique (see page 61) of the interview and you will be well on your way to STANDING OUT for all the right reasons.

Types of Interviews

Resume Based/Traditional
This form of interview goes through your resume; questions are about your education, prior work experience and activities. It is a very straightforward interviewing technique. You should know exactly what you have written on your resume and be able to elaborate and/or provide support for any part in addition to being ready with examples from other experiences you have had.

Behavioral
Based on the principle that the best way to predict future behavior is from past behavior, this method of interviewing is one of the most commonly used. By focusing on the applicant’s actions and behaviors, rather than subjective impressions that can sometimes be misleading, interviewers can make more accurate hiring decisions. In these types of interviews, it is important to note what competencies or skills the employer is seeking (e.g. in the job description). Make sure you describe a specific, recent situation, detail your behavior or the actions you took to resolve the situation and share the outcome or the results of the situation. The STAR technique is one of the most effective ways to craft a complete response to a behavioral question. Practice using the STAR technique to develop your responses with the behavioral questions on page 60.

Case
Some companies, especially those involved in consulting and finance, are concerned not only with your experience in a particular area, but also with your ability to address unfamiliar, complex problems and reach logical conclusions based on available facts. In essence, they want to test your ability to solve problems that may arise in a real-life situation while working for them. The emphasis here is on your thought process; there is not necessarily a right or wrong answer. You will usually be evaluated in several of the following areas:
- Logical reasoning
- Creativity
- Quantitative skills

Business judgment (not business knowledge)
Pragmatism
Ability to structure problem-solving
Intellectual curiosity and enthusiasm
Ability to think quickly and perform under pressure
Ability to clearly communicate your answer
Ability to perform simple math

Typically, you will be presented with a set of facts, ranging from simple hypothetical situations to complex charts, graphs, data correlations, etc. It is up to you to assume the role of the professional.

The following resources can help in your preparation:
- caseinterview.com and caseinterviewmath.com—these two resources are produced by a former McKinsey Partner who has created several hours of free “how to” video (to log onto caseinterviewmath.com—create an account on caseinterview.com first).
- mbacase.com
- http://acethecase.com
- www.casequestions.com

Mental Math Resources:
- http://caseinterviewmath.com
- http://www.thatquiz.org
- http://freestylemind.com/mental-math-tricks

Books available for check-out at The Career Center (248 Flanner Hall) or Mahaffey Business Library:
- Case Interview Secrets by Victor Chang
- Case in Point by Marc Cosentino

Technical
Companies in financial services, accountancy, technology, engineering or science may ask questions related to academic coursework or concepts (e.g. programming skills) and/or industry knowledge (e.g. market indices).
MODES OF CANDIDATE ASSESSMENT

Whenever you are speaking with an alumnus, recruiter or any representative of an organization, communication matters. These conversations, both formal and informal, often factor into determining if you are the right candidate for the opportunity. The communication medium for the interview may vary, however, the process, goals, and how you prepare for the interview remain the same.

Phone
Prescreen — may or may not be scheduled. If the employer calls unexpectedly, don’t be caught off guard, this call is still a critical part of the overall interview process. The employer will usually ask a few key questions to determine if you will continue in the interview process.

Scheduled — an in-depth pre-screen before the site interview. However, for some internships the scheduled phone interview takes the place of a site interview and it may be the only interview. If this is the case, applicants are hired solely on the basis of the phone interview. Scheduled interviews can last anywhere from 15 minutes to an hour.

Tips for a Successful Phone Interview
• Have a professional voice message on your phone in case the employer reaches your voice mail
• Ensure a good phone connection — charged battery; quiet location for the call; strong signal. (Note: you can reserve a room in The Career Center Interview Center if space allows)
• Before the call, call yourself and leave a message answering the question “tell me about yourself”—check your intonation, volume, clarity and how well you answered the question!

SKYPE and Video Interviewing
More employers are utilizing Skype, especially if you are interviewing from abroad. Video conferencing is not as common, but is still used, however, you and the employer both must have access to the equipment. If you are scheduling a Skype session from abroad, check signal strength well before the scheduled connection. Arrange for a quiet location and a non-distracting background behind you. If you are on campus and an employer wants to schedule a video conference or Skype interview, The Career Center has equipment available. Please call (574) 631-9915 to schedule an interview room or a computer for Skype interviews.

Over a Meal
This isn’t about eating! You are being interviewed and assessed. Follow professional etiquette guidelines; select a meal that’s easy to eat neatly; stay attentive to questions, but aim for relaxed responses and conversation. If you are dining with more than one person, address and connect with everyone at the table. Meet with a Career Coach if you have additional questions. For more information, visit our website.

Testing
Some employers give candidates different types of tests as part of their hiring process. Testing can provide extra information about applicants that cannot be obtained from their resumes or interviews — aptitude, interests, learning styles and other relevant characteristics.

Panel
Although the one-on-one interview is most common, a panel interview will often be conducted at the on-site visit. A group of individuals, perhaps representing different departments or functions with which the position interacts, asks a variety of questions to assess if the candidate can support the key interests of the department or function.

Project Assessment
In this case you are asked to complete a task (often timed) or project that represents one of the key functions of the position.

Group Project
Some employers will bring candidates for the same type of position together for a group project or simulation. The group is usually asked to dialogue, design, or recommend a solution to a challenge or daily project of the organization or industry. Your team player and group dynamic skills are being assessed, as well as the ideas and innovative thought you bring to the discussion or project.

ON-SITE VISIT

The on-site visit is usually the final stage of the interview process. A job offer for a full-time position is rarely made without a second interview, which is typically held on site, but can also be on campus. The purpose of this interview is for the employer and the student to become better acquainted with one another. Make sure that your cell phone is turned off the entire time you are with the employer — including events on the evening prior to the interview. Do not check the time on your phone — this could be misinterpreted. It is the job of the host to ensure you are kept on schedule and are where you need to be.

Preparation
As with the first round interview, preparation is key to success. Students need to collect more in-depth information about the organization and be prepared to answer more specific questions about their abilities as they relate to the position. Questions tend to be more technical and job specific. Bring extra copies of your resume, a copy of your transcript, and any other application materials you may have submitted.

Travel Arrangements
When an invitation is extended for an office visit, the company will typically cover travel expenses and may assist with travel arrangements — however, do not assume that this is the case. If you are uncertain about your travel arrangements, be sure to clarify with the employer prior to leaving for your interview. Treat employer’s money responsibly — be sensible about any expenses you incur and keep all of your receipts. Make sure you have the employer contact information with you, in case of delays or other issues.

The Evening Prior to the Interview
If you are meeting with a representative from the company the night prior to your interview, remember that this is part of the interview process. Dress appropriately and conduct yourself
professionally at all times. Be sure that you know the time and location of the meeting and arrive a few minutes early. Everything that you say and do will factor in to the employer’s final decision as to whether or not they extend an offer.

Day of the Interview
Get a good night’s sleep—you need to be alert and energetic. Eat breakfast; make sure you arrive early. Obtain business cards from everyone you talk to; send thank you notes as appropriate. Know what the next steps are and the timeline. Remember the interview is a two-way street. Be observant—what is the atmosphere like? Are the employees engaged? Are you comfortable with the culture? Have you asked questions you need answered?

Additional Questions
The following are possible questions to ask your interviewer at the office visit.

Questions to Ask the HR Representative
1. What is the typical career path for this position?
2. How do employees have the opportunity to express their ideas?
3. What is the typical travel schedule?
4. How often are performance reviews conducted?

Questions to Ask a Prospective Supervisor
1. What would be my primary responsibilities?
2. What are some of the department’s special projects?
3. How much contact would I have with middle managers?
4. How much interaction would I have with management, colleagues, and clients?

Questions to Ask a Prospective Co-Worker
1. Can you describe a typical workday?

Typical Schedule for an Office Interview
- 8:30—9:15 a.m.: Candidate arrives at Office/Human Resources Department
- 9:15—10:00 a.m.: HR interview (and/or testing)
- 10:00—11:00 a.m.: Facilities tour (typically conducted by HR representative)
- 11:00—11:45 a.m.: Interview I
- 11:45 a.m.—12:30 p.m.: Interview II
- 12:30—1:45 p.m.: Lunch with HR and/or selected others
- 1:45—2:30 p.m.: Interview III
- 2:30—3:15 p.m.: Department Head Interview
- 3:15—3:45 p.m.: HR Department/Wrap-Up/Travel Expenses

It is advisable to call the recruiting contact at the organization to inquire about the specific schedule for your office visit so you know what to expect and can prepare accordingly. If you can get an agenda beforehand with the names of the interviewers, research them on the company website, Google, LinkedIn, and/or myNotreDame.

PREPARING FOR THE INTERVIEW

Preparation is the most important part of your job or internship interview. Lay the foundation and follow these steps to maximize SUCCESS with advance planning, self-assessment, and interview practice.

Research the Organization and the Industry
Conducting thorough research on the organization and industry is vital to an effective interview. Employers view knowledge of their organization as a critical factor in applicant evaluation because it demonstrates the candidate’s interest, enthusiasm and seriousness about the position. Know the employer’s website thoroughly, but your research must go beyond this. Interview Checklists on page 59 provide a starting point for your research, tailored to the type of employer with whom you are interviewing.

THE FOUNDATION—KNOW YOURSELF
Know your VIPS (Values, Interests, Personality, Skills). Practice communicating these concisely and clearly as they relate to the position, organization and industry. State career goals that are compatible with the position and realistic. Review your Experiences. Analyze your academic training, leadership experiences, critical thinking skills and non-academic activities in relationship to the position. Relate your Interests, Skills, Experiences and Goals to the position.

ANALYZE THE POSITION
Know the qualifications and responsibilities, usually outlined on the job description.

RESEARCH THE ORGANIZATION AND THE INDUSTRY
The Career Center offers multiple resources for gaining both a broad overview and in-depth information beyond the employer’s website.

https://guides.library.nd.edu/subject-guide/185-Career-Resources-Guide > Co. Profile tab

PRACTICE INTERVIEW RESPONSES
Tailor interview responses to concisely describe experiences in relationship to the skills and qualifications the organization is seeking. Conduct a mock interview with a recruiter, career coach, former employer, or a friend.
### INTRODUCTION CHECKLISTS

#### For Profit

**Organization Knowledge**
- Annual Report, especially the Letter to Shareholders
- Company history
- Company mission statement
- Company leaders (CEO, etc.)
- Organizational structure
- Principle products/line of business
- Primary locations
- Stock price/trends; PE ratio
- Annual revenue
- Capitalization

**Industry Knowledge**
- Industry background/general information
- Competitors
- Relative size in industry/market share
- Industry trends and facts
- Industry jargon

**Current Events**
- New products/lines of business
- Recent news articles about company

#### Nonprofit Organization

**Organization Knowledge**
- Mission and services
- Population(s) served
- How the organization refers to its constituents—clients, guests, patrons, members
- Executive Director, CEO or President of local, regional, national and/or international levels
- Income and assets; sources of funding and percentage of each to overall funds
- Local, regional, national and world aspects of the organization
- Size of local and/or national organization
- Volunteer structure and size
- Board of Directors
- Partnerships with community, other agencies and organizations, corporations
- Initiatives, achievements, and impact measures from the Annual Report

**Sector Knowledge**
- Current size, numbers served, number of employees within the nonprofit sector
- Sector trends and current economic state

**Current Events**
- Recent news articles about organization
- Recent articles about the topic or population of concern to the organization

#### Government Agency

**Organization Knowledge**
- Public service mission
- Top position titles and names in agency
- Level of government at which the agency functions (city, state, federal)
- Branch of government
- Size and jurisdiction of office with whom you are interviewing and its parent agency
- Recruiting terminology
- Political appointments, elected, and hired positions within the agency
- Partnerships with nonprofit organizations
- Contracts and business relationships with for-profit organizations
- Relationship of government agency with which you are interviewing to other government departments or agencies; differences between focus of public services and connection between them

**Sector Knowledge**
- Sector trends and current economic state

**Current Events**
- Recent news articles about agency
- Recent articles about topics relevant to the agency’s focus and services

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### Where to Find This Information

**Career Center Online Resources**
careercenter.nd.edu
Features industry guides, employer profiles, occupational profiles, and more.
- Business Insights: Essentials
- Factiva
- LexisNexis Academic
- Standard & Poor’s Net Advantage
- IBISWorld
- MarketResearch.com Academic
- Mintel
- Vault

**Idealist**
www.idealist.org/info/Nonprofits
Broad overview of the structure and business of nonprofit organizations and the sector

**National Council of Nonprofits**
www.councilofnonprofits.org
Overview of nonprofits in America, policy, current sector news, building and maintaining sustainable nonprofits

**GuideStar**
www.guidestar.org/AdvancedSearch.aspx
Search for a nonprofit organization to see assets and income, detailed financial data, and impact summary statement

**National Center for Charitable Statistics**
http://nccsdataweb.urban.org/PubApps/nonprofitfaq.php

**Nonprofit Career Core Competencies**
www.nonprofitleader.org/shipalliance.org/cnp/Our%20Core%20Competencies.pdf

**Index of U.S. Government Departments and Agencies**
www.usa.gov/Agencies/Federal/

**The Guardian Public Sector Careers**
www.theguardian.com/society/public-sector-careers

**Government Executive News**
goexec.com

**GoGovernment**
gogovernment.org

**Best Places to Work in the Federal Government 2015**
bestplacetowork.org/BPTW/index.php
More than 389 federal government organizations are ranked according to overall employee satisfaction and commitment and workplace issues.
PRACTICE YOUR RESPONSES TO COMMON INTERVIEW QUESTIONS

No two interviews are alike. In each interview experience there will be questions you were not asked in previous interviews. However, there are a number of questions that seem more common than others, and these are the questions you should think about before each interview. Many interviewers will steer away from standard directive questions and concentrate more on open-ended situational or behavioral questions. Common themes include applications of analytical, problem-solving, and decision-making skills; leadership development; creativity; teamwork; and personal development. These should be answered using specific examples. Interviews often include a mix of different types of questions.

Resume-Based/Qualifications
- Why are you interested in our organization? Industry?
- What work experience has been the most valuable to you and why?
- How did you choose to attend Notre Dame and how did you select your major(s) in ______?
- How do you think you have changed personally in the past (five) years?
- What challenges are you looking for in a position?
- What three trends do you see in the future for our industry?
- Tell me about yourself.
- Why do you want to work in (career field)?
- Why do you feel you will be successful in this program?
- Why do you want to work in (career field)?
- What characteristics do you think are important for this position?
- Tell me about your summer internship.

Behavioral
- Give an example of a problem you have solved and the process you used.
- Describe a situation in which you had a conflict with another individual and how you dealt with it.
- What idea have you developed and implemented that was particularly creative or innovative?
- Tell me about a team project of which you are particularly proud and your contribution.
- What types of situations put you under pressure, and how do you deal with the pressure?
- Tell me about a situation when you had to persuade another person to your point of view.
- Describe a leadership role you have held, and tell me why you committed your time to it.
- In thinking about a past position you have held, what did you do to make your duties more effective or more challenging?
- Describe one of the toughest competitive situations you have faced and how you handled it.
- What has been one of your greatest disappointments, and how did you respond?
- Describe a time when you added value to an existing work process.
- Tell me about a time you failed.
- Describe a situation in which you were criticized, and how you responded.

The Psychology Behind Common Interview Questions

It is important to know that some employers ask questions that seem very simple; however, the hidden meaning behind the questions may not be simple at all. Adapted from the book Money Jobs.

When Interviewers Ask You:                         What They Really Want to Know Is:

A. Describe yourself. How does your background qualify you for this job?   
   ➔ A. Can you take an incredible amount of information, organize it quickly in your head, and present it in a concise and articulate fashion?

B. What are your greatest strengths and weaknesses?                        
   ➔ B. Are my perceptions of your strengths and weaknesses the same as yours? How mature are you in dealing with your weaknesses? Can you identify methods for self-improvement?

C. Where do you want to be in five years?                                  
   ➔ C. What motivates you and what do you want out of life? Is this job merely a stepping stone to something better?

D. Why this job? Why this organization?                                    
   ➔ D. Have you done your homework? Are you analytical?

E. How would your peers describe you?                                      
   ➔ E. How do you see yourself? Are you a leader or a follower? (A quiet confidence is needed here—not arrogance or egotism).

F. What makes you think you will succeed in this organization?             
   ➔ F. Have you accurately identified the skills and expertise needed to succeed? Can you prove you have them?

G. Why should we hire you? What do you bring to this job?                  
   ➔ G. How are your promotion and persuasion skills? Are you believable? If you can’t sell yourself, how will you be able to sell our products/ company/ideas?
USE THE STAR TECHNIQUE FOR ANSWERING BEHAVIORAL QUESTIONS

When answering the behavioral questions it’s easy to include too much detail, miss the point, forget to include the result or impact of what you did. The STAR technique provides a concise and thorough framework for organizing responses to behavioral interview questions. Practice your responses to behavioral questions using the STAR technique to tell your stories smoothly and precisely directed to the employer’s questions. Describing specific situations and experiences adds credibility to your responses regarding your qualifications for the position.

**Situation:** Class project, student activity, volunteer, experience, job, …

As a member of the American Society of Mechanical Engineers, a student organization with members, …

**Task:** Goal, problem to be solved, improvement to be made, …

…I suggested establishing a mentoring program for area junior high school students to increase their interest in math and science and as a way for engineering students to explore careers in teaching.

**Action:** Planning and implementation done to reach goal, solve a problem, …

I formed a committee to research the idea and then develop procedures, policies, and marketing plans. To recruit participants, we designed a direct-mail postcard to send to all mechanical engineering students. After presenting our proposal to a local middle school science teacher, we were welcomed into the classroom.

**Result:** The outcome, impact, influence, change resulting from your action …

Ten pairs of students were active in the mentoring program last year. As seniors, two engineering graduates entered the teaching profession and the junior high students started an engineering club after school. We have already started organizing this year’s program with the same teacher.

QUESTIONS TO ASK THE INTERVIEWER

The interviewer will typically ask if you have any questions about the position or the organization. Make the most of this opportunity to demonstrate that you have researched the organization. Your questions also allow you to gather information that will help in your decision-making process. Incorporate at least one question from each of these three areas related to your position. The following example industry and organization questions were developed from researching information on Lexis-Nexis; ReferenceUSA; Business Insights Essentials and other resources accessible to you at careercenter.nd.edu/students/onlineresources.

### Industry Questions
- If you were interviewing with Ford, a good industry question might be: How will the automotive industry increase fuel economy to 54.5 miles in 2025 per the agreement reached with the federal government?
- Tesla is evaluating a new concept in car sales—retail locations at malls leading to on-line orders. How do you think this will impact the industry?
- Product recalls not only affect a company’s current revenues, but could also affect its long-term performance by reducing customer confidence. What steps can be taken to reduce the number of recalls; and if recalls do occur, how can customer confidence be restored?

### Organization Questions
- A good organization specific question for Random House Publishing Group might be: How has the Penguin Random House venture impacted other print lines and divisions of Random House?
- Do you think the agreement between Penguin Random House and Universal Studios will result in more authors considering your house for publication? Or will uneven critical reviews of the film Fifty Shades of Grey possibly concern them?
- What process does Penguin use when considering major deals with unproven authors, such as Emma Cline?

### Position Questions
- Describe the rotational training program associated with this position/internship. How is employee performance evaluated during the training period?
- What career paths have others generally followed after completing the program?
- As an intern, what kind of projects will I receive?
- What characteristics best describe individuals who are successful in this position?
- How is job performance evaluated?
- What has been the professional growth track for other students who have been recruited by your company over the past 3-5 years?
- Describe the three top challenges that I’ll face in this job.
- What are the key deliverables and outcomes that this position must achieve?
NONVERBAL COMMUNICATION MATTERS

- Be aware of your body language; smile
- Be relaxed, but exude energy; have a firm handshake
- Avoid distracting body motions; such as adjusting hair and clothes
- Make eye contact when speaking with the interviewer(s)
- Sit comfortably, but attentively and with good posture
- Speak slowly and clearly, with a moderate to low tone of voice

What you wear also conveys how important you think this position and the opportunity is to you.

INTERVIEW DRESS

Your primary goal in dressing for an interview is to feel good about the way you look while projecting an image that matches the requirements of the position and organization. It’s a cliché, but it is true, especially in the recruiting world—you only have one chance to make a good first impression. If you are uncertain about the interview dress that matches the position and the organization, ask a Career Coach or an alumnus at the organization.

Guidelines for Women

- **Suits, Dresses:** Conservative business suit, pantsuit, or dress of natural or woven-blend fabric; skirt length should be to the bottom of the knee. Choose a color that complements your skin tone and hair color; beige, black, navy, or gray. Make sure your clothes are not too tight or too loose.
- **Blouses or tops:** Simple style. Avoid low-cut necklines or very frilly styles.
- **Shoes:** Polished pumps or medium heels in a color that matches your outfit.
- **Stockings:** Beige, tan, or natural. Avoid patterns or lacy stockings.

Guidelines for Men

- **Suits:** Preferred dark blue, gray, or muted pin-stripes. Muted brown or black also acceptable. A quality woven blend of natural fibers looks professional. Avoid bold pin-stripes, contrasting slacks and sport coat, or light colors.
- **Shirts:** A good quality white button-down or white classic collar is preferred. Oxford blue or a muted stripe is also acceptable. Be sure it is ironed.
- **Ties are a MUST:** Conservative stripes or paisleys that complement your suit. Silk or good quality blends only.
- **Shoes:** Highly polished slip-ons or laced dress shoes; brown, cordovan, or black.

Business Professional Attire
Guidelines for Both Women and Men

- Avoid unkempt hair or over-the-top hairstyles
- Avoid excessive perfume or cologne
- Manicure nails and clean hands
- Avoid carrying a backpack or casual purse into the interview—instead carry a leather bag or portfolio

Final Tips

1. Arrive 5-10 minutes early.
2. Turn cell phone OFF (not vibrate).
3. Bring extra copies of your resume, a copy of your transcript and your project, design, art or architecture portfolio when appropriate.
4. Build rapport with the interviewer(s) in the first five seconds—greet the interviewer(s) with a smile and firm handshake; make eye contact.
5. Brief silence is OK—if you are stumped by a question, taking a moment to collect your thoughts and consider your answer is appropriate—ask for a moment to think over the question. Asking for clarification (depending on the question, of course) may also buy you some time and/or make it more clear.
6. Be prepared with well thought-out questions.
7. Close the interview reiterating your interest in the organization and the position.
8. Ask for a business card in order to follow-up with a thank-you note.
9. Understand the next steps and the time-table; you may have to ask for this information.
10. Remember, any interaction with the organization is a part of the decision-making process—information sessions, meeting the recruiter at a tailgate, pre-nights, and talking with greeters, receptionist, or office assistants.

Business Casual Attire

Business casual does not mean casual. It does not mean that you can dress however you want—you are still expected to look professional. For men, a business casual wardrobe should consist of several long-sleeved cotton oxford shirts; cotton polo or golf shirts; chinos in acceptable colors (khaki, dark blue, olive green, or stone); wool slacks; and a sport coat. For women, shirts or blouses are acceptable, sweaters or knit tops will also work. Pants should be non-denim fabrics that complement the top. The addition of a fashionable jacket is always a nice touch.

POST-INTERVIEW FOLLOW-UP

Follow-up is critical during the interview process. A thank you letter, restating your interest in the position and the organization, should be sent within 24 hours of each interview, and should be sent to each person with whom you spoke. Be sure to ask for business cards or ask the person arranging the interview for the correct spelling, titles, business emails or business addresses of each person you met. Make each note somewhat different, and try to reference something you discussed in the interview. Take no further action until at least one week beyond the date when they said they would contact you. At that time, a phone call to see if a decision has been made is appropriate.

Job Offer Evaluation

After receiving an offer, you may ask yourself: Should I take it? How do I decide between multiple offers? How do I accept or decline the offer?

Should I Accept Any Offer?

Think very carefully about the offer and don’t accept until you are ready, as an acceptance must be made in good faith with an intention to honor the acceptance. Some questions to ask yourself include:

- Are the organization’s values and culture in sync with mine? Did I engage well with the people I met?
- Is the work challenging? Do they provide me with quality professional development opportunities? Will it take me on my desired professional path in a reasonable timeframe?
- Even if it isn’t the exact position I was hoping for, will I gain skills that will positively influence my career/professional development?
- Does the compensation package (salary, benefits, vacation, health and retirement plans) meet my needs?
- Is it in a geographic location that interests me?
- How do I feel about the required level of travel?

If you would like to discuss your situation please contact The Career Center to speak with a Career Coach.

Sample Thank You Letter Text (use same formatting as cover letter)

It was a pleasure to meet with you to speak about the Marketing Representative position at ABC Organization. I especially appreciated talking with you about ....

If given the opportunity, I am confident I can make valuable contributions to your organization. Thank you for the time you took to interview me. I look forward to hearing from you about this position.
Accepting an Offer
When accepting a job offer, you should do so in writing—restating your interest and the key components of your job offer. However, any acceptance—even verbal—must only be given with the full intention of honoring that acceptance.

The Career Center’s Ethical Job & Internship Search Student Contract requires that you also notify all other organizations to whom you have applied that you have accepted an offer and wish to withdraw your name from further consideration. You may also consider notifying and thanking all those who have helped you in your job search, including those who served as references, provided you leads, and gave advice.

Withdrawing/Declining an Offer
Sending an email or letter when withdrawing from the interview process or declining an offer is important to assure good relations with the organization.
- Withdraw from the interview process/decline and offer as soon as you know you are no longer interested, or immediately after accepting an offer from another organization
- Withdrawing/declining tactfully in a timely manner will not offend the organization
- Be positive—let them know it was a difficult decision, express your appreciation, and thank them for the opportunity

Exploding Offers
Exploding offers are those with short deadlines. The Career Center’s Employer Job Offer Policy outlines the timing required for employers to provide students to make decisions. If you are faced with an exploding offer, please contact The Career Center; we can help negotiate the date if the employer recruited on campus through The Career Center.

Requesting More Time
When faced with a decision to accept an offer that you feel you can’t make in the time allotted, you can consider requesting more time from the employer. Asking for more time usually will not cause the employer to withdraw their offer. However, it is important to let the employer know how interested you are, and to be prepared to explain why you need additional time to make a decision. If they are within our guidelines, and are not willing to extend the deadline, be prepared to make a decision.

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WHERE TO FIND US
www.flowtraders.com

NOTRE DAME FALL CAREER EXPO: FULL-TIME NIGHT
Thursday, September 10th 4:00 - 8:00 pm
Joyce Center, Fieldhouse

INFO SESSION & TRADING COMPETITION
Tuesday, September 29th
Visit us at the Fall Career Expo or check online for more details
*Prizes will be awarded & refreshments served*

ON CAMPUS INTERVIEWS
Thursday, October 15th
Apply online via Go IRISH
APPLICATION DEADLINE: Monday, October 5th

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